


APPROACHES TO DEALING WITH CHALLENGING BEHAVIOUR

Rainbow Nursery
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Today's aims

- To improve behaviour in the classrooms
- For staff to have higher expectations of the children's behaviour
- To support staff to develop a consistent approach
- For staff to develop skills and strategies to respond quickly and authoritatively to behaviour


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Key messages


1. Clear expectations
2. Positive learning environment
3. Consistent framework
4. Reflect

A photograph of a set of keys on a blue background. The keys include a gold key, a silver key, and a black key. A pink tag is attached to the keys with the text "University of Utah" and "2018-2019".

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Ground Rules

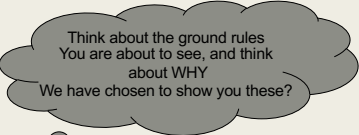
Use ground rules as a basis for promoting positive behaviour and discouraging unwanted behaviour

Ground rules set and reinforce your expectations



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Ground Rules



Think about the ground rules
You are about to see, and think
about WHY
We have chosen to show you these?

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Ground Rules

1. No Pushing
2. No Biting
3. No Bikes inside
4. No bullying
5. Always have fun

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What ground rules do you have in the gan?

- Eating only at the table
- Outside toys stay outside
- Treat our friends gently
- Sit down through the whole circle time...

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Ground Rules

- Use ground rules as a basis for promoting positive behaviour and discouraging unwanted behaviour
- Use only positive language in the rules
- A few rules, that are clearly reinforced; regularly (Catchy)
- Consider displaying them

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Thinking about *your* rules



HOT TASK

Spend some time in your team groups considering the kinds of rules that may be relevant to your classroom right now... create a list, and discuss how and where you may display these and discuss them with your children

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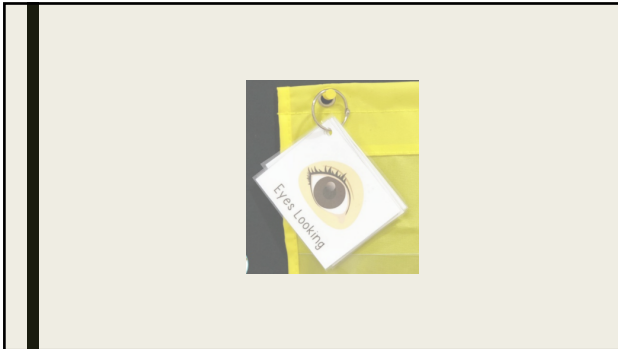
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Books About Behavior
www.k2pages.com

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Using books about behaviour can help to reinforce and provide 'rationale' for rules that you have in the classroom.

The books can help children understand the reasons for the rules

The books can provide opportunities to talk positively about the rules, away from stressful situations or specific behaviour incidents

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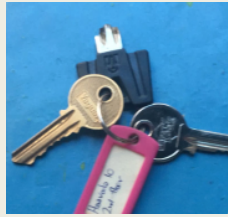
Rules for the practitioners

1. Use an "indoor voice" when speaking to the class. Yelling, shouting and screaming inside is best used when watching your favorite football team play a game on tv.
2. Be kind to others. Use "Please" and "Thank-you" often. Be courteous and model kindness.
3. Walk in the Classroom. Move around and help kids with their work, monitor behavior or answer a question. Be available and mobile.

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Language is powerful

Write a list of all the NEGATIVE language you can think of...

THROW IT AWAY!

KEEP IT CLOSE

Look after and cherish these words, keep them close to your soul, and use them forever more!

Write a list of all the POSITIVE language you can think of...

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Avoid 'nagging' – be clear and positive with children



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Watch what you say, for...



"The way we talk to our children becomes their inner voice."
-Peggy O'Mara

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List of positive behaviour

HOT TASK



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Positive behaviour

- Co-operating with each other
- Encouraging each other
- Helping others
- Asserting oneself
- Full involvement in a chosen activity
- Taking on new challenges
- Showing empathy
- Taking responsibility
- Sharing

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Encouraging positive behaviour

- Clear rules
- listen to and observe what children communicate both verbally and non-verbally;
- praise and respond appropriately to all forms of children's positive behaviour
- promote and reinforce positive behaviour by example;

Give praise for effort

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Focus on desired and not undesired behaviour

State what you WANT the child to do... Rather than commenting on what you do NOT want the child to do

DESIRE

HOT TASK

Instead of...

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Make sure the environment you have created will ENGAGE children

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Make sure that children know what they are doing / what their options are



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Praise quickly and consistently. Make sure children understand WHY you're praising them



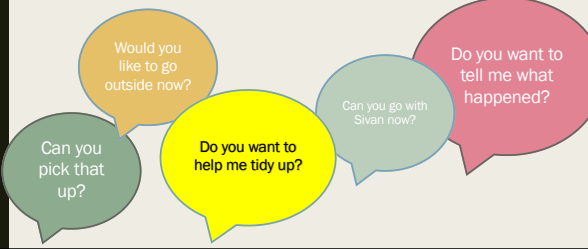
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Look out for 'good' behaviour (catch them being 'good!')



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State what is expected... rather than pose as questions



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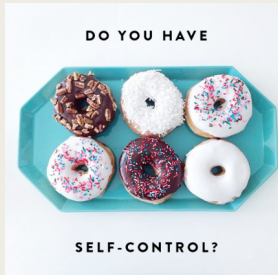
Key concept

Children should not be allowed to **hurt themselves or other people** either physically or verbally, or destroy property. They must learn how to **control themselves** instead of other people controlling them.

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"Self-control doesn't just happen, it needs to be taught, practiced and retaught."

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Hardest Job Ever :



Working in a bubble wrap factory.
Imagine the self control needed.


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SELF-CONTROL

- 1 STOP
- 2 think
- 3 what could happen?
- 4 is that what you want?

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What is Self-Control?

It's stopping 

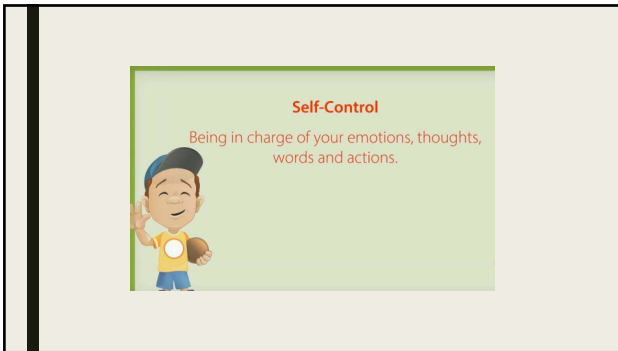
Thinking 

Making a choice

I want to
yell out my answer
before the teacher
finishes talking and
be the first to talk

I've got to
wait until she finishes
talking
raise my hand
wait until I am called
on to speak
the better choice!

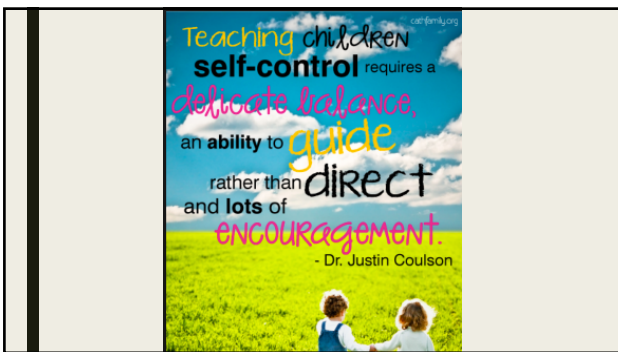
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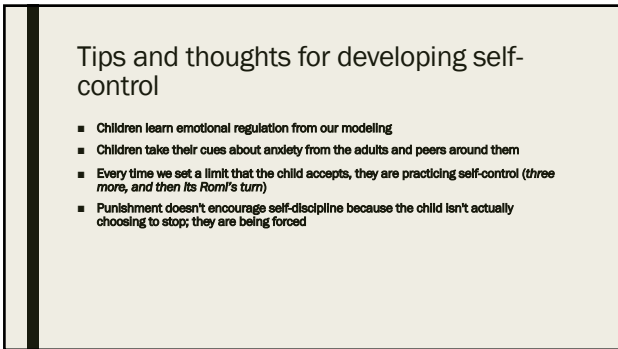
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Talk clearly, simply, and often about behaviours that matter

Reading time is quiet time

Now is the time to listen and follow directions

Being helpful can make you and others feel happy

Take turns with the bimbos

Keep rules and expectations simple, and remind children often when it's time to follow them

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1. Establish Clear, Consistent, & Simple Limits


Limits are statements of what behaviour is appropriate. They ensure children know what is expected. Limits should be clearly related to the safety and protection of self, others, and the environment. They should be few in number, consistently enforced, and within the child's ability to understand. For example:

“Inside we walk.”
“Chairs are for sitting on.”
“Hands must be washed before we eat.”

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Establish routines

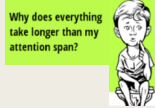
Young children may not be able to tell time, but they do become accustomed to the cadence of a regular schedule. When they know that story time will be followed by outdoor play, active children may be more able to sit quietly while their teacher reads.



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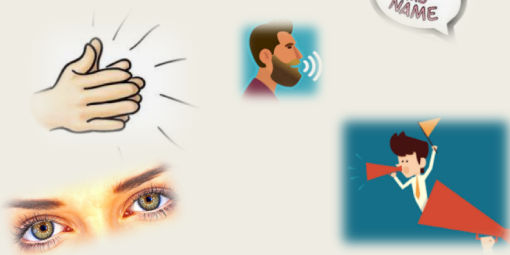
Realistic expectations | Attention span

Acknowledge that young children have limited attention spans by alternating learning activities that require quiet, focused attention with opportunities for independent play and learning activities that include movement.



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Gain attention respectfully



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"We can't control the world, but we can control how we respond to it. Once you realise that will power is just a matter of learning how to control your attention and thoughts, you can really begin to increase it."



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Children making choices



The process of learning self-control and self-discipline is linked closely with how a child feels about themselves and their relationship with the world. Its our role to help build and strengthen children's ability to determine for themselves what is right and what is wrong, and how to control their own behaviour.

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Proximity and touch

- Closeness can help children stay calm and focused
- Consider sitting between two children
- Hold a child on your lap
- The 'shoulder' touch
- Show affection (especially in relation to unwanted touching - hitting, pushing etc)



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Unwanted Behaviour

What is it?

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The context of behaviour is important

CONTEXT MATTERS

WHO WHAT HOW WHEN WHERE

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3 Key behaviour considerations:

- Disengaged
- Disruptive
- Unacceptable


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Matching game

#Disengaged #Disruptive #Unacceptable

GAME

IT'S NEVER JUST A GAME



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Some strategies

- Counting down...
- Clapping or clicking
- Distraction
- Eye contact
- Reassuring physical contact
- Tones of voices and volume
- Very clear instructions – bite size
- Key words 'focus' or 'welcome back' or 'and... listen'
- Honesty... "I'm feeling...."
- Moving a child

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Respond positively

- Promptly identify children's unwanted behaviour when it occurs
- Identify changes in that child's behaviour that are unusual for them
- Use knowledge of the child and their background to interpret their behaviour
- Use strategies appropriate to that child, when responding to their behaviour
- Give the child support if required
- Regularly review the strategies that you use
- Create effective opportunities for children to express their negative feelings safely

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Steps to Intervention...

- Help the child understand that his/her behaviour is up to them
- If necessary, remove the child from the situation and keep him/her with you. If behaviour persists, act calmly and promptly.
- Discuss feelings and rules after a reasonable period of calm.
- Involve the child in the decision of when to go back because taking responsibility for his/her own behaviour is an important part of instilling self-control
- Help the child be acceptable when he/she does come back so that he/she has the experience of substituting unacceptable behaviour for acceptable

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Be consistent



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Offer Straightforward Explanations for Limits

When children understand the reasons or rationale for limits, they are more likely to comply and abide by them.

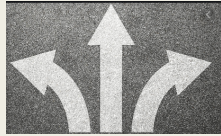
Furthermore, teaching children the "why" of a limit helps them internalize and learn the rules of social living. For example:

- “The sand stays down low so that it doesn’t get into people’s eyes.”
- “When you put the toys back on the shelf, people can find them easily when they want them.”

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Provide choices

Providing choices is also a valid prevention strategy for children, which often avoids power struggles



Can you think of some choices you could offer?

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Model problem solving skills



- Did you ask for it back?
- Is there another one you can use?
- What else could you do?
- What could you say to him?
- Shall we look for it?

As children loose control lets offer them assistance to help them solve their problems

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summarise

Summarise how you dealt with the problem, this will support them for 'next time'

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Use natural and logical consequences

- Jumping off the wall bars onto other children
- Emptying the earth from the plant pots all over the floor
- Peeing over the toilet seat on purpose
- Jumping around on the stairs
- Putting gun toys in their bags
- Running away to the lobby when going to the garden



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Provide opportunities for children to make amends

Avoid asking children to say 'sorry'



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Quick think!


Effective strategy or not?



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Every Child is different

Every child is different, every situation is different, therefore; every response needs to be different.

There is not one approach, but there are many approaches. We must find the right approach and the right strategy for each situation

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Reflective Practitioner

Reflect
Evaluate
Discuss

W
O
R
K

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Reflective Practice tour...



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Lets review our earlier scenarios...



- 1 ■ Green - Disengaged
- Orange - Disruptive
- Red - Unacceptable

- 2 ■ 1st Response
- Follow up response

- 3 How can you support and develop **self control**?

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HOW WILL YOUR CHANGE YOUR APPROACH AFTER TODAY?

Reflective practice

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