

**Creating & Sustaining
 Positive Relationships
 With Tiny Habits**
 Misty D. Goosen, Ed.S
 Kansas Inservice Training System
 Kelly Jorgensen, BSW
 Kansas Department of Health and Environment

Topics

- Positive Relationships to Improve Social Emotional Outcomes-
- Strengths Based Teaching
- Kaizen/Tiny Habits
- Adult Behaviors Linked to Positive Outcomes
- Practice Plan
- Reflection/Sharing Ideas

Focus: Social Emotional Outcomes

- OSEP Early Childhood Outcome 1
- Part C SSIP Target
- Important Outcome for ALL young children Birth- 5 years
- Positive Social Emotional Outcomes impact all other developmental areas

Positive Relationships:
Means to an End

Strengths Based
Intervention/Teaching

Make Big Changes in
Small Steps

- Kaizen
- Tiny Habits

The Fogg Behavioral Method

Supporting Change

What NOT To Do

Developing a Tiny Habit Plan Routines that Work Well

- Identify a routine(s) that works well
 - Determine the trigger(s) that set the routine in motion
 - List the behaviors as a sequence of steps
 - Identify things/situations that appear to work as motivators for this routine (*these may become the trigger for new routines or tiny habits)

Routine 1: Breast Feeding

| Triggers | Behaviors | Motivators |
|---|--|---|
| Baby Cries/roots at breast | Sits in comfortable position or location | Crying stops |
| Feelings of being needed/ Feeling capable | Positions baby while preparing clothing | Baby is nourished |
| | Speaks in soft tones | Mother feels competent |
| | Places baby to breast/suckles | Baby is more successful with each feeding |

What Made Routine 1 Easy?

- What triggers?
- What behaviors?
- What motivators?

Routine 2: Dressing/ Changing

| Triggers | Behaviors | Motivators |
|---|---|--|
| Messy clothing/diapers | Takes baby to clothing/ diaper area prepared in advance | "I did what had to be done" (guilt gone) |
| Conflicting feelings guilt "I need to do this-but I dread doing it" | Baby cries as soon as clothing begins to be removed | ****De-motivator Feelings of incompetence |
| | Parent hurries to try and finish quickly so baby won't have time to be hysterical | |
| | The harder baby cries, the faster parent tries | |

What's Making Routine 2 Hard?

- What triggers?
- What behaviors?
- What motivators?
- What small changes can be made to this routine over time?

New Routine 2: Dressing/ Changing

| Triggers | Behaviors | Motivators |
|---|---|---|
| Messy clothing/ diapers | Clothing/diaper area prepared in advance inline with checklist | Baby is appropriately clothed |
| *Prior to/just after Feeding | Sings self/talk mantra slowly while removing clothing/and through crying | Adult reminded of important learning opportunity for child |
| *Posted checklist- auto reminder on phone | Slow/methodical changing even though baby is crying | Child will learn what to expect, cope better over time |
| | | Child will learn that adult empathizes with child's but remains calm and predictable |

Go To Social Emotional Resources

- Resources to Identify Practices
- Center on the Social and Emotional Foundations for Early Learning
- <http://csefel.vanderbilt.edu/>
- Harvard Center on the Developing Child: Toxic Stress
http://developingchild.harvard.edu/index.php/key_concepts/toxic_stress_response/

Go To Social Emotional Resources

- Zero to Three
- <http://www.zerotothree.org/child-development/social-emotional-development/>

KITS ECRC

Possible Habit: Empathy
Dr. Brene Brown

Your Turn

Sharing Ideas

Modeling Compassion

- The only behavior change that you can control is your own. Don't expect to get different results if you behave in the same manner every time.
