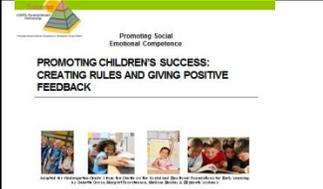
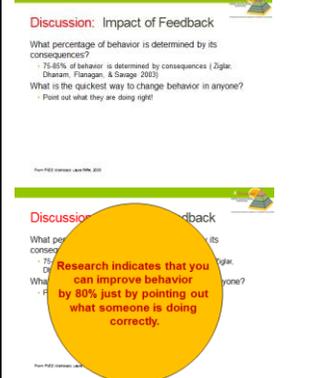
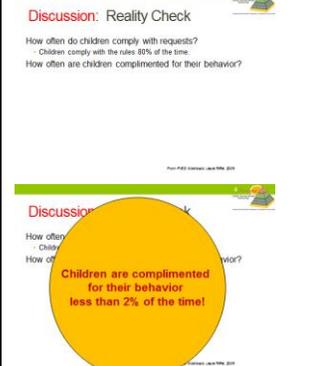


Module 1.7 Project B.A.S.I.C.: Promoting Children's Success: Creating Rules and Giving Positive Feedback, Presenter's Script

 <p>Promoting Social Emotional Competence</p> <p>PROMOTING CHILDREN'S SUCCESS: CREATING RULES AND GIVING POSITIVE FEEDBACK</p>	<p>Slide 1</p>
	<p>Slide 2:</p> <ol style="list-style-type: none"> 1. In this session, we will be focusing on creating quality supportive classroom environments. 2. Well-designed environments support children's appropriate behaviors and make it less likely that children will need to engage in challenging behavior. 3. In addition, environments can be designed to teach children expectations and to promote their engagement and interactions.
 <p>Discussion: Why Should I ??</p>	<p>Slide 3:</p> <ol style="list-style-type: none"> 1. Tell participants this is something you often hear from early childhood professionals. <ul style="list-style-type: none"> • Ask if they have ever felt this way... perhaps about a particularly difficult child?
 <p>Discussion: Impact of Feedback</p> <p>What percentage of behavior is determined by its consequences?</p> <ul style="list-style-type: none"> - 75-85% of behavior is determined by consequences (Digar, Chapman, Frangou, & Savage 2003) <p>What is the quickest way to change behavior in anyone?</p> <ul style="list-style-type: none"> - Point out what they are doing right! 	<p>Slide 4:</p> <ol style="list-style-type: none"> 1. Ask participants to respond to the first question. Click for answer. Ask if that is surprising to anyone? 2. Repeat with the second question. Click for answer. Click again for research finding.
 <p>Discussion: I already do that!</p>	<p>Slide 5:</p> <ol style="list-style-type: none"> 1. This is something else teachers will often say to us.
 <p>Discussion: Reality Check</p> <p>How often do children comply with requests?</p> <ul style="list-style-type: none"> - Children comply with the rules 80% of the time. <p>How often are children complimented for their behavior?</p>	<p>Slide 6:</p> <ol style="list-style-type: none"> 1. Read question and ask participants to guess at the answer. Click for answer. 2. Repeat with second question. <ul style="list-style-type: none"> • Ask participants if this fact is surprising. • Ask how long they would continue coming into work if they only got paid for 2% of the time they put in. 3. The reality check here is that we are not providing enough positive feedback to children when they engage in good behaviors!

Rules, Rules, Rules

- What are rules?
- Why are rules important?
- How are rules different from behavior expectations?



Slide 7:

1. What are rules?
 - Rules are situation specific behavior requirements
 - Examples: use walking feet, use quiet voices, keep rocks on the ground, sit on your bottom, raise your hand to talk, use a napkin
2. Why are rules important?
 - Ask participants why rules are important
 - Provide order and structure
 - Help teach children what is appropriate in specific situations
3. How are rules different from behavior expectations?
 - Rules are related or connected to the behavior expectations
 - Behavior expectations apply everywhere and to everyone, all the time
 - Rules can be different for children and adults and according to place or time
 - Rules demonstrate how children meet the behavior expectations in different settings
 - Being safe outside is different from being safe inside; rules help the child understand the difference

General Guidelines about Rules

- Create 3-5 simple, positively stated rules for the classroom and if need specific areas.
- Involve children in creating the rules.
- Post the rules visually.
- Teach the rules systematically.
- Reinforce the rules at high rates initially and at lower rates throughout the year.
 - Also at high rates when children are new to classroom.

Slide 8:

Ask participants: why having rules is important?

All classroom settings need to have a few simple rules (3-5 rules per setting)

1. Rules for recess, circle time, center time, lunch & snack, etc.
2. These guidelines help us create and teach those rules
 - Many of these guidelines are the same as those for creating behavior expectations
 - Rules should be “*short and sweet*” – keep it easy and positive

Involving Children in Developing the Rules

- Have children help generate the rules.
- Name the rule and have a child demonstrate the rule.
- Name the rule and have the children identify the visuals that might go on a poster.
- Have children help decorate a rules poster.

Slide 9:

1. Ask participants why it important to involve children in creating rules?
 1. They feel like they “own” the rules – these are my rules and I’ll follow them – rather than something the adults have imposed on them
 2. Allows adults to see what children understand about the behavior expectations (or don’t understand!)
 3. If we don’t teach children the rules, we can’t expect them to follow the rules
2. Example:
 1. Rules can be taught during large group time, but also at other times during the day (review & reinforce)
3. When you first begin teaching the rules, you will need to reinforce frequently – as the children learn the rules and practice them without constant reminders, you can decrease the reinforcement
 1. When you reinforce and teach the rules, connect them to the behavior expectations (You’ve been a great friend; I saw you take turns with Connie on the swing)
 2. Reinforce specifically (not just “you’re being kind” but “you’re being kind, I saw you say please and thank you when you asked the teacher for more juice”)

The Chia Pet Postulate

Don't hit!
Don't talk!
Don't move!

If your Chia can do it, then it shouldn't be a rule!

From PBS Classroom, June 1996, 2011

Slide 10:

- Children are not Chia pets, and yet we often expect them to act like one.
 - We sometimes expect children to sit quietly, not moving or making noise.
 - Keep in mind, if a chia pet could do it, it's not a good classroom rule!
- When developing your rules, it is important to keep them developmentally appropriate.

Classroom Rules

Address:

- Noise level
- Movement inside
- Interactions with property
- Interactions with adults
- Interactions with peers

Slide 11:

Discuss what general behaviors or topics rules should address (e.g., noise level; movement; interactions with adults, children, and materials)

- Talk about how you can't expect children to follow the rules without teaching them.
- Explain how rules can be taught during circle time and reinforced in ongoing contexts.
- As you are teaching rules, you can connect them to children's ongoing behavior (e.g., "Who has been a super friend; tell me what you did?" "Yes, I saw Corinne sharing the glue with Ed at the art table").

Classroom & Playground Rules

Classroom Rules

Some are good & some need a little help!

Slide 12:

Some classroom rules and playground rules

Gentle Touches

Be Nice to our friends

Walking feet

Quiet voices

Don't rip the books

Playground Rules

This example has playground rules with small pictures.

- Look
- Wait your turn
- Nice hands
- Listen
- Feet first
- Climb by teacher

Reinforcing the Rules

- Keep those positive statements coming...
- Statements can be made directly to the child following the rule or to someone else within hearing of the child
- They need to be genuine statements

Examples:

- "You did a dynamite job of solving that problem..."
- "Wow, what a great job you both did working together on that project!"
- "I could tell that you learned that because..."

Slide 13:

It is important to give children feedback when they follow the rules.

- This helps them know they are following classroom rules.
- When you are descriptive (linking behavior expectations to rules), it helps children understand why the rules are important.
- Feedback ensures the rules will be followed again!

Fun Ways to Reinforce the Rules

- Children help generate the rules
- Games and songs
- Discussion and role-play
- Art projects
- Rules Bingo!
- Make a big book about school rules
- Homework—what are your rules at home?
- Play "rule charades"

Slide 14:

- The first phase of teaching the rules can occur when the children are generating the rules
 - Discuss why each rule is important and how it relates to the behavior expectations
- Play a "charades" game
 - Name a rule and have the child demonstrate it
 - Have the child choose a rule and let others guess which rule they are acting out
- We love to make up songs!
 - Use familiar songs, like "If you're happy and you know it"
 - "If you're safe then you use walking feet"

	<ol style="list-style-type: none"> 4. Talk to children about specific situations in the classroom where rules might be a problem <ul style="list-style-type: none"> • Example: computer time – what can we do when there are 4 children who want to play on the computer at the same time, how can our rules help us? • Have children demonstrate using the rule 5. Create take-home projects (rule books, collages) that demonstrate the rules to share with parents
--	--

Positive Feedback

Our goal is to give children attention when they are engaging in appropriate behaviors.

Monitor your behaviors so that you are spending **more time using positive descriptive language** and **less time giving directions or correcting inappropriate behaviors**.



<p>Slide 15:</p> <ol style="list-style-type: none"> 1. This slide presents the idea of “catching children being good.” 2. Give children attention (e.g., verbal, nonverbal) when they are engaging in appropriate behaviors. <ul style="list-style-type: none"> • Too often, we leave children alone when they are playing quietly or when things are going along smoothly in our early childhood settings. • Provide feedback for the effort, thinking, and problem solving (e.g., What a great idea! Brilliant thinking in figuring that out!) versus emphasizing quality of work (e.g., You did a dynamite job in coloring that entire picture!). Balance positive feedback and encouragement with engaging children in authentic conversations. You do not want to engage in a monologue of continual feedback. 3. Adults need to monitor their own behavior to make sure they are spending more time using positive, descriptive language and less time giving directions or correcting inappropriate behavior.

Positive Feedback Tips

- Remember to use *nonverbal forms* of positive feedback and encouragement.
- *Individualize* use of positive feedback and encouragement based on children’s needs and preferences.
- Encourage other adults and peers to use positive feedback and encouragement.



<p>Slide 16:</p> <ol style="list-style-type: none"> 1. Talk about how there are different ways to give encouragement and feedback beyond the simple “good job.” <ul style="list-style-type: none"> • Encourage participants to think about other ways to verbally give feedback and ways to give nonverbal feedback and encouragement. • Refer to CSEFEL Handout 1.7 titled Some Starters for Giving Positive Feedback and Encouragement (e.g., “You are so good at...” etc.). 2. Giving nonverbal feedback/acknowledgment or signs of appreciation is an important strategy that we often overlook. Providing children with “warm fuzzy-s” might include hugs, high fives, winks, and thumbs ups. Have participants think of nonverbal ways that they typically provide feedback to young children. Have the group generate a list of these nonverbal behaviors and compile them on chart paper. 3. We do need to remember that types of positive feedback and encouragement should be individualized for each child. <ul style="list-style-type: none"> • For example, some children may not feel comfortable being encouraged in front of a group, while others may really like to be encouraged in front of a group of peers. We have to look at the individual preferences of children. There also may be cultural variations on what is typical and/or acceptable. Share an example (such as the following), noting the individual differences of children. 4. Sharing positive feedback with other adults increases the impact of your initial positive feedback. <ul style="list-style-type: none"> • Outside another Head Start classroom, Shannon (a child with Down syndrome) is complimented in front of her Mom when her Mom arrives to pick Shannon up at the end of the day. The teacher mentions that Shannon had such a great day because she “used her words to ask for more crackers and juice during snack” that day. Hearing this compliment, Mom is likely to mention it again to Shannon as they drive home, and she might even mention it to Grandma when they arrive at the grandparents’ house for
--

	dinner that evening.
<p>Positive Feedback Examples</p> 	<p>Slide 17: In this school (Sac City, Iowa), teachers wrote positive feedback on handprints, which were then posted on a tree in the entry way to the center. Each month, “winners” were selected from the tree to receive a special prize (donated by members of the community: quarters from the bank, hand knit scarves from a volunteer, etc)</p>
 <p>If there is anything that we would wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.</p> <p>Our lady, P. Parker</p> 	<p>Slide 18: Read and discuss the importance of looking at adult behaviors to influence child behaviors.</p>
<p>Activity: Action Plan</p> <ol style="list-style-type: none"> How will you develop your classroom rules? Do you need to make any modifications your existing classroom rules? <ul style="list-style-type: none"> Decide how you will teach them, when you will teach them and who will be responsible to teach them Who will create a rules poster? What will you do to give positive feedback to children who are following the rules? 	<p>Slide 19:</p> <ol style="list-style-type: none"> Have participants spend some time making an action plan for developing/modifying and introduce classroom rules to their students <ul style="list-style-type: none"> Decide who and when they will create the posters Report back to the group Have participants then make an action plan for teaching the rules and giving positive feedback to children who are following the rules <ul style="list-style-type: none"> Decide how you will teach them, when you will teach them and who will be responsible to teach them Report back to the group Have participants note their “next steps” on the action planning handout. <p><u>ADDITIONAL RESOURCES</u> What Works Brief #22 – Acknowledging Children’s Positive Behaviors Starters for Positive Feedback Get Positive! – Optional Activity for Teachers Super Friend Award</p>
<p>Questions?</p> 	<p>Slide 20:</p>