



Addressing Challenging Behaviors Follow-up Reflective Training Questions Module 4: Intervention and Strategies

Go through each question before participating in the Follow-up Reflective Training for Addressing Challenging Behaviors: Promoting Social and Emotional in Young Children, Module 4, focused on intervention and strategies. Be prepared to discuss the Inventory of Practices and the below topics during the Follow-up Reflective Training.

1. Social and Emotional Health

Complete the Inventory of Practices.

- Identify the strategies that indicate a mismatch between practice and importance, specifically the ones rated as important or very important but practiced seldom or occasionally.
- Choose 5 strategies to pay attention to and create an action plan for increasing those practices.

2. Why is this child using this behavior?

- Observe children in your program over a period of time and consider what they “get” from engaging in certain behaviors.
 - For example, is a child having outbursts to get out of circle time? Or dawdling to always be last outside?
- Looking back over your career working with young children, what do you think was one of your biggest successes in working with children with challenging behavior?
 - What happened? What strategies did you use? Who was involved? Why do you think it worked out so well?

3. Challenging Behavior or Typical Behavior that is Challenging: Frequency, Intensity, and Duration

Given our different perspectives on challenging behaviors, using data is critical in making an objective determination about which behaviors require intervention.

- What systems do you have in place for collecting data on behavior?

- If you don't yet, what are some ideas for data collection on individual behavior?
- What is the most difficult challenging behavior that you ever encountered in a young child?
 - How did you respond and what was the outcome?
 - What was the role of data?

4. Positive Guidance versus Discipline

- Do you consider guidance and discipline the same thing?
- What about punishment?
- Do you consider discipline and punishment the same thing?

5. Time In - Time Away: Regroup and Reset

- What is your practice on time out? Do you practice time out or time in?
- Did the information in the video regarding use of timeout surprise you? If so, what changes have you made to shift toward time in?

6. Making Genuine Amends

- What strategies do you use to help build empathy?
- Rather than forcing apologies, what strategies do you use to help children make amends with each other? With adults?

7. Responding to Bullying and Teasing

- When you consider bullying or teasing through the lens of challenging behavior, as a lack of skill, or a method of communication, what approaches do you take to address aggressive (physical, emotional, or relational) behavior?
- Think about a time when the "circle of we" helped buffer a bullying situation.

8. When Behavior is Dangerous

- How do you respond when a child's behavior endangers them self and others?
- When you consider expulsion as a response to dangerous behavior, what do you see as the long-term outcomes?

Sometimes there are behaviors beyond our expertise and that persist despite all of our best efforts.

- Does your program have a system in place for making referrals and know the specialists in your community when a situation requires intervention?