

## Challenging Behaviors

**Developer(s) Name(s):** Sharon Carter

**Session Title:** Challenging Behaviors

**Delivery Mode (online, in-person, hybrid):** In-person

**Descriptor:** This session will provide participants with an understanding of challenging behaviors, their causes and suggestions for helping to change behaviors. The intended audience is all persons working with children, ages birth to twelve, no matter what their experience level is. The information will be shared using small groups discussions, individual reflection, videos, and group discussions. The learner will be participatory in the learning through small group, pair share activities, and individual reflections.

**Overall learning outcome(s) for CEU Session:** The participant will:

- Define the meaning of challenging behaviors.
- Identify the factors that affect the behavior of children.
- Discuss the difference between developmentally appropriate behavior and misbehavior.
- Justify the need for establishing relationships with children and families.
- Plan prevention strategies.
- Discuss the strengths they possess as early childhood professionals.
- Evaluate the environment for possible triggers.
- Recognize the causes of behavior.

**Pre-assessment strategy(ies):** Students will be given a pre and post-test and will be asked to write their definition of challenging behaviors upon entering the session and review that definition at the end to see if there are any changes

**DCD Topic Area(s) to be covered :** (1) Planning a safe, healthy learning environment, (2) Children's physical & intellectual development, (3) Children's social & emotional development, (4) Productive relationships with families, , (7) Observing & recording children's behavior,

**Supplemental Materials/References (what you anticipate will be used):**

- *Behavioral Challenges in Early Childhood Settings, Redleaf Quick Guide*
- If available: *Facing the Challenge, Disc 1 and Disc 2 (DVD)*
- If the previous video is not available then video clips from YouTube on Challenging Behavior or From Super Nanny

- *The Power of Guidance*, Dan Gartell, Thompson-Delmar Learning, NAEYC
- *What to do When*, sixth edition, Eva Essa, Thompson-Delmar
- *There's Gotta Be a Better Way, Discipline that Works*, Dr. Becky Bailey

### **On the Web:**

- Beyond the Journal from NAEYC:
- <http://journal.naeyc.org/btj/200307/Forfurtherreading.pdf>
- Positive behavior support. <http://challengingbehavior.fmhi.usf.edu/pbs.html>
- Center for the Social Emotional Foundations for Early Learning. <http://www.csefel.uiuc.edu>
- Center for Evidence-based Practice: Young Children with Challenging Behavior
- <http://challengingbehavior.fmhi.usf.edu/index.html>
- Functional Behavior Assessment Process OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)  
<http://www.pbis.org>
- Online Academy (Sponsored by the University of Kansas and the Office of Special Education Programs) <http://onlineacademy.org>
- Rehabilitation Research and Training Center on Positive Behavior Support
- <http://rrtcpbs.fmhi.usf.edu/>

### **Standards/Guidelines addressed:**

CSEFEL, Foundations for Early Learning

NC Foundations

NC Infant and Toddler Foundations

NAEYC Professional Preparation Standards

2009 Standards:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 5: Becoming a Professional

2010 Standards;

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
- Standard 4: Using Developmentally Effective Approaches
- Standard 6: Becoming a Professional

### CEU Session Outline

Module 1	Learning Outcomes	Instructional Methods	Engagement Strategies	Assessment Strategies
Session 1  Total: 2.5 hours	Participants will:  -Increase their awareness of appropriate behavior for young children  -Gain an understanding of the difference between developmentally appropriate behavior and misbehavior  -Evaluate their own attitudes concerning behavior expectations  -Recognize the importance of collaboration with families  -Learn strategies for talking with families about challenging behaviors	<ul style="list-style-type: none"> <li>- Group discussions</li> <li>- Case studies</li> <li>- Role Play</li> <li>- Individual Reflection</li> <li>- Printed Materials</li> <li>- Videos</li> <li>- Lecture</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm ideas and solutions</li> <li>-Reflection on specific questions or ideas</li> <li>-Pair share of information</li> <li>-Large group discussions</li> <li>-Small group discussions</li> <li>-Reframing of statements</li> <li>--Partner activities</li> <li>-Participation in role plays</li> </ul>	<ul style="list-style-type: none"> <li>-Individual definitions of challenging behavior at the beginning of the session and then reviewed at the end to see if there are changes in thinking</li> <li>-Pre and Post-tests (written)</li> <li>-Reflection questions throughout session</li> <li>-Follow-up to see if individual plans of action have been used (email follow-up in one month)</li> </ul>

<b>Module 2</b>	<b>Learning Outcomes</b>	<b>Instructional Methods</b>	<b>Engagement Strategies</b>	<b>Assessment Strategies</b>
Session 1  Total: 2.5 hours  (.5 CEU's)	Participants will:  -Understand the reasons behind a child's behavior  -Recognize the influence of the environment on the behavior of children  -Design classroom environment (schedule, materials, activities, teacher interaction) to promote positive behaviors  -Understand the importance of developmentally appropriate practice in managing children's behavior  -Plan strategies to prevent challenging behavior	<ul style="list-style-type: none"> <li>- Group discussions</li> <li>- Case studies</li> <li>- Role Play</li> <li>- Individual Reflection</li> <li>- Printed Materials</li> <li>- Videos</li> <li>- Lecture</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm ideas and solutions</li> <li>-Reflection on specific questions or ideas</li> <li>-Pair share of information</li> <li>-Large group discussions</li> <li>-Small group discussions</li> <li>-Reframing of statements</li> <li>-Develop strategies to handle challenging behaviors</li> <li>-To-Do list (what to change in their classroom)</li> <li>-Develop an ongoing checklist of areas of improvement</li> <li>-Partner activities</li> <li>-Participation in role plays</li> </ul>	<ul style="list-style-type: none"> <li>-Individual definitions of challenging behavior at the beginning of the session and then reviewed at the end to see if there are changes in thinking</li> <li>-Pre and Post-tests (written)</li> <li>-Reflection questions throughout session</li> <li>-Follow-up to see if individual plans of action have been used (email follow-up in one month)</li> </ul>

**Total Time: 5 hours**