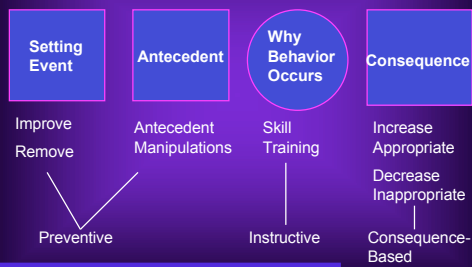


What makes behaviors continue?

- While antecedents may trigger behavior, it is the consequences that maintain the behavior.
- Inconsistent reinforcement
 - Responding to calling out
 - Verbally attending to motor activity
 - Peer giving toy to student with aggressive behavior
- Consistent reinforcement
 - Issuing a time-out when the student is trying to escape a difficult task
 - Lecturing a student when they are seeking attention from you
 - Sending a student to office when they are seeking attention from the center director

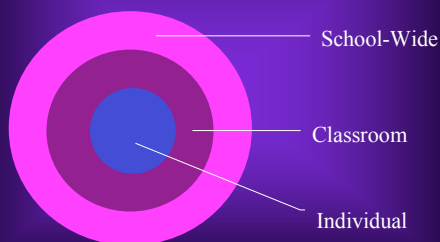
7

Categories of Intervention



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Levels of Support



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Warm-Up Activity

- Watch video
- Identify strategies that the teacher used to promote positive behavior and areas of weakness
- Focus on all aspects of the classroom and instruction

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Overview of PBS Team Process

1. Identify team
2. Conduct an initial meeting
3. Conduct observations
4. Develop a class-wide behavior plan
5. Evaluate long-term effectiveness of plan
6. Make modifications to plan if necessary

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Problem Behaviors and the Negative Cycle

- Focus on the positive
- A child who typically has behavioral difficulties also has times when he/she is behaving appropriately
- Maintain an attitude that the child who is having difficulties can improve
- Make sure the children feel important and respected
- Give all children many opportunities to feel successful and challenged

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Classroom Level of Support

- Preventive Interventions
- Instructive Interventions
- Consequence-Based Interventions

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Preventive Interventions

- Environmental Arrangement
- Routine and Schedule
- Rules
- Instruction
- Freeplay

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Environmental Arrangement

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Goals

1. To promote active engagement with materials and people in environment
2. To maintain children's attention to the focus of instruction
3. To encourage children to practice skills
4. To facilitate learning of new skills
5. To support positive social interactions
6. To promote positive behaviors thus reducing the likelihood of problem behaviors.

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Furniture Arrangement

- Arrange furniture as to avoid long corridors, this will prevent running.
- Develop centers with boundaries and sufficient space for the number of children in that center
- Separate noisy, active centers from quiet centers
- Separate academic areas from areas where freeplay occurs

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Materials

- Provide a variety of interesting materials and activities
- Provide developmentally appropriate materials
- Rotate toys and materials to reduce boredom
- Provide novel and unfamiliar toys
- Provide enough materials for the number of children permitted in each area.
- Utilize bins and shelves with picture/word labels to organize materials

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Organizational Strategies

- Assigned seats with children's name
- Seat children so that there is sufficient space between them

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Routine and Schedule

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Developing a Routine

- Alternate long, active periods with short, quiet periods.
- Alternate short, teacher-directed activities with long, child-initiated activities
- Review daily schedule
- Post a schedule that is child friendly
- Refer to schedule prior to transitions

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Developing a Schedule

- Use both words and pictures
- Make activity length clear
- Make it adaptable
- Make it sturdy

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Examples of Schedules

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Using a Schedule

- Have children identify activity that they are going to engage in on the schedule
- Children engage in activity
- At end of activity, child removes picture and identifies the next activity
- If children ask when a specific activity is going to happen, tell them to look at the schedule and help them figure out when it will happen

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Transitions

- Plan what each adult will do during transition times
- Minimize number of transitions
- Reduce length of transition time so that there is less waiting

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Transitions

- Use transitional warnings
- Use environmental cues to indicate transition times
- Use timers to facilitate understanding time.
- Plan ahead and be prepared for the next activity.

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Advantages

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Classroom Rules

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Developing Classroom Rules

- Posted
- Child friendly (use of pictures)
- Simple
- Positively phrased
- Few in number

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Examples of Classroom Rules

- Keep hands and feet to self
- Walking feet in the classroom
- Use indoor voice
- Share toys and materials

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Example of Classroom Rules

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Teaching and Enforcing Rules

- Reviewed several times a day
- Referred to in the moment
- Positively reinforced
- Applied consistently

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Instruction

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Instruction

- Large group
- Small group
- Individual

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Large Group Instruction

- Length should be short
 - 5 - 10 minutes for toddlers
 - 10 - 15 minutes for preschoolers
- Be aware of children's cues
- Some children only have the ability to sit for a couple of minutes these children may require a different plan.
- If possible, have additional teaching staff sit near students who are having difficulty.
- Use a nonverbal cue to get children's attention

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Large Group Instruction

- Organize circle to promote participation and attending
- Use activities that actively engage all of the students
- Provide choices
- Keep a quick pace
- Limit down time between activities
- Reinforce individual students frequently for attending

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Instructive Interventions

- Types of Skill Deficits
- Specific Skills
- Strategies for Teaching Social Skills

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Types of Skill Deficits

Need to determine whether:

1. Skill deficit exists
 - individual does not have necessary skills
2. Performance deficit exists
 - cannot emit desired behavior when needed

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Specific Skills

1. 1:1 Replacement skills
2. General skills
3. Self-management skills
4. Coping and tolerance skills

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Strategies for Teaching Social Skills

- Model appropriate social behavior
- Comment on and reinforce children who are exhibiting appropriate social behavior
- Role play social behaviors
- Teach social behavior at a teacher-led center
- Talk about social behaviors that were observed earlier in the day during large group times

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Consequence-Based Interventions

1. Specific praise
2. Pivot praise
3. Planned ignoring with immediate praise for appropriate behavior
4. Prompting compliance with follow through
5. Problem Solving
6. Time Away
7. Time Out
8. Natural Consequences
9. Token Reinforcement Systems

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Specific Praise

1. Child engages in positive behavior.
2. Teacher praises child for this behavior.
 - Caregiver uses the child's name.
 - Caregiver is specific about the target behavior.

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Pivot Praise

1. Child engages in problem behavior.
2. Teacher ignores problem behavior.
3. Teacher provides specific praise to selected peers in the group who are engaging in the appropriate behavior.
 - Teacher uses the peer's names.
 - Teacher is specific about the appropriate behavior.
4. Child begins to engage in the same appropriate behavior.
5. Teacher praises child for engaging in the appropriate behavior.

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Planned Ignoring

1. Child engages in problem behaviors.
2. Teacher ignores problem behavior.
3. Child engages in appropriate behavior.
4. Teacher immediately provides specific praise to child about appropriate behavior.
 - Teacher uses the child's names.
 - Teacher is specific about the appropriate behavior.

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Prompting Compliance

1. Child engages in problem behavior.
2. Teacher verbally prompts student one more time.
3. If the child continues to engage in problem behavior:
 - Teacher will help get the child started with the task
 - Teacher will fade assistance once child begins to comply
4. When child engages in appropriate behavior, the teacher immediately praises child.
 - Teacher uses the child's name.
 - Teacher is specific about the appropriate behavior.
5. Teacher provides intermittent praise until task is completed.

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Problem Solving

1. Identify the problem (what went wrong)
2. Identify alternative solutions
3. Identify positive consequence of alternative solutions
4. Action plan

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Time Away

1. Child engages in problem behavior while engaging in an activity or with a preferred item.
2. Teacher removes preferred item or restricts access to the preferred activity.
3. Teacher reminds child why he or she lost these privileges, and when he or she may return to them.

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Time Out

1. Child engages in problem behavior.
2. Teacher gives one firm, emotionally neutral warning. "If you don't _____, then you will go to time out."
3. If child does not comply within 10 seconds, the teacher escorts the child to time out
 - Teacher says, "You didn't do what I asked, stay in time out until I tell you to come out."
 - Teacher ignores all talking and disruptive behavior on the way to and during time out.
4. Teacher should allow the child to leave time out after the number of minutes as indicated by the age of the child (5yr = 5 minutes) plus 30 seconds of quiet behavior.

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Logical Consequences

- Natural responses to problem behavior.
 - If a child pushes his peer and the peer falls, the child should help the child get up, apologize, and get a bandage for the peer
 - If a child breaks a toy, the child must help fix it and not get to play with it that day
 - If a child throws toys, the child must pick up the thrown toys
- Consequence must be immediate
- Consequence must be directly related to behavior

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Token Reinforcement Systems

- A small number of target behaviors (e.g., 1-5) with emphasis on goals that child can complete.
- Clearly defined target behaviors.
- Rewards available each day.
- A menu with a variety of interesting rewards.

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Resources

- Division of Early Childhood (DEC). *Young Exceptional Children: Practical Ideas for Addressing Challenging Behaviors*. Longmont, CO: Sopris West.
- O'Neill, R. E., Horner, R. H., Albin, R., Storey, K., & Sprague, J. (1990). *Functional Assessment of Problem Behavior: A Practical Assessment Guide*. Pacific Grove, CA: Brookes/Cole.
- Saifer, S. (1990). *Practical Solutions to Practically Every Problem: The Early Childhood Teacher's Manual*. St. Paul, MI: Redleaf Press.

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