

CHILDREN WITH CHALLENGING BEHAVIORS : THERE IS MEANING BEHIND THE BEHAVIOR

Presented By:
Rochelle Pleasant , Crystal Howser, Bari Kraus, and Linda Tazi

WEBINAR PRESENTER



Rochelle Pleasant
Virginia Infant and Toddler Specialist

WEBINAR PRESENTER



Crystal Howser
Virginia Infant and Toddler Specialist

WEBINAR PRESENTER



Bari Kraus
Virginia Infant and Toddler Mental Health Consultant

WEBINAR PRESENTER



Linda Tazi
Virginia Infant and Toddler Mental Health Consultant

DURING THIS SESSION, YOU WILL

- ✘ Review areas of social and emotional development in infants and toddlers
- ✘ Learn factors to consider when encountering challenging behaviors
- ✘ Learn how to complete an Infant/Toddler Behavioral Review
- ✘ Review behaviors as communication in children 0-3 years old
- ✘ Strategies for handling challenging behaviors

POLL

- ✘ Which behavior do find to be the most challenging when working with infants or toddlers?
- ✘ A. biting
- ✘ B. hitting
- ✘ C. tantrums

CHALLENGING BEHAVIORS

- ✘ Can be frustrating!
- ✘ Are a part of typical development
- ✘ Are opportunities to teach
 - + Managing emotions
 - + Coping with BIG emotions such as frustration
 - + Ways to feel in control while supporting prosocial behavior

SOCIAL-EMOTIONAL DEVELOPMENT-1ST YEAR

- ✘ By a child's 1st birthday:
 - + Shy or nervous with strangers
 - + Cries when mom and dad leave
 - + Has favorite things and people
 - + Shows fear in some situations
 - + Hands you a book when they want to hear a story
 - + Repeats sounds or actions to get attention
 - + Plays games such as peek-a-boo

SOCIAL-EMOTIONAL DEVELOPMENT-2ND YEAR

- ✘ By a child's 2nd birthday
 - + Copies others, especially adults and older children
 - + Gets excited when with other children
 - + Shows more and more independence
 - + Shows defiant behavior (doing what he/she has been told not to)
 - + Plays mainly beside other children, but is beginning to include other children (chase games, ect.)

SOCIAL-EMOTIONAL DEVELOPMENT-3RD YEAR

- ✘ By a child's 3rd birthday:
 - + Copies adults and friends
 - + Shows affection for friends without prompting
 - + Takes turns in games
 - + Shows concern for a crying friend
 - + Understands the idea of "mine," "his," and "hers"
 - + Shows a wide range of emotions
 - + May get upset with major routine changes
 - + Separates easily from mom and dad

WITH CHALLENGING BEHAVIORS CONSIDER...

- ✘ The age of the child
- ✘ The child's environment
- ✘ Your routines and schedule

THE AGE OF THE CHILD

- ✘ Is our expectation of behavior appropriate for the age of the child?
- ✘ Do we show compassion?
- ✘ Do we show empathy?
- ✘ Do we address the emotion behind the behavior?

ENVIRONMENT CONSIDERATIONS

- ✘ How is the Child care environment organized?
- ✘ What does it communicate to a child?
- ✘ Does the environment have enough materials for the number of children?
- ✘ Is the environment designed to offer privacy or to protect a child's play materials? Example, block play.

CONSIDER YOUR ROUTINES AND SCHEDULE

- ✘ Is the routine consistent on a daily basis?
- ✘ Does the schedule meet the needs of the age of children in the program?
- ✘ Do you allow for the schedule to be adjusted when necessary?

INFANT/TODDLER BEHAVIORAL REVIEW

- ✘ Information gathering
- ✘ Have the behavior documented (Handout 3.9)
- ✘ Focus on what happened before, during, and after the incident
- ✘ Consider parent discussion and support

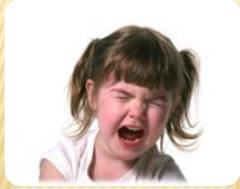
HANDOUT 3.9

BEHAVIOR AND COMMUNICATION

- ✘ What did we actually see?
- ✘ Was there any warning?
- ✘ Is the behavior communicating one of the following?
 - + The environment needs to be adjusted
 - + The child has not yet learned the skill necessary to communicate and needs extra support
 - + The child needs intensive intervention

THERE IS MEANING BEHIND BEHAVIOR

- ✘ What might the photo below tell us?
- ✘ What about this photo?



ENVIRONMENT NEEDS ADJUSTED

- ✘ Cubbies/area for personal items
- ✘ Shelves with clear containers with picture/text labels
- ✘ ITERS/FCCERS materials checklist
- ✘ Defined centers or areas of play
- ✘ Quiet area/area for privacy
- ✘ Outdoor/indoor gross motor each day

SKILL NOT YET LEARNED

- ✘ Sensory integration
 - + How can I allow the child to practice this skill in a safe way? Ex. Throwing toys
- ✘ Using books, finger play, visual schedule to support appropriate behaviors
 - + Read them when the child is not exhibiting challenging behavior
- ✘ Support emotional literacy
 - + Be present and offer calm words of support
 - + Label your own emotions
- ✘ Model and give positive support

INTENSIVE INTERVENTION

- ✘ For children who need individualized support
- ✘ Behavioral Support Plan
 - + Observation
 - + Documentation
 - + Design
 - + Plan
- ✘ Partnering with families and administration

HANDOUT 3.9

Handout 3.9 Handout 3.9: Observation Documentation

Subject/Teacher Observation Documentation

Date of Observation: _____ Day _____ Time _____ Child's Initial _____
 Observer Name _____ Class/Room _____ Age _____
 Observer's Title _____
 Location of Observation _____
 Add or alter numbers in the observation by order of appearance (see video):
 1. _____ 2. _____ 3. _____
 Describe the behavior you observed? (e.g., child's face may have changed):

HANDOUT 3.11

Handout 3.11 Handout 3.11: Behavior Review

Subject/Teacher Behavior Review

Child's Name _____ Date of Review _____ Class/Room _____ Age _____
 Review Questions
 1. _____
 2. _____
 3. _____
 4. _____

Observation Summary

1. What is the behavior of interest?
 2. What happens? What are the frequency, intensity and duration of the behavior?
 3. What does it happen? Consider writing out likely scenarios.
 4. Where does it happen?
 5. With whom does it happen?
 6. How long has the concerning behavior been going on?
 7. How does the caregiver feel about the behavior?
 8. Has the child had a recent episode? Are there any pre-identified concerns?
 9. What happens right before the behavior occurs? What are the triggers?

10. What happens after the behavior occurs?
 11. What are some of the child's strengths?
 12. How does the parent/teacher feel about the behavior?
 13. How have you or a caregiver and/or others in the home, school, or other support settings/other environments?
 14. What are some of the parent/teacher's strengths?
 15. What are some of the caregiver/teacher's strengths?

Agreements

16. What are the child communicating that he needs or wants? What is the purpose of the child's behavior?
 17. What might be the child's responses?
 18. What are the goals of the caregiver and the child to best?

Next Planning

19. What does the parent of the caregiver want? What does the parent or caregiver want the child to do?
 20. What changes have already been made?
 21. What can the caregiver do to best today?

HANDOUT 3.12

Module 3 Handout 3.12 Do's and Don'ts Talking with Families about Problem Behavior: Do's and Don'ts

Do	Don't
1. Show strengths of child with the family.	1. Blame the discipline by indicating that the child's behavior is not educable.
2. Let the family know you are looking concerned and want to do all you can to help their child feel safe, happy, and successful at your setting.	2. Indicate that the child must be punished at home with the parent.
3. Ask the parent if he or she has experienced similar situations and are concerned.	3. Ask the parent if something has happened at home to cause his behavior.
4. Tell the parent that you work with the family to help the child develop appropriate behaviors and social skills.	4. Indicate that the parent should take action to resolve the problem at home.
5. Tell the parent about what is happening in the classroom but only after the parent understands the goal and commitment about the child, not blaming the family.	5. Indicate the consequence by telling the child's challenging behavior. Consequences about challenging behavior should be focused on the child's having a difficult time rather than being control.
6. Offer to work with the parent in the development of behavior support plan that can be used at home and in the classroom.	6. Leave it up to the parent to manage problems at home thinking it is their without involving family participation.
7. Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom. The child needs instruction and support.	7. Let the parent believe that the child needs more discipline.
8. Stress that if you can work together, you are more likely to be successful in helping the child learn new skills.	8. Minimize the importance of having the family understand and implement positive behavior support.

DO'S FOR PARENT COMMUNICATION

- ✦ Begin by expressing concern about the child
- ✦ Let your parent know that your goal is to help the child
- ✦ Ask the parent if they have experienced similar and are concerned
- ✦ Tell the parent about what is being observed in the classroom
- ✦ Offer to work with the parent to develop a Action Support Plan to be used at home and in the classroom
- ✦ Emphasize the focus of supporting the child to develop skills to be successful in the classroom and at home.
- ✦ Encourage that if you work together, you are more likely to be successful in helping the child learn the new skill.

HANDOUT 3.13

Module 3 Handout 3.13 Involving Families Action Support Plan

Child's Name: _____ Date Plan Developed: _____

Team Members:

1. _____

2. _____

3. _____

4. _____

Parent's Name: _____ Signature: _____

Behavioral Hypothesis (the meaning of the behavior)

Prevention Strategies:

Child's Behavior	Strategy to Support Development	Parent Responsibility	When

Module 3 Handout 3.13 Involving Families Action Support Plan

Responses to Behavior:

Describing Behavior	Response	Parent Responsibility	When

On a scale of 1 to 10, how would you rate the child's stability?

1 2 3 4 5 6 7 8 9 10

Parent Signature: _____

TODAY WE HAVE...

- ✘ Reviewed areas of social and emotional development in infants and toddlers
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- ✘ Reviewed behaviors as communication in children 0-3 years old
- ✘ Discussed strategies for handling challenging behaviors

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