


**While You re Waiting.....**

While you are waiting for the webinar to begin, please download the following from the Resource List:

- Behavior Has Meaning PPT
- Behavior Has Meaning Additional Resources
- Behavior Has Meaning Across ELOF Domains
- Learning Activity: Form and Function
- Form and Function Tips for Families
- Pause Ask Respond
- Behavior Has Meaning Helpful Resources



**Participation Note:**  
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable. Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

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**Behavior Has Meaning**

April 8, 2020

Presenters:  
Randi Hopper, NCECDTL  
Treshawn Anderson, NCECDTL

NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

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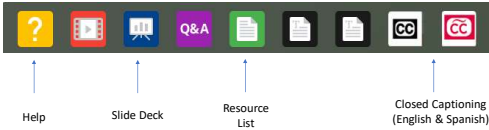
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**Webinar Features**



Media Player      Question & Answers      Webinar Tips (English & Spanish)

Help      Slide Deck      Resource List      Closed Captioning (English & Spanish)

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## Session Objectives

At the end of this presentation, you should be able to:

- Discuss the ways that children use behavior to communicate their needs
- Build understanding that each behavior has a: FORM=the behavior the child is using to communicate and a FUNCTION=the meaning of the behavior
- Share strategies for understanding the meaning communicated by children's behavior and helping families determine an effective response.

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**In the Home Based Program Option...**

Effective Home Visiting Practices → Positive Parenting Practices → Child Development

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**Poll**

Which parenting behaviors promote a responsive and secure parent-child relationship? (select all that apply)

- A parent that is predictable
- A parent that is empathetic and sensitive
- A parent that is emotionally and cognitively available
- A parent that pairs words with actions
- A parent that follows the child's lead
- A parent that is present in the moment

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**The Importance of Healthy Social and Emotional Development**

- Healthy social and emotional development is a protective factor against child abuse and neglect
- Social and emotional development is linked to success in school and beyond
- Social and emotional development is firmly tied to all other areas of development

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PHYSICAL, MOTOR, AND PERCEPTUAL DEVELOPMENT
• INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Physical, Motor, and Perceptual Development
• PRE-SCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Physical, Motor, and Perceptual Development
			Literacy	Scientific Reasoning	

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VIDEO: Ideal Emotions  
(Real to Reel: Exploring Culture  
and Emotions excerpt)

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### Video Reflection

- Cultures may value different emotions such as *excited* or *calm*.
- Understand differences to avoid making assumptions about children's behavior.



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### Behavior has Meaning



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**Behaviors Stretch Across ELOF Domains**

- Approaches to Learning  
Emotional and Behavioral Self-Regulation (Infant/Toddler & Preschool)
- Social and Emotional Development  
Relationship with Adults (Infant/Toddler)  
Emotional Functioning (Preschool)
- Language and Communication  
Attending and Understanding (Infant/Toddler)  
Vocabulary (Preschool)



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13

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**You Can't Not Communicate**



- All behavior is a form of communication and has meaning.
- Children give us "cues" to help us understand what they are trying to communicate long before they have words.

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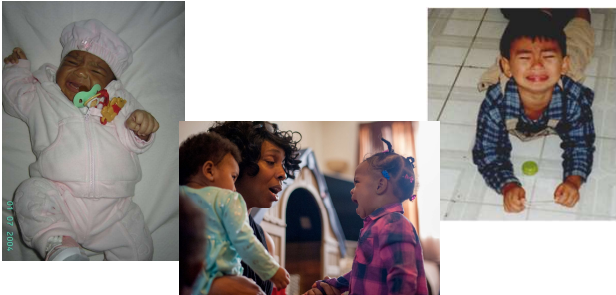
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**"I'm trying to tell you something!"**



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**Form and Function of Behavior**

Every communicative behavior can be described by the form and function.

**Form:** the behavior used to communicate

What does the behavior **look like?**

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**Forms of Communication**

- Crying
- Cooing
- Reaching for caregiver
- Kicking their legs
- Gaze aversion (looking away)
- Squealing
- Biting
- Tantrums
- Pointing
- Smiling
- Pulling adult
- Clapping
- Words
- Jumping
- Others?



18

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**Form and Function of Behavior**

Every communicative behavior can be described by the form and function.

**Function:** the reason or purpose of the communicative behavior

What is the **purpose** of the behavior from the child's perspective?

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19

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**Functions of Communication**

- Obtain an object, activity, person
- Request help
- Initiate social interaction
- Request information
- Seek sensory stimulation
- Escape demands
- Escape activity
- Avoid a person
- Escape sensory stimulation
- Express emotion
- Others?



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20

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**Learning Activity: Form and Function**



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21

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**Form and Function**

- A single **form** of behavior may serve multiple **functions**.
- Multiple **forms** of behavior may serve a single **function**.
- One size does not fit all!  
 If a child \_\_\_\_\_  
 it means this \_\_\_\_\_  
 so do this \_\_\_\_\_



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22

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**Behavior has Meaning**

*Why is this important for children?*

- Supports feeling valued and important
- Helps feeling of competent and confident in communication
- Learn to communicate intentions, feelings, and emotions in developmentally appropriate ways



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23

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**Behavior has Meaning**

*Why is this important for adults?*

- Builds nurturing and responsive relationships with children
- Promotes "pausing" versus "reacting"
- Determine what skills we need to teach children



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What Is This Behavior Telling Us?



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25

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Did you observe?



- Attempts to get another child's attention
- Uses multiple methods to communicate
- Shows another child the toy
- Another child helps based on his actions

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26

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What Is This Behavior Telling Us?



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Did you observe?

- Searches his backpack for his cup
- Turns away from home visitor and parent
- Uses multiple methods to communicate that he wants his cup
- Pushes parent away using hands and feet

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28

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Be a "behavior has meaning" detective



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29

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What Might Help?



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**Examining Our Attitudes About Challenging Behaviors**

Our views and experiences as adults influence how we view and react to the behaviors of others.

Home visitors help parents to identify the behaviors that push their buttons.



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31

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**Poll**

- What behaviors push your buttons? (select up to 3)
  - Crying
  - Kicking
  - Gaze aversion (looking away)
  - Biting
  - Tantrums
  - Pulling on or away from adult
  - Being messy
  - Not cleaning up
  - Not following directions
  - Yelling
  - Lying
  - Grabbing things or people
  - Others?

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32

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**Pause, Ask, Respond**



- **PAUSE:** Before you respond or react to a child's behavior, pause - to think about the possible meaning of the child's behavior.



- **ASK:** Use your "detective" skills by asking yourself about what the child is trying to tell you through their behavior.
- **RESPOND:** Figuring out the meaning of the behavior can help you respond in ways that meet the wants or needs of a child.

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33

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**Supportive Practices**

- Identifying teachable moments
- Building positive relationships by making deposits
- Using visual cues
- Teaching children to recognize and express emotions
- Facilitating the development of friendship skills
- Teaching problem solving steps
- Teaching anger management



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34

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**HOME VISITORS DOWNLOAD THE FREE ELOF@HOME APP TODAY!**

The ELOF@HOME is a mobile app for home-based staff who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). The app provides on-the-go access to the ELOF goals for children and effective practices for home visitors in support of those goals.



Download it now!

Download on the App Store | GET IT ON Google Play

Contact the National Center of Early Childhood Development, Teaching and Learning  
[ncedtl@eclkc.hhs.gov](mailto:ncedtl@eclkc.hhs.gov) or call (toll-free) at 1-844-261-3752

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**15-Minute In-service Suites**

**Behavior Guidance**

- Stating Behavioral Expectations: <https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>
- Redirecting Behavior <https://eclkc.ohs.acf.hhs.gov/video/redirecting-behavior>
- Problem Solving in the Moment: <https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment>

**Building Relationships**

- Fostering Connections: <https://eclkc.ohs.acf.hhs.gov/video/fostering-connections>
- Being Aware of Children's Needs: <https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs>
- Creating a Caring Community: <https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community>

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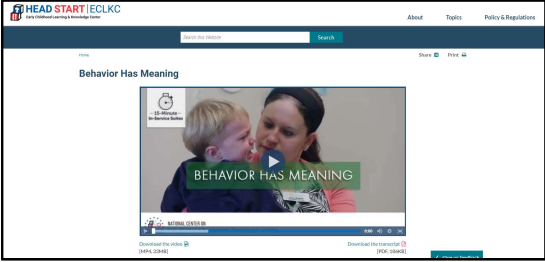
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**Behavior Has Meaning In-service Suite**



<https://eclkc.ohs.acf.hhs.gov/video/behavior-has-meaning>

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**Supportive Practices**

- Identifying teachable moments
- Building positive relationships by making deposits
- **Using visual cues**
- **Teaching children to recognize and express emotions**
- **Facilitating the development of friendship skills**
- Teaching problem solving steps
- Teaching anger management



38

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**Feelings Key Concepts**

- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts



39

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**Naming Feelings**

<http://headstartinclusion.org/teacher-tools#regulation>

**Emotions 1**

<b>Mad</b>	<b>Sad</b>
<b>Loved</b>	<b>Happy</b>

NECDTL [http://challengingbehavior.dps.ed.gov/docs/SocialEmotionalSkills\\_Feelings\\_chart\\_sp.pdf](http://challengingbehavior.dps.ed.gov/docs/SocialEmotionalSkills_Feelings_chart_sp.pdf)

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**Supportive Practices**

- Identifying teachable moments
- Building positive relationships by making deposits
- Using visual cues
- Teaching children to recognize and express emotions
- Facilitating the development of friendship skills
- **Teaching problem solving steps**
- **Teaching anger management**

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41

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**Teaching Anger Management**

- Anger can interfere with problem solving
- Learning how to recognize anger
- Understanding appropriate ways to express anger
- Learning how to calm down - Breathing, mindfulness

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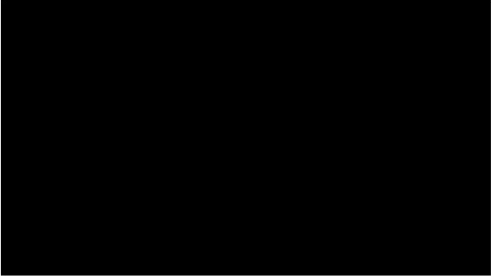
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### Learning how to Calm Down: Breathing



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43

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### Putting It All Together



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### Staying Connected and Expanding Knowledge



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Prevention and Response

Physical Health

Coronavirus Prevention and Response

<https://eclkc.ohs.acf.hhs.gov/physical-health/article/coronavirus-prevention-response>

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Thank You!

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For more information, contact:  
[ecctl@ecetta.info](mailto:ecctl@ecetta.info)  
 or call (toll-free) 1-844-261-3752

Please complete our Survey!

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