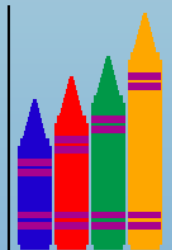




# Positive Behavior Support for Young Children with Challenging Behaviors



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

# E-mail Addresses: Contact Either of US

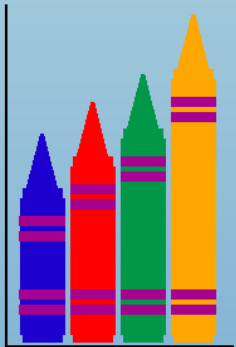


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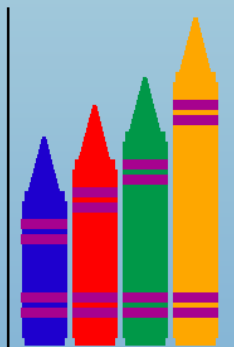
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# EI-PBS

- A family-centered early intervention model for children with disabilities (e.g., autism)
  - Adjunctive and short-term
  - Emphasizes the building of a strong family context in order to promote longitudinal progress and child and family well being
  - Based on applied behavior analysis and the process of positive behavior support (PBS)



# Brendan - Before PBS



# Tough Times Before PBS



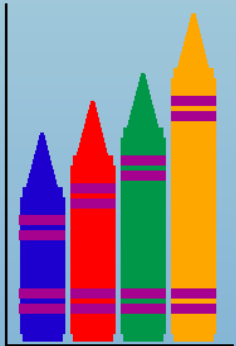
# How People Viewed Us Before PBS...



# Distinctive Features of EI-PBS



- Adjunctive and short-term (w/ follow up)
- Fully individualized w/ focus on individual child-family systems
- Home and community-based
- Emphasis on building family capacity for longitudinal benefits
- Focus on building positive repertoires of adaptive behavior, and preventing serious problem behaviors



# Goals of EI-PBS

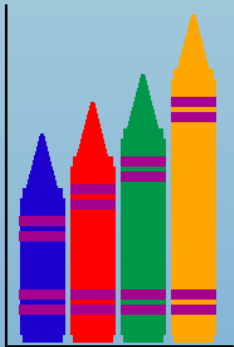
- Promote child's intellectual, language, social and emotional development
- Reduce/eliminate problem behaviors
- Develop foundations for *longitudinal* prevention of problem behaviors
- Facilitate enhancement of family strengths, skills, cohesion and confidence
- Make supports individualized and accessible for all children and families, regardless of geographic, economic, or cultural circumstance





# Conceptual and Procedural Foundations

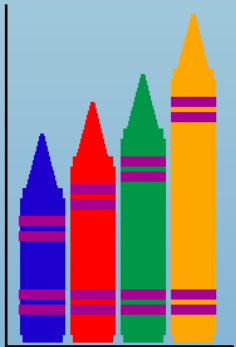
- (1) Communication-based intervention to resolve and prevent problem behaviors
  - Communication-based intervention (functional communication training)
  - Developing functional, generative language
  - Comprehensive support plans
    - Instruction, prevention, enrichment, physiological well being, etc.
  - Designed with and for families for optimal “fit” and utilization



# Conceptual and Procedural Foundations

(2) Supported, social participation in inclusive settings

- Emphasis on supported, successful inclusive experiences and expectations
- Development of competencies and comfort in complex social contexts
- Inclusion can occur in many circumstances (child care, community, school, etc.)

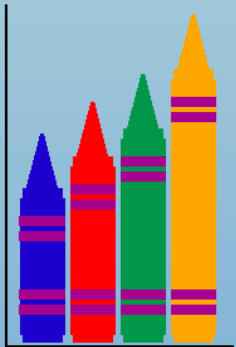


# Conceptual and Procedural Foundations

## (3) Comprehensive family support

- Individualized support for family systems
  - Families are the essential resource (and warrant assistance to function optimally)
  - Families are individual systems with individual strengths, challenges, and support needs

*Strong, confident, competent families who are able to be deeply involved with their children, are the greatest contributors to child progress and child well being*



# Operational Features



- Recruitment and Enrolment
- Staffing ---- Early Intervention and PBS Specialists
- Home and Community Based
- Process
  - Assessment and Planning --- 1 month
  - Intensive Intervention and Support – 3-5 months
  - Transition – 1 month
  - Longitudinal Support



# EI-PBS – Model Components



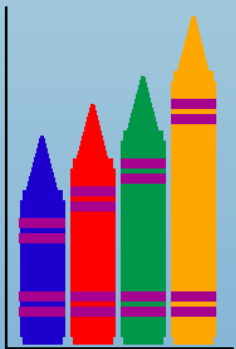
- (1) Rapport building & Goal Setting
- (2) Functional Assessment & Person-Centered Planning
- (3) Comprehensive Individualized Support Plan
- (4) Implementation of communication-based Intervention
  - Child and Family Support
- (5) Monitoring, Adjustment, and Longitudinal Support



# Some Outcomes

(from EI-PBS and earlier versions)

- Enhanced Intellectual and Social-behavioral Development
- Reduced Problem Behavior
- Inclusive School Placements
- Increased Skills (e.g., problem solving and advocacy) of Families
- Longitudinal Effects
- Extent of Progress Related to Family and Community Resources



# Brendan - After PBS




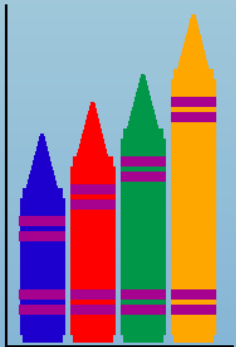
# **PBS: A Family's Cause for Celebration**





# Gregory

- 
- 24 months old; lives with mother and father; both employed full-time
  - Mother –clerical; Father – tug boat crew
  - FSP Outcomes: improve language, improve behavior
  - Assessment: overall mild delays; moderate delays in language development
  - EI services: speech therapy 30 min./2x week




# Initial concerns

- Tantrums (rolls on floor, ear-piercing screams, runs away, falls to floor, pulling hair, kicking, hitting)
- Difficult activities: diaper changes, washing hair, bath, coming in from outside play, grocery store, changes in routine (seems to be o.k. at family child care)



# Process

- 
- Rapport Development; Ecological Assessment
  - Person-centered planning
  - Functional Assessment
  - Intervention in targeted routines
  - Expanded support to community activities



# Methods



## Single Subject Design:

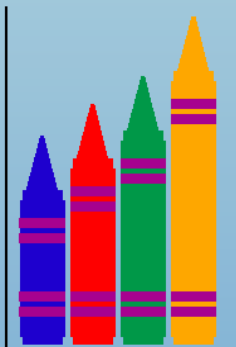
- Concurrent multiple baseline across routines

## Conducted during three daily home routines:

- 1. Diaper change; 2. Bath time; 3. Transition from play

 D.V.= Greg's challenging behavior and engagement; Parent interaction

 I.V.= Behavior Support Plan based on functional assessment



# *Dependent Measures*

- **Total Challenging**: Any occurrence of aggression, collapsing on floor, arching back, out of area, property destruction, or screaming
- **Engagement**: Following directions, participating in activity appropriately for majority of interval
- **Parent Positive**: verbal positive comments, positive physical touch, instructions, requests
- **Parent Negative**: verbalizations that are attempt to terminate problem behavior, redirection, physical guidance for redirection
- **Length of diaper change** : Latency from initial instruction to completion of routine
- **Communication**: use of words (sound pattern or word approximation, words); lexicon of words



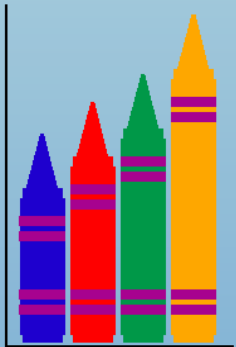
**Functional assessment results: Greg displayed challenging behavior in an attempt to escape from home routines that were not preferred (function=escape + attention)**

### **Diaper Change Routine**

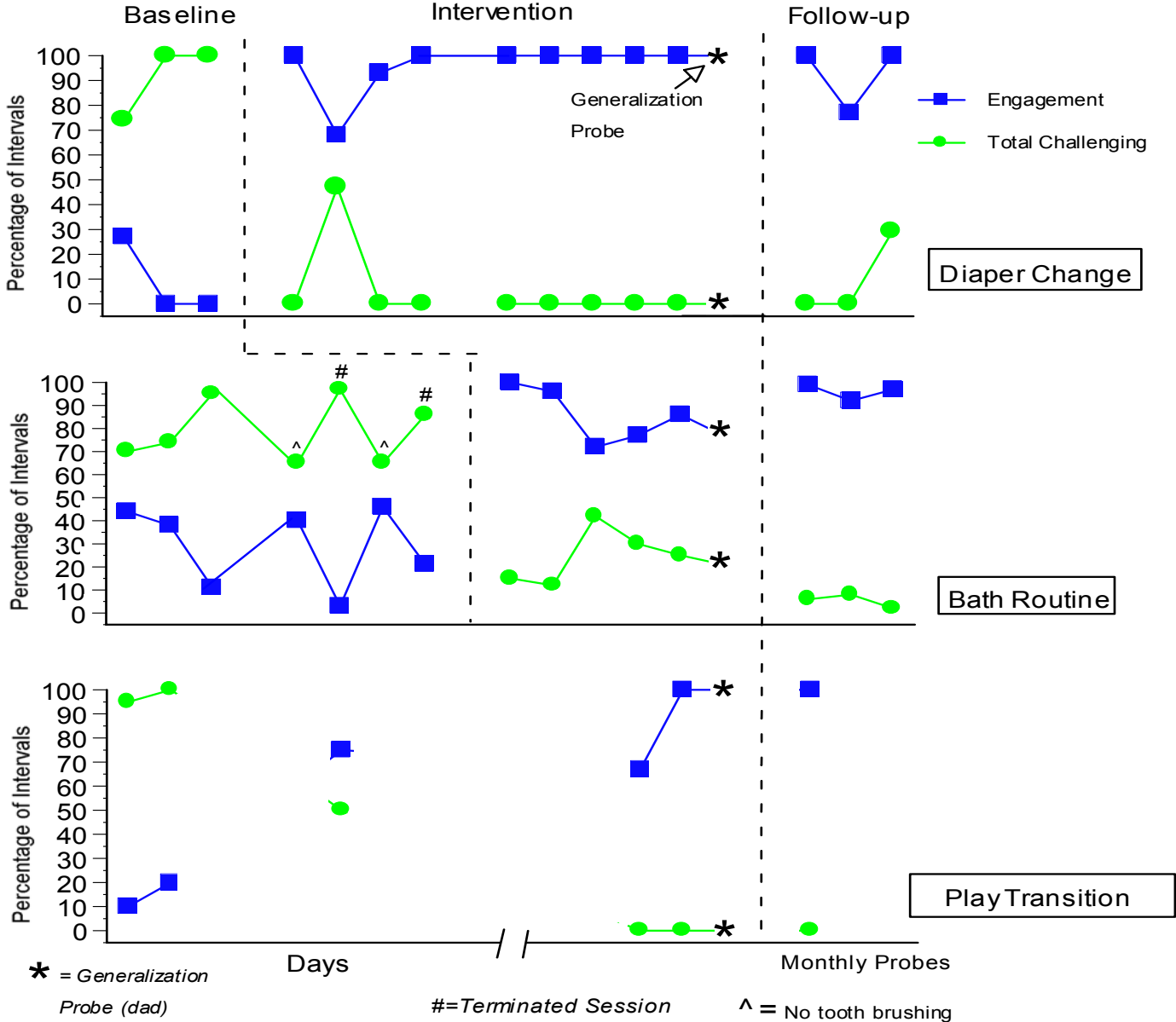
- 1. Environmental modifications; 2. Visual schedule & choice board; 3. Preferred toy; 4. Active Participation; 5. Ignore and redirect

### **Bath Routine:**

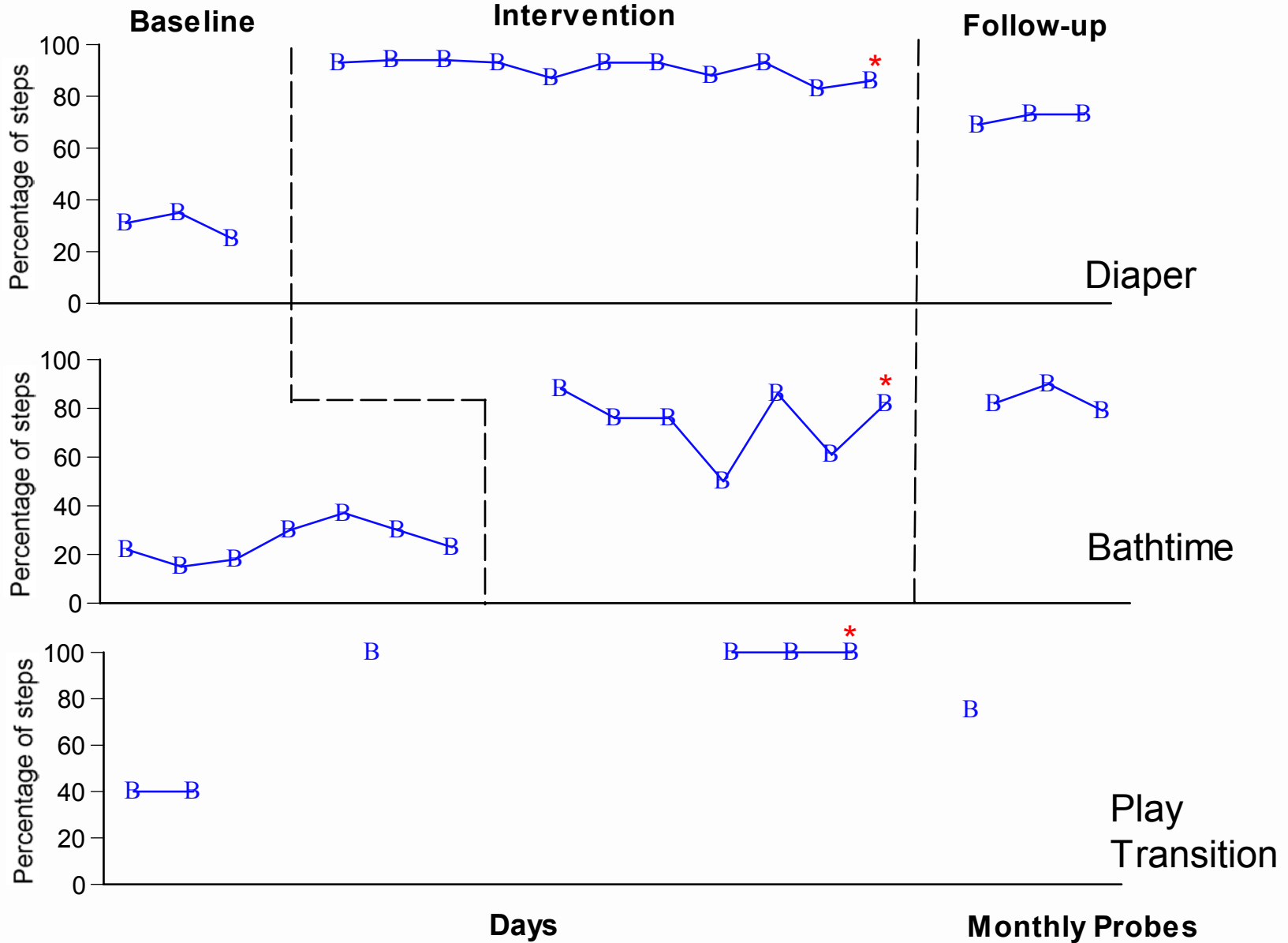
- 1. Environmental modifications; 2. Safety signal; 3. Object cue for transition; 4. Preferred activities/toys; 5. Active participation; 6. Ignore and redirect



# Percentage of Intervals with Engagement and Total Challenging Behavior Across Three Routines



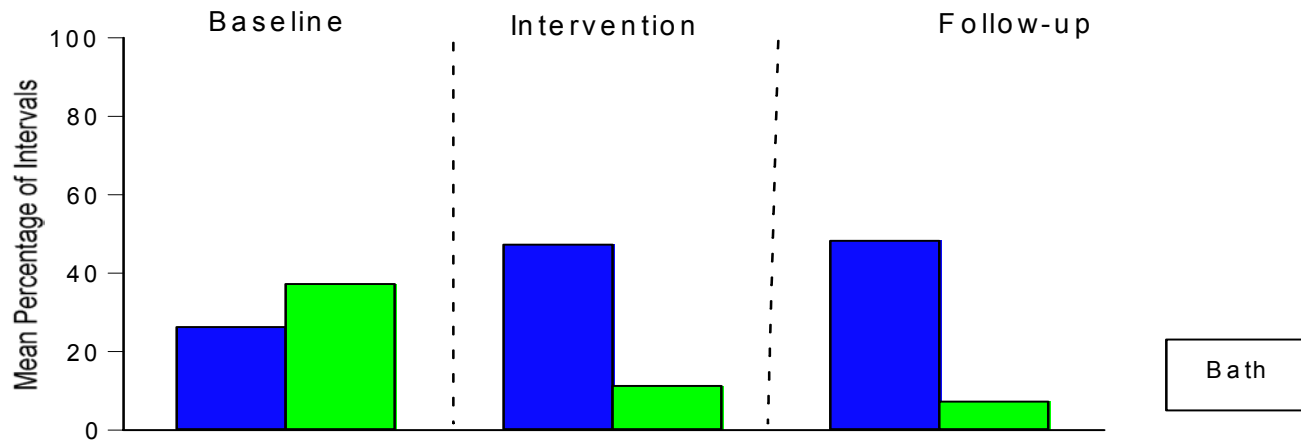
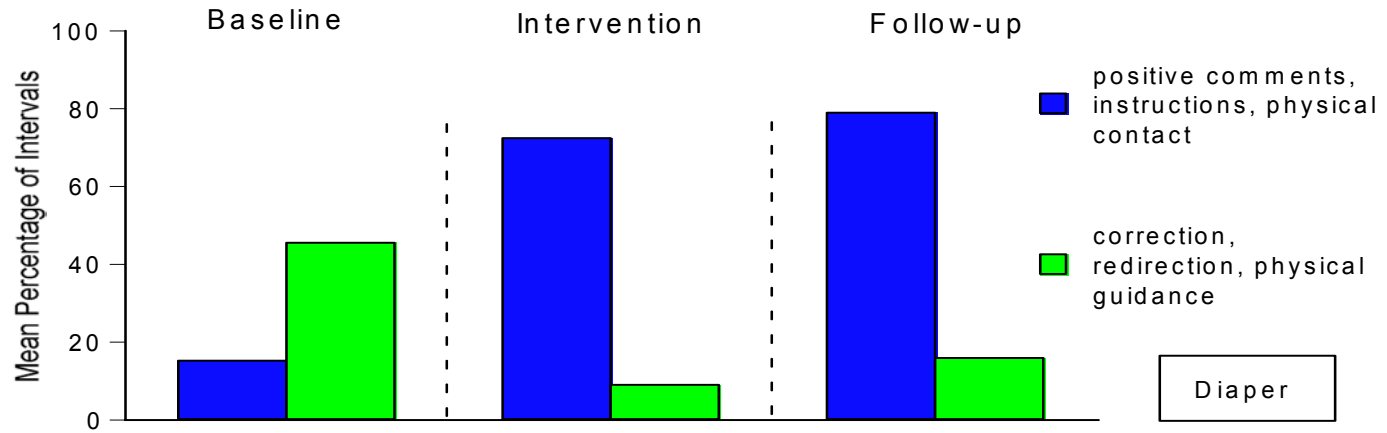
# Procedural Fidelity Percentage of Steps Completed



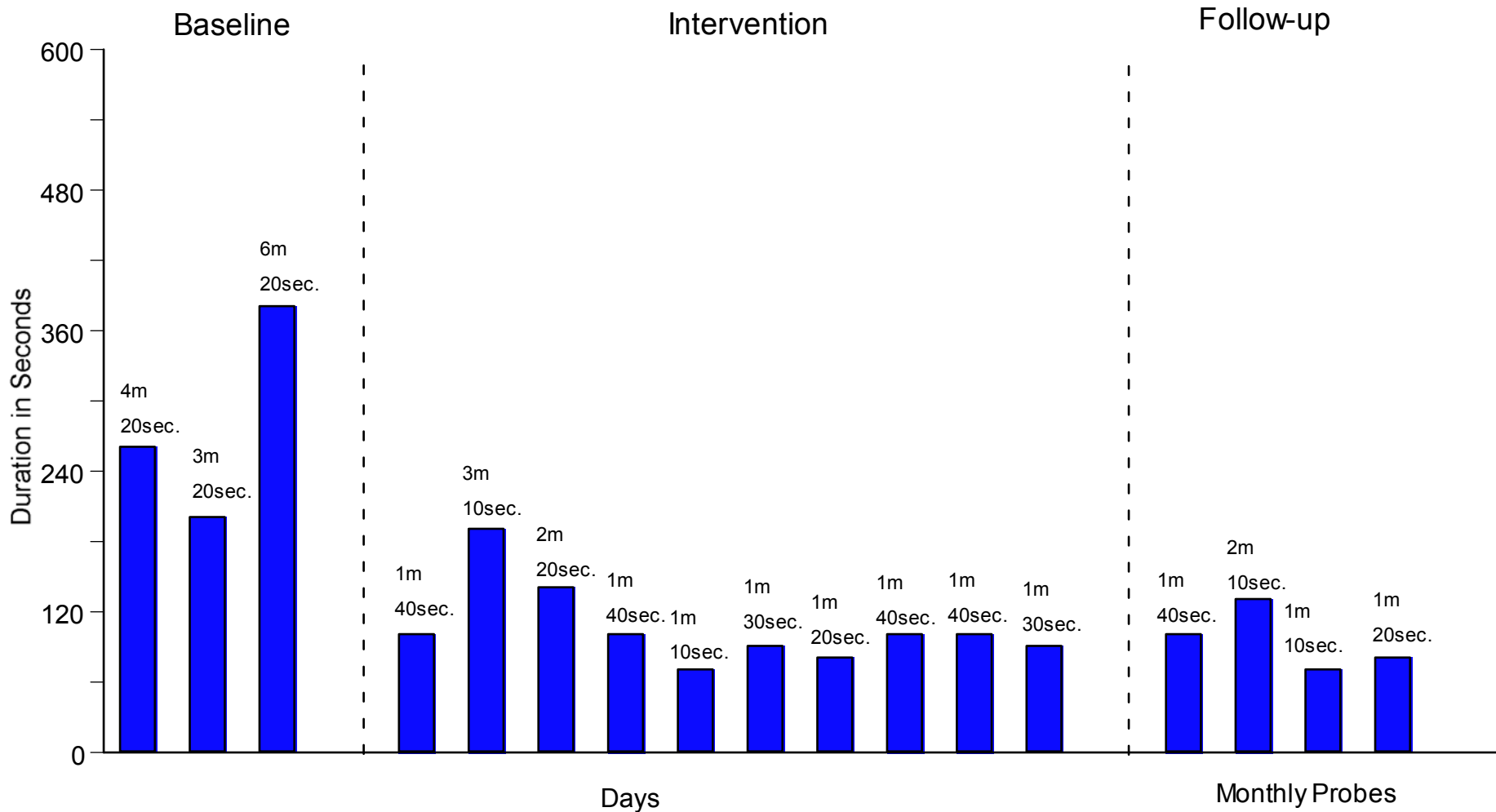
\* Generalization probe- (Dad)



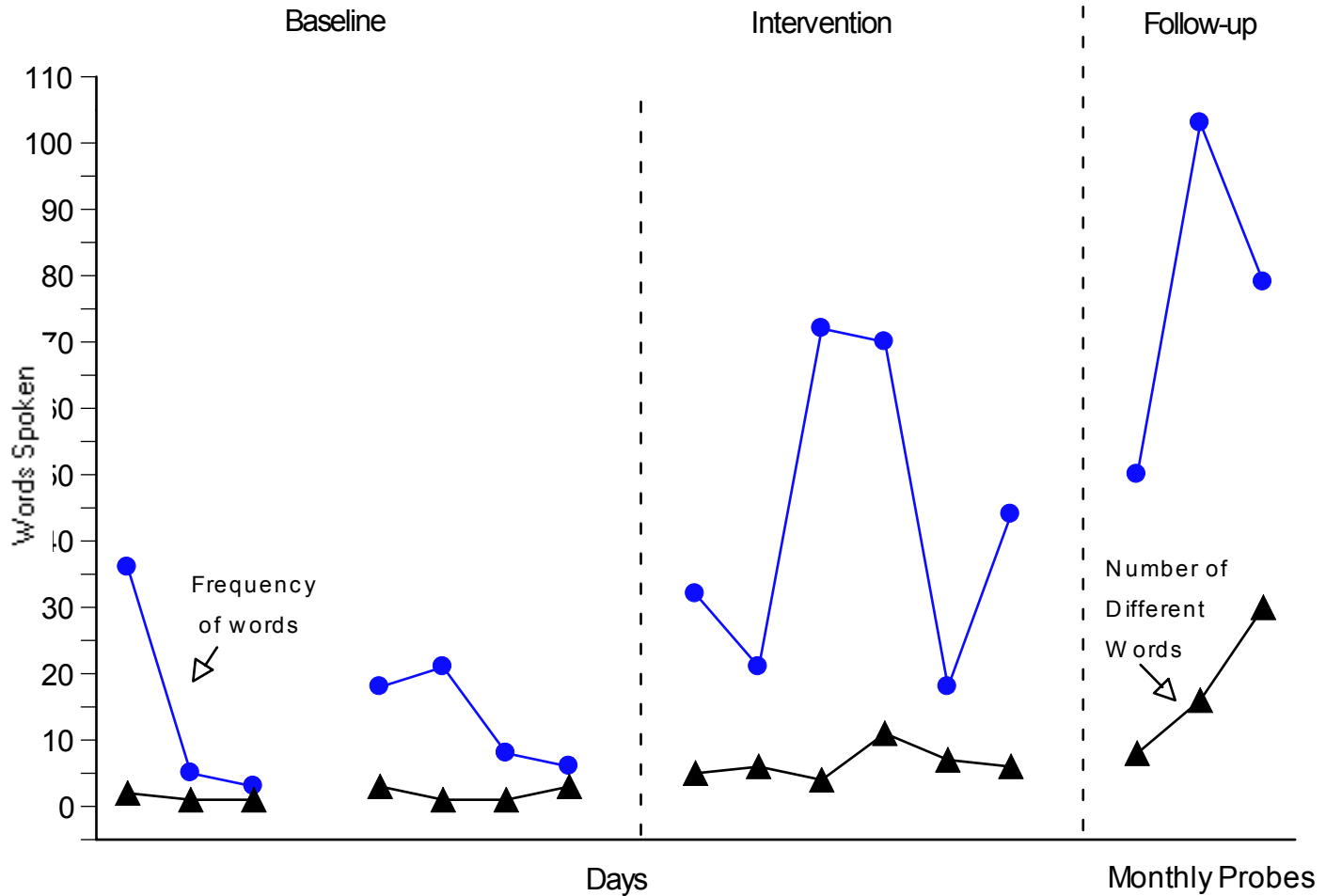
# Mean Adult Interactions Across All Conditions



# Duration of Diaper Change Across All Conditions



# Frequency of All Words and Number of Different Words Spoken During Bathtime




# Contributions of study

- One of few applications with child under 30 months
- Parent acted as intervention agent in naturally occurring routines
- Collateral data of child communication



# Challenges

- 
- Context of family home and routines for research
  - Family structure of negative reinforcement; imposing a baseline
  - Rapid development of young children
  - Distinguishing between problem behavior of concern and problem behavior that is developmentally expected
  - High intensity, low frequency problem behavior



# Announcing...



*The Second International Conference on*  
**Positive Behavior Support**  
March 10-12, 2005

**The Expanding World of PBS: Science, Values, & Vision**

**For more information contact:**

Tim Knoster at 570-389-4081

tknoster@bloomu.edu

<http://www.apbs.org>



Sponsored By: The Association for Positive Behavior Support and The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) with co-sponsorship from the OSEP Center on Evidence-based Practice: Young Children with Challenging Behavior.

## Marriott Waterside Tampa, Florida



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- ✓ Featuring over 50 exciting presentations on methods, aspects, issues and research in Positive Behavior Support.
- ✓ Will include skill-building workshops on school-wide positive behavior support, measuring outcomes, applications in schools, early intervention, among other topics.