



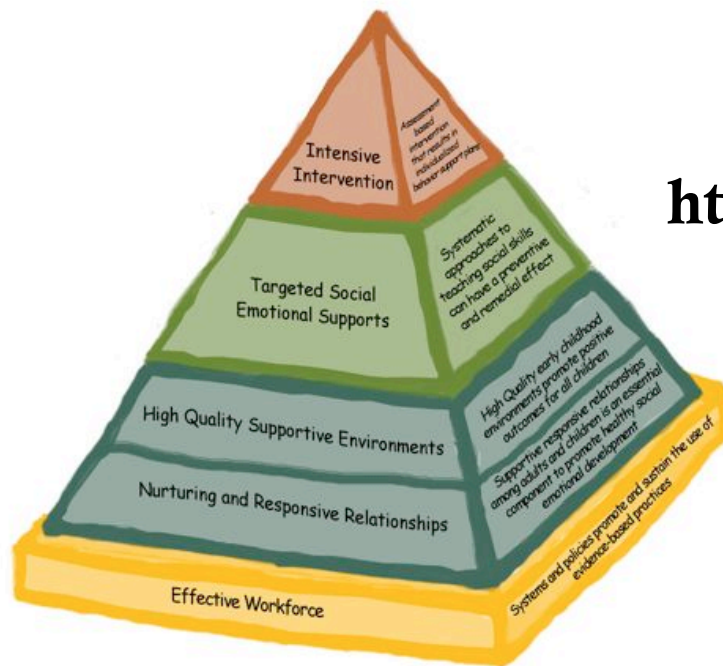
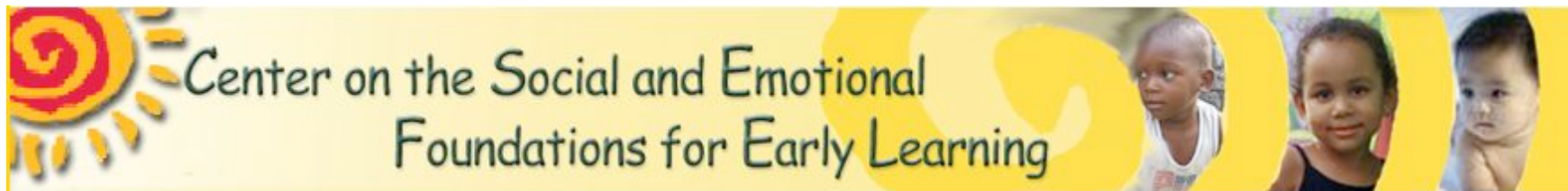
Positive Behavior Support:

Practical Tools for Problem Solving



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CSEFEL

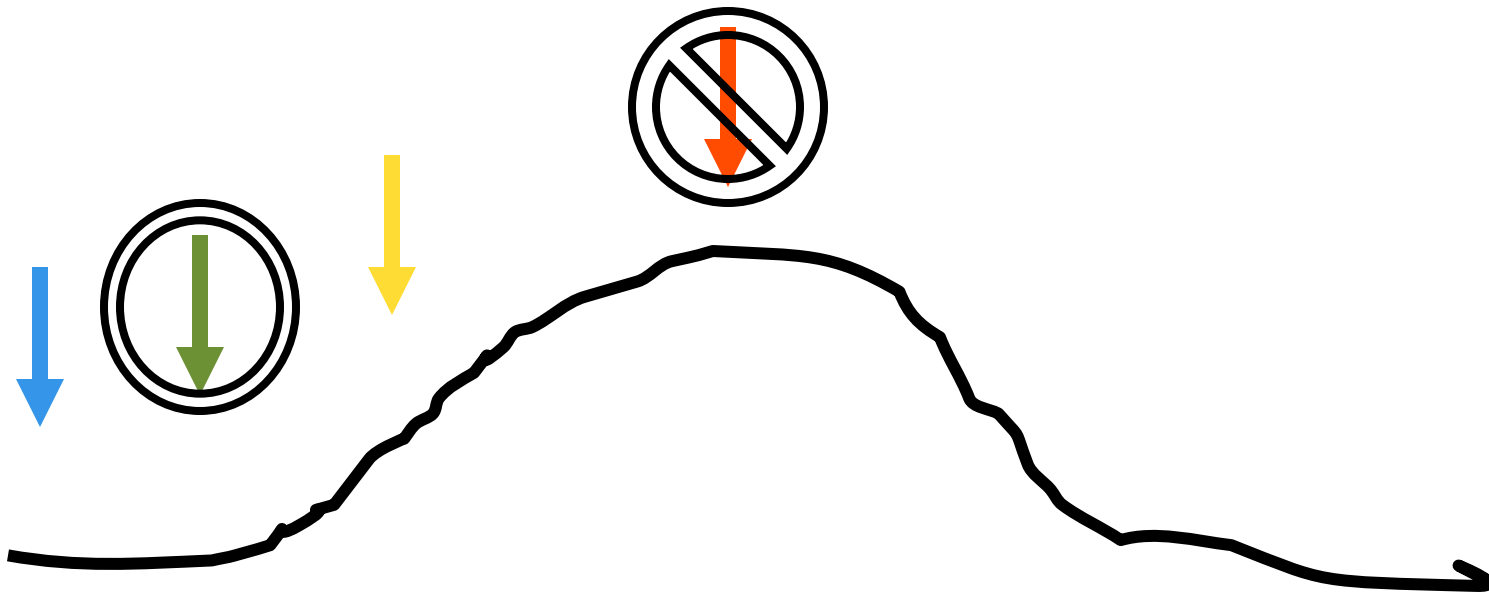


<http://www.vanderbilt.edu/csefel/>

Agenda

- Identifying Teachable Moments
- Problem Solving
- Solution Kit
- Routine-Based Support Guide
 - Introduction
 - Use as a planning tool
- Creating a Mini-Plan
 - Teacher Support Planning Sheet
- Next Steps

Identifying Teachable Moments



Problem Solving

- Learning problem solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
- What to do when a solution doesn't work

Supporting Children: Problem-Solving In the Moment

- Anticipate problems
- Seek proximity
- Support
- Encourage; and
- Promote

Problem-Solving Activities

- Problematize everything
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children make their own “solution kits”
- Children offer solutions to problems that occur in children’s stories

Solution Dice/ Solution Wheel

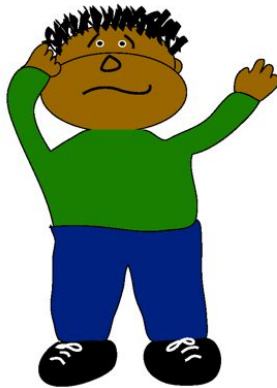


Problem Solving Steps

1. What's my problem?
2. Think, Think, Think of some solutions
3. What will happen?
 - Would it be safe?
 - Would it be fair?
 - How would everyone feel?
4. Give it a try!

Problem Solving Steps

What is my problem?



Step 1

Think, think, think of some solutions.



Step 2

What would happen?



Would it be safe?
Would it be fair?
How would everyone feel?

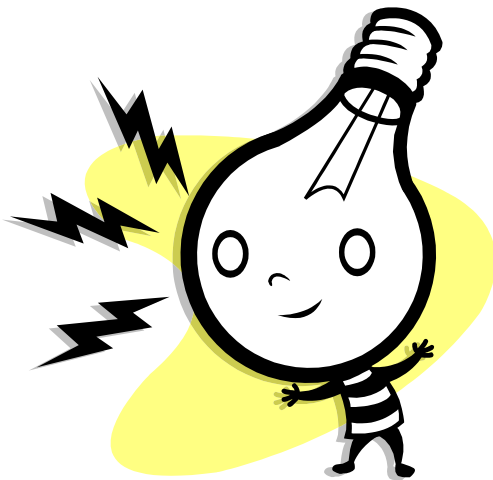
Step 3

Give it a try!



Step 4

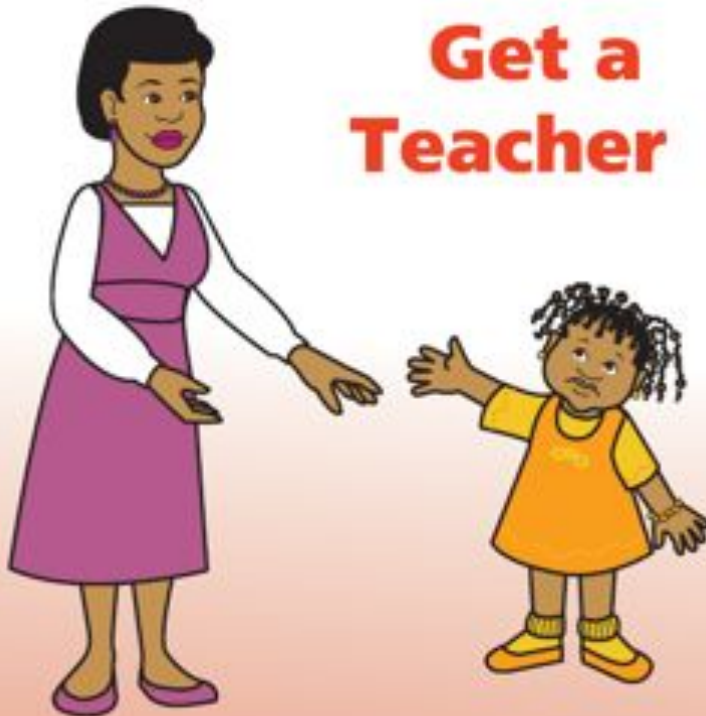
Help the Child Think of a Possible Solution:



- Get a teacher
- Ask nicely
- Ignore
- Play Together
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns
- Get a timer

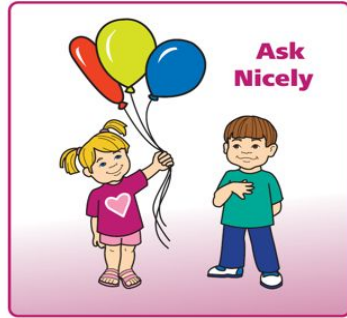
The Solution Kit

**Get a
Teacher**



Wait and take turns.





2 X 2 SOLUTION KIT CUE CARDS

Solution Kit Example



Solution Kit Example





Routine-Based Support Guide



Routine Based Support Guide

University of South Florida
Louis de la Parte Florida Mental Health Institute
Division of Applied Research & Educational Support

Rochelle Lentini
Bobbie Vaughn
Lise Fox

Routine-Based Support Guide

- Circle Time
- Art
- Computer
- Outside Play
- Line Up
- Clean-up
- Bathroom (Potty/Wash Hands)
- Centers/Free Choice
- Table Activities/Small Group
- Snack/Meals
- Nap
- Transitions

Routine-Based Support Guide

- Why might the child be doing this?
- What can I do to prevent the problem?
- What can I do if the problem behavior occurs?
- What new skills should I teach?

Routine-Based Support Guide

CIRCLE TIME

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child is bored or doesn't like circle (wants to get out of circle)	<ul style="list-style-type: none"> Give the child a "job" during circle Embed preferences into circle Use circle mini schedule to show when favorite circle activities will occur Give choices (on a visual choice board, if needed) (see Sample Visuals): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments) Praise for participating Have the child sit front and center, directly facing teacher Have adult sit near and encourage with whispers/touches Arrange circle with little-to-no "escape" route for the child Include "hands-on" activities Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior 	<ul style="list-style-type: none"> Catch the child just as he/she is about to get up and prompt to use the replacement skill, or for example, you could prompt the child to say, "all done"; if needed, use hand-over-hand assistance to help with signing "all done"; then let the child leave circle for alternative activity Re-cue to look at circle mini schedule for upcoming "fun activity" Ignore inappropriate behavior, and praise those participating 	<ul style="list-style-type: none"> Teach child how to say he/she is "all done" with the activity (verbally, sign language, and/or with a picture) Teach the child how to sit and attend for longer periods of time once the child learns the skill above Teach child how to follow circle mini schedule Teach child to make choices

Function of the Behavior

**Why might the
child be doing this?**

Child is bored or doesn't like
circle (wants to get out of circle)

Prevention Strategies

What can I do to prevent the problem behavior?

- Give the child a "job" during circle
- Embed preferences into circle
- Use **circle mini schedule** to show when favorite circle activities will occur
- Give choices (on a **visual choice board**, if needed) (see **Sample Visuals**): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments)
- Praise for participating
- Have the child sit front and center, directly facing teacher
- Have adult sit near and encourage with whispers/touches
- Arrange circle with little-to-no "escape" routes for the child
- Include "hands-on" activities
- Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior

Response Strategies

What can I do if the problem behavior occurs?

- Catch the child just as he/she is about to get up and prompt to use the replacement skill, or for example, you could prompt the child to say, "all done"; if needed, use hand-over-hand assistance to help with signing "all done"; then let the child leave circle for alternative activity
- Re-cue to look at **circle mini schedule** for upcoming "fun activity"
- Ignore inappropriate behavior, and praise those participating

Replacement Skills

What new skills should I teach?

- Teach child how to say he/she is "all done" with the activity (verbally, sign language, and/or **with a picture**)
- Teach the child how to sit and attend for longer periods of time once the child learns the skill above
- Teach child how to follow **circle mini schedule**
- Teach child to make choices

Teacher's Support Planning Sheet



TEACHER'S SUPPORT PLANNING SHEET

What _____ does during _____ :
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Ideas for sharing _____'s _____ plan and helping the family provide support to the child at home:
(child's name) (routine)



TEACHER'S SUPPORT PLANNING SHEET

What Dylan does during circle time :
(child's name) (routine)

Runs away, hides under writing center, yells at teachers who approach him

Why I think he/she does it:

Wants to get out of circle because he's bored or doesn't like it

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<ul style="list-style-type: none">• Give visual choices• Praise participation• Prompt "all done" sign when cues arise	<ul style="list-style-type: none">• Prompt "all done" sign, assist• Use visual choices• Cross-talk enticing activity	<ul style="list-style-type: none">• Teach Dylan how to say/sign "all done"• Teach Dylan how to use break area

Ideas for sharing Dylan's circle time plan and helping the family provide support to the child at home:
(child's name) (routine)

Explain purpose of "all done" skill, provide supporting visuals to use at home

Now It's Your Turn

- With the group at your table, someone share a situation being experienced on a regular basis
- Using the Routine-Based Support Guide, find the corresponding routine.
- Choose the most likely reason why the behavior is occurring
- Using the Routine-Based Support Guide, complete the Teacher's Support Planning Sheet to create a "mini-plan"

Report Back

- Describe your scenario and plan
- What was it like to work through this as a team?
- Thoughts about using these tools?

Downloading



**Technical Assistance Center
on Social Emotional Intervention**



- **http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm**
- File E – Routine Based Support Guide
- File F – Teacher’s Support Planning Sheet

Next Steps

- Gather the child's Team
- Conduct a Functional Behavior Assessment (FBA)
- Create a Behavior Support Plan (BSP)
- Make a plan for follow-up

Functional Behavior Assessment (FBA)

Challenging Behavior Tracking Form

What happens just before the behavior?	BEHAVIOR Describe exactly what the behavior looks like.	What do adults/kids do when challenging behavior occurs?	Why might he/she be doing this?
	<div></div> <div>Time: Activity:</div>		To get: To get out of:
	<div></div> <div>Time: Activity:</div>		To get: To get out of:
	<div></div> <div>Time: Activity:</div>		To get: To get out of:
	<div></div> <div>Time: Activity:</div>		To get: To get out of:
	<div></div> <div>Time: Activity:</div>		To get: To get out of:
	<div></div> <div>Time: Activity:</div>		To get: To get out of:

Behavior Support Planning Chart

Trigger	Behavior	Maintaining Consequence
<u>Setting Events</u> (if applicable):	<div>Function:</div>	
Preventions	New Skills	New Responses
		<u>To Challenging Behavior:</u> <u>To Use of New Skill:</u>

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