



Working with Challenging Behaviors Part 3

Powerful Techniques to Successfully Redirect Challenging Behaviors When They Occur

Course Objective: Identify positive guidance strategies to address children's challenging behaviors



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

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

- Use strategies that get the child to work with you and still leave you both feeling connected
- Choose a caregiving style that promotes cooperation



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



Effective Discipline will:

- Get the child *to do* what you want them to do.
- Get the child *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



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

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



Use Effective Discipline Strategies that Work!

- 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) |

Working with Challenging Behaviors: Addressing Persistent Negative Behaviors

Effective Discipline Power Strategies!

1 Provide a prompt (preschoolers)



When have you or could you use these?



Describe:



Give information:



Say it with a word:



Silent Cue:



Talk about your feelings:



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"

"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."



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



Other examples:

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? 



Main takeaway – Identify positive guidance strategies to address children's challenging behaviors