Effective strategies for young children with serious problem behaviors:

A Family-centered program model

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www.challengingbehavior.org
Goals of Workshop

- Describe issues related to challenging behaviors of young children
- Present a model of prevention (a hierarchy of strategies) for addressing challenging behaviors
- Describe a positive, family-centered model for resolving the most serious challenging behaviors (the Individualized Support Project, a model of positive behavior support)
Main Messages

- Challenging behaviors can be a BIG DEAL
- Challenging behaviors can be resolved in early childhood, and it is possible to develop a context that will be effective for longitudinal resistance to (prevention of) their reoccurrence
- Critical ingredients for longitudinal benefits include:
  - Positive, capacity-building approach
  - Effective instruction
  - Helping families develop competence, comfort and confidence
Agenda

- Issues related to challenging behavior
- A model of prevention
- Positive Behavior Support
- The Individualized Support Project
  - Objectives, foundations
  - Intervention components
  - Illustrations (case examples)
- Summary, conclusions, questions
Challenging Behavior

- any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults

- behaviors that are not responsive to the use of developmentally appropriate guidance procedures

- prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal
Issues

- Challenging behaviors can have serious lifestyle and developmental effects, even during early childhood.
- Challenging behaviors that are unresolved by ages 5 or 6 are associated with very poor prognoses.
- BUT, we know a good deal about effective intervention (and prevention), so these deleterious outcomes can be avoided.
Some Basic Principles of Challenging Behavior

- Children engage in challenging behavior because it “works” for them.
- Challenging behavior results in the child gaining access to something (i.e., obtain) or avoiding something (i.e., escape).
- Some challenging behaviors are part of normal development of communication and self-regulation.
- Chronic, severe challenging behaviors require systematic intervention.
A framework for preventing challenging behaviors and promoting social and emotional competence

www.challengingbehaviors.org
http://csefel.uiuc.edu
Promoting Social and Emotional Competence

- Building Positive Relationships
- Classroom Preventive Practices
- Social and Emotional Teaching Strategies
- Individualized Intensive Interventions
Prevention - Universal

- Positive Relationships
  - Nurturing, caring, secure
  - Enhances influence

- Other Universal Strategies:
  - Physical health and nutrition
  - Social-emotional well being
    - Safe, responsive “friendly” and stimulating environment
Prevention – Classroom Practices

- Adult-child interactions
  - Positive attention
- Organized environment
- Structure, routine, schedule
- Instruction
  - Social skills
  - Behavioral expectations
Promoting Social and Emotional Competence

Individualized Intensive Interventions

Social and Emotional Teaching Strategies

Classroom Preventive Practices

Building Positive Relationships
Social-emotional Strategies

- For children at risk for challenging behavior:
  - Anger/impulse control
  - Emotional literacy
  - Friendship skills
  - Interpersonal problem solving

- Several good programs exist for these purposes
Promoting Social and Emotional Competence

- Building Positive Relationships
- Classroom Preventive Practices
- Social and Emotional Teaching Strategies
- Individualized Intensive Interventions
Intensive Individualized Interventions

- Are used for children with persistent and severe challenging behavior.
- Are used when children do not respond to preventive practices, child guidance procedures (e.g., redirection), or social-emotional teaching strategies.
Young children at the “top of the triangle”

- Children with multiple, severe risk factors
  - Intellectual-Communicative Disability (e.g., autism)
  - Exposure to substances, violence, depression, poverty, etc., etc.

To resolve or prevent challenging behaviors, these children require intensive, individualized, well-designed interventions over extended periods of time.
New Way

- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long term interventions

Old Way

- General intervention for all behavior problems
- Intervention is reactive
- Focus on behavior reduction
- Quick Fix
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we...........
...........teach? ...........punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

*Tom Herner (NASDE President) Counterpoint 1998, p.2*
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
  - Enhancing team capacity

- 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

- 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 (USA) laws
  - I.D.E.A. (national special education law)
- Federal and State Initiatives and Priorities
- Research Articles and Journals
  - Meta analyses
  - Journal of Positive Behavior Interventions (JPBI)
Save the Date

The Second International Conference on Positive Behavior Support

March 10-12, 2005
Tampa, Florida

For information see: www.apbs.org
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
- Center on Evidence-based Practice for Young Children with Challenging Behavior
  - www.challengingbehavior.org
What We Know

- PBS approaches have been demonstrated to be effective for many populations, including preschoolers with disabilities.
- PBS model has been validated in many contexts and circumstances:
  - Functional assessment and assessment-based interventions
  - Functional communication training
  - Prevention strategies (e.g., use of choice and preference)
  - Self-monitoring
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
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
Individualized Support Project

Outline

- Overview
  - Distinctive features, goals, conceptual foundation, history

- Procedures
  - Process
  - Essential program components

- Brief case examples
Distinctive Features of ISP

- Fully individualized w/ focus on individual child-family systems
- Designed to reach wide diversity of children and families (including those in rural areas)
- Adjunctive and short-term (w/ follow up)
- Emphasis on building family capacity for longitudinal benefits
- Focus on building positive repertoires of adaptive behavior, and preventing serious problem behaviors
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

- Communication-based intervention to resolve and prevent problem behaviors
- Supported, social participation in inclusive settings
- Comprehensive family support
Procedural Ingredients - 1

- Communication-based intervention (functional communication training)
  - Developing functional alternative to problem behaviors
  - Developing functional, generative language
- Comprehensive support plans
  - Instruction, prevention, enrichment, physiological well being, etc.
Supported, Successful Inclusion

- Need to develop competencies and comfort in complex social contexts
- Importance of successful, participatory, and enjoyable experiences
- Importance of expectations
- Inclusion can occur in many circumstances
Procedural Ingredients - 3

- Individualized, Comprehensive Family Support
  - Families are individual systems with individual strengths and challenges
  - Families are the essential resource
  - Families have multiple 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.
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
- Extent of Progress Related to Family and Community Resources
Operational Features

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

- Standard measures of functioning (e.g., communication)
- Ecological assessments
- And Rapport/Relationship Development
Functional Assessment (2)

A process for developing an understanding of a child’s challenging behavior and, in particular, how the behavior is related to and governed by the environment (or events in the environment)
Goals of Functional Assessment

- Clear definition of target behavior(s)
- Knowledge of *why* challenging behavior occurs (function)
- Knowledge of *when* behavior occurs, AND *when* behavior does not occur (environmental context)
- Clear ideas of behaviors that can serve same function as challenging behaviors (replacement behaviors)
Functional Assessment

- Objective is to understand the function of problem behavior (why it occurs) and the context in which it occurs and does not occur.

- Can be complicated and time consuming -- or straightforward and brief.

- Usually very simple with young children.

- Leads directly to intervention/support plan.
Why Challenging Behavior Occurs

- It serves a purpose (function) for the child
- It is (most often) “communication”
Children communicate in many ways:

- **Forms of communication**
  - Words
  - Sentences
  - Eye gaze
  - Pulling Adult
  - Crying
  - Biting
  - Tantrums
  - Etc., etc.
Children communicate a variety of messages (or functions)

- Functions of communication
  - Request object, activity, person
  - Escape demands
  - Escape activity
  - Request help
  - Request social interaction
  - Comment
  - Request information
  - Etc.

- Typically, to “obtain” something or to “get away from” something
Evan is playing with Duplos. He tries to attach a block to his stack of 3. He can’t quite get the blocks to connect. He looks up at a teacher and begins fussing. He holds the stack of blocks up, looks at the blocks, and looks at the teacher. The teacher helps him put the blocks together.
Shana

Shana is sitting in her high chair with nothing on the tray. Her mother is stirring her oatmeal. Shana begins crying and bangs her head on the back of the seat. Her mother says to her "It's not cool enough, honey, just a minute". Shana stops crying when the oatmeal is placed on her tray.
Carlos is riding a trike on the bike path. He sees a child move to the sand box where he had just finished building a road-way. He leaps off his trike and tackles the child. He hits the child. A teacher comes over to intervene. She comforts the child, and scolds Carlos. Carlos goes to the sand box and continues construction on his road-way.
Antecedent Events (the context)

Under what circumstances does challenging behavior occur?
Under What Circumstances

- **Antecedent Events, or “triggers”**
  - Directly inspire challenging behaviors to occur

- **Setting Events**
  - Increase the likelihood that challenging behaviors will occur
<table>
<thead>
<tr>
<th>Trigger</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Joey is asked to come to circle. Teacher provides physical prompt to move him to group</em></td>
<td><em>Joey resists and cries, hits teacher</em></td>
<td><em>Teacher moves away from Joey and allows Joey to select a different activity</em></td>
</tr>
</tbody>
</table>
Setting Event

Event that occurs at another time that increases the likelihood the child will have problem behavior. Setting events serve to “set the child up” to have problem behavior.

- For instance, hunger, need for sleep, being ill, being upset, etc.
<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Trigger</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quan approaches computer and sees child working on program</td>
<td>Quan moves his picture to indicate that he is next. Quan observes and waits for his turn.</td>
<td>Child leaves computer and Quan sits down and begins working</td>
</tr>
<tr>
<td>Setting Event</td>
<td>Trigger</td>
<td>Behavior</td>
<td>Maintaining Consequence</td>
</tr>
<tr>
<td>---------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>Quan was up most the night with an asthma attack. He arrives at school looking sleepy and with dark circles under his eyes</td>
<td>Quan approaches computer and sees child working on program</td>
<td>Quan hits child and pushes his body on the child’s chair.</td>
<td>Child leaves computer and Quan sits down and begins working</td>
</tr>
</tbody>
</table>
Goals of Functional Assessment

- Clear definition of target behavior(s)
- Knowledge of *why* challenging behavior occurs (function)
- Knowledge of *when* behavior occurs, AND *when* behavior does not occur (environmental context)
- Clear ideas of behaviors that can serve same function as challenging behaviors (replacement behaviors)
Functional Assessment - Methods

- Observe the child in target routines and settings, and collect data --- e.g.,
  - A-B-C (using index cards)
  - Setting event chart
  - Scatterplot
- Interview persons most familiar with the child
  - Functional Assessment Interview (O’Neill et al.)
- Review records
<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Time:</td>
</tr>
</tbody>
</table>

**General Context:**

**Social Context:**

**Behavior Problem:**

**Social Reaction:**

**POSSIBLE FUNCTION:**
Observation Vignette #1
**Name:**  
*SEGMENT 1*  
Observer:  
Date:  
**General Context:**  
*Choice time*

---

**Trigger:**  
*Playing alone in block play. Goes over to a group of children playing.*

**Behavior Problem:**  
*Sticks out tongue and makes raspberry sound, hit boy, scratches his shoulder.*

**Maintaining Consequence:**  
*Boy yells at him, friend brings him a lizard, boy yells to teacher.*

**POSSIBLE FUNCTION:**  
*Initiate social interaction/Join play*
Observation Vignette #2
**Name:**  *SEGMENT 2*  
**Observer:**  
**Date:**  
**Time:**  

**General Context:**  *Playground*

**Trigger:** *Playground play with 2 friends. Girl goes to basket and gets truck just like the other friend’s truck.*

**Behavior Problem:** *He tries to take her the truck, shoves, pushes, and continues tugging for toy.*

**Maintaining Consequence:** *Gets toy for a second, continues to fight girl for toy, teacher reprimands and carries him away.*

**POSSIBLE FUNCTION:** *Obtain the toy (same truck as “best friend’s”)***
Observation Vignette #4
Trigger: Going into library. Mother says, “Let’s go inside.” Then she counts down.

Behavior Problem: Drops to floor, resists moving, screams, kicks, tries to run, drops, resists, screams, becomes “wet noodle”.

Maintaining Consequence: Mother pulls him through doors then picks him up as he resists.

POSSIBLE FUNCTION: Escape/avoid going into the library (prolonged) (and adult attention)
Observation Vignette #5
Name: SEGMENT 5
Observer: 
Date: 
Time: 

General Context: Circle with puppet

**Trigger:** Teacher kisses children’s cheeks with puppet. Says, “Say good-bye to MiMi.”, Teacher gets up to put away puppet.

**Behavior Problem:** Hitting self on head with fist, pull at shirt

**Maintaining Consequence:** Adult says “Ready to dance? Want to dance Ryan?” Goes and sits in her lap and is happy.

**POSSIBLE FUNCTION:** Adult attention
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rides bus</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mom brings</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Tantrum at opening circle</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tantrum at snack</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tantrum during small group</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
# Setting Event Data Collection

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Friday</th>
<th>Sat.</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slept poorly</td>
<td>✗ Yes</td>
<td>❌ No</td>
<td>✗ Yes</td>
<td>✗ No</td>
<td>✗ Yes</td>
<td>✗ No</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>Mom on midnight</td>
<td>✗ Yes</td>
<td>❌ No</td>
<td>✗ Yes</td>
<td>✗ No</td>
<td>✗ Yes</td>
<td>❌ No</td>
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<td>shift</td>
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<tr>
<td>Tantrums in a.m.</td>
<td>✗ Yes</td>
<td>❌ No</td>
<td>✗ Yes</td>
<td>✗ No</td>
<td>✗ Yes</td>
<td>❌ No</td>
<td>❌ No</td>
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<tr>
<td>Tantrums in p.m.</td>
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<td></td>
<td></td>
<td></td>
<td>✗ Yes</td>
</tr>
</tbody>
</table>
Using a scatter plot involves recording the times of day (and/or activities) in which the behavior does occur and does not occur to identify patterns over days or weeks.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>10/1</th>
<th>10/2</th>
<th>10/3</th>
<th>10/4</th>
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<th>10/6</th>
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<th>10/8</th>
<th>10/9</th>
<th>10/10</th>
<th>10/11</th>
<th>10/12</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Arrival</td>
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<td>9:00</td>
<td>Planning</td>
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<td>9:30</td>
<td>Centers</td>
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<td>10:30</td>
<td>Snack</td>
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<td>11:00</td>
<td>Outside</td>
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<td>11:30</td>
<td>Small group</td>
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<td>12:00</td>
<td>Lunch</td>
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<tr>
<td>12:30</td>
<td>Nap</td>
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<td>1:30</td>
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<td>2:30</td>
<td>P.M. circle</td>
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<td>3:00</td>
<td>Departure</td>
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</tbody>
</table>

Legend:
- Behavior did not occur
- Behavior did occur
- NA Did not observe
Data Collection

- Everybody (family, teacher, etc.) collects data
- Collect data in ALL relevant settings
- “KIS it” (Keep It Simple) - Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
Functional Assessment Interviews

To obtain information from pertinent individuals regarding their knowledge and observations of child and challenging behaviors.

Range from very brief to comprehensive.

A good, comprehensive example is the FAIF by O’Neill and colleagues (1997).
Functional Assessment Interview (FAIF)

- Define behavior (describe what you see)
- Describe frequency and intensity
- Explore possible setting events
- Identify predictors
- Identify maintaining consequences
- Identify current communicative functions
- Describe efficiency of the behavior
- Describe previous efforts
- Identify possible reinforcers
Goals of Functional Assessment

- Clear definition of target behavior(s)
- Knowledge of *why* challenging behavior occurs (function)
- Knowledge of *when* behavior occurs, AND *when* behavior does not occur (environmental context)
- Clear ideas of behaviors that can serve same function as challenging behaviors (replacement behaviors)
When we really understand...

- We can use knowledge of communicative function to teach a replacement behavior (that serves the same purpose)
- We can modify setting events so that likelihood of challenging behavior is reduced
- We can remove triggers, or use prevention strategies that will offset effects of triggers
Hypothesis Statement

- Description of the problem behavior
- Predictors of the problem behavior
- Purpose of the behavior
- Maintaining consequences
Hypothesis Statement

Jackson avoids the demands of activities that he finds difficult (structured language-based activities, sharing objects, interactive play) by resisting or withdrawing. If pushed to participate, Jackson will react by throwing objects, screaming, or stating “shut up”. When Jackson resists, adults will often give up or allow him to leave the activity.
Hypothesis Statement

Billy will use tantrums to request a social interaction. Billy will initiate a chase game or request to be held by pulling the adult’s hand or positioning the adult. If the adult does not comply, Billy will cry loudly, scream, and bring his hands to his face or ears. Often the caregiver will comply with his request or pick him up.
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
Team Building and Goal Setting (3)

Establishing the context for developing and implementing the support plan
Potential Team Members

- Parents/family
- Teacher
- Assisting Teacher/Paraprofessional
- Therapists
- Administrative Staff
- Program consultant/Resource professional
- Other
Goal Setting

- Be sure team members have the same short and long term objectives
- May consider process of “person-centered planning,” especially if child has multiple or severe disabilities requiring extensive and long-term support and intervention
Person-Centered Planning

- Focus on total child (and family)
- Builds circle of support
- Builds shared vision of support
- Builds positive, hopeful, constructive collaboration
- Ongoing problem solving process
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
Person-centered Planning in ISP

- Conducted first immediately following initial assessments
- Conducted again after initial phase of focused intervention (4-5 months)
- Conducted thereafter on a periodic and as-needed basis (e.g., in preparation for transitions)
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
Individualized Support Plan (4)

- Develop plan based on information from functional assessment
- Use information from “hypothesis statements”
- Develop plan as a collaborative process with key stakeholders (family, teachers, etc.) centrally involved
  - Use teaming, facilitation and consensus processes
- Be creative
Given 60 seconds, use 4 straight lines to connect all of the dots without lifting your pen
A box to think outside of:

Child
There are many other boxes (variables) to explore
Core Elements of a Support Plan

**Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

**Prevention Strategies** - Ways to make events and interactions that predict problem behavior easier for the child to manage

**Replacement Skills** - Skills to teach throughout the day to replace the problem behavior

**Responses** - What adults will do when the problem behavior occurs

+ Evaluation strategies
Developing a Behavior Support Plan

- Must be linked to functional assessment (be based on our understanding)
- Must include all core components
- Must “fit” with the abilities, routines, and values of caregivers
- Must have “buy-in” from the team
- Must be realistic and detailed enough so that everybody knows what to do
Core Elements of a Support Plan

**Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

**Prevention Strategies** - Ways to make events and interactions that predict problem behavior easier for the child to manage

**Replacement Skills** - Skills to teach throughout the day to replace the problem behavior

**Responses** - What adults will do when the problem behavior occurs

-------------

+ Evaluation strategies
Prevention Strategies

- Changes to context (triggers, setting events) to make it less likely that challenging behavior will occur.

- Intention is to make the environment more agreeable --- less offensive, less irritating, less confusing, less difficult, more pleasant, more fulfilling.  ----
Prevention Strategies

- Remove or ameliorate “triggers” that occasion challenging behaviors
- Remove or modify identified setting events
- Add stimuli associated with desirable behavior
- Use what works
- Use procedures that are workable for family and others
Prevention Strategies

- If challenging behavior is escape-motivated, make context (activity, social interaction, etc.) more enjoyable (more preferred, interesting, easier, understandable, etc.), and/or remove or ameliorate demands or other "offending" events.

- If function of behavior is to obtain something (attention, food, toy, etc.), then provide more of that something noncontingently – i.e., enrich the context. Also, use other prevention strategies.
**Escape** (e.g., activity, demands, social interaction)

**Sample PREVENTION STRATEGIES**

- Modify task length, modify expectations
- Modify materials
- Modify instructions, modify response mode
- Break task down
- Provide choice
- Modify seating arrangements
- Reduce distractions
- Provide activity schedule
- Select reinforcer prior to activity
- Incorporate child’s interest
- Use timer
- Self-management system
- Provide peer supports
- Provide visual supports
- Follow least preferred with most preferred
Obtain (e.g. attention, object, activity)

Sample PREVENTION STRATEGIES

- Provide more frequent attention/reinforcement
- Scheduled access to desired object/event
- Modify task length, modify expectations
- Modify instructions, modify response mode
- Contingency for activity completion
- Schedule time with adult or peer

- Choice of activity, material, and/or partner
- Peer support
- Provide frequent offers of assistance
- Add manipulatives
- Incorporate child’s interests
- Use timer, alarm to delay reinforcement
Prevention: Choice

- Choice can be offered using photographs, visuals, or actual objects.
- When used as a prevention strategy, choices must be offered explicitly and personally to the child.
- Choices should represent options of desirable activities or materials.
CIRCLE

Story

Books on tape

Glove Play

Puppets

Flannel Board

Instruments
SONGS

Where is Thumbkin

Itsy Bitsy Spider

Happy and You Know It

Mr. Sun

Simon Says

5 Green Speckled Frogs
Prevention: Safety Signal (transitions)

- Make eye contact and gain the child’s attention
- Provide a warning to the child (e.g., 5 more minutes or 3 more times)
- Give the child several countdowns (e.g., 2 more times, 1 more time, all done)
- State the ending activity and activity to follow (“5 more minutes, then clean-up”)
- Use visuals, photos, or object to represent next activity
Safety Signal
Prevention: Visual Schedule

- Use photos or line drawings
- Depict the major activities or steps of an activity
- Assist the child in removing the visual once the activity is complete
Mini Schedule

1. van
2. speech
3. french fries
Prevention: Visual Guidance

- Provide visuals for children that highlights boundaries
- Use feet for line-up (each child stands on a set of foot prints), carpet squares for circle time, mats for block structures
Visual Guidance
Activity Turn Taking Cue
Prevention: Materials Accommodation

- Arrange activities to provide accessible materials and decrease child frustration
- Provide enough materials for # of children in activity; provide same materials for toddlers (same color, same type)
- Provide adapted materials (e.g., roller paints, special scissors)
Materials Accommodation
Prevention Strategies - Review

- Changes to context (triggers, setting events) to make it less likely that challenging behavior will occur.

- Intention is to make the environment more agreeable --- less offensive, less irritating, less confusing, less difficult, more pleasant, more fulfilling. ----
Support Plan

- **Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

- **Prevention Strategies** - Ways to make events and interactions that predict problem behavior easier for the child to manage

- **Replacement Skills** - Skills to teach throughout the day to replace the problem behavior

- **Responses** - What adults will do when the problem behavior occurs
Teaching Replacement Skills

- Teach alternative behavior to challenging behavior (must serve the same purpose, or function, as challenging behavior)
- Replacement skills must be efficient and effective (i.e., work quickly for the child)
- Consider skills that child already has
- Make sure the reward for appropriate behavior is consistent
- Teach replacement skills during time the child is not having challenging behavior; teach throughout the day
Escape (e.g., activity, demands, social interaction)

Sample REPLACEMENT SKILLS

- Request break
- Set work goals
- Request help
- Follow schedule
- Participate in routine
- Self-management

- Say “No”
- Say “All done”
- Identify and express feelings
- Use supports to follow rules
- Anticipate transitions
Obtain (e.g. attention, object, activity)

Sample REPLACEMENT SKILLS

- Follow schedule
- Participate in routine
- Self-management
- Request help
- Learn to wait for reinforcement
- Request attention
- Ask for a hug
- Ask for a turn
- Ask for item
Child asked to join circle → Child screams and resists → Child asks for break → Teacher lets child out of activity
Cue Cards (prompts) for Replacement Skills
Teaching Request Help
Replacement Skills

- Can be in any form (e.g., words, gestures, pictures) that is effective
- Should be appropriate to developmental level (but more efficient than the challenging behavior!), and consistent with overall plan for language development
Other Replacement Skills

- Social Skills
- Self-management
- Play
Support Plan

- **Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

- **Prevention Strategies** - Ways to make events and interactions that predict problem behavior easier for the child to manage

- **Replacement Skills** - Skills to teach throughout the day to replace the problem behavior

- **Responses** - What adults will do when the problem behavior occurs
Response to Problem Behavior

- Procedures should make challenging behavior ineffective (avoid rewarding the challenging behavior)
- Make sure rewards for appropriate behavior equal or exceed rewards for problem behavior
- If necessary, plan for “crises” with safety net procedures
Escape (e.g., activity, demands, social interaction)

Sample RESPONSES TO PROBLEM BEHAVIOR

- Redirect/cue to use appropriate “new replacement skill” and then allow escape
- Cue with appropriate prevention strategy
- State “exactly” what is expected
- Offer alternatives

- Use “wait-time”
- Praise/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain problem behavior
Obtain (e.g., attention, object, activity)

Sample RESPONSES TO PROBLEM BEHAVIOR

- Redirect/cue to use appropriate “new replacement skill”
- Cue with appropriate prevention strategy
- State “exactly” what is expected
- Offer choices

- Use “wait-time”
- Praise/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain problem behavior
Safety-net Procedures

- If a child is in danger of harming himself or others, you must first be concerned about safety.
- You may hold a child or remove a child from the situation to keep children safe.
- Safety-net procedures may be planned for children who have a history of dangerous outbursts.
- Safety-net procedures only keep children safe, they do not change behavior.
- Safety-net procedures are only appropriate when there is also a full behavior support plan or intention to develop a plan.
Evaluation

All support plans should have some form of evaluation, so team knows if plan (or parts of a plan) are working as intended.

Evaluation should NOT be complicated or effortful, but it should be valid...and valued.
Monitoring Outcomes

- Identify outcomes that are most important to the team
- “KIS it” (Keep It Simple) - Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
- Monitor implementation of the plan
- Schedule dates for check-ins and evaluate the effectiveness of the support plan
Amy’s Difficulties
Week of _____________

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<td><strong>Average Score</strong></td>
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Rate the problem behavior:
0=no problems, 1 = whining, resisting , 2= screaming, falling on floor, 3=screaming, hitting, other aggression
## Ben’s Playtime

4=Laughing, stayed  
3=Cooperated, stayed briefly  
2=Fussed, took several turns  
1= Cried, refused to play

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Plan Implementation

- Teach classroom staff/family – review strategies, demonstrate or guide, provide reinforcement (not criticism)
- Design supports that help the adult remember the plan
- Be cautious about extinction bursts – offer support, availability
- Ask for time, assure classroom staff/family that you are committed to creating a plan that will work
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
Family Support (6)

- An essential, ongoing component of ISP -- from beginning, goal is to help enhance family functioning
- While individualized support plan is child-focused, the design and implementation should be family-centered
- Concurrently, individualized efforts should be undertaken to support families
Family Support

Families Have Different Characteristics, Strengths, and Needs

Vital Role Of Families

   Essential/durable resource and influence

   Families as “experts”

Ideal Of Parent-Professional Partnerships

Ultimate Effectiveness Can Depend On Communication and Collaboration
Family Outcomes

- Goal is to help families develop knowledge (= power), competence, confidence, and comfort in areas related to their child’s development, education, and support
- Strong, functional families are children’s greatest resource
- Family support comes in many different forms and flavors ---
  - Information, friendship, referrals, respite, training, counseling, helping, understanding, etc., etc.
Transition and Longitudinal Support (7)

- Plan for fading of support
- Plan for next settings (e.g., kindergarten)
- Link families with advocates and friends
- Provide a “lifeline”
- Have plans for return of challenging behaviors
When Challenging Behavior Returns

First,
- Review plan and make sure it is being implemented as planned
- Examine events to see if there are new triggers for behavior

Then,
- Restore support plan and implement with fidelity; or
- Add components to plan to address new triggers; or
- Conduct a new functional assessment and develop new support strategies
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

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
Case Example

Brendan and Madelyn and John and Family
Brendan - Before PBS
Tough Times Before PBS
How People Viewed Us Before PBS...
Brendan - After PBS
PBS: A Family’s Cause for Celebration
ISP - Summary

- Family-centered, adjunctive early intervention model focused on longitudinal behavior support goals

- Emphasizes
  - Functional communication
  - Social inclusion – competence and comfort
  - Family support; enhancing family comfort, confidence, and capabilities
Main Messages

- Challenging behaviors can be a BIG DEAL
- Challenging behaviors can be resolved in early childhood, and it is possible to develop a context that will be effective for longitudinal resistance to (prevention of) their reoccurrence
- Critical ingredients for longitudinal benefits include:
  - Positive, capacity-building approach
  - Effective instruction
  - Helping families develop competence, comfort and confidence
THANKS!!!!

Questions/Comments/Discussion

HAVE A WONDERFUL DAY, CONFERENCE, and LIFE!!!!