



Including Me...

Chomp, Chomp, OUCH!

You all have experienced this, and if you haven't you will. Biting is a developmental stage that most children will go through.

Why do children bite? There are several reasons why young children bite, but every reason is to communicate a need. For example, they could be biting to say, "I want that toy" or "Get out of my personal space" or simply because it feels good to bite. They may be getting new teeth and a sensory need is there. Sometimes children bite because they see adults or other children kiss and they think this is a kiss. Sometimes children will bite when they have an inconsistent schedule. What ever the reason is for biting, it is working to meet their needs. If a child bites to get a toy and gets the toy from another child, the biting will continue because it is working for them unless the teacher teaches them more appropriate ways to communicate.

Biting replacement skills: First, be patient. It can be very frustrating for you, the children involved, and the families in the program. Next, observe the child. See if you can figure out patterns in the behavior, like when the child bites most often, times of the day, during certain activities or with certain children/adults. If the child who is biting has no or low verbal skills, this is probably the reason for the biting. Teach the child some simple sign language techniques. Young children (as young as 4 months) will pick up on signs before they will speak. Don't worry, this will NOT delay their verbal speech. You can teach yourself some simple signs from a book called: "Sign Language in the Early Childhood Classroom" or even Google or Youtube some common signs. Start with "stop", "play", "eat", "more", "all done", and "help". When a child learns how to communicate appropriately (without biting) then praise them by telling them what a great job they are doing by

telling you what they need!

Important! It is very important to NOT bite a child back if a child has bitten. This sends a mixed message that it's ok for the adult to bite but the child isn't allowed to. Allowing a child to feel how biting hurts does not work.

Create a TEAM: It is extremely important to create a supportive team of staff, parents, and owners/directors to help this child be more successful in the social setting. Let parents know that you are doing everything you can to help this child. Parent need to know that biting is just a stage and most children will stop biting if proper adult monitoring and redirection/teaching is supporting the child. Biting should not be ignored because it is serious and often frustrating.

When to seek outside help: If you have children 3 or older who are biting several times a day. By the age of 3, typically developing children have increased their verbal skills and can now verbally tell you their needs and wants.

Resources: Child Care Answers has several tip sheets and resources on biting that we can email or send to you. For children under the age of 3, we have an Infant/Toddler Specialist to help answer questions or work with you on specific situations. For children 3 years and older, the Inclusion Specialist can help. Additional resources: "No Biting" by Gretchen Kinnell.



Child Care Answers

Issue 2

October, November, December 2011

The New Inclusion E-Newsletter!

☺ Welcome to "Including Me" the newest resource for child care providers who may have or will experience some challenging behaviors in young children! I hope you find this helpful!

~Tory Masters,
Inclusion Specialist

Inside this issue:

Behavior Equation	2
Behavior Bites: Sharing	2
Resources for Special Needs	2
Become a Steward of Children: 7 Steps in Protecting Children	3
Ask Tory	3
Community Events	4
The Funnies	4

The Behavior Equation

Every behavior communicates a need. When you are observing children to try and figure out why they exhibit certain behaviors, use the "Behavior Equation". This is a tool that I use for on-site observations. There are only two "functions" of a behavior: to gain something (attention, a toy, etc) or to escape something (clean up, transition, etc). Then you need to figure out if that behavior worked for them. The chart to the right is the "behavior equation". The "Trigger" is what actually caused the

child to exhibit this challenging behavior? Possible triggers are; another child entered the play space, or a child wanted a toy another child had, or a child wanted to play in a social play setting. The phrase "for no reason" is NEVER a trigger (re-read the very first sentence). The behavior is easy to fill in, it's the observable behavior (hitting, kicking, etc.). MC stands for "Maintaining Consequence" and this is NOT the action the adult took such as time out or redirection. MC is what the child actually got from the social setting such as "teacher attention", "peer attention", "the toy he wanted", or "allowed to not clean up".

This behavior equation will allow you to see patterns of how the behavior for the child is actually working for him or her. If the child's goal is to gain adult attention, they pull hair and you give him/her attention, their behavior just worked. Therefore, they need to be taught behavior replacement skills.

Trigger	Behavior	MC



Behavior Bites

It's Not a Challenging Behavior, It's a Typical Behavior

SHARING: Sharing is a tough skill for most children to learn. Remember that they have only been in this world a few years. Their brains are still growing and there are things they may not be capable of just yet. Why can sharing be difficult? Children who are the only child in the family often do not have the opportunity to practice sharing skills at home with other peers. Young children need guidance and coaching on learning how to share. Always encourage, but never force, children to share. Give children the words to use: "When you are finished with that toy, please give it to me," then monitor when that child is finished with the toy and coach them through the sharing process. Sometimes children who have a hard time sharing will need a visual timer or "turn taking" cue to help encourage children to share. Other children may also need to learn how to wait and take turns. It takes practice. Keep in mind that adults do not always want to share certain

Always encourage children to share but never force them to share.

Community Resources

ASK: About Special Kids helps families of children with special needs find resources and information to help their children. Phone: 317.257.8683 or email at familynetw@abousspecialkids.org, website: www.abousspecialkids.org

Autism Society: Resources, networking groups for families affected by Autism. Phone: 800.609.8449 or email at info@inautism.org website: www.inautism.org or www.arnionline.org

In*Source: Indiana Resource Center for Families With Special Needs. www.insource.org

Easter Seals Crossroads: A Family Resource Center for children with Autism. Phone: 877.330.3300 or website: www.eastersealscrossroads.org

The Arc: Resource for families with children with disabilities. Phone: 800.382.9100, website: www.arcind.org

First Steps: Early intervention services for children Birth to age 3. Phone: 866.212.1434, website: www.cibaby.com



7 Steps to Protecting Our Children

As a provider of education for children and youth, your organization can play a critical role in protecting the lives of children. You can help put an end to child sexual abuse by implementing a comprehensive child protection program and training for your staff, educators, and volunteers. Ask any school that has experienced a case of sexual abuse and they will tell you that knowing what they know now, there is NO amount of time that would have been too great to spend on prevention and educating their staff and volunteers.

You have the opportunity to set a new standard within your community. Make the commitment for the long term well being of your institution and for the precious children in your care. You can be a leader to your community as well as a leader among others in education by setting a higher standard and showing that you will do whatever it takes to keep children safe when they are with you.

A Child's Safety is an Adult's Job

Children are often taught how to keep themselves safe from sexual abuse and that's important for them to learn but it's no substitute for adult responsibility. We make sure children wear seat belts. We walk them across busy streets. We store toxic household cleaners out of reach. Why, then, would we leave the job of preventing child sexual abuse solely to children?

Imagine how difficult it is for a child to say "NO" to a parent, a teacher, a coach, or member of clergy.

Even the adults we trust to protect children can't always be trusted. Coaches, teachers, clergy, and parents are authority figures children feel they can trust. Yet, a large percentage of those who sexually abuse children are from this group. These are adults who have the opportunity to "groom" children with affection and attention, making it difficult for children to identify certain behaviors as abuse. And they know that children have been taught to "mind" them. This is why programs that focus on adult responsibility are essential.

Step 1: Know the Facts

Step 2: Minimize Opportunity

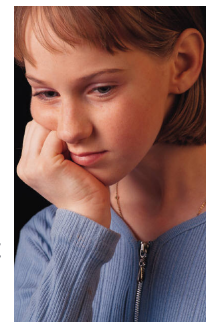
Step 3: Talk About It

Step 4: Stay Alert

Step 5: Make a Plan

Step 6: Act on Suspicions

Step 7: Get Involved



1 in 4 girls and 1 in 6 boys are sexually abused before their 18th birthday.

SPECIAL OFFER!!!!

Want to have an in-service training for you and your staff or for a network of child care providers? Contact Tory at 317-636-5727 to get a Stewards of Children class scheduled! You will learn how to protect children against sexual violence and learn how to make a difference! The special cost of this class is only \$10 per person! Call now to get one scheduled and you may qualify for additional discounts!

Please visit www.D2L.org for more information and statistics.

Ask Tory



Have a question about challenging behaviors, inclusion, special needs or children with disabilities?

Please email your questions to torym@childcareanswers.com, your question may be chosen to be featured in the next edition!

Question:

I have a child in my facility that has a feeding tube, I don't know how to take care of that type of special need, Can't I just tell the parents they need to find another child care option?

Answer:

NO! Child Care Providers and parents need to work together to figure out the best way to meet this child's needs. Every child is

different and should be given a fair opportunity. Most programs, according the Americans with Disabilities Act, must make reasonable accommodations. Turning a child away just because of a disability or special need is never a reason. You will learn much more about disabilities and special needs by working with children who have disabilities and special needs. Looks like it is time for Professional Development opportunities for you and your staff!



615 N. Alabama St., Suite 300
Indianapolis, IN 46204
Direct phone: 317-636-5727 ext 245
Referral Line: 317-631-4643
Toll Free: 800-272-2937
Fax: 317-687-6248
torym@childcareanswers.com
www.childcareanswers.com

NEW RESOURCE KIT COMING SOON!

A new resource kit: "The Grouchy Ladybug and other emotion coaching techniques" kit will be available in the Resource Library soon! Please contact our Resource Library at 926-3401 ext 312 to check it out! Activities included are: the Turtle Technique, Emotion Coaching and many other social/emotional awareness activities!

The Funnies

...meeting the Math Foundations!



9-7

© 2011 Bill Keane, Inc.
Dist. by King Features Synd.
www.familycircus.com

"Mommy! Guess how many tissues fit in this tiny box!"

Source: borrowed from : www.familycircus.com

A Community Event that Includes All Children

October 7: "Dyslexia/Learning Disabilities and Assistive Technology"

INDATA Project Full Day Training

Easter Seals Crossroads

4740 Kingsway Drive

Indianapolis, IN 46205

9:00 a.m. - 3:00 p.m.

<http://indatafall2011training.eventbrite.com/>

October 8: Down Syndrome Buddy Walk:

Indianapolis

<http://www.dsindiana.org/buddyWalk.php>