ONLINE CHALLENGING BEHAVIORS SERIES:

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

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

> "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. Tune into the child and center on teaching
3. Choose a caregiving style that promotes cooperation
4. Measure cause and effect to see if you are getting the results you intend
5. Use effective discipline power strategies that leave your relationship with the child intact

Caregiving Styles

Control & Demands

Authoritarian - "Brick Wall"
*High control/demand, low love
*Rigid, controlling

Results?
- Conflicted and irritable
- Unhappy
- Distrustful
- Unstable and insecure
- Rebellious or submissive

Democratic - "Backbone"
*High love, High support
*Flexible yet firm

Results?
- Self-reliant and responsible
- Achievement-oriented
- Problem-solver
- Respects self and others
- Secure

Neglectful
*Absent emotionally and physically

Results?
- Solitary
- Withdrawn
- Underachieving

Permissive - "Jellyfish"
*High love/support, low control
*Little rules or structure

Results?
- Impulsive and irresponsible
- Rebellious and manipulative
- Underachieving
- Little respect for authority
- Does not understand cause/effect

Love and Support

Caregiving Responses: A 4-year-old will not do the table activity:
- What would the adult caregiver say or do?
- What would be the possible results?

Permissive - "Jellyfish" | **Authoritarian - "Brick Wall"** | **Democratic - "Backbone"**

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Working with Challenging Behaviors: Redirect Challenging Behaviors when They Occur

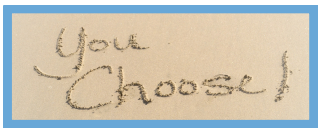
Effective Discipline

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

Choose the strategies the teach the child what you want them to learn

Effective Discipline Power Strategies!

1 Provide a prompt

*Physical *Verbal *Silent cue

- 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
- Use a first - then statement
- Describe
- Give information
- Say it with a word
- Silent cue
- Talk about your feelings

***Remember, less is more**

Other times you could use this strategy:

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"

"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."
"It is so difficult for you to leave that train set! And, that snack is going to taste very good."
"Train set goes away now. Snack is next."
"Train in the bin please."
"First put the train away... Then snack."

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Working with Challenging Behaviors: Addressing Persistent Negative Behaviors

Effective Discipline Power Strategies continued…

3 Offer assistance

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

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?" about what the other person wants. (Even ask ourselves "why" we want what we want!)

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

Strategy	Challenge
Provide a prompt	Refuses to stop playing saying, "Why can't I keep playing?!"
Broken record technique	Runs away from you when it is time to line up
Offer assistance	Screams, "I had it first!" and tries to take toy away
Present a choice	Says, "No, I don't want to wash hands for snack"
Find the "Yes" within the "No"	Talks back, saying, "I don't want to go inside!"

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

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