Trainer's Guide

Module 1

EC-PBIS for Family Child Care

Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Targeted Social Emotional Supports

Systematic approaches to teaching social skills can have a preventive and remedial effect

High Quality Supportive Environments

High Quality early childhood environments promote positive outcomes for all children

Nurturing and Responsive Relationships

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices

Learner Objectives

- Participants will be able to describe the relationship between children's social emotional development and challenging behaviors.

- Participants will understand and describe the role that adult reactions, responses, and practices have on children's behavior.

- Participants will be able to describe the relationship between environmental variables, challenging behaviors, and social emotional development.

- Participants will be able to identify strategies that can be used to (1) build positive relationships with children, families, and colleagues; (2) design environments, schedules, and routines; (3) structure transitions; (4) help children learn expectations and routines; and (5) plan activities that promote engagement.

- Participants will be able to use descriptive acknowledgement and encouragement to support children's positive social behaviors.

Suggested Agenda

Module 1.1: Challenging Behavior: What's It All About		**2.5 Hours**
	Introduction	
I.	Definition of Challenging Behavior and Possible Causes	
II.	Social Emotional Development	
III.	Examining Our Attitudes	
IV.	The Teaching Pyramid	
	Wrap-Up	
Module 1.2: Building a Solid Foundation: Relationship between Behavior and Social Emotional Development		**2.5 Hours**
	Introduction	
I.	Relationships impact on Social Emotional Development	
II.	Temperament	
III.	Building Positive Relationships	
	Wrap-Up	
Module 1.3: Creating Environments that Promote Engagement and Prevent Challenging Behavior		**2.5 Hours**
	Introduction	
I.	Creating Socially Healthy Learning Environments	
II.	Schedules and Routines	
III.	Transitions	
	Wrap-Up	
Module 1.4: Age Appropriate Expectations and Maintaining a Positive Learning Environment **Introduction**		**2.5 Hours**
I.	Teaching Children Age Appropriate Expectations	
II.	Maintaining a Positive Space for Children to Learn	
	Putting it All Together	

*Times are approximate depending on activities and participant contribution.

Icons Used on Power Point Slides and in Trainers Guide

Chart Paper/Dry Erase Board Icon=Trainer will need chart paper or a dry erase board for this activity

Materials Needed

Basic Materials Needed for Every Class Session:

- ☐ Module 1 Power Point

- ☐ Laptop/Projector/Screen

- ☐ Dry Erase Board or Chart Paper

- ☐ Markers for dry erase board/chart paper

- ☐ Name Tents for all participants

- ☐ Blank or Scrap paper for participants to write on

Module 1.1

- ☐ Timer for optional "Break with a Purpose"

- ☐ Video clips

  - o Promoting Social Emotional Competence (CSEFEL Red Video, 26 minutes)

- ☐ Participant Manual with:

  - o Handouts

    - ▪ 1.1 Reframing Activity

    - ▪ 1.2 The Pyramid Model

  - o Participant Additional Resources

    - ▪ ACES& Resilience (Slide 15)

    - ▪ ACES Brief (Slide 15)

    - ▪ Building Strong Communities Children's Mental and Social Health

- ☐ Trainer Additional Resources

  - o From Neurons to Neighborhoods Executive Summary (Slide 19)

  - o Set for Success Kaufmann Report (Slide 19)

- ☐ Implementation Guide

Module 1.2

☐ Sticky Notes or notecards & tape (Slide 67)

☐ Envelopes and sentence strips if you do the Optional Activity with Slide 67

☐ Video Clips

    o Video Clip 1.1 (Preschool) Adult Child Conversations

    o Video Clip 1.1 (Infant/Toddler) Caregivers Supporting Social Emotional Development

☐ Participant Manual with:

    o Handouts

        ▪ 1.3 Social Emotional Developmental Milestones

        ▪ 1.4 Considering Temperament

        ▪ 1.5 Temperament Traits

        ▪ 1.6 Relationship Building Strategies

        ▪ 1.7 Communication With Families is Key

    o Participant Additional Resources

        ▪ Reading Your Child's Cues from Birth to Age 2 (Slide 49)

        ▪ Making the Most of Playtime (Slide 52)

        ▪ Key Findings from Zero to Three 2009 National Parent Survey (Slide 54)

        ▪ Temperament Continuum (coordinates with Optional Activity on slide 58)

        ▪ Understanding Temperament in Infants and Toddlers (slide 59)

☐ Trainer Additional Resources

    o The Iowa Early Learning Standards, 2012 (coordinates with Slide 53)

☐ Implementation Guide

☐ Example Items

    o Photo album with children and family pictures (Slide 52 & 68)

    o Fingerplays and or songs for children (Slide 52)

    o Photo album celebrating children's families (Slide 68)

    o Examples of homemade books (Slide 52 & 68)

Module 1.3

- ☐ Video Clips-None for Module 1.3
- ☐ Participant Manual with:
    - o Handouts
        - ▪ 1.8 Quality Early Learning Environments
        - ▪ 1.9 Physical Environment Checklist
        - ▪ 1.10 Learning Center Checklist
        - ▪ 1.11 Responsive Routines
        - ▪ 1.12 Visual Schedules
        - ▪ 1.13 Using Visual Schedules
    - o Participant Additional Resources
        - ▪ Parent Infant Posters (Slide 89)
        - ▪ Provider Infant Posters (Slide 89)
        - ▪ Parent Toddler Posters (Slide 89)
        - ▪ Provider Toddler Posters (Slide 89)
        - ▪ Parent Preschool Posters (Slide 89)
        - ▪ Provider Preschool Posters (Slide 89)
- ☐ Implementation Guide Booklet
- ☐ Example Items
    - o First/Then Visual Schedule (Slide 92 & 93)
    - o Different types of visual schedules or pictures of a visual schedule (Slides 91-97)
    - o Visual that shows the individual steps of a routine (Slide 95)
    - o Examples of transition visuals (Slides 107-110)

Module 1.4

- ☐ Evaluation Form

- ☐ Video Clips

  - o Video Clip 1.7 (Preschool) Positive Attention

- ☐ Participant Manuals with

  - o Handouts

    - ▪ 1.14 Setting Positive Limits

    - ▪ 1.15 Positive Attention

    - ▪ 1.16 Validation and Affirmation

    - ▪ 1.17 Communication is Key

    - ▪ 1.18 Super Friend Award

    - ▪ 1.19 Filling Our Own Piggy Banks

  - o Participant Additional Resources

    - ▪ Acknowledging Children's Positive Behaviors (Slide 131)

    - ▪ 5 Reasons to Stop Saying "Good Job" (Slide 132)

    - ▪ Not in Praise of Praise (Slide 132)

    - ▪ Not in Praise of Praise 2 (Slide 132)

- ☐ Trainer Additional Resources

  - o Progressive Relaxation Script (Optional Activity with Slide 141)

- ☐ Example Items

  - o Pictures of ways expectations have been posted in family child care settings (Slides 117-127)

Module 1.1: Challenging Behavior: What's It All About

Introduction	Introduction

Introduction

EC-PBIS for Family Child Care Providers

• **Module 1: Building Relationships and Creating Supportive Environment's in Family Child Care Settings**

Adapted from the Center for Excellence in Child Development and US Davis Extension Teaching Pyramid Family Child Care and Center on the Social Emotional Foundations for Early Learning (CSEFEL)

Getting to Know Each Other

In your small group pick **2-3** of the following questions and introduce yourselves
• How many years have been providing child care?
• What age children do you currently have?
• Why are you attending this training?
• What do you hope to take home?
• What did you leave behind in order to be here?

Introduction

- **Slide 1**. Begin with a brief overview of who you are and information about your background that is relevant to this training.

- **Slide 2.** *Getting to Know Each Other Activity*. Make sure participants have set up their PBIS Name tents so they can start to learn each other's names. Use a warm up activity to have participants introduce themselves and get to know one another. The introductory activity can vary slightly depending on the size of the group and time available. Explain that the purpose of a warm up or introductory activity is to help participants feel comfortable and begin to build a trusting environment among themselves and with you as the trainer.

  Trainer's Note: The more you know about the audience the better you will be able to meet the specific needs of the group.

  Ask participants at each table (or in small groups of 3 or 4) to introduce themselves to each other and respond to questions on the slide:
  i. Who they are
  ii. How long they have been providing child care
  iii. Why are you attending this training
  iv. What do you hope to take home
  v. What did you leave behind in order to be here

  Debrief as a large group by inviting participants to share a summary of their group's responses with the whole group. You may even want to record on

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chart paper to have a visual of the combined experience of the group.

Acknowledge the experience participants bring to the training and invite them to share their knowledge and experience throughout the training. Their sharing of real life examples helps keep the information real and relevant to their practice with young children.

Acknowledge the significant time commitment that participants have made to attend the training. It may be useful to acknowledge what participants left behind in order to attend the training. Some participants may talk about leaving behind piles of paperwork, children in their classroom, families who will miss their home visit, an ailing family member, a child, etc. Note that having them name what they left behind will help them to be present in the training experiences. Talking about what they left behind will also encourage participants to get to know more about each other.

Learner Objectives

Participants will be able to:
- Describe the relationship between children's social emotional development and challenging behaviors
- Understand and describe the role adult reactions, responses and practices have on children's behavior
- Describe the relationship between environmental variables, challenging behaviors, and social emotional development

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- **Slides 3 & 4.** Review the learner objectives

Learner Objectives cont...

- Identify strategies that can be used to
  1. Build positive relationships with children, families and colleagues
  2. Design environments
  3. Structure transitions
  4. Help children learn expectations and routines
  5. Plan activities that promote engagement
- Use descriptive acknowledgement and encouragement to support children's positive social behaviors

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- **Slides 5 & 6.** Give overview of topics in Module 1 and how they are broken out into each session.

- Make sure everyone has a book of handouts

- Take care of logistical issues (breaks, bathrooms, ect...)

- Encourage participants to ask questions throughout or to post them in a special place (sometimes called a "parking lot")

- **Slide 7**. Introduce topics for today's session, Module 1.1

I.   **Definition of Challenging Behavior and Possible Causes (XX Minutes)**
         Slide 8. Header slide for the first topic of Module 1.1: Definition of Challenging Behavior and Possible Causes

What is Challenging Behavior to You?

- On a piece of paper write down 3-5 specific things the children you care for do that you would consider to be challenging behavior. For example, bite other children, screaming, tattling, etc.
- Mark down the ages of the children that had these behaviors

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CSEFEL Definition of Challenging Behavior
What are we referring to when we say "challenging behavior"

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures

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Behavior Is a Form of Communication

- What is the child is experiencing?
- What it is like to be in that child's body?
- What it is like to be in that child's world?

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What message might this behavior be communicating?

A smile may mean …

Two arms stretched up may mean…

Pointing at a bottle may mean…

Provided by Amy Hunter

Crying and or clinging to the provider after drop off may mean….

What are other examples that you have seen?

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A. **Slide 9.** Have participants take a few minutes to write down some specific behaviors that they consider challenging. Then record ideas on a piece of chart paper. Keep this chart paper and hang up each session so the group can refer back to those behaviors.

B. **Slide 10**. CSEFEL Definition of Challenging Behavior
Point out that although all of us have different behaviors that really challenge us as individuals, it helps to have a consistent definition of challenging behavior. As we work through this series we will be using the CSEFEL definition when we refer to challenging behavior. Review the CSEFEL definition.
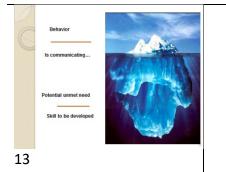
C. **Slide 11.** Behavior is a Form of Communication. One way to frame our thinking about the behavior of infants and toddlers is to think about behavior as being a form of communication. It may be helpful to encourage participants to ask themselves, "What is the meaning of this behavior?" or "What is this child trying to communicate through his behavior?

D. **Slide 12**. Relationship Between Social Emotional Development and Behavior. Share with participants that to understand both social emotional development and behavior (including challenging behavior) we must understand that all behavior has meaning. For example, when a child "stretches two arms up" he might be saying, "Pick me up." As a baby "points to a bottle" she may be saying, "I want my bottle." When a child cries and clings to their parent at drop off it may mean, "I'm scared or unsure."
   i. Prompt participants to think of other examples of behavior and what message it might be communicating.

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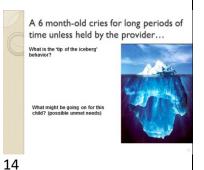
E. **Slide 13.** Behavior: The Tip of the Iceberg. Ask participants to picture an iceberg. Encourage them to particularly focus on the "tip of the iceberg, " the part above the water.
  i. The challenging behavior is what you see above the water, (i.e., the tip). The tip shows the behaviors children use when they are not able to:
    • experience, express, and regulate emotions
    • form close and secure interpersonal relationships
    • explore the environment and learn
    • within the context of family, community and culture.
  ii. The rest of the iceberg, which is hidden from sight below the surface, represents potential needs that are not being met and skills that need to be developed - what is going on that causes the behavior. Like the larger portion of the iceberg that is under the surface, the meaning of extreme behavior is often difficult to see and to understand. Ask participants to identify some of the key "essential needs" of infants and toddlers and write their ideas on the chart paper near the bottom of the iceberg. This list may include:
    • Feeling safe
    • Ongoing, responsive relationships with one or more adults
    • Emotionally responsive social environments
    • An environment that is matched to the child's temperament
    • Structure and consistency
    • Good nutrition
    • Good health
    • Opportunities for movement
    • Rest
    • A sense of belonging within the family and culture

A 6 month-old cries for long periods of time unless held by the provider...

What is the 'tip of the iceberg' behavior?

What might be going on for this child? (possible unmet needs)

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F. **Slide 14**. A 6 month old…. Use the example of a 6-month-old who cries for long periods of time unless he is held by his caregiver. Ask participants to use the comparison to the iceberg and ask the following questions:
   i. What behavior, in this situation, would we consider the tip of the iceberg? Look for the following response: crying.
   ii. Which social emotional skills may the child not have developed or be able to use in this situation? Self-regulation (i.e., ability to self soothe by closing his eyes, sucking a finger, taking a deep breath (for older toddlers.)
   iii. What might be "underneath the surface"? Look for the following responses:
      • He is scared when he is alone. The child care space is noisy and frightening to him. (Feeling safe)
      • He is lonely. He is held a lot at home because his family believes that an infant should be held close or perhaps he lives in a large extended family where there is always a pair of arms and the floor is not a safe place for a baby. (Ongoing, responsive relationships with one or more adults)
      • He is sensitive and is anxious about the room noise and the other children. (Environmental match to temperament)
      • He does not feel good and may be getting sick. (Health)
   iv. Make the point that keeping the concept of the iceberg in mind can be helpful when thinking about human behavior.
   v. Our efforts to understand the meaning of the behavior are the first steps in finding an appropriate response to the child. In other words, our understanding of the meaning of the behavior is critical in

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devising a strategy to address the situation that produces the challenging behavior. All behavior has a purpose and for young children, the challenging behavior it is not a form of manipulation. In other words, a young child is not purposefully behaving in a way that is meant to cause difficulty.

vi.   It takes time and effort to understand the intent of a child's communication and then to find new ways to fulfill the need or teach the child other ways to communicate his or her needs.

Reasons for Challenging Behavior

- Developmental surge
- Medical reasons
- Biological differences
- Social emotional environment
- Discontinuity between care program and home
- Lack of skill in communicating and interacting with others
- Trauma Experience
- A combination of more than one above

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G. **Slide 15.** Reasons for Challenging Behavior. **Additional Resources: ACES & Resiliance and ACES brief available in the Additional Resources Section for Module 1.1(**Information on Adverse Childhood Experiences (ACES) and how those trauma experiences affect children and adults.) Share with participants that there are a number of reasons why children engage in challenging behavior. Some of these include an undiagnosed health problem (e.g., a toddler is not hearing well because of repeated ear infections); a developmental surge (e.g., infant is beginning to learn to walk); or a developmental problem (e.g., a baby may be overwhelmed by sensory input).

A major influence on the child is the social emotional environment in which he lives and the quality and responsiveness of important relationships. This includes both current and past experiences. Exploring recent and past changes with families is critical to understanding an child's unique experiences.

We know that experiences such as chronic stress or witnessing or experiencing abuse can impact children negatively, however, even positive changes such as a move to a new home or an extended visit from a well- loved grandmother can be challenging to young children (especially infants and toddlers). Too much excitement or

too many changes over a period of time can make it difficult for a very young child to maintain a sense of equilibrium. This may result in behavior that is uncharacteristic of that child or that is a regression to an earlier developmental behavior (e.g., waking in the night for a baby who has been sleeping through the night or toileting accidents for a child who has previously been fully trained).

Ask participants if they can think of additional reasons that may contribute to a child engaging in challenging behavior. Possible responses may include:

- **Temperament**: Temperament styles/traits are neither good nor bad in themselves; what matters is how the environment responds to them. Families and teachers who understand and accommodate temperamental traits will manage more successfully, gradually extending the child's capacity to cope.
- **Substance abuse**: Substance abuse during pregnancy can lead to children being born with developmental delays and difficulties with learning, memory, attention, planning, problem-solving, impulsiveness, hyperactivity, problems regulating emotions, as well as perception and sensory integration.
- **Nutrition**: Babies who are malnourished in utero may be more irritable and unresponsive, and their behavior, such as a high-pitched cry, can make them difficult to care for. They also may have trouble handling stress and focusing their attention.
- **Parenting practices**: Particular parenting practices continue to increase the risk of challenging behaviors as children grow older. When parents are not involved with their children, do not respond warmly to them, and use harsh, inconsistent discipline, children may react with defiant, aggressive, impulsive behaviors.
- **Violence**: Exposure to violence can affect children's ability to learn, to establish

relationships with others, and to cope with stress. Even verbal conflict can upset children, and when it is combined with physical conflict it can contribute to both emotional problems and challenging behavior

For infants and toddlers or children who have low verbal skills …

- Behavior is how young children communicate their needs
- They are generally not capable of intentional misbehavior
- Children will often develop coping skills that may be interpreted as challenging behavior
- Adults can find some behaviors challenging in very young children, however it is the adult who needs to adjust and change not the child.

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H. **Slide 16**. For children under the age of three, it is important to clarify that behaviors that are challenging may respond best to adult adaptation. Crying is a perfect example. Children cry to communicate, and sometimes they are simply communicating an emotion such as frustration or distress.

SOCIAL EMOTIONAL DEVELOPMENT

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II. **What is Social Emotional Development? (XX Minutes)**
Slide 17: Section Header for 2nd topic: What is Social Emotional Development

What is Social Emotional Development?

- The developmentally and culturally appropriate ability to:
  ◦ Experience, express and manage emotions
  ◦ Establish positive and rewarding relationships with others

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A. **Slide 18**. This definition of social-emotional development is taken from the California Infant Toddler Early Learning and Development Foundations published by the California Department of Education, Child Development Division. As you can see, culture is an important aspect of understanding and supporting social emotional development in young children.

Social Emotional Skills Children Need as They Enter School

- Capacity to develop good relationships
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problem

What do children do when they don't have these skills?

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B. **Slide 19**. Social Emotional Skills. Describe how several national reports (e.g., Eager to Learn, Neurons to Neighborhoods, A Good Beginning, the Kaufmann Report on Social-Emotional Development—**Many of these reports or summaries are located in the Additional Resources Folder of Module 1.1**) have discussed the importance of social emotional development

in children's readiness for and success in school. These publications have identified a number of social emotional skills that help children be successful as they transition into kindergarten, including:

  i. Confidence
  ii. Capacity to develop relationships with peers and adults
  iii. Concentration and persistence on challenging tasks
  iv. Ability to effectively communicate emotions
  v. Ability to listen to instructions and be attentive
  vi. Ability to solve social problem

Ask participants what happens when children do not have these skills? What does it look like?

C. **Slide 20**. Make the point that children often use challenging behavior when they don't have more appropriate behaviors or skills to accomplish the same goal or to communicate the same message. This means that our focus has to be on "teaching children new skills" rather than "trying to get them to stop using challenging behaviors." We need to teach children what to do rather than what not to do.

D. **Slide 21**. Discuss some basic assumptions about challenging behavior.
  i. Emphasize that challenging behavior often occurs when children don't have the appropriate language or social skills to achieve the same purpose. It is important to point out that children with challenging behavior most often do not have disabilities.
  ii. Talk about other variables that might contribute to children's challenging behavior such as lack of sleep, hunger, stress in the home, temperament, genetic factors, different contextual expectations

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Slide 20

- When children don't have these skills, they often exhibit challenging behaviors.

- We must focus on TEACHING the skills!

Image Source Flickr

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Slide 21

Some Basic Assumptions

- Challenging behavior usually has a message.
- Children use challenging behavior when they don't have the skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- Focus on teaching children what to do in place of challenging behavior.

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(e.g., child's home versus child care home) and second language development. These should be considered when determining how to respond to persistent challenging behavior.

iii. Explain that when children use challenging behaviors over time, those behaviors are working for them. Use an example such as the child who grabs toys from another child rather than asking to play. If the child usually ends up with the toy after grabbing it, then he will continue to grab because grabbing is working for him.

iv. Point out that there is a lot we can do to prevent challenging behavior, such as having a positive relationship with the child, having schedules and routines that support the child, having activities that are engaging, and teaching a child the skills he/she needs to be successful. These topics are what the rest of this training will focus on.

E. **Slide 22**. Share the following points with participants:

i. In the earliest years of life, we are laying the foundation for a child's social emotional development which will impact his/her experiences and learning during the course of his/her life.

ii. Learning begins well before kindergarten. For example, when a very young child experiences relationships and learns to express emotions he is later better able to develop friendships with peers. Or, when an infant feels secure in her surroundings and experiences the excitement of discovery, she is later able to feel confident about learning. She then is likely to persist in the face of new challenges.

iii. Achievement of early social emotional skills and milestones are linked to positive early childhood mental health, continued skill

How Can We Get There?

Capacity to:
- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop "emergent" emotional literacy

Capacity to:
- Feel confidence/ competence
- Develop relationships
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic

Birth   Five

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development and school success.

Think/Pair/Share Activity: Have participants think and write down on their scratch paper specific things they could do that help children get from where they are at birth to where they are at age 5. Then give them a couple minutes to discuss with a partner and each pair shares an idea or 2 with the group.

What Helps Us Get There

- One-on-one time
- Play with and delighting in them
- Quick and predictable responses
- Cuddling and gentle touch
- Routines that establish patterns of caring response
- Having conversations with children
- Playing Games
- Reading and singing
- Provide age apocapate limits and expectations

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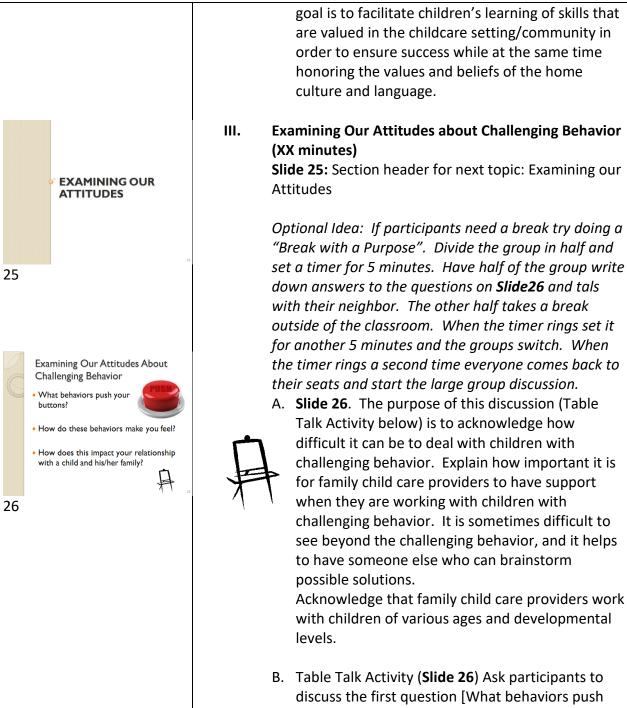
F. **Slide 23**. What Helps Us Get There? We've talked about what social emotional development is and how it develops as a progression but what can we do to ensure that the skills develop appropriately? Meaningful interactions caregivers have with young children during everyday moments provide natural opportunities to shape social emotional development.
Highlight the bullet points on the slide.

"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? ……punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p. 2

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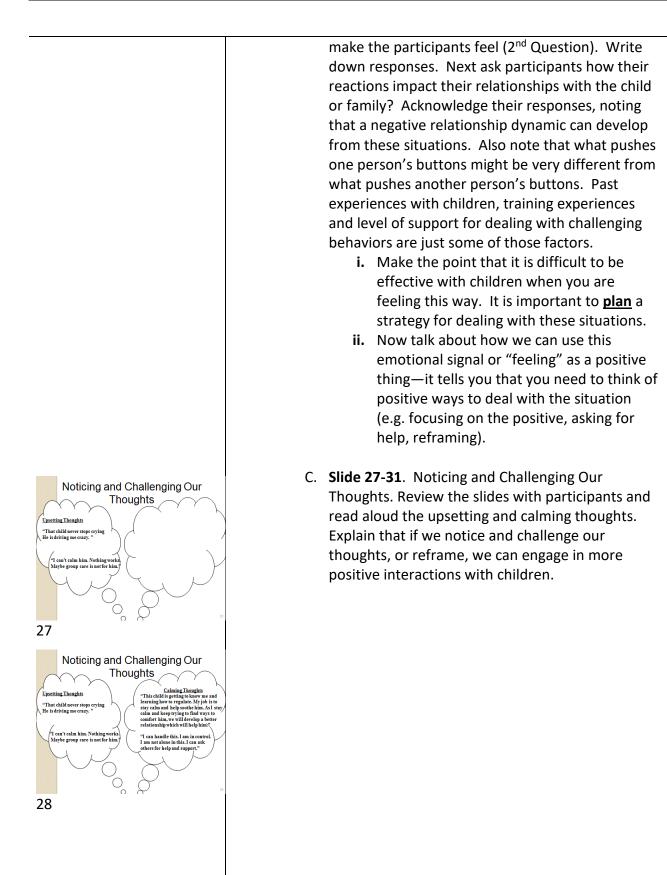
G. **Slide 24**. Wrap up this section on social emotional development by using the Herner quote to emphasis that we TEACH children social emotional skills, just like we teach any other skill.
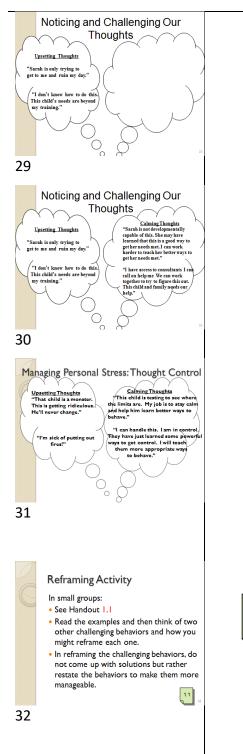
Trainer's Note: You might ask the group to do a "call and refrain" with you. That is, you say the first part of each sentence, and they respond with "We teach." The concept of punishing children for behavior is a deeply held belief for some people. For example, the slide can help people consider how punishment would work if someone couldn't read. It may be important to acknowledge that people may hold different values and beliefs, but the key to implementing the Teaching Pyramid approach is to focus on teaching when a child has challenging behavior.

Make the point that this also applies to children who speak another language or whose home culture values different behaviors than the early childhood setting (e.g., home culture might value listening to adults during mealtime versus engaging in conversation while one eats). The

goal is to facilitate children's learning of skills that are valued in the childcare setting/community in order to ensure success while at the same time honoring the values and beliefs of the home culture and language.

EXAMINING OUR ATTITUDES

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Examining Our Attitudes About Challenging Behavior

- What behaviors push your buttons?

- How do these behaviors make you feel?

- How does this impact your relationship with a child and his/her family?

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III. **Examining Our Attitudes about Challenging Behavior (XX minutes)**
Slide 25: Section header for next topic: Examining our Attitudes

*Optional Idea: If participants need a break try doing a "Break with a Purpose". Divide the group in half and set a timer for 5 minutes. Have half of the group write down answers to the questions on **Slide26** and tals with their neighbor. The other half takes a break outside of the classroom. When the timer rings set it for another 5 minutes and the groups switch. When the timer rings a second time everyone comes back to their seats and start the large group discussion.*

A. **Slide 26**. The purpose of this discussion (Table Talk Activity below) is to acknowledge how difficult it can be to deal with children with challenging behavior. Explain how important it is for family child care providers to have support when they are working with children with challenging behavior. It is sometimes difficult to see beyond the challenging behavior, and it helps to have someone else who can brainstorm possible solutions.
Acknowledge that family child care providers work with children of various ages and developmental levels.

B. Table Talk Activity (**Slide 26**) Ask participants to discuss the first question [What behaviors push your buttons?]. They can refer back to the challenging behaviors they listed earlier. After a brief discussion ask participants to report back some of their answers to the group. Keep going until you have an extensive list of on the whiteboard/flip chart. Then choose a few of the behaviors from your group list and ask how they

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make the participants feel (2nd Question). Write down responses. Next ask participants how their reactions impact their relationships with the child or family? Acknowledge their responses, noting that a negative relationship dynamic can develop from these situations. Also note that what pushes one person's buttons might be very different from what pushes another person's buttons. Past experiences with children, training experiences and level of support for dealing with challenging behaviors are just some of those factors.

    i. Make the point that it is difficult to be effective with children when you are feeling this way. It is important to **plan** a strategy for dealing with these situations.

    ii. Now talk about how we can use this emotional signal or "feeling" as a positive thing—it tells you that you need to think of positive ways to deal with the situation (e.g. focusing on the positive, asking for help, reframing).

C. **Slide 27-31**. Noticing and Challenging Our Thoughts. Review the slides with participants and read aloud the upsetting and calming thoughts. Explain that if we notice and challenge our thoughts, or reframe, we can engage in more positive interactions with children.

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D. **Slide 32.** Ask participants to find **Handout 1.1**. Have participants review the four examples on the handouts. Have participants think of 2 of their own examples and write them on the handout. Then have participants restate the problems to make them more manageable; participants are **not** to generate solutions at this time. Have everyone share with a partner their button, how it makes them feel and then how they reframed it. If time allows let a couple volunteers share their or their partner's examples with the larger group. Help participants focus on the reframe rather than a solution.

Strategies For Responding to Feelings
- Use feelings as a signal or reminder
- Take extra effort to remain calm or take a break
- Take time for additional observations
- Ask for help
- Pay attention to your own behavior and feelings

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THE TEACHING PYRAMID

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Creating a place where children can be successful:
The Teaching Pyramid

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E. **Slide 33.** Strategies for Responding to Feelings. Help participants understand that our own "feelings" can be an emotional signal to tell us to make an extra effort to remain calm; to remember to use kind words and positive directions; to ask for help or take a break. Feelings can be cues to tell us that we need to think of positive ways to approach a situation (e.g., observe a young child more closely, focus on the positive). Feelings can help us pay attention to behavior and make necessary adjustments (e.g., lower a voice, smile, take a deep breath, take a moment to reflect, etc.).

If time allows ask providers what they do to calm themselves when they are having angry or frustrated feelings.

IV. **The Teaching Pyramid (XX Minutes)**
Slide 34: Section Header for next section The Teaching Pyramid

A. **Slide 35.** Introduce the Pyramid Model. Discuss the following points with participants:
  i. The Pyramid is the framework or core concept from which all the training content has been built.
  ii. The Pyramid is a model that represents components of adult behavior and strategies that parents, caregivers, teachers, and other professionals can use to assist children in developing social emotional competence.
  iii. Along with learning about young children's development and how to better understand individual children, the modules offer strategies for creating group care environments and practices that promote social emotional development of infants and toddlers, working with families to support the well-being of very young children, and using a problem-solving approach when a behavior is of concern.

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iv. The Pyramid is essentially a public health model that ensures that all young children receive the level of support they need to be successful and/or to maximize their social emotional development.

B. Emphasize with participants that there are a number of strategies that can be used to support the social emotional development or competence of very young children. The CSEFEL training modules offer an approach or way of thinking about promoting the social and emotional development of young children. There is a centralized focus or recognition that families, caregivers and young children come to the relationship with unique strengths and needs that both grow and change over time. The adult's capacity to be sensitive and responsive supports a young child's growth and development. As the young child grows and develops, the adult also changes and grows.

During the discussion, note that many of the strategies discussed in the training may not be new to participants, however, putting them together in a framework such as the Pyramid, may be a new way of thinking about how to support and include all children, including those with challenging behavior.

C. **Slide 36**. Explaining the various tiers of the Pyramid

Optional Activity: Use the Video: Promoting Social Emotional Competence to go over the levels of the pyramid. It is suggested that you stop the video midway to check for understanding.

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

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i. Yellow Base of the Pyramid: Effective Workforce
1. "Effective workforce" refers to policies and practices that must be

Some examples of systems we have in Iowa (as of 3/2014):

Registration Guidelines

Quality Rating System

CCR&R

Child Care Nurse Consultants

T.E.A.C.H.

in place to ensure caregivers are able to provide high quality services that promote social emotional development for all children. These policies and systems may include: educational requirements; training; on-going professional development; clear policies and procedures; support for staff who may be struggling with aspects of their work; procedures for crisis or emergencies; program design elements that may impact the work environment, e.g., caregiver/child ratio; opportunities for mental health consultation; reflective supervision; etc.

2. Offer participants examples of how policies, procedures and training are necessary to help providers focus their energy on the care of the children rather than on worrying about how they might be supported or how something is supposed to be done. For example, a caregiver who is concerned that she may not receive her next Child Care Assistance payment may e unable to focus her full energy on nurturing and responding to the children.

ii. Blue: Nurturing and Responsive Relationships and High Quality Environments.
   1. "Nurturing and responsive relationships" and "high quality environments" describe adult behaviors that are the foundation of healthy social emotional development for all children and families.
   2. All children and families benefit from nurturing relationships and
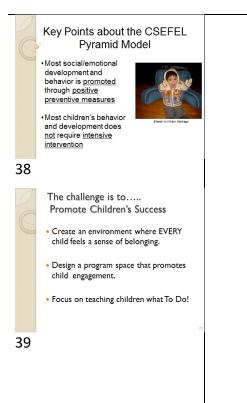
high quality environments. These aspects of care contribute greatly to how all young children grow and develop. Helping to support all the relationships that impact the child is critical to promoting his social emotional development. Programs that provide nurturing and responsive relationships pay close attention to all the relationships that impact children including: the parent child relationship; the caregiver/child relationship; the relationship between the caregiver and the parent; the relationships between caregivers and the relationships among the children.

3. High quality environments include spaces that allow the children freedom to safely explore and learn. High quality environments that are safe, interesting, engaging, calm, and promote interaction between adults and children and children and other children lead to positive behavior. For example, equipment that is appropriate for climbing allows children to climb safely, which supports their natural interest to move and explore. Offering a safe place to climb can help guide the challenging behavior of a child who tends to climb on equipment not meant for climbing.

iii. Green: Targeted Social Emotional Supports
1. "Targeted social emotional supports" are those practices geared towards individual children or groups of children determined to be "at risk" for delays and/or social emotional problems. These are specific strategies targeted to children who may need more

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intentional practices to promote their development and/or to prevent concerns or delays from becoming exacerbated. These may include practices such as: using a rich emotional vocabulary; talking about a variety of feelings; using soothing techniques modified for the individual child's temperament; observing and describing facial expressions; helping toddlers develop processes and strategies for resolving conflicts; modifying or developing specific routines for individual children who express distress or difficulty, e.g., during drop off or pick up time. These are developmentally appropriate practices or strategies that are implemented with increased frequency or intensity to meet specific goals. The goal for implementing "targeted social emotional supports" is to be as intentional about teaching and promoting social emotional development as we are about teaching other domains such as literacy or language.

    iv. <mark style="background-color:red">Red</mark>: Intensive Intervention:

        1. "Intensive intervention" encompasses practices described in an individualized behavior support plan. These practices or strategies are based on an assessment and a hypothesis or understanding of the meaning of a child's behavior and/or the relationships between the child and his/her caregivers. These interventions should be reserved for only children who truly need intensive intervention and who have not responded to the

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other levels of intervention. Activities at this level include: looking at data including multiple observations across multiple settings and caregivers, the child's history including any medical records or medical concerns to ensure there is no health basis for the behavior of concern; having multiple meetings with all involved in the care of the child; developing a hypothesis or educated guess about the meaning of the behavior; developing a plan based on the hypothesis; training staff and family members on the strategies in the plan; implementing the plan with enough frequency and consistency to allow it to work evaluating the plan to determine if it is working; modifying the plan as needed; and potentially implementing a modified plan; and then repeating the cycle if necessary.

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

Level 1: Building Positive Relationships & Creating

Level 3: Individualized Intensive Intervention

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D. **Slide 37**. The Pyramid Model and the Modules. Briefly describe how the content of the modules fit into the Pyramid framework. Highlight the following:

   i. Module 1 covers the first level of the Pyramid which includes nurturing and responsive relationships and high quality environments with good schedules, routines and transitions.

   ii. Module 2 covers level 2 how to teach targeted social emotional strategies but also includes some information from Level 3 on what to do if a child needs Individualized Intensive Intervention.

   iii. Currently there is not a Module 3 for Family Child Care

Key Points about the CSEFEL Pyramid Model

- Most social/emotional development and behavior is <u>promoted</u> through <u>positive preventive measures</u>

- Most children's behavior and development does <u>not</u> require <u>intensive intervention</u>

Shared by Miriam Santiago

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The challenge is to…..
Promote Children's Success

- Create an environment where EVERY child feels a sense of belonging.

- Design a program space that promotes child engagement.

- Focus on teaching children what To Do!

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Action Plan!

- Look at Sections A & B of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

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E. **Slide 38**. Summarize discussion of the teaching pyramid by highlighting the key points on this slide.

F. **Slide 39**. The Teaching Pyramid tells us that there are a variety of things we can do to prevent challenging behaviors and promote children's success. As adults, we must first focus on **prevention** before we focus on changing children's inappropriate behaviors. The teaching pyramid tells us we must focus on:

   i. Creating an environment where EVERY child feels a sense of belonging.
   ii. Design a program space that promotes child engagement.
   iii. Focus on teaching children what TO DO!

G. **Slide 40**. Action Planning.

   i. Distribute **Implementation Guide.** Explain to participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.

   ii. Give participants a few minutes to individually look over the Foundational Practices and mark where they think they are at (they do not have to share this information with the class). These practices are the foundation of implementing the pyramid model in programs. Tell participants that just because they don't have all the foundational practices in place doesn't mean that they aren't promoting any social emotional development in children. We all

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have room to grow and the foundational practices remind us of what are some basic best practices for promoting social/emotional competence. Sections A & B and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to "set themselves up" to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.

iii. There will be time at the beginning of the next session to share successes and challenges.

Module 1.2: Building a Solid Foundation: Relationship Between Behavior and Social Emotional Development

Introduction	**Introduction**
Module 1.2 Building a Solid Foundation: Relationship between Challenging Behavior and Social Emotional Development • Relationships impact on social emotional development. • Temperament • Building Positive Relationships	• Welcome Back • Review logistical issues (restrooms, parking lot, ect…) • Ask participants to take out their **Implementation Guide** and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children. • **Slide 41**. Introduce topics for tonight's session
The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children Level 1: Building Positive Relationships & Creating Supportive Environments High Quality Supportive Environments Nurturing and Responsive Relationships Effective Workforce	• **Slide 42**. Pyramid Model. Remind participants how today's topics (and Module 1 in general) fit into the Pyramid Model.
RELATIONSHIPS' IMPACT ON SOCIAL EMOTIONAL DEVELOPMENT	**I.** **Relationships Impact on Social Emotional Development** **Slide 43:** Section header for first topic, Relationships' Impact on Social Emotional Development
Relationships are the Foundation 1. Children develop in the context of relationships that are responsive, consistent, and nurturing. 2. Children with the most challenging behaviors especially need these relationships even more. 3. Children need connection with a caregivers to feel calm especially when they are engaging in challenging behavior. 4. Families must be our partners in building children's social emotional competence.	A. **Slide 44.** The relationships we build with children, families, and colleagues are the foundation of everything we do with children. Essentially, our relationships with children are based on an emotional connection. Our positive relationships with children foster a positive sense of self in them, promote their social skills, and guide behavior. It is important to build these relationships with all children as a context for supporting their social emotional development and preventing challenging behavior. In sum, it is easier

to address challenging behavior if we already have a relationship with the child.

Relationships are *different* from interactions:

- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved

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B. **Slide 45**. What are Relationships? Ask participants what they think the difference is between interactions and relationships. Ask for a few volunteers to share their ideas. Next, ask participants to think about a relationship they have and how it developed. Note that it began by interacting and that through interactions over a period of time, the relationship was formed. Emphasize that relationships are more than interactions. Review the bullets on the slide.

Benefits of Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and respect
- Provides a place where children can practice appropriate behaviors

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C. **Slide 46**. This slide outlines some of the benefits of building relationships with children.

Video 1.1 Adult Child Conversations
What are some of the things this provider does to build a positive relationship with the child?

clip 1.1

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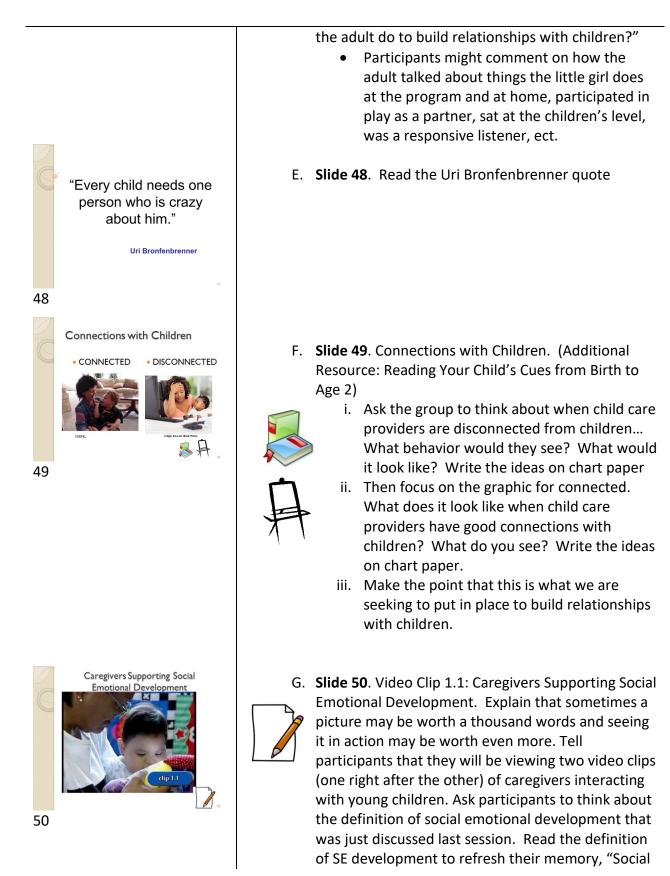
D. **Slide 47**. Video Clip 1.1. Adult Child Conversations: Introduce the video as follows: This video shows one teacher engaged in conversation with a child as they play. Direct participants to watch for what the adult does to build relationships with children.
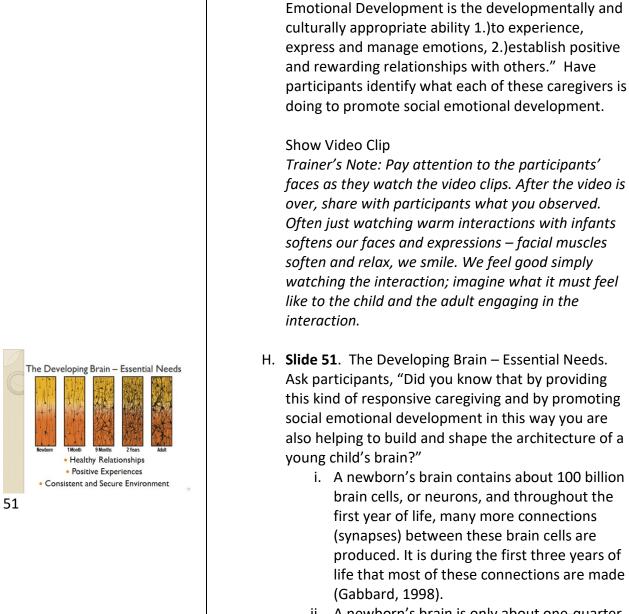
Trainer's Note: The videos in these modules are designed to provide examples that can be used to describe, reflect, and refine child care providers' practices. They are not intended to be the best way, the only way, or the right way to do something. Most videos also take place in a center-based child care program. Please let the participants know that while family child care settings differ significantly from center-based settings, the interactions between caregiver and child can be relevant for relationships.

When the clip is done ask participants, "What does

the adult do to build relationships with children?"

- Participants might comment on how the adult talked about things the little girl does at the program and at home, participated in play as a partner, sat at the children's level, was a responsive listener, ect.

E. **Slide 48**. Read the Uri Bronfenbrenner quote

"Every child needs one person who is crazy about him."

Uri Bronfenbrenner

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Connections with Children

- CONNECTED
- DISCONNECTED

CSEFEL   Image Source: Stock Photo

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F. **Slide 49**. Connections with Children. (Additional Resource: Reading Your Child's Cues from Birth to Age 2)

i. Ask the group to think about when child care providers are disconnected from children… What behavior would they see? What would it look like? Write the ideas on chart paper

ii. Then focus on the graphic for connected. What does it look like when child care providers have good connections with children? What do you see? Write the ideas on chart paper.

iii. Make the point that this is what we are seeking to put in place to build relationships with children.

Caregivers Supporting Social Emotional Development

clip 1.1

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G. **Slide 50**. Video Clip 1.1: Caregivers Supporting Social Emotional Development. Explain that sometimes a picture may be worth a thousand words and seeing it in action may be worth even more. Tell participants that they will be viewing two video clips (one right after the other) of caregivers interacting with young children. Ask participants to think about the definition of social emotional development that was just discussed last session. Read the definition of SE development to refresh their memory, "Social

Emotional Development is the developmentally and culturally appropriate ability 1.)to experience, express and manage emotions, 2.)establish positive and rewarding relationships with others." Have participants identify what each of these caregivers is doing to promote social emotional development.

Show Video Clip
Trainer's Note: Pay attention to the participants' faces as they watch the video clips. After the video is over, share with participants what you observed. Often just watching warm interactions with infants softens our faces and expressions – facial muscles soften and relax, we smile. We feel good simply watching the interaction; imagine what it must feel like to the child and the adult engaging in the interaction.

H. **Slide 51**. The Developing Brain – Essential Needs. Ask participants, "Did you know that by providing this kind of responsive caregiving and by promoting social emotional development in this way you are also helping to build and shape the architecture of a young child's brain?"
    i. A newborn's brain contains about 100 billion brain cells, or neurons, and throughout the first year of life, many more connections (synapses) between these brain cells are produced. It is during the first three years of life that most of these connections are made (Gabbard, 1998).
    ii. A newborn's brain is only about one-quarter the size of an adult's. Before a child's second birthday, the brain will have developed up to three-fourths adult size and will be almost at its adult weight and volume (ninety percent) by age five. It does not mean that ninety percent of the information a person will ever know is learned in the first five years – far from it. It means that in these earliest years, the way information flows through the brain's structures and gets processed is largely established. These brain connections,

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pathways and structures will be used and reused as learning continues throughout life.

Share the following points as a way to summarize
the previous slides and new information discussed:

1. Scientists have recently learned even more about how important these early interactions and experiences are to children's early brain development and learning.
2. It is brain development that allows children to be able to crawl, laugh, speak, eat, etc. It is also brain development that allows children to be able to listen, concentrate, control one's impulses, problem solve, etc.
3. New connections are formed through interactions young children have with their families and caregivers. For example, when a baby cries and is picked up, a connection is made: When I do this, this happens. Each time you pat a baby's back, feed her, or walk into a new place, new connections are made.
4. A two-year-olds brain uses up twice as much energy as a typical adult brain. The work/development of infants and toddlers is exhausting. This is one reason it is critical that infants and toddlers get plenty of sleep. Plenty of sleep helps build and solidify the brain connections.

Ask participants, "How does your care influence a child's brain? What brain connections will be made as a result of your care?"
Elicit responses such as:

- Providing responsive care leads to babies believing
- Developing a positive relationship with a child will teach the child how to engage in

positive relationships. The child will learn how positive relationships feel.

- Being attentive will help a child feel he is worthy of receiving care and attention.
- Listening to a child will encourage her to communicate strengthening her ability to express herself.

Making Every Day Count: Ways to Help Build Brain Connections

- Create a photo album
- Hold and touch young children gently – offer gentle caresses
- Use a warm and encouraging tone of voice
- Talk, sing and read books
- Play games like Simon Says, Patty Cake, Red Light Green Light.

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I. **Slide 52**. Making Every Day Count: Ways to Help Build Brain Connections. Point out that together we have discussed how our care can shape the brain. What specifically can we do to build those connections? (Additional Resource: Make the Most of Playtime)

EXAMPLE Review the strategies noted on **Slide 52** with participants. Offer the following supportive information for each bulleted item:

a. Creating a photo album for a young child offers an opportunity to discuss and review the key people in a child's world and help him feel connected to others. This can help add to a child's sense of security and a sense of connectedness that builds confidence.

b. Soft touches and caresses enrich brain connections in young children.

c. Use a warm encouraging tone of voice

d. Talking, singing and reading offer one on one opportunities to build a relationship between an adult and young child. These activities also help young children learn about language. Most young children love to repeat familiar songs and stories. Repetition is important to learning. Each time a young child hears a repeated pattern, that pattern becomes stronger. Each repetition results in stronger memory.

e. Games like pat-a-cake offer opportunities for social interaction, imitation and touch. This interaction combines smiles, eye contact and voice which enhance relationships and support the brain's ability to focus.

Social Emotional Development 0-5

- Think of a child in your care that has had some challenging behavior or that you struggle with.
- Write down 2 or 3 specific things they do that push your buttons.
- Using the handout find the child's age range.
- Are some of the challenges you are experiencing developmental?

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Knowing Social Emotional Development Milestones

Why does knowing social emotional milestones help you build supportive relationships and promote social emotional development of the children you care for?

How does knowing developmental milestones change your feeling about the struggles or challenging behavior?

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J. **Slide 53**. Development Activity. The intent of this slide is to help participants understand that some challenging behaviors they are experiencing could be the result of the developmental stage that a child is at.

1.3

   i. Have participants follow instructions on the slide.

   ii. While participants are thinking of the 2 or 3 specific behaviors pass out **Handout 1.3**.

   iii. After participants have had a chance to compare their answers to the handout ask them to share what they found. Help providers make connections between the behaviors a child is displaying and what is typical development at that age.

Additional Resource: The Iowa Early Learning Standards (IELS) are located in the Additional Resources Section for Module 1.2. The IELS can be a resource for providers to go to if they are questioning what are developmentally appropriate skills for a child ages birth to 5.
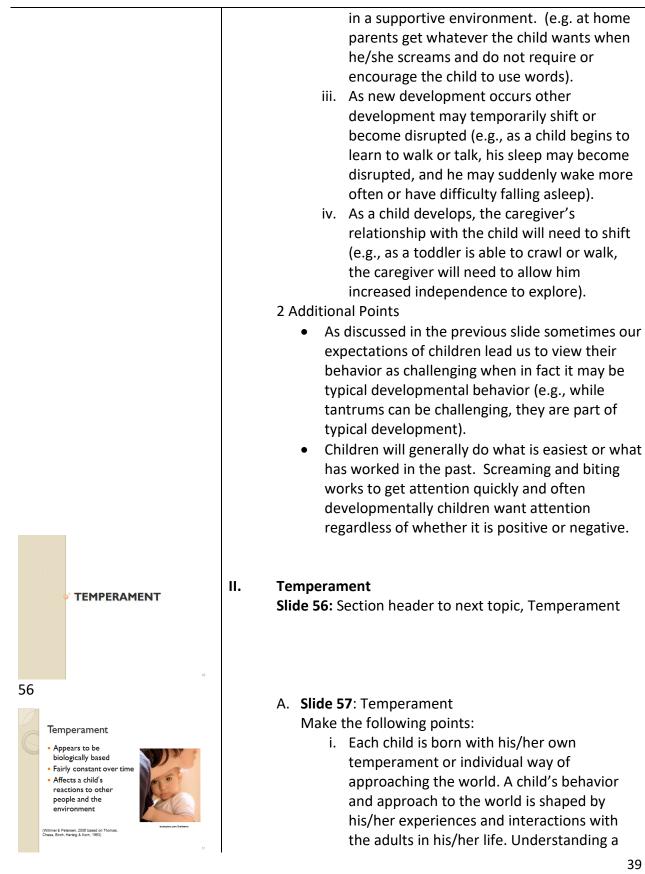
K. **Slide 54**. Ask participants, "How does knowing social emotional milestones help you build supportive relationships and promote social emotional development of infants and toddlers?" Invite participants to talk with their neighbors. Add any of the following points to supplement the participant discussion if they are not mentioned.

Knowing social emotional milestones is important:
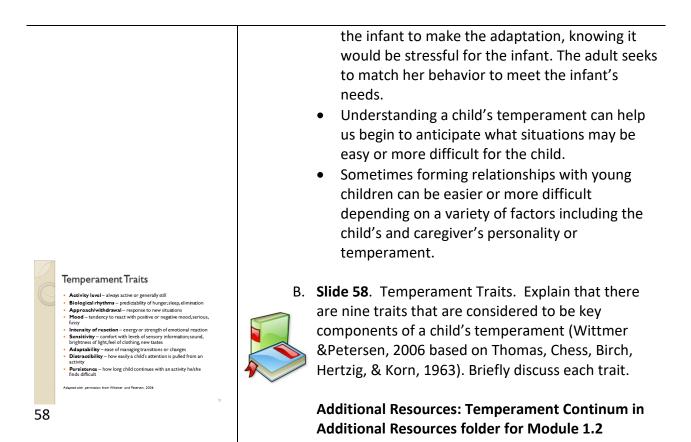
   i. because some research has indicated that families and caregivers demonstrate less understanding of when children are capable of reaching social emotional milestones than cognitive or physical ones. This lack of understanding may lead to adults having unrealistic expectations for young children, and ultimately frustration. For example, in a survey of parents Zero to Three found that 43% of parents believed that children could control their emotions by the age of 3. (**Additional Resource: Key Findings from**

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ii. to determine if a child is on track or if there may be a delay—without knowing what is appropriate for various ages, you can't know if something is on track or if the child may have a delay

iii. for identifying strengths

iv. for intervening early to maximize the effectiveness of the interventions (the earlier the intervention is provided the more likely it is to be effective)

v. for ensuring expectations are age appropriate e.g., you wouldn't expect a 2 year old to share or verbally tell you what is wrong

vi. for planning developmentally appropriate experiences and activities

vii. for preventing children from engaging in challenging behavior if they are frustrated by the environment, social situation, or unable to engage in tasks they would like to

viii. for better understanding a child's behavior

ix. for helping caregivers interact with children appropriately

x. for aligning parent and caregiver expectations about behavior and development

Ask participants if learning about developmental milestones in the last activity changed anyone's opinions about the child and challenging behaviors they were thinking about.

L. **Slide 55**. Development Presents Opportunities and Challenges. Throughout development new challenges emerge. Review slide with participants and summarize key points such as:

i. Challenging behavior may be a consequence of a skill that has not developed yet (e.g., a child may bite because she lacks the ability to use words to describe what she needs).

ii. Challenging behavior may also occur because a child has had limited or no opportunity to develop age appropriate skills

Development Presents Opportunities and Challenges
- Challenges may occur because **new development has not yet occurred** (e.g., child may not have developed the ability to express her wants and needs verbally)
- Challenges may also occur because the child has had **limited or no opportunity to develop age appropriate skills** in a supportive environment (e.g.,adults never taught the child what words to use so he/she screams for attention)
- Challenges may occur because **new development disrupts other areas** (e.g., a child is learning to talk and his/her sleep is disrupted)
- Development creates the need for **relationship shifts** and modifications in care giving.

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in a supportive environment. (e.g. at home parents get whatever the child wants when he/she screams and do not require or encourage the child to use words).

iii. As new development occurs other development may temporarily shift or become disrupted (e.g., as a child begins to learn to walk or talk, his sleep may become disrupted, and he may suddenly wake more often or have difficulty falling asleep).

iv. As a child develops, the caregiver's relationship with the child will need to shift (e.g., as a toddler is able to crawl or walk, the caregiver will need to allow him increased independence to explore).

2 Additional Points

- As discussed in the previous slide sometimes our expectations of children lead us to view their behavior as challenging when in fact it may be typical developmental behavior (e.g., while tantrums can be challenging, they are part of typical development).

- Children will generally do what is easiest or what has worked in the past. Screaming and biting works to get attention quickly and often developmentally children want attention regardless of whether it is positive or negative.

II. **Temperament**
Slide 56: Section header to next topic, Temperament

TEMPERAMENT

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Temperament

- Appears to be biologically based
- Fairly constant over time
- Affects a child's reactions to other people and the environment

(Wittmer & Petersen, 2006 based on Thomas, Chess, Birch, Hertzig & Korn, 1963)

istockphoto.com/Grafissimo

A. **Slide 57**: Temperament
Make the following points:

i. Each child is born with his/her own temperament or individual way of approaching the world. A child's behavior and approach to the world is shaped by his/her experiences and interactions with the adults in his/her life. Understanding a

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child's temperament helps us provide more responsive and sensitive care.

ii. Some aspects of temperament are noticeable from birth and continue throughout life. Right from the start, we each have a unique genetic makeup which includes our nervous system and the way we take in sensory stimulation. For example, some people may like bright lights and loud music; others prefer the lights low and the music quiet. Some people eat and sleep in pretty regular patterns; others have no pattern at all. The concept of temperament helps us understand that children engage with the world according to their inborn characteristics.

iii. It is also important to understand the impact of inborn, biological differences on the behavior of individual children. Learning about temperament can help caregivers understand more about how these inborn traits play a major role in a child's pattern of behavior and may eventually have a major influence on how a child feels about him or herself. For example, if a toddler is easily distracted, and has irregular patterns of sleeping and eating yet no accommodations are made to meet his needs for eating and sleeping at different times or to reduce the stimulation to help him become calm, he may begin to feel that others don't understand him or caregivers don't know how to help him.

Additional Points

- A large part of a caregiver's job is to adapt his or her own temperament to meet the needs of the young child. For example, a caregiver who likes bright lights and loud music may need to provide less stimulation by talking more softly, reducing the lights and other noise. The degree to which this is managed is referred to as "goodness of fit." The sensitive adult adapts his or her behavior in such a way as to not require

the infant to make the adaptation, knowing it would be stressful for the infant. The adult seeks to match her behavior to meet the infant's needs.

- Understanding a child's temperament can help us begin to anticipate what situations may be easy or more difficult for the child.
- Sometimes forming relationships with young children can be easier or more difficult depending on a variety of factors including the child's and caregiver's personality or temperament.

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B. **Slide 58**. Temperament Traits. Explain that there are nine traits that are considered to be key components of a child's temperament (Wittmer &Petersen, 2006 based on Thomas, Chess, Birch, Hertzig, & Korn, 1963). Briefly discuss each trait.

Additional Resources: Temperament Continum in Additional Resources folder for Module 1.2

Optional Activity: Make enough copies of the *Temperament Continuum* (in the Module 1.2 Additional Resources Folder) for all participants. Have participants think of a child that they are struggling with or it is more of a challenge for them to get along with. Then have the provider use a marker to put an X where they believe that child falls on each of the temperament traits. Next have the provider use a different colored marker to put an X where they fall on each temperament trait. Let providers look at their paper for a minute and ask if they notice anything?
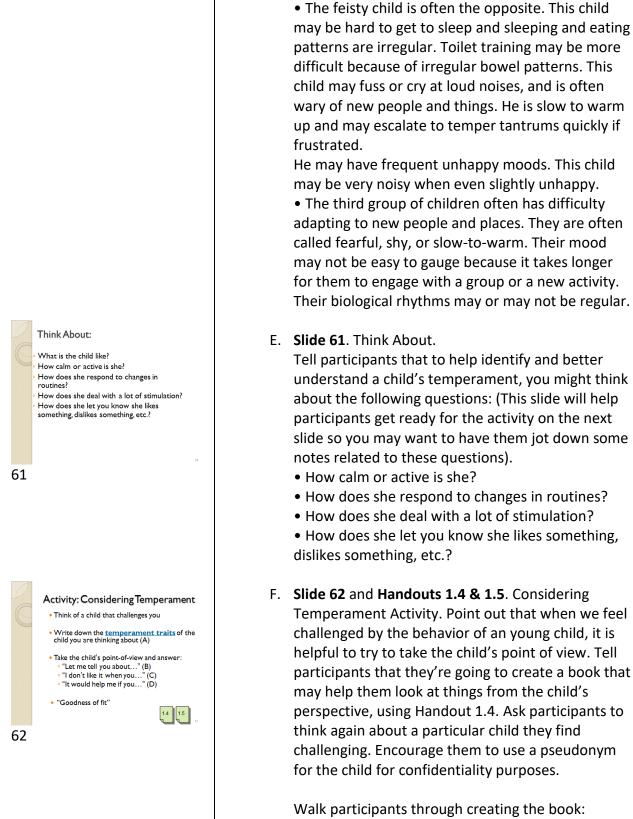
Often times when a provider and child are very close or very far apart on temperament traits it can cause conflicts. However reiterate from Module 1.1 that it is our job as adults to adjust. The child needs to feel accepted for who he/she is!

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C. **Slide 59**. Temperament Types—Flexible, Fearful and Feisty.
Trainer's Note: The groupings for temperament traits on this slide are discussed and illustrated in The Program for Infant Toddler Caregivers, a training developed by WestEd in California (http://www.pitc.org), that many of the participants may be familiar with. As you review this information with participants, emphasize strongly that you are

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*not trying to "label" children. Discussing different temperament types will help them become better observers of young children's needs. It is the caregiver's responsibility to adjust their own temperament to better match the temperament of individual infants and toddlers. (**Additional Resource: Understanding Temperament in Infants and Toddlers, What Works Brief in the additional resources folder for Module 1.2**).*

Point out that there are three temperament types into which many children fall. Each of these three common temperament types is characterized by a trait that may dominate the child's behavior.
Ask participants to look at the photos of three children whose captured expressions are indicative of these different types of temperaments.

    i. Invite participants to think of a child that characterizes each type. What temperament traits do they have? Very active vs not active; tendency to approach vs tendency to withdrawal, etc...

    ii. Ask participants: Do you think that any of these temperament traits are part of what is challenging to you? Is that because the child is different from you – or perhaps because that child is similar or like you?"

    iii. Acknowledge that some temperaments are easier for us to handle than others, but it is still very important for children to feel accepted for who they are!

Temperament Types

Flexible	Fearful	Feisty
Regular rhythms	Adapts slowly	Active
Positive mood	Withdraws	Intense
Adaptability		Distractible
Low intensity		Sensitive
Low sensitivity		Irregular
		Moody

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D. **Slide 60**. Temperament Types
• The easy or flexible child is generally easy to care for. She adapts quickly to new situations, is biologically regulated, is optimistic in her approach to new people, and generally has a positive mood. She tends to learn to use the toilet without a lot of difficulty, sleeps through the night, and has regular eating and sleeping patterns. She enjoys new people and places and typically gives mild signals of distress. Even when very unhappy, this child may cry little.

• The feisty child is often the opposite. This child may be hard to get to sleep and sleeping and eating patterns are irregular. Toilet training may be more difficult because of irregular bowel patterns. This child may fuss or cry at loud noises, and is often wary of new people and things. He is slow to warm up and may escalate to temper tantrums quickly if frustrated.
He may have frequent unhappy moods. This child may be very noisy when even slightly unhappy.
• The third group of children often has difficulty adapting to new people and places. They are often called fearful, shy, or slow-to-warm. Their mood may not be easy to gauge because it takes longer for them to engage with a group or a new activity. Their biological rhythms may or may not be regular.

E. **Slide 61**. Think About.
Tell participants that to help identify and better understand a child's temperament, you might think about the following questions: (This slide will help participants get ready for the activity on the next slide so you may want to have them jot down some notes related to these questions).
• How calm or active is she?
• How does she respond to changes in routines?
• How does she deal with a lot of stimulation?
• How does she let you know she likes something, dislikes something, etc.?

Think About:

- What is the child like?
- How calm or active is she?
- How does she respond to changes in routines?
- How does she deal with a lot of stimulation?
- How does she let you know she likes something, dislikes something, etc.?

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F. **Slide 62** and **Handouts 1.4 & 1.5**. Considering Temperament Activity. Point out that when we feel challenged by the behavior of an young child, it is helpful to try to take the child's point of view. Tell participants that they're going to create a book that may help them look at things from the child's perspective, using Handout 1.4. Ask participants to think again about a particular child they find challenging. Encourage them to use a pseudonym for the child for confidentiality purposes.

Walk participants through creating the book:
   i.   Front page (A): Ask participants to write

Activity: Considering Temperament

- Think of a child that challenges you
- Write down the temperament traits of the child you are thinking about (A)
- Take the child's point-of-view and answer:
  ◦ "Let me tell you about…" (B)
  ◦ "I don't like it when you…" (C)
  ◦ "It would help me if you…" (D)
- "Goodness of fit"

1.4 1.5

62

down the temperament traits of the child they are thinking about. Have them use **Handout 1.5** as a reference. Give the participants a couple of minutes to write.

ii. Second page (B): Ask participants to take the child's point of view and write a sentence or two in which the child describes what it is like to be him or her. The page says, "Let me tell you about me…" Give the participants a couple of minutes to do this. If partic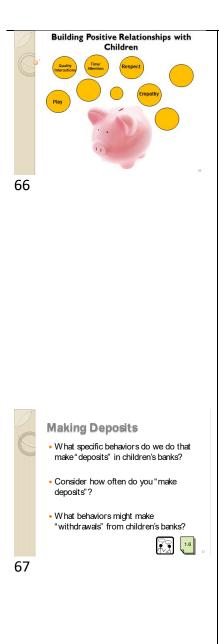ipants have difficulty getting started, use examples like "I have a very hard time being so fussy all day; It is really challenging to be so distractible (the room is too hot; there are too many loud noises and bright lights); I can't relax. There is just too much to look at; I have trouble with every new situation – even predictable, daily transitions."

iii. Third page (C): Ask participants to continue taking the child's point of view and write down something they do that may be hard for the child because of his or her inborn temperament traits. The page says "I don't like it when you …" Ask participants to fill in the blank. If participants need examples, consider saying: "Tell me to quit crying," or "Tell me I'm not being nice," or "Ask me in a grumpy voice why I can't lie still while you diaper me."

iv. Fourth page (D – back page): Ask participants to continue taking the child's point of view and speculate about what would be helpful to that child. Ask them to complete the sentence that begins "It would help me if you would…" Give participants 3 to 5 minutes for this part. If participants have difficulty getting started, use examples like, "Talk softly to me and try to understand what I am feeling."

v. Invite participants to share their booklets with a partner or in small groups at their table for about 5 minutes. Then bring the large group back together. Ask:

• What did you learn from thinking about temperament from the child's point of view?
• Was this type of booklet and process useful in helping you think about the children you care for and how to better match different temperaments? Why?

Before moving to the next section, discuss how being
responsive to and matching a child's temperament is
also part of building positive relationships with children and developing "goodness of fit." Learning about children's unique temperament boosts our ability to tune into and adapt to the child's personal style. Give an example, such as holding and reassuring a child when an unfamiliar person comes into your room can help a fearful child feel safe and secure and trust that you will be there for them. This can also help reassure a child as they learn to regulate their feelings and emotions.

Make the following points about developing "goodness
of fit":
• The most important part of understanding temperament is being aware of the role that caregivers and families play in adapting and adjusting their own temperament to match that of the child or children in their care.
• A large part of what caregivers do is support the child's family and help the family continue to develop a secure, trusting relationship with their child that is a good fit.

G. **Slide 63**. Strategies to Develop a Good Fit: How to Adjust Your Temperament. Summarize the temperament section with participants by reviewing some key strategies for adjusting temperament.
   i. Acknowledge your own and the child's temperament traits. Take the time to reflect on your own temperament traits and those of the children you care for. You may want to consider making copies of The

Strategies to Develop a "Good Fit":
How to Adjust Your Temperament

• Acknowledge a child's temperament traits as well as your own
• Consider ways to adapt the daily schedule, energy level, lighting, sound, pace, activity level, and stimulation to best match the child's temperament
• Focus on the positive attributes of all temperament traits (e.g., cautious vs. shy; persistent vs. stubborn; energetic vs. overactive or "hyper")

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Temperament Continuum in the Additional Resources so that you can compare your temperament to each child that you care for.

    ii. Consider ways to adapt. For example if you have a child that is highly sensitive to stimulation, What ways could you help limit sensory input? High quality headphones help lessen outside noise, control amount of light in a room with window treatments or lamps, let the child keep a sweater to take on and off in his/her cubbie to help with temperature fluctuations.

    iii. Focus on the positive attributes of all temperament traits. (cautious vs. shy; persistent vs. stubborn; energetic vs. hyper)

Why Is Understanding Temperament Important?

- Helps caregivers to be more responsive and effective
- Children get the message they are wonderful and accepted exactly the way they are
- Helps to support relationship building

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H. **Slide 64**. Why Is Understanding Temperament Important? Highlight the following points with participants:

    i. When we understand a child's temperament, we can begin to anticipate what situations may be easy or more difficult for him.

    ii. By understanding a child's temperament, we can nurture and support strengths as well as help a child learn ways to cope with challenges.

    iii. We can adapt how we care for a young child based on his/her temperament style.

    iv. Understanding temperament is an important part of and way to build and enhance relationships between adults and young children.

BUILDING POSITIVE RELATIONSHIPS

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III.   Building Positive Relationships with Children
Slide 65: Section Header for next section, Building Positive Relationships
Trainer's Note: If you have time, you may want to start this section by having participants discuss what thinks they do to build relationships with children and families and record those ideas on a piece of chart paper.

Building Positive Relationships with Children

Quality Interactions · Time/Attention · Respect · Play · Empathy

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Making Deposits

- What specific behaviors do we do that make "deposits" in children's banks?

- Consider how often do you "make deposits"?

- What behaviors might make "withdrawals" from children's banks?

1.6

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A. **Slide 66**. Building Positive Relationships with Children. Transition the group into figuring out what we should do to build positive relationships.
   i. How do we build relationships with children?
   ii. Present the metaphor, adopted from the work of Carolyn Webster-Stratton, of a "piggy bank" to illustrate "making deposits into children's emotional banks" as a way of building positive relationships (Webster-Stratton, 1999).
   iii. Instead of a piggy bank, other metaphors might be a garden (growing) or basket (filling).
   iv. You could ask participants to generate other possible metaphors.

We make deposits when we do things to build relationships while we make withdrawals when we engage in behaviors that are detrimental to relationship building.

B. **Slide 67**. Making Deposits. The concept of making deposits seems pretty common sense. However we want participants to think of what specific behaviors they do or could do that would be make deposits in children's piggy banks. There is an individual & group discussion activity or an optional small group activity to choose from. (The optional small group activity takes more time, probably between 15-20 minutes)
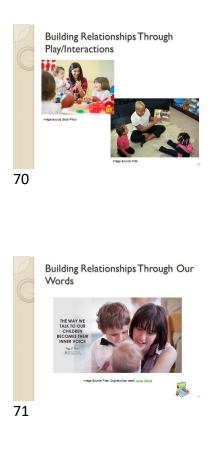
Individual Thought and Group Discussion Activity
Give participants sticky notes or notecards and tape. Give the participants a couple minutes to think about specific behaviors they do to make "deposits" in children's banks. Each participant writes one idea on their sticky note/notecard. Then have them put all the ideas up on the wall. Read and discuss some participant ideas. Refer participants to **Handout 1.6** for additional ideas.

Optional Small Group Activity: Remember When…
- i. Give each small group an envelope with the sentence strips from Additional Resource .
- ii. One person will take a turn pulling out a strip of paper and reading it.
- iii. Group members will then think of a time when they used that strategy.
- iv. One person can describe their example.
- v. Then, other members of the group will take a turn reading a sentence strip and asking for someone to share their example.
- vi. When each group member has had the opportunity to read a strategy, ask each table to choose one story/example that they particularly like and share it with the large group.
- vii. Refer group to **Handout 1.6**: Relationship-Building Strategies in the participant booklet for the full list.
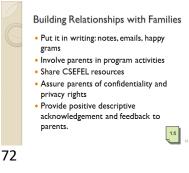
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C. **Slide 68**. Adults can create relationships with children by bridging the child's home to the family child care home by how they set up their environment
Other ideas:
- Posting photos of the children and their families in the family child care home
- Creating family photo albums
- Celebrating important events in children's lives, such as birthdays and holidays.
- Allowing children to bring a snuggly item from home
- Asking a child's family member to come share a special talent with the children

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D. **Slide 69**. Building Relationships During Routines. Infants develop trust by having their needs consistently met by adults. Diapering is a primary need. Appropriate diapering requires an understanding of hygiene and safety as well as child development. Diapering can perhaps be the least favorite routine for the caregiver, though this is not necessarily true for the child. Diapering offers many opportunities for focused one-to-one interactions between child and caregiver.
- i. Ask the group, "How do we build relationships with a child during this
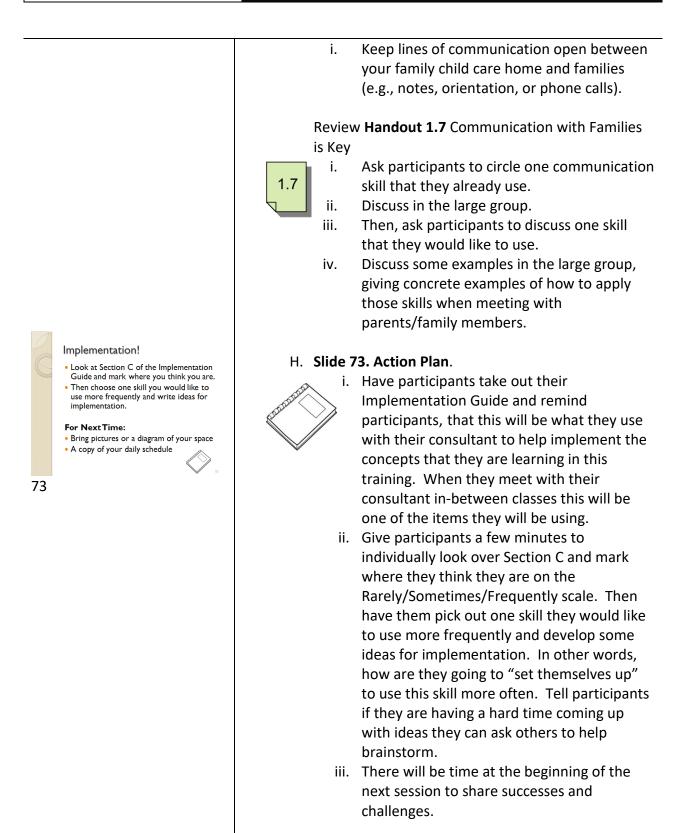
routine?" "How can we use this time to connect with him/her?"

  ii. Remind participants of the key points mentioned above, including listening to the child when he speaks to you, giving genuine choices, and responding consistently.

  iii. How can they apply these ideas during caregiving routines, such as feeding, toileting, dressing, etc.?

E. **Slide 70**: Building Relationships Through Play/Interactions. Highlight the importance of play as a context for building relationships with children. Explain that play gives the adult an opportunity to follow the child's lead, comment on what the child is doing, and build positive interactions. It can be easy to spend most of our time giving directions and correcting behavior, and point out that play provides a context for focusing on more positive behaviors and interactions and promoting children's social skills and emotional development.

F. **Slide 71**: Building Relationships Through Our Words. The words that we use with children affect not only their language development and our relationship with the children and their families. Words can be used to build up or tear down so we have to be careful about what words we say to the children and how we say them. Children are not born understanding their emotions or how to interact so we need to model compassion with our own words and actions to help build a trusting relationship.

G. **Slide 72**. Building Relationships with Families. In addition to building relationships with each child, family child care providers also spend time building relationships with family members. The piggy bank metaphor is just as relevant for adults as it is for children.

Ask participants what they've done to build relationships with families. If not stated, add the following ideas:

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i.   Keep lines of communication open between your family child care home and families (e.g., notes, orientation, or phone calls).

Review **Handout 1.7** Communication with Families is Key

i.   Ask participants to circle one communication skill that they already use.

ii.   Discuss in the large group.

iii. Then, ask participants to discuss one skill that they would like to use.

iv.   Discuss some examples in the large group, giving concrete examples of how to apply those skills when meeting with parents/family members.

H. **Slide 73. Action Plan**.

i.   Have participants take out their Implementation Guide and remind participants, that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.

ii.   Give participants a few minutes to individually look over Section C and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to "set themselves up" to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.

iii. There will be time at the beginning of the next session to share successes and challenges.

Implementation!
- Look at Section C of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

For Next Time:
- Bring pictures or a diagram of your space
- A copy of your daily schedule

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Module 1.3: Creating Environments that Promote Engagement and Prevent Challenging Behavior

Introduction

Introduction

- Welcome Back
- Ask participants to take out their **Implementation Guide** and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children.
- **Slide 74**. Introduce topics for today's session.

- **Slide 75. Pyramid Model**. Remind participants how today's topics (and Module 1 in general) fit into the Pyramid Model

I.   Creating Socially Healthy Learning Environments
Slide 76: Section Header

A. **Slide 77**. Click to make first picture (tree in green grass) appear. As participants how they would feel in this environment? Record answers on chart paper. Click to make second picture appear (traffic jam). Ask participants how they would feel in this environment? Record answers on chart paper.

When we consider the design of our physical environment, we are trying to do two things: promote engagement and prevent challenging behavior. Engagement means that the children are involved in a meaningful way with objects, materials,

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and other children. We have all seen the child who wanders from activity to activity, seemingly uninterested in what's going on in the environment around her. There may be many reasons why this is happening, but one reason could be that the environment is not interesting or developmentally appropriate for the child.

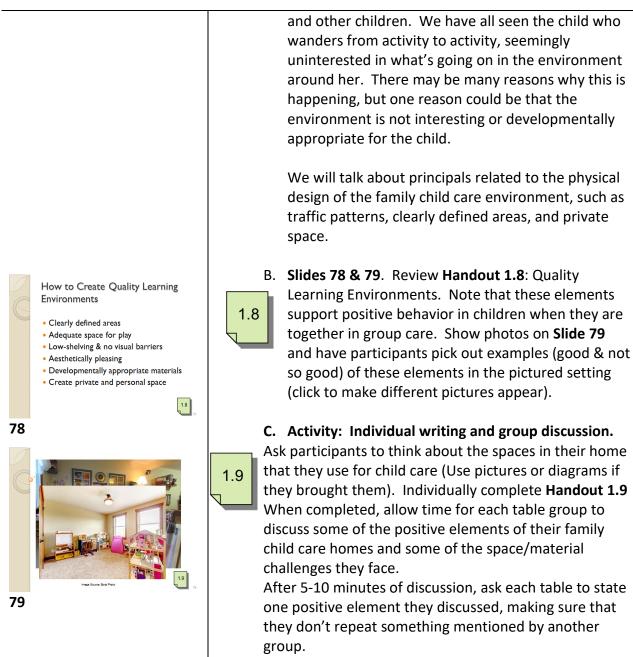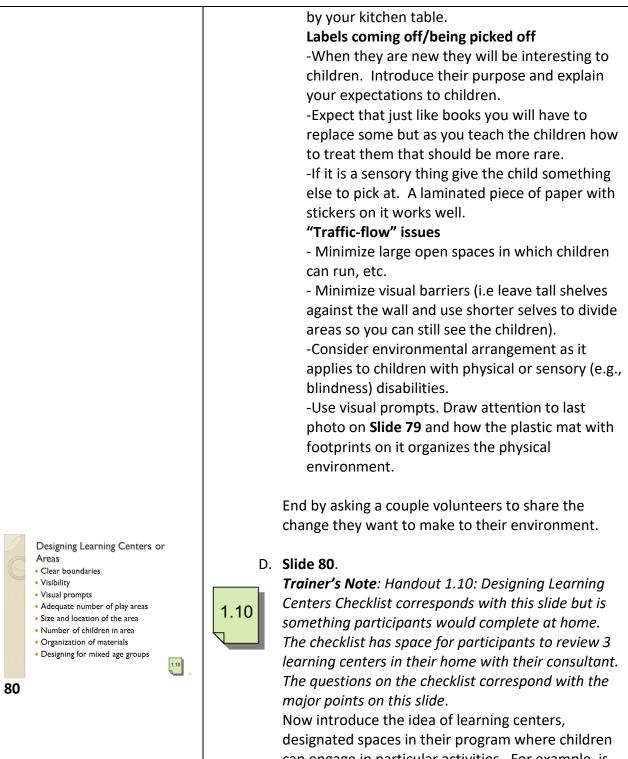We will talk about principals related to the physical design of the family child care environment, such as traffic patterns, clearly defined areas, and private space.

B. **Slides 78 & 79**. Review **Handout 1.8**: Quality Learning Environments. Note that these elements support positive behavior in children when they are together in group care. Show photos on **Slide 79** and have participants pick out examples (good & not so good) of these elements in the pictured setting (click to make different pictures appear).

C. **Activity: Individual writing and group discussion.**
Ask participants to think about the spaces in their home that they use for child care (Use pictures or diagrams if they brought them). Individually complete **Handout 1.9** When completed, allow time for each table group to discuss some of the positive elements of their family child care homes and some of the space/material challenges they face.
After 5-10 minutes of discussion, ask each table to state one positive element they discussed, making sure that they don't repeat something mentioned by another group.
Then, ask each table to state one environmental challenge.

> Common Challenges & talking points
> **Not enough space for interest areas**
> -Try to have at least 3 areas at a time but you don't have to have all areas all the time.
> -Be creative. For example a book area can be a basket of books that is labeled and placed by the couch that you already have in your living room. An art area can be a bookshelf with art supplies

How to Create Quality Learning Environments

- Clearly defined areas
- Adequate space for play
- Low-shelving & no visual barriers
- Aesthetically pleasing
- Developmentally appropriate materials
- Create private and personal space

1.8

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Image Source: Stock Photo

1.9

79

by your kitchen table.

Labels coming off/being picked off

-When they are new they will be interesting to children. Introduce their purpose and explain your expectations to children.

-Expect that just like books you will have to replace some but as you teach the children how to treat them that should be more rare.

-If it is a sensory thing give the child something else to pick at. A laminated piece of paper with stickers on it works well.

"Traffic-flow" issues

- Minimize large open spaces in which children can run, etc.

- Minimize visual barriers (i.e leave tall shelves against the wall and use shorter selves to divide areas so you can still see the children).

-Consider environmental arrangement as it applies to children with physical or sensory (e.g., blindness) disabilities.

-Use visual prompts. Draw attention to last photo on **Slide 79** and how the plastic mat with footprints on it organizes the physical environment.

End by asking a couple volunteers to share the change they want to make to their environment.

D. **Slide 80**.

Trainer's Note: Handout 1.10: Designing Learning Centers Checklist corresponds with this slide but is something participants would complete at home. The checklist has space for participants to review 3 learning centers in their home with their consultant. The questions on the checklist correspond with the major points on this slide.

Now introduce the idea of learning centers, designated spaces in their program where children can engage in particular activities. For example, is there an area for quiet activities, such as reading or listening to music on headphones? Is there an area where children can build things out of different materials? Is there an area for dress-up and pretend

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Designing Learning Centers or Areas
- Clear boundaries
- Visibility
- Visual prompts
- Adequate number of play areas
- Size and location of the area
- Number of children in area
- Organization of materials
- Designing for mixed age groups

1.10

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play? Strategies related to learning centers will increase the likelihood of children being engaged and decrease the likelihood of challenging behaviors. Talk about two aspects of planning learning centers – the physical design, as well as the materials and activities that occur in each area. Remember that infants and toddlers have different interests and needs and we will discuss those next.

Review the following major issues about the physical design of learning centers:

i. Have clear boundaries so that children know where the center begins/ends, and so that children are not crowded together.

ii. Make sure that you can see all the children and that the children can see you.

iii. Visual Prompts: use labels to identify where toys go. Also, if learning centers are closed for some reason, indicate that the centers are closed by using visual prompts such as sheets or blankets, circles with a slash through them, etc.

iv. Have enough centers for the number and ages of children in your care and enough materials within the centers so that children are engaged and not continually arguing over materials.

v. Consider the size of centers and the location of centers. For example, it is best to avoid having a center that is likely to have a high level of activity in it (e.g., block center, dramatic play) located close to a center where the child care provider wants quieter activities (e.g., listening centers, computer, homework station for older children, etc.) to occur.

vi. Use developmentally appropriate and creative ways to limit the number of children in centers if this is necessary (e.g., laminated cards containing children's names that can be moved into pockets at the center as opposed to a sign saying "2 children only").
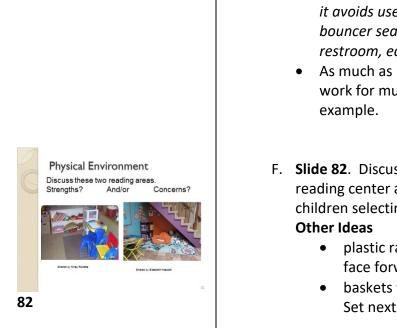
vii. Organize materials and keep them in

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appropriate places, taking into consideration children's development of independence skills.

viii. Have to be creative to balance the safety needs of infants/toddlers and need of preschool and school children to have developmentally appropriate materials that challenge them. Well talk about some ideas on the next slide.

What about mixed age groups?

Shared by Kay Strahorn

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E. **Slide 81**. What About Mixed Age Groups? It can be a challenge to meet the needs of multiple ages in one environment. For example, toys that develop fine motor skills in preschoolers and school-agers are often choking hazards for infants and toddlers. Also how to keep infants safe while you are engaged in other activities such as cooking meals. Designing a family child care program that meets the needs of children at various developmental levels requires some flexibility and thoughtful planning.

Instructor may share the following questions to prompt group conversation:

How might you create private spaces for older children to avoid younger children disrupting their focused play?

How can you store age-appropriate toys for preschoolers and school-agers that are choking hazards to infants and toddlers?

Brainstorm ideas with the group, noting that the concept of learning centers may need to be adapted to work well in their homes. Some ideas if not already mentioned are.

- Have "choke-ables" on higher shelves only preschoolers or school-agers can reach
- Store "choke-ables" in clear containers with lids that infants/toddlers can't open but preschoolers can
- Purchase materials that are dishwasher or machine washable so that they are easily cleaned if infants/toddlers mouth them.
- Use gates and furniture (making sure you still have visibility) to create an area where infants/toddlers can play safely. Click

presentation to show example of a shelving unit with a clear back which allows visibility. *Note: Children should not confined here all the time but it avoids use of containment devices such as bouncer seats while provider is cooking, using the restroom, ect..*

- As much as possible purchase materials that work for multiple age groups. Blocks are a good example.

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F. **Slide 82**. Discuss the strengths and concerns of each reading center arrangement. Do you imagine children selecting one area versus another – why? **Other Ideas**

- plastic rain gutters hung on wall, books can face forward without taking up floor space
- baskets where books can still face forward. Set next to a couch on an end table.

Trainer's Note: Evaluate how much time you have left in this class session. If time do optional partner activity on next slide; if not move onto next section on Schedules and Routines.

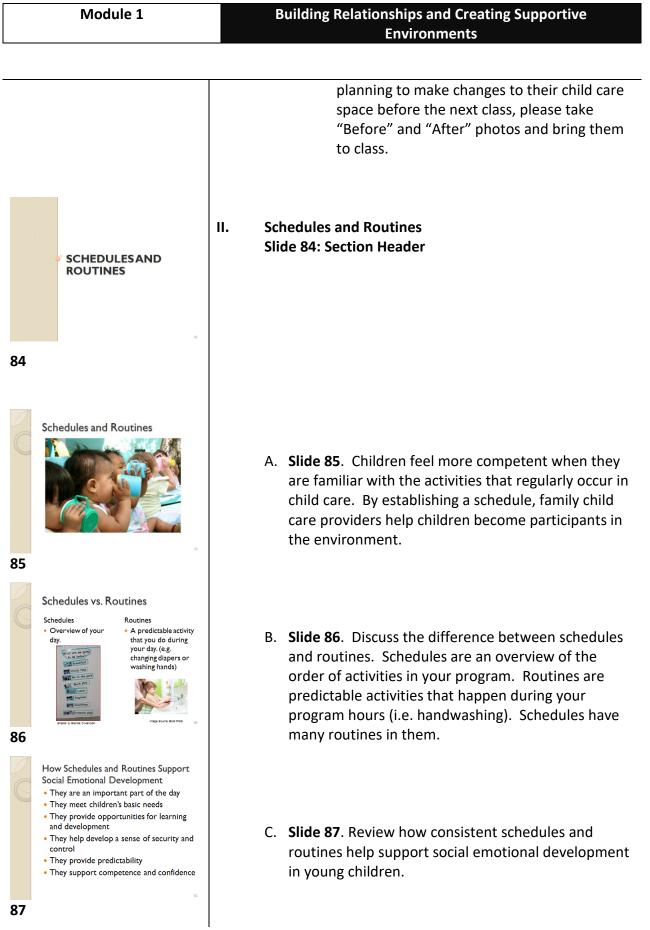**83**

Slide 83. Optional Partner Activity: Design A Space.
i. Have participants get in pairs.
ii. Distribute blank paper to participants (2 sheets for each group).
iii. Ask each group to sketch one of their childcare settings.
iv. Now ask them to redraw the environment to address ideas shared in the last few slides.
v. Then share major changes with other participants at the table.
vi. Ask the participants to think of one child who has significant challenging behavior. What might need to be done to the environment to support that child?
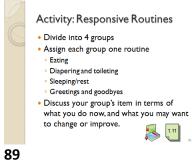vii. Encourage participants to visit each other's tables and share their sketches with one another. Suggest that if participants are

planning to make changes to their child care space before the next class, please take "Before" and "After" photos and bring them to class.

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II. **Schedules and Routines**
Slide 84: Section Header

85

A. **Slide 85**. Children feel more competent when they are familiar with the activities that regularly occur in child care. By establishing a schedule, family child care providers help children become participants in the environment.

86

B. **Slide 86**. Discuss the difference between schedules and routines. Schedules are an overview of the order of activities in your program. Routines are predictable activities that happen during your program hours (i.e. handwashing). Schedules have many routines in them.

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C. **Slide 87**. Review how consistent schedules and routines help support social emotional development in young children.

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Benefits for multi age settings

- All children benefit from consistent, dependable schedules and routines
- Younger children can watch and learn from older children
- Older children can develop a sense of competence by teaching younger children
- All children can develop respect and patience for differing levels of ability

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Activity: Responsive Routines

- Divide into 4 groups
- Assign each group one routine
  - Eating
  - Diapering and toileting
  - Sleeping/rest
  - Greetings and goodbyes
- Discuss your group's item in terms of what you do now, and what you may want to change or improve.

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D. **Slide 88**. Benefits for Multi-age Settings.
  i. As reviewed in the previous slide all children benefit from consistent schedules and routines.
  ii. A younger child can watch older children complete routines and learn from that modeling which is closer to their own skill level.
  iii. Adults can encourage older children to teach younger children how to do a routine like hand washing. This helps the younger child learn the routine but also fosters a sense of competence and helpfulness in the older child.
  iv. The provider can use the many natural differences in ability that are present in multiple age groups as a learning experience about differing abilities. Providers can help children understand that everyone has different abilities and nurture a sense of respect for everyone.

E. **Slide 89**. Responsive Routines **Handout 1.11** (participants will use part of the handout in this activity but they can also use the rest as an assessment tool or part of their action plan).

Additional Resource: Parent Posters and Provider Posters with ideas for how to help children through common routines (Divided by age range-Infants, Toddlers & Preschoolers).
In Module 1.2 we discussed how routines can be used to help build relationships. Now we will discuss how routines themselves can be structured to be responsive to children's needs which facilitate relationship building.
  i. Ask participants to divide into 4 groups.
  ii. Assign one routine to each group
    1. Eating
    2. diapering and toileting
    3. sleeping/rest
    4. Greeting and goodbyes
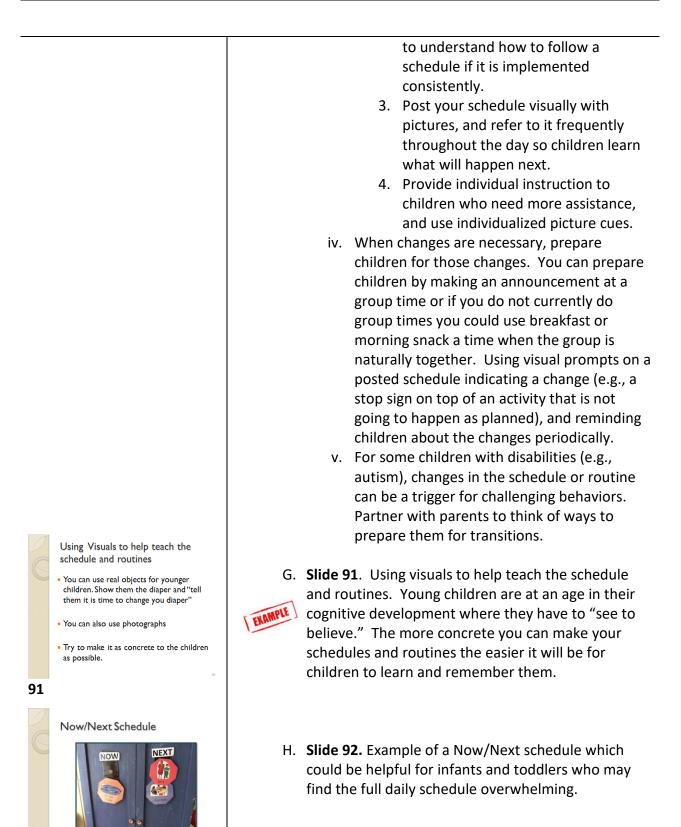 iii. Ask them to discuss items in their category in

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terms of what they do now, and what they may want to change or improve. (some sections are longer than others so some groups will not get through all their items)

    iv. Allow 5-10 minutes for discussion, and then bring the group back together.

    v. Ask each group to name one item from their list, and then describe how it is currently done, and how some members of the group might want to change how they do it.

F. **Slide 90**. The discussion focuses mostly on children over age two. Talk about how schedules for older children should be designed to promote child engagement. As we have talked about earlier, when children are engaged with a material, a peer, or an adult, they are less likely to be engaged in challenging behavior. Some of the things that will keep them engaged are:

    i. Balancing the activities so there is a mix of small group and large group activities and a mix of adult-directed and child-directed activities.

    ii. Teaching children the routine: We can't expect children to follow the routine if we don't teach it to them. For children, the order of the activities is more important than the times things should happen. Schedules and routines provide some security and a sense of what comes next; children are able to anticipate what will happen, and thus feel more secure.

    iii. Talk about different ways you can teach children to follow routines or schedules.

        1. Give positive acknowledgement to children as they go through the schedule of the day. For example, "Thank you for waiting patiently to wash your hands" or "You cleaned up all the toys and now you're ready for snack."

        2. Be consistent with your schedule and routines. Children will be more likely

Creating a Daily Schedule

- Develop a schedule that promotes child engagement and success
  - Balance activities:
    - Active and quiet
    - Small group and large group
    - Provider-directed and child-directed
  - Teach children the schedule
  - Establish a routine and follow it consistently
  - When changes are necessary, prepare children ahead of time

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to understand how to follow a schedule if it is implemented consistently.

3. Post your schedule visually with pictures, and refer to it frequently throughout the day so children learn what will happen next.

4. Provide individual instruction to children who need more assistance, and use individualized picture cues.

iv. When changes are necessary, prepare children for those changes. You can prepare children by making an announcement at a group time or if you do not currently do group times you could use breakfast or morning snack a time when the group is naturally together. Using visual prompts on a posted schedule indicating a change (e.g., a stop sign on top of an activity that is not going to happen as planned), and reminding children about the changes periodically.

v. For some children with disabilities (e.g., autism), changes in the schedule or routine can be a trigger for challenging behaviors. Partner with parents to think of ways to prepare them for transitions.

G. **Slide 91**. Using visuals to help teach the schedule and routines. Young children are at an age in their cognitive development where they have to "see to believe." The more concrete you can make your schedules and routines the easier it will be for children to learn and remember them.

H. **Slide 92.** Example of a Now/Next schedule which could be helpful for infants and toddlers who may find the full daily schedule overwhelming.

Using Visuals to help teach the schedule and routines

- You can use real objects for younger children. Show them the diaper and "tell them it is time to change you diaper"

- You can also use photographs

- Try to make it as concrete to the children as possible.

91

Now/Next Schedule

92

First/Then Photo Schedule

First | Then

Wash hands | Snack

93

Photograph Visual Schedule

94

Visual Handwashing Routines

95

Taking turns for older children

96

I. **Slide 93**. A First/Then Schedule, just a different version of the Now/Next schedule.

J. **Slide 94.** Example of a Photograph Visual schedule. Provider used photographs of the children engaging in the activities and then posted labels next to the photographs and put them in order of the daily schedule. You could also do this with clip art or more general pictures such as boardmaker.

K. **Slide 95.** This is an example of how you could use visuals to teach or remind children of the individual steps within a routine. These 2 examples break down the steps of handwashing into individual pictures.

L. **Slide 96.** Example of how you can use a visual to help older children be independent about taking turns with a popular item such as a computer.

Activity Table Talk: Make a Schedule

- Get out or quickly write down your daily schedule.
- You can choose to work individually or in small groups of 2 or 3
- Follow directions on Handout 1.12 to start the process of making your own visual schedule.

1.12

97

Using Visual Schedules

- You say it's time for outdoor play. One little boy refuses to go outside. When you try to guide him to the door, he drops to the ground and will not budge.

→ How can you use your visual schedule to teach?

1.13

98

M. **Slide 97**. Table Talk Activity: Make a Schedule
Trainers Note: If possible bring examples or pictures of visual schedules to give participants some concrete ideas.

   i. Refer participants to **Handout 1.12**
   ii. Participants can complete this activity individually or in small groups.
   iii. Give participants 5 minutes to think and/or discuss what changes might need to be made in the schedule to either increase engagement or prevent challenging behaviors for all of the children. Have them also think about specific adaptations that might be needed for the children with the most challenging behavior.
   iv. Encourage participants to consider the following questions:
      1. Is there a balance of large and small group activities?
      2. Is the length of activities appropriate (neither too long nor too short)?
      3. Are there too many transitions?
      4. Could some transitions be eliminated or the length decreased?
   v. Have participants use the bottom portion of **Handout 1.12** to write down ideas about what visuals they would use for each activity on their schedule.

N. **Slide 98**. This activity will be an example of the role play activity that participants will be doing on slides 99-102 with **Handout 1.13**. Ask a participant to play the role of the child, using the vignette on slide 98. The instructor will play the role of the child care provider, modeling the use of a visual schedule to help teach the child. Instructor may say something like, "Peter I can tell because you fell on the floor that you might not want to go outside right now. (*Point to outside time on the example visual schedule*). Right now is our chance to play outside but next we will come back inside and have lunch and later you will have another chance to play
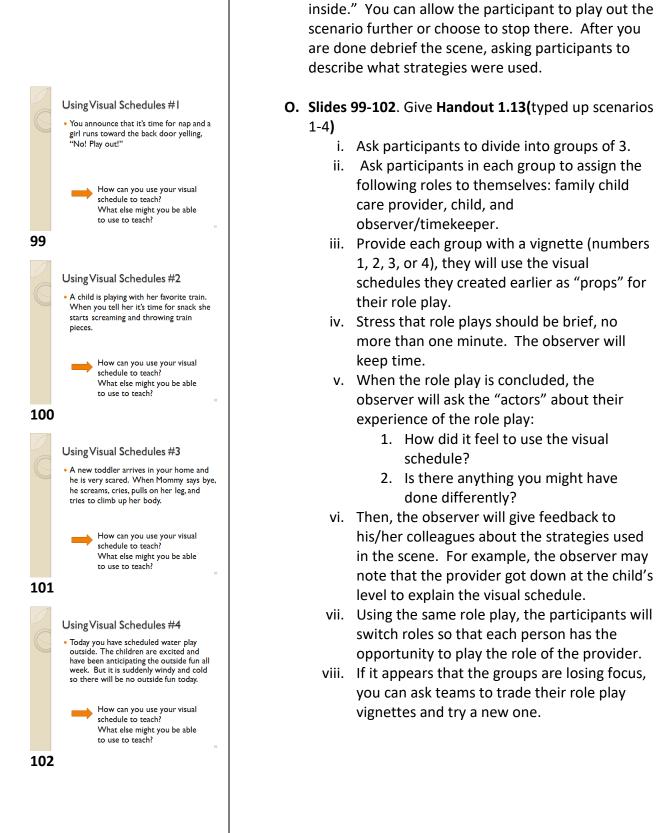
Using Visual Schedules #1

- You announce that it's time for nap and a girl runs toward the back door yelling, "No! Play out!"

How can you use your visual schedule to teach?
What else might you be able to use to teach?

99

Using Visual Schedules #2

- A child is playing with her favorite train. When you tell her it's time for snack she starts screaming and throwing train pieces.

How can you use your visual schedule to teach?
What else might you be able to use to teach?

100

Using Visual Schedules #3

- A new toddler arrives in your home and he is very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up her body.

How can you use your visual schedule to teach?
What else might you be able to use to teach?

101

Using Visual Schedules #4

- Today you have scheduled water play outside. The children are excited and have been anticipating the outside fun all week. But it is suddenly windy and cold so there will be no outside fun today.

How can you use your visual schedule to teach?
What else might you be able to use to teach?

102

inside." You can allow the participant to play out the scenario further or choose to stop there. After you are done debrief the scene, asking participants to describe what strategies were used.

O. **Slides 99-102**. Give **Handout 1.13(**typed up scenarios 1-4**)**

  i. Ask participants to divide into groups of 3.
  ii.   Ask participants in each group to assign the following roles to themselves: family child care provider, child, and observer/timekeeper.
  iii. Provide each group with a vignette (numbers 1, 2, 3, or 4), they will use the visual schedules they created earlier as "props" for their role play.
  iv. Stress that role plays should be brief, no more than one minute. The observer will keep time.
  v. When the role play is concluded, the observer will ask the "actors" about their experience of the role play:
      1. How did it feel to use the visual schedule?
      2. Is there anything you might have done differently?
  vi. Then, the observer will give feedback to his/her colleagues about the strategies used in the scene. For example, the observer may note that the provider got down at the child's level to explain the visual schedule.
  vii. Using the same role play, the participants will switch roles so that each person has the opportunity to play the role of the provider.
  viii. If it appears that the groups are losing focus, you can ask teams to trade their role play vignettes and try a new one.

Transitions

103

Let's Brainstorm…

- How do you know when transitions **are** going well?

- How do you know when transitions **aren't** going well?

104

Plan for Transitions

- Minimize the number of transitions per day.
- Minimize the length of time children spend waiting.
- Prepare children for transitions by providing a warning.
- Give children something to do while they wait.
- Teach children the expectations related to transitions.
- Individualize supports and cues.

105

III.   **Transitions**
Slide 103: Section Header
Another issue that is closely related to schedules and routines is transitions.
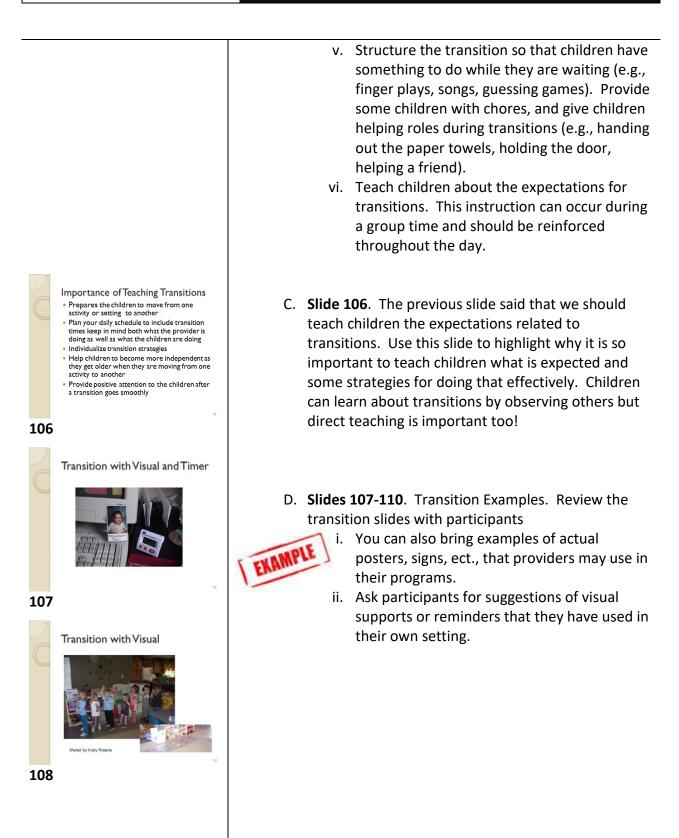
A. **Slide 104**. Ask participants to consider the kinds of transitions that occur in their family child care program on a daily basis: getting ready for lunch, moving from outdoor play to indoor play, getting ready to go home, etc.
Brainstorm with the group the following questions:
  i.   How do you know when transitions are going well?
  ii. How do you know when transitions aren't going well?

B. **Slide 105**. Challenging behaviors often occur during transitions, especially when all children are expected to do the same thing at the same time and then end up waiting with nothing to do. We know from research that children often spend a significant proportion of their day making transitions between activities.

So, our goal should be to:
  i.   Minimize the number of transitions that children have during the day.
  ii. Plan transitions so that there is a minimal amount of time spent in transition and that children are highly engaged during the transition.
  iii. Give children a warning before a transition occurs
  iv. Minimize those transitions during which every child has to do the same thing at the same time (e.g., Does every child have to go to the bathroom at the same time? Could snack be part of center time?).

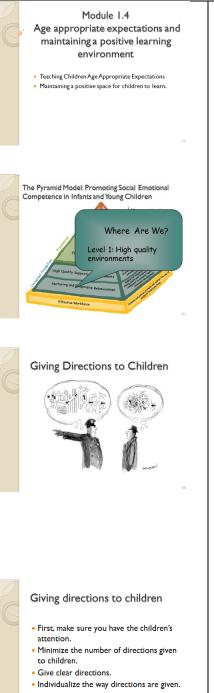**Importance of Teaching Transitions**
- Prepares the children to move from one activity or setting to another
- Plan your daily schedule to include transition times keep in mind both what the provider is doing as well as what the children are doing
- Individualize transition strategies
- Help children to become more independent as they get older when they are moving from one activity to another
- Provide positive attention to the children after a transition goes smoothly

106

Transition with Visual and Timer

107

Transition with Visual

Shared by Kristy Roberts

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> v. Structure the transition so that children have something to do while they are waiting (e.g., finger plays, songs, guessing games). Provide some children with chores, and give children helping roles during transitions (e.g., handing out the paper towels, holding the door, helping a friend).
> vi. Teach children about the expectations for transitions. This instruction can occur during a group time and should be reinforced throughout the day.

C. **Slide 106**. The previous slide said that we should teach children the expectations related to transitions. Use this slide to highlight why it is so important to teach children what is expected and some strategies for doing that effectively. Children can learn about transitions by observing others but direct teaching is important too!

D. **Slides 107-110**. Transition Examples. Review the transition slides with participants
   i. You can also bring examples of actual posters, signs, ect., that providers may use in their programs.
   ii. Ask participants for suggestions of visual supports or reminders that they have used in their own setting.

109

Transition with Choice

110

Transition with Visual Choice

111

Action Plan!

- Look at Sections D, E & F of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

E. **Slide 111**.

   i. Have participants get out their **Implementation Guide.** Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.

   Trainer's Note: Depending on participant's prior knowledge, today's class may have lots of actionable items for participants to work on. Encourage participants not to feel like they have to change everything at once; choose one thing they want to work on first and they can continue working on these environment changes with their consultant even though class topics will move on.

   ii. Give participants a few minutes to individually look over Sections D,E & F and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some

ideas for implementation. In other words, how are they going to "set themselves up" to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.

iii. There will be time at the beginning of the next session to share successes and challenges.

Module 1.4: Age Appropriate Expectations and Maintaining a Positive Learning Environment

Introduction
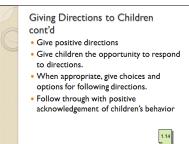
- Welcome Back
- Ask participants to take out their **Implementation Guide** and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children.
- **Slide 112**. Introduce topics for today's session.

- **Slide 113**. Pyramid Model. Remind participants how today's topics (and Module 1 in general) fits into the Pyramid Model.

I. **Giving Directions to Children**
    A. **Slide 114. Section Header**
        Giving Directions. Research has shown that preschool children have high rates of not following directions. While this can occur for various reasons, how adults give directions can make a difference. Directions that are stated negatively ("why haven't you put up the toys?") or directions that are stated as questions ("can you help me put up the toys?") may confuse children or make them less likely to follow the direction.

    B. **Slide 115 & 116** . Here are some strategies that can be used to increase the likelihood that children will follow your directions:
        i. Make sure you have the child's attention before you give the direction. Many times, the child may not even hear the direction or realize the direction is being given to him. You can begin a direction to a group by saying, "I need everyone to listen" or you

Giving Directions to Children cont'd

- Give positive directions
- Give children the opportunity to respond to directions.
- When appropriate, give choices and options for following directions.
- Follow through with positive acknowledgement of children's behavior

1.14

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can begin a direction to an individual child by tapping him on the shoulder or saying his/her name.

ii.   Minimize the number of directions given to children. Research shows that adults give a very high number of directions to children, many of which they do not follow. It is important to only give directions that you want the child to comply with, give directions in a positive way that tells the child specifically what to do, and give the child time to respond before giving another direction. Also, it is important to follow through if the child does not follow the direction.

iii. Give clear directions. Tell the child exactly what you want her to do. Avoid directions that are vague such as "be careful" or "settle down." These directions could be substituted with "hold on to the railing" or "sit quietly."

iv. Individualize the way directions are given. Some children may respond well to verbal direction, while others may need physical or visual prompts to follow the direction.

v. Give directions that are positive. Maintain a positive tone when you give directions. Give **Handout 1.14** and ask participants to complete Part 1. Review responses as a large group. Then ask participants to complete Part 2 by rewriting statements in a positive manner. Review as a group if there is time.

vi. Give children the opportunity to respond to a direction. Avoid giving multiple directions at one time without giving the child a chance to respond and without

acknowledging the child for responding. The younger the child, the fewer directions should be given at one time.

vii. When appropriate, give the child choices and options for following directions. Sometimes it is important that children follow a direction in a specific way; but other times, it is OK to give the child some options. For example, during a transition time, the caregiver might say "you need to sit quietly – you can either get a book or you can draw a picture."
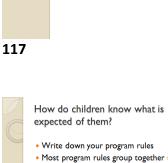
viii. Follow through with positive acknowledgement of children's behavior. It is important that children understand when they are following directions. Let them know!

II. **Teaching Children Age Appropriate Expectations**
Slide 117: Section Header

TEACHING CHILDREN AGE APPROPRIATE EXPECTATIONS

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How do children know what is expected of them?

- Write down your program rules
- Most program rules group together under three broad expectations:
  - We are Safe (mark with an S)
  - We are Respectful (mark with an R)
  - We are Friendly (mark with an F)

118

A. **Slide 118**. How do children know what is expected of them? Ask participants how children know what is expected of them? If not stated by the group, mention that rules are one way that children learn what is expected. Then Click on presentation to make first statement appear.

Rules vs Expectations Activity:

i. Have participants write down their program rules, if they have them. Ask participants' why having rules is important?

ii. Click on presentation to make the 3 Expectations appear. Explain that most rules can fit under these 3 broad

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expectations. Have participants mark where each of their rules fit.

   iii.   Ask the group to consider this shift in thinking: rather than emphasizing rules, stating expectations helps children understand why certain behavior is important.

119

When we use expectations , rules become examples

1. **We are safe**.   1. *"Put away your toys after you've finished playing"* (so no one trips over them).

2. **We are respectful**.   2. *"Use your indoor voice"* (so you don't disturb the sleeping babies).

B. **Slide 119.** Explain that Expectations are different than Rules because they are <u>characteristics</u> or <u>traits</u> that we want to instill in children not specific behaviors that we want to see. When we use expectations, rules become examples of those expectations. Discuss examples on slide and then ask the group for other examples from their own program rules.

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General Guidelines about Expectations
- Keep it simple
- Involve the children in developing examples
- Post the expectations and examples visually
- Teach the expectations systematically
- When first learning the expectations, call attention to children when they follow them.
- Linking the behavior to the expectation. "Wow, you walked quietly to the bathroom. That was really respectful!"

C. **Slide 120.** General Guidelines about Expectations. Describe general guidelines about expectations and their examples (e.g., stated positively, fewer than five, developmentally appropriate, posted visually, clear and concise).

121

Expectations Example

122

Three Languages!

D. **Slides 121 & 122**. Examples of expectations posted in the child care environment.

What are expectations about ?

- Noise level
- Movement inside
- Interactions with Property
- Interactions with adults
- Interactions with peers

123

Creating Expectation Examples

- Keep examples positive
  - For "We are Safe": Pick up toys (to prevent tripping)
- Unlike rules, which may need constant additions, expectations are often broad enough to encompass new and unexpected situations.
  - After some juice spills, a child knows to wipe it up to keep people safe (not just to "clean up")

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Table Talk: Expectation Examples

1. In groups, you will focus on one part of the schedule :
   - Arrival & Departure
   - Large Group Activities (i.e. reading a story together)
   - Free Play (interest centers)
   - Outside
   - Meals & Snacks
   - Bathrooms
2. For your assigned area, generate several examples for each expectation:
   - We Are Respectful
   - We Are Safe
   - We Are Friendly
3. Brainstorm fun and creative ways for teaching them!

125

E. **Slide 123**. What are Expectations About? Discuss what general expectations should address (e.g., noise level, movement, interactions with adults, children, and materials). Talk about how you can't expect children to understand expectations without teaching them. Explain how expectations can be taught and reinforced throughout the day.

F. **Slide 124**. Creating Expectation Examples. As you are teaching expectations, you can connect them to children's on-going behavior (e.g., "Who has been friendly today? Tell us what you did." 'Yes, I saw Corinne sharing the glue with Ed at the art table."). These statements are examples of positive descriptive acknowledgement, which will be discussed more fully today.

G. **Slide 125**. Have groups work on developing specific examples for one part of their daily schedule.
  i. Remind them that they can use their rules as examples.
  ii. Allow 10-15 minutes for discussion, and then ask each group to present their ideas to the class.
  iii. Ask participants why it is a good idea to have children involved in developing examples (e.g., they will understand them better, provides ownership, builds a learning opportunity, etc.).
  iv. Recognize that many children will want to state an example in a negative way – no hitting rather than "gentle hands." You can use the negative examples as you teach the expectations, however you should stick with positive examples for posting.

Involve Children in Developing the Examples
- Children can help create the examples.
- Name the expectation and example (rule) and ask a child to demonstrate the example.
- Name the expectation and ask children to identify visuals that might go on a poster.
- Ask children to help decorate different expectations posters.

126

Fun ways to reinforce your expectations.
- Make a big book of expectations.
- Home Rules/Expectations
- Play "Expectations Charades"
- Share you program expectations with you families

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H. **Slide 126**. Present some ways to involve children in developing the examples. For example:
  i. Children can be involved in generating examples that go with the expectations (it will be important that child care providers have had some time to reinforce those behaviors they would like to see so that children have an idea of what the program expectations are).
  ii. Children can help decide what visuals to put on posters around the room to help remind themselves of program expectations.
  iii. Children can decorate an expectations poster.
  iv. Children can pose for photos demonstrating examples.

I. **Slide 127**. Fun Ways to Reinforce Expectations. Present additional ideas to reinforce program expectations:
  i. Big Book of Program Expectations: Using large pieces of paper, children can help make pictures and pages about each expectation, laminate the pages, and turn the pages into a big book. They can also use the photos of themselves demonstrating the examples for the book.
  ii. Home Rules/Expectations: Children draw a picture of their home and take it home with them with some blank circles. Children and parents write their home rules on the circle, tape them to the picture of their home, and send it back to the family child care home for sharing.
  iii. Expectations Charades: Have a child model an expectation, and have the other children guess the expectation they are modeling.

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MAINTAINING A POSITIVE ATMOSPHERE FOR CHILDREN TO LEARN

129

Video 1.7 Positive Attention

clip 1.7

1.15

III. **Maintaining a Positive Atmosphere for Children to Learn**
Slide 128. Section Header

Explain to participants that we are now going to talk about Positive Attention. We'll be watching a video clip of a teacher and some preschool children. Ask them to count the number of times the teacher says positive things or uses positive nonverbal behaviors such as high fives, pats on the back, and handshakes. Also, jot down specific things that the teacher says or does (verbal and nonverbal).

A. **Slide 129.** Video clip and small group discussion
Handout 1.15
Note to instructor: Occasionally participants will remark that they would not do this activity because they do not have snow in their geographic location. Although it is important to use the children's environment as a learning tool, they also benefit from learning about things that aren't in their daily environment. For example, children in urban school learn about farm animals, as well as where their food is grown.

   i. After watching the video, participants can discuss the behaviors they saw and heard the teacher use.
   ii. Have participants discuss different ways they can provide positive attention in their program.
   iii. After 10-15 minutes, bring the group back together and ask each group to shout out one idea for providing positive attention.
   iv. Continue the discussion by asking participants for suggestions on how to keep caregivers focused on the positive throughout the day. Examples might include having visual cues posted in the room as reminders (e.g., smiley faces, key words that trigger you to remember to acknowledge positive behavior).

Catch them being good!!

- Give children attention when they are doing the appropriate thing
- Give the feedback for effort, thinking , and problem solving.
- Always take a look at our reaction to be sure that we are not giving more attention to the negatives behaviors than the positive ones.
- As the provider we have the power and control to teach children a better way.

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B. **Slide 130**. This slide discusses how to "catch children being good" and therefore make enough "deposits" to have a positive balance in your child care program.

   i. Give children attention (e.g., verbal, nonverbal) when they are engaged in appropriate behaviors. Too often, we don't acknowledge when things are going along smoothly. This doesn't have to be a big deal it can be just a wink or a thumbs up.

   ii. Provide feedback for the child's effort, thinking, and problem-solving (e.g., "What a great idea! Brilliant thinking in figuring that out!"), versus emphasizing quality of work (e.g., "Nice picture!"). Balance positive feedback and encouragement with engaging children in authentic conversations. You do not want to engage in a monologue or one-way conversation.

   iii. Adults need to monitor their own behavior to make sure they are spending more time using positive, descriptive language and less time giving directions or correcting inappropriate behavior. (If you think of a balance scale where you put something on each end the balance in your program should always be tipped toward the positive!) Ask participants how they might monitor the amount of time they are spending using positive, descriptive language? (Could be something that they have their consultant observe since most often providers are by themselves with the children.

Table Talk

- What are some ways you can remind your self to "catch them being good??"

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C. **Slide 131**. In groups of 3-4 ask participants to discuss the question, "How can you remind yourself to 'catch' children behaving appropriately?'"

   i. After a brief discussion, ask volunteers to share their ideas with the class.

   ii. Refer participants to the article called **"Acknowledging Children's Positive**

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Positive Feedback and Encouragement

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D. **Slide 132**.
Additional Resources located in the Module 1.4 Additional Resources Folder:
"Not in Praise of Praise" by Kathleen Gray
"Five Reasons to Stop Saying 'Good Job!"

Related to positive attention is positive feedback and encouragement. Click on slide to make quote appear. Tell participants that you are going to give them a few minutes to read and think about the quote then ask for reactions/comments.

Quote: *To many of us, praise seems like such a good, positive way to get children to behave. It's a way to make them feel good about themselves so they'll try harder to do what they should. We congratulate ourselves that we have abandoned the use of criticism in exchange for teaching with praise. What we fail to see is that praise is simply the positive face of criticism, that both presume the right of one person to impose judgment on another.*
-Kathleen Grey

Make the point that although we want our positive attention to the children to outweigh the negative/directive, we want it to be authentic and not just another way to "control" the children. If your praise is authentic it builds relationships if it isn't it creates children dependent on your praise.

You could introduce the following example from the article "Not in Praise of Praise" to relate to experiences that adult participants may have had. *"As an adult, have you ever had the feeling that your…performance was below par, only to hear a "Good job" from your supervisor or to find an "A" on your essay? Did you then retain your original judgment of your performance or did you immediately revise it to fit with the praise you'd received from someone with authority? Did you wonder about the praise and what you had done to*
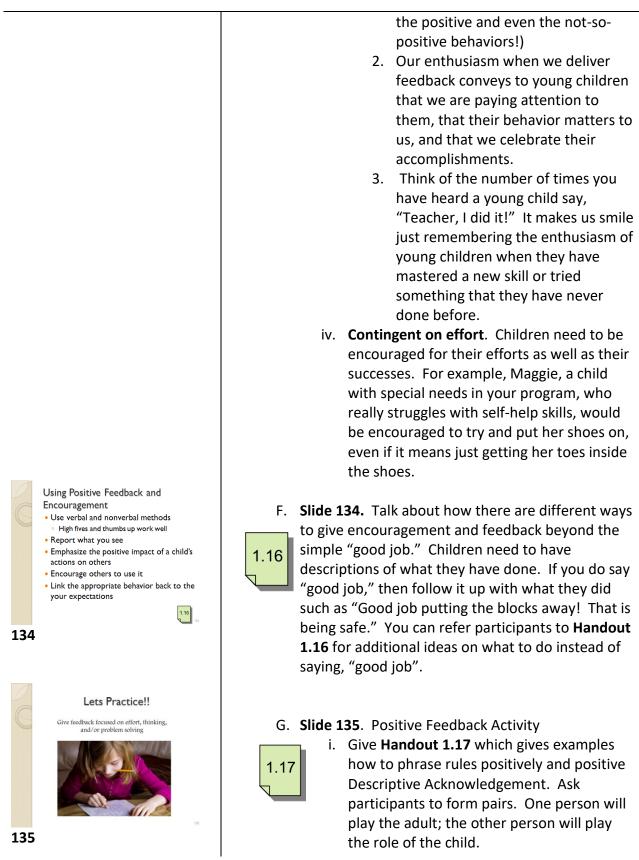
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justify it? Did the praise help you understand why it was a "good job"? Or did it just make you wonder what you should do next time in order to win such a comment again?"

E. **Slide 133**. Positive Feedback and Encouragement: 4 Principles.

Additional Resource: The Parent Posters and Provider Posters from Module 1.3 regarding routines offer good ideas about positive feedback related to each routine. (They are located in the Module 1.3 additional resources)

> i. **Contingent on appropriate behavior**. For example, when Cameron hangs his coat in his cubby, the caregiver can acknowledge it by saying, "Cameron, thank you so much for hanging up your coat all by yourself." When you observe Patrick washing his hands before lunch, you can give him positive feedback with a thumbs-up and verbally describing what he did.
>
> ii. **Descriptive**. Rather than just saying "good job" or "thanks," you provide a brief description of the behavior you just observed. This feedback helps children know exactly what the behavior is that you would like to see repeated. For example, you might say, "Wow, Patrick! You just washed your hands all by yourself without Ms. Ellie or me telling you to do it."
>
> iii. **Conveyed with enthusiasm**. Tone of voice, facial expressions, being down at a child's level and the timeliness of when the positive feedback is delivered are all variables that affect the spirit in which positive feedback is accepted.
>> 1. Many children inherently like feedback from adults, and as we know, they will typically do many things to gain adults' attention (yes,

Slide 133 panel

Positive Feedback and Encouragement 4 Principles

- Based on appropriate behavior
- Descriptive must be more than "good job", or "thanks".
- Delivered with enthusiasm
- Encourage children for their effort as well as the successes.

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the positive and even the not-so-positive behaviors!)

2. Our enthusiasm when we deliver feedback conveys to young children that we are paying attention to them, that their behavior matters to us, and that we celebrate their accomplishments.

3. Think of the number of times you have heard a young child say, "Teacher, I did it!" It makes us smile just remembering the enthusiasm of young children when they have mastered a new skill or tried something that they have never done before.

iv. **Contingent on effort**. Children need to be encouraged for their efforts as well as their successes. For example, Maggie, a child with special needs in your program, who really struggles with self-help skills, would be encouraged to try and put her shoes on, even if it means just getting her toes inside the shoes.

F. **Slide 134.** Talk about how there are different ways to give encouragement and feedback beyond the simple "good job." Children need to have descriptions of what they have done. If you do say "good job," then follow it up with what they did such as "Good job putting the blocks away! That is being safe." You can refer participants to **Handout 1.16** for additional ideas on what to do instead of saying, "good job".

G. **Slide 135**. Positive Feedback Activity

i. Give **Handout 1.17** which gives examples how to phrase rules positively and positive Descriptive Acknowledgement. Ask participants to form pairs. One person will play the adult; the other person will play the role of the child.

Using Positive Feedback and Encouragement
• Use verbal and nonverbal methods
  ◦ High fives and thumbs up work well
• Report what you see
• Emphasize the positive impact of a child's actions on others
• Encourage others to use it
• Link the appropriate behavior back to the your expectations

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Lets Practice!!

Give feedback focused on effort, thinking, and/or problem solving
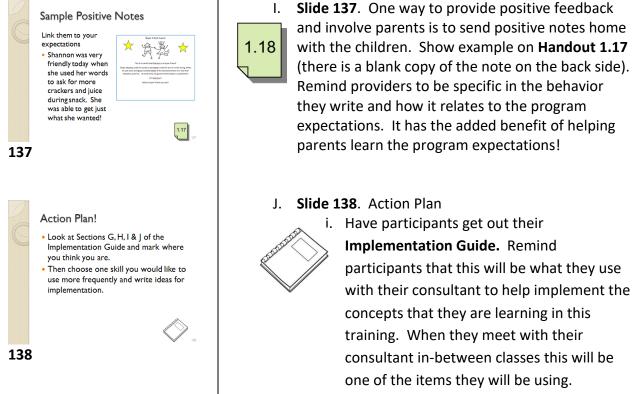
135

ii.   After the instructor describes a scenario (see examples below), the adult will give feedback to the child, focusing on effort, thinking, and problem solving.

iii.   They can also use ideas from **Handout 1.16** to give feedback.

iv.   After the first round, ask a few participants to share their statements with the group.

v.   Then, continue with the rest of the scenarios, with the same person playing the role of the adult.

vi.   The partners will then switch roles, and the instructor will read aloud the same situations, giving the other member of each dyad the opportunity to practice positive feedback.

To be read aloud by the instructor:

1.   "Kenya has been trying to draw a dinosaur for the last ten minutes. He finally brings his picture over to you to see what he has done." What might you say to Kenya at this moment?

2.   "Eva often forgets to wash her hands before snack. But today she remembered without any prompting by the you." What might you say to Eva at this moment?

3.   "Marisa's hands were full, so she couldn't open the door by herself. So, she called for her friend Jonah to help her." What might you say to Marisa at this moment?

4.   "Baby Tony, who is just learning to walk, is playing with a ball on the living room floor. When it rolls away from him, Erika, a five year old in your program, encourages him to go get it." What might you say to Erika at this moment?

H.   **Slide 136**. *(Optional Activity Below)*
Provide Authentic Support. We do need to remember that positive feedback and encouragement should be individualized for each child. For example, some children may not feel comfortable being encouraged in front of a group, while others may really like to be encouraged in

Provide Authentic Support
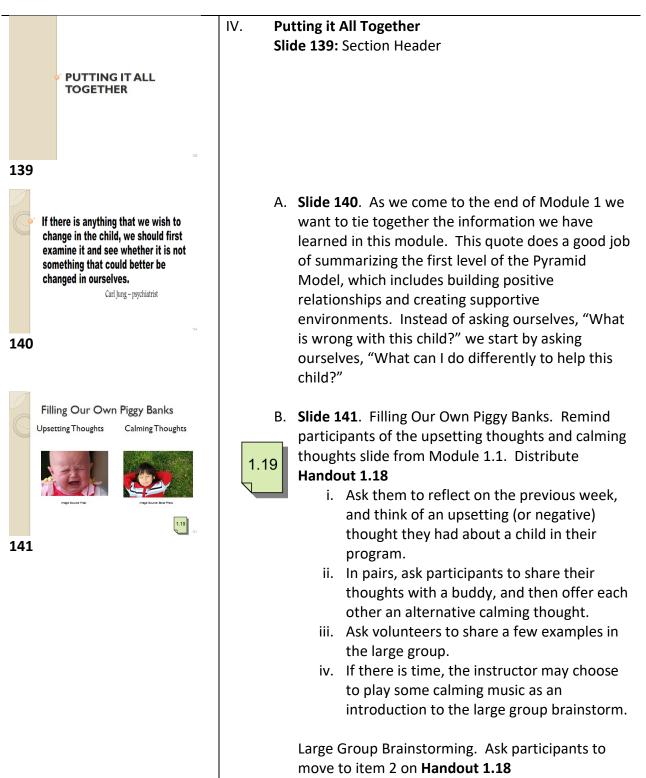• Some examples…

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front of peers. Some may prefer non-verbal methods while others prefer verbal. Additionally there also may be cultural variations on what is typical and/or acceptable.

Share an example (such as the following), noting the individual differences of children:
Relate the example of Kunal, a 4 year old boy who struggled to be independent and was extremely persistent. After trying for many minutes to complete a task such as riding his bike up a slight incline and numerous slips backwards, he would get angry at his mom and dad if they acknowledged his efforts. He would even go so far as to say, "Don't say, "You did it!" or if they patted his back as he finally peddled away, he would cry out, "No, don't pat me." For Kunal, the challenge, and then ultimate success, although stressful and frustrating at times, was rewarding enough at that moment. His parents learned that bringing up these successes later (e.g., at bedtime when talking about the day, or hugging him and telling him how proud they were that he was learning to ride his bike so well) was a better strategy for providing positive feedback on Kunal's efforts.

Optional Writing Activity

I.   With a partner, have participants list three behaviors that they would like to see more of in their programs (partners do not have to end up with the same list but rather, through discussion, develop their own lists of behaviors to target).

II.   Consider behaviors that are likely to take the place of challenging behaviors. This list becomes the behaviors participants should encourage at high rates when they return to their family child care homes.

III.   Ask volunteers to share some of their targeted behaviors, as well as their plans for encouraging them.

Sample Positive Notes

Link them to your expectations
- Shannon was very friendly today when she used her words to ask for more crackers and juice during snack. She was able to get just what she wanted!

1.17

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Action Plan!

- Look at Sections G, H, I & J of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

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I. **Slide 137**. One way to provide positive feedback and involve parents is to send positive notes home with the children. Show example on **Handout 1.17** (there is a blank copy of the note on the back side). Remind providers to be specific in the behavior they write and how it relates to the program expectations. It has the added benefit of helping parents learn the program expectations!

1.18

J. **Slide 138**. Action Plan
   i. Have participants get out their **Implementation Guide.** Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.
   ii. Give participants a few minutes to individually look over Sections G,H,I & J and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to "set themselves up" to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.
   iii. There will be time at the beginning of the next session to share successes and challenges.

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IV. **Putting it All Together**
Slide 139: Section Header

A. **Slide 140**. As we come to the end of Module 1 we want to tie together the information we have learned in this module. This quote does a good job of summarizing the first level of the Pyramid Model, which includes building positive relationships and creating supportive environments. Instead of asking ourselves, "What is wrong with this child?" we start by asking ourselves, "What can I do differently to help this child?"

B. **Slide 141**. Filling Our Own Piggy Banks. Remind participants of the upsetting thoughts and calming thoughts slide from Module 1.1. Distribute **Handout 1.18**

   i. Ask them to reflect on the previous week, and think of an upsetting (or negative) thought they had about a child in their program.

   ii. In pairs, ask participants to share their thoughts with a buddy, and then offer each other an alternative calming thought.

   iii. Ask volunteers to share a few examples in the large group.

   iv. If there is time, the instructor may choose to play some calming music as an introduction to the large group brainstorm.

Large Group Brainstorming. Ask participants to move to item 2 on **Handout 1.18**

   i. Encourage them to suggest ways that they can make deposits in their own piggy banks.

   v. What do they find helpful when they are becoming stressed?

vi. What can they do before they experience stress?

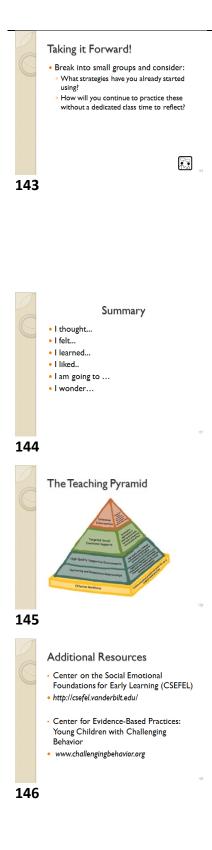vii. Encourage participants to use one another as a resource, or as a form of deposits.

Optional Rest and Relaxation Activity

Tell participants we are going to do a relaxation activity. This activity works best if you have space put some distance between themselves and stretch out. Encourage providers to find a spot with enough room to stretch out so they may have to move their chairs. Use the **progressive relaxation script** from the **Additional Resources for Section 1.4** or another script of your choosing**.**   Read to providers in a slow, relaxing tone of voice.

Key Points from Module I
- Build positive relationships with every child and family.
- Set up your environment to prevent challenging behavior.
- Focus on teaching appropriate behavior.
          AND….
- There are no quick fixes to challenging behavior, but a focus on what you want to see and creating a positive atmosphere is a good start!

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C. **Slide 142**. Key Points from Module 1. Highlight the four major messages presented in Module One.

   i.   The first and most important thing that we can do is to build positive relationships with every child and family (as well as with the other professionals who work with the child and his/her family).

   ii. Set up your environment to prevent challenging behavior.
      1. Physical environment
      2. Schedules and Routines
      3. Transitions

   iii. Focus on teaching appropriate skills

   iv. Promoting social emotional development is not easy. There are no quick fixes to challenging behavior. Using positive descriptive acknowledgement is one of the best ways to promote healthy development!

   v.   Promoting children's social emotional development requires a comprehensive approach that includes building relationships, evaluating our own programs and behaviors, and TEACHING.

Taking it Forward!

- Break into small groups and consider:
  - What strategies have you already started using?
  - How will you continue to practice these without a dedicated class time to reflect?

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Summary

- I thought...
- I felt...
- I learned...
- I liked..
- I am going to …
- I wonder…

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The Teaching Pyramid

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Additional Resources

- Center on the Social Emotional Foundations for Early Learning (CSEFEL)
- http://csefel.vanderbilt.edu/

- Center for Evidence-Based Practices: Young Children with Challenging Behavior
- www.challengingbehavior.org

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D. **Slide 143**. Table Talk Activity: Taking it Forward! The focus in this section is to help participants determine how they will continue to work on the ideas and practices learned in this class.
   i. Begin by asking small groups to consider how they will continue to practice these strategies (questions on point slide).
   ii. After 10 minutes, ask each group to shout out one idea (no repeats) until all suggestions are heard.
   iii. Encourage and expand upon suggestions that include mutual support among providers.

E. **Slide 144**. To close Module One, ask participants to finish one of the sentence stems on the slide. Depending upon class size, you can do a round-robin in which participants finish the sentence aloud. If the group is too large, however, ask for 5-6 volunteers to share their responses.

F. **Slide 145**. The Teaching Pyramid. Show slide describing the Teaching Pyramid and emphasize that it works most effectively as a comprehensive, program-wide approach and that we will discuss the Targeted Social Emotional Strategies in Module 2.

G. **Slide 146**. Additional Resources. Show this slide to direct participants to websites for additional materials. Answer any final questions. Remind participants of dates for Module 2 classes.