Teaching Tools: Providing Targeted and Tertiary Support to Young Children

Lise Fox
University of South Florida
fox@fmhi.usf.edu

Program-Wide Positive Behavior Support
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention
www.challengingbehavior.org
Pyramid Model

- Tertiary Intervention
- Secondary Prevention
- Universal Promotion

Assessment-based intervention that results in individualized behavior support plan.
Pyramid Model

Individualized Instruction
- Precision (what and how)
- Intensity
- Frequency of Data

General curriculum
Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families, and team members
- Meets criteria for high quality practices as defined by NAEYC and DEC
High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC
Entire Class Social Skills Instruction

Video Clip 2.7

“Teasing Shield”
Assessment & Progress Monitoring

- Progress monitoring (Child Checks)
- Behavior Incidents
- Universal Screening (ASQ-SE, SSRS)
- Behavior Incidents

With increased precision and frequency
Teaching Social Skills/Addressing Behavior

- Type and intensity of behavior can demand immediate, intensive intervention.
- Type and intensity of behavior can demand very frequent measurement.
- Interventions are reliant on the social environment of the classroom; not delivered as pull-out.
- Tier 2 and 3 interventions are not unique; difference is in intentionality, dosage, and precision.
- In tiers 2 and 3, family involvement is vital to implementing and powering up intervention intensity across interactions, routines, and environments.
- The potential “targets” of behavior change are almost limitless, requiring highly individualized measurement methods.
Think of 2 children

Your most socially skilled and angelic child? What social skills does this child have?

A child about the same age that has problem behavior or social emotional delays, what skills are missing?
Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
Emotional Literacy

- Expresses feelings appropriately
- Expresses empathy for others
- Learning how to control anger, relax, and calm down
- Problem-solving with peers
Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger
Social Emotional Skill Instruction

- Identify target skill
- Identify learning opportunities and seek to maximize the number of learning trials
- Select procedure for teaching
  - e.g., least to most, most to least, incidental teaching procedure, peer support, modeling, visual prompts
- Track child progress
Need to Define

- What will be taught (precisely)
- When it will be taught (intensive, embedded instruction)
- How will you know if teaching is successful (data collection)
Skills to Teach
Identifying Teachable Moments
<table>
<thead>
<tr>
<th>Time/Activity</th>
<th>Take turns</th>
<th>Ask to Play</th>
<th>Counting</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>√ Cubby</td>
<td>√ Book Partner</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers</td>
<td>√ Toys; computer</td>
<td>√ Find a friend</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Clean-up</td>
<td>√ Wipe tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing Hands</td>
<td>√ Next in line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>√ Milk</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Outside Play</td>
<td>√ Slide; toy cabinet</td>
<td>√ Find a friend</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Washing Hands</td>
<td>√ Next in line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group</td>
<td>√ Open container; pass to your friend</td>
<td>√ find a friend</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Mand-model

- Establish joint attention with the child
- Give the child a verbal request
- Give the child an opportunity to respond
- Provide appropriate level of prompts
- Confirm the child’s response or give appropriate corrective feedback
- Provide access
- Keep the interaction brief

www.headstartinclusion.org
Incidental teaching

- Identify child initiation as a teachable moment
- Request an elaboration or expansion
- Give the child an opportunity to respond
- Provide appropriate level of prompts
- Confirm the child’s response or give appropriate corrective feedback
- Provide access
- Keep the interaction brief

www.headstartinclusion.org
Peer mediated

- Arrange multiple, highly engaging, peer-play contexts
- Teach being persistent with social initiations
- Provide multiple, daily opportunities with play triads
- Provide all children with social reinforcement for increases in peer interaction
- Embed social opportunities throughout the day, not just at free-play

www.headstartinclusion.org
Most-to-Least Prompting

1. Full physical assistance
2. Partial physical assistance
3. Verbal direction
4. Natural trigger for the skill
Most-to-Least Example: Say “All Done” with Gesture

1. Physically assist child using hand-over-hand to gesture “all done”: Do this for 8 days in a row.
2. Partially assist child by placing hands on elbow to prompt to gesture “all done.” Do this for 8 days. If child does not respond, provide full physical assist as correction.
3. Model gesture and verbally direct child by stating, “Say all done”; do this for 8 days in a row. If child does not respond, provide partial assistance. If child does not respond to partial assistance, provide full physical assistance.
4. Ask child “What do you want?” If child does not respond, provide verbal direction with gesture for “all done.” If child does not respond to verbal with gesture, provide partial physical. If child still does not respond, provide full assistance.
Least-to-Most Prompting

1. Natural trigger for the skill
2. Verbal or visual prompt
3. Gestural or model prompt
4. Physical guidance
Least-to-Most Example: Teaching to Sit in Car Seat (bus or car)

1. Look at child with expectation to sit.
2. If child doesn’t sit, state “sit please.”
3. If child doesn’t sit with verbal direction, gesture to sit by patting car seat while stating “sit please.”
4. If child still doesn’t sit, physically guide child to car seat and acknowledge sitting (e.g., “thank you for sitting.”)
How to teach?

- Ask a friend to play
- Go to cozy corner when angry
- Ask a teacher for help
- Sit in own space, hands and legs to self
- Line up when provided with direction
- Take turns while playing
- Problem solve peer conflict
Turtle Technique

Recognize that you feel angry.

Stop.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and think of a solution.
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini
March 2005
Problem Solving Steps

Step 1: What is my problem?

Step 2: Think, think, think of some solutions.

Step 3: What would happen?
- 😞
- 😊

Step 4: Give it a try!

Would it be safe?
Would it be fair?
How would everyone feel?
Get a Teacher

Wait and take turns.
Feeling Wheels & Feeling Dice
### Sample Data Form

**Child Name:** Emmy  
**Skill:** wait for turn

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Date 11/02</th>
<th>Date 11/05</th>
<th>Date 11/09</th>
<th>Date 11/13</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning calendar</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Job chart</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Movement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Story time transition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Computer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outdoor riding toys</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Art Materials</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Snack - Juice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Snack - Tray</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Center Play</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Score for Day:** 3 2 3 4

4 = independent  
3 = with partial assistance  
2 = with full assistance  
1 = refuses to respond or tantrums

Or develop your own code

**Directions:** Put a check in the appropriate box anytime you provide instruction or feedback on the target skill. Count the total number of teaching trials at the end of each day. Indicate the learning opportunities where instruction occurred. Determine average performance score for the day.
Stages of Learning

**Show and Tell**
- Acquisition – new skill or concept

**Practice Makes Perfect**
- Fluency – the ability to immediately use the skill or concept without a prompt

**You Got It!**
- Maintenance – continuing to use the skill or concept over time
- Generalization – applying the skill or concept to new situations, people, activities, ideas, and settings
Tertiary – Behavior Support Plan

- Create Team
- Conduct Functional Assessment
- Develop Hypotheses
- Create Behavior Support Plan
  - Preventions, Replacement Skills, New Responses
- Track Child Progress
  - Behavior Reduction, Skill Acquisition
Child has problem behavior that is resistant to child guidance procedures

Convene Classroom Team
Is Function Obvious?

NO
Begin functional assessment

YES
Use Teaching Tools Routine Guide
Let’s Take a Peek

TTYC
Creating Teaching Tools for Young Children with Challenging Behavior
March 2006
DRAFT

Contents:
Acrobat Reader
Toolkit User’s Manual
Toolkit Content Files

Programs Needed:
Acrobat Reader
Microsoft Office


USF UNIVERSITY OF SOUTH FLORIDA
A User’s Manual
Getting Started: Tips and Forms
Buddy System Tips
Teacher tools
Turtle Technique

Visual Strategies
Scripted Stories
Circle Time Tips
Feeling Vocabulary
Home Kit
Supplemental Materials
User’s Manual

Provides a rationale for the Teaching Tools

Emphasizes the importance of “getting started” (or the initial steps to take)

Provides essential steps for planning the supports needed for the young child with challenging behavior

Introduces the tools
Getting Started

Step 1: Establishing a good foundation
- Toolkit Tips (LINK)
- Communication is Key (LINK)

Step 2: Understanding the Child
- “My Teacher Wants to Know” questionnaire (LINK)
- Daily Routine (LINK)

Step 3: Selecting Strategies
- Routine Based Support Guide
- Teacher’s Support Planning Sheet
Using the Routine Based Support Guide

- Gather information as a team
  - Observations
  - “Daily Routine” Data
  - “My Teacher Wants to Know” Questionnaire
- Identify Routine(s)
- Determine “Why might the child be doing this?”
- Ask “What can we do to prevent?”
- Agree on “What can we do if problem behavior occurs?”
- Select “What skills to teach”
- Complete “Teacher Support Planning Sheet” (for each routine)
Derrick is 4 years and lives with his biological brother with a family providing foster care (adoption in process);

Has both articulation and language delays, along with delays in cognition;

Has difficulty during circle times, transitions, lining up, and clean-up;

- Dumps, touches/takes items, pushes/shoves, falls to ground, throws, roams room, hits, invades peers’ space, leaves area, crawls through activity, “corrals” others in joining in his inappropriate activities

- enjoys movement activities, singing, and art
Derrick’s Support Plan

DerrickTransSupptPlanSheet.doc
DerrickCircleSuppPlanSheet.doc
DerrickLineUpSuppPlanSheet.doc
DerrickCleanSuppPlanSheet.doc
Derrick’s Supplemental Supports for Transitions

Used real photograph
Derrick’s Supports for Transitions (cont.)
Mean Percentage of Intervals with Engagement and Challenging Behaviors Across Transition Routines for Derrick

Baseline

Intervention

- Engagement
- Challenging Behavior
Case Study Activity

- Review child description
- Review “My Teacher Wants to Know” questionnaire
- Review “Daily Routine” data
- Review “Routine Based Support Guide”
  - Determine “Why might he/she be using the behavior” (communicative function)
  - Select preventions, new responses, and new replacement skills to teach
- Complete chart on “Teacher Support Planning Sheet”

TeacherSupportPlanningSheet.doc
Victoria’s Video
Tim’s Video
Case Study Activity

- Review child description
- Review “My Teacher Wants to Know” questionnaire
- Review “Daily Routine” data
- Review “Routine Based Support Guide”
  - Determine “Why might he/she be using the behavior” (communicative function)
  - Select preventions, new responses, and new replacement skills to teach
- Complete chart and family ideas on “Teacher Support Planning Sheet”

TeacherSupportPlanningSheet.doc
Sample Data Form

Here is an easy format for collecting data (template on your CD)

Shade in the thermometer to indicate behavior in the Classroom

Observer __________ Date __________

Circle Time

EXTREMELY DIFFICULT
DIFFICULT
GOOD

Centers

EXTREMELY DIFFICULT
DIFFICULT
GOOD

Lunch

EXTREMELY DIFFICULT
DIFFICULT
GOOD

Nap

EXTREMELY DIFFICULT
DIFFICULT
GOOD
# Ben’s Center Time

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1=</td>
<td>Laughing, stayed</td>
<td>1=</td>
<td>Cooperated, stayed briefly</td>
<td>1=</td>
<td>Cried, refused to play</td>
<td>1=</td>
</tr>
</tbody>
</table>

4 = Laughing, stayed
3 = Cooperated, stayed briefly
2 = Fussy, took several turns
1 = Cried, refused to play
Step 1: Establishing a team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan
Potential Team Members

- Parents/family
- Teacher
- Assisting Teacher/Paraprofessional
- Therapists
- Administrative Staff
- Program consultant/Resource professional
- Other
Functional Assessment

- Observe the child in target routines and settings
- Collect data on child behavior, looking for situations that predict problem behavior and that are linked with appropriate behavior
- Interview persons most familiar with the child
- Review records
Every communicative behavior can be described by the form and function.

**Form**: the behavior used to communicate.

**Function**: the reason or purpose of the communicative behavior.
Children Communicate in Many Ways:

- Forms of communication:
  - Words
  - Sentences
  - Point to a picture
  - Eye gaze
  - Pulling adult
  - Crying
  - Biting
  - Tantrums
  - ?
Children Communicate a Variety of Messages

Functions of communication
- Request object, activity, person
- Escape demands
- Escape activity
- Escape a person
- Request help
- Request social interaction
- Comment
- Request information
- Request sensory stimulation
- Escape sensory stimulation
- ?
Functions of Problem Behavior

- Escape
  - Demands
  - Activities
  - Transitions
  - Social situations
  - Sensory stimuli
  - Interactions
  - Etc.

- Request
  - Object
  - Activity
  - Help
  - Interaction
  - Etc.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Context:</td>
<td></td>
<td>Time:</td>
</tr>
<tr>
<td>Social Context:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging Behavior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Reaction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSSIBLE FUNCTION:</td>
<td></td>
<td>3a.3</td>
</tr>
</tbody>
</table>
Functional Assessment Interview

- Define behavior (describe what you see)
- Describe frequency and intensity
- Explore possible setting events
- Identify predictors (triggers)
- Identify maintaining consequences
- Identify current communicative functions
- Describe efficiency of the behavior
- Describe previous efforts
- Identify possible reinforcers

3a.5
Step 1: Establishing a team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan.
Jackson avoids the demands of activities that he finds difficult (structured language-based activities, sharing objects, interactive play) by resisting or withdrawing. If pushed to participate, Jackson will react by throwing objects, screaming, or stating “shut up”. When Jackson resists, adults will often give up or allow him to leave the activity.
Process of Positive Behavior Support

Step 1: Establishing a team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan.
Support Plan

**Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

**Prevention Strategies** - Ways to make events and interactions that predict problem behavior easier for the child to manage

**Replacement Skills** - Skills to teach throughout the day to replace the problem behavior

**Responses** - What adults will do when the problem behavior occurs
Prevention Strategies

What can be done to make problem behavior irrelevant (how can the environment be changed to reduce the likelihood that problem behavior will occur)?

What procedures can I select that fit in the natural routines and structure of the classroom or family?
Escape
(e.g., activity, demands, social interaction)

Sample Prevention Strategies

- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond, and etc. to reduce the need for escape.
- Use choice, manipulatives, peer support, child interests, etc. to reduce child desire to escape.
- Reduce distractions or competing events, materials, etc. that may contribute to desire to escape.
Escape
(e.g., activity, demands, social interaction)

Sample Prevention Strategies (continued)

- Use visual supports, activity schedules, social stories, timers, first/then boards, selecting the reinforcer prior to activity, etc. to support child to engage in undesired activity, interaction, or demands

- Use self-management to assist child in completing difficult activities or approaching avoided social interactions
Obtain
(e.g. attention, object, activity)

Sample Prevention Strategies

- Modify activities, materials, instructions, response mode, task length or other modifications that will reduce need to request help

- Provide peer support, scheduled interaction with adult, more frequent attention or other strategy to reduce need to request attention

- Use activity schedule, social stories, visual schedules, or scripts to provide child with information on when access to desired object, event, interaction, or activity will occur
Sample Prevention Strategies (continued)

- Use completion contingency, first/then schedules, etc. to support child in understanding when access will occur
- Use choices, manipulatives, child interest, etc. to distract or support child during times when access can not be provided
- Use timers or reinforcement delay signal to let child know when access to activity, object, attention, etc. will occur
Teaching Replacement Skills

- Teach alternative behavior to problem behavior
- Replacement skills must be efficient and effective (i.e., work quickly for the child)
- Consider skills that child already has
- Make sure the reward for appropriate behavior is consistent
- Teach replacement skills during time the child is not having problem behavior; teach throughout the day
Escape (e.g., activity, demands, social interaction)

SAMPLE REPLACEMENT SKILLS

- Request break
- Set work goals
- Request help
- Follow schedule
- Participate in routine
- Choice
- Self-management
- Say “No”
- Say “All done”
- Identify and express feelings
- Use supports to follow rules
- Anticipate transitions
Obtain (e.g. attention, object, activity)

SAMPLE REPLACEMENT SKILLS

- Follow schedule
- Participate in routine
- Self-management
- Request help
- Teach delay of reinforcement
- Request attention
- Choice
- Ask for a hug
- Ask for a turn
- Ask for item
Child asked to join circle → Child screams and resists → Teacher lets child out of activity
Child asks for break → Teacher lets child out of activity
Response to Problem Behavior

Select procedures that will make problem behavior ineffective

Make sure rewards for appropriate behavior equal or exceed rewards for problem behavior
Possible Responses to Challenging Behavior

- Redirect/cue to use appropriate "new replacement skill" and then allow escape
- Cue with appropriate prevention strategy
- State "exactly" what is expected
- Offer alternatives

- Use "wait-time"
- Acknowledge positive behavior/ reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior
Obtain
(e.g., attention, object, activity)

Possible Responses to Challenging Behavior

- Redirect/cue to use appropriate “new replacement skill”
- Cue with appropriate prevention strategy
- State “exactly” what is expected
- Offer choices
- Use “wait-time”
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior
Safety-Net Procedures

If a child is in danger of harming self or others, you must first be concerned about safety.

You may hold a child or remove a child from the situation to keep children safe.

Safety-net procedures may be planned for children who have a history of dangerous outbursts.

Safety-net procedures only keep children safe; they do not change behavior.

Safety-net procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan.
Step 1: Establishing a team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan.
Monitoring Outcomes

- Identify outcomes valued by the team
- “KIS it” (Keep It Simple) Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
- Monitor implementation of the plan
- Schedule dates for check-ins and evaluate the effectiveness of the support plan
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
www.vanderbilt.edu/csefel
Training Modules 3a and 3b

Technical Assistance Center on Social Emotional Intervention

www.challengingbehavior.org
Individualized Process Manual
Case Study to View
All Tools/Materials Needed