

DEVELOPING STRATEGIES FOR POSITIVE SOCIAL-EMOTIONAL SUPPORTS

"[Staff] use positive methods of child guidance." (Head Start P.S. 1304.52(h)(iv))

Child's name _____ Teacher's name _____ Date initiated _____

Step 1: Gather information

A. Observations

- ___ Classroom staff observe child. *Continue observations until desired outcome occurs.*
- ___ Site manager observes classroom

B. Family input

1. Family reaction to Social-Emotional Screen:

2. *If helpful*, obtain the following information:

___ a. Social Emotional Questionnaire: ASQ
3- year-old cutoff: 59 Child's score: ___ OR 4-year-old cutoff: 70 Child's score: ___

___ b. Family situation. Have parents fill out "A Stress Test for Children"

3. Ideas family members have regarding concerns:

Step 2: Meeting

Participants (teacher, assistant teacher, site manager, others):

Date: _____

a. Discuss each of the following:

1. "Conscious Discipline 90 Strategies" that might be helpful.
2. Observations and parent insights
3. Think through "Possible Reasons for Child To Be Stressed/Exhibit Behavior Problems"

b. Develop strategies for providing positive social-emotional supports (attached to this page)

c. Communication

1. If not already involved, the site manager will let the Healthy Living Counselor know.
2. Who will communicate with parent about this plan? _____
3. Follow up meeting date will be: _____ (a date 2 – 4 weeks from now)

Step 3: Next Steps

a. *Begin implementing strategies*

- b. Parents were contacted on _____
- c. If requested, Healthy Living Counselor observed on _____
- d. Forms/observations will be placed in the front pocket of the child's portfolio, behind the screening forms.

Step 4: Follow-up

___ Successful OR

___ Strategies need to be revised. Meeting scheduled for _____ (Use copy of this page to document meeting.)

- a. Observe again before meeting.
- b. Include the Healthy Living Counselor
- c. Obtain insights from parents before or during meeting.
- d. Review "Conscious Discipline 90 Strategies" and select additional strategies before meeting.
- e. Request the involvement of your school's ECSE program.
- f. Request that Roxie Simily, mental health specialist, observe the classroom

OBSERVATIONS OF CHILD BY CLASSROOM STAFF

Child's Name _____

1.

Time	What occurred? Who was involved? Include what happened before problem and what occurred after problem.	Reflection/interpretation (optional)

OBSERVATIONS OF CLASS BY SITE MANAGER

Child's Name _____

<p>A. POSITIVE ACTIVITIES OBSERVED</p> <p>___ Greet child warmly upon arrival.</p> <p>___ Check with parent/person who brought child on how the child's morning had gone.</p> <p>___ Engage the child in an <i>I Love You Ritual</i>.</p> <p>___ Has recently added something that this child had done to the Helpful Board.</p> <p>___ Has recently used the Celebration Chair to recognize an accomplishment of the child.</p>	<p style="text-align: right;">Date _____</p>
<p>Each time the staff notices child in a positive way. Examples:</p> <p>VERBAL</p> <ul style="list-style-type: none"> • Talks to child about what he's doing. • Ask questions about her family, pet, likes to do—and listen attentively to answers. • Ask him to help you or another child with a task. • Ask her what she would like to do. • Let him know that you enjoy being with him and are glad that he is in your class. • Show appreciation for her contributions to the group, her sense of humor or her sensitivity. <p>NONVERBAL</p> <ul style="list-style-type: none"> • Gives child a friendly smile, a high-five, a hug, or a cuddle. • Is his partner or lets him sit on your lap. • Offers help. • Takes time to teach her a new skill. • Readily complies with child's request, e.g. to let finish his work, or to put work on wall. <p><i>Note whether more than one staff person interacts positively with child.</i></p>	
<p>B. NEGATIVE INTERACTION</p> <p>VERBTAL</p> <p>Each time a staff person says, "Don't _____."</p> <p>Makes a negative comment.</p> <p>NONVERBAL</p> <p>Frowns</p> <p>Pulls child</p>	

A STRESS TEST FOR CHILDREN

Children are stressed by a wide variety of reasons—some positive, others negative. The following scale gives an estimate of the impact of various changes in a child's life *within the past year*.

Directions:

1. Enter number of points by each item that occurs in a child's life.
 - a. If item occurs twice, double the score.
 - b. Change point value if better reflects child's stress level.
 - c. Add items that are missing from this list.
2. Add up the total points for all of the items.

Score

- a. Below 150 points: less than average amount of stress
- b. 151-300 points: may show some symptoms of stress
- c. Above 300 points: strong likelihood he or she will experience a serious change in health and/or behavior.

<u>Stress</u>	<u>Points</u>	<u>Child's Score</u>
Parent dies	100	_____
Parents divorce	73	_____
Parent goes to jail	73	_____
Child moves in and out of foster care system	73	_____
Parents separate	65	_____
Psychiatric disorder of a parent	65	_____
Close family member dies	63	_____
Parents reduced ability to function due to health problem such as, advanced cancer, MS, alcohol or drug use	55	_____
Personal illness or injury that requires extended hospitalization.	53	_____
Parent remarries	50	_____
Parent loses job	47	_____
Boyfriend/girlfriend moves in or out	45	_____
Financial problems	45	_____
Change in health of a family member	44	_____
Crowded living conditions (in the United States)	39	_____
School difficulties—gets in trouble often	39	_____
Birth of a sibling	39	_____
School readjustment (new teacher or class)	39	_____
Gets yelled at a lot	39	_____
Mother becomes pregnant	36	_____
Born premature (less than 5 lbs)	30	_____
Family member moves in or out	29	_____
Trouble with grandparents	29	_____
Receives or loses a pet	25	_____
Move to a new house	20	_____
Changes to a new school/child care program	20	_____
Changes sleeping habits	18	_____
Born a male	15	_____
Gets immunizations	13	_____
Christmas activities	10	_____
	TOTAL	_____

POSSIBLE REASONS FOR CHILD TO BE STRESSED/EXHIBIT BEHAVIOR PROBLEMS

Develop hypotheses as to the cause(s) of challenging behavior. (*Creative Curriculum*, p. 161)

Directions: Check some possible reasons for behavior

Internal

- afraid, fearful
- anxious (not knowing who will pick up)
- bored
- curious, concentrating
- security/attachment
- depressed/sad
- shy
- needs attention
- need for independence
- need to be in control of situation (lack of power)
- feelings of inadequacy ("I can't do it.")

Learning Style (*Creative Curriculum*, p. 39-41)

- Auditory (listening)
- Visual (looking)
- Kinesthetic (moving)

Environmental

Center

- rules/routines not clear
- another prevents, e.g. teacher said no time now
- trying to be helpful
- another reinforcing/encouraging behavior
- classroom physical arrangement
- not taught how to...perform task, talk another child into doing idea, etc.
- transitions (changes)
- staff or children unfamiliar or uncomfortable with family's race, culture, sexual orientation, or religion

Home

See "A Stress Test for Children"

Modeling

- aggressive adults/children
- aggressive toys
- aggressive TV

Physiological

- weather affecting child
- hunger
- sleep problems: doesn't get enough/doesn't need much
- too hot in room
- clumsy, growth spurt
- sleep apnea
- pin worms
- not enough exercise, too much sitting
- reaction to food/medicine/environment (allergy)
- new/different thinking process
- sick, teeth hurt, immunization, etc.
- unable to do (uncoordinated pee muscles, can't sit still)
- impulsive (vs. reflective) learning style

Disabilities (diagnosed and undiagnosed)

- difficult to understand/doesn't talk (speech)
- difficulty understanding (language/cognitive)
- problems with motor skills, lack of coordination
- problems hearing/seeing
- hyper/hypo sensitivities: sight, sound, touch, oral, smell, balance/movement