



## 1-Hour Webinar on Facing the Challenge: Working with Preschool Children with Challenging Behavior

Karen Cairone & Barbara Kaiser

### Mission

The DCRC's mission is to promote social and emotional development, foster resilience, and build skills for school and life success in all children from birth through school-age, as well as to promote the resilience of the adults who care for them.

### What We Do

- Provide strength-based assessments and strategy guides for families, teachers, and other adults involved in the lives of children to promote their healthy social and emotional development and resilience.
- Conduct research and advocate on behalf of children, families and child-serving professionals.
- Provide professional development to help families and professionals use our resources most effectively.

All our efforts and resources are based on resilience theory and help children and adults bounce back when faced with adversity.

### Social Media



Like us on Facebook! [www.Facebook.com/DevereuxCenterForResilientChildren](http://www.Facebook.com/DevereuxCenterForResilientChildren)



Follow us on Twitter! @BuildURBounce



Subscribe to our You Tube Channel! ResilientChildren

Visit our website at: [www.CenterForResilientChildren.org](http://www.CenterForResilientChildren.org)

Find research reports, newsletters, free webinars, professional development information and registration, downloadable resources and ideas for use in the classroom and with families, alignment tools, user experiences and success stories, FAQs, and much, much more!

### Want to sign up for our newsletter?

Scan this QR code or go to [www.CenterForResilientChildren.org](http://www.CenterForResilientChildren.org)



444 Devereux Drive \* Villanova, PA \* 19085

Phone: (866) 872-4687 Fax: (877) 983-3322 E-mail: [DCRC@Devereux.org](mailto:DCRC@Devereux.org)

NOTES:

1. Resilience
2. Understanding Challenging Behaviors
3. Prevention Ideas
4. Intervention Strategies

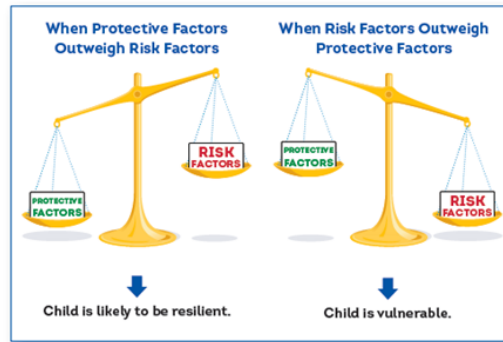


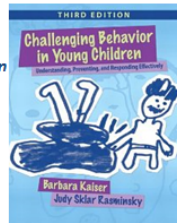
FIGURE 2.1: Resilience Scale

NOTES:

Challenging Behavior has three components:

- Interferes with children's learning, development and successful play.
- Is harmful to the child, other children or adults.
- Puts a child at high risk for later social problems or school failure.

From: *Challenging Behavior in Young Children*  
by Barbara Kaiser and Judy Sklar Rasminsky



**Developmentally Appropriate Behavior**

Below are some of the challenging behaviors seen in some young children. In the column to the right, reframe each challenging behavior to determine the child's potential strengths. Please note, the descriptions used in the first column are NOT objective ways we would want to describe children.



Challenging Behavior	Reframing to Focus on Strengths
"Inattentive"	Energetic Notices details Observant
"Noisy"	
"Bossy"	
"Impulsive"	

NOTES:

**The three main reasons children use challenging behavior are...**

1. To avoid/escape a situation or person(s)
2. To obtain an object or attention
3. To change level of stimulation

**SOAR**

- 1.) Following Developmentally Appropriate Practices (DAP) and other program **Standards**: Quality, safety, appropriate expectations, etc.
- 2.) Knowing your children each as individuals through Careful **Observation**
- 3.) Having a Positive **Attitude** each day
- 4.) **Reflecting** on situations and practices to know how/what to improve

NOTES:

NOTES:



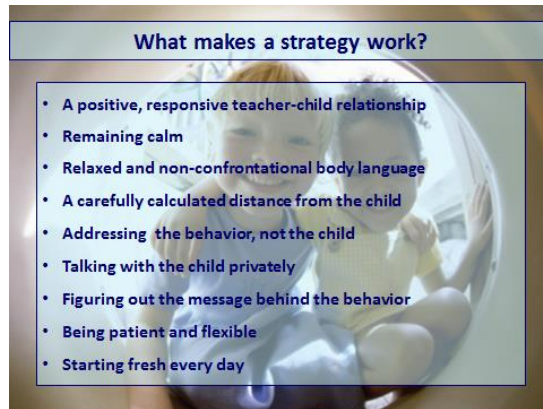
### Does the strategy...

- 1. Help to strengthen your relationship with the child?
- 2. Address the function or feelings behind the behavior?
- 3. Help the child learn how to control his/her emotions?
- 4. Help the child to become a problem-solver?
- 5. Help to make long-term changes in the child's behavior?

NOTES:

### Six Intervention Strategies

- Penny Transfer
- Peer-Partnering
- Individualized Reminder Systems
- Offer Choices
- FLIP IT®
- Planned Ignoring



- A positive, responsive teacher-child relationship
- Remaining calm
- Relaxed and non-confrontational body language
- A carefully calculated distance from the child
- Addressing the behavior, not the child
- Talking with the child privately
- Figuring out the message behind the behavior
- Being patient and flexible
- Starting fresh every day

NOTES:



### A few words about Guidance...

- Infants → Safety
- Toddlers and Preschoolers → Limits, Consistency
- School-Aged Children → Problem-Solving

**ALL CHILDREN are...**  
**Making mistakes**  
**Learning**  
**Growing**  
**Developing more positive behaviors!**

NOTES: