

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

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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

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>

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 than 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

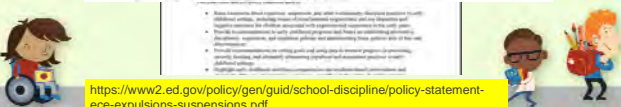


Policy Statement, Dept. Health and Human Services, Dept. of Education

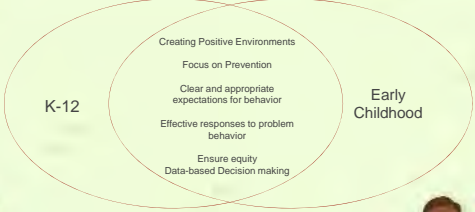
This policy statement is part of a series of Federal actions that aim to prevent, severely reduce, and ultimately eliminate expulsion and suspension in early childhood settings, and more broadly, to improve school climates and discipline across the educational spectrum. This statement follows the January 2014 release of the Department of Education's *Guiding Principles for Promoting Positive 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-eca-expulsions-suspensions.pdf>




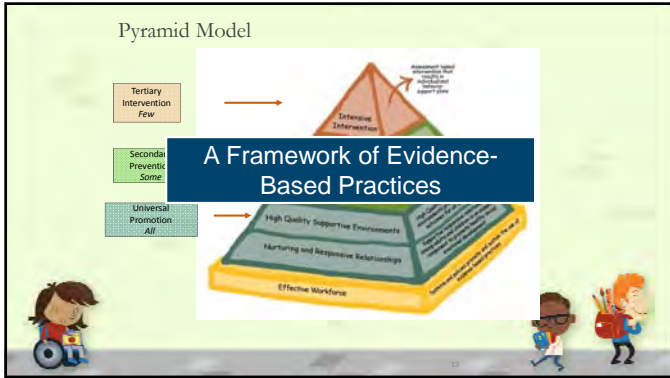
Guiding Principles



K-12 **Early Childhood**

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





Nurturing and Responsive Relationships

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

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

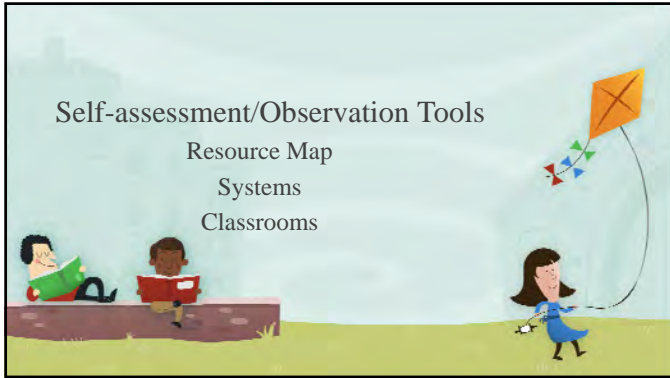
- Comprehensive interventions across all settings including home and community
- Assessment-based
- Collaborative team
- Skill-building



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

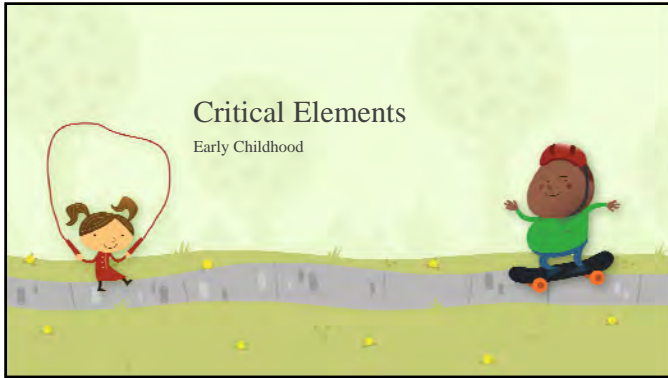




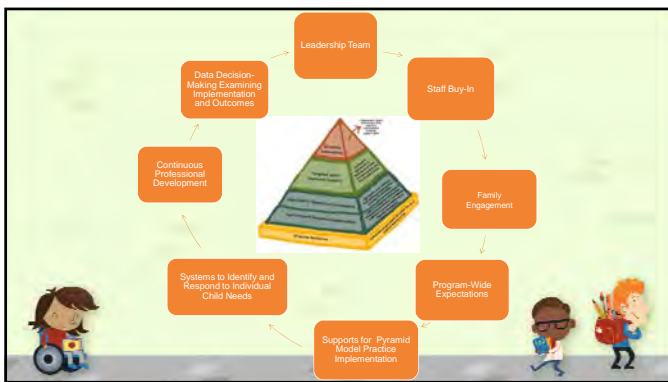


Resource Mapping

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				

- 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?





- ### 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 Program-Wide PBS Benchmarks of Quality — 1

Program Name: _____ Location: _____ Date: _____

Team Members: _____

Critical Elements	Benchmarks of Quality	Check One	
		Met in Phase 1	Met in Phase 2
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.		
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.		
	3. Team has regular meetings. Team meetings are scheduled at least 1 per month for a minimum of 1 year. Team member attendance is consistent.		
Establish Leadership Team	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.		
	5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and illustrates the use of suspension and exclusion.		
	6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates the program at each meeting. Action steps are identified to ensure achievement of the goals.		
	7. Team reviews and revises the plan at least annually.		

Early Childhood PBIS Supplemental BoQ

Early Childhood PBIS Supplemental Benchmarks of Quality
Adapted from Skowron et al., 2016, & Skowron, 2012 For Classroom-Based Programs

Program Name: _____ Location: _____ Date: _____

Team Members: _____

Critical Elements	Benchmarks of Quality	Date			
		1	2	3	4
Establish Leadership Team	1. Team has administrative support to ensure the success of the initiative, and is visibly supportive of the adoption of Program Model				
	2. Feedback from Early Childhood faculty is obtained throughout the year				
Family Involvement	3. Families of students in early childhood are informed of PBIS and asked to provide feedback on the adoption and maintenance the program. Family involvement				
	4. Family involvement at PBIS is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, & the activities at PBIS				
	5. Information is shared with families of children in the early childhood setting in a variety of formats (e.g., meetings, home visits, discussions, newsletters, open house, websites, family friendly handouts, webinars, or video events).				
Expectations & Rules Development	6. Families of young children are involved in planning for individual children in a meaningful and proactive way. Signifiers are encouraged to team with school staff in the development of individualized plans of support for children				
	7. Expectations and Rules in the early childhood setting are developmentally appropriate and aligned with the child's capabilities.				
	8. Expectations are shared with families of young children to assist in the translation of the expectations by rules in the home				
	9. Expectations are posted in classrooms and in common areas in ways that are				

Early Childhood Classroom Assistance Tool

Early Childhood - Classroom Assistance Tool (EC-CAT)

Teacher: _____ Date: _____ Subject: _____

General Ed or Special Ed: _____ Obs. start time: _____ District: _____

Self-Assessment or Observation (Obs.): _____ Obs. end time: _____ Grade level: _____

Contact: Upl. Group / um Group / Ind. Support / C. Support / Transitions / Other

Comments:

Directions:

- Complete the appropriate information above. If the EC-CAT is being completed by the observer, indicate observations as well as the goal and method of implementation.
- Include the reasons for items 1-4, using the drop-down menu. If being completed by an observer, items 5-8 are included. Items 9-10 are included on every checklist. "Not Applicable" are indicated on the Teacher Observer tab. (Reasons items included in the Teacher Observer tab are appropriate.)
- Using the five-point scale, indicate the percentage of or, if not, percentage in place, and how in place and how supportive and/or need-based observations in the tool below.
- Using the information collected from the EC-CAT, complete a Classroom Management Plan based on the most significant need identified.

A. Nurturing Relationships and High Quality Environments: Environmental variables help prevent or decrease problem behavior

Physical Setting - Classroom setting is organized to promote learning and independence.

- 1. Room is arranged to encourage consulting and discussions.
- 2. Classroom arrangement leaves little room for running and/or tumbling.
- 3. Learning centers are arranged so that there are clear boundaries.

B. Schedules and Routine- Instructional schedule optimizes child engagement in learning.

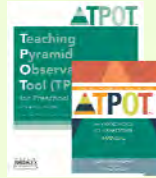
- 1. Daily schedule provides time for both teacher directed and child directed activities (e.g., center time).
- 2. The majority of children are actively engaged during structured and unstructured activities.
- 3. Individualized accounts are provided so all children can participate in all scheduled activities.

C. Transitions- Transitions between activities are appropriate and support the engagement of all children.

100% 50% 25% 0%

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-ellias>



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

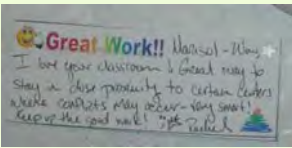


Staff Tree:


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



Support Notes to Staff



**Developing Expectations:
The Happest Child!**



- Each staff member identifies their top 3 preferred child characteristics (if you had the most engaged, social child in your class what characteristics do they possess that makes you feel that way about them?)
- Come together as a group and create a master list
- Eliminate duplicates
- Group by categories
- Label each category

1 _____

2 _____

3 _____

Hi, I would like all staff members to take a moment to vote on our school-wide mission, vision, and expectations! Choose ONE mission, ONE motto for each student, and THREE school-wide expectations. The results of this vote will be revealed on March 2nd. Return all ballots by Friday February 9th.

Thanks, Jan!

What is a **big example**, we wouldn't see the language (times we vote to do so):

- Be great!
- Be thoughtful!
- Be helpful!


Mission: Be...

Motto: (to include the word great) ...

Motto: (to include the word helpful) ...

Motto: (to include the word helpful) ...

What is a **big example** we wouldn't see in the language (times we vote to do so):



OR

Motto: Cub or Lion (stick your preference)

Motto: We're F.A.M.I.L.I.A.R. (or the D.C.)


Motto: We take pride in being P.A.W.I.D.S.

Motto: We're not just P.A.W.S.

Group of 4th Expectations: (one for each student)

<ul style="list-style-type: none"> <input type="checkbox"/> Be kind <input type="checkbox"/> Be respectful <input type="checkbox"/> Be safe <input type="checkbox"/> Be a friend 	<ul style="list-style-type: none"> <input type="checkbox"/> Be a learner <input type="checkbox"/> Be a citizen <input type="checkbox"/> Be a leader <input type="checkbox"/> Be a friend 	<ul style="list-style-type: none"> <input type="checkbox"/> Be a learner <input type="checkbox"/> Be a citizen <input type="checkbox"/> Be a leader <input type="checkbox"/> Be a friend
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**Let's Talk About Expectations
At Home**



Think of your child at home. When your child is being their "best," what most engaged in an activity or with others, what are they doing that makes you feel that they're being their "best"? Circle your top 3 choices.

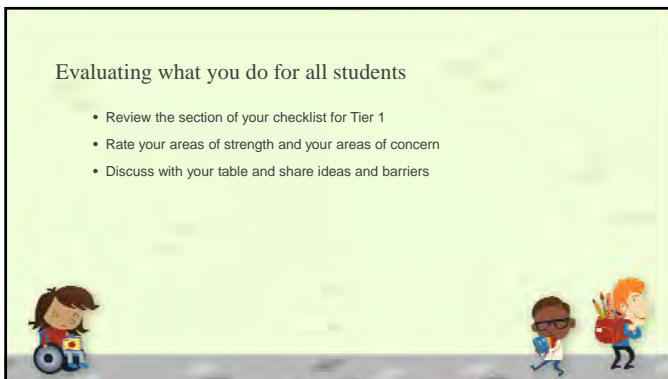
<p>Modeling</p> <ul style="list-style-type: none"> • Modeling an adult • Modeling quality (inside voice) • Being true identity • Feeding themselves • Look at an adult where speaks to • Stay near you when in the community 	<p>Building a Child</p> <ul style="list-style-type: none"> • Social, emotional (please and thank you) • Speaking up • Collaborating with others • Using kind words • Work with in the community
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Here are different ideas of "best" behaviors! Add @ home.

Other:



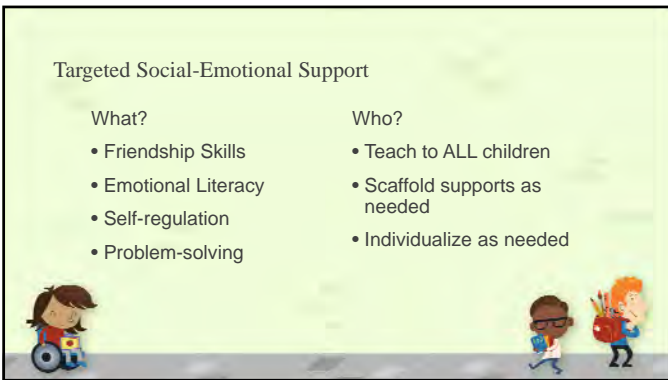
	Be Kind	Be Safe
Two school-wide expectations • Be Kind • Be Safe	Classroom • Take turns ("Turn, please") • Use a friendly voice (level 3) • Use teamwork	• Walking feet • Gentle hands • Use toys for playing
	Meal Time • Hands & feet to yourself • Swallow your food before you talk • Use nice words • Use "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








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




<http://www.pyramidmodel.org/>

Technical Assistance Center on Social Emotional Intervention



www.challengingbehavior.org




apbs.org

Collaborative for Academic and Social-Emotional Learning
casel.org





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.



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





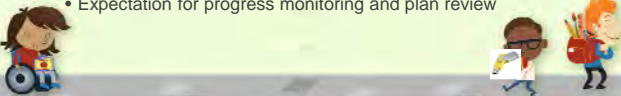
Tracking Behavior Incidents

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

- Child has behavior challenges that are not developmentally appropriate (intensity, frequency, duration) or a harmful to self or others
- Child does not respond to developmentally appropriate child guidance practices

↓

- Teacher completes BIR and alerts behavior specialist about need for observation

↓

- Behavior specialist observes BIR, completes observation, meets with classroom team
- Behavior specialist and classroom team determine if functional assessment is needed if not, targeted strategies are developed
- Behavior specialist identifies data to be gathered for functional assessment and timeline for completion

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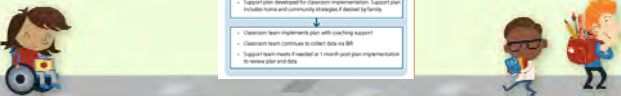
- Behavior specialist contacts family and sets up team meeting for support plan development

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- Behavior specialist and classroom team complete functional assessment data collection
- Behavior specialist prepares data for support plan development meeting and prepares staff observations
- Team convenes including behavior specialist, teacher and other support staff and family members when possible. Behavior specialist facilitates support plan development meeting
- Support plan developed for classroom implementation. Support plan includes home and community strategies if desired by family

↓

- Classroom team implements plan with coaching support
- Classroom team continues to collect data on BIR
- Support team meets if needed in month post plan implementation to review plan and data



Data-Based Decision Making



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
Examining Learning and Performance: High Quality Evaluation: Targeting Support: Financial Support	TPOT, TPEOC	Percentage of activities in place = 0%	Action Plan to address unmet and ongoing implementation through workshops and coaching	Implement action plan through workshops	TPOT items required monthly TPEOC items (optional measure)
Providing Technical Assistance	EBB, ASQ-SE, Childwalk, case, data form	Baseline, implementation, maintenance	Targeted Support Plan (tailor action plan)	Implement plan, collect data, and coach	EBB (monthly) ASQ-SE (3 months in program, end of follow-up) Data Forms to monitor action plan
Providing Intensive Individualized Interventions	EBB, ASQ-SE, Childwalk, case/A, data form	Baseline, implementation, maintenance	Individualized Positive Behavior Support (PBS) Plan	Implement plan, collect data, and coach	EBB (monthly) ASQ-SE (3 months in program, end of follow-up) Data Forms to monitor PBS plan
Effective Workforce	EBB, case, hourly, EBB	Baseline, implementation	Learn the Action Planning tool on Benchmarks	Identify resources, implement, and track implementation action steps	EBB (monthly) Hourly data

Questions?

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