



Training Instructions
Addressing Challenging Behaviors:
Promoting Social Emotional Health in Young Children
Module 4: Intervention and Strategies,
2 Training Hours

LEARNING OBJECTIVES

Lesson Eight: Developing a Behavior Plan

Participants will recognize that all behavior has a purpose and that understanding the purpose of behavior will positively impact the relationship with the child as well as inform how to address the challenging behavior.

Participants will demonstrate knowledge of a systematic approach to creating a behavior plan.

Participants will identify times when outside help may be in the best interest of the child and everyone involved.

Lesson Nine: Intervention Strategies – Part 1

Participants will recognize the negative impacts of punishment as a response to challenging behavior.

Participants will recognize positive guidance as an effective discipline approach.

Participants will identify strategies to respond to withdrawn behaviors and teaching skills which support the development of empathy and self-regulation.

Lesson Ten: Intervention Strategies – Part 2

Participants will recognize the source of anger and aggression as an outburst of powerful emotion and respond with intentional strategies to de-escalate situations while maintaining the child's participation and value within the learning community.

Participants will distinguish between time out practices that focus on punishment and time in strategies that focus on teaching skills and self-regulation.

Participants will identify strategies for responding to aggressive incidents which support the aggressor, the child(ren) targeted, and children who witnessed an aggressive incident to promote a continued sense of belonging for all children.

IDAHO EARLY LEARNING EGUIDELINES

Multiple strategies in the Idaho Early Learning eGuidelines emphasize the importance of appropriate expectations and intentionality in the child care environment which includes responsive caregivers and evidence based discipline practices. These are summarized in the Essential Practices within the guidelines:

“Ensure that children are provided with caregivers who interact in consistent and caring ways.”

“Use supportive verbal, visual, and physical cues in interactions and activities.”

“If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.”

“Encourage children to play and form relationships with other children.”

“Observe, recognize, and support children's unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes.”

“Provide a range of experiences to all children even though their responses may differ and some children may need adaptations.”

“Individualize experiences, activities, interactions, and instructions to meet the needs of each child.”

“Provide continued acknowledgments in ways that reflect children's cultural beliefs and traditions so that all children feel valued. Support a sense of competence.”

“Help children learn to accept, understand, and manage their emotions.”

“Model and teach conflict resolution and problem-solving skills.”

MATERIALS

1. *Addressing Challenging Behaviors: Promoting Social Emotional Health in Young Children, Module 4: Intervention Strategies.*
2. Training Instructions for Addressing Challenging Behaviors and Promoting Social Emotional Health in Young Children: Module 4
3. Quiz (1 for each module)
4. Inventory of Practices for Promoting Children’s Social Emotional Competence

INSTRUCTIONS

- Review training instructions
- Watch training vignettes; Module 4: Lessons Eight, Nine, Ten
- Submit quiz
- Quiz approval received
- Complete IdahoSTARS Training Evaluation
- Complete the Inventory of Practices for Promoting Children’s Social Emotional Competence. Keep as a working document for increasing these practices. *Optional: consult with IdahoSTARS Child Care Resource Center staff for support.*

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