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ADDRESSING CHALLENGING BEHAVIOR



Adapted from the Center on the Social and Emotional Foundations for Early Learning



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

EARLY
STAGES
STRONG BEGINNINGS • BRIGHT FUTURES

Agenda

1

- Understanding the relationship between challenging behavior and social emotional development

2

- Address behavior proactively by using preventative practices in the classroom

3

- Teach explicit social skills and emotional regulation

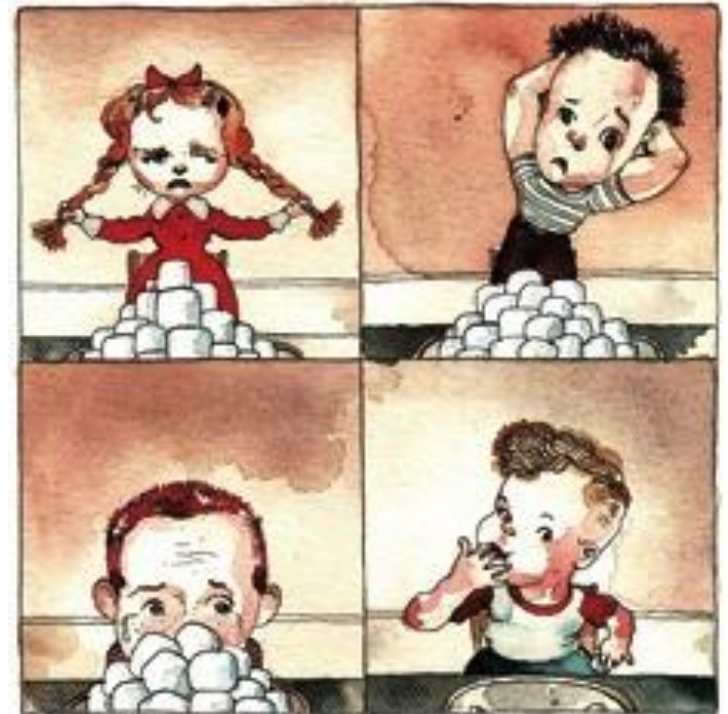
4

- Analyze existing challenging behavior and teach replacement behaviors

Understanding the Relationship Between Challenging Behavior and Social Emotional Development

Key Social Emotional Skills Children Need

- **Confidence**
- Capacity to develop **good relationships** with peers and adults
- **Concentration** and **persistence** on challenging tasks
- Ability to effectively **communicate emotions**
- Ability to **listen** to instructions and be attentive
- Ability to **solve social problems**



Key Social Emotional Skills Children Need

**What do children do when
they don't have each of
these skills?**

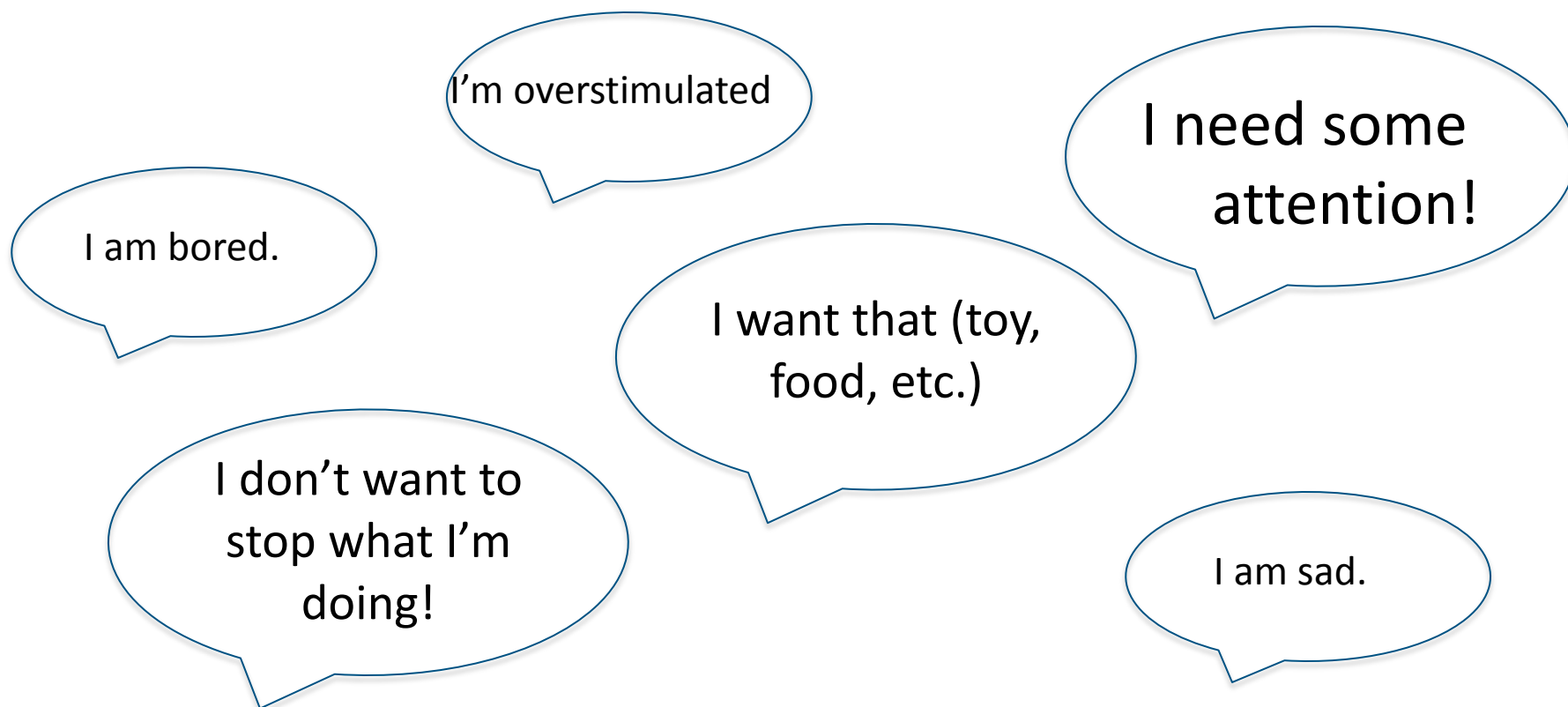
When children do not have these skills,
they often exhibit
challenging behaviors.

We must focus on **TEACHING** the skills!



Basic Assumptions About Challenging Behavior

Challenging behavior usually has a **message**



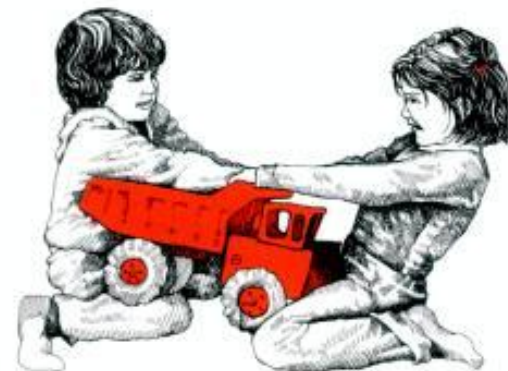
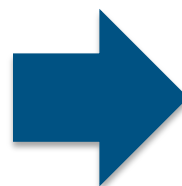
Basic Assumptions About Challenging Behavior

Children often use challenging behavior when they don't have **the social or communication skills** they need to engage in more appropriate interactions.

*Child wants
to play with
truck*



*Child does
not know
how to ask
for a turn.*



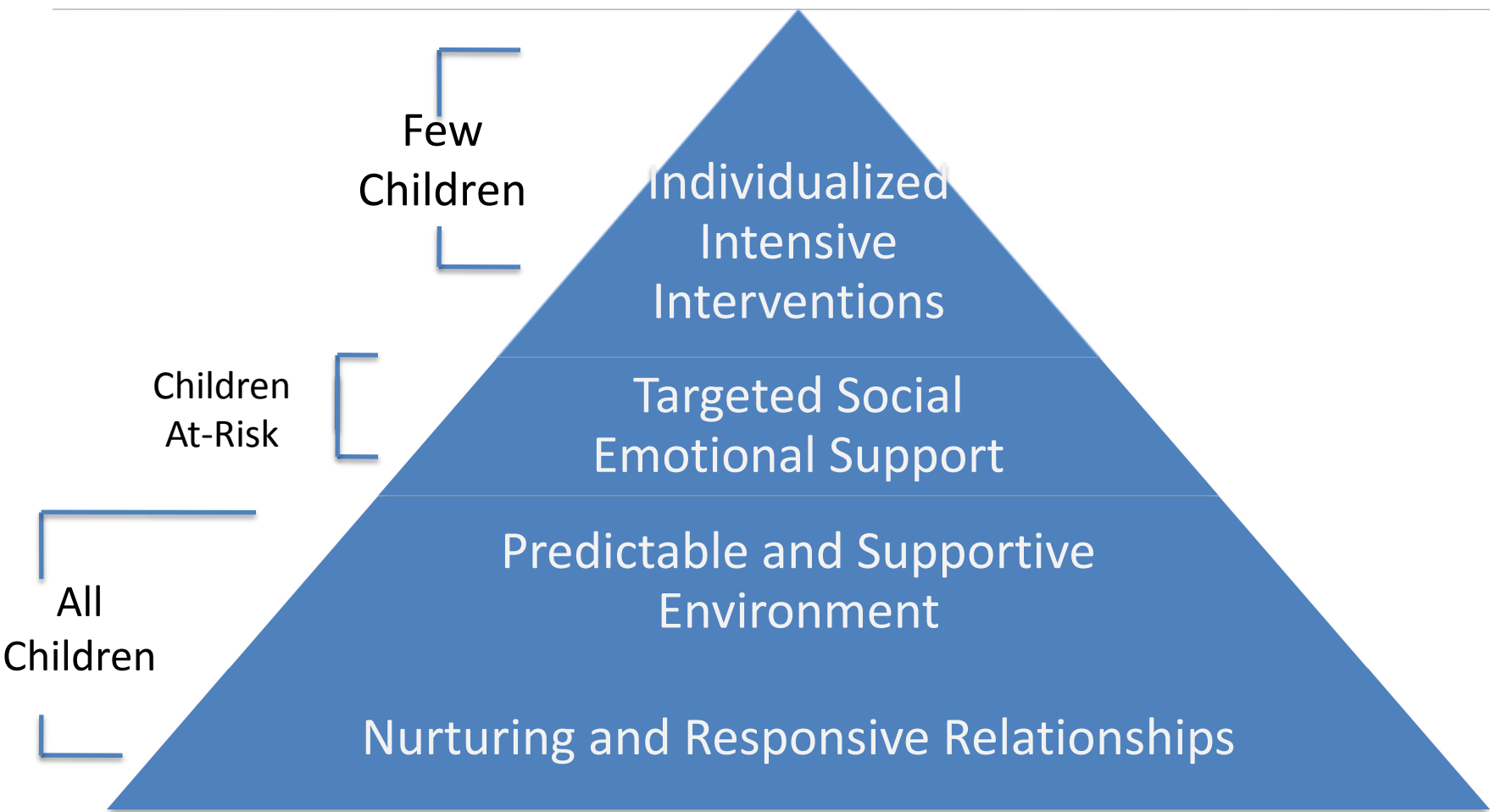
Behavior that **persists over time** is usually **working** for the child!

Think Differently About Behavior: The Teaching Pyramid

“An ounce of prevention is worth a pound of cure.”

-Benjamin Franklin

Pyramid Model

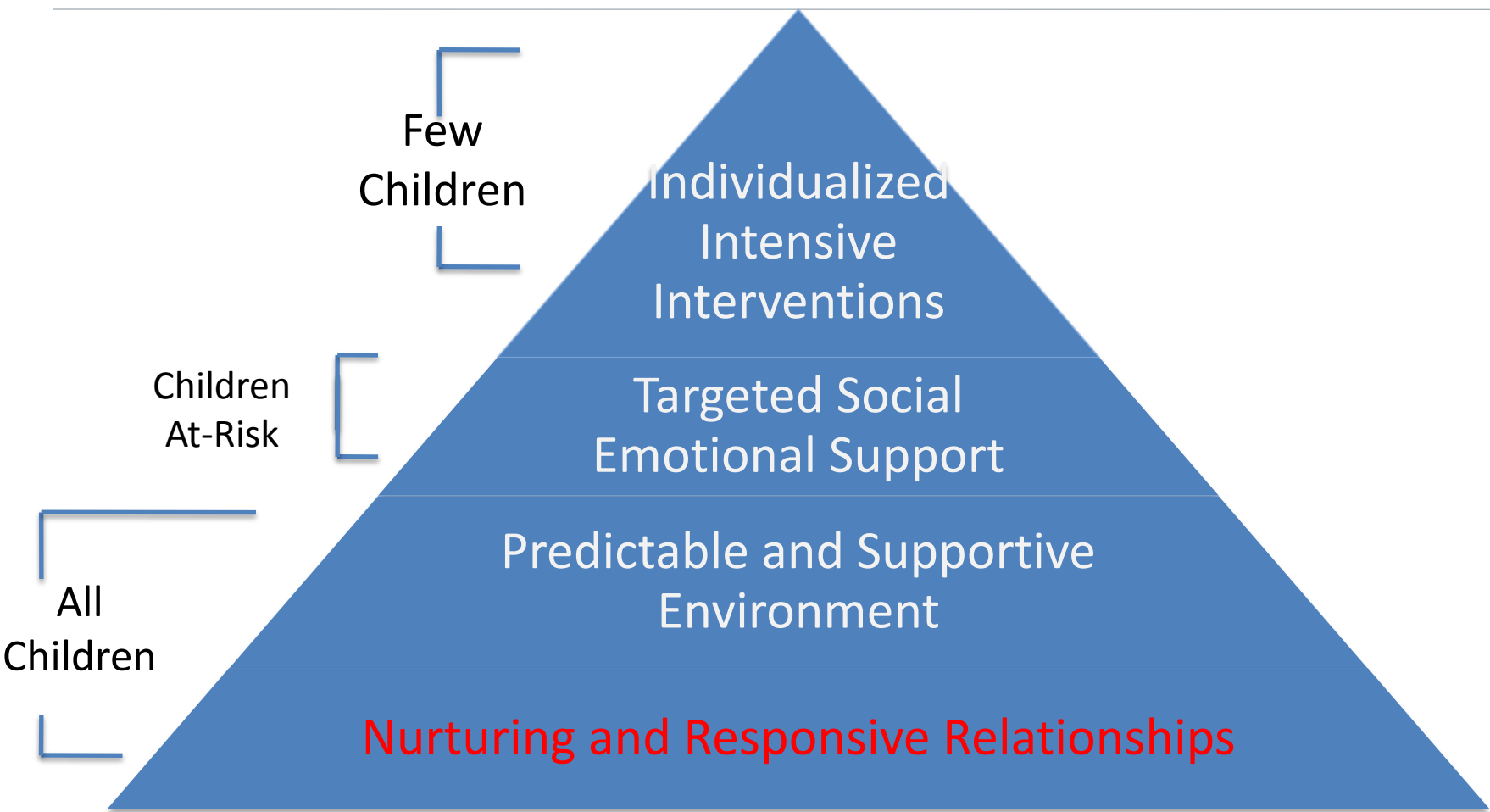


Material from the Center on the Social and Emotional Foundation for Early Learning as well as Technical Assistance Center on Social Emotional Intervention for Young Children

Nurturing and Responsive Relationships

Relationships with children and families

Pyramid Model



Material from the Center on the Social and Emotional Foundation for Early Learning as well as Technical Assistance Center on Social Emotional Intervention for Young Children

*“Every child needs one person
who is crazy about him.”*

Urie Bronfenbrenner

Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Building Relationships with the Children

Relationships can help children develop

a **positive self-esteem,**

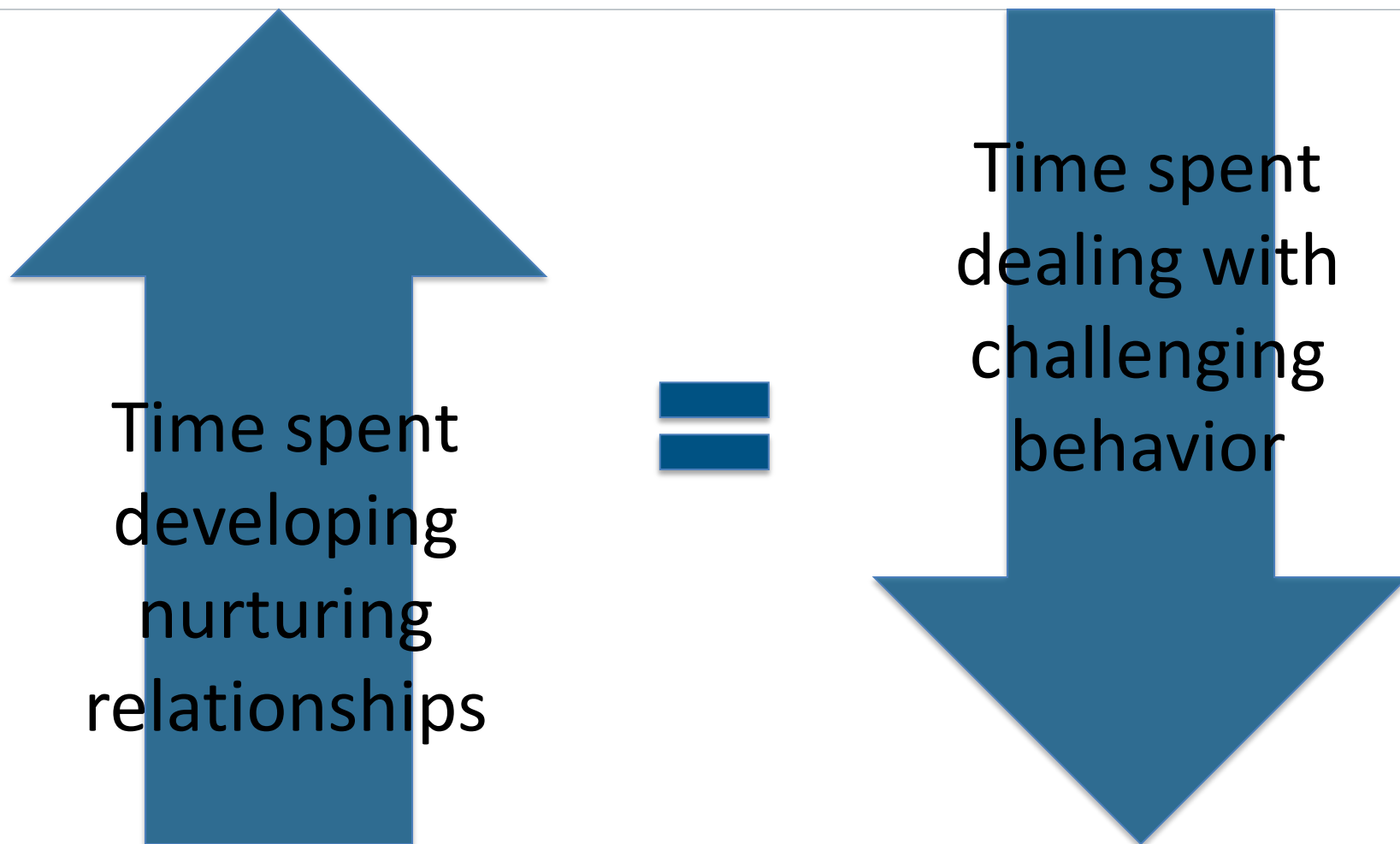
confidence,

and a **sense**

of safety/security

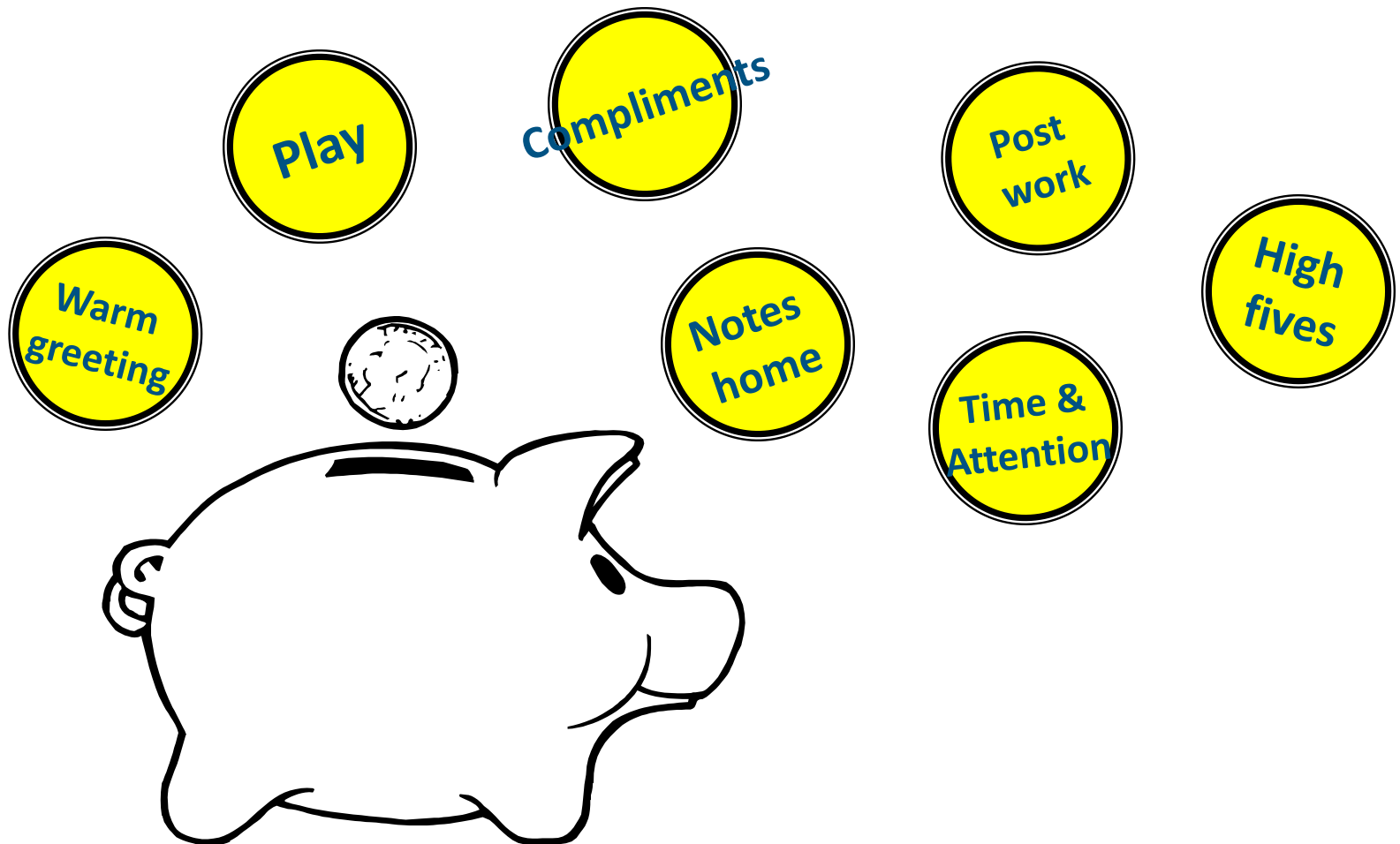
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Building Relationships with the Children



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Making Deposits



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Building Relationships with the Families

- Communicate regularly with parents: Don't forget the positives!
- Invite them into the classroom
- Model nurturing and positive relationships
- Post a picture of each child's family



Strategies for Building Relationships

Take 3 minutes to...

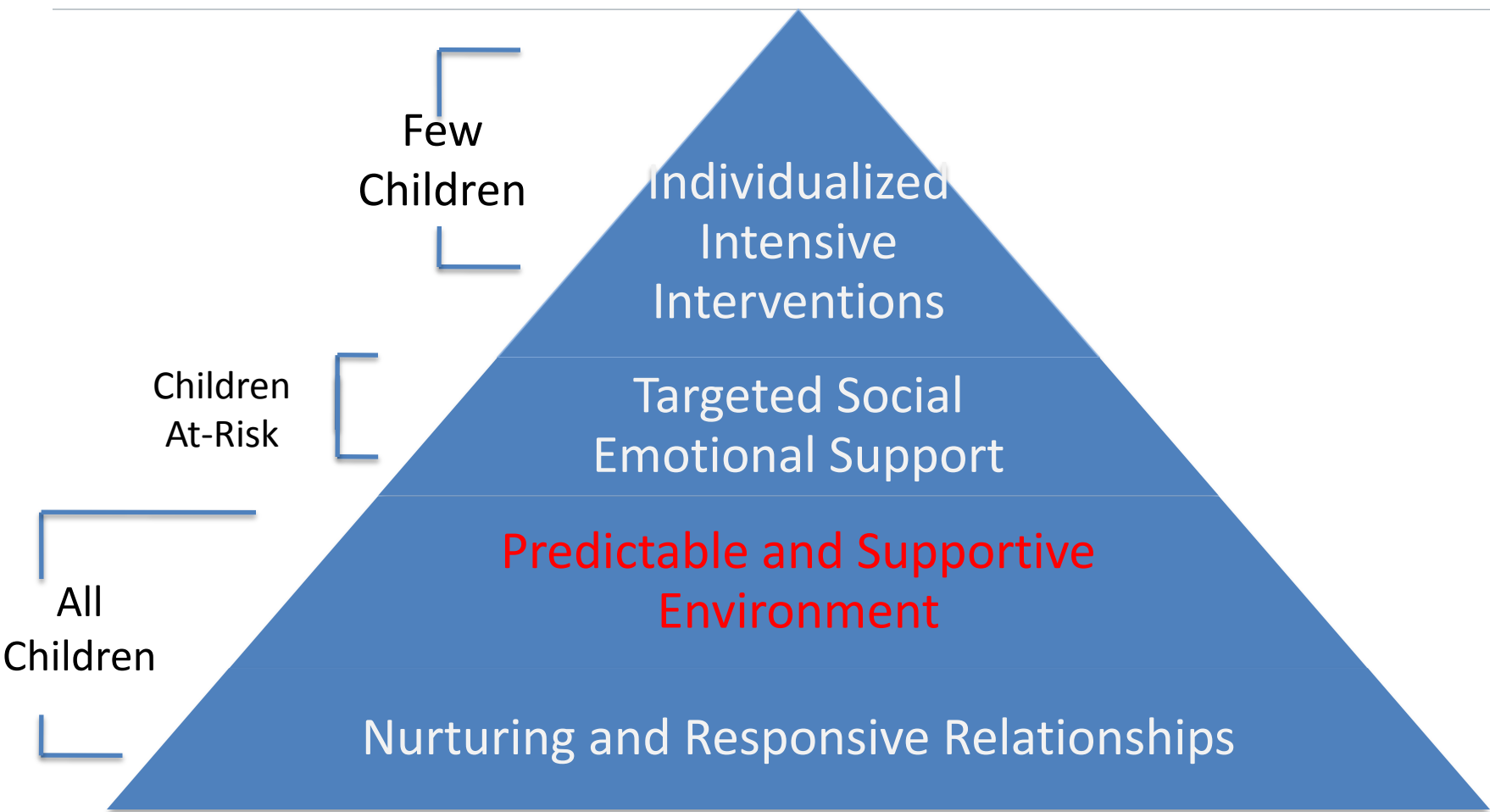
- Identify things you do in your classroom to build relationships with either children or families
- Brainstorm a list of things you can do to continue to improve relationships
- Identify 2-3 things you are going to do to build stronger relationships with children and families
- Pick 1 that you'll share with the large group

Activity adapted from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Predictable and Supportive Environments

**Physical classroom arrangement, schedules,
transitions, classroom rules, positive feedback**

Pyramid Model



Material from the Center on the Social and Emotional Foundation for Early Learning as well as Technical Assistance Center on Social Emotional Intervention for Young Children



Physical Classroom Arrangement

The Classroom

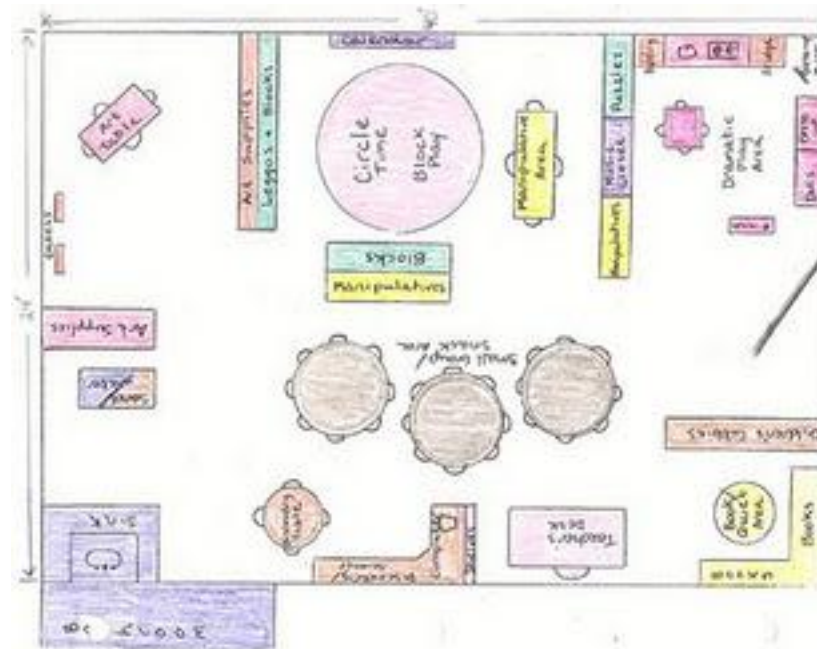
- Clearly **defined** spaces
- Simple **visuals**
- **Organized** materials
- **Quiet** space
- **Accessibility** for all children



Photo from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Examine Your Environment

- Draw a map of your classroom
- Target classroom areas where problem behaviors occur
- Reorganize your classroom to minimize problem behaviors



Arranging the Environment: Learning Centers

Look at your centers and ask yourself:

- Is each center inviting?
- Are there enough materials?
- Is there a system in place for entering and exiting?
- Are centers and materials/shelves labeled?
- Is there a rotation of materials?
- Are materials highly engaging and relevant?





Schedules, Routines and Transitions

Use a Visual Schedule



Schedules and Routines

- **Teach** and **practice** routines
- **Be consistent**
- **Individualize** when necessary
- **Balance** activities



Adapted from the Center For Evidence-Based Practice: Young Children with Challenging Behaviors

Video: Circle Activity

- Are the children engaged in these two clips?
- What tells you that the children are or are not engaged?
- Describe the teacher's behavior in these clips.
- What is the teacher doing that engages the children?
- What strategies can you suggest that would help the teacher engage the children even more?

Transitions

Minimize the amount of time children are waiting!

- Teach and practice
- Provide visual or auditory warnings
- Provide quick activities during transitions to minimize downtime



Photo from Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Think, Pair, Share

- Write down your schedule.

In pairs, discuss:

- If there is a good balance between activities that are:
 - small group and large group
 - teacher directed and child directed
 - structured and unstructured
- Where are some areas you can minimize transition time?
- When there are transition times, what is an activity you can do?



Classroom Rules

Classroom Rules

- Have children help come up with rules
- Few and simple
- Positive wording
- Use visuals
- Provide consequences
- Be consistent
- Practice and review!



Photo from the Center on the Social and Emotional Foundations for Early Learning
(www.vanderbilt.edu/csefel)

Rules Should Address



- Noise level
- Movement inside
- Interactions with property
- Interactions with adults
- Interactions with peers



Positive Feedback

Using Positive Feedback and Encouragement

For appropriate behavior and good effort

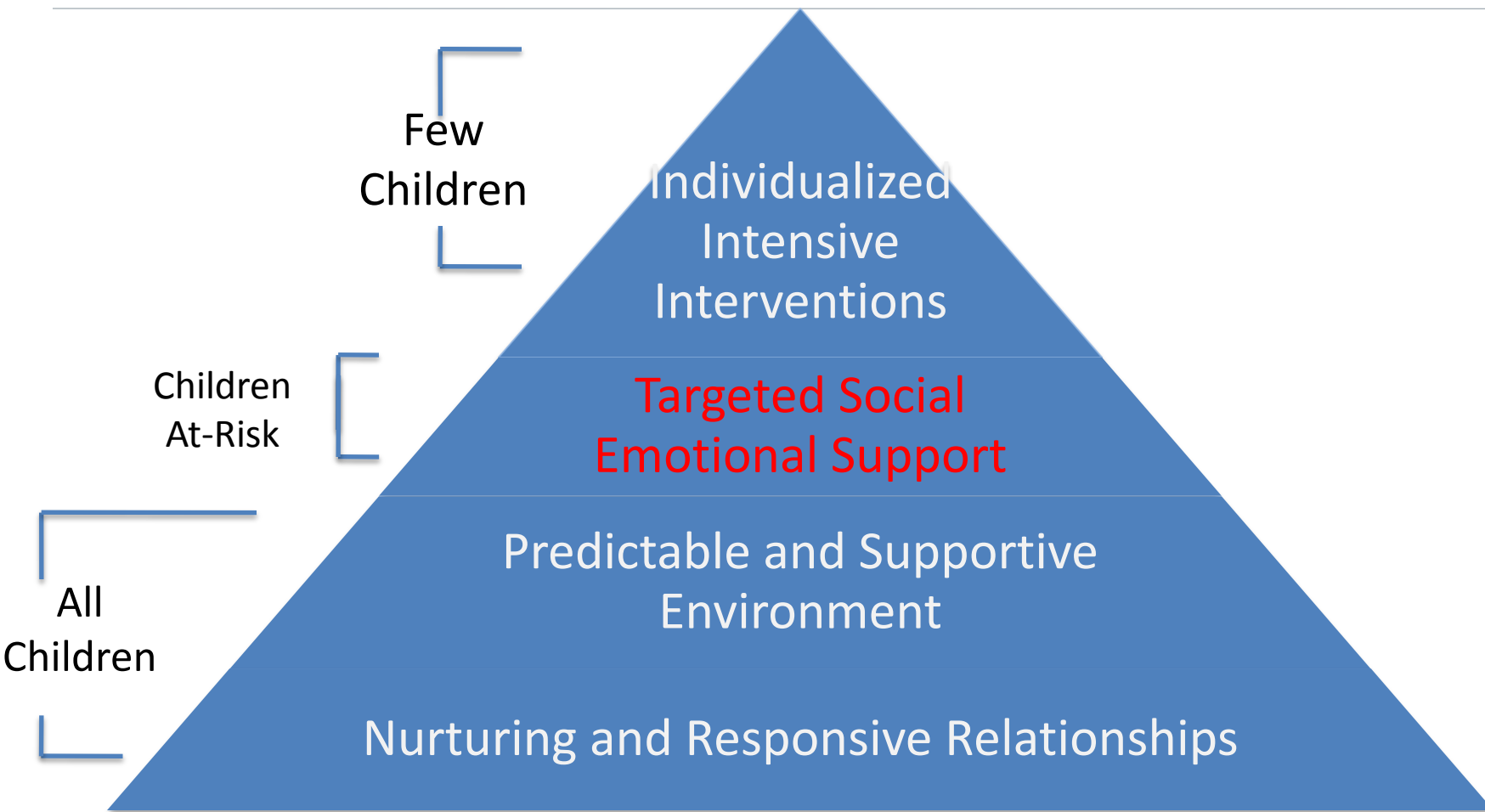
- Be detailed, specific, and individualize
- Remember nonverbal cues
- Use at least a 3 to 1 ratio of praise to reprimands
- Monitor yourself to ensure you use more positive language



TEACHING SOCIAL SKILLS AND EMOTIONAL REGULATION

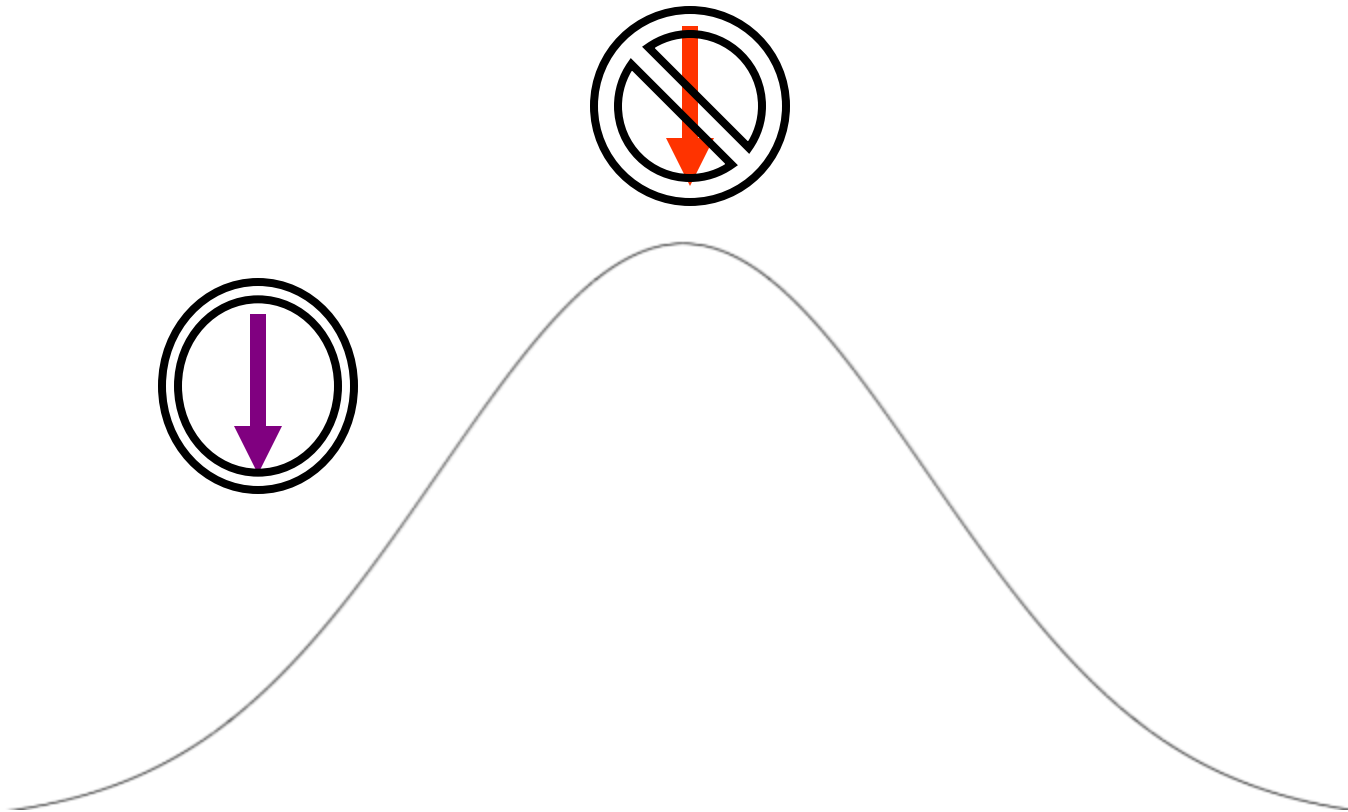
Social skills and friendship skills

Pyramid Model



Material from the Center on the Social and Emotional Foundation for Early Learning as well as Technical Assistance Center on Social Emotional Intervention for Young Children

Identifying Teachable Moments



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)



Social Skills

Friendship Skills

- Sharing toys and other materials
- Being helpful/ a team player
- Taking turns
- Giving compliments
- Understanding how and when to give an apology
- Beginning to empathize



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Strategies for Developing Friendship Skills

- Modeling
- Modeling with video
- Modeling with puppets
- Preparing peer partners
- Buddy system
- Priming
- Direct modeling
- Reinforcement



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Embed Friendship Skills Into Daily Schedule

Arrival	
Circle Time	
Center Time	
Small Group	
Outside	
Snack	
Story Time	
Good-bye Circle	
Transitions	

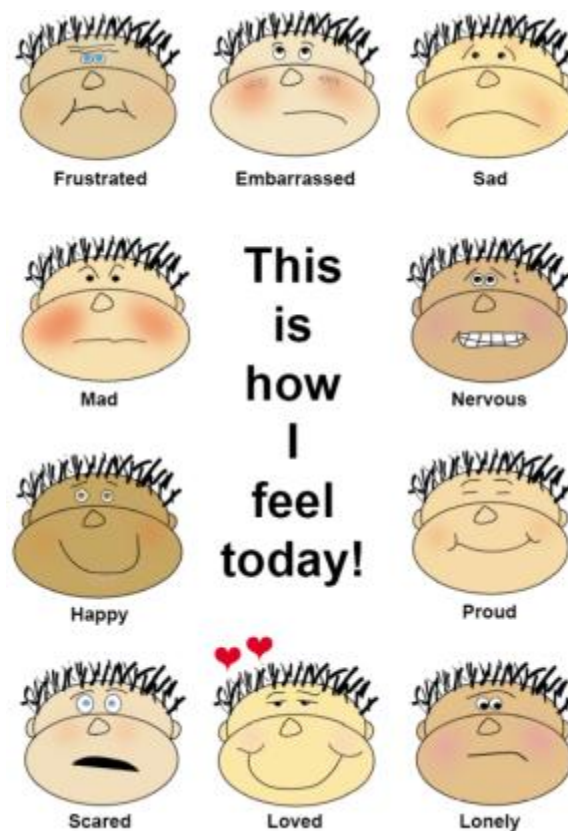
Activity from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)



Emotional Skills

Emotional Literacy

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.



Teach Emotional Literacy Directly

Teach through matching pictures, mirrors, and feeling faces



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Teach Emotional Literacy Indirectly

Provide emotional labels as children experience various emotions:

“Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Teach Emotional Literacy through Songs

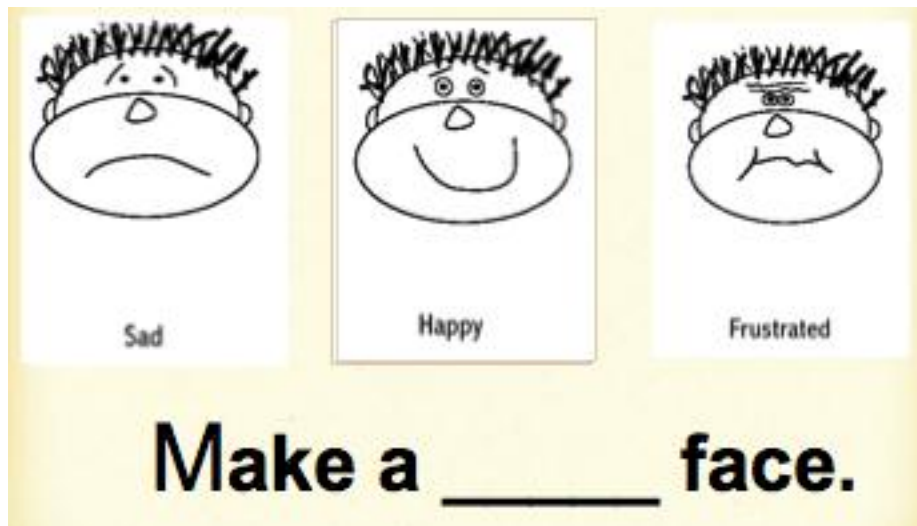
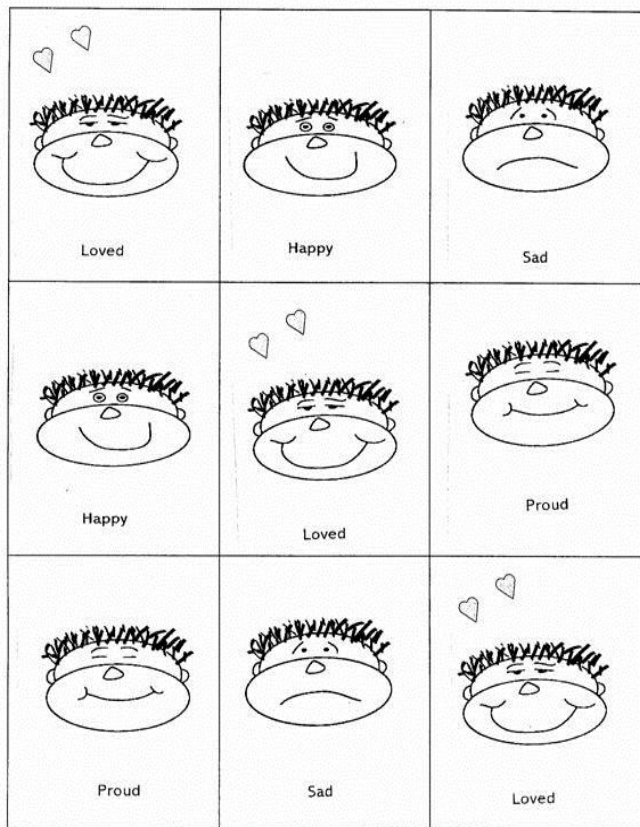
If you're happy and you know it...

(Add new verses to teach feelings)

- If you're **sad** and you know it, cry a tear: “Boo hoo”
- If you're **mad** and you know it, use your words: “I’m mad!”
- If you're **scared** and you know it ask for help: “Help me!”
- If you're **happy** and you know it, hug a friend
- If you're **tired** and you know it, give a yawn.

Teach Emotional Literacy through Games

Bingo



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

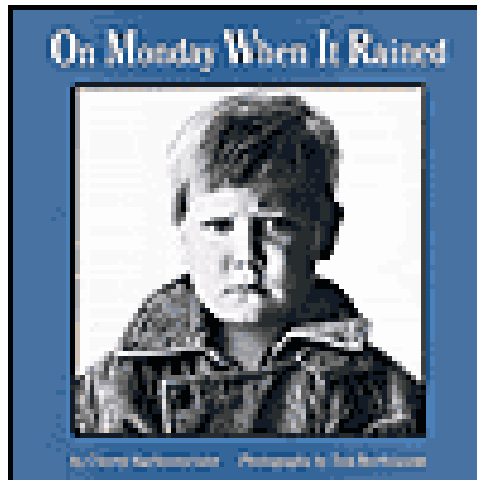
Teach Emotional Literacy through Role-Playing

- Discuss or role-play typical situations that happen when children are together: “How would you feel if this happened to you?”
 - Example: Jeremy wanted to play ball with Katie and Wu-ying today, but they wouldn’t let him. How do you think that made him feel? How do you think you would feel if that happened to you? What could Jeremy try next time?

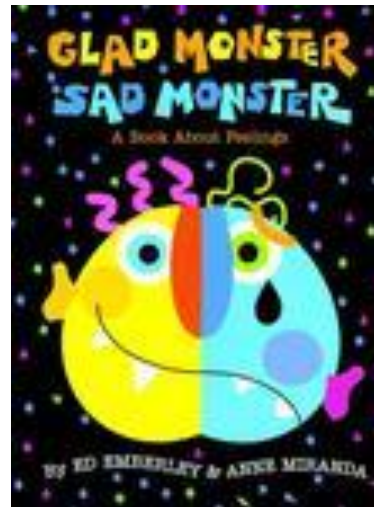
Teach Emotional Literacy through Books

Utilize the Book Nook examples on the CSEFEL website!

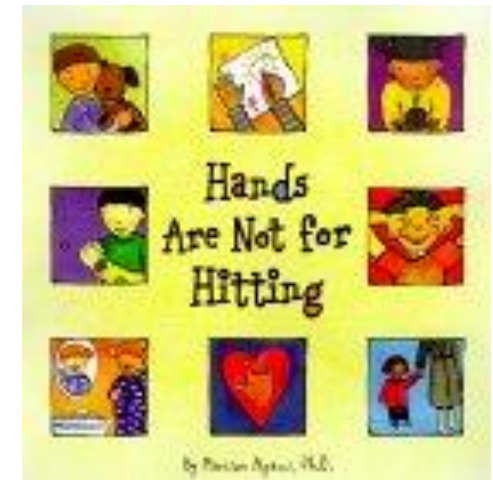
On Monday
When it Rained



Glad Monster
Sad Monster

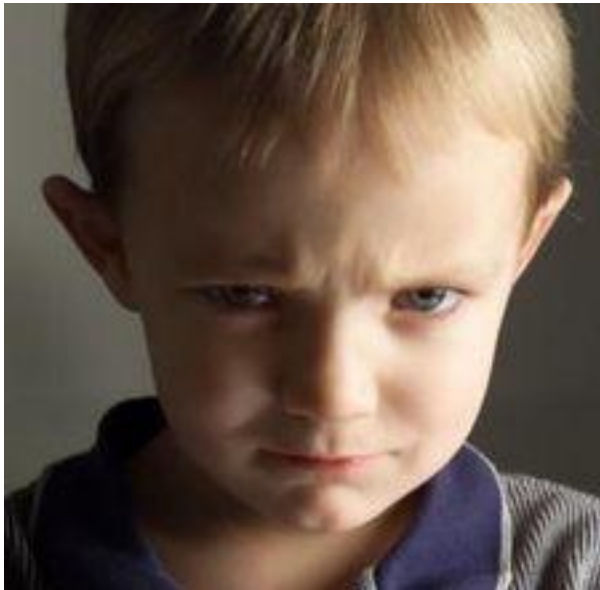


Hands Are Not
For Hitting



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Controlling Anger and Impulse



- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger

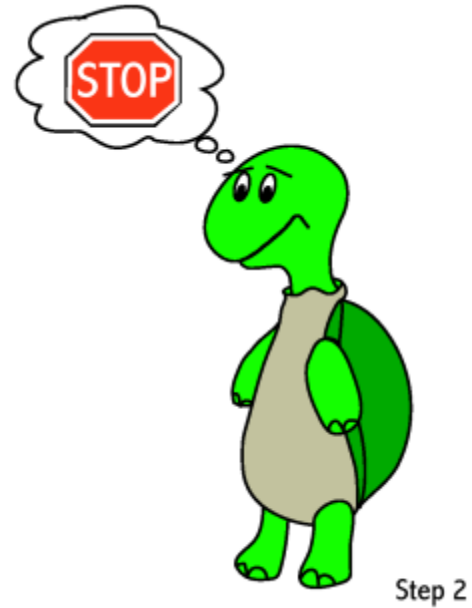
Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Turtle Technique

Recognize that you feel angry.



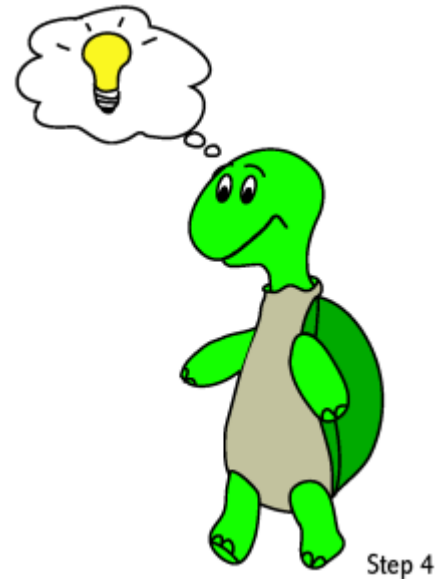
“Think”
Stop.

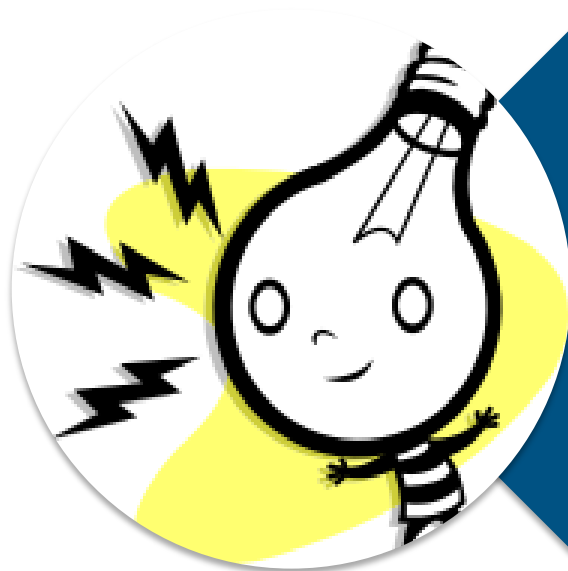


Go into shell. Take 3 deep breathes. And think calm, coping thoughts.



Come out of shell when calm and think of a solution.

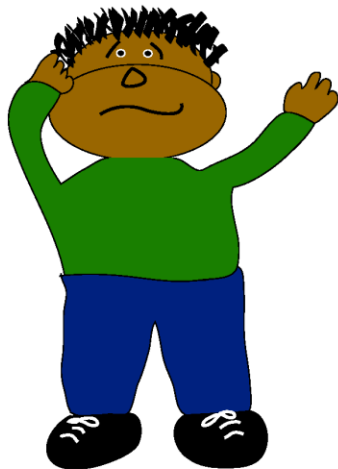




Problem-Solving Skills

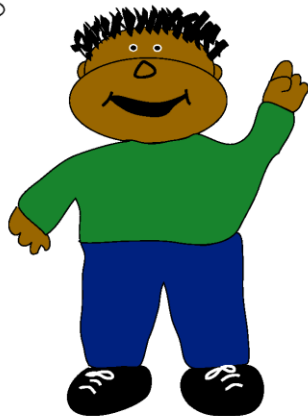
Problem Solving Steps

What is my problem?



Step 1

Think, think, think of some solutions.



What would happen?



Step 3

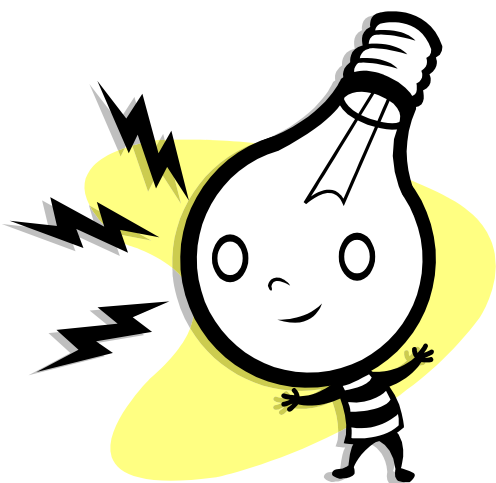
Give it a try!



Step 4

Would it be safe?
Would it be fair?
How would everyone feel?

Help the Child Think of a Possible Solution



- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, “Please stop.”
- Say, “Please.”
- Share
- Trade toys/item
- Wait and take turns

Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Problem-Solving Activities

- Problematize everything
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children make their own “solution kits”
- Children offer solutions to problems that occur in children’s stories



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

The Solution Kit

**Get a
Teacher**



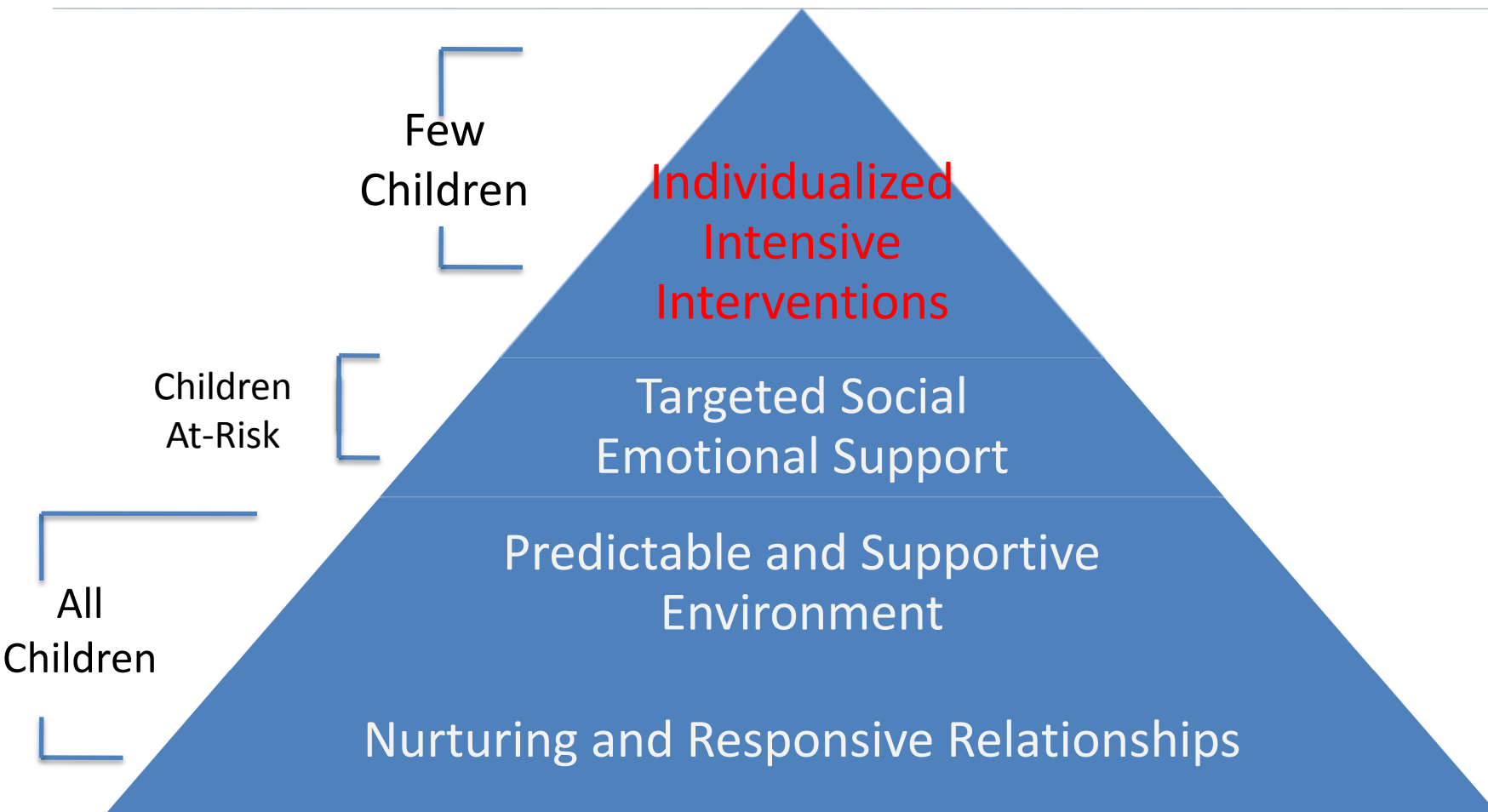
Wait and take turns.



Material from the Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)

Individualized Intensive Interventions

Pyramid Model



Material from the Center on the Social and Emotional Foundation for Early Learning as well as Technical Assistance Center on Social Emotional Intervention for Young Children

Group Discussion

- What are some behaviors that are persistent and unresponsive to the strategies previously discussed?
- What are some of the interventions you have already tried?
- Were they effective?
- Do you know why the child was engaging in the challenging behavior?

Positive Behavior Support (PBS)

- Seeks to understand **why** the child is behaving that way, and teaching the child **new skills to replace** the challenging behavior
- Holistic: Considers **all factors** that impact a child, the family and a child's behavior

Positive Behavior Support (PBS)

OLD WAY	PBS
General intervention for all behavior problems	Intervention matched to PURPOSE of the behavior
Intervention is REACTIVE	Intervention is PROACTIVE
Focus on behavior reduction	Focus on teaching new skills
Quick fix	Long-term intervention

Process of Positive Behavior Support (PBS)

- (1) Create a dream team and identify goals**
- (2) Be a detective: observe and gather information
- (3) Make your best guess!
- (4) Design a behavior intervention plan!
- (5) Put your plan into place! Monitor and evaluate outcomes!

Observe: ABCs of Behavior

Antecedent → **B**EHAVIOR → **C**onsequence

Antecedent: What happens right **BEFORE** the behavior occurs?

Behavior: What does the behavior **LOOK** like?

Consequence: What happens right **AFTER** the behavior?

Setting: What are the **FACTORS** (events, people or activities) usually associated with it?

Observe



Then make your best guess!

Function: What is the PURPOSE of this behavior?



Solving the Puzzle: Identify the **A**ntecedent

Definition: What comes right BEFORE the behavior?

Scenario: Tasha has aggressive outbursts right before every structured activity is about to begin. The only way to calm her down is to send her to the director's office.

What is the antecedent?

The beginning of structured activities

Solving the Puzzle: Identify the **B**ehavior

Definition: What does the behavior LOOK like?

Scenario: Tasha has aggressive outbursts right before every structured activity is about to begin. The only way to calm her down is to send her to the director's office.

What is the behavior?

“Aggressive outbursts”

Solving the Puzzle: Identify the **C**onsequence

Definition: What happens right **AFTER** the behavior?

Scenario: Tasha has aggressive outbursts right before every structured activity is about to begin. The only way to calm her down is to send her to the director's office.

What is the consequence?

Trip to the director's office

Solving the Puzzle: Typical **S**ettings

Common factors:

- Environment
- Family and/or parenting
- Caregiver
- Other children
- The child (biological needs, temperament, developmental delay, etc.)

Solving the Puzzle: Typical **F**unctions

1. **Obtain** something

- Attention of adult or peer
- Activity, toy, food, materials

2. **Escape** something

- Attention of adult or peer
- Activity, toy, food, materials

3. **Self-stimulation**

- Self-injurious behaviors

Identify the ABC

Every challenging behavior has a message.



Gabriella: Identify the ABC/F

Gabriella is playing in her room. Her mom says, “Come on Gabriella. Time to go to school.” Her mom pulls on her arm to try to get Gabriella to stand and go to the car. Gabriella yells, screams, and begins kicking at her toys. Her mother says, “All right, 5 more minutes. But then we must go.” Gabriella’s mom walks away, and Gabriella continues playing with her toys.



- A:** Transition- playing in room, time for school
- B:** Yells, screams, kicks at toys
- C:** Mom gives her 5 more minutes of play time
- F:** Escape/Prolongs transition

Sample Observation Card

Name: <i>Michael</i>	Observer: <i>Ms. Williams</i>
Date: <i>Choice Time / Free Play</i>	Time: <i>11:00 AM</i>
Context/Antecedent: <i>Choice Time/ Free Play: Playing alone in block play. Sees children playing, and goes over to them.</i>	
Challenging Behavior(s): <i>Sticks out tongue and makes raspberry sound, hits boy, scratches his shoulder.</i>	
Consequence: <i>Boy yells at him; boy yells to teacher.</i>	
Possible Function: <i>Initiate social interaction; join play</i>	

Sample Setting Event Chart

		Mon	Tues	Wed	Thurs	Fri
How does he come to school?	Rides the bus		√	√	√	
	Mom brings	√				√
His behavior?	Tantrum at a.m. circle		√	√	√	
	Tantrum at snack	√	√		√	
	Tantrum at small group		√	√	√	

Scatter Plot

Student: *Rachel*

Target Behavior: *Hitting Peers*

Observer: *Maya*

Using a scatter plot involves recording the times of day (and/or activities) in which the behavior does and does not occur to identify patterns over days or weeks

Dates: *10/1 through 10/12*

		Dates									
Time	Activity	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12
7:30	Arrival										
	Free Choice										
9:00	Planning										
9:30	Centers										
10:30	Snack										
11:00	Outside	■		■		■		■	■	■	■
11:30	Small Group		■		■		■	■		■	
12:00	Lunch										
12:30	Nap										
1:30	Outside										
2:30	P.M. Circle										
3:00	Departure										

- Behavior did not occur
- Behavior did occur
- NA Did not observe

Activity Analysis

Child: *Rachel*

Routine/Activity: *House Center*

Activity Description	Behavior Expectations	Problems
<p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="227 505 587 544">1. Select materials<li data-bbox="214 676 573 715">2. Pretend in roles<li data-bbox="214 791 643 886">3. Exchange materials with peers<li data-bbox="214 962 631 1115">4. Follow peers' lead or accept role assignment<li data-bbox="214 1205 438 1243">5. Clean-up	<ol style="list-style-type: none"><li data-bbox="736 448 1161 544">1. Pick materials that no one is using<li data-bbox="736 619 1064 715">2. Use materials appropriately<li data-bbox="736 791 1103 886">3. Don't take from peer<li data-bbox="736 962 981 1058">4. Maintain engagement<li data-bbox="736 1133 1122 1229">5. Put materials on shelf in correct area	<ol style="list-style-type: none"><li data-bbox="1257 791 1605 886">3. Takes materials from others<li data-bbox="1257 962 1586 1058">4. Ignores peers, interferes in play

Home Observation Card

Home Observation Form

Side 1

Child's Name: _____

Date/Time: _____

Activity: _____

Observer: _____

Describe Challenging Behavior:

What Happened Before?

Told or asked to do something

Playing alone

Changed or ended activity

Removed an object

Moved activity/location to another

Object out of reach

Not a preferred activity

Told "No," "Don't," "Stop"

Child requested

Difficult task/activity

Attention given to others

Other: _____

What Happened After?

Given social attention

Punished or scolded

Put in "time out"

Given an object/activity/food

Request or demand withdrawn

Ignored

Removed from activity or area

Request or demand delayed

Given assistance/help

Other: _____

Purpose of Behavior?

To Get or Obtain:

To Get Out of or Avoid:

Activity

Attention

Activity

Attention

Transition

Object

Food

Object

Food

Person

Place

Person

Place

Help

Other: _____

Demand/Request

Other: _____

Home Observation Card

Home Observation Card

Side 2

Setting Events/Lifestyle Influences:

- Hunger
- Uncomfortable clothing
- Absence of fun activities, toys
- Too hot or too cold
- Absence of a person
- Loud noise
- Sick
- Lack of sleep
- Unexpected loss or change in activity/object
- Medication side effects
- Extreme change in routine
- Other (specify) _____

List Notes/Comments/Unusual Events:



Behavior Support Plan

Process of Positive Behavior Support (PBS)

- (1) Create a dream team and identify goals
- (2) Be a detective: observe and gather information
- (3) Make your best guess!
- (4) Design a BEHAVIOR SUPPORT PLAN**
- (5) Put your plan into place! Monitor and evaluate outcomes!

Components of a Behavior Support Plan

***Your BEST GUESS:** Purpose of behavior, your best guess as to why it occurs

***Use PREVENTION STRATEGIES:** Changes you can make to your schedule, classroom, etc. that may trigger the challenging behavior

***Teach REPLACEMENT SKILLS:** New skills to teach throughout the day to replace the challenging behavior

***Your RESPONSE:** What the adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

Prevention Strategies

- How can the environment be changed to reduce the likelihood that the behavior will occur?
- What strategies can I use that fit in the natural routine and structure of the classroom?
- What can be done to help the child not respond to the trigger, or how can we change the trigger so that it does not elicit the behavior?

Components of a Behavior Support Plan

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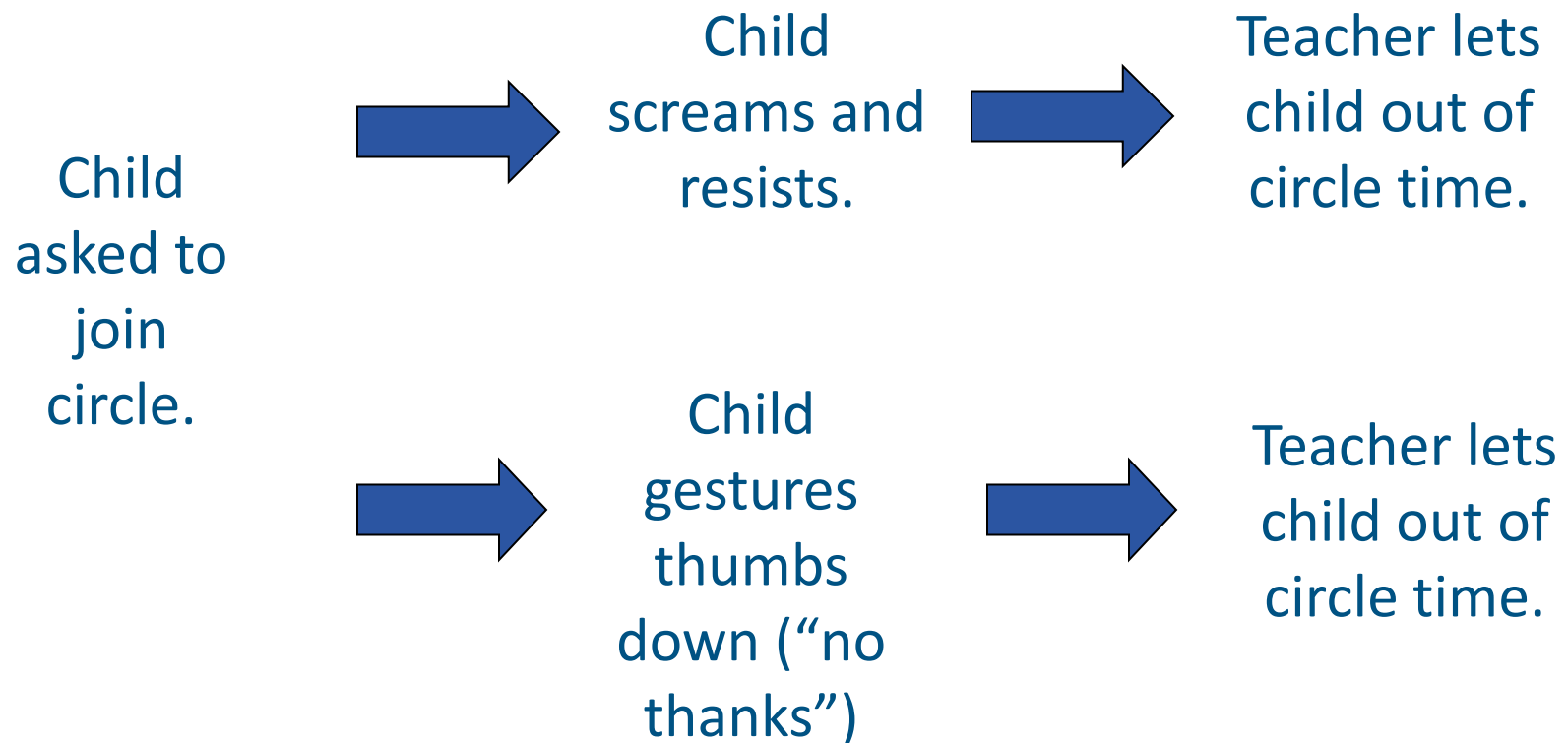
Replacement Behaviors

Work on ONE behavior at a time

Choose a behavior that serves the *same function as the challenging behavior.*



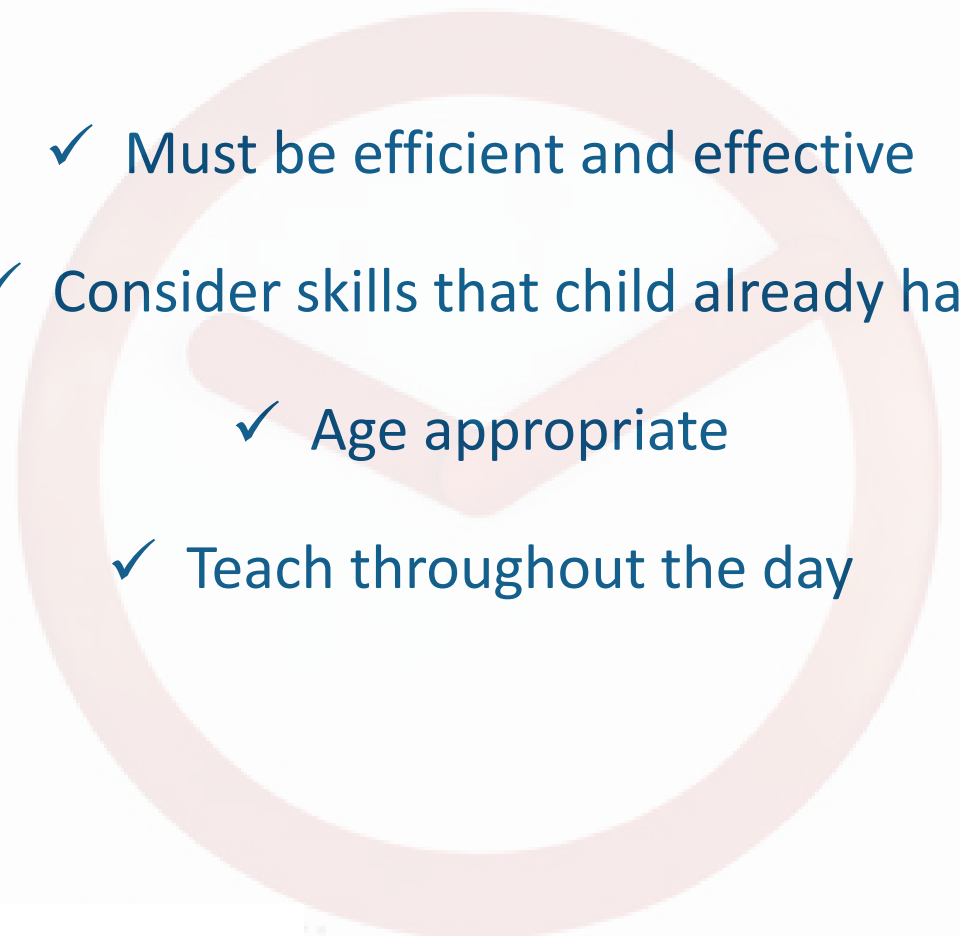
Competing Behavior Equation



Possible Replacement Behaviors

- Request a break, attention, help, hug, turn, item, etc.
- Say or gesture, “No” or “All done”
- Follow individualized schedule or transitions
- Identify and express feelings
- Utilize choice

Factors to Consider When Choosing a Replacement Behavior

- 
- ✓ Must be efficient and effective
 - ✓ Consider skills that child already has
 - ✓ Age appropriate
 - ✓ Teach throughout the day



Requesting Help.mp4

Teaching Replacement Behaviors: Your Tool Box!



Scripted Stories



Visual Cue Cards



Self-Management



Scripted Stories

- Provide **script for the child** about social situations and expectations
- Written from the **child's perspective**
- Includes **descriptive, perspective, and directive sentences.**
- The story must **match the child's** symbolic and receptive communication **level.**



I Can Be a SUPER FRIEND!



Created for Tim by Lisa Grant & Rochelle Lentini
2002

When You Can't Honor the Function...



Teach tolerance for delay

Provide choices

First... then...



Provide preferred items as distraction

Teach child to anticipate and participate

Components of a Behavior Support Plan

***Your BEST GUESS:** Purpose of behavior, your best guess as to why it occurs

***Use PREVENTION STRATEGIES:** Changes you can make to your schedule, classroom, etc. that may trigger the challenging behavior

***Teach REPLACEMENT SKILLS:** New skills to teach throughout the day to replace the challenging behavior

***Your RESPONSE:** What the adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

Adult Responses

- Respond in a way that will make challenging behavior ineffective
- Provide immediate and consistent positive reinforcement for appropriate behavior
- Make sure rewards for appropriate behavior are equal to or greater than rewards for challenging behavior



Adult Responses

Effective planned ignoring

- Undoing a learned behavior
- Non-reaction to a behavior
- Ignoring behavior and not student
- Must be consistent
- It will get worse before it gets better

Safety-net Procedures

- If a child is in danger of harming self or others, you must first be concerned about safety.
- You may hold a child or remove a child from the situation to keep children safe.
- Safety-net procedures may be planned for children who have a history of dangerous outbursts.
- Safety-net procedures only keep children safe; they **do not change behavior**.
- Safety-net procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan.

If Challenging Behavior Returns

First,

- Review plan and make sure it is being implemented as planned.
- Review evaluation data to determine if the pattern is an extinction burst (worse before it gets better).
- Examine events to see if there are new triggers for behavior.

Then,

- Restore support plan and implement with fidelity; or
- Continue plan through extinction burst; or
- Add components to plan to address new triggers; or
- Conduct a new functional assessment and develop new support strategies.

Behavior and Disabilities

There are several disabilities that may require you to deal with challenging behavior.

- REFER. If the child already has an IEP, follow the IEP's guidance of instruction, modifications and accommodations
- Every child's needs and behavior will be unique
- The National Dissemination Center for Children with Disabilities has a link to several helpful websites: <http://nichcy.org/schoolage/behavior/atschool#disabilities>
 - ADHD
 - Asperger syndrome
 - Autism
 - Behavioral disorders
 - Bipolar disorder/depression
 - Down syndrome
 - Specific learning disabilities

Resources



Center on the Social and Emotional Foundations for Early Learning

www.csefl.vanderbilt.edu



Technical Assistance Center on Social Emotional Intervention

www.challengingbehavior.org

Questions?

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