



## Working with Challenging Behaviors Part 2

# Prevent Challenges and Gain Gleeful Cooperation with Positive Communication Techniques that Work!

### Course Objectives:

- Label techniques to prevent challenges from occurring and encourage cooperation
- Utilize the PBIS Worksheet

"When you want something to change, you must change something."  
- L. Tobin



### Become an early childhood scientist

Strategy → Intent → Result

"If you always do what you've always done, you'll always get what you've always got."  
-Henry Ford

### # 1 Way to work with challenging behaviors? Prevent the challenge from occurring!



1. Figure out and address the "why" behind the behavior
2. Teach the needed skills
3. Build your relationship
4. Provide a supportive environment

### Addressing the "Why" Behind the Behavior



#### Lacking Skills: Self-regulation and communication skills are needed to control one's behavior



##### Take the time to teach the child the skills needed

- How to request attention when needed
- How to ask for time or your help
- Appropriate options when they want a toy someone has
- How to ask for a break



#### Doesn't Feel a Sense of Belonging

"The kids who need the most love will ask for it in the most unloving ways"  
- Russel Barkley



##### Build your relationship

- Increase connection time during daily routines
- Use books like "Have you filled your bucket today?" and activities to help build a sense of connection in the classroom such as "Helpful hands" or "Kind hearts"
- Look at the base of the pyramid for additional ideas

Other ideas?



##### Notice and specifically praise the behaviors you want

Choose one and practice - What did the child do? The result?

- Child is helping you clean up
- Child is waiting quietly for snack



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## Working with Challenging Behaviors Part 2

### Building a sense of belonging continued...



**Help child define themselves positively** "Some children 'choose' to be helpers!"



**Send positive messages showing you believe the child will do it.**

Tell yourself the child can do it.  
Tell the child you know they can do it.  
Tell other people you know your child can do it.

"If you want your children to improve, let them overhear the nice things you say about them to others."  
-Hiam Ginnot



### How we communicate

"The single biggest problem in communication is the illusion it has taken place."  
-George Bernard Shaw

#### Communication is

\*Visual \*Tactile \*Tone \*Use of Time \*Physical Space



#### Communicate clearly

- Match your verbal and nonverbal communication
- Get children's attention before speaking
- Use statements, not questions
- Check your message - *To the child*, sounds like an instruction or choice?

"Act as if what you do makes a difference.  
It does."  
-William James

#### ▶ Tell the child what "to do"

- Climbing on a chair →
- Throwing food on floor →
- No yelling! →
- Stop fidgeting. →
- Our challenge? →

#### ▶ Honor their wishes in fantasy

- Child won't put on their coat

#### ▶ Set a positive tone



**Video Analysis: What does the early childhood educator do? What is the result?**



**Main takeaway: Label a technique you can use to prevent challenges from occurring and encourage cooperation**



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## Preventing Challenging Behaviors Parts 1-2

### Pyramid-Model Worksheet

#### Main Challenge:

What have you observed about this behavior?

Why is the child doing this behavior?

How can you prevent the behavior from occurring?



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# Positive Behavior Intervention Supports

## Working with Challenging Behaviors



### Teach Skills

- \*How to calm
- \*How to express strong feelings
- \*How to take a break when needed
- \*How to refuse or say "no"
- \*How to wait
- \*How to ask for help

### When behavior continues, use effective discipline techniques

- \*Provide a verbal prompt
- \*Broken record technique
- \*Offer assistance
- \*Present a choice
- \*Find the "Yes" within the "No"
- \*Ignore small misbehavior
- \*Provide a countdown
- \*Offer "Time in"
- \*Prompt to take "Time off"
- \*Provide a logical consequence

### Foster Social-Emotional Skills

- \*Build emotional literacy skills
- \*Identify and label emotions
- \*Model social language
- \*Problem-solve with child
- \*Teach perspective taking
- \*Promote, model, and practice friendship skills like sharing, helping, taking turns, apologizing, empathy

### Provide a Highly Supportive Environment that Prevents Challenges

- \*Empathize with child's feelings
- \*Stay calm
- \*Be consistent and clear with rules
- \*Teach child the rules
- \*Tell child what you want them to do
- \*Reinforce when child does something you want them to do
- \*Modify the environment to provide a good fit
- \*Plan ahead so you don't have to rush child
- \*Prepare for transitions with verbal alert or timer
- \*Sing songs to indicate what will happen next
- \*Provide a regular routine
- \*Make sure child gets enough down time, activity and sleep each day
- \*Provide two reasonable choices
- \*Make sure your expectations match what the child is capable of
- \*Give clear and simple directions with only one step at a time
- \*Use "first-then" and "when-then" statements

### Strengthen your Relationship with your Child

- \*Give child positive attention
- \*Give encouragement
- \*Have special one-on-one play time
- \*Get down at child's level
- \*Listen to child's stories
- \*Be silly together
- \*Provide hugs and pats on the back
- \*Invite child to help you with a chore
- \*Tell child what you like about them
- \*Ask for the child's opinion and insight

