



### Program-Wide Positive Behavior Support

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

Mara "Shelley" Clarke and Anna Winneker

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### Agenda

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



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### Pyramid Model Framework

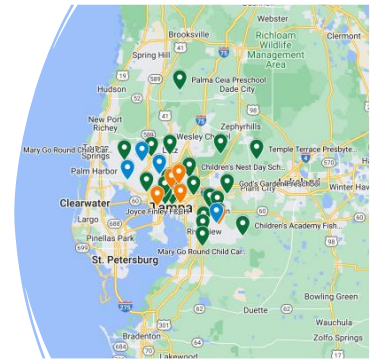
- Focus on prevention & promotion practices
- Developmentally appropriate
- Use evidence-based strategies intended to reduce the likelihood of challenging behavior
- Ensure all tiers in place



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### 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



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### Program-Wide Implementation of the Pyramid Model



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### 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



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### 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

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### 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

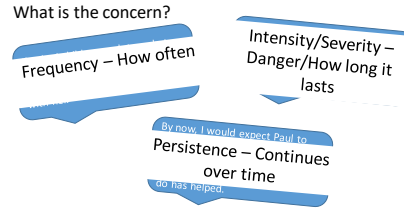
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### Individualized Interventions using Positive Behavior Support

- 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.

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### When Do We Need Intensive Individual Intervention



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### What is an Intensive Individualized Intervention?

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



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### 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

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### 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)

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### Essential Components of Team

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### 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

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

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### 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

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### 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*)

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## 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



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## 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 Term Goals:	
Behaviors of Concern:	
Home	
MS Check in:	
MS Successes:	
Preferred Method of Communication:	
Observation Date:	
Next Meeting:	



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## Build Collaborative Team - Establish Rapport Child Strengths and Preferences

Child Strengths	Home	School
Child Preferences	Home	School



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## 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



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## 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



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## 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



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## 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



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## 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



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## 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*



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## 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



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Target	Behavior Definitions for Circle
Challenging Behavior <i>Decrease</i>	<p><b>Verbal Protest/Refusal:</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 was't L..."; "I always want to..."; "I never..."; "I'm first" "Don't tell Mommy!" "Don't spunk me!" "Call on me!" Verbal protests may also include statements/comments or noises that are expressed using a loud voice level.</p> <p><b>RATING SCALE</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>
	<p><b>Following Directions:</b> This behavior includes child following expectations of the Circle actively 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>RATING SCALE</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 25% of Circle time, child followed directions                      1= During 0% of Circle time, child followed directions</p>
Replacement Behavior <i>Increase</i>	



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Student: ML Teacher: Ms. Miller, K. School: CA FaithPark Behavior Rating Scale 2.28 Target Routines: Morning Circle #1 or Morning Circle #2

Target Behavior	DBR	1	2	3	4	5	6	7	8	9	10	11	12
Problem Behavior: Verbal Protest/Refusals	100% Accuracy	5	5	5	5	5	5	5	5	5	5	5	5
	50% Accuracy	3	3	3	3	3	3	3	3	3	3	3	3
Replacement (Appropriate) Behavior: Following Directions	100% Accuracy	5	5	5	5	5	5	5	5	5	5	5	5
	50% Accuracy	3	3	3	3	3	3	3	3	3	3	3	3

Complete for daily Circle Routines #1 and #2  
 KEY: Rating Scale please see goals page for definition

Problem Behavior: Verbal protests/refusals  
 Replacement (Appropriate) Behavior: Following Directions

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

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 directions



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### PWPBS FBA interview (adapted)

The form contains three columns of questions related to the PWPBS FBA interview. Each column has a header: 'PWPBS Interview: Problem/Concerns', 'PWPBS Interview: Task/Requirement', and 'PWPBS Interview: Student/Requirement'. Below each header are several numbered questions with corresponding response areas for 'Yes', 'No', and 'Other'.

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### Summary of FBA Interviews for Marcus

<b>Time of Day:</b>	<b>Behaviors most likely to occur:</b> Morning, end of day Transitions, Teacher directed activities, Afterschool care	<b>Behaviors least likely to occur:</b> Arrival, Midday, Dismissal
<b>Activities:</b>	Teacher attending to others, being corrected or redirected, Changes or Unpredictability, When he has to wait, Initiating play	1 to 1 time, Reading, Being a helper, Mealtime, Naptime
<b>Circumstances:</b>	ADHD, recently transferred to preschool, anxiety	Grandmother time
<b>Other Events:</b>		
<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

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### 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



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### 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.



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### 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



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### PTR Intervention Checklist

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
Providing Choices	<b>**Replacement Behavior (What appropriate behavior will be taught?)</b>	<b>**Reinforce Replacement Behavior (Write in the function of the problem behavior from the hypothesis)</b>
Transition Supports	Functional Equivalent ___	<b>**Function ___</b>
Environmental Supports	Alternate Skill (desired) ___	Additional ___
Curricular Modification (eliminating triggers)	Specific Academic Skills	<b>** Discontinue Reinforcement of Problem Behavior</b>
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		



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Marcus' Behavior Support Plan

Prevention Strategies	Teaching Strategies	Reinforcement Strategies
<ul style="list-style-type: none"> <li>✓ Provide Choices: Provide choices of preferred people, tasks, or activities.</li> <li>✓ Helper at Book Center: pair up with preferred peer at book center that he can read to.</li> <li>✓ Address any changes in schedule or expectations to help reduce lack of predictability and anxiety. Provide labels for feelings.</li> <li>✓ Visual Supports: Provide a visual schedule to assist with predictability and steps of routine. Bathroom Routine, Circle</li> <li>✓ 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."</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide a peer buddy as role model: Pair with a buddy to practice social interactions and cooperative activities. Peer can also serve as role model for expectations and provide redirection.</li> <li>✓ Teach M to raise hand consistently: Provide teaching prompting and reinforcement when M raises hand appropriately.</li> <li>✓ 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.</li> <li>✓ 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).</li> <li>✓ Teach Self regulation coping skills: 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>When challenging behavior occurs:</b> <ul style="list-style-type: none"> <li>✓ Planned Ignoring: Minimize eye contact, verbal interactions, close proximity, provide periodic redirect to expected behavior.</li> </ul> </li> <li><b>When appropriate behavior occurs:</b> <ul style="list-style-type: none"> <li>✓ Provide Specific descriptive feedback and physical affection ("Snugs").</li> </ul> </li> <li>✓ Good Behavior Certificate: This provides way to get praise at school and home.</li> </ul>

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Marcus' Self-Monitoring Chart

**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

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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

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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.

- Have First-Then visual out and ready when M is instructed to start transition or given demand.
- 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.
- 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.
- 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!"
- 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!"

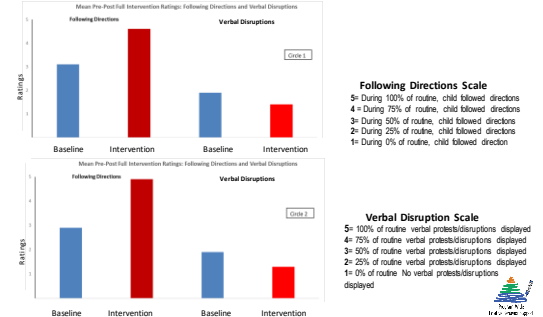
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Step 5: Implementing, Monitoring, Evaluating Outcomes

- 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

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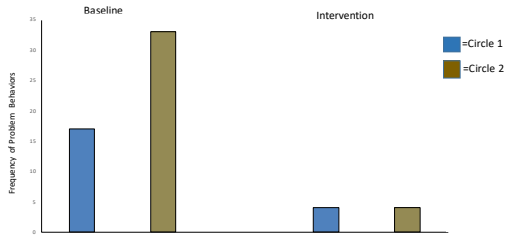
Marcus' IBRST Baseline and Intervention Data for Following Directions and Verbal Disruptive Behavior



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### Direct Observation Probe Data

Frequency of Verbal Disruptions Observed During Circle 1 and Circle 2



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### 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



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### Generalization of Strategies for Marcus in Community

**What happens if:**  
 Raining ☔ Ride Closed 🚫 Long Wait ⌚

**Pick another Choice and Take Turns**

Turn 1.	Turn 2.	Turn 3.	Turn 4.	Turn 5.	Turn 6.
Mar	Tad	Mar	Tad	Mar	Tad
Mar's Ride Choices					
Tad's Ride Choices					



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### Social Validation Measures: Home Team Members



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### Social Validation Measures: School Team Members



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### School Team Impressions



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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!

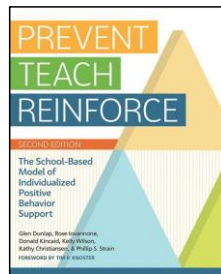
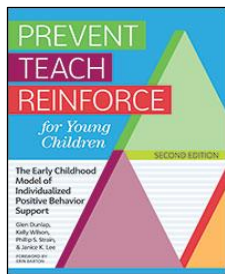
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Questions?



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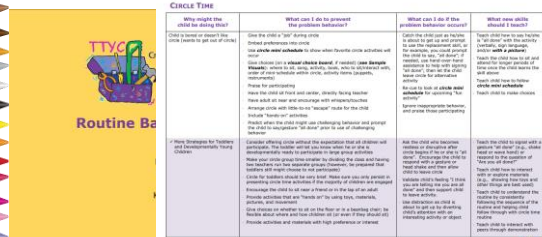


- <https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P1328.aspx>
- <https://products.brookespublishing.com/Prevent-Teach-Reinforce-P1085.aspx>

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Routine-Based Support Guide



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

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# Family Routine Guide



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National Centers Resources



National Center for Pyramid Model Innovation  
[www.challengingbehavior.org](http://www.challengingbehavior.org)



The Pyramid Model Consortium  
<http://www.pyramidmodel.org/>

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## Contact Information

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Thank you!

Shelley Clarke  
[mmc@usf.edu](mailto:mmc@usf.edu)

Anna Winneker  
[awinneker@usf.edu](mailto:awinneker@usf.edu)

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