

Responding to Persistent Challenging Behaviors in Preschool

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Responding to Persistent Challenging Behaviors in Preschool

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Viewer's Guide
Responding to Persistent Challenging Behaviors with Children Birth to Five

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Our Time Together

- Positive Behavior Supports
- What is a Challenging Behavior?
- Form & Function
- Behavior Equation (ABC Observation Card)
- Creating a Behavior Support Plan (PTR)
- BASICS
- Partnerships
- All about You
- BookCASE

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Feelings Tree



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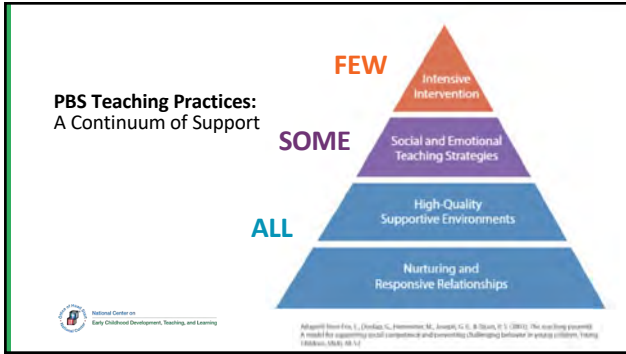
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Head Start Early Learning Outcomes Framework

	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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Share in the Q & A

In one word, describe the feeling that comes up for you around challenging behaviors?

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Positive Behavior Supports (PBS)

Positive approach to challenging behavior:

- Focuses on building social and emotional skills
- Recognizes that all behavior is communication

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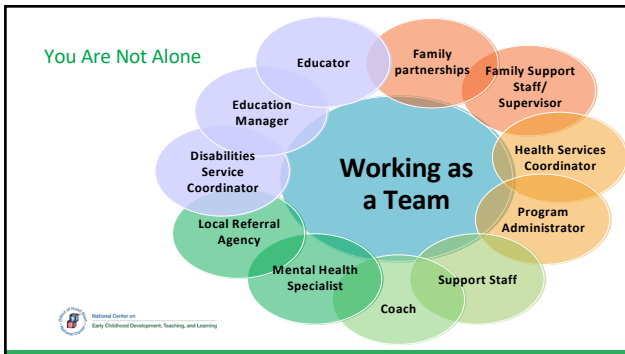
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Key Ideas

Understand the behavior Develop a behavior support plan Individualize teaching supports

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Understanding Behavior: Review – Reflect - Resilience

Review	Reflect	Resilience
Consider the universal practices that all children need.	Think about my own values, thoughts, and feelings about the behavior.	Observe, think about and intentionally plan responses that build resilience.

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Challenging Behaviors

“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”

— NCPMI (National Center for Pyramid Model Innovations)



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Form and Function of Behavior



Form: the behavior used to communicate

- What is the behavior?

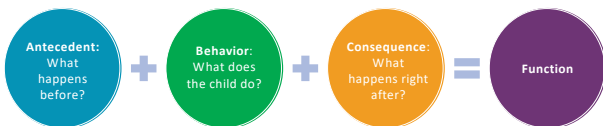
Function: the reason behind the communicative behavior

- What is the purpose of the behavior from the child’s perspective?



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Behavior Equation (ABC)



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ABC Data Collection

Antecedent What happens before?	Behavior What happens during?	Consequences What happens after?
At the cash register Sonia grabbed the pretend card from Baruch. Baruch pulled it away from her, closer to him	Sonia scratched Baruch's arm and went to bite his hand.	Baruch dropped the card. Sonia picked it up and began playing with it at the cash register
Function Sonia grabs, scratches and bites to obtain toys and materials		

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ABC Data Collection
Using ABC data collection in preschool

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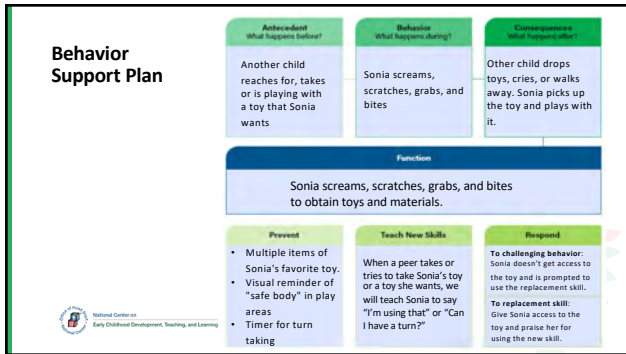
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Create a Behavior Support Plan (PTR)

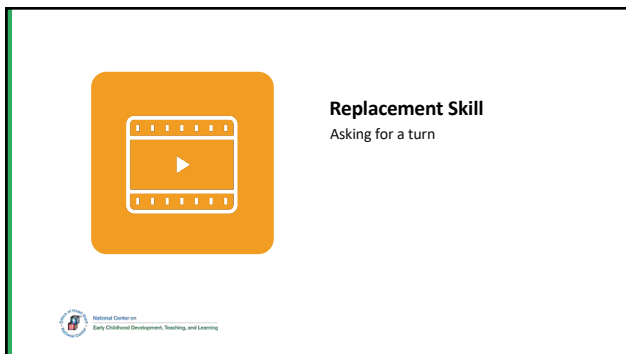
Prevent	Teach	Respond
<ul style="list-style-type: none"> Individualized prevention strategies 	<ul style="list-style-type: none"> Implement plan Individualize supports 	<ul style="list-style-type: none"> Respond intentionally Celebrate replacement skill

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- ### BASICS – Responding to Persistent Challenging Behaviors
- B** Behavioral expectations in advance
 - A** Attend to and encourage positive behavior
 - S** Scaffold with cues and prompts
 - I** Increase engagement
 - C** Create or add challenge
 - S** Specific feedback
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Attend to and encourage positive behavior: Ideas




- Write down and communicate 10 strengths of the child
- Intentionally make multiple deposits into the child's relationship piggy bank



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Attend to and encourage positive behavior
Thanks for asking for a hug



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Increase engagement




Look for patterns to see how you can adjust your behavior to better meet the child's needs

Partner with the families and create a behavior support plan

Be consistent and intentional about Preventing, Teaching and Responding



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Increase Engagement
How can ABC data collection and a Behavior Support Plan increase a child's engagement?

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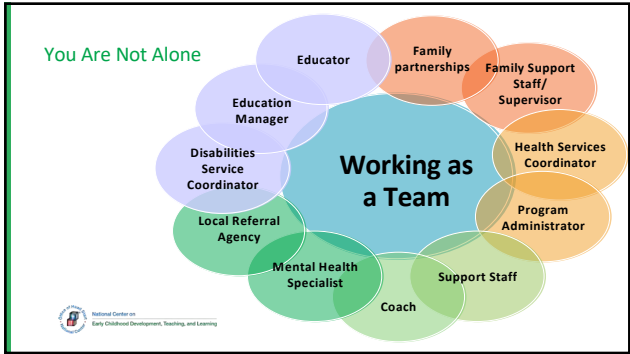


Partnering with Families

- Focus on strengths
- **Respectfully** discuss
- Ask families for their perspective
- **Partner** with families to develop a plan
- **Honor** family's culture and values
- Be **understanding** of constraints
- Provide information about process

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It's All About You

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It's All About You!

4 breathe in 4 hold 8 breathe out

4-4-8 Breathing

Body Scan

Color Visualization

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The BookCASE

The Book

CONNECT
ADVANCED VOCABULARY
SUPPORT ENGAGEMENT
EXTEND BEYOND THE BOOK

KINDERGARTEN THE KING OF KINDERGARTEN What's Cool for Goldfish at School? That's Not My Game!

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The BookCASE

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Thank You!

Thank you for joining us throughout this season!

We look forward to seeing you again in October!

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PUSHPLAY

PUSHPLAY
DTL On Demand


<https://bit.ly/DTL-PUSHPLAY>

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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>




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We Want to Hear From You

Please take some time to complete the session evaluation.

For more information contact:
ecd1@ecetta.info
 (Toll-free 1-844-261-3752)



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