

Challenging Behaviour – Providing Ideas and Strategies

Summary

What is Providing Ideas and Strategies, anyway?

- Working as a team (educator, leadership team and families) to brainstorm and develop ideas and strategies (e.g. modifying the environment, activities, educator responses) that could be used in the classroom to address a child's challenging behaviour and to teach a new skill.

What's the Point?

- Educator works with the team to collect multiple perspectives to help create the plan.
- Educators use their knowledge of children's strengths and interests to help create strategies
- Educator works with the team to make data-informed decisions that support child's participation and learning
- Helps children to learn new skills and to feel confident in being able to express themselves in positive ways

How Do I Do This?

- Educator reviews the data prior to the team meeting
- Educators work with the team to look at events happening outside of the child care centre to ensure a holistic view of the child's well-being (e.g. medical needs, sleep)
- The educator shares relevant information from the data such as the underlying reasons (e.g. environment, interactions or routines) or the function of a child's behaviour
- All team members share their insights and ideas to come to a common understanding and brainstorm strategies for the plan.
- Team members decide the specific strategies to use in the plan.
- Team members decide on specific routines and times of day to implement the strategies.

How Will the Children Participate in This Practice?

- Children are viewed as capable and competent to learn a new way to communicate their needs, wants and/or feelings.
- Children strengths and interests will guide the selection of strategies
- Children may be asked to participate in the development of strategies

Checklist

Task	Complete?
Educator reviews data (e.g. anecdotal information, observations, formal assessments) prior to meeting with the team to know what information is relevant to share	
Educator and the team review setting events (events happening outside of the classroom) that may be contributing to the challenging behaviour (e.g. physical or physiological needs)	
Educator shares information from the data that could be a reason for the challenging behaviour (patterns of behaviour, environmental factors, routines that are challenging)	
Each team member has opportunity to share their observations, ideas, questions they have based on data they have taken to come to a shared understanding of what the plan should look like	
The team brainstorms ideas for strategies that will focus on ways to decrease the challenging behavior and increase the desired behaviour	
Specific strategies are agreed upon by the team that includes specific routines and times of the day that the plan will be carried out	

Persisting is pursuing an idea/or looking for solutions. Trying a new approach, gathering information, and learning from others are ways that you can co-create solutions to problems and concerns

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 64

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

