“I do it!” Embracing Challenging Behaviors and Social Emotional Growth in Toddlerhood

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Who is here today?

Our Shared Norms

- Take care of your needs. Take breaks as needed.
- This is your time. Stay present and keep your phone on silent.
- Focus on your own learning. We’ll have plenty of time for conversations.

Toddlers

Credit: www.aviano.af.mil

More toddlers

Even more toddlers!
What is challenging behavior?

- Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults.

Your experiences

What is challenging in your practice?

Chat with a partner and take notes.

Credit: www.ontask.net
Why does it happen?

- Toddler biology
- Because they do not have other skills to meet their intended need
- It’s effective

Like behavior in general, MOST challenging behavior is...
Communication

Problem Solving in Young Children

Toddler Rules (Author Unknown)
1. If I want it, it’s mine
2. If it’s in my hand, it’s mine
3. If I can take it away from you, it’s mine
4. If I had it a little while ago, it’s mine
5. If it’s mine, it must never appear to be yours in any way
6. If we are building something together, all the pieces are mine
7. If it just looks like mine, it’s mine
8. If I think it’s mine, it’s mine
9. If I give it to you and change my mind later, it’s mine
10. Once it’s mine it will never belong to anyone else, no matter what

Photo Credit: Robert de Bock (2016). Creative Commons License: https://creativecommons.org/licenses/by/2.0/
Routines

- Diaper the same way, in the same place
- Read books before naps
- Start circle the same way everyday

Expectations

- Be clear!
- Phrase limits and demands in the affirmative.
- Practice with games

Consistency!

CONSISTENCY IS

Relax

do nothing for 2 minutes
1:53

http://www.donthingfor2minutes.com/

Our Shared Approach

Talk About Feelings

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

Photo Credit: Donnie Ray Jones (2014). Creative Commons License: https://creativecommons.org/licenses/by/2.0/
Quiz Yourself!

1. Incorrect
   Answer: Fear
   https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz

2. Incorrect
   Answer: Happiness
   https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz

5. Correct
   Answer: Pride
   https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz

Quizzes. "Ecological momentary assessment"-style surveys can yield insights into emotional responses.

7. Correct
   Answer: Contempt
   https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz
If You Want It, Teach It!

“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?”

Tom Herner (NASCE President) Counterpoint 1998, p.2

Identifying Teachable Moments

Direct Teaching of Feeling Vocabulary

Sample Song

If you are happy and you know it... add new verses to teach feelings

• If you’re sad and you know it, cry a tear... “boo hoo”
• If you’re mad and you know it, use your words “I’m mad”
• If you’re scared and you know it ask for help, “help me”
• If you’re happy and you know it, hug a friend
• If you’re tired and you know it, give a yawn.
Sample Song
To the tune of “Row Row Row Your Boat”

- Happy, happy smiling faces, look at my big grin. I am happy, see my face, making a big grin.
- Sad, sad frowning faces, look at me boo hoo. I am sad, see my face, crying big boo hoos.
- Surprise, surprise is my face, eyes are open wide. I’m surprised, see my face, eyes and mouth open wide.
- Nervous, nervous is my face; eyebrows and teeth are tight; I am nervous, me oh my, tying with all my might.
- Proud, proud is my face, shoulders and smiles are big; I am proud, standing tall, smiling really big.

Pretend Play
Credit: vigilance voice @ Flickr

Books
- Teach emotions via books
- Book nook

Feelings/family books
Credit: amazon.com
https://engagingtoddleractivities.files.wordpress.com/2010/04/dsc_0661.jpg

Using books
- Toddler playgroup - https://vimeo.com/180297918

Video 1.2 Supporting Self-Regulation
clip 1.2
**Indirect Teaching**

Provide emotional labels as children experience various affective states - “Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”

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**Tips for Promoting Positive Interactions**

- Create opportunities for children to interact and think about how you position them.
- Promote awareness of each other.
- Promote looking at each other.
- If child gets no response, remind to try and try again.
- Give children words/phrases/gestures to use.

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**Responding to behavior**

- Acknowledge distress
- Statement
- Offer comfort
- Reflect
- Be in sync with child’s individualized needs
- Be developmentally appropriate

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**Video 1.3 What Is The Biting Trying to Tell Us?**

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**Responding to behavior**

- **Statement**: “No biting - biting hurts, I won’t let you bite.”

- **Reflect and help ID emotions**: “You’re mad. You didn’t want your friend to play with that.”

- **Offer an alternative**: “You can throw this pillow,” “You can play with this toy instead.” “You can help me check on your friend.”

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**Remain neutral**

credit: yogamandala.net
Curriculum Modifications Make a Big Impact

- Environmental Support
- Special Equipment
- Materials Adaptation
- Adult Support
- Simplify the Activity
- Peer Support
- Child Preferences
- Invisible Support


Environmental Modifications

Visuals to Support Learning


First

Then

Child Preference Strategies

INTEGRATE A CHILD’S...

- Favorite Object
- Favorite Activity
- Favorite Person


Classroom Rules

- Have a few simple rules
- Involve children in developing the rules
- Address:
  - Noise level; movement inside; and interactions with property, peers, and adults
- Post visually and at the child’s eye level
- Teach rules systematically
- Place classroom rules on a cue card ring for portability
- Reinforce rules at high rates initially and also throughout the year

Responding to behavior

- https://vimeo.com/194708757
Our Shared Approach

Planning for solutions

Sample behavior rating scale

EVENTS AND FUNCTIONS ASSOCIATED WITH PROBLEM BEHAVIOR

Circle Time
- Todd is time to go to
- Peer gets stuck on being told
- Another child gets attention
- Provided with a difficult age superordinate, or own
- Preferred activity
- Provided to all
- Removed in applied

What happens just before
- Behavior
- What do adults/parents do
- Know behavior occurs
- Why might the child be doing
- This?
- Why might the child be doing
- This?
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Planning for next week!

What will you plan?
• Foundations
• Emotional literacy
• Responding to behavior
• Visuals
• Family teaming
• Prevention and replacement strategies

Our Shared Approach

Consistency!

Credit: 98bucksocial@Flickr

Resources

• Zero To Three https://www.zerotothree.org/
• Technical Assistance Center on Social Emotional Intervention http://challengingbehavior.fmhi.usf.edu/index.htm
• Teaching Tools for Young Children with Challenging Behavior http://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/tools.html
• Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/

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Thank you!