

Using Social Emotional Teaching to Help Meet Life's Daily Challenges

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The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

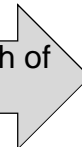
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3

**Key Social Emotional Skills Children
Need as They Enter School**

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?



- When children do not have these skills, they often exhibit challenging behaviors
- We must focus on TEACHING the skills!

Some Basic Assumptions

- Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.

We need to focus on teaching children what to do in place of the challenging behavior.

Challenging Behavior Works!



Remember!
Children engage in challenging behavior because it works for them!

7

Remember to Be a Detective!



- **Figure out the meaning of your child's behavior!**
- **What is your child trying to tell you?**

8



Examine the Situation

- Clues to figure out the meaning of behavior can be found in 3 things:
 - What happened **before** the behavior
 - What the child **did**
 - What happened **after** the behavior

9



Examine the Situation

- Determine the purpose of the behavior:
 - Gain - Is he trying to gain something, for example attention, object, activity?
 - or
 - Escape— Is he trying to avoid something, for example activity, demands, social interaction?

10

Home Observation Card

Home Observation Form		Side 1
Child's Name: _____	Date/Time: _____	
Activity: _____	Observer: _____	
Describe Challenging Behavior: _____		
What Happened Before?		
<input type="checkbox"/> Told or asked to do something	<input type="checkbox"/> Playing alone	<input type="checkbox"/> Changed or ended activity
<input type="checkbox"/> Removed an object	<input type="checkbox"/> Moved activity/location to another	<input type="checkbox"/> Object out of reach
<input type="checkbox"/> Not a preferred activity	<input type="checkbox"/> Told "No," "Don't," "Stop"	<input type="checkbox"/> Child requested
<input type="checkbox"/> Difficult task/activity	<input type="checkbox"/> Attention given to others	Other: _____
What Happened After?		
<input type="checkbox"/> Given social attention	<input type="checkbox"/> Punished or scolded	<input type="checkbox"/> Put in "time out"
<input type="checkbox"/> Given an object/activity/food	<input type="checkbox"/> Request or demand withdrawn	<input type="checkbox"/> Ignored
<input type="checkbox"/> Removed from activity or area	<input type="checkbox"/> Request or demand delayed	<input type="checkbox"/> Given assistance/help
Other: _____		
Purpose of Behavior?		
To Get or Obtain:		To Get Out of or Avoid:
<input type="checkbox"/> Activity	<input type="checkbox"/> Attention	<input type="checkbox"/> Activity
<input type="checkbox"/> Object	<input type="checkbox"/> Food	<input type="checkbox"/> Object
<input type="checkbox"/> Person	<input type="checkbox"/> Place	<input type="checkbox"/> Person
<input type="checkbox"/> Help	Other: _____	<input type="checkbox"/> Demand/Request
		<input type="checkbox"/> Attention
		<input type="checkbox"/> Food
		<input type="checkbox"/> Place
		<input type="checkbox"/> Transition
		Other: _____

Home Observation Card

Home Observation Card	Side 2
Setting Events/Lifestyle Influences:	
<input type="checkbox"/> Hunger	
<input type="checkbox"/> Uncomfortable clothing	
<input type="checkbox"/> Absence of fun activities, toys	
<input type="checkbox"/> Too hot or too cold	
<input type="checkbox"/> Absence of a person	
<input type="checkbox"/> Loud noise	
<input type="checkbox"/> Sick	
<input type="checkbox"/> Lack of sleep	
<input type="checkbox"/> Unexpected loss or change in activity/object	
<input type="checkbox"/> Medication side effects	
<input type="checkbox"/> Extreme change in routine	
<input type="checkbox"/> Other (specify) _____	
 List Notes/Comments/Unusual Events:	

Video 3a.13: Observation Vignette #4



Developing a Plan

- Three Essential Steps:
 - Use prevention strategies to try to keep challenging behavior from happening.
 - Teach your child new ways to communicate or new skills for participating in routines or expectations.
 - Make sure your child's challenging behavior won't work for him/her.

Family Planning Sheet

What _____ (child's name) does _____ during _____ (routine):

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the behavior occurs?	What new skills should I teach?

Prevention

- Try to minimize the possibility that your child will have challenging behavior!
 - Simplify the task.
 - Reduce distractions.
 - Make your child comfortable.
 - Explain what will come.
 - Give your child a transition warning.
 - Use a first/then prompt.
 - Show a picture or visual schedule.
 - Offer choices (reasonable and limited)
 - Offer help.



New Skills to Teach Your Child

- Tell or show an adult how you feel.
- Use words, signs, or pictures to:
 - Ask for a turn.
 - Ask for an object.
 - Ask for an activity.
 - Ask for help.
 - Ask for a hug.
 - Ask to Leave
- Make a choice.
- Follow a schedule.
- Calm Your Body
- Stop and Think
 - Tucker Turtle
 - Problem-Solving Steps

17

First



Then



18

Happy Sad Proud Nervous

Loved Frustrated Lonely Embarrassed

Feelings

Book Nooks
<http://www.confed.usjc.edu/practical-ideas.html>

On Monday When it Rained	Glad Monster Sad Monster	Hands Are Not for Hitting

20

Turtle Tuck

Recognize that you feel angry.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

Think, "Stop."

Come out of shell when calm and thinking of a solution.

21

New Responses!

- Make sure your plan includes new ways for you to respond to your child's challenging behavior.
- Example:
"You need to sit in your car seat, but you can hold your bear or hold your blankie."

22

New Responses

- Redirect to use new skill, and then let child have what he/she wants or out of what he/she doesn't want.
- Hold your ground, but give the child a choice.
- Tell child "I know you are ____ (sad, angry, mad), but you have to _____".
- Hold your ground, and state exactly what you want your child to do in a calm tone of voice.

23

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