Addressing Challenging Behavior in Early Learning Settings: Strategies That Work
IECC May 2, 2018
Welcome to …

The Haring Center

Research

Training

Education

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Today’s Agenda

Learn ways to create a supportive classroom, prevent challenging behaviors, and teach and reinforce desired behaviors.

What will we do?
- Reflection
- Discussion
- Representing your thinking
- Applying the information
- Practice Planning

Opportunities to work:
- Individually
- In Small Groups
- As a Whole Group
So let's get going!

List characteristics and impact of a growth vs fixed mindset

Assess and set goals relating to five key classroom wide practices that reduce challenging behavior

Create a behavior plan that includes specific strategies to prevent a targeted behavior, teach and reinforce a positive replacement behavior.
Follow this link to see how to do it.
https://www.youtube.com/watch?v=gQScYOXyh34
What do all of these people have in common?

Einstein
JK Rowling
Beethoven
Walt Disney

Warren Buffet
Winston Churchill
Michael Jordan
Leo Tolstoy
What Kind of Mindset Do You Have?

Growth Mindset

Fixed Mindset

Goals
Responses
Efforts
Strategies

“Everyone should own this book.”
—Chip Heath & Dan Heath, authors of Made to Stick and Switch

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

parenting
business
school
relationships

CAROL S. DWECK, Ph.D.

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Acknowledge and embrace your weaknesses

See **CHALLENGES** as **Opportunities**

Know your learning style and use the RIGHT STRATEGIES FOR YOU

Remember that **YOU CAN** change things

See that **Mistakes and Misses** are not failures

Focus on the process, not just the end result

Reflect Often

*Be Persistent*
Our Purpose Today…

Give you information and strategies so that you can begin to address challenging behaviors.
Three Steps in This Approach (PTR)

1) Preventing behavior problems
2) Teaching proactive communication and social skills
3) Reinforcing positive behavior
Looking at Classroom Behaviors

“When classroom practices are sufficiently enhanced there will be occasions when the challenging behavior of some children may be successfully altered without the necessity of a full functional behavior analysis.”
PTR ~ Classroomwide Practices Assessment
Time and Attention

The Magic Ratio

Business Teams:

- High Performance = 5.6 positives to 1 negative
- Medium Performance = 1.9 positives to 1 negative
- Low Performance = 1 positive to 2.7 negatives

Losada, 1999; Losada & Heaphy, 2004

Successful Marriages:

- 5.1 positives to 1 negative (speech acts) and
- 4.7 positives to 1 negative (observed emotions)
Increasing Your Positive Attention
Predictable Schedules

Have a predictable, visual, or sensory schedule and use it.
Use Predictable Routines within Routines

Have clear expectations for routines.

arrival, meals, going outside, rest time, clean up, washing hands, using materials, playing with a friend….
Teaching Expected Behaviors in Advance

Be Real with Rules.

- **Classroom Rules**
  - 1. Listening Bodies
    - I will listen and follow directions.
  - 2. Raised Hands
    - I will raise my hand to share ideas.
  - 3. Quiet Mouths
    - I will use a soft voice.
  - 4. Walking Feet
    - I will walk in school to be safe.
  - 5. Helping Hands
    - I will use my hands for helping and not hurting.
  - 6. Caring Hearts
    - I will use kind words.

- **Additional Rules**
  - 2) No hats in class
  - 3) No laying on the
  - 4) Keep your hands
  - 5) No Biting
  - 6) No touching adult
  - 7) No talking when the
  - 8) Face the teacher
  - 9) No sticking out your
  - 10) No talking

We keep things and people safe.
Teach Behavioral Expectations for Each Routine
WHAT ARE BEHAVIORAL EXPECTATIONS?

Appropriate behaviors expected from children during specific activities and routines.

Ongoing moment-to-moment teaching practice

Teachers SAY what they want to SEE
Steps

- **Anticipate behaviors.**
- **Plan for appropriate behaviors.**
- **Prepare children for what you want to see.**
- **Recognize children’s appropriate behavior.**
Drawings provide visual reminders of what children are to do at large group time.
Preparing Children: Book Area
Preparing Children: Voice Volume
FINGEROBICS

TIME
FOR A
BREAK
Teach Positive Peer-Related Social Skills

Teach social-emotional skills

be intentional

angry

surprised

silly

happy

sad

shy

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The Five Democratic Life Skills

#1. Finding acceptance as a member of the group and as a worthy individual

#2. Expressing strong emotions in non-hurting ways

#3. Solving problems creatively— independently and in cooperation with others

#4. Accepting unique human qualities in others

#5. Thinking intelligently and ethically
Democratic Life Skill #1

Finding acceptance as a member of the group and as a worthy individual.
Democratic Life Skill #1

• Finding acceptance as a member of the group and as a worthy individual.

It’s the little things.
Democratic Life Skill #1
Finding acceptance as a member of the group and as a worthy individual.
Democratic Life Skill #2

Expressing strong emotions in non-hurting ways.

Almost half the nation’s children have experienced at least one or more types of serious childhood trauma, according to a new survey on adverse childhood experiences by the National Survey of Children’s Health (NSCH). This translates into an estimated 34,825,978 children nationwide, say the researchers who analyzed the survey data.

Even more concerning, nearly a third of U.S. youth age 12-17 have experienced two or more types of childhood adversity that are likely to affect their physical and mental health as adults.
Democratic Life Skill #2

Expressing strong emotions in non-hurting ways.
Democratic Life Skill #2

Expressing strong emotions in non-hurting ways.
Democratic Life Skill #2

Expressing strong emotions in non-hurting ways.
Democratic Life Skill #3

Solving problems creatively, independently and in cooperation with others.
Democratic Life Skill #3

Solving problems creatively, independently and in cooperation with others.

- Tell
- Solutions
- Agree
- Check in
- Cool down
Democratic Life Skill #3

Solving problems creatively, independently and in cooperation with others.
Democratic Life Skill #4

Accepting the unique human qualities in others.
Democratic Life Skill #4

Accepting the unique human qualities in others.
Democratic Life Skill #5

Thinking intelligently and ethically:

• Thinking about other’s perspectives and needs
• Inviting others to play
• Sharing or offering a turn
• Offering to help
• Comforting another child who is sad or hurt
Democratic Life Skill #5

Thinking intelligently and ethically.
Democratic Life Skill #5

Thinking intelligently and ethically.
Time for Lunch
Zooming In

• Is the challenging behavior exhibited across a variety of activities and contexts?

• Is the challenging behavior used for communication?

• Is it an aggressive behavior?

• Is it a behavior that is part of an escalation?

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1. Identify the child’s challenging behaviors to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define this target behavior- observable and measurable.
4. Identify the child’s desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define this target behavior- observable and measurable.
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Child:</strong> Daisy</td>
<td><strong>Date:</strong> May 2013</td>
</tr>
<tr>
<td><strong>1. Behavior(s) to decrease</strong></td>
<td>Running, &quot;tantrumming&quot; - Tantrumming begins as crying, stomping, &quot;huffing&quot;, screaming, will hit and kick teacher when she approaches to re-direct and in worse case scenarios tantrums escalate to running - sometimes re-directable - sometimes not.</td>
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<td><strong>2. Target behavior</strong></td>
<td>Crying and stomping, as it is the behavior that leads to the full fledged tantrum and eventually running.</td>
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<tr>
<td><strong>3. Operational definition</strong></td>
<td>Daisy is crying when she puts her head in her hands and begins to moan (can be soft or loud), accompanied by tears. Daisy is stomping when she begins to kick at the floor repeatedly.</td>
</tr>
<tr>
<td><strong>4. Behavior(s) to increase</strong></td>
<td>Daisy is very affectionate and kind to her friends. Negative behaviors have only been to adults, she has never acted unkindly to peers. Daisy likes to help at various times of the day. Daisy has good expressive and receptive language. Ms. K would like to see Daisy find better ways to calm herself either using her words or going to another place in the classroom to gain space.</td>
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<tr>
<td><strong>5. Target behavior</strong></td>
<td>Walking to a safe place in the classroom to cry.</td>
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<tr>
<td><strong>6. Operational definition</strong></td>
<td>Daisy will walk to the calming area and cry. This could include sitting, standing or pacing, but she would be in the designated area until she wanted to re-join the group.</td>
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Three Steps in This Approach (PTR)

1) Preventing behavior problems

2) Teaching proactive communication and social skills

3) Reinforcing positive behavior
**Prevent Strategies**

- Provide choices
- Intersperse difficult or non preferred tasks with easy or preferred tasks
- Use visual supports
- Embed preferences into activities
- Enhance predictability with schedules
- Alter arrangement of classroom
- Remove triggers for challenging behaviors
Prevent ~
Provide choices

Choose when:

• child struggles with following a direction
• refusal to engage or participate

Clean up time - “Grandma’s rules”
Small group – Choosing materials
Choose songs for transitions
Prevent ~
Intersperse difficult or non preferred tasks with easy or preferred tasks

These strategies help when:

• the activity is too long
• the task is difficult or new
• children are avoiding a task
Prevent ~
Use visual supports

Helpful when:

• child has difficulty with verbal instructions
• there is a change in schedule
• child lacks skill
Prevent ~
Embed preferences into activities

Use this strategy:

• during particular activity (large group)

• the desired behavior is not an option

• when teacher is attending to someone else
Prevent ~
Enhance predictability in schedules

Try this when the behavior occurs:

- when a preferred activity ends
- when given a direction
- during specific times of the day
Prevent ~
Alter arrangement of classroom

• *When a particular area or materials seems to trigger a challenging behavior.*
Prevent ~
Remove triggers to challenging behaviors

Consider this when challenges happen with:

- a specific child or adult
- a particular activity
- certain words or phrases
BLINKY THINKY

TIME ☺ FOR A BREAK
Three Steps in This Approach (PTR)

1) Preventing behavior problems
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Teach Tips

The Teachable Moment

Tell what and why (Feelings)

Model it

Demonstrate the wrong skill and let children evaluate

Model again

Practice out of context (see above)

Apply

Give encouraging feedback

Teach Strategies

- Teach communication skills
- Embed multiple instructional opportunities
- Peer-related social skills
- Self-monitoring
- Tolerate delay of reinforcement
- Teach independence with visual schedules
Teach ~
Communication skills

Most common and most effective strategy

Teach child to use replacement gesture, speech, picture, sign language or tech aided communication.
Picture chart provides play ideas for a child in the block area.
Provides four part play script to use with a peer in the block area.
Teach ~
Embed multiple instructional opportunities

Use when there are multiple:
• Children
• Activities
• circumstances

Arrival
Large Group
Free Play
Snack
Small Group
Building upon the child’s interest in trains, the dramatic play area is turned into a train station.
Sidewalk chalk and play trains build upon the child’s interest in trains. Creating an opportunity for peer interaction.
Teach ~
Peer related social skills

Direct teaching of skills for effective and positive interactions
Teach ~
Self monitoring

Focus on the desired behavior

SMALL, SPECIFIC, & SHORT
Teach Me What to Do Instead

• Following rules, routines and directions
• Identifying feelings in self and others
• Controlling anger and impulse
• Problem solving
• Friendship skills
Tense/Stressed
Relaxed
Relaxation thermometer

Take 3 deep breaths...1. 2...3

Adapted from Incredible Years Dinosaur School
Red = Anger, STOP

Yellow = Feeling Uncomfortable, Be cautious

Green = Good, Go ahead
Handling disappointment

• **Teach** (“maybe next time”)

• **Prepare** (“I can only choose one person to be my helper”)

• **Prime** (“If I don’t choose you and you feel disappointed, what can you do?”)

• **Reinforce** (“Wow, you really handled that well! Way to go!”)
Ask nicely
Say, "Please stop."
Wait and take turns
Share
Trade
Get a Teacher
Children use the green minute timer to structure turn taking
How am I running solution kit
Teach ~
Tolerate delay of reinforcement

Choose when:

• waiting triggers challenging behaviors

• impulse control is a problem

• teacher giving another child attention is difficult
Counting card helps child count to 20 while waiting for a turn on the trampoline.
Teach ~
Independence with visual schedules

Use this strategy when challenges occur:
• during routines
• following directions
• staying engaged
• or with transitions
Child holds chart at circle time featuring reminders of expected behavior
TRADING PLACES

TIME FOR A BREAK
Three Steps in This Approach (PTR)

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Reinforce ~ Physically Incompatible

• Carefully define the desirable behavior
• Identify reinforces
• Choose a replacement behavior to reinforce that the child can’t do at the same time.
• Choose something as natural as possible
Reinforce ~ Remove reinforcement of challenging behavior

• Stop watering your weeds
• Identify potential power struggles
• Can you eliminate the consequence and provide another way to achieve that?
• It takes teamwork!
• It can be messy.
Reinforce ~ Emergency Intervention Plan

- Rare occurrences
- Real danger for self and others
- Not part of PTR and requires a team approach
- Have a clear plan for what to do for out-of-control behaviors

- challengingbehavior.org
One more time…

Your Turn
OK, Let’s put it all together…

Behavior Intervention Plan Summary
Setting Goals

• Pick one place to start
• Learn how to do it
• Do it more often
• Do it better
• Do it differently
• Share it

always be a work in progress
Three Important Things to Keep in Mind

At least one strategy needs to be selected from each core component.

Each strategy should be linked to the FBA (the data and plan you created) and hypothesis statement (The ABC).

There needs to be agreement that team members are capable of implementing the strategy as intended.
### Prevent Strategies
- Provide choices
- Intersperse difficult or non-preferred tasks with easy or preferred tasks
- Use visual supports
- Embed preferences into activities
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- Alter arrangement of classroom
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### Teach Strategies
- Teach communication skills
- Embed multiple instructional opportunities
- Peer-related social skills
- Self-monitoring
- Tolerate delay of reinforcement
- Teach independence with visual schedules

### Reinforce Strategies
- Reinforce desirable behavior
- Reinforce physically incompatible behavior
- Remove reinforcement for challenging behavior
- Emergency intervention plan

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Making It Stick

3Rs

Reminder

Routine

Reward
Addressing Challenging Behavior in Early Learning Settings: Strategies That Work