

EC-PBIS for Family Child Care Providers

• **Module 1: Building Relationships and Creating Supportive Environment's in Family Child Care Settings**

Adapted from the Center for Excellence in Child Development and US Davis Extension Teaching Pyramid Family Child Care and Center on the Social Emotional Foundations for Early Learning (CSEFEL)

1

Getting to Know Each Other

In your small group pick **2-3** of the following questions and introduce yourselves

- How many years have been providing child care?
- What age children do you currently have?
- Why are you attending this training?
- What do you hope to take home?
- What did you leave behind in order to be here?



2

Learner Objectives

Participants will be able to:

- Describe the relationship between children's social emotional development and challenging behaviors
- Understand and describe the role adult reactions, responses and practices have on children's behavior
- Describe the relationship between environmental variables, challenging behaviors, and social emotional development

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Learner Objectives cont...

- Identify strategies that can be used to
 1. Build positive relationships with children, families and colleagues
 2. Design environments
 3. Structure transitions
 4. Help children learn expectations and routines
 5. Plan activities that promote engagement
- Use descriptive acknowledgement and encouragement to support children's positive social behaviors

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Agenda Module I

I.1 Challenging Behavior: What's it all about?

- Definition of Challenging Behavior and Possible Causes
- Social Emotional Development
- Examining Our Attitudes
- The Teaching Pyramid

I.2 Building a Solid Foundation: Relationship Between Behavior and Social Emotional Development

- Relationships Impact on Social Emotional Development
- Temperament
- Building Positive Relationships

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Agenda Module I cont.

I.3 Creating Environments that Promote Engagement and Prevent Challenging Behavior

- Creating Socially Healthy Learning Environments
- Schedules and Routines
- Transitions

I.4 Age Appropriate Expectations and Maintaining a Positive Learning Environment

- Teaching Children Age Appropriate Expectations
- Maintaining a Positive Space for Children to Learn
- Review

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Mod I.I

Challenging Behavior: What's it all about?

- Definition of Challenging Behavior and Possible Causes
- Social Emotional Development
- Examining Our Attitudes
- The Teaching Pyramid

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DEFINITION OF CHALLENGING BEHAVIOR & POSSIBLE CAUSES

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What is Challenging Behavior to You?

- On a piece of paper write down 3-5 specific things the children you care for do that you would consider to be challenging behavior. For example, bite other children, screaming, tattling, etc.
- Mark down the ages of the children that had these behaviors



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CSEFEL Definition of Challenging Behavior

What are we referring to when we say "challenging behavior"

- 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

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Behavior Is a Form of Communication

- What is the child experiencing ?
- What is it like to be in that child's body?
- What is it like to be in that child's world ?



What message might this behavior be communicating?

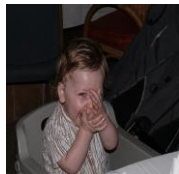
A smile may mean ...

Two arms stretched up may mean...

Pointing at a bottle may mean...


Crying and or clinging to the provider after drop off may mean....

What are other examples that you have seen?



Provided by Amy Hunter

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Behavior

→

Is communicating...

Potential unmet need

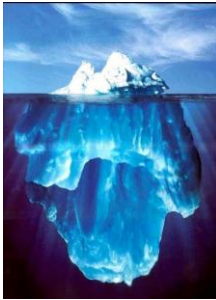
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Skill to be developed

A 6 month-old cries for long periods of time unless held by the provider...

What is the 'tip of the iceberg' behavior?


What might be going on for this child? (possible unmet needs)



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Reasons for Challenging Behavior

- Developmental surge
- Medical reasons
- Biological differences
- Social emotional environment
- Discontinuity between care program and home
- Lack of skill in communicating and interacting with others
- Trauma experience
- A combination of more than one of the above



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For infants and toddlers or children who have low verbal skills ...

- Behavior is how young children communicate their needs
- They are generally not capable of intentional misbehavior
- Children will often develop coping skills that may be interpreted as challenging behavior
- Adults can find some behaviors challenging in very young children, however it is the adult who needs to adjust and change not the child.

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• **SOCIAL EMOTIONAL DEVELOPMENT**

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What is Social Emotional Development?

- The developmentally and culturally appropriate ability to:
 - Experience, express and manage emotions
 - Establish positive and rewarding relationships with others

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Social Emotional Skills Children Need as They Enter School

- Capacity to develop good relationships
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problem

What do children do when they don't have these skills?



- When children don't have these skills, they often exhibit challenging behaviors.
- We must focus on **TEACHING** the skills!



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Some Basic Assumptions

- Challenging behavior usually has a message.
- Children use challenging behavior when they don't have the skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- Focus on teaching children what to do in place of challenging behavior.

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How Can We Get There?

Capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop "emergent" emotional literacy

Capacity to:

- Feel confidence/competence
- Develop relationships
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic

Birth

Five



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What Helps Us Get There?

- One-on-one time
- Play with and delighting in them
- Quick and predictable responses
- Cuddling and gentle touch
- Routines that establish patterns of caring response
- Having conversations with children
- Playing games
- Reading and singing
- Provide age appropriate limits and expectations

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"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 (NASDE President) Counterpoint 1998, p. 2

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EXAMINING OUR ATTITUDES

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Examining Our Attitudes About Challenging Behavior

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and his/her family?



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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"That child never stops crying.
He is driving me crazy."

"I can't calm him. Nothing works.
Maybe group care is not for him."

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"That child never stops crying. He is driving me crazy."

"I can't calm him. Nothing works. Maybe group care is not for him."

Calming Thoughts

"This child is getting to know me and learning how to regulate. My job is to stay calm and help soothe him. As I stay calm and keep trying to find ways to comfort him, we will develop a better relationship which will help him."

"I can handle this. I am in control. I am not alone in this. I can ask others for help and support."

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"Sarah is only trying to get to me and ruin my day."

"I don't know how to do this. This child's needs are beyond my training."

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"Sarah is only trying to get to me and ruin my day."

"I don't know how to do this. This child's needs are beyond my training."

Calming Thoughts

"Sarah is not developmentally capable of this. She may have learned that this is a good way to get her needs met. I can work harder to teach her better ways to get her needs met."

"I have access to consultants. I can call on help me. We can work together to try to figure this out. This child and family needs our help."

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Managing Personal Stress: Thought Control

Upsetting Thoughts

"That child is a monster.
This is getting ridiculous.
He'll never change."

"I'm sick of putting out
fires!"

Calming Thoughts

"This child is testing to see where
the limits are. My job is to stay calm
and help him learn better ways to
behave."

"I can handle this. I am in control.
They have just learned some powerful
ways to get control. I will teach
them more appropriate ways
to behave."

Reframing Activity

In small groups:

1. Read the examples on Handout 1.1
2. Think of two other challenging behaviors and how you might reframe each one.
3. In reframing the challenging behaviors, do not come up with solutions but rather restate the behaviors to make them more manageable.



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Strategies For Responding to Feelings

- Use feelings as a signal or reminder
- Take extra effort to remain calm or take a break
- Take time for additional observations
- Ask for help
- Pay attention to your own behavior and feelings

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THE TEACHING PYRAMID

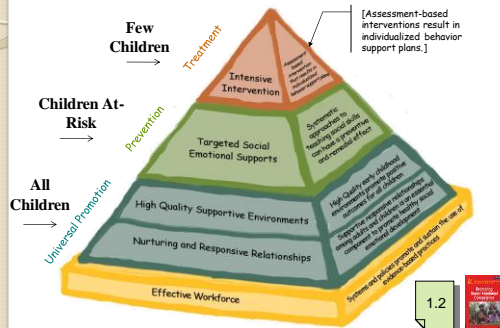
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Creating a place where children can be successful: The Teaching Pyramid

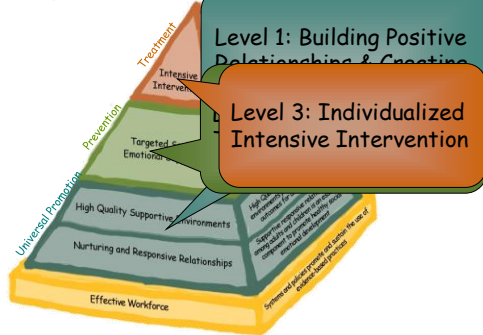


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The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



Key Points about the CSEFEL Pyramid Model

- Most social/emotional development and behavior is promoted through positive preventive measures
- Most children's behavior and development does not require intensive intervention



Shared by Miriam Santiago

The Challenge Is To..... Promote Children's Success

- Create an environment where EVERY child feels a sense of belonging.
- Design a program space that promotes child engagement.
- Focus on teaching children what To Do!

Implementation!

- Start by looking at the Foundational Practices in the Implementation Guide and mark where you think you are.
- Then look at Sections A & B
- Choose one skill you would like to use more frequently and write ideas for implementation.



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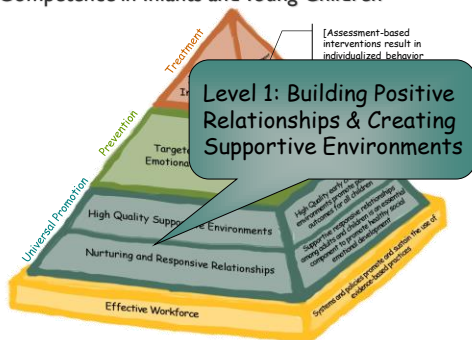
Module 1.2

Building a Solid Foundation: Relationship Between Challenging Behavior and Social Emotional Development

- Relationships Impact on Social Emotional Development.
- Temperament
- Building Positive Relationships

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The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



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° RELATIONSHIPS' IMPACT ON SOCIAL EMOTIONAL DEVELOPMENT

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Relationships are the Foundation

1. Children develop in the context of relationships that are responsive, consistent, and nurturing.
2. Children with the most challenging behaviors especially need these relationships even more.
3. Children need connection with a caregiver to feel calm, especially when they are engaging in challenging behavior.
4. Families must be our partners in building children's social emotional competence.

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Relationships are *different* from interactions:

- ° Have emotional connections
- ° Endure over time
- ° Have special meaning between the two people
- ° Create memories and expectations in the minds of the people involved



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Benefits of Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and respect
- Provides a place where children can practice appropriate behaviors

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Video 1.1 Adult Child Conversations

What are some of the things this provider does to build a positive relationship with the child?



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“Every child needs one person who is crazy about him.”

Uri Bronfenbrenner

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Connections with Children

- CONNECTED
- DISCONNECTED



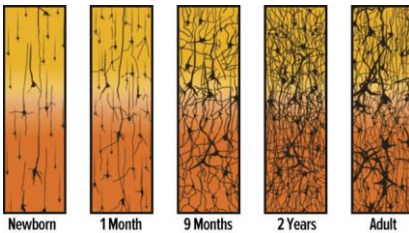
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Caregivers Supporting Social Emotional Development



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The Developing Brain – Essential Needs



- Healthy Relationships
- Positive Experiences
- Consistent and Secure Environment

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Making Every Day Count: Ways to Help Build Brain Connections

- Create a photo album
- Hold and touch young children gently – offer gentle caresses
- Use a warm and encouraging tone of voice
- Talk, sing and read books
- Play games like Simon Says, Patty Cake, Red Light Green Light.



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Social Emotional Development 0-5

- Think of a child in your care that has had some challenging behavior or that you struggle with.
- Write down 2 or 3 specific things they do that push your buttons.
- Using the handout find the child's age range.
- Are some of the challenges you are experiencing developmental?



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Knowing Social Emotional Development Milestones

Why does knowing social emotional milestones help you build supportive relationships and promote social emotional development of the children you care for?

How does knowing developmental milestones change your feeling about the struggles or challenging behavior?



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Development Presents Opportunities and Challenges

- Challenges may occur because **new development has not yet occurred** (e.g., child may not have developed the ability to express her wants and needs verbally)
- Challenges may also occur because the child has had **limited or no opportunity to develop age appropriate skills** in a supportive environment (e.g., adults never taught the child what words to use so he/she screams for attention)
- Challenges may occur because **new development disrupts other areas** (e.g., a child is learning to talk and his/her sleep is disrupted)
- Development creates the need for **relationship shifts** and modifications in care giving.

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• TEMPERAMENT

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Temperament

- Appears to be biologically based
- Fairly constant over time
- Affects a child's reactions to other people and the environment



istodphoto.com/Grafismo

(Wittmer & Petersen, 2006 based on Thomas, Chess, Birch, Hertzog & Korn, 1963)

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Temperament Traits

- **Activity level** – always active or generally still
- **Biological rhythms** – predictability of hunger, sleep, elimination
- **Approach/withdrawal** – response to new situations
- **Mood** – tendency to react with positive or negative mood, serious, fussy
- **Intensity of reaction** – energy or strength of emotional reaction
- **Sensitivity** – comfort with levels of sensory information; sound, brightness of light, feel of clothing, new tastes
- **Adaptability** – ease of managing transitions or changes
- **Distractibility** – how easily a child's attention is pulled from an activity
- **Persistence** – how long child continues with an activity he/she finds difficult

Adapted with permission from Wittmer and Petersen, 2006

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Temperament Types Flexible, Fearful, and Feisty



istockphoto.com/LisaSvira

<http://office.microsoft.com/en-au/default.aspx>

<http://office.microsoft.com/enau/default.aspx>

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Temperament Types

Flexible	Fearful	Feisty
Regular rhythms	Adapts slowly	Active
Positive mood	Withdraws	Intense
Adaptability		Distractible
Low intensity		Sensitive
Low sensitivity		Irregular
		Moody

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Think About:

- How calm or active is the child?
- How does she respond to changes in routines?
- How does he deal with a lot of stimulation?
- How does she let you know she likes something, dislikes something, etc.?

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Activity: Considering Temperament

- Think of a child that challenges you
- Write down the **temperament traits** of the child you are thinking about (A)
- Take the child's point-of-view and answer:
 - "Let me tell you about..." (B)
 - "I don't like it when you..." (C)
 - "It would help me if you..." (D)
- "Goodness of fit"



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Strategies to Develop a "Good Fit": How to Adjust Your Temperament

- Acknowledge a child's temperament traits as well as your own
- Consider ways to adapt the daily schedule, energy level, lighting, sound, pace, activity level, and stimulation to best match the child's temperament
- Focus on the positive attributes of all temperament traits (e.g., cautious vs. shy; persistent vs. stubborn; energetic vs. overactive or "hyper")

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Why Is Understanding Temperament Important?

- Helps caregivers to be more responsive and effective
- Children get the message they are wonderful and accepted exactly the way they are
- Helps to support relationship building

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BUILDING POSITIVE RELATIONSHIPS

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Building Positive Relationships with Children



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Making Deposits

- What specific behaviors do we do that make “deposits” in children’s banks?
- Consider how often do you “make deposits”?
- What behaviors might make “withdrawals” from children’s banks?



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Building Relationships Through Our Environment



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Building Relationships During Routines



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Building Relationships Through Play/Interactions



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Building Relationships Through Our Words



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Building Relationships with Families

- Put it in writing: notes, emails, happy grams
- Involve parents in program activities
- Share CSEFEL resources
- Assure parents of confidentiality and privacy rights
- Provide positive descriptive acknowledgement and feedback to parents.

1.7

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Implementation!

- Look at Section C of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

For Next Time:

- Bring pictures or a diagram of your space
- A copy of your daily schedule



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Module 1.3 Creating Environment that Promote Engagement and Prevent Challenging Behavior.

- Creating Socially Healthy Learning Environments
- Schedules and Routines
- Transitions

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CREATING SOCIALLY HEALTHY LEARNING ENVIRONMENTS

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Our Environment Impacts the Way We Feel and How We Act!



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How to Create Quality Learning Environments

- Clearly defined areas
- Adequate space for play
- Low-shelving & no visual barriers
- Aesthetically pleasing
- Developmentally appropriate materials
- Create private and personal space

1.8

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Family Child Care Learning Environments



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Designing Learning Centers or Areas

- Clear boundaries
- Visibility
- Visual prompts
- Adequate number of play areas
- Size and location of the area
- Number of children in area
- Organization of materials
- Designing for mixed age groups

1.10

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What about mixed age groups?



Family Child Care from MN from Google Images

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Physical Environment

Discuss these two reading centers.

Strengths? And/or Concerns?



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Optional Partner Activity: Design a Space

- With a partner, draw out your space
 - What would you change if you could?
- Share with other participants
- Now, think of one child who was significant challenging behavior. What might need to be done to the environment to support that child?

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SCHEDULES AND ROUTINES

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Schedules and Routines



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Schedules vs. Routines

Schedules

- Overview of your day.

Time	Activity
8:30 to 9:00	Child drops off and free play
9:00 to 9:30	Breakfast
9:30 to 9:45	Wash Up Time
9:45 to 10:00	Circle Time
10:00 to 10:15	Snack Time
10:15 to 10:30	Wash Up Time
10:30 to 11:45	Organized Game Time
11:45 to 12:15	Lunch
12:15 to 12:30	Wash Up Time
12:30 to 2:00	Nap Time
2:00 to 3:15	Outside Time - Play, Walk, Park, etc.
3:15 to 3:30	Snack Time
3:30 to 3:45	Wash Up Time
3:45 to 4:30	Story Time
4:30 to 6:00	Free Play

Routines

- A predictable activity that you do during your day. (e.g. changing diapers or washing hands)



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How Schedules and Routines Support Social Emotional Development

- They are an important part of the day
- They meet children's basic needs
- They provide opportunities for learning and development
- They help develop a sense of security and control
- They provide predictability
- They support competence and confidence

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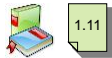
Benefits for multi age settings

- All children benefit from consistent, dependable schedules and routines
- Younger children can watch and learn from older children
- Older children can develop a sense of competence by teaching younger children
- All children can develop respect and patience for differing levels of ability

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Activity: Responsive Routines

- Divide into 4 groups
- Assign each group one routine
 - Eating
 - Diapering and toileting
 - Sleeping/rest
 - Greetings and goodbyes
- Discuss your group's item in terms of what you do now, and what you may want to change or improve.



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Creating a Daily Schedule

- Develop a schedule that promotes child engagement and success
 - Balance activities:
 - Active and quiet
 - Small group and large group
 - Provider-directed and child-directed
 - Teach children the schedule
 - Establish an order to your day and follow it consistently
 - When changes are necessary, prepare children ahead of time

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Using Visuals to help teach the schedule and routines

- You can use real objects for younger children. Show them the diaper and “tell them it is time to change your diaper”
- You can also use photographs
- Try to make it as concrete to the children as possible.

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Now/Next Schedule



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First/Then Photo Schedule

First



Wash hands

Then



Snack

Photograph Visual Schedule



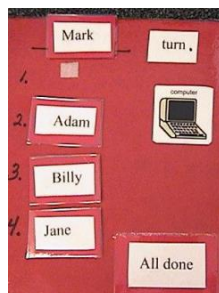
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Visual Handwashing Routines



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Taking turns for older children



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Activity Table Talk: Make a Schedule

- Get out or quickly write down your daily schedule.
- You can choose to work individually or in small groups of 2 or 3
- Follow directions on Handout 1.12 to start the process of making your own visual schedule.

EXAMPLE



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Using Visual Schedules

- You say it's time for outdoor play. One little boy refuses to go outside. When you try to guide him to the door, he drops to the ground and will not budge.



How can you use your visual schedule to teach?



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Using Visual Schedules #1

- You announce that it's time for nap and a girl runs toward the back door yelling, "No! Play out!"



How can you use your visual schedule to teach?
What else might you be able to use to teach?

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Using Visual Schedules #2

- A child is playing with her favorite train. When you tell her it's time for snack she starts screaming and throwing train pieces.

➔ How can you use your visual schedule to teach?
What else might you be able to use to teach?

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Using Visual Schedules #3

- A new toddler arrives in your home and he is very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up her body.

➔ How can you use your visual schedule to teach?
What else might you be able to use to teach?

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Using Visual Schedules #4

- Today you have scheduled water play outside. The children are excited and have been anticipating the outside fun all week. But it is suddenly windy and cold so there will be no outside fun today.

➔ How can you use your visual schedule to teach?
What else might you be able to use to teach?

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Transitions



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Let's Brainstorm...

- How do you know when transitions **are** going well?
- How do you know when transitions **aren't** going well?

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Plan for Transitions

- Minimize the number of transitions per day.
- Minimize the length of time children spend waiting.
- Prepare children for transitions by providing a warning.
- Give children something to do while they wait.
- Teach children the expectations related to transitions.
- Individualize supports and cues.

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Importance of Teaching Transitions

- Prepares the children to move from one activity or setting to another
- Plan your daily schedule to include transition times keep in mind both what the provider is doing as well as what the children are doing
- Individualize transition strategies
- Help children to become more independent as they get older when they are moving from one activity to another
- Provide positive attention to the children after a transition goes smoothly

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Transition with Visual and Timer



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Transition with Visual



Shared by Kristy Roberts

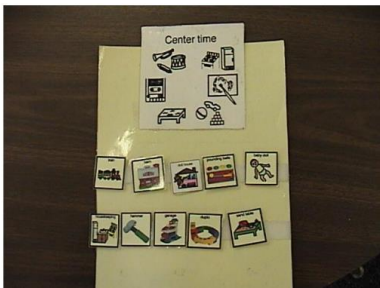
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Transition with Choice



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Transition with Visual Choice



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Action Plan!

- Look at Sections D, E & F of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



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Module 1.4

Age appropriate expectations and maintaining a positive learning environment

- Giving Directions to Children
- Teaching Children Age Appropriate Expectations
- Maintaining a positive atmosphere for children to learn.

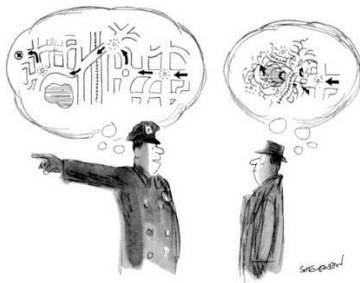
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Giving Directions to Children



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Giving directions to children

- First, make sure you have the children's attention.
- Minimize the number of directions given to children.
- Give clear directions.
- Individualize the way directions are given.

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Giving Directions to Children cont'd

- Give positive directions
- Give children the opportunity to respond to directions.
- When appropriate, give choices and options for following directions.
- Follow through with positive acknowledgement of children's behavior

1.14

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TEACHING CHILDREN AGE APPROPRIATE EXPECTATIONS

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How do children know what is expected of them?

- Write down your program rules
- Most program rules group together under three broad expectations:
 - We are Safe (mark with an S)
 - We are Respectful (mark with an R)
 - We are Friendly (mark with an F)



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When we use expectations , rules become examples

1. **We are safe.** 1. *"Put away your toys after you've finished playing" (so no one trips over them).*
2. **We are respectful.** 2. *"Use your indoor voice" (so you don't disturb the sleeping babies).*

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General Guidelines about Expectations

- Keep it simple (5 or less)
- Involve the children in developing examples
- Post the expectations and examples visually
- Teach the expectations systematically
- When first learning the expectations, call attention to children when they follow them.
- Linking the behavior to the expectation.
"Wow, you walked quietly to the bathroom. That was really respectful!"

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Expectations Example



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Three Languages!



122

What are expectations about ?

- Noise level
- Movement inside
- Interactions with property
- Interactions with adults
- Interactions with peers

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Creating Expectation Examples

- Keep examples positive
 - For “We are Safe”: Pick up toys (to prevent tripping)
- Unlike rules, which may need constant additions, expectations are often broad enough to encompass new and unexpected situations.
 - After some juice spills, a child knows to wipe it up to keep people safe (not just to “clean up”)

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Table Talk: Expectation Examples

1. In groups, you will focus on one part of the schedule:
 - Arrival & Departure
 - Large Group Activities (i.e. reading a story together)
 - Free Play (interest centers)
 - Outside
 - Meals & Snacks
 - Bathrooms
2. For your assigned area, generate several examples for each expectation:
 - We Are Respectful
 - We Are Safe
 - We Are Friendly
3. Brainstorm fun and creative ways for teaching them!



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Involve Children in Developing the Examples

- Have children help you brainstorm examples of each expectation.
- Name the expectation and example (rule) and ask a child to demonstrate the example.
- Name the expectation and ask children to identify visuals that might go on a poster.
- Ask children to help decorate different expectations posters.

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Fun ways to reinforce your expectations.

- Make a big book of expectations.
- Home Rules/Expectations
- Play “Expectations Charades”
- Share your program expectations with your families

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MAINTAINING A POSITIVE ATMOSPHERE FOR CHILDREN TO LEARN

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Video 1.7 Positive Attention



1.15

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Catch Children Being Good!!

- Give children attention when they are engaging in appropriate behavior.
- Give the feedback for effort, thinking, and problem solving.
- Always take a look at our reaction to be sure that we are not giving more attention to the negatives behaviors than the positive ones.
- As the provider we have the power to teach children a better way.

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Table Talk

- What are some ways you can remind your self to “catch them being good??”



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Positive Feedback and Encouragement



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Positive Feedback and Encouragement 4 Principles

- Based on appropriate behavior
- Descriptive must be more than “good job”, or “thanks”.
- Delivered with enthusiasm
- Encourage children for their effort as well as the successes.



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Using Positive Feedback and Encouragement

- Use verbal and nonverbal methods
 - High fives and thumbs up work well
- Report what you see
- Emphasize the positive impact of a child's actions on others
- Encourage others to use it
- Link the appropriate behavior back to the your expectations



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Lets Practice!!

Give feedback focused on effort, thinking,
and/or problem solving



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Provide Authentic Support

- Some examples...

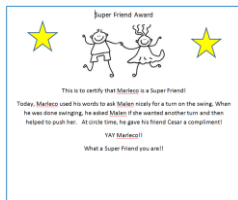


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Sample Positive Notes

Link them to your expectations

- Shannon was very friendly today when she used her words to ask for more crackers and juice during snack. She was able to get just what she wanted!



1.18

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Action Plan!

- Look at Sections G, H, I & J of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



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° PUTTING IT ALL TOGETHER

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° **If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.**

Carl Jung – psychiatrist

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Filling Our Own Piggy Banks

Upsetting Thoughts



Calming Thoughts



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Key Points from Module I

- Build positive relationships with every child and family.
- Set up your environment to prevent challenging behavior.
- Focus on teaching appropriate behavior.
AND....
- There are no quick fixes to challenging behavior, but a focus on what you want to see and creating a positive atmosphere is a good start!

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Taking it Forward!

- Break into small groups and consider:
 - What strategies have you already started using?
 - How will you continue to practice these without a dedicated class time to reflect?



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Summary

- I thought...
- I felt...
- I learned...
- I liked..
- I am going to ...
- I wonder...

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The Teaching Pyramid



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Additional Resources

- Center on the Social Emotional Foundations for Early Learning (CSEFEL)
- <http://csefel.vanderbilt.edu/>
- Center for Evidence-Based Practices: Young Children with Challenging Behavior
- www.challengingbehavior.org

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