



Creating a Behavior Support Toolbox Handouts

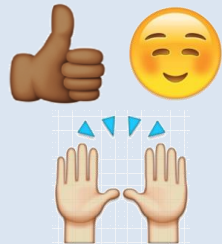




- **Co-Regulation Techniques**
- **P.R.I.D.E. Skills**
- **Coping & Relaxation Skills**
- **BE DIRECT**
- **7 Tips – How to Talk to Kids about Coronavirus**
- **Stress Busters**
- **5 Tips – Self-Care and Coping with Stress for Adults**
- **Handouts for Teachers**


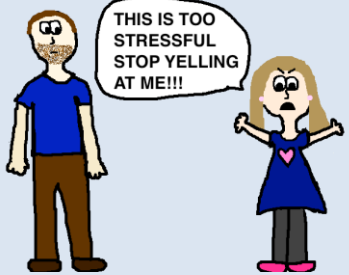

Co-Regulation Techniques

TECHNIQUE	DESCRIPTION
<p>Label Feelings</p> 	<p>Help your child identify big feelings by labeling your child's feelings in a neutral tone of voice. For example, "It seems like that really frustrated you," or "I can see it made you feel sad when . . ."</p>
<p>Breathe Together</p> 	<p>Calmly take deep breaths so your child can see you practicing self-calming. If it does not make your child more upset, sit next to or hold your child while you breathe deeply so your child can feel the rhythm of breathing.</p>
 <p>Body Calming</p>	<p>Slowly and rhythmically rub your child's back, feet, etc, when they are recovered. Connecting like this lets them know that you will be there when they are ready to talk or interact.</p>
<p>Back Stories</p> 	<p>Tell your child a story while drawing on the top half of your child's back. For example, draw a circle with rays for the sun, draw triangles for mountains, tap your fingers to walk up the mountain, and brush your hand back forth to make wind. Then, switch places and let your child tell a story on your back.</p>
 <p>Music</p>	<p>Sing or play relaxing songs. Model how to sing/dance/play an instrument. Your child will learn to use music as an active calming tool.</p>
<p>Sensory Activities</p> 	<p>Creating a soothing environment can reduce distress. Try lowering lights and turning off noisy toys and devices. Weighted blankets or other objects that children can touch or feel can help them focus and calm down. A cold washcloth over the eyes can reduce visual stimulation and calm an overly stressed system.</p>

Relationship Enhancement

*P*R*I*D*E*

Rule	Reason	Example	Look
<u>PRAISE</u> appropriate behavior	<ul style="list-style-type: none"> Increases desired behaviors. Lets child know what you like. 	<ul style="list-style-type: none"> "You did great concentrating on building the garage." 	
<u>REFLECT</u> appropriate talk	<ul style="list-style-type: none"> Allows child to lead the conversation. Shows child you're listening and understand child. 	<ul style="list-style-type: none"> Child: "I did it all by myself." Parent: "Yes, you did it all by yourself." 	
<u>IMITATE</u> appropriate play	<ul style="list-style-type: none"> Shows approval of child's play. Models and increases desired behaviors. 	<ul style="list-style-type: none"> Parent: "I'm going to tap the blocks quietly just like you." 	
<u>DESCRIBE</u> appropriate behavior	<ul style="list-style-type: none"> Increases concentration and attention to the activity. Slows down an active child. 	<ul style="list-style-type: none"> "You're keeping the Play-Doh on the table." 	
<u>ENJOY</u>	<ul style="list-style-type: none"> Demonstrates interest in child. Models positive emotions. 	<ul style="list-style-type: none"> "I have so much fun playing with you." 	

Rule	Reason	Example	Look
<u>AVOID</u> NO, DON'T, STOP, QUIT and NOT	<ul style="list-style-type: none"> Doesn't tell the child what TO DO. Creates power struggles. Causes conflict and negativity. 	<ul style="list-style-type: none"> "Stop running in the house!" <i>Instead say:</i> "Please walk inside the house." 	
<u>AVOID</u> criticizing	<ul style="list-style-type: none"> Doesn't provide any direction. Focuses attention on negative behavior. Can trigger negative behaviors. 	<ul style="list-style-type: none"> "You're acting like a baby." "That's not how you do it." 	
<u>AVOID</u> giving commands and asking questions	<ul style="list-style-type: none"> Doesn't allow the child to lead. Creates power struggles. May seem bossy or testing. 	<ul style="list-style-type: none"> Let's play with these toys. Look at this. What are you making now? What color is this? 	



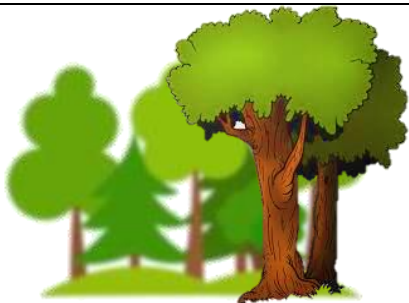
Pretend you are holding a ball of Play-Dough.
SQUEE-EEEZE it as hard as you can!
Then, **let it go**.



Make your body **rigid** like a **robot**.
Then, **relax** your body, like a **ragdoll**.



Pretend you are smelling a beautiful **flower**.
Then, pretend you are blowing out
candles on a birthday cake.



Make your **back** very straight,
And make your **stomach** very hard,
So that you can **squeeze** between two trees.
Then, relax and shake it all out!



Silly Face Contest! Make a face:
A **puffer fish**
A **turtle**
A friendly **puppy**
A goofy **monkey**



Take a deep breath,
and blow into the bubble wand
while thinking of what you want to say.
Your words go into the bubble
and float away!



BE DIRECT

IMPROVING COMPLIANCE Giving Effective Commands

The first step in getting compliance is to “**BE DIRECT**” with your child. Being direct helps your child understand exactly how you expect him or her to behave.

Be Specific With Your Commands

Make commands specific rather than vague. It is important to tell your child exactly what you want him/her to do. Providing a child with a specific command likely will result in getting the desired behavior. For example, instead of saying, “Now behave in the store,” a parent could say:

- “Please keep your hands to yourself.”
- “Please hold onto the shopping cart.”

Every Command Positively Stated

Avoid using **No – Don’t – Stop – Quit – or Not**. These words may cause some children to respond negatively, doing exactly what you’ve told them *not* to do! Instead, provide a command that tells the child what to do rather than what not to do. For example, many children enjoy jumping on the couch or their beds. A common response would be to tell the child to “Stop jumping on the bed”, or “quit it”. A positively stated command would be to instruct the child as to what you want them to do, such as:

- “Please sit on the couch.”
- “Please put your feet on the ground.”

Developmentally Appropriate

It is important that you give commands that your child is able to follow. Children are able to understand and do more as they get older, so our expectations for younger children should be different than for older children. Also, certain commands may be too difficult for young children. For example, a three-year-old may have difficulty neatly pulling up the covers when making their bed. In comparison, most seven-year-old children should be able to do this easily.

Individual Rather than Compound

Instructions should be given one command at a time, rather than stringing several together. Many younger children and children with attention problems have a hard time remembering more than one or two commands. In fact, when given instructions, some children may not recall anything other than the first or last thing you said! So, give one command at a time. For example, the first command for cleaning up the room might be, “Please put your Legos back in the box” (praise compliance). Then, “Now please put your dirty clothes in the hamper” (praise compliance). Then, “Please finish by putting the pillow back on the bed” (praise compliance). And so on...

Respectful and Polite

Starting most instructions with the word “**please**” is respectful and provides an example of using good manners, models appropriate social skills, and increases the likelihood that children will listen to commands.

- “Please hand me the blocks.”
- “Please share the toy with your sister.”

Essential Commands Only

Because some children often fail to comply with a command, parents spend more time giving commands – about everything! When children hear too many commands, they are more likely to tune them out; they simply become overloaded with commands! So save commands for times when it is important for your child to comply.

Carefully Timed Explanations

Children often require a reason or rationale for complying with a parent’s command. Giving the reason before giving the command will reduce the child’s attempts to negotiate or delay compliance. For example, you might say:

- “We are going to the store. Please put on your shoes.”
- “It’s time to eat lunch. Please come to the table.”

Tone of Voice is Neutral

Parents often say that they have to raise their voice if they want their children to obey. Repeatedly giving commands in a loud, stern voice can be stressful to parents, causing frustration and irritation. Give all commands in a neutral, “matter-of-fact” manner, avoiding angry, frustrated, pleading, or loud tones.

Predictable and Consistent Response

Command → Comply → Praise !!!

In all instances, after you give a command and your child complies, follow up with praise! Consistency is key, it teaches the child that your responses are predictable. When children understand what they are supposed to do and know how you will respond, they are much calmer and happier. So, when your child behaves appropriately, respond positively! When the child misbehaves, you will have specific strategies for handling that behavior to insure that you can get back to having fun together as quickly as possible.

7 TIPS YOU CAN TRUST

How to talk to kids about coronavirus

You're not alone. As the world's leading expert on childhood, we're providing parents, schools and communities with tools and tips you can trust about coronavirus (COVID-19) and kids. Together, we're doing whatever it takes to protect our children. Here's how to guide the conversation with a child in your life.

1

Get informed and share the facts.

2

Tailor your approach based on your child – think about whether more information makes them more or less anxious.

3

Approach the subject simply and calmly – kids take their cues from you.

4

Ask your child what they know, answer their questions and address any misinformation.

5

Validate their feelings, while reassuring them – “I understand this can be scary. We're taking steps to keep healthy, and we're well prepared.”

6

Remind them of what's in their power – washing hands thoroughly and often, coughing and sneezing into their elbow, getting plenty of sleep, etc.

7

Model good hygiene, and try to make it fun! Sing a favorite song while scrubbing hands with soap and water for at least 20 seconds.

savethechildren.org/coronavirus



Save the Children®



Save the Children



Stress Busters

from our HEART program

Stress Busters that work for everyone...

School closings, sick friends and family members, isolation at home – these and other factors can cause anxiety and stress for children during this coronavirus (COVID-19) pandemic.

As the world's leading expert on childhood, we're sharing these drama-based relaxation exercises that are part of our global Healing and Education through the Arts (HEART) program for children living in stressful situations.

Join your child in trying the Lazy Cat, the Turtle, the Lemon or all of these stress busters!





We run HEART programs in countries like Lebanon, Syria, Iraq, Uganda, South Sudan and Mexico.

Getting started

- Find a quiet space away from distractions
- If you're trying these exercises with a child or a group of children, make sure your instructions are clear and engaging.
- You don't have to do them all. Keep an eye on how long the children are engaged and try again another time.

Flower and Candle



This is a simple exercise that encourages deep breathing – a way to relax.

Pretend you have a nice smelling flower in one hand and a slow burning candle in the other.

- Breathe in slowly through your nose as you smell the flower.
- Breathe out slowly through your mouth as you blow out the candle.
- Repeat a few times.

Lemon



This exercise releases muscle tension.

Pretend you have a lemon in your hand.

- Reach up to the tree and pick a lemon with each hand.
- Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze.
- Throw the lemons on the floor and relax your hands.
- Then repeat, until you have enough juice for a glass of lemonade!
- After your last squeeze and throw, shake out your hands to relax!



Lazy Cat

This exercise releases muscle tension.

Pretend you are a lazy cat that just woke up from a lovely, long nap.

- Have a big yawn.
- And a meow.
- Now stretch out your arms, legs and back – slowly like a cat – and relax.



Feather/Statue



This exercise releases muscle tension.

Pretend you are a feather floating through the air for ten seconds.

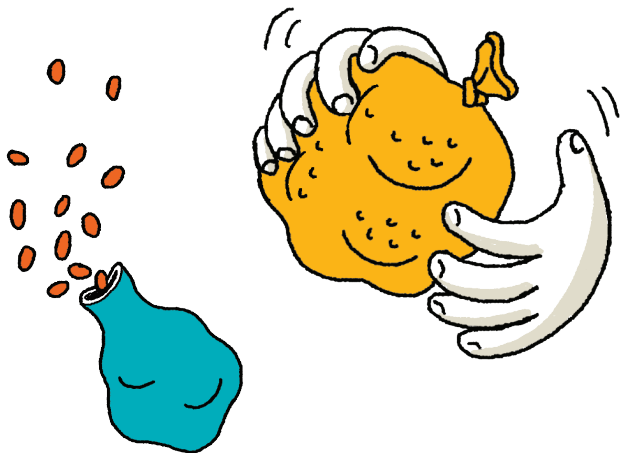
- Pretend you are a feather floating through the air for about ten seconds.
- Suddenly you freeze and transform into a statue. Don't move!
- Then slowly relax as you transform back into the floating feather again.
- Repeat, making sure to finish as a floaty feather in a relaxed state.

Stress Balls

This exercise releases muscle tension and massages your hands.

Make your own stress ball(s) by filling balloons with dry lentils or rice.

- Take the ball(s) in one or both hands and squeeze and release.
- Experiment with squeezing the ball. Find way that is right for you, adjusting the speed, pressure and timing of your squeezes to whatever way you like.



Turtle



This exercise releases muscle tension.

Pretend you are a turtle going for a slow, relaxed turtle walk.

- Oh no, it's started to rain!
- Curl up tight under your shell for about ten seconds.
- The sun's out again, so come out of your shell and return to your relaxing walk.
- Repeat a few times, making sure to finish with a walk so that your body is relaxed.
- Repeat, making sure to finish with a walk.

5 TIPS YOU CAN TRUST: Self-Care and Coping with Stress for Adults



At Save the Children, we recognize that many families are experiencing stress and upheaval due to school and childcare center closures, causing disrupted work schedules, care for children and financial strains. At this time, we recommend that you look to your employers, plus local and state agencies, for assistance. Also consider collaborating with your community to share efforts, supplies and care for children.

In addition, our expert staff are actively working on ways to support children and families, and we'll be in communication with local and state partners. For now, know that you're not alone – take some slow, deep breaths and be kind and cooperative with one another!

1

Stay consistent with routines, as much as possible. Even with online learning or other methods of schooling, you can help maintain your kids' typical school schedule. Keep consistent with daily routines for meals, bedtime and family activities.

2

Keep media time to a minimum. By turning off the news and focusing your mind on the positive and what you can accomplish during your day, you can help to avoid greater worry and anxiety.

3

Breathe and take breaks to relax and ease your mind. Do healthy, mindful things at home that make you and your children feel better. Consider taking a walk, reading a book or exercising. And be sure to get plenty of sleep. You are the role model: How you respond to stress will very likely be the way your children will respond. If you're feeling overwhelmed, reach out for support.



4

Stay connected, at a distance. Keeping in touch and talking with others can help alleviate stress and build community resilience. Call, text, email, video chat or find other ways to communicate with friends and family – at a safe distance – during this time.

5

All types of feelings are normal, so be kind to yourself. Remember that feelings linked to anxiety, frustration and boredom are all normal in this kind of situation. Take time to express your feelings through writing, talking to others, exercising or doing something creative. Be kind to yourself and engage in healthy and fun activities that give you meaning, and purpose. Take care of you!

If you find you need more support for your or your child's stress and anxiety, you can speak to a professional for free by calling the Disaster Distress Helpline at 1-800-985-5990 or by texting TalkWithUS to 66746. This service is multilingual, confidential and available to all residents of the United States and its territories.

For more tips, visit [savethechildren.org/coronavirus](https://www.savethechildren.org/coronavirus)

You're not alone.



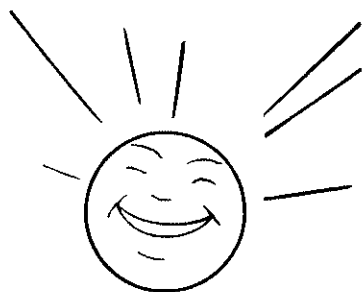
Save the Children®

APPENDIX C: HANDOUTS FOR TEACHERS

Praise Handout for Teachers

This handout tells about some of the skills that Parent Child Interaction Therapy (PCIT) teaches parents. Sometimes teachers have also found these skills helpful in managing a child's difficult behavior. It can also help the child to have his or her parents and teachers using some of the same techniques.

One technique we teach parents is to reinforce children's positive behavior through praising. Some children who have behavior problems get most of their attention from adults when they are behaving badly. When adults give them **positive attention** for behaving well, children often increase their positive behavior in order to get more positive attention. Praising children's positive behavior also helps to increase their self-esteem.

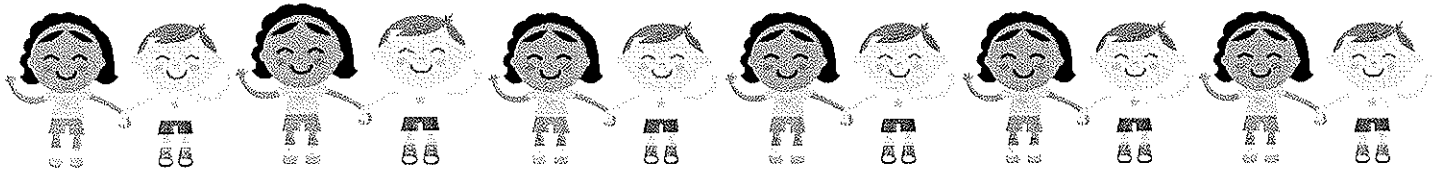


The Two Types of Praises

PCIT teaches parents that there are two ways to praise their children: unlabeled and labeled praises.

Unlabeled praises are nonspecific praises such as "Nice job," or "You're so smart." While unlabeled praises make children feel good, they do not tell them exactly what it is that they did well. For example, telling a child "Good for you!" could mean several different things in a given situation: "Good for you for staying in your seat," "Good for you for finishing your work," or "Good for you for remembering to bring in your supplies."

Labeled praises tell children exactly which of their behaviors you approve of, and what you would like them to continue doing in the future. Because they are so specific, labeled praises can be used even when children are not behaving perfectly. For example, a child who is participating well in a reading lesson but is forgetting to raise his hand can be told, "I'm glad you're paying such good attention," before saying, "Please raise your hand next time." Giving the child positive reinforcement for paying attention helps keep him involved, while not praising his inappropriate behavior (talking out).



How to Create Great Labeled Praises (Teacher Version)

WAYS TO PRAISE IT. . .

That's a great way to. . .
You're doing a nice job of. . .
I like it when you. . .
I'm glad you remembered to. . .
Thank you for. . .
Nice job of. . .
I'm proud of you for. . .
I'm so happy with you for. . .
Super. . .
You're so polite to. . .
Good. . .
It's nice that you are. . .

PRAISABLE BEHAVIORS

play gently with the toys.
using your indoor voice.
keep your desk so neat.
raise your hand.
asking politely.
minding so quickly.
working hard on your math.
staying in your seat.
listening.
say thank you.
sharing.
waiting your turn

Teaching Good Classroom Behavior with “Minding Practice”

or Great Behavior in Only Five Minutes a Day



Many children dropped off at preschool or daycare for the first time do not have any understanding of appropriate classroom behavior. Before preschoolers can successfully learn ABC's, colors, and

numbers, they need to learn basic classroom skills such as listening to the teacher, taking turns, keeping hands to self, etc. Preschoolers can master these important classroom skills just as they learn their ABC's.

Practice makes perfect!

Try to **set aside 3 to 5 minutes of group time each day for “Minding Practice.”** This is a time to review class rules and practice good school behavior. This is great school preparation for even the most well behaved children, and it teaches basic school behavior to children who haven't yet mastered the concepts of following rules or respecting others. Minding practice is important because it gives the teacher a calm time to work on behavior instead of dealing with a child only when he or she is misbehaving or out of control.

OVER



VERY IMPORTANT – Make Minding Practice FUN!

Minding practice should go like a fast-paced (but calm!) game of Simon Says. It might sound like this:

“Who can show me how to stand in line? Okay, Mary. That is great. Look everyone at how she’s standing straight and tall. Are her hands touching anyone else? No, they are right at her sides. Good job Mary. Now, class, put your finger on your ear. I see that Johnny, Janie, and Joseph are all touching their ears. Thank you for minding. Minding means doing what the teacher says. Now, Tony, you are listening so well. I’m going to let you show us how we should sit in circle time. (Tony lays down and kicks his feet in the air. Without changing expression, the teacher turns away from him to someone nearby who is sitting well). Oh, I’ll have to get Larry to show us how to sit. That’s it, Larry!! Your hands are in your lap, your feet are criss-cross and your body is calm. Very nice sitting. Oh, Tony, I’m so glad to see you are sitting nicely too. Now, I want everyone to show me how to quietly line up for outside play time. You are all doing such a good job of minding. (Move on to next activity).”

Goals of minding practice

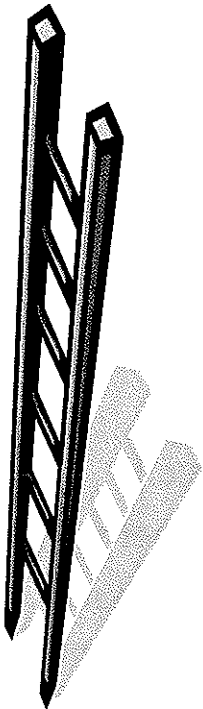
- Review class rules (e.g., stay in assigned area, hands to self, etc.)
- Teach the concept of “minding.” It means doing what the teacher says.
- Role-play good minding (e.g., “Who can show how to raise your hand with a quiet mouth?”) Use well-behaved students as role models and have less well-behaved children practice classroom skills with lots of encouragement for following rules.
- Teach ignoring (Practice how not to look, laugh, or imitate when someone misbehaves).
- **Give lots of SPECIFIC PRAISE for appropriate classroom behavior** (e.g., “Thank you for coming to circle time so quickly.”)

Using the Discipline Ladder in the Classroom

- It's clean-up time and one child refuses to help pick up toys. What do you do?
- A 3-year-old child demands the tricycle that another child is riding. What do you do?
- It's time to leave the playground, but a child refuses to leave and runs when you go near. What do you do?

Try using a “**discipline ladder**,” a series of simple steps that make up your discipline plan. When facing any stressful situation, we usually do better if we have a plan to follow. That's why we have fire drills, so we will know exactly what to do if there's a fire. While not as “alarming” as a fire, dealing with an uncooperative preschooler can certainly be stressful! Few of us do our best problem solving when we are faced with a stressful situation. If you have specific steps already in mind, you won't have to make it up on the spot. Having a plan in place allows you to respond calmly and maintain control. When discipline is calm, consistent, and predictable, children are much less likely to test the limits.

Below is an example of a discipline ladder. Begin at the bottom and move up the ladder until the discipline problem is solved.



Step 5. The top of the ladder is for bigger consequences like sitting in the thinking chair or losing a treat. If you take it step by step, using lots of positive attention, clear instructions, and mild consequences, you should seldom have to go all the way to the top of the ladder.

Step 4. Follow through with consequence (e.g., Let other children go out to play and have Johnny remain inside until he picks up the truck.) *When he does, say, “I’m glad you cleaned up. I’ll bet you’ll do it even faster tomorrow.”*

Step 3. Give a choice (e.g., “You can help pick up the toys now, or you can stay inside at recess and help.”)

Step 2. Pay attention to another child who is minding (e.g., Thank you for picking up the toys, Maria.”). *Remember to thank Johnny if he starts to clean up too.*

Step 1. Give a clear, specific instruction to the child who isn't cooperating (e.g., Johnny, please put this truck on the shelf right now.”)

You can make up your own steps. When you plan ahead by using a discipline ladder, it's easier to stay calm and to remember to use positive methods like praise before you move up to punishments. You climb gradually up the ladder of consequences, using small consequences for mild misbehavior and saving higher-level consequences for more serious misbehavior. Try using the discipline ladder step by step to successful discipline.