


National Center on
Early Childhood Development, Teaching, and Learning




May 16, 2023
Responding to Persistent Challenging Behavior as a Leader.

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May 16, 2023
Responding to Persistent Challenging Behavior: The Leader's Role

The online opportunities listed in this document are available for free to all staff members. The content is designed to be used as a resource for staff members who are interested in learning more about the topics presented in this document. The content is not intended to be used as a substitute for professional development or training. For more information, please contact the National Center on Early Childhood Development, Teaching, and Learning.


Webinar Topics

- Introduction
- The Role of a Leader
- Developmentally Appropriate Practice
- Focus on Equity
- Resource Spotlight


Make a commitment to the issues of your focus by taking today's webinar.

Persistent Challenging Behavior: An Individualized Approach (1:00:00)
It is a part of working with the child's individualized engagement in your care or classroom and is not a goal.

Learn more, identify the building that comes up for you or your staff, which is addressing persistent challenging behavior.



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Viewer's Guide

Please download our Viewer's Guide for use during today's webinar.

- Reflection questions
- Content highlights
- Helpful resources

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Our Time Together

Persistent Challenging Behavior – Staff Supports

- Staff Well-Being
- Behavior Equation
- Developmentally Appropriate Practice
- Focus on Equity
- Resource Spotlight



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persistent challenging behavior:

any repeated pattern of behavior that interferes with or is at risk of interfering with the child's optimal learning or engagement in pro social interactions with peers and adults



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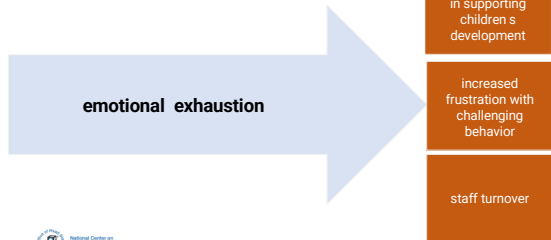
Share via Q&A

In **one word**, describe the **feeling** that comes up for you or your staff when addressing **persistent challenging behaviors**.



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Impact on Education Staff



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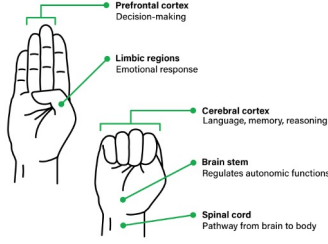


"Hot button" behaviors

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Flipping Our "Lid"



Prefrontal cortex
Decision-making

Limbic regions
Emotional response

Cerebral cortex
Language, memory, reasoning

Brain stem
Regulates autonomic functions

Spinal cord
Pathway from brain to body


Credit: Dr. Dan Siegel

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A Moment to Reflect:
Shifting our focus

Meet Alex





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Q & A Share your ideas in Q&A

What would you prioritize doing to support Alex?

Alex:



- He has not had a consistent teaching partner in over two years.
- He is frustrated that he cannot find a rhythm in his teaching the way he has in years past.
- He feels like he is failing, and he is losing sight of the joy of teaching that he used to have.

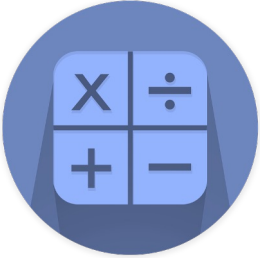
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Learning leaders can help education staff:


- Use thoughts and feelings as a signal.
- Ask for help.
- Observe to learn.
- Use the behavior equation.

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The Behavior Equation



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Challenging Behavior Works

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child:
 - **Gaining access** to something or someone OR
 - **Avoiding** something or someone



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Challenging Behavior Communicates

- Communicates a message when a child does verbal language skills.
- Used instead of language by a child who has limited social skills or who has learned that challenging behavior will result in meeting his or her needs.



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Dimensions of Communicative Behavior

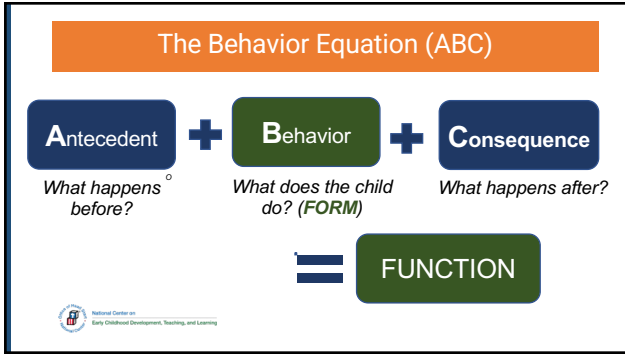
Every behavior can be described by its form and function.

Form: the behavior used to communicate

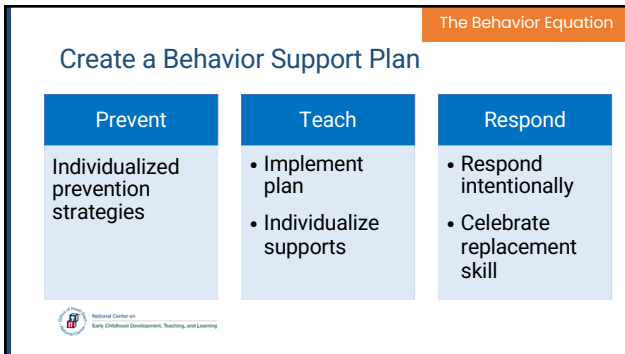
Function: the reason or purpose of the communicative behavior



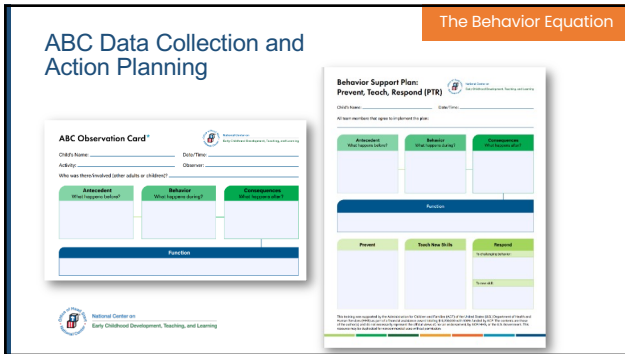
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Poll question:
Data collection and behavior plan development in my program is based on the behavior equation


- Yes
- Not sure
- Not yet




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Share via Q&A
How do you support education staff to prevent and respond to challenging behavior and teach new skills?



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Developmentally Appropriate Expectations



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Developmentally
Appropriate Expectations

Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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Developmentally
Appropriate Expectations

Child manages emotions

By 36 months	By 60 months
<p>pp</p> <ul style="list-style-type: none"> ■ Uses different ways to calm or comfort self when upset. ■ Responds positively to emotional support from adults and other children. 	<ul style="list-style-type: none"> ■ Expresses feelings in ways that are appropriate to the situation. ■ Looks for adult assistance when feelings are most intense. ■ Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

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Developmentally
Appropriate Expectations

Child manages actions and behavior*

By 36 months	By 60 months
<ul style="list-style-type: none"> ■ Participates in and follows everyday routines with the support of familiar adults. ■ Manages short delays in getting physical needs met with the support of familiar adults. ■ Learns and follows some basic rules for managing actions and behavior in familiar settings. 	<p><i>*actions, words, and behavior</i></p> <ul style="list-style-type: none"> ■ Demonstrates control over actions and words in response to a challenging situation...May need support from adults. ■ Begins to understand the consequences of behavior. ■ Waits for a turn, such as waiting in line to wash hands or waiting for a turn on swings.

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Focus on Equity

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Understanding Behavior

Review	Reflect	Resilience
The universal practices that all children need	On my own values, thoughts, and feelings about the behavior	Build it by asking yourself key questions

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Focus on Equity

Black boys are nurtured less and disciplined more.

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Adultification: Black boys are seen as less childlike than their white peers.



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Poll Question

I am familiar with the new resource, **Supporting the School Readiness and Success of Young African American Boys – Strategies for Culturally Responsive Strength-based Practices.**

- Yes!
- Not yet

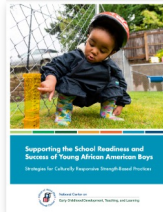


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Spotlight on Resources



Teacher Time Special Episode
Positive Behavior Support Series



Strategy Guide:
Supporting the School Readiness and Success of Young African American Boys

Webinar Series:
Supporting the School Readiness and Success of Young African American Boys

5 Questions with Child Development Experts:
Dr. Walter Gilliam
Implicit Bias



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Spotlight on Resources



In-Service Suites

- Behavior has Meaning
- Engaging Interactions and Environments Collection



Education Manager Webinar:
Using the 5Rs to Support Children's Emotional and Behavioral Self-Regulation

NEW!!
Challenging Behavior Tips for Families



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Live Q&A

If you have questions for us, put them in the Q&A and we'll do our best to answer you question live or in the Teacher Time Community in MyPeers!



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Thank you for supporting education staff to:



Understand the behavior



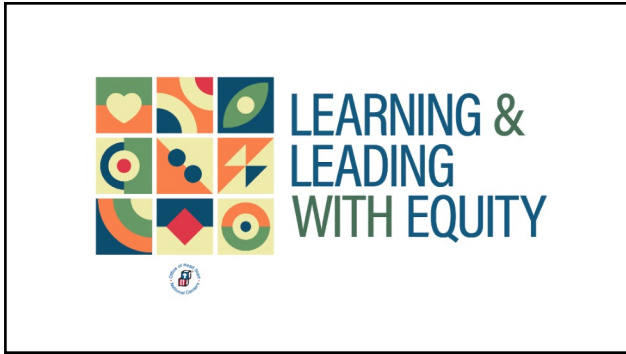
Develop a behavior support plan



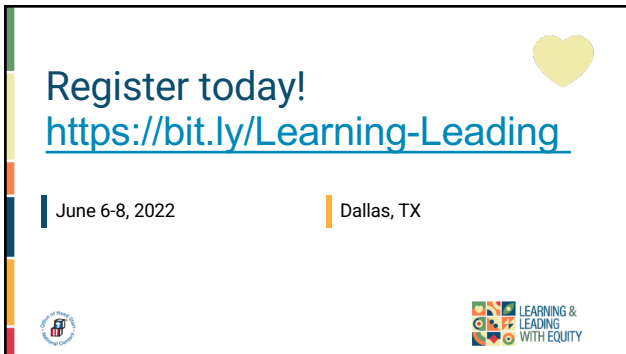
Individualize teaching supports



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We want to hear from you
Please take some time to complete the session evaluation.

NEXT WEBINAR:
AUGUST 15, 2023

For more information contact:
ecd11@ecetta.info
(Toll-free 1-844-261-3752)

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,300,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

