

Real world techniques to support the reduction of challenging behaviors

THIS WORKSHOP IS TAILORED FOR EVERY EARLY CHILDHOOD EDUCATOR ROLE WHO SUPPORTS CHILDREN, THEIR FAMILIES, AND THE COMMUNITY. IT CONTRIBUTES TO THE UNDERSTANDING, KNOWLEDGE OF PRACTICES, AND TECHNIQUES TO PREVENT AND REDUCE CHALLENGING BEHAVIORS.

Reflection activity


What social and emotional skills would you like your students to have as adults?



Objectives

- Discuss how brain development impacts social and emotional development
- Identify age appropriate social emotional competencies
- Learn techniques that will prevent and support the reduction of challenging behaviors

Executive Function




https://www.youtube.com/watch?v=cfCa_wHtM0g

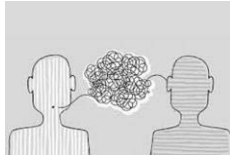
Executive Function

Is a set of mental abilities in the brain that help you get things done. https://www.youtube.com/watch?v=cfCa_wHtM0g

Components:

1. Working Memory
2. Inhibitory control
3. Cognitive flexibility





Reflection

Reflecting on the social and emotional skills you want your students to have as adults, please talk with your partner about how these skills connect with the Executive Function.

What is socio-emotional development?

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. It encompasses both intra- and interpersonal processes.

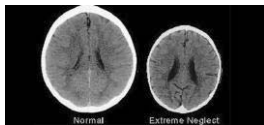
(CA IT Learning and Developing Foundations, Vol. 1 Pg. 7)


"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we...
teach? punish?
Why can't we finish the last sentence as
automatically as we do the others?"

John Herrer (NASDE President) | Counterpoint 1998, page 2

How would you promote these skills?

Impact on brain development





What skills should I teach and how?


California Department of Education

Social-Emotional Development Domain

This developmental domain is divided into three interrelated strands:

- 1. Self:** covers the qualities of self-awareness, self-confidence, and personality that enable young children to be competent learners.
- 2. Social Interaction:** includes the skills for interacting competently with adults and peers in formal and informal learning contexts.
- 3. Relationships:** focuses on how close relationships influence young children's learning in direct and indirect ways.

(CA PCF Vol. 1 Pg. 32)



Sequencing Activity

On your table, you will find envelopes filled with cards describing social and emotional skills for children at around 48 and 60 months.

- 1. Select one envelope**
- 2. Put the cards in the developmental sequencing order.**
- 3. When you are finished, please check your answers with the Preschool Learning Foundations.**

Strategies to support the reduction of challenging behaviors

Activity:

Using the Preschool Curriculum Framework, select two strategies from the assigned Strand that will support the reduction of challenging behaviors.





Time to share

“Every child needs at least one adult who is irrationally crazy about him or her.”

Urie Bronfenbrenner

