



Participant Notes



Center on the Social and Emotional Foundations for Early Learning
Supported by the Early Learning and Youth Development Division, Department of Health and Human Services



WWB Training Kit #10

Positive Behavior Support:
An Individualized Approach for
Addressing Challenging Behavior

Participant PowerPoint

Notes

What is Positive Behavior Support?

- ☐ An _____ approach to developing effective interventions for children with _____
- ☐ Incorporates the _____ of child-centered approaches



What is a Positive Behavior Support?

- ☐ Interventions are based on understanding the _____ of the challenging behavior
- ☐ Use of _____ to support child in achieving meaningful, long-term outcomes



How Does PBS Work?

Step 1: Bring together a team of individuals who are concerned and knowledgeable about the child.

Step 2: Gather information about the child's behavior (functional assessment).

Step 3: Develop the behavior support plan.

Step 4: Implement and evaluate the success of the plan.



Functional Assessment

- ☐ Used to _____ the purpose or function of a specific problem behavior.
- ☐ Team members _____ the child and write down what happens before, during and after the child's challenging behavior.
- ☐ _____ teachers and family members about the nature of the behavior, what child might gain through the behavior, what predicts the behavior, etc.



What is Included in a Behavior Support Plan?

1. Procedures for teaching new _____ skills.
2. Strategies for _____ so that new skills are maintained and acknowledged.
3. Strategies for modifying the curriculum, environment, activity, or interactions to _____ the occurrence of the behavior.



Notes

Preventing



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Preventing Strategies

- ☐ How can the environment be changed to reduce the likelihood that the behavior will occur?
- ☐ What procedures can I select that fit with the natural routines and structure of the classroom or family?
- ☐ How can I build on what works?
- ☐ What can be done to help the child deal with or avoid behavior triggers?



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Possible Prevention Strategies

Offering _____ using pictures or actual objects.

_____ - providing a timeline ("5 minutes till clean-up"), use timer

_____ - shorten group time.

Select _____ prior to activity ("when you put the toy away, you can go outside").



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Notes

Replacing

- ☐
- ☐
- ☐
- ☐



Possible Replacement Skills

- | | |
|---|--|
| • <input type="checkbox"/> Ask for break | • <input type="checkbox"/> Ask for adult intervention |
| • <input type="checkbox"/> Say "all done" | • <input type="checkbox"/> Use supports to follow rule |
| • <input type="checkbox"/> Ask for help | • <input type="checkbox"/> Anticipate transition |
| • <input type="checkbox"/> Ask for a turn | • <input type="checkbox"/> Say "no" |
| • <input type="checkbox"/> Ask for a hug | • <input type="checkbox"/> Take turns |
| • <input type="checkbox"/> Use a schedule | |
| • <input type="checkbox"/> ID feeling & express | |



Responding

- ☐
- ☐
- ☐



Notes

Will PBS Really Work?

- ☐ Research has shown this approach can produce rapid changes in behavior if used _____.
- ☐ All three pieces (prevention, new skills, responses) must be implemented.
- ☐ Dependent on "buy-in" from the team.



Center for the Study of Social Change
University of Maryland System

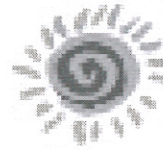
Notes

Behavior Support Plan Worksheet

WWBTK #10: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

Functional Assessment (What do you think is the purpose of the challenging behavior?)

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Preventing (strategies to use prior to situations that usually evoke challenging behavior)

Replacing (new skills to replace challenging behaviors)

Responding (adult responses that do not reinforce challenging behavior)

Jack and Amy: Activity 1

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Directions: Read "Jack and Amy." Discuss the following: "Did you ever have a child in your program who didn't seem to respond to any of your typical approaches to dealing with challenging behavior a child with whom nothing you tried seemed to work?"

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Case Study: Jack

Jack teaches in a Head Start center with eight classrooms. His center has been NAEYC accredited for the past six years. Jack has a bachelor's degree in early education and serves as a mentor to new teachers at the center. This year, Jack has been very worried about the challenging behavior of one of the children in his class. Amy is a 4-year-old child with some language delays and significant problem behavior. Amy hits other children, pulls hair, bites, destroys toys and materials, and resists redirection by hitting, screaming, and scratching adults.

This is the first time Amy has been in a group care setting. In the first months of her enrollment, Jack thought Amy just needed to learn the classroom expectations and get used to being with other children. Now it is January, and Amy's behavior has not improved. Jack has tried talking with Amy's parents, establishing a home/school plan to remind Amy of the classroom rules, and has asked the Head Start mental health consultant to provide recommendations. Currently, the mental health consultant works with Amy for 30 minutes each week. Unfortunately, Amy's behavior is unchanged. Jack is ready to "throw in the towel," for he isn't sure at this point if he can meet Amy's needs. After much discussion, the mental health consultant and Jack decide to try a new approach to working with Amy, "Positive Behavior Support."

Amy: Activity 1

WWBTK #10: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

In Jack's classroom, PBS was implemented for Amy. The first step CSEFEL was to bring together the team of interested, concerned adults. Jack and the mental health consultant worked together to convene a team including Amy's parents and Jack's teaching assistants. The team met one day during lunch and talked about Amy's behavior, the need to understand her behavior, and the importance of finding effective strategies to teach her new skills. Amy's parents were very eager to develop strategies for interacting with Amy because they were experiencing similar challenges at home.



The second step of the PBS process was to conduct a functional assessment. The functional assessment process included observing Amy during her routines at school and home. Each member of the team wrote down what happened before Amy's challenging behavior and what happened after each challenging behavior episode. The team got back together and reviewed the information that they had collected.

The team learned from their observations that Amy was most likely to play with a toy that she had chosen or when another child entered into her play space. When Amy attacked the child by hitting, biting, or grabbing a toy, the teacher would comfort the hurt child and then take the hurt child to another center or activity. Thus, Amy would be successful in getting that child to leave the activity or leave the toy. The team also realized that when Amy attacked adults who were redirecting her (usually to help her make a transition to a new activity), the adult would leave Amy alone when she began scratching or hitting. Amy was very successful at getting her own way. The team discussed these observations and determined that Amy was using her challenging behavior to avoid sharing toys or engaging in activities that she did not like. Amy's parents described similar experiences of challenging behavior at home. Amy would attack her mother when she asked Amy to do simple tasks like put her plate in the sink or pick up her toys. Amy would also bite or pinch her parents when they tried to help her make the transition from a desirable activity (e.g., playing in the park) to an activity that she did not want to do (e.g., get in the car to go home).

Activity 2

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Directions: Read Paragraph 1 of the "Amy" scenario then answer the following questions.

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- Who was on Amy's team?
- How did they begin to collaborate?
- Who might you include on a team for a child in your class?

Activity 3

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Directions: Read Paragraphs 2 and 3 of the "Amy" scenario and answer the following question.

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- ☐ What did the team learn about Amy's behavior?

Amy: Activity 1

WWBTK #10: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

The team developed a behavior support plan based on their new understanding of Amy and the function or purpose of Amy's challenging behavior. The following prevention strategies were used: warning Amy of transitions with a countdown cue (e.g., "I've more minutes, three more minutes, one minute, time for circle"); watching Amy carefully during center time and facilitating peer interaction when peers approached Amy; and setting a timer for Amy that showed her how long she could play with a highly desired object before offering the toy to another child. In addition to these strategies, the team modified activities and transitions that were difficult for Amy. For example, at circle time, the teachers added a choice board that allowed Amy to pick the song that would be sung on arrival at circle.

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The support plan also included new skills to teach Amy. If the goal was that Amy would no longer need to use challenging behavior, she needed to learn some new ways to get her needs met. The team decided that Amy needed to learn how to take turns with peers and how to comply with transition requests. They set up play situations with peers where Amy could be taught to take turns. The team also made a schedule for Amy (a laminated piece of cardboard with fasteners that held photographs) of the activities of the day. The schedule was reviewed with Amy each day and prior to each activity. The fasteners allowed for changes to be made in the schedule (e.g., by adding new photos or drawings) and allowed Amy to peel off each photo upon completion of the activity and place it in a finished envelope. A similar schedule was created for activities at home. The schedule helped Amy anticipate transitions and could be used to cue Amy with countdowns.

The final piece of the support plan involved changing the way adults responded to Amy when she exhibited challenging behaviors. The team decided that when Amy was aggressive to another child, Amy would be guided to another play area. The adult might say, "Amy, you are having a hard time playing blocks, you need to pick a new activity." After a few minutes and when Amy was calm, the adult would allow Amy to return to the block area with the adult supporting Amy and her peers' social interaction. The team also decided that when they told Amy it was time to change activities, the adult needed to follow through with the request. Each team member agreed to use these strategies consistently.

Activity 4

WWBTK #10: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

Directions: Read Paragraph 4 of the “Amy” scenario and answer the following question.

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- □ What prevention strategies were included in Amy's plan?

Activity 5

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Directions: Read Paragraph 5 of the "Amy" scenario and answer the following question. CSEFEL

- ☐ What new skills did Amy need to learn?



Activity 6

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Directions: Read the last paragraph of the “Amy” scenario and answer the following question.

- How were the adults changing the way they responded to Amy's challenging behavior?

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Support Planning Chart

Name: _____

Date: _____

Triggers	Behaviors	Maintaining Consequences
	<div>Function:</div>	
Preventions	New Skills	New Responses
		<p>To Challenging Behavior:</p> <p>To New Skill:</p>