




Early Intervention for Children with Serious Challenging Behaviors: Strategies and Recent Research

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Agenda

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- A family-centered model of early intervention (EI-PBS)
 - Features, goals, foundations
 - Strategies and outcomes
 - Brief overview of intervention research with young children's challenging behaviors
 - Recent research example
 - Summary, Discussion

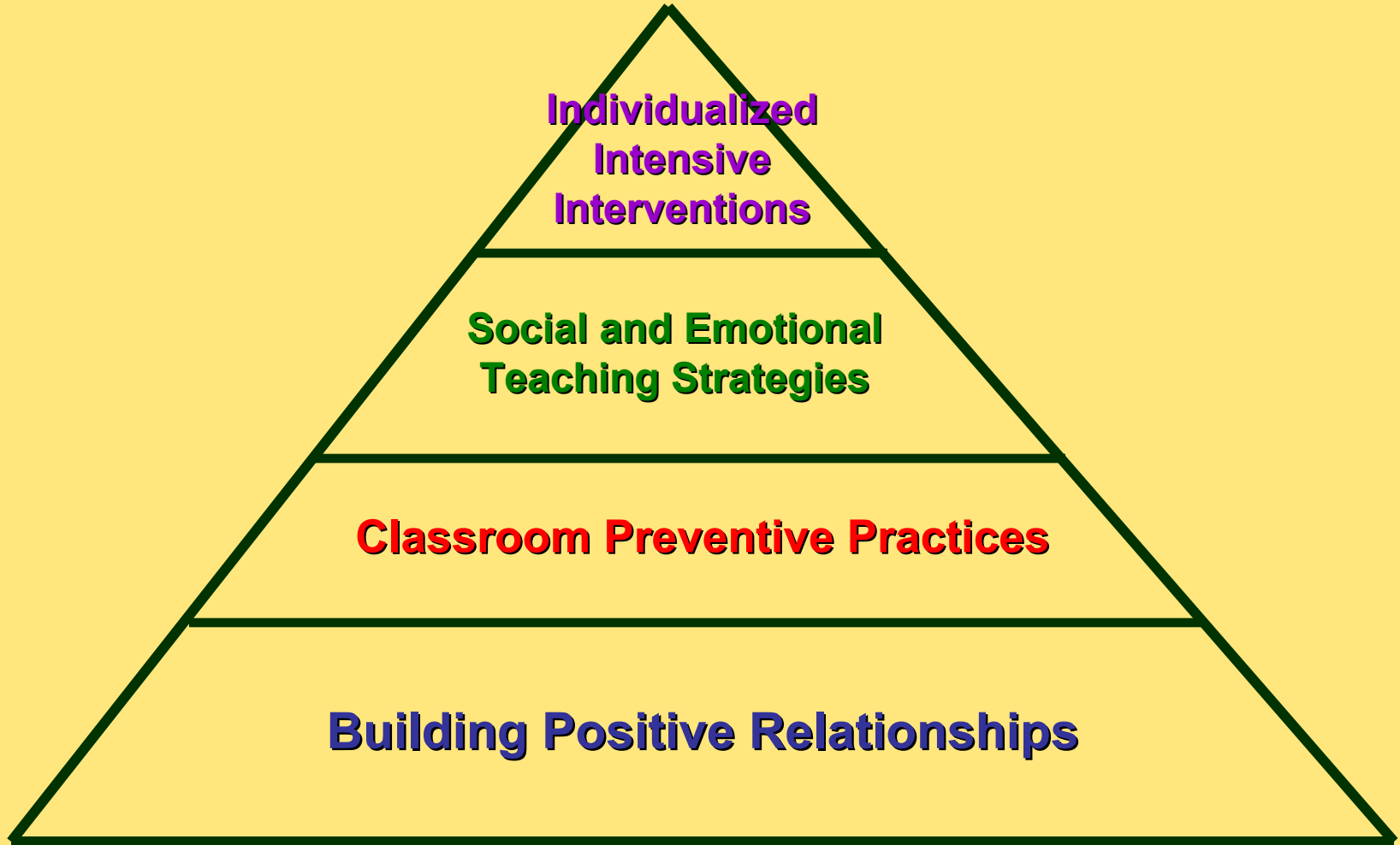


Importance of Challenging Behaviors

- Increasing appreciation for significance of challenging behaviors in early childhood
- Data linking early challenging behaviors with subsequent problems – in school, adolescence, and adulthood
- Thus, great need for effective procedures of prevention and intervention

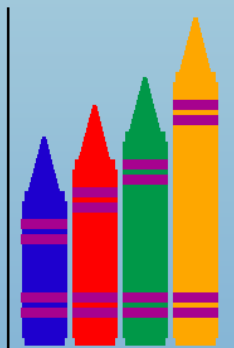


Model for Preventing Challenging Behaviors and Social-Emotional Maladjustment



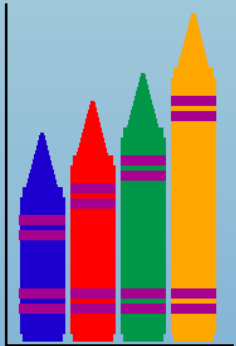
EI-PBS

- 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)



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



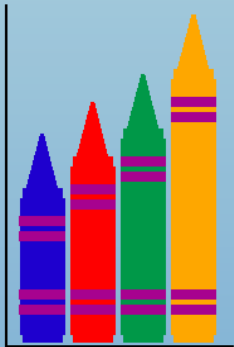
Goals of EI-PBS

- 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

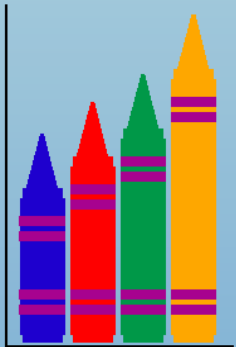
- (1) Communication-based intervention to resolve and prevent problem behaviors
 - Communication-based intervention (functional communication training)
 - Developing functional, generative language
 - Comprehensive support plans
 - Instruction, prevention, enrichment, physiological well being, etc.
 - 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.)

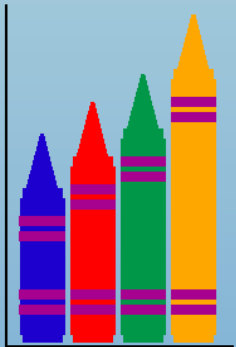


Conceptual and Procedural Foundations

(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

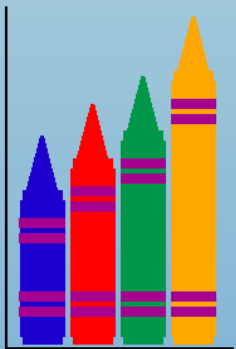


Some Outcomes

(from EI-PBS and earlier versions)

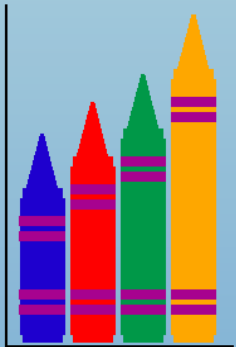


- Enhanced Intellectual and Social-behavioral Development
- Reduced Problem Behavior
- Inclusive School Placements
- Increased Skills (e.g., problem solving and advocacy) of Families
- Longitudinal Effects
- Extent of Progress Related to Family and Community Resources



Research on Behavioral Interventions at the “Top of the Triangle”

- Comprehensive Review and Descriptive Analysis of Research from 1984-2003 (20 years)
 - Conroy, Dunlap, Clarke, & Alter, 2004, (submitted for publication)
- 73 articles identified, from 23 journals
 - *JPBI* (27%) and *JABA* (23%) most heavily represented
- Escalating trend --- many more recent studies focus on or include young children (birth – 5)



Some Results

- Most studies looked at preschool-aged children, with very few studies including toddlers
 - Age 5 = 49% of studies
 - Age 4 = 40% of studies
 - Age 3 = 34% of studies
 - Age 2 = 16% of studies
- Settings were largely community preschool programs (40%), homes (26%) and special education classes (22%)
- Virtually all studies used experimental or quasi-experimental time series designs



Some Results - 2 -

- Behaviors targeted were destructive (e.g., aggression) and disruptive (e.g., tantrums), but also adaptive responding (e.g., engagement, social interaction, skill performance)
- Interventions were largely instructional and/or multi-component, with a large percentage focusing on antecedent manipulations. 40% of studies described interventions that were explicitly linked to functional assessment data.
- Intervention agents were teachers (42%), researchers (37%) and parents (26%)



Early Intervention






Positive Behavior Support



- To provide families, caregivers, and others with positive strategies and skills that will result in the child's acquisition of appropriate social and communication skills
- To assist young children with challenging behavior and their families with support to achieve quality of life outcomes

Functional Communication Training

-  Toddlers
-  Home setting
-  Parent as intervention agent



Maria and her mother

- 30 months old, speech delay
- Screaming, kicking, hitting, pushing
- CBCL total and externalizing above 90th percentile
- Younger brother, 7 months
- Lived with Uncle
- Hispanic
- Family received public assistance



Alexis and her mother

- 33 months, speech delay
- Hair pulling, spitting, whining
- TABS score <1% = severe behavior
- Lived with both parents and 5-year old sister
- European-American, Middle Class



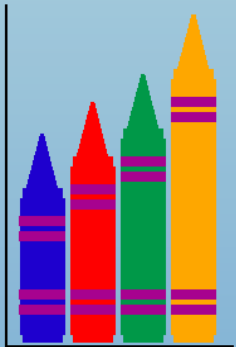
Functional Communication Training

- Determine function of the behavior within a routine
- Select a functionally equivalent communicative behavior to replace
- Prompt the child to use the replacement behavior
- Reinforce the use of the replacement behavior



Process

- Selected routines/situations parents reported to be problematic
- Conducted FBA to determine function (observation and interview)
- Developed Behavior Hypotheses
- Identified Replacement Skill Options
- Provided Parent Training (1 hour) and script



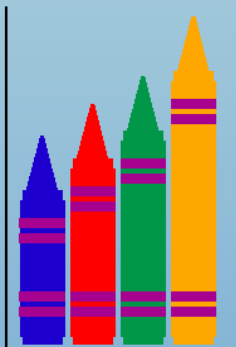
Maria

Sharing

- When Mother or brother used a preferred toy out of Maria's reach
- Request Object
- Say "play"

Diverted Attention

- When Mother talked with another person
- Request Attention
- Say "excuse me"





Assistance

- Difficulty operating a toy
- Request Help
- Say “help me”



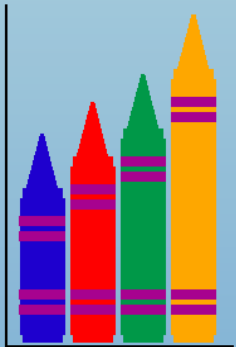
Alexis

Transition

- Mom left play to do something else
- Request attention
- Say "play with me"

Diverted Attention

- Mom talked with someone else
- Request attention
- Say "play with me" or "excuse me"












Personal Time

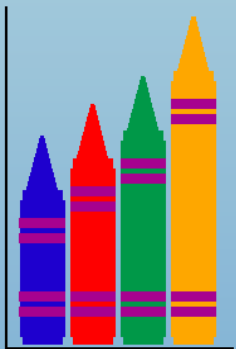
- Mom read a book or engaged in a solitary activity
- Request attention
- Say "excuse me"



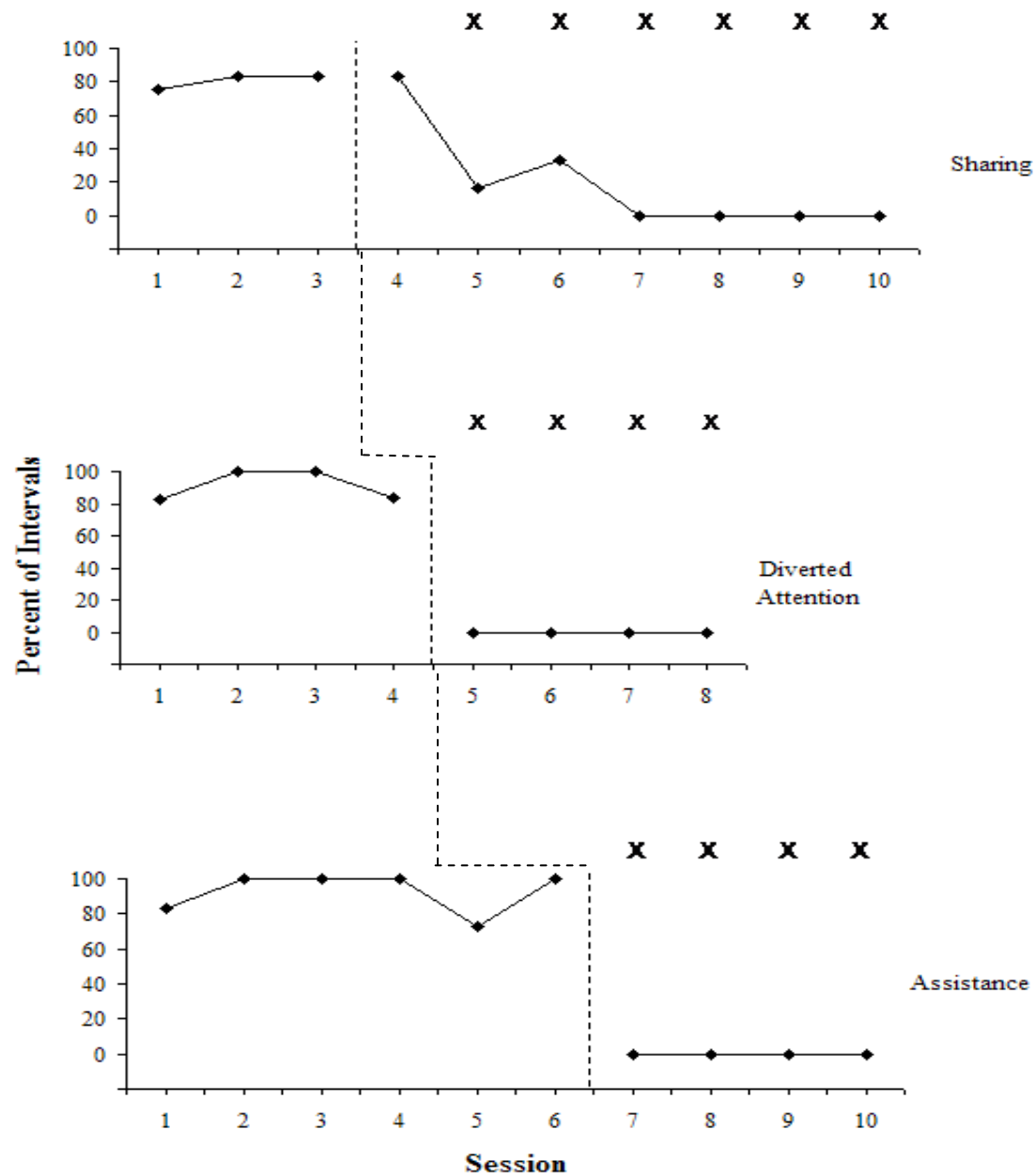
Experimental Design



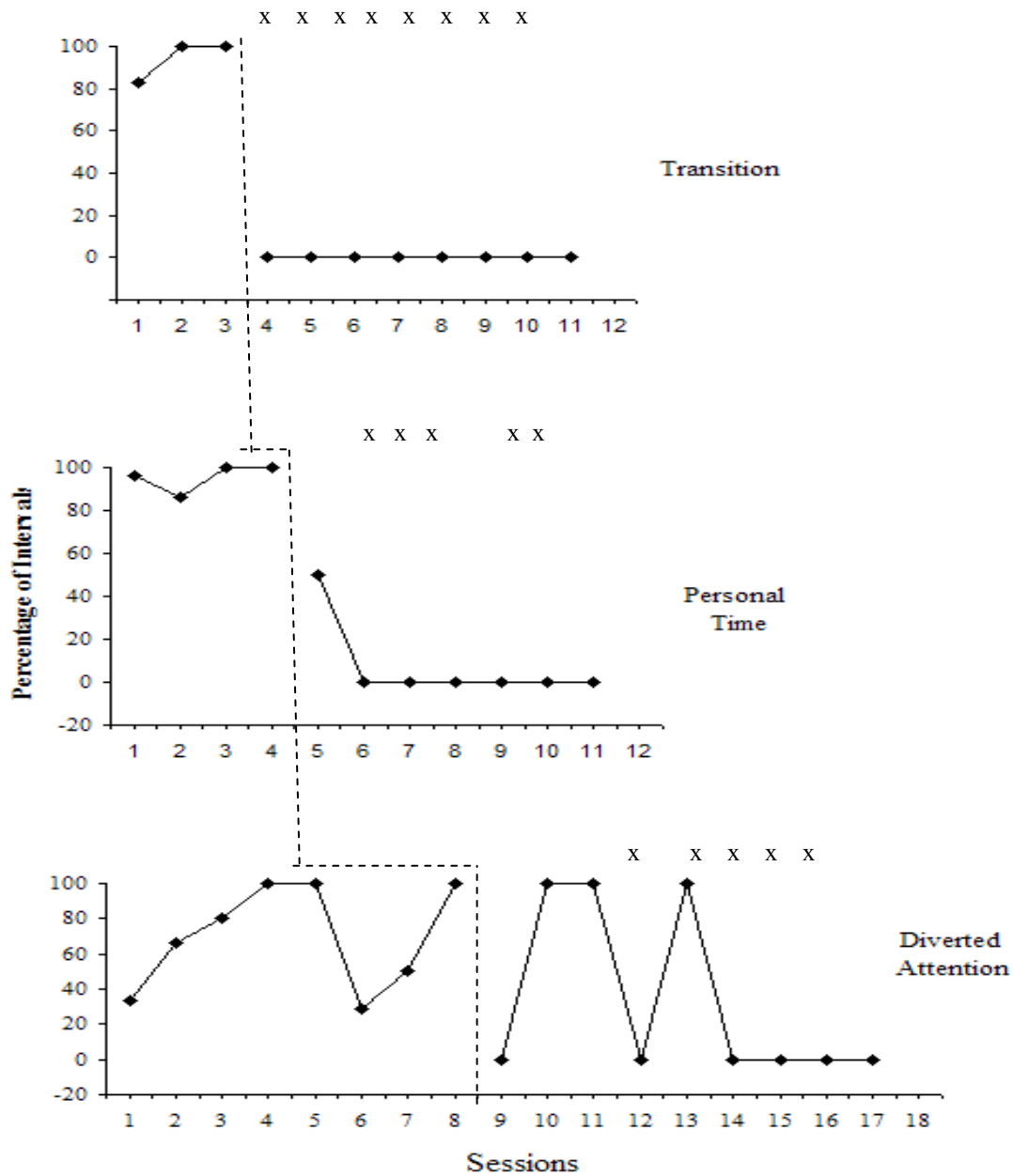
-  Multiple baseline across routines
-  Dependent measures of challenging behavior; replacement skill use; mother prompting; mother reinforcing
-  Severity rating scale
-  Procedural Fidelity
-  Social Validity
 -  Goodness of Fit – parent
 -  Outcome Acceptability



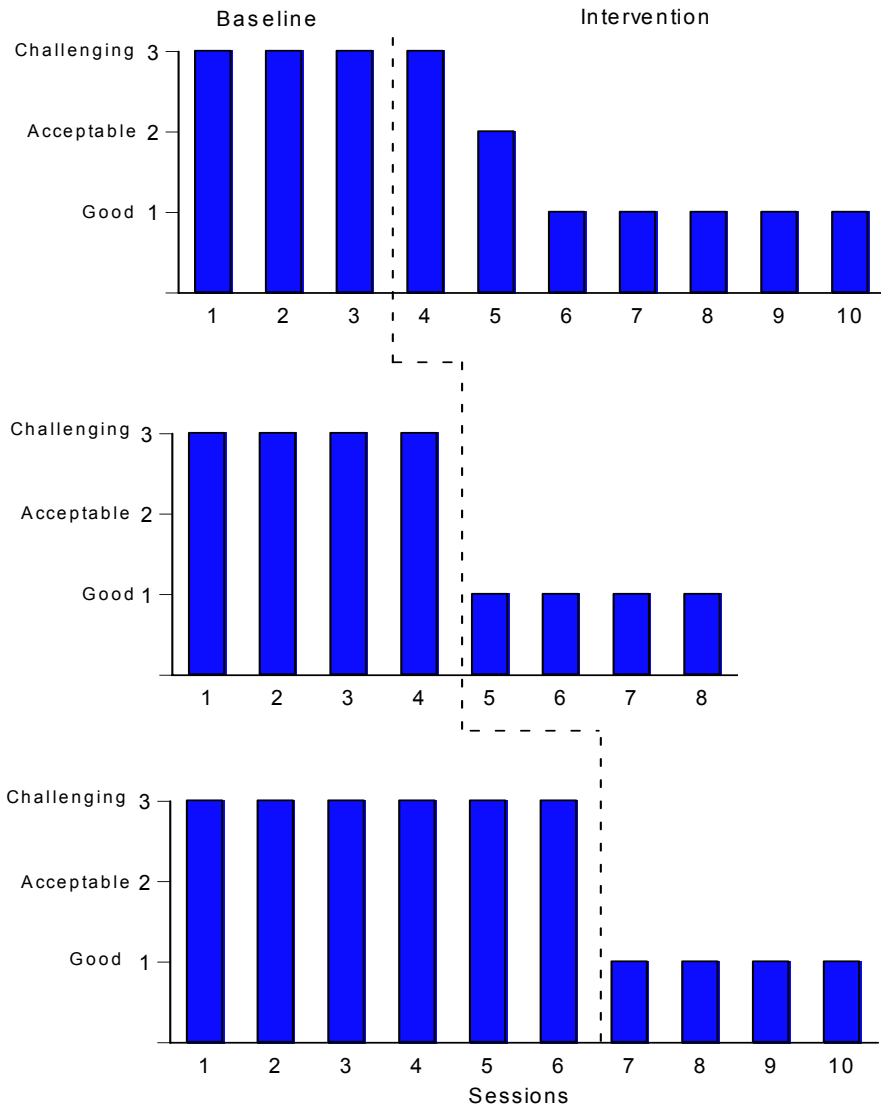
Percentage of Intervals with Challenging Behavior and Sessions with Replacement Behavior- Maria



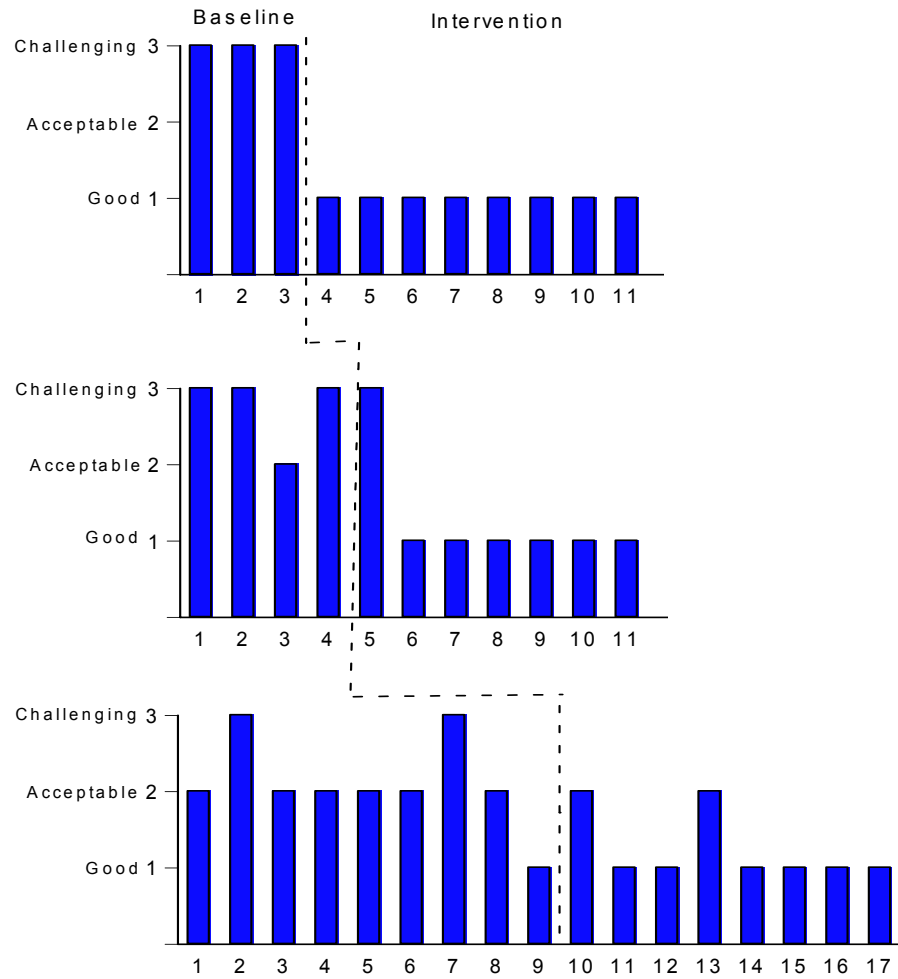
Percentage of Intervals with Challenging Behavior and Sessions with Replacement Behavior-Alexis



Intensity Ratings



Intensity Ratings



Summary

- Efficacy of FCT as intervention strategy for toddlers
- Demonstration of parent as intervention agent and fidelity of implementation
- Severity rating scale as meaningful measure
- Goodness of Fit for family





Addressing Challenging Behavior

National Training Institute on Effective Practices
Supporting Young Children's
Social/Emotional Development

May 4 - 7, 2005 Sheraton Sand Key Resort Clearwater Beach, Florida

"The very best conference I've
attended in years..."
-2004 NTI attendee

INFORMATION & REGISTRATION available at
www.addressingchallengingbehavior.org