



# Program-Wide Positive Behavior Support

## Unlocking Successful Tier 3 Supports for Young Children: Collaboration is the Key!

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Program-Wide  
Positive Behavior Support



# Agenda

- Overview of the Pyramid Model
- Process of providing Tier 3 Positive Behavior Supports in Preschool
  - Home-School Team
  - Developing Plan
  - Coaching
- Case Study

# Pyramid Model Framework

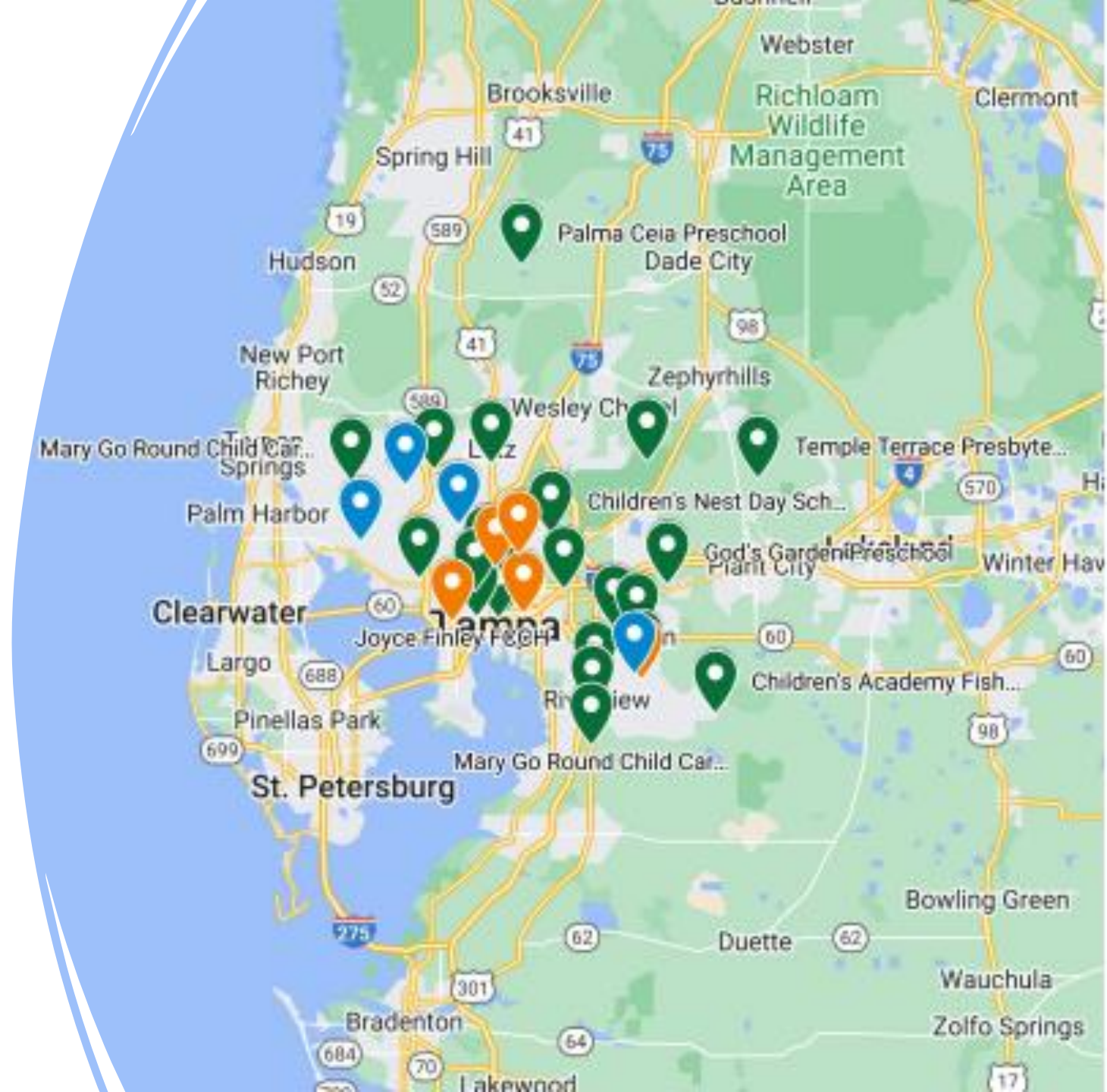
- Focus on prevention & promotion practices
- Developmentally appropriate
- Use evidence-based strategies intended to reduce the likelihood of challenging behavior
- Ensure all tiers in place



# Program-Wide Positive Behavior Support at USF

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- Funded by Children's Board of Hillsborough County
- Supports 26 community childcare and family child care homes
- Implementation of Pyramid Model framework
- Professional Development
- Practice-based Coaching



# Program-Wide Implementation of the Pyramid Model





# Outcomes for Children

- Growth in social and emotional skills
- Decreases in overall disruptive behavior in the classroom
- Reduction in child challenging behavior
- Increases in social interactions between children
- Increases in child engagement in learning opportunities



Happy



# Outcomes for Teachers and Staff



- Shared language for communicating expectations
- Improved capacity to teach social and emotional skills
- Improved capacity to address challenging behavior
- Ability to support families to promote social and emotional skills
- Feeling supported by program in efforts to address challenging behavior
- Positive relationships with families around issues related to challenging behavior
- High fidelity programs report that NO children are asked  
to leave due to behavior



## Outcomes for Families

- Teaming between family and teachers for intervention strategies
- Parents report feeling more supported in preventing and addressing challenging behavior
- Decreases in parent concerns about safety and behavior



Proud





# Individualized Interventions using Positive Behavior Support

An approach for changing a child's behavior

Is based on humanistic values and research.

An approach to understanding of why challenging behavior is being displayed and teaching the child new and/or alternative skills.

A holistic approach that considers all the factors that impact on a child, family, and the child's behavior.



# When Do We Need Intensive Individual Intervention

What is the concern?

Frequency – How often

Intensity/Severity –  
Danger/How long it  
lasts

By now, I would expect Paul to  
Persistence – Continues  
over time

do has helped.



# What is an Intensive Individualized Intervention?

- Formal team-based process
- Comprehensive functional behavioral assessment (FBA)
- Intervention strategies that are based on FBA results



# Intake Information

- Reason
- Diagnosis
- Previous Placement
- Behaviors of Concern
  - Home and School
  - Review Behavior Incident Reports (BIRs)
- Child Strengths
- Child Preferences
- Strategies used
- Decision point
  - Tier 2 or Tier 3



# The Prevent-Teach-Reinforce Process



Step 1: Convene a team and identify goals of intervention



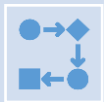
Step 2: Gathering information (functional assessment)



Step 3: Developing hypotheses



Step 4: Designing behavior support plans

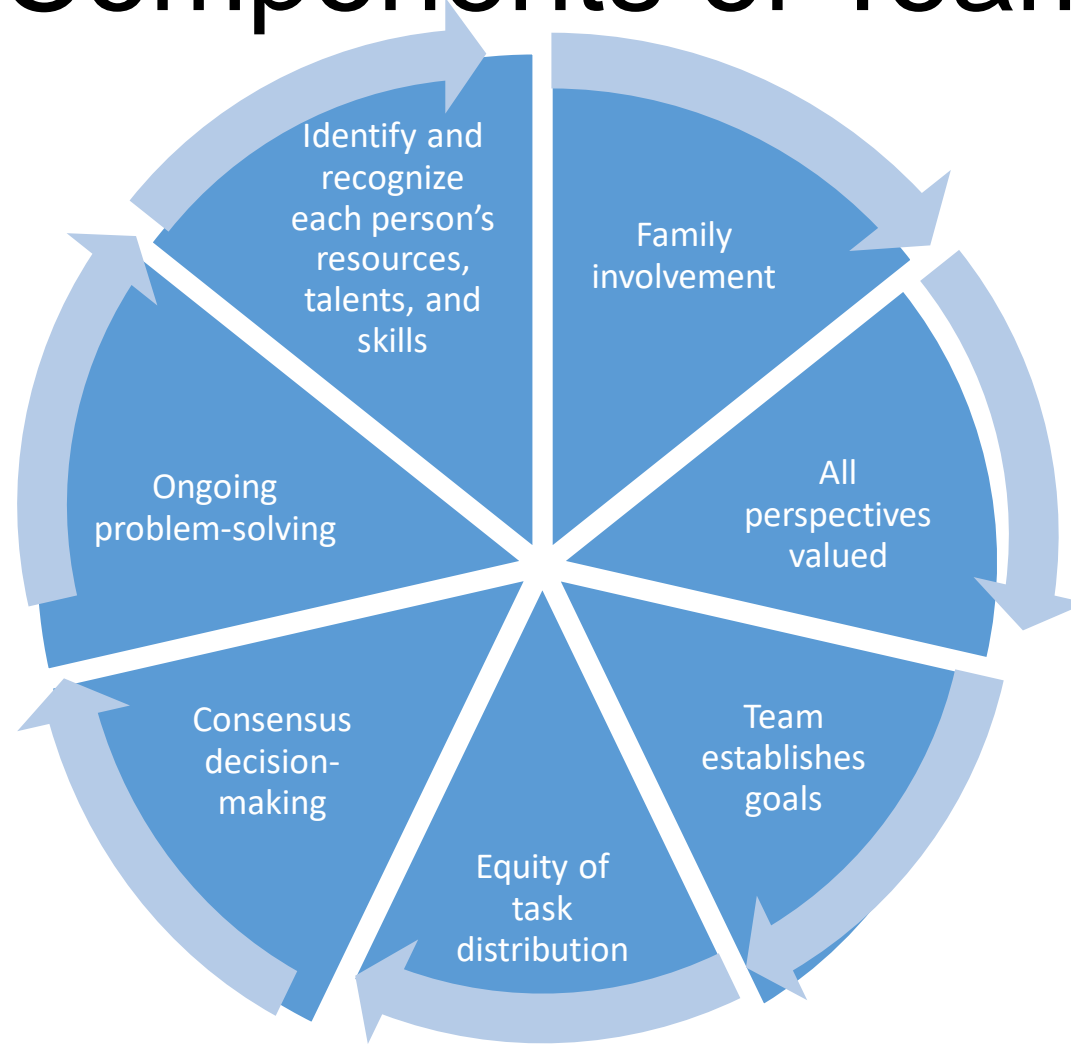


Step 5: Implementing, monitoring, and evaluating outcomes

*Dunlap, G., Iovannone, R., Wilson, K. J., Kincaid, D. K., & Strain, P. (2010)*



# Essential Components of Team



# Family Involvement

Family members are a critical component of the team.

They are their child's most powerful and valuable resource.

Family goals are presented in the process

Interventions are more likely to be consistent with family values and lifestyles

Creates the best contextual fit

A group of approximately ten preschoolers and two adults are sitting in a circle on a colorful patterned rug in a classroom. The children are dressed in casual clothing, and the adults are also dressed in casual attire. They appear to be engaged in a discussion or activity. The background shows a classroom setting with shelves, a whiteboard, and various educational materials.

Supporting Preschoolers with  
Challenging Behavior: *Using PBS  
Tier 3 Supports to Promote  
Classroom and Home Success*



# Applying the Prevent-Teach-Reinforce Process At School and Home

## Case Study: Marcus

- PTR Process
  - Collaborative School- Home PTR Team
  - Gathering Information/Functional Behavior Assessment
  - School and Home Interventions and Implementation Supports
- Results
  - Data and Outcomes
  - Social Validity
- Team Perspectives of PBS Process and Current Status

# Meet Marcus

Three years old

Lived with parents and older brother,  
grandmother on weekends

Strengths: kind, caring, assessed as gifted

Medical Issues: ADHD Diagnosis

School: Attended a private preschool program

Classroom: 2 Preschool teachers and 12 classmates

Classroom Concerns: Frequent challenging behavior  
(*tantrums, touching others, making loud noises, screaming,  
crying, property destruction, tantrums*)







# Step 1. Convene Team and Setting Goals

Core Team: Included mother, grandmother, both preschool teachers, PWPBS site coach and PTR behavior coach

Extended Team: Included father and preschool director

Team Meetings: Regularly scheduled with core team, build rapport PTR process

# Example Agenda

**MS Agenda for PTR Home-School Team Meeting: 2/4/21 6:00 pm**

## Items to discuss

Welcome team members: Mom, Grandma, Director, Teachers

MS Check in:

MS Successes:

MS Classroom:

MS Strengths Preferences:

MS. Team Short Tern Goals:

Behaviors of Concern:

### **Home**

MS Check in:

MS Successes:

Preferred Method of Communication:

Observation Date:

Next Meeting:

# Build Collaborative Team - Establish Rapport

## Child Strengths and Preferences

Child Strengths	Home	School
Child Preferences	Home	School



# Marcus' Reported Strengths and Preferences

## Strengths

- Smart
- Expansive verbal interactions
- Good language
- Does well working 1 to 1
- Very loving
- Great ability to focus
- Caring
- Curious
- Remorseful
- Good at sharing
- Polite
- Tries hard
- Enthusiastic
- Honest
- Wants to be a "good boy"

## Preferences

- Puzzles
- Reading
- Dramatic play
- Dress up
- Pretend,
- All things Disney junior
- Parks
- Roller-coasters,
- Water
- Going to the beach
- Running, jumping
- Football

# Example: Goal Setting Table

	Behavior	Social	Academic
Broad	Johnny will communicate his wants and needs in an age-appropriate manner	Johnny will demonstrate age-appropriate social skills to maintain friends	Johnny will increase task engagement time during academic activities
Decrease	Johnny will decrease screaming, kicking furniture, and /or people, and throwing objects to express his wants and needs	Johnny will reduce the number of times he screams at and/or throws objects toward other children during group assignments	Johnny will decrease screaming and throwing work materials during academic instruction
Increase	Johnny will verbally express his wants and needs in the classroom by using an inside voice and calm body	Johnny will use a calm, normal tone of voice when interacting with his peers during academic work groups	Johnny will increase the amount of time he remains in his seat with eyes focused on the teacher and/or work materials during academic assignments





# Marcus' Team Goals

## Broad Goals and Concerns

- Increase following directions
- Improve ability to accept changes
- Reduce tantrums
- Reduce verbal refusal/noncompliance
- Reduce leaving assigned area
- Long Term Goals: Be able to have friends, Keep calm

## Impact on School Experience:

- Terminated from previous school placement
- Ostracized by peers
- Frequently removed from classroom activities due to behavior
- Often disrupted completion of classroom routines

## Impact on Other Activities/Home:

- Limited trips in community, limited independence

# Marcus' Team Behaviors of Concern

## Team Behavioral Concerns

- Excessive crying at home
- Verbal protests and refusals, yelling, makes noises
- Once escalated/gets emotionally heightened
- Difficulty with emotional regulation
- Expresses frequent concerns about “missing events when not present”, “not being first”, “not having turn”
- Does not follow directions and expectations across routines
- Changes in schedule results in challenging behavior
- Behavior sometimes escalates to tantrums that include screaming, crying, noncompliance, falling to floor, aggression that last over 10 minutes



# Marcus' Target Behaviors and Routines

## Target Behaviors and Routines Selected

### Behaviors to decrease (*Problem Behavior*)

- Verbal Talk outs
- Verbal Refusals
- Tantrums

### Behaviors to increase (*Replacement Behavior*)

- Following Directions

### Selected Target Activities: Two Daily Circle Routines

Circle 1 Early Morning  
Circle 2 Late Morning



# Step 2. Functional Behavior Assessment

- Gather Information from multiple sources
- Team interviews, Direct observations, Data collected in classroom, Archival records, BIRs
- PTR Coach summarizes all information shares with team for feedback
- Team reaches consensus on behavior function and developing hypothesis statements –  
Function of Behavior
- Tools: *Functional Behavior Assessment PWPBS Interview*  
*Data Collection System for Classroom*  
*Summary of Direct Observation Data*  
*Functional Behavior Assessment Summary Table*



# Development of Individual Behavior Rating Scale (IBRST)

- Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
- Efficient and feasible for teacher use
- Provides data for decisions
- Prioritized and defined behaviors measured
- Can be used as a perceptual scale or to collect actual direct observational data
- Can collect frequency, duration, and/or intensity data all on one form
- Visually displays information



Target	Behavior Definitions for Circle
Challenging Behavior Decrease	<p><b><u>Verbal Protest/Refusal:</u></b> This behavior includes any verbal statement/comment/question that is loud in volume and considered to be a refusal, argumentative, challenging. Verbal protest/refusal responses may include but are not limited to the following statements: “No!”, “I am not doing that!” “I wasn’t...”, “I always want to...”, “I never...”, “I’m first!” “Don’t tell Mommy!” “Don’t spank me!” “Call on me!” Verbal protests may also include statements/comments or noises that are expressed using a loud voice level.</p> <p><b><u>RATING SCALE</u></b></p> <p>5= 100% of Circle time verbal protests/refusals were displayed during Circle 4= 75% of Circle time verbal protests/refusals were displayed during Circle 3= 50% of Circle time verbal protests/refusals were displayed during Circle 2= 25% of Circle time verbal protests/refusals displayed during Circle 1=0% of activity time No verbal protests/refusals displayed during Circle</p> <p>Tantrum behavior: When verbal protest/refusal escalates, and child engages in tantrum behavior. This includes screaming, crying, falling to floor, aggression against another or property. For any occurrence of tantrum teacher will record with a check <input type="checkbox"/></p>
Replacement Behavior Increase	<p><b><u>Following Directions:</u></b> This behavior includes child following expectations of the Circle activity or/and complying immediately with an instruction or demand given by the teacher/adult. This may include having eyes on material or teacher as instructed, using materials appropriately, following a demand within 20 seconds (i.e., "Time for clean-up, put toys in the bin" and child responds by starting to put Legos in bin quickly and appropriately).</p> <p><b><u>RATING SCALE</u></b></p> <p>5= During 100% of Circle time, child followed directions 4 = During 100% of Circle time, child followed directions 3= During 50% of Circle time, child followed directions 2= During 100% of Circle time, child followed directions 1= During 0% of Circle time, child followed directions</p>

Behavior Rating Scale 2-28

Student: M. Teacher: Ms. M/Ms. K. School: CA FishHawk

Target Routine: Morning Circle #1 or Morning Circle #2

Target Behavior	Date																		
Problem Behavior Verbal Protests/ Refusals	100% Activity	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4		4	4	4
	50% Activity	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2
	0% of Activity	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1
	TANTRUM Check Box	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Replacement Behavior Following Directions	100% Act ty	5	5	5	5	5		5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4		4	4	4	4	4	4	4	4	4	4	4	4
	50% Activity	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2
	0% of Activity	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1

Complete for daily Circle Routines #1 and #2  
 KEY: Rating Scale please see goals page for definition       = Please place a check in box for each day that a tantrum occurred

**Problem Behavior: Verbal protests/refusals**  
 5= 100% of activity time verbal protests/refusals were displayed during Circle  
 4= 75% of activity time verbal protests/refusals were displayed during Circle  
 3= 50% of activity time verbal protests/refusals were displayed during Circle  
 2= 25% of activity time verbal protests/refusals displayed during Circle  
 1= 0% of activity time No verbal protests/refusals displayed during Circle

**Replacement (Appropriate) Behavior: Following Directions**  
 5= During 100% of morning routine, child followed directions  
 4 = During 100% of morning routine, child followed directions  
 3= During 50% of morning routine, child followed directions  
 2= During 100% of morning routine, child followed directions  
 1= During 0% of morning routine, child followed direction





# PWPBS FBA interview (adapted)

Child \_\_\_\_\_ Responder \_\_\_\_\_ Date \_\_\_\_\_ Coach \_\_\_\_\_

**PWPBS FBA Interview: Prevent Component**

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

Morning     Breakfast     Snack     Arrival  
 Afternoon     Naptime     Lunch     Dismissal  
 Other: \_\_\_\_\_

1b. Are there *times of the school day* when problem behavior is *very unlikely* to occur? If yes, what are they?

Morning     Naptime  
 Afternoon     Arrival  
 Breakfast     Dismissal  
 Snack  
 Lunch  
 Other: \_\_\_\_\_

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

Eating Breakfast     Peer/cooperative work  
 Circle     Math  
 Table time     Large group work  
 Independent Activity     Playground/ Recess  
 Centers     Specials (specify) \_\_\_\_\_  
 Waiting in line     Riding the bus  
 Bathroom/Washing hands     Lunch  
 One-on-one     Discussions/Q&A  
 Free time     \_\_\_\_\_

**PWPBS FBA Interview: Teach Component**

1. Does the *problem behavior* seem to be exhibited in order to *gain attention from peers*?  
 Yes List the specific peers: \_\_\_\_\_  
 No

2. Does the *problem behavior* seem to be exhibited in order to *gain attention from adults*? If so, are there particular adults whose attention is solicited?  
 Yes List the specific adults: \_\_\_\_\_  
 No

3. Does the *problem behavior* seem to be exhibited in order to *obtain items or specific activities* (toys or games, materials, food) from peers or adults?  
 Yes List the specific items/activities: \_\_\_\_\_  
 No

4. Does the *problem behavior* seem to be exhibited in order to *delay a transition* from a preferred activity to a non-preferred activity?  
 Yes List the specific transitions: \_\_\_\_\_  
 No

5. Does the *problem behavior* seem to be exhibited in order to *terminate or delay* a non-preferred (difficult, boring, repetitive) task or activity?  
 Yes List the specific non-preferred tasks or activities: \_\_\_\_\_  
 No

6. Does the *problem behavior* seem to be exhibited in order to *get away from* a non-preferred classroom or adult?  
 Yes List the specific peers or adults: \_\_\_\_\_  
 No

**PWPBS FBA Interview: Reinforce Component**

1. What responses (**consequences**) typically occur after the child engages in the *problem behavior*? Identify the top 3-5 responses that adults or peers almost always do immediately after the child does the problem behavior.

Sent to sit out     Another teacher comes into classroom     Verbal reprimand  
 Removed from activity or area     Teacher comes into close proximity     threat lose activity/item  
 Head down     Peers removed from area     Stated rules/expectations  
 Sent to "calm" area     Told to say "sorry"     Physical prompt  
 Sent home     Gave personal space     Peer reaction  
 Sent to another teacher     Assistance given     Physical guidance  
 Calming/soothing     Physical restraint  
 Verbal redirect     Removal of reinforcers  
 Delay in activity     Natural consequences (Specify) \_\_\_\_\_  
 Activity changed    \_\_\_\_\_  
 Activity terminated

Other: \_\_\_\_\_

2. Does the child *enjoy praise* from teachers and other school staff? Does the child enjoy praise from some teachers more than others?  
 Yes List specific people: \_\_\_\_\_  
 No

3. What is the likelihood of the child's *appropriate behavior* (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?



# Summary of FBA Interviews for Marcus

<b>Time of Day:</b>	<b><i>Behaviors most likely to occur:</i></b> Morning, end of day	<b><i>Behaviors least likely to occur:</i></b> Arrival, Midday, Dismissal
<b>Activities:</b>	Transitions, Teacher directed activities, Afterschool care	1 to 1 time, Reading, Being a helper, Mealtime, Naptime
<b>Circumstances:</b>	Teacher attending to others, being corrected or redirected, Changes or Unpredictability, When he has to wait, Initiating play	Grandmother time
<b>Other Events:</b>	ADHD, recently transferred to preschool, anxiety	
	<b>Consequences that typically occur after behavior:</b> Assistance/Guidance, Verbal Redirect, Negotiation/ Debate, Calming/Soothing Interactions, 1 to 1, Removed from activities	<b>Possible Performance or Skill Concerns:</b> Ability to request attention appropriately Waiting for reinforcement Social-Emotional skills



# Step 3. Develop Hypothesis Statement

Statement of function of behavior *allows for development of linked specific support plan strategies*

- Description of the problem behavior
- Triggers of the problem behavior
- Purpose of the behavior
- Maintaining consequences



# Hypotheses Developed (Multiple Functions)

## ***Obtain Attention:***

- 1. Marcus will display problem behavior when teacher is attending to other children during structured activities.*
- 2. Marcus will display challenging behavior when he has to wait to be called upon during structured activities.*
- 3. Marcus will display challenging behavior when he is late or absent for specific activities at school and home.*

## ***Escape/Avoidance:***

*Marcus will display problem behavior when there is a change in schedule or an unpredictable situation in order to escape situation.*



## Step 4. Develop Behavior Support Plan: Essential Elements

- Identify at least one strategy for each component:
  - Prevent intervention – makes challenging behavior irrelevant
  - Teach intervention – makes challenging behavior unnecessary
  - Reinforce intervention – makes challenging behavior ineffective
- Develop a step-by-step plan to implement the intervention
- Develop a plan for coaching and implementation supports
- Develop a measure for fidelity of strategy implementation

# PTR Intervention Checklist


Prevention Interventions	Teaching Interventions	Reinforcement Interventions
Providing Choices	<b>**Replacement Behavior</b> ( <i>What appropriate behavior will be taught?</i> ) Functional Equivalent ___ Alternate Skill (desired) ___	<b>**Reinforce Replacement Behavior</b> ( <i>Write in the function of the problem behavior from the hypothesis</i> ) ** Function ` ___ Additional ___
Transition Supports		
Environmental Supports		
Curricular Modification (eliminating triggers)	Specific Academic Skills	** Discontinue Reinforcement of Problem Behavior
Stay Close (positive caring, comments)	Problem Solving Strategies	Group Contingencies (peer, teacher)
Classroom/Home Management	General Coping Strategies	Increase Ratio of + to – Responses
Increase Non-Contingent Reinforcement	Specific Social Skills	Home to School Reinforcement System
Setting Event Modification	Teacher/Parent Pleasing Behaviors	Delayed Gratification
Opportunity for Pro-Social Behavior (peer support)	Learning Skills Strategies	
Peer Modeling or Peer Reinforcement	Self-Management (self-monitoring)	
	Independent Responding	
	Increased Engaged Time	
Does the severity or intensity of the child's problem behavior pose a threat to self or others? Yes No		
If yes, is a crisis intervention plan needed? Yes No		

# Marcus' Behavior Support Plan

<u>Prevention Strategies</u>	<u>Teaching Strategies</u>	<u>Reinforcement Strategies</u>
<ul style="list-style-type: none"> <li>✓ <b>Provide Choices:</b> Provide choices of preferred people, tasks, or activities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Provide a peer buddy as role model:</b> Pair with a buddy to practice social interactions and cooperative activities. Peer can also serve as role model for expectations and provide redirection.</li> </ul>	<p><i>When challenging behavior occurs:</i></p> <ul style="list-style-type: none"> <li>✓ <b>Planned Ignoring:</b> <i>Minimize eye contact, verbal interactions, close proximity, provide periodic redirect to expected behavior.</i></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Helper at Book Center:</b> pair up with preferred peer at book center that he can read to.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Teach M to raise hand consistently:</b> Provide teaching prompting and reinforcement when M raises hand appropriately.</li> </ul>	<p><i>When appropriate behavior occurs:</i></p> <ul style="list-style-type: none"> <li>✓ <b>Provide Specific descriptive feedback and physical affection ("Snugs").</b></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Address any changes in schedule</b> or expectations to help reduce lack of predictability and anxiety. Provide labels for feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Self-monitoring:</b> Use self monitoring visual This will help M to increase recognition of when he is using a loud voice or talking out. Every 3 minutes with quiet voice he can earn a snuggle.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Good Behavior Certificate.</b> This provides way to get praise at school and home.</li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Visual Supports:</b> Provide a visual schedule to assist with predictability and steps of routine. Bathroom Routine, Circle</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Teach Self regulation skills for how to accept changes</b> Provide explicit statements task to M about when activity will start again "We will finish story tomorrow" (bookmark).</li> <li>✓ <b>Teach Self regulation coping skills:</b> Use technique of "Throwing out the noises" Teach him positive self talk: "It's okay" statements</li> </ul>	
<ul style="list-style-type: none"> <li>✓ <b>Engage in conversations</b> with M about when he is doing well and about how "we all miss out on some things and it is okay."</li> </ul>		




# Marcus' Self-Monitoring Chart




## Quiet Voice Circle Time Chart







Reward  
Choice



EARN 3  =REWARD CHOICE

Earn a  For each 5 minutes of QUIET VOICE



<p><b>Quiet Voice:</b></p> <ul style="list-style-type: none"> <li>- Without Rude Noises</li> <li>- Without Disrespectful Noises</li> <li>- Without Loud Voice</li> </ul>	 <p>1. YES ___</p>	 <p>2. YES ___</p>	 <p>3. YES ___</p>
<p><b>Quiet Voice:</b></p> <ul style="list-style-type: none"> <li>- Without Rude Noises</li> <li>- Without Disrespectful Noises</li> <li>- Without Loud Voice</li> </ul>	 <p>1. YES ___</p>	 <p>2. YES ___</p>	 <p>3. YES ___</p>

- Prevention Component:** Behavior expectation visual 3 target behaviors, visual timer
- Teach: (Replacement Skill):** Teach to wait for attention (self-monitor, 5 minute increments)
- Teach:** Self-regulation Wait and tolerate delay in obtaining attention, accepting changes
- Reinforcement:** Earn choice of reward- contingent on behavior
- Predictability:** Received a “snug” every time earned a check





# Coaching and Implementation Supports for Plan

Coaching-Behavior Skills Training

Active coaching in classroom

Scripts

Reciprocal exchange of supportive/constructive feedback

Ongoing evaluation, progress monitoring

## Script for using First-Then Visual

Show and review First-Then Visual when M comes into classroom in the morning to reduce verbal protests and reduce verbal debating about expectations and classroom behavior. This will also help with predictability.

1. Have First-Then visual out and ready when M is instructed to start transition or given demand.
2. Prior to the start of academic transitions show and review the First-Then visual with M. Describe what each photo represents for each activities and what A can earn. When reviewing the First-Then visual pointing to each photo as well.
3. Let M know that if she “follows the rules” (review expectations), he can earn a hug (Circle, Centers, Small Group). Also, describe that he can earn “Snugs” if he follows the expectations after specific activity.
4. Provide a statement at the start of each activity of what she can earn after activity if she follows directions *Example: “M we are going to start snack now. First, I need you to get your snack, and walk over to table and sit. **First** snack and sit, **Then** you can earn a big hug and I will be so proud of you!*
5. Use the **First-Then** verbiage when redirecting and prompting if M is not following directions. DO NOT have conversation, extra attention, eye contact until G is following direction. This will teach her that verbal protests no longer maintain attention and reduce the effectiveness of her gaining attention for verbal protest. Once M displays any appropriate behavior praise him and prompt again what expectation is. Have First-Then visual visible during activities.

*Example: “M, remember, (pointing to First-Then visual) you have to show good behavior and follow the rules during \_\_\_. Review rules and say, “First follow directions during snack, then you can get a big hug and be my helper!”*



# Step 5: Implementing, Monitoring, Evaluating Outcomes

*Is it working?*

- Daily ratings of behavior
- Continuous progress monitoring
  - IBRST
  - Other data collection forms

*Is it being implemented consistently and accurately?*

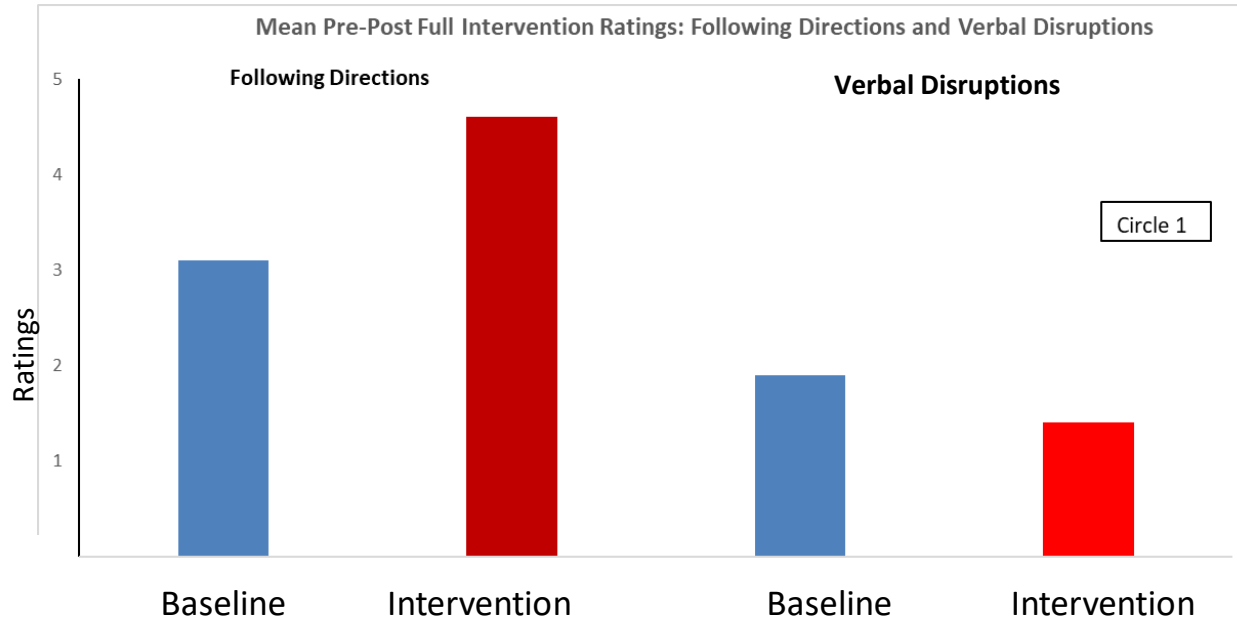
- Fidelity ratings

*Do we need more data?*

*Does the plan need to be modified or expanded?*

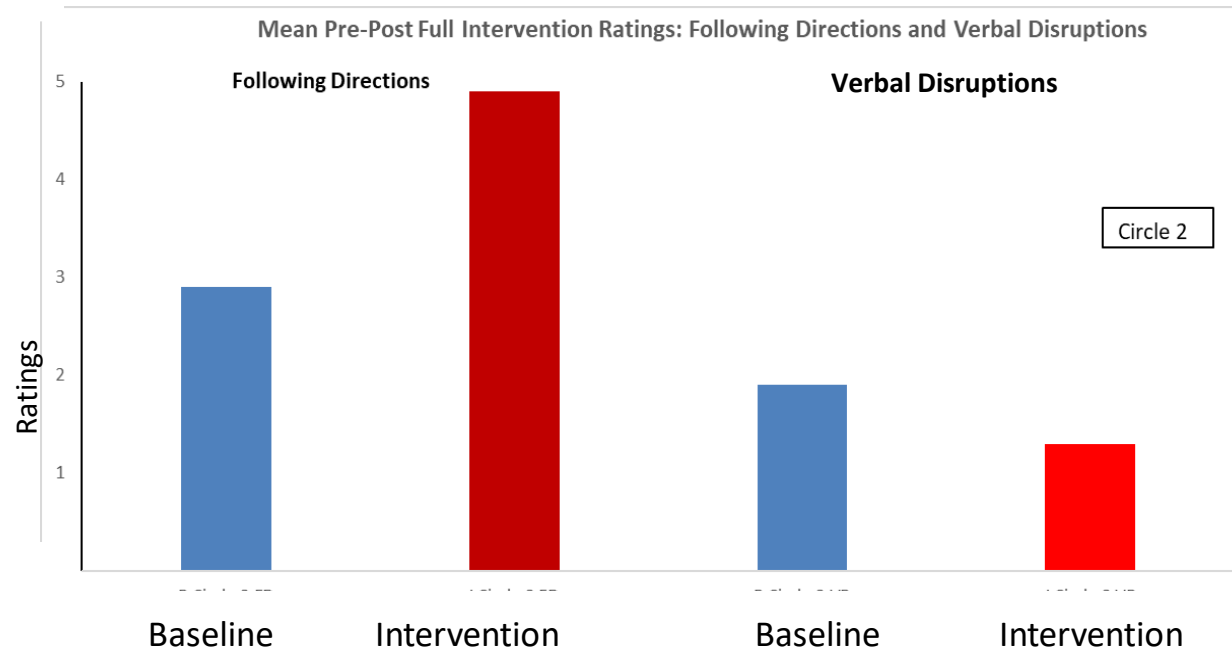
- Plan for generalization and maintenance

# Marcus' IBRST Baseline and Intervention Data for Following Directions and Verbal Disruptive Behavior



## Following Directions Scale

- 5= During 100% of routine, child followed directions
- 4 = During 75% of routine, child followed directions
- 3= During 50% of routine, child followed directions
- 2= During 25% of routine, child followed directions
- 1= During 0% of routine, child followed direction



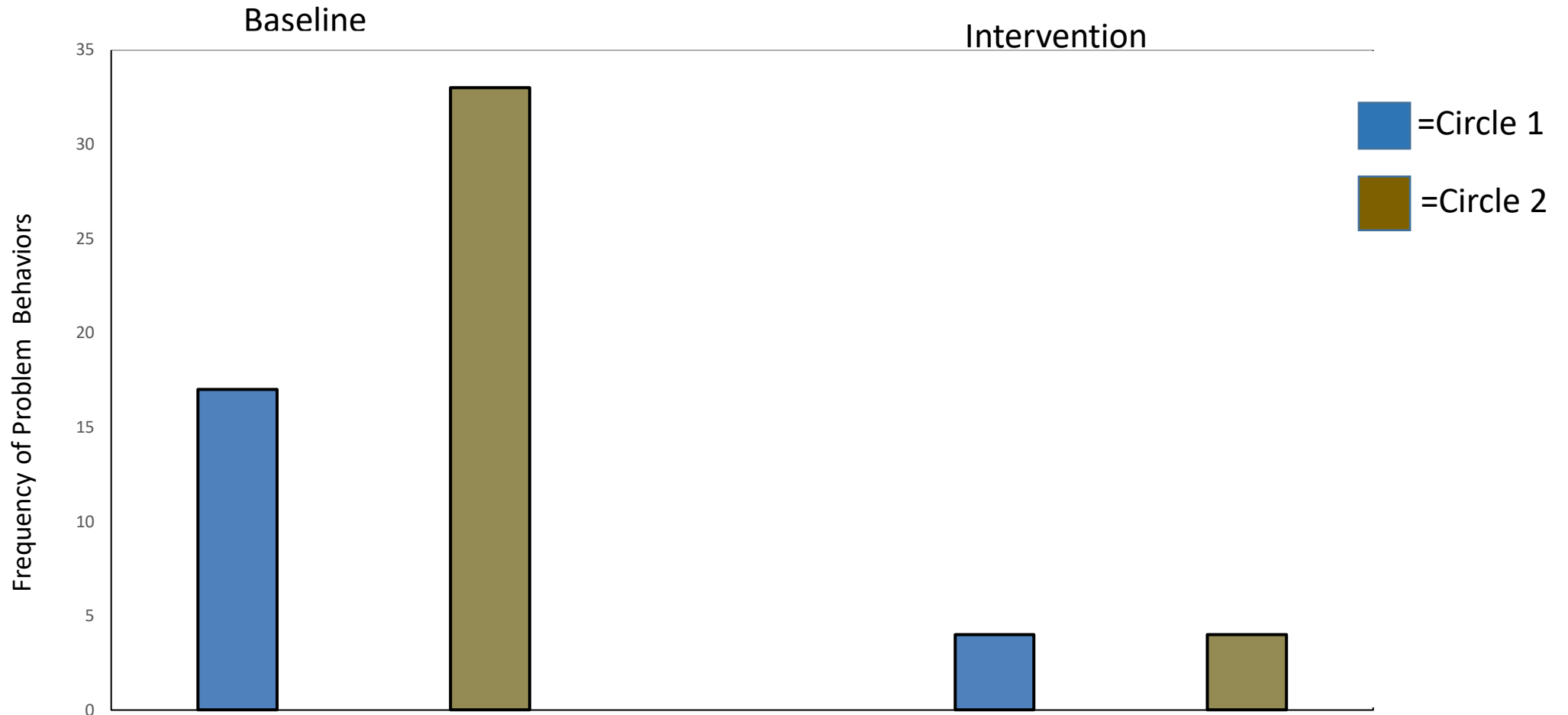
## Verbal Disruption Scale

- 5= 100% of routine verbal protests/disruptions displayed
- 4= 75% of routine verbal protests/disruptions displayed
- 3= 50% of routine verbal protests/disruptions displayed
- 2= 25% of routine verbal protests/disruptions displayed
- 1= 0% of routine No verbal protests/disruptions displayed



# Direct Observation Probe Data

Frequency of Verbal Disruptions Observed During Circle 1 and Circle 2





# Reported School and Family Outcomes for Marcus

## Perspectives of Home-School Team: Impacts on Marcus' quality of life

### School Improvements:

- Friendships improved
- Increased independence
- Higher level of on-task behavior
- Reduction in negative peer interactions
- Improved affect
- Improvement in accepting change and consequences
- More relaxed, improved self regulation
- Spontaneously raised hand to gain attention

### Home Improvements:

- Talks about friends in conversation
- Greater independence home routines
- Accepted changes in dad's schedule
- Request attention appropriately
- Better relationship with older brother

# Generalization of Strategies for Marcus in Community

		<p><b>What happens if:</b>  <i>Raining</i>  <i>Ride Closed</i>  <i>Long Wait</i> </p> <p><u><b>Pick another Choice and Take Turns</b></u> </p>			
Turn 1. <b>Mar</b>	Turn 2. <b>Tad</b>	Turn 3. <b>Mar</b>	Turn 4. <b>Tad</b>	Turn 5. <b>Mar</b>	Turn 6. <b>Tad</b>
<b>Mar's Ride Choices</b>					
<b>Tad's Ride Choices</b>					



# Social Validation Measures: Home Team Members

Mom.

**PWPBS Tier 3 Support Satisfaction Survey**  
 \*Tier 3 refers to the process of developing an individualized behavior support plan for a child.

Questions	Ratings: 1=Not at all 2=Slightly 3=Somewhat 4=Very Much 5=Greatly				
1. Was the Tier 3 teaming process with school and home members helpful?	1	2	3	4	5
2. Did the Tier 3 process address areas of concern?	1	2	3	4	5
3. Were the procedures (completing rating scales, interviews, meetings to brainstorm) help to address areas of concern?	1	2	3	4	5
4. Were the procedures (completing rating scales, interviews, meetings to brainstorm) easy to complete?	1	2	3	4	5
5. Were the Tier 3 PWPBS coaches knowledgeable and helpful in sharing information about the process and guiding team?	1	2	3	4	5
6. Were the intervention strategies developed by the team easy to implement?	1	2	3	4	5
7. Were the intervention strategies developed by the team effective in addressing areas of concern?	1	2	3	4	5
8. Would you participate in and/or recommend the Tier 3 process to other teachers?	1	2	3	4	5
9. What is your overall satisfaction with the Tier 3 services provided?	1	2	3	4	5
If you marked below a "3" for any questions please share how process may be improved:					
Additional Comments:					

Grandmother

**PWPBS Tier 3 Support Satisfaction Survey**  
 \*Tier 3 refers to the process of developing an individualized behavior support plan for a child.

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If you marked below a "3" for any questions please share how process may be improved:					
Additional Comments:					

# Social Validation Measures: School Team Members

Teacher Manq

**PWPBS Tier 3 Support Satisfaction Survey**  
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9. What is your overall satisfaction with the Tier 3 services provided?	1	2	3	4	5
If you marked below a "3" for any questions please share how process may be improved:					
Additional Comments: Thank you for all the guidance and support.					

Thank you for completing!

Teacher Karla

**PWPBS Tier 3 Support Satisfaction Survey**  
 \*Tier 3 refers to the process of developing an individualized behavior support plan for a child.

Questions	Ratings: 1=Not at all 2= Slightly 3= Somewhat 4=Very Much 5=Greatly				
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If you marked below a "3" for any questions please share how process may be improved:					
Additional Comments: Thank you for your support.					

# School Team Impressions



Program-Wide  
Positive Behavior Support

**Power  
of  
Positive Behavior Supports**





Main message - addressing challenging behaviors through teaming, understanding, teaching, and prevention, modifying responses

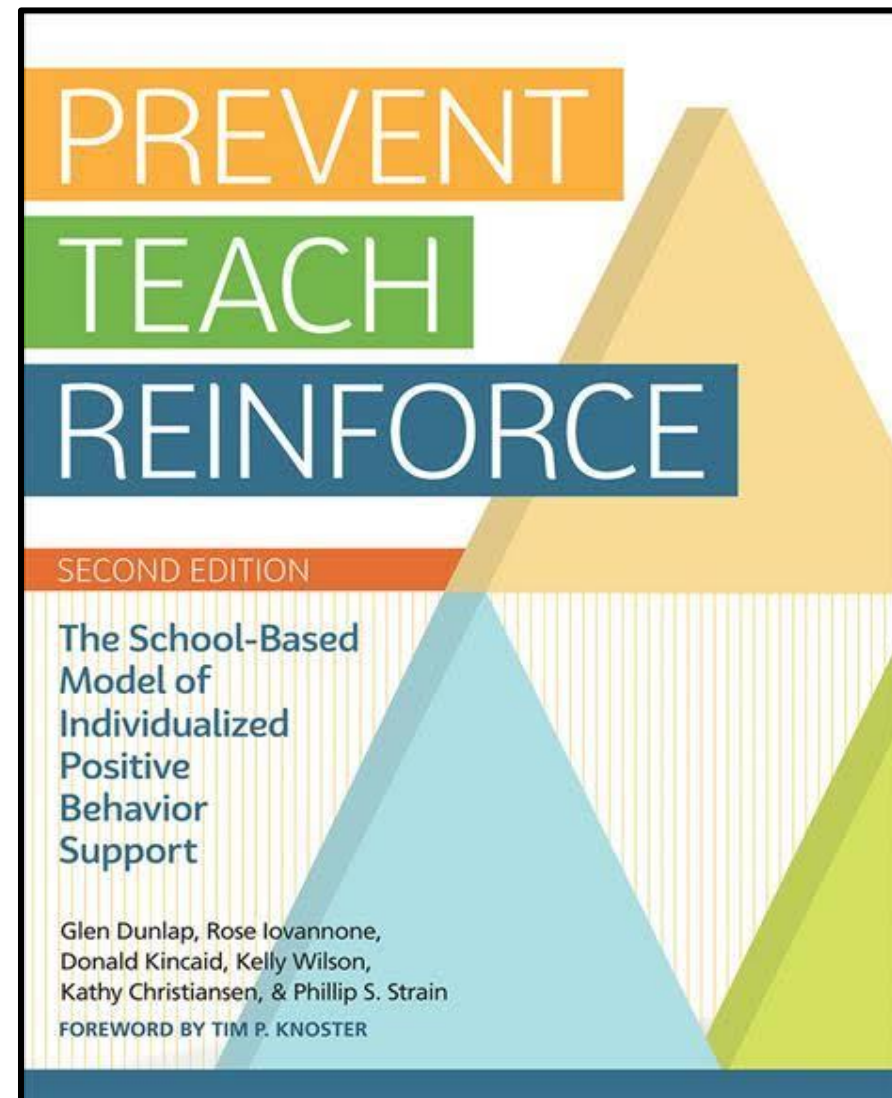
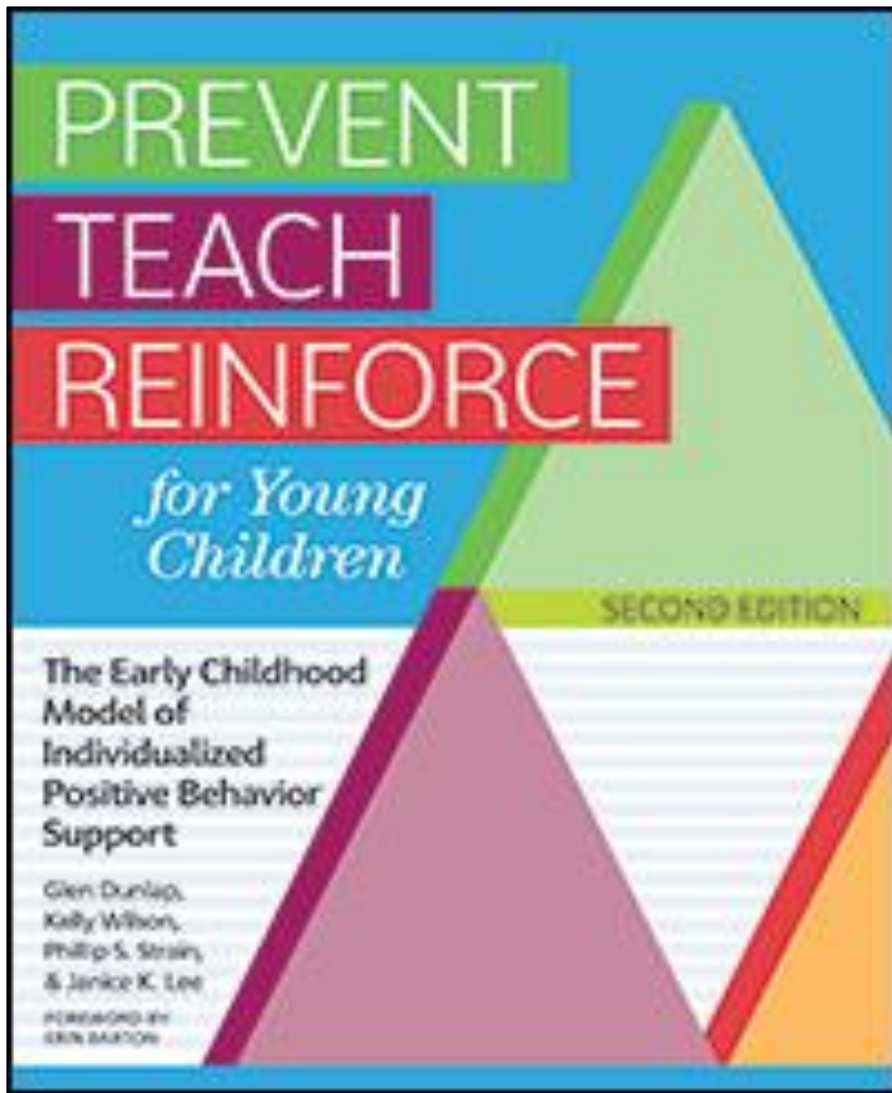


We wish to acknowledge the members of Marcus' Home-School PTR Team!

# Questions?







- <https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P1328.aspx>
- <https://products.brookespublishing.com/Prevent-Teach-Reinforce-P1085.aspx>

# Routine-Based Support Guide



## CIRCLE TIME

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 is bored or doesn't like circle (wants to get out of circle)	<ul style="list-style-type: none"> <li>Give the child a "job" during circle</li> <li>Embed preferences into circle</li> <li>Use <b>circle mini schedule</b> to show when favorite circle activities will occur</li> <li>Give choices (on a <b>visual choice board</b>, if needed) (<b>see Sample Visuals</b>): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments)</li> <li>Praise for participating</li> <li>Have the child sit front and center, directly facing teacher</li> <li>Have adult sit near and encourage with whispers/touches</li> <li>Arrange circle with little-to-no "escape" route for the child</li> <li>Include "hands-on" activities</li> <li>Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>Catch the child just as he/she is about to get up and prompt to use the replacement skill, or for example, you could prompt the child to say, "all done"; if needed, use hand-over-hand assistance to help with signing "all done"; then let the child leave circle for alternative activity</li> <li>Re-cue to look at <b>circle mini schedule</b> for upcoming "fun activity"</li> <li>Ignore inappropriate behavior, and praise those participating</li> </ul>	<ul style="list-style-type: none"> <li>Teach child how to say he/she is "all done" with the activity (verbally, sign language, and/or <b>with a picture</b>)</li> <li>Teach the child how to sit and attend for longer periods of time once the child learns the skill above</li> <li>Teach child how to follow <b>circle mini schedule</b></li> <li>Teach child to make choices</li> </ul>
<ul style="list-style-type: none"> <li>More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>Consider offering circle without the expectation that all children will participate. The toddler will let you know when he or she is developmentally ready to participate in large group activities</li> <li>Make your circle group time smaller by dividing the class and having two teachers run two separate groups (however, be prepared that toddlers still might choose to not participate)</li> <li>Circle for toddlers should be very brief. Make sure you only persist in presenting circle time activities if the majority of children are engaged</li> <li>Encourage the child to sit near a friend or in the lap of an adult</li> <li>Provide activities that are "hands on" by using toys, materials, pictures, and movement</li> <li>Give choices on whether to sit on the floor or in a beanbag chair; be flexible about where and how children sit (or even if they should sit)</li> <li>Provide activities and materials with high preference or interest</li> </ul>	<ul style="list-style-type: none"> <li>Ask the child who becomes restless or disruptive after circle begins if he or she is "all done". Encourage the child to respond with a gesture or head shake and then allow child to leave circle</li> <li>Validate child's feeling "I think you are telling me you are all done" and then support child to leave activity.</li> <li>Use distraction as child is about to get up by diverting child's attention with an interesting activity or object</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to signal with a gesture "all done" (e.g., shake head or wave hand) or respond to the question of "Are you all done?"</li> <li>Teach child how to interact with or explore materials (e.g., showing how toys and other things are best used)</li> <li>Teach child to understand the routine by consistently following the sequence of the routine and helping child follow through with circle time routine</li> <li>Teach child to interact with peers through demonstration</li> </ul>

[https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC\\_RoutineBasedSupportGuide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf)





# Family Routine Guide



## Family Routine Guide Snapshots

**Problem:** Your child does not want to have quiet time.



**Directions:** Choose one strategy from each column to try (2 strategies total).

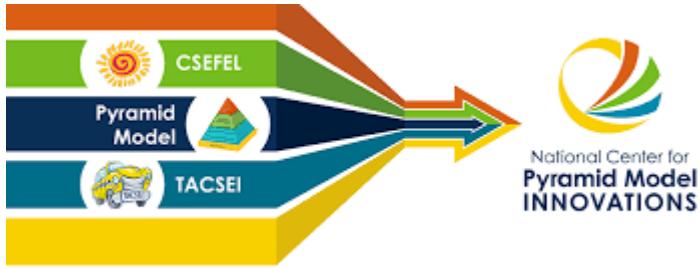
Before	During
How can I prevent challenging behavior?	What can I do when challenging behavior occurs?
<ul style="list-style-type: none"> <li>• <b>Establish a bedtime routine</b> that includes quiet time. Be sure the routine includes a preferred activity right after quiet time.</li> <li>• <b>Set a goal based on time.</b> - "Let's have 5 minutes (set a timer) of quiet time, then we will (preferred activity)."</li> <li>• <b>Provide a choice of quiet activities</b> (picture books, puzzles) that include your child's specific interests.</li> <li>• <b>Make a quiet time activity with your child.</b></li> <li>• <b>Create a quiet time space</b> that is comfortable and located away from loud areas.</li> <li>• <b>Praise your child when he or she has a successful quiet time!</b> Tell your child he or she can have extra time with (preferred activity).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make sure your child is not distracted by others or activities going on during quiet time.</b></li> <li>• <b>Review the bedtime routine using first/then language.</b> - "First we will finish quiet time, then we will (preferred activity)."</li> <li>• <b>Remind your child of the goal.</b> Show your child the timer. - "Look! Time is almost up. Only one more minute of quiet time, then (preferred activity)."</li> <li>• <b>Validate your child's feelings and provide support.</b> - "I know having quiet time is hard. It's hard for me too, but it makes feel better! Let me show you what I do during quiet time."</li> </ul> <p>If challenging behavior continues after trying one of the above strategies, <b>"provide a clear direction</b> (e.g., quiet voice) <b>and ignore"</b> challenging behavior. <b>"If challenging behavior is dangerous, do not ignore."</b></p>

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. L., Fox, L., & Kwang-Sun Blair (2009). Creating teaching tools for young children with challenging behavior (2nd edition). Tampa, Florida: University of South Florida.



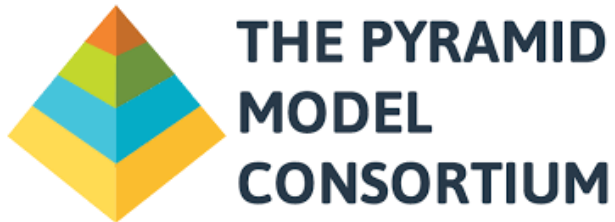
This product was provided to you by the Education, Innovation & Research Grant (EIR), an activity supported by Metro -Nashville Public Schools and funded with federal funds.

# National Centers Resources



National Center for Pyramid Model Innovation

[www.challengingbehavior.org](http://www.challengingbehavior.org)



The Pyramid Model Consortium

<http://www.pyramidmodel.org/>



# Contact Information

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Thank you!

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