

Understanding & Managing Challenging Behaviors in Young Children

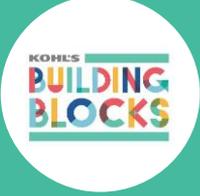
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Agenda

1. Overview of Penfield Children's Center & the Kohl's Building Blocks Program.
2. Address common challenging behaviors.
3. Discuss age appropriate behavior management strategies for addressing challenging behaviors.
4. Review strategies that could help prevent challenging behaviors.





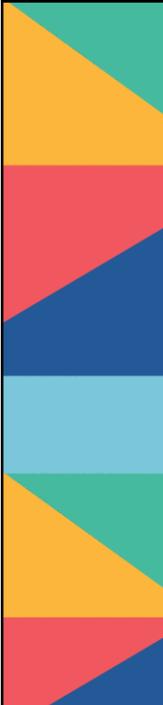
Penfield Children's Center

1. Birth to Three Agency
2. Special Care Nursery
3. Early Education & Care
4. Behavior Clinic
5. Outpatient Therapy
6. Family Services
7. Kohl's Building Blocks Program
8. Penfield Montessori Academy

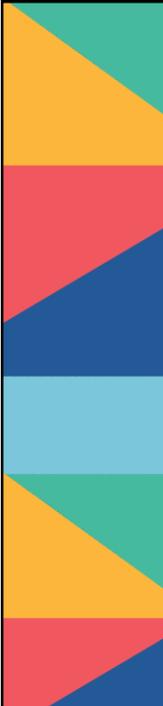


Understanding & Managing Challenging Behaviors in Young Children





- What is the challenging behavior(s)?
- When this behavior happens, what are you thinking?
- When this behavior happens, how does it make you feel?
- How do you respond to the behavior?
- What does the child learn from your response?



Understanding Child Development

- Children develop gradually, don't rush it.
- Each child's development is different-don't compare one child to another.
- Every child has strengths.
- Before you react: Stop, think and ask yourself if your expectations are fair.



Emotional/Behavioral Milestones

Birth - 12 months	<ul style="list-style-type: none"> • biting, mouthing, grabbing, shaking and dropping, swatting, and seeing what happens as a result • Starts showing separation anxiety (8-12 months) • Shouts for attention
12 - 18 months	<ul style="list-style-type: none"> • Teases and tests parental limits
1 - 2 years	<ul style="list-style-type: none"> • May become angry if activities are interrupted • May hit, fight or bite over a toy • Shows anger through aggressive behavior • Deliberately throws/drops toys & watches them fall
2 - 3 years	<ul style="list-style-type: none"> • Show more independence & more defiant behavior • Temper tantrums may become more intense & happen with little cause



Emotional/Behavioral Milestones

3 - 4 years	<ul style="list-style-type: none"> • Strong willed, refuses to obey • Inconsistent in behaviors • Genital exploration
4 - 5 years	<ul style="list-style-type: none"> • Bosses & criticizes; exaggerates & boasts • Extremes in behaviors (loves a lot, hates a lot) • May lie & use profanity • May start to exclude others or pick on others for differences (bullying)
5 - 6 years	<ul style="list-style-type: none"> • Quarrels between peers are frequent; short lived, forgotten easily • Express emotions freely & openly • Jealousy among classmates is common



Emotional/Behavioral Milestones

6 – 8 years

- Show more independence from parents and family.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.

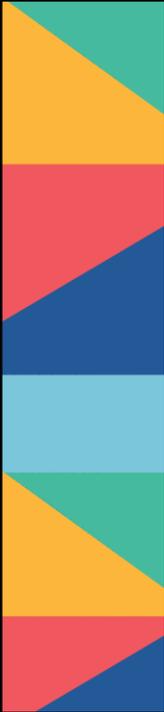


Emotional/Behavioral Milestones

9-11years

- Start to form stronger, more complex friendships and peer relationships.
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches.
- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.





Why do children misbehave?

- Attention
- Power/Control
- Express a feeling
- Stimulation/Fun
- Avoid an activity
- Get something they want



Why do children misbehave?

- Behavior & Trauma
 - Kids with trauma often present with behavioral symptoms.
 - Need unconditional acceptance, predictable routines, and consistent consequences.



REFRAME THE BEHAVIOUR
 "KIDS DO WELL IF THEY CAN"
 ~ROSS GREENE

WON'T → **CAN'T**

ADULT'S MINDSET

- JUDGMENTAL
- WILLFUL
- DEFIANT

VIEW OF CHILD

- CURIOUS
- TOO MANY STRESSORS
- SKILLS DEFICITS

THOUGHTS

- "HE'S LAZY SHE JUST WANTS ATTENTION... RUDE!"
- "WHAT'S GETTING IN THEIR WAY? HOW CAN I HELP?"

RESPONSE

- REWARDS & PUNISHMENTS
- FIND & REMOVE BARRIERS

CHILD'S EXPERIENCE

- FRUSTRATION
- GUILT/SHAME
- SUPPORTED
- STRENGTHENED

"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
 ~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... Finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

KOHL'S BUILDING BLOCKS
 PENFIELD CHILDREN'S CENTER

Proposed Function	A different look
Attention seeking	<i>Why isn't he getting attention in the way most of his peers do?</i>
Avoiding	<i>Many of us avoid when we are uncomfortable---why is she uncomfortable?</i>
Control	<i>Why can't they get their wants and needs met without conflict?</i>
Trauma	<i>What's the underlying need?</i>
Unmotivated	<i>Doing well is preferable—so what's getting in the way?</i>

KOHL'S BUILDING BLOCKS
 PENFIELD CHILDREN'S CENTER

How do children learn better?

- Teacher has gentle voice
- You felt you had “time” to do it
- Teacher was calm
- Teacher was in good mood
- Teacher thought it was fun
- If you made a mistake it was okay.
- Teacher smiled.
- Teacher stated publicly that you were doing very well.
- Teacher yells.
- You felt very rushed.
- Teacher was frantic
- Teacher was angry/tense.
- Thought it was very serious.
- If you made a mistake you were punished.
- Frowned.
- Teacher talked about how stupid you were.



Creating an environment that promotes success

- Create structure and routines
- Maintain high, but reasonable expectations.
- Be clear about rules and limits
- Give clear and appropriate consequences



Be part of the change - tools for success

- Build relationships
- Praise children often.
- Stop and think – be a good role model
- Create a calming space
- Start each day fresh and use a daily check-in.



STAR

Stop

- When a child is misbehaving, the first thing the parent should do is **STOP** and not do anything.

Think

- Parents need to slow down to consider their thoughts and feelings.

Ask

- Parents need to ask if their expectations are appropriate.

Respond

- Parents use effective strategies to respond thoughtfully rather than react emotionally.



How to Respond to Challenging Behaviors

Anger/Aggression

- Follow through with a consequence every time aggression occurs.
- Consequences need to be immediate for this age group or they lose value.
- Use natural consequences.
- Consider other interventions before calling parents or sending the child home.



How to Respond to Challenging Behaviors

Attention Seeking Behaviors

- Ignore whenever it is not disruptive to the classroom.
- Use immediate consequence with behaviors that break classroom rules.
- No arguing or negotiating. Have clear expectations.
- Talk one-on-one with the child. Let them know that you are aware of his behavior and the consequences if it continues.
- Move child in close proximity to the teacher for monitoring.
- Redirect by assigning a task so child can gain useful attention.



How to Respond to Challenging Behaviors

Tantrums

- Make sure he is safe.
- Tell him once you are not going listen to his tantrum.
- Ignore him.
- When he is calm, immediately re-engage him in an activity.
 - If he is old enough you can talk to him about what happened, how he was feeling and what he could do differently next time.



How to Respond to Challenging Behaviors

Hyperactivity/Distracted

- Have parameters for your accommodations.
 - Allow to stand at seat if necessary.
- Use verbal or visual cues to regroup.
- Utilize frequent check-ins to help child learn to monitor his own symptoms.
- Reminders about keeping hands to self and staying in personal space bubble.
- Use natural consequences.
- Teach & model social skills, praise/reinforce when you see a child using positive play skills.



How to Respond to Challenging Behaviors

Power/Control

- Redirect to positive power by asking for help.
- Offer limited choices.
- Don't fight and don't give in.
- Let routines be the boss.



Behavior Management Strategies

Redirection

- Very effective with children age 2 years and younger.
- Distract child and move the child on to something else.

Ignoring

- Most effective for attention seeking behavior (e.g., whining).
- Tell the child what you are ignoring (I'm ignoring you for whining).
- Tell the child what you want (Use your talking voice).
- When behavior stops, redirect and praise the child.



Behavior Management Strategies

Natural / Logical consequences

- Use when ignoring cannot be used (writing on walls).
- Match consequence to behavior.
- Use a firm, direct approach.

Quiet time

- Use for more serious behaviors (hitting, destructive behavior, major temper tantrums).
- Need safe location and timer.
- It is important to stay calm.



Positive Time-Out

- Is respectful
- Teaches children the value of calming down so hurtful words and actions are avoided and solutions can be reached together.
- Teaches positive human relationship tools.





Positive Time-Out

- Discuss the purpose of time-out.
- Have child pick time-out spot.
- Establish rules for the use of positive time-out.
- Taking a time out can also take place anywhere.



Improving Compliance

- Prepare children by communicating what comes next.
- Do not use bribes or threats to get them to comply.
- With young children, give no more than a two-step direction.
- Point out kids that are doing well.
- Avoid giving attention to negative behaviors
- Follow through with gentle hand-over-hand for kids that need more instruction.



Improving Compliance

No Yelling!

- Creates a negative communication cycle.
- Can trigger an emotional or behavioral reaction in children with a history of trauma.
- Use clear instructions and consistent consequences for noncompliance.



When to seek help

When the behaviors is:

- Interfering in his ability to interact with others in a positive way.
- Interfering in his ability to explore and learn.
- You avoid having him play with other children or taking him to other activities because of his behavior.
- Appear fearless or reckless.
- Craving high-intensity stimuli.
- Engages in unprovoked aggressive behaviors.
- Shows preoccupation with aggressive themes in pretend play.
- Begins acting aggressively following a traumatic experience or major life change.



Things to remember

- Parents and caregivers must have good emotional control and fair expectations for behavior management strategies to be effective.
- Children need lots of positive attention and praise for behavior management strategies to work.
- Consistency is **VERY** important.
- Remember behavior management means teaching a child to understand limits and self control.

*“We cannot solve our problems with the same thinking that created them.”
-Albert Einstein*

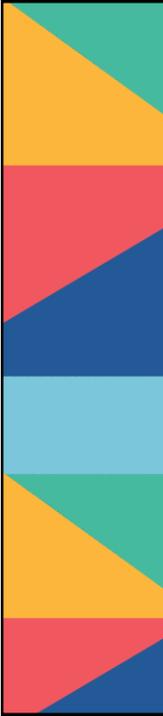


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Questions?



References

- Penfield Children's Center Behavior Clinic
- Lives in the Balance: livesinthebalance.org
- "How to talk to parents about their misbehaving child" – Smart Classroom Management (<https://www.smartclassroommanagement.com/2011/06/04/how-to-talk-to-parents-about-their-misbehaving-child>)





For more information, please visit our websites:

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