

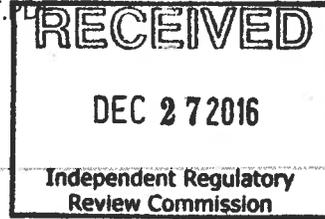
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14-540-221

**Kroh, Karen**

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**From:** Mochon, Julie  
**Sent:** Tuesday, December 20, 2016 2:02 PM  
**To:** Kroh, Karen  
**Subject:** FW: Public Comment re: Regulation No. 14-540  
**Attachments:** Positive Interventions Summary\_ASERT.



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**From:** ASERT [mailto:ASERT@drexel.edu]  
**Sent:** Tuesday, December 20, 2016 1:57 PM  
**To:** Mochon, Julie <jmochon@pa.gov>  
**Subject:** Public Comment re: Regulation No. 14-540

Hello,

Please see the attached summary in support of positive interventions on behalf of the ASERT Collaborative.

Thank you,  
The ASERT Collaborative

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## Positive Interventions

The definition of positive behavior support (PBS) or positive interventions has evolved over time, but the focus has remained consistent in supporting and promoting the well-being and enhancing the quality of life of an individual and their family and caregivers, while also minimizing challenging behavior.

Positive behavior support (PBS) is a practical approach for decreasing challenging behaviors and improving quality of life (QOL) for individuals of all ages and abilities.

PBS initially evolved within the field of developmental disabilities and emerged from three major sources: applied behavior analysis, the normalization/inclusion movement, and person-centered values (Carr EG, et al, 2002). A recent definition describes PBS as an approach to behavior support that includes an ongoing process of research-based assessment, intervention, and data-based decision making. This approach is focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of challenging behaviors. PBS relies on strategies that are respectful of a person's dignity and overall well-being and that are drawn primarily from behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated. PBS may be applied within a multi-tiered framework at the level of the individual and at the level of larger systems (e.g., families, classrooms, schools, social service programs, and facilities) (Kincaid, D, et al. 2016).

A PBS approach is designed to enhance an individual's quality of life and prevent or minimize challenging behaviors (Carr EG, et al, 2002). PBS integrates the following critical features into a cohesive whole: comprehensive lifestyle change, a lifespan perspective, ecological validity, stakeholder participation, social validity, systems change and multicomponent intervention, emphasis on prevention, flexibility in scientific practices, and multiple theoretical perspectives (Carr EG, et al, 2002). Stakeholder participation such as; parents, clinicians, teachers, friends, employers, and siblings function as collaborators and partners in the development and implementation of interventions and support plans. (Dunlap, 2008)

More recent research on positive behavior support implementation and training for family members has indicated an increase in parents' confidence in understanding and managing the child's behaviour, and a reduction in the use of physical interventions and the potential to reduce the use of costlier services (Preece, D. 2014). The application and outcomes of positive behavior strategies build upon the individual's capacity to learn and highlights the importance of focusing the strategies to the needs of the individual and the necessity to use it in optimum learning conditions (Hanbury, M. 2007). Hanbury provides one case example of the use of positive behavior strategies to enable an individual with autism to reduce his violent outbursts and to be able to withstand doing activities in school for the whole day, knowing that he got to ask for breaks when needed.

Given this literature base, the ASERT Collaborative strongly recommends the use of positive interventions and the reduction in the use or restrictive interventions throughout the implementation of the regulations. This empirical support of the adoption of PBS as an action or activity intended to prevent, modify, or eliminate a dangerous behavior is an important component of promoting effective practice and the replacement of restrictive procedures. ABA is an approach that aligns with PBS and would serve as a foundation for improved communications, reinforcing acceptable alternative appropriate behavior, modifying and adapting the environment, redirection, praise, modeling, conflict

resolution and de-escalation and recognizing and treating physical and behavioral health symptoms, voluntary physical exercise and other wellness practices.

### List of References

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Preece, D. (2014). Providing training in positive behavioural support and physical interventions for parents of children with autism and related behavioural difficulties. *Support For Learning*, 29(2), 136-153.