

... "bite size"
news from
your HSB
Regional
Behavior
Specialists



OH, Behave!

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Tip of the Month:

Are you following us on
Pinterest?

If not, this is the per-
fect time to do so!

Check out our
"Indoor Gross Motor
Activities"
board at Tucker's NC
Nest or
click [here!](#)



Connect with us!

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

Follow OhBehaveTips on
[twitter!](#)

Join our new online com-
munity 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 class-
room use! Click [here.](#)

That Big, BIG Energy: Boys AND Girls

Have you ever had a conver-
sation with a colleague
about all the big energy
you feel from the children
in your class? You might
mention to a fellow teach-
er how overwhelmed you
feel trying to keep a sense
of calm in your classroom.
If so, does it feel like you
are fighting a losing battle
some days against a natu-
ral force of liveliness that
children just can't seem to
contain?! We want to be
careful to not think of the
children as creating prob-
lems in the classroom just
because they have a need
to express their vitality.
Instead of trying to make
them be calm when their
bodies are trying to tell us
they just can't, let's offer
an environment of appro-
priate "big energy" or
gross motor activities.

We know every child is
different; but, have we
thought about how our
teaching should be differ-
ent depending on the indi-
vidual child? (Read that
question again). Get crea-
tive with how you are
teaching and what you
offer in centers. Here are
some suggestions for in-
tentionally setting up areas
in your classroom that

involve a whole-body ap-
proach to play:

- Create an activity maze
in the hallway. Using
crepe paper/streamers,
painter's tape (to avoid
harming the paint on the
walls) or masking tape,
you can set-up a spy lair
where the object is to
get between the stream-
ers without touching
them. Change the chal-
lenge and add a small
ball and see if it can be
tossed through the
maze without touching
the streamers.
 - You can create so much
with so little! Using the
masking tape or paint-
er's tape you used for
the above activity, make
shapes such as a trian-
gle, square, or rectangle
on the floor. Have chil-
dren hop or jump in or
over the shapes while
naming them. The possi-
bilities are endless with
this maze and it can be
as long or as short as
you desire!
 - How about setting up
an ice skating rink right
in the classroom? All
you need is clear plastic
to tape to the floor with
duct tape. Thick, fuzzy
- socks worn over their
shoes can serve as ice
skates. Adding some
snowflakes under the
plastic (or hanging
some around the
room) can add some
extra flair to the activi-
ty.
- Remember the dra-
matic play area doesn't
always have to be
home living. Have you
ever transformed the
area into a gym or fit-
ness center? Bar bells
can be made with two
liter bottles and con-
nected by a broom
handle or wooden
dowel. Dumb bells can
be made with various
sizes of bottles
weighted with water,
sand, rice, beans, etc.
Add mirrors, sweat
bands, hand towels,
music, steps, jump
ropes, etc. for a more
realistic appearance
and feel.

Children are naturally wig-
glers and squirmers!
Providing appropriate ac-
tivities to help manage big
energy will lessen inappro-
priate behavior. A calm,
more relaxed body is
ready to focus and think
clearly.



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

Question: I have been working through some challenging behaviors with one of my preschoolers for a while now and have finally begun to see some improvements in her behavior. Now, other children who otherwise had no behavioral concerns, are starting to demonstrate the very same behaviors: rebelling, saying "no", and being defiant. I am glad that I am starting to see an improvement in her behavior, but fear that it went on too long because other children are starting to use those same behaviors.

Answer: We know that children use imitation and mimicking behaviors to learn and practice new skills, but it can be frustrating when they mimic challenging behavior too.

Addressing those behavioral challenges probably demanded a lot of your attention and the other children may be seeking attention as well. If you can ignore these newly developed behaviors, do so. Appropriately ignoring these behaviors means they will be less likely to repeat them since they are not warranting the attention that they had hoped for. As soon as children return to the desired behavior, use descriptive praise to reinforce the pro-social behavior while teaching children exactly what behavior to use to get their needs met. Be sure to use positive attention to reinforce those behaviors that we want to see more of and withhold attention from challenging behaviors that we want to see diminished.

Continue to consistently implement the strategies that have been working with the targeted child. As you continue to support her, be sure to celebrate her successes publicly but respond to her use of challenging behavior privately. Using the ignoring strategy works best when we are interacting positively with children when they are NOT using challenging behavior.

When I am upset, I can...

BEND AND TWIST PIPE CLEANERS



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



Introducing our **Pyramid Fidelity Tip Section** for those of you having the Teaching Pyramid Observation Tool (TPOT) or the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) completed in your classroom. This section will help you connect the main topic of each issue with indicators on these scales. These assessments support Pyramid Model practices which promote and support children's social-emotional development.

Engagement and Activity

Check out TPOT Item 1 Schedules, Routines, and Activities (SR) and Item 4 Promoting Children's Engagement (ENG).

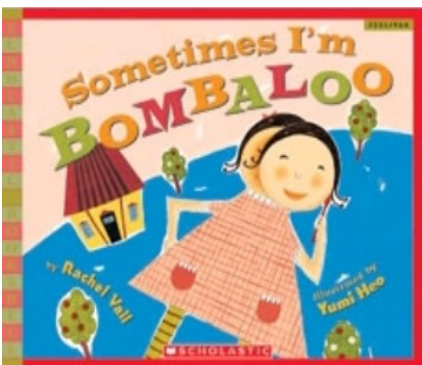
Check out TPITOS Item 4 Teacher Promotes Children's Active Engagement (CAE).

Do you have a question you would like to see answered in our column? Feel free to email it to 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!



I Am A Child
I AM NOT BUILT TO SIT STILL.
Keep my hands to myself,
take turns, stand in line, be patient,
or keep quiet.
I need motion, I need novelty
I need adventure,
and I need to engage the
world with my whole body
LET ME PLAY
Trust me, I am learning!

Social/Emotional Book Nook



In this adorable book by Rachel Vail, Katie sometimes loses her temper and she uses her feet and her fists instead of her words. She's Bombaloo! Being Bombaloo can be scary! With a little time to calm down and think about why she's mad and a little love from her mother, Katie feels like herself again. (Ages 3-8)

How To Reach Us:

Renaee Lingafelt-Becker
245-4900, ext. 1010
RBecker@childcareresourcecenter.org

Cherie A. White
245-4900, ext. 1017
CWhite@childcareresourcecenter.org

