WV ECPBIS Academy Follow-Up

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WV ECPBIS

Early Childhood Positive Behavioral Interventions and Supports

The West Virginia Behavior/Mental Health TA Center at Marshall University
is a collaboration between:

https://marshall.az1.qualtrics.com/jfe/form/SV_0PbKDJ9V58R89BI

Important Paperwork

- **STARS information has been submitted today and won't go into the system until end of February**

- **Grad Credit Form**

- **MUST BE SUBMITTED BY April 1, 2022**

- **Credits will post mid-May 2022**

Grad Credit Form

GRAUDATE PROFESSIONAL DEVELOPMENT

COURSE CREDIT

Each three hour course may be used for teaching certificate renewal, professional development and/or advanced salary classification. **These courses are NOT applicable for degree programs or out of field permit renewal.**

INSTRUCTIONS:

1. You may only request professional development credit for the courses in which you are taking with the WVDE. The course(s) should be listed under the **WVDE** section of the online request for credit form. The course you are eligible to register for is:

WV Early Childhood Positive Behavioral Supports   CI 563-231 $141.00

2. Be aware of the deadlines, once the deadline arrives, you *will not* be able to register for that course. The option will no longer show on the site. **The registration window for requesting credit for this course through Marshall goes from January 10, 2022 and the cut off is April 1, 2022.**

3. To complete the credit request process, please follow the below link and all instructions. You will not attain any course credit on your transcript until you successfully complete the request at the link below for each course and pay the fee. Please allow a minimum of 2 weeks for the course to show on your transcript.

https://epay.marshall.edu/secure/cgi/staffdevsto.cgi

The CORRECT process for completing the online form is as follows:

- Select only the correct course you are taking which should be listed under the WVDE section
- Complete ALL of the questions on the page including the "I agree" box at the bottom and select the Pay button
- Once you submit, if you have done it correctly you are directed to the State Auditors pay site to input your payment information.
- If you did not get forwarded to that screen and it rolls back to the top of the page, the form DID NOT SUBMIT and there are errors you must address on the page which are in red (or you may have not selected a course and save it). Go back through the form, look to see where the red items are and correctly complete each box with the suggested format.
- THE FORM WILL NOT SUBMIT TO MARSHALL FOR CREDIT UNTIL YOU COMPLETE THE PAY PAGE INFORMATION

4. To request a transcript please wait at least 1 week after the term has ended. Follow this link https://www.marshall.edu/registrar/transcripts/ if you do not have your student MUID, you can contact IT at 304-696-3200.
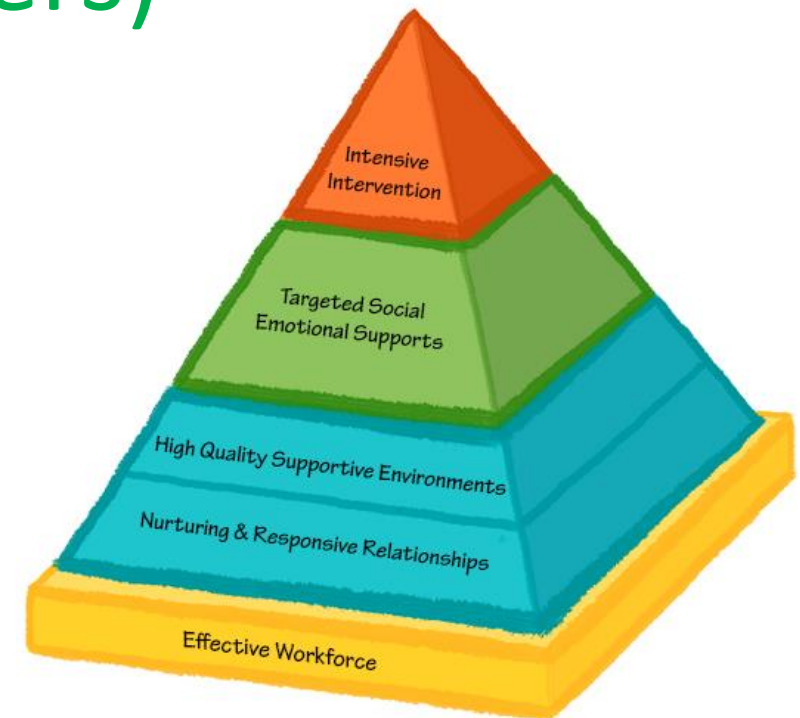
It is your responsibility to log into the student system, myMU on our home page to verify that you have been added to the course to attain credit during that term (please allow a minimum of 2 weeks from the time you completed the online request form). If you have any questions about logging into the system, please contact IT at 304-696-3200.

College of Education and Professional Development ● 100 Angus E Peyton Dr, South Charleston, WV 25303 ● 304-746-8960

AGENDA

Increasing Engagement (all 3 Tiers)

Tier 3 Interventions

Conclusions

Engagement

- What does it look like?
  - 1. Watching
  - 2. Motor
  - 3. Verbal
  - 4. Combination of numbers 1-3

Key Concept Activities in all of these need a clear beginning, middle, end.

Physical Environment Influences Engagement

- Environmental Arrangement
  - Should promote participation at all levels (1-4)
  - Environment and Cues should answer the following 4 questions for students
    - 1.) What am I supposed to be doing?
    - 2.) How do I know I am making progress?
    - 3.) How do I know I am done?
    - 4.) What do I do next?

Large Group and Small Group

Mix of both

Time limits for developmentally appropriate practice

What time of day both happen (starting with large group can be challenging)

Multiple, shorter group times have found to be more effective than fewer, longer group times

Should have visual component. Small groups should involve hands-on and interactive movement.

Thoughtful choice of materials

Designated teacher roles. One to lead, one to focus on engagement and participation

Descriptive positive feedback incorporated always

Choice provided within both

When Children Lose Interest

- Preferred materials, remember...these can and will change

- Prompting hierarchy
  - Visual, verbal, modeling, gestures, physical assistance
  - ***NCPMI simplify 1.Verbal 2.Verbal with a visual cue   3.Partial physical prompt 4. Full physical prompt**
  - Allow time to respond (minimum 3 seconds)

Checklist of Effective Engagement Practices

P. 89 Unpacking the Pyramid Model

- I limit the amount of time spent in large group activities to match children's attention levels. (morning meeting, closing meeting, story time..)

- I provide multiple methods for children to engage across activities.

- I use both visual prompts and verbal prompts to engage children in a large group.

- I incorporate hands-on activities during small group activities.

- I embed children's preferences into activities throughout the day.

- I adapt expectations (e.g., provide alternative seating) and instruction (e.g., use a prompting hierarchy) to support individual children's learning during less preferred activities or activities that may be more difficult for them.

- I provide choices both between and within activities throughout the day.

- I structure my classroom in a way that allows children to navigate the regular routines independently or with minimal assistance from adults.

- I use prompting strategies to support children's engagement when needed.

- I provide positive descriptive feedback to children who are engaged.

- My daily schedule consists of a balance between large groups, small groups, and child-directed activities, and it follows a teacher-led activity with a child-directed activity.

Reset Strategies

Not used during the actual outburst but are introduced after the child has already calmed down to help bridge the gap between the outburst and returning to the group.

The child completes the activity and then can return to the group work area or circle time area when finished.

Should be short and sweet! 1 minute to 2 minutes TOPS! Fine motor activities work well.

Choose activities that are easy for the child to complete successfully and independently.

Choose tasks with a clear ending that are neutrally interesting to most children. They shouldn't be a reward, or a punishment.

Reset Activities

- **Pushing Puff Balls Activity** (Fun & Engaging Activities for Toddlers)
- **Sorting and matching work tasks** (The Autism Helper)
- **Bead Drop Fine Motor Jar** (Modern Preschool)
- **Cardboard Beads Threading Activity** (The Imagination Tree)
- **Button Snake** (Happy Hooligans)
- **Paint Sample Puzzles** (The Realistic Mama)
- **Count and Sort Box** (The Imagination Tree)

- Is it sensory? Is it behavior?
- **Or** Could we ask more questions?

Is there a skill deficit we haven't thought of?

Planning | Organization | Self-Control
Task Initiation | Executive Functioning Skills |
www.thepathway2success.com
Time Management | Metacognition | Working Memory
Attention | Flexibility | Perseverance
Clipart by Kate Hadfield

Thepathway2sucess.com

How heavy is the backpack?

- Excessive stress can lead to inconsistent engagement
- Increased stress and anxiety lead to decreased working memory
- Kids are labeled as lazy or defiant

Rethinking reinforcers

- Sometimes work inconsistently, work for a while and wear off

- Prizes and rewards increase motivation, but not skills

- Accommodations can reduce stress and increase access to executive function skills

- Planning, organization, and time management are life skills

- Kids will do well when they know what to do

Engagement during Transitions

- Transitions involve many Executive Function skills
  - Inhibition, focus shifting, initiation, planning, time management, flexibility, etc.
- Give the 5 minute warning then teach a 5 minute plan.
- Consider that the child genuinely does not know what to do next or how to get started
- If pictures aren't enough, use objects to cue the next activity.

Rethinking laziness and defiance

- Brain differences can cause one child to work harder than others.
- Disengagement is a behavior that communicates
- Consider what skills the child needs to complete the task
- Be a behavior translator

Consider reframing

"She'll do it when she wants to"

TO

"She'll do it when she **can**.

Stay curious

- What is the behavior?

- Why is it occurring? What is the stressor?

- What is the context? (Environment)

- What can the child do? (Strengths)

- How can the stressor be reduced?

- What specific skills can we teach?

RESPONDING TO CHALLENGING BEHAVIOR

The most effective strategies for addressing challenging behavior are primarily focused on prevention of challenging behavior and promotion of appropriate social behaviors.

Step 1: Identify the Behavior, Context and Possible Functions

Step 2: Identify How to Prevent Challenging Behaviors

Step 3: Identify How to Respond to the Challenging Behavior

Step 4: Commit to Collaboration

Step 5: Implement, Monitor and Adapt
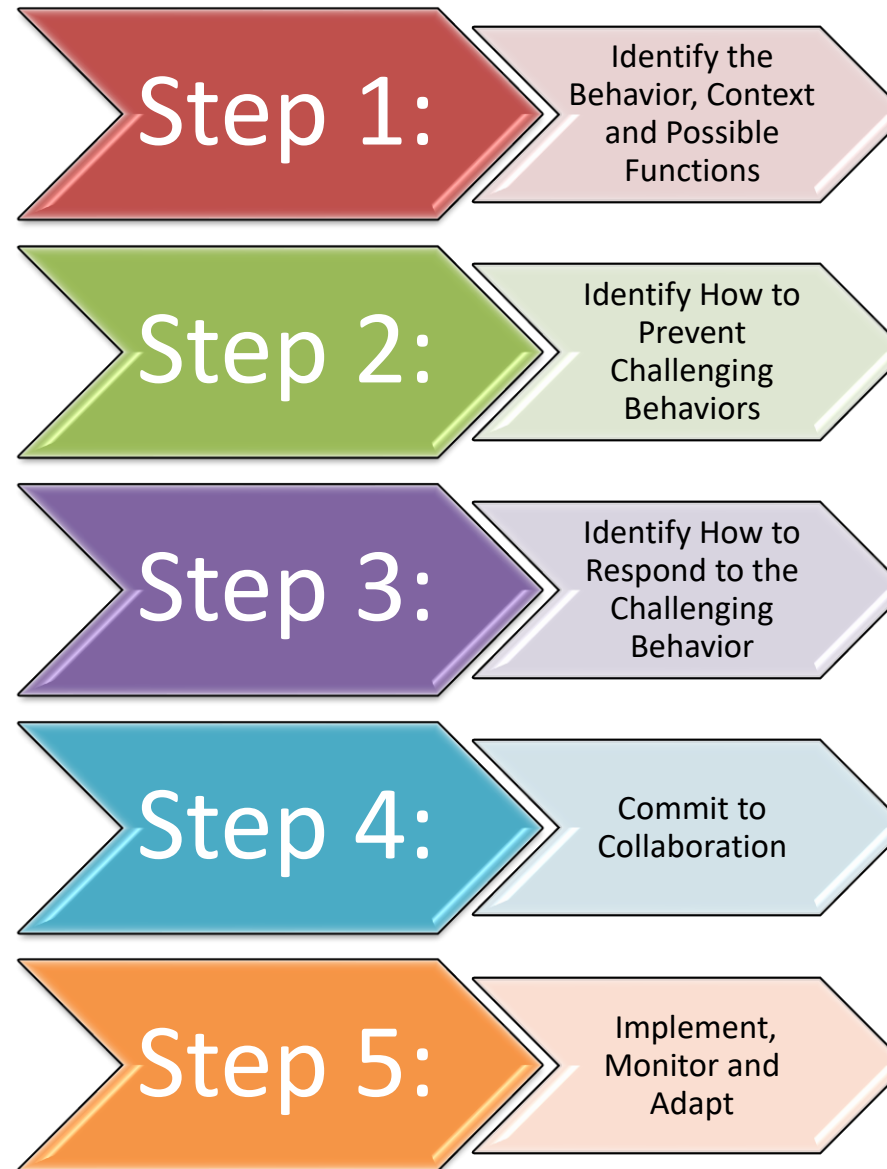
Step 1: Identify the Behavior, Context and Possible Functions

Remember from Day 3:

To GET

To GET OUT OF

ALL
BEHAVIOR
IS
COMMUNICATION

Let's Review!

Harlan is at the book center looking through a book . Ms. Erin tells Harlan that it is time for potty and takes his hand to walk him to the bathroom. Harlan falls to the floor, cries, and then runs to the housekeeping area.

What could the function be?

Most likely to avoid going to the bathroom

Let's Review!

- Sally and Joey are playing with the trucks on the playground. Sally has a blue truck that Joey was playing with yesterday. Joey hits Sally on the arm with a truck and takes the blue truck from her.

What could the function be?

Most likely to obtain the toy

Functions

Although there are 2 categories of functions, challenging behaviors are complex and often serve more than one function for a child.

A child might use different forms of behavior in different contexts for different functions.

Example: A child who cries to get out of circle in the classroom, runs to avoid the cafeteria or cries to get a toy.

> A Child who grabs a toy from another and swings it around singing loudly (to obtain the toy and attention from adults)

The social context, environmental expectations and potential for multiple functions should be considered when identifying strategies.

Step 2: Identify How to Prevent Challenging Behavior (Tier 1 of the Pyramid Model)

- First, consider the child's social environment. Does the child have strong positive relationships?

- Second, teaching children what is expected.
  - Using visuals or scripted stories
  - Teach the child new acceptable alternative skills

Practical strategies for preventing challenging behavior based on function

Function: Obtain (to get)	Function: Escape (to get out of)
Give children lots of adult attention all day long, especially when children are engaged in expected behaviors	Mini-schedules to help children learn the steps in various routines
Scripted stories: use to help children through common social challenges	First/then charts
Sign-up systems for high-interest activities	Individualized reward/reinforcement systems to support participation in non-preferred or difficult tasks
Teaching clear expectations about taking turns	Visual and verbal reminders about the expectations before and during difficult activities, routines and transitions.
Use visuals to support children's expressive communication	

Step 3: Identify how to Respond to the Challenging Behavior

Essential Strategy:	Examples:
Developmentally appropriate strategies in response to the challenging behavior.	Redirection Planned ignoring Encouraging child to take a break or go to a calming area
Teacher states the expected behavior in positive terms or providing instruction in an acceptable alternative behavior.	Telling the child what to do "Use walking feet" Teaching the child what to do "Say, 'Can you move over? You are sitting in my spot."
Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately.	Playing with the child Affection or high-fives Descriptive feedback " You are doing a great job sitting with us at circle" or "I like how you are sharing the blocks"

For every incident, ALL 3 essential strategies should be used!!

What this looks like in practice...

Maria doesn't want to clean-up after center time, because she is avoiding the difficult task of cleaning. She throws herself to the floor and cries. Ms. Rowan observes she is not in any harm and ignores the behavior. She instead validates her feelings by saying, "I see that you are sad that we have to clean up your baby dolls. " She then states the appropriate behavior in positive terms, "We need to clean up the toys. Here is where your dolls go." She then provides positive feedback when Maria makes efforts to clean up, by saying "Wow look at you being a big helper Maria by putting the doll on the shelf!"

Step 3: Responding to Challenging Behavior

Additional Strategies:

- Reminder of expectations- refer to posted visual

- Logical consequences "If you are going to continue to throw the blocks, we will have to put them away. Keep them on the rug."

- Support problem-solving process- solution kit, problem-solving steps

Step 4: Commit to Collaboration

- Adults working in a classroom should collaborate and decide how to talk about and address behavior. They should use consistent words to remind children of the classroom expectations.

- Adults should reflect how their own behavior may contribute to challenging behavior.

- Classroom teams collaborate with families to ensure positive relationships from the beginning of the year. Sharing successes and showing care and concern for the child when there is a behavior that needs to be addressed .

Step 5: Implement, Monitor and Adapt

Implementation takes teamwork, time and communication.

After a child is calm or a behavior is resolved it can be tempting to move on. However, it's important for teachers to continue to collect information about when the behavior continues to monitor how the behavior is changing over time or across environments.

If behavior is not improving or if it worsens despite giving ample time and consistent implementation of Pyramid Model practices, teams should begin the individualized process.

Other Tips for Responding to Challenging Behavior

- Put 95% of your time and attention into the teaching of replacement behaviors and do this when the child is not engaging in the challenging behavior. If and when children are upset and engaging in challenging behavior, it is likely that your teaching efforts will be minimally effective. Intentionally plan opportunities to teach the replacement skill throughout the day before the challenging behavior is likely to occur and focus most of your efforts on this instruction.

TTYC Creating
Teaching Tools for Young Children
with Challenging Behavior

Routine Based Support Guide

Rochelle Lentini
Bobbie Vaughn
Lise Fox
Kwang-Sun Blair
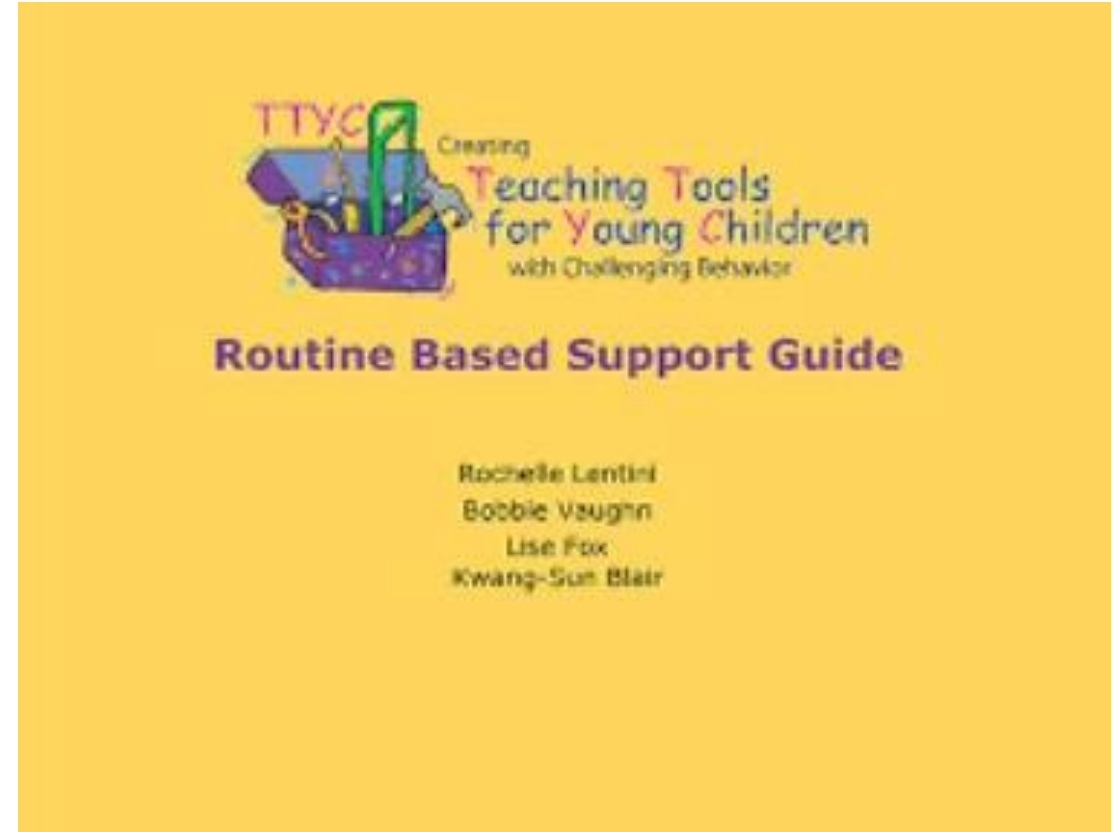
CIRCLE TIME (CONTINUED)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't know what to do (needs help)	· Use a picture mini schedule that shows the order of circle activities · Prior to circle, show the child the class schedule and give a transition warning (say, "few more minutes, then circle" while showing picture) · Clearly mark child's seat and area · Allow the child to transition to circle while holding picture of circle · Have a "sit picture" in front of where child sits · Prior to circle, read the child a scripted story about "circle time" and what is expected during circle · Provide descriptive feedback while in circle · Have adult sit near to talk about what is happening next · Praise for sitting	· Show child "sit" picture while patting seat and gesturing to sit · Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help	Teach child how to "ask for help" when he/she doesn't know how to do something Teach child how to follow a picture mini schedule Teach child how to follow class schedule Teach child circle expectations by using the "What Do We Do in Circle?" story
🖙 More Strategies for Toddlers and Developmentally Young Children	· Provide developmentally appropriate activities and materials · Repeat the same activities over time and gradually introduce new activities · Create a simple picture book about circle time, using a few photos of circle time activities · Have a designated seat for the child that is close to the teacher · Encourage the child to sit near a friend or in the lap of an adult · Model each action to the child and then look expectantly for the child to imitate · Tell child clearly what you want in simple, specific language · Help child become familiar with the circle time routine · Help child decide when to join the activities (wait until they become comfortable with activities)	· Validate child's emotion "I see you are frustrated, you don't know the song". Then, offer help "Sit in my lap and I can show you". If child is learning to say "help me" or "show me"; prompt child or provide direction to say words while you provide help	Teach child to ask for "help" or ask teacher to "show me" by providing verbal or physical prompts (e.g., put your hand on the child's hand and guide the use of sign "help")

Events and Functions Chart

Resource Library @
Challengingbehavior.org

Other Tips for Responding to Challenging Behavior

- Remember that what keeps challenging behavior occurring are the things that happen after the behavior occurs (e.g., a redirection, saying, "stop," being escorted to the cozy corner during large group). If challenging behavior seem to be reoccurring, consider what has been happening immediately following the challenging behavior and adapt it.

- Find individualized reinforcers and use them liberally at first. Challenging behavior works for the child 100% of the time **unless** we teach the more appropriate skill and reinforce it at a higher frequency than the challenging behavior is being reinforced.

Other Tips for Responding to Challenging Behavior

- Figure out what makes the good times so good. If you analyze carefully, most children who engage in challenging behavior actually spend very little time engaged. Think about what environmental and contextual characteristics are engaging to the child and add more of these to the times of the day and routines when challenging behavior is most likely to occur.

Individualized Behavior Support for Children with Persistent Challenging Behavior

Despite reliable and consistent implementation of Pyramid Model practices and using the problem-solving steps for challenging behavior we just talked about a small number of children may continue to engage in challenging behavior and require more intensive and individualized support.

Engaging the Collaborative Behavior Support Team

Planning is conducted by a collaborative team.

Team should include:

Classroom teacher

Family

Individual with expertise about behavior and the individualized intervention process such as school psychologist, behavior specialist, or mental health provider.

Other members may include:

Program Administrator

Teacher Assistant

Speech-Language Pathologist

Or other individuals who work and interact with the child and have direct contact with the child's challenging behavior.

Setting Goals and Collecting Data

- Team is responsible for setting clear goals.
  - Identifies and defines the challenging behavior to decrease
  - Identifies the desirable behaviors they would like to increase
  - Determines how data might be collected to examine changes in behavior.

Data Collection

Team reviews all the data that was collected and will be collected.

Without data, there is no way to determine whether the problem has been resolved, stayed the same, or gotten worse.

The type of data collected depends on the behavior, the context in which it occurs, and program resources. (Remember Day 3☺)

Resources for Individualized Behavior Support Planning

www.ecmhc.org/toolkits.html

Team Members and Roles

Contacting Parents

Conducting Meetings
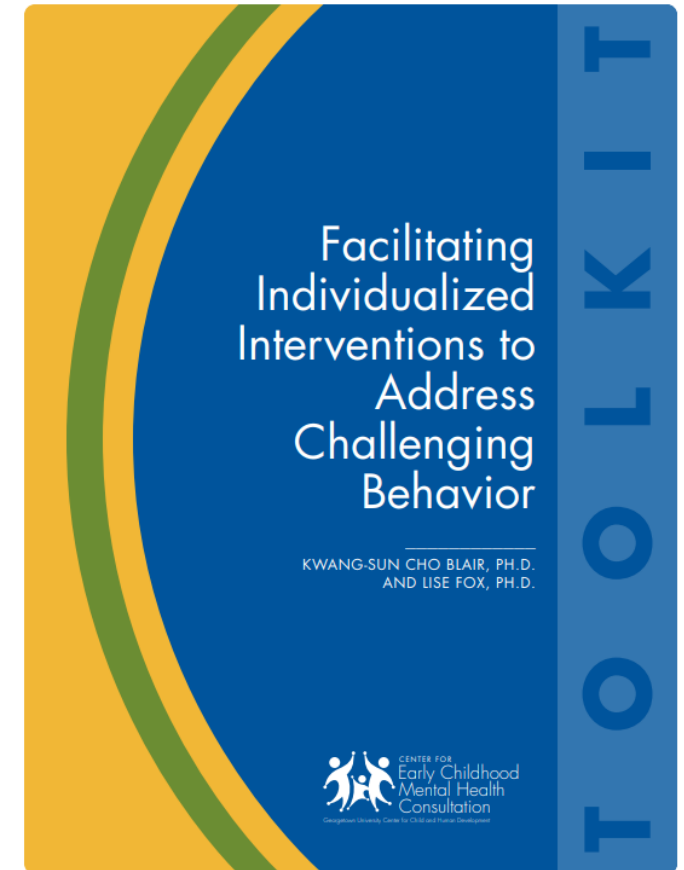
Step by Step Functional Assessment

Identifying Replacement Behaviors

Developing the BIP/Implementation

Progress Monitoring and Evaluation

Facilitating
Individualized
Interventions to
Address
Challenging
Behavior

KWANG-SUN CHO BLAIR, PH.D.
AND LISE FOX, PH.D.

CENTER FOR
Early Childhood
Mental Health
Consultation
Georgetown University Center for Child and Human Development

TOOLKIT

- Systematic observation of behavior and of gathering information from people who know the child well.

  – Therefore, families and teachers are very important contributors to this process.

POTENTIAL BARRIERS TO FAMILY INVOLVEMENT

- Time constraints
- Childcare
- Economic stress
- Lack of transportation
- Limited English proficiency
- Minimal experiences with the service system
- Feeling overwhelmed
- Feeling uncomfortable attending and contributing at meetings
- Limited services for child
- Cultural norms

POTENTIAL BARRIERS TO TEACHER INVOLVEMENT

- Insufficient time during school day
- Lack of support and involvement of other teachers
- Lack of administrative support
- Feeling of discouragement and frustration
- Discomfort with receiving consultation
- Perception of insufficient expertise
- Stress and overwork
- Personal problems

OVERCOMING BARRIERS TO FAMILY INVOLVEMENT

Time—when it is hard for families to find enough time to attend meetings
- Encourage flexibility in meeting and events
- Offer meetings in the morning or at night
- Be efficient in meetings
- Hold meetings at a place where families can easily attend

Childcare—when childcare is not offered at center meetings or family is unable to afford childcare
- Ask classroom assistants to volunteer for childcare
- Hire high school or college students in child development classes

Not Valued—when families feel they have nothing to contribute or feel intimidated by staff
- Survey families about their interests and abilities
- Extend a personal welcome to parents
- Build relationship with families based on mutual trust and respect

Language Difficulties—when families might not understand printed materials
- Identify interpreters and translators for meetings and training
- Translate printed materials into native language

Strategies to Promote Family Participation in Plan Development

- Meeting with the family prior to the team meeting to give them info on what to expect and what they might be asked.
- Using an agenda to relax members
- Start each meeting with introductions. Don't call "Mom or Dad". Use actual names.
- Be sensitve to the emotional distress that family might experience when discussing a child's behavior.
- Be careful not to make statements that might be interpreted as blaming the family for the child's behavior .
- Structure the meeting so that family members are comfortable giving their perspective.
- Use chart paper for recording team input and decisions. Visuals ensure that the family can see what is being decided and follow the process.

When Teachers are Resistant or Reluctant

- I don't have time to do this.

- It is not my job.

- It is not fair to treat children differently.

- It won't work.

- I have tried that already and it didn't work.

- Explain the amount of time and effort that might be required in the initial stage of I-PBS and that their time and effort will decrease over time and eventually will be less than they currently employ.

- Find ways to decrease the amount of time (e.g., asking teachers to implement the intervention in one routine or activity rather than throughout the day).

- Discuss that other children in the classroom might benefit from intervention strategies developed for an individual child and suggest applying those strategies to all children, if feasible.

- Discuss their previous effort, how they implemented the intervention, and how it worked.

- Acknowledge their expertise and efforts and explain that what they are doing works for most of the children in the classroom, but an individualized plan is necessary for the target child

Hypothesis Development

- The hypothesis statement summarizes patterns, conditions and events that trigger behavior and responses that reinforce it.

"When (antecedent or trigger) occurs (child name) will (description of challenging behavior) to (presumed function). "

Developing Behavior Intervention Plan

- Should always include 3 major components:

  1. Prevention strategies that are related to removing or changing the triggers to challenging behavior

  2. Teaching replacement skills that provide the child with new skills to meet the function of the challenging behavior

  3. Reinforcement strategies that include remover of reinforcers that maintain the behavior and reinforcement to strengthen social and communication skills.

Sample Plan for "Mindy"

Triggers	Behavior	Maintaining Consequences	Prevention	New Skills	Reinforcement
Undertaking difficult tasks Experiencing high demands Doing nonpreferred activity	Screams Cries Drops to floor Hits adults	Adults decrease demands Adults leave her alone Adults allow her to leave the activity	Visual schedule Transition warnings First/then board Visual timers Modify activities to Mindy's level	Signing "all done" Use visual schedule to transition Transition when timer sounds	<u>Related to challenging behavior:</u> Refer to the schedule Prompt to sign for break <u>Related to new skill:</u> Provide brief break Positive descriptive feedback

Implementing the Plan

A plan does not mean much until it is put into action!!

Behavior change can be difficult for the child AND the adult.

Implementation Tips:

1. All adults who implement the plan should be confident and comfortable with all of the strategies.

2. All strategies should be implemented at the same time.

3. Training and practice-based coaching should be provided.

4. Fidelity should be monitored, and additional coaching provided, as necessary.

Progress Monitoring

Team should meet freequently to review data and ensure that the plan is being implemented.

Team should evaluate if the plan is working (challenging behaviors decrease, replacement behaviors increase) .

- Meeting weekly is optimal to identify a lack of improvement as soon as possible and can be reduced when behavior improves.

Progress Monitoring

Team will make decisions about whether to :

- Continue the intervention

- Collect more information

- Modify or change strategies

If challenging behavior remains high, this indicates the plan is not working and the team may:

- Collect more data

- Conduct an Implementation Fidelity Checklist

- Conduct another FBA to identify possible function

Implementation Fidelity Checklist

Can be conducted by a supervisor or coach

Two considerations:

1. Implementing the plan accurately

2. Implementing with proper dosage (using as often as should be)

SAMPLE IMPLEMENTATION FIDELITY CHECKLIST

Blank form available in Facilititating Toolkit

Timelines

Q-When may we start seeing improvement?

A- give the plan at least 3 weeks of implementing with fidelity before making changes or modifying.

Q- When can I start fading interventions?

A- Will vary with context and behavior, but a good rule of thumb is 30 days of fluent appropriate behavior.

Additional Helpful Forms

Behavior Support Plan Quality Checklist

Child's Name: _____ Date: _____

Team Members: _____

_____

Components		Yes	No	Comments
Components	**Behavior support plan has at least 4 sections:**			
	1. FA summary statement (behavior hypothesis).			
	2. Prevention strategies (antecedent strategies, things to do all the time).			
	3. Teaching strategies.			
	4. New responses response strategies (consequence strategies)			
FBA Summary Statement	**Functional assessment summary (behavior hypotheses) statement has 4 parts:**			
	1. Behavior.			
	2. Triggers.			
	3. Maintaining consequences.			
	4. Function.			
Goals	**Problem behavior and skill acquisition goals are included:**			
	1. There is a well-defined problem behavior to decrease that affects other aspects of child's life.			
	2. There is a well-defined replacement skill identified that will replace each function identified in the hypothesis statement. If there are multiple hypotheses statements, there are multiple replacement skills targeted.			
Behavior Support Strategies	**Behavior support strategies include 3 components (prevention, teaching, and response strategies):**			
	1. Prevention strategies are identified that are linked to the triggers—strategies include visual supports, activity or physical environment modifications, and/or changes in interactions and materials.			
	2. Teaching strategies are included that will teach the child replacement and desired skills within the context of natural routines.			
	3. Response strategies are included that guide how to respond to problem behavior when it occurs so it does not result in a payoff.			
	4. Reinforcement strategies are included that will increase the child's new skills.			
Contextual Fit	**The behavior support matches the values, skills, and resources among those adults responsible for its implementation:**			
	1. The plan includes culturally appropriate instructional strategies and behavior supports.			
	2. The plan includes strategies that work well in the target routines.			
	3. The plan is easy for caregivers to implement.			
	4. The plan is consistent with the teacher and family skill levels.			
	5. The plan accommodates competing demands on teaching staff (and family).			
	6. The plan is manageable.			

Additional Helpful Forms

BSP Review

Child _____ Classroom _____ Date of Review: _____

Team Members: _____

Target Behaviors: _____

Strategies, Plan Implementation, and Child Progress	Yes	No
Intervention strategies address functions of the problem behavior		
BSP is written with enough clarity and detail for classroom staff and/or family members to understand and implement		
Classroom staff and/or family members have training in the strategies		
Monitoring data is being collected as planned		
BSP is being fully implemented with fidelity		
Child is making progress toward goals		

Action(s)

☐ Goals are met
☐ BSP is appropriate and no modifications are needed
☐ Modify the BSP
☐ Train/provide resources to staff
☐ Train/provide resources to family

Comments: _____
_____
_____
_____
_____
_____
_____
_____

Checklist for the Individualized Behavioral Support Process
pg. 160 Unpacking the Pyramid Model

- Teacher initiates request for assistance by using the program process.
- Members of the collaborative behavior support team are identified, and the family is invited to participate.
- The collaborative behavior support team is convened by the facilitator and meets to identify goals and data to collect.
- Data collection begins in the classroom.
- The teams participates in the FBA process that is guided by the facilitator.
- The team identifies a hypothesis from the FBA.
- The team develops a behavior support plan based on the function of the behavior.
- The team develops an action plan for implementation , including materials development and coaching.
- The behavior support plan is implemented, and data continue to be collected.
- The team meets for data review and plan for adjustments.

Resources from ChallengingBehavior.org

Prevent Teach Reinforce for Young Children Process and Forms (checklist)

Developing and Implementing Intensive Individualized Interventions: PTR-YC (webinar)

How to Include Families at Every Step of the PTR-YC Process (checklist)

Facilitating Individualized Interventions to Address Challenging Behavior (guide)

Remember Day 1: This is a PROCESS not an EVENT

Where do you go from here?

What People Think Success Looks Like:

What Success Really Looks Like:
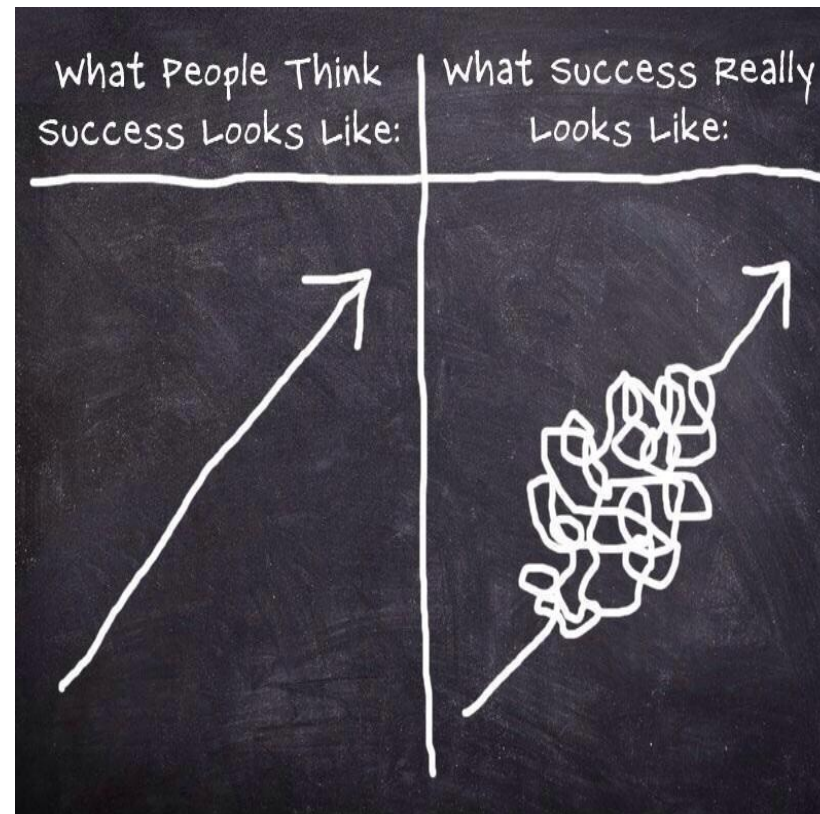
Other topics we train on

- Calming Corners
- Family Engagement
- Self-regulation and stress behavior
- Transitions
- Trauma and Toxic Stress
- Emotional Literacy
- Attachment
- Managing Meltdowns
- Expectations
- Compassion Fatigue
- Social Emotional Learning (any tier 2 skill)
- Data
- Mental Health First Aid
- Coaching

Request Here:
www.marshall.edu/bmhtac

THANK YOU!

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