




Positive Behavior Support for Young Children with Challenging Behavior



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www.challengingbehavior.org

Agenda

- 
- Introduction
 - Center for Evidence-Based Practice: Young Children with Challenging Behavior
 - What Is Positive Behavior Support?
 - Definition; Foundations; Features
 - Positive Behavior Support and Young Children
 - What we know; what we have yet to learn
 - Components of Comprehensive, Family-Centered Positive Behavior Support
 - Case Study
 - Conclusions/Questions






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

One National Center funded
through a cooperative
agreement by OSEP

2002-2006

GOALS

- 
- Raise awareness of positive, evidence-based practices
 - Increase implementation of positive, evidence-based practices
 - Build enhanced data base of practical, positive, evidence-based practices



Management Team



- University of South Florida
 - Glen Dunlap, Principal Investigator
 - Lise Fox, co- Principal Investigator
- University of Colorado at Denver
 - Barbara Smith, co- Principal Investigator
 - Phillip Strain, co- Principal Investigator



Research, Training, and Dissemination Team

➤ **University of Kansas**

- Judith Carta, Wayne Sailor, Ann Turnbull, Barbara Thompson, Eva Horn, Jean Ann Summers, Charles Greenwood

➤ **University of Illinois**

- Mary Louise Hemmeter, Micki Ostrosky, Amy Santos

➤ **Tennessee Voices for Children**

- Matt Timm, Diane Dixon

➤ **Lehigh University**

- Lee Kern, George DuPaul

➤ **University of Florida**

- Maureen Conroy

➤ **Pyramid Parent Training**

- Ursula and DJ Markey

➤ **University of Colorado - Denver**

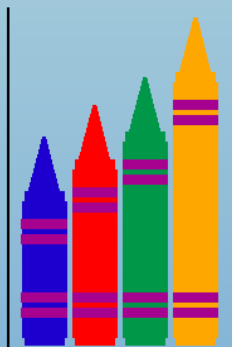
- Phil Strain, Barbara Smith, Gail Joseph

➤ **University of South Florida**

- Lise Fox, Glen Dunlap

➤ **LSU**

- Pat Snyder (consultant)




Primary Dissemination Partners



- National Association for the Education of Young Children
- Division for Early Childhood, Council for Exceptional Children
- National Association of Child Care Resource and Referral Agencies
- National Head Start Association
- + many associate dissemination partners



Major Center Activities

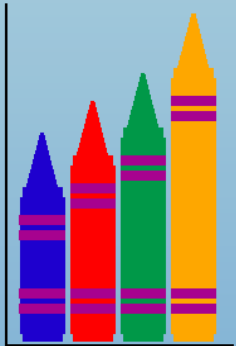
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- Identify evidence-based practices in three areas:
 - Systems of Service Delivery
 - Service Utilization
 - Effective Practices for Young Children and Families
 - Develop partnerships with national organizations and other dissemination networks to conduct widespread campaign of awareness
 - Develop materials and implement strategies to impact personnel preparation



Major Center Activities



- Disseminate information to enhance awareness and implementation of evidence-based practices
- Implement a national program of research to address critical issues for young children and families affected by challenging behavior, including:
 - Longitudinal, multi-site study to investigate relative and interactive effects of ecological and intervention variables
 - Studies on direct services and interventions
 - Studies on administrative operations and systems variables
 - Studies on personnel preparation and utilization



Overall Purpose of the Center

- To improve the lives and futures of young children and their families by:
 - (1) building a more unified and widespread awareness of positive, evidence-based practices,
 - (2) enhancing the capacity of families, educators, and other professionals to implement evidence-based practices, and
 - (3) adding to the data base of evidence-based practices that are incorporated in the comprehensive service delivery system.



Positive Behavior Support

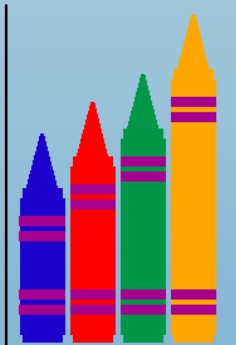
- A values-based, empirically-valid approach derived from social, behavioral, and biomedical science for achieving reductions in problem behaviors and improvements in quality of life



Some Procedural Features of PBS

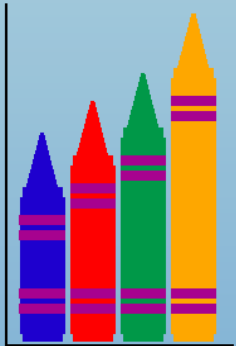


- Based on individualized understanding
 - Functional Assessment
- Utilizes multiple components
 - instruction to build competence
 - environmental change to remove “triggers” and prevent problems
- Seeks to build skills, relationships and quality of life and, secondarily, to reduce problem behaviors



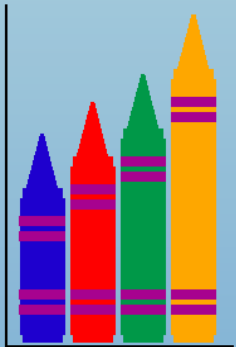
Historical Foundations of PBS

- Emerged in mid-late 1980s
- Inspirations:
 - Concerns over aversive, intrusive, and stigmatizing treatments
 - Movements toward least restrictive environments and de-institutionalization
 - Research contributing to functional understanding of problem behavior



Conceptual Foundations of PBS

- Operant psychology and applied behavior analysis --- *behavior is functional and governed by the environment*
- Humanistic psychology and philosophy - *person-centered values and ecological perspectives*
- Pragmatism and appreciation for multiple disciplines and multiple methods of investigation and intervention




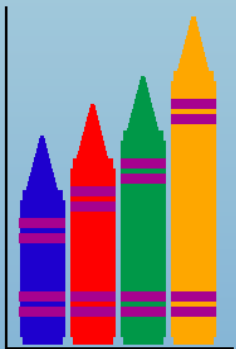
Growing Impact of PBS

- Principles and Procedures are incorporated into state and federal laws
 - I.D.E.A.
- Federal and State Initiatives and Priorities
- Research Articles and Journals
 - Journal of Positive Behavior Interventions (JPBI)



Current Status and Developments

- 
- PBS expanded beyond initial populations
 - young children
 - EBD/SED
 - general education
 - Initiatives in most states to build capacity for FA and PBS
 - Development and “going to scale” of school-wide PBS
 - Efforts to integrate PBS perspectives and strategies into additional systems (mental health, child protection, etc.)



Some PBS Projects & Web Sites



➤ OSEP TA Center on PBIS

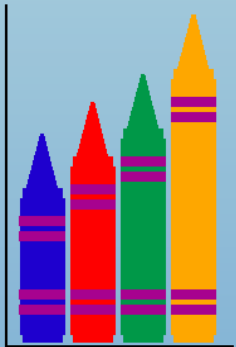
- www.pbis.org

➤ RTC - PBS

- www.rrtcpbs.org

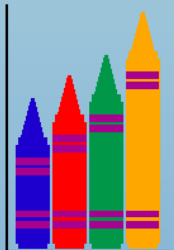
➤ FL – PBS

- <http://flpbs.fmhi.usf.edu>



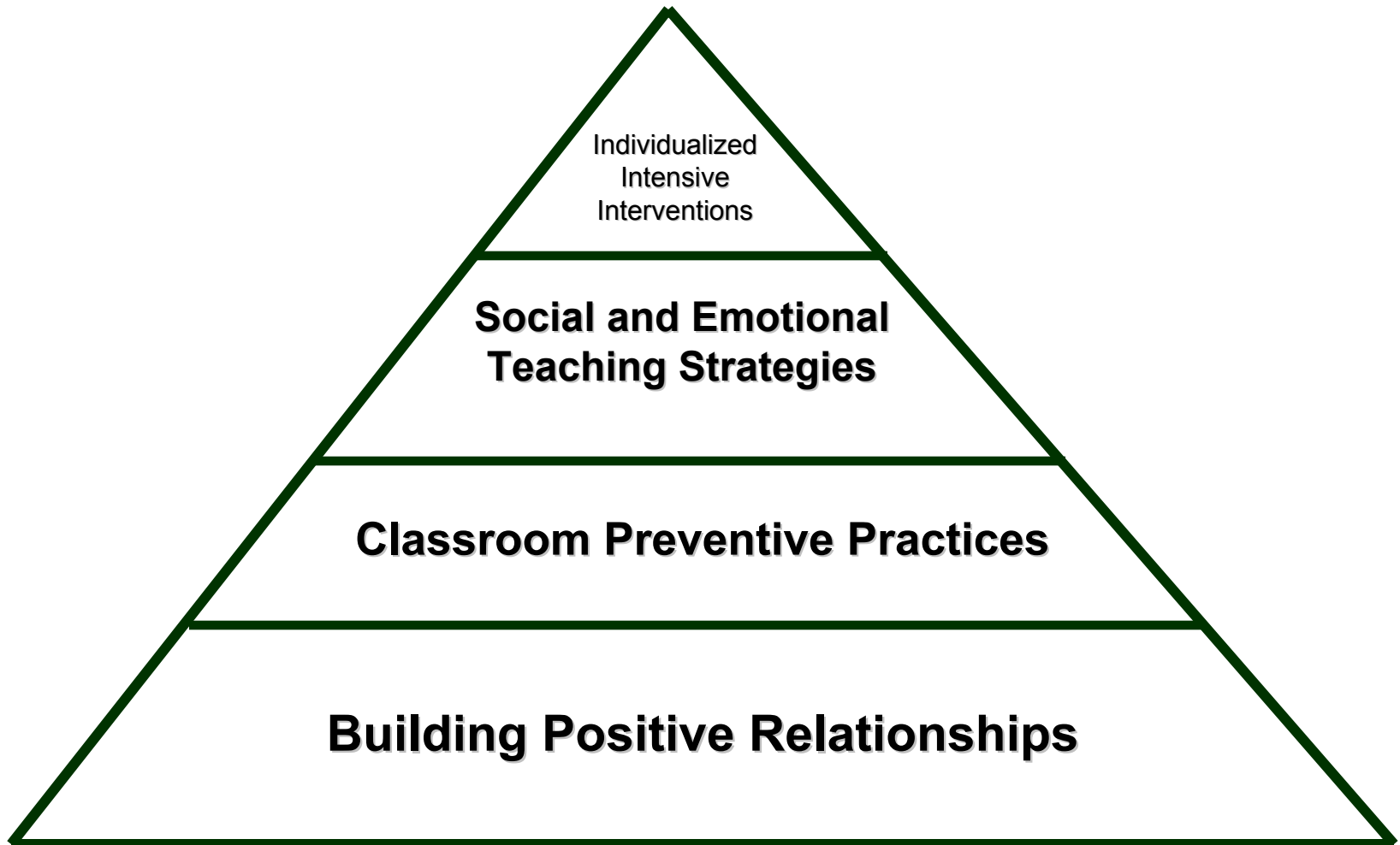
Effective Interventions for Young Children with Challenging Behavior

Positive Behavior Support




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

Model of Prevention and Intervention for Challenging Behaviors




What We Know

- 
- PBS approaches have been demonstrated to be effective for many populations, including preschoolers with disabilities
 - Functional assessment and assessment-based interventions
 - Functional communication training
 - Use of choice and preference
 - Some self-monitoring



What We Know - 2 -

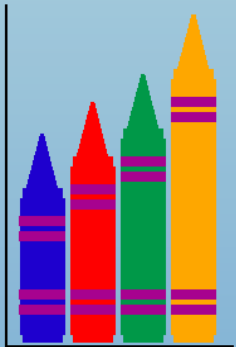
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- Procedures have been demonstrated to be effective in many settings (home, child care, preschool, etc.)
 - Procedures are effective in resolving and preventing challenging behaviors
 - Families are essential partners in comprehensive PBS




What We Have Yet To Learn



- Applicability for Very Young Children
 - No research with children much younger than 3
- Applicability and Efficacy with Multi-risk Families and Communities
- Transferability of “High Level” PBS Competencies
- Feasibility in the Context of Large Service Systems



Individualized Support Project




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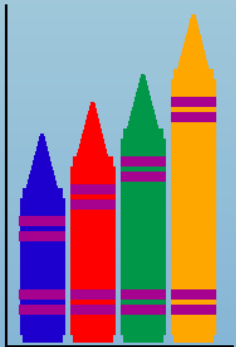
Individualized Support Project

- A model of family-centered early intervention for children with disabilities (e.g., autism spectrum disorder).
- Emphasizes the building of a strong family context in order to promote longitudinal progress and child and family well being



Goals of ISP

- 
- Promote all aspects of 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 Foundation: Positive Behavior Support

- Communication-based intervention to resolve and prevent problem behaviors
- Supported, social participation in inclusive settings
- Comprehensive family support



Background of ISP



- **Preschool Training Project** (Dunlap & Robbins)
 - West Virginia, Kentucky, Ohio - demonstration
 - mid 1980s
- **Individualized Support Project** (Dunlap & Fox)
 - Florida – demonstration and outreach
 - mid 1990s
- **ISP Outreach**
 - late 1990s











Some Outcomes

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



ISP – Model Components



-  (1) Comprehensive Assessments
-  (2) Functional Assessment of Problem Behavior
-  (3) Team-building, Goal Setting
 -  Person-Centered Planning
-  (4) Individualized Support Plan
-  (5) Communication-based Intervention
-  (6) Family Support
-  (7) Longitudinal Support



Please Come and Learn More About Helping me...



On May 2, 2001, my mommy and daddy are inviting you to dinner and a meeting. Dinner starts at 6:15pm and the meeting will start at 7:00pm. The meeting is about me. The fancy title of the meeting is Person Centered Planning.

Mommy and daddy want to develop a plan that will help me and them. You're a special part of my life so you're included in the plan. So please come. You will get some yummy food and you will learn lots about me and how you can help.

Some really neat people from C.A.R.D. (Center for Autism and Related Disabilities) are going to be helping us all out. They work at the University of South Florida.

Mommy and daddy want you to try to be on time 'cause there is lots to talk about. Oh, please call mommy or daddy if you need directions or have any questions. Our number is 727-736-3024.

I'll see you at the meeting,





Mikey

CASE EXAMPLE – JOE B.

- 2 years old
- autism; nonverbal
- severe, prolonged tantrums
- holding cracker, pop tart, diaper



Joe's Family

-  Nila
-  Joe Sr.
-  Vincent - 3 yrs old
-  Extended family






THE BENITO BOYS!

Functional Assessment

- Escape demands
- Avoid transitions
- Access tangibles (e.g., diaper)




Support Plan

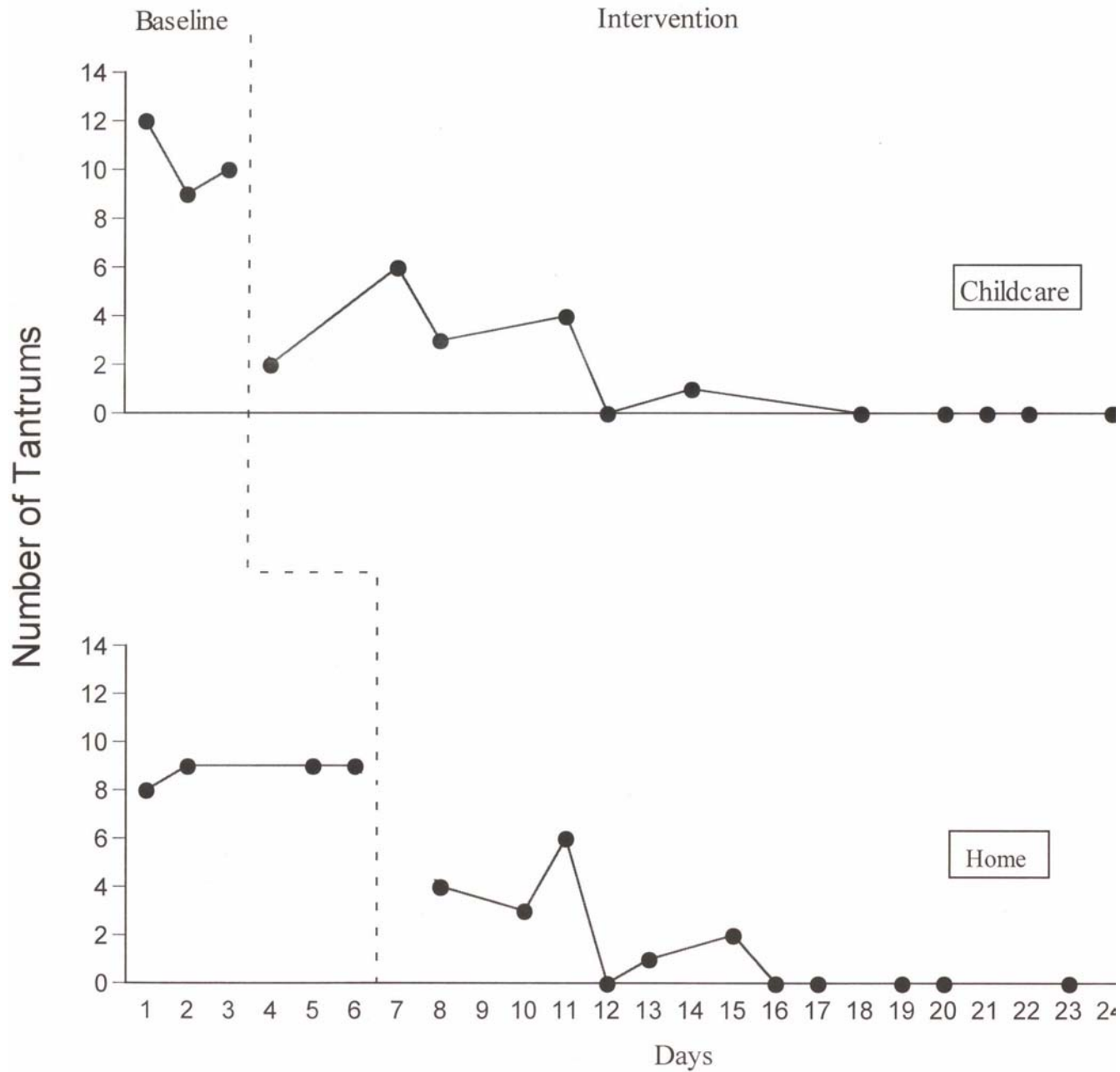
- 
- In home and child care
 - 1) Make Environment Understandable
 - clear directives
 - consistent expectations
 - picture schedule
 - 2) Antecedents
 - intersperse demands
 - signal transitions



Support Plan - 2

- 
- Establish Communication
- "no"
 - express choices - (pictures)





Family Support

- Assistance with extended family
- Self-advocacy
- Respite and in-home assistance

