


While You're Waiting

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5/17/2023

The ABCs of Addressing Persistent Challenging Behavior

Host
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Meet Your Presenters



Joyce Escorcía Sarah Basler




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National Center on
Early Childhood Development, Teaching, and Learning


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Viewer's Guide
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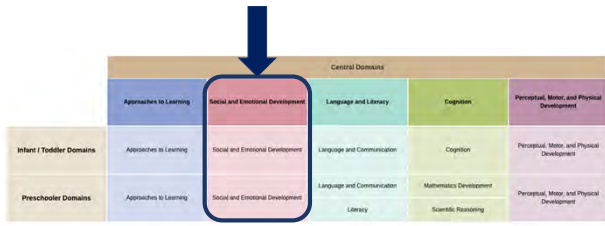
Our Agenda for Today

- Defining persistent challenging behavior
- Supporting coaches to reflect on challenging behavior
- Mindful Moment – Interview with Mary Louise Hemmeter
 - Steps to address challenging behavior
- Coaching and Practice
- Focus on Equity
- Koko's Corner



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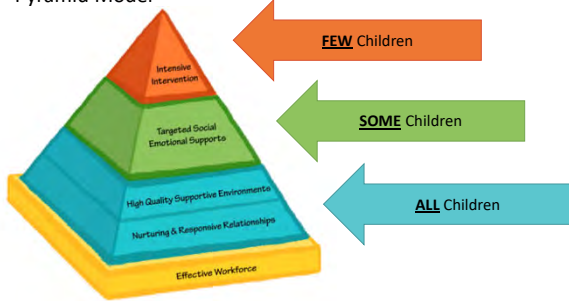
Head Start Early Learning and Outcomes Framework



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Pyramid Model



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Share in the Q & A
 What do your coachees tell you about how they feel when challenging behavior occurs?

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Defining Persistent Challenging Behavior



- Any repeated pattern of behavior that interferes with:
 - Learning
 - Engagement
 - Relationships with peers and adults
- Behaviors that are not responsive to the use of developmentally appropriate guidance or procedures



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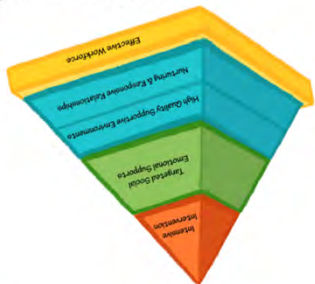
Some General Ideas About Challenging Behavior

- Behavior is communication
- Behavior often tells us a child needs to learn a specific skill
- When behavior persists over time, it can mean the behavior is successful for the child



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When Challenging Behavior Occurs



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Support the Coachee to Reflect

- Has the coachee built relationships with children and families?
- Has the coachee designed an environment that is supportive?
- Are there skills the child(ren) needs to be taught to succeed?
- Are there more than 1-3 children exhibiting challenging behavior?



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Mindful Moment

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Mindful Moment

When challenging behavior occurs, what is the first thing you recommend a coach do?




- Observe to ensure the bottom levels of the Pyramid are in place
- Form a team

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Mindful Moment

Who is part of the team?



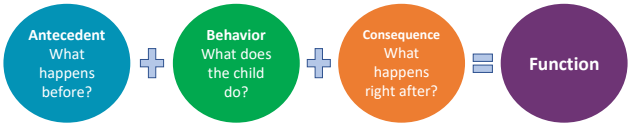
- Teacher/family child care provider/ Home visitor
- Coach
- Family
- Anyone else supporting the family
- Behavior support/mental health consultant

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Mindful Moment

The ABCs of Persistent Challenging Behavior



Antecedent
What happens before?
Another child has Emilio's favorite toy

Behavior
What does the child do?
Emilio grabs/pulls the toy from the other child

Consequence
What happens right after?
Emilio gets the toy

Function
To obtain an item

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Mindful Moment

Once you have identified a possible function, what happens next?

Prevention Strategies	Teach New Skills	New Response
<ul style="list-style-type: none"> • Add more novel materials to that area • Create and read a scripted story about how to ask for a turn with an object • Give a verbal reminder before going to activity with favorite toy to ask for a turn 	<ul style="list-style-type: none"> • Teach child to ask for a turn with an object 	<p><i>To Challenging Behavior:</i></p> <ul style="list-style-type: none"> • Remind Emilio to ask for a turn. Say, "_____ is using that right now. If you want a turn, you can ask and play when they are finished." <p><i>To New Skill:</i></p> <ul style="list-style-type: none"> • Give immediate positive descriptive feedback: "You asked your friend for a turn with the toy. You're taking turns, Emilio!"

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Mindful Moment

What is one thing you want coaches to know about challenging behavior?



- Can cause stress
- Check in and offer support
- Remind coachee and family to prioritize self-care



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Coaching and Practice





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Coaching and Practice

Akela and the Smith Family




- Akela is the home visitor for the Smith family
- Zoe is their 2-year-old child
- Having trouble transitioning from bath to bed
- Behavior is escalating



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Coaching and Practice


Conner and Coach Tara




- Conner is the teacher in a 4-5-year-old classroom
- Child in the classroom has been trying to run out of room
- Coach Tara has offered suggestions, but nothing seems to be working

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Focus on Equity



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Focus on Equity

What is something important about challenging behavior and equity to want to share?



- There is disproportionality related to which children are being:
 - Disciplined
 - Expelled
- Coaches need to support coachees to come up with strategies to disrupt these practices



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Focus on Equity

What might a coach do to help to support coachees to respond to challenging behavior in an equitable way?



- Support coachees to reflect about:
 - Values
 - Thoughts
 - Feelings
 - Implicit bias
- Support coachees to implement culturally responsive and equitable practices

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Koko's Corner

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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:
ecdtl@ecetta.info
 (Toll-free 1-844-261-3752)

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Thank You!

See you NEXT Season!



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