**ECPBIS**

Early Childhood

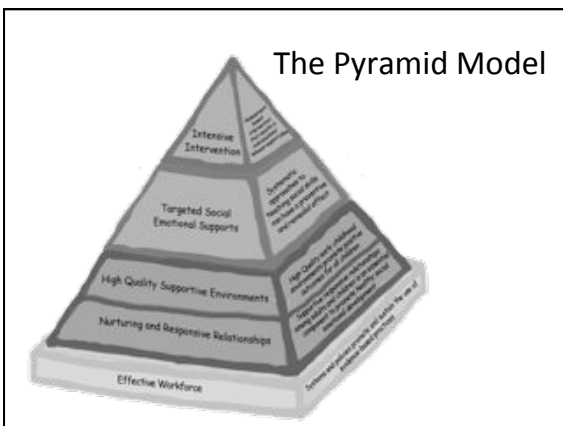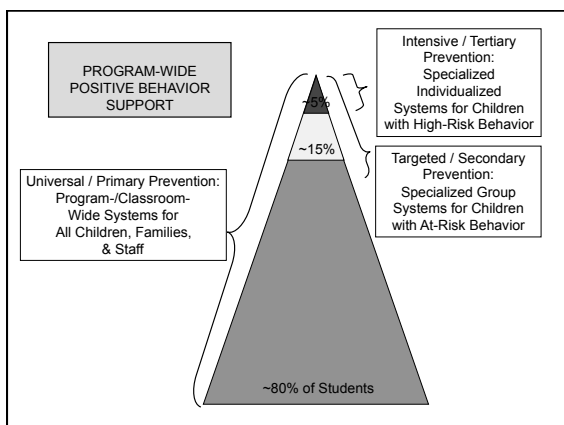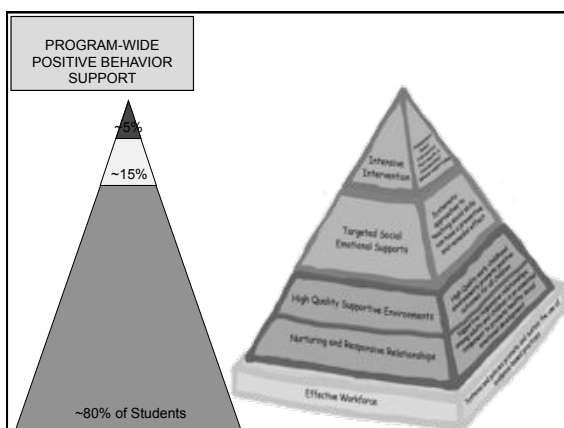Positive Behavior Intervention & Support

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**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?

*1.2*

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The Pyramid Model

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

PROGRAM-WIDE POSITIVE BEHAVIOR SUPPORT

~5%

~15%

Intensive / Tertiary Prevention: Specialized Individualized Systems for Children with High-Risk Behavior

Targeted / Secondary Prevention: Specialized Group Systems for Children with At-Risk Behavior

Universal / Primary Prevention: Program-/Classroom-Wide Systems for All Children, Families, & Staff

~80% of Students



PROGRAM-WIDE POSITIVE BEHAVIOR SUPPORT

~5%

~15%

~80% of Students

## The Pyramid Model



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

"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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## Some Basic Assumptions

- Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- We need to focus on teaching children what to do in place of the challenging behavior.

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## Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

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## Valuing the Relationship



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## Activity- Building Relationships

- How do you build positive relationships with:
   Children?
   Families?
   Colleagues?
- Brainstorm a list of things you could do to build or strengthen relationships with children, families, or other colleagues
- Share with the large group
- Identify 2-3 things you are going to do to build stronger relationships with children, families, and colleagues. Note these on *The Inventory of Practices* (p. 16, Action Plan)

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## Giving Directions

- Make sure you have the children's attention before you give the direction.
- Minimize the number of directions given to children.
- Individualize the way directions are given.
- Give clear directions.

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## Giving Directions

- Give directions that are positive.
- Give children the opportunity to respond to a direction.
- When appropriate, give the child choices and options for following directions.
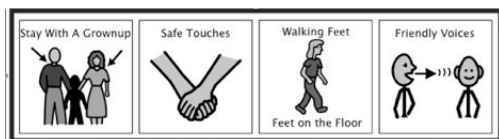- Follow through with positive acknowledgment of children's behavior.

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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

## Rules and Expectations



| Stay With A Grownup | Safe Touches | Walking Feet Feet on the Floor | Friendly Voices |

**BE SAFE**     **BE FRIENDLY**     **BE A WORKER**

## Social Emotional Teaching Strategies

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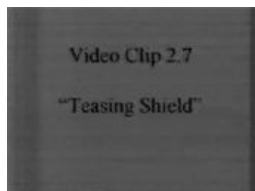- Controlling Anger and Impulse
- Problem Solving

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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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## Teaching Ignoring
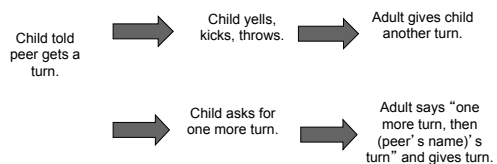
Video Clip 2.7

"Teasing Shield"
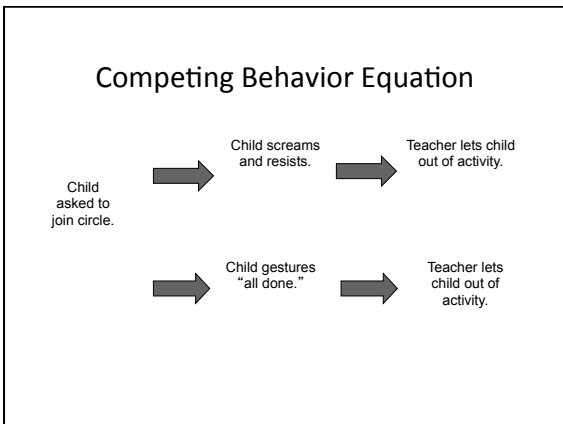
## Emotional Literacy



## Teaching Replacement Skills

- Teach alternative behavior to challenging behavior.
- Replacement skills must be efficient and effective (i.e., work quickly for the child).
- Consider skills that child already has.
- Make sure the reward for appropriate behavior is consistent.
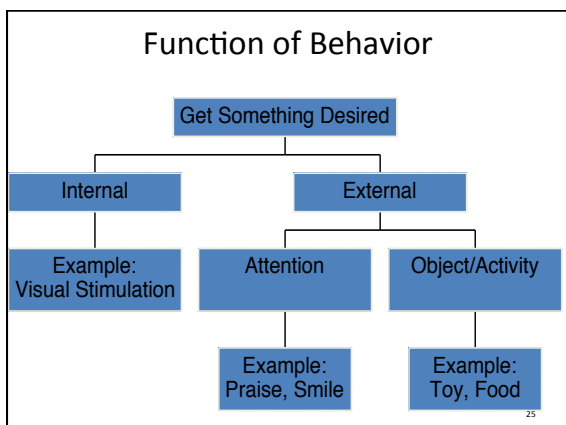
## Competing Behavior Equation

Child told peer gets a turn. → Child yells, kicks, throws. → Adult gives child another turn.

→ Child asks for one more turn. → Adult says "one more turn, then (peer's name)'s turn" and gives turn.

## Competing Behavior Equation

Child asked to join circle.  →  Child screams and resists.  →  Teacher lets child out of activity.

→  Child gestures "all done."  →  Teacher lets child out of activity.
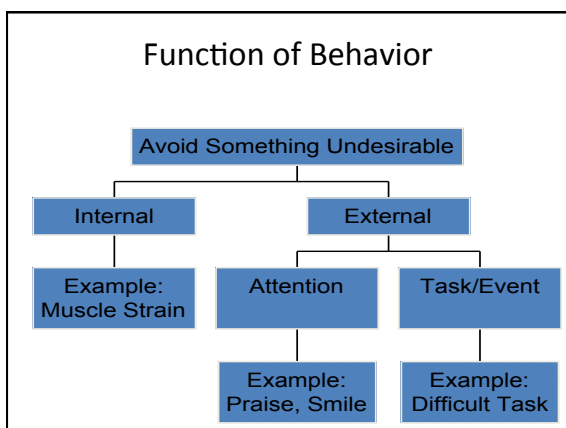
## Functional Equivalence

- Identify an acceptable way that the child can deliver the same message.
- Make sure that the new response is socially appropriate and will access the child's desired outcome.
- Teach the child a skill that honors that function of the behavior (e.g., if child wants out of activity, teach child to gesture "finished").

## 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

## Function of Behavior

Get Something Desired

Internal — External

Example:
Visual Stimulation

Attention — Object/Activity

Example:
Praise, Smile

Example:
Toy, Food

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## Function of Behavior

Avoid Something Undesirable

Internal — External

Example:
Muscle Strain

Attention — Task/Event

Example:
Praise, Smile

Example:
Difficult Task

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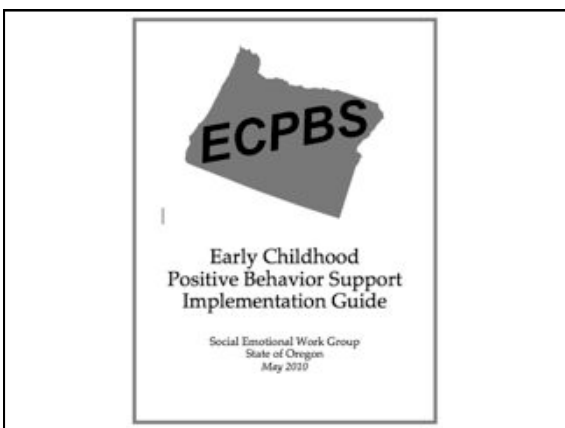[If needed, strategies to maintain safety of child, others, and property]

**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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Center on the Social and Emotional
Foundations for Early Learning

http://csefel.vanderbilt.edu/

Gerry's Kids

http://gerryskids.com



Early Childhood
Positive Behavior Support
Implementation Guide

Social Emotional Work Group
State of Oregon
May 2010

## Implementation of PBS

- Trainer/consultants can implement the PBS model in classrooms throughout the county/region/program.
- ECSE Specialists/consultants can work in collaboration with Program Directors, Regional Managers, etc.
- Behavior Specialists can work with sites to support implementation
- Develop plan for program-wide systems, classroom systems, and individual children

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## Coaching Impact

### Coaching Impact
Joyce and Showers, 2002

| TRAINING COMPONENTS | OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom | | |
|---|---|---|---|
| | Knowledge | Skill Demonstration | Use in the Classroom |
| Theory and Discussion | 10% | 5% | 0% |
| ..+Demonstration in Training | 30% | 20% | 0% |
| ...+ Practice & Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

## 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

## Considerations & Challenges

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

## Contact Information

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