



Rethinking Challenging Behavior:

Children Do Better When they Feel Better

October 22, 2019 - 2:15-3:45PM Mt Hood A

Prepared by Soobin Oh

Introductions

Name

Place of Practice

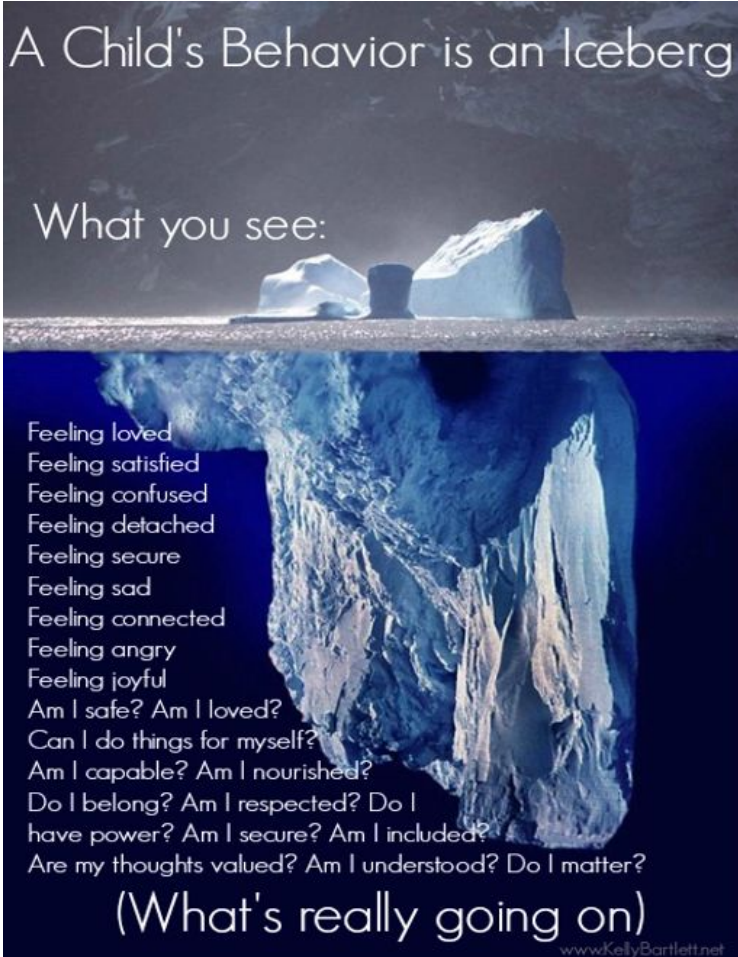
Role

Your interest in this session

ONE WORD: Name a character quality you think is important for children to have.

A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

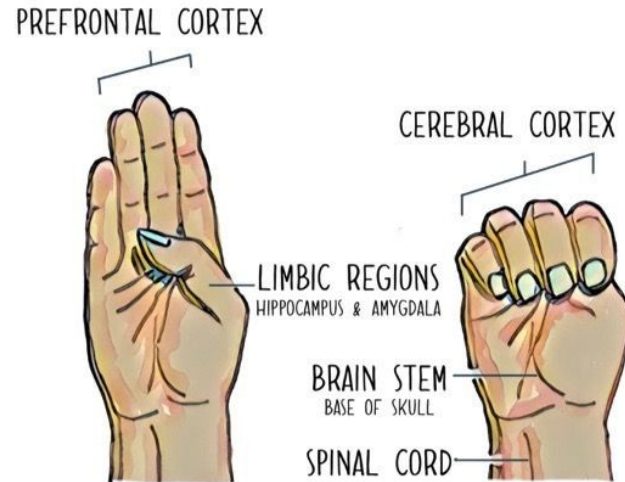
www.KellyBartlett.net

Executive Functioning



It can be helpful as educators and in connecting with parents and children themselves to discuss and “see” the brain

Dr Dan Siegel's
Hand Model of the Brain



NIR
Northampton

Prefrontal Cortex: Executive Functioning

Limbic System: Fight, Flight, or Freeze

When we “flip our lid,” we lose many of our abilities:



- ✓ **Capacity for problem solving**, emotional control, and complex thought
- ✓ **Coordination** and initiation of complex, voluntary movement
- ✓ **Processing and detection of multisensory information** (including visual/tactile/auditory)
- ✓ **Language** comprehension
- ✓ **Sound nuance and quality**, i.e., detection of (loudness, tone)

The Number One Goal When a Child is Upset:

The child must calm down

THEN

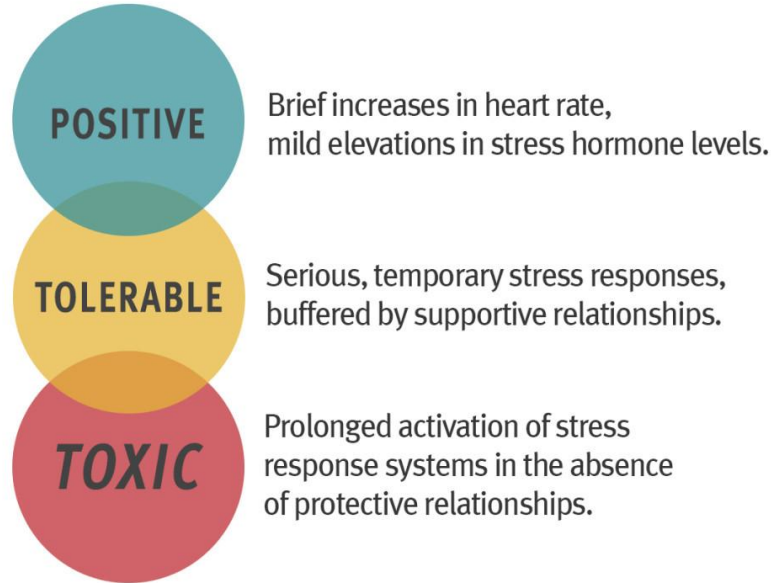
we can move on to problem-solving
and taking responsibility.

Mirror neurons in the prefrontal cortex cause us to mimic and experience others' emotions like they're our own

- Observer's neuron fires as if the observer were taking the action itself
- This means when we observe stress or calmness the feeling is "contagious"
- So, our calmness models the calmness we want them to have
- If we *add* to the child's stress, however, we run the risk of creating **toxic stress**.



Mirror neurons can release a brain chemical called “cortisol” that can negatively impact health and development if brains have prolonged exposure



- “Excess” cortisol can result in internalizing symptoms (anxiety or depression), externalizing symptoms (aggression or attention problems), fatigue, hunger, sleep deprivation, lowered immune response, and even more.
- High levels of stress, and thus cortisol, warrants a mental health approach

For a child who flips their lid often, planning ahead and kindness are key

1) Plan beforehand

- Know what will help YOU to calm down (and avoid the “mirror neuron” trap)
- Know where the child can go to safely calm themselves
- *Note that participatory conversation with the child and the parent only works if you have a good relationship with the child*

2) In the moment

- Focus on helping the child calm down
- Possibly move the child: They may need to calm down elsewhere
- Use very few words: Interaction should be limited to comfort

3) RIGHT when the child returns

- Provide LOTS of kindness, love and affection.--even some praise!
- THEN move into problem solving

One Potential Strategy



Cozy Cove, Soft Spaces, and Places to Calm Down:
Providing an Opening for the child to return to action

~~Why I can't do this...~~

What opportunities do I currently have to give children (who need it) time and space to calm down when they flip their lid?

Mistaken Goals

**Where does our
motivation come from?
What are we motivated
to do?**

Are there different types of motivation?

We are all hardwired to feel belonging and significance

And when we don't, we sometimes engage in behaviors that we mistakenly believe will help us.

“Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?”

Positive Discipline

Jane Nelson

A child acting upon mistaken goals often accidentally engages in behavior that is counterproductive to their goal

When we see “misbehavior,” children are following a mistaken belief they have about how to achieve belonging and significance.

Even if their behavior is counter productive.

“A misbehaving child is a discouraged child.”

- Rudolf Dreikurs

Mistaken goals are when children believe that they must engage in a certain behavior to achieve belonging and acceptance

Undue Attention: “I belong only when I have your attention.”

Misguided Power: “I belong only when I’m the boss, or at least when I don’t let you boss me.”

Revenge: “I don’t belong, but at least I can hurt you back.”

Assumed Inadequacy: “It is impossible to belong. I give up.”

Mistaken Goals Chart

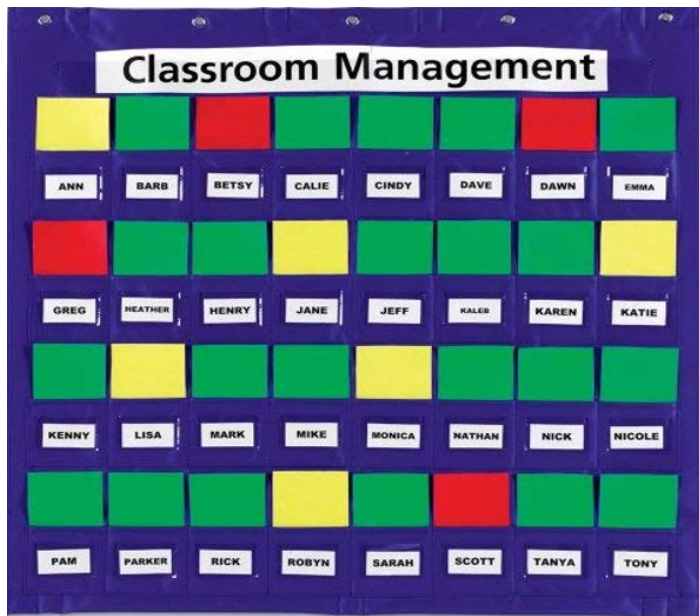
If CHILD'S GOAL is:	If the PARENT/TEACHER feels:	And tends to REACT by:	And if the CHILD'S RESPONSE is:	The BELIEF behind the CHILD'S BEHAVIOR is:	WHAT THE CHILD NEEDS (Hat Messages) AND WHAT ADULTS CAN DO TO ENCOURAGE
Undue Attention (to keep others busy or to get special service)	<ul style="list-style-type: none"> Annoyed Irritated Worried Guilty 	<ul style="list-style-type: none"> Reminding Coaxing Doing things for the child he/she could do for him/herself 	<ul style="list-style-type: none"> Stops temporarily, but later resumes same or another disturbing behavior 	<ul style="list-style-type: none"> I count (belong) only when I'm being noticed or getting special service I'm only important when I'm keeping you busy with me. 	<p>Notice Me-Involve Me.</p> <ul style="list-style-type: none"> Redirect by involving child in a useful task. "I love you and _" (Example: I care about you and will spend time with you later.) Avoid service. <ul style="list-style-type: none"> Say it only once, then act. Plan special time. Set up routines. Take time for training. Use family/class meetings Touch without words. Set up nonverbal signals
Power (to be boss)	<ul style="list-style-type: none"> Angry Provoked Challenged Threatened Defeated 	<ul style="list-style-type: none"> Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right 	<ul style="list-style-type: none"> Intensifies behavior Defiant compliance Feels he/she's won when parents/teachers are upset Passive power 	<ul style="list-style-type: none"> I belong only when I'm boss or in control, or proving no one can boss me. "You can't make me." 	<p>Let Me Help-----Give Me Choices.</p> <ul style="list-style-type: none"> Decide what you will do. Let routines be the boss. Get help from child to set reasonable and few limits. Practice follow-through. Redirect to positive power. <ul style="list-style-type: none"> Use family/class meetings Acknowledge that you can make him/her, and ask for his/her help. Offer a limited choice. Withdraw from conflict at calm down. Be firm and kind. Act, don't talk.
Revenge (to get even)	<ul style="list-style-type: none"> Hurt Disappointed Disbelieving Disgusted 	<ul style="list-style-type: none"> Retaliating-Getting even Thinking "How could you do this to me?" Taking behavior personally 	<ul style="list-style-type: none"> Retaliates Hurts others Damages property Gets even Escalates the same Behavior or chooses another weapon 	<ul style="list-style-type: none"> I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved. 	<p>Help Me-I'm Hurting.</p> <ul style="list-style-type: none"> Apologize. Avoid punishment and retaliation. Show you care. Encourage strengths. Use family/ class meetings <ul style="list-style-type: none"> Deal with the hurt feelings: "Your behavior tells me you must feel hurt. Can we talk about that?" Use reflective listening. Don't take behavior personally. Share your feelings.
Assumed Inadequacy (to give up and be left alone)	<ul style="list-style-type: none"> Despair Hopless Helpless Inadequate 	<ul style="list-style-type: none"> Giving up Doing for Over helping Showing discouragement 	<ul style="list-style-type: none"> Retreats further Passive No improvement No response 	<ul style="list-style-type: none"> I don't believe I can so, I'll convince others not to expect anything of me. I am helpless and unable; it's no use trying because I won't do it right. 	<p>Have Faith in Me----- Don't Give Up On Me.</p> <ul style="list-style-type: none"> Take time for training. Take small steps. Make the task easier until the child experiences success. Show faith. <ul style="list-style-type: none"> Encourage any positive attempt, no matter how small Don't give up. Enjoy the child. Build on his/her interests. Encourage, encourage, encourage. Use family/class meetings

Extrinsic motivations may condition children to “do well” for rewards or out of fear of punishment while intrinsic motivation is authentic to a child’s curiosity and interests

Types of Motivators



Fear of punishment or anticipation of reward (extrinsic motivators) lead to release of another brain chemical called dopamine (and fear of punishment can also release cortisol)



“Children should learn to do well even when we are not there to enforce it rather than learn to do well *because* we are enforcing it.”

Being both kind and firm while taking the time to connect with a child before “correcting” them are key strategies

Kind AND Firm can look like...

- *“I know you don’t want to go, AND we can walk there together.”*
- *“You want to keep playing, AND it is time to go inside. Do you want to walk in like a penguin or like a bear?”*
- *“I care about you, AND now it’s time to eat lunch.”*

Connection before “correction” looks like...

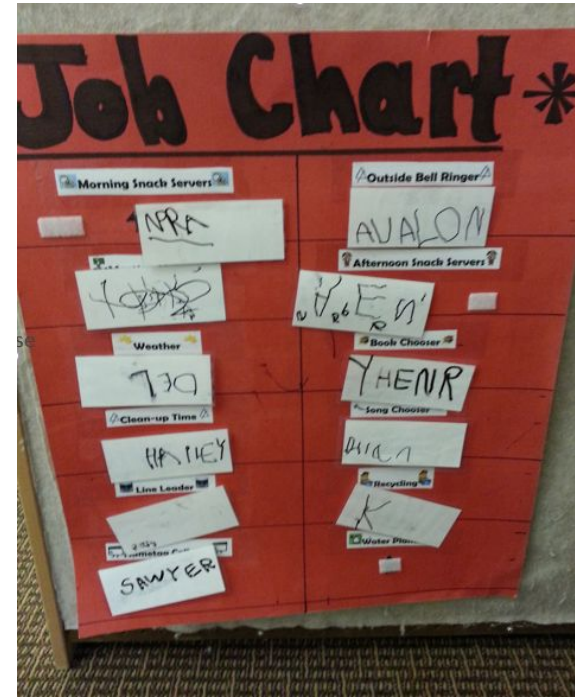
- Take the time to get eye level with the child
- **Listen first**, talk next
- **Validate the child’s feelings** without fixing or rescuing
- **Be supportive** when allowing children to experience the consequences of their choice
- **Allow for a cooling off** period before talking solutions
- Hugs

Making “Agreements” instead of “Rules” teaches children to take responsibility rather than rely on extrinsic motivators to do well.



Real “authentic” jobs can create conditions for belonging and significance while teaching responsibility.

- Jobs that gave children a sense of power, belonging, responsibility
- The jobs were desirable.
- Children signing in with me, gave me an opportunity to develop relationships
- Not a competition



~~Why I can't do this...~~

What opportunities do I
currently have to promote
belonging and significance?

Strategies related to motivation

Strategies related to skill

“Where there’s a skill, there’s a way. Children do well if they can.”



Dr. Stuart Ablon

Think:Kids

Collaborative Problem Solving



The Peace Table



The Peace Table

The culmination of three different tools:

- CSEFEL - Feeling Faces
- CSEFEL - Solution Kit
- “Problem Solving”

Steps to Problem Solving:

- STEP ONE: CALM DOWN AND BREATHE
- “How does that make you feel?”
- “Tell THEM, not me!”
- “What’s the Problem?”
- *Restate the problem.*
- “What ideas do we have for a solution?”
- *Let the children come up with the first solutions, then you can suggest some.*
- “We can’t move on until we agree on a solution.”

The important aspect of this is the PROCESS of problem-solving, not just the solution.



The Peace Table

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Feelings Cards



Feelings Cards



Solution Kit

 <p>Get a Teacher</p> <p>Illustration of a teacher in a purple dress talking to a young girl in an orange dress.</p>	 <p>Ask Nicely</p> <p>Illustration of a girl in a pink shirt holding balloons and talking to a boy in a green shirt.</p>	 <p>Ignore</p> <p>Illustration of a boy in a purple shirt and a girl in a blue dress, both with their hands to their faces as if ignoring someone.</p>	 <p>Say, "Please."</p> <p>Illustration of a girl in a yellow shirt sitting on a blue mat and talking to a girl in a pink shirt who is holding a teddy bear.</p>
 <p>Play together</p> <p>Illustration of two girls playing with a green ball.</p>	 <p>Say, "Please Stop."</p> <p>Illustration of two boys playing with a dog and a beach toy.</p>	 <p>Share</p> <p>Illustration of a boy in a red shirt sharing a blue toy with a boy in an orange shirt.</p>	 <p>Trade</p> <p>Illustration of two boys trading toys, one holding a robot and the other a car.</p>
 <p>Wait and take turns.</p> <p>Illustration of three girls playing on a red slide.</p>	 <p>Get a Timer</p> <p>Illustration of two girls playing with a hula hoop and a timer.</p>		

2 X 2 SOLUTION KIT CUE CARDS

Solution Kit



Peace Table in Action



CSEFEL

<http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>

Potential Topics for Change Ideas: Pick One

- Creating Aesthetic Experiences (Slide 17)
- Promoting Relaxed Alertness (Slide 18)
- Introducing more Intelligent Materials (Slide 22)
- Introducing more Ambitious Instruction (Slide 24)
- Reducing sensory overload in classroom design (Slide 25)
- Teaching the hand model of the brain (Slide 30)
- Reducing potential for stressors (Slide 33)
- Planning for “Flipped Lid” (Slide 35)
- Soft spaces for processing emotions (Slide 36)
- Responding to children’s Mistaken Goals (Slide 45)
- Reducing use of extrinsic motivators (Slide 47)
- Being Kind AND Firm (Slide 49)
- Connection Before Correction (Slide 49)
- Making Classroom Agreements (Slide 50)
- Authentic Jobs (Slide 51)

Commit to a change idea

1. I plan to _____.
2. As a result of implementing my change idea, I think that the following will change: _____.
3. I can measure the success of my change by _____.

THANK YOU!

