Behavior Plan

Success Academy has adopted the definition of ***persistent and challenging behavior*** provided by *the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)* which can be found at http://challengingbehavior.fmhi.usf.edu/explore/glossary.htm

Challenging behavior is defined as any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults. Challenging behavior is thus defined based on its effects. While some children's challenging behaviors are developmentally normative and effectively addressed by adult vigilance and the use of appropriate guidance procedures, other children need more targeted intervention to address the persistent and challenging behaviors.

TACSEI offers these examples of persistent challenging behaviors for preschool children:

1) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting.
2) climbing on things in the classroom that are not permitted.
3) destroying property, including another child's work.
4) taking toys from other children forcefully.
5) running poses a safety risk for the child or others.
6) running from the class.
7) violent tantrums.
8) verbal aggression including saying bad words, yelling at other children, making threats.
9) ordering adults to do something.
10) persistent and prolonged crying that is loud or disruptive and interferes with child's engagement in activities.
11) verbal or physical refusal to follow directions.
12) inappropriate touching, stripping, and other behaviors that are hurtful, disruptive, or dangerous to self or others.

First Steps:

First ask- Does the child with persistent and challenging behavior have an IEP? Is the IEP being followed? If the child does not have an IEP continue to follow this plan. If the child does have an IEP, contact the Exceptional Children's Preschool Coordinator, and consult with the IEP team. If the child has an IEP, the IEP team **must** be involved once challenging behaviors persist so they can follow established guidelines and procedural safeguards for reviewing and updating the IEP accordingly.

Then ask- Have the parents been contacted? Parents need to be contacted and included in all stages of planning for their child. Initially, the teacher can speak in general terms about problem behaviors and ask for the parent's input. The parents need to be aware that the Director will be visiting the room to observe *the classroom* so additional *classroom* strategies may be developed to support the child, if needed. Reassure the parents that they will be kept informed and their participation in specific strategy development for their child will be sought. Parent engagement

needs to continue through all interventions until the persistent challenging behavior has been addressed successfully.

To help children with challenging behavior, the following steps should be taken:

1. **Implementing universal practices/strategies:**

   Success Academy will reflect on the relationship with the child and ensure a nurturing, responsive, and respectful environment has been established. Be sure the use of language with the child is positive. Adult attention is important for supporting the growth of young children's social-emotional development. For some children, it might be difficult to "catch them being good" because they display challenging behavior often. Good practice suggests that **five or more** efforts to praise children for positive behavior should occur for every behavior correction a teacher might make. Classroom interventions that focus on social and emotional learning will be used. Emotion posters, puppets, books, and other materials can be used to teach the child how to regulate his/her emotions individually while visual guidance, use of red and green choices, verbal cues, reminders of transitions, use of visual schedule, and reteaching classroom rules are also used.

2. **Director and teachers discuss strategies to help the child and complete observations to determine if there is a trigger or circumstance that precedes the challenging behavior.**
3. **Collecting data and implementing targeted strategies.** Teaching staff and families will work together to gather data to describe children's challenging behavior to identify specific skills and situations that require more attention and specific strategies to improve behavior. Behavior should be documented for 4-6 weeks.
   - What was the behavior?
   - What happened before?
   - What happened (describing situation in detail)
   - How did the other children react?
   - How did the teacher and/or parents react?
   - What did the child gain from the behavior?
4. **Support Team (Director, Special Preschool Coordinator, Healthy Social Behaviors Specialist, Lead teacher, parents, etc.) meet to discuss the following topics to create a behavior plan:**
   - Determine if a referral is needed for additional testing.
   - Brainstorm ideas on how to prevent the behavior.
   - Brainstorm some replacement behaviors or coping skills that can be introduced to help them succeed in that situation in the future.
   - How and when will teachers (and parents) teach these replacement behaviors?
   - How can you best support the new behaviors?
   - Are you giving little or no attention to challenging behaviors?

All team members must agree on the components of the behavior plan for the plan to work. If the child has an IEP, the IEP team must be involved once challenging behaviors persist so they can follow established guidelines and procedural safeguards for reviewing and updating the IEP accordingly. Devote 4 weeks to give it time. Success Academy staff will monitor and document

the changes, while continuing to document behaviors. The success of the plan will be monitored by the Director and the Healthy Social Behaviors Specialist. Adjustments will be made as necessary to try to increase success; however, if the behaviors are not decreased, a referral to the Exceptional Children's Program will be made.

Even with the implementation of strategies above, it is possible that very serious, violent, out-of-control behavior can occur. When this happens, the safety of all children must be protected by attempting to deescalate the violent, out of control behavior.

Crisis Response Procedures

Definition of a crisis: A situation occurs when a child is at risk of hurting themselves or others.

Examples may include:

- Violently banging their heads during a tantrum,
- Attacking others with scissors
- Attacking others in general; biting, scratching, punching
- Attempting to escape the classroom or playground.

<u>Procedures:</u>

While maintaining a calm demeanor and using a supportive and calm tone of voice:

1. The teacher moves to intervene for safety.
2. The teacher attempts to establish eye contact.
3. The teacher gives short clear instructions on what the child should do next.
4. The teacher can use her body to shield other children from hits, kicks, and thrown items.
5. In the event of a teacher attack, a large pillow or other large, soft material in the classroom could be used as a buffer between child and teacher. The teacher, while maintaining her position between the child and other children, can lead the child to another, less populated area by slowly backing away from the child. Teacher B should be engaging the other children to keep them occupied and help them to understand the situation. Possible relocation of the other children may be necessary.
6. If more than one teacher is needed to support the child in crisis, Teacher B will call the Director or other teacher for assistance.
7. All doors between the classroom and main exit will be shut to ensure safety and a teacher will be positioned near the exit door/gate. If a child is climbing the playground fence the teacher will position themselves to prevent the child from going over the fence and another teacher will go outside of the fenced area to quickly stop the child from running into dangerous areas if the child does make it over the fence.
8. For a student that is harming themselves, objects will be removed as quickly and safely as possible. If the child is banging his or her head, the teacher will try to insert a pillow.

**Physical restraint will not be used unless immediate physical harm is likely to the child or to others. However, a child may be removed from a harmful situation to a safer environment. In doing so; two staff members will support the move. Physical restraint is allowed if it is part of a behavior plan that has been developed by a team, i.e., IEP Team. Extensive efforts to include the parent in the plans will be made.*

In very severe cases, when a child persists in exhibiting serious challenging behavior that is likely to harm himself or others even after the above strategies have been implemented over time, the behavior support team will review all the information and discuss whether suspension or expulsion is necessary. If the child has an IEP, this discussion should include the IEP team which will then decide how to proceed. Prior to any suspension or expulsion, DCDEE will be contacted for support.