

**INTERVENING WITH BEHAVIOR
IN A DEVELOPMENTALLY
APPROPRIATE WAY: PRESCHOOL MTSS**

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ICE BREAKER ACTIVITY

- Think of a concept or process that was difficult for you to understand and you finally got.
- Did someone help you by taking a different approach?
- Who was that person and what was their role in your life?
- Share your experience with the group.

**RTI IS YOUR CHANCE TO BE THAT
PERSON FOR YOUR STUDENTS!!**



GETTING A FEEL FOR THE ROOM

- Who feel comfortable with the RtI process?
- Who has been through the RtI process, but still has questions?
- Who is new to the process?

WHAT IS RESPONSE TO INTERVENTION (RTI) OR BEHAVIOR INTERVENTION PLANNING (BIP)?

FIRST, FINDING A STUDENT'S DEFICIT AREA(S) THROUGH DATA COLLECTION

- Brigance, Ages and Stages, DIAL, or some other screener used by your setting. Could skills deficits be causing behaviors of concern?
- Observation
 - Find the function of behavior utilizing Antecedent Behavior Consequence (ABC) Data
- Parent interview or information the family provides
- Information provided by previous settings
- Other sources of data or information?

WHAT ARE DEVELOPMENTALLY APPROPRIATE SOCIAL/EMOTIONAL SKILLS?

3 YEAR OLDS

- Copies adults and friends
- Shows affection for friends without prompting
- Take turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

4 YEAR OLDS

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

5 YEAR OLDS

- Wants to please friends
- What to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by him/herself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

ABC DATA SHEET

ABC Analysis Data Sheet					
Student: _____					
Description of behavior(s) of interest: _____					
Date	Time	Antecedent	Behavior	Consequence	Comments/Intention

WHAT'S THE FUNCTION?

There are 4 main functions of behavior remembering all behavior is communication

1. Escaping/Avoidance: The child behaves in order to get out of doing something he/she does not want to do
2. Attention seeking: The child behaves to get focused attention from parents, teachers, siblings, peers, or others around them.
3. Seeking access to materials (obtaining): The child behaves in order to get a preferred item or participate in an enjoyable activity
4. Sensory stimulation: The child behaviors in a specific way because it feels good to them

WHAT'S THE FUNCTION? ACTIVITY

- Debbie, a 3 year old, screams and says "no" when given a puzzle to complete. The teacher removes her from the table and places her in a time out away from the group.
- Jose, a preschooler with a language delay, screams and tantrums when the teacher is passing out popcorn and accidentally skips him.
- During circle time, Sam, a 4 year old, stands up and dances around while the teacher is talking. All the other children begin laughing and Sam continues to dance.
- Lilly, a 3 year old, often drools and chews on toys. While sitting next to a child, she bites the child on the arm without any noticeable trigger.

Once you have identified what function or functions are maintaining the behavior, you can start to implement an intervention that will help decrease the problem behavior and increase more appropriate behaviors.

ACTIVITY WRAP UP

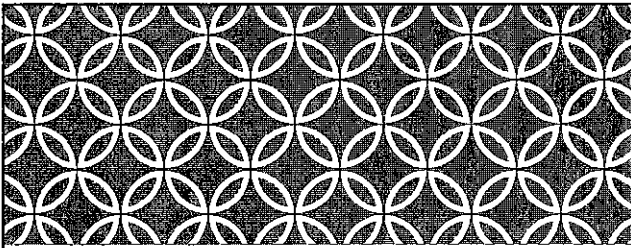
- ✓ Debbie: *Escape/Avoidance.* The function of her behavior is to get out of doing the puzzle. Did she succeed?
- ✓ Jose: *Seeking access/Obtaining.* Jose wants the popcorn but doesn't have the language to express his wants.
- ✓ Sam: *Attention seeking*
- ✓ Lilly: *Sensory stimulation*

THEN, DETERMINING WHICH EVIDENCE BASED STRATEGY (EBS) WOULD MATCH TO THE DEFICIT AREA(S) DETERMINED.

What is an Evidence Based Strategy?

Any strategy that has been scientifically researched to be effective.

What works!



WHAT ARE SOME EVIDENCE
BASED STRATEGIES | ?

NATURALISTIC LANGUAGE STRATEGIES

Naturalistic Language Strategies are child-centered and take place during naturally occurring routines and activities. The approach promotes communication and language development through environmental arrangement, responsive communication partners, and prompting, modeling, and reinforcement.

Let's watch this great video showing
Naturalist Language Strategies.

https://youtu.be/XhNymBouF0w?list=PLtL6Mw5zrk2eHw4KtBx3hEaagHeAv_zhoF

VISUAL CUES

What are some visuals you already have in your room?

What could you add to help your most difficult students?

Talk in your group.

TEACH, MODEL, PRACTICE, PROMPT, REVIEW

Teach – Tell the student(s) exactly what to do with simple key words.

Model – Show the student exactly what to do.

Practice – The student practices what to do while you coach them to do it correctly.

Prompt – Using the same words to prompt the behavior.

Review – After breaks or other times they need review.

REDIRECTION

If a student needs a reminder for appropriate behavior.

- Teach - Tell them in as little words as possible what to do in positive terms.
- Model - Show them what it looks like to do the correct thing.
- Practice - Give them an opportunity to practice doing it the right way.
- Praise them for learning to do it the right way.

IT WILL TAKE SEVERAL TIMES FOR A STUDENT TO LEARN A SKILL!

- A bright typical child will need to be taught how to do something multiple times.
- You can and should Teach, Model, Practice, Prompt in whole group, small group, and individually multiple times on one skill, routine, or rule.

REINFORCERS

Reinforcement Guidelines:

- *Reinforcement must be immediate
- *Amount of effort required is not too high (may be increased later)
- *Inappropriate behaviors are not reinforced (ex. Not saying "if you don't sit, you won't get your...")
- *Reinforcers are not available at other times
- *Positive reinforcement should be delivered at a rate of 5:1
- *Mystery motivators are one of the highest forms of reinforcement

TOKEN SYSTEMS

Should be:

- *Individualized
- *Faded eventually
- *Consistent
- *Explained before implemented
- *Not used for whole groups
- *Increase rate of reinforcement as skills progress

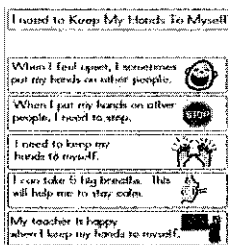


SOCIAL NARRATIVES

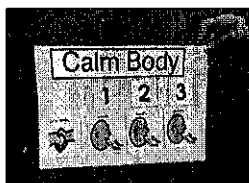
Should be:

- *Read only at calm times (not during a tantrum or right after a behavior has occurred)
- *Read on a consistent basis
- *Written in "I" language
- *Tailored to specific behavior and classroom rules

SOCIAL NARRATIVE EXAMPLES



VISUALS



OTHER SUPPORTS



OTHER STRATEGIES

- Letting the child be a helper: giving them a special job during a difficult time of the day
- Child holds a clipboard during large groups to "write down" the names of those being quiet
- Child holds a magic wand to make everyone line up from the playground
- Child wears a special hat to monitor the cleaning up of the classroom
- "Passes": Student carries a visual from point A to point B (from classroom to bus, from cubby to sink, from playground to classroom, etc.)
- Planned ignoring: used mainly for attention seeking behaviors if the behavior is not unsafe.

What other behavior strategies have you used in your classroom?

TIME OUT?

Time out can be used as an intervention for challenging behavior. Determining the function of a behavior can assist with determining if time out is an appropriate reaction.

When it is agreed that time out should be used, the following steps should be followed:

- Describe the challenging behaviors so that all staff know what results in a time out (Time out should be reserved for aggressive/unsafe behaviors)
- When the behavior occurs, address the child in a neutral and simple way (i.e. "You hit Matthew. You are in time out for 3 minutes") Do not interact with the child, either in a positive or negative way
- Time out should be brief (3 to 4 minutes) or until child is calm
- Remember: time out is only effective if used infrequently
- After time out, child should be guided to an appropriate activity. Talking to the child about what they did wrong or requesting that they apologize to a hurt student is not necessary.
- Time out should always be supported by the use of strategies to support pro-social behaviors

TIME OUT?

Indications that there is a problem with time out:

- Teachers are threatening student with time out
- The same student(s) are in time out day after day
- Time out is being used when the teacher needs a break
- Time out is used as the only approach and not in conjunction with other strategies
- Teachers engage in a physical struggle to keep a child in time out
- Placing a child in time out is accompanied by scolding or berating the child

<http://csefel.vanderbilt.edu/briefs/wwb14.pdf>

BEHAVIOR WILL LIKELY GET WORSE BEFORE IT GETS BETTER

- When starting a behavior program, don't be surprised if a behavior gets more intense or occurs more frequently.
- All behavior is learned and can be Unlearned.
- The key to a successful behavior plan is consistency

KEEPING IT CONSISTENT

- Make a behavior intervention plan to keep in the classroom for staff to read
- Have a team meeting with all staff working with the child to discuss the plan
- Place non-identifying signs in the classroom to provide quick prompting (When B.G. hits someone, say "hands to self" and walk to time out.
- Have a protocol in place for what "time out" should look like in your classroom if this is a part of the plan
- Request support from your supervisor. Can extra help be requested at the most difficult time of the day? Can closing/afternoon staff be consistent each day?

LET'S PRACTICE!

Ms. Sarah has observed that there is a lot of fighting in the handwashing line after lunch around the sink area.

What interventions could you use to address this?

- ❖ Entire Class
- ❖ Individual student who is pushing/shoving

IDEAS FOR MS. SARAH

Entire Class: dismissing students from the table slowly, staffing assistance next to the sink area

Individual student: dismissing first/last from lunch, social story about nice hands/being nice to others, hand washing "pass" to get child to the next activity quickly

MORE PRACTICE!

Mr. Sam notices that children are always rolling around and playing during circle time.

What interventions could you use to address this?

- ❖ Entire Class
- ❖ Individual student who is engaging in this behavior.

IDEAS FOR MR. SAM

Entire class- Transition songs/activities to help children move before circle time starts, more engaging/shorter activities, activities requiring each child hold something/take a role, reviewing expectations for group time on a daily basis

Individual student: circle time checklist before group time begins, token system for good choices observed during group time, special seating/fidget to help student move during carpet time, possibly ignoring the behavior if attention seeking

DATA COLLECTION

- Determine what skill you are going to target.
- Determine the Evidence Based Strategies to use.
- Determine what you are going to measure.
- Determine how often you will measure
- Record data (example sheet provided)

ANALYZE YOUR DATA

Look at the data collected and see if a trend stands out. Listen to what the data is telling you.

- Is the student progressing and learning skills?
- Are there certain skills that are more difficult for the student?
- For behavior are there certain days and times that are more of a struggle?

COMMUNICATE WITH PARENTS/GUARDIAN

- Communicate with the parents or guardian throughout the process.
- Document your parent/guardian communication.

REPORT YOUR CONCERNS

Let the appropriate person in your setting know that you have tried interventions with a student and let them know that the data you have collected is cause for concern. Show them your RtI data to determine next steps.

ANY QUESTIONS?

- Does anyone have any questions about RtI?
 - Does anyone have anything about RtI they would like to discuss?
- Let's talk 😊

RESOURCES

Center for Disease Control and Prevention
www.cdc.gov/ActEarly

What Works Clearinghouse
<https://ies.ed.gov/nese/wwc/>

The Center on Social and Emotional Foundations for Early Learning
<http://ceafe.vanderbilt.edu/>

Technical Assistance Center on Social Emotional Intervention
<http://challengingbehavior.fhi.vt.edu/>

National Center for Infants, Toddlers, and Families
www.zerotothree.org

Kentucky Partnership for Families and Children
<http://kvp Partnership.org>
