### **Module 4**

# **Handout 4.5: Leadership Strategies**













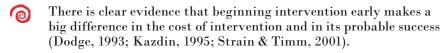
ਬੂ Young Children With Challengin with Challenging Behavior

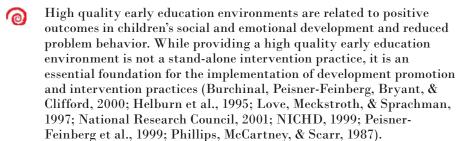
www.challengingbehavior.org

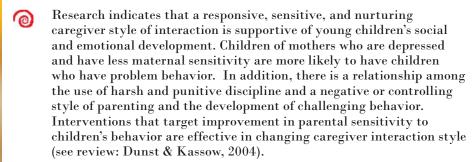


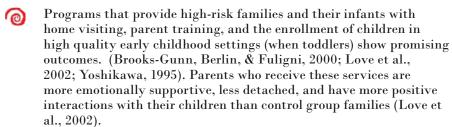
Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior

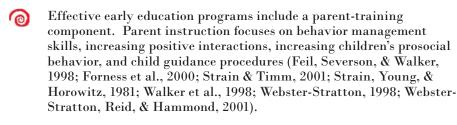
Lise Fox, Ph.D. — University of South Florida















(p.1/3)



#### References

Blair, K.C., Umbreit, J., & Bos, C.S. (1999). Using functional assessment and children's preferences to improve the behavior of young children with behavioral disorders. Behavioral Disorders, 24, 151-166.

Blair, K. C., Umbreit, J., & Eck, S. (2000). Analysis of multiple variables related to a young child's aggressive behavior. Journal of Positive Behavior Intervention, 2, 33-39.

Brooks-Gunn, J., Berlin, L, & Fuligni, A. (2000). Early childhood intervention programs: What about the family? In J. Schonkoff & S. Meisels (Eds.) Handbook of early childhood intervention (2nd ed., pp. 549-89). New York: Cambridge University Press.

Burchinal, M. R., Peisner-Feinberg, E. S., Bryant, D. M., & Clifford, R. M. (2000). Children's social and cognitive development and child care quality: Testing for differential associations related to poverty, gender, or ethnicity. Applied Developmental Science, 4(3), 149-165.

Dodge, K. (1993). The future of research on conduct disorder. Development and Psychopathology, 5, 311-320.

Dunlap, G. & Fox, L. (1999). A demonstration of behavioral support for young children with autism. Journal of Positive Behavior Interventions, 1(2), 77-87.

Dunlap, G., Fox, L., & Hemmeter, M. L., (2004, April). Program-wide approaches for addressing children's challenging behavior. Symposium conducted at the meeting of the National Training Institute on Effective Practices: Supporting Young Children's Social/Emotional Development, Clearwater Beach, Florida.

Dunst, C. J., & Kassow, D. Z. (2004). Characteristics of interventions promoting parental sensitivity to child behavior. Bridges [on-line] 3(3), 1-17. Available: http://www.researchtopractice.info/products. php#bridges.

Feil, E. G., Severson, H. H., & Walker, H. M. (1998). Screening for emotional and behavioral delays: The early screening project. Journal of Early Intervention, 21(3), 252-256.

Forness, S. R., Serna, L. A., Nielsen, E., Lambros, K., Hale, M.J., & Kavale, K.A. (2000). A model for early detection and primary prevention of emotional or behavioral disorders. Education and Treatment of Children, 23, 325-345.

Continued on page 3...

- Early education environments should be structured to provide universal, secondary, and indicated prevention and intervention practices. There are promising data indicating that the adoption of this model as a program-wide approach results in positive outcomes for children, families, and the programs that support them (Dunlap, Fox, & Hemmeter, 2004).
  - \*\* At the universal level, all children should receive sufficient density of positive feedback from their caregivers (Shores, Gunter, & Jack, 1993; Shores, Jack, Gunter, Ellis, Debrine, & Wehby, 1993). Early educators should maintain a predictable schedule, minimize transitions, provide visual reminders of rules, give time and attention for appropriate behavior, use positive reinforcement to promote appropriate behavior, provide choices where appropriate, and maximize child engagement to minimize problem behaviors (Laus, Danko, Lawry, Strain, & Smith, 1999; Lawry, Danko, & Strain, 1999; Strain & Hemmeter, 1999).
  - \*\* At the secondary level, a social skills curriculum should be adopted and implemented. Research indicates that systematic efforts to promote children's social competence can have both preventive and remedial effects (Walker et al., 1998; Webster-Stratton & Reid, 2004).
  - \*\* At the tertiary (or intervention) level, assessment-based interventions that are developed through the process of Positive Behavior Support (PBS) have been shown to be effective (Blair, Umbreit, & Bos, 1999; Blair, Umbreit, & Eck, 2000; Dunlap & Fox, 1999; Galensky, Miltenberger, Stricker, & Garlinghouse, 2001; Moes & Frea, 2000; Reeve & Carr, 2000). In PBS, early educators team with families to determine the function of problem behavior through functional behavior assessment and then develop a behavior support plan that is implemented across all environments.

While we have good evidence that the trajectory of a child's social and emotional development and challenging behavior can be changed, the field lacks the necessary information to ensure the adoption and sustainability of these program practices. Our current knowledge comes from model programs or research endeavors. Little information exists on how to ensure the widespread adoption and sustainability of these practices within community-based programs. Given the wealth of knowledge of what practices will work, the priority should be on supporting the demand for, adoption of, and funding for evidence-based approaches.

# **Handout 4.5: Leadership Strategies**

### References (continued)

Galensky, T. L., Miltenberger, R. G., Stricker, J. M., & Garlinghouse, M. A. (2001). Functional assessment and the treatment of mealtime behavior problems. Journal of Positive Behavior Intervention, 3, 211-224.

Helburn, S., Culkin, M. I., Morris, J., Mocan, N., Howes, C., Phillipsen, L., Bryant, D., Clifford, R., Cryer, D., Peisner-Feinberg, E., Burchinal, M., Kagan, S. L., & Rustici, J. (1995). Cost, quality, and child outcomes in child care centers, public report, (2nd ed.). Denver: Economics Department, University of Colorado at Denver.

Kazdin, A. (1995). Conduct disorders in childhood and adolescence. Thousand Oaks, CA: Sage.

Laus, M., Danko, C., Lawry, J., Strain, P., & Smith, B.J. (1999). Following directions: Suggestions for facilitating success. Young Exceptional Children, 2(4), 2-8.

Lawry, J., Danko, C., & Strain, P. (1999). Examining the role of the classroom environment in the prevention of problem behaviors. In S. Sandall & M. Ostrosky, (Eds.), Young exceptional children: Practical ideas for addressing challenging behaviors (pp. 49-62). Longmont, CO: Sopris West and Denver, CO: DEC.

Love, J. M., Meckstroth, A., & Sprachman, S. (1997). Measuring the quality of program environments in Head Start and other early childhood programs: A review and recommendations for future research. U.S. Department of Education, National Center for Education Statistics. Washington DC. Working Paper No. 97-36.

Love, J. M., Kisker, E. E., Ross, C. M., Schochet, P. Z., Brooks-Gunn, J., Paulsell, D., Boller, K., Constantine, J., Vogel, C., Fuligni, A., & Brady-Smith, C. (2002). Making a difference in the lives of infants and toddlers and their families: The impacts of early Head Start. Volume 1: Final technical report. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

Moes, D. R., & Frea, W. D. (2000). Using family context to inform intervention planning for the treatment of a child with autism. Journal of Positive Behavior Interventions, 2, 40-46.

National Research Council. (2001). Eager to learn: Educating our preschoolers. Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. B. T. Bowman, M. S. Donovan, & M. S. Burns (Eds.) Washington, DC: National

NICHD Early Child Care Research Network (July, 1999). Child outcomes when child care center classes meet recommended standards for quality. American Journal of Public Health, 89(7), 1072-1077.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Yazejian, N., Culkin, M. L., Zelazo, J., Howes, C., Byler, P., Kagan, S. L., Rustici, J. (1999). The children of the cost, quality, and outcomes study go to school: Executive summary. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.

Phillips, D., McCartney, K., & Scarr, S. (1987). Child-care quality and children's social development. Developmental Psychology, 23(4), 537-543.

Reeve, C. E., & Carr, E. G. (2000). Prevention of severe behavior problems in children with developmental disorders. Journal of Positive Behavior Interventions, 2, 144-160.

Shores, R.E., Gunter, P.L., & Jack, S.L. (1993). Classroom management strategies: Are they setting events for coercion? Behavioral Disorders, 18, 92-102.

Shores, R.E., Jack, S.L., Gunter, P.L., Ellis, D.N. DeBriere, T.J., & Wehby, J.H. (1993). Classroom interactions of children with behavior disorders. Journal of Emotional and Behavioral Disorders, 1, 27-39.

Strain, P., & Hemmeter, M.L. (1999). Keys to being successful. In S. Sandall & M. Ostrosky, (Eds.), Young exceptional children: Practical ideas for addressing challenging behaviors (pp. 17-28). Longmont, CO: Sopris West and Denver, CO: DEC.

Strain, P. S. & Timm, M. A. (2001). Remediation and prevention of aggression: An evaluation of the Regional Intervention Program over a quarter century. Behavioral Disorders, 26 (4), 297-313.

Strain, P.S., Young, C.C., & Horowitz, J. (1981). An examination of child and family demographic variables related to generalized behavior change during oppositional child training. Behavior Modification, 5, 15-26.

Walker, H. M., Kavanaugh, K., Stiller, B., Golly, A., Severson, H. H., & Feil, E. G. (1998). First step to success: An early intervention approach for preventing school antisocial behavior. Journal of Emotional and Behavioral Disorders, 6(3), 66-80.

Webster-Stratton, C. (1998). Preventing conduct problems in Head Start children: Strengthening parent competencies. Journal of Consulting and Clinical Psychology, 66, 715-730.

Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children -- The foundation for early school readiness and success. Infants and Young Children, 17(2), 96-113.

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. Journal of Clinical Child Psychology, 30(3), 283-302.

Yoshikawa, H. (1995). Long-term effects of early childhood programs on social outcomes and delinquency. The Future of Children, 5(3), 51-75.

The reproduction of this document is encouraged.