**Running Head: BEHAVIOUR ACTION PLAN ASSIGNMENT 1**

**Behaviour Action Plan Assignment**

**Partnerships – Advanced Guiding and Caring – Part 2**

**ECC 116 / CVD1 & CVD2**

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**BEHAVIOUR ACTION PLAN ASSIGNMENT 2**

**Scenario 1:** Concetta is 3 years old and has limited speech and language. She has severe

tantrums several times a week. Typically, another child will have something she wants and she

(Concetta) will launch into a tantrum if she doesn’t get what she wants. Concetta’s behaviours

are beginning to escalate and she has recently begun hitting her peers when she is angry.

With the close family connection the centre has with Concetta’s family they learnt that

her speech and language development is delayed due to the difficult pregnancy her biological

mother experienced with drugs and alcohol, a biological risk factor of language and

developmental delays (Kaiser, K., Sklar-Raminsky, J. (1999). p. 8). Concetta’s adopted parents

are also struggling at home with her tantrums and hitting and are looking for suggestions on how

to help her.

Concetta’s tantrums, (an indirect behaviour (Kaiser, K., Sklar-Raminsky, J. (1999). p. 7)),

and hitting (a direct behaviour (Kaiser, K., Sklar-Raminsky, J. (1999). p. 7)), are affecting her

self-esteem and are emotionally and physically hurting your family and friends. The behaviours

are “interfering with her own and the other children’s learning, development and success at play”

(ECC 116, April 1, 2020, Personal Communications). Concetta’s social skills entering and

during free play is nonexistent and the ability to problem solve on her own is extremely limited.

Allowing Concetta to continue with these behaviours will only have a negative impact on

your self esteem, social skills, and problem solving. And a negative/frustrating impact on her

peers and adults around her.

I believe Concetta finds it to be a difficult task to enter into a free play space with many

peers, and to engage in a positive manner with your peers. Therefore she has tantrums due to her

limited speech and language development. She simply does not know enough words to

**BEHAVIOUR ACTION PLAN ASSIGNMENT 3**

communication with her peer or adults. And out of frustrations/anger Concetta resides to hitting

her peers and adults during free play. By behaving this way Concetta is doing what she knows to

get “an object of desire, -Functional Assessment 1. The Child Gets Something (ECC 116, April

8, 2020, Personal Communications).This type of activity - free play with a group of peers, is

extremely difficult for her. It leaves Concetta feeling frustrated and sad.

When Concetta learns the tantrum/hitting has no reward or no success in annoying the

adults/teachers only then she can start to understand her behaviour is having no effect. (Miller,

D. F. (2013). pp. 326). Which will delay getting what she wants – the toy.

“Children who regularly indulge in tantrums, hitting known as “Mistaken Goal Number

Three: Disruptive Behaviour, need to know we are not cowed by their behaviour. We must take

steps to build a cooperative relationship with the defiant child during calm times” (Miller, D. F. (

2013). pp. 325). Having a positive approach and clear strategies will help Concetta to change her

tantrums and hitting behaviours. Here are a few suggestions I would encourage to help with the

change.

Teacher/Adult Connection Relationship – role modelling a positive, calm, active listening to her

concerns, and clear communication with learning and guidance, the relationship with Concetta

will give her a sense of support to help her learn and improve her self-esteem development.

Teacher and child one on one language activities and language guidance entering and during free

play – to help Concetta’s language skills and to add new words she can use with her peers. “By

stimulating different areas of the brain, the quality of care that a child receives affects her

capacity to learn, to empathize and to control her emotions and behaviour” (Kaiser, K., Sklar-

Raminsky, J. (1999). p.13).

**BEHAVIOUR ACTION PLAN ASSIGNMENT 4**

The environment – placing Concetta in a small free play group setting will provide a calmer

setting. Joining two other peers who have competent social skills will help Concetta to hear and

see the appropriate behaviour around her. “Children with challenging behaviours desperately

need to learn social skills to protect them in the future. Their socially competent peers, who can

act as role models and reinforce their attempts at positive behaviour every day, are the best

possible teachers (if there are enough properly trained adults around to support them, of course).

The other children are learning, too. They learn how to help a friend, how to stand up for

themselves, how not to become victims. Above all, they learn that people are different and that

everyone is valuable individual (Kaiser, K., Sklar-Raminsky, J. (1999). p. 14).

“When we work with a child over a period of time, we can help him to develop the skills

she needs to function successfully with other people. What we teach her stays with her and

protects her in variety of settings. (Kaiser, K., Sklar-Raminsky, J. (1999). p.11)”.

When Concetta shows the desired behaviour positive “reinforcement must always be immediate,

as the child makes little steps of progress toward the desired behaviour” (Miller, D. F. (2013).

pp. 325). It is important to acknowledge these little steps, with a wink, a smile, a kind word to

encourage Concetta to continue in the right direction of appropriate behaviour.

**BEHAVIOUR ACTION PLAN ASSIGNMENT 5**

**Scenario 2:** Weimin is 5 years old. He is extraordinarily competitive. Anytime he is not first in

line, first in a game, or first on the slide, he becomes upset. At times he becomes so upset that he

cries and refuses to participate in any activity. He always rushes to the teacher for aid.

Weimin is an only child in his family unit and his parents provide him with everything,

from fashion labelled clothing, gourmet lunches, and their expectations of his academics and

sporting abilities are super high. Each time a parent picks up Weimin from preschool their first

question is “Weimin, what did you learn today and did you win in your games?”

At the centre, the staff members have observed Weimin being supported by both parents

in an authoritarian parenting style with a tremendous amount of limits and expectations. Not that

the staff members judge their parenting style; the staff members observe their communication to

Weimin in commands, and little negotiation (Miller, D. F. (2013). pp.65) Weimin seeks for

attention from his parents but never receives it in the eyes of the staff members. All they see is a

little boy’s sad face as he leaves the daycare.

Weimin’s behavioural intensity to want to win all the time can be very self-destructive to

his self-esteem, sense of security and social connection with his peers and teachers/adults. Being

extremely upset and refusing to participate in other activities shows a low sense of belonging.

I believe Weimin feels the only way he can get he’s needs meet – attention, he has to get

attention from his peers by winning the activity, or be crying when his does not win, or by

refusing to participate. Unfortunately all it is doing is pushing him away from his peers. This

inappropriate behaviour is known as “Mistaken Goal Number One: Attention-Seeking.

(Miller, D. F. (2013). p.321) He is going out on a limb to fit in with his peers by feeling he needs

to win the activity, he is participating in, to again their attention. Weimin has been influenced by

his parents that winning is the only good outcome to receive any sort of acknowledgement or

attention. All Weimin wants is to feel secure with a sense of belonging at the preschool centre

**BEHAVIOUR ACTION PLAN ASSIGNMENT 6**

and especially at home.

“We can focus on developing the child’s sense of security and self-esteem by giving

sincere affection and encouragement at appropriate times. We also need to set firm limits and

help the child know that he is loved for himself, not for his wins (Miller, D. F. (2013). pp.321)”.

When consistently supporting the child with respect, love, and safety, their self-esteem will

grow. When talking to the child with open ended questions, “Weimin, I wonder if you feel you

need more attention?” to explore motives for his behaviour we learn more about his emotional

needs. When connecting with Weimin’s emotional needs we can then help him meet them for

him to have a sense of belonging. “If a child is able to help us understand her needs better, we

can go right to the heart of the matter (Miller, D. F. (2013). p.320)”.

**Scenario 3:** Armand is 4 years old. He is quarrelsome and begins a power struggle anytime he is

asked to do something or senses that an adult is trying to get him to do something.

Armand has his own unique persistence and intense temperament, yet loving, funny,

emotional and sensitive too. At the centre the teachers are aware of his spirited personality.

However they are still trying their best to understand Armand’s emotions and how to support

them. Transitions to clean up or to a different activity are difficult times for Armand.

Armand’s quarrels and power struggle behaviours deplete him of positive energy levels

and leave him feeling frustrated and exhausted. Not only is it energy taking for Armand, his

behaviours are also energy taking for the teachers of the centre. For the remaining children in the

centre they visually witness what they think is an angry boy. Armand’s behaviours are having a

rippling effect on all of the adults and children in the centre. Armand’s defiant behaviours are

also known as “Mistaken Goal Number Three: Disruptive Behaviour” (Miller, D. F. (2013). p.

324).

**BEHAVIOUR ACTION PLAN ASSIGNMENT 7**

I feel Armand needs more time to prepare for the transitions. When he is rushed into a

change it sparks a feeling of nervousness/stress and then a loss of focus which then escalates into

his quarrelsome and power struggle behaviours. This change is a difficult task for Armand. I also

feel it is an unwelcome request in Armand’s mind. “But why do I have to clean up, I want to

keep playing”, “No, I do not want to go to the gym I want to stay painting”, Functional

Assessment 2. The Child avoids or escapes from something (ECC 116, April 8, 2020, Personal

Communications).

“Thomas and Chess evolved the concept of “goodness of fit”: serious problems are more

likely to arise, they said, when the temperament of the child and the expectations of the parent or

caregiver are out of sync” (Kaiser, K., Sklar-Raminsky, J. (1999). p. 8). “To help Armand’s

behaviours it would be best to start with co-regulating the behaviours with a teacher he connects

with and trusts. The teacher can help by scaffolding Armand’s development by using the

following strategies - 1. Role modeling. 2. Using hints and cues. 3. Gradually withdrawing adult

support” (Florez, I. R. (2011). pp. 50).

Preparing Armand ahead of time of the transitions with hints and cues, “Armand in 5

minutes we will clean up the toys/ put away the art supplies to get ready for our next activity –

name of activity,” will allow his emotions to prepare and help him to understand what is

happening next. This will decrease his nervousness/stress levels and allow a better focus level

with the next step – cleaning up / putting away. When both Armand and teacher are cleaning up /

putting away supplies together, the teacher is role modeling appropriate behaviour.

I feel with Armand’s personality he will always have questions and statements. Be

prepared for these conversations to communicate and connect with options/choices. Have a script

ready to turn the power struggles into a positive learning opportunity. By listening closely and at

Armand’s eye level he will feel he is being heard. Also “the teacher can gently touch Armand’s

**BEHAVIOUR ACTION PLAN ASSIGNMENT 8**

shoulder, cuing him to remain calm and directing his attention away from feeling frustrated and

toward solving the problem” (Florez, I. R. (2011). pp. 50).

It is important for the teacher to “pay careful attention to “the learner’s moment-by-

moment” changing independent functioning” (Florez, I. R. (2011) .pp. 50). To know when to

withdrawal their guidance, to encourage Armand to ask for help should he need it, to let him

know where he can find her, and to continue to monitored Armand’s interactions.

Having a toolbox of visual schedule charts, emotion pictures, the stress stoplight strategy,

a glitter jar, go tight – go loose strategy, and to just breathe is extremely helpful for Armand and

all children with and without challenging behaviours.

Teaching with patience, routine, taking time not to be rushed, providing empathy, with a

calm, fair and firm attitude will help develop strong self-regulation skills for Armand. “Emotion

and behavioural self- regulation contributes to young children’s growing independence. It is the

growing ability to control their own feelings and behaviour that eventually allows a child to

become more skilled in their relationships with children and adults” (Guiding Children’s

Behaviour. (2016) p.3).

**Scenario 4:** Beth is 4 years old, 6 months. She tends to display ‘extremely silly behaviours,

following her peers around the daycare making jokes and behaving outrageously. Her behaviours

have become so regular and bothersome that most of her peers now avoid her.

Beth is a happy go lucky child and a pleasure to have in the centre, however there has

been quite a change in her behaviour. Extremely silliness, behaving outrageously, consistently

following her peers around and making joke behaviours. Expressing emotions at this age is

natural and exciting for Beth with all the words she now knows and understanding them in her

vocabulary bank, however the teachers at the centre feel there is more going on and wish for

**BEHAVIOUR ACTION PLAN ASSIGNMENT 9**

Beth’s behaviours to not “Interfere with hers and the other children’s learning, development and

success at play” (ECC 116, April 8, 2020, Personal Communications).

When the teacher connected with Beth, she learnt the root of the behaviour was coming

from a recent change in her family life. Bevan, Beth’s new baby brother had arrived home from

the hospital. Beth expressed to her teacher she feels left out at home and does not want to be left

out or be alone at preschool. She thought if she was funny, aloud, and telling jokes that it would

get her friends attentions to like her more and that would make her feel better - Functional

Assessment 1. The Child Gets Something. As Beth was communicating with the teacher, she

could see Beth was extremely tired. The new baby routine at home has had a large impact on

Beth’s well being.

Mistaken Goal Number One: Attention-Seeking Behaviour (Miller, D. F. (2013). p. 321),

is not the healthiest way for Beth to receive the attention she needs right now. Socially and

emotional it is impacting your self-esteem, and self-belonging.

“The teacher’s relationship with Beth is the most powerful tool to have to connect with

Beth. As the teacher cares for Beth, the teacher learns all about her – temperaments,

developmental levels, play skills, families, cultures, what makes her feel alone, sad or happy.

Treating Beth with trust, respect and honesty “(Kaiser, K., Sklar-Raminsky, J. (1999). p.15), will

help Beth to feel special, important, and develop her self-esteem greatly.

”Changing habits is very, very hard for anyone. And I am here to help you!” says the teacher in

a warm soft voice while looking at Beth” (Miller, D. F. (2013). pp. 325).

In a calm setting, Beth and a peer can engage in a puzzle activity, allowing one on one

interaction and attention, then the teacher can prompt another peer to support and join in to help

**BEHAVIOUR ACTION PLAN ASSIGNMENT 10**

build Beth’s confidence with her peers that she is not alone, giving her a sense of belonging. The

teacher can then follow through with a warm smile and a soft pat on the shoulder to reinforce

Beth’s appropriate and desired behaviour. “By creating a positive, calm environment; a well-

planned, orderly, developmentally appropriate environment sets the stage for calm behaviour.

Additionally, calm, supportive adults provide excellent role models for children (Miller, D. F.

(2013). pp. 325).

Allowing Beth time to talk to her peers, e.g. circle time, about her new baby brother is a

healthy way for Beth to express her feelings and her emotions. Here she can act silly, tell a joke,

outrageous twirl around, like they do at home to try and get a reaction from the baby. This may

help the other children to understand what is happening in Beth’s world a little better too.

**BEHAVIOUR ACTION PLAN ASSIGNMENT 11**

References

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