

# Positive Behaviour Support and Trauma-Informed Practice



## Phase 3 Module 3: Individualised Support Planning

### Prevent, Teach, Reinforce

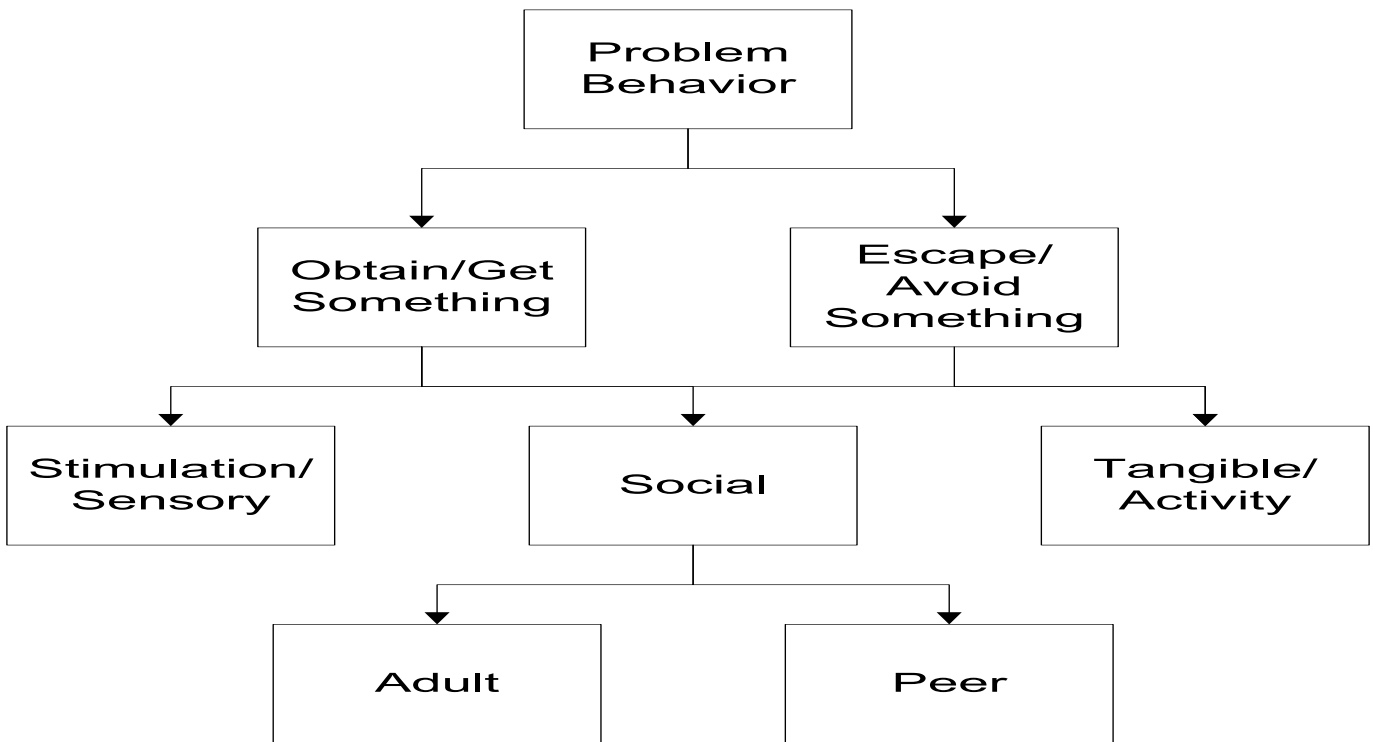
Some belief statements which underlie a Positive Behaviour Support approach

All behaviour is

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All behaviour is

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<b><u>A</u>ntecedent</b> <i>(what happens before)</i>	<b><u>B</u>ehaviour</b>	<b><u>C</u>onsequence</b> <i>(what happens after)</i>

### Functional Hypothesis:

We think \_\_\_\_\_ is trying to GET/ AVOID \_\_\_\_\_

## Replacement behaviour

It is Unethical for us to try and STOP a behaviour  
ESPECIALLY if the person using it does not have verbal communication skills to get their needs met!

When challenging behaviours occur, determine:

- What do we want the child to do instead?

WITHOUT using the word STOP

## Prevention

When challenging behaviours occur, assess antecedent events and ask:

- Do we have **clear expectations**?
- Have they been thoroughly **taught**?
- Are we consistently using **strategies to encourage** desired behaviours?
- What can we **change in our environment**?

### **A menu of Prevention strategies:**

Visual support  
Choice  
First, then OR Preferred, non-preferred  
Move people  
Move things  
Change number of people at place/time  
Change adult face

## Teaching

**Teach** the child a better way to get needs met

**Before:** In lessons

With pre-correction

**During:** with re-directs – what to **do** instead

**After:** with re-teaching and practice

When challenging behaviours occur, develop a plan for teaching the replacement behaviour using:

- Tell
- Show
- Practice
- Specific feedback

## Reinforcement

Help the child get their needs met:

- Ensure the **reinforcer** matches the **function**

Reinforcement is what makes the behaviour more likely to happen again.

Watch out for “accidental reward” of problems

Planning for **your child**:

<b><u>A</u>ntecedent</b> <i>(what happens before)</i>	<b><u>B</u>ehaviour</b>	<b><u>C</u>onsequence</b> <i>(what happens after)</i>

**Functional Hypothesis:**

We think \_\_\_\_\_ is trying to GET/ AVOID \_\_\_\_\_  
\_\_\_\_\_

**Replacement Behaviour:**

What we would like \_\_\_\_\_ to **do instead** is \_\_\_\_\_  
\_\_\_\_\_

<b>Prevent</b> <i>(change the environment)</i>	<b>Teach</b> <i>(what to do instead)</i>	<b>Reinforce</b> <i>(ensure the child gets their needs met)</i>

Data collection: How will we tell if it works?

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## Helping Children with Intense Behaviour Challenges

### Why do children have challenging behaviour?

Children might have challenging behaviour because they have not developed social skills or don't understand the rule, social expectation, or behaviours that are expected within a situation. That is why parents and teachers are always helping children understand what behaviours are expected and encouraging children as they learn those important skills. The everyday meltdowns that occur with young children become opportunities to teach the child new social skills, coping strategies, appropriate choices, and expectations. Some children might continue to have challenging behaviour because they have difficulty understanding what adults are teaching them or are unable to communicate their needs and desires in appropriate ways. We use the term challenging behaviour when a problem behaviour continues despite your efforts to help your child cope or use appropriate behaviour.

### What can be done to help children who have challenging behaviour?

The first step in helping children who have problem behaviour is to understand the purpose and goals of the behaviour. This is done by examining when and under what conditions the behaviour occurs and identifying what outcomes the behaviour produces for the child. By examining the triggers of the behaviour and the outcomes that follow problem behaviour, it can be determined if the child's problem behaviour results in access to an activity, object, or interaction or results in avoiding an activity, object, or interaction. Once the purpose of problem behaviour is identified, a positive behaviour support plan can be put in place to reduce the child's need to use problem behaviour and teach new skills to replace the behaviour. The plan that is designed is used by the child's family and teachers in everyday activities and interactions to support the child.

### Why do you use positive approaches and not punishment?

Parents might use mild forms of punishment paired with teaching children new skills and encouraging children to use appropriate behaviour in the home. This is how children learn adult expectations and social rules. However, severe punishment can cause harm to the child by inadvertently teaching the child to use aggression and causing the child humiliation or resentment of the adult. In addition, it is likely that if the child engages in problem behaviour because he is unable to express his needs or feelings; then a new problem behaviour will be used to replace the behaviour that was punished. Punishment approaches only serve to reduce a behaviour, not teach the child new skills.

### What happens if my child needs a behaviour support plan?

If your child is having persistent problem behaviour, the program will want to meet with you to design a behaviour support plan. You are an important partner in this process because you are the expert on your child and your family. The first step will be a meeting or phone call to discuss your child's needs, when behaviours are occurring, and establish goals for the behaviour support plan. Then, observations and interviews will be used to gather detailed information that can lead to the identification of the purpose of the problem behaviour. Once those observations and interviews are completed, you will be asked to meet with your child's teacher and other team members to develop a behaviour support plan. This meeting will be guided by a team facilitator who has expertise about behaviour support and knows how to help teams develop plans. However, it is the persons who interact with the child every day who will come with important information to share. Remember, you are the expert on your child and your family. The team will develop the plan together and then the plan will be implemented. The team will also discuss how to evaluate whether the child responds to the plan.

### Can someone help my child with behaviour at home and in the community?

It is very likely that children who have problem behaviour in their early childhood program experience the same kind of challenges at home or in the community. If this is happening with your child, make sure to tell the team. The strategies that will be used to support your child at preschool can often be applied within the everyday routines and activities of family life to help the child reduce problem behaviour and learn new skills.

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### Facilitating Individualized Interventions to Address Challenging Behaviour

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From: [https://www.ecmhc.org/documents/CECMHC\\_FacilitatingToolkit.pdf](https://www.ecmhc.org/documents/CECMHC_FacilitatingToolkit.pdf)