CLASSROOM MANAGEMENT
Part Two: Challenging Behaviors

Challenging Behaviors are any action produced by a child that results in self-injury to others, causes damage to the physical environment, interferes with learning new skills, socially isolates the child, and/or is problematic to the child's family.

Research shows that children with challenging behaviors are more likely to experience expulsion from a preschool program, peer rejection, punitive interactions with teachers, school failure, high risk of fatal accidents, substance abuse, unemployment, psychiatric illness and early death.

Responding to Challenging Behaviors

Collecting Data

Targeted Strategies

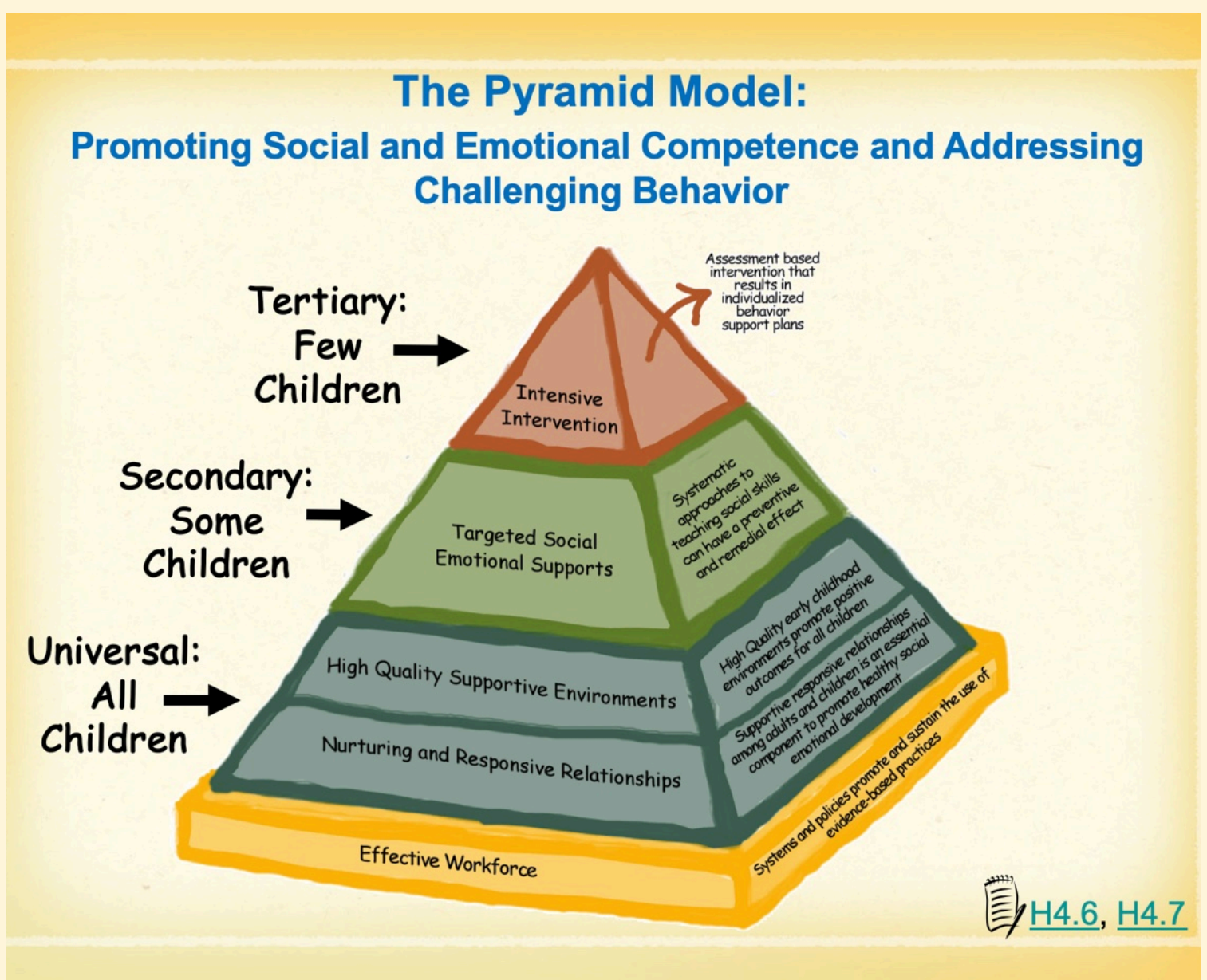Working with Support Teams

Coaching Corner

Responding to Challenging Behaviors

In the moment,
- Stay calm.
- Keep voice and facial expressions neutral.
- Use matter-of-fact language. Redirect using short, positively phrased language (ex. Feet stay on the floor.).

Take time to reflect on and, over time and with consistency, follow the tiers of The Pyramid Model.
1. Implement universal practices & strategies (refer to Classroom Management Part One).
2. Collect data and implement targeted strategies for children needing additional support.
3. Work with team to develop a behavior support plan for children needing intensive support.

The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

Tertiary: Few Children → Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Secondary: Some Children → Targeted Social Emotional Supports

Systematic approaches to teaching social skills can have a preventive and remedial effect

Universal: All Children → High Quality Supportive Environments

Nurturing and Responsive Relationships

High Quality early childhood environments promote positive outcomes for all children

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices

H4.6, H4.7

Collecting Data

Data Collection Tools
Click on the title of each tool to be taken to the form.

<u>Reframing Behavior Worksheet</u>

This form can be used to reframe a behavior that challenges us into a more objective thought.

<u>ABC Chart</u>

Can be used to document a challenging behavior and record the A-Antecedent, B-Behavior, and C-Consequence

<u>General Data Form</u>

Can be used to collect data on child's progress in targeted skill development and is most often used for the child to successfully complete the skill or behavior.

<u>Functional Assessment Interview Form</u>

Can be used to gather information about an individual child for the purpose of behavior support planning.

What Data Should be Collected?

- Observational data to identify possible triggers for behavior.
- Skills needing more direct instruction, targeted support and progress monitoring.

If child has an IEP, the IEP team should be involved to determine if additional data collection is necessary.

Families should always be included in this process.

Targeted Strategies

Targeted strategies to support challenging behaviors may look similar to universal strategies, however their use and implementation is more specific.

For example:
- offering limited choices for activities, using visual and tangible choice chart
- various types of timers
- visual cue paired with auditory cue for a transition
- individual first/then board
- individualized picture schedule
- individualized (or child made) social story
- adaptive seating
- focused direct instruction of specific skills

Ask families for input and share targeted strategies and supportive resources to encourage consistent implementation at school and home.

Visual cue paired with auditory cue

Working with Support Teams

Behavior Support Plan Tools
Click on the title of each tool to be taken to the form.

<u>**Individualized Behavior Support Plan**</u>

This form can be used by a behavior support team to identify the steps needed to get materials and people ready for plan implementation.

<u>**Implementation Checklist**</u>

This form can be used by a behavior support team to identify the steps needed to get materials and people ready for plan implementation.

<u>**Reinforcer Inventory**</u>

This form can be used as a survey to identify possible reinforcers to guide the behavior support plan.

<u>**Support Planning Chart**</u>
This form can be used to visually display the proposed elements of the behavior support plan and their alignment to the function of the child's behavior.

The support team should always include children's families and teachers, and ideally program administrators, therapists or other relevant support professionals.

Coaching Corner

Questions to guide classroom management strategies in the classroom.

- How do you ensure that you connect with each child each day?

- In what ways do children have ownership of activities and the environment?

- What plans are in place to support individuals with exceptionalities? How is that communicated to new staff that enter the room?

- What observations have you made of individuals with challenging behaviors? What patterns do you notice in your data?

- What are your school procedures for participating in a child's IEP process and progress monitoring?

- In what ways do you include families inside and outside of the classroom?

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