

# Providing Positive Behavior Support Training to Families

Association for Positive Behavior Support  
APBS Conference  
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# Learner Objectives

- Understand the impact that challenging behaviors in young children have on their environment
- Learn about Georgia State University's Positive Behavior Support (PBS) Parent Academy Workshop
- Learn about barriers to implementing parent training workshops

# Challenging Behavior in Young Children

Challenging behavior is:

- Any repeated pattern of behavior that interferes with learning or positive interactions with peers and adults.
- Behaviors that far exceed what is considered to be developmentally appropriate.
- Behaviors that continue even when appropriate guidance and typical adult responses are used consistently

# Challenging Behavior in Young Children

- Young children with challenging behavior who do not receive intervention are at heightened risk for experiencing:
  - Early and persistent peer rejection
  - Difficult family interactions
  - Mostly negative/punitive interactions with teachers
  - School failure
  - Substance abuse

(Powell et al., 2007)

# Use of PBS Strategies on Decreasing Challenging Behavior

- External and social validity has been established for PBS strategies in naturalistic settings by caregivers (Conroy et al., 2005).
- Positive Behavior Supports implemented by family members in the home setting have have been linked to
- Preventing challenging behavior and teaching replacement skills that match the function of the behavior, are vital elements to the design of effective behavior support plans

# Impact on Parents

- Increased:
    - Family stress
    - Emotional Pain
    - Isolation
    - Financial stress
    - Work absences due to child's challenging behavior
    - Difficulties finding resources/support for their child, including childcare providers
    - Feelings of inadequacy about their ability to parent
- (Doubet & Ostrosky, 2015)

# PBS Parent Academy Workshop

- For caregivers of children three to five years old who demonstrate persistent challenging behaviors
- Each academy is five weeks, with two-hour sessions each week = 10 hours in total all completed on Zoom
- Each series includes didactic content, exercises, discussion, and peer-to-peer support
- GSU has been facilitating PBS Parent Academies since 2016. We will present 2021 data in this presentation.

# 2021 Parent Academy Workshops

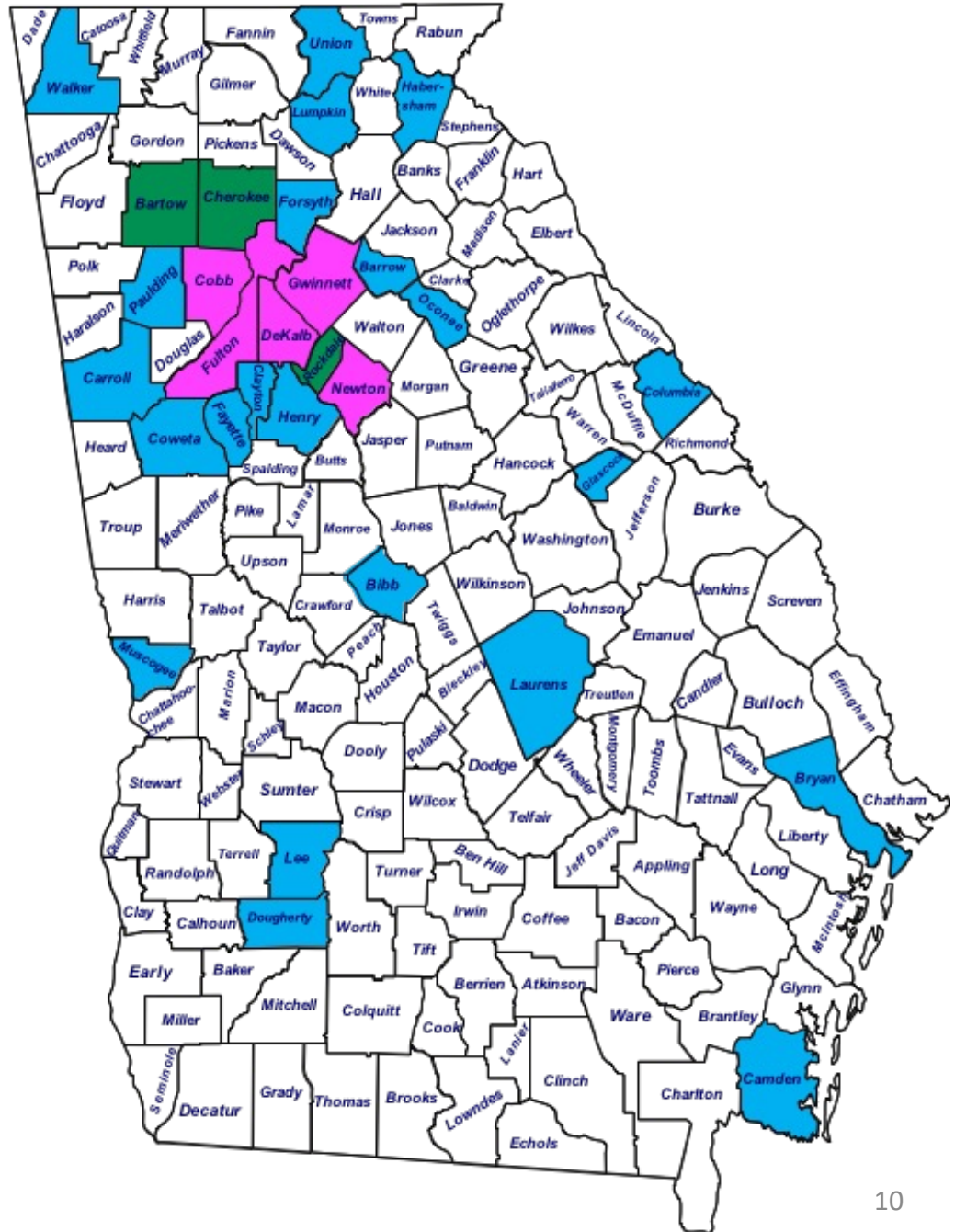
- Historically, the PBS Parent Academies were held in person. They transitioned to Zoom during the pandemic.
- Four English and one Spanish PBS Parent Academies
  - 76 participants in total
- Pre-surveys and post-surveys were accessed online by participants
  - 24 participants completed both the pre-survey and post-survey



# PBS Parent Academy Summary Chart (2021)

PA Session	Total Enrolled
Spanish	9
English 1	20
English 2	10
English 3	21
English 4	16
Total	76

# Georgia Counties Represented in the 2021 Virtual Parent Academies



# Overview of PBS Parent Academy Sessions

**01**

## Getting To Know You

- Review the goals and objectives of the PA
- Learn about social emotional development in young children
- Learn about developmental milestones and identify your child's developmental strengths

**02**

## Understanding Behavior as Communication

- Learn the Basics of Behavior
- Learn how to collect ABC data on challenging behavior
- Complete the "Understand" section of the BBQuIP

**03**

## An Ounce of Prevention

- Review ABC Data Collected
- Gain knowledge about the role of prevention strategies, function-based interventions, and visual supports
- Complete the "Prevent" section of BBQuIP

**04**

## Out with the Old

- Gain knowledge about the role of replacement skills and select a replacement skill to teach your child
- Complete a behavior intervention plan for your child
- Learn methods of teaching replacement skills

**05**


## Taking the Show on the Road

- Learn the definition of maintenance and generalization
- Review strategies to promote maintenance
- Learn strategies to promote generalization


# Topics Covered in the Parent Academy

- Understanding why children engage in challenging behavior (communication)
- ABC data (understanding it and how to collect it)
- Understanding different antecedents (triggers)
- Function of behavior
- General prevention techniques
- Function-specific prevention techniques
- Replacement behaviors
- Strategies to teach replacement behaviors (shaping, fading, ect)
- Generalization and maintenance strategies
- How to respond to behavior when it does occur

# Positive Behavior Support Process



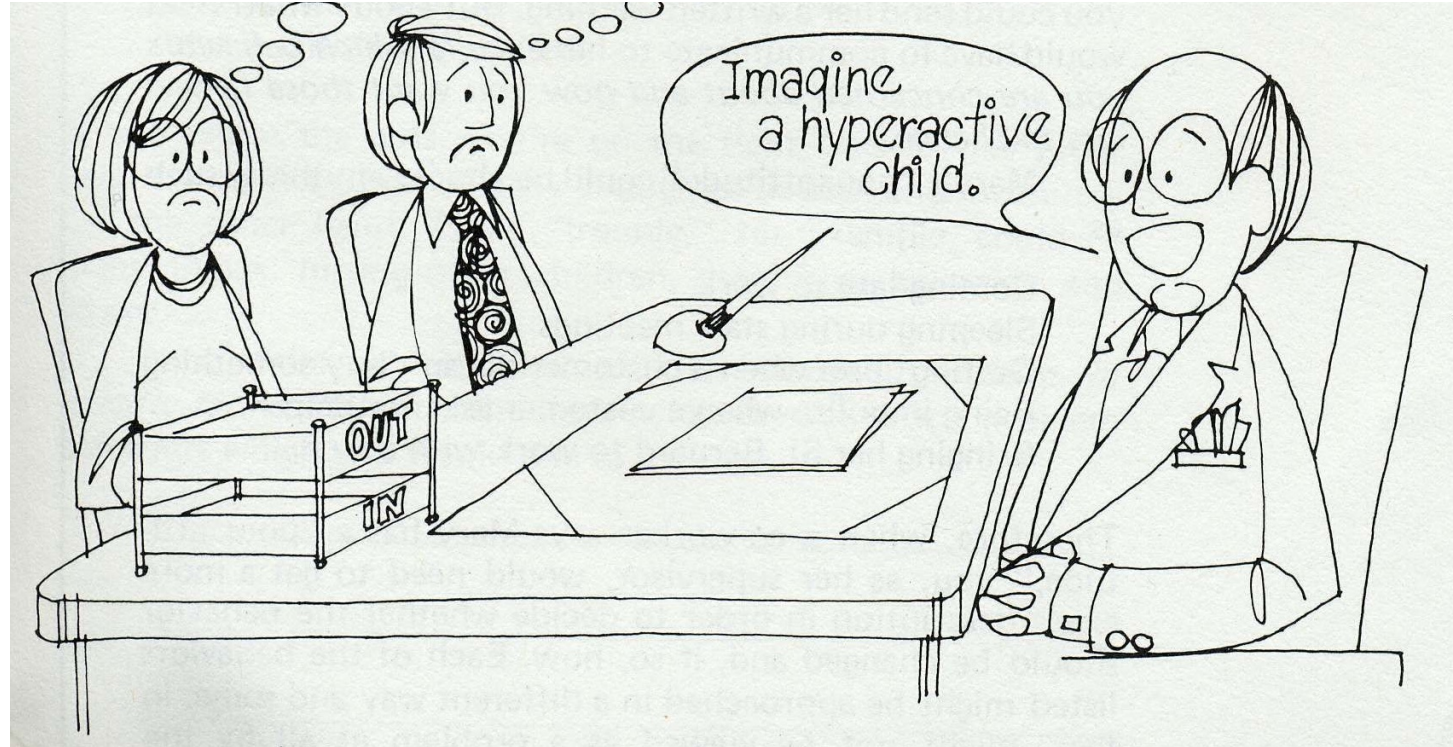
**Understand** – understand what the child is communicating through their behavior



**Prevent** – alter your routines and interactions with the child to minimize the likelihood that the child's behavior will occur

**Replace** – teach the child new ways to communicate their needs and frustrations

# Selecting a behavior to target



## **Process Question: Put in the chat**

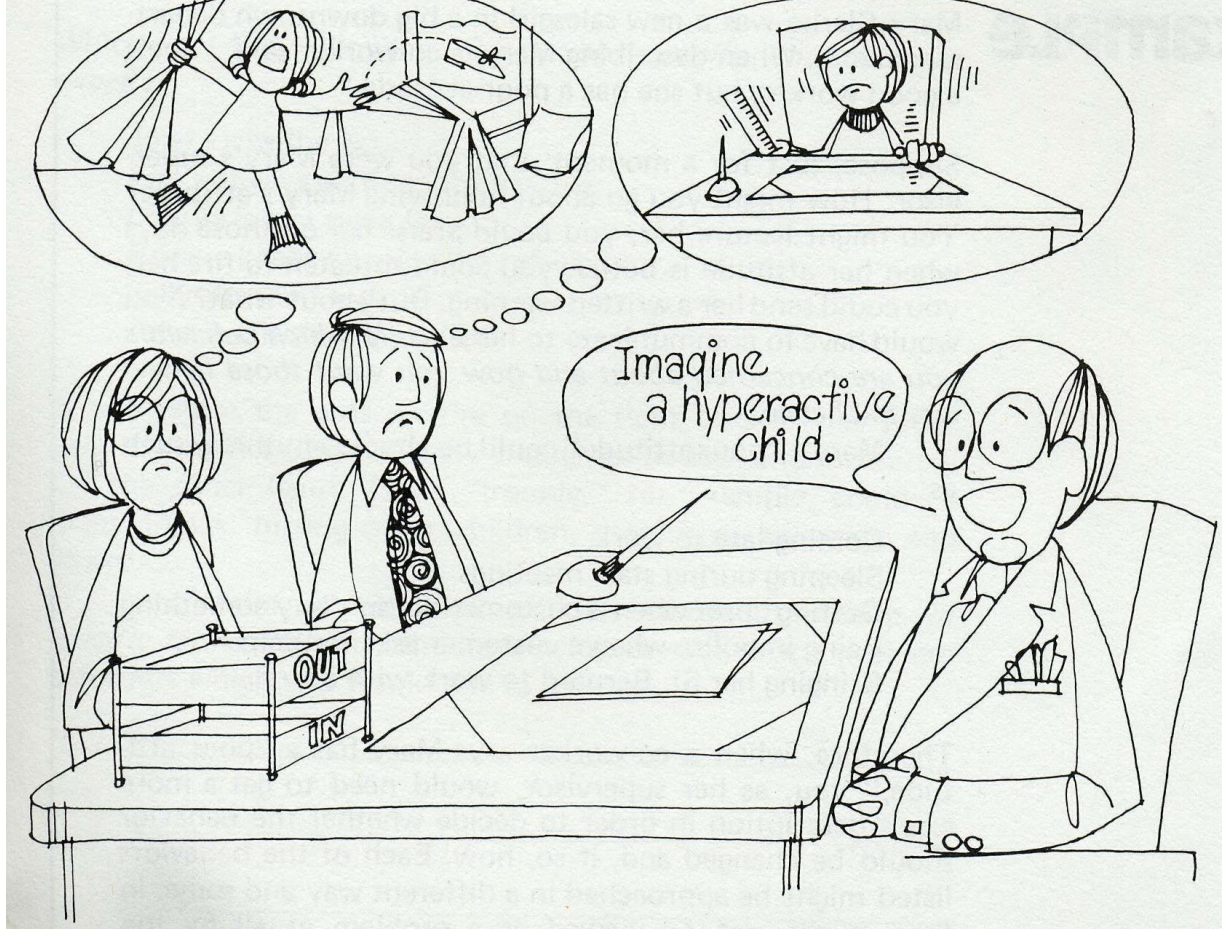
*“What picture pops up in your head when you imagine hyperactive behavior?”*



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**Process Question:**

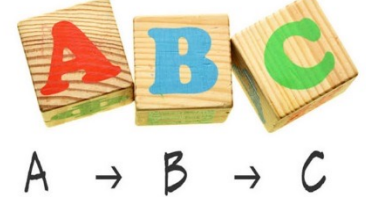
*“What challenges may arise if two parents or therapists have different descriptions of a behavior targeted for change?”*



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# The ABC's of Behavior



## Antecedent/ Trigger

What usually happens right before your child engages in this behavior?

Ask:

Where and when does this behavior happen most often?  
What triggers the behavior?

## Behavior

What does it look like?

How long does it last?

How many times does it happen?

## Consequence/ Outcome

What usually happens right after your child engages in this behavior?

How do other people respond to the behavior?



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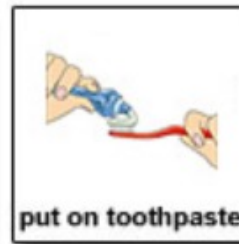
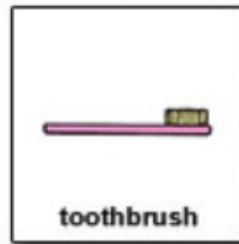




# Prevention Strategies

- Timers
- Visual schedule
- First-then Board
- Star chart
- Visual Supports for Transitions
- Talking to your child – building a relationship with them
- Giving clear directions
- Positive to negative ratio (5 to 1)

Washing Hands



<http://do2learn.com/picturecards/howtouse/remindersstrips.htm>



# Replace

\*Replacement Behavior- *What new skill/mode of communication can we teach the child so that or she no longer needs to use challenging behavior to express wants and needs?*

	<b>Autumn</b>	<b>Desiree</b>	<b>Noah</b>
<b>Common Trigger(s)</b>	Toy out of reach	She is done eating all of her meal	Dad on the phone
<b>Target Behavior</b>	Reaching while crying	Throwing food	Screaming
<b>Replacement Behavior*</b>	Sign for “toy” or “please”	Desiree to touch “all done” card located on her tray.	Noah finds someone else available (sibling or Mom)

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

- An indirect, forced-choice FBA/BIP measure
- FBA portion asks the respondent for background, antecedent, consequence, and hypothesized function. Responses are populated into a hypothesis statement.
- After confirming the hypothesis statement, the respondent completes the BIP section of the BBQuIP.
- At the end of the BBQuIP form, a summary of the FBA and the BIP is produced.
- Takes approximately 45 minutes to complete

# Inclusion of the BBQuIP as a Behavior Plan

- During each session, the parents are guided through the Brief Behavior Questionnaire and Intervention Plan (BBQuIP) to make for their child
- At the end of the workshop, they have a completed plan that they can share with others

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Available Resources & Training

### Brief Behavior Questionnaire & Intervention Plan

GAPBS

Home & Community

FBA-BIP Training Modules

Video-Based Training

In-Person Training for Schools

Parent Academy

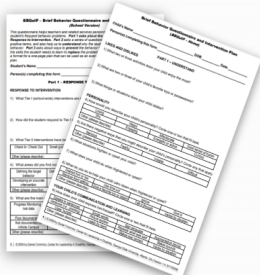
### The Brief Behavior Questionnaire & Intervention Plan (BBQuIP)

is a positive behavior support planning tool developed by Dr. Daniel Crimmins. The BBQuIP allows parents, teachers, and birth to five educators to identify the child's behavior of concerns, the behavior triggers, and the ways in which the adults responses to the child may be contributing to the behavior. The BBQuIP is available in paper and online format. CLD faculty and staff provide training on the BBQuIP on request. Contact [Emily Graybill](#) for training requests.

### The online versions of the BBQuIP can be found at:

- [Home Version](#)
- [School Version](#)
- [GNETS Version](#)
- [Employment/Adult Version](#)

### Ready to Download Forms



- [BBQuIP: Child Home](#)
- [BBQuIP: Child Home \(Spanish\)](#)
- [BBQuIP: Infant/Toddler](#)
- [BBQuIP: Infant/Toddler \(Spanish\)](#)
- [BBQuIP: Preschool/Childcare](#)
- [BBQuIP: School-based](#)
- [BBQuIP Lite](#)
- [BBQuIP Lite: School-based](#)



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# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

The **one** behavior of focus and baseline information



Please click the challenging behavior(s) that **JS** is engaging in and drag the behavior(s) into the appropriate box.

**(Behavior List 1 of 2)**

- Items
- breaking objects
- crying
- cursing

	Very Problematic
1 physically hurting him/herself	



**How do you know this?**

- Collected data through direct observation
- Based on conversations with those familiar with the child (e.g., parent, teacher, caregiver, childcare provider, etc.)
- It's the best guess

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

Slow triggers, antecedents, and consequences



**At which times(s) is physically hurting himself most likely to occur?**

Select multiple times by clicking each range of time while holding down the **Ctrl** key.

- 8:00-9:00 am
- 9:00-10:00 am
- 10:00-11:00 am
- 11:00-12:00 pm
- 12:00-1:00 pm
- 1:00-2:00 pm
- 2:00-3:00 pm



**Who typically responds by offering an alternative preferred item or activity to physically hurting himself?**

- Peers
- Adults
- Adults and peers



# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Hypothesis Statement and function



**How does the child typically react to the consequence of** offering an alternative preferred item or activity by Adults?

physically hurting himself **stops**, most of the time



physically hurting himself **continues**, most of the time



physically hurting himself **intensifies**, most of the time



# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Hypothesis Statement and function



The antecedent to **physically hurting himself** is a **preferred item or activity is taken away**.

**Adults** typically respond by **offering an alternative preferred item or activity** and as a result, **physically hurting himself stops, most of the time**.

**JS** appears to be communicating, "I want that preferred item or activity back." The function of the behavior is **Tangible**.

*I, GRF, and at least one other person agree that the **function of physically hurting himself** is:*



to escape or avoid

to get attention

to access tangibles

for sensory stimulation/automatic reinforcement

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Function-Specific Prevention Interventions



JS engages in physically hurting himself because **he/she** wants:

toys

objects

electronic devices



### Function-based Prevention Strategies for Tangible-maintained behaviors:

Select up to three (3) strategies that GRF, other adults, or peers/siblings can implement to prevent JS from **physically hurting himself**.

The most common antecedent is: **a preferred item or activity is taken away** and the function is **to access tangibles**. JS wants **electronic devices**.

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Selecting and teaching a new skill



**Below are a few examples of new skills that JS can be taught to access preferred items or activities:**

Use a simple request to access preferred items or activities

Negotiate for more time or more of an item



Despite our best hopes and intentions to prevent **physically hurting himself, it is still likely to occur**. When this happens, **we want to respond in a way to avoid reinforcing the challenging behavior**.

**Remember, the function of the behavior is to access tangibles.**

**How will you respond if and when** physically hurting himself occurs?

# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

## Generalization and Progress Monitoring



**How will you know that JS has learned the skill?**

Accept when items are no longer available by choosing a different activity (UDL Action & Expression)

He/she will use the new skill at 80% proficiency during practice independently or with minimal prompts



# Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

Brief Behavior Questionnaire and Intervention Plan  
Parent Academy for Educators Version

The following plan is an outline for JS based on the information provided by his/her Behavior  
Specialist, GRF.

Date of Completion: 4/14/2020

# BBQuIP Lite (Early Intervention)

## Brief Behavior Questionnaire and Intervention Plan (BBQuIP) Lite

The **BBQuIP Lite** is a function-based problem-solving guide for Babies Can't Wait providers to use during team meetings to receive behavior support for a child and his/her family. A provider should initiate this process when a child begins to engage in challenging behaviors that are not responsive to the use of developmentally appropriate guidance procedures.

**Instructions:** Before presenting the child at a team meeting, please answer as many of the following questions:

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Person(s) completing this form \_\_\_\_\_

### Background information on the child:

Favorite/high preferred activities: \_\_\_\_\_

Disliked/less preferred activities: \_\_\_\_\_

Positive personality characteristics: \_\_\_\_\_

Primary mode of communication: \_\_\_\_\_

Overall strengths: \_\_\_\_\_

### UNDERSTAND

- Which behaviors are most concerning to the provider? \_\_\_\_\_  
To the parents? \_\_\_\_\_
- Which **one** behavior will be the focus of the plan? (Describe using observable and measurable terms.) \_\_\_\_\_
- Circle the one reason that this is most concerning: *Frequency Duration Intensity* of the behavior.
- Identify slow triggers:** "Does this behavior occur more often....."  
  - During certain times of day or routines (when?): \_\_\_\_\_
  - With certain people (who?): \_\_\_\_\_
  - In certain places/areas (where?): \_\_\_\_\_
- Identify fast triggers or antecedents:** What usually happens *immediately before* the behavior occurs? \_\_\_\_\_
- Consequences:** How do others usually respond to the behavior? Does the behavior have other effects on the setting? \_\_\_\_\_
- Based on the information above, what is the hypothesized function of the behavior?**  
**Escape:** "I don't want to do this!"; "I don't want to be around this person!"; "I don't want to be here!"  
**Attention:** "I want your attention!" (Even if it might be negative attention)  
**Tangible:** "I want my preferred item/activity!"  
**Sensory:** "I enjoy doing this behavior, and would continue to do it even I was alone."

### MOTIVATION ASSESSMENT SCALE (MAS) – if necessary

8. Was the MAS completed? Yes / No If yes, please insert MAS scores below:

Escape/Avoid	Attention	Tangible	Sensory
Score _____ Rank _____	Score _____ Rank _____	Score _____ Rank _____	Score _____ Rank _____

### PREVENT

9. Select 1-2 function-specific strategies to discuss with the family to implement with their child to prevent the challenging behavior from occurring.

Escape	Attention	Tangible	Sensory
1 - Show/Model what child should do	1 - Give extra attention throughout the day	1 - Offer a different toy or activity before removing a preferred item	1 - Offer a toy or activity to keep child occupied or distracted
2 - Pair unwanted task with a fun activity (e.g. Sing favorite song while brushing hair; Give a toy to hold when diaper is changed).	2 - Make items available that distract child while adult attention is removed	2 - Use a timer to prepare child for a transition away from a preferred toy or activity	2 - Use visual to indicate when sensory behavior is allowed, and when it will be blocked
3 - Break the task into smaller steps	3 - Use a "wait" signal while adult attention is removed	3 - Offer choices of other preferred items/activities	3 - Model appropriate use of toys or behavior
4 - Offer choices of activity	4 - Use a visual cue to show when adult attention is available and when it is unavailable	4 - Use a visual cue to show when a preferred item is available and when it is unavailable	4 - Establish specific time(s) of day when sensory behavior is allowed, and times when it is not
5 - Use a visual/picture to show what child should do	5 - Use a timer prepare child for times when adult attention will not be available	5 - Use "First/Then" board to prepare child for transitions between activities	
6 - Shorten length of task, and increase duration over time		6 - Use a visual schedule to prepare child for transitions between activities	
7 - Do an easier task first, then more difficult task			
Other: _____			

### REPLACE

10. **Fill in the blank:** "If we taught the child to \_\_\_\_\_, then he/she would not need to use the challenging behavior to communicate anymore."

Escape	Attention	Tangible	Sensory
8 - Ask for a break	6 - Request attention	7 - Request activity	5 - Ask for a busy toy
9 - Ask for help on hard tasks	7 - Ask to play with another child	8 - Request preferred items	6 - Play appropriately with toys
10 - Say "all done"	8 - Wait for attention	9 - Request food/drink	7 - Keep self busy
11 - Choose order of tasks	9 - Ask someone else for attention	10 - Wait for preferred items/activities	8 - Accept an alternative toy/activity

11. What supports or materials will the family need in order to implement this plan? \_\_\_\_\_

# Questionnaires used in the Parent Academies

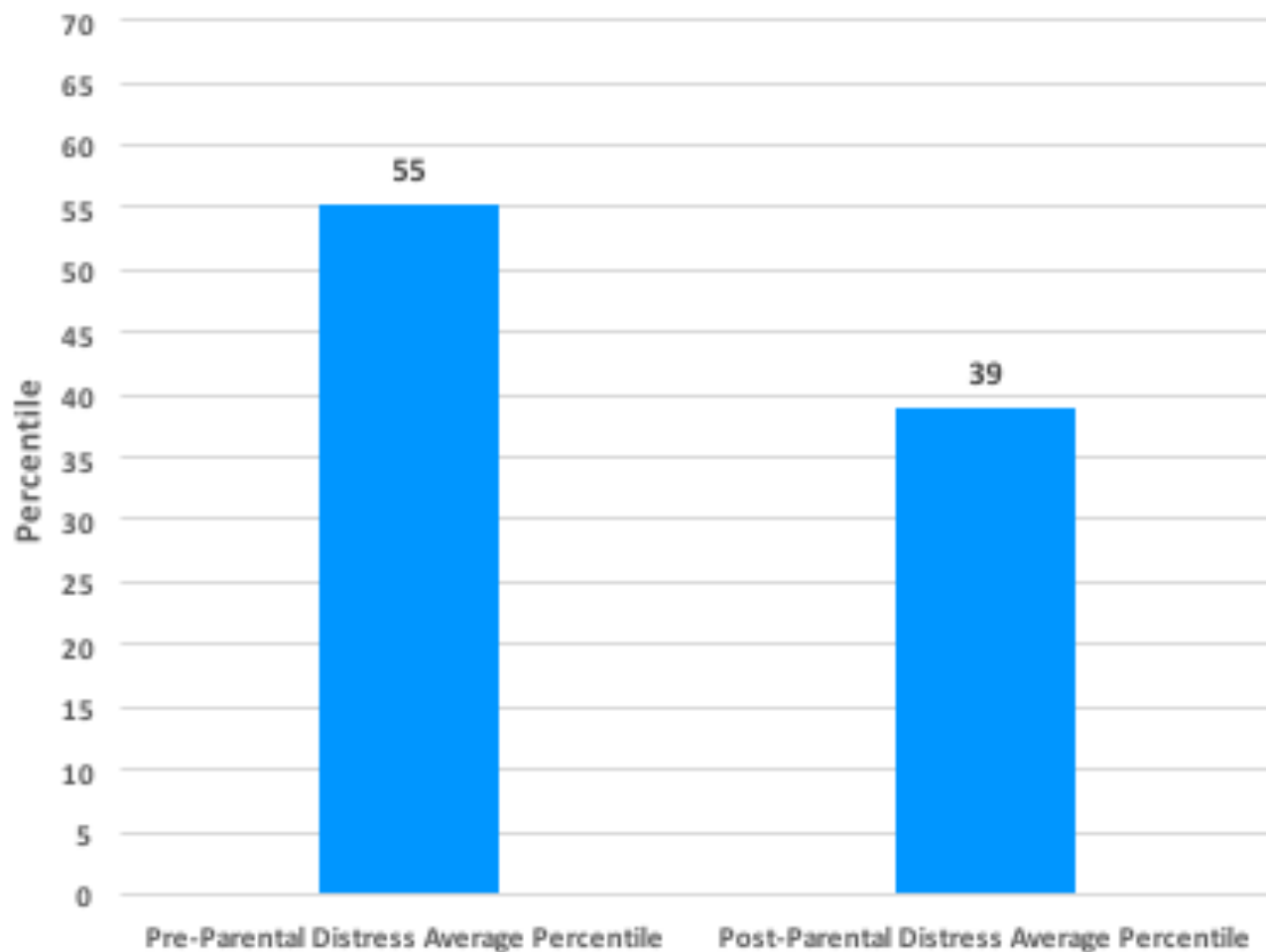
- A pre/post survey design was utilized
- Questionnaires were administered virtually via Qualtrics to parents and caregivers who participated in the PBS Parent Academies prior to session 1 and after session 5
- The questionnaires assessed levels of parenting stress, the intensity/types of problems that their children are displaying, the caregiver's perceived ability to positively impact their child's challenging behavior, and the caregiver's confidence levels on foundational knowledge on behavior



# Parenting Stress Index-Short Form (PSI-SF)

- (Abidin, 2013)
- Evaluates the magnitude of stress in the parent-child system. It is composed of three domains:
  - Parental Distress (PD)
  - Parent-Child Dysfunctional Interaction (P-CDI)
  - Difficult Child (DC)
    - combines to form a Total Stress scale.

## PSI-SF - English Parental Distress

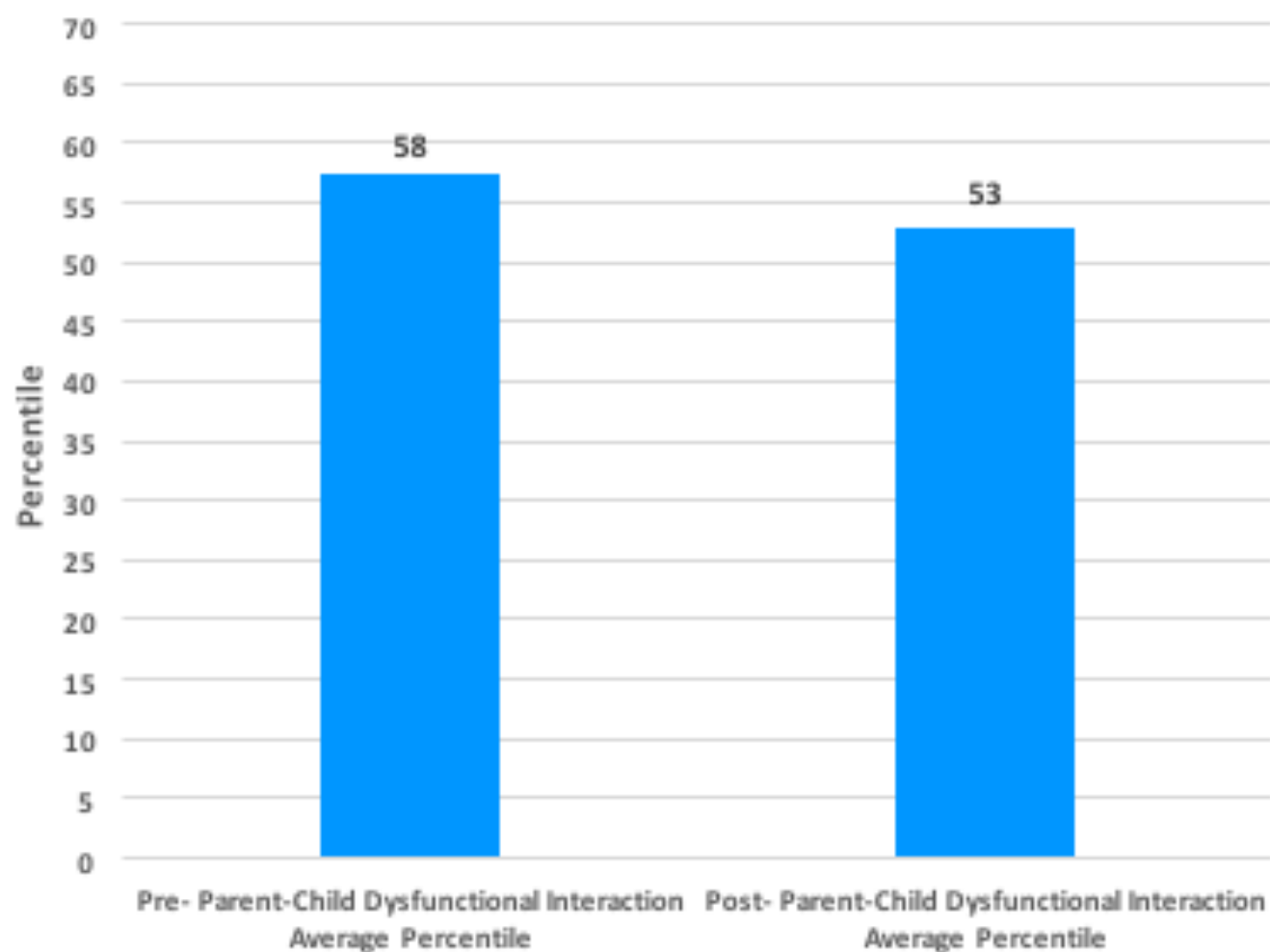


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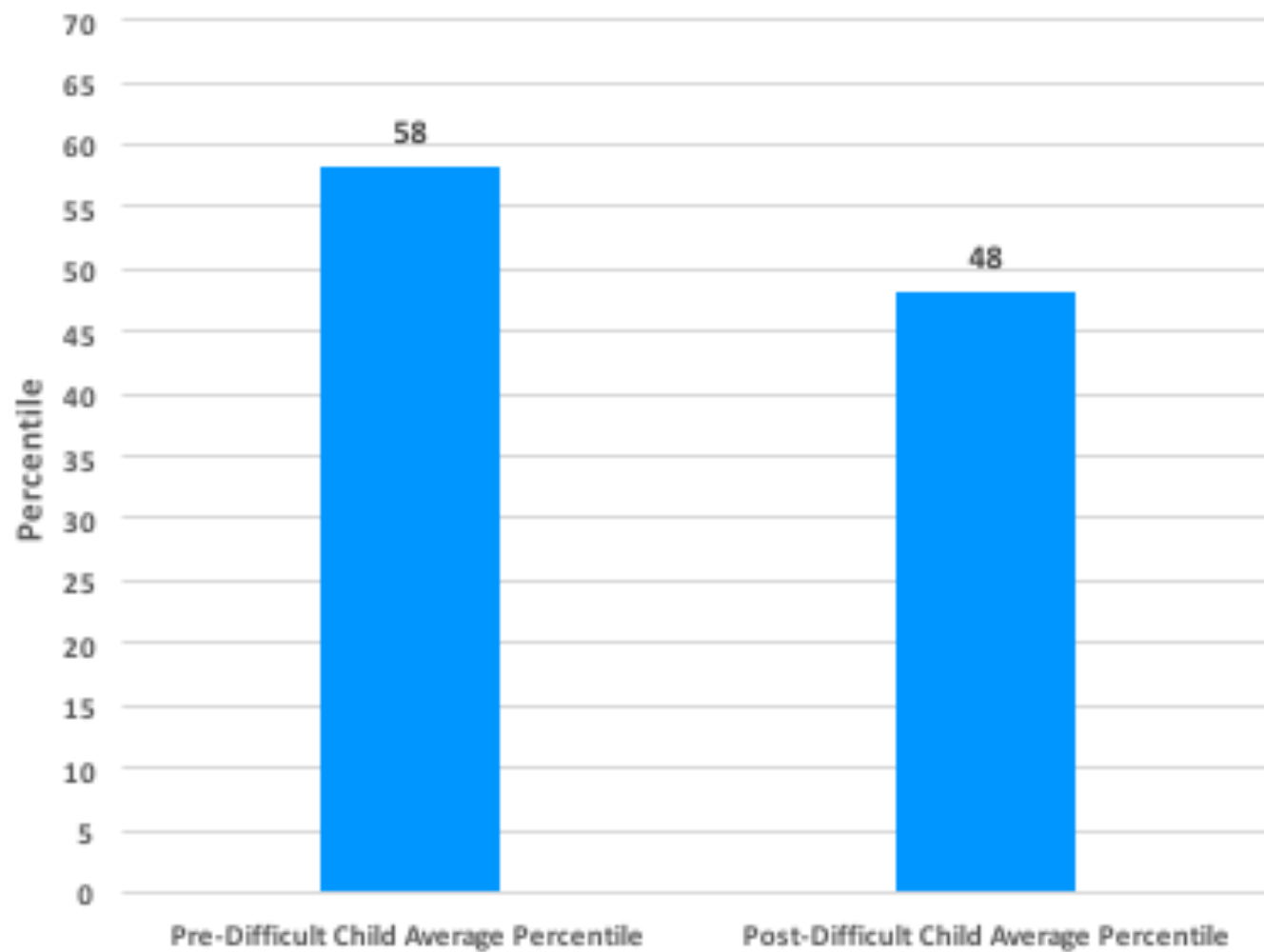
## PSI-SF - English Parent-Child Dysfunctional Interaction



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## PSI-SF - English Difficult Child

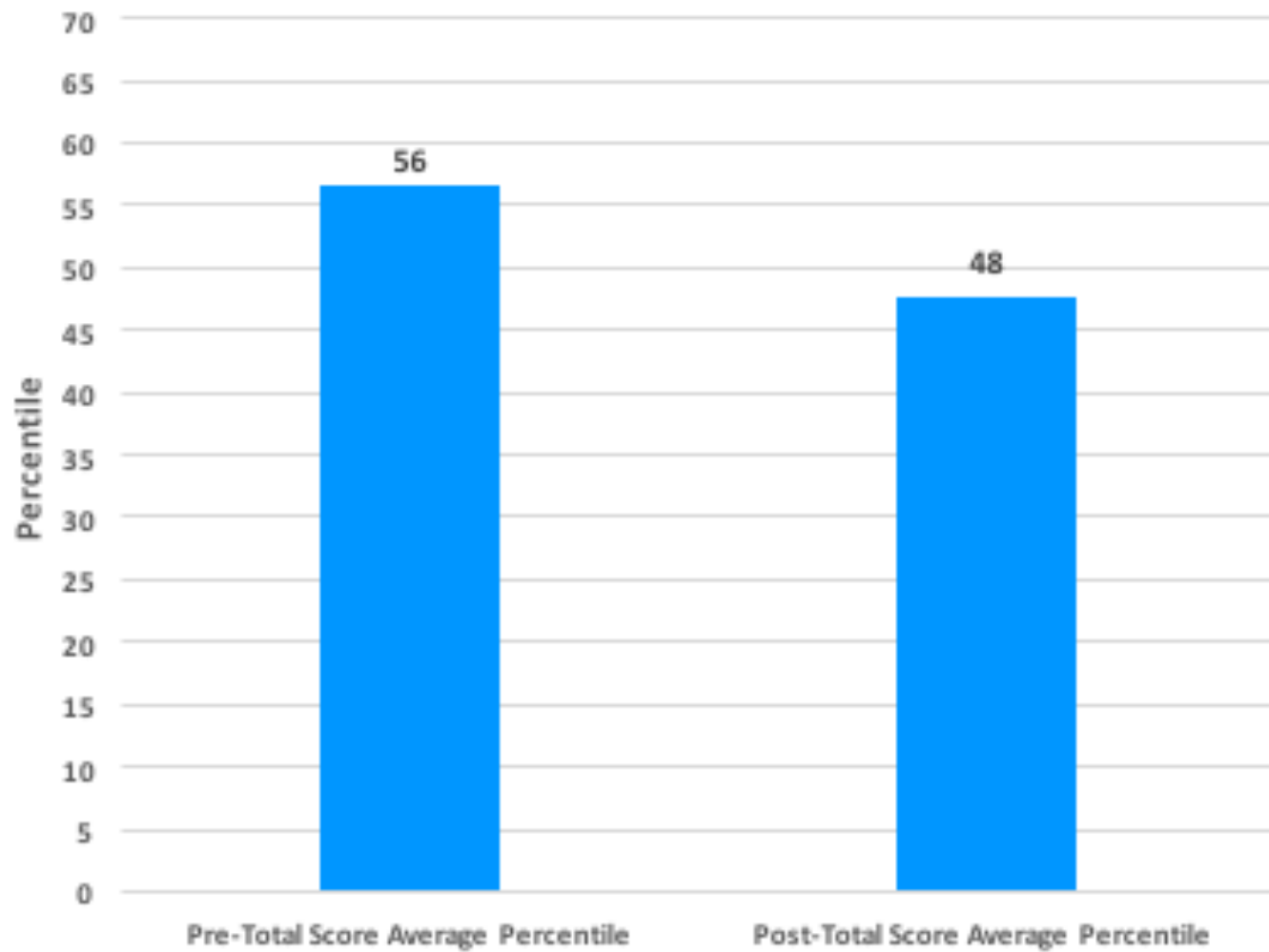


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# PSI-SF - English Total Stress



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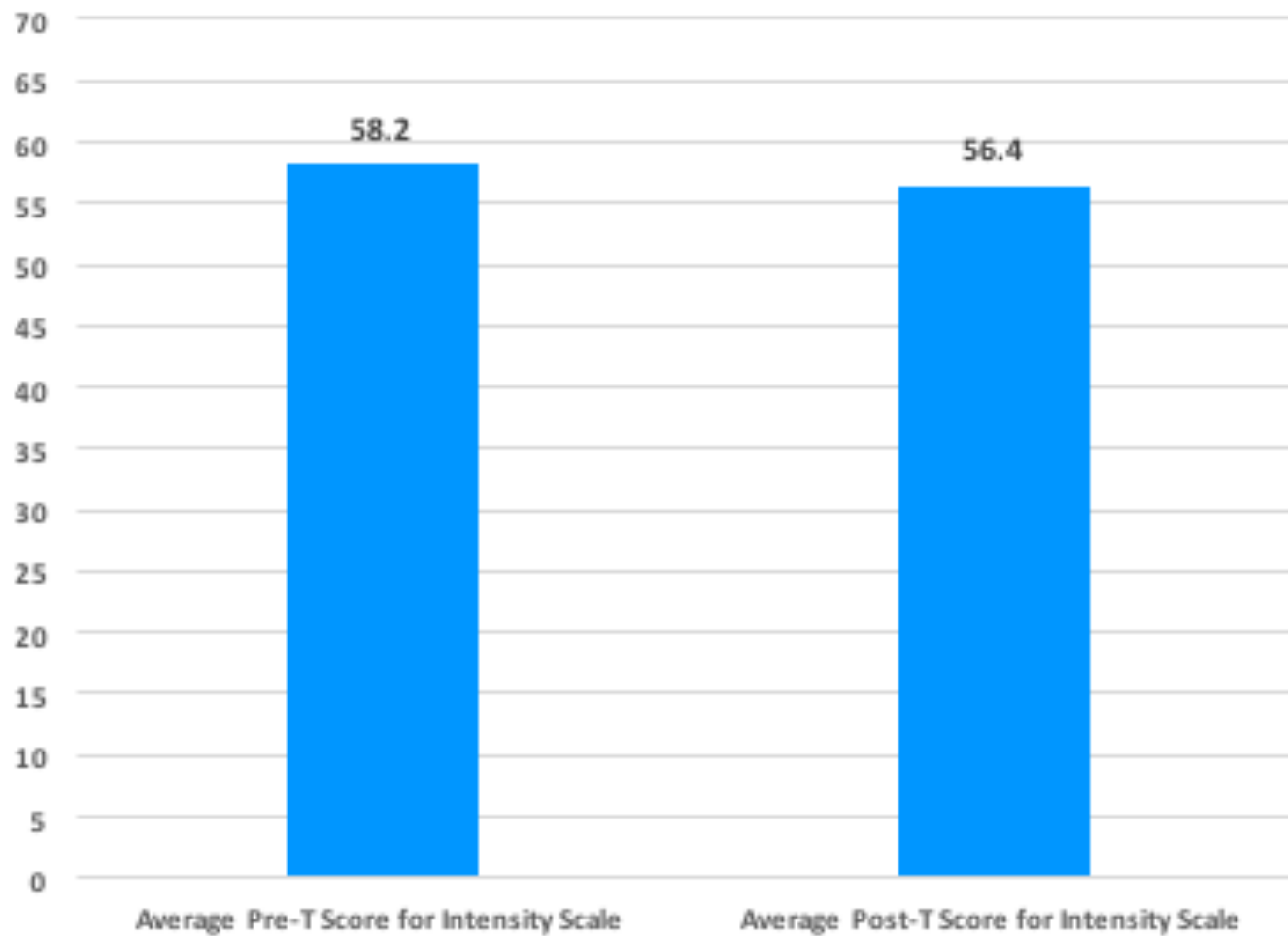


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# Eyberg Child Behavior Inventory (ECBI)

- (Eyberg & Pincus, 1999)
- 36-item tool, designed to assess the intensity of behavior for children ages 2-16,
- The ECBI includes two subscales:
  - Intensity Scale- frequency with which the child displays the behaviors
  - Problem scale- assess whether the parents/caregivers consider the behavior as a problem for herself or himself

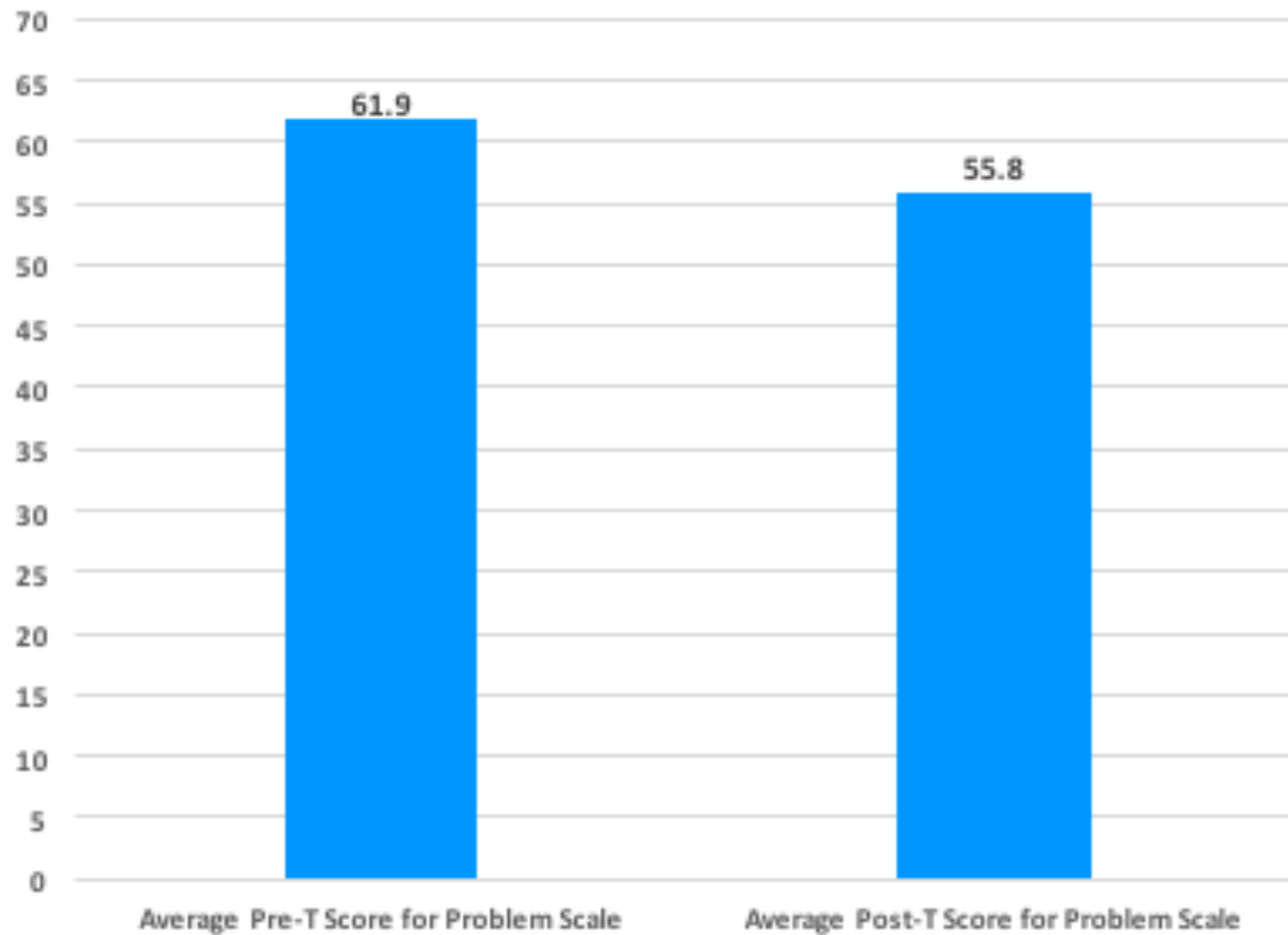
## Eyberg Child Behavior Inventory - English Intensity Scale



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## Eyberg Child Behavior Inventory - English Problem Scale

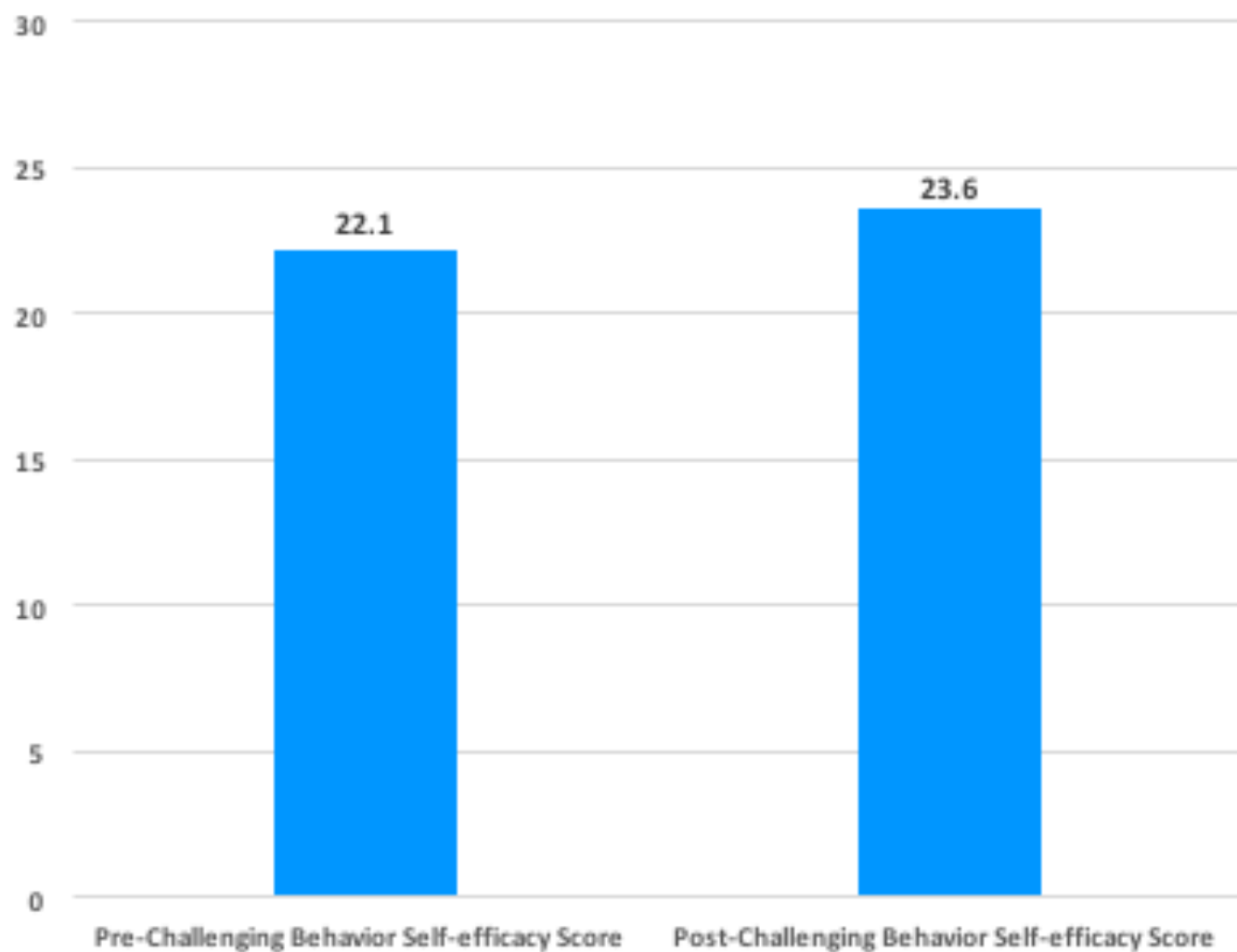




# Challenging Behavior-Self-Efficacy Scale (CB-SES)

- (Hastings & Brown, 2002)
- This scale assesses the rater's perceived confidence, competence, control, and ability to positively impact their child's challenging behaviors.

## Challenging Behavior Self-Efficacy - English

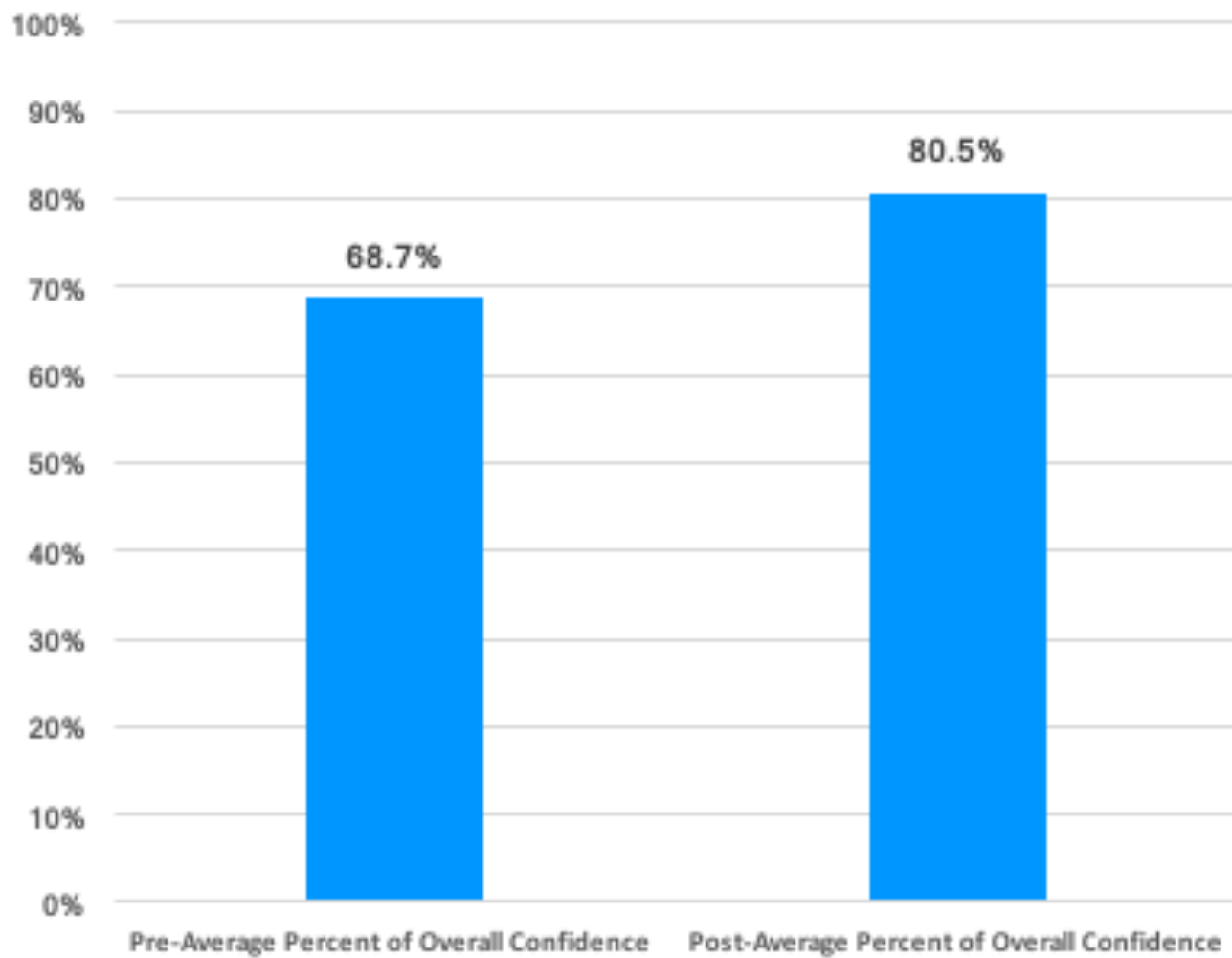


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# Positive Behavior Support (PBS) Self-Reported Knowledge Assessment

- (Graybill, 2014)
- 26-item Likert-type questionnaire
- Assesses parents' confidence in the foundational knowledge and skills needed to address challenging behaviors.
  - Participants rated their level of confidence related to understanding:
    - typical child development
    - defining behavior
    - determining the function of behavior
    - developing and implementing a behavior intervention plan

## Self-Reported Knowledge Scale - English



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# Positive Behavior Support (PBS) Parent Satisfaction Survey

- Administered post-training only
- Included ten Likert scale items and four open-ended questions
- Assesses the degree to which parents found the PBS Parent Academy curriculum and implementation to be acceptable, feasible, and useful

# Positive Behavior Support (PBS) Parent Satisfaction Survey Open-Ended Responses

## What did you like most about this training?

- Being with parents experiencing similar circumstances so I do not feel alone.
- The examples that can be utilized to assist with behavior management.
- I like that the instructor was very attentive to our situations.
- Learning new ways to discipline.
- Very interactive
- Online option
- Helpful techniques that were easy to implement. Knowing I wasn't alone in this struggle was very encouraging.
- The real-life concerns and ways to address them

# Positive Behavior Support (PBS) Parent Satisfaction Survey Open-Ended Responses

## How will you apply the skills you learned in this program?

- I better understand what drives behaviors so I can understand how to address it.
- I will apply these skills in my daily interaction with my grandson by observing, gathering data, making and carrying out behavior plans and sharing what I have learned with my other family members.
- I will try to implement the progress monitoring portion of the program.
- By using these techniques daily and remembering to refer back to the resources provided as necessary to continue to be successful.
- I will use and review the power points and resources given to help develop a better relationship with my child and work on any challenging behavior in the future.

# Positive Behavior Support (PBS) Parent Satisfaction Survey Open-Ended Responses

## What aspects of this training could be improved?

- Maybe include some videos within the training that show parents interactions and techniques in assessing their children challenging behaviors.
- Time of trainings
- More participation from others. Maybe the co-host chiming in and providing feedback as well.
- Shorter classes.
- There could be a few more practical (visual) scenarios of how to handle problem behaviors.
- I am very satisfied with the training.



# Outcomes of Measures

- Parent feedback suggests that families observed significant growth in the areas of:
  - Knowledge related to child development
  - Behavioral strategies
- Additional improvements were noted in social engagement and interaction

# Takeaways

Caregivers are supported through the Parent Academy by the:

- Information gained through the classes
- Warm, supportive, non-judgmental environment
- Surrounded by other parents who understand what they are experiencing/ 'in the same boat'
- Strategies/suggestions from the instructor and the other caregivers
- Take away plan from the BBQuIP

# Questions?

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egraybill1@gsu.edu

Thanks so much for listening!

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