



Understanding, Preventing and Dealing With Challenging Behaviors

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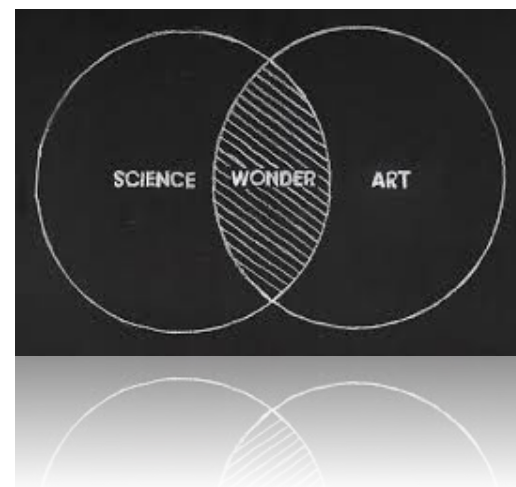


“If we use effective tools,
the child reveals himself
to all who will stop and
listen to what he says,
and who, with *seeing eyes*,
will watch what he does.”

Arnold Gesell

Our Mission

Promote the principles of
child development,
inspired by



Innovation
&
Objective Wonder

Cause injury to self or other

Cause damage

Interfere with learning

Define "Challenging Behaviors"



How do they make you feel?



Define "Challenging Behaviors"

Know Kids

Know Yourself

Our Mission: Operationalized



Understanding

Preventing

Dealing With

Challenging Behaviors

Know Kids

Know Yourself

Today's Agenda

- Mismatch between ability and expectations
- Neuroscience of challenging behaviors
- Communicating a need

Know Kids

**Understanding
Challenging Behaviors**



**Know Kids:
Understanding
Challenging Behaviors**

Mismatch between ability
and expectations

- All children go through the same stages of development
- Specific behaviors associated with an age and stage
- Each child has his/her unique pace - sooner is not better

Know Kids: Preventing Challenging Behaviors

Mismatch between ability and expectations

- Uses language as an effort to control others
- Understands more than he or she can express
- Often in conflict with parents/caregivers
- Inflexible, unable to adapt
- Explosive emotions, frequent tantrums
- Difficulty accepting anything new
- Delights in role playing
- Likes to give orders and make decisions in an effort to control
- Often chooses things that can be taken apart and put back together

**Know Kids: Preventing
Challenging Behaviors**

Example of Typical Behavior:
The 2 1/2 year old

- Environment should include simple, hands-on toys and activities
- Clear and simple routines that are predictable and repetitive
- Frustration met with empathy and modeling of
- Give *individualized* “jobs” or activities that can be accomplished with ease so that each child feels in control and successful
- Avoid common *catch phrases* that the two year old can’t understand, instead, walk them through difficulties

Classroom Expectations <i>(What teacher expects)</i>	Developmental Behavior (What child is ready to do)	Positive/Proactive Response
Sitting Still	Work in quiet activities for 15-20 minutes; Learn through movement.	Plan for short successful quiet activities, without pushing the limits. In self directed still time, check in with questions, rather than answers, to scaffold child led exploration.

Know Kids: Preventing Challenging Behaviors

Best Practice:
Kindergarten

Check Your Expectations

- Is the expectation something that children generally are capable of doing at their current stage of development?
- Is the expectation something that is within a particular child's ability?
- Is the expectation necessary for the safety or well being of the child in question?"

At every stage, we must keep developmental process in mind and be sure that our expectations, environment, interactions, and experiences match development and learning abilities at each stage.

Challenging behaviors are reduced when DAP are in place!

Know Kids: Preventing Challenging Behaviors



Scenario:

James is 3 years old and in all day child care. He is playing with blocks. His teacher says “It is time to stop playing and wash hands and sit down for lunch.” James continues to build. The teacher reminds him again saying “Did you hear me, James?” James throws a block and sits at the table. The teacher yells “no”, picks up the block and asks “What did you forget, James?” James does not reply. The teacher picks James up from his chair and carried him to the bathroom, places him at the door and says “You didn’t wash your hands yet. You can’t sit at the table.” James returns to the block area.

**Know Kids: Preventing
Challenging Behaviors**

Discussion: Find the mismatch



Above the surface: Behaviors



Below the surface: Causes

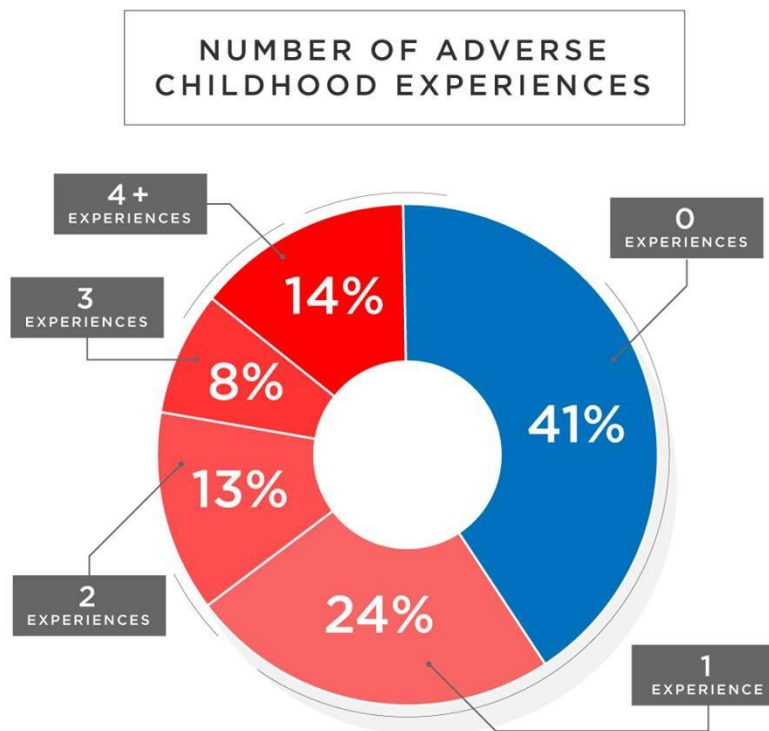
Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

– Annette Breaux

TheCornerstoneForTeachers.com

**Don't ask "What did you do?"
Ask "What happened to you?"**

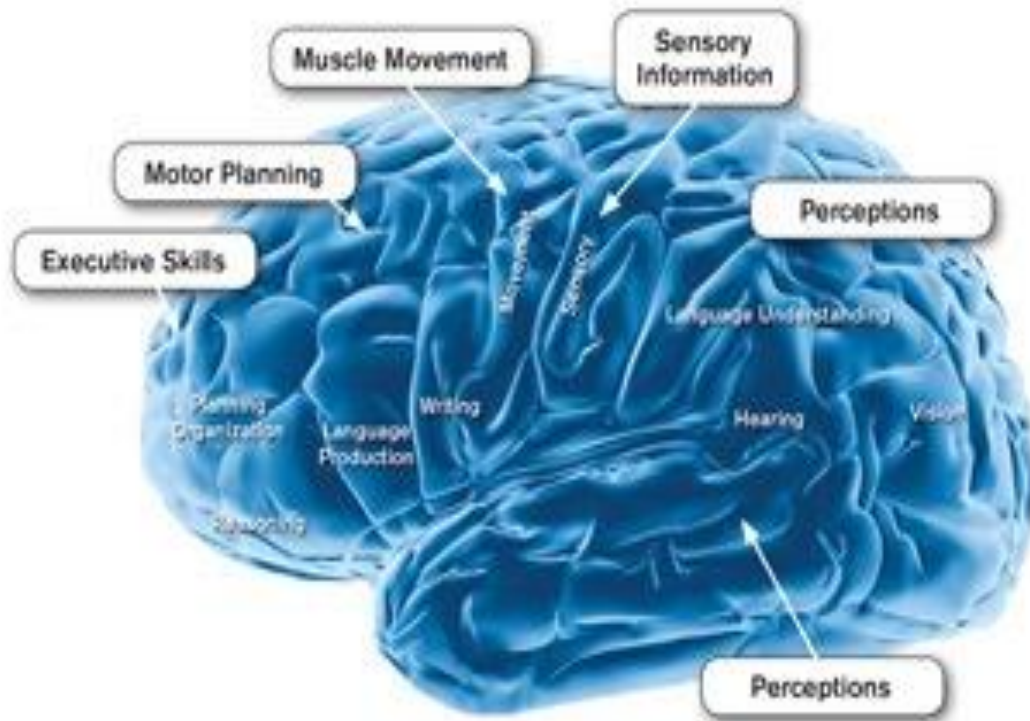
Adverse Childhood Experiences Study (ACEs)



Source: Centers for Disease Control and Prevention

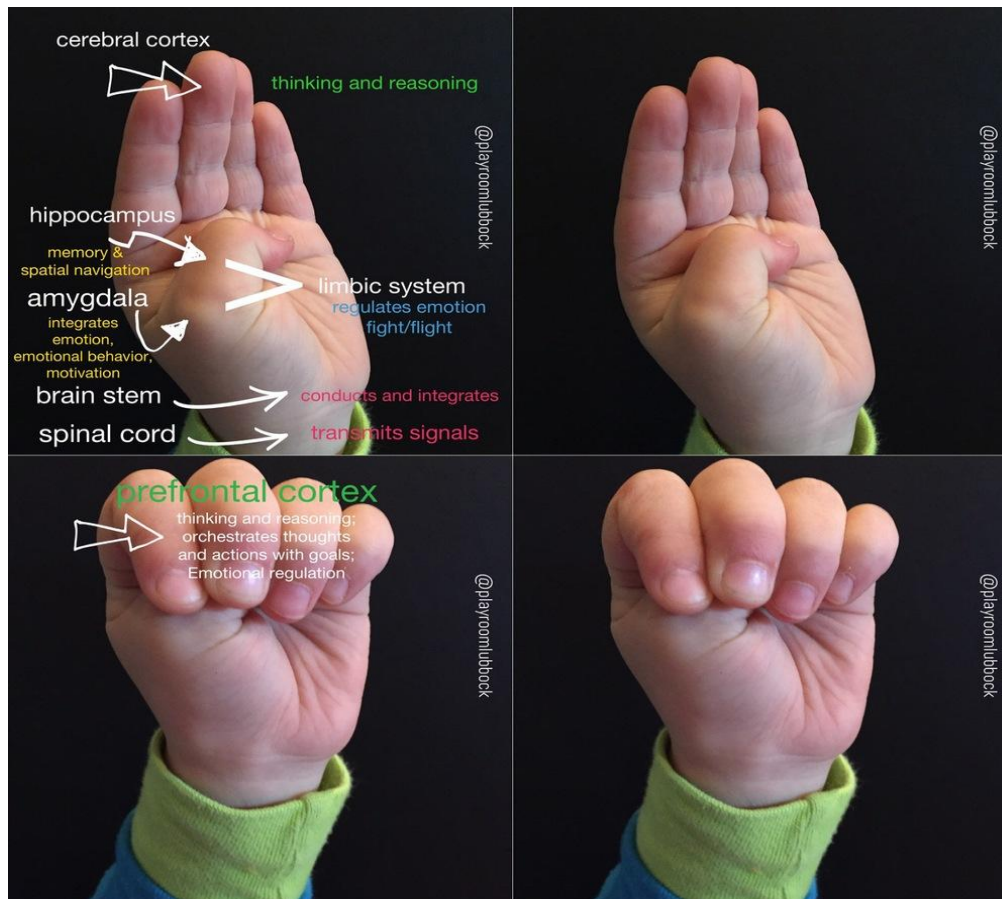
Trauma

Childhood Trauma



**Know Kids:
Understanding
Challenging Behaviors**

Neuroscience of challenging behaviors



Know Kids: Understanding Challenging Behaviors

Neuroscience of challenging behaviors

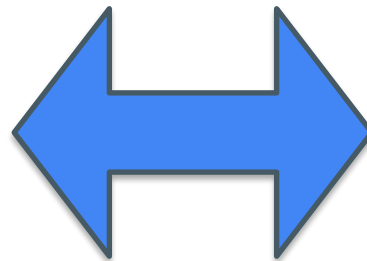


**Know Kids: Preventing
Challenging Behaviors**

Neuroscience of challenging
behaviors

Learning

Attachment



Exploration



Know Kids: Preventing
Challenging Behaviors

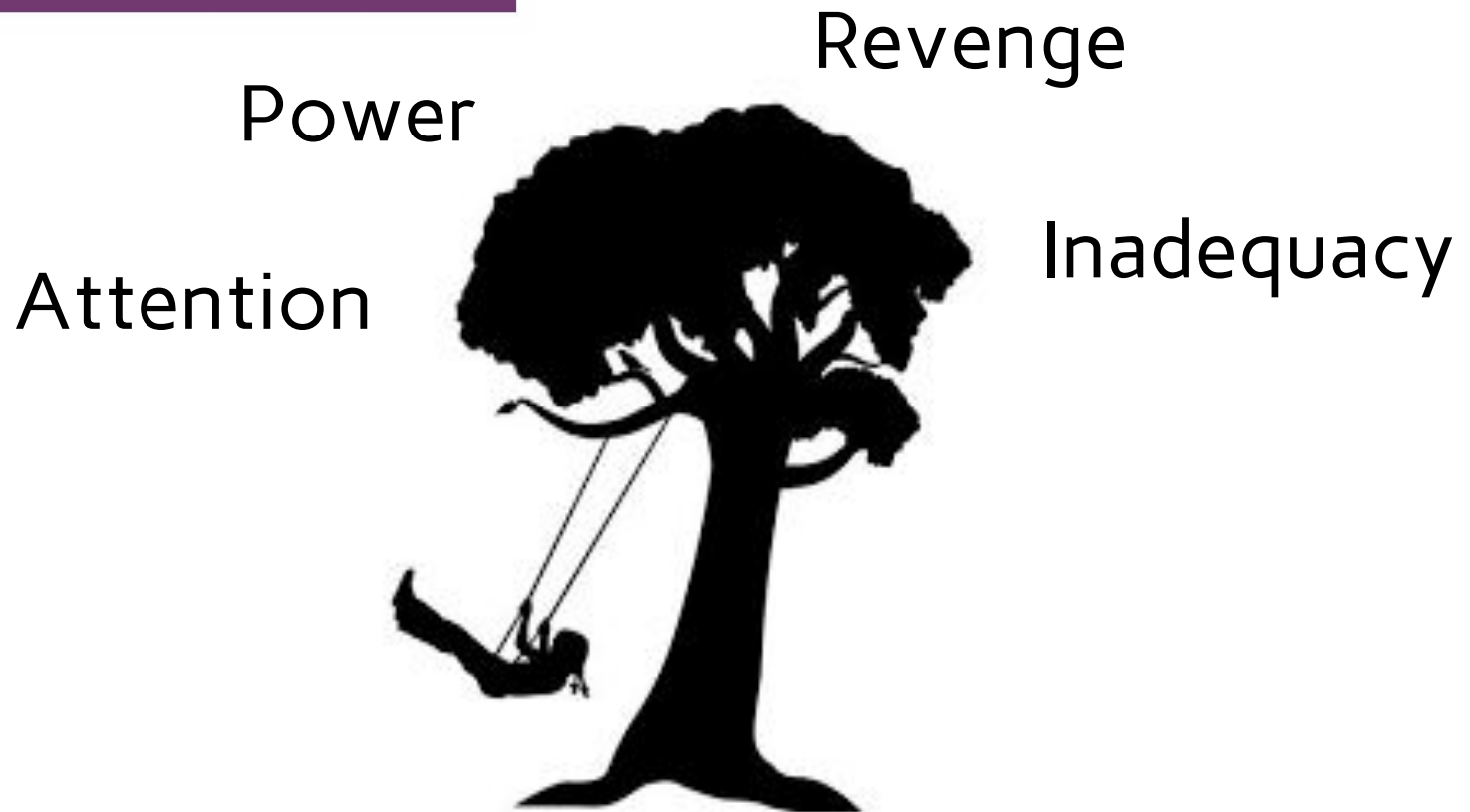
Secure Attachment

Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

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**Don't ask "What did you do?"
Ask "What happened to you?"**



Know Kids:
Understanding
Challenging Behaviors

Communicating a Need

Connection

Count

Capable

Courageous



Betty Lou Bettner. *Raising Kids Who Can.*

Know Kids:
Understanding
Challenging Behaviors

Communicating a Need

- Stop the behavior and reestablish positive behavior as quickly as possible.
- Maintain children's dignity.
- Develop children's self-control and self-regulation skills.
- Help children recognize and fix any harm caused by their mistakes.
- Demonstrate that rules help create a safe place.

- Teach and talk about feelings
- Empathize
- Offer choices
- Practice Self Control / Executive Function skills
- Timely and logical consequences
- Head it off:
 - Get a little closer
 - Visual/Verbal Cues

**Know Kids: Preventing
Challenging Behaviors**

Communicating a Need

- Soothe: Put out the fire in the brain
- Seen: Empathize and acknowledge
- Safe: Physically and emotionally
- Secure: Be there!



Know Kids: Dealing With
Challenging Behaviors

HOW? Go to the trunk,
not the branches!

- Soothe: Put out the fire in the brain
- Seen: Empathize and acknowledge
- Safe: Physically and emotionally
- Secure: Be there!



Know Kids: Dealing With
Challenging Behaviors

HOW? Go to the trunk,
not the branches!

- Reconnect
- Make amends
- Make a plan
- Teach new skills or tools
 - Peace corner
 - Timer

**Know Kids: Dealing With
Challenging Behaviors**

And then...

Understanding

Preventing

Dealing With

Challenging Behaviors

Know Kids

Know Yourself

- We are people too!
- When kids meltdown, my brain is on fire too!
- Humans are biased.



Know Yourself: Understanding Challenging Behaviors



- Be Calm to Model Calm
 - What is my self care plan?
- Self Speak: "I feel...."
- Have a support plan.
 - What are your hot buttons?
 - Tag Out

Know Yourself: Preventing Challenging Behaviors

Personal Reaction

is not your

Professional Action

Know Yourself: Dealing With Challenging Behaviors

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