Presenter's Script

Module 3b

Individualized Intensive Interventions:

Developing a Behavior Support Plan



The Center on the Social and Emotional Foundations for Early Learning

Office of Child Care

Office of Head Start

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Rev. 12/13

Learner Objectives

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

Suggested Agenda

I.	Introduction to the Topic	15 min.
II.	Process of PBS Overview	10 min.
III.	Activity: Think Outside the Box	10 min.
IV.	Components of a Behavior Support Plan	10 min.
V.	Activity: Preventing and Addressing Challenging Behavior	15 min.
VI.	Building the Plan: Prevention Strategies	40 min.
VII.	Building the Plan: Teaching New Replacement Skills	45 min.
VIII.	Skill Instruction Throughout the Day	25 min.
IX.	Responding to Challenging Behavior	15 min.
X.	Developing a Behavior Support Plan as a Team	35 min.
XI.	Case Study Activity: Developing a Support Plan	60 min.
XII.	Monitoring Outcomes	15 min.
XIII.	If Challenging Behavior Returns	10 min.
XIV.	Summary	5 min.
XV.	Optional Activity: PBS Game	20 min.

Materials Needed

- ☐ Agenda
- ☐ PowerPoint
- ☐ Chart Paper or White Board and Markers
- ☐ Presenter's Answer Guide—Case Study Activity: Developing a Behavior Support Plan
- ☐ **Video Clips**
  - ☐ 3b.1 Teaching Turn Taking
  - ☐ 3b.2 Teaching Social Skills
  - ☐ 3b.3 Incidental Teaching
  - ☐ 3b.4 Teaching New Skill
  - ☐ 3b.5 Responding with Scripted Story
- ☐ **Handouts**
  - ☐ 3b.1 Module 3b: Participants' PowerPoint Slides
  - ☐ 3b.2 Tips and Ideas for Making Visuals
  - ☐ 3b.3 Scripted Stories for Social Situations
  - ☐ 3b.4 Activity Skills Matrix
  - ☐ 3b.5 Strategies for Teaming with Families
  - ☐ 3b.6 Positive Behavior Support: Family Questions and Answers
  - ☐ 3b.7 Support Planning Chart
  - ☐ 3b.8 Tim's Behavior Support Plan
  - ☐ 3b.9 Action Planning Form
  - ☐ 3b.10D, 3b.10P, 3b.10S, 3b.10SH: Behavior Hypotheses for Dana, Pablo, Sarah, and Sashi (Case Study Materials)
  - ☐ 3b.11 Designing a Data Collection System
  - ☐ 3b.12 Evaluating the Support Plan
  - ☐ 3b.13 PBS Additional Resources
  - ☐ Inventory of Practices (participants might return with the Inventory used in previous modules)

Case Study Instructions

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

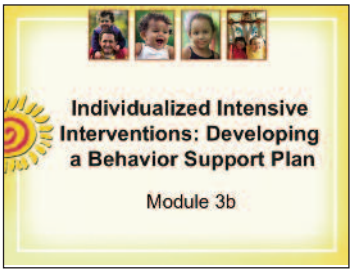
We have provided you with materials for four different case study children. Each case study group should receive materials on one child (and only its case study child). If you have large groups, form multiple groups with the same child. When it comes time to report, have a group report on its child and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

Copying Instructions:

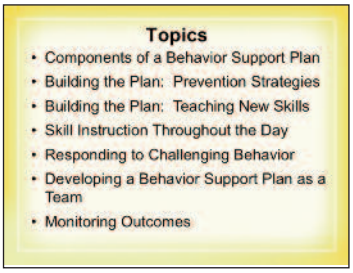
The Case Study Materials **(3b.10D, 3b.10P, 3b.10S, and 3b.10SH)** for Developing a Behavior Support Plan are intended to be used in the case study activity **DURING** the presentation. They do **NOT** go in the Participants' Materials that all of the participants receive. There are four children (Pablo,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

I. Introduction to the Topic (15 minutes)

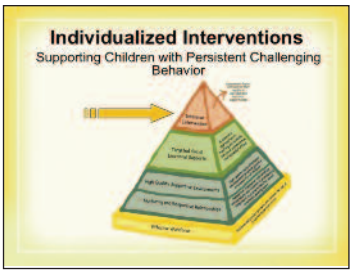
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I. Introduction to the Topic (15 minutes)

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

Agenda

Slides 2: Show the topics for the day.

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

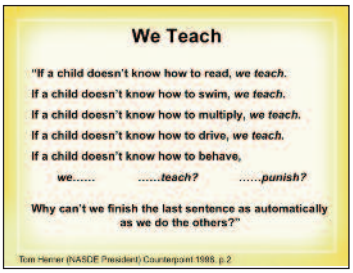
The Pyramid Model

Slide 3: Explain that this training is for the top of the pyramid, reminding participants that the top of the pyramid is reserved for a very few number of children who still exhibit challenging behavior even when teachers have addressed the other levels of the pyramid.

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

"If a child…, we teach."

4



Slide 4: Show slide of "If a child . . ., we teach."

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

- Have you ever known a child who seemed to not respond to any consequences? What was used to change the child's behavior? Why was that approach not effective?
- Sometimes in classrooms we decide that a particular behavior (e.g., biting) will be addressed with a predetermined response (e.g., time-out). Do these approaches always work for children? When have you seen them not be effective?

II. Process of PBS Overview (10 minutes)

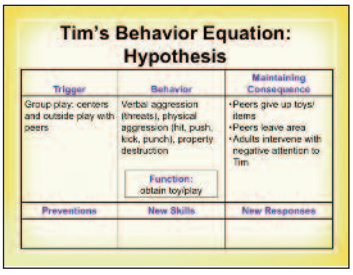
II. Process of PBS Overview (10 minutes)

Hypothesis

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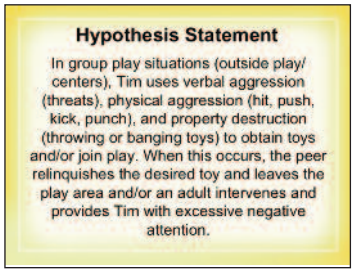


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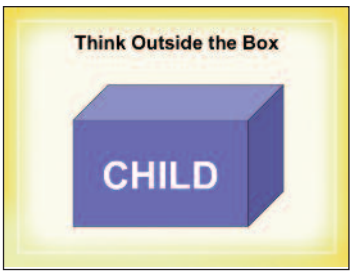
Slides 5-7: Review the process of PBS. Explain that the process begins with building a team, conducting a functional assessment, and conducting observations. Point out that the functional assessment process leads to a behavior equation and results in a hypothesis statement about challenging behavior. Show Tim's Behavior Equation and Hypothesis Statement as review from the previous module.

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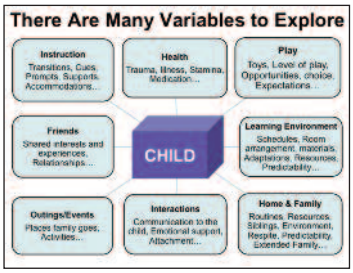


III. Activity: Think Outside the Box (10 minutes)

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III. Activity: Think Outside the Box (10 minutes)

Slides 8: Often teachers approach responding to a child's behavior by thinking that the child is inappropriate or naughty and needs to receive corrective feedback for inappropriate behavior. Or a teacher might think the child's behavior is due to poor parenting or the child's immaturity or learning problems. In this approach, it is important to "extend" one's thinking beyond traditional approaches and really think about the individual child. We refer to 'getting out of the box" as moving from traditional views of problem behavior coming from within the child and beyond our control to thinking about behavior being related to many variables, with some of those variables being factors that the teacher can influence.

Variables

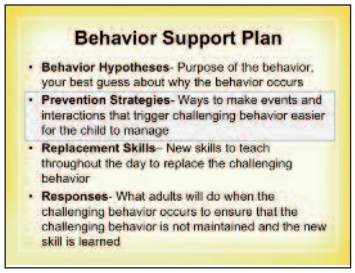
Slide 9: When thinking outside the box, there are many variables to consider with regard to the child. All of these variables might influence whether a child has challenging behavior. Many of these variables can also be changed to support the child in resolving challenging behavior:

- Interactions (communication to the child, emotional support, attachment)
- Health (trauma, illness, stamina, medication)
- Play (toys, level of play, opportunities, choice, expectations)
- Learning environment (schedules, room arrangement, materials, adaptations, resources, predictability)
- Instruction (transitions, cues, prompts, supports, accommodations)
- Home and family (routines, resources, siblings, environment, respite, predictability, extended family)
- Outings/events (places family goes, activities), and friends (shared interests and experiences, relationships)

In PBS, we look at changing these variables in an effort to teach the child new skills and support the development of appropriate social and communicative skills.

IV. Components of a Behavior Support Plan (10 minutes)

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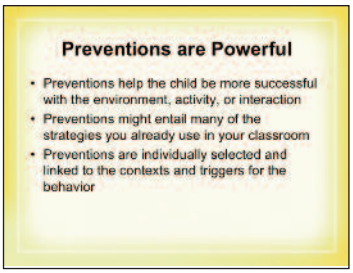
IV. Components of a Behavior Support Plan (10 minutes)

Slide 10: Again, stress that to develop an effective support plan it requires one to "think outside the box." Show pieces of the support plan. We have already discussed the first part of the behavior support plan Behavior Hypotheses. Explain that once the child's support team has determined the hypotheses (best guess as to the function(s) of the child's challenging behavior), the team can then begin working on step four, the development of the behavior support plan and talk about the need to develop a plan with all components.

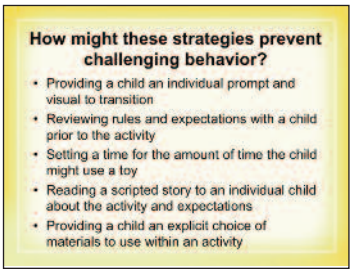
Now we will discuss prevention strategies in more detail. Later in this session, we will learn about replacement skills and how to teach these skills through the use of a variety of instructional strategies, followed by a discussion about how to respond to the use of the new replacement skill and what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

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

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

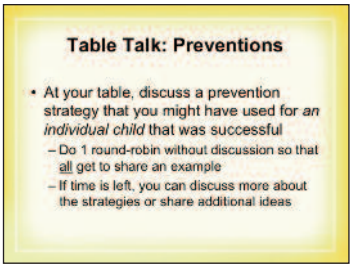
Slide 11: Preventions can be powerful and often involve strategies that classroom teachers already use in some fashion. When we plan preventions for children who have persistent challenging behavior and who need an individualized plan of support, we will select prevention strategies that MATCH the hypothesis statement and that are directly related to the context and triggers of the behavior.

Slide 12: Pose the question, how might these strategies prevent challenging behavior, on the slide to the group. Ask participants to volunteer answers to the examples that you discuss briefly.

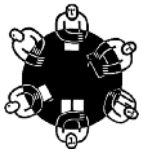
1. Providing a child an individual prompt and visual to transition
2. Reviewing rules and expectations with a child prior to the activity
3. Setting a time for the amount of time the child might use a toy

4. Reading a scripted story to an individual child about the activity and expectations
5. Providing a child an explicit choice of materials to use within an activity

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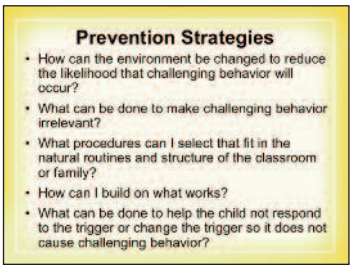
Slide 13: Instruct participants to discuss how they have used prevention strategies in the past to help a child with behavior challenges. Instruct them to do a round-robin where each table member shares an illustration.



Small Group Activity

VI. Building the Plan: Prevention Strategies (40 minutes)

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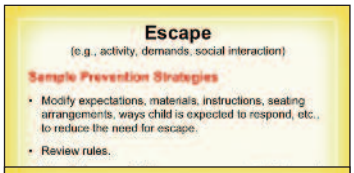


Slide 14: Ask participants to think about meeting the child where he/she is. Explain that prevention strategies should be selected so that the use of the strategy makes the behavior irrelevant — that is, the prevention strategy reduces the likelihood that the child will need or want to use the challenging behavior.

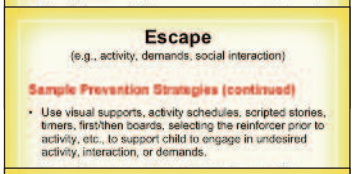
Make the point that strategies must fit within the child's natural routines in both the classroom and at home.

Escape/Obtain: Sample Prevention Strategies

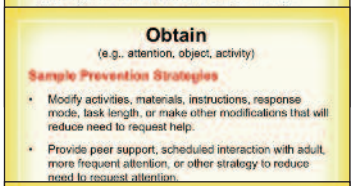
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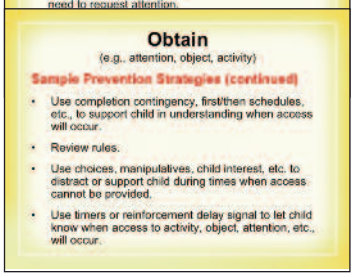
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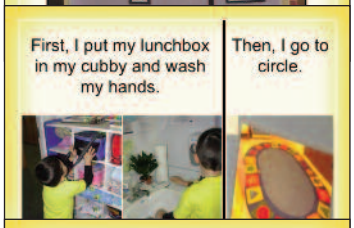
Slides 15-18: Review sample strategies and share with participants that this is only a sample of the possible prevention strategies for escape/obtain behavior.

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

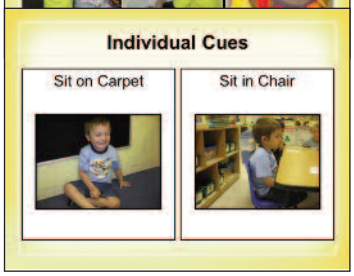
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Prevention Samples

Slides 19-45: Show descriptor slides and rapidly show the picture samples of different prevention strategies. The purpose is to provide a flavor of the range of strategies that are possible when preventing challenging behavior.

1. **Slides 19-21: Expectations:** Visuals can be used to communicate your expectations to the child. First-then boards can communicate what the child must do first and what will follow (slides 19 and 20). A visual prompt card (slide 21) can supplement or illustrate your verbal direction to a child.

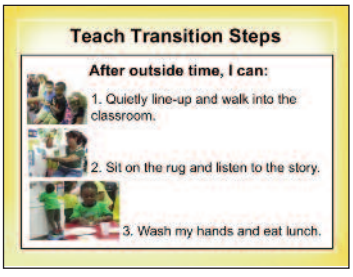
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2. **Slide 22: Rules:** Emphasize that preschool settings need to have a few simple rules.

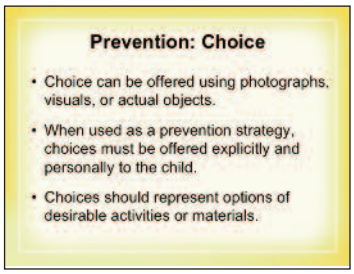
   Rules should be established for the classroom. Rule displays should state the rule positively (i.e., what children should do) and should include a visual. For children with challenging behavior, the teacher might supplement the classroom review of rules with an individual review (slide 22).

23



3. **Slide 23: Transitions:** Visuals can be used to help the child with challenging behavior understand the transition expectations.

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4. **Slides 24-29: Choice:** Choice can be offered using photographs, visual cues, or objects.

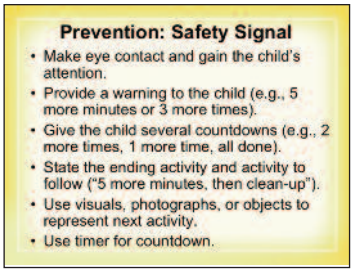
   When used as a prevention strategy, choices must be offered explicitly and personally to the child.

   Choices should represent options of desirable activities or materials.

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

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

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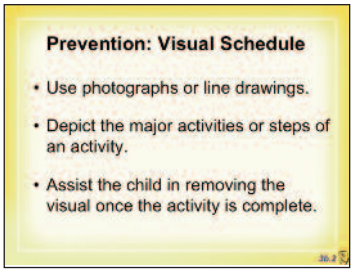


5. **Slides 30-32: Safety Signal:** Safety signals are especially helpful for those children who have trouble ending activities when requested. The signal provides these children with a visual cue, which helps them stop to transition to the requested activity.

   - Make eye contact and gain the child's attention.
   - Provide a warning cue to the child (e.g., "5 more minutes").
   - Give the child several countdowns (e.g., "2 more times, 1 more time").
   - State the ending activity and activity to follow (e.g., "5 more minutes and then clean-up").
   - Use visuals, photos, or objects to represent the next activity.

The 5-minute glove can be used effectively with an individual child who has difficulty with the count-down to the transition. The child should be active in removing the number from the glove and could also ring the bell to signal the transition is occurring. On slide 32, you see a 5-minute glove that includes an visual of interest to the child. This was done to entice the child to pay attention to the glove.

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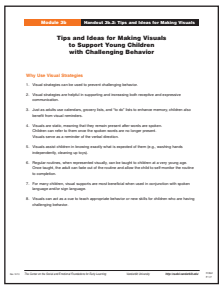
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38



6. **Slides 33-38: Visual Schedule: (Handout 3b.2: Tips and Ideas for Making Visuals)** Use photographs or line drawings. Remind participants that some children might need real objects.


Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior

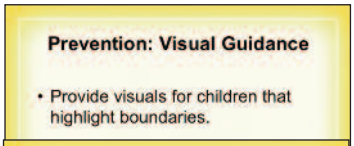
Handout 3b.2

Slide 34 shows an object activity schedule that is arranged horizontally on a shelf so the child can go to the basket and see what is next. The child removes the item and carries it to the activity. When that activity is completed, the child brings the item back to the schedule and looks in the next basket.

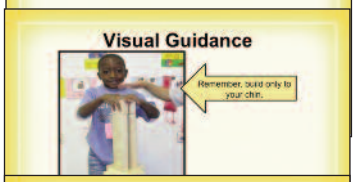
The schedule should depict the major activities or steps of an activity (see sample on slide 35). The child should be an active participant in removing the visual or turning the picture over once the activity is complete.

Slides 36-38 show a "first-then" visual schedule. These are used to present a contingency to a child or to let a child know when an event will occur.

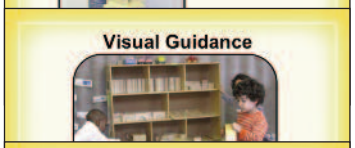
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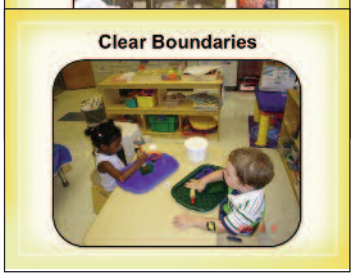
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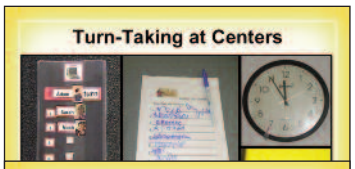
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7. **Slides 39-42: Visual Guidance:** Provide visuals for children that highlight boundaries.

   Use guidance to help the child follow a rule and visual cues for where materials might be placed and used.

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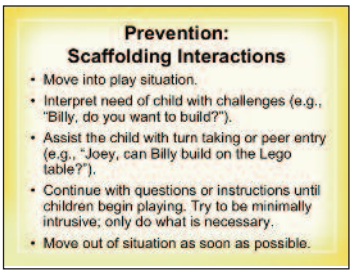
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Video 3b.1

8. **Slides 43-44: Activity Turn Taking: (Video 3b.1: Teaching Turn Taking)** Use turn-taking cues to guide children with self-management of whose turn is next. Show picture examples and the video vignette as examples of how to structure turn taking so that children are less likely to have challenging behavior.

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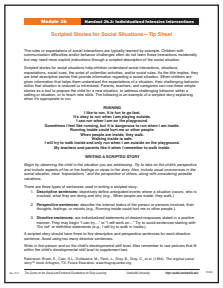
9. **Slide 45: Scaffolding Interactions:** Scaffold and promote student interactions to prevent challenging behavior.

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

46



Scripted Stories



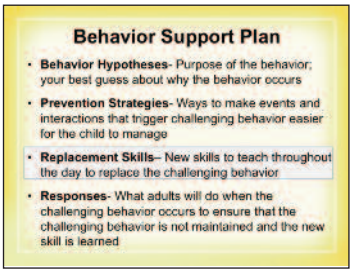
Handout 3b.3

Slide 46: (Handout 3b.3: Scripted Stories for Social Situations – Tip Sheet) Scripted stories provide a script for the child about social situations and expectations. The story is written from the child's perspective and includes descriptive, perspective, and directive sentences. The story is also written in a way that matches the child's symbolic and receptive communication level. A scripted story can prevent challenging behavior by helping the child anticipate the routine and understand the steps and expectations of a routine. Scripted stories are also known in the literature as Social Stories ™.

Finally, scripted stories also support the adult in responding to behavior in new ways. They give the adult a tool to use for redirection or prompting the desired response.

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

47

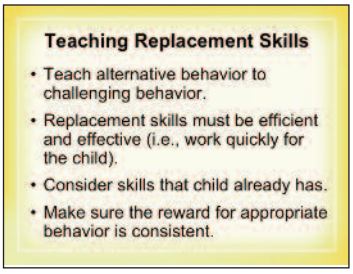


VII. Building the Plan: Teaching New Replacement Skills (45 minutes)

Behavior Support Plan

Slide 47: Show the behavior support plan slide to demonstrate that you have discussed prevention strategies and now you are going to discuss replacement skills.

48



Teaching Replacement Skills

Slide 48: Ask "If we can't let children use challenging behavior to express their needs, how can they express them in ways that are appropriate?"

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

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

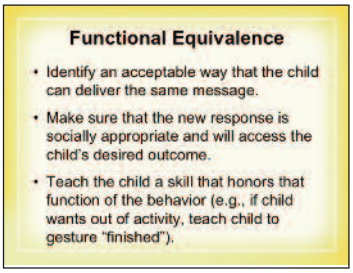
Suggest that participants consider what skills the child already has that might serve as a replacement behavior.

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

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

Functional Equivalence

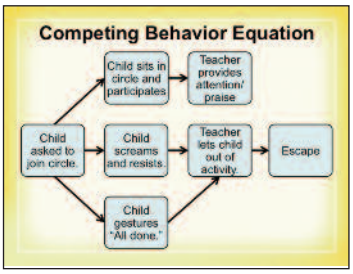
49



Slide 49: The instruction of replacement skills is based on the notion that whenever possible, the most effective intervention is to give the child a new way to communicate the message of the behavior. Rather than ignoring the message, we provide the child with a "functionally equivalent" means of communication.

Competing Behavior Equation

50



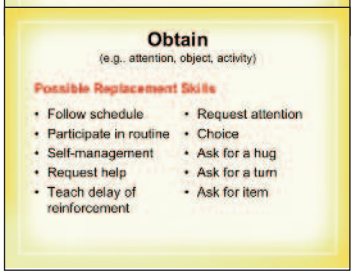
Slide 50: Show "competing behavior equation". Explain that although we want children to meet our expectations (e.g., sit in circle and participate), we must meet them where they are. This may mean that our expectation may compete with what the children's needs or wants are. What we don't want to do is accept their challenging behavior or reinforce the challenging behavior; therefore, initially we may teach a child a way to signal, using appropriate behavior that he/she wants to leave the activity. While we do that, we will also be using the prevention strategies to make the activity more meaningful, and we will be teaching the child skills to increase his/her engagement and attention.

Escape/Obtain: Possible Replacement Skills

51



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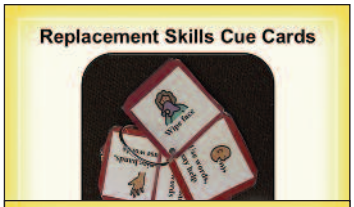


Slides 51-52: Show two slides of possible new responses for "escape" and "obtain" behavior and review a few examples.

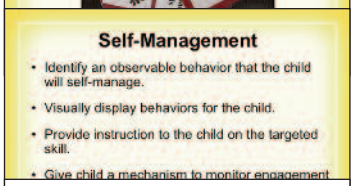
Stress to participants that these lists are only a sample of possible replacement skills for escape/obtain behavior.

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

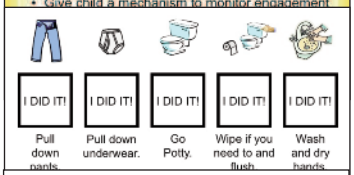
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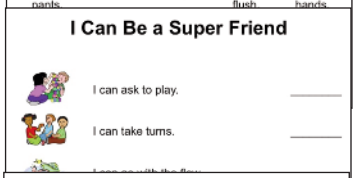
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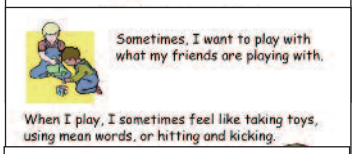
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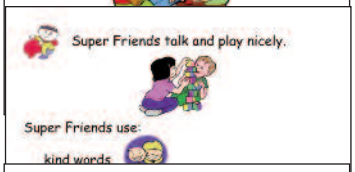
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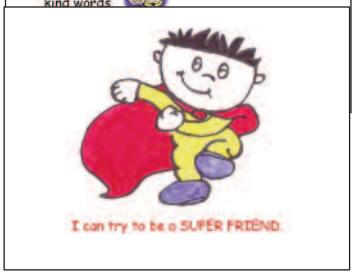
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61



62



Replacement Skills Cue Cards

Slide 53: Cue cards can be used to prompt the child to remember and use the replacement skill instead of the challenging behavior.

Self-Management

Slide 54-55: Self-management is a method of helping children monitor their own behaviors. In order to do this, identify a behavior that the child will self-manage. Visually display behaviors for the child (e.g., pictures, posters). Provide instruction to the child on the targeted skill. Give the child a mechanism to monitor the skill (e.g., a checklist or chart). Provide positive attention to the child for engaging in the behavior and using the self-monitoring system. Self management may result in a reward (e.g., activity, certificate) but must not be used to take rewards or privileges away. Self-management is a strategy that may be used with children older than 3 who have more advanced language and cognitive skills.

On slide 55, the self-monitoring chart was laminated. The chart included a rectangular pocket with a dry erase marker inside the pocket. As the child finished, he checked off steps on top of the "I did it."

I Can Be a Super Friend

Slides 56-62: We saw videos of Tim using challenging behavior to get toys or initiate social interactions in the previous module. His behavior support plan included the use of social skills training and a self management system.

Slide 56 shows his self-management chart that was used before center time to review the skills to use and after centers to reflect on the skills that Tim used.

Slides 57 – 62 provides one of the chapters of Tim's scripted story. This was used to teach Tim the social skills to use.

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

63



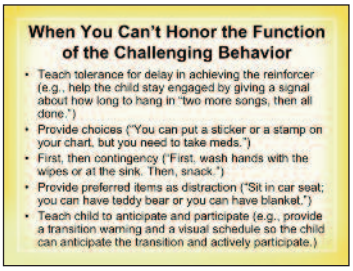
Teaching Social Skills

Slide 63: (Video 3b.2: Teaching Social Skills) View video on social skills instruction with Tim.

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

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

64



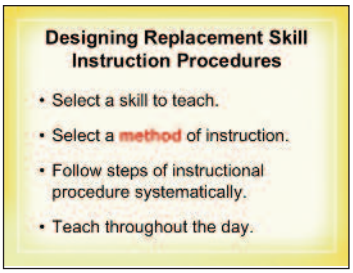
When You Can't Honor the Function

Slide 64: There are occasions when you can't honor the function of the challenging behavior. For example, if the child has to transition from the playground to the classroom or if the child must sit in the car seat. This slide includes strategies to use when honoring the function is not possible.

VIII. Skill Instruction Throughout the Day (25 minutes)

VIII. Skill Instruction Throughout the Day (25 minutes)

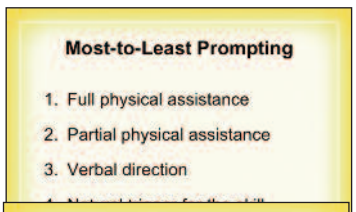
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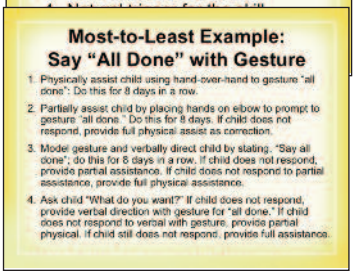
Designing Replacement Skill Instruction Procedures

Slide 65: When teaching replacement skills, one needs to choose a teaching strategy that fits the child's skill repertoire, the teacher's teaching style, and skill being taught. The new skill should be taught systematically through the use of a planned procedure. We will review three strategies that are effective when teaching new skills to replace challenging behavior. These three teaching strategies provide systematic ways to embed instruction of the skills the child must learn to replace the challenging behavior.

66



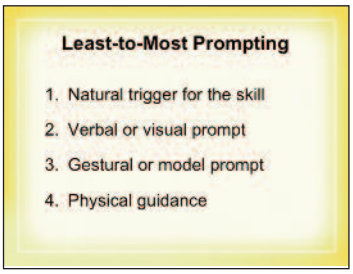
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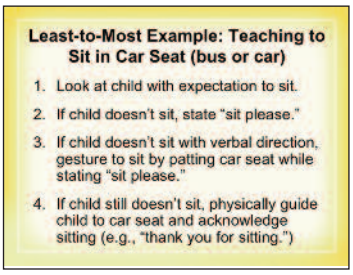
Most-to-Least Prompting

Slides 66-67: This teaching strategy is effective when teaching skills to a child with physical delays or for a child who may have delays in development and needs to be physically assisted to be successful in using a replacement skill. Remember, with PBS, it is important that children experience success. You want to teach the child that he/she has a better way to communicate than through the use of challenging behavior. Review the steps in Most-to-Least Prompting, and then share the written example.

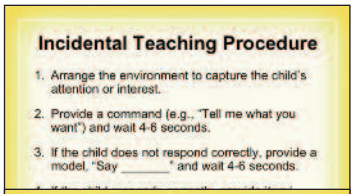
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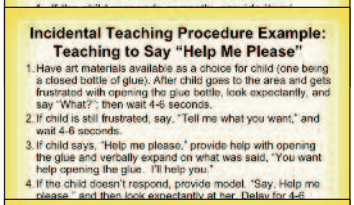
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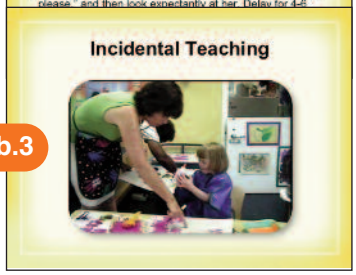
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72



Video 3b.3

Least-to-Most Prompting

Slides 68-70: This teaching strategy is used when the child can perform the skill but needs prompting. This is because you give the least amount of assistance first and then only assist if needed and only to the extent the child needs assistance. Review the steps in Least-to-Most Prompting, and then share the written example.

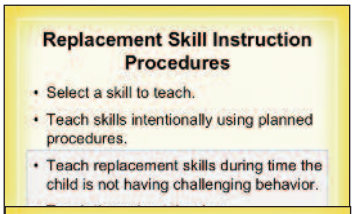
Incidental Teaching Procedure

Slides 70-72: (Video 3b.3: Incidental Teaching) This teaching strategy is useful in teaching children to communicate either verbally or nonverbally (sign language, picture communication, etc.). Incidental Teaching Procedure is very similar to Least-to-Most Prompting in the sense that you give the child assistance and prompts only as needed. It is very important that there is "wait time" between each step so that the child has time to process information. Review the steps in Incidental Teaching and then share the written example. It may be helpful to demonstrate "wait time" for the participants. This can be done when reviewing the same slide and literally waiting 5 seconds after a step, while looking intentionally at one participant. Then point out how long 5 seconds seems, that it feels uncomfortable, and that we are often so fast paced that we forget to give children time to process.

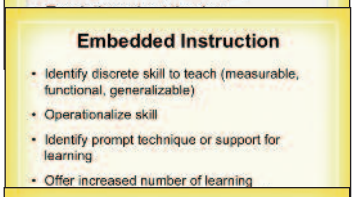
View video vignette sample, and note how the teacher gave the least amount of prompting necessary and used "wait time."

Replacement Skills Instruction

73



74



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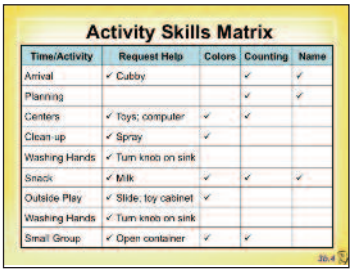
Video 3b.4

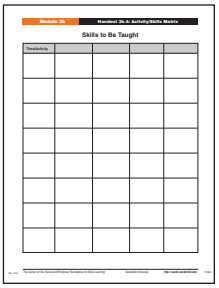
Slides 73-75: (Video 3b.4: Teaching New Skill) Skills must be taught throughout the day.

This vignette shows a child practicing requesting help during a time she is not having challenging behavior.

Activity Skills Matrix

76

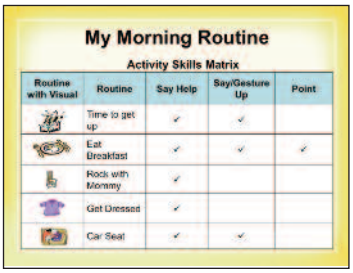




Handout 3b.4

Slide 76: (Handout 3b.4: Activity Skills Matrix) Show the Activity Skills Matrix and how teaching throughout the day may be accomplished. The Activity Skills Matrix helps the teacher or parent identify opportunities for teaching skills within routines and planned activities. This slide shows the typical schedule of a preschool classroom down the left side. Across the top are the goals for the child, including the replacement skill of "request help." To use the matrix, the teacher looks at each activity and then identifies if there are natural opportunities to teach the skill.

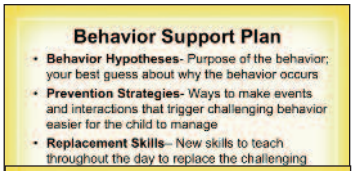
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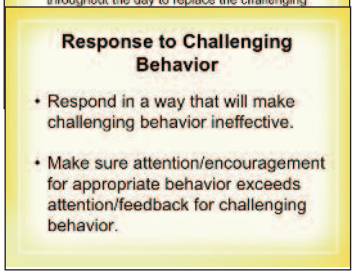
Slide 77: This slide shows an Activity Skills Matrix that was developed with a family to work on teaching during home activities.

IX. Responding to Challenging Behavior (15 minutes)

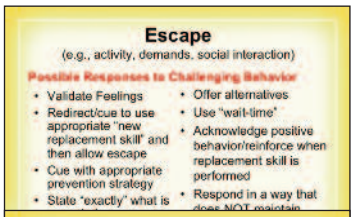
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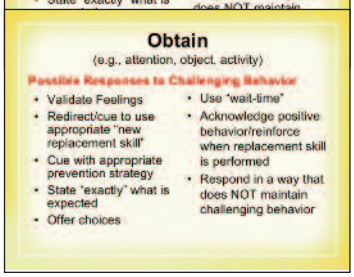
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80



81



82



Video 3b.5

IX. Responding to Challenging Behavior (15 minutes)

Slides 78-79: Show the Behavior Support Plan review slide. Indicate that the next section is on strategies for responding to the challenging behavior.

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

1. Select procedures that will make the challenging behavior ineffective.

2. Make sure that attention/encouragement for appropriate behavior exceeds attention/negative feedback for challenging behavior.

Escape/Obtain: Possible Responses

Slides 80-81: Show two slides with lists of possible new responses for "escape" and "obtain" behaviors. Review a few examples from the lists.

Responding with a Scripted Story

Slide 82: (Video 3b.5: Responding with Scripted Story) (Point out that Gabby is off screen in the beginning of the clip. You hear her screaming in the background when the teacher is discussing who will be "child-of-the-day" and who has already had a turn. Gabby is screaming "NO!"). Tell the group that you want them to view a vignette of a child having challenging behavior in circle.

Ask the following questions to facilitate discussion:

1. "What prevention strategies did the teacher use to support the children in circle?"

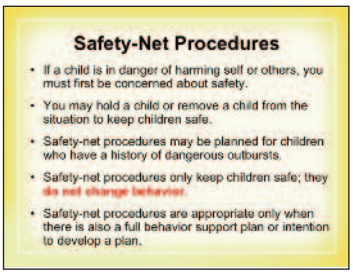
2. "When Gabby had challenging behavior, how did the teacher first try to defuse the situation?"

3. "What strategy was used that was successful?"

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

Safety-Net Procedures

83



Slide 83: Show the safety-net procedures slide. Explain that it may be necessary to include these procedures for some children. Explain when crisis intervention strategies may be used. Give rules for safety-net procedures. Point out that these procedures keep the child and other children safe from harm:

1. If a child is in danger of harming him/herself or others, you must first be concerned about safety.

2. You may hold a child or remove a child from the situation to keep children safe.

3. Safety-net procedures should be planned for children who have a history of dangerous outbursts.

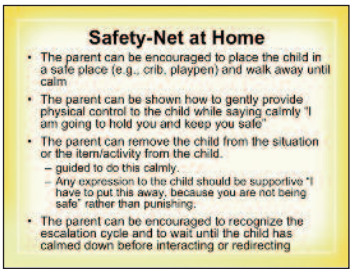
4. Safety-net procedures only keep children safe; they do not change behavior.

5. Safety-net procedures are only appropriate when there is also a full behavior support plan or intention to develop a plan. They should be designed in collaboration with the team.

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

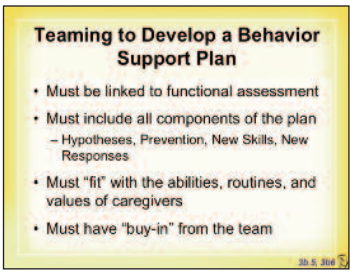
1. Remove the child from the room.
2. Move the class away from the child.
3. Assign an adult to shadow the child until he/she is calm.
4. Have the child sit in a thinking chair.
5. Hug the child until he/she is calm.

84



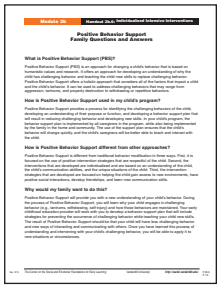
Slide 84: Parents might also need ideas of safety-net procedures to use at home.

85



Process of PBS and Effective Teaming

Slides 85: (Handout 3b.5: Strategies for Teaming with Families, Handout 3b: Positive Behavior Support: Family Questions and Answers) Review the process, and point out that the behavior support plan should be developed by the team of people who interact with the child the most, including the family.

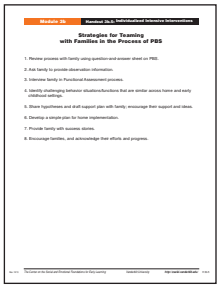


Handout 3b.6

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

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

Handouts 3b5 and 3b6 offer tips for teaming and information that might be provided to the family to understand the process



Handout 3b.5

X. Developing a Behavior Support Plan as a Team (35 minutes)

86

Step 1: Support Plan Development

At a team meeting, use chart paper to analyze challenging behavior in routines, activities, or interactions.

87

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequences
Group play: centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
	Function:	

88

Step 2: Support Plan Development

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

89

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequences
Group play: centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
	Function:	

90

Step 3: Support Plan Development

Brainstorm Prevention Strategies

- Strategies to make routines or activities

91

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequences
Group play: centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
	Function: Obtain toy/play	

92

Step 4: Support Plan Development

Brainstorm ideas about what new skills

93

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequences
Group play: centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
	Function:	

94

Step 5: Support Plan Development

Brainstorm ideas about how to respond

95

Tim's Support Planning Chart

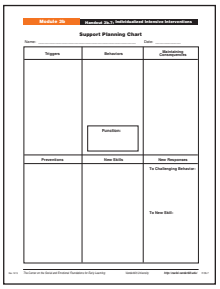
Trigger	Behavior	Maintaining Consequences
• Group play: centers and outside play with peers	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
	Function: Obtain toy/play	

96

Step 6: Support Plan Development

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

X. Developing a Behavior Support Plan as a Team (35 minutes)



Handout 3b.7

Support Plan Development

Slides 86-96: (Handout 3b.7: Support Planning Chart) Often, it is helpful when meeting as a team to use chart paper to analyze challenging behavior in routines, activities, or interactions. You will see, step-by-step, a sample Support Planning Chart that was completed at a team meeting for Tim.

Step 1: Slides 86-87
Identify the basic equation (trigger, behavior, and maintaining consequence) of the challenging behavior, and write it on the chart paper. *(Note: you may want to prepare chart paper so that the participants can see the entire process on chart paper rather than on the slides.)*.

Step 2: Slides 88-89
Identify the function of the challenging behavior, and write it on chart paper.

Step 3: Slides 90-91
Brainstorm prevention strategies (strategies to make routines or activities easier for the child; strategies to soften the triggers).

Step 4: Slides 92-93
Brainstorm ideas about new skills (what should be taught to replace challenging behavior).

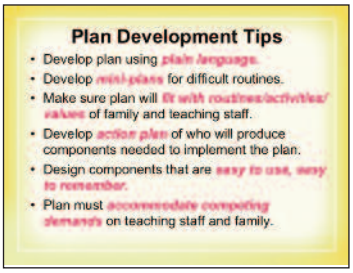
Step 5: Slides 94-95
Brainstorm ideas about how to respond to both challenging behavior when it occurs and when the new skill is used; write them on the chart.

Step 6: Slide 96
- Review plan ideas; eliminate pieces that don't fit or are difficult for a team to do.
- Review the entire plan; emphasize that each column is necessary.
- Repeat the process for other routines, settings, or behavior functions.

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

Plan Development Tips

97



Slide 97: Show the slide with general tips on behavior support plan development.

- Develop plan using plain language.
- Develop mini-plans for difficult routines.
- Make sure the plan will fit with routines, activities, and values of family and teachers.
- Develop action plan of who will produce components needed to implement the plan.
- Suggest that participants include design components that are easy to use and easy to remember.
- Point out that the plan must accommodate competing demands on teachers and the family.

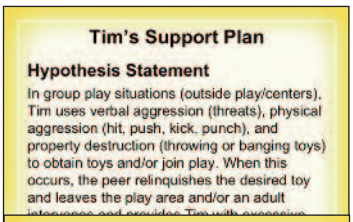
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Slide 98: Here is an example of a mini-plan that was developed for one routine. The teacher kept a copy of this with the other materials she took outside so that she or her teaching assistant could remember the steps.

Tim's Support Plan

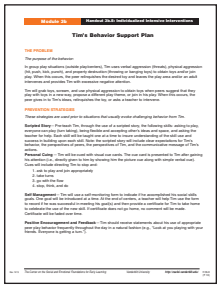
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100

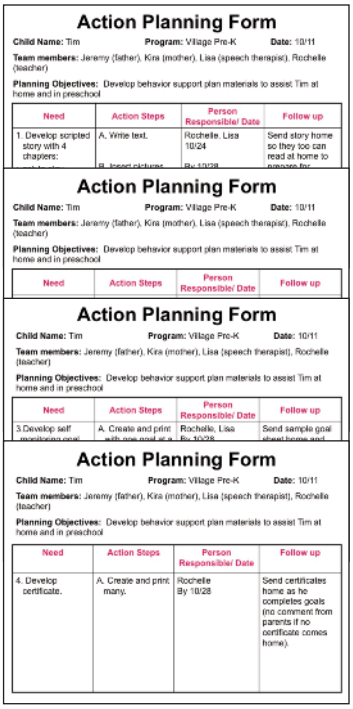


Slides 99-100: (Handout 3b.8: Tim's Behavior Support Plan) On the following slides, we show Tim's hypothesis and the behavior support plan elements. Handout 3b.8 provides a sample of the written plan. Have participants review the plan.



Handout 3b.8

101

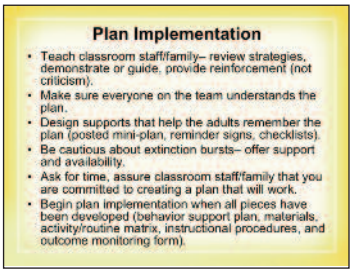


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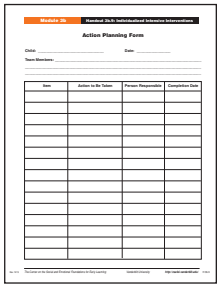
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104

105



Action Planning Form



Handout 3b.9

Slides 101-104: (Handout 3b.9: Action Planning Form) Develop an action plan of who will produce each component needed to implement the plan. Then, show the slides with a sample of Tim's Action Planning Form.

Plan Implementation

Slide 105: Explain to participants that when they implement a plan, they should keep the following suggestions in mind:

1. Teach classroom staff and family members how to implement strategies and how to provide reinforcement.

2. Make sure all team members understand the plan.

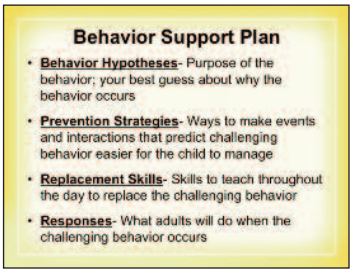
3. Design supports that will help the adults remember the plan.

4. Be cautious about "extinction bursts." Often when implementing an intervention in which you make a child's challenging behavior ineffective, the child's use of the challenging behavior will get worse as the child persists at trying to get the behavior to work.

5. Ask for time to implement the plan, and assure all team members of the commitment to creating a plan that will work and that is possible for all team members.

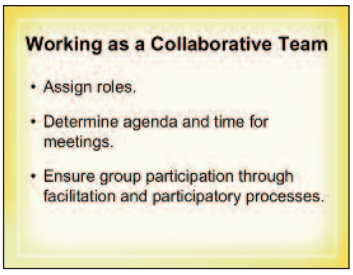
6. Begin implementing the plan when all pieces have been developed.

106



XI. Case Study Activity: Developing a Support Plan
(60 Minutes)

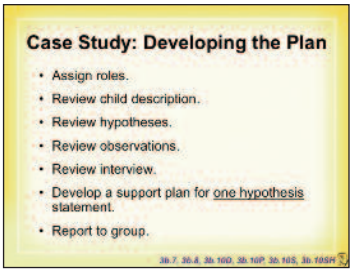
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108



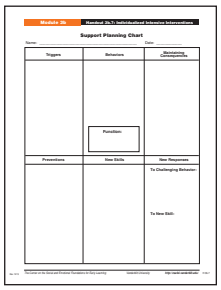
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Behavior Support Plan

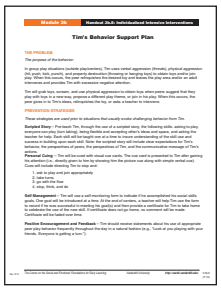
Slide 106: Review components of the behavior support plan. Remind participants that in order for a plan to be comprehensive, all of these components must be in place. Cue participants that they can refer to this slide as they are working on the upcoming Case Study Activity.

XI. Case Study Activity: Developing a Support Plan
(60 Minutes)



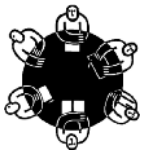
Handout 3b.7

Slides 107-109: (Handouts 3b.7: Support Planning Chart; 3b.8: Tim's Behavior Support Plan; 3b.10D, 3b.10P, 3b.10S, 3b.10SH: Behavior Hypotheses for Dana, Pablo, Sarah, and Sashi) Review the steps to Working as a Collaborative Team and the roles of the team members: facilitator, recorder, time-keeper, reporter, encourager, jargon buster.



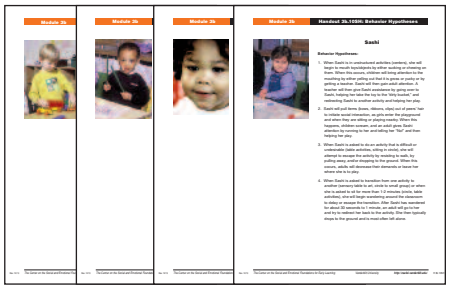
Handout 3b.8

1. Explain to the participants that a support plan is provided in the Participants' Materials as a sample of what a complete plan would look like (H3b.7).



Small Group Activity

2. Have participants break into their case study teams. Provide groups with hypotheses for Dana, Pablo, Sarah, and Sashi (H3b.10D, H3b.10P, H3b.10S, and H3b.10SH). (Participants should still have their child descriptions, completed functional assessment, and observation cards if participants attended Module 3a: Determining the Meaning of Challenging Behavior. If participants did not attend that module, provide the child descriptions, completed FBA interviews, observation cards, and hypotheses for Pablo, Dana, Sarah, and Sashi.)



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

3. Refer participants to their support planning chart (H3b.7). Participants used the chart on the last page of the functional assessment interview to previously map out one behavior hypothesis statement for their case study child. This hypothesis statement can be transferred to the top half of the support planning chart for this activity.

4. For this activity, we have provided you with a complete list of the hypotheses statements derived from the behavior equations from your case study child. Now ask teams to use Slide 106 as a guide to develop a behavior support plan based on the hypothesis statement while charting components of their plans on the support planning chart. Remind participants that each hypothesis contains information on triggers, behaviors, maintaining consequences, and function. The group can find those items within the provided hypotheses and complete the top section of the chart using one hypothesis statement.

5. Instruct case study teams that they have 30 minutes to review materials and brainstorm one support planning chart as a collaborative team. Plans will then be presented to the entire group.

6. Each group will present the components of a support plan related to one hypothesis with the time remaining.

7. Ask teams to present the plans (15 minutes). If there are multiple teams reporting on the same child, first ask for a volunteer team to report, and then ask the teams that have the same case study child to add any additional ideas that their team came up with that support that particular case study child. Often the different teams working on the same case study child come up with very similar plans. When this occurs, stress how this process works well across different teams.

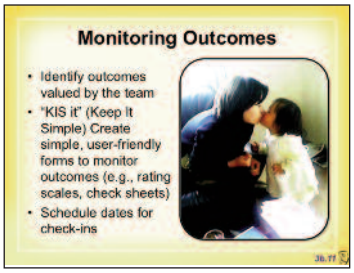
Module 3b Presenter's Answer Guide for the "Case Study Activity: Developing a Behavior Support Plan" contains charts with guidance on the strategies typically developed for each case study child's hypotheses. They are intended to be used by the presenter only and are located at the end of the Presenter's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

XII. Monitoring Outcomes (15 minutes)

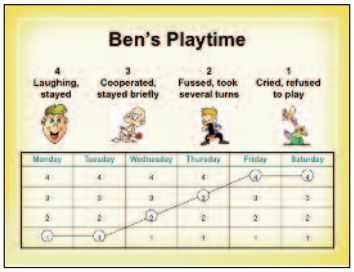
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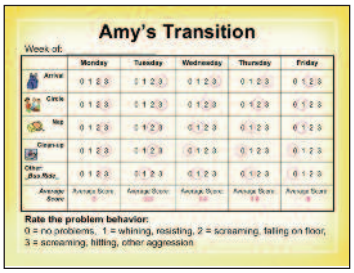
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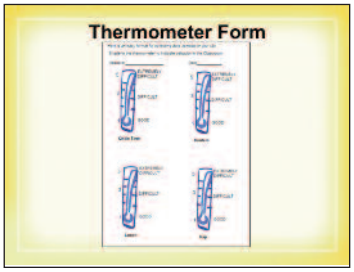
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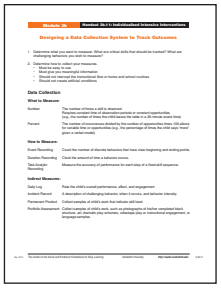


114



Slide 110: Review the process of PBS.

Slide 111: (Handout 3b.11: Designing a Data Collection System) Explain the process of monitoring outcomes.



Handout 3b.11

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

In order to successfully monitor outcomes, the team first identifies outcomes that are valued by all on the team. "User-friendly" forms are then created to monitor outcomes. Forms could include ratings scales, duration of time, and check sheets.

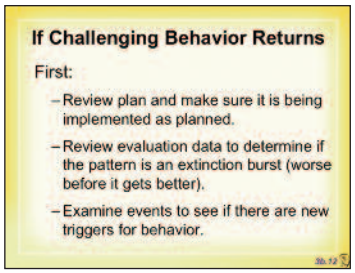
Slide 112: "Ben's Playtime" Form—allows the observer to record behavior by circling the corresponding number rating. Once the week's data is complete, the circled numbers can be connected to chart progress on a line graph.

Slide 113: "Amy's Transition" Form—allows the observer to record a behavior rating and then tally an average rate for each day. One can also analyze activities in the routine that may be more difficult for Amy.

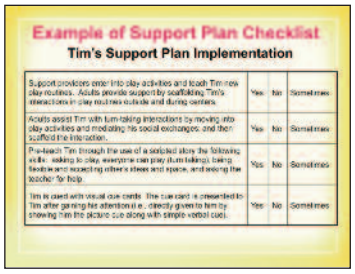
Slide 114: Thermometer Form – this form provides a rating scale for behavior in routines. The teacher completes the rating after the target routine or at the end of the day. While this form does not provide detailed information on exactly what happened, it will provide an indication about whether the behavior is getting better or continuing to be problematic.

XIII. If Challenging Behavior Returns (10 minutes)

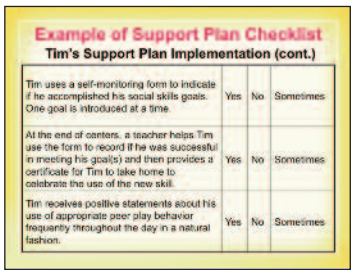
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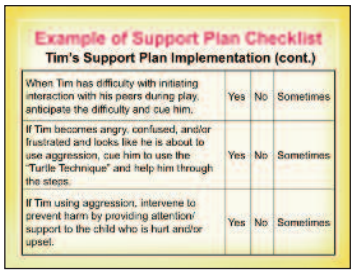
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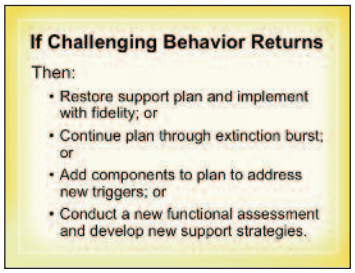
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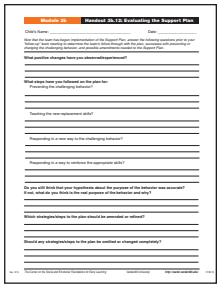
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119



XIII. If Challenging Behavior Returns (10 minutes)



Handout 3b.12

Slides 115-119: (Handout 3b.12: Evaluating the Support Plan) Often children with challenging behavior are "at risk" due to environmental concerns, health issues, and/or disabilities. Because these children are at risk, challenging behavior could return or present itself in a new form and/or take on a new function. Review slides that discuss what to do when challenging behavior returns.

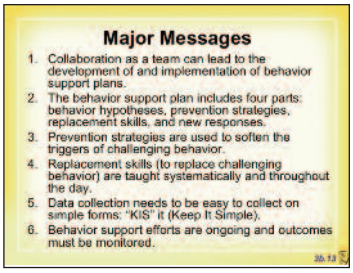
- **First:** Review the behavior support plan, and make sure it is being implemented as planned; review evaluation data to determine if the pattern is an extinction burst (this is when the challenging behavior may get worse before it gets better); and examine events to see if there are new triggers for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

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

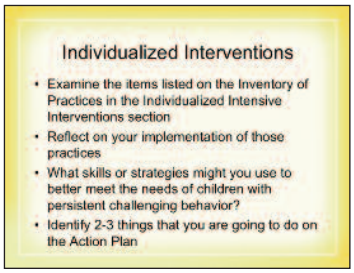
- **Then:** Restore the support plan and implement with fidelity; or continue with the plan through extinction burst; or add components to the behavior support plan to address new triggers; or conduct a new functional assessment and develop new support strategies.

XIV. Summary (5 minutes)

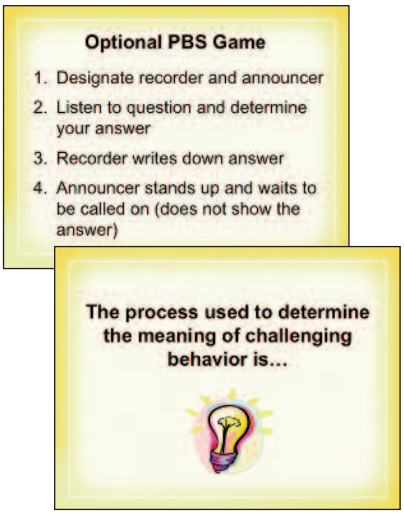
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121



XV. Optional Activity: PBS Game (20 minutes)

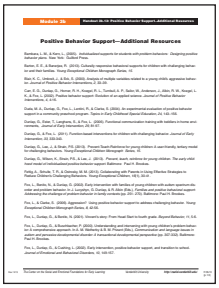


slides 122-152

XIV. Summary (5 minutes)

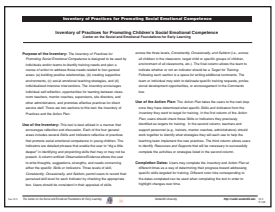
Major Messages

Slide 120: (Handout 3b.13: Positive Behavior Support Additional Resources) Show the summary slide and review key points of the workshop.



Handout 3b.13

Slide 121: (Handout: Inventory of Practices) Ask participants to take out their Inventory of Practices. Have them examine the practices on the Action Plan for Individualized Intensive Interventions (p 27-28). Ask them to identify the strategies or practices they want to implement in their classroom.



Handout 1.2

XV. Optional Activity: PBS Game (20 minutes)

Slides 122-152: Here are two methods for playing the game based on your time and group.

First Method:

1. Ask for a scorekeeper and a monitor (the monitor will determine the order in which announcers stand up after a question is read).
2. Divide the group into teams (5-8 members).
3. Provide each group with paper and a marker.
4. Ask the group to designate a recorder and an announcer.
5. Read a question.
6. When a group has the answer, its announcer should stand up (without showing the answer or shouting out).

7. Call on the announcers in the order they stood up.

8. Confirm the answer with the answer slide.

9. Award 2 points to first team that answers each question correctly and then 1 point for all other teams with correct responses.

Second Method:

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

Presenter's Answer Guide



Case Study Activity: Developing a Behavior Support Plan

These charts provide the presenter with guidance on the strategies that are typically developed for each case study child's hypotheses. *They are intended to be used by the presenter only.*

Pablo

Triggers	Behaviors	Maintaining Consequences
• Children in his space (line, small group activities) • Children sharing toys/activities (centers, circle, playground)	• Hit and/or pinch **Function:** Obtain toy/activity	• Children leave play area • Children back away • Children give up toy
Preventions	**New Skills**	**Responses**
• Line up between children who do not push • Feet on floor to signal where to stand • Have duplicate toys • Timer to indicate amount of time child can play with toy • Teach peers to support him • Scaffold peer interaction • Provide defined space to sit during small group	• Teach turn taking • Use words: "My turn" • Sit/stand within boundaries	• Praise for appropriate play • When hits, redirect him to another area with choices • Praise when sits/stands within boundaries • Praise peers • Remind to use words • Redirect Pablo, provide support to peers to stay and not relinquish toy

Pablo

Triggers	Behaviors	Maintaining Consequences
• Adult stops playing with him and gets up to leave	• Hits **Function:** Adult attention	• Adult sits back down to continue playing
Preventions	**New Skills**	**Responses**
• Safety signal that adult is going to be leaving (e.g., "2 more turns" or "3 more minutes") • Visual schedule that shows "teacher play-time" and "Non-teacher playtime" • Timer to signal when playtime with adult will end.	• Call teacher's name • Raise hand	• Praise him when calls teacher's name and play with him. Designate amount of time (e.g., "3 more turns, then I need to get up.") • Teacher informs him of when she will be available to play again • Follow through; do not sit to play following a hit. • Redirect to use request; then state how long you will stay (e.g., "2 minutes" or "3 turns")

Pablo

Triggers	Behaviors	Maintaining Consequences
• Child tries to take toy or activity (centers, playground)	• Bites child **Function:** Access to toy	• Adult verbally scolds • Adult physically holds him until calm, then redirects • When released, he gets toy or activity that he wanted.
Preventions	**New Skills**	**Responses**
• Duplicate toys available • Timer as safety signal for class • Anticipate when kids are nearby with highly preferred toys that he may bite • Adult shadows/models • Visual cue to say "stop" for when peers try to take toys • Direct other children to first ask to join or share toys • Role play sharing and taking turns	• Use words, tell children to "stop" when they try to take toys • Turn-take	• Praise when uses words • Praise when shares • Remind to use words and give him words to say while showing him visual cue • If he bites, remove toy from play activity.

Dana

Triggers	Behaviors	Maintaining Consequences
• Difficult Task • High Demands • Sitting in Circle • Undesired activity or materials • Small group	• Screams, drops to floor, and hits adult **Function:** Escape demands	• Redirection • Adults decrease demands • Left alone
Preventions	**New Skills**	**Responses**
• Visual schedule of activities • Timer as safety signal to warn Dana of transitions to high demand activity • Choices • First/Then (with 2 choices on the then side) • Favorite toy/activity on visual schedule • Modify activities to match his developmental level • Scheduled time with favorite toy/activity on the visual schedule	• Sign “all done” to leave • Use visual schedule to transition • Transition when timer sounds	• When signs “all done” allow to leave (slowly increase wait time) • Validate feelings • Refer to schedule and help him through transition • Remind him to use his words (while modeling sign)

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

Dana

Triggers	Behaviors	Maintaining Consequences
• Transition from one activity to another	• Drops to ground, screams, cries, hits adult **Function:** Escape transitions	• Redirection • Allowed more time in current activity • Carried
Preventions	**New Skills**	**Responses**
• Daily picture schedule • Timer as safety signal • Individual warning that it is almost time to go to next activity • Schedule time with the favorite toy/activity on schedule	• Use visual schedule to transition	• Redirect to schedule as reminder • Help through transition • Praise him for transitioning nicely • Send peer to bring him an item being used in next activity as a cue

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

Dana

Triggers	Behaviors	Maintaining Consequences
• Adult or peers join him in play • Adult initiates new activity • Turn taking	• Screams and cries **Function:** Escape demands/turn taking	• Left alone • Allowed to play his own way
Preventions	**New Skills**	**Responses**
• Daily picture schedule • Timer as safety signal • Choices of who and what to play with • First/Then (with 2 choices on the then side). Also try to follow the difficult/ nonpreferred tasks with highly preferred activities • Favorite toy/activity on picture schedule • Announce turn before taking a turn • Provide warning to Dana about new activity or upcoming turn • Train peers to support	• Sign “all done” to leave	• When signs “all done” allow to leave (slowly increase wait time) • Validate feelings • Remind him to use his words (while modeling sign)

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

Sashi

Triggers	Behaviors	Maintaining Consequences
• Unstructured activities (centers)	• Mouth on toys/objects (sucking/chewing) **Function:** Adult and peer attention	• Children yell out that it is gross and yucky • Children get teacher • Teacher assists, helps her take toy to "dirty bucket" • Redirection and teacher plays with her
Preventions	**New Skills**	**Responses**
• Provide photo visual schedule to provide structure around center time activities • Photo choice chart for centers • Special teacher play time on schedule • Chewy snacks and something that is ok to chew on (chewy necklace) • Teach peers that she needs to learn what is ok to chew and that her mouth is still "growing" • Adult/peer support to find toy/activity • Recruit peers to play with her as "buddies" during unstructured times • Provide "hobby box" (special toys that she knows how to play with and can access during unstructured times)	• Only mouth/chew on food or chewy necklace • Call teacher to play • Access hobby box • Initiate play with peers	• Praise her for using toys and materials correctly • Play with her during special teacher play time • When mouths, quickly redirect to chewy necklace if needs to chew; put toy in "dirty bucket" without comment or teacher attention • Redirect to hobby box or toy

Sashi

Triggers	Behaviors	Maintaining Consequences
• Children entering playground • Girl with bows, ribbons, or clips sits or plays nearby	• Pulls bows, ribbons, and clips out of others' hair **Function:** Initiate social interaction	• Children scream • Adult runs to and yells "No!" • Adult helps her play
Preventions	**New Skills**	**Responses**
• Anticipate that when girls with bows, ribbons, or clips are nearby that she may pull, and block from pulling • Social story on greeting and playing with friends • Teach to hold or shake hands • Teach peers to hold out hand when she approaches to cue her to shake or hold hands	• Shake or hold hands instead • Say "hi" • Say "play" to peers to get them to play with her	• Redirect hand to "shake" or "hold hands" • Acknowledge for appropriately greeting friends • Validate peers' feelings if she pulls hair

Sashi

Triggers	Behaviors	Maintaining Consequences
• Difficult activities • Undesirable activities	• Resists walking, pulls away, and/or drops to the ground **Function:** Escape activities	• Adults decrease demands • Left alone where she is to play
Preventions	**New Skills**	**Responses**
• Daily photo schedule • Verbally use safety signal when difficult activity is coming up • Choices with photo cue • First/Then (with 2 choices on the then side). Also try to follow the difficult/nonpreferred tasks with highly preferred activities • Favorite toy/activity on picture schedule • "Busy Box" available with alternate activities • Modify tasks to meet her developmental level • Add manipulatives to difficult activities • Add preferred objects to difficult activities	• Sign "all done" to leave • Use visual schedule to transition • Transition when teacher verbally cues while shown photo or object cue • Play quietly with "Busy Box" when signs "all done"	• When signs "all done" allow to leave (slowly increase wait time) • Validate feelings • Refer to schedule and help her through transition • Remind her to use her words (while modeling sign) • Allow to play with "Busy Box" when signs "all done" (slowly increase time prior to allowing to escape)

Sashi

Triggers	Behaviors	Maintaining Consequences
• Transitions from one activity to another • Asked to sit for more than 1-2 minutes	• Wanders around classroom and sometimes drops to the ground **Function:** Delay or escape transition	• Adult will eventually redirect back to activity • Left alone
Preventions	**New Skills**	**Responses**
• Daily photo schedule • Timer as safety signal • Individual warning that it is almost time to go to next activity while showing photo of next activity • Favorite toy/activity on schedule	• Use visual photo schedule to transition (allow her to carry photo while transitioning)	• Redirect to photo schedule as reminder • Help through transition • Acknowledge her for transitioning nicely • Send peer to bring her an item being used in next activity as a cue

Sashi

Triggers	Behaviors	Maintaining Consequences
• Unstructured activities (centers, playground)	• Plays in isolation in the corner or under table **Function:** Escape social interaction	• Left alone to play
Preventions	**New Skills**	**Responses**
• Daily picture schedule • Timer as a safety signal • First/Then board • Favorite toy on schedule • Allow her to choose a "buddy" at the start of the day to play with during unstructured activities • Have a "cozy corner time" available as a place she can cuddle with a stuffed animal for designated time	• Use a visual schedule • Play with "buddy"/friends • Use "cozy corner" for designated time	• Acknowledge for appropriate play • Adult redirects to play with "buddy" • Adult reviews schedule and offers choice of preferred activity or "cozy corner time"

Sarah

Triggers	Behaviors	Maintaining Consequences
• Unstructured Activities (centers, play-ground)	• Plays in isolation in the corner or under table **Function:** Escape social interaction	• Left alone to play
Preventions	**New Skills**	**Responses**
• Daily picture schedule • Timer as a safety signal • First/Then Board • Favorite toy on schedule • Allow her to choose a "buddy" at the start of the day to play with during unstructured activities • Have a "cozy corner time" available as a place she can cuddle with a stuffed animal for designated time	• Use a visual schedule • Play with "buddy"/friends • Use "cozy corner" for designated time	**To Challenging Behavior:** • Adult reviews schedule and offers choice of preferred activity or "cozy corner time" • Adult validates feelings and redirects to play with "buddy" **To New Skill:** • Acknowledge for appropriate play • Acknowledge for using schedule and transitioning

Sarah

Triggers	Behaviors	Maintaining Consequences
• Adult leaves (arrival/ departure) • Adult is nearby (centers, table activities)	• Whines and cries **Function:** Adult attention	• Adult goes to her • Consoled by adult • Adult rubs back, rocks, or holds her
Preventions	**New Skills**	**Responses**
• Gets unconditional hugs when not crying • Social story about feelings • Comfort area with item from home • Schedule with who she will see after school • First/Then mini schedule	• Identify feeling of sadness • Verbalize, “I want a hug” or “Can I sit in your lap?”	• Validate feelings • Help identify feelings (e.g., “I see you are sad.”) • Verbally cue her to ask for a hug • Anticipate transitions and cue with visual schedule

Sarah

Triggers	Behaviors	Maintaining Consequences
• Wakes at night	• Cries **Function:** Adult attention	• Foster mother goes to her • Foster mother lies with her until she falls asleep
Preventions	**New Skills**	**Responses**
• Timer/alarm clock that goes off indicating that Mom's coming to give hugs • Bedtime schedule • Bedtime social story to include: routine, stay in bed all night, when sun comes up you can get hugs from Mommy and Daddy • Mom leaves room prior to her falling asleep	• Sarah calls Mom or Dad for hug when alarm goes off • Uses words to gain adult attention	• Mother or father goes to Sarah in the morning to give hugs when alarm goes off • If cries for attention, remind her to use her words (e.g., say, "Mommy, hug please.") • Acknowledge for lying quietly in bed • Parent can return to room and sit in chair to support her. Parent states time he/she will stay in the room (e.g., "Sarah, I'll sit with you 5 minutes) and then leaves and lets Sarah know that he/she is leaving.