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your HSB  
Regional  
Behavior  
Specialists



# OH, Behave!

Volume 17, Issue 10

April 2014

## March Madness in April?!

Sorry basketball fans, this issue is not intended to discuss the final four or whether or not your bracket is still in perfect order. Instead, we wanted to devote this newsletter edition to the many questions your NC– Healthy Social Behaviors Team has been asked when we come into your classroom to help with challenging behaviors. Many programs are gearing up for the Environment Rating Scale (ERS) assessment and teachers are indicating they are nervous and stressed about the process (even if you have successfully experienced the ERS before). Additionally, many are wondering how the ERS relates to the Pyramid Model strategies that we suggest using when trying to manage your classrooms. We are here to help!

### Tip of the Month:

HSB Behavior Specialists serve licensed child care centers in all 100 counties across the state.

To obtain the contact information for the Behavior Specialist(s) serving your county, please click [here](#).

### Connect with us!

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

Follow OhBehaveTips on [X \(formerly, Twitter!\)](#)

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](#).

### Question 1: Are there any activities you use that encourage children to work together? (Rating Scale #33; Indicator 7.2)

Using the Teaching Strategies of the Pyramid Model, *I am a Super Friend* Social Story, <https://challengingbehavior.org/document/i-can-be-a-super-friend/> is a Scripted Stories that helps children understand social interactions, situations, expectations, social cues, and how to look for the good in one another. To learn more about how to incorporate this friendship strategy in your classroom, "You've Got To Have Friends", <https://challengingbehavior.org/document/youve-got-to-have-friends/>. Also, check out how to recognize a super friend with this ready-to-use award, <https://challengingbehavior.org/document/super-friend-award/>.

Stay-Play-Talk is another Pyramid Model strategy that would meet this criteria in the ERS. To learn more and implement, check out <https://challengingbehavior.org/document/implementing-stay-play-talk-in-early-childhood-classrooms/>. This resource helps adults teach peer buddies the steps in Stay-Play-Talk, a peer-mediated intervention for increasing social interactions.

Teachers should allow children to work out problems together. Teachers need to model positive social interaction with children and peers. Be sure to explain feelings and what causes people to have those feelings. This handout walks preschool practitioners through the steps to teaching problem solving, along with clearly defining the teacher's role and example language: [https://challengingbehavior.org/wp-content/uploads/2023/08/problem-solving\\_real\\_world.pdf](https://challengingbehavior.org/wp-content/uploads/2023/08/problem-solving_real_world.pdf)

Check out this amazing tip sheet on helping children learn to problem-solve: [https://challengingbehavior.org/wp-content/uploads/2023/04/challenges\\_solutions.pdf](https://challengingbehavior.org/wp-content/uploads/2023/04/challenges_solutions.pdf)

### Question 2: Are any activities used to help children understand the variety of people in our country and in the world?

(Rating Scale #28; All indicators)

The Relationships level of the Pyramid Model offers a strategy that uses a visual choice board to help young children select and use a classroom greeting. Options include contact and contactless greetings. Includes a blank space for teachers to insert their language translations as needed. Check it out- <https://challengingbehavior.org/document/greeting-board-english-blank/>

Continued on page 2!



## March Madness in April?! Continued...

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...

**RUN IN PLACE  
FOR 10 SECONDS**



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

**A rich  
and engaging  
environment  
for children  
requires  
more from us  
than a beautiful  
room arrangement.**

- Deb Curtis,  
Really Seeing Children



**Question 3: Do teachers and parents ever share information about the children? How is this done?** (Rating Scale #38; Indicator 3.2 and 5.3)

The Pyramid Model has a checklist families can use to provide information about the child to the teacher. This is great to use when a new child is enrolled in the program or a new classroom for the first time. It helps the teacher learn beneficial information about the child and it shows parents a teacher is interested in getting to know the child.

[https://challengingbehavior.org/docs/ttyc/TTYC\\_MyTeacherWantstoKnow.pdf](https://challengingbehavior.org/docs/ttyc/TTYC_MyTeacherWantstoKnow.pdf)

It is important to mention the following brief provides practitioners with practical strategies for building relationships and collaborating with families from racially and ethnically diverse cultural backgrounds. It identifies common challenges and offers strategies for addressing them. This also correlates with question 2 on the front page. <https://challengingbehavior.org/document/practitioner-brief-culturally-responsive-practices-to-collaborate-with-families/>

**Question 4: Are there smooth transitions between daily events/ activities?** (Example— materials ready for next activity before current activity ends; most transitions handled a few children at a time rather than whole group) (Rating Scale #34; Indicator 7.1)

Using the Environments portion of the Pyramid Model, "Helping Children Transition Between Activities" <https://challengingbehavior.org/document/helping-children-transition-between-activities/> is a tip sheet that provides families with strategies to help children predict what is coming next which helps make transitions smoother.

The Backpack Connection Series was created by the Technical Assistance Center on Social-Emotional Intervention for Young Children (TACSEI) to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. As an example, <https://challengingbehavior.org/document/routines-and-schedules-how-to-use-visual-schedules-to-help-your-child-understand-expectations/>. Also, check out another resource about using "Visual Supports for Routines, Schedules, and Transitions" <https://challengingbehavior.org/document/visual-supports-for-routines-schedules-and-transitions/>.

**Question 5: Do staff seek advice from other professionals concerning behavior problems?** (Rating Scale #31; Indicator 7.3)

Reaching out to a Healthy Social Behavior Specialist and receiving support and coaching is seen as positive. As you can see, the Environment Rating Scale works in conjunction with the Pyramid Model. If a child's behavior is difficult to manage in the classroom, an HSB specialist can help identify what the behavior is trying to communicate and suggest strategies to address the particular behavior. The ERS assessors will be looking to see if staff are consistent in the way different situations and children are handled and if guidance and direction are applied in age-appropriate and developmentally appropriate levels. Pyramid Model strategies help create a positive, more inclusive classroom where every child can universally receive the support he or she needs.

More ERS and PM questions? Let us know!

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!



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