

... "bite size"
news from
your
Region 10
Behavior
Specialist



Behavior Tip of the Month:

The more you believe in children, the more they will believe in themselves. Teach them to think positively about what they can do.

In every exciting issue:

- Ask The Behavior Specialist
- Behavior Tip of the Month
- Calming Choice Card
- Social/Emotional Book Nook



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OH, Behave!

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What Should We Do?

The ability to problem solve is a social and emotional skill that children can master if given ample opportunities to practice. As children go about their day, there are lots of real life chances to solve problems. In fact, learning to solve problems encompasses all the domains of learning. Children love to investigate and experiment and are eager to do so. But, too often caring adults solve issues for children rather than allowing them to do it themselves. It is true it takes time to let children solve their own problems, but, wow, the results are so worth it! Using patience and consistency, children can learn to get along better with their peers, self-regulate, solve a conflict, negotiate, and cooperate effectively! In the long run, it saves valuable time. When you see the children working out an issue themselves, you

can observe with a real appreciation for the skills they have developed.

First, teach children the steps to solve social problems: 1) Identify what the problem is; 2) Think about solutions; 3) Think about what will happen if I do this and how the other child will feel if I do this; and 4) Try the solution. Prompt children to think critically and creatively when problems occur throughout the day. This will help children understand and use this process. Hang problem solving steps at the children's eye level and refer to the steps frequently during daily interactions. ([Here](#) is a visual you can use right now! The CSEFEL [website](#) also has a pre-k, toddler, and Spanish version of the problem solving steps!)

When children are first learning to problem-solve,

it may be difficult for them to come up with appropriate solutions themselves. Since children think in pictures, having a small box or basket of pictures representing possible solutions can be a helpful prompt. When a problem occurs, children can learn to recognize the need to come up with a way to solve it. Teachers can say, "Sounds like we need the solution kit!" Check out the one from the CSEFEL [website](#). These cue cards come in different sizes (including poster size) and are also available in Spanish. The smaller ones easily fit in a box that can be labeled and kept in an accessible area.

Remember, children are always watching so be willing to make mistakes yourself. Then, ask the children to help you come up with ways to solve the problem!

Did you know there is a complete children's book list on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) [website](#)? Books are listed by topic and preferred age. Click [here](#) to see the complete list.



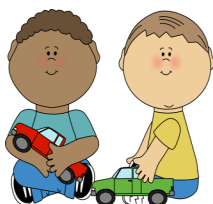
Here is a look at the small solution kit cue cards available to you for FREE on the CSEFEL [website](#).



Ask The Behavior Specialist!

Question: Help! The children in my classroom are constantly taking things from one another and then yelling for my assistance in the matter. They seem to be daring the other to grab the item back if I don't get to them fast enough. I feel like I am spending my entire day trying to prevent fights. I am a teacher not a referee! What can I do?

Answer: These type situations present wonderful problem solving learning opportunities! If one child has an item and another wants the same item, it is a problem. Ask the children, "What should we do?" Be mindful that children have to learn how to problem-solve before they can actually suggest meaningful solutions. As you get the thinking started, suggest some ideas. You could say, "Maybe Timmy could give you the truck (for example) when he is done." Then, turn to the child who has the



truck and ask, "Timothy, can you give the truck to Blake when you are finished playing with it?" (Insider tip: In many situations such as

these, the child will give the item to another child within a few seconds once the power and control shifts). Or, you could ask the children if setting a timer would help so each child has a chance to play with the truck. If each child has a truck, but wants the same one at the same time, a potential solution would be to trade. Teachers can get the whole class involved by asking, "What should we do when two children want to play with the same truck at the same time?" As children learn to solve their own problems, they won't need as many prompts. They may even come up with their own idea of playing together!

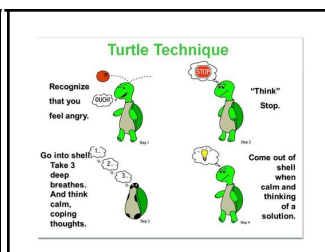
In each issue you will find a new card to help you build your very own "Calming Choices" Card Set for your classroom.

When I am upset, I can...

READ A BOOK

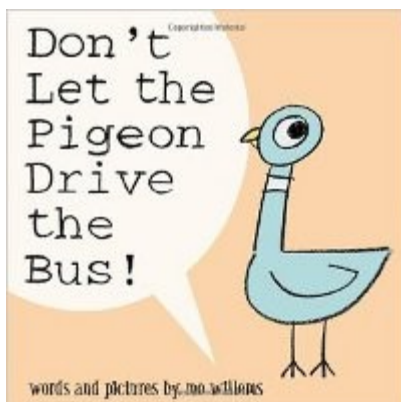


For durability and repetitive use, print on cardstock paper and laminate.



Find these great visual aids and MORE on our Pinterest page! Click [here](#) to see what is happening on "Tucker's NC Nest"!

Social/Emotional Book Nook



Mo Willems writes an exceptional tale about a bus driver who must leave his route and makes one request: "Don't let the pigeon drive the bus!" The readers take the role of dealing with the unrelenting pigeon who becomes even more determined to drive the bus the more he gets told no. Sound familiar? As the pigeon has a temper tantrum, young children can clearly see their own actions being reflected when they don't get their way. Perfect for ages two to six years of age, children love being able to answer back and interact with the story.

Do you have a question you would like to see answered in our monthly column?

Feel free to fax your question to 336-761-5107.

You can remain anonymous if you prefer, but please put your question to the attention of "Ask The Behavior Specialist".



Questions or Comments?



(336) 761-5100

Ext. 1010

Renae Lingafelt-Becker

RBeeper@ccrr.org

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