

**Responding to Infant-Toddler  
Persistent Challenging Behavior**

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April 6, 2023  
**Responding to Infant-Toddler Persistent  
Challenging Behavior**

<b>Host</b> Becky Sughrim NCECDTL	<b>Host</b> Mike Browne NCECDTL
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**Viewer's Guide**

Responding to Persistent  
Challenging Behaviors with  
Children Birth to Five

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## Our Time Together

- Positive Behavior Supports
- What is a Challenging Behavior?
- Form & Function
- Behavior Equation (ABC Observation Card)
- Creating a Behavior Support Plan (PTR)
- BASICS
- Partnerships
- All about You
- BookCASE

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## Feelings Tree



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## Head Start Early Learning Outcomes Framework

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

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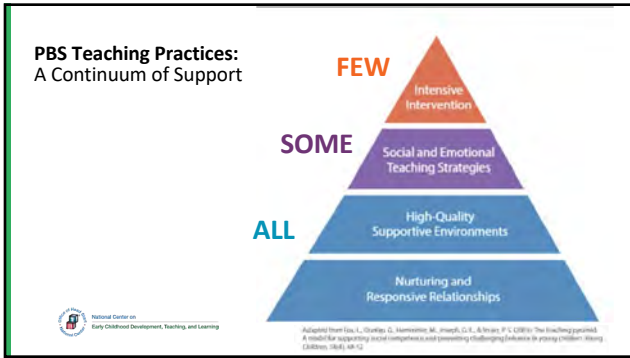
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**Share in the Q & A**

In one word, describe the feeling that comes up for you around challenging behaviors?

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**Positive Behavior Supports (PBS)**

Positive approach to challenging behavior:

- Focuses on building social and emotional skills
- Recognizes that all behavior is communication

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### Key Ideas



Understand the behavior



Develop a behavior support plan



Individualize teaching supports

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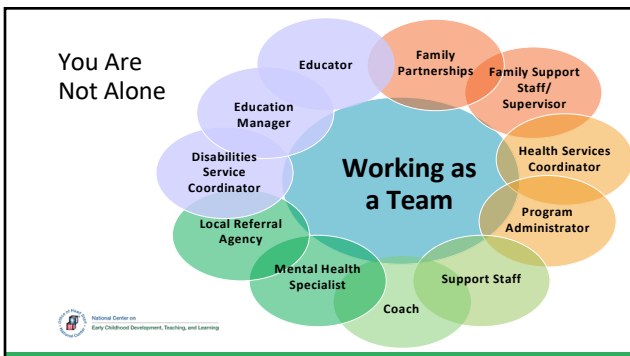
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### Understanding Behavior: Review-Reflect-Resilience

Review	Reflect	Resilience
Consider the universal practices that all children need.	Think about my own values, thoughts, and feelings about the behavior.	Observe, think about, and intentionally plan responses that build resilience.

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## Challenging Behaviors

“Any repeated pattern of behavior that %  
interferes with or is at risk of interfering with %  
the child’s optimal learning or engagement in %  
pro-social interactions with peers and adults”  
— NCPMI



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## Form and Function of Behavior



**Form:** the behavior used to communicate

**What is the behavior?**

**Function:** the reason behind the communicative behavior

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

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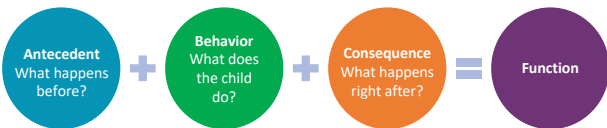
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## Behavior Equation (ABC)



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## ABC Data Collection

Antecedent What happens before?	Behavior What happens during?	Consequence What happens after?
At the cash register Sonia grabbed the pretend card from Baruch. Baruch pulled it away from her, closer to him	Sonia scratched Baruch's arm and went to bite his hand	Baruch dropped the card. Sonia picked it up and began playing with it at the cash register
<b>Function</b> Sonia grabs, scratches and bites to obtain toys and materials		



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## ABC Data Collection

Using the behavior equation with infants



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## Create a Behavior Support Plan

Prevent	Teach	Respond
<ul style="list-style-type: none"> <li>Individualized prevention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Individualize supports</li> </ul>	<ul style="list-style-type: none"> <li>Respond intentionally</li> <li>Celebrate replacement skill</li> </ul>



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## Behavior Support Plan

Antecedent <small>What happens before?</small>	Behavior <small>What happens during?</small>	Consequence <small>What happens after?</small>
Another child reaches for, takes or is playing with a toy that Sonia wants	Sonia screams, scratches, grabs, and bites	Other child drops toys, cries, or walks away. Sonia picks up the toy and plays with it
Function Sonia screams, scratches, grabs, and bites to obtain toys and materials.		
Prevent	Teach New Skills	Respond
<ul style="list-style-type: none"> <li>• Multiple items of Sonia's favorite toy</li> <li>• Visual remind of "safe body" in play areas</li> <li>• Timer for turn taking</li> </ul>	When a peer takes or tries to take the child's toy, we will teach Sonia to use an open hand out gesture	<p><b>To challenging behavior:</b> Sonia doesn't get access to the toy and is prompted to use the replacement skill.</p> <p><b>To replacement skill:</b> Give Sonia access to the toy and praise her for using the new skill.</p>

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## Replacement Skill

### Requesting using words

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### BASICS: Responding to Persistent Challenging Behaviors

- B Behavioral expectations in advance
- A Attend to and encourage positive behavior
- S Scaffold with cues and prompts
- I Increase engagement
- C Create or add challenge
- S Specific feedback

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## Attend to and Encourage Positive Behavior



### With infants

- Learn an infants' cues and provide responsive care
- Partner with families to learn more about their child's cues and how to respond

### With toddlers

- Write down and communicate 10 strengths of the child
- Intentionally make multiple deposits into the child's relationship piggy bank



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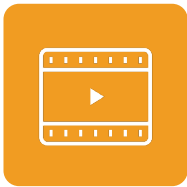
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## Attend to and Encourage Positive Behavior

Up the climber, and down the slide



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## Increase Engagement



### With infants and young toddlers

- Use the behavior equation to look at adult behavior
- Look for patterns to see how you can adjust your behavior to better meet the child's needs

### With older toddlers

- Partner with the families and create a behavior support plan
- Be consistent and intentional about Preventing, Teaching, and Responding



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**Increase Engagement**  
How can a Behavior Support Plan increase a child's engagement?



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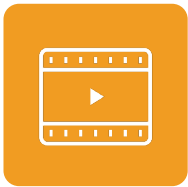
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**Increase Engagement**  
Teaching replacement skills:  
Gentle Touches



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**Partnering with Families**

- Focus on **strengths**
- **Respectfully** discuss
- Ask families for their perspective
- **Partner** with families to develop a plan
- **Honor** family's culture and values
- Be **understanding** of constraints
- Provide information about process



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All About You

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It's All About You!

4 breathe in    4 hold    8 breathe out

4-4-8 Breathing

Body Scan

Color Visualization

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The BookCASE

**The Book**

CONNECT  
ADVANCED VOCABULARY  
SUPPORT ENGAGEMENT  
EXTEND BEYOND THE BOOK

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The BookCASE





Hands Can  
Cheryl Willis Isaac  
Illustrations by John Francis Bourke

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Thank You!

Join Us For Our \*  
Next Episode! \*

Responding to Persistent  
Challenging Behaviors in Preschool )  
Thursday, May 4th, 2023  
3-4 p.m. ET

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**PUSHPLAY**  
DTL On Demand



[https://bit.ly/DTL\\_PUSHPLAY](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](mailto:ecdtl@ecetta.info)  
 (Toll-free 1-844-261-3752)

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