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| **The Right Stuff****Resources to Help Realize the** **Promise of Each Vermont Child**Colorful star |  |
| **Issue No. 5 February 2017** **Featured Domain of the Vermont Early Learning Standards (VELS)**  **Social and Emotional Learning and Development: Challenging Behavior** *A solid understanding of the components of social and emotional development – emotions and self-regulation, self-awareness, and relationships with adults and peers – are essential for supporting young children who may demonstrate challenging behavior. Learn more below and on page 30 of the VELS.***Vermont Early Multi-Tiered System of Supports (VT Early MTSS) (birth – 8)***An evidence-based, tiered framework of universal promotion, prevention and intervention is the model Vermont is using for delivering a comprehensive range of evidence based practices, strategies and resources to families and early childhood practitioners with the goal of improving early learning, social and emotional well-being and competence for Vermont’s young children birth thru age 8. Multi-tiered systems of support are effective mechanisms for building quality in environments and interactions (effective ways to reduce the possibility of challenging behavior) and for incorporating supports for when challenging behavior does occur. To get an introduction to Vermont’s Early MTSS, watch this video* ([**https://vimeo.com/114577075**](https://vimeo.com/114577075))**.** *To learn more about how Vermont Early MTSS is organized to support regional early childhood leaders and professionals, go to* [**http://ectacenter.org/~pdfs/topics/inclusion/VT\_EC\_MTSS\_One\_Pager\_SPDG\_and\_RTT-ELC.pdf**](http://ectacenter.org/~pdfs/topics/inclusion/VT_EC_MTSS_One_Pager_SPDG_and_RTT-ELC.pdf)**Family Routine-Based Support Guide: Building Relationships with Infants (birth-3)** [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_infants.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf)*This guide was developed to assist family members and caregivers in developing plans to support and build relationships with older infants and toddlers who are using challenging behavior. Challenging behavior, typically, communicates a need to escape or avoid a person/activity or communicates a desire to obtain someone/something. Once family members and caregivers understand the purpose or meaning of the behavior, they can begin to select prevention strategies, teach new skills, and change the way they respond in an effort to eliminate or minimize the challenging behavior. This guide uses daily routines to promote understanding of what children may be communicating through the challenging behavior, provide strategies that can help a child participate in a routine without having challenging behavior, and offer ideas on how to respond in ways to keep the behavior from happening.***Identification of and Intervention with Challenging Behavior (birth-5)**[**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf)*This 2007 position statement from the Division for Early Childhood emphasizes the importance of early identification of children with serious challenging behavior, the importance of partnerships among families and all relevant professionals, and the use of comprehensive assessment approaches. A companion concept paper provides additional background information and resources* ([**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf)*).***Dual Language Learners with Challenging Behavior (birth-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive\_environments/DualLanguageLea.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm)*Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors. This resource is available in English and Spanish.***Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children** **(3-5)**[**http://www.challengingbehavior.org/do/resources/documents/yc\_article\_7\_2003.pdf**](http://www.challengingbehavior.org/do/resources/documents/yc_article_7_2003.pdf)*This article provides a basic overview of the theory and practice of this approach to supporting social-emotional development. It highlights practices that support any child as well as interventions that might support children with more intensive, individualized needs.***[Family Routine Based Support Guide](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf%22%20%5Ct%20%22_blank): Early Elementary (4-8)** [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_early_ele.pdf)*This guide was developed to assist family members and caregivers in young children who are using challenging behavior, as well as in developing supportive plans for addressing/reducing those behaviors in the future. The examples are clear and relevant to the routines that are part of family life.* **Classroom Routine Support Guides** *These guides were developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses in an effort to eliminate or minimize the challenging behavior, examples for which are provided in the guides.* * **Routine-Based Support Guide (2-5)** [**http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\_tools/toc/folder1/1e\_routine\_based.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf)
* **Early Elementary K-2nd Grade** [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_class\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_class_routine_guide_early_ele.pdf)

**Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Social and Emotional Learning and Development domain starts on page 30.**Want more free resources related to this domain?** An annotated collection of free resources related to social and emotional development/challenging behavior is available at [**http://fpg.unc.edu/presentations/vermont-instructor-resources**](http://fpg.unc.edu/presentations/vermont-instructor-resources) Cover of VELS It includes free evidence sources, print materials, videos, websites and more.  |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) **The Right Stuff** is compiled by Camille Catlett. It is supported by a contract from the Vermont Agency of Education. Funding is provided through the Vermont Race to the Top Early Learning Challenge Grant.To receive your copy of The Right Stuff each month, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc**To suggest resources, please contact Camille Catlett at **camille.catlett@unc.edu** |