



BEHAVIOR SUPPORT 101

PRESENTORS



Brianna



Cheryl, PLPC

BACKGROUND

Brianna Berry- Special Services Administrator at the YWCA Metro St Louis Head Start. I received my Masters from Webster University in 2019. My experience working with teens and children with developmental delays and Autism has given me great knowledge on practical supports. This along with my training in trauma informed practices has helped to support teachers and families in our Head Start program.

*Cheryl Lane(PLPC)- Trauma-Informed Counselor | Walters Walk
PLPC, NCC | M.A. Counseling, Webster University (2025)*

10+ years with YWCA Metro St. Louis Head Start | Education Coach

My experience supporting children, parents, and educators informs my counseling work with children, families, and adults.



TAKE AWAYS

- *Better Understanding of Behaviors*
- *Practical Strategies*
- *Self Awareness and Self Care Tools*
- *Building Trust and Safety*
- *Hope for the Year*

WHAT ARE BEHAVIORS?

- *Communication*

- *I'm tired or overwhelmed*
- *I need the direction broken down*
- *I need comfort or a break*
- *I need connection*

- *Function: S.E.A.T.*

BUILDING CONNECTION & SAFETY

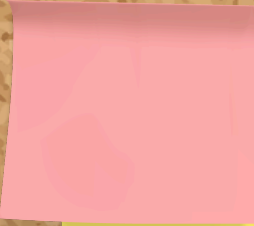
A preventative step to Behavior Management.

Connection builds a mutual respect between parties and will likely lead to less behaviors.



STRATEGIES

- **Maintain calm even toned voice**
- **Validate feelings over actions**
- **4:1 Positive to Negative Comment ratio.**
- **Show interest in the hobbies of others**
- **Remain consistent and predictable**
- **3 C's-Connect, Calm, and Coach**



CHALLENGES

- 
- 
- 
- *Drop off issues*
 - *Parent-Child Relationship*
 - *Peer relationships*
 - *S/E development*
 - *No Positive Example*
 - *Reputation assumption*
 - *Staff Buy-in*

ACES: THE WHY

- ACE's-Adverse Childhood Experiences
 - Experiences that can impact a child's sense of safety, trust, relationships, and regulation
 - Examples: abuse, neglect, household conflict, caregiver separation, substance misuse, mental health challenges, incarceration
- Behavior is communication
 - Look beyond the behavior: "What might this child need?"
 - Focus on connection, safety, consistency, and predictable routines
- While some ACEs cannot be prevented, supportive relationships can help mitigate their impact.



DISCUSSION

Using the handout, review the
ACES screening.

How many do you think effect
the students in your care?

KNOW YOURSELF

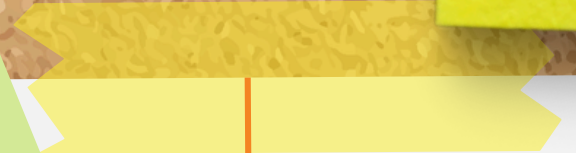
Caregiver Affect Management

Before we can help children manage their feelings, we have to manage ours. Children take their cues from us. When we are calm, children are safe.

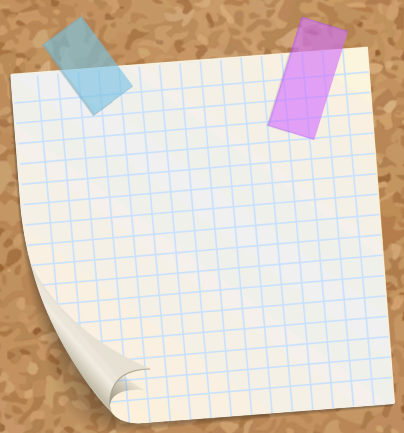




IN THE MOMENT VS PREVENTATIVE SELF CARE



In the moment self care:

- takes less than 1 minute to implement
 - doesn't require money or detailed planning
 - Gives you a chance to regulate and do a self check
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Preventative self care:

- takes time and planning
 - Things that fill you up outside of the workplace
 - Often needed to reset after a stressful time or phase
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LET'S DISCUSS

Identify your triggers and your plan to handle them in the moment.

What are some triggers the children you serve may have?

Flip the Coin

In the Moment Self Care

Preventative Self Care

AVOID THE POWER STRUGGLE

Entering into a power struggle with a child

- 1. Deminishes connection.**
- 2. Creates a win lose situation**
- 3. Increases behavior**
- 4. Sparks a sence of revenge**
- 5. Fosters rejections and disapproval**



STRATEGIES

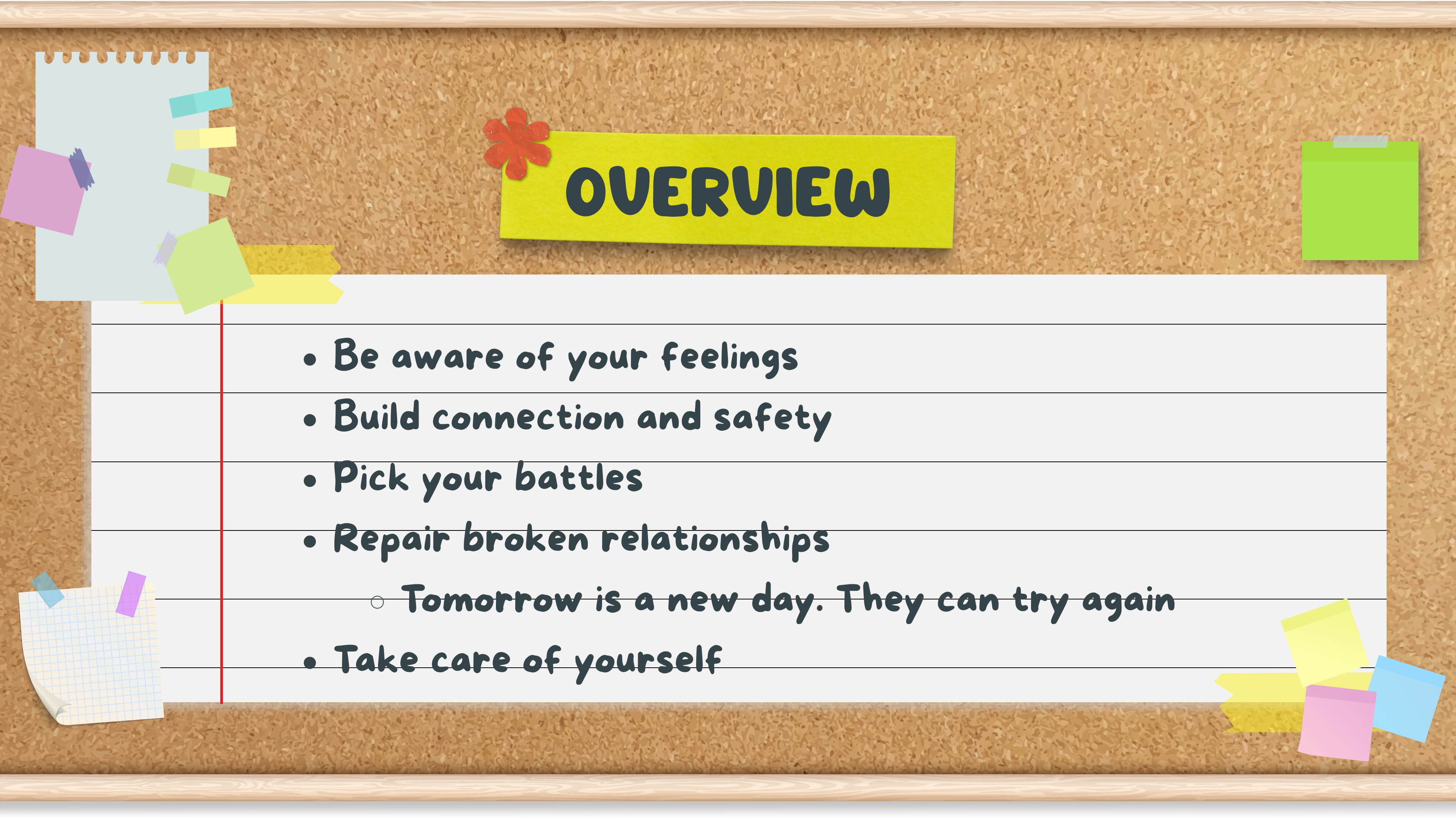
Pick Your Battles
Set Clear Boundaries
Connect Before Correcting
Offer Choices
Use Calm, Simple Language
Give Transition Warnings
Redirect, Don't Lecture
Take a Safe Pause



PRACTICE TIME

Say it another way...

Connection before
Correction



OVERVIEW

- Be aware of your feelings
- Build connection and safety
- Pick your battles
- Repair broken relationships
 - Tomorrow is a new day. They can try again
- Take care of yourself

**THANK
YOU!**

