IRIE
CLASSROOM
TOOLS
The IRIE Classroom Toolbox

Please visit www.irietoolbox.com for more information and resources.

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WHAT IS THE IRIE CLASSROOM TOOLBOX?

The IRIE Classroom Toolbox is a training programme for teachers of children aged 3-8 years. The Toolbox provides teachers with a variety of tools to use when interacting with and teaching young children.
CONTENTS OF THE IRIE CLASSROOM TOOLBOX

The IRIE Classroom Toolbox consists of four modules:

1. CREATING AN EMOTIONALLY SUPPORTIVE CLASSROOM ENVIRONMENT
   - Building positive relationships
   - Using praise and rewards
   - Interactive reading

2. MANAGING CHILD BEHAVIOUR
   - Preventing behaviour problems
   - Managing misbehaviour
   - Games to promote self-regulation skills

3. PROMOTING SOCIAL AND EMOTIONAL COMPETENCE
   - Teaching friendship skills
   - Understanding and managing emotions
   - Problem-solving stories

4. BEHAVIOUR PLANNING
   - Individual behaviour planning
   - Classwide behaviour planning

Within each module, there are a number of ‘Tools’ and teachers choose the tools that they need to use throughout the day.

Teachers are advised to choose a tool based on:

1) The needs of the child(ren)
2) How easy it is for them to use
3) How effective the tool is likely to be and
4) How well the tool contributes to an emotionally supportive classroom environment.
AIMS OF THE IRIE CLASSROOM TOOLBOX

The aims of the IRIE Classroom Toolbox are:

**For Teachers**
- To increase teachers’ use of appropriate behaviour management strategies
- To reduce teachers’ use of harsh discipline practices
- To increase teacher self-efficacy
- To reduce teacher burn-out
- To improve teachers’ relationships with parents

**For the Quality of the Classroom Environment**
- To decrease classwide behaviour problems
- To increase classwide prosocial skills
- To improve the quality of the classroom environment

**For Individual Children**
- To decrease behaviour problems
- To increase social-emotional competence
- To increase self-regulation
- To increase school readiness skills

The Toolbox was designed in Jamaica for the Jamaican classroom. It has been developed, tested and refined through a series of research trials and has been shown to be effective.
MATERIALS FOR TEACHERS

The IRIE Classroom Toolbox has a resource pack for teachers that include:

1. An **IRIE Classroom Tools** book giving a description of all the Tools that are introduced in the Toolbox and providing guidance on how and why to use each one.

2. An **IRIE Classroom Activities** book that includes:
   - Lesson plans to help teachers teach classroom rules, friendship skills, and emotions.
   - Games to help children develop skills they need to do well in school (*e.g.* learning to listen, wait, and follow instructions).
   - Classroom activities with ideas to integrate activities to promote children’s social and emotional skills into everyday teaching and learning activities.
   - Songs to reinforce the concepts introduced through the IRIE Classroom Toolbox.

3. Fourteen **IRIE Classroom Social Problem-Solving Stories**. These stories include common problems faced by children in school and how to overcome them (*e.g.* how to share materials, waiting for a turn, and working together). Each story has a one-page teacher guide with the aims, key vocabulary, discussion points, and suggested questions.

4. **Resources for teachers** including:
   - Pictures to use as visual aids when teaching classroom rules, friendship skills, and emotions. These are available in black and white and in colour.
   - Pictures to make a responsibility chart: to allocate classroom responsibilities to children.
   - Pictures to make a chart showing the sequence of daily activities.
   - Behaviour planning forms: including forms to make individual and classwide behaviour plans.
   - IRIE notes: to send positive notes home to parents.
The Toolbox is a teacher-training programme that is implemented over one school year with participating teachers.

Training involves the following activities:

1. Teachers attend 30 hours of training workshops. These workshops can be delivered flexibly. For example:
   - Five full-day workshops
   - Ten half-day workshops
   - Twenty one-and-a-half hour sessions

2. Teachers receive monthly in-class support to help them to implement the strategies taught in the workshops. A coach works with the teacher for one teaching session (approximately one-and-a-half hours) each month during the school year.

3. Teachers do practical assignments to help them to practice the strategies taught and to reflect on their practice. Their coach gives feedback on these assignments.

4. Teachers receive a resource pack including all of the materials required to implement the program.
HOW TO USE THIS BOOK

STRATEGIC PRAISE

Praise children who are displaying the correct behaviour (rather than focusing on the children who are not). When the other children follow, praise them too.

EXAMPLES

When some children are behaving appropriately and some are not, pay attention to the behaviour you want more of.

For example, children are walking to the pipe and one child is running. Praise the children who are walking.

“Wow, I like how Tajay and Thomas are using their walking feet. Great job boys.”

When the target child starts to walk, praise him/her: “Wow and Marsha is using her walking feet. Good girl Marsha.”

WHY: Children will start to display the correct behaviour because they want to be praised too.
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EMOTIONALLY SUPPORTIVE ENVIRONMENT
BUILDING THE FOUNDATION
BUILD RELATIONSHIPS WITH CHILDREN

Take time to build a positive relationship with all children in your class.

HOW

- Make eye contact.
- Use a warm voice.
- Praise children often.
- Use gentle physical touch e.g. touch on shoulder, high five.
- Get down to the child’s level.
- Listen to children and respond to what they say.
- Use children’s names.
- Join in children’s play and follow their lead.

WHY:

Children will be happier, more co-operative, and more motivated at school. This will lead to better behaviour and will help them do better in school.
GIVE CHILDREN INDIVIDUAL ATTENTION

Spend time with individual children. This is especially important for the more difficult children and for the shy and quiet children.

**HOW**

- **Greet individual children** when they arrive at school and say goodbye when they leave.
- **Use children’s names** as **often** as you can.
- **Talk with children** about things they are interested in.
- **Find out** what each child **likes and dislikes**.
- **Chat with children** about their lives outside school, about their friends, about their family.

**WHY:** Children feel special when you use their name and are interested in what they say. Children develop language skills.
FIND EACH CHILD’S STRENGTH

What is each child good at?
Find out what is unique about each child in your class and give praise.

EXAMPLES

<table>
<thead>
<tr>
<th>SCHOOL WORK</th>
<th>PERSONALITY</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematician</td>
<td>Always willing to help</td>
<td>Fast runner</td>
</tr>
<tr>
<td>Neat writer</td>
<td>Always has a smile</td>
<td>Singer</td>
</tr>
<tr>
<td>Builder</td>
<td>Joker: makes others laugh</td>
<td>Dancer</td>
</tr>
<tr>
<td>Loves books</td>
<td>Good friend: kind and generous</td>
<td>Storyteller: tells interesting stories</td>
</tr>
<tr>
<td>Good at colouring</td>
<td></td>
<td>Footballer</td>
</tr>
<tr>
<td>Good at drawing</td>
<td></td>
<td>Creative Artist</td>
</tr>
</tbody>
</table>

WHY: Children feel important and valued in the classroom. Children become more independent and responsible.
RITUALS AND ROUTINES

Incorporate rituals into the school day.

**HOW**

- Sing a *greeting song* every morning. Use children’s names in the song.

- Sing a *goodbye song* every afternoon.

- Have a *transition chart* showing the daily activities.

- Be *consistent* in how you interact with children.

- Let children *know in advance* if the daily routine is going to *change*.

**WHY:**

*Children feel secure in the classroom.*

*Children feel they belong in the classroom.*
MAKE LEARNING FUN

Find ways to make learning activities fun.

HOW

Use puppets.

Act out stories.

Use a funny voice.

Use music and song.

Get children involved.

Be lively and enthusiastic.

Use movement to get children to move around.

WHY: Children are more engaged in classroom activities. Children learn more.
Give children responsibilities in the classroom. Think of as many jobs as possible and give everyone a turn. Make sure the difficult children and the shy children get a turn.

**EXAMPLES**

- Clean board
- Lead devotion
- Sweep classroom
- Line leader
- Wipe tables
- Hand out books & pencils
- Empty garbage bin
- Collect plates
- Tidy interest centres
- Hold chart

**WHY:**
Children feel important and valued in the classroom. Children become more independent and responsible.
**GIVE CHILDREN CHOICES**

Give children choices when possible. Children can choose activities for themselves, their group or the class.

**EXAMPLES**

**FOR THEMSELVES**
- What to draw.
- What colour crayon to use.
- What book to look at.
- What to do when they finish their work.

**FOR THEIR GROUP**
- What to draw.
- What to make (e.g. with blocks).
- What game to play.

**FOR THE CLASS**
- The class story.
- What game to play.
- What song to sing.

*Children will be more interested and engaged in the classroom learning activities.*

*Children will know that their teachers value their ideas and opinions.*
BUILD RELATIONSHIPS WITH PARENTS

Develop strategies to build positive relationship with the parents of children in your class.

HOW

✔ Greet parents by name when they drop off and pick up their child.

✔ Share good news with parents: tell them good things about their child.

✔ Look for opportunities to praise parents for their parenting skills.

✔ Make the school a comfortable and welcoming place for parents.

✔ Be respectful: remember to model appropriate behaviour.

✗ Do not blame parents for things their child does in school.

**WHY:**

*Children will do better in school when parents and teachers work together.*

*For more challenging children, developing a positive relationship with their parent is an important foundation.*
SCAFFOLD CHILDREN TO HELP THEM SUCCEED

Provide individual children with support and assistance when they are learning something new and/or when they are struggling with a task or behaviour.

**HOW**

**USE PHYSICAL PROMPTS**
- Hold their hand while they write.
- Sit them close to you and touch them gently to remind them to pay attention to teacher.

**USE VERBAL PROMPTS**
- Give verbal cues.
- Talk them through the task or behaviour.

**USE VISUAL PROMPTS**
- Use a non-verbal signal to remind the child to do the behaviour.
- Show the child an example of the finished product.

**ADAPT TASK TO FIT CHILD’S DEVELOPMENTAL LEVEL & ABILITIES**
- Use dotted lines and allow the child to trace rather than write or draw.
- Allow a child to colour 3 balloons rather than draw 3 balloons.

**WHY:** Children learn more when we scaffold them to achieve success. They also gain self-confidence and motivation when they succeed.
COACHING

When children are playing and working, describe exactly what they are doing.

HOW

COACHING

“Amelia is putting the blue block on top of the yellow block.”

“Jevaughn and Mark are working as a team and their building is getting very tall.”

“You are colouring the red apple so neatly and staying inside the lines.”

“Brittney is putting another block on. Oh, the tower fell down!”

NOT COACHING

“What colour is that block Amelia?”

“What are you two boys making?”

“What are you colouring? What colour is that?”

“Brittney, don’t put any more blocks on the tower it will fall.”

WHY:

*Children learn new things in an authentic context.*

*Children learn best when we follow their lead and talk about things they are interested in.*
COACH ACADEMIC KNOWLEDGE

When children are playing and working, talk about what they are doing. Emphasize the concepts that children are learning.

**HOW**

<table>
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<th>SKILLS</th>
<th>EXAMPLES</th>
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</thead>
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<td>Academic Knowledge</td>
<td></td>
</tr>
<tr>
<td>Colour</td>
<td>“Shantay is using the red crayon.”</td>
</tr>
<tr>
<td>Shape</td>
<td>“Max has drawn a circle for the face.”</td>
</tr>
<tr>
<td>Size</td>
<td>“Asha has made a short worm with the playdough.”</td>
</tr>
<tr>
<td>Position</td>
<td>“Taj has put the red block on top of the yellow one.”</td>
</tr>
<tr>
<td>Letter</td>
<td>“Jaheim is writing the first letter of his name, the letter J.”</td>
</tr>
<tr>
<td>Number</td>
<td>“Sally has counted out four bottle stoppers.”</td>
</tr>
</tbody>
</table>

**WHY:** Children will learn academic concepts.
When children are playing and working, talk about the academic behaviours they are using.

### HOW

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td>Academic Behaviours</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>&quot;I can see Joelle is <strong>listening</strong> to the teacher.&quot;</td>
</tr>
<tr>
<td>Concentrating</td>
<td>&quot;Shari is <strong>concentrating</strong> on colouring the picture.&quot;</td>
</tr>
<tr>
<td>Thinking</td>
<td>&quot;You are <strong>thinking</strong> about words that begin with ‘k’.”</td>
</tr>
<tr>
<td>Trying/Persisting</td>
<td>&quot;Max keeps <strong>trying</strong> to build a bridge, he is <strong>persisting</strong>, even though it is difficult.”</td>
</tr>
<tr>
<td>Paying Attention</td>
<td>&quot;Mango group is <strong>paying attention</strong> to teacher.&quot;</td>
</tr>
<tr>
<td>Planning</td>
<td>&quot;Jevaughn is <strong>planning</strong> what to build with the blocks.”</td>
</tr>
</tbody>
</table>

**WHY:** Children will learn to use appropriate academic behaviours.
### COACH FRIENDSHIP SKILLS 1

When children are playing and working together, talk about the friendly behaviours they are using.

#### HOW

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<th>SKILLS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing</td>
<td>“Mario and Daniel are looking at a book <strong>together.</strong>”</td>
</tr>
<tr>
<td>Waiting &amp; Taking Turns</td>
<td>“Troy is giving Maya a <strong>turn</strong> on the swing.”</td>
</tr>
<tr>
<td>Swap/ Switch</td>
<td>“Shari and Kay are <strong>swapping</strong> their toys.”</td>
</tr>
<tr>
<td>Teamwork</td>
<td>“Look at Amoy, Kevron and Shadae <strong>working together</strong> to build a house. That’s fantastic <strong>teamwork.</strong>”</td>
</tr>
<tr>
<td>Helping</td>
<td>“Nicola is <strong>helping</strong> Omarion to pack away the crayons.”</td>
</tr>
</tbody>
</table>

**WHY:** Children learn social skills.
When children are playing and working together, talk about the friendly behaviours they are using.

### HOW

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling &amp; Listening</td>
<td>“Jessica is <strong>telling</strong> Shenoy about the field trip. Shenoy is <strong>listening</strong> very well.”</td>
</tr>
<tr>
<td>Apologising</td>
<td>“Shauna <strong>apologised</strong> to Alrick for knocking down his tower by accident.”</td>
</tr>
<tr>
<td>Please &amp; Thank You</td>
<td>“Ashley said <strong>thank you</strong> when Ariana gave her the eraser.”</td>
</tr>
<tr>
<td>Asking</td>
<td>“I heard Ryan <strong>ask</strong> Tyrese if he could borrow the eraser.”</td>
</tr>
</tbody>
</table>

**WHY:** Children learn social skills.
## HOW

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<th>SKILLS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>“Shevron is <strong>happy</strong> because he got a new toy for his birthday.”</td>
</tr>
<tr>
<td>Sad</td>
<td>“Kamika is <strong>sad</strong> because she fell down and hurt herself.”</td>
</tr>
<tr>
<td>Proud</td>
<td>“Mario is feeling <strong>proud</strong> of his colouring.”</td>
</tr>
<tr>
<td>Vex</td>
<td>“You feel <strong>vexed</strong> Asani because you didn’t get a turn to paint today. You will get a turn tomorrow.”</td>
</tr>
<tr>
<td>Afraid</td>
<td>“Danielle is <strong>afraid</strong> to go into the closet by herself because it is dark.”</td>
</tr>
</tbody>
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**WHY:**

*Children learn to understand their own and others’ emotions. Children can regulate their emotions better when they have words to describe how they feel.*
Describe how children are feeling.

**HOW**

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<th>SKILLS</th>
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</thead>
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<tr>
<td>Embarrassed</td>
<td>“Kevron is <strong>embarrassed</strong> because he fell down in class.”</td>
</tr>
<tr>
<td>Excited</td>
<td>“Alex is <strong>excited</strong> because tomorrow is his birthday.”</td>
</tr>
<tr>
<td>Nervous</td>
<td>“Mario is <strong>nervous</strong> to show his colouring to the class.”</td>
</tr>
<tr>
<td>Shy</td>
<td>“Shenoy is feeling <strong>shy</strong> because she is new at school.”</td>
</tr>
<tr>
<td>Surprised</td>
<td>“Tyree is <strong>surprised</strong> that Ryan shared the car with him.”</td>
</tr>
<tr>
<td>Disappointed</td>
<td>“Troy is <strong>disappointed</strong> because the party is cancelled.”</td>
</tr>
</tbody>
</table>

**WHY:**

*Children learn to understand their own and others’ emotions.*  
*Children can regulate their emotions better when they have words to describe how they feel.*
INTERACTIVE READING

Read story books to children everyday using Interactive Reading. Interactive Reading involves engaging children in conversation about the book.

HOW

ENCOURAGE CHILDREN TO TALK

You can encourage children to talk during storytime in different ways. For example:

➢ Talk about what is happening in the picture.
➢ Relate what is happening in the story to the children’s experiences.

RESPOND TO WHAT CHILDREN SAY

➢ Repeat what the child has said after you ask them a question.
➢ Expand on what the child has said by adding new information.

WHY:

Interactive Reading makes storytime more fun for children. Children learn language skills and they develop a love for reading.
PRAISE AND
REWARDS
LABELLED PRAISE

Tell children exactly what they are being praised for.

EXAMPLES

“Great job, that is very neat colouring Jevaughn.”

“I like how Sarah and Tammy are building a tower together.”

“Fantastic job concentrating on your maths work Alex.”

“Well done Jaden, you are waiting patiently for your turn.”

WHY: Children know what behaviours are expected and valued. They will be motivated to do those behaviours more.
Making the praise more obvious lets the children know how pleased you are with them.

**WHY:**

**HOW**

**LABELLED PRAISE**

“Great job, that is very neat colouring Jevaughn.”

“Fantastic job concentrating on your maths work Alex.”

“Well done Jaden, you are waiting patiently for your turn.”

“I like how Sarah and Tammy are building a tower together.”

**NON-VERBAL PRAISE**

- Eye Contact
- Clap
- Excited voice
- Thumbs up
- Big smile

**PRAISE ENTHUSIASTICALLY**

Combine labelled praise with non-verbal praise. Praise with enthusiasm.
PRAISE FOR A RANGE OF SKILLS

Praise children for a range of skills including academic skills, good behaviour, and social and emotional skills.

**EXAMPLES**

**ACADEMIC**
- Good colouring
- Writing
- Reading
- Drawing
- Knowledge (days of the week, letters, numerals)

**BEHAVIOUR**
- Listening
- Hands to self
- Waiting
- Walking
- Inside voice
- Participating

**SOCIAL SKILLS**
- Sharing
- Working together
- Apologising
- Asking
- Helping
- Staying calm
- Saying please & thank you

**WHY:** When teachers praise children for a skill or behaviour, they want to do it more. Teachers need to praise all the different skills and behaviours they want children to learn.
PRAISE FOR EFFORT AND IMPROVEMENT

Praise for trying and praise for improving in these skills.

EXAMPLES

**EFFORT**

“Great job Christina, I can see you are trying really hard to ........”

“I know this is difficult Gavin, it’s great to see that you keep trying ......”

**IMPROVEMENT**

“Look at you, you’ve become so good at......”

“Wow Amari, you are getting better and better at .......”

*WHY:*

Praising for effort and improvement makes children want to keep trying.
*It also builds children’s self-esteem.*
PRAISE FOR SMALL STEPS

Praise children for small steps towards their goal, especially with new or difficult tasks.
Don’t wait for perfection before praising the child.

HOW

 Praise a child who is spelling after each correct letter.

 Praise a child who has difficulty staying seated every time they sit for a short time.

 Praise a child who has difficulty following instructions for starting to comply with an instruction.

 Praise a group of children or the whole class for each step in tidying up.

WHY:

When children are learning new behaviours and skills, positive encouragement helps to maintain their motivation and persistence.
Vary your use of praise. You can praise individual children, groups of children, as well as the entire class.

**EXCEPTIONS**

**PRAISE INDIVIDUALS**

“Good job Alex for sitting quietly and looking at teacher.”

“Fantastic Shantay, you are colouring very neatly and carefully.”

**PRAISE GROUPS**

“Well done mango group, you are working together to tidy your table.”

“Great job boys, you are lining up quietly with your hands to yourselves.”

**PRAISE THE WHOLE CLASS**

“It’s great to see everyone is remembering to use their quiet hand.”

“Wow, I have a class of excellent readers. Look how everyone is sitting and reading their book.”

*The more teachers pay attention to children’s positive behaviour, the more children will display that behaviour. Praising groups of children and the whole class helps to build a co-operative atmosphere in the classroom.*
TELL PARENTS GOOD NEWS

Tell the parent something good about their child’s work or behaviour. This is especially important for the more challenging children, although it is important to include all children over time.

HOW

NOTE HOME

Kemar wrote his name all by himself today. Great job Kemar.

CALL

I am so pleased with Denise today. She participated really well in class.

TEXT

Tash worked well with her group today making a fantastic building.

TELL PARENTS AT SCHOOL

I am so proud of Courtney. He sat and listened to the story today.

WHY:

The child will receive more praise at home which will motivate them more.

This helps to build a positive relationship with parents.
STRATEGIC PRAISE

Praise children who are displaying the correct behaviour (rather than focusing on the children who are not). When the other children follow, praise them too.

EXAMPLES

When some children are behaving appropriately and some are not, **pay attention to the behaviour you want more of.**

For example, children are walking to the pipe and one child is running. **Praise** the children who are walking.

“Wow, I like how Tajay and Thomas are using their walking feet. Great job boys.”

When the target child starts to walk, **praise him/her**: “Wow and Marsha is using her walking feet. Good girl Marsha.”

**WHY:** Children will start to display the correct behaviour because they want to be praised too.
REPEATED PRAISE

Find ways to ensure a child gets praised for learning a new skill or behaviour over and over again.

**HOW**

- **Use labelled praise:** “Great job keeping your eyes on teacher and your ears open during circle time.”

- **Give child a sticker** and tell the class what the sticker is for: “Kimani looked and listened to teacher really well today.”

- **Get the other children to praise** the child.

- **Allow the child to show** other teachers the sticker.

- **Give child a note to take home** telling his parents of his good behaviour.

**WHY:** Multiplying the praise for a behaviour or skill that the child finds difficult motivates them to keep trying.
When a child has difficulty with a particular skill or behaviour, try to ‘catch him/her doing it.’
Focus on when the child uses the skill or displays the behaviour and praise every time you see it.

**HOW**

- **Identify** the target skill or behaviour.
- Provide **opportunities** for the child to **use the skill** or the behaviour.
- **Praise** the child when they do it.
- Use **labelled praise**, combined with **non-verbal praise** and look for opportunities to use **repeated praise**.

**WHY:**

Paying positive attention to a child when s/he uses the skill or behaviour makes them want to do it more.
They will try harder.
AVOID DIRTY PRAISE

Keep praise positive. Avoid combining praise with a negative comment. Address the negative behaviour at a different time (e.g. by teaching the desired behaviour, using targeted praise).

EXAMPLES

**CLEAN PRAISE**

“Great colouring Shereene.”

“Jahmar, I like how you are putting your quiet hand up.”

“It’s nice to see Alex and Tye working together on their picture. Great job.”

**DIRTY PRAISE**

“Great colouring Shereene but next time don’t leave the crayons in such a mess.”

“Jahmar, I like how you are putting your quiet hand up. Why don’t you do that all the time?”

“It’s nice to see Alex & Tye working together on their picture. Great job. It’s a shame they can’t work like that all the time.”

**WHY:**

Dirty praise is ineffective as the negative cancels out the positive.

We want to **pay attention to the behaviour we want more of** – that is, the **positive behaviour**.
Encourage children to praise themselves. The praise can be verbal (‘I did it’, ‘I am proud’) or non-verbal (‘clap yourself’, ‘pat yourself on shoulder.’)

**EXAMPLES**

“Wow, you wrote your name by yourself. **Say ‘I did it!’**”

“That’s beautiful writing, **pat yourself on your shoulder.**”

“You must feel very proud of that drawing. **Say, ‘I am proud!’**”

“**Clap yourselves;** you packed the things away very quickly.”

**WHY:**
*Children learn to evaluate their own efforts. They feel good about their own efforts and achievements.*
Encourage children to praise each other. The praise can be verbal or non-verbal.

**HOW**

**HIGH FIVE**

“Mark, give a high five to all the children who are lining up quietly.”

**THUMBS UP**

“Give Tajay a thumbs up for remembering to use his quiet hand.”

**CLAP**

“Wow look at Andrew and Natalee building a tower together. Give them a clap.”

**TELL**

“Ann, look at Mark’s picture. Tell him how pretty it is.”

**WHY:**

Children learn to identify good behaviour and good work. Children will be more co-operative and show more prosocial behaviour.
BIG UP CHEER

Children sit in a circle or sit at their table and each child compliments the child to their right.

**Steps**

1. Put children to **sit in a circle** if possible.
2. Give one child a **teddy bear** or other soft toy.
3. **Sing big up cheer:**
   
   "Hey (child’s name), Nice to see you,
       Big Up (child’s name), She’s your friend."

4. Ask the child to **give a compliment and pass the teddy** to the child on their right.
5. Continue until **all children** have given and received a compliment.

**Why:**

Children learn to identify good behaviour and good work. Children will be more co-operative and show more prosocial behaviour.
**REWARDS**

Give small rewards to individual children for good work, good behaviour, for trying hard, and for effort and improvement.

**EXAMPLES**

<table>
<thead>
<tr>
<th>SOCIAL REWARDS</th>
<th>TANGIBLE REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the class story.</td>
<td></td>
</tr>
<tr>
<td>Choose song.</td>
<td></td>
</tr>
<tr>
<td>Choose play activity.</td>
<td></td>
</tr>
<tr>
<td>Choose classroom job (e.g. line leader, board cleaner).</td>
<td></td>
</tr>
<tr>
<td>Help teacher during lesson.</td>
<td></td>
</tr>
<tr>
<td>Free-play time.</td>
<td></td>
</tr>
<tr>
<td>Stickers.</td>
<td></td>
</tr>
<tr>
<td>Smiley face drawn in book.</td>
<td></td>
</tr>
<tr>
<td>Wear special ribbon or badge.</td>
<td></td>
</tr>
<tr>
<td>Wear crown and be king or queen for the day.</td>
<td></td>
</tr>
<tr>
<td>Positive note home.</td>
<td></td>
</tr>
<tr>
<td>Post-it note with positive message (e.g. I listened well today) on shirt.</td>
<td></td>
</tr>
</tbody>
</table>

**WHY:** Giving children rewards (as well as praise) when they perform the desired behaviours provides extra motivation for them to continue.
Rewards can be made more effective if they are used appropriately. See the tips below.

**TIPS**

- Make sure all children get a chance to earn a reward.
- Give plenty of opportunities to the more difficult children, the shy children and the slower children to earn rewards.
- Choose no-cost or low-cost rewards.
- Vary the types of rewards you give to maintain children’s interest.
- Give the reward after the behaviour has happened.
- Give rewards as soon as possible after the behaviour.
- Tell children what the reward is for using specific, labelled praise.
- Do not take back rewards. Once a child has earned the reward it is his.

**WHY:** When used appropriately, rewards are more effective at promoting positive child behaviour.
# REWARDS FOR CLASSWIDE BEHAVIOURS

When you have a classwide behaviour problem or you want to promote a new classwide behaviour, set up a classwide reward system.

## EXAMPLES

### FOLLOWING RULES
- Using a quiet hand
- Sitting in seat with eyes on teacher
- Using walking feet
- Inside voice
- Hands to self

### USING FRIENDSHIP SKILLS
- Sharing
- Taking turns
- Complimenting
- Asking
- Working together
- Helping
- Saying ‘please’
- Saying ‘thank you’

### ACADEMIC BEHAVIOURS
- Concentrating
- Trying hard
- Persistence
- Participating
- Paying attention
- Listening

**WHY:** Classwide reward systems help to change the behaviour of the whole class.
# Ideas for Classwide Reward Systems

Decide how children’s behaviours will be recorded, when the reward will be given, and what the reward will be.

## Examples

<table>
<thead>
<tr>
<th>How to Record</th>
<th>When to Reward</th>
<th>How to Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle stoppers in a jar each time the teacher sees the target behaviour.</td>
<td>When jar is full.</td>
<td>Ice cream party</td>
</tr>
<tr>
<td>Draw stars on a chart in rows of 10.</td>
<td>For every completed row of 10 stars.</td>
<td>Dance party</td>
</tr>
<tr>
<td>Write names on the board.</td>
<td>When every child’s name has been written at least once.</td>
<td>Free play time</td>
</tr>
</tbody>
</table>

### Why:
Teachers need a clear plan before starting to use a reward system. The children need to understand the system if they are going to be motivated by it.
**SET UP A CLASSWIDE REWARD SYSTEM**

**HOW**

1. Identify a behaviour you want to work on with your class.
2. Tell the children you are starting a new game.
3. Explain what behaviours will earn a reward and role-play these behaviours with the children.
4. Explain how the incentives will be given (e.g. bottle stoppers in a jar) and when the reward will be given (e.g. when the jar is full).
5. Tell children what the reward will be (e.g. dance party, extra play time, free choice).
6. Keep your promises!! Remember to look for the behaviours, give the incentives, and give the class reward when children achieve the set goal.
MANAGING BEHAVIOUR
PREVENTING PROBLEMS
GIVE EFFECTIVE INSTRUCTIONS

Get children’s attention, give a clear instruction, give them time to comply, and then use labelled praise.

**STEPS**

**Before** giving an instruction, **get the child’s attention** (e.g. make eye contact, use child’s name, move close to child).

**Use a short, specific, and positively stated** instruction. **Give only one** instruction at a time.

**Give the child** **time** to comply with the instruction.

**Praise** the child using labelled praise.

**WHY:** *Children will be more likely to understand the instruction and do what you ask them to do.*
Children will be more likely to understand the instruction and do what you ask them to do.

**STATE INSTRUCTIONS CLEARLY 1**

Ensure all instructions are short, specific, positively stated, and realistic.

**HOW**

- Use **short** sentences.

- Make instructions **specific** so that children know exactly what you are asking them to do (e.g. ‘Sit in your seat’ rather than ‘Behave yourself’).

- Use **positive** instructions that tell children ‘what to do’ (e.g. ‘Walk’ instead of ‘Don’t run’).

- Make sure your instructions are **realistic** for the child’s age and developmental level.

- **Never phrase instructions as a question.**
**STATE INSTRUCTIONS CLEARLY 2**

Use short, specific, and positively stated instructions that tell children exactly what to do.

**EXAMPLES**

<table>
<thead>
<tr>
<th>GOOD INSTRUCTIONS</th>
<th>POOR INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Keep your hands to yourself.”</td>
<td>“Behave yourself.”</td>
</tr>
<tr>
<td>“Use an inside voice.”</td>
<td>“Don’t shout.”</td>
</tr>
<tr>
<td>“Walk.”</td>
<td>“Why are you running?”</td>
</tr>
<tr>
<td>“Put your bottom on the chair.”</td>
<td>“Sit properly.”</td>
</tr>
<tr>
<td>“Put the blocks back in the box.”</td>
<td>“Tidy up.”</td>
</tr>
<tr>
<td>“Look at teacher.”</td>
<td>“What’s the matter with you?”</td>
</tr>
<tr>
<td>“Keep the toys on the table.”</td>
<td>“Do you want me to take the toys away?”</td>
</tr>
</tbody>
</table>

**WHY:**  
Children will be more likely to understand the instruction and do what you ask them to do.
**SETTING UP THE CLASSROOM**

Check that all children can see you (and the board, chart or book if necessary), before you start teaching the lesson.

<table>
<thead>
<tr>
<th>If sitting on chairs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Turn the chairs of children to face you.</td>
</tr>
<tr>
<td>✓ Move hanging mobiles so that children are not distracted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seating arrangements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Place children who are easily distracted close to you.</td>
</tr>
<tr>
<td>✓ Try to separate disruptive students when making seating plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Take the class outside if there is enough shade.</td>
</tr>
<tr>
<td>✓ Bring children to the front of the class.</td>
</tr>
<tr>
<td>✓ Have children sit on the floor.</td>
</tr>
</tbody>
</table>

**WHY:** Planning children’s seating and making sure children can see, will help children stay engaged.
GETTING CHILDREN’S ATTENTION

Find fun and engaging ways of getting children’s attention before giving instructions.

**EXAMPLES**

- **Clap in a rhythm and ask children to repeat it.**
- **Use a quiet voice – try whispering.**
- **Sing a song.**
- **Use a musical instrument – make a shaker and shake gently.**
- **Use ‘Show Me Five.’**

**WHY:** Children will be more likely to hear, understand, and follow the instruction if you get their attention first.
KEEP CHILDREN ENGAGED IN LEARNING ACTIVITIES

Plan ahead to ensure that children’s time in school is used well and they have maximum opportunities to learn.

Ensure children are actively participating and are involved throughout the lesson.

Incorporate regular wiggle breaks to give children a chance to move around.

Use visual aids and hands-on materials to maintain children’s interest.

Prepare and organize all materials before the lesson.

Have things for the children to do when they finish the activity.

WHY: Children will learn more and do better in school. Keeping children engaged in learning activities will help to prevent misbehaviour.
MODELLING A TASK

When giving children instructions on how to complete a task, use clear specific instructions. Model the actions and thoughts required during the task.

EXAMPLE

Modelling how to trace over a square

➢ Model the task by doing it yourself in front of the children.

➢ Talk aloud about what you are doing to model the thinking behind the task (e.g. “I’m going to put my pencil on this corner and start drawing very slowly and carefully along this line”).

➢ Check your work when you have completed the task (e.g. “Let me check that I have traced over all the lines”).

➢ Praise yourself (e.g. “I did a good job drawing that square”).

➢ Show children the ‘finished product’ – what their work will look like when complete (e.g. show the finished square).

Children will better understand what they are being asked to do.

WHY: Children begin to understand ‘how’ to learn as well as ‘what’ to learn when teachers model the thinking behind the task.
Use non-verbal cues to remind children of classroom rules and expectations. These cues can include gestures, noises, pictures, and objects.

**EXAMPLES**

<table>
<thead>
<tr>
<th>GESTURES</th>
<th>OBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Gesture Image]</td>
<td>![Object Image]</td>
</tr>
<tr>
<td>Finger on lips for quiet voice or mouth closed.</td>
<td>Ring a bell to signal that it is time to pack up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOISES</th>
<th>PICTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Noise Image]</td>
<td>![Picture Image]</td>
</tr>
<tr>
<td>Clap a rhythm to get children’s attention.</td>
<td>Point to a picture of a rule to remind children what they are supposed to do.</td>
</tr>
</tbody>
</table>

**WHY:** Using non-verbal cues is a subtle, positive, and non-disruptive way of reminding children of your expectations.
Give children plenty of opportunities to move in the classroom. Keep teacher-directed instructions short and avoid making children sit still for an extended time.

**EXAMPLES**

**BEFORE THE LESSON:**
- Sing an action song.
- Play a game (e.g. Simon Says).
- Do stretching exercises.
- Clap a rhythm.

**DURING THE LESSON:**
- Ask individual children to participate (e.g. find something in the classroom beginning with ‘b’).
- Ask the whole class to move (e.g. point to something that begins with ‘b’).
- Ask groups of children to move (e.g. if name begins with ‘b’, stand).

**WHY:** Children find it difficult to sit still for long. Providing opportunities to move helps to keep their attention and prevents disruptions.
While children are working or playing, walk around and monitor their activities.

**EXAMPLES**

**Praise children for their efforts and achievements:** “Wow, Tenece is colouring her picture very neatly.”

**Redirect children who are not engaged:** “I can see that Tyrone is planning what he is going to make with the playdough.”

**Help children who need support:** provide appropriate scaffolding so that they can be successful.

**Ensure children who have completed the task have something else to do.**

**WHY:** Working the room **1) prevents behaviour problems, 2) increases children’s engagement in classroom activities, 3) increases learning opportunities, and 4) helps teachers to identify children who are struggling with the work.**
# MANAGING TRANSITIONS

Develop routines to manage everyday classroom transitions.

## EXAMPLES

<table>
<thead>
<tr>
<th>FINISHED TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let children know in advance what they can do when they finish their task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIDYING UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give children a warning that it will soon be time to tidy up.</td>
</tr>
<tr>
<td>Sing a special song when tidying up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOVING THE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite children to move group by group rather than altogether.</td>
</tr>
<tr>
<td>Invite children to move based on individual characteristics (everyone whose name begins with letter ‘B’; everyone with a birthday in March).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HANDING OUT BOOKS OR TOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give to each group and ask one child to give to other members of their group.</td>
</tr>
<tr>
<td>Have a classroom helper.</td>
</tr>
</tbody>
</table>

**WHY:** With clear routines in place, the children will know what to do and the classroom will run smoothly.
Develop clear classroom rules and teach them to the children. Keep rules simple, use short sentences, and phrase positively (tell children what to do, not what not to do).

## EXAMPLES

<table>
<thead>
<tr>
<th>Why:</th>
<th>Classroom rules help children know what is expected of them in the classroom.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Use an inside voice.</th>
<th>Look at teacher.</th>
<th>Listen to teacher and classmates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a quiet hand.</td>
<td>Walk.</td>
<td>Keep your hands and feet to yourself.</td>
</tr>
</tbody>
</table>
**Teaching Classroom Rules**

Explicitly teach the classroom rules using **Teach, Practice, and Promote**.

### Examples

<table>
<thead>
<tr>
<th>Teach</th>
<th>Practice</th>
<th>Promote</th>
</tr>
</thead>
</table>
| Show the **picture cue card** and label the rule.  
Show examples of the rule: Show exactly what it looks like.  
Show non-examples of the rule: Show what it doesn’t look like.  
To make it fun, you can use a puppet to show the non-examples. Let the children teach the puppet how to do it. | Ask individual children to demonstrate the rule.  
Use labelled praise: “Good Leroy, I can see you have your eyes on teacher.”  
Now, give everyone a chance to practice and praise children using labelled praise. | Remind children to use the rule (e.g. “Remember to use your walking feet when you go to wash your hands”).  
Look for opportunities to praise children for using the rule throughout the day.  
Rehearse or Review the rule with the children at regular intervals. |

**Why:**  
When teachers teach, practice, and promote the classroom rules, children understand how to do the required behaviours.  
Over time they will get better and better at following the rules.
SHOW ME FIVE

After teaching the rules individually, teach ‘Show Me Five.’ Use ‘Show Me Five’ at the beginning of a teaching session to ensure children are paying attention.

**WHY:** This is a quick and effective way of encouraging children to use five behaviours needed to focus in class.

**STEPS**

- **Draw** a large hand on a piece of cartridge paper or on the board and draw pictures of an ear, a mouth, eyes, a hand, and a chair on paper.
- **Show** the picture card for ‘Show Me Five.’
- **Review** each rule one by one.
- After reviewing the rule, **ask** a child to come and place the picture on the chart.
- After **practicing** all behaviours individually, ask children to show you five.
After teaching the classroom rules and expectations to the children, continue to rehearse the rules regularly.

**HOW**

*Recap* the rule just before children need to use it.
(e.g. Just before you start a class discussion, recap quiet hand up.)

For example: *show* the picture card, *demonstrate* the behaviour.
(e.g. Show the quiet hand up picture card, demonstrate quiet hand up.)

Ask the children to *practice* using the behaviour.
(e.g. Ask individual children or the whole class to show you a quiet hand up.)

*Praise* the children, using *labelled praise* when they do it.
(e.g. “Great job Tara, you have your mouth closed, your hand is up, and your bottom is on the chair. You are using a quiet hand.”)

**WHY:**

Children need a lot of practice to learn a new skill or behaviour. When you allow children to practice the skill before they need to use it, they are more likely to use it successfully.
Young children need frequent reminders of classroom rules and expectations.

**RULE REMINDER 1**

Remind children of the expected behaviour at the beginning of an activity or transition.

**EXAMPLES**

**Before starting circle time:** “Remember to put up a quiet hand when you want to answer a question.”

**Before going to wash hands:** “When you go to the pipe to wash your hands, remember to use your walking feet.”

**Before sitting in a circle on the floor:** “When I ask you to come and sit down, remember to keep your hands to yourself.”

**Before teaching time:** “Remember while teacher is talking, everyone is going to ‘Show Me Five.’”

**WHY:**
RULE REMINDER 2

Rule reminders can also be used when children start to display an inappropriate behaviour.
Combine with strategic praise for maximum effect.

**EXAMPLES**

**If children start to call out the answers during circle time:** “Remember to put up a quiet hand when you want to answer a question. Great job Angel, you are using a quiet hand.”

**If a child starts to run towards the pipe:** “When you are going to the pipe to wash your hands, remember to use your walking feet. Well done apple group, you are walking to the pipe.”

**When a child becomes inattentive during class time:** “Remember while teacher is talking, everyone is going to show me five. I can see Tyrone and Keisha are ‘Showing Me Five.’”

**WHY:** Young children need frequent reminders of classroom rules and expectations.
TEACHING OTHER SKILLS

You can use the same procedure of **Teach, Practice, Promote** to teach other skills that children need.

### EXAMPLES

#### Lining up to wash hands.
- **Teach** children how to line up when going to wash their hands.
- **Practice** lining up to go and wash hands.
- **Promote** the skill by reminding the children to line up just before they go to wash their hands and praise them when they do.

#### Tidying up classroom materials after table-top activities.
- **Teach** children how to pack away materials after table-top activities.
- **Practice** packing away the materials.
- **Promote** the skill by reminding children to pack away the materials and praise them when they do.

#### Coming back in the classroom quietly after outside play.
- **Teach** children how to come back into the classroom quietly after outside play.
- **Practice** coming back into the classroom after outside play.
- **Promote** the skill by reminding children to come back into the classroom quietly.

Remember to rehearse the skills regularly with the children.

**WHY:** Explicitly teaching the behaviour you want in your classroom will ensure the children understand what behaviour is expected.
## EXPLICITLY TEACHING CONCEPTS

Use **Teach, Practice, and Promote** to teach concepts and academic content as well as other skills.

<table>
<thead>
<tr>
<th>TEACH</th>
<th>PRACTICE</th>
<th>PROMOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get children’s attention.</td>
<td>Children <strong>practice</strong> the concept with help.</td>
<td>Children <strong>practice</strong> the concept with an activity or task.</td>
</tr>
<tr>
<td>Show <strong>examples</strong> of the concept.</td>
<td>When children are correct, give <strong>specific, labelled feedback</strong> explaining why they are correct.</td>
<td><strong>Model the activity</strong> before asking children to do it.</td>
</tr>
<tr>
<td>Show <strong>non-examples</strong> of the concept.</td>
<td>Give <strong>corrective feedback</strong> if necessary and scaffold the child to do the task.</td>
<td><strong>Coach</strong> children as they work.</td>
</tr>
<tr>
<td>Have <strong>visual aids</strong>.</td>
<td></td>
<td>Promote <strong>generalisation of understanding</strong>.</td>
</tr>
<tr>
<td>Encourage <strong>child participation</strong> and give <strong>movement opportunities</strong> wherever possible.</td>
<td></td>
<td><strong>Rehearse or Review</strong> at regular intervals.</td>
</tr>
</tbody>
</table>
## USE TEACH, PRACTICE, AND PROMOTE TO TEACH CONCEPTS

### EXAMPLE: IDENTIFYING A SQUARE

<table>
<thead>
<tr>
<th>TEACH</th>
<th>PRACTICE</th>
<th>PROMOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use clapping rhythm to <strong>get children’s attention</strong>.</td>
<td><strong>Practice</strong> as a whole group. Play a game: “When I hold up a square stand up. If it is not a square then sit down.”</td>
<td><strong>Activity</strong>: Children will colour the squares on a worksheet.</td>
</tr>
<tr>
<td>Show examples of squares. Use squares of different sizes &amp; colours.</td>
<td><strong>Give Specific Feedback</strong>: “Let us count the sides to make sure Tyler is correct. 1,2,3,4. Yes, it has 4 sides. It is a square. Great job.”</td>
<td><strong>Model</strong> completing the worksheet before handing out the activity.</td>
</tr>
<tr>
<td><strong>Show non-examples</strong>. Use cut-outs of triangles and circles.</td>
<td><strong>Corrective Feedback</strong>: Remember a square has four sides, let us count them to see 1...2...3. This has 3 sides so this is not a square.</td>
<td><strong>Coach children</strong> as they work: “Wow, I see Suzy is colouring the big square.”</td>
</tr>
<tr>
<td><strong>Visual aids</strong> can include 6 squares (in 3 different sizes and 3 different colours), 2 triangles and 2 circles of different sizes and colours.</td>
<td></td>
<td><strong>Promote generalisation</strong>: Ask children to look for squares in the classroom, in storybooks, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rehearse or Review</strong> at regular intervals.</td>
</tr>
</tbody>
</table>
SMART GOALS

Set clear and specific short-term goals to help you to achieve your longer term aims for the children in your class.

**HOW**

<table>
<thead>
<tr>
<th>S</th>
<th>SPECIFIC</th>
<th>State exactly <strong>what</strong> you will do, <strong>when</strong> you will do it, <strong>how</strong> you will do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>MEASURABLE</td>
<td>You will be able to track your progress towards achieving your goal.</td>
</tr>
<tr>
<td>A</td>
<td>ACHIEVABLE</td>
<td>It is realistic – you will be able to do it.</td>
</tr>
<tr>
<td>R</td>
<td>RELEVANT</td>
<td>It is important – it will help you to accomplish your aim.</td>
</tr>
<tr>
<td>T</td>
<td>TIME-BOUND</td>
<td>You have set a clear time frame to achieve the goal.</td>
</tr>
</tbody>
</table>

**WHY:** Setting **SMART** goals helps us to plan carefully and to ensure we have a step-by-step guide to follow. We are more likely to follow through on our plan and achieve our goals if they are **SMART**.
SMART GOAL: EXAMPLE 1

I will learn the names of all the children in the class by the end of the first week of school. I will do this by using the daily greeting song ‘How are you today?’ every morning in the classroom, at the beginning of circle time.

➢ Is it Specific? Do I know when, where, and how I am going to do it?

   YES: – WHEN: every morning. WHERE: in the classroom. HOW: by singing the greeting song.

➢ Is it Measurable?

   YES: – I will know all the children’s names.

➢ Is it Achievable?

   YES: – I will include all children’s name each day in the greeting song and I can learn all the names in one week.

➢ Is it Relevant?

   YES: – Getting to know children’s names will give a better classroom environment.

➢ Is it Time-Bound?

   YES: – By the end of the first week of school.
SMART GOAL: EXAMPLE 2

I will teach children to ‘Show Me Five’ using the lesson plan in the IRIE Classroom Activities book at least three times in the first week, during circle time, in the classroom, at the beginning of the day. At the beginning of every lesson, I will remind children to ‘Show Me Five’ using the picture card. I will praise at least five children during every lesson who are doing ‘Show Me Five,’ using labelled praise, for example, “I like how Jevaughn is ‘Showing Me Five’ with his eyes on teacher, his ears open, his mouth closed, his hands on lap and the four legs of his chair are on the floor.”

➢ **Is it Specific?** Do I know when, where and how I am going to do it?

**YES:** — **WHEN:** three times a week during circle time. **WHERE:** in the classroom. **HOW:** using the lesson plan in the IRIE Classroom Activities book.

➢ **Is it Measurable?**

**YES:** — Have I taught the lesson three times for the week? Did I remind the children of the rule before each lesson? Did I praise at least five children during each lesson for following the rule?

➢ **Is it Achievable?**

**YES:** — I can spend ten minutes in circle time to do this and I can spend one minute at the beginning of each lesson to review. I can focus on praising children for this behaviour this week.

➢ **Is it Relevant?**

**YES:** — It will help children to understand the rules and expectations of the classroom at the beginning of the year.

➢ **Is it Time-Bound?**

**YES:** — I will do this in the first week of school.
MANAGING MISBEHAVIOUR
When a child or group of children are disruptive or inattentive, use subtle methods to refocus their attention and behaviour.

**EXAMPLES**

- Use the **child’s name** in the lesson.
- Use a **non-verbal cue** (e.g. finger on lips for quiet).
- **Move closer** to the child.
- Use a **picture card** to remind them of the required behaviour.
- Get the **child involved** in the lesson.
- **Touch the child gently** while talking.
- Use **strategic praise**.
- **Praise the children** when they start doing the required behaviour.

**WHY:**

Children’s behaviour is corrected without disrupting the classroom activities.

A positive and supportive classroom environment is maintained.
WHEN TO WITHDRAW ATTENTION

Minor misbehaviours that are not disturbing the other children in the classroom can be managed by withdrawing attention from the child until s/he starts to behave appropriately.

EXAMPLES

WITHDRAW ATTENTION FROM:
- Complaining
- Out of seat
- Wiggling/restless
- Tantrums
- Sulking
- Calling out

DO NOT WITHDRAW ATTENTION FROM:
- Fighting/aggression
- Destroying property
- Non-compliance
- Off-task/not doing work
- Shy or withdrawn behaviour

WHEN TO WITHDRAW ATTENTION

When we pay attention to a given behaviour, it tends to increase. Pay attention to the behaviour you want more of whenever possible.

WHY:
Withdrawing attention from minor misbehaviours minimises disruptions to classroom teaching and learning activities.
HOW TO WITHDRAW ATTENTION 1

Withdraw attention from the behaviour **NOT** from the child. Praise the child as soon as s/he starts to behave appropriately.

**HOW**

- Withdraw your attention by **removing eye contact** and turning away from the child when possible.

- The behaviour **may get worse at first** as the child tries to get you to react – **be patient**.

- As soon as the **child starts behaving appropriately**, give the child lots of **positive attention**.

- **Stay neutral while ignoring** – do not make it obvious that you have noticed the child’s behaviour.

- **Do not ignore off-task behaviour or withdrawn behaviour.** Provide gentle prompts and assistance.

**WHY:**
*Children learn that they receive attention for positive behaviour.*
*Children learn what behaviours teachers value in the classroom.*
WITHDRAWING ATTENTION is more powerful and effective when combined with paying attention to the opposite behaviour.

**EXAMPLES**

<table>
<thead>
<tr>
<th>WITHDRAW ATTENTION FROM:</th>
<th>GIVE POSITIVE ATTENTION TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out answers</td>
<td>Putting a quiet hand up</td>
</tr>
<tr>
<td>Grabbing object from others</td>
<td>Asking for things</td>
</tr>
<tr>
<td>Whining or complaining</td>
<td>Speaking politely</td>
</tr>
<tr>
<td>Out of seat/walking around</td>
<td>Sitting in seat</td>
</tr>
<tr>
<td>Running in the classroom</td>
<td>Using walking feet</td>
</tr>
</tbody>
</table>

**WHY:**

Children need to learn to replace the inappropriate behaviour with appropriate behaviour. By paying attention to the positive behaviour, the children learn to behave appropriately.
TEACH CHILDREN TO WITHDRAW ATTENTION

Teach children to withdraw their attention from child misbehaviour in the classroom.

**HOW**

1. **Ask** children if they have **STRONG MUSCLES**.
2. Go around and **feel children’s muscles** and say how strong they are.
3. Tell children that those **strong muscles can help them to ignore** other children when they misbehave in the classroom.
4. **Role-play with the puppet.** Have the puppet start to behave inappropriately (e.g. yelling, complaining) and ask a child to use their strong muscles to ignore the behaviour.
5. **Praise children for being so strong.**
6. **Phrase positively:** “We can **help** Alexia by ignoring her behaviour until she calms down.”

**WHY:** Children will learn to behave well quicker if they do not get attention from the teacher or their peers for misbehaviour.
GRANDMA’S RULE

Use ‘When ... then’ statements when giving instructions: ‘**When** you have eaten your dinner, **then** you can have your dessert’ (Grandma’s rule).

**EXAMPLES**

**WHEN...THEN**

“**When** you have finished your colouring ... **then** you can go out to play.”

“**When** you use a quiet hand ... **then** I will call on you.”

“**When** you are sitting in your seat ... **then** I will give you the playdough.”

“**When** you have put the crayons away ... **then** you can have your snack.”

“**When** you are sitting quietly ... **then** I will read the story.”

**WHY:**

*Children understand what they need to do in order to get a positive response.*

*Teachers do not need to resort to threats or other negative behaviours which create a negative classroom environment.*
Most child misbehaviours in the classroom can be dealt with using positive and proactive strategies. This helps to maintain a positive classroom environment which is conducive to children’s academic, social, and emotional development.
CONSEQUENCES FOR MISBEHAVIOUR

Give consequences in a respectful and consistent way. Ensure consequences are fair and reasonable for the child’s age, developmental level, and for the type of misbehaviour.

HOW

- Make sure your **expectations** of the child are **realistic** before using consequences. Remember children develop at different rates.
- Be **consistent** and always follow through after giving a consequence.
- Be **calm and respectful**—speak in a calm, non-emotional tone.
- Consequences should be **related to the misbehaviour**.
- Give consequences **as soon as possible** after the misbehaviour occurs.
- Consequences should not hurt, harm or frighten the child.
- **Never** ask a child ‘Why’ they did the misbehaviour: they usually do not know why!

**WHY:**

Consequences are given to help a child to learn to follow the rules and expectations of the classroom. Children learn best when consequences are predictable, fair, and given within a supportive relationship.
IF-THEN WARNINGS

Use an ‘if-then’ warning before giving a consequence when possible.

EXAMPLES

**IF...THEN**

“If you throw bottle stoppers around, then I will take them away.”

“Chloe, if you chat and play with Anna during story-time, then you will have to sit over here on your own until the story is finished.”

“If you push to be at the front of the line, then I will send you to the back.”

“If you don’t do your classwork now, then you will have to do it at break-time.”

“If you come back to the class noisily, then you will have to go back out and come in again.”

“If you use the pencil to write on your desk, then I will take the pencil away.”

*Children understand what they need to do in order to get a positive response.*

**WHY:**

*Teachers do not need to resort to threats or other negative behaviours which create a negative classroom environment.*
EXPLAIN THE CONSEQUENCE

It is important that children understand why you are giving them a consequence.

**EXAMPLES**

- “You drew in this storybook. I am going to take the book away and you will not get another storybook to look at today.”

- “You threw a block across the classroom. Now, you are going to tidy up all your blocks and you will not be able to play with the others for the rest of this lesson.”

- “You pushed Shadae when you joined the line. Now you have to go to the back of the line.”

- “You did not tidy up the toys when I asked. Now you will have to stay in at break-time to tidy up.”

- “You were running in the classroom with your juice and it has spilt all over the floor. You need to get the mop and clean it up.”

*Children will understand what they have to do differently to avoid the consequence in future.*

*WHY:*

Children will be less likely to be resentful as they will see the ‘fairness’ of the consequence.
CONSEQUENCES FOR SERIOUS MISBEHAVIOUR

Consequences are given for serious misbehaviours. Consequences may include ‘sit and wait’, ‘time-out’ or loss of privileges.

EXAMPLES

- Fighting – hitting, kicking, biting or any attempt to hurt or harm others.
- Destroying property – damaging things belonging to the school or other children on purpose.
- Non-compliance – refusing to do what the teacher asks.

If these behaviours are common in your classroom, develop strategies to PREVENT them from occurring by:

- Making an emotionally supportive classroom environment
- Teaching friendship and emotion skills
- Teaching rules and expectations
- Keeping children engaged

WHY:

Teachers need to try to prevent these negative behaviours. When they do occur, respond swiftly and consistently so that children understand that these behaviours are unacceptable.
Teachers can make a short list of privileges that can be withdrawn for unacceptable behaviour. This list should not include items or activities that are used to reward children. Remember, we cannot take back rewards we have given children even if they misbehave.

**EXAMPLES**

- Lose 5 minutes of outside playtime.
- Lose 5 minutes of free-play activity.
- Cannot sit with friends for 5 minutes or one session.
- Loss of classroom job for one session or one day.

*WHY:* When teachers have a clear list of ‘loss of privileges’ it helps them to: 1) be consistent, 2) stay calm, 3) show fairness, and 4) give appropriate consequences that are not overly punitive and severe.
AFTER THE CONSEQUENCE

Repair your relationship with a child after they have completed the consequence. Ensure the child understands and is able to perform the required behaviour.

HOW

- Get the **child involved** in new learning opportunities.
- Give the child an **opportunity to be successful**.
- **Praise** the child for **appropriate behaviour** using labelled praise.
- **Explicitly teach** or reteach the required behaviour to the child.
- Ensure the child has a **clean slate** – the misbehaviour has been ‘paid for’.
- **Do not** refer to the misbehaviour again.

**WHY:**

*Children will learn to trust you and they will understand that you have high expectations of them.*
*Children are more likely to learn to behave appropriately in an emotionally supportive environment.*
COMPONENTS OF THE DISCIPLINE HIERARCHY

At the base of the pyramid, we have a supportive classroom environment. This is the foundation of our behaviour management plan. We need this strong base for our plan to be effective.

Next on the pyramid, we see strategic praise. Many minor misbehaviours can be managed using strategic praise.

The next layer has three different strategies: 1) withdrawing attention, 2) redirecting children’s attention or behaviour, and 3) giving clear instructions.

At the top of the pyramid are warnings and consequences. As the top is very narrow, this means that we should use these as little as possible.

At all levels of the pyramid, we need to think, “Do I need to teach the child a skill?” We need to make sure the children have the skills they need to be successful.
USING THE DISCIPLINE HIERARCHY 1

The discipline hierarchy is used to help you to manage child misbehaviour in the classroom.

QUESTIONS TO ASK

✔ Where should I start on the discipline hierarchy? Start as near to the bottom as you can and move up or down as necessary.

✔ Does this solution take time away from the on-going classroom activities? When possible, choose a strategy that minimizes disruption to teaching and learning activities.

✔ Does my strategy harm, hurt or frighten the child? Do not use strategies that are physically or emotionally painful.

✔ Is my strategy modelling the behaviour I want children to display? Be a good role model so the children learn effective ways of coping with conflict.

✔ Are there any skills the child needs to learn? How would I teach this skill? Skill teaching is an important part of your discipline plan.

WHY: The discipline hierarchy helps you to react consistently and appropriately to child misbehaviour.
USING THE DISCIPLINE HIERARCHY 2

If you find that you need to use tools from the top of the discipline hierarchy regularly with a child or children in your class, review your practice.

**EXAMPLES**

Make an individual or classwide behaviour plan.

1. Identify what skill the child or children need(s) to learn.

2. Explicitly teach these skills to the child or children.

3. Provide opportunities for the child or children to use these skills.

4. Give the child or children lots of positive attention when they use them.

*Positive feedback loops are created when teachers: 1) teach children the skills they need, 2) provide opportunities for children to use these skills, and 3) give children lots of positive attention when they use them. These positive feedback loops help maintain a supportive classroom environment.*
SOCIAL AND EMOTIONAL COMPETENCE
FRIENDSHIP SKILLS
Explicitly teach friendship skills to children.

**EXAMPLES**

- **Sharing**
- **Swapping/Switching**
- **Taking Turns**
- **Praising**
- **Helping**
- **Asking**

**WHY:**
Children with good friendship skills are likely to do better in school and have more positive relationships with their peers.
# TEACHING FRIENDSHIP SKILLS

Explicitly teach the friendship skills using **Teach, Practice, and Promote.**

## EXAMPLES

<table>
<thead>
<tr>
<th>TEACH</th>
<th>PRACTICE</th>
<th>PROMOTE</th>
</tr>
</thead>
</table>
| **Role-play a scenario** in which children need to use a friendship skill using a puppet.  
The puppet doesn’t know how to use the skill.  
Let the children teach the puppet how to use the skill.  
The puppet tries again and does it correctly.  
Ask children to come and play with the puppet and use the skill.  
Show the picture card of the skill. | **Let children practice the same skill** in other scenarios. (E.g. Practice sharing a book, sharing a crayon, sharing a toy.)  
**Label the friendly behaviours** they are using. (E.g. Keisha is sharing her book with Alonzo. They are looking at the book together.) | **Discuss when children can use the skill.**  
Give children activities that encourage them to use the skill you have taught. (E.g. Colouring or building together.)  
Look for opportunities to praise children for using the skill throughout the day.  
Rehearse or Review the skill with the children at regular intervals. |

## WHY:

When teachers teach, practice, and promote friendship skills, children will learn appropriate social behaviours. Over time, their friendship skills will improve.
**TEACHING FRIENDSHIP SKILLS**

Allow children to practice using friendship skills in a variety of situations.

<table>
<thead>
<tr>
<th>FRIENDSHIP SKILL</th>
<th>SCENARIO WITH PUPPET</th>
<th>OTHER SCENARIOS TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHARING</strong></td>
<td>Sharing a truck or toy.</td>
<td>Sharing a book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing a crayon.</td>
</tr>
<tr>
<td><strong>TAKING TURNS</strong></td>
<td>Taking turns with a truck.</td>
<td>Taking turns with a ball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taking turns with a crayon.</td>
</tr>
<tr>
<td><strong>HELPING</strong></td>
<td>Helping to pack away playdough.</td>
<td>Helping to pack away blocks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helping to pack away crayons.</td>
</tr>
<tr>
<td><strong>SWAPPING/SWITCHING</strong></td>
<td>Swapping reading books.</td>
<td>Swapping crayons.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swapping toys.</td>
</tr>
<tr>
<td><strong>PRAISING</strong></td>
<td>Praising for getting a sticker on work.</td>
<td>Praising artwork.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complimenting each other.</td>
</tr>
</tbody>
</table>
## TEACHING FRIENDSHIP SKILLS

Allow children to practice using friendship skills in a variety of situations.

<table>
<thead>
<tr>
<th>FRIENDSHIP SKILL</th>
<th>SCENARIO WITH PUPPET</th>
<th>OTHER SCENARIOS TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASKING</strong></td>
<td>Asking for a crayon.</td>
<td>Asking for a turn with a toy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for help to open a snack.</td>
</tr>
<tr>
<td><strong>TELLING &amp; LISTENING</strong></td>
<td>Listening to another child’s story (e.g. about a birthday party).</td>
<td>Listening when a child asks for something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening when someone talks.</td>
</tr>
<tr>
<td><strong>TEAMWORK</strong></td>
<td>Building together with blocks.</td>
<td>Working together with playdough.</td>
</tr>
<tr>
<td><strong>PLEASE &amp; THANK YOU</strong></td>
<td>Saying please when asking for a toy, and thank you when getting it.</td>
<td>Saying please and thank you when asking for an eraser.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saying please and thank you when asking for crayons.</td>
</tr>
<tr>
<td><strong>APOLOGISING</strong></td>
<td>Apologising for accidentally bumping into someone.</td>
<td>Apologising for accidentally knocking over someone’s blocks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apologising for accidentally stepping on someone’s toe.</td>
</tr>
</tbody>
</table>
DAILY FRIENDSHIP ACTIVITIES

Incorporate friendship activities into daily teaching and learning activities.

<table>
<thead>
<tr>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH/NUMBERS</strong></td>
</tr>
<tr>
<td>Colour a number on a sheet together.</td>
</tr>
<tr>
<td>Paste pieces of paper on a large number together.</td>
</tr>
<tr>
<td>Use playdough to make a certain number of things together.</td>
</tr>
<tr>
<td>Help each other with math. (E.g. One child holds up fingers and the other child counts them.)</td>
</tr>
</tbody>
</table>

| **LETTERS/READING** |
| Read a book together. |
| Paste pieces of paper on a large letter together. |
| Use playdough to form words together. |
| Read a story together. |
| Children look for sight words in book together. |

| **GENERAL IDEAS** |
| Draw a picture relating to a topic together. |
| Use blocks to make things related to a topic together. |
| When you ask a question, allow children to whisper in each other’s ears before taking any answers. |
| Ask children to choose a friend to help them with an activity. |
EMOTION
SKILLS
EMOTION SKILLS

Teach children how to understand their own and others’ emotions. Teach them 1) the name of an emotion, 2) how the face and body look, 3) what makes you feel that way, and 4) what to do when they feel that way.

EXAMPLES

<table>
<thead>
<tr>
<th>Happy</th>
<th>Excited</th>
<th>Proud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Vexed</td>
<td>Afraid</td>
</tr>
</tbody>
</table>

WHY: When children have a good understanding of emotions they are better able to regulate their behaviour.
# TEACHING EMOTION SKILLS

Teach children about their emotions using **Teach**, **Practice**, and **Promote**.

## EXAMPLES

<table>
<thead>
<tr>
<th>TEACH</th>
<th>PRACTICE</th>
<th>PROMOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a puppet, role-play a scenario that leads puppet to display an emotion. Ask children how the puppet is feeling. If the emotion is a negative one, ask what the puppet can do to make himself feel better. Show the emotion picture card and talk about how the face and body look when we feel that emotion.</td>
<td>Ask children to <strong>show how they look</strong> when they are feeling that emotion. Describe <strong>how their face and body look.</strong> (E.g. Dante looks sad. His mouth is turned down, his eyes are droopy and his body is slumped.) Give children the opportunity to practice making themselves feel better. (E.g. Take deep breaths to calm down when vexed.)</td>
<td>Discuss <strong>what makes them feel</strong> that emotion. <strong>Label children’s emotions</strong> throughout the day. Encourage <strong>children to talk about</strong> their own emotions. <strong>When reading story books</strong> to children, talk about <strong>how the characters are feeling</strong> and why they feel that way. <strong>Review</strong> the emotion at regular intervals.</td>
</tr>
</tbody>
</table>

**WHY:**

When teachers **teach, practice, and promote** emotion skills, children learn to understand their own and others’ emotions.
# TEACHING EMOTIONS SKILLS

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>ROLE PLAYS FOR PUPPET</th>
<th>HOW THE FACE AND BODY LOOK</th>
<th>WHAT YOU NEED TO FEEL BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAPPY</strong></td>
<td>Puppet brings a new toy they got for their birthday.</td>
<td>Eyes are sparkling, mouth is smiling, eyebrows are high, body is relaxed and floppy.</td>
<td></td>
</tr>
<tr>
<td><strong>SAD</strong></td>
<td>Puppet falls down and hurts himself.</td>
<td>Mouth turned down, eyebrows lowered, eyes droopy, shoulders down, body slumped.</td>
<td>Get a hug.</td>
</tr>
<tr>
<td><strong>DISAPPOINTED</strong></td>
<td>Teacher tells puppet that she has to cancel the class party because there is no water.</td>
<td>Eyes droopy, shoulders slumped, mouth turned down, eyebrows lowered, sighs (sometimes).</td>
<td>Take a deep breath. Think a happy thought.</td>
</tr>
</tbody>
</table>
## TEACHING EMOTIONS SKILLS

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>ROLE PLAYS FOR PUPPET</th>
<th>HOW THE FACE AND BODY LOOK</th>
<th>WHAT YOU NEED TO FEEL BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCITED</strong></td>
<td>Puppet tells the class that it is his birthday tomorrow.</td>
<td>Eyes are sparkling, mouth is smiling, eyebrows are high, body is moving happily.</td>
<td></td>
</tr>
<tr>
<td><strong>EMBARRASSED</strong></td>
<td>Puppet tries to kick the ball but he/she keeps missing it.</td>
<td>Eyes are droopy, cheeks are red, body is droopy, mouth turned down, eyes looking away.</td>
<td>Tell yourself that everyone makes mistakes. Try again.</td>
</tr>
<tr>
<td><strong>NERVOUS</strong></td>
<td>Teacher asks puppet to answer a question in class.</td>
<td>Eyes are droopy, body is crooked, mouth is shaking, eyebrows low, rubbing hands together.</td>
<td>Say “I can do it.” Ask a friend to help.</td>
</tr>
<tr>
<td><strong>SHY</strong></td>
<td>Teacher asks the puppet to tell the class about his toy at home.</td>
<td>Body droopy, mouth turned down, eyes looking away.</td>
<td>Say “I can do it.” Ask a friend to help.</td>
</tr>
</tbody>
</table>
# Teaching Emotions Skills

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>ROLE PLAYS FOR PUPPET</th>
<th>HOW THE FACE AND BODY LOOK</th>
<th>WHAT YOU NEED TO FEEL BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEXED</td>
<td>Teacher and puppet are building a block tower together; teacher accidentally knocks it down.</td>
<td>Mouth is pouting, eyebrows down, body is rigid.</td>
<td>Take some deep breaths. Do turtle. Use your words to tell the person how you feel.</td>
</tr>
<tr>
<td>SURPRISED</td>
<td>Teacher takes a present from behind her back and says it’s for the puppet.</td>
<td>Eyes are wide, mouth is open, eyebrows high, body still, hands on face (sometimes).</td>
<td></td>
</tr>
<tr>
<td>AFRAID</td>
<td>Puppet tells teacher that the doctor is coming to give him/her an injection.</td>
<td>Eyes are wide, eyebrows very high, body trembling, mouth crooked.</td>
<td>Hold on to someone’s hand. Tell an adult.</td>
</tr>
<tr>
<td>PROUD</td>
<td>Puppet gets sticker from teacher for good behaviour.</td>
<td>Eyes are sparkling, mouth is smiling, eyebrows are high.</td>
<td></td>
</tr>
</tbody>
</table>
CALMING DOWN (DOING TURTLE)

Teach children how to do ‘Turtle’ to calm down. Practice this skill regularly with children during circle time. Prompt children to do ‘Turtle’ at the first signs of anger or agitation.

**HOW**

1. **Recognise** that you feel angry. Think STOP.
2. **Withdraw** into your shell.
3. **Take 3 deep breaths** and think calming thoughts. E.g. ‘I can calm down.’ ‘I can try again.’
4. **Come out** of your shell and think of some solutions to the problem.

**WHY:** Doing ‘Turtle’ is a concrete and practical way to help children to manage their anger and frustration.
ACTIVITIES TO REINFORCE EMOTIONS

- Ask children to make different emotion faces from modelling clay.

- Let children draw pictures of themselves feeling a particular emotion.

- Read books about emotions and talk about how the characters are feeling and why they feel that way.

- Sing songs about emotions e.g. ‘If You’re Happy and You Know it.’

- Play ‘Simon Says’ using emotions e.g. “Simon Says, ‘Show me your happy face.’”

- Play games involving emotions.
  
  For example:
  
  - ‘Guess My Emotion Game’ – children act out an emotion and everyone has to guess the emotion.
  
  - ‘I Feel … When… Game’ – show children an emotion (either using picture card or demonstrating it) and ask each child to say what makes them feel that way.
BEHAVIOUR PLANNING
BEHAVIOUR PLANNING
# DEVELOPING INDIVIDUAL BEHAVIOUR PLANS

<table>
<thead>
<tr>
<th>STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> State very clearly what the negative behaviour is. For example: ‘shouts out answers in class’, ‘hits other children’, ‘walks around the classroom.’</td>
</tr>
<tr>
<td><strong>2</strong> Identify when the behaviour is most likely to occur. For example: during teaching time, during child activity time, when waiting in line, when waiting for lunch.</td>
</tr>
<tr>
<td><strong>3</strong> Identify when the behaviour is least likely to occur. Try to find times when the child is not displaying the behaviour. This will help you to plan.</td>
</tr>
<tr>
<td><strong>4</strong> State very clearly what behaviour you want the child to do instead. For example: use a quiet hand up, keep hands to him/herself, sit in seat.</td>
</tr>
<tr>
<td><strong>5</strong> Identify reasons why the child is misbehaving if you can.</td>
</tr>
<tr>
<td><strong>6</strong> Plan how to help the child replace the negative behaviour with the positive behaviour.</td>
</tr>
<tr>
<td><strong>7</strong> Implement your plan and monitor to see how well it works.</td>
</tr>
</tbody>
</table>
## REASONS FOR CHILD MISBEHAVIOUR

### 1. RELATED TO CLASSROOM ACTIVITY

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has finished the work or activity.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child doesn’t have the materials necessary to do the work or activity (e.g. no pencil, cannot see board).</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child has no task or activity to do (e.g. waiting for lunch/book/art materials).</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The work or activity is too difficult.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The work or activity is too easy.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The child finds the work uninteresting.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
# REASONS FOR CHILD MISBEHAVIOUR

## 2. RELATED TO CHILD’S NEEDS

<table>
<thead>
<tr>
<th>REASON</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child wants attention from teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child wants attention from classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child wants to have fun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child wants to avoid doing something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child wants something that they cannot have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child is hungry or tired.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# REASONS FOR CHILD MISBEHAVIOUR

## 3. RELATED TO CHILD’S DEVELOPMENTAL LEVEL AND SKILLS

<table>
<thead>
<tr>
<th>REASON</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child hasn’t learned how to do the required behaviour/child doesn’t understand what to do.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child has difficulty regulating his/her behaviour.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child needs to move around/cannot stay still or seated for long.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child uses the behaviour to express how s/he feels (e.g. angry, sad, disappointed).</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Child doesn’t realise they are doing the behaviour.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## REASONS FOR CHILD MISBEHAVIOUR

### 4. RELATED TO CHILD’S PRIOR EXPERIENCES

<table>
<thead>
<tr>
<th>REASON</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is not used to being at school (e.g. poor attendance, new at school).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has low self-esteem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child hasn’t learned to trust adults.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s life is unpredictable and changeable/child doesn’t respond well to change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s home/community models the behaviour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADDRESSING MISBEHAVIOUR

### 1. RELATED TO CLASSROOM ACTIVITY

<table>
<thead>
<tr>
<th>REASON</th>
<th>EXAMPLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has finished the work or activity.</td>
<td>Give children choices of what to do when they finish their work.</td>
</tr>
<tr>
<td>Child doesn’t have the materials necessary to do the work or activity (e.g. no pencil, cannot see board).</td>
<td>Turn child’s chair so they can see the board. Ensure child has the materials s/he needs.</td>
</tr>
<tr>
<td>Child has no task or activity to do (e.g. waiting for lunch/book/art materials).</td>
<td>Keep children engaged by playing games, singing songs, telling stories etc. Have routines for handing out materials efficiently. Prepare all materials in advance.</td>
</tr>
<tr>
<td>The work or activity is too difficult.</td>
<td>Give different work. Help the child. Ask a friend to help the child.</td>
</tr>
<tr>
<td>The work or activity is too easy.</td>
<td>Give different work. Ask the child to help someone else.</td>
</tr>
<tr>
<td>The child finds the work uninteresting.</td>
<td>Build on the child’s interests. Allow children to work together on a task.</td>
</tr>
</tbody>
</table>
## ADDRESSING MISBEHAVIOUR

### 2. RELATED TO CHILD’S NEEDS

<table>
<thead>
<tr>
<th>REASON</th>
<th>EXAMPLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child wants attention from teacher.</td>
<td>Give lots of attention for positive behaviours. Withdraw attention from negative behaviours when possible.</td>
</tr>
<tr>
<td>Child wants attention from classmates.</td>
<td>Teach children to ignore negative behaviours. Ask children to praise child for positive behaviour.</td>
</tr>
<tr>
<td>Child wants to have fun.</td>
<td>Find creative ways of making lessons interesting for the child.</td>
</tr>
<tr>
<td>Child wants to avoid doing something.</td>
<td>Use grandma’s rule: ‘<strong>When</strong> you have..., <strong>then</strong> you can....’ Give the child some choice where possible.</td>
</tr>
<tr>
<td>Child wants something that they cannot have.</td>
<td>Use grandma’s rule.</td>
</tr>
<tr>
<td>Child is hungry or tired.</td>
<td>Be aware of children’s physical needs and try to problem-solve how to meet them.</td>
</tr>
</tbody>
</table>
**ADDRESSING MISBEHAVIOUR**

**3. RELATED TO CHILD’S DEVELOPMENTAL LEVEL AND SKILLS**

<table>
<thead>
<tr>
<th>REASON</th>
<th>EXAMPLE SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child hasn’t learned how to do the required behaviour/child doesn’t understand what to do.</td>
<td>Explicitly teach the child the skills they need.</td>
</tr>
<tr>
<td>Child has difficulty regulating his/her behaviour.</td>
<td>Use targeted praise and rewards for small steps towards the desired behaviour.</td>
</tr>
<tr>
<td>Child needs to move around/cannot stay still or seated for long.</td>
<td>Incorporate wiggle breaks into the day. Provide opportunities for movement.</td>
</tr>
<tr>
<td>Child uses the behaviour to express how he/she feels (e.g. angry, sad, disappointed).</td>
<td>Teach child to understand and express his/her emotions.</td>
</tr>
<tr>
<td>Child doesn’t realise they are doing the behaviour.</td>
<td>Teach the child the required behaviour.</td>
</tr>
</tbody>
</table>
### ADDRESSING MISBEHAVIOUR

#### 4. RELATED TO CHILD’S PRIOR EXPERIENCES

<table>
<thead>
<tr>
<th>REASON</th>
<th>EXAMPLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is not used to being at school (e.g. poor attendance, new at school).</td>
<td>Help child settle into school. Give individual attention and get to know the child.</td>
</tr>
<tr>
<td>Child has low self-esteem.</td>
<td>Use labelled praise and give child lots of positive attention.</td>
</tr>
<tr>
<td>Child hasn’t learned to trust adults.</td>
<td>Be consistent with the child. Spend 1:1 time with the child.</td>
</tr>
<tr>
<td>Child’s life is unpredictable/child doesn’t respond well to change.</td>
<td>Follow clear routines. Help child understand the structure of the day. Explain in advance when the routine will be disrupted.</td>
</tr>
<tr>
<td>Child’s home or community models the behaviour.</td>
<td>Set clear classroom expectations and explicitly teach them to the child.</td>
</tr>
</tbody>
</table>
INDIVIDUAL BEHAVIOUR PLANNING: EXAMPLE 1

In your behaviour plan, include ways to:
1. **Prevent** the negative behaviour.
2. **Reward** the positive behaviour.
3. **Manage** the negative behaviour when it does occur.

<table>
<thead>
<tr>
<th><strong>NEGATIVE BEHAVIOUR</strong></th>
<th><strong>WHEN</strong></th>
<th><strong>WHY</strong></th>
<th><strong>DESIRED BEHAVIOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child shouts out answer.</td>
<td>During circle time.</td>
<td>Difficulty regulating behaviour. Child hasn’t learned skill.</td>
<td>Use a quiet hand up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PREVENT NEGATIVE BEHAVIOUR</strong></th>
<th><strong>PRAISE AND REWARD POSITIVE BEHAVIOUR</strong></th>
<th><strong>MANAGE NEGATIVE BEHAVIOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach child how to use a quiet hand up. Before asking a question, remind children to use a quiet hand up.</td>
<td>Praise child every time s/he uses a quiet hand until s/he learns the behaviour.</td>
<td>Withdraw attention when the child shouts out the answer. Use strategic praise and praise other children in the class who are using a quiet hand.</td>
</tr>
</tbody>
</table>
## INDIVIDUAL BEHAVIOUR PLANNING: EXAMPLE 2

In your behaviour plan, include ways to:

1. **Prevent** the negative behaviour.
2. **Reward** the positive behaviour.
3. **Manage** the negative behaviour when it does occur.

<table>
<thead>
<tr>
<th>Negative Behaviour</th>
<th>When</th>
<th>Why</th>
<th>Desired Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child walks around classroom disturbing others.</td>
<td>While classmates are doing individual work.</td>
<td>Child finishes work very quickly, and has nothing to do afterwards.</td>
<td>Stay in seat and/or allow others to do their work.</td>
</tr>
</tbody>
</table>

### Prevent Negative Behaviour

- Give child more challenging work.
- Allow child to choose a new activity when the work is completed.

### Praise and Reward Positive Behaviour

- Praise child when s/he is engaged in a new activity after finishing their work.

### Manage Negative Behaviour

- Redirect child by reminding him/her of the activities s/he can choose to do.
# INDIVIDUAL BEHAVIOUR PLANNING: EXAMPLE 3

In your behaviour plan, include ways to:

1. **Prevent** the negative behaviour.
2. **Praise** the positive behaviour.
3. **Manage** the negative behaviour when it does occur.

<table>
<thead>
<tr>
<th><strong>NEGATIVE BEHAVIOUR</strong></th>
<th><strong>WHEN</strong></th>
<th><strong>WHY</strong></th>
<th><strong>DESIRED BEHAVIOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child sulks.</td>
<td>During child activity time.</td>
<td>Child wants something s/he cannot have (e.g. usually wants other children to do what s/he wants).</td>
<td>Co-operate with classmates. Control emotions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PREVENT NEGATIVE BEHAVIOUR</strong></th>
<th><strong>PRAISE AND REWARD POSITIVE BEHAVIOUR</strong></th>
<th><strong>MANAGE NEGATIVE BEHAVIOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach friendship skills: e.g. teamwork &amp; sharing. Before giving activity, explain and role play how you expect the children to work together. Let the child work with other children who have good friendship skills.</td>
<td>Praise child when s/he is sharing or playing together with classmates.</td>
<td>Redirect child by reminding him/her how to share and play with classmates.</td>
</tr>
</tbody>
</table>
DEVELOPING INDIVIDUAL BEHAVIOUR PLANS

**TIPS**

1. **Defining the problem behaviour and when and why it occurs.**
   Ask yourself questions to help to pinpoint the problem behaviour:
   - What exactly is the child doing?
   - What happens before the behaviour?
   - What happens after the behaviour?
   - How do you react when the child behaves like that?
   - How do the other children react?

   Focus on one problem behaviour at a time.

2. **Stating the behaviour you want the child to do instead.**
   Be realistic in stating what you expect the child to do. For example:
   - If a child never does his/her work, the behaviour may be to **start** the work (**not complete** the work).
   - If a child has difficulty staying seated for long periods, the behaviour may be to get the child to **sit for a minute**.

   Help the child take small steps towards improved behaviour – it will take time.
DEVELOPING INDIVIDUAL BEHAVIOUR PLANS

3 Preventing the negative behaviour.
Identify the skills the child needs to learn and use Teach, Practice, and Promote to teach them to the child.
What changes can you make to the classroom organisation to help the child?
How can you scaffold the child to help them succeed?

4 Promoting the desired behaviour.
Provide lots of praise and positive reinforcement for the desired behaviour.
You can magnify this positive attention by involving the children, other teachers and parents in praising the child.

5 Managing negative behaviour.
Use the discipline hierarchy when necessary.
Try to use strategies lower down on the hierarchy when possible.
Many of these behaviours are difficult for young children and they need a lot of practice before they can consistently use them.
DEVELOPING CLASSWIDE BEHAVIOUR PLANS

**STEPS**

1. State very clearly what the negative behaviour is.
2. Identify when the behaviour is most likely to occur.
3. State very clearly what behaviour you want the children to do instead.
4. Explicitly teach children the behaviour you want them to do.
   - Model how to do the required behaviour.
   - Ask individual children to demonstrate the behaviour.
   - Use labelled praise to reinforce the behaviours.
   - Then practice the behaviour with the whole class.
   - Use labelled praise to the whole class.
5. Use rule reminders to remind children of the required behaviour just before they will need to use it.
6. Give lots of positive attention to children who follow the behaviour.
7. Continue doing this until children have learned the new behaviour. After that, remember to remind them occasionally of the rule and to praise them for complying.
# Classwide Behaviour Planning: Example 1

In your behaviour plan, include ways to:

1. **Prevent** the negative behaviour.
2. **Reward** the positive behaviour.
3. **Manage** the negative behaviour when it does occur.

<table>
<thead>
<tr>
<th>Negative Behaviour</th>
<th>When</th>
<th>Desired Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are very noisy and take a long time to settle down.</td>
<td>Coming back into the classroom after break time.</td>
<td>Children walk into classroom quietly, find their seat and sit down with hands on their lap.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prevent Negative Behaviour</th>
<th>Praise and Reward Positive Behaviour</th>
<th>Manage Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach children how to walk into the classroom quietly and sit down with their hands in their lap and let children practise the behaviour. Before asking children to return to the classroom after break time, remind them of the required behaviour.</td>
<td>Use labelled praise to reinforce individual children’s behaviour. Use labelled praise to reinforce the behaviour of the class as a whole. “Great children, you walked quietly into the classroom and sat down. I’m proud of you.”</td>
<td>Withdraw attention from children who are displaying the noisy behaviour. Use strategic praise and praise the children in the class who are displaying the correct behaviour.</td>
</tr>
</tbody>
</table>
## PROBLEM SOLVING FORM: EXAMPLE 1

Monitor whether your strategies are working or not.

<table>
<thead>
<tr>
<th>WHAT IS MY GOAL</th>
<th>WHAT CAN I DO TO ACHIEVE MY GOAL?</th>
<th>HOW DID THE CHILD/CHILDREN RESPOND?</th>
</tr>
</thead>
</table>
| Get John to keep his hands to himself during circle time. | Put John at the end of the circle next to me.  
Praise John throughout circle time for keeping his hands to himself. | He liked sitting beside me but kept taking up all the materials I was using and wouldn’t pay attention.  
Kept his hands to himself for a longer time after I praised him. |

<table>
<thead>
<tr>
<th>WHAT ELSE CAN I TRY?</th>
<th>HOW DID THE CHILD/CHILDREN RESPOND?</th>
<th>HOW WELL HAVE MY STRATEGIES WORKED?</th>
</tr>
</thead>
</table>
| Keep the materials I use away from John e.g. putting them on my left, if he is sitting on my right.  
Make John my little helper by asking him to hold some of the things I use during circle time to keep him engaged. | Was much better at keeping hands to self almost for the entire circle time and paid attention. | John spends less time touching the children behind and beside him and fiddling with things during circle time. Keeps it up as long as he gets lots of praises for the behaviour and if I keep him involved in the lesson by holding charts. |
**PROBLEM SOLVING FORM: EXAMPLE 2**

Monitor whether your strategies are working or not.

<table>
<thead>
<tr>
<th>WHAT IS MY GOAL</th>
<th>WHAT CAN I DO TO ACHIEVE MY GOAL?</th>
<th>HOW DID THE CHILD/CHILDREN RESPOND?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get the class to walk quietly to the pipe to wash their hands instead of them running and pushing each other.</td>
<td>Re-teach how to walk to the pipe. Let the children practice walking to the pipe several times. Praise and coach children throughout. Remind the children before we line up that we walk quietly to go to the pipe. Praise those children who are walking in the line.</td>
<td>When we go to line up most children walked in the line but a few were still trying to push others to get to the front of the line.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT ELSE CAN I TRY?</th>
<th>HOW DID THE CHILD/CHILDREN RESPOND?</th>
<th>HOW WELL HAVE MY STRATEGIES WORKED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a line leader everyday so that there is no fighting to go to the front of the line.</td>
<td>When I remember to coach and praise the children, they walked all the way to the pipe and walked back quietly. But when I forgot, some children ran. Line leader made it much easier for them to form the line. No one tried to push to the front of the line.</td>
<td>Works much better when I remind them to walk before we line up. Also much smoother with a line leader. As long as I am there coaching and praising them they will walk quietly to the pipe and back to class.</td>
</tr>
</tbody>
</table>