Creating & Sustaining Positive Relationships With Tiny Habits
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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

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby cries/roots</td>
<td>Sits in comfortable position or location</td>
<td>Crying stops</td>
</tr>
<tr>
<td>Feels of being needed/Feeling capable</td>
<td>Positions baby while preparing clothing</td>
<td>Baby is nourished</td>
</tr>
<tr>
<td></td>
<td>Speaks in soft tones</td>
<td>Mother feels competent</td>
</tr>
<tr>
<td></td>
<td>Places baby to breast/suckles</td>
<td>Baby is more successful with each feeding</td>
</tr>
</tbody>
</table>

What Made Routine 1 Easy?

- What triggers?
- What behaviors?
- What motivators?
### Routine 2: Dressing/Changing

<table>
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<tr>
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<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messy clothing/diapers</td>
<td>Takes baby to clothing/diaper area prepared in advance</td>
<td>‘I did what had to be done’ (guilt gone)</td>
</tr>
<tr>
<td>Conflicting feelings</td>
<td>Baby cries as soon as clothing begins to be removed</td>
<td></td>
</tr>
<tr>
<td>Guilt</td>
<td>Parent hurries to try and finish quickly so baby won’t have time to be hysterical</td>
<td></td>
</tr>
<tr>
<td>‘I need to do this but I dread doing it’</td>
<td>The harder baby cries, the faster parent tries</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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

Go To Social Emotional Resources

- Zero to Three

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.