

Public Abstract

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Title:YOUNG CHILDREN AT-RISK FOR EXTERNALIZING BEHAVIOR PROBLEMS: EXAMINATION OF BEHAVIOR CHANGE UTILIZING UNIVERSAL POSITIVE BEHAVIOR SUPPORT STRATEGIES

The purposes of this study were to investigate a) if four preschool teachers would improve their use of targeted strategies during large group activities once provided with initial training on the strategies and while receiving ongoing feedback on their use, b) the relationship between teacher implementation of the intervention and the behavior of four target students who had been identified as at-risk for behavior problems, c) if behavior of target students improved in the home once teachers implemented the strategies at school and parents did so at home and d) if the intervention positively affected family stress levels as reported by parents.

A single-subject multiple baseline research design was used. Teachers participated in a training session on using precorrective prompts at the beginning of large group activities and specific verbal feedback to acknowledge appropriate behavior. Results indicate each teacher increased her use of both positive strategies and reduced reprimand use during large group activities. The on-task behavior of all four students improved at school, and for two students observed in their homes, appropriate behavior improved in this environment as well. One mother was able to learn how to use the same strategies at home. The findings from this study confirm previous research demonstrating that Head Start teachers can alter their universal management strategies following limited training to do so, positively impacting the on-task behavior of students.