

EI/ECSE Standard 6
Component 6.4
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 6, Component 6.4:





After participating in this professional learning opportunity, participants will be able to:

- Describe evidence-based strategies for teaching and promoting social and emotional competence in young children.
- Describe evidence-based strategies for teaching and promoting communication competence in young children.
- Describe using a functional behavioral assessment (FBA) to plan and implement function-based interventions to prevent and address challenging behaviors.

Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-4	
What is Social Emotional Competence?	5	
Executive Functioning and the Development of Social-Emotional Health	6	
Development of Executive Functioning	7	Video (Slide 7)
Supporting Social-Emotional Development: Tiers of Evidence-Based Practice	8	
Foundations of Social-Emotional Competence	9	
Foundational Practices: Social Emotional Development	10-11	
Foundational Practices To Support Social Emotional Development: Preschool Classroom	12	
Foundational Practices: Supporting Peer Interactions in the Preschool Classroom	13-15	Activity (Slide 14) Video (Slide 15)
Foundational Practices To Support Social Emotional Development: Culturally Responsive Strategies	16	
Individualizing Support: Challenging Behaviors	17	
Targeted Support: Teaching Social Skills	18-19	
Intensive Intervention: Positive Behavior Support	20	
Functional Behavior Assessment (FBA)	21	
Intensive Intervention: Behavioral Support Plan	22	
Functional Communication Training	23	
<i>Activity</i>	24-26	Activity (Slide 24) Video (Slide 25 & 26)
References and Resources	27-28	

Speaker Notes with Slides

Slide 1	<p style="text-align: center;">Using Responsive and Reciprocal Interactions, Interventions, and Instruction</p> <p style="text-align: center;">Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators</p> <p style="text-align: center;">6.4</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 2	<p style="text-align: center;">Standard 6</p> <p>Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 3	<p style="text-align: center;">Component 6.4</p> <ul style="list-style-type: none">• Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe evidence-based strategies for teaching and promoting social and emotional competence in young children.• Describe evidence-based strategies for teaching and promoting communication competence in young children.• Describe using a functional behavioral assessment (FBA) to plan and implement function-based interventions to prevent and address challenging behaviors. <hr/>  <p style="text-align: center;"><small>Early Childhood Professional Center www.ecpc.org</small></p>	

What is Social Emotional Competence?

- A child's developing ability to form close, secure relationships with others
- These bonds create the safety that all children need to explore the world and engage in positive interactions with others
- These safe, positive relationships support the development of **executive functioning**



(Definition from Zero To Three)

Social emotional competence reflects a child's developing ability to form close, secure relationships with other familiar people in their lives such as parents, relatives and other nurturing caregivers. This trusting bond helps children to feel safe in exploring their world.

Raver and Zigler (1997) defined the term social competence as a group of behaviors that permits each individual child to develop and engage in positive interactions with other people.

The following groups of behavior included are:

responding to and initiating interactions between caregivers, siblings, other adults, and peers

participating in cooperative and social activities

managing behavior and resolving conflict

knowing about self and others





showing empathy



developing a positive self-image and self-worth.




Infants experience, express, and perceive emotions before they fully understand them.





In learning to recognize, label, manage, and communicate their emotions and to perceive and attempt to understand the emotions of others, children build skills that connect them with family, peers, teachers, and the community.

These growing capacities help young children to become competent in negotiating increasingly complex social interactions, to participate effectively in relationships and group activities, and to reap the benefits of social support crucial to healthy human development and functioning.

<p>Slide 6</p>	<p>Executive Functioning and the Development of Social-Emotional Health</p> <ul style="list-style-type: none"> • Working memory: retention and use of newly acquired information to make decisions • Mental Flexibility: sustain/shift attention in response to different demands or to apply different rules in different settings • Self-control: set priorities and resist impulsive actions <hr/> 	<p>Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.</p> <p>When children of all abilities have opportunities to develop executive function and self-regulation skills, they learn, through the help of adults, to calm themselves and organize their responses to the world so that they can pay attention and learn across settings.</p> <p>Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control. These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.</p>
<p>Slide 7</p>	<p>The Development of Executive Functioning</p>  <hr/> 	<p>https://developingchild.harvard.edu/science/key-concepts/executive-function/</p> <p>Facilitator: Have group watch this video and <i>discuss how the concept of executive functioning informs social-emotional well-being at home and at school</i></p>
<p>Slide 8</p>	<p>Supporting Social-Emotional Development: Tiers of Evidence-Based Practice</p> <ul style="list-style-type: none"> • Foundational <ul style="list-style-type: none"> • Nurturing and responsive relationships, supportive environments, developmentally appropriate teaching practices, universal screening • Targeted <ul style="list-style-type: none"> • Social skills teaching, formative assessment, and progress monitoring • Intensive <ul style="list-style-type: none"> • Intensive, function-based individualized interventions <hr/> 	<p>From the DEC position statement on Challenging Behaviors, 2017:</p> <p>There is a need for a range of practices and services to prevent and address internalizing and externalizing challenging behavior, and the selection of practices and interventions should include careful consideration of the research 7 supporting the practice. This range includes three tiers of practice: universal (nurturing and responsive relationships, supportive environments, and developmentally appropriate teaching practices), secondary (social skills teaching),</p>

		<p>and tertiary (intensive, function-based individualized interventions for children whose challenging behavior is persistent, intensive, and unresponsive to typical guidance and teaching practices).</p>
<p>Slide 9</p>	<p style="text-align: center;">Foundations of Social-Emotional Competence</p> <p>Three inter-related areas:</p> <ol style="list-style-type: none"> 1. Social interaction: play together, take turns, help friends, cooperate 2. Emotional awareness: Ability to recognize and understand feelings and actions of self and others 3. Self-regulation: calming down, using functional communication to express negative emotions, persistence <hr/> 	<p>These overlapping domains support the developing ability of a children to understand their own responses to the environment, and to make sense of how others interact with them. This understanding scaffolds the emerging ability to self-regulate.</p>
<p>Slide 10</p>	<p style="text-align: center;">Foundational Practices: Social Emotional Development</p> <ul style="list-style-type: none"> • Follow children’s lead: Tune into the unique ways children initiate interactions and respond to their environment • Maintain predictable routines • Provide warm, responsive, and consistent care • Talk/sign, read, and sing together every day <hr/> 	<p>http://csefel.vanderbilt.edu/</p> <p>As we heard from the video we just watched, children aren’t born knowing how to self-regulate. Adults naturally help young children regulate when they are tired, frightened, hungry, angry, sad. By consistently responding for their need for safe and predictable interactions and creating opportunities for them to initiate explorations of the environments they occupy, we teach them that they can help themselves calm down when they are feeling dysregulated.</p> <p>See: https://www.ed.gov/ Social and Emotional Development Research Background, https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-research.pdf</p>



<p>Slide 11</p>	<p style="text-align: center;">Foundational Practices, continued</p> <ul style="list-style-type: none"> • Offer choices • Provide opportunities for play with peers/siblings (even in the context of parallel play!) • Encourage and model turn-taking • Help children understand and label emotions • Set limits and model positive behaviors • Use developmentally appropriate practices <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>CSEFEL</p> <p>For all children, including those with moderate-to-severe disabilities, the ability to express preference, and to initiate and respond to interactions with others is foundational to early learning.</p> <p>All children, like all adults, learn best when they are given choices and are interested in the event, object, or activity they are engaged with.</p> <p>All children need to be offered choices throughout their routines and given time to demonstrate – no matter how subtly – their interest in communicating about their preferences.</p> <p>For example, although children may be engaging in parallel play rather than interactive play, they are immersed in a social context and are in position to learn from what is going on around them.</p>
<p>Slide 12</p>	<p style="text-align: center;">Foundational Practices To Support Social Emotional Development: Preschool Classroom</p> <ul style="list-style-type: none"> • Build positive relationships • Create environments that help children feel safe and connected • Set expectations/classroom rules • Teach emotional literacy • Encourage appropriate behavior • Use EBP to support a child experiencing challenging behavior <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>https://connectmodules.dec-sped.org/</p>
<p>Slide 13</p>	<p style="text-align: center;">Foundational Practices: Supporting Peer Interactions in the Preschool Classroom</p> <ul style="list-style-type: none"> • Identify tasks that children can do to help: e.g., handing out materials, gathering coats with a peer • Plan and support peer interactions during everyday routines • Provide cues and assistance to support peer interactions when needed • Reinforce social interactions when they occur <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>http://csefel.vanderbilt.edu/resources/what_works.html What Works Brief #5</p> <p><i>Using Classroom Activities and Routines as Opportunities to Support Peer Interaction</i> by T. Bovey, P. Strain PDF - http://csefel.vanderbilt.edu/briefs/wwb5.pdf</p>

		<p>HTML - http://csefel.vanderbilt.edu/resources/wwb/wwb5.html</p> <p>Handout: PDF- http://csefel.vanderbilt.edu/briefs/handout5.pdf</p>
<p>Slide 14</p>	<p style="text-align: center;">Activity</p> <p>Watch the video "Child Outcomes Step by Step" on the next slide before reflecting on the following question;</p> <ul style="list-style-type: none"> • How can EI/ECSE providers create environments that help children feel connected and safe? <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Video is 8 minutes long</p> <p>https://connectmodules.decsped.org/connect-modules/learners/module-7/tiered-instruction/social-emotional/creating-environment/</p> <p>https://youtu.be/g4PzdpLCu00</p>
<p>Slide 15</p>	<p style="text-align: center;">Video: Child Outcomes Step by Step</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>https://youtu.be/g4PzdpLCu00</p>
<p>Slide 16</p>	<p style="text-align: center;">Foundational Practices To Support Social Emotional Development: Culturally Responsive Strategies</p> <ul style="list-style-type: none"> • Learn about children and families • Develop and teach culturally relevant expectations • Take the child's perspective • Examine personal implicit biases and assumptions • Teach and model empathy • Use group times to discuss conflict <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>From: https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies</p> <p>Teachers can partner with families by inviting them to visit the classroom and participate in activities with their child. Teachers can also arrange to visit children at home, where they may engage in informal discussions with family members about what children enjoy doing for fun and learn about their favorite food, toy, or song. These interactions can reveal cultural values and norms in the home environment. Families may also share information about their child's temperament, primary play partners, and home language (NAEYC 1995).</p>



Expectations should be linked to the values and cultures of the children, teachers, and families. Expectations should be positively stated and developmentally appropriate and should apply to both children and adults (teachers and families). After cultivating a better understanding of children and families, early childhood teachers can base expectations on shared values and connections to cultures. Young children should be included in forming guidelines for behavior, as they are more likely to understand and follow them when they have input. Many teachers develop songs and hand movements to go with their expectations. Other approaches include modeling, using puppets, reading stories, and role-playing. Pictures of the children, teachers, and staff demonstrating the expectations can be posted in classrooms and common areas for further encouragement.

To develop and teach empathy, teachers first have to know themselves. It is necessary for teachers to engage in critical self-reflection to uncover implicit personal biases and assumptions, and bridge understanding across cultural groups. Whether subconscious or explicit, teachers' negative perceptions about children who differ from them in terms of culture, race, or ethnic identity can impact the teachers' ability to teach effectively and create empathetic classrooms.

Teachers can help children learn empathetic behavior by modeling warm and responsive actions, like anticipating and responding promptly to children's needs and worries and greeting children with a smile. Using storybooks, games, and music is another way to teach empathy. Teachers can create lessons and activities that highlight respect, kindness, compassion, and responsibility—

		<p>and help children discover similarities with peers from different backgrounds.</p> <p>Teachers can ponder reflective questions, such as,</p> <ul style="list-style-type: none"> • What are my initial reactions to this child and her family? • What do my reactions tell me about my personal beliefs and assumptions? and • What can I do to build the child’s and family’s trust?
<p>Slide 17</p>	<p>Individualizing Support: Challenging Behaviors</p> <ul style="list-style-type: none"> • “any repeated pattern of behavior...that interferes with or is at risk of interfering with the child’s optimal learning or engagement in pro-social interactions with peers and adults” (Smith & Fox, 2003, p. 6). • Many ways to decide how any given behavior is a challenging one • Influenced by an adult’s culture, beliefs, and biases 	<p>From DEC position statement on challenging behaviors, 2017</p> <p>...It can also be short-term or ongoing, frequent, or infrequent, more or less intense, and internalizing or externalizing. Internalizing challenging behavior is more difficult to observe because it is often directed inward and includes behaviors such as difficulty concentrating, persistent avoidance of activities, social withdrawal, crying, or hiding. Externalizing challenging behavior is directed outward and includes behaviors such as hitting, spitting, property destruction, running away, and screaming (Achenbach, 1978; Eisenberg, Valiente, & Eggum, 2010). Whatever the form, frequency, duration, or intensity of challenging behavior, it can potentially affect a child’s development, learning, and relationships and can be difficult for families, caregivers, and educators to remedy.</p>
<p>Slide 18</p>	<p>Targeted Support: Teaching Social Skills</p> <ul style="list-style-type: none"> • Involve family members to develop regulation strategies collaboratively and to identify and use culturally appropriate behavior management skills • Teach social-emotional regulation skills <ul style="list-style-type: none"> • Example: The Turtle Technique • Strengthen communication skills • Provide ongoing opportunities to practice new skills 	<p>https://connectmodules.decsped.org/connect-modules/learners/module-7/tiered-instruction/social-emotional/managing-challenging-behavior/</p> <p>At the secondary tier, caregivers use ongoing assessment data to identify children who may benefit from more intensive instruction around social, emotional, and</p>





		<p>communication skills than is provided at the universal tier. Interventions in this tier may include: talking with family members about their expectations for behavior and providing family members and other caregivers with instruction and strategies on culturally appropriate caregiving and behavior management skills, supporting co-regulation for infants and toddlers, teaching children social-emotional regulation skills and appropriate communication skills, providing intentional opportunities to practice new skills, and supporting children’s peer relationships (Barton et al., 2014; Cairone & Mackraine, 2012; Hyson, 2004; Webster-Stratton & Taylor, 2001). In group 8 early education and care environments, interventions include the implementation of a focused and systematic approach to teaching children appropriate communication skills and targeted social-emotional skills (Joseph & Strain, 2003). For infants and toddlers, this instruction is woven into individualized daily caregiving routines. For children in preschool and the early elementary grades, instruction focuses on social problem solving, friendship development, emotional literacy, emotional regulation skills, and the ability to use communication and language to solve problems, resolve conflict, and express needs without using challenging behavior (DEC RP INT2 and INT5). When teaching social-emotional skills in the secondary tier, interventions should be designed to reflect the diverse cultural values and backgrounds of the children and families (Allen & Steed, 2016).</p>
--	--	--



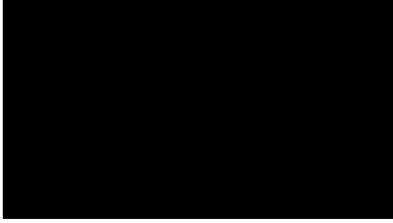


<p>Slide 19</p>	<p style="text-align: center;">Targeted Interventions To Teach Social Skills</p> <ul style="list-style-type: none"> • Gather ongoing formative assessment to document baseline behaviors and to monitor progress • Individualize modifications to environment and curriculum to address specific areas of concern • Individualize activities to support peer interaction • Peer buddy approach • Create Incentive systems for individual children <hr/> 	<p>https://connectmodules.decspec.org/connect-modules/learners/module-7/tiered-instruction/social-emotional-targeted-interventions/using-an-incentive-system/</p> <p>One way a teacher can provide additional support to a child is for a teacher to set up a peer buddy approach. With this approach, the child is paired with a buddy who can help support the child who is having difficulty with a particular routine or activity. For example, if a child is having a difficult time remembering the expectations during circle time, a buddy could be paired with that child to help remind her to sit on her carpet square and follow directions</p> <p>Another option is that a teacher could design an incentive system for a particular child. For example, a child who has difficulty keeping his hands to himself, the child could get a smiley face each time he keeps his hands to himself, and after receiving 2 smiley faces that day, the child is allowed to help the teacher during circle time. Facilitator can click on the link desired to share an example with the group</p>
<p>Slide 20</p>	<p style="text-align: center;">Intensive Intervention: Positive Behavior Support</p> <ol style="list-style-type: none"> 1. Build a behavior support team 2. Use child-centered planning 3. Implement a Functional Behavior Assessment 4. Develop a hypothesis 5. Monitor outcomes <hr/> 	<p>From: https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/process.html</p> <p>Step 1. When developing a behavior support team, one must ask the four following questions:</p> <p>Who are the key stakeholders and individuals in this child's life?</p> <p>Why is collaborative teaming a key element of PBS for this child?</p> <p>What do we need to do to make this a successful collaborative experience that will benefit the child and family?</p> <p>How are we going to promote the active participation of the family and all team</p>

		<p>members in the behavior support planning process?</p> <p>Step 2: Child-centered planning provides a process for bringing the team together to discuss their vision and dreams for the child. Person-centered planning is a strength-based process that is a celebration of the child and a mechanism of establishing the commitment of the team members to supporting the child and family.</p> <p>One of the key features of positive behavior support for young children with problem behavior and their families is a commitment to a collaborative team approach. This is especially important for children whose problem behavior occurs in multiple settings such as the home, preschool, therapy visits, etc.</p> <p>In general, person-centered planning processes use graphic recordings (usually words, pictures, and symbols on chart paper) and group facilitation techniques to guide the team through the process. For example, the facilitator is responsible for setting the agenda, assessing equal opportunities for all to participate, handling conflict when necessary, and maintaining the group's focus. The following well-known person-centered planning processes share underlying values and similarities but may differ in their application.</p> <p>Step 3: Functional assessment is a process for determining the function of the child's problem behavior. Functional Assessment or Functional Behavioral Assessment (FBA) involves the collection of data, observations, and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior.</p>
--	--	--

		<p>Step 4: The behavior hypothesis statements summarize what is known about triggers, behaviors, and maintaining consequences and offers an informed guess about the purpose of the problem behavior. Once a functional assessment is complete, the next step is to develop a hypothesis statement—a prediction or "best guess" of the function or reason a child's challenging behavior occurs. This includes a description of the child's challenging behavior (i.e., what the behavior looks like), information about the specific predictors or triggers that occurred before the child exhibited challenging behavior, the perceived purpose or function of the child's behavior, as well as the maintaining consequences that followed. Predictors include both what conditions immediately precede the child's behavior, as well as any setting events that may be presumed to increase the likelihood of the challenging behavior's occurrence (e.g., lack of sleep, allergies/illnesses, social and interactional factors). Hypothesis development is a critically important step toward developing interventions that are directly linked to the function of the child's challenging behavior</p> <p>Step 5: Behavior support plans must contain the following components:</p> <p>Behavior Hypothesis Statements – Statements that include a description of the behavior, triggers, or antecedents for the behavior, maintaining consequences, and the purpose of the problem behavior.</p> <p>Prevention Strategies – Strategies that may be used to reduce the likelihood that the child will have problem behavior. These may include environmental arrangements, personal support, changes in activities, new ways to prompt a child, changes in expectations, etc.</p>
--	--	--

		<p>Replacement Skills – Skills to teach that will replace the problem behavior.</p> <p>Consequence Strategies – Guidelines for how the adults will respond to problem behaviors in ways that will not maintain the behavior. In addition, this part of the plan may include positive reinforcement strategies for promoting the child’s use of new skills or appropriate behavior (this may also be included in prevention strategies)</p> <p>Long Term Strategies – This section of the plan may include long-term goals that will assist the child and family in meeting their vision of the child (e.g., develop friends, attend a community preschool program).</p> <p>Step 6: The keys to successful outcomes are frequent data collection and consistency—relative not only to both when, where, and who implements the plan but also to how the plan is implemented (i.e., whether or not the same intervention steps are followed). Data collection (e.g., direct measurement and indirect measurement) should occur to document whether the plan is implemented with consistency and is effective in achieving the identified goals, as well as whether or not the replacement skills are durable over time (maintenance) and/or across settings/contexts (generalization). Data should be both easy to collect (e.g., rating scales, check sheets) and should be periodically reviewed by the behavior support team to ensure communication, make any adjustments as needed, and review progress relative to the long-term vision of the child and his/her family.</p>
--	--	---

<p>Slide 21</p>	<p>Functional Behavior Assessment (FBA)</p> <p>The behavior support team implements a Functional Behavior Assessment to:</p> <ul style="list-style-type: none"> • Provide a clear description of problem behaviors • Identify variables that predict the behaviors • Create a hypothesis about the purpose of the behavior • Identify child strengths • Results inform specific interventions/Behavioral Support Plan 	
<p>Slide 22</p>	<p>Intensive Intervention: Behavioral Support Plan</p> <p>A Behavioral Support Plan includes:</p> <ul style="list-style-type: none"> • Strategies for replacing the challenging behavior • Eliminating or decreasing triggers associated with the challenging behavior • Shared with all teaching staff and implemented with fidelity 	
<p>Slide 23</p>	<p>Functional Communication Training</p> <ul style="list-style-type: none"> • Tied to the purpose of the behavior as determined by the FBA • Teaches easily-learned new communication behaviors as a replacement for challenging behavior • Strengthens child's communication skills to reduce the need for challenging behavior • Most effective when the child is given access to preferred objects, activities, people as a result of using the new behavior 	
<p>Slide 24</p>	<p>Activity</p> <ul style="list-style-type: none"> • Review Brendan's child and family description, functional assessment interview, hypothesis statement, and behavior support plan on the linked site • On the next slides watch the videos of Brendan before and after the PBS intervention before discussing the following; • What elements of the behavioral support plan would you say were most active to create positive change for Brendan and his mother? What data should be collected to ensure continued success? 	<p>https://challengingbehavior.cbcs.usf.edu/Pyr/amid/pbs/study.html</p> <p><u>Microsoft Word - Brendan description.doc (usf.edu)</u> https://challengingbehavior.cbcs.usf.edu/docs/CaseStudy_Brendan_child-family-description.pdf</p> <p><u>Microsoft Word - brendan fbai2.doc (usf.edu)</u> https://challengingbehavior.cbcs.usf.edu/docs/CaseStudy_Brendan_func-assess-interview.pdf</p> <p><u>Microsoft Word - Brendan Hypotheses.doc (usf.edu)</u></p>

		<p>https://challengingbehavior.cbcs.usf.edu/docs/CaseStudy_Brendan_hypotheses-statements.pdf</p> <p><u>Microsoft Word - Brendan Support plan.doc (usf.edu)</u> https://challengingbehavior.cbcs.usf.edu/docs/CaseStudy_Brendan_behavior-support-plan.pdf</p>
<p>Slide 25</p>	<p>Video: Brendan Before PBS</p>  <hr/> 	<p>https://youtu.be/1-lxirzQ9uk</p>
<p>Slide 26</p>	<p>Video: Brendan After PBS</p>  <hr/> 	<p>https://youtu.be/WjKfSU3_cQ8</p>
<p>Slide 27</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Center for the Social and Emotional Foundations for Early Learning: http://csefel.vanderbilt.edu • CONNECT: The Center to Mobilize Early Childhood Knowledge and the Division for Early Childhood (DEC): https://connectmodules.dec-sped.org/ • Harvard Center on the Developing Child: In Brief: Executive Function: Skills for Life and Learning <hr/> 	<p>http://csefel.vanderbilt.edu https://connectmodules.dec-sped.org/ https://developingchild.harvard.edu/resources/inbrief-executive-function/</p>

Slide
28

References and Resources

- National Association for the Education of Young Children (NAEYC): <https://www.naeyc.org/>
- Pyramid Model Consortium: www.pyramidmodel.org
- Technical Assistance Center on Social Emotional Intervention: <http://challengingbehavior.fmhi.usf.edu>



<https://www.naeyc.org/>
<https://www.pyramidmodel.org/>
<https://challengingbehavior.cbcs.usf.edu/>