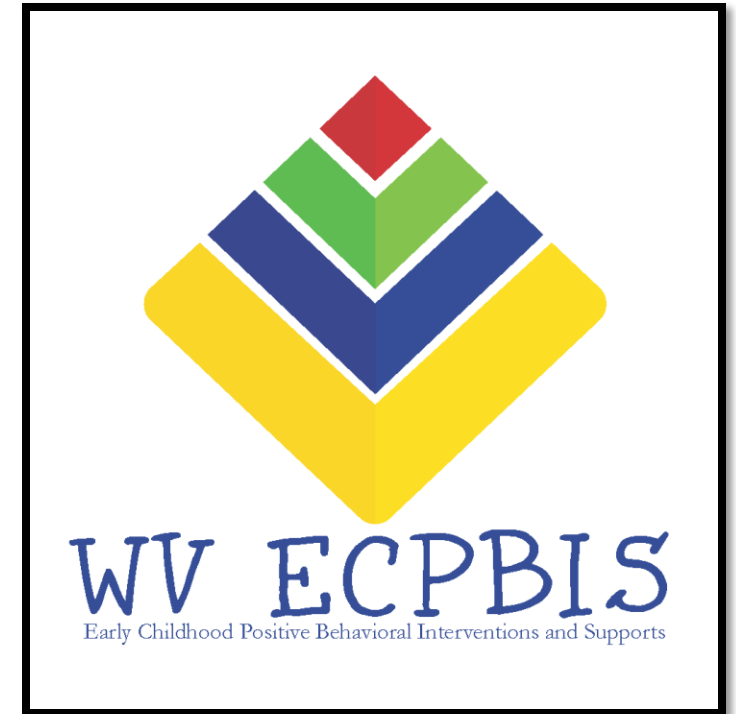


WV ECPBIS Academy Day 3

Amy Carlson, Ed.D. CCC/SLP

Sara Wolfe, MA NBCT

Kate Morris, MA CCC/SLP

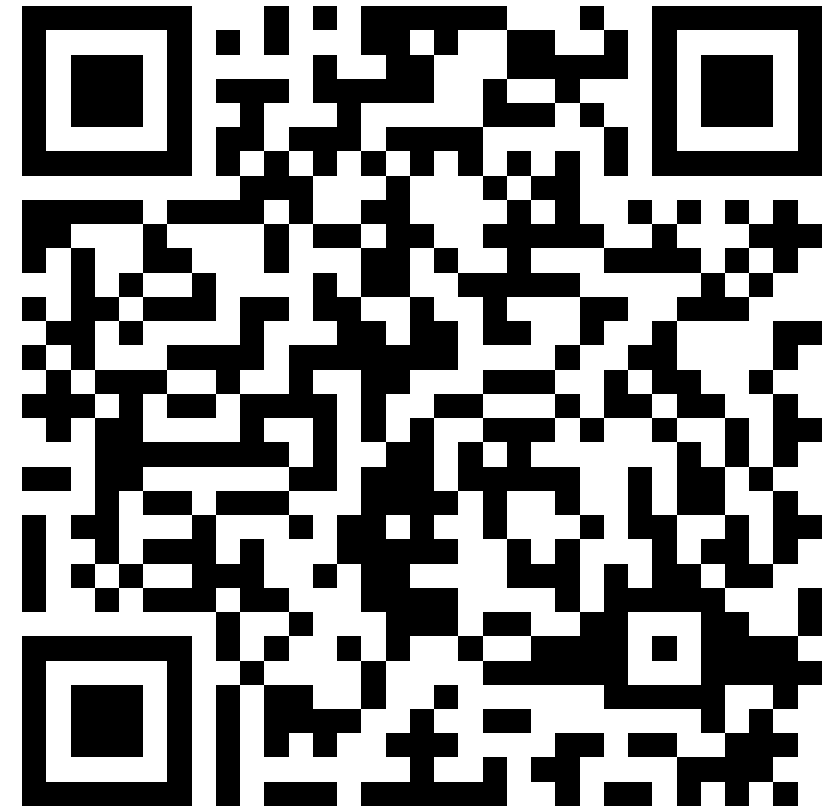


Day 3 Agenda

- Introduction
- Challenging Behavior
- FBA's
- Functional Assessment/Observation/Planning
- Data collection
- Wrapping up

Sign-In "Day 3"

https://marshall.az1.qualtrics.com/jfe/form/SV_0wyw7jQuixA4TjM



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.

Challenging Behavior “It’s Complicated”

- 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 they are attempting to meet a need or regulate excessive stress.
- ALL behavior is communication- it is a message to you and your job to figure out what message is being sent.
(Stress Detective)
- **ALL BEHAVIOR serves a purpose for that child.**
- If it's persistent and consistent, there is stress in it.



Functional Behavior Assessment (FBA)

A brief overview

- Process with goal of understanding child's challenging behavior and how the behavior is influenced by environmental events
- Aims to identify reason for behavior (Why? Why now?)
- 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

Basics of Behavior

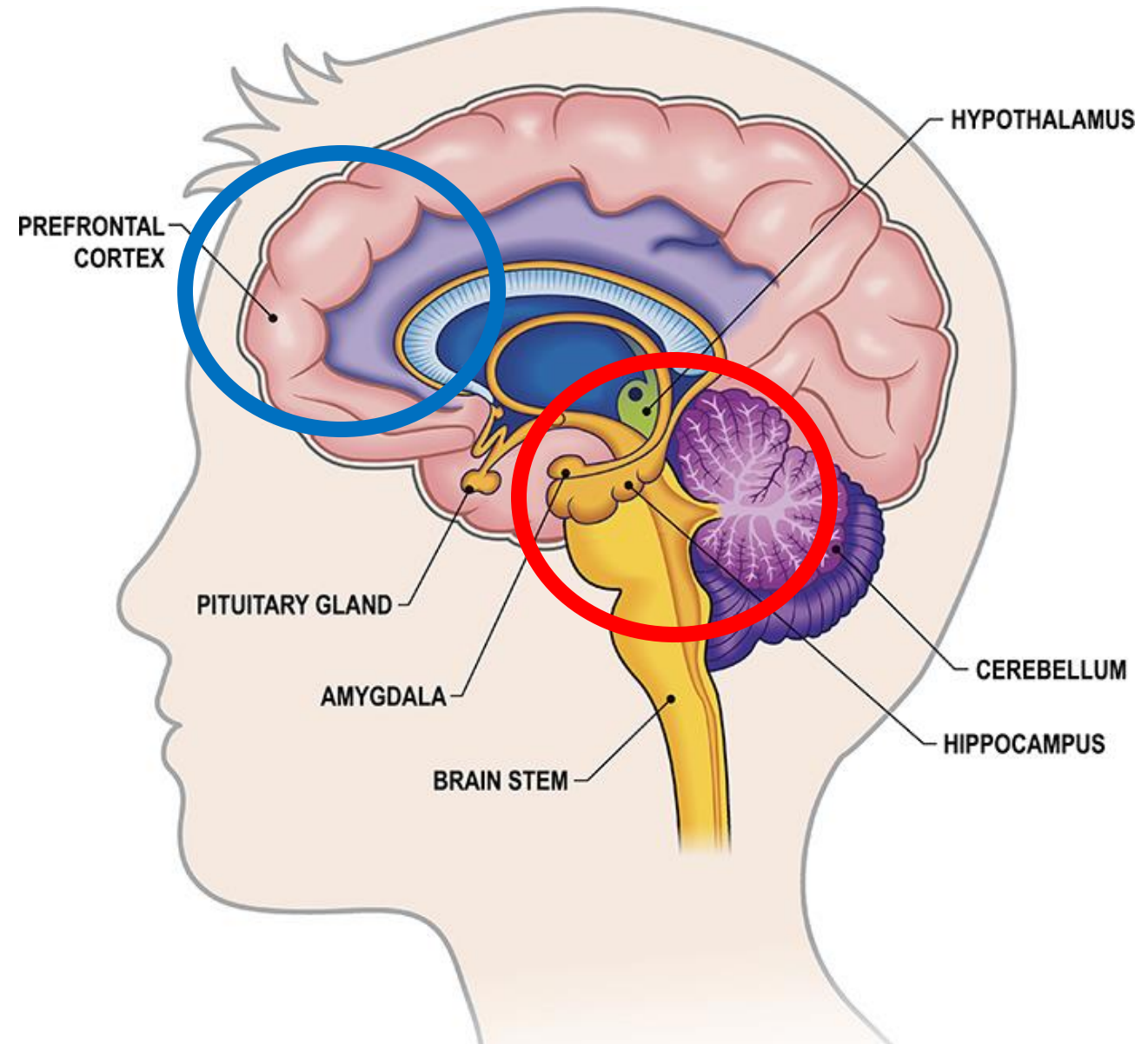
Why and Why Now?

- Challenging Behavior is a product of
 1. Excess stress
 2. Skill deficits
 3. Development/Temperament/Personality

Let's Get Brainy

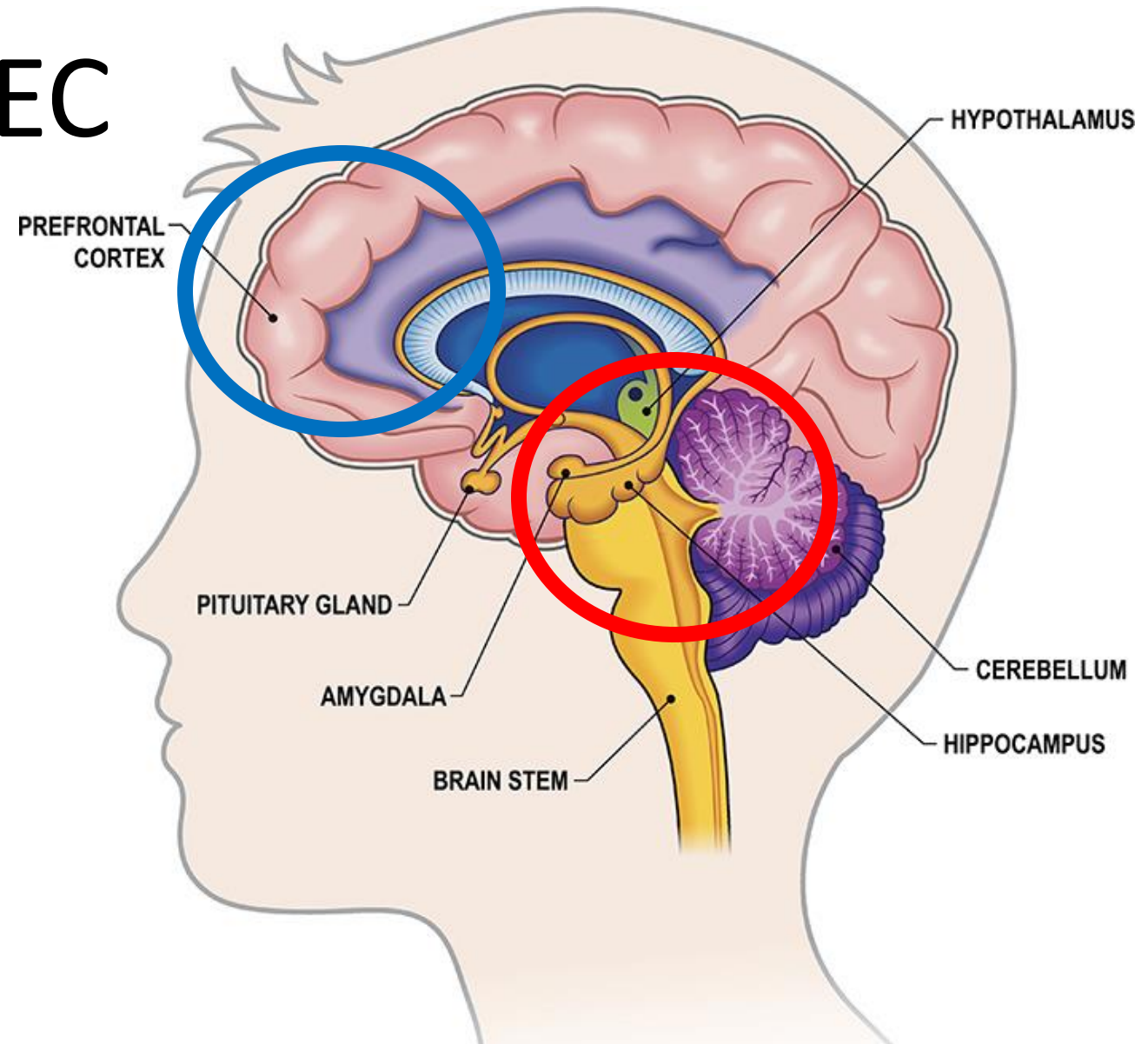
- Limbic System
 - Fight, flight, or freeze
 - Survival
 - “Downstairs brain”

- Prefrontal Cortex
 - Learning, thinking, decision-making, regulation
 - “Upstairs brain”

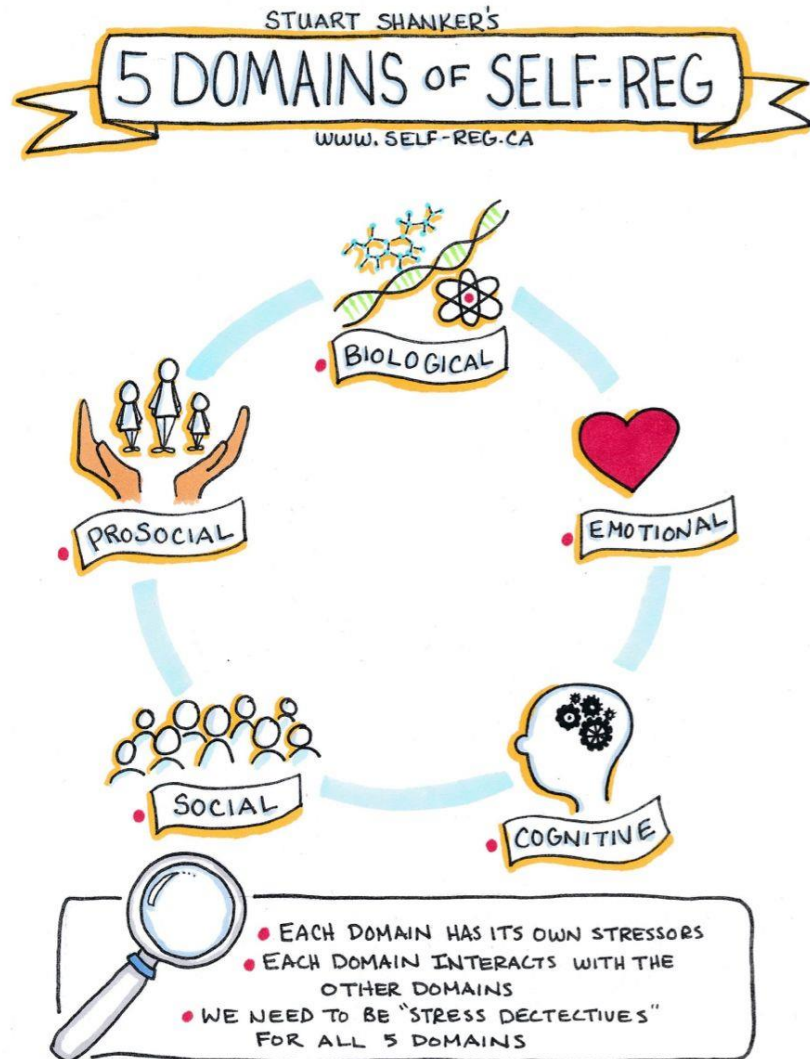


Why it Matters in EC

- Downstairs brain
 - More developed
 - Where stress behaviors originate (dysregulation)
 - Where emotions live
- Upstairs brain
 - Less developed
 - Where we expect them to be



Excess Stress



Skill deficits



Positive Stress

Brief increases in heart rate, mild elevations in stress hormone level

Examples:

- *First Day of School
- *First School Bus Ride
- *Presenting in Front of the Class

Tolerable Stress

Serious, temporary stress response buffered by positive relationships

Examples:

- *Death of Family Member
- *Natural Disaster
- *Serious Injury/Illness

Toxic Stress

Prolonged activation of stress response system/absence of protective relationships

Examples:

- *Exposure to Violence
- *Chronic Neglect
- *Living with an Addict

Stress behavior vs. Misbehavior

- Stress behavior
 - Not choosing
 - Can't, not within their capacity to do something different
 - Does NOT respond to punishment
 - Punishment practices only fuel the stress behavior, increase it
 - Shut down
 - Entrenched in a pattern of maladaptive self-regulation
- Misbehavior
 - Pushing boundaries/buttons
 - Choosing and within their capacity to do something different
 - Not dysregulated at that moment
 - Fully aware of what he/she was doing and that he/she should not have been doing it

Signs of Stress Behavior

- Heightened impulsivity
- Difficulty ignoring distractions
- Persistent problems in mood (see everything negatively)
- Erratic mood swings
- Trouble listening
- What the child is "saying" doesn't make sense
- Regress in behavior "regressive behavior"

Stress Response in Kids

- What does flight, fight, and freeze look like in kids?

Fight = "Moving towards what feels threatening"

Flight = "Moving away from what feels threatening"

Freeze = "Unable to move. Feeling stuck"

Flight Looks Like

- Flight
- Running, escape
- Unfocused, difficulty paying attention
- Restless, fidgeting, hyperactive
- Procrastinating
- Ignores
- Preoccupied
- "Anxious, panicked, scared, worried, overwhelmed."

Fight looks like

- Fight
- Yelling, screaming, using mean words
- Hitting, kicking, biting, throwing, punching
- Demanding, Controlling
- Blaming, defensive
- Irritable, Angry, Aggressive, Offended
- "Oppositional, Defiant Noncompliant"

Freeze looks like

Freeze

- Shutting down, mind goes blank
- Urge to Hide, Isolates self
- Verbally Unresponsive, "I don't know" (a lot)
- Difficulty completing task
- Daydreaming, zoned out
- "Depressed, numb, unmotivated, apathetic, bored, helpless"

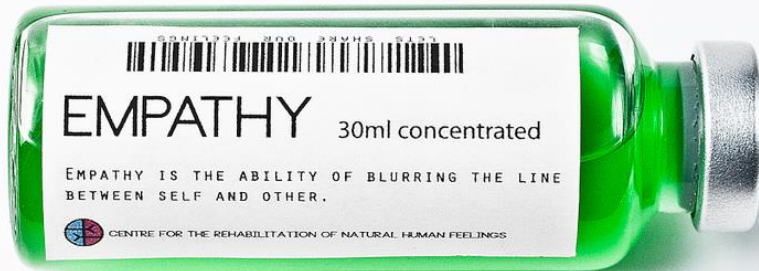
Why it matters...

- If we treat stress behavior as though it were misbehavior, we assume the kid is a “bad kid” and run the risk of triggering a stress response and/or punishing them for behavior they did not choose.
- Symptoms alone...without cause

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

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.

Identifying stressors and skills deficits
→ Teaching Replacement Behaviors
(Teaching children what to DO instead)

The new replacement behavior MUST:

- Meet the child where they are
- Build on strengths
- Be easier for the child to do than the challenging behavior
- Meet the same need as the challenging behavior
- Work as well as or better than the challenging behavior in meeting the need
- Provide socially acceptable alternative to challenging behavior.

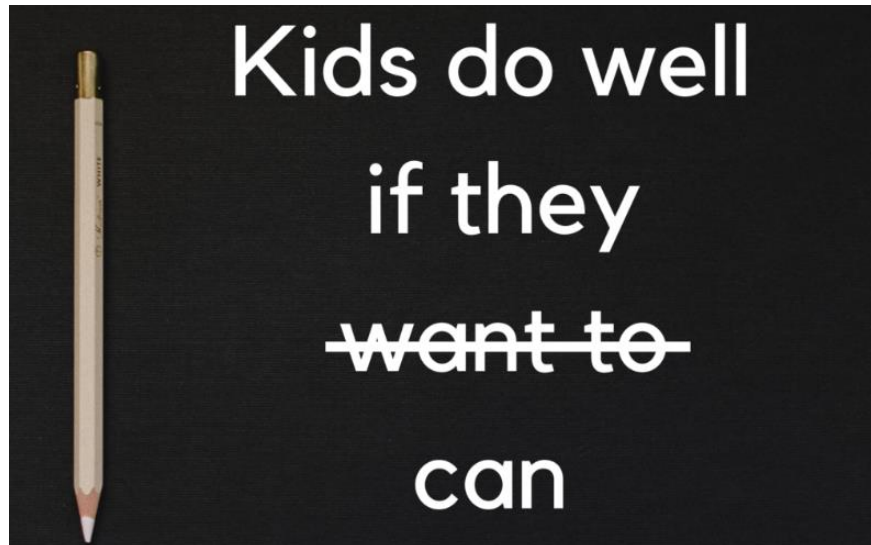
Teaching Replacement Behaviors

Behavior:	Why and Why Now? Possible Stressors:	Replacement:
Kicking classmates during Circle Time	Circle is too long Difficulty sitting Doesn't understand the task	Teach child to use a break card Giving child a job
Biting a child to get a toy	Difficulty asking for a turn Difficulty waiting Difficulty initiating interactions	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	Exploring sensory experience Self-regulating due to some other stressor	Teach First/Then board Teach Scripted story on using materials appropriately Allow the child to put lotion on face



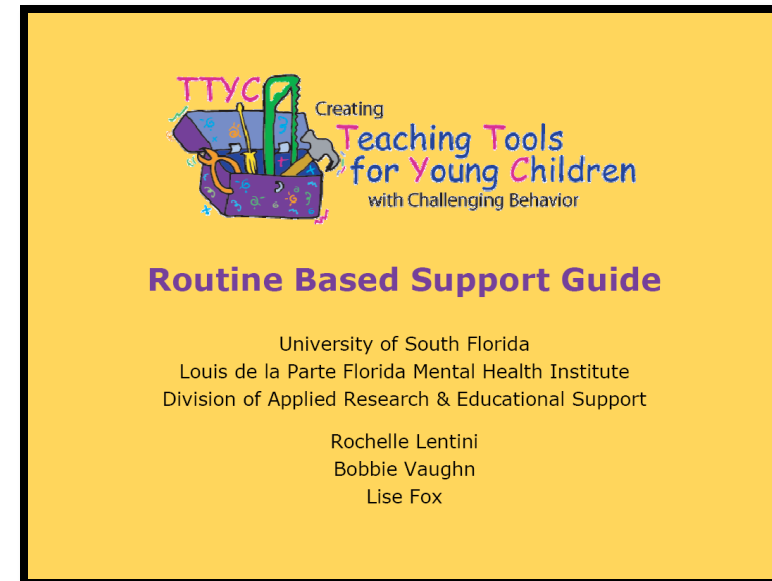
Don't assume a child should know:

- How to ask for a break
- How to take turns
- How to sit quietly
- How to use their words
- How to regulate



Where to Start?

- Is the why/why now obvious?
Remember these from the first day of training?
- Multiple strategies for prevention, response and teaching new skills when behaviors occur.



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

Example:

- During clean-up time, Billy does not clean-up. He goes around the classroom and dumps out the toys the others have picked up.
- What are some possible reasons for this behavior? (Why is he doing it? Why now?)

One Possible Reason: Billy doesn't want to clean-up

CLEAN-UP (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 might not want to clean-up	<ul style="list-style-type: none"> Give child "safety signal" (2 more times; 5 more minutes; 3 more turns, then time to clean-up for instruments) Cue class to clean-up (song, bells, lights off), then go over directly to cue child Turn-take cleaning-up with the child ("First I put away a train, and then you put away a train"). Also visually cue where to put the train by pointing to container or shelf Praise children who are cleaning-up ("Look how Tim put the car in the bin," "Sammy is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc.) Use verbal or visual first-then cue of "First clean-up, then (choice of preferred activity/item)" Make the task into a game (e.g., "I'll bet I can pick up more of your toys than you can.") Acknowledge child's work and tell the child what a great job he/she is doing Help child decide when to clean-up (wait until they become comfortable with activities) 	<ul style="list-style-type: none"> Ignore inappropriate behavior Point out "super cleaner-uppers," and quickly praise the child if imitates Using first-then statement remind child "first clean-up, then (choice of preferred activity/item)" Redirect to area and model clean-up through turn-taking 	<ul style="list-style-type: none"> Teach child to follow "first-then" cue Teach child to clean-up through turn taking

Second Possible Reason: Billy likes to dump

Child likes to dump

- Use visuals on shelf and material containers
- Provide a clean-up bin, such as a crate or laundry basket (for developmentally younger children)
- Turn-take cleaning up with the child ("First I put away a train, then you the put away a train."). Also cue visually where to put train by pointing to container or shelf
- Praise children who are cleaning up ("Look how Tim put the car in the bin," "Sammy is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc.)
- Encourage the child as he/she participates in cleaning

- Model or have peer model how to clean-up
- Praise peers for cleaning
- Prompt a peer to help the child clean-up
- Calmly but firmly explain that dumping is not allowed and redirect the child with alternative activities

- Teach the child how to clean-up
- Teach the child how to imitate peers cleaning

✓ More Strategies for Toddlers and Developmentally Young Children

- Toddlers typically dump and fill players. Ask the toddler to put an item or few items in the container or on the shelf and then quickly acknowledge cleaning and physically move the child away from the materials
- Provide the child with something to do while other children finish cleaning up

- Validate the child's emotion, "I see you're mad. You put the toys in and now you dumped them out. Playtime all done. I will help."

- Teach and the child to put one item or several items in the container or on the shelf and then move away from the item

Name: _____ Date: ____/____/____

```
graph TD; A[What is the behavior?  
What is happening?] -- red arrow --> B(Why is it occurring?  
Stressor); B -- red arrow --> C[Why now?  
Context]; C -- red arrow --> D[What strengths does the child have?]; D -- red arrow --> E(How can the stressor be  
reduced or eliminated?); E -- red arrow --> F[What specific skills can we teach the child?];
```

**What is the behavior?
What is happening?**

**Why is it occurring?
Stressor**

**Why now?
Context**

What strengths does the child have?

**How can the stressor be
reduced or eliminated?**

What specific skills can we teach the child?

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- Work through your hypothesis
- Identify strengths (where to start)
- Identify skills to teach
- Develop strategies to try



TEACHER'S SUPPORT PLANNING SHEET

What Billy does during Clean-up :
(child's name) (routine)

During Clean-up times Billy dumps the toys out as the other children
are putting them in.

Why I think he/she does it:

I think Billy likes to dump the toys.

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Provide a basket for him to Clean-up a few items. Then offer him something else to do. Scripted Story before clean-up	Calmly, but firmly state that dumping is not allowed. State that playtime is over. Praise peers for being "big helpers"	Teach the child to put one or two items in the basket and then move away from the area.

Ideas for sharing Billy's Clean-up plan and helping the family provide support to the child at home:
(child's name) (routine)

Let his family know we are working on cleaning a few items @ a time.
Let them know children are more cooperative during clean-up when asked to be a "helper."
Send them a copy of his scripted story to read @ Clean-up time at home.

Essential Strategies 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...

Billy's teacher reads the scripted story to him before clean-up time. When clean-up time is announced Billy goes over and starts dumping toys. The teacher redirects him to the special basket she has for him to clean-up with. She states that cleaning-up is part of the being responsible expectation and points to the visual. She asks him to be a "big helper" and put two things in the basket and then go to the carpet to wait for his friends to finish cleaning. When he puts two toys in the basket, she tells him "Thank you for putting those toys away! That's being responsible and a big helper!" Billy then goes to sit on the carpet and wait for the rest of his friends to clean-up. As the year goes on the teacher uses scaffolding to slowly increase the amount that Billy cleans up and putting them into the proper containers.

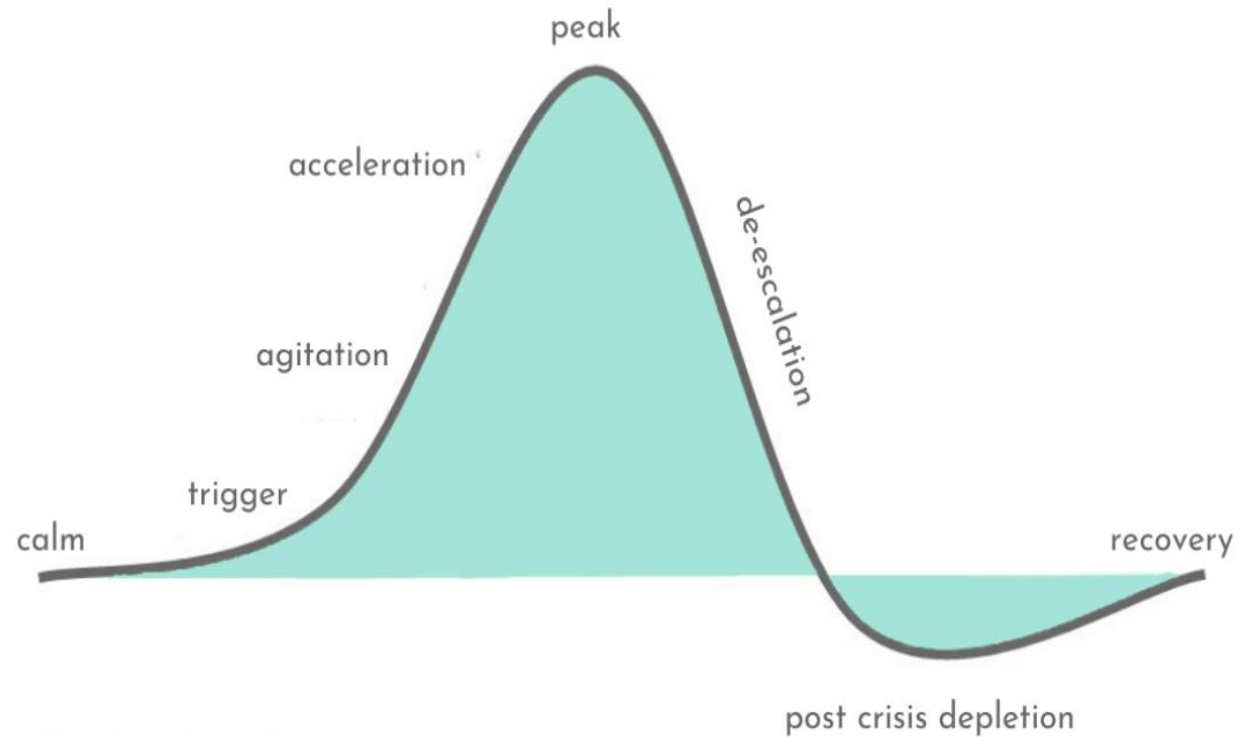


Responding to Challenging Behavior

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

The Meltdown Curve



Tips for Responding to "meltdown behavior"

- Beginning Stage:
 - Prompt replacement behavior
 - Validate feelings
 - Offer moving to another group
 - Use a calm voice to de-escalate

Tips for **Responding** to "meltdown behavior"

- Mid-behavior stage-challenging behavior is fully present and requires staff to handle safely
 - Use a calm voice
 - Present choices or prompt new skills
 - Wait patiently for the child to comply
 - Praise the child when they start using target skills or complying with requests

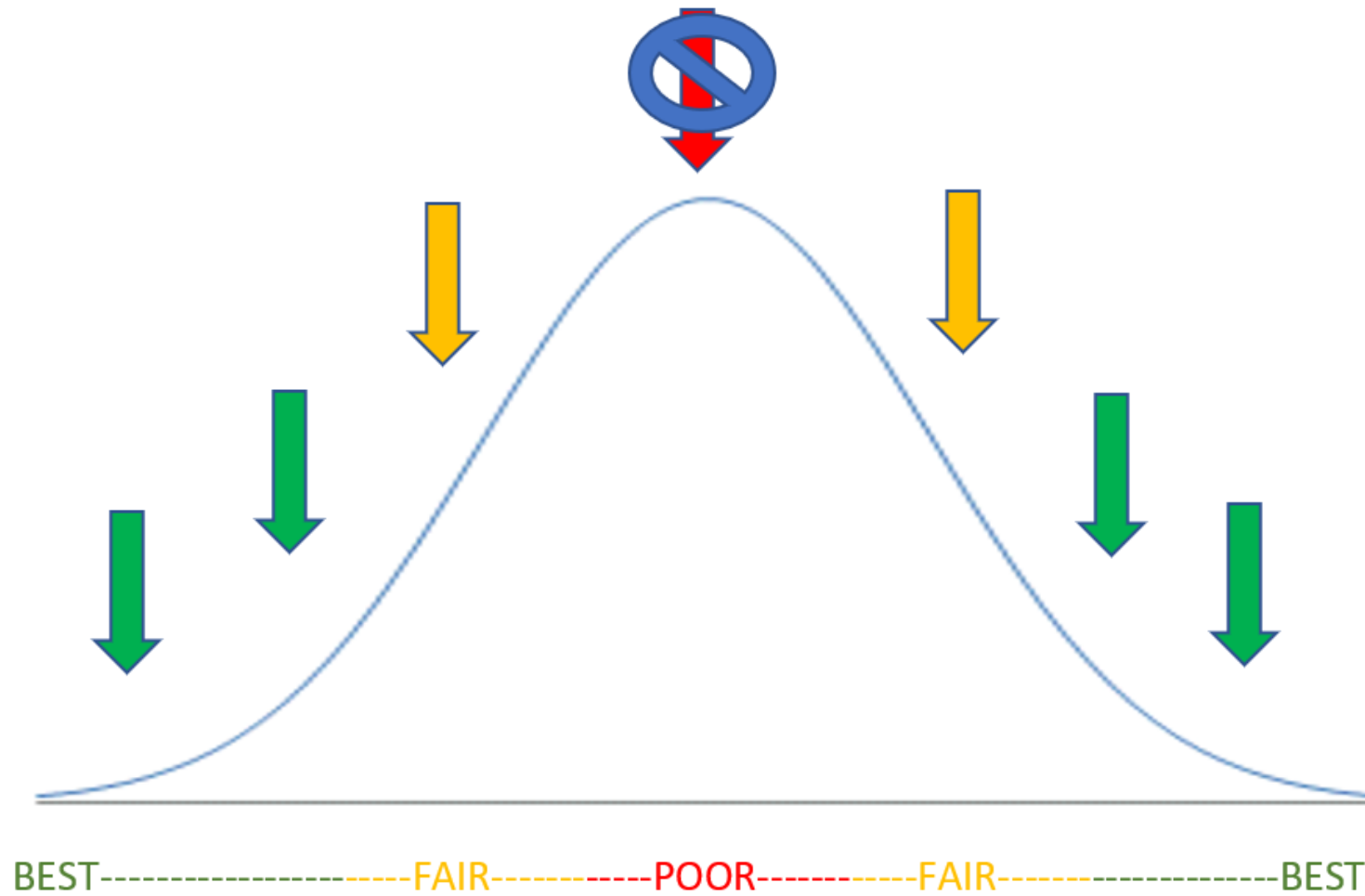
Tips for responding to "meltdown behavior"

- At the problem solving "debrief stage"- when child is fully calm
 - Ask the child to rejoin the group or activity.
 - Debrief with the child to review what happened, practice the replacement behavior and plan what to do next.
 - Reconnect with the child

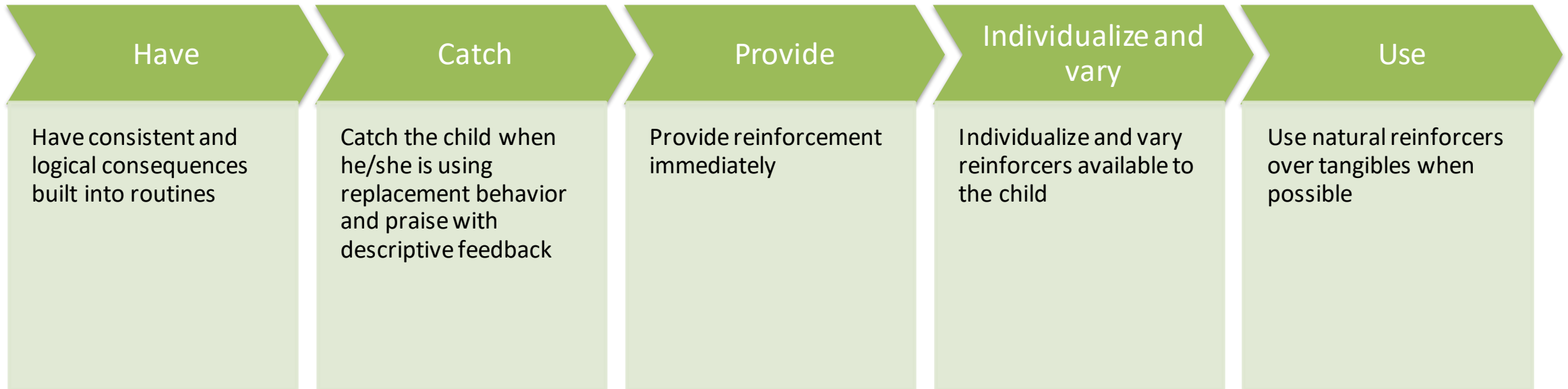


www.wvecpbis.org

When to Teach?



Key Points to Remember



Reinforcer Inventory



Child's Name: _____ Date: _____

Please Mark the items/activities that your child prefers.

X = Something they like a lot

☺ = Something they LOVE (Favorite)

It is recommended that adults review/revisit this form periodically as desirable items tend to change frequently!

Social Reinforcers	Sensory Reinforcers	Activity Reinforcers
<input type="checkbox"/> <input checked="" type="checkbox"/> ☺ Adult attention	<input type="checkbox"/> <input checked="" type="checkbox"/> ☺ Vibrating Toys	<input type="checkbox"/> <input checked="" type="checkbox"/> ☺ Puzzles
<input type="checkbox"/> Hugs	<input type="checkbox"/> Roll up in a Blanket	<input type="checkbox"/> Manipulatives (Peg Board, beads)
<input type="checkbox"/> Kisses	<input type="checkbox"/> Blowing Bubbles	<input type="checkbox"/> Legos/Blocks
<input type="checkbox"/> Sit in Adults Lap	<input type="checkbox"/> Swinging	<input type="checkbox"/> Dress up (hats, jewelry, dresses)
<input type="checkbox"/> High five/Knuckle Bumps	<input type="checkbox"/> Being Held/Picked Up	<input type="checkbox"/> Drawing
<input type="checkbox"/> Verbal Praise	<input type="checkbox"/> Squeezes	<input type="checkbox"/> Computer
<input type="checkbox"/> Thumbs up sign	<input type="checkbox"/> Back Rub/Scratched	<input type="checkbox"/> Painting
<input type="checkbox"/> Group Cheers	<input type="checkbox"/> Shoes Off	<input type="checkbox"/> Riding toys
<input type="checkbox"/> Applause	<input type="checkbox"/> Being Brushed	<input type="checkbox"/> Water play
<input type="checkbox"/> Eye Contact	<input type="checkbox"/> Twirl Around/Spin	<input type="checkbox"/> Books
<input type="checkbox"/> Tickle	<input type="checkbox"/> Jumping	<input type="checkbox"/> Sand play
<input type="checkbox"/> Hand Shakes	<input type="checkbox"/> Tickle	<input type="checkbox"/> Going for a Walk

(Continues on next page)

Other Activities

Music - List preferred songs: _____

Toys - List favorites: _____

Outdoor Activities - List favorites: _____

Areas of Interest

- | | |
|-------------------------------------------|----------------------------------|
| <input type="checkbox"/> Animals | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Letters/Alphabet | <input type="checkbox"/> Trains |
| <input type="checkbox"/> Dinosaurs | <input type="checkbox"/> Shapes |
| <input type="checkbox"/> Tools | <input type="checkbox"/> Numbers |
| <input type="checkbox"/> Cars & Trucks | <input type="checkbox"/> Weather |

Favorite TV Show(s): _____

Favorite TV/Cartoon/Movie Characters: _____

Favorite Movie(s): _____

Favorite Restaurant(s): _____

Favorite Foods/Snacks: _____

Things your child does NOT like:

Foods they dislike: _____

Noises/Sounds disliked: _____

Activities disliked: _____

Animals disliked: _____

Materials/Toys disliked: _____

Any known fears: _____

LEAP Preschool Model Forms: Adapted from A Treasure Chest of Behavioral Strategies for Individuals with Autism by B.Fouse & M.Wheeler, 1977



National Center for Pyramid Model Innovations | ChallengingBehavior.org

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Pub: 06/19/19

Why? Why now?

- Gabe is a 5 year-old boy in Mr. Steven's Kindergarten classroom. Gabe has a lot of energy and enjoys "rough house" type play 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.
- To get attention
- To get sensory stimulation
- To get a tangible item
- To avoid attention
- To avoid sensory stimulation
- To avoid a difficult situation/task

Events and Functions Chart

EVENTS AND FUNCTIONS ASSOCIATED WITH PROBLEM BEHAVIOR

Child Name: _____ Date: _____

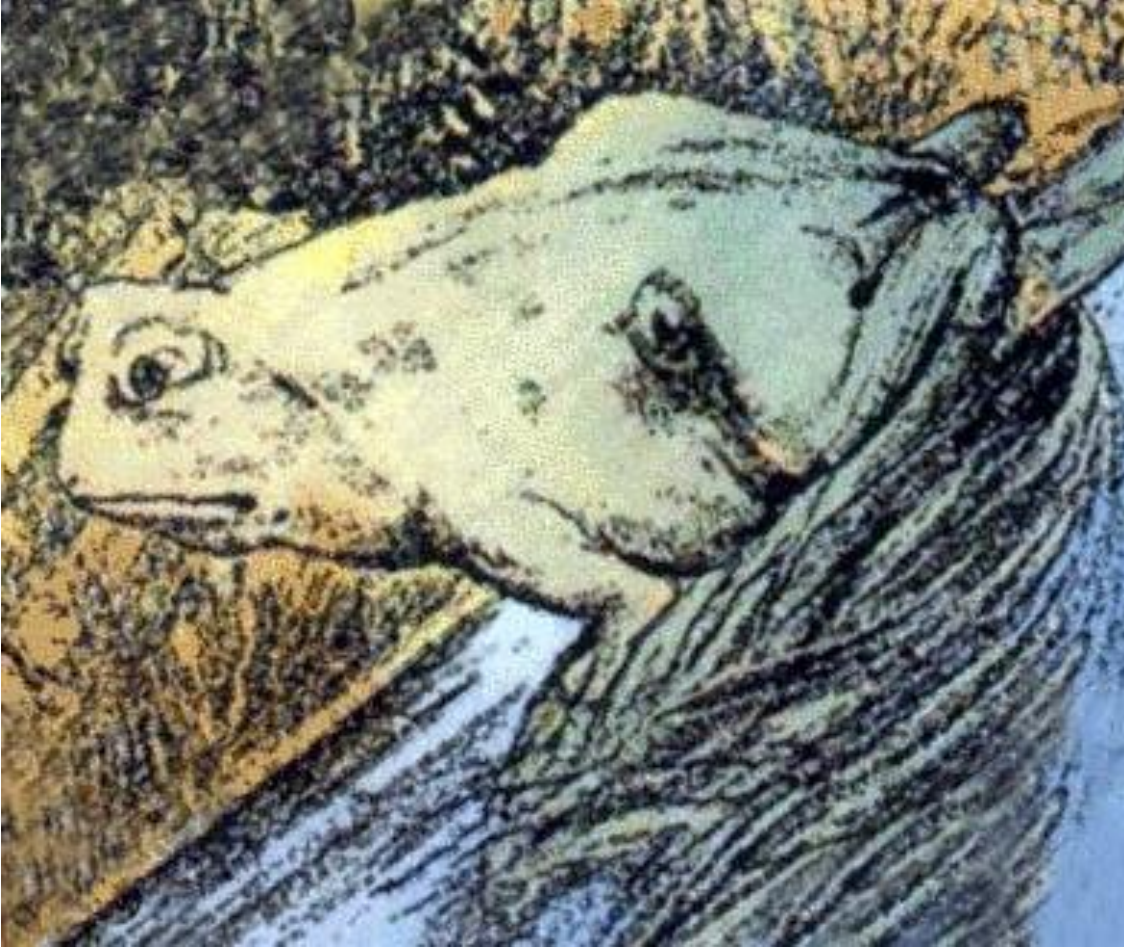
Completed by: _____

Please check relevant items and make comments.

	<i>What happens just before the behavior</i>	<i>What do adults/peers do when problem behavior occurs?</i>	<i>Why might the child be doing this?</i>
Circle Time	<input type="checkbox"/> Told it is time to go to circle <input type="checkbox"/> Peer gets a turn or being told to wait for his/her turn <input type="checkbox"/> Another child gets attention <input type="checkbox"/> Provided with a difficult, age inappropriate, or non-preferred activity <input type="checkbox"/> Prompted to sit <input type="checkbox"/> Removed an object <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demands to join the circle <input type="checkbox"/> Moves him/her next to teacher <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Tells child to return to his/her seat <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Puts in time out <input type="checkbox"/> Peers yell <input type="checkbox"/> Permits access to preferred activities or items <input type="checkbox"/> Other: _____	<input type="checkbox"/> Wants to get out circle <input type="checkbox"/> Can't tolerate length or levels of circle <input type="checkbox"/> Wants attention of peers/adults <input type="checkbox"/> Doesn't know what to do <input type="checkbox"/> Wants toys or other activity <input type="checkbox"/> Other: _____
Art	<input type="checkbox"/> Told "no", "don't", or "stop" <input type="checkbox"/> Peer gets a turn <input type="checkbox"/> Left alone or another child gets attention <input type="checkbox"/> Provided with a difficult, age inappropriate, or non-preferred activity or material <input type="checkbox"/> Prompted to complete a task <input type="checkbox"/> Other : _____	<input type="checkbox"/> Allows access to preferred items or activities <input type="checkbox"/> Tells child to return to his/her seat or chair <input type="checkbox"/> Moves to sit next to child <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Other : _____	<input type="checkbox"/> Might hate getting messy <input type="checkbox"/> Might not know what to do <input type="checkbox"/> Wants attention of teacher <input type="checkbox"/> Wants materials that another child is using <input type="checkbox"/> Might not like the feel of the materials <input type="checkbox"/> Other: _____
Computer	<input type="checkbox"/> Told "no", "don't", or "stop" <input type="checkbox"/> Peer gets a turn or told to wait for his turn <input type="checkbox"/> Left alone or teacher talks to another child <input type="checkbox"/> Provided with a difficult, age inappropriate, or non-preferred task <input type="checkbox"/> Prompted to sit <input type="checkbox"/> Told to complete a task <input type="checkbox"/> Other: _____	<input type="checkbox"/> Allows access to preferred items or activities <input type="checkbox"/> Tells child to return to his/her seat or chair <input type="checkbox"/> Moves to sit next to the child <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Other: _____	<input type="checkbox"/> Might want to have a turn but doesn't know when it's his/her turn <input type="checkbox"/> Doesn't like doing activities alone <input type="checkbox"/> Doesn't want to sit <input type="checkbox"/> Other : _____
Outside Play	<input type="checkbox"/> Told to go outside play <input type="checkbox"/> Peer pushes him or her <input type="checkbox"/> Frustration with a play equipment <input type="checkbox"/> Left alone <input type="checkbox"/> Told to "no", "don't", or "stop"	<input type="checkbox"/> Delays or withdraws demands <input type="checkbox"/> Runs after him /her <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell or call for the teacher	<input type="checkbox"/> Hates being hot and wants to go inside <input type="checkbox"/> Loves running and thinks outside means run away <input type="checkbox"/> Wants an adult as a play partner <input type="checkbox"/> Wants peer attention <input type="checkbox"/> Wants objects/activity that

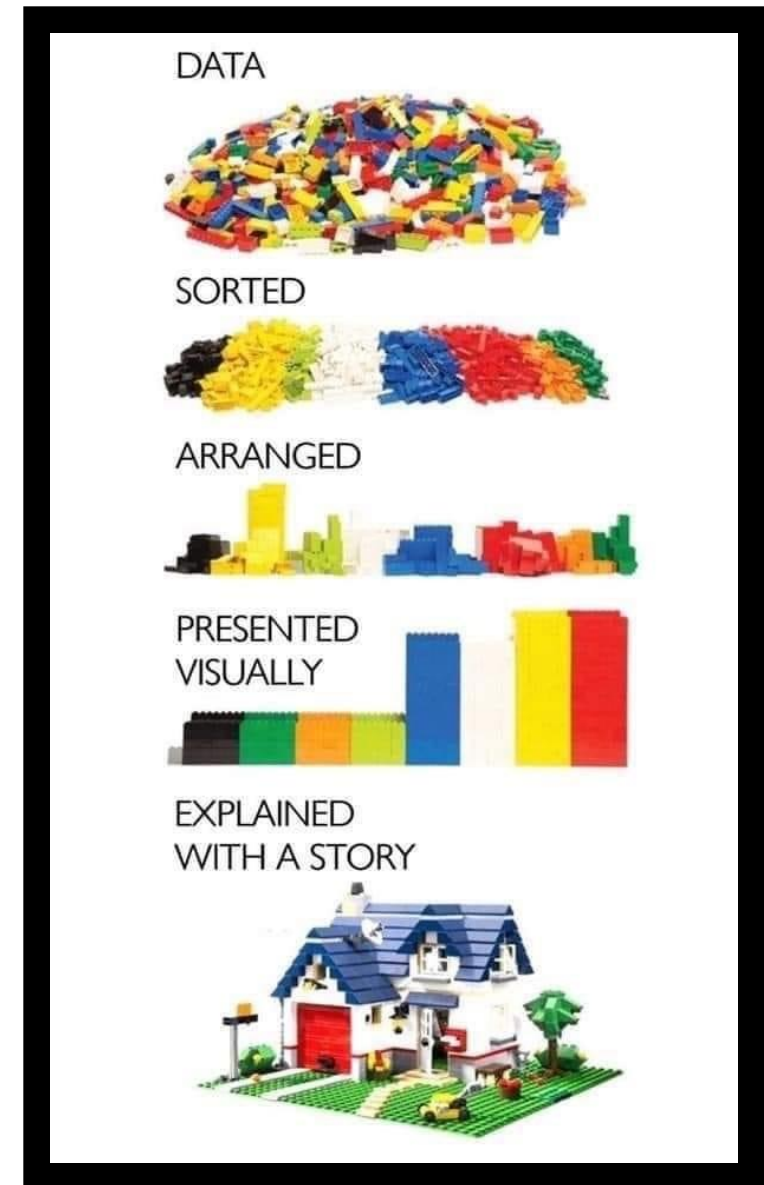
Resource Library @
Challengingbehavior.org

- What do you see?



DATA

- Data collection informs our thinking
- "Gut" isn't enough
- We know but we need to "show" our beliefs
- Data is a "story"



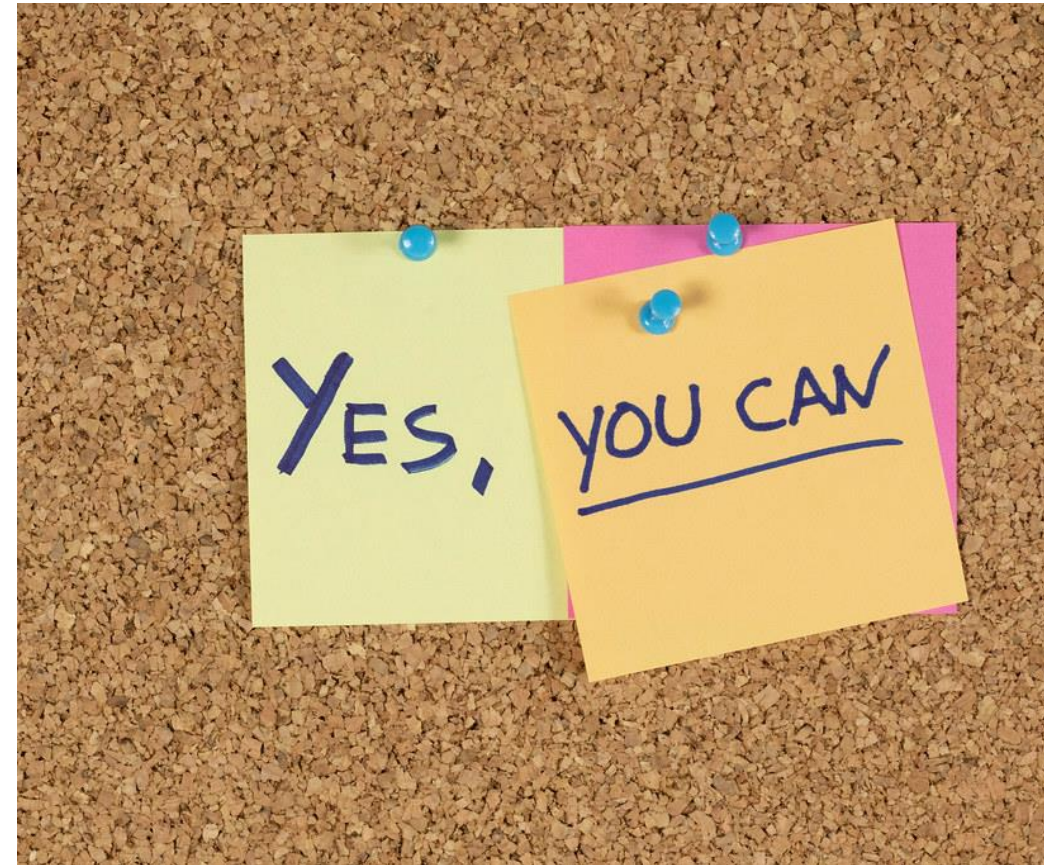
Data Collection

- Tier 3 needs to be a data driven decision to move in and out of Tier 3
- Both qualitative and quantitative
- Does NOT have to be complex
- Should be user friendly and simple

Preparing to Collect Data

Your role may be to help 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

- Hypothesis of behavior (why)
- Patterns of behavior (time of day, location, etc.)-why now
- Possible stressors and skill deficits
- Informed selection of intervention
- Tells us 3 things...frequency, intensity, duration



Behavior Incident Reports

SECTION 2
INITIATING THE INDIVIDUALIZED INTERVENTION PROCESS

Behavior Incident Report

Child's Name: _____ Date: _____

Referring Staff: _____ Time of Occurrence: _____

Behavior Description: _____

Problem Behavior (check most intrusive)

<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Property damage
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Unsafe behaviors
<input type="checkbox"/> Stereotypic Behavior	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Trouble falling asleep
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Other _____
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	

Activity (check one)

<input type="checkbox"/> Arrival	<input type="checkbox"/> Meals	<input type="checkbox"/> Departure
<input type="checkbox"/> Classroom jobs	<input type="checkbox"/> Quiet time/Nap	<input type="checkbox"/> Clean-up
<input type="checkbox"/> Circle/Large group activity	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Therapy
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Special activity/Field trip	<input type="checkbox"/> Individual activity
<input type="checkbox"/> Centers/Indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Other _____
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	

Others Involved (check all that apply)

<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Peers
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative Staff	<input type="checkbox"/> None
<input type="checkbox"/> Therapist	<input type="checkbox"/> Substitute	<input type="checkbox"/> Other _____

Possible Motivation (check one)

<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other _____
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory	

Strategy/Response (check one or the most intrusive)

<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Family contact
<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Re-teach/practice expected behavior	<input type="checkbox"/> Loss of item/privilege
<input type="checkbox"/> Move within group	<input type="checkbox"/> Time in different classroom	<input type="checkbox"/> Time out
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Time with support staff	<input type="checkbox"/> Physical guidance
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Physical hold/restrain
<input type="checkbox"/> Provide physical comfort		<input type="checkbox"/> Other _____

Comments: _____



Ben's Playtime

4
Laughing,
stayed

3
Cooperated,
stayed briefly

2
Fussed, took
several turns

1
Cried, refused
to play

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4	4	4	4	4	4
3	3	3	3	③	③
2	2	2	②	2	2
①	①	①	1	1	1

Scatter Plot

Student: Rachel

Target Behavior: Hitting Peers

Observer: Maya

Using a scatter plot involves recording the times of day (and/or activities) in which the behavior does and does not occur to identify patterns over days or weeks





Dates: 10/1 through 10/12

		Dates									
Time	Activity	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12
7:30	Arrival										
8:00	Free Choice										
9:00	Planning										
9:30	Centers										
10:30	Snack										
11:00	Outside										
11:30	Small Group										
12:00	Lunch										
12:30	Nap										
1:30	Outside										
2:30	P.M. Circle										
3:00	Departure										

- ☐ Behavior did not occur
- ☒ Behavior did occur
- ☐ NA Did not observe

Amy's Transitions

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 Arrival	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3
 Circle	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3	0 1 (2) 3	0 (1) 2 3
 Nap	0 1 2 (3)	0 1 (2) 3	0 (1) 2 3	0 (1) 2 3	0 (1) 2 3
 Clean-up	0 1 2 (3)	0 1 (2) 3	(0) 1 2 3	(0) 1 2 3	(0) 1 2 3
Other: <u>Bus Ride</u>	0 1 2 (3)	0 (1) 2 3	0 (1) 2 3	0 (1) 2 3	(0) 1 2 3
Average Score	Average Score: 3	Average Score: 2.2	Average Score: 1.4	Average Score: 1.4	Average Score: .8

Rate the problem behavior:

0 = no problems, 1 = whining, resisting, 2 = screaming, falling on floor, 3 = screaming, hitting, other aggression

Practice

- What is the target behavior?
- What kind of data would you collect? (F, I, D)
- Why and Why it's occurring now?
- 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
- May involve a crisis plan

What if I can't eliminate the stressor?

- 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 eliminate the stressor? (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

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.

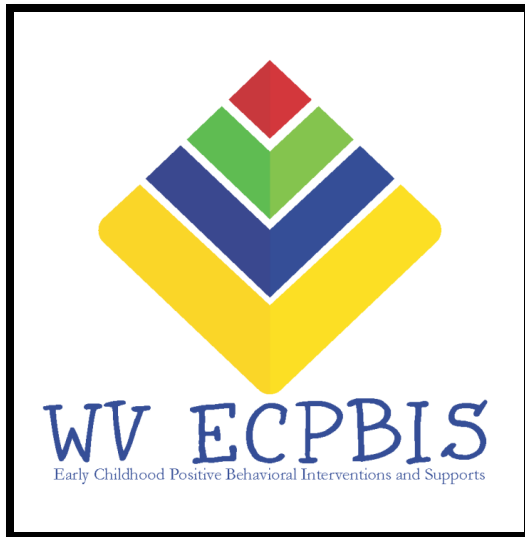
Final Thoughts

- 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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