



Managing Challenging Behaviors Webinar

**Thursday, January 14, 2016
1:00 to 2:30 PM**

Download Handouts from the ECELS website
www.ecels-healthychildcarepa.org
 Select Professional Development / Training tab, then Webinars



Learning Objectives:

As a result of participation in this activity, participants will be able to:

1. Explain factors that lead to challenging behaviors
2. Describe resources to use to help families whose children are at risk for suspension or expulsion from child care
3. Identify strategies to help manage children with challenging behaviors
4. Identify policies to promote behavior management

Time for A Polling Question:



What is your primary role?

What is the definition of challenging behavior?

Any behavior that:

- Feels overwhelming to the caregiver
- Interferes with a child’s cognitive, social and emotional development
- Prevents optimal learning

Examples of challenging behaviors

- Biting
- Hitting
- Throwing things
- Screaming
- Crying
- Defiance
- Self-injurious behaviors



Risk Factors for Challenging Behaviors

Biological

- Genes (family history)
- Gender
- Temperament
- Substance Abuse During Pregnancy
- Neurological Problems (ADHD, autism spectrum disorder, learning disabilities and/or speech disorders)

Risk Factors for Challenging Behaviors

Environmental

- Family Factors (single parenting, financial hardship, depression, violence, marital conflict)
- Peers
- Conditions Surrounding Poverty (exposure to violence, drugs, homelessness, overcrowding)
- Violent Media

Child Development

Understanding normal child development allows caregivers to:

1. Set reasonable expectations based on the child's developmental stage
2. Anticipate typical challenging behaviors as a child ages
3. Identify a child with a delay in development



Child Development Resources



Watch Me! Resources



Child Development Resources Developmental Milestones



Developmental Milestones Checklist



Time for A Polling Question:

What is the most common way staff learn about child development in your program?

Health Issues that May Impact Behavior

- Chronic illness
- Hearing loss
- Vision loss
- Seizure disorder
- Medication side effects
- Sleep disturbances
- Lead poisoning



Managing Challenging Behaviors in Young Children

Supporting Everyone to Experience Success as a Lifelong Learners

Julia Slater, MEd

Key Social Emotional Skills Children Need as They Enter Kindergarten

- Confidence
- Develop good relationships with peers and adults
- Concentration
- Persistence with challenging tasks
- Ability to effectively communication emotions
- Ability to listen to instruction and be attentive
- Ability to solve social problems

Center on the Social and Emotional Foundations for Early Learning



Prekindergarteners Left Behind: Expulsion rates in state prekindergarten systems Walter Gilliam, 2005

Preschool children are **THREE TIMES** more likely to be “expelled” than children in grades K-12

*For preschool-age **child care programs**, the rates were far higher. Expulsion rate more than **13 times higher** than K through 12.

*Not state funded PK

What Could Make Less Sense than Expelling a Preschooler?
<http://psychologybenefits.org/2014/12/13/preschool-expulsions/>

**U.S. Department of Education
March 2014**

Expulsions and suspensions in our early care and education programs

- Boys represent 54% of the preschool enrollment
- But 79% of children suspended once were boys
- And 82% of children suspended multiple times were boys
 - Developmentally appropriate for boys versus girls
 - What is available during routines of the day?

Data Snapshot: School Discipline, U.S. Department of Education Office for Civil Rights
<http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

Factors (other than child behavior) related to an increased risk for expulsion

These include:

- Program factors** (group sizes, child-teacher ratios, availability of consultants and support staff to assist teachers with managing challenging behaviors)
- Teacher factors** (teacher depression and teacher job stress)

What Could Make Less Sense than Expelling a Preschooler?
<http://psychologybenefits.org/2014/12/13/preschool-expulsions/>



Maslow's Hierarchy of Needs



Can Preschool Expulsion Be Prevented? Research Says Yes!

We now know how to help teachers

- Children who are sad and mad are not just bad
- Support to teachers** dealing with troubling or difficult behaviors
 - Confidence
 - Competence
 - Commitment

Support is available in Pennsylvania!

Can Preschool Expulsion Be Prevented? A Growing Body of Research Says Yes!
<http://psychologybenefits.org/2014/12/23/can-preschool-expulsion-be-prevented-a-growing-body-of-research-says-yes/>

Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children



Time for A Polling Question:

What is the most challenging time/routine during the day?



Function of Behavior

- I want something
 - Attention
 - Object
- I want to get away from something
 - Escape
 - Avoid
 - Delay

Teach children (& you!) what to do to **prevent** challenging behavior

Scenario

- Preschool age girl attending child care
- Screaming, hitting, spitting, running, dumping, throwing classroom materials

Function of behavior?
How was this resolved?

Promote Children's Success Prevent Challenging Behaviors

- Respectful, responsive relationships
- Children engaged in meaningful activities
- Teach social and communication skills:

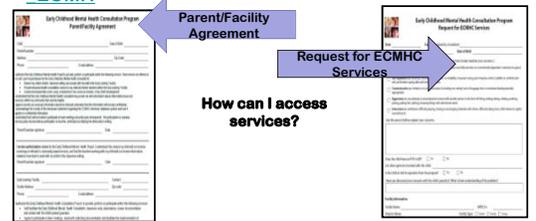
What To Do!

- Behavior expectations (Be Kind, Be Safe, Be Team Player)
- Consistent classroom routines



Pennsylvania Support

- PA Key Early Childhood Mental Health Consultation Project (ECMH) http://www.pakeys.org/pages/get.aspx?page=Programs_ECMH



Parent/Facility Agreement → Request for ECMHC Services

How can I access services?

Pennsylvania Support

- PA Positive Behavior Support www.papbs.org



Positive Behavior Interventions and Supports (PBIS)

Program-wide PBIS

Pennsylvania Support

- Social Emotional Resources for Early Learning Programs <http://www.eita-pa.org/sedevelopment/behavior-supports-for-early-learning-programs/>
- Behavior Resources for Families <http://www.eita-pa.org/sedevelopment/behavior-for-families/>

OCDEL Draft Guidance on Expulsion and Suspension in Early Childhood Programs

- OCDEL collecting stakeholder input on draft guidance (Fall 2015 with additional comments accepted through January 18, 2016)
- Draft Next Steps included:
 1. Policy development
 2. Professional development
 3. Share policy and resources with families
- Look for more details from OCDEL soon

OCDEL Draft Guidance on Expulsion and Suspension in Early Childhood Programs

Access the draft announcement:

<http://papromiseforchildren.com/wp-content/uploads/2015/12/expulsion-suspension-announcement-December-2015-1.pdf>

Access the list of comments received to date:

<http://www.eita-pa.org/assets/UPDATEDexpulsionandsuspensioncommentschart.pdf>

Comment period is open until January 18, 2016

Submit comments until that time to:

RA-dpwocdnet@pa.gov

Helping Children with Difficult Behaviors to Succeed in Early Learning Settings

Nathan J. Blum, M.D.

William H. Bennett Professor of Pediatrics
Division of Developmental and Behavioral Pediatrics
The Children’s Hospital of Philadelphia



Approach to Behavioral Difficulties in Young Children

• A CHILD WHO CAN SUCCEED WILL SUCCEED

- If a child is not succeeding, s/he is being asked to do something s/he can’t do (or at least s/he can’t do it as much as adults want him/her to)

How Does One Manage Difficult Behavior in Young Children?

- Reward success when child is meeting expectations
- Provide sufficient support for child to be successful in situations that tend to be difficult
 - Nurturing interactions with parents/teachers
 - Successful interactions with peers
 - Successful learning
- Not primarily a mental health system intervention

Most Behavior is Learned

• How do young children learn behavior?

- Imitation (modeling)
- Repetition with Contrast
 - Young children repeat the behaviors that get them attention (or things they want)
 - Attention (or other rewards) for successful behavior is the best way to prevent problem behaviors

How Does One Support Young Children to be Successful

- Modify Physical Environment
- Classroom Management
- Systematic Use of Adult Attention

Physical Environment

- **Classroom Layout**
 - Can children be visually monitored at all times
 - Can child vary their level of stimulation (spaces for large, small, or individual activities)
 - Centers for high interaction vs low interaction activities (why do so many classrooms have an aquarium?)
- **Safety**
 - Allow safe exploration (both physical and cognitive)
 - Minimize large open inside spaces that promote running in the classroom

Physical Environment

- **Access & Interest**
 - Appropriate and engaging activities (enough activities, easy access, can child select activities at their level?)
 - Organization (Can children find activities?)
 - Change available activities to maintain interest
- **Cues**
 - Paths and Boundaries for movement
 - Crowding—feet on floor for lining up
 - Number of children at learning center (laminated cards)

Classroom Management

- **Schedule**
 - Predictability decreases behavior problems
 - How is it communicated to children (pictures?)
 - Minimize transitions that every child is doing at the same time
 - Balance activities:
 - Active vs quiet
 - Small vs Large group
 - Teacher vs Child Directed
- **Rituals and Routines**
 - Helps children prepare for or stay engaged during transitions

Classroom Management

- **Limited number of rules**
 - Engage children in developing rules and preparing visual reminders of rules
 - No more than 5 rules
 - Lots of rules leads to inconsistency
- **Giving Directions**
 - Have child's attention
 - Limited number, positive, and specific
 - Give choices when possible (but don't give a choice if there isn't one – Do you want to clean-up now?)

Adult Attention

- Powerful **motivator** for most children
- Often **misbehavior** is the most reliable way of getting adult attention

Systematic Use of Adult Attention?

- **Increasing attention for appropriate behavior**
 - Praise, attention for appropriate behaviors at least 4-5 times an hour
- **Ignore mildly inappropriate behaviors that were previously resulting in adult attention**
 - May initially see an increase in inappropriate behaviors

Some Children Need Targeted Supports

- **Need more REPETITIONS or more CONTRAST (or both) to LEARN appropriate behaviors**
 - Medical and Developmental problems
 - More frequent adult praise and attention (at least 10-15 times an hour)
 - Reward systems, more frequent rewards
 - Time Out
 - Time out only creates a contrast if the child is getting frequent praise & attention for appropriate behavior

What to Check When Behavior is Not Improving

- How often is child getting attention for appropriate behavior vs. inappropriate behavior?
 - Attention for appropriate behavior must occur 5x for every time the child gets attention for inappropriate behavior
- Number of rules; are rules clear?
- Inconsistency, intermittent reinforcement of inappropriate behavior
 - Escape from demands for inappropriate behavior
- Expectations-too high or too low (poor limit setting)
- Bribing instead of rewarding
- Family Psychosocial Stressors

Bribing vs. Rewarding

- **Definition of Bribe:** something valuable given to a person to get them to do something dishonest or illegal (i.e. to misbehave)
- **Bribes:** occur when children are offered something valuable to stop misbehaving
 - Child would not have gotten bribe if they had not misbehaved. Thus the bribe is reinforcing misbehavior
- **Rewards:** are given for appropriate behavior

Promoting Successful Behavior in Young Children

- Adults responsibility to create an environment in which the child succeeds
- Consider Physical Environment, Classroom Management Strategies
- Systematically Use Adult Attention
- Targeted Interventions
 - Increase repetitions (more praise and attention)
 - Increase contrast
 - Use of rewards
 - Use of time out (never use this alone)
 - Reduce intermittent reinforcement of misbehavior
 - Ignore mild problem behaviors
 - Don't bribe

Resources

Administration for Children and Families

<http://www.acf.hhs.gov/programs/ecd/child-health-development/reducing-suspension-and-expulsion-practices>

- Resources Related to Reducing Suspension and Expulsion Practices in Early Childhood Settings

Caring for Our Children Standards

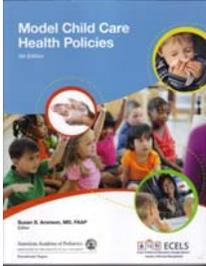
<http://cfoc.nrckids.org/StandardView/2.2.0.8>

- Preventing Expulsions, Suspensions, and Other Limitations in Services

Model Child Care Health Policies, 5th ed.

www.ecels-healthychildcarepa.org

Publications/Manuals/Pamphlets/Policies



Section 3: Planned Program, Teaching and Guidance

- Methods
- Approach to Discipline
- Handling Physical Aggression/other Behaviors of Concern
- Prohibited Behaviors
- Developmentally Appropriate Care

Resources

ECELS <http://www.ecels-healthychildcarepa.org/tools/forms>

- Behavioral Data Collection Sheet
- Special Care Plan for a Child With Behavior Problems

National Center on Quality Teaching and Learning

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>

- Digging Deeper: Looking Beyond Behavior to Discover Meaning
- TA Resources – Health – Mental Health Services

Technical Assistance Center on Social Emotional Intervention

<http://challengingbehavior.fmhi.usf.edu/>

Questions and Comments



Wrap Up



Download the form at www.ecelshealthychildcarepa.org.

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