

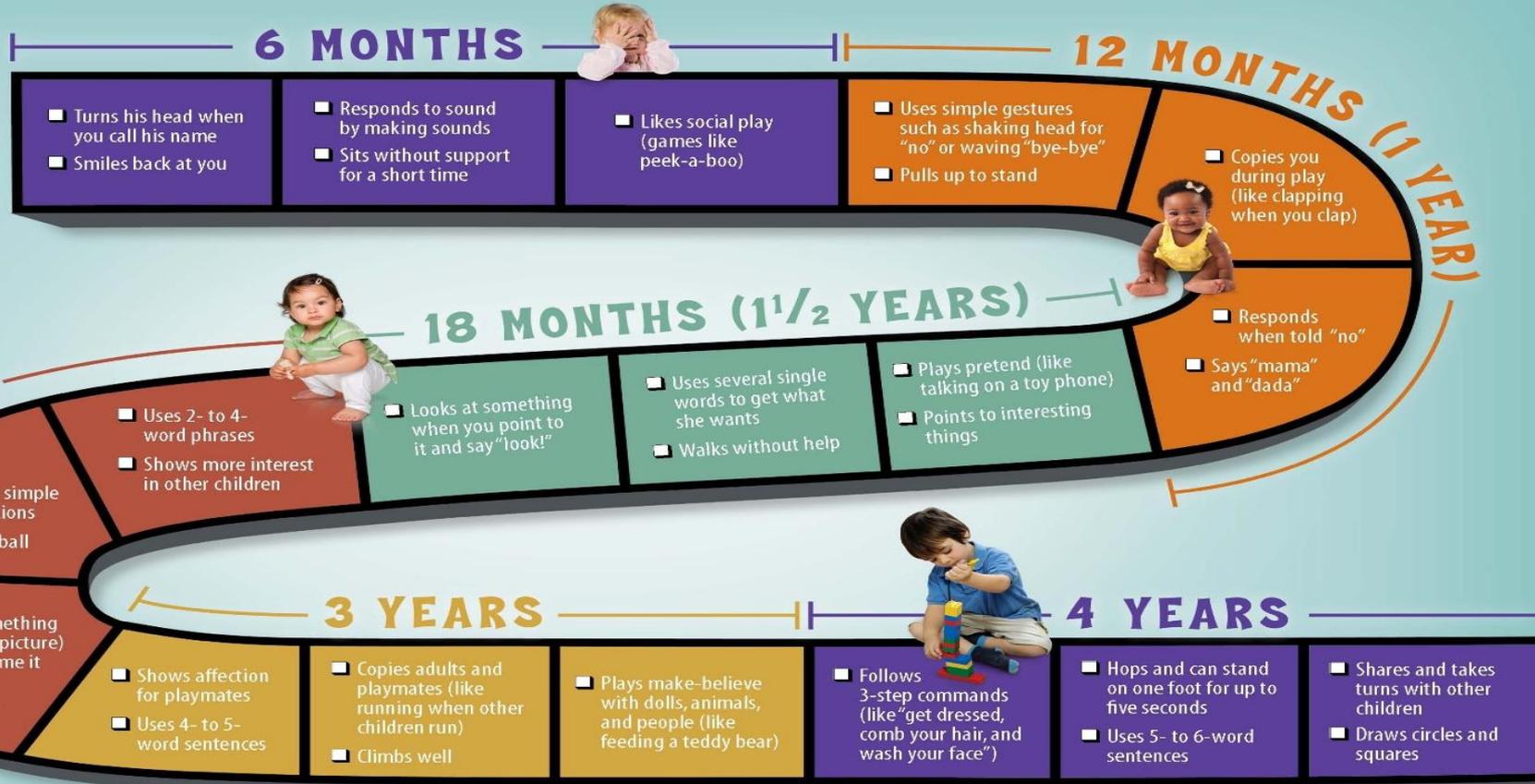


# Positive Solutions

How to Manage Problem Behaviors

# Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.



These are just a few of many important milestones to look for. For more complete checklists by age visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) or call 1-800-CDC-INFO.

“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 last sentence as automatically as we do others?”

Tom Herner (NASDE President) Counterpoint 1998, pg. 2



# Learning Objectives

- How to use preventative strategies to manage challenging behaviors.
- How to teach your child new ways to communicate.
- How to incorporate routines and schedules to help your child be successful.

**PROVIDING  
DISCIPLINE WITH  
CHOICES, LIMITS,  
AND GUIDANCE**



# Choices

- Give a choice when you can
- (this makes me feel competent)
  - Food
  - Clothing
  - Playing
  - Bath Time
  - Story Time
- How to get from one place to another (walking, jumping skipping)

# Make Your “Expectations” Clear

- Tell your child what to do instead of what not to do.
- Clearly and simply state what you expect your child to do.
- Have age appropriate expectations.
- Use age-appropriate language. Young children have difficulty with contractions (two words that are combined to form one, such as “don’t” and “can’t.”)

# Help Me Be Successful!

## Teach Me What To Do!



- 1. Show and Tell
- 2. Practice Makes Perfect.
- 3. You Got It

# Tips for Encouraging Your Child

- Tip 1 Get your child's attention.
- Tip 2 Use behavior specific language.
- Tip 3 Keep it simple –avoid combining encouragement with criticism
- Tip 4 Encourage enthusiasm
- Tip 5 Double the impact with physical warmth.
- Tip 6 Use positive comments and encouragement with your child in front of others.

# Examples of Ways to Give Children Encouragement

- “Thank you for \_\_\_\_\_.”
- “What a good problem solver you are, you were able to \_\_\_\_\_.”
- “Its so much fun to play with you; you are so good at \_\_\_\_\_ .”  
(sharing, taking turns)
- “Your were being so kind when you \_\_\_\_\_.”
- “Thank you for using your inside voice when your sister was sleeping.”

# Praise

- Labeled praises tell the child exactly what you like
- Increases the behavior that is praised
- Increases child's self-esteem.
- Increases positive feelings between adult and child
- Adult can praise the positive opposite of a behavior.
- Shows approval.

# Time-Out

- Step 1: Provide brief explanation and guide child to the chair, carpet or mat. Remain Calm.
- Step 2: Set a time (2 to 4 minutes only) and let your child know (calmly) that when the timer goes off, he/she can get up. If your child leaves prior to that time, return your child to the spot (calmly).
- Step 3: When time is over, allow child to return to activity. Provide child with positive, calmly, stated, and brief reminder to use appropriate skills.  
Praise an appropriate behavior as soon as possible.



# Common Mistakes: Time Out

- Angrily threatening time-out
  - Gives child the attention he/she wanting
- Allowing other children to tease the child who is in time-out
  - Gives the child attention
- Applying time-out long after the behavior has occurred
  - Time-out is only effective when immediately applied.
- Scolding your child when putting him/her in or out of time-out.
  - Time-out only works when it is time away from adult attention.

# What's a Better Way to Say

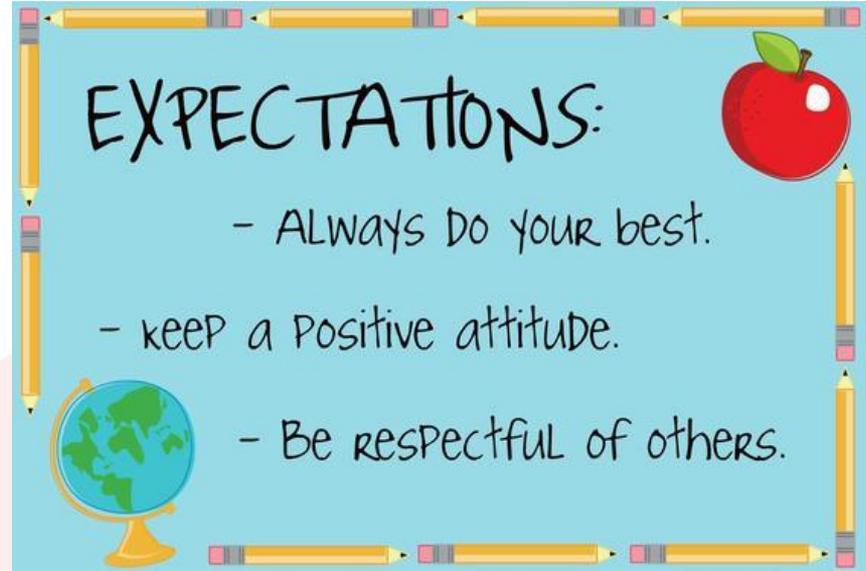
- Stop Yelling
- Stop bothering your brother
- Don't throw your toys!
- Don't spill your milk
- Stop whining
- Be good
- Be Nice
- Stop it/Cut it out

# “Rules” for Rules

- Pick only 3-5 rules
- State the behavior you want to see. Be descriptive. What does the behavior look like?
- Pick rules that can be applied in a lot of situations.

# Using Pictures to Teach Rules

- Get out your camera
- Snap a photograph of what you want your child “to do.”
- Post it, model it, practice it, and notice when it is done, and praise it.
- If your rule is “clean up” show him/her how.



# PREDICTABLE WORLD



# Creating a Predictable Routine

- Structure days so they become familiar
- Let children be a participant in rituals and routines – give choices.
- Give a warning before transitioning to something else.

# Routines

- Bedtime
- Going to childcare/school
- Meals
- Transitions
- Running errands



# MANAGING UPSET FEELINGS AND UNDERSTANDING



# Children with a Strong Foundation in Emotional Vocabulary...

- Tolerate frustration better.
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have better academic achievement



# Controlling Anger and Impulse



## *How we can help our children...*

- Recognize anger in themselves and others?
- Learn how to calm down?
- Understand appropriate ways to express anger?

# Enhancing Emotional Vocabulary

- Talk about feelings.
- Ask you child to tell you how he/she feels.
- Teach new emotion words. (frustration, confused, anxious, excited, worried.)
- Talk about how characters in a book, video, or on TV may feel.
- Reflect on situations and discuss feelings.
- Accept and support your child's expression of feeling
- Use books or art activities to talk about emotions.



# Help Your Child to Think of Possible Solutions



- Get an Adult
- Ask Nicely
- Ignore
- Play
- Say “Please stop.”
- Say, “Please”
- Share
- Trade toys
- Wait and take turns

# Problem Solving Games

- What if your sister hit you? How would you feel? What could you do?
- What if you wrote on the wall with a crayon? How would you feel? How do you think mommy would feel? What could you do?
- What if you knocked over your friends tower at school? How would you feel? How do you think your friend would feel? What could you do?
- What if someone at school was teasing you and calling you names? How would you feel? What could you do?

# Tantrums

- Try to stay calm during your child's tantrums. You teach your child self-control by staying calm when he/she has "lost it." This helps him/her feel safe and lets him know that you'll always be there to support him/her – even during the tough times.
- Acknowledge the child's difficult feelings.
- Wait out the tantrum.
- Take charge when you need to.
- Be consistent and calm with your approach.

LOVE AND  
ATTENTION  
EVERYDAY



# Why is playtime so important?

- Play is children's work! Play is all learning for young children.
- Through play children develop skills they will use in school (and life): gross and fine motor skills, language, social skill development, emotion regulation.
- As children age and transition into school there will be less opportunities for play, that is why it is so important for children to have the opportunity to develop naturally in their play.



[www.greatschools.org/parenting/socialskills/1180-play-in-preschool.gs](http://www.greatschools.org/parenting/socialskills/1180-play-in-preschool.gs)

# Power of Play

- Tip 1: Follow your child's lead.
  - Wait, watch, and then join your child's play.
- Tip 2: Label what your child is doing/Praise
- Tip 3: Encourage your child's creativity
- Tip4: Watch your child's cues.
- Tip 5: Avoid power struggles
- Tip 6: Have fun together.
  - Try to provide for at least ten minutes per day.



# No Criticism and Sarcasm

- Gives attention to negative behavior
- Expresses disapproval of the child.
- Lowers self-esteem and affects self-image.
- Creates unpleasant interaction.
- Causes angry feelings between you and the child.
- Teaches child negative social behavior.

# Develop a Plan, Part One

- Use prevention strategies to try to keep challenging behavior from happening.
  - Positive attention everyday
  - Labeled praise.
  - Participate in 10 minutes of child-led playtime with your child.
  - Predictable routines
  - Give your child a choice whenever you are able

# Develop a Plan, Part Two

- Teach your child new ways to communicate or new skills for participating in routines or expectations.
  - Clear expectations
  - Show/teach your child how
  - Use and teach emotional language

# Develop a Plan, Part Three

- Make sure your child's challenging behavior won't work for him/her.
  - Avoid giving the behavior attention.
  - Consistent consequences –don't threaten consequences.

# References and Resources

- National Center for Pyramid Model Innovations
  - <http://challengingbehavior.cbcs.usf.edu/index.html>
- Positive Behavior Interventions and Supports
  - <http://www.pbis.org/default.aspx>
- Center on the Social Emotional Foundations of Early Learning
  - <http://csefel.vanderbilt.edu/>

QUESTIONS?

