



# Regional Community Childcare Development Fund

## Positive Behaviour Support in Early Childhood

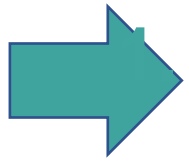
### Phase 3 – Module 1

### Teaching Self regulation

### Self Control and use of Sensory supports

*Supported by the State Government's Royalties for Regions program and the Department of Communities.*

# Phase Three Modules



**Teaching self regulation, self control and the use of sensory supports.**

2. Additional Supports – Tier 2 and 3, social skills instruction and Stay, Play, Talk.
3. Highly intensive individual support planning: Prevent, Teach, Reinforce structure for young children and how this can be used for children at risk of exclusion from the service

# Acknowledgements

- CSFEL, Pyramid model
- [www.PBIS.org](http://www.PBIS.org)

# National Standards

## Assessment guide for element

### 5.2.1

Assessors may observe educators :

- modelling for children explicit strategies to initiate interactions and join in play and social experiences with other children
- assisting and supporting children when they are having difficulty understanding or communicating with each other

# National Standards

## Assessment guide for element QA

### 5.2 Element 5.2.3

Assessors may observe educators :

- consistently guiding all children's behaviour in ways that:
  - are focused on supporting children to develop skills to self-regulate
  - preserve and promote children's self-esteem

# EYLF links

## Outcome 2

Children are connected and contribute to their world



**My world**

**2.1** Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

**2.1** *Children begin to learn about belonging to a group in a family, at child care and at school*

What does this mean for children and families?

How could you do this?

Here is an example

Children learn to tell someone when they don't like what is happening

Watch out for children who might be upset. Maybe they need to tell you that someone has taken something from them that they were playing with



# Links to mental health



# How would you define Self regulation?



# Self regulation requires a ladder of skills

1. Notice what you are feeling
2. Name that feeling
3. STOP from doing a not ok behaviour
4. Choose from a menu of ok behaviours
5. Enact the ok behaviour skill

Quite a lot!



# Emotional Literacy

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.

# Children with a Strong Foundation in Emotional Literacy:

- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused



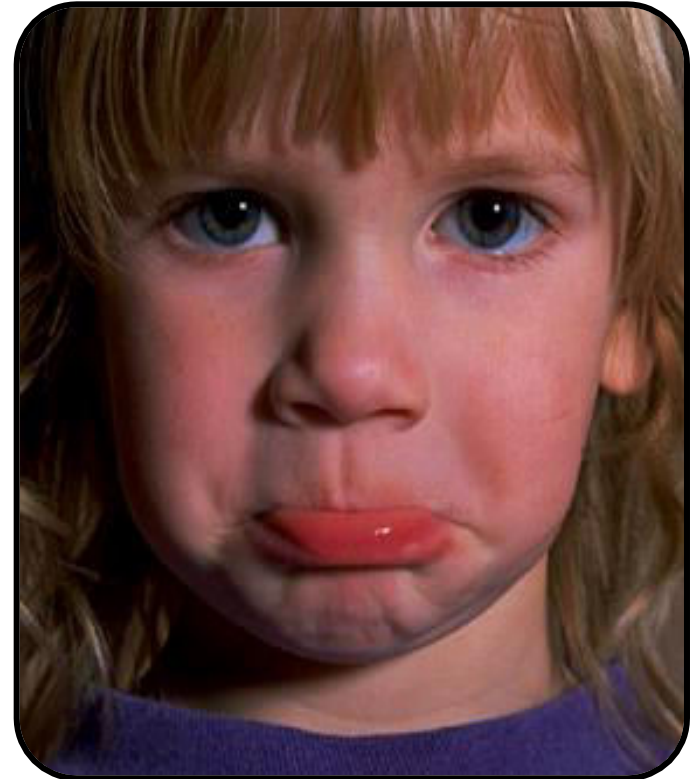
# Learning About Our Feelings

- Recognizing and relating with others' feelings
- Recognize anger in oneself and others
- Understanding appropriate ways to express anger
- Learning how to calm down
- Recognizing our feelings and using self-regulation

# Self regulation steps 1 and 2: Notice and name the feeling

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children's Literature

# Direct Teaching of Feeling Vocabulary







Happy



Sad



Proud



Embarrassed



Loved



Scared



Angry



Frustrated



Lonely



Nervous

# English/ Spanish

# Classroom Example

MIRROR →





I feel PROUD



# Indirect Teaching



Provide emotional labels  
as children experience  
various affective states -  
**“Tamika and Tanya  
seem really happy to be  
playing together! They  
keep hugging each  
other!”**

# Sample Game

How does your face look when you feel proud?

What makes you feel proud?



# Sample Game



Triste



Alegre



Frustrado

Make a \_\_\_\_\_ face.



# Sample Game

## Bingo



Loved



Happy



Sad



Happy



Loved



Proud



Proud



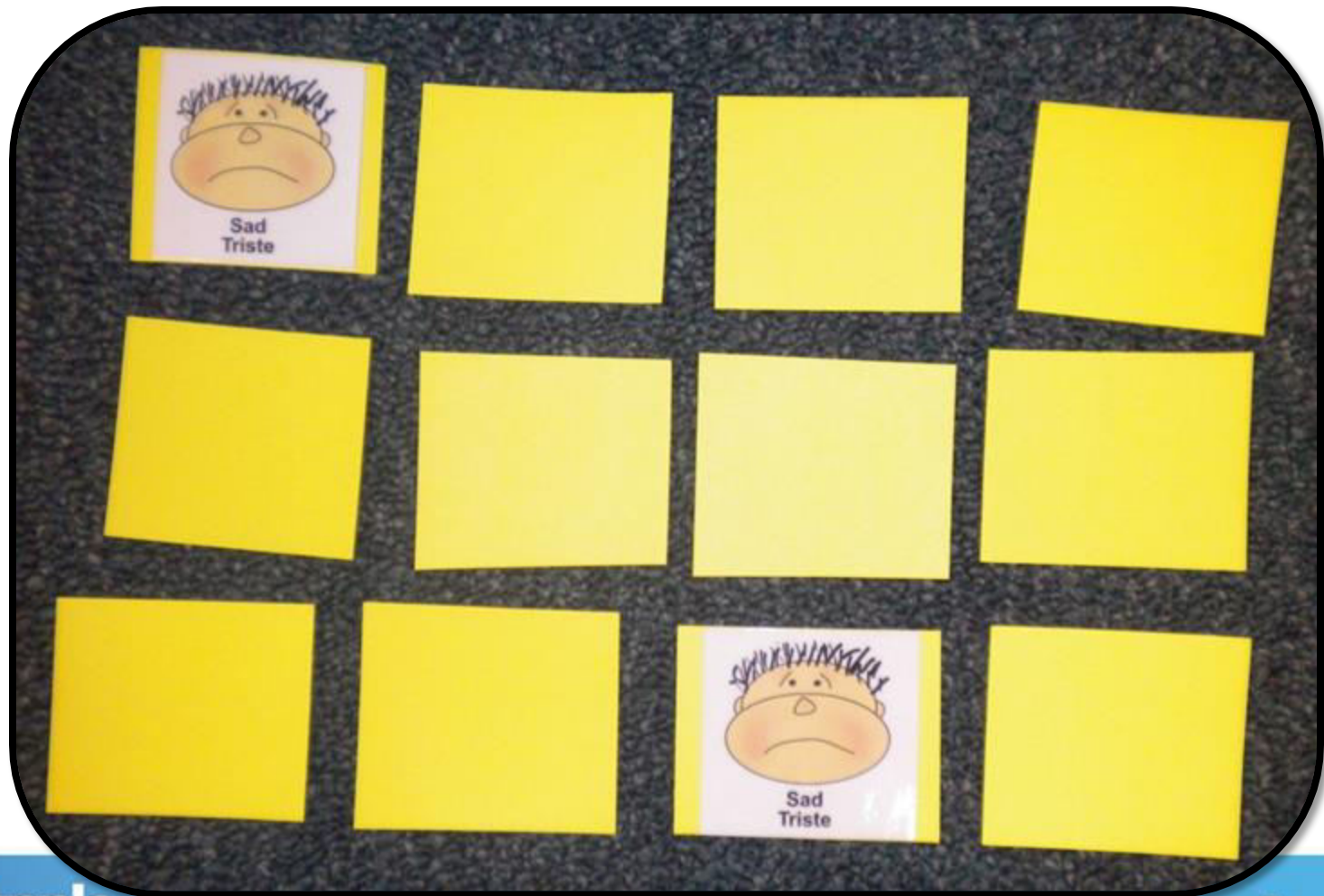
Sad



Loved

# Feelings Activity Within Centers

## Memory and/or Match Game



# Checking In

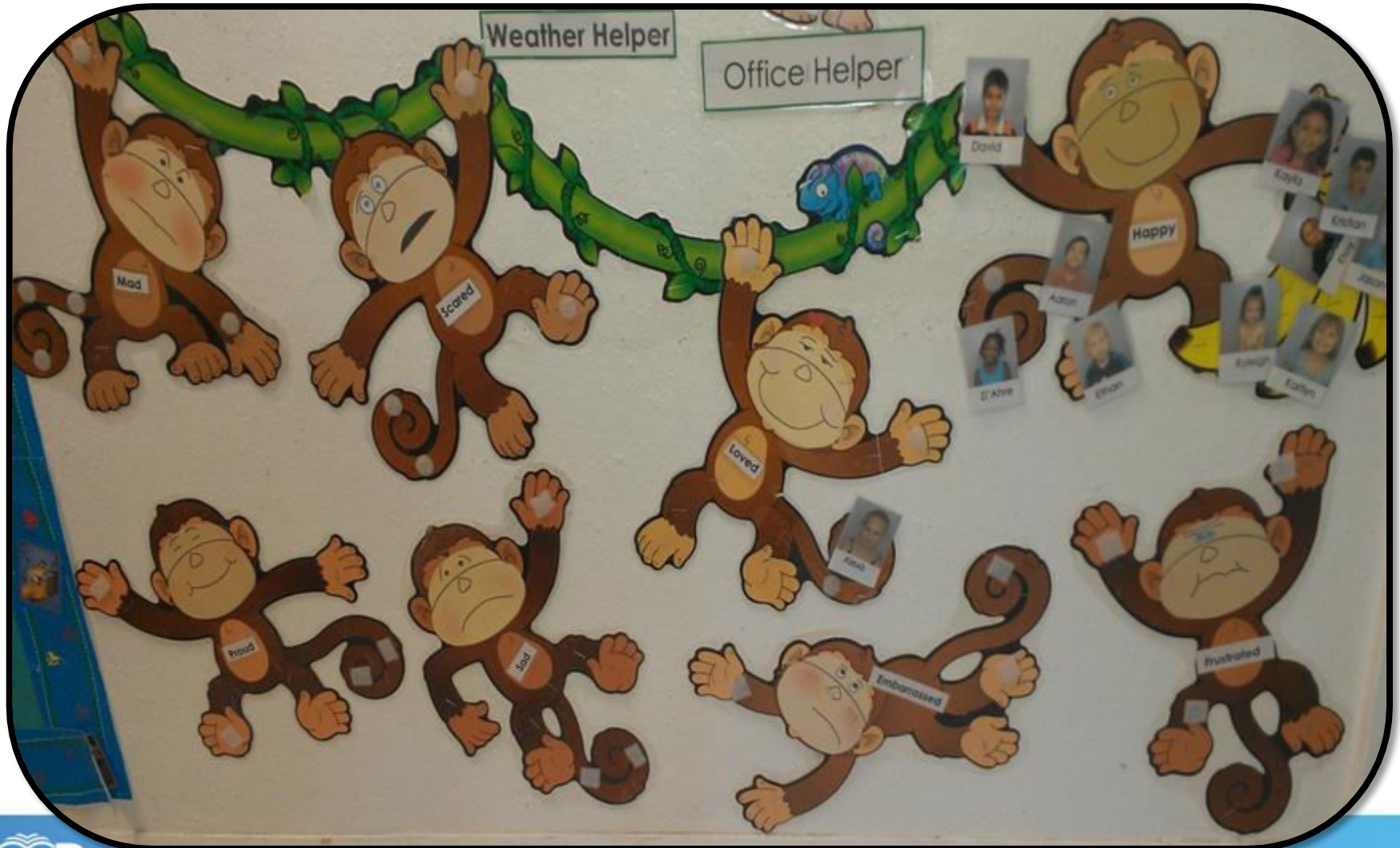
Teachers and children can “check in” each morning by choosing a feeling face that best describes their affective state and putting it next to their name.

Children can be encouraged to change their feeling faces throughout the day as their feelings change.





# Checking In

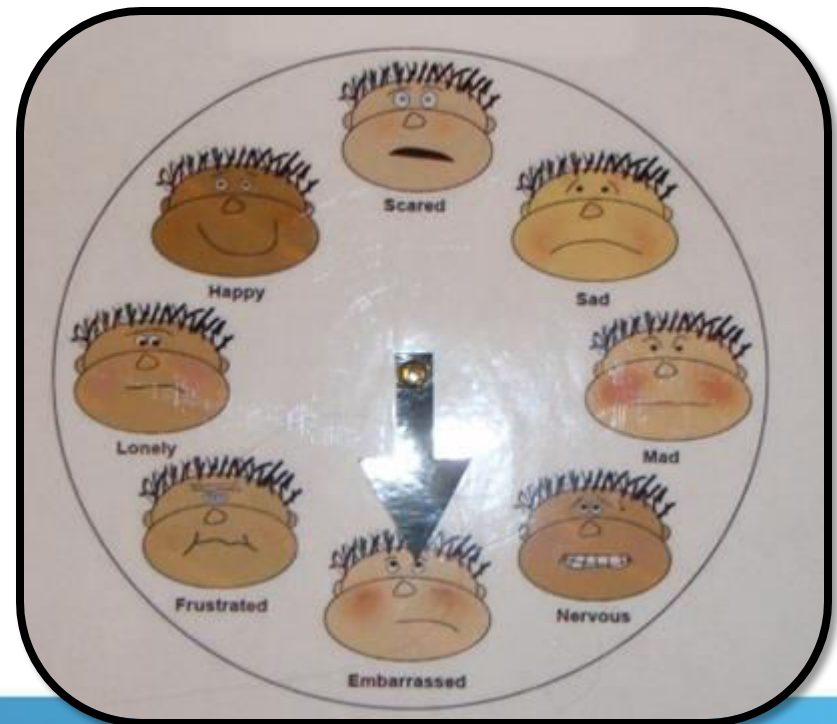




# Feeling Wheels & Feeling Dice

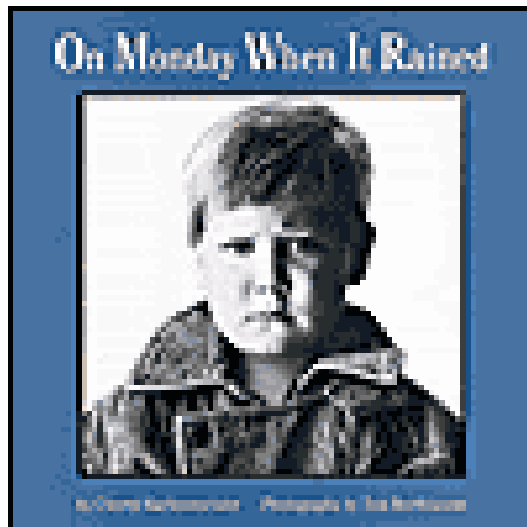


# Feeling Wheel

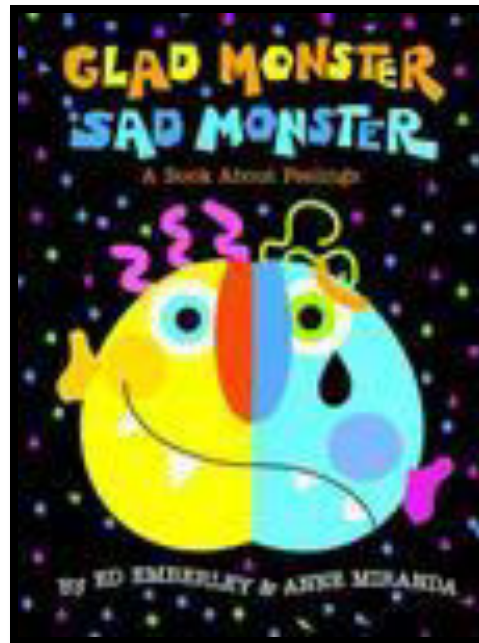


# Book Nooks

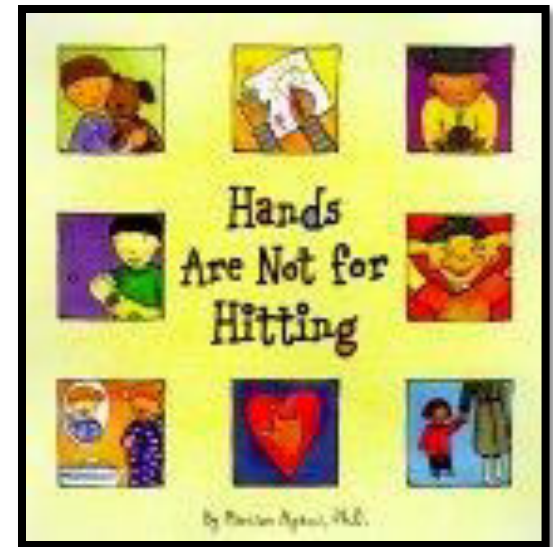
On Monday  
When  
it Rained



Glad Monster  
Sad Monster



Hands Are Not  
for Hitting



<http://csefel.vanderbilt.edu/resources/strategies.html>

# What will work for you?

- What Emotional literacy resources do you have already?
- What emotional literacy resources would you like to access?

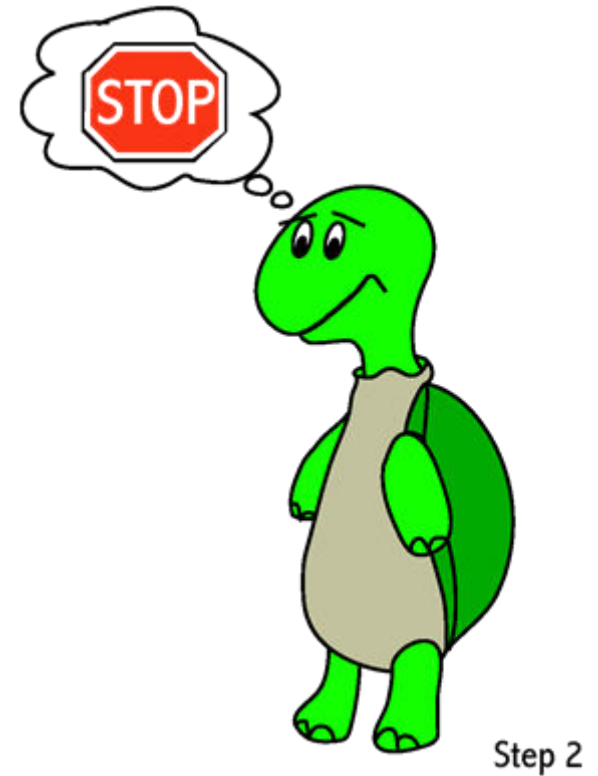


# 3 and 4 STOP and Choose

- More in it than we think!
- Know any adults who have difficulty with it?

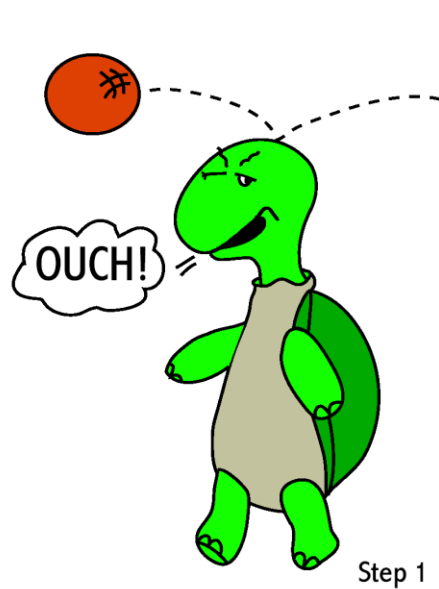
# Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger

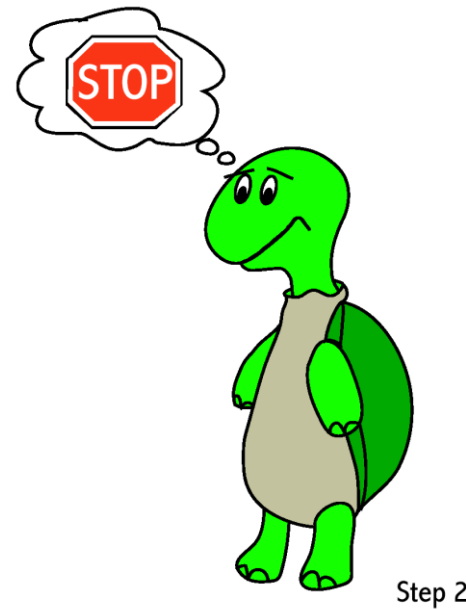


# Turtle Technique

Recognize that you feel angry.



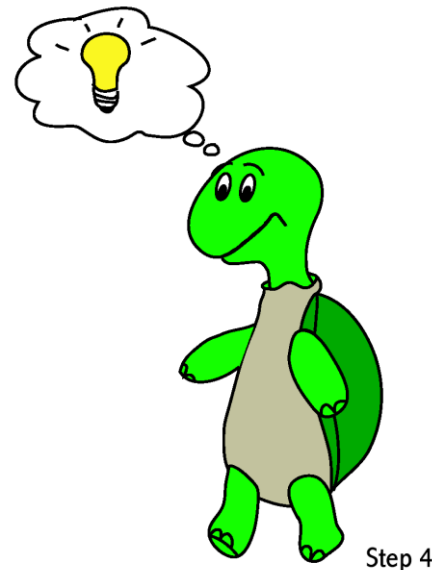
“Think”  
Stop.



Go into shell.  
Take 3 deep  
breaths. And  
think calm,  
coping  
thoughts.

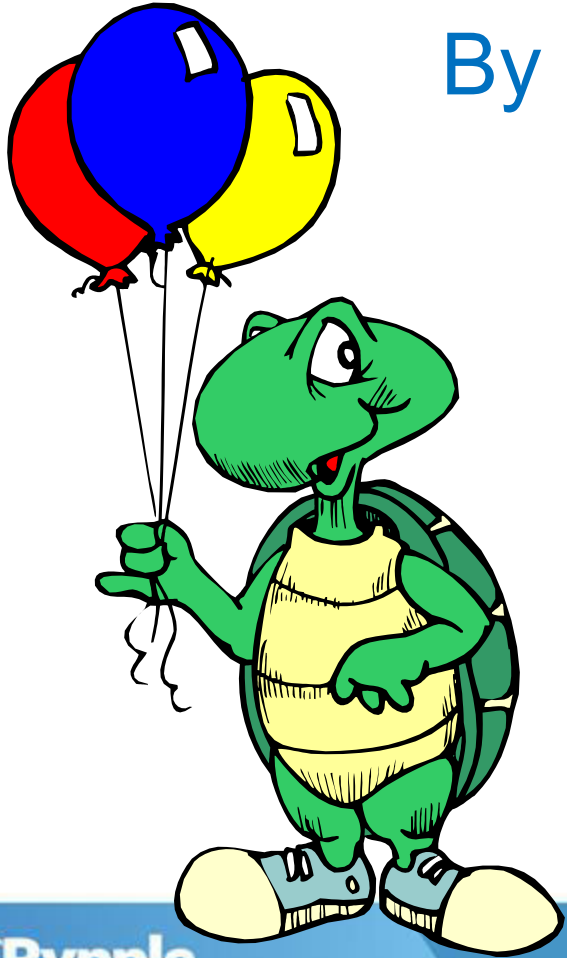


Come out of  
shell when  
calm and  
think of a  
solution.



# A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini  
March 2005



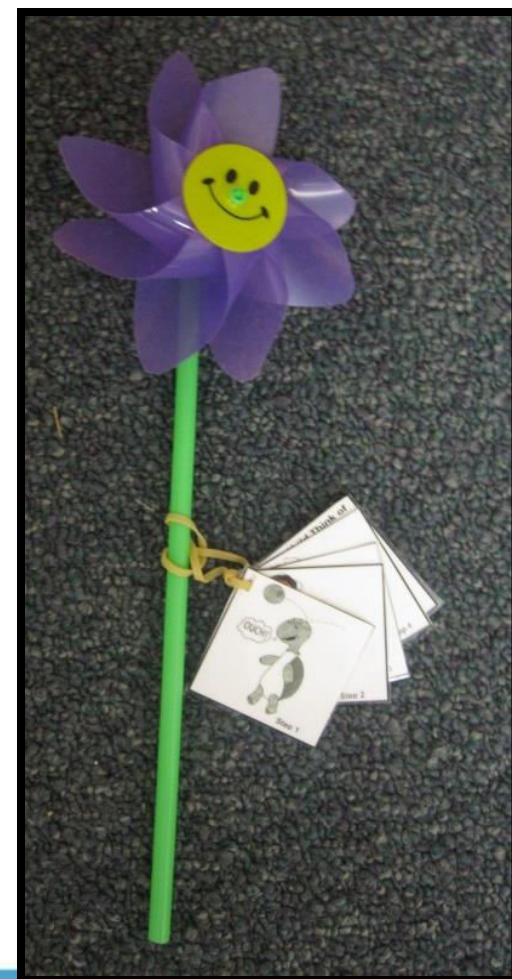
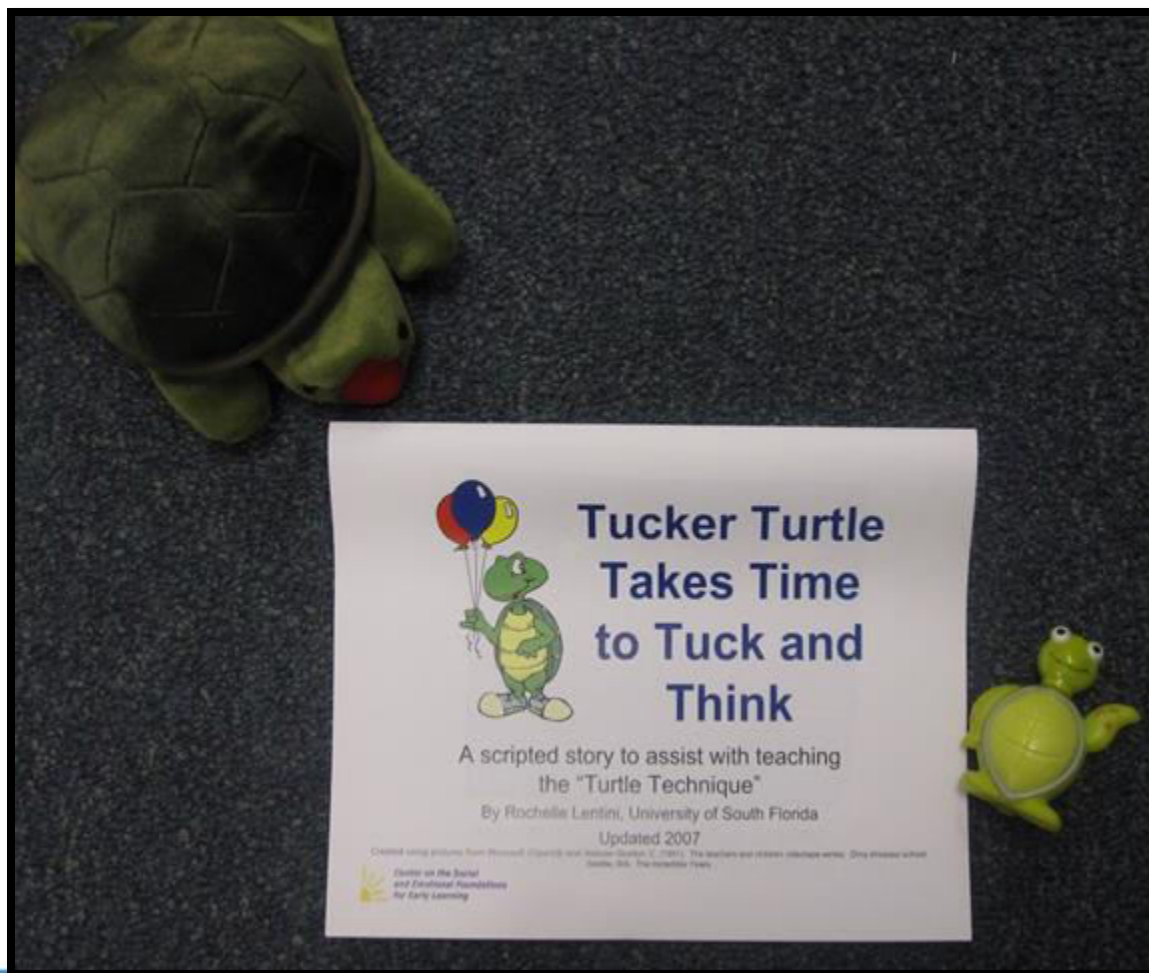
Tucker Turtle  
Takes Time to  
Tuck and Think



# Teaching Tucker the Turtle:



# Scripted Story with Props



# Teach and Practice How Tucker Breathes



**FIRST**

Tucker Turtle  
knows how to



**THEN**

smell flowers



& blow pinwheel



# Discuss

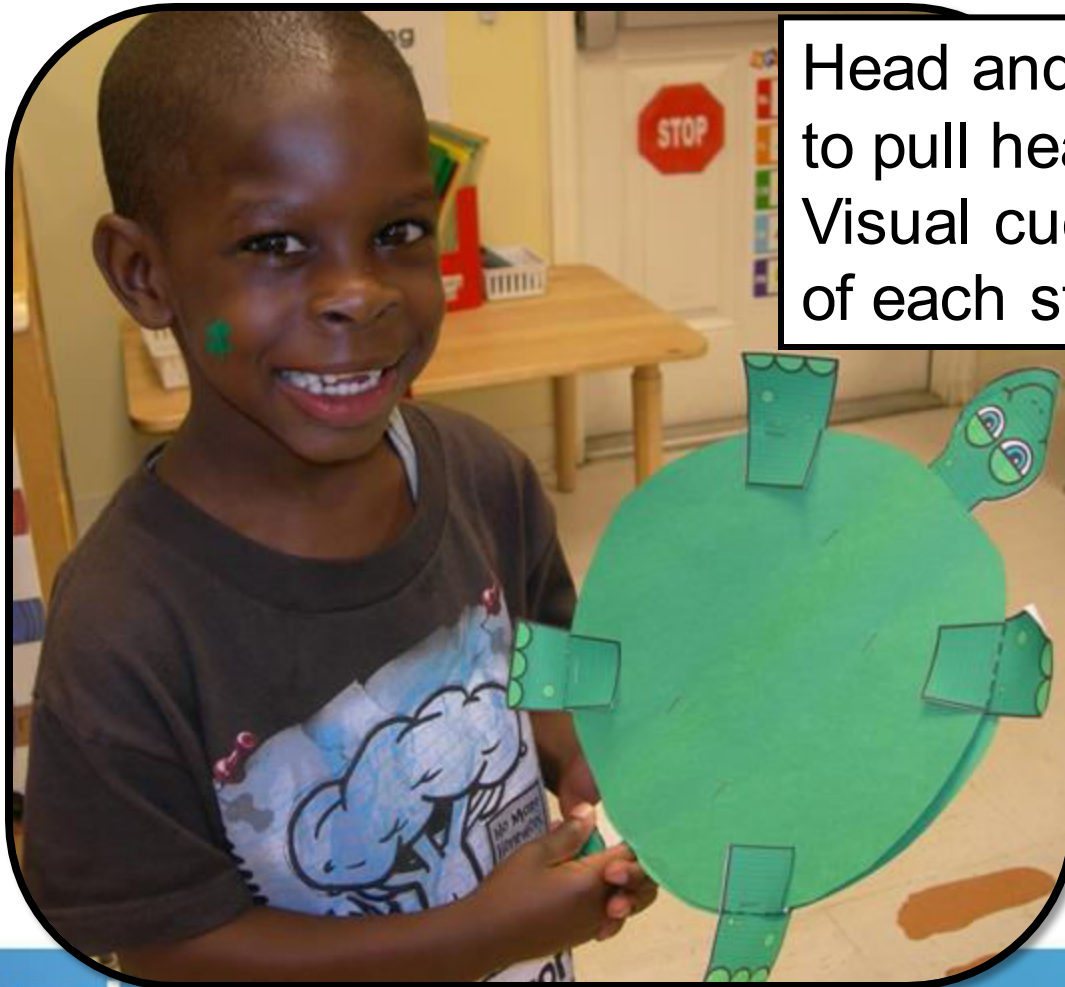
- How would this work in your service?
- What kind of resources and staff preparation do you need to make this work well?



# Partnering with Families: Feelings Chart Goes Home



# Partnering with Families: Tucker Goes Home



Head and tail are on a stick to pull head in and out. Visual cues are on the back of each step.





## Backpack Connection Series

### About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

### The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit [challengingbehavior.org](http://challengingbehavior.org).

### More Information

For more information about this topic, visit TACSEI's website at [challengingbehavior.org](http://challengingbehavior.org) and type "get attention" in the Search Box in the upper-right corner of the screen.

This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs, U.S. Department of Education (H268070002). The views expressed do not necessarily represent the positions or policies of the Department of Education, May 2012.

## How to Teach Your Child Appropriately Get Your Attention

It is difficult to have a conversation with someone if they have their attention-this is true for both children and adults. The ability to successfully capture someone's attention in social settings and relationships.

Children use a variety of ways to get attention and will use techniques they find most effective, such as yelling. For example, think about a child who wants to get Mommy's attention when she is on the phone. He knows that if he continues to yell, she will pause her phone conversation and ask what is needed. What he needs, he will continue to yell and whine until she responds.

How can you change this pattern? You can teach your child to get your attention (such as tapping you on the shoulder) when you need it. When you take the time to be at home to be at school, you reinforce these positive skills and create a child who will help to reduce challenging behaviors.

### Try This at Home

- Model the behavior you are teaching and do it often! If you need your child's attention, tap her on the shoulder, move to her eye level and begin your communication from there!
- Practice, practice, practice! Play with this new skill. Practice with both parents, siblings and friends. Your child can teach her grandparent or teddy bear how to tap on someone's shoulder to get their attention.
- Remind your child of your expectation. If you are on the computer and she whines or begins to cry for attention, remind her, "It looks like you need something. I will respond if you tap on my shoulder and ask me."
- Celebrate when your child displays this new skill. "Wow, you tapped me on the shoulder because you wanted some milk. I am super happy to get you some. What a great way to get my attention!"



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When you use the challenging behavior to communicate.

## How to Help Your Child Understand and Label Emotions

You can help your child expand her emotional literacy by teaching her words for different feelings she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child was in the grocery store or other public place and you tried soothing your child by telling her to "calm down" and felt confused and unsure of what to do next? Continued the tantrum. Next time you can better understand and deal with the emotions she is feeling. "You look sad and disappointed. Sometimes I feel that way too." Teaching your child about her experience and prevent challenging behavior from happening again.

### Try This at Home

- Simply state how your child is feeling. "You look sad and your mouth is open."
- State how others are feeling. "Wow, that little boy is making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated. I'm going to take a break and come up with some ideas."
- Use books as teaching tools. There is a huge selection of books on emotional literacy. Visit <http://csefel.vanderbilt.edu> where you will find a book list, book activities and emotional literacy.

### Practice at School

Talk with your child's teacher to see how they are teaching your child about emotions at school. Many emotions are seen and experienced at school. With adult help, children are taught how emotions look and feel on our bodies. Through books and real experiences, teachers show that a child looks sad because he is crying or mad because his fists are tight. As children begin to recognize what emotions look like, they can begin to manage their own emotions and show empathy toward others.

[www.challengingbehavior.org](http://www.challengingbehavior.org)

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### More Information

For more information about this topic or to see samples of visual schedules, visit TACSEI's website and type "visual schedule" in the Search Box located in the upper-right hand corner of the screen.

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## How to Use Visual Schedules to Help Your Child Understand Expectations

Alyson Iron, Brooke Brogle & Jill Giacomini

Adults often use calendars, grocery lists, and "to do" lists to help complete tasks and enhance memory. Children as young as 12 months can also benefit from these kinds of tools and reminders. Often, children do not respond to adult requests because they don't actually understand what is expected of them. When a child doesn't understand what they are supposed to do and an adult expects to see action, the result is often challenging behavior such as tantrums, crying or aggressive behavior. A child is more likely to be successful when they are told specifically what they should do rather than what they should not do. A visual (photographs, pictures, charts, etc.) can help to communicate expectations to young children and avoid challenging behavior. Unlike verbal instructions, a visual provides the child with a symbol that helps them to see and understand words, ideas, and expectations. Perhaps best of all, a visual schedule keeps the focus on the task at hand and negotiation about tasks is not provided as an option.

Visual schedules (activity steps through pictures) can be used at home to teach routines such as getting ready for school. These types of schedules teach children what is expected of them and reminds them what they should be doing.

When you create a visual schedule, the child should be able to use the schedule to answer the following questions: (1) What am I supposed to be doing? (2) How do I know that I am making progress? (3) How do I know when I am done? (4) What will happen next?

### Try This at Home

- Include your child in the creation of the visual schedule as much as possible. Let your child draw the pictures or take photos of your child doing the activity. Children LOVE seeing themselves in photos. You can also ask your child's teacher for help with creating a visual schedule.
- Remember! Following a visual schedule is a skill that children need to learn. You can teach your child how to do this by referring to the schedule often.
- Allow your child to remove the photo of an activity once the activity is done. We all love checking things off our list!
- Choose a difficult time of day (i.e. getting ready for school, bedtime, etc.) to begin. Once it becomes routine, you can easily expand the visual schedule to include your entire day.

### Practice at School

Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. At school, visual schedules can be used to show a daily routine, a sequence of activities to be completed or the steps in an activity. Visuals can also help a child remember classroom rules or other expectations without adult reminders.

### The Bottom Line

Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly limit the amount of "no's" and behavior corrections you need to give throughout the day, since your child can better predict what should happen next.



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# Super Turtle Letter



Dear Parent,

Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!

Mr. Phil



# Sharing with parents

- What are some things you think would increase partnerships with parents?

# 5 Enact the skill

- Specific skill- calm down strategies
- Using sensory supports can help

# A calm down place (is a start...)



# Share

- What do you already have in your room or service that allows a place to calm down?
- What works well, and what doesn't about this current space?

# A calm down routine (teach me what to do instead)

I can calm down!



Hugs from a  
teacher



Read books



Deep touches



Use calming kitty



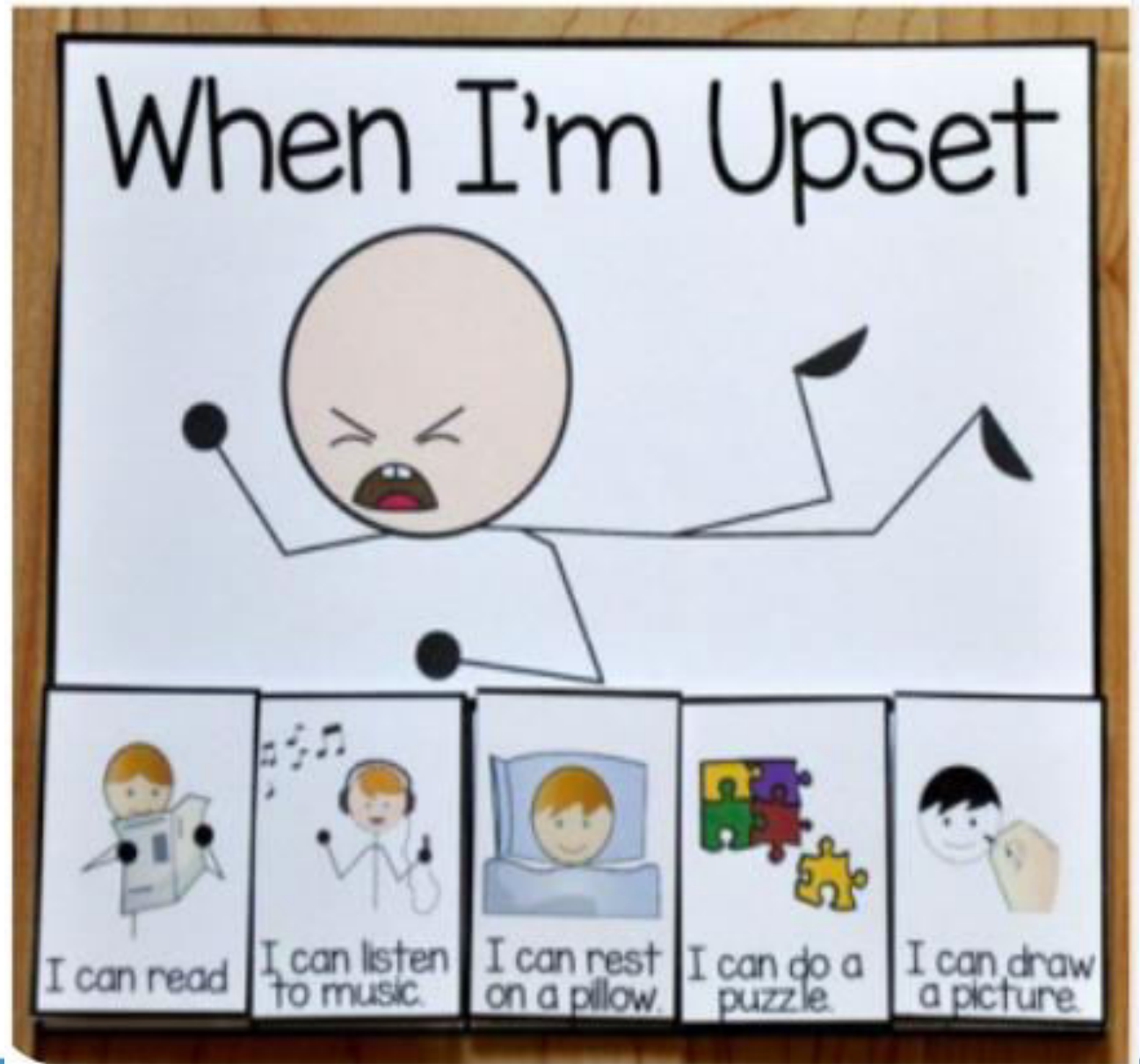
Talk with a  
teacher



Take some time  
alone



A calm  
down  
routine  
  
(teach  
me what  
to do  
instead)



# What are sensory supports?

*“physical activities that can be calming or arousing in order to **support** students in getting to a "just right" state for being in school, safe and learning-ready”*

<https://goalbookapp.com/toolkit/v/strategy/sensory-supports>

# Assessment of sensory needs

- Formal (OT)
- Informal – best guess

# A Model of Sensory Processing

(Winnie Dunn, 1997)

	<i>Passive Behavioural Response</i>	<i>Active Behavioural response</i>
<b>Under-Reactive System</b>  High neurological threshold: 'Big glass'	<b><u>Low Registration</u></b>  Misses sensory stimuli/ slowed responses/ doesn't notice what others do	<b><u>Sensation Seeking</u></b>  Enjoys sensory stimuli / creates sensation in the environment
<b>Over-Reactive System</b>  Low neurological threshold: 'Small glass'	<b><u>Sensitivity to Stimuli</u></b>  Distractibility or discomfort with sensation	<b><u>Sensation Avoiding</u></b>  Limits exposure to sensory stimuli

# Think of a child

- What are some of the behaviours they demonstrate?
- What is your “best guess” about what their sensory needs/profile might be?



# Teaching the correct use of sensory supports

