Week 5: Behavioral Support Plans

Your Name

ECE201: Introduction to Early Childhood Behavior Management

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April 15, 2019

Behavioral Support Plan:

Name of Child: Olivia

Date of Plan Creation:

Length of Plan: 3 months

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| **Challenging Behavior #1:** | |
| **Behavior:**  (One sentence) | Aggressive behavior |
| **Trigger:**  (One sentence) | Whenever who takes her toy or go near to her. She throw her logos |
| **Consequence:**  (One sentence) | Olivia hits, kicks, pinches other children. |
| **Function:**  (One sentence) | What is Olivia trying to achieve? |
| **Desired behavior:**  (One sentence) | The desired behavior is to reduce the aggression and misbehavior of Olivia with other children. |
| **Maintaining consequence:**  (One sentence) | Olivia will stop hitting other children |
| **Reward? (Y/N and describe)**  (One sentence) | verbal and physical greetings, like cuddles or patches in the hand also help to stimulate the child's motivation |
| **Reminder or private signal:**  (One sentence) | With the help of No, the Olivia will understand. |
| **Short-term goal:**  (One sentence and be specific) | Olivia will able to start understand the sign of “No” in 2 weeks with 70 percent accuracy with the help of reward. |
| **Long-term goal:**  (One sentence and be specific) | Olivia will able to behavior normal with the help of operant conditioning in 3 months with 80 percent accuracy. |
| **Data to be collected to support the plan (Method #1):**  (One sentence and be specific) | The data will be collected from her family and friends. |
| **Data to be collected to support the plan (Method #2)**  (One sentence and be specific) | Observation method is used for her behavior. |
| **Teaching: Ways to make problem behavior inefficient (teach new skills)**  (One paragraph)  look your child in eyes when he talks to you. lower you at his level (when they are small) and hear the truly. Encourage It. We all learned to walk before running. It is important to respect the learning path and pace of each child as each child is unique. Simple words of encouragement in everyday life can play a big part in their scales.  Introduce new games (Role taking) for the Olivia in which she learns how to behavior with others. It helps the Olivia how to behavior in different situations. Family Intervention among the role taking games is important for the Olivia. Ask the Olivia , you will get the chocolate if you act good with others (Augimeri, et.al. 2018). | |
| **Preventions: Ways to make problem behavior irrelevant (environmental redesign)**   * This first advice is more directed to parents than to teachers, since the physical punishment is intolerable in the classrooms nowadays. * One of the ways to identify the type of behavior, when it occurs and why, is to point out the episodes of aggressiveness that the child has, what triggers them, etc. * We must teach children to respond calmly and peacefully to a provocation. | |

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| **Challenging Behavior #2:** | |
| **Behavior:**  (One sentence) | The challenging behavior of Olivia is that she throws the food everywhere. She used to get aggressive while taking food. |
| **Trigger:**  (One sentence) | Whenever Olivia eats something, she spread it everywhere. |
| **Consequence:**  (One sentence) | Olivia used to waste more food than to eat. |
| **Function:**  (One sentence) | The tables with cards reinforce the positive behaviors of the children and eliminate the problems |
| **Desired behavior:**  (One sentence) | Olivia will learn good etiquette of eating. |
| **Maintaining consequence:**  (One sentence) | The role is to educate Olivia so that she acquire good habits during meals |
| **Reward? (Y/N and describe)**  (One sentence) | Yes, favorite food |
| **Reminder or private signal:**  (One sentence) | Setting of table is a private signal for her |
| **Short-term goal:**  (One sentence and be specific) | Olivia will able to learn how to sit on table for meals with the help of reinforcement with 70% accuracy in 2 weeks. |
| **Long-term goal:**  (One sentence and be specific) | Olivia will able to take meals with proper table manners with the help of reinforcement with 70% accuracy in 2 months. |
| **Data to be collected to support the plan (Method #1):**  (One sentence and be specific) | Cardboards and other activities |
| **Data to be collected to support the plan (Method #2):**  (One sentence and be specific) | Observation and family invention helps to improve the Olivia behavior. |
| **Teaching: Ways to make problem behavior inefficient (teach new skills)**  Olivia to eliminate the habit of throwing food must be well defined and easy for her to understand. It is better to put small challenges, such as "keep the toys in place", to bet on broader concepts, such as "leave the room collected." It is convenient to start with the behaviors that are easiest to solve, to get the little ones to be motivated( Zych, et.al. 2018). | |
| **Preventions: Ways to make problem behavior irrelevant (environmental redesign)**  Design the table of points for the Olivia . On a cardboard the table with the desired format is drawn. With the help of a rule, it is structured in columns, to indicate the days of the week, and rows, where you have to write down the behaviors that you want to reinforce. It is important to place the table in a visible place , so that the child can check his progress and see how many points he accumulates at each moment. | |

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| **Challenging Behavior #3:** | |
| **Behavior:**  (One sentence) | Olivia ’s has poor communication skills and lacks of emotions. |
| **Trigger:**  (One sentence) | "When a child takes a toy she has already owned, Olivia responds with a bite or a pat. This gesture occurs with most of the children in his group. |
| **Consequence:**  (One sentence) | Olivia has a great sense of belonging to the objects around him. She lacks some tools to express what he feels adequately. " |
| **Function:**  (One sentence) | Olivia is observant, she notices the slightest change. She is curious, likes to understand the workings of things and to discover new activities. She is helpful, likes to have responsibilities. " |
| **Desired behavior:**  (One sentence) | think of interventions that use the forces of the child. |
| **Maintaining consequence:**  (One sentence) | Conflict resolution board, emotional identification game, involve Olivia in the care of the victim, show to move her hands differently to express herself. |
| **Reward? (Y/N and describe)**  (One sentence) | Yes, some of her favorite books and toys. |
| **Reminder or Private Signal:**  (One sentence) | Nonverbal gestures |
| **Short-term goal:**  (One sentence and be specific) | Olivia will able to learn emotions with the help of reinforcement with 70% accuracy in 2 weeks. |
| **Long-term goal:**  (One sentence and be specific) | Olivia will able to learn how to communicate with other with the help of reinforcement with 70% accuracy in 2 weeks. |
| **Data to be collected to support the plan (Method #1):**  (One sentence and be specific) | With the help of observation and past studies |
| **Data to be collected to support the plan (Method #2):**  (One sentence and be specific) | Toys, cars, and her favorite things |
| **Teaching: Ways to make problem behavior inefficient (teach new skills)**  Teach how to communicate with others. Let her know that you think of her. repeating at least once a day to your child something you have done "just for him". it may be that you thought of him at the grocery store and bought bananas because you know it's his favorite fruit. or that you have washed and folded all his clothes, just for him, so that he has clean clothes. it makes them feel unique and valuable to you, and at the same time you show them what you do for them. | |
| **Preventions: Ways to make problem behavior irrelevant (environmental redesign)**  Olivia imitate what she see. We are the parents; we are their first "heroes". It's up to us to lead by example. Our way of being plays a big role in their development.  To succeed in changing the disturbing behavior of Olivia , we must accept that it is a give and take relationship. The more parents give her, the more she will want to give parents back. | |

**Members of the behavioral plan team:**

Child Psychologist

Family invention

Speech and behavior therapist

**Describe the plan to include parents within this plan:**

The first recommendation is that parents should avoid physical punishment. Generally, this type of punishment usually has negative effects on the child, since it tends to mimic aggression and increases her anxiety. It is important that we identify the type of behavior as accurately as possible. But in addition, it is essential that communication between parents and teachers be fluid and sincere, sharing experiences at home and at school. In the family there is a good level of communication, there are adequate channels that facilitate the transmission of messages and orders. However, sometimes there is contradiction and ambivalence in the messages that the father and mother transmit to their children.

**How long will you implement this plan before meeting again?**

After every two weeks, I decided to have meeting with child and her parents.

**Reflection**

**Explain the purpose of behavior management in early childhood educational settings and why it is important to think proactively**

The purpose of behavior management in early childhood educational settings is to ensure that the child learns to respect the needs of others and is also respected in the same way. We have selected educational tools to apprehend the anger of the children, to motivate them in the daily tasks, to teach them to self-regulate, to have more confidence in them. This training aims to support an intervention focused on a better understanding of attachment needs.

**Explain how you think your student will react to this behavior plan:**

I think this behavior plan will help to improve her three basic problems such as aggressive behavior, communication problem and eating problem. This behavior plan will guide the parents how to take the child in a direct way. This behavior plan will help to child to behave well with others.

**Describe what else you would do to encourage positive behavior that doesn’t “fit” on the plan:**

The choice of behaviors to work must necessarily be made according to the needs of the child. What is the underlying need for his disturbing behavior? By identifying it, adults will be able to help them to respond appropriately. Here, behavior is seen as a manifestation of something deeper (the need). In addition to the need, the child's strengths must be taken into account. These will be used as a lever of intervention. Then, the limits of the child, which stem from the needs, will be identified.

**Summarize the conversation you will have with next year’s teacher in regard to your students’ behavior plan:**

The conversation is about the problem makes Olivia to be active and therefore, she can be able to work well. It is noted that after throwing Lego and objects, she can then talk well with other children individually. This means that throwing Lego or objects makes her active to work well.

References

Augimeri, L. K., Walsh, M., Donato, A., Blackman, A., & Piquero, A. R. (2018). SNAP (Stop Now And Plan): Helping children improve their self-control and externalizing behavior problems. Journal of Criminal Justice, 56, 43-49.

Zych, I., Baldry, A. C., Farrington, D. P., & Llorent, V. J. (2018). Are children involved in cyberbullying low on empathy? A systematic review and meta-analysis of research on empathy versus different cyberbullying roles. Aggression and Violent Behavior.