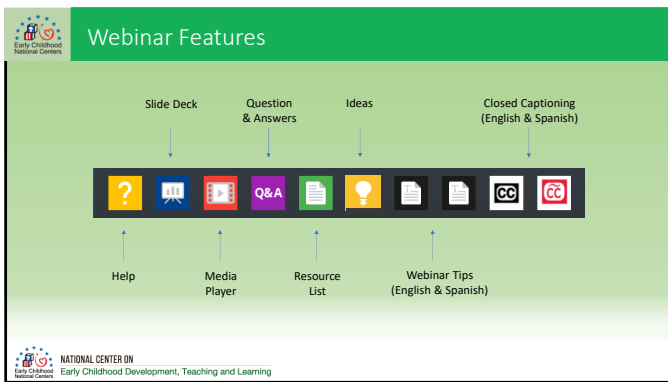




Addressing Infant and Toddler Behaviors That Challenge Adults

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Webinar Features

Slide Deck Question & Answers Ideas Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

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Behaviors That Challenge Adults

How we interpret and react to behavior is personal




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What Challenges You?

I feel most challenged when...



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Poll

How often do infants or toddlers exhibit behaviors that you find challenging?



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Session Objectives

At the end of this webinar, you should be able to:

- 1 Reframe how you view challenging behavior to behavior that has meaning and is a form of communication.
- 2 Identify the developmental reasons why infants and toddlers exhibit behaviors that adults can find challenging.
- 3 Explore strategies for how to respond and support children when they show behaviors you find challenging.

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Behavior Has Meaning

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Behavior Has Meaning

"Kids do well if they can."
~Dr. Ross Greene


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Form and Function



FORM
What is the behavior?





FUNCTION
What is the purpose of the behavior from the child's perspective?

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Form and Function






"I'm trying to tell you something!"

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Reading Children's Cues - Infant






Crying

FORM

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Reading Children's Cues - Infant



Crying


FUNCTION

- I'm tired
- I want my bottle
- I'm wet
- I'm having trouble settling myself
- I'm overwhelmed - it's too noisy
- I want someone to hold me
- I'm too hot with this hat on!

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Reading Children's Cues - Toddler



Crying

FUNCTION

- I want you to hold me.
- Someone took my toy away.
- You told me no and I don't like that.
- I hurt myself.
- I don't want to put my coat on.
- I'm tired.
- I don't really know what I'm feeling.

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Culture, Family and Experiences



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Culture, Family and Experiences










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Culture, Family and Experiences

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Culture, Family and Experiences




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BabyTalks

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Scenario - Video



clip 1.3


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BabyTalks

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Video Poll

What was the function of the behavior?



clip 1.3

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BabyTalks

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Reading Children's Cues

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Developmental Reasons: WHY do children exhibit behaviors that challenge us?

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Developmental Reasons

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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ELOF Social and Emotional Development

Relationships with Adults Relationships with Other Children Emotional Functioning Sense of Identity and Belonging

Goals for Sub-Domain: Relationships with Adults

Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.


Developmental Progression		
Birth to 9 Months	8 to 18 Months	18 to 36 Months
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.



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Video Recap




clip 3.4

Responsive to Needs and Interests
Creates Positive Routine
Involves Family
Considers Culture

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Benefits of Building Relationships



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Pulse Check – Self-Regulation

The screenshot shows a 'Pulse Check' app interface with a progress bar at 0%, '0 of 0 answered', and an 'End Pulse Check' button. To the right is a photograph of a young child crying on a tiled floor.

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Self-Regulation and the Brain

A diagram of a human brain in profile, with the Prefrontal cortex highlighted in yellow and labeled with an arrow.

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ELOF Approaches to Learning

Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation (Executive Functioning)

Initiative and Curiosity

Creativity

Goals for Sub-Domain: Emotional and Behavioral Self-Regulation

- Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.
- Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.

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Marshmallow Study

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The Snack Delay Test

- 18 months
• 23% waited
- 24 months
• 55% waited

Picture 1. The Snack Delay procedure.
Bialecka-Pikul et al., 2018

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Emotional Literacy

"The ability to identify, understand, and express emotions in a healthy way."

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Emotional Literacy

- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- exhibit less impulsivity
- focus more
- show greater academic achievement

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Talking About Emotions During Book Reading

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How We Respond Matters

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Strategies

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Pyramid Model

http://csefel.vanderbilt.edu/resources/training_infant.html

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Poll

Before today, how familiar were you with the Pyramid Model?

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It's All About Relationships

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Strategies to Support Friendship Skills

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Strategies to Support Emotional Literacy

This is how I feel today!

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High Quality Supportive Environments

Physical Design Schedules and Routines Active Learning Teaching Rules

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Physical Design

- Safe and calm
- Space to engage
- Yes! environment
- Developmentally appropriate opportunities
- Reflect home culture and languages
- Accessible to all children

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Schedules and Routines

8:45 - ARRIVAL
8:55 - 9:10 CIRCLE
9:10 - 9:30 PLAYCOURT
9:30 - 9:50 SNACK
9:50 - 10:30 FREE CHOICE
10:30 - 10:45 SMALL GROUP
10:45 - 10:55 CIRCLE

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Active Learning

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Teach Rules and Expectations

"We don't throw rocks because it could hurt someone. But you can throw this ball instead."

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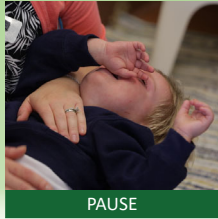
Pause, Ask, Respond

PAUSE ASK RESPOND


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Pause, Ask, Respond



PAUSE



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Pause, Ask, Respond



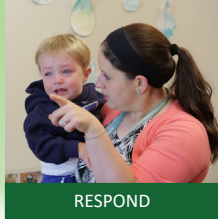
ASK




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Pause, Ask, Respond



RESPOND

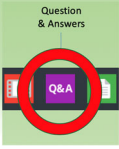


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Reflection

- What strategies do you think will be most helpful in your own work with infants and toddlers?
- Are there other strategies you have found work well for responding to challenging behavior?



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Wrap Up



*"See a child differently, you see a different child."
~Dr. Stuart Shanker*


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Thank you!

Contact us at ecdtl@ecetta.info or call
(toll-free) 1-844-261-3752

Please fill out the evaluation.



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