

Positive Behavior Support Part 2



Learning Objectives – Part 2

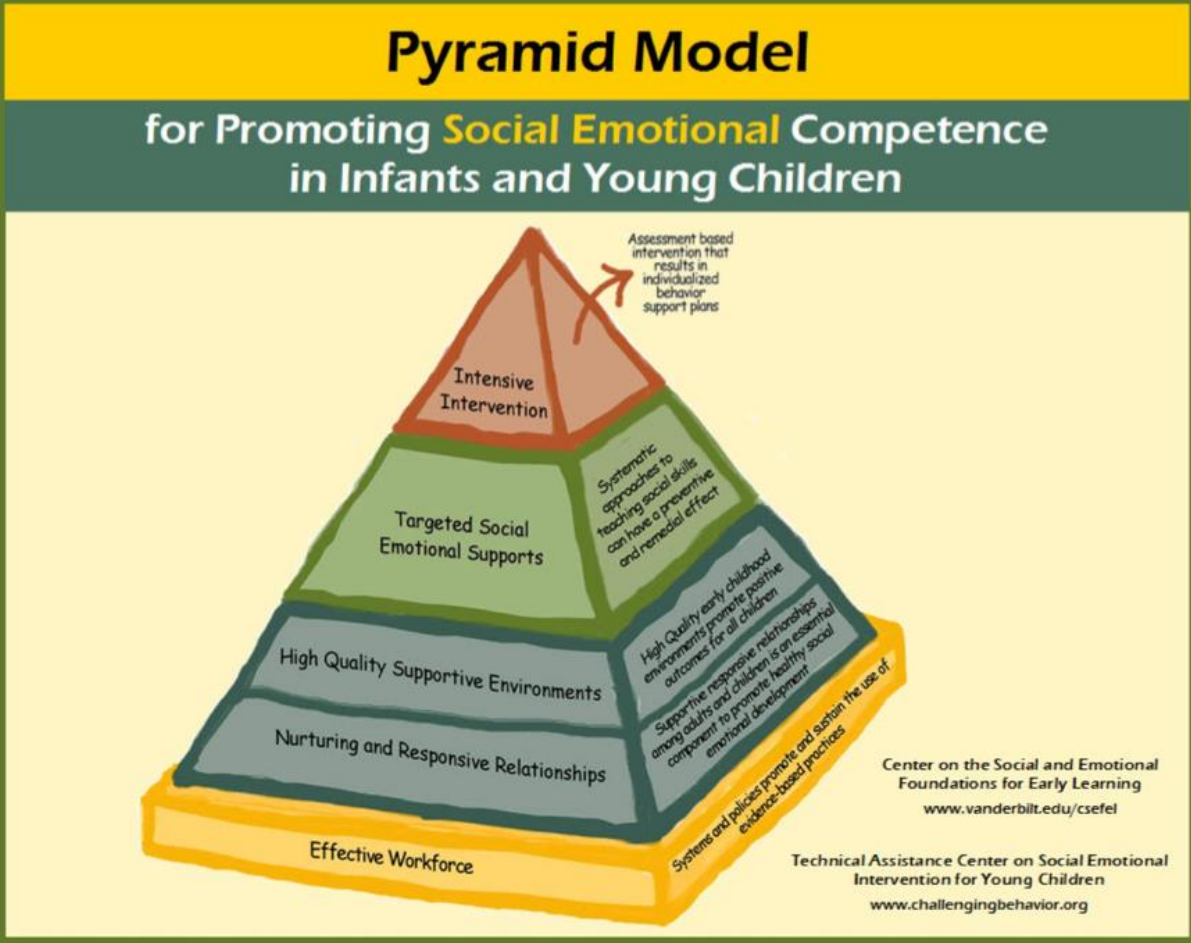
- Learn strategies for teaching about emotions.
- Learn why problem solving is an important skill to teach children.
- Learn strategies for teaching friendship skills.
- Reflect on your perceptions of children's behavior.
- Discuss early intervention strategies.

Hello and Welcome Back!



Take a moment to introduce yourself to someone new and share something that interested you from Part 1. What was one new thing you learned? One new or renewed strategy that you plan to use?

Noticing Feelings: Teaching Emotional Literacy and Regulation





Video: What is Emotional Literacy?

- [Video link: What is Emotional Literacy?](#)
- Watch for emotional literacy strategies you would like to use!



Discussion: Emotional Literacy

- What do you do to teach children emotions?





Video: Emotional Regulation

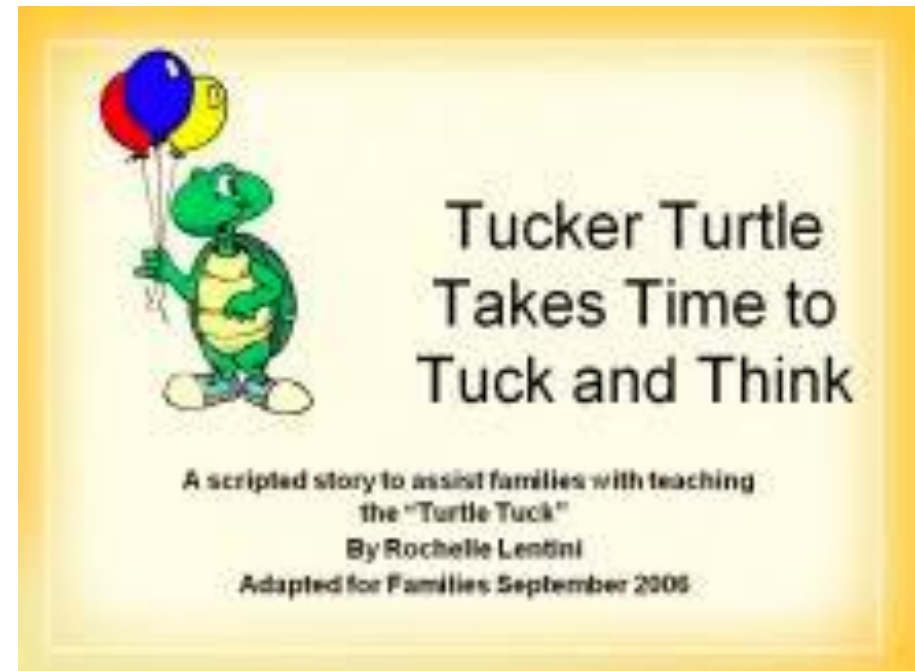
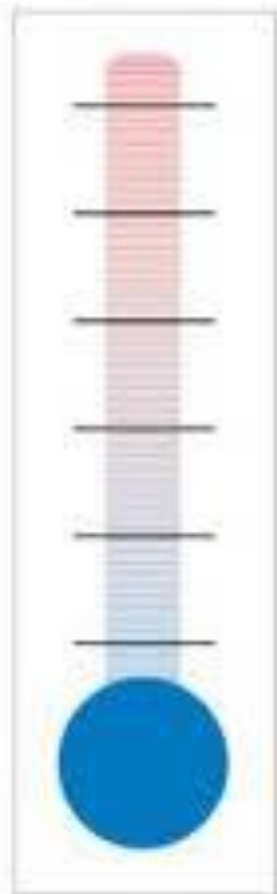
- [Video link: Emotional Regulation](#)



Video: *Social Stories*

- [Video link: Social Stories](#)
- Let's take a field trip!

Center for Social Emotional Foundations of Early Learning





Video: *Let's Make It! Turtles!*

- [Video link: Let's Make It! Turtles!](#)

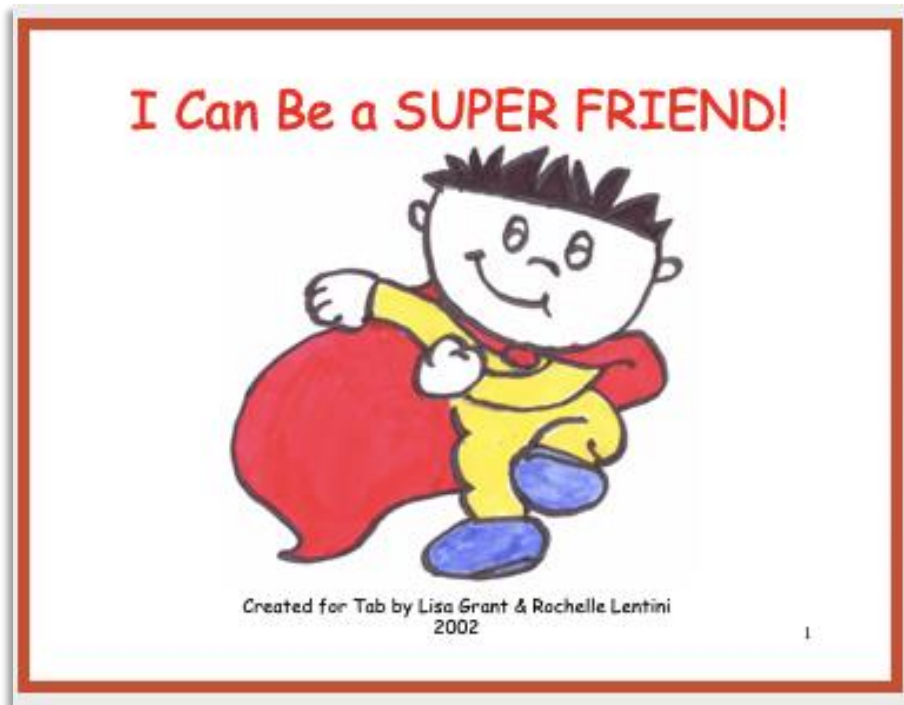


Video: Circle Time Magic – Movement

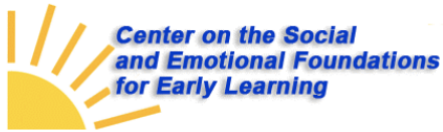
- [Video link: Circle Time Magic – Movement](#)
- As you watch, think about the ways that you do, or could, use movement to promote emotional regulation.

Social Stories

Social stories are brief descriptive stories that provide information regarding a social situation.



Making a Social Story



SCRIPTED STORIES FOR SOCIAL SITUATIONS- TIP SHEET

The rules or expectations of social interactions are typically learned by example. Children with communication difficulties and/or behavior challenges often do not learn these interactions incidentally, but may need more explicit instructions through a scripted description of the social situation.

Scripted stories for social situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. As the title implies, they are brief descriptive stories that provide information regarding a social situation. When children are given information that helps them understand the expectations of a situation, their problem behavior within that situation is reduced or minimized. Parents, teachers and caregivers can use these simple stories as a tool to prepare the child for a new situation, to address challenging behavior within a setting or situation, or to teach new skills. The following is an example of a scripted story explaining when it's appropriate to run.

RUNNING

I like to run. It is fun to go fast.
It's okay to run when I am playing outside.
I can run when I am on the playground.
Sometimes I feel like running, but it is dangerous to run when I am inside.
Running inside could hurt me or other people.
When people are inside, they walk.
Walking inside is safe.
I will try to walk inside and only run when I am outside on the playground.
My teachers and parents like it when I remember to walk inside.

WRITING A SCRIPTED STORY

Begin by observing the child in the situation you are addressing. Try to take on the child's perspective and include aspects of his or her feelings or views in the story. Also, include usual occurrences in the social situation, clear "expectations", and the perspective of others, along with considering possible variations.

There are three types of sentences used in writing Scripted Story:

- Descriptive sentences:** objectively define anticipated events where a situation occurs, who is involved, what they are doing and why. (e.g., When people are inside, they walk.)
- Perspective sentences:** describe the internal status of the person or persons involved, their thoughts, feelings, or moods. (e.g., Running inside could hurt me or other people.)
- Directive sentences:** are individualized statements of desired responses stated in a positive manner. They may begin "I can try..." or "I will work on..." Try to avoid sentences starting with "Do not" or definitive statements. (e.g., I will try to walk in inside.)

A Scripted Story should have 3 to 5 descriptive and perspective sentences for each directive sentence. Avoid using too many directive sentences.

Write in first person and on the child's developmental skill level. Also remember to use pictures that fit within the child's developmental skill level to supplement text.

Reference: Broek, E., Cain, S.L., Dutkiewicz, M., Fleck, L., Grey, B., Grey, C., et al. (1994). *The Original Social Story™ Book*. Arlington, TX: Future Education. www.thegrayscale.org

- How to make and personalize your own
- Individual and class stories
- [Website](#)

More Strategies



Creating a Classroom Comfort Box

Children can experience many types of stressors from school, home, and neighborhood environments. Teachers can use a comfort box as a tool to help soothe children who are feeling sad, scared, anxious, or angry.

Find the items that work best for the children in your classroom. Here are some examples:

Soft Items:

-Make soft dolls or stuffed animals available for children to hold. Puppets can be a helpful tool in helping children to discuss their feelings.

Photo Albums:

-Create some mini-photo albums featuring pictures of the children, their families, teachers, and pets.

Books:

-Include children's favorite books and books about different types of feelings.

Squeeze Toys/ Stress Balls:

-Add in small items that children can hold in their hands that allow them to squeeze, pull, or push.

Feeling Activities:

-Put together a variety of pictures of people expressing different emotions, a feelings wheel, and an unbreakable mirror.

Opportunities for Self-Expression:

-Include a clipboard with paper and crayons for children to scribble or draw a picture. An erase board or drawing tool can also be used.

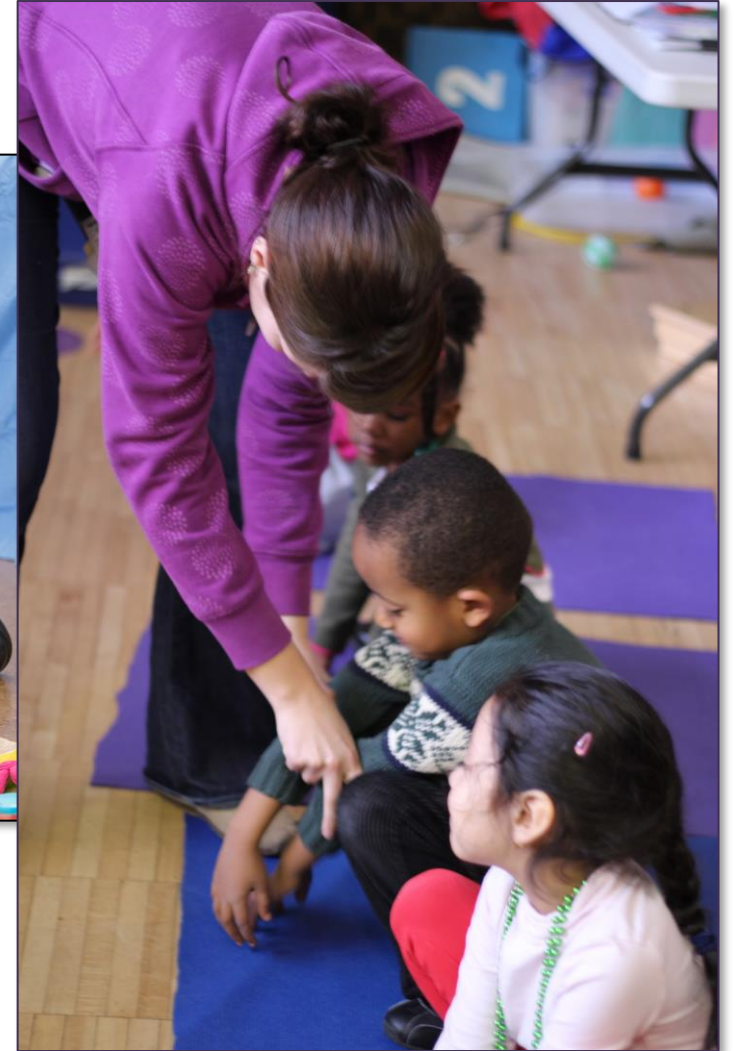
Stress/Wave Bottles:

-Create a variety of bottles for children to shake and watch. Fill clear plastic bottles with water, food coloring, glitter, vegetable oil, etc. Hot glue the bottles for safety.

Soothing Music:

Allow children to listen to music with headphones. This can be done during naptime or anytime during the day as needed.

When creating a classroom comfort box, talk with children in your class about what helps them to feel better. Incorporate these suggestions.



[Website](#)



Video: What do you with the mad that you feel?

- Mr. Rogers discusses what to do with the emotions we feel.
- Fred Rogers Productions. (1997). *What do you do with the mad that you feel?* [Video file].

<https://www.misterrogers.org/articles/he-helped-us-with-our-feelings/>



Children's Books – Emotions

- What are your favorite children's books that talk about emotions?
- Let's make a list together.

Emotional Literacy - Key Strategies

- Teach and build new emotion words
- Play games to identify emotions
- Practice and model emotional regulation





Video: It's All About You – Telescope

- [Video link: It's All About You – Telescope](#)
- Keep an eye out for ideas that could work for you!



Discussion: It's All About You – Telescopes



Talk to a partner: think about a recent time you were stuck in a negative frame of mind about something in your work. What could you say or do to turn it around?

A young child with dark skin and curly hair is sitting at a wooden table, eating a round, yellow cracker. The child is wearing a blue t-shirt over a white shirt with colorful patterns. On the table in front of the child is a white napkin with several more round, yellow crackers on it, and a clear glass filled with milk. In the background, there are stacks of colorful trays (blue, red, yellow) and a green apple on a blue surface. A white bag with colorful patterns is also visible. A large white circle with a blue border is overlaid on the right side of the image, containing the text "Part 2 Break!".

**Part 2
Break!**

Problems as Opportunities: Teaching Problem-Solving and Friendship Skills



Video: The 4 Step Problem Solving Technique

- [Video link: The 4 Step Problem Solving Technique](#)



Review and Discussion: The 4 Step Problem Solving Technique

- Step 1: What is my problem? Identify the problem.
- Step 2: Brainstorm solutions. Use tools for support.
- Step 3: What will happen if I try this solution? Evaluate the option.
- Step 4: Try it out. If it doesn't work, try another solution.

Discuss: What other ways have you taught problem solving?



Video: *Think 5*

- [Video link: Think 5](#)
- Be ready to talk about how to apply Dr. Fettig's Think 5 technique after the clip.

Think 5: Key Strategies

Think 5: Educator steps to problem solve in the moment.

1. Anticipate
2. Be close
3. Provide support
4. Multiple solutions
5. Celebrate success





Video: From the Field - Social Problems and Biases

- [Video link: From the Field – Social Problems and Biases](#)

Reflect: Stop, Tuck, and Breathe

Framework for Anti-Bias Teaching

Entry points	Feeling	Thinking	Responding	Sharing
What are children, teachers, and families thinking about?	What feelings come up for you?	What might be meaningful to explore with the children?	How do you implement a curriculum that supports learning?	How do you share anti-bias learning by communicating process and outcomes?
Consider what you <ul style="list-style-type: none"> See in children's play See in the news Hear families talking about Think about yourself Need to do to listen carefully to children and families Might document to determine possible entry points 	Consider how you <ul style="list-style-type: none"> Feel initially React initially Respond based on your personal experiences Feel about discussing a topic with children or families 	Consider planning <ul style="list-style-type: none"> Individually With your team With colleagues By doing more research about a topic By analyzing and reviewing documentation Whether an issue feels appropriate to discuss with the program's children and families 	Consider how you could <ul style="list-style-type: none"> Respond in the moment Respond long-term Revisit or expand on the issue with children Make topics accessible to children 	Consider the ways you can share with <ul style="list-style-type: none"> Children Teachers (each other) Families Colleagues The early childhood education field

- How might you use the Framework for Anti-Bias Teaching in your early learning setting?
- Let's practice!
- Find a partner to pair with and share your ideas

Discussion: Working with Families

- How are we communicating our thinking with families?
- What are some ways we can explore anti-bias with families?





Video: Children's Books That Support Friendship and Solving Problems

- [Video link: Children's Books that Support Friendship and Solving Problem](#)

Part 2 – Wellness Activity

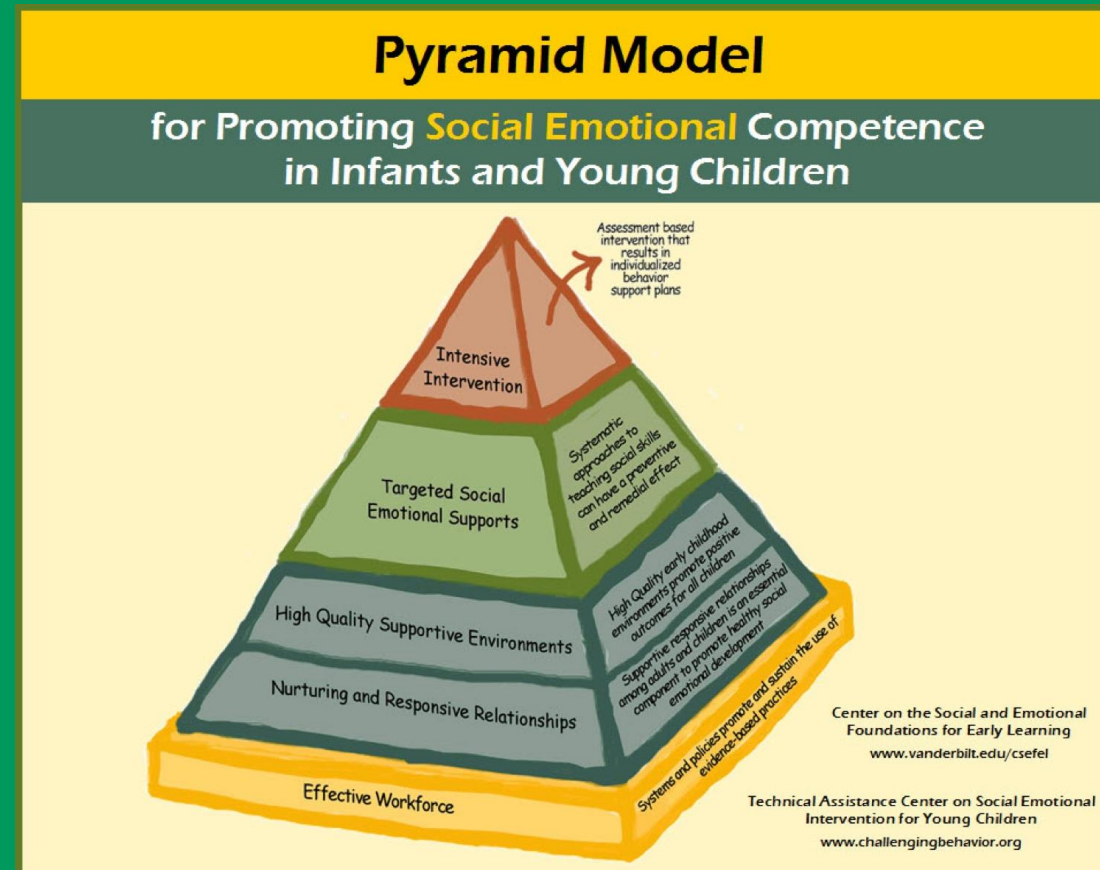




Video: Children's Interviews - Problem Solving

- [Video link: Children's Interviews – Problem Solving](#)

Addressing Challenging Behavior: Guidance and Support





Video: *The Three R's*

- [Video link: The Three R's](#)
- As you watch, consider something you found challenging recently and how the “Three R’s” might apply to that situation



What is your go-to happy activity?

- Take a moment to brainstorm ideas.





Video: *The Behavior Equation*

- [Video link: The Behavior Equation](#)



Activity: Antecedent + Behavior + Consequence = Function

- Use your ABC form to jot down observation notes from the following two videos.



Video: *Outdoor Observation*

- [Video link: Outdoor Observation](#)

Antecedent + Behavior + Consequence = Function

Antecedent What happened before?	Behavior What happens during?	Consequence What happened after?
	Function	



Video: *Free-Play Observation*

- [Video link: Free-Play Observation](#)

Antecedent + Behavior + Consequence = Function (continued)

Antecedent What happened before?	Behavior What happens during?	Consequence What happened after?
	Function	

Functions of Behavior

- Get something
- Get away from something

Positive Behavior Support Module
Handout: ABC Form

Child's name: _____ Date/time: _____

Antecedent What happened before?	Behavior What happens during?	Consequence What happened after?
	Function	

Prevent	Teach New Skills	Respond
		To challenging behavior: To new skill:

Positive Behavior Support module 1

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Video: *Observation Debrief*

- [Video link: Observation Debrief](#)
- Compare your notes to Gail's debrief of the video.



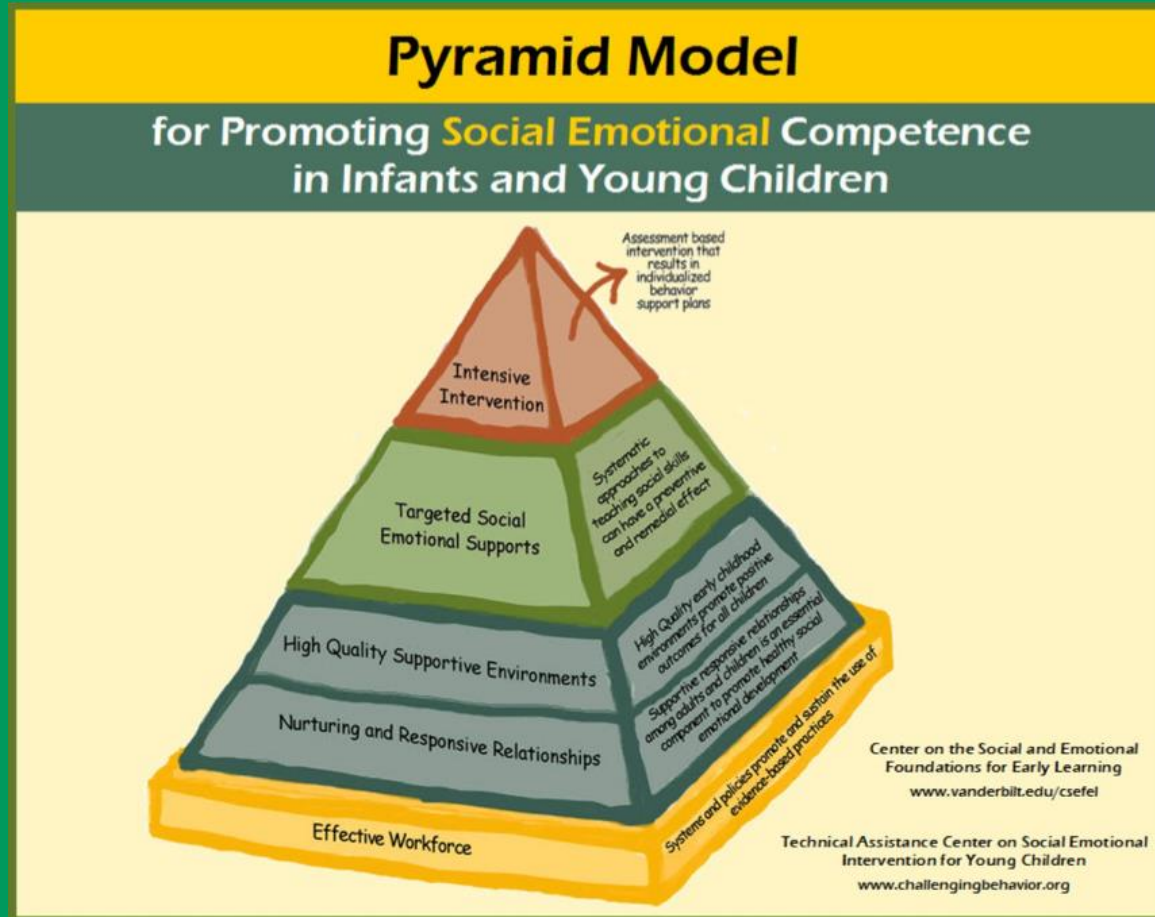


Video: *Visit to the Library*

- [Video link: Visit to the Library](#)



Early Intervention





Video: *Early Intervention Services*

- [Video link: Early Intervention Services](#)
- Watch for new ideas that you could share with colleagues or families.



Video: Connecting Before Correcting

- [Video link: Connecting Before Correcting](#)
- As you watch the video, consider what strategies you might want to use in your program.





Discussion: Connecting Before Correcting

What are one or two strategies discussed that you could use this week to “connect before you correct” with children?



Family Services

- Early childhood mental health therapy
- Circle of Security
- Play therapy – often for children 3+
- Occupational/speech therapy
- Family preservation services
- Movement – yoga, martial arts, sports
- Social skills groups – often school age focused

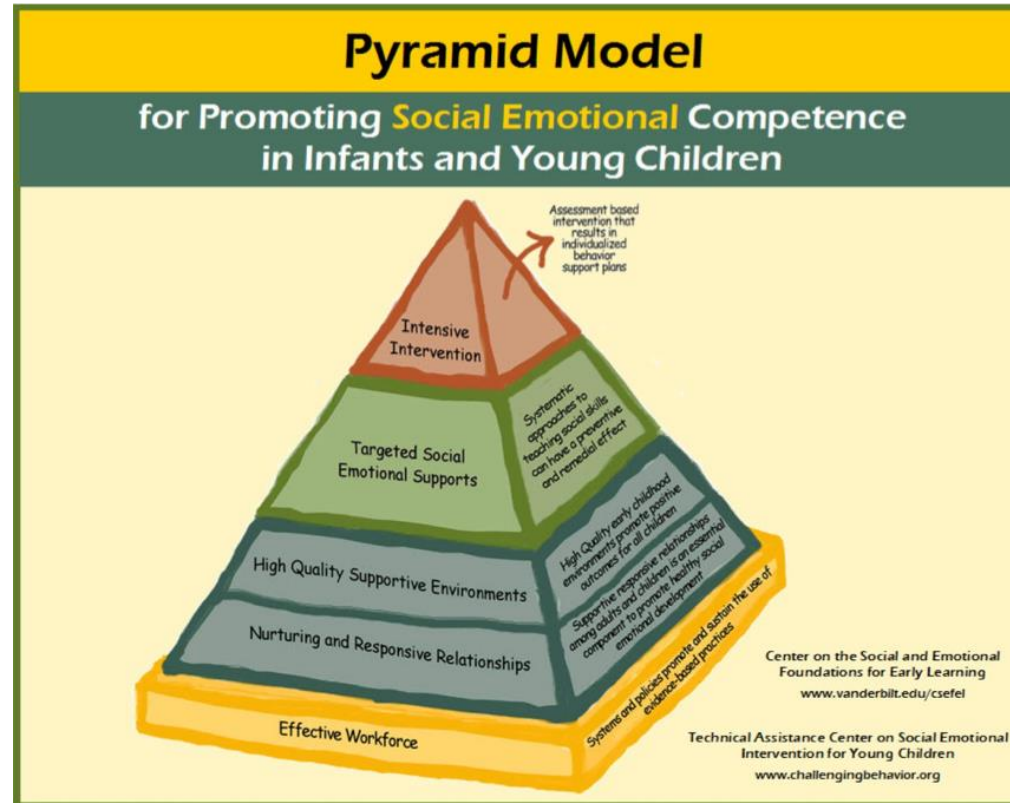


Early Intervention Key Takeaways

- Listen to your gut instinct (but check your biases)
- Families can elect not to follow through
- Families need to be comfortable
- Early Intervention services can be key
- Early Intervention is open and accessible to everyone
- You do not need a referral to contact early intervention or district services
- Self-care is necessary



Summary



- [Circle Time Magazine](#)
- [CSFEL](#)
- [Head Start Center for Inclusion](#)



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