

# Fun and Easy Ways to Assess Challenging Behaviors in the Early Childhood Classroom

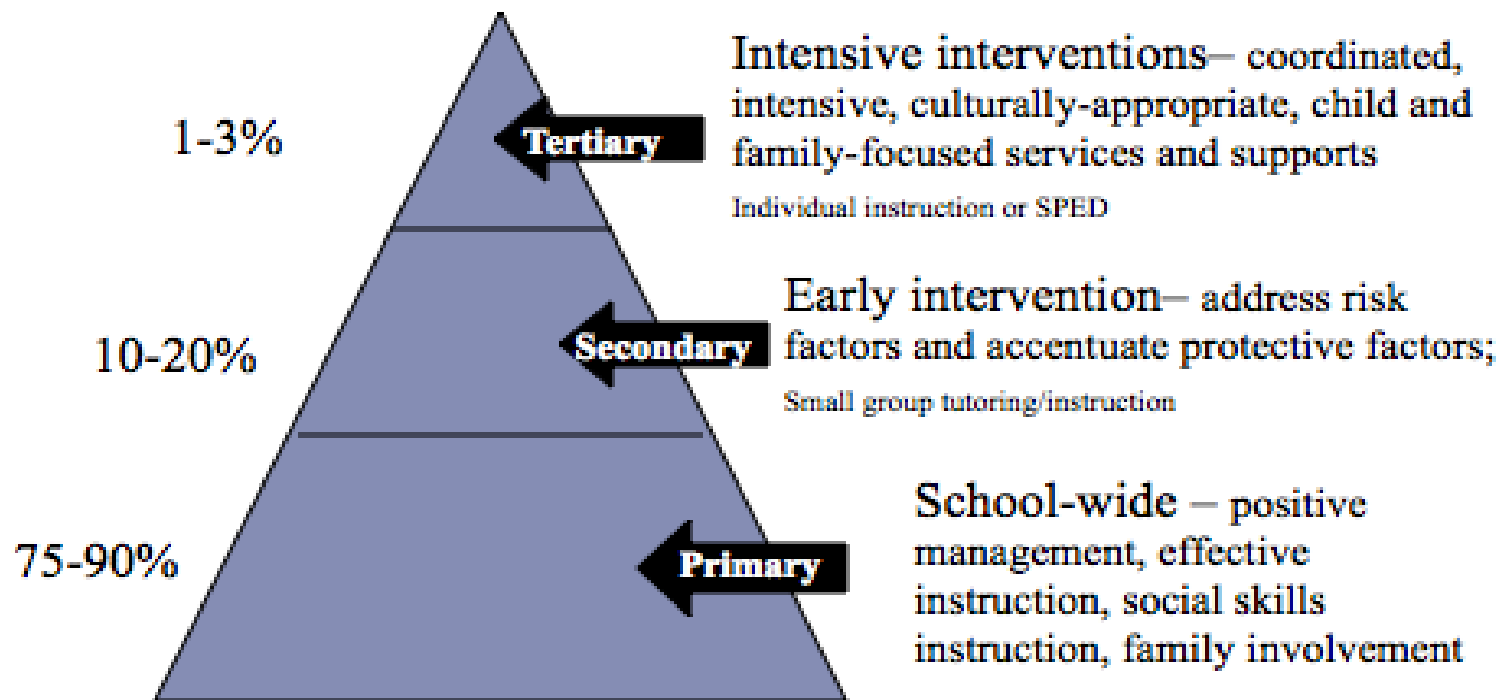


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Evelyn Reed Symposium 2016

# Let me introduce you to Adrian

- Family
- Daily Routine
- Classroom (strengths, preferences)
- Behaviors to decrease
- Behaviors to increase

## Prevention Model – Schoolwide



# Why is it Important to Assess Behaviors?

- Helps us to plan our instruction throughout the day
- Helps us to make decisions and accommodations to the whole CLASS/ENVIRONMENT as well as for the child with challenging behaviors
- To identify the behaviors we want to increase and the behaviors we want to decrease
- To know when to refer to Child Study

# Framework for assessing behaviors

## **Antecedent** (Trigger event)

- Events or circumstances that occur **BEFORE** the actual behavior

## **Behavior**

- The target behavior, operationally defined

## **Consequence**

- The events that come **AFTER** the behavior



# What does behavior look like?

- Form: the behavior used to communicate
- Function: the reason or purpose for the behavior

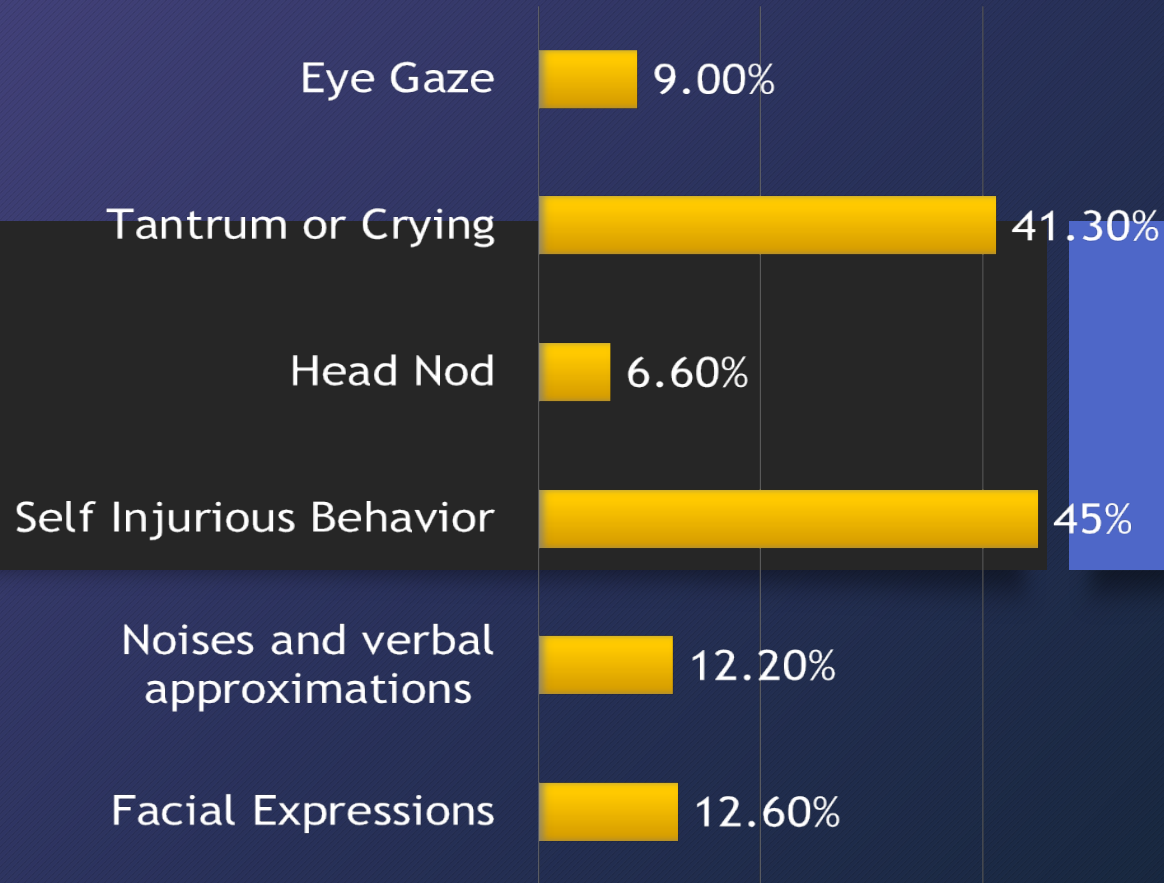
*In general, behavior communicates that the child wants to avoid or to obtain something*



# Principles of Behaviors

- ❖ Challenging Behaviors are Communicative
- ❖ Challenging Behaviors are Maintained by their Consequences
- ❖ Challenging Behaviors Occur in Context

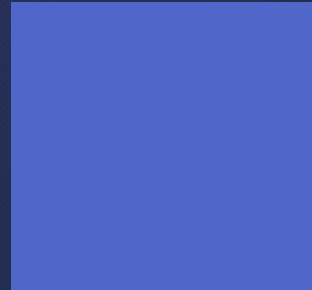
# “Not Alternative Forms of Communication”



# Step 1

- Form a classroom-based intervention team
- Establish clear goals
  - Identify and define an initial challenging behavior to be resolved
  - Select and define a desirable behavior that will be increased or taught and serve as a replacement for the challenging behavior

# CSEFEL clip (Brandon)



# Step 2

## Data Collection

- Decide a system of data collection for measuring challenging behavior and who will collect the data. (repeat this process for the desirable behavior)
- This data will determine the antecedents of the behavior, purpose/function, and the typical events that follow the behavior.

# Observe the child and record

- **When** does the problem occur?
- **Where** does the problem occur?
- **Who** is present when the problem occurs?
- **What** happens right before the problem occurs?
- **What** happens after the problem occurs?

# How do we Assess Behaviors?

- Collect DATA!
  - Frequency
  - Duration
  - Intensity
  - Percentage of time
  - Percentage of opportunities



**Goal 1:** Adrian will accept the change in routine or schedule by complying with teacher directives using a calm voice and body with 1 or less prompt, 90% of opportunities.

Date/Opp	2/11/14	2/25/14	3/12/14	3/13/14					
	N	N	Y	Y					

**Comments:**

2/11/14: Adrian did not accept the change in schedule when centers were eliminated according to daily schedule. We went from small group time to movement activities on the carpet. Resulted in tantrum.

2/25/14: Adrian did not want to move away from the Smartboard following clean-up from centers play and sit down on the carpet with his classmates. Resulted in tantrum.

3/12/14: Adrian was able to calmly allow someone else to use his chair during small group time. This is almost a daily change which at times, is not accepted peacefully. Today, he seemed to understand and did not throw a tantrum.

3/13/14: Today, we had a tornado drill which resulted in a change in our morning routine. He was told what was going to happen and he was able to follow his class into the larger bathroom for the drill. He remained calm and did not need any additional prompts.

**Goal 2:** Adrian will express how he feels when upset using his words, 90% of opportunities

Date/Trial	2/11/14	2/12/14	2/19/14	2/20/14	2/25/14	3/13/14			
1	Y	Y	Y	N	Y	N	Y	Y	N
2	N								
3									
4									

**Comments:**

2/11/14: "I am mad."

2/12/14: "I don't like it!"

2/19/14: "Can I have the dinosaur please?" "I don't like it when you take it."

2/20/14: Adrian yelled after not getting shopping cart from a friend. Did not express how he felt appropriately.

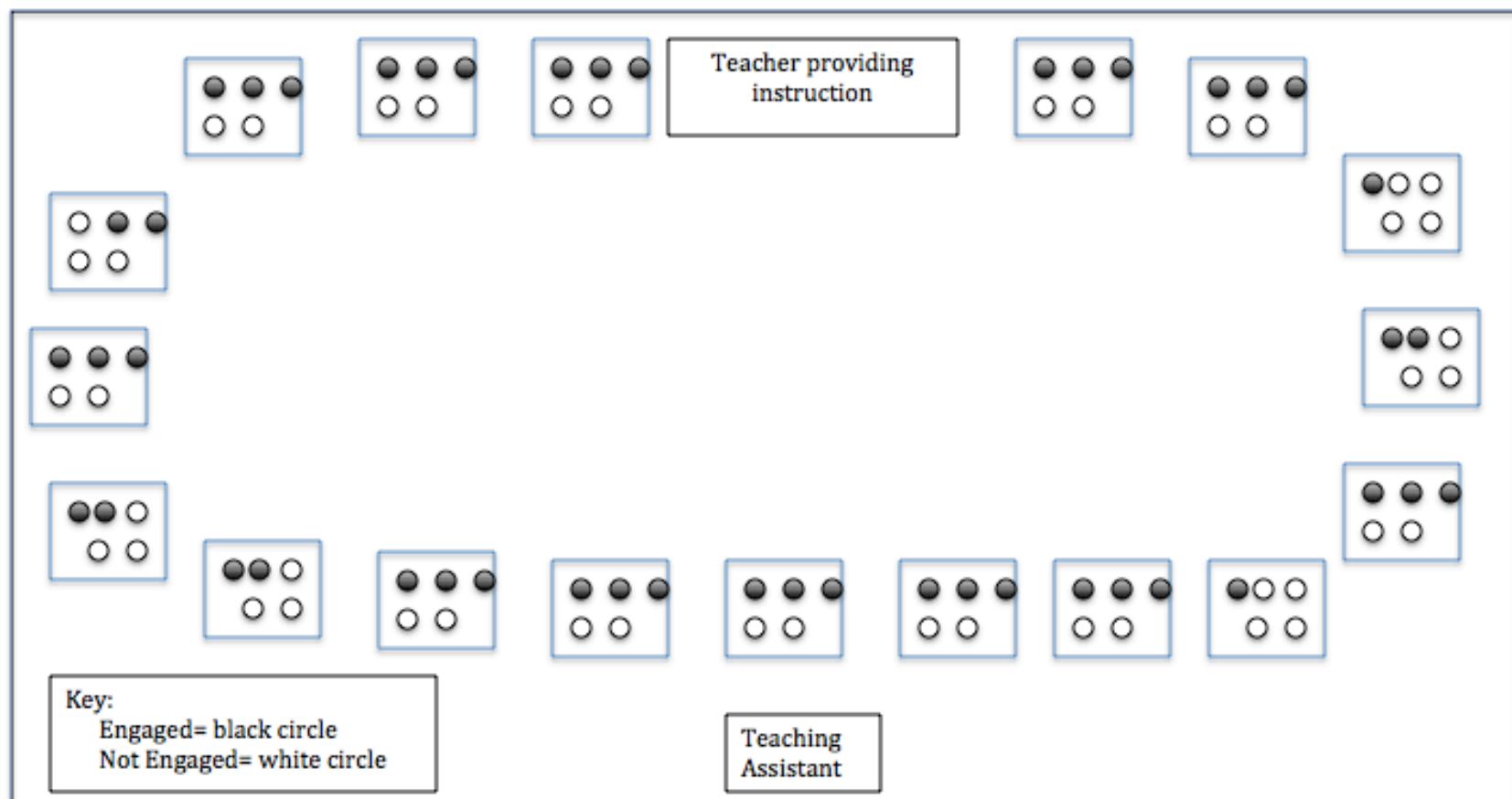
2/25/14: "I felt sad" (Upon not getting an opportunity to talk about where he played that morning. Only five children were selected and he was upset that his name was not chosen.

3/13/14: "I want a turn!" Adrian wanted a turn at leading the Sarasponda song. When he didn't get his turn immediately, then he began to throw a fit, screaming and throwing chairs. He was given guidance to calm

## Seating Chart: Student Engagement

**Date:** April 3, 2016      **Time:** 9:15-9:30      **Type of Data:** frequency: time sampling, every 3 minutes

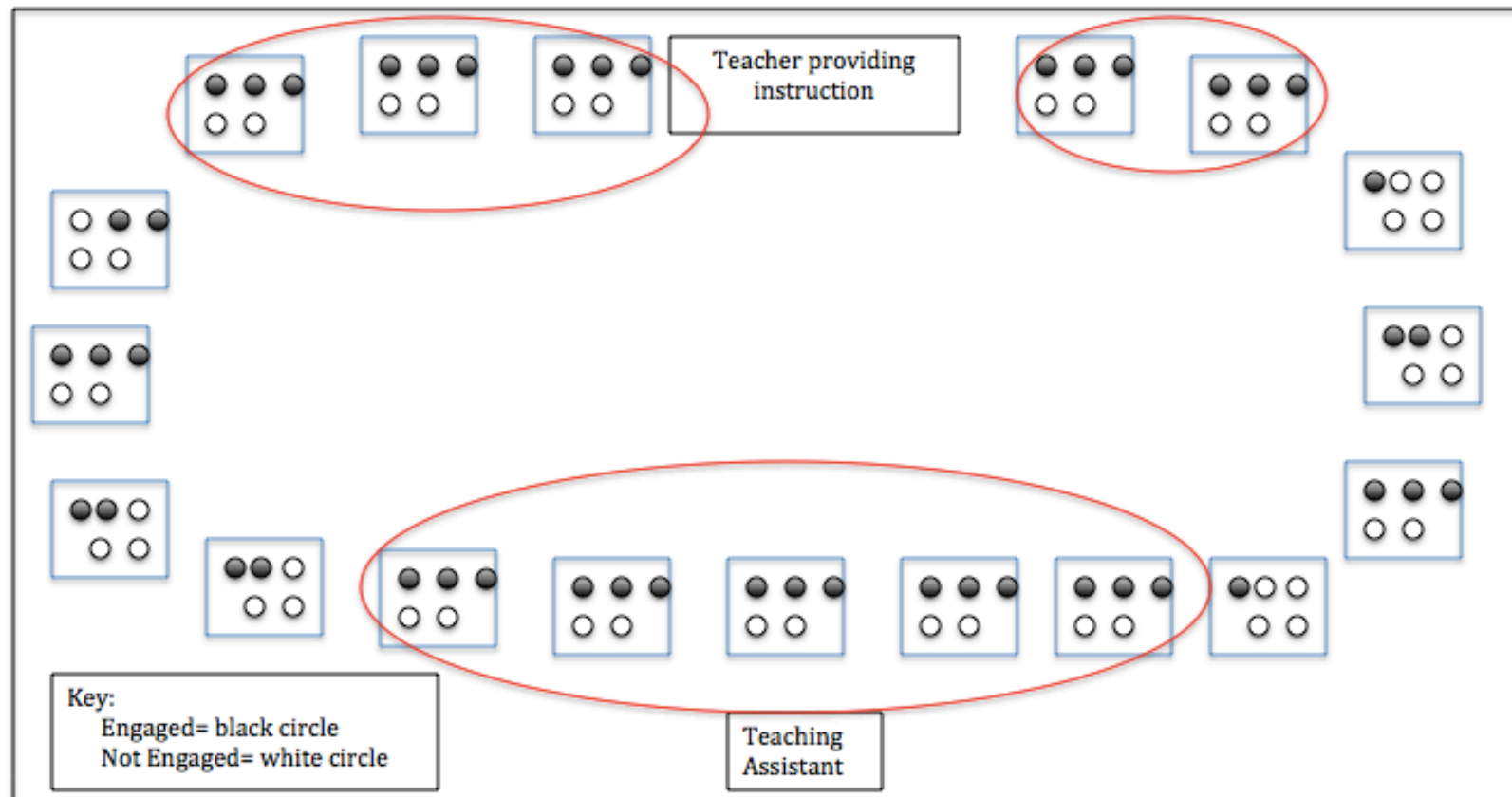
**Focus:** Engagement- During circle time, students are looking at the teacher, imitating movements during songs, singing during songs, staying in the assigned seating area, and/or addressing teacher's questions.



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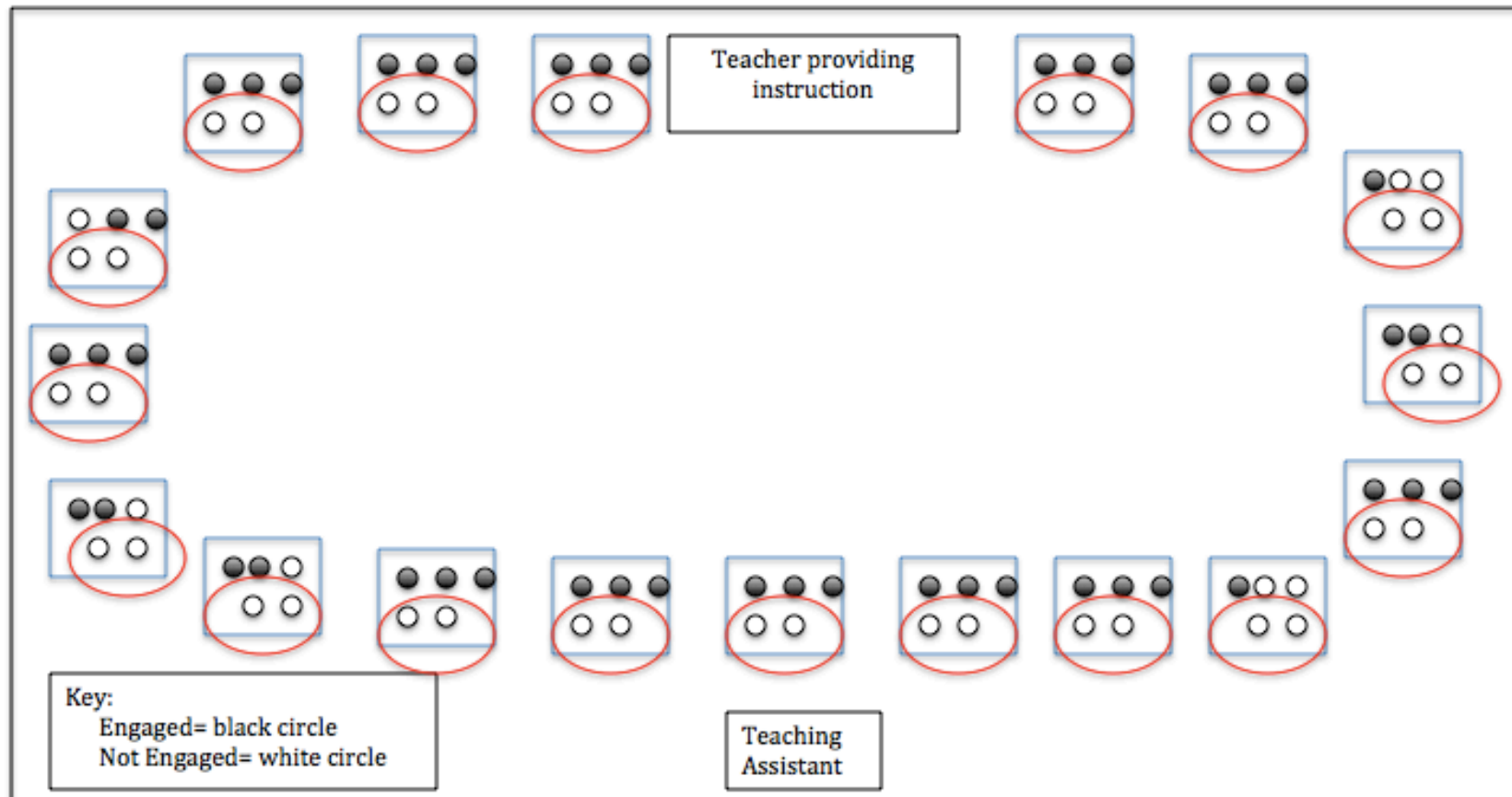
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# Step 3

## PTR-YC Assessment (functional behavioral assessment)

- Checklist format
- Questionnaire

# Now What?? What do we do with this data?

- Use data to report progress
- Develop goals/expectations for the student
- Create an intervention plan, which may include accommodations/adaptations to classroom first
- Refer to child study

