



POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Positive Behavior Interventions and Supports (PBIS) is a framework to use when thinking about children's social and emotional learning. The focus of this framework 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 demonstrates a response that is counterintuitive to the expected response. An example of a negative behavior is a child who refuses to follow a given direction, and expresses his refusal by saying "no". Challenging behavior is a term meant to describe 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 language may be impacted by either a delay, or disability, 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 an 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 inform instructional decision-making.

FEATURED ARTICLES

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

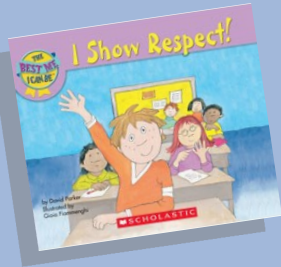
The Teaching Pyramid: A Model for the Implementation of Classroom Practices Within a Program-Wide Approach to Behavior Support <http://www.tandfonline.com/doi/abs/10.1080/15240750902774718>

CHILDREN'S BOOKS



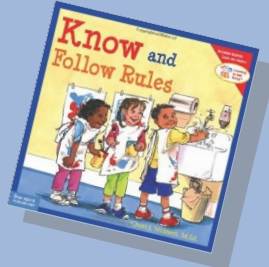
I Show Respect!

By David Parker



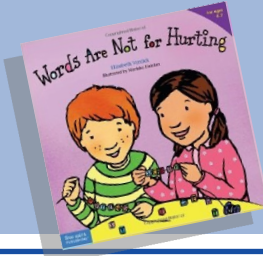
Know and Follow Rules

By Cheri Meiners



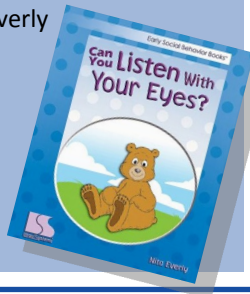
Words are Not for Hurting

By Elizabeth Verdick



Can You Listen with 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=8RI00F49Hg>



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



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UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES

University of Connecticut Center for Excellence in
Developmental Disabilities Education, Research and Service

263 Farmington Avenue, Farmington, CT 06030-6222

Telephone: 860-679-1500 / Toll-Free: 866-623-1315

TTY: 860-679-1502 / Fax: 860-679-1571

www.uconncedd.org



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