



Working with Challenging Behaviors Get the Behaviors You Want, and Stop Those You Don't!

Objective: Label techniques to prevent challenges from occurring and encourage cooperation

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

“The very same qualities we want for our children as adults can make life challenging when they are young -Jane Nelson”



- Measure cause and effect to see if you are getting the results you intend

Address the "Why" Behind the Behavior



Lacking Skills: Self-regulation and communication skills are needed to manage one's impulses



- "Executive Functioning" skills
- Communication
- The ability to reflect
- Emotional Intelligence



Take the time to teach the child the skills needed



Doesn't feel a sense of belonging



Build your relationship

- Use mindfulness to reset your reactions and messages to the child
- "Feed the meter" - Increase connection time during daily routines
- Be prepared
- Remain attentive to child's "little" signs of stress and meltdown so child does not need to escalate to be heard
- 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"



Notice and specifically praise the behaviors you want

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



Let's Practice!

- Child is helping you clean up →
- Child is waiting quietly for snack →
- Your challenge? →



What did the child do? The result?



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.



What other strategies could you use to build a relationship with a child with challenging behaviors?





Working with Challenging Behaviors Part 3

Powerful Techniques to Successfully Redirect Challenging Behaviors when They Occur

Course Objective: Identify positive guidance strategies to successfully redirect children’s challenging behaviors

Keeping the “Big Picture” in mind is one of the most important things parents can do, and also one of the hardest. □
~ T. Berry Brazelton



1. Keep the big picture in mind
2. Use effective discipline power strategies that leave your relationship with the child intact
3. Choose a collective caregiving and guidance style that promotes cooperation

Effective Discipline

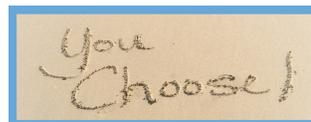


IS

- Instructing - educate, prepare, train
- Assisting - promote, reinforce
- Training - guide, educate
- Coaching - prepare, tutor
- Teaching - explain, show, demonstrate

Is **NOT**

- Punishment
- Regulation
- Restraint



***Stick with the limit? *Negotiate? *Give in?
-All are powerful choices!**



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

“Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solution not retribution.”
L.R. Frost



Lighten up! Make following the rule fun (especially for toddlers!)

Be Fun:	Be Naive:	Be Contrary:	Be Silly:

Honor the preschool child’s wishes “in fantasy”

- Child won't put on their coat →
- Your challenge? →



Working with Challenging Behaviors: Redirect Challenging Behaviors when They Occur



Use Effective Discipline Strategies that Work!

"Adults who are respectful of children are not just modeling a skill or behavior, they are meeting the emotional needs of those children, thereby helping to create the psychological conditions for children to treat others respectfully." -Alfie Kohn

1 Provide a prompt *Physical *Verbal *Silent cue



Toddler-Specific Prompts

How many did you hear in the story?

- Move down to toddler's level
- Give the toddler time to "get it"
- Eliminate distractions
- Use a gesture
- Slow it down
- Use simple language (1-2 words when possible)

Preschool Prompts

- Ask a question
"Andy do you remember the rule about throwing toys? What is it?"
- Ask for the rule to be restated
- Remind about the rule

? When have you or could you use these?

* Describe:

* Silent Cue:

* Give information:

* Talk about your feelings:

* Say it with a word:

* Use a first-then statement:

2 Use the "broken record" technique

- *Include empathy, using an "and" instead of a "but"
- *Be 100% Clear, relaxed, patient, positive, and persistent
- *Avoid begging, nagging, or "poking the lizard"

Toddlers:

- Add a gesture
- Remove distractions
- Be more specific
- Use fewer words
- Add a visual

Preschoolers:

- "I see you are feeling like playing with the train longer and that is tough! And, it is time to clean up and wash up for snack."
- "Train set goes away now. Snack is next."
- "Train in the bin please."
- "First put the train away... Then snack."

? When have you or could you use this technique?



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

? Other examples:



Working with Challenging Behaviors: Addressing Persistent Negative Behaviors

Effective Discipline Power Strategies continued...

- 4 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? 

5 Find the "Yes" within the "No"

*Show concern for both your own interests and turn it into an opportunity for both of you
 *Focus on interests instead of positions, by asking "why?" the other person wants what they want. (Even ask ourselves "why" we want what *we want!*)

- Can I have one more book? 
- Can I play longer? 
- Another example? 

<u>Strategy</u>	<u>Challenge</u>
Be fun 	 Refuses to stop playing saying, "Why can't I keep playing?!"
Be naive 	 Tries to climb on the table
Be contrary 	 Runs away from you when it is time to line up
Be silly 	 Screams, "I had it first!" and tries to take toy away
Give wishes in fantasy 	 Says, "No, I don't want to wash hands for snack"
Provide a prompt 	 Refuses to put their shoes on
Broken record technique 	 Talks back, saying, "I don't want to go inside!"
Offer assistance 	 Will not help clean up the toys
Present a choice 	 Starts throwing toys
Find the "Yes" within the "No" 	 Hits another child



Main takeaway: Identify one strategy you will try this week and two scenarios you might use it for.



Identify your team's collective guidance style:

What are words that describe your team's helpful guidance style and the strategies you use?

What would you call this approach? How would you describe it to parents and community members?

