



Alternatives to Early Childhood Suspension: Deeper Discussion of Strategies for Addressing Challenging Behavior

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MAY 12, 2016



Agenda

- Introductions
- Discussion of practices that support young children's socio-emotional development
- Strategies to address issues that arise
- 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?



What needs to change to prevent a problem behavior before it occurs?



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:
 - Set up the classroom to support young children's development
 - Develop routines for classroom transitions
 - Ensure materials and educational supplies are designed to support learning and is tailored to student's ages
 - Use data to inform teaching
 - Develop lessons plans to address children's behavior challenges when they occur



What do you see that could prevent a problem behavior before it occurs?



Screen Children for Behavior Issues

- Develop the social **and** academic skills of **all** students—including at-risk students
- Teach academic readiness and reading skills that support academic engagement- achievement
- Teach social skills that support socially effective behavior (self control, self regulation, social reciprocity)



How to screen

- Select instrument that is valid and reliable
- Consider teacher, parent and child perspectives
- Districts and teachers should consider what tools. Example tools:
 - DRDP is in the public domain and can be used to screen children up through Kindergarten:
<http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>
 - ASQ



Screening instruments

Ages and Stages Questionnaire—(ASQ)

- Parents complete this questionnaire to identify the strengths of their child and any areas in which they may need support or more practice. Parents are asked to observe the following areas:
 - Communication skills: Parent observes and listens to the child's language skills-both what he or she understands and what he or she can say.
 - Gross Motor skills: Parent observes the child's large muscle movement and coordination.
 - Fine Motor skills: Parent observes the child's hand and finger movement and coordination.
 - Problem Solving skills: Parent observes how the child plays with toys and solves problems.
 - Personal-Social skills: Parent observes the child's self help skills and interactions with others.
 - Overall skills: Parent asks important questions about the child's overall development and concerns parents may have.
 - Once the questionnaire has been returned to the school, they are reviewed. If there are areas of concern, parents are asked to complete an ages and stages questionnaire-social/emotional (ASQ-SE) and referrals may be made to appropriate agencies.



Screening instruments

Consider importance of child's physical health, family circumstances, academic development, as well as socio-emotional development.

[Click here](#) for resources to help select instruments.



What else to consider?

To support children's academic as well as socio-emotional development. . .

- Design classroom to ensure it is a rich learning environment
- Create caring communities for learning
- Actively supervise children
- Using time, grouping, and routines to achieve learning goals
- Respond to children's interests and needs
- Making learning meaningful for all children
- Using instruction to deepen children's understanding and build their skills and knowledge



What do you see that could prevent a problem behavior before it occurs?

Lesson Plan to Address Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful behavior: Students will use appropriate language around peers and adults. They will use kind words solve conflicts. Students will keep hands and feet to themselves. Students will listen to instructions given by adults the first time.



What do you see that could prevent a problem behavior before it occurs?

Lesson Plan to Address Behavior

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.



What do you see that could prevent a problem behavior before it occurs?

Lesson Plan to Address Behavior

Step 3: Identify examples and non-examples of the desired behavior

- What would the behavior look/sound like?
- What would the behavior not look/sound like?

Examples	Non-examples
<ul style="list-style-type: none">• <i>Apologizing</i>• <i>Offering to help</i>• <i>Appropriate language</i>• <i>Asking an adult to help when a conflict can't be resolved</i>• <i>Hands and feet to self (stay in your own physical space)</i>	<ul style="list-style-type: none">• <i>Unkind words (cursing)</i>• <i>Teasing</i>• <i>Put downs</i>• <i>Pushing/shoving</i>• <i>Yelling</i>• <i>Getting into a person's physical space</i>• <i>Littering</i>



Lesson Plan to Address Behavior

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and called Tina a “crazy fool”. Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late for class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and started to call Tina names. Tina recognized that she was not paying attention, apologized to Kristin and helped her pick up her books. Tina’s teacher gave both students a “school buck” for resolving the conflict with respect.



Lesson Plan to Address Behavior

Step 4: Practice/Role Play Activities

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Kim called Denyse a "clumsy ox" and took her milk and poured it into Denyse's food. Both girls began to scream at each other with tears in her eyes. The cafeteria monitor witnessed this and escorted the girls to the principal's office.



Lesson Plan to Address Behavior

Step 4: Practice/Role Play Activities

Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls "school bucks" for resolving a potential conflict respectfully.



Lesson Plan to Address Behavior

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior



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



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](#)
- [Center on Quality Teaching and Learning Video Suite. Office of Head Start](#)
- [The IRIS Center. Vanderbilt University](#)
- [Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning \(SEL\) Programs. Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)



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

