

# CONNECT THE DOTS

Well-Being + Well-Doing for Young Children

Connect the Dots training and visuals were created by Department for Community Based Services (DCBS), Division of Child Care (DCC) in collaboration with Early Childhood Comprehensive Systems Grant and the Early Childhood Mental Health Program (ECMH), August 2016

## KENTUCKY STRENGTHENING FAMILIES

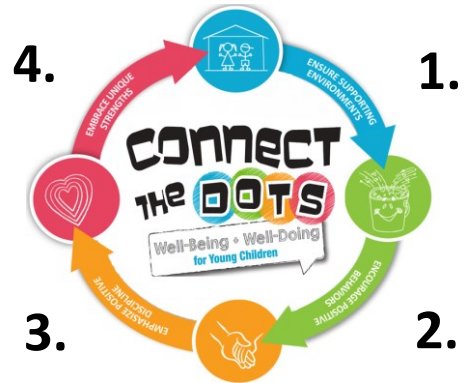


## KENTUCKY STRENGTHENING FAMILIES

### Protective Factors Covered in this Training Include:

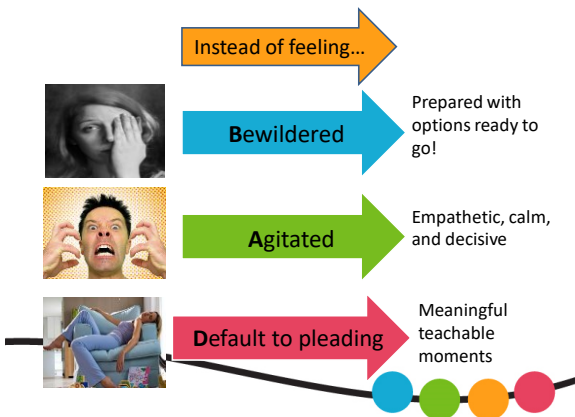
**Social & Emotional Competence of Children:**  
Families teach children how to have healthy relationships

**Nurturing and Attachment:**  
Families ensure children feel loved & safe



8

Connect the Dots (2016): <https://www.kentuckychc.org/baoters-handouts-1/>



BAD Response: Modified from: Phelan, T.W. (2014). 1-2-3 Magic Parenting: Tantrums! Pg. 25. Pictures labeled for reuse: <https://www.flickr.com/photos/93088065@N06/1146712836/>; <https://www.flickr.com/photos/kaykim3986997574/>; <https://www.flickr.com/photos/365-wordpress.com/104/prader/>

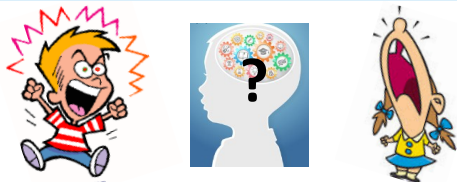
## The BRAIN is Connecting Experiences

The basic architecture of the brain is constructed through a process that begins early in life and continues into adulthood. Simpler circuits come first and more complex brain circuits build on them later. Genes provide the basic blueprint, but experiences influence how or whether genes are expressed. Together, they shape the quality of brain architecture and establish either a sturdy or a fragile foundation for all of the learning, health, and behavior that follow. Plasticity, or the ability for the brain to reorganize and adapt, is greatest in the first years of life and decreases with age.



This video is from [Three Core Concepts in Early Development](#), a three-part video series from the Center on the Developing Child, [National Scientific Council on the Developing Child](#).

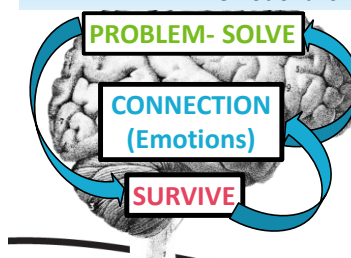
**Challenging Behaviors Happen Because Something Needs Connecting....**



- All these connections/pathways form not only at rapid pace but in very complicated and interconnected processes.

Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

We move from downstairs brain (survival) to upstairs brain (problem-solving) using our social and emotional skills



When in problem-solving brain, we are thinking "What needs to change?"  
 When in emotional brain, you are thinking, "How do I feel?"  
 When in survival brain, you are thinking, "Am I safe?"

Modified from Bailey, B. (2015). Conscious Discipline Website: <https://consciousdiscipline.com/bookstudy/chapter-2.asp>; Picture labeled for reuse: [https://commons.wikimedia.org/wiki/File:PSM\\_V06\\_D167\\_Outer\\_surface\\_of\\_the\\_human\\_brain.jpg](https://commons.wikimedia.org/wiki/File:PSM_V06_D167_Outer_surface_of_the_human_brain.jpg)

**AH-HA!!!**

My job is to recognize difficult behavior as a child telling me he/she needs social and emotional skills to solve problems.

**It's about COACHING, not controlling.**

Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>



Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>



**The 10 second rule**

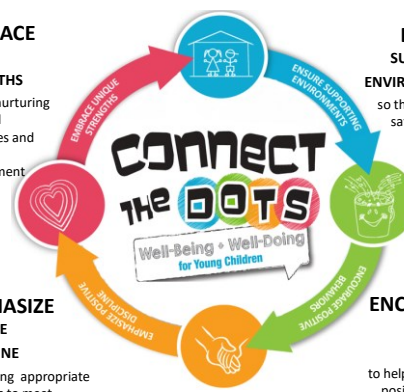
Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

**EMBRACE UNIQUE STRENGTHS**  
 through nurturing individual differences and natural temperament

**ENSURE SUPPORTIVE ENVIRONMENTS**  
 so the child feels safe, prepared and ready to succeed

**EMPHASIZE POSITIVE DISCIPLINE**  
 by teaching appropriate behaviors to meet the child's needs

**ENCOURAGE POSITIVE BEHAVIORS**  
 to help the child link positive behaviors to healthy relationships



Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>



## Ensure a Supportive Environment



Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-2/>



## Ensure a Supportive Environment

- Visual Daily Schedule
- Limit surprises
- Recognize transitioning as a S/E skill
- Reduce temptations
- Use REAL time
- Add visual cues...well, pretty much everywhere 😊



## Emotional Safety= Sense of Control



**Schedule/Routines:** Children feel more secure, in control, and competent when they can predict what happens next. Some children worry and feel insecure when they don't remember what happens next.

**Transitions:** When children have the time and tools to finish what they are doing and prepare for the next activity they are less likely to get frustrated and give up or misbehave

**Rules:** When they remember and follow a simple rule, they experience a sense of mastery, which supports initiative (especially when they are involved in developing rules)



Picture: <http://art33bac.deviantart.com/art/SuperKid-illustration-28772223>

## What's the difference? Home Example



**1. Routine**  
Bedtime routine starts at 7:45p and includes picking out PJs, reading 2 books, singing a song, and one night light on

**2. Transition**  
Before bedtime routine starts (7:30p) there is a 15 minute warning, 10 minutes later is the 5 minute kitchen timer. Start turning living room lights out. Head to bedroom to pick out pajamas, and books

**3. Daily Schedule**  
Bedtime routine is from 7:30p to 8:30p during the school week and 8p to 9p on weekends.

**Relationships and repetition are key to all 3!**

Routines and transitions: [http://main.prolabtree.org/site/PageServer?pagenameter\\_key\\_social\\_routines&6d0interest112](http://main.prolabtree.org/site/PageServer?pagenameter_key_social_routines&6d0interest112)  
Schedules: <http://central.vanderbilt.edu/bedtime/ww03.pdf>



## VISUAL SCHEDULES



This is an activity the child can help create. It has Simple directions. You will hold up the hand and say the examples while putting each finger down. Give high 5 when done and celebrate the success!

The example on the right was made using a folder and Velcro. When the items get done then visually close. This helps the child see what is left to be done.



## VISUAL SCHEDULES



I really like the bedtime routine because of the visual but it also has words to help the children learn to recognize them.

This would be easy to make on your own as well.



## VISUAL SCHEDULES

Good MORNING		Good NIGHT	
	1 Wake up		1 Use the bathroom
	2 Use the bathroom		2 Put on pajamas
	3 Get dressed		3 Brush your teeth & hair
	4 Eat breakfast		4 Say goodnight to everyone
	5 Brush your teeth & hair		5 Read Bible stories
	6 Prayer time		6 Prayer time
	7 Have a happy day!		7 Have a good night sleep!

**Julia's Bedtime Routine**

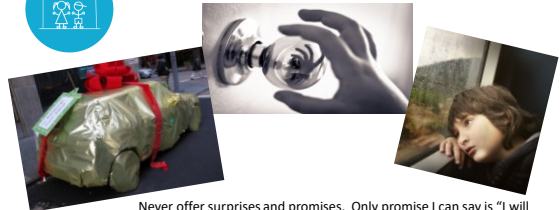
1. Use the bathroom
2. Put on pajamas
3. Brush teeth & hair
4. Say goodnight to everyone
5. Read Bible stories
6. Prayer time
7. Have a good night sleep!

This is an example- of a child's bedtime and morning routine. Notice the photos of the child. This feels more personable and children love to see themselves.

We are showing multiple examples so you can see how creative you can be and how versatile the schedule are.



## Limit "Surprises" and "Promises"



Never offer surprises and promises. Only promise I can say is "I will always love you!"

Rather than "hurry up a big surprise is waiting!!" say, "When we finish lunch, Jacob's mom will be singing us a special song."



[https://commons.wikimedia.org/wiki/File:What's\\_inside\\_the\\_Wrapped\\_Gift\\_Presentation?\\_id=1347637031](https://commons.wikimedia.org/wiki/File:What's_inside_the_Wrapped_Gift_Presentation?_id=1347637031) Picture labeled for reuse:

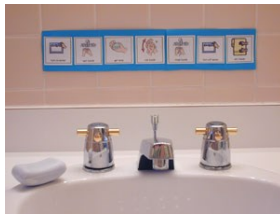


## Routines = Independence Use Mini-Visual Schedules as a reminder

Use these steps to first coach the child on how to complete the task independently and then as a reference point when the child attempts to do it alone.

Here we breakdown handwashing into 7 steps.

What else could be broken down into multiple steps?



## Task Sequence

This helps children see what they should do 1st, 2nd, 3rd, and 4th.

With a brief explanation children are able to handle the activity with little help, prompting more independence (which we now know=sense of control).

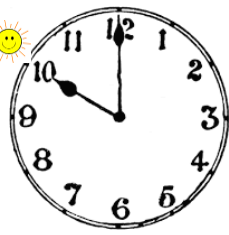


CSEFEL (website) Resources: Pre School Training Modules Promoting Children's Success: MODULE 1: PPT [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)

## Use REAL time



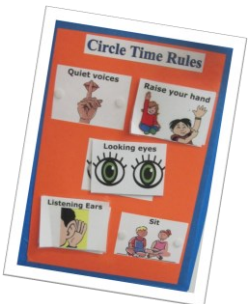
**Example:**  
Say...  
"when the little hand gets to the 10 we will go eat a snack"  
Instead of...  
"in a little while"



## Rules with Visuals

This visual is more for the classroom but can be modified for home. You must teach rules during a neutral time.

- Have a few simple rules (3-6).
- Involve your child(ren) in developing the rules.
- Allow your child(ren) to practice rules.
- Provide positive feedback for following the rules at high rates initially.



CSEFEL (website) Resources: Pre School Training Modules Promoting Children's Success: MODULE 1: PPT [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)



CSEFEL (website) Resources: Pre School Training Modules Promoting Children's Success: MODULE 1: PPT [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)

Environment	
If you see this...	You might be missing this...
Screaming and yelling every time you move from one activity/place to another	-Transition timer and countdown -Consistent daily schedule -Fewer transitions (too much switching? )
Child(ren) ask a MILLION times when they're going outside, to bed, etc.	-Visual Schedule they understand -Reviewing schedule more often -Consistent daily schedule
Repeating rules over and over to Child(ren)- they never seem to remember!	-Fewer rules (do you have more than 5?) -Practice of rules at neutral times -Adult modeling rules

Koralek, D. (1999) DECA Program, Classroom Strategies Ch. 4, 5 & 9

Environment	
If you see this...	You might be missing this...
Saying no more than saying yes	An appropriate set-up for your child(ren) interests and abilities.  (over-stimulating/under-stimulating?)
Spending so much time and energy preparing activities they never do right or finish	Child centered activity goals:  Try concentrating on the "process" not "product" of your activities
Lots of injuries from climbing on furniture, aggression and overall hyperactivity	Balance in active and quiet play.  Proper supervision (adult engaged in appropriate play?)

Koralek, D. (1999) DECA Program, Classroom Strategies Ch. 4, 5 & 9



### Encourage Positive Behaviors

### 2. Encourage Positive Behaviors



1. Cooperation follows Connection
2. Fill The Bucket
3. Make deposits. If there's nothing in the bank, there's nothing to take out!

Key concept of Bailey, B. (2015). Conscious Discipline Website: [https://consciousdiscipline.com/about/brain\\_model.asp](https://consciousdiscipline.com/about/brain_model.asp)

### Keep the "Bucket Full" with the 5:1 Rule



Research shows that we need 5 positive things (or bucket fillers) for every 1 negative experience (bucket dipper) to stay in a relatively good mood and put our best foot forward.

How true is this for kids??  
How does building connections and keeping a child's bucket full reduce challenging behaviors? By tipping the positive mindset scale in the right direction!

Our Bucket Fills when we feel

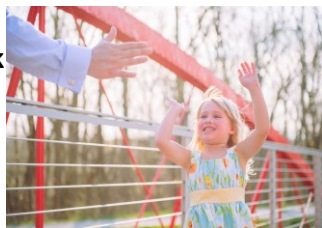
**CONNECTED**

*Likewise...*  
Our Bucket Begins to Drain when we feel

**DISCONNECTED**



## As A Child, I Seek CONNECTION to...



**YOU (adult) and then learn to connect:**

- To others
- To myself



Picture: <http://teachingparent.org/resources/launches-controversial-new-teacher-evaluations-to-praise-best/>



## Fill the Bucket with the 5:1 Rule

+5

### DEPOSITS:

- + Eye contact
- + Touch, closeness
- + Being PRESENT (*really...*)
- + Showing interest in their ideas
- + Paying attention to them
- + Laughing at their jokes
- + Letting them take the lead
- + Complimenting in front of parent or to another adult 'secretly'
- + Building confidence
- + ENJOYING their company
- + Enthusiastic about effort
- + Giving control away whenever you can

-1

### WITHDRAWALS:

- No, Don't, Stop
- Ignoring
- Dismissing
- Rushing
- Demands – directions
- Using a loud voice
- Pulling "I'm the adult" card



Modified from CSEFEL (website) Resources: Pre School Training Modules Promoting Children's Success: MODULE 3: PPT [http://csefel.vanderbilt.edu/resources/training\\_greschool.html](http://csefel.vanderbilt.edu/resources/training_greschool.html)



## Parent-Child Interaction Therapy

An Evidence-Based, national model with a primary focus on building attachment between child and caregiver/caregivers.



194 x 300 png

- Decreased frequency, severity, and/or duration of tantrums
- Decreased negative attention-seeking behaviors (such as whining and bossiness)
- Decreased parental frustration
- Increased feelings of security, safety, and attachment to the primary caregiver
- Increased attention span
- Increased self-esteem
- Increased pro-social behaviors (such as sharing and taking turns)



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### 2. Encourage Positive Behaviors

The acronym used by PCIT is called

### P.R.I.D.E. Skills:

- ✓ PRAISE = Compliment the good
- ✓ REFLECT = Repeat what they say
- ✓ IMITATE = Repeat what they do
- ✓ DESCRIBE = Narrate their play
- ✓ ENTHUSIASM = Enjoy the child



A large focus of Parent-Child Interaction Therapy is on creating a secure bond between adult and child through "special play time".

Component of S. Eyberg, Parent Child Interaction Therapy

Modified from Eyberg, S.M. (2006) Child Directed Interaction Phase Overview [PowerPoint]. Parent-Child Interaction Therapy <http://pcit.pbhs.ufl.edu/>



### 2. Encourage Positive Behaviors

### P.R.I.D.E. Skills:

- ✓ PRAISE = Specific Compliment → "I see the good in you"
- ✓ REFLECT = Repeat what they say → "I really listen to you"
- ✓ IMITATE = Repeat what they do → "You have great ideas"
- ✓ DESCRIBE = Narrate their play → "I notice you"
- ✓ ENTHUSIASM = Be enthusiastic → "I like being with you"



Component of S. Eyberg, Parent Child Interaction Therapy

Modified from Eyberg, S.M. (2006) Child Directed Interaction Phase Overview [PowerPoint]. Parent-Child Interaction Therapy <http://pcit.pbhs.ufl.edu/>





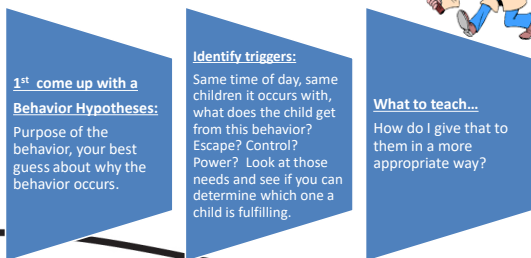
- ❑ When focusing on making deposits AVOID: Asking questions, giving commands, and criticizing.
- ❑ It's all about a child-lead, bonding moment for parent/caregiver and child. Not a "teaching" moment.

Modified from Eyberg, S.M. (2006) Child Directed Interaction Phase Overview [PowerPoint]. Parent-Child Interaction Therapy <http://www.wideworldofkids.com>  
 Picture: <http://www.wideworldofkids.com/author/trueidib-angini/>



## Emphasize Positive Discipline

*Be a detective!*



Modified from Drecktrah, M.E., Marchel, M.A. (2008) Functional Assessment: Analyzing Child Behavior <http://www.earlychildhoodnews.com/earlychildhood/article/view/issue/ArticleID=255>

## We Teach

- "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?"**

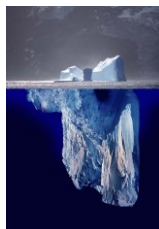
(Tom Henner, NASDE President, Counterpoint 1998, p.2)



CSEFEL (website): Resources: Pre School Training Modules Promoting Children's Success: MODULE 1: PPT: Picture labeled for reuse: <http://www.huffnuttinstitute.ca.uk/2013/11/13/amaia-laurea-denounced-n-4766366.html>

## What's the message?

1. What is the 'tip of the iceberg' behavior?
2. What social-emotional skill is needing support?
3. What might be going on for this child? (possible unmet needs)



Picture: <https://commons.wikimedia.org/wiki/File:Iceberg.jpg>

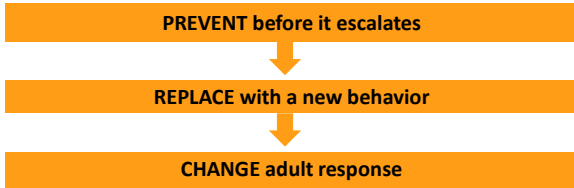
## What's the feeling? What's the Need?

Example Feelings	Example Needs
Frustrated	Control
Disappointed	Love
Confused	Acceptance/Friendship
Overly excited	Calmness
Anxious	Security
Unsafe	To obtain something
Lonely	To avoid something
Unwanted/unloved	Change level of stimuli
Jealous	
Overstimulated/under-stimulated	

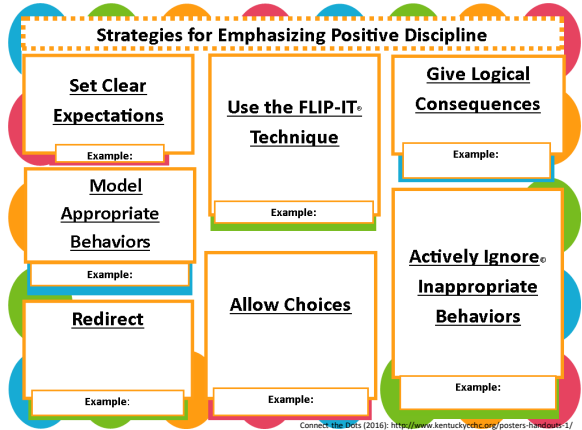




## I've got the meaning... Now What?



Modified from Dredtzsch, M.E., Marchel, M.A. (2008) Functional Assessment: Analyzing Child Behavior. <http://www.ejrbh.com/behavior/analyzing-child-behavior/>



Connect the Dots (2016): <http://www.kentuckytc.org/posters-3434044-1/>



<http://pcit.php.ufl.edu/>

## PREVENT with Clear Expectations The 9 rules of a Clear Command

- **Direct** – not passive or ending statement with ok
- **Positively Stated**- Avoid the negatives-don't, stop, quit, no
- **One command at a time** (don't set up for failure)
- **Specific** – "Sit in your chair during dinner" vs. "Be good"
- **Age appropriate**- keep it short and sweet
- **Polite** – "Please, Hand me the red block"
- **Neutral** – no extra emotion
- **Limit explanations** – no extra talking
- **Consequences** – "You have two choices, you may hand me the block or..."



Bell, S., & Eyberg, S.M. (2002). Parent-child interaction therapy: A Dyadic Intervention for Children with Conduct Problems [pdf, pp. 14- 16]. <http://pcit.php.ufl.edu/Literature/BellEyberg.pdf>



## Redirection

Redirecting is a proactive teaching strategy used to address challenging behavior BEFORE it escalates or continues. Allows a teacher to guide children to engage in alternative behaviors that are more acceptable. If you see trouble coming, try heading it off before it begins.

*For example, if a child is heading for a 'no-no' item or activity -- redirect by saying... "Xavier, where are your cars & trucks? -- or Can you build the blocks higher?"*



NCQTL: Office of Head Start: National Center on Quality Teaching and Learning (2012) <http://edkc.ohs.acf.hhs.gov/nslc/ta-system/teaching/docs/redirecting-presenter-notes.pdf>



## 3 Key Steps to Redirecting Behavior

**How do I redirect to prevent a challenging behavior from escalating or continuing?**

1. Minimize attention to the challenging behavior.
2. Provide a clear description of the behavior expected from the child:  
"You can ask for a turn nicely." or  
"We play with the trucks by driving them on the carpet."
3. Provide positive attention and/or feedback: "That's playing with the trucks safely, Miguel! I see you are driving them on the carpet." or access to the desired material as soon as it is available.



NCQTL: Office of Head Start: National Center on Quality Teaching and Learning (2012) <http://edkc.ohs.acf.hhs.gov/nslc/ta-system/teaching/docs/redirecting-presenter-notes.pdf>

## FLIP-IT



**Feelings-** I can see you're feeling mad.

**Limits-** But the rule is we cannot hit when we are mad.

**Inquires-** What are some other ways we can get our mad out?

**Prompts-** What if we stomp our feet like in the book?



Modified with permission from Devereux Center for Resilient Children (2015) Flip It <http://www.centerforresilientchildren.org/flip-it/>





## Logical Consequences

When/Then

- ❑ Simplifies the options for children especially when lots of emotions are involved
- ❑ Make sure you can follow through
- ❑ Teaches logical consequences for actions
- ❑ Simplifies for child and teacher because it's a natural response
- ❑ Related, Respectful, Reasonable, Helpful
- ❑ Examples
  - When you throw the toy then you are all done playing with it
  - When we cannot paint on the paper then painting is not a choice



Nelson, J. (2014) Logical Consequences [article] <http://blog.positivediscipline.com/2013/05/logical-consequences.html>



## Choices

- ❑ Shares the Control
- ❑ Choices should always start out as two things to teach choice making. Not asking "What do you?"
- ❑ Choices should only offer things which are acceptable.
- ❑ Examples:
  - Would you like to wear your coat or carry it?
  - Would you like to sit next to me or Ms. Sally?



Fay, C. (2002) Guidelines for Sharing Control Through Choices [pdf]. Love and Logic Institute <http://www.loveandlogic.com/pdf/guidelines-for-sharing-control-through-choices.pdf>



## Active Ignoring

- ❑ Avoid looking at child, smiling, frowning etc.
- ❑ Be consistent on what you ignore
- ❑ Expect ignored behavior to get worse before it gets better
- ❑ Wait until they do something appropriate and praise immediately
- ❑ Example:
  - Child sticks out tongue → you ignore
  - They add on "nah-nah-nah-nah"
  - You ignore
  - Child hands a block to another kid → "Thank you for sharing- that's so nice!"

### Some behaviors cannot be ignored

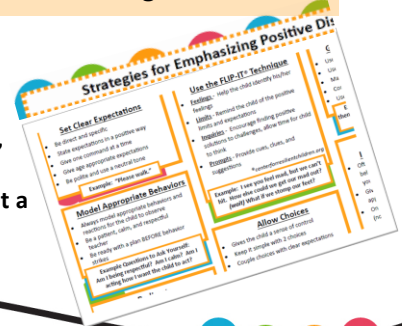
- If you, the child, other children or materials in the room are at risk for harm, redirection and consequences are needed.



Bell, S., & Eyberg, S.M. (2002). Parent-child interaction therapy: A Dyadic Intervention for Children with Conduct Problems [pdf, pp. 14-16]. <http://pcit.athp.ufl.edu/Literature/BellEyberg.pdf>

## Focus on a few strategies at a time.

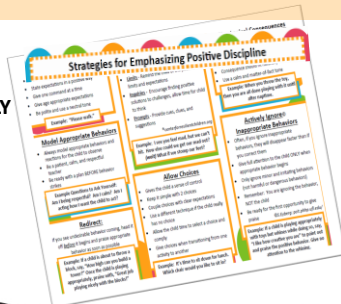
Seek resources, videos, and trainings on just a few at a time.



Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

## Use Positive Discipline language in your homes.

"I find when I **ACTIVELY IGNORE** his whining for more dessert he moves on to playing something else pretty quickly."



Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

## Help the Brain Connect

"Your face is doing this \_\_\_\_\_ which tells me \_\_\_\_\_"



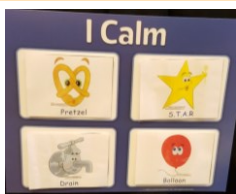
Picture labeled for reuse: [https://vimeo.com/video/505670213\\_1180x720.jpg](https://vimeo.com/video/505670213_1180x720.jpg)

## Display, teach and Model Calming Strategies



Cranky Lotion: when you are feeling frustrated go over to the cranky lotion and give yourself a mini-hand massage while demonstrating 5 deep breaths.

Adults will need to model this.



Learn and model calming strategies for example. I calm strategies are free online. Here is an Example called STAR.

STAR: S-smile, T-Take a deep breath, A-And, R-Relax

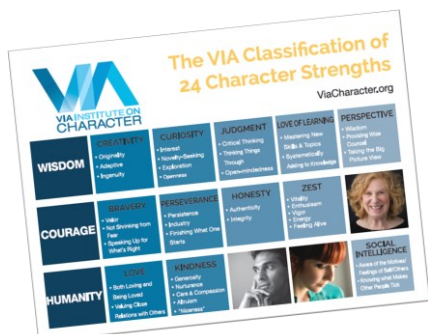


Pictures taken with permission at the Conscious Discipline Presentation at Ready Kids (2016)



## Embrace Unique Strengths

Picture: Purchased from [http://www.rtpguides.com/\\_pages/0511-1050-1017-0724.html](http://www.rtpguides.com/_pages/0511-1050-1017-0724.html)



Free Character strengths survey to find out your top strengths. Think about your top character strength and how this will either help or hinder how you interact your child(ren).

Image retrieved from: <http://www.viacharacter.org/www/Character-Strengths/VIA-Classification>

## Build an Emotional Vocabulary

- Growing Sound
- See S/E book list on CTD website
- Share Time



This gives some ideas on how to build emotional vocabulary. Instead of "What did you do today? ...Did someone calm down all on their own today?"



Picture labeled for reuse: [https://pixabay.com/pt/1156865/700\\_redirect](https://pixabay.com/pt/1156865/700_redirect)

## Overview of Embrace Unique Strengths

- Character Strengths of Adult
- Character Strengths of Child
- 3 Main Temperament Types
- Over Stimulation/Under Stimulation

Simply,

*Adjusting and Embracing individuality!  
One size does not fit all!!*



Think about how we can help children identify their strengths and utilize them within their environment?

I think of the analogy of emerging strengths are like seeds in the garden. Adults need to water the seeds and nurture them so they will grow.

Image retrieved from Children, Inc. Video: [https://www.youtube.com/watch?feature=player\\_embedded&v=MDp5ScUJK7o](https://www.youtube.com/watch?feature=player_embedded&v=MDp5ScUJK7o)

## THE 5 LOVE LANGUAGES FOR KIDS

**WORDS OF AFFIRMATION** compliment them - express appreciation - give a card - send a text - tell them you love them - tell them you're proud - actively listen - slip a note in their lunchbox or under their pillow - notice their efforts and acknowledge in front of others

**ACTS OF SERVICE** help them clean their room - make them meals - help them get out the door on time - help with their homework - bring them a drink of water - help little ones bathe - help them clean up toys - organize their closet - tuck them in at night

**PHYSICAL TOUCH** comb their hair - scratch their back - rub their feet - cuddle and read a story - tickle - pat them on the back - sit near them - welcome kisses & hugs - group hugs - high fives - this little piggy-type games - hold hands - manicures & pedicures

**GIFTS** make their favorite treat - give a thoughtful gift on an ordinary day - plan presents that fit their interests - mail a package when you're away - give a flower or pretty rock - do a treasure hunt - give a special bracelet - appreciate their gifts

**QUALITY TIME** undivided attention - chores together - make a treat - ask about their day - eye contact - play with them - do a craft - eat together - go on a date - camp out - board games - bike ride - bedtime stories - read/do hobbies side by side - laugh lots

From the book "The 5 Love Languages of Children" by Gary Chapman and Ross Campbell. Design by Melissa Walker, www.love4kids.com

## Begin to RETRAIN YOUR BRAIN: HANG THIS UP!

Sound Using this Tool to Help You Positively Reframe Your Story

CHARACTERIZATION	POSITIVE QUALITY
Bossy →	Good director, natural leader
Clingy →	Affectionate, loving, connected
Compulsive →	Efficient, strong attention to detail
Conceited →	Confident, values self
Crabby →	Communicates needs
Daunter →	Easy going, mindful
Defiant →	Strong beliefs, courageous, determined
Demanding →	Assertive, self-advocate, visionary
Dependent →	Connected
Doosie →	Creative, artistic
Dramatic →	Emotionally aware, expressive, good storyteller
Fearful →	Thoughtful, careful, mindful
Fussy →	Future gourmet, discerning, discriminating, aesthetic
Foolish →	Fun loving, inventive, creative, imaginative
Fussy →	Specific tastes, strong sense of self
Gauly →	Joyful, entertaining, good sense of humor

**Bossy... Natural Leader!**

Retrieved from resources: Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

### 4. Embrace Unique Strengths

## 3 Main Temperaments

- Easy or flexible** children tend to be happy, regular in sleeping and eating habits, adaptable, calm, and not easily upset.
- Active or feisty** children may be fussy, irregular in feeding and sleeping habits, fearful of new people and situations, easily upset by noise and stimulation, and intense in their reactions.
- Slow to warm or cautious** children may be less active or tend to be fussy and may withdraw or react negatively to new situations; but over time they may become more positive with repeated exposure to a new person, object or situation.

CSEFEL: Center on the Social and Emotional Foundations for Early Learning. Infant/Toddler MODULE 1: [PowerPoint Presentation]. [http://csefel.vanderbilt.edu/resources/training\\_infant.html](http://csefel.vanderbilt.edu/resources/training_infant.html)

## Spotting the signs of Over-Stimulation and Under-Stimulation

**Over-Stimulation:**

- ❖ A child covering his/her ears/eyes
- ❖ An increase in hyperactivity
- ❖ Emotional outbursts
- ❖ Looking away or pushing person/object away
- ❖ Avoiding eye contact

**Under-Stimulation:**

- ❖ Becoming disruptive
- ❖ Swirling, dancing, etc. around the room due to being bored
- ❖ Chewing on toys, clothes, etc. for stimulation
- ❖ Rocking in chair or an increase in wanting to touch objects in the classroom

Source: Webster-Stratton, C. (2012) Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence. Seattle, WA: Incredible Years, Inc.

## Use strengths as foundation when communicating with adults about children.

**"Eli is very HUMOROUS which helps him cope during stressful and sad times. We are helping Eli understand when it's a good time to tell jokes and when it's a time to listen and be serious."**



Picture labeled for reuse: <https://en.wikipedia.org/wiki/Infant>

## CONNECT THE DOTS

Well-Being + Well-Doing for Young Children

**EMBRACE UNIQUE STRENGTHS** through nurturing individual differences and natural temperament

**ENSURE SUPPORTIVE ENVIRONMENTS** so the child feels safe, prepared and ready to succeed

**EMPHASIZE POSITIVE DISCIPLINE** by teaching appropriate behaviors to meet the child's needs

**ENCOURAGE POSITIVE BEHAVIORS** to help the child link positive behaviors to healthy relationships

Connect the Dots (2016): <http://www.kentuckychc.org/posters-handouts-1/>

# CONNECT THE DOTS



## Seeking Help

- Reach out BEFORE you are totally exhausted & out of ideas
- Know what “red flag” behaviors look like and your center’s protocol on next steps
- Observe someone else’s room and have someone observe yours. Fresh eyes is always a mood booster.
- Power in Knowledge. Keep seeking social and emotional trainings.

Connect the Dots (2016): <http://www.kentuckyccchc.org/posters-handouts-1/>

## Final Thoughts and Questions?

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