

As you reflect on your daily practice and interactions with children, please ask yourself, “How often do I...”

1. So far focus was on the young Infant and Toddler's adaptation to adult's behaviors with making attachments, building trust, engaging in self regulation and expression of emotions.
2. Interactions and experiences with daily routines and reiteration learning occurs in all domains, layering functional pathways and structure. Adults engage and infants learn.
3. Implicit learning capabilities occur at birth and powerful attachment is a secure base through which learning occurs.
4. Guiding behavior is based upon emotional state and social development.
5. Understanding developmental milestones is important for each age group.



ZERO TO THREE
Early connections last a lifetime

Goals for Guiding Behavior

1. Understand how relationship based behavioral guidance works
2. Identify factors that affects a child's behavior and the adults perception of that behavior.
3. Expand upon practical strategies of guiding a child's behavior
4. Understand and expand knowledge about handling working with others whose behavioral expectations, perceptions and management are different than yours.

Guiding Behavior

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

- Area 1: Supporting Social–Emotional Development
- Sub-Area 5 (SE-5)



Area 1: Supporting Social-Emotional Development

Sub-Areas

- SE-1. Building Warm, Positive, and Nurturing Relationships
- SE-2. Providing Consistent and Responsive Caregiving
- SE-3. Supporting Emotional Expression and Regulation
- SE-4. Promoting Socialization
- SE-5. Guiding Behavior
- SE-6. Promoting Children's Sense of Identity and Belonging



SE5 - Supporting SEL- Guiding Behavior

SE-5a. Proactively support positive behavior by setting up conditions that minimize misbehavior by assigning a task-oriented activity of child's choice among many and praise the focus. Provide adequate, multiples of play materials.

SE-5b. Redirect an inappropriate misbehavior by offering different choices to defuse conflicts, manage extreme emotions, through redirection as blowing bubbles, painting, breathing exercise, blowing pinwheels, holding favorite toy or listening to soothing calming music or a combination of all as in guided imagery.

SE5-c. Model the appropriate behavior

SE5 - Supporting SEL- Guiding Behavior

SE-5d. Have limit setting and remind children by positively phrasing single step direction and redirection.

SE- 5e. Talk about transitions between activities and give anticipatory guidance

SE-5f. Be consistent with limit setting with concrete reasons behind the limit setting

SE-5g. Offer and provide genuine choices for conflict resolution

SE-5h. Have only 2 choices, limiting the number of choices, pace for response, choice t change mind and praise fof making right choice



Welcome and Reflection



Module SE-3

Supporting Emotional
Expression and
Regulation



Module SE-4

Promoting
Socialization



Module SE-5

Guiding Behavior

Focus on what, why , where of behavior but handling behavior is so much based upon attachment , complex challenge for obedience.



You may identify with one of a dozen different roles





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In the context of relationships



All facts about the
infant and family
Whole child



What all educator knows
and can implement
Whole educator



About building quality
interactions and building
trust
Whole relationship

Photo © Kwei Street Studios



SE5.1 video Clip

What were your emotions , not knowing anything else ?

What thoughts passed through your mind while you watched?

What was your initial inclination as a response?

Complexity of overwhelming emotions , frustrations are common. Loss of comfort zone when emotional self or others. What happens after loss of control. Hurt , harm other's feelings or shut down. The emotional reaction is an opportunity to teach children on how to navigate emotions effectively . Guide behavior with positive relationship.

Discuss the home situation for the child and the educator who walks into this situation



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Activity: Considering influences and perceptions



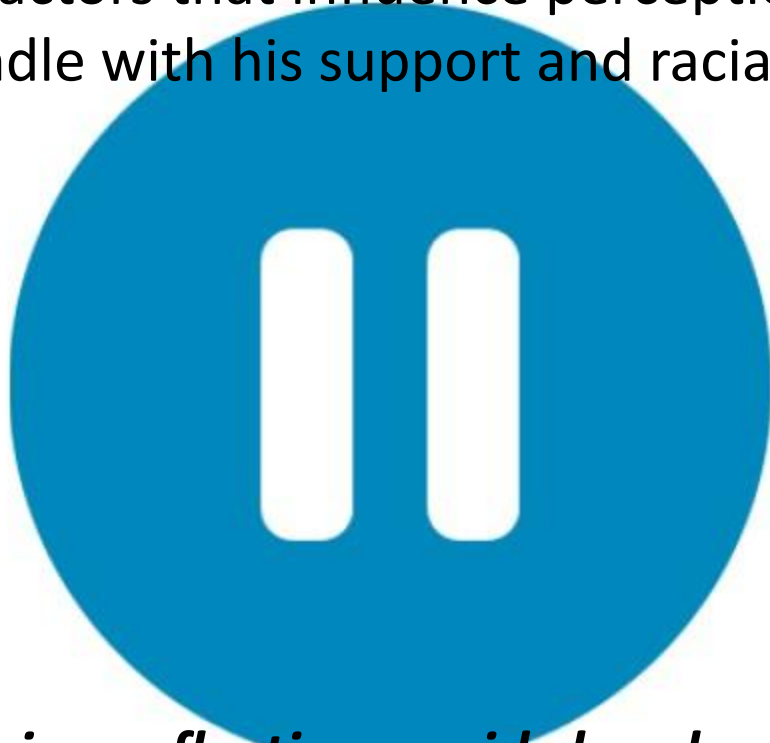
Photo © Kwei Street Studios

What does it mean to be curious in an instance of behavior challenge with a child, and to have a relationship-based approach?



Hit the PAUSE button and ask yourself

1. Many factors influence a child's specific behavior
2. Many factors that influence perception of child's behavior and response to that behavior mishandle with his support and racial overtones will galore this countru



Are my “gut-level” thoughts and feelings reasonable and appropriate or are there factors distorting or clouding my perception of the child, the behavior, or the situation?

The following reflection avoids harsh reactions and inappropriate perception to conscionable understanding of a behavior to deal with compassion. Prevents overreaction and mishandling the situation. Self check, self-a udit by adult caregivers can help handle emotions positively .



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Focus on Children



Goals: The root of behavior

Two core ideas are a good place to start in successfully guiding behavior.

1.

**Every behavior has a goal.
That goal may be physical,
emotional, relational,
intellectual, or a combination.**

2.

**When we are blocked from
reaching our goal, we either
look for an alternative route or
we get upset.**

Observe and reflect from each picture here the goal for each behavior – homework



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Activity: I wonder



Look up for help at www.zerotothree.org/resources/232-toddlers-and-biting-finding-the-right-response

The challenge of identifying a child's goal



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Children without language cannot express feelings

The goal, and the behavior the child uses to achieve it, may be shaped by many factors, many of which you cannot see or may not be aware of.

**Why infants bite? Fight over a toy from playing with toy!
Family culture , developmental delays, disabilities**



Behavior challenges: When goals collide

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Emotions need to be calm before reasoning can happen





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Focus on the Educator



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Above all....



Be a place of safety for a child

Obedience and compliance demanded will not work but empathy, , limit setting, discussion on boundaries , desirable behavior will lead to cooperation as a model for good behavior .1 . He will



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The challenge of identifying a child's goal



1. Work in pairs to review scenarios on page 38 of the eBook and:
 - Identify any practice specifically described in SE-5 skill statements, marking them on worksheet
2. Think of one specific child in your program and:
 - Discuss 1 – 3 skill statements you'd like to focus on implementing with that child, making notes on worksheet

Challenging Behavior: The goal of the child conflicts with the goal of the educator- caregiver . If adult is always in self- control, the child learns from that self –control. As you are the safe, secure part for the child. Trying to see Obedience from child will not succeed. Empathy, leads to prosocial behavior.



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Your social development is showing!



Photos: iStockphoto.com

**Social
Perception**

Circumstances and
Cues

**Emotional
Regulation**

Our own emotion

**Social
Inference**

Inference thought as
Intention by child ---

**Social
Behavior**

OUR RESPONSE



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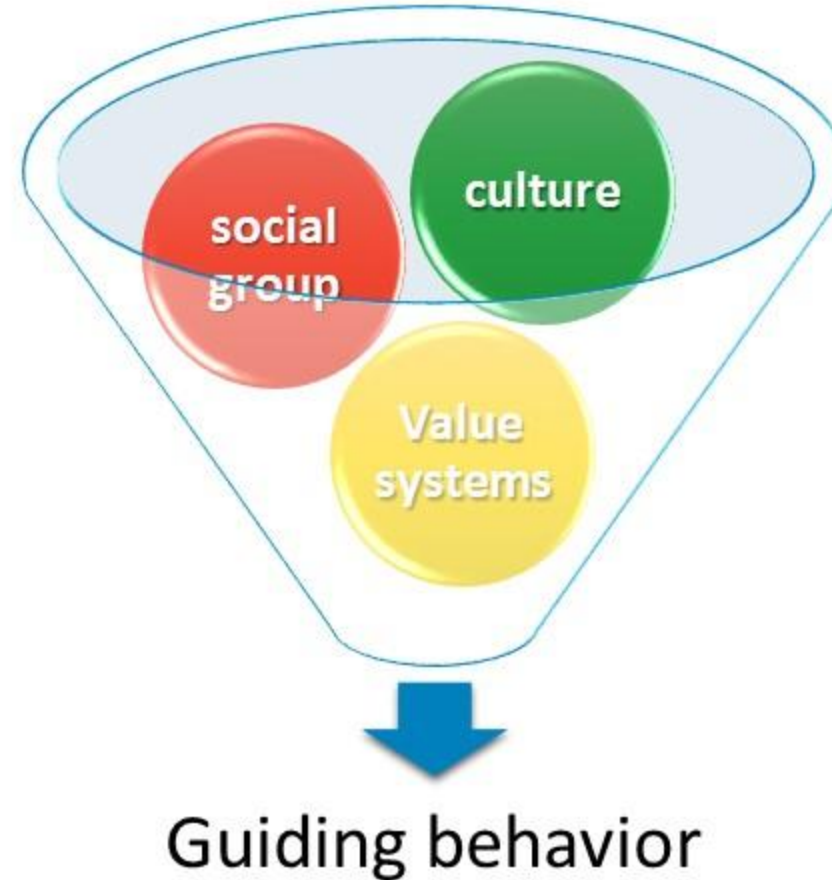
Focus on Additional Considerations



What shapes *our* guidance

Consistent routines help - enhances children's expectations on their behavior as to following a pattern behavior without confusion. Will respect authority and expectations

How we guide children's behavior is shaped by the social groups we belong to



Child behaviors and adult guidance are viewed differently by different cultures

Examples of diverse range of:

Behavior expectations

Physical closeness and touching versus personal space

Directness and familiarity with adults versus deference and quiet respect toward adults

Individual humility and focus on the good of the group versus individual success and pride

Adult approaches to guidance

The degree of power exerted by the adult and the appeal to authority

Time alone as a positive opportunity for a child to gain emotional control versus time alone as a negative punishment akin to shunning that causes a child to feel shame

What did you notice about the back-and-forth aspect of the conversation? How often did you “take turns” responding to each other, even in small ways (e.g., nodding)?

Each one of you write an example of what works at home for you will not work at work place

Beliefs, opinions, and attitudes about children's behavior and how to guide it can differ



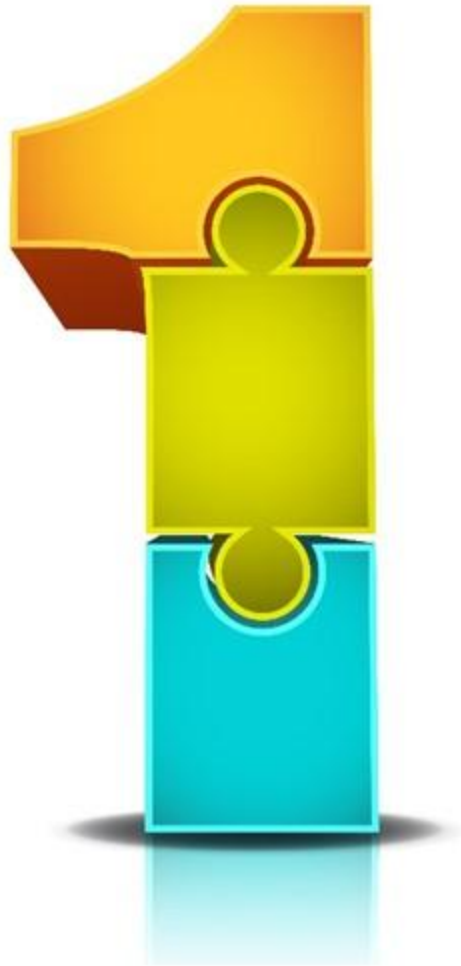
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Keep in mind... that typically all adults involved in caring for a child ultimately share the same primary goal of providing safe, loving, and nurturing care and education.



Observation 1



The behaviors children (at least initially) display in your classroom will reflect the behaviors that are encouraged and modeled at home, which are the behaviors that child needs to be a successful member of his family's culture.



Observation 2



Young children are masterful at adapting. Just as young children can learn and adapt to a new language spoken in the early learning setting, they can also learn and adapt to new behavioral expectations that are different than those at home. With sensitive support, it does not need to be confusing. However, it is a learning process that takes time.



Observation 3



The quality of the relationship between the child's educator(s) and adult family members can have a tremendous impact on even very young children (remember from Module 3 how sensitive babies and toddlers are to the emotional states of the important adults in their lives).

In the face of Adverse Circumstances – challenging self-control, empathy,
shared attention, collaboration
Knowing when and how to seek additional support



Educator can act as a buffer to mitigate
Child's stress and support Self-
REGULATION

Children feel overwhelmed if they have
disabilities, and cannot learn from
observing peer group

Seek help from additional resources.

If a child's challenging behavior is atypical
and consistent across multiple contexts,
then teachers should consult with early
intervention professionals or an early
childhood mental health consultant to
ensure that the child's needs are being
addressed in the group setting

(Critical Competencies eBook, p. 35)



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Activity: Educator voices





1. What strategies did the educators use to gather information about the child ?
What did they learn? In what way did the information influence their inference about the child's behavior and attitude towards the child? How did the information guide their decision to modify child's behavior?
2. What specific changes did the staff make in their classroom to minimize the misbehavior proactively?





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What resources did Erin and her Co - educators seek out and rely on addressing this challenging situation?
Do you have similar experience looking for outside resources?

Were you able to get help in helping behavior management

Do you relate to the story of trying to figure out a child's behavior or felt it was OKAY to have emotional outburst in challenging situations, If so how and why?

Wrap-Up



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Reflection on learning, planning next steps





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THANK YOU!

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