POSITIVE SUPPORTS FOR YOUNG CHILDREN WITH CHALLENGING BEHAVIORS
**Positive Supports for Young Children with Challenging Behaviors**

Child’s Name ______________________________

Routine/Activity: ___________________________

Describe the behavior (What does it look or sound like? How often does it occur? How long does it last? When does it occur?)

What is the function (purpose) of the behavior (get/obtain or avoid/escape)? What is your child trying to tell you?

<table>
<thead>
<tr>
<th>What can I do to prevent the behavior?</th>
<th>What new skill can I teach to replace the challenging behavior? (Does this new behavior serve the same function/purpose as the challenging behavior?)</th>
<th>How will I teach this new behavior?</th>
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Who can help/support me (family, teachers, providers, community agencies):

Questions I have....
Positive Supports for Young Children with Challenging Behaviors

During our session today, we are going to talk about ways to help our children...

- Build relationships
- Learn to manage emotions
- Let us know what their behavior is trying to communicate
- Learn new skills to replace challenging behaviors
Building Positive Relationships with Children

Think of someone who was really special to you when you were a child.

What made you think of this person?

What did they do that made them important or special to you?

Development and Learning

Development: continuous process by which children change as they gain knowledge, behaviors and skills.

- Involves five specific areas: physical, cognitive, social/emotional, communication/language and self-help/adaptive
- Occurs in a predictable sequence
- Rate of development is unique for every child
- Takes place gradually
Fundamentals of Development

- Although the rate of development varies from child to child, the "pattern" or "order" in which they learn skills and develop is quite consistent.

- Development is a continuum. A child does not suddenly stop being "three" and start being "four" on her/his fourth birthday.

- Development can not be rushed. You can not speed up a child's natural timetable for development.

- Developmental milestones fall into categories development called domains.

Domain II

Social and Emotional Development

A. Interactions with Adults
B. Interactions with Adults: Seek assistance from adults
C. Interaction with Peers
D. Interaction with Peers: Cooperation
E. Interaction with peers: Negotiation
F. Adaptive Social Behavior
G. Adaptive Social Behavior: Group Activities
H. Adaptive Social Behavior: Diverse Settings
I. Adaptive Social Behavior: Empathy
J. Appreciating Diversity
K. Self-Concept
L. Self-Concept: Abilities and Preferences
M. Self-Efficacy
N. Self-Control
O. Self-Control: Feelings and Impulses
P. Emotional Expression
## D. Interaction with Peers: Cooperation

<table>
<thead>
<tr>
<th>Birth to 18 months</th>
<th>18 to 36 months</th>
<th>36 to 60 months</th>
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</thead>
<tbody>
<tr>
<td>Some Indicators for Children:</td>
<td>Some Indicators for Children:</td>
<td>Some Indicators for Children:</td>
</tr>
<tr>
<td>1. Observes other children and imitates their sounds, actions, and emotions.</td>
<td>1. Takes turns during play with peers, with considerable assistance.</td>
<td>1. Plays with other children without prompting, at times.</td>
</tr>
<tr>
<td>2. Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations.</td>
<td>2. Recognizes there is a conflict and requests adult assistance.</td>
<td>2. Cooperates with other children, with assistance.</td>
</tr>
<tr>
<td>3. Able to sustain play with caregiver (talking a half, peek-a-boo).</td>
<td></td>
<td>3. Manages the use of materials and toys during play, with assistance.</td>
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<tr>
<td></td>
<td></td>
<td>4. Negotiates with peers (takes turns, plans).</td>
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<td></td>
<td>5. Makes decisions with other children, with adult prompts as needed.</td>
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</table>

### Sample Strategies to Promote Development and Learning:

- Model cooperation and sharing with others in daily tasks (e.g., preparing a meal with other family members).
- Provide opportunities for child to play and interact with other children.
- Play turn-taking games with child (e.g., peek-a-boo).

### Sample Strategies to Promote Development and Learning:

- Notice child's interests and engage child in play by following child's lead.
- Provide toys that can be played with by two or more children at one time to promote sharing.
- Provide child with ample time to play with toys until finished.

### Sample Strategies to Promote Development and Learning:

-Acknowledge cooperation when child plays with other children.
- Read stories or invent puppet plays which characters share, take turns, and cooperate.
- Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.

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## Your Child at 4 Years

### What children do at this age:

**Social/Emotional**
- Enjoys doing more things.
- Is more and more creative with made-believe play.
- Would rather play with other children than by himself.
- Cooperates with other children.
- Plays "Want" or "Need".
- Often can't talk what's on his mind and what's on his heart.
- Takes about what is interesting and what else is interesting in.

**Motor Skills**
- "I see this on the plane."
- "I see a monkey." "he face" plus.
- "I see a monkey."
- "I see an elephant."
- "I see a monkey."
- "I see an elephant."
- "I see a monkey."
- "I see an elephant."

**Language Communication**
- "I see this on the plane."
- "I see a monkey." "he face" plus.
- "I see a monkey."
- "I see an elephant."
- "I see a monkey."
- "I see an elephant."
- "I see a monkey."
- "I see an elephant."

**Fine Motor Skills**
- Plays "Want" or "Need".
- Often can't talk what's on his mind and what's on his heart.
- Takes about what is interesting and what else is interesting in.

### How you can help your child's development:

- Play together with your child. Let your child be the leader and copy what she is doing.
- Support your child's pretend play by creating an environment that might make him feel comfortable.
- Take your child shopping. Ask him to pick out a shirt or a toy. Limit choices to 3.
- During play, be your child's partner, ask him to play with you, or tell him a story. Allow choices to 3.
- Encourage your child to develop his own pretend play with friends and make-believe.
- Encourage your child to use picture books, dress-up clothes, kitchen sets, and blocks.
- Use good grammar when speaking to your child. Instead of "Memory wants you to name three," say, "I want you to name three."
Developmental Milestones

Provide a reference when you have a question about how children learn and develop

Give you a common language to share information and talk about your child's learning and development

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Behavior Basics

- All behaviors communicate something
- There is a function to all behaviors
- All behaviors are predictable
- Behaviors are learned and are teachable
- Children engage in challenging behavior because "it works" for them
Measuring Behavior at Home

The first step in identifying strategies and structures to prevent and address a child’s challenging behavior is to “define the behavior.”

<table>
<thead>
<tr>
<th>Unclear</th>
<th>Well-defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph is aggressive</td>
<td>Joseph hits and kicks his brothers and sisters.</td>
</tr>
<tr>
<td>Romi does not listen</td>
<td>Romi does not clean up her toys when she is asked by an adult.</td>
</tr>
</tbody>
</table>

Prioritizing Challenging Behaviors

1. Safety
2. Severity
3. Frequency
4. Impact on the child’s learning and quality of life
5. Chain of behavior
Taking a Closer Look at the Behavior

<table>
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<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>What happens before the behavior?</td>
<td>What does the child do?</td>
<td>What happens after the behavior?</td>
</tr>
</tbody>
</table>

Function

When _____ happens . . . the child (does what) _____ . . . and then _____

What is Your Child Trying to Tell you?

Challenging Behavior

- Obtain/Get Something
- Escape/Avoid Something
Finding the Meaning of the Behavior

What function (or purpose) is the behavior serving for the child? What is the pay-off for the child?

*From the child's perspective, ask "What is the most important thing the child gets or avoids by using this behavior?"*

Dani's mother is shopping at the store with her and her brother. Her mother sees a friend and stops to talk. Dani begins to pull things off the shelves and throws them on the floor. Her mother tells her to stop and continues talking. Dani throws herself on the floor and begins to cry. Her mother stops talking to her friend and picks her up.

Jeremiah

Jeremiah is three years old. He is playing at home with his blocks on the floor. His father tells him to put the blocks away because it is time to go to sleep. Jeremiah grabs two blocks and runs behind a chair. When his father approaches him, he throws the blocks at him. His father then picks him up and Jeremiah begins to kick and hit. His father puts him down and says he can play for ten more minutes.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
</table>

Function
Setting Events

- Setting events are conditions that increase the likelihood that a challenging behavior will occur.

- Setting events indirectly "set-up" the challenging behavior to occur.

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4 Setting Events 2 Antecedent 1 Behavior 3 Consequence (function)
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Maya

Maya is four years old. She was the only child in a household that consisted of her mother, aunt and grandmother until three months ago when her mother gave birth to a boy. In the past two months, Maya has been having tantrums almost every day. This morning, her mother asked her to get dressed for school. Maya yelled "no" and walked over to her baby brother and threw her toy at him. When she was told to stop, she threw herself on the floor, began banging her hands on the ground and started to yell and cry. Her mother responded that it was okay and she could stay home with her today. Maya picked herself up from the floor and gave her mother a hug.
Addressing Behavior at Home

When developing a plan to address challenging behaviors, it is important to consider your child's abilities and limitations.

Keep expectations realistic!

Replacement Behavior

- Have the same function as the challenging behavior
- Easier to do than the challenging behavior
- Socially acceptable

NOTE:
- Old behavior will resurface.
- It takes time to learn new behavior.
- Describe in observable and measurable terms.
Setting Events Strategies

Eliminate the conditions that increase the likelihood that a behavior will occur or neutralize the effects of the setting events.

- How will you remove or prevent setting events?
- How will you reduce the effects of setting events if they can not be removed?

Prevention – Plan Ahead!

Eliminate or change the triggers which result in the challenging behavior so that the child will no longer need to use the challenging behavior.

- How will you provide changes to the environment in order to reduce the need for your child to use the behavior?
- How will you provide prompts or reminders to increase the use of the new appropriate replacement behavior?
Prevention – Plan Ahead!

Anticipate how your child may react or need in certain situations

Plan ahead to support your child’s success

- Simplify tasks
- Use pictures
- Offer help
- Explain what is going to happen
- Reduce distractions
- Provide reasonable choices
- Model/show

Teach New Skills

Make sure to teach:

- Behaviors that serve the same function
- New desired skills / behavior

- How will you identify skills to teach?
- What steps will you take to teach new skills?
Teach New Skills

- Following routines and directions
- Identifying feelings
- Understanding appropriate ways to express anger
- Problem solving
- Sharing toys and other materials
- Taking turns
- Calming and coping strategies
- Understanding how and when to apologize

Teach New Skills

- Explain the new skill
- Demonstrate
- Give positive feedback
- Provide opportunities for practice
- Support success
- Use prompts
Consequence Strategies

Reinforce replacement behavior and extinguish negative behavior.

- How will you provide reinforcement when the replacement behavior is used?
- How will you redirect to the replacement behavior?
- How will you minimize the pay-off received for the challenging behavior?

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Reinforce and Reward Expected Behaviors

Use items that your child enjoys as a reinforcement

Be specific about the behavior

Keep statements simple

Provide positive attention

Catch Your Child Being Good!
New Responses

It is important to develop a plan for new ways for you to respond to your child's behavior.

• Redirection
• Offer a Choice
• Use "First, then"
• Stay calm!

How can We Support Maya?

What prevention strategies can help prevent the behavior from happening?

What new skills or new ways to communicate can we teach Maya?

How can we make sure that Maya's behavior doesn't work for her?
Next Steps - You Try It at Home!

Select a routine or activity at home during which your child has challenging behavior

Write down your observations of the behavior

Determine the function or purpose of the behavior – what is your child trying to tell you?

What can you do to prevent the behavior?

What is the plan for when the behavior occurs?

Is there a new skill you can teach to help replace the challenging behavior?

Resources

New York State Early Learning Guidelines
www.earlychildhoodny.org

Center for Disease Control and Prevention
www.cdc.gov

Center on the Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/

New York City Department of Education
http://schools.nyc.gov/Academics/SpecialEducation/AcrossGrades/Preschool/default.htm
EARLY CHILDHOOD VIDEO LIBRARY

INCLUDEnyc LIVE: Moving from Early Intervention to Preschool Services

INCLUDEnyc LIVE: Applied Behavior Analysis (ABA) for Infants and Toddlers with Autism
http://bit.ly/2BXSxbA

INCLUDEnyc LIVE: Autism and Wandering
http://bit.ly/2BVe3xH

INCLUDEnyc LIVE: Kindergarten for Children with Autism Spectrum Disorder
http://bit.ly/2BXJBmH

Concerned About Your Infant’s or Toddler’s Development? 5 Things to Know

How to Address Your Child’s Speech or Language Delay

For more information, visit www.includenyc.org
Is your child struggling in school?

Does your child have special needs or an IEP?

Do you have questions about your young person with a disability?

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TEXT US  
(646) 693-3175

VISIT INCLUDEnyc.org
FOR INFORMATION AND UPCOMING WORKSHOPS
¿Su hijo tiene problemas en la escuela?
¿Su hijo tiene un IEP (Programa de Educación Individualizada)?
¿No sabe cómo ayudar a su hijo con necesidades especiales?

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ENVÍE UN MENSAJE DE TEXTO
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