

Expectations and Regulation

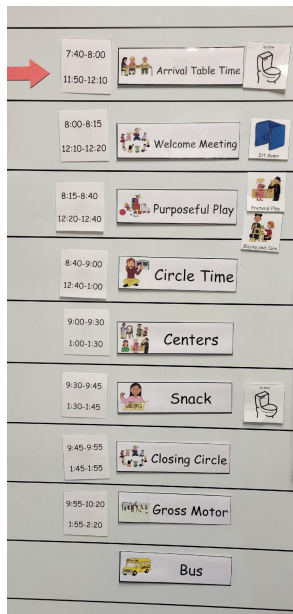
Meeting Diverse Needs

Model the Expectation

- Use a calm and even tone *model the calm you want with your voice*
- Model belly breathing *don't make direct eye contact; stand at an angle from child; use phrases like "smell the flowers" or "blow out the candle"*
- Clearly Communicate, but don't over communicate *the more agitated the child, the less words you should use*
- Establish boundaries *"You can be mad, but you may not use that tone with me"*
- Remember, Regulation before Expectation *the child must get calm first and THEN you can give the directive again*
- Follow through: Say what you mean and mean what you say *first give the expectation "No throwing blocks or you will not play with blocks today." Then if they throw the blocks you can say, " You CHOSE to throw the blocks so, you CHOSE not to play with blocks today." They will learn their choices have consequences.*

Expectations

- Standards with expectations for typical development: IN DOE Early Learning Standards
- Inspire, Don't Require: encouragement instead of demands *Inspire them to do things to avoid battles: "I think I can pick those up faster than you, ready...GO!"*
- Notice and comments on positive behaviors to encourage them *"I like the way you are____. High five!"*
- Visual Supports: visual schedule, visual/audio timer, First-Then visuals, tangible transition items *Can use vinyl ID holders on retractable key chain. Tap the card as you refer to what it says. Can also use sand timers and visual schedules for transition issues.*
- Fail-Safe Choices: give the child a choice on how or where the activity will take place



Visual Supports



Regulation

- Model the calm *the louder they get, the quieter you get*
- Actively and regularly practice guided belly breathing and yoga *these get a child ready to learn*
- Provide visual supports (feelings poster, feelings scale, choices for activity or type of break, visual schedule, tangible transition item)
- Provide a calming area or safe place with sensory tools and comfort items *if a child goes under a table or to a corner (and they're safe), let them calm there. It means they don't feel safe. They will come out when they are ready*
- Consider your level of sensory stimulation in the classroom

Extra Notes: *Re-direct brain activity, "Are you mad or sad? Show me how you feel right now" (by pointing to the correct face symbol on a sheet of choices); encourage them to say their feeling out loud.*

Calming Area



Redirection

- “Stop!” works better than no. *STOP is an action, NO is an answer*
- 2 Step Redirection: 1) Stop the behavior and 2) teach the replacement behavior
- Give chances for do-overs to provide practice engaging in the expected or desired behavior and to make the undesired behavior more work.
- Offer fail-safe choices or use First-Then statements to promote acceptance and participation
- If there was damage, allow the child to have an opportunity to engage in restorative practices

Extra Notes: *With the child and the parent, focus on "areas for growth" rather than using a negative phrase about what they are doing wrong. "Let's WORK ON these things," as opposed to "You need to CHANGE these things"*

Resources

- IN DOE Early Learning Standards
<https://media.doe.in.gov/news/2023-early-learning-standards-final-5-25-23.pdf>
- IN DOE Early Learning Frameworks
<https://inlearninglab.com/collections/early-learning-instructional-frameworks>
- NAEYC
<https://www.naeyc.org/>
- Conscious Discipline
<https://consciousdiscipline.com/>
- LessonPix
<https://lessonpix.com/>