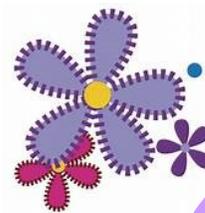


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Regional  
Behavior  
Specialists



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# OH, Behave!

## Reflection on Prevention



### Tip of the Month:

Do you practice the "Five Finger Breathing Technique"?

This technique can be done anywhere at any time with no other materials necessary than your fingers and hands.

Learn more about it [here](#).

### Connect with us!

Check out [Tucker's NC Nest](#) on Pinterest!

Follow OhBehaveTips on [twitter!](#)

Join our new online community by clicking [here!](#) By joining Social-Emotional Connections, you will have the opportunity to network, post questions, and share resources with other early childhood professionals in NC!

Open our latest public resource, a growing library shelf of virtual binders that include archived issues of the HSB newsletter, *Oh Behave!*, a collection of Disaster Response Resources, and a binder of scripted stories for classroom use! Click [here](#).

April is National Child Abuse Prevention Month. This month recognizes the importance of families and communities working together to learn how to prevent abuse and neglect. *Prevention* is a strong, key word.

As behavior specialists, our team looks at preventing challenging behaviors in classroom settings. What can be done to keep problematic behaviors from happening? What can be put in place to prevent children from exhibiting challenging behaviors to get their needs met? In every unique situation with an individual child, *prevention* is examined. Prevention is the act of stopping something from happening. For example, we don't want children to end up being suspended or expelled from their early care and education program. We know they need to be in school where they can learn social and emotional skills such as learning how to get along with others, how to share, how to follow directions, how to label and handle big emotions, develop social awareness and relationship skills to name the majority. In order to make this happen, we look at all we know today. We utilize evidence-based and research-based practices. We use tried and true strategies that have been found successful. We look at what every child brings to the

classroom and we work to understand what their behavior is trying to tell us. This is what we share with teachers too. It is crucial to meet a child where he or she is at the moment. We know children do not wake up in the morning and start thinking how they can ruin their teacher's day (even if it sometimes feels like it!). A general belief used to be that young children could not experience stress. But, we now know stress is a real factor in the lives of many young children and we look to find ways we can combat that. How long have you heard the word resilience? What a powerful word! Resilience is the capability to recover from difficulties. Resiliency is taking the protective factors (the positive parts of ones' life, if you will) and using those to build a wall to shield against the negative parts. A nurturing, responsive relationship between a teacher and a child is one of the most mighty protective factors that exists. A classroom that is predictable, safe, and has developmentally appropriate expectations is another protective factor for children. A classroom that is made of teachers using quality practices and intentional planning with established rules and routines is a good place for children. Supportive environments that are flexible to the needs of all the children are protective factors. Without even having personal knowledge of what the chil-

dren in our care encounter once they leave the classroom at the end of the day, we can provide every child with a positive experience and a good place to be. Our classrooms can be rich in love and learning.

The Pyramid Model is the conceptual framework that guides the technical assistance and trainings the North Carolina Healthy Social Behavior Specialists provide. The very bottom of the pyramid is made up of early care and education professionals that keep up with the latest research and developments. When we know better, we do better! Let's continue to learn together so we can offer the very best to young children. They need us now more than ever. The desire of National Child Abuse Prevention Month is for families and communities to come together to prevent bad things from happening to children. Let's compliment that by using the opportunity that each month gives us to work together to make positive things happen for every child! We've got this!

"Do the best you can until you know better. Then when you know better, do better."

-Maya Angelou



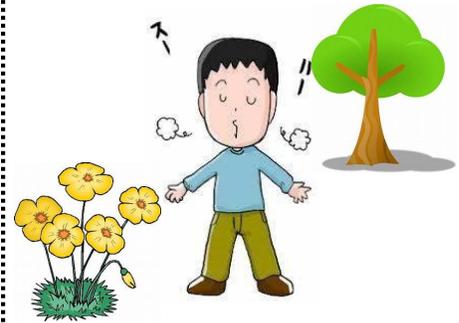


In each issue you will find a new card to help you build your very own "Calming Choices" Card Set for your classroom.



When I am upset, I can...

## GO OUTSIDE AND TAKE A DEEP BREATH



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

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution. - L. R. Knost

nourishingourchildren.org



**Question:** There's a new kid on the block! We are well into the school year and I just received a new student in my class. It's going on 3 weeks now and I can't tell if this is his temperament or if he's still struggling to get used to his new surroundings. But, I can't get him to interact socially. The other students have pretty much given up trying to play with him as well. He pulls back and just watches from afar. I've been intentional about building the relationship with him and his family. Am I missing something else here?

**Answer:** Well, you're already headed in the right direction as we always start with the RELATIONSHIP! But, have you considered your environment too? While some children are, in fact, slow-to-warm up and more reserved by nature, he might just be having a hard time with the transition. Make sure your classroom says, "Welcome! You belong here!" Hang a family photo on the family tree or wherever you showcase your families. Learn what he likes by asking the family to complete an "all about me" poster then incorporate some of those things in the classroom. Learn the names of pets, siblings and favorite characters and ask about them from time to time. Giving choices communicates that he is valued and in-control of his surroundings. Providing open-ended materials promotes interaction and encourages pro-social behaviors amongst children. Remember that some of the same things that make adults feel welcomed in a new environment also make children feel welcomed in their new environment. For example, having enough space to store personal things; seeing one's name and photo in plain sight; having a cozy corner or safe space to visit when needed; being able to access desired materials without having to ask for help; and, the presence of regular routines and dependable schedules. All of these help build confidence and trust. Good luck with your new student!!

**Tips:** Find a "My Teacher Wants To Know" form that can be sent home for a family to complete by clicking [here](#). This form is ideal to capture information on a child that is newly enrolled in your classroom.

To provide a family with a fill-in-the-blanks way to create an "All About Me" poster about their child, click [here](#). A Spanish version of this format can be found [here](#).



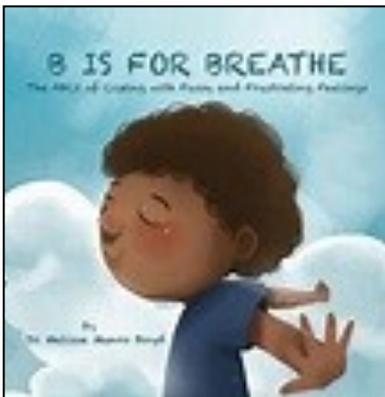
Do you have a question you would like to see answered in our column?

Feel free to email it to [AskTheBehaviorSpecialist@gmail.com](mailto:AskTheBehaviorSpecialist@gmail.com).

We will keep your identity private. Your question is probably one someone else needs answering, so ask away! Your time is appreciated!



## Social/Emotional Book Nook



From the letter A to the letter Z, *B is for Breathe* celebrates the many ways children can express their feelings and develop coping skills at an early age. Through the use of fun, cute, and exciting illustrations, this colorful book teaches kids simple ways to cope with fussy and frustrating emotions. This book will inspire kids to discuss their feelings, show positive behaviors, and practice calm down strategies. Ages 2-5.

