

Pyramid Model Resource Collection



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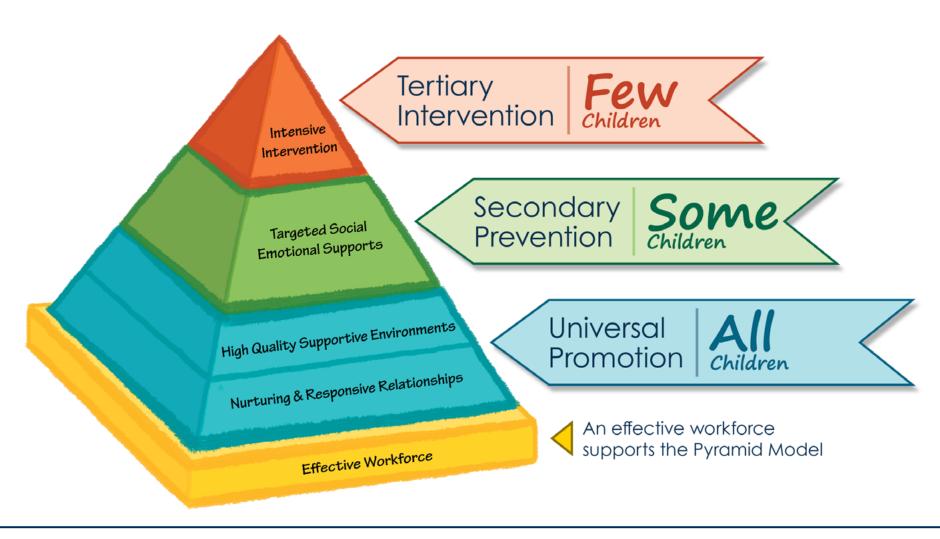


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Introduction

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



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 Irauma Informed Care in the Functional Behavior Assessment and Behavior Support Plan Process	Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit
The Association for Positive Behavior Support Practice Guidelines	Understanding Meaning in Behaviors that Challenges Us	Family Voice and Choice in the Individualized Behavior Support Process	A Conversation About Developing and Implementing Individualized Interventions for Children who have Experienced Trauma	Data Decision- Making Using the BIRS
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		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			PBIS Tier 3 Considerations for Conducting Virtual Functional Behavior Assessments and
	1. Responding to Infant/Toddler Persistent Challenging Behavior			Behavior Intervention Plans
	2. Responding to Persistent Challenging Behaviors in Preschool			
	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, <u>Tier 3</u> 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



Source: Head Start Early Childhood Learning & Knowledge Center



Description:

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

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



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.

The Association for Positive Behavior Support Practice Guidelines

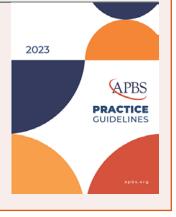


guide

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.





<u>Division for Early Childhood (DEC) Position Statement</u> <u>on Challenging Behavior and Young Children</u>

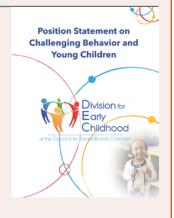


guide

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



Source: Head Start Early Childhood Learning & Knowledge Center



Description:

This brief video and the accompanying resources explain why, within the <u>Head Start Framework for Effective Practices</u>, recognizing the meaning behind children's behaviors helps adults interpret children's needs, intentions, and emotions.

<u>Understanding Meaning in</u> <u>Behaviors that Challenge Us</u>



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 Challening Behavior



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.



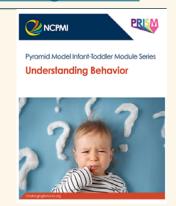
Infant/Toddler Module 4: Understanding Behavior



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



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



Pyramid Model Infant-Toddler Module Series

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



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.

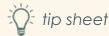


NCPMI

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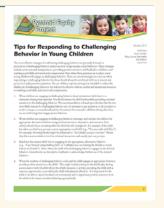
<u>Tips for Responding to Challenging</u> <u>Behavior in Young Children</u>



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



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



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.

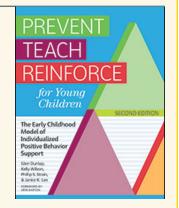
Prevent Teach Reinforce for Young Children (PTR-YC)



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.





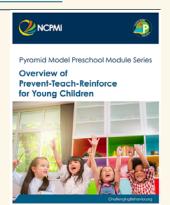
Preschool Module 6: Overview of PTR-YC



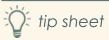
Source: NCPMI

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



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.



<u>Prevent-Teach-Reinforce for Young</u> 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



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.





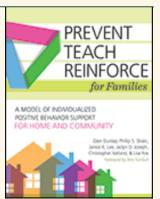
Prevent-Teach-Reinforce for Families (PTRF)



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



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



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.



<u>Circle Time Magazine: Season 2,</u> <u>Episode 5, Addressing Challenging Behavior</u>



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



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)



Source: NCPMI

Description:

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

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Persong Completing Form:					
Betwee Starting PRS:	Date Completed				
Primary Level of Pyramid Supports are in place					
Secondary Level of Pyramid Supports are in-place					
Ones the Behavior Hodert Report (BIR) data indicate that the child regist need tertiary level of expoort?					
Is there a Flow Chart with timelines and steps for implementing the Tertiary Level of Peramit Supports?					
Are Trere Safety Net: Procedures in proce until the Support Plan centre					
Is there an internal behavior couch or behavior speciated on site to facilitate the IRRE process with the child's teacher and family?					
they the family that with the educational staff in talk about the 1705 process?					
Is there a release of information-consent form agreed?					
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who work with the child					
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 the specific behaviors to target for intervention. 					
 the routines where behavior is problematic, and 					
 important outcome goals such as communication, peer interaction, play, etc. 					
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stract timescale; Next team meeting date has been established to Behavior Support Plan Soored.					
on few chart (malines)					
Step 2: Cathering Information	Date Completed				
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All records have been reviewed					
Observation cards by internal behavior specificist; completed					
Home alternation cards are offered to the family for completion					
Functional Assessment Interview completed with family					
Functional Assessment Interview completed with advocational staff					
Sing J. Developing Hypotheses (your best guess) At fan for all assessment data revenued	Date Completed				
All functional assessment data is coded for					
 professions and "things that work well for the chief" 					



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



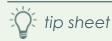
Source: Early Childhood Technical Assistance Center (ECTA)



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.

<u>Family Voice and Choice in the</u> <u>Individualized Behavior Support Process</u>



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



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.

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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



Source: NCPMI

Description:

Positive Solutions for Families is an evidencebased, 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



Source: NCPMI

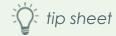
Description:

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.



<u>Talking with Families about Problem</u> Behavior: Do's and Don'ts



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 Integration in the Conversation about Integration in the Conversion in the Conver ctional Behavioral Assessme

and Behavior Support Plan

Charis Wahman, Michigan State University

Blair Lloyd, Venderbit University

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



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.

NCPMI

Monthly Program Actions Tracking Form



Source: NCPMI

Description:

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

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Step 2: Gathering Information (Functional Behavioral Assessment)

<u>Understanding Challenging Behavior:</u> The Path to Behavior Support



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



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



Source: NCPMI

Description:

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

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-			
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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.



- . Tier 3 Brief Functional Behavior Assessment Guide
- 2. Tier 3 Comprehensive Functional Behavior Assessment Guide
- 3. <u>Tier 3 Considerations for Conducting Virtual Functional Behavior Assessments and Behavior Intervention Plans</u>

Observation Card



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: <u>ABC's of Behavior</u> <u>ABC Observation Cards | ABC Chart</u>



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



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



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



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.



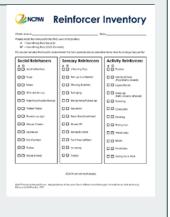
Reinforcer Inventory



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)



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.

an Member:		_	B. C.
Item	Action to be taken	Porson Responsible	Completed
		_	
			_
			_
			_



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

Teaching Replacement Skills

Coaching is Crucial: Supporting Teams with Individualized Behavior Support Plans



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

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



Source: Vanderbilt University Barton Lab

Description:

This <u>video</u> 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

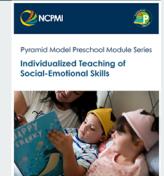


Source: Program-Wide Positive Behavior Support

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.



Is it Time to Provide Focused

Individualized Support for a Child?



Infant-Toddler Module 7: Individualized Teaching



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



on creating individualized teaching plans for children who require additional support.

Individualized Teaching Plan



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.



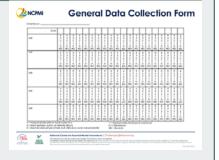
General Data Collection Form



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 <u>Rating Scale Sample form</u> offers an example of a behavior rating scale.

Implementation Checklist, Blank (Editable)



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.



<u>Implementation Checklist</u> Outcomes Worksheet, Blank



Source: NCPMI

Description:

28

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

Implementation Check list Percentage of Items Being Implemented ON/s home:		MEXICAL LIST, Make now to order the implementation Check list, All in	
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