

TATS eUpdate
Inclusion**Inclusion Strategies: Challenging Behaviors and Social Skills**

January 2008

Challenging behaviors can be a big “challenge” to successful inclusion of some children in regular classrooms. Having a better awareness of the causes and effects of challenging behaviors can help children problem-solve and give them the tools they’ll need to be successful. Read the scenario and look at the best practice ideas that follow.

Scenario:

Sam and Joe are in the block corner. Sam says he is building a garage and Joe is making a fire station. Sam picks up a red truck nearby and starts to park it in the garage. Joe runs over and grabs the truck and says, “I need this for my fire station.” They engage in a tug-of-war over the truck. How would you handle this situation?

Best Practice:

From “Creating Teaching Tools for Young Children: Routine Based Support Guide

Why might the child be doing this?

- Child wants the same toy as another child
- There is not an adequate supply of the favorite toys, causing possessive behaviors

What can I do to prevent the problem behavior?

- Make a “my turn” card for toys or items that are highly preferred
- Instruct the child about turn taking; keep the turns short
- Set a timer, or count so the child will know when his/her turn is coming up next, depending on the toy
- Use “first-then visual cue” (“First ___’s turn, then your turn”), and point to each child as phrase is spoken
- Plan to go with the child to the center to teach turn taking; use short turns to teach turn taking
- Use “Turtle Technique” with visuals and puppets to discuss and model anger control (Please see below)
- Praise for turn taking
- Ensure there are enough of the favorite toys to minimize conflict

What can I do if the problem behavior occurs?

- Remind child of the timer (keep it short for turns); say “Listen for the bell,” or “I am going to count; 1, 2, 3, your turn.”

- Refer to “First-then visual cue” and show the child that his/her turn is soon (First _____’s turn, then your turn.”)
- If angry, cue child to use the “Turtle Technique” and help him/her through the steps

What new skills should I teach?

- Teach the child turn-taking or sharing through use of timer or counting
- Teach the child to use the “my turn” cue card
- Teach the child “first-then” schedule to predict when it’s his/her turn to use the toy
- Teach the child to use the “Turtle Technique” - recognize feeling of anger, think “stop”, go inside “Shell” and take 3 deep breaths, think calm, think of a solution

Reflection:

1. Learning to share is a step in the process of development. Can you think of ways to help Joe take this step?
2. What can be done about the block corner ‘environment’ to minimize potential conflicts? Is there more than one of the desired toys in the block corner? Is the center appropriately monitored so that there are not too many children there at one time?

“Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three.” – Confucius

References and Resources:

Doyle, M. B. (2002). *The paraprofessional's guide to the inclusive classroom*. Paul H. Brookes Publishing: Baltimore.

The Center for Evidence-Based Practice: Young Children with Challenging Behavior
The purpose of the Center is to raise awareness and implementation of positive, evidence-based practices for young children who have, or at risk for , problem behavior. One product from the Center is *Teaching Tools for Young Children with Challenging Behaviors*, developed to assist teachers in problem-solving a plan to support young children who are having challenging behaviors. Included within the Teaching Tools is the Routine Based Support Guide, organized in routines and activities that typically occur in early childhood programs to assist teachers in support plan development.
<http://challengingbehavior.fmhi.usf.edu/index.html>

The Center for Inclusive Child Care (CICC)

A resource network for promoting and supporting inclusive early childhood and school-age programs and providers. This network provides leadership, administrative support, training, and consultation to early care and education providers, school-age care providers, parents, and the professionals who support providers and parents of children with special needs. <http://www.projectexceptional.org/>

The Center on the Social and Emotional Foundations for Early Learning

A national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. Evidence-based, user-friendly information is available to help early childhood educators meet the needs of children with challenging behaviors and mental health challenges. Products include “What Works Briefs” (summaries of effective practices), and five training modules on Promoting Social and Emotional Competence (Building Relationships and Creating Supportive Environments; Teaching Strategies; Determining the Meaning of Challenging Behavior; Developing a Behavior Support Plan; Leadership Strategies for Supporting Children) <http://www.vanderbilt.edu/csefel>

Child Care Plus

Focuses on expanded child care options for children with disabilities and their families, and provides training and technical assistance for child care providers and other early childhood professionals. Two of the products include a curriculum on inclusion and the Keeping Everyone in Early Childhood Programs (KEEP) program focusing on inclusive placements for children with challenging behaviors.

<http://www.ccplus.org/>

Circle of Inclusion

For early childhood service providers and families of young children, which contains various resources related to inclusion for young children (to age 8). Spanish, Korean and Japanese in addition to English. Includes articles, adaptations and modification ideas, children’s literature relating to disabilities, ideas for inclusive classrooms and links.

<http://www.circleofinclusion.org/>

Fact Sheet - Young Children with Challenging Behaviors (November 2004). Center for Evidence-based Practice [PDF File - 169 KB](#)

Hollingsworth, H.L. (2005). Interventions to promote peer social interactions in preschool settings. *Young Exceptional Children*, 9(1). [PDF File - 881 KB](#)

Lentini, R., Vaughn, B.J., & Fox, L. (2004) Routine based support guide for young children with challenging behavior. Tampa, Florida: University of South Florida, Early Intervention Positive Behavior Support.

Inclusion...Yours, Mine, Ours

From the Florida Inclusion Network. A site for teachers, families, and other with practical hands-on advice to support inclusion. Provides resources and suggestions for creating successful inclusive experiences for all children in the classroom.

<http://rushservices.com/Inclusion/homepage.htm>

Positive Beginnings: Supporting Young Children with Challenging Behavior

The six on-line modules are for use in in-service and pre-service training in the Positive Behavior Support process. They were developed jointly by Florida State University and the University of South Florida. The modules include: Social and Communication Development, Determining the Meaning of Challenging Behavior, Positive Behavior Interventions and Support, Teaming to Build a Behavior Support Plan, Intervention in Everyday Settings, and Supporting Families.

<http://pbs.fsu.edu/>

Sandall, S., McLean, M.E., & Smith, B. J. (2000). *DEC recommended practices in early intervention/early childhood special education*. Division for Early Childhood of the Council for Exceptional Children. Longmont, CO: Sopris West.

Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. *Young Exceptional Children*, 4(3).

Sandall, S. & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes Publishing Company

Technical Assistance & Training System (TATS)

Statewide project providing technical assistance and training to programs in Florida serving prekindergarten children with disabilities. Website provides information and resources on curriculum and instruction, evaluation and assessment, family involvement, inclusion, program effectiveness/quality, and transition, as well as, linking early childhood partners. www.tats.ucf.edu



TATS eUpdates are a service of the Technical Assistance & Training System Communities of Practice. The TATS eUpdates are intended to provide current information related to best practices or trends in the education of young children with special needs in the areas of Transition, Program Effectiveness, Inclusion, Curriculum & Instruction, Evaluation & Assessment, and Family Involvement. For more information about the TATS Communities of Practice and the TATS eUpdates, please log on to www.tats.ucf.edu.