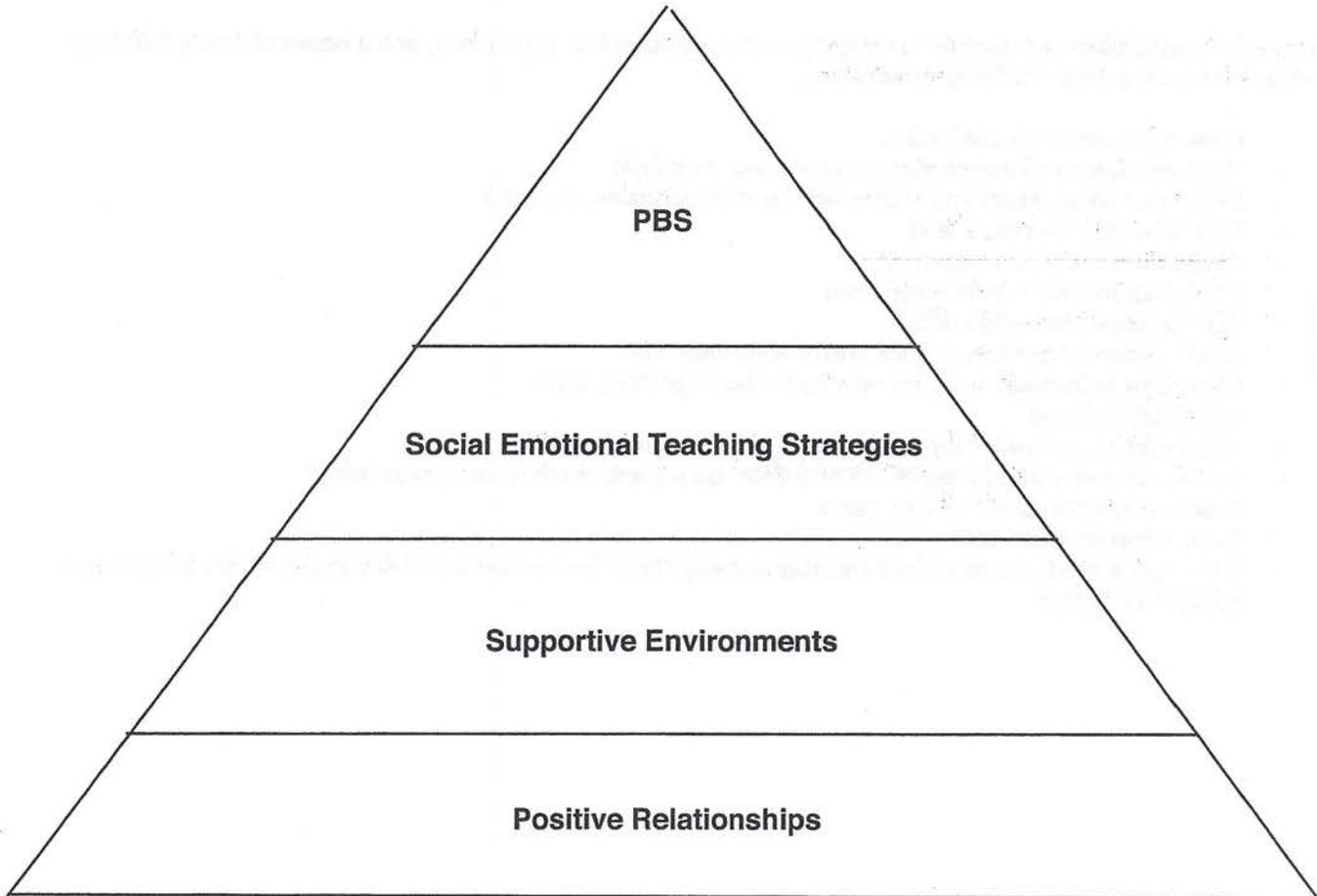


Module 2: Challenging Behavior



child development centers
a fun place to learn and grow

HANDOUT #6 The Teaching Pyramid



Level 1 - Establish positive relationships with children and their families

Level 2 - Provide supportive environments that promote appropriate behavior, teach expectations, and promotes children's engagement and interactions (classroom preventive practices)

Level 3 - Use social-emotional teaching strategies to help children develop the skills they need so they don't have to use inappropriate behaviors

Level 4 - Intensive individualized interventions (PBS)

Module 2: Challenging Behavior



child
development
centers
a fun place to learn and grow

HANDOUT #7 Establishing Positive Relationships

Supportive relationships all children to develop positive self-concept, confidence, and a sense of safety that help reduce the occurrence of challenging behavior.

- Have a conversation over snack
- Have families complete interest surveys about their child
- Listen to a child's ideas and stories and be an appreciative audience
- Play, following the child's lead
- Offer praise and encouragement
- Post children's work at their eye level
- Acknowledge children's efforts
- Learn some key phrases in each child's home language
- Give hugs, high-fives, and a thumbs-up for accomplishing tasks
- Hold a child's hand
- Tell children how much they were missed when they are absent
- Let the children make personal "All About Me" books and share them at circle time.
- Greet every child at the door by name
- Send home positive notes
- Call aside a child who has had a bad day and say, "I'm sorry we had a bad day today. I know tomorrow is going to be better!"

Module 2: Challenging Behavior



child
development
centers
a fun place to learn and grow

HANDOUT #8

Creating Supportive Environments

Strategies at this level stress the physical environment, activities and materials, scheduling, rules and routines, and promoting prosocial behavior.

Physical environment

- Arrange the classroom so you can visually monitor all the children, all the time.
- Keep sound levels low enough so everyone can hear those near them and you can hear most conversations. Suggest the use of "indoor voices" when necessary.
- Arrange activity centers to support appropriate behavior and facilitate smooth transitions between activities (i.e., limiting the number of children in a center; organizing the location of materials on shelves to avoid conflict).
- Pay attention to lighting, temperature, and noise levels in the room. Help a child who is uncomfortable find a better place, if necessary.
- Creating a balance of open and closed spaces so that children may move about freely but also feel protected and not feel overwhelmed.
- Make sure counters and shelves are low so that children can always be in sight.
- Choose colors carefully so that the overall color environment is not too stimulating.
- Examine the center environment and try to minimize congestion and confusion, competition for toys and adult attention, frustration, and boredom.
- Create warm and cozy places to be.

Activities and materials

- Provide a variety of interesting materials and activities so that children have choices for what they want to do, change activities regularly to avoid boredom.
- Be sure to have an adequate supply of materials to reduce the likelihood that children will argue over them.
- Arrange materials in the classroom to promote engagement, mastery and independence, and creativity.
- Plan for combining materials such as blocks and kitchen play, so that the activity is productive and creative, without frustrating children who want to play more conventionally.
- Increase accessibility, appropriateness, and availability of toys and materials to facilitate children's independence in obtaining and putting toys away.
- Provide materials that are appropriate to all the developmental levels and interests of the children in the classroom.
- Materials should be open-ended so they can be used in many different ways to accommodate differing abilities (choosing blocks that can be stacked, sorted, classified, etc.)
- Noise-absorbing materials should be used to provide a sense of warmth and security.
- Young children do better in small groups, so spreading out activities and staff may help reduce undesirable behaviors.
- Be aware of children's favorite toys and educational materials and duplicate these (because sharing is not always in the toddler's behavioral repertoire!)
- Provide a variety of options and motor/sensory choices (e.g., make the toys and climbing structures challenging but not so frustrating that the children become angry or bored).

Module 2: Challenging Behavior



child
development
centers
a fun place to learn and grow

Scheduling, Rules and Routines

- Create and teach a daily schedule and help children learn the daily routines
- Post visual schedules to reinforce the routine for younger children and children (such as those with autism) who take longer to learn routines.
- Consider rotating large and small group activities and varying active and quiet activities, so that children experience a variety of activities.
- Structure transition time into each activity. Be sure to provide activity for children who are able to transition quickly and support for children who need more assistance or more time.
- Provide a warning shortly before a transition will take place so children know what will come next and can finish what they are doing. Reminders may given by ringing a bell, blinking the lights, singing a clean-up song, or providing verbal instruction to the children. Remember that different children might need different reminders.
- Embed choices with the schedule, so that children can choose between one activity and another.
- Maintain a consistent routine, develop and maintain rituals, and find effective ways of calming children after energetic activity or during transition times (using calming music, relaxed/calming physical contact, etc.).
- Adjust the schedule so that the children eat and nap when they are beginning to get hungry and tired rather than when these conditions become extreme.
- Find ways to strengthen the sense of security/stability in the environment
- Maintain a consistent routine that minimizes surprises for children
- Ensure prime times with the child's favorite primary caregiver
- Avoid unnecessary staffing changes.

Promoting Prosocial Behavior

- Some children will need support from adults or peers in terms of choosing an activity as well as participating in the activity.
- Other children may need ongoing positive feedback from adults and/or peers in order to remain engaged with the activity and prevent them from wandering off.
- When implementing rules, routines, and schedules, you may need to teach them in small steps, paired with positive, specific feedback. This may need to be repeated over time until all the children understand and are able to engage in appropriate behaviors.
- Attend to children's appropriate behavior and provide assistance as they need help.
- Provide positive attention and feedback to children who are engaged appropriately in activities and with peers.
- "Catch" children being good and acknowledge them for it.

Module 2: Challenging Behavior



HANDOUT #9 Social Emotional Teaching Strategies

Teach children the rules, routines, and directions

- Show Me Five!

Help children learn how to communicate their feelings

- Pair pictures of facial expressions with the feeling word
- Read children's stories that feature feeling words
- Play games in which children match an emotion to that named by the game leader (i.e., Feeling Bingo)
- Help children label their emotions throughout the day

Provide children with calming and problem-solving strategies to control their anger and impulses

- Relaxation Thermometer
- Take a Deep Breath
- Body Tracings
- Turtle Technique

Provide opportunities to develop friendship skills through

- Model with puppets
- Prepare peer partner(s)
- Buddy system
- Priming
- Suggesting play ideas
- Direct modeling
- Reinforcement