Challenging behaviors interfere with the child’s ability to engage in positive relationships, form friendships, play with others and learn expected behavioral skills.

There are evidence-based practices that are effective in changing this developmental trajectory...the problem is not what to do, but rests in ensuring access to intervention and support. (Kazdin & Whitley, 2006)
The Pyramid Model

The Evidence Base of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

- Universal
- Secondary
- Tertiary

Factors Promoting Effectiveness
- Prevention
- Commitment to Successful Outcomes
- Fidelity of Implementation
- Capacity of Team
- Family Involvement

Guiding Principles and Beliefs
- Challenging Behaviors Are:
  - Communicative
  - Maintained by Their Consequences
  - Occur in Context
Setting Behavior to Decrease

Target Behavior: Aggression

Operational Definition:
- 'Attention seeking' "TRYING to get a reaction"
- Aggression, getting into kid’s spaces, not accepting
- Pushing that is not on her terms, not engaging, not asking for help, fixations

Family Partnership

GOAL Setting

Family Partnership

GOAL Setting

 Behaviors to Increase

Target Behavior: Peer-related social skills

Operational Definition:
- Getting a peer’s attention
- Sharing
- Accepting a toy or play idea from peer
- Inviting a peer to play

Family Partnership

GOAL Setting

Family Partnership

GOAL Setting

Practical Data Collection
Classroom Practices Assessment

Which classroom practice can we increase to support ALL students and target TK Jackie best?

1. FIVE TO ONE RATIO OF POSITIVE ATTENTION
2. USING PREDICTABLE SCHEDULES
3. ESTABLISHING ROUTINES WITHIN ROUTINES
4. DIRECTLY TEACH BEHAVIOR EXPECTATIONS
5. DIRECTLY TEACH PEER RELATED SOCIAL SKILLS

Behavior: Challenging Behavior
AGGRESSION

Desirable Behavior: PEER RELATED SOCIAL SKILLS

Hypothesis / Summary Statement:

When: Jackie is required to engage in a non-structured activity, then she will demonstrate aggression (pushes, hits and forces body into the personal space of others), as a result she is sent to a quiet space, therefore she escapes from peers and/or activity.
When Jackie is required to engage in a non-structured activity, she will push, hit and force her body into the personal space of others. As a result, she is sent to a quiet space. Therefore, she avoids the activity and/or her peers.

**Training:**
- Knowledge
- Skills & Strategies

**Implementation:**
- Knowledge
- Skills & Strategies

**Result**
- Support
- Mutual
- Positive
- Non-evaluative

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**PREVENT Strategies**
- Visual Supports
- Least Visual Supports
- Enhanced Prepositions
- Enhance Prepositions
- Locate Physical Schedules
- Visual Schedules

**TEACH Strategies**
- Teach Communication Skills
- Encourage Self-Communications
- Increase Multiple Alternative Behaviors
- Introduce Multiple Alternative Behaviors
- Teach Self-Monitoring
- Teach Balance of Reinforcement
- Teach Interference by Visual Schedule

**REINFORCE Strategies**
- Reinforce Alternative Behavior
- Reinforce Physically Incompatible Behavior
- Reinforce Physically Compatible Behavior
- Reinforce Behavior for Challenging Behavior
- Ignore Challenging Behavior
- Use Visual Supports and Schedules

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"Once a skill is acquired through training, at least 25 trials are required to ensure that skill is not lost."
(Showers, Joyce, & Bennett, 1987)

"Substantial amounts of practice do not guarantee successful transfer of training. Social supports are needed to labor through the transfer process."
(Joyce & Showers, 1982)
When Progress is Good ...

Δ Keep doing what you're doing!
CAUTION: don't fade supports too quickly
Δ If progress continues for a satisfactory period of time, consider altering some elements of the plan (fade supports)
Δ If challenging behavior begins to increase, slow down progress of fading supports or return to original plan

When Progress Isn't So Good ...

Δ Determine if the intervention strategies have been implemented with fidelity (consistently and as intended)
Δ Determine if the supposed reinforcers are operating
Δ Recheck the function(s) of challenging behavior
Δ Enlist outside expertise if and when necessary
## Fidelity of Strategy Implementation

<table>
<thead>
<tr>
<th>Intervention Plan</th>
<th>Were all steps implemented as intended?</th>
<th>Did the child respond as intended?</th>
<th>Was the strategy implemented as frequently as intended?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREVENT Strategy</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Steps</td>
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</tr>
<tr>
<td><strong>TEACH Strategy</strong></td>
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<td>Yes</td>
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<tr>
<td>Peer Related Social Skills Steps</td>
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<td>No</td>
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<tr>
<td><strong>REINFORCE Strategy</strong></td>
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<td>Yes</td>
</tr>
<tr>
<td>Reinforce Desired Behavior Ignoring Steps</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>