


Handout 6.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **6**



Session 6:
Developing a Plan
for a Child
Showing Persistent
Challenging
Behavior

Massachusetts
CSEFEL Pyramid Model
Partnership
Promoting Social Emotional Competence in Massachusetts' Young Children

Connected Beginnings
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Session 6 Agenda

- I. Introduction to Session 6
- II. Collection and Discussion of Homework
- III. Review of Pyramid Model
- IV. What is Challenging Behavior?
- V. Responding to Challenging Behavior
- VI. Creating a Plan
- VII. Wrap-Up and Evaluation

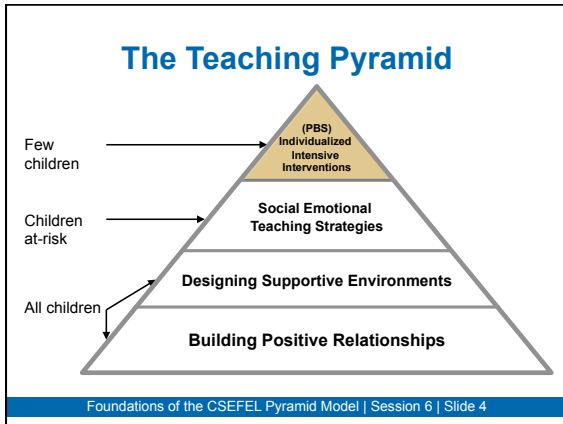
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Session 6 Learning Objectives

- Participants will be able to describe the steps in the Positive Behavior Support process.
- Participants will be able to describe why a child's challenging behavior can interfere with her ability to learn, engage, and explore.
- Participants will be able to identify triggers of challenging behavior and to describe the use of prevention strategies to address these triggers.

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CSEFEL Definition of Challenging Behavior

- What we are referring to when we say “challenging behavior:”
 - Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults
 - Behaviors that are not responsive to the use of developmentally appropriate guidance procedures

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Dimensions of Communication


Every communicative behavior can be described by the *form* and *function*.

- *Form*: the behavior used to communicate.
- *Function*: the reason or purpose of the communicative behavior.

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Expression of Emotion



- Intensity
- Frequency
- Duration

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Acting-Out Behaviors

- Fussing
- Inconsolable crying
- Frequent or intense tantrums
- Pushing
- Hitting
- Biting
- Frequent throwing of things or knocking things down or destroying property
- Persistent refusal to allow or participate in activities
- Harm to self or others

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Social Withdrawing Behaviors

- Pulling away while being held
- Rarely cooing
- Rarely babbling or talking
- Looking sad
- Not showing preference for caregiver
- Not making eye contact
- Whining
- Being overly compliant or avoidant with the caregiver
- Diminished efforts to use communication skills that have previously been used

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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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Positive Behavior Support (PBS)

- An approach for changing a child's behavior.
- Is based on humanistic values and research.
- An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
- A holistic approach that considers all of the factors that impact on a child, family, and the child's behavior.

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Research on PBS

- Effective for all ages of individuals with disabilities 2–50 years.
- Effective for diverse groups of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.
- PBS is the only comprehensive and evidence-based approach to address challenging behavior within a variety of natural settings.

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Process of Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

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Potential Team Members

- Parents/Family
- Teacher(s)
- Assisting Teacher/Paraprofessional
- Therapists
- Administrative Staff
- Other(s)

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Functional Assessment

- A process for developing an understanding of a person's challenging behavior and, in particular, how the behavior is governed by environmental events.
- Results in the identification of the "purpose" or "function" of the challenging behavior.

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Functional Assessment

- Observe the child in target routines and settings.
- Collect data on child behavior, looking for situations that predict challenging behavior and that are linked with appropriate behavior.
- Interview persons most familiar with the child.
- Review records.

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Reasons for Challenging Behavior

- Developmental surge
- Medical reasons
- Biological differences
- Social emotional environment
- Discontinuity between care program and home
- Lack of skill in communicating and interacting with others
- A combination of more than one above

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Hypothesis Statements

- Triggers of the challenging behavior
- Description of the challenging behavior
- Responses that maintain the challenging behavior
- Purpose of the behavior



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Hypothesis Statement

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

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Behavior Support Plan

- **Behavior Hypotheses:** Purpose of the behavior, your best guess about why the behavior occurs
- **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
- **Responses:** What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

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Video Clip 6.1: Observation Vignette #1



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Prevention Strategies

- How can the environment be changed to reduce the likelihood that challenging behavior will occur?
- What can be done to make challenging behavior irrelevant?
- What procedures can I select that fit in 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 not respond to the trigger or change the trigger so it does not cause challenging behavior?

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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.

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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.

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Response to Challenging Behavior

- Respond in a way that will make challenging behavior ineffective.
- Make sure rewards for appropriate behavior are equal to or exceed rewards for challenging behavior.

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Monitoring Outcomes

- Identify outcomes valued by the team
- "KIS it" (Keep It Simple) Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
- Schedule dates for check-ins



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Video Clip 6.2: Observation Vignette #2



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Major Messages for Session 6

- Collaboration as a team can lead to the development of and implementation of behavior support plans.
- The behavior support plan includes four parts: behavior hypotheses, prevention strategies, replacement skills, and new responses.
- Prevention strategies are used to soften the triggers of challenging behavior.
- Replacement skills (to replace challenging behavior) are taught systematically and throughout the day.
- Data collection needs to be easy to collect on simple forms: "KIS" it (Keep It Simple).
- Behavior support efforts are ongoing and outcomes must be monitored.



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