

Early Childhood Through Multiple Lenses

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Housekeeping



PLEASE PARTICIPATE
IN POLLS AND THE
OPEN-ENDED
QUESTIONS.



PLEASE COMPLETE
THE EXIT SURVEY AT
THE END OF
TODAY'S WEBINAR
VIA THE QR CODE.
THE SURVEY LINK
WILL ALSO BE
EMAILED AN HOUR
AFTER TODAY'S
WEBINAR.

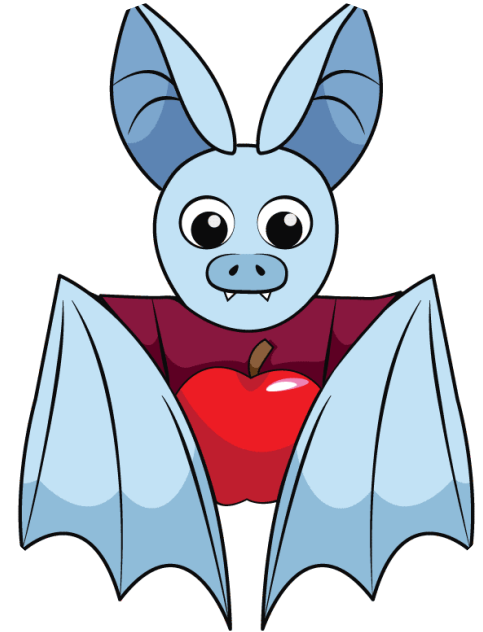


IF YOU WISH TO
EARN A CPDU HOUR,
COMPLETE THE ISBE
EVALUATION OF
PROFESSIONAL
DEVELOPMENT AND
RETURN IT TO ME. IT
WILL BE EMAILED
TOMORROW.



Poll #1: Who are you?

- Special Education Teacher
- General Education Teacher
- Related Service Personnel
- Administrator
- Other



Agenda

- Welcome
- Overview of BAT project
- Overview of unique issues in addressing behavioral challenges in young children (preschooler focused; considerations for 5-8 years)
- Self-reflection
- Q&A
- Exit survey



Behavior Assessment Training (BAT) project



The Special Education Behavior Assessment Training Project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels identified as having a disability in one or more of the 13 categories specified in IDEA...Additionally, the successful Offeror will coordinate with ISBE on mandate 105 ILCS5/14-8.05, which requires ISBE to develop and implement State-level guidelines on culturally responsive, evidence-based behavior interventions for students across all grade levels identified as having a disability in one or more of the 13 disability categories specified in IDEA.



Overview of BAT project

- Awareness of culturally responsive behavioral processes including as related to the FBA/BIP process
- Awareness of personal lens with ongoing examination and reflection
- Consider strategies and resources to support data collection and strategies to respond to behavior



Young children, big feelings



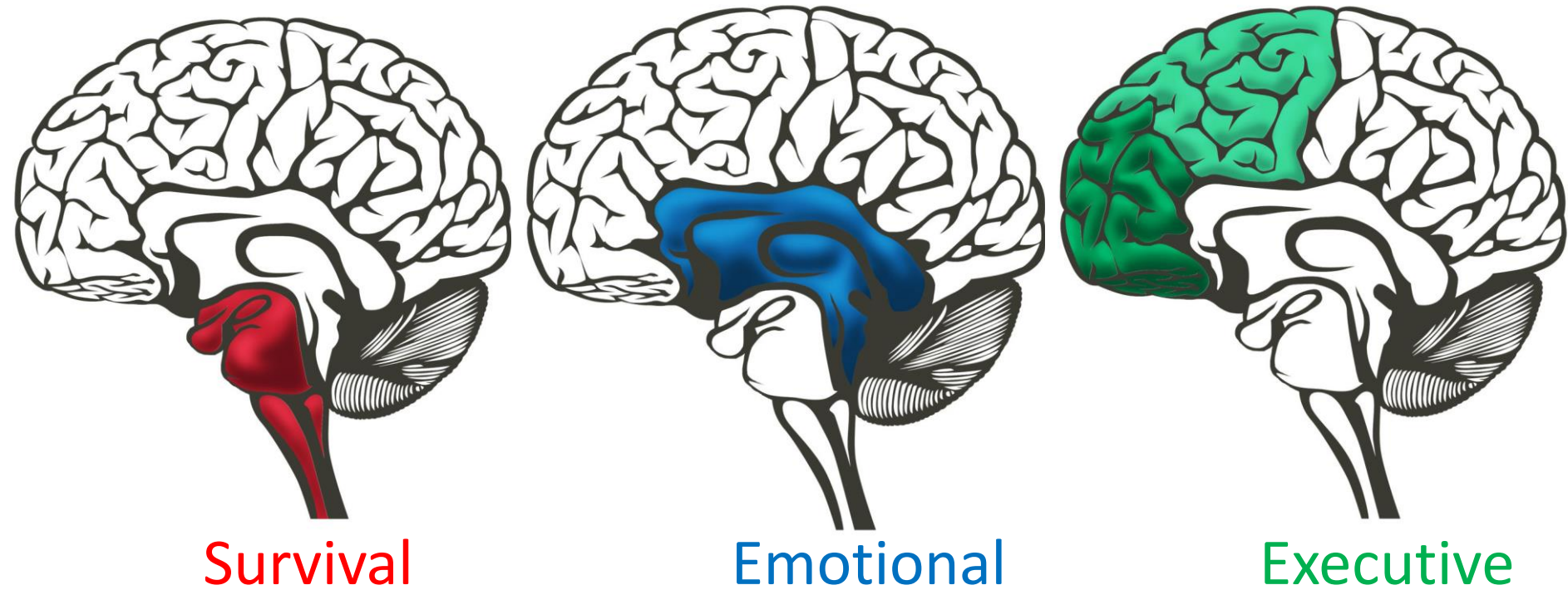
“Hot Buttons”

- Which specific child behaviors “push your buttons”?
- How do these behaviors impact your internal state?
- How do you respond to these behaviors?



Internal states of children and adults

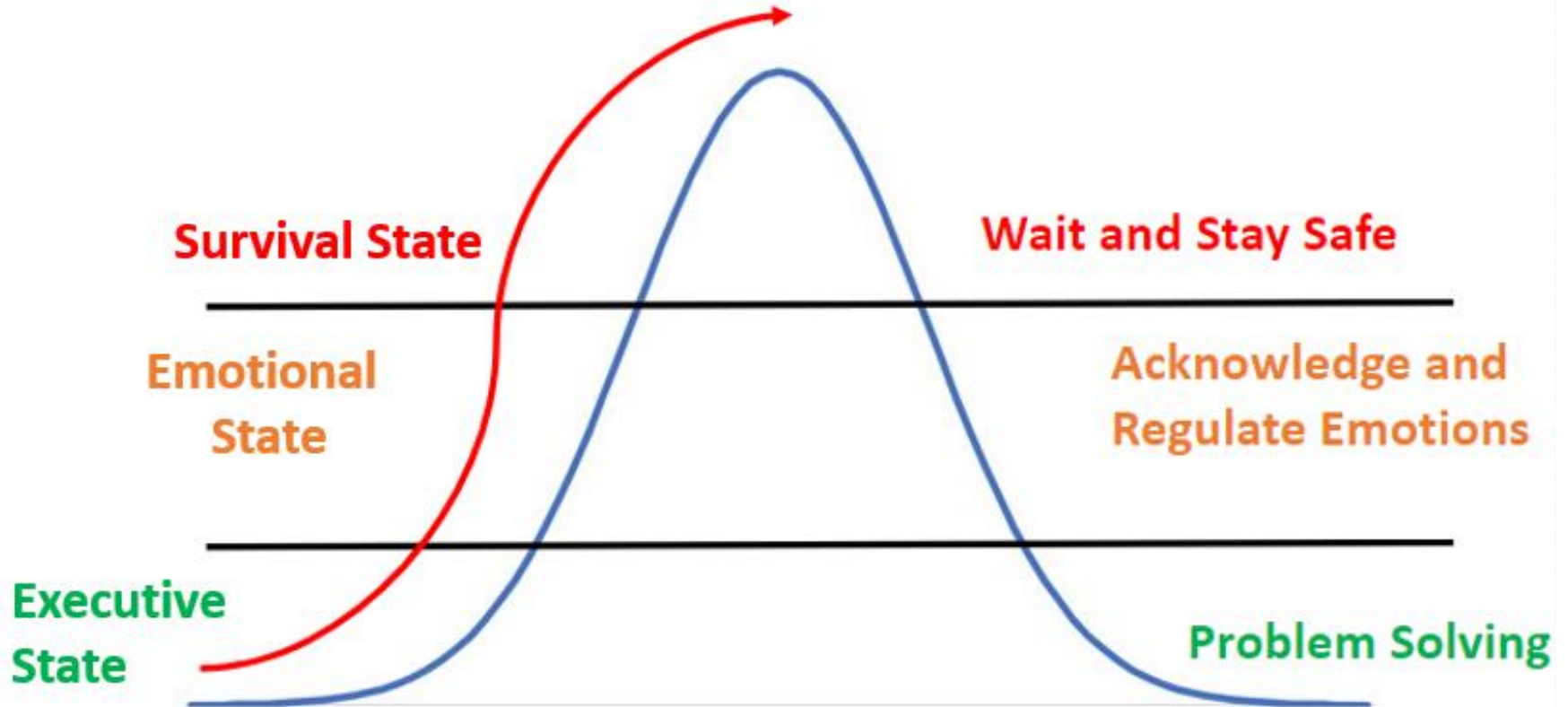
(Becky Bailey)



State	Behaviors May Look Like...
Survival	Fight by hitting, pushing, kicking, spitting, screaming Flight by running away, hiding, withdrawing Freeze by zoning out, shutting down Fawn by giving up, giving in, surrendering
Emotional	Blaming, back-talking, name-calling, social exclusion, social aggression, guilt, attention-seeking, clinging, neediness, relationship resistance, perfectionism
Executive	Problem-solving, empathy, win-win solutions, willingness, reflection, conflict resolution, managing emotions, making plans



INTERNAL STATES & THE ESCALATION CYCLE



Key considerations in early childhood

- There are key developmental considerations for this population along with commonly utilized strategies and interventions with this age group.
- Collecting behavioral data and developing an intervention plan is often informal due to a child's limited language and communication development as well as social emotional skills.
- Teaching age-appropriate behavior must be implemented in context, across settings, and with many opportunities for practice and feedback.



Context and nuance related to young children's understanding of behavioral expectations

- Developmental level in key domains
- Disability and developmental delay
- Multiple placements with differing expectations
- Expectations at home/community and school
- Parenting skills of caregivers
- Impact of trauma



Early childhood development

Key cognitive skills

- Understands opposites (e.g., fast/slow)
- Can compare (e.g., big, bigger, biggest)
- Understands sequences (e.g., classroom job)
- Understands time concepts (e.g., yesterday)
- Avoids danger (e.g., not jumping off slide)
- Pays attention for five or more minutes



Early childhood development continued

Key language and communication skills

- Vocabulary has several hundred words
- Speaks in sentences; uses different tenses
- Can participate in multiple conversational turns
- Describes emotional state (e.g., ask for help)
- Tells stories, makes jokes/word play
- Answers questions
- Understands prepositions, pronouns and plurals
- Follows multi-step directions/instructions



Early childhood development continued

Key social-emotional skills

- Engages in interactive play with adults and peers
- Follows group rules (e.g., shares, takes turns)
- Volunteers to be a helper (e.g., door helper)
- Has preferred friend(s) among peers
- Shows sympathy (e.g., comforts crying peer)
- Describes emotional state
- Talks about new experiences



Disability and developmental delay

- Impact on acquisition and use of skills across developmental domains, with adults and peers and in a range of settings
- Adjust expectations for chronological compared with developmental age
- Review demands in daily activities and routines
- Intentional grouping for activities (peer models)
- Collaborate and consult with professionals



Multiple placements with differing expectations

- behavioral expectations in classroom, on bus, cafeteria, playground
- Schedule and materials
- Skill level of peers
- Training and experience of adults
- Focus of activities
- Structure of daily routines



Expectations at home/community and school

- Impact of diversity (culture, race, SES, education)
- Implicit rules and behavioral expectations
- Leaders and administrators
- Available resources including to needed materials and social- emotional support



Parenting skills of caregivers

- Experiences as a child
- Understanding of child development and behavioral expectations
- Priorities of daily life (e.g., pay rent, repair vehicle)
- Amount and types of available support
- Parenting style



Trauma and young children

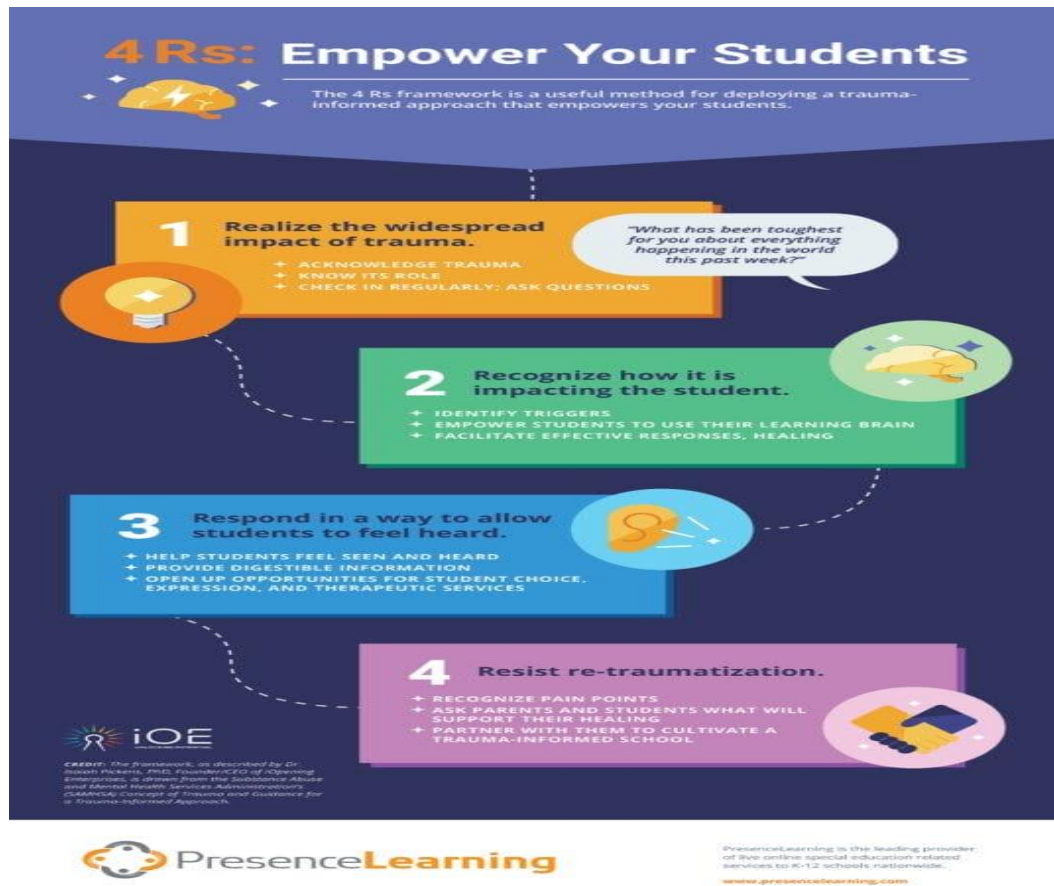
- More frequent and intensive including parent incarceration, domestic violence and, unstable housing
- Immediate, short- and long-term impact
- Providing support to child (verbal, emotional)
- Adjusting behavioral expectations

Resource: Adverse Childhood Experiences (ACEs). Items available at <https://sparqtools.org/mobility-measure/adverse-childhood-experiences-ace/#all-survey-questions>

Strategies for reducing impact can be found at <https://dph.illinois.gov/topics-services/life-stages-populations/maternal-child-family-health-services/child-health/adverse-childhood-experiences.html>



Trauma and young children continued



Self-reflection

- What types of skills, experiences, and resources do you need to effectively work with young children with challenging behavior?
- What is currently in place in your program, school and/or district?
- Does your FBA/BIP process address the unique strengths and needs of young children? If yes, how?

Q & A



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Taken the exit survey? We hear you!

Participants valued.....

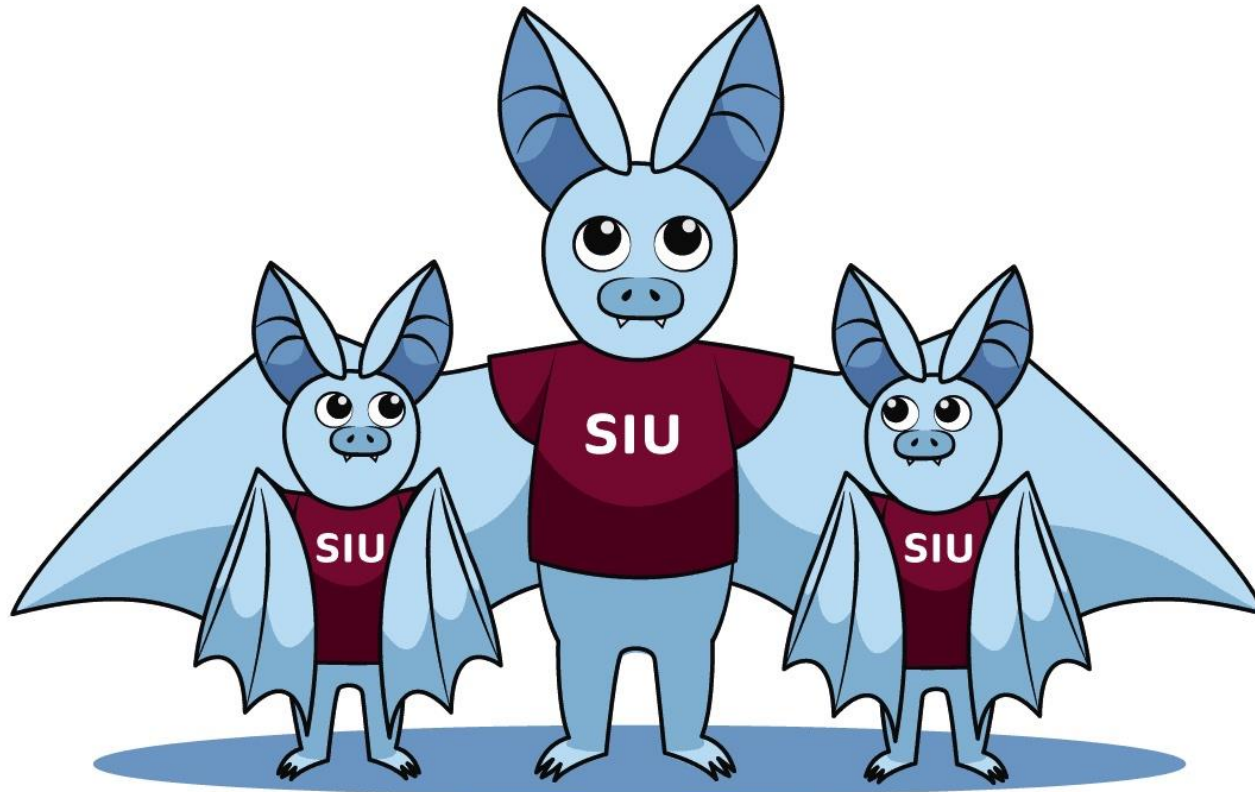
Guest speakers, information and restorative practices, the emphasis on addressing/acknowledging biases, and information and writing BIPs/FBAs.

Due to the content-heavy nature of these webinars, we are not able to incorporate participation/interaction opportunities beyond the polls and chat questions. However, we know it is important for participants to play an active role in their PD.

Please complete the Exit Survey! Thanks.



Thank you!



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Equity • Quality • Collaboration • Community