



Addressing Challenging Behaviors as a United Front

Nikki James, Maury County Public Schools
Heather Melancon, Metro Nashville Public Schools
Johanna Wasser, University of Denver
Mary Louise Hemmeter, Vanderbilt University

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 INNOVATIONS**

ChallengingBehavior.org

Welcome



Mary Louise Hemmeter
 Vanderbilt University



Nikki James
 Maury County
 Public Schools



Heather Melancon
 Metro Nashville
 Public Schools



Johanna Wasser
 University of Denver

Learning Objectives

Participants will be able to:

- Identify when it is time to provide focused individualized support for a child
- Understand Classroom-wide Practices and how to individualize
- Hear examples on how coaching plays a role in implementing individualized supports (rural, urban, distant coaching)

❖ Resources to support individualized support (Flow Chart, 6 Box, Action Plan, Tips for responding to challenging behavior)



Is it Time to Provide Focused Individualized Support for a Child?



EIR Pyramid Model Classroom: Behavior Support Flowchart



A behavioral concern about a child is identified.

Does the persistent challenging behavior meet one or more of the following:

- On more than one occasion has the behavior been dangerous, hurtful, or harmful to the child or others in the class?
- Due to the behavior, is the child unable to participate in activities significantly more than the average peer (i.e., due to removal from class, child showing extreme withdrawal, etc)?
- Are other peers refusing to interact with the child?

YES

The SEL Coach and teacher will continue current coaching and complete **Step 1a and 1b.**

NO

The teacher and SEL Coach will continue with their current coaching.

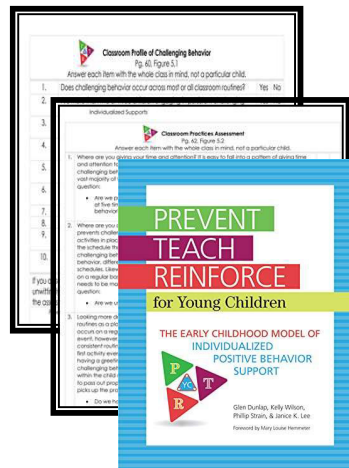
- Pyramid Essentials
- 5 Classwide Practices



Individualizing Supports

Complete with the teacher

- Classroom Profile of Challenging Behavior
- Classroom Practices Assessment



Examples of Individualization



5:1 Ratio of Positive Attention

- Positive descriptive feedback
- Set instructional times
- Interval timer

Use Predictable Schedules

- Increase review of daily schedule
- Individual daily schedule
- Analyze schedule: teacher directed/child guided, length

Establish Routines within Routines

- What am I doing now? How do I know I'm moving through it? When do I know I'm finished? What's next?
- Activity schedule
- Analyze engagement: choices, embedded interests, movement opportunities, manipulatives



Examples of Individualization



Directly Teach Behavioral Expectations

- 3 expectations- can be broken down into 5 rules
- Social Script, role play, puppets, model
- Set designated times to practice and receive feedback
- 1:1, small group

Directly Teach Peer-Related Social Skills

- Social Script, role play, puppets, model
- Set designated times to practice and receive feedback (contrived, naturalistic)
- 1:1, small group, peer-mediated intervention (peer buddy)

Family Connection

- Resources
- Communication



Follow-up Observations & Debriefs

Focused observations

Discuss progress or barriers

Troubleshoot barriers

Determine next steps



Targeting Skill Instruction

Targeting Skill Instruction

1. What is a common social-emotional challenge you see in your classroom for more than one student?

- ☐ Only playing or working by oneself
- ☐ Tattling
- ☐ Limited cooperation on group tasks
- ☐ "You're not my friend" / "You can't come to my birthday party"
- ☐ Excluding peers
- ☐ Laughing at others' mistakes or problems
- ☐ Yelling when upset
- ☒ Fighting over materials
- ☐ Arguing over who goes first
- ☐ Other: _____

2. Describe when this behavior most often occurs. When does it happen and with whom?

When sharing materials in center time, specially if a child has a material first. No one specific child.

3. What is your best guess as to what this behavior is communicating? Mark all that apply.

- ☐ I need space
- ☐ I don't understand
- ☐ I feel left out or hurt
- ☐ I want you to stop
- ☐ I disagree with you
- ☐ I have big feelings (e.g., scared, frustrated, overwhelmed)
- ☒ I need help with my problem
- ☒ I'm having a hard time
- ☐ Other: _____

4. What skill(s) could you teach students to do instead that would help them participate in the activity more successfully?

- ☒ Peer interaction (e.g., get attention, invite to play, ask for help)
- ☐ Emotional literacy (e.g., name emotions)
- ☐ Self-regulation (e.g., express emotions, calm down)
- ☐ Empathy (e.g., respond to others' emotions)
- ☒ Problem solving steps (e.g., identify problem, generate solutions, try it on try again)
- ☒ Solutions to problems (e.g., trade, use kind words, ignore)

5. Considering materials, teaching strategies, activities and routines in your day, and available adults, when and how will you...

Teach the skill(s)?	<p>Order to teach: Getting Attention, Problem Solving Steps, Solutions</p> <p>Teaching Getting Attention: Teach Peer Mediated Skill with child in a 1:1 setting. Materials: Peer Mediated skill poster. Individual steps/visuals on a wristlet.</p>
Provide practice opportunities for the skill(s)?	<p>Set up opportunities during centers where an adult is with the child to support/prompt steps for success. Errorless Learning for success; most to least prompting for each step. Decrease prompting. Prep another child beforehand to know what is going on and when to give the item.</p>
Reinforce the skill(s)?	<p>Student will immediately receive the item for following the steps. Positive Descriptive Feedback</p>



Individualized Action Plan Development

EIR Action Plan

0.1 Individualized Support
Cohort _____ S _____ AP _____

Teacher ID: _____ Coach ID: _____ Goal number: _____ Date written: _____ Date moved to maintenance: _____

Goal		Expected child outcomes:
I will provide individualized support to _____ to demonstrate _____ during _____ by giving an individualized prompt/teaching the skill one-on-one/pairing with a buddy; providing visual supports using the child's home language, sign, or AAC using proximity etc. and providing positive descriptive feedback on a consistent basis, eventually fading the support.		
Planning	Action Steps	Materials/Resources
	<p>1. Determine support strategies for the desired skill. Choose 2-3 strategies.</p> <ul style="list-style-type: none"> a. Giving an individualized prompt, using most-to-least hierarchy (e.g., physical, modeling, visual, gestural, verbal): _____ b. Teaching the skill one-on-one: _____ c. Pairing with a buddy: _____ d. Providing visual supports (e.g., visual schedule, steps of a routine, solutions, calm down strategies): _____ e. Using the child's home language, sign, or AAC: _____ f. Using proximity: _____ g. Other: _____ <p>2. Make/gather/place support materials (including AAC, if applicable).</p> <ul style="list-style-type: none"> a. Puppets/books/videos/manipulatives/etc. for teaching: _____ b. Visuals: _____ c. Words/phrases to use: _____ 	
Implementation	<p>1. Plan when to teach the desired skill to the target child (and peers, if applicable).</p> <ul style="list-style-type: none"> a. Teaching the skill one-on-one: _____ b. Pairing with a buddy: _____ c. Providing visual supports: _____ <p>2. When it is time to demonstrate the desired skill, use the strategies to support the target child.</p> <p>3. Provide positive descriptive feedback to the target child for demonstrating the desired skill. Give at least _____ positive descriptive feedback statements daily, keeping track on a <u>schedule token</u> system/other tracker.</p> <p>4. Share progress with target child's family by <u>speaking in person/sending notes/phone calls/texts</u>. Provide family with strategies/resources they can use at home or in the community, if applicable.</p>	

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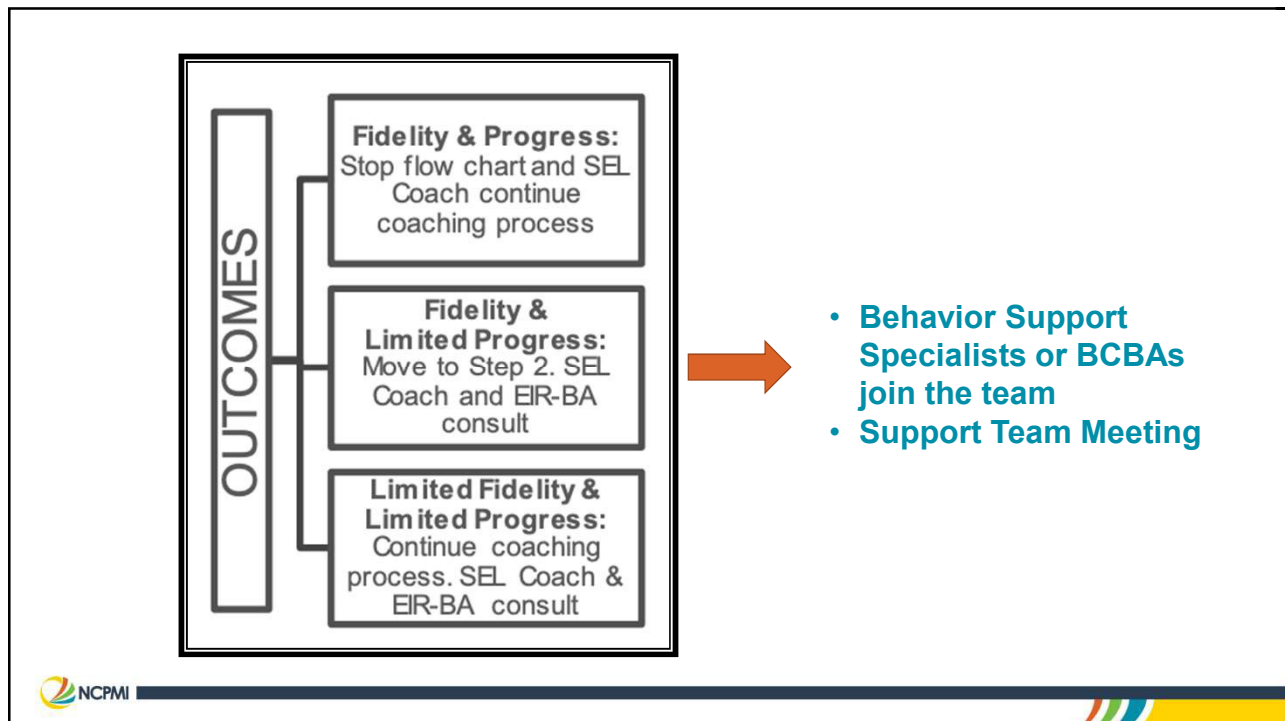
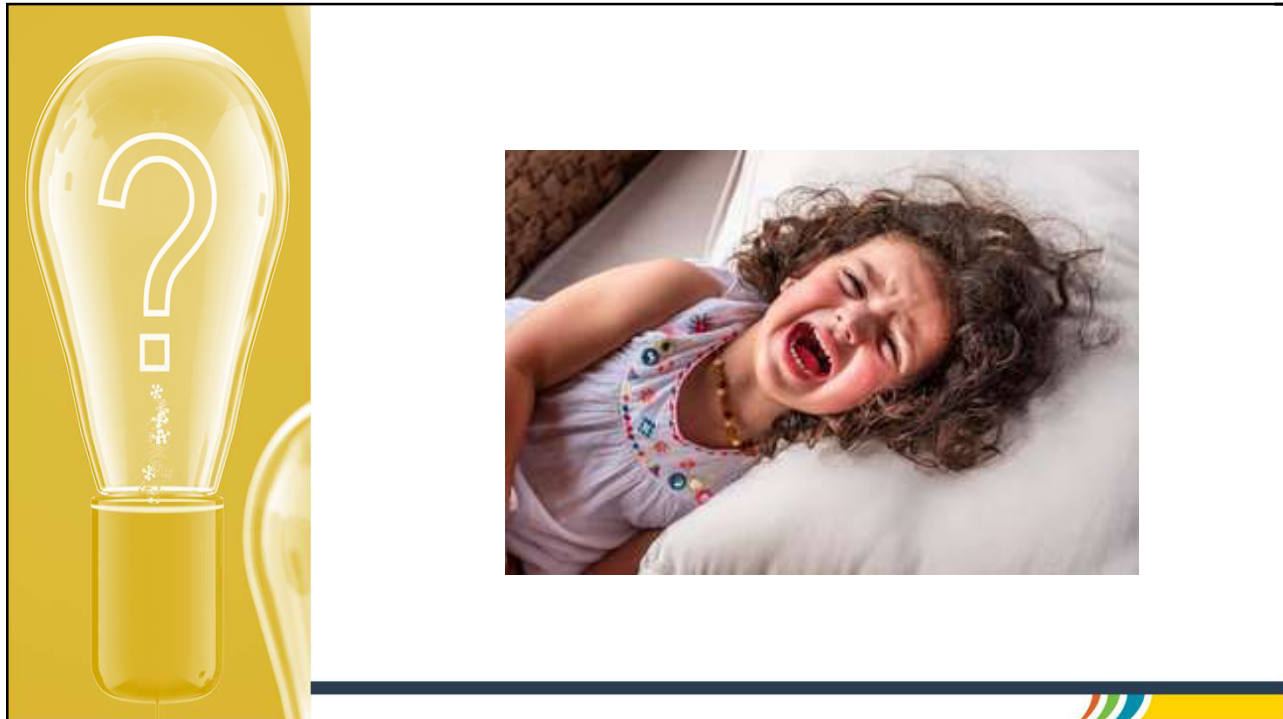
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Antecedent	Behavior	Consequence
	Function(s):	
Prevent Strategies	Teach	Reinforce
		Challenging Behavior
		Desirable Skill



PREVENT		
Tier 1 Supports in Place Responsive and Nurturing Relationships in a High-Quality Supportive Environment <ul style="list-style-type: none"> Give positive attention 5:1 ratio Teach behavioral expectations Teach peer-related social skills Use predictable schedules Use predictable routines within routines within routines Partner with families Teach short engaging lessons Give clear directions State directives in the positive 		
Tier 2 Supports in Place Social Emotional Competence What to teach, when to teach, how to teach		
Function Based Prevention Strategies <ul style="list-style-type: none"> Give lots of positive attention for appropriate behaviors Opportunities to be spotlighted, be the leader, go first, choose zona, etc. First/Then Charts Embed student choice, preferences Visuals to support communication First/Then Charts First/Then Charts Mini Schedules Individualized reward systems Visual and verbal reminders about expectations 		
WHEN CHALLENGING BEHAVIOR OCCURS, TRY THIS FIRST...		
1st Connect with the child before you correct his or her behavior <ul style="list-style-type: none"> Acknowledge the child's possible emotion and what you see. <ul style="list-style-type: none"> E.g., "I hear you, I can see you are really frustrated." E.g., "I see you are angry. It is hard to stop playing sometimes." 	2nd Gather information <ul style="list-style-type: none"> Listen and observe to help understand the behavior (why?) <ul style="list-style-type: none"> Who was around? What was happening before the behavior? Ask "What happened?" from all students who were involved 	3rd Respond Calmly <ul style="list-style-type: none"> Model appropriate behavior (breathe deeply, speak calmly) Redirect to calming strategies or appropriate behavior Use problem solving steps and Solution Kit when the child is calm
...THEN RE-TEACH... Think about the why? Remember... Challenging Behavior's Communication		
Trying to GAIN or OBTAIN something? <ul style="list-style-type: none"> Examples to Teach/Redirect how to GET/GAIN access appropriately <ul style="list-style-type: none"> Attention: raise hand, tap gently on shoulder, say "look at this" or "I need help." Tangible: ask for item, ask a peer nicely, ask for turn, ask to join play, ask for more time or to save it for later Sensory: ask for a hug, ask to use item (e.g., fidget item, a toy, etc.) 	Trying to ESCAPE or AVOID something? <ul style="list-style-type: none"> Examples to Teach/Redirect how to ESCAPE appropriately <ul style="list-style-type: none"> Attention: Ask to take a break, ask a peer to stop, etc. Tangible: communicate dislikes appropriately like "no thank you," "I don't like that," or "please, stop." Sensory: express needs like "It's too loud," "the light is too bright." 	
AVOID REINFORCE Use Positive Descriptive Feedback <ul style="list-style-type: none"> "(Name) you asked nicely for the toy from (Name); you are a super friend." "(Name) thank you for raising your hand to get my attention." "Thank you for telling me you needed a break before leaving playtime (Name)." 		

References: Horvath, Mary Louie, et al. *Supporting the Pyramid Model*. Paul H. Brookes Publishing Co., Inc. 2021 & Dunlap, Glen, et al. *Prevent Teach Reinforce for Young Children*. Paul H. Brookes Publishing Co., Inc. 2013





Distant Coaching Support

Listen	Listen to the teaching team
Request	Request video clips (with permission) of the daily routine that the child may present behaviors of concern
Watch	Watch the video as a team
Discuss	Discuss what is going on in the classroom
Hypothesize	Hypothesize possible function of the child's behavior
Create	Create an informal plan to implement prevent, teach and response strategies
Coach	Give it a try with coaching support and debrief



Steps in Coaching to Support Individual Behaviors

What is happening when a behavior occurs?

What is the possible function of the behavior?
What is the child trying to communicate?

How can we prevent the behavior from occurring? What new skills can we teach? How will we respond to behaviors?



Tips



Keep	Keep it simple
Work	Work with one type of behavior at a time
Focus on	Focus on one routine verses the entire day
Collect	Collect data (BIRS) and information
Include	Include into the PBC action plans

Questions?

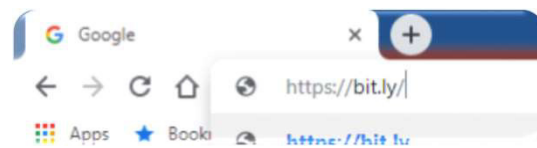
Use the
Q&A panel
to submit your
questions.



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