NCPMI

Promoting Social and Emotional Skill Development and Addressing Challenging Behavior: Effective Practices for the Inclusion of All Young Children

Lise Fox, PhD
University of South Florida

ChallengingBehavior.org

1

How Do We Move the Needle?

Of all eligible children ages 3- 5 years with disabilities, over half (53%) received the majority of their IDEA services in settings separate from their peers without disabilities (68% in Florida).

2

Research on Effects of Early Challenging Behavior

▪ What begins in the early years tends to continue:

•63% of children with high levels of externalizing behavior challenges at 2 continued at age 5

•6-7% of young children are identified with conduct problems

•Adolescents identified with conduct problems as young children commit 50% of adolescent crime and 75% of violent crime

•Children with no aggressive or oppositional behavior in early years unlikely to have clinical concerns in adolescence
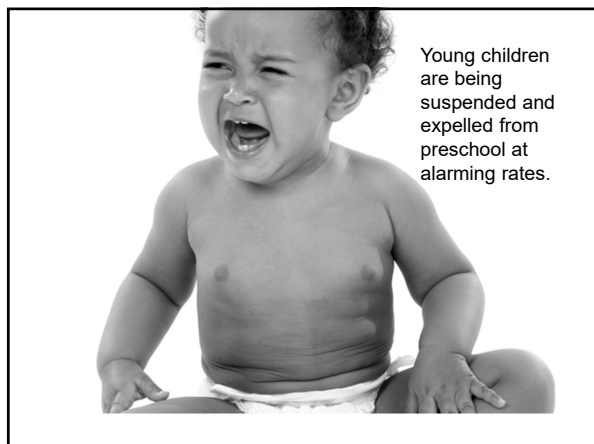
Shaw, D. 2013

3

Young children are being suspended and expelled from preschool at alarming rates.

4

Preschool children are suspended 3 times more than children in kindergarten through 12th grades

5

"Across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled"
(Center for American Progress, 2017).
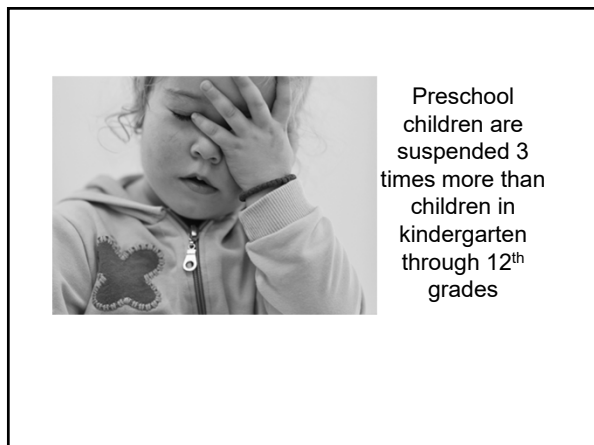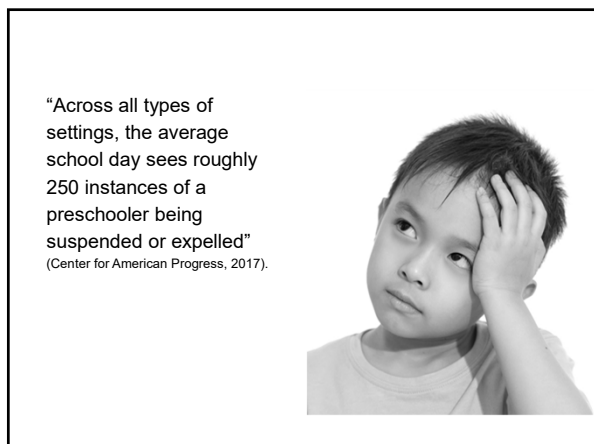
6

The Civil Rights Data Collection (2014) included preschool data FOR THE 1ST time. It included the number of preschool children who:
- had at least one out-of-school suspension,
- had more than one suspension,
- was expelled, and
- received corporal punishment.

7

The Data Showed:
- 5,000 preschoolers were suspended at least once and nearly 2,500 were suspended a second time.

(United States Department of Education, 2014).

8

- Boys were 54% of the preschool population and 79% of preschool children suspended.
- African American children were 18 % of the preschool population but comprised 48% of children suspended more than once.
- African American preschoolers were 3.6 times more likely to be suspended than their White peers.

9

African American girls are 20% of preschool female population but 54% of girls suspended from preschool
(United States Department of Education, 2016)

10

"Expelling preschoolers is not an intervention…Rather, it disrupts the learning process, pushing a child out the door of one early care and education program, only for him or her to be enrolled somewhere else, continuing a negative cycle of revolving doors that increases inequality and hides the child and family from access to meaningful supports."
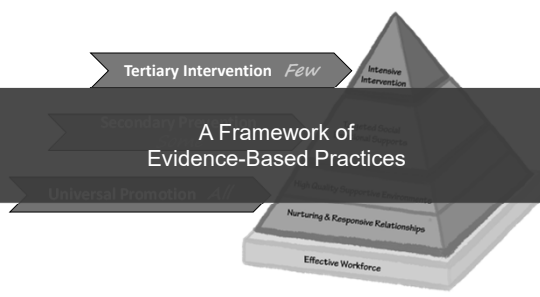-NAEYC

11

Pyramid Model for Promoting the Social and Emotional Competence of Young Children

Tertiary Intervention *Few*

Intensive Intervention

A Framework of Evidence-Based Practices

Universal Promotion

Nurturing & Responsive Relationships

Effective Workforce

12

Successful Pyramid Model Teachers

Connected,
Confident,
and
Competent

13

Pyramid Model/Early Childhood PBIS

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Universal Promotion   *All*

14

It's all about relationships

15

"Every child needs one person who is irrationally crazy about him."
Uri Bronfenbrenner

16

"Parents need to know that we care before they care what we know"
(Klass, 1997)

17

Creating Supportive Classroom Environments

- Physical design
- Schedules and routines
- Planning and implementing activities to promote engagement
- Visual cue systems
- Structuring transitions
- Teaching rules/expectations
- Positive feedback and encouragement
- Classroom management systems

18

Program-Wide Expectations

19
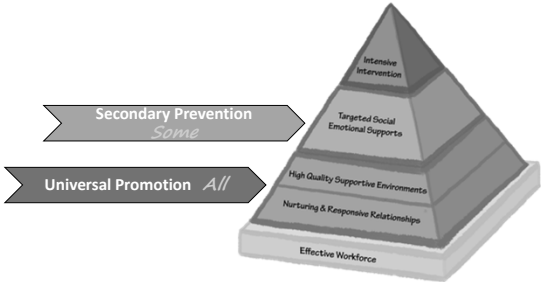
Pyramid Model/Early Childhood PBIS

20

Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for *ALL*
- Explicit instruction for *Some*
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making

21

Friendship Skills

22

Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful (assists)
- Affectionate
- Give compliments
- Understands how and when to give an apology
- Begins to empathize

23

Initiating Play

I can tap my friend on the shoulder.

I can say "let's play!"

http://depts.washington.edu/hscenter/

24

Initiating Play

I can gently take a friend by the hand.   I can give my friend a toy that I want to share.

http://depts.washington.edu/hscenter/

25

Peer Mediated Strategies

Peer Buddies (Joseph & Strain)
- Recruit peers to serve as buddies.
- Give the peer directions as to how long they need to stay with their buddy.
- Give clear directions about what the buddies are supposed to do together.
- Monitor and support buddies.
- Always have 2 peers for every one child with a disability to ensure more engaging play ideas.
- Prevent "buddy burnout."
- Praise and encourage involvement.

26

27

Emotional literacy is the ability to **identify**, **understand**, and **express emotions in a healthy way**.

28

http://depts.washington.edu/hscenter/
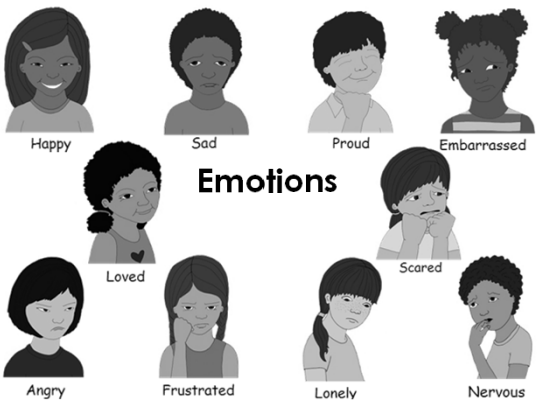
Happy   Sad   Proud   Embarrassed

Emotions

Loved   Scared

Angry   Frustrated   Lonely   Nervous

29

Frustrated   Embarrassed   Lonely   Sad

Mad   This is how I feel today!   Nervous

Happy   Loved   Scared   Proud

www.challengingbehavior.org

30

Grouchy Ladybug
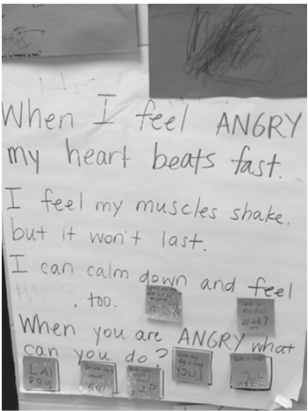
31

Self Regulation

32

Take a Deep Breath

Smell the flower   Blow the pinwheel

www.challengingbehavior.org

33

34

35

36

Pyramid Model for Promoting the Social and Emotional Competence of Young Children

37

Responding to Challenging Behavior

- Developmentally appropriate, classroom strategies
- Crisis responses
- Problem solving and support
- Team assessment-based process for children with persistent challenging behavior who need an individualized plan
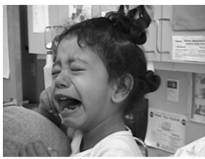- Partnerships with families

38

Individualized Positive Behavior Support

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments

39

39

Why?

"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not."

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

40

Formula for Success

Pyramid Model Practices

x

Intervention Fidelity

X

Systems for Implementation Fidelity

Meaningful Outcomes

Fixsen & Blase, 2012

41

Program-Wide Implementation
Guided by the Leadership Team

Data Decision-Making Examining Implementation and Outcomes

Leadership Team

Continuous Professional Development & Classroom Coaching

Staff Buy-In

Procedures for Responding to Challenging Behavior

Family Engagement

Program-Wide Expectations

42

Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS
  - Coaching Logs
- Child
  - Behavior Incidents (BIR)
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring

43

Promoting Infant and Young Children's Social Emotional Competence
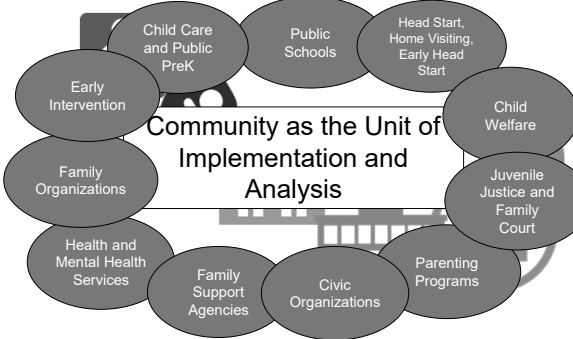
44

A Vision for a Seamless System

Child Care and Public PreK

Public Schools

Head Start, Home Visiting, Early Head Start

Early Intervention

Child Welfare

Community as the Unit of Implementation and Analysis

Family Organizations

Juvenile Justice and Family Court

Health and Mental Health Services

Family Support Agencies

Civic Organizations

Parenting Programs

45

Visit us online at
ChallengingBehavior.org

Find us on social media #PyramidModel

46

Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

IDEAs that Work
Office of Special
Education Programs

47