



TEACH ME WHAT TO DO  
INSTEAD!



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**Welcome**



Heather Floyd, Early Childhood Specialist  
at Cultivate Learning

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**Let's Talk About It.....**

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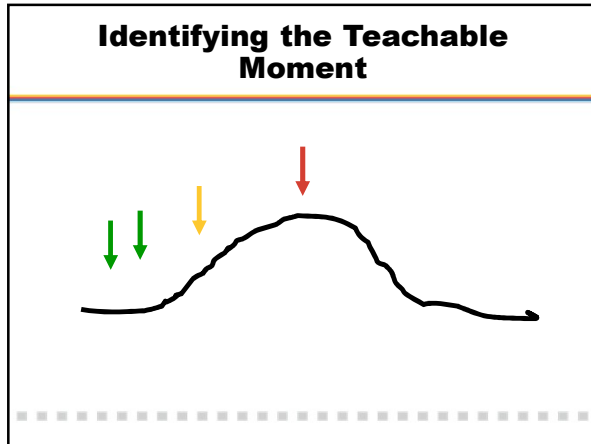
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### Managing Personal **STRESS:** Thought Control

**Upsetting thoughts**

"That child is a monster. This is getting ridiculous. He'll never change."

"I'm sick of putting out fires!"

"I wonder if Walmart is hiring?"

**Calming thoughts**

"This child is testing to see where the limits are. My job is to stay calm and help him learn better ways to behave."

"I can handle this. I am in control. They have just learned some powerful ways to get control. I will teach them more appropriate ways to behave."

"I feel undervalued right now—I need to seek support from my peers and supervisor."

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### Managing Personal **STRESS:** Thought Control

**Upsetting thoughts**

"He ruins everything! This is going to be the worst year of my career."

**Calming thoughts**

"Having him in my class is going to be a **wonderful** professional development experience."

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**What is your positive thought bubble?**

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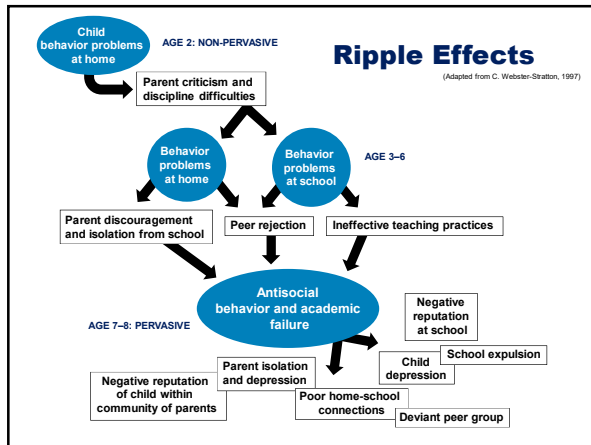
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**What POSITIVE OUTCOMES can be expected from early intervention services that address these challenging behaviors?**

- Decreased risk of withdrawal, aggression, non-compliance, and disruption (Strain & Timm, 2001)
- Treatment impact on fears, phobias, depression, anxiety, hyperactivity, conduct, and obsessive-compulsive disorders
- Positive peer relationships including understanding of friendship, cooperation, and sharing (Denham & Burton, 1996)

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What **POSITIVE OUTCOMES** can be expected from early intervention services that address these challenging behaviors?

- Increased self-control, self-monitoring, and self-correction and improved social-emotional health (Webster-Stratton, 1990)
- Academic success (Walker et al., 1998)
- Reduced risk for teen pregnancy, juvenile delinquency, and special education placement (Strain & Timm, 2001)

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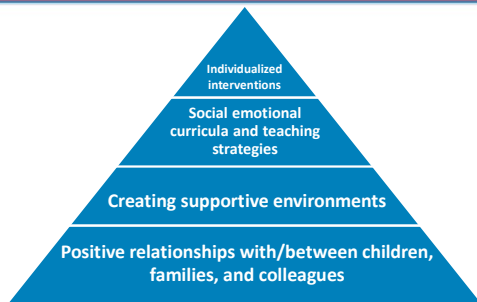
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### Program-Wide Positive Behavior Support



Adapted from Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003

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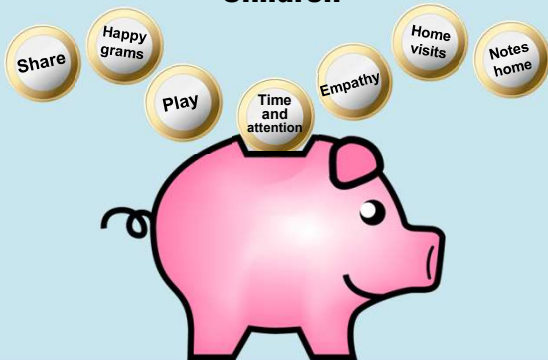
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### Building Positive Relationships with Children




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### Teach Me What to Do Instead

- Following rules, routines, and directions
- Identifying feelings in self and others
- Controlling anger and impulse
- Problem-solving

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### Rules

“Standards for behavior, understood by all.”

Gartrell, 2007, p. 259

“...consistent limit-setting and norms of behavior that help students feel calm and safe and likely to succeed.”

Webster-Stratton 2010, p. 50

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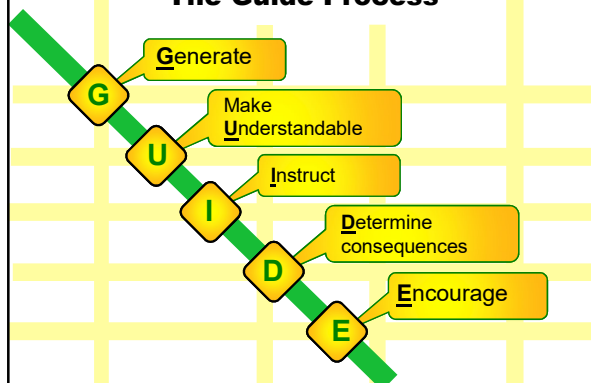
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### The Guide Process




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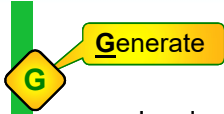
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## Generate Rules



- Involve families and children
- Use prior experiences and knowledge of developmentally appropriate practices

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## Rules at Home Activity



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NCQTL



VIDEO: Rules: Ask Families and Children

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### Make Understandable

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**Make Understandable**

**Use statements that are:**

- Positive
- Short
- Clear
- Limited

**Display:**

- At child's eye level
- Detailed version for adults

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**Show me five!**

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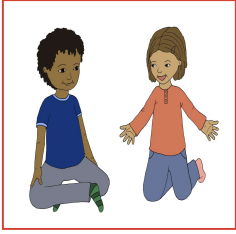
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### Do These Fit the Criteria?

**Ears are for Listening**



**Walking Feet**



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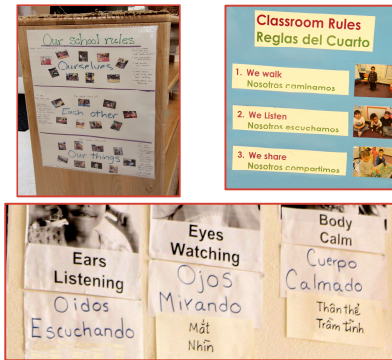
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## Examples of Classroom Rules




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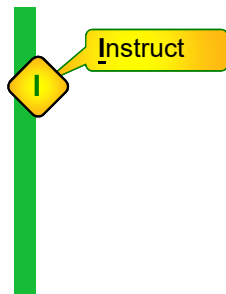
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## Instruct



### Strategies

- Demonstrate
- Practice
- Consistently apply and reinforce

### When to instruct

- Large group
  - Class meetings
- Small group
- *Intentionally* throughout the day

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NCQTL



VIDEO: Rules: Providing Instruction

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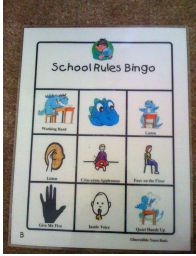
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## Teaching School Rules

### School Rules Bingo



### Modeling




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## Determine Consequences

**D**

**Determine consequences**

- Consequences are:**
- Planned
  - Predictable
  - Consistently applied

- Logical**
- To child
  - To adult
  - To situation

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## Encourage

**E**

**Encourage**

- Classwide**
- Cultivate an encouraging classroom culture

- Individual**
- Specific to child
  - Appropriate to age
  - Scaffold child's thinking
  - Frequent

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**Identifying Feelings**

- Increasing emotional vocabularies
- Learning how to recognize feelings in self and others
- Emotional regulation (i.e., "calm down")
- Empathy training

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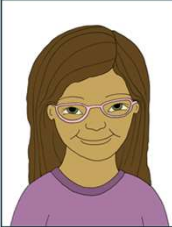


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**Using Advanced Vocabulary for Emotions**

Friendly	Disappointed	Embarrassed
		

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## Teaching Emotion Vocabulary

- Direct teaching
- Incidental teaching
- Use children's literature
- Use songs and games
- Play "How would you feel if...?"
- Checking in
- Feeling dice and feeling wheels

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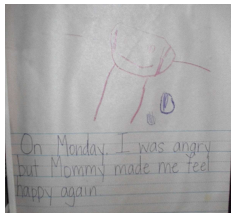
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## FEELING ACTIVITIES

Feelings Thermometer  
with Storytelling



Story Dictation




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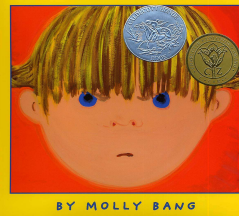
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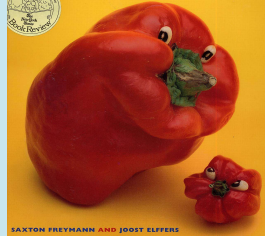
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## Building feelings vocabulary through storybooks.

When Sophie Gets Angry—  
Really, Really Angry...



HOW ARE YOU PEELING  
Foods with Moods




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**“Checking IN”**

This is how I feel today!

 Sad	 Sad
 Loved	 Happy
 Bored	 Disappointed
 Thoughtful	 Thoughtful

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**Pre-literacy/writing and class-wide emotional literacy.**

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**My Marvelous Moods**

By Lulu

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**Embarrassed**

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**Worried**

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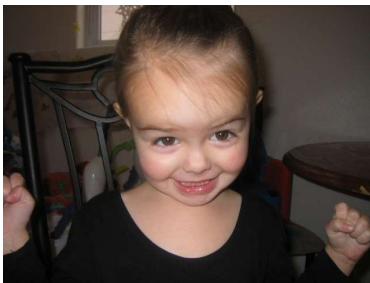
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**Excited**

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### Identifying Feelings

Learning to recognize how someone else is feeling:

- Facial cues
- Body language
- Tone of voice
- Situational cues

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### Identifying Feelings

- Increasing emotional vocabularies
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- Empathy training

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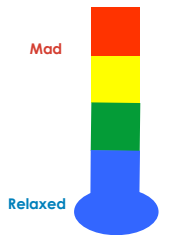
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### Relaxation Thermometer



Adapted from Incredible Years! Dinosaur School

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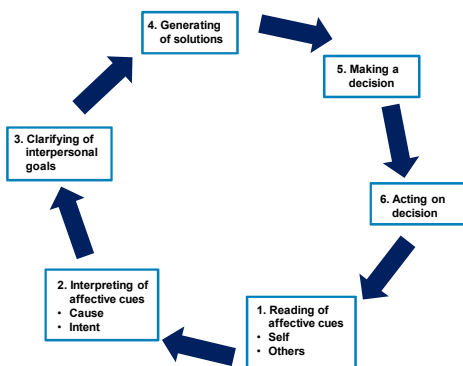
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## Relaxation Thermometer\*



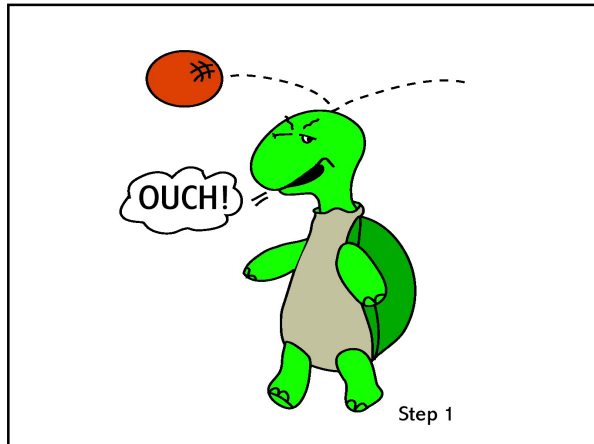
\*Source: Incredible Years | Photo by Carolyn Webster-Stratton



Joseph &amp; Strain, 2003

## Controlling Anger and Handling Disappointment

- Recognize that anger can interfere with thinking
- Recognize anger in oneself and others
- Manage anger and control impulse (the turtle technique)



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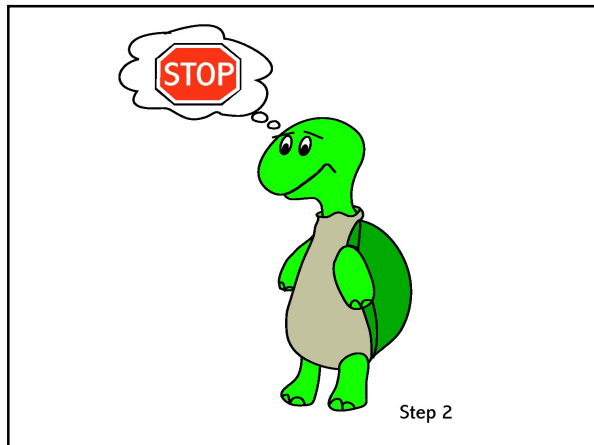
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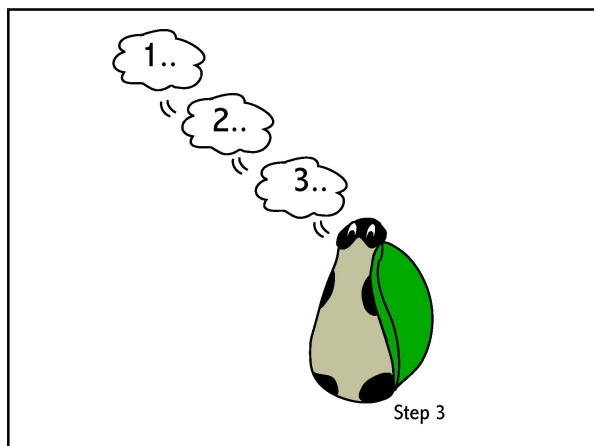
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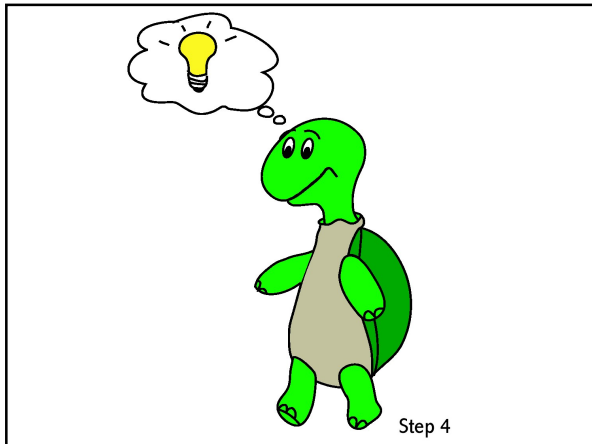
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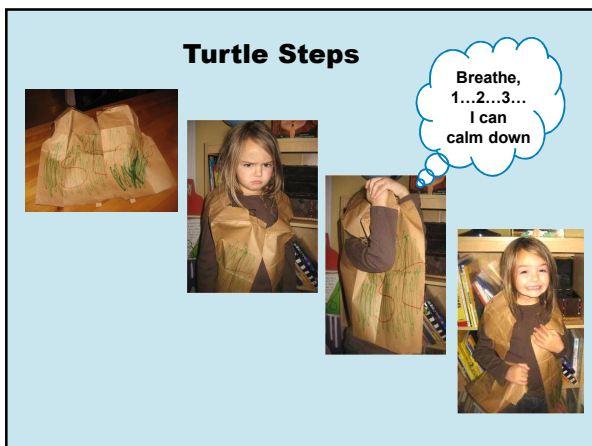
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### Dragon Brain



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### Handling Disappointment

**Teach** ("Maybe next time.")

**Prepare** ("I can only choose one person to be my helper.")

**Prime** ("If I don't choose you and you feel disappointed, what can you do?")

**Reinforce** ("Wow, you really handled that well! Way to go!")

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### Handling Disappointment "Maybe Next Time"



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## Problem Solving

- Learning problem-solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences

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What is my problem?



Step 1

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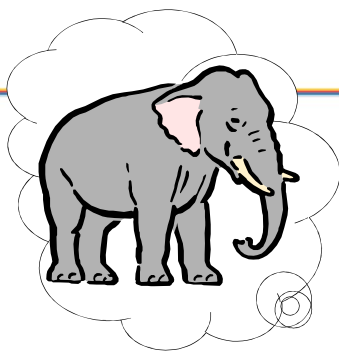
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Is my problem a **BIG**  
problem or a *small*  
problem?

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Think, think, think of some solutions.

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Ask nicely

Say, "Please stop."

Wait and take turns

Share

Trade

Get a Teacher

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**Solution Kit**

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### Solution Station



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A counting card helps a child count to 20 while waiting for a turn.

### Waiting For a Turn

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Children use the green minute timer to structure turn taking.



### Taking Turns



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**Use a class meeting to talk about problem solving strategies.\***



Photo by Carolyn Webster-Stratton, Ph.D.

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**Use formal and informal ways to reinforce social emotional skills.**

**Informal:**

- Hugs
- High fives
- Praise
- Winks
- Smiles
- Thumbs-up

**Formal:**

- Certificates/Notes home
- Star/Sticker charts
- Buddy day
- Superfriend cape




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**Fuzzy Wuzzy Feeling Jar**




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### Football Stadium Positive Behavior Chart



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### Resources

Center on the Social and Emotional Foundations for  
Early Learning

<http://csefel.vanderbilt.edu/>

Head Start Center for Inclusion

<http://depts.washington.edu/hscenter/>

Cultivate Learning

<https://depts.washington.edu/cqel/>



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**Thank  
you!**



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