



05/17/2023

The ABCs of Addressing Persistent Challenging Behavior

Viewer's Guide

This viewer's guide gives you ideas, steps, and possible strategies you can guide coachees to use to address persistent challenging behavior. The reflection questions and activities will help you think about ways to support each coachee's learning about these practices and strategies. There will also be opportunities for you to reflect about your own practice as a coach. Helpful resources can be found in the Resources section of this guide.

Intensive Intervention

Pyramid Model Practices



Each episode of Coaching Corner this season focuses on different tiers of the Pyramid Model. The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. In this episode, we are focusing on tier three, intensive intervention.



National Center on

Early Childhood Development, Teaching, and Learning

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Persistent Challenging Behavior

What do your coachees tell you about how they feel when challenging behavior occurs?



← Click the button to follow the link to the *Hot Buttons Activity* – You can use this activity to help your coachee examine how challenging behavior impacts adult-child relationships.



Defining Persistent Challenging Behavior

Any repeated pattern of behavior that interferes with:

- Learning
- Engagement
- Relationships with peers and adults

Behaviors that are not responsive to the use of developmentally appropriate guidance and procedures.

Some General Ideas About Challenging Behavior

- Behavior is communication.
- Behavior often tells us a child needs to learn a specific skill.
- When behavior persists over time, it can mean the behavior is successful for the child.



Support the Coachee to Reflect



Are the Foundational Pyramid Model Practices in Place?

- Has the coachee built relationships with children and families?
- Has the coachee designed an environment that is supportive?
- Are there skills the child(ren) needs to be taught to succeed?
- Are there more than 1-3 children exhibiting challenging behavior?



Mindful Moment

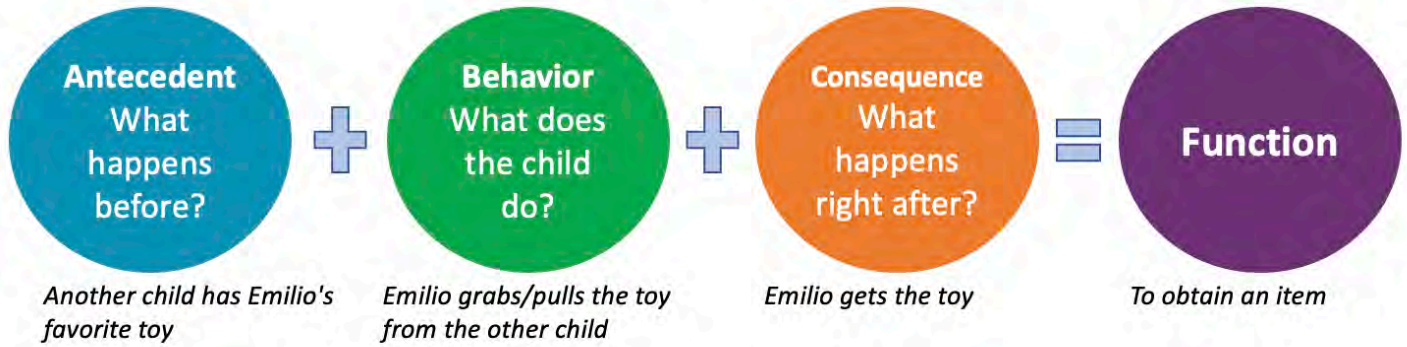
Interview with Mary Louise Hemmeter

When challenging behavior occurs, what is the first thing you recommend a coach do?

Who is part of the team?

Is this procedure like your program's procedure? What's the same? What's different?

The ABCs of Persistent Challenging Behavior



Click the images below to take you to these data collection sheets:

ABC Observation Card*

Child's Name: _____ Date/Time: _____
 Activity: _____ Observer: _____
 Who was there/involved (other adults or children)? _____
 Any unusual health concerns or changes at home? _____

Antecedent What happens before?	Behavior What happens during?	Consequence What happens after?

Possible Function: _____

This form is adapted from CSEFEL, The CSEFEL Tools for Developing Behavior Support Plans. Observation Cards are available in English and in Spanish at <https://csefel.org/2018/05/01/observation-cards/>

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ABC Chart
Data Collection for Challenging Behavior

Date	Antecedent (what happened before)	Behavior (the challenging behavior)	Consequence (what was the result)

Challenging Behavior
Handout 5

For more information,
ChallengingBehavior.org

Once you have identified the function, what happens next?

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**Behavior Support Plan:
Prevent, Teach, Respond (PTR)***

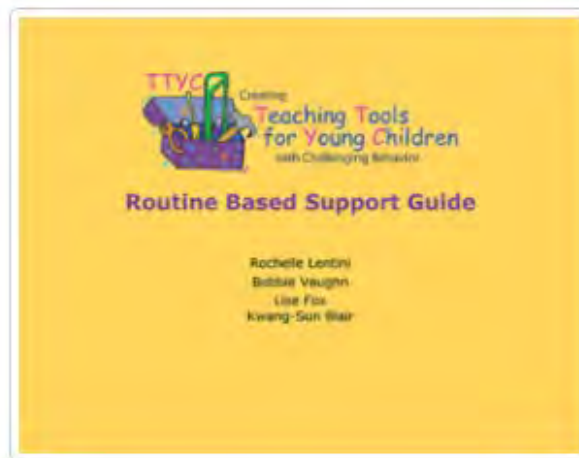
Child's Name: _____ Date/Time: _____
 All team members that agree to implement the plan: _____

Antecedent What Happens before?	Behavior What happens during?	Consequence What happens after?
	Function	
Prevent	Teach New Skills	Respond
		To challenging behavior: To new skill:

12 | ADDRESSING CHALLENGING BEHAVIOR—EDITION 5 *For reproduction

Click the image above to view a Behavior Support Plan!

Once a pattern emerges in your observations and there is a clear understanding of the behavior and why it seems to be happening (the function), an individualized behavior support plan can be developed to replace the challenging behavior with new, more positive ways to communicate.



Click the image above to view the Routine Based Support Guide!

This Routine Based Support Guide was developed to assist teachers in problem-solving a plan to support young children who are having challenging behavior. As teachers know, children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Challenging behavior typically communicates a need to escape or avoid a person(s)/activity or a desire to obtain someone/something. Once teachers understand the purpose or meaning of the behavior, they can begin to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior.

Coaching and Practice

Akela and the Smith Family

Let's walk through our first example. Akela is a home visitor and is working with the Smith family. The family shared that their two-year-old child, Zoe, has been having a hard time transitioning from bath to bedtime. Recently, Zoe's behavior has escalated; they have been throwing toys/furniture in the room, pulling the sheets off their bed, and hitting their parents and siblings. Akela reached out to her coach to problem solve what to recommend the family do first.



What might the coach recommend Akela do first?

Conner and Coach Tara

Conner is the lead teacher in the 4-5-year-old classroom. Conner has a child who has been trying to run out of the classroom multiple times a day. Conner’s coach, Tara, has offered some suggestions, but nothing seems to be working.



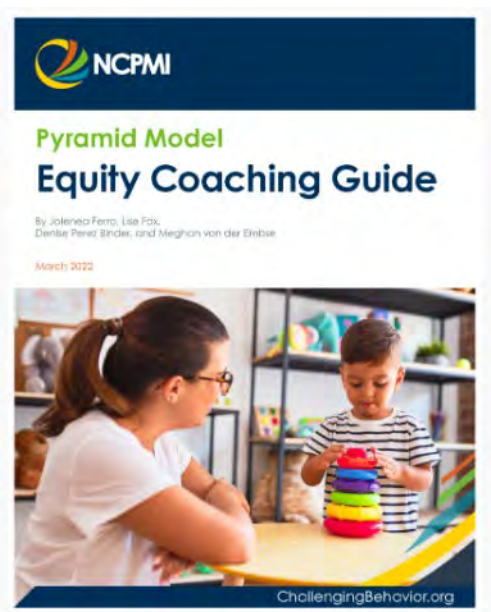
What might coach Tara recommend they do next?

🔍 Focus on Equity

Interview with Mary Louise Hemmeter

What is something important about challenging behavior and equity you want to share?

What might a coach do to help to support coachees to respond to challenging behavior in an equitable way?



Click the image to the left to view the Equity Coaching Guide!

The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

Koko's Corner



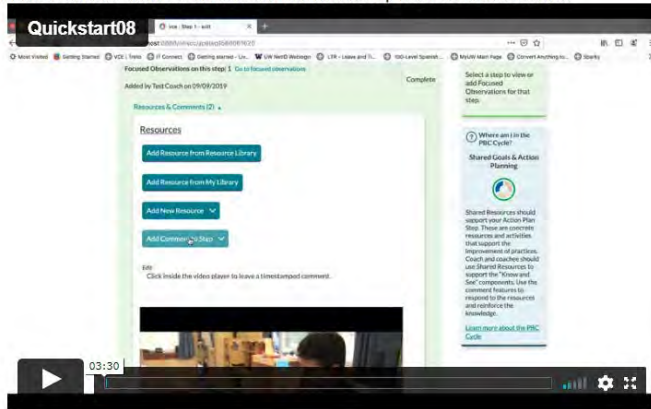
The Head Start Coaching Companion is a video-sharing and coaching-feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance. Share video files, ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for young children.

To login or join the Head Start Coaching Companion click here: <https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion>

Try it Out!

Instructions: Scan the QR code below to watch how to add comments and resources to an action plan step or focused observation.

8. Tutorial: Add Comments and Resources to an Action Plan Step or Focused Observation



What do you want to remember about these videos?

Helpful Resources

Online Resources

Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

<https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el>

Effective Practice Guides: Social and Emotional Development (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-adults>

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/reacion-con-los-adultos>

Pyramid Model Overview: The Basics

<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>

Hot Buttons Activity

<https://challengingbehavior.org/document/hot-buttons-activity/>

Behavior Intervention and Positive Behavior Support

<https://challengingbehavior.org/pyramid-model/behavior-intervention/pbs/>

Understanding and Managing Children's Behaviors: Individual Support Plans (ISP) (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/understanding-managing-childrens-behaviors-individual-support-plans-isp>

<https://eclkc.ohs.acf.hhs.gov/es/salud-mental/articulo/comprender-y-gestionar-los-comportamientos-de-los-ninos-planes-de-apoyo-individual-isp>

Circle Time Magazine: Episode 5 Addressing Challenging Behavior

<https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-5/>

Family Routine Based Support Guide (Infants and Toddlers)

https://challengingbehavior.org/docs/RoutineSupportGuide_family_relationships-infants.pdf

Family Routine Based Support Guide (4 to 8 years old)

https://challengingbehavior.org/docs/RoutineSupportGuide_family_early-elementary.pdf

Equity Coaching Guide

<https://challengingbehavior.org/implementation/equity/coaching-guide/>

Pyramid Model Practices Implementation Checklist pages 13-15 (Preschool Classrooms)

<https://challengingbehavior.org/document/pyramid-model-practices-implementation-checklist/>

Pyramid Model Practices for Family Child Care Homes pages 4-5 (Birth-5)

<https://challengingbehavior.org/document/pyramid-model-practices-for-family-child-care-homes/>

Suspension and Expulsion: FAQs (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/publication/suspension-expulsion-faqs>

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/suspension-y-expulsion-preguntas-frecuentes>

Webinars/Modules

Behavior Has Meaning

<https://eclkc.ohs.acf.hhs.gov/video/behavior-has-meaning>

Understanding Challenging Behavior: The Path to Behavior Support

<https://challengingbehavior.org/webinar/understanding-challenging-behavior-the-path-to-behavior-support/>

Infant-Toddler Module 8: Challenging Behavior

<https://challengingbehavior.org/document/infant-toddler-modul-8-challenging-behavior/>

Preschool Pyramid Model modules coming soon!

Help and Hope: Combining PBS and Optimism Training for Parents of Young Children with Challenging Behavior

<https://challengingbehavior.org/webinar/help-and-hope-combining-pbs-and-optimism-training-for-parents-of-young-children-with-challenging-behavior/>

Addressing Challenging Behaviors in the Classroom (in person or virtual) as a United Team
<https://challengingbehavior.org/webinar/addressing-challenging-behaviors-in-the-classroom-in-person-or-virtual-as-a-united-team-2/>

Teacher Time Series: Positive Behavior Support, Birth to 5
<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/positive-behavior-support-birth-5>

Articles/Policy Statements

Expulsion and Suspension Policy Statement ACF-IM-HS-10-01 (English and Spanish)
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01>

<https://eclkc.ohs.acf.hhs.gov/es/policy/im/acf-im-hs-16-01>

Understanding and Eliminating Expulsion in Early Childhood Programs (English and Spanish)
<https://eclkc.ohs.acf.hhs.gov/publication/understanding-eliminating-expulsion-early-childhood-programs>

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/comprender-y-eliminar-las-expulsiones-en-los-programas>

Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs
<https://challengingbehavior.org/document/establishing-policies-and-procedures-to-eliminate-the-use-of-exclusionary-discipline-practices-in-early-childhood-programs/>

Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs
https://challengingbehavior.org/docs/expelling_expulsion.pdf

U.S. Department of Health and Human Services
U.S. Department of Education – Policy Statement
<https://challengingbehavior.org/docs/policy-statement-ece-expulsions-suspensions.pdf>

Mobile Apps

ELOF2GO (English and Spanish)
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol>

ELOF@Home
<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Text4Teachers (English and Spanish)
<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

<https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/text4teachers>

Text4HomeVisitors (English and Spanish)
<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

<https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/herramientas-moviles-para-los-visitadores-del-hogar>

Ready DLL
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Online Communities

MyPeers: Practice-Based Coaching Community
<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>