

## Proactive Strategies

### 1. Emotional Detachment

Focus on the behavior of the child and name it. This will help you move past how you feel about the misbehavior or the child and pay attention to the actions. Ex: "Mandy threw a block at the wall"

### 2. Developmental or Learned?

Before you take action to correct the misbehavior, decide if it is developmentally normal for this age or if it might be a learned behavior. If it is developmental – REDIRECT the behavior to a more acceptable place or time. If it is learned behavior, select an appropriate REACTIVE strategy to deal with it.

### 3. What's Going On In The Brain?

Reptilian System – Instinctive behaviors, autonomic functions, fight or flight response. When children's behavior is controlled by this system – provide SAFETY.

Limbic System – Emotional responses, interpretation and control. When children's behavior is controlled by this system, provide COMFORT.

Upper Cortex – Logic and reasoning. When children's behavior is controlled by this system, provide GUIDANCE.

### 4. Giving Instructions

A child's brain needs simple, understandable language to help it correctly interpret. Use actionable verbs in instructions. Follow the Instruction – Action formula for success.

### 5. Special Time

Take time to spend with children one-on-one (5 – 20 minutes) and allow the child to be in charge of which activities you are going to do. Give the child some control and take the opportunity to live in their space.



## Reactive Strategies

### 1. Natural Consequences

All Ages

Things that happen naturally without 'human intervention'. Your job as a teacher is to tell the child what just happened and why. Ex: "You fell and hurt yourself because your shoelaces were undone and you tripped over them."

### 2. Logical Consequences

All Ages

These consequences are logically linked to the misbehavior and are usually reinforced by you. EX: Your rule is that everyone washes his or her hands before playing with play dough. If Jack won't wash his hands, the logical consequence is that he won't get to use the play dough. If he throws a fit, the logical consequence is to be separated from the class until he calms down, and so on.

### 3. Making Amends

3 years +

As part of their social and emotional development, children should learn to make amends to those that they have hurt in some way. Ask the child, "What are you going to do to make ---- feel better?" Let children make their own choices here, and then accompany them while they carry out their amends. Do not tell a child to say sorry!

### 4. Self Reflection

3 years +

The point of self-reflection is to change how the brain is wired around misbehavior. You are teaching children to rethink their actions and options. In a quiet spot, have the child sit for 3 minutes and answer an age appropriate question like, "What one thing can you do today to make your friend feel better?" Return in 3 minutes and expect a response to your question. If there is no reasonable answer, repeat the question, and return in another three minutes, and so on.

### 5. Redirection

All Ages

Use this technique for developmentally normal behaviors. Redirect children to a place where they can do their action, like tearing. Or, when children are clearly no longer coping in a particular area, redirect them to something completely different to help the brain change focus and 'reset' the child's behavior.