

## Teachers' Choice! Digging Deeper into Challenging Behavior, Part 2

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Dawn Williams: Welcome, everyone, to this month's Teacher Time. I'm Dawn Williams.

Kristin Ainslie: I'm Kristin Ainslie.

Dawn: And we are your hosts for the show. We both work at the National Center for Quality Teaching and Learning, as curriculum specialists and have both been classroom teachers

Kristin: That's right, so we will be with you for about an hour today. And we are livestreaming, as we have been for the past few months. We're excited about this new format. And if you have any troubleshooting issues on your end, go ahead and hit the troubleshooting link, and someone will chat some help to you.

Dawn: That's right. And as Kristin just mentioned the chat box that's over there on the right-hand side of your screen; we're going to be using that today and asking you a couple of chat questions. And if you have anything you'd like to say to us or any help that you need, please go ahead and put that in chat. We're also live on Twitter. You can tweet us at (hashtag)NCQTL. And we'd love to hear your comments there.

Kristin: That's right. So, we also really want to know who's here today. We want to keep track of all of you out there, all of you watching. And so, please make sure to sign in with us. We can keep track of your attendance. You can also opt in to join our Teacher Time community, where you will receive then email communication from us, you'll receive announcements of upcoming Teacher Time webinars. You'll also receive a follow-up document that we'll be sending you with some review of what we've done on the show and a worksheet that you can use in your classroom.

Dawn: Mm-hmm. Also, you'll notice the evaluation button underneath your screen. That's going to be opened up later in the show, and we can also offer you a certificate of attendance.

So, in order to receive that certificate, you'll need to complete the evaluation and enter your name and email address as you want it to appear on the certificate at the end. And you should receive that in about a week.

Kristin: That's right. Okay, so our agenda for today is that we will have a presentation by Gail in just a few moments. After Gail's presentation, Dawn and I will show you some more videos in our Try it Out! section. And then we will be talking about some resources that we can give you today and -- yeah.

Dawn: And then we will end with our Resiliency and Wellness section.

Kristin: That's right. Okay, so as I just mentioned, Teacher Time today is presented by Gail Joseph. And this is our part two in our two-part series on challenging behavior. So, we're calling this: "Digging Deeper into Challenging Behaviors." And this is our teacher's choice topic that was decided by you our viewers. We're very excited to wrap up part two today.

Dawn: That's right. So, today Gail's going to be focusing on more of those great preventative teaching strategies that you can use to address challenging behaviors in your classroom. Last month, we focused more on immediate interventions, and this time we're going a little bit further back and thinking about preventions.

Kristin: Right. So, just as we did last month, if you weren't here with us last month, we would like to use these as little mini workshops for you. We want you to get the most out of it as you possibly can. So, go ahead and grab scratch paper or something that is near you to maybe jot down some ideas that you have, as you're watching today's topic.

Dawn: All right, so to kick it off, we've got a chat question for you. Last month, we talked about what the meaning behind children's behavior was and what are the different functions of behavior, such as the video we watched of Tim -- his function was to try to obtain a toy. So, for this one, we want you to think about what you notice in your classroom; what was the function or the reason or the purpose behind the behavior you saw with children in your classroom?

So, while you chat your questions in, you'll hear some music. And while you're chatting, we'll do a little switcheroo and Gail will be back to join us for our presentation.

[Music]

Kristin: Hi, everyone. We are back now from chat, and thank you so much for putting in your answers. Hi, Gail.

Gail Joseph: Hi.

Kristin: How are you?

Gail: I'm good. Thanks, for having me.

Kristin: Absolutely. So, we had lots and lots of answers coming in for this chat question: The function of children's behaviors. So, what do you think about these chat answers? We were looking at them.

Gail: Yep, I was just looking at them, and there was a lot of things like trying to express their feelings or wanting attention, wanting to get something. And so I'm really excited about that, because that's what we talked about last time on Teacher Time was that children were trying to communicate a message, and those messages were usually to obtain something or to gain something, to get something -- someone's attention, some toy -- or to escape or avoid something. And so it really -- I'm so thrilled that people are using that language and really understanding those messages.

Kristin: Excellent. Good. Well, I am excited about this month, because we are now going to get into the meat of it, the prevention strategies that teachers want. So I'm just going to let you take it away, Gail.

Gail: Okay, yes. So, if people were with us last time, I felt like we left you hanging a little bit.

We just talked about how to figure out what the function of the challenging behavior was, and that's a really important step. And so, now, we're going to give you the second part, which is now to develop a behavior support plan based on that function. So, just in case you weren't with us last time, I want to review a couple things really quickly, and that is to really emphasize the point that challenging behaviors, when children are engaging in challenging behavior in your classrooms, they're doing it because it's communicating a message to you and because it works for them. It helps them meet some kind of need. We talk about that as the function.

And children communicate with challenging behavior sometimes when they don't have language. So, children with a language delay or children that don't have the shared language in the classroom, we can see a lot of challenging behavior used, because they don't have the verbal language yet. But another way that these messages get communicated is by children who may have language and plenty of language but actually might not have the social skills yet, in order to solve a problem or to come up with a conflict resolution, those kinds of things. So, those are kind of two big reasons why we see that children use challenging behavior as a way to communicate messages. And so, when we were thinking about the ways that challenging behavior communicates, we think about kind of two dimensions of communication. So, one is what we call the form -- so, that is the challenging behavior, the behavior that's used for communication. So, this could be the hitting, the spitting, the biting, the pulling hair, the scratching, taking toys, calling names, those kinds of things. So, that's the form.

And then, what's equally as important, or maybe even more important here is to think about the function. So, the function is what's the reason, the purpose, or we can think about it as the message, the need that's being met with that challenging behavior? What is that challenging behavior trying to tell us? And so, I know you and I both often get called to help support children with challenging behavior in classrooms, and oftentimes what we get is the list of all the forms, right? They hit; they bite; they kick; they scratch.

Kristin: Right, "What do we do?"

Gail: Those kinds of things -- exactly. And so that's the first part. But what we really need to do in order for us to help is to figure out what the function is, okay? And that's what folks were doing over this last month, since we were together last time. So, remember, again, for those of you who joined us last time, this will be a reminder. And for those of you who are joining us for the first time, this is what we covered. And that is to figure out the function, we actually have to do a little bit of an equation here.

So, it's not math, but it is a behavior equation. And it's really essential for us to get a really good guess, our best guess, at why that child is communicating that message. So, we think about this as the trigger: What happens right before the challenging behavior, what kind of sets them up to engage in challenging behavior, if you will. What is the behavior that they're experiencing? And then what is the maintaining consequence?

So, what happens immediately after that somehow makes that work for the child, okay? So, maybe the trigger is the child is asked to come to circle time. The behavior is they kick, scream, resist. And the maintaining consequence is that the teacher says, "Fine, they don't need to come to circle time." Okay? So, all of that adds up and equals to the function. And the function there might be to avoid or escape circle time, right? So, that's the message they're trying to communicate: "I don't really want to be here right, now," I think is what that would be. All right.

Kristin: And so we are going to watch a video clip here, and we're going to watch a little boy, Tim, and we're going to watch three different clips of him all strung together. And so, this is sort of simulating for people that we really want to watch children through multiple observations. We really want to get a good sense of what their behavior looks like through different activities, right? So, we're going to watch Tim three times. And so, next, after that we'll talk about some strategies. But let's go ahead and watch the video of Tim.

Gail: Excellent.

[Video begins]

Tim: Look, I bring him a ladder.

Boy: Wow. That's a track.

Tim: No, it's not a track. It's called a ladder.

Boy: I'm going to have the red. No! Those are tabs!

Girl: Well, I need one.

Tim: No, they are -- No! Hey!

Child: [Speaking indistinctly and then yelling]

Tim: [Blows raspberries]

Boy: Aw! Ow! Ow! Stop doing that!

Tim: [Blows raspberry]

Boy: He torn my shoulder!

Children: [Inaudible]

Girl: I need that! I need it!

Teacher: What's going on, Tim?

Tim: I want that...

Teacher: What is going on? You know what --

Teacher: [Inaudible]

Tim: No! No! No! [Screaming and crying]

[Video ends]

Kristin: All right, so welcome back, everybody. We were able to see those three clips of Tim, and, boy, does he have some challenging behavior that really, really needs to be addressed. And so, we're now going to take a look at his support plan and sort of build that as we talk about today. And so, the first part -- so here's his plan. And we're going to, again, as Gail talked about, we're going to go through the equation, right? We're going to then make a hypothesis about what we think the function is. And so, his triggers, again: Group play, center time, outside time. A lot of those unstructured times of the day. The middle column shows the behaviors. We all saw what he was engaging in: Hitting, scratching, pushing, all of that. The consequence is that the peers give up the toys; the children leave the area, or adults intervene with a lot of negative attention for him.

And so, all of this, then, equals to our hypothesis, our guess, is that he's trying to obtain toys or to play. And so, we're going to now take a look at the bottom part of the chart, which is the preventions, the new skills, and the new responses.

Gail: That's right. So, when we think about developing a behavior support plan, there are really four components to it. And the first part is to have a solid hypothesis about why we think the child is engaging in the challenging behavior. What seems to be the triggers; what are the behaviors; what seems to maintain this; how does it work for them, and then what that function is. So, just like what you've done on the across the top there. Now, the behavior support plan is kind of the corollary pieces down below, right?

So, instead of triggers, we're going to think about preventions. Instead of the challenging behavior, we're going to think about what new skills we want the child to use instead. If we don't want them to hit and kick, what do we want them to do instead? And instead of the maintaining consequence, we're going to think about our new responses to that behavior. So again, behavior support plans have four components.

The behavior hypothesis -- extremely important to get that kind of as right as we can, if you will. And so, I love that you showed Tim across multiple settings, because that's what we need to do. We need to observe across and really understand kind of the pattern of the behavior to get a good hypothesis. But now we're going to focus in on the first column of our behavior support plan, which are prevention strategies. And I would say that in all the behavior support plans I've seen -- and I have seen hundreds, probably, of behavior support plans for young children with challenging behavior -- that the best ones are the ones that have the most in the prevention strategy column, okay?

So, this is where we're going to kind of put a lot of our eggs in this basket, if you will. So, these are the ones. And this is also where we have the most amount of choice, the most amount of things that we can actually do to support the child.

Kristin: Yes, great.

Gail: All right. So to get you warmed up for this, we're going to show you another video of Tim, and I want you to just be thinking about on your scratch pieces of paper there; if you had that magic wand where you could go back in time and do it again, what could you do to actually prevent this behavior from occurring in the first place, all right? So, think about some prevention strategies as you watch this next little video.

[Video begins]

Child: [Inaudible. Yelling.]

Tim: [Blows raspberries]

Boy: Aw! Ow! Ow! Stop doing that!

Tim: [Blows raspberry]

Boy: He torn my shoulder!

[Video ends]

Gail: All right, so what we're hoping you will do is put some chat in the chat box and put your best ideas about how you might prevent that behavior from occurring in the first place. So, we'd love to see a lot of those prevention strategies, and we're going to be following those on chat for you now.

Kristin: That's right, so go ahead and enter all your answers in, and we will be back with you in just a moment.

[Music]

Kristin: All right, everybody, we're back from the chat question. Thank you for sending us all your answers. We were able to see these as they came in. And you had lots and lots of ideas of how, maybe to help support Tim, how to prevent this behavior.

Gail: Yeah, excellent.

Kristin: So, I know that one of those was going over classroom expectations, right? And maybe rules of the activity. So, could you -- Gail, I know you have lots more strategies. Could you give us some more ideas?

Gail: Absolutely. So, again, we had tons of fantastic ideas that came in on prevention strategies. You really have some good ideas about prevention here. So, let's go over a few more ideas. So, one is this idea of restating rules. So, this is something I always loved to do, when I was teaching in my Head Start classroom at the beginning of almost every day for a while. We would go over the rules, or at circle time, we would go over what the expectations are. We'd look with our eyes, listen with our ears, touch gently, which is something that we could use with Tim there, and to talk with our inside voices. Maybe, we would post the rules for learning together in a group, just thinking about things that we would do at circle time in particular there.

I want to go through some other prevention strategies, though, because these are great, but let me go through several other categories. I'm going to go pretty fast here, so you can keep some notes. So, one other way to do this is prevention with giving choices. So, this is one of my favorite go-tos for a lot of children, is to give children a choice about how they can come to the activity, a choice about how they can transition, a choice about what they can do during the activity. So, children that are engaging in challenging behavior because they want to leave an activity, if we give them choices about what they can do during the activity, we actually see that that can prevent a lot of challenging behavior.

So, here's an example of a song choice chart at circle time. So, maybe we have a child that doesn't really want to come to circle time, but if we can offer them choices about which song we're going to sing, might be a way to prevent some of that challenging behavior. Here's another prevention strategy. It's called a safety signal. My guess is a lot of you use something like this out in your classrooms already. This is, again, one of my favorite strategies here as a prevention strategy, and that is to give children kind of an extended warning when they need to be done with an activity.

So, when we have some children that engage in challenging behavior, because they don't want to be done with the activity, they don't like that demand of having to leave, and so this is a way that we provide a warning to them. So, we'll say, "Five more minutes, then it's time to clean up." But what's different about a safety signal than just a warning is that we keep coming back. So, "Four more minutes, then clean up. Three more minutes, then clean up. Two more minutes, then clean up. One more minute, then clean up." And then, ding, time for clean-up." So, it gives them this way to feel a little bit more comforted in that they understand kind of the time is ticking down. So, it's not as stressful as saying: "Five more minutes until clean-up," and then, you know, 20 minutes passes and, bam, it's time to clean up, right?

Kristin: Yeah.

Gail: So, the safety signal is great. It was one of my favorite ways -- I had a lot of children that, at one point, didn't like to come in from outside. Outside was pretty fun, and so we would use a safety signal in, you know, three more times down the slide, then, two more times, then, one more time, and we had this little thing with, "Zero, time to go." So, we'd count down, and kids knew that, when we got to zero, it was time to go or transition.

Kristin: That's really great.

Gail: So, sometimes we like to do this with a picture of whose turn it will be next. That gives just even more information. Or, whose turn it is now, right. It's Brendan's turn now, and you see that little timer there. So, when the timer counts down, he knows his time is done, somebody else's turn. Here's another way that we can do a safety signal, or kind of a way to structure that waiting that I have to do.

So, if I'm engaging in challenging behavior, because I want to access something or access a turn and maybe I don't have digital timers in my classroom, here's a great way. This comes from a teacher that we both know at the experimental educational unit, and she just came up with a counting card. So, here is a laminated piece of paper that has numbers 1 through 20, and children do touch counting, as a way to structure the turn.

So, this little boy in the picture is waiting for a turn on the tire swing. He's doing touch counting. When he gets to 20, he knows it's his turn, and the other child would then start counting. So, nice just kind of way to structure that turn-taking time. I know when my turn is going to be; I know when my turn is going to end. That can help stave off a lot of challenging behavior.

Kristin: I love that. I love that this is going to give children some predictability about what -- when I need to give a toy up or when I need to stop an activity. I think that that is a fantastic strategy. And I'm just curious, what about other ways teachers can use visual supports in their classroom?

Gail: Yeah. Yes. So, we have lots of ideas around visual supports. I know you used a lot. I used a lot when I was a teacher. They're just great to help all young children, and in particular children with some challenging behaviors really benefit by having some visual guidance or supports. So, one is just a picture schedule. So, just a schedule of the activities that happen during the day. Just having that up, posted, and followed really gives children a lot of understanding about what's going to happen next, so they don't have to engage in challenging behavior because they get to go outside next, you know, those kinds of things.

Here's another way that we use visual guidance, is what we would call a first/then kind of photo schedule. So, first wash your hands, then you have snack. First, sit down, then you get the toy. First, raise your hand, then you get a turn. So, these kinds of things that -- where there's a first/then contingency, we can help children understand that with photos.

Kristin: Lots of areas to use that first/then in, right?

Gail: So many.

Kristin: All activities.

Gail: Yes, exactly. And here's another way that a teacher has used kind of a visual schedule for activity turn-taking. So, you know, the computer tends to be a place that a lot of children want to spend some time, but maybe there's other places in your classroom that children really want to go and have -- have a hard time waiting for their turn; so, what this teacher does is children find their names and they just -- they have a little Velcro on them, and they just sign up, if you will. They just sign up, if you will. They sign up for -- they put their names on the list, if you will, and then the child whose turn it is, Adam's turn, when the timer goes off -- again, a little safety signal there -- he looks and he sees that Sarah's next. He goes to find Sarah, tells Sarah it's her turn; she gets to have a turn there. So, a nice way to kind of structure that turn-taking. I don't have to push my body and push someone off the chair; I can just sign my name on the list and wait.

Kristin: And I know who's coming next. That's great.

Gail: So, another great prevention strategy is using child preferences. And I think that -- I'm sure we all know this intuitively, that this is really great. We think about following a child's lead. But strategically embedding a child's preference for a certain activity or a topic or a toy is a great way to get children to come to a learning center, to engage in a learning center. Nice way to stave off some of that escape-motivated challenging behavior, when the function is to get away from something or to avoid something.

So, here is a picture; this is a vintage picture from my classroom, and the little boy that's there on the left did not like coming to circle time. And I thought circle time was pretty fun, but he did not like coming to circle time. But he loved dinosaurs. So, we knew that about him; so, we started opening circle time with a dinosaur puppet. That's what I have there. You can see actually behind me there's a dinosaur book we're going to read.

So, we used his preference around dinosaurs to have him come in and join us at circle time and really kind of stay engaged. And here's another example. This is a little boy that, if you looked at him during free choice time, he didn't really ever go to the book corner. And when you wanted him to kind of go to the book corner, we got a lot of resistance. But it was really important to us, really important to his family that he looked at and enjoyed books. And so we knew that one thing he loved, a preference for making noisy things, right?

So, activating toys and things that had noise. So, we just put noisy books in the book corner, and he would go right there for them. So, that's a nice way to do child preference. And then I'm going to cover another one here, which is peer support. So, oftentimes, and for a boy -- I'm thinking about Tim and who you've been kind of thinking about a behavior support plan for -- he clearly needs a little bit more support with interacting with peers appropriately. And so one thing that we can do is think about how can we set up opportunities for children to come together, and then that way we have kind of the setup for us to teach them how to say please, wait for a turn, that kind of thing.

So, what I would suggest here is to think about toys and materials you have outside, toys and materials you have in your classroom, and think about what things do you have that actually lend themselves to children getting together. So, here a tire swing, two children can be on it. We've set it up so that now this teacher can work on some good peer interaction skills. The teeter-totter, always a classic peer support material there, because it is absolutely no fun to be on a teeter-totter by yourself. So, you actually want to find a friend to come join you. And now that these two girls are together, we can work on some good strategies together. And then because there actually aren't actually too many things in classrooms that just lend themselves to two kids playing together, we can create those opportunities with something called a "buddy table."

So, this is a center you would have in your classroom or a little table; you put highly motivating activities there, but the ticket to get to that center is you have to bring a friend. So, now you can imagine if you use child preference, something Tim really liked, put it at that center, and then said, "Tim, you need to ask a friend to come join," we might see some good peer interaction there to come over. Or another way is to have a friend go ask Tim to join, because we know Tim is wanting to play with friends.

Kristin: That's fantastic. I love that. I love those strategies. And really planned out and built into the day, right? So, let's think about Tim again. And let's -- I'm just thinking about him, you know, as we've been talking about these strategies for him. And so, let's look again at his behavior support plan. And we will continue to build this. And again, you had talked about how important those prevention strategies are, that we really want preventative strategies. I'm only going to go over a couple of these. This will be, of course, recorded, so anybody can see these. But what I'd like to talk about is just a couple that really, I think, are going to be really important for him. And I think that that would be going over the rules and expectations -- so really setting him up for success. "Here's what you can do in the block area." And then, those peer interaction, really highly structured that just look like a fun place to be.

So, you talked about a buddy table. I've also used Buddy Day in my classroom, which would really have the whole entire day where children would be paired up at the beginning of the day; they each wear a little same-color bracelet.

Gail: Oh, I love that.

Kristin: We make a really big deal, a big party about it. A "party" meaning lots and lots of positive encouragement, right, build it up. But those two things right off the bat, I think there's a lot more strategies that could come into play, but I'll just talk about those, today.

Gail: That is brilliant. I love Buddy Day. What a good idea.

Kristin: Buddy Day is really great.

Gail: Great prevention strategy. All right, let's go back to our behavior support plan. So, prevention strategies. And again, just the reminder there that the best behavior support plans we've seen work are the ones that have all -- you know, like most of the eggs in that prevention strategy basket. And I think another thing that we would like to say is that more is better.

So, you saw on Tim's plan that Kristin had really loaded it up with prevention strategies. More is better with prevention strategies. We have more choices, more things that can work. So, the next part of a behavior support plan is replacement skills. I'm going to go over the next two pretty quickly here; so, I apologize if I'm talking pretty fast, but I wanted to go over the next two. So, replacement skills are -- I like to think about this as what do you want me to do instead? Okay? So, clearly you know the behaviors you want to see less of; so, we don't want to see the hitting, the scratching, the kicking, the property destruction. But what do you want to see more of? What do you want the child to do instead?

Instead of scratching a friend to get their attention and ask them to play, maybe we want them to use their words to play or to ask for a turn, et cetera. So, teaching replacement skills is the next part of your prevention strategy here, or, sorry, your behavior support plan. And this is -- you're teaching the alternative to the challenging behavior: What do you want to see instead?

So, you're replacing that skill, and then I would say that the most important thing to remember here is that the new skill that you're teaching the child to use, whether it's using their words, using a gesture, asking for a turn, whatever it is, it needs to work for that child as quickly and as effectively as the challenging behavior did. So, if I have a child who scratches to get -- to obtain an object, right, who scratches and attacks to get something and I want to teach them the replacement skill of saying, "My turn," right? So, if they say, "My turn," then as soon as they say, "My turn;" they get access, okay? That means that -- I saw that on Tim's behavior support plan you had adult support.

Kristin: Yep.

Gail: That's going to be key here. So, when we're teaching a new replacement skill, the adult really needs to be positioned near that child to support them and also to make sure that their new skill works as effectively. Because, if it doesn't, then I'm just going to hit you. I'm so sorry, Kristin, but that's what will happen.

Kristin: Right, because that's going to work really quickly, right?

Gail: That's right.

Kristin: And that's my old way of doing it.

Gail: And it worked all the time, right. And if I'm sitting here saying, "My turn, my turn," and I don't get anything for that, you know, I'm going to...

Kristin: Yes.

Gail: All right. So, the other thing here is to consider what skills the child already has. So, we see Tim, and Tim has some verbal skills, right; so, it probably wouldn't be too much of a stretch to ask him -- to teach him to use his words to request a turn or say, "Can I play, can I have a turn?" But for some children who might have a significant language delay, we don't want the replacement skill to be, you know, use a multi-word sentence that starts with "please," you know? Instead, we might say, let's just have him gesture "my turn," right? "My turn" is much better than hitting and attacking.

So, just gesture, maybe just gesture "help," if that's what they need. So, we think about what skills the child already has, and that's what we're going to use to think about our replacement skill.

Kristin: Excellent.

Gail: Now, I want to just kind of hit this home one more time, which is about this idea that it needs to work as effectively and efficiently for the child, the new skill. So, here's the old behavior equation for a child. They are told that a peer gets a turn. So, let's say that you're at the computer, Kristin. You love being at the computer. And I say, "Kristin, it's Cole's turn." And then you start yelling, kicking, throwing. And what I used to do is say, "Oh, Kristin, you can be here for five more minutes, okay, and then it's Cole's turn," right?

So, I used to kind of give in to that, let that work for you. But now I want you to use a replacement skill. So, I come over to you at the computer, I say, "Kristin, it's Cole's turn." And you say, "Can I have one more turn?" And if I want that to work, instead of kicking, then I need to say, "Yes, you can have one more turn, and then it will be Cole's turn," all right? So, it needs to work just as quickly and just as fast. Here's another one. Let's say that we have a child that, when they're asked to join the circle, they scream; they resist; they don't want to be there. And when they do that, I usually say, "Okay, you don't have to come to circle. That's okay, you can play over there for now." But I want you, instead of kicking, screaming, and resisting, I want you to just say, "I'm all done," or, "I need a break," or, "I don't want to be here," okay? Because, that's better. That's not challenging. And it will still meet the function here.

So, I'm going to ask the child to join the circle, and they're going to say, "Oh, all done. Don't want to come." And that's better than kicking, screaming, resisting; so, I'm going to say, "Okay, you don't need to be here." Now, I know some people are going to say, "But at some point we want him to be at circle," and that's where we are going to combine this with something we call "tolerance for delay," which is using a safety signal. So, after maybe a couple of weeks, when you've learned that "all done" works, right, gets you out of it?

Kristin: Yeah, that gets me out of it immediately.

Gail: Then let's say you're at circle time; I start reading a story; you say, "All done," and I say, "Two more pages." And then you can have a -- then you can go.

Kristin: So, extending it just a little bit for them.

Gail: Right. So one more page, two more pages. All right, so some possible new skills to teach, and I'm going to encourage you to go back to former episodes of Teacher Time, because we've covered a lot of these. So, we might teach children problem-solving steps. We might teach children how to use the tiny turtle to control their anger and impulse. We might teach them how to use some friendship skills, how to ask a child to play. So, you know, I could tap my friend on the shoulder, right? Instead of scratching, I could tap him on the shoulder, I could say, "Let's play." I can say -- I can give him a toy that I want to share. And those, I think, are on our -- come from the Head Start Center for Inclusion, of course.

Kristin: Yep, absolutely. We'll go over where people can find those, too, because there's a lot of great peer friendship supports on there.

Gail: That's awesome. That's great.

Kristin: So, good. So, here we are back to Tim's support chart, right? And so, we've gone over preventions. Now, as you are talking about, we need to teach him new skills. So, he needs some new skills instead of these aggressive skills. And so here, again, we will go and show you the three that we have here. And I'm just going to talk about the first one, right now, which is asking to play. So, we really need to help Tim to ask a friend to play. And that might be a whole little lesson for him, and how do you even ask a friend to play, right? And then really just with the whole class talking about that and then supporting him with that. Asking a teacher for help. Here, I am going over a second one, too, but it's just so important if he can just ask a teacher for help right away: "I need help." Maybe, that's not where he's going to be in six months, but right now, that would be perfect.

Gail: That's great. Okay, so we've come to the last part of our behavior support plan, which are responses. And here what I want to emphasize is that there are two responses that we want to be cognizant of. So, the first response is what are we going to do when the challenging behavior continues, right? And remember, the big thing here is that can't work for them anymore, right? So, it can't work.

So, we want to think about what we're going to do when they use their challenging behavior. And then the other thing we want to think about is how are we going to respond and reinforce them for using their new skill, all right? So, this is a new challenge for them to use this new skill. It's hard for them, so we want to think about how we're going to reinforce that for them on a regular basis. So, again, responses to the challenging behavior. We want to think about ways that we're going to respond when they engage in the challenging behavior that make that ineffective; it no longer gets you what you want, okay? And then, we're going to also make sure that that new skill they're using is going to work effectively, efficiently, and get reinforced. All right; so, possible responses when the challenging behavior crops up again and you're doing your behavior support plan; you're preventing a lot; you're teaching them some new skills, but maybe, at the beginning they're still using that challenging behavior. A couple things you can do, you can redirect the child to use the new replacement skill.

So, maybe you say, "It's time for circle," and they kick, scream, resist, and you're not going to let that work anymore. You're going to say, "You can say 'all done,'" and then they say, "All done." "Great, you can be all done right now." Cue with the appropriate prevention strategy, such as looking at perhaps the picture schedule. State exactly what is expected, right? Time to come to circle. Sit your bottom on the carpet square," right? "Say 'all done' and you can have a break," right? That's exactly what's expected. Offer some alternatives. Acknowledge the positive behavior. And make sure that you're responding in a way that does not maintain that challenging behavior. And I know we're getting close to time, but I just have to say that when you start your behavior support plan and you start ignoring the challenging behavior or you start no longer letting that work, you're going to get what's called an extinction burst.

So it's going to get worse before it gets better. It's not going to feel great, but you should think about that as "Wow, I figured it out. I'm on the right track." So, getting worse before it gets better is actually a really good thing.

Kristin: So, stay strong.

Gail: Stay strong.

Kristin: Okay, okay. Don't maintain that behavior.

Gail: No. No.

Kristin: Oh, my goodness. Okay, so, new responses, right, for Tim. So, using a new skill. When he uses his new skill, right away we want to respond, right? So, that's where the adult support comes in our prevention strategies.

Gail: Huge, yep.

Kristin: And then when that challenging behavior happens, you just said it.

So, we're going to give him help. What is he going to do? We're going to cue him in to the new skill. "What you need to do, Tim, is you need to -- you know, you can say, 'I need a turn,' or, 'I want a turn,' or, 'One more minute.'" All of those things that you've put in place. And so, really it's, again, providing support for both children when there is an issue happening. And so I think that really -- I mean, the amount of strategies that you've provided teachers today is just incredible. And you've provided a lot that are just really good general strategies, and then we've focused some on Tim.

So, really the teachers who are watching today, you can really think about these, about the children in your classroom, the functions that are happening that you've figured out from your hypothesis, and, yeah, I mean, this is going to be, I think, fantastic.

Gail: Great. I hope that was helpful. I love Tim's plan. I think he's going to be very successful.

Kristin: I hope so. I hope so. So, Gail, we are going to see you in just a few minutes, later on today for our Resiliency and Wellness section. And before that we're going to take just a very short break, and Dawn Williams will be back with me, and we will do a section called Try It Out! and show you some more videos. We'll be back in just a moment.

[Music]

Dawn: All right, we are back for Try It Out! And, boy, there was a lot of great strategies offered there.

Kristin: Excellent, yeah. I'm excited to have the people try those.

Dawn: Definitely. So, we're just going to spend a little more time taking a look at a couple of videos and begin to build a little bit more on what we learned.

Kristin: That's right. So, we're going to look at two videos of a little boy named Brendan.

And so, the first video we're going to look at is before prevention strategies are put into place. The second video is after, right?

Dawn: That's right.

Kristin: So, we're going to see how he does, after all of these prevention and new skills have been put into place. So, we end on a really positive note for him.

Dawn: That's right. So, the first video is Brendan "before." And what this really represents is that these are multiple experiences and observations over time. This has been a problem that's been coming up a little bit. And the mom, the video is of Brendan and his mom, and his teachers have been working on it with him as well. So, this is just one representation of a problem that has been occurring, and it's time to intervene.

Kristin: That's right.

Dawn: So, the function of Brendan's behavior is to try to escape, and this is what you saw last month as well, and we're going to see it, again and then see the "after," after we talk about a little bit of prevention. So, sit back and think about what you're seeing, and let's take a look.

[Video begins]

Mother: You've got 10 seconds, and then, we're going inside. Ready? 10, 9, 8, 7, 6...

Brendan: No!

Mother: 5, 4, 3, 2, 1. All right, we have to go inside now. Come on, stand up. Stand up.

Brendan: [Crying]

Mother: Walk into the building.

Brendan: [Yelling]

[Video ends]

Dawn: So, one of our key strategies here was to help Brendan know what to expect when what was going to happen to library. And there's a few different ways that you could try to do that. So, you could role play what was going to happen at the library. You could maybe do a social story, which is a story that'll help set the expectations for what's going to happen. You could provide some choices about what he could do in the library. There's also a couple of modifications that you could try to do. We know that Brendan really likes dinosaurs; so, you'll notice in the follow-up video, we used child preferences as a modification and made sure we found a book about dinosaurs. And mom could also simplify the activity. And she's doing that as she walks in with him. She's reminding him, letting him know each step. So, she's also simplifying and giving some reminders.

Kristin: Right, and I think they use the strategy that you'll see in the next video about first we're going to do this, and then we're going to do this, right?

Dawn: Yes, yes.

Kristin: So that good strategy.

Dawn: All right. So, let's take a look at Brendan going back into the library after a couple of weeks of some preventative strategies being put in place. So, let's go take a look.

[Video begins]

Mom: Ah, it's the library. We're here. Okay, now get ready to go.

[Inaudible]

Brendan: Wow!

Mom: Wow! I see some games! [Whispering] Okay, you can play.

[Inaudible]

Brendan: I have to choose books!

Mom: Nice books! What great books. Let's find one. Let's find two books. And then we'll bring them to the counter. Let's find two books.

Brendan: That one.

Mom: Which one?

Brendan: That one.

[Video ends]

Kristin: All right, we're back now after watching that video, and I love ending on that note, because it's just such a positive outcome for Brendan and his mom, and again, this is what was happening in school as well, and so his teachers are seeing these. They put, again, a lot of prevention strategies for Brendan. You also saw visual pictures used with him. And so, a lot on that end really, really supported him. We're going into the library knowing what to expect. And again, this was not overnight. So, this was a few weeks of really working with him on this. And so just stay strong and keep those strategies built up in your toolbox and planning those out for the children in your classrooms. So, we're going to go right now into some resources. We're going to show you some resources of things that you can use. I also want to mention, in the follow-up document you're going to get the worksheet that Gail and I went over in the presentation, so you'll be able to use that worksheet, with the children in your classroom.

Dawn: That's right. Okay, so we've got a couple of resources from the Head Start Center for Inclusion and the Center for Social Emotional Foundations in Early Learning. So, this is from HSCI. These are some of the visuals that are on the ECLKC now as well, so you can actually just go there along with the other resources that are on the ECLKC for us and find these there.

Kristin: That's right. They're free; they're downloadable; there's lots and lots of visual pictures to use in the classroom. And again, they're all free. So, print them out and use them in a planned out way in your classrooms.

Dawn: Right. And then on the CSEFEL site, there's a section called Practical Strategies, and each one of these things is there, and we're just going to show you a few of them. So, the social story you mentioned as a strategy for Brendan, and there's some of them already set up and written for you on the CSEFEL website. They're stories where you basically write a story for the child to teach them expectations, so they know what to expect when they're working out the situation.

Kristin: That's right.

Dawn: Then there's also the Book Nook and the Book List. The Book Nook is a -- the Book List is a great list of social-emotional books that can support you where you can read them individually; you can recommend them to families; you can have them in your library; you can read them at circle.

And then the Book Nook takes some stories and pulls out the social-emotional strategies you can use in those and has them in about one-to-two page documents all ready for you to use in the classroom.

Kristin: Really great. Yeah, so there's also the turtle technique. You can do this activity in the classroom with children. There's also a lot of feeling faces. And again, we did do a Teacher Time webinar on emotional literacy, which is so, so important when you're supporting children with challenging behavior. And they have lots and lots of pictures that you can use in your classroom about how children are feeling.

Dawn: That's right.

Kristin: Okay, so we are going to take a short break -- a very short break -- with another poll. And so, if you're watching in a group today, we would love to know how many of you are watching together in a group. And so we will take a poll. You can click in your answers. And when we come back, the next section is Resiliency and Wellness, which is great, and Gail will be back with Dawn to do that. You'll hear some music during the poll.

[Music]

Dawn: All right, we are back for Resiliency and Wellness. Hi, Gail.

Gail: Hello, Dawn. How are you?

Dawn: I'm great. I'm going to be better after Resiliency and Wellness. I am every time.

Gail: I hope that you are. So, one of the things that we know from being teachers is that it can be stressful.

Dawn: It can.

Gail: And I remember when I was a Head Start teacher, I was also going to school, trying to get my degree, trying to teach at the same time, and it just was -- I had a lot of stress, and so I like to think of this section as kind of what I wish I would've known then, in terms of some strategies. And so, I wanted to just give one strategy that I've been using a lot lately and I think could be really helpful, when we just want to take a break for ourselves. So, this is the section where we think about how do we just kind of give ourselves some break, give ourselves some self-care, so that we can do a better job at teaching young children, working with young children, getting through our days happy and healthy?

So, this little strategy is what we call "notice five things," and so it's a pretty common mindfulness exercise. And the idea here is really just to center yourself, to connect with the environment, and to just think about just what I'm going to tell you to think about. So, this is the time to not think about what you're worried about, from what just happened that morning, or worried about what's going to happen tomorrow when they come do an observation in your classroom.

Instead, to just be in the moment here. And so, we call it "notice five things." So, you just pause for a moment and you look around. And you just notice five things you can see, okay? So, you might just say I see the camera, I see the lights; I see the table; I see the snow globe from one of our other Teacher Time episodes; I see the clicker. So, it's just noticing five things you can see. And then, it's noticing five things you can hear. And you really have to pause to do that, right?

Dawn: You do!

Gail: I can hear the traffic; I can hear my breathing; I can hear the click of a keyboard. So, just thinking about what I can hear. And then, the last thing is kind of five things that connect with my body. So, kind of five body points, if you will. So, I can notice my feet on the floor, my back against the chair, my watch on my wrist, my shirt on my skin, the air on my face. So, it's really just thinking about five things I can see, five things I can hear, and then five kind of body point connections. And doing that in just a moment and doing it at several times during the day, right? Just kind of, "Ah, let me just notice five things." So, this is not like I'm taking a break and I'm going to be in the staff room. This is like I'm going to be right here in the moment, and I'm going to just notice five things. And then, what's great about this strategy is that you could teach this to young children as well.

So, imagine at circle time just making a daily practice, perhaps, of noticing five things. Maybe, just kind of noticing five body points, if you will. So, I'm noticing -- asking kids to just notice five things on their body, like how my head is feeling or how my shoulders are feeling, how my back of my legs are feeling on the floor, how my feet are feeling. So, it's just this idea, again, of being in the moment of centering yourself, giving yourself that break, not thinking about what you're worried about, not thinking about what happened before, but just being in the moment. And that's the tip for today.

Dawn: I am calmer. I am calmer. I got to do all that. I hope you did it, because it worked on me. I'm calmer already. Okay, so thank you so much for that, Gail.

Gail: You're welcome.

Dawn: This is such a good segment that we do, and we hope that this is beneficial for you all as well. So, right before -- we are going to take a short break and be back with Kristin for the closing, but we've added a little thing at the end of our show. You know, we've got lots of footage across the country of Head Start classrooms. We've been going around trying to capture all the great work going around, going on in classrooms, so we have lots of effective practices. And not all of that always fits into our videos. And there's just lots of footage of kids just doing heartwarming things, and we wanted to share some of those things with you. So, we want you to hang on to the end for a clip that will make you smile and give you a little moment of "awww."

[Music]

Kristin: All right, so we are back with our closing. So, we're just going to wrap up today with just a couple announcements. So, we want you to join us next month for our Teacher Time on May 16th. This is going to be all about the strategies for a successful kindergarten transition, right? So, help me make a strong start. We know that a lot of planning has already gone into play, right, with kindergarten transitions, but there's still a lot that can happen in these last few months of school.

Dawn: Mm-hmm. And also we would love for you all to send us what you're doing out in the field. So, if there are things that -- you've got great preventative strategies around challenging behaviors or a visual that you like to use, we would love to see some of that, and we will have a little token of appreciation for you if you do that.

So, you can send us your ideas and photos to ncqtl at uw.edu.

Kristin: So, again, you can follow us on Twitter always, which is (hashtag)NCQTL and you can join us right now on the Twitter feed. You can join us after the show. Go ahead and take a look and see if there are some questions that pop up. That's always kind of fun.

Dawn: It is. Okay. And then also if you haven't had a chance to sign in, please go ahead and do so. And also the evaluation should be open now; so just a reminder, if you'd like that certificate, please make sure to complete the evaluation, and we will be able to get that to you in the next week or so. And also, the recording of this will be available late next week, and all the other previous recordings are archived at [teachertime.org](http://teachertime.org).

Kristin: That's right. So -- and I think I just want to mention that the evaluation will be open for an hour, is that right?

Dawn: Yes, that's right.

Kristin: Okay, so a whole hour you have to complete that evaluation. So, that's it for today, and we will see you next month. And as promised, stay tuned please to watch just a sweet, sweet moment of Head Start classrooms.

[Inaudible] [Music]

[Children singing]

[Music]