

GABIS

Global Analysis of Behavior and Intervention Strategies

GABIS is a dynamic framework for thinking about behavior and then planning for appropriate interventions. It is very holistic and broad based. It purposefully forces adults to not only isolate a specific unwanted behavior, but to then determine what issues or factors contribute to that behavior. Finally, specific interventions are planned to lessen the impact that the contributing factors have on the child. The goal is to reduce or extinguish the inappropriate behavior by providing a total program of appropriate interventions. The result is that adults begin to look at the reasons for the behavior and develop creative, global interventions rather than simply respond to behavior. The following steps are suggested:

1. Select an inappropriate behavior. Start with one that is the most severe or problematic. Write that behavior in the central box (see attached examples). Be as specific as you can about what the behavior is. In the first example, the behavior was screaming. Screaming was occurring throughout the day, especially when the student was in group settings, and during transitions.
2. Try to determine what issues or factors are causing the inappropriate behavior. It is rare that a behavior has only one cause. It is usually more complex and involved than that. It is very helpful to brainstorm with another adult who works with the child to successfully capture all of the factors. In the first example, three causes were identified.
 - Sensory issues including auditory hypersensitivity, sensory overload, and tactile hypersensitivity.
 - Temporal organization issues and pervasive rigidity. The student could not anticipate a routine and had not accommodated to the structure of the classroom. When given choices, he could not make a selection.
 - Communication issues included the absence of any conventional expressive mode. Communication functions were very limited.
3. Determine what strategies you can put into place to lessen the impact that each of the factors has on the child. This may require brainstorming with other professionals or with parents. It may require some research. In this case, the child was allowed to sit in a chair that was placed slightly behind the rest of the children so that he could control how close he came to others. A “regrouping chair” was also provided in a quiet corner where several soothing objects were kept. The child was directed to this chair when he appeared overloaded or he could go on his own. An individual photograph schedule was created for the student. A picture communication system was created and used consistently throughout the day. A dramatic reduction in screaming was noted.
4. Make copies of the GABIS plan to share with significant adults. The visual representation of the problem, the contributing issues and the interventions makes a strong global statement that should be understood by all adults working with the child.
5. Make changes to the GABIS plan as you work with the child.



