

Positive Guidance In Action

“Taking Turns Talking”

Running Time: :49

Description:

The teacher is going around the circle asking children to talk about what they played with when they got to school that day. While she is talking to one child, another child is making a distracting noise off to the side. The teacher uses patience and kind, guiding words to help the child remember the rules for how to wait while the group takes turns. Once the child is silent, the teacher then directs her attention immediately to her, for reinforcement of the more positive behavior.

Ways to Use the Clip



- Show this clip as an example of how to remind children of the rules in a kind, guiding tone.
- Show this clip as an example of how to effectively deal with interrupting.

Taking Turns Talking

Clip Discussions

- Lead a discussion about how this teacher was using positive guidance.
- Lead a group brainstorm about ways to effectively help children learn to take turns.

Group Activities

- Conduct a small group activity asking participants to list common challenging behaviors, that require ongoing patience and guidance for children to eventually learn more positive behaviors.
- Conduct a role-play with another participant, asking her to interrupt you while you are reading a story or talking to the rest of the “class”. Model techniques for how to handle the situation appropriately.

Positive Guidance In Action

“Clean-up Time”

Running Time: :35

Description:

The teacher guides several children through clean-up time. As the children clean-up, one child throws an object toward the basket of food. The teacher gets down on her level and asks, “Where do we use our throwing hands?” The child answers “...outside.” The teacher reminds the child that we need to remember the rule so our friends do not get hurt. She then gives the child a reassuring pat and continues to assist in clean-up.

Ways to Use the Clip



- Show this clip as an example of how to remind children of the rules in a kind, guiding tone.
- Show this clip as an example of how to effectively deal with a child throwing objects in the classroom, or using a behavior that could hurt friends.

Clean-up Time

Clip Discussions

- Lead a discussion about how this teacher was using positive guidance.
- Lead a group brainstorm about ways to effectively reinforce rules that keep everyone safe.

Group Activities

- Conduct a small group activity, asking participants to list the top five “safety issues” they face on a daily basis in regards to children’s behavior. Then, give each of the lists to a new group, who will brainstorm one way to handle that safety issue. Then, pass each list to one more group for an additional idea. Return each list to the original group for them to review together. Debrief as a group asking if anyone gained an idea on how to address that safety issue.
- Conduct a small group activity turning “negative language” into “positive language”. On flipchart paper hung around the room, write the following phrases... “Stop running.” “Don’t yell.” “No, you can’t do that.” “Knock it off.” Have participants float around the room writing their own suggestion for a more “positive way” to say those commonly heard phrases. As an example, point out that the teacher in this clip didn’t say “Stop”, “No”, or “Don’t”, but instead asked the child an open-ended question about the rule.

“Waiting to Use Slide”

Running Time: :17

Description:

The teacher stands at the bottom of the slide giving high-fives and telling kids, “Thank you for waiting.” To two girls in particular, she stops them after they come down and gives each an encouraging low-five telling them, “I like the way you waited for each friend to come down, thank you!”

Ways to Use the Clip



- Show this clip as an example of how to offer effective praise.
- Show this clip as an example of how to be “hands on”, even during free play or playground time.

Waiting to Use Slide

Clip Discussions

- Lead a discussion about how this teacher was using positive guidance.
- Lead a group brainstorm about phrases and gestures we can use to “praise” children effectively.

Group Activities

- Ask for four volunteers, giving each of the volunteers a “child-like” activity to do at a table in the room. One might do a simple puzzle, another might have a pile of blocks, another some crayons and paper, and the last a baby doll and clothing. Depending on the size of your group, you could have more or fewer stations, and could even pair up some participants to work together at an activity. Ask the rest of the participants to float around the room offering “effective praise” to the “children”. Then, as a group, debrief on the best comments overheard by the trainer, the volunteers, and even the other participants.
- Pair participants together, giving each participant a piece of paper and a crayon (scrap paper and a pen/pencil will work as well). Have one participant draw a picture, while his/her partner offers “effective praise.” Switch and repeat. Debrief as a group about how hard, but important, it is to praise the effort, not the outcome/result.

“Putting on Gloves”

Running Time: 1:54

Description:

The teacher leans over to effectively help a child with limited words who is trying to get his needs met and asks him, “Do you want your gloves?” She then walks with him back to the room and patiently helps him with his gloves, encouraging him to say the words “gloves” and “please”, and to “use his words” during the time they are together.

Ways to Use the Clip



- Show this clip as an example of the patience it takes to work with children everyday.
- Show this clip as an example of how to effectively deal with a child whining to try to get his needs met.

Putting on Gloves

Clip Discussions

- Lead a discussion about how this teacher was using positive guidance.
- Lead a group brainstorm about what else she might have done to help this child learn to use his words instead of whining.

Group Activities

- Conduct a small group activity on the behaviors that push our buttons the most. Using a post-it note, have each participant write one preschool challenging behavior that bothers, annoys, or frustrates them the most. Have them stick their post-it with the one behavior on their body. Walking around the room, not talking, have participants find others with a similar concern and stand together a group. Once everyone is finished, the trainer should walk around and call out the different challenging behaviors. Once all have been mentioned, have participants sit back down and lead a discussion on how many different types of behaviors are our "top" button-pushers, and how we have differing levels of patience as adults.
- Have all participants stand at the back wall of the room. Prior to this activity, the trainer should have created two signs on 8 X 11 paper and hung them at opposite ends of the wall at eye-level for participants. One sign should read "Doesn't bother me at all!" The other sign should read, "Drives me bonkers!" (or "batty", or another word other than "crazy" or "nuts", which are emotionally-loaded words for some individuals). Call out one challenging behavior at a time (Whining, Hitting, Biting, Refusing to Comply with a Teacher Request, etc.), having participants move along the continuum to how the behavior affects them. Tell them to look around at their group each time to see what their colleagues feel about these behaviors as well. At the end, debrief how our own personal values and beliefs have a big effect on how we perceive and tolerate various challenging behaviors.

Positive Guidance In Action

“Sharing”

Running Time: 1:32

Description:

A teacher works with two young children, encouraging them to share with each other. She offers effective praise when they share and use their manner words. Her tone is very patient and loving, and she remains focused on helping the two children play nicely together and learn more positive play skills.

Ways to Use the Clip



- Show this clip as an example of how to encourage sharing, even among very young children.
- Show this clip as an example of how to offer effective praise.

Sharing

Clip Discussions

- Lead a discussion about how this teacher was using positive guidance.
- Lead a group brainstorm about other ways to effectively help children learn to share.

Group Activities

- Conduct a small group activity having each group make a list of the hardest things for adults to share with others (their free time, a favorite food, time with a loved one, etc.). Once each group has a list, ask a few groups to share. Then, have the groups address each of the following questions:
 - 1.) How does it feel when you are expected to share something you are not ready to?
 - 2.) How do you think kids feel in these situations?
 - 3.) How can we be empathetic with children and make sharing a win-win situation for all involved?
- Conduct a small group activity where participants list all of the qualities a child has to have to be ready to share (trust that they will get a turn again another time, self-control, patience, etc.). Then, ask them to personally reflect on a child that is having difficulty sharing, asking themselves which of these skills may need to be enhanced and encouraged in the child before he or she is ready to share.