



**Little People**

**Big Behaviors**



Lisa Cipriano, M.S. Ed., BCBA



# HELLO! I'M...

*Lisa Cipriano, M.S. Ed., BCBA*

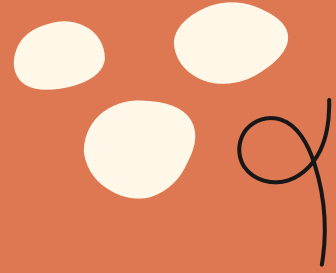
I LOVE being able to connect with other educators. I have been fortunate to work in early childhood during the majority of my career. I have taught both general education and special education and hold my BCBA license. I currently work on a district behavior team in a large Illinois School District. This is my 26th year in education. [lisa\\_cipriano@ipsd.org](mailto:lisa_cipriano@ipsd.org)



# Tonight we are going to talk about:

- Why do they do what they do?
- What do little people need?
- Actionable steps to supporting behavior in the early childhood classroom





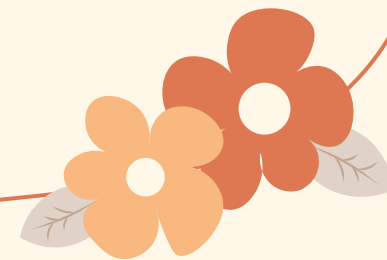
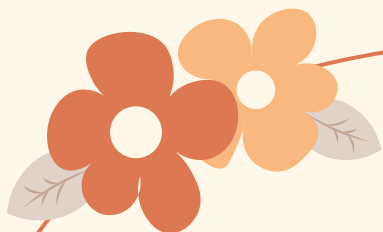
**How have things  
changed in  
education?**

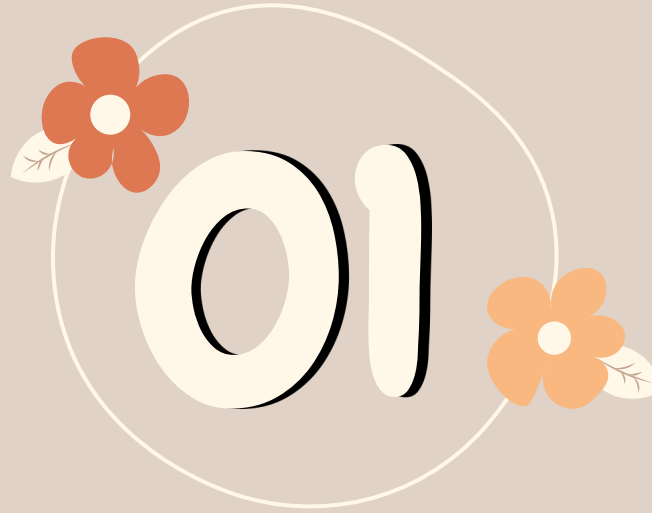




“The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.”

— Socrates





## **Why do they do what they do?**

What are some things that impact the way young children behave?



# Factors that Influence Behavior

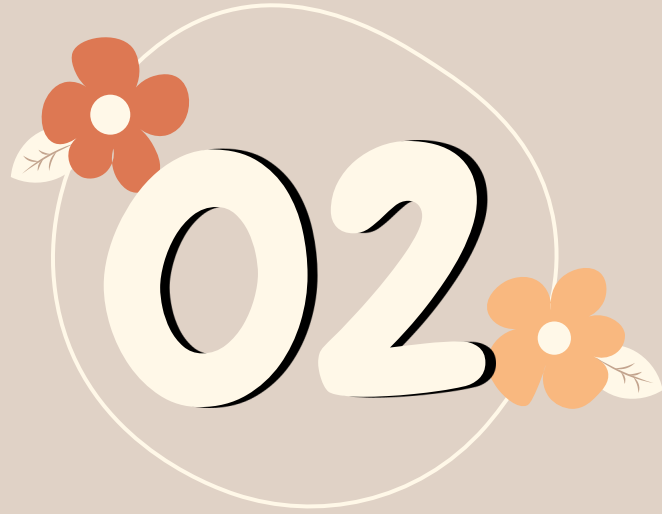
- Development
- Strengths and Challenges
- Family system and dynamics
- Trauma
- Medical/Physical Issues
- Mental Health
- Neurological Conditions
- Life Experiences



**Behavior is  
Communication**







**What do little people need?**



# They need...

## *Nurturing and Supportive Relationships*

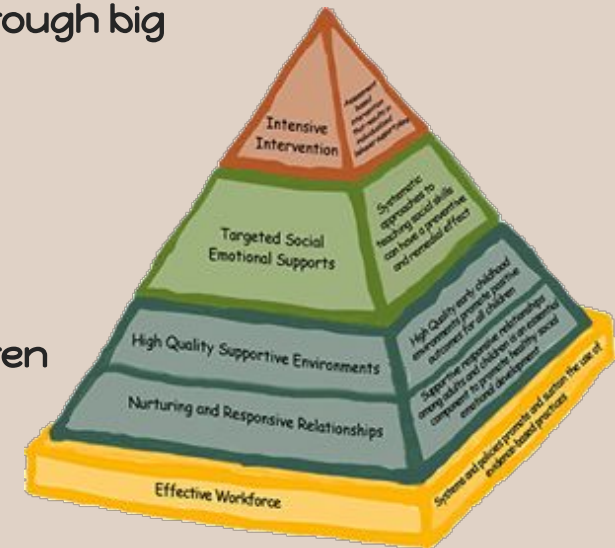
Consistent loving adults that serve to help co-regulate young children through big feelings.

## *High Quality and Supportive Environments*

Classroom structures and support that promotes the success of all children

## *Targeted Social Emotional Supports*

Systematic teaching of social skills to provide both remedial and proactive support



# We need...

*Research Proven strategies*

*Collective Efficacy*

*Grace, patience, and support to take risks*

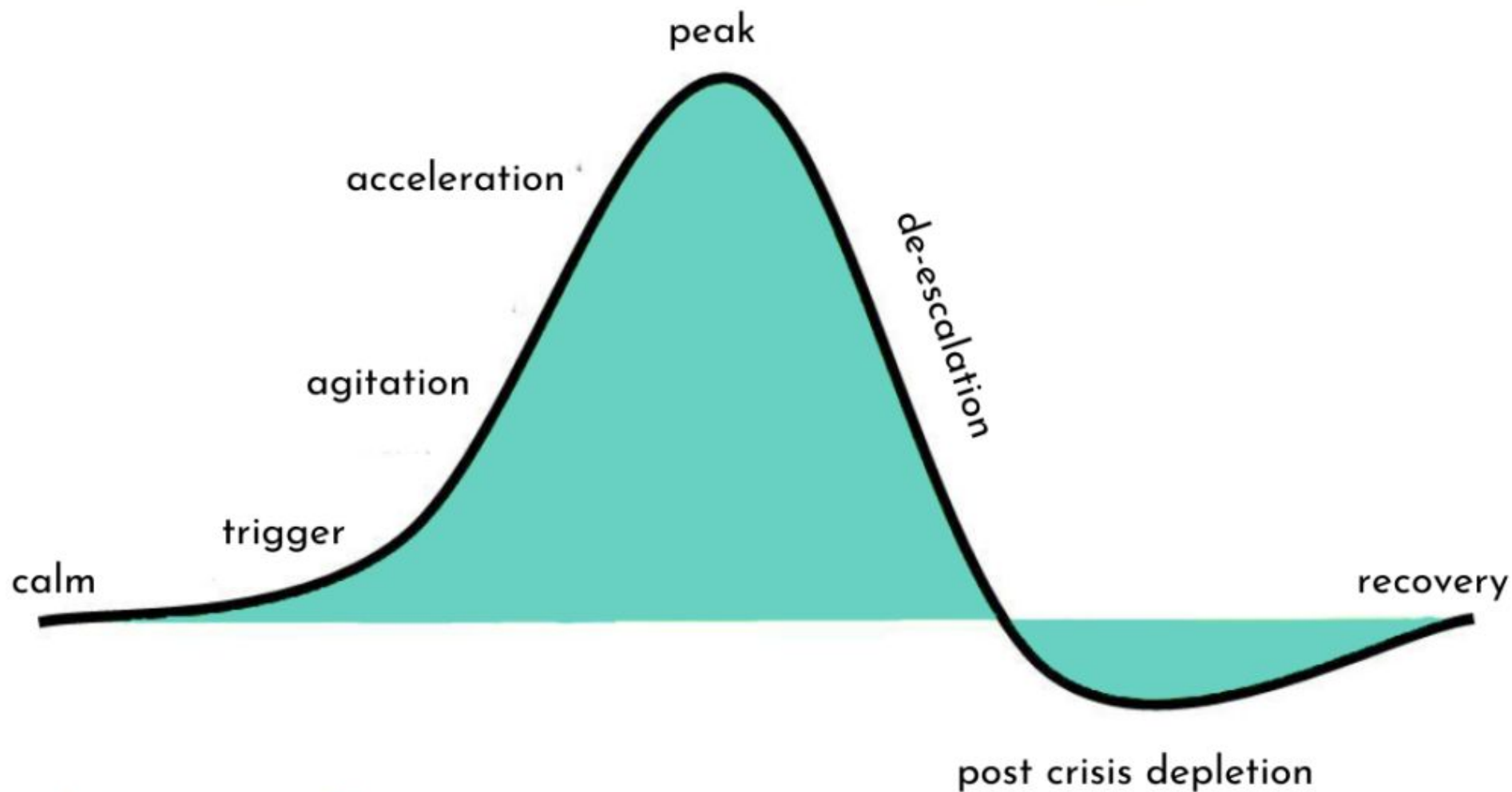


# Meet Aaron



# THE ESCALATION CYCLE

pattern occurring before, during, and after a meltdown



# What we Knew

- History of negative interactions with adults in daycare
- Family is hesitant to share information
- Student identified with articulation and expressive language delays
- Early Childhood Team is very apprehensive
- Child has a history of physical aggression in daycare setting

# Where We Started

- Social story about new school
- Aaron was very attached to items/preferred materials - tool box
- Building trust with adults
- Limited non-negotiables - language has power
- Data Collection Tool - weekly graphing

# Behaviors



**Physical Aggression Towards Adults (PAA)** - Any time that Aaron moves toward an adult with an attempt to make contact with an item (throwing with intent to hit), his feet (kicking) and/or hands or fists (hitting, punching, hair pulling). This does not include times when Aaron is upset and moves his body in a way that accidentally makes contact with the adult.

**Physical Aggression Towards Peers (PAP)** - Any time that Aaron moves toward a peer with an attempt to make contact with an item (throwing with intent to hit), his feet (kicking) and/or hands or fists (hitting, punching, hair pulling). This does not include times when Aaron is upset and moves his body in a way that accidentally makes contact with a peer near him.

**Elopement Out of Classroom (EOC)** - any time that Aaron leaves the classroom or learning setting without permission.

**Out of Expected Learning area (OA):** Any time that Aaron is in the expected learning area. This means that if the class is at the circle area, Aaron is on his spot in the circle time area. This does not include times when Aaron is at a table playing alone and the rest of his class is doing songs together on the carpet.

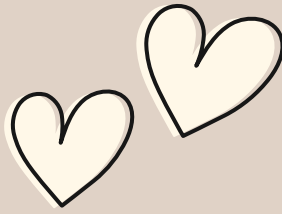
**Biting Attempt (BA)** - Any time that Aaron moves towards an adult with his mouth open and attempts to bite their skin or clothes.



**Bite (B)** - Any time that Aaron makes contact and bites an adult's or peer's clothing or skin.



# Initial Data



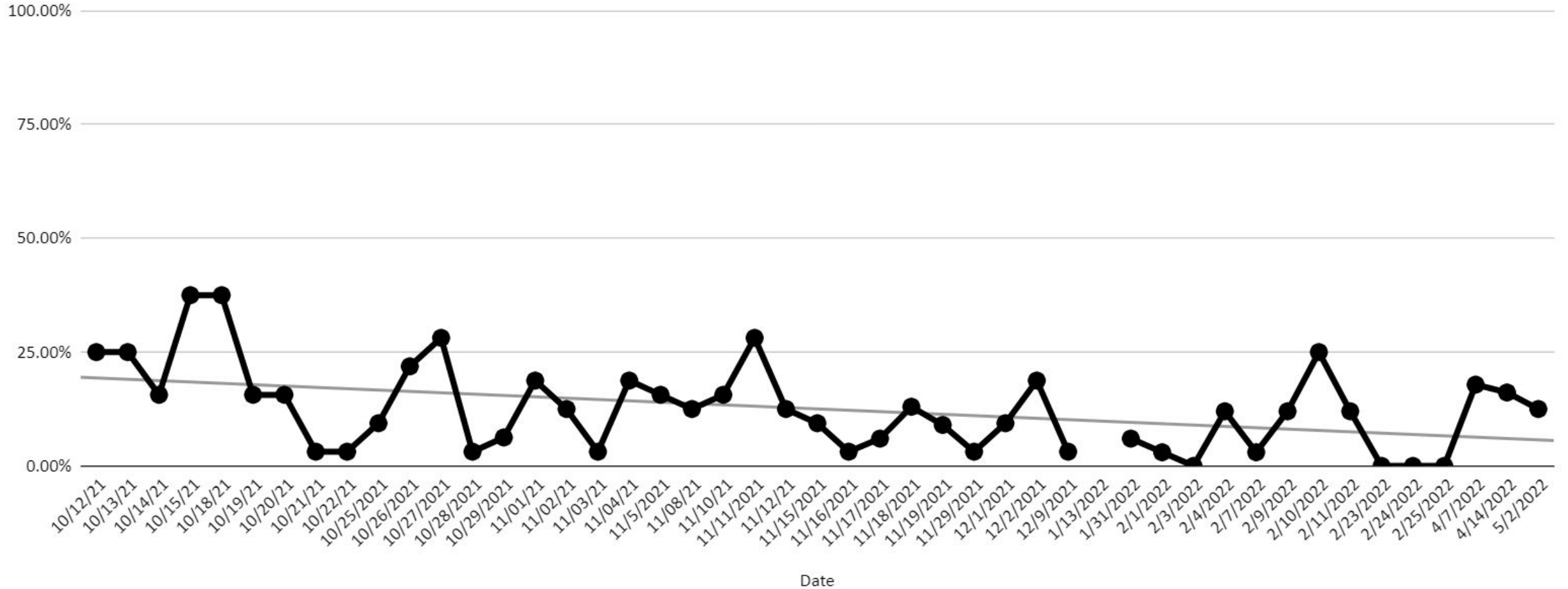
	MONDAY					
TIME	BEHAVIORS					
12:15	PAA	PAP	EOC	BA	B	
12:20	PAA	PAP	EOC	BA	B	
12:25	PAA	PAP	EOC	BA	B	
12:30	PAA	PAP	EOC	BA	B	
12:35	PAA	PAP	EOC	BA	B	
12:40	PAA	PAP	EOC	BA	B	



# Initial Data



Percent of Intervals Engaging in Physical Aggression





## What is working?

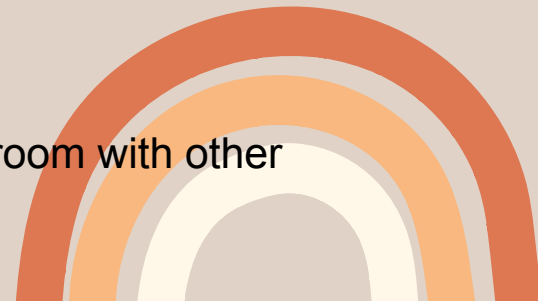
- Warning/preparation for transition
- Giving choice - would you like to move Mary's name or do you want me to? (avoid yes/no questions) Sets up a forced choice but also gives him an out and some control.
- Praise and humor
- Amazing job being calm and modulated when he is upset

## Lagging Skills

- Having a continued conversation with a familiar adult that includes appropriate prosocial behaviors (topic, safe body, goes beyond just sharing one fact/thing)
- Entering back into the schedule after displaying problem behaviors
  - Does not know how to enter back in the activity/ engagement after being escalated
- Feeling free to express his feelings and use his language instead of behavior to communicate
- Having long lasting consistent positive adult relationships
- Sharing personal stories/successes/information
- Learning history of inconsistent relationships with adults
- Understanding he is learning, that mistakes happen and he does not have to feel ashamed
- Following adult plans
- History of difficulty in school like environments
- Accepting No

## Classroom Goal

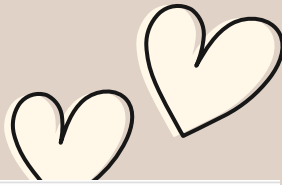
Regulate his behavior in the classroom and allow for learning to continue in the classroom with other students



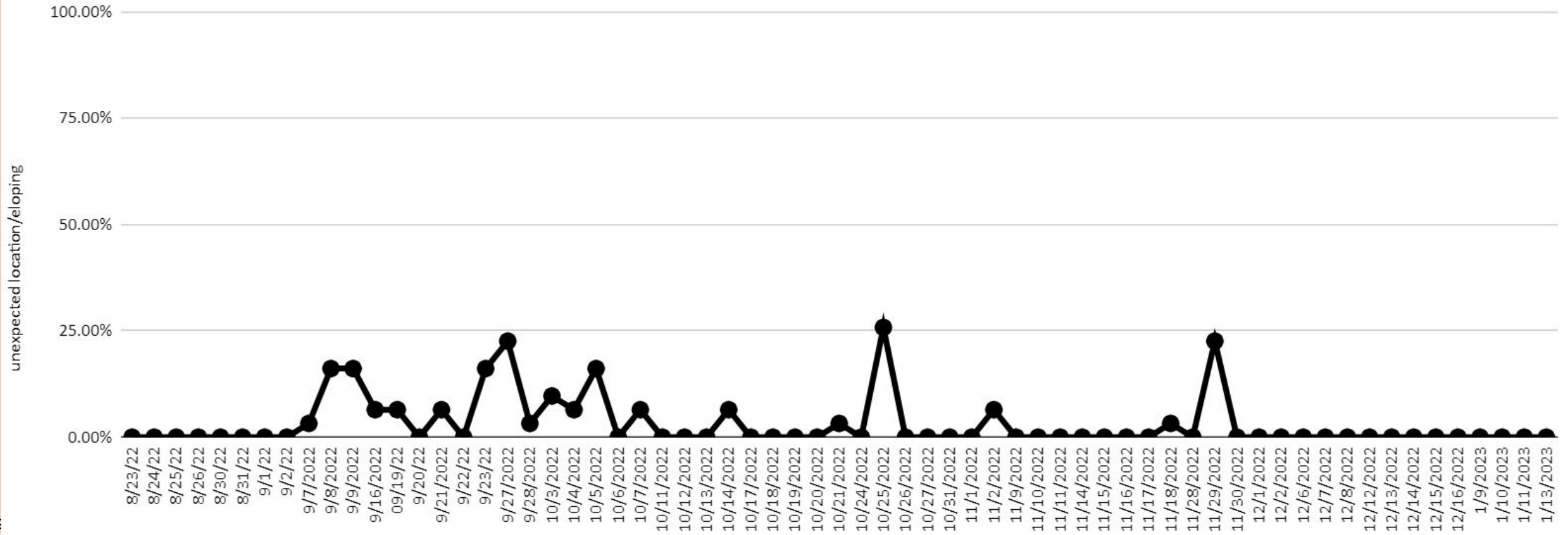
# What We Learned

- We needed to build home/school connection
  - Daily Journal
  - Social Story
- We needed a consistent response plan
- Continued Data Collection Tool - weekly graphing
- Flexibility based on student need
- Outside Resources/Support

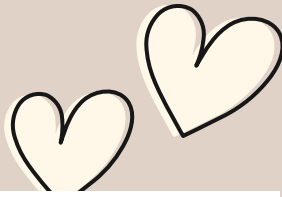
# Year 2 Data



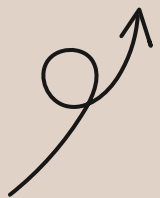
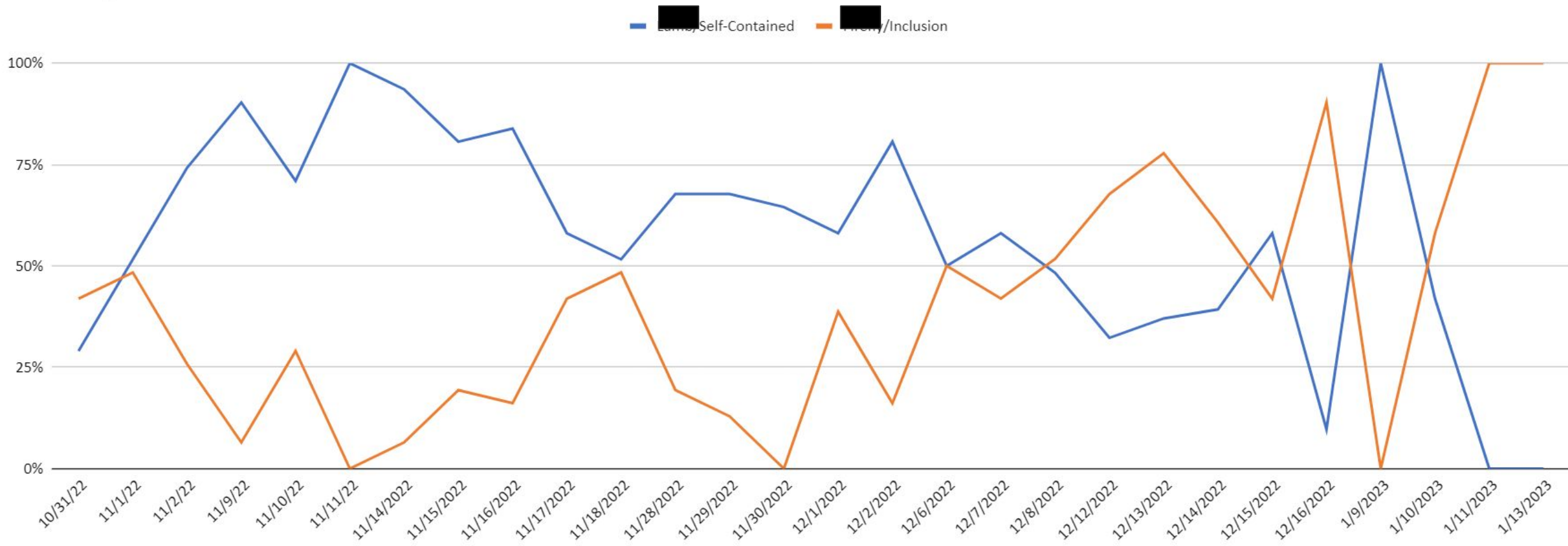
Percent of Intervals Engaging in Physical Aggression



# Placement Support

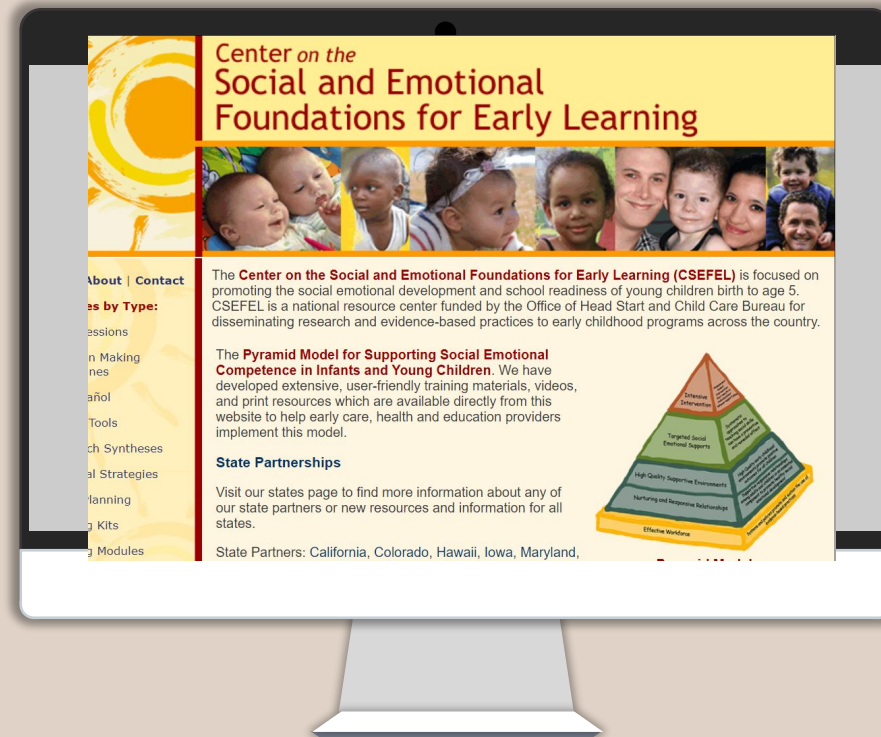


Percentage of 5 min intervals in Self-Contained VS Inclusion



# Where We are Now

- Planning for Kindergarten Transition
- Focusing on Teaching Now - Aaron is available for learning better strategies
- No targeted behavior observed in 6 weeks
- Continue to develop home/school relationship
- Aaron is spending the majority of his days in the inclusion classroom and will request a check in with his small classroom periodically



# The Pyramid Model

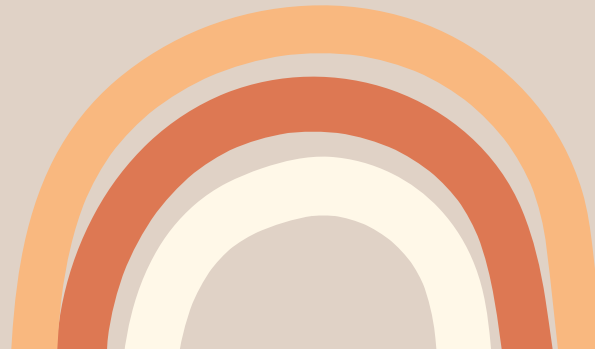
If you are presenting a website, an internet product or an app, you can place a screenshot of it here.





# THANK YOU!

*Do you have any questions?*



# Additional Resources

*Center on the social and emotional foundations for early learning.* CSEFEL. (n.d.). Retrieved January 26, 2023, from <http://csefel.vanderbilt.edu/about.html>

Fabes, R.A., Quick, M., Musgrave, A., Meek, S., & Catherine, E., (2020, October). Exclusionary discipline in U.S. public pre-K programs: An initial look at the 2017-2018 CRDC data. The Preschool Exclusionary Discipline “ Project: Research Briefs (Issue 1). Tempe, AZ: Arizona State University

[Understanding and Eliminating Expulsion in Early Childhood Programs](#)