***PBS is positive:***

* Redirect the child or respond to the child’s challenging behavior with understanding (e.g., “I know it’s hard to wait for your turn. You may not hit.”).
* Try to understand the child’s behavior and let the child know you realize that she is frustrated (“You are frustrated, this puzzle is hard.”).
* Do not use shame, blame, or reveal your frustration with the behavior.

***PBS comprises three important steps:***

* First, a team approach with families and professionals.
* Second, understand why the behaviour is occurring, what purpose does it serve? What might be accidentally rewarding the behaviours?
* Third, develop the behavior support plan that includes
1. strategies for modifying the curriculum, environment, activity, or interactions to prevent occurrences of the challenging behavior;
2. procedures to teach a new skill to use in place of the challenging behavior; and
3. strategies to ensure that new skills are learned and noticed and praised, and that challenging behavior is not maintained.

***Behavior support plans have three important components: preventing,***

***replacing, and responding:***

* Everyone needs to know the plan and be able and prepared to follow the strategies.
* Make sure that the plan fits into the values, activities of the family; if not, the plan will not be used.

***The instruction of new skills is one of the most important parts of PBS.***

***The child must learn new skills to replace the challenging behavior:***

* Make sure the new skills are taught throughout the day and in all environments.
* Teach new skills when the child is not engaging in challenging behavior (the time when a child is having a tantrum is not a teachable moment).

***As the child learns new skills, he or she must be praised, recognized or***

***rewarded:***

* Use verbal praise and recognition, pats, high-fives...whatever makes the child “light up.”
* Make sure that instruction is always positive and successful. If the child cannot perform the new skill with a verbal direction, give physical assistance, then praise or provide recognition.

***Sometimes challenging behavior returns or new behaviors occur:***

* Make sure the plan is implemented consistently; if not, review the plan or change it so it is easier to implement.
* Examine the situation where challenging behavior is occurring and see whether there are new triggers for the behavior; if so, develop a new plan for that situation.
* Think about what the function of new behaviour might be, what need might it be filling? What might be accidentally rewarding the behaviours?