Agenda

- Introduction
  - Teachable Moments
- Assumptions
  - Andy’s Story
- Observations are Key
- What Does Behavior Mean?
- Causes of Misbehavior
  - Unmet Needs
  - Lack of Skills
  - Lack of Fit
- Guidance/Strategies
- Scenarios
- Closing & Evaluation
Session Objectives...

- Teachers will learn about strategies to prevent challenging behaviors in the classroom.

- Teachers will learn about possible causes for misbehaviors and strategies to use when working with children with challenging behaviors in the classroom.
Identifying Teachable Moments
Supporting Children with Challenging Behaviors

- No fast and easy solutions
- Developmental process that takes time
- Give yourself permission to try new strategies
  - “This is not working”
  - “What else can we try?”
Supporting Children with Challenging Behaviors

- Need to understand your own behavior, your own assumptions, and your relationship with children with challenging behaviors
Supporting Children with Challenging Behaviors

ANDY'S STORY
Supporting Children with Challenging Behaviors

- How do assumptions influence one’s expectations, interactions, and behavior?
- How can our own assumptions affect our ability to help a child change and grow?
Observations are key...

Why do we observe children?
- In order to avoid false assumptions
  - Assumptions are usually based on what you observe in children
- To learn more about children for individual planning and adapting of materials, environment or curriculum
- In order to find patterns in children’s behavior
Observations are key...

- Running Record Form
- Functional Assessment Interviews & Observation
- Rating Scales
- Environmental Characteristics/Adapting the Environment
Behavior Has Meaning

• Behavior is communication (“obtain” or “avoid/escape”)
• Understanding behavior begins with looking for the messages the behavior is conveying
• It is not unusual for us to look at our own behavior or other adults for meaning
Causes of Misbehavior

- Unmet needs
- Lack of skills
- Lack of fit
Unmet needs

• Why might children have unmet needs?

• Video Clip
Lack of Skills

- Consider
  - Language Skills
  - Social Skills
  - Ability to Manage Anger
- Can you increase skills through modeling, role playing, coaching?
- Video Clip
Lack of Fit

- Adapting the environment
- Adapting for temperament
- Adapting for learning styles
- Adapting for culture
- Video Clip
A Child is Hitting....

- List questions you could ask to determine what is at the root of this misbehavior.
  - **Group 1** - What if an **unmet need** provokes the child?
  - **Group 2** - What if a child hits because of **lack of skills**?
  - **Group 3** - What if a child hits because of a **lack of fit**?
The Five Finger Approach...

1. **Thumb—Cool down**
   - Calm down all parties (including the teacher)

2. **Pointer—Identify the problem**
   - Put the problem into words by children
   - Children agree on what it is

3. **Tall Guy—Brainstorm solutions**
   - Come up with possible ways to help the children solve their own problems

4. **Ringer—Go for it**
   - Try one solution
   - A guidance talk before implementation

5. **Pinky—Follow up**
   - Encourage
   - Monitor
Things to Consider…

- Parents should be involved in the entire process.
- There is no such thing as a “bad child.”
- Children may show serious misbehavior in the classroom because it is the safest place in their lives.
- The more serious the behavior, the more comprehensive the approach needed, and the more people a teacher may need to involve.
- Children who exhibit repeated aggressive and extreme behaviors are in danger of being stigmatized by their peers and by adults.
Key Points

• Build relationships with children by acknowledging what children do and/or create
• Understanding the communication behind the behavior
• Give yourself permission to try new strategies