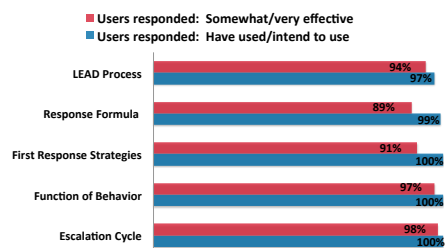# Challenging Behaviors in Preschool? *Safety First*!

KSDE Annual Conference
October 21, 2014
Wichita, KS

Presented by
David Lindeman, Ph.D.
Phoebe Rinkel, M.S.
TASN-Kansas Inservice Training System (KITS)

Early Childhood Practitioners
Safety First Follow-up Survey
October 2013 - February 2014

■ Users responded: Somewhat/very effective
■ Users responded: Have used/intend to use

	Somewhat/very effective	Have used/intend to use
LEAD Process	94%	97%
Response Formula	89%	99%
First Response Strategies	91%	100%
Function of Behavior	97%	100%
Escalation Cycle	98%	100%

Kansas Safety First Training

A Set of Guidelines and Procedures for
Maintaining a Safe Environment
in Early Childhood

Early Intervention Behavior Work Group (2005). *The safety first curriculum for early intervention and preschool settings.* University of Oregon.

Adapted and Presented with Permission
© University of Oregon, 2005: Newman, J.; Todd, A.; Cocores, G.; Foster, S.; Morgan, G.

Origin of Safety First

Safety First was developed in Oregon in 2005 by a collaborative partnership that includes
- University of Oregon researchers and behavior experts
- Oregon early intervention and early childhood special education administrators, behavior specialists, supervisors and direct service providers

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Format for the Day

I.   Introduction
II. Definitions of terms used in Safety First
III. Response formulas
IV. Documentation and communication
V.   Judgments
VI. Wrap-up and next steps

Training Objectives

- Use a common language and definitions for positive behavior supports
- Know when it is appropriate to use first response strategies
- Know how to implement response formulas for challenging or dangerous behavior
- Know when it is appropriate to implement LEAD

Training Objectives

- Implement procedure for consistent documentation and communication with staff and families in order to make data based decisions
- Know when to establish individualized function based support
- Have a plan for teaching/ informing families about the Safety First Process

Self Assessment

When working with young children:
- Have you felt at risk of being injured?
  - Has a student ever scratched you, pinched you, bit you, kicked you, or pulled your hair?
- Have you wondered if there was a better way to deal with a potentially dangerous situation?
  - Have you ignored student behavior because you didn't know what to do or how to do it?
  - Have you observed someone use more force than was needed?

Statement of the Problem

- Increasing rate of problem behavior in preschool settings
- Higher expulsion rate in preschools than schools
- Lack of training for staff to support young children with problem behaviors
- Preschool staff requesting training, support, and procedures for maintaining a safe environment

Increasing Rate and Intensity

- In 1980s, 10-15% of preschoolers exhibited mild to moderate problem behaviors.
- In 2002, 22-39% of preschoolers exhibited clinically significant levels of problem behaviors.
- In 2008, child care providers reported more young children engaging in more severe challenging behaviors at a younger age.
- In 2009, approximately 20% of young children in the general population and 70% of young children with special needs engaged in significant challenging behavior.

Staff & Child Injuries

Pre-Kindergarten Expulsion

- Nationally, 6.7 per 1,000 children were expelled from pre-kindergarten classroom-- 3.2 times higher than the expulsion rate for K-12 students (Gilliam, 2005).

Why the Concern
About Behavior of Little Kids?

For no other group of young children is the trajectory so certain and so dismal as it is for children with challenging behaviors who do not receive effective services. (Vinh, 2011)

Interventions Appropriate for
Preschool Settings

- Strategies and interventions implemented in early childhood settings should be:
  - Research-based
  - Appropriate for the physical size, developmental level, and individual differences of young children
  - Embedded within a continuum of supports that includes a focus on prevention

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" **If a child doesn't know how to read, *we teach*.**

If a child doesn't know how to swim, *we teach*.

If a child doesn't know how to multiply, *we teach*.

If a child doesn't know how to drive, *we teach*.

If a child doesn't know how to behave, *we* ......

   ....teach?   ......punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p.2)

Why Was Safety First
Developed?

- Universal strategies are not likely to be effective for approximately 15-20% of young children
- Additional interventions need to be implemented for this group of children

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Identifying Curricular Materials
To Address/Prevent Challenging Behavior
in Young Children

- Review of commercial curricula and individual classroom practices, e.g.
- Powell & Dunlap (2009) (www.csefel.vanderbilt.edu)
- CASEL (2013) http://www.casel.org/library/2013-casel-guide
- Common elements include one or more of the following kinds of strategies:
  - Environmental
  - Verbal
  - Physical

How Safety First Supports
Kansas ESI Regulations

Kansas Emergency Safety Interventions (ESI) regulations (2013) require districts to provide personnel with training *appropriate to their duties* to address:

- prevention techniques,
- de-escalation techniques, and
- positive behavioral intervention strategies (K.A.R. 91-42-2)

Getting Physical in Early Childhood Settings

- Physically touching a young child may be required to maintain the safety of children and/or staff
- Natural to hold, hug, cuddle, tickle, and wrestle with young children
- Challenge in discriminating between appropriate and requested touch and physical touching directed towards reducing problem behavior or maintaining safety

When Would You Need to Use Physical Control?

- To maintain a safe environment, Kansas regulations recognize emergency safety interventions may be necessary
  - When a student presents an immediate danger to self;
  - When a student demonstrates an immediate danger to others;
  - Possibly when a student engages in violent action that is destructive of property

Models of Positive Behavior Interventions and Support (PBIS)
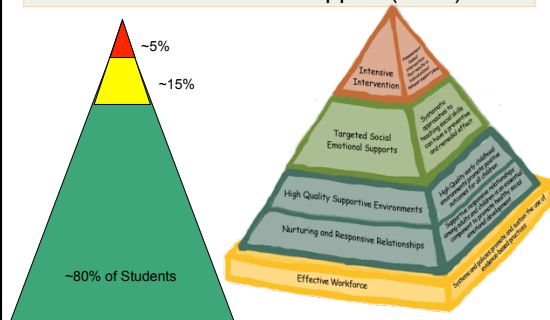
Kansas Multi-Tier System of Supports: Behavior *and* Academics

Assumptions
(Why we are here)

- We want to prevent injuries and property damage
- We want to teach rather than punish
- Children, families and staff need consistent strategies, common language, and common goals
- Periods of reaction are NOT teachable moments

Part II:
Definitions

Definitions Objectives

1. Define what is and is not a dangerous behavior
2. Define escalating and de-escalating dangerous behavior
3. Understand first response strategies
4. Understand what is and is not physical control

What Is Dangerous Behavior?

• Behavior that:
   a. causes danger to self, danger to others, and/or property damage* **OR**
   b. places the child, others, or property at imminent risk**

*Kansas ESI regulations state "*possibly for violent action that is destructive of property*"
**Kansas ESI regulations use term "*immediate danger*" rather than "*imminent risk*"

Danger to Self

• Any behavior that:
   a. causes physical pain, injury, or tissue damage to the child   **OR**
   b. places the child at imminent risk of pain, injury, or tissue damage

Danger to Others

Any behavior that:
   a. causes physical pain, injury, or tissue damage to another person **OR**
   b. places others at imminent risk of pain, injury, or tissue damage

Property Damage

Any behavior that:
   a. Breaks or destroys a permanent product **OR**
   b. Places property at imminent risk of being broken or destroyed

Note: Kansas ESI regulations state that "*Violent action that is destructive of property may necessitate the use of an emergency safety intervention.*"

Understanding the Escalation/ De-escalation Cycle
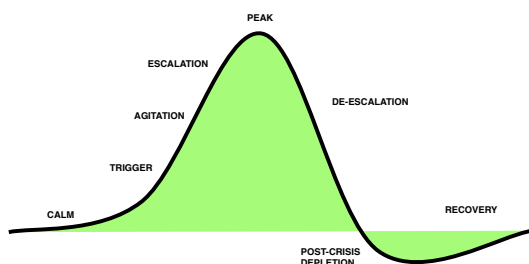
What is Escalating Dangerous Behavior?
- A sequence of dangerous behaviors that **increases** in intensity, and/or frequency, and/or volume

Understanding the Escalation/ De-escalation Cycle

What is De-escalating Dangerous Behavior?
- A sequence of dangerous behaviors that **decreases** in intensity, and/or frequency, and/or volume
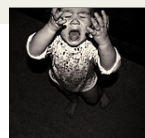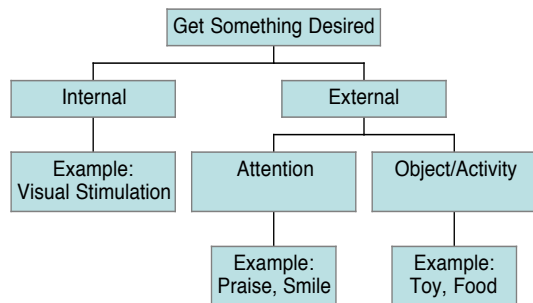
THE ESCALATION CYCLE

© University of Oregon, 2005: Newman, J.; Todd, A.; Cocores, G.; Foster, S.; Morgan, G.
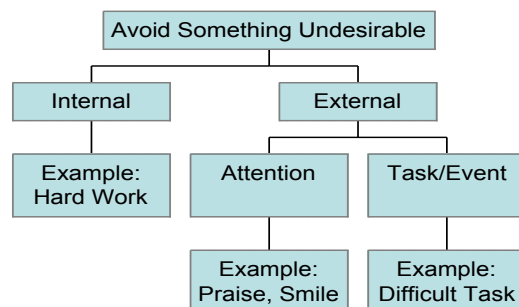
Function of Behavior

- All behavior is communicative.
- What is the child's behavior telling us?

Functions of Dangerous Behavior

Functions of Dangerous Behavior

"Functional Thinking"

The purpose of thinking about challenging behavior in terms of function is so that adults can
- Identify appropriate replacement skills to teach the child that will serve the same function as the problem behavior, and
- Use intervention strategies or consequences that prevent the child's immediate access to desired reinforcement

First Response Strategies

What Teachers Can Do
To Prevent the Need for
Physical Intervention

What Are First Response Strategies?

- Something a teacher does to prevent or de-escalate the child's dangerous behavior that:
  - Occurs within 3 seconds of the dangerous behavior
  - Prevents access to reinforcement immediately following dangerous behavior
  - Based on the function of the dangerous behavior

Types of First Response Strategies

- Verbal first responses
- Physical first responses
- Environmental first responses
- Mixed response strategies

What *is* and What is *Not* Physical Control?

- Physical First Responses: Something an adult does to or with a child to prevent or de-escalate dangerous behavior. **May include physical escort, the temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student…for the purpose of inducing the student to walk to a safe location.**
- **Physical Control (Physical Restraint): An adult uses bodily force to substantially limit the child's movement.**

Duncan

Part III
Response Formulas

To assist us in responding effectively to
• Challenging behavior that is **not** dangerous
• Dangerous behavior that is **de-escalating**
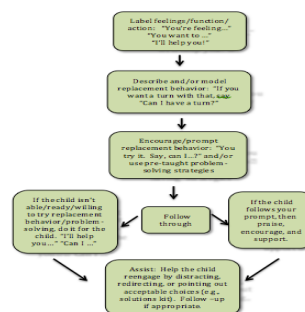• Dangerous behavior that is **escalating**

A Common Component of
Response Formulas: *Empathy*

From a pedagogical perspective, the most important question is, "How does the child experience this particular situation, relationship, or event?" (van Manen, 1991)
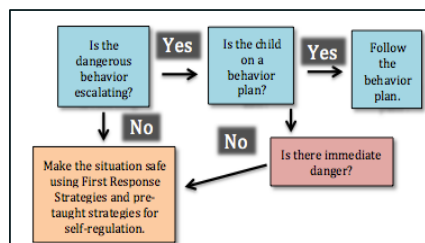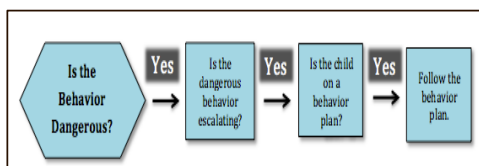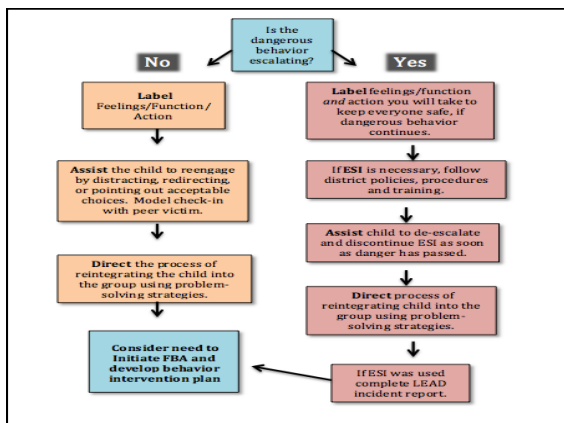
Power of Empathy

Response Formula for
Challenging Behavior

Does the Child Have a
Behavior Intervention Plan?

Part IV
Documentation and Communication

When do you document?

- Any time someone uses restraint (follows the L.E.A.D. process).
- Any time someone uses seclusion.

Safety First Recommendation: When do you have a meeting?

- Any time an emergency safety intervention is used with a child, regardless of whether or not the child has a behavior intervention plan (BIP), or an IEP.
- An ESI should *not* be a planned intervention for a specific student. The interventions in a BIP should focus on *preventing* the need for an ESI. However, if an IEP team decides to include the use of an ESI in the IEP or BIP, Kansas ESI regulations still apply.

The L.E.A.D. Incident Report

- Quick and easy to complete
- Should be completed as soon as possible after the incident and the child is back to his or her "normal activity" to ensure accuracy of report

Purpose of Incident Report

- Document that the incident occurred
- Provide information that might help prevent the need for a future ESI
- Ensure consistent and appropriate use of L.E.A.D.

Programs may modify the Incident Report form to meet their needs, but remember to KEEP IT SIMPLE!

L.E.A.D. Incident Report-KS

Child's Name: _____ Date: _____ Time: _____
Person(s) Administering ESI: _____ Location: _____
Activity: _____
Safety First Training Status of Personnel (within one year)? : ☐ Yes ☐ No
Dangerous Behavior: ☐ Dangerous to self
                    ☐ Dangerous to others
First Response Strategy(s) Attempted _____

Staff Response: Did I L.E.A.D.?			NOTES
1. **Label** the child's feelings?	☐ Yes	☐ No	Identify type of ESI used.
2. Did you use an ESI with the child?	☐ Yes	☐ No ☐ Not Sure	
	Time ESI Began: Ended:		
3. **Assist** the child to de-escalate?	☐ Yes	☐ No	
4. **Direct** and reintegrate child back to activity?	☐ Yes	☐ No	
5. **Follow** up with child activity?	☐ Yes	☐ No	

Did an injury occur? ☐ Yes ☐ No
If yes: ☐ Injury to self (describe) _____
         ☐ Injury to others (describe) _____
         ☐ Destruction of property (describe) _____
Was medical support needed? ☐ Yes ☐ No If yes, what type? _____
Comments: (Include others involved or witnesses) _____
_____

☐ Debriefed by Team _____ Date: _____
☐ Review by Supervisor _____ Date: _____
                        Signature
Parent Notification: ☐ Date: _____ Method: ☐ Copy of Incident Report ☐ Phone Call ☐ Face-to-Face

(Adapted September 2013 with permission from Oregon Dangerous Behavior Working Group)

Review of Incident Reports

- Review data from incident reports regularly for individual children and classrooms to determine:
  - Individual child needs
  - Individual staff training needs
  - Classroom training needs
  - Program training needs
  - Other needs

Part V
Judgments

When Should Physical Control *Not* Be Used?

- When the behavior doesn't warrant physical control
  - Does not meet dangerous behavior definition
  - Physical control should not be used as punishment
- When behavior de-escalates following first response strategies or in absence of teacher intervention
- When behavior plan says not to use physical control under any conditions

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When *Should* Staff Use Physical Control?

- When child's dangerous behavior escalates after first response strategies or after the absence of teacher intervention.
- When the behavior plan says to use physical control following specific dangerous behaviors *(rare, but possible)*.

Common Errors in Judgment

- Using physical control too soon
  - Problems: unethical, disrespectful to child, doesn't teach alternative skills
- Not using physical control when you should
  - Problems: child's behavior escalates, injuries more likely

Part VI
Wrap-Up

- Final Thoughts and Questions
- Needs Assessment and Action Plan Process
- Training Evaluations
- References and Resources

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To Request *Safety First:*
www.ksdetasn.org

Kansas Inservice Training System

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