

Positive Behavior Support Family Questions and Answers

What is Positive Behavior Support (PBS)?

Positive Behavior Support (PBS) is an approach for changing a child's behavior that is based on humanistic values and research. It offers an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. Positive Behavior Support offers a holistic approach that considers all of the factors that impact a child and the child's behavior. It can be used to address challenging behaviors that may range from aggression, tantrums, and property destruction to withdrawing or repetitive behaviors.

How is Positive Behavior Support used in my child's program?

Positive Behavior Support provides a process for identifying the challenging behaviors of the child, developing an understanding of their purpose or function, and developing a behavior support plan that will result in reducing challenging behavior and developing new skills. In your child's program, the behavior support plan is implemented by all caregivers in the program, while also being implemented by the family in the home and community. The use of the support plan ensures that the child's behavior will change quickly, and the child's caregivers will be better able to teach and interact with the child.

How is Positive Behavior Support different from other approaches?

Positive Behavior Support is different from traditional behavior modification in three ways. First, it is focused on the use of positive intervention strategies that are respectful of the child. Second, the interventions that are developed are individualized and are based on an understanding of the child, the child's communication abilities, and the unique situations of the child. Third, the intervention strategies that are developed are focused on helping the child gain access to new environments, have positive social interactions, develop friendships, and learn new communication skills.

Why would my family want to do this?

Positive Behavior Support will provide you with a new understanding of your child's behavior. During the process of Positive Behavior Support, you will learn why your child engages in challenging behavior (e.g., tantrums, withdrawing, self-injury) and how those behaviors are maintained. Your early childhood education provider will work with you to develop a behavior support plan that will include strategies for preventing the occurrence of challenging behavior while teaching your child new skills. The result of Positive Behavior Support should be that your child will have less challenging behavior and new ways of interacting and communicating with others. Once you have learned this process of understanding and intervening with your child's challenging behavior, you will be able to apply it to new situations or circumstances.

What exactly is the process of Positive Behavior Support?

Positive Behavior Support begins by identifying the behaviors that are a concern and observing the behaviors in the situations where they occur. Your early childhood education provider will interview you using a Functional Assessment Interview to identify the situations where challenging behavior occurs and the conditions that relate to the behavior. Your early childhood education provider may also want to conduct observations and collect information by seeing the challenging behaviors actually happen. In addition, you and your early childhood education provider may decide to collect some information to see if certain factors affect the likelihood that your child will have “difficulties” (e.g., lack of sleep, allergies). This process of identifying the challenging behaviors and developing an understanding of what factors surround challenging behavior is called Functional Assessment. The goal of Functional Assessment is to gain an understanding of why your child engages in challenging behavior. The Functional Assessment process ends with the development of a purpose statement or hypothesis statement about the challenging behavior.

The hypothesis statement will describe the conditions or events that “trigger” the challenging behavior, what the challenging behavior means, and how challenging behavior is maintained or reinforced. Your early childhood education provider will work with you in developing these statements. Once the statements are identified, your early childhood education provider will share ideas with you about the following: (a) how the behaviors can be prevented, (b) new skills that your child can be taught, and (c) how to react to the behaviors when they occur. A behavior support plan will be developed that provides a guide for preventing challenging behavior, teaching new skills to replace the behavior, and responding to the behavior in new ways.



BEHAVIOR SUPPORT SERVICES

BUILDING THE SOCIAL-EMOTIONAL NEEDS OF YOUNG CHILDREN

YMCA CHILDCARE RESOURCE SERVICE



Margaux Marquez



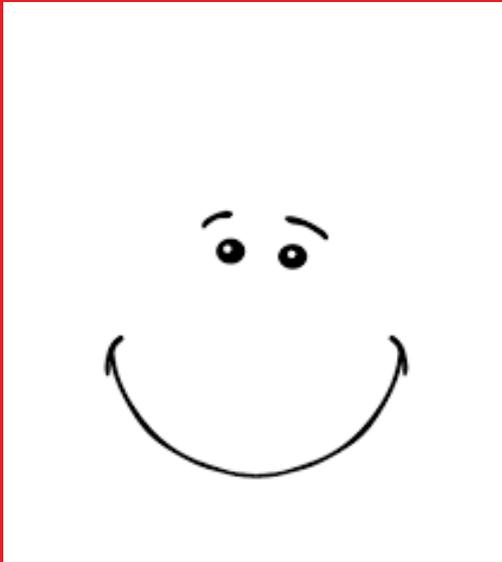
Priscilla Villafaña



ICE BREAKER: SMILE, HIGH FIVE, HUG

- Introduce yourself and share where you live.
- Who is in your family?
- Do you have siblings?

1



2



3



OBJECTIVES



Importance of social emotional development.



Early intervention support decreases expulsion rate.



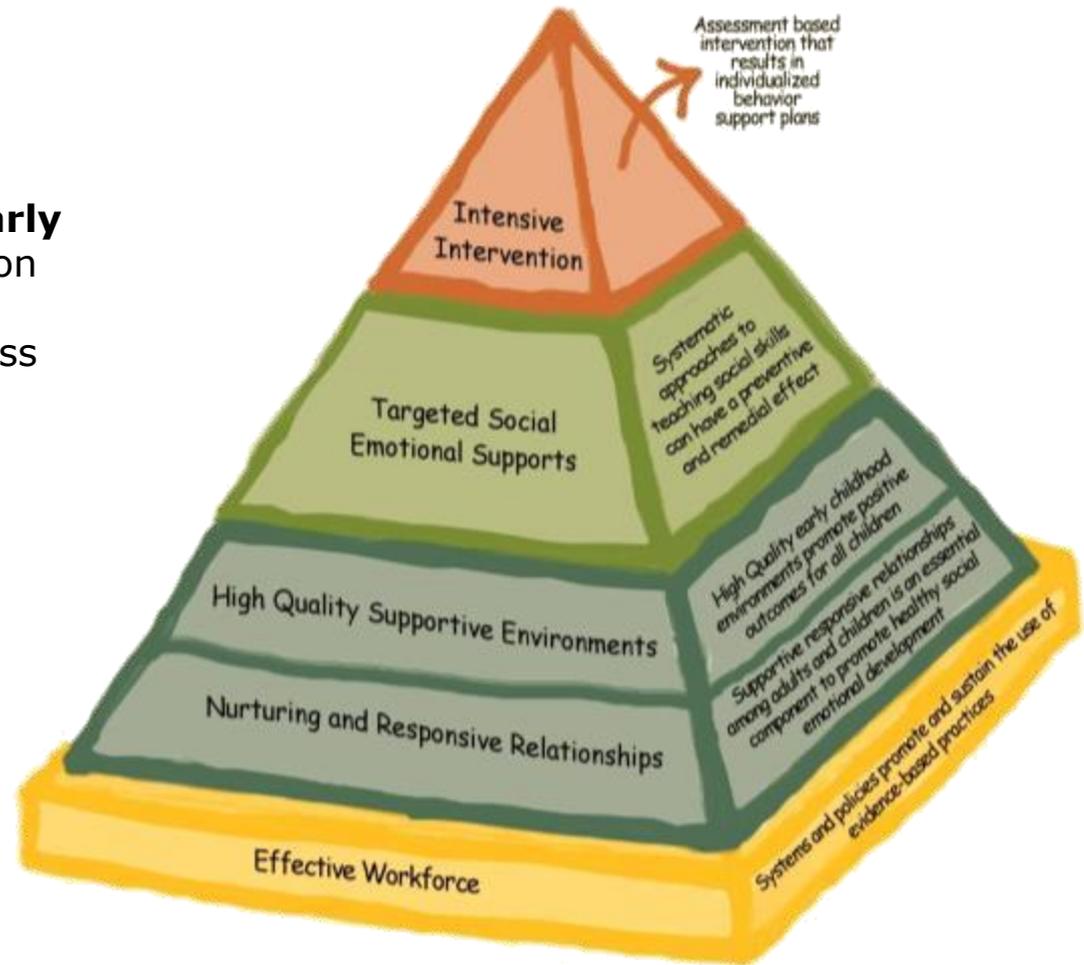
Demonstrate how The Center on the Social Emotional Foundations for Early Learning (CSEFEL) model is currently being used in our classroom and individual behavior support services.

THE PYRAMID MODEL



The Pyramid Model: Supporting Children with Persistent Challenging Behaviors

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5.



The Pyramid Model and School Readiness

Social/Emotional Skills

- Confidence
- Develop relationships
- Problem Solving
- Communicate emotions

School Readiness

- Listen to instructions and be attentive
- Concentration
- Persistence on challenging tasks

What is Challenging Behavior?

Tantrums

Aggression

Disruptive behavior

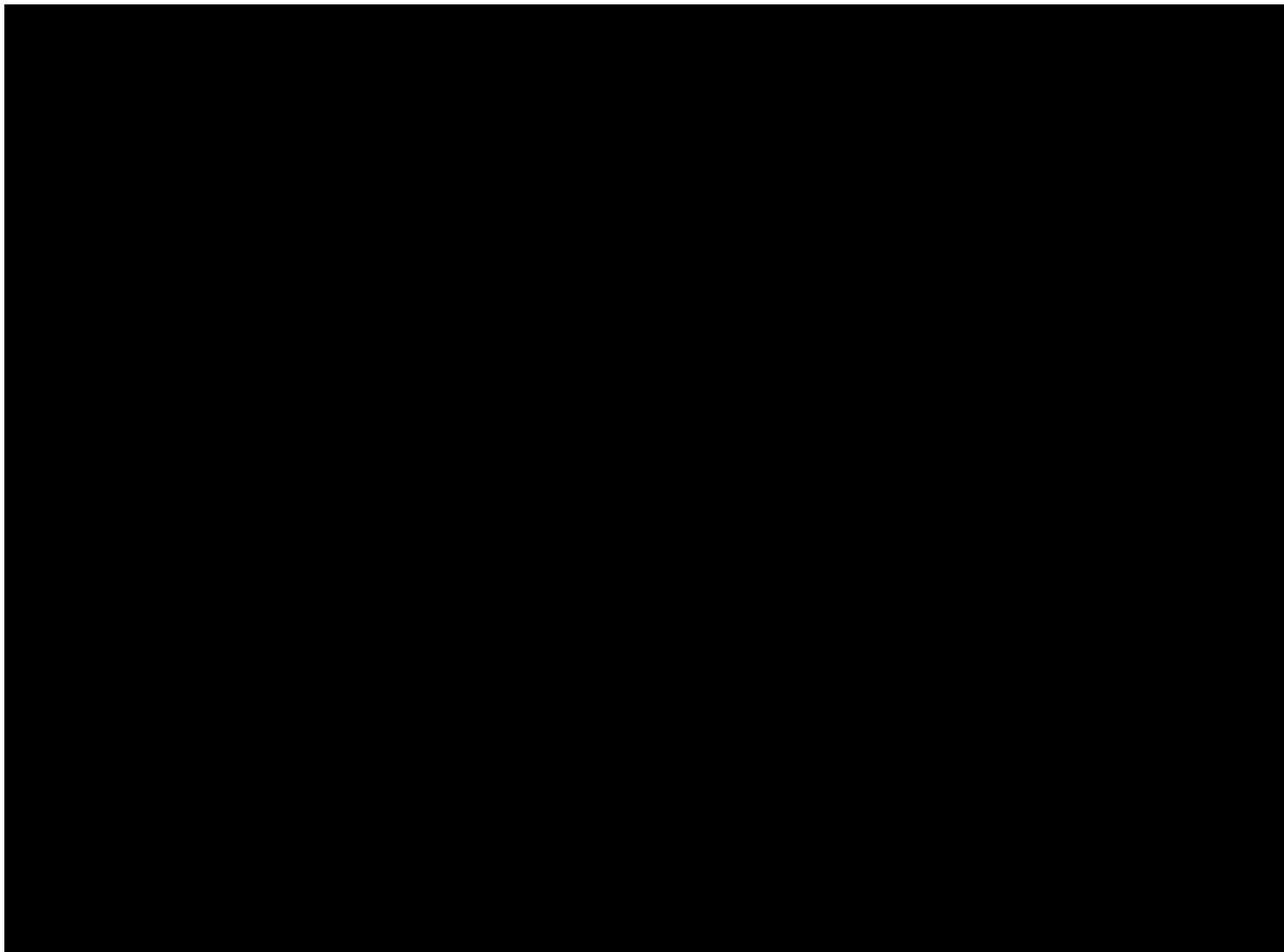
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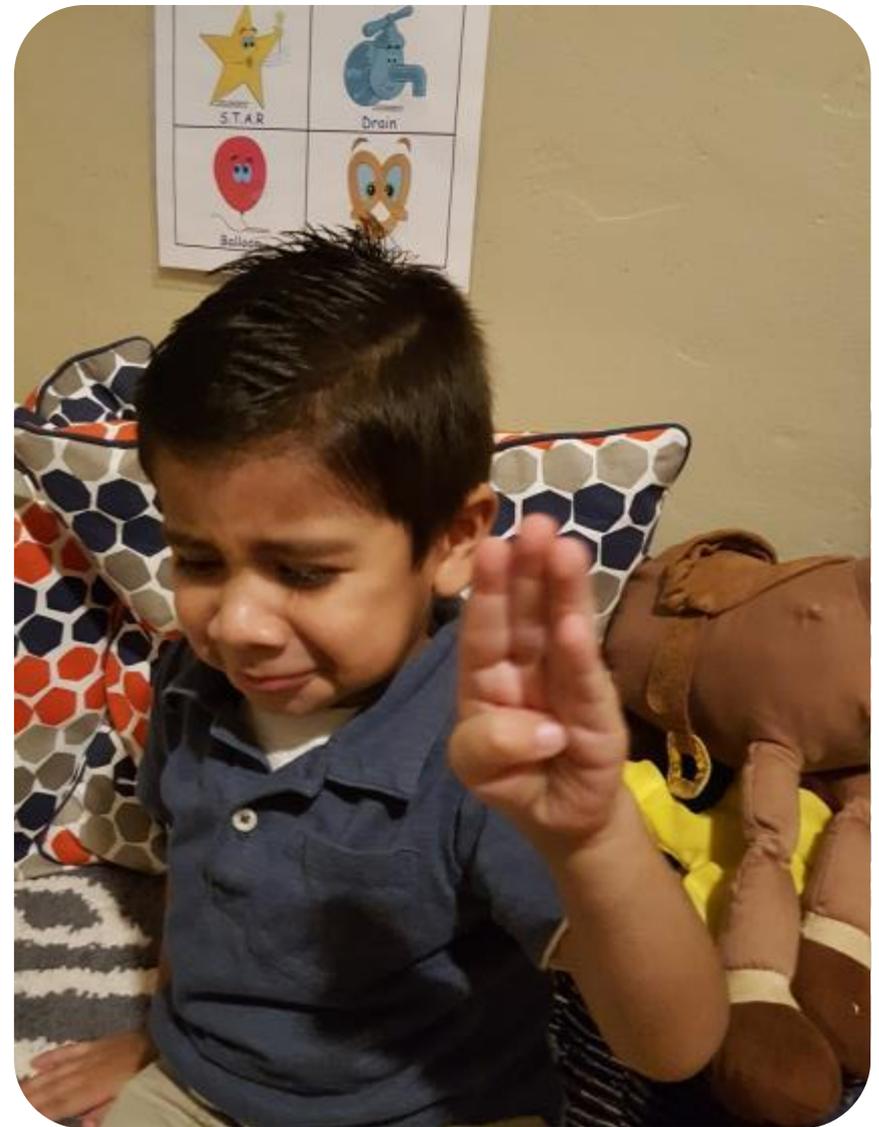
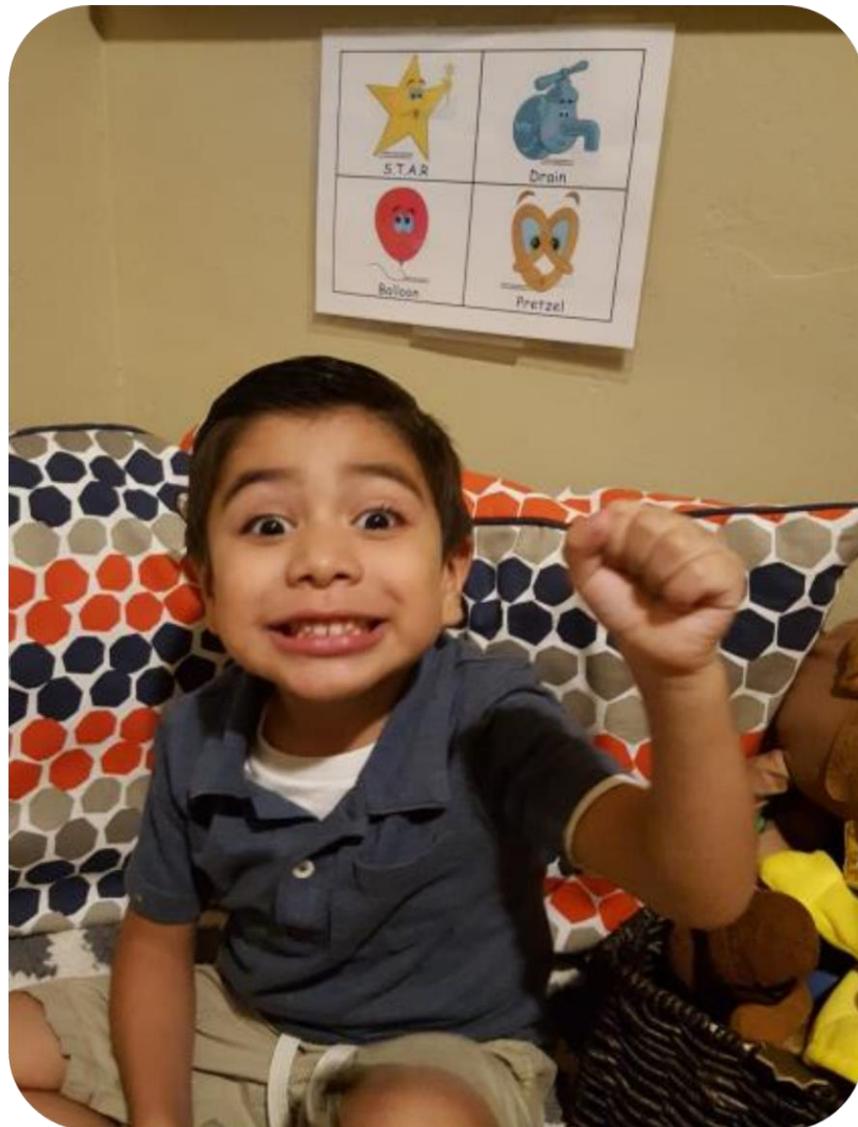
**WHERE DO
CHALLENGING
BEHAVIORS COME
FROM?**



Joshua, 2 ½ years old



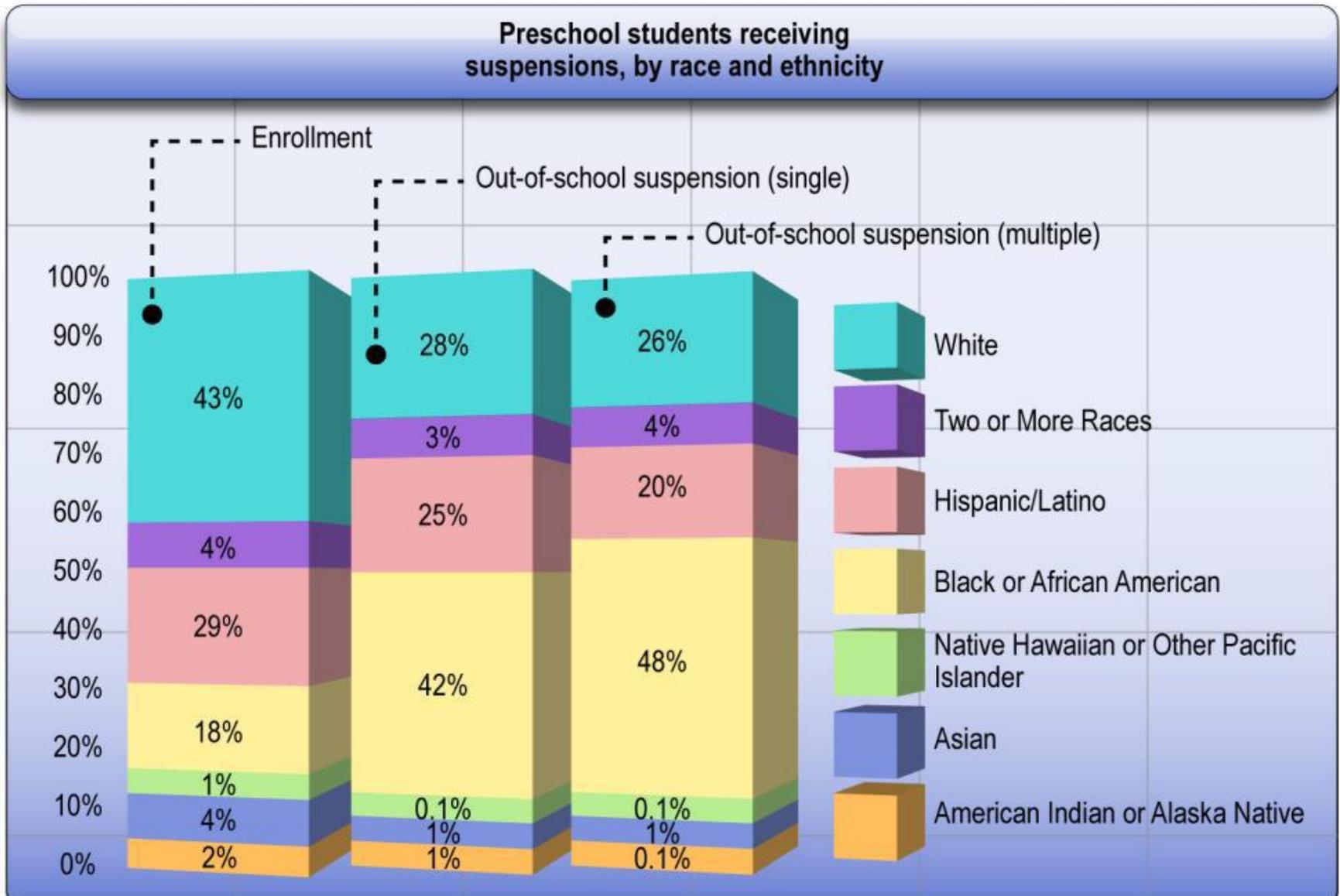
Connecting Development and Social Emotional Skills



WHY EARLY INTERVENTION?



Preschool Expulsion Rates from CRDC



Social Emotional Competence and School Success



Explore Future Benefits of Early Intervention

Exhibit less aggressions
and become better problem
solvers

Peaceful Classroom
Environments

Foundation for future
academic success and
wellness



SUPPORTING ONE CLASSROOM AT A TIME

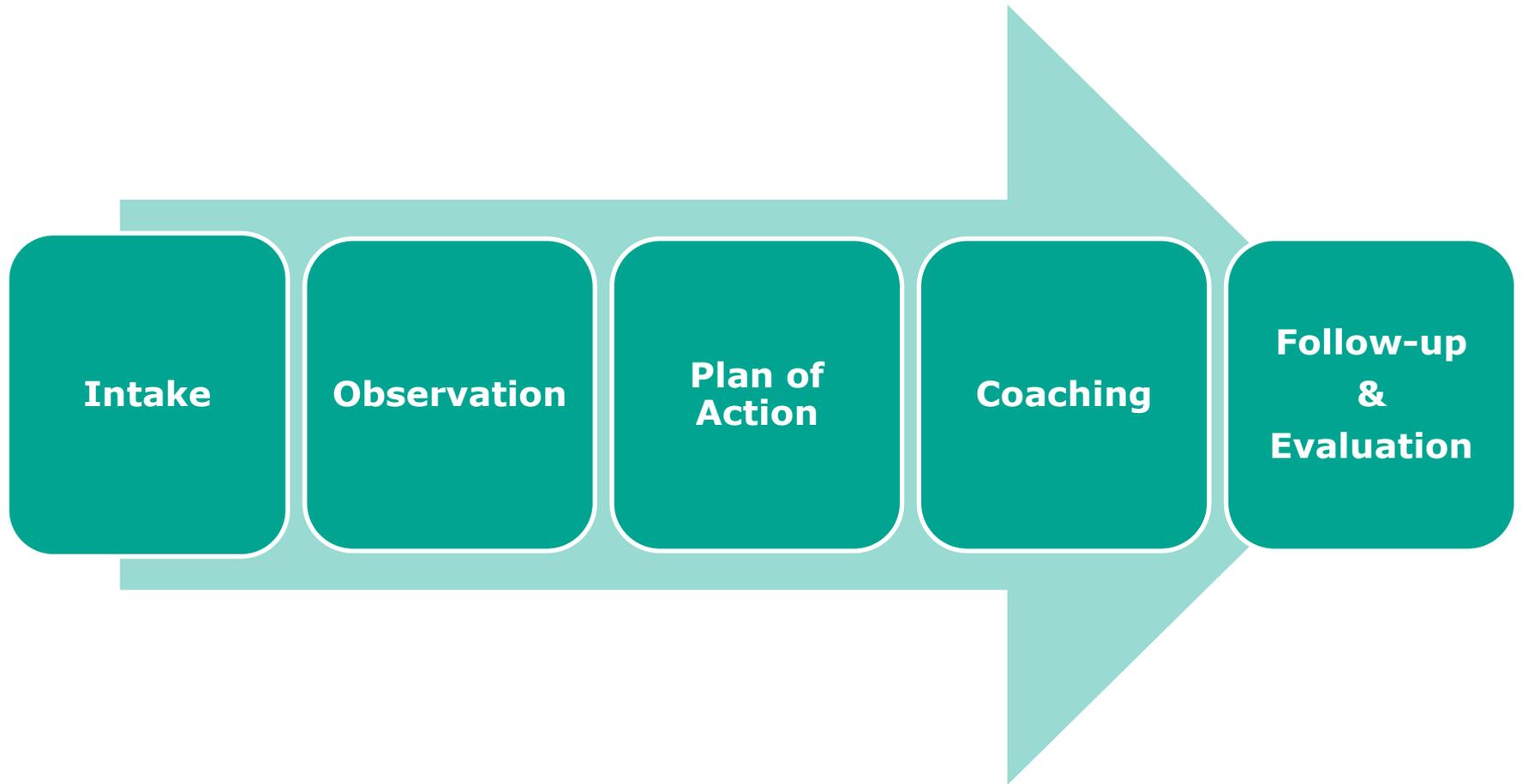


Using The Pyramid Model In The Classroom

- Using the three interrelated levels of the model for classroom behavior support services.



Classroom Behavior Support Process



Case Study: Classroom Behavior Support



Intake Forms



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA CHILDCARE RESOURCE SERVICE CLASSROOM ASSESSMENT INTAKE

Date of intake:		Specialist:	
-----------------	--	-------------	--

Name of Facility:			
Address:			
Contact Person:		Telephone:	
E-mail:		Fax:	
Classroom Hours: from	<input type="checkbox"/> am <input type="checkbox"/> pm	to	<input type="checkbox"/> am <input type="checkbox"/> pm
<input type="checkbox"/> Mon-Fri <input type="checkbox"/> Other			

PROGRAM TYPE:

Child Care Center
 Child Development Center
 Preschool
 Head Start
 Family Child Care Home
 School-Aged Child Care
 State Preschool
 Other:

Total number of children enrolled in this classroom?		Ages of children	
--	--	------------------	--

PROGRAM PHILOSOPHY:

Developmental
 Montessori
 Creative Curriculum
 Reggio Emilia Approach
 High Scope
 Academic
 Religious
 Other:

Classroom name:

Teacher(s):

Support Teacher(s):

Person completing this form:

Title:

Contact #:

1. Share some positive insights regarding this classroom
2. How long have you been teaching in this classroom
3. Identify concerns you have in your classroom
4. How long have these concerns been going on:
5. What concerns do you have about specific children in your class?
6. What best practices/techniques/strategies have worked with your class?
7. What are your main goals for this classroom?

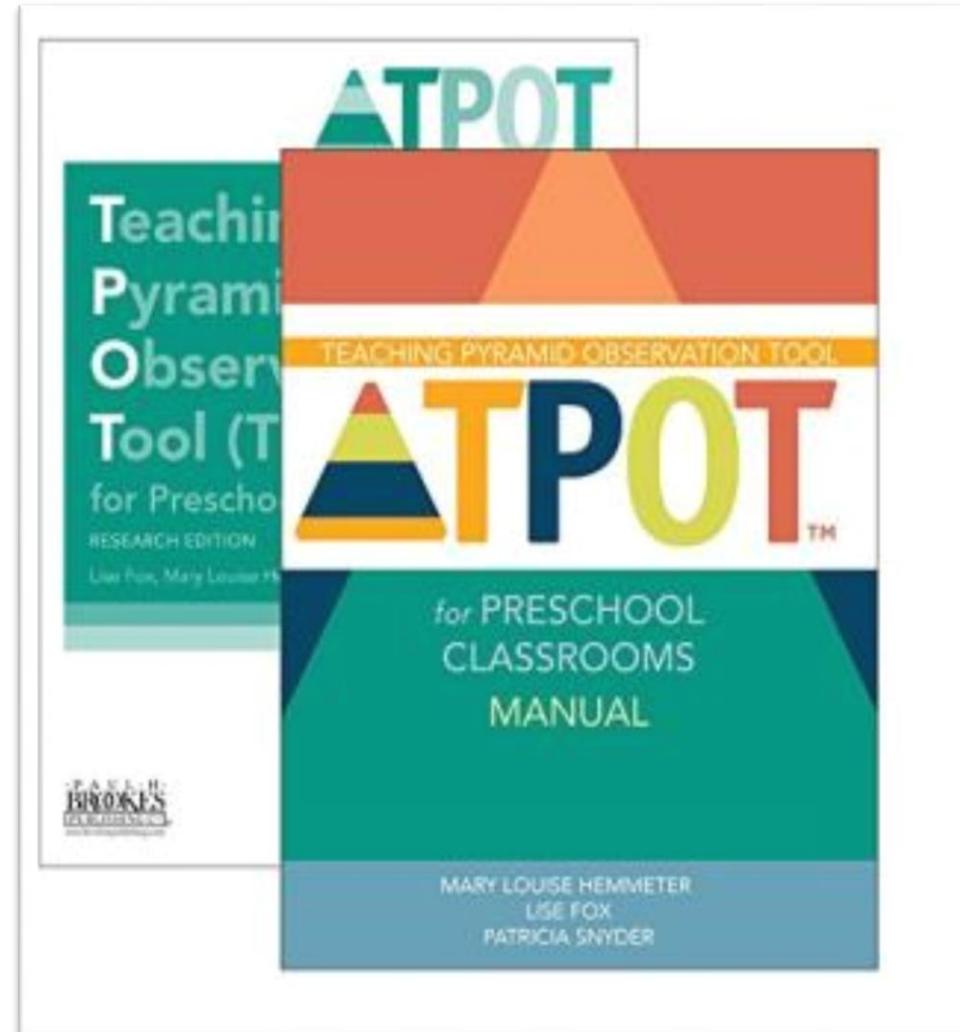
Classroom Observation Tool

Schedules
and Routines

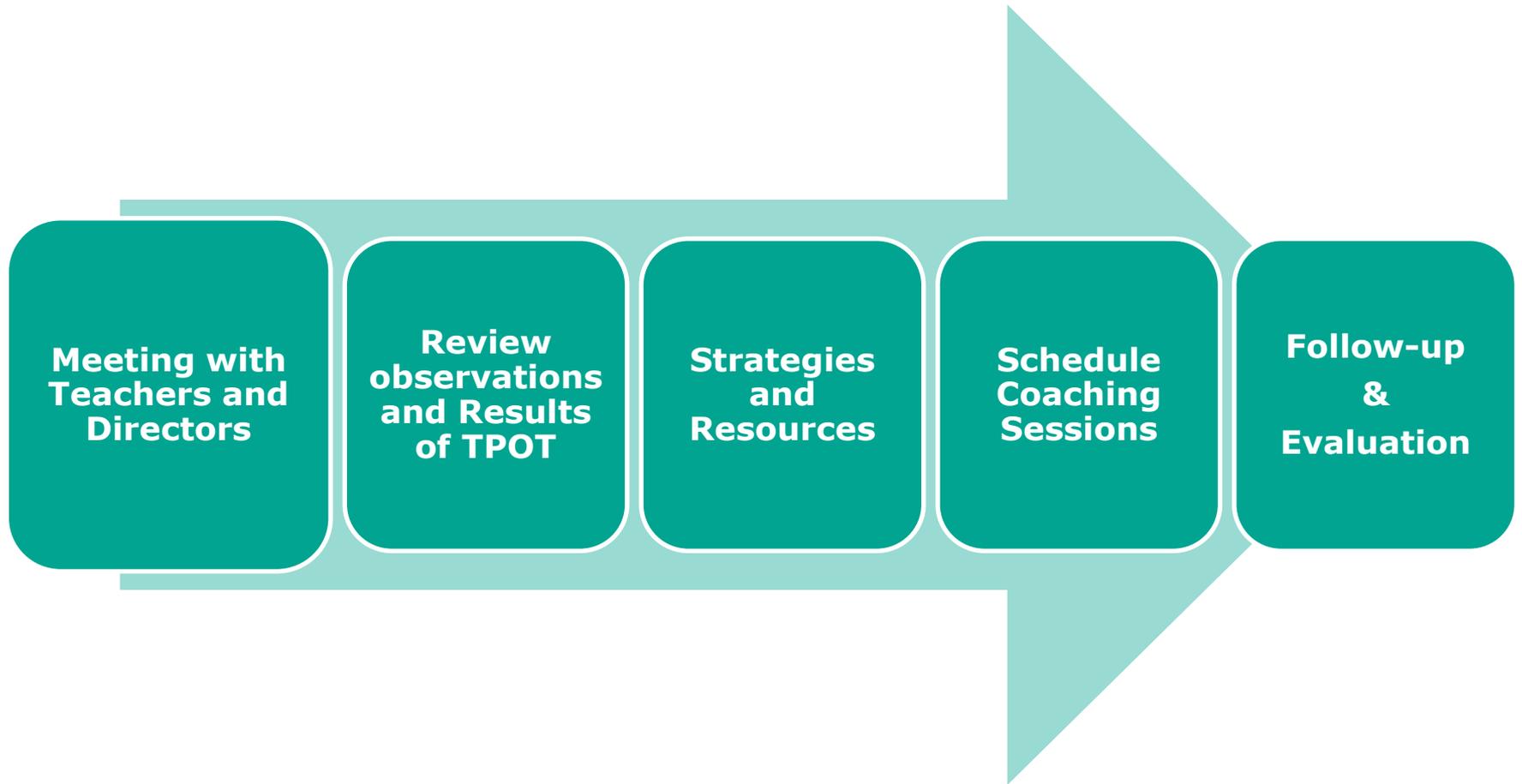
Interactions

Behavior
Expectations

Social
Emotional
Skills



Plan of Action Process



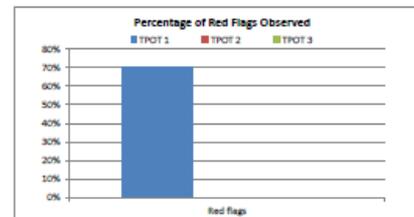
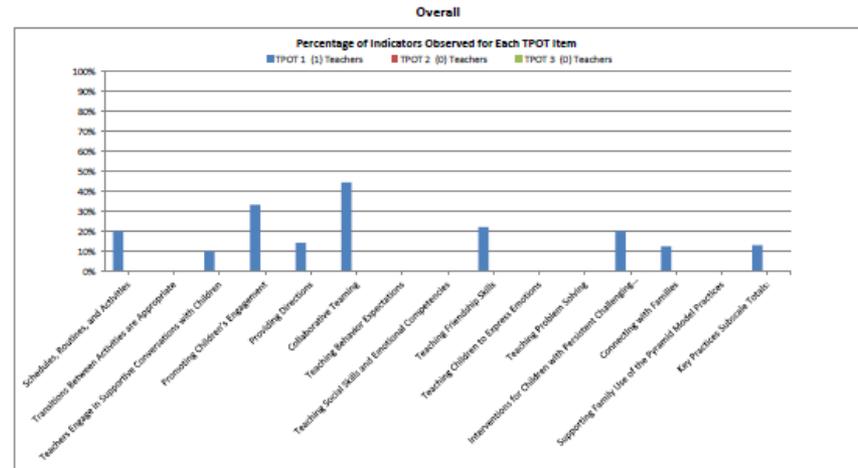
Creating A Plan of Action

- Intervention plan created using results of the TPOT and classroom observation.
- Intervention plan is implemented in the classroom
- Plan of Action for this preschool

- Provider Training on The Pyramid Model
- Create a supportive Environment
- Build children's social and emotional Development
- Parent engagement

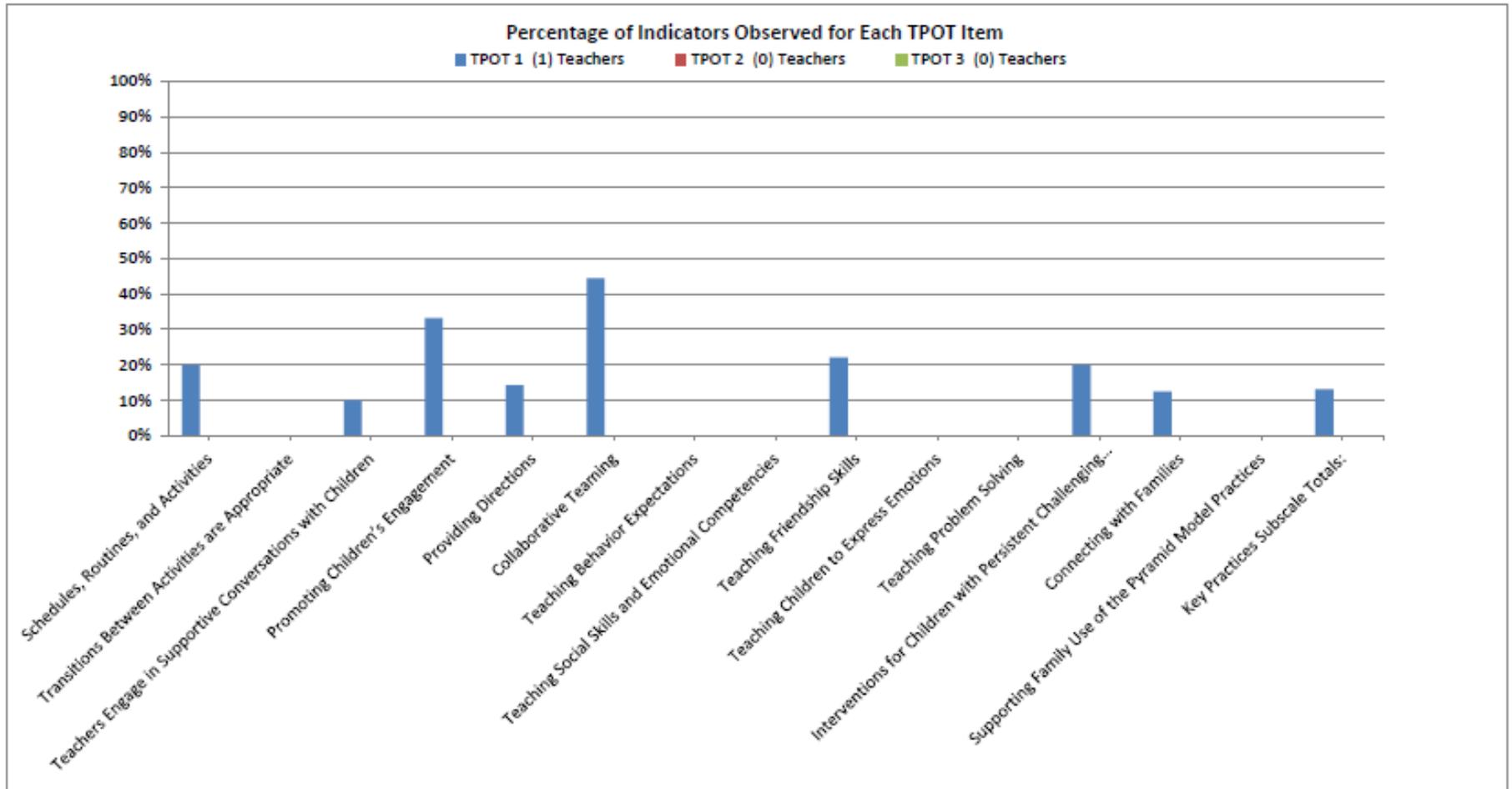
Overall

Subscale 1. Key Practices									
TPOT Item	TPOT 1 (1) Teachers Date: 10/8/2015			TPOT 2 (0) Teachers Date:			TPOT 3 (0) Teachers Date:		
	# yes	# no	%	# yes	# no	%	# yes	# no	%
1 Schedules, Routines, and Activities	2	8	20%	0	0		0	0	
2 Transitions Between Activities are Appropriate	0	8	0%	0	0		0	0	
3 Teachers Engage in Supportive Conversations with Children	1	9	10%	0	0		0	0	
4 Promoting Children's Engagement	3	6	33%	0	0		0	0	
5 Providing Directions	1	6	14%	0	0		0	0	
6 Collaborative Teaming	4	5	44%	0	0		0	0	
7 Teaching Behavior Expectations	0	7	0%	0	0		0	0	
8 Teaching Social Skills and Emotional Competencies	0	8	0%	0	0		0	0	
9 Teaching Friendship Skills	2	7	22%	0	0		0	0	
10 Teaching Children to Express Emotions	0	8	0%	0	0		0	0	
11 Teaching Problem Solving	0	9	0%	0	0		0	0	
12 Interventions for Children with Persistent Challenging Behavior	1	4	20%	0	0		0	0	
13 Connecting with Families	1	7	13%	0	0		0	0	
14 Supporting Family Use of the Pyramid Model Practices	0	7	0%	0	0		0	0	
Key Practices Subscale Totals: 15 99 18%									
Subscale 2. Red Flags									
# yes # no % # yes # no % # yes # no %									
12 5 71% 0 0 0 0 0									
Subscale 3. Responses to Challenging Behavior									
Yes No No Incidents Yes No No Incidents Yes No No Incidents									
0 1 0 0 0 0 0 0 0 0									
Overall: 0% 100% 0%									

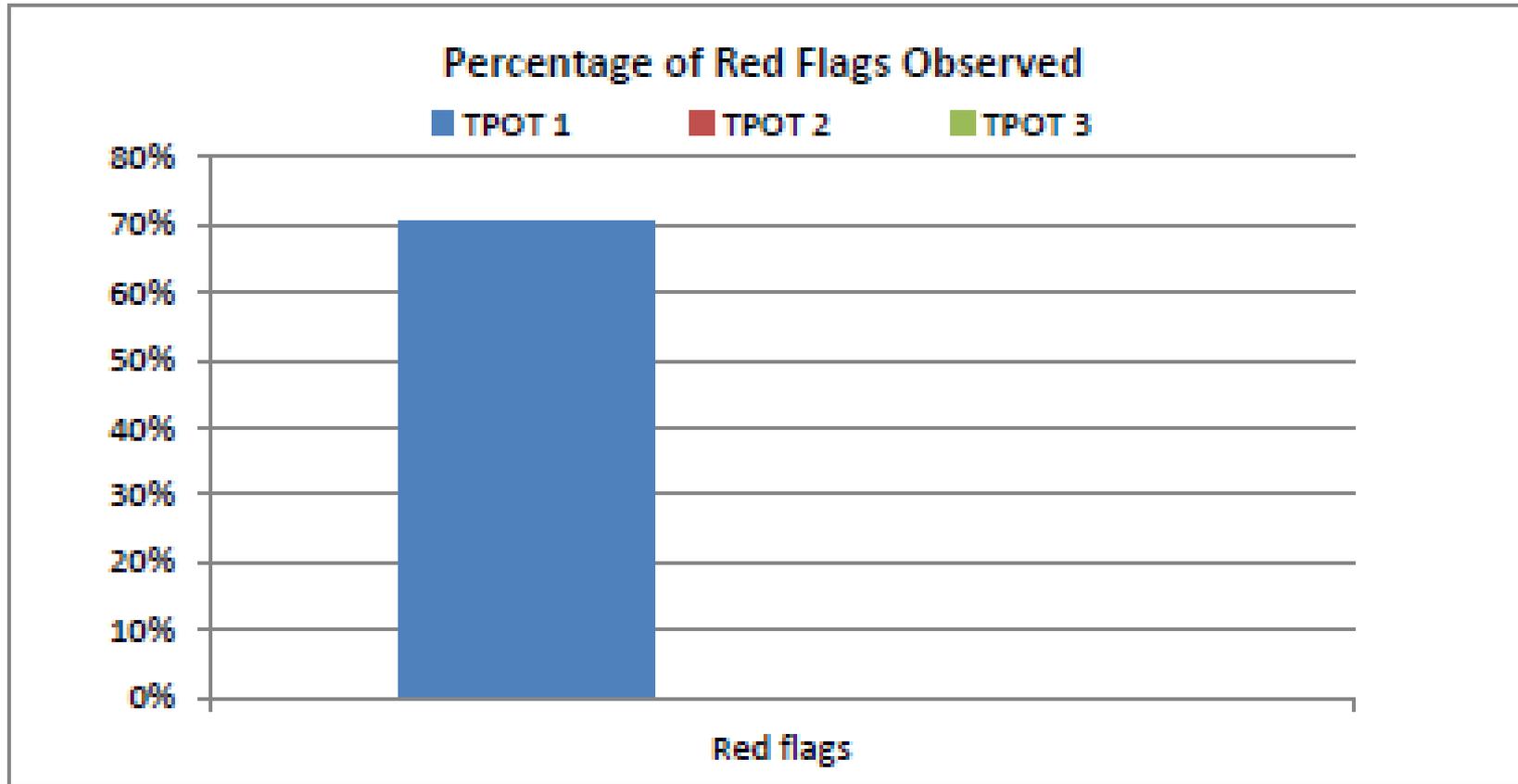


Plan of Action – TPOT Overall Report

Overall



Plan of Action-TPOT Red Flags



PROVIDER TRAINING



Provider Training

CREATING EFFECTIVE SCHEDULES,
ROUTINES, AND TRANSITIONS



AGGRESSIONS, TANTRUMS AND
MELTDOWNS... SOUND FAMILIAR



LET'S PLAY LEARN, AND SOCIALIZE



EMBRACING THE CHALLENGING
CHILD



CREATING A NURTURING ENVIRONMENT



Visual Rules and Schedule

Grade 2 - Early Schedule

8:00 - 8:15	Arrival & Greeting
8:15 - 8:30	Attendance & Morning Meeting
8:30 - 8:45	Reading Time
8:45 - 9:00	Mathematics & Language Arts
9:00 - 9:15	Break Time
9:15 - 9:30	Science & Social Studies
9:30 - 9:45	Art & Music
9:45 - 10:00	Physical Education
10:00 - 10:15	Reading Time
10:15 - 10:30	Mathematics & Language Arts
10:30 - 10:45	Break Time
10:45 - 11:00	Science & Social Studies
11:00 - 11:15	Art & Music
11:15 - 11:30	Physical Education
11:30 - 11:45	Reading Time
11:45 - 12:00	Mathematics & Language Arts
12:00 - 12:15	Break Time
12:15 - 12:30	Science & Social Studies
12:30 - 12:45	Art & Music
12:45 - 1:00	Physical Education
1:00 - 1:15	Reading Time
1:15 - 1:30	Mathematics & Language Arts
1:30 - 1:45	Break Time
1:45 - 2:00	Science & Social Studies
2:00 - 2:15	Art & Music
2:15 - 2:30	Physical Education
2:30 - 2:45	Reading Time
2:45 - 3:00	Mathematics & Language Arts
3:00 - 3:15	Break Time
3:15 - 3:30	Science & Social Studies
3:30 - 3:45	Art & Music
3:45 - 4:00	Physical Education

Schoolwide Core Activities

Monday & Wednesday: All students
 Tuesday: 11:00 - 11:30 AM
 Thursday: 11:00 - 11:30 AM



Voice Levels

4	
3	
2	
1	
0	

Classroom Helpers

- Arrival** (Photo of a child at a desk)
- Breakout Snack** (Photo of a child with a snack)
- Classroom Jobs** (Photo of a child cleaning)
- Dismissal** (Photo of a child leaving)
- Line Leader** (Photo of a child leading a line)
- Lights** (Photo of a light switch)
- Teacher's Helper** (Photo of a child helping a teacher)
- Plants** (Photo of a potted plant)

Additional roles on the right side of the board:

- snack helper (with fruit icon)
- line leader (with '1' icon)
- lights (with lightbulb icon)
- teacher's helper (with apple icon)
- plants (with flower icon)

Decorative fruit cutouts on the right include: Camille (apple), Hannah (apple), Yvonne (apple), and Marissa (apple).

Voice Levels



Center Limits



Children's Cubbies



Children's Documentation



Getting To Know Your Teachers



Engaging Families In The Classroom



Parent Engagement



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

BEHAVIOR SUPPORT

YMCA CHILDCARE RESOURCE SERVICE Copley Price Family YMCA Preschool

Here are activities that build social emotional skills that we have been working on at the preschool. Practice at home with your child.

The Solution Kit

Children need help with generating multiple alternatives solutions to interpersonal problems. The children have been introduced to the solution kit. The goal is for the children to come up with a solution to a common problem independently using the solution kit. The key is to teach children that they can think of a solution that will work best, and try it out. The teachers will be supporting the children by saying "That is a great solution, let's try it" rather than the teachers solving the problem for them. You can download a copy of the Solution Kit in the Center on the Social Emotional Foundations for Early Learning (CSEFEL) website <http://csefel.vanderbilt.edu/resources/strategies.html>



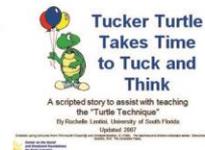
Emotions

The children have been learning about different emotions, and being able to identify their own feelings when they feel sad, mad, and happy. They have also been doing some hands on activities such as self-portraits, emotion rock painting, and emotion playdough.

Tucker Turtle

Tucker turtle is a social story I have been using in the classroom to help children calm down when they feel angry. The children have been able to learn the breathing technique of tucking into their shell and breathing 3x to calm their bodies when they feel strong emotions.

You can download a copy of Tucker Turtle in the Center on the Social Emotional Foundations for Early Learning (CSEFEL) website: <http://csefel.vanderbilt.edu/resources/strategies.html>

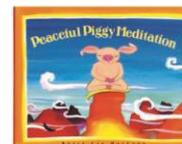


Letter of the Week

The children have been working on Letter of the Week. This activity incorporates many skills such as language development, practicing presentation skills and it also promotes early reading skills. Thank you parents for participating in this activity every week. The children every week get really excited to share their object and learn more on that particular letter.

Peaceful Piggy Meditation

Peaceful Piggy Meditation by Kerry Lee MacLean, is a story about a piggy who experiences different emotions and uses meditation and breathing to calm down. The children were read this story, and did a calming bottle. They used a water bottle, glitter and baby oil. The children practiced shaking the bottle and breathing in and out as they watched the glitter settle down at the bottom of the bottle. This helps with children learn different ways to calm their strong emotions rather than using aggression.

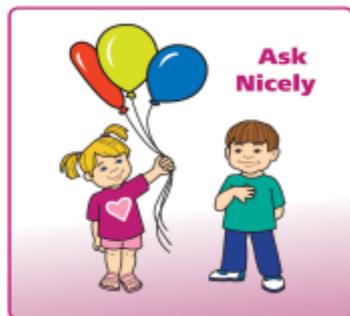


FOR MORE INFORMATION ON BEHAVIOR SUPPORT SERVICES, CONTACT YMCA CRS AT 1-800-481-2151

DEVELOPING FRIENDSHIP SKILLS AND PROBLEM SOLVING



Solution Cards



Problem Solving Skills-Solution Cards



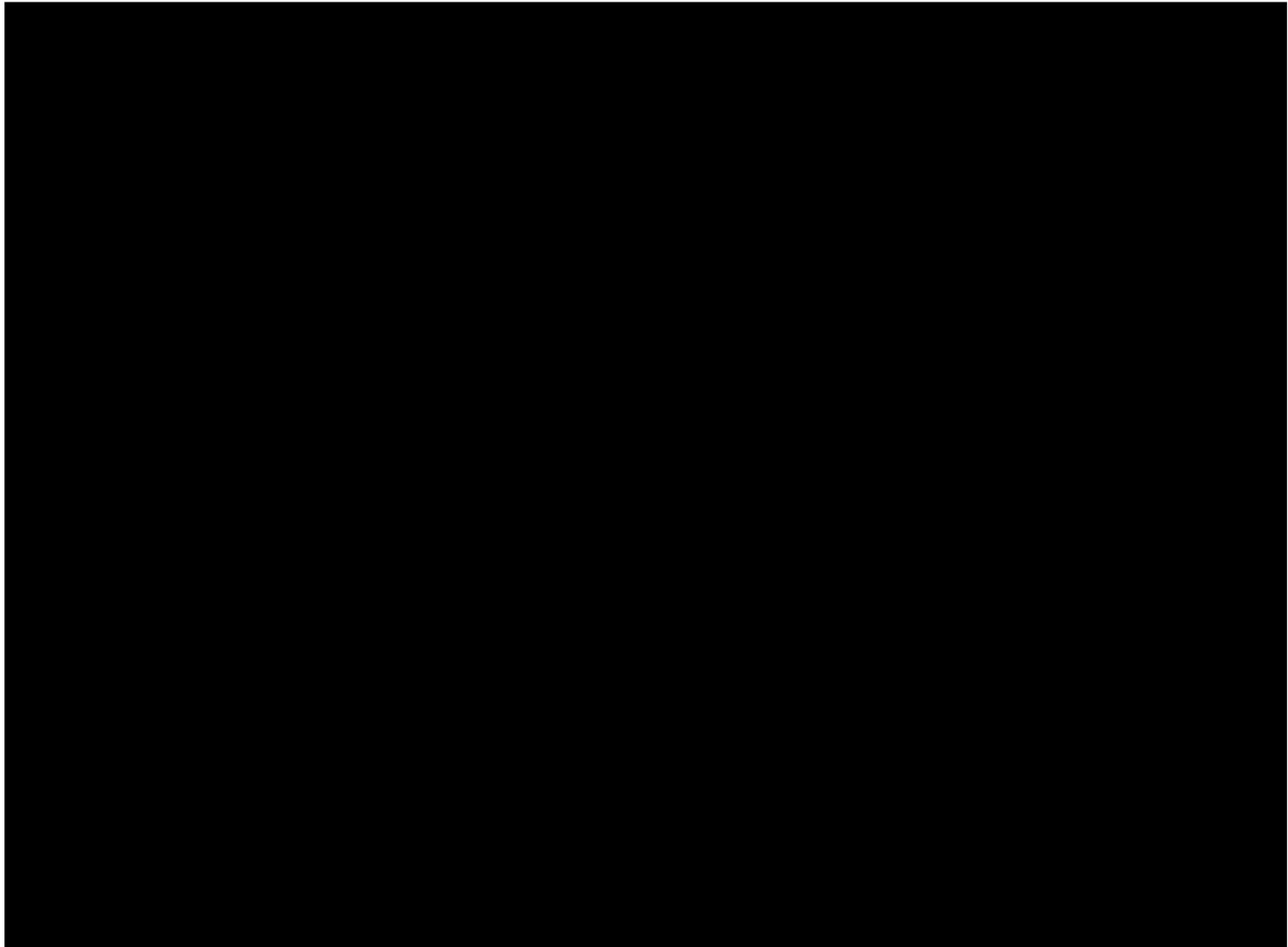
Solution Cards



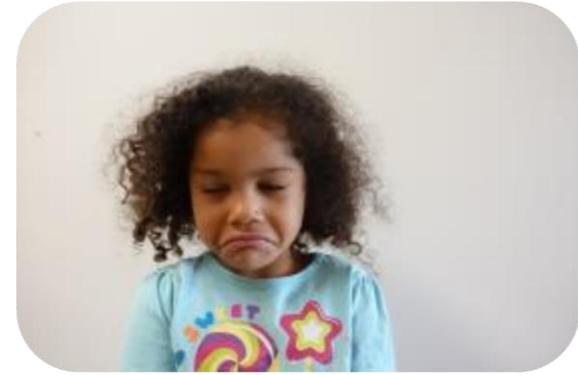
DEVELOPING EMOTIONAL REGULATION



“Just Breathe”



Social Emotional Development



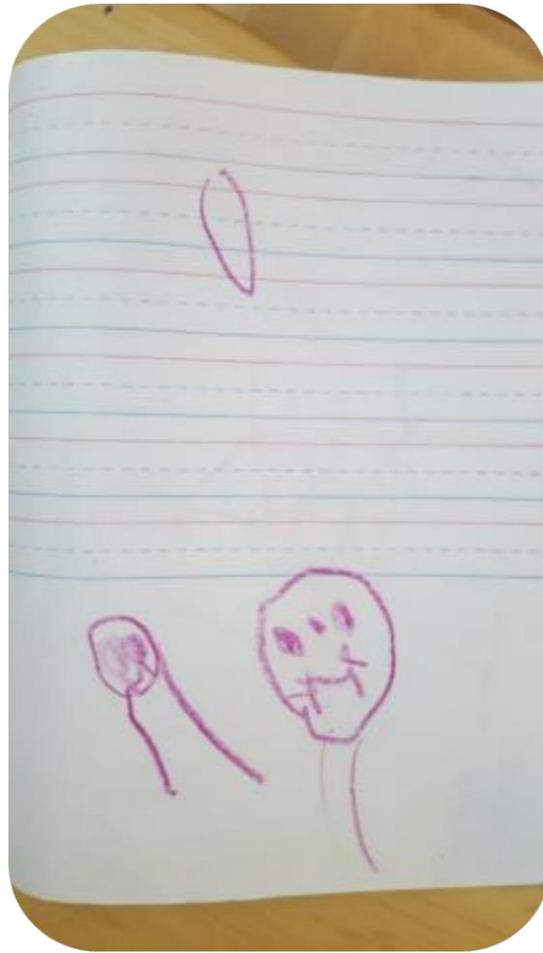
Cozy Area for Self-Regulation



Self-Regulation Activities



Social Emotional Art Expression



Social Stories: Tucker Turtle



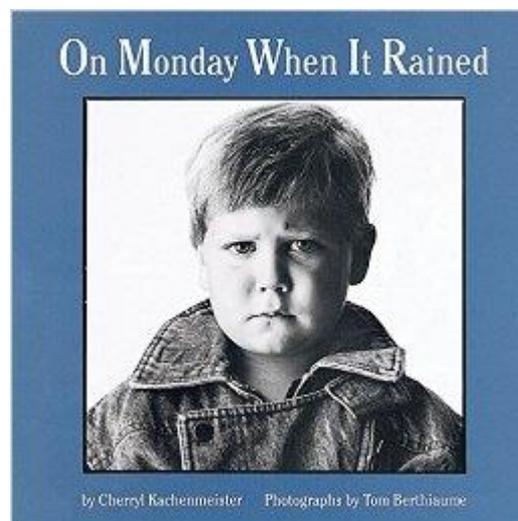
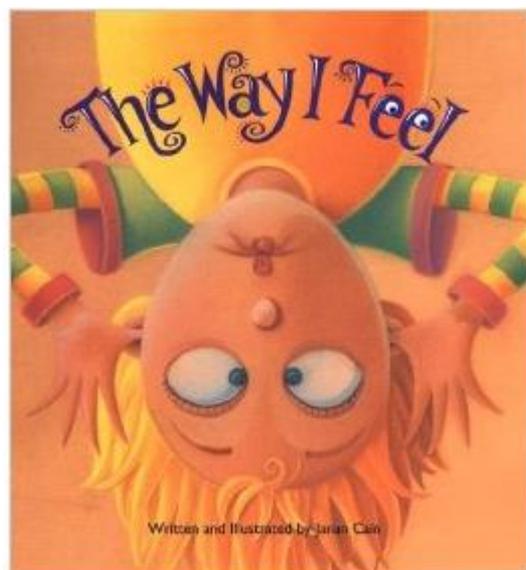
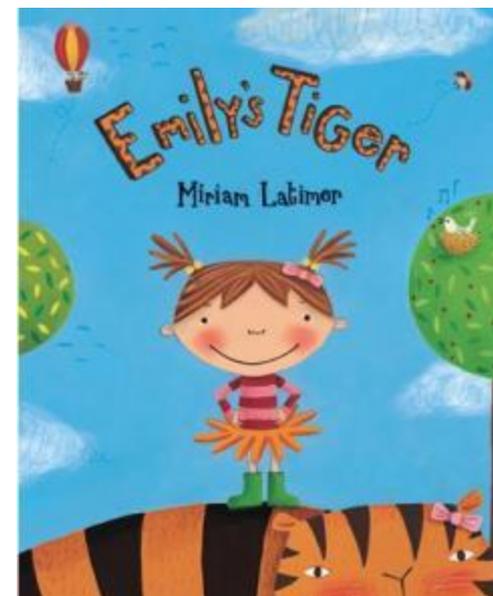
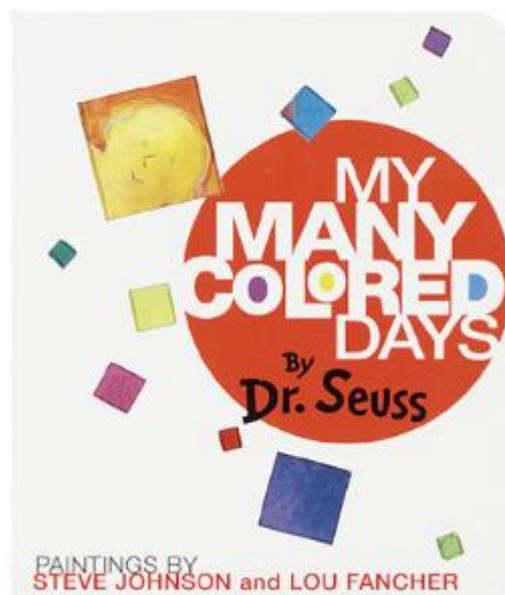
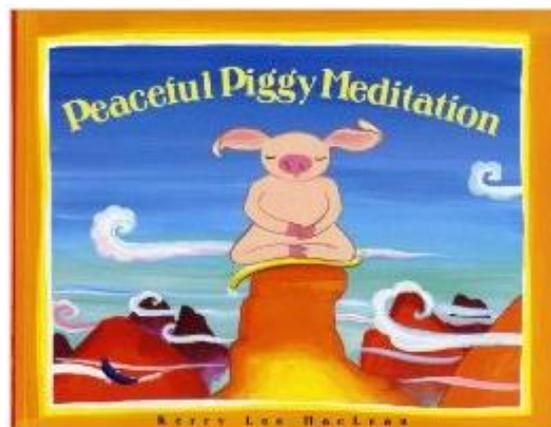
Tucker Turtle



Tucker Turtle



Book Nooks on Emotional Literacy



30 Day Follow- Up & Evaluation

“ My students have been confident when walking over to our solution cards when they have a problem to solve. Many students walk up to the wall and choose a card that best fits their situation. They have vocalized to others with both non-verbal and verbal cues such as “please stop”. They use their ignore shield to show friends that they do not want to be bothered and most importantly they have been able to sit at circle time and follow the visual rules that were provided for me”.



SUPPORTING INDIVIDUAL CHILD

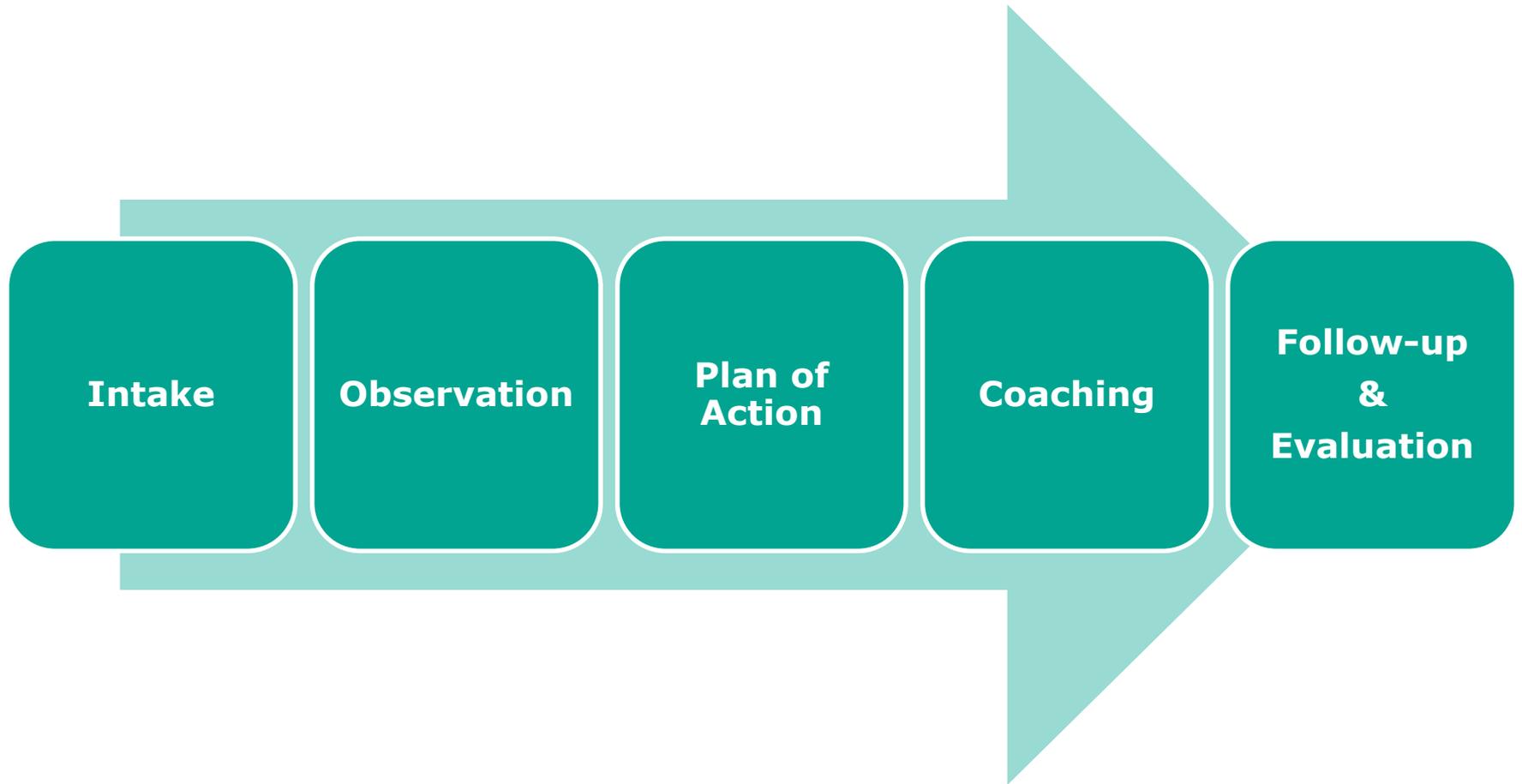


Individual Behavior Support

- Individualized plans
- Strategies to decrease challenging behaviors
- Team approach



Individual Behavior Support Process



Case Study: CJ



Intake

Parent



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**YMCA Childcare Resource Service
Behavior Support Services
Child Care Provider Questionnaire**

Fax completed form to: Margaux Marquez Fax number: 619-521-3050
Date: _____

Child's Name: _____
Child Care Program Name: _____
Address: _____
Phone: _____ Fax: _____
Person(s) completing this form: _____
Position: _____
Length of time in preschool aged teaching: _____ Length of time teaching at this site: _____

1. What are the child's strengths and what type of things is the child interested in?

Can you please share with me the child's strengths and challenges in the following areas:

Engagement in Routines: _____

Play/Social Interactions: _____

Communication Skills: _____

2. Do you have any concerns regarding the child's development? (speech, hearing, motor skills)

Teacher



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**YMCA Childcare Resource Service
Behavioral Support Services
Family Information Form**

Person completing intake: _____ Date: _____

Name of Child:	DOB:	Gender: Male Female	Ethnicity:
Name of Parent/Guardian:		Gender: Male Female	Ethnicity:
Name of Parent/Guardian:		Gender: Male Female	Ethnicity:

Ethnicity Code: 1 Caucasian 2 African American 3 Hispanic 4 Native American 5 Asian/Pacific Islander
6 Other: _____

Primary language in child's home: _____ Child Health Insurance: _____

FAMILY HISTORY & CIRCUMSTANCES:

Married Divorced Separated Joint Custody Single Parent
 Domestic Partners Other: _____

Family Size: _____ Number of Adults: _____ Number of Children: _____
Ages of Children: _____

Pregnancy History (Maternal Health, Full or Pre Term) _____

Infant & Toddler Development (milestones) _____

Child Medical History (Illness, ear infections, hospitalization, etc.): _____

List any prior assessments completed/results: _____

History of traumatic experiences? _____

Parental history of depression or mental illness or any diagnosis as a child such as ADD, ADHD? _____

Do you feel like you have a good social support system (family, friends, church)? _____

Do you have concerns regarding your child's development in the following areas?

	Never (0 days a week)	Rarely (1-2 days weekly)	Sometimes (3-4 days weekly)	Often (5-6 days weekly)	All of the time (daily)
Eating	Never (0 days a week)	Rarely (1-2 days weekly)	Sometimes (3-4 days weekly)	Often (5-6 days weekly)	All of the time (daily)
Toileting	Never (0 days a week)	Rarely (1-2 days weekly)	Sometimes (3-4 days weekly)	Often (5-6 days weekly)	All of the time (daily)
Sleeping	Never (0 days a week)	Rarely (1-2 days weekly)	Sometimes (3-4 days weekly)	Often (5-6 days weekly)	All of the time (daily)

Ages and Stages Questionnaire

ASQ-3 contains 30 questions that are divided into five areas of development.

1. Communication
2. Gross Motor
3. Fine Motor
4. Problem Solving
5. Personal Social

ASQ-3
42 Month ASQ-3 Information Summary
39 months 0 days through
48 months 30 days

Child's name: _____ Date ASQ completed: 5/17/10
 Child's ID #: _____ Date of birth: 4/6/12
 Administering program/provider: _____

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total score, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	27.06		●	●	●	●	●	●	●	●	●	○	○	○	○
Gross Motor	36.27		●	●	●	●	●	●	●	●	●	●	●	●	○
Fine Motor	19.82		●	●	●	●	●	●	●	○	○	○	○	○	○
Problem Solving	28.11		●	●	●	●	●	●	●	●	●	●	●	●	○
Personal/Social	31.12		●	●	●	●	●	●	●	●	●	○	○	○	○

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

1. Hears well? Yes NO Comments: _____	6. Family history of hearing impairment? YES No Comments: _____
2. Talks like other children his age? Yes NO Comments: _____	7. Concerns about vision? YES No Comments: _____
3. Understand most of what your child says? Yes NO Comments: _____	8. Any medical problems? YES No Comments: _____
4. Others understand most of what your child says? Yes NO Comments: _____	9. Concern about behavior? YES No Comments: _____
5. Walks, runs, and climbs like other children? Yes NO Comments: _____	10. Other concerns? YES No Comments: _____

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the child's total score is in the area, it is above the cutoff, and the child's development appears to be on schedule.
 If the child's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the child's total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

_____ Provide activities and resources in _____ months.
 _____ Share results with primary health care provider.
 _____ Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
 _____ Refer to primary health care provider or other community agency (specify reason): _____
 _____ Refer to early intervention/early childhood special education.
 _____ No further action taken at this time
 _____ Other (specify): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication						
Gross Motor						
Fine Motor						
Problem Solving						
Personal/Social						

P101-420800 Ages & Stages Questionnaire®, Third Edition (ASQ-3™), Spitzer & Dickler
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Devereux Early Childhood Assessment for Preschoolers (DECA)

Initiative

Self Regulation

Attachment/Relationship

Protective Factors

Behavior Concerns

Devereux Early Childhood Assessment for Preschoolers
Second Edition (DECA-P2)
(for children ages 3 through 5 years)
Paul A. LaParo ■ Jack A. Naglieri

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Child's Name: _____ Gender: Male Date of Birth: 11/6/12
 Program/Site: _____ Classroom/Group: 3 Age: 3
 Person Completing this Form: _____ Relationship to Child: mother Date of Rating: 5/17/16

Scale Raw Score	Initiative (IN)	Self-Regulation (SR)	Attachment/Relationships (A/R)	Total Protective Factors (TF)	Behavioral Concerns (BC)
7 Score	18	14	10	15	10
Percentile Rank	42	37	5	62	24
Description			5		N

Now During the past 4 weeks, how often did the child...

	Never	Rarely	Occasionally	Frequently	Very Frequently
1. act in a way that made adults smile or show interest in him/her?	0	1	2	3	4
2. listen to or respect others?	0	1	2	3	4
3. control his/her anger?	0	1	2	3	4
4. seem sad or unreactive at a happy occasion?	0	1	2	3	4
5. show confidence in his/her abilities (for instance, say "I can do it!")?	0	1	2	3	4
6. have a temper tantrum?	0	1	2	3	4
7. keep trying when unsuccessful (show persistence)?	0	1	2	3	4
8. seem uninterested in other children or adults?	0	1	2	3	4
9. use obscene gestures or offensive language?	0	1	2	3	4
10. try different ways to solve a problem?	0	1	2	3	4
11. seem happy or excited to see his/her parent or guardian?	0	1	2	3	4
12. destroy or damage property?	0	1	2	3	4
13. try or ask to try new things or activities?	0	1	2	3	4
14. show affection for familiar adults?	0	1	2	3	4
15. start or organize play with other children?	0	1	2	3	4
16. show patience?	0	1	2	3	4
17. ask adults to play with or read to him/her?	0	1	2	3	4
18. have a short attention span (difficulty concentrating)?	0	1	2	3	4
19. share with other children?	0	1	2	3	4
20. handle frustration well?	0	1	2	3	4
21. fight with other children?	0	1	2	3	4
22. become upset or cry easily?	0	1	2	3	4
23. show an interest in learning new things?	0	1	2	3	4
24. trust familiar adults and believe what they say?	0	1	2	3	4
25. accept another choice when his/her first choice was not available?	0	1	2	3	4
26. seek help from children/adults when necessary?	0	1	2	3	4
27. hurt others with actions or words?	0	1	2	3	4
28. cooperate with others?	0	1	2	3	4
29. calm himself/herself down?	0	1	2	3	4
30. get easily distracted?	0	1	2	3	4
31. make decisions for himself/herself?	0	1	2	3	4
32. appear happy when playing with others?	0	1	2	3	4
33. choose to do a task that was hard for him/her?	0	1	2	3	4
34. look forward to activities at home or school (for instance, birthdays or trips)?	0	1	2	3	4
35. teach children or adults in a way that you thought was inappropriate?	0	1	2	3	4
36. show a preference for a certain adult, teacher, or parent?	0	1	2	3	4
37. play well with others?	0	1	2	3	4
38. remember important information?	0	1	2	3	4

Scale Raw Scores: IN: 18, SR: 14, A/R: 10, TF: 15, BC: 10

DECA Assessment Results- CJ

Social/Emotional Areas of Development	Parent Score	Teacher Score
Initiative	Typical	Need
Self Regulation	Typical	Need
Attachment	Strength	Typical
Total Protective Factors	Typical	Need
Behavior Concerns	Need	Need

Classroom Observation

Turn taking

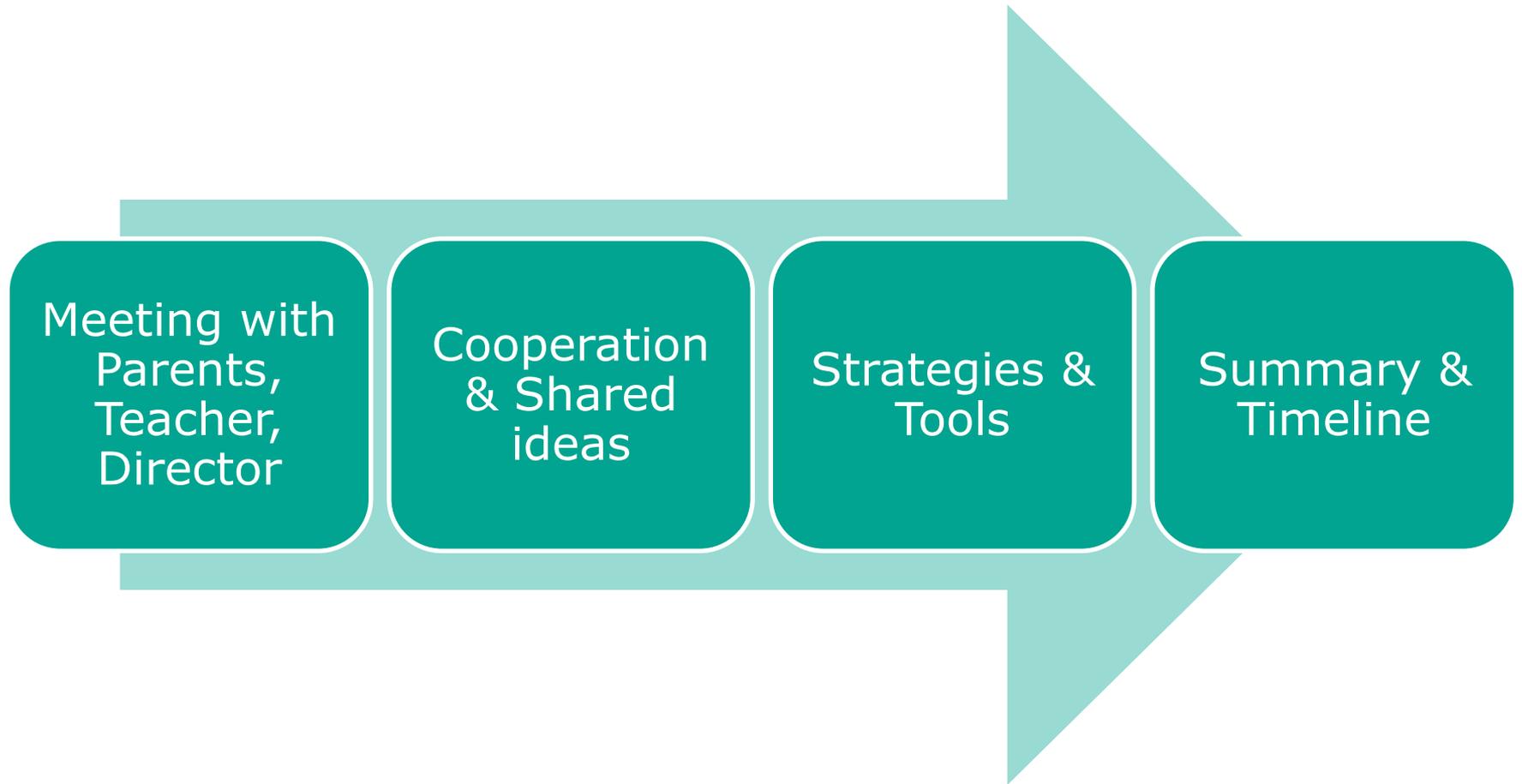
Tantrum

Difficulty socializing

Difficulty following directions



Plan of Action Process – Individual Child



Plan of Action Document

Behavior Concern	Behavior Goal	New Strategies and Resources	Coaching Date
<p>CJ's teacher and parent report that CJ has difficulty engaging in play with his peers.</p>	<p>CJ will engage in cooperative play with his peers and build on his social skills.</p>	<p>To Teach Behavior:</p> <ul style="list-style-type: none">• Play games that involve taking turns such as Follow the Leader and Hopscotch.• Role play with toys, puppets and dolls to practice social skills, such as joining with other to play.• Use Break Card visual to offer choices to help him feel calm: take deep breaths, count to 10, go to a quiet place.• Teach CJ about voice levels using the Voice Level visual. Talk about appropriate voice levels during daily routines such as indoor play and outdoor play.	

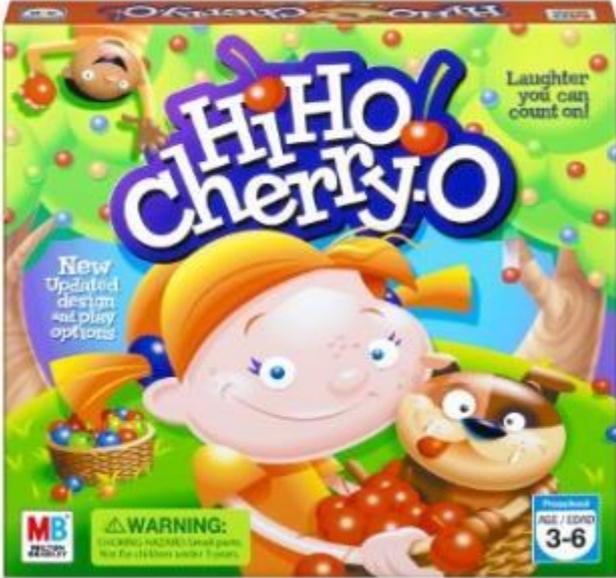
Strategies

Break Card



I am feeling upset. I need to calm down. What do I do?

	1 2 3 4 5	
I can take deep breaths.	I can count to 5.	I can use my break card and go to a quiet place.



Coaching Sessions



30 Day Follow- Up & Evaluation

“I know what it feels like to wonder what's wrong, why are my child's reactions amplified and different from other kids, to make an effort and fail repeatedly. This service gives hope, practical solutions, and gives a parent ways to pour that incredible amount of love for a child into actions that will help that child along!”



LET'S PRACTICE



Case Study: Timmy



Activity: Support Planning Chart

Module 3b		Handout 3b.7: Individualized Intensive Interventions	
Support Planning Chart			
Name: _____		Date: _____	
Triggers	Behaviors	Maintaining Consequences	
	Function:		
Preventions	New Skills	New Responses	
		To Challenging Behavior:	
		To New Skill:	

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Summary

Explored how the pyramid model is a holistic approach used in the classroom and with children

Learned the benefits of early intervention through research

Collaboration of both behavior support services

Opportunity to come up with some strategies for a case presented

TELL ME AND I
FORGET.

TEACH ME AND I
REMEMBER.

INVOLVE ME AND I
LEARN.

- B E N J A M I N F R A N K L I N

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QUESTIONS



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THANK YOU!



