Welcome!

Visit the event page to download a copy of the webinar slides and any additional resources.

Select **'Everyone'** from the drop-down menu when commenting in the chat pod.

Email us if you need tech support or have questions.

Contact@OneOp.org

OneOp
Readiness. Knowledge. Network.

Responding Positively to Challenging Behavior (Part One)

The Art of Connection: Empowering Professionals to Respond Positively to Challenging Behaviors (Part One)

Event Materials

Visit the **event page** to download a copy of the presentation slides and any additional resources.

Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned for more information!

OneOp
Readiness. Knowledge. Network.

Today's Presenters

Dr. LaShorage Shaffer

Associate Professor
University of Michigan – Dearborn
lshaffe@umich.edu

Who I Am

- Military Wife (30 years)
- Mom
- Sister
- Aunt
- Friend
- Academic
- Traveler
- Shopper

Today's Objectives

1. Determine the impact of physiological and conditional factors that impact behavior in young children.

2. Define challenging behavior.

3. Identify and explain Harlow's relational patterns on behavior.

4. Describe the considerations that must be taken when children display challenging behavior.

5. Describe how to prevent and respond to challenging behavior.

The State of the Child

- In development

- Process of learning and developing are complex

- Receiving accommodations from educators through methods and curriculum

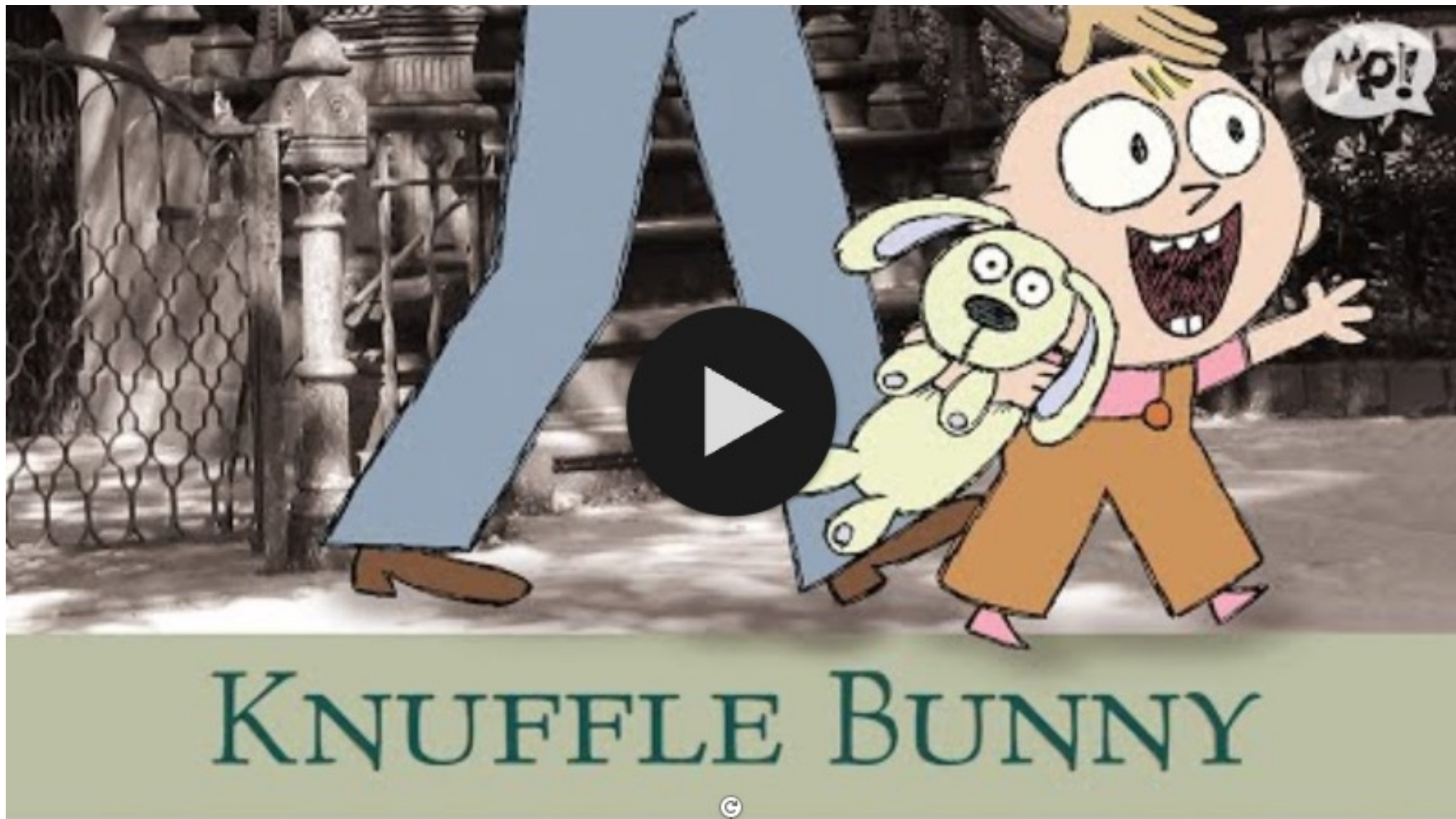- Behavior is guided by the caregiver/teacher

Physiological Factors

- Hunger or thirst
- Chronic pain
- Genetic disorders
- Gastrointestinal issues
  - Constipation
  - Diarrhea
- Nutritional status
- Sleep cycles
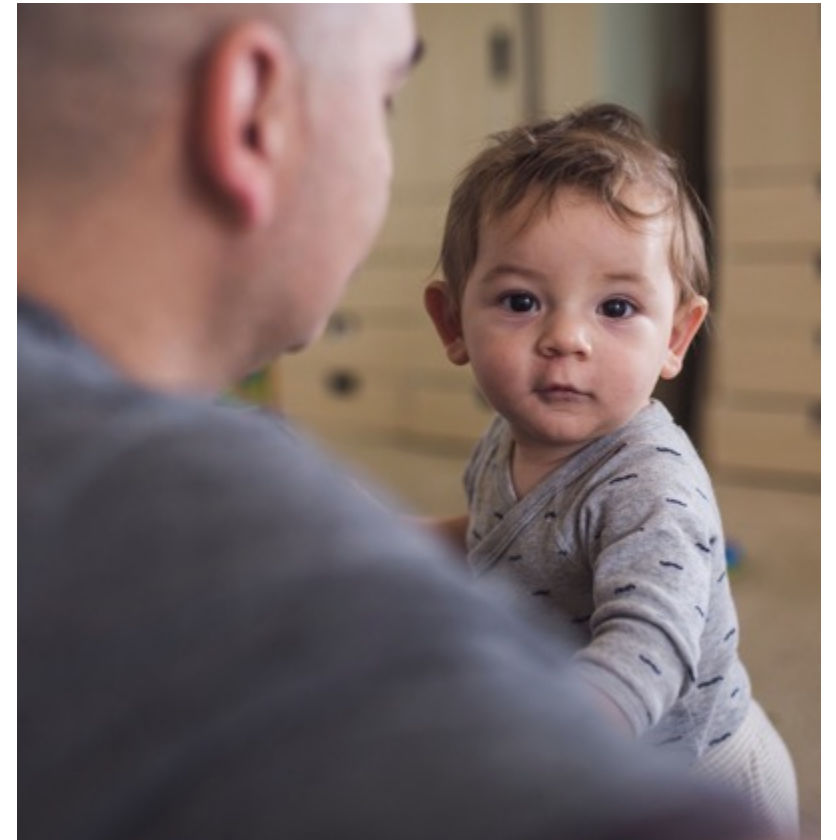- Anxiety
- Stress/fear
- Physical illness

To view this video, go to https://www.youtube.com/watch?v=DX8L2Iqm_10

Neurological Factors

- Temperaments

- Fetal alcohol syndrome
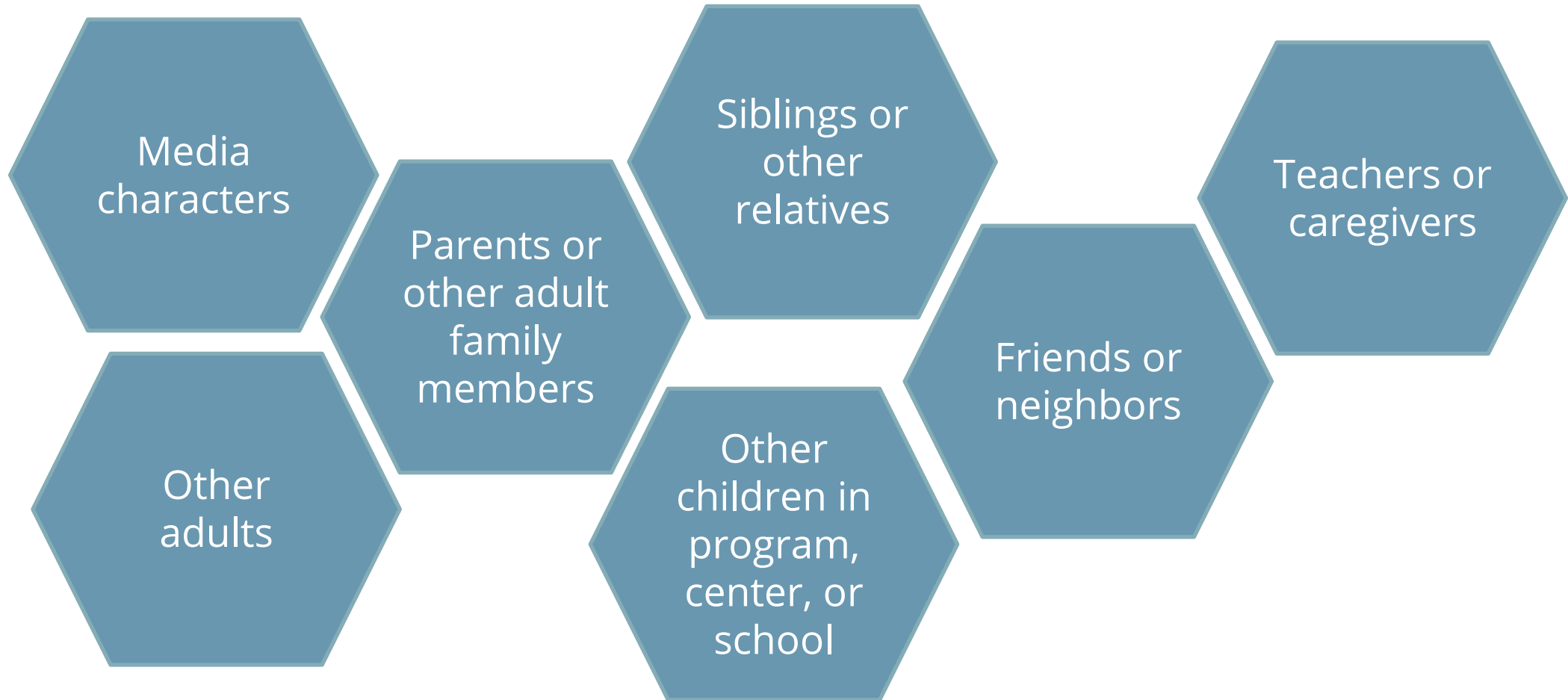
- Attention deficit/hyperactivity disorder (ADHD)

- Autism

Behavior

"Any action or function that can be objectively observed or measured in response to controlled stimuli."

Behavior is Learned

Media characters

Parents or other adult family members

Siblings or other relatives

Teachers or caregivers

Other adults

Other children in program, center, or school

Friends or neighbors

Harlow's Relational Patterns

- Encounterer
  - Child's concerned with maintaining an individual sense of centrality, wholeness, and initiative
- Adjustor
  - Child's concerned with learning what's expected by others and producing that behavior
- Survivor
  - Child's concerned solely with getting through time and space without disturbing established ways of getting needs met

Behavior

- In the process of learning any difficult skills, children make mistakes

- When children experience conflict, it is because they haven't developed the cognitive and emotional characteristics needed for more mature responses

- Behavior is viewed as something that should be corrected through **_teaching_**, not _punishing_

Challenging Behavior

Chat

How do you define challenging behavior?

Select *'Everyone'* from the drop-down menu when commenting in the chat pod.

Challenging Behavior

Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers or adults

Behaviors that are not responsive to the use of developmentally appropriate guidance procedures

- Prolonged tantrums
- Physical and verbal aggression
- Disruptive vocal or motor behavior
- Property destruction

- Self-injury
- Noncompliance
- Withdrawal

(Hemmeter, Ostrosky, Fox, 2021)

Challenging Behavior

Internalizing

- Anxiety, worry
- Hiding
- Social withdrawal
- Difficulty concentrating
- Persistent avoidance of activities

Externalizing

- Hitting
- Spitting
- Property destruction
- Running away
- Screaming

Focus on Aggression

Aggression

- Is a problem-solving behavior that is learned early in life, is learned well, and is resistant to change.

- Any external behavior that injures or diminishes a person or animal in some way or damages or destroys property

Forms of Aggression

Physical

Psychological

Reactive

Instrumental

(Gartrell, 2023; 2014)

Physical Aggression

- The use of violence to assert one's will physically upon another
  - Hitting, kicking, biting

Psychological Aggression

- Including both verbal and nonverbal oppression
  - Teasing
  - Threatening rejection
  - Ignoring or excluding
  - Bullying
  - Spreading rumors

Reactive Aggression

- An act of harm committed by an individual against another as a defensive "fight or flight" reaction due to frustration or perceived threat

Instrumental Aggression

- Used to obtain or get back some object, territory, or privilege

- Most common form of aggression during early childhood

Listen to the Voice of Challenging Behavior

It will tell you what this child needs at this time

Behavior is Communication!

- May be used to communicate a message when the child does not have the language.

- May be used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

Challenging Behavior has a Form and Function

- Children engage in challenging behavior to either:

Gain access to something - **OBTAIN**

Avoid something - **ESCAPE**

Examples of Forms of Communication

- Words

- Sentences

- Eye gaze

- Pulling adult

- Crying

- Biting

- Tantrums

Possible Function (Meaning) of Behavior

- Request object, activity, person

- Escape demands

- Escape activity

- Request help

- Request social interaction

- Comment

- Request information

Perception of Challenging Behavior is Influenced By…

- Culture

- Values and Beliefs

- Biases

- Abilities

(Gilliam, Maupin, Reyes, Accavitti, & Shic, 2016)

Chat

How might your perception of challenging behavior be influenced by your own culture, values, or bias?

Select *'Everyone'* from the drop-down menu when commenting in the chat pod.

When Challenging Behavior Occurs...

- Teachers feel less confident

- Positive guidance does not seem to work

- Teachers feel irritated, frustrated

- Takes away from teaching time

Preventing Challenging Behavior

- Adults should:
  - Consider the social environment
  - Assess routines and activities
  - Determine what motivates the child
  - Teach

    - Expectations

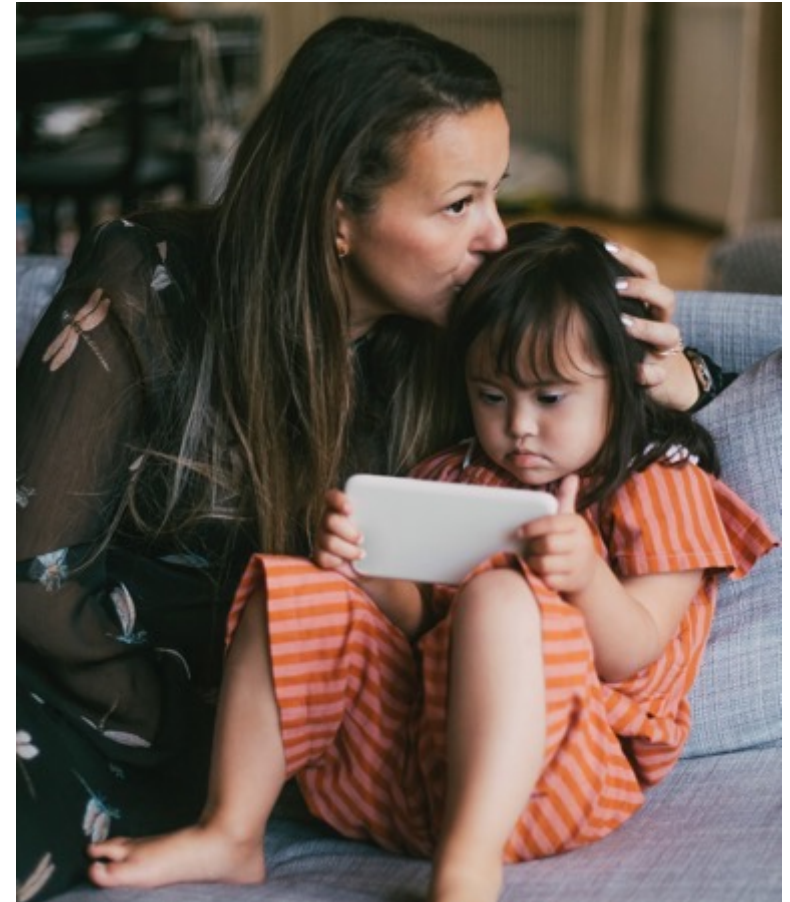   - Acceptable alternative skills

(Hemmeter, Ostrosky, & Fox, 2021)

Responding to Challenging Behavior

Adults should

- Respond calmly

- Validate the emotion

- Teach a new skill

- Avoid maintaining the challenging behavior

- Provide positive feedback

- Teach other children how to respond

P – A – R

If you are agitated or stressed by the behavior, then P-A-R

P – Pause and Reflect
- Take a deep breath.
- Think about what happened before the behavior occurred.

A – Ask
- What is this child trying to tell me?
- Do they want something? Do they need something?
  What do I know about this child that will help me figure out the reason for the behavior?

R – Respond
- When I respond, I ensure the child feels validated,
  listened to, understood, and safe.
- I guide the child to use an appropriate alternative behavior.

What Social Skills Do I Need to Teach?

- **Communication skill**
  - Ask for attention (e.g., hug)
  - Tell someone how you are feeling
- **Peer-related social skill**
  - Ask for a toy
  - Wait for turn
  - Find a solution
  - Work cooperatively
- **Follow routine/expectation with visual schedule**
  - Line up to leave playground
  - Clean-up first then go to snack

Providing Positive Feedback

- Describe the appropriate or desirable behavior you want to see
  - Be specific
  - Make sure the behavior is observable

- Feedback should be stated in a positive, sincere, and enthusiastic manner

- Feedback should be specific to the individualized needs of the child

Teach Other Children What to Do

- Step back from the challenging behavior

- Give the child space

- Seek adult support when needed

T – R – Y

When I feel stressed by behavior that pushes my buttons, I will

T – Take a deep breath

R – Reflect on my emotions, reflect on the meaning of the child's behavior

Y – I will think, You got this. You can be calm to support the child to be calm.

Take Home Messages

- Children's behavior is influenced by culture, abilities, and the caregivers in their lives.

- Behavior is learned from the interactions with adults and peers.

- Challenging behavior is commonly seen in young children communicating a child's wants and needs.

- Adults/caregivers can respond to challenging behavior with prevention strategies that promote appropriate social behaviors.

Any Questions?

Contact Me

LaShorage Shaffer

lshaffe@umich.edu

Upcoming Event

The Art of Connection: Empowering Professionals to Respond Positively to Challenging Behaviors – Part 2

Tuesday, July 9, 2024

This webinar will discuss steps that can be taken to avoid responding in a way that will amplify the situation and result in exacerbating the behavior beyond control.

Continuing Education

This webinar has been approved for
1.5 continuing education (CE) credits from:

- Early Intervention Training Program at the University of Illinois

- Gateways to Opportunity Registry

- National Council on Family Relations

- University of Texas at Austin, Steve Hicks School of Social Work

- American Association of Family & Consumer Sciences (CFCS)

- Certificate of attendance available

Evaluation Link

Go to the event page for the evaluation and post-test link.

Continuing Education

Questions?

Email: CE@oneop.org

Connect with OneOp

Explore upcoming events, articles, resources, and more!

OneOp.org