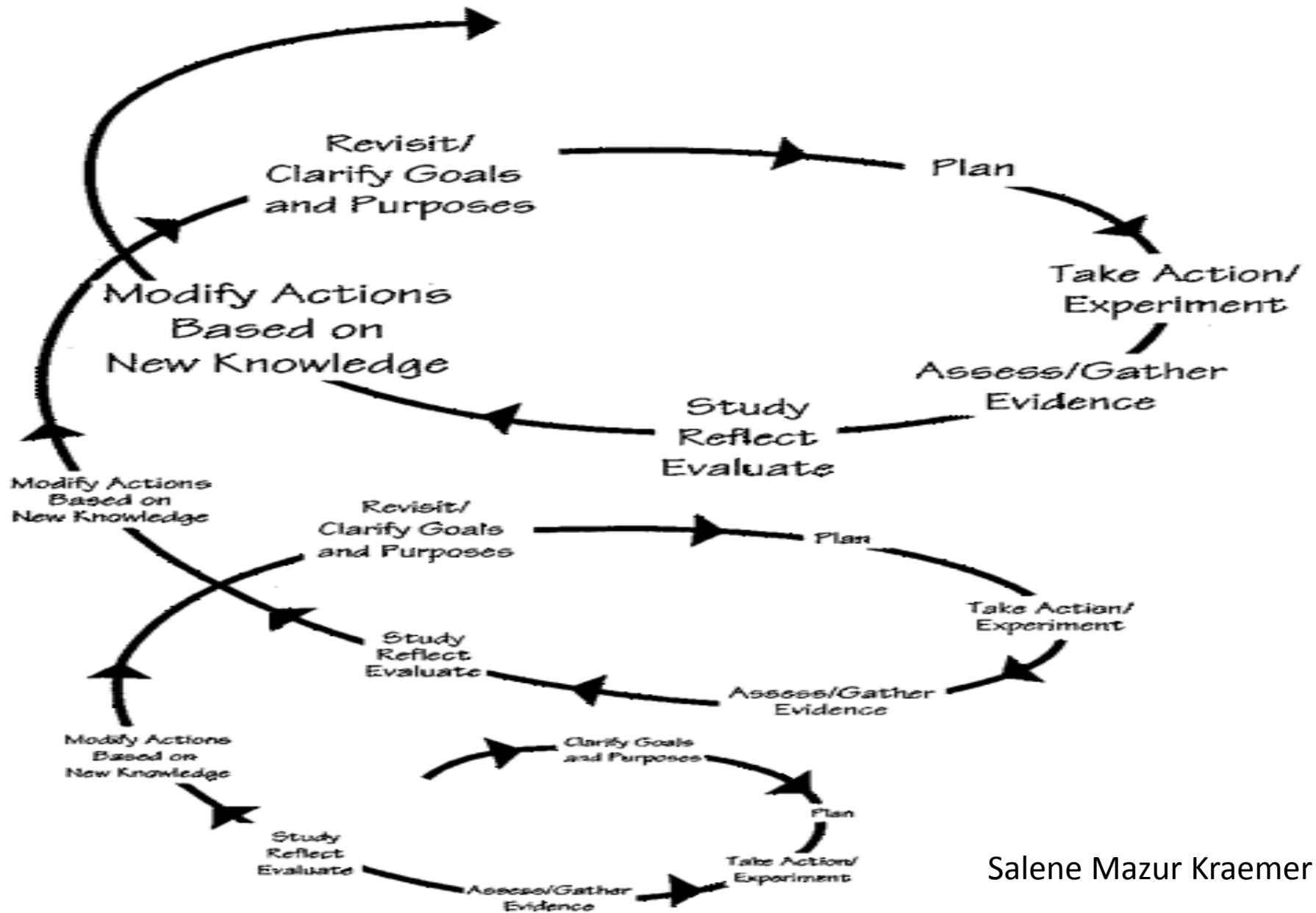


# DEVELOPING MISBEHAVIOR

“Conflict is an indicator of growth trying to happen.”

--Harville Hendrix

# Developmental Growth Spiral



Salene Mazur Kraemer



Growth

Organized

Search, Test, Act

Chaos



There is a lot going on in here!



Growth

Organized

Search, Test, Act

Chaos



There is a lot going on in here!



A B R A C A D A B R A



Unfortunately, there are:

- no magic tricks or strategies that counteract normal development.

Understanding a child's temperament can help to understand her behavior.

## What is Temperament?

“..early-appearing patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another.”



# Temperament Combinations Most Frequently Observed in Clinical Settings

| High Energy, Low Adaptability<br>34.75%<br><b>(Feisty)</b>                                                          | Sensitive, Withdrawing<br>25.5%<br><b>(Cautious)</b>         | Low/Average Energy, Low Adaptability<br>21%                                                          | High Energy, High Adaptability<br>12.5%             | Low Energy, High Adaptability<br>6.25%<br><b>(Flexible)</b>         |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------|
| Active, slow adapting or intense slow-adapting<br>Active low persistent or active, low persistent and slow adapting | Sensitive, intense and withdrawing or sensitive, withdrawing | Low/average activity and slow-adapting or low/average intensity and slow adapting or low persistence | Active and/or intense plus adaptable or approaching | Low in intensity and/or low in activity<br>Adaptable<br>Approaching |

This is normal communication?





I, the great and powerful Oz say that :

**KNOWLEDGE IS  
POWER!**

Knowing what to expect at each level of development is helpful in understanding the child's misbehavior.





- Can anyone hear me? I'll cry louder!
- My mom's (or dad's) face is saying....
- What happens if I bite or pinch?

## Developmental Characteristics of Infants

- Intentionally communicates (communicates in order to get a response) between ages of 3 and 10 months.
- Sends signals (hunger, distress, anger, etc.).
- Accepts nurturing.
- Connects with caregivers.
- Learns that the world will respond to his wants and needs.
- Learns to trust.



- It's my way or the highway!
- I can't control myself.
- It is MINE!
- I want it, I take it.
- I want what you have.

## Developmental Characteristics of Toddlers/Two's

- Investigates.
- Tests reality and boundaries.
- Learns ways to express feelings.
- Follows simple commands.
- Says "no" (A LOT).
- Can throw temper tantrums.
- Impulsive. Seeing and wanting an object will outweigh an adult's warning of "No."
- Can be aggressive to get what he/she wants.
- Relies on use of rituals and routines.



- It's still my way or the highway.
- Let's do a little "Dr. Jeckyl and Mr. Hyde."
- Whine, whine, whine.
- I know a new "naughty" word and I'm going to use it.
- So you think you are going to talk on the phone?
- I can't hear you.
- I'm going to do it anyway.

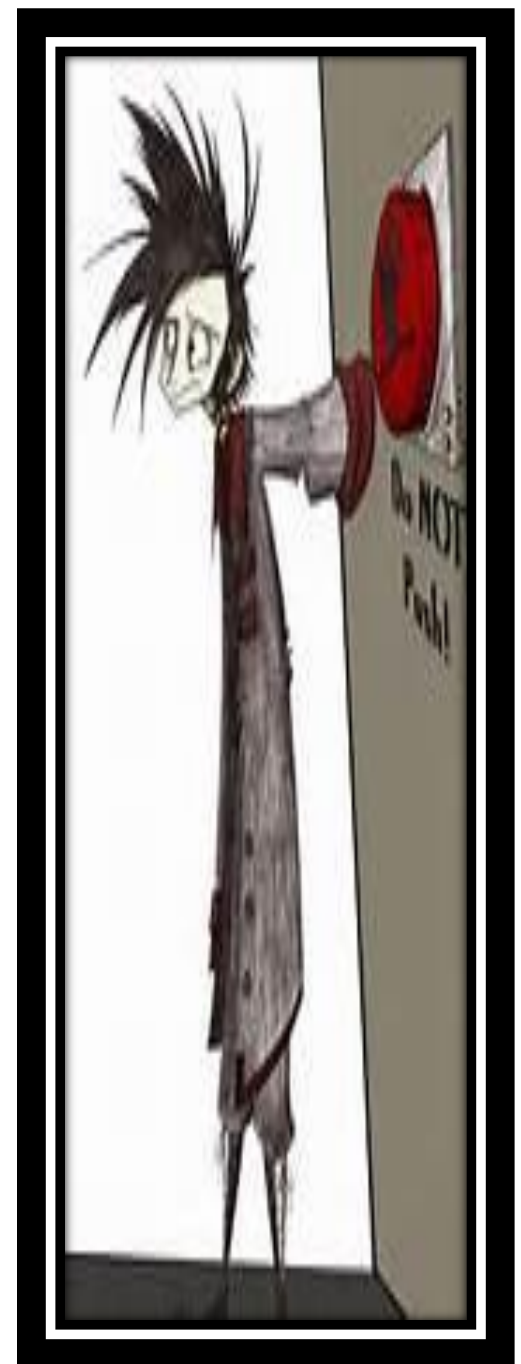
## Developmental Characteristics of Preschoolers

- Continues to develop autonomy and independence.
- Begin to learn that behaviors have consequences.
- Figuring out where they have power and where they do not.
- Repeated actions/behaviors using trial and error.
- Must perform behavioral experiments many times in order to process and internalize.
- Experiment by exerting their power and influence over others.
- Ask an abundance of questions.
- Have not yet developed use of inner speech to guide actions and behaviors.



# TRUE OR FALSE

Children intentionally push our buttons.





 Don't  
push  
my button

The majority of the time, children are not intentionally pushing our buttons. They are trying to make sense of their world. Before growth and change can happen, their brains must experience a time of chaos.

Using the new information that they have received, their brains search for a pattern: assimilating, organizing, analyzing, evaluating, and incorporating the new with the old. New skills will be tested again and again until the pattern becomes internalized.





Our job is to test the limits, based on our current developmental level.

Our job is to help our children be more likely to choose to comply with our wishes.





Complete this phrase:

“It drives me nuts when my children \_\_\_\_\_.”

HOW WE FRAME IT IS HOW WE WILL NAME IT.



What if we could see things a different way? What if we could frame problems or misbehavior in terms of missing skills. She is hitting, biting, name calling... (misbehaving) because she doesn't have the skills to solve her problem. How would our response change??