

Working with Challenging Behaviors: Hitting



What have you observed about this challenging behavior?

It seems to happen most often when another child is taking a toy from them, or transitioning. It can happen when they are tired and unsure how to communicate how they are feeling.

Why is the child Hitting?

- Hitting out of frustration or anger
- No control over the situation the precedes the hitting.
- No impulse control
- Tired or hungry
- Friend not doing what they want
- Unsure how to use their words
- Feel rushed, feel helpless - lack of control
- Needs not being met
- Another child took their toy, they don't want to share
- Needs physical contact
- Aggression due to home/life changes
- Transitions
- Not feeling well
- Lack of appropriate language/communication skills
- Temperament
- Trauma
- Stress
- Feel they are not being understood or listened to
- Feeling overwhelmed
- Wanting to connect
- Lack social-emotional skills

What can you do to prevent it?

- Read books about - hand are not for hitting
- Teach problem solving with stories
- Notice tension rising and give verbal reminders
- Teaching them how to, encouraging with being positive, giving choices
- Provide a calm/ quiet space
- Try to make sure to meet necessary needs of the child
- Doing a physical group activity first to expend the excess energy, set up different play areas to help keep the kiddos away from each other
- What can they do?
 - Wall push
 - Downdog
- Give warnings before transitions
- Positive reinforcement when they are being kind
- Set timers for toys, ask if they need a break, nap, snack or cuddle. Let them take a break from each other by different play stations
- Get down at their level
- Be clear about what the rules are and how we are going to participate when introducing a new activity
- Be empathetic
- If they are tired make sure they know they can stop to rest at that time
- Print out a chart with pictures to let them point and tell you how they are feeling (if they can describe with words)
- Give them prompts on what words they can use to express their feelings
- Change up the routine
- Use your "STOP" hand
- Provide pillow, bean bag or sensory room to "crash"

What can you do it behavior still occurs?

- Stay calm, stop and coach
- Coach regarding positive choices for releasing stress and anger, offering a verbal prompt to teach what to do instead
 - Give time and place to calm down
 - Give them a pillow to hit instead
 - Get a clown punching bag
 - Pound the play-doh
 - Rainbow breathing
- If they are tired - let them take a break
- Help child calm down
- Talk to them quietly
- Teach empathy - explain that it hurts other when they hit
- Use visual charts to show that hands are not for hitting. You can do this, or that etc. but not hit. Use it as a teachable moment.
- Give a logical consequence that has been established ahead of time. Then follow through. For example, "If you hit, you cannot stand by your friend in line."
- Offer a choice
- Ask what happened. Have children talk about it. I ask the child who got hit- Did you like it when Johnny hit you? And have him tell Johnny "I didn't like it when you hit." Then I ask the other child why they hit- what didn't they like that made them feel like hitting.
- Ask to "bring bubbles down"



Working with Challenging Behaviors: Can't Control Emotions



What have you observed about this challenging behavior?

Happens during transitions such as drop off, lunchtime, and moving in the hallways

Why do you think they are doing this behavior?

- Want attention
- Frustrated
- Hungry
- Tired - did not get enough sleep at home
- Don't want to do what is being asked
- Do not feel heard
- Feel isolated
- Unsure how to communicate emotions
- Do not have skills to cope
- Sensory issues
- Anxiety
- Overwhelmed
- Wants to be in control
- Bored
- Do not want to be interrupted in what they are doing
- Need a hug
- Not ready to transition
- Not getting enough physical affection
- Schedule / routine is off
- Stressed
- Trauma
- Needs not being met
- Development delays

How can you prevent this behavior from occurring?

- Get down on their level and meet them where they are at
- Have patience
- Move up snack time or nap time if needed
- Music during clean up time or transition
- Make them feel heard
- Model how to communicate emotions
- Provide warning of upcoming transitions
- Visual schedules
- Give them choices
- Keep words short and simple
- Connect and empathize with them
- If / Then
- Establish things for the specific child to do when they feel the behaviors starting: ex puzzle on a roll mat
- Quite space for them to decompress
- Provide a book
- A cot
- Transition songs
- Show pictures
- Include child in assisting in activity
- Use cues as a reminder
- Timer
- Bell
- Positive talk
- Redirect
- Ask "Why"

What can you do if the behavior still occurs?

- Emotion coach
 - "I hear you want to do something else. That feels frustrating when you have to do your homework first."
 - "I know you don't want to do your homework, playing with your toys sounds so much better right now, I get it, I know homework can be boring."
 - "Oh man, you don't want to do your homework. I get it. I had homework a lot, too. You just want to do anything else. I know!"
 - "You are frustrated with having to do more schoolwork. You been at school all day completing work and now you're sent home with more work when you just want to go outside and play. I know how frustrating that can be. I go to work all day and still have clients calling me"
- Wait it out and make sure they are safe
- Take a break with book in the reading cube
- Calm deep breaths
 - Blow out the candles
 - Blow up balloons
- Be calm and have empathy
- "I see that you are upset that the clean up bell rang and we need to clean up the toys. I want to play longer also. Let go over and decide what breathing we can do to help us."
- Broken record technique
- Hand over hand
- Logical consequences



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Working with Challenging Behaviors: Refusing to Sit at Circle Time



What have you observed about this challenging behavior?

It tends to happen more during transitions, later in the day, or if they are bored. They talk out of turn, get up and play and are unable to remain focused. It causes disruption and can lead to touching or throwing things at other children.

Why do you think they are doing this behavior?

- They are bored or uninterested
- Want to do something else
- It has been too long to sit without movement
- Tired
- Hungry
- Don't feel good
- Excited to say answer
- Wants to be first
- Doesn't understand the idea of taking turns
- Too overstimulated
- Stressed
- Did not have a smooth transition into circle time
- Lacks ability to wait
- Feel overwhelmed
- Distracted
- Want Attention
- Above/below understanding
- Impulsiveness
- Lack skills

How can you prevent this behavior from occurring?

- Focus on the children that are engaged
- Shorten circle time
- Draw attention to and celebrate to the positive behaviors happening, praising those who are sitting nicely
- Help them get wiggles out before circle time starts ex. play a game (freeze game)
- Give jobs, inviting them to be a helper
- Use "Feeling cards" before circle time starts
- Go through the routine/rules of circle time in a fun way
- Incorporate music and dancing into circle time
- Tell them what TO DO with their wiggles such as using sit spots & fidgets
- Be consistent and clear
- Empathize with how it feels to sit and listen
- Use visual timers, visual cues, and other visual supports
- Provide a brain break, when needed
- Use puppets and other novel and interesting engagement tools
- Manage our expectations
- Provide individual materials/tools to use during whole group
- Use a finger play to engage fine motor movement
- Use simple "First, then" and "When, then"
- Provide alternative sitting (token chairs, bumpy chair, squishy blanket, pillows)
- Offer a break
- Change out which adult is leading it to give variety
- Pre teach and foreshadow (prompting what comes next)
- Switch up the placement at circle
- Make it exciting

What can you do if the behavior still occurs?

- Give them a choice
 - Whether they participate in circle or read a book in the quiet area nearby
 - Fidgets or not
- Ask them if they need some time in the calm down area
- Sing a song to gain attention: "Eyes are watching, ears are listening" then say "It's teachers turn to talk. Raise your hand if you have something to say"
- Do a one-minute meditation to help find calm center.
- Talk calmly and remind them the rules of circle
- "Space check" Have them put their arms out forward and then out to the side to see if they are touching a friend. If they can touch a friend they need to move a little and try the space check again.
- Help them communicate how they are feeling
- Offer assistance
- Do a freeze or large movement to reset
- Remind them of what is coming next, "First we will finish this book, then have snack!"
- Give jobs, having the child be a helper (Hold the book, choose which song to sing, etc.)
- Have them go to the "wiggle" area
- Offer a choice, "Would you like to sit three more minutes or four?"
- Allow them to sit at a table and play with a fidget
- Break up the lesson such as have them "Turn and talk"
- Switcheroos
- Let them know they can all talk for a count of 5 then be quiet
- 2nd teacher comes to aid and model appropriate behavior
- Quick "body check"
 - Stop to breath, reassess kids bodies to help self regulation
 - "Prompt with "Space check" to have them all check if someone is in their bubble and move so change it.



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Working with Challenging Behaviors: Disruptive Circle Time (Preschool)



What have you observed about this challenging behavior?

It tends to happen more during transitions, later in the day, or if they are bored. They talk out of turn, get up and play and are unable to remain focused. It causes disruption and can lead to touching or throwing things at other children.

Why do you think they are doing this behavior?

- They are bored or uninterested
- Want to do something else
- It has been too long to sit without movement
- Tired
- Hungry
- Don't feel good
- Excited to say answer
- Wants to be first
- Doesn't understand the idea of taking turns
- Too overstimulated
- Stressed
- Did not have a smooth transition into circle time
- Lacks ability to wait
- Feel overwhelmed
- Distracted
- Want Attention
- Above/below understanding
- Impulsiveness
- Lack skills

How can you prevent this behavior from occurring?

- Focus on the children that are engaged
- Shorten circle time
- Draw attention to and celebrate to the positive behaviors happening, praising those who are sitting nicely
- Help them get wiggles out before circle time starts ex. play a game (freeze game)
- Give jobs, inviting them to be a helper
- Use "Feeling cards" before circle time starts
- Go through the routine/rules of circle time in a fun way
- Incorporate music and dancing into circle time
- Tell them what TO DO with their wiggles such as using sit spots & fidgets
- Be consistent and clear
- Empathize with how it feels to sit and listen
- Use visual timers, visual cues, and other visual supports
- Provide a brain break, when needed
- Use puppets and other novel and interesting engagement tools
- Manage our expectations
- Provide individual materials/tools to use during whole group
- Use a finger play to engage fine motor movement
- Use simple "First, then" and "When, then"
- Provide alternative sitting (token chairs, bumpy chair, squishy blanket, pillows)
- Offer a break
- Change out which adult is leading it to give variety
- Pre teach and foreshadow (prompting what comes next)
- Switch up the placement at circle

What can you do if the behavior still occurs?

- Give them a choice
 - Whether they participate in circle or read a book in the quiet area nearby
 - Fidgets or not
- Ask them if they need some time in the calm down area
- Sing a song to gain attention: "Eyes are watching, ears are listening" then say "It's teachers turn to talk. Raise your hand if you have something to say"
- Do a one-minute meditation to help find calm center.
- Talk calmly and remind them the rules of circle
- "Space check" Have them put their arms out forward and then out to the side to see if they are touching a friend. If they can touch a friend they need to move a little and try the space check again.
- Help them communicate how they are feeling
- Offer assistance
- Do a freeze or large movement to reset
- Remind them of what is coming next, "First we will finish this book, then have snack!"
- Give jobs, having the child be a helper (Hold the book, choose which song to sing, etc.)
- Have them go to the "wiggle" area
- Offer a choice, "Would you like to sit three more minutes or four?"
- Allow them to sit at a table and play with a fidget
- Break up the lesson such as have them "Turn and talk"
- Switcheroos
- Let them know they can all talk for a count of 5 then be quiet
- 2nd teacher comes to aid and model appropriate behavior
- Quick "body check"
 - Stop to breath, reassess kids bodies to help self regulation
 - "Prompt with "Space check" to have them all check if someone is in their bubble and move so change it.



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Working with Challenging Behaviors: Won't Clean Up



What have you observed about this challenging behavior?

The refusal to clean up seems to happen most often during transitions when do not want to stop what they are doing. It also happens when they are having fun or are very focused, moving from a preferred activity to one they don't want to do.

Why might they be refusing to clean up?

- Not ready to go inside yet
- They didn't make the mess
- They are hungry
- They are crabby, tired, or overwhelmed
- Want to keep playing or are still working on something so they are not ready to move to the next activity yet
- They created something cool and do not want to take it apart
- They are busy having fun!
- Cleaning is not fun
- Unclear expectations around clean up or the daily schedule
- Not sure how to clean up or have not learned why it is important
- Want your attention
- Want to be with their friend
- They have no clean up at home
- May feel overwhelming
- No prior warning was given
- Difficult to transition from one thing to the other
- Persistent temperament so it is difficult to stop without completing the current task
- They don't want to
- Want to be on control
- Afraid of missing out
- They don't want to stop playing
- Development
- Stress
- Temperament
- Off Schedule
- Frustrated

How can you prevent it from occurring?

- Give a warning
 - 10 minute warning, then 5 minute warning, then flick the lights and turn on music and *then* pick up toys
 - Set a timer / Visual timers / Visual Schedules
 - Do a positive countdown to cleanup time
- Make cleaning up fun
 - Sing a cleanup song
 - "oh my goodness - look at this mess"
 - Make into a game or competition
 - Act like superheroes
 - Use magic powers
 - "Let's see if you can pick up all the blue socks before I pick up the red ones!"
- Assure of when play can continue at a later time
- Talk about the next fun activity, like a mystery bag
- Make the expectation more clear such as providing visuals on the baskets to help show where each toy goes.
- Join them in cleaning up and do it together
- Provide encouragement and descriptive praise, "WOW! We are cleaning up together. What a team we all are! Now, we will get more time outside!"
- Offer choices
 - Want to clean up the "trucks" or the "Balls"?
 - Want to clean up the "Red" toys or "Green" toys?
 - Which area they clean that day and then switch the next day?
 - Would you like to clean up for 3 minutes or 4?
- Model and demonstrate what you want the child to do next
- Give clear direction, "Put the play-doh in the bin please."
- Be consistent and maintain a clean up routine
- Empathize with them and label their feelings
- Engage in communication
- Figure out their stressors/ triggers
- First - Then: "5 minutes to play, then clean up"

What can you do if the behavior still occurs?

- Offer to work together - "It looks like you are having a tough time cleaning up. Let's do it together and see how fast we can get it done!"
- Problem-solve together - Ask them how they think we should take care of the mess.
- Communicate with the child, letting them share their feelings and help them and provide feedback.
- Simplify directions
- Continue to praise and focus on those who are cleaning up
- Have them help a friend - I have already started using the term "Super Friend". Now everyone wants to be a "Super Friend"!
- Use clear communication to prompt the child
- "First clean up - Then snack!"
- "Train set goes away now. Snack time!"
- Include play
- Check in with co workers for advice on how they would handle it
- Logical consequences: Less outside time or playtime
- Make a connection to their favorite thing
- Get more adult support
- Use puppets
- Let them calm down in quiet safe place
- Take breaths
- "Choose - Choose" Method
- Take a picture and send to mom and dad on SeeSaw
- Designate spot for something they want to finish later
- "I like the way that..."
- Everyone picks up 3 things
- Limit amount of toys out



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Preventing Challenging Behaviors: Talking Back



What have you observed about this challenging behavior?

It seems to happen most often when during transitions, during peak social times and when they need to do something they don't want to do. More so in the afternoon time.

Why is the child doing this behavior?

- Tired, hungry, mad or sad
- Homesick
- Jealous
- Not interested
- Having a bad day
- Want to feel control over their choices, feeling powerless
- Frustrated
- Wants attention
- Tired of sharing toys and not having any alone time
- Stressed or anxious
- Too many changes
- Overwhelmed
- Observed this behavior from others
- Not sure how else to communicate
- Feeling misunderstood - wants to be heard
- Issues at home
- Out of routine
- Experienced trauma and/or high stress
- Lack of social, self-regulation, and communication skills to identify how they are feeling and what to do about it
- Wants to be independent
- Does not want to transition

How can you prevent it from occurring?

- Make sure we are giving a choice, when possible
- Note the time of day and situation that set it off to avoid or modify in the future
- Stick to routines and give warnings before transitions.
- Ask for their ideas and input.
- Get down on their level, talk to them and be more understanding.
- Show them respect and understand where they are coming from.
- Engage in conversations and play with the child, build that relationship before the challenge comes up
- Help them get their needs - Are they hungry, tired, sick, stressed, overwhelmed?
- Stay connected with the child
- Acknowledge that you hear what they are saying "I hear you say you want to play, you can play when we finish putting away 3 things."
- Give options "Do you want to put away the paints or the blocks first?" This will allow them some sense of control.
- Observe what is causing the talking back and what seems to trigger the behaviors. Work to see it coming to prevent or soften it "Do you need to take a break?" or "Hey, can you help me with..."
- Keep calm yourself, what is your tone? Are you modeling respectful behavior and assertive (not pushy) language?

What can you do if the behavior still occurs?

- Be calm and explain my job is there to teach and keep them safe
- Try to connect to the child
 - I hear you
 - I see you
 - Give one on one time
- Get down on their level and take deep breaths together
- validate their feelings and let them know it is okay they are feeling these emotions
- Help them to communicate how they are feeling
- Demonstrate the desired behavior and how they can speak up for themselves respectfully. You could say "It's hard for me to understand how to help when you talk to me like that, can you try telling me what you need with a kinder voice?"
- Do the "Rocket ship blast off count down" together
- Try to figure out what they are feeling when they are talking back. Give them their own space to calm down and tell them they need to speak kindly and are going to have some time to think about it. After a few minutes, go back and ask if they know why they are having their own space. Remind them we need to speak kindly even if they don't want to do something, they still need to be kind about it and we can work on getting them to join in.
- Prompt with "That sounds like a bulldozer... can you say it a more respectful way?" or other ways that help them learn what they can do in that moment.



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Preventing Challenging Behaviors: Running



What have you observed about this challenge?

Running can happen during transitions, when the child needs to move and has a lot of energy, when they have sat too long, or when they are playing or chasing a friend. If they are super excited, it might be more difficult to walk. Also, later in the day when they are tired or worn out seems to make it worse.

Why do you think they are doing this behavior?

- They have a lot of energy, need to move their bodies
- Have sat too long
- They are excited
- They are chasing another child
- Their friend is running
- They are bored and need a change of activity or scenery
- They are overstimulated by choices of what to play with and want to make sure they have enough time to play with their choices
- There is an open space
- Transitions
- Stressed
- Out of routine
- Tired
- They are pretending they are a super hero
- Attention
- They chase a child who has a toy they want
- They want to be first
- They are inside and want to get outside

How can you prevent this behavior from occurring?

- Use "When -then" statement - "When you stop running, then we can eat our snack."
- Change the classroom set up, avoiding big open spaces
- Make it fun to do something other than run - "First cleanup, then we can hop to the bathroom". "Do you want to walk like an ape to get your coat?"
- Praise them for doing things calmly - "Who can walk to go wash their hands?" "I love how you walked to your locker!"
- Provide ample opportunities during the day to move
- Pay attention and be aware when they are getting antsy or causing issues they need to move and prompt them about appropriate movement "You are feeling so wiggly! Can you wiggle your toes in your shoes?" "Feeling antsy? Let's twiddle our thumbs!"
- Ask yourself, "What skill is missing?" and teach that skill.
- Provide reminder that we use "walking feet".
- Help them get their wiggles out by playing physical games like red light - green light and tag.
- Praise the kids that are listening and walking
- Preschoolers - teach and explain the why
- Have fun with transitions:
 - Bunny hops to the washroom or stomp like an elephant
 - Use the magical Fairy talk about how it would be so fun to run like a magical unicorn through the room.
 - Place tape on the floor to make a hop/jump area
 - Offer to do a movement song, ask them, which one
 - Pull out animal movement cards
- Build the relationship with all classroom staff
- Practice go and stop outside of the moment
- 2 x 10 strategy - have a 2-minute daily conversation for 10 consecutive days with a specific student about non-academic topics, to build rapport, trust, and improve behavior, engagement, and connection, especially for at-risk students (to foster a positive connection that helps students feel seen and valued.)

What can you do if the behavior still occurs?

- Incorporate movement breaks
- Skill streaming / idea generating
 - I see you have a lot of big movements, let's....
 - Can you move like an elephant?
 - "Let's March!"
- Expectations / adapt in a meaningful way
- Tier 1 classroom response - environment and predictability
- Self reflection with an adult
- Script / auto response for consistency
- Every space has a break /regulation area in the classroom
- Take a break bag (mobile, use in specials)
- Let student "sit" in the struggle / process what is happening
- Follow up later, talking about what happened and giving ideas for what they could do next time they feel that way.
- Prompt them what "to do"
 - Tiptoe like a spider
 - Hop like a bunny
 - Crawl like a bear
 - Swim like a fish
 - Jump like a frog
 - Walk like a sloth
 - Choo Choo like a train



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What have you observed about the challenging behavior “Instigating?”

It is triggered during transitions, later in the morning, before lunch, or free play time. It tends to happen when energy is higher, they are stuck inside, stress is higher due to a change in routine or something different is happening. Also, if they are not interested in the activity or what is happening. It also happens when a child is not being included or is trying to engage another child in play or if they feel the need to dominate a situation or exert power over another child.



Why might they be instigating?

- Their basic needs are not met (attention, bored, hungry, or tired)
- The content is too hard for them
- High stress hormone so feel anxious, agitated, or whiney
 - Changes at home or at school
 - Being rushed
 - Caregiver is stressed
 - Over stimulated - too much going on
- Need to move and get energy out
- Thinks it is funny, makes it a game
- Development:
 - Need to feel like they are useful and important
 - Need power/control so seeking to control their environment
 - Strong drive to be first and win
- Temperament
 - Highly persistent - Keep working to get that toy
 - Highly active - Need to get things moving
 - Highly sensitive - May act out when feeling overwhelmed
- Lacking skills
 - Play: How to get others to play with you
 - Self-regulation: Manage strong impulses and be able to calm themselves
 - Emotional: Does not know how to use words or properly express their emotion (knowing what they feel and what they can do about it (frustration, distracted, lonely, isolated, ignored)

How can you prevent it from occurring?

- Figure out what is driving the instigating, identify what the child needs, and then address that need/feeling
- If they are bored
 - Shorten circle time or the learning activity
 - Provide a fidget during circle time
 - Add some new activities and/or rotate activities
 - Make the learning more active such as reading a book that includes movement
- Need attention
 - Give them a special job or activity just for them.
 - Spend one on one time together
 - Praise specific behavior, recognizing when they behave well
 - Talk to others about what you love about the child and where they succeeded
 - Give "important" jobs throughout the day so they feel valued and focused on being a helper
- Hungry
 - Offer a snack before too hungry
- Lack of knowledge
 - Differentiate the activity to meet all kids' need and meet them at their level
 - Give choices instead of having them answer a question
- Upset /Sad/Overwhelmed/Overstimulated / Stressed
 - Change the environment, moving to play in another room or another type activity
 - Teach to communicate their feelings and needs with a list or picture of feelings to help them express themselves
 - Label their feelings and problem solve what they can do.
- Hyper and/or feeling antsy
 - Shorten the amount of time expected to sit quietly and/or wait
 - Offer movement regularly and incorporate "shake breaks", especially when you observe they are feeling antsy
 - Get the "wiggles" out with a dance break or kids yoga
- Does not feel included
 - Do more group activities and help children learn how to play and enjoy playing together

What can you do if the behavior still occurs?

- Use a "First / Then" statement to direct to the task at hand
- Honor wishes in fantasy, "You would love to control everyone around you. wouldn't it be fun to have a magic wand that would get people to do what you want, when you want!?"
- Change activity, the scenery, or physical location when you notice an uptick in shenanigans or disruptive behaviors
- Connect with them and see how they are feeling
- Give clear boundaries with choices - "No kicking over other's towers... Instead, you can say, 'Can I play?'""
- Help them learn by labeling what they are doing and the impact it is having, "You poked him and now he looks sad."
- Assign circle spot
- Bigger movement and involvement at circle time.



Working with Challenging Behaviors: Tantrums



What have you observed about this challenging behavior?

Happens during transitions such as drop off, lunchtime, and moving in the hallways

Why do you think they are doing this behavior?

- Want attention
- Frustrated
- Hungry
- Tired - did not get enough sleep at home
- Don't want to do what is being asked
- Do not feel heard
- Feel isolated
- Unsure how to communicate emotions
- Do not have skills to cope
- Sensory issues
- Anxiety
- Overwhelmed
- Wants to be in control
- Bored
- Do not want to be interrupted in what they are doing
- Need a hug
- Not ready to transition
- Not getting enough physical affection
- Schedule / routine is off
- Stressed
- Trauma
- Needs not being met
- Development delays

How can you prevent this behavior from occurring?

- Get down on their level and meet them where they are at
- Have patience
- Move up snack time or nap time if needed
- Music during clean up time or transition
- Make them feel heard
- Model how to communicate emotions
- Provide warning of upcoming transitions
- Visual schedules
- Give them choices
- Keep words short and simple
- Connect and empathize with them
- If / Then
- Establish things for the specific child to do when they feel the behaviors starting: ex puzzle on a roll mat
- Quite space for them to decompress
- Provide a book
- A cot
- Transition songs
- Show pictures
- Include child in assisting in activity
- Use cues as a reminder
- Timer
- Bell

What can you do if the behavior still occurs?

- Emotion coach
 - "I hear you want to do something else. That feels frustrating when you have to do your homework first."
 - "I know you don't want to do your homework, playing with your toys sounds so much better right now, I get it, I know homework can be boring."
 - "Oh man, you don't want to do your homework. I get it. I had homework a lot, too. You just want to do anything else. I know!"
 - "You are frustrated with having to do more schoolwork. You been at school all day completing work and now you're sent home with more work when you just want to go outside and play. I know how frustrating that can be. I go to work all day and still have clients calling me"
- Wait it out and make sure they are safe
- Take a break with book in the reading cube
- Calm deep breaths
 - Blow out the candles
 - Blow up balloons
- Be calm and have empathy
- "I see that you are upset that the clean up bell rang and we need to clean up the toys. I want to play longer also. Let go over and decide what breathing we can do to help us."
- Broken record technique
- Hand over hand
- Logical consequences



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Working with Challenging Behaviors: Throwing Toys



What have you observed about this challenging behavior?

It occurs when it is time to transition from one activity to another, during cleanup time. When parents leave. When trying to engage with friends.

Why is the child Throwing Toys?

- Lack of communication
 - Does not have the language to express themselves
- Not getting what they want
- Hungry
- Lacks understanding of the consequences of actions.
- Expected NOT to share emotions in their culture so lash out instead (trying to be stoic or stash it away).
- Have seen it modeled
- Sick - not feeling well
- Seeking attention
- Child they are playing with does not pay attention to them
- Development - 2 y/old (no impulse control, exploring experimenting...)
- Stress
- Temperament - High intensity
- Lacking skills (self-regulation and the ability to calm oneself)
- Medical issue

What can you do to prevent it?

- Model with each other and puppets
- Explain rules and expectations before free play
- Include visuals
- Translate for the child - help them communicate
- Watch for cues of frustration and try to deescalate before child loses control
- Provide prompts of what TO DO. What can do when they are really upset
 - squeeze the oranges or break in the calm-down area
- Physical activity
 - Take the child on a lap run to get energy out
 - Walk around on circles outside
 - Play catch
 - Throw balls outside
 - Dance
- Reduce noise in the environment
 - "Rest and regroup" quiet times
- Connect and label their feelings!
- Sing a song
- Give them choices
- Read a book

What can you do if behavior still occurs?

- Talk to the child while to help them call down
- Talk child through behavior by identifying and validating feelings, supporting and offering solutions
- Talk to the child and give him or her a time to reflect on her actions
- "I see that you threw that toy, remember when we throw our toys it may hit a friend and it hurt them"
- Check in to see how they're feeling
- Redirect
- We do not throw these toys, we throw balls, would you like to throw basketballs outside?
- Try not to overreact, be positive about the good things



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