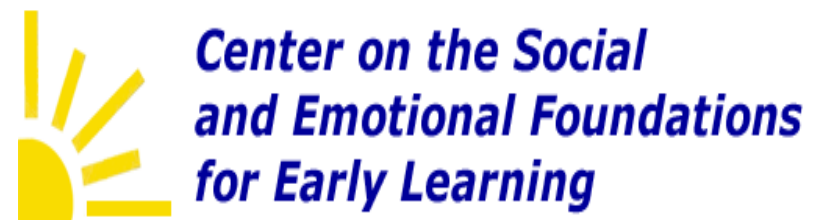
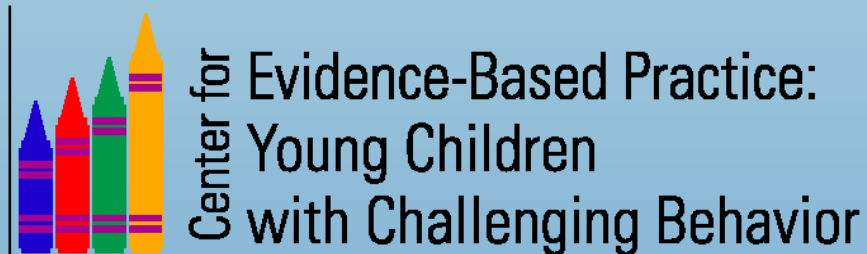


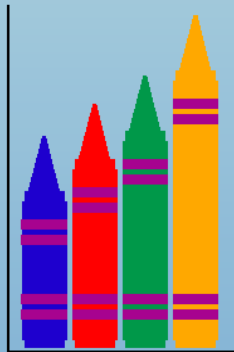
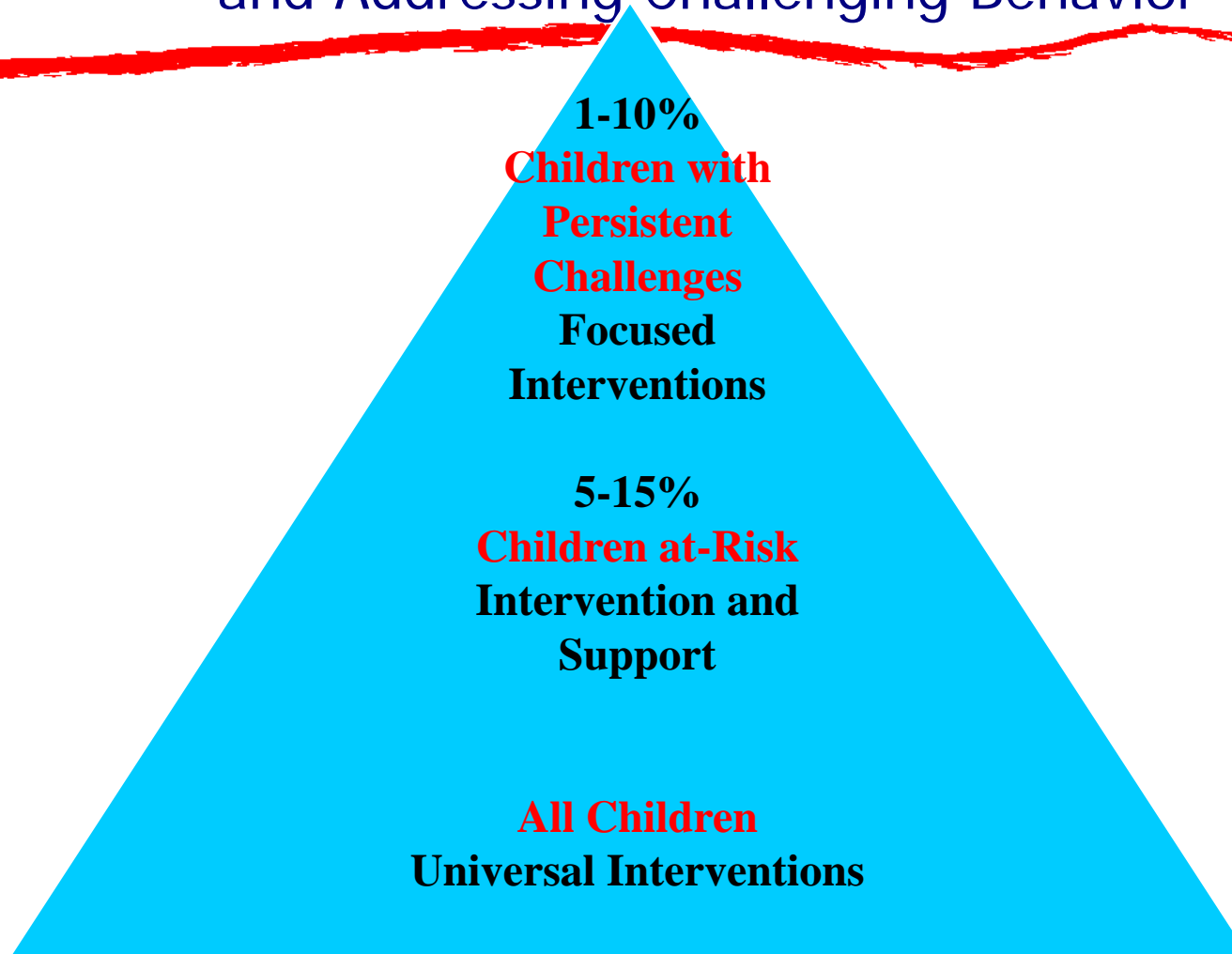


## The Teaching Pyramid: Evidence-based Practices for Supporting Children's Social Development and Addressing Challenging Behavior

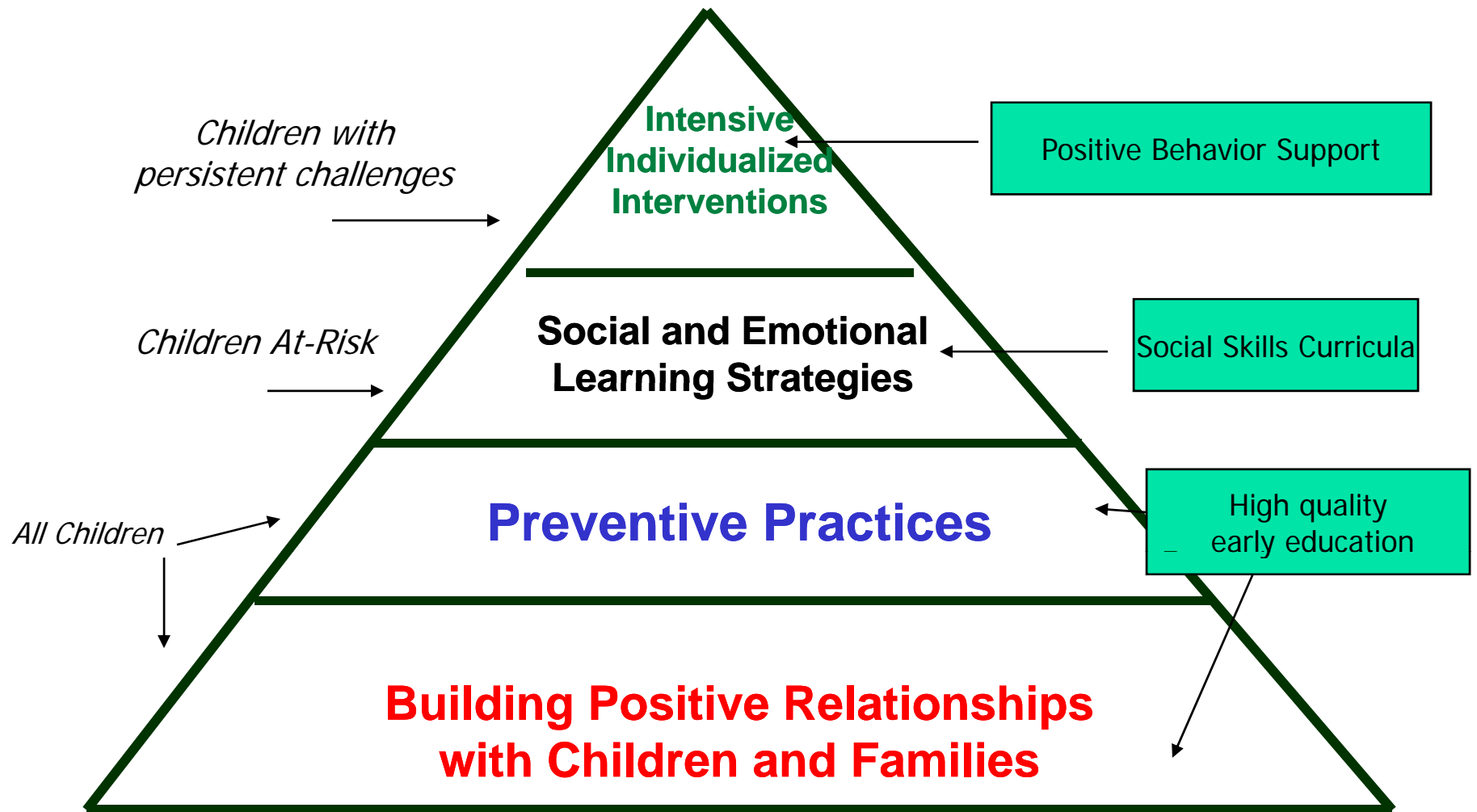
Lise Fox, Ph.D.: University of South Florida



# Promoting Children's Social and Emotional Development and Addressing Challenging Behavior

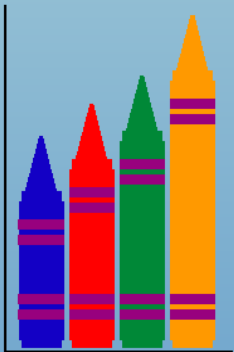


# Promoting Social and Emotional Competence within Early Education and Care Environments



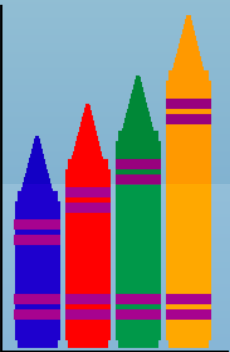
# Universal Level

- High quality early childhood environments are related to positive outcomes in children's social emotional development and reductions in challenging behavior
- Supportive, responsive relationships are a key component to promoting children's social emotional development
- Providing training and support to parents can impact both social development and problem behavior



# Center Research Activities

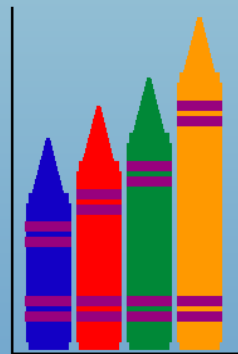
- KIDS Study – Longitudinal study of children's development examining the developmental course of challenging behavior and the ecological, familial, and intervention influences that may affect challenging behavior
- Development of a brief assessment of Parent Infant interaction that will assist home visitors in assessing the status and measure intervention outcomes  
(University of Kansas, Judith Carta)



# Secondary Level

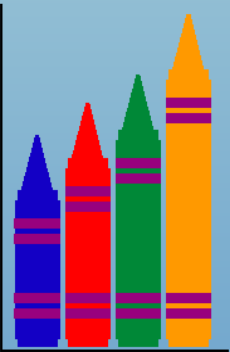


- A systematic approach to teaching social skills and promoting children's emotional development can have both preventive and remedial effects.
- There are data to support the use of specific social skills curricula.
- Effective approaches to teaching social skills involve multiple teaching strategies including direct teaching of the skill, opportunities for practice and feedback, and support for the skill in context.
- Social skills programs that include a parent training and education component are most effective.



# Center Research Activities

- Application of social skills instruction (Dinosaur School) to children with autism (University of Colorado – Denver, Phil Strain)
- Assessment of the feeling word vocabularies of young children and its relationship to problem behavior (University of Colorado – Denver, Phil Strain)



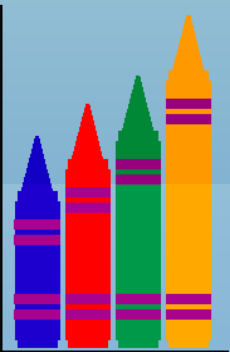
# Tertiary Level

- Assessment based interventions developed through a process of Positive Behavior Supports have been shown to be effective
  - Across a variety of populations
  - Only evidence-based comprehensive approach for intervening with children with challenging behavior
- Key Elements of Approach
  - Team based
  - Family involvement
  - Based on knowledge of the function of the child's behavior
  - Strength based
  - Development and implementation of a behavior support plan across environments



# Center Research Activities

- Comparison study of preschoolers with ADHD examining comprehensive assessment-based intervention to standard treatment (Lehigh University, Lee Kern)
- Effects of a parent training group for families who have multiple risk factors (University of Kansas, Pyramid Parent Training, Wayne Sailor & Ursula Markey)
- Applications to children in the Part C (birth to three) system (University of South Florida, Lise Fox & Glen Dunlap)

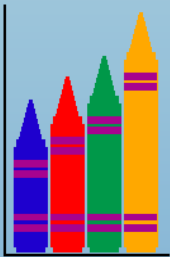




# Bradford



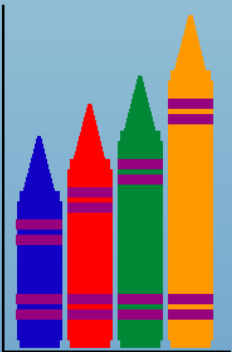
**PBS Application in a Community  
Preschool**



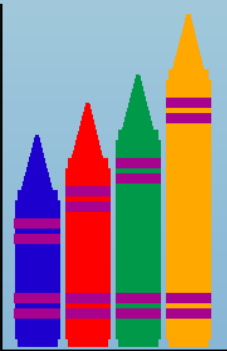
**Center for Evidence-Based Practice:  
Young Children  
with Challenging Behavior**

# About Bradford

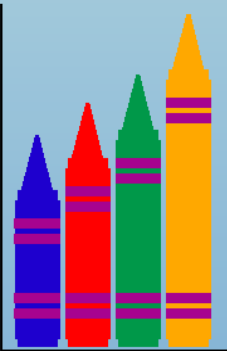
- 2 years, 7 months
- Part C services of speech/language therapy
- Diagnoses of Expressive/Receptive Language Delay, Behavioral Disorder
- Lives with parents, one brother (age 3 1/2 years)
- Strengths - social, likes music, good fine motor skills, strong family support system
- Problem Behaviors - Aggression, Noncompliance, Property Destruction, Self-Injurious Behavior, Elopement
- Significant risk of Preschool Expulsion



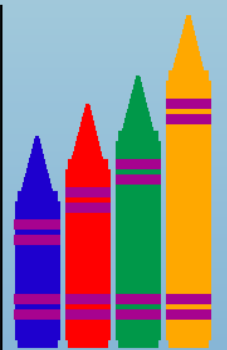
# Behavior in Target Routine (Unstructured Activities)



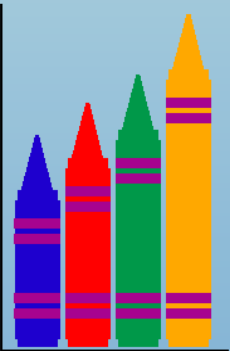
# Unstructured Activities



# Structured Activities



# Outside Activities



# Process of Positive Behavior Support

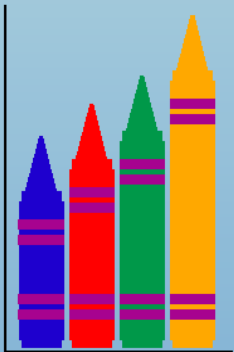
**Step 1: Identify Goals**

**Step 2: Gather Information/ Functional Assessment**

**Step 3: Develop Hypotheses**

**Step 4: Design Behavior Support Plan**

**Step 5: Implement intervention**



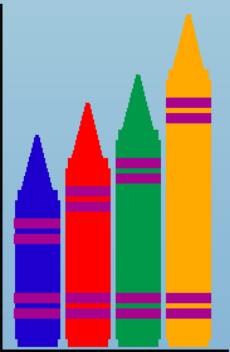


# Hypotheses



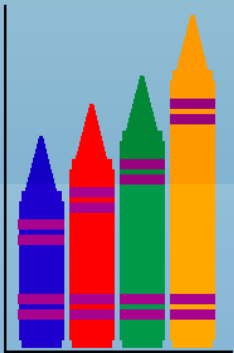
## *Bradford engaged in challenging behavior:*

- 1. in an attempt to escape from activities that were unpredictable or had unclear expectations*
- 2. In an attempt to escape from activities that were nonpreferred (difficult, boring)*
- 3. In an attempt to escape from activities associated with high levels of noise or people*
- 4. In an attempt to gain peer or teacher attention*



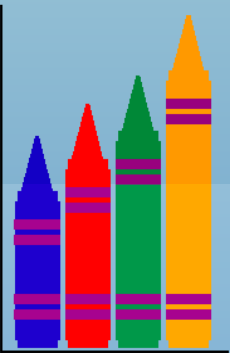
# Prevention Strategies

- Visual cues/photo schedule/stop signs
- Social stories for routines
- First/Then boards
- Choice chart
- Preferred items
- Manipulatives
- Modified materials
- Remove distractions
- Add quiet area in room
- Add breaks
- Peer buddy




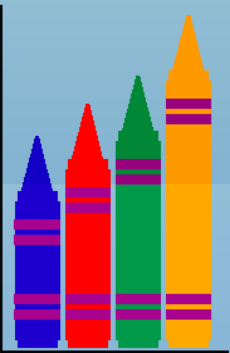
# Replacement Skills

- Teach how to verbally initiate/terminate interactions
- Teach how to initiate appropriate physical affection
- Teach how to appropriately ask for "break" or "help"
- Teach how to respond to loud or overstimulating situations
- Teach how to make and express choice

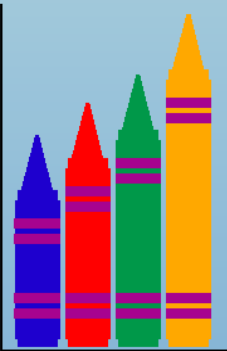


# Teacher Responses

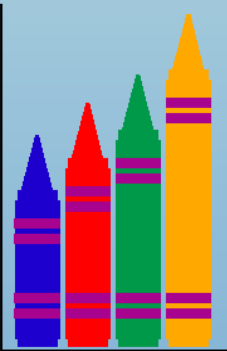
- 
- Clear instructions
  - Redirect and ignore
  - Specific praise
  - Provide choice
  - Provide consistent verbal “All done”, countdowns
  - Promote active participation with modeling
  - Encourage verbal communication
  - Monitor and anticipate difficult play activities  
provide option to leave area



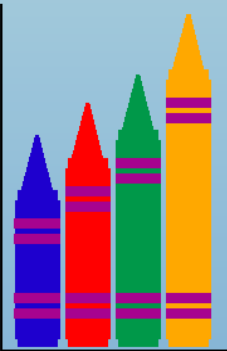
# Unstructured Activity Intervention



# Structured Activities Intervention



# Outdoor Activities Intervention



# Replacement Skills

## Verbal Examples:

"I want to share"

"Go away"

"I need help"

"I want a break"

"All done"

"I want a hug/kiss"

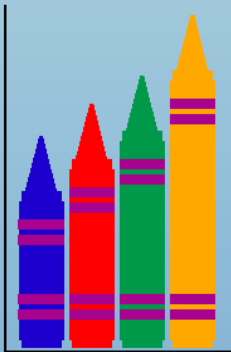
## Nonverbal Examples:

Gesture with toy to share

Gesture for hug/kiss

Gesture with STOP sign  
to end or break

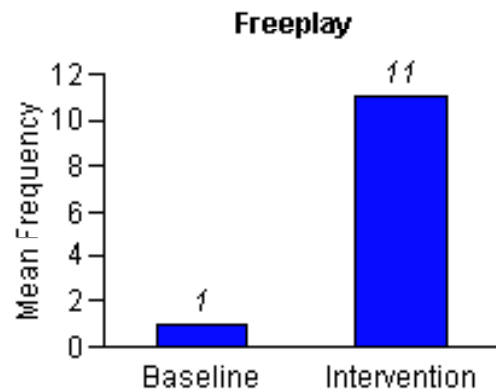
Point to picture to leave  
area



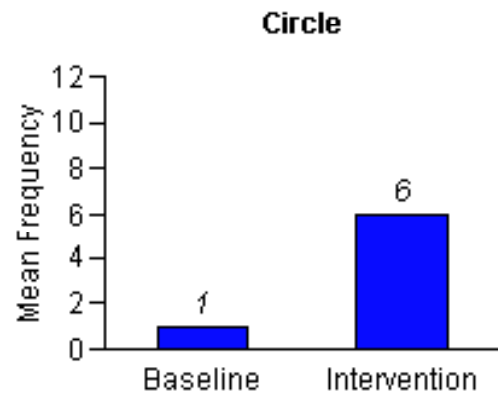


# Replacement Skills

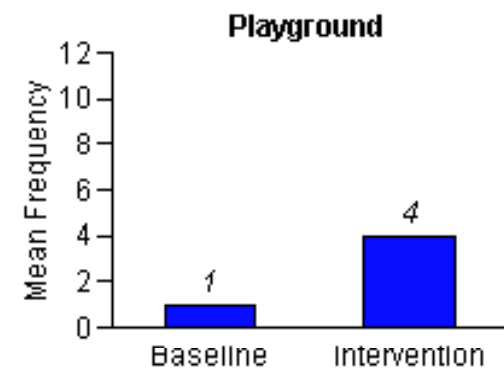
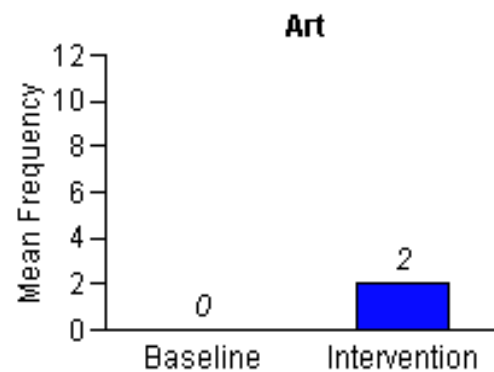
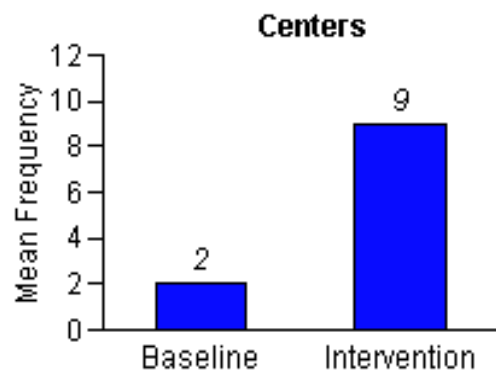
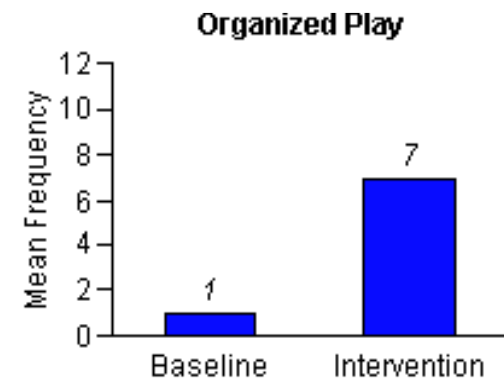
Mean Frequency of Replacement Skills During *Unstructured* Activities



Mean Frequency of Replacement Skills During *Structured* Activities

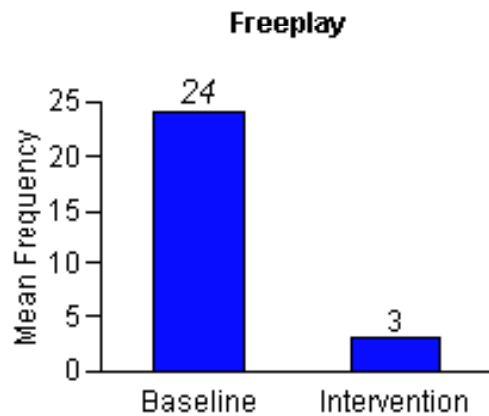


Mean Frequency of Replacement Skills During *Outside* Activities

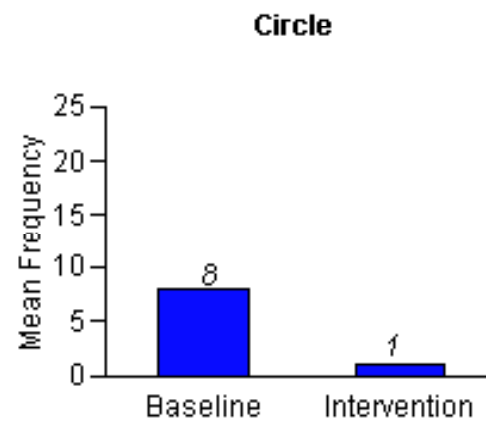


# Challenging Behavior

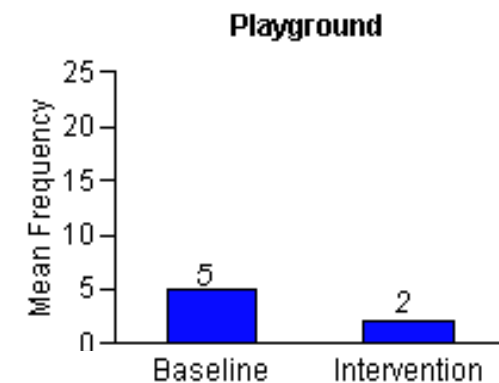
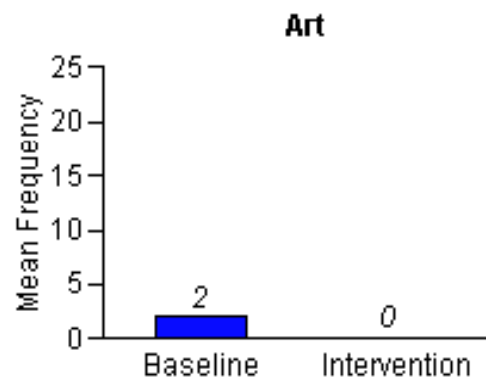
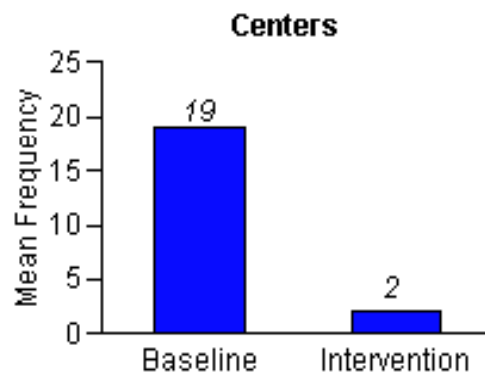
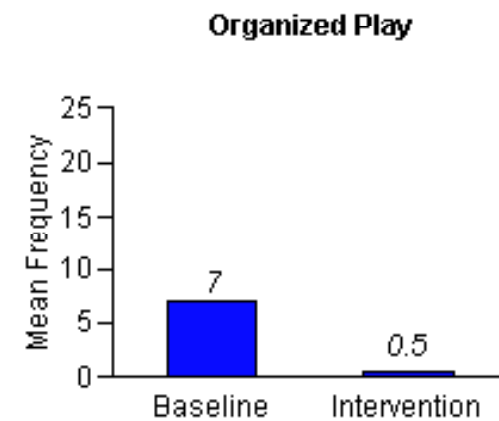
Mean Frequency of Aggression  
During *Unstructured* Activities



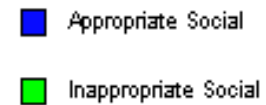
Mean Frequency of Aggression  
During *Structured* Activities



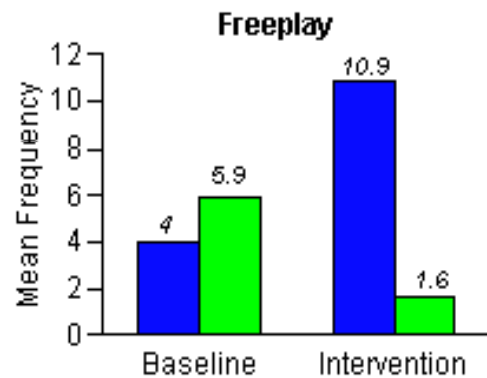
Mean Frequency of Aggression  
During *Outside* Activities



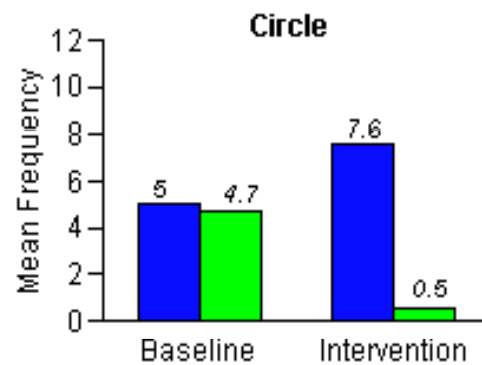
# Social Initiations



**Mean Frequency of Social Initiations During *Unstructured* Activities**



**Mean Frequency of Social Initiations During *Structured* Activities**



**Mean Frequency of Social Initiations During *Outdoor* Activities**

