Positive Behavior Management

Online Course Workbook
This workbook supplements the online training “Positive Behavior Management.” This training is offered by the Delaware Institute for Excellence in Early Childhood.

OVERVIEW OF LESSONS

Lesson 1: What is Positive Behavior Management?
Lesson 2: Quality Supportive Relationships with Children
Lesson 3: Positive Environments and Developmentally Appropriate Practice
Lesson 4: Your Role in Positive Behavior Management
Lesson 5: Strategies for Managing Behavior
Lesson 6: Nature and Physical Activity
LESSON 1

By the end of this lesson, you will be able to...

1. Summarize the points of Positive Behavior Management as listed in the regulations for Child Care from the Office of Child Care Licensing, or OCCL

2. Write a statement of positive behavior management that can be posted in their program

3. Analyze the effects of environment and relationships on positive behavior in children

Reflection on the Sand Play

As you watch the video, consider what you observed and how you felt.

Did you notice the child on the left or the right? Why?

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________________________________________________________________________  

Would you have challenged the child who was pouring sand on the other child?

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________________________________________________________________________  

What would you have said?

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Does it make a difference in your thinking when you know that the two girls are sisters?

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How about if they were twins?
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If so, what difference would it make?
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**Top Three**

Take two minutes and write down the top three things you want to get out of this course. Put a star next to the one that is the most important to you.
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**Common Reactions**

Consider each of the following reactions and take a few minutes to write down how you think they fit into the concept of positive behavior management. How does the reaction open or close opportunities for intentional teaching? What assumptions are being made in these reactions?

“I like how Lydia is playing in the sand. She’s putting all of her sand on the ground.”
________________________________________________________________________
“Amelia, you are pouring sand on Lydia’s leg. Where else could we pour the sand?”

“Lydia, what do you think about Amelia pouring sand onto your leg?”

“Amelia, you need to sit in time out. We don’t pour sand on our friends.”

“Amelia, sand stays in the sandbox. That is our rule.”

REMEMBER THIS

• Positive Behavior Management means acknowledging and reinforcing prosocial behavior.
• Observing the full effect of play from the child’s point of view provides a different perspective than looking for behavior you want to change.
• Stopping the negative is not the same as creating the positive.
By the end of this lesson, you will be able to...

1. Discuss how children learn
2. Identify the three tiers of the Foundations of Social Emotional Development Pyramid
3. Clarify the impact of quality supportive relationships between adults and children in child care on managing positive behavior

Relationship Statement

Take some time to write out your own relationship statement. What do you believe and think about relationships? Write down the things that you think are most critical to remember about how children and adults relate to each other in your program.

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REMEMBER THIS

• You reduce challenging behavior when you respond to children as individuals with individual needs, interests and abilities.

• The Foundations for Social Emotional Development Pyramid includes three tiers: quality supportive relationships, positive environments, and teaching skills and strategies.

• Relationships will always be at the foundation of development, learning and quality of life.
LESSON 3

By the end of this lesson, you will be able to...

1. Clarify the impact of positive environments in child care on supporting positive behavior
2. Understand how teaching skills and using developmentally appropriate practice impacts positive behavior management

Principle and Practice

Below are ten principles for creating positive environments in a numbered list along with a list of teaching approaches. Take a few minutes to match the principle to the practice.

**Principles:**

1. Create a sense of calm and belonging
2. Stay Close
3. Pay Close attention to staffing and grouping
4. Establish a Predictable environment
5. Maintain and manage predictable schedules
6. Create ways to decrease and increase stimulation
7. Offer places to regain composure
8. Create places to be alone, with the teacher, and with friends
9. Clearly define spaces and maintain order
10. Make toys and materials accessible to children

**Practices:**

I make sure that the children have cubbies labeled with their names because it is important to: ______

I can give individualized attention when I: ______

In order to help children stay calm and be able to find toys and materials, I: ______

I want to keep children safe so I: ______

Since children are more calm when they know what is going to happen next, I: ______

Not all children want to stay busy and active all the time, and need different stimulation, I: ______

When children are upset they often want to be alone, so I: ______

Children understand that different behavior happens in different places and that their world needs order, so I: ______

All relationships are important and need time and attention, so I: ______

Children are building a sense of initiative and self-help skills so I: ______
## Teaching Approaches

Take some time to review the list of teaching approaches and the description of what each one involves.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge</td>
<td>Notice what children do and say, and verbalize it to them.</td>
</tr>
<tr>
<td>Encourage</td>
<td>Help children believe in their ability to be persistent.</td>
</tr>
<tr>
<td>Give Specific Feedback</td>
<td>Instead of general comments or phrases, be very clear about what the child did.</td>
</tr>
<tr>
<td>Model</td>
<td>Showing children attitudes, ways of approaching problems, and behavior toward others, rather than just telling them. Remember that children will do what you do more than what you say. If there is a difference between the two, they go with your actions.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show children how to do something as they watch you do it.</td>
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<tr>
<td>Create or challenge</td>
<td>Support children in taking the next challenge or step as they are ready and have been successful with where they are currently.</td>
</tr>
<tr>
<td>Ask questions</td>
<td>Support children by asking questions; use this technique with care! It is different than “quizzing” them. Focus on open-ended questions that support their thinking.</td>
</tr>
<tr>
<td>Give assistance</td>
<td>Know when to help children as they are frustrated or unclear.</td>
</tr>
<tr>
<td>Provide information</td>
<td>Give children actual information, ideas, facts and labels; read words, etc...</td>
</tr>
<tr>
<td>Give directions</td>
<td>Use very clear and precise step by step verbal cues.</td>
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</tbody>
</table>
Environment Statement

Take some time to consider what you believe about how the environment you create relates to supporting children’s positive behavior. How do you see it affecting what children do? Then write down your own personal environment statement in the space provided.

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REMEMBER THIS

• The spaces and atmospheres we create in child care affect behavior, mood and productivity.

• By using developmentally appropriate practice, you can teach children the skills they need to self-regulate and choose appropriate behaviors.

• Since children learn in all types of ways, using a combination and variety of approaches is beneficial to their development and learning.
By the end of this lesson, you will be able to...

1. Recognize the impact of the choices you make in your program and with the children in your care
2. Clarify the role of the adult in positive behavior management

Engaging or Problematic?

Take a few minutes to reflect on the following questions. Then, create a list of the approaches and practices that help and engage you the most.

What kinds of things help you focus and become engaged?

What creates a problem for you?

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Building a Community of Learners

Consider the following questions as you watch the video. Use the space provided to take notes.

What does she pay attention to?

What does she not pay attention to?

Did the children change?

Did she try to change the school?

Did she try to change families?

What did she do with the children that made a difference?

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Engaging or Problematic? Revisited

Consider what the teacher in Building a Community of Learners was doing that supported the engagement of these children in their learning and seriously reduced the challenging and destructive behavior. Add your observations to your list on page 12.

Teacher Support Statement

Take some time to really think about your role in supporting and managing positive behavior. Then write your own teacher support statement in the space provided.

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REMEMBER THIS

• People are people. The same principles of respect, caring and attention apply to children and adults alike.

• A large part of positive behavior management is keeping children engaged, interested, and focused, with plenty of opportunities for joyful play.

• The choices you make in your program and with the children in your care impact learning and behavior.
By the end of this lesson, you will be able to...

1. Compare and contrast the pros and cons of behavior management strategies
2. Identify relationship-breaking actions that are prohibited in child care

Alternatives

Consider what each of the words listed means in relation to managing positive behavior. Write down your thoughts in the space provided.

Focus

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Replacement

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Feedback

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Time In
Take a few minutes to review the list of best practices. Then check off the ones you already do in your program. Highlight or circle the ones you still need to incorporate into your practice.

☐ Use a consistent space

☐ Make it clear to everyone that it is cool down, not punishment

☐ Set a timer: at the end of this time, please come find me and tell me what happened

☐ Use NO MORE than one minute per year of age

☐ Have the child acknowledge the specific issue: I hit Charles for example.

☐ Avoid having them apologize; adults cannot force sympathy, empathy or regret

☐ Ask them to tell an alternative acceptable behavior

☐ Affirm that the relationship with adults is in tact
REMEMBER THIS

• Traditional time out does not teach alternatives, often becomes hostile and leads to the use of negative labels that damage relationships and learning potential.

• Changing your focus from “time out” to “time in” and remaining consistent and respectful is an effective strategy for managing positive behavior.

• The prohibited acts listed in the Office of Child Care Licensing regulations are so destructive to relationships and child development that they are forbidden to caregivers in their care of children.
By the end of this lesson, you will be able to...

1. Explore the relationship between nature and human health
2. Construct a positive and simple statement that lists your beliefs about children, how they learn, and the kind of program you want to create and share

Belief Statement

Take a few minutes to read over the following belief statement example. Then, using all of the ideas you have been jotting down throughout this workshop, develop and write your own belief statement in the space provided.

“I believe that all students have the right to a safe and effective learning environment. I believe that discipline problems are minimized when children are engaged in meaningful and interesting activities. I believe that children learn best with positive reinforcement techniques. Children need to have structure and limits. And there are times that negative consequences become necessary. In my program/classroom children will be expected to follow well-defined rules that have been appropriately written and taught in various ways. These rules will be part of each family and child orientation. When a child is having difficulty following a rule, redirection will be given with a clear statement of what the child should be doing.”
REMEMBER THIS

• There is an undeniably positive relationship between human health and regular physical activity in nature.

• Punishing children by not taking them outside to play--forcing them to stay inside and quiet--works against positive behavior management.

• Positive Behavior Management means reinforcing prosocial behavior, teaching emotional literacy, viewing interactions from a child’s point of view, understanding the foundations of social emotional development and developmentally appropriate practice, and being mindful of the choices you make with children.