



**The Proactive Teacher:
How to Handle Challenging Behaviors**

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WEBSTER-STRATTON

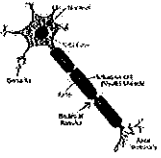
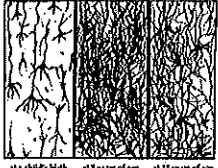
- Affirming what you already know: the importance of relationships
- Creating a Framework: Selective Attention
- Identifying & Sorting Behaviors
- Teaching with PRIDE
- Evaluating PRAISE
- From the paper to the Classroom

➤ *Webster-Stratton, 1999 & Incredible Years Curriculum

Connections: Building Healthy Relationships

Brain Development
The Role of Relationships in Brain Development

Your interaction with children help shape their brain!
"use it or loose it"





11.5 child's brain at 7 years of age at 25 years of age

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"The most important property of humankind is the capacity to form and maintain relationships. These relationships are absolutely necessary for any of us to survive, learn, work, love, and procreate."

~Dr. Bruce Perry




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What does your relationship with your students look like?

- The quiet "invisible" child?
- The outgoing friendly, likeable child?
- The annoying challenging child?


PULSE CHECK



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WEBSTER-STRATTON

Many things but it all comes down to....



*The power to change behavior is in the relationship

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Step 1

What kind of attention are you giving to your students?

STEP 1

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CHILDREN'S ATTENTION

- Children learn the quickest way to get attention
- What behaviors are being reinforced (tacking down?)
 - Negative attention encourages challenging behaviors
 - Positive attention encourages cooperative behaviors

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REVIEW

- Children need and want attention
- Teachers can use the power of attention to change (shape) children's behaviors
- Positive attention → increase likeable behaviors
- Removing attention → decreases unlikable behavior

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"Children who need love the most, ask for it in the most unloving ways; the same can be said of children most in need of positive attention, praise, and encouragement."

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Step 2

Sort and Identify the behaviors you wish to target

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BEHAVIORAL TARGETS

Behaviors I like & want more of	Behaviors I dislike & want to see less of	Behaviors I find intolerable & want to stop

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Identifies child's strengths & notices successes

- Says thank you (polite)
- Complies with request to put away toys
- Shares with friends
- Eats during lunch
- Tells the truth

Every child has a behavior that can be praised!!!

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Provides clarity on things that are disliked vs. intolerable

Disliked behaviors tend to be annoying & irritating, not dangerous

- Dawdling
- Tantruming
- Sassing adults
- Whining
- Foul language
- Tattling
- Complaining
- Argues
- Name

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Behaviors involving harm, potential harm, and are dangerous to people or property (typically a shorter list)

- Running into the street
- Hurting other children
- Spitting (not harmful-but intolerable)
- Biting
- Being cruel or excessively mean

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Choose 1 child from your class and practice filling in a behavioral sorting chart

TIPS for filling out the chart

- Write down behaviors or acts that you can see or hear

Behaviors I like & want more of	Behaviors I dislike & want to see less of	Behaviors I find intolerable & want to stop
polite	whines	hits
smiles	screams	kicks
friendly	isolates	

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- Identifies child's strengths & notice successes
- Provide clarity on things that are disliked vs. intolerable
- Disliked behaviors tend to be annoying & irritating, not dangerous
- Write down behaviors or acts that you can see or hear

Behaviors I like & want more of	Behaviors I dislike & want to see less of	Behaviors I find intolerable & want to stop
polite	whines	hits
smiles	screams	kicks
friendly	isolates	Runs out class

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- Persistent aggression towards peers/family members
- Persistent impulsive destruction of property
- Excessive head banging, body rocking, thumb sucking
- Minimal looking to adults for approval
- Minimal response to affection from parent
- Minimal showing of affection with parent
- Minimal indication of concern for others in distress
- Minimal attempts to communicate needs & desires
- Persistent irritability, temper tantrums
- No acceptance of reasonable limits
- Persistent & unreasonable crying, excessive fears, extreme withdrawal
- Minimal assertion of self in play
- Minimal initiation of spontaneous play with materials

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II

"If a doctor, lawyer, or dentist had 20 people in her office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then she might have some conception of the classroom teacher's job."

~ Donald D. Quinn

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Step 3

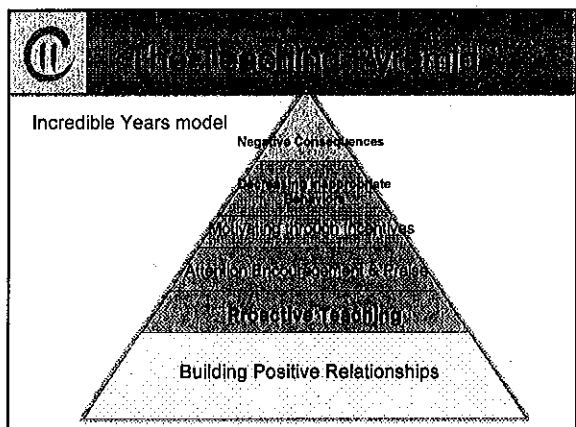
Teaching with...

P.R.I.D.E.

II

Children's Health Center

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II

P-R-I-D-E

Praise

Reflection

Imitation

Description

Enthusiasm

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II

Rule: Praise Appropriate Behavior

Reason:

- Causes the behavior to increase
- Let's child know what you like
- Increases child's self-esteem
- Adds warmth to relationship
- Both teacher & child feel good

Example:

"That's terrific counting."

"I like the way you're playing so quietly."

"Thank you for sharing the colors with me."

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II

Unlabeled Praise

- General acknowledgement of positive attribute
- Great
- Good Job
- That's wonderful

Labeled Praise

- Specific acknowledgement of positive attribute
- You're very good at drawing.
- I like how you're sitting in your chair!
- You're listening very well

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Rule: Reflect Appropriate Talk

Reason:

- Allows child to direct conversation
- Demonstrates acceptance & understanding of child
- Shows child you're really listening
- Improves child's speech
- Increases verbal communication

Example:
 Child: "I made a star."
 Teacher: " Yes, you made a star."
 Child: "The camel got bumps on top."
 Teacher: "It has two humps on its back."

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Rule: Imitate Appropriate Play

Reason:

- Lets child lead
- Approves child choice of play
- Shows child you are involved
- Teaches child to play with other (turn taking)
- Increases Child's imitation of what you do

Example:
 Child: I'm making a sun in the sky.
 Teacher: I'm going to put a sun in my picture, too.

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Rule: Describe Appropriate Behavior

Reason:

- Shows child you're interested
- Teaches concepts
- Models speech
- Holds child's attention
- Organizes child's thoughts about play

Example:
 Teacher: that's a red block.
 You're making a tower.
 You drew a smiling face.


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Rule: Have Fun!

Reason:

- Demonstrates interest in child
- Models appropriate positive emotions
- Supports positive statements
- Strengthens positive relationships


Example:
 Teacher: Wow! That's Great!



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➤ As a group identify the 5 PRIDE skills and come up with an example of each one.


➤ Prepare to share with the larger group.



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Kind words can be short and easy to speak, but their echoes are endless.

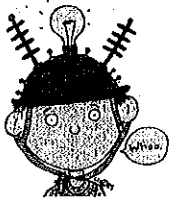
-Mother Teresa



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Step 4

Evaluate your Praise:
Is it effective, encouraging and supportive?



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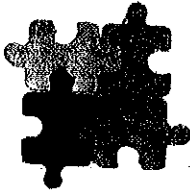
Effective Praise

- Praise and Encourage the child's efforts & progress
 - "You are working hard at writing your letters"
- Promote Child Self-Praise
 - "You must feel proud of yourself for putting the blocks away."
- Avoid combing Praise with put-downs
 - "That's great, but next time do it faster"
- Praise difficult Students more often
- Use proximity Praise
- Behavior doesn't have to be perfect to deserve recognition

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Step 5

Putting it all together



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Check your pulse

- Check your pulse-how are you responding to your students?

- 1) What kind of attention are you giving your students?
- 2) Sort and Identify specific behaviors you wish to target?
- 3) Practice the PRIDE skills and pay attention to how students respond.
- 4) Evaluate your praise, is it effective, encouraging and supportive?
- 5) Creating an effect behavior plan

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Targeted Praise

Dislikable Behavior	Occasion	Desired Behaviors to increase	Specific Praise
Doesn't follow directions	During free-play	Complies with teachers directions	Thank you for sharing with Sam
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Targeted Praise


Dislikable Behaviors	Occasion	Desired Behaviors to increase	Specific Praise

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SAFE
Building ^ Relationships



Children's Hospital of Philadelphia




Andrea Brandon, M.S., M.A.

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SAFE
Building ^ Relationships

- ⊙ A SAFE environment allows children to grow and develop.
- ⊙ A SAFE environment is the foundation for nurturing and maintaining healthy relationships.




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SAFE
Building ^ Relationships

- ⊙ The core elements of building a SAFE teacher – student relationship

- S – Strengths, Support
- A – Appreciation, Acceptance
- F – Facilitate, Further
- E – Encourage, Esteem




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SAFE
Building ^ Relationships

*S*A*F*E*

- ⊙ Case Example 1
Circle of Children
Praise by Approximation




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SAFE
Building ^ Relationships

*S*A*F*E*

- Case Example 2 - The shy child
Imitation
Description
Reflection
Building Social Skills

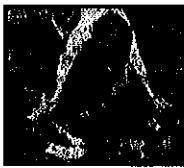


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SAFE
Building ^ Relationships

*S*A*F*E*

- ⊙ Case Example 3 - Sharing Conflict
Labeled Praise
Building Social Skills



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☉ *S*A*F*E* environments include...

- Uplifting Strengths
- Providing Support
- Appreciating and Respecting the Environment
- Acceptance of Humanity
- Facilitate Skills and Further abilities
- Encourage learning and build self esteem

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☉ *S*A*F*E* environments can be achieved using...

- ☉ Praise (Labeled Praise and Praise by Proximity)
- ☉ Reflection
- ☉ Imitation
- ☉ Description
- ☉ Enthusiasm

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Building Relationships




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☉ Challenges

- Children's individuality
 - Needs
 - Skills
 - Developmental Stage
- Teachers' variables
 - Years of service
 - Previous experiences with MH consultation
 - Personal variables



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☉ Challenges


- Mixed age classrooms
 - 3 vs 4 vs 5
 - Developmental needs
 - Appropriate developmental expectations
- Availability of resources
 - Materials
 - Information available to teachers/parents
 - Mental Health: Toddlers are forming their foundation for learning, well-being and social interaction. It also helps determine how we handle stress, relate to others and make choices.
 - Referral procedure clarity

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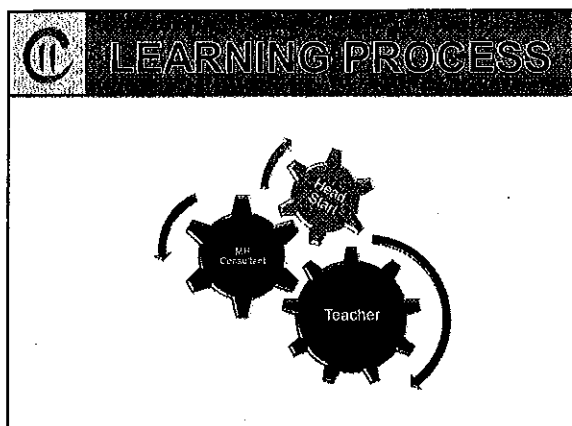
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☉ Successes

- Teachers
 - Engagement with children
 - Development of a partnership
 - Exploration of new techniques
 - Development of new skills
- Students
 - Sense of accomplishment
 - Positive experience in classroom
 - Healthy relationship with peers/adults



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Parental Involvement

- ◉ Begins with first contact
- ◉ Cultural considerations and previous experiences with school system must be taken under account
- ◉ Do not fear educating parents
- ◉ Develop alliances

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Parental Involvement: How to

- ◉ Offer realistic expectations to parents
- ◉ Offer a non-judgmental, supportive atmosphere
- ◉ Get to know the family
- ◉ Focus on positive behaviors first
- ◉ Continue PTA meetings all year
- ◉ Model the desired behaviors
- ◉ Explore and be aware of family situation

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Parental Involvement: How to

- ◉ Shared developmental, psychological, and educational needs
- ◉ Establish clear expectations from the beginning
- ◉ Active learning experiences
- ◉ Flexibility and creativity

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Group Dynamics

- ◉ Group diversity
- ◉ Allow time for adjustment
- ◉ Offer options to students
- ◉ Students as teacher's assistants
- ◉ Plan ahead and identify behaviors you want to work on before setting up the groups
- ◉ Foster sense of belongingness (e.g. Sharks vs Monkeys)
- ◉ Mix & Match based on personal and academic variables
- ◉ Maintain group consistency as much as possible


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Group Dynamics


- ◉ Many variables affect the classroom dynamics.
- ◉ Learning process is a multisystemic endeavor.
- ◉ There are many strategies YOU can use to maximize the classroom experience.


children's building blocks

Questions




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*One who dares to teach must never
cease to learn.*
~Anonymous

*i Love
my Teacher*




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THANK YOU!

Materials for this training is taken from:

- Webster-Stratton (1999) *How to promote children's social and emotional competence*. Sage Publications Inc Thousand Oaks, CA
- Incredible Years Teacher Management Classroom Program
- PCIT Tools, UCDCM CAARE Center



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