



Positive Beginnings:  
Supporting Young Children  
with Challenging Behavior



# Overview

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Positive Beginnings is administered through the Department of Childhood Education, Reading, and Disability Services at Florida State University in coordination with the Department of Communication Disorders at FSU and the Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute at the University of South Florida. Funding for this project was provided by the U.S. Department of Education (Grant number H325N010022). The opinions and other content contained in this material do not necessarily reflect the opinion of the agency, and no official endorsement should be inferred.



Positive Beginnings is a joint project  
of Florida State University & University of South Florida





## Acknowledgements

This work was made possible through the collaboration of important community and university partners. The authors of this training series would like to convey their gratitude to the following:

Dr. Lindee Morgan, Dr. Kim Galant, Susan Brosnan Maddox, Vickie Peace and the Families of the Early Social Interaction and FIRST WORDS Projects

Dr. Shubha Kashinath, Jade Coston and the Families of the Family-guided Routines Based Intervention Project

Dr. Pamela Phelps, the Parents and Faculty of Creative Preschool, Tallahassee, Florida

Barbara Winkler, Teacher, Pinellas County Schools

The Children and Staff of Pinellas County Schools

Nancy Little and Doreen Altieri, Palma Ceia Presbyterian Preschool Program, Tampa, Florida

Parents, Children, and Staff of Palma Ceia Presbyterian Preschool Program, Tampa, Florida

Brendan's Family

Gus' Family

Jamaal's Family

Easter Seals of Bradenton, Florida

Kendra Otis, Kelly Whelan, Brandy Worthy, Polly Bohannon, Alexa Goldstein and Shane Wetherby, Florida State University

Lisa Littke, Sherri Langhans, Michelle Duda, Tonisha Clarke, Dabaram Rampersad, and Pedram Moghaddam, University of South Florida

**A special thanks to our Field Test Collaborators:** Deb Daulton, Pennsylvania EITA, Harrisburg, Pennsylvania; David Lindeman, Kansas University Affiliated Program, Parsons, Kansas; Steven Daley, California State University of Sacramento, Sacramento, California; Joy Kataoka, Texas ECI, Austin, Texas; Susan Moore, University of Colorado, Boulder, Colorado; and Cynthia Vail, University of Georgia, Athens, Georgia

**And our gratitude to our Advisory Group** who provided us with guidance in the content and design of the materials: Doreen Altieri, Madelyn Hornbeck, Marian Jones, Cary Sipiora, Donna Shreve, and Barbara Winkler

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Hanline, M. F., Wetherby, A., Woods, J., Fox, L., & Lentini, R. (2004). *Positive Beginnings: Supporting Young Children with Challenging Behavior* [CD- ROM]. (Available from Positive Beginnings, 625 B North Adams Street, Tallahassee, Florida 32301).



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# Background

There is increasing awareness among educators, higher education faculty, researchers, administrators, and policy makers about the growing number of young children who have challenging behavior. Prevalence estimates about the number of children who have challenging behavior range from 10-15% of the population with greater numbers of children seen within families who are poor and facing multiple risk factors (Campbell, 1995; Qi & Kaiser, 2003). Children who are served by IDEA are a particular concern with the National Early Intervention Longitudinal Study indicating that between 10-40% of children are described as having behavioral challenges (USDOE, 2001) and students with disabilities having more than three times the number of serious misconduct incidents per 1,000 students than the proportion of typically developing students (GAO, 2001).

Challenging behavior puts young children at significant risk of poor longitudinal outcomes. Recent evidence has demonstrated that early problems often persist and that the roots of later problems are found in the early years. A review of longitudinal studies revealed that 50% of preschool children with externalizing behavior challenges continue to have challenges during their school years (Campbell, 1995). Research has documented that for many children, early challenging behavior is highly predictive of disruptive behavior in school and poor post-school outcomes.

The alarming frequency with which young children entering school display severe challenging behavior has resulted in an interest in providing early intervention to children in the toddler and preschool years (Department of HHS, 2000; Shonkoff & Phillips, 2000; Simpson et al., 2001). The primary setting of these efforts are likely to be community-based early childhood programs and within the context of home visiting early intervention programs. Tragically, most early educators feel unequipped to meet the needs of young children with challenging behavior and increasingly children with challenging behavior are being expelled from child care programs (Kaufmann & Wischman, 1999; Raver & Knitzer, 2002). Teachers report that disruptive behavior is one of the single greatest challenges they face in providing a quality early education program (Arnold, McWilliams, & Arnold, 1998; Joseph, Strain, & Skinner, 2004).

In the last decade, research has demonstrated that positive behavior support (PBS) is a highly effective intervention approach for addressing severe and persistent challenging behavior (Carr et al, 1999; Center for Evidenced-based Practice, 2002). PBS is an approach for addressing a child's challenging behavior that is based on child or person-centered values and applied research (Carr et al, 2002, Fox, Dunlap, & Cushing, 2002). In PBS, a functional assessment is used to identify the environmental events, circumstances, and interactions that trigger and maintain challenging behavior. Once the purpose or function of challenging behavior is identified, a behavior support plan is developed and implemented by a team of family members, caregivers, and professionals who routinely interact with the child. The behavior support plan includes strategies to prevent challenging behavior, teach the child new social and communication skills, and respond to challenging behavior in ways that do not maintain the challenging behavior. The team implements and monitors the outcomes associated with the behavior support plan within natural environments.



## Purpose

We embarked on this project to provide higher education faculty and professional development personnel with material that could be used to teach early educators, interventionists, and related service personnel about the use of Positive Behavior Support (PBS) with young children and their families. Although there is growing catalogue of training materials addressing young children's challenging behavior or the use of PBS with other populations, there are not materials specific to using PBS within the real-world settings of preschool and home visiting programs.

These training modules have been designed to provide sequenced instructional materials that will build the capacity of early educators, interventionists, and therapists in meeting the needs of young children with challenging behavior. The training materials were developed by a team of faculty who has distinctive expertise in early intervention, behavior support, communication disorders, and developmentally appropriate practice.

The content of the modules provides a comprehensive curriculum in Positive Behavior Support in 6, three-hour modules. The curriculum contains information on early communication and social development, *Social and Communication Development*, and on the process of functional assessment to gain an understanding of the communicative message of challenging behavior, *Determining the Meaning of Challenging Behavior*. In *Positive Behavior Interventions and Supports*, content on the essential elements of the behavior support plan is provided and in the module *Teaming to Build a Behavior Support Plan*, a teaming process for support plan development is taught. The curriculum moves from the development of a support plan to presenting content on how to implement the behavior support plan in natural environments and support the child in learning new skills, *Interventions in Everyday Settings*, and how to collaborate with families in the behavior support process, *Supporting Families*.

## Values

Positive Beginnings provides curricular material that is focused on the content needed to develop and implement effective intervention for young children with challenging behavior and their families. This information is designed to build the capacity of practitioners who have a deep understanding and practice of quality early intervention practices. The development of these training materials reflect a commitment to the following core principles and values:

- Interventions and supports should be developmentally appropriate and child-centered;
- Family-centered approaches are essential to successful early intervention;
- Early intervention services and supports must be delivered with consideration of the unique and diverse cultures of families. Culturally competent practice is vital to the delivery of services and supports;
- Professionals should seek to understand and implement evidence-based practices;
- Behavior interventions should use positive practices; and
- A collaborative, problem solving approach should be used to ensure that all stakeholders are actively involved in the development and implementation of support strategies that will promote the development of the child.



# About the Modules

## Audience/Use

The materials have been designed for students and practitioners in special education, early education, early intervention, communication disorders, and related fields. Your use of the modules will have to be modified to fit the instructional and experience level of your audience.

## Material Structure

Each module provides about 3 hours of instructional content and activities. Time to present the module will vary based on breaks needed by the participants, discussion durations, use of pre and post self assessments, and review of application activities.

## Real Life Examples

We developed the modules by using real life examples of children within community programs. Our videos were not professionally developed and are not staged situations. Thus, the quality may vary. Although there are many sample vignettes of children with challenging behavior, there are also vignettes of children who are engaged in activities. Our ability to capture very severe challenging behavior that may be dangerous to others was inhibited by our need to ensure that children were safe. If dangerous behavior was to occur during videotaping, the adults in the classroom (including our camera person) had to respond to the challenging behavior.

## Case Study Approach

A case study approach is used in several of the modules to support the learner in applying newly learned concepts to a practice application. The case studies we provide are based on real children and the intervention supports that were provided to them.

## Questions and Discussion

We have provided the instructor with questions to lead the participants in discussion around many of the key concepts. In addition, you will find that many of the activities and videos will prompt a lively discussion about the “correct approach” or a different interpretation of the “correct response.” It is important that the instructor guide and support those discussions. For many of the participants, learning about PBS will challenge them to think about behavior in new ways and begin to question their personal assumptions. The discussions that occur provide participants with an opportunity to make sense of this new material and collaboratively arrive at perspectives. Guiding these discussions will challenge you as an instructor and require a deep familiarity with the content. However, it is through the discussions and case study activities that learning for application will occur.



# Training Module Organization

The following table provides information on the each module:

Module	Overview and Key Topic
Social and Communication Development	<p>This module provides information on how communication and social skills develop in young children. It is based on the fundamental assertion that all children communicate and that the child’s actions and behaviors communicate to caregivers even before the child has developed purposeful communication and language skills.</p> <p>The topics of this module include:</p> <ul style="list-style-type: none"> <li>• Major stages of language development</li> <li>• The communication building blocks of intentional communication</li> <li>• The relationship of play to communication development</li> <li>• Forms of communication</li> <li>• Functions of communication</li> <li>• Repair strategies</li> <li>• Supporting communication through planned activities</li> <li>• Supporting communication through responsive partners</li> <li>• Promoting social skills</li> </ul>
Determining the Meaning of Challenging Behavior	<p>In module <i>Determining the Meaning of Challenging Behavior</i>, the concepts introduced in the module titled <i>Social and Communication Development</i> are applied to understanding the communicative function of challenging behavior. This module provides an introduction to Positive Behavior Support (PBS) and begins instruction on the implementation of the PBS process with a focus on conducting a functional assessment.</p> <p>The topics of this module include:</p> <ul style="list-style-type: none"> <li>• The behavior equation</li> <li>• The process of PBS</li> <li>• Functional assessment methods</li> <li>• Conducting systematic observations</li> <li>• Using a functional assessment interview</li> <li>• Collecting functional assessment data</li> </ul>
Positive Behavior Interventions and Supports	<p>The module on <i>Positive Behavior Interventions and Supports</i> moves from functional assessment to the components of a positive behavior support plan. Each section of the behavior support plan is described and detail is provided on how to select and apply strategies.</p> <p>The topics of this module include:</p> <ul style="list-style-type: none"> <li>• Developing a behavior hypothesis</li> <li>• Designing prevention strategies</li> <li>• Teaching replacement skills</li> <li>• Determining new responses to the challenging behavior</li> </ul>



Module	Overview and Key Topic
Teaming to Build a Behavior Support Plan	<p>In this module, the participant receives information on how a collaborative team can work together to develop a behavior support plan from the functional assessment information. This module also includes guidance for the team’s plan implementation and ongoing evaluation. This module provides the participants with an opportunity to develop a plan as a learning activity.</p> <p>The topics of this module include:</p> <ul style="list-style-type: none"> <li>• Building a family-centered team</li> <li>• A process for plan development by the team</li> <li>• Support plan implementation</li> <li>• Ongoing evaluation</li> </ul>
Intervention in Everyday Settings	<p>The implementation of the behavior support plan occurs within routines in everyday settings. In this module, participants are given information on how to define natural learning environments and how to develop a systematic plan for embedding intervention strategies with routines and activities:</p> <p>The topics of this module include:</p> <ul style="list-style-type: none"> <li>• Defining natural environments</li> <li>• Identifying routines</li> <li>• Using an activity/routine matrix</li> <li>• Identifying goals and outcomes</li> <li>• Instructional strategies</li> <li>• Developing an embedded intervention plan</li> </ul>
Supporting Families	<p>The goal in this process must be to provide families with the information and knowledge that they desire to support their child’s development. To do so, early educators must be sensitive to the unique perspective of the family and develop strategies for providing family-centered supports.</p> <p>The topics in this module include:</p> <ul style="list-style-type: none"> <li>• Understanding the family perspective</li> <li>• Building relationships with families</li> <li>• Ongoing communication</li> <li>• Problem-solving</li> </ul>



# Tips for Instructors

The following tips are intended to provide guidance to instructors and training facilitators. We hope that these tips encourage you to use these materials in ways that will enhance the preservice or inservice learning experience of your audience.

## 1. Do Your Preparation

The training modules that we have provided include speaker notes, PowerPoint slides, activities, and video samples. However, these materials were not designed to be used by the novice presenter or someone unfamiliar with the training content. Each module includes references to resources that the presenter should review thoroughly. The materials were designed to provide the experienced trainer or instructor with activities, slides, and videos to facilitate instruction in the use of positive behavior support to understand, intervene, and support young children with challenging behavior. If you do not have a good foundation in the content of these modules, you will find that additional preparation will be necessary.

## 2. Know Your Audience

We have field-tested the training modules with both inservice and preservice audiences in special education, early childhood special education, early education, and communication disorders. The materials can be used successfully with a variety of audiences with adaptations. You will find that a more sophisticated audience (e.g., graduate students in communication disorders) may be able to move through some of the material rapidly and may skip some of the activities. An inservice audience of child care professionals may need more repetition and explanation of key points in addition to time for discussion on how to translate the training material to their unique setting. We encourage you to carefully consider the skills of your audience and make adjustments.

## 3. Link to Prior Knowledge

Adults come to a class or workshop with prior knowledge and perspectives about children, the development of children, and effective intervention approaches. Your challenge will be to assist your participants to link the material presented in these modules with their existing knowledge and to guide them to examine their perspectives and attitudes about behavior. It is important that the content within these modules is linked to knowledge that your students or inservice teachers have about children's development, instruction, family support, and appropriate practices. This content should not be viewed as a behavior intervention approach that is supplemental to developmentally appropriate practice. This content has been designed to assist teachers and students in understanding how communication, social, and behavior development is linked and how to use a deep understanding of the why of behavior to assist the child in developing new skills.

## 4. Sequence to Match Learner Needs

The training modules may be used in different sequences. Some learners may come to the training event (e.g., workshop, class, institute) with competencies in areas addressed by some of the modules. If so, we encourage you to select the modules that best fit their needs and your training goals. As the presenter, you may decide to use a subset of modules or to sequence the modules in ways that supplement other training efforts. For example, if training participants who have limited understanding of communication development and PBS, you may want to begin with the module *Social and Communication Development* and proceed to the set of modules that provides the process of PBS: *Determining the Meaning of Challenging Behavior*; *Positive Behavior Interventions and Supports*; and *Teaming to Build a Behavior Support Plan* (these three modules will typically always be presented in order), and then end with the modules on *Intervention in Everyday Settings* and *Supporting Families*. For audiences that are new to



family-centered interventions, we find that by delivering the information on how to conduct a functional assessment and design interventions first, the participants are eager to find out how to join with families in the process and are then ready for the modules that follow. If your audience are skilled early intervention practitioners and have the value and practice of collaboration with families, you may want to begin the training series with the broad topics of *Intervention in Everyday Settings* and *Supporting Families* and then move into the set of modules that are focused on the implementation of PBS.

## 5. Use Creatively

While we have succeeded in providing you with materials to deliver instruction on the topic of Positive Behavior Support for young children, we are not providing you with a rigid structure of how to teach the material. Suggestions for presentation formats, you may want to consider are:

- **Inservice Workshop Series** – Offer all of the modules within a workshop series that require attendance to all sessions. Ask the participants to come to the workshop with a child in mind (i.e., a child who has challenging behavior). After each session, have the participants apply what they have learned to their case study child. Use the application exercise activities as a mechanism for applying the concepts to their target child. Build in extra time for discussion of the application exercise and answering questions about application in the classroom.
- **Integrate into Related Coursework** – Consider the use of a single module within a related course. For example, *Social and Communication Development* offers material on early communication development that may be used within a course on language development. Students may then be exposed to modules: *Determining the Meaning of Challenging Behavior*, *Positive Behavior Interventions and Supports*, and *Teaming to Build a Behavior Support Plan* within a course on behavior management and modules: *Interventions in Everyday Settings* and *Supporting Families* in courses on intervention approaches.



# How to Use the Modules

## Navigating the CD-ROM

Each training module is in a separate folder on your CD-ROM. Prior to presenting the training, you should print all of the materials within the folder except for the PowerPoint presentation. The Overview is a manual that provides an overall guide to the module series, the Presenter’s Materials will provide you with the speaker notes needed to present the material, the Participants’ Materials provides you with the handouts to reproduce for your participants, the Case Study Materials are needed to conduct case study activities, and the Application Exercises are follow-up activities to the module content. The PowerPoint presentation provides you with the module presentation material and linked video vignettes. If you are unfamiliar with the use of PowerPoint, please allow for extra preparation time to learn the operation of the program. We recommend that you rehearse the presentation and make sure that the LCD, audio amplification, and computer are operating correctly and project the image. As you rehearse the presentation, be aware that several of the slides are animated and will bring in bullets or information as you click the mouse. The videos are operated by putting the cursor on the video picture area in the slide and clicking the mouse. Clicking within the video area again can stop the video. If you pull the cursor outside the video area and click, you will advance the slide.

## Equipment Needed

The modules require the use of a lap top computer, LCD projector, and sound amplification for the embedded video in the presentation. Sound amplification can be provided by using a microphone and holding it to the speakers in the laptop or by plugging desktop speakers into your speaker port on the laptop. Some presentation venues also offer the equipment to use a mixer and the house sound system to amplify the sound in the presentation. The software programs required to operate the modules are Microsoft PowerPoint, Microsoft Media Player, and Acrobat Reader.

## Module Organization

Within each training module, you will find the following sections:

- **Presenter’s Materials:** In this section you will find list of materials, handouts, and videos that are included in the module. We also include an agenda with estimated times for each section and the speaker notes for the presentation and instructional activities.

Within the presenter’s instructions, the following icons will be used to indicate when to use videos, refer to a handout, or conduct a group activity.



Video Vignette



Handout



Small Group Activity



Large Group Activity



- **Participants' Materials:** This section provides an agenda, PowerPoint handout with note lines, activity handouts that are used in the training, and resource materials for the participants.
- **Case Study Materials:** This section provides materials to distribute to participants during the presentation for use in the Case Study Activities. To prepare materials for the activity, divide the number of participants by the number of case studies and make that number of copies for each case study. Ask the participants to form groups of 5-7 members. Each group will receive case study materials relating to the same child and there may be multiple groups who will receive the same materials.
- **Application Exercise:** A suggested follow-up or homework activity is provided for preservice and inservice participants. These may be used to supplement and extend the learning experience of participants. If you decide to use the application activities as work to be completed between training sessions, build time in your agenda to review the completed assignment and to explain the application activity assignment.

## Presentation Forms

- **Pre/Post Self-assessment of Competencies:** We have provided you with self-assessment forms for each of the modules. These may be used within the training as a pre/post self-assessment of the competencies learned within each module. We acknowledge that this represents one way that may be used to assess knowledge gained through training and encourage you to use the mechanisms that are appropriate to your unique personnel preparation context. If you decide to use the pre/post self-assessments, allow about 5 minutes for completion before and after the training module.
- **Presentation Evaluation:** We have provided you with a training evaluation form that you may want to use to assess participant satisfaction with the module presentation.
- **Professional Development Documentation:** A certificate of attendance is provided for your use if attendance hours must be documented for your participants.



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# Module Evaluation Forms

## Instructions

Forms are provided for presenters to use as needed:

### Pre/Post Competency Self-Assessment Form

Ask all participants to complete a “Pre/Post Competency Self-Assessment Form” at the beginning and then again at the end of the training session. Remind participants to check “Pre” at the beginning and “Post” at the end.

### Module Evaluation Form

Ask all participants to complete a module evaluation form.

### Professional Development Documentation

The certificate is provided as a template for presenters to modify and distribute as needed.

*Note: Presenters can use an ID code if desired. For example, one could use the last 4 digits of their social security number or an “assigned” code if the presenter would like to track results without identifying the participant.*

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. Children's behavior does not typically influence the behavior of caregivers.	6	5	4	3	2	1
2. During the intentional communication stage, children explore objects and use them conventionally during play.	6	5	4	3	2	1
3. Language is learned best in situations with shared attention, affect, and intentions.	6	5	4	3	2	1
4. Children learn the rules of grammar for sentences from 2-5 years.	6	5	4	3	2	1
5. Children who primarily use sounds and gestures are using symbolic communication.	6	5	4	3	2	1
6. Problem behavior is rarely used to regulate the behavior of another person.	6	5	4	3	2	1
7. A repair may include the use of unconventional and socially unacceptable behavior.	6	5	4	3	2	1
8. Waiting for the child to initiate enhances the development of language.	6	5	4	3	2	1
9. I can identify a child's stage of language development through observation.	6	5	4	3	2	1
10. I can describe a child's play in relation to communication development.	6	5	4	3	2	1
11. I can observe a child to determine whether the form of their communication is primarily symbolic or nonsymbolic.	6	5	4	3	2	1
12. I can describe whether a child's communication is an initiation or a response.	6	5	4	3	2	1
13. I can identify the various functions that a child uses to communicate.	6	5	4	3	2	1
14. I can identify when a child is able to use successful repair strategies.	6	5	4	3	2	1
15. I am knowledgeable about the features of activities that support communication.	6	5	4	3	2	1
16. I can identify the characteristics of a responsive communication partner.	6	5	4	3	2	1
17. I can describe how a child's communication skills contribute to social competence.	6	5	4	3	2	1
18. I am able to observe children in a variety of settings to identify ways to support peer interaction.	6	5	4	3	2	1

# Determining the Meaning of Challenging Behavior

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. I can identify the steps of the process of Positive Behavior Support.	6	5	4	3	2	1
2. I am able to identify the communicative function of a child's behavior.	6	5	4	3	2	1
3. I am knowledgeable about the tools that may be used to conduct a functional assessment.	6	5	4	3	2	1
4. I can identify the components needed to develop a behavior equation.	6	5	4	3	2	1
5. I am able to develop a behavioral equation for a child's challenging behavior.	6	5	4	3	2	1
6. I can explain how triggers and maintaining consequences are related to a child's challenging behavior.	6	5	4	3	2	1
7. I am skilled at using direct observation to determine the function of challenging behavior.	6	5	4	3	2	1
8. I am able to use observation and interview tools to determine the function of a child's challenging behavior.	6	5	4	3	2	1
9. I can define a setting event and know how setting events may affect challenging behavior.	6	5	4	3	2	1

# Positive Behavior Interventions and Supports

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. I feel effective in my ability to include children who have severe challenging behavior in my classroom.	6	5	4	3	2	1
2. I can design prevention strategies that address the triggers of challenging behavior.	6	5	4	3	2	1
3. I can identify the replacement skills that must be taught to address the function of a child's challenging behavior.	6	5	4	3	2	1
4. I know how to embed direct instruction for teaching replacement skills.	6	5	4	3	2	1
5. I can identify the components needed to develop a behavior support plan for a young child with challenging behavior.	6	5	4	3	2	1
6. I am able to develop a behavior support plan that is based upon a functional assessment of a young child with challenging behavior.	6	5	4	3	2	1
7. I feel confident about my ability to use Positive Behavior Support when encountering a child who does not respond to the approaches that I use for child guidance and classroom discipline.	6	5	4	3	2	1
8. I can list the steps of the Positive Behavior Support process.	6	5	4	3	2	1

# Teaming to Build a Behavior Support Plan

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. I have the knowledge needed to lead a team through the process of Positive Behavior Support.	6	5	4	3	2	1
2. I am able to facilitate a brainstorming session to develop an effective behavior support plan for children with challenging behavior.	6	5	4	3	2	1
3. I can identify strategies to use to ensure that families and professionals can collaborate as a team to address issues of children's challenging behavior.	6	5	4	3	2	1
4. I can develop user-friendly forms for monitoring the outcomes associated with behavior support.	6	5	4	3	2	1
5. I am able to develop a monitoring system to collect data on the effectiveness of a behavior support plan.	6	5	4	3	2	1
6. I am able to guide a team in how to respond if challenging behavior returns after a behavior plan has been implemented.	6	5	4	3	2	1

# Intervention in Everyday Settings

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. Natural environments are not adequately structured to support children with challenging behavior.	6	5	4	3	2	1
2. Families and early educators consistently embed interventions into daily routines.	6	5	4	3	2	1
3. Caregiving routines and typical daily activities are often the setting for challenging behaviors.	6	5	4	3	2	1
4. Daily routines should not be used for intervention because some children may “ritualize” the sequence and increase challenging behaviors whenever the sequence varies.	6	5	4	3	2	1
5. All families and early education programs have routines even when the schedules are variable.	6	5	4	3	2	1
6. Routines as common as getting dressed and eating a snack vary between caregivers.	6	5	4	3	2	1
7. I can identify routines and activities appropriate for imbedding intervention.	6	5	4	3	2	1
8. I can define the importance of daily routines as a context for intervention to caregivers.	6	5	4	3	2	1
9. I can identify components of routines that make them effective for embedded intervention.	6	5	4	3	2	1
10. I can embed different instructional strategies to enhance communication in daily routines and activities	6	5	4	3	2	1

Pre  Post Competency Self Assessment

Date: \_\_\_\_\_

ID Code: \_\_\_\_\_ Presenter: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. I can identify the multiple challenges that families experience when their child has challenging behavior.	6	5	4	3	2	1
2. I am able to establish and foster good communication with the families I support	6	5	4	3	2	1
3. I am knowledgeable about family-centered practices and know how to use them in the support of families who have children with challenging behavior.	6	5	4	3	2	1
4. I can identify strategies that I can use to build positive relationships with families	6	5	4	3	2	1
5. I am skilled at identifying how family values and cultural differences may influence a family's perspectives about intervention approaches and practices	6	5	4	3	2	1
6. I understand how the culture of my family of origin can influence and impact my own personal values and perceptions of the families I support	6	5	4	3	2	1
7. I can identify a systematic problem solving process to use in my collaboration with families to ensure that there is consensus	6	5	4	3	2	1

# Module Presentation Evaluation

Date: \_\_\_\_\_ Presenter: \_\_\_\_\_

Module Title: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Disagree	Disagree	Mixed, but Mostly Disagree	Mixed, but Mostly Agree	Agree	Strongly Agree
1. The presentation contained valuable information.	6	5	4	3	2	1
2. The ideas and strategies that were presented are relevant to my needs.	6	5	4	3	2	1
3. The visuals that were used supported the content presented by the instructor.	6	5	4	3	2	1
4. The small group activities assisted the group in applying the concepts learned.	6	5	4	3	2	1
5. The videos shown enhanced the presentation and offered “real world” examples.	6	5	4	3	2	1
6. The handouts were informative and useful.	6	5	4	3	2	1
7. I would recommend this presentation to other participants in my field.	6	5	4	3	2	1
8. Overall, this session was worthwhile.	6	5	4	3	2	1

Comments:



## Professional Development Documentation

**Name of Provider:** Positive Beginnings: Supporting Young Children with Challenging Behavior

**Participant's Name:** \_\_\_\_\_

**Title of Professional Development Activity:** \_\_\_\_\_

### Description of Professional Development Activity

This 6-session training series provides instruction on evidence-based interventions for challenging behaviors that can be used in early childhood programs and homes. These sessions include content on how to be more effective in identifying, preventing, and addressing challenging behaviors including: defining challenging behavior; exploring why children engage in challenging behavior; recognizing ways that cultural and linguistic differences may influence perceptions of behavior; assessing challenging behavior using functional behavioral assessment; determining strategies to teach children behaviors that are more socially appropriate and satisfying; encouraging educators and families to work together to decrease challenging behavior; and discovering how changes in adult behavior and in early childhood environments can decrease challenging behavior.

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Presenter / Facilitator:** \_\_\_\_\_

**Number of Actual Professional Development Hours:** \_\_\_\_\_

I certify that the above named educator accrued  
the indicated number of Professional Development hours.

\_\_\_\_\_  
Presenter

