Providing Intensive Individualized Intervention

for **Early Childhood Programs**

Contents

Introduction

This resource provides teams and individuals with information and materials on the Individualized Positive Behavior Support (IPBS) process used for Intensive Individualized Interventions. Teams can benefit from this resource by using it as a guide when developing individualized intensive interventions for children with persistent challenging behaviors. This resource highlights the IPBS process step by step as well as providing considerations for family partnerships and trauma-informed practices.
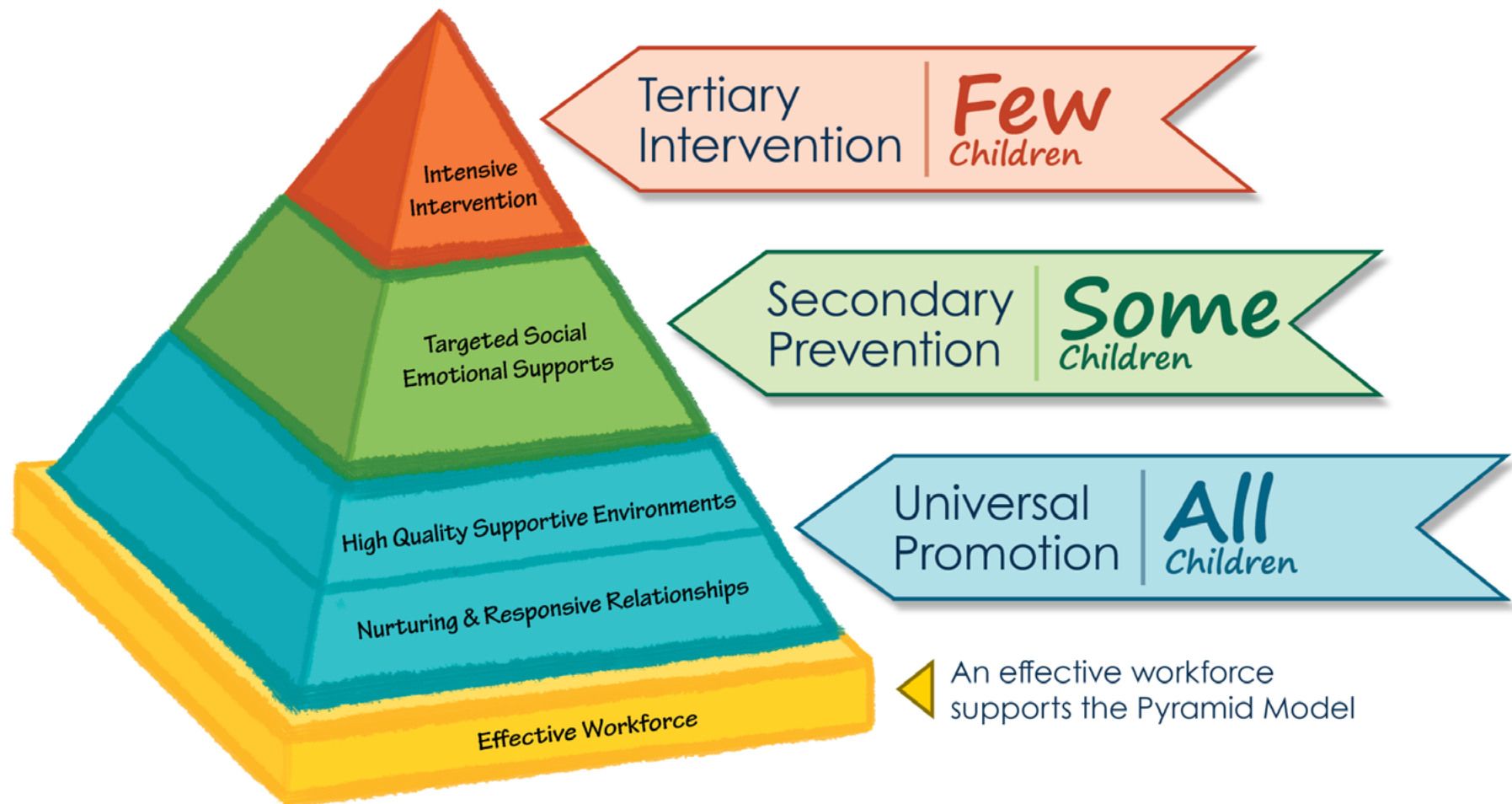
Resource Table

Resource Key: 📖 book | ℹ️ fact sheet | 📝 form | 🧭 guide | 💡 tip sheet | 🔧 tool | 👨‍🏫 training module | ▶️ video | 👥 webinar | 🌐 website

General Considerations	Understanding and Facilitating IPBS	Partnering with Families	Trauma-Informed IPBS	Steps of the IPBS Process
👥 Responding to Persistent Challenging Behavior as a Leader	▶️ Behavior Has Meaning	👥 ECTA Center: Engaging Families and Creating Trusting Partnerships to Improve Child and Family Partnerships	👥 A Conversation About Integrating Trauma Informed Care in the Functional Behavior Assessment and Behavior Support Plan Process	🧭 Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit
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🌐 Preventing Suspension and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success	👨‍🏫 NCPMI Preschool Module 5: Addressing Challenging Behavior	📝 My Teacher Wants to Know		ℹ️ Behavior Incident Report System (BIRS) Overview

General Considerations	Understanding and Facilitating IPBS	Partnering with Families	Trauma-Informed IPBS	Steps of the IPBS Process
Division for Early Childhood (DEC) Position Statement on Challenging Behavior and Young Children	NCPMI Infant/ Toddler Module 4: Understanding Behavior	What to Expect from the Prevent Teach Reinforce for Young Children (PTR-YC) Process		Monthly Program Actions Tracking Form
	NCPMI Infant/ Toddler Module 8: Challenging Behavior	Positive Solutions for Families		Understanding Challenging Behavior: The Path to Behavior Support
	The ABCs of Addressing Persistent Challenging Behavior	Help and Hope: Combining PBS and Optimism Training for Parents of Young Children with Challenging Behavior		Functional Assessment Interview: Teacher Form
	Tips for Responding to Challenging Behavior in Young Children	Talking with Families about Problem Behavior: Dos and Don'ts		Events and Functions Associated with Challenging Behaviors
				PBIS Tier 3 Brief Functional Behavior Assessment Guide
				PBIS Tier 3 Comprehensive Functional Behavior Assessment Guide

General Considerations	Understanding and Facilitating IPBS	Partnering with Families	Trauma-Informed IPBS	Steps of the IPBS Process
	Early Childhood Learning and Knowledge Center 2022-2023 Teacher Time Series 1. Responding to Infant/Toddler Persistent Challenging Behavior 2. Responding to Persistent Challenging Behaviors in Preschool			PBIS Tier 3 Considerations for Conducting Virtual Functional Behavior Assessments and Behavior Intervention Plans
	Developing and Implementing Intensive Individualized Interventions: Prevent-Teach-Reinforce for Young Children			Observation Card
	Prevent Teach Reinforce for Young Children (PTR-YC)			Applying the ABCs of Challenging Behavior
	NCPMI Preschool Module 6: Overview of PTR-YC			ABC's of Behavior |ABC Observation Cards | ABC Chart

General Considerations	Understanding and Facilitating IPBS	Partnering with Families	Trauma- Informed IPBS	Steps of the IPBS Process
	How to Include Families at Every Step of the PRY-YC Process			Interview and Observation Summary Table Step-by-Step Instructions with Example | Blank Form
	Prevent-Teach-Reinforce for Young Children Process and Forms			Hypothesis Development
	MNCoE PTR-YC Resources			Support Planning Chart
	Prevent Teach Reinforce for Families (PTRF)			Using ABC Data to Choose Strategies
	Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit			Reinforcer Inventory
	Individualized Positive Behavior Support Case Study			Individualized Behavior Support Plan Action Planning Form (Editable)
	Positive Behavior Support Interactive Tutorials			Coaching is Crucial: Supporting Teams with Individualized Behavior Support Plans

General Considerations	Understanding and Facilitating IPBS	Partnering with Families	Trauma-Informed IPBS	Steps of the IPBS Process
	Circle Time Magazine: Season 2, Episode 5, Addressing Challenging Behavior			Addressing Challenging Behaviors in the Classroom (in person or virtual) as a United Team
	Center on PBIS Tier 3 Supports, Tier 3 Student-Level Systems Guide			Teaching Replacement Skills
	IPBS Fidelity Checklist (Editable)			NCPMI Preschool Module 4: Individualized Teaching of Social and Emotional Skills
				NCPMI Infant-Toddler Module 7: Individualized Teaching
				Individualized Teaching Plan
				General Data Collection Form
				Implementation Checklist, Blank (Editable)
				Implementation Checklist Outcomes Worksheet (Blank)

Resource Details

General Considerations
These resources explore broad foundational considerations for developing and implementing IPBS.

Responding to Persistent Challenging Behavior as a Leader

👥 *webinar*

Source: Head Start Early Childhood Learning & Knowledge Center

persistent challenging behavior: any repeated pattern of behavior that interferes with or is at risk of interfering with the child's optimal learning or engagement in pro-social interactions with peers and adults

Description:
This webinar explores the ways education leaders help staff provide IPBS to ensure a healthy learning environment for all.

The Association for Positive Behavior Support Practice Guidelines

🧭 *guide*

Source: The Association for Positive Behavior Support (APBS)

Description:
These practice guidelines provide the values and practices that are critical to the practice of positive behavior support.

2023
APBS
PRACTICE GUIDELINES
apbs.org

Preventing Suspension and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success

🌐 *website*

Source: SRI Education

Description:
This website provides recommended policies and practices for program leaders to support staff in addressing the needs of individual children through functional behavioral assessment and individualized behavior support plans.
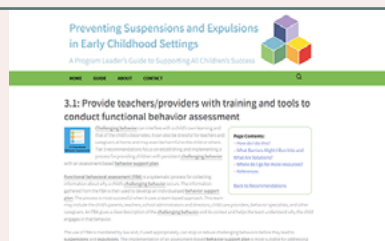
[Division for Early Childhood (DEC) Position Statement on Challenging Behavior and Young Children](#)

🧭 *guide*

Source: Division for Early Childhood (DEC)

Description:

This document outlines DEC's position on challenging behavior in young children. The statement emphasizes the importance of positive strategies and collaboration between families and professionals to support healthy social-emotional development. Practitioners may wish to review the two-page [Executive Summary of the DEC Position Statement.](#)
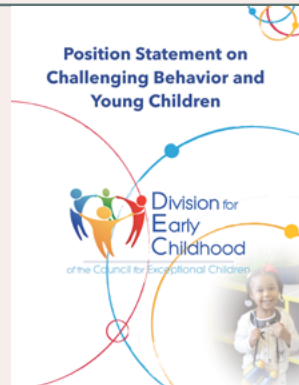
Understanding and Facilitating IPBS
These resources support individuals and teams in understanding individualized interventions for children with challenging behavior and how to facilitate the individualized intensive intervention process.

Behavior Has Meaning

▶ *video*

Source: Head Start Early Childhood Learning & Knowledge Center

Description:
This brief video and the accompanying resources explain why, within the Head Start Framework for Effective Practices, recognizing the meaning behind children's behaviors helps adults interpret children's needs, intentions, and emotions.
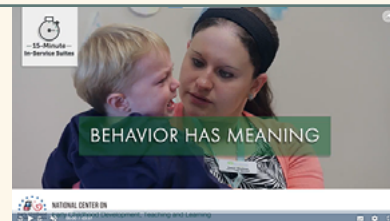
Understanding Meaning in Behaviors that Challenge Us

👥 *webinar*

Source: Head Start Early Childhood Learning & Knowledge Center

Description:
This webinar explores how young children's behavior can communicate their needs, intentions, and emotions and how adults can effectively respond. Learn about strategies and resources to support caregivers as they understand their children's behavior while supporting their development and learning.
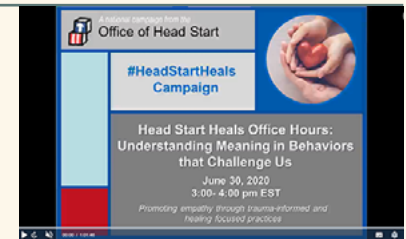
Preschool Module 5: Addressing Challenging Behavior

training module

Source: NCPMI

Description:
This module provides information on practices for understanding child challenging behavior, responding to challenging behavior, becoming aware of bias in responding, de-escalating behavior, and developing a behavior support plan for children with persistent challenging behavior.

Infant/Toddler Module 4: Understanding Behavior

training module
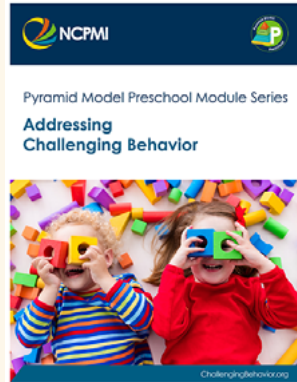
Source: NCPMI & PRISM

Description:
In the Pyramid Model Infant-Toddler Module Series module, participants will learn how to use observation to understand child behavior and strategies for reframing their reactions to behavior and better responding to challenging situations.

Infant/Toddler Module 8: Challenging Behavior

training module
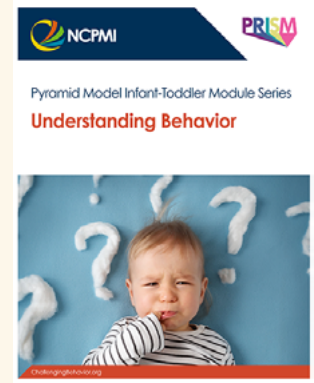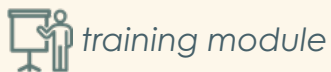
Source: NCPMI & PRISM

Description:
In this module of the Pyramid Model Infant-Toddler Module Series, participants will identify and define challenging behavior and work to understand why challenging behavior happens. The modules provides information on how to gather data and implement strategies that will prevent challenging behavior and strategies to address or respond effectively to challenging behavior when it is present.
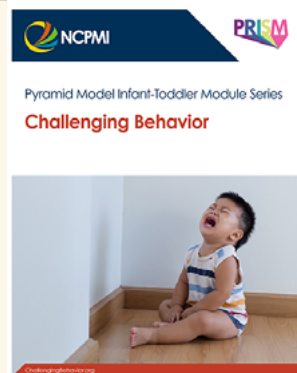
The ABC's of Addressing Persistent Challenging Behavior

webinar

Source: NCPMI

Description:
This webinar explores resources and strategies that coaches can use to guide and support coachees, families, and other team members in responding to challenging behavior in appropriate and effective ways.

Tips for Responding to Challenging Behavior in Young Children

💡 *tip sheet*
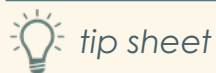
Source: NCPMI

Description:
This handout provides tips for responding to the challenging behavior of young children in preschool classrooms. It includes considerations teams can use as they engage in the steps of the IPBS process to develop and implement a behavior support plan.
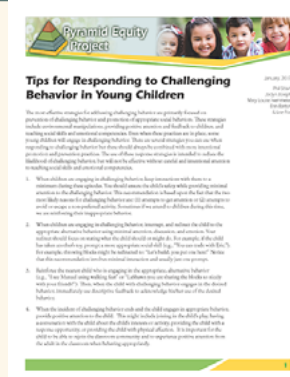
Early Childhood Learning and Knowledge Center 2022-2023 Teacher Time Series
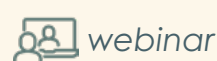
👥 *webinar*

Source: Head Start Early Childhood Learning & Knowledge Center

Description:
Using the Pyramid Model Framework, the 2022-2023 Teacher Time Series focuses on Positive Behavior Support, Birth to 5. The webinars include information and resources on intensive interventions.

1. Responding to Infant/Toddler Persistent Challenging Behavior
2. Responding to Persistent Challenging Behaviors in Preschool
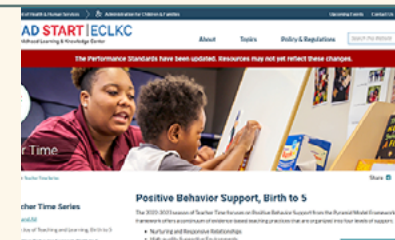
Developing and Implementing Intensive Individualized Interventions: Prevent-Teach-Reinforce for Young Children

👥 *webinar*

Source: NCPMI

Description:
This webinar introduces Prevent-Teach-Reinforce for Young Children (PTR-YC), an evidence-based model that classroom teams can use to develop and implement intensive individualized interventions. Presenters describe the background and procedures of PTR-YC and present a case study to illustrate the PTR-YC process.

Prevent Teach Reinforce for Young Children (PTR-YC)

📄 *book*

Source: BROOKES Publishing

Description:
This book provides a manualized approach for collaborative teaming to conduct a functional assessment and develop an individualized behavior support plan for young children.
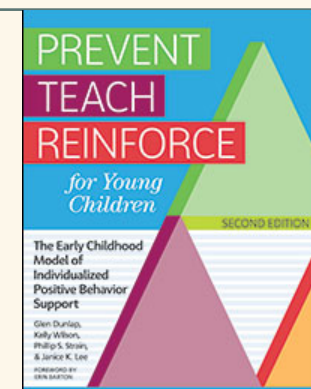
Preschool Module 6: Overview of PTR-YC

training module

Source: NCPMI

Description:
This training module provides an overview for teachers of what to expect in the Prevent-Teach-Reinforce process and illustrates the process with a case study.

How to Include Families at Every Step of the PRY-YC Process

tip sheet
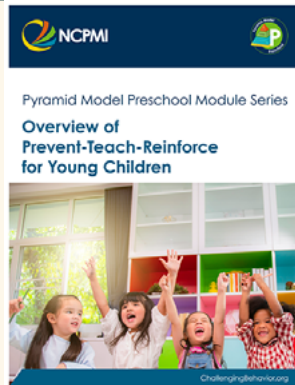
Source: NCPMI

Description:
Tips for strategies that preschool practitioners can use to involve families in the Prevent-Teach-Reinforce for Young Children approach for supporting children with challenging behavior.
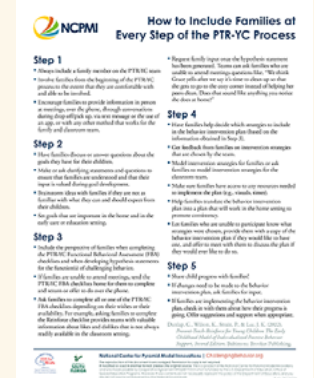
Prevent-Teach-Reinforce for Young Children Process and Forms

fact sheet
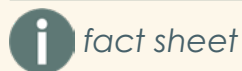
Source: NCPMI

Description:
This handout lists the forms and activities for each step of the Prevent-Teach-Reinforce for Young Children process.

MNCoE PTR-YC Resources

website

Source: Minnesota Center of Excellence Pyramid Model

Description:
These resources support teams and facilitators implementing the PTR-YC process, a manualized IPBS approach for young children.

Prevent-Teach-Reinforce for Families (PTRF)

book

Source: BROOKES Publishing

Description:
Prevent Teach Reinforce for Families (PTRF) provides a structured process for teams and families to collaborate in developing a behavior support plan for families to use in the home and community.
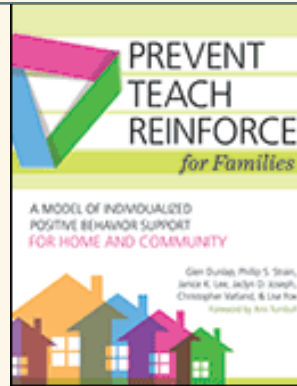
Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit

guide

Source: Center for Early Childhood Mental Health Consultation

Description:
From the Center for Early Childhood Mental Health Consultation, this guide is designed to assist mental health consultants and other facilitators of the IPBS planning process in guiding practitioners, teams, and families in conducting a functional behavioral assessment and developing and implementing behavior support plans.
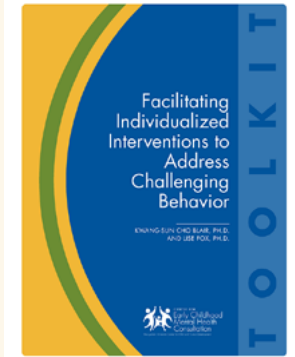
Individualized Positive Behavior Support Case Study

website

Source: NCPMI

Description:
NCPMI's website resources for IPBS include a case study that describes one team's use of the process to support a young child.

Positive Behavior Support Interactive Tutorials

training module

Source: The Association for Positive Behavior Support (APBS)

Description:
The Association for Positive Behavior Support provides this interactive tutorial that overviews IPBS through three case studies.

Circle Time Magazine: Season 2, Episode 5, Addressing Challenging Behavior

webinar

Source: Cultivate Learning University of Washington

Description:
In episode five of season two, the Circle Time Magazine, discusses how early educators can understand the function of a child's challenging behavior and develop a behavior support plan.

Center on PBIS Tier 3 Supports

website

Source: Center on PBIS Positive Behavioral Interventions & Supports
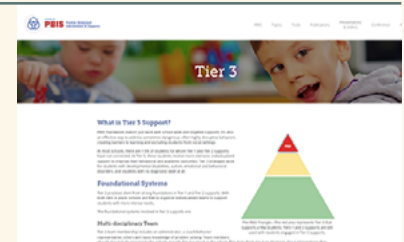
Description:
The Center on PBIS offers many comprehensive and specific resources to support practitioners in schools as they implement the IPBS process, including the Tier 3 Student-Level Systems Guide.

IPBS Fidelity Checklist (Editable)

tool

Source: NCPMI

Description:
This checklist may be helpful for providers and teams when implementing the behavior support plan development process.

Partnering with Families
These resources support teams to ensure that families are valued partners in the IPBS process.

ECTA Center: Engaging Families and Creating Trusting Partnerships to Improve Child and Family Partnerships

webinar

Source: Early Childhood Technical Assistance Center (ECTA)

Description:
The ECTA Center, DaSy Center, Ann and Rud Turnbull, and invited guests partnered to facilitate an interactive four-part web broadcast series to support early intervention and early childhood special education system leaders with building capacity in personnel and families to develop trusting partnerships. This series uniquely addresses the knowledge-building and technical assistance needs of practitioners and families. Practitioners may review the Principles of Trusting Partnerships and discuss the successes and future goals of teaming with families.

Family Voice and Choice in the Individualized Behavior Support Process

tip sheet
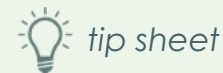
Source: NCPMI

Description:
Empowering families to be active and valued participants in IPBS is foundational to implementing the Pyramid Model. This set of tips and strategies helps families ensure their children's values, assets, perspectives, and preferences are included in individualized support.

My Teacher Wants to Know

form
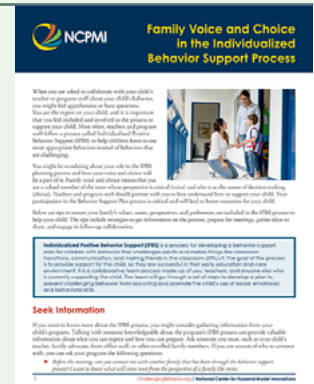
Source: NCPMI

Description:
In addition to including families as members of the IPBS team, practitioners can send this home or interview the family to learn more about the child's routines, preferences, challenging behaviors, and means of communication. They may also meet with the family and the team to discuss the child's routines and behaviors in the home and school setting.

What to Expect from the Prevent Teach Reinforce for Young Children (PTR-YC) Process

fact sheet

Source: NCPMI

Description:
This family-friendly fact sheet explains the PTR-YC approach for supporting young children with challenging behavior.

Positive Solutions for Families

training module
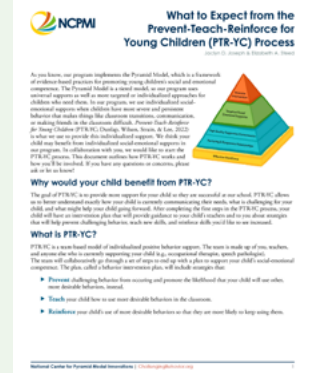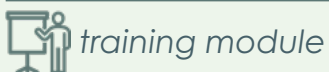
Source: NCPMI

Description:
Positive Solutions for Families is an evidence-based, family-friendly workshop of seven sessions to help professionals working with families of children ages 2-5 years. The zip folder provides all the materials a facilitator needs to provide the workshop series. Practitioners may wish to review the *Family Routine Guide* with families to partner around challenging behaviors a family may experience at home.

Help and Hope: Combining PBS and Optimism Training for Parents of Young Children with Challenging Behavior

webinar

Source: NCPMI

Description:
This webinar explores how supporting families through optimism training can improve their ability to support their child's challenging behaviors as they implement individualized support during home routines.
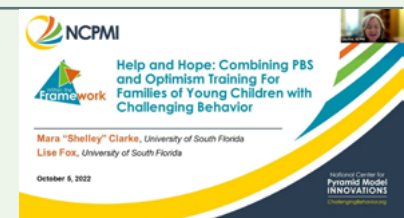
Talking with Families about Problem Behavior: Do's and Don'ts
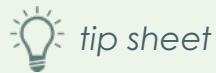
🔆 *tip sheet*

Source: NCPMI

Description:
This tip sheet provides guidance for practitioners to consider while discussing challenging behavior with families. Provided are dos and don'ts when engaging in conversations.

Trauma-Informed IPBS
These resources support teams to integrate trauma-informed care in the IPBS process

A Conversation About Integrating Trauma Informed Care in the Functional Behavior Assessment and Behavior Support Plan Process

webinar

Source: NCPMI

Description:
This webinar discusses how trauma might be conceptualized, considered, and integrated into the functional behavioral assessment and the IPBS process.
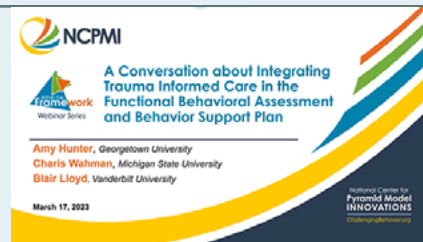
A Conversation About Developing and Implementing Individualized Interventions for Children who have Experienced Trauma

webinar

Source: NCPMI

Description:
This webinar is dedicated to implementing the IPBS process while honoring the unique experiences of children who have experienced trauma. Considerations for the approaches teams might use as they engage in functional behavioral assessment, plan development, and plan implementation to support a child who has experienced trauma are discussed.

Resources Specific to Each Step of the IPBS Process
Step 1: Establishing a Collaborative Team and Identifying Goals

Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit

guide

Source: Center for Early Childhood Mental Health Consultation

Description:
In Chapter 2: Initiating the Individualized Intervention Process and Chapter 3: Developing Interventions for Children with Challenging Behavior, there is guidance and considerations for teams around Step 1 of the IPBS process.

Behavior Incident Report System (BIRS) Overview

fact sheet

Source: NCPMI

Description:
This fact sheet describes the Behavior Incident Report System (BIRS), features, and value for an early childhood program. Practitioners use a behavior incident report form to record significant behavior incidents and gather critical information around the following factors: challenging behavior, activity, others involved, possible motivation, response, administrative follow-up, race/ethnicity, gender, IEP status, and DLL status.

Data Decision-Making Using the BIRS

webinar

Source: NCPMI

Description:
This webinar reviews the data decision-making process using the BIRS Data Decision-Making Guide, including information about where to start with analysis and how to drill down within the system to arrive at an actionable precision statement.
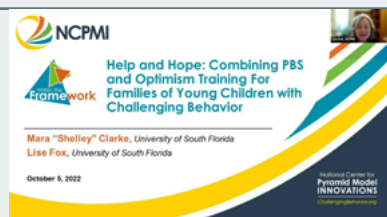
Monthly Program Actions Tracking Form

form

Source: NCPMI

Description:
This form can be used for tracking program responses to behavior incidents.

Step 2: Gathering Information (Functional Behavioral Assessment)

Understanding Challenging Behavior: The Path to Behavior Support

webinar

Source: NCPMI

Description:
This webinar introduces how providers can understand the form and function of a child's challenging behavior. Discussion and examples are used to explain the importance of gathering functional behavior assessment data and information to establish a sensible and effective path to behavior support.
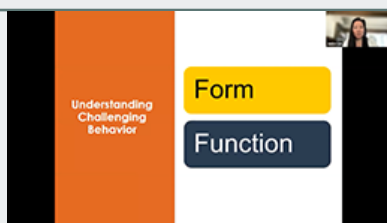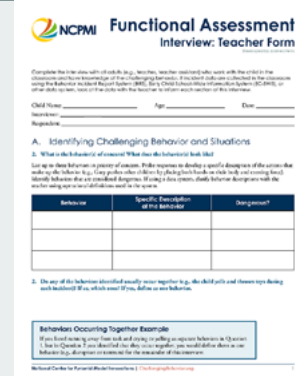
Functional Assessment Interview: Teacher Form
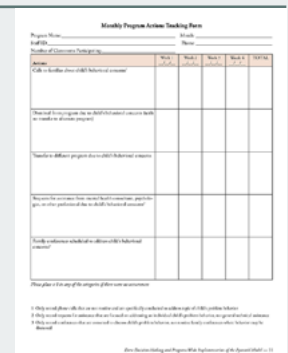
form

Source: NCPMI

Description:
This resource is used in the functional behavior assessment process to gain the perspective of the adults (e.g., practitioner, teacher, teacher assistant) who support the child and have knowledge of the challenging behavior.

Events and Functions Associated with Challenging Behaviors

form

Source: NCPMI

Description:
This checklist can help identify events and functions associated with challenging behaviors.

Center on PBIS Tier 3 Functional Behavior Assessment Resources

guide

Source: Center on PBIS Positive Behavioral Interventions & Supports

Description:
These guides help teams conduct a comprehensive functional behavioral assessment, develop a function-based behavior support plan, and make data-based decisions.

1. Tier 3 Brief Functional Behavior Assessment Guide
2. Tier 3 Comprehensive Functional Behavior Assessment Guide
3. Tier 3 Considerations for Conducting Virtual Functional Behavior Assessments and Behavior Intervention Plans

Observation Card

tool

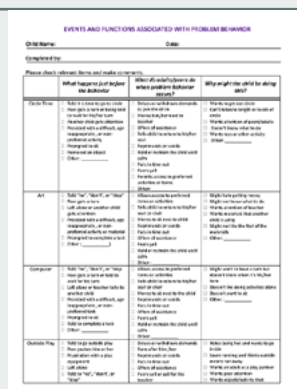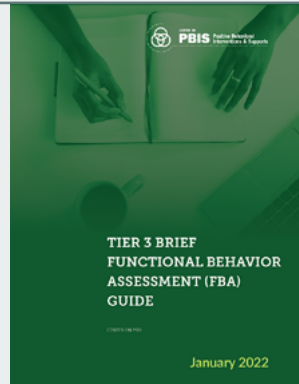*Source: NCPMI*

Description:
The observation card is used to record information about why challenging behavior may be occurring.

Applying the ABCs of Challenging Behavior

fact sheet

Source: Vanderbilt University Barton Lab

Description:
This resource explains how Antecedents (A), Behaviors (B), and Consequences (C) help to identify the function of a child's challenging behavior.

ABC Data Collection Resources: ABC's of Behavior | ABC Observation Cards | ABC Chart

tool

Source: Vanderbilt University Barton Lab & NCPMI

Description:
These resources help teams analyze challenging behaviors. They provide insights into what happened before the behavior, the specific behavior itself, and the outcome of the child's actions.

Step 3: Developing Hypotheses

Interview and Observation Summary Table:
Step-by-Step Instructions with Example | Blank Form

tool

Source: NCPMI

Description:
The Interview and Observation Summary
Table provides an example of how the data
collected from interviews and observations
can be organized to develop a hypothesis
statement about the function of the child's
behavior. The facilitator of the IPBS process
can use the blank form to synthesize the data gathered from the
functional behavior assessment.

Hypothesis Development

website

Source: NCPMI

Description:
This portion of the NCPMI website
describes how a behavior support
team can identify hypotheses.

Step 4: Designing Behavior Support Plans

Supporting Planning Chart

form

Source: NCPMI

Description:
This editable template is used to visually display the proposed elements of the behavior support plan and their alignment with the function of the child's behavior.

Using ABC Data to Choose Strategies

fact sheet

Source: Vanderbilt University Barton Lab

Description:
This resource explains how consistently using prevention, teaching, and new response strategies, aligned with the developed hypothesis statement(s), can decrease challenging behavior while supporting the child in learning new skills.

Reinforcer Inventory

form

Source: NCPMI

Description:
Teams can use this form to gather information about a child's interests, preferred activities, and likes and dislikes.

Individualized Behavior Support Plan Action Planning Form (Editable)

form

Source: Program-Wide Positive Behavior Support

Description:
Teams can use this editable action planning form to identify the steps needed to prepare materials and people for behavior support plan implementation.

Step 5: Implementing, Monitoring, Evaluating Outcomes, and Refining Plans in Natural Environments

Coaching is Crucial: Supporting Teams with Individualized Behavior Support Plans

webinar

Source: NCPMI

Description:
This webinar focuses on how to support teams in effectively implementing an individualized behavior support plan. Presenters offer strategies and ideas for coaches, practitioners, and families based on their experiences with the Tier 3 process.
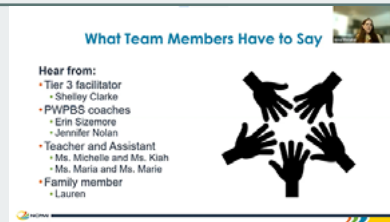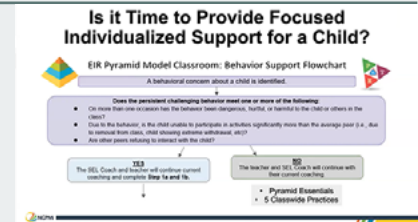
Addressing Challenging Behaviors in the Classroom (in person or virtual) as a United Team

webinar

Source: Vanderbilt University Barton Lab

Description:
During this webinar, panelists discuss their experiences and processes for partnering with practitioners to individualize Pyramid Model practices in their classrooms.
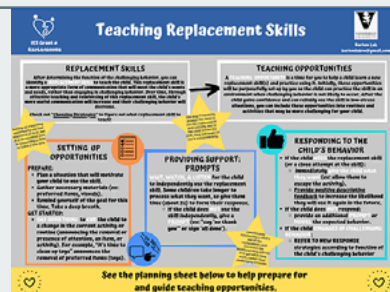
Teaching Replacement Skills

form

Source: Vanderbilt University Barton Lab

Description:
This video overviews how to use this resource to identify and teach a child new replacement skill(s) once the function of their challenging behavior has been identified.

Preschool Module 4: Individualized Teaching of Social and Emotional Skills

training module

Source: Program-Wide Positive Behavior Support

Description:
This module guides practitioners in individualizing instruction on social and emotional skills for children who need more targeted support. Practices that include: systematic teaching, peer-mediated intervention, planning for embedded instruction, and progress monitoring.
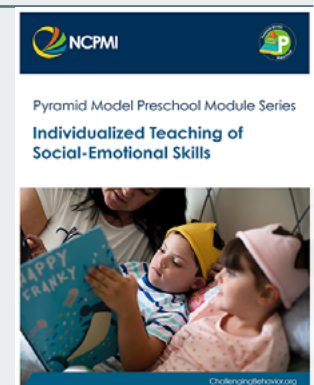
Infant-Toddler Module 7: Individualized Teaching

module

Source: NCPMI & PRISM

Description:
This module offers strategies for teams to recognize and respond to the unique social and emotional needs of infants and toddlers, especially those with or who may have delays or disabilities. It outlines screening and assessment procedures and provides guidance on creating individualized teaching plans for children who require additional support.
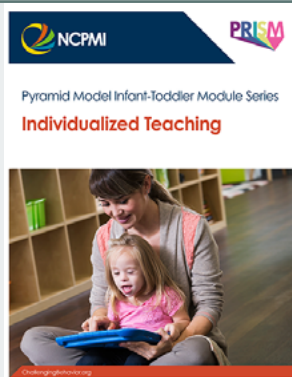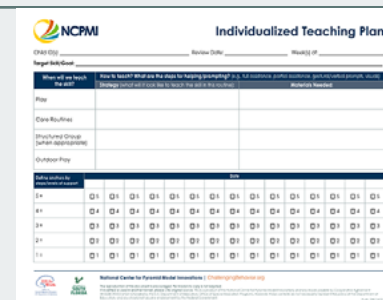
Individualized Teaching Plan

form

Source: NCPMI

Description:
This individualized teaching plan provides providers with a form to use for planning what, how, and when to teach new skills to children who need additional support.
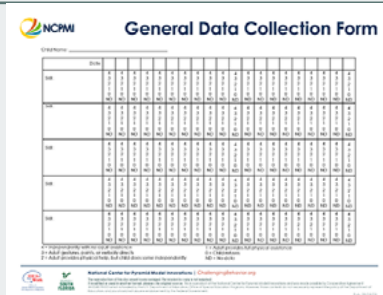
General Data Collection Form

form

Source: NCMPI

Description:
This data collection form can be used to collect data on a child's progress in targeted skill development. This form can hold up to one month of data, track more than one goal, and is often scored based on the level of support most often used for the child to use the skill successfully. This Rating Scale Sample form offers an example of a behavior rating scale.

Implementation Checklist, Blank (Editable)

tool

Source: Program-Wide Positive Behavior Support

Description:
This resource offers a data-based approach practitioners can use to monitor behavior support plan implementation fidelity. To use the resource, identify each step of the behavior support plan and then collect data on implementation fidelity by noting if each step was implemented.

Implementation Checklist Outcomes Worksheet, Blank

tool

Source: NCPMI

Description:
This Excel spreadsheet shows the practitioner's progress with behavior support plan implementation.