

WV ECPBIS Academy Day 3



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Day 3 Agenda

- Introduction
- Challenging Behavior
- Behavior Equation
- Introduction to Functional Assessment
- Functional Assessment Observation
- Wrapping up

Reflections from Day 2

- Questions?
- Comments?
- New ideas?



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
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotype), property destruction, self-injury, noncompliance, and withdrawal

Intensive Intervention



Intensive Individualized Interventions

Intensive individualized interventions are used with children who have very persistent and severe challenging behavior who do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would work with most children.

WE ARE... MARSHALL



Disabilities do NOT cause behavior challenges

What they DO cause are skill deficits!

- Whining
- Tantrums
- Hitting
- Biting
- Screaming



All point to difficulties with communicating and/or regulating emotions.

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Ditch the Clip and Flip

- Why does clipping up and down (changing colors) not change behavior?
 - Shame vs. Guilt
 - Shame is fear based
 - Shame = “I am bad.” Guilt = “I did something bad.”
 - Shame is a focus on SELF
 - Guilt is a focus on BEHAVIOR

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Warm wash of shame



- Shame is highly correlated with addiction, violence, aggression, depression, suicide, bullying, and eating disorders.
- Guilt inversely correlated with all of those things.
- Guilt comes from strength in relationships through the lens of teaching.
- **Empathy** is the antidote to shame.

Some ways to communicate empathy...

- That would scare me too.
- Wow! That must have really hurt your feelings.
- How irritating!
- That would make me mad too.
- That sounds terrible.
- You must feel so _____.
- No wonder you're upset.
- That sounds scary.
- I'd be so mad if I had to go through that.
- That must have been _____ for you.

Teaching kids what feels nice...instead of running away from what feels bad.

Challenging Behavior "It's Effective"

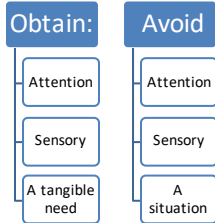
- Children often engage in challenging behavior when they don't have social/emotional or language skills to engage in more appropriate behavior
- Children engage in challenging behavior because "it works" for them
- ALL behavior is communication - it is a message to you and your job to figure out which behavior is being sent. (Behavior Detective)
- ALL BEHAVIOR serves a **function** for that child



Functions of Behavior

- Behavior serves 2 Common Functions
 1. Obtain (to get)
 2. Avoid (get out of)

Functions of Behavior



Finding the Function→Teaching Replacement Behaviors

(Teaching children what to DO instead)



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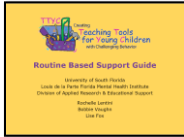
Teaching Replacement Behaviors

Behavior:	Function:	Replacement:
Kicking classmates during Circle Time	To avoid participating in Circle Time	Teach child to use a break card Giving child a job
Biting a child to get a toy	To obtain that toy	Teach turn taking or sharing with a timer Teach child to ask for a turn using cue card or sign language
Child wants to paint on his face	To obtain sensory stimulus	Teach First/Then board Teach Scripted story on using materials appropriately

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Where to Start?


- Is the function obvious? Remember these from the first day of training?
- Multiple strategies for prevention, response and teaching new skills when behaviors occur.
- What if the behavior isn't so obvious?
Answer- Data



- Circle Time
- Art
- Computer
- Outside Play
- Line-Up
- Clean-up
- Bathroom
- Centers/Free Choice
- Small Group
- Meals/Snacks
- Nap
- Transitions

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"You Can't Make Me!"



- Behavior and behavior change
- Focus on six main functions of behavior
- Specific strategies adults can use in the moment and longer-term strategies to implement over time

<http://wvecpbis.org>
"For Educators"

Book Studies

Stop, Think, Act: Antagonizing Self-Regulation in the Early Childhood Classroom Book Study by Jess George
You Can't Make Me Book Study by Sara Broome

Children's LE Kids

You Will Be Able to Read! LEI assembled by Jess George
Dear Mrs. Brown's LEI assembled by Sara Broome
Hanging in There! LEI LEI assembled by Jess George
The Little Mouse, The Yellow Strawberry, and The Big Honey Bear LEI LEI assembled by Jess George

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What might the function be?

- Lilly is a three-year old girl in Ms. Mandy's Pre-K classroom. Lilly has become fascinated by the light switch in the classroom. She has started to turn the lights off in the middle of center time. Ms. Mandy gets very upset and starts yelling "Lilly! Lilly! I told you not to do that!" and runs over to turn the lights back on. Lilly laughs and laughs. She waits until Ms. Mandy isn't looking and turns the light off again. This is a daily occurrence.

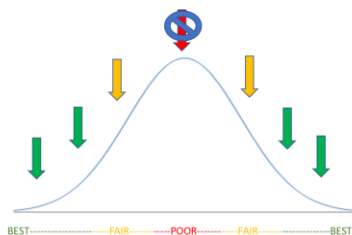
WE ARE... MARSHALL

What might the function be?

- Gabe is a 5 year-old boy in Mr. Steven's Kindergarten classroom. Gabe has a lot of energy and enjoys "rough house" type plays such as wrestling with other children, especially other boys. He will frequently bump into other children on purpose and sometimes gives bear hugs so tight it makes the other child cry.

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When to Teach?



Remember...

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Functional Behavior Assessment (FBA)

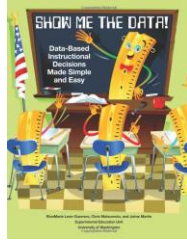
- Process with goal of understanding child's challenging behavior and how the behavior is governed by environmental events
- Aims to identify reason for behavior (function)
- Based on classroom-level data specific to behavior
- Leads to a Behavior Intervention Plan (BIP)

FBA Features

- Can and should be part of the SAT process
- Can be used to develop or inform an IEP
- Includes interviews, observations, applicable medical records, behavioral history, data collected from classroom environment
- Hypothesis of function informs the BIP

Preparing to Collect Data

- Identify target behavior(s)
- Identify desired outcomes
- Select a data collection tool (“KISS,” Keep it simple...)
- Match tool to data needed
 - Frequency, intensity, duration?
- Collect data as a team



Outcomes of Data Collection

- Function of behavior (hypothesis)
- Patterns of behavior (time of day, location, etc.)
- Possible antecedent/stimulus
- Informed selection of intervention



Frequency Data Sheet

- Tips:
- Identify observable target behavior
 - Write clear, thorough definition
 - Fill out schedule in Activity column prior to collecting data

Student: _____ Target Behavior: _____

Date: _____ Data Collector: _____

Definition of Target Behavior: _____

Activity	Start Time	End Time	Tally of Occurrences	Total

Notes:

Target Behavior Documentation

Date: _____

You can tally this information, Yes or No this information, and change the target behaviors

	8:45 Morning Routine	9:15 Woods/ Spelling	9:45 Language	10:30 Reading	11:15 Lunch	11:55 Recess	12:10 Math	12:50 Specials	1:40 Science/ Health/ S.S.	2:30 Self- Selected Reading
Refusal/ Noncompliance										
Verbal Aggression										
Running Away										
Physical Aggression										

Tips:
 - Define Target Behaviors
 - Be mindful of function

Student Name: _____ Date: _____

Schedule	Behavior 1	Behavior 2	Behavior 3	Notes on Duration and Intensity:
9:00-9:30	N	Y N	Y N	
9:30-10:00	N	Y N	Y N	
10:00-10:30	Y N	Y N	Y N	
10:30-11:00	Y N	Y N	Y N	
11:00-11:30	Y N	Y N	Y N	
11:30-12:00	Y N	Y N	Y N	
12:00-12:30	Y N	Y N	Y N	
1:00-1:30	Y N	Y N	Y N	
1:30-2:00	Y N	Y N	Y N	
2:00-2:30	Y N	Y N	Y N	
2:30-3:00	Y N	Y N	Y N	
3:00-3:40	Y N	Y N	Y N	
Total:				

Incident Duration and Intensity

Start	Finish	Intensity

Intensity scale:
 1 - mild (disruptive but not dangerous)
 2 - moderate (verbal/physical threats and/or destructive to physical environment)
 3 - severe (poses a physical danger to student and/or other)

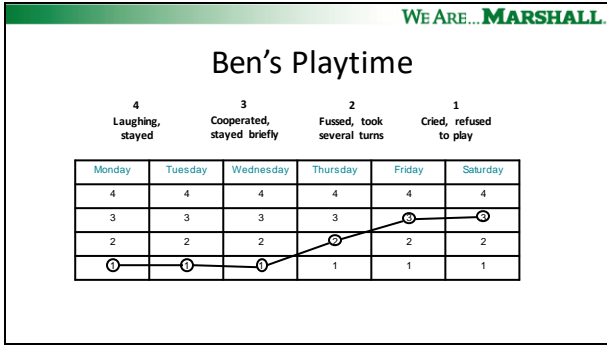
Tips:
 - Identify/define target behavior
 - Change Y/N to tally space
 - Remove bottom left table
 - Focus on one behavior

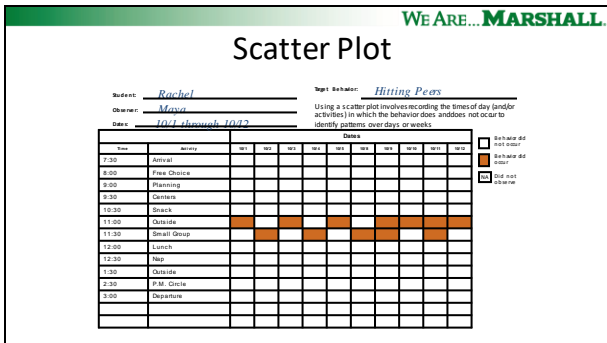
Sensory Checklist

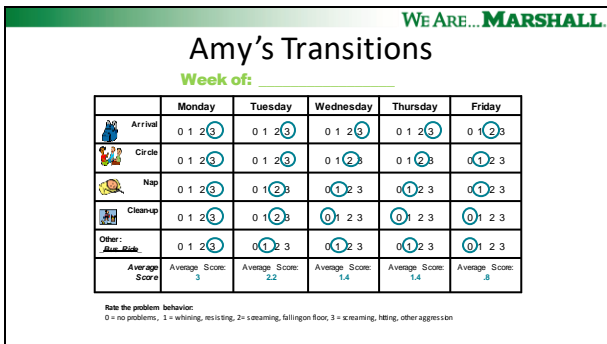
From *Raising a Sensory Smart Child*, © Biel & Peske, 2005,2009

TOUCH

	AVOIDS	SEEKS	MIXED	NEUTRAL
Being touched on some body parts, hugs and cuddles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certain clothing fabrics, seams, tags, waistbands, cuffs, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing, shoes, or accessories that are very tight or very loose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting hands, face, or other body parts 'messy' with paint, glue, sand, food, lotion, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grooming activities such as face and hair washing, brushing, cutting, and nail trimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking a bath, shower, or swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting toweled dry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying new foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling particular food textures and temperatures inside the mouth—mashy, smooth, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking barefoot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







Practice

- What is the target behavior?
- What kind of data would you collect? (F, I, D)
- Suspected function?
- Possible stressor?
- Skill(s) to teach?
- Possible intervention(s)?



Safety-Net Procedures

- Top priority: safety
- Obligated to intervene
- Develop procedures for those with history of dangerous outbursts
- Safety-net procedures do not change behavior.
- Used with a BIP or in anticipation of a BIP

What if I can't honor the function?

- Teach tolerance for delay in achieving reinforcer (provide a hand signal; "two more songs, then all done")
- Provide choices ("You can put a sticker or stamp on your chart, but you need to take your medicine.")
- Provide preferred items as distraction ("You can have teddy bear, or you can have your blanket.")

What if I can't honor the function? (cont'd)

- Use "First-Then" contingency ("First, wash your hands, then we can have snack time.")
- Teach child to anticipate and participate (e.g., transition warning, visual schedule)



What if the challenging behavior returns?

First

- Review behavior plan, check for correct implementation
- Review data to determine if the pattern is an extinction burst
- Check for new triggers/stressors

Then (Choose an Option)

- Restore behavior plan and implement with fidelity
- Continue plan through extinction burst
- Add components to plan to address new stressors
- Conduct a new FBA and develop new strategies

Key ECPBIS Resources

1. The National Center for Pyramid Model Innovations www.challengingbehavior.org
2. Preventing Suspensions and Expulsions in Early Childhood Guide <http://preventexpulsion.org>
3. *Prevent, Teach, Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support* by Dunlap, Wilson, Strain, & Lee
4. WV Behavior/Mental Health TA Center <http://www.marshall.edu/bmhtac/>
5. Pyramid Model Consortium www.pyramidmodel.org
6. WV Early Childhood PBIS www.wvecpbis.org

Excited about all you've learned over our 3 days together

The Pyramid Model



- Tier 1 – Improving and being an effective team, classroom environment and design, how to use visual supports, First/Then Boards, building relationships and nurturing those with students, families, one another, the importance of picture schedules, improving transitions.
- Tier 2 – Teaching social skills, teaching emotional skills through targeted supports, friendship skills, emotional literacy, using literature to build social/emotional development, self-regulation, problem-solving, anger management, how to use and teach expectations vs. rules.
- Tier 3 – Better understanding of challenging behavior, a shift in thinking about why it occurs, Social Stories, the five-step Process of PBIS, being part of developing FBA's, and how to provide intensive intervention when needed.

Final Thoughts

- How do you eat an elephant? ...One bite at a time
- Questions?
- Contact us for technical assistance
www.marshall.edu/bmhtac



Thank you....

- For being partners!
- For your great ideas and participation over our 3 days together!
- For all you do for your students!!!



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