

BEHAVIORAL SUPPORTS AND INTERVENTIONS

JULIA HART, M.A.

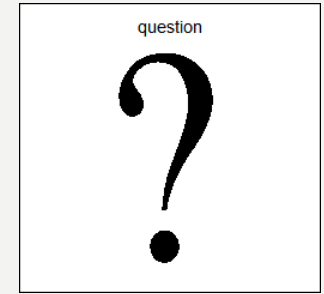
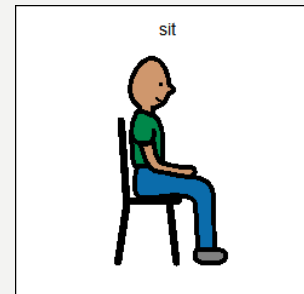
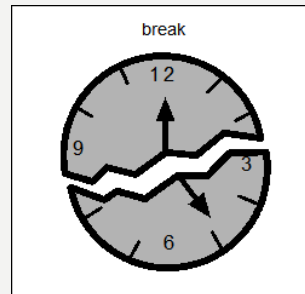
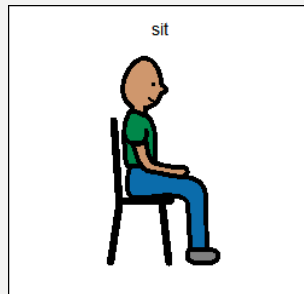
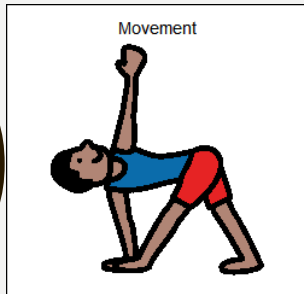
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ALEXANDRIA CITY PUBLIC SCHOOLS

GUIDING QUESTIONS

1. How can we create early childhood classrooms that are developmentally appropriate and multi-sensory, enabling all children to manipulate their environment?
2. How can we decrease behavior through room design and visual support?
3. How can we accept behavior and provide positive supports?

SESSION SCHEDULE



WHAT'S ALREADY WORKING?

What are 2 strategies or practices that are currently working in your classroom?



2 ISSUES?

- Now what isn't working? What can we do to help you?
- Now we can have a power point or just dialogue!!!!!!!!!!!!!!

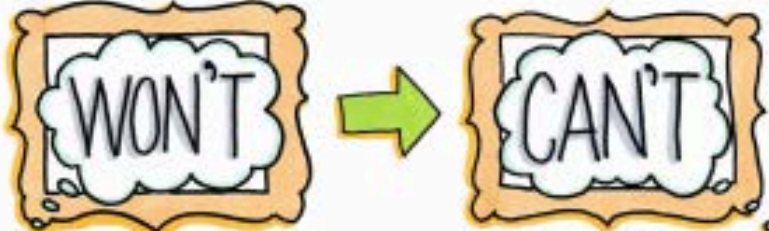


Why can't they all just listen?
Sit, wait, follow directions, chill out,
use their words, stop whining, stop
hitting, pushing, biting and
screaming???!!!



REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ ROSS GREENE



“SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD”
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be “STRESS DETECTIVES”...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwlens62

CHALLENGING BEHAVIOR WORKS

- Children engage in challenging behavior because “it works” for them
- Challenging behavior results in the child gaining access to something or someone or avoiding something or someone.

BEHAVIOR

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

ALL CHILDREN ARE DIFFERENT, LIKE IT OR NOT

- Our experiences are different
- Our learning styles are unique
- Our abilities/strengths and weaknesses are different
- Our daily life may have bumps (Maslow)
- We are culturally unique
- And the list goes on!



Every child has a different
learning style and pace.
Each child is unique,
not only capable of learning
but also capable
of succeeding.

Robert John Meehan



Study

EXPECTATIONS

- For Some...
 - Listening to directions in a crowded noisy room is difficult
 - Expectations to sit without input can be challenging for many kids and it may be the reason they are not quite “getting it?”
 - Too much language without visuals to support your information means your words become less powerful! We will prepare you with a few basic signs and give you as many visual symbols as you desire!
 - For many being too close to peers, noise, being tired, being hungry, etc. is really hard!!!
 - We are unique beings!

Developmentally appropriate= play

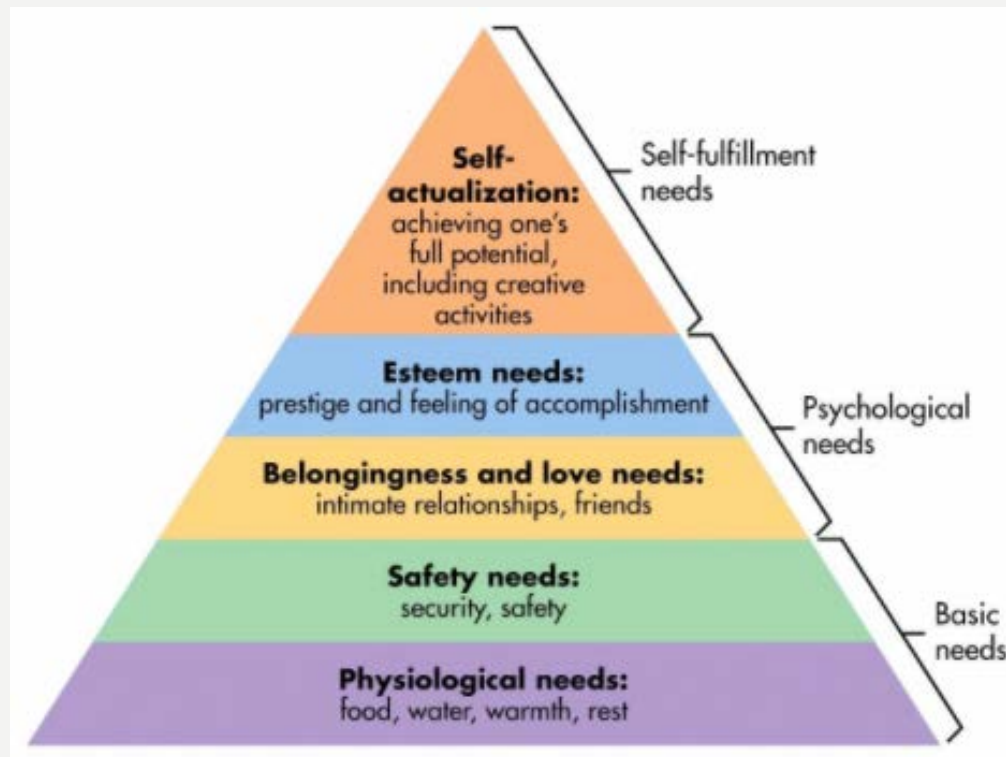
Play is how children develop higher level thinking skills, math concepts, phonemic awareness, socialization, language, cognitive skills, creativity, and imagination, personal awareness, problem solving, gross and fine motor skills etc., etc., etc.!

Theories of Play

- Bruner: Play is a rehearsal
- Dewey: Play is preparation
- Piaget: Children explore and learn about themselves through play
- Erickson: Play allows children to learn about their social world and try out new skills
- Vygotsky: Imaginative play in the preschool years is vital for the acquisition of social and cognitive competence (play provided children the ability to develop an understanding of social norms and expectations)
- Montesorri: Play is sensory learning (believes children should use a multi-sensory approach...hands on)



MASLOW'S HIERARCHY OF NEEDS



PHYSICAL ENVIRONMENT

- Room design
- Visual supports
 - Daily schedule
 - First/Thens
 - Visual cues
 - Stop signs
 - Feet on the floor

ROOM DESIGN



Areas of the room are separated by physical borders
ie. shelves, carpets, tables, etc. creating natural barriers
used to define the space for each center.
Thought should be given to size and where the areas
are in proximity to other spaces.



Labels, 'Task Analysis' and "markings" define areas visually and provide support to all children.



Materials (ie. schedules, task analysis', icons, and anything considered visual support) should be at the eye level of the children!



Materials and toys should be available and labeled.
If materials and toys are not available-
shelves should be covered
and labeled (No access or STOP)



The more you say
the less it means
when you say it!

I need to...

~~talk more~~

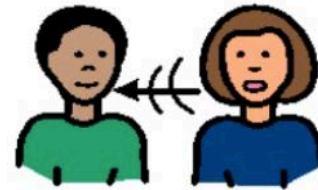
~~talk louder~~

~~talk closer~~

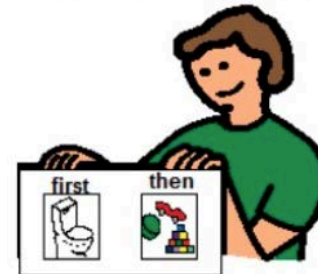
~~talk slower~~

...use visuals

Students hear your words



They understand your visuals

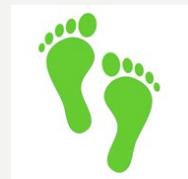
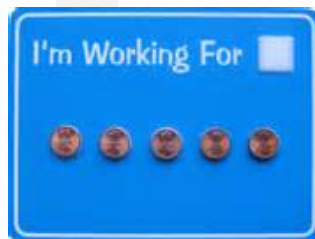
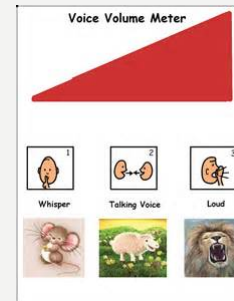
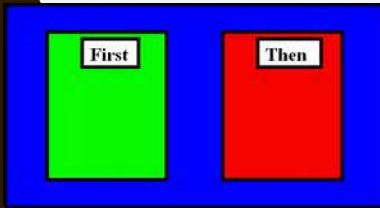


Visuals, Visuals, Visuals!!



Voice volume level

5	Yelling	
4	Outside voice	
3	Inside public voice	
2	Inside private voice	
1	Whisper	
0	No Talking	



9 REASONS TO USE VISUALS

www.northstarpaths.com

@kwiens62



- VISUALS ARE PERMANENT
(SPOKEN WORDS DISAPPEAR)



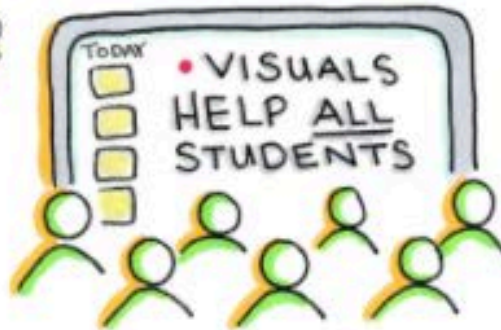
- VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



- VISUALS PREPARE
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS
SEE WHAT YOU MEAN



- VISUALS HELP
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



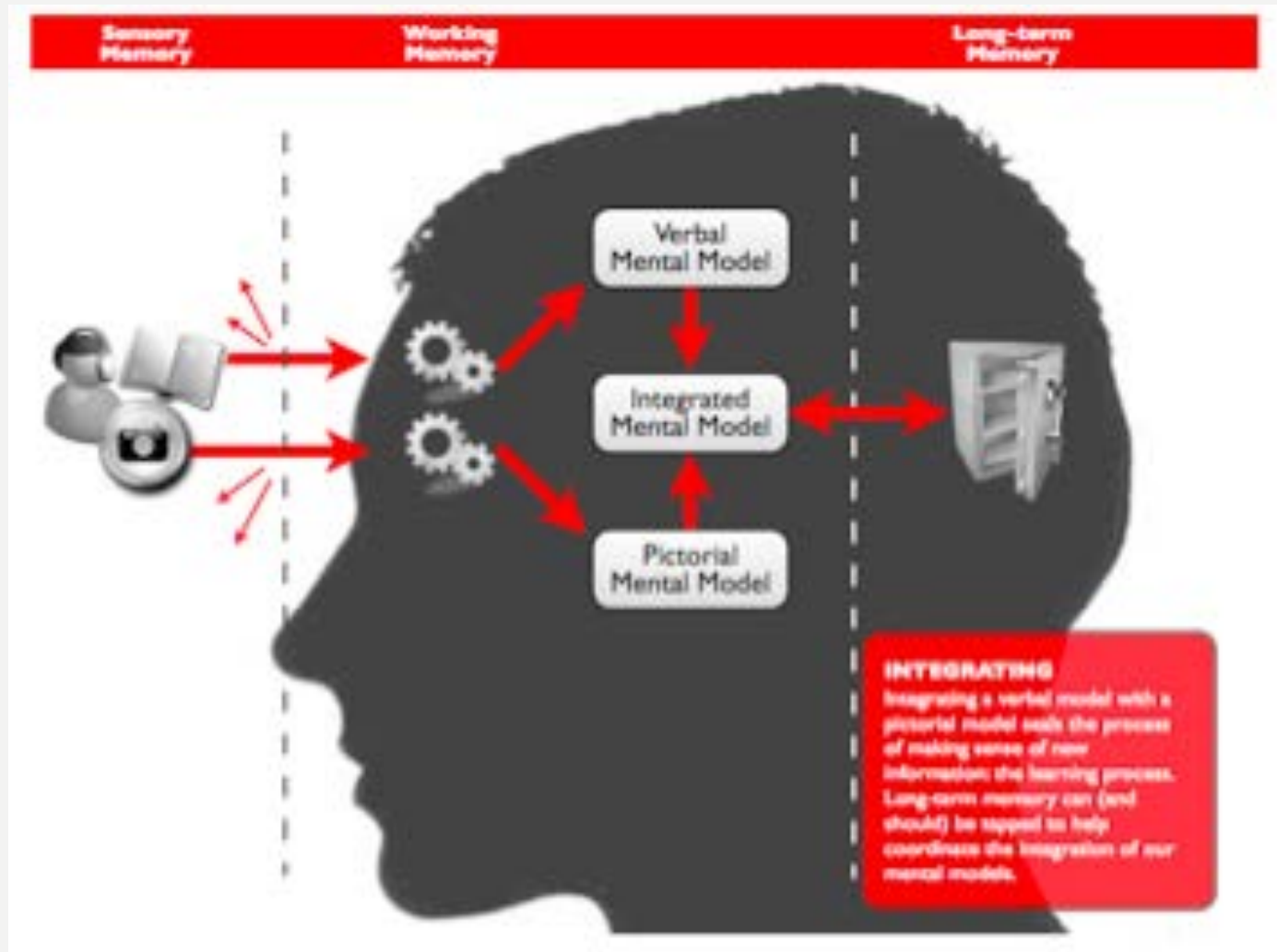
- VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION
• NO DISAPPROVAL



- VISUALS HELP
REDUCE ANXIETY

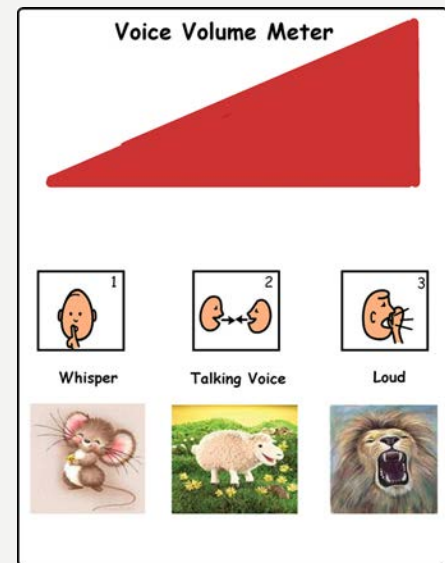
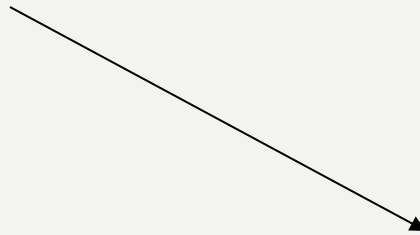
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VISUALS PAIRED WITH LANGUAGE ARE MOST EFFECTIVE!



USE VISUALS PAIRED WITH VERBAL DIRECTIONS. THE STRONGEST MENTAL MODELS ARE FORMED WHEN A STUDENT IS ABLE TO LINK NEW INFORMATION TO PRIOR KNOWLEDGE. THAT IS WHEN INFORMATION IN VERBAL MESSAGES RELATES TO THE INFORMATION IN PICTORIAL MESSAGES, AN INTEGRATED MENTAL MODEL IS FORMED.

- Remember this!

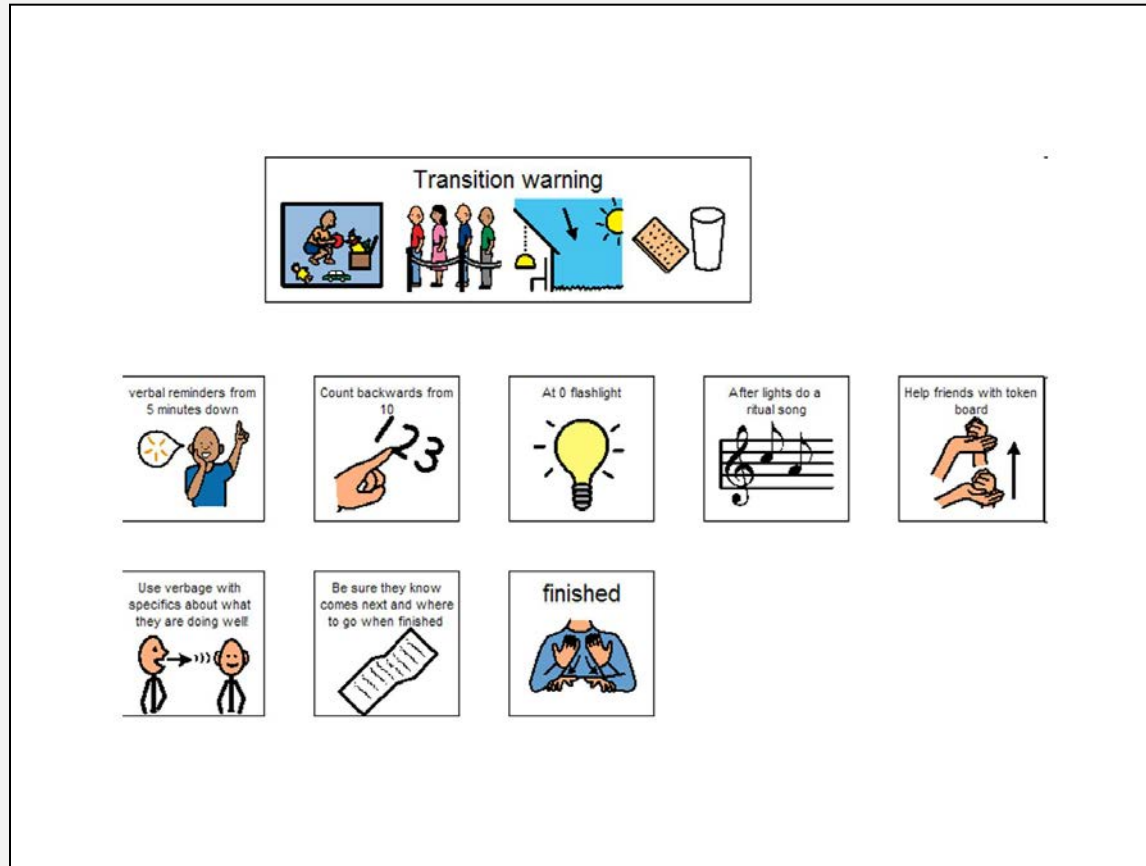


TRANSITIONS



- Transitions are a key part of the early childhood classroom. Transitions are the time when students must stop the activity in which they are engaged and move to a new activity or place. Transitions can make or break the day! Difficult transitions often create situations where behaviors become an issue.
 - A visual schedule and understanding of the how the day is structured will decrease anxiety
 - Change is hard for anyone, especially young children. Multi-sensory warnings and countdowns are the key to create smooth and safe transitions!!!!!!

VISUAL REPRESENTATION OF THE STEPS OF A MULTI-SENSORY TRANSITION WARNING



TRANSITIONS AND TRANSITION WARNINGS



VISUALS, VISUALS, VISUALS!!!!



I don't know what to do with my hands and body

- Outside first
- Sensory plans and strategies
- Run around time and breaks
- Chewy tubes
- Fidget toys
- For kids who are behaviorally "of issue"
 - Jobs
 - Heavy lifting
 - KEEP THEM CLOSE (proximity control)-BUSY AND PROVIDE THEM INPUT
- Good Read Carol Kranowitz *The Out of Sync Child*



POSSIBLE RED FLAG



- *****Ding, ding, ding moment
 - If children are covering ears often
 - Bumping into friends and walls purposely
 - Chewing on their shirt or clothing....or others (biting)
 - Having huge difficulty with body in space
 - Are unable to sit for short periods without “w” sitting (3-5 year olds)
 - Are marking time on steps
- *Degree and frequency is the criteria for “everything behavior.” In other words most things in life are typical “in moderation.” Things in excess are concerning!!!!

WHEN FOR THE DING, DING, DING MOMENTS ARE STRESSFUL



- In a nutshell “STOP, TAKE A DEEP BREATH AND RELAX...make this your new mantra
 - Research on deep breathing and oxygen to the brain is plentiful, so use it for yourself and promote it!!!!
 - If you need to use a safe place and have a different calm adult handle the moment....step back
 - Always approach the victim and place adult body between the victim and other child

SO, NOW WHAT?

IF WE WANT KIDS TO LISTEN.... TELL THEM AND SHOW THEM WITH CLEAR VISUALS OF WHAT TO EXPECT AND WHERE TO GO!!!

- Routines and rituals are soothing!
- The less you say (to correct, direct and deal), the more it means when you say it!
- Embed visuals in your settings ie. Help, foot prints, lines, stop signs, visual schedules, visual prompts, visual rules, etc.

BEHAVIOR IS EVERYTHING WE DO...THEREFORE WE BEHAVE IN CERTAIN WAYS FOR A REASON!

Function Matrix

Functions of Behavior		
	Positive Reinforcement (get something)	Negative Reinforcement (get out of something)
Attention		
Tangibles/Activity		
Sensory		

HEALTHY HABITS



- The American Academy of Pediatrics recommends that preschool-age children have no more than one hour of screen time, daily.
- The AAP also recommends at least 60 minutes of physical activity daily for young children.
- The National Resource Center for Health and Safety in Child Care and Early Education recommends that children participate in 90-120 minutes of outdoor play every day.
- Nemours, through kidshealth.org, recommends 60 minutes of structured physical activity and 60 minutes of unstructured physical activity. They also recommend that children go no more than 1 hour without being active (unless sleeping)



HEALTHY HABITS

- Head Start Body Start recommends that teachers remain active while children engage in active play.
- Head Start Body Start also recommends that active play never be withheld as a punishment.
- The National Resource Center for Health and Safety in Child Care and Early Education recommends that teachers wear clothing that permits easy and safe movement and that teachers “Encourage children’s physical activities that are appropriate and safe in the setting, e.g., do not prohibit running on the playground when it is safe to run “
- www.choosemyplate.gov- USDA site features recommendations for health and nutrition for preschoolers

THEY ARE LITTLE, YOU ARE BIG. THEY ARE STILL FORMING THEIR ABILITY TO THINK ABSTRACTLY, YOU ARE A GENIUS. THEY ARE SLOW, YOU ARE FAST. . .

- Come up with a consistent and judgment free language (Becky Bailey is a great source) that everyone uses
- Be sure there are visuals so you can refer to them
- PROXIMITY CONTROL!!!! Use your body to help with small children with aggressive “tendencies”
- Take some data (however not at the expense of proximity control) you have a good memory write it down after you have saved a small child from a big bite
- Figure out patterns and antecedents so you can change the antecedent and predict the pattern



ABC CHART/DATA



- If we went to change behavior we need to:
 - A figure out the antecedent...what triggers the behavior
 - Identify the behavior
 - Figure out the appropriate consequence that will condition a new behavior

ABC Chart

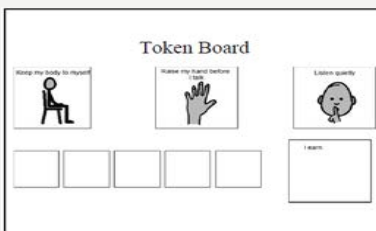
A-B-C Data Sheet

Student: _____
Targeted Behavior: _____
Date/Time: _____
Antecedent - include activity, staff, setting, etc.
Behavior - include intensity and duration
Consequence - include staff, setting, and sequence of events
Staff Initials: _____

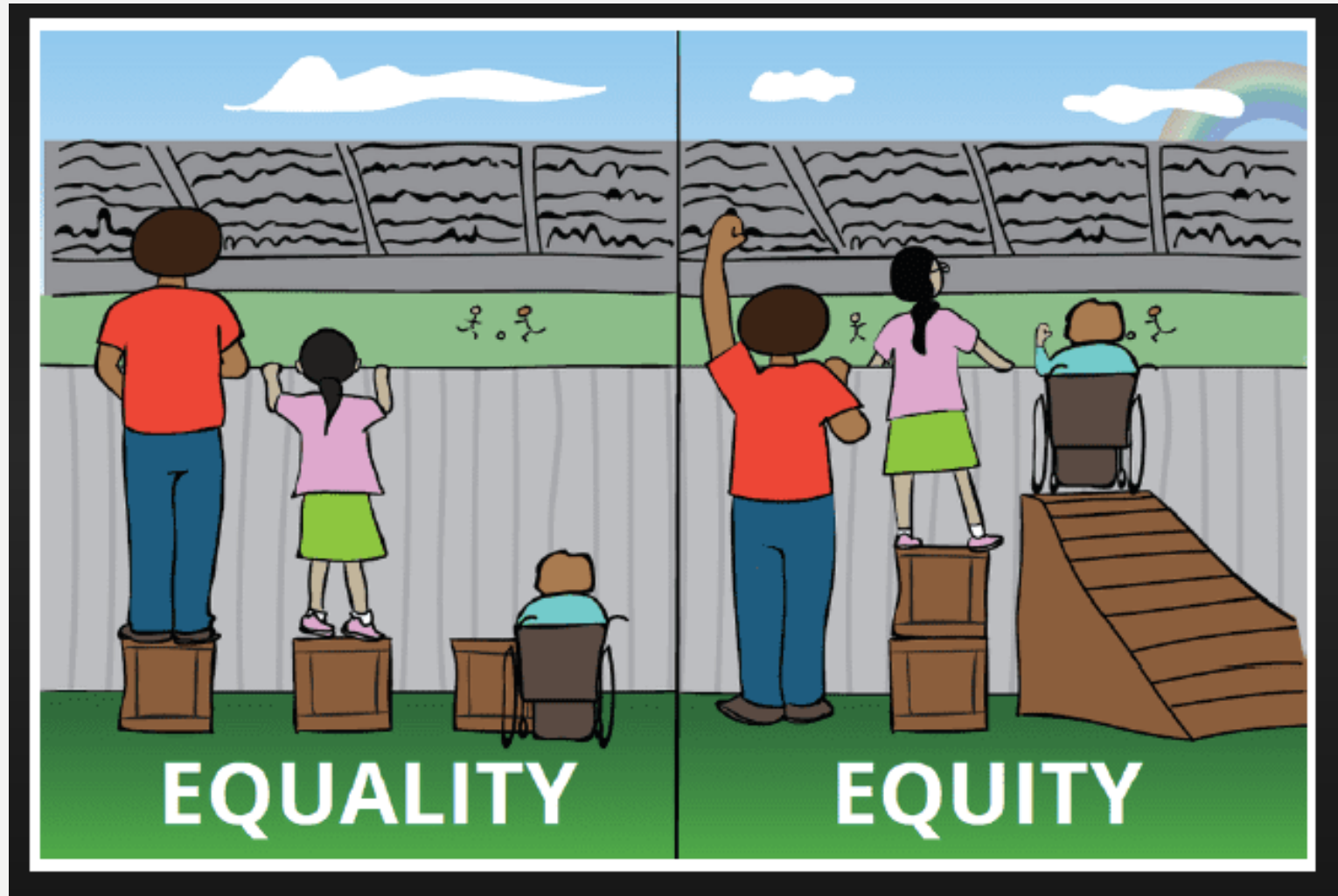
Time/Date:	Setting:	Antecedent:	Behavior:	Consequence:	Staff Initials:

PREMACK AND SKINNER

- Premack: Do this get that (Grandma's rule)
- Skinner: Operant conditioning (if everything we do is behavior, every reaction we have to the behavior conditions that behavior)
 - Children will seek attention...positive or negative, keep that in mind when you have just called Jonah's name for the thousandth time, called him to sit with you and spoke to him infinitum....Jonah has just been the most conditioned little guy around, only he is all about being "in trouble" because then he gets to be the "apple of your eye!"



BUT IT'S NOT FAIR TO TREAT CHILDREN DIFFERENTLY!



Questions/Advice?

- You are experts.....what now?
- Tweek a few things and possibly make things better?



RESOURCES

- Carol Kranowitz- *The Out of Sync Child*
- Richard Louv- *Last Child in the Woods*
- Becky Bailey- *Conscious Discipline*
- Karen Pryor- *Don't Shoot the Dog*
- Ross Greene- *The Explosive Child*
- Daniel Siegel – *No Drama Discipline*
- <https://aboutmegansclass.weebly.com/token-economy.html>
- Daniel Tammet-*Born on a Blue Day*
- Temple Grandin
- *Mind in the Making* by Ellen Galinsky
- *Nurtureshock* by Po Bronson & Ashley Merryman
- Kelly Dorfman- nutrition
- Ann Cooper
- Jaime Oliver
- www.donorschoose.org
- *Roots and Shoots*- Jane Goodall

HOW CAN WE HELP? QUESTIONS?

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BATHROOM



BRUSH TEETH



STORY TIME



FREE CHOICE



SNACK



CIRCLE TIME



BREAKFAST



ARRIVAL



OUTSIDE



SNACK



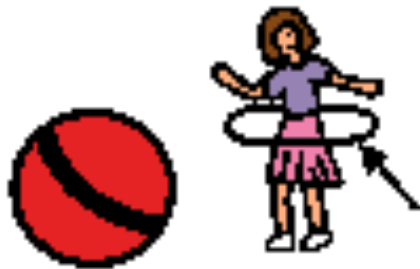
GO HOME



BRUSH TEETH



GROSS MOTOR



FREE CHOICE



LUNCH



WASH HANDS



CLEAN UP



NAP TIME



Token Board

Keep my body to myself



Raise my hand before I talk



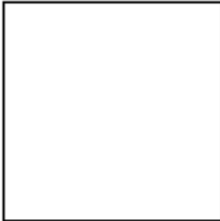
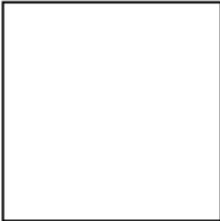
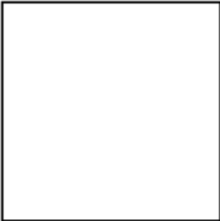
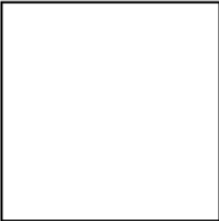
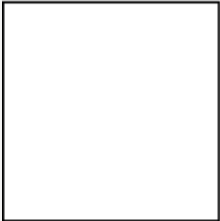
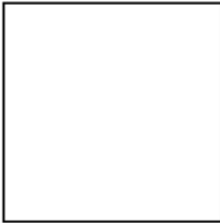
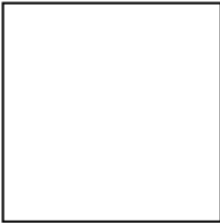
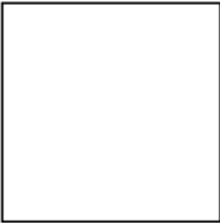
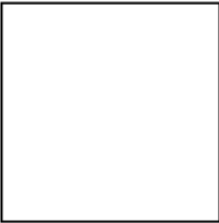
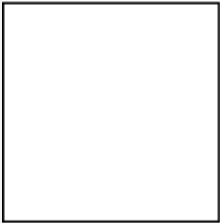
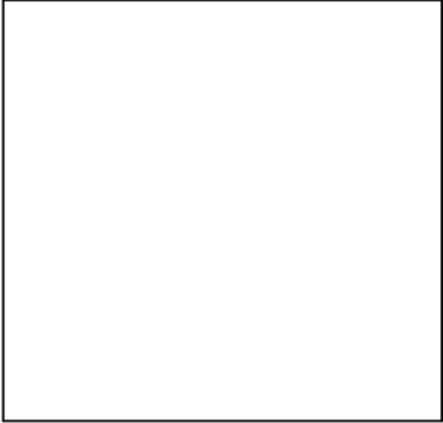
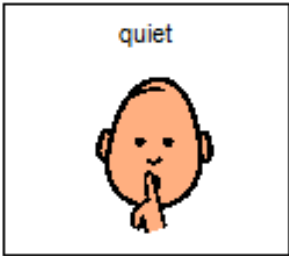
Listen quietly



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I earn

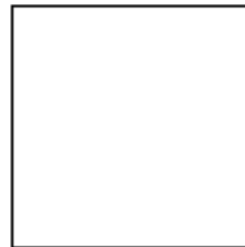
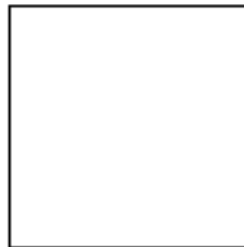
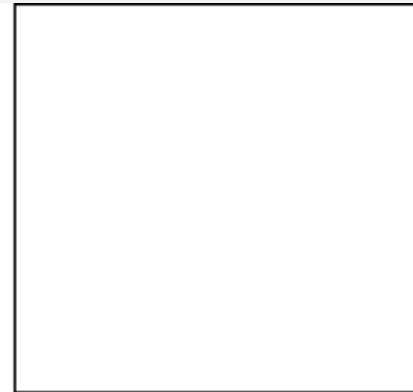
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quiet



sit





First

Then

bathroom



brush teeth



go outside



circle time



free choice



snack



breakfast



lunch



wash hands



nap time



clean up



go home



sit



sit



play



playground



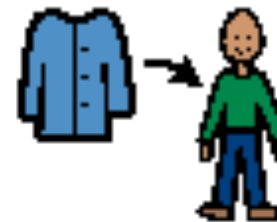
line up



read book



put coat on



hang up coat





Brushing my teeth

get toothbrush



get toothpaste



put toothpaste
on brush



brush front
of teeth



brush back
of teeth

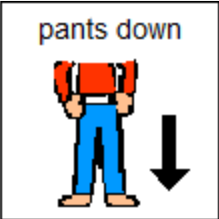

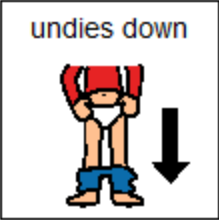


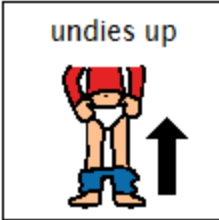

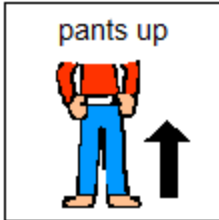




rinse toothbrush



rinse mouth



1	<p>pants down</p> 	6	<p>wipe bottom</p> 
2	<p>undies down</p> 	7	<p>put paper in toilet</p> 
3	<p>sit on toilet</p> 	8	<p>undies up</p> 
4	<p>poo or wee in toilet</p> 	9	<p>pants up</p> 
5	<p>get toilet paper</p> 	10	<p>flush toilet</p> 

turn on



get soap



wash hands



rinse hands



turn off



get paper towel



throw away



Fire Drill



I will hear a loud noise called a fire alarm.



I listen carefully to what my teacher tells me.



I line up quietly at the door with my class.



I walk outside with my class.



I wait with my teacher outside.



I do not play.



When the fire drill is over, I walk back to class with my teacher.



Fire Drill



fire drill



Today we will have a fire drill.

bell



The bell will ring.

stand in line



We will stand in line.

outside



We will walk to the field.

quiet



We will wait quietly.

teacher

















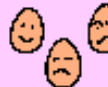

































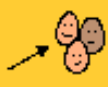

















The teacher will say, "The fire drill is over."

class



We will go back to class.

who 	what 	when 	where 	why 	stop 	turn 	now 	different 	finished/ all done 
yes 									no 
hi 	bye 	one 	not/don't 	feel 	good 	more 	all 	same 	some 
I 	me 	am are	find 	look / see 	come 	drink 	close 	little 	big 
it 	my/mine 	put 	can 	eat 	read 	get 	this 	up 	in 
he/ him 	she/her 	have-has 	do does	go 	help 	like 	down 	on 	again 
they/them 	we/us 	was were	is	need 	play 	say 	that 	off 	out 
you 	your 	will	open 	make 	want 	work 	under 	here 	there 