

## Positive Behavioral Practices (Public Pre-K)

### Policy Builder Prompts

PROMPT	WRITER'S TIPS
<p>What positive behavioral supports and strategies are used in the program?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe specific actions taken to build positive relationships with children and how daily interactions with children contribute to positive relationships with teachers (examples: greeting them each morning, planning activities around their interests, celebrating successes).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>~ Modeling positive words and actions</li> <li>~ Encouraging children to describe their feelings</li> <li>~ Acknowledging positive behavior</li> </ul> <p>Intervening before negative behaviors or situations occur</p>
<p>How are children given choices throughout the day to encourage positive behavior?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Look at the daily schedule or think about the program's daily routines. When are children offered choices that encourage their independence, decision making, or some positive control over their environment?</li> <li>~ How are children offered choices that encourage them to choose a positive response or behavior over a negative response or behavior?</li> <li>~ Describe situations where two choices may be offered to children to promote positive behavior.</li> </ul>

PROMPT	WRITER'S TIPS
<p>When and how is redirection used as a behavior strategy?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ There are four types of redirection. Think about each one and then provide examples or describe how it is used to encourage positive behavior. <ul style="list-style-type: none"> <li>~ <b>Verbal Redirection:</b> when simple directions are given that distract a child away from a challenging behavior or situation and guide the child to more appropriate activities or choices.</li> <li>~ <b>Physical Redirection:</b> when a gentle touch is offered to a child to interrupt a challenging behavior while giving a simple direction and guiding the child to a more appropriate behavior or activity.</li> <li>~ <b>Redirection with Visual Cues:</b> when a visual cue is provided to interrupt or prevent a challenging behavior while guiding a child to a positive alternative. Pictures, gestures (e.g. pointing), and symbols (e.g. stop sign) are examples of visual cues.</li> <li>~ <b>Redirection with Attention:</b> when a child's attention is verbally or nonverbally drawn to someone who is modeling the desired positive behavior. For example, "Jimmy is helping to pick up the toys", so the children see exactly what is expected.</li> </ul> </li> </ul>
<p>How is reflection used as a positive behavior strategy, and what are some examples of this approach?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ How are children encouraged to think about a problem or conflict?</li> <li>~ How are children taught to look for possible solutions to their problem?</li> </ul> <p>Reflection strategies help children:</p> <ul style="list-style-type: none"> <li>~ Stop and think about a problem or conflict</li> </ul>

	<ul style="list-style-type: none"> <li>~ Brainstorm and select possible solutions</li> <li>~ Test the solution they selected</li> <li>~ Evaluate how well the solution they tried worked to solve the problem or conflict</li> </ul>
<p>How is problem-solving used as a positive behavior strategy, and what are some examples of this approach?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Are children encouraged to solve problems together?</li> <li>~ Are they encouraged to solve problems with the help of an adult?</li> <li>~ How do adults model problem solving for children?</li> <li>~ What would a visitor see and hear if they walked into your setting when children were resolving a conflict or problem?</li> </ul>
<p>How are the rules and expectations made clear to the children?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe how having clear rules and expectations supports positive behavior of young children.</li> <li>~ Describe how rules are made clear to the children.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>~ Rules and expectations are written as positive statements (example: "We help each other").</li> <li>~ Rules and expectations are written in clear, simple language.</li> <li>~ Visual cues are posted with the rules and expectations.</li> <li>~ Rules and expectations are modeled and reinforced consistently by all adults in the program.</li> <li>~ Rules and expectations are reviewed with the children as needed.</li> </ul>

How do the children provide input when developing rules?

#### Writer's Tips and Think Abouts

- ~ Explain the process for developing the program's rules and expectations.
- ~ Describe how children are involved in the process of developing rules and expectations.
- ~ How are children encouraged to think about what rules are needed in the classroom and why?