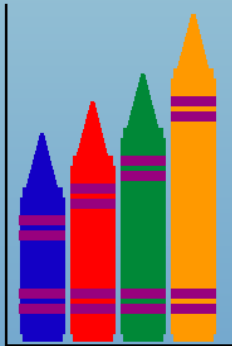




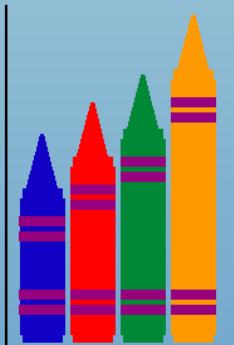
Help! Addressing Challenging Behaviors During Classroom Routines

AMANDA QUESENBERRY, PH.D.



This Workshop Will Provide:

- A description and overview of the *Teaching Pyramid*
- Overview of the *Teaching Tools*
- Information (based on functions of behavior) about prevention of problem behavior, importance of teaching new skills, and responding appropriately to increase new skill use

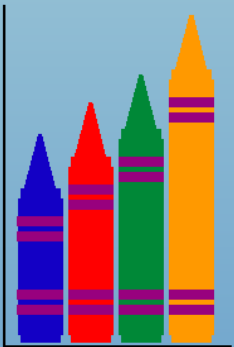


Introductions



 Name

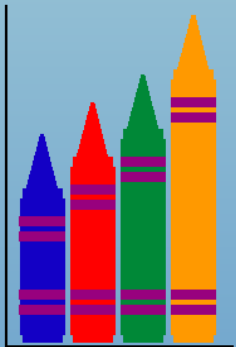
 Position

 Favorite thing about fall



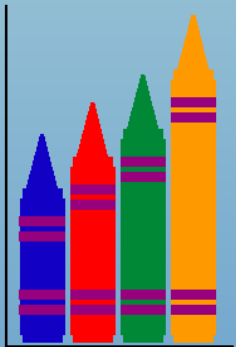
Group Discussion: Life Changes

-  *What kinds of big changes have you experienced during your life?*
-  *How did you feel going through those changes?*

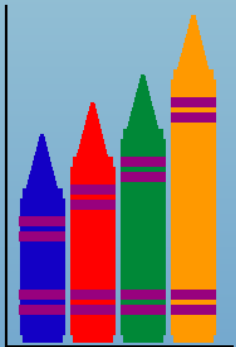
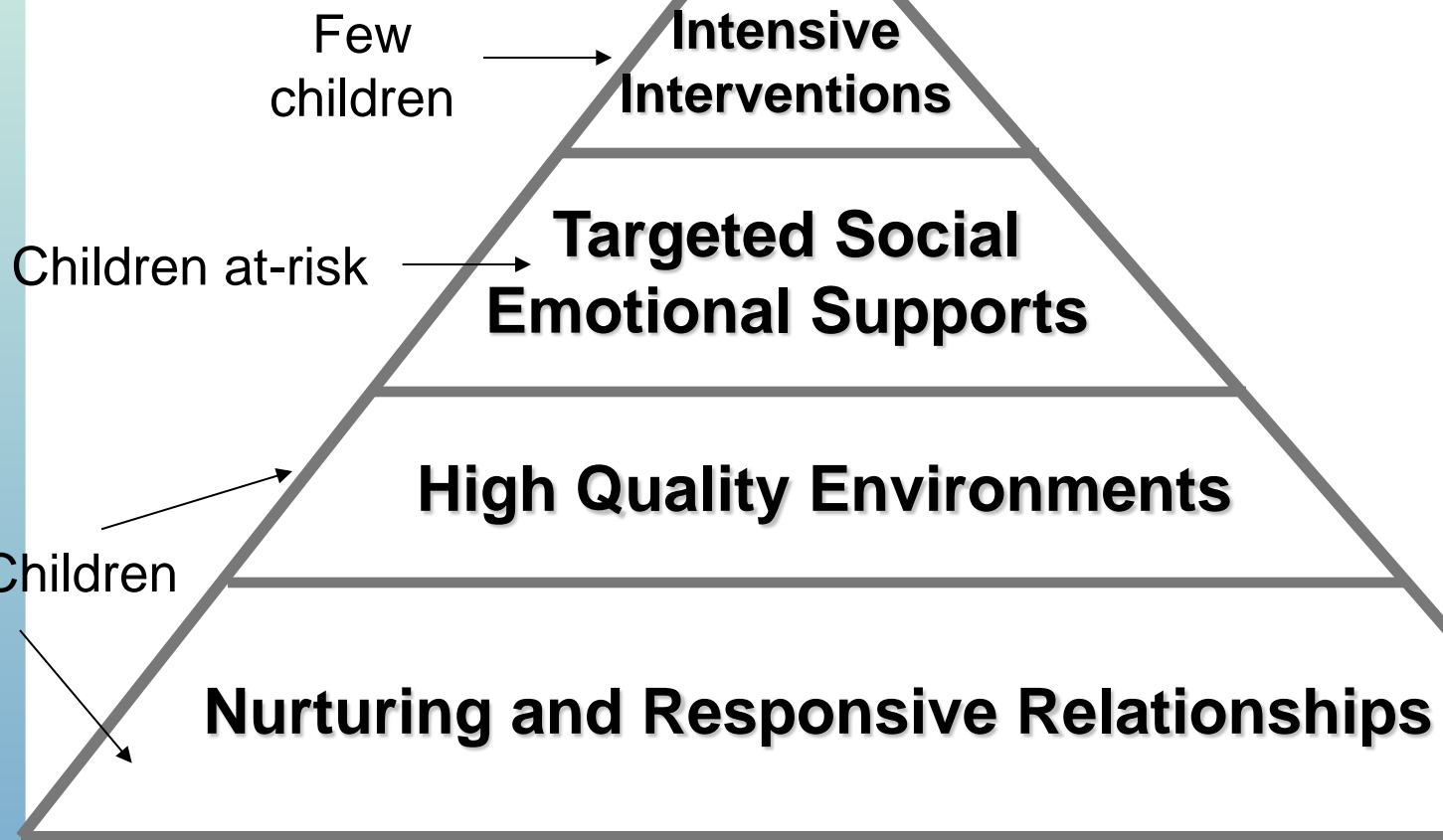


TTYC Background

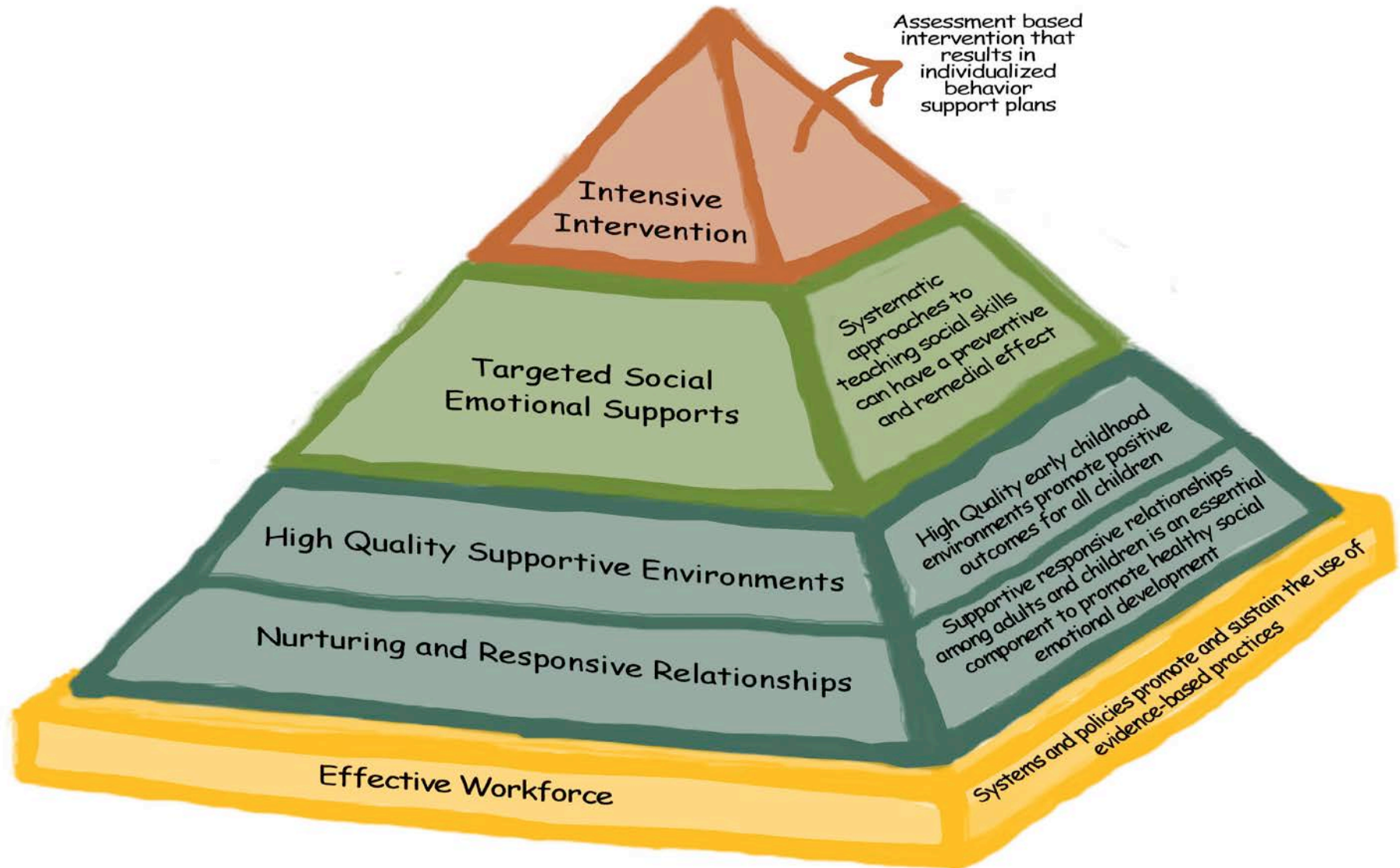
- Increase in numbers of children with challenging behavior
 - It's estimated that 10-15% of young children have mild to moderate behavior problems
 - 21% of preschool children met criteria for a diagnosable disorder, with 9% classified as severe
- Early childhood educators indicated the highest rated training need was addressing problem behavior



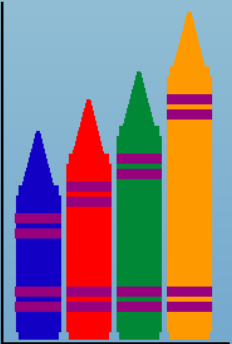
The Pyramid Model:



CSEFEL Pyramid Model: Promoting Social Emotional Competence in Young Children

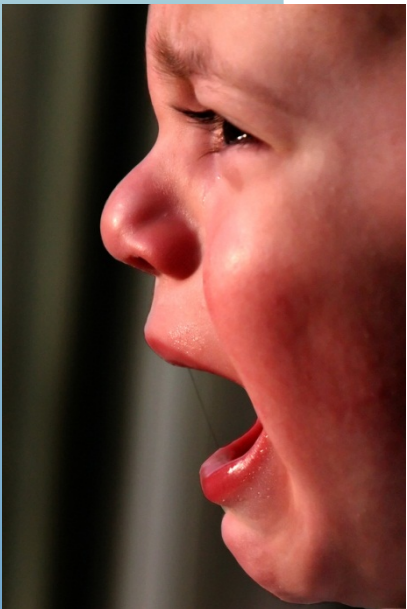


Why is it Important to Focus on Social & Emotional Development?



Pushing Buttons

- What behaviors push your buttons?
- Why?
- Brain's response to stress...Don't flip!
- Reflecting emotions



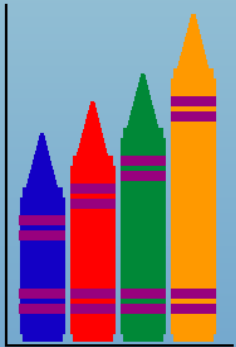
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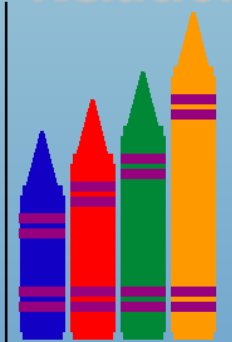
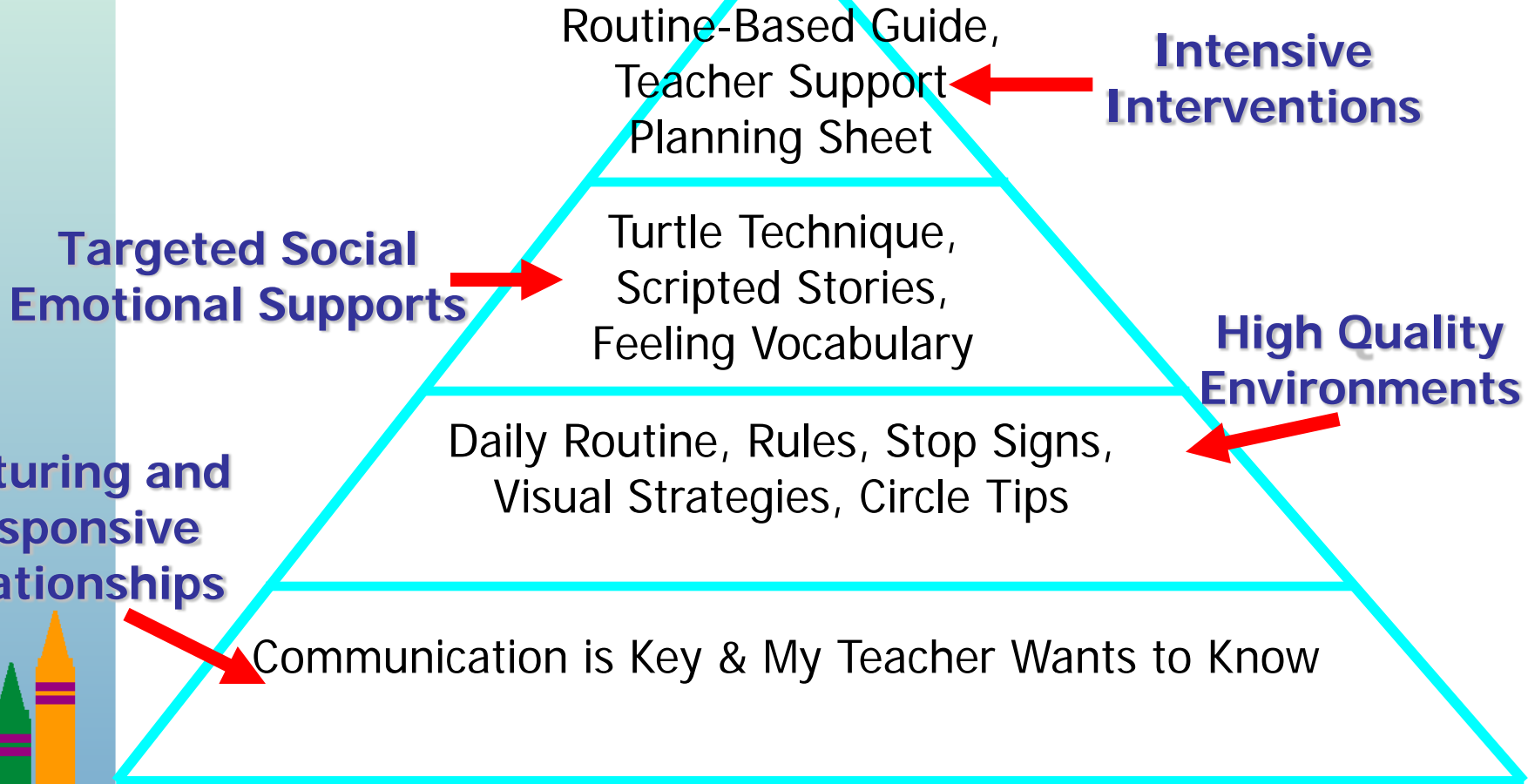
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When: Identifying Teachable Moments



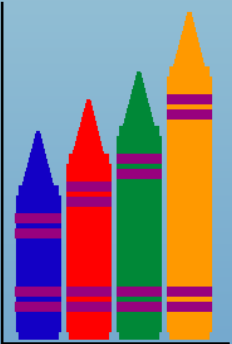
How the Fit with the Pyramid Model



Getting Started with TTYC

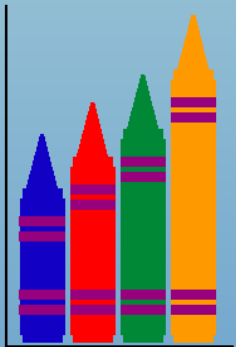


- Step 1: Establishing a good foundation
 - Communication is Key [\(LINK\)](#)
- Step 2: Understanding the Child
 - “My Teacher Wants to Know” questionnaire [\(LINK\)](#)
 - Daily Routine [\(LINK\)](#)
- Step 3: Selecting Strategies
 - [RoutineBasedSupportGuide.pdf](#)
 - [TeacherSupportPlanningSheet.pdf](#)




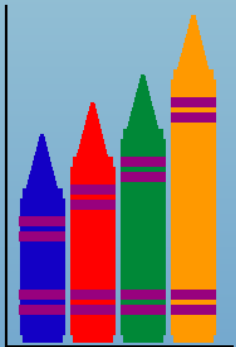
Using the Routine Based Support Guide

- Gather information as a team
 - Observations
 - "Daily Routine" Data
 - "My Teacher Wants to Know" Questionnaire
- Identify Problematic Times/Routine(s)
- Determine "Why might the child be doing this?"
- Ask "What can we do to prevent?"
- Agree on "What can we do if problem behavior occurs?"
- Select "What skills to teach"
- Complete "Teacher Support Planning Sheet" (for each routine)



Case Study Activity







- 
- Watch video of Tim
 - Work in groups using data provided to complete the [TeacherSupportPlanningSheet.pdf](#)
 - While working think about using this process for a child in your classroom or program
 - Share with large group



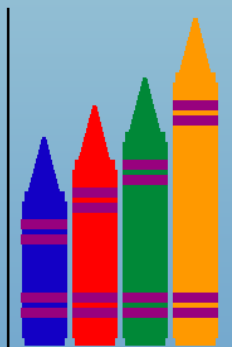
Meet Tim...



Case Study Activity

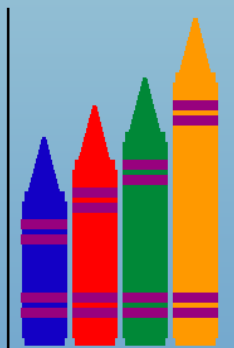
- 
-  Review child description
 -  Review "My Teacher Wants to Know" questionnaire
 -  Review "Daily Routine" data
 -  Review "Routine Based Support Guide"
 - Determine "Why might he/she be using the behavior" (communicative function)
 - Think about what you can do to prevent; what to do if the behavior occurs, and what new skills to teach
 -  Complete chart and family ideas on "Teacher Support Planning Sheet"

[TeacherSupportPlanningSheet.pdf](#)¹⁶



Major Messages

- The *Routine-Based Support Guide* guides the process in reducing challenging behavior
- For children with persistent challenging behavior do a complete functional assessment and enhance the support plan based on the FA
 - Go to CSEFEL (Module 3a) for forms to help guide a more involved Functional Assessment
- Reminder: TTYC contains “suggested” strategies
 - Adapt and Individualized
- Believe in the children and believe in yourself!



WEBSITES

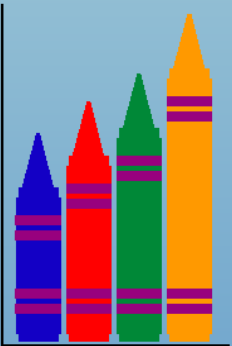


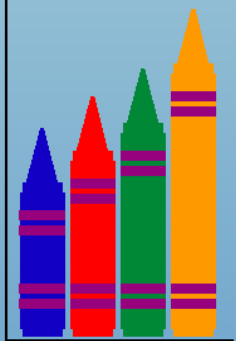
TACSEI

- www.challengingbehavior.org
- Teaching Tools, PBS Case Study, Program-wide PBS Booklet, Research, Resources, etc.

CSEFEL website

- <http://www.vanderbilt.edu/csefel/>
- Modules, What Works Briefs, Practical Strategies, Book Nook, etc.





For these are all our children.
We will profit or pay for whatever they
become.

James Baldwin

Emails



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