

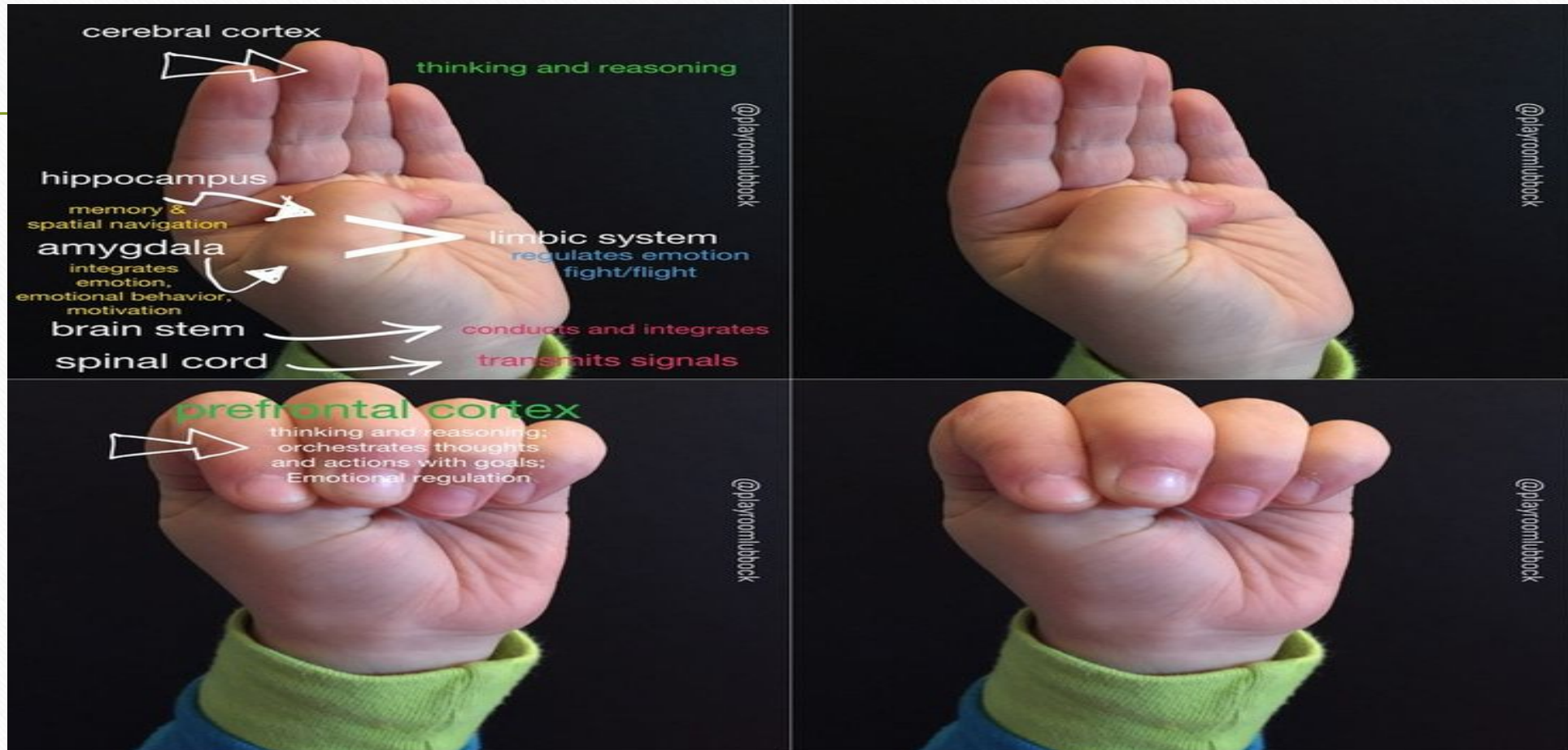
# Bell Work

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- Read the scenario on your table.
- Think about the situation.
- Talk with other people at your table about the situation.
- Identify *why* you think the behavior is occurring. What skills might this student be lacking?

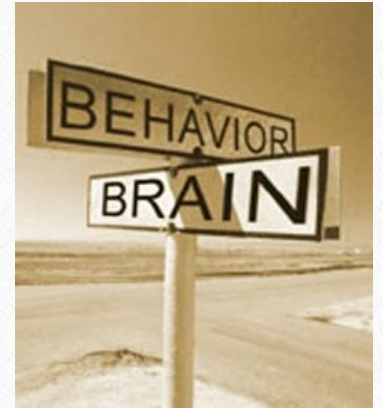


# My Brain, My Behavior: Flipping My Lid



# Making the Connection: My Brain and My Behavior

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November 3, 2018

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# Learner Objectives

1. To understand how neurological connections influence social behaviors.
1. To understand the important connection between play and development social competence
3. To develop interventions that support social competence through embedded play.

# Neurological Connections Influence Social Behaviors



# Executive Functioning Skills

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- Working Memory-ability to store and manipulate new information quickly
- Cognitive Flexibility-ability to switch tasks
- Inhibitory Control –level of distractibility or ability to resist compelling impulses

# Executive Functioning: Skills for Life

[https://www.youtube.com/  
watch?v=efCq\\_vHUMqs](https://www.youtube.com/watch?v=efCq_vHUMqs)



# What is Social and Emotional Competence?

## 3. AFFILIATION: Joining In

**Why it's important:** A family is a child's first and most important group. Other groups that children join in provide brief emotional, social, and cognitive experiences that shape first friendships.

## 4. AWARENESS: Thinking of Others

**Why it's important:** An aware child learns to read and respond to the needs and complexities of others by watching, listening, and forming relationships with a variety of children. They becomes part of a group and sees ways in which we are all alike and different.



# What is Social and Emotional Competence?

## 5. TOLERANCE: Accepting Differences

**Why it's important:** Tolerance is the capacity to understand and accept how others are different from you. The tolerant child is more flexible and adaptive in many ways. When a child learns to accept difference in others, he becomes able to value the things that make each of us special and unique.

## 6. RESPECT: Respecting Yourself and Others

**Why it's important:** Having respect enables a child to accept others and to see the value in diversity.

## Think/Pair/Share

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- Select one of these skills.
- How would a deficit in any of these skills look in your classroom?

# Conclusions from Research:

- We *don't know* what *combination of factors* makes a child violent.
- We *do know* that children with core social strengths and social connections rarely become violent.
- We *do know* that deficits executive functioning are linked with poorer social and academic outcomes
- We *do know* structured PLAY is an intervention that supports development of social skills by creating positive, nurturing interactions with trustworthy peers and teachers.

Morgan, P; Farkas, G.; Wang, y.; Messersmith-Hillemeir, Oh, Y., Maczuga, S. (2019). Executive functioning deficits in kindergarten predict repeated academic difficulties across elementary school. *Early Childhood Quarterly*, pp 20-32.

# SKILLS DEVELOPED THROUGH PLAY



[www.gooneybrains.com](http://www.gooneybrains.com)

Adapted from "Curiosity, Pleasure and Play: A Neurodevelopmental Perspective" written by Perry, Hogan and Marlin (2000)

# **The Importance of Play:**

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Building Relationships and  
Social Skills Through Play

# Play: A Lost Art and Skill

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Children today play **less** today than any other generation.

[https://www.youtube.com/watch?v=6BPz\\_QAqSAU](https://www.youtube.com/watch?v=6BPz_QAqSAU)

# Think / Pair / Share

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- What were your thoughts on the video?
- Why is *play* considered a "child's work"?
- What do you think the connection is between play, neology and behavior?

# 5 Things to Know About Play

(Adapted from the National Association for the Education of Young Children)

## 1 - Children learn through play.

- Cognitive skills, New vocabulary, Literacy skills

## 2 – Play is healthy.

- Helps children grow.

Counteracts obesity and other health issues.

## 3. Play reduces stress.

- Joyful and provides an outlet for anxiety and stress.



# 5 Things to Know About Play - Continued

(Adapted from the National Association for the Education of Young Children)

## 4 – Play is much more than meets the eye.

- Play is simple and complex.
- It is symbolic, sociodramatic, functional.

## 5 – Play and learning goes hand in hand.

- Not separate activities. They are intertwined.

# Why is Play Important for Social and Emotional Development?

- Creates neurological foundation/connections for developing social skills/social competence.
- Enables an individual to maintain friendships.
- Promotes negotiating, conflict resolution and problem solving.
- Teaches empathy.

# What Happens When Children Lack Play Skills?

- Decrease in creativity and imagination.
- Lack skills such as curiosity, the ability to assess risk, understand winning and losing, show poor impulse control and problem solving are greatly reduced.

AND.....

- Difficulty with interpersonal (play with others) or intrapersonal (solitary play) interactions.

# What Happens When Children Lack Play Skills?

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- Child lacks social emotional competencies/exhibits challenging behaviors
- Cost to society/communities
- Structure and functioning of the brain and emotional processing is different

## Why Does it Matter? Prevalence of Challenging Behaviors Among Preschool Age Children is Significant

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“At a December 2014 White House Early Education Summit, the U.S. Department of Health and Human Services and the U.S. Department of Education (HHS & ED, 2014) issued a rare joint position statement calling for the elimination of preschool expulsion and suspension, as well as early childhood disciplinary policies that are free of bias and discrimination. This joint departmental statement was prompted by a March 2014 report from the ED’s Office of Civil Rights (OCR; ED, 2014), showing that 6% of school districts with preschool programs reported suspending at least one child from public-school prekindergartens.”

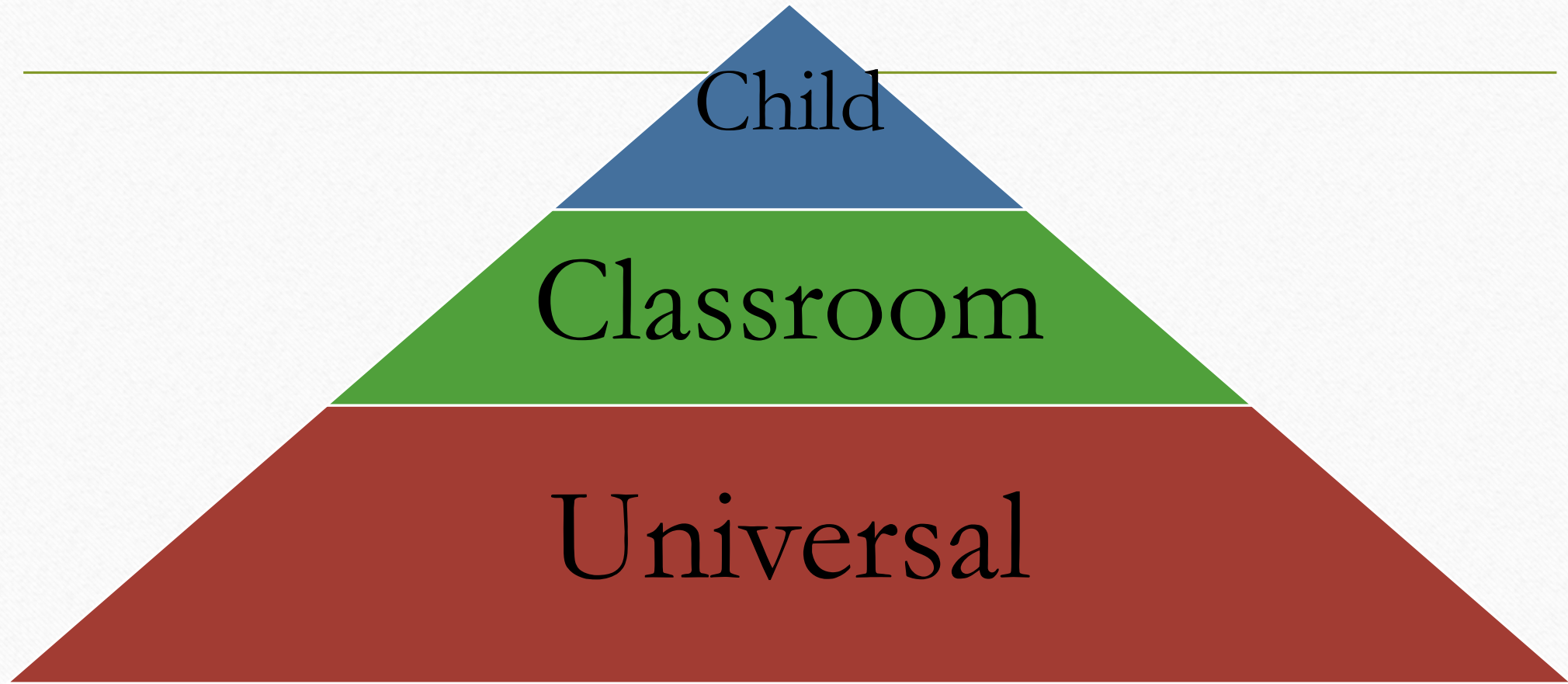
<http://ectacenter.org/enotes/search/search-expulsion.asp>

# **Prevention/Intervention:**

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Using Play to Support Young Children's  
Social and Emotional Competence

# Levels of Interventions



# Why are Behaviors Occurring?

- Sensory Needs
- Arousal level
- Student Interest/Motivation
- Medical needs



# Task Demands: Consider When Learning New Skills

## Easy

- Independent skills
- Feeling of success
- Work is Play

## Emerging Skills

- Instructional level
- Generalizing skills to new settings
- Expansion of knowledge

## Too Demanding- High Support

- Frustration level
- Assessment suggests failure

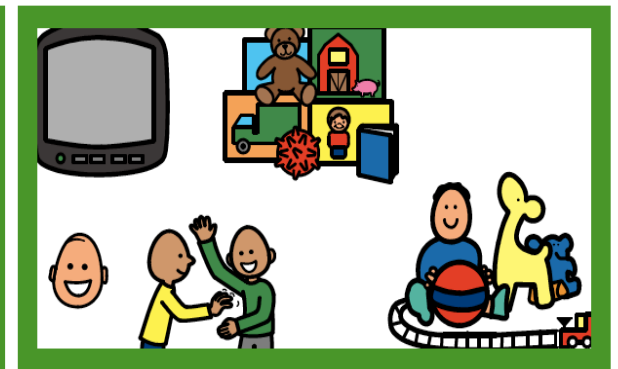
## Ways to Provide Structure in your Setting

- **Avoid waiting.** Provide activities during transitions to support young children as they finish an activity by singing, reading a story, or discussing a question.
- **Prompt children to help** each other during play routines and transitions
- **Alternate desirable activities** with more tedious activities such as going outside after cleaning up.
- Assign specific roles within group play to children who have strengths in play/social skills...**EXPERT PLAYER**

- Design and **teach** a schedule/routines that works for your specific group of children
- Implement the schedule consistently
- Tell children when there are changes in the schedule
- Balance activities-quiet and noisy, active and passive, large group and small group, adult directed and child directed

# Interventions for Students who need a Higher Level of Support

- Photo (what I am working for)
- Visual Models
- Higher frequency of reinforcement
- Frequent changes to reinforcer



# Sensory Supports



# Sensory Supports

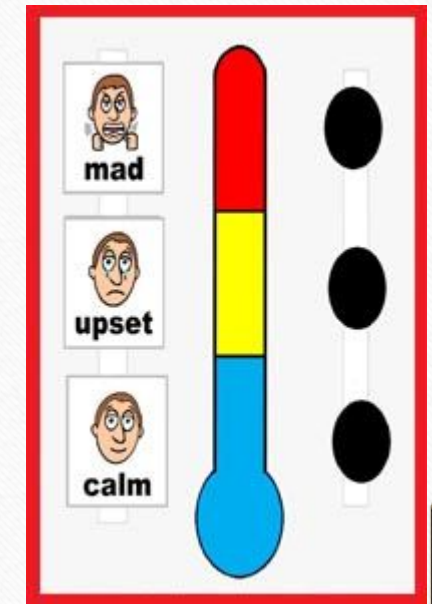
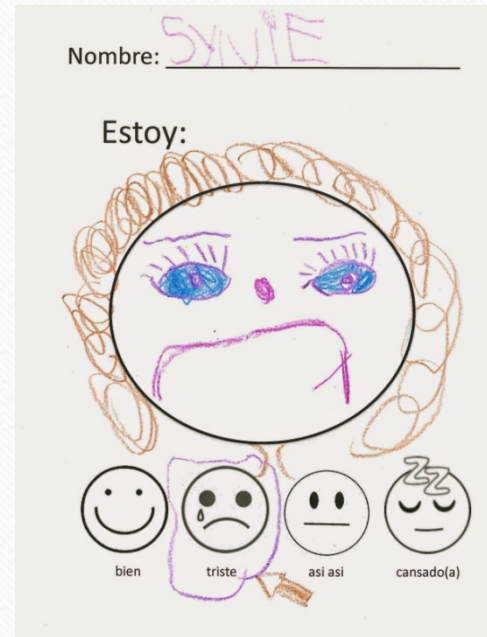


## Sensory Supports

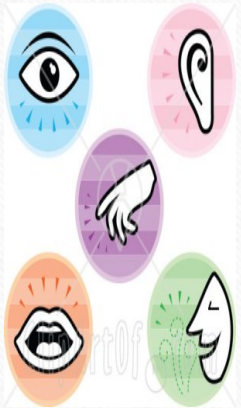


## Visual Supports:

- Picture symbols
- First/Then boards
- Thermometer/feeling wheel
- Social stories
- Play plan
- Video
- Visual schedules and checklists
- Visual/sound barriers







## Calm Neurological System = Time to Teach

Only when the sensory system is calm, reinforcement is available, the environment is made predictable through structure and visual/tactile supports, and carefully designed task demands are in place...then *skills* can be effectively taught and demonstrated.

# Steps for Success

- Identify skill deficit
- Identify student strengths
- Task Analysis the skill to be taught
- Identify any visuals/supports
- Teach the skill



# Teaching the Skills

Teach replacement behaviors through the use of:

- Expert players
- Social stories
- Play plans
- Be patient...watch more, talk less



## With a partner...

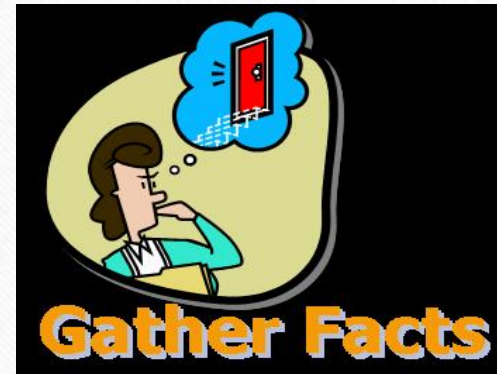
Think about a child that has demonstrated negative behaviors in your setting?

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1. Identify the skill deficient.
2. Identify the strengths of the child.
3. Develop a plan to support the behavior.
4. Scaffold the plan for student success.
5. Identify visual/tactile supports that you may need to implement.

## Be a Detective: Keep Data

- Observe frequently
- Direct assessments (such as routines)
- Gather data through anecdotal notes
- Develop an incident chart (frequency and duration)
- Self-reflect on the behavior



**Thank you!**

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# References/Resources

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