

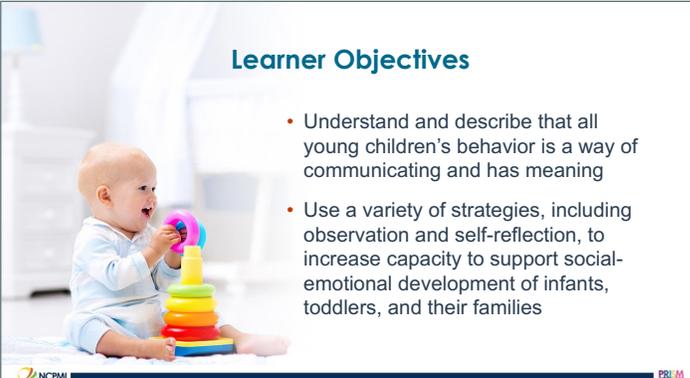


Understanding Behavior

Pyramid Model Infant-Toddler Training Series

National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

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Learner Objectives

- Understand and describe that all young children's behavior is a way of communicating and has meaning
- Use a variety of strategies, including observation and self-reflection, to increase capacity to support social-emotional development of infants, toddlers, and their families

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Agenda

- Setting the Stage: Behavior
- Observation
- Learning from Families
- Cues of Young Children
- Development & Challenges
- Examining Our Reactions
- Responding to Challenges
- Wrap-Up & Reflection

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Our Learning Environment

- What can the trainer do to facilitate a safe learning environment?
- How can other training participants help make the training environment conducive to your learning?
- What are some agreements we can make?

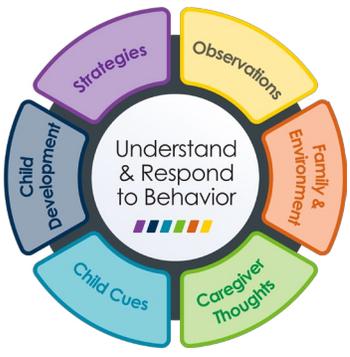
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Possible Shared Agreements

- Confidentiality
- Take Care of Yourself and Others
- Demonstrate Respect for All
- Right to Pass
- Right to Take Risk
- Assume Positive Intent
- Recognize We Are All Learning

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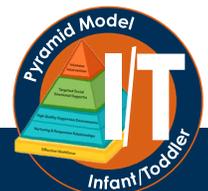


Topics We Will Discuss

Understand & Respond to Behavior

Strategies, Observations, Family & Environment, Caregiver Thoughts, Child Cues, Child Development

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Observation



Understanding Children's Development & Behavior

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Observation Tips

- Record what you see and hear
- Be objective—just the facts
- Use all of your senses (see, hear, touch, feel, smell)
- Note your own responses and how you are feeling
- Observe different days, different times of day, different places and activities



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Sample Observation

What do you see in this picture?



Shared by Kristin Tenney-Blackwell

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Time for Reflection

- What was my purpose for observing?
- Do I notice any similarities or patterns?
- What do these observations suggest?
- What else might be going on?
- Is there anything else I want to observe or find out?
- How does this observation fit with other things that I know about the child?
- Am I interpreting my observations and using practices in an unbiased and equitable way across all children?



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Temperament—A Continuum of Traits



Handouts 4 & 5

Think about where you feel each child falls on the continuum of traits, such as activity level, adaptability, persistence, or mood



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Learning from Families



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Encourage Input & Sharing

- Encourage families to share their observations.
- Let families know their observations are important and valued.
- Place a basket at sign-in for families to drop off photos and notes to support careful observation.



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Cues of Young Children



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Engagement & Disengagement Cues



Engagement cues:
"I want more."



Disengagement cues:
"I need a break."

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Engagement and Disengagement Cues Examples

Engagement Cues

- Eyes widen
- Turn eyes, body, or head toward speaker
- Alert face
- Steady breathing
- Hand-to-mouth activity
- Hand clasped together
- Grasping finger or object
- Smooth movements

Disengagement Cues

- Crying or fussing
- Gagging, spitting
- Frowning
- Hiccupping, yawning, sneezing
- Jittery or jerky movements
- Falling asleep
- Back arching
- Turning away
- Stiff or limp posture

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Responding to Cues 1

- 1. Look:**
 - Is there a problem?
- 2. Think:**
 - Why is it happening?
 - What should be done?

How Would You Respond to These Young Children?



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Responding to Cues 2

- 1. Look:**
 - Is there a problem?
- 2. Think:**
 - Why is it happening?
 - What should be done?

How Would You Respond to These Young Children?



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Responding to Cues 3

- Look:**
 - Is there a problem?
- Think:**
 - Why is it happening?
 - What should be done?

How Would You Respond to These Young Children?



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Development & Challenges



Development & Its Influences on Challenges & Behaviors

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Development's Influence on Challenges

- New challenges may emerge with development
- Development creates the need for caregiving shifts and modifications
- Challenges may occur because development has not yet occurred



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Challenging Scenarios

- A 3-month-old screams and cries for long periods of time because...
- A 17-month-old hits another child because ...
- A 2-year-old says "no" frequently because...



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Challenging Situation with a 9-Month-Old

9 Months - May be clingy with familiar adults



cdc.gov/Milestones

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Examining Our Reactions



Caregiver Values, Beliefs, & Assumptions

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Emotional Reactions

Handout 7

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and their family?

Examining Our Emotional Reactions to Behaviors

Directions: Fill out each row separately as indicated by the arrows.

Hot Buttons

What behaviors push your buttons?

How do these behaviors make you feel?

How do these behaviors impact your relationship with the child or family?

Examining Our Feelings

- Pay attention to your own behavior, thoughts, and feelings
- Use thoughts and feelings as a signal
- Consider what our facial expression, tone, and movements might convey to the child or family
- Take extra effort to remain calm or take a break
- Ask for help
- Take time for additional observations
- How do these feelings impact your relationship with the child? the family?

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Noticing & Challenging Our Thoughts 1

Original Thoughts

- That child never stops crying.
- I can't handle it.
- I can't calm him. Nothing works.
- Maybe center care is not for him.

Reframed Thoughts

- This child is getting to know me and learning how to regulate. My job is to stay calm and help soothe him. As I stay calm and keep trying to find ways to comfort the child, we will develop a better relationship.
- I can handle this. I am in control. I am not alone in this. I can ask others for help and support. I can be a model for how to stay calm in a stressful situation.

Noticing & Challenging Our Thoughts 2

Original Thoughts

- Sarah is only trying to get to me and ruin my day.
- I don't know how to do this.
- This child's needs are beyond my training.

Reframed Thoughts

- Sarah is not developmentally capable of this. She may have learned that this is a good way to get her needs met. I can work harder to teach her better ways to get her needs met.
- I work as part of a team. We can work together to try to figure this out. This child and family need our help.

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Activity: Reframing Behavior

- Read the example listed
- Pick a "Hot Button" behavior from Handout 7 to record on Handout 8
- Write down thoughts you have about the behavior
- Challenge your thoughts in order to reframe and replace with a more objective thought

Reframing Behavior

Directions: Pick a "Hot Button" behavior from Handout 7 to record on Handout 8.

Original: I can't handle it.	Reframed: I can handle this. I am in control.
Original: I can't calm him. Nothing works.	Reframed: I can work harder to teach her better ways to get her needs met.
Original: Maybe center care is not for him.	Reframed: I can work together to try to figure this out.

Strategies for Reframing



- Step back and notice your own feelings
- Observe the behavior
- Ask "I wonder" questions about the behavior
- Revisit developmental resources about child's age and stage of growth
- Think about how this might feel for parents and families

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Responding to Challenges



Effective Strategies for Addressing Challenging Behaviors & Situations

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Responding to Classroom Challenges

- Respond immediately
- Remain calm and supportive
- Help children recognize their emotions



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Responding to Challenging Behaviors



- Provide positive attention to the child and acknowledge feelings
- Provide soothing support
- Use the opportunity to promote social-emotional development
- Redirect with choice

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Understanding Guides Our Response

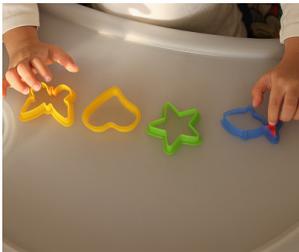
- Child's developmental level
- Message of the behavior
 - What is the child seeking?
 - What is the child wanting to avoid?



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Strategies that Support Toddlers



- Objects or visuals
- Visual boundaries
- First-Then
- Choices
- Preferences
- Transition warnings and cues

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Scripted Stories

- For children interested in books
- Promotes engagement in the routine
- Simple language about what to do
- Use photographs of the child engaging in the routine



Oliver Takes a Nap



The lights are turned off.
The music is turned on.
My cot is ready.

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Self-Reflection: Practice Implementation Checklist

- Communicating age-appropriate behavioral expectations
- Responding to distress & managing challenging behavior

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Major Messages to Take Home

- Caregivers who reflect on their own well-being, skills, and perspectives will be better equipped to contribute to the positive social-emotional development of infants and toddlers, as well as support families rearing infants and toddlers.
- Caregivers who use a variety of strategies, including observation, will be better able to form close relationships with infants, toddlers, and their families.

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Thank You

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