



## What you will learn about Guiding Behavior in Young Children

*QRIS Indicator for Step 3 Child Growth, Development, and Learning: Program-wide guidance policy reflects positive, responsive practice.*

### **ESSENTIAL KNOWLEDGE: YOUNG CHILDREN DO NOT INTENTIONALLY PLAN “BAD” BEHAVIOR**

Providers help children to accept, understand, and manage their emotions. (ELG Essential Practice, Problem-Solving Skills)

Providers model and teach conflict resolution and problem-solving skills. (ELG Essential Practice, Problem-Solving Skills)

### **What does this look like in practice?**

- Respond consistently to child’s behavior including what the adult does, tone of voice, and the words used.
- Anticipate what children might do next to prevent them from hurting themselves and others.
- Model and explain what children can do while waiting.
- Redirect negative behaviors into positive behaviors.
- Children create “if-then” or “when-then” scenarios.
- Children are involved in creating rules for the child care.
- Support children’s efforts for solving their own problems and being independent.
- Give child ample time to solve own problems before intervening.
- Read books about feelings.
- Talk to children about feelings. (“What do you do when you feel....?” “How do you think that person feels?” “When that happens, I feel.....”)
- Model and role-play negotiation and conflict resolution skills with children.
- Model, show and talk with child about rules, limits, and options and explain how they help people get along and keep children safe.
- Teach children to avoid aggressive behaviors and explain how it might hurt others.
- Provide activities that allow child to negotiate social conflicts.
- Give child ample time to solve own problems before intervening.

- Model appropriate strategies for conflict resolution and use questions to stimulate thinking. Read stories, use flannel board, or invent puppet plays in which characters solve conflicts appropriately.

***ESSENTIAL KNOWLEDGE: CHILDREN HAVE A COMMON SET OF EMOTIONAL NEEDS: ATTENTION, AFFECTION, AFFIRMATION, AND ACCEPTANCE***

Providers promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments. (ELG Essential Practice, Health and Safety)

**What does this look like in practice?**

- Interact with children by asking simple questions and responding to their questions.
- Respond consistently to child's behavior including what the adult does, tone of voice, and the words used.
- Show respect for children's choices and attempts at solving problems.

***ESSENTIAL KNOWLEDGE: YOUNG CHILDREN'S BEHAVIOR MAY COME FROM CURIOSITY, NEED FOR ATTENTION, STAGE OF DEVELOPMENT, NEED FOR INDEPENDENCE, OR BASIC UNMET NEEDS.***

Providers observe, recognize, and support children's unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes. (ELG, Essential Practice, Cultural Context)

**What does this look like in practice?**

- Create a safe, secure, and attractive environment, which includes toys and books, for children to explore.
- Observe each child to understand unique temperament, learning styles, and ways of showing curiosity.
- Make surroundings safe and inviting to encourage exploration.
- Offer a variety of materials and activities for each child's learning style.
- Respond to children's cues that indicate the need for quiet or active time.
- Provide regular sleep routines.
- Stimulating and restful activities are balanced.
- Opportunities for physical activity are provided throughout each day.

***ESSENTIAL KNOWLEDGE: ADULTS CAN HELP A CHILD LEARN DESIRED BEHAVIOR.***

Individualize experiences, activities, interactions, and instructions to meet the needs of each child. (ELG, Essential Practice, Cultural Context)

### **What does this look like in practice?**

- Provide environment and time for dramatic play.
- Role play and give children words they can use. (“Would you like some new colors to draw with? I will pass them to you.”)
- Communicate expectations clearly by modeling and showing children how to respond.

***ESSENTIAL KNOWLEDGE: ADULTS ARE RESPONSIBLE FOR THEIR OWN RESPONSES, RECOGNIZING THEIR OWN FRUSTRATION AND IDENTIFYING STRATEGIES TO AVOID INAPPROPRIATE REACTIONS.***

Ensure that children are provided with caregivers who interact in consistent and caring ways. (ELG, Essential Practice, Health and Safety)

### **What does this look like in practice?**

- Providers can identify child behaviors that trigger feelings of anger and frustration.
- Providers develop a system within their staff to support each other when children’s behavior is challenging.
- Providers know when to remove themselves from the situation or give themselves a “time-out” until they feel in control of their emotions.

***ESSENTIAL KNOWLEDGE: THERE ARE MORE EFFECTIVE DISCIPLINE STRATEGIES THAN TIME-OUTS.***

Help children learn to accept, understand, and manage their emotions. (ELG, Essential Practices, Problem-Solving Skills)

### **What does this look like in practice?**

- Teach children alternate ways to behave instead of trying to stop the behavior.
- Isolation and physical restraint should only be used to maintain a safe environment for the child and others.

***ESSENTIAL KNOWLEDGE: EFFECTIVE DISCIPLINE STRATEGIES RULES OF THUMB-***

- **Pick your battles**
- **Keep it simple**
- **Be patient**
- **Be consistent**
- **Follow through**
- **Have a plan**

Ensure that children are provided with caregivers who interact in consistent and caring ways. (ELG, Essential Practice, Health and Safety)

### **What does this look like in practice?**

- Pick your battles- safety first followed by pet-peeves or hot buttons
- Keep it simple- keep rules to a manageable number for children to remember, with concise responses, not lectures
- Be patient- children make the same mistakes many times
- Be consistent – enforce the expectations throughout the day
- Follow through – using natural or logical consequences, be prepared to do what you say you will do. Avoid empty threats.
- Have a plan – goals, expectations, consequences, and rewards for increasing a desired behavior or decreasing an undesired behavior. Expectations must be developmentally appropriate.