



Creating a Plan for a Child Demonstrating Persistent Challenging Behavior



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 his/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.

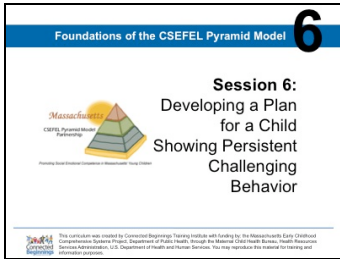
Suggested Agenda

I.	Introduction to Session 6	10 min
II.	Review of Pyramid Model	5 min
III.	What is "Challenging Behavior"?	25 min
IV.	Responding to Challenging Behavior	35 min
V.	Designing and Creating Support Plans	35 min
VI.	Wrap-Up and Evaluation	10 min
	Total Time	120 Minutes (2 hrs)

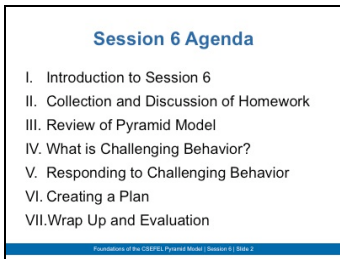
Materials Needed

- Session 6 PowerPoint Slides
- Facilitator's Guide
- Flip chart or large paper or white board and markers
- Video Clips
 - 6.1 Snack Time
 - 6.2 Boy with Truck
- Handouts
 - 6.1 Participant PowerPoint Slides
 - 6.2 Process of Positive Behavior Support
 - 6.3 Prevention Strategies
 - 6.4 Positive Behavior Support Plan Worksheet
 - 6.5 Session 6 Evaluation Form

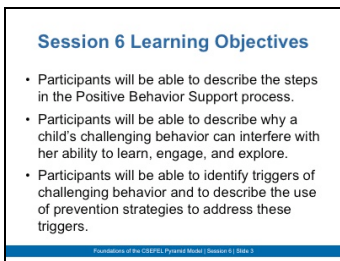
Part I: Introduction to Session 6 (10 min)



1.

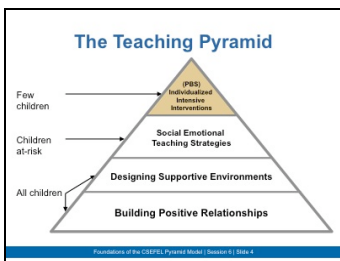


2.



3.

Part II: Review of the Pyramid Model (5 min)



4.

Part I: Introduction to Session 6 (10 min)

- A. Show **Slide 1**. Welcome the group to the sixth session entitled, *Creating a Plan for a Child Demonstrating Persistent Challenging Behavior*.
- B. Show **Slide 2**. Review the agenda with participants.
- C. Show **Slide 3**. Review the Learning Objectives with the participants.
- D. Distribute all handouts including the PowerPoint Slides and other resources.
- E. Address logistical issues (i.e., breaks, bathrooms, etc.)
- F. Encourage participants to ask questions throughout or describe an alternative way you will be handling questions (e.g., save for specific times during the presentation.)
- G. Collect Session 5 Structured Field Experience from the group. Ask the group if there are any questions about the assignment. Respond to questions. If there are a number of questions, suggest that the discussion be continued following the conclusion today's session.

Part II: Review of the Pyramid Model (5 min)

- A. Show **Slide 4**. Briefly review how each session of the course has covered all levels of the pyramid. Session 6 will focus particularly on the very top of the Pyramid Model: Individualized Intensive Intervention.
- B. Explain that “PBS” at the top of the pyramid stands for *Positive Behavior Support*.
- C. Point out that as the pyramid diagram depicts, this level of support is developed to address the intervention needs of a small subgroup of the whole classroom -- children with the most challenging behavior.
- D. Point out that the full PBS process is detailed, thorough, and has been found to be very effective when followed with fidelity. Let participants know that in Session 6 they will have an introduction to this process, step by step.

Part III: What is “Challenging Behavior”? (25 min)

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 5

5.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 6

6.

Expression of Emotion



- Intensity
- Frequency
- Duration

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 7

7.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 8

8.

Part III: What is “Challenging Behavior”? (25 min)

- Show **Slide 5**. Review CSEFEL’s definition of challenging behavior with the group:
 - *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.*
- Note that this definition may encourage us to consider challenging behavior in a new way. For instance, it describes behavior as challenging not only by what a child *does* but how that behavior *interferes* with his/her ability to interact in relationships, explore the environment, and learn.
- The definition also assumes that *developmentally appropriate guidance measures* (the other levels of the Pyramid Model) have all been used and have been found to be inadequate to respond to the child’s needs.
- Show **Slide 6**. To provide a brief overview, remind participants of the discussion in Session 3 when we looked at how babies and young children communicate their needs. We considered the *form* and *function* of the behavior.
- Show **Slide 7**. Point out that when we think about challenging behavior we are often thinking about the expression of emotion. Remind the group that in Session 3 we also considered the *intensity*, *frequency* and *duration* of that expression. We will continue to use these dimensions to help us consider what makes behavior challenging for adult caregivers and how it potentially could interfere with a child’s ability to learn, engage, and explore.
- Ask the group to reflect on what behaviors might interfere with a baby, toddler or young child’s ability to learn, engage and explore. Ask for some examples and record these on the flip chart for the group.
- Ask the participants to consider again the connection between expression of emotion in babies and young children and challenging behavior. Ask the group to reflect on which of these behaviors involves the expression of intense emotion – behaviors that could be characterized as “acting-out” behavior.
- Show **Slide 8** and go over the examples listed. Ask participants to share what might be some typical adult reactions to these behaviors (e.g., frustration, alarm, fatigue).

9.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 9

10.

"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 Hener (NASDE President), Countpoint 1998, p.2

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 10

Part IV. Responding to Challenging Behavior (35 min)

11.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 11

12.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 12

- I. Now ask the participants to consider behaviors that would show a low emotional response – what could be characterized as a “social withdrawing” behavior.
- J. Show **Slide 9** and go over these examples. Remind the group that although some of the behaviors on the Acting-Out and Social Withdrawing lists could be considered developmentally appropriate, it would be the intensity, the frequency and/or the duration of the behavior that would tend to make them challenging for adults or interfere with the child's ability to learn, engage and explore.

Ask participants to share what might be some typical adult reactions to social withdrawing behavior (e.g., concern, puzzlement, rejection, considering the child “good” if he/she is undemanding and/or quiet).

- K. Point out that this session provides the opportunity to consider what our professional response could be to a child's behavior that we find challenging or challenges the child's ability to learn, engage and explore. Show **Slide 10**. Read through aloud. This series of statements provides the philosophy behind CSEFEL's Positive Behavior Support approach.

Part IV. Responding to Challenging Behavior (35 min)

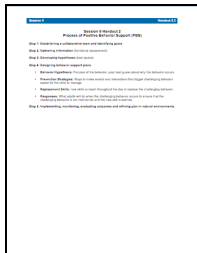
- A. Show **Slide 11**. Review the definition of Positive Behavior Support (PBS) by going over the points listed with the group. PBS is:
 - *An approach for changing a child's behavior.*
 - *Is based on humanistic values and research* Note: You many want to explain that “humanistic values” are focused on the welfare of human beings.
 - *An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace the challenging behavior*
 - *A holistic approach that considers all the factors that impact a child, family, and the child's behavior.* Note: You may want to point out that a “holistic approach” places importance on understanding the whole picture rather than just the individual elements.
- B. Show **Slide 12**. Point out that this approach has been evaluated over time and has been found to be effective. This is what is meant when we say an approach or practices are, “evidence-based”.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 13

13.



(Handout 6.2)

Potential Team Members

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

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14.

Process of Positive Behavior Support

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
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- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 15

15.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 16

16.

C. Step One, Establishing a Team. Show Slide 13.

Explain to the group that we will be going through each of these steps. Point out that today's session provides an introduction to the PBS process. There are a lot of additional materials available in Infant Toddler Module 3 as well as in Preschool Module 3a and 3b.

Draw group's attention to **Handout 6.2: Process of Positive Behavior Support**. Invite the group to use this as a reference.

Show **Slide 14**. Point out to participants that the first step in the PBS process for responding to a child whose behaviors require individualized intervention, is a team responsibility, not the responsibility of one person alone. Ask the group to consider the benefits of having the input of a team versus an individual. Ask participants who they think might be included under the last bullet point of "Other(s)".

D. Step Two, Gathering Information. Show Slide 15.

Point out that Step 2, which is highlighted on the slide, concerns the process for gathering information- *the functional assessment*.

Show **Slide 16** Ask a volunteer to read the bullets which further define what is meant by *functional assessment*.

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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17.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 18

18.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 19

19.

Hypotheses Statements

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

3a.7

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20.

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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21.

Show **Slide 17** Point out the data collection process that is needed in order to conduct a *functional assessment*. Ask for a few examples from participants of how they carry out assessment(s) in their own classrooms/programs. What type(s) of assessment do they do and who are the people responsible for doing assessment(s)?

E. Step 3, Developing an hypothesis. Show **Slide 18** Read Step 3, which highlights the next step in the PBS process- Developing hypotheses (best guesses). Point out that another way of understanding what is meant by “developing hypotheses” is making our best guess about why a child is engaging in a behavior. Point out that in Session 3 we discussed how reflecting on a child’s behavior can help us understand the meaning of the behavior, the behavior’s function.

Show **Slide 19**. Read through the reasons for challenging behavior that are listed on this slide. Ask the participants to consider what is meant by the “social emotional environment.” Remind participants that this was covered in Session 4. Be prepared to review material from Session 4 as needed.

Show **Slide 20**. Point out that this slide outlines what elements might be included in a hypothesis statement.

Show **Slide 21** Explain that this slide gives an example of an hypothesis statement that includes all the elements listed in the previous slide: triggers, description of challenging behavior, responses that maintain the behavior and possible purpose of the behavior.

Part V: Designing Support Plans (35 min)

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 22

22.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 23

23.

Video Clip 6.1: Observation Vignette #1



Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 24

24.



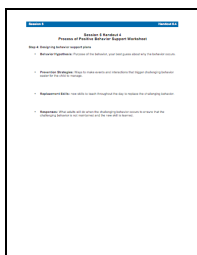
(Video Clip 6.1)

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?

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 25

25.



(Handout 6.3)

Part V: Designing and Creating Support Plans (35 min)

A. Step 4, Designing Support Plans. Show **Slide 22**. Let the group know that the behavior support plan includes the development of the four components listed on Slide 23.

Show **Slide 23** and go over the bulleted points.

Draw group's attention to **Handout 6.2: Behavior Support Plan**. Encourage participants to use this handout as a reference as we consider each one of these components.

Emphasize that this plan would include the hypotheses developed in Step 3.

B. Prevention Strategies. Point out to the participants that *preventing* challenging behavior is one of the most important ways we have to support children during their daily activities. Explain that these prevention strategies require reflection and planning in order to change our own actions and elements of the classroom environment to address the triggers of challenging behavior.

Activity: Identifying Prevention Strategies. Show **Slide 24**. Tell the group that we will view a short video clip in order to consider what prevention strategies could be used to address this child's challenging behavior.

Show **video clip 6.1**.

Show **Slide 25**. Draw group's attention to **Handout 6.3: Prevention Strategies and encourage them to use it as a reference**. Go through each of the questions posed and make sure the participants understand what is being asked in each.

Ask group to consider these questions when viewing the clip again.

Show **Video Clip 6.1** for a second time.

Break the participants into small groups in order to discuss their responses to this question.

Bring group back together. Ask if there were any questions that were difficult to answer.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 26

26.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 27

27.

Competing Behavior Equation

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 28

28.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 29

29.

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 30

30.

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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 31

31.

C. Replacement Skills. Show **Slide 26**. Point out to participants that this element of the behavior support plan describes efforts that would be in addition to the strategies to teach social skills to the entire classroom as presented in Session 5.

Show **Slide 27**. Review each of the bullet points. Ask the group what an “alternative behavior” would have been for the little girl in the video clip viewed during the last activity.

D. Show **slide 28**. Go through the diagram from left to right in order to provide examples of responses.

Explain that although we want children to meet our expectations (e.g., ask for help), we must meet them where they are. This may mean that our expectations may compete with what the children’s needs or wants are. What we don’t want to do is accept their challenging behavior or reinforce the challenging behavior; therefore, we may need to break down teaching the new skill into smaller steps. For example, if a child’s challenging behavior is triggered while in a group activity, we may have the ultimate goal of teaching the child skills to stay in the group activity. But- as the first step in achieving that goal, we may need to teach the child a way to signal, using appropriate behavior, that he/she wants to leave the group activity. While we do that, we will also use prevention strategies to make the group activity more meaningful for the child and we will be teaching the child skills to increase his/her engagement and attention.


E. Responses. Show **Slide 29**. This element of the Behavior Support Plan emphasizes team work. The coordination of all the adults involved in the child’s life will result in more positive outcomes for the child if each adult uses the same strategies and responds consistently to the child’s behavior.

Show **Slide 30**. Ask for an example of a response that would make a challenging behavior *ineffective*. You can provide an example using the video clip just viewed. A response that would make that behavior ineffective would be to calmly retrieve the plate and the food that the child obtained. When the child uses the replacement skill, make sure she gets her portion of snack.

F. Step 5, Implementing, monitoring, evaluating outcomes and refining the plan. Show **Slide 31**. Having completed Step 4, make clear to participants that we will now return to the overall PBS process to discuss Step 5. Draw participants’ attention back to **Handout 6.2: Process of Positive Behavior Support (PBS), Step 5**.

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



3b.11

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 32

32.

Show **Slide 32**. Review the bullet points. Let the group know that there are many examples of documentation forms in the CSEFEL Infant Toddler Module 3 as well as Preschool Modules 3a and 3b.

Behavior Support Plan

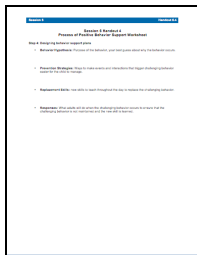
- Behavior Hypotheses:** Purpose of the behavior, your best guess about why the behavior occurs
- Prevention Strategies:** Ways to make events and interactions that trigger challenging behavior easier for the child to manage
- Replacement Skills:** New skills to teach throughout the day to replace the 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

33.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 33

G. Activity: Creating a Behavior Support Plan. Show **Slide 33**. Now that the entire PBS process has been reviewed, participants will do an activity focused on the creation of a Behavior Support Plan.

H. Draw group's attention to **Handout 6.4: Behavior Support Plan Worksheet**. Point out that it includes all the elements of the Behavior Support Plan. Let the group know that we will be watching a video clip twice in order to observe a child demonstrating challenging behavior.



(Handout 6.4)

I. Show **Slide 34**. Introduce **Video Clip 6.2** by reminding the group that this is the same clip we saw in Session 3. This time we will be thinking about the steps involved in the Behavior Support Plan for the little boy who has the truck (depicted in slide 32).

Show **Video Clip 6.2**.

J. Break participants into small groups. Using Session 6 Handout 4: Positive Behavior Support Plan, ask groups to go through each step, developing a Positive Behavior Support Plan for the boy with the truck, using the information provided in the video clip. Emphasize to the small groups that they should use their time to get through each of the elements.

Video Clip 6.2: Observation Vignette #2



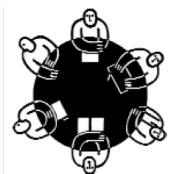
34.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 34

K. Reconvene the group. Ask if there was an element of the plan that was easier to develop. Ask if there was an element that was harder to develop. Ask the group if the activity brought any questions for them. Respond to participants' questions.



(Video Clip 6.2)



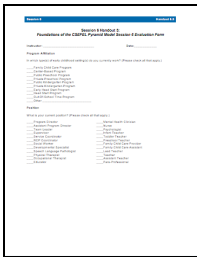
Part VI: Wrap-Up and Evaluation (10 min)

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: "KISS" it (Keep It Simple).
- Behavior support efforts are ongoing and outcomes must be monitored.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 35

35.



[Handout 6.5]

Part VI: Wrap-Up and Evaluation (10 min)


- A.** Show **Slide 35**. Go through each of the Major Messages. Ask the group if there are any they would add.
- B.** Acknowledge to the group that this is the final session of the Foundations of the CSEFEL Pyramid Model Course. Thank them for their participation.

If time allows, you may want to ask the participants if they have any questions about the CSEFEL materials or thoughts about the course.

- C.** Draw the group's attention to the **Handout 6.5: Session 6 Evaluation Form**. Ask participants to complete and hand in before leaving the room.

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

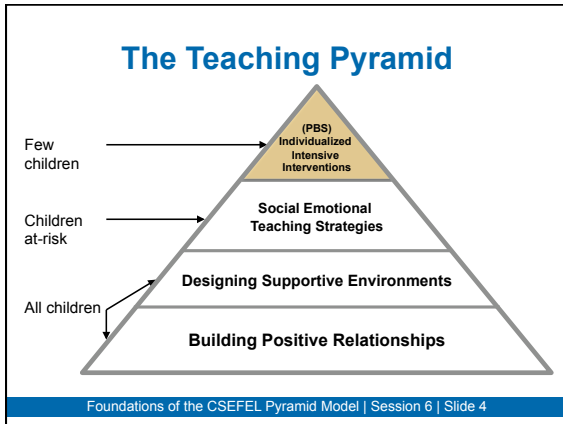
Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 2

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.

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 3

Handout 6.1: PowerPoint Presentation Slides



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

Foundations of the CSEFEL Pyramid Model | Session 6 | Slide 5

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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Handout 6.1: PowerPoint Presentation Slides

Expression of Emotion



- Intensity
- Frequency
- Duration

istockphoto.com/Rebecca Ellis

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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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Handout 6.1: PowerPoint Presentation Slides

"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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Handout 6.1: PowerPoint Presentation Slides

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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Process of Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

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Step 4: Designing behavior support plans

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Handout 6.1: PowerPoint Presentation Slides

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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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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Handout 6.1: PowerPoint Presentation Slides

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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Handout 6.1: PowerPoint Presentation Slides

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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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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Handout 6.1: PowerPoint Presentation Slides

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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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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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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Handout 6.1: PowerPoint Presentation Slides

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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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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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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Handout 6.1: PowerPoint Presentation Slides


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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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



3b.11

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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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Handout 6.1: PowerPoint Presentation Slides

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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Handout 6.2: Process of Positive Behavior Support (PBS)

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

- **Behavior Hypothesis:** 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.

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

Handout 6.3: 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?

Handout 6.4: Process of Positive Behavior Support Worksheet

Step 4: Designing behavior support plans

- **Behavior Hypothesis:** 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.

Handout 6.5: Session 6 Evaluation Form

Instructor: _____

Date: _____

Program Affiliation

In which type(s) of early childhood setting(s) do you currently work? (Please check all that apply.)

- Family Child Care Program
- Center-Based Program
- Public Preschool Program
- Private Preschool Program
- Public Kindergarten Program
- Private Kindergarten Program
- Early Head Start Program
- Head Start Program
- Out-Of-School Time Program
- Other _____

Position

What is your current position? (Please check all that apply.)

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program Director <input type="checkbox"/> Assistant Program Director <input type="checkbox"/> Team Leader <input type="checkbox"/> Supervisor <input type="checkbox"/> Service Coordinator <input type="checkbox"/> RCP Coordinator <input type="checkbox"/> Social Worker <input type="checkbox"/> Developmental Specialist <input type="checkbox"/> Speech Language Pathologist <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Educator | <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health Clinician <input type="checkbox"/> Nurse <input type="checkbox"/> Psychologist <input type="checkbox"/> Infant Teacher <input type="checkbox"/> Toddler Teacher <input type="checkbox"/> Preschool Teacher <input type="checkbox"/> Family Child Care Provider <input type="checkbox"/> Family Child Care Assistant <input type="checkbox"/> Lead Teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Assistant Teacher <input type="checkbox"/> Para-Professional |
|---|--|

Measuring Learning Outcomes

Below are the learning outcomes for this session. Please read each learning outcome below. Then **place an X in the box** that you feel best describes how well the learning outcomes (what you have learned or what will change as a result of your experience in this training session) have been met. **Please choose ONE answer (only put one X) for each learning outcome/row.**

Learning Outcomes	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Session 6				
I am able to describe the steps in the Positive Behavior Support process.				
I am able to describe why a child’s challenging behavior can interfere with her ability to learn, engage, and explore.				
I am able to identify triggers of challenging behavior and to describe the use of prevention strategies to address these triggers.				

Please respond to the following questions regarding this training session:

The best features of this training session were:

Suggestions for improvement:

Other comments and reactions I wish to offer (please use the back of this form for extra space):

Overall Course Evaluation – Part I

(NOTE: You will be receiving Part II of this course evaluation by email.)

Application of Knowledge/Field Assignment Practice

1. What strategies did you find most useful when conducting your observation for your Session 3 Structured Field Experience?

How old was the child you observed?

Did you learn anything new about the child, or about the process of observing, from doing the observation? If so, what did you learn? If not, how could this activity have been more useful?

2. Which of the CSEFEL assessment tools did you use for your Session 4 Structured Field Experience?

What did you find most useful about this tool?

What did you learn from conducting this assessment and from writing the report?

Did you, or do you plan to, make any changes to a classroom or program as a result of this activity? If so, what changes did/will you make? If not, why not?

3. Which hands-on activity did you choose to do for your Session 5 Structured field experience?

Did you gain any new information from filling out the *Reflection Worksheet*? If yes, what did you learn? If no, why not?

Presenter Evaluation

Please put an "X" in the box that best describes what you think about the presenter for this course.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The presenter identified learning outcomes and objectives at the beginning of the course.				
The learning outcomes and objectives were met.				
The material presented met my needs and expectations.				
There was time for discussion and question and answers.				
The resources were current, relevant, and accessible				
The presenter was knowledgeable and able to answer relevant questions.				
The presenter paid attention to adult learners' needs (breaks, adult size chairs, audio and visual).				
The presenter made use of different learning modalities (audio, visual, tactile, kinesthetic).				
The instructor's activities were appropriate to the material presented.				
The course material provided examples of how to adapt activities for children with diverse learning needs.				
The course material was culturally respectful and relevant.				
The course material applied to working with children in any setting (center classroom, family child care home, Head Start).				
The trainer presented with a positive attitude (e.g., she was friendly, had a sense of humor, etc.)?				