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
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)

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

- Survival State
- Emotional State
- Executive State
- Wait and Stay Safe
- Acknowledge and Regulate Emotions
- Problem Solving
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
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


Trauma and young children continued

**4Rs: Empower Your Students**

The 4 Rs framework is a useful method for deploying a trauma-informed approach that empowers your students.

1. **Realize the widespread impact of trauma.**
   - ACKNOWLEDGE TRAUMA
   - KNOW IT'S OK
   - CHECK IN REGULARLY; ASK QUESTIONS

2. **Recognize how it is impacting the student.**
   - IDENTIFY TRIGGERS
   - EMPOWER STUDENTS TO USE THEIR LEARNING BRAIN
   - FACILITATE EFFECTIVE RESPONSES; HEALING

3. **Respond in a way to allow students to feel heard.**
   - HELP STUDENTS FEEL SEEN AND HEARD
   - PROVIDE DIGESTIBLE INFORMATION
   - OPEN UP OPPORTUNITIES FOR STUDENT CHOICE, EXPRESSION, AND THERAPEUTIC SERVICES

4. **Resist re-traumatization.**
   - RECOGNIZE PAIN POINTS
   - ASK FAMILIES AND STUDENTS WHAT WILL SUPPORT THEIR HEALING
   - PARTNER WITH THEM TO CULTIVATE A TRAUMA-INFORMED SCHOOL

PresenceLearning is the leading provider of the online special education support solution designed to help students meet the unique needs of trauma-informed schools.
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?
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!