



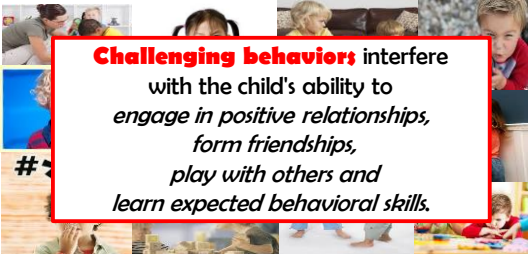
PREVENT
TEACH
REINFORCE
FOR YOUNG CHILDREN



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Working Definition of **Challenging Behavior**

*Any Behavior That Is Disturbing to Adults
Any Behavior That Adults Want to See Stopped!*



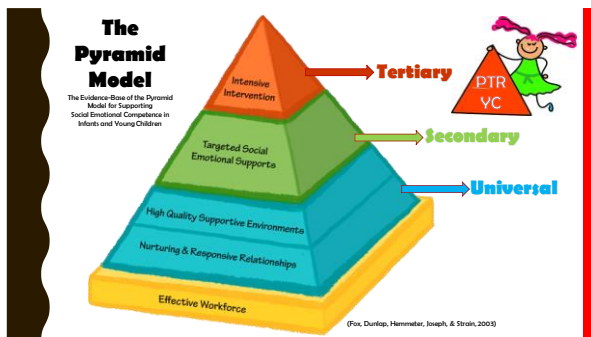
Challenging behavior interfere with the child's ability to engage in positive relationships, form friendships, play with others and learn expected behavioral skills.

YOUNG CHILDREN WITH CHALLENGING BEHAVIOR:

- ARE REJECTED BY PEERS
- RECEIVE LESS POSITIVE FEEDBACK
- DO WORSE IN SCHOOL
- ARE LESS LIKELY TO BE SUCCESSFUL IN KINDERGARTEN AND BEYOND



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)



Teaming & Goal Setting
Practical Data Collection
Assessment
Support Plan & Coaching Support
Decision-Making

Factors Promoting Effectiveness

- ▲ PREVENTION
- ▲ COMMITMENT TO SUCCESSFUL OUTCOMES
- ▲ FIDELITY OF IMPLEMENTATION
- ▲ CAPACITY OF TEAM
- ▲ FAMILY INVOLVEMENT

Teaming & Goal Setting
Practical Data Collection
Assessment
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Guiding Principles and Beliefs

- ▲ CHALLENGING BEHAVIORS ARE:
 - ▲ Communicative
 - ▲ Maintained by Their Consequences
 - ▲ Occur in Context



Behaviors to Decrease	<ul style="list-style-type: none"> △ "attention seeking" "trying to get a reaction" △ aggression, getting into kid's spaces, not accepting △ play that is not on her terms, not engaging, not asking for help, fixations
Target Behavior	Aggression
Operational Definition	<ul style="list-style-type: none"> △ Pushing & hitting △ Throwing toys/objects △ Grabbing △ Blocking △ Forcing her body into the personal space of others (looks like hugging but is forceful with squeezing)



Family Partnership

GOAL Setting



Behaviors to Increase	<ul style="list-style-type: none"> △ Peer-related social skills △ Play successfully, △ Maintain play with peers
Target Behavior	Peer-related social skills
Operational Definition	<ul style="list-style-type: none"> △ Getting a peer's attention △ Sharing △ Accepting a toy or play idea from peers △ Inviting a peer to play



Family Partnership

GOAL Setting



	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Desirable behavior	5	5	5	5	5	5	5
Peer-related Social Skills	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
Challenging behavior	3	3	3	3	3	3	3
Aggression	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1



Practical Data Collection



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

Classroom Practices Assessment

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

BEHAVIOR	PREVENT DATA	TEACH DATA	REINFORCE DATA
Challenging Behavior: AGGRESSION			
Desirable Behavior: PEER RELATED SOCIAL SKILLS			

Hypothesis/Summary Statement:

When:
Then:
As a result:
Therefore:

Functional Behavior Assessment Summary Data 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.

Formula $E=mc^2$

When
(something in the environment occurs),

then
(description of the behavior):

as a result,
(the typical consequence that reinforces the behavior)

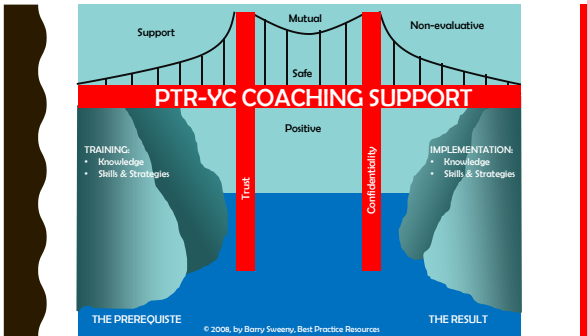
therefore,
(function of behavior)

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.

Positive Behavior Support Planning

Which PREVENT Strategy would you implement based on TK Jackie's hypothesis?

PREVENT Strategies	TEACH Strategies	REINFORCE Strategies
<ul style="list-style-type: none"> PROVIDE CHOICES INTERSPERSE DIFFICULT OR NONPREFERRED TASKS WITH EASY OR PREFERRED TASKS USE VISUAL SUPPORTS AND SCHEDULES EMBED PREFERENCES INTO ACTIVITIES ENHANCE PREDICTABILITY WITH SCHEDULES ALTER PHYSICAL ARRANGEMENT OF THE CLASSROOM REMOVE TRIGGERS FOR CHALLENGING BEHAVIORS 	<ul style="list-style-type: none"> TEACH COMMUNICATION SKILLS (Functional Communication Training) EMBED MULTIPLE INSTRUCTIONAL OPPORTUNITIES PEER-RELATED SOCIAL SKILLS SELF-MONITORING TOLERATE DELAY OF REINFORCEMENT TEACH INDEPENDENCE WITH VISUAL SCHEDULES 	<ul style="list-style-type: none"> REINFORCE DESIRABLE BEHAVIOR REINFORCE PHYSICALLY INCOMPATIBLE BEHAVIOR REMOVE REINFORCEMENT FOR CHALLENGING BEHAVIOR IGNORE CHALLENGING BEHAVIORS EMERGENCY INTERVENTION PLAN



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

"Like athletes, professionals will put newly learned skills to use – if they are coached." (Joyce & Showers, 1982)

"Learning is defined as a change in behavior. You have not learned a thing until you take action and use it." (Shulz & Blanchard)

"Newly learned behavior is incomplete and fragile – it needs to be shaped." (Joyce & Showers, 1982)

"Even with the most effective training, using any new skill brings with it a level of uncertainty and discomfort." (Joyce & Showers, 1982)

"Substantial amounts of practice do not guarantee successful transfer of training. Social supports are needed to labor through the transfer process." (Showers, Joyce, & Bennett, 1987)

OK TK-Jackie Ryan Teacher Observation period: Center Time Month: November/December

	Baseline					Intervention				
	1	2	3	4	5	1	2	3	4	5
Decide behavior	5	5	5	5	5	5	5	5	5	5
Peer-related Social Skills	3	4	4	4	4	3	3	3	3	3
Challenging behavior	2	2	2	2	2	2	2	2	2	2
Aggression	1	1	1	1	1	1	1	1	1	1

Peer-related Social Skills (Independently) used:
 5 = Skill used 5 or more times
 4 = Skill used 4 times
 3 = Skill used 3 times
 2 = Skill used 2 times
 1 = Skill used 0-1 times

Challenging behavior Aggression:
 5 = 5 times or more
 4 = 4-3 times
 3 = 2-2 times
 2 = 1-1 times
 1 = 0-0 times

Data-Based Decision Making

Outcome Data

Fidelity Data



When Progress is Good ...

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





When Progress Isn't So Good ...

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



Fidelity of Strategy Implementation			
Intervention Plan	Were all steps implemented as intended?	Did the child respond as intended?	Was the strategy implemented as frequently as intended?
PREVENT Strategy:	Yes	Yes	Yes
Steps:	No	No	No
TEACH Strategy: <i>Peer Related Social Skills</i>	Yes	Yes	Yes
Steps:	No	No	No
REINFORCE Strategy: <i>Reinforce Desired Behavior Ignoring</i>	Yes	Yes	Yes
Steps:	No	No	No

SOMETHING THAT STOOD OUT FOR ME





IMPLICATIONS FOR MY WORK



ASSOCIATIONS THAT CAME TO MIND

SOMETHING I WOULD LIKE TO EXPLORE FURTHER





For additional information regarding
PREVENT
TEACH
REINFORCE
(PTR-VC, PTR, PTR-F, PTR-YA, PTR-S)

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