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

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

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?

Frequency – How often

Intensity/Severity – Danger/How long it lasts

Persistence – Continues over time

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


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

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

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

Example: Goal Setting Table

Marcus’ Reported Strengths and Preferences

Strengths

- Smart
- Expansion 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

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
- Distracted 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

Build Collaborative Team - Establish Rapport
Child Strengths and Preferences

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

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

Marcus’ Target Behaviors and Routines

**Target Behaviors and Routines Selected**

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

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
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


- 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

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.

Summary of FBA Interviews for Marcus

<table>
<thead>
<tr>
<th>Time of Day:</th>
<th>Activity:</th>
<th>Circumstances:</th>
<th>Other Events:</th>
<th>Consequences that typically occur after behavior:</th>
<th>Possible Performance or Skill Concerns:</th>
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</thead>
<tbody>
<tr>
<td>Morning, end of day</td>
<td>Transitions, teacher directed activities, After school care</td>
<td>Teacher attending to others, being corrected or redirected, Changes or Unpredictability, when he has to wait, Initiating play</td>
<td>ADHD, recently transferred to preschool, anxiety</td>
<td>Assistance/Guidance, Verbal Redirect, Negotiation/Debate, Calming/Soothing Interactions, 1 to 1, Removed From Activities</td>
<td>Ability to request attention appropriately, Waiting for reinforcement, Social/emotional skills</td>
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Behavior most likely to occur:
- Marcus will display problem behavior when teacher is attending to other children during structured activities.

Behavior least likely to occur:
- Marcus will display challenging behavior when he is late or absent for specific activities at school and home.

PTR Intervention Checklist

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<tr>
<th>ogradative Interventions</th>
<th>Preventive Intervention</th>
<th>Reinforcement Intervention</th>
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<tr>
<td>Preventive Strategies:</td>
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<td>Functional Aiding (peer support)</td>
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<td>Reinforcement Strategies:</td>
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<td>Natural Consequences (Specified)</td>
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<td>Verbal reprimand</td>
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<td>Physical restraint</td>
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<td>Removal of preferred activity</td>
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<td>Activity terminated</td>
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<td>Analysis of Environment Modification</td>
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<tr>
<td>Increase Nonpreferred Activity</td>
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<tr>
<td>Classroom/Home Management</td>
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<tr>
<td>Motor Planning Reinforcement</td>
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<td>Visual Aid</td>
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<td>Additional Behavioral</td>
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<td>Teacher directed activities, Dismissal</td>
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<tr>
<td>Ability to request attention appropriately</td>
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Additional Behavioral: | Nonpreferred Activity | Preferred Activity | Social/Emotional Skills |
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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

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’ Behavior Support Plan

Prevention Strategies
- Provide Choices: Provide choices of preferred people, tasks, or activities.
- Help at Book Center: Pair up with preferred peer at book center that he can read to.
- Addressancies in schedule or expectations to help reduce lack of predictability and anxiety. Provide labels for feelings.
- Visual Supports: Provide a visual schedule to assist with predictability and steps of routine. Bookshelf Routine, Circle.
- 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.”

Teaching Strategies
- Teach 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 contrast.
- Teach M to raise hand consistently: Provide teaching prompting and reinforcement when M raises hand appropriately.
- Teach Self-regulation skills: Teach self-monitoring visual to M about when activity will start again.
- Teach Self-regulation coping skills: Teach techniques of “shutting off the noise”.
- Teach positive self-talk: “It’s okay!”

Enforcement Strategies
- When challenging behavior occurs:
  - Planned Ignoring: Avoid eye contact, verbal interaction, distance, providing consequences directly to expected behavior.
  - Use the Good Behavior Certificate:
  - Provide specific descriptive feedback and physical affection (hugs).

Prevention Component: Behavior expectation visual 3 target behaviors, visual timer
Teach (Replacement Skills): Teach to wait for attention (self-monitoring).
Teach (Replacement Skills): Teach to wait for attention (self-monitoring), 5 minute increments

Marcus’ Self-Monitoring Chart

Prevention Component: Behavior expectation visual 3 target behaviors, visual timer
Teach (Replacement Skills): Teach to wait for attention (self-monitoring), 5 minute increments
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Marcus’ IBRST Baseline and Intervention Data for Following Directions and Verbal Disruptive Behavior

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Marcus’ IBRST Baseline and Intervention Data for Following Directions and Verbal Disruptive Behavior
Direct Observation Probe Data
Frequency of Verbal Disruptions Observed During Circle 1 and Circle 2

0 5 10 15 20 25 30 35
Baseline Intervention
= Circle 1
= 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

Social Validation Measures: Home Team Members

Social Validation Measures: School Team Members

School Team Impressions
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?

Routine-Based Support Guide

Family Routine Guide

National Centers Resources

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

https://challengingbehavior.org

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

http://www.pyramidmodel.org/
Contact Information

Thank you!

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