

Coping with Challenging Behaviour

A Series by Canadian Author Barbara Kaiser



eccdc
early childhood community development centre

Session One

“I Didn’t Mean to Ruin Your Day” - Understanding Yourself and the Child

When you understand yourself, know which behaviours push your buttons, and recognize that a child’s challenging behaviour is rooted in biological and environmental factors and not a desire to ruin your day, you are in a much better position to respond effectively. By bridging the gap between research and practice and bringing together information drawn from neuroscience, psychology, and special education, this session will help you understand why a child behaves in a particular way and make it much easier to effectively meet those needs.

Session Two

“Nothing I Do Works!” - Preventing a Child’s Challenging Behaviour

No strategy works in a vacuum. It is probably impossible to eliminate challenging behaviour entirely, but a lot of it can be prevented. Prevention is the best form of intervention. When the environment meets their physical, cognitive, emotional, and social needs, children feel competent and capable of success, and their challenging behaviour becomes less necessary. This means that every aspect of the environment—the social climate, the physical space, the curriculum, and your teaching strategies—must take each child’s needs into account.

Presented *Via Webinar* (all sessions)

Session One: Tuesday January 24, 2023

Session Two: Tuesday February 21, 2023

6:30 to 8:30pm (all sessions)

Niagara Educators No charge (*sponsored through funding provided by Niagara Region Children’s Services*)

Outside Niagara Educators: \$65 for the full series

To register, visit www.eccdc.org, call 905.646.7311 ext. 304, or email eccdc@eccdc.org

Session Three

Where Is the Fairy Dust? - Responding Effectively to Children's Challenging Behaviour

Teachers often feel unable to help children with challenging behaviours to develop the skills they need to succeed, and as a result they may not be able to provide a safe setting for the other children in their classroom. Many of us keep doing something that doesn't feel right or have the desired outcome because we don't know what else to do. But you *can* respond effectively to a child's challenging behaviour when you have the appropriate knowledge, strategies, and skills.

Presented *Via Webinar* (all sessions)

Session Three: Tuesday March 21, 2023

Session Four: Wednesday April 12, 2023

6:30 to 8:30pm (all sessions)

Niagara Educators No charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$65 for the full series

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Session Four

Addressing Challenging Behaviour in Young Children - The Leadership Role

As the head of a team, leaders play a crucial role in making it possible for children with challenging behaviour to remain in child care/school, develop positive relationships with their peers and adults, learn appropriate ways to express their needs, and be ready to learn. However, these goals can only be met when leaders believe in them and have the skills to develop and lead a team that supports them. Possessing good leadership skills is just the beginning. Acting as an advocate for children, staff, and families pulls you in all directions at once and requires you to understand and respect everyone's needs and challenges.



Barbara Kaiser is the co-author of *Challenging Behavior in Young Children*. She has taught at Acadia University and at Concordia University and College Marie-Victorin. In addition to presenting workshops and keynote speeches on challenging behaviour throughout the United States, Canada, Australia, Singapore, and Europe, Barbara has acted as chief consultant for Facing the Challenge, an instructional DVD based on Challenging Behaviour in Young Children (Devereux Center for Resilient Children), and a workshop, What Do You Do With the Mad That you Feel for Mr. Rogers' Family

Communications, Inc. Barbara founded and was the director of two child care centres and an after-school program. A master's degree in educational administration from McGill University gives her a firm theoretical foundation, but above all her perspective is practical, realistic, and compassionate, stemming from decades of working with children, families, and teachers.