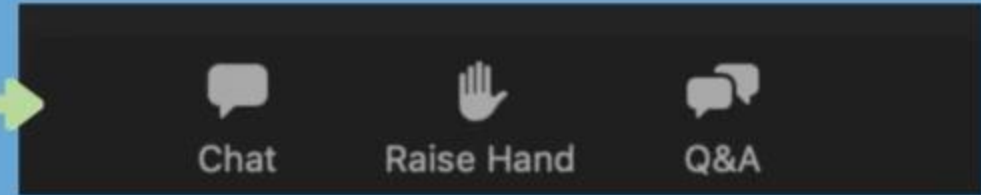
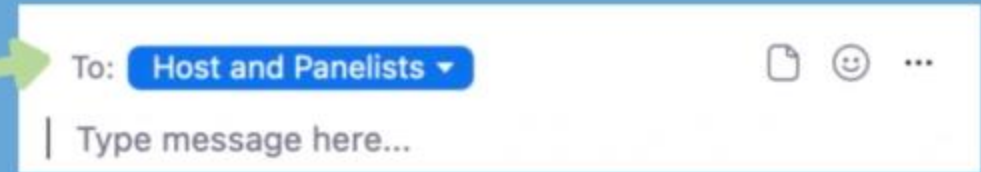


*Adjust Your Chat to "Everyone"

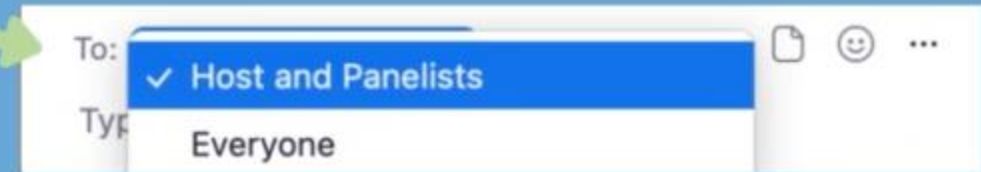
1) Open your "Chat Box"



2) Click the arrow next to "Host and Panelists"



3) Select "Everyone"





Working with Challenging Behaviors Part 1:
**Prevent Challenging Behaviors
by Diminishing the Fuel that is
Igniting the Fires**



DEVELOPED & PRESENTED BY
Raelene Ostberg, M.Ed



WITH ADMIN. SUPPORT FROM
Krista Van Den Bosch



Do you want a time out!?



Listen to me RIGHT NOW!

Don't you EVER do that again!

Worse behavior



More power struggles

Less learning

Another Way

Tuned in – Centered on teaching



Results:

- Felt connected
- Got to experience and learn from natural and logical consequences
- She felt power – she knew she was in control of her results
- So..... Less power struggles!

She Learned SKILLS and Behaved Better!















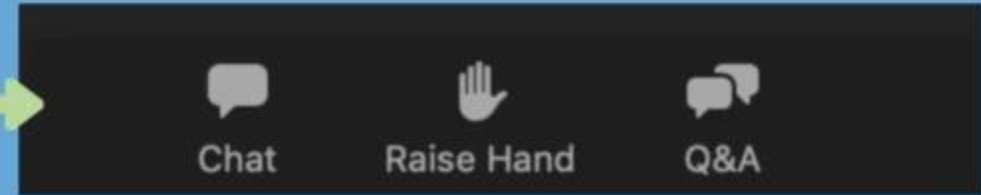




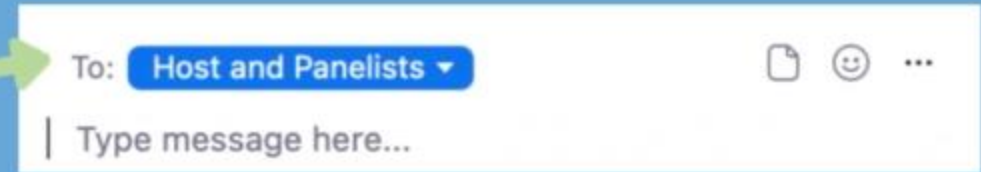


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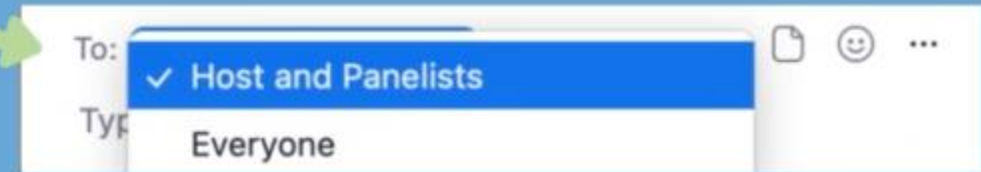
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Prevent Challenging Behaviors



- Your name
- Your main role
- What challenging behaviors do you currently experience? _____
- **POLL: What is the most persistent challenging behavior?**



Challenging Behavior Series

- Part 1: Preventing Challenging Behaviors by Diminishing the Fuel that is Igniting the Fires
- Part 2: Prevent challenges and Gain Gleeful Cooperation with Positive Communication Techniques that Work!
- Part 3: Powerful Techniques to Successfully Redirect Challenging Behaviors When They Occur
- Part 4: Helpful Positive Discipline Tools to Address Persistent Challenging Behaviors

CHALLENGING BEHAVIORS PART 1

3-HR SCHEDULE

Overview

Addressing the "Why"

Fuel → Strategies

Tools for Routines &

Transitions

Video Analysis

Pyramid Model

Worksheet

Conclusion

Survey

TIPS

- Turn off extra programs
- Follow along on the handout
- Break half way!
- Honor diversity and ensure equity and inclusion
- Take turns with me



OBJECTIVES

- Identify what is behind specific negative behaviors you experience in your early childhood environment
- Label techniques to prevent challenges from occurring



Remember, everyone in your classroom has a story that leads to misbehavior or defiance. Nine times out of 10, the story behind the behavior won't make you angry. It will break your heart.

~ Annette Breaux ~







#1 Way to Work with Challenging Behaviors?



**Prevent the challenge from occurring!*



Become an Early Childhood Scientist



- Consider and document when it occurs, how often, and other details that help you gain insight into the issue

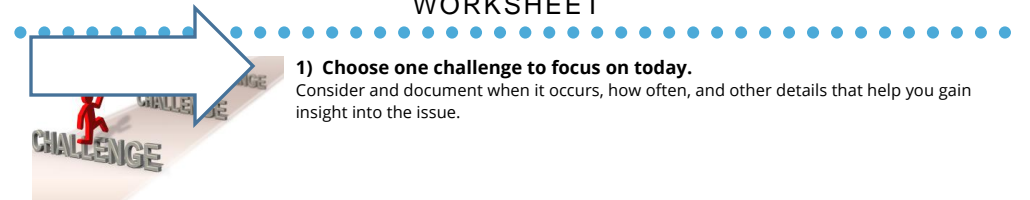
Working with Challenging Behaviors



- What have you already observed about this behavior?

Working with Challenging Behaviors

WORKSHEET



1) Choose one challenge to focus on today.

Consider and document when it occurs, how often, and other details that help you gain insight into the issue.

2) Why might the child be doing this behavior?



Observe if you are getting the results you intend



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



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Developed & Presented by Raelene Ostberg, M.Ed. - Expert Trainer and Director, Thriving Together LLC

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The Pyramid Model

Evidence-based strategies that promote social-emotional competence



Johnny comes
to circle.



Address the “Why” Behind the Behavior



Why won't Johnny come to circle?

Why address the why?!



- Decreases frustration
- Increases empathy
- Promotes connection
- Reduces challenging behaviors
- Helps you choose the strategy that will work!

Prevent Circle-Time Challenges

Identify the “Fuel”



Hungry



Tired



Needs to move



Uninterested



Feeling sick



Seeking attention



Experiencing stress



Put out the Fire



Provide comfort



Have child sit close you



Give a job such as hold the book



Provide a snack



Incorporate physical activity



Encourage a rest break



Show something novel



Working with Challenging Behaviors



- Why might the child be doing this behavior?

Working with Challenging Behaviors

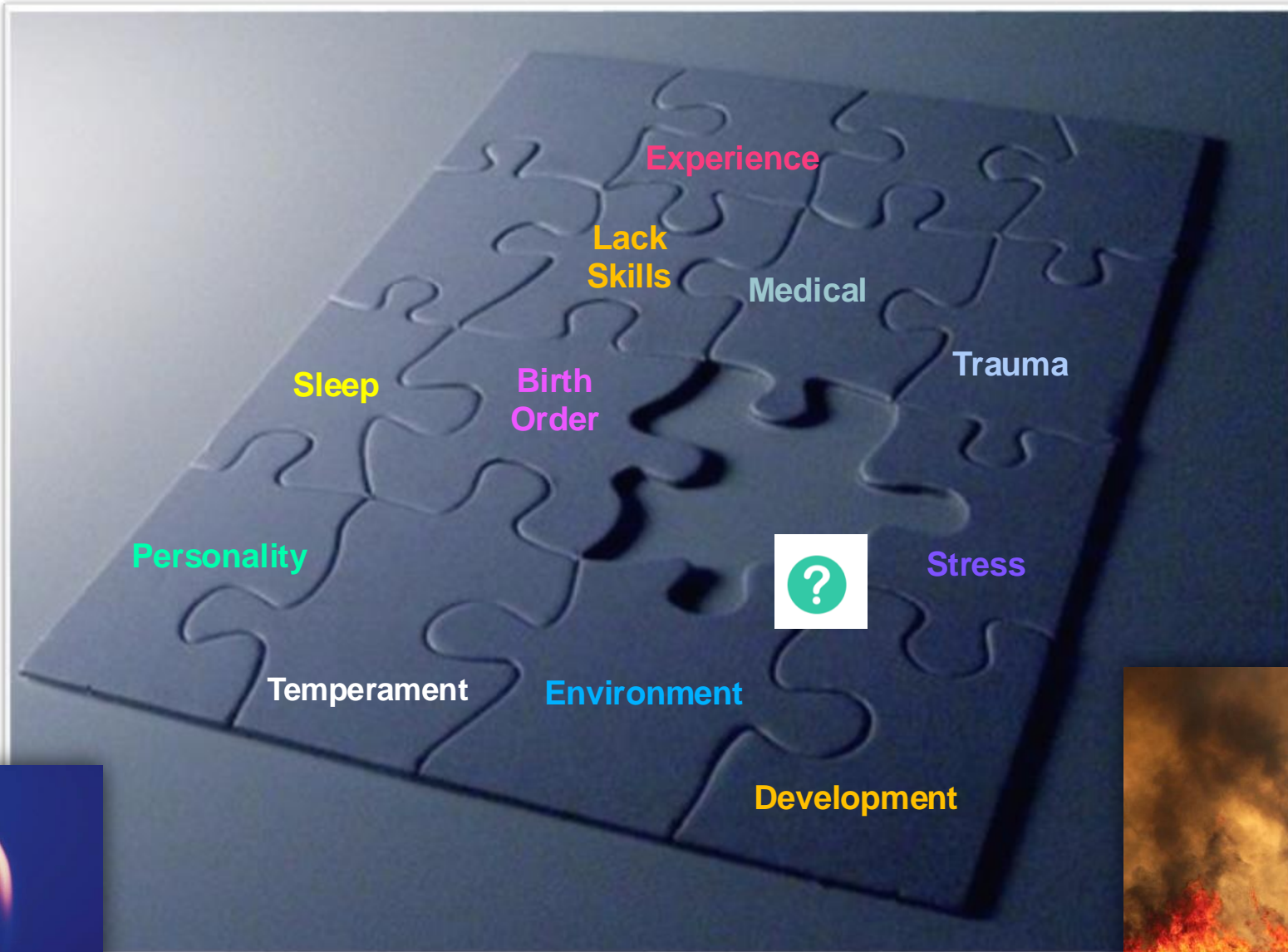
WORKSHEET



1) Choose one challenge to focus on today.

Consider and document when it occurs, how often, and other details that help you gain insight into the issue.

2) Why might the child be doing this behavior?





Medical



- Check intensity, duration, frequency of issue



Examples: teething, ADHD, anxiety, language delays, allergies, dietary concerns



Seek Help When Challenges Persist



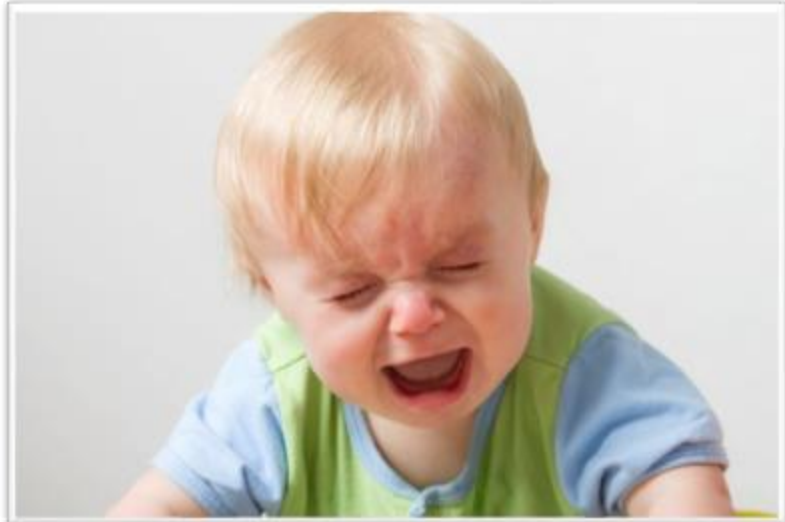
- Well-child checks
- Nutritionist visit
- School District (Early childhood screening)



Sleep

- On a scale of 1-10, how well rested are you today?
- How can you tell? How does being tired impact your behavior?
- How does being tired impact your ability to work with challenging behavior? Work with others?





Estimated 43% of children experience some type of sleep difficulty (86% of children with developmental delays)

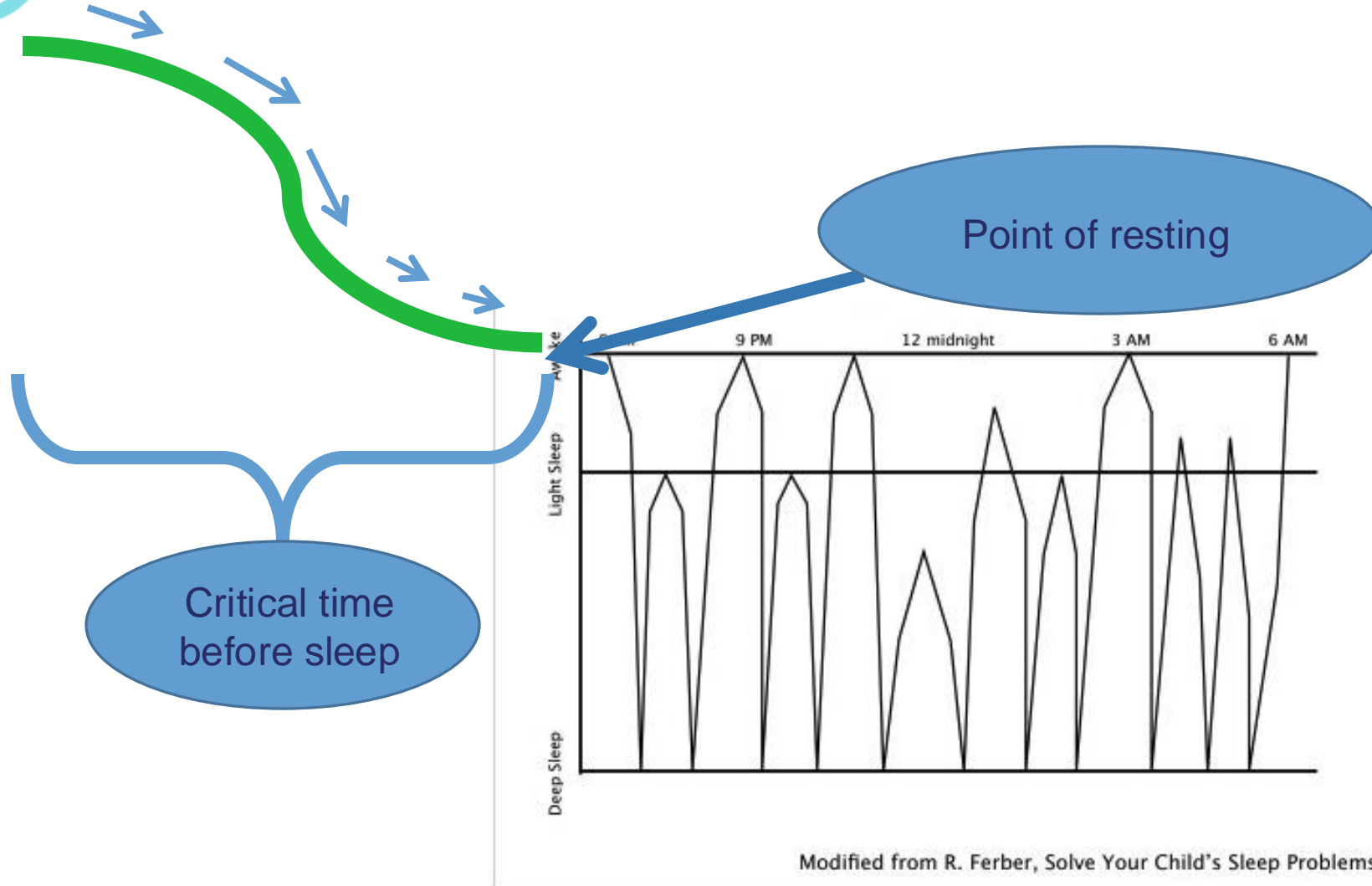


Monitor Cues





Help “Notch Down” to Resting



Today, there were many strategies used. First, to get him to lay on his cot, **we told him that he would get his blanket once he laid down on his cot.** It was a struggle for a couple minutes, but eventually he laid down quietly and waited. **We gave him his blanket and then rubbed his back for a little bit.** He seemed to be calm so we walked away to help other children. Then, he wasn't ready to sleep so he was up on his cot jumping and making faces. **I came over to him to ask if he wanted his back rubbed again and he said no.** I then tried **explaining to him that it is not play time anymore, it is nap time and other friends need to rest their bodies. I told him that he could have a quiet book or toy if he could close his eyes and rest his body for 5 min.** He needed a few reminders over the next half hour or so to lay down and close his eyes. **I told him that if he is talking or up off his cot his 5 minutes would start over.** Once he calmed his body and laid down, closed his eyes. He was asleep within 3 minutes.

*What does child need to learn? Which strategy worked?



Set Up the Environment

- Dim lights
- Play quiet music
- Reduce activity
- Comfortable temperature
- Quiet activities



- NO media, physical activity, trips out, rushing



Temperament. Wired from birth



Have you had a child who...



- Won't join in right away (slow-to-warm)
- Sensitive to temperature, clothing, sound, light (high sensitivity)
- Very active and has trouble sitting still (High activity)
- Feels emotions stronger and louder than other children (high intensity)
- *Very persistent* even in the face of a challenge (high persistence)
- Easily distracted (high distractibility)



Individualize Care



Individual Reflection

What is your takeaway from this section? What can you do to prevent challenging behaviors?





Typical Development

- Developmentally-appropriate behavior can lead to specific power struggles
- Consider the type of behavior or issue and the age/stage of the child
- Difficulty can begin when children enter a new developmental stage or slip back due to stress
- Learning about normal development can help you have realistic expectations of children and avoid challenges





Piaget's Stages of Development



Erik Erikson's Stages of Development

Initiative (3-5 Years)

- A desire to take initiative and control of environment
- A sense of purpose
- Initiate tasks and carry out plans (versus feeling guilty about efforts to be independent)
 - Sense of charting ones own path

Industry (6-12 Years)

- Pleasure in applying oneself, learning new skills, and achieving things (versus feeling inferior)
 - Sense of competence
 - Sense of feeling useful

Handout Review

TYPICAL CHALLENGES AND THEIR LINK TO DEVELOPMENT

6-12 Months-Old



Starting to learn about object permanence - Can objects exist when I cannot see them?

- Separation anxiety – If toddler cannot see you, believes you have gone away
- Does not have concept of time so does not know when others will be back
- Cries and protests even when adult is just in the other room

Developing an awareness of self

- Shows more likes and dislikes
- May resist something they do not want to do
- Starts to fight diaper changes



One-Years-Old



Driven "to do"

- Into everything
- Always busy and has trouble sitting still
- Fights being confined or strapped in

"Little scientists" who must explore the world and test cause and effect

- Drops food on the floor
- Dumps things out and puts things in
- Pokes and prods others
- Repeats behaviors that get a strong reaction

Short attention span

- Switches frequently from one thing to another
- Demands things right now
- Resists sitting for long periods

Feels huge emotions but lacks understanding and experience to express "appropriately"

- Falls apart emotionally over little things
- Pushes, hits, bites, cries, or screams to communicate
- Throws things when frustrated or angry

Two-Years-Old



Curious and Impulsive

- Drive or impulse to do something is much stronger than the ability or desire to listen
- May run into the street or sneak out of bedroom at night
- Will not start or stop from doing something just because it's dangerous or someone else wants them to

Advancing awareness of self as separate from caregiver

- Strongly resists directions by others
- Insists on own way (often contrary to an adult's suggestion)
- May demand to be held one minute and then "do it myself!" or "Me do it!" the next

Physical development increased to new level of strength & balance

- Seeks physical outlets and challenges such as getting on table/counter or jumping off the couch

3-5 Years-Old



Internal Sense of Initiative and Industry

- According to Erik Erikson's theory on development, this age group is focusing on building initiative" (3-5 years) or "industry" (5-8 years). So, they have a strong desire to take initiative and control of their environment and, by 6, start to derive pleasure from learning and achieving things. If they do not get a chance to do this, they may feel guilt or feel inferior to others.

- May experience intense embarrassment and fear
- Have a strong need to control their pace, environment, and world
- Learning what they can control and what others control
- Remember the past and are starting to anticipate the future
- Have increased imagination and "magical thinking"
- Start to understand adults do not know everything
- Experience a strong need to be "right"
- Fluctuate between feeling powerful and insecure
- Driven to learn and search for answers
- Strong drive to be first and win
- Think in "concrete" terms



- May avoid doing something that may result in an undesired outcome
- Dawdles (especially when rushed)
- Prone to argue
- May resist a routine or your plan
- Sneak things or "tells stories"
- Challenge rules and expectations
- Boss others around and try to control play
- Ask endless questions such as "What?" and "Why?"
- May resist change and insist things remain the same
- May be boastful

What might prevent these developmental-inspired challenging behaviors from occurring?



Challenging Behavior Brainstorm

What could you do to prevent these age-appropriate challenges from occurring?

Typical Development

- They are in a state of development and working on "initiative"(3-5 years) or "industry" (5-8 years)
- Developmentally-appropriate behavior can lead to specific power struggles
- Consider the type of behavior or issue and the age/stage of the child.
- Difficulty can begin when children enter a new developmental stage or slip back due to stress.
- Learning about normal development can help you have realistic expectations of children and avoid challenges.



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Age-Appropriate Behavior



- May avoid doing something that may result in an undesired outcome
- Dawdles (especially when rushed)
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- Ask endless questions such as "What?" and "Why?"
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- May be boastful



Learn about Typical Development and Adjust

- Match your expectations are realistic for the age and stage of the child



Avoid Unnecessary Restriction



Why "Show me 5"?





**MAKE
IT FUN!**



Utilize the Child's Skills



- “It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings.”

— [Ann Landers](#)









Large Group Reflection



- Have you “utilized” older children in your care and given increased responsibility?
- What has been the result?

Strategy

Intent

Result

Provide Novel and Interesting Experiences





Stress



***As stress hormones increase, so do challenging behaviors**





Consider What is Happening with Family or in Child's World

- Could do, now cannot; would do, now won't
- Stress may be subtle or apparent
- Stress impacts our brain and functioning

*Recognizing stress can help adults understand the real issue and respond in sensitive and caring ways.



Trauma



Three Types of ACEs

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

Source: Centers for Disease Control and Prevention

Credit: Robert Wood Johnson Foundation

Prevalence of Trauma

- Roughly 26 percent of children in the United States witness or experience a trauma before the age of 4 (Briggs-Gowan et al. 2010).
- More than half of all victims (63.8 percent) were between birth and 8 years old.
- More than one quarter (27.7 percent) were younger than 3 years old, 18.6 percent were between the ages of 3 and 5, and another 17.5 percent were between the ages of 6 and 8.

<https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>

Contemporary trauma research demonstrates that all types of trauma can undermine children's abilities to

- Learn
- Create healthy attachments
- Form supportive relationships
- **Follow classroom expectations**

(NCTSN 2008)

<https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>

Joshua, a 3-year-old in Mrs. Adams's classroom, has been anxious since the first day of preschool and continues to show anxious behaviors two months later. Joshua's challenging behaviors seem to heighten at morning drop-off, during transitions and changes in the classroom schedule, and during free play throughout the day. Mrs. Adams has observed that Joshua is often inconsolable and noncompliant: he screams, stands by the door, complains of stomachaches, and repeatedly asks when his mother will return.

In the past, Mrs. Adams has had children in her classroom who showed some sadness when their families dropped them off, but for most of those children, the sadness decreased over time. She is concerned that Joshua's behaviors have not improved with experience and time in the program. Mrs. Adams is looking for effective techniques and strategies that will reduce Joshua's anxiety—particularly techniques that are easily incorporated into the classroom routine.

For preschool-age children, evidence of anxiousness in the classroom includes general distress, clinginess, excessive worry, separation fears, somatic complaints, sleep difficulties, and repetitive and perfectionistic behaviors (Mian et al. 2012).





AVOID Chaos and “Unevenness” of Emotional Tone





Give Limited Choices

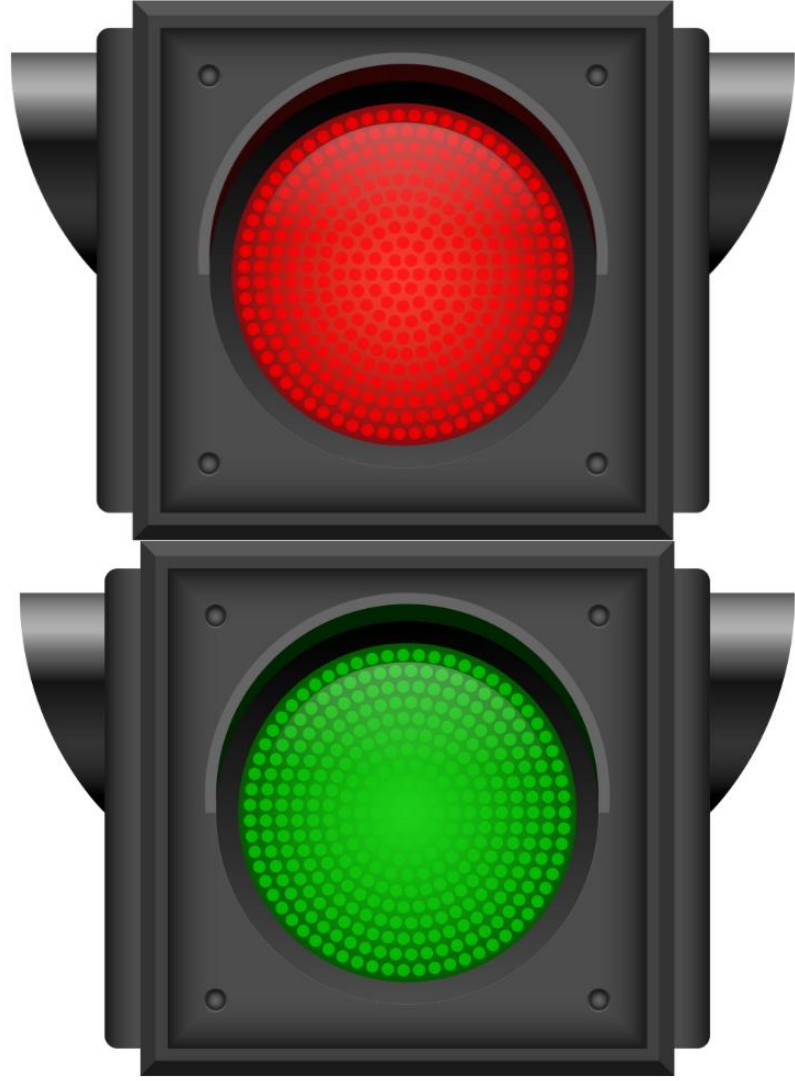


- Minimize “FREE” play: Give a limited number of choices of what to play with (2-3 preferred toys)
- Only have a limited number out to begin with

The Plan



1. Share idea about yellow light
2. How you can use it with children 3-8 years
3. View and analyze videos
 - What is adult trying?
 - What is the result?
4. Share resources
5. Then, we will be done!





Give the Child a “Yellow Light”



- “Prep” the child for what is coming next
 - Use verbal cues
 - Use visual cues
 - Timer
 - Blink lights
 - Ring bell
 - Pictures
 - Visual Schedules

"I just wanted to write quick to let you know how much I enjoyed your class last night. I am 3 hours into my work day this morning and I can't believe how much I have been paying attention to the temperament of the children! As an example, I have a little toddler who started on Monday. I have been putting him first in his seat for meals and snack. He cries each time when I make this transition. This morning, I have been telling him what we are doing ahead of time and then I have been putting the other kids in their seats first. He very observantly watches me to see what I am doing. I then say, it is your turn now and he comes right over to his seat with no crying! It worked twice today and I'm thinking it will go well for lunch and afternoon snack, too!"

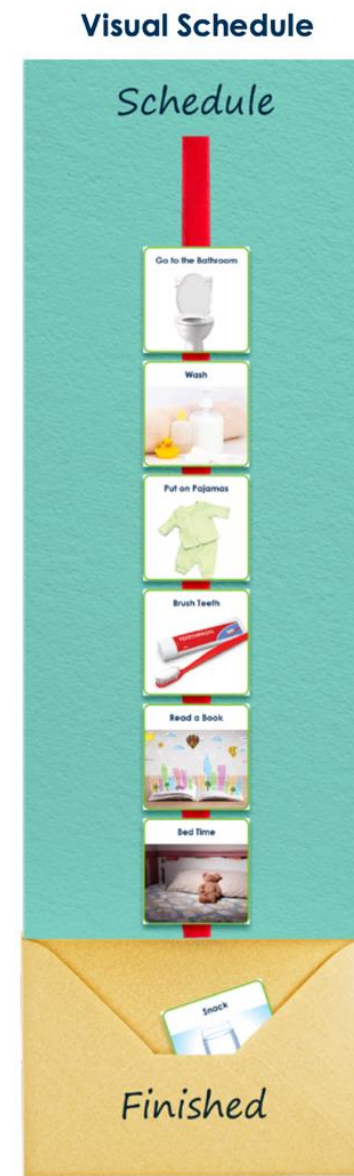
Thanks again,
Diane



Provide Dependable Routines

- Set a pattern to the day
- Include the child's wants and needs
- Make it visual

Visual Supports for Routines, Schedules, and Transitions



https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf

Schedule



Visual Supports for Routines, Schedules, and Transitions

Introduction

Visual supports can help children learn new skills and prevent challenging behavior. Visuals help young children learn and follow routines by helping them understand what is happening “now” and what is going to happen “next.” Visuals serve as reminders for verbal directions and help children know exactly what is expected of them.

Use the following visual cue cards and templates to develop visual supports that work for your child and family!



Visual Schedule

Schedule





Visual Supports for Routines, Schedules, and Transitions

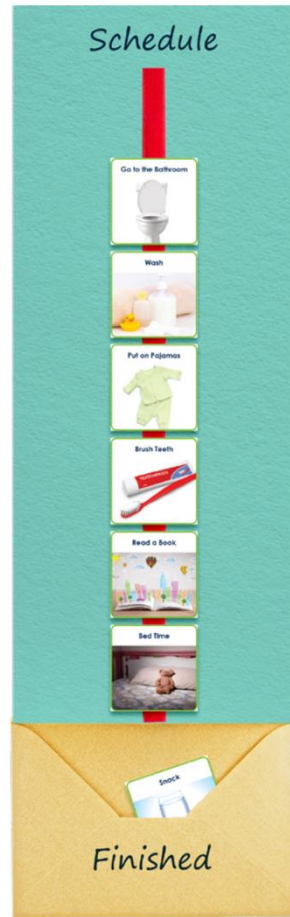
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Visual Schedule



Visual Supports for Routines, Schedules, and Transitions





- ✓ Less stress
- ✓ More learning
- ✓ Helps child maintain a sense of power and control

- ✓ Child gains self-regulation skills!
- ✓ Behaves better!

**Everyone
WINS!**

Video Analysis: Which techniques does the adult use? What is the result?

- 5 More minutes! - <https://vimeo.com/216029651>

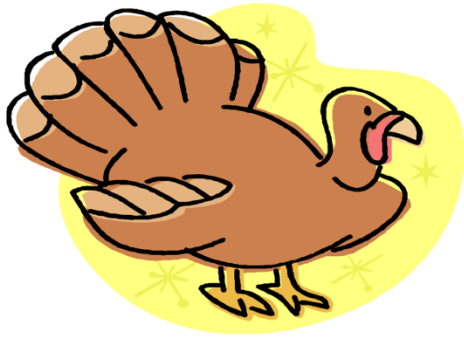




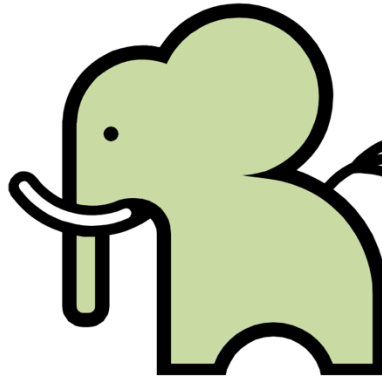




Transitions Resources



Gobbling Turkey



Big Elephant



Riding a Horse



Buzzing Bee

• Make it fun!

<http://nvtacsei.com/wp-content/uploads/2012/09/Engaging-Transition-Strategies.pdf>

Transitions Visual Cards

line up



sit on carpet



wash hands



sit at table



brush teeth



go to bathroom



<http://nvtacsei.com/wp-content/uploads/2012/09/Engaging-Transition-Strategies.pdf>

Positive Behavior Intervention Supports Working with Challenging Behaviors



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Developed & Presented by Raelene Ostberg, M.Ed. - Expert Trainer and Director, Thriving Together LLC

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🌐 Thriving-Together.com

Prevent Challenging Behaviors

What is one technique you can use to prevent challenges from occurring in your early childhood setting?



Research suggests that just one caring, safe relationship early in life gives any child a much better shot at growing up healthy.



Comments?
Questions?

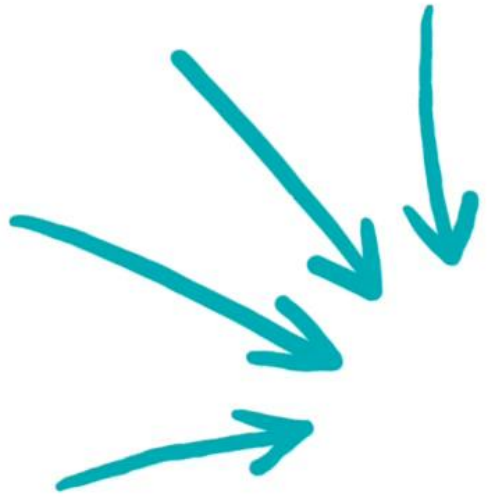
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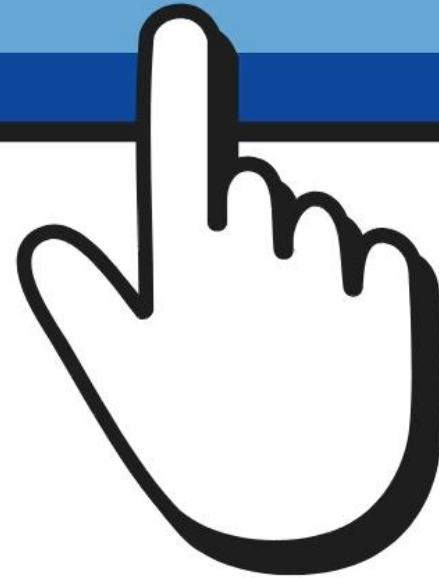
Next Steps

- ☑ “Friend” Raelene Ostberg on Facebook
- ☑ Join “The Challenging Behavior Support Network” on Facebook!
- ☑ Videos with tips and tools
- ☑ Resources and





TAKE SURVEY





New York's Quality
Rating & Improvement
System

Thank you!
We truly can do
more together!

thriving
together LLC
We Got This!

