

Handout & Reflections
Challenging Behavior and Stress – What’s the Impact

1. Definition of “challenging behavior” is:

1. Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
2. Behaviors that is not responsive to the use of developmentally appropriate guidance procedures.
3. Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

Challenging Behavior Form and Function:

Form Definition – What does the behavior look like (ex. aggression or withdraw)

Function Definition – What is the purpose of the behavior from child’s perspective (ex. escape or obtain)

Children engage in challenging behavior because “it works” for them.

More information: <http://csefel.vanderbilt.edu/>

2. Challenging behavior activity: Are the behaviors challenging? What are the children communicating?

3. Stress: Do you experience stress while in the classroom? How does it impact your performance? Do you think? reducing the stress of children in the classroom would reduce your stress? Why is the Adverse Childhood Experiences study (ACE’s) important to your teaching? <https://kpjrfilms.co/resilience/>
<https://www.acf.hhs.gov/trauma-toolkit/early-childhood-programs> https://www.youtube.com/watch?v=v3A_HexLxDY
<https://www.acesconnection.com/blog/presentations>

4. 4 stages of the Pyramid are:

Effective Workforce

Building Positive Relationships

Designing Supportive Environments

Social Emotional Teaching Strategies

Individualized Intensive Interventions

5. How did this quote support building relationships? Why are relationships important in preventing stress?

We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along”. (Filippini 1990 as cited in Edwards, Gandini and Forman 1993, 153)

6. What is the definition of Resilience?

How can the below protective factors be used as strategies?

Initiative - The child’s ability to use independent thought and action to meet his or her needs.

Self-Control - The child’s ability to experience a range of feelings and express them using the words and actions that society considers appropriate.

Attachment - The mutual, strong, and long-lasting relationship between a child and significant adults such as parents, family members, and teachers.

For more info: <http://www.centerforresilientchildren.org/>

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