

Welcome!



- We will get started soon

Opening Activity

- Please think of a time when you really had fun with one of your children
- What were you feeling then?
- What do you think your child was feeling?

Preventing Behavior Problems through Positive Parenting



**Practical Tips for Supporting Healthy
Social Emotional Development**

**Family Resource Centers Network of
California Early Start Plus**

Presenter Name Will Go Here

Goals for the Session



- **Provide information on social-emotional development and children's behavior**
- **Describe helpful tips for positive parenting that will help support healthy social-emotional development and prevent challenging behavior**
- **Share brochures, local options, and online resources that may be helpful for you as family members**

Shared Expectations



- **We Are Friendly & Kind**
 - ◆ Step up/Step back
 - ◆ Stay on topic
 - ◆ Support the group
- **We Are Safe & Healthy**
 - ◆ Make a comfortable space for yourself
- **We Are Respectful**
 - ◆ Keep information shared in the group confidential
 - ◆ Value everyone's ideas
 - ◆ Cell phones on silent or off



Sharing from Opening Activity



**Every child needs
one person
who is crazy
about him or her**

Urie Bronfenbrenner

What is Social-Emotional Development?

- The developmentally and culturally appropriate ability to:
 - ◆ Experience, express, and manage emotions
 - ◆ Establish positive and rewarding relationships with others



California Infant/Toddler Learning
and Development Foundations, 2009

The Key Word is Development



- **Social and emotional skills develop as children age**
- **All children depend on responsive, secure relationships in order to develop and learn in any domain**
- **Social and emotional skills may develop in different ways and at different rates, yet are very dependent on experiences, interactions, and the adults surrounding each child**



Online Resource for More Information



All About Young Children
allaboutyoungchildren.org

Developed by CA Department of Education

**Has information and videos about
all areas of development, starting
with social-emotional development,
in eight languages!**

What is Positive Parenting?

- Family members using what they can control to raise children who are positive contributors to the family and the community
- Positive Parenting focuses on raising **ADULTS**, not children!
- Being positive isn't being a pushover



Encouraging and Clear



Positive parenting focuses on

- **Staying calm and thoughtful**
- **Connecting deeply with your child**
- **Encouraging the desired behavior**
- **Setting clear limits without shaming and punishing**

What Can Adults Control?



- **We may want to control the child, but really, we can't**
- **What we CAN control may influence the child**
 - ◆ Our own behavior
 - ◆ Our interactions with our child and the other members of our family
 - ◆ Strategies we can try based upon what we know about our child

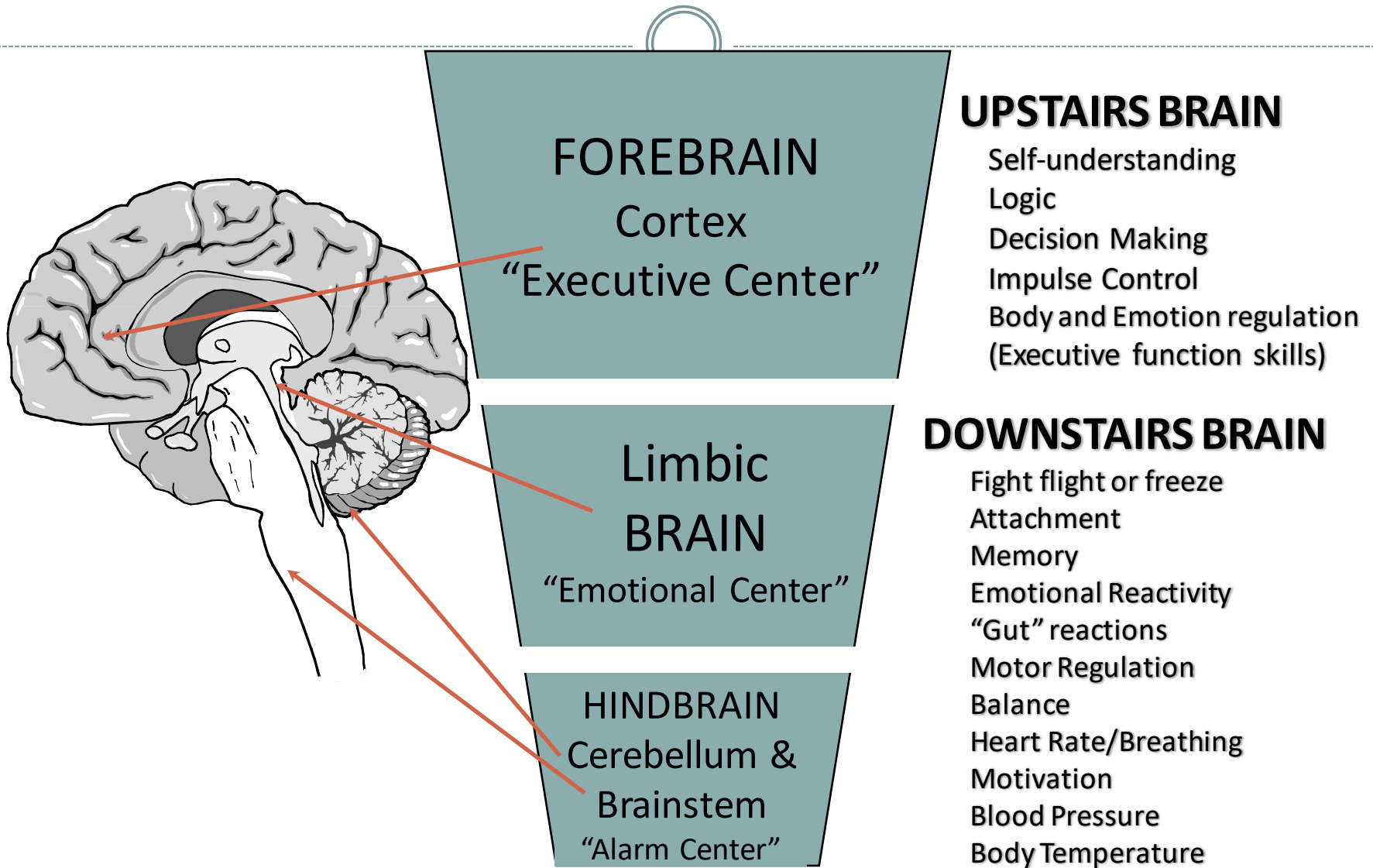
Characteristics We Need



- A consistent, nurturing, emotionally responsive primary caregiver
- An understanding of child development and how children learn
- A view of a child's behavior as an expression of how the child copes with the world
- The acceptance of the “urgency” of a young child's needs
- An emotionally balanced caregiver which allows a child to predict adult behavior

Poulsen, M. K., USC

Hierarchy of Brain Development



Upstairs Downstairs Brain



- Dr. Dan Siegel came up with describing our brain as having an “upstairs and a downstairs”
- The upstairs brain is where our logic and rational thinking happen
- The downstairs brain is where
 - ◆ our emotional reactions and experiences occur including our fight/flight/freeze response
 - ◆ and where life sustaining activities happen
 - ✦ We don’t have to think about breathing, or making our heart beat

Dr. Siegel's Hand Model of the Brain



Hand Model of the Brain



Flip the Lid (Hand Model of the Brain)

Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.



Figure 1. A model of the brain.

Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to “**Flip our Lid**” which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we’re not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

-Dr. Dan Siegal



Figure 2. Flipping your lid.

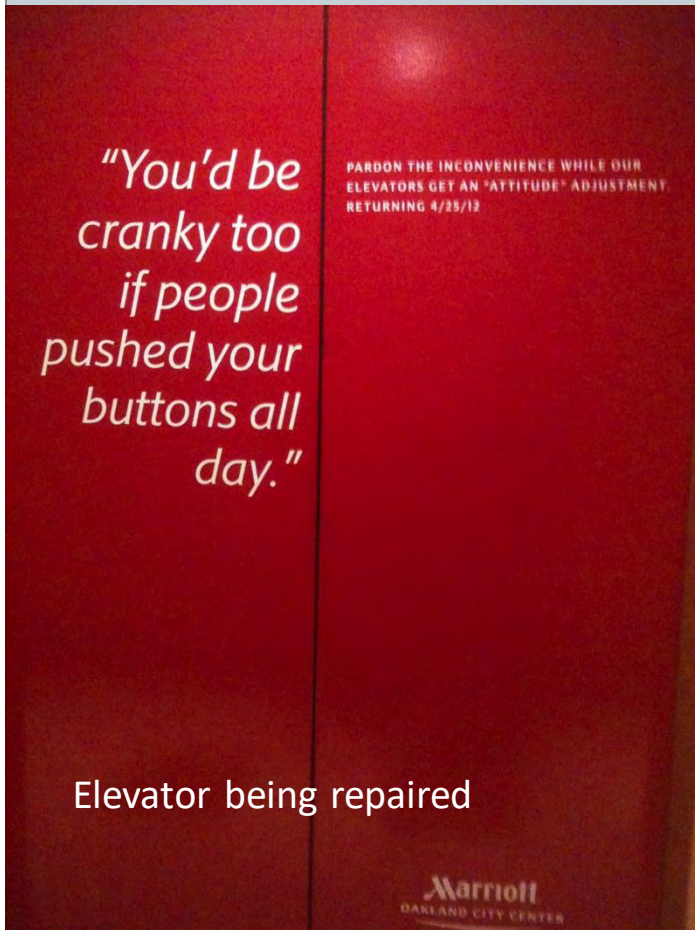
Staying Calm Comes First



- When we are calm, our whole brain is ready for action
- We can take action from our upstairs brain
- When we are not calm, we tend to flip our lids and react from our downstairs brain



What Challenges You?



Elevator being repaired

- Some behaviors “Push our buttons”
- Behavior is in the eye of the beholder
- Not everyone has the same buttons
- Learn what pushes your buttons and have ideas for ways to ACT instead of REACTING

Positive Parenting



*Are you looking for
Blame or are you looking
for Solutions?*

Positive Solutions for Families Brochure



**Eight Practical Tips for
Parents of Young Children
with Challenging Behavior**

Positive Solutions for Families



- **Tips from the “Positive Solutions for Families” Brochure**
- **Resource list at the end of this handout**
 - ◆ There are numbers of wonderful websites filled with good ideas
 - ◆ There are many good books and workshops on positive parenting and positive discipline



Tip #1: Keep Your Expectations Realistic

- Know and understand your child's abilities and limitations
- Learn about typical development and behavior for different ages
- Think about how your child has acted in similar situations



Tip #2: Plan Ahead



- Plan ahead to set your child up for success
- Hope for the best but plan for the worst
- Children can also generate options and possible ideas

Tip #3: Clearly State Your Expectations In Advance

- Your child cannot read your mind
- Let your child know what you **WANT** him or her to do
- Rather than rules, think of expectations



Tell Me What To Do!



- **Tell your child what to do instead of what not to do**
- **Children focus on the main words, they ignore the “don’t, no, stop”**
- **Show your child by demonstrating, modeling, or using a picture of the action**
- **Clearly and simply state what you expect your child to do.**
- **Follow up with Positive Feedback!**
- **We will look at a handout later**

Expectations for Behavior



- **Expectations can also be a framework for the behaviors that are “expected” for everyone in your home: children, teenagers, parents, and other adults**
- **Common expectations are:**
 - ◆ We are Respectful
 - ◆ We are Safe and Healthy
 - ◆ We are Kind
 - ◆ We Contribute to the Family (Help One Another)
- **Expectations are carried out in different ways for different ages**

Expectations Need Examples



- **Provide examples and keep examples positive – what you see when the behavior meets the expectation**
- **Our Family Is Friendly and Kind**
 - ◆ Let your sister have a turn with the book
 - ◆ Help Mommy set the table
- **Our Family Is Respectful**
 - ◆ Ask before you use something that belongs to someone else
- **Our Family Is Safe and Healthy**
 - ◆ Get to bed on time
- **Our Family Helps One Another**
 - ◆ We help clean up our toys
- **Now you get to think of some examples!**

Tip #4: Offer Limited, Reasonable Choices



- Everyone appreciates having choices
- Giving children choices often prevents power struggles
- The choices given must be limited (start with two) and real choices
 - ◆ Do you want to hold my right hand or my left in the parking lot?

Tip #5: Use When...Then Statements

- A When...Then statement is a simple instruction that tells your child what to do in order to earn the desired outcome
 - ◆ WHEN you put on your shoes, THEN you can play with Aldo.
 - ◆ FIRST, put on your jacket, THEN we can go outside.



Guidelines for Using When/Then



When using When/Then statements:

- **Give it a positive focus**
- **State it only once**
- **Set a reasonable time limit**
- **Follow through**
- **Be prepared for your child's response--it may be "NO"**

Tip #6: Catch Your Child Being Good



- Acknowledge and Comment when you child is meeting your expectations, doing what he or she should
 - ◆ You two are drawing together and sharing the paper. What wonderful team-work!
- Find times to give specific positive attention to behavior you want to see

What Behavior Do We Want?



- If your child has some behaviors that you do not want, write them down
- Now, think very carefully about what behavior do you want your child to do – in that same situation – and write that down
- These are the behaviors you want to be looking for!
- Commenting positively on what behaviors you want is an almost “magical” way to get more appropriate behavior!

Catch Me Being Good!

Challenging Behavior	The Behavior You Want	What to Say when you See the Desired Behavior Positive Descriptive Acknowledgement
Hitting sister	Playing cooperatively	<ul style="list-style-type: none">• You are playing so nicely with your sister. You gave her a turn with your car.• It looks like you two have found a way to both fit on the tricycle. That is cooperating.
Running in the house with food	Walking or sitting while eating	<ul style="list-style-type: none">• Look at you sitting while you eat. You look so safe and comfortable.• You carried that plate of food so carefully from the kitchen to the table. You stayed clean!
Screaming to get what she wants	Showing you what she wants	<ul style="list-style-type: none">• Wow! You pointed at the refrigerator. You must want something inside. Let's go look together.• When you raise your arms up, I know that you want me to pick you up. That is wonderful.

Tell Me What To Do Instead

- There are some ideas for desired behavior on the “Tell Me What To Do Instead” handout
- Work with a partner and see if you can each come up with
 - ♦ one behavior that is challenging,
 - ♦ the behavior you want instead, and
 - ♦ how you could acknowledge that appropriate behavior



Being Intentional



- Focus on what you want a child to do
- Acknowledge and encourage that behavior
- Praise is alright occasionally, however, it tends to increase external motivation
 - ◆ It makes me happy when you share toys with your little sister! You are a terrific big brother.
- Acknowledgement and encouragement build internal motivation
 - ◆ You really are working hard at sharing with your little sister! You are a terrific big brother.

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Using Positive Feedback and Encouragement



- You can also use nonverbal forms of positive feedback and encouragement
 - ◆ You could arrange a special signal if your child needs lots of encouragement
- Individualize use of positive feedback and encouragement based on children's needs and preferences
 - ◆ Some children prefer quiet, subtle encouragement
- Encourage everyone in the family to use positive feedback and encouragement
 - ◆ Children can learn to give compliments (and they enjoy it!)

Making Emotional Deposits

- Think of your child with a big piggy bank on his or her chest
- Every positive interaction is like making an emotional deposit in the bank!
- We need to have lots of deposits before we make any withdrawals



Making Deposits At Home



- You can do an activity, especially with older children
- Decorate a lunch bag and have slips of paper you can use for making emotional deposits
- On the paper, write down the person's name, your compliments, encouragements, things you appreciate about this person in your family
- Let your child draw or dictate theirs to an older child or adult
- Put the papers in the bag and read them once a week (or more often) at dinner or breakfast!

Getting Your Attention Is Their Job!

- Adults' time and attention are very important
 - ◆ Attention and interaction are how children learn
 - ◆ They need relationships
- We tend to give time and attention when children are engaging in challenging behavior
- We need to focus our time and attention on appropriate behavior



Attention: What Do They Really Want?

- **Connection**
 - ◆ Quest for security
 - ◆ Attachment
- **Interaction**
 - ◆ Social beings
 - ◆ Building brains
- **Help**
 - ◆ To do something, get something, initiate play, be successful



- **And sometimes,
Look At Me!!!**

Tip #7: Stay Calm



- Remember how children can push your buttons? Don't flip your lid!
- The more out-of-control your child becomes, the more self-control you need to show
- We need to take care of ourselves so that we can stay calm and support our child's return to appropriate behavior

Tip #8: Use Neutral Time



- Look for neutral time – “teachable moments” before or after a problem
- When we (children OR adults) are in the downstairs “emotional section” of the brain we are not able to problem-solve or act in more mature, appropriate ways
- Help your child to reflect. When something goes wrong, ask “What can you do differently next time?”



Getting Support When You Are Concerned with your Child's Behavior



Ideas for next steps

For Children with an IFSP



- If your child has an Individualized Family Service Plan (or an Individualized Education Program), you can ask your service coordinator to help you seek assessment and intervention for the challenging behavior
- You may be offered services through the IFSP, delivered by someone from an agency that works with your family now, such as the regional center or an infant program
- Your child may not qualify for specialized services in the social-emotional area
- This Family Resource Center can also help

For Help Outside of the IFSP



- **If your child does not qualify for services in behavior or social-emotional development, there other options to explore**
 - ◆ Private Insurance may have some behavioral, psychological, or psychiatric services available
 - ◆ Many communities have early childhood mental health consultants who may be able to provide services to families and children, often in child care and development settings
 - ◆ There may be parent education or support groups offering guidance on parenting children with challenging behavior

Local Resources



- **This is where a local FRC would add any specific local resources**

Learning More About Temperament



- One area to explore is understanding your child's temperament
- Temperament traits can sometimes help you understand what is driving your child's behavior and how it may clash with your temperament
- There are several online resources and some books to assist you in learning more about this
- kera-kids.org/ready-for-life/parents/temperament/
- www.preventiveoz.org
- www.parentchildhelp.com

Handle With Care

HANDLE WITH CARE:

Choosing Child Care
When Your Child Has
Challenging Behavior



- There is a brochure that is designed to help families of children choose child care when your child has challenging behavior
- There are tips of what to look for in the people, the practices, and the program

Words to Live By



Basic to any thinking about parenting, in my mind, is the strong realization that there is absolutely no one right way to raise kids. Children are totally unique, parental experiences and values are distinctive, and the partners coming together for child-rearing create a particular environment.

It is time to realize that parenting consists largely of some common sense, some flexibility, and a sense of humor to hold it all together, along with a lot of making it up as you go and hoping toward the future.

From the Grandma Says Newsletter
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Websites Link to Information, Books, & Resources

- Aha Parenting (Laura Markham)
www.ahaparenting.com
- Positive Discipline (Jane Nelsen)
www.positivediscipline.com
- Spirited Child (Mary Sheedy Kurcinka)
www.parentchildhelp.com/
- Parenting Science (Gwen Dewar)
www.parentingscience.com
- CA CSEFEL Teaching Pyramid
www.cainclusion.org/teachingpyramid/materials_family.html