



2019 Statewide Early Learning Conference

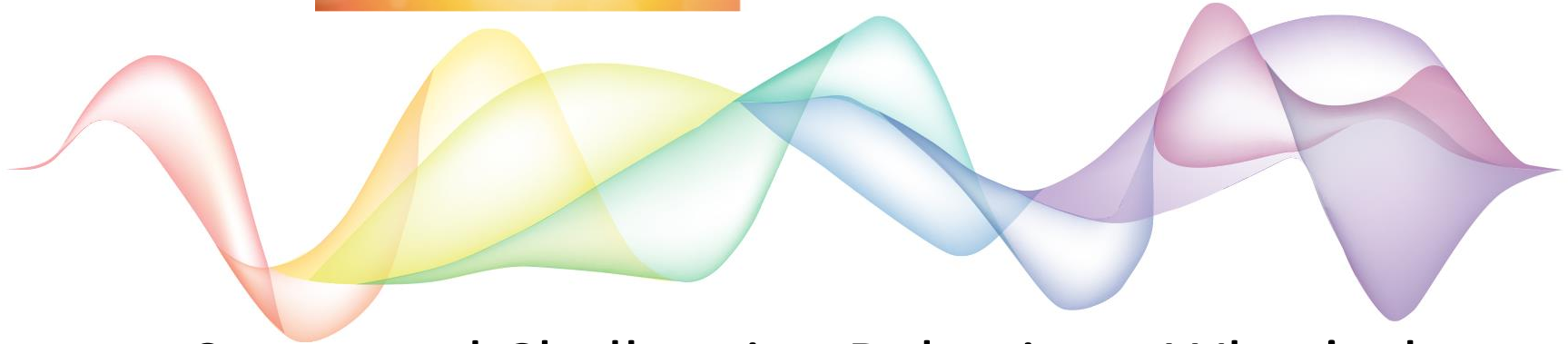
October 21-23, 2019 | Sheraton Portland Airport Hotel



OREGON
DEPARTMENT OF
EDUCATION



Barefoot Books
step inside a story



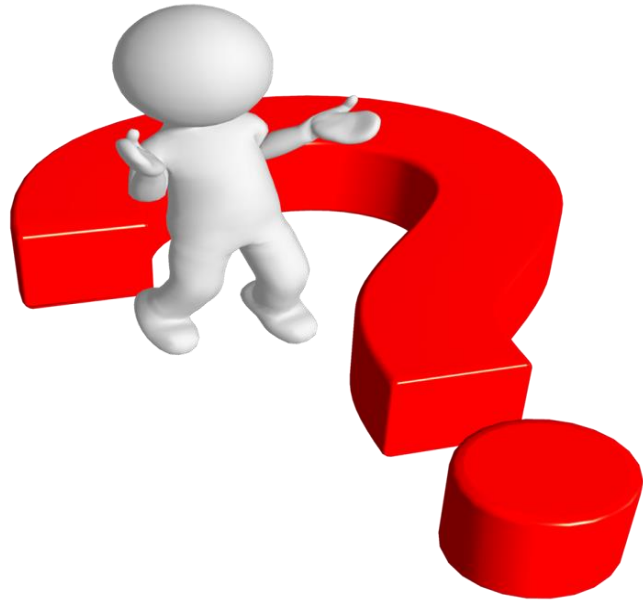
Stress and Challenging Behavior – What’s the Connection, What’s the Impact?

Stress and Challenging Behavior – What’s the Connection, What’s the Impact?

Goal: Teachers will explore and discuss research and issues of stress that can impact the learning environment; the child’s ability to learn and participate in the classroom positively.

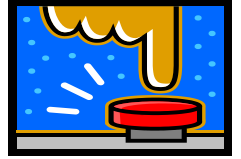
Outcomes: Teacher will be able to...

- Using the Pyramid Model to explore form and function of challenging behaviors
- Review and explore research on the impact of stress and trauma on a child’s learning.
- Identify challenges in supporting relationships with children.
- Using the Pyramid Model explore strategies to support children with challenging behavior.



What
questions do
you have on
this topic?

What Behaviors Challenge You?



In small groups...

- list children's behaviors that challenge you?
- What is the child communicating?

What is Challenging Behavior



Challenging Behaviors

- Behaviors that.....
 - Cause injury to self or others
 - Cause damage to the physical environment
 - Interfere with learning new skills
 - Socially isolate a child

Challenging Behaviors

- Behaviors that are inappropriate for the child's developmental level and/or cultural background

Challenging Behaviors

- Behaviors that are a challenge for educators and family members to manage





Review your list of Behaviors
Are all the behaviors you have listed
Challenging Behaviors?

Form & Function of Challenging Behavior



Understanding Challenging Behavior

1. Form

- What does the behavior look like?

2. Function

- What is the purpose of the behavior from the child's perspective?



Forms of Challenging Behavior



Forms of Challenging Behavior

Social Withdrawal	Self injury/ Repetitive Behaviors	Others?
Primarily plays alone Doesn't respond to peers or adults attempts to play	Scratching self Biting self Hitting self Rocking back & forth Spinning objects	

Forms of Challenging Behavior

Aggression	Tantrum	Noncompliance
Hitting Scratching Kicking Biting Spitting Throwing things Pinching Threatening	Screaming Crying Whining Cussing	Actively refuses to respond to a request Passive when a request is made



Review your list of Behaviors
Are the **forms** of the behaviors
Aggression or Social Withdrawal?





Function of Behavior

Functions of Challenging Behaviors

- Why do children do these behaviors?
- What is the purpose or outcome for the child?



Functions of Challenging Behaviors

	Attention	Tangible Items	Sensory Stimulation
Obtain (Get)	Adult Peer	Toys/Items Food Activity	Sensory Stimulation
Escape (Leave)	Adult Peer	Toys/Items Food Activity	Sensory Stimulation





Function of Behavior

Identifying Functions of Behavior

Investigate the *situations* in which the challenging behavior occurs

1. Identify and describe the challenging behavior
2. Identify what events, people, activities, are usually associated with the behavior
3. Determine if the child has a performance or competence deficit

Understanding Challenging Behavior

- **Competence Deficit**
 - Child does not know the appropriate behavior
 - Need to teach the child the appropriate behavior
- **Performance Deficit**
 - Child knows how to respond, but is choosing not to!
 - Need to make sure we reinforce the appropriate behavior



Review your list of Behaviors?
Think of a child who is demonstrating
these behaviors?

Is he or she trying to **Obtain**
something or
Escape something?

Do you think they know how to
behave (**Performance Deficit**) or
Do you think they have NOT learned
this skill?

(Competence Deficit)



What can make the children be aggressive or withdrawn? STRESS



External

- Unexpected change
- People telling you what to do
- Dealing with irritations
- Difficult to cope with all that is going on

Internal

- Feelings of being out of control
- Not sure of your abilities
- Feeling nervous, not keeping up with others
- Get angry when things do not go your way
- Problems keep piling up

Levels of Stress

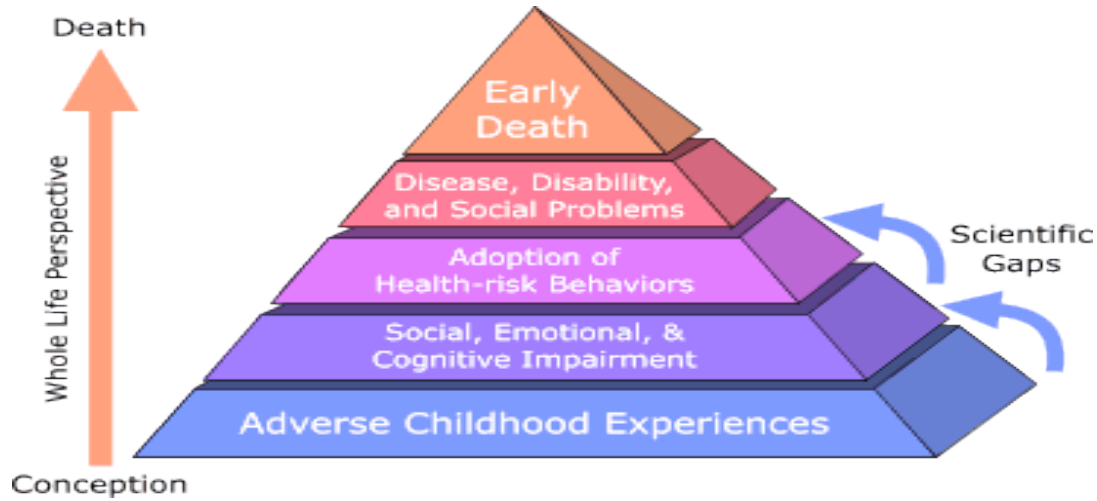


- Positive – Brief increase in heart rate, mild elevation of hormones.
- Tolerable – Serious temporary stress buffered by supportive interactions.
- Toxic - is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support.

Dr. Pat Levitt CA Head Start Zigler Institute 2/3/15

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/

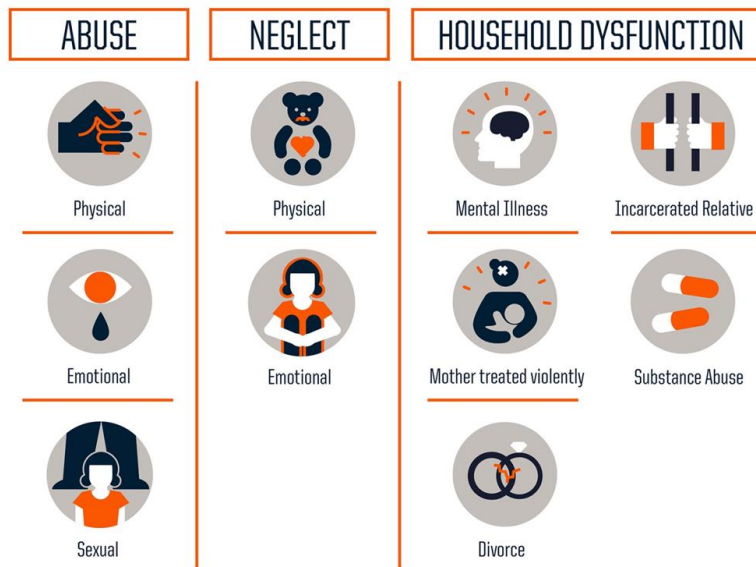
Adverse Child Experiences



Essentials for Childhood Framework: Steps to Create Safe, Stable, and Nurturing Relationships and Environments for all Children

<https://kpirfilms.co/resilience/>

As your ACE score increases, so does the risk of disease, social and emotional problems. With an ACE score of 4 or more, things start getting serious. The likelihood of chronic pulmonary lung disease increases 390 percent; hepatitis, 240 percent; depression 460 percent; suicide, 1,220 percent.



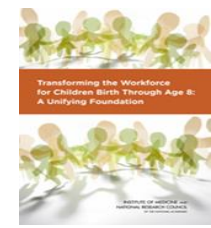
Children with ACEs Score 4 and over may have childhood PTSD

Childhood PTSD

anxiety
behavioral impulsivity
aggressive
hypervigilance
hyperactivity
apathetic or depression
sleep difficulties
tachycardia or hypertension

BD Perry MD, PhD

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation



...therefore, the effects of the chronic stresses associated with economic adversity are likely to contribute to academic, social, and behavioral problems. These problems affect not only early learning and the development of cognitive skills (with impacts on the development of language being best documented) but also the development of learning skills associated with self-regulation and persistence, as well as coping ability, health, and emotional well-being (Blair and Raver, 2012; Evans and Kim, 2013).

Allen, L. and Kelly, B. (2015) Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, The National Academies Press



Behaviors and Stress Activity



Small group:

- Review the list the behaviors that children have that challenges you
- Identify stress factors in the classroom that could cause a child to behave that way
- Identify stress factors at home that could cause a child to behave this way

Strategies for Trauma Based Care



Intensive
Intervention

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

Targeted
Social Emotional Teaching
Strategies

Designing Supportive Environments

Building Positive Relationships

Building Positive Relationships

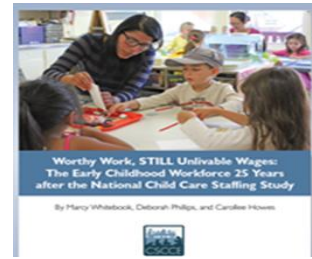
“We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along”.

(Filippini 1990 as cited in Edwards, Gandini and Forman 1993, 153)

What results when we do this? **Relationships**

Worthy Work...Report

Good News

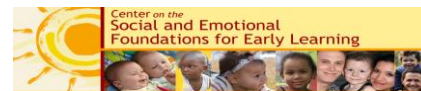


- Children form developmentally essential relationships not only with their parents but simultaneously with other regular caregivers, including early childhood teachers.¹⁴ As with parents, these relationships can either buffer children from stress or create additional stress. Indeed, young children's secure relationships with their teachers have been found to play a protective role against stress; these children do not exhibit a pattern of rising stress hormone levels over the course of the day in child care.¹⁵

Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study
Center for the Study of Child Care Employment, University of California, Berkeley



Strategies



Intensive
Intervention

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

Targeted
Social Emotional Teaching
Strategies

Designing Supportive Environments

Building Positive Relationships

What messages is this environment sending to children?



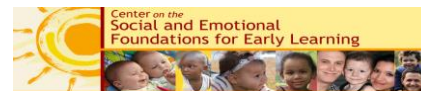
What messages is this environment sending to children?



How does your environment support positive behavior?



Strategies



Intensive
Intervention

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

**Targeted
Social Emotional
Teaching Strategies**

Designing Supportive Environments

Building Positive Relationships

Social Emotional Teaching Strategies

“If a child doesn’t know how to read, *we teach*.

If a child doesn’t know how to swim, *we teach*.

If a child doesn’t know how to multiply, *we teach*.

If a child doesn’t know how to drive, *we teach*.

If a child doesn’t know how to behave,

we..... teach? punish?

Why can’t we finish the last sentence as automatically as we do the others?” Tom Herner (NASDE President) Counterpoint 1998, p.2

If You Want It, Teach It!



Prevention and Intervention for Social/Emotional Growth Resilience

“The ability to recover from or adjust
easily to misfortune or change”



Webster Collegiate
9th Edition(1983)

With-In Child Protective Factors



Attachment/Relationships

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

Initiative

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

Self-Regulation

The child's ability to actively control arousal and his or her response to it or the child's ability to experience a range of feelings and express them using words and actions that society considers appropriate.

You can assess and strengthen these protective factors everyday!





If we can reduce stress in our classroom will this reduce the number of children who need Intensive Interventions?

Intensive
Intervention

ONE *last thought*

Building Positive Relationships



Early Childhood Education is the
Hardest Job to do Right!

Thank you for making a
difference at a time that
you can make a
Difference!!

