What are our Choices? Preventing and Responding to Challenges Behavior in Early Childhood

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Florida's Positive Behavioral and Intervention Support Project

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University of South Florida

A Multi-Tiered System of Supports

Objectives

Participants will:

- Understand research around suspension/expulsion in early childhood settings
- Understand a multi-tiered approach to supporting behavior
- Identify alternatives to suspension and expulsion
- Share ideas and resources on prevention and response to challenging behavior

How are you feeling today?

Poll everywhere

- Most common challenging behaviors in children 7 and younger

Poll everywhere

- Most common responses to challenging behavior

Preventing Suspension and Expulsion Overview

Preventing Suspensions and Expulsions
in Early Childhood Settings
A Program Leader's Guide to Supporting All Children's Success

HOME   GUIDE   ABOUT   CONTACT

Schachner, A., Belodoff, K., Chen, W-B., Kutaka, T., Fikes, A., Ensign, K., Chow, K., Nguyen, J., & Hardy, J. (2016). Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success. SRI International: Menlo Park, CA. Accessed from http://preventexpulsion.org

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Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem-solvers, focus on solutions not retribution.

L.R. Knost

What do we know about suspension and expulsion?

- Preschoolers are 3x more likely to experience expulsion that K-12 students combined
- Of what is reported, there is roughly 250 suspensions of preschool children a day
- Not all suspensions/expulsions are reported
- Suspensions
  - Asking family to pick their child up early
- Expulsion
  - Asking family to locate alternative care for their child

Impact of Suspension on Young Children

- Does not result in behavior change
- Causes stigma
- Disrupts process of forming relationships with teachers and peers
- Increased likelihood of future academic failure
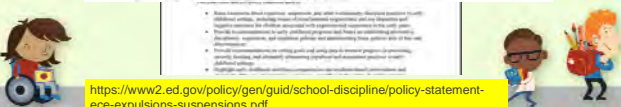- Increased likelihood of negative attitudes towards school

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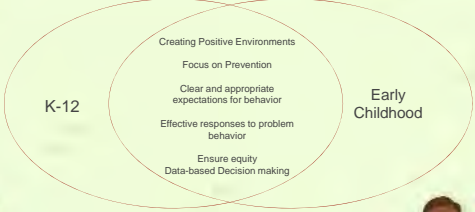## Policy Statement, Dept. Health and Human Services, Dept. of Education

This policy statement is part of a series of Federal actions that aim to prevent, severely reduce, and ultimately eliminate expulsion and suspension in early childhood settings, and more broadly, to improve school climates and discipline across the educational spectrum. This statement follows the January 2014 release of the Department of Education's *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, which provides recommendations for reducing expulsion, suspension, and disciplinary removals in K-12 settings. The *Guiding Principles* articulated in that practice guide are as follows:

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.

https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

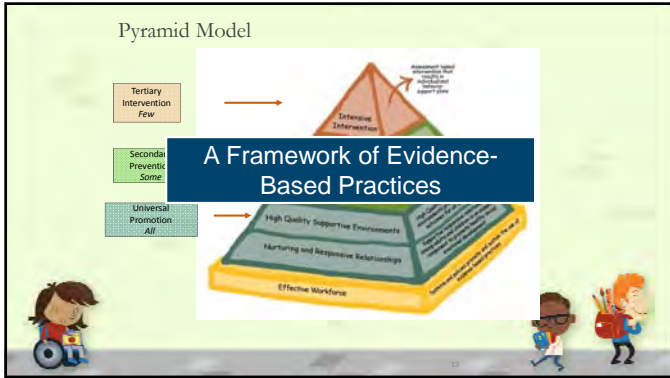---

Guiding Principles

K-12

Creating Positive Environments
Focus on Prevention
Clear and appropriate expectations for behavior
Effective responses to problem behavior
Ensure equity
Data-based Decision making

Early Childhood

Pyramid Model

A Framework of Evidence-Based Practices

- Tertiary Intervention *Few*
- Secondary Prevention *Some*
- Universal Promotion *All*

Intensive Intervention

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Nurturing and Responsive Relationships

- Foundation of the Pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members

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High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC

Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
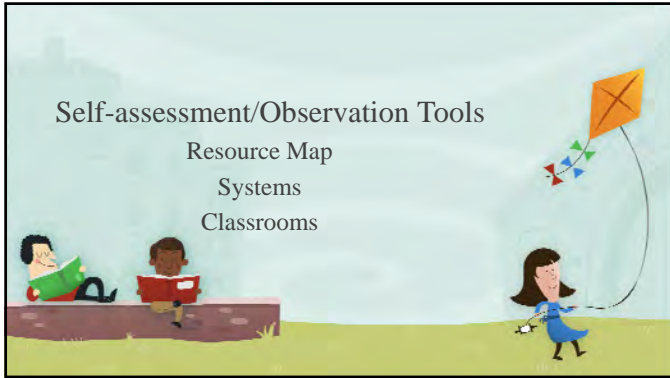- Progress monitoring and data-based decision-making

Individualized Intensive Interventions

- Comprehensive interventions across all settings including home and community
- Assessment-based
- Collaborative team
- Skill-building

Stop showing me shapes!
Tell me how to figure out what we need!

Self-assessment/Observation Tools
Resource Map
Systems
Classrooms

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Resource Mapping

Initiative/Program	Tier(s)	Currently Using Y/N/P	Support Person(s)/ Department	How do you know it's working? (data source)
Pyramid Model	All	Partially	Not sure	BoQ/BIR or ODR
Conscious Discipline				
Trauma Informed Care				
First Aid Mental Health				
PATHS				
Prevent-teach-Reinforce				
Second Step				
FBA/BIP				
LEAPs				
PBIS				

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What are we already doing?

- Review the resource map activity
- At your table, talk about what behavior supports, professional development, resources already exist at your program/school
- Identify what area of the triangle/pyramid those resources support
- Who is responsible for providing these supports?
- Are there any areas missing in your resources?
  - More coaching?
  - Mores resources?

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Critical Elements

Early Childhood
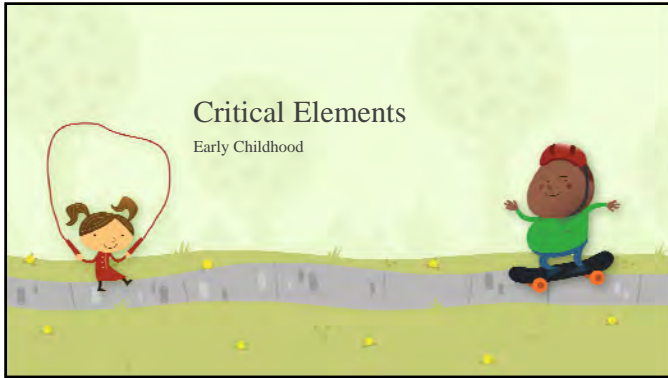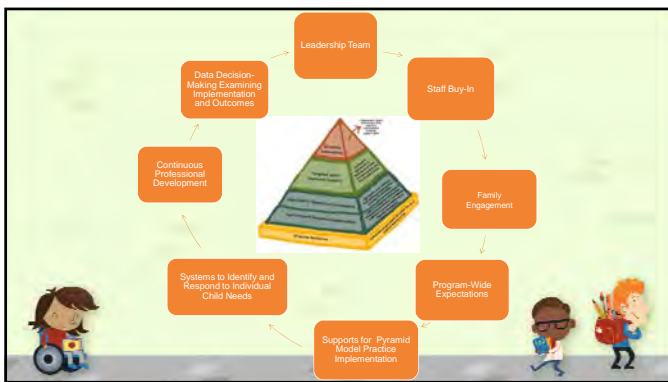
What Makes it Work?

- Administrative leadership
- High-quality professional development
- Ongoing support for those working directly with children and families
- Clearly articulated policies and procedures related to behavior
- Data, data, data

Program-wide Benchmarks of Quality

Early Childhood PBIS Supplemental BoQ

Early Childhood Classroom Assistance Tool

Teaching Pyramid Observation Tool

- Initial assessment to develop action plan goals
- "Running TPOT" to track teacher progress
- Year end assessment to show growth in implementation
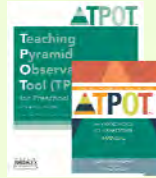
Prevention
Universal Supports

Poll Everywhere
Nurturing Relationships

Caring for your teachers

- **Domain #1: Caring and Supportive Relationships**
- I am proud member of the school community.
- I feel valued.
- Our staff acts as mentors and critical friends for each other.
- I am understood and supported by the administration.

Adapted from
https://www.edutopia.org/blog/caring-teachers-supports-sel-students-maurice-elias

Caring for your teachers

- **Domain #2: Meaningful and Influential Engagement in the School Community**
- We have the space to discuss and resolve school issues together.
- I participate actively in staff meetings and school development sessions.
- Our school has in place procedures to promote staff collaboration and constructive conflict resolution.
- Our school organizes professional learning days for staff in teaching and promoting social and emotional education.

- **Domain #3: Emotional Well-Being and Education**
- Our school has a good understanding of staff's social and emotional needs and addresses such proactively.
- I have ample opportunity to be creative and autonomous in my work.
- I work in a physical environment that contributes to my physical and mental health.
- Our school has a policy to prevent and reduce staff stress and burnout.

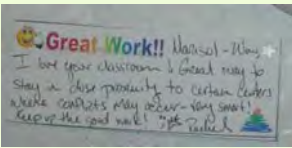Positive Praise Fills the Staff's Piggy Bank…staff leave notes for each other in the break room

Staff Tree:

Staff members put notes to each other on the leaves and post

Support Notes to Staff

Family Input: Expectations

Expectations

Two school-wide expectations
- Be Kind
- Be Safe

	Be Kind	Be Safe
Classroom	• Take turns ("Turn, please") • Use a friendly voice (level 3) • Use teamwork	• **Walking feet** • **Gentle hands** • **Use toys for playing**
Meal Time	• Hands & feet to yourself • Swallow your food before you talk • Use nice words • Use "magic" words "please" and "thank you"	• **Wash your hands** • **Sit on your bottom** • **Food stays in your mouth**
Playground:	• Take turns • Use words (Bugs & Wishes) • Gentle hands & feet	• **Sit and hold on to merry-go-round** • **Sit on your bottom on the swing** • **Sand stays in the sandbox** • **Feet stay on the ground** • **Stay outside of swing area**
Bathroom	• Wait your turn • Gentle hands	• **Wash your hands** • **Use 1 squirt of soap** • **Feet stay on the floor**
Hallways	• **Use whisper voice (level 2)** • **Gentle hands**	• **Walking feet** • **Stay with your class**
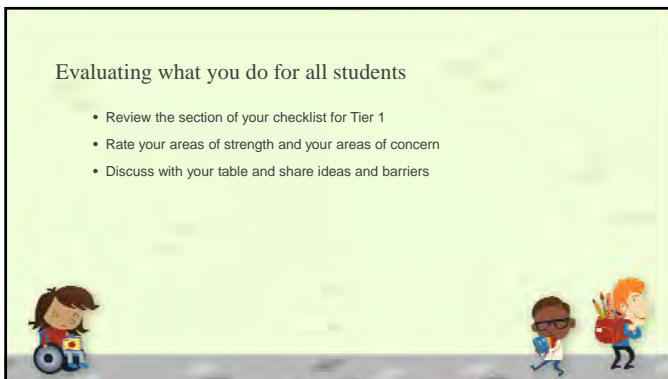
Evaluating what you do for all students

- Review the section of your checklist for Tier 1
- Rate your areas of strength and your areas of concern
- Discuss with your table and share ideas and barriers

Targeted Social Emotional Supports

Targeted Social-Emotional Support

What?
- Friendship Skills
- Emotional Literacy
- Self-regulation
- Problem-solving

Who?
- Teach to ALL children
- Scaffold supports as needed
- Individualize as needed

What does this look like?
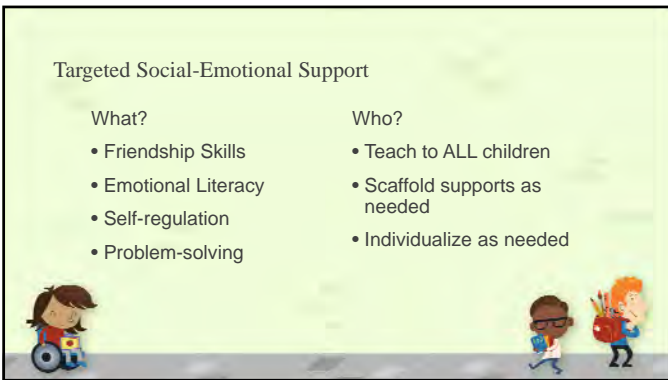
National Centers Resources

Program-Wide
Positive Behavior Support

Center on the
Social and Emotional
Foundations for Early Learning

www.vanderbilt.edu/csefel

The Pyramid Model
Consortium

The Pyramid Model
Consortium

http://www.pyramidmodel.org/

Technical Assistance Center
on Social Emotional
Intervention

www.challengingbehavior.org

APBS
ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

apbs.org

Collaborative for Academic and Social-Emotional Learning
casel.org

Self-Management   Self-Awareness

Social & Emotional Learning

Social Awareness   Responsible Decision Making

Relationship Skills

Individualized Interventions

Challenging Behavior Communicates

- Communicates a message when a child does not have language.

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

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 (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Developmentally Appropriate Responses to Challenging Behavior

Three essential strategies:
1. Developmentally appropriate response (e.g., redirection, planned ignoring).
2. State the expected behavior in positive terms or instruction in an alternative.
3. Return positive attention or provide feedback when child begins to behave appropriately.

Poll Everywhere

- PWPBS
- Addressing Challenging Behaviors

Crisis Intervention Plan

- Expectations for staff related to de-escalation
- Permissible responses if the child is in danger or places other children in danger
- Completion of documentation following the incident
- Communication with family
- Follow-up to the incident (e.g., review existing plan, developing plan, consultation for services)

Crisis Intervention 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.
- Crisis intervention procedures may be planned for children who have a history of dangerous outbursts.
- Crisis intervention procedures only keep children safe; they **do not change behavior.**
- Crisis intervention procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan.

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Behavior Incident Reports (BIR)

- Teachers complete to document a serious behavior incident
- Only takes 30 seconds to do
- Used by behavior specialist to identify what child might need extra support or a plan
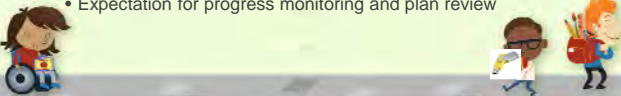- Data can be summarized for decision-making

Tracking Behavior Incidents

- Behaviors
  - Physical aggression, Tantrums, Inconsolable crying, non-compliance, etc.
- Activities
  - Centers, circle, diaper, snack, nap, etc.

- Motivations (why?)
  - Obtain item, obtain attention, avoid activity, avoid sensory, etc.
- Responses
  - Verbal reminder, move in group, provide comfort, remove from area, physical guidance, etc.

Creating a Flow Chart

- Expectations for teacher action if child has challenging behavior (e.g., complete BIR)
- Who will assist and when (e.g., behavior coach observation)
- How decision to develop plan will be determined
- Process for developing a plan
- Role of the family
- Expectation for progress monitoring and plan review

Sunshine Park Zoo School
Flow Chart for Individualized Intervention

Data-Based Decision Making

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Are doing what we should be doing? Is it making a difference?

Are We Doing What we Should Be Doing? Is It Making a Difference?

Are We Doing What We Should Be Doing?	Gather Data	Analyze Data	Develop Plan	Implement Plan	Evaluate Impact
Establishing Nurturing and Responsive Relationship; High Quality Environments; Targeting Social-Emotional Supports	TPOT TPITOS	Percentage of indicators in place - BIRs Red Flags < 7i	Action Plan to address universal and secondary implementation through workshops and coaching	Implement action plan; Attend workshops Coach	TPOT items (required measure); TPITOS items (optional measure)
Providing targeted interventions	BIR ASQ-SE Observation cards/ data form	Baseline, implementation, maintenance	Targeted Support Plan (child action plan)	Implement plan, collect data, and coach	BIR (monthly); ASQ-SE (6 weeks in program, end of school year); Data Forms to monitor action plan
Providing intensive individualized interventions	BIR ASQ-SE Observation cards/ FA data form	Baseline, implementation, maintenance	Individualized Positive Behavior Support (PBS) Plan	Implement plan, collect data, and coach	BIR (monthly); ASQ-SE (6 weeks in program, end of school year); Data Forms to monitor PBS plan
Effective Workforce	Basic roster; Monthly BIR	Baseline, implementation	Leadership Action Planning based on Benchmarks	Monthly meetings, implement workshops, implement action steps	Benchmarks; Monthly BIR

Questions?

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