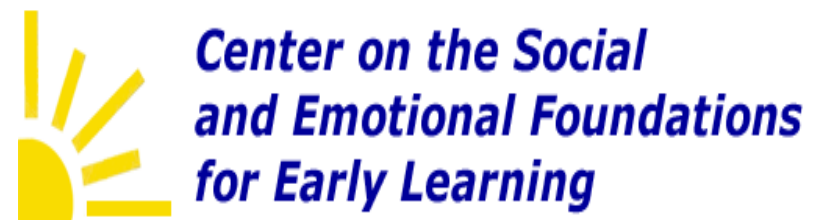
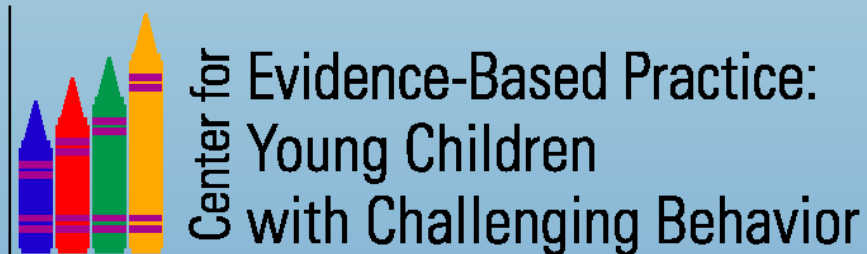


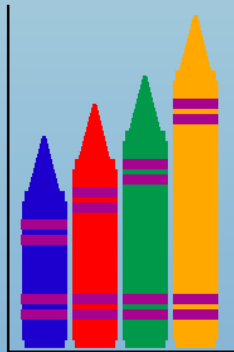
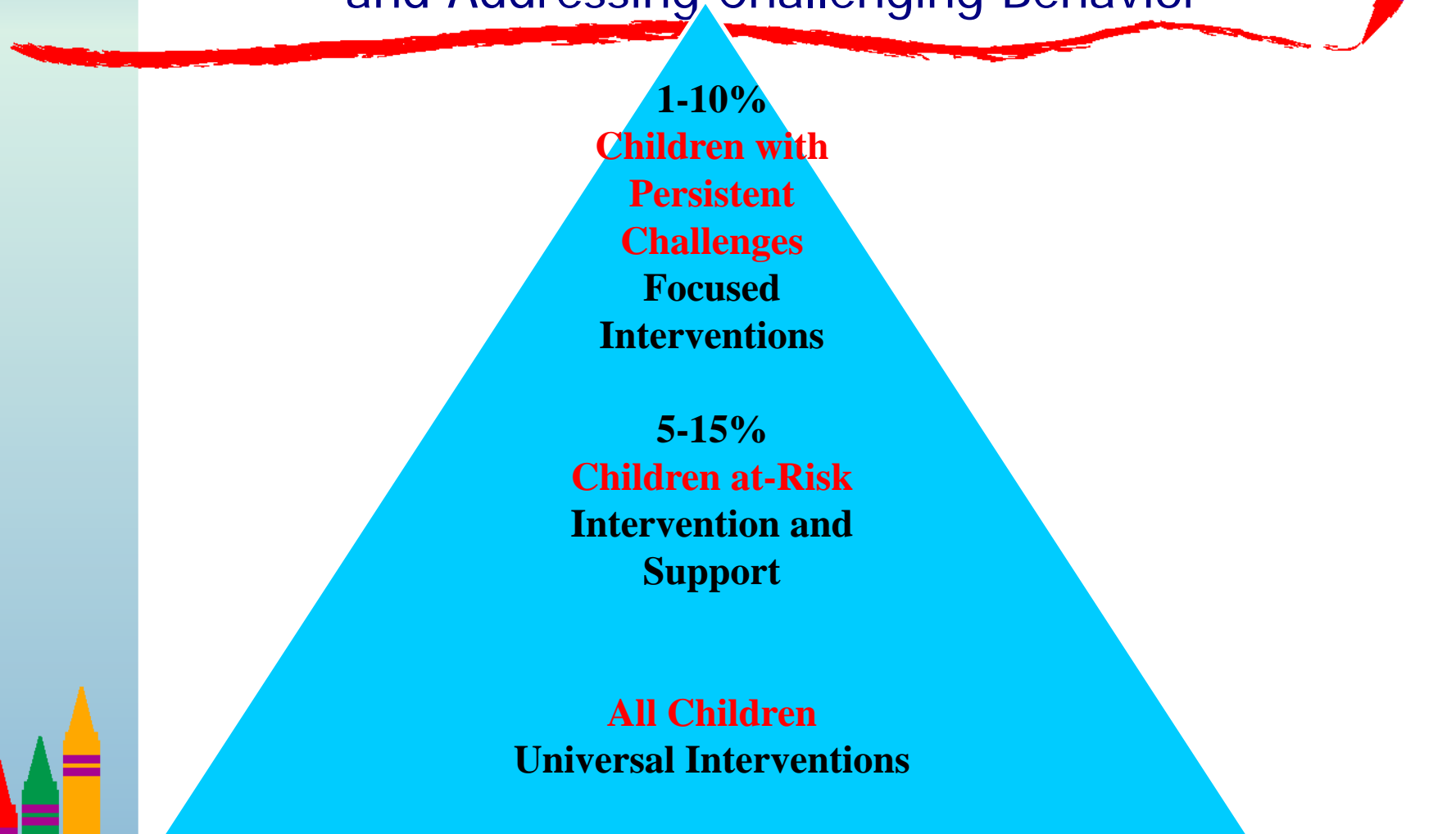


The Teaching Pyramid: Evidence-based Practices for Supporting Children's Social Development and Addressing Challenging Behavior

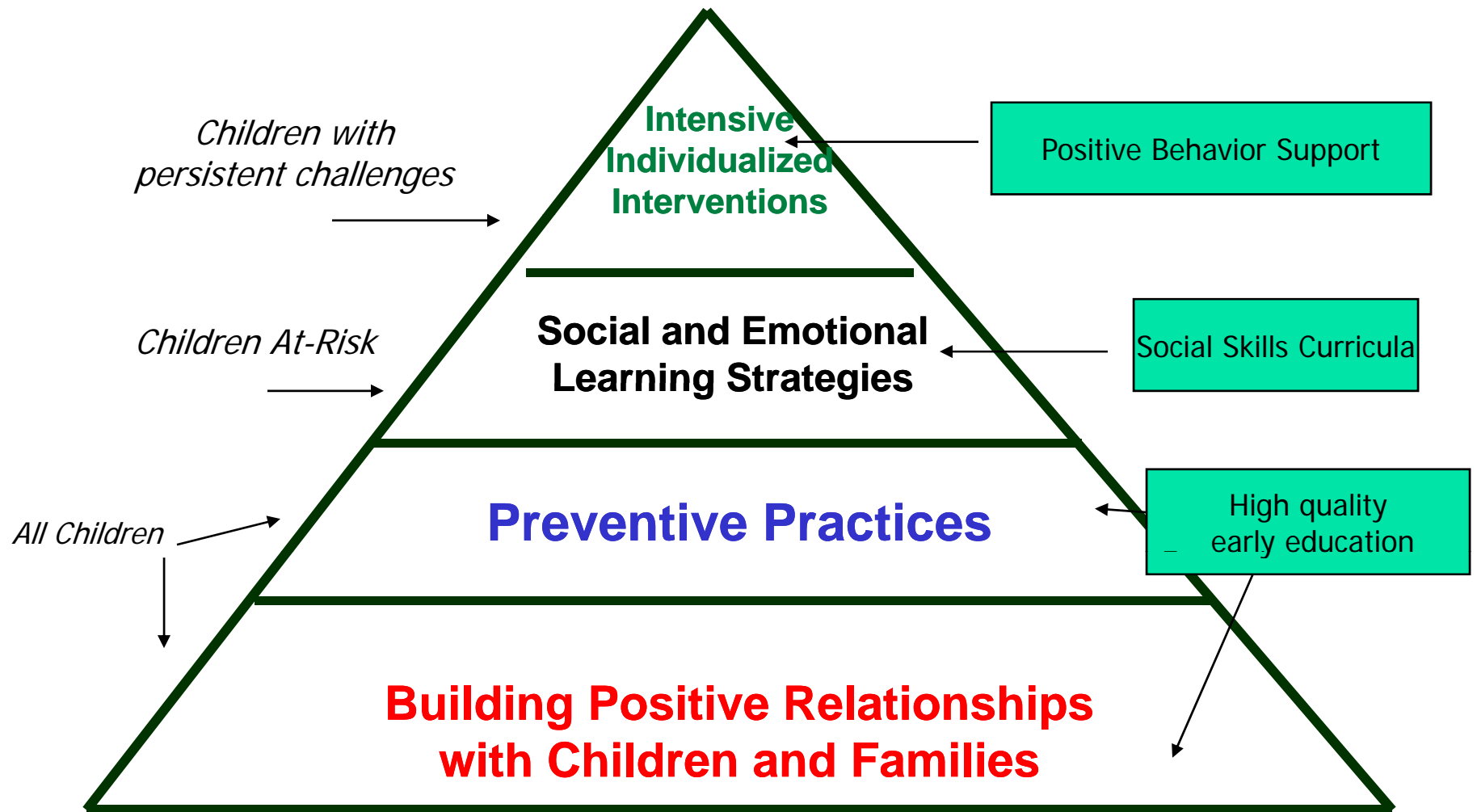
Lise Fox, Ph.D.: University of South Florida



Promoting Children's Social and Emotional Development and Addressing Challenging Behavior

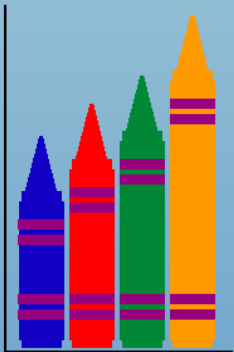


Promoting Social and Emotional Competence within Early Education and Care Environments



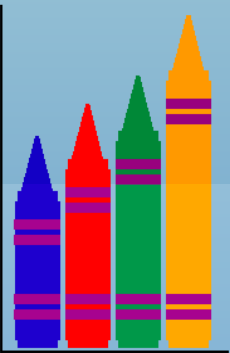
Universal Level

- High quality early childhood environments are related to positive outcomes in children's social emotional development and reductions in challenging behavior
- Supportive, responsive relationships are a key component to promoting children's social emotional development
- Providing training and support to parents can impact both social development and problem behavior



Center Research Activities

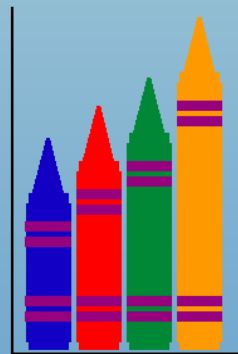
- KIDS Study – Longitudinal study of children's development examining the developmental course of challenging behavior and the ecological, familial, and intervention influences that may affect challenging behavior
- Development of a brief assessment of Parent Infant interaction that will assist home visitors in assessing the status and measure intervention outcomes
(University of Kansas, Judith Carta)



Secondary Level

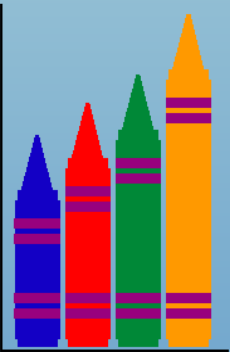


- A systematic approach to teaching social skills and promoting children's emotional development can have both preventive and remedial effects.
- There are data to support the use of specific social skills curricula.
- Effective approaches to teaching social skills involve multiple teaching strategies including direct teaching of the skill, opportunities for practice and feedback, and support for the skill in context.
- Social skills programs that include a parent training and education component are most effective.



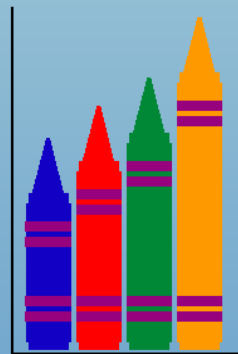
Center Research Activities

- Application of social skills instruction (Dinosaur School) to children with autism (University of Colorado – Denver, Phil Strain)
- Assessment of the feeling word vocabularies of young children and its relationship to problem behavior (University of Colorado – Denver, Phil Strain)



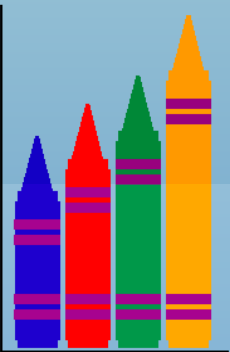
Tertiary Level

- Assessment based interventions developed through a process of Positive Behavior Supports have been shown to be effective
 - Across a variety of populations
 - Only evidence-based comprehensive approach for intervening with children with challenging behavior
- Key Elements of Approach
 - Team based
 - Family involvement
 - Based on knowledge of the function of the child's behavior
 - Strength based
 - Development and implementation of a behavior support plan across environments



Center Research Activities

- Comparison study of preschoolers with ADHD examining comprehensive assessment-based intervention to standard treatment (Lehigh University, Lee Kern)
- Effects of a parent training group for families who have multiple risk factors (University of Kansas, Pyramid Parent Training, Wayne Sailor & Ursula Markey)
- Applications to children in the Part C (birth to three) system (University of South Florida, Lise Fox & Glen Dunlap)





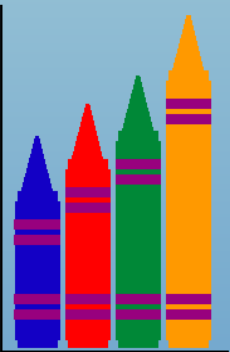
Bradford



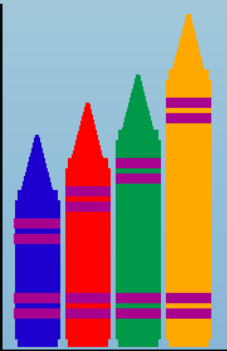
**PBS Application in a Community
Preschool**

About Bradford

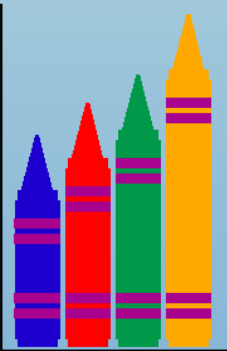
- 2 years, 7 months
- Part C services of speech/language therapy
- Diagnoses of Expressive/Receptive Language Delay, Behavioral Disorder
- Lives with parents, one brother (age 3 1/2 years)
- Strengths - social, likes music, good fine motor skills, strong family support system
- Problem Behaviors - Aggression, Noncompliance, Property Destruction, Self-Injurious Behavior, Elopement
- Significant risk of Preschool Expulsion



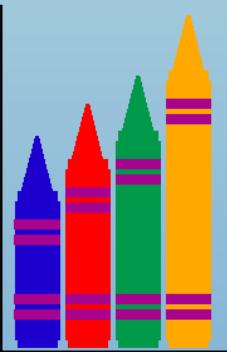
Behavior in Target Routine (Unstructured Activities)



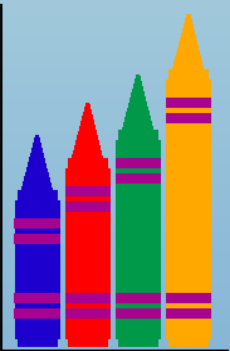
Unstructured Activities



Structured Activities



Outside Activities



Process of Positive Behavior Support

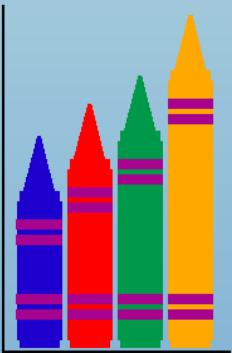
Step 1: Identify Goals

Step 2: Gather Information/ Functional Assessment

Step 3: Develop Hypotheses

Step 4: Design Behavior Support Plan

Step 5: Implement intervention

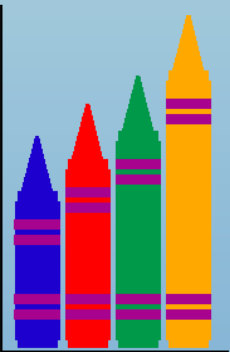


Hypotheses



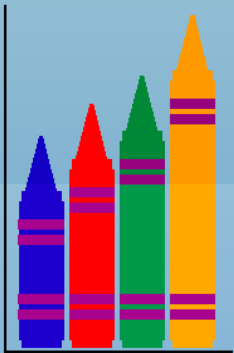
Bradford engaged in challenging behavior:

- 1. in an attempt to escape from activities that were unpredictable or had unclear expectations*
- 2. In an attempt to escape from activities that were nonpreferred (difficult, boring)*
- 3. In an attempt to escape from activities associated with high levels of noise or people*
- 4. In an attempt to gain peer or teacher attention*



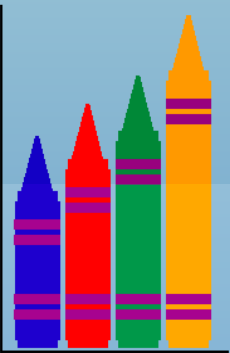
Prevention Strategies

- Visual cues/photo schedule/stop signs
- Social stories for routines
- First/Then boards
- Choice chart
- Preferred items
- Manipulatives
- Modified materials
- Remove distractions
- Add quiet area in room
- Add breaks
- Peer buddy




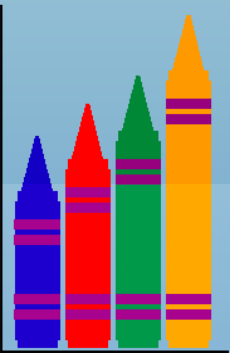
Replacement Skills

- Teach how to verbally initiate/terminate interactions
- Teach how to initiate appropriate physical affection
- Teach how to appropriately ask for "break" or "help"
- Teach how to respond to loud or overstimulating situations
- Teach how to make and express choice

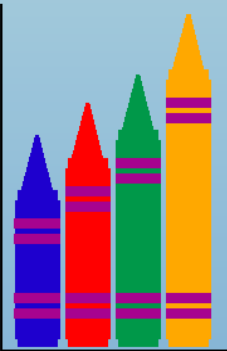


Teacher Responses

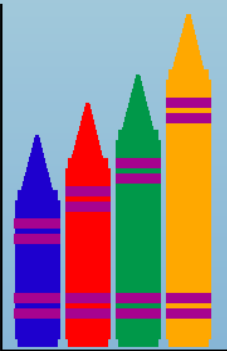
- 
- Clear instructions
 - Redirect and ignore
 - Specific praise
 - Provide choice
 - Provide consistent verbal “All done”, countdowns
 - Promote active participation with modeling
 - Encourage verbal communication
 - Monitor and anticipate difficult play activities
provide option to leave area



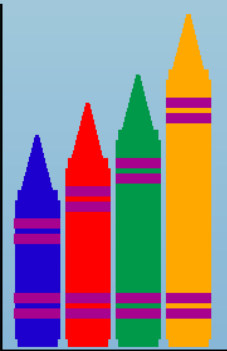
Unstructured Activity Intervention



Structured Activities Intervention



Outdoor Activities Intervention



Replacement Skills

Verbal Examples:

"I want to share"

"Go away"

"I need help"

"I want a break"

"All done"

"I want a hug/kiss"

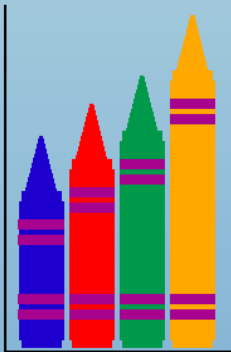
Nonverbal Examples:

Gesture with toy to share

Gesture for hug/kiss

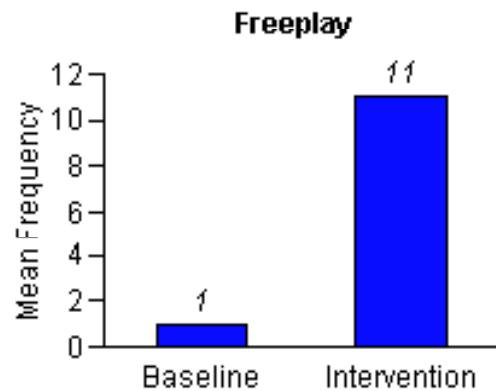
Gesture with STOP sign
to end or break

Point to picture to leave
area

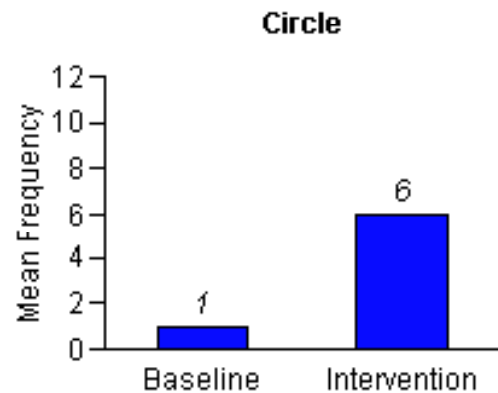


Replacement Skills

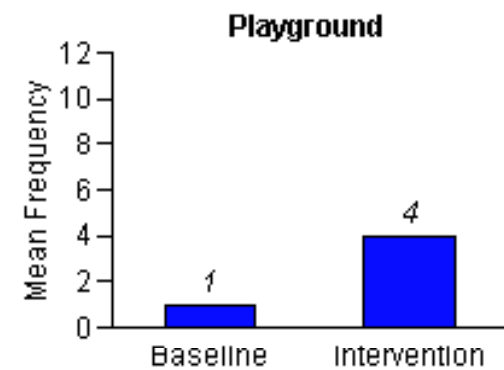
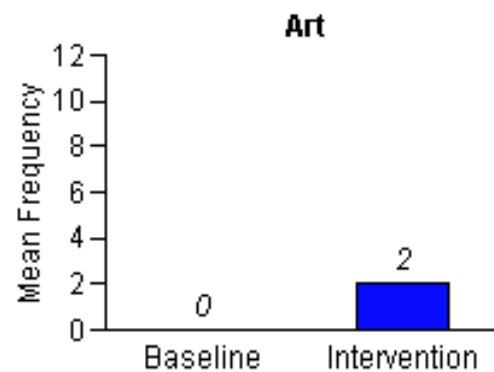
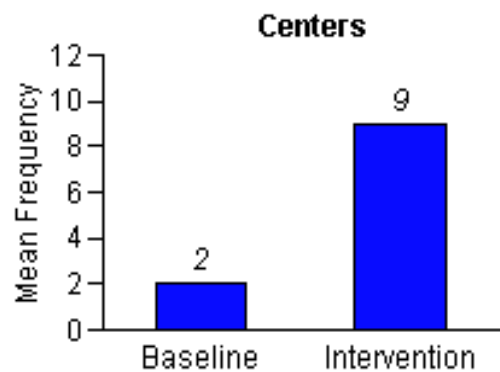
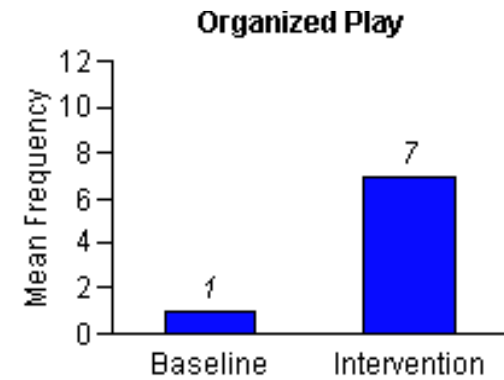
Mean Frequency of Replacement Skills During *Unstructured* Activities



Mean Frequency of Replacement Skills During *Structured* Activities

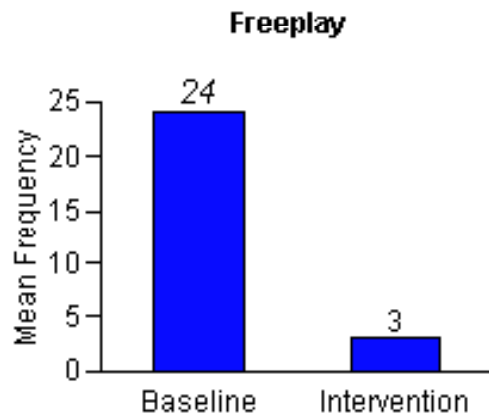


Mean Frequency of Replacement Skills During *Outside* Activities

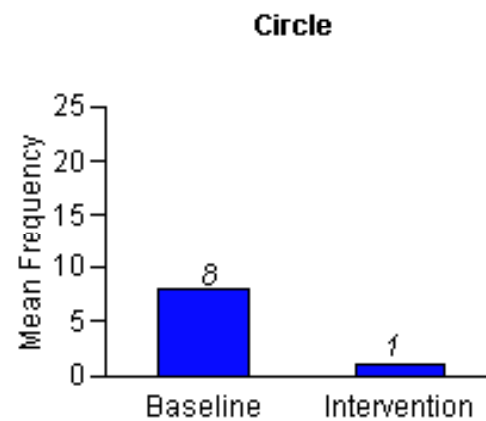


Challenging Behavior

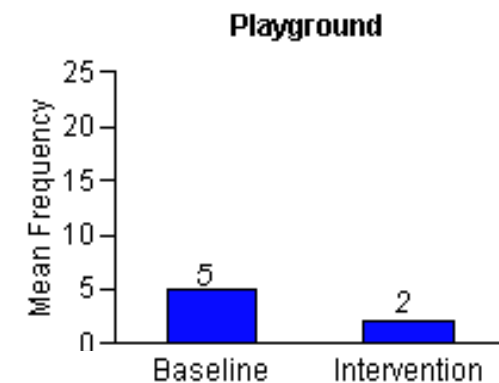
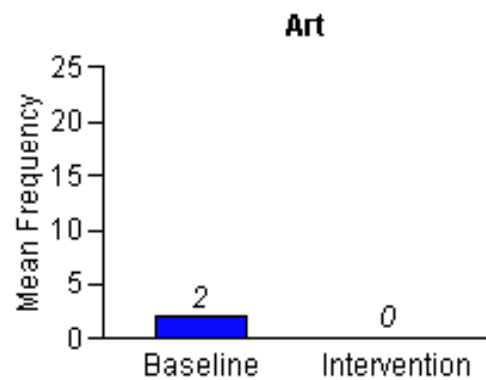
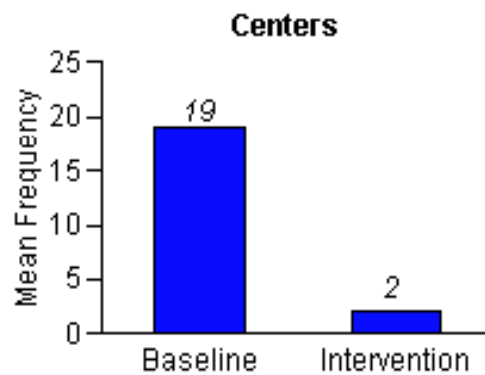
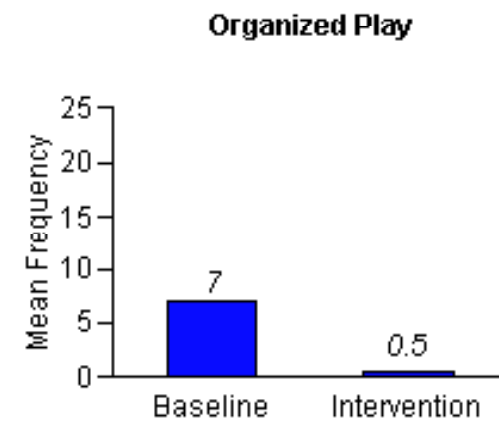
Mean Frequency of Aggression
During *Unstructured* Activities



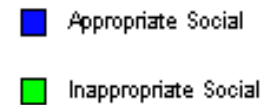
Mean Frequency of Aggression
During *Structured* Activities



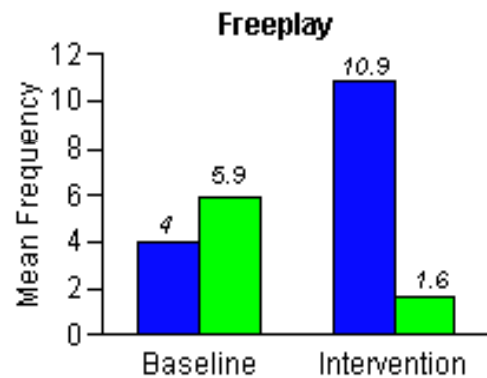
Mean Frequency of Aggression
During *Outside* Activities



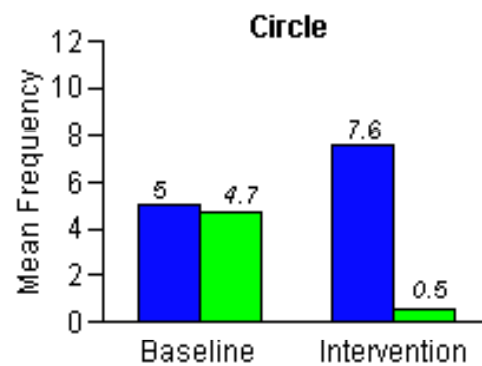
Social Initiations



Mean Frequency of Social Initiations During *Unstructured* Activities



Mean Frequency of Social Initiations During *Structured* Activities



Mean Frequency of Social Initiations During *Outdoor* Activities

