


# **A family-centered model of behavior support for young children with serious challenging behaviors**

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## Some web sites


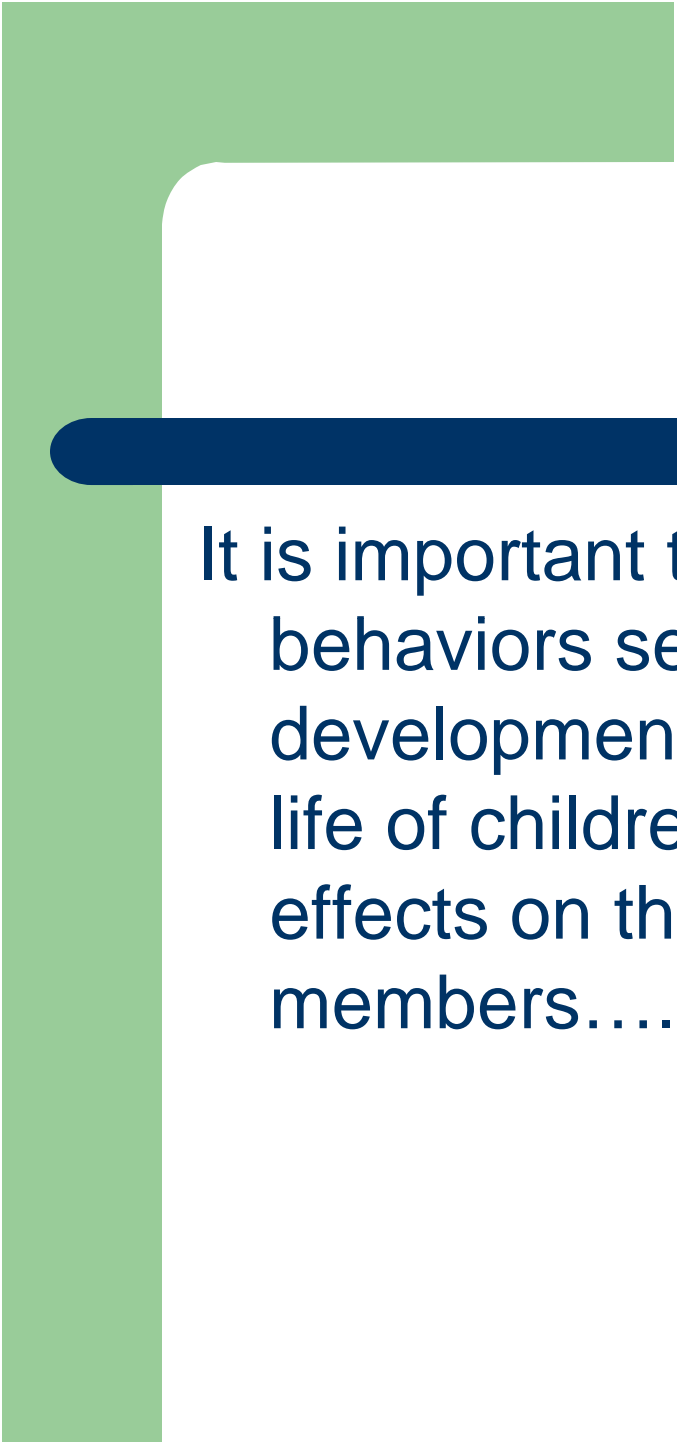
- [www.challengingbehavior.org](http://www.challengingbehavior.org)  
– TACSEI
- [www.pbis.org](http://www.pbis.org)
- [www.apbs.org](http://www.apbs.org)

# Overall Purpose of Session

- Describe importance of family-centeredness and family support in early intervention programs
- Describe a model of early intervention for enhancing family strengths as an approach for promoting beneficial child and family outcomes

# Importance of Problem Behaviors

- **Barrier** to Inclusion, Community Participation, and Social Opportunities
- Most Significant **Impediment to Education**
- Present **Physical & Emotional Risk** for Individual and for Families, Teachers, Other Professionals, Peers and Friends
- -----
- Need to Prevent/Resolve Problem Behaviors as Early and as Thoroughly as Possible



It is important to appreciate that problem behaviors seriously detract from the developmental opportunities and quality of life of children, and they also have significant effects on the lives of the children's family members.....

# Brendan - Before Intervention

**Insert video**


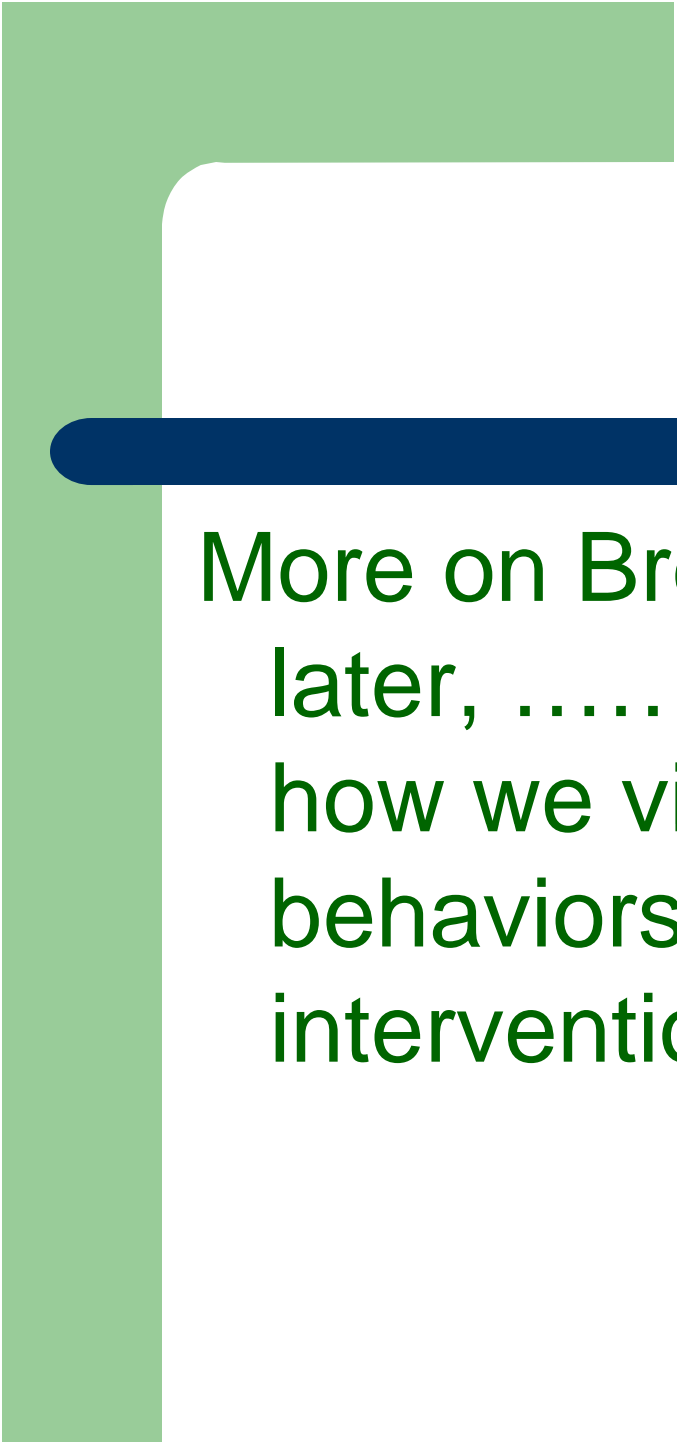
# Tough Times Before Intervention

**Insert video**



# How People Viewed Us Before Intervention...

**Insert video**



More on Brendan and his family later, .....but now let's consider how we view autism, problem behaviors, and effective intervention

# 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

# 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: Positive Behavior Support

- 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.

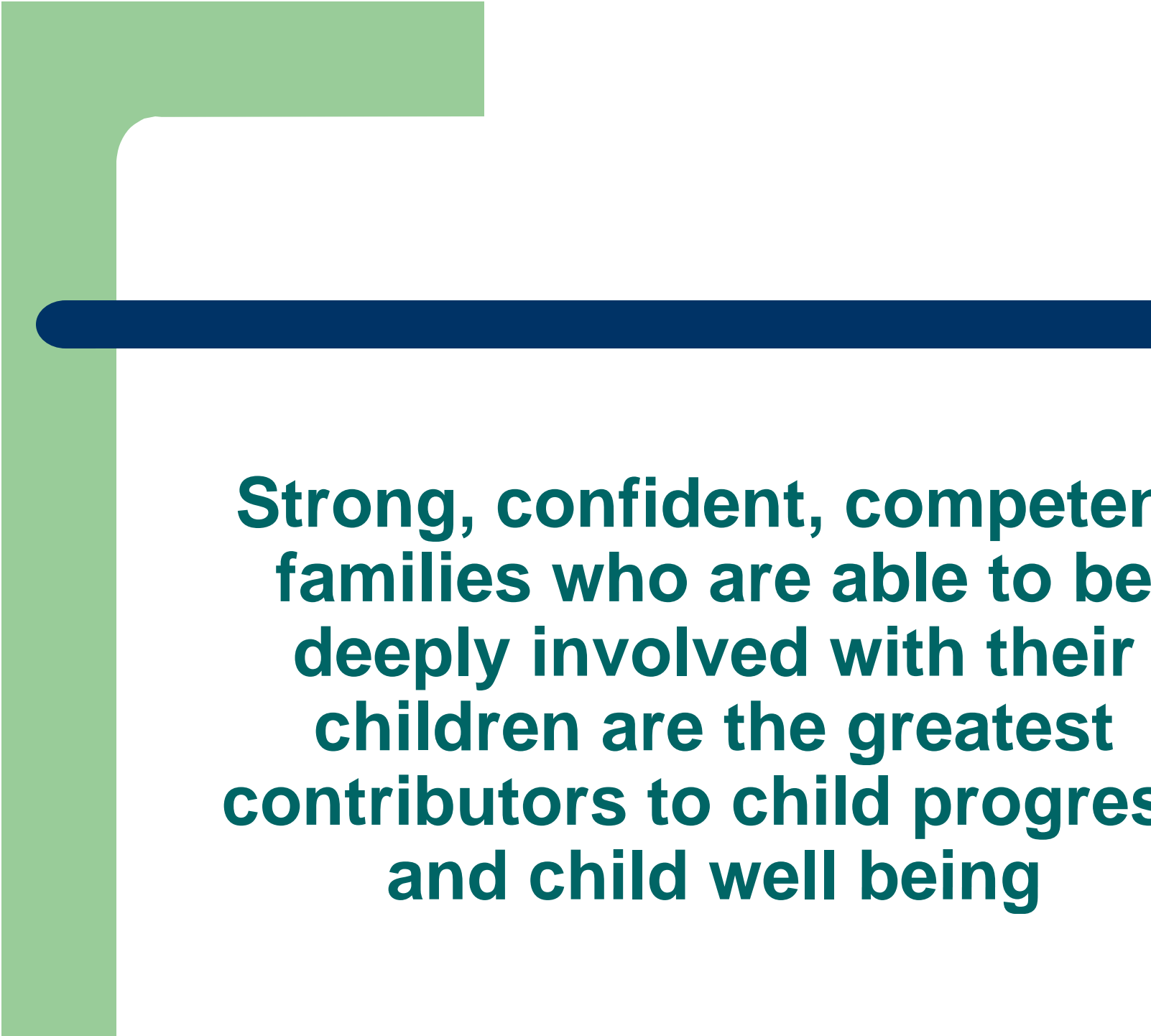
## Procedural Ingredients - 2

- 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

(brief summary)

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- 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

# Functional Assessment

- A process for developing understanding of how behavior is related to environment
- Focus on function of problem behavior and context in which it occurs and does not occur
- Usually very simple with young children
- Leads directly to intervention/support plan

# Person-Centered Planning

- Focus on total person
- Builds circle of support
- Builds shared vision of support
- Builds positive, hopeful, constructive collaboration
- Ongoing problem solving process



## 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
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## CASE EXAMPLE – JOE B.

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

**Insert photo**

# Joe's Family

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

**Insert photo**



# Functional Assessment



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

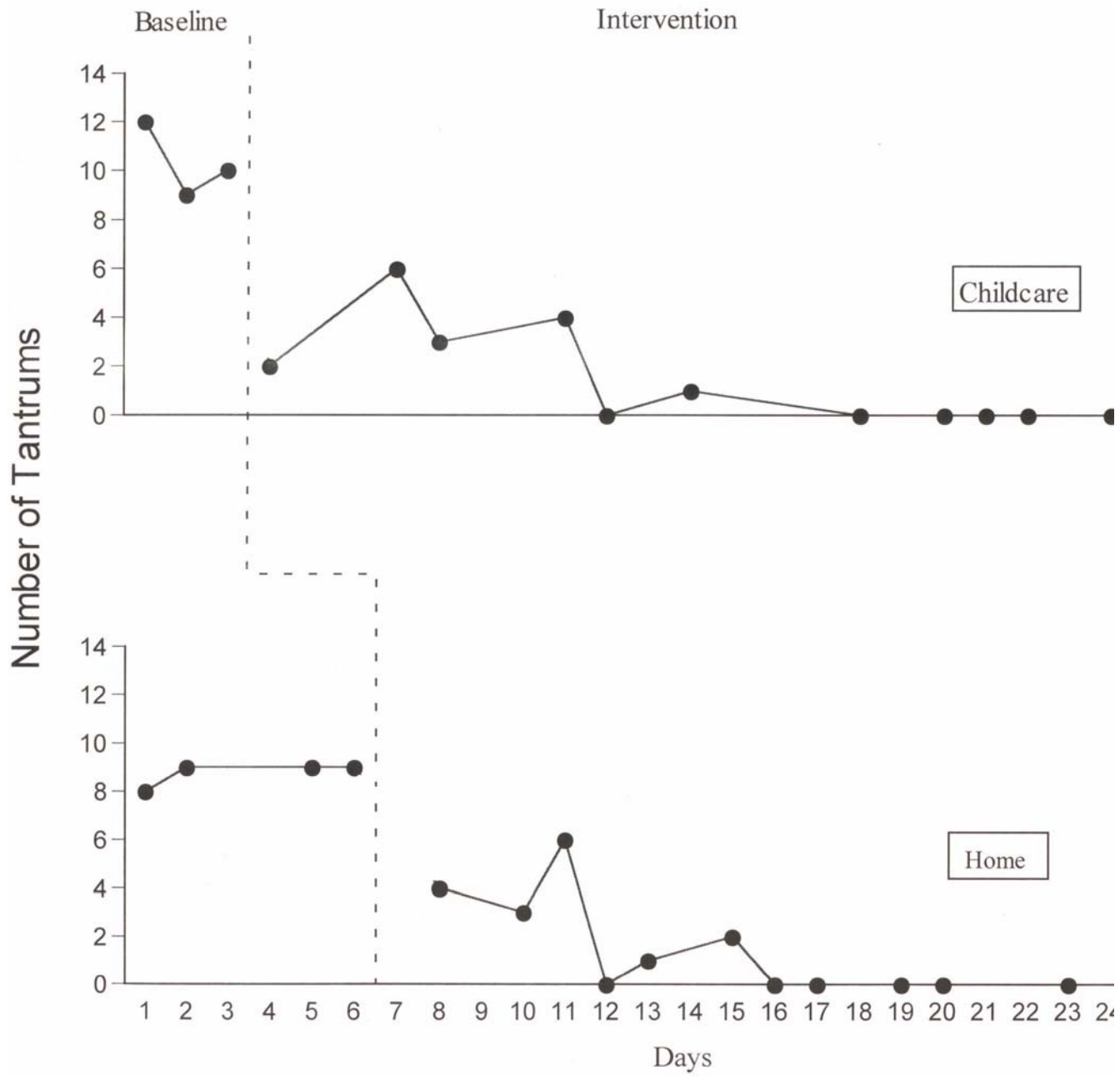
# Support Plan

- 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

**Insert photo**

# 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

# Let's Revisit Brendan, Madelyn and John

2 months later,  
After PBS



# Brendan's Support Plan

- Assistance with comprehending the environment
  - Picture schedules
  - Social Stories
- Clear instructions and expectations
- Careful teaching of skills in routines
- Assistance with communication and self-control
- Etc..

# Safety Signal

**Insert photo**



# Brendan - After PBS

**Insert video**

PBS: A Family's Cause for Celebration

**Insert video**

A green rectangular background with a white rounded rectangle cutout on the left side. The text "Questions, Comments, Discussion" is centered within the white area. A dark blue horizontal bar with rounded ends is positioned below the text, extending from the right edge of the green area towards the right side of the slide.

# **Questions, Comments, Discussion**