BEHAVIORAL SUPPORTS AND INTERVENTIONS

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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

Movement  |  sit  |  break  |  sit  |  question

?
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

Won’t → Can’t

Adult’s Mindset
- Judgmental
- Curious
- Willful
- Too many stressors
- Defiant
- Skills deficits

View of Child
- Lazy
- She just wants attention...
- Rude!
- What’s getting in their way?
- How can I help?

Thoughts
- Rewards & punishments
- Frustration
- Guilt/shame
- Find & remove barriers

Response
- Supported
- Strengthened

Child’s Experience
- See a child differently, you see a different child

“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

@kwillenski
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
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)
• Montessori: Play is sensory learning (believes children should use a multisensory approach...hands on)
PHYSICAL ENVIRONMENT

- Room design
- Visual supports
  - Daily schedule
  - First/Thens
  - Visual cues
  - Stop signs
  - Feet on the floor
Areas of the room are separated by physical borders, i.e., 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!!
9 REASONS TO USE VISUALS

- Visuals are permanent (spoken words disappear)
- Visuals allow time for language processing
- Visuals prepare students for transitions
- Visuals help all students
- Visuals help build independence
- Visuals have no attitude - no tone, no frustration, no disapproval
- Visuals help reduce anxiety
- Visuals are transferable between environments and people
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 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 creating 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!
– Imbed visuals in your settings ie. Help, footprints, lines, stop signs, visual schedules, visual prompts, visual rules, etc.
BEHAVIOR IS EVERYTHING WE DO....THEREFORE WE BEHAVE IN CERTAIN WAYS FOR A REASON!

<table>
<thead>
<tr>
<th>Functions of Behavior</th>
<th>Positive Reinforcement (get something)</th>
<th>Negative Reinforcement (get out of something)</th>
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<tbody>
<tr>
<td>Attention</td>
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<td>Tangibles/Activity</td>
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<td>Sensory</td>
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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

**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

<table>
<thead>
<tr>
<th>Time/Date:</th>
<th>Setting:</th>
<th>Antecedent:</th>
<th>Behavior:</th>
<th>Consequence:</th>
<th>Staff Initials:</th>
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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!”

![Token Board]
BUT IT’S NOT FAIR TO TREAT CHILDREN DIFFERENTLY!

EQUALITY  EQUITY
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
- 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
- https://aboutmegansclass.weebly.com/token-economy.html
HOW CAN WE HELP?
QUESTIONS?

- julia.hart@acps.k12.va.us
- bpellowi@acps.k12.va.us
BREAKFAST

ARRIVAL

OUTSIDE

SNACK

GO HOME

BRUSH TEETH
Token Board

- Keep my body to myself
- Raise my hand before I talk
- Listen quietly

I earn:
quiet

safe hands
Brushing my teeth

- get toothbrush
- get toothpaste
- put toothpaste on brush
- brush front of teeth
- brush back of teeth
- rinse toothbrush
- rinse mouth
1. pants down
2. undies down
3. sit on toilet
4. poo or wee in toilet
5. get toilet paper
6. wipe bottom
7. put paper in toilet
8. undies up
9. pants up
10. flush toilet
1. Turn on
2. Get soap
3. Wash hands
4. Rinse hands
5. Turn off
6. Get paper towel
7. 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.
Today we will have a fire drill.
The bell will ring.
We will stand in line.
We will walk to the field.
We will wait quietly.
The teacher will say, "The fire drill is over."
We will go back to class.
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<thead>
<tr>
<th>who</th>
<th>what</th>
<th>when</th>
<th>where</th>
<th>why</th>
<th>stop</th>
<th>turn</th>
<th>now</th>
<th>different</th>
<th>finished/all done</th>
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<td>bye</td>
<td>one</td>
<td>not/don't</td>
<td>feel</td>
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<td>more</td>
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<td>make</td>
<td>want</td>
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