

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

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ABSTRACT

A single-subject multiple baseline research design was used to examine effects of teacher use of universal Positive Behavior Support strategies on the externalizing behavior of four Head Start students who were identified as being at risk for behavioral problems. 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 use of both positive strategies and reduced reprimands during large group activities. On-task behavior of all students improved. Appropriate behavior improved for two students observed in their homes, and one mother learned to use the same strategies. The findings corroborate research demonstrating that teachers can alter their management strategies following limited training, positively impacting on-task behavior of students identified as at-risk for behavior disorders.