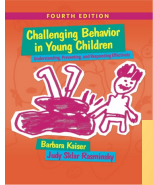
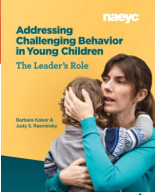


## "Nothing I do works!" Part 2

**Preventing Challenging Behavior in Young Children**

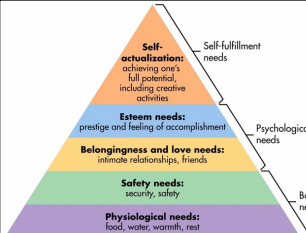



A Workshop Presented by  
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## "Children have to Maslow before they can Bloom"

Dwanye Reed



**Maslow's Hierarchy of Needs**

### Bloom's Taxonomy

<b>Create</b>	Produce new or original work Design, assemble, construct, conjecture, develop, formulate, author, investigate
<b>Evaluate</b>	Justify a stand or decision Appraise, argue, defend, judge, select, support, value, critique, weigh
<b>Analyze</b>	Draw connections among ideas Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
<b>Apply</b>	Use information in new situations Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
<b>Understand</b>	Explain ideas or concepts Classify, compare, discuss, explain, identify, locate, recognize, report, select, translate
<b>Remember</b>	Recall facts and basic concepts Define, duplicate, list, memorize, repeat, state

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## Helping ALL children to Blossom

1. Provide hands-on, kinesthetic or STEAM learning experiences Provide opportunities to Involve and engage children in their learning
2. Increase the use of graphics and images
3. Include project-based learning in your programming.
4. Incorporate physical activity and regular brain breaks
5. Include mindfulness activities to help students to regulate their emotions.

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## The most powerful tool you have is your relationship with the children

Day-to-day, taken-for-granted social interactions lay the foundation for the child's development of sense of self, attitudes, values, and behavior patterns



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## Practical Strategies for Building Positive Connections

- Distribute interest surveys that parents fill out about their child
- Follow a child's lead during play
- Listen to a child's ideas and stories and be an appreciative audience
- Find something in common with the child
- Ask children to bring in objects from home or family photos and give them an opportunity to share it with you and their peers

- Post children's work
- Acknowledge a child's effort
- Tell the family about what a great day she or he having in front of the child
- Read a child's favorite book to the whole class
- Make "all about me" books and share them at circle time
- Give hugs, high fives, and thumbs up for effort
- Tell a child how much he or she was missed when the child misses a day of school

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## Speak to children as people with minds

- Appeal to their good sense
- It is not necessary to be sweet, silly, or sentimental or somber, grim, or harsh



Be genuine, direct, honest, serious, and warm with them, and about them — and sometimes humorous too

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**Meaningful Interactions**

- Be present
- Be intentional
- Connect
- LISTEN
- Extend Learning

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- Have high expectations for all children
- Build trust
- Practice active listening
- Be mindful
- Use culturally responsive ways of connecting
- Give the children lots of opportunities to cooperate and collaborate

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**The impact of Trauma/COVID19 on children's behavior**

- More easily triggered or "set off"
- More temper tantrums
- Increased unpredictable, oppositional, volatile, and extreme behavior
- Have become easily overwhelmed - give up on even small tasks that present a challenge
- Difficulty concentrating
- Regression in self help skills
- Difficulty with transitions
- Sadness or crying – detached, spacey
- Poor ability to process social information - react defensively and aggressively in response to perceived blame or attack

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Trauma-informed practice recognizes the impact of toxic stress and trauma, and strives to ensure that all children feel safe, supported, and connected

**Creating a trauma-informed classroom can benefit all children**

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**Children need:**

- Environments where they feel physically and psychologically safe
- Rich experiences that stimulate and enrich brain growth
- Supportive, safe, positive and stable relationships
- Support to develop emotional regulation skills
- Positive role models
- Resilient adults who are aware of their own personal stress and triggers

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**Focus on building the children's resilience**

- Your relationship (attachment)
- Create a positive social climate
- Teach social emotional skills
- Provide opportunities for success
- Provide choices

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### Factors in building children's resilience:

- Relationships/attachment
- Self-efficacy/initiative
  - The capacity to make realistic plans and take steps to carry them out
  - Knowledge that you are in control of your actions
- A positive view of themselves and confidence in their strengths and abilities
  - A growth mindset the belief that they are competent and capable
- Skills in communication and problem solving
  - Social emotional learning
- Ability to manage strong feelings and impulses/self regulation

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### Be Positive!!!

- Give children attention when they are engaging in appropriate behaviors
- Tell children what to do instead of what not to do
- Appreciate what each child can do, not what they cannot do
- Use reminders or private signs (pulling your ear)

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### The Penny Transfer Technique

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### Create Rules and Policies

- Develop a list of three rules for your classroom

#### 3 Basic Rules

- Stated in the positive
- Covers every possibility
- Can never be broken

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### Rules and Expectations Chart

Rule	Setting				
	ARRIVAL	CIRCLE/MEETING	CHOICE/CENTERS	SNACK	OUTSIDE
Respect yourself Be safe	Walk to our cubbies. Take off your outdoor shoes Put on indoor shoes	Sit on mat Participate	Be aware of others Walking feet	Wash hands Ask for help if we need it	Follow directions. Ask for help If we need it
Respect others Be Kind	Greet others	Take turns Listen Keep hands and feet to ourselves	Take turns Share	Use our manners Talk quietly to each other	Include others Share Take turns Use our words
Respect the environment Be careful with our things	Put things away		Clean up after yourself Put things away Gentle with books	Be careful Put things away	Treat things carefully Put things away

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### Design activities that are designed to allow all children opportunities to succeed


- Adapt for learning styles
- Offer a variety of materials
- Ensure there are there many ways to participate
- Be culturally responsive
- Offer choices

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**Do you know:**

What engages each child?  
 Where his/her/their talents lie?  
 Whether s/he/they feels comfortable in  
 Structured settings?  
 Large groups?  
 Small groups?




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**Meeting/circle time**

**Use a multisensory approach**

- Be flexible with the time based on kids' attention span
- Modify your teaching approach so that it isn't just teacher-led
  - children listen to a story and then act it out
  - engage in yoga and meditation
  - group games with real-life visuals, such as What's Missing, Simon Says, and I Spy
- Offer tools to keep the children's attention
  - include different seating options
  - fidgets



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**Children need opportunities for self-directed and creative play (self regulation)**

**Play helps children to:**

- Make sense of the world
- Express and regulate their thoughts and feelings
- Understand themselves and others
- Solve problems
- Overcome challenges
- Build Imagination and Creativity
- Foster Cognitive Growth

**Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them**

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**The importance of play**

- Play changes attitudes and outcomes
- Play can help children cope with the trauma of growing up during a pandemic
- Free play can be a liberating experience
  - Opportunity to exercise choice and control
  - Nurtures independence
  - Enhances brain structure
  - Promotes executive function
  - Develops social skills and emotional self-regulation
- Play allows children to gain a deeper understanding of the world around them
  - Children learn high-level, intangible concepts such as the laws of gravity, conservation of liquids/mass, mathematical concepts such as more vs. less, all through hands-on, interactive play

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**The importance of the psycho-dramatic play area**

**The benefits of dramatic play include:**

- Engaging children's imagination
- Developing self-regulation and an Awareness of rules
- Taking different roles
- Allowing children the opportunity to make choices
- Learning conflict resolution and creative problem-solving skills alongside their peers
- Exploring self-empowerment
- Language development



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**Pay attention to economic class issues**

Each child's unique approach to learning, knowledge, and skills, is shaped by their specific life experiences

- Be mindful of families' concerns about clothing
- Use sensory materials that are not food
- Make a decision not to focus on children's new possessions during circle and sharing times

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### TRANSITIONS!

- Rethink the line
- Give advanced warning
- Give children who are slow to adapt more time
- Some children need to know all the details
- Be balanced
- Pair children
- Be prepared
- Have fun!!!!

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### Routines and rituals

- What routines or rituals do you have at your center or school?
  - Individual
  - Group
  - Center/school based
- Sometimes rituals grow spontaneously from procedures or transitions
- Creating community through rituals
  - Family gatherings
  - Family participation

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### Procedures



- Procedures help to establish a predictable environment
- Each procedure should have a clear rationale
- Teach them step by step
- Practice
- Post the procedures—along with visual cues—wherever they're used

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### The physical space is important

- Areas and centers should have enough space so that children feel welcome to join and avoid conflict
- There should be areas to accommodate small group activities like games and dramatic play
- Play materials arranged so that the children can choose their own activities and supplies encourages initiative
- Having a place in the classroom where children can go for a break helps develop self-regulation

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### The physical space should encourage appropriate behavior

- Avoid open spaces that encourage running
- Make sure that each area is large enough for the intended activity
- Every center should have a way in and a way out
- Control the number of children in each area
- Locate areas strategically
- You should be able to survey the whole room from anywhere you stand
  - If all the children can see you, your visibility will deter challenging behavior
  - If you can see all the children, you can detect early triggers and head off challenging behavior before it starts

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### Cultivate independence and self regulation

- Arrange the space so that children can choose activities and materials for themselves
- The activity centers and shelves should be well organized, inviting, easily accessible, and strategically located
- If I can reach it, I can use it!



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### Create a place where children can choose to go when they are upset

Imagine spending 8 hours a day in a room with noisy, active adults.  
What would you need?

Sometimes a child just needs some time and space to regroup



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### SEL is more important now than ever before

Social emotional skills teach children to:



- Understand and manage emotions
- Make responsible decisions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain relationships



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Understanding one's own emotions and identifying strengths and limitations

**Self Awareness**

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**Problem solving is key**

- Create opportunities for children to develop their problem-solving skills
- Kids need to experience challenges
- They need to try new options - have a growth mind-set

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**Relationship Skills**

The ability to:

- Communicate clearly
- Listen actively
- Cooperate
- Resist inappropriate social pressure
- Negotiate conflict constructively
- Seek help when it is needed

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**Empathy**

Listening and empathy are the foundation for healthy, effective communication

- The ability to place ourselves in another person's shoes
- Thinking about others' perspectives
- Motivates children to use caring words and actions toward others
- Makes children less likely to argue and more likely to respond with understanding

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## Social Awareness



- The ability to understand, empathize, and feel compassion for those with different backgrounds or cultures
- Understanding social norms for behavior and recognizing family, school, and community resources and supports




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## Self-management

- The ability to regulate one's own emotions and behaviors
- Delay gratification
- Manage stress
- Control impulses
- Recognize that anger can interfere with problem solving



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## How Do Children Learn Social and Emotional Skills?

- From watching you and others interact
- Directed and intentional teachings
- Practicing skills
- Real-life opportunities to use skills
- Reinforcement

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## How Do You Teach Social And Emotional Skills?

- Teach social and emotional skills to the whole class
- Give them formal status in the program
- Be developmentally appropriate/culturally sensitive
- Disguise and recycle real incidents using puppets, photographs, drawings, books, role playing, and discussion
- Social and emotional learning should be fun
- Use a research-based social and emotional learning program

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## When Children Apply What They've Learned

- Stay closely attuned and coach, prompt, cue, and reinforce them
- Ensure that they get the desired results
- Reinforce approximations of appropriate behavior
- Encourage them to keep trying
- Once a child's skills are firmly established, you can gradually decrease your reinforcement

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## Research-based Social and Emotional Learning Programs

- Are **Sequenced Active Focused Explicit**
- Use a variety of methods
  - didactic instruction
  - breaking a skill into component parts
  - modeling, demonstrating, role-playing
  - prompt and reinforce skills in real-life interactions
  - group discussion
- Integrate social and emotional learning into the curriculum
- Require you to be your pro-social best





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**Remember:**

- Consistently express warmth and affection
- Listen with full attention and restating what children
- Accept and reflecting children’s feelings
- Engage in one-on-one activities
- Use children’s books that specifically discuss emotional development and behavior intended to benefit others
- Provide coaching on the spot
- Model appropriate behavior with peers and between adults and children
- Provide specific encouragement directly related to behaviors

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**Important questions to ask yourself**

- Does your program:
  - Recognize the influence of culture on cognition?
  - Reflect different learning styles?
  - Meet the needs of all the children?
  - Reflect the children’s interests?
- Does the social climate of your room
  - Reflect the needs, cultures and developmental level of the children?
  - Create a context that makes EVERY child feel good about coming to your room?
  - Focus on teaching children what To Do!

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- Build connections between what children already know and what they need to know
- Select activities that honor each child’s culture and life experience
- Shift instructional strategies to meet children’s diverse learning needs
- Communicate respect for each child’s intelligence
- Hold high expectations for all learners
- Provide lots of opportunities to cooperate and collaborate

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**Celebrate differences as a good thing**

- See every child through a strength-based lens
- Model and teach kids how to notice, appreciate, and support others
- Select books that focus on recognizing similarities and differences between people
- Frame conversations about difference positively
- Open discussion about the similarities and differences between children in the class
- Teach and show children that we are all different
- Frame difference as a good thing



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**How can you become more culturally competent?**

- Employing self-reflective strategies
- Developing cultural awareness to prevent and correct all implicit and explicit biases
- Having a strong understanding of culture and diversity
- Forming strong relationships with parents and families
- Eliminating all discriminatory discipline practices
- Appreciating the talents and abilities of every child


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**What’s on your walls?**

**What materials do you use?**

Do they reflect and validate each child’s family and culture?



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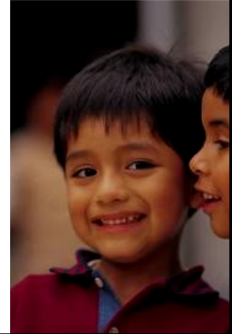
## Dual language learners

When the child has no easy way to communicate their wants and needs, engaging in challenging behavior may be an effective alternative form of communication for them

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## “Home language is a key component of children’s identity formation”

- Academic/Cognitive advantages
- Identity/Self-Esteem
- Family Strength
- Social Status & Relationships



Multicultural Principles for Head Start Programs  
Serving Children Ages Birth to Five

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## Welcoming Dual language learners

- Find out what languages will be spoken by children in your class
- Stock bookshelves with bilingual and monolingual books in each of the languages needed
- Ask families to send in photos of things that are meaningful to each child
- Add labels that reflect the represented languages
- Play music from different countries and in different languages
- Learn to say 10 to 20 key words in each child's home language their needs and feelings
- Make a picture communication board to help all children communicate their needs and feelings

Teaching Young Children August/September 2016

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## How can you support dual language learners?

- Build relationships between you and the child and the child and his/her peers
- Understand the process of learning another language
- When labeling or making posters include the children’s languages
- Develop predictable routines and activities that use language
  - Post picture schedules and other visual aids
  - Include visuals and props to make the content meaningful and comprehensible to all
- Include books or magazines from the child’s culture and language

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## How do children learn a second language?

- Home language use
- Nonverbal or silent period
- Telegraphic speech and experimentation
- Productive use
- Academic language fluency

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## Adapt teaching strategies

- Find more time for small groups and one-on-one interactions
- Speak slowly, avoid using slang, simplify sentences, and repeat key words often
- Give children time to process what you’ve said and respond
- Add graphic organizers that add meaning to interactions
- Assign language buddies
- Group together children who speak the same language
- Provide a comfortable place where a child can spend time playing alone without the pressure of trying to understand or be understood
- Use lots of music and movement activities
- Make the effort to get to know the families
- Develop strong, collaborative relationships with ESL and bilingual teachers in your program

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## Culturally and Linguistically Responsive Teaching (CLRT)

- Is equitable in instructional practices
- Validates and affirms children's backgrounds
- Emphasizes diversity and inclusion
  - Focuses on content and instructional strategies that draw on children's culture and language
- Engages learners from all cultural identities, socioeconomic circumstances, linguistic backgrounds, as well as those with special needs

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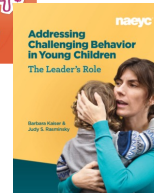
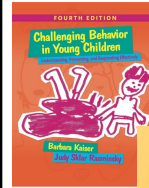
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## "Where Is the Fairy Dust?"

### Part 3

Responding Effectively to  
Challenging Behavior in Young  
Children

February 10, 2022



A Workshop  
Presented by  
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