

Who brought you here today?

Think of a child in your classroom who is currently exhibiting challenging behaviors. Describe the challenging behaviors.

Remember a particular situation in which the most challenging behaviors occurred. Record your thoughts during those moments.



Effective Ways to Support Students with Challenging Behaviors

Goals for Today

- Participants will practice reframing the way they view challenging behaviors.
- Participants will be able to name and give examples of the five levels of the teaching pyramid, a framework for supporting children with challenging behaviors.
- Participants will work with colleagues to identify changes they can make to their practice to support a child with challenging behaviors.

Key Social Emotional Skills Children Need in School

- Confidence
- capacity to develop good relationships with peers & adults
- concentration & persistence on challenging tasks
- ability to effectively communicate emotions
- ability to listen to instruction & be attentive
- ability to solve social problems

When children do not have these skills, they often engage in challenging behaviors.

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiple, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave,
we ... teach? punish?

Why can't we answer this question as automatically as we do the others?

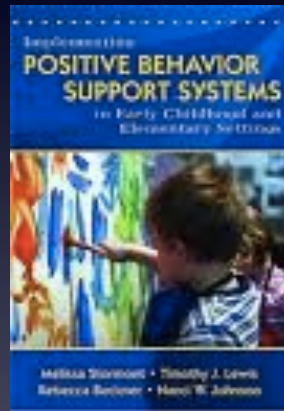
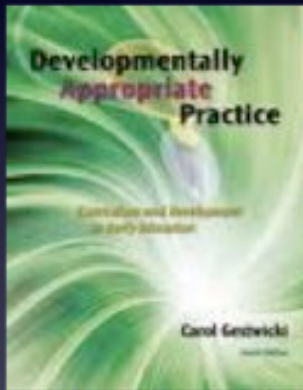
A lesson . . .

If you keep doing what you've
always done, then you will
keep getting what you've
always gotten. . .

Today is about
change ...

A New Framework

It works in conjunction with the current educational philosophies of



Pyramid Model

(Taken from the Center on the Social and Emotional Foundations for Early Learning)

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What does this mean to you?

- As we go through framework, identify what you are already doing. Pat self on the back ... celebrate.
- As we go through the framework, identify some strategies, activities, perspectives, you can add to your bag of tricks.



Effective Workforce

Effective Workforce

- Highly qualified, experienced educators
- Continued reflection on instructional strategies
- Continued refinement of curriculum
- Continued review of classroom systems & policies to ensure that they promote the use of evidence-based practices
- Continued reflection of own practices as a way to address challenging behavior



“To teach a child, the
teacher must first
capture his heart.”

Dr. Haim Ginott

Build Positive Relationships

- Reframe your experience with child so that you are able to find empathy.

A New Way To Look at
the Same Situation ...

Managing Personal Stress: Thought control

Upsetting Thoughts:

“I wonder if the grocery store is hiring.”

“He ruins everything. This is going to be the worst year of my career.”

Calming Thoughts:

“I feel undervalued right now. I need help from my colleagues.”

“Having him in my class is going to be a wonderful professional development experience. I’m going to learn a lot!”

Managing Personal Stress: Thought control

Upsetting Thoughts:

“That child doesn’t belong at our school. He’ll never change.”

“I’m sick of putting out fires.”

Calming Thoughts:

“This child is testing to see where the limits are. My job is to stay calm and help him learn better ways to behave.”

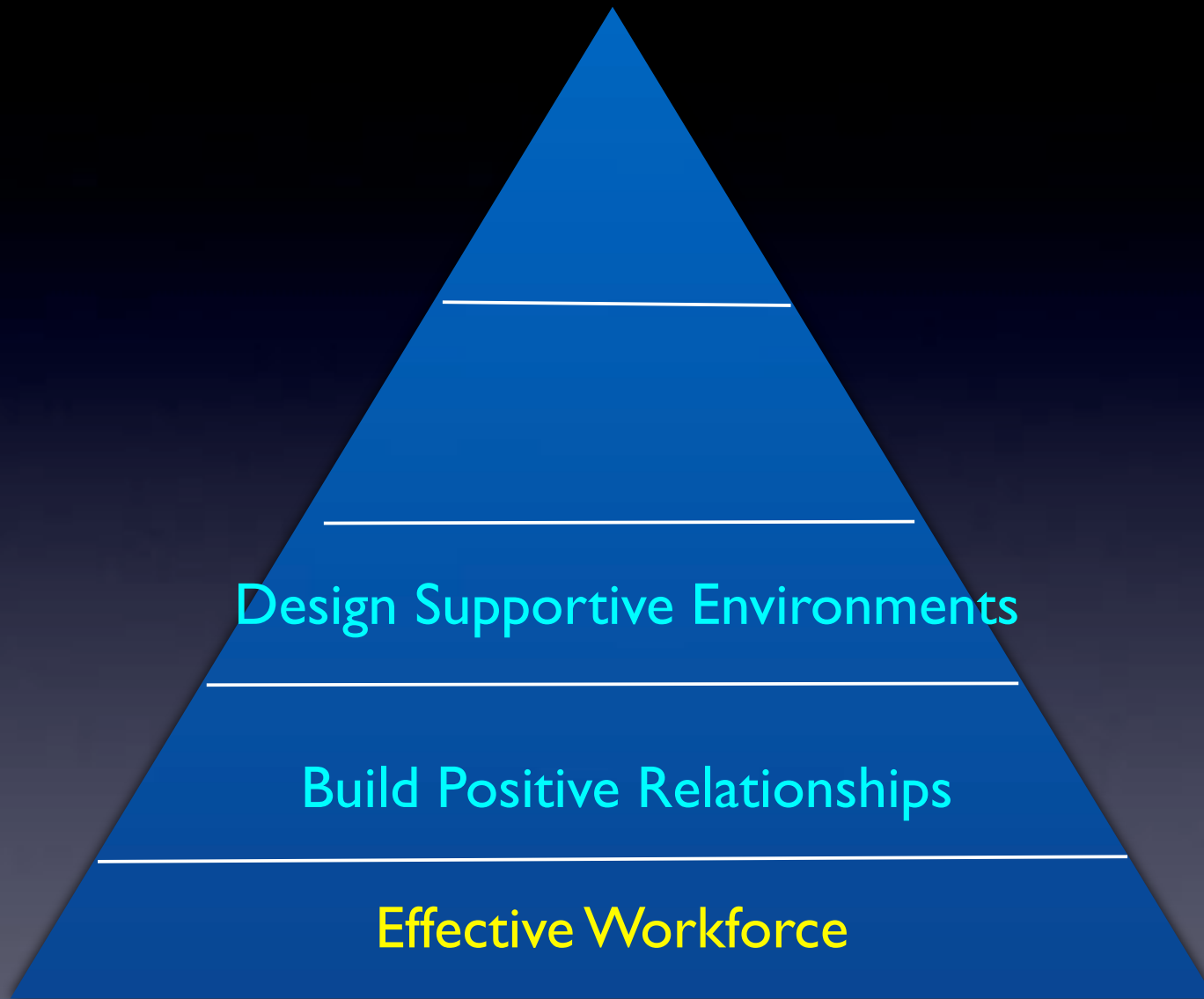
“I can handle this. I am in control. He has just learned some powerful ways to get control. I will teach him more appropriate ways to behave.”

Time to reframe

- Turn to your neighbor. Share your thoughts during the incident with your student with challenging behaviors.
- See if you can reframe those thoughts in a more positive light. If you are having trouble, see if your colleague can help you turn it around.

Build Positive Relationships

- Reframe your experience with child so that you are able to find empathy.
- Get to know child (parent) questionnaire & interview
- Give positive, affirming statements to child throughout the day (watch piggy bank deposits & withdrawals)
- Play with child (in classroom or on the playground)
- Send happy grams, phone call in front of child
- Tell child you missed them when they are sick



Design Supportive Environments

Build Positive Relationships

Effective Workforce

Design Supportive Environments

- physical environment encourages positive social interactions (i.e. enough space in line & enough materials at centers, etc.)
- clear, consistent schedule
- predictable routines
- thoughtful transitions
- 3- 5 general clear rules,(explicitly taught & retaught & reinforced)

Design Supportive Environments (continued)

- on-going monitoring & positive attention (give attention when child is appropriately behaved)
- use nonverbal forms of + feedback
- teach peers & TA's use + feedback
- Remember research shows that as + descriptive feedback increases, problem behaviors decrease



Social & Emotional Teaching Strategies

- Friendship skills (sharing, turn taking, compliments, getting friends' attention, asking to play, listening, organizing play, etc.)
- Feelings identification (self & others)
- Control Anger & Impulses
- Problem Solving

Social & Emotional Teaching Strategies (continued)

- How & When
 - Direct teaching (modeling, puppets, preparing peer partners)
 - Incidental teaching (in the moment needed)
- Why (tolerate frustration better, more focused, engage in less destructive behavior, have greater academic achievement, are healthier)

Social & Emotional Teaching Strategies (continued)

- Misbehavior versus Mistaken behavior
- Guidance Talks
 - What happened; how the other child felt; what the child can think of to help other child feel better; what the child can do differently next time
- Effects of Punishment

Characteristics of Classrooms that Foster Emotional Literacy

- Books about feelings read
- Teachers label their own & student feelings
- Students & teachers discuss how to calm down & how to problem solve
- Efforts are made daily

Intensive
Individualized
Interventions

Social & Emotional
Teaching Strategies

Highly supportive environments

Nurturing & Responsive Relationships

Effective Workforce

Intensive Individualized Interventions

- Positive Behavior (Intervention) Support is an approach for developing an understanding of why the child has challenging behavior & teaching the child new skills to replace the challenging behavior.
- comprehensive & evidence-based
- Challenging behavior communicates
- Children engage in it because it works

Intensive Individualized Interventions

- Process of PBS
 - Establish a team & a goal
 - Gather information (functional assessment)
 - Develop a hypotheses (best guess why)
 - Design a behavior support plan
 - Implement, monitor, evaluate, & refine plan

Old Way - New Way

- General intervention for all behavior challenges
- Intervention is reactive
- Focus on behavior reduction
- Quick Fix
- Intervention matched to purpose of behavior
- Intervention is proactive
- Focus on teaching new skill
- Long term interventions

Intensive
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Effective Workforce



Individual Work Time

Putting it all together

- Think about the child with challenging behaviors that you wrote about this morning.
- Look at the teaching pyramid. What supports can you put into place to support this child? What skill does this child need to learn so he or she can replace the challenging behavior?
- What can you do differently on Monday morning to support this child and your whole class?

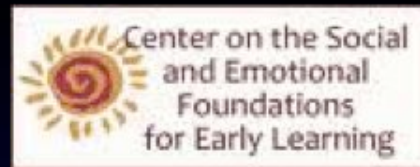


Partner Share Time

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Resources



<http://csefel.vanderbilt.edu/>

