



June 2015/Issue No. 48

## Read About It

### Team Up to Address Challenging Behaviors



*Julia is a single mother of four children. Emma, Julia's 3-year-old daughter has developmental delays. Emma enjoys playing with her siblings and helping her mother take care of her baby brother. Recently, Emma has started throwing toys, hitting her younger siblings, and falling on the floor screaming and kicking. Julia has decided to ask Emma's home therapist for help.*

Challenging behaviors are persistent, and interfere with children's learning and development. These behaviors can be harmful to the child or others, and put a child at risk for school or social problems. It's no surprise that parents and teachers find challenging behaviors difficult and frustrating! Practitioners and parents should work together to create a behavior support plan. Unfortunately, this is not always easy to do.

To learn how Julia and her daughter's therapist were able to create a plan that works for her family, see [Collaborating with Parents in Using Effective Strategies to Reduce Children's Challenging Behaviors](#). This article outlines five key components of a parent partnership. It also describes a simple observation form that teachers and parents can use to share what the child's behavior looks like in different settings. The Division of Early Childhood (DEC) and Sage Publications have allowed free access to this article through Aug. 31, 2015.

## Take a Look

### Social Skills All Day Long

Watch teachers in action in [Practical Strategies](#) from the Center on the Social and Emotional Foundations of Early Learning (CSEFEL). This video demonstrates a three-stage process for teaching social skills: Introduce the skill, build confidence with the skill, and maintain the skill. You'll see three teachers helping children to handle frustration, solve problems, and help each other. The third teacher (at time code 20:40) shows how she uses visual supports to help children with developmental delays solve problems.

## Try It Out!

### Three Great Ideas

These tips were so good we couldn't resist repeating them. In the June 2013 newsletter, we asked a disabilities coordinator in Georgia for her three favorite ideas on how to include children with significant disabilities in Head Start programs. This is what she said:



**1. Answer questions honestly.** Young children often ask questions about their peers' differences or behaviors, like "Why is DeMarkis in a wheelchair?" or "Why does Carrie scream when we have a fire drill?" Answer these questions with honesty and kindness. Children look to you to help them understand the differences, as well as similarities, between themselves and their peers.

**2. Be honest with parents, but maintain your obligation to confidentiality.** Parents also may have questions or concerns about children with special needs in their child's classroom. Keep your answers general, and model inclusive language for them to hear. If parents ask specific questions about individual children, let them know that you're happy to answer questions about

their child, but cannot comment about another child.

**3. Communicate constantly.** Children with significant disabilities often have many different special education service providers working with them at different times throughout the week. While this support is an obvious benefit to the child, it also means more adults for you to communicate with. Consider providing a "communication notebook" where therapists and teachers can write notes back and forth to each other about the students in your classroom.

## Improve Your Practice

### In Spanish! Check out the 15-minute In-service Suites from the NCQTL

The National Center on Quality Teaching and Learning (NCQTL) in-service suites are a professional development resource for staff in busy, active early childhood centers and programs. In the [Redirecting Behavior](#) suite, you'll learn ways to redirect a child's challenging behavior before it escalates. This and other suites are available in Spanish and English. You'll find them on the [NCQTL portal](#) on the Early Childhood Learning and Knowledge Center (ECLKC), under the blue "Engaging Interactions and Environments" tab. For the Spanish versions, select the [Español](#) link on the upper right side, just below the green bar.

## Families Too!

### Five Important Facts About Your Child's Behavior

The Public Broadcasting Services (PBS) Parents website includes a [Challenging Behavior](#) section with articles that are easy to read and free to download. You may want to start with [Five Facts Every Family Should Know](#). This gives facts about children's challenging behaviors such as: "All behavior is a form of communication;" "There is always a reason for problem behavior;" and "Children's challenging behavior can be reduced with support, not punishment." [What to Do When Challenging Behavior Persists](#) outlines strategies that reflect children's preferences, interests, needs, and strengths.

## Special Events

The next [Disabilities Dialogue](#) is coming up! This monthly webinar series for Head Start disabilities coordinators is hosted by NCQTL staff. Expert guest speakers share information that supports the work of providing services to children with disabilities and their families. Email [ncqtl@uw.edu](mailto:ncqtl@uw.edu) to learn more about specific dates and times.

The [Division for Early Childhood's 31<sup>st</sup> Annual International Conference on Young Children with Special Needs and their Families \(DEC\)](#) takes place in Atlanta, GA, Oct. 7–9.

## We Want to Hear from You!

The Head Start Disabilities Services Newsletter is produced monthly by NCQTL. Email Kristin Ainslie at [ncqtl@uw.edu](mailto:ncqtl@uw.edu) to submit questions or suggestions for future newsletter topics.

---

Select this link to view previous **Head Start Disabilities Services Newsletters** on the ECLKC.

The Office of Head Start (OHS) does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the organizations sponsoring linked websites; does not endorse the views they express or the products/services they offer; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website. OHS is not responsible for transmissions users receive from linked websites and does not guarantee that outside websites comply with Section 508 (Accessibility Requirements) of the Rehabilitation Act.



Office of Head Start (OHS) | 1250 Maryland Avenue, SW | 8th Floor Portals Building | Washington, DC 20024  
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | [Contact Us](#)

You are receiving this email because you signed up for Office of Head Start communications. If you prefer not to receive emails of this sort in the future, you can always [unsubscribe](#) here. You also may [modify your ECLKC email subscriptions](#).  
Please do not reply to this email. [Contact](#) customer service for additional support.