

Using Positive Behavior Support Practices in Early Childhood Settings

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ABSTRACT:

I am conducting a hands-on research-based study on utilizing high leverage positive behavior strategies for children who present problematic behaviors. When a child displays problematic behavior in the classroom, as the educator, it is important to get the child to comply back to the task. Some educators believe that using reactive practices such as “time out” is the most useful strategy to refocus the child. I will be observing two students in an early childhood setting, using two different behavioral strategies based on positive behavior support instead of the traditional time out method. The study will compare the two strategies in order to identify which has the shortest latency for the student to comply back to instruction.

DOCUMENTATION:



METHODS:

- Research was conducted at Rainbow Trail Child Care Center in Stroudsburg, Pennsylvania.
- The research was taken place in a Pre-Kindergarten classroom.
- I worked with two four year old students for ten days.
- One male student and one female student were identified for this study.
- Week 1: March 11- March 15
- Week 2: March 18- March 22
- Two behavior strategies were researched to utilize throughout the process.
- Behavior Strategy 1: Puzzle
- Behavior Strategy 2: Stress Ball
- Student had the choice on what strategy to use during their time latency was calculated.
- Latency was calculated by utilizing a stopwatch application.
- Once the behavior started during instruction, free time, or transition the stopwatch began.
- The stopwatch stopped once the student complied back into instruction.
- I recorded the times on a simple table document, which was later transitioned into a graph to represent the results.
- I would work with one student at a time to work with to calculate how long it took the student to comply back into instruction.
- I observed the children across various environments: free play, circle time, transitions, gross motor, lunch, academic time, nap time, and afternoon dismissal.
- Each duration on observation lasted an hour long to observe the students behavior across settings.

“Special education teachers must be flexible problem solvers who not only have expertise in using highly effective practices, but also are proficient in monitoring the effectiveness of these practices with individual students and making decisions regarding changes in practice as needed.” – Council for Exceptional Children

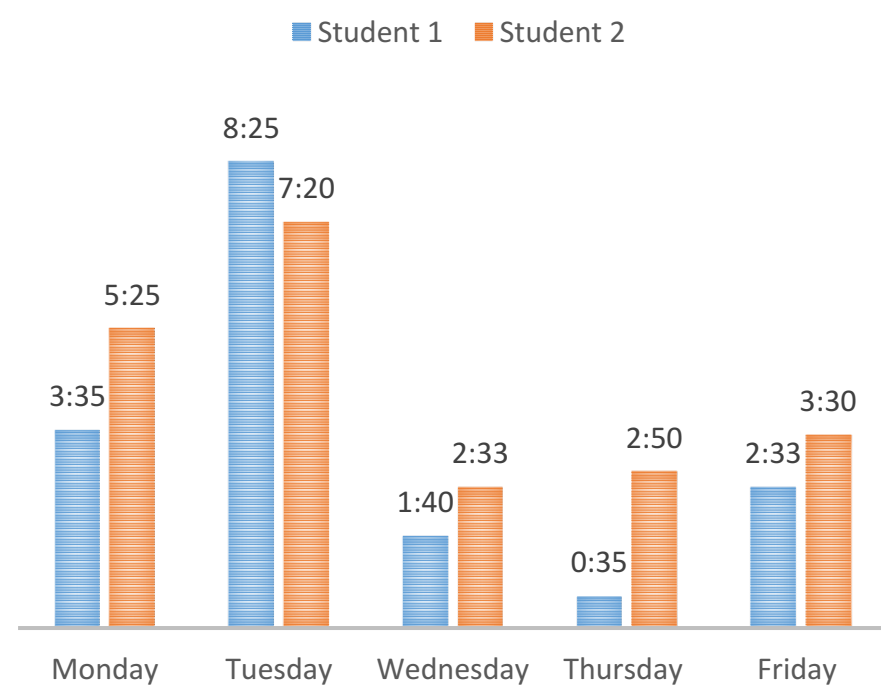
RESULTS:

From my research, I concluded the positive behavior strategies I implemented decreased the time it took for the student to comply back into instructional time. During the time the student was utilizing the behavior strategy, they would discuss with me why they were upset prior to their outbreak. Throughout the two weeks, the female student presented more problematic behaviors in the classroom than the male student. The female and male student both preferred to utilize the puzzle during their break. The latency decreased throughout the week the more I utilized the strategies, along with the amount of problematic behaviors occurrence decreased.

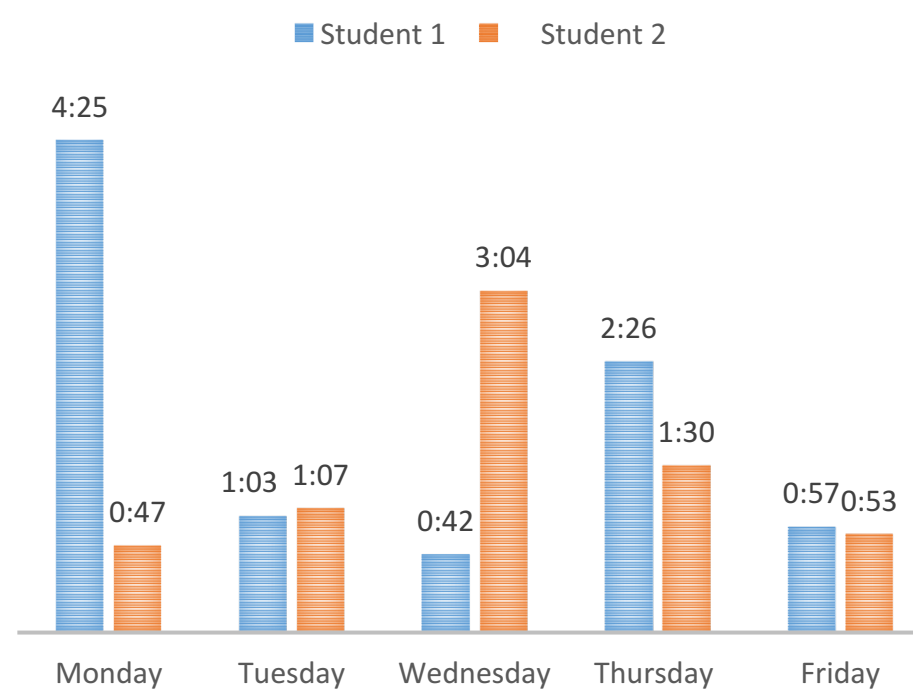
When students are constantly restricted to a time out chair, it defeats the purpose of pulling the child from instructional time. The child is losing out on interactions and being punished for their feelings they struggle with expressing. As a future educator, I have learned from the professionals, separating a child and leaving them out from the group is not a high leverage practice. I plan to continue utilizing these behavior strategies, while continuing to learn from data throughout my career, using what is best for the student to comply.

GRAPHS:

WEEK 1



WEEK 2



PROCEDURE:

- Prior to completing my research, I had the parents of the children involved in the study sign a form of consent.
- The parents were given a copy of the article I based my research study on.
- Both of the students receive therapeutic support throughout various times of the day.
- While I calculated latency, I would prompt cues to the students to assist them in returning to instruction.
- I personally have worked with these students for over a year, benefiting me throughout the study.

REFERENCES:

Council for Exceptional Children. (2017). High-Leverage Practices in Special Education. *Council for Exceptional Children & Cedar Center*.

Maeghan M. McCollow, P. E. (2015). Utilizing Antecedent Strategies in Early Childhood Settings. *Young Exceptional Children*, 19(4), 5-19.