

Section 5
Next steps

Addressing Challenging Behaviour in the Early Years



A resource created by the
Ontario Secondary School
Teachers' Federation
© 2018





“Situations can require us to move forward or to the side, up, down and sometimes even backwards.

What’s important is that we act with knowledge and support when we choose the best direction.

Let’s address ways you can apply your new knowledge to this decision-making the next time a student presents you with some challenging behaviour.”

Next steps

- Workload
- Progress
- Physical safety
- Compassion fatigue

  OSSTF/FEESO
PROTECTING AND ENHANCING PUBLIC EDUCATION

“While this field of work can be incredibly rewarding, we know it can also be incredibly exhausting to try to identify and meet the needs of all students in your care.

It is important to note the progress you and your team are making as you observe, document and discuss the needs of your students.

And, while your physical safety, and that of your students, can never be compromised, educators must also be aware of their emotional limits.

When we are in the business of caring for others, we can become overloaded with caring and compassion fatigue can set in.

It is crucial that educators be aware of their own workload while we celebrate successes and take care of ourselves physically and mentally.”

Steps to take

- Gather data
- Use the EDI
- Share information
- ECEs & Teachers refer students to Special Education

OSSTF/FEESO
PROTECTING AND ENHANCING PUBLIC EDUCATION

“Having good observational notes and sharing those notes with colleagues is really important.

Using the processes that exist within your school/board is crucial:

Many employers rely heavily on the Early Development Instrument (or EDI) assessments to gather information.



Many boards include parents in the referral to Special Education process; and, while Early Childhood Educators and Teachers have the right to refer students for consideration to Special Education, many boards – and some individual schools – have particular procedures that are to be followed for that referral.

If you are unsure of that process, be sure to connect with colleagues (such as a special education resource teacher) or administration.”

Steps to take

Speak to:

- EAs, ESPs, PSSPs, SSTs, CYWs, LSTs, RSTs, PSWs
- Your immediate supervisor regarding training
- Your local OSSTF/FEESO office



“There is an Educational Team in your building and in your board and there is a local OSSTF/FEESO office to assist.

If you don’t recognize an acronym that is on the screen, it might be because that job class has a different title in your area.

Feel free to explore the variety of job classes that you work with and how these members of your staff can be your allies in this work.”



Resources to access

OSSTF/FEESO workshops:

- “The Early Learning Team”
- “Working Together”
- “Classroom Management for the Early Years”



“OSSTF/FEESO Educational Services offers several different workshops that can be requested through your bargaining unit or district office by contacting provincial office.

The three listed here are the most logical choices for those working in Early Learning programs but there are many others available that benefit all educational workers.

The full listing of workshops, and documents that can be accessed on line, are available on the Provincial Website.”

Resources

- www.teachspeced.com
- www.college-ece.ca/en/Public/Resources
- www.edugains.ca/newsite/Kindergarten/index.html

OSSTF/FEESO
PROTECTING AND ENHANCING PUBLIC EDUCATION

“There are many resources available for those working in Early Learning.

Teach Spec Ed is a public website that has many useful resources as well as links for further exploration.

The College of Early Childhood Educators’ web page contains professional advisories, interesting articles and sample lessons and activities.



Edugains is hosted by the Ministry of Education and contains resources, articles, lessons, activities, videos and links for more in-depth study.

We have chosen these three websites to share with you as they are an excellent starting point for further exploration in your work.”

Resources

Workplace Violence in School Boards:
A Guide to the Law

- www.ontario.ca/document/workplace-violence-school-boards-guide-law?_ga=2.258370890.1324672659.1521739013-180722288.1519064672



“There are a number of useful resources that speak to workers’ rights in the workplace.

Knowledge is protection and this Workplace Violence guide is a very useful resource.”



“Thanks for watching.

We would love to hear from you. Please feel free to drop us a line.”

END OF

Section 5
Next steps



RESOURCES IN THE EARLY YEARS...