

***Welcome!***

PureFUN! University  
Spring Conference 2012

***Are we Having Fun Yet?*** – Pam Stevens

***It's Mine!*** – Deanna Hibbard

***Don't Throw a Fit!*** – Lori Smith



# Welcome!

- Breaks
- Where can I find the presentation from today?
- Welcome to our guest speakers!



# PureFun! Conference Series

## Putting the Preschool Puzzle Together

Plays Well With Others:  
Social/Emotional Development



# Why Social/Emotional Development?

“It defines how and what we learn; research suggests it is responsible for as much as 80% of the "success" in our lives.”

--From *Handle With Care: Emotional Intelligence Activity Book*





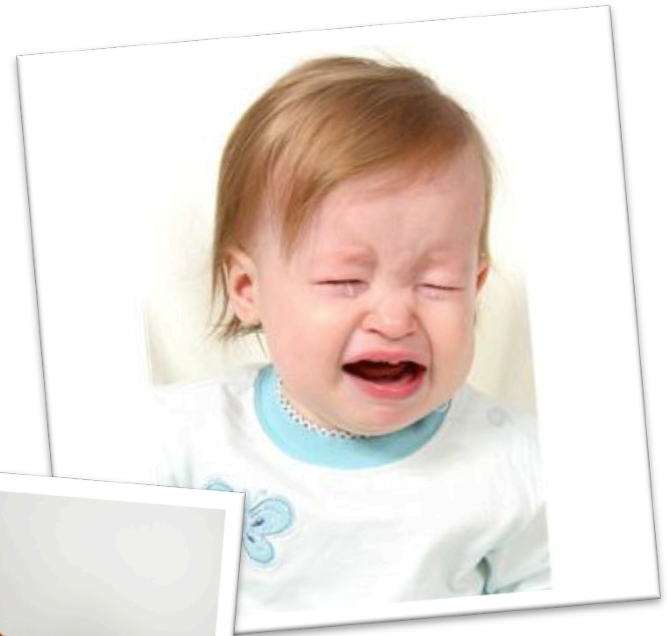
# Why Social/Emotional Development?

"People in good moods are better at inductive reasoning and creative problem solving."

--From *Emotion, Disclosure, and Health*, 1995



# Are We Having Fun Yet?



# **Part I:**

## **Classroom Behavior Management**



# **Part II:**

## **Behavior Management for Individual Children**



# Are We Having Fun Yet?

## A Practical Guide to Behavior Management



# Classroom Activities Assessment

Activity	Assessment	Changes	Priority
Arrival/Table Toys	Good		
Clean Up	Fair		2
Circle	Poor	Identify my goal  Shorten the time  Use a variety of visuals  Stop doing rote activities	1



# Activity Assessment Questions

- Are we having fun?
- Do I have behavior problems with more than one student during the activity?
- Have we accomplished our goal?
- Does the activity take longer than it should?



Next Step: Be Intentional

Expectations vs. Reality

Plan

Implement

Assess



# The Inconvenient Truth

- Avoid the large group whenever possible
- Waiting leads to misbehavior
- Scarcity leads to hoarding
- Children don't ask for help because we are often not helpful (Use the “what would make you feel better” method)





## Continued...

- Don't teach children what they already know
- Most of the day should be child directed
- If you go there, they will come
- If you stop an activity to deal with behaviors, the activity is over; keep a trick up your sleeve



# Behavior Management For Individual Students



# Instructional Planning Form

What is the Problem behavior?	Why is he/she doing it? (Function)	What could he/she do instead? (Realistic goal)	How will you teach him/her to do it? (Strategy)	Priority



# Videos



# Videos



# Videos



# Instructional Planning Form

What is the problem behavior?	Why is he doing it? (Function)	What would you like him to do instead? (Realistic Goal)	How will you teach him to do it? (Strategy)	Priority
Aggression with peers	Materials and attention	Use the solution kit	Proximity  Model play skills  Planning	1 !!!!!!!





# Solution Kit



- From the *Center on the Social and Emotional Foundations for Early Learning (CSEFEL)*





# Barriers to Social/Emotional Instruction

- Children should know better
- Children need consequences



# Resources

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

[www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu)

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



*“As a teacher I possess tremendous power to make a child’s life miserable or joyous... I can humiliate or humor, hurt or heal. In all decisions, it is my response that decides whether a crisis will be escalated or de-escalated and a child is humanized or dehumanized.”*

- Hiam Ginott



*“Children need love, especially when they do not deserve it.”*

-Harold Hulbert



# Pam Stevens

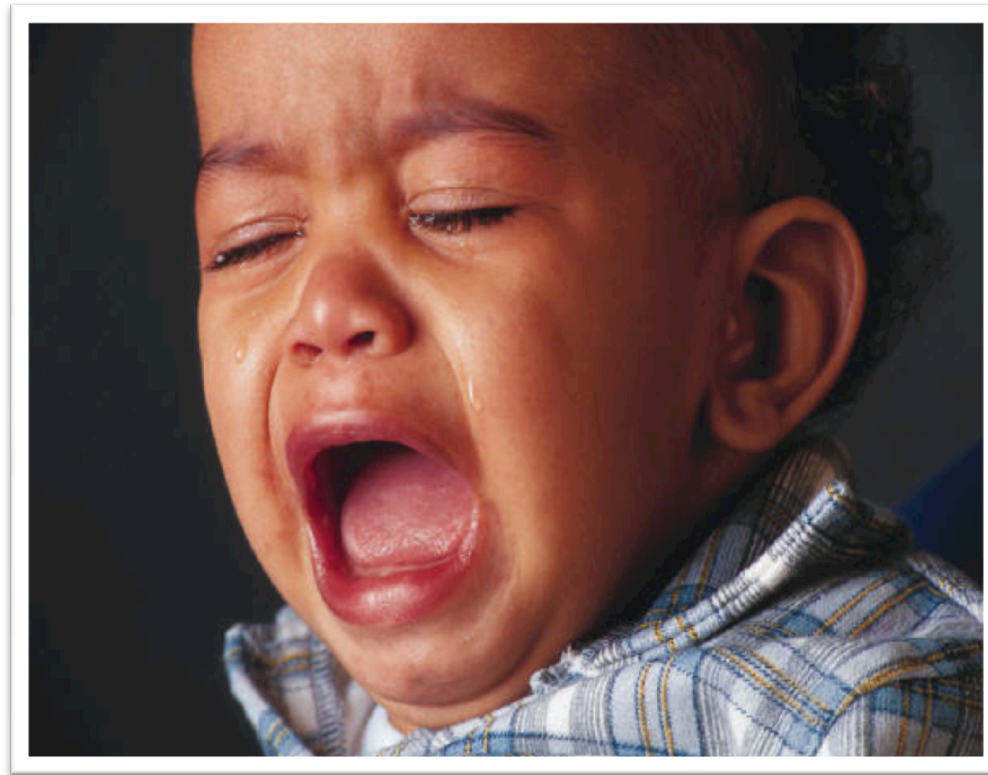
pam@purefuninc.com





# It's Mine!

Deanna Hibbard



# What do infants and toddlers do?





# Characteristics of Infants and Toddlers

- Sit in chairs
- Pull self to stand
- Walk when led, then alone
- Throw objects
- Climb stairs
- Walk backwards
- Handle finger foods
- Use spoons and cups
- Scribble with crayons
- Bite
- Recognize own power (NO!!)



- Become anxious when separated from loved ones
- Actions become more intentional (e.g., drops food for dog to eat; rings bell to hear sound)
- Become nervous when primary caregiver is out of sight and strangers are present
- Show affection (hugs, kisses)
- Express intense feelings for parents
- Label feelings
- Begin to understand others' feelings

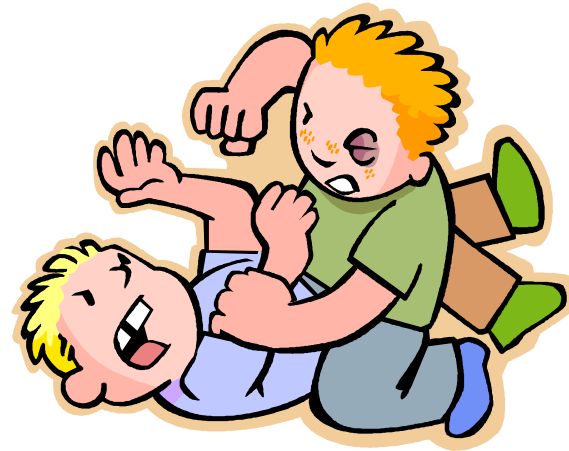


How can you lessen behavior  
issues?



# Sources of Conflict

- Space
- Materials
- Privilege
- Social



# What type of environmental issues contribute to challenging behavior?

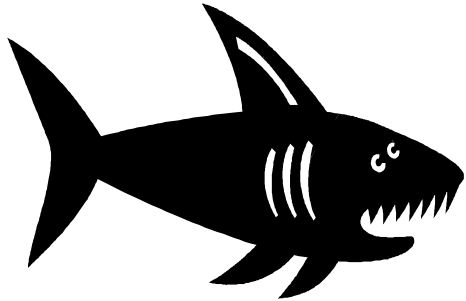
- Room Arrangement
- Materials
- Adult Interaction
- Activities



# Recalling Supportive Relationships



# Personal Conflict Styles



# Six Steps to Problem Solving

- Approach calmly
- Acknowledge feelings
- Gather information (provide ideas)
- Restate the problem
- Ask for ideas for solutions and choose one together
- Be prepared to give follow-up support





# Video Clips

- It's Mine!!!



## 1<sup>st</sup> Step: Approach Calmly

- Observe as you approach, be aware of your body language, be neutral use “I” statement



## 2<sup>nd</sup> Step: Acknowledge Feelings

- Use simple descriptive words (You seem angry/sad/upset) This will help children let go of the feelings. This is called emptying out.



## 3<sup>rd</sup> Step: Gather Information

- Tell the children you want to hear from each of them. Ask open ended questions that help them describe the details of the actions or materials NOT “why did you do this” or “How do you think she feels?”
- Such questions are too abstract



## 4<sup>th</sup> Step: Restate Problem

- Restate the problem clarifying any issues by asking for more detail, “You are very angry and you want to play alone?”



## 5<sup>th</sup> Step: Ask for Solutions

- Restate the problem clarifying any issues by asking for more detail, “You are very angry and you want to play alone?”
- For young children you may have to give them suggestions.
- I have an idea.....



## 6<sup>th</sup> Step: Follow up Support

- Children may need help in implementing the solution. Check with each of the children to see if the problem has been solved.



# De-escalating Conflicts

## Conflicts escalate when you:

- Use “you” statements
- Shake finger, grab
- Blame a child
- Focus on past
- Focus on person
- Make assumptions

## Conflicts de-escalate when you:

- Use “I” statements
- Gentle body language
- Are specific
- Focus on present
- Focus on problem
- Listen to both sides





# Plan of Action

Turn to your neighbor and share one idea that you plan to use in your classroom.





# Don't Throw A Fit!



# How many times this week have you ...

- Put items in alphabetical order
- Used algebra
- Used fractions
- Read a text book



# How many times this week have you had to ...

- Get along with others
- Behave appropriately
- Work in a group
- Follow rules (laws)



# What is social and emotional development?

- Getting along with others (SE 4a, SE 4b)
- Solving conflicts (SE 4e)
- Working in a group (SE 4d)
- Expressing emotions appropriately (SE 3e)
- Follows rules (SE 3b)
- Successfully manage transitions (SE 3d)
- Shows empathy for others (SE 4c)





# Why is social and emotional development important?

- Part of child development
- Children need these skills to be happy and productive



# How do we teach social and emotional skills to children?

- Teach adults
- Developmentally appropriate
- Appropriate expectations
- Show the importance
- Simple ways to teach skills





# Why is social and emotional learning difficult for us to understand?

- Adults often do not have the skills
- Difficult to measure



# Teaching children to express feelings

- Dictation from children
- Journaling
- What should we do?
- Helping others



# Making it Work

- Activities
  - The “can” can
  - Photo album
  - Games
  - Feeling dolls



# Making it work

- Sending home information from
  - Websites
  - Books
  - Articles
- Include a section in your newsletter



# Photo Album Timeline

Materials needed:

- Photo album (or poster board)
- Photographs of the children
- Tape or glue
- Markers



# Books

- Fears-*There's a Nightmare in My Closet*
- Belonging- *Are You My Mother?*
- Being loved- *Corduroy*
- Life transitions-*Will I Have a Friend at School?*



# Games

- Operation
- Go fish
- Board games
- Card games
  - Children are learning to follow directions, take turns and get along with others



# Photo Album Timeline

- Select many pictures of child at various ages.
- Let child pick out ones to use in photo album.
- Place pictures in photo album beginning with the youngest to the oldest.
- Have child describe pictures; parent writes caption under each using child's words.
- (Substitute poster for photo album.)





# Helping families and children

- Plan for groups of parents to discuss topics that are important to them:
  - Separation anxiety
  - Divorce
  - New child in the family (adoption, foster or birth)
  - Life changes
  - Death
  - Marriage



# Questions?

