



# Positive Behavior Support

SUMMER 2011

## *a brief*

### Kansas Researchers at the Forefront of Behavioral Science

**R**esearchers at the University of Kansas have a long history of making contributions to the evidence-based behavioral science of both Applied Behavior Analysis (ABA) and Positive Behavior Support (PBS). In fact, many people consider Kansas to be one of the homes of the science of ABA (Ayllon & Michael, 1959; Baer, Wolf, & Risley, 1968, 1987; Bijou, Peterson, & Ault, 1968; Wolf, 1978) and PBS (Dunlap et al., 2010; Fox, Carta, Strain, & Hemmeter, 2010; Horner et al., 1990; Kamps et al., 2011; Lassen, Steele, & Sailor, 2006; Turnbull et al., 2002). Both ABA and PBS researchers are interested in the interaction between a person's behavior and where they live in order to better understand why problem behaviors occur. We are proud of our Kansas leaders who set the stage for the large-scale use of both ABA and PBS, both nationally and internationally, to improve the quality of life of so many children and adults who have benefited from these evidence-based behavioral support practices.\*\*\*\*

### What is Positive Behavior Support?

*Dunlap, Sailor, Horner & Sugai, Handbook of PBS (2009, pp. 3-5)*

PBS is a set of tools and processes for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals for individuals while reducing problem behaviors that pose barriers to these goals.

PBS emphasizes the importance of helping individuals (and their advocates) achieve a high quality of life using technology with four core defining features or components:

- The application of research-validated applied behavioral science;
- Integration of multiple intervention elements to provide ecologically valid, practical support;
- Commitment to socially important and durable lifestyle outcomes; and
- Implementation of support within family and organizational systems to ensure sustainable change over time.

**“Teachers, administrators, parents, secretaries, lunch staff, paras (paraprofessionals), and most importantly, children, are happier to be in the school, have less negative interactions and more positive interactions as a result of school-wide PBS.”**

*-School Social Worker in Kansas*

**“It (PBS) changed our whole lives as a family forever.”**

*-Mother of a child with Autism in rural Kansas*



\*\*\*\*Note: The link at the end of this document provides some examples of Kansas leaders in both ABA and PBS. Dr. Rachel Freeman at the University of Kansas, Kansas Institute for Positive Behavior Support, is currently the President of the international Association for Positive Behavior Support ([www.apbs.org](http://www.apbs.org)).



Visit [www.pbskansas.org](http://www.pbskansas.org) and click on **Positive Behavior Support: A Brief** for an electronic version, resources, and references.

## The Impact of Positive Behavior Support on Children, Family Members, and School and Organizational Professionals

**Overall increase in the quality of life of individuals and family members, and improved outcomes for children and adults with disabilities** (Binnendyk & Lucyshyn, 2009; Carr et al., 1999; Carr et al., 2002; Dunlap et al., 2010; Sailor, Dunlap, Sugai, & Horner, 1999).

**Decrease in family stress and increase in coping skills** (Lucyshyn, Dunlap, & Albin, 2002; Lucyshyn, Kayser, Irvin, & Blumberg, 2002; Lucyshyn et al., 2007).

**Increase in support for all siblings within a family** (Duda, Clarke, Fox, & Dunlap, 2008).

**Successful integration of individuals with problem behavior in school, church, community settings, and at home** (Clarke, Dunlap, and Vaughn, 1999; Dunlap et al., 2010; Carr et al., 1999; Lucyshyn et al., 2007; Lucyshyn, Olson, & Horner, 1999; Turnbull et al., 2002; Vaughn, Dunlap, Fox, Clarke, & Bucy, 1997; Vaughn, Wilson, & Dunlap, 2002).

**Successful decrease in problem behavior across school, district, and state settings, in early childhood settings, and implementation of PBS using larger systems change efforts in organizational settings** (Barrett, Bradshaw, & Lewis-Palmer, 2008; Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Mitchell, & Leaf, 2010; Crosland, Dunlap, Clark, & Neff, 2009; Fox & Little, 2001; Freeman et al., 2009; Galloway, Panyan, Smith, & Wessendorf, 2008; Hemmeter, Fox, Jack, Broyles, & Doubet, 2007; Horner et al., 2009; Luiselli, Putnam, & Handler, 2001; Luiselli, Putnam, & Sunderland, 2001; McIntosh, Horner, & Sugai, 1999).

**"Since we have started using PBS, our organization no longer has to use physical restraint and has significantly reduced restrictive interventions."**

- Director of a Developmental Disability Community Services Provider in Kansas

**Increase in confidence of family members, and school and organizational professionals to change behavior now and in the future** (Clark et al., 1999; Lucyshyn et al., 2007).

**Increase in the use of extended family and natural supports (church members, family, friends, neighbors, university students) in PBS plans** (Freeman et al., 2006; Scott & Eber, 2003).

**Generalization of effective behavior supports across environments and sustained implementation throughout an individual's lifespan** (Freeman et al., 2005; Lucyshyn et al., 2007; Lucyshyn et al., 1999).

**"Before PBS, I felt like a prisoner in my own home. After PBS, I was able to get a full-time job...and my family took a vacation together for the first time."**

- Mother of a 7-year old typically developing child with serious behavior problems in Northeast Kansas

## The Impact of PBS Across a Variety of Organizations (Schools, Agencies, Communities, and States)

(Bradshaw et al., 2008; Bradshaw et al., 2010; Freeman et al., 2009; Sailor et al., 1999)

1. Increased **quality of life** for all individuals within settings;
2. More **effective and efficient** services;
3. **Decreased** use of physical interventions (drop in worker's compensation claims submitted within an organization);
4. **Decreased** reliance on outside sources for funding (building of internal capacity emphasized);
5. **Increased time for other projects** realized due to overall decreases in problem behavior; and
6. **Improved coordination of services** across systems and other organizations.



## Examples of Organizations and Services Implementing Positive Behavior Support

Association for Positive Behavior Support [www.apbs.org](http://www.apbs.org)  
PBS-Kansas (Kansas State-wide Planning Network) [www.pbskansas.org](http://www.pbskansas.org)  
Positive Behavior Employment Support [www.apbs.org](http://www.apbs.org)  
Kansas Institute for Positive Behavior Support [www.kipbs.org](http://www.kipbs.org)  
School-wide Positive Behavior Support [www.swpbs.org](http://www.swpbs.org) and [www.pbis.org](http://www.pbis.org)  
Early Childhood Positive Behavior Support [www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu)  
and [www.challengingbehavior.org](http://www.challengingbehavior.org)  
Kansas Autism Waiver Training [www.kcart.ku.edu/~kcart/autism\\_training/index.shtml](http://www.kcart.ku.edu/~kcart/autism_training/index.shtml)  
Mental Health [www.apbs.org/new\\_apbs/MHDesc.aspx](http://www.apbs.org/new_apbs/MHDesc.aspx) and [www.bazelon.org](http://www.bazelon.org)  
Children and Family Services (Family Preservation, Foster Care) [www.apbs.org](http://www.apbs.org)  
Kansas Traumatic Brain Injury Waiver [www.tbikansas.org](http://www.tbikansas.org)  
Juvenile Justice [www.pbskansas.org/htdocs/resources\\_tools/juvenilejustice.html](http://www.pbskansas.org/htdocs/resources_tools/juvenilejustice.html)



Visit [www.pbskansas.org](http://www.pbskansas.org) and click on the **Positive Behavior Support: A Brief** button on the main page to view this publication and additional information, including resources and references.

## Kansas Institute for Positive Behavior Support (KIPBS)

**Positive Behavior Support: A Brief** was created by KIPBS.

For more information about KIPBS:  
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