



Working with Challenging Behaviors Part 1 Diminishing the Fuel that is Igniting the Fires



Course Objective: Identify a positive guidance strategy to prevent challenging behaviors from occurring

When working through challenges...

- ✓ Be an early childhood scientist and observe, what did you try? What was the result?
- ✓ Continue to evaluate, did you get the results you intended? If not, adjust.
- ✓ Make it less likely the fire will start by making the environment unfriendly to fire
- ✓ Figure out and address the "Why" behind the behavior



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



Medical Issues: Check intensity, duration, frequency of issue

- ✓ • Seek help when challenges persist
 - "Well child" checks
 - Nutritionist visit
 - School District (Early Childhood Screening)



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

- ✓ • Monitor cues
- Help child "notch down" to resting (no media, physical activity, trips out, rushing right before)
- Set up the environment
 - *Dim lights *Play quiet music *Reduce activity *Comfortable temperature *Quiet activities



Temperament: One piece of the puzzle – Simply the way the child is wired to respond to the world.

- ✓ Won't join in right away? ✓ Is sensitive to temperature, clothing, sound, light?
- ✓ Is very active and has trouble sitting still? ✓ Feels emotions very strongly and loudly?
- ✓ Has a serious mood? ✓ Is very persistent even in the face of a challenge? ✓ Is easily distracted?

- ✓ • Individualize care

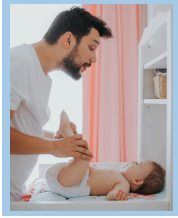


Working with Challenging Behaviors Part 1: Diminishing the Fuel that is Igniting the Fires



Typical Development: There are typical challenging behaviors that are linked to a child's development

6-12 Months

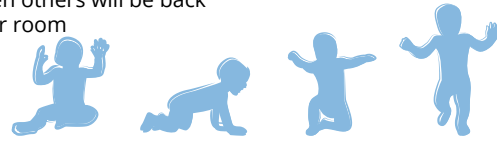


Starting to learn about object permanence - Can objects exist when I cannot see them?

- 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-Year



Driven "to do"

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

"Little scientists" who must explore and test

- 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

3-8 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
- Has 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 could you do to prevent these age-appropriate challenges from occurring?

Prevent challenges that are linked to development:

- ✓ Match your expectations to the age and stage of the child
- ✓ Avoid unnecessary restriction
- ✓ Utilize the child's skills!
- ✓ Provide novel and interesting experiences
 - Make it interesting (use puppets, rotate bins of toys, keep a special bin for "those times")
 - Make it fun (be musical, add variety, add gestures)



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



Stress:

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



Consider what has been happening with family or in child's world



Trauma:



Avoid "unevenness of emotional tone"



Lower stress during transitions

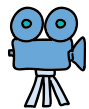


- Provide a "yellow light"
- Use verbal cues
- Use visual cues (Timer, blink lights, ring bell)



Provide dependable routines

- Set a pattern to the day
- Include something the child wants and needs
- Build in times when the child can be in control of his schedule
- Make it visual



Which techniques does the adult use to prevent or address challenging behaviors?



Preventing Challenging Behaviors Part 1: Pyramid Model Worksheet

Main Challenge:

What have you observed about this behavior?

Why is the child doing this behavior?

How can you prevent the behavior from occurring?



What is a positive guidance strategy you will use to prevent children's challenging behaviors?



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

