ADDRESSING CHALLENGING BEHAVIOR

Adapted from the Center on the Social and Emotional Foundations for Early Learning
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!
Challenging behavior usually has a message

- I’m overstimulated
- I need some attention!
- I want that (toy, food, etc.)
- I don’t want to stop what I’m doing!
- I am sad.
- I am bored.
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

- Nurturing and Responsive Relationships
- Predictable and Supportive Environment
- Targeted Social Emotional Support
- Individualized Intensive Interventions
- Few Children
- Children At-Risk
- All Children

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
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
Building Relationships with the Children

Relationships can help children develop a positive self-esteem, confidence, and a sense of safety/security.

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

Time spent developing nurturing relationships

= 

Time spent dealing with challenging behavior

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

- **Nurturing and Responsive Relationships**
- **Predictable and Supportive Environment**
- **Targeted Social Emotional Support**
- **Individualized Intensive Interventions**
- **Few Children**
- **Children At-Risk**
- **All Children**

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

- What are we doing now?
- This is our day!
- Rachel's schedule board
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

- Nurturing and Responsive Relationships
- Predictable and Supportive Environment
- Targeted Social Emotional Support
- Individualized Intensive Interventions

- All Children
- Children At-Risk
- Few Children

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

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
</tr>
<tr>
<td>Circle Time</td>
</tr>
<tr>
<td>Center Time</td>
</tr>
<tr>
<td>Small Group</td>
</tr>
<tr>
<td>Outside</td>
</tr>
<tr>
<td>Snack</td>
</tr>
<tr>
<td>Story Time</td>
</tr>
<tr>
<td>Good-bye Circle</td>
</tr>
<tr>
<td>Transitions</td>
</tr>
</tbody>
</table>

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

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

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.

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

“Think” Stop.

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

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

1. **What is my problem?**
   - Think, think, think of some solutions.

2. **What would happen?**
   - Would it be safe?
   - Would it be fair?
   - How would everyone feel?

3. **Give it a try!**
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.
Individualized Intensive Interventions
Pyramid Model

- Nurturing and Responsive Relationships
- Predictable and Supportive Environment
- Targeted Social Emotional Support
- Individualized Intensive Interventions
- Few Children
- Children At-Risk
- All Children

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)

<table>
<thead>
<tr>
<th>OLD WAY</th>
<th>PBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General intervention for all behavior problems</td>
<td>Intervention matched to PURPOSE of the behavior</td>
</tr>
<tr>
<td>Intervention is REACTIVE</td>
<td>Intervention is PROACTIVE</td>
</tr>
<tr>
<td>Focus on behavior reduction</td>
<td>Focus on teaching new skills</td>
</tr>
<tr>
<td>Quick fix</td>
<td>Long-term intervention</td>
</tr>
</tbody>
</table>
(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**: 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?
Then make your best guess!

**Function:** What is the PURPOSE of this behavior?
Solving the Puzzle: Identify the Antecedent

**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 Behavior

**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 **Consequence**

**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 Settings

Common factors:
- Environment
- Family and/or parenting
- Caregiver
- Other children
- The child (biological needs, temperament, developmental delay, etc.)
Solving the Puzzle: Typical Functions

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

<table>
<thead>
<tr>
<th>Name: Michael</th>
<th>Observer: Ms. Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: Choice Time / Free Play</td>
<td>Time: 11:00 AM</td>
</tr>
</tbody>
</table>

**Context/Antecedent:**

*Choice Time/ Free Play: Playing alone in block play. Sees children playing, and goes over to them.*

**Challenging Behavior(s):**

*Sticks out tongue and makes raspberry sound, hits boy, scratches his shoulder.*

**Consequence:**

*Boy yells at him; boy yells to teacher.*

**Possible Function:**

*Initiate social interaction; join play*
## Sample Setting Event Chart

<table>
<thead>
<tr>
<th>Event</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What happened the night before?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Slept Poorly</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Mom on Midnight Shift</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td><strong>How was his behavior?</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tantrum in A.M.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tantrum in P.M.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>No</td>
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<td>No</td>
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<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
## Sample Setting Event Chart

<table>
<thead>
<tr>
<th>How does he come to school?</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rides the bus</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Mom brings</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>His behavior?</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tantrum at a.m. circle</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tantrum at snack</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Tantrum at small group</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>10/1</th>
<th>10/2</th>
<th>10/3</th>
<th>10/4</th>
<th>10/5</th>
<th>10/8</th>
<th>10/9</th>
<th>10/10</th>
<th>10/11</th>
<th>10/12</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Arrival</td>
<td></td>
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<tr>
<td></td>
<td>Free Choice</td>
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<tr>
<td>9:00</td>
<td>Planning</td>
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<td>9:30</td>
<td>Centers</td>
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<td>10:30</td>
<td>Snack</td>
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<td>11:00</td>
<td>Outside</td>
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<tr>
<td>11:30</td>
<td>Small Group</td>
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<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
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<td>12:30</td>
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<td>1:30</td>
<td>Outside</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2:30</td>
<td>P.M. Circle</td>
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<tr>
<td>3:00</td>
<td>Departure</td>
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</tr>
</tbody>
</table>

**Student:** Rachel

**Observer:** Maya

**Dates:** 10/1 through 10/12

**Target Behavior:** Hitting Peers
## Activity Analysis

**Child:** Rachel

**Routine/Activity:** House Center

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Behavior Expectations</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Select materials</td>
<td>1. Pick materials that no one is using</td>
<td>3. Takes materials from others</td>
</tr>
<tr>
<td>2. Pretend in roles</td>
<td>2. Use materials appropriately</td>
<td></td>
</tr>
<tr>
<td>3. Exchange materials with peers</td>
<td>3. Don’t take from peer</td>
<td></td>
</tr>
<tr>
<td>4. Follow peers’ lead or accept role assignment</td>
<td>4. Maintain engagement</td>
<td>4. Ignores peers, interferes in play</td>
</tr>
<tr>
<td>5. Clean-up</td>
<td>5. Put materials on shelf in correct area</td>
<td></td>
</tr>
</tbody>
</table>
### Home Observation Form

**Child’s Name:** ____________________________
**Date/Time:** ____________________________

**Activity:** ____________________________
**Observer:** ____________________________

**Describe Challenging Behavior:**

#### What Happened Before?
- [ ] Told or asked to do something
- [ ] Removed an object
- [ ] Not a preferred activity
- [ ] Difficult task/activity
- [ ] Playing alone
- [ ] Moved activity/location to another
- [ ] Told “No,” “Don’t,” “Stop”
- [ ] Attention given to others
- [ ] Changed or ended activity
- [ ] Object out of reach
- [ ] Child requested
- Other: ____________________________

#### What Happened After?
- [ ] Given social attention
- [ ] Given an object/activity/food
- [ ] Removed from activity or area
- Other: ____________________________
- [ ] Punished or scolded
- [ ] Request or demand withdrawn
- [ ] Request or demand delayed
- Other: ____________________________
- [ ] Put in “time out”
- [ ] Ignored
- [ ] Given assistance/help

#### Purpose of Behavior?
- **To Get or Obtain:**
  - [ ] Activity
  - [ ] Object
  - [ ] Person
  - [ ] Help
  - [ ] Attention
  - [ ] Food
  - [ ] Place
  - Other: ____________________________

- **To Get Out of or Avoid:**
  - [ ] Activity
  - [ ] Object
  - [ ] Person
  - [ ] Demand/Request
  - [ ] Attention
  - [ ] Food
  - [ ] Place
  - Other: ____________________________

**Side 1**
Home Observation Card

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

*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
Replacement Behaviors

Work on ONE behavior at a time

Choose a behavior that serves the *same function as the challenging behavior.*
Child asked to join circle.

Child screams and resists.

Teacher lets child out of circle time.

Child gestures thumbs down ("no thanks").

Teacher lets child out of circle time.
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
Teaching Replacement Behaviors: Your Tool Box!

- Scripted Stories
- Visual Cue Cards
- Self-Management
• 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?

Please contact: Lashawn C. Richardson
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