

Program Alignment



Positive Behavior Support and the *Nonviolent Crisis Intervention*[®] Training Program

The following pages explore a variety of key themes, premises, and strategies related to Positive Behavior Support from various expert sources and how they relate to or are addressed in the *Nonviolent Crisis Intervention*[®] training program. Internationally, the term Positive Behavior Support (PBS) is sometimes referred to in conversation or the literature as Positive Behavioural Support(s).

There are many ways to define or explain the concept of PBS. Some of the most common ways include:

- The application of behavior analysis and systems change perspectives within the context of person-centered values to the intensely social problems created by behaviors such as self-injury, aggression, property destruction, pica, defiance, and disruption (1).
- A dynamic, problem-solving process involving goal identification, information gathering, hypothesis development, support plan design, implementation, and monitoring (2).
- An approach that blends values about the rights of people with disabilities with a practical science about how learning and behavior change occur (1).

A comprehensive Positive Behavior Support Plan includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings.

The key features of PBS, as identified by a pioneer in the field, George Sugai, include (6):

- a prevention-focused continuum of support;
- proactive instructional approaches to teaching and improving social behaviors;
- conceptually sound and empirically validated practices;
- systems change to support effective practices; and
- data-based decision making.



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The June 2003 Executive Summary entitled *Research Synthesis on Effective Intervention Procedures* from the University of South Florida Center for Evidence-Based Practice: Young Children with Challenging Behavior lists the categories of PBS as (3):

- Functional Behavioral Assessment and assessment-based interventions;
- functional communication training;
- self-management/monitoring; and
- choice making.

Below is a correlation between PBS concepts, premises, and strategies and the *Nonviolent Crisis Intervention*[®] training program.

PBS Concept, Premise, or Strategy	<i>Nonviolent Crisis Intervention</i>[®] Training
PBS is a broad, comprehensive approach which includes individual through systemic applications.	Strategies, skills, interventions, and techniques taught within the <i>Nonviolent Crisis Intervention</i> [®] training program can be used by individual staff members as well as by a team of responders. Implementation of the program's ongoing Training Process is designed to achieve culture change throughout an organization.
Used in many different settings.	More than 5.4 million people around the world have participated in <i>Nonviolent Crisis Intervention</i> [®] training since 1980 in settings that include schools, hospitals, residential care, mental health facilities, human service organizations, security companies, corrections, law enforcement, and many other types of programs and organizations.

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Prevention focus (primary, secondary, and tertiary levels).	<p>The <i>Nonviolent Crisis Intervention</i>[®] program produces outcomes in all three prevention categories:</p> <ul style="list-style-type: none"> • Decreasing the number of new cases of problem behavior. • Decreasing the number of existing cases through specialized supports for “at-risk” individuals. • Decreasing the intensity, duration, or frequency of complex long-standing behaviors that put an individual at risk for significant emotional and social failure.
Collaborative team-driven approach, implemented by all parties involved.	<p>CPI’s programs support a collaborative approach to crisis de-escalation. Team intervention strategies are discussed for both verbal de-escalation and physical intervention. As part of the staff debriefing process outlined in the Postvention unit, team members discuss the successes and challenges they faced and plan to strengthen their team response for the future.</p>
Person-centered plans that are function-based.	<p>Person-centered approaches and language are taught throughout the <i>Nonviolent Crisis Intervention</i>[®] training program. The CPI <i>Crisis Development Model</i>[™], as a foundation for the course, identifies an individual approach to behavior levels and staff attitudes to de-escalate the crisis by focusing on the “why” behind the “what” of behavior. As each unit unfolds to support the model, personalized supports are discussed. When discussing limit setting, there is a focus on setting limits around the function of the behavior rather than the form of the behavior. Finally, the Postvention process taught in Unit X provides structure for the staff to work cooperatively with the individual who experienced crisis to make a new plan for future behavior.</p>

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<p>Data-based decision making (collection of the A-B-C-S).</p> <p>Exploration of the variables affecting, triggering, or maintaining a person’s behavior.</p>	<p>Unit V of the course explores various examples and types of antecedents or setting events that could “trigger” or set the stage for certain behaviors to occur. In addition, the relationship between behaviors and consequences is explored. Data collection is most specifically addressed as one of the CPI <i>COPING Mode</i>™ components (Orient to the facts).</p>
<p>Teach new skills and positively reinforce pro-social behaviors.</p>	<p>Skill building is most clearly addressed in the section on limit setting. This section’s focus is on teaching self-management of one’s own behavior and learning how to make a positive choice.</p>
<p>Assess and modify the environment to make problem behaviors less likely.</p>	<p>Making environmental changes is one of the ways a staff member can provide support to an individual in crisis. This concept is explored throughout the program. Examples of this are found in the exploration of providing support to an individual displaying anxious behavior; in the isolating of an individual at the defensive level and redirecting that individual to a different environment, and in the exploration of how the environment may serve as a precipitant to acting-out behavior as discussed in Unit V.</p>
<p>Awareness that consequences (natural or stated) and staff responses can maintain a behavior.</p>	<p>The concept of the Integrated Experience, how staff’s behaviors and attitudes affect the behaviors and attitudes of the individual in crisis, is a fundamental underpinning of the course. In addition, further discussions on limit setting assist staff with setting clear, reasonable, and enforceable limits that won’t reinforce the negative behavior (intentionally or unintentionally).</p>
<p>Functional Behavioral Assessment (FBA) is the basis of Behavior Intervention Plan development and improves the effectiveness and efficiency of the intervention.</p>	<p>The components of the CPI <i>COPING Mode</i>™ correlate closely to the steps involved in an FBA. The steps serve as tools to use within the FBA process. The program explores how good Postvention efforts can enhance prevention efforts.</p>

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<p>Analysis of behavioral patterns.</p> <p>Premise that human behavior is functional, predictable, and changeable.</p>	<p>An essential part of the CPI <i>COPING Mode</i>™ is to look for patterns of antecedents to acting-out, patterns in a person’s behavior and to look for patterns in the staff responses—positive and negative, individually, and as a group. Debriefing exists to break the cycle of problematic behavior and negotiate an acceptable alternative that corresponds to the behavior’s function. Using the debriefing process, patterns are explored and a behavior change process is negotiated.</p>
<p>If necessary to ensure safety and rapid de-escalation of the individual’s behavior, crisis management procedures and criteria for their use are determined. Training and resources needed to ensure implementation of the Behavior Intervention Plan are made available to the team (5).</p>	<p><i>Nonviolent Crisis Intervention</i>® training builds confidence and competence among staff, improves communication and consistency in staff responses, reflects policy, and minimizes risks for all involved in the crisis moment.</p>
<p>Belief that behavior is a form of communication.</p>	<p>This belief underlies the foundational unit of the <i>Nonviolent Crisis Intervention</i>® program, the CPI <i>Crisis Development Mode</i>™. This premise is also looked at in the units on nonverbal, paraverbal, and verbal communication in terms of both a staff member’s behavior and that of the individual being served. Empathic Listening is another area where staff are encouraged to “listen to the behaviors” and focus not only on facts but feelings and what might be the underlying message the person is attempting to communicate.</p>
<p>Outcome of its use is increased quality of life.</p>	<p>The purpose and philosophy of the <i>Nonviolent Crisis Intervention</i>® training program is to provide for the best possible <i>Care, Welfare, Safety, and Security</i>™ of everyone involved in a crisis situation. This is achieved through appropriate prevention efforts and intervening at the earliest possible point when a crisis does occur. Thorough Postvention with the individual who experienced the crisis and among the intervention team responding is essential for achieving this outcome as well.</p>

- 1) Retrieved on 2/17/2005 from the Rehabilitation Research & Training Center on PBS's website <http://rrtcpbs.fmhi.usf.edu/pbsinfo.htm>.
- 2) Executive Summary entitled "Research Synthesis on Effective Intervention Procedures" from the University of South Florida's Center for Evidence-Based Practice: Young Children With Challenging Behavior (funded by the US Department of Education's Office of Special Education Programs).
- 3) Mesibov, Gary B., Browder, Diane M., and Kirkland, Cameron. "Using Individualized Schedules as a Component of Postive Behavioral Support for Students with Developmental Disabilities" in the *Journal of Positive Behavior Interventions*, Vol. 4 Number 2, Spring 2002, pages 73–79.
- 4) Document entitled "Positive Behavioral Support Benchmarks of Effective Practice" retrieved in 2008 from <http://rrtcpbs.fmhi.usf.edu>
- 5) Sugai, G. and Horner, Robert H. Article in the *Journal of Emotional & Behavioral Disorders*, Fall 2002, Vol. 10 Issue 3, p. 130, 6 p.
- 6) Carr, Edward G. and Horner, Robert H. Article in the *Journal of Special Education*, Spring 97, Vol. 31 Issue 1, p. 84, 21 p.



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