

WE ARE... MARSHALL

WV ECPBIS Academy Follow-Up

Amy Carlson, Ed.D. CCC-SLP
amy.carlson@marshall.edu

Sara Smouse, NBCT
strother3@marshall.edu

Jess George, NBCT
george31@marshall.edu



WE ARE... MARSHALL



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



WE ARE... MARSHALL

Important Paperwork

- STARS information has been submitted and won't go into the system until end of January
- Grad Credit Form was sent via email.
- MUST BE SUBMITTED BY **MARCH 22, 2021**

AGENDA

- Family Support and Engagement
- Stress and Behavior
- Tier 3 Interventions
- Conclusions



Family Engagement

Strategies that equitably enhance relationships, flow of information, planning of supports for children between families and early childhood professionals



Intentional identification of effective practices and systems that support their maintenance

IDEA Features of Inclusive Early Learning Environments

- **Access:** Educators provide children with access to wide ranges of learning opportunities, activities, settings, and environments
- **Participation:** Educators provide children with individualized support that allow children to participate fully in play and learning activities.
- **Supports:** Educators partner with families and work together within a broader system of community supports and services.

REMEMBER...

Rarely does a response make relationships better, connections make relationships better!



Empathy fuels connection

Sympathy drives connection away

Fueling Connection with Families

- Empathy = feeling "with people" Language that sounds like "I know" "That stinks" "I would feel that way too"
- Sympathy = means well but drives away connection Language that sounds like, "At least" "I'm sorry but let's focus on..." "Try to focus on the positive"

Supporting a family is supporting a child



Strategies for Family Engagement

- Create warm drop-off area
- Host family meet and greets
- Find out parents/families' daily schedules to enhance communication
- Be flexible with communication (text, email, call, writing) Can't be a one size fits all
- Communicate from day 1 and keep at it

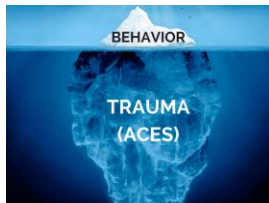
Strategies for Family Engagement Continued

- Utilize social workers, coaches, or other related service staff to help reach out
- Practice active listening
- Ask them to be a part of activities
- Prevent, Teach, Reinforce for Families (manual)
- www.wvecpbis.org "For Families"
- Backpack Connections www.challengingbehavior.org

Iceberg Model

Tip of the Iceberg (what we see)- Stress Behaviors

Below the Surface- emotional causes of behaviors due to Trauma and/or ACES



<https://www.childprotection.sagepub.com/doi/pdf/10.1177/0731255320969644>

National Traumatic Stress Network definition...

Child trauma refers to a child's witnessing or experiencing an event that poses a real or perceived threat to the life or well-being of the child or someone close to the child (such as a parent or sibling). The event overwhelms the child's ability to cope and causes feelings of fear, helplessness or horror, which may be expressed by disorganized or agitated behavior.



ADVERSE CHILDHOOD EXPERIENCES INCLUDE:



ACES

Adverse Childhood Experiences (ACEs)- All types of abuse, neglect and other traumatic experiences that occur to individuals under the age of 18

<p>Positive Stress Brief increases in heart rate, mild elevations in stress hormone level</p>	<p>Tolerable Stress Serious, temporary stress response buffered by positive relationships</p>	<p>Toxic Stress Prolonged activation of stress response system/ absence of protective relationships</p>
<p>Examples: *First Day of School *First School Bus Ride *Presenting in Front of the Class</p>	<p>Examples: *Death of Family Member *Natural Disaster *Serious Injury/Illness</p>	<p>Examples: *Exposure to Violence *Chronic Neglect *Living with an Addict</p>

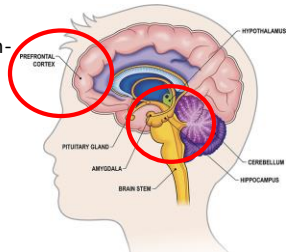
What Does Trauma Look Like in Young Children?

- A variety of responses...
- intense and ongoing emotional upset
 - depressive symptoms or anxiety
 - behavioral changes
 - difficulties with self-regulation
 - problems relating to others or forming attachments
 - regression or loss of previously acquired skills
 - attention and academic difficulties
 - nightmares, difficulty sleeping and eating
 - physical symptoms, such as aches and pains.

Neuroscience

Prefrontal Cortex
 Learning, thinking, decision-making, regulation
 "Upstairs brain"

Limbic System
 Fight, flight, or freeze
 Survival
 "Downstairs brain"



Trauma's effects

- Distorts children's sensory perceptions:
 - Children are on high alert looking for danger
 - Focus on keeping themselves emotionally and physically safe
 - Decreases their ability to learn
 - Decreases their ability to understand and work through complex social interactions
 - Frequently misread body language and facial cues-assuming that adults and peers are intentionally trying to criticize or harm them when it is not the case

WE ARE... MARSHALL.

Why are students still on high alert when they are somewhere safe like school?



When traumatic experiences have not been processed or understood the memory of these experiences resides at the subconscious level, without awareness.



So, when there is a trigger or a stressor, the child does not have a chance to "behave". His system is hardwired to react and go into a self-protective bodily response (fight, flight or freeze).

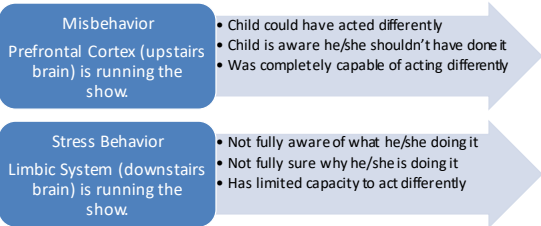
WE ARE... MARSHALL.

Behaviors Teachers May See When Young Children's Fight, Flight or Freeze Stress Response Has Been Activated

	Fight	Flight	Freeze
Toddlers	Cry Scream Head Bang	Runs from caregiver Hides	No response to name Becomes absorbed by something and unaware of people
Preschoolers	Talking back Tantrums Destruction to property Cursing Spitting Throwing Aggression (hitting, kicking, pushing, etc.)	Runs without concern for safety Avoids activities Refuses to listen to adult directions Refusing to participate Wearing hoodies, hats or glasses Excessive fidgeting, restlessness	Daydreams Blank look on face Falls asleep when its not naptime Not able to vocalize Difficulty focusing Memory problems Holding breath

WE ARE... MARSHALL.

Misbehavior vs. Stress Behavior



WE ARE... MARSHALL.

- Stress behavior issues are not behavioral ; they are regulatory.
- Why traditional disciplinary techniques do not work-require upstairs brain thinking...(time-out, losing privileges, or even offering a reward)
- Must regulate child at the limbic system level (downstairs brain). Calming the brain in order to move back to a state of calm and safety

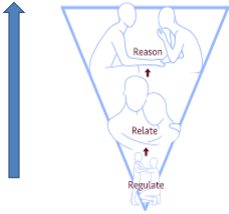


WE ARE... MARSHALL.

Reaching the Learning Brain

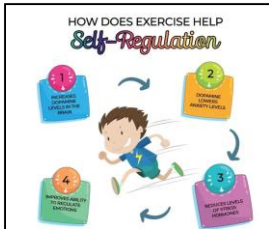
Dr. Bruce Perry

- 1st- Regulate: Calm Stress Responses (fight, flight or freeze) . Offer soothing, comfort and reassurance. Possibly movement activities.
- 2nd- Relate: Connect with the child through a sensitive and attuned relationship. Validate child's feelings
- 3rd- Reason: When child is calm, they are ready to fully engage in learning. Support the child to remember and reflect.



WE ARE... MARSHALL.

Movement and Self-Reg



WE ARE... MARSHALL.

[HIIT for Kids - Improve Emotional Regulation In Just 7 Minutes Per Day \(bes-extraordinary.com\)](https://bes-extraordinary.com)

The poster features a grid of animal-themed exercises. Each exercise includes an illustration of the animal and a brief description of the activity. The animals shown include a frog, bear, monkey, starfish, elephant, crab, turtle, bear, frog, donkey, flamingo, snake, butterfly, ladybug, and sloth.

WE ARE... MARSHALL.

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.

WE ARE... MARSHALL.

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)

"Kids do well if they can."

Reminder
for
Behavior
and our
Focus Shift

(Dr. Stuart Shanker)





TIER 3 INTERVENTIONS

Intensive and Individualized

You are the Expert

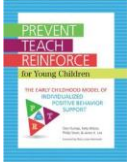
Vital knowledge you possess about the child:

- Personality
- Strengths and weaknesses
- Likes and dislikes
- Reinforcers
- What works and doesn't work (trial and error)

Components of Tier 3 Supports

- | | |
|--|--|
| Individualized teaching | Individualized tools (examples) |
| <ul style="list-style-type: none"> • Whole group • Small group • Individual | <ul style="list-style-type: none"> • Timer • Visual cues • Schedule • First-then • Gestures |

Tier 3 Intervention Implementation

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Data-based decision to provide Tier 3 supports • Standardized process |  | <p>Tier 3 Gatekeeping</p> <ul style="list-style-type: none"> • Target behavior? • Type of data to collect? • Suspected function? • Possible stressor? • Skill(s) to teach? • Possible intervention(s)? |
|--|--|--|



- | | |
|---|--|
| <ul style="list-style-type: none"> • Assemble a team (teacher, aide, family member, related services) • Hypothesize function • Define the challenging behavior • Define the desired behavior (goal) | <p>Ethan</p> <ul style="list-style-type: none"> • Avoid leaving preferred activity • Aggressive when transitioning to non-preferred activity • Functional communication |
|---|--|

WE ARE... MARSHALL.

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

PTR-YC Goal Sheet

1. Identify the child's challenging behavior to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define the target behavior—observable, seen or heard and measurable (counted or timed).
4. Identify the ABAPI desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define the target behavior—observable, seen or heard and measurable (counted or timed).

Child: _____ Date: _____

1. Behavior(s) to decrease	
2. Target behavior	

3. Operational definition	
4. Behavior(s) to increase	
5. Target behavior	
6. Operational definition	

WE ARE... MARSHALL.

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

- Determine type of data needed (frequency, intensity, duration)
- Select a data collection tool
- Collect baseline data

Ethan

- Duration data
- Baseline—aggression occurring 30 minutes or more in 4 observations

WE ARE... MARSHALL.

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

PTR-YC Behavior Rating Scale

Child: _____ Father: _____ Observation period: _____ Month: _____

	Baseline				Intervention			
	1	2	3	4	1	2	3	4
Desired behavior								
Challenging behavior								

Do the same for desired behavior; track to determine intervention effectiveness

Desired behavior:

1. _____

2. _____

3. _____

4. _____

Identify the behavior and create "levels" based on frequency, intensity, or duration

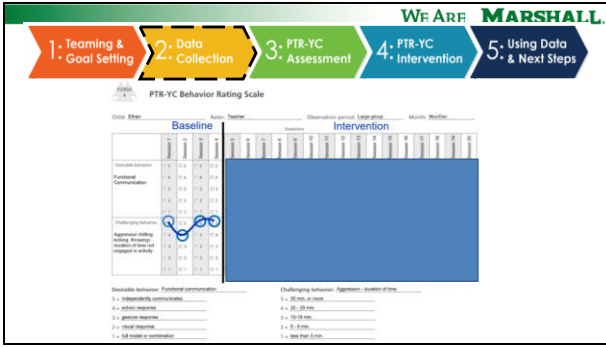
Challenging behavior:

1. _____

2. _____

3. _____

4. _____



- Identify patterns of challenging behavior (time of day, activity, etc.)
- Identify patterns of appropriate behavior
- Identify stressor(s)
- Revise function hypothesis
- Identify reinforcers

Ethan

- Displays aggression when moving from independent to whole/small group activities
- Behavior occurs throughout the day based on schedule

Behavior	Prevent date	Teach date	Reinforce date
Challenging behavior			
Desirable behavior			

- PTR-YC has three forms to collect Prevent, Teach, & Reinforce data
- Informs stressor(s) (antecedents) and function
- Directly linked to intervention(s)

WE ARE... MARSHALL

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

- Select intervention(s) based on collected data
- Determine how interventions will be implemented (explicit)
- Document plans

Ethan

- Prevent supports – visuals, token board, first-then
- Teach supports – timer, support in communicating desires/feelings
- Reinforce supports – tech time, high fives, etc.

WE ARE... MARSHALL

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

PTR-YC Menu of Intervention Strategies

Prevent strategies	Teach strategies	Reinforce strategies
<ul style="list-style-type: none"> Prevent obvious negative effects or consequences Ask with very predictable asks Use clear requests and choices Make predictions more accurate Advance predictability with schedules Use physical arrangement of the classroom Remove triggers for challenging behavior 	<ul style="list-style-type: none"> Teach communication skills Teach multiple non-verbal approaches Teach verbal cues and skills Use visual supports Use role play of reinforcement Teach cooperation with team schedule 	<ul style="list-style-type: none"> Reinforce desirable behavior Reinforce previously incompatible behavior Reinforce reinforcement by clear language behavior Emergency intervention plan

PTR-YC Behavior Intervention Plan Summary


Client: _____ Date: _____

Assessment problem to be solved:

- Does not attend to tasks
- Does not respond to requests
- Does not respond to verbal requests
- Does not follow directions
- Does not follow rules
- Does not follow instructions

Intervention strategies:

Behavior	Prevent	Teach	Reinforce



WE ARE... MARSHALL

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?
<p>Child doesn't know what to do (needs help)</p>	<p>Use a picture mini schedule that shows the order of circle activities</p> <p>Prior to circle, show the child the class schedule and give a transition warning (e.g., "Five more minutes, then circle" while showing picture)</p> <p>Clearly mark child's seat and area</p> <p>Allow the child to transition to circle while holding picture of circle</p> <p>Have a "sit picture" in front of where child sits</p> <p>Prior to circle, read the child a scripted story about "circle time" and what is expected during circle</p> <p>Provide descriptive feedback while in circle</p> <p>Have adult sit near to talk about what is happening next</p> <p>Prize for sitting</p> <p>Provide developmentally appropriate activities and materials</p> <p>Repeat the same activities over time and gradually introduce new activities</p> <p>Create a simple picture book about circle time, using a few photos of circle time activities</p> <p>Have a designated seat for the child that is close to the teacher</p> <p>Encourage the child to sit near a friend or in the lap of an adult</p> <p>Model each action to the child and then look expectantly for the child to imitate</p> <p>Tell child clearly what you want in simple, specific language</p> <p>Help child become familiar with the circle time routine</p> <p>Help child decide when to join the activities (wait until they become comfortable with activities)</p>	<p>Show child "sit" picture while getting seat and getting to sit</p> <p>Catch child as he/she fidgets and model how to say picture "help"; then immediately help</p> <p>Validate child's emotion "I see you are frustrated, you don't know the song"; they offer help "Sit in my lap and I can show you"; if child is leaning to say "help me" or "show me"; prompt child or provide direction to say words while you provide help</p>	<p>Teach child how to ask for help when he/she doesn't know how to do something</p> <p>Teach child how to follow a picture mini schedule</p> <p>Teach child how to follow class activities</p> <p>Teach child circle expectations by using the "What Do We Do in Circle?" story</p> <p>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")</p>

WE ARE... MARSHALL.

1: Teaming & Goal Setting 2: Data Collection 3: PTR-YC Assessment 4: PTR-YC Intervention 5: Using Data & Next Steps

- Continue implementing intervention plan
- Collect and review data
- Decide if plans need to be changed
- Decide when to fade supports

Ethan

- Desired behavior improved and remained mostly consistent
- Challenging behavior decreased but with more variability



WE ARE... MARSHALL.

Take-Away #1

An intervention without data is not an intervention...it's a strategy.

Take-Away #2

Tier 3 is a process, not an event. It will take time to see *progress*. Good rule of thumb: 2-4 weeks of intervention implementation *with fidelity*.

Take-Away #3

Teaching a behavioral or social skill using Tier 3 supports is just like teaching a content-based skill.



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)

WE ARE... MARSHALL.

Where do you go from here?

**Remember Day 1:
This is a PROCESS
not an EVENT**

WE ARE... MARSHALL.

Other topics we train on

- Calming Corners
- Self-regulation
- Transitions
- Trauma and Toxic Stress
- Emotional Literacy
- Attachment
- Expectations
- Compassion Fatigue
- Social Emotional Learning (any tier 2 skil)
- Data
- Mental Health First Aid
- Coaching
- Academy Readiness

Request Here:
www.marshall.edu/bmhtac

WE ARE... MARSHALL.

THANK YOU!

Amy Carlson, Ed.D. CCC-SLP
amy.carlson@marshall.edu

Sara Smouse, NBCT
strother3@marshall.edu

Jess George, NBCT
george31@marshall.edu

Like WV ECPBIS on Facebook Website:
 @WVECPBIS www.wvecpbis.org
