

**REAL WORLD
TECHNIQUES TO HELP
WITH BEHAVIOR
MANAGEMENT IN THE
CLASSROOM**
SEPTEMBER 15, 2018
DENISE VONROTZ, LMFT, RPT-S, IF-ECMHS, RPF II

**LEARNING
OBJECTIVES**

- Identify factors to consider when preparing interventions to address challenging behavior in the classroom.
- Identify four supportive steps to help young children learn about their feelings, gain self-control and reduce challenging behavior.

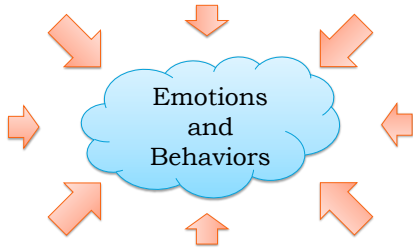
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WHAT ARE YOU EXPERIENCING?



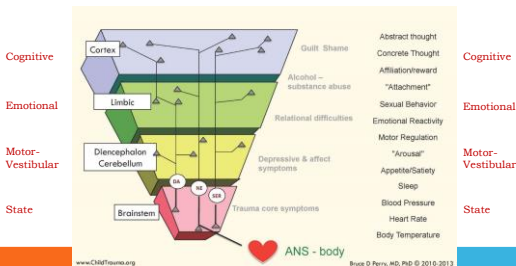
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WHAT FACTORS IMPACT THE CHILD'S STATUS?



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BASIC BRAIN DEVELOPMENT



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EXPERIENTIAL ACTIVITY

Caution: do not participate if pregnant, prone to migraines, or have a history of seizures

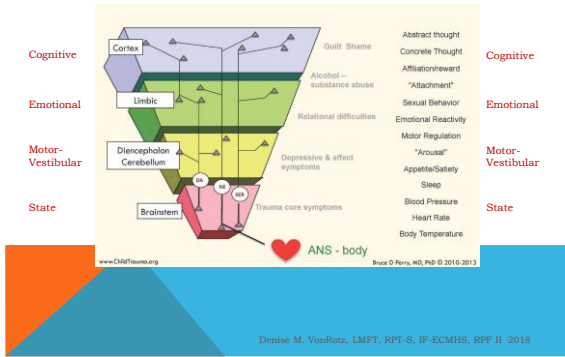
- Finger opposition (1,2,3,4 - 4,3,2,1)
- Cross midline of body (over – under)
- Lateralization of tongue outside of mouth (back and forth)
- Jog in place (lifting knees)
- Turn in circle (twice to the left, once to the right)

Welcome to Sensory Dysfunction!!!

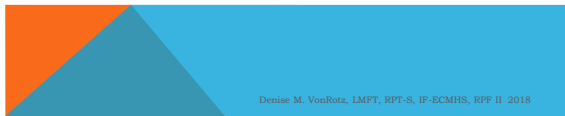
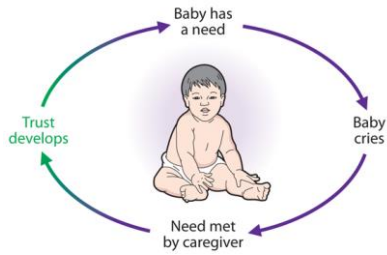
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BASIC BRAIN DEVELOPMENT

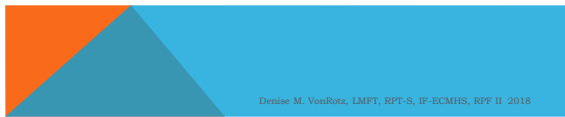


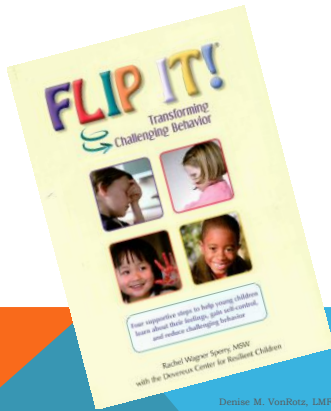
Infant Attachment Cycle



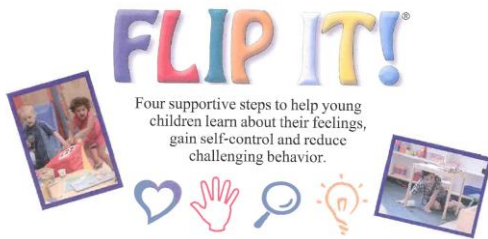
WHAT DO YOU HAVE CONTROL OVER?

- Environment
- Attitude
- Communication/documentation
- Providing resources/referrals
- Self care
- Interventions in the moment



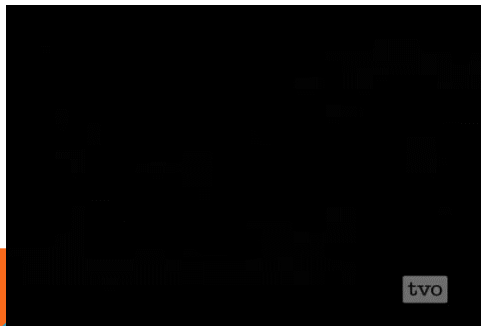


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THE JUNGLE ROOM (0:11)



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The 4 FLIP IT Steps



1. **FEELINGS:** Gently talk with children about their feelings and what you are seeing and hearing as a result of their emotions. Help children identify the root feelings causing the behavior.



2. **LIMITS:** Remind children of the positive limits and expectations you have for their behavior. Loving and simple limits help surround children with a sense of consistency, safety and trust.



3. **INQUIRIES:** Encourage children to think about solutions to their challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn and gain self-control.



4. **PROMPTS:** Provide creative cues, clues, and suggestions for children having difficulty problem-solving. Enthusiastic, bright ideas can lead the way to better problem-solving skills.

1 2 3 4

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Prerequisites for FLIP IT success include:



1. Relationships
 - * Relationships are the foundation!
 - * Every strategy is only as good as the relationship it is built on!
2. Empathy
 - * Empathy is the ability to see and feel from another person's and the ability to honor "child-size" problems.
3. An understanding of ICK
 - * Children are challenging when they are weighted down by something called ICK!
 - * ICK refers to the negativity or risk factors in an individual's life.
 - * When times are full of ICK, we have a choice to stay calm and FLIP IT, rather than FLIP OUT or FLIP IN!

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FLIP IT Notes:

- FLIP IT is not the ONLY strategy one should use
- Use FLIP IT in combination with other strategies
- Requires consistency, it is not magic
- For children with more severe behavior issues seek support from a mental health professional.
- FLIP IT considers the root causes for a child's behavior but does not center on the functional behavioral assessment process.





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COMMON FLOPS

- ❖ Responding in a way that does not help resolve the situation
 - ❖ Asking "why"
 - ❖ children tend to be impulsive and often do not understand why they behaved a certain way
 - ❖ may lead to the child feeling blamed, shamed, or defensive
 - ❖ implies there may be a correct answer
 - ❖ Try replacing "why" questions about behavior with "what"
 - ❖ "what is happening inside of you?" versus "why did you do that?"
- ❖ Responding to the first thing we see (behaviors) instead of feelings
 - ❖ Spontaneous responses of "stop that", "be nice", or "put that down" do not lead to long-term solutions
 - ❖ Telling what they CAN'T do versus what they CAN do



The 4 FLIP IT Steps

-  **1. FEELINGS:** Gently talk with children about their feelings and what you are seeing and hearing as a result of their emotions. Help children identify the root feelings causing the behavior.
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-  **3. INQUIRIES:** Encourage children to think about solutions to their challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn and gain self-control.
-  **4. PROMPTS:** Provide creative cues, clues, and suggestions for children having difficulty problem-solving. Enthusiastic, bright ideas can lead the way to better problem-solving skills.

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THE JUNGLE ROOM (0:11)

