

Handouts

Positive Behavior Management for Toddlers and Preschoolers (Part 1)



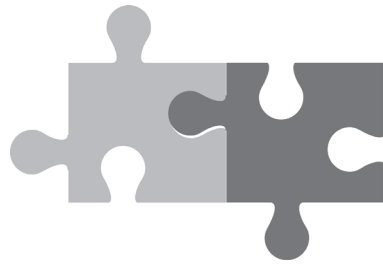
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Positive Behavior Management for Toddlers and Preschoolers (Part One)

Practice Activities

To Do:

- **LIST** behaviors you want to see less of for planned ignores. Choose “positive opposite” social replacement behaviors to focus on giving attention to by coaching, praising, and incentives.
- **REVIEW** strategies for helping children learn how to stay calm (e.g., Tiny Turtle teaches how to ignore).
- **USE** redirection, distraction, and positive limit setting for inappropriate behaviors.
- **IDENTIFY** a child with some behavior difficulties and develop a behavior plan utilizing proactive strategies, coaching methods, praise, and differential attention. Use the “Behavior Plan Record Sheet” and bring to the next meeting.

To Read:

Chapters Seven, Eight, Ten and Twelve from
Incredible Teachers book.



Key Points

Positive Behavior Management Strategies (for Toddlers and Preschoolers)

- Give one clear, short command at a time, expressed in positive terms.
- Be realistic in your expectations and use age-appropriate commands.
- Use “do” commands and limit use of “stop” or “no” commands.
- Don’t give unnecessary commands.
- Give children ample opportunity to comply.
- Use warnings and helpful reminders, including songs and visual pictures.
- Give children choices whenever possible.
- Praise children who follow directions. Use surprise rewards and celebrations.
- Use distractions, physical redirection and “first-then” commands when possible.
- Give more attention to positive behavior than negative behavior!



Understanding Problem Behaviors

Plan #1: Identify Negative Classroom Behavior (choose 1 or 2 to start)

Plan #2: Ask Why is the Misbehavior Occurring?

Formulate a hypothesis about why the child is misbehaving. The following checklist will help you to understand the child by thinking about why the child may be behaving in a particular fashion:

Understanding the Misbehavior	Yes	No
<ul style="list-style-type: none"> • Child uses the misbehavior in order to get attention • Child is venting frustration with the misbehavior • Child does not have the developmental ability to do other behaviors • Child uses the misbehavior to avoid stress or some unpleasant task • Child finds the behavior fun in and of itself • Child is unaware of doing the behavior • Child has not been taught other more appropriate prosocial behaviors • Child's home environment or past history has not taught the child predictability or the trustworthiness of adults • Child's behavior reflects child's feelings of inadequacy/anxiety/stress 		

Step #3: Target Desired Positive Opposite Behaviors

Step #4: Select Proactive Strategies—Keep Records of Progress!



Brainstorm/Buzz

My Goals for Behavior Management



Think about what you want to accomplish with your discipline and what you want to avoid.



What you want to accomplish	What you want to avoid



Handout

Ignoring Misbehavior

Praising “Positive Opposite” Behaviors

Behaviors I want to see less of and will ignore (e.g., yelling):	Positive opposite behavior I want to strengthen with positive attention, coaching, and praise (e.g., polite voice):

Brainstorm/Buzz

Rewriting Commands



Rewrite the following ineffective commands into positive, clear, respectful commands.

Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't you put that away?• Let's clean up the blocks• Cut it out• What is your coat doing there?• Why is your backpack there?• Don't push him like a bull• You look like a mess• Stop bugging your friend• You are never ready• You must stop touching her in circle time• Don't whine• You are impossible• Stop dawdling• Hurry up• Be quiet• What are you doing bothering your friend?• Are you stupid?	

Brainstorm/Buzz

Ways to Stay Calm When Ignoring



When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this negative period. If you give into the oppositional behavior, this behavior will be reinforced and the child will learn that by protesting loudly, he or she can get his/her own way.

It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths

relaxation techniques

positive thoughts

walk away

turn on some music



*Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.

Goal: I will commit to tell myself the following _____

when a child protests.

Brainstorm/Buzz

Behaviors to Ignore



Behaviors such as pouting, crying, screaming, tantruming, and arguing are good candidates for ignoring and for helping other children ignore. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.

Child Behaviors I Will Ignore

e.g., whining

tantrums



Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise _____

behavior, the positive opposite of the behavior I am ignoring.

Brainstorm/Buzz

Teachers Praising Parents



Think about ways you can give parents praise about their children's successes at school. Write down your plan.



Goal:

I will commit to using praising parents _____ times this week for _____ minutes, with the following children's parents:

Brainstorm/Buzz

Incentives



Make a list of possible individual or group incentives or celebrations you can use with your children to encourage specific behaviors.



Incentives

Lunch with teacher

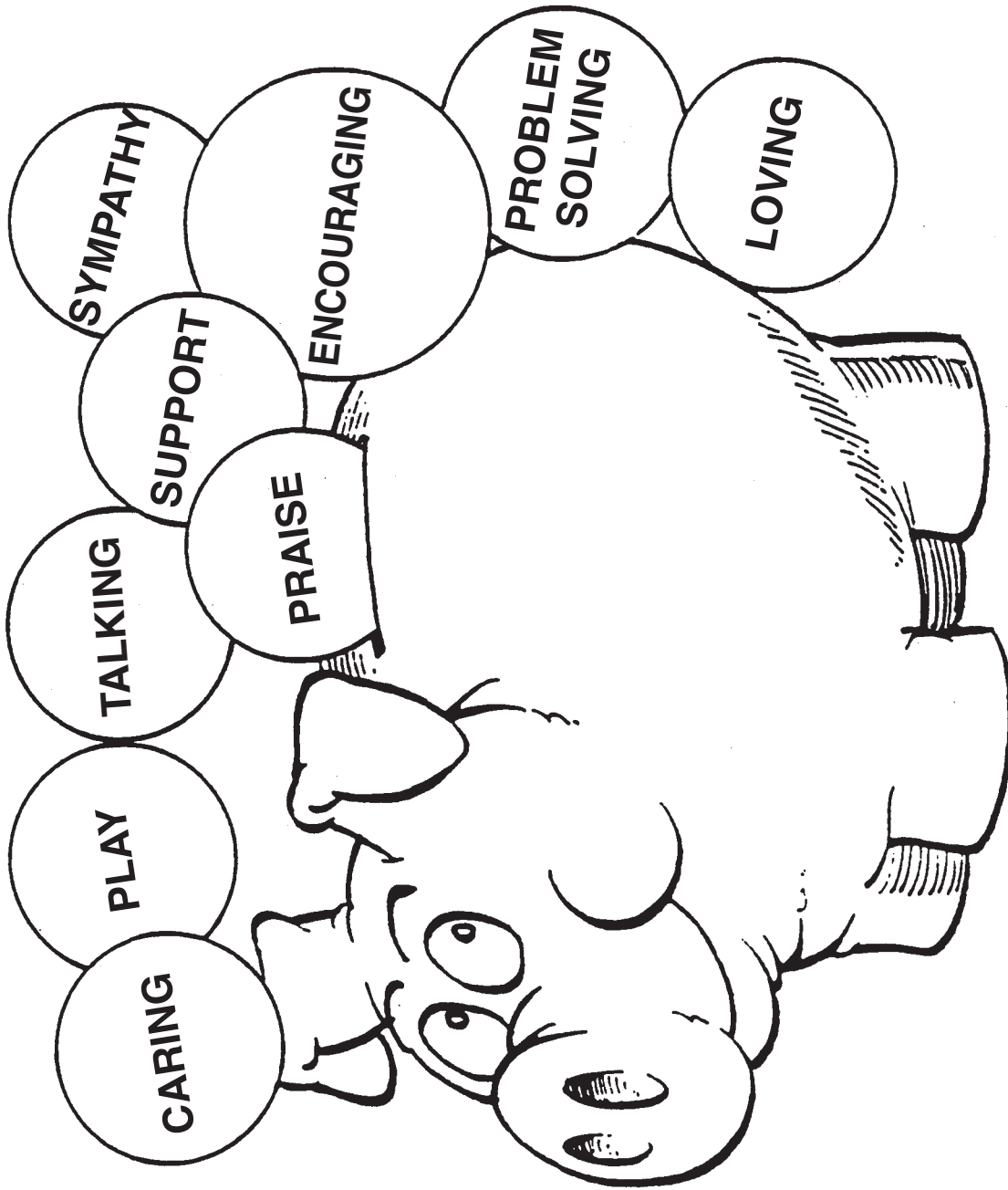
Hand stamps

Special book

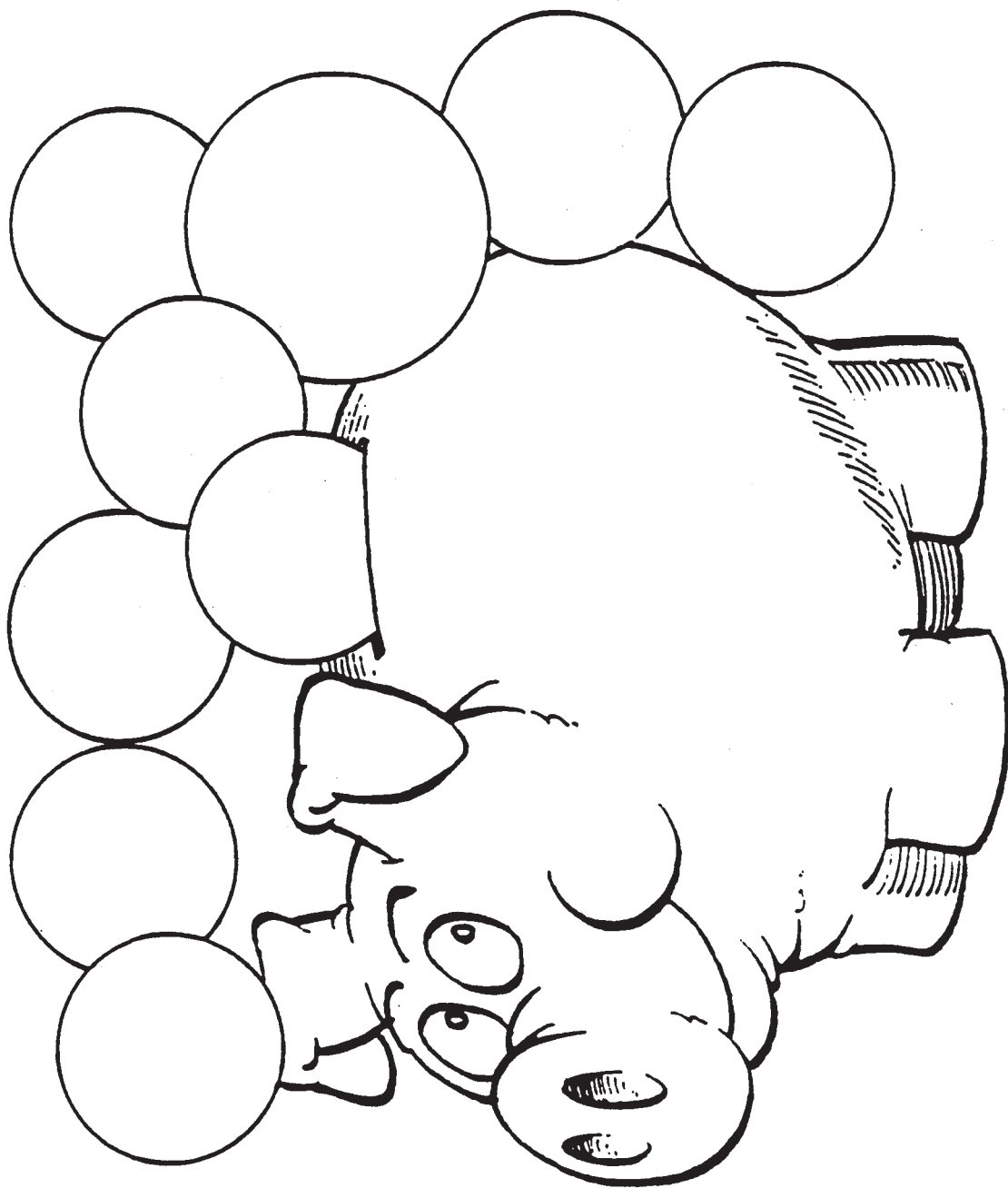
Goal:

I will set up an incentive program for _____.

This will include _____ for
_____ behavior.



Remember to Build Up Your Bank Account



Steps 1-4 of Behavior Management Hierarchy (Toddlers)

Steps #5-8

See full Discipline Hierarchy Handout for preschoolers

Step #4

Ignore Non-Aggressive Misbehaviors
e.g.,

- Tantrums
- Whining

Coach and praise positive opposite behaviors

Step #3

As child begins to get upset, coach and prompt calm down strategies

- e.g.,
- deep breaths
 - feelings words
 - positive visualization
 - use turtle shell
 - positive self-talk

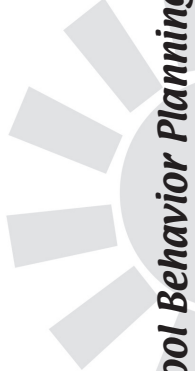
Step #2

- Positive Verbal Redirect
- Distractions and Re-engagement Strategies
- Social Emotional Coaching

Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Transitions Clear

“Always choose the lowest, least intrusive step first.”



Preschool Behavior Planning (Part 1)

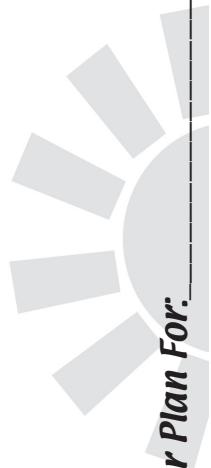


Example of Behavior Plan: Jenny, Preschool

#1 Negative classroom behaviors	#2 Where & Why? (Understanding Problem Behaviors)	#3 Positive Opposite behaviors	#4 Proactive & Relationship Building Strategies
Poking, touching	Child impulsive, inattentive temperament (during circle time)	Keep hands to own body	Use listening and quiet hand up rules cue cards and "give me five" signal
Speaks without raising hand	Misbehavior gets attention from teacher and peers (playground and free time)	Raise a quiet hand	Seat close to teacher, during circle time
Talks while directions are given	Child impulsive, inattentive temperament (during circle time)	Listen quietly when directions are given	Give opportunities to move by helping teacher
Off-task, day dreaming	Lost in own world, may not process verbal information well (during transition)	Pay attention and concentrate	Get eye contact before giving directions. Use positive redirects.

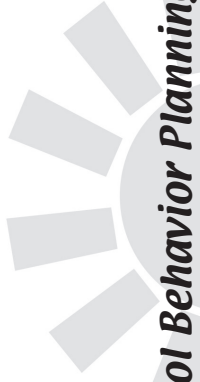
Behavior Plan For: _____

Negative classroom behaviors	Where & Why?	Positive Opposite behaviors	Proactive & Relationship Building Strategies
1.			
2.			



Preschool Behavior Plan For: _____ (Part 1)

#1 Targeted Negative Behaviors	#2 When and Why? (Understanding Problem Behaviors)	#3 Positive Opposite Behaviors	#4 Proactive & Relationship Building Strategies
1.			
2.			



Preschool Behavior Planning (Part 2)



Example of Behavior Plan: Jenny, Preschool


#1	#3	#4	#5
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive and Relationship Building Strategies	Coaching and Praise
Poking, touching	Keep hands to own body	<i>Seat close to teacher.</i> Give opportunities to move by helping teacher	<i>Call on child & praise</i> used social coaching when gentle with peers and waiting her turn
Speaks without raising hand	Raise a quiet hand	Get eye contact before giving directions.	Coach & praise child for focusing on task, raising quiet hand and listening
Talks while directions are given	Listen quietly when directions are given	Use positive redirects when distracted.	Call parents about positive behavior Praise following directions
Off-task, day dreaming	Pay attention & concentrate	Use listening and quiet hand up rules cue cards and "give me five" signal	Use persistence coaching during small group times

Behavior Plan For: _____

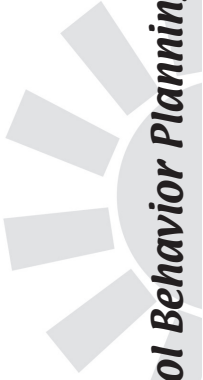
#1	#3	#4	#5
Negative classroom behaviors	Positive Opposite desired behaviors	Select Proactive Strategies	Coaching and Praise
1.			
2.			

See Behavior Plan Workshop #1 (Program 3) for Step #2.

Behavior Planning (Part 2) For: _____



Step #1: Targeted Negative Behaviors	Step #3: Desired Behaviors (Positive Opposite)	Step #4: Select Proactive Strategy & Relationship Strategy	Step #5: Coaching and Praise
1.			
2.			
3.			



Preschool Behavior Planning (Part 3)



Behavior Plan for: _____

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy

Teacher-to-Parent Communication Letter

Problem Solving

At child care or preschool the children are learning about how to manage uncomfortable feelings and problems by using appropriate solutions. You can help your child learn beginning problem solving skills with books, puppets and by talking with them before they get too dysregulated. Here are 3 steps your children are learning.



Step One: How do I feel?

Step Two: What is the problem?

Step Three: What are some solutions?

PRACTICE: You can practice these at home by talking about an uncomfortable feeling associated with a problem and thinking about possible solutions (e.g., waiting, sharing, taking turns, helping, taking a deep breath, doing something else). Then it can be fun to practice these solutions with puppets.

MODEL: It will help your child if you model ways that you calm down when you have a problem in order to think about solutions to your problems. For example, you might tell them *“I am feeling frustrated right now because I can’t find my keys. I’m going to take a deep breath, and think about solutions. One solution is to look in my car. Another solution is to ask for help.”* For a toddler: *“I am feeling mad. I’m going to take 3 deep breaths. Can you help me? 1.....2.....3.....”*



Ask your preschool child to show you how they can be a “detective” and solve a problem. Toddlers will not be ready to problem solve, so stay focused on modeling and practicing deep breathing and friendly actions.

Record on the *Parent-to-Teacher Communication Form* your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution!



Incredible Children!

Parent-to-Teacher Communication Letter



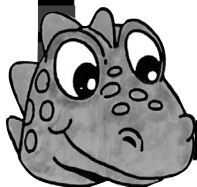
Problem Solving

Child's Name: _____

Record on this form your experience practicing helping your preschool child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution! Here is an example of a problem, or you can choose your own. "Let's pretend that your friend is on the swing and you want a turn."

How would you feel?

What solution could you use?



Incredible Children!



The Incredible Years® Teacher and Child Care Provider Self-Reflection Inventory

Positive Behavior Management (Part One)

Date: _____ Teacher Name: _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

Setting Limits & Rules					
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	1	2	3	4	5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1	2	3	4	5
3. I have taught children the “show me five” signal and use it.	1	2	3	4	5
4. I state requests or give directions to children respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1	2	3	4	5
5. I use “when-then” or “first-then” commands.	1	2	3	4	5
6. I give children choices and redirections when possible.	1	2	3	4	5
7. I avoid negative commands, corrections, demands, and yelling at children. Instead, I use “do” and “start” positive commands.	1	2	3	4	5
8. I get children’s attention before giving instructions (e.g., eye contact).	1	2	3	4	5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1	2	3	4	5
10. I give frequent attention, praise and social/emotional coaching to children who are engaged and compliant following my directions.	1	2	3	4	5
11. I communicate with parents about classroom rules and help parents know how they can support similar rules at home. (E.g., walking feet, inside voice, listening ears, hands to self, etc.)	1	2	3	4	5

<i>Differential Attention, Ignoring and Redirecting</i>	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate child behaviors.	1 2 3 4 5
2. I have identified negative behaviors in children I want to decrease and the “positive opposite” of each negative behavior that I will praise, reward and coach.	1 2 3 4 5
3. I have identified those behaviors I can ignore while keeping the children safe.	1 2 3 4 5
4. I have worked hard teaching children in circle time to ignore their peers when they are laughed at, poked or made fun of.	1 2 3 4 5
5. My ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want to encourage) while ignoring the child who is inappropriate.	1 2 3 4 5
7. I use positive self-talk as an approach to staying calm when children misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when children misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a child is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the child.	1 2 3 4 5
10. I have developed behavior plans that include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. I help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer, Tiny Turtle puppet).	1 2 3 4 5
12. I use “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
13. I work hard to redirect children to other activities when they are frustrated.	1 2 3 4 5

14. I have shared the classroom or home child care discipline hierarchy with the parents of the children.	1 2 3 4 5
15. I work with parents so they know behaviors to ignore and those to praise or reward.	1 2 3 4 5
16. I call parents to share successes their children are having learning new behaviors.	1 2 3 4 5
17. I teach parents some of the self-regulation strategies I am using with their children so they can use them at home. (E.g., Tiny Turtle's secret, Calm Down Thermometer, breathing strategies)	1 2 3 4 5

Future Goals Regarding Ignoring and Redirecting Strategies