

## Positive Guidance Policy Builder Prompts (QR 1 – 5)

| PROMPT  | WRITER'S TIPS   |
|---|---|
| <p>What positive behavioral supports and strategies do you use in your program?<br/>(Required Levels 1-5)</p> | <p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe specific actions you take to build positive relationships with children and how your daily interactions with children contribute to the positive relationships you have with them (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> <li>~ Intervening before negative behaviors or situations occur</li> </ul> |
| <p>What kinds of choices do children have throughout the day?<br/>(Required Levels 1-5)</p>                   | <p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Look at your daily schedule or think about your daily routines. When are children offered choices that encourage their independence, decision making, or some positive control over their environment?</li> <li>~ How do you offer children choices that encourage them to choose a positive response or behavior over a negative response or behavior?</li> <li>~ Describe situations where you may offer two choices to children to promote positive behavior.</li> </ul>  |

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| <p>When do you use redirection as a behavior strategy?<br/>(Required Levels 1-5)</p> | <p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ There are four types of redirection that you may want to reflect on if you use them with children. Think about each one and then provide examples or describe how you use it to encourage positive behavior.</li> <li>~ <b>Verbal Redirection:</b> when you give simple directions 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 you offer a gentle touch 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 you provide a visual cue 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 you verbally or non-verbally draw the children's attention to someone who is modeling the positive behavior you're looking for. For example, when you say, "Jimmy is helping to pick up the toys", you help all the children see exactly what is expected.</li> </ul> |

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| <p>How do you share your program's rules?<br/>(Optional Level 1, Required Levels 2-5)</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> </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> |
| <p>Do the children help develop the rules?<br/>(Optional Levels 1-3, Required for Levels 4 &amp; 5)</p> | <p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Are children active participants in developing rules and expectations?</li> <li>~ How are children encouraged to participate in the process of developing rules and expectations?</li> <li>~ Explain the process you use for developing your program's rules and expectations.</li> <li>~ Describe how children are involved in the process of developing rules and expectations.</li> </ul>  |

| <b>PROMPT</b>  | <b>WRITER'S TIPS</b>   |
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| <p>Are reflection and problem solving used as positive behavior strategies? If so, what are some examples of how they are used?<br/>(Optional Levels 1-2, Required Levels 3-5)</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>~ Do adults model problem solving for the children?</li> <li>~ What would a visitor see and hear if they walked into your setting when children are resolving a conflict or 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> <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> |