



# Individualized Intensive Interventions: Developing a Behavior Support Plan



Lise Fox, Ph.D., Rochelle Lentini, M.Ed., & Glen Dunlap, Ph.D.  
University of South Florida



**The Center on the Social and Emotional  
Foundations for Early Learning**



**Child Care  
Bureau**



**Head Start  
Bureau**

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## Learner Objectives

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- Participants will identify the steps of the process of Positive Behavior Support (PBS).
- Participants will be able to describe strategies that may be used to prevent challenging behavior.
- Participants will be able to identify replacement skills that may be taught to replace challenging behavior.
- Participants will be able to identify how to respond in a way that does not maintain or reinforce challenging behavior.
- Participants will be able to develop a behavior support plan for a case study child.

## Suggested Agenda

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<b>I.</b>	Introduction to the Topic	15 min.
<b>II.</b>	Group Discussion: Changing How You View a Behaviour	10 min.
<b>III.</b>	Process of PBS Overview	10 min.
<b>IV.</b>	Activity: Think Outside the Box	10 min.
<b>V.</b>	Components of a Behavior Support Plan	10 min.
<b>VI.</b>	Activity: Preventing and Addressing Challenging Behavior	15 min.
<b>VII.</b>	Building the Plan: Prevention Strategies	40 min.
<b>VIII.</b>	Building the Plan: Teaching New Replacement Skills	45 min.
<b>IX.</b>	Skill Instruction throughout the Day	25 min.
<b>X.</b>	Responding to Challenging Behavior	15 min.
<b>XI.</b>	Effective Teaming	5 min.
<b>XII.</b>	Group Discussion: What Works/What Doesn't Work	10 min.
<b>XIII.</b>	Teaming Basics	5 min.
<b>XIV.</b>	Developing a Behavior Support Plan as a Team	30 min.
<b>XV.</b>	Case Study Activity: Developing a Support Plan	45 min.
<b>XVI.</b>	Monitoring Outcomes	15 min.
<b>XVII.</b>	If Challenging Behavior Returns	10 min.
<b>XVIII.</b>	Summary	5 min.
<b>XIX.</b>	Optional Activity: PBS Game	20 min.

## Materials Needed

- Agenda
- PowerPoint
- Chart Paper or White Board and Markers
- Presenter's Answer Guide—Case Study Activity: Developing a Behavior Support Plan
- Video Clips**
  - 3b.1-3b.3 Observation Vignettes
  - 3b.4 Teaching Victoria Turn Taking
  - 3b.5 New Skill: Transition to Breakfast
  - 3b.6 Teaching Social Skills
  - 3b.7 Teaching Ryan with Least-to-Most
  - 3b.8 Incidental Teaching: Say Open
  - 3b.9 Teaching New Skill: Request Help
  - 3b.10 Responding with Scripted Story
- Handouts**
  - 3b.1 Participants' PowerPoint Slides
  - 3b.2 Tips and Ideas for Making Visuals
  - 3b.3 Scripted Stories for Social Situations—Tip Sheet
  - 3b.4 Activity Skills Matrix
  - 3b.5 Strategies for Teaming with Families in the Process of PBS
  - 3b.6 Positive Behavior Support: Family Questions and Answers
  - 3b.7 Support Planning Chart
  - 3b.8 Tim's Behavior Support Plan Sample
  - 3b.9 Action Planning Form
  - 3b.10 Case Study Materials  
Handouts 3b.10D, 3b.10P, 3b.10S, 3b.10SH
  - 3b.11 Designing a Data Collection System to Track Outcomes
  - 3b.12 Evaluating the Support Plan
  - 3b.13 Additional Resources
  - 3b.SE Session Evaluation Form

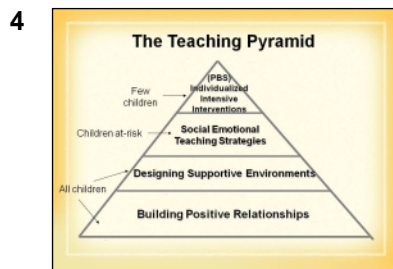
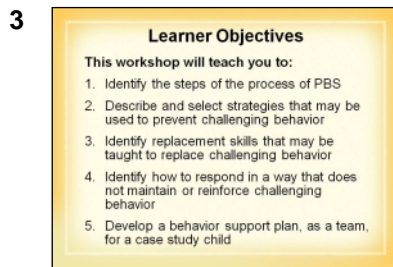
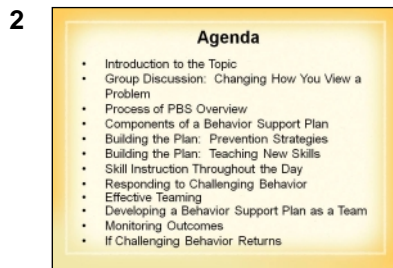
### Case Study Instructions

The case studies provide participants with the experience of applying their knowledge to an actual case study of a child. To use the case studies, have the participants form groups of five to seven individuals. These groups should be composed of the same group members as in the Determining the Meaning of Challenging Behavior module (3a).

We have provided you with materials for four different case study children. Each case study group should receive materials on one child (and only its case study child). If you have large groups, form multiple groups with the same child. When it comes time to report, have a group report on its child and then ask the other groups that worked on the same case study to report back anything that they may have to add. They should confirm that they had similar ideas or share their additional thoughts or different perspectives.

**Copying Instructions:** The Case Study Materials (3b.10) for Developing a Behavior Support Plan, are intended to be used in the case study activity **DURING** the presentation. They do **NOT** go in the Participants' Materials that all of the participants receive. There are four children (Pablo, Dana, Sarah, and Sashi) included in the case study activity. The participants will be breaking up into groups to do this exercise. Everyone receives a copy of the **Support Planning Chart (Handout 3b.7)**, within their packet of handouts.

I. Introduction to the Topic (15 minutes)



1. Introduction to the Topic (15 minutes)

**Slide 1.** Point out to participants that they can use Participants' **PowerPoint Slides (Handout 3b.1)** to take notes during the workshop.

Agenda/Learner Objectives

**Slides 2-3.** Show the agenda for the day and review training objectives.

- Identify the steps of the process of Positive Behavior Support (PBS).
- Describe strategies that may be used to prevent challenging behavior.
- Identify replacement skills that may be taught to replace challenging behavior.
- Identify how to respond in a way that does not maintain or reinforce challenging behavior.
- Develop a behavior support plan for a case study child.

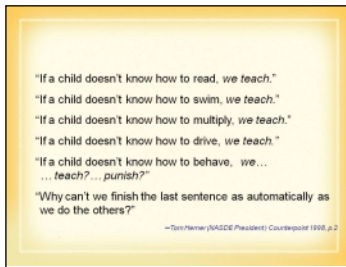
The Teaching Pyramid

**Slide 4.** Explain that this training is for the top of the pyramid, reminding participants that the top of the pyramid is reserved for a very few number of children who still exhibit challenging behavior even when teachers have addressed the other levels of the pyramid.

What we are referring to when we say “challenging behavior” is:

1. Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
2. Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
3. Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

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“If a child..., we teach.”

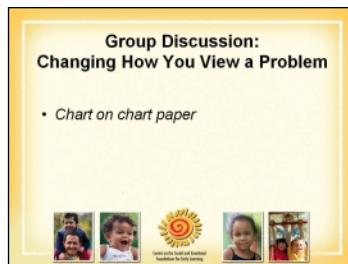
**Slide 5.** Show slide of “If a child . . ., we teach.”

Facilitate discussion on traditional forms of discipline, where they come from, and if they are sufficient. Questions to pose could include:

1. Have you ever known a child who seemed not to respond to any consequences? What was used to change the child’s behavior? Why was that approach not effective?
2. Sometimes in classrooms we decide that a particular behavior (e.g., biting) will be addressed with a predetermined response (e.g., time-out). Do these approaches always work for children? When have you seen them not be effective?
3. A traditional approach to discipline in families is often spanking. Where does spanking come from in our culture? How many of you were spanked as a child? Why was spanking used? Does anyone know of a child whose parents used spanking, and it didn’t seem to work? Why do you think it may not have worked?

**II. Group Discussion: Changing How You View a Problem**  
(10 minutes)

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**II. Group Discussion: Changing How You View a Problem**  
(10 minutes)

**Slide 6.** Introduce **Positive Behavior Support (PBS)** as a new way of thinking about behavior. Explain to participants that you will be asking them to think about behavior in new ways.

Ask participants to identify times in their lives when they were forced to think about things in a new way (e.g., realizing they needed a budget, realizing their child needed extra support, realizing they needed to plan for aging parents, realizing they had to move to a new city). Write responses on **chart paper**.

Ask them to provide you with the emotions and struggles they had in accepting and making change. Write those emotions and struggles on **chart paper**.



After the list is developed, summarize by noting that change is difficult and that we don’t expect everyone to make changes without emotional reaction or some discomfort. For example, we will be asking people to not blame the child for challenging behavior but to look at factors that contribute to challenging behavior. This approach can be difficult to do, especially when a child has disrupted a classroom or hurt other children.

**III. Process of PBS Overview**  
(10 minutes)

**7**

**Process of Positive Behavior Support**

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

**8**

**Tim's Support Planning Chart- Hypothesis**

Trigger	Behavior	Maintaining Consequence
Group play - centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	Peers give up toys/items Peers leave area Adults intervene with negative attention to Tim
Setting Events (if applicable):	Function: obtain toys/play	
Preventions	New Skills	New Responses

**9**

**Hypothesis Statement**

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

**IV. Activity: Think Outside the Box**  
(10 minutes)

**10**

**Activity**

Given 60 seconds, use 4 straight lines to connect all of the dots without lifting your pen.

**11**

Think Outside the Box:

**III. Process of PBS Overview** (10 minutes)

**Hypothesis**

**Slides 7-9.** Review the process of PBS (Slide 7). Explain that the process begins with building a team, conducting a functional assessment, and conducting observations.

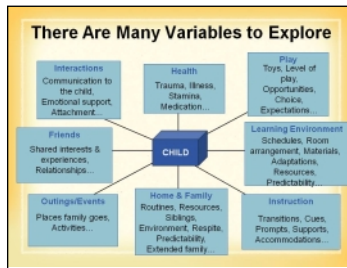
Point out that the functional assessment process leads to a behavior equation and results in a hypothesis statement about challenging behavior. Show Tim's Support Planning Chart and hypothesis statement as review from the previous module. (Slides 8-9)

**IV. Activity: Think Outside the Box** (10 minutes)

**Slides 10-11.** "Given 60 seconds, use 4 straight lines to connect all of the dots without lifting your pen."

Once the answer is revealed (Slide 10—Slide is animated, click 4 times and lines will appear.), explain that the next step is developing a behavior support plan, and one must think outside the box. It is important to "extend" one's thinking beyond traditional approaches and really think about the individual child. (Slide 11)

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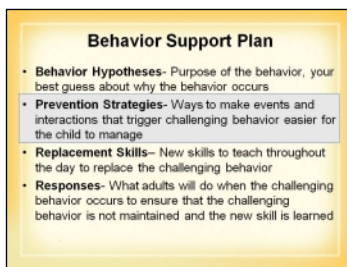
**Variables**

**Slide 12.** When thinking outside of the box, there are many variables to consider with regard to the child: interactions (communication to the child, emotional support, attachment), health (trauma, illness, stamina, medication), play (toys, level of play, opportunities, choice, expectations), learning environment (schedules, room arrangement, materials, adaptations, resources, predictability), instruction (transitions, cues, prompts, supports, accommodations), home and family (routines, resources, siblings, environment, respite, predictability, extended family), outings/events (places family goes, activities), and friends (shared interests and experiences, relationships). In PBS, we look at changing these variables in an effort to teach the child new skills and support the development of appropriate social and communicative skills.

**V. Components of a Behavior Support Plan (10 minutes)**

**V. Components of a Behavior Support Plan (10 minutes)**

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**Slide 13.** Again, stress that to develop an effective support plan it requires one to “think outside the box.”

Show pieces of the support plan. We have already discussed the first part of the behavior support plan — behavior hypotheses. Explain that once the child’s support team has determined the hypotheses (best guess as to the function(s) of the child’s challenging behavior), the team can then begin working on step 4, the development of the behavior support plan and talk about the need to develop a plan with all components.

Now we will discuss prevention strategies in more detail. Later in this session, we will learn about replacement skills and how to teach these skills through the use of a variety of instructional strategies, followed by a discussion about how to respond to the use of the new replacement skill and what to do if the challenging behavior occurs.

**VI. Activity: Preventing and Addressing Challenging Behavior**  
(15 minutes)



**VII. Building the Plan: Prevention Strategies**  
(40 minutes)

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**Prevention Strategies**

- How can the environment be changed to reduce the likelihood that challenging behavior will occur?
- What can be done to make challenging behavior irrelevant?
- What procedures can I select that fit in the natural routines and structure of the classroom or family?
- How can I build on what works?
- What can be done to help the child not respond to the trigger or change the trigger so it does not cause challenging behavior?

**VI. Activity: Preventing and Addressing Challenging Behavior** (15 minutes)

**Observation Vignettes 1-3**

**Slides 14-16.** Show three video observation vignettes of children having challenging behavior, and ask the group to respond to the questions after viewing each vignette.

Write the following questions on **chart paper**, and let the participants know that they should think about these as they view the vignettes:



1. What might have prevented the situation from occurring?
2. What skills does the child not have that makes the situation difficult?
3. What might be another way for the child to get his/her needs met without using challenging behavior?
4. How did the teacher respond in a way that maintained the challenging behavior?

**VII. Building the Plan: Prevention Strategies**  
(40 minutes)

**Slide 17.** Ask participants to think about meeting the child where he/she is. Point out that prevention strategies should be selected such that the use of the strategy makes the behavior irrelevant — that is, the prevention strategy reduces the likelihood that the child will need or want to use the challenging behavior.

Stress that strategies must fit within the child’s natural routines in both the classroom and at home.



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**Escape**  
(e.g., activity, demands, social interaction)

**Sample Prevention Strategies**

- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond, etc., to reduce the need for escape.
- Review **rules**.
- Use **choice**, manipulatives, peer support, child interests, etc., to reduce child's desire to escape.
- Reduce distractions or competing events, materials, etc., that may contribute to desire to escape, provide **visual guidance**.

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**Escape**  
(e.g., activity, demands, social interaction)

**Sample Prevention Strategies (continued)**

- Use **visual supports**, **activity schedules**, scripted stories, **timers**, **first/then boards**, selecting the reinforcer prior to activity, etc., to support child to engage in undesired activity, interaction, or demands.
- Use **self-management** to assist child in completing difficult activities or approaching avoided social interactions.

20

**Obtain**  
(e.g., attention, object, activity)

**Sample Prevention Strategies**

- Modify activities, materials, instructions, response mode, task length, or make other modifications that will reduce need to request help.
- Provide peer support, scheduled interaction with adult, more frequent attention, or other strategy to reduce need to request attention.
- Use **activity schedule**, scripted stories, **visual schedules**, or scripts to provide child with information on when access to desired object, event, interaction, or activity will occur.

21

**Obtain**  
(e.g., attention, object, activity)

**Sample Prevention Strategies (continued)**

- Use completion contingency, **first/then schedules**, etc., to support child in understanding when access will occur.
- Review **rules**.
- Use **choices**, manipulatives, child interest, etc. to distract or support child during times when access cannot be provided.
- Use **timers** or reinforcement delay signal to let child know when access to activity, object, attention, etc., will occur.

22

**Rules**



### Escape/Obtain: Sample Prevention Strategies

**Slides 18-21.** Stress to participants that this is only a sample of the possible prevention strategies for escape/obtain behavior.

Point out that the strategies that are bolded and underlined on the PowerPoint slides are strategies that will be discussed through photograph examples and video vignettes. However, they are not the only strategies that should be used when trying to prevent challenging behavior. Once we go over all of the examples, we will review this list again to review some items that were not shown.

Note that the prevention strategies that are chosen to use with an individual child **MUST** be related to the purpose (function) of the challenging behavior and should involve changing the triggers to the behavior.

### Prevention Samples

**Slides 22-45.** Show descriptor slides and rapidly show picture samples of different prevention strategies. The purpose is to provide a flavor of the range of strategies that are possible when preventing challenging behavior.

#### 1. Rules (Slide 22)

Emphasize that preschool settings need to have a few simple rules.

Describe how there are general guidelines about rules, and review the guidelines from the first training module (e.g., stated positively, fewer than five, developmentally appropriate, posted visually, clear and concise).

23

**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.

24

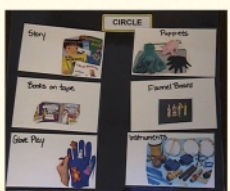
Show real items or photograph of items to child to allow to make a toy choice.

Musical Truck      Barney Computer



25

**Circle Choices**




26

**Song Choices**



27

**Center Choices**



Review the general behaviors or topics that rules should address (e.g., noise level; movement; interactions with adults, children, and materials). Rules should be taught as a whole group and individually with children who need extra support. They also should be reinforced in ongoing contexts and behavior (e.g., “Who has been a super friend?; Tell me what you did.” “Yes, I saw Corrine sharing the glue with Ed at the art table.”).

**2. Choice (Slides 23-27)**

Choice can be offered using photographs, visual cues, or 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.

Point out that in addition to making a choice of an item/object/activity, children should also be able to choose what order and when they want to do activities.

As you review the slide with the “circle choices,” share with the group that children not only choose what they want to do in circle but they may also choose what order they would like to do circle activities. The pictures can be removed and put on a “mini-circle schedule board” or on the ground in front of the teacher facing the children. As each circle activity is completed, the children can turn the activity picture over to indicate that the activity is “all done.” This not only allows children a sense of control but also gives children predictability of the sequence of circle activities and a sense of how many activities remain until circle time is finished and when they can move to the next scheduled routine.

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**Prevention:  
Safety Signal**

- 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, photographs, or objects to represent next activity.
- Use timer for countdown.

**3. Safety Signal (Slides 28-29)**

Safety signals are especially helpful for those children who have trouble ending activities when requested. The signal provides these children with a visual cue, which helps them stop to transition to the requested activity.

Make eye contact and gain the child's attention.

29

**Safety Signal**

Provide a warning cue to the child (e.g., "5 more minutes").

Give the child several countdowns (e.g., "2 more times, 1 more time").

State the ending activity and activity to follow (e.g., "5 more minutes and then clean-up").

30

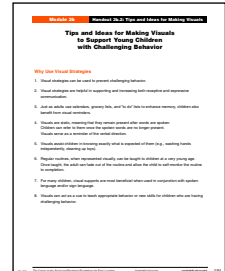
**Prevention:  
Visual Schedule**

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

Use visuals, photos, or objects to represent the next activity.

**4. Visual Schedule (Slides 30-35)**

Use photographs or line drawings. Remind participants that toddlers may need real objects. Depict the major activities or steps of an activity. (See Handout **Tips and Ideas for Making Visuals for Young Children with Challenging Behavior, 3b.2.**)



3b.2

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**Visual Object Schedule**

Change Diaper    Wash    Breakfast    Music

Use real objects.

Assist the child in removing the visual or turning the picture over once the activity is complete.

32

**Visual Photo Schedule**

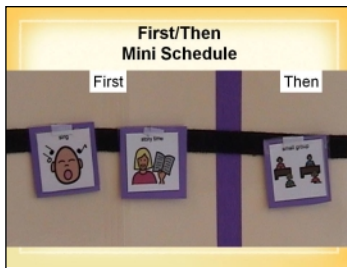
33

**Mini Schedule with Line Drawings**

34




35



36

**Prevention:  
Visual Activity Analysis**

- Provide visuals of the steps used within an activity (e.g., art project).
- Child can use the visuals to complete activity independently.
- Some children may need to remove each visual when steps are completed.

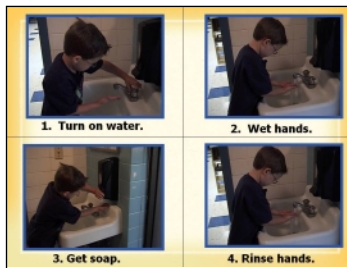


**5. Visual Activity Analysis (Slides 36-38)**

Provide visuals of the steps used within an activity (e.g., art project).

Child can use the visuals to complete the activity independently.

37



Some children may need to remove each visual or turn the picture over when steps are completed.

38



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**Prevention:  
Visual Guidance**

- Provide visuals for children that highlight boundaries.
- Use feet for line-up (each child stands on a set of footprints), carpet squares for circle time, mats for block structures.



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**Visual Guidance**




41

**Visual Guidance**




42

**Activity Turn-Taking Cue**



43

**Activity Turn-Taking Cue**



44

OR




**6. Visual Guidance (Slides 39-41)**

Provide a visual for children that highlights boundaries.

Use feet for line-up (each child stands on a set of footprints), carpet squares for circle time, mats for block structures.

**7. Activity Turn Taking (Slides 42-44)**

Use turn-taking cues to guide children with self-management of whose turn is next. Show two picture slides and the video vignette, “Teaching Victoria Turn Taking” as examples of how to structure turn taking so that children are less likely to have challenging behavior.

45

**Prevention:  
Scaffolding Interactions**

- Move into play situation.
- Interpret need of child with challenges (e.g., “Billy, do you want to build?”).
- Assist the child with turn taking or peer entry (“Joey, can Billy build on the Lego table?”).
- Continue with questions or instructions until children begin playing. Try to be minimally intrusive; only do what is necessary.
- Move out of situation as soon as possible.

**8. Scaffolding Interactions (Slide 45)**

Move into the play situation.

Interpret needs of children with challenges (e.g., “Billy, do you want to build?”)

Assist the child with turn taking or peer entry (“Joey, can Billy build on the Lego table with you?”).

Continue with questions or instructions until children begin playing. Try to be minimally intrusive; do only what is necessary.

Move out of the situation as soon as possible.

46

**Escape (review)**  
(e.g., activity, demands, social interaction)

**Sample Prevention Strategies**

- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond, etc., to reduce the need for escape.
- Review rules.
- Use choice, manipulatives, peer support, child interests, etc., to reduce child’s desire to escape.
- Reduce distractions or competing events, materials, etc., that may contribute to desire to escape; provide visual guidance.

**Escape/Obtain: Sample Prevention Strategies — Review**

**Slides 46-49.** As a review, show slides of possible prevention strategies for “escape” and “obtain” behavior again. Review a few examples that are not bolded on each slide. For example:

Make modifications so that there isn’t a need for the child to escape.

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**Escape (review)**  
(e.g., activity, demands, social interaction)

**Sample Prevention Strategies (continued)**

- Use visual supports, activity schedules, scripted stories, timers, first/then boards, selecting the reinforcer prior to activity, etc., to support child to engage in undesired activity, interaction, or demands.
- Use self-management to assist child in completing difficult activities or approaching avoided social interactions.

Cover shelves; make sure that “favorite” toy or activity doesn’t compete with your expectations.

Make statements (and if needed show visually) like, “first (expectation), then all done.”

Children can also self-manage with sticker charts, check off lists, etc.

48

**Obtain (review)**  
(e.g., attention, object, activity)

**Sample Prevention Strategies**

- Modify activities, materials, instructions, response mode, task length, or other modifications that will reduce need to request help.
- Provide peer support, scheduled interaction with adult, more frequent attention, or other strategy to reduce need to request attention.
- Use activity schedule, scripted stories, visual schedules, or scripts to provide child with information on when access to desired object, event, interaction, or activity will occur.

Using embedded attention or favorite activities within routines may eliminate a child’s need to obtain your attention or an item in inappropriate ways.

Let the child know explicitly that he/she can get attention from you and let him/her know how.

49

**Obtain (review)**  
(e.g., attention, object, activity)

**Sample Prevention Strategies (continued)**


- Use completion contingency, first/then schedules, etc., to support child in understanding when access will occur.
- Review rules.
- Use choices, manipulatives, child’s interest, etc., to distract or support child during times when access cannot be provided.
- Use timers or reinforcement delay signal to let child know when access to activity, object, attention, etc., will occur.

Make the routine/activity more interesting or engaging so that the child is distracted from that “other thing/person” he/she wants.

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**Preventions to Minimize the Effect of the Setting Event**

- Provide the child with a calming or desirable activity.
- Decrease demands on the child.
- Increase attention or comfort.
- Offer a chance to rest or cuddle.
- Provide additional supports for routines and activities (e.g., transition warnings, visuals, adult assistance).



**Preventions to Minimize the Effect of the Setting Event**

**Slide 50.** If your functional assessment has confirmed that challenging behavior is more likely to occur when there is a particular setting event, you will want to make a plan to use strategies that will minimize that occurrence. For example, let's say you had a very difficult day at work and then drove home in a traffic jam. You are not looking forward to tackling several loads of laundry and making dinner for your family. Your spouse calls to see why you are delayed. You explain how the day went and that you are stuck in traffic. When you arrive home, the laundry has been started and dinner is on the table. I suspect that your spouse just effectively diffused your setting event; your mood is probably quite improved. The children we support need the same kind of consideration. If we know that the night before the child had an asthma attack and did not sleep well, which serves as a setting event for increased challenging behavior, we should take some action to minimize that occurrence. On this slide, you see a few sample strategies that may be used.

**VIII. Building the Plan: Teaching New Replacement Skills (45 minutes)**

**VIII. Building the Plan: Teaching New Replacement Skills (45 minutes)**

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**Behavior 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 trigger challenging behavior easier for the child to manage
- Replacement Skills- New skills to teach throughout the day to replace the challenging behavior
- Responses- What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

**Behavior Support Plan**

**Slide 51.** Show the behavior support plan slide to demonstrate that you have discussed prevention strategies and now you are going to discuss replacement skills.


**Teaching Replacement Skills**

**Slide 52.** Ask "If we can't let children use challenging behavior to express their needs, how can they express them in ways that are appropriate?"

52

**Teaching Replacement Skills**

- Teach alternative behavior to 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.



Point out that the new skill must replace the challenging behavior and act as the alternative behavior to challenging behavior.

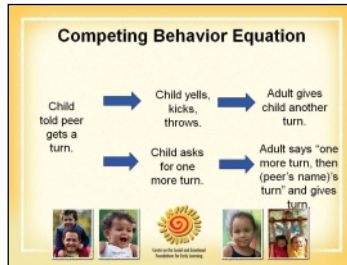
Point out that the new skill must be efficient and effective.

Suggest that participants consider what skills the child already has that might serve as a replacement behavior.

Explain that participants should make sure that when the child uses the replacement skill, there is consistent positive feedback.

Note that participants should teach the replacement skill throughout the day when the child is NOT having the challenging behavior.

53



**Competing Behavior Equation**

**Slides 53-54.** Show “competing behavior equation” (Slide 53). Explain that although we want children to meet our expectations (e.g., ask for help), we must meet them where they are. This may mean that our expectation may compete with what the children’s needs or wants are. What we don’t want to do is accept their challenging behavior or reinforce the challenging behavior; therefore, initially we may teach a child a way to signal, using appropriate behavior that he/she wants to leave the activity. While we do that, we will also be using the prevention strategies to make the activity more meaningful, and we will be teaching the child skills to increase his/her engagement and attention.

54



**Discussion Activity: Competing Behavior Equation**

*(This slide (Slide 54) is animated and will first show the current behavior equation that competes with adult expectations. The components on the slide will appear with multiple clicks.)*

Ask participants to identify an alternate skill that may be taught to replace screaming and resisting.

As they discuss options, remind them that the skill should serve the same function of the challenging behavior. “This child is trying to get out of an activity, rather than scream and resist, what is a more appropriate way to communicate the same request?”

If you click the mouse, it will bring up the answer of teaching the child to gesture “all done.” The response for the behavior will be the same; the child will be let out of the activity. This may trigger questions from participants or concerns about letting the child leave the activity. Initially, it is important for the child to learn that he or she can make this request using a conventional and appropriate form of communication. As you are teaching the replacement skill, you will also be using prevention strategies to alter circle time so that the child will want to participate. Gradually, the



teacher can “up the ante” and ask the child to stay for “one more song” or “2 more minutes.” Another question or concern that you may anticipate is about what the child will be allowed to do if he/she leaves circle. The child will not be released to do a more desirable activity or to go to a center that is appealing to all of the children. The child should be provided with a quiet activity that will maintain his/her engagement but not be seen as reinforcing to the rest of the class. Highly skilled teachers will sing the child’s favorite song or bring out the child’s favorite puppet after the child has left, to encourage the child to rejoin the activity.

55

**Functional Equivalence**

- Identify an acceptable way that the child can deliver the same message.
- Make sure that the new response is socially appropriate and will access the child’s desired outcome.
- Teach the child a skill that honors that function of the behavior (e.g., if child wants out of activity, teach child to gesture “finished”).

**Functional Equivalence**

**Slide 55.** The instruction of replacement skills is based on the notion that whenever possible, the most effective intervention is to give the child a new way to communicate the message of the behavior. Rather than ignoring the message, we provide the child with a “functionally equivalent” means of communication.

56

**Escape**  
(e.g., activity, demands, social interaction)

**Possible Replacement Skills**

- Request break
- Set **goals**
- Request help**
- Follow schedule
- Participate in routine
- Choice
- Self-management**
- Say “No”
- Say “All done”
- Identify and express feelings
- Use supports to follow rules
- Anticipate transitions**

**Escape/Obtain: Possible Replacement Skills**

**Slides 56-57.** Show two slides of possible new responses for “escape” and “obtain” behavior. Review a few examples.

Stress to participants that these lists are only a sample of possible replacement skills for escape/obtain behavior.

57

**Obtain**  
(e.g., attention, object, activity)

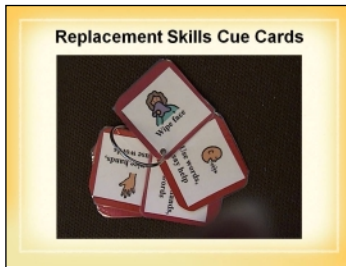
**Possible Replacement Skills**

- Follow schedule
- Participate in routine
- Self-management**
- Request help**
- Teach delay of reinforcement
- Request attention
- Choice
- Ask for a hug
- Ask for a turn**
- Ask for item**

Point out that the skills that are bolded and underlined on the PowerPoint slides are skills we will discuss through photograph examples and video vignettes. However, they are not the only skills that should be used when trying to teach replacement skills. Once we go over all of the examples, we will review some of the skills for which examples were not provided.

*Note that the replacement skills that are taught to an individual child MUST match the purpose (function) of the challenging behavior to be effective.*

58



### Replacement Skills Examples

**Slides 58-59.** Show picture sample and video vignette.

### Replacement Skills Cue Cards

Cue cards can be used to prompt the child to remember and use the replacement skill instead of the challenging behavior. Cue cards also can prevent the need to use challenging behavior.

### New Skill: Transition to Breakfast

This vignette shows a child using the skill of transitioning with the class to go and eat when prompted with a visual.

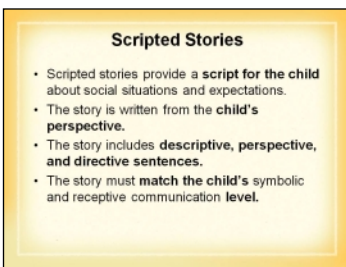
59



OR

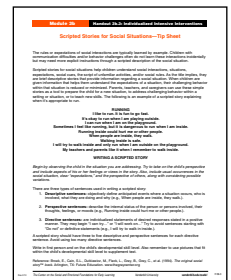
(video clip 3b.5)

60



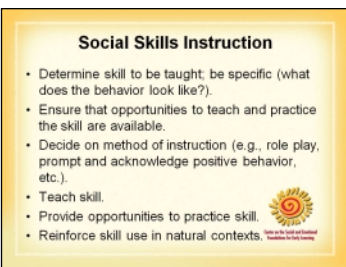
### Scripted Stories

**Slide 60.** Scripted stories provide a script for the child about social situations and expectations. The story is written from the child's perspective and includes descriptive, perspective, and directive sentences. The story is also written in a way that matches the child's symbolic and receptive communication level. We have placed "scripted stories" in this section on "replacement skills" because often, when scripted stories are used, they are to teach children new skills by providing the child the "script" for using a new skill. Scripted stories can also prevent challenging behavior because children gain a clearer understanding of expectations and perceptions of others. Finally, scripted stories also support the adult in responding to behavior in new ways. They give the adult a tool to use for redirection or prompting the desired response. (Refer group to the handout, **Scripted Stories for Social Situations — Tip Sheet, 3b.3.**)



3b.3

61



### Social Skills Instruction

**Slide 61.** Determine the skill to be taught; be specific. Ensure that there are opportunities to teach and practice the skill. Decide on the method of instruction (teaching strategies will be discussed toward the end of this section). Provide opportunities to practice the skill during ongoing activities and routines. Reinforce the skill in natural contexts.

62

**Self-Management**

- Identify an observable behavior that the child will self-manage.
- Visually display behaviors for the child.
- Provide instruction to the child on the targeted skill.
- Give child a mechanism to monitor engagement in the behavior through a checklist or chart.
- Provide positive attention to the child for engaging in the behavior and using the self-monitoring system.

**Self-Management**

**Slide 62.** Self-management is a method of helping children monitor their own behaviors. In order to do this, identify a behavior that the child will self-manage. Visually display behaviors for the child (e.g., pictures, posters). Provide instruction to the child on the targeted skill. Give the child a mechanism to monitor the skill (e.g., a checklist or chart). Provide positive attention to the child for engaging in the behavior and using the self-monitoring system. Self-management may result in a reward (e.g., activity, certificate) but must not be used to take rewards or privileges away. Self-management is a strategy that may be used with children older than 3 who have good language and cognitive skills.

63

I Can Be a SUPER FRIEND!



Created for Tim by Lisa Grant & Rochelle Lennis 2002

**I Can Be a Super Friend**

**Slides 63-70.** We saw videos of Tim using challenging behavior to get toys or initiate social interactions in the previous module. His behavior support plan included the use of social skills training, a scripted story, and a self-management system.

64




I like talking and playing with my friends at school.

Show sample pieces of scripted stories, cue cards, and goal sheet used with Tim to help him self-manage his behavior.

Explain that each cue card represented a chapter in the scripted story. Teachers used the cue card to visually prompt Tim to stop and remember the social skill he should be using.


65



Sometimes, I want to play with what my friends are playing with.

When I play, I sometimes feel like taking toys, using mean words, or hitting and kicking.

My friends get sad or mad when I hit, kick, use mean words, or take toys.



Each chapter of the scripted story was taught independently of the other, and the teacher only moved on to the next chapter once Tim had some maintenance of the skills in the chapter being instructed.

66

If I want to join in play, I need to join nicely or ask to play with my friends' toys.



I can say, "Can I play with that toy?" or "Can I play with you?"

67

Super Friends talk and play nicely.

Super Friends use:

- nice talking.
- gentle hands & feet.
- and turn taking with toys.

68

I can try to be a SUPER FRIEND.

69

**CUE CARDS**

"Stop" is glued onto one side of the cue cards.

"The Replacement Skill Cue" is glued onto the other side of the cue cards.

(Cut out and place pictures on a ring, upside-down to each other, so that they can easily be flipped over and read. Cards are about 2" x 2" in size.)

- I can ask to play and join appropriately.
- I can take turns nicely.
- I can go with the flow.
- I can stop, think, and do.

70

**I Can Be a Super Friend**

- I can join my friends and play nicely. \_\_\_\_\_
- I can take turns nicely. \_\_\_\_\_
- I can go with the flow. \_\_\_\_\_
- I can stop, think, and do. \_\_\_\_\_

71

or  
(video clip 3b.6)

**Teaching Social Skills**

**Slide 71.** View video vignette on social skills instruction with Tim.

The video demonstrates teaching social skills through role-playing (i.e., teaching social skills and use of scripted story).

It also shows how self-management can be taught by using cues, a simple "child-friendly" goal sheet, and a certificate.

**72**

**Escape** (review)  
(e.g., activity, demands, social interaction)

**Possible Replacement Skills**

- Request break
- Set **goals**
- Request help**
- Follow schedule
- Participate in routine
- Choice
- Self-management**
- Say "No"
- Say "All done"
- Identify and express feelings
- Use supports to follow rules
- Anticipate transitions**

**73**

**Obtain** (review)  
(e.g., attention, object, activity)

**Possible Replacement Skills**

- Follow schedule
- Participate in routine
- Self-management**
- Request help**
- Teach delay of reinforcement
- Request attention
- Choice
- Ask for a hug
- Ask for a turn**
- Ask for item**

**74**

**When You Can't Honor the Function of the Challenging Behavior...**

- Teach tolerance for delay in achieving the reinforcer (e.g., help the child stay engaged by giving a signal about how long to hang in "two more songs, then all done.")
- Provide choices ("You can put a sticker or a stamp on your chart, but you need to take meds.")
- First, then contingency ("First, wash hands with the wipes or at the sink. Then, snack.")
- Provide preferred items as distraction ("Sit in car seat; you can have teddy bear or you can have blanket.")
- Teach child to anticipate and participate (e.g., provide a transition warning and a visual schedule so the child can anticipate the transition and actively participate.)

**IX. Skill Instruction throughout the Day (25 minutes)**

**75**

**Designing Replacement Skill Instruction Procedures**

- Select a skill to teach.
- Select a method of instruction.
- Follow steps of instructional procedure systematically.
- Teach throughout the day.



**Escape/Obtain: Possible Replacement Skills—Review**

**Slides 72-73.** Once again, show two slides of possible new responses for “escape” and “obtain” behavior. Review a few examples that were not already discussed.

Stress again that the replacement skills that are taught to an individual child **MUST** match the purpose (function) of the challenging behavior to be effective.

**When You Can't Honor the Function**

**Slide 74.** There are occasions when you can't honor the function of the challenging behavior. For example, if the child has to transition from the playground to classroom or if the child must sit in the car seat. This slide includes strategies to use when honoring the function is not possible.

**IX. Skill Instruction throughout the Day (25 minutes)**

**Designing Replacement Skill Instruction Procedures**

**Slide 75.** When teaching replacement skills, one needs to choose a teaching strategy that fits the child's skill repertoire, the teacher's teaching style, and skill being taught. The new skill should be taught systematically through the use of a planned procedure. We will review three strategies that are effective when teaching new skills to replace challenging behavior. These three teaching strategies provide systematic ways to embed instruction of the skills the child must learn to replace the challenging behavior.

76

**Most-to-Least Prompting**

1. Full physical assistance
2. Partial physical assistance
3. Verbal direction
4. Natural trigger for the skill



77

**Most-to-Least Example:  
Say "All Done" with Gesture**

1. Physically assist child using hand-over-hand to gesture "all done". Do this for 8 days in a row.
2. Partially assist child by placing hands on elbow to prompt to gesture "all done". Do this for 8 days. If child does not respond, provide full physical assist as correction.
3. Model gesture and verbally direct child by stating, "Say all done", do this for 8 days in a row. If child does not respond, provide partial assistance. If child does not respond to partial assistance, provide full physical assistance.
4. Ask child "What do you want?" If child does not respond, provide verbal direction with gesture for "all done." If child does not respond to verbal with gesture, provide partial physical. If child still does not respond, provide full assistance.

78

**Least-to-Most Prompting**

1. Natural trigger for the skill
2. Verbal or visual prompt
3. Gestural or model prompt
4. Physical guidance



79

**Least-to-Most Example:  
Teaching to Sit in Car Seat (bus or car)**

1. Look at child with expectation to sit.
2. If child doesn't sit, state "sit please."
3. If child doesn't sit with verbal direction, gesture to sit by patting car seat while stating "sit please."
4. If child still doesn't sit, physically guide child to car seat and acknowledge sitting (e.g., "thank you for sitting.")

80



or

(video clip 3b.7)

### Most-to-Least Prompting

**Slides 76-77.** This teaching strategy is effective when teaching skills to a child with physical delays or for a child who may have delays in development and needs to be physically assisted to be successful in using a replacement skill. Remember, with PBS, it is important that children experience success. You want to teach the child that he/she has a better way to communicate than through the use of challenging behavior. Show **Slide 76**, and review the steps in Most-to-Least Prompting. Then, share the written example on **Slide 77**.

### Least-to-Most Prompting

**Slides 78-80.** This teaching strategy is used when the child can perform the skill but needs prompting. This is because you give the least amount of assistance first and then only assist if needed and only to the extent the child needs assistance. Show **Slide 78** and review the steps in Least-to-Most Prompting. Then share the written example on **Slide 79**.

View video vignette sample Teaching Ryan with Least-to-Most, **Slide 80**. Point out that this is the same child they viewed in module 3a who would bang his head to access adult's attention and to be held/hugged by adults. Ask participants:

1. What made this least-to-most prompting? (Note: there are two instances when that the adult used this prompting method—once when teaching "want bottle shaker" and then again to ask for "more row-row.")
2. What else does this adult do to promote communication? (follows child's lead, states clear expectation—"sit on the floor" (while patting floor), validates feelings—"I see you are mad.")



87

**My Morning Routine**

*Activity Skills Matrix*

	Say Help	Say/Gesture up	Point
Time to get up			
Eat Breakfast	✓	✓	✓
Rock with Mommy	✓		
Get Dressed	✓		
Car Seat	✓	✓	

**Slide 87** shows an Activity Skills Matrix that was developed with a family to work on teaching during home activities.

**X. Responding to Challenging Behavior (15 minutes)**

**X. Responding to Challenging Behavior (15 minutes)**

88

**Behavior 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 trigger challenging behavior easier for the child to manage
- **Replacement Skills**- New skills to teach throughout the day to replace the challenging behavior
- **Responses**- What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

**Slides 88-89.** Show the Behavior Support Plan review slide. Indicate that the next section is on strategies for responding to the challenging behavior.

Show the Response to Challenging Behavior Slide. Point out that we must respond in ways that don't maintain or reinforce the challenging behavior. Note that a good basic strategy is to redirect the child to use an alternative skill or a new skill:

89

**Response to Challenging Behavior**

- Respond in a way that will make challenging behavior ineffective.
- Make sure rewards for appropriate behavior are equal to or exceed rewards for challenging behavior.

1. Select procedures that will make the challenging behavior ineffective.
2. Make sure that rewards for appropriate behavior equal or exceed rewards for challenging behavior.

90

**Escape**  
(e.g., activity, demands, social interaction)

Possible Responses to Challenging 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"
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior

**Escape/Obtain: Possible Responses**

**Slides 90-91.** Show two slides of list of possible new responses for "escape" and "obtain" behavior. Review a few examples from the lists.

91

**Obtain**  
(e.g., attention, object, activity)

Possible Responses to Challenging Behavior

- Redirect/cue to use appropriate "new replacement skill"
- Cue with appropriate prevention strategy
- State "exactly" what is expected
- Offer choices
- Use "wait-time"
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior



92



or



(video clip 3b.10)

### Video Vignette: Responding with Scripted Story

**Slide 92.** (Point out that Gabby is off screen in the beginning of the clip. You hear her screaming in the background when the teacher is discussing who will be “child-of-the-day” and who has already had a turn. Gabby is screaming “NO!”) Tell the group that you want them to view a vignette of a child having challenging behavior in circle. Click on picture to play video.

#### Ask the following questions to facilitate discussion:

“What prevention strategies did the teacher use to support the children in circle?”

“When Gabby had challenging behavior, what did the teacher first try to defuse the situation?”

“What strategy was used that was successful?”

#### **Notes for presenter:**

In this video, the teacher is using visual symbols to support children in understanding the activities of circle time. When Gabby has challenging behavior, the teacher tries to redirect her using the visuals. Gabby persists and in response, the teacher brings out a scripted story that explains the expectations of circle time. Gabby reads the book with the teacher and peers. The scripted story provides Gabby with redirection, guidance, and instruction on the expectations and serves as the vehicle for the teacher to respond to Gabby’s behavior in a new way. (If a comment is made about the number of adults in the room, inform participants that one was a parent observing to see if she wanted her child in this class and another was passing through to borrow something and tried to help. Typically there are 2 adults in this class to 13 children with varying disabilities.)

93

**Safety-Net Procedures**

- If a child is in danger of harming self 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 appropriate only when there is also a full behavior support plan or intention to develop a plan.

**Safety-net Procedures**

**Slide 93.** Show the safety-net procedures slide. Explain that it may be necessary to include these procedures for some children. Explain when crisis intervention strategies may be used. Give rules for safety-net procedures. Point out that these procedures keep the child and other children safe from harm:

1. If a child is in danger of harming him/herself or others, you must first be concerned about safety.
2. You may hold a child or remove a child from the situation to keep children safe.
3. Safety-net procedures should be planned for children who have a history of dangerous outbursts.
4. Safety-net procedures only keep children safe; they do not change behavior.
5. Safety-net procedures are only appropriate when there is also a full behavior support plan or intention to develop a plan. They should be designed in collaboration with the team.

Ask participants for examples of safety-net procedures they have used. They may be:

1. Remove the child from the room.
2. Move the class away from the child.
3. Assign an adult to shadow the child until he/she is calm.
4. Have the child sit in a thinking chair.
5. Hug the child until he/she is calm.

**XI. Effective Teaming**

(5 minutes)

94

**Process of Positive Behavior Support**

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

**XI. Effective Teaming** (5 minutes)

**Process of PBS and Effective Teaming**

**Slides 94-95.** Review the process, and point out that the behavior support plan should be developed by the team of people who interact with the child the most, including the family.


Explain that if the team members are involved in the development of the plan, they are more likely to follow through with implementation and have a good understanding of the components of the plan.

Emphasize that team members should be involved in all aspects of the plan.

95

**Effective Teaming**

- All team members (staff/family) participate in plan development.
- All help with development of plan components/material creation.
- All follow through with implementation.
- All monitor, give feedback, and make amendments to the plan.



**XII. Group Discussion: What Works/What Doesn't Work**  
(10 minutes)

96

**Group Discussion:**  
What Works/What Doesn't Work

- Chart on chart paper

**XII. Group Discussion: What Works/ What Doesn't Work**  
(10 minutes)

**Slide 96.** Using **chart paper**, make two columns (effective and ineffective). Ask the group to respond to the following questions, and write down their responses:



1. We have all been a part of an effective team or group. Why did you identify that group as effective? What made the group effective?
2. Think about an ineffective group. What made the group ineffective?

Urge participants to think about these points when forming their teams.

**XIII. Teaming Basics**  
(5 minutes)

97

**Team Meeting Basics**

- Meet in a comfortable location.
- Meet at times convenient for the family.
- De-jargon the process.
- Use room arrangement to facilitate equal exchange.
- Be clear about starting and ending times.
- State goals and agenda for the meeting at the beginning.

**XIII. Teaming Basics** (5 minutes)

**Slide 97.**

1. Meet in a comfortable location.
2. Meet at times convenient for the family.
3. De-jargon the process.
4. Use the room arrangement to facilitate equal exchange.
5. Be clear about starting and ending times.
6. State the goals and agenda for the meeting at the beginning.

98

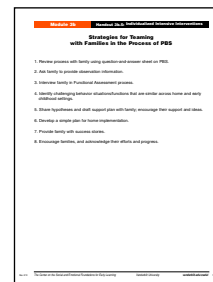
**Building a Family-Centered Team**

- Use facilitation techniques to promote active participation (e.g., round robin, group graphics).
- Ask family and other team members to identify routines and activities that are problematic.

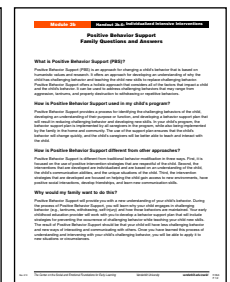
**Slide 98. Build a Family-Centered Team**

1. Use facilitation techniques to promote active participation (e.g., round robin, group graphics).
2. Get input from the team about problematic routines and activities.

Refer participants to **Strategies for Teaming with Families in the Process of PBS (Handout 3b.5)** and **Positive Behavior Support Family Questions and Answers (Handout 3b.6).**



3b.5



3b.6

Ask participants for additional ideas that have made team meetings successful.

**XIV. Developing a Behavior Support Plan as a Team**  
(30 minutes)

**Teaming to Develop a Behavior Support Plan**

- Must be linked to functional assessment
- Must include all components of the plan
  - Hypotheses, Prevention, New Skills, New Responses
- Must fit with the abilities, routines, and values of caregivers
- Must have "buy-in" from the team

99

**Support Plan Development**

- At a team meeting, use chart paper to analyze challenging behavior in routines, activities, or interactions.
- Step 1**
  - Identify the basic equation (trigger, behavior, maintaining consequence) of the challenging behavior and write equation on the chart paper.

100

**Tim's Support Planning Chart**

Trigger	Behavior	Maintaining Consequence
Change plan, routine, and schedule (e.g., when parent makes play date plans)	Initial aggression (yelling, screaming, hitting, kicking, etc.)	Parent gets off her back, change plan, and schedule (e.g., when parent makes play date plans)
Setting Goals if appropriate	Prevention	New Skills
Prevention	New Skills	Challenging Behavior

Tim's Slide 99

101

**Step 2: Support Plan Development (cont.)**

- Identify the Function of the Challenging Behavior and Write on Chart Paper.

102

**Tim's Support Planning Chart**

Trigger	Behavior	Maintaining Consequence
Change plan, routine, and schedule (e.g., when parent makes play date plans)	Initial aggression (yelling, screaming, hitting, kicking, etc.)	Parent gets off her back, change plan, and schedule (e.g., when parent makes play date plans)
Setting Goals if appropriate	Prevention	New Skills
Prevention	New Skills	Challenging Behavior

Tim's Slide 100

103

**Step 3: Support Plan Development (cont.)**

- Brainstorm Prevention Strategies**
  - Strategies to make routines or activities easier for the child
  - Strategies to soften the triggers

104

**Tim's Support Planning Chart**

Trigger	Behavior	Maintaining Consequence
Change plan, routine, and schedule (e.g., when parent makes play date plans)	Initial aggression (yelling, screaming, hitting, kicking, etc.)	Parent gets off her back, change plan, and schedule (e.g., when parent makes play date plans)
Setting Goals if appropriate	Prevention	New Skills
Prevention	New Skills	Challenging Behavior

Tim's Slide 101

105

**Step 4: Support Plan Development (cont.)**

- Brainstorm ideas about what new skills should be taught to replace challenging behavior; write new skills on chart.

106

**Tim's Support Planning Chart**

Trigger	Behavior	Maintaining Consequence
Change plan, routine, and schedule (e.g., when parent makes play date plans)	Initial aggression (yelling, screaming, hitting, kicking, etc.)	Parent gets off her back, change plan, and schedule (e.g., when parent makes play date plans)
Setting Goals if appropriate	Prevention	New Skills
Prevention	New Skills	Challenging Behavior

Tim's Slide 102

107

**Step 5: Support Plan Development (cont.)**

- Brainstorm ideas about how to respond to challenging behavior when it occurs; write new responses on chart.

108

**Tim's Support Planning Chart**

Trigger	Behavior	Maintaining Consequence
Change plan, routine, and schedule (e.g., when parent makes play date plans)	Initial aggression (yelling, screaming, hitting, kicking, etc.)	Parent gets off her back, change plan, and schedule (e.g., when parent makes play date plans)
Setting Goals if appropriate	Prevention	New Skills
Prevention	New Skills	Challenging Behavior

Tim's Slide 103

109

**Step 6: Support Plan Development (cont.)**

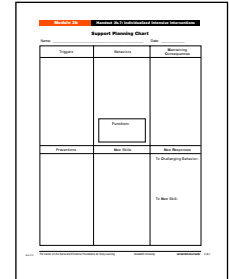
- Review plan ideas; eliminate pieces that don't fit or are too difficult for team to do.
- Review entire plan; emphasize that each column is necessary.
- Repeat process for other routines, settings, or behavior functions.

110

**XIV. Developing a Behavior Support Plan as a Team**  
(30 minutes)

**Support Plan Development**

**Slides 99-110.** Often, it is helpful when meeting as a team to use chart paper to analyze challenging behavior in routines, activities, or interactions. You will see, step-by-step, a sample Support Planning Chart that was completed at a team meeting for Tim. Refer participants to blank **Support Planning Chart (Handout 3b.7)**.



3b.7

**Step 1**

Identify the basic equation (trigger, behavior, maintaining consequence) of the challenging behavior, and write it on the chart paper. (Note: you may want to prepare **chart paper** so that the participants can see the entire process on chart paper rather than on the slides.)



Show the slide with a sample.

**Step 2**

Identify the function of the challenging behavior, and write it on chart paper.

Show the slide with a sample.

**Step 3**

Brainstorm prevention strategies: strategies to make routines or activities easier for the child; strategies to soften the triggers.

Show the slide with a sample.

**Step 4**

Brainstorm ideas about new skills: what should be taught to replace challenging behavior; write them on the chart.

Show the slide with a sample.


**Step 5**

Brainstorm ideas about how to respond to both challenging behavior when it occurs and when the new skill is used; write them on the chart.

111

**Plan Development Tips**

- Develop plan using *plain language*.
- Develop *mini-plans* for difficult routines.
- Make sure plan will fit with routines/activities/values of family and teaching staff.
- Develop *action plan* of who will produce what components needed to implement the plan.
- Design components that are *easy to use, easy to remember*.
- Plan must *accommodate competing demands* on teaching staff and family.



Show the slide with a sample.

Point out to participants that depending on the individual child, you may have more than one support planning chart. Note that it is NOT one chart per behavior, but rather there should be one chart per “function of behavior” or hypothesis statement.

112

**Tim’s Support Plan**

**Hypothesis Statement**  
In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

**Step 6**


Review plan ideas; eliminate pieces that don’t fit or are difficult for a team to do.

Review the entire plan; emphasize that each column is necessary.

113

**Tim’s Support Plan (Continued)**

- Prevention**
  - Pre-teach skills via scripted story.
  - Use visual cards to help Tim remember lessons when in difficult situation.
- Replacement Skills**
  - Asking to play.
  - Everyone can play with the toys.
  - Flexibility: accepting other’s ideas/space.
  - Asking for teacher’s help.
  - Self-monitoring form to work on social goals.
- Responses**
  - Immediately respond to his requests for help.
  - Intervene to prevent harm by providing attention/support to child who is affected.
  - Provide certificate and acknowledge positive behavior at end of each day for successfully achieving goals. Fade certificate.



Repeat the process for other routines, settings, or behavior functions.

**Plan Development Tips**

**Slide 111.** Show the slide with general tips on behavior support plan development.

114

**Action Planning Form**

Child Name: Tim Program: Village Pre-K Date: 10/11  
Team members: Jeremy (father), Kira (mother), Lisa (speech therapist), Rochelle (teacher)

Planning Objectives: Develop behavior support plan materials to assist Tim at home and in preschool

Need	Action Steps	Person Responsible/ Date	Follow up
1. Develop script story with 4 chapters: ask to play, take turns, go with the flow, stop, think and do	A. Write text. B. Insert pictures. C. Print story.	Rochelle, Lisa 10/24 By 10/28	Send story home so they can read at home to prepare for school.

Develop plan using plain language.

Develop mini-plans for difficult routines.

Make sure the plan will fit with routines, activities, and values of family and teachers.

115

**Action Planning Form (continued)**

Child Name: Tim Program: Village Pre-K Date: 10/11  
Team members: Jeremy (father), Kira (mother), Lisa (speech therapist), Rochelle (teacher)

Planning Objectives: Develop behavior support plan materials to assist Tim at home and in preschool

Need	Action Steps	Person Responsible/ Date	Follow up
2. Develop cue cards for each chapter in story	A. Create. B. Print. C. Laminate. D. Punch hole and attach to ring.	Lisa by 10/24	Discuss via phone or email if questions arise.

Suggest that participants include design components that are easy to use and easy to remember.

Point out that the plan must accommodate competing demands on teachers and the family.

116

**Action Planning Form**


Child Name: Tim Program: Village Pre-K Date: 10/11  
Team members: Jeremy (father), Kira (mother), Lisa (speech therapist), Rochelle (teacher)

Planning Objectives: Develop behavior support plan materials to assist Tim at home and in preschool

Need	Action Steps	Person Responsible/ Date	Follow up
3. Develop self-monitoring goal sheet: ask to play, take turns, go with the flow, stop, think, and do	A. Create and print with one goal at a time, add each goal as he does the goal (ask).	Rochelle, Lisa By 10/28	Send sample goal sheet home and discuss after 2 weeks of use.

**Tim’s Support Plan**

**Slides 112-113.** Review slides of Tim’s Support Plan and refer participants to handout, **Tim’s Behavior Support Plan—Sample (Handout 3b.8).**



3b.8

117

**Action Planning Form**

Child Name: Tim Program: Village Pre-K Date: 10/11  
Team members: Jeremy (father), Kira (mother), Lisa (speech therapist), Rochelle (teacher)

Planning Objectives: Develop behavior support plan materials to assist Tim at home and in preschool

Need	Action Steps	Person Responsible/ Date	Follow up
4. Develop certificates	A. Create and print ring.	Rochelle By 10/28	Send certificates home as he completes goals (no comment from parents if no certificate comes home).

**Action Planning Form**

**Slides 114-117.** Develop an action plan of who will produce each component needed to implement the plan.

Show the slides with a sample of Tim’s Action Planning Form. Refer participants to blank **Action Planning Form (Handout 3b.9)**..

The form is titled "Action Planning Form" and includes fields for "Name" and "Date". Below these is a table with four columns: "Date", "Child's Behavior", "Parent/Teacher", and "Child's Goal". The table has 10 rows for data entry.

118

**Plan Implementation**

- Teach classroom staff/family– review strategies, demonstrate or guide, provide reinforcement (not criticism).
- Make sure everyone on the team understands the plan.
- Design supports that help the adults remember the plan (posted mini-plan, reminder signs, checklists).
- 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.
- Begin plan implementation when all pieces have been developed (behavior support plan, materials, activity/routine matrix, instructional procedures, and outcome monitoring form).

**Plan Implementation**

**Slide 118.** Explain to participants that when they implement a plan, they should keep the following suggestions in mind:

**3b.9**

1. Teach classroom staff and family members how to implement strategies and how to provide reinforcement.
2. Design supports that will help the adults interacting with the child to remember the plan.
3. Be cautious about “extinction bursts.” Often when implementing an intervention in which you make a child’s challenging behavior ineffective, the child’s use of the challenging behavior will get worse as the child persists at trying to get the behavior to work.
4. Ask for time to implement the plan, and assure all team members of the commitment to creating a plan that will work and that is possible for all team members.

**Behavior Support Plan**

119

**Behavior 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 challenging behavior easier for the child to manage
- **Replacement Skills-** Skills to teach throughout the day to replace the challenging behavior
- **Responses-** What adults will do when the challenging behavior occurs

**Slide 119.** Review components of the behavior support plan. Remind participants that in order for a plan to be comprehensive, all of these components must be in place. Cue participants that they can refer to this slide as they are working on the upcoming Case Study Activity.

**XV. Case Study Activity: Developing a Support Plan (45 Minutes)**

**XV. Case Study Activity: Developing a Support Plan (45 Minutes)**

**120**

**Working as a Collaborative Team**

- Assign roles.
- Determine agenda and time for meetings.
- Ensure group participation through facilitation and participatory processes.



**121**

**Working as a Collaborative Team**


- Assign roles.
- Determine agenda and time for meetings.
- Ensure group participation through facilitation and participatory processes.



**122**

**Case Study: Developing the Plan**

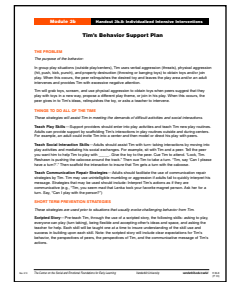
- Assign roles.
- Review child description.
- Review hypotheses.
- Review observations.
- Review interview.
- Develop a support plan for one hypothesis statement.
- Report to group.



**Slides 120-122.** Review pieces of the behavior support plan. Remind participants that a plan must have all components.

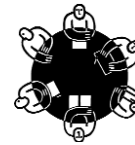
Review the steps to Working as a Collaborative Team (Slide 120) and the roles of the team members: facilitator, recorder, time-keeper, reporter, encourager, jargon buster (Slide 121).

1. Explain to the participants that a support plan is provided in the Participants' Materials as a sample of what a complete plan would look like. (Refer to handout called **Tim's Behavior Support Plan (Handout 3b.8)**.)



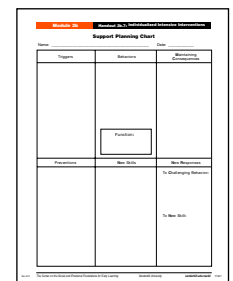
**3b.8**

2. Participants break into their case study teams. Provide groups with hypotheses for **Pablo, Dana, Sarah, and Sashi—(Handouts 3b.10D, 3b.10P, 3b.10S, 3b.10SH)**. (Participants should still have their child descriptions, completed functional assessment, and observation cards if participants attended the Determining the Meaning of Challenging Behavior module. If participants did not attend that module, provide the child descriptions, completed FBA interviews, observation cards, and hypotheses for Pablo, Dana, Sarah, and Sashi.)



**3b.10D, P, S, SH**

3. Refer participants to their handout **Support Planning Chart (Handout 3b.7)**. Participants used the chart on the last page of the Functional Assessment Interview to previously map out one behavior hypothesis statement for their case study child. This hypothesis statement can be transferred to the top half of the Support Planning Chart for this activity.



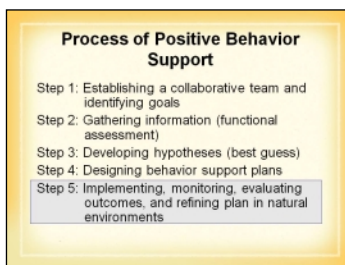
**3b.7**

4. For this activity, we have provided you with a complete list of the hypotheses statements derived from the behavior equations from your case study child. Now ask teams to use **Slide 119** as a guide to develop a plan (prevention strategies, replacement skills, and new responses) based on the hypothesis statement while charting components of their plans on the handout Support Planning Chart. Remind participants that each hypothesis contains information on triggers, behaviors, maintaining consequences, and function. The group can find those items within the provided hypotheses and complete the top section of the chart using one hypothesis statement.
5. Instruct case study teams they have 30 minutes to review materials and brainstorm one Support Planning Chart as a collaborative team. Plans will then be presented to the entire group.
6. Each group will present the components of a support plan related to one hypothesis with the time remaining.
7. Ask teams to present the plans (15 minutes). If there are multiple teams reporting on the same child, first ask for a volunteer team to report, and then ask the teams that have that same case study child to add any additional ideas that their team came up with around supporting that particular case study child. Often the different teams working on the same case study child come up with very similar plans. When this occurs, stress how this process works well across different teams.

*Module 3b Presenter’s Answer Guide for the “Case Study Activity: Developing a Behavior Support Plan” contains charts with guidance on the strategies typically developed for each case study child’s hypotheses. They are intended to be used by the presenter only and are located at the end of the Presenter’s Script.*

**XVI. Monitoring Outcomes**  
(15 minutes)

123



**XVI. Monitoring Outcomes** (15 minutes)

**Slide 123.**


Review Process of PBS.



124

### Monitoring Outcomes

- Identify outcomes valued by the team
- "KIS it" (Keep It Simple) Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
- Schedule dates for check-ins




Slides 124-129.

Monitoring outcomes

- Identifying outcomes valued by the team.
- KIS (Keep It Simple).
- Schedule dates for check-ins.

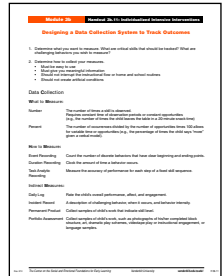
125

### Ben's Playtime



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

In order to successfully monitor outcomes, the team first identifies outcomes that are valued by all on the team. "User-friendly" forms are then created to monitor outcomes. Forms could include ratings scales, duration of time, and check sheets. Refer participants to **Designing a Data Collection System (Handout 3b.11)**.



3b.11

Show slide with sample data collection forms.

126

### Amy's Transition

Week of:

Monday	Tuesday	Wednesday	Thursday	Friday
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Average Score: 2.5	Average Score: 2.5	Average Score: 2.5	Average Score: 2.5	Average Score: 2.5

- "Ben's Playtime" form—allows the observer to record behavior by circling the corresponding number rating. Once the week's data are complete, the circled numbers can be connected to chart progress on a line graph.

127

### Average Aggression

Child's Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Check the number of times the child is aggressive during the activity. Aggression includes: hits, pinches, pulls hair, bites, kicks, & scratches

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.	Average
Arrival	0-20	0-20	0-20	0-20	0-20	0-20
Circles	0-20	0-20	0-20	0-20	0-20	0-20
Other	0-20	0-20	0-20	0-20	0-20	0-20

- "Amy's Transition" form—allows the observer to record a behavior rating and then tally an average rate for each day. One can also analyze activities in the routine that may be more difficult for Amy.

- "Average Aggression" form—allows the observer to check off the number of times aggressive behavior is observed during an activity. At the end of the week, an average is computed for each day of the week and for each activity. The data allow one to monitor a reduction or increase in behavior across both days and activities.

128

### Average Duration

Child's Name: \_\_\_\_\_ Behavior: sitting \_\_\_\_\_

Week of: \_\_\_\_\_ Average Duration for Week: \_\_\_\_\_ minutes

Starting from the bottom, shade the number of boxes that represent the length of the target behavior. Each box represents 750 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
30	30	30	30	30
28	28	28	28	28
26	26	26	26	26
24	24	24	24	24
22	22	22	22	22
20	20	20	20	20
18	18	18	18	18
16	16	16	16	16
14	14	14	14	14
12	12	12	12	12
10	10	10	10	10
8	8	8	8	8
6	6	6	6	6
4	4	4	4	4
2	2	2	2	2

- "Average Duration" form—measures length of time the child engages in the targeted behavior. The targeted behavior can either be the new skill being taught or the challenging behavior being monitored. The form self-charts as a bar graph and allows one to get a quick glance at progress.

129

### Peer Interaction

Child's Name: Tim Observer: \_\_\_\_\_

Check yes (Y) or no (N) at time one (T1) and time two (T2) to indicate whether the child is interacting with a peer at the time of observation. T1 and T2 observations should be at least 5 minutes apart.

Activity	Date	T1	T2	Date	T1	T2	Date	T1	T2
Centers									
Lunch									
Outside									
Ratio									


- "Peer Interaction" form—allows the observer to quickly check off whether or not the child is interacting with a peer at the time of the observation. The interactions are observed twice during one activity. The observer can monitor progress by figuring out the ratio of how many incidences of peer interactions occurred within the number of times the child was observed.

**XVII. If Challenging Behavior Returns (10 minutes)**

130

**If Challenging Behavior Returns**

- First,
  - Review plan and make sure it is being implemented as planned.
  - Review evaluation data to determine if the pattern is an extinction burst (worse before it gets better).
  - Examine events to see if there are new triggers for behavior.



131

**Example of Support Plan Checklist**  
Tim's Support Plan Implementation

	Yes	No	Sometimes
Support providers enter into play activities and teach Tim new play routines. Adults provide support by scaffolding Tim's interactions in play routines outside and during centers.			
Adults assist Tim with turn-taking interactions by moving into play activities and mediating his social exchanges, and then scaffold the interaction.			
Adults facilitate the use of communication repair strategies by Tim. Tim may use unintelligible mumbling or aggression if adults fail to quickly interpret his message.			
Pre-teach Tim through the use of a scripted story the following skills: asking to play, everyone can play (turn taking), being flexible and accepting other's ideas and space, and asking the teacher for help.			
Tim is cued with visual cue cards. The cue card is presented to Tim after gaining his attention (i.e., directly given to him by showing him the picture cue along with simple verbal cues).			

132

**Example of Support Plan Checklist**  
Tim's Support Plan Implementation (cont.)

	Yes	No	Sometimes
Tim uses a self-monitoring form to indicate if he accomplished his social skills goals. One goal is introduced at a time.			
At the end of centers, a teacher helps Tim use the form to record if he was successful in meeting his goal(s) and then provides a certificate for Tim to take home to celebrate the use of the new skill.			
Tim receives positive statements about his use of appropriate peer play behavior frequently throughout the day in a natural fashion.			

133

**Example of Support Plan Checklist**  
Tim's Support Plan Implementation (cont.)


	Yes	No	Sometimes
When Tim has difficulty with initiating interaction with his peers during play, anticipate the difficulty and cue him.			
If Tim becomes angry, confused, and/or frustrated and looks like he is about to use aggression, cue him to use the "Turtle Technique" and help him through the steps.			
If Tim using aggression, intervene to prevent harm by providing attention/support to the child who is hurt and/or upset.			

134

**If Challenging Behavior Returns (cont.)**

Then,

- Restore support plan and implement with fidelity; or
- Continue plan through extinction burst; or
- Add components to plan to address new triggers; or
- Conduct a new functional assessment and develop new support strategies.



**XVII. If Challenging Behavior Returns (10 minutes)**

**Slides 130-134.**

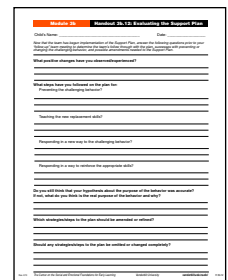
Often children with challenging behavior are “at risk” due to environmental concerns, health issues, and/or disabilities. Because these children are at risk, challenging behavior could return or present itself in a new form and/or take on a new function. Review slides that discuss what to do when challenging behavior returns.

First, review the behavior support plan, and make sure it is being implemented as planned; review evaluation data to determine if the pattern is an extinction burst (this is when the challenging behavior may get worse before it gets better); and examine events to see if there are new triggers for behavior.

**Example of Support Plan Checklist**

Share the example of Tim’s Support Plan Checklist. The checklist can be used periodically to check and see if the plan is being implemented as written.

Then, restore the support plan and implement with fidelity; or continue with the plan through extinction burst; or add components to the behavior support plan to address new triggers; or conduct a new functional assessment and develop new support strategies. Refer to **Evaluating the Support Plan (Handout 3b.12)**.



**3b.12**

**XVIII. Summary**  
(5 minutes)

135

**Major Messages**

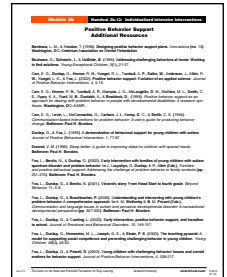
1. Collaboration as a team can lead to the development of and implementation of behavior support plans.
2. The behavior support plan includes four parts: behavior hypotheses, prevention strategies, replacement skills, and new responses.
3. Prevention strategies are used to soften the triggers of challenging behavior.
4. Replacement skills (to replace challenging behavior) are taught systematically and throughout the day.
5. Data collection needs to be easy to collect on simple forms: "KIS" it (Keep It Simple).
6. Behavior support efforts are ongoing and outcomes must be monitored.

**XVIII. Summary** (5 minutes)

**Major Messages**

**Slide 135.** Show the summary slide, and review key points of the workshop.

Refer participants to handout, **Positive Behavior Support Additional Resources (Handout 3b.13).**



**3b.13**

**XIX. Optional Activity: PBS Game**  
(20 minutes)

**Optional PBS Game**

1. Designate recorder and announcer
2. Listen to question and determine your answer
3. Recorder writes down answer
4. Announcer stands up and waits to be called on (does not show the answer)

136

The process used to determine the meaning of challenging behavior is...

137

Functional Assessment

138

Your best guess about the function of behavior is called...

139

Behavior Hypotheses

140

The function of behavior usually falls into these two categories...

141

Obtain and Escape

142

To determine the function of behavior, you can use these two strategies...

143

Observe and Interview

144

Traditional approaches to changing behavior are reactive; PBS is \_\_\_\_\_

145

Proactive

146

Function or Purpose of the Behavior

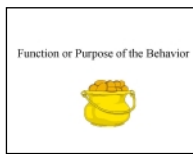
147

**XIX. Optional Activity: PBS Game** (20 minutes)

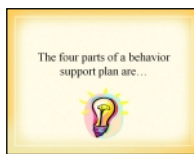
**Slides 136-166.** Here are two methods for playing the game based on your time and group.

**First Method:**

1. Ask for a scorekeeper and a monitor (the monitor will determine the order in which announcers stand up after a question is read).
2. Divide the group into teams (5-8 members).
3. Provide each group with paper and a marker.
4. Ask the group to designate a recorder and an announcer.
5. Before starting the contest, review the rules slide (**Slide 136**).
6. Read a question.
7. When a group has the answer, its announcer should stand up (without showing the answer or shouting out).
8. Call on the announcers in the order they stood up.
9. Confirm the answer with the answer slide.
10. Award 2 points to first team that answers each question correctly and then 1 point for all other teams with correct responses.



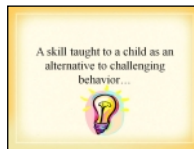
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149



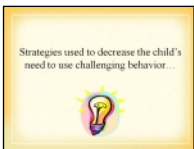
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151



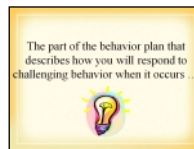
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153



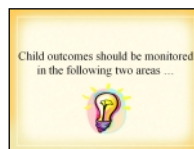
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155



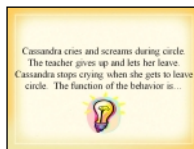
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157



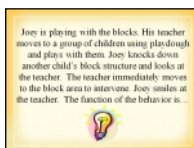
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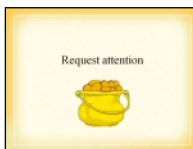
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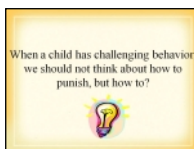
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161



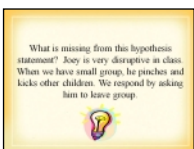
162



163



164



165



166

**Second Method:**

Call out the question to the entire group and have participants call out answers.

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We welcome your feedback on this Training Module. Please go to the CSEFEL web site (<http://csefel.uiuc.edu>) or call us at (217) 333-4123 to offer suggestions.

# Presenter's Answer Guide



## Case Study Activity: Developing a Behavior Support Plan

*These charts provide the presenter with guidance on the strategies that are typically developed for each case study child's hypotheses.*

*They are intended to be used by the presenter only.*

**Pablo**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Children in his space (line, small group activities)</li> <li>• Children sharing toys/activities (centers, circle, playground)</li> <li>• <b>*Setting Events:</b> On asthma medication, tired</li> </ul>	<ul style="list-style-type: none"> <li>• Hit and/or pinch</li> </ul> <div data-bbox="631 722 997 882" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Obtain toy/activity</p> </div>	<ul style="list-style-type: none"> <li>• Children leave play area</li> <li>• Children back away</li> <li>• Children give up toy</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Line up between children who do not push</li> <li>• Feet on floor to signal where to stand</li> <li>• Have duplicate toys</li> <li>• Timer to indicate amount of time child can play with toy</li> <li>• Teach peers to support him</li> <li>• Scaffold peer interaction</li> <li>• Provide defined space to sit during small group</li> </ul>	<ul style="list-style-type: none"> <li>• Teach turn taking</li> <li>• Use words: “My turn”</li> <li>• Sit/stand within boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Praise for appropriate play</li> <li>• When hits, redirect him to another area with choices</li> <li>• Praise when sits/stands within boundaries</li> <li>• Praise peers</li> <li>• Remind to use words</li> <li>• Redirect Pablo, provide support to peers to stay and not relinquish toy</li> </ul>

\* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No hit/No pinch...keep hands to self” as he lines up, joins small group, and plays. Increase frequency of feedback and encouragement. Offer him time to rest in comfort corner.

**Pablo**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Adult stops playing with him and gets up to leave</li> <li><b>*Setting Events:</b> On asthma medication, Tired</li> </ul>	<ul style="list-style-type: none"> <li>Hits</li> </ul> <div data-bbox="631 720 998 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Adult attention</p> </div>	<ul style="list-style-type: none"> <li>Adult sits back down to continue playing</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>Safety signal that adult is going to be leaving (e.g., “2 more turns” or “3 more minutes”)</li> <li>Visual schedule that shows “teacher play-time” and “Non-teacher playtime”</li> <li>Timer to signal when playtime with adult will end.</li> </ul>	<ul style="list-style-type: none"> <li>Call teacher’s name</li> <li>Raise hand</li> </ul>	<ul style="list-style-type: none"> <li>Praise him when calls teacher’s name and play with him. Designate amount of time (e.g., “3 more turns, then I need to get up.”)</li> <li>Teacher informs him of when she will be available to play again</li> <li>Follow through; do not sit to play following a hit.</li> <li>Redirect to use request; then state how long you will stay (e.g., “2 minutes” or “3 turns”)</li> </ul>

\* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No hit, use your words. Say ‘Ms./Mr. \_\_\_\_\_’” during play with adults and before getting up to transition away from him. Increase frequency of feedback and encouragement. Offer him time to rest in comfort corner.

**Pablo**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Child tries to take toy or activity (centers, playground)</li> <li>• <b>*Setting Event:</b> On asthma medication, tired</li> </ul>	<ul style="list-style-type: none"> <li>• Bites child</li> </ul> <div data-bbox="631 722 997 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Access to toy</p> </div>	<ul style="list-style-type: none"> <li>• Adult verbally scolds</li> <li>• Adult physically holds him until calm, then redirects</li> <li>• When released, he gets toy or activity that he wanted.</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>• Duplicate toys available</li> <li>• Timer as safety signal for class</li> <li>• Anticipate when kids are nearby with highly preferred toys that he may bite</li> <li>• Adult shadows/models</li> <li>• Visual cue to say “stop” for when peers try to take toys</li> <li>• Direct other children to first ask to join or share toys</li> <li>• Role play sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Use words, tell children to “stop” when they try to take toys</li> <li>• Turn-take</li> </ul>	<ul style="list-style-type: none"> <li>• Praise when uses words</li> <li>• Praise when shares</li> <li>• Remind to use words and give him words to say while showing him visual cue</li> <li>• If he bites, remove toy from play activity.</li> </ul>

\* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No bite, use your words. Say ‘Stop’” during centers and playground play with peers. Increase frequency of feedback and encouragement. Offer him time to rest in comfort corner.



**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Difficult Task</li> <li>• High Demands</li> <li>• Sitting in Circle</li> <li>• Undesired activity or materials</li> <li>• Small group</li>   <li>• <b>*Setting Events:</b> Tired</li> </ul>	<ul style="list-style-type: none"> <li>• Screams, drops to floor, and hits adult</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Escape demands</p> </div>	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Adults decrease demands</li> <li>• Left alone</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>• Visual schedule of activities</li> <li>• Timer as safety signal to warn Dana of transitions to high demand activity</li> <li>• Choices</li> <li>• First/Then (with 2 choices on the then side)</li> <li>• Favorite toy/activity on visual schedule</li> <li>• Modify activities to match his developmental level</li> <li>• Scheduled time with favorite toy/activity on the visual schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Sign “all done” to leave</li> <li>• Use visual schedule to transition</li> <li>• Transition when timer sounds</li> </ul>	<ul style="list-style-type: none"> <li>• When signs “all done” allow to leave (slowly increase wait time)</li> <li>• Validate feelings</li> <li>• Refer to schedule and help him through transition</li> <li>• Remind him to use his words (while modeling sign)</li> </ul>

\* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Transition from one activity to another</li> <li><b>*Setting Event:</b> Tired</li> </ul>	<ul style="list-style-type: none"> <li>Drops to ground, screams, cries, hits adult</li> </ul> <div data-bbox="631 720 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Escape transitions</p> </div>	<ul style="list-style-type: none"> <li>Redirection</li> <li>Allowed more time in current activity</li> <li>Carried</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>Daily picture schedule</li> <li>Timer as safety signal</li> <li>Individual warning that it is almost time to go to next activity</li> <li>Schedule time with the favorite toy/activity on schedule</li> </ul>	<ul style="list-style-type: none"> <li>Use visual schedule to transition</li> </ul>	<ul style="list-style-type: none"> <li>Redirect to schedule as reminder</li> <li>Help through transition</li> <li>Praise him for transitioning nicely</li> <li>Send peer to bring him an item being used in next activity as a cue</li> </ul>

\* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Adult or peers join him in play</li> <li>• Adult initiates new activity</li> <li>• Turn taking</li>   <li>• <b>*Setting Event:</b> Tired</li> </ul>	<ul style="list-style-type: none"> <li>• Screams and cries</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Escape demands/turn taking</p> </div>	<ul style="list-style-type: none"> <li>• Left alone</li> <li>• Allowed to play his own way</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>• Daily picture schedule</li> <li>• Timer as safety signal</li> <li>• Choices of who and what to play with</li> <li>• First/Then (with 2 choices on the then side). Also try to follow the difficult/nonpreferred tasks with highly preferred activities</li> <li>• Favorite toy/activity on picture schedule</li> <li>• Announce turn before taking a turn</li> <li>• Provide warning to Dana about new activity or upcoming turn</li> <li>• Train peers to support</li> </ul>	<ul style="list-style-type: none"> <li>• Sign “all done” to leave</li> </ul>	<ul style="list-style-type: none"> <li>• When signs “all done” allow to leave (slowly increase wait time)</li> <li>• Validate feelings</li> <li>• Remind him to use his words (while modeling sign)</li> </ul>

\* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

**Sashi**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Unstructured activities (center)</li> </ul>	<ul style="list-style-type: none"> <li>• Mouth on toys/objects (sucking/chewing)</li> </ul> <div data-bbox="625 604 1013 764" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Function:</b> Adult and peer attention</p> </div>	<ul style="list-style-type: none"> <li>• Children yell out that it is gross and yucky</li> <li>• Children get teacher</li> <li>• Teacher assists, helps her take toy to “dirty bucket”</li> <li>• Redirection and teacher plays with her</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Provide photo visual schedule to provide structure around center time activities</li> <li>• Photo choice chart for centers</li> <li>• Special teacher play time on schedule</li> <li>• Chewy snacks and something that is ok to chew on (chewy necklace)</li> <li>• Teach peers that she needs to learn what is ok to chew and that her mouth is still “growing”</li> <li>• Adult/peer support to find toy/activity</li> <li>• Recruit peers to play with her as “buddies” during unstructured times</li> <li>• Provide “hobby box” (special toys that she knows how to play with and can access during unstructured times)</li> </ul>	<ul style="list-style-type: none"> <li>• Only mouth/chew on food or chewy necklace</li> <li>• Call teacher to play</li> <li>• Access hobby box</li> <li>• Initiate play with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Praise her for using toys and materials correctly</li> <li>• Play with her during special teacher play time</li> <li>• When mouths, quickly redirect to chewy necklace if needs to chew; put toy in “dirty bucket” without comment or teacher attention</li> <li>• Redirect to hobby box or toy</li> </ul>

**Sashi**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Children entering playground</li> <li>• Girl with bows, ribbons, or clips sits or plays nearby</li> </ul>	<ul style="list-style-type: none"> <li>• Pulls bows, ribbons, and clips out of others' hair</li> </ul> <div data-bbox="625 722 1013 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Initiate social interaction</p> </div>	<ul style="list-style-type: none"> <li>• Children scream</li> <li>• Adult runs to and yells "No!"</li> <li>• Adult helps her play</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Anticipate that when girls with bows, ribbons, or clips are nearby that she may pull, and block from pulling</li> <li>• Social story on greeting and playing with friends</li> <li>• Teach to hold or shake hands</li> <li>• Teach peers to hold out hand when she approaches to cue her to shake or hold hands</li> </ul>	<ul style="list-style-type: none"> <li>• Shake or hold hands instead</li> <li>• Say "hi"</li> <li>• Say "play" to peers to get them to play with her</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect hand to "shake" or "hold hands"</li> <li>• Acknowledge for appropriately greeting friends</li> <li>• Validate peers' feelings if she pulls hair</li> </ul>

**Sashi**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Difficult activities</li> <li>• Undesirable activities</li> </ul>	<ul style="list-style-type: none"> <li>• Resists walking, pulls away, and/or drops to the ground</li> </ul> <div data-bbox="634 722 1000 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Escape activities</p> </div>	<ul style="list-style-type: none"> <li>• Adults decrease demands</li> <li>• Left alone where she is to play</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Daily photo schedule</li> <li>• Verbally use safety signal when difficult activity is coming up</li> <li>• Choices with photo cue</li> <li>• First/Then (with 2 choices on the then side). Also try to follow the difficult/nonpreferred tasks with highly preferred activities</li> <li>• Favorite toy/activity on picture schedule</li> <li>• “Busy Box” available with alternate activities</li> <li>• Modify tasks to meet her developmental level</li> <li>• Add manipulatives to difficult activities</li> <li>• Add preferred objects to difficult activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sign “all done” to leave</li> <li>• Use visual schedule to transition</li> <li>• Transition when teacher verbally cues while shown photo or object cue</li> <li>• Play quietly with “Busy Box” when signs “all done”</li> </ul>	<ul style="list-style-type: none"> <li>• When signs “all done” allow to leave (slowly increase wait time)</li> <li>• Validate feelings</li> <li>• Refer to schedule and help her through transition</li> <li>• Remind her to use her words (while modeling sign)</li> <li>• Allow to play with “Busy Box” when signs “all done” (slowly increase time prior to allowing to escape)</li> </ul>

**Sashi**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Transitions from one activity to another</li> <li>• Asked to sit for more than 1-2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Wanders around classroom and sometimes drops to the ground</li> </ul> <div data-bbox="634 697 1000 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Delay or escape transition</p> </div>	<ul style="list-style-type: none"> <li>• Adult will eventually redirect back to activity</li> <li>• Left alone</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Daily photo schedule</li> <li>• Timer as safety signal</li> <li>• Individual warning that it is almost time to go to next activity while showing photo of next activity</li> <li>• Favorite toy/activity on schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual photo schedule to transition (allow her to carry photo while transitioning)</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect to photo schedule as reminder</li> <li>• Help through transition</li> <li>• Acknowledge her for transitioning nicely</li> <li>• Send peer to bring her an item being used in next activity as a cue</li> </ul>

**Sashi**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Unstructured activities (centers, playground)</li> </ul>	<ul style="list-style-type: none"> <li>Plays in isolation in the corner or under table</li> </ul> <div data-bbox="631 678 998 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">                     Function:                      Escape social interaction                 </div>	<ul style="list-style-type: none"> <li>Left alone to play</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>Daily picture schedule</li> <li>Timer as a safety signal</li> <li>First/Then board</li> <li>Favorite toy on schedule</li> <li>Allow her to choose a “buddy” at the start of the day to play with during unstructured activities</li> <li>Have a “cozy corner time” available as a place she can cuddle with a stuffed animal for designated time</li> </ul>	<ul style="list-style-type: none"> <li>Use a visual schedule</li> <li>Play with “buddy”/friends</li> <li>Use “cozy corner” for designated time</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge for appropriate play</li> <li>Adult redirects to play with “buddy”</li> <li>Adult reviews schedule and offers choice of preferred activity or “cozy corner time”</li> </ul>



**Sarah**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Unstructured Activities (centers, play-ground)</li> </ul>	<ul style="list-style-type: none"> <li>Plays in isolation in the corner or under table</li> </ul> <div data-bbox="634 711 1002 886" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Escape social interaction</p> </div>	<ul style="list-style-type: none"> <li>Left alone to play</li> </ul>
Preventions	New Skills	Responses
<ul style="list-style-type: none"> <li>Daily picture schedule</li> <li>Timer as a safety signal</li> <li>First/Then Board</li> <li>Favorite toy on schedule</li> <li>Allow her to choose a “buddy” at the start of the day to play with during unstructured activities</li> <li>Have a “cozy corner time” available as a place she can cuddle with a stuffed animal for designated time</li> </ul>	<ul style="list-style-type: none"> <li>Use a visual schedule</li> <li>Play with “buddy”/friends</li> <li>Use “cozy corner” for designated time</li> </ul>	<p><b><u>To Challenging Behavior:</u></b></p> <ul style="list-style-type: none"> <li>Adult reviews schedule and offers choice of preferred activity or “cozy corner time”</li> <li>Adult validates feelings and redirects to play with “buddy”</li> </ul> <p><b><u>To New Skill:</u></b></p> <ul style="list-style-type: none"> <li>Acknowledge for appropriate play</li> <li>Acknowledge for using schedule and transitioning</li> </ul>

**Sarah**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>• Adult leaves (arrival/ departure)</li> <li>• Adult is nearby (centers, table activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Whines and cries</li> </ul> <div data-bbox="634 720 1002 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Adult attention</p> </div>	<ul style="list-style-type: none"> <li>• Adult goes to her</li> <li>• Consoled by adult</li> <li>• Adult rubs back, rocks, or holds her</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Gets unconditional hugs when not crying</li> <li>• Social story about feelings</li> <li>• Comfort area with item from home</li> <li>• Schedule with who she will see after school</li> <li>• First/Then mini schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Identify feeling of sadness</li> <li>• Verbalize, “I want a hug” or “Can I sit in your lap?”</li> </ul>	<ul style="list-style-type: none"> <li>• Validate feelings</li> <li>• Help identify feelings (e.g., “I see you are sad.”)</li> <li>• Verbally cue her to ask for a hug</li> <li>• Anticipate transitions and cue with visual schedule</li> </ul>

**Sarah**

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequences</b>
<ul style="list-style-type: none"> <li>Wakes at night</li> </ul>	<ul style="list-style-type: none"> <li>Cries</li> </ul> <div data-bbox="631 720 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> Adult attention</p> </div>	<ul style="list-style-type: none"> <li>Foster mother goes to her</li> <li>Foster mother lies with her until she falls asleep</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>Timer/alarm clock that goes off indicating that mom’s coming to give hugs</li> <li>Bedtime schedule</li> <li>Bedtime social story to include: routine, stay in bed all night, when sun comes up you can get hugs from mommy and daddy</li> <li>Mom leaves room prior to her falling asleep</li> </ul>	<ul style="list-style-type: none"> <li>Sarah calls mom or dad for hug when alarm goes off</li> <li>Uses words to gain adult attention</li> </ul>	<ul style="list-style-type: none"> <li>Mother or father goes to Sarah in the morning to give hugs when alarm goes off</li> <li>If cries for attention, remind her to use her words (e.g., say, “Mommy, hug please.”)</li> <li>Acknowledge for lying quietly in bed</li> <li>Parent can return to room and sit in chair to support her. Parent states time he/she will stay in the room (e.g., “Sarah, I’ll sit with you 5 minutes) and then leaves and lets Sarah know that he/she is leaving.</li> </ul>