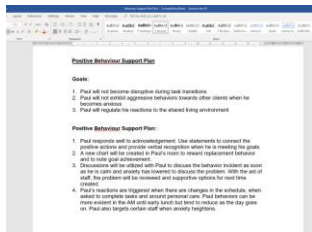


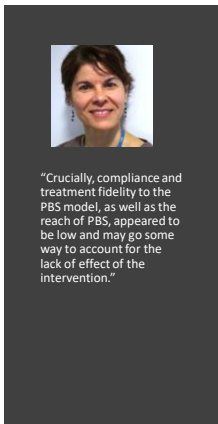
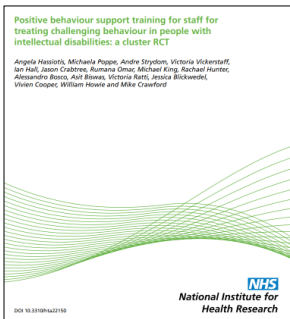
A Grading System For Behaviour Support Plans

Dr Brian McClean
Acquired Brain Injury Ireland

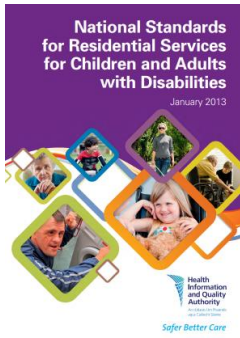
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3



Health Information and Quality Authority
 An tÚdaráis Um Fhaisnéis agus Calíocht Sláinte

3.2.8 Where a person experiences repeated difficulty in managing their behaviour, an assessment is carried out by a suitably qualified professional in order to draw up a plan to provide additional support in consultation with the person and his/ her representative. The professional involved monitors and evaluates the intervention and it is reviewed by the clinical team on a regular basis.

3.2.9 Staff are...

- trained in the provision of positive behaviour support to people with disabilities
- trained to understand and to respond to behaviour and verbal and nonverbal communication that may indicate an issue of concern

4



Definitions of Positive Behaviour Support

5

Horner et al., 1990

Values Led

- Why, when and how
- Altering triggers
- Skills teaching is central
- Changes in quality of life
- Short term change in behaviour
- Maintenance of plans
- Multi-component
- Eliminates punishment
- Proactive and reactive strategies

6

Gore et al, 2013.

Understanding behaviour
Stakeholders
Enduring personalised support
Quality of life



Values	Theory	Process
Social Role Valorisation	Function	Data driven
Constructional Approach	ABA	Functional Assessment
Stakeholder Participation	Evidence based	Proactive and reactive
		Implementation support

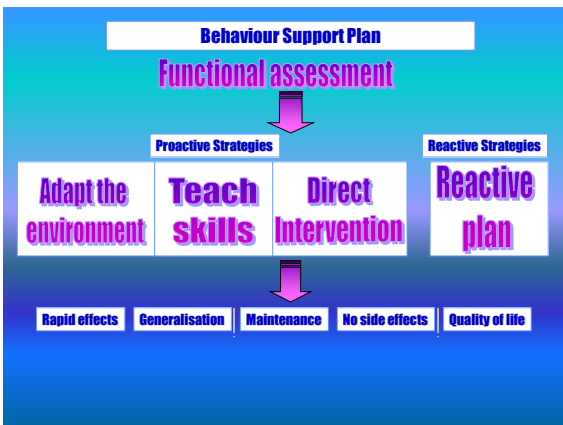
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LaVigna & Willis (2012)

Positive behaviour support (PBS) is ...the application of the science of applied behaviour analysis (ABA) in the support of people with challenging behaviour.



8



9

Developing behavioural services to meet defined standards within a national system of specialist education services

GARY W. LAURINA, LEEANN CHRISTIAN & THOMAS J. WILLIS
Journal of Applied Behavior Analysis, Los Angeles, CA, USA

Abstract

Behavioral services are becoming demand by more accountability and historical responses to the provision of behavioral services. Accountability is being assessed by the Department of Education through a variety of measures including the National Assessment of Education Progress (NAEP), the annual state-to-state testing of reading, math and science, and the annual National Assessment of Education Progress (NAEP). The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services. The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services. The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services. The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services.

Keywords: Federal of services, behavioral services, ethical standards, education.

Introduction

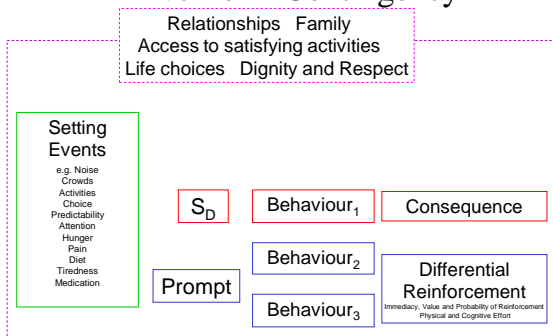
State and federal legislation, such as the Individuals with Disabilities Education Act (IDEA), 1997 in the USA, has required increased transparency for students in school settings where behavior is being taught, more oversight in the education of students with disabilities, and the need for greater behavioral training standards to support of positive behavioral strategies over the more traditional practice models. Notwithstanding the need for more extensive oversight, an ethics have been proposed (IEA, a committee of experts in the field of professional behavior, has argued for the same (P-11). The same need for historical assessment and process behavioral supports for students has been reflected in the International Association of Behavior Analysts (IABA) in the USA (P-10), and the National Board of Professional Standards and Practices (NBSP) in the USA (P-12) and the National Board of Standards and Practices (NBSA) in the USA (P-13). However, while school districts across the USA are required to provide these services or face potential consequences, the actual implementation of these services has typically not been prepared

by their professional training and certification processes in many of these states (P-14, P-15). In some cases, if IEA did not meet the specific needs of students with disabilities, states and federal agencies have argued for the same (P-16). The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services. The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services. The purpose of this study was to examine the responses of the major stakeholders to the provision of behavioral services.

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 Email: gw.laurina@ucla.edu or gw.laurina@ucla.edu

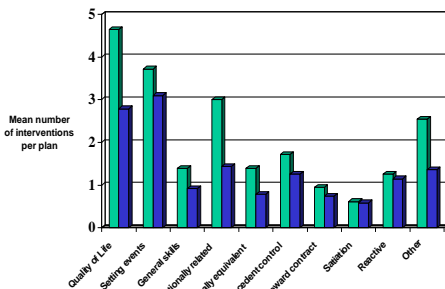
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A Five Term Contingency



11

Component analysis



McClean, B. and Grey, I. (2012) A component analysis of positive behaviour support plans. *Journal of Intellectual and Developmental Disabilities* 37: 221-31

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A Grading System For Behaviour Support Plans

Reactive	I	Nonaversive
Situational	II	Contingency management or situation management
Preventative	III	Distal antecedent control
Constructive	IV	General or functionally related skills training
Replacement skill	V	Functionally equivalent skills training
Quality of life enhancing	VI	Quality of life – Substantial enhancement

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<https://www.surveymonkey.com/r/QWYDHHT>

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