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

Mara “Shelley” Clarke and Anna Winneker

20th International Conference on Positive Behavior Support, Jacksonville, Florida 2023
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

- 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

- Leadership Team
- Staff Buy-In
- Family Engagement
- Program-Wide Expectations
- Procedural for Responding to Challenging Behavior
- Continuous Professional Development & Classroom Coaching
- Data Decision-Making Examining Implementation and Outcomes
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
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
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?

Intensity/Severity – Danger/How long it lasts

Frequency – How often

Persistence – Continues over time

By now, I would expect Paul to 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

Essential Components of Team

- Family involvement
- All perspectives valued
- Team establishes goals
- Equity of task distribution
- Consensus decision-making
- Ongoing problem-solving
- Identify and recognize each person’s resources, talents, and skills
- All perspectives valued
- Family involvement
- Team establishes goals
- Equity of task distribution
- Consensus decision-making
- Ongoing problem-solving
- Identify and recognize each person’s resources, talents, and skills
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
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**

<table>
<thead>
<tr>
<th>MS Agenda for PTR Home-School Team Meeting: 2/4/21 6:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items to discuss</strong></td>
</tr>
<tr>
<td><strong>Welcome team members:</strong> Mom. Grandma, Director, Teachers</td>
</tr>
<tr>
<td><strong>MS Check in:</strong></td>
</tr>
<tr>
<td><strong>MS Successes:</strong></td>
</tr>
<tr>
<td><strong>MS Classroom:</strong></td>
</tr>
<tr>
<td><strong>MS Strengths Preferences:</strong></td>
</tr>
<tr>
<td><strong>MS Team Short Term Goals:</strong></td>
</tr>
<tr>
<td><strong>Behaviors of Concern:</strong></td>
</tr>
<tr>
<td><strong>Home</strong></td>
</tr>
<tr>
<td><strong>MS Check in:</strong></td>
</tr>
<tr>
<td><strong>MS Successes:</strong></td>
</tr>
<tr>
<td><strong>Preferred Method of Communication:</strong></td>
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<tr>
<td><strong>Observation Date:</strong></td>
</tr>
<tr>
<td><strong>Next Meeting:</strong></td>
</tr>
</tbody>
</table>
### Build Collaborative Team - Establish Rapport

#### Child Strengths and Preferences

<table>
<thead>
<tr>
<th>Child Strengths</th>
<th>Home</th>
<th>School</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Child Preferences</th>
<th>Home</th>
<th>School</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Social</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnny will communicate his wants and needs in an age-appropriate manner</td>
<td>Johnny will demonstrate age-appropriate social skills to maintain friends</td>
<td>Johnny will increase task engagement time during academic activities</td>
</tr>
<tr>
<td><strong>Decrease</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnny will decrease screaming, kicking furniture, and/or people, and throwing objects to express his wants and needs</td>
<td>Johnny will reduce the number of times he screams at and/or throws objects toward other children during group assignments</td>
<td>Johnny will decrease screaming and throwing work materials during academic instruction</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnny will verbally express his wants and needs in the classroom by using an inside voice and calm body</td>
<td>Johnny will use a calm, normal tone of voice when interacting with his peers during academic work groups</td>
<td>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</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Target</th>
<th>Behavior Definitions for Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging Behavior</td>
<td><strong>Verbal Protest/Refusal:</strong> 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. <strong>RATING SCALE</strong> 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</td>
</tr>
<tr>
<td>Target Behavior</td>
<td>Date</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Problem Behavior: Verbal Protests/Refusals</strong></td>
<td>100% Activity</td>
</tr>
<tr>
<td></td>
<td>50% Activity</td>
</tr>
<tr>
<td></td>
<td>0% of Activity</td>
</tr>
<tr>
<td><strong>Replacement Behavior: Following Directions</strong></td>
<td>100% Activity</td>
</tr>
<tr>
<td></td>
<td>50% Activity</td>
</tr>
<tr>
<td></td>
<td>0% of Activity</td>
</tr>
</tbody>
</table>

**Complete for daily Circle Routines #1 and #2**

**KEY:** Rating Scale please see goals page for definition

- **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

- □ = Please place a check in box for each day that a tantrum occurred
### PWPBS FBA Interview: Prevent Component

1. 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: __________

2. Are there specific activities when problem behavior is very likely to occur? If yes, what are they?
   - Eating Breakfast: __________   Peer/cooperative work: __________
   - Circle: __________   Table time: __________   Math: __________
   - Independent Activity: __________   Large group work: __________
   - Centers: __________   Playground/Recess: __________
   - Waiting in line: __________   Specials (specify): __________
   - Bathroom/Washing hands: __________   Riding the bus: __________
   - One-on-one: __________   Lunch: __________   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 the 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, 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 or 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, 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:

### PWPBS FBA Interview: Reinforce Component

1. What responses (consequences) typically occur after the child engages in the problem behavior? If yes, what are they?
   - Sent to sit out: __________   Another teacher comes into classroom: __________
   - Removed from activity or area: __________   Verbal reprimand: __________
   - Teacher comes into close proximity: __________   Stated rules/expectations: __________
   - Peers removed from area: __________   Head down: __________
   - Told to say "sorry": __________   Physical prompt: __________
   - Gave personal space: __________   Peer reaction: __________
   - Assistance given: __________   Physical guidance: __________
   - Sent to another teacher: __________   Physical restraint: __________
   - Calming/soothing: __________   Natural consequences (Spontaneous): __________
   - Verbal redirect: __________   Delay in activity: __________
   - Activity changed: __________   Removal of reinforcers: __________
   - Activity terminated: __________

Other: __________

2. Does the child enjoy praise from teachers and other school staff? Does the child enjoy praise from 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; success performance) resulting in acknowledgment or praise from teachers or other school staff?
### Summary of FBA Interviews for Marcus

<table>
<thead>
<tr>
<th>Time of Day:</th>
<th>Behaviors most likely to occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Morning, end of day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Behaviors least likely to occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrival, Midday, Dismissal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circumstances:</th>
<th>Consequences that typically occur after behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher attending to others, being corrected or redirected, Changes or Unpredictability, When he has to wait, Initiating play</td>
<td>Assistance/Guidance, Verbal Redirect, Negotiation/ Debate, Calming/Soothing Interactions, 1 to 1, Removed from activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Events:</th>
<th>Possible Performance or Skill Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD, recently transferred to preschool, anxiety</td>
<td>Ability to request attention appropriately</td>
</tr>
<tr>
<td>Grandmother time</td>
<td>Waiting for reinforcement</td>
</tr>
<tr>
<td></td>
<td>Social-Emotional skills</td>
</tr>
</tbody>
</table>
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
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.

- 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

<table>
<thead>
<tr>
<th>Prevention Interventions</th>
<th>Teaching Interventions</th>
<th>Reinforcement Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing Choices</td>
<td><strong>Replacement Behavior</strong> <em>(What appropriate behavior will be taught?)</em></td>
<td><strong>Reinforce Replacement Behavior</strong> <em>(Write in the function of the problem behavior from the hypothesis)</em></td>
</tr>
<tr>
<td>Transition Supports</td>
<td>Functional Equivalent ___</td>
<td><strong>Function `___</strong></td>
</tr>
<tr>
<td>Environmental Supports</td>
<td>Alternate Skill (desired) ___</td>
<td>Additional ___</td>
</tr>
<tr>
<td>Curricular Modification (eliminating triggers)</td>
<td>Specific Academic Skills</td>
<td><strong>Discontinue Reinforcement of Problem Behavior</strong></td>
</tr>
<tr>
<td>Stay Close (positive caring, comments)</td>
<td>Problem Solving Strategies</td>
<td>Group Contingencies (peer, teacher)</td>
</tr>
<tr>
<td>Classroom/Home Management</td>
<td>General Coping Strategies</td>
<td>Increase Ratio of + to – Responses</td>
</tr>
<tr>
<td>Increase Non-Contingent Reinforcement</td>
<td>Specific Social Skills</td>
<td>Home to School Reinforcement System</td>
</tr>
<tr>
<td>Setting Event Modification</td>
<td>Teacher/Parent Pleasing Behaviors</td>
<td>Delayed Gratification</td>
</tr>
<tr>
<td>Opportunity for Pro-Social Behavior (peer support)</td>
<td>Learning Skills Strategies</td>
<td></td>
</tr>
<tr>
<td>Peer Modeling or Peer Reinforcement</td>
<td>Self-Management (self-monitoring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Responding</td>
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<tr>
<td></td>
<td>Increased Engaged Time</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>Teaching Strategies</th>
<th>Reinforcement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Provide Choices:</td>
<td>✓ Provide a peer buddy as role model:</td>
<td>When challenging behavior occurs:</td>
</tr>
<tr>
<td>Provide choices of preferred people, tasks, or activities.</td>
<td>Pair with a buddy to practice social interactions and cooperative activities. Peer can also serve as role model for expectations and provide redirection.</td>
<td>✓ Planned Ignoring: Minimize eye contact, verbal interactions, close proximity, provide periodic redirect to expected behavior.</td>
</tr>
<tr>
<td>✓ Helper at Book Center:</td>
<td>✓ Teach M to raise hand consistently:</td>
<td>When appropriate behavior occurs:</td>
</tr>
<tr>
<td>pair up with preferred peer at book center that he can read to.</td>
<td>Provide teaching prompting and reinforcement when M raises hand appropriately.</td>
<td>✓ Provide Specific descriptive feedback and physical affection (“Snugs”).</td>
</tr>
<tr>
<td>✓ Address any changes in schedule or expectations to help reduce lack of predictability and anxiety. Provide labels for feelings.</td>
<td>✓ Self-monitoring: 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.</td>
<td></td>
</tr>
<tr>
<td>✓ Visual Supports:</td>
<td>✓ Teach Self regulation skills for how to accept changes Provide explicit statements task to M about when activity will start again “We will finish story tomorrow” (bookmark).</td>
<td></td>
</tr>
<tr>
<td>Provide a visual schedule to assist with predictability and steps of routine. Bathroom Routine, Circle</td>
<td>✓ Teach Self regulation coping skills: Use technique of “Throwing out the noises” Teach him positive self talk: “It’s okay” statements</td>
<td>Good Behavior Certificate. This provides way to get praise at school and home.</td>
</tr>
<tr>
<td>✓ Engage in conversations with M about when he is doing well and about how “we all miss out on some things and it is okay.’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Marcus’ Self-Monitoring Chart

<table>
<thead>
<tr>
<th>Quiet Voice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Without Rude Noises</td>
</tr>
<tr>
<td>- Without Disrespectful Noises</td>
</tr>
<tr>
<td>- Without Loud Voice</td>
</tr>
</tbody>
</table>

**Earn a** Yes for each 5 minutes of QUIET VOICE

**Reward Choice**

**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
Verbal Disruptions Ratings

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 verbal protests/disruptions displayed

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 verbal protests/disruptions displayed

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

Baseline Intervention Baseline Intervention

Mean Pre-Post Full Intervention Ratings: Following Directions and Verbal Disruptions

Circle 1

Circle 2

Following Directions

Baseline Intervention

Verbal Disruptions

Baseline Intervention

Program-Wide Positive Behavior Support
Direct Observation Probe Data
Frequency of Verbal Disruptions Observed During Circle 1 and Circle 2

- Baseline
- Intervention

Frequency of Problem Behaviors

- Blue = Circle 1
- Brown = 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

#### What happens if:
- Raining
- Ride Closed
- Long Wait

**Pick another Choice and Take Turns**

|-------------|-------------|-------------|-------------|-------------|-------------|

<table>
<thead>
<tr>
<th>Mar’s Ride Choices</th>
<th>Tad’s Ride Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Mar’s Ride 1" /></td>
<td><img src="image2.png" alt="Tad’s Ride 1" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Mar’s Ride 2" /></td>
<td><img src="image4.png" alt="Tad’s Ride 2" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Mar’s Ride 3" /></td>
<td><img src="image6.png" alt="Tad’s Ride 3" /></td>
</tr>
</tbody>
</table>
### PWPS Tier 3 Support Satisfaction Survey

*Tier 3 refers to the process of developing an individualized behavior support plan for a child.*

#### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ratings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the Tier 3 teaming process with school and home members helpful?</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did the Tier 3 process address areas of concern?</td>
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</tr>
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<td>6. Were the intervention strategies developed by the team easy to implement?</td>
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</tr>
<tr>
<td>7. Were the intervention strategies developed by the team effective in addressing areas of concern?</td>
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</tr>
<tr>
<td>8. Would you participate in and/or recommend the Tier 3 process to other teachers?</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. What is your overall satisfaction with the Tier 3 services provided?</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

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

**Additional Comments:**
### Social Validation Measures: School Team Members

#### PWBS Tier 3 Support Satisfaction Survey

*Tier 3 refers to the process of developing an individualized behavior support plan for a child.*

<table>
<thead>
<tr>
<th>Questions</th>
<th>1: Not at all</th>
<th>2: Slightly</th>
<th>3: Somewhat</th>
<th>4: Very Much</th>
<th>5: Greatly</th>
</tr>
</thead>
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<td>5</td>
</tr>
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<td>5</td>
</tr>
</tbody>
</table>

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.

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**Teacher Hang**

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**Teacher Karia**

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[Additional comments from Teacher Karia regarding PWBS Tier 3 Support Satisfaction Survey]
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

<table>
<thead>
<tr>
<th>Why might the child be doing this?</th>
<th>What can I do to prevent the problem behavior?</th>
<th>What can I do if the problem behavior occurs?</th>
<th>What new skills should I teach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is bored or doesn’t like circle (wants to get out of circle)</td>
<td>Give the child a &quot;job&quot; during circle</td>
<td>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, &quot;all done&quot;; if needed, use hand-over-hand assistance to help with signing &quot;all done&quot;; then let the child leave circle for alternative activity</td>
<td>Teach the child how to say he/she is &quot;all done&quot; with the activity (verbally, sign language, and/or with a picture)</td>
</tr>
<tr>
<td></td>
<td>Embed preferences into circle</td>
<td></td>
<td>Teach the child how to sit and attend for longer periods of time once the child learns the skill above</td>
</tr>
<tr>
<td></td>
<td>Use circle mini schedule to show when favorite circle activities will occur</td>
<td></td>
<td>Teach the child how to follow circle mini schedule</td>
</tr>
<tr>
<td></td>
<td>Give choices (on a visual choice board, if needed) (see Sample Visuals): where to sit, sing, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments)</td>
<td></td>
<td>Teach child to make choices</td>
</tr>
<tr>
<td></td>
<td>Praise for participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have the child sit front and center, directly facing teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have adult sit near and encourage with whispers/touches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange circle with little-to-no escape route for the child</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Include &quot;hands-on&quot; activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Predict when the child might use challenging behavior and prompt the child to say/gesture &quot;all done&quot; prior to use of challenging behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More Strategies for Toddlers and Developmentally Young Children

- 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.
- 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 hide/decide to participate). Circle for toddlers should be very brief. Make sure you only persist in presenting circle time activities if the majority of children are engaged.
- Encourage the child to sit near a friend or in the lap of an adult.
- Provide activities that are "hands on" by using toys, materials, pictures, and movement.
- Give choices on whether to sit on the floor or in a bean bag chair; be flexible about where and how children sit (or even if they should sit).
- Provide activities and materials with high preference or interest.
- 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.
- Validate child's feeling "I think you are telling me you are all done" and then support child to leave activity.
- Use distraction as child is about to get up by diverting child's attention with an interesting activity or object.
- 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?"
- Teach child how to interact with or explore materials (e.g., showing how toys and other things are best used).
- Teach child to understand the routine by consistently following the sequence of the routine and helping child follow through with circle time routine.
- Teach child to interact with peers through demonstration.

https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf
**Family Routine Guide Snapshots**

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

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

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I prevent challenging behavior?</strong></td>
<td><strong>What can I do when challenging behavior occurs?</strong></td>
</tr>
<tr>
<td>• Establish a bedtime routine that includes quiet time. Be sure the routine includes a preferred activity (i.e., after quiet time).</td>
<td>• Make sure your child is not distracted by others or activities going on during quiet time.</td>
</tr>
<tr>
<td>• Set a goal based on time. “Let’s have 5 minutes per a bedtime or quiet time, then we will [preferred activity].”</td>
<td>• Review the bedtime routine using positive language. “How will we keep quiet time? Then we will [preferred activity].”</td>
</tr>
<tr>
<td>• Provide a choice of quiet activities (picture books, puzzles) that include your child’s specific interests.</td>
<td>• Revise your child’s goal. “Show your child this time. “Quiet time is earned up. Only one more minute of quiet time then [preferred activity].”</td>
</tr>
<tr>
<td>• Make a quiet time activity with your child.</td>
<td>• Validate your child’s feelings and provide support. “I know having quiet time is hard. It’s hard for me too, but it makes the better. Tell me what you were doing during that time.”</td>
</tr>
<tr>
<td>• Create a quiet space that is comfortable and located away from loud areas.</td>
<td>• Challenging behavior continues after trying one of the above strategies. “Provide a short diversion (e.g., quiet vocal and ignore)” challenging behavior.</td>
</tr>
<tr>
<td>• Praise your child when he or she has a successful quiet time. Tell your child he or she can have extra time with [preferred activity].</td>
<td>• Challenging behavior is a priority. Do not ignore.</td>
</tr>
</tbody>
</table>

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*This product was provided to oils by the Education, Innovation & Research Grant (EIR), and entirely supported by Metro-Nashville Public Schools and funded with federal funds.*
National Centers Resources

National Center for Pyramid Model Innovation
www.challengingbehavior.org

The Pyramid Model Consortium
http://www.pyramidmodel.org/
Contact Information

Thank you!

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