Turn Challenging Behavior Into Prosocial Learning: A New Year Brings New Opportunities

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We've been waiting for you to come to this place,
Waiting for you to come to this place,
Wherever you're from,
We're glad that you've come.
We've been waiting for you to come to this place.
MY HOPES....
Remember, all we do makes a difference, what kind of difference do you want to make?

Today I hope some idea, quote, song...will touch your heart and mind and you will take it back to your program and try it.

We ALL have challenges.....
It’s how we solve/deal with them that makes us different.
We must know each child from the inside out. Only children can tell us what they need to know.”
--Bev Bos
BELIEFS...

INTO

PRACTICE

If the ability to control emotions and behaviors isn’t fully developed until early adulthood, why are we requiring preschoolers to do this and then punishing them when they can’t?
We have learned so much more about how children think and feel and what they need. How has that changed what you do?

Social/Emotional Learning is a Process...
“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 Homer NASDE President

GOOD ADVICE

“What do you want to be when you grow up?”

“Kind” said the boy
SHIFTING OUR VIEW

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>BRAIN-BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior problems interfere</td>
<td>Difficult feelings and behaviors are tools for teaching</td>
</tr>
<tr>
<td>Adults manage children’s behavior through praise or punishment</td>
<td>Adults engage in regulating WITH children</td>
</tr>
<tr>
<td>Central are techniques</td>
<td>Central is the relationship</td>
</tr>
<tr>
<td>Focus is on right or wrong behaviors</td>
<td>Focus is on behavioral and emotional regulation</td>
</tr>
<tr>
<td>If one child hurts another, focus is on consequence for the perpetrator</td>
<td>If one child hurts another, focus on empathy and reparation</td>
</tr>
<tr>
<td>Focus on individual child’s behavior</td>
<td>Focus on relationships and how to nurture them</td>
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LEARN ABOUT BRAIN DEVELOPMENT

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

"What is the bravest thing you’ve ever said?" asked the boy.
"Help," said the horse.
Children never, ever CHOOSE the meltdown, or any anxiety related behaviour, in the same way that YOU would never, ever choose to have a meltdown in front of your family, colleagues or friends! A meltdown is not a choice, it’s a byproduct of a brain that isn’t coping with something. And that brain needs to be showered in love, compassion and safety. Not punishment, fear or shame.

www.allisondavies.com.au
“Children are miracles. Believing that every child is a miracle can transform the way we design for children’s care. We make it our job to create, with reverence and gratitude, a space that is worthy of a miracle.”

--Anita Olds
UNDERSTANDING THE IMPORTANCE OF OUR ROLE AS ADULTS
"One of our greatest freedoms is how we react to things."

Imagine if we all walked into the world with the belief that each person was inherently worthy.
Imagine if our goal was to help each other recognize that we are worthy of being loved.
Imagine if we sought to listen more than we spoke.

---

Fred Rogers
“We can’t offer to others what we don’t possess for ourselves…”
--Dr. Becky Bailey

“Remember that meaningful relationships have to have content…the content of our relationships should not be mainly about rules, regulations, and conduct but about their increasing knowledge and developing understandings of those things within and around them worth knowing more about…”
--Lilian Katz
Do I bring my true self to work?

"Who we are and what we live—what we model for children—has the most powerful impact of any strategy on children.

Our talk to children becomes their self-talk. Our expectations become their expectations. As an adult, you have the wisdom and experience to be a powerful influence on a child’s life."

WHAT WE SAY MATTERS...

<table>
<thead>
<tr>
<th>POSITIVE LANGUAGE ALTERNATIVES</th>
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<tbody>
<tr>
<td>Calm down.</td>
</tr>
<tr>
<td>Stop crying.</td>
</tr>
<tr>
<td>You're ok.</td>
</tr>
<tr>
<td>Be quiet.</td>
</tr>
<tr>
<td>Don't hit.</td>
</tr>
<tr>
<td>Stop yelling.</td>
</tr>
<tr>
<td>Don't get upset.</td>
</tr>
<tr>
<td>That's enough.</td>
</tr>
<tr>
<td>I'm over this.</td>
</tr>
</tbody>
</table>
You get what you get, so don’t get upset
Say sorry
A no thank you bite
Criss cross applesauce, hands in a bowl
Why did you do that? Would you like someone doing that to you?
AND MORE......

AFFIRMATIONS.....
Brian Tracy said...“Eighty percent of life's satisfaction comes from meaningful relationships.” Think about it...when you look back at the end of your life what will really matter? Five words...the quality of your relationships.

BELONGING

UNDERSTANDING CHILDREN

Children need to KNOW and be KNOWN. For this to truly happen, they need a learning environment that allows them to have a relationship with someone who truly understands them.
"What's your best discovery? asked the mole.

"That I'm rough as I am, said the boy.

Perhaps if angry little girls were heard instead of silenced, there wouldn't be so many hurting women struggling to understand and love themselves.

Perhaps if fearful little boys were comforted instead of shamed, there wouldn't be so many angry men struggling to express and empathize with emotion.

And vice versa.

Perhaps if children's emotions were understood instead of punished, there wouldn't be so many armored people struggling to be connected and authentic.

Children need to feel all their emotions, without fear of rejection to mature into their healthiest true selves.

Being hard on children does not make them stronger. People are strengthened through compassion and understanding, regardless of gender or age.
THE STORY OF ZYGII

SELECTING APPROPRIATE, INDIVIDUALIZED STRATEGIES

PREVENTION
** Choosing strategies that set the child up to SUCCEED!

PROSOCIAL INFORMATION
** All the resources we use to give child-centered information, like books, songs

PROVIDE EXPERIENCES
** Setting up curriculum, experiences, that help children USE the child-centered information

PROBLEM-SOLVING SKILLS
** What skills can this child learn to become an independent problem-solver?

PROVIDE MEANINGFUL CONSEQUENCES
** Focus on empathy, connection, responsibility and reparations

PREVENTION
“Many teachers spend their time searching for activities. The best teachers spend their time creating experiences.”

Dr. Nathan Lang-Raad

THE IMPORTANCE OF VISUALS

NEED A BREAK?

VISUALIZE A BEAUTIFUL PLAGE
AND TAKE DEEP BREATHS.

HOW TO CALM DOWN:

BREATHE IN THROUGH NOSE
BREATHE OUT THROUGH MOUTH
PUPPETS AS PALS!

BABY DOLL CIRCLE TIME

CONSCIOUS DISCIPLINE

DR. BECKY BAILEY
I LOVE YOU RITUALS

A wonderful woman lived in a shoe. She had so many children. She knew exactly what to do. She held them, she rocked them, she tucked them in bed. "I love you, I love you," is what she said.

--Becky Bailey
CARING FOR A PET: FRANK!!

CREATING A SCHOOL FAMILY: CLASSROOM JOB BOARD

星人 STAR PERSON
好点子 GOOD IDEA PERSON
帮您感觉更好 BETTER PERSON

PROVIDE EXPERIENCES
"When we witness acts of goodness, we're more likely to see our common humanity."

--Jason Siegel, researcher
STONG WORDS
I LOVE YOU
ARE YOU OKAY?
PLEASE
THAT'S NOT FAIR.
PLEASE DON'T DO THAT.
YOU HURT MY/HIS/HER FEELINGS.
I DON'T WANT TO PLAY LIKE THAT.
BECAUSE IT HURTS PEOPLES FEELING.
There is no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.
Parody of the approved
Wit of J. H. Newman

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"I may forget what you've said, but I'll remember how you made me feel."