

***Children with Challenging Behavior:  
Resources for Reflective Thinking***

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**Objectives:**

- Participants will explore specific tools and resources adults can use to engage in reflective thinking about challenging behavior when:
  - Determining program elements
  - Examining relationships, values and emotions
  - Choosing and implementing intervention strategies
  - Promoting positive behavior in individual children
  
- Participants will explore different cultural views on behavior and how to collaborate effectively with families whose views are different

**I. Setting the Stage for Reflective Thinking about Behavior**

- *Opening Activity*
  
- *Division for Early Childhood (DEC) Position Statement on Interventions for Challenging Behavior [HANDOUT]*  
[http://www.dec-sped.org/pdf/positionpapers/Position\\_Chall\\_Behavior.pdf](http://www.dec-sped.org/pdf/positionpapers/Position_Chall_Behavior.pdf)
  
- *Division for Early Childhood (DEC) Concept Paper on the Identification of and Intervention with Challenging Behavior [HANDOUT]*  
[http://www.dec-sped.org/pdf/positionpapers/Concept\\_Paper\\_Chall\\_Behav.pdf](http://www.dec-sped.org/pdf/positionpapers/Concept_Paper_Chall_Behav.pdf)

**II. Taking a Broad View of Behavior**

- Behavior is in the eye of the beholder. What contributes to challenging behavior?
  
- The BRAULT Behavior Checklist (**B**ehavior: **R**eflect, **A**nalyze, **U**nderstand, **L**earn, **T**ry something new) [HANDOUT]

### III. Seeing Behavior from Diverse Perspectives

- *Diversity: Reconciling contradictions* (Gonzalez-Mena, 2000) **RG PAGE 13**
- *Division for Early Childhood (DEC) Position Statement on Responsiveness to Family Cultures, Values and Languages*  
[http://www.dec-sped.org/pdf/positionpapers/Position\\_Responsive\\_Culture.pdf](http://www.dec-sped.org/pdf/positionpapers/Position_Responsive_Culture.pdf)
- National Association for the Education of Young Children Position Statement: Responding to Linguistic and Cultural Diversity  
[http://www.dec-sped.org/pdf/positionpapers/Position\\_Responsive\\_Culture.pdf](http://www.dec-sped.org/pdf/positionpapers/Position_Responsive_Culture.pdf)

### IV. Four Major Contributors to Challenging Behavior

- *Children with Challenging Behavior: Resources for Reflective Thinking* (Brault & Brault, 2003) [HANDOUT]
- *Reframing Discipline* video series highlights a reflective approach to challenging behaviors. (Video Clip from “Doing the Groundwork”) (Educational Productions, 1998)

#### A. Program Elements

- Children with disabilities or other special needs (including challenging behavior) are like canaries in the mines – When program elements do not follow recommended practices, they will not be successful in the setting.
- How can teachers better understand the link between curriculum, environment and behavior?
- Activity: Think of Shopping [HANDOUT]
  - Ask students/staff to think of a store where they hate shopping. Have them list what makes it frustrating and unpleasant.
  - Then have them think of a store where they love to shop. List what makes that pleasant and easy.
  - Compare their lists to the environmental checklist handout.

#### B. General Relationships

- Everything centers around relationships – with children, families, staff.
- Values, beliefs, culture, language and professional boundaries all play a role in understanding behavior.

- Resource: Teacher training in family involvement: An interpersonal approach (Coleman & Wallinga, 1999/2000) [HANDOUT]

### C. Strategies with a Child in Mind

- Knowledge of group management techniques is crucial. Simple activities can help participants see the importance of attention to these strategies.
- Prevention is often the best intervention and most strategies can be used in this way.
- Problem-solving strategies can lead to development of positive behavior plans.
- Resource: For further reading on preventing and responding to behaviors that challenge children and adults (Fox, 2003) [HANDOUT]

### D. Child Characteristics

- Development, temperament and learning styles all influence behavior.
- Behavior is communication. What is the challenging child trying to tell us?
- Other factors can contribute to challenging behavior.
- Observation and communication with families are important skills to develop.
- Resource: Asking the right questions in the right ways: Strategies for ethnographic interviewing (Westby, Burda & Mehra, 2003) [HANDOUT]

## V. Exploring the Resources

### A. In the Petting Zoo

- *Discipline: Teaching limits with love* (I Am Your Child, 2000) **RG PAGE 36**
- *Meeting the challenge: Effective strategies for challenging behaviours in early childhood environments* (Canadian Child Care Federation, n.d.) **RG PAGE 36**
- *Painting a positive picture: Proactive behavior management* (Indiana Family and Social Services Administration, 1994) **RG DATABASE**
- *Samantha* (Devault, Krug, Turnbull, & Horner, 1994) **RG PAGE 75**
- *Skilled dialogue: Strategies for responding to cultural diversity in early childhood* (Barrera, Corso & MacPherson, 2003) **RG DATABASE**
- *So this is normal too? Teachers and parents working out developmental issues in young children* (Hewitt, 1995) **RG DATABASE**
- *What's best for infants and young children?* (Brault & Chasen, 2001) **RG PAGE 49**

## B. On the Web

- Center for Effective Collaboration and Practice <http://cecp.air.org/>
- Center for Evidence-Based Practice: Young Children with Challenging Behavior  
<http://www.challengingbehavior.org>
- Models of Inclusion in Child Care: Children with Emotional or Behavioral Disorders  
<http://www.rtc.pdx.edu/pgProjInclusion.php>
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports  
<http://pbis.org/>
- Social Competence Project <http://www.tr.wou.edu/train/soccomp.htm>
- Technical Assistance Center on Positive Behavioral Interventions and Supports  
<http://pbis.org/>
- Center for Evidence-Based Practice: Young Children with Challenging Behavior  
<http://www.challengingbehavior.org>

## C. Small group activity and sharing

## VI. Closing Thoughts and Evaluation

- How a caregiver views the child influences how the caregiver IS with the child which influences who the child becomes.

## VII. References

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