



Working with Challenging Behaviors

Addressing Persistent Difficult Behaviors with Helpful Positive Discipline Tools that Work!



Course Objective:

- Identify positive guidance strategies to address children's challenging behaviors

"We are free to choose our paths, but we can't choose the consequences that come with them." - Sean Covey, *The 7 Habits of Highly Effective Teens*



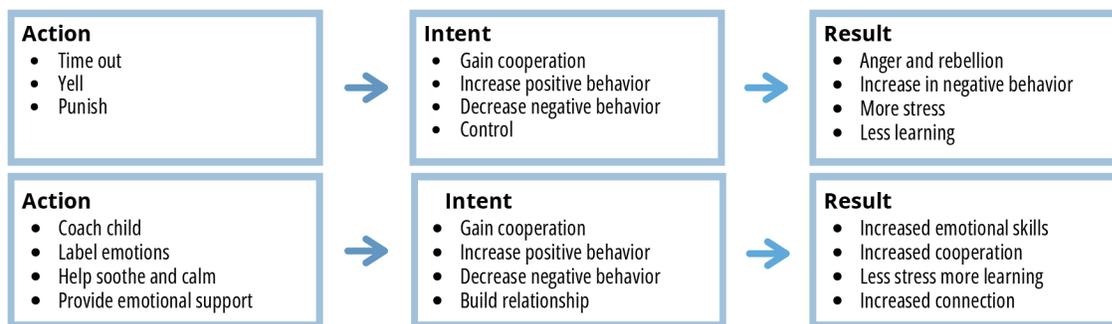
Effective Discipline will:

- Get the child *to do* what you want them to do.
- Get the child to *stop doing* the behaviors you want to stop.
- Teach* the child what they need to learn.
- Leave the child feeling *connected* and valued.
- Leave *you feeling good* about your response



Successfully work with challenging behaviors: Continue to document what you observe, the strategies you try, and if you are achieving the intended results.

Research: Intent vs. Result



"Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?" ~Jane Nelson, *Positive Discipline*



When the Behavior Continues

1. Connect
2. Then redirect

*Search for the "Why" *Validate *Empathize *Hear the heart of it

"A child seldom needs a good talking to as a good listening to." -Robert Brault



1

Present a choice

"If you can't sit at circle you can move to one of the wiggle spots where you're free to wiggle. You will still be a part of our circle, But, it won't disrupt others."

- Mealtime →
- Naptime →
- Others? →

One great choice!

Offer assistance "Would you like to put your coat on yourself? Or, would you like my assistance?"



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USE SPARINGLY

"Sometimes we have to put our foot down... but, before we deliberately make children unhappy in order to get them to get into the car, or to do their homework or whatever, we need to weigh whether what we're doing to make it happen is worth the possible strain on our relationship with them." ~Alfie Kohn

2 Prompt to Take "Time off"

- Avoid**
- Suggesting time off before you have connected
 - Offering it too often
 - Making time off a punishment
 - Angrily threatening it
 - Scolding the child when suggesting time off

"Time off" Tips

- Create a calm down space
- Brainstorm when it is a great idea to take "time off" ahead of time
- Reinforce how it helps us *all* when we take time to calm and think!
- Model taking "time off" when you need a break!
- You can also...give a toy "Time off"

"Spending time alone in your own company reinforces your self-worth and is often the number-one way to replenish your resilience reserves."
~Sam Owen, Resilient Me: How to Worry Less and Achieve More

? When would you suggest "time off"?

"Everything we do has consequences."
Dennis Potter

3 Provide Natural or Logical Consequences

Logical Connected Consistent Reasonable

- Child continues to bang toy after asked to be quiet →
- Child refuses to clean up →

***Remember to stay cool, calm, and collected.... as well as supportive. *Persist through the extinction burst**



Video Analysis: What strategies is the adult doing? What is the result?

Strategy

Challenge

- | | | | | |
|-------------------------------|---|---|---|--------------------------------|
| Give a choice | ● | → | ● | Starts bothering another child |
| Ask if they need "time off" | ● | → | ● | Fidgets at circle time |
| Provide a logical consequence | ● | → | ● | Refuses to help clean up |



What is a positive guidance strategy you can use to address children's challenging behaviors? When and how will you use it?

