



Seven Essentials

Guiding Principals to Help Children Everyday



#7. Guide and limit behavior to keep your child safe and teach what's acceptable, and what's not – the rules of being a cooperative, responsive, and caring person.



School Ready?

Module 3: “Individualized Intensive Interventions”

What Does Infant/Toddler Guidance Look Like?

"A pinch of prevention is worth a pound of cure"

- **Proactive guidance is best.**
- **Anticipate challenges and prepare for them.**
- **Prompt response and consistency helps to build trusting relationships.**
- **Responsive caregiving includes understanding the individual needs of children.**

What ITERS-R says:

28. Discipline, 5.2: Program is set up to avoid conflict and promote appropriate interaction

28. Discipline, 5.4: Staff react consistently to children's behavior

- Being proactive reduces the instances of challenges
- Anticipate problems
 - Open Space = Running
 - Few Materials = Competition/Fighting
 - Few gross motor materials/opportunities = Climbing on tables/Pushing chairs
- Engage children in positive activities
 - Get on the floor with them
 - Talk, sing, ask questions
 - Help children understand how to use materials
- Responding promptly and consistently lets children know you'll be there and what to expect
- Every child is different. Try to individualize care to meet the unique needs of the child

Support Children's Efforts

- Make an effort to understand what children are trying to communicate.
- Allow children opportunities to problem solve.
- Infants and toddlers are capable in many ways.
- Observe first, act second.

What ITERS-R says:

13. Helping children use language, 5.1: Staff generally respond in a timely and positive manner to children's attempts to communicate

25. Supervision of play and learning, 5.4: Staff give children help and encouragement when needed

- Encouraging children to communicate helps them acquire the words they need to express themselves
- Respect what children can do
 - If they can walk, allow them to do so
 - Help them when they are ready to use a cup or feed themselves
- Allow children to problem solve by stepping back and observing when and if they need help

Respect How Children Feel and Who They Are

- Be sensitive to and aware of children's feelings.
- Infant/toddler temperaments can vary.
- Notice behavior you want to be repeated.
- Respecting children opens the door for attachment and bonding to occur.

What ITERS-R says:

27. Staff-child interaction, 7.1: Interaction is responsive to each child's mood and needs

27. Staff-child interaction, 7.2: Staff are usually sensitive about children's feelings and reactions

28. Discipline, 5.3: Attention frequently given when children are behaving well

- Tell children what you're going to do before you do it - Give gentle warnings
- Avoid abrupt transitions
- Notice positive behavior with specific words so children understand exactly what they've done well
- Everyone has a different temperament and children are no different. We all want to be respected and valued for who we are.
- Children bond and attach to adults who celebrate them and are there when they need them

Promote Social Interactions

- Provide an environment that promotes interaction and exploration.
- Encourage and help children to play together.
- Help children to understand one another's feelings.
- Provide choices when possible.

What ITERS-R says

30. Free Play, 7.2 Staff add materials to stimulate interest during free play

26. Peer Interaction, 5.1: Staff facilitate positive peer interactions

26. Peer Interaction, 7.1: Staff explain children's actions, intentions, and feelings to children

- Let babies safely interact with one another
- Ask yourself if your environment is inviting, functional, consistent, and safe
- Help children to understand each other's feelings
 - Remember to do this when children make you or another child happy and not just when they hurt
- Provide choices as often as possible – so much of infant's and toddlers lives are decided for them

Model and Encourage



- **Model the behavior you want to see.**
- **Help children label their feelings.**
- **Facilitate communication and problem solving.**
- **Practice consistency and patience.**

What ITERS-R says:

28. Discipline, 7.2 Staff help children to learn to use communication rather than aggression to solve problems

27. Staff-child interaction, 5.2: Staff and children usually relaxed, voices pleasant, frequent smiling

- Model using your “inside voice”, giving “soft touches”, using “walking feet”
 - Don’t sit on furniture, yell, touch children harshly, etc
- Allow children to be angry, frustrated, and sad
 - Help them learn to display their emotions in an appropriate manner
- Let children practice working out their problems and encourage them to communicate with one another

School Readiness

- Social and behavioral competence are keys in predicting school success.
- How can we use guidance to support social-emotional development and school readiness with infants and toddlers?



Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family backgrounds (Raver & Knitzer, 2002).

http://www.challengingbehavior.org/do/resources/documents/rph_social_dev_school_readiness.pdf

Let's look at what we can do today with Infants and Toddlers to help ensure school success later

School Readiness

Video Clip 2.5

“Problem Solving”



Group Discussion