Strategies for Addressing Challenging Behaviors

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What we do...

- Support the development of high-quality early care and education options for children with special needs: birth to 5
- Improve skills and resources needed to support all children through hands-on coaching and training
Inclusion Program

Research Has Shown:

• How do we support the system?
  ➢ Critical shortage: inclusive preschool settings - increased 5.7 percentage points in 27 years.
  ➢ High quality inclusion programs = high quality early care and education settings.
  ➢ Successful inclusion in early childhood setting is key component to improve later school success, and help children with disabilities socially engage in preschool classrooms.
SMART SUPPORT
ARIZONA’S EARLY CHILDHOOD MENTAL HEALTH CONSULTATION SYSTEM

WHAT IS SMART SUPPORT?
SMART SUPPORT PARTNERS EARLY CHILDHOOD MENTAL HEALTH CONSULTANTS WITH CHILD CARE PROVIDERS TO PROMOTE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF ALL CHILDREN IN CARE AND HELP THEM RESPOND TO CHILDREN WITH BEHAVIORAL CHALLENGES.

SMART SUPPORT CAN HELP:
ENSURE THE CHILDREN IN YOUR PROGRAM ARE ENGAGED AND LEARNING
MANAGE CHILDREN’S DIFFICULT BEHAVIORS EFFECTIVELY
ENHANCE STAFF COMMUNICATION SKILLS
TALK WITH PARENTS ABOUT CHILDREN’S NEEDS AND BEHAVIORS
PROVIDE REFERRALS TO COMMUNITY RESOURCES, AS NEEDED

WHAT ARE THE ELIGIBILITY REQUIREMENTS?
SMART SUPPORT IS A FREE SERVICE AVAILABLE TO ADHS-LICENSED CHILD CARE CENTERS AND DES-REGULATED, HOME-BASED PROVIDERS.

FOR MORE INFORMATION OR TO CONTACT A SMART SUPPORT REPRESENTATIVE, PLEASE CALL 1-866-330-5520 OR VISIT WWW.SWHD.ORG/SMARTSUPPORT
Objectives

1. Understand that behavior has meaning and define challenging behavior

2. Identify the reasons for challenging behaviors

3. Describe potential supports for challenging behaviors in the classroom
Acknowledgements

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Center for Disease Control and Prevention (CDC)

Georgetown University: Center for the Child and Human Development.

Still Face Experiment: Dr. Edward Tronick Ph.D. Child Development Unit Harvard University

Ages & Stages Questionnaire: Training Materials

www.agesandstages.com
Acknowledgements

National Center on Quality Teaching and Learning: Teacher Time webinars on Challenging Behavior

National Center on Early Childhood Health and Wellness: Understanding and Eliminating Expulsion in Early Childhood Programs

Taking Care of Ourselves and Stress Reduction workshop www.ecmhc.org

Putting on Gloves DVD Classroom Moments Devereux Early Childhood Initiative
Welcome to the Social Emotional Learning Conference!

- Expulsion
- Social Emotional Foundations
- Factors that Impact Behavior
- Function of Behavior
- Prevention Strategies
- Self-care
Examining Attitudes about Challenging Behaviors:

Hot button issue

What behaviors push your button?
Expulsion
Social Emotional Skills

One of the strongest indicators for school readiness and future success is how well a child manages emotions and social interactions.
Meet Charlie – Part 1

Expulsion in Early Childhood Programs:

- Preschoolers 3 x rate of children K-12
- Boys 4 x more girls
- African American 2 x more Latino/White
Why is expulsion a concern?

- Lose chance to learn / socialize / interact with adults
- Miss chances to develop skills (social emotional skills)
- Ongoing behavior problems – future school difficulty / incarceration
- View themselves negatively
- View school negatively
Arizona’s Expulsion Policy

- Child Care centers receiving DES money need to follow the Expulsion Policy – see contract
- Applies to all children in the center
- Best of Care form
- More information and support - Registry
Social Emotional Foundations
Nurturing & Responsive Relationships
Nurturing and Responsive Relationships

- https://video.search.yahoo.com/yhs/search?fr=yhs-mozilla-002&hsimp=yhs-002&hspart=mozilla&p=still+face+video#id=1&vid=c37f0645045bae7a5ba2423609a27334&action=click
Classroom Moments:

Putting On Gloves
Devereux DVD
Characteristics of a High Quality Environment
High Quality Supportive Environments
Teaching Social Skills

https://www.zerotothree.org/resources/29-tantrums-defiance-aggression-oh-my
Teach Me What to Do Instead

• Friendship skills
• Following rules, routines and directions
• Identifying feelings in self and others
• Controlling anger and impulse (Emotional Regulation)
• Problem solving
Center for Social Emotional Foundations for Early Learning CSEFEL

- **Effective Workforce**
  - Systems and policies promote and sustain the use of evidence-based practices
- **Nurturing and Responsive Relationships**
  - Responsive relationships among adults and children is an essential component to promote healthy social emotional development
  - High-quality early childhood environments promote positive outcomes for all children
- **High Quality Supportive Environments**
  - Systematic approaches to teaching social skills can have a preventive and remedial effect
- **Targeted Social Emotional Supports**
  - Assessment-based intervention that results in individualized behavior support plans
- **Intensive Intervention**
Factors that impact Development
Let’s consider CHILD DEVELOPMENT.
Factors to consider……..

• Age
• Opportunity
• Trauma
• Culture
• Developmental Differences
Developmental Red Flags

- Limited Language
- Limited understanding of following simple directions
- Limited self-help skills
- Limited peer interactions
- Limited engagement during play
- Limited social skills
- Lack of coordination
- Sensory seeking and avoiding behaviors
Take a break
“If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we…… teach? punish?

Why can’t we finish the last sentence as automatically as we do the others?”
What are the Functions of Behavior?

"A child's life is like a piece of paper on which every passerby leaves a mark"

- Old Chinese Proverb
Definition of Challenging Behavior

• Any repeated pattern of behavior that interferes with learning or engagement with pro social interactions with peers or adults

• Behaviors that are not responsive to developmentally appropriate guidance procedures

[Center for the Social Emotional Foundations of Early Learning (CSEFEL) for children birth through 5]
4 Functions of Behavior

1. To escape
2. To get something
3. To engage in sensory activities
4. To gain attention

(Mark Durand: Behavior analyst.)
Behavior has Meaning

- Behavior is communication
- Behavior happens because it WORKS to meet a need
Behavior Equation

Trigger → Challenging Behavior → Maintaining Consequence
Behavior Equation

Trigger: Joey is asked to come to circle. Teacher provides physical prompt to move him to group.

Challenging Behavior: Joey resists, cries, and hits teacher.

Maintaining Consequence: Teacher moves away from Joey and allows Joey to select a different activity.

Function of Behavior: Avoid Circle
What is the Trigger, Behavior and Maintaining Consequence?

- Evan is playing with Duplos. He tries to attach blocks to his stack of 3. He can’t quite get the block to connect. He looks up at an adult and begins fussing. He holds the stack of blocks up, looks at the blocks and looks at the adult. The adults help him put the blocks together.
Function of Behavior:
Trigger: Playing with Duplo can’t connect blocks

Challenging Behavior: Looks up at adult, fusses, holds up blocks, looks at blocks and adult

Maintaining Consequence: Adult helps put blocks together

Function of Behavior: Get help
Behavior Equation

**Trigger**

Joshua dropped his peaches and they were thrown away but he wanted them

**Challenging Behavior**

Throws himself on the floor, is removed, then throws toys and one hits the teacher

**Maintaining Consequence**

Adult reacts to his request for peaches and walks away

Function of Behavior: More peaches
Behavior Equation

**Prevention**
- Get ahead of behavior
- Provide clear expectations
- Focus on teachable moments
- Determine choices

**Replacement Skills**
- What you want child to do instead

**New Responses**
- The teacher’s new response to child
- Recognize change

**Behavior Support Plan**
Behavior Equation

Trigger: Joshua dropped his peaches and they were thrown away, but he wanted them.

Challenging Behavior: Throws himself on the floor, is removed, then throws toys and one hits the teacher.

Maintaining Consequence: Adult reacts to his request for peaches and walks away.

Prevention: 

Replacement Skills: 

New Responses: 

Behavior Support Plan:
Joshua dropped his peaches and they were thrown away and he wanted them.

Throws himself on the floor, is removed, then throws toys and one hits the teacher.

Adult reacts to his request for peaches and walks away.

Prevention
- Provide enough food for all children in case of waste

Replacement Skills
- Teach verbal skills
- Teach emotion words
- Teach solutions

New Responses
- Describe the child’s feelings
- Co-regulate
- Find solutions with child

Behavior Support Plan
Integration Activity

Connect with a partner and revisit the “snow ball,” write down a list of things to consider, based on what you have heard today.
Identifying teachable moments

New skill

Behavior
What do you want child to do instead of the challenging behavior?

- Consider child’s current skills to scaffold replacement skills
- Teach new skills
- Practice new skills
- Provide opportunities to gain new skill
- Must be effective and efficient for the similar function of challenging behavior
- New responses by adults – positive reinforcement
Take Home Activity
Prevention Strategies
Prevention Strategies

• Best Behavior Plans often have the most prevention strategies
  - Universal Screenings
  - Visual Schedule (predictable)
  - Classroom expectations (visual)
  - Give choices
  - Transition activities
  - Child Preference
  - Peer Support
  - Visuals
Screening

- Developmental Screening
  1 month – 5 ½ years

- Social-Emotional Screening
  1 month – 6 years
Visual Schedules
Individual Schedules
Classroom Expectations

Class Rules
1. Hands to self.
2. Listening ears.
3. Walking feet.
4. Inside voices.
5. Be kind to others.
Choices

I want

- big wheel
- golf
- trampoline
- bubble blower
- sand and water table
- sidewalk chalk
Transition Cues:

- **Timers**
- **Songs**
- **Reminders**

![Image of a timer](image1.png)
![Image of a musical note](image2.png)
![Image of a reminder sign](image3.png)
Self-Care
Reminders for Stress Reduction

• Eat, sleep, exercise, write/journal
• Talk with friends, peers, a “go-to” person
• Reward yourself for a job well done

Create time each day to decompress
The Role of Control in Stress Reduction
Meet Charlie – Part 2

Questions
Thank You