POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The design of the Pyramid Model was influenced by Positive Behavior Interventions Supports (PBIS), a multi tiered approach to preventing challenging behavior and promote appropriate social behavior. Like the Pyramid Model, PBIS is a framework to use when thinking about children's social and emotional learning. The focus of these frameworks is the prevention of behaviors that interfere with a child's ability to learn and have positive social relationships. The framework also provides a means for teaching children socially appropriate behavior to use as a means of replacing a disruptive behavior.

Behavior is a broad term that describes a child's actions, and these actions can be viewed as either positive, or negative. A positive behavior is one in which a child demonstrates an expected social response. A child who follows a direction when asked is demonstrating a positive behavior. A negative behavior is when a child uses a response that is counterintuitive to the expected response. An example of a negative behavior is a child uses refuses to follow a given direction, and expresses their refusal by saying "no". Challenging behavior is a term meant to capture the negative behaviors. The term is frequently used to describe types of negative behaviors that are viewed as disruptive and/or interfere with a child's participation in everyday activities.

Whether a behavior is negative or positive, it is through behavior that a young child can express their wants and needs.

This is particularly true for young children whose expressive language is just developing, children whose expressive language is delayed , or for a child who is an English language learner.

When adults can view a child's behavior as a form of communication, it allows them to begin to think about what the child is trying to tell us, rather than to react.

Common communication functions of challenging behavior are wanting a desired object or person, wanting to escape an un-preferred activity, or wanting to gain control of their environment. Recognizing that a child's behavior is a form of communication allows the adult to begin to look for information that can help them to understand what the child is trying to say. Once that information is known, then it can be used to make decisions about how to teach the child a more appropriate way to communicate.
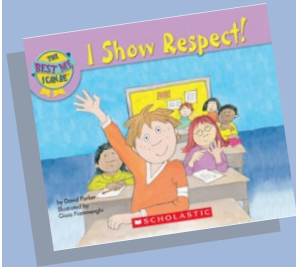
FEATURED ARTICLE

A Program-Wide Model of Positive Behavior Support in Early Childhood Settings http://journals.sagepub.com/doi/pdf/10.1177/105381510702900405
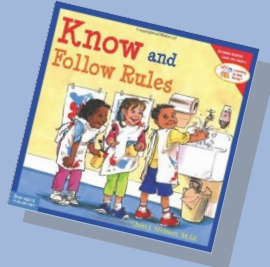
CHILDREN'S BOOKS

I Show Respect!
By David Parker

Know and Follow Rules
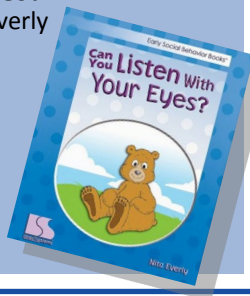By Cheri Meiners

Words are Not for Hurting
By Elizabeth Verdick

Can You Listen with for Your Eyes?
By Nita Everly

EFFECTIVE TEACHING

Children use their behaviors to communicate, so when a child is engaging in challenging behaviors it is important to ask yourself, what is the child telling you? For example, a child may hit a the block center because they want the blocks that are being used by their peer.

Once we understand why the child hits the peer, we can choose appropriate strategies to help the child engage in socially appropriate behaviors to get their needs met. Strategies used to change behavior include teaching new skills, preventing the occurrence of challenging behavior, with a goal of supporting the child in achieving positive long-term outcomes.

TRICKS OF IMPLEMENTATION

- Positive Behavior Support - the Pyramid Model https://www.youtube.com/watch?v=_8Rl00F49Hg

PARENT RESOURCES

- How to Understand the Meaning of Your Child's Challenging Behavior http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_understand_meaning.pdf

- Teaching Your Child to: Cooperate With Requests http://csefel.vanderbilt.edu/documents/teaching_cooperate.pdf