Teachers' Choice! Digging Deeper into Challenging Behavior: Part 1 (Webinar)

[Music]

Dawn Williams: Hi, everyone, and welcome to this month's Teacher Time. I'm Dawn Williams.

Kristin Ainslie: I'm Kristin Ainslie.

Dawn: And we are your hosts for Teacher Time. You'll see us every month. And we both work at the National Center for Quality Teaching and Learning as curriculum specialists here, and we've both been classroom teachers.

Kristin: That's right. So, today we'll be with you for about an hour through our presentation and our "Try It Out" section, Resiliency at the end. We're livestreaming, which we have been now for a while. We're really always excited about that. And if you're having issues, there's a troubleshooting link that you can click, and it's right below the screen.

Dawn: That's right. And also, we're going to be using our chat box today, so that's over on the right-hand side of your screen. We want you to chat in -- we're going to ask you a question in a little bit -- and let us know how that is -- how the experience is for you, and you can communicate with us there.

Kristin: So, as always, you can find us on Twitter at #NCQTL. You can tweet during the show and after the show. We also really want to know who's here today. We want you to sign in. Because, we keep track of who's viewed our webinar, and it's also a way for you to get follow-up announcements, announcements, join our Teacher Time community, get follow-up documents and emails. So, go ahead and opt in to that if you'd like to.

Dawn: And also, right next to that sign-in button, you'll see the evaluation button. We want to know how you thought the show went. So, what we'll do is open up that evaluation later in the show, and each person will need to complete that evaluation, and then you can enter your name and email address at the end, as you want it to appear on the certificate, because you can also receive a certificate of attendance.

Kristin: Excellent. So, our agenda for today: Gail Joseph will be here very shortly to do a presentation. After the presentation, we're going to do our Try It Out section, where we'll watch some videos and discuss those, children engaging in challenging behaviors.

Dawn: Mm-hmm. And then we will share some resources with you and end with Resiliency and Wellness.

Kristin: So, as I just mentioned, Gail Joseph will be here. She's going to present today on Teacher's Choice.

Dawn: Mm-hmm.

Kristin: Which was decided by you all. It's challenging behavior. We have broken this up into two parts; so this month, in March, it's going to be part one. Next month, part two, in April. Gail will be back with us again. So we're really excited about this, because, we're really going to dig deep into challenging behaviors. Today, we're going to really look at the function of them, why children might be engaging in challenging behaviors.

Dawn: Mm-hmm, that's right. So, today, as Kristin just mentioned, we're going to be looking at why a child might be engaging in challenging behavior and what the meaning behind it is. And in part two in April, we're going to focus more on all of those great preventative teaching strategies you can use to address those challenging behaviors. And as a matter of fact, in our Try It Out section, we're going to look at a video, today, to focus on the meaning behind that behavior, and we'll look at the same video, again, next month to think about the preventative strategies we could use in that classroom.

Kristin: That's great. So, we want you today to use this as a sort of a mini workshop this time for Teacher Time. We want you to get the most out of it, as you can today; so, go ahead and find a piece of scratch paper wherever you are, and you're going to really want to maybe jot down some thoughts or ideas or any sort of aha moments that come to you, today, as Gail talks about the topic.

Dawn: That's right. And we'll refer back to that scratch paper, as we're going through to help you jot down some notes. So, today, to make this a big workshop experience for you, we want you to think of a

particular challenging behavior that one child exhibits or the challenging behavior that might be dominating your classroom

and write it down on your scratch piece of paper; because, we want to make this as much your own. We'll show you some examples, as we go through, but I'm sure it won't be hard to focus on the behavior that's right at the top of your list there.

Kristin: Yeah, absolutely.

Dawn: So, we have a chat question for you to get us started. Why do you think children engage in challenging behavior? While you are answering this chat question, we're going to take a look in the chat, and then you'll hear some music, and then Gail will be back when we -- Gail will be with us when we come back.

[Music]

Dawn: All right, and we are back. Welcome, Gail.

Gail Joseph: Hi, thanks.

Dawn: Thanks for joining us today.

Gail: Oh, thanks. I said thanks before you even said anything. Thanks for having me. I'm so excited.

Dawn: You know I'm happy.

Gail: I know. I am, too.

Dawn: So, I'm looking at the chat here and seeing what people are saying.

Gail: Yes.

Dawn: So it looks like "they may be bored in the classroom environment."

Gail: Yep, mm-hmm.

Dawn: Or "attention."

Gail: Yep.

Dawn: "Not knowing how to express what they're feeling."

Gail: Wow, yep.

Dawn: Yes, it's really coming in. So, thanks, everybody, for sending these in right now.

Gail: Yes.

Dawn: So what do you think about some of these responses?

Gail: Well, I think we've got some really astute listeners out here, participants, because they're already kind of digging in deeper into challenging behavior to think about what we're going to call the function of challenging behavior. So, they're already kind of thinking about the reason or the meaning behind it, which is what we're going to talk about, today.

Dawn: Okay. That's right. All right, so Gail's going to get into her presentation.

Gail: All right. Excellent. So, today as we -- as you heard, at the beginning, Kristin say, it's a two-parter, so first we have to figure out a little bit more about challenging behavior.

We really have to become kind of challenging behavior detectives, if you will. And then in part two in April, we'll be giving you a lot of great practical strategies for addressing. So, I just wanted to make sure that you know that you should hang in there until April. We're going to start with what's really important, which is really figuring out what the function of the challenging behavior is.

So, before we start, I'm going to put up here a graphic, which is what I call the cycle of challenging behavior. And we talk about this cycle for a couple of reasons. So, one is that it really helps give us the shape or the topography of a challenging behavior. So, you can see it kind of escalates in the classroom, then there's going to be something that happens at the top part, and then there's going to be some de-escalation. So, that's what we call kind of the shape of the challenging behavior.

But, really, the most important reason to put this up here is that it's going to help us understand where our teachable moments are and where they are not in terms of both preventing and teaching children alternative responses around challenging behavior.

Dawn: Okay.

Gail: So, it doesn't look like anything right now; so, I'm going to tell a story to help it kind of come to life.

Dawn: All right.

Gail: I always tell a story about this little boy named Jesse, who I just like give all the credit to for my career in being interested in challenging behavior, because Jesse was certainly somebody that kind of gave me that -- the gift, I think, of being interested in children with challenging behavior. And he's doing very well now. But let's talk about what happened sometimes on a regular basis with Jesse.

So, right here at this first green arrow -- now, you can imagine as teachers this happening as well. happening, as well. So, our little guy that we're thinking about, Jesse, is in the block corner.

Dawn: Okay.

Gail: And he's really concentrating on building a block building. He was really kind of obsessed the Titanic, so he's actually building a Titanic ship, which he often would in the block corner. And when you look around as a teacher, kids are doing what you hope they would be doing, which is playing and learning. And everything's really calm, so we just carry on, right?

Dawn: Yeah.

Gail: And then we get to here, and there are more children that have come over to the block area, which means there are fewer blocks to go around.

Dawn: Right.

Gail: More kids are, you know, kind of getting a little close to Jesse, but, gosh, you know what? He's still really concentrating. He's still building, thinking about what he's doing. All the kids are playing and learning. Again, keeping calm; so we're just, you know, carrying on, no big deal.

Dawn: Okay.

Gail: And then we get to about here, this yellow arrow moment. So, this is where there are definitely a lot more children over in the block corner. Block corner's not super well organized. It wasn't when I first started teaching, anyways. Not really well organized. Lots of kids grabbing those blocks, getting in kind of each other's way, because I didn't limit the number of kids there or anything like that. And so, this is also precisely the moment that Jesse has what I call a preschool block corner epiphany, right?

Dawn: Okay.

Gail: So he decides that what he needs to finish his block structure, his Titanic, is this one Y-shaped block. Now, I've been in hundreds of preschool classrooms throughout the country, and I don't know why it is, but there's always only one of those in the block corner, right?

Dawn: Yeah. Right.

Gail: That's the one that Jesse wants. And as he like has this epiphany, he realizes that somebody else has that block that he's after.

Dawn: Uh-oh.

Gail: All right.

Dawn: Okay.

Gail: It's red for a reason, right?

Dawn: Right.

Gail: Because, this is where we hear the blood-curdling scream across the room, and now we go over to the block corner, and we quickly realize what has happened, which is that Jesse has attacked the child, pretty aggressive behavior, attacked the child with that Y-shaped block, takes it from him to finish his structure.

Now, this red arrow moment is important to think about, because it is unfortunately but precisely at this moment that a lot of us -- I've been there, believe me -- a lot of us as teachers and as parents choose to teach a child a social skills lesson. This is where we think we're going to support their social-emotional development, right?

Dawn: Right.

Gail: And we do that with a couple -- like, I just think of them as kind of quick lessons, right? So, we might say at this moment, "Jesse, use your...

Dawn: Words.

Gail: Words, right? Oh, yeah, so you can fill it in, because you've said it before, right? This is when we say that. I said that to a boy, Nathan, once, and then I had to say, "Not those words!" right, like it's not any words we want there, right?

Dawn: Right.

Gail: So, "use your words" might happen. It might be a time that we say, "Jesse, hitting is not okay," right? I'm sure we've said that.

Dawn: Right.

Gail: It might be when we say, "Jesse, you need to say you're sorry."

Dawn: Mm-hmm.

Gail: Or we might say, Jesse, you need to calm down, right? need to calm down, right? All really great social skills lessons for children to learn, right? The problem is that this is a really lousy time to teach Jesse these lessons, or any child with challenging behavior. This red arrow moment is not the time that we can teach effectively. And it's not an effective time for a few reasons that I'm sure you're thinking about, and our viewers are thinking about right now already, but I just want to make sure and repeat them, because they're important for us to consider. The first one is completely stating the obvious, I realize, but it is the fact that the behavior already happened. So, we didn't really do much to prevent it, right?

Dawn: Right, right.

Gail: So, the behavior already happened; we kind of missed our chance.

Dawn: Yeah.

Gail: And, really, who needs a reminder of "you messed up again," right?

Dawn: Right.

Gail: In front of the kids. And they get that all the time. So, the behavior already happened; so, we have to realize that, like, if we only intervene then, we've got a lot of challenging behaviors that are going to happen already. Another really important one to think about, and this is going to -- we'll come back to this later on, is that all the time and attention we spend trying to teach Jesse what to do instead, right? To use his words, to share the toys and materials, to say he's sorry, all that kind of stuff, that time and attention, even though, from our perspective it might not be the most pleasant experience --

Dawn: Right.

Gail: For Jesse, it's time and attention from one of the most important people in his life, and so -- that being his teacher. And so, for Jesse, even though he started that challenging behavior to kind of get the block, right; it might be maintained over time; it might stay and continue to crop up, because he realizes that it doesn't actually take me too much effort to get, you know, like all this time and attention from this very important person.

Dawn: Right.

Gail: So, it might reinforce, is what we call that; it might reinforce that behavior. But, the final reason for us to be worried about teaching, at this time, is that if we teach at this time, the child is upset and agitated, the challenging behavior has already occurred, but these behaviors also are kind of infrequent.

And so, what happens is then if we only rely on these times, we've never really effectively taught the child in a proactive way, what to do instead.

Gail: And if we can't teach them what to do instead, then this behavior's just going to continue, and we'll talk about that. It's there because it works.

Gail: Now, we all have different behavior hot buttons, and so, I want to just first ask our viewers to be thinking about on their scratch paper what are those behaviors that just really push your button, right? So, not what kids push your button, but what behaviors are there that children might exhibit that really kind of get to you, that get a rise out of you? And while our viewers are thinking about that, we're

going to watch a little video of some teachers we kind of caught in the moment and ask them that question, right? This is like our word on the street.

Dawn: Okay.

Gail: What are the -- what's your behavior hot button? And we're going to hear from these teachers as well.

Dawn: All right.

[Video begins]

Teacher: Sit. Put the dinosaur away. Shelby and Lauren, where would you like to play?

[Children: inaudible]

Teacher: Where?

[Children: Inaudible]

Teacher: We don't hit, we use our...? We use our -- what? Our words.

Children : [Inaudible]

Boy: [Screaming]

Teacher: Sit. Sit on your bottom. On your bottom, on your bottom, on your bottom. Do you want to pick a center? There's your name.

Boy: [Shouting]

Teacher: You can sit and I'll come to you.

Boy: [Shouting]

Teacher: Please sit down. No. Bye-bye, dinosaur. I'll put him in blocks while you -- Let go. Let go.

[Video ends]

Gail: All right, so, those might be some of the buttons that are out there...

Dawn: Right.

Gail: ...in our viewership, right now. Certainly, covered a lot of them. I know it covered a lot of the ones that were mine, when I was a teacher.

Dawn: Sure.

Gail: Yes, absolutely. So, I want to say, when we're talking about challenging behavior; so, we're talking about these kind of hot buttons, but the behaviors we're going to talk about this section and then, the next Teacher Time that we have in April is that we're really talking about challenging behavior, not the once-in-a-lifetime challenging behavior, not the child that has a bad day and throws a tantrum, and we're like, "Wow, where'd that come from?" But, we're really talking about behavior that is this repeated pattern of behavior that starts to concern us because it's interfering with their ability to learn, with their engagement in the classroom, interferes with their relationships with their teachers and with their peers.

Dawn: Okay.

Gail: And we're talking about behaviors that are not responsive to the good old strategies that I'm sure our teachers that are listening today already use, like gentle redirection and reminders, those kinds of things. These are really these kind of high-amplitude behaviors that we really want to take a little bit deeper look at, right? So, they might be prolonged tantrums; they might be aggression; it might be disruptive kind of vocal or motor behavior.

Sometimes, we talk about this word up here, "stereotypy." I'm not sure if everyone knows what that is, but maybe kind of a little like flicking of the fingers or something like that. And self-injurious behavior. These are the behaviors that are really significant. And if they're happening in a repeated pattern, these are the ones that we want to start addressing.

Dawn: Okay.

Gail: All right, so let me talk about a couple other things. Challenging behavior communicates. So, this is very important to know. So, challenging behavior's communicating a message, perhaps, when the child does not have language. So, one of our viewers actually wrote that in. Maybe, the child doesn't have the words to say that they're feeling angry or upset. So, when the child doesn't have language, certainly we

see challenging behavior occur, and that's absolutely true, that could be happening because of that. And it could be used by a child that does have a lot of language, but doesn't have the social skills, right?

Dawn: Right.

Gail: So these are kind of the reasons why challenging behavior is communicative.

Dawn: Okay.

Gail: So, it can be used instead of language and it can be used instead of having social skills, right? Another really important thing to consider is that children engage in challenging behavior because it's working for them.

Dawn: It does, yeah.

Gail: All right? So, if you continue to see it in your classrooms, you might say to me, "Well, I don't let him get away with it." But, if he keeps coming up, it is working for them in some way, right?

Dawn: Yeah, right.

Gail: It might not be working in the way that you think it is, but it's working for them. So, if behavior is continuing in the classrooms, challenging behavior, somehow, it's working for the child for them to get what they need. And that is the task that we have at hand today, is to really figure out how are they getting what they need? And usually challenging behavior is the result of a child that's really trying to either gain something, to get something, obtain something, or to get away from something, to escape something, or to protest something.

Dawn: Yeah.

Gail: So, if you just think about it in that kind of easy way, it's either to get something or to get away from something, right?

Dawn: Okay, okay.

Gail: To obtain or to escape is a good way to start thinking about challenging behavior. All right, now, it's important also to think about that communicative behavior has a form and a function. These might be new words for people; maybe, people know about these words. But form and function. So, the form of the behavior is the behavior itself, the challenging behavior or whatever behavior they're using to communicate. using to communicate. The function is the reason or the purpose.

Dawn: Okay.

Gail: Now, a lot of people come to me with issues around challenging behavior.

Dawn: Right.

Gail: And I always want to be a help. But when they come to me and all they tell me is the form, if they say, "Well, I have a kid that hits," or, "I have a kid that spits;" I can't help them.

Dawn: Right.

Gail: I need to know what the function is in order to help them; so let's talk a little bit more about form and function. So, the form of the behavior is just the behavior itself, right? So, the form of the communication. It could be that it's words, could be sentences, could be an eye gaze, could be pulling the adult to what it is that I need, that I need; it could be crying; it could be biting, tantruming, it could be all of those challenging behaviors that people wrote down on their scratch paper. That's the form of the communication, right?

Dawn: Okay.

Gail: So, that's the form. That's just the challenging behavior itself. And, now we want to think about the function of the communication. So, children could be engaging in these challenging behaviors to request something. It could be that they want to escape a demand, right? "I don't want to turn the TV off." "I don't want to go to clean up." "I don't want to go to circle time," right? Could be to escape an activity. "I don't want to go to art. I hate art!"

Dawn: Yeah.

Gail: It could be to escape a person. "I want a new teacher -- I don't like you!" right? So it could be all of these things. It could be to request things, too. It could be that I fall down and completely have a tantrum because I need you to help me, but I don't have the words to say it, or the social skills to say it to you. It could be that I run up to you and slap you across the face because I want you to play with me and I don't realize that that's not a great way to do it, right?

Dawn: That's not.

Gail: So, it could be that I want to interact with you. It could be just to make a comment, to request more information, more informaton, and it goes on and on and on.

So, our task is to figure out what the function is. Because, if I know what the function is, then I know how to prevent the challenging behavior, I know how to teach you some -- another way to say that, and I know how to reinforce it when you use your new way to communicate, okay?

Dawn: Okay.

Gail: So, the function is what we're after here. So, the way that we figure out the function is we have to do -- it's not math, but we have to do an equation.

Dawn: Okay.

Gail: We have to figure out a behavior equation, all right? So, the behavior equation has three parts to it. It has a trigger, and we can think about that as the antecedent or what happens before.

Dawn: Okay.

Gail: We can think about the behavior itself and what form of that behavior is.

Dawn: Mm-hmm.

Gail: And then what we're going to call the "maintaining consequence," meaning the behavior keeps working for the child because of something that happens after. So, there's three parts here: The trigger, the behavior, the maintaining consequence. So, I have an example up here of Joey.

Dawn: Okay.

Gail: So, here's the trigger. Joey's asked to come to circle. Probably, gets asked that every day. Teacher provides him a little physical prompt, right, like, "Come on, come on, Joey. It's time for circle," right?

A little prompt there. And Joey resists. He cries, and he hits his teacher.

Dawn: Oh, okay.

Gail: That's the form, right? That's the behavior form. Now, if someone just told me that Joey resists, cries, and hits his teacher, I still couldn't help them. So, I have to think about the whole equation here. The maintaining consequence is that the teacher then moves away from Joey, and says, "Oh, okay, Joey can pick another activity." Doesn't have to come to circle, right? So, if we think about what's going

on there, what do we think the function is? What message are they trying to communicate? And I'm pretty sure that Joey wants to avoid or escape circle time. Okay, this is that like, "I want to get away from this activity."

Dawn: Right.

Gail: All right? So, I had to think of the whole equation, though, to get there. I had to look at the pattern of the behavior...

Dawn: At the whole picture.

Gail: ...and consider what happens right before, what the behavior is, and what happens after. All right. I'm going to give our viewers a chance at this. I'm sure they're very good at it already. I'm going to read you a little description here, and I want you to think about what the trigger is, what the behavior is -- the form of the behavior -- what's the maintaining consequence? Okay?

Dawn: Okay.

Gail: So, Evan is playing with Duplos. He tries to attach a block to a stack of three. He can't quite get the blocks to connect. He looks up at the adult and begins fussing. He holds the stack of blocks up. He looks at the blocks and looks at the adult, and the adult helps him put the blocks together.

Dawn: Okay.

Gail: Now, I'm guessing that fussing is probably not one of the behaviors that people were really worried about, but we're just using it as an example here.

Dawn: Yeah, sure. Yeah.

Gail: Okay. So, if I looked at this -- okay, everyone out there in viewer-land, get ready. What do you think the trigger is? I would say the trigger is that he can't get the blocks to connect, okay?

Dawn: Right, yeah.

Gail: So, maybe people thought of that, too. He can't get the blocks to connect. That's kind of setting him up here. That's the trigger. All right, what's the behavior? The form? Fussing, all right? So, that's what I would put as the form. And then, what happens right after, the maintaining consequence? The adult helps him.

Dawn: The adult helps, yeah.

Gail: All right, if we put this all together in our behavior equation, what answer will we get? Let's see. Trigger is playing, can't get them to connect. The behavior is that he starts fussing, holding the blocks up. The maintaining consequence is the adult helps put the blocks together. I'm thinking the function here is that he wants to help.

Dawn: Yeah.

Gail: Don't you?

Dawn: I do. I do.

Gail: Okay.

Dawn: It looks like he wants help to get these up.

Gail: But you see, we need the equation to help us figure that out.

Dawn: Right.

Gail: All right, gets a little tougher when we start looking at behavior, instead of reading about the behavior, all right? So, I'm going to challenge our viewers out there. We're going to show a quick little video vignette of a child who is engaging in a challenging behavior, and I want them to, on their scratch paper that they have ready. I want them to think about: What is the trigger, the behavior, and the maintaining consequence?

Dawn: Okay.

Gail: All right, here we go.

[Video begins]

Boy 1: [Inaudible] [Yelling]

Boy 1: [Blowing raspberries]

Boy 2: Aw! Ow! Ow!

Boy 2: Stop doing that!

Boy 1: [Blows raspberry]

Boy 2: He torn my shoulder!

Gail: All right, so it does get hard to try and figure out when you're watching it, but we want -- so, we have to take some practice. So, I know that you and Kristin are going to practice a little bit, after this one, right?

Dawn: Yeah. Yeah.

Gail: So, if I was watching that, and here you have kind of the whole support plan up here, but I want you to just pay attention to the top row. The top row is our behavior equation.

Dawn: Okay.

Gail: So what I would say the trigger was is that there was some group play; there were centers, and maybe outside play. Actually, this is going to be a little bit different here. And he -- sorry, I'm going to put it back to Tim; I went ahead one. So, here we are, here's the trigger. He's playing alone in the block play. This makes a lot more sense. When you show the right slide, it makes a lot more sense, okay. So, here's the trigger. The trigger is that he's playing alone in the block corner, okay? He goes over to a group of children that are playing, okay? That's our trigger. That's what's happening right before.

Dawn: Yeah.

Gail: And then the behavior, let's see if you got all of this, people out there in viewer land. So, he sticks out his tongue; he makes that good old raspberry sound; he hits the boy.

Dawn: Yeah.

Gail: And then, he scratches his shoulder.

Dawn: Yeah.

Gail: Okay? What happens right after? The boy gives him some attention, right?

Dawn: Yeah.

Gail: The boy yells at him, friend brings him a lizard, and the boy yells to the teacher. So, if I looked at that whole equation -- I have to look at the whole equation to get my answer, the function, here -- I would say that the function here for our friend, Tim is that he really wants to play.

Dawn: Yeah.

Gail: He was playing by himself; he sees a group of kids. It's his way of saying, "Come on, can you play with me?"

Dawn: Right.

Gail: Doesn't have the social skills, right, to join the play.

Dawn: Right, right.

Gail: So his function, what is he trying to get at? He's not just trying to drive his teacher crazy.

Dawn: No.

Gail: He is trying to initiate social interactions. He's trying to join the play.

Dawn: Yes, yeah.

Gail: All right. Now, here's the slide that I was talking about before. So, what we would do is we would watch Tim several times, okay, because we want to understand what behavior patterns crop up across the day.

Dawn: Okay.

Gail: How often this behavior occurs. We want to actually also talk with his parents about what happens at home in terms of this behavior pattern.

Dawn: Okay.

Gail: And we're all going to work as a team, right? If the challenging behavior persists at school, it means it's working at school. So, we're going to watch -- we're going to put that all together in kind of a culminating equation at the top there. The trigger is that during group play at centers and outside playtime; these are the times that can kind of be triggers for Tim; the behaviors are that he engages in verbal aggression, like, "I'm going to get you!" He threatens; he does physical aggression such as that: Hitting, pushing, those kinds of things.

Dawn: Okay.

Gail: And he also, at the end, the maintaining consequence is that peers give up toys, peers leave the area, or adults intervene. So, actually over time, what we find is that Tim is really working to obtain a toy or to obtain some play, right? He wants to either initiate social interaction with somebody or he wants the toy that they're playing with. Probably also to play with him, right, the toy?

Dawn: Right.

Gail: So what we're going to do when we come back together in April together in April is we're going to fill out the bottom. The bottom is how we're going to help Tim, okay? So, the bottom is that if we know what the triggers are; we're now going to think about prevention strategies.

So, for Tim, the prevention strategies we're going to think about are teaching him some skills by role-playing and doing some scripted stories. We'll share those all in April. We're going to use some visual cue cards to help remember him -- to remember the lessons when he's in difficult situations, like "remember to use your words." A reminder, right?

Dawn: Right.

Gail: Instead of waiting until he does it and then saying, "Use your words!" we're going to give him a reminder before, right? Like, "Oh I see you want to play Here's some words to help you play."

Dawn: Right.

Gail: Self-monitoring. He's going to do some self-monitoring as well, and we're going to talk about that in April. And then -- here's the other thing -- we're going t to teach him new ways to serve that function. We're going to teach him new ways to obtain toys. We're going to teach him new ways to ask people to play with him. So he doesn't have to hit and scratch anymore. We're going to teach him ways to ask children to play. We're going to also remind him that everyone can't play with the same toys. And we're going to also teach him how to ask the teacher for help. Instead of waiting until the teacher comes over because he's hurt someone, we want him to go up to the teacher and say, "I want to play with them," or, "I want to use that toy that he has."

Dawn: Right.

Gail: Okay? So, we're going to teach those new skills to make the challenging behavior decrease and these new social skills to increase.

Dawn: Okay.

Gail: And then we're also going to talk in April about new responses. So, we're going to think about ways that we can react to the challenging behavior that makes sure it goes away, that no longer reinforce it.

And we're going to talk also about ways we're going to reinforce these new skills that he's trying. So -- but before we can get to that, we really need to practice figuring out what the function of challenging behavior is, okay?

Dawn: That's right.

Gail: This is just the teaser for the next time we're together.

Dawn: Okay. And that's what we'll do next.

Gail: All right.

Dawn: Thanks, Gail. So, we are going to take a short break, and when we come back, Kristin will join us for our Try It Out segment.

[Music]

Dawn: All right, that was a short break, and we are back for Try It Out. We're going to pick up right where Gail left off with the behavior equation. Hi, Kristin!

Kristin: Hi, I'm so excited about all of that information that Gail was talking about. This is just so helpful, even as just -- you know, having been out of the classroom for a couple years, I just -- I want to get back in there, because I want to help these kiddos. So, that's great.

Dawn: Right. And just try them out, right?

Kristin: Yeah, absolutely.

Dawn: Okay, so since our show today is more like a workshop, we wanted to give you some more practice with what Gail shared about the trigger, behavior, form and function, and maintaining consequences when addressing children's behavior.

So, we're going to look at two videos and review a worksheet that we developed from Gail's presentation that you will receive in follow-up.

Kristin: So just when we're dealing with these challenging behaviors and we're really trying to help these kiddos, the most natural thing to do is to want to jump right to that strategy.

Dawn: Right.

Kristin: I need that strategy, right? "I'll try anything; just tell me what to do!"

Dawn: Mm-hmm.

Kristin: But we just can't yet. That's not going to be effective, right, until we know why the child is behaving the way they're behaving. Because, we really want to match that strategy correctly with what will really, really help that child. So, this is why today we're just going to slow down, we're going to help you to notice why children might be behaving that, so we can then make a better decision about what to do with the strategy.

Dawn: That's right. Okay, so the video -- this first video you're going to see, it's pretty typical challenging behaviors. There's a lot going on. And this is the video I mentioned earlier that we're going to watch today, and we're also going to watch it next month. So, you'll see lots of different behaviors going on in here. We're not going to focus on all of them today. Next month, we're going to look at this video and think about the preventative strategies we could use in this classroom. But today we're going to focus on one child, so we can break down this behavior equation. So, we're going to focus on the child with the white shirt, and on your scratch piece of paper, I want you to jot down what the trigger might be for this child's behavior.

And then also think about the maintaining consequence that that child may -- or that the teacher is employing as we watch this video. So, let's watch.

Kristin: Okay.

[Video begins]

Teacher: Sit. Put the dinosaur away. Shelby and Lauren, where would you like to play?

[Children's inaudible conversations]

Teacher: Where?

[Inaudible conversations]

Teacher: We don't hit, we use our...? We use our what? Our words.

Teacher: [Inaudible]

Child in the white shirt: [Screaming]

Teacher: Sit. Sit on your bottom. On your bottom, on your bottom, on your bottom. Do you want to pick a center? There's your name.

Child in the white shirt: [Shouting]

Teacher: You can sit and I'll come to you.

Child in the white shirt: [Shouting]

Teacher: Please sit down. No. Bye-bye, dinosaur. I'll put him in blocks while you -- Let go. Let go.

Kristin: All right, so after watching that video, right, we just -- it's so typical of things that happen in a classroom. Lots of things happening for that teacher and she's really managing a lot there.

Dawn: Right.

Kristin: And again, we just want to jump to strategies.

Dawn: Mm-hmm.

Kristin: But we just can't yet. We have to wait, we have to figure out why the little boy in the white, why he's getting up, right? What was the trigger, what was the form of the behavior, and the maintaining consequence? So, Dawn is going to go through a worksheet with you.

Dawn: That's right. So, this is similar to the worksheet that you're going to receive in follow-up that we hope that you all will think about someone's, a child's behavior, in your classroom. And you could use this as well to help break that down. So here, we thought the trigger was it's snack time, the teacher says sit down. And that is the trigger that seems to move this child to the behavior that -- this behavior that we don't want to see. So, the boy leaves the table. That's the form of this behavior. And he goes to the free choice area. And so the question is really what -- why does he do that when we look at the function? So when you look at your form that you receive in the follow-up, we broke the behavior down into two sections.

There's the form of it, and then there's the function of it. But first, before we get to the function, the maintaining consequence the teacher does is that she brings him back into the table, talks to him, tells him to sit down, and asks him where he wants to play for the free choice area.

Kristin: Right, right.

Dawn: And so why is he doing this? Why might he be leaving the table like that?

Kristin: Right.

Dawn: He doesn't want to be there.

Kristin: He doesn't want to be there.

Dawn: And perhaps he doesn't know the expectation for what he should be doing.

Kristin: Right, exactly. What should be happening at this time? Maybe, it's not quite clear for him.

Dawn: Right.

Kristin: Maybe he's not engaged. Maybe there's something -- you know, not something right at the table right there that is capturing his attention, right?

Dawn: Yeah.

Kristin: So, it could be a lot of reasons.

This is our possible -- you know, this is our best guess, really, at this point. But again, as Gail said, we would want to watch this little boy, throughout the day. But these are some things that you can sort of think about, too, is my best guess as to why this is happening.

Dawn: Right. And certainly this becomes more powerful for you when you do multiple observations of the same child over time.

Kristin: Absolutely.

Dawn: Becomes an even more meaningful exercise for you.

Kristin: That's right. So, the next clip that we are going to watch is a clip of a little boy, Brendan, and his mother. And this, we're going to watch Brendan as he's about to transition into the library. They're going to the library. And, this is something that, you know, is a very common activity.

Dawn: Sure is.

Kristin: Parents and children going to the library. But you'll see, this day is really not working for them. His mother is trying some things. It's just not working for Brendan.

Dawn: Mm-hmm, mm-hmm.

Kristin: So, let's watch that clip, and you can use your worksheet, as well, or your scratch paper.

[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: All right, so with that video -- boy, that's typical.

Kristin: Yeah.

Dawn: It feels very familiar to have that situation with a child.

Kristin: Yeah.

Dawn: So let's think about what this trigger is. They're going to the library.

Kristin: Yep.

Dawn: And the mother says, "Let's go inside." And then she counts down.

Kristin: Yep.

Dawn: That seems to be the trigger that sets him off.

Kristin: Yep.

Dawn: And so what is the form of the behavior we see? He drops to the floor, he's doing lots of different things.

Kristin: Yeah.

Dawn: He resists moving; he screams, he kicks; he tries to run.

Kristin: Right.

Dawn: He resists and then just becomes a wet noodle where the child just kind of hangs out.

Kristin: Goes boneless.

Dawn: And goes boneless. It's amazing, but somehow they don't have bones.

Kristin: Yeah.

Dawn: And then the maintaining consequence here is that the mother pulls him through the doors and picks him up as he resists. So, why might, you know, Brendan be doing this? Perhaps, he doesn't know the expectation or doesn't have a way to communicate that he doesn't want to do that. Like, he's avoiding, as Gail mentioned in her presentation, avoiding going to the library.

Kristin: Absolutely.

Dawn: Yeah.

Kristin: And so often it's that he just doesn't know how to get his needs met. He might need help, he might not know -- again, we would want to watch Brendan a few more times to see if this is something that is happening multiple times for him to really, really figure out what exactly is happening.

Dawn: Right.

Kristin: But we have a pretty good guess.

Dawn: We do. [chuckles]

Kristin: So, in the follow-up that we'll send you, you will have a worksheet that looks just like that one. We would love you to use it in your classroom. Watching children in your classroom, maybe choose just one child to maybe watch a few times during the day. And we are going to challenge you to fill it out and to send it to us as a little homework.

Dawn: Yes. Right.

Kristin: So, it's not mandatory, of course, but you really will get out of it what you put into it. So, if you are able to fill it out, if you're able to email it to us, we would love to see it. We'll send you a gold star in the mail.

Dawn: That's right.

Kristin: And again, there's no right or wrong answer here. It's just practice.

Dawn: Yeah.

Kristin: And at this point, this is the most important part of figuring out challenging behaviors.

Dawn: Mm-hmm.

Kristin: All right, so we are going to now transition into resources and really give you some good resources before next month's Teacher Time.

Dawn: That's right. So as always, we have some resources to share with you, and from, the Center for Social and Emotional Foundations for Early Learning, some of the videos we looked at today, like the videos of Brendan and that classroom we took a look at are in the module for -- the Preschool Training module on the CSEFEL website. And so there's also other follow-up videos where you can see what Brendan was doing before positive behavior supports and what he was doing afterwards. So, you could go there and look for yourself about how -- the videos that show his progress once supports were put into place. There's also another -- another resource we'll tell you about is the Facts for Challenging Behaviors sheet, and it really is just a nice overview about some facts about challenging behaviors.

Kristin: Right, right. It really talks about such -- you know, the importance of why we want to address these behaviors. Gail talked about that in her presentation, but what would happen for these children if we don't help them with this. It's really our job to support them, so that later in their school years, they can, you know, settle in; they can learn; they can really make friends. So, really the importance of addressing those.

Dawn: Yeah, and it highlights -- it's surprising, the impact that challenging behaviors may have.

Kristin: Oh, absolutely.

Dawn: And so it's a nice little resource that sums all that up for you. And, then also we want to tell you about the inventory of practices. This is also from CSEFEL, and it really is a nice way to look at your whole foundation, and it's inventory practices that you can look to see and kind of do an assessment to see how well you're employing some of these practices.

And you can do it along with an ed manager, or if you want to do it in your teaching team, it's a good way to look at some practices that focus on social-emotional skills and do a little bit of an assessment in your classroom.

Kristin: Right, making sure those really good foundational pieces are in place.

Dawn: That's right All right, and next we want to point you to our 15-minute in-service suites. This is an actual screen shot of the ECLKC on our page where you can see those suites, and there is -- gosh, we're putting more up all the time.

Kristin: Yeah, yeah.

Dawn: So just patiently wait if there's one that you're looking for. It will be up soon. And if not,it's a part of that box set that your ECE specialist got for you. But the four that we would refer for you -- refer you to for today are on the ECLKC. So, if is Creating Classroom Rules, Problem Solving in the Moment, Stating Behaviorial Expectations, and Redirecting Behavior.

Kristin: Yeah, those will all give you really, really great teacher tips, things you can do immediately They're short, nice, short suites that you can use, that you can pull out pieces of it as you're teaching and to really support this part of your teaching.

Dawn: That's right. And if you really are short on time, you can download the teacher tips and watch the 5-minute overview video and really get yourself a 15-minute in-service and try out some new skills.

Kristin: That's right.

Dawn: Okay, so we are going to take a short break with another poll. If you're watching in a group, we want to know how many people are watching with you, because you know, there's Teacher Timewatch parties, and we love that.

Kristin: That's right, that's right.

Dawn: So when we come back, Gail and Kristin will be here to do Resiliency & Wellness. And during the poll, you will hear some music.

[Music]

Kristin: Hi, everybody. We are back now with our Teacher Time Resiliency & Wellness section brought to us again by Gail Joseph. We're so happy you're here for this. We really need this today, Gail.

Gail: Well, no kidding, because challenging behaviors and thinking about those hot buttons being pushed, I mean, there is no more of a time that you need as a teacher to be thinking about your own resiliency, your wellness, to be thinking about managing stress.

Kristin: Oh, absolutely.

Gail: These behaviors can create a lot of stress in us. We know that. I know that as a Head Start teacher. You know that as a teacher.

Kristin: Yes. Yes. Yes.

Gail: I mean, we know that challenging behaviors can create some stress, and so we really need to be thinking about approaching this with our resilient thinking, with our resilient thoughts.

Kristin: Yep.

Gail: And so I thought it would be good for today's segment to actually go back to something that we've talked about before, which is this idea of kind of green-light thinking and red-light thinking.

Kristin: Okay.

Gail: And so just a reminder that thoughts, feelings, behaviors are all connected. And so, when we have these feelings that get elicited in us or evoked, really, in us when a hot button gets pushed, right? So, a child engages in a behavior that happens to be pushing one of our buttons, we just have this like feeling that happens, right? And you can't really stop that feeling from happening. But that feeling that we have will affect the way that we think about the situation. That's where we can have some intervention.

Kristin: Okay, okay.

Gail: Because we can think about, is this a red-light thought or a green-light thought? And depending on if we're thinking in a red way -- negative and unhelpful -- or a green light, which is kind of more calming and coping, it's going to really affect the way that we engage in behavior and act to support or not support that child with challenging behavior. But I want everyone on their scratch piece of paper to write down one feeling word that you experience when that behavior hot button is pushed. What's the one feeling? And so it's hard. Some people want to write a sentence, but I want you to just write the feeling. While you're doing that, we're going to show some of the teachers that gave us their hot buttons to tell us what their feelings are in those situations.

[Video begins]

Teacher 1: It just feels like everything's sort of caving in, in the moment and it just feels really disruptive, even if it's not as disruptive as it feels.

Teacher 2: Anxious.

Teacher 3: Worried.

Teacher 4: Disrespected.

Teacher 5: When I am dealing with screaming, I feel very irritated.

Teacher 6: When that's happening, I feel really frustrated. I feel overwhelmed, like I don't know what to do in that situation because it's happening over and over again.

Teacher 7: But honestly, I totally feel disrespected.

Teacher 8: It makes me feel like I'm not in control of the classroom.

Teacher 9: I feel stressed and ineffective.

Teacher 10: I feel frustrated, like something already went wrong in the classroom.

Gail: All right, so those feelings can be pretty strong, right?

Kristin: Absolutely.

Gail: And so when those feelings are kind of left to fester, if you will, these kind of negative, unhelpful think-- feelings, it can really affect the way we're thinking about a situation, right? So, those feelings are okay to have. In fact, they're really good. They're warning signs to us. They're warning signs that, "Uh-oh, this child's challenging behavior might be getting us into -- "you know, might not be good for them in the long run, right? So, it's good to have those feelings. But they're also a warning sign for us to say, "Wait a minute. I better check in with how I'm thinking about this." Because, again, these challenging behaviors will elicit some strong feelings. These uncomfortable feelings might lead to some negative thinking, might get us into some red-light thinking that's not very helpful. So, we really want to check in and think about a calming coping thought.

Kristin: Okay.

Gail: We're going to hear about some teachers' calming, coping thoughts that they engage in when they're faced with these challenging behaviors.

Kristin: Oh, I love it. Good.

Gail: And then I'll come back with a few other examples. So, while you're listening to teachers talk about their calming coping thoughts, jot down on your piece of paper how your -- your kind of calming coping thought as well.

Kristin: Okay.

[Video begins]

Teacher 1: I will take a few deep breaths. I will go back to really what our plan is and think about those steps and think about doing each of those steps slowly and deliberately. And taking those breaths with each of those steps, so that I'm being consistent, I'm not letting that anxiety dictate how I'm acting towards the student while trying to help them.

Teacher 2: I tell myself that there is a skill that's missing and there's something that I need to teach and that I'm a teacher and I can figure it out, just maybe not right at that moment.

Teacher 3: To help get through it, I take a deep breath and start of ways that I can get back into a comfortable situation.

Teacher 4: Just take a moment and get centered before intervening.

Teacher 5: When that challenging behavior happens, I take a deep breath and remind myself that even kids have really rough days, and we can get through it by talking it out.

Teacher 6: I try to think, how can I make this into a teaching opportunity?

Teacher 7: When I'm in the situation, I try to just kind of take a deep breath. First thing, just take a deep breath. And then I just try to just quickly reflect on what the plan is that I'm trying to follow through with at the moment.

[Video ends]

Gail: All right. That's some resilient thinking, isn't it?

Kristin: I love that. I love that.

Gail: Right? Hard to do, but --

Kristin: Oh, absolutely. And just seeing that all together like that, just so many calming strategies right after another.

Gail: I know. Helps you. So, again, the hot buttons are going to happen.

Kristin: Yeah.

Gail: You're going to get your hot buttons pushed, and the feelings are going to happen right after that. Those feelings of feeling stressed, feeling anxious, feeling angry, feeling irritated, feeling sad, disappointed, overwhelmed. All of those feelings are going to happen. Let those feelings be a warning sign to you to check in with how you're thinking about the situation. Let it be a check-in moment to say, "Okay, do I have some red thoughts or green thoughts here?" And move them to green thoughts.Now, let me give you a few other examples.

Kristin: Okay.

Gail: Here are some things that I'm sure nobody said this, but these are some things that might be said, right? So, "Hey, that child's a monster. It's getting ridiculous. He'll never change." These might be some thoughts that come to us, if we let these strong negative feelings fester. "I'm sick of putting out fires." "I wonder if Walmart is hiring," right?

Kristin: Absolutely!

Gail: If you're checking the want ads, you maybe have some red-light thinking going on. So, how could we replace these with some calming coping thoughts? You know, maybe we could be thinking, "Hey, this child's testing to see where my limits are, and my job is to stay calm, help him learn better ways to behave." Or perhaps, "I can handle this. I'm in control. They've just learned some powerful ways to get control, and I'm going to teach them more appropriate ways to behave "I feel undervalued right now. Hey, you know, and I need to seek some support from my peers and supervisor, right.

Kristin: That's a big one, yeah.

Gail: Just kind of -- that's a very calming coping thought, really. I'm going to put up another one, which is a big one. "He ruins everything." And, "This is going to be the worst year of my career," right?

Kristin: Yes. Yeah.

Gail: Like, "Wish I had early retirement, you know, even though I'm like just five years into this job" or whatever. So, definitely a red-light thought here, right?

Kristin: Absolutely.

Gail: "He ruins everything." The way I might behave if I'm thinking that way is most likely not going to be super supportive.

Kristin: No.

Gail: Right? And so what I want to do is probably the child's behavior that pushed this hot button is one that's a big hot button for me. I'd probably start to feel pretty angry and upset about how this child's behavior is going to affect not only me but the whole classroom, right?

Kristin: Yes, yes.

Gail: And so this is the thought I'm having. I want to check in with this, though, and I want to replace it with a calming coping thought. Now, this is kind of the golden calming coping thought if we can get here. We've done a really -- a good job here. "Hey, having him in my class is going to be a wonderful professional development experience," right?

Kristin: Yes!

Gail: So, to get to that moment takes a lot of just centering, as we heard some teachers thinking, about that.

Kristin: Yes, absolutely.

Gail: And just thinking, "You know what, maybe children with challenging behavior are here to challenge us to grow as teachers."

Kristin: Absolutely.

Gail: To grow as people.

Kristin: Yes.

Gail: Because if we can embrace it as a challenge for us to think about, "Hey, you know what, this is going to be tough, but I now know how to think about the behavior equation, I know how to figure out the function, I'm going to figure out how to get a good support plan in. This child is going to go from this to being like my superstar by the end of the year," right? It's my personal challenge.

Kristin: That's so positive, too. I love that.

Gail: So thinking about that. Thinking about them as being just kind of the angels sent to us to kind of help us grow as professionals is really a different way to think about that. It's like a really nice green-light thinking.

Kristin: I love it.

Gail: And I think we saw that in some of the teacher's thoughts before.

Kristin: Mmm, absolutely.

Gail: So as we leave and on your scratch piece of paper, I want you to -- or as I leave -- I want you to just think about what could be your calming coping thought? What could be your mantra for you out there? What could be -- what comes to you in these moments? And write something down. Take a moment to write it down, because if you write it down now, it's more likely it's going to come to you in these really stressful moments. And this can be spiritual, it can be funny; it can be, you know, very profound; it can be simple. Whatever it is that can just come to you in those moments, I want you to write it down. I also encourage you to post it somewhere where you can see it so that these green-light thoughts come to you more frequently when you're faced with these challenging behaviors. And I'm really looking forward to coming back next time to talking about the plans

Kristin: Oh, absolutely, Gail. Part two is coming up in April. I hope all of you come back with us, because this is just the beginning. And this is, again, what I feel like is such, such important work... that teachers can now do. And then next month, coming back and giving us those strategies that can match that function.

Gail: That's right.

Kristin: It's great. Thank you. Thank you so much, Gail.

Gail: Thank you.

Kristin: So, we are -- in a moment, Dawn will be joining usback again. We will let you know about next month, what's going to come up for us with Gail. And I just want to remind you also that at any time, you can tweet #NCQTL during the show and after the show.

[Music]

Dawn: For our next Teacher Time show, we're going into part two, where we'll think more about preventative strategies, as Gail gave you a little bit of a teaser at the end of her presentation.

Kristin: Yes, exactly. And we, of course, want to highlight your great work, so we did put a little plug in for sending us your worksheets if you are so daring to do so.

Dawn: Yeah.

Kristin: We really hope you will. You can also please always send us photos or any kind of activity write-up that's happening in your classroom.

We would love to make this as interactive for you as possible. And we will highlight those and post those, so please send us photos: ncqtl@uw.edu.

Dawn: All right. And we also want to give you a reminder to sign in. And there, that's where you can opt in to receive follow-up announcements from us. And that's where you'll get our worksheet and any other periodic announcements we send out about Teacher Time.

Kristin: That's right.

Dawn: And the evaluation should be open now, so you can go ahead and click on that. If you are watching in a group, you each will have to click on the evaluation and fill it out. And if you would like that certificate, you'll need to put in your separate email and your name as you want it to appear on your certificate. And you can expect to see those later next week. Also, the recordings, we've been able to get those up pretty fast, so that should be available to you next week at the same site you used to access to get here. It's ncqtl.uw.edu/teachertime.

Kristin: All right, everyone, we'll see you back in April.

Dawn: Bye.

Kristin: Bye.

[Music]