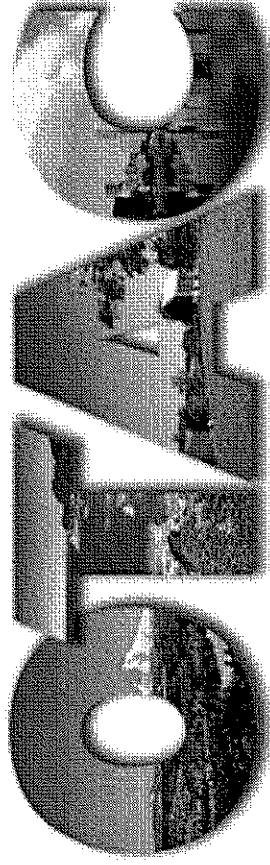


Behavior in the Early Years:

Ideas for When the Going Gets Tough

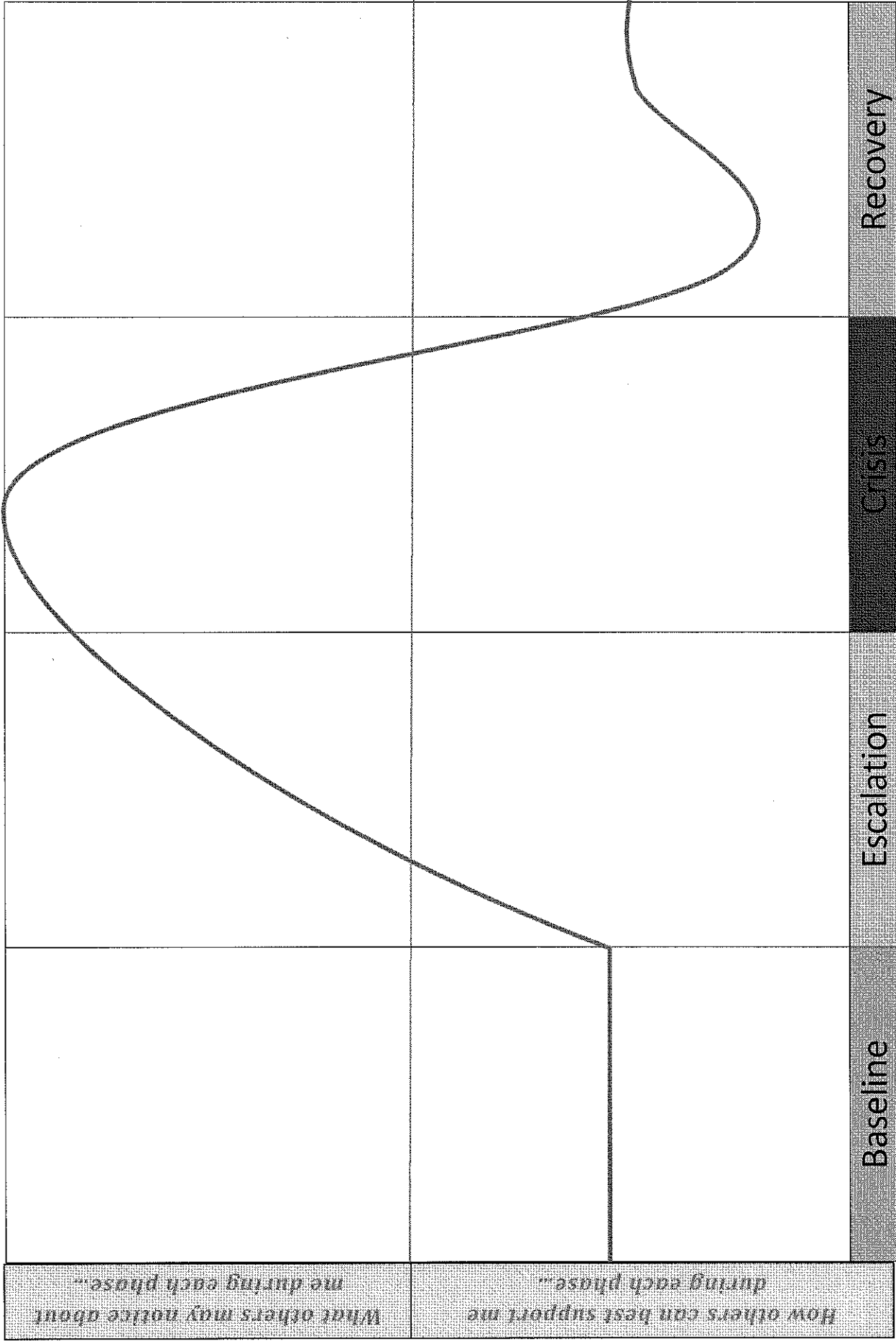
Handouts



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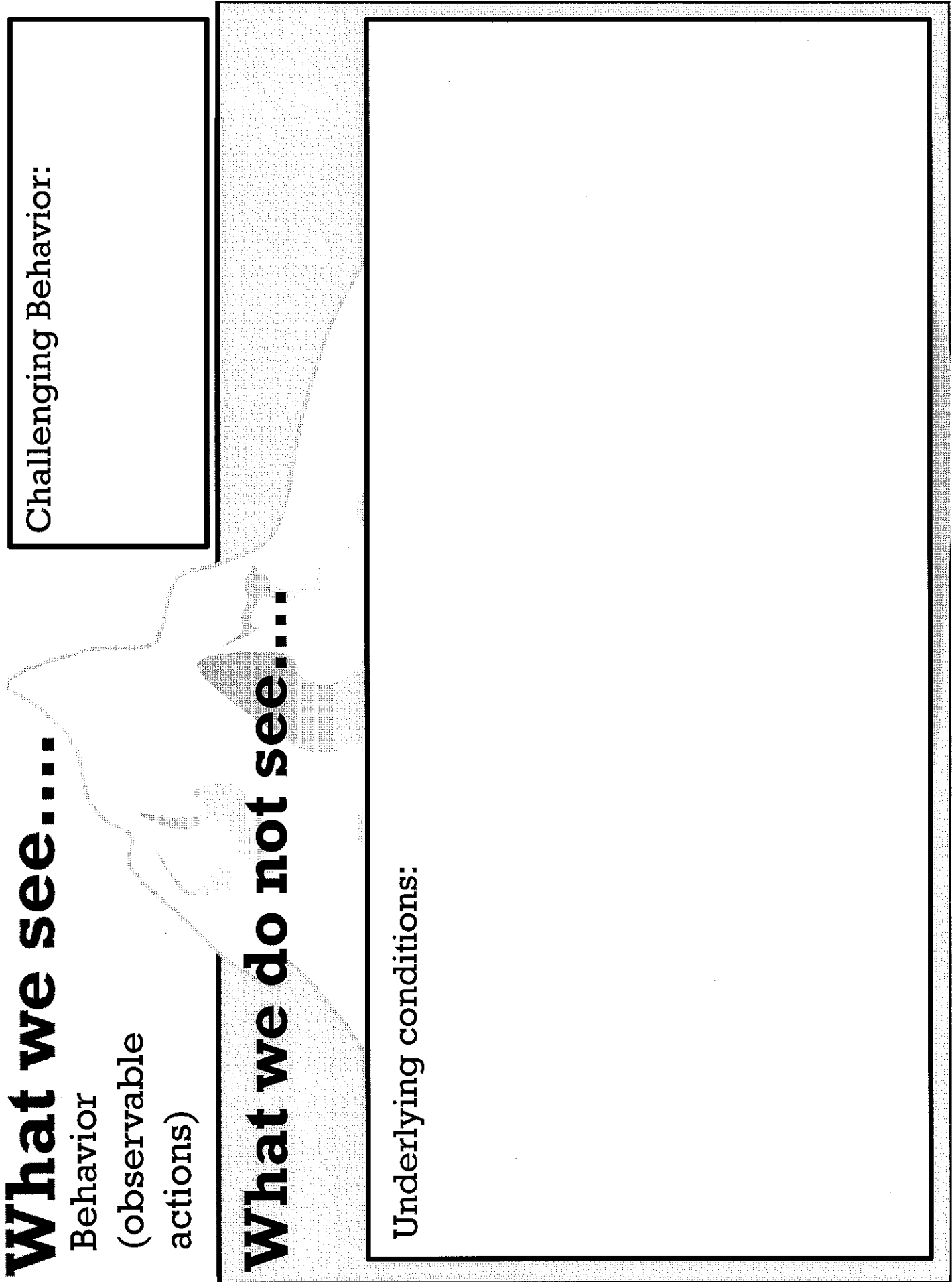
What we see....

Behavior
(observable
actions)

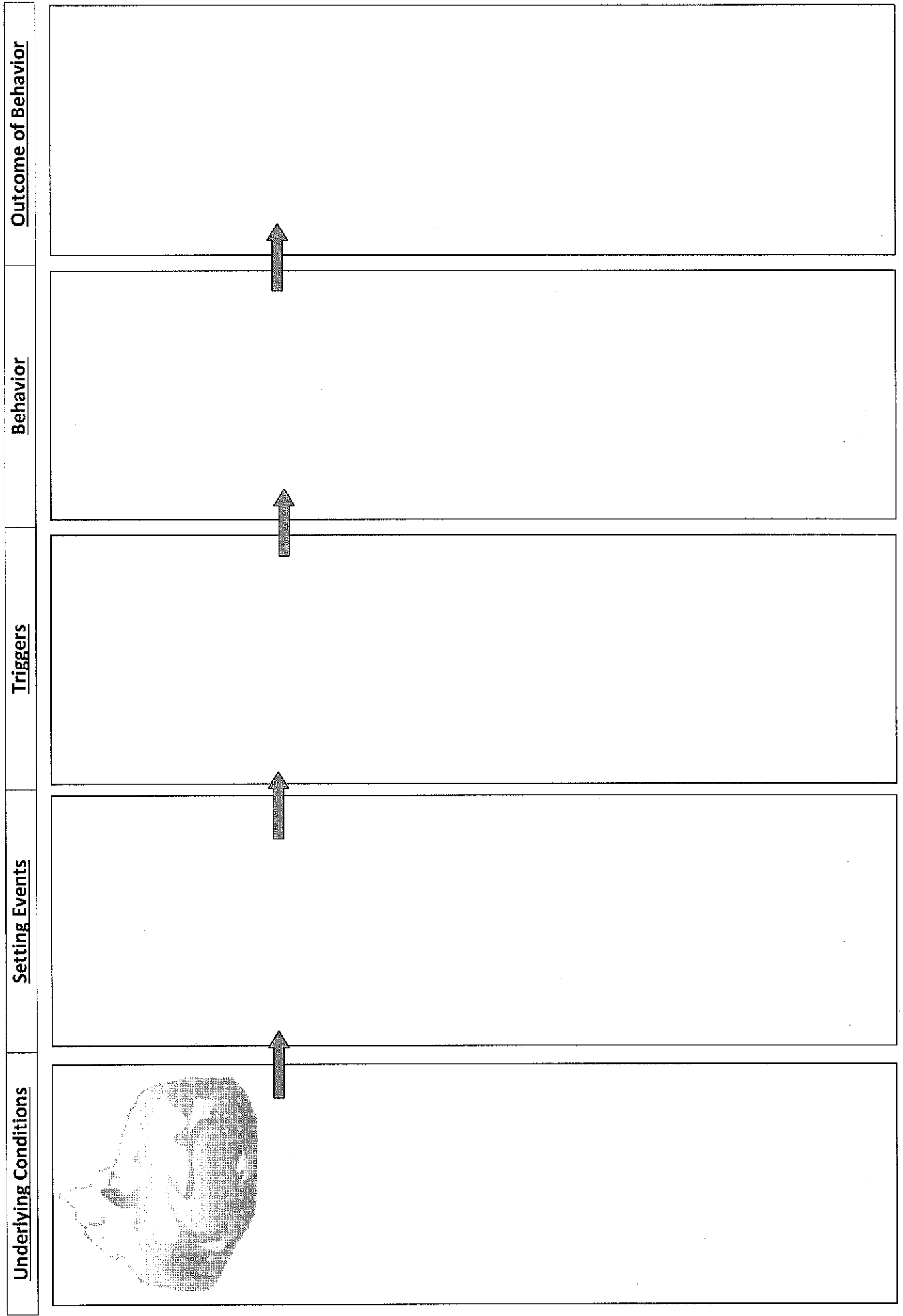
Challenging Behavior:

What we do not see....

Underlying conditions:



Behavior Pathway:



Underlying Conditions	Common Setting Events	Common Triggers	Behavior	Common Outcomes
Proactive/Preventative Supports				
<ul style="list-style-type: none"> • Accommodate underlying conditions • Provide and teach stress/emotional outlets • Use visual supports • Use reinforcement systems sparingly • Provide choice and control as much as possible • Teach and practice replacement behaviors • Answer the all-important questions 			Replacement Step 1: Prompt the skill to meet the need of the behavior Step 2: Prompt a skill to cope with triggers	Response Remove triggers Adapt our communication Increase information Help the child "reset"
Proactive/Preventative Supports				
Replacement				
Response				



The All Important Questions



Where am I going?

What am I doing?

How much am I doing?

What does finished look like?

What's next?

Do I need someone to help me?

Teaching Skills

Identify the replacement skill to be taught	Determine how best to teach the skill	Teach and practice
<ul style="list-style-type: none"> • Look at the current need being met • Choose 1 or 2 skills to begin with • Look at strengths, gifts, and capacities • Identify reinforcement 	<ul style="list-style-type: none"> • Break down the skill into teachable steps • Look at the learning environment and make changes or add support if needed • Add visual support • Add reinforcement 	<ul style="list-style-type: none"> • “Engineer” opportunities to practice • Support fully and then increase independence • Fade some reinforcement • Be patient with and enjoy the process