



Positive Behavior Support and The Mandt System®

Utilizing a
research-based,
continuous **learning**
and **development**
approach



To help your decision-making

Positive Behavior Interventions and Support (PBIS) is a relatively new approach in understanding and supporting individuals, when their behaviors pose challenges to themselves and/or others. The first article defining this new approach was written in 1990 (Horner et al, 1990), and since then, literally thousands of articles have been written expanding on this original work. Many regulations and laws still refer to “behavior management” and the tension between behavior modification, behavior management, and positive behavior support approaches is played out in schools, residential service programs, and mental health systems around the world.

The Mandt System® is committed to the concept of Positive Behavior Support, also known as Positive Behavior Interventions and Supports. Unlike others, who simply create an alignment between their own material and PBS methodology, we at the Mandt System seek to fully integrate the new learning and development. Every two years, The Mandt System® updates all of the materials we teach. The 2014 edition of The Mandt System® is being written in May, 2013, and already there are over 100 new references to new research findings in the ways that we can use behavior change methodologies in a supportive manner rather than continuing to manage behavior. The chapter on Positive Behavior Support alone has 35 new references for 2014, ensuring that the organizations using The Mandt System® have access to the most current, research based, continuous learning and development program in the world.

In our opinion, no one definition can fully grasp all the elements that are needed to create this thriving and vibrant educational culture. Using the pedagogy of Invitational Education (Purkey & Novak, 1996), we have integrated PBS with the knowledge of the neurobiological changes occurring as a result of trauma into a holistic, relationally based program that provides schools with the foundation upon which teaching and education can not only teach, but change lives as well.

The Mandt System® provides a relationally based framework, used throughout the US, Canada, Australia, Europe, and Hong Kong, within which the principles of PBIS can be applied. “The most powerful restraints on violent behavior is healthy human attachment” (Brendtro & Long, 1995). Upon that relational base, we teach that:

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<p>Positive Behavior Interventions and Supports, also known as Positive Behavior Support, is more than an individual approach to one person or one student. It is the systematic application of the principles of Applied Behavior Analysis in a way that addresses systemic issues, environmental concerns, and does so in a way that adds value and meaning to the lives of persons while avoiding aversive or punitive interventions. (Bowen, 2012)</p>	<p>Addressing all of the systemic issues that influence behavior both positively and negatively is a key facet of The Mandt System®. The ways in which educators and principals, staff and supervisors, administrators and families, interact with each other has a direct impact on the behavior of the individuals served. Chapter 1 of The Mandt System®, Building Healthy Relationships, provides the foundation for this approach. If we as staff can treat each other with dignity and respect at all times, the students, residents and patients we serve in settings using The Mandt System® will have markedly improved outcomes in the quality of their work, education, and lives.</p>
<p>PBS focuses on altering the antecedents or triggers of behavior, in order to reduce the likelihood that a specific behavior will be repeated in the presence of the antecedent</p>	<p>In Chapter 1 (Building Healthy Relationships), Chapter 2 (Building Healthy Communication Skills) and Chapter 5 (Positive Behavior Support) information is presented on the process of structural analysis of antecedental conditions and setting events. In order to assess these antecedents or triggers, a “structural assessment” (Stichter et al, 2005) is used in addition to the more commonly known Functional Behavior Assessment. The Mandt System® incorporates both approaches in our teaching.</p>

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<p>PBS teaches skills to people who may not have developed the appropriate behavioral responses to stimuli, giving rise to what become behavioral challenges later in life</p>	<p>All behavioral challenges have their origin as adaptive functional responses to dysfunctional situations or neurosensory processes (Perry, 2000) By integrating the concepts of trauma and neuro-sensory processing disorders into chapters 4 (Trauma Informed Services) and chapter 5 (Positive Behavior Support) The Mandt System® offers a unique approach to understanding the antecedental conditions which gave rise to the behavior, the neurosensory structures and processes that mediate the behavior, and the most effective way to teach replacement behaviors that provide not only coping mechanisms for the present, but an improved quality of life that offers hope for the future.</p>
<p>PBS uses quality of life as both an intervention and an outcome measure and achieves reduction in targeted behaviors as a secondary by-product of quality of life for the individual (1)</p>	<p>This is easily the most misunderstood aspect of Positive Behavior Support, and one often ignored. Improving quality of life is a precondition for effective positive behavior supports (Strully, 2013). As we state early in the 1st chapter of The Mandt System®, Building Healthy Relationships, our ultimate goal of The Mandt System® is to build healthy relationships. The most important determinant of quality of life is the quality of the relationships between people in the environment. Typically, people whose behaviors pose the greatest challenges to themselves and/or others also have the fewest social relationships, and this lack of social capital is a root cause of challenging behaviors. Their behaviors continue to challenge themselves and others not because our educational strategies are not sound enough, rather, it is because of the feeling of loneliness and isolation within them. (Fagan 2013, Pitonyak 2010, Portes 1998)</p>

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<p>PBS seeks to help people improve their difficult behavior through an understanding that people do not control others, but seek to support others in their own behavior change process;</p>	<p>The phrase “Positive Behavior Support” is different from “Behavior Management” not only in the use of the word “positive” but also in the use of the word “support.” The Mandt System® approach truly does support people, not just their behaviors, through an integrated, relationally based approach that is both positive and supportive. We teach that support as the use of structure to help people live, learn, work and plan; and a set of interventions that use the strengths of people to meet their own needs. As a strength-based approach, The Mandt System® is consistent with not only current law and regulation, but with Best Practices as well.</p>
<p>Positive Behavior Support is a belief that there is a reason behind most difficult behavior, that people with difficult behavior should be treated with compassion and respect, and that they are entitled to lives of quality as well as effective services; and</p>	<p>This concept aligns with the neurobiological understandings of the effect of trauma on people, and on an understanding of the neurobiological differences present among people affected by Autism Spectrum Disorders (ASD) It is unfortunate that there is a pervasive belief that adolescents and adults affected by autism cannot benefit from PBS (Gearhardt, 2010)</p>
<p>A Conviction to continually move away from coercion - the use of unpleasant events to manage behavior.</p>	<p>Compliance is different from cooperation. In Mandt System® training, we emphasize the need to build collaborative and cooperative relationships, and to find ways to prevent the power struggles that often occur in educational and other human service settings. Moving away from coercion and towards cooperation is a central element in the successful implementation of preventative approaches to minimizing behavioral challenges. (Bowen, 2012)</p>

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<p>Trauma informed positive behavior support (Hummer et al, 2010) is a relatively new approach to holistic PBS practices.</p>	<p>The Mandt System® began teaching on the topic of using trauma history and subsequent neurodevelopmental changes to inform PBS plans in 2007. Bob Bowen, the CEO of The Mandt System, Inc., provided a keynote on this topic at the British Institute of Learning Disabilities International Research and Practice Conference in Dublin in 2010. This integrative approach is present in the chapters on Trauma Informed Services and Positive Behavior Support, and is woven into all of the chapters taught in The Mandt System®.</p>

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