

Extend Your Learning

Positive Behavior Support (PBS) It is a behavior management system used to understand what maintains an individual's challenging [behavior](#). People's inappropriate behaviors are difficult to change because they are functional; they serve a purpose for them. These behaviors are supported by reinforcement in the environment.

This behavior management system was created in the late 1990's by researchers from the University of Oregon to find effective behavior supports for children.

Another expansion of PBS is found in schools called Positive Behavioral Interventions and Supports (PBIS). There are multiple school districts across Washington state using PBIS for positive outcomes. They are seeing differences in children being able to maintain in classrooms rather than suspensions or trips to the principal's office. The data is showing that instead of using punitive measures, proactive and preventative approaches are making long lasting impacts to young and school age children's behaviors and their stability.

This particular system is contingency based and is not necessarily for young children or trauma-informed care.

Some of these resource specialize in adults caring for school age children and other resources focus on adults caring for younger children.

One resource is Right Response which has many free and other low cost opportunities. This business' philosophy is "if you can manage yourself, you can manage anything". There are self-care, prevention, de-escalation, behavior management and many more resources in there for you to review. These free resources cover a variety of ages and environments.

There is also the Pyramid Model which is from the Center on the Social and Emotional Foundations for Early Learning or some of you know it as CSEFEL. This is a national resource center funded by Office of Head Start Bureau for dispersing research and evidence based practices to early child hood programs across the country.

One more resource to consider is RULER. This is based from the Yale Center for Emotional Intelligence. Many of these concepts are built on past/current research and teaches that emotions are powerful and how to create a more effective and compassionate society. RULER stands for Recognizing, Understanding, Labeling, Expressing and Regulating Emotions. This site has multiple resources for young adolescence, emotional intelligence, bullying prevention, skill building-the list goes on.

<http://ei.yale.edu/>

Expansion of Trauma-Informed Child Care in Washington State

<https://www.dcyf.wa.gov/sites/default/files/pdf/reports/TICAG.pdf>

The Advisory group defined:

“Trauma”- an experience that overwhelms the body’s ability to make meaning of it during that developmental stage.”

“Trauma informed child care”-child care in which providers recognize the signs and symptoms of trauma in children, incorporate an understanding of both the impact of trauma and the potential paths for recovery, and respond by fully integrating knowledge about trauma into policies, procedures, and practices while actively seeking to avoid re-traumatization”

Tantrums, Tears, and Tempers: Behavior Is Communication

What’s really going on when a child throws a tantrum at a store or cries incessantly before bedtime?

Most likely, the child is trying to express something that he or she can’t say in words. In the first case, it might mean the child wants a candy bar or toy. In the second, it might mean the child is afraid of the dark. For young children, behavior is communication that’s used to meet needs. It’s how they let you know they either want something or want to avoid something. The reason they sometimes use such challenging behaviors is because it works. By understanding what your child is trying to express, you can better respond to his or her needs and help your child learn more positive ways to communicate. Here are some questions you can consider asking about your child’s challenging behaviors and some steps you can take to help decrease the likelihood of that behavior from happening again.

What Is the Purpose of the Behavior?

To determine the purpose of your child’s behavior, start by looking at what is happening before and after it begins. Consider changes in routines, times of the day it happens, and social situations that seem to trigger it. If you can identify the purpose of your child’s behavior, you can come up with other strategies to address his or her needs to encourage positive behaviors. Try to keep your focus on what your child is communicating and avoid labeling the behavior or your child as “bad.” When you do, you’ll be able to better put the behavior in perspective and focus on strategies to help your child acquire needed skills.

What Factors Affect Behavior?

Your child’s developmental stage, temperament, and disability-related needs all affect his or her behavior.

Here’s how.

1. Children have development stages

Child development guidelines suggest the ages at which children typically develop various physical, reasoning, social, and emotional skills. Being familiar with these guidelines can help you pinpoint major areas where your child might be lagging.

Developmental delays can affect your child's ability to communicate with you.

2. Temperament

Temperament describes the way a child tends to react to people, places, and experiences. Children who are easygoing usually are quick to adapt to new situations and are comfortable with new experiences. Children who are intense tend to react dramatically, take longer to adapt, and can be easily frustrated. Children who are fearful are cautious, slower to adapt, and may take longer to be comfortable with new experiences. For example, if your child is intense, moving immediately from one activity to another might trigger an outburst. Careful planning on how to transition your child slowly from one activity to another will be key to fostering positive behavior.

3. Disability

Your child's disability also may affect his or her behavior. A child with sensory disorders, for example, may not be able to handle noisy spaces with many people. A child with autism might find making eye contact and being around other children stressful. As a result, such children may communicate their feelings through tantrums.

How Should a Parent Encourage Positive Behaviors?

Knowing that behavior has a purpose and is affected by other factors, you can help your child build the necessary skills to communicate more effectively. Here are some strategies to try.

1. Reinforce Good Behavior

Be sure to praise your child for appropriate behavior. "Catch" them doing the right things.

2. Provide Structure and Consistency

Young children need consistent schedules and ground rules. Such stability helps provide a safe and predictable environment for them to learn appropriate behaviors over time.

3. Collect Data

Keep a log that documents challenging behaviors. Note when the behavior occurs, what the child is doing before and after it happens, and what is going on in the child's environment when the behavior takes place. If you see a consistent pattern, then you can devise strategies to address that behavior.

4. Name the Behavior You're Encouraging

By naming the appropriate behavior for your child, you are helping him or her reinforce it. For example, you might say, "Sharing your toys with Sally is a nice thing to do."

5. Give Words for Emotions

Help your child identify emotions and needs in certain situations by teaching simple phrases such as "I don't like that!" or "Help me!" Also give your child the language to explain feelings and bring a conclusion to them. For example, you might teach him or her to say, "I'm all done being mad."

6. Change the Environment

If you can change the environment so a behavior is reduced or eliminated, it will help your child.

7. Give Choices

Give your child a sense of control by offering basic choices. To keep things simple, it's best to give only two options, such as, "Do you want to wear your blue shirt or yellow shirt?"

8. Avoid Power Struggles

Try to compromise with your child. For example, you might say, "I'll pick up one toy and you pick up one toy."

Summary

Behavior is how a child tells you something he or she cannot tell you in words. It is affected by the child's developmental stage, temperament, and type of disability. To understand behavior, it is helpful if you are aware, insightful, and use effective skills in managing the behavior. You can use the strategies recommended in this handout to build on your own knowledge about your child.

© 2015, 2008 PACER Center, Inc. | ACTION Sheet: PHP-c154 | PACER.org 3

NAEYC (National Association for the Education of Young Children)

Bullying in Early Childhood

Defining bullying

Bullying has three elements: it is an act is aggressive and intended to do harm; these are repeated over time; and, they occur within the context of power imbalance. In other words, it is a series of acts intended to hurt another child, committed by a child to gain or to assert greater power over another child. The definition is important because it distinguishes bullying from rough and tumble play and other aspects of young children's developing social skills. [This article explores the difference between rough and tumble play and fighting](#), for example. Bullying can be physically aggressive, but can also be verbal (name calling), or social (social exclusion) in nature.

Bully, victim, and bully-victim

Researchers who study bullying use specific terms to describe the roles children tend to fill in social settings. The bully/aggressor is the dominant child acting against one or more other children. The victim is the clear target of the bullying, and the bully-victim tends to fill both roles at different times, with different peers. Of course, there are some children not involved in bullying at all, and somehow are not directly involved in the bullying act (children who comfort a victim after an act, for example).

How common is bullying in early childhood?

Studies that quantify how many children are bullies, victims, or bullying victims are rare. [Data from one study of children's experience with violence](#) showed that 20.4% of children ages 2-5 had experienced physical bullying in their lifetime and 14.6% had been teased (verbally bullied). Vlachou's paper provides some estimates suggesting that bullying is more common among young children than school aged children. They report one study of 4-year-olds showing 25% of children as bullies and 22% as victims, and 2% as victim/bully. In other words, just about half of children studied were involved in bullying – as aggressor or victim. By contrast, data for older school-age children, show 7-15% as bullies, 10% as victims and up to 10% as bully-victims. The limited data also suggest that the roles children assume in preschool are less stable than they are among older children – so a child who is a bully today may be a bully-victim or victim later in the year.

Changes in bullying with age

While the prevalence data show more bullying occurring among younger children, the data also show less bullying, overall, as children grow older. This general decline in bullying occurs even while the nature of bullying changes from more overt, physically aggressive behaviors to other forms of bullying, such as verbal attacks and social exclusion, both of which become more common as children grow older. The limited data that exist also suggest, though, that even as young as 4-years, there are sex differences in the nature of bullying, with boys more likely than girls to use physical aggression in their bullying. © National Association for the Education of Young Children

Yale University, Bullying and Suicide Statistics

<http://www.bullyingstatistics.org/content/bullying-and-suicide.html>

US Department of Health and Human Services-National Institute of Health

<https://www.nichd.nih.gov/health/topics/bullying/conditioninfo/health>

Expulsion.

U.S. Department of Health and Human Services and U.S. Department of Education, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, https://www.acf.hhs.gov/sites/default/files/ece/expulsion_ps_numbered.pdf