



Center on the Social and Emotional Foundations for Early Learning

Sept. 30, 2015, Sharing A Vision

Teaching Strategies to Reduce Challenging Behaviors – PART 1



Sharon Doubet, PhD, sdoubet@ilstu.edu



Amanda Quesenberry, PhD, aquesen@ilstu.edu

Luminita Hartle, MEd, lchartl@ilstu.edu

Illinois State University



Our purpose for this session:

1. Meet and Greet
2. Learn about the role of social emotional development in young children.
3. Develop your Action Plan as we discuss strategies to support S/E development.
 - A. Developing Relationships
 - B. Designing Supporting Environments
 1. Physical environment
 2. Schedules, routines & transitions
 3. Large and small group activities
 4. Giving Directions
4. Implement your Action Plan.

HANDOUTS:

1. Action Plan
2. Ppt., found on SAV website



Who are we?



Sharon Doubet, PhD,
Farmington, IL

Amanda Quesenberry, PhD,
Champaign, IL



Lumi Hartle, MEd,
Champaign, IL



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Who are you?

- “ What type of EC program do you work in?
- “ What ages do you work with?



What is CSEFEL?

Center on the Social &
Emotional Foundations for Early Learning

National Center focused
on promoting the social
and emotional
development and
school readiness of
young children birth to
age 5.



<http://csefel.vanderbilt.edu/>

What is Social-Emotional Development?

The **developmentally and culturally** appropriate ability to:

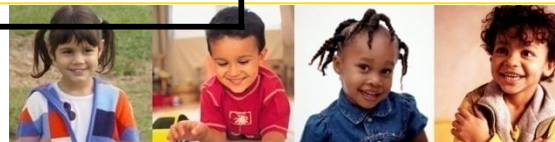


<u>1. Manage Emotions</u>	<u>2. Relate to Adults</u>
<u>3. Relate to Peers</u>	<u>4. Feel Good About Self</u>

1. Pick one of the 4 areas listed.
2. Pick a strategy you use to help children develop S/E skills in that area.
3. Share your strategy with others.



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Key Social Emotional Skills Children Need as They Enter School

- “ Confidence
- “ Capacity to develop good relationships with peers and adult
- “ Concentration and persistence on challenging tasks
- “ Ability to effectively communicate emotions
- “ Ability to listen to instructions and be attentive
- “ Ability to solve social problems



HANDOUT 4.3 Linking Social Development & Behavior to School Readiness
http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf



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What is challenging behavior?



- “ Any repeated pattern of behavior that interferes with learning or engagement in pro social interactions with peers or adults
- “ Behaviors that are not responsive to the use of developmentally appropriate guidance procedures
- “ Prolonged tantrums, physical and verbal aggression, disruptive vocal or motor behavior, property destruction, self-injury, noncompliance, and withdrawal

HANDOUT: 4.4 Facts About YC with CB

<http://www.vanderbilt.edu/csefel/modules/module4/handout4.pdf>

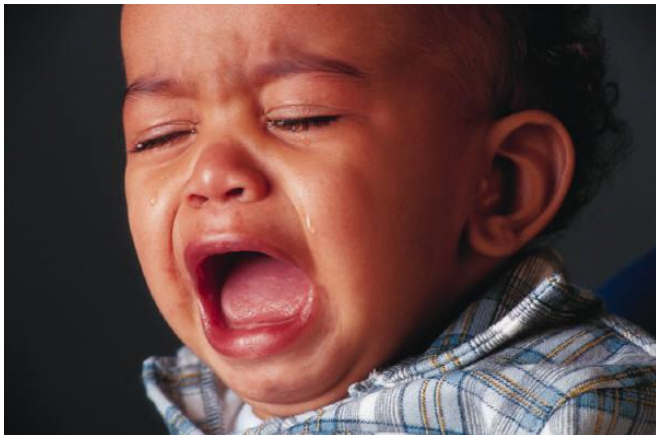


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Examples of Challenging Behaviors

FOR INFANTS & TODDLERS

- “ Attachment difficulties
- “ Sleeping/eating difficulties
- “ Excessive crying
- “ Difficulty in soothing

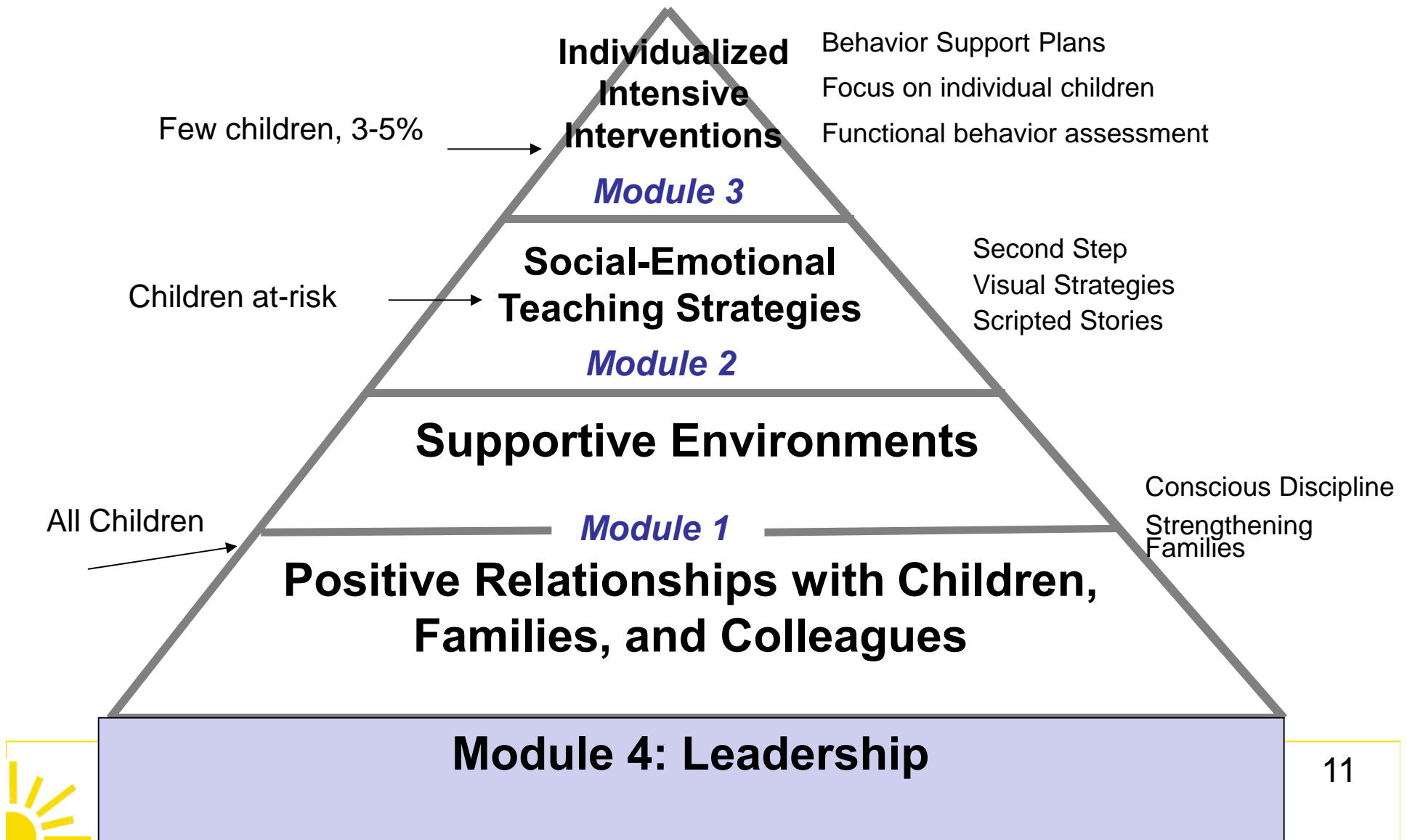


Some Basic Assumptions

- “ Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- “ Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- “ Behavior that persists over time is usually working for the child.
- “ We need to focus on teaching children what to do in place of the challenging behavior.



The Pyramid to Promote Social & Emotional Competence



Do we teach?

“If a child doesn’t know how to read, *we teach.*

If a child doesn’t know how to swim, *we teach.*

If a child doesn’t know how to multiply, *we teach.*

If a child doesn’t know how to drive, *we teach.*

**If a child doesn’t know how to behave,
*we.....teach?punish?***

**Why can’t we finish the last sentence as
automatically as we do the others?”**

Tom Herner (NASDE President) Counterpoint 1998, p.2)

**What *topic* do you
spend the most time
teaching?**

1. Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Physical Development
6. & Health
7. The Arts
8. S/E Development

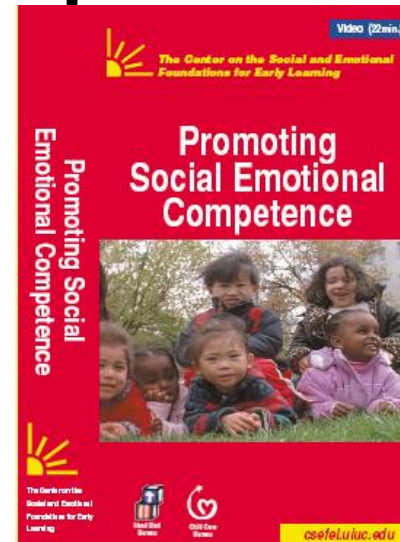


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VIDEO Part 1, An Introduction to the Pyramid Model

Promoting Social and Emotional Competence



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

0:0 to 5:12



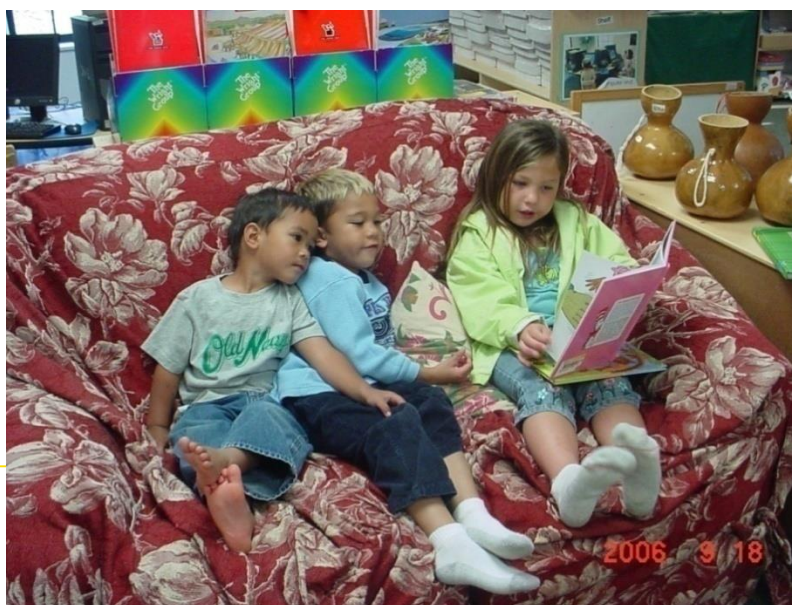
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What is Program-wide PBS?

(Positive Behavior Support)

The **WHOLE** program works together to provide consistent, systemic positive behavior support for children, families and staff members.



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Resources, Tools



The Websites are a Tool Box!

The Center on the Social and Emotional
Foundations for Early Learning

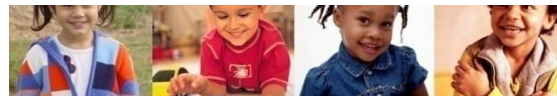
<http://csefel.vanderbilt.edu/>

Technical Assistance Center on Social
Emotional Intervention (TACSEI)

challengingbehavior.org



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Module 1



**Behavior
Support
Plan**

**Social Emotional
Teaching Strategies**

**Designing Supportive
Environments**

Building Positive Relationships

**Take notes
on your
Action Plan**



Building Relationships with Children

Why is it important?

1. The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
2. Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
3. Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.



Building Relationships with Children

Why is it important?

4. Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
5. Parents and other colleagues (such as mental health providers and therapists) are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.



Video 1.1: Adult Child Conversations

What are the strategies this teacher does to build positive relationships with children? Keep track of how many strategies she uses to develop a positive relationship. Report your number at the end.



Activity: Connections with Children

CONNECTED



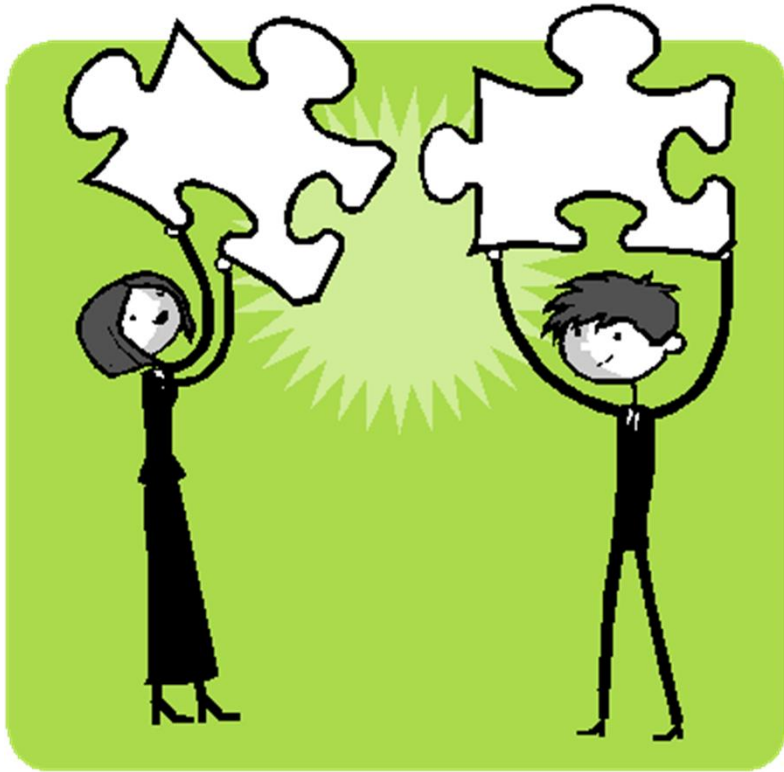
DISCONNECTED



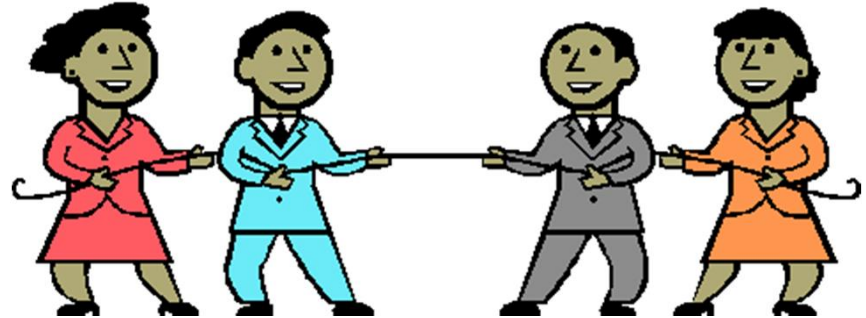
When adults are _____ with children, what does this look like? What do you see? What is happening?

Activity: Connections with Adults

CONNECTED



DISCONNECTED



When adults are _____ with each other, what does this look like? What do you see? What is happening?

Ideas for Building Relationships

“Let’s Give Our Staff A Hand+bulletin board

” Greet every child at the door by name.

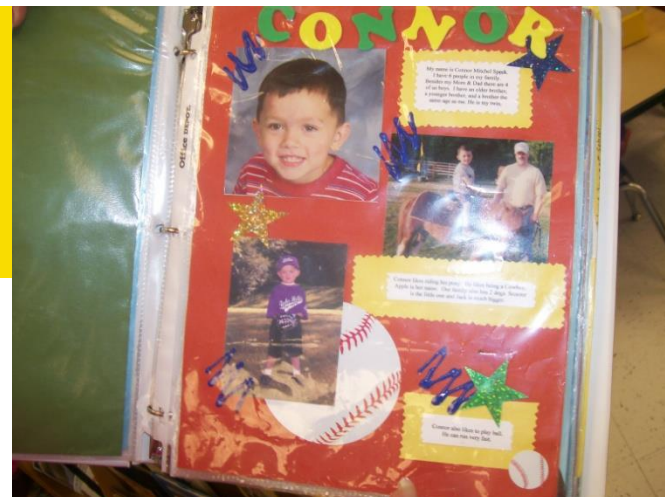
É Post children’s work around the room.

É Have a “star+of the week who brings in special things from home and gets to share them during circle time.

É Call a child’s parent in front of them to say what a great day she is having or send home positive notes.

É Call a child after a difficult day and say, “I’m sorry we had a tough day today. I know tomorrow is going to be better!+

É Give hugs, high fives and thumbs up upon accomplishing tasks.



Ideas for Making Deposits



"When a child misses school tell him how much he was missed.

"Write on a t-shirt all the special things about a given child

"Find time to read to individual children or a few children at a time.

"Acknowledge children's efforts.

"Find out what a child's favorite book is and read it to the whole class.

"Use descriptive, encouraging comments

"Play with children, follow their lead.

"Let children make 'All About Me' books and share them at Circle Time.





Building Relationships



” How do you build positive relationships with:

Children	Families	Colleagues

” Choose one (Children, Families, Colleagues) and describe one way you build relationships.



Article

Building Positive Relationships With Young Children

*Gail E. Joseph, Ph.D., & Phillip S. Strain, Ph.D.
University of Colorado at Denver*

“ <http://csefel.vanderbilt.edu/modules/module1/handout5.pdf> ”



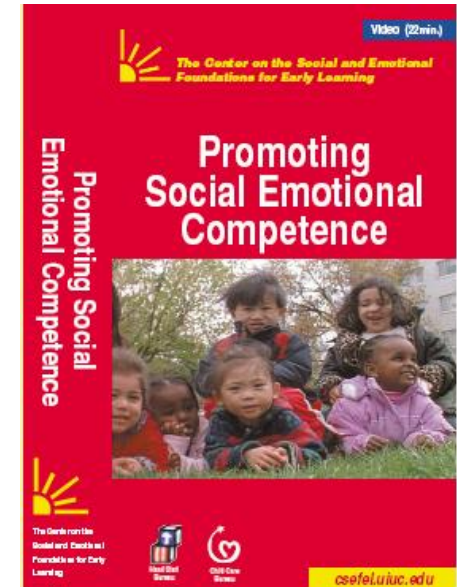
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1.5

VIDEO Part 2, Building Positive Relationships

Promoting Social and Emotional Competence



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

5:12 . 8:33



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A. Build positive relationships with children, families and colleagues

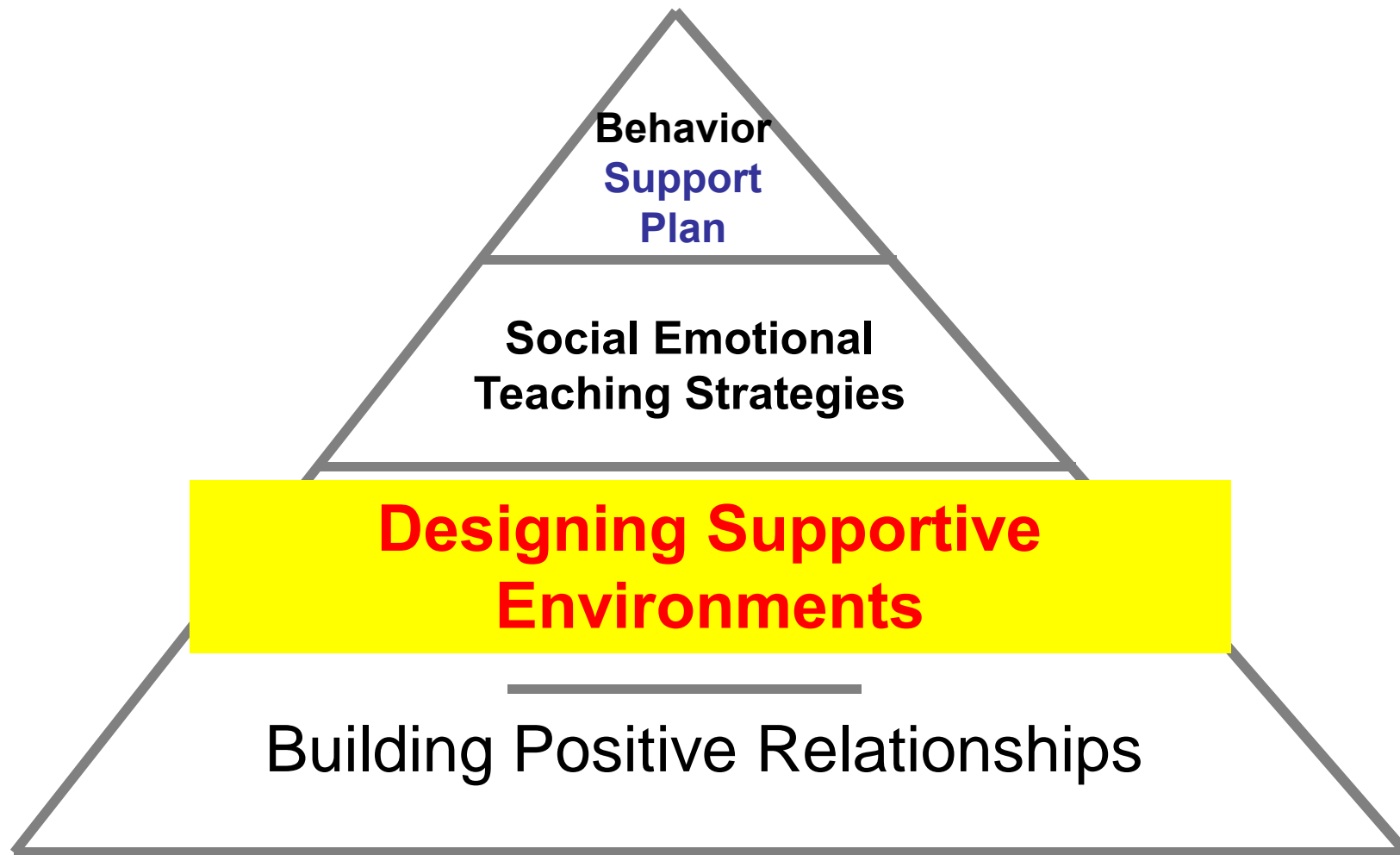
ACTION PLAN



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Module 1





KEEP your Action Plan paper handy . write down ideas as they come up . write down what strategies you want to try at the end of each section.

B. Design supportive physical environments.

ACTION PLAN



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When designing supportive environments - think about...



THINK about your environment through the lens of social emotional development.

1. Physical environment
2. Schedules, routines & transitions
3. Large and small group activities
4. Giving Directions
5. Classroom rules and expectations
6. Positive attention
7. Descriptive feedback and encouragement

... how each child can be successful?



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1. Physical Environment

Classroom Arrangement and Design: Traffic Patterns



“Minimize large open spaces

“Minimize obstacles and other hazards

“Consider the needs of children with physical and sensory disabilities



Classroom Arrangement and Design: Learning Centers

Physical Design

- ” Clear boundaries
- ” Visibility
- ” Visual prompts when centers are not an option
- ” Adequate number of centers
- ” Size and location of centers
- ” Number of children in centers
- ” Organization of materials
- ” Preparation of centers



Create Meaningful and Engaging Learning Centers

“ Stand in center of the room

- . Is there a clear entry to each center?
- . Is each center inviting?
- . Are there enough materials (3 units of play per child allowed in center)?
- . Is there a system in place for entering and exiting centers?
- . Are centers and materials/shelves labeled?
- . Is there a rotation of materials?
- . Are materials highly engaging?
- . Are the activities relevant to children's needs, interests and lives?





Classroom Arrangement

- Create meaningful and engaging learning centers
- ” Relevant to children's needs, interests, and lives
 - ” Highly engaging and interesting
 - ” Variety of materials in each center
 - ” Changed and rotated on a regular basis



Physical Environment:

Discuss these two writing centers.



Strengths?
Concerns?





1. Design supportive physical environments.

ACTION PLAN



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2. Schedules and Routines

Develop a schedule that promotes child engagement and success.

A. Balance activities:

- active and quiet
- small group and large group
- teacher-directed and child-directed

B. Teach children the schedule.

C. Establish a routine and follow it consistently.

D. When changes are necessary, prepare children ahead of time.



Visual Object Schedule

Change Diaper



Wash



Breakfast



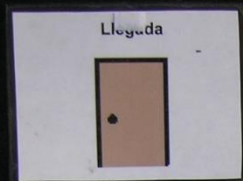
Music



Use real objects.



Rutina.



Horario Maternal B

Hora.	Lunes.	Martes.	Miercoles.	Jueves.	Viernes.
8:00 a 9:00			Llegada		
9:00 a 9:30			Rutina diaria: Saludo Asistencia Emociones Calendario Rutina de inicio		
9:30 a 10:00					
10:00 a 10:30	Lunch		Centros		
			Ingles		
10:30 a 11:00	Educación física	Lunch	Cantos y juegos	Lunch	
11:00 a 11:30	Cantos y juegos	Formación	Lunch	Educación física	arenero, alberca pelotas, juegos
11:30 a 12:00			Recreo.		
12:00 a 12:30			Biblioteca.		
12:30 a 12:45			Aseo y baño		
12:45 a 1:00			Salida		



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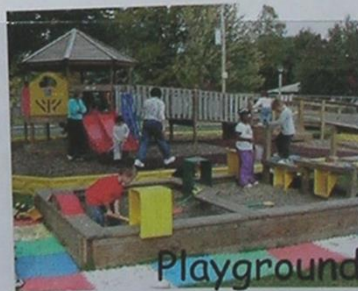
Daily Schedule



Snack



Gym



Playground



Centers



Bathroom



Ready to Go

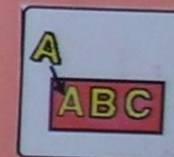
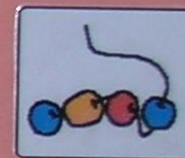
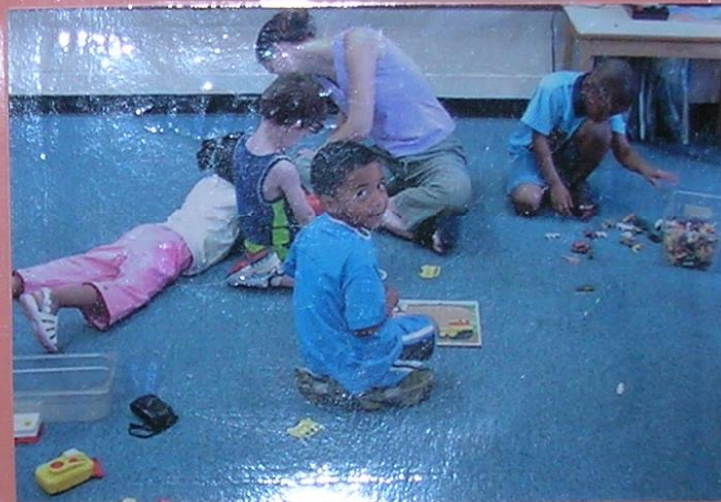


Busses

Arrival



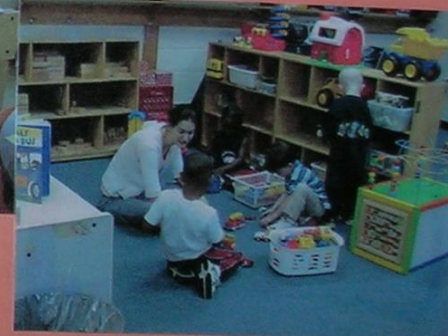
Carpet Toys



Outside



Centers



Photograph Visual Schedule



ACTIVITY: Using Visual Schedules

A child goes to play with her favorite train.
When you go over to her and tell her it's time for snack she starts screaming and throwing train pieces.

- . How can you use your visual schedule to teach?
- . What else might you be able to do/use to teach?



ACTIVITY: Using Visual Schedules

Today you have scheduled water play outside. All of the children are excited and have been anticipating the outside fun all week. But we have been given a tornado warning and it's raining, so there will be no outside fun today.

- . How will you teach using your visual schedule to prevent challenging behavior?



What level of implementation are you at? 1, 2, 3, 4, or 5?

1. Do you currently have your classroom schedule posted in your classroom?
2. At child's level?
3. With real pictures of your children doing the activities on the schedule?
4. Do you review the schedule with the class at the beginning of the session?
5. Do you connect your children to the schedule throughout the day? (Let's look at our schedule+ (physically go to it). What did we just finish? What is next on our schedule?



2. Develop supportive schedules and routines.

ACTION PLAN



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2 cont.: Structured Transitions

Plan for transitions

- “ Minimize the **number** of transitions that children have during the day.
- “ Minimize the length of time children spend **waiting** with nothing to do.
- “ Prepare children for transitions by providing a **warning**.
- “ Structure the transitions so that children have **something to do** while they wait.
- “ **Teach** children the expectations related to transitions.
- “ **Individualize** supports and cues.



Video 1: Transitions to Centers



clip 1.2

Your observations?



Video 2: Providing Individualized Transition Cues to Gabby



clip 1.3



Center
and
for

Your observations?

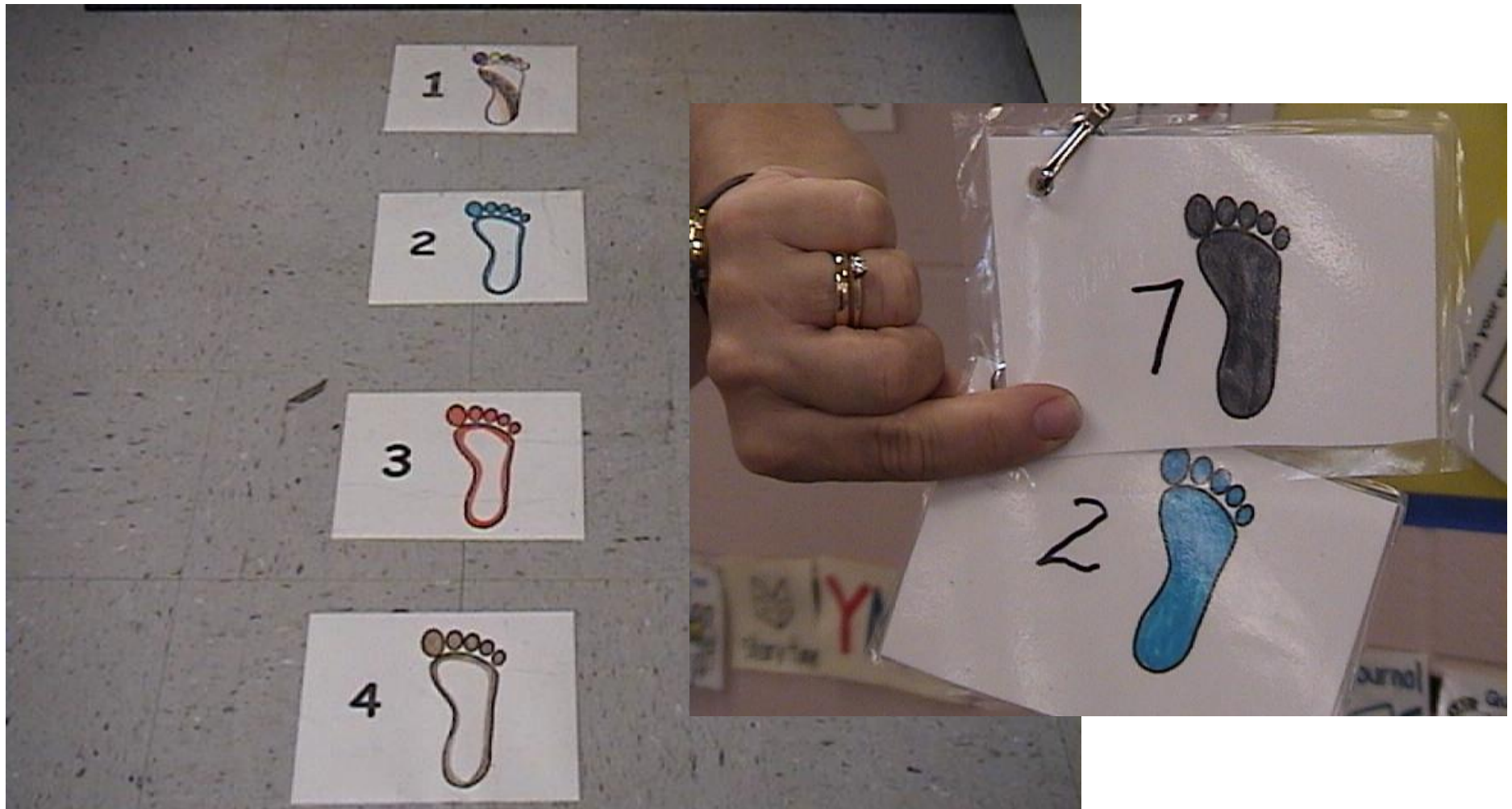
Transition with Visual and Timer



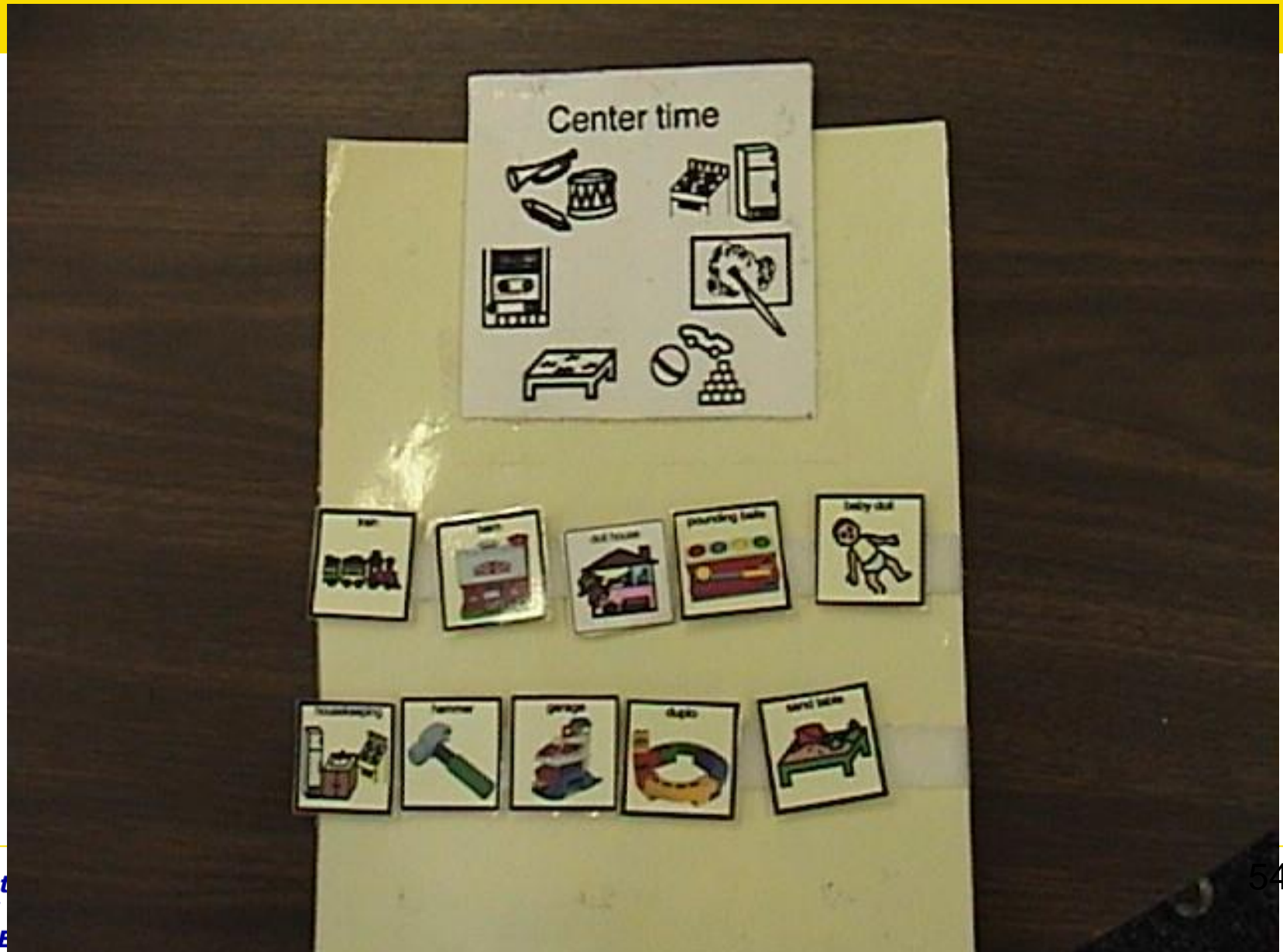


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Transition with Choice



Transition with Visual Choice



Individual Schedule

First

Then





2. Structured transitions.

ACTION PLAN



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3. Large & Small Group Activities: Plan for Engagement

“Planning the activity

- . Consider the length
- . Be clear about the purpose and goals of the activities
- . Use circle time to teach new things

”Implementing the activity

- . Provide opportunities for all children to be actively involved
- . Assign jobs to children
- . Vary your speech and intonation patterns
- . Have children lead activities
- . Pay attention to children's behavior

Video 3: Circle Activity



clip 1.4

Discussion: CHAT Room

1. Are the children engaged, how do you know?
2. What is the adult doing to support the children's engagement?

Suggestions?

Small Group Activities

- “ Importance of small group activities
 - . Skill building
 - . Individualized attention
- ” Planning and implementing
 - . Be clear about the goal
 - . Use peers as models
 - . Ensure participation by all children
 - . Make them fun
 - . Provide feedback throughout





4. Giving Directions

“Develop picture cards of directions to give to children

- É Make sure you have the children's attention before you give the direction
- É Minimize the number of directions given to children
- É Individualize the way directions are given
- É Give clear directions

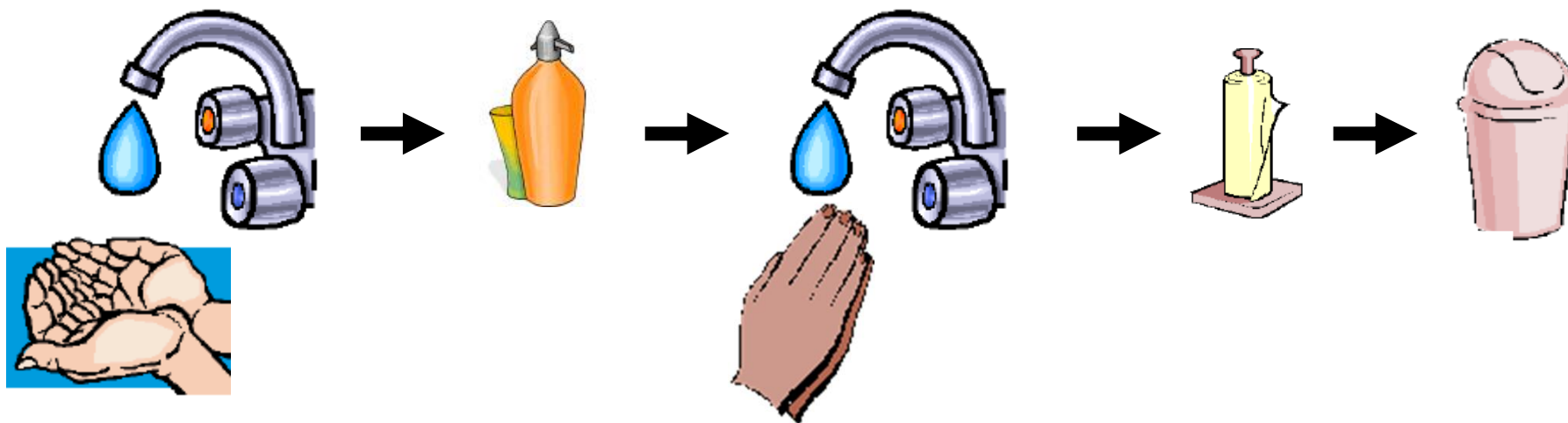


Giving Directions

- É Give directions that are positive
- É Give children the opportunity to respond to a direction
- É When appropriate, give the child choices and options for following directions
- É Follow through with positive acknowledgment of children's behavior



Giving Directions Using Clip Art





1. Turn on water.



2. Wet hands.



3. Get soap.



4. Rinse hands.





4. Giving directions.

ACTION PLAN



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When designing supportive environments - think about...



THINK about your environment through the lens of social emotional development.

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... how each child can be successful?



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Your Action Plan: Schedule and support for implementation.

1. Use your Action Plan to guide your use of the Pyramid Model.
2. Evaluations for today.



Implement your action plan.

1. Keep your awesome Action Plan & act on it!!
2. Think about what you are already doing and what you want to do differently OR what you want to add to your program/classroom
3. Please fill out EVALUATIONS for this session.
4. ENJOY this conference!!
5. Part 2, 1:30-3pm



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**Be the
change**



**you wish to
see.**

Mahatma Gandhi

