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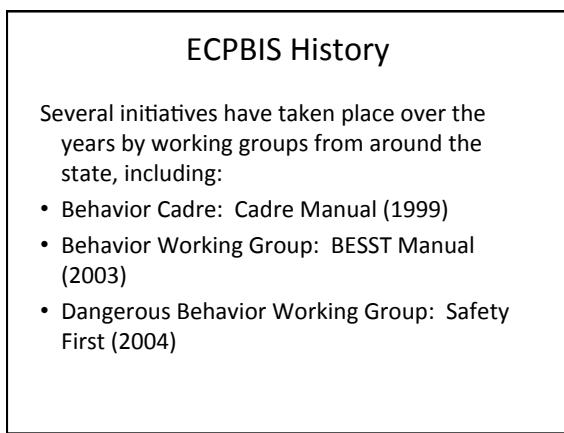
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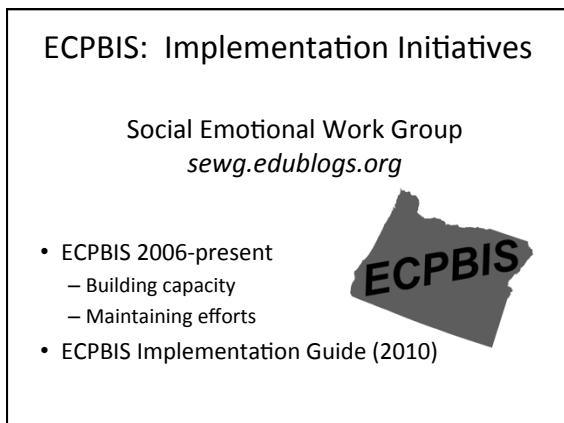
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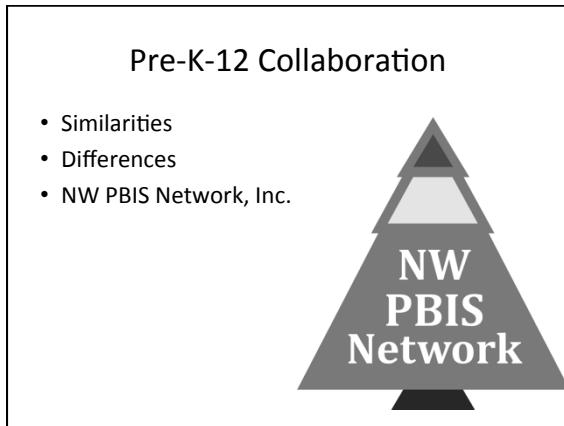
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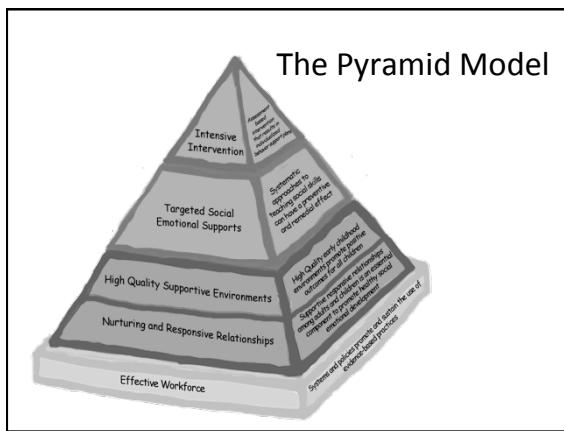
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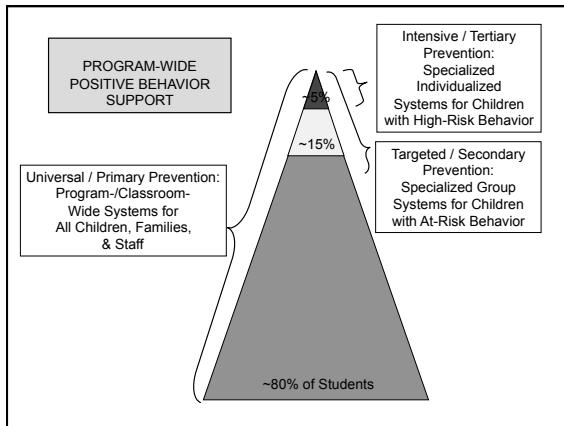
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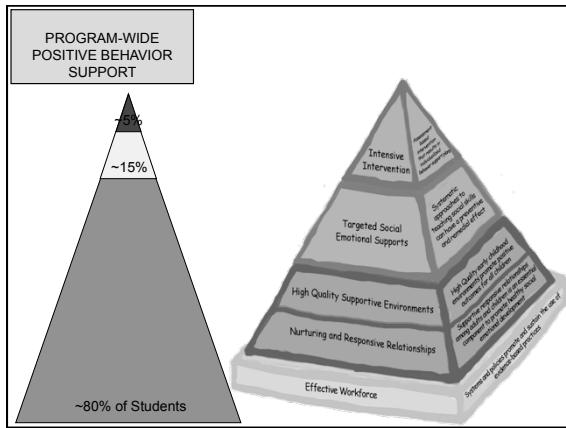
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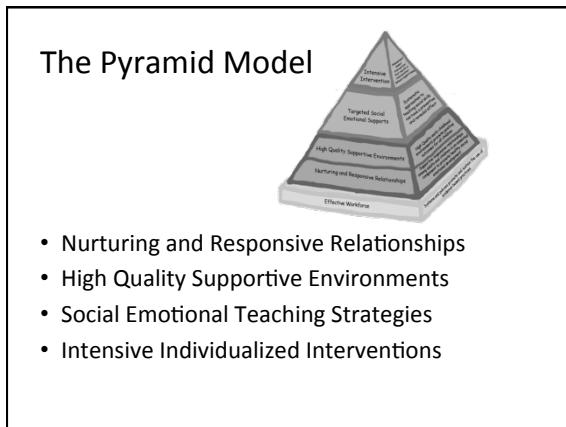
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“If a child doesn’t know how to read, ***we teach***.  
 If a child doesn’t know how to swim, ***we teach***.  
 If a child doesn’t know how to multiply, ***we teach***.  
 If a child doesn’t know how to drive, ***we teach***.  
 If a child doesn’t know how to behave,  
***we.....teach?.....punish?***  
 Why can’t we finish the last sentence as automatically as we do the others?”

*Tom Herner (NASDE President) Counterpoint 1998, p.2*

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## Nurturing and Responsive Relationships

- Examining attitudes
- Relationship between challenging behavior and social emotional development
- Building relationships



## Examining Our Attitudes about Challenging Behaviors

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and his/her family?

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## Adult Child Conversations



### clip 1.1

### Valuing the Relationship



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### High Quality Supportive Environments

- Creating environments
- Designing the physical environment
- **Schedules, routines, & transitions**
- Activities that promote engagement
- **Giving directions**
- **Teaching classroom rules**
- Ongoing monitoring and positive attention
- Using positive feedback & encouragement



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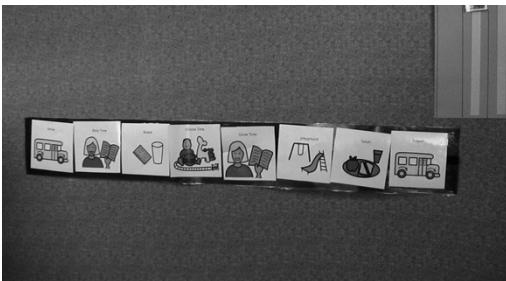
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### Schedules, Routines, & Transitions



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### Schedules, Routines, & Transitions



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### Using Visuals



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### Giving Directions

- Statements instead of questions
- Sequenced directions
- Empathy statements
- Pre-correction

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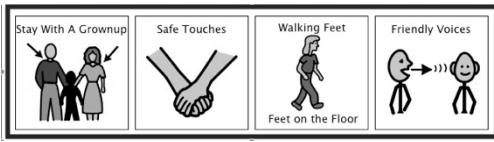
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## Rules and Expectations



Stay With A Grownup      Safe Touches      Walking Feet      Friendly Voices

Feet on the Floor

BE SAFE      BE FRIENDLY      BE A WORKER




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## Social Emotional Teaching Strategies

- Importance of Teaching Social Emotional Skills
- Developing Friendship Skills
- Enhancing Emotional Literacy Skills
- Controlling Anger and Impulse
- Problem Solving




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## Equating Behavior and Social Skills

If a child doesn't know how to behave:  
 If a child doesn't know how to problem solve,  
 If a child doesn't know how to play with others,  
 If a child doesn't know how to self-manage,  
 If a child doesn't know how to express emotions,  
 If a child doesn't know how to communicate,  
 we.....teach? .....punish?

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### Supporting Friendship Skills



clip 2.9

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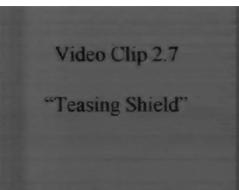
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### Teaching Ignoring



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### Emotional Literacy



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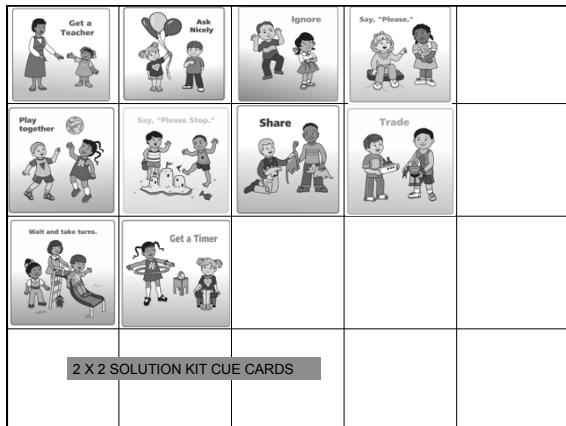
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### Solution Kit




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### Intensive Individualized Interventions

- Functional Behavior Assessment
  - Functional Assessment Observation
  - Conducting Observations, Data to Collect
  - Functional Assessment Interview
  - Determining the Function
  - Hypothesis Development
- Behavior Support Plans
  - Prevention Strategies
  - Replacement Skills
  - Response Strategies
  - Effective Teaming
  - Monitoring Outcomes

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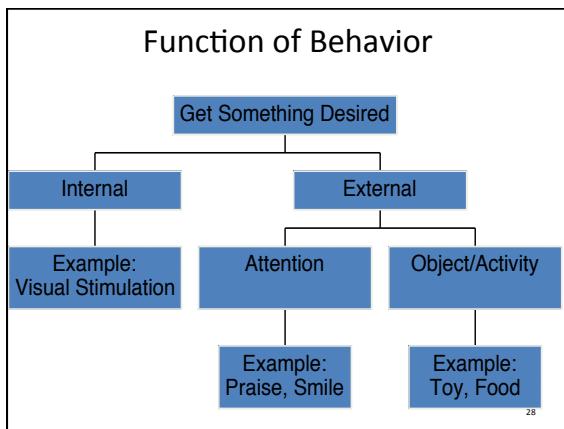
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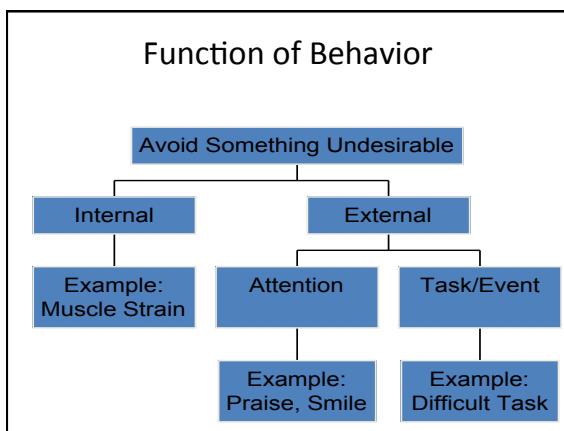
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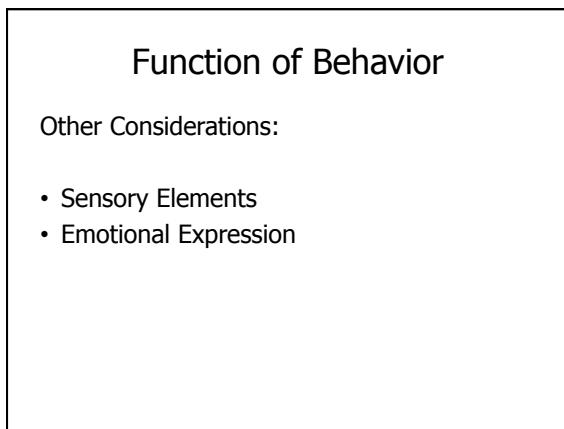
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What might be the function of this child's behavior?



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What might be the function of this child's behavior?



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#### Behavior Support Plan

##### Behavior Support Team:

[Include parents, teachers, service providers, and any other individuals relevant to the child, such as the bus driver, babysitter, etc.]

##### Presenting Behavior:

[From a functional behavior assessment, including triggers, the challenging behavior, maintaining consequences, and the function of the behavior]

##### Prevention Strategies:

[Ways to make events and interactions that trigger challenging behavior easier for the child to manage]

##### Replacement Skills:

[New skills to teach throughout the day to replace the challenging behavior]

##### Response Strategies:

[What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned]

##### Safety Procedures:

[If needed, strategies to maintain safety of child, others, and property]

##### Data Procedures:

[What data will be collected and procedures for collecting data, including who will take data and how/when it will be evaluated]

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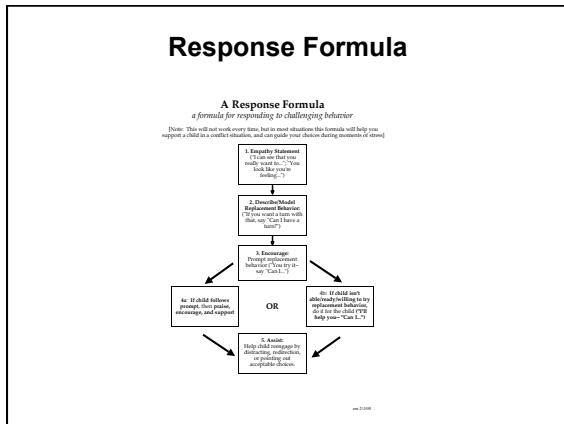
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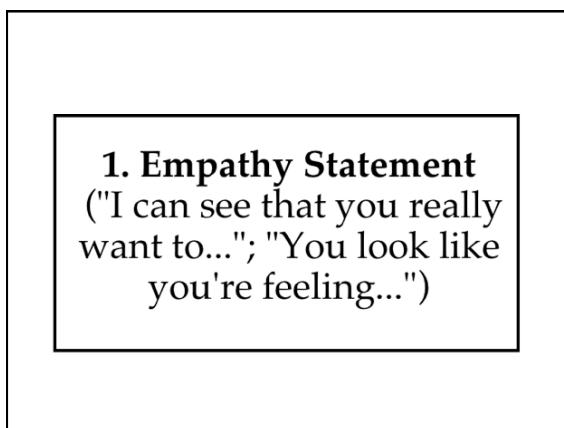
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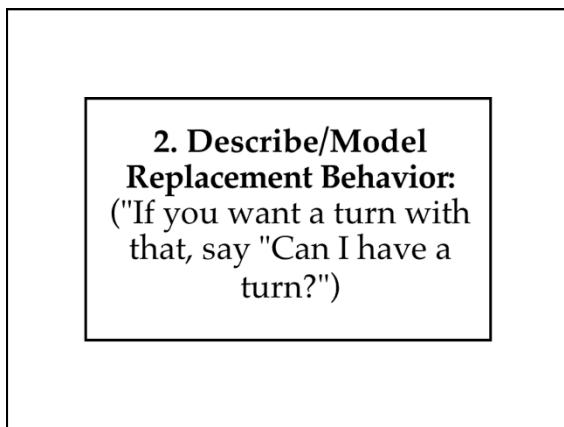
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**3. Encourage:**  
Prompt replacement behavior ("You try it-- say "Can I...")

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4a: If child follows prompt, then praise, encourage, and support

OR

4b: If child isn't able/ready/willing to try replacement behavior, do it for the child ("I'll help you-- "Can I...")

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**5. Assist:**  
Help child reengage by distracting, redirection, or pointing out acceptable choices.

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Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

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### Considerations & Challenges

- Multiple environments
- Family involvement
- Caregiver role of EC teachers
- Physical interactions
- Language & cognitive development
- Pre-reading: Visuals!!!

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### The ECPBIS Model:

- Complete an initial Pre-SET assessment for each classroom.
- Establish a site team for each classroom: PBS consultant, teacher, assistants and all other relevant participants such as SLP, bus driver, etc.
- Develop an action plan for each classroom.
- Provide training for classroom staff.
- Provide follow-up support and consultation in each classroom
- Have regular site team meetings as specified on the action plan (monthly recommended)
- Complete a post Pre-SET assessment for each site

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## Pre-SET: Critical Features

- Expectations Defined
- Behavioral Expectations Taught
- Responses to Appropriate and Challenging Behavior
- Organized and Predictable Environment
- Monitoring & Decision-Making
- Family Involvement
- Management
- Program Support



## Activity: Create an Action Plan

- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Social Emotional Teaching Strategies
- Intensive Individualized Interventions

## Putting the P in ECPBIS



## Contact Information

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