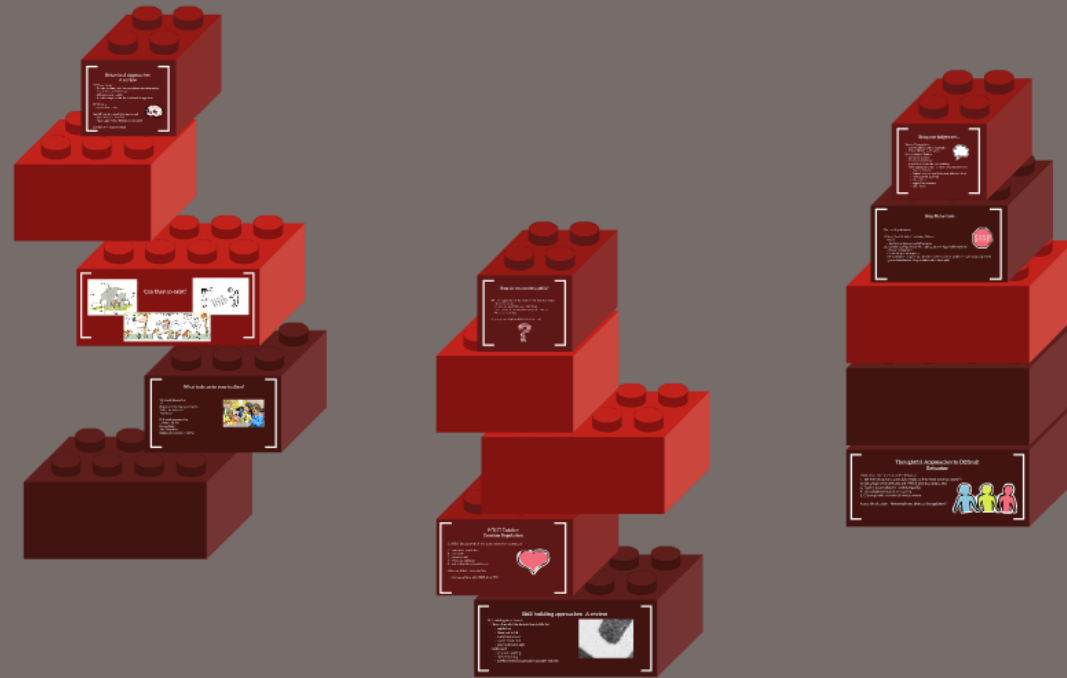
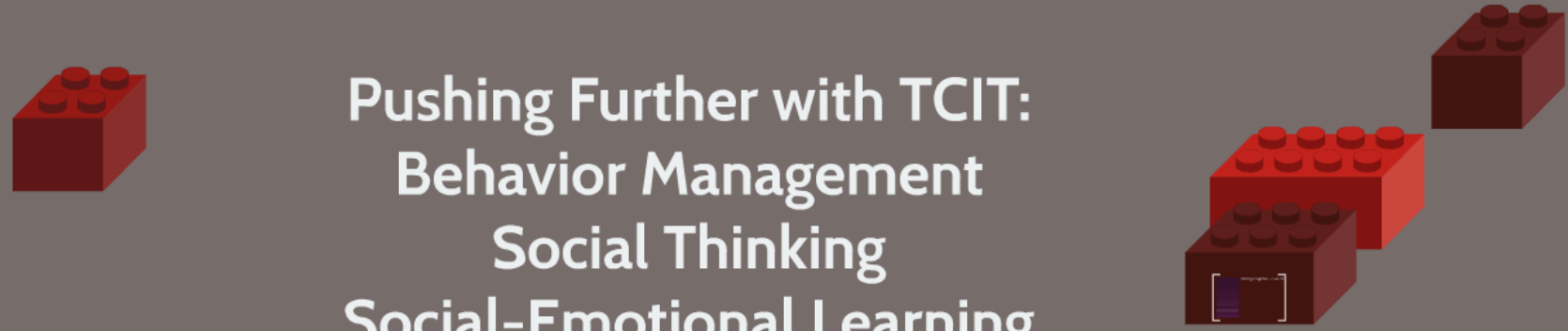


Pushing Further with TCIT:
Behavior Management
Social Thinking
Social-Emotional Learning



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Behavior Management
Social Thinking
Social-Emotional Learning



What tools are in your toolbox?

Behavioral Approaches:

TCIT

Charts, pom-pom jars, and parties

Natural consequences

Redirection

Skill building approaches:

Emotion labeling

Co-regulation

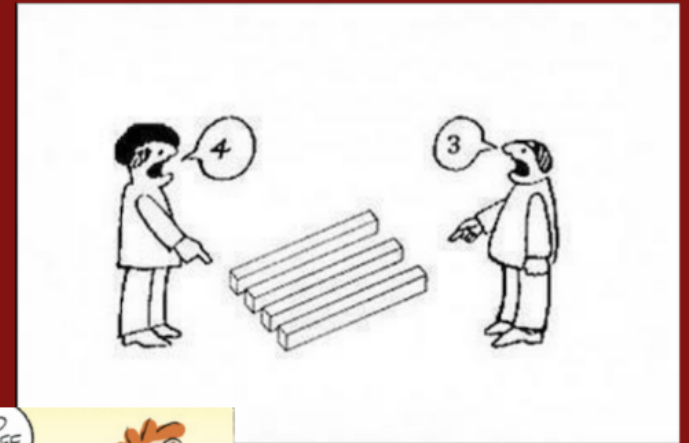
Social cognition

Collaborative problem-solving





Can they co-exist?



Behavioral Approaches: A review

TCIT Basic Tenets:

- Provide feedback/reinforcement/attention to behaviors and actions you want to see
- Utilize peers as models
- Provide recognition for the hard work of regulation

PRIDE Skills:

- A note about praise

You will have to redirect/give commands:

- Use effective commands
- Have a plan if the child does not respond



Combine with charts/rewards

Behavioral Approaches: A Review

TCF Basic Tenets

- They are based on the assumption that all behavior is learned from the environment
- All behavior is purposeful
- People respond to the hard work of repetition

PRIDE Skills

- A set of social skills
- You will have to model them over and over
- Model the fun parts
- Model the hard parts
- Model it until the child does not require it

Continue with Characterworks



Can they co-exist?





What tools are in your toolbox?

Behavioral Approaches

- TCF
- Direct, purposeful, and positive
- Many consequences
- Repetition

Self-Regulation Approaches

- Direct teaching
- Emotion coaching
- Modeling
- Collaborative problem-solving



How do we combine skills?

PRIDE and TCF can be used in the same way and through teaching

- Direct teaching
- Modeling
- Repetition
- Many consequences
- Repetition
- Modeling
- Repetition
- Many consequences

How are you combining skills in the classroom?




P/ICIT Toddler: Emotion Regulation

CARES: Steps provided in any order and often simultaneously

- C - connect to eyes and focus
- A - avoid child
- R - reassure if sad
- E - emotion vocabulary
- S - soft and soothing tone of voice

When regulated - use redirection

Can be combined with PRIDE skills



Skill building approaches: A review

Skill Building Basic Tenets:

- Teach the child the foundational skills for
 - regulation
 - theory of mind
 - social awareness
 - social interaction
 - pragmatic language
- Skills used
 - emotion labeling
 - direct teaching
 - conflict circle/collaborative problem solving



P/TCIT Toddler: Emotion Regulation

C.A.R.E.S: Steps provided in any order and often simultaneously

C - come in calm and close

A - assist child

R - reassure child

E - emotional validation

S - soft and soothing (voice/touch)

When regulated - use redirection

- Can we combine with PRIDE skills? YES!



How do we combine skills?

SEL can happen both in the moment and through teaching

- Direct instruction
- Feedback using PRIDE skills (GIVE WHY)
- Reinforcement combined with why and feedback
- Sit out vs. Cool down

How are you combining skills in the classroom?



Can they co-exist?



What tools are in your toolbox?

- Behavioral Approaches
- TCT
- Choice, punishment, and prizes
- Visual consequences
- Redirection
- Skill building approaches
- Emotion labeling
- Co-regulation
- Social cognition
- Collaborative problem-solving



How do we combine skills?

- Can't happen fast in the moment and through teaching
- Clear instruction
- Feedback using PRIDE skills (PRAISE, PRAISE)
- Ask for success: praise and feedback and feedback
- Start vs. Cool down

How can you combine skills in the classroom?



P/TCT Toddler: Emotion Regulation

CARES: Steps provided in any order or often in the same order

- C - calm in calm and close
- A - assess what
- R - recognize what
- E - emotion of individual
- S - soft and soothing (voice/hold)

When regulated - use redirection

- Can be combined with PRIDE skills/ VSO



Skill building approaches: A review

- Skill Building Basic Tools:
 - Teach the child the foundational skills for
 - regulation
 - theory of mind
 - social awareness
 - social interaction
 - emotional language
 - Skills used
 - emotion labeling
 - direct teaching
 - conflict cycle/collaborative problem solving



Using our judgement...

- Distra/Dysregulation
 - Can we address this right now?
 - Non-compliance - Use CARES
 - Nonverbal anger/tearing
 - Get up for a walk
 - Get ahead of behavior
 - Identify the cues before escalation
 - Plan appropriate time being an effective command
 - Reduce stimulation
 - Repeat the command only once if he will not
 - Provide good guidance
 - Widen the
 - Engage in conversation
 - Take a break



Stop Behaviors

Start vs. Stop behaviors

Does the child understand expectations?

- teach
- use visual and verbal cues and behavior
- offer an explicit instruction (telling not showing, small instructions)
- differentiate attention
- provide the positive experience
- older children - may use collaborative problem solving/visualized system/commands
- give a break before things escalate (sit down spot)



Thoughtful Approaches to Difficult Behavior

Think about the function of the behavior

- Set the kids up for success (what tools do they need to be successful?)
- Get ahead of the difficulty with PRIDE skills (transitions, etc)
- Teach a lesson about it - understanding skills
- Use collaborative problem solving
- Come up with a system of reinforcement

Assess the situation - Non-compliance, distress, dysregulation?

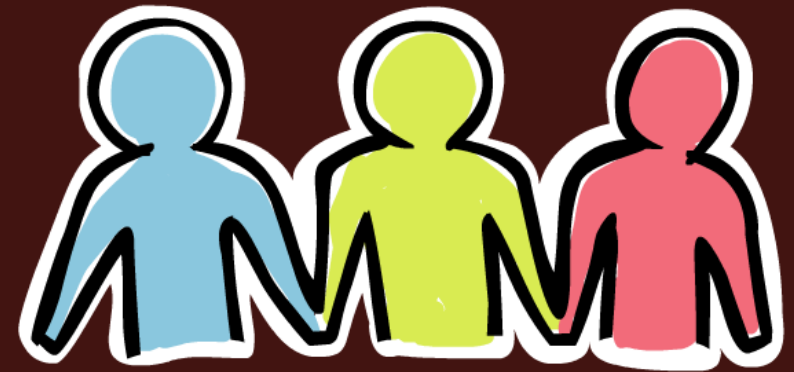


Thoughtful Approaches to Difficult Behavior

Think about the function of the behavior

- 1). Set the kids up for success (what tools do they need to be successful?)
- 2). Get ahead of the difficulty with PRIDE skills (transitions, etc)
- 3). Teach a lesson about it - underlying skills
- 4). Use collaborative problem solving
- 5). Come up with a system of reinforcement

Assess the situation - Noncompliance, distress, dysregulation??



Stop Behaviors

Start vs. Stop behaviors

- 1). Does the child understand expectations?
 - teach
 - label and reinforce expected behavior
- 2). Attention seeking (impulsivity - calling out, whining, small infractions)
 - differential attention
 - praise the positive opposite
 - older children - may use collaborative problem solving (reinforced system/consequence)
 - give a choice before things escalate (calm down spot)



Using our judgement...

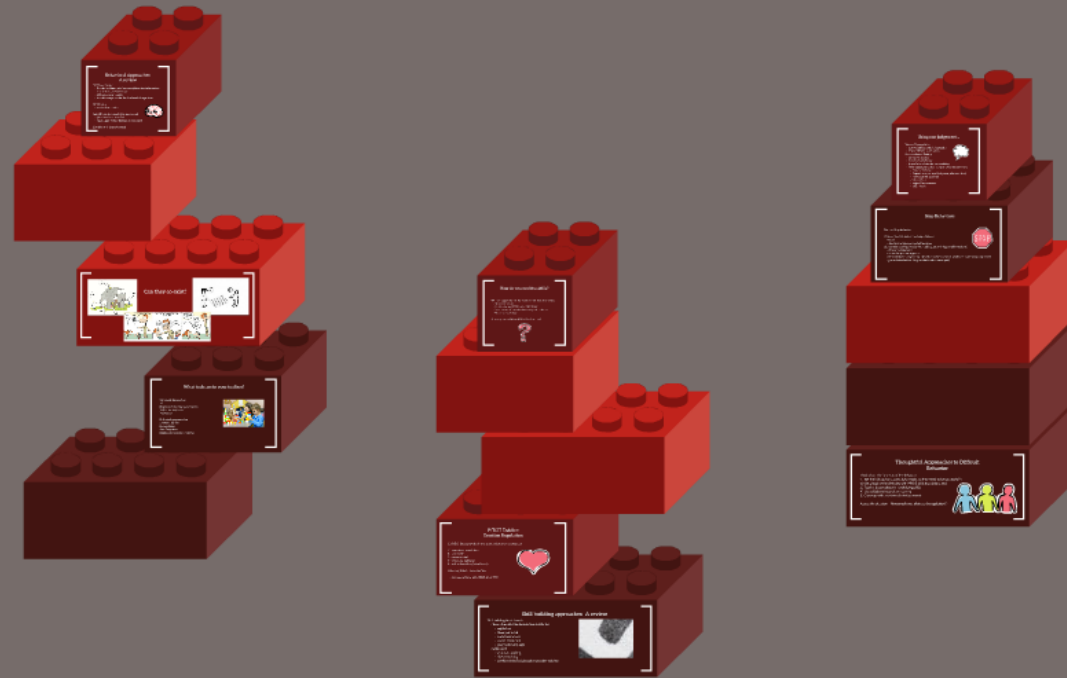
Distress/Dysregulation:

- Can we address underlying needs?
- Young children - use CARES

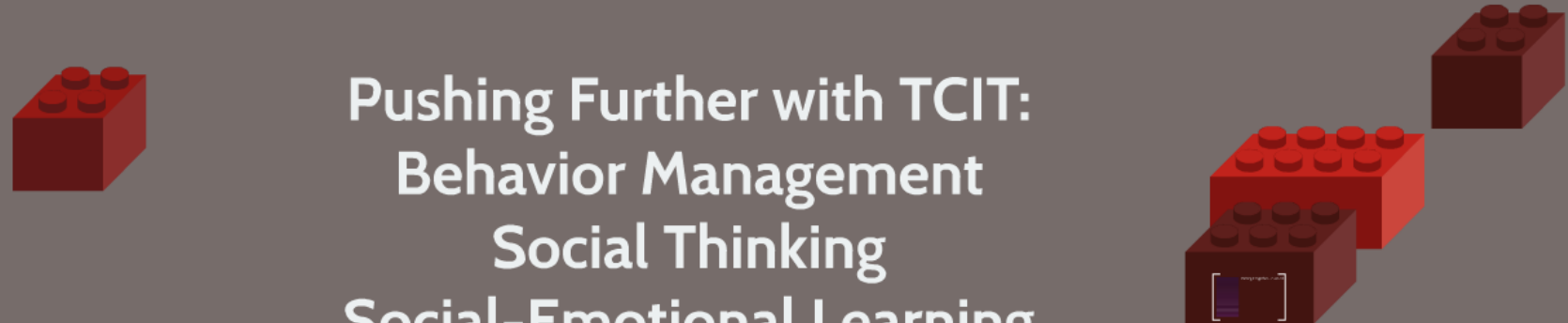
Noncompliance/Testing:

- Set-up for success
- Get ahead of behavior
- Ignore/offer choice before escalation
- Make expectations clear (using an effective command)
 - Praise compliance
 - Repeat the command (only once, after wait time)
 - Provide gentle guidance
 - When/Then
 - Logical Consequence
 - Take a break





Pushing Further with TCIT:
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Putting it together - in action!

