

Resources Within Reason: Supporting Young Children With Challenging Behavior and Their Families

Here you'll find resources to support young children with challenging behavior and their families, as well as professionals. *These resources are available online at no cost.*

The Evidence Base

Behavioral Supports

This 2010 statement articulates the Arc's position on positive behavioral supports that focus on improved quality of life as well as reductions in the behaviors of people with intellectual or developmental disabilities.

<http://www.thearc.org/document.doc?id=3651>

Identification of and Intervention with Challenging Behavior

In 2007, the Division for Early Childhood of the Council for Exceptional Children (DEC) issued both a position statement and a concept paper on challenging behavior. Both documents were then updated in 2009. Together these documents provide insights related to supporting young children and families through thoughtful, evidence-based and collaborative approaches.

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/ConceptPaper_Chall_Behav_updated_jan2009.pdf (concept paper)
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_Chall_Behav_updated_jan2009.pdf (position statement)

Pathways to Service Utilization: A Synthesis of Evidence Relevant to Young Children with Challenging Behavior

This 2003 report is a summary of current knowledge about the utilization of services by young children with challenging behaviors and their families. The purpose this report is to present a concise picture of the research that has been conducted in this area.

http://www.challengingbehavior.org/explore/publications_docs/pathways_to_service.pdf

Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior

This document summarizes the evidence about practices that promote social development as well as those that address challenging behavior.

http://www.challengingbehavior.org/do/resources/documents/rph_program_practices.pdf

Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA

Lise Fox and Barbara Smith authored this 2007 policy brief for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) which confirms that serious and persistent challenging behaviors in early childhood directly relate to later problems in school success, social relationships, educational and vocational success, and social adjustment. This issue brief addresses questions policy makers may have about challenging behavior and how these issues relate to children served under IDEA.

http://www.challengingbehavior.org/do/resources/documents/brief_promoting.pdf

Research Synthesis on Effective Intervention Procedures

This 2003 Executive Summary highlights practices that have been shown empirically to reduce challenging behaviors (including social isolation) and to decrease the likelihood of their recurrence.

http://www.challengingbehavior.org/explore/publications_docs/research_synthesis.pdf

What Works Briefs

Each *What Works Brief* describes practical evidence-based strategies, provides references to more information about the practice, and includes a one-page handout, highlighting the major points of the brief. Briefs in English and Spanish are available to download or purchase. Sample topics include:

- Brief 7: *Helping Children Learn to Manage Their Own Behavior*
- Brief 11: *Using Functional Communication Training to Replace Challenging Behavior*
- Brief 14: *The Role of Time-Out in a Comprehensive Approach for Addressing Challenging Behaviors of Preschool Children*
- Brief 15: *Using Choice and Preference to Promote Improved Behavior*

http://csefel.vanderbilt.edu/resources/what_works.html

Publications

Challenging Behavior and Expulsion from Child Care

This article from a 2011 issue of ZERO TO THREE describes lessons learned from interviews about children who exited their child care settings because of behavioral concerns. The authors outline characteristics that put children at risk for expulsion, as well as common characteristics of programs that may exacerbate challenging behaviors.

http://main.zerotothree.org/site/DocServer/32-2_Perry.pdf?docID=12901

Challenging Behaviors and the Role of Preschool Education

This concise article by Lisa McCabe and Ellen Frede of the National Institute for Early Education Research offers thumbnail sketches of the major social skills curricula for preschool children.

<http://nieer.org/resources/policybriefs/16.pdf>

Dual Language Learners with Challenging Behavior

This article by Karen Nemeth and Pam Brillante highlights key points related to identifying and addressing behavioral challenges in young dual language learners.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm

Facts About Young Children with Challenging Behaviors

Young children with challenging behavior have a significant risk of continued problems, school failure, and social adjustment problems. This fact sheet provides a summary of the research on the significance of the issue, the social costs associated with young children who have challenging behavior, and the importance of early intervention.

http://www.challengingbehavior.org/do/resources/documents/facts_about_sheet.pdf

Implementing Policies to Reduce the Likelihood of Preschool Expulsion

In this 2008 policy brief Walter Gilliam examines factors associated with expulsion from prekindergarten (Pre-K). Recent research has explored issues regarding the rate at which preschoolers (children ages three to four) are expelled from Pre-K programs, as well as some of the factors associated with expulsion and the effectiveness of mental health consultation to reduce the classroom behavior problems that may lead to expulsion. The brief is a follow-up to Gilliam's 2005 study "Prekindergartners Left Behind: Expulsion Rates in State Prekindergarten Programs" which reports on expulsion rates by program setting, gender, race/ethnicity, and state.

<http://fcd-us.org/resources/implementing-policies-reduce-likelihood-preschool-expulsion?destination=resources%252Fsearch%253Ftopic%253D0%2526authors%253DWalter%252520Gilliam%2526keywords%253D>

Moving Right Along. . . Planning Transitions to Prevent Challenging Behavior

The authors of this article discuss why challenging behavior tends to occur during transitions. They offer strategies for planning and implementing more effective transitions, ideas for using transitions to teach social skills and emotional competencies, and a planning process for working individually with children who continue to have difficulty during transitions. Included are sidebars with transition tips, a daily schedule revised to include fewer transitions, and an extensive list of individualized strategies.

http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf

Preventing Challenging Behavior in Young Children: Effective Practices

The single best way to address challenging behaviors in young children today is to take steps to make sure that they never occur. While there is no universal panacea for preventing challenging behaviors, authors Peter Alter and Maureen Conroy share several evidence-based strategies that can be effective in preventing them.

http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf

Prevention and Intervention for the Challenging Behaviors of Toddlers and Preschoolers

In this article, the authors discuss what is known about challenging behaviors in the repertoires of toddlers and preschoolers, and present a model of prevention and intervention. Although research in this area is limited, there are encouraging signs that a coordinated adoption of validated practices could substantially reduce challenging behaviors and thereby enhance the social and emotional well-being of children in today's society. From *Infants & Young Children*, 19(1), 25-35.

http://depts.washington.edu/isei/iyc/powell_19.1_05.pdf

Response to Intervention for Young Children With Extremely Challenging Behaviors: What It Might Look Like

This article presents broad-spectrum response to intervention as a method for answering practical preschool service delivery questions. Following a presentation of key literatures and a model for this purpose, and elaborating on decision making for extremely challenging behaviors, the authors present a case study adapted from a school psychology practicum. The case study shows how response to intervention might work in preschools and discusses possible advantages, problem areas, and practice implications.

http://www.sst13.org/Documents/ResponseToIntervention/EC_Rti%20Young%20Children%20with%20Behavior%20problems.pdf

The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children

This article by Lise Fox and her colleagues from *Young Children* (2003) describes a framework for addressing the social and emotional development and challenging behavior of young children. The pyramid framework includes four levels of practice to address the needs of all children, including children with persistent challenging behavior.

http://www.challengingbehavior.org/do/resources/documents/yc_article_7_2003.pdf

Multimedia

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Videos

Videos produced by CSEFEL are available to view online. Go to the URL below to see *Promoting Social Emotional Competence*, *Practical Strategies for Teaching Social Emotional Skills*, and other titles in their entirety.

<http://csefel.vanderbilt.edu/resources/videos.html>

Creating Teaching Tools for Young Children with Challenging Behavior

This product, developed by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), gives teachers practical strategies, developed from TACSEI's research activities and experiences in positive behavior support, to create a plan to support young children who are demonstrating challenging behavior. The Teaching Tools provide:

1. easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments
2. ideas of effective intervention approaches for children who do not need a functional assessment to determine the function of the child's problem behavior or a team-based process to address persistent challenging behavior.

The Teaching Tools are organized around a user's manual which explains how to use the tools and provides all of the technical information you need to access the hyperlinked visual supports and materials. Also included is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. These materials were designed for reproduction and may be reproduced for educational purposes.

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

Impact and Prevalence: Social Emotional Issues and Challenging Behaviors in Preschoolers

This presentation developed by Matt Timm and Lise Fox discusses the prevalence of social emotional issues and challenging behaviors in preschoolers as well as the impact that these issues have on children later in life if left untreated. Accompanying handouts for trainers are also available.

http://www.challengingbehavior.org/communities/trainers_docs/impact_and_prevalence.ppt
(PowerPoints)

<http://www.challengingbehavior.org/communities/trainers.htm> (handouts)

Practical Strategies for Teachers and Caregivers

This section of the CSEFEL website offers an array of resources to support folks on the front lines of challenging behavior, all of which are available online. These include scripted stories for social situations, book lists, tools for teaching social emotional skills, and tools for developing behavior support plans. Don't

miss the Book Nooks which are idea sheets for how to use favorite children's books to support social-emotional development.

<http://csefel.vanderbilt.edu/resources/strategies.html>

Visual Tour of the Pyramid Model

This animated sequence of PowerPoint slides provides an overview of the Pyramid Model, a conceptual framework for supporting social emotional competence, and reducing challenging behavior, in infants and young children.

http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html

What Works Training Kits

Based on the What Works Briefs topics, 24 short training packages are available that include PowerPoint slides with accompanying note pages, activities, and handouts, which provide a trainer with the materials needed to conduct a short staff development program on a focused topic. Sample topics include Understanding the Impact of Language Differences on Classroom Behavior, Helping Children Express Their Wants and Needs, and Building Positive Teacher-Child Relationships.

http://csefel.vanderbilt.edu/resources/training_kits.html

Web Resources

Autism Speaks Challenging Behavior Toolkit

The web-based toolkit was developed to provide families with information they could use to understand and respond to the challenging behaviors of their children with autism. The information is organized topically and frequent connections to recent and relevant research are incorporated. While targeted to families, this is a toolkit that would be helpful to educators or students as well.

https://www.ucdmc.ucdavis.edu/mindinstitute/resources/resources_pdf/challenging_behaviors_toolkit.pdf

Backpack Connection Series

The Backpack Connection Series was created by Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) to provide a way for teachers and families/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior (e.g., how to help your child label and understand emotions). Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

<http://www.challengingbehavior.org/do/resources/backpack.html>

Center for Early Childhood Mental Health Consultation

The resources of the Center are designed to support individuals who provide consultation to children, families, and other professionals on topics related to mental health, including challenging behavior. All resources from the Center are evidence-based and include Toolkits (e.g., the Facilitating Individualized Interventions to Address Challenging Behavior Toolkit), tutorials, tools, and other resources.

<http://www.ecmhc.org/index.html>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

CSEFEL is a rich repository of resources including decision making guides, family tools, research syntheses, practical strategies, training kits, training modules, videos, and briefs. Many resources are organized by audience (states, trainers/coaches, families, teachers/caregivers) and by age group (infant/toddler, preschool); some are available in Spanish.

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

Early Head Start Tip Sheets

The Office of Head Start has produced a number of compact resources addressing challenging behavior. Examples include Tip Sheet No. 36 (What Are “Challenging Behaviors” When Working With Infants and Toddlers?) and Tip Sheet No. 37 (How Do You Know If Infants or Toddlers With Challenging Behavior Need an Individualized Support Plan?). All are available to download.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/EHSTipSheets.htm#EHS37>

Head Start Center for Inclusion

Looking for great, practical resources to support the full inclusion of children of diverse abilities, including challenging behaviors? Look no further because they’re at this website. Materials are organized by user group (e.g., teachers, family, coaches/consultants). Video illustrations, modules, and a fabulous selection of visual support materials are all available to download at no cost. While developed with Head Start programs in mind, these are resources with broad applicability across early childhood settings.

<http://depts.washington.edu/hscenter/>

Making Life Easier Tip Sheets

TACSEI's "Making Life Easier" series is designed specifically for parents and caregivers. Each tipsheet in the series contains valuable information on how to make often challenging events (e.g., bedtime and naptime) easier to navigate, and even enjoyable, for both caregivers and children.

http://www.challengingbehavior.org/do/resources/making_life_easier.html

Positive Solutions for Families

This 4-page brochure provides families with eight practical tips they can use when their young children exhibit challenging behavior. Each tip includes a brief explanation and an example to show parents how they might use the specific approach with their own family in everyday life.

http://www.challengingbehavior.org/do/resources/documents/positive_solutions_for_families.pdf

Resources about Behaviors that Still Challenge Children and Adults

This bibliography offers a variety of resources on behavior, self-regulation, and other related issues.

http://www.naeyc.org/files/yc/file/201107/ClusterResources_ChallengingBehaviors_OnlineJuly2011.pdf

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

TACSEI has taken the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and created free products and resources to help decision-makers, caregivers, family members, and service providers apply these best practices in the work they do every day. Most of these free products are available on the TACSEI website to immediately view, download and use.

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