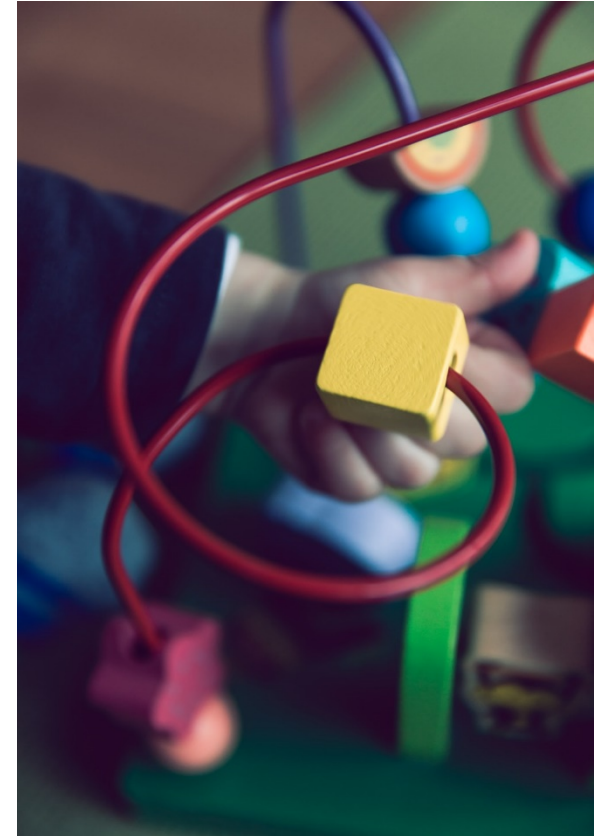# Positive Child Guidance

Key Concepts

- The goal of guidance is to help children learn self-control.

- Guidance may be direct or indirect.

- Guidance techniques should promote a child's positive self-esteem.

Objectives

- Identify goals of effective guidance.

- List the key traits of effective early childhood educators.

- Build a foundation for where positive child guidance can thrive

- Social-emotional teaching strategies.

- Explain various techniques for effective guidance, prevention, intervention.

- Summarize ways to promote a positive self-concept in each child

Goals of Positive Child Guidance

We want children to

- Be accepting and respectful of others' feelings

- Express strong emotions in socially acceptable ways

- Cooperate, help and share toys and materials with their peers

- Show concern about how their action affect others
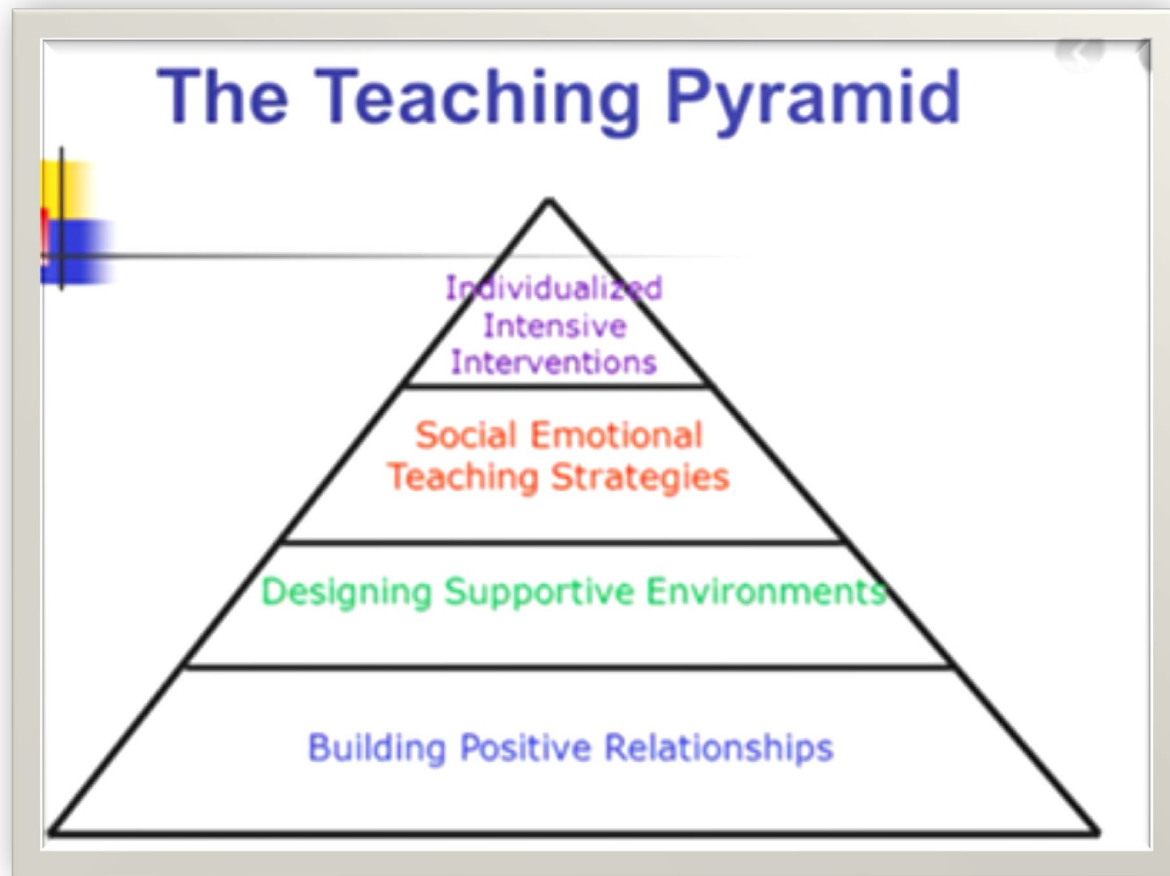
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Promoting Social and Emotional Competence (Self-Regulation)

- A sense of confidence and competence
- Ability to develop positive relationships with peers and teachers/make friends, get along with others
- Ability to persist at challenging tasks
- Ability to identify, understand and communicate feelings/emotions
- Ability to manage strong emotions
- Development of empathy

Key traits of effective Early Childhood Educators

- Understand and appreciate the principles of child development

- Understand the influence of family and cultural influences on children's behaviour

- Develop attitudes and practices which are based on realistic expectations of children's behaviour.

The Teaching Pyramid

The Teaching Pyramid

- Individualized Intensive Interventions
- Social Emotional Teaching Strategies
- Designing Supportive Environments
- Building Positive Relationships

Building a Foundation

- Importance of relationships:
  - With children
  - With parents
  - With colleagues
  - With the community
- Supportive environments:
  - Environment is well designed
  - Consistent routines
  - Expectations are well defined and consistently implemented
  - Transitions are planned and orderly
  - Activities are engaging
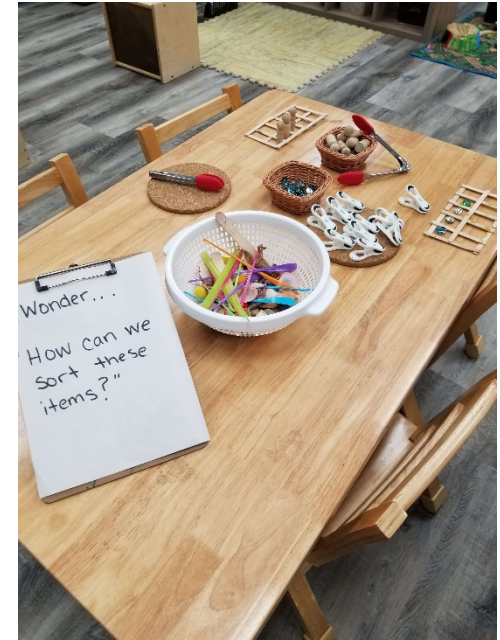
Social Emotional Teaching Strategies

- What to teach/facilitate
  - Friendship skills
  - Recognizing emotions in self and others, expressing emotions
  - Problem solving
  - Anger management
- How to teach/facilitate/encourage
  - Systematic
  - Comprehensive
  - Range of strategies
  - Teachable moments
- Understanding the relationship between engagement, curriculum, and problem behavior

Identifying Teachable Moments

➡ Think about children who are well liked….

➡ What do you notice about their behaviors that makes it easier for them to have friends?

Identifying feelings in self and others

- Learning words for different feelings
- Learning how to recognize feelings in self and others
- Learning ways to relax
- Empathy training
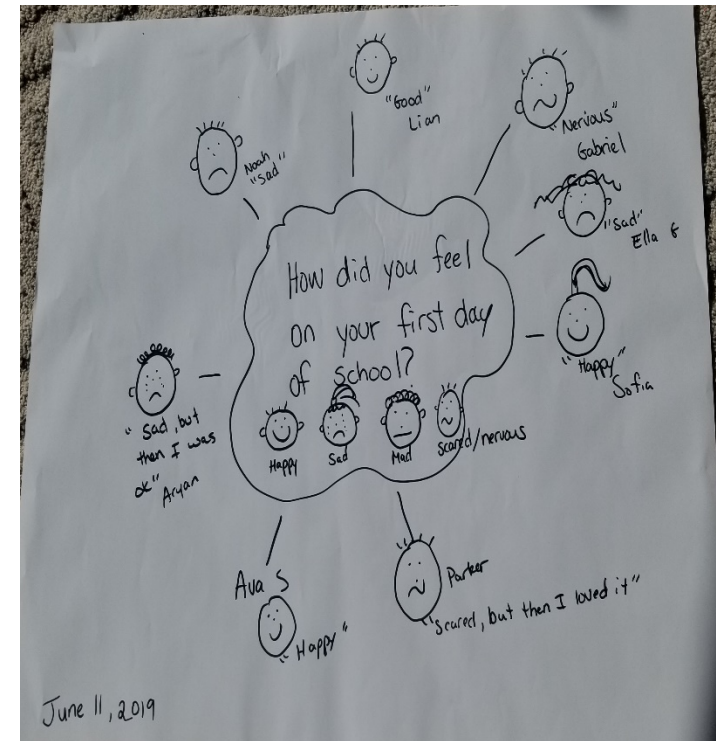
Promoting Self-Regulation

- Use children's literature
- Use songs and games (e.g., if you are happy and you know it)
- Checking in
- How would you feel if?
- Feeling dice and feeling wheels
- Introducing the ZONES OF REGULATION (older children)
- Self-regulation bag/box

Encouraging Autonomy through Language

Question : "On Monday it was raining. How did you feel?"

- Disappointed
- Embarrassed
- Proud
- Scared
- Angry
- Excited
- Lonely

Use of Visuals

Happy

Sad

Proud

Nervous

Mad

Frustrated

Lonely

Embarrassed

Children with persistent, challenging behaviors'

- Children whose behaviour is persistent, unresponsive to typical guidance procedures, and interferes with learning or engagement

- Comprehensive approach, all environments and all stakeholders

- Systematic plan

- Plan based on understanding the child and the problem behavior

- Introduce an ABC chart

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Old Way

- General intervention for all behavior problems
- Intervention is reactive
- Focus on behavior reduction
- Quick Fix

New Way

- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long term interventions

Positive Behaviour Support

➤ Step 1: Convene a team and identify goals of intervention

➤ Step 2: Gathering information (functional assessment) ABC Chart

➤ Step 3: Developing hypotheses

➤ Step 4: Designing behavior support plans

➤ Step 5: Implementing, monitoring, and evaluating outcomes

Overview of Functional Assessment

- Problem behavior has meaning for the child
    - Children communicate in many ways (e.g., words, signs, crying, biting)
    - Children communicate a variety of messages (e.g., request, escape)
- The function of problem behavior is defined by the context
- Functional assessment is the formal process for determining the why (i.e., function) of problem behaviour
    - Observe child in target routines and settings
    - Collect data on child behaviour looking for situations that predict problem behaviour and are linked with appropriate behaviour
    - Interview significant others
    - Review records

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Support Plan

- **<u>Behavior Hypotheses</u> -** Purpose of the behaviour, your best guess about why the behaviour occurs

- **<u>Prevention Strategies</u> -** Ways to make events and interactions that predict problem behaviour easier for the child to manage

- **<u>Replacement Skills</u> -** Skills to teach throughout the day to replace the problem behaviour

- **<u>Responses</u> -** What teachers will do when the problem behaviour occurs

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Guidance Strategies Prevention

- Set Clear, Consistent, & Simple Limits
- Limits are statements of what behaviour is appropriate. Limits ensure children know what is expected. Limits should be few in number, consistently enforced, and within the child's ability to understand. For example:
- "Inside we walk."   "Hands must be washed before we eat."
- Give Easy to Understand Explanations for Limits
- When children understand the reasons for limits, they are more likely to follow them. Teaching children the 'why' of a limit helps them internalize and learn the rules. For example:
- "Sand stays down low so it doesn't get in people's eyes."
- Say Limits in a Positive Way, Rather Than in a Negative Way
- When educator's focus on what to do, rather than what not to do, they reinforce what is appropriate, are models for children to copy, and decrease the likelihood for children to respond with defensiveness or resistance. For example:
- "It's time to put the blocks away." Rather than: "Don't leave the blocks on the floor

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Guidance Strategies Prevention

- Focus on the BEHAVIOUR, rather than on the Child

- Focus on a child's behaviour. Give positive guidance for learning. Some messages can be seen as attacking or critical of a child's character and may produce feelings of guilt and shame and lower self-esteem. For example: "It's not safe to climb on tables." Rather than: "You naughty boy, get off the table."

- Say What is Expected, Rather Than Ask

- It is important to state, rather than to ask when establishing limits or expected behaviours. Asking questions implies that the child has a choice, when there may not be a choice. For example:

- "It's time to clean up now." Rather than, "Do you want to help clean up?"

- Provide Choices

- Providing choices for young children can often help to avoid power struggles. Choices should only be offered when they are appropriate. For example: "Do you want to put your hat on first, or your snow pants?" Rather than: "Get dressed now we are late."

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Intervention

- While the previous strategies will help to create a positive environment and minimize inappropriate behaviour, there will still be episodes of inappropriate behaviour. At times, teachers will need to intervene. The following strategies, or a combination of these strategies, will help ensure that guidance is positive and supportive, rather than negative and harsh.

- Get a Child's Attention in a Respectful Way
Besides situations where children are in physical danger, educators should approach children individually, state their name, and get down to the child's eye level. When speaking to a child, be aware of the tone of your voice; a soft, kind tone of voice can make a child feel safe, secure, and cared for, while a loud, harsh tone can make a child feel hurt, or self-conscious. Pay attention to your facial expressions and body movements to make sure they support the words you are using.

- Use Proximity and Touch

Simply moving close to a child, moving between two children or putting an arm around a child can calm them and serve as effective guidance and intervention technique. This may be a helpful strategy if a child is biting, hitting, pinching, or kicking.

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Intervention

- Reminders

- Use simple, positive reminders to clarify and reinforce limits. Toddlers and preschoolers have a short attention span and can become easily distracted when engaged in activities. Educator's must be prepared to remind often.

- Acknowledge feelings before setting limits

- In order for children to see educator's guidance as supportive, it is important for them to know that their feelings are recognized and understood. By acknowledging the child's feelings, before setting the limit, they will be less likely to respond in a negative way. For example: "You look angry. I cannot let you hit Kristen." "It's hard to wait for your turn. The rule is that we line up to go outside."

Scenario (A)

➤ In group play situations, Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an teachers intervenes and provides Tim with excessive negative attention.

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Tim's Plan

- Prevention
  - Pre-teach skills via social story
  - Use visual cards to help him remember lessons when in difficult situation
  - Self-monitoring form to work on social goals
- Replacement
  - Asking to play
  - Everyone can play with the toys
  - Flexibility, accepting other's ideas/space
  - Asking for teacher's help

Tim's Plan

Responses

- Immediately respond to his requests for help

- Intervene to prevent harm by providing attention/support to child who is attacked

- Provide certificate and praise at end of each day for successfully achieving goals. Fade certificate.

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Tim's Plan

- Responses
  - Immediately respond to his requests for help
  - Intervene to prevent harm by providing attention/support to child who is attacked
  - Provide certificate and praise at end of each day for successfully achieving goals. Fade certificate.

Working with Families to Address Challenging Behaviours

- What are you doing to involve, support, and build relationships with families before challenging behaviour becomes an issue?

- What materials or training are you providing to parents to help them understand children's behaviour?

- What data do you give parents to help them understand the problem behaviour?

- How are you involving families in solving the behaviour issue?

- Are you talking with families or to families?

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A Quick Guide

- Keep rules simple and easy to understand. Repeat the rules often.

- Say what you mean. Choose your words carefully and keep sentences short and simple. Focus on what you want children to do rather than what not to do.

- Give clear, simple choices. Give children a choice only when there is a choice.

- Show respect. Look children in the eyes, and talk with them, rather than "at' them. Talk to children about inappropriate behavior in private, rather than in front of others. Remind them of the reasons for rules and discuss what they can do differently.

- Encourage. Tell children what they're doing right, use praise as a teaching tool, and let them know why you are proud of them. Give positive attention for good behavior rather than negative attention for inappropriate behavior.

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A Quick Guide

Teach children how to resolve conflict and solve problems.

Help children recognize feelings, identify problems, and come up with ideas for solving the problem. Once done, encourage possible solutions.

Teach children how to correct or think about their behaviour. If a child draws on the wall, give her a wet cloth to clean the wall. Even if the child cannot successfully clean up the entire mess alone, participating in clean-up teaches her that actions have consequences. Over time, experiencing natural and logical consequences helps children learn self-regulation.
Set a good example. Children watch you all the time. They see how you talk to other children and teachers. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. They listen to how you say "I'm sorry." The way you handle the ups and downs of life teaches children a lot about how to behave and get along with others.