



FOLLOW-UP TO TEACHERS' CHOICE! DIGGING DEEPER INTO CHALLENGING BEHAVIORS, PART TWO

Teacher Time Webinar, April 25, 2014

Thank you for participating in the April Teacher Time webinar. Please let us know how you used the webinar ideas in your classroom activities, songs, or with children. Email us at ncqtl@uw.edu and we will send you a token of our appreciation. If you did not get to see the most recent webinar, look for a recording of it at www.teachertime.org.

PRESENTATION SUMMARY

Behavior support plans contain (also review **Try It Out** below):

- A hypothesis of why the behavior is happening (trigger, behavior, maintaining consequence, and best guess about the function).
- Prevention ideas and new skills to teach.
- Specifics about how the adults are to respond when the challenging behavior occurs, and when the child uses the new skill.

Several prevention strategies (see the **Resources** below for web links related to these):

- Rules
- Choices (explicit, individualized)
- Safety signal
- Visuals (schedule, guidance, or activity)

You teach replacement skills by offering an alternate behavior that:

- Can work quickly for the child.
- Can be useful to the child in different situations (e.g., problem solving, calming down, and friendship skills).

When responding to challenging behavior:

- Find a way to make it ineffective or to ensure that the child does not get what he or she is seeking.
- Make sure that the reinforcements for appropriate behavior equal or exceed those for the challenging behavior.

- ✓ Use the "Challenging Behavior Worksheet" with a child in your class.
- ✓ Collaborate with co-workers, support staff and family members to complete the worksheet.
- ✓ Think about the different strategies discussed and which ones might work with this child.
- ✓ Check out the resources listed in the next section for more ideas.

RESOURCES

HSCI Classroom Visuals and Supports

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/engage/class-visuals.html>

Inventory of Practices for Promoting Social Emotional Competence

<http://csefel.vanderbilt.edu/modules-archive/inventory-of-practices.pdf>

Practical Strategies for Teachers and Caregivers

<http://csefel.vanderbilt.edu/resources/strategies.html>

Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior

<http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf>

Behavior Guidance 15-minute In-service Suites

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library-T.html>

- Creating Classroom Rules
- Problem Solving in the Moment
- Redirecting Behavior
- Stating Behavioral Expectations

RESILIENCY & WELLNESS



A stress reduction technique that works for children and adults is called body scan.

Pick five different points on your body and check in on the status of each. Are the muscles tense or relaxed? If tense, can you relax those muscles? Will taking a deep breath help?

Take time right now to think of a stressful situation in your life and use the body scan technique.

How does this point in your body feel as you think about this situation? How can you be calm and relaxed even in the middle of this stress?

Looking ahead

Don't miss **Help Me Make a Strong Start! Strategies for Successful Kindergarten Transitions**, on **Friday, May 16, 1:00 p.m. EDT (10:00 a.m. PDT)**. We'll discuss a few ideas you can try out before the end of the school year.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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