



Alternatives to Early Childhood Suspension: Strategies for Addressing Challenging Behavior

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WITH THE NORTHEAST COMPREHENSIVE CENTER

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Agenda

- Introductions
- Icebreaker
 - Short Video and brief discussion
- Small group activity
 - Putting a Plan in Place
- Resources and supports for leaders, teachers and teaching teams
- Next steps



Introductions

- Principals
- School improvement grant coordinators
- Title 1 administrators
- Special education coordinators
- Teachers
- Other?



Icebreaker: Video on Challenging Behavior

http://csefel.vanderbilt.edu/resources/parent/mod3/v3a_02.mpg



Icebreaker

- What is your reaction?
- What would you do (based on your role and responsibility) to ameliorate the challenging behavior?
- What policies, procedures, practices, and supports do you have in place that could have prevented the challenging behavior from occurring?



Intensive Individualized Interventions Can be Effective

Intensive individualized interventions can be used with children who have very **persistent and severe challenging behavior** and **do not respond** to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

Source: Vanderbilt University, Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior



Old Way – New Way

Old Way

- General intervention for all behavior challenges
- Intervention is reactive
- Focus on behavior reduction
- Quick fix

New Way

- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long-term interventions



Understanding Why Children Engage in Challenging Behavior

Challenging behavior:

- Communicates a message when a child does not have language.
- Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

Source: Vanderbilt University, Individualized Intensive Interventions:
Determining the Meaning of Challenging Behavior



Challenging Behaviors Can be Effective for Children

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Source: Vanderbilt University, Individualized Intensive Interventions:
Determining the Meaning of Challenging Behavior



What can be done to address challenging behaviors?

- Develop district and school-based policies to support positive behaviors
- Ensure teachers and all personnel have education regarding challenging behavior
- Districts and schools can expand early learning opportunities that can give children the socio-emotional skills early
- Districts and schools can support universal screening and use data about behavioral to inform decisions



What can be done to address challenging behaviors?

- Teachers can:
 - Develop routines for classroom transitions
 - Ensure age-appropriate materials to support learning
 - Design age-appropriate environments
 - Use data to inform teaching
- Districts, schools and teachers can adopt policies to engage families



Working Together for Better Outcomes



Putting a Plan in Place: Questions for Consideration

- What role can **principals and school leaders** play in ameliorating the issue shown in the video? (Turnaround principle 1)
- How could **providing professional development help ensure teachers are effective** at addressing the situation? (Turnaround principle 2)
- How could redesigning the **instructional time** to avert challenging behavior? (Turnaround principle 3)



Putting a Plan in Place: Questions for Consideration

- How would **adopting a research-based instructional strategy** help the teacher address the challenging behavior? (Turnaround principle 4)
- How would **use of data** by the school and teacher be useful? (Turnaround principle 5)
- What could the school do to **establish an environment that supports students' social, emotional needs** (Turnaround Principle 6)
- How could providing ongoing **mechanisms for family and community engagement** be beneficial. (Turnaround Principle 7)



Resources

Center on Socio-Emotional Foundations for Early Learning.

http://csefel.vanderbilt.edu/resources/training_parent.html

Center on Quality Teaching and Learning Video Suite. Office of Head Start:

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

The IRIS Center. Vanderbilt University:

<http://iris.peabody.vanderbilt.edu/about/who-we-are/mission/>

Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. Collaborative for Academic, Social, and Emotional Learning (CASEL):

<http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5331c141e4b0fba62007694a/1395769665836/safe-and-sound-il-edition.pdf>



Resources

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Next Steps

- Develop a community of practice to continue conversation virtually
- Participate in a follow up Webinar that reviews concrete implementation steps
- Use resources (including video clips) to assist with professional development for teachers and staff
- Conduct a scan of professional development opportunities in NH (and online) that are available to principals and teachers

