

Child's Growth and Learning

Domain: Social and Emotional Development

Key Element: Self Control

| ACTIVITY | OBJECTIVES | MATERIALS |
|-----------------------------|---|--|
| Positive Behavior Practices | <p>Student will learn about appropriate behaviors in a way that protects self-esteem and slows a child to grow emotionally and mentally.</p> <p>Student will identify actions with the words <i>respect and responsibility</i>.</p> <p>Student will learn to monitor feelings to be able to choose between appropriate behavior to join the group or to find a place to go and “recover”.</p> | Positive Behavior Practice Handout for Parents |

Lesson Plan

Teacher will introduce the two rules of the classroom to the group. S/he will begin by asking if the students know the meaning of the words *respect and responsibility*. Each word will be presented individually and with guidance, the students will provide examples of being respectful and responsible. Teacher will continue with examples of not being respectful or responsible. Teacher will expand discussion about being respectful to others, ourselves, the classroom, and materials. Teacher will expand discussion about being responsible for one self, when working with others or in groups, responsible to come to school to learn, teacher is responsible to teach, responsibility in the school, the classroom, etc.... Each day, the two rules of the classroom will be reviewed and discussed with possible appropriate actions. As natural events arise, teacher will remind students of the rules. For example, “We are walking to the library. Please show respect for other students who are learning.”

Guidance/Facilitation/Teacher Behaviors

Teacher will guide students to solve their own problems following the 5 steps of *Love and Logic Solution*.

- Step One: Empathy – “How sad.”, “I bet that hurts.”
- Step Two: Send the Power Message.” - “What do you think you’re going to do?”
- Step Three: Offer choices – “Would you like to hear what other kids have tried?”, At this point, offer a variety of choices that range from bad to good. Start out with the poor choices. Each time a choice is offered, go on to step four, forcing the student to state the consequence in his/her own words. This means that you will be going back and forth between Love and Logic steps three and four.
- Step Four: Have the student state the consequences – “And how will that work?”
- Step Five: Give permission for the child to either solve the problem or not solve the problem – “Good luck. I hope it works out.”

Procedure/Process/Expected Child Behaviors

Student will participate in the classroom with shared control. Students will make simple decisions and use alternative ways to express the message that their inappropriate behavior carries in a more appropriate replacement behavior.

Extensions

In all classroom situations be consistent. Follow these three strategies.

Preventive: Structure classroom environment so that children are given every opportunity to succeed.

Activities are designed to be developmentally appropriate for all children.

Classroom activities are structured to provide students abundant opportunities to learn, move and explore.

Operate with the idea that when children share control, fewer battles for control will occur.

Maintain an atmosphere of mutual respect: When a challenging situation arises, respond with empathy and allow children to experience natural consequences.

Natural consequences are the result of an action or behavior. So, if a child chooses not to clean up after an activity, the natural consequence is that they are late to the next activity because they must stay and clean up.

Natural consequences are applied with empathy, not anger, lectures, or threats. When this happens, a child is allowed to learn from the situation, not focus their anger and resentment on the adult.

Shared thinking: Engage student in learning appropriate skills and being an active partner in that learning.

Children are assisted with solving their own problems. Teacher provides suggestions and facilitates interactions.

When a challenging behavior occurs in a group, the child is given a choice to behave appropriately and remain with the group or to find a place to go and “recover”. “Recovery time” replaces the traditional “time-out”.

The student can monitor his or her own readiness to rejoin the group. This is different from “time-out” in that the child is doing the thinking and decides when they are ready to rejoin the group. S/he may do so without a required time limit.

The child’s behavior always carries a message. Teacher will strive to identify the message behind challenging behaviors and assist the child in finding another way to express the message.

When a behavior is inappropriate, teacher will identify and teach an appropriate replacement behavior. For example, a child who hits when angry is assisted using language to express himself to other children.

Evaluation

In an atmosphere of mutual respect, few true behavior “problems” will occur.