

Contents

INTRODUCTION 1

CHAPTER 1

What Is Challenging Behavior? 7

- Is challenging behavior ever appropriate?* 8
- What happens to children with more serious behavior problems?* 9
- What do the theorists say about aggressive and antisocial behavior?* 11
- Does culture play a role in aggressive behavior?* 13

WHAT DO YOU THINK? 16

SUGGESTED READING 16

CHAPTER 2

Risk Factors 17

What causes challenging behavior? 17

Biological Risk Factors 19

Genes 19

Gender 20

Temperament 20

Complications of pregnancy and birth 22

Substance abuse during pregnancy 24

Alcohol 24

Tobacco and nicotine 24

Illicit drugs 25

Neurological problems 25

Executive functions 26

Attention deficit hyperactivity disorder (ADHD) 26

Learning disabilities	27
Language and speech disorders	28
Cognitive impairment	28
Autistic spectrum disorders (ASD)	29
<i>Emotional and behavior disorders</i>	30
Environmental Risk Factors	30
<i>Family factors and parenting style</i>	31
Peers	33
Child care and school	34
Poverty and the conditions surrounding it	35
Exposure to violence	38
Violent media	39
Turbulent times	40
Understanding risk	41
WHAT DO YOU THINK?	42
SUGGESTED READING	42

CHAPTER 3

Protective Factors 43

<i>The first wave: Which qualities help a child bounce back?</i>	44
Individual factors	45
Family factors	46
Community factors	47
<i>The second wave: How do protective factors work?</i>	49
<i>The third wave: Integrating prevention and intervention</i>	50
<i>The fourth wave: How does everything fit together?</i>	50
WHAT DO YOU THINK?	52
SUGGESTED READING AND RESOURCES	52

CHAPTER 4

Behavior and the Brain 53

Early Experience and the Brain	54
<i>How does the brain develop?</i>	54
<i>How does experience affect brain development?</i>	55
<i>How does early stress influence the brain?</i>	56
<i>What happens when caregiving fails?</i>	57
<i>What role do genes play?</i>	58

Which Parts of the Brain Are Involved in Aggressive Behavior?	59
<i>The amygdala</i>	60
<i>The frontal lobe</i>	60
<i>Neurotransmitters</i>	62
<i>What does all this mean?</i>	63
WHAT DO YOU THINK?	64
SUGGESTED READING	64

CHAPTER 5

Relationship, Relationship, Relationship

65

<i>The caring connection</i>	66
Understanding Yourself	66
<i>"Who are you?" said the caterpillar</i>	66
<i>What influences the way you relate to a child with challenging behavior?</i>	67
<i>What is self-reflection?</i>	69
<i>How do you reflect?</i>	70
<i>When do you reflect?</i>	71
<i>Are there any techniques to help you reflect?</i>	72
Understanding the Child	73
<i>What is the role of attachment?</i>	73
<i>How does attachment affect behavior?</i>	74
<i>Is attachment culture bound?</i>	77
Establishing a Relationship with the Child	78
<i>How does a secure attachment to a teacher protect a child?</i>	78
<i>How can you develop a positive relationship with a child with challenging behavior?</i>	80
Sensitive, responsive care	80
Teacher talk	82
Talk openly about feelings	82
Positive outlook	82
Establishing a Relationship with the Family	83
<i>What keeps teachers and families apart?</i>	85
<i>Getting to know you</i>	86
<i>Going home</i>	87
WHAT DO YOU THINK?	89
SUGGESTED READING	89

Opening the Culture Door

90

What Is Culture?	91
<i>What does culture have to do with identity?</i>	91
<i>Are cultures really so different?</i>	93
<i>The melting pot and the salad bowl</i>	94
<i>Circles of Comfort</i>	96
When Home and School Meet	96
<i>How can you see your culture?</i>	96
<i>The culture of child care and school</i>	98
<i>How does culture influence behavior?</i>	100
<i>How can you make your teaching more culturally responsive?</i>	102
Form authentic and caring relationships	102
Use curriculum that honors each child's culture and experience	103
Shift instructional strategies to meet diverse learning needs	103
Hold high expectations	104
Make the implicit explicit	104
Language and Culture	104
<i>How important is home language?</i>	104
<i>How do children learn a second language?</i>	106
<i>How can you support language learning?</i>	107
Encourage children to use their home language	108
Interact with children as much as possible	108
Create opportunities for peer interaction	108
Develop predictable routines and activities that use language	108
Concentrate on meaning	109
Some Cultural Characteristics	110
<i>Does each culture have its own special characteristics?</i>	110
Latino culture	111
African American culture	112
Asian American and Pacific Island culture	113
American Indian culture	114
Middle Eastern and Arab American culture	116
<i>Why all this matters</i>	117
WHAT DO YOU THINK?	117
SUGGESTED READING	118

Preventing Challenging Behavior: The Social Context 119

<i>How does prevention work?</i>	120
<i>We're all the same, yet we're all different</i>	120
Creating the Social Context	122
<i>How does the social context affect aggressive behavior?</i>	122
<i>A caring community</i>	123
<i>Why should we include children with challenging behavior?</i>	124
<i>What is the teacher's role in the social context?</i>	124
<i>How can you create a cooperative and inclusive community?</i>	126
Community-building activities	126
Affect and language	127
Rules and policies	127
Class meetings	129
Peer partners	130
Teaching Social and Emotional Skills	131
<i>Why are social skills important?</i>	131
<i>How do children learn social and emotional skills?</i>	132
<i>How do you teach social and emotional skills?</i>	132
<i>What skills should children learn?</i>	134
Emotional regulation and empathy	135
Impulse control	136
Entering groups	139
Anger management	140
Social problem solving or conflict resolution	141
Assertiveness	142
WHAT DO YOU THINK?	144
SUGGESTED READING AND RESOURCES	144

CHAPTER 8

Preventing Challenging Behavior: Physical Space, Routines and Transitions, and Teaching Strategies 146

The Physical Space	146
<i>Welcome</i>	147
<i>Arranging the furniture</i>	147
<i>Choosing materials</i>	150

<i>What about personal space?</i>	151
<i>Does the level of stimulation make a difference?</i>	152
<i>Deck the walls</i>	153
<i>Consider the results</i>	153
<i>Taking responsibility in the classroom</i>	153
Routines and Transitions	154
<i>A daily schedule</i>	154
<i>Teaching procedures</i>	154
<i>Getting from A to B</i>	156
<i>The hardest transitions of all</i>	158
<i>Eyes in the back of your head</i>	159
Teaching Strategies	160
<i>Providing choice</i>	160
<i>Differentiated instruction</i>	161
<i>The importance of play</i>	163
<i>Working in groups</i>	164
Peer tutoring	165
Partner learning	166
Cooperative learning groups	166
<i>A compendium of teaching strategies</i>	167
Get them going	167
Expect the best	167
Give it over	168
Break it up	168
Mix it up	168
Shake it up	169
Wait it out	170
Out in the open	170
<i>Homework or not?</i>	171
WHAT DO YOU THINK?	172
SUGGESTED READING	172

CHAPTER 9

Guidance

173

<i>How do strategies differ?</i>	173
Responding to Inappropriate Behavior	174
<i>What makes a strategy work?</i>	174
<i>What is developmental discipline?</i>	176

<i>How does teacher effectiveness training work?</i>	178
<i>Using collaborative problem solving</i>	181
<i>How useful is positive reinforcement?</i>	182
How can you make positive reinforcement effective?	183
What if positive reinforcement provokes challenging behavior?	184
<i>What about natural and logical consequences?</i>	186
<i>Time-out and punishment</i>	188
<i>Time-away as an alternative</i>	190
<i>Diversity in discipline</i>	191
When a Child Loses Control	192
<i>What about using restraint?</i>	194
WHAT DO YOU THINK?	195
SUGGESTED READING	195

CHAPTER 10

Functional Assessment and Positive Behavior Support

197

Performing a Functional Assessment	198
<i>When do you use functional assessment and positive behavior support?</i>	198
<i>Create and convene a team</i>	200
<i>How do you figure out the function of a behavior?</i>	201
<i>What functions can behavior serve?</i>	203
<i>What about appropriate behavior?</i>	203
<i>What will help you understand the function of the behavior?</i>	204
Reviewing records	204
Conducting interviews	204
Observing the child and the environment	206
<i>How do you develop a hypothesis?</i>	207
Creating a Positive Behavior Support Plan	208
<i>How do you develop a positive behavior support plan?</i>	208
Prevention	209
Teaching appropriate replacement skills	210
Responding to appropriate behavior and challenging behavior	211

<i>How does the plan look?</i>	213
<i>How do you evaluate the plan?</i>	215
WHAT DO YOU THINK?	215
SUGGESTED READING AND RESOURCES	216

CHAPTER 11

The Inclusive Classroom 217

About Inclusion	217
<i>Why is inclusion important?</i>	218
<i>How does IDEA work?</i>	219
<i>What services does IDEA offer young children?</i>	219
<i>What's happening on the front lines?</i>	220
<i>How is a child who needs special education identified?</i>	221
<i>Does IDEA include all disabilities?</i>	223
<i>Can an IEP address behavior?</i>	223
<i>Who is responsible for implementing an IEP?</i>	223
Preventing and Addressing Challenging Behavior in Children with Disabilities	224
<i>Does disability play a role in challenging behavior?</i>	224
<i>Who can help?</i>	225
<i>How can an inclusive social context prevent challenging behavior?</i>	227
Develop sensitivity	227
Teach values directly	228
Normalize and include in every possible way	228
Create opportunities for interaction and friendship	228
Teach social and emotional skills	230
<i>How can space, procedures, and teaching strategies prevent challenging behavior?</i>	230
Make room for everyone	230
Make the day predictable	231
Implement the IEP	232
Adapt assessment	233
<i>How can you respond effectively to challenging behavior?</i>	234
<i>What is ASD?</i>	234
<i>Using the tools in your toolbox</i>	236
WHAT DO YOU THINK?	237
SUGGESTED READING	238

CHAPTER 12

Working with Families and Other Experts

239

- Preparing to Meet the Family 240
 - How do families react to news of challenging behavior?* 240
 - How do you feel?* 242
- Meeting with the Family 242
 - Arranging a meeting* 242
 - What should happen in a meeting?* 244
 - What if you and the family disagree?* 248
 - How do you handle challenging behavior when the parent is present?* 249
 - What if a child is hurt?* 249
- Working with Other Experts 249
 - What about getting expert advice?* 249
 - Can you ask a child with challenging behavior to leave?* 251
- WHAT DO YOU THINK? 252
- SUGGESTED READING 252

CHAPTER 13

Bullying

253

- What Is Bullying? 253
 - How common is bullying?* 255
 - Who are the children who bully others?* 256
 - Who are the targets of bullying?* 257
 - Who are the bystanders?* 259
- How Can Teachers Reduce and Prevent Bullying? 261
 - The whole-school approach* 261
 - What helps children cope with bullying?* 264
- Responding to Bullying 266
 - What does the law say?* 266
 - How can you respond to bullying?* 266
 - What if you don't see the bullying?* 266
 - What do you say to children involved in bullying?* 267
 - Talking with the child who's been targeted 268
 - Talking with the child who bullies 268

Should there be consequences for children who bully?	269
Following up	270
<i>Working with parents</i>	270
WHAT DO YOU THINK?	272
SUGGESTED READING AND RESOURCES	272

APPENDIX A

Reflective Checklists for Chapters 7 and 8	273
--	-----

APPENDIX B

The Functional Assessment Observation Form	278
--	-----

APPENDIX C

The Functional Assessment A-B-C Chart	282
---------------------------------------	-----

REFERENCES	283
------------	-----

INDEX	330
-------	-----