

Promoting Healthy Social Behaviors: Addressing Behaviors that Challenge



Native American Child and Family Conference

March 19, 2024

Part 1 1:00-2:30



Introductions

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- Region XI AIAN
- Early Childhood Specialist



Session Objectives

- Examine characteristics of developmentally appropriate practices for infant, toddlers and preschoolers.
- Have a better understanding of the importance of relationships as it pertains to behavior management.
- Explain the importance of children's behavior as communication
- Discuss strategies for creating environments where children can be successful.



Characteristics of DAP for Infants, Toddlers and Preschoolers

Definition of DAP

Developmentally appropriate practice (DAP) is a term that you often hear when talking about young children.

Developmentally refers to the development of something

Appropriate means something that is fitting or just right.

Practice refers to what we do or preform.





Knowledge of child development
Knowledge of individual children
Designing classroom experiences /
activities
Planning teacher enhancements

DAP





Relationships: The Foundation of Developmentally Appropriate Practice

Children Grow in Relationships



Children grow
and learn in the context
of **supportive**
and **reliable relationships**
with **parents and other**
caregivers.

Why are Positive Teacher-Child Relationships Important?



It's critical that children experience nurturing, trusting relationships so they are able to develop the capacity for:

- Self-control
- To make friends
- Taking on challenges
- Exploring environments and becoming an engaged learner

The importance of Relationships as it Pertains to Behavior Management.

Remember....

In early childhood settings, each moment that teachers and children interact with one another is an opportunity to develop positive relationships.





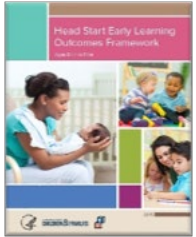
Identify teaching practices that support building positive relationships with children.

Social- Emotional Development and Challenging Behaviors



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Children's Behavior Stretch Across the ELOF Domains



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

- Approaches to Learning
 - Emotional and Behavioral Self-Regulation (Infant/Toddler & Preschool)
- Social and Emotional Development
 - Relationships with Adults (Infant/Toddler)
 - Emotional Functioning (Preschool)
- Language and Communication
 - Attending and Understanding (Infant/Toddler)
 - Vocabulary (Preschool)



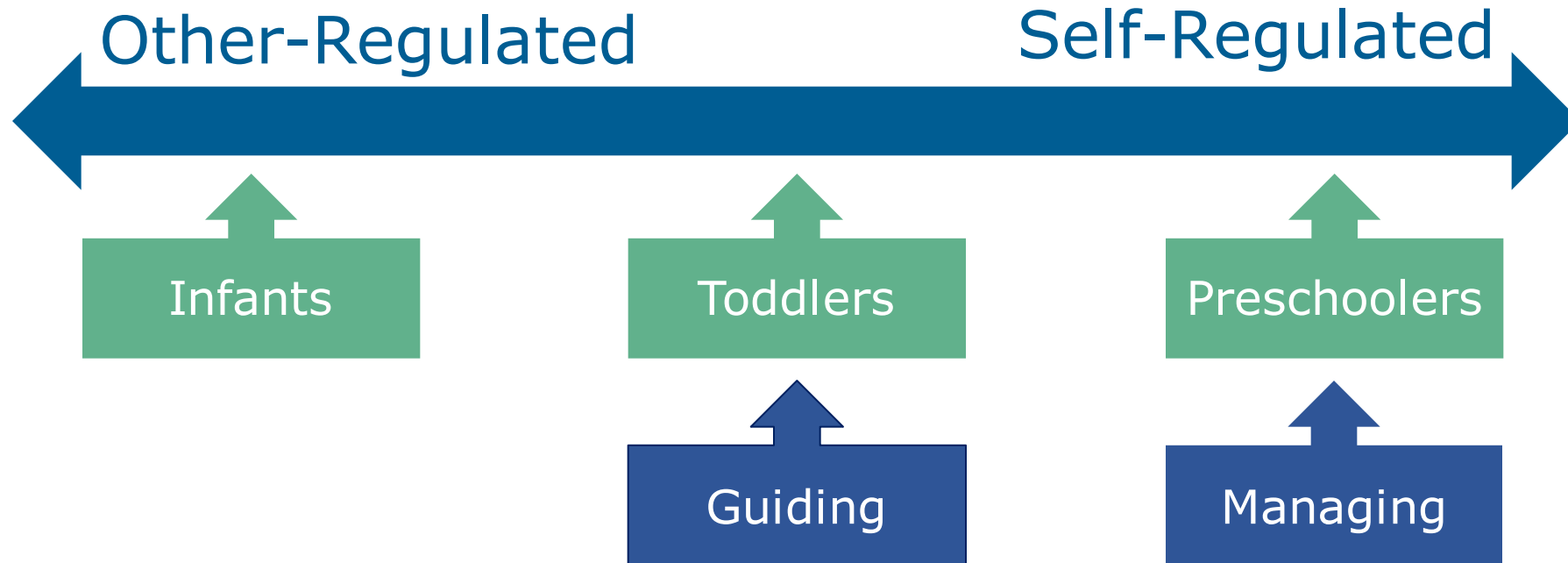
Influences on Behavior



Possible influences:

- Typical developmental stages
- Relationships with others
- Experiences and culture
- Individual differences, such as temperament and health issues

Children's Path to Self-Regulation



Developmentally appropriate behaviors that can challenge adults include:

Biting

Hitting

Prolonged crying (purple crying)

Running in classrooms

Challenging Behavior

Challenging behavior refers to:



- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destructions, self-injury, noncompliance, and withdrawal.

What Behaviors Push Your Button?



Examining your feelings
about behavior that
challenges you.





Behavior as Communication



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We can't not communicate

- All behavior is a form of communication and has meaning
- Young children communicate their needs and wants through *cues* or behavior.



Ways Young Children Communicate

Infants

- Smile
- Cry
- Arch back, stiffen body
- Kick feet

Toddlers

- say words
- Run
- Walk
- Climb
- Squeal
- bite

Preschoolers

- Say words and sentences
- Smile
- Laugh
- Hit
- Kick
- cry

“I’m trying to tell you something!”



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Behavior Has Meaning

Why is it important to understand children's behaviors?

- Adults build nurturing and responsive relationships with children
- Adults **pause** before they **react**
- Adults determine what skills we need to **teach** children



Behavior

Every communicative behavior can be described by its **form** and **function**.

- **Form vs. Function**

- **Form**: the behavior used to communicate

- What is the behavior?

- **Function**: the reason behind the communicative behavior

- What is the **purpose** of the behavior from the child's perspective?



Forms of Communication

- Crying
- Cooing
- Tantrums
- Biting
- Pulling adult



Functions of Communication

- Obtain an object/get adults attention
- Initiate social interaction
- Escape demands
- Express emotions
- Request information/help

Reframing Activity

Reframing the way we think

1. When you re-frame, you describe a behavior more positively, with a greater understanding
2. Re-framing is a way for you to find the good in the child's behavior
3. It is a powerful way to promote healthier attitudes toward your children and to raise their self-esteem

Reframing Activity

(adapted from Multicultural Early Childhood Team Training, 1998)

PROBLEM STATEMENT	REFRAMED STATEMENT
1. He whines from the moment he gets here until the time he gets on the bus to go home.	<i>Possible responses: He must really miss his family.</i>
2. She is clingy not only with her mother but with other adults as well.	<i>She might be slow to warm up in new settings or in the presence of other children and adults.</i>
3. I have to watch him like a hawk or he'll run down the hall or go out the gate.	<i>He may not understand my expectations about staying with the group. He is very active.</i>
4. She constantly knocks over other children's constructions or destroys other children's art work.	<i>She may want to join other children's play, and she may not know how to ask. She may be frustrated because she does not know how to play with the materials or complete her art project.</i>



Teach Me What to Do Instead!

- Friendship skills
- Following rules, routines and directions
- Identifying feelings in self and others
- Controlling anger and impulse
- Problem solving

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			Literacy	Scientific Reasoning	



Consider.....

“If a child doesn’t know how to read, we teach.

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to **behave**, we.....
.....teach?punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”





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Part 2 3:00-4:30

Guiding Children's Behavior



What teaching strategies are you using to.....

- Provide **clear and simple expectations** for problem behavior
- **Be proactive** plan ahead
- **Support** positive behavior
- Use **teachable moments**



Stages of Learning

1. Show and Tell

- **Acquisition:** new skill or concept

2. Practice Makes Perfect

- **Fluency:** the ability to immediately use the skill or concept without a prompt

3. You Got It!

- **Maintenance:** continuing to use the skill or concept over time
- **Generalization:** applying the skill or concept to new situations, people, activities, ideas, and settings

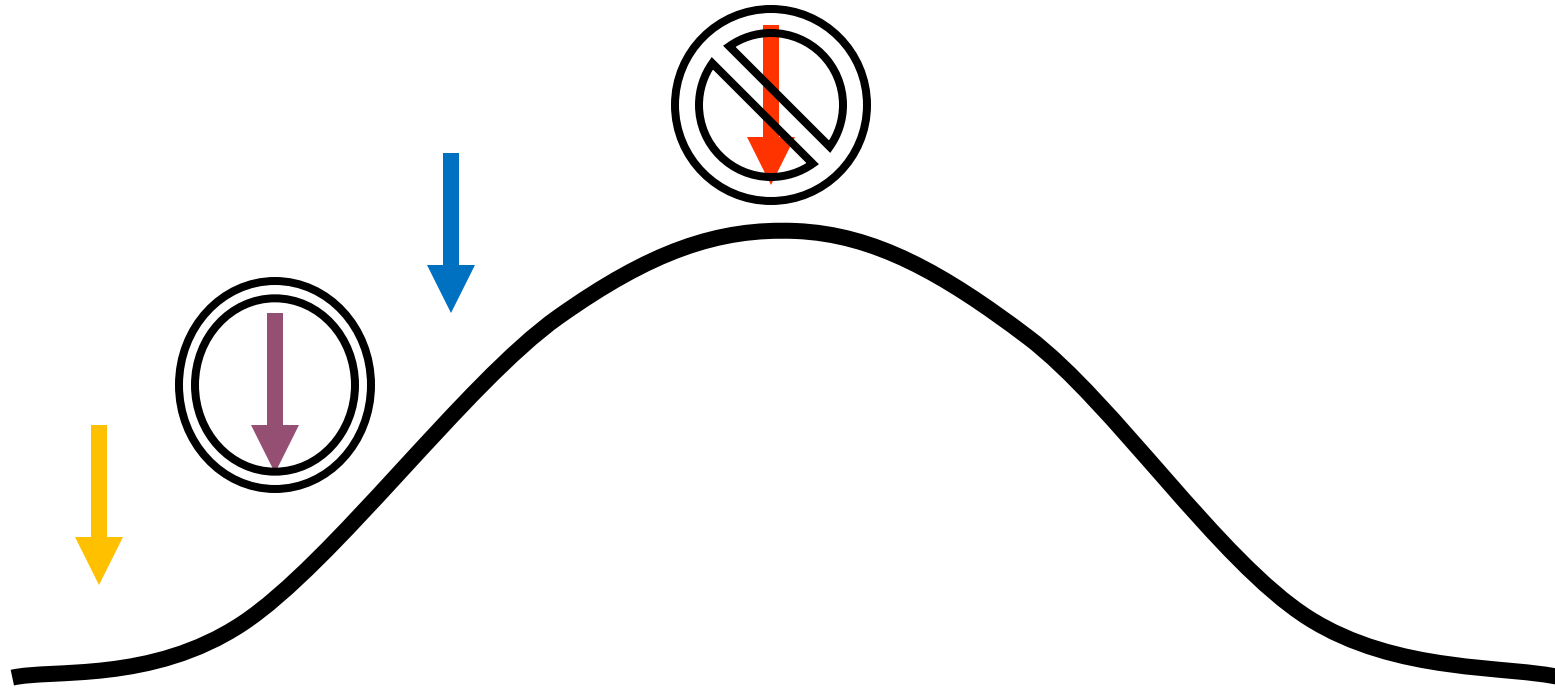


Teach Replacement Skills



- Teach how to verbally initiate/terminate interactions
 - Teach how to initiate appropriate physical affection
 - Teach how to appropriately ask for “break” or “help”
 - Teach how to respond to loud or overstimulating situations
 - Teach how to make and express choice
- (Lise Fox, Ph.D.: University of South Florida (CSEFEL))

Identifying Teachable Moments



Supporting Children with Problem Solving



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Putting the Stages of Learning into Practice



Choose one of the behaviors from your hot buttons, using the 3 stages of learning, (**show and tell, practice makes perfect, and you got it!**) plan how you will teach the skill.



Emotional Literacy



Emotional literacy is the ability to **identify, understand, and express emotions in a healthy way.**



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Benefits for Children



- Manage frustration more successfully
- Have fewer conflicts
- Engage in more positive behavior
- Are healthier
- Control impulses better
- Learn more in school



Create a list of feeling words that you would like to teach young children.

“Like other forms of literacy, the richer the vocabulary, the more rewarding the experiences.”

(Joseph & Strain, 2003, p. 1)



Emotion Literacy Activity



Frustrated



Embarrassed



Sad



Mad

This
is
how
I
feel
today!



Nervous



Happy



Proud



Scared



Loved



Lonely

Use *happy*, *mad*, and *sad*, but add in ***surprised***, ***annoyed***, ***excited*** and more...



Teach with visual cues



Provide opportunities for gross motor



Structure the Environment for Success



Use environmental cues



Create safe spaces for infants



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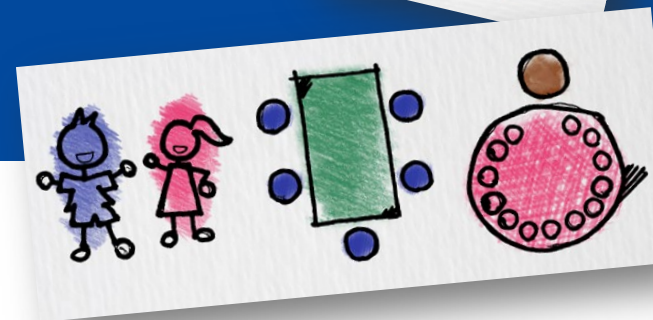
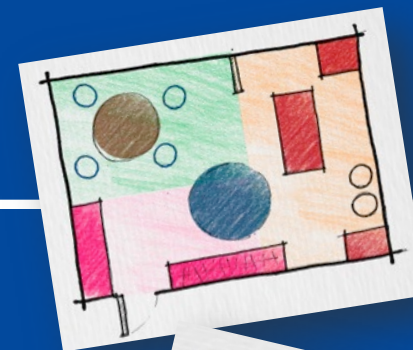
Effective Environments

Support
Children's
Engagement

Well-Designed
Physical Space

Relevant
Contents

Intentional
Groupings



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The Child's Perspective

Welcoming?



Adequate Space?



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Maximize Learning



Large groups: Build community, do routine activities, and introduce concepts.



Small groups: ↑ opportunities for interactions and scaffolding.



One-on-one: Provide individually focused instruction.

What Are These Environments Telling Children to Do?

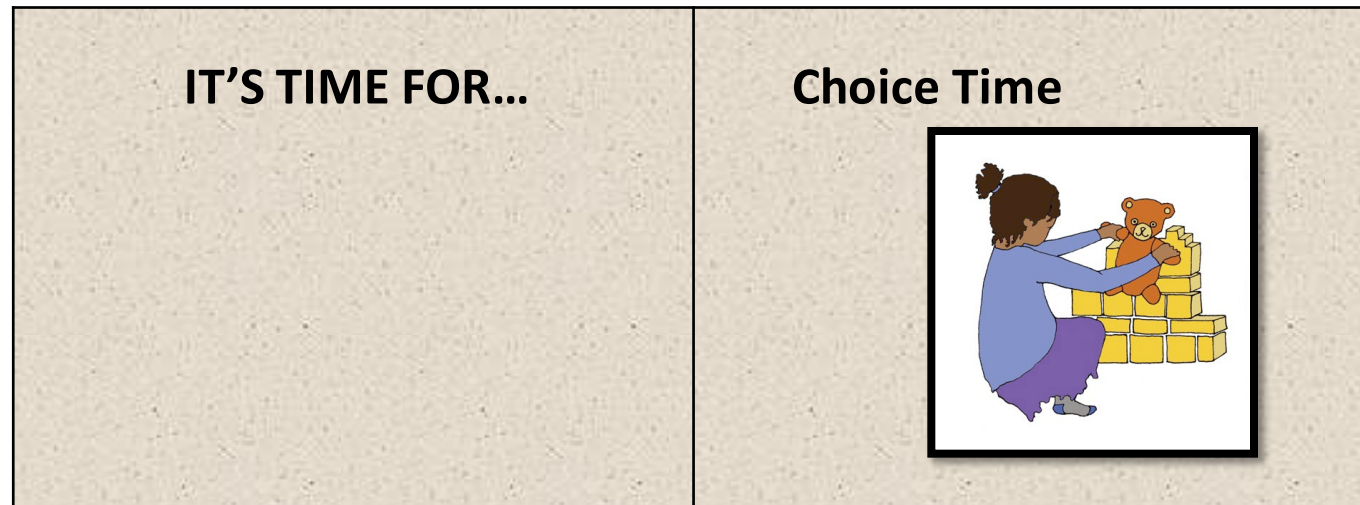


Create Visual Schedules

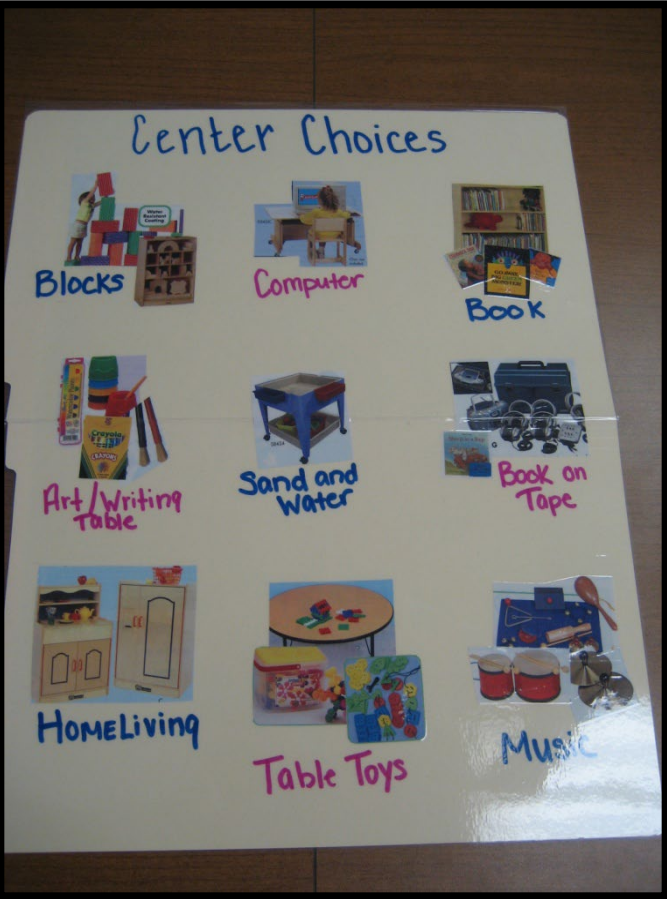
A



B



Center Choices



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Use Materials for Clear Boundaries

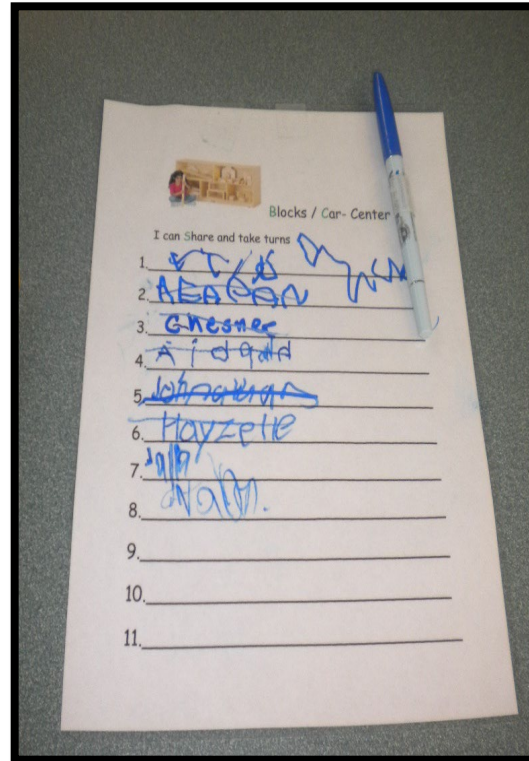


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Turn-Taking at Centers

Teach children what to do when they want to play at a center, but the center is full.



Takeaways....



1. Discuss one environmental support change you will make in your classroom.
2. Discuss one strategy that you would like to implement next week to support children's positive behavior?

Teacher Wellness and Wrap Up



When adults are stressed, they often go to their default coping behaviors that are inconsistent with responsive caregiving.

**You can't
pour from an
empty cup...**





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