PBIS for Young Learners

Responding to Challenging Behavior

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Designed to accompany Ohio's Early Childhood PBIS modules

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Module Summary

Responding to challenging behaviors can be a difficult topic to work through. Staff often have strong feelings about how behavior should be handled. It is important to take time as a team and as a building to consider the mindset of staff and discuss a proactive approach to challenging behaviors. This module has three major tasks the team will need to complete. This work will be critical to your team's Tier 1 implementation. It may take time, but it is well worth the effort. Your team will create behavior definitions to build consistency among staff. Then, your team will create a flowchart to help all staff feel confident on how to respond to challenging behaviors in an effective way. Finally, your team will develop a system for behavior to be reported so that data can be tracked and used to make improvements and changes to the Tier 1 system. These items will likely spark a lot of discussion with your team. It is important to listen to team members and create a system that the team can stand behind and support when it is rolled out to the building.

Family Connection: It is important to ensure that families are informed about the program's discipline policy...possibly in the student handbook.

"Time spent in ongoing professional development and supporting staff with their needs is an investment that will build a solid Tier 1 foundation."

"Many times, the most difficult aspect of challenging behavior revolves around adult beliefs and expectations."

Team To-Do List

Review the list below. If your answer is Yes, then your team already has this in place and no further action is needed. If your answer is Not Yet, jot a few notes of what needs to be accomplished and then use the team activities below to help guide the team to complete the tasks. You will also find sample resources that can be used or modified to meet your team's needs.

To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant

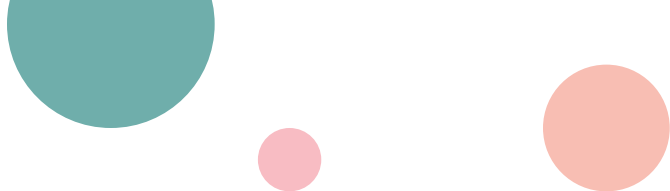| Key Items	Considerations	Notes	Reviewed
Define Challenging Behaviors	Behaviors are separated into safe/ unsafe or office managed/ classroom managed. Definitions are clear, precise and objective. Definitions should include examples.		
Develop a Flow Chart	The flowchart shows a clear and consistent process for classroom and office management behaviors. All strategies on the flow chart are immediate, consistent, and proactive.		
Data Collection System	Data is used to make decisions by the leadership team. Clear plan for when and how staff should report data. System is easily accessible for all staff.		
Professional Development	Staff received training on the flowchart and the options for responding to challenging behavior and completing reports (at least annually). Staff understand what can be expected following a challenging behavior. Staff regularly receive follow-up on behavior data. Plan for training new staff		

Team Activity 1:
Develop Behavior Expectations

Use this activity with the team to develop behavior definitions for your building. Remember, staff input is critical for buy-in. It is important for the team to identify challenging behaviors and clearly define them so that there is consistency in the building. These questions will allow the team to provide feedback and help guide the definitions.

1. How will we train staff to reframe how they think about challenging behaviors and understand developmentally appropriate behaviors? The module discussed this in detail. What could we do to share that information with staff?

2. Are there current behavior definitions in our building or district that should be considered? If so, list here.

3. List behaviors that are missing from the list above but should be included.

4. What would you define and major (unsafe) vs. minor (safe) behaviors?

5. What are the developmental or cultural considerations that need to be considered when developing definitions?

As a team, complete the following chart to create your behavior definitions that can be shared with staff. Please see the sample and then complete your own table.

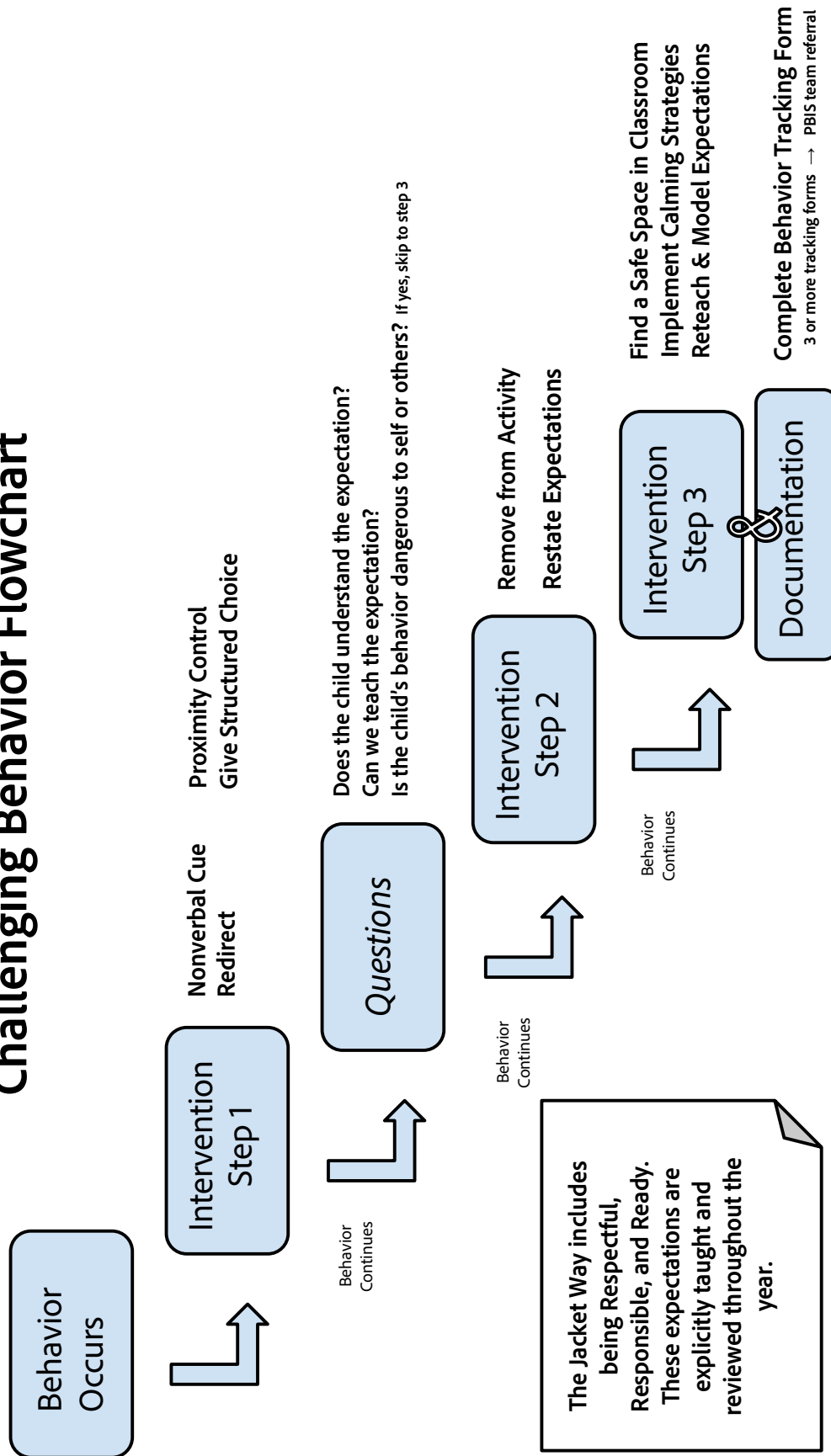| Behavior	Definition	Unsafe Examples	Safe Examples

Team Activity 2:
Develop a Flowchart

In this activity, your team will work to develop a flowchart that is easy to read and visually represents the process and procedure you want all staff to follow when dealing with challenging behavior. When there is a clear and simple process in place, it makes everyone more comfortable with facing challenging behavior. Discuss the following questions with the team as you develop your flowchart. You can use the blank flowchart in this manual or create your own.

1. Are there proactive approaches to behavior that staff currently use that should be included on the flowchart?

2. How can we incorporate opportunities to re-teach expectations within the flowchart?

3. What proactive approaches do we need to include and introduce to staff? For example: proximity, non-verbal cues, reteach, redirection, modeling provided choice, student conference, etc.

4. How will safe(minor) behaviors be addressed? How will unsafe (major) behaviors be addressed?

5. When do we expect staff to document the behavior with BIRs?

Remember when creating your flowchart, you may want to add reminders to reinforce when you see the student demonstrate the expected behavior, even if it is after correction. This may require some conversation with the team and may challenge some staff's beliefs about behavior.

Challenging Behavior Flowchart

Behavior Occurs

↓

Intervention Step 1

Nonverbal Cue
Redirect

Proximity Control
Give Structured Choice

Behavior Continues →

Questions

Does the child understand the expectation?
Can we teach the expectation?
Is the child's behavior dangerous to self or others? If yes, skip to step 3

Behavior Continues →

Intervention Step 2

Remove from Activity
Restate Expectations

Behavior Continues →

Intervention Step 3

Find a Safe Space in Classroom
Implement Calming Strategies
Reteach & Model Expectations

Documentation

Complete Behavior Tracking Form
3 or more tracking forms → PBIS team referral

The Jacket Way includes being Respectful, Responsible, and Ready. These expectations are explicitly taught and reviewed throughout the year.

Team Activity 3:
Develop/Review Data Collection System
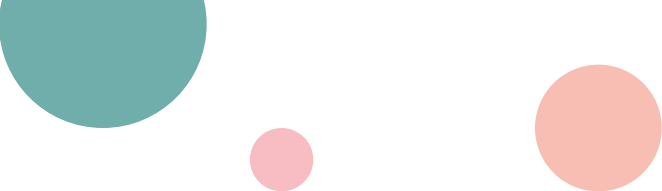
PBIS work is driven by data. A major role of the leadership team is to review data to monitor the effectiveness of Tier 1 implementation and help remedy behavioral concerns in the building. It is possible that your building/district already has a behavior data collection system. If this is so, it would be beneficial to see if this system can meet the needs of the team for data review. If your building does not have a system in place, consider creating a form like the samples provided. Using technology like a Google form can make it easier to create instant graphs and compare data. Either way, data is a critical part of your system. The following questions will help your team create a system that will provide you with the necessary data.

1. Does our building have a data collection system that can be used or modified to meet the needs of the team?

    If yes, how can we make it accessible to all staff? What staff will need training? Will all staff have access to the system?

    If no, what format will we use to create the data collection system?

2. The following need to be included in the reporting system. Discuss how to organize and word the questions on the form to make it simple and quick to use.
    - Problem Behavior
    - Location
    - Time of Day
    - Student Name
    - Teacher Name

    Additional data to consider especially for early childhood settings:
    - Individual filling out report
    - Others involved
    - Activities as a location option for preschool settings
    - Possible motivation, or why the child may be exhibiting the behavior
    - Continuum of consequences

3. Work with your team to create your data collection form or instructions for staff on a current data collection form.

Wrap Up

You have completed a huge step in your PBIS implementation! At this point, you should have a plan for responding to challenging behavior. This includes a list of behavior definitions, a flowchart, and a data collection system. It may be helpful for your team to consider creating a staff handbook with all Tier 1 information included for staff to refer to.

Before you move on to the next module, remember to add any unfinished items to your action plan to be completed at a later date. Any missing or remaining items in regard to your system to respond to behavior can be tracked on the action plan. This is a working document. Items added to the action plan should include what needs to happen, who is responsible and a completion date.

Data Checkpoint:

When developing your system, it is important to consider any building data you currently have. This will help the team prioritize current concerns and be responsive to the current climate of the building. Once you have your data collection system in place, your team will need to review it monthly to support and make decisions about your PBIS plan.

Implementation of PBIS cannot be undertaken alone. Don't forget to utilize the variety of supports and resources available through your building, district, region and the Ohio Department of Education and Workforce. To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant.

References and Resources

Student Name:_____ Person Completing the Form:_____

Teacher Name: _____ Date: _____Time: _____

❏ IEP/BIP/504

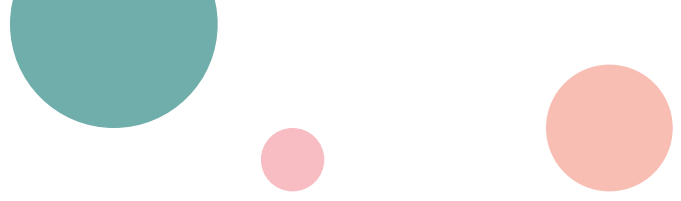| Incident (Check one)	
❏ Physical Aggression ❏ Self-Injury ❏ Running Away	❏ Defiance or Non-compliance ❏ Disruption ❏ Inappropriate language ❏ Negative Self-Talk ❏ Withdrawal
Location	
❏ Classroom ❏ Bathroom ❏ Cafeteria ❏ Recess ❏ Gym ❏ Library ❏ Art	❏ Music ❏ Science ❏ Hallway ❏ Related Service (Speech, OT, PT, Office, Counselor) ❏ Motor Room ❏ Blue Room ❏ Clinic
Activity	
❏ Arrival ❏ Morning Meeting ❏ Whole Group ❏ Small Group ❏ Social Centers ❏ Academic Centers ❏ Snack ❏ Restroom ❏ Transition	❏ Clean Up ❏ Music and Movement ❏ Reader's Workshop ❏ Writer's Workshop ❏ Math Lesson ❏ Phonics ❏ Recess ❏ Dismissal
Possible Motivation	
❏ Obtain: preferred materials, person or activity	❏ Escape: non-preferred materials, person or activity

Response to Behavior

Level 1:	Level 2:	Level 3:	Level 4:
❏ Response Formula ❏ Reteach/Remind ❏ Give a Choice ❏ Redirect ❏ Reminder of reinforcer for expected behavior	❏ Precision Command ❏ Planned Ignoring ❏ Take a Break	❏ Remove from activity ❏ One-on-one adult assistance	❏ Call for assistance ❏ Implement CPI Crisis Intervention (must be CPI trained) ❏ Complete PSW referral

Notes