

# 10 Things You Need to Know About Kids



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Opportunities Consulting Services, LLC

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## What will not happen



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## What to expect



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## Your Filter



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What's your theory?



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“The best we could with what we knew.”



- Dave Harris

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#10

Kids are designed to control & upset you!

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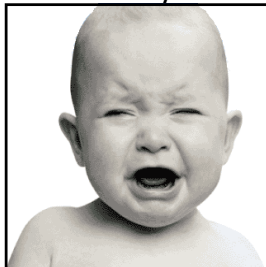
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The Baby Test



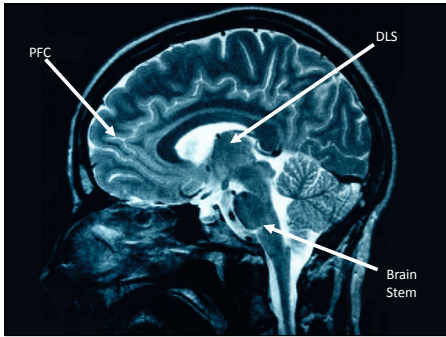
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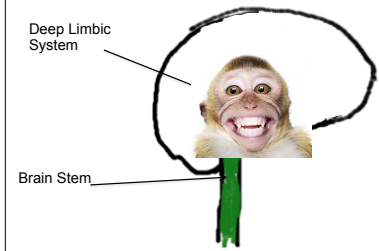
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### The Emotional Brain



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### A Boy, A Cart, & A Professional



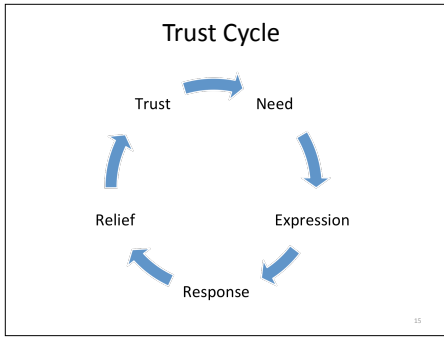
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**The safest place in the whole wide world!**



**Calm Connect System**

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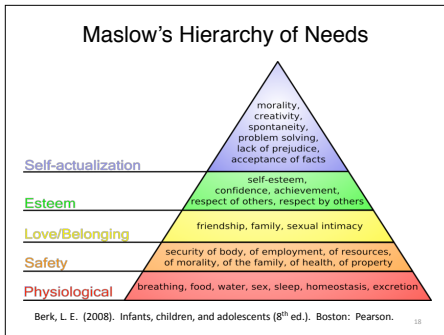
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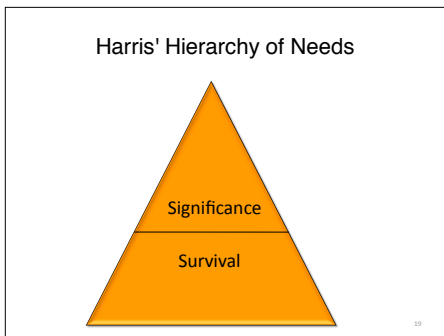
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#9  
You are  
designed to  
meet their  
needs!

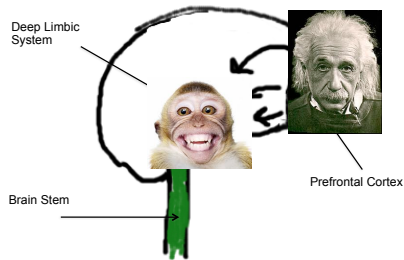
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### The Rational Brain

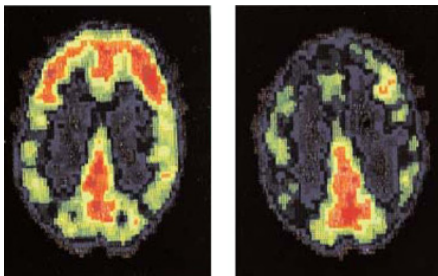


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National Institute on Drug Abuse. (2007). The science of addiction: Drug, brains, and behavior. Washington DC: NIDA.

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### The Non-Example



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#8

“For every complex problem there is an answer that is clear, simple, and wrong.”

H. L. Mencken –  
American Journalist

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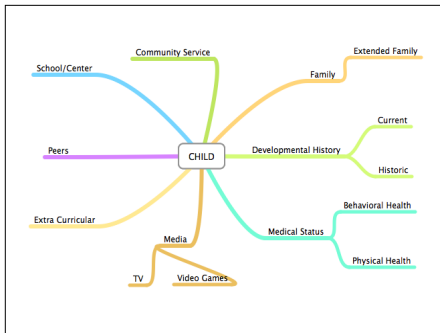
X + CHILD = HEALTHY ADULT

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**Simple Answers to Challenging Behaviors**

- Time-out/Detention
- Suspension/Expulsion
- Response Cost
- Medication
- Fear/Intimidation



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Working with Children is **Hard Work!!!**



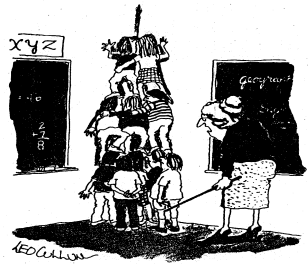
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"This is the worst class I've ever had."

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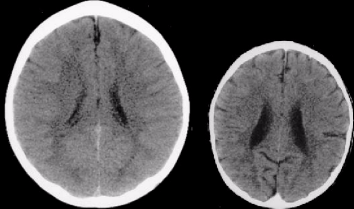
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3 Year Old Children



Normal

Extreme Neglect

Perry, B. D. (2002). Childhood experiences and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3, 79-100.

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How I Feel!



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#7

Behavior is communication

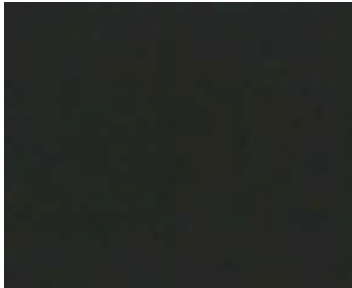
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Misunderstood!



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The Communication Breakdown

Albert Mehrabian at UCLA in 1967

- 55% Body Language
- 38% Voice Tone
- 7% Words



Hallowell, E. M., & Ratey, J. J. (2005). *Delivered from distraction: Getting the most out of life with attention deficit disorder*. New York: Randomhouse Books.

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ALL Behavior is purposeful!



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## What vs. Why

### What

- What is the behavior?
- Aggression, Talking Back, Doing Nothing

### Why

- What is the purpose of the behavior?
- Avoid or Obtain

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). New York: Brooks/Cole Publishing Company.

## **The Functions of Behavior**

- **Obtain**
  - attention
  - activities
  - items
  - stimulation
- **Avoid**
  - attention
  - activities
  - stimulation



## **Energy Transfer**



“Energy cannot be created or destroyed, it can only be changed from one form to another.”

- Albert Einstein

## **Behavior Observation**

- A behavior ‘interpreter’
- Uses observation and interview to develop a “best guess” regarding the triggers and circumstances in which challenging behaviors occur
- Focuses on the function of behavior, not the form

## Behavior Observation

**Setting events & Risk Factors** (the setup):  
Conditions that increase the likelihood of the problem behavior

**Antecedents** (the trigger): What occurs right before the problem behavior

**Behavior** (The form): What behavior looks like at the beginning, at the peak, at the end

**Consequences** (result): What occurs right after the behavior

**Function** : avoid, obtain; What's your theory?

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## Intervention Strategies

- Formalize Behavior Function Hypothesis
- Setting Event interventions
- Antecedent interventions
- Behavior interventions for the beginning, middle, and end
- Consequence interventions

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### Chomping Charity

Charity is a 5-year-old girl who is new to the kindergarten program. She says little in class and is much smaller than her peers. The teachers are concerned because Charity has been biting her peers for "no apparent reason". The room is well designed and the activities are developmentally appropriate. As you observe, Charity is finger painting station with some peers. All is well until additional children join the activity and the area becomes crowded. The teachers are busy interacting with the children as well as setting up other activities. When the area becomes more and more crowded Charity leans against a peer to maintain her position. The peer pushes her in return. Charity now looks distressed. As she is losing her spot, she turns toward her peer and bites him on the shoulder. The other child immediately leaves the area and begins to cry. Charity then returns to finger painting. As the child cries, one teacher provides comfort to the bitten child, as the other staff reminds Charity that biting is not allowed in a stern and commanding voice. After the reprimand Charity continues to finger paint. The teachers relate this as the common scenario.

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#6

You can't make a kid do anything

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### The Adult Power Myth



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### Consequences of the Adult Power Myth

- Creates Power Struggles
- Diverts Accountability
- Hampers Problem Solving Practice
- Leaves Animosity
- BURNOUT



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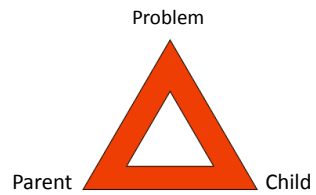
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### The Conflict Triangle



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### Let your consequences do the teaching!

- No need for drama
- No need for static
- Weigh the risk



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#5

If you want it,  
TEACH IT!  
REINFORCE IT!

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"If a child doesn't know how to read, *we teach.*"  
"If a child doesn't know how to swim, *we teach.*"  
"If a child doesn't know how to multiply, *we teach.*"  
"If a child doesn't know how to drive, *we teach.*"  
"If a child doesn't know how to behave ????  
....*we teach? ...we punish?*"  
*John Herner Counterpoint 1998*

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TEACHING IT



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TEACHING IT

- Model (Monkey See)
  - Mirror Neurons
- Practice in Context
  - Neuro-Association
- Multiple Sensory Input
  - Integration



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## Skill vs. Motivation



“Is there anything else that you need to be successful?”

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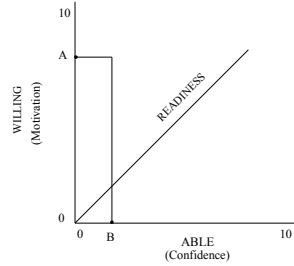
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## Planning for and Implementing Change



Adapted from *Health Behavior Change: A Guide for Practitioners* by Stephen Rollnick, Pip Mason, and Chris Butler (Churchill Livingstone 1999) 16, with permission from Elsevier.

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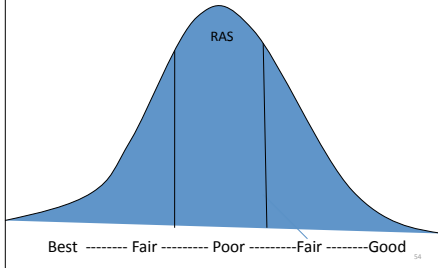
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## When to Intervene?



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## Feedback & Acknowledgement Systems



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**Understanding Motivation**



A Bear, A Coke, & A Country Boy

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**The Love Languages**



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**Monkey See, Monkey Do**



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**#4**

**Smart kids  
don't finish  
first!**

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Common Sense?

“According to a survey conducted by Columbia University, 85 percent of American Parents think it is important to tell their kids that they’re smart.”

Bronson, P., & Merryman, A. (2009). *Nurture shock: New thinking about children*. New York: Twelve.

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Why do we tell kids they are smart?

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Carol Dweck

- The Puzzle Predicament
  - Fix Mindset vs. Growth Mindset
  - Protecting Perfect



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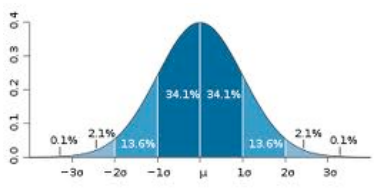
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The IQ Myth



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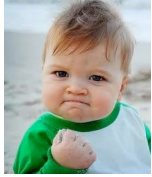
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So what is the difference?



Got Grit?

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The Marshmallow Experiment



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Behavioral Muscle



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#3

The brain is a  
pattern-  
seeking device

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The Fact of Perception



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The Spoken Rule  
vs.  
The Real Rule



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#2  
Kids want to  
matter!

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Harris' Hierarchy of Needs



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## Entitlement



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## The Good Ol' Days



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## Learned Helplessness



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#1

The relationship  
is the key!

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Learning and growth takes place in the context of relationships.



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### Creating a Positive Sentiment

- Masters
  - 5 Positive: 1 Negative
- Disasters
  - 0.8 Positive: 1 Negative
  - They know what to expect from this relationship.
- Positive Sentiment Override
  - Relationship Resilience
- Emotional Diet



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### Nutrition



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### My Emotional Plate



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The Harvest  
Principal

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Moments



Miracles

OR



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The Law of the Nudge



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What an opportunity!



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## Stay Connected!

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**Opportunities** Consulting Services, LLC

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