Collecting Data and Developing a Precision Problem Statement

1

Process for Individualized Interventions

- Step 1

  Establish procedures and a collaborative team
- Step 2

  Gather information and data
- Step 3

  Develop a Precision Problem Statement

2

Understanding Challenging Behavior

3

What is Challenging Behavior?

What is Challenging Behavior?
January 2017

"Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults that interferes with children's learning, development, and success at play, is harmful to the child, other children, or adults, puts a child at high risk for later social problems or school failure. Challenging behavior is thus defined on the basis of its effects. While some children's challenging behaviors are developmentally or culturally normative and effectively addressed by adult vigilance and the use of appropriate guidance procedures, other children need evidence-based practices (Tier II) to prevent and/or address challenging behaviors that are persistent or unresponsive to those approaches." (http://challengingbehavior.fmhi.usf.edu/explore/glossary.htm; Dunlap, Strain, Fox, et al, 2006)

"Examples of persistent challenging behaviors for preschool children may include: (1) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting; (2) climbing on things in the classroom that are not permitted; (3) destroying property, destroying what another child is working on regardless of the other child's response; (4) taking toys away from other children forcefully; (5) running that poses a safety risk for the child or others or elopement from the classroom; (6) tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, stomping feet, or head banging; (7) verbal aggression including yelling, threats, screaming at another person, calling children bad names, and saying bad words; (8) ordering an adult to do something (e.g., "leave me alone"); (9) persistent or prolonged crying that is loud or disruptive or ongoing crying that interferes with the child's engagement in activities; (10) inappropriate use of materials (e.g., jumping off chairs, slamming materials, throwing objects); (11) statements that are noncompliant (e.g., "I'm not going to do it") or clear and explicit verbal or physical refusal to follow directions; or (12) inappropriate touching, stripping, and other behaviors that are hurtful, disruptive, or dangerous to self or others." (Hemmeter, Fox, & Snyder, 2014, p. 24)

"For infants and toddlers, challenging behavior must be considered within the context of the relationship of the child to caregivers. Behavior that is challenging, for example, may manifest as attachment difficulties, sleeping and eating difficulties, excessive crying, and difficulty in soothing. Challenging behaviors may be defined as behaviors that interfere with the development and maintenance of reciprocal, positive, and nurturing relationships with the parent or caregiver." (http://challengingbehavior.fmhi.usf.edu/explore/glossary.htm)

Dunlap, G., Strain, P., Fox, L., et al (2006). Prevention and Intervention With Young Children's Challenging Behavior: Perspectives Regarding Current Knowledge. Behavioral Disorders, 32, (1), 29-35 (2006).

Hemmeter, M., Fox, L., & Snyder, P. (2014). *Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms Manual, Research Edition*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

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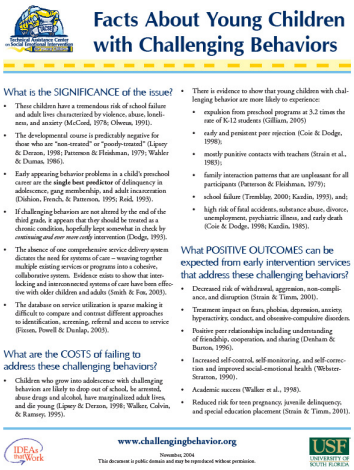
4

The Impact of Challenging Behaviors on Young Children



Facts About Young Children with Challenging Behaviors

What is the SIGNIFICANCE of the issue?

- Three children have a tremendous risk of school failure and adult lives characterized by violence, abuse, loneliness, and anxiety (McCord, 1978; Olweus, 1991).
- The developmental course is predictably negative for those who are "non-treated" or "poorly-treated" (Lipsey & Derzon, 1998; Patterson & Fleishman, 1979; Walker & Dumas, 1986).
- Early appearing behavior problems in a child's preschool career are the **single best predictor** of delinquency in adolescence, gang membership, and adult incarceration (Dishion, French, & Patterson, 1995; Reid, 1993).
- If challenging behaviors are not altered by the end of the third grade, it appears that they should be treated as a chronic condition, hopefully kept somewhat in check by *continuing and ever more costly* intervention (Dodge, 1993).
- The absence of one comprehensive service delivery system dictates the need for systems of care – weaving together multiple existing services or programs into a cohesive, collaborative system. Evidence exists to show that interlocking and interconnected systems of care have been effective with older children and adults (Smith & Fox, 2003).
- The database on service utilization is sparse making it difficult to compare and contrast different approaches to identification, screening, referral and access to service (Fixsen, Powell & Dunlap, 2003).

What are the COSTS of failing to address these challenging behaviors?

- Children who grow into adolescence with challenging behaviors are likely to drop out of school, be arrested, abuse drugs and alcohol, have marginalized adult lives, and die young (Lipsey & Derzon, 1998; Walker, Colvin, & Ramsey, 1995).
- There is evidence to show that young children with challenging behavior are more likely to experience:
  - expulsion from preschool programs at 3.2 times the rate of K-12 students (Gilliam, 2005)
  - early and persistent peer rejection (Coie & Dodge, 1998);
  - mostly punitive contacts with teachers (Strain et al., 1983);
  - family interaction patterns that are unpleasant for all participants (Patterson & Fleishman, 1979);
  - school failure (Tremblay, 2000; Kazdin, 1993), and;
  - high risk of fatal accidents, substance abuse, divorce, unemployment, psychiatric illness, and early death (Coie & Dodge, 1998; Kazdin, 1985).

What POSITIVE OUTCOMES can be expected from early intervention services that address these challenging behaviors?

- Decreased risk of withdrawal, aggression, non-compliance, and disruption (Strain & Timm, 2001).
- Treatment impact on fears, phobias, depression, anxiety, hyperactivity, conduct, and obsessive-compulsive disorders.
- Positive peer relationships including understanding of friendship, cooperation, and sharing (Denham & Burton, 1996).
- Increased self-control, self-monitoring, and self-correction and improved social-emotional health (Webster-Stratton, 1990).
- Academic success (Walker et al., 1998).
- Reduced risk for teen pregnancy, juvenile delinquency, and special education placement (Strain & Timm, 2001).

www.challengingbehavior.org

November, 2004

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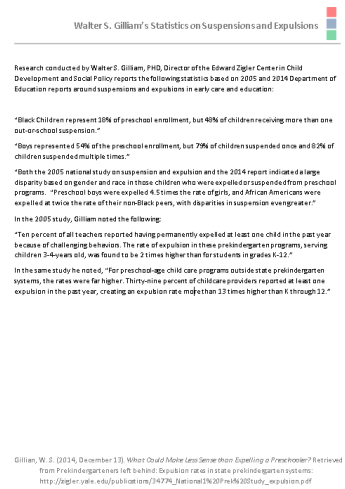

Walter S. Gilliam's Statistics on Suspensions and Expulsions

Research conducted by Walter S. Gilliam, PHD, Director of the Edward Zigler Center in Child Development and Social Policy reports the following statistics based on 2005 and 2014 Department of Education reports around suspensions and expulsions in early care and education:

"Black Children represent 18% of preschool enrollment, but 48% of children receiving more than one out-of-school suspension."

"Boys represented 54% of the preschool enrollment, but 79% of children suspended once and 82% of children suspended multiple times."

"Both the 2005 national study on suspension and expulsion and the 2014 report indicated a large disparity based on gender and race in those children who were expelled or suspended from preschool programs. "Preschool boys were expelled 4.5 times the rate of girls, and African Americans were expelled at twice the rate of their non-Black peers, with disparities in suspension even greater."

In the 2005 study, Gilliam noted the following:

"Ten percent of all teachers reported having permanently expelled at least one child in the past year because of challenging behavior. The rate of expulsion in these prekindergarten programs, serving children 3-4-years old, was found to be 2 times higher than for students in grades K-12."

In the same study he noted, "For preschool-age child care programs outside state prekindergarten systems, the rates were far higher. Thirty-nine percent of childcare providers reported at least one expulsion in the past year, creating an expulsion rate more than 13 times higher than K through 12."

Gillian, W. S. (2014, December 13). *What Could Make Less Sense than Expelling a Preschooler?* Retrieved from Prekindergarteners left behind: Expulsion rates in state prekindergarten systems: http://zigler.yale.edu/publications/34774_National%20Prek%20Study_expulsion.pdf

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Elevator Speech

- Review the handouts, *'Facts About Young Children with Challenging Behavior'* and *'Walter S. Gilliam's Statistics on Suspensions and Expulsions'*
- In groups of three, develop a 1 to 2 minute speech for your school board and Superintendent around your assigned area:
  - **Section I** - significance of challenging behavior in young children
  - **Section II** - costs of challenging behaviors to society, schools, parents etc.
  - **Section III** - positive outcomes that are possible for young children with challenging behaviors

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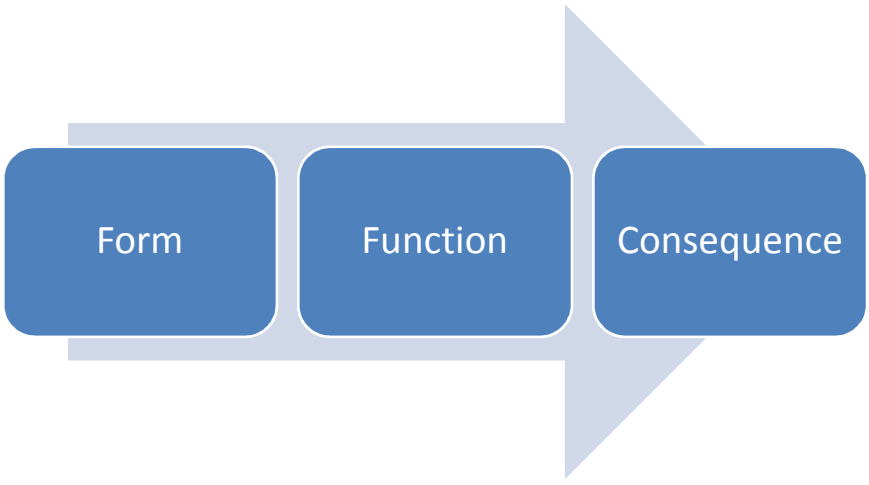
Understanding Behavior

7

Form, Function and Consequence



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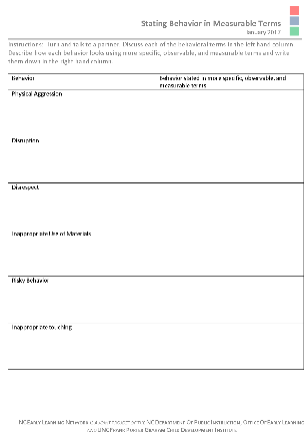
Describing the Behavior


Stating Behavior in Measurable Terms

Instructions: Turn and talk to a partner and discuss each of the behavioral terms in the left hand column. Describe how each behavior looks using more specific, observable, and measurable terms and write them down in the right hand column.

Behavior	Behavior states in more specific, observable, and measurable terms
Physical Aggression	
Disruption	
Disrespect	
Inappropriate Use of Materials	
Risky Behavior	
Inappropriate Peer Play	

Instructions:
- Turn and talk to a partner
- Discuss each of the behavioral terms in the left hand column
- Describe how each behavior looks using more specific, observable, and measurable terms
- Write these terms down in the right hand column

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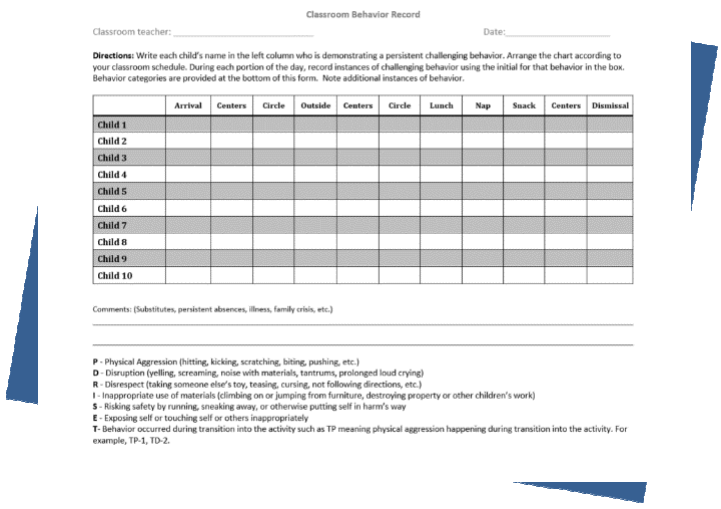
Classroom Behavior Record


Classroom Behavior Record

Classroom teacher: _____ Date: _____

Directions: Write each child's name in the left column who is demonstrating a persistent challenging behavior. Arrange the chart according to your classroom schedule. During each portion of the day, record instances of challenging behavior using the initial for that behavior in the box. Behavior categories are provided at the bottom of this form. Note additional instances of behavior.

	Arrival	Centers	Circle	Outside	Centers	Circle	Lunch	Nap	Snack	Centers	Dismissal
Child 1											
Child 2											
Child 3											
Child 4											
Child 5											
Child 6											
Child 7											
Child 8											
Child 9											
Child 10											

Comments: (Substitutes, persistent absences, illness, family crisis, etc.)

P - Physical Aggression (hitting, kicking, scratching, biting, pushing, etc.)
D - Disruption (yelling, screaming, noise with materials, tantrums, prolonged loud crying)
R - Disrespect (taking someone else's toy, teasing, cursing, not following directions, etc.)
I - Inappropriate use of materials (climbing on or jumping from furniture, destroying property or other children's work)
S - Risking safety by running, sneaking away, or otherwise putting self in harm's way
E - Exposing self or touching self or others inappropriately
T- Behavior occurred during transition into the activity such as TP meaning physical aggression happening during transition into the activity. For example, TP-1, TD-2.

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What Does Challenging Behavior Look Like?

11

Data Collection

- Anecdotal recording
- Event recording
- Duration recording
- A-B-C recording

12

Classroom Behavior Record for Tim

Classroom Behavior Record

Classroom teacher: Jane Smith Date: February 1, 2017

Directions: Write each child's name in the left column who is demonstrating a persistent challenging behavior. Arrange the chart according to your classroom schedule. During each portion of the day, record instances of challenging behavior using the initial for that behavior in the box. Behavior categories are provided at the bottom of this form. Note additional instances of behavior.

	Arrival	Centers	Circle	Outside	Centers	Circle	Lunch	Nap	Snack	Centers	Dismissal
Tim		P-8 R-5		P-10 R-10	P-12 D-4 R-12						
Child 2											
Child 3											
Child 4											
Child 5											
Child 6											
Child 7											
Child 8											
Child 9											
Child 10											

Comments: (Substitutes, persistent absences, illness, family crisis, etc.)

P - Physical Aggression (hitting, kicking, scratching, biting, pushing, etc.)
D - Disruption (yelling, screaming, noise with materials, tantrums, prolonged loud crying)
R - Disrespect (taking someone else's toy, teasing, cursing, not following directions, etc.)
I - Inappropriate use of materials (climbing on or jumping from furniture, destroying property or other children's work)
S - Risking safety by running, sneaking away, or otherwise putting self in harm's way
E - Exposing self or touching self or others inappropriately
T- Behavior occurred during transition into the activity such as TP meaning physical aggression happening during transition into the activity. For example, TP-1, TD-2.

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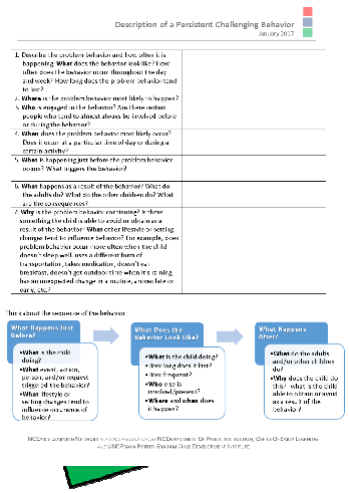
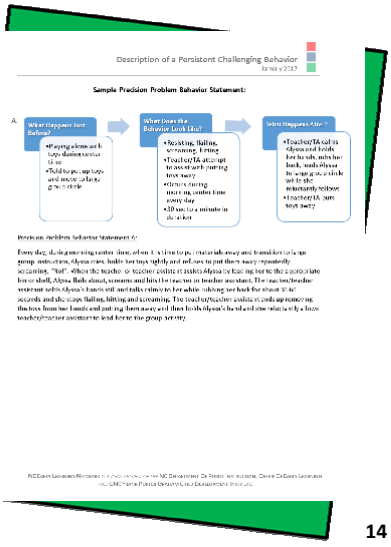
Developing a Precision Statement for Problem Behavior





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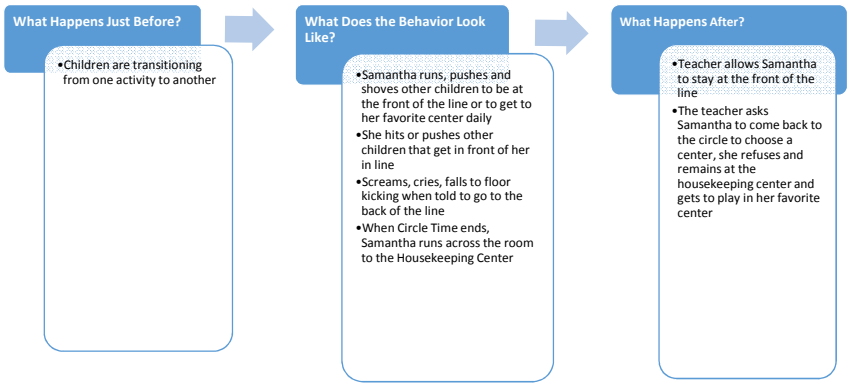
Precision Problem Behavior Statement Practice Opportunity



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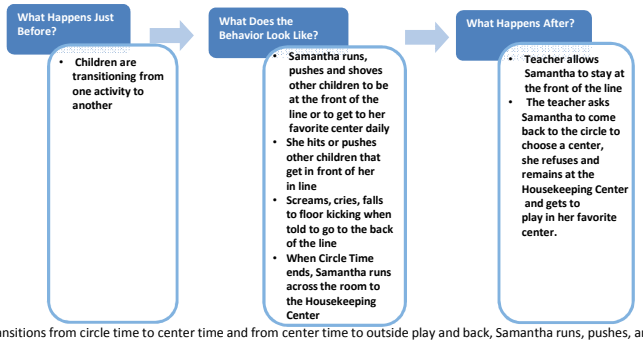
Precision Problem Behavior Statement Example for Samantha



During transitions from circle time to center time and from center time to outside play and back, Samantha runs, pushes, and shoves other children to get to be at the front of the line or to get to her favorite center on a daily basis.
If a child gets in line in front of her, she hits the child and pushes her way to the front of the line. When the teacher tells her to go to the back of the line, she screams, cries, and falls to the floor kicking.
The teacher allows her to stay at the front of the line. When circle time is ended, Samantha runs across the room to the housekeeping center. When the teacher asks her to come back to the circle to choose a center, she refuses to come and Samantha screams and cries and falls to the floor kicking and she gets to stay in her favorite center.

Video Learning Opportunity
A-B-C

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Developing a Precision Problem Behavior Statement for Tim

Description of a Persistent Challenging Behavior
January 2017

1. Describe the problem behavior and how often it is happening. **What** does the behavior look like? How often does the behavior occur throughout the day and week? How long does the problem behavior tend to last?	
2. **Where** is the problem behavior most likely to happen?	
3. **Who** is engaged in the behavior? Are there certain people who tend to almost always be involved before or during the behavior?	
4. **When** does the problem behavior most likely occur? Does it occur at a particular time of day or during a certain activity?	
5. **What** is happening just before the problem behavior occurs? What triggers the behavior?	
6. **What** happens as a result of the behavior? What do the adults do? What do the other children do? What are the consequences?	
7. **Why** is the problem behavior continuing? Is there something the child is able to avoid or obtain as a result of the behavior? **What** other lifestyle or setting changes tend to influence behavior? For example, does problem behavior occur more often when the child doesn't sleep well, uses a different form of transportation, takes medication, doesn't eat breakfast, doesn't get outdoor time when it's raining, has an unexpected change in a routine, arrives late or early, etc.?	

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Developing a Precision Problem Behavior Statement for Tim

Think about the sequence of the behavior:

What Happens Just Before?

- **What** is the child doing?
- **What** event, action, person, and/or request triggered the behavior?
- **What** lifestyle or setting changes tend to influence occurence of behavior?

What Does the Behavior Look Like?

- **What** is the child doing?
- How long does it last?
- How frequent?
- **Who** else is involved/present?
- **Where** and **when** does it happen?

What Happens After?

- **What** do the adults and/or other children do?
- **Why** does the child do this?--what is the child able to obtain or avoid as a result of the behavior?

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Precision Problem Behavior Statement Example for Tim

What Happens Just Before?

- Watching children playing in the block center
- Tim approaches the children playing

What Does the Behavior Look Like?

- Grabs toys from other children
- Jumps on a child, pulls hair, spits sticks out tongue, scratches, pushes
- Occurs during centers and outdoors every day

What Happens After?

- Children call for help from the teacher
- Tim continues to play with his truck
- Teacher intervenes and moves Tim away from the group
- Tim may be escaping the Teacher's reprimand

Every day during center time and outdoor play when children are involved in independent play, Tim watches the other children then moves into their play area and grabs the toys with which they are playing. When they resist giving him the toy, he jumps on them, pulls their hair, spits, sticks out his tongue, hits, scratches and pushes the other children. When the children call for help from the teacher, Tim moves away and continues to play with his truck. If the teacher intervenes to move Tim away from the group, he becomes "limp "and falls to the ground.

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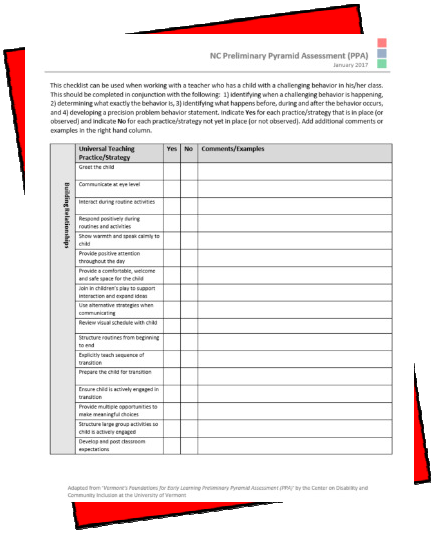
North Carolina Preliminary Pyramid Assessment



NC Preliminary Pyramid Assessment (PPA)
January 2017

This checklist can be used when working with a teacher who has a child with a challenging behavior in his/her class. This should be completed in conjunction with the following: 1) identifying when a challenging behavior is happening, 2) determining what exactly the behavior is, 3) identifying what happens before, during and after the behavior occurs, and 4) developing a precision problem behavior statement. Indicate **Yes** for each practice/strategy that is in place (or observed) and indicate **No** for each practice/strategy not yet in place (or not observed). Add additional comments or examples in the right hand column.

	Universal Teaching Practice/Strategy	Yes	No	Comments/Examples
Building Relationships	Greet the child			
	Communicate at eye level			
	Interact during routine activities			
	Respond positively during routines and activities			
	Show warmth and speak calmly to child			
	Provide positive attention throughout the day			
	Provide a comfortable, welcome and safe space for the child			
	Join in children's play to support interaction and expand ideas			
	Use alternative strategies when communicating			
	Review visual schedule with child			
	Structure routines from beginning to end			
	Explicitly teach sequence of transition			
	Prepare the child for transition			
	Ensure child is actively engaged in transition			
	Provide multiple opportunities to make meaningful choices			
	Structure large group activities so child is actively engaged			
	Develop and post classroom expectations			

Adapted from "Vermont's Foundations for Early Learning Preliminary Pyramid Assessment (PPA)" by the Center on Disability and Community Inclusion at the University of Vermont

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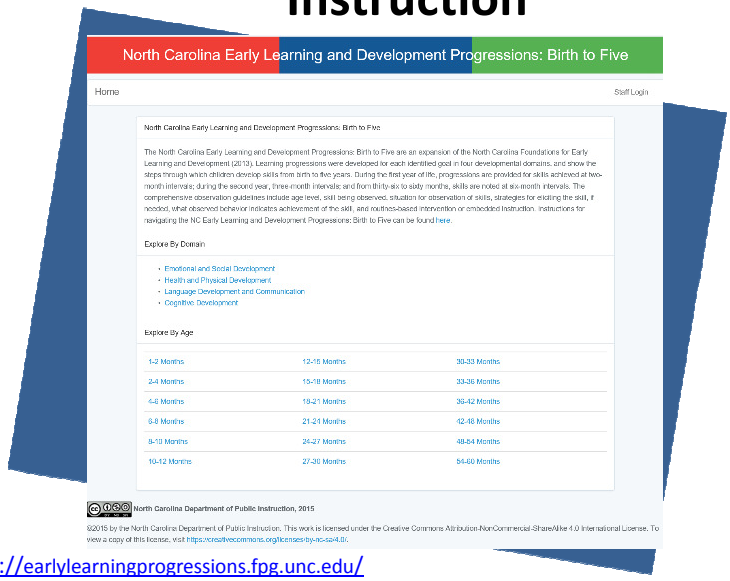
Developmentally Appropriate Instruction



North Carolina Early Learning and Development Progressions: Birth to Five

Home | Staff Login

North Carolina Early Learning and Development Progressions: Birth to Five

The North Carolina Early Learning and Development Progressions: Birth to Five are an expansion of the North Carolina Foundations for Early Learning and Development (2013). Learning progressions were developed for each identified goal in four developmental domains, and show the steps through which children develop skills from birth to five years. During the first year of life, progressions are provided for skills achieved at two-month intervals; during the second year, three-month intervals; and from thirty-six to sixty months, skills are noted at six-month intervals. The comprehensive observation guidelines include age level, skill being observed, situation for observation or skills, strategies for existing the skill, if needed, what observed behavior indicates achievement of the skill, and routines-based intervention or embedded instruction. Instructions for navigating the NC Early Learning and Development Progressions: Birth to Five can be found here.

Explore By Domain

- Emotional and Social Development
- Health and Physical Development
- Language Development and Communication
- Cognitive Development

Explore By Age

1-2 Months	12-15 Months	30-33 Months
2-4 Months	15-18 Months	33-36 Months
4-6 Months	18-21 Months	36-42 Months
6-8 Months	21-24 Months	42-48 Months
8-10 Months	24-27 Months	48-54 Months
10-12 Months	27-30 Months	54-60 Months

North Carolina Department of Public Instruction, 2015

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http://earlylearningprogressions.fpg.unc.edu/

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Developmental Learning Progressions Learning Opportunity

Using the North Carolina Early Learning and Development Progressions: Birth to Five:

- Review the skills a child would be expected to have at each of the emotional and social skill areas from 24 to 42 months
- Determine which skills Tim is exhibiting in these age ranges
- Determine which skills might be next steps for Tim
- Review the Elicitation Strategies and the suggested Routines Based Interventions (Embedded Instruction) and determine what instruction you might utilize with Tim to facilitate development in these skill areas

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Wrap-Up

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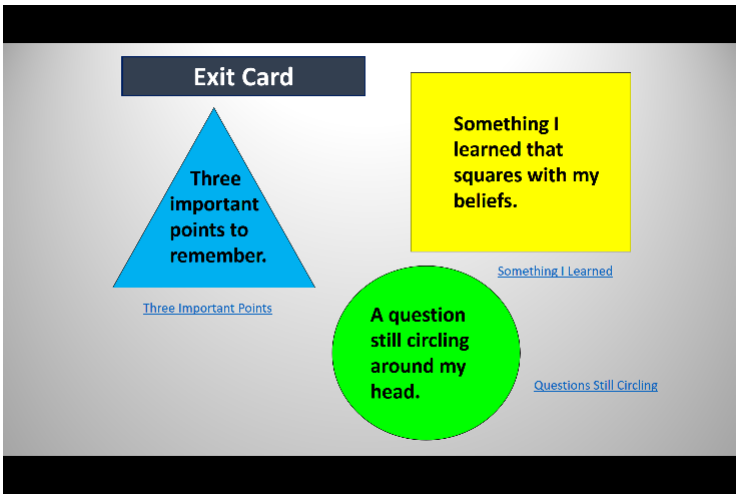
Exit Card



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