



## Handouts

# *Positive Behavior Management for Toddlers and Preschoolers (Part 2)*



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## *Positive Behavior Management for Preschoolers (Part 2)*

### **Practice Activities**

#### ***To Do:***

- **TEACH** and **PRACTICE** Time Out to Calm Down with children. Explain when, where, and why Time Out to Calm Down will happen. Help children understand how to use their “ignore” muscles.
- **CONTINUE** adding to behavior plan(s) for children with behavior difficulties, utilizing logical consequences, scripted coached play with visual prompts, incentives, and teaching problem solving.
- **TEACH** children to problem solve using books, hypothetical problem scenarios, puppets and games. When “real life” problems occur encourage children to use solutions (if too dysregulated ignore).

#### ***To Read:***

Chapters Nine, Ten and Sixteen from *Incredible Teachers* book.



## Key Points

### *Positive Behavior Management* (for Preschoolers)

- Preparation is the key – with a plan of target behaviors to encourage and those to ignore.
- Consequences do not have to be severe to be effective.
- Follow the “law of least disruptive intervention” – use steps 1-4 in hierarchy ignoring, redirecting and warnings or reminders before more intrusive consequences.
- Ideally consequences (step 5) should be tailored to the particular circumstances – something that will be effective with that particular child because it deprives that child of something he or she particularly likes (loss of privilege) or something that is inherently connected to the misbehavior (logical and natural consequences).
- Consequences should never be physically or psychologically harmful to the child, nor should they ever humiliate or embarrass a child.
- Whenever possible, present consequences as a choice the child has made.
- Be friendly but firm – control your negative emotions.
- Review behavior plan and be sure attention is being given to “positive opposite” replacement behaviors by teacher’s social and emotion coaching, praise and incentives.



## ***Sample Circle Time Lesson Script: Ignore***

**Teacher:** Well, Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

**Puppet:** Well, I was sitting at circle at my school and it was so noisy. One of my friends kept talking to me and I couldn't hear the teacher. I asked him to stop but he kept talking.

**Teacher:** Wally, that sounds hard. How were you feeling when that happened?

**Puppet:** I was really frustrated.

**Teacher:** You know, Wally, I do have an idea for you for this problem. When someone is distracting me I do something called ignore. Can you all say that word for me?

**Puppet:** Ignore?

**Teacher:** Yes, Wally ignoring is when you pretend that you can't hear or see someone. You can even turn your body away and focus on the teacher. Try it. Pretend I am the boy in circle time, and you are ignoring me. Pretend Kendra over there is your teacher. You can look at her while you ignore me. Ready?

**Wally turns his body away and looks straight at Kendra.**

**Teacher:** Wow! I see Wally turning his whole body away. His eyes are focused right on his teacher and he isn't listening to anything I say! Wally has big ignore muscles! Who thinks they can try this too?

Next call a child to come up and act out the same scenario.

**Teacher:** Okay, Kendra, Wally is going to talk to you during circle time. You are going to ignore him. You are going to keep your eyes on me and turn your body away. Class, do you see how Kendra is so strong (feel her muscles!) She is ignoring. She turns her body away. She keeps her eyes on the action. I don't even think she heard Wally! Now who else wants a turn?

Practice some more or break your teachers into small groups so they can try the lesson.

**Important note:** Always have Wally act out the distracting behavior (do not put a child in this role). It is important that the children only act out positive behavior.

# Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior (Preschoolers)

## Step #8

Give Repeated Opportunities for New Learning Trials

- Model, coach & practice alternative desired behaviors
- Praise replacement behaviors
- Circle Time Lessons

## Step #7

Review Behavior Plan

- Check frequency of positive attention for prosocial behavior
- Check incentive program is motivating child
- Check that no attention is given during Time Out
- Conference with parent to coordinate home and school program
- IEP

## Step #6

For aggressive, destructive behavior

- 3-5 minutes time away or Time Out to Calm Down

## Step #5

Use small natural and logical consequences

- e.g.,
- 2 minute recess lost
- no computer time
- 2 minute loss of free play
- activity removed for few minutes
- loss of privilege

## Step #4

Ignore Non Aggressive Misbehaviors

- e.g.,
- tantrums
- whining

## Step #3

As child begins to get upset, coach calm down strategies

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

## Step #2

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

## Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Clear Transitions
- Teach Time Out to Calm Down

**Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior**

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

# Calm Down Procedure for Aggression (in the Classroom)

Children Ages 3–6 Years

## Scenario #1: Child goes to Calm Down Area



Child hits

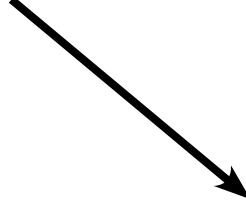


Check in with child who was hit  
"I'm sorry she hit you. She made a mistake"

Command  
"You hit. You need to go to the calm down area."  
(wait 5 seconds)

Child goes to Calm Down Area  
(No attention given for 3-5 minutes)

Child calm for last 1–2 minutes



Teacher coaches and praises child's first positive behavior.

"Thank you for raising a quiet hand"

Teacher ends time & re-engages child

"Your body is calm. You can join the group."

## ***Sample Circle Time Role Play Script for Explaining Time Out using a Puppet***

**Teacher:** Today we're going to talk about one of the important rules in this class. Do you remember the rule about "keeping hands and bodies to ourselves"? Does anyone know why this rule is important?

**Child:** To keep us safe!

**Teacher:** That's right! This is an important safety rule. We're going to talk about what happens when someone breaks this rule and hurts or hits someone else. You are all doing such a good job of being safe and gentle with each other, but sometimes children forget or get angry and hit someone else. When that happens, you'll need to take a Time Out until your body is calm and safe again. I'm going to use my puppet friend here to help show what that looks like. His name is Wally.

**Wally:** Hi boys and girls, I'm glad to be here.

**Teacher:** Wally, would you help the children by showing them how to go calmly to Time Out?

**Wally:** Sure, but this is just pretend because I didn't really hit anyone.

**Teacher:** That's right—this is just pretend. I'm going to tell Wally to go to Time Out and we'll see what he does. "Wally, you hit someone, you need to go to Time Out."

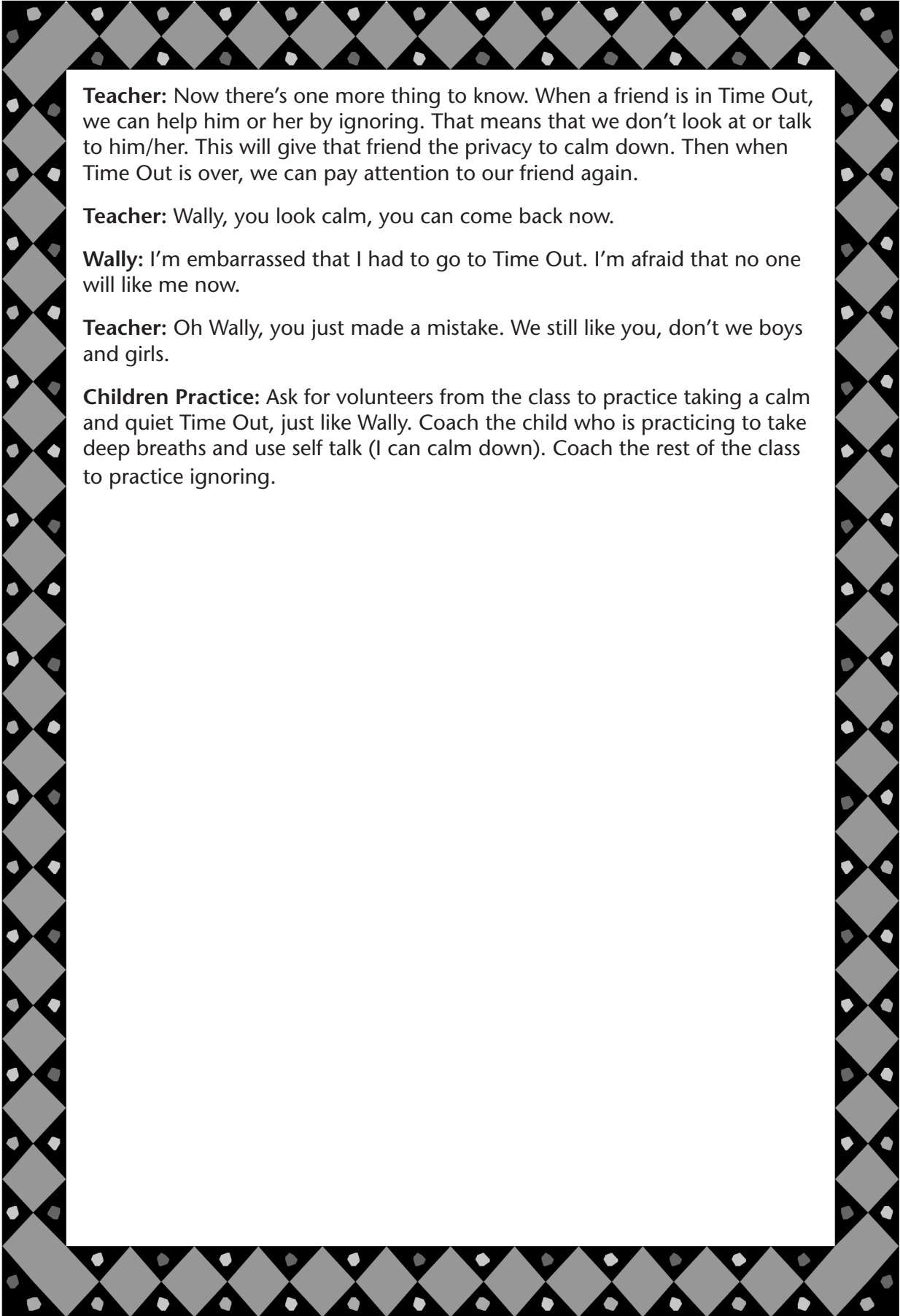
(Wally walks calmly to the Time Out chair and teacher narrates his actions).

**Teacher:** Do you see how calmly he is walking. Now his job is to calm down in the Time Out chair for 3 minutes (vary this depending on age). Let's see if he says anything to himself while he is in Time Out.

**Wally:** I can do it. I can calm down (also takes deep breaths).

**Teacher:** Let's say the same thing that Wally is saying and let's take some deep breaths. (children demonstrate). These things can help you calm down if you are in Time Out.





**Teacher:** Now there's one more thing to know. When a friend is in Time Out, we can help him or her by ignoring. That means that we don't look at or talk to him/her. This will give that friend the privacy to calm down. Then when Time Out is over, we can pay attention to our friend again.

**Teacher:** Wally, you look calm, you can come back now.

**Wally:** I'm embarrassed that I had to go to Time Out. I'm afraid that no one will like me now.

**Teacher:** Oh Wally, you just made a mistake. We still like you, don't we boys and girls.

**Children Practice:** Ask for volunteers from the class to practice taking a calm and quiet Time Out, just like Wally. Coach the child who is practicing to take deep breaths and use self talk (I can calm down). Coach the rest of the class to practice ignoring.

# Young Child Resists Going to Calm Down Area (in the Classroom)

Children Ages 3–6 Years

## Scenario #2: Child resists going to Calm Down Area



Child hits



Check in with child who was hit

"I'm sorry she hit you. She made a mistake"

Command

"You hit. You need to go to calm down area."  
(wait 5 seconds)

Child refuses to go to Calm Down Area

Teacher gives one warning

"You can go by yourself, or I can help you."  
(wait 5 seconds)



Teacher coaches and praises child's first positive behavior.

"Thank you for raising a quiet hand"

Teacher ends time and re-engages child

"Your body is calm. You can join the group."

Child complies

No attention given for 3–5 minutes, last 1–2 minutes child is calm.

Note: If child refuses, teacher calmly walks child to calm down area with no talking.

# Brainstorm/Buzz

## Staying Calm When Using Time Out



What emotional responses do you experience when ignoring misbehavior or using Time Out? Teachers often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write them down below. Be specific!

<b>My emotional responses when giving Time Out</b>	<b>Strategies to stay calm</b>
e.g., stressful feelings	e.g., think of happy, calm place



# Brainstorm/Buzz

## Coping and Calming Self-Talk



Think about ways to stay calm, assertive and patient when children misbehave.

Practice challenging negative self-talk and substituting positive self-talk and coping statements. On this notepad, write down some self-talk that you can use when you feel your anger mounting.



### **Positive Self-Talk**

*I can handle this...*

*I can control my anger...*

*I will take a brief Time Out myself...*



**Challenge irrational thoughts**

# Brainstorm/Buzz

## Natural & Logical Consequences



What consequences do you use for misbehavior in the classroom? Discuss these with your teacher buddy and write them down. Think about when you would use these on your behavior plan.

Find and record three natural & logical consequences and record how you used them.



1.

2.

3.

# 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"> <li>• Child uses the misbehavior in order to get attention</li> <li>• Child is venting frustration with the misbehavior</li> <li>• Child does not have the developmental ability to do other behaviors</li> <li>• Child uses the misbehavior to avoid stress or some unpleasant task</li> <li>• Child finds the behavior fun in and of itself</li> <li>• Child is unaware of doing the behavior</li> <li>• Child has not been taught other more appropriate prosocial behaviors</li> <li>• Child's home environment or past history has not taught the child predictability or the trustworthiness of adults</li> <li>• Child's behavior reflects child's feelings of inadequacy/anxiety/stress</li> </ul>		

## Step #3: Target Desired Positive Opposite Behaviors

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





# Preschool Behavior Planning



Use this form to make a behavior plan for a target child you are working with.

## Example of Behavior Plan: Jimmy, Preschool

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy
<p>Poking, Touching</p> <p>Speaks without raising hand</p> <p>Talks while directions are given</p> <p>Off-task, daydreaming</p>	<p>Keep hands to own body (in line)</p> <p>Raise a quiet hand (circle time)</p> <p>Listen quietly when directions are given (large classroom)</p> <p>Pay attention &amp; concentrate</p>	<p>Responds well to praise – does not like to be hugged</p> <p>Hand stamp for quiet hand up</p> <p>20 hand stamps = choose book for story hour</p> <p>Help distribute handouts</p> <p>Use visual rules cue cards (inside voice)</p>	<p>Positive redirect when distracted and off task</p> <p>Ignore blurting out</p> <p>Nonverbal cue for touching others with “hands to self” signal</p> <p>Get eye contact &amp; repeat positive direction</p>

Behavior Plan For: \_\_\_\_\_

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			

# Preschool Sample Behavior Plan Template



for \_\_\_\_\_

Developed by: \_\_\_\_\_

Date: \_\_\_\_\_

This plan is to be created by teachers or child care providers working directly with a child or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

## I. Preventive Strategies

The following preventive strategies are particularly effective with this child:

For example: seating child next to teacher at circle time; use picture sequence chart that outlines play options; nonverbal cues and signals.

## II. Encouragement of Appropriate Behaviors

**Targeted Positive Behaviors to Increase.** The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body, following teacher's directions, initiating play with another child, asking or gesturing for a turn, sharing.



**Effective Motivators and Incentives.** The following teaching strategies are effective in motivating this child and increasing his/her prosocial behaviors:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children for desired behaviors; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever he/she earns 5; “happy gram” coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

### **III. Decreasing Inappropriate Behaviors**

**Targeted Negative Behaviors to Decrease.** The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: hitting other children, not sitting at circle time, playing with same toy repetitively alone.

**Effective Strategies for Handling Misbehavior.** The following teaching management strategies are helpful with this child:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her for non disruptive behaviors; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out.

#### **IV. Parent and Teacher Insights about the Child's Temperament & Interests—Tips for Connecting**

For example: Interests—collecting baseball cards, ballet, etc. Temperament—likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family—has pet dog Ruffie, adjusting to divorce.

## V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or play sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date): \_\_\_\_\_

Plan to be re-evaluated (date): \_\_\_\_\_



# ***Incredible Years® Problem Solving Worksheet For Managing Children's Challenging Behaviors!***

## ***Problem Definition:***

1. Child's challenging behavior: \_\_\_\_\_  
\_\_\_\_\_
2. What are the triggers/precipitants of the child's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.) (See Functional Assessment – Understanding the Problem Behavior.)  
\_\_\_\_\_  
\_\_\_\_\_
3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)  
\_\_\_\_\_  
\_\_\_\_\_

## ***Goals:***

4. What is my goal? What positive opposite behavior do I want to see instead? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***Solutions:***

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support the child's positive behavior?  
Coach Play/Special Time: What kind of play or special time might best help the child here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching)  
\_\_\_\_\_  
Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) \_\_\_\_\_  
\_\_\_\_\_  
Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this child? \_\_\_\_\_
6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.  
Routines: Do I have a predictable routine for this problem? \_\_\_\_\_  
\_\_\_\_\_  
Distraction/Redirection: How can I distract or redirect this child before misbehavior escalates? \_\_\_\_\_  
\_\_\_\_\_

Ignore: What part of this behavior could I ignore? \_\_\_\_\_  
\_\_\_\_\_

What will I say to myself while I ignore it? \_\_\_\_\_  
\_\_\_\_\_

Consequence: What natural or logical consequence can I use to teach this child to change this behavior? \_\_\_\_\_

Calm Down Strategies: What calm down strategies can I teach this child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) \_\_\_\_\_

What problem solving strategies do I need to teach this child (e.g., share, wait, take turns, help)? \_\_\_\_\_  
\_\_\_\_\_

### ***Carrying Out my Plan:***

7. To whom should I communicate this plan? (other teachers, parents, principal etc.) \_\_\_\_\_  
\_\_\_\_\_

8. How can I involve parents in the plan? \_\_\_\_\_  
\_\_\_\_\_

9. Who can I call for support and to check in? \_\_\_\_\_  
\_\_\_\_\_

10. How will I take care of myself while this is going on? \_\_\_\_\_  
\_\_\_\_\_

### ***Evaluating the Success of Solutions***

11. How will I know I am making progress? What will be different? What assessments will I use?  
\_\_\_\_\_  
\_\_\_\_\_

12. How will I celebrate this child's success? As well as my own? \_\_\_\_\_  
\_\_\_\_\_

***Congratulations! You have a plan to change your child's behavior!  
Remember, it can take three weeks or more to see changes,  
so don't give up!***



## *Child Care Providers and Teachers Working Like Detectives: See What You've Learned!*

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

### ***Misbehavior***

1. Hitting and shoving peers
2. Refusal to do what teacher or child care provider asks
3. Whining
4. Tantrums
5. Dawdling while coming inside from recess
6. Not following teacher's direction
7. Smart talk/arguing with teacher
8. Difficulty sitting at snack time
9. Stomach aches and headaches
10. Inattentiveness and impulsivity
11. Leaving table in a mess
12. Criticizing / fighting with a peer

### ***Discipline Strategy***

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## *Child Care Providers and Teachers Working Like Detectives: See What You've Learned!*

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

<i>Misbehavior</i>	<i>Discipline Strategy</i>
13. Hitting pets	_____
14. Not sharing toys with friends	_____
15. Not helping at clean up time	_____
16. Exploding in anger / screaming when doesn't get own way	_____
17. Not sharing the computer with peers	_____
19. Difficulty taking turns with peers	_____
20. Refusing to go line up for recess	_____
21. Bossy with peers	_____
22. Bad language	_____
23. Refusing to wash hands before lunch	_____
24. Constantly tattling on others	_____
25. Refusing to use toilet	_____



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

**Positive Behavior Management (Part Two – Preschool)**

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 – Not Helpful 3 – Neutral 5 – Very Helpful**

<i>Time Out to Calm Down and Other Consequences</i>	
1. I have taught children what Time Out is used for and we have practiced how to go to Time Out to calm down.	<b>1 2 3 4 5</b>
2. I only use Time Out for aggressive or destructive behavior.	<b>1 2 3 4 5</b>
3. When I use Time Out I am calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	<b>1 2 3 4 5</b>
4. When the child is calm and Time Out is over, I immediately re-engage them with another activity.	<b>1 2 3 4 5</b>
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	<b>1 2 3 4 5</b>
6. I have identified a safe place for Time Out to calm down that is away from other children and relatively boring.	<b>1 2 3 4 5</b>
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., "I can do it, I can calm down")	<b>1 2 3 4 5</b>
8. I use emotion coaching to focus on times when children are staying calm, trying again, and being patient even though it is frustrating.	<b>1 2 3 4 5</b>
9. After Time Out is over I re-engage the child by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	<b>1 2 3 4 5</b>
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help children be successful.	<b>1 2 3 4 5</b>



11. I am firm, respectful and control my negative emotions when engaged in a discipline strategy.	<b>1 2 3 4 5</b>
12. I have explained the hierarchy of discipline plan to parents of children in my setting.	<b>1 2 3 4 5</b>
13. I have developed behavior plans, which include behaviors to coach, praise and reward and those to ignore or use a consequence. These are reviewed regularly by staff and parents.	<b>1 2 3 4 5</b>
14. I have a few logical consequences that I use appropriately. (describe here)	<b>1 2 3 4 5</b>
15. I send home only positive notes and if I want to discuss a behavior issue I set up an appointment time to discuss in person with the parent.	<b>1 2 3 4 5</b>
16. I use the Teacher-to-Parent Communication Home Activities letter to help parents understand how they can help their children learn some self-calming strategies.	<b>1 2 3 4 5</b>
<b>Future Goals Regarding My Discipline Strategies</b>	