

Challenging Behavior Policy & Guidelines

Here at The Little Red Schoolhouse we recognize that challenging behavior is not entirely uncommon among young children; however, when we deem appropriate, we will intervene. Please note that we will always put children's safety first and provide immediate and appropriate attention. We NEVER use any response/punishment that would be harmful to the child. This would result in immediate dismissal of staff. With that said, behaviors that can be ignored or redirected will be exactly that, and will be communicated to all adults necessary.

What is Challenging Behavior?

- The Technical Assistance Center on Social Emotional Intervention defines challenging behavior as; “any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults. Challenging behavior is thus defined on the basis of its effects.
 - o Examples:
 - Physical & Verbal Aggression
 - Noncompliance/Defiance
 - Self-Injury
 - Disruptive vocal / motor responses (screaming, stereotypic behavior)
 - Destruction of property
 - Withdrawal
 - Attachment difficulties
 - Sleeping/Eating difficulties
 - Excessive crying
 - Difficulty in soothing

PLAN:

1. Reflection of Environment:

- Staff will review classroom environment to observe any “possible” triggers
 - o Organization
 - o Structure
 - o Schedule
- Staff will communicate with Assistant Director (AD) and Social Emotional Liaison about ‘issues’.



- AD & SEL will offer any notable suggestions or triggers and recommend to the staff the following:
 - Review all routines to see if there is a clear beginning, middle, and end.
 - Consider creating additional individual visual strategies (i.e. social stories, first/then pictures schedules, transition schedules and center choice schedules.)

2. Documentation & Reflection of Relationships:

- Staff will be asked to reflect on “how” they interact with the child and the family. They will also note any frustrations or stressors for them, personally, with the specific child.
 - o Can improving interactions solve these?
 - o Can the co-teacher intervene when he/she sees a stressful situation?
- The AD and the SEL will provide suggestions for improvement.
- Staff will begin to document behavior(s) of child and discuss concerns with parent on a regular basis.
 - o Remember: 5 positives for every negative...

3. ASQ.

- Staff will perform an Ages & Stages Questionnaire for the child, and ask that the parents fill one out as well.
 - o The staff will review results and communicate them with AD & SEL.
 - o If noted that the child needs further intervention, work with AD & SEL to communicate this with parents and send child to next Child Find.
 - If Child Find is not scheduled within reasonable time, discuss pulling in outside resource (Therapist)- to observe and determine if further intervention is necessary.

4. Positive Behavior Support Plan:

Prior to any set Plan, both parties (family & school) would begin collecting data. Collecting data means documenting, observing, and reporting behavior(s) for at least 2 weeks.

If challenging behaviors have not decreased after reflections of relationships and environment with the above practices, staff will initiate a meeting with the family to put a Positive Behavior Support Plan into place. The meeting “team” will consist of the parent(s), the child’s primary teacher, the Assistant Director, the Social Emotional Liaison and possibly an Early Intervention Therapist. It may be suggested and/or required that a Therapist in the noted “issue” area be involved, at which time consent



for this person to be involved would be from the family (i.e. Behavioral, Physical, Speech, Occupational etc).

- The “team” will meet together to combine data. Members will be asked to note strengths and goals for the child first. They will follow by noting challenges and relate those challenges to the goals.
 - o The “team” will brainstorm a hypothesis of the function of the behavior and try to identify antecedents or consequences that surround the behavior.
 - o The “team” will create strategies which will assist in preventing the challenging behavior, identify any replacement skills which need to be instilled/taught and discuss positive reinforcements for positive behavior.
 - This needs to be agreed upon and carried out both at home and at school.
- After the meeting, the “team” will create any materials necessary to carry out Plan (i.e. visual cards, schedules etc)
- The “team” will carry out Plan for a minimum of 2 weeks.
 - o They will meet again after this 2 week period to discuss implementation, any results, or adjustments to Plan needed.
- The “team” will meet regularly, thereafter, to follow-up on Plan and Challenging Behavior.

At Little Red Schoolhouse we provide an inclusive environment for all children and do not believe exclusion of a child in our program is necessary unless extensive intervention methods have been practiced and no improvements have been seen. This will be determined on a case-by-case basis. With that said, on a day to day basis, if a challenging behavior leads to injury of the child themselves, the other children, staff or the destruction of the environment Little Red reserves the right to have the child sent home for the day.

