



# Behavioral Guidance Manual

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## Introduction: The Importance of Your Job!

You have the most important job in the world! What you say and do with a child has direct influence on his/her future. You oversee not only setting up the fundamental blocks of a child's life, but you are also the person who will provide guidance, support and emotional values. You have the most important job in the world!

Effective behavior management is teaching cooperation. As with any interactions with children, patience and understanding - along with a sense of humor - will help see you through. If you keep in mind the purpose of behavior management is to guide children to develop internal control, you'll keep a realistic perspective. Your helpful, respectful methods will offer children many positive models for dealing with "life challenges and problems to solve."

This Classroom Guidance Booklet is provided as a "how to" guide on promoting positive behavioral mental health in the Head Start program. Positive behavior health encompasses children, families, and Head Start professionals.

Highland Rim Head Start contends individuals working with children and families in this agency are more than a label of "staff." The individuals working in the program are "professionals." Being a professional means being courteous, conscientious, and respectful of children and adults, and acting in a supportive behavioral fashion. This creates a positive mental health experience. This is how you, as a professional link to children, families and other professionals to create a kind and caring connection.

This Classroom Guidance Booklet will be reviewed annually, and revisions made as needed.

# Philosophy

Head Start understands and believes in the significance and importance of "teaching" children social emotional literacy skills to create a base for a more positive, productive, cognitive, social, and emotional future. Children and adults creating, experiencing, and sharing positive interactions, reactions, and actions is the core of a healthy mental-behavioral classroom environment. This philosophy is in alliance with Head Start regulations requiring a program design the environment to promote positive mental health experiences, plus a process for the involvement of a mental health professional if deemed necessary.

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to drive, we teach."

"If a child doesn't know how to behave, we...teach? Punish?"

"Why can't we finish the last sentence as automatically as we do others?"

\*\*\*Tom Hurner (NASDE President) Counterpoint 1996, p.2

## Behavioral Mental Core Statement

The quote presented in the Philosophy section was the stimulus thought for the development of the Core Mental Health Statement. This Core Statement is the pivot point for Mental Health/Behavioral Health Services and hopefully it assures an automatic finishing of the last sentence for all involved in Head Start

IS ...

"If a child doesn't know how to behave, we teach."

## Standards of Conduct

Head Start Performance Standards 1302.90(c)ii: The Head Start program must ensure staff, consultants, contractors, and volunteers do not mistreat or endanger the health and safety of children, including, at a minimum, that staff must not:

A. Use of corporal punishment;

The use of corporal punishment at Highland Rim Head Start is not allowed. Corporal punishment can include but is not limited to; spanking, slapping, hair pulling, etc. Use of corporal punishment will result in disciplinary action up to and including termination.

B. Use of isolation;

The use of isolation as a form of discipline is strictly forbidden. Isolation can include but is not limited to; leaving a child inside while the other children go outside, locking a child in a room, closet or any other confined space, etc. Use of isolation in this manner will result in disciplinary action up to and including termination.

C. Bind or tie a child to restrict movement or tape a child's mouth;

Highland Rim Head Start does not condone the use of restrictive devices to control the movements of a child. Additionally, the use of tape on a child's mouth is expressly forbidden. A restrictive device may consist of but is not limited to; tape, rope, string, cot covers, or any other item or device that restricts the movement or communication of a child. Use of any such device will result in disciplinary action up to and including termination.

D. Use or withholding of food as punishment or reward;

Food will not be used as a tool to discipline or reward children. This may include but is not limited to; telling a child they cannot eat if they do not behave, telling a child they will get a treat if they do something, etc. Use of food in this way will result in disciplinary action up to and including termination.

E. Use toilet training/ learning methods that punish, demean, or humiliate a child;

Toilet training should include the use of positive reinforcement and praise. Scolding or demeaning actions towards a child toilet training is not acceptable and will not be tolerated and its use will result in disciplinary action up to and including termination.

F. Use of any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting child;

Any form of emotional abuse including but not limited to the above are grounds for disciplinary action up to and including termination.

G. Physical abuse of a child;

Physical abuse may include but is not limited to; slapping, hitting hair pulling, or biting. Any form of physical abuse will lead to disciplinary action up to and including termination.

H. Use of any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family or;

Children shall not be subjected to verbal abuse while in our care. Any form of the above stated examples will result in disciplinary action up to and including termination.

I. Use physical activity or outdoor time as a punishment or reward;

Children being told they cannot go out as punishment is not acceptable practice, nor is its use as a reward. For example, if you are good we will go out and play some more. Use of outdoor time in this fashion will result in disciplinary action up to and including termination.

Failure to comply with these standards of conduct is subject to disciplinary action up to and including termination.

# Calming Strategies

1) Manage to calm with breathing!

- Acknowledge in your brain, "I am getting angry."
- Breathe in deep through your nose; count to 3 as breathing in
- Hold breath and count to 3 as holding
- Release breath out slowly to count of 3
- Sit still to count of 3. Relax shoulders, feel the anger managed.
- Repeat, if needed.

2) Hold your hands together, where others cannot see. Tap each set of fingers together three times fast. Start with thumbs, index finger, etc. Controlling the tapping is calming; visualize as calming anger. After you have tapped all five fingers, repeat with a slower pace. See how slow you can control tapping. When you are tapping as slowly as possible, sit still and feel the calmness of your body. Experience the managed anger.

3) Squeeze each hand together into a tight fist, where others cannot see. Visualize holding the anger within your fists. The angrier you are, the tighter the hold. Hold to count of 3, then slowly reduce the tightness of the hold; count to 3 each time you reduce the tightness. As you lessen the hold, begin to feel the anger release as the palm begins to open. Proceed with this process until palms are open completely. Sit still and feel the anger managed.

4) Excuse yourself and take a walk to the restroom. Run cool water over your hands until you can feel the anger managed.

5) Put your hands together behind your back and hold tight as you pull them down. Feel the tightness of your shoulders. Slowly release the tightness and lift arms. Bring your arms/hands up your back as if massaging, then release and bring hands back in front of your body. Sit still and feel the anger managed.

6) Place hands right above knees, where others cannot see. Tap the fingers of each hand at the same time on your legs three times fast. Controlling the tapping is calming; visualize as calming your anger. Repeat the process at a slower pace and you see how slow you can control tapping. When you are doing it as slowly as possible, sit still and feel the calmness of your body. Experience the managed anger.

7) Tap-out: Ask an available staff member to step-in and give yourself a break.

- a. Take a walk;
- b. Deep belly breathing;
- c. Take a break at Pergola
  - i. Close Eyes and practice mindfulness.

## Learning and Playing Experiences: Building Connections and Kindness with Children

Play with toys, activities, and "stuff" is how children (and many adults for that manner) learn life skills! If learning is fun, it occurs; if learning is boring, well, you know how this sentence ends.

As the Head Start Professional, you are the navigator for the child's learning experiences. When materials and activities are organized within the play environment, it creates security for the child and acts as a foundation for developing critical thinking skills. Hence, that is why having containers for materials and toys within a designed play space with a room or classroom is so especially important. Whether the child is playing at home, Head Start, childcare, or school having the experiences grouped together on shelves and within containers is an unspoken gift of love, consideration, and kindness. Following up with playing and/or observing (inconspicuously) allows you to learn about the inner thoughts/feelings and experiences of the child. Playing with a child says, "You are important to me, and I want to spend time together."

What does a Learning Center or Play Area provide or promote for a child's development? The message that the child is important, and you want play to be exciting and fun. Learning areas must first be a safe space for the child to learn, communicate and connect with others. Here are some of the many skills provided in an appropriate learning environment.

- Real life experiences with firsthand learning
- Smooth, easy connecting with others (adults and children)
- Experiences of kindness
- Relationship skills
- Life career skill development practice
- Opportunities for self-motivation
- Practicing teamwork
- Oral language skills
- Listening skills
- Reading social cues
- Creativity
- Self-empowerment
- Problem Solving
- Individual Organizational skills
- Processing skills: Beginning, Middle, and End
- Responsibility/Accountability for actions, reactions, and interactions



What learning experiences should a play area include? If you are setting up a classroom you would include learning centers with a limited number of children per center at a time. Below is a list of minimum suggested Learning Centers, with a suggested number of children per center in parenthesis.

- Blocks (3 or 4 children-depending on size of room)
- Dramatic Play (3 or 4 children)
- Library (2 children)
- Manipulatives (3 or 4)
- Science (2 or 3)
- Art Area (3 or 4)
- Painting (2)
- Computer (2)
- Sand/Water (2)

What can I learn about a child when playing in a learning center or play environment? Listed below are learning and communication via play for the child.

Perception of daily experiences in the home.

- Dramatic play
- Painting
- Art
- Doll house
- Blocks

Perception of daily experiences with peers (home, Head Start, childcare, school)

- Dramatic play
- Painting
- Art
- Doll house
- Blocks

Dreams/wishes for the future.

- Dramatic play
- Blocks
- Library
- Manipulatives
- Painting
- Art
- Doll house Creativity

- Dramatic play
- Painting
- Art
- Doll house
- Blocks

Critical thinking skills

- Blocks
- Dramatic play
- Manipulatives
- Science
- Art
- Painting
- Sand
- Water

Social Skills

- Dramatic play
- Blocks
- Library
- Manipulatives
- Doll house
- Sand
- Water

How can learning center or play areas promote connections and kindness? Playing with a child in "his/her world" is one of the best ways to connect. Being kind, helpful, and verbalizing appreciation are the connecting pieces for the bridge of communication and self-worth for a child.

Connection is made also when you observe the child "playing" an emotional experience, such as; the characters fighting. You say something like "Oh, they are fighting. They must be upset." Then listen to the response and in a kind, caring way let the conversation go wherever it may go, with you listening and only reflecting with a simple "Oh "to the story that unwraps. Now, do not jump to conclusions about the story; it does not mean arguing or abuse in the home is a guarantee. It just gives you a connection to the thought patterns of the child. Listening calmly and staying focused on the child and continuing play is connecting and being kind.

If you are concerned about what the story is reflecting, then ask a professional for a consultation.

You model in your play how to have the characters connect and be kind in play. Play out the behavior; lectures rarely to never work for actual connecting and being experienced as a kindness.

As you might walk by the child comment on the play and the child's actions. When you comment it reflects you care, are connected and kind words feel so good! Attending to challenging behaviors can be connecting, caring, and modeling kindness if presented in a fashion that reflects you want to help the child learn a unique way to communicate feelings. If attending to challenging behaviors is about "discipline" then the child will not experience it as connecting and kind but as you are being mean and bossy. Hmm, something to think about. Certainly, challenging behaviors must be addressed! The style of addressing such issues makes a dramatic difference in the current outcome as well as the long-term impact.

Ok, so now go play with the child: connect, share kindness, and have some fun!

# Classroom Structure

Classroom structure is the key to preventing and reducing inappropriate behaviors. Highland Rim Head Start incorporates the philosophy of "Creative Curriculum" and "Conscious Discipline" as a foundation for overall components of the classroom structure. The specific components of the classroom structure, other than those identified in either "Creative Curriculum" or "Conscious Discipline" are presented in the following section.

## Classroom Rules

Classroom rules are posted to encourage consistency and a reminder to all adults to promote and implement with the children. Appropriate classroom rules are reflected within the "Creative Curriculum" and "Conscious Discipline" approaches. The rule chart is posted in the group time area and read daily.

Other rules dealing with health (example, washing hands) or learning center control concerns are not on the rule chart. Think of the rule chart as the "Rules for Life Respect" list.

## Examples of Classroom Rules

- Gentle hands
- Walking Feet
- Listening Ears

### \*Reminders:

- Classroom Rules must be taught from Day 1.
- Be Consistent.
- Go over rules and expectations daily.

## Daily Schedule

A schedule chart, with written and pictorial schedule explanation is posted at a child's eye level. The Classroom Staff are responsible for the development of this chart. The pictorial chart creates a visual message of the day's activity. There must be a balance of non-structured and structured activities, as well as a balance of teacher-directed and child-directed activities.

Following the order of schedule and routines is the foundation of creating a sense of safe and security. It is NOT the following of exact time. Attempting to keep the schedule and length of time participating in each activity within the schedule is the basis for security for a child. If a change is made in the schedule, it is verbally explained to the child before it is to happen. Explaining the change is the vehicle in the brain that creates a temporary bases of safety and security with the shift in the routine.

Outdoor play should be limited to 60-90 minutes for the time of "free play". Other classroom activities can occur outdoor. If an "indoor activity" is offered outside, for example easel painting, it can be set up as a choice during the scheduled outdoor time. Or a story read to the group could be completed outside and not be included during the "free play" time because the children must remain within the group setting for the experience and are "free" to choose to not participate. However, sometimes books will be taken out at "outside play" time and read to the child(ren).

Self-select or Learning Center time is to be a minimum of 60 minutes plus 10 minutes for clean-up.

Transitional departure time activities should occur if leaving the classroom as a group. The transitional activity is a group management skill and likewise provides a sense of security for a child.

If a set classroom schedule needs changes, please review with the Education Manager.

### Learning Centers

"Creative Curriculum" provides a specific identification of learning centers to include within the classroom. Refer to manual for the listing and development.

Each learning center has a posted sign identifying the name of the area and the number of children to play within the area at one time. Label shelves and storage spaces with words and pictures. In any pictures which may include children, the children must reflect 3 to 5-year-olds. Each teaming center must have clearly defined boundaries.

Rotate materials, rather than have all items available. Materials that are appropriate may remain out all year; rotate others yearly.

Use a concrete method for controlling the number of children in each center. For example, name symbols, clothespins, Popsicle sticks, etc.

### Classroom Arrangements

Classroom arrangement and centers must be consistent with "Creative Curriculum" design format.

Provide appropriate activities for the developmental age of the children in the classroom. Sometimes, the developmental age of a child is different from the chronological age.

Personal space will be available for each child. A child's name and photograph are posted on his/her individual space.

All posters or other visual media are at the eye level of the children. If more than the English language is included within the classroom population; the message will be written in the additional language(s), including sign language.

Arrange seating to best serve the needs of the group of children. Sometimes, design considerations are necessary for individual children. For example, a visually impaired, hearing impaired, sensory sensitive child may need a specific placement within the design to best serve his/her individual needs.

### Lining Up

Moving children as an entire group must occur in a fun, focused developmentally appropriate method. Any method which moves the children in a rigid, demanding fashion is never appropriate. Examples of appropriate lining up activities include rope for the children to hold or buddy system; following footprints or other visual guides for stepping and staying within a respectful space for movement.

Punishment is never appropriate for a child not stepping directly on the guide or "exactly" in line. The child is redirected in a positive, supportive fashion. If the child continues to not be respectful, look for what is the trigger for such a behavior. If you need, contact the Mental Health Specialist for a better understanding. It is always appropriate to ask the Mental Health Specialist for assistance.

### Transitions

A well planned and implemented transition will assist children to move from one activity to another, which will decrease inappropriate behaviors during this time. Verbalize to the children a 5-minute signal of change (pick up time, or getting ready to go back in the building, etc.) and then give the group a one-minute reminder. A child may need you to walk to him/her to give the signal of change reminder. Walking to a child individually does not mean he/she is a "problem," it simply means he/she requires this one-on-one connection to process the change. As stated previously, a visually impaired, hearing impaired, sensory sensitive child may need this approach to best serve his/her individual needs.

# First Two Weeks:

## Social Emotional Skill Base

What Happens the First Two Weeks of Head Start?

One provides and promotes the following:

Start with the teaching professionals giving brief reminders EVERY DAY of classroom daily experiences and responsibilities. What does this mean? It means you repeat the basic same description to various activities to assure a basic understanding of expected actions, reactions, and interactions through the day. You would follow this same process for the first 2 weeks for the entire class, and likewise an adaptation of this approach with a child that enrolls later.

## Greeting parents and children

Every day, speak to the parent by name, make a positive statement to the parent and child. For example, "Good Day, Mary. Good to see you and Susie this morning. Looks like Susie is ready for a fun day. Mom, you have a fun day too. See you later."

## Early arrival

Walk with the child toward the classroom area (or indicate with a hand motion), assist the child with the check-in chart, and verbally identify the choices of activities for the child. Immediately upon the child choosing, thank the child for choosing an activity or area. If the child does not choose an area, then choose for them; join them in play to help with the transition.

## Transitions

Transitional activities are the key for children to feel secure and calm at times of change. Fun, age-appropriate transitional experiences should be a major part of planning and providing of learning in the classroom. If there are difficulties at the changing of activities, one of the first areas to examine is transitional experiences.

## Daily Schedule

Before shifting to a new experience on the schedule: Give a warning signal of the change.

Point to the next scheduled event on the Daily Schedule EVERY TIME a shift is made in activities. Announce and define the expected behavior during the new experience. Following are some general suggestions; fit these ideas into the specific Head Start experience.

## Mealtime

For example, if it is time to shift activities set up during Early Arrival to washing hands and going to the table for a meal, then repeatedly say something like, "You have played so well, now it is time to put up those toys and come wash your hands, get rid of germs and get clean hands before eating. After you finish washing your hands, please go sit at the table beside your placemat (An adult must be available to help with hand washing and/or finding the seating place). While the children are waiting on others to arrive, at least one adult should be offering a transitional activity to fill the time while waiting on friends (CHILDREN SHOULD NEVER BE EXPECTED TO SIT AND WAIT WITH NOTHING TO DO!)



During the mealtime, the teacher discusses with the children how the transition will work ending the meal and shifting to the next activity.

### Handwashing/Teeth brushing/Bathroom

The teaching professionals will "teach" the proper techniques for hand washing, teeth brushing, flushing the toilet, and other similar steps of hygiene. The teaching professional will review briefly, every day for the first 2 weeks at a minimum. If the child is expected to complete a particular task, then the teaching professionals need to assure an understanding of actions with verbal instructions as well as modeling the behaviors.

### Center Time

For many children the concept of learning centers and being responsible for following the guidelines of how many children in an area will be an entirely new experience.

Additionally, the idea that adults will place certain expectations of respect from the child as he/she plays with toys or materials may also be a new concept. The teaching professionals will illustrate the proper actions in the learning center including population control, for play and use of materials. The teaching professional will review briefly, everyday: how to play, interact with friends, use words to communicate needs/wants, to share, to clean up when finished with an experience and, well the list goes on and on. The bottom line is, if you want the child to exhibit a behavior, then teach them how to perform the task. The child is then given the opportunity to make a responsible choice to follow through with his/her actions, reactions, and interactions. Center Time Choices provide the following growth experiences for the child: empowerment, self-awareness, self-esteem, and self-worth.

The teaching professional will teach the children what to do if he/she must wait for a turn to play in a particular area. Learning to wait until the time is "right" and respecting boundaries are important social skills for a child to acquire because when a child learns to take control and wait for learning center activities, he/she is learning to take control and manage impulsive actions, possible intrusive aggressive reactions or interactions.

### Large Group/Music and Movement

For many children the concept of large group experiences could be entirely new, not to mention being responsible for following behavioral social guidelines. The teaching professionals will explain and model the proper actions to be presented during a large group experience. The teaching professional will review briefly, every day: how to sit interact during this time, and again the list goes on and on, with the same bottom line, if the child is expected to exhibit a behavior, then teach him/her how to perform it.

The teaching professional will teach the children what to do if he/she must wait for a turn to speak during this time. Learning to wait until the time is "right" and respecting boundaries in a group setting is an important social skill for a child to acquire because this social skill is used repeatedly through-out life in family, education, and eventually work situations.

### Outdoor Play

For many children outside play has not had many rules and boundaries before attending Head Start. The teaching professional will review briefly, every day: how to play, interact with friends, and use words to communicate needs/wants to share, and other responsibilities involved in outdoor play. The child is given the opportunity to make a responsible choice to follow through with his/her actions, reactions, and interactions. Outdoor play, like center time, is a learning experience for the children to obtain a sense of empowerment and sensitivity of awareness and respect for others, while in the process developing a positive self- esteem.

The teaching professional will teach the children what to do if he/she must wait for a turn to play in a particular area. Learning to wait until the time is "right" and respecting boundaries are important social skills for a child to acquire because when a child learns to take control and wait for learning center activities, he/she is learning to take control and manage impulsive actions, possible intrusive aggressive reactions or interactions.

### Classroom Rules and Consequences

The idea of reviewing every day for the first 2 weeks the rules and consequences may seem a bit much. However, acquainting the children with daily schedule, routines, rules and being consistent is what creates a sense of assurance, as well as future positive behavioral mental health actions, reactions, and interactions.

Throughout the course of the day, when children are being respectful and following the rules be certain to offer verbal encouragement to continue these behaviors. For example, when a child is walking across the classroom, you might say, "Thank you for using your walking feet." Or when two children are playing in a Center, you could say, "Thank you for using your quiet voices and playing together so well." It is imperative to teach the children how to problem solve social emotional conflicts. The teaching professional identifies the issue of concern, and then processes through with the children different avenues for solving the problem; the child or children decide the best choice and then implement the skills required. You must "teach" the children choices for solving the problem, as you remain calm and supportive leading toward a solution. As children begin to learn these new skills, they can use them in future interactions.

## Classroom Guidance: Introductory Concepts

Guidance is the key to a healthy, happy experience for the children and adults in the classroom. Implementing appropriate guidance techniques at the appropriate time and in the appropriate presentation style will result in positive experiences for all.

The most important life skills we can give to children are those that involve learning how to function in a positive way in a group setting. Today's group setting is your classroom, tomorrow's is the school classroom and after that the group setting is the workplace.

There is a continuum of being able to control behaviors. The starting end of the continuum requires many external boundaries and the ideal upper level of the continuum reflects an individual who can implement appropriate internal controls and make the best choice for self and others.

Presented below are appropriate guidance techniques and appropriate presentation styles that when implemented at the appropriate time the experience provides an opportunity for the child to learn important life social skills.

### General Guidance Techniques

Tell the child what to do instead of asking: Be polite and respectful. State the child's name, then the word "please." It is also a good idea to end the statement with a "thank you" to indicate compliance is expected. Statements like "Would you like to wash your hands?" or "wash your hands, OK?" gives the child the option to say no. Using the phrase "I need you to ..." will also assist professionals in telling the child what to do.

State instructions positively: Replacing "Don't" statement with a positive statement/direction will increase a child's likelihood to comply. It will also boost his/her self-esteem as he/she is able to do what is "appropriate" rather than merely stopping an "inappropriate" behavior. Using word choices like, "appropriate, inappropriate, ok, not ok" present a clearer understanding of the description of the behavior not the child. Often when using verbiage such as "good, bad, wrong, right" behavior the child can process the statement of his/her personal mood instead of the behavior. Meaning, he/she may subconsciously hear "you are a good child, or you are a bad child." It is imperative the message is the behavior NOT the child.

Research identifies young children hear and process the final words of a statement best. Therefore, when it is stated, "Don't run." Younger children focus in on "run" and so continue the behavior.

State the Rule: "Remember the rule is walking feet inside. Please go back and walk this time. Thanks."

Give One Instruction at a time: Tasks should be broken down into small units that the professional is sure the child is capable of understanding.

Be Specific: Specific statement of "Stop throwing the sand," versus "Stop that" communicates exactly what the request is. The child may not know what you are referring to when you say, "that." The child may think you mean stop throwing the sand from kneeling and stand up to throw (OK, that was an extreme example to assist in the understanding of this concept).

Use gestures in a Positive Way: Gestures should be used to reinforce positive behavior, such as "Thumbs Up." Gestures used in a demanding, negative manner are inappropriate, such as snapping fingers and saying, "Do it right now!"

Always Be on the Child's eye level when Speaking: this can only be done when the adult is sitting on the floor, bending, or squatting near the child or sitting each one on a child-sized chair. Some cultures teach children not to look at adults in the eye; we must respect this behavior. Yet it is still the professional's responsibility to be on the child's eye level.

Only Give instructions, if needed: Direct, firm instructions should be reserved for times when it is important that the child obey. For example, if the child is building a line of Legos, wait and observe versus "instructing" to build up with the Legos.

Use a Neutral Tone: When adults get loud, children get louder. When adults present emotionally upset, children get emotionally upset. You set the tone for your classroom.

Use Re-doing Statements: "Please go back and use your walking feet. Thanks." Sometimes, simply stating what needs to be done can reduce the possibility of a conflict with a child.

Positive Reinforcement: Stating appreciation for the child exhibiting the requested behavior builds his/her self-esteem and increases the probability of the behavior continuing to be practiced.

Tell Children often to "Use your words": when children are fighting over the same toy or when a child is frustrated. You may have to model the words for the child to say.

Redirection: Assist the child in finding an alternative activity that is like what he/ she was doing. Say, "I can't let you throw the truck, but you may throw the ball outside." Say, "You may not kick the door, but you may kick this ball or pillow."

**Broken Record:** When disruptive behavior occurs continually, repeat the instruction using the same words in an Unemotional, boring routine, verbally brief, consistent, and in a neutral tone until the child complies. If not successful after third (3rd) repeat, move onto a different guidance approach.

**Provide Choices:** Only give choice you can "live with." State choices positively and in a matter-of-fact manner. Give appropriate choices, followed by appropriate consequences. Give the child time to think about his/her choice before asking (not demanding) a response. A bit of time to respond is particularly important if the child is angry. Allow approximately 60 seconds for the child to respond. No response, then restate choice adding on to the end of choice statement, "If you do not respond, that tells me I will need to choose." Offer your choice, if the child immediately says he/she wants the other choice, accept his/her choice and move onward.

Use the statement, "It's your choice" often. This empowers the child and gives the child the power and then reduces the potential of conflict with the adult. Here are examples of ways to verbalize choices: "You have TWO choices. You may pick up the long blocks first or the short blocks first." OR "I need you to brush your teeth. Here are your choices: you can brush your teeth before Joe (friend) or after Joe."

A statement such as, "Clean up now or I will call your parent" is not a choice it is a threat! Threats are not appropriate choices! Threats are never appropriate at Head Start!

State Consequences as presented in "Conscious Discipline" program.

**Make a Plan:** The "plan is designed to prepare a child for an alternative behavior in a specific situation. For example, you might state, "I know, picking up the blocks is overwhelming and looks impossible. So, let's make a pickup plan and then it will be easier! So, how about the first step in the plan is you put two blocks on the shelf (acknowledge the child did so.). Now what two blocks do you want to do next (acknowledge again.) Ok, you know the plan of picking up two blocks at a time. Keep it up friend, I will come back in a bit and see the many blocks you have placed onto the shelves. I hope you feel so proud of yourself for planning and solving this problem."

**Cooling Off:** A cooling off period can sometimes help hurtful behavior or an angry outburst. A cooling off period is not used as punishment! The child can be redirected to a calming place, feelings area, quiet area, etc. to rest and do something pleasant until he/ she gains control of self and changes the behavior. The cooling off activity might be looking at a book, drawing, exercising with the teacher, etc. A cooling off period is also an effective way for adults to calm down before taking actions and to demonstrate an acceptable way of handling anger.

"Free learning pass": This works best with a new, annoying but not harmful behavior like bad language or grabbing a toy from a peer. "Free learning pass" involves letting the child know that you saw the "disrespectful behavior of bad language (or said behavior) and reminding him/her that is not Head Start behavior. Ignoring a misbehavior and hoping it will "go away" generally results in a child not seeing it as ignoring but perceiving the presented behavior as acceptable. It is imperative when going to explain to the child, do so quietly, and in a caring, "coaching" voice NOT "discipline" voice.

### General Tidbits on Managing Challenging Behaviors

Coming in from the Playground: After being given a 5-minute warning, and before the other children begin to go inside, go to the child who frequently runs and take his/her hand, escorting the child inside. Give the child a choice of how to go inside. Be sure to let the "runner" go in before you to avoid the child running back onto the playground.

Running from the Professional: Chasing a child will turn into a game. Say, "I am not going to chase you. You can walk inside holding my hand or you can take giant steps. Items that can decrease a child's behavior to run are something heavy for the child to carry or a rope for children to hold on to.

Taking Things/Trouble Getting Along: Encourage the child whose item was taken to use his/her words. Identify the feelings of each child. It may be necessary to model the words to say for all involved. Demonstrate and role play how to ask others for assistance and to negotiate. Promote the child's self-esteem and let the child use his/her strengths to work with others.

Difficulty Following Directions: Ask the child to repeat the directions out loud so you know that you both heard the same request. You might say, "Oh tell me what I just said to do, I want to make sure I did it right." Consistently reinforce the child for following directions. Say, "You picked up the toys, wow, great job of following the rules." When giving directions identify the next behavior as a motivator. Say, "After you pick up the toys, then you may go out to play."

Interrupts Others: Model to the child to put his/her hand over his/her mouth, stop, listen, and wait until the other person stops saying words. Verbally reinforce the child for waiting. Say, "Thank you for waiting until I was finished." Acknowledge the child's presence and need to speak. Say, "Just a moment, I will listen when I finish."

Difficulty with Focusing during Group Experience: Items to assist children in focusing might include pop-its, small texture balls, squeeze balls, or other small items to be manipulated within the hands, quietly.

# Behavior Management Techniques

## Impulsive Triggers

AT HOME, SCHOOL, PUBLIC PLACE:

**FIRST Step:** Ask yourself: "Is what is upsetting me going to hurt me or someone else?" If the answer is no, freeze your body and decide on an appropriate way to stop the impulsive action that is NOT OK!

**SECOND Step:** Use the first stop action trigger idea listed below. Does it not work? Try another one and another one until the impulsive trigger desire passes! You can do this! It is work, but you can do it!

### Stop action Trigger Ideas

- Pushing down on table or desk
- Squeezing pencil/pen tight
- Lock lips tightly closed
- Hold mouth with hand covering
- Sit on hands
- Palm massage
- Finger massage
- Wrist grasp and hold tightly
- Grab a wrist and pull hand downward
- Hold hands tightly onto side of chair
- Push hands firmly onto your thighs
- Keep both feet solidly on the ground, curl up feet from the heel (or roll up from toes) and push hard to release tension
- Have a "grounding object" you carry in your pocket(s) and rub it within your pocket (texture ball, small smooth rock, or similar objects).
- Wear a wrist band or necklace you rub over with fingers for calming
- Wiggle toes/fingers
- Roll head
- Clench fist

- March in place with raising your heels and foot without moving toes off the ground
- Breath in and out 10 + times; fast at first and then steadily slowing down
- Look about your space and identify to yourself five things you can see
- Look about your space and identify to yourself five things you think would feel good to touch
- Look about your space and identify if there is something you could smell
- Listen about your space and identify to yourself 2+ sounds you hear or is it quiet
- Inside your head, spell each of your parent's first names
- Inside your head count the number of letters in each of your parent's names
- Inside your head identify ten of your favorite foods
- Inside your head identify four of your favorite colors
- Inside your head identify two of each parent's favorite foods
- Rub firmly down one arm with the opposite hand, and clench fingers/thumb of hand rubbing down together as touch end of fingers and release clenching hand as if throwing a ball
- Present pressure on tips of fingers of opposite hand at least ten times
- Massage fingertips with thumb of same hand touching fingers on same hand at least three times per finger and repeat pattern four times

Place where able to Excuse Self At school or public setting:

**FIRST Step:** Ask yourself: "Is what is upsetting me going to hurt me or someone else?" If the answer is no, freeze your body and decide on a way to stop the impulsive action that is NOT OK!

**SECOND Step:** Use the first stop action trigger idea listed below. Does it not work? Try another one and another one until the impulsive trigger desire passes! You can do this! It is work, but you can do it!

Stop action Trigger Ideas When able to excuse self (must follow guidelines of returning to group at expected time)

- Go to the restroom and run chilly water over your hands.
- If possible, rub ice cubes in your hands.



- Sit away from the group (hall or outside) and place both feet solid onto the ground, place hands relaxed on thighs, lower head, close eyes and freeze body and count to one hundred before you can move.
- Sit away from the group (hall or outside) and shake hands (and/or arms) 25+ times and then place hands relaxed on thighs, lower head, close eyes and freeze body and count to 25 before you move.
- Sit away from the group (hall or outside) and touch your toes while seated at least 25+ times and then place hands relaxed on thighs, lower head, close eyes and freeze body and count to 25 before you move.
- Sit away from the group (hall or outside) and place a hand on each hip and twist from side to side while seated at least 25+ times and then place hands relaxed on thighs, lower head, close eyes and freeze body and count to 25 before you move.
- In the space use actions described in at home, school, or public place.

# Behavior Management Techniques

## Anger Management

### Approaches:

- 1) The best time to address anger management is NEVER at the time the anger occurs. Think about it. If you are angry, you want acknowledgment of your feelings and experience, not told how to manage your anger. With that in mind, likewise your child or adolescent wants the same as you.
- 2) When your child or adolescent is angry, acknowledge it. You say something like, "Ok, I get you are mad! So, let's figure out what to do." At this point, the individual may just restate what he/she wants or the point of anger. The best response is like "I got it. And that is what I want us to figure out. So, let's take a bit and both of us (this is where you will insert one of the anger management techniques listed below).
- 3) If your child or adolescent agrees GREAT! However, it is entirely possible (well duh!) this will not happen. At that point, state, "Ok then we will each take a break and come back to this when there is no anger about." Give (not ask) the child or adolescent a choice of where he or she can go to a different space (bedroom or back yard) to slow down your brain (versus "get over your anger," this statement discounts the feeling and experience and often adds fuel to the internal anger fire). It is important to not create a feeling that going to your bedroom is punishment; we want the child or adolescent's bedroom to feel safe, calming, and private. Ask your child or adolescent to come join you when his or her brain has slowed down.
- 4) Now leave your child or adolescent alone for at least 5 minutes if preschooler and 15 if school age or older. Then you can check on. If they are quiet, let it be. After 30 minutes, check on again and tell him or her it is time to work.
- 5) Stress to the child or adolescent, he or she is not in trouble, just must release anger differently.
- 6) Start the discussion acknowledging everyone gets angry. Anger is not bad, how you release anger can be hurtful and that is what must change. Ask your child or adolescent for ideas for release of anger in the situation that just occurred. If ideas shared, then discuss. If none stated or avoiding, proceed to take out a printed copy of Anger Releases Ideas (see on the Taming the Turmoil Techniques listing) and review. After discussed, identify one or two to try next time.

7) This is a fitting time to establish a code action or that you present to child or adolescent if getting anger as a "clue" to use anger management technique. You hug yourself or you say, "I hate sardines." You then present the, 'clue' is anger is presenting and move on, allow it to be a "clue." If other family members or friends are involved, lean over and whisper to the child or adolescent. Or if some asks, "Why did you do that or say that?" You respond, "It just helps me calm me." DO NOT allow others to ridicule the actions.

8) When the child or adolescent follows up from "Clue." Say and do nothing that another individual could observe. However, later be certain to privately address appreciation for the child or adolescent managing the anger feeling release/action.

## Approaches:

1) Walk toward the biter saying calmly and firmly while walking, "Stop biting. I cannot allow you to bite your friends!" Yelling across the room at a child only draws attention to the behavior and the child may see the action as an attention reinforcement (a child may see negative attention is better than no attention). Or, if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior.

2) If the child does stop the behavior, thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing the stopped biting NOT biting itself). When beside the child in a quiet, calm, caring voice acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location, or you may want to tell the child you want to walk to the "calm place," or to a private space to talk. Clarify the child is not in trouble. You just want to have a quiet space to work this out.

3) Ask the child to tell you what happened that he/she bit another person. After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to bite. If the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about everyone having feelings and people may want to bite when upset, but biting a person is not.

4) (This step may or may not be necessary, depends on the personality of the child.) For whatever a reason, a child may "need" to feel the action of biting to release a feeling. If this is the situation, then discuss and make available safe ways to bite. Explain to the child that if he/she needs to bite something, here are safe ways to bite (note: have a teething ring, plastic bracelet or something similar). Other releases include brushing teeth, breath strips, or blowing on their own fingers. After the child understands the releases, then proceed to the next step.

5) If the child is not attending to you, then tell him/her he/she can sit in the "calm place" (or if in a group, then away from the group) until he/she is ready to work it out. If "calming materials" are available, you can review the calming activities. If the child is sitting apart, suggest taking in a big breath of air through the nose while raising his/her shoulders and then let out the big breath with a whoosh sound and lowering of shoulders. Talk about how this lets the for calming.

# Behavior Management Techniques

## Cursing/Name Calling

### Approaches:

- 1) Walk toward the Curser/Name Caller," saying calmly and firmly while walking, "Stop cursing/name calling. Cursing/name calling are not school words!" Yelling across the room at a child only draws attention to the behavior. When you yell it, the child may think, "Aw, I got attention (negative attention is better than no attention). Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior
- 2) If the child does stop the behavior. Thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing the stopped Cursing/name calling NOT Cursing/name calling itself). When beside the child in a quiet, calm, caring voice acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location, or you may want to tell the child you want to walk to the "calm place," or to a private space to talk. Clarify to the child that he/she is not in trouble, you just want to have a quiet space to work this out.
- 3) Ask the child to tell you what happened that he/she cursed or call another person a "name." After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to curse or name call. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about everyone having feelings and people may want to curse or name call when upset, however it is never ok to do it to your friend at Head Start, childcare, or school. Feelings out in a safe way for all. When the child rejoins, thank him/her.
- 4) (This step may or may not be necessary, depending upon the personality of the child.) For whatever reason, a child may "need" to feel the action of cursing/name calling to release a feeling. If this is the situation, then discuss and make available safe, appropriate ways to curse/name call. Explain cursing/name calling is acceptable to do in the restroom alone or in a space where another person will not hear. You may even discuss with the child he/she could say the cursing/name calling in his/her head but not say it out loud. After the child understands the releases, then proceed to the next step.
- 5) If the child is not attending to you, then tell him/her he/she can sit in the "calm place" (or if in a group, then away from the group) until he/she is ready to work it out. If "calming materials" are available, you can review the calming activities. If the child is sitting apart, suggest breathing a big breath of air through the nose while raising his/her shoulders and then let out the big breath with a whoosh sound and lowering of shoulders.

# Behavior Management Techniques

## Hitting

### Approaches:

- 1) Walk toward the "hitter," saying calmly and firmly as you are walking, "Stop hitting. Hitting hurts!" Yelling across the room at a child only draws attention to the behavior. The adult yelling may communicate with the child this gets attention (negative attention is better than no attention). Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior.
- 2) If the child does stop the behavior, thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing the stopped hitting NOT hitting itself). When you are beside the child in a quiet, calm, caring voice, acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location or you may want to tell the child you want to walk to the "calm place" or to a private space to talk. Clarify with the child that she/he is not in trouble; you just want to have a quiet space to work this out.
- 3) Ask the child to tell you what happened that he/she hit. After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to hit. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about everyone having feelings and sometimes people want to hit when they are upset but hitting a person is not okay. Instead of hitting, you use your words to express your feelings.
- 4) (This step may or may not be necessary, depends on the personality of the child.) For whatever reason, a child may "need" to feel the action of hitting to release anger. If this is the situation, then discuss and make available safe items to "hit." Safe items might include pillows, an appropriate "punching bag," hitting into the air, etc. After the child has released the anger, then proceed to the next step.
- 5) If the child is not attending to you, then tell him/her he/she can sit in the "calm place" (or if in a group, then away from the group) until he/she is ready to work it out. If "calming materials" are available, you can review the calming activities. If the child is sitting apart, suggest breathing a big breath of air through the nose while raising his/her shoulders and then let out the big breath with a whoosh sound and lowering of shoulders. Talk about how this lets the child calm down.

# Behavior Management Techniques

## Repeated Hitting

### Approaches:

- 1) The adult must observe and review the pattern of "repeatedly hitting."
  - When is it happening? At home? School? Play times?
  - Who is the child hitting? Friends? Siblings? Adults (parents, extended family, teachers, etc.)?
  - A time of day or specific activity? At rest time? Before or as arrive at school? Group activities?
- 2) Look for as many patterns as possible. The observed patterns of behavior are pieces to the puzzle of "repeatedly hitting."
- 3) Once the adult has connected the "pattern puzzle" pieces, then this offers a foundation for understanding the hitting behavior.
- 4) Hitting is a basic human behavior that often reflects an absence of using the appropriate words to communicate feelings and needs.
- 5) Hitting can also be a forceful communication of when the individual feels threatened and presents hitting as a defense or statement of power.
- 6) Individuals sometimes hit to establish owning/protecting their "space."
- 7) Hitting is a learned behavior; if the individual is around family, friends, activities that exhibit hitting often then the brain perceives it as an appropriate actions/reaction/interaction.
- 8) Certainly, there is a time and place for the action of hitting. Discuss and agree upon the time and place hitting would be appropriate. Make a written list of appropriate times/places for hitting. If the child/adolescent wants to hit and it is NOT a time on the list when it is okay to hit, then the adult and the child/adolescent agree he/she DOES NOT hit. Find a different way to communicate feelings/needs in the situation other than hitting.

9) Acknowledge to the child/adolescent that at various times most people want to hit. Hitting in and of itself is not bad; however, hitting can be hurtful to you or someone else and that must not occur unless at an agreed upon proper time. Discuss with the child/adolescent substitute releases. Ask your child or adolescent for ideas for reactions/actions to do instead of hitting. If he/she does not provide any ideas or simply avoids, proceed to take out a printed copy of Hitting Substitute Behaviors (see on the Taming the Turmoil Techniques listing) and review, after items on the list are discussed, identify one or two to try next time.



# Behavior Management Techniques

## Kicking

### Approaches:

- 1) Walk toward the "kicker," saying calmly and firmly as you are walking, "Stop kicking. Kicking hurts!" Yelling across the room at a child only draws attention to the behavior. When you yell at the child, it gives the child attention from the entire group. The child may be familiar with be "yelled at" and ignore you. The child may perceive negative attention is better than no attention. Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior.
- 2) If the child does stop the behavior, thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing he/she stopped kicking NOT kicking itself). When you are beside the child, in a quiet, calm, caring voice acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location, or you may want to tell the child you want to walk to the "calm place," or to a private space to talk. Clarify the child is not in trouble. You just want to have a quiet space to work this out.
- 3) Ask the child to tell you what happened that he/she kicked. After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to kick. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about how everyone has feelings and people might want to kick when they get upset, however, kicking a friend is never okay.
- 4) (This step may or may not be necessary, depends on the personality of the child.) For whatever reason, children, "need" to feel the action of kicking to release anger. If this is the situation, then discuss and make available safe items to "kick." Safe items might include pillows, an appropriate ball, kicking into the air, etc. After the child has released the feeling, then proceed to the next step.
- 5) If the child is not attending to you, then tell him/her to sit in the "calm center" or away from the group until he/she is ready to work it out. If a "calm center" is available, you can review calming activities in the area. If sitting apart from the group, suggest breathing a big breath of air through the nose while raising his/her shoulders and then let out the big breath with a whoosh sound and lowering of shoulders. Talk about how this lets the feeling out in a safe way for all.

# Behavior Management Techniques

## Lying

### Approaches:

- 1) During a group time experience, discuss the idea of lying. Ask the children to tell what "Lying" means. Ask the children how they feel if someone lies to them.
- 2) After the children have shared feelings about lies told to them, explain that if he/she is telling a "make believe" story, it is important to say right before or right after the story, "This is a "make believe" or "pretend" story.
- 3) Create an environment that encourages telling the truth. Avoid accusing a child of a behavior if you are not certain; this only promotes lying.
- 4) If you know the child committed the action, then state you saw it and proceed to the consequences. NEVER argue over admission of guilt. If the child will acknowledge lying, then ask the child to tell the friend he/she told a lie. If the child is not ready to acknowledge to the friend he/she lied, you say to the friend, "I wish there had not been a lie. Your friend and I going to work this out.
- 5) NEVER force a child to say, "I am sorry." The child saying sorry, when he/she is not sorry is teaching lying! After the child calms, he/she may be willing to state he she is sorry.
- 6) Demonstrate and role play ways to deal with situations different than lying. Discuss the difference between accidentally forgetting and lying. Model the behavior.
- 7) Sometimes children experience adults lying to them or in front of them and so it is difficult to understand why lying is not appropriate at Head Start, childcare or school. It is confusing if adults can lie in the home and children then get into trouble for lying. If the child questions why adults get to lie, explain "The adults here will not lie, and I only know about our behaviors.

# Behavior Management Techniques

## Spitting

### Approaches:

1) Walk toward the "spitter," saying calmly and firmly as you are walking, "Stop spitting. Spitting spreads germs!" Yelling across the room at a child only draws attention to the behavior. The adult yelling may communicate with the child this gets attention (negative attention is better than no attention). Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior.

2) If the child does stop the behavior, thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing the child stopped spitting NOT the spitting itself). When you are beside the child in a quiet, calm, caring voice, acknowledge the child must be feeling upset and you want to help him/ her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location or you may want to tell the child you want to walk to the "calm place," or to a private space to talk. Clarify with the child that he/she is not in trouble; you just want to have a quiet space to work this out.

3) Ask the child to tell you what happened that he/she spit. After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to spit. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about how everyone has feelings and sometimes people may want to spit when upset but it is never appropriate to spit at other people.

4) (This step may or may not be necessary; it depends upon the personality of the child). For whatever reason, a child may "need" to feel the action of spitting to release a feeling. If this is the situation, then discuss and make available safe ways to spit. Explain spitting into the sink or toilet are ok ways to spit. And then explain, "When you spit, then you have to clean it up because we don't want to spread germs." Take the child to get paper towels to clean up the area. After the child understands the appropriate releases, then proceed to the next step.

5) If the child is not attending to you, then tell him/her he/she can sit in the "calm place" (or if in a group, then away from the group) until he/she is ready to work it out. If "calming materials" are available, you can review the calming activities. If the child is sitting apart, suggest breathing a big breath of air through the nose while raising shoulders and then let out the big breath with a whoosh sound and lowering of shoulders. Talk about how this lets the feeling out in a safe way for all. When child rejoins, thank him/her for calming.

# Behavior Management Techniques

## Tattling

### Approaches:

1) When the child walks up to you to "tattle" about others and a situation he/she does not like, encourage the child to walk away for the occurrence. Suggest the child might consider going near an adult but make no statements to the adult; the peers see the child near an adult and will generally stop the inappropriate actions. Just telling the child to stop tattling will NOT stop the behavior.

2) During a group time experience, discuss with the children what an emergency is and instruct the children only emergencies and injuries need to be reported to adults. Demonstrate and/or role-play appropriate information a child should share with an adult. Use a hand sign to indicate the inappropriateness of tattling if the child comes to an adult (no words necessary then). Hand signs are less attention drawing for the peers and children love "secret messages." The "secret message" when followed by the child empowers him/her and a feeling of internal control is then experienced. Acknowledge when the children attempt to settle their own difficulties. If necessary, walk to the "situation", and give the children verbiage to say to work out the situation or guide one of them to walk away.

## Behavior Management Techniques

### Temper Tantrum and Throwing Items

#### Approaches:

1) Walk toward the child saying calmly and firmly while you are walking, "I see you are upset. Throwing things can hurt you or your friends. I don't want you hurt or you to hurt others. Let's take a break together (either take the child for a walk to another room/space/outside or away from the area and sit together). When you observe the child can listen a bit, say something like, "We can take a break to breath and slow down the frustration/anger and then we can figure this out." If the child walks off within the house, classroom, etc. and if he/she is safe and respectful, let the child have a bit of space. After the child has calmed a bit, slowly walk toward the child and make the above statement. Yelling across the room at a child only draws attention to the behavior. When you yell at the child, it says to the child this gets your attention (negative attention is better than no attention). Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will not stop the behavior.

2) If the child does stop the behavior, thank him/her for stopping (adults might feel awkward making this statement; however, you are reinforcing he/she has stopped NOT the actual throwing of items itself). When you are beside the child in a quiet, calm, caring voice acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word "why" because the answer is always he/she does not like what is happening and wants it to change. At this point, you may stay in the current location, or you may want to tell the child you want to walk to the "calm place," or to a private space to talk. Clarify to the child he/she is not in trouble; you just want to have a quiet space to work this out.

3) Ask the child to tell you what happened that he/she threw items about the space. After the response, acknowledge the child did not like what had happened, and you want to help him or her get a better plan for what to do instead of throwing items. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on the discussion with the adult, talk about how everyone has feelings and people might want to throw items when they are upset but that is not okay. Suggest the child can state, "I am mad (upset or whatever feeling words fits best) and I want to throw something. I am going to go ask for help finding something to throw OR I am going to find something else to play with for now."

4) If the child has settled down, ask him or her if he/she wants to play with different toys right now or go back into the same area as before and pick up items that were thrown. Again, thank the child for calming, talking, and finding a plan. (Thanking the problem solving acknowledges the power/control of "taming the turmoil" for the child. There is much power of communication in the words, "Thank you!")

# Behavior Management Techniques

## Yelling

### Approaches:

- 1) Walk toward the yeller saying calmly and firmly while walking, "Yelling hurts my ears. Please, use your quiet inside voice." Yelling across the room at a child only draws attention to the behavior and can result in the child thinking it is a way to get attention (for many children negative attention is better than no attention). Also, if the adult yells the child questions, "Why do you get to yell inside, and I don't?" Or if the child is familiar with adults "yelling" guidance with no follow through, the yelling will NOT stop the behavior.
- 2) If the child does stop the behavior. Thank him/her for stopping (this may feel awkward to an adult to state; however, you are reinforcing that he/she stopped the behavior, NOT yelling itself). When you are beside the child in a quiet, calm, caring voice, acknowledge the child must be feeling upset and you want to help him/her figure it out. Try to avoid using the word why because the answer is always he/she does not like what is happening and wants it to change. At this point you may stay in the current location, or you may want to tell the child you want to walk to the "calm place" or to a private space to talk. Clarify to the child that he/she is not in trouble; you just want to have a quiet space to work this out.
- 3) Ask the child to tell you what happened that he/she yelled. After the response, acknowledge the child did not like what had happened and you want to help get a better plan for what to do if he/she wants to yell. When the child is focused on you, thank him/her for listening or looking at you. When the child can focus on a discussion with the adult, talk about how everyone has feelings and people may want to yell when upset but yelling is not okay.
- 4) If the child is not attending to you, then tell him/her he/she can sit in the "calm place" (or if in a group, then away from the group) until he/she is ready to work it out. If "calming materials" are available, you can review the calming activities. If the child is sitting apart, suggest taking a big breath of air through the nose while raising shoulders and then let out the big breath with a whoosh sound and lowering of shoulders. Talk about this lets the feeling out in a safe way for all. When the child rejoins, thank him/her for calming.

## Removing a Child in Turmoil: Doing So in a Kind, Connecting Way

The joys of a child and a temper tantrum in public! NOT! If you have children or work with children and have never had to manage a temper tantrum or other socially inappropriate behavior, where others are observing, you are in the minority! It just happens!

So, okay, what do I do? First stay as calm as possible. Adults may feel like all eyes are on them. If eyes are on you, they are sympathetic viewers. If the viewing eyes are rude or whatever, it is their problem not yours!

Calmly lean into the child and kindly stress he/she is not in trouble, he/she just must release anger differently. Explain quietly that this place is not a good location to figure out what is going on. So, let's go out of this space and I will find a place for us to chat a minute.

If the child screams or kicks, say, "Ok, you have let us all know you are upset. That is why I want us to go to a different space to figure out a plan that works for you and you won't be this upset." Then take the child gently, while firmly leading out of the current location.

In a private space, start the discussion acknowledging everyone gets angry. This opening creates a connection with the child. Anger is not bad, what you are doing right now can be hurtful to you or others. We must figure out a way to change your actions, so everyone is safe.

Currently, stop, breath and you both calm a bit. No need to rush the situation, however you also do not want to appear to be not addressing the outburst. Let you and the child have a bit of a break to settle and be able to interact calmly and connect with each other emotionally.

Ask the child for ideas for releases of anger in the situation that just occurred. In a kind voice discuss how the chosen approach(is) will work in the current situation.

When calmed, explain to the child it is time to go back and join the others. Assure the child you will say, if necessary to others, something like, "Thanks for helping me figure out that 'stuff.'" You and the child will resume as you were. Be certain to explain to the child if the other children ask if he/she were in trouble, you will say, "We were getting a plan so we could come and play with you again."

It is imperative not to embarrass or shame the child. The tantrum certainly is not appropriate however, it is what it is. Stop, breath, and calm yourself and/or the child as often as needed. The child needs to learn how to manage the feelings not just get into trouble. Getting in trouble never shows the child what to do for a release. Getting into trouble after makes the anger more intense.

In a group situation, if the behaviors are intense and you have concerns of others getting hurt, it might be a time to remove others from the location. Tell (not ask) the others to leave in a way that does not describe the child or the behaviors as bad. One adult manages the child, while the other adult tells the group to come with them and do whatever identified behavior. If you are the only adult, then you tell the other children (child) what you want them to do, such as go to another area to play. Thank the other children for being respectful and following your requests.

Remember, this too shall pass! Removing a screaming child is never fun. Stay calm, connected and kind: it works! You got this!



# Parents Want to Know About...

## Attention Deficit Hyperactivity Disorder

### What is it?

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological disorder. It is not caused by home life or environment.

### What could cause my child to be ADHD?

Professionals continue to work on the exact cause of ADHD. What they do know about the child is: the brain is often different than others and it has genetic influences (it "runs" in families). The environment or home life can increase or decrease the severity of behaviors of the ADHD child.

### Does ADHD affect my child's brain?

Research has found that often an ADHD child has a 3-4 percent smaller brain volume. The part of brain (white matter) that connects and allows communication between all parts is smaller.

### What does my child do differently that indicates possible ADHD?

There are patterns of behaviors that reflect ADHD; hyperactive, impulsive, inattentive, or a combination of either two or all of the patterns. Actions that might indicate ADHD include the following; however, behaviors are not limited to the list.

#### Hyperactive:

- Constant movement
- Touching whatever is in sight
- Excessive talking
- Fidgeting; sitting still is difficult

#### Impulsive:

- Action before thought
- Blurt out responses without thought of impact/consequence
- Grab items from others
- Hit without regard of impact/consequence

#### Inattentive:

- If not interested in activity, just cannot focus
- Easily distracted; no attention to details; forgetful

### How does understanding ADHD help me as a parent?

When a parent knows what behaviors are difficult for a child to manage, it helps. The parent can then realize the child is not just misbehaving but that the action is part of the ADHD experience. Some examples of ADHD child behaviors are as follows.

- Not completing a list of requested chores, and diverts to another activity
- Task completed, but not correctly, missed particular details, toys tossed on the shelf, not organized
- Constant movement while sitting, standing, lying down; tapping of fingers/foot
- Interrupting conversations; or constant chatter
- Grabbing toys or items from others without asking to share

### So, is there a pill or something to fix ADHD behaviors?

Medication may be prescribed to help manage the ADHD behaviors. However, a child and the family must learn how to manage the behaviors also. Medication gives the brain the ability to manage behaviors; it does not teach the child how to manage the actions.

The most effective medication with ADHD is known as a stimulant. There are many different stimulants available; some will help a child and some will not. If the medication is helping, it will reduce the uncontrolled behaviors and allow the child to learn and exhibit the appropriate actions.

### Are there considerations that should be made in the environment for my child?

Yes, but remember the environment DOES NOT create the ADHD however it can impact the increasing or decreasing of behaviors. Some considerations include the following.

- Label containers for toys/items: gives a sense direction for placement
- Repeat the child's name in conversation to help keep focused
- Use concrete messages of time or steps to focus on tasks, such as timers or charts with the tasks to complete a job

# Parents Want to Know About... My Child's Anger?

## What is it?

Anger means your child experiences intense outbursts of behaviors or withdrawal from others due to misunderstandings and lack of ability to express emotions. Anger can last for long periods of time and it significantly affects his/her life.

## What could cause my child to be angry?

Research does not prove if an angry personality is caused by biology, genetics, experiences, environment, or a combination of these. Studies do suggest that a child with an anger issues is more likely to have a parent with an anger issues.

## Does anger affect my child's brain?

Studies show no impact on the brain from anger.

## What does my child do differently that indicates possible anger?

There is an array of behaviors that can indicate anger. Anger is expressed in both aggressive and passive behaviors. Physical behaviors that might occur with anger are as follows:

- Pounding heart, sweating, nausea,
- Startle easily;
- Sleep difficulties
- Speech patterns shifts, such as begin to stutter

The behaviors of aggressive anger include the following:

- Verbal outbursts with yelling, cussing, name calling, etc.
- Physical outbursts toward people with biting, hitting, kicking, etc.
- Physical outbursts toward "things" with breaking, throwing, etc.
- Physical outbursts toward the environment with slamming doors, kicking chairs, etc.
- Running away from the "angry situation"

The behaviors of passive anger include the following:

- Refusing to speak

The behaviors of passive anger include the following:

- Rude, sarcastic verbal interaction
- Refusing to interact with others
- Rough physical interactions with others
- Pouting
- Complaining about the "anger situation"
- Anger to the extent that he/she avoids the situation/object interferes with experiences

How does understanding about Anger issues help me as a parent?

When a parent understands more about anger in the child; then changes can be made to address the issue. Parents must understand and help the child understand that BEING ANGRY IS OK! INAPPROPRIATE EXPRESSIONS OF ANGER IS NOT OK!

The angry child has missed out on social-emotional development experiences. Social misunderstandings, lack of trust and low self-esteem create an angry child. Building your child's self-esteem and trust in relationships, plus modeling appropriate actions when angry is the key to addressing anger.

So is there a pill or something to fix Angry behaviors?

Medication may be prescribed to help manage intense angry behaviors. However, a child and the family must learn how to manage the behaviors also. Medication gives the brain the ability to manage behaviors; it does not teach the child how to manage the actions. Medication is a last result for intense behaviors that might impact the safety of your child.

Are there considerations that should be made in the environment for my child?

Yes! The environment has a significant impact on your child; consider some of the following suggestions to assist your child.

- Listen to the child; talk with the child; empower the child appropriately
- Repeat the child's name in conversation to help keep focused
- Provide a space for your child to take a break from groups
- Create schedules for activities/experiences; maintain that schedule

# Parents Want to Know About... My Child's Anxiety?

## What is it?

Anxiety means your child experiences intense fear, worry, or uneasiness that can last for long periods of time and it significantly affects his/her life.

## What could cause my child to be anxious?

Research does not prove if an anxiety disorder is caused by biology, genetics, experiences, environment, or a combination of these. Studies do suggest that a child with an anxiety disorder is more likely to have a parent with an anxiety disorder.

## Does anxiety affect my child's brain?

Studies show no impact on the brain from anxiety.

## What does my child do differently that indicates possible anxiety?

There are many different types of anxiety disorders that can impact a child's life. Some types and indicators of the various anxiety disorders are as follows.

### Generalized Anxiety:

- Extreme, unrealistic worrying about daily experiences
- Often complain; have many physical discomforts

### Separation Anxiety:

- Difficulty leaving a parent for school/friends/family/fun
- Cling to parent; difficulty going to sleep

### Phobias:

- Unrealistic or excessive fears of certain situations/objects
- Fear to the extent that he/she avoids the situation/object interferes

### Panic Disorder:

- Pounding heart; sweating, nausea, fear of death
- Results in avoiding the stimulating situation/fear to leave parent

Obsessive-Compulsive:

- Pattern of repetitive thoughts/behavior

Post-Traumatic Stress:

- Experience a very stressful situation; startle easily; sleep difficulties

How does understanding help me as a parent?

When a parent knows what behaviors are difficult for a child to manage, it helps. The parent can realize the action or reaction of anxiety is "real" for the child, even though it may not appear to be "real" for the parent in the situation. A few examples of Anxiety actions or reactions are listed below.

- Change of plans are difficult; constant questioning for assurance
- Common fears: storms, animals, water, heights, enclosed spaces.
- Repeated hand washing, counting, or arranging/rearranging objects
- Anxiety related to physical, sexual, emotional or verbal abuse
- Anxiety associated with violence, explosions, fire, etc.

Anxiety is more common with girls than boys. Anxiety disorders are among the most common to occur in childhood and adolescence, affecting about 13 out of every 100 children between the ages of 9 and 17 years old.

So is there a pill or something to fix Anxiety behaviors?

Medication may be prescribed to help manage the anxiety behaviors. However, a child and the family must learn how to manage the behaviors also.

Medication gives the brain the ability to manage behaviors; it does not teach the child how to manage the actions.

Many professionals have found that anti-anxiety or anti-depressant medications help with the management of chemicals produced within the brain. It is common for a child to have more than one anxiety disorder or depression combined impacting his/her actions.

Are there considerations that should be made in the environment for my child?

Yes! The environment has a significant impact on your child; consider some of the following suggestions to assist your child.

# Parents Want to Know About... AUTISM? ASPERGER'S?

## What is it?

Autism is a brain disorder. Asperger's is like autism and it is described as part of the autism spectrum; however, the symptoms are less difficult to manage.

## What could cause my child to be autistic or Asperger's?

Professionals are not certain! What they do know about the child is: the brain is different than others, sometimes a chemical imbalance, genetic influences (it "runs" in families), and possible immune system differences.

## Does autism or Asperger's affect my child's brain?

The three major impacts for your child are: how they think, how they talk and listen, and how they deal with other people.

## What does my child do differently that indicates possible autism or Asperger's?

Actions that might indicate autism or Asperger's issues include the following; however, behaviors are not limited to this list.

- Delayed speech
- Repeating words/questions/statements, like echoing speech
- No change in tone as he/she speaks
- Flapping hands/spinning entire body around
- Avoiding contact with others, crowds upset the child
- Extremely limited to no eye contact
- Lining up toys/objects and upset if objects are moved
- Playing the same way with a toy every time
- Temper tantrums with little warning
- Sudden laughter or crying for no specific reason
- Limited fear of the unknown or danger
- Unusually startled and upset by loud noises, especially clapping

### How does understanding autism or Asperger's help me as a parent?

When a parent knows what a child can and cannot understand, it helps. The parent is less likely to become immediately angry or frustrated when the child does not complete a requested task. Some examples of lack of understanding with an autistic or Asperger's child are as follows.

- Pushing/Hitting others when upset, because wants to be left alone and not concerned if it hurts the other
- Pushing others off a high porch and not understanding the distance to the ground and the impact
- Delayed responses of anger, such as attend event with much clapping and upon leaving the event the child goes into a tantrum
- Repeating questions over and over out loud because needs assurance; a form of clarifying for self out loud

### So is there a pill or something to fix autism or Asperger's behaviors?

No! Medication is sometimes prescribed to help reduce inappropriate behaviors such as the following list:

- Antidepressants for managing repetitiveness
- Stimulants for hyperactive actions
- Anticonvulsants addresses aggression
- Anti-psychotics assist with aggression and extreme repetitiveness

### Are there considerations that should be made in that environment for my child?

Yes! The environment has a significant impact on your child; consider some of the following suggestions to help your child:

- Keep their space in order: materials, seating, etc.
- Quiet space, away from noise to take child for a break
- Intense massage of arms/legs will calm child
- Be aware of certain colors, textures, aromas that impact child
- Provide a space separated from group a bit for group experiences



## Parents Want to Know About... About Bullying?

### What is it?

Bullying is intentional behavior. The actions exhibited by the Bullying child are distressing to others but NOT distressing to the child exhibiting the behaviors.

### What could cause my child to be a BULLY?

The bully child often is one that has inconsistent parenting, feelings of rejection, and a lack of sense of importance in self or the family. The family experience for the bully more than likely includes violence and has limited to no communication.

### Does BULLY affect my child's brain?

No! However, negative attitudes and actions of BULLY children are created in the brain from memories of negative guidance techniques used often with these children. Negative guidance INCREASES the rate and intensity of BULLYING behaviors because for the child is feeling a sense of power over the situation when others get upset.

### What does my child do different that indicates possible BULLYING?

The BULLY child behaviors are to express disrespect and to abuse power. The intent is to upset others. The behaviors are violent and disrespectful to others.

The Bully child wants the behaviors to interfere with interactions at home, school, and with friends. A few of those behaviors at an extreme level are as follows.

- Temper tantrums; anger attitude
- Excessive arguing; intentional misbehaviors
- Questioning rules, lack of respect for authority or guidelines
- Blaming others; denial of responsibility for actions

### How does understanding BULLYING help me as a parent?

When a parent understands how the parent-child relationship impacts the presentation and continuation of the BULLY then they can make changes which will result in a change for the child.

It is the developmental experiences of the Bully child and the continuance of those interactions that create and maintain the BULLYING behaviors.

Limited understanding of parenting skills necessary to raise a child, negative family life, and chaotic social experiences increase the BULLYING behaviors. Creating a positive parent-child relationship, nurturing family environment and appropriate social experiences will change the behaviors of a BULLY child.

So is there a pill or something to fix BULLYING behaviors?

Medication is not considered effective in treating BULLYING. However, if other types of behaviors are present then medication may be used.

The key to BULLYING is communication: both listening and speaking. Behavior approaches that include problem solving, communication, impulse control and anger management are best with the BULLY child.

Are there considerations that should be made in the environment for my child?

It is the attitude of the adult more than the environment that impacts the BULLY child. A brief list of attitude approaches that will reduce BULLYING behaviors is listed below:

- Thank you, expressions constantly/acknowledgment of efforts,
- Pointing out the uniqueness of the child
- Labeling the positive action exhibited
- Building cooperation dissolves opposition; competition builds it
- Listen/Watch for the feeling in the action; acknowledge it
- Natural Logical Consequences build a Conscience and Understanding

Bullying actions must be STOPPED immediately! Never bully a bully child!

# Parents Want to Know About... My Child's Difficulty Focusing?

## What is it?

This is a child that it has been determined that he/she is not experiencing Attention Deficit Hyperactive Disorder, but still has difficulty focusing on a task or within a group setting.

## What could cause my child to have difficulty focusing?

The environment or home life can increase or decrease the severity of behaviors exhibited by a child with difficulty focusing. Most often the child that has difficulty focusing is expressing unsettled emotions. The emotions experienced by the child might be the following: anxiety, anger, depression, confusion, excitement, trauma, or other imposing conflicting feelings.

## Does Difficulty Focusing affect my child's brain?

When the issue is strictly difficulty focusing and all other mental health or physical health issues have been eliminated then no.

## What does my child do differently that indicates possible difficulty focusing issues and not ADHD or other disorders?

The child that is experiencing difficulty focusing will almost immediately calm and attempt to exhibit social appropriately actions when provided the following type of interactions WITH A NURTURING ADULT.

- Individual time away from others: the child calms, listens, models expected behaviors
- If given releases of emotions, quickly model use, in future use as release
- Kind voice as state child's name and initiating contact
- Gentle touch to initiate contact and calmness
- Acknowledge occurrence that created difficulty focusing and guidelines how to manage the issue

### How does understanding My Difficulty Focusing Child help me as a parent?

When a parent knows what behaviors are difficult for a child to manage, it helps. The parent can then realize the child is not just misbehaving but that your child is expressing unsettled emotions that need assistance with a method for release.

When a child experiences feeling heard or acknowledged with unsettle emotions, it assures the child and then he/she can focus. The equation is: the more heard = the more focusing on task or within a group.

### So, is there a pill or something to fix difficulty focusing behaviors?

When the issue is strictly difficulty focusing and all other mental health or physical health issues have been eliminated then no.

The fix is human interaction and a sense of empowerment; no pill can provide the energy or to the other extreme the calmness of loving attachment and connecting.

### Are there considerations that should be made in the environment for my child?

Yes, because remember the environment and experiences creates the Difficulty Focusing behaviors. Some considerations include the following.

- Repeat the child's name in conversation to help keep focused and create that feeling of empowerment/significance
- Use concrete messages of time or steps to focus on tasks, such as timers or charts with the tasks to complete a job; this reflects an adult caring and connecting to give me security
- Each day have at one (1) minute or more equal to the child's age one-on-one with an adult at school.
- Each day have at least 10 minutes of one-on-one time with each parent at home.

## Difficulty Focusing Behaviors

Why is a child having difficulty focusing?

There are many reasons why a child would have difficulty focusing on tasks. Many adults first response is that the child must be experiencing Attention Deficit Hyperactive Disorder (ADHD). Certainly, that is a possibility, however there are many other reasons why a child would have difficulty focusing on a task or paying attention during a group experience. The explanations below are given for a child that is not experiencing ADHD. ADHD is a neurobiological disorder.

A child might have difficulty focusing for any of the reason listed as follows: anxiety, anger, depression, confusion, excitement, trauma, and the list goes on and on. The common threat in the list is unsettled emotions. Managing emotions can be difficult for any of us at any age; however, the less life experiences and life lessons on "how to" manage feelings the more difficult the process.

In addition to experiencing unsettled emotions, many a child lives in a home where the parents are not modeling techniques to manage feelings or focusing on tasks. When this is the case the child models what has been observed. Parents having difficulty managing emotions often do not focus on the child in the best development fashion; the result is a low self-esteem and lack of empowerment. In order to focus on details and function in a group setting a child must have a positive sense of self which assists with staying focused and gives a sense of empowerment.

The less empowerment a child feels the more difficult it becomes to focus on a task or within a group. This is because the child is back on the emotional turmoil experiences of anxiety, anger, depression, confusion, etc. due to negative self-esteem.

If a child is having difficulty focusing help him/her by providing experiences that teach the skill of focusing. Give the child positive empowering feedback for attending to tasks and encourage to continue such actions in other areas of work



Composure

Anger management, delay of gratification

Integrity

Encouragement

Pro social skills: kindness, Carine helpfulness

Interdependence, optimism

Assertiveness

Bully Prevention, healthy boundaries

Respect for self and others

Choices

impulse control, goal achievement

Persistence

Empathy

Emotional regulation, perspective

Honoring diversity, honesty

Positive Intent

Cooperation, problem-solving

Compassion, generosity

Consequences

learning from your mistakes

Responsibility

## Conscious Discipline Links

### Video's That Help With Feeling

Dr. Becky Bailey-Sadness-Coach Kids Through It!

<https://youtu.be/foOHw9CV1>

Dr. Becky Bailey-Happiness-Coach Kids Through It!

<https://youtu.be/J3 iGzOwOvk>

Dr. Becky Bailey-Fear-Coach Kids Through It!

<https://youtu.be/svqasmRE5Us>

Managing Anxiety: Name, Claim and Tame Your way Through Anxiety  
without Medication

<https://youtu.be/x-1Evlz5Qdg>

Teaching Children To Care

<https://youtu.be/6KDttumB9us>

Connection and I Love Rituals-Conscious Discipline Skills

<https://youtu.be/9VnuRcMuKtt>

Dr. Becky Bailey on PBS-Shifting from Fear to Love

<https://youtu.be/k ab6RvihSw>

Expert Dr. Becky Bailey explains how to go conscious not Crazy with our Kids!

<https://youtu.be/OvblSZe-bNs>

## Video's That Help with Behavior

Handling Temper Tantrums- Conscious Discipline Skills

<https://youtu.be/IJwuivk0Hg9U>

Using Logical Consequences-Conscious Discipline Skills

<https://youtu.be/KukQfLvCk8>

Dr. Becky Bailey Answers, "How Can I Stop A Certain Behavior From A Child?"

<https://youtu.be/3GeqwIYEAiO>

Dr. Becky Bailey Answers, "How Can I Get My Child To Listen to Me?"

<https://youtu.be/BethyicKxs4>

Dr. Becky Bailey Answers "What Do I Do If My Child is Having a Temper Tantrum?"

<https://youtu.be/060L7N5mIKIJ>

Button Pushing- Conscious Discipline Skills

<https://youtu.be/EiMdSXokbYO>

Dr. Becky Bailey Answers, "My Kids Fight All the Time How Can I Stop It?"

<https://youtu.be/l9GJs2HNjYI>

Dr. Becky Bailey Answers, "How Can I Learn to Fall in Love with a Difficult Child?"

<https://youtu.be/BISvVx4Eef8>

## Video's that Help with Breathing

S.T.A.R. Breathing Tool

<https://youtu.be/qDqOGORliSE>

Balloon Breathing-Conscious Discipline

<https://youtube.com/shorts/6Efm413T8?feature=share>

Drain Breathing-Conscious Discipline

<https://youtube.com/shorts/s6M9EH6CbMM?feature=share>

Pretzel Breathing-Conscious Discipline <https://youtu.be/Vl8PBV-DiOc>

<https://youtu.be/Vl8PBV-DiOc>