

Skills for Success Curriculum Resource Cover Page

Organization

CESBA

Curriculum Resource

Child Development Practitioner Apprenticeship: Learning about Growth Mindset, Self-Regulation and Behaviours

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	2
Competency A -Find and Use Information	A2. Interpret documents	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	2
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	2

Competency F – Engage with Others	N/A	2
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Goal Paths (check all that apply)

- Employment
- Postsecondary
- Apprenticeship
- Independence
- Secondary School Credit

Embedded Skills for Success (check all that apply)

- Adaptability
- Numeracy
- Collaboration
- Problem Solving
- Communication
- Reading
- Creativity and innovation
- Writing
- Digital

Notes: Suggested Milestones 3 and 55

This resource has content and modified materials from:

Laubach’s Get-Set Early Childhood Education course, resource available for download at: <https://www.laubach-on.ca/bookstore/book/get-set-for-early-childhood-education-ece>

TR Leger’s School of Continuing Education, STEP Program’s Skills and Strategies for ECE Assistants Curriculum, program link: <https://trleger.ucdsb.on.ca/>

Literacy Link South Central’s Next Level Skills for Early Childhood Educators course, resource available for public use at: <https://www.llsc.on.ca/skills-for-work---ece>



Child Development Practitioner Apprenticeship – Learning about Growth Mindset, Self-Regulation and Behaviours

Includes Answer Guide

Pathway Pillar – Integration of LBS Services to Support
Apprenticeship

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Child Development Practitioner Apprenticeship (CDP) Learning about Growth Mind Set, Self-Regulation and Behaviours

This resource is for learners looking at completing an apprenticeship as a Child Development Practitioner. It contains lessons on growth mindset, self-regulation and dealing with behaviours to help you become successful in your goal as a Child Development Practitioner Apprentice (CDP).

Child Development Practitioner Apprentice Program

The Child Development Practitioner Apprenticeship (CDP) Program is designed for individuals that are working in a childcare setting or looking for an apprenticeship sponsor. Being a CDP apprentice allows you to study on a part-time basis while continuing to work in the childcare field.

The Child Development Practitioner Apprenticeship is a voluntary trade that provides an alternate pathway choice to the traditional college pathway for Early Childhood Educators. Apprentices that complete their apprenticeship training and receive a Certificate of Apprenticeship from the Ministry of Labour, Immigration, Training and Skills Development can choose to continue with formal college studies to receive their Early Childhood Education (ECE) diploma at a community college.

Information taken from [child-development-practitioners_tea_jan-22-2016.pdf](#) ([skilledtradesontario.ca](#))



Lesson 1: Encouraging a Growth Mindset in Children

Young children are naturally curious and love to explore and learn. They often learn through trial and error. As a Child Development Practitioner encouraging a growth mindset in children is important as it helps promote behaviours and beliefs that will help them become effective learners. Children with a growth mindset are willing to practice and work through challenges and believe in their abilities.



Photo credit: <https://medium.com/leadership-motivation-and-impact/fixed-v-growth-mindset-902e7d0081b3>

Have you ever seen people refuse to try something because they think they will not be successful?

If you have watched someone do this, then you have witnessed a fixed mindset. A fixed mindset is the belief that a person is either good at something or not. People with fixed mindsets shy away from a challenge. It is a “can’t do” attitude. For example: A child decides he won’t join the baseball team because he has trouble catching the ball. The child stops trying and therefore does not learn to improve his skills through practice or trying.

The consequence of a fixed mindset is that the child denies themselves the opportunity to keep working towards something until they improve. It can lead to an easily frustrated and unhappy child who feels stressed after making mistakes or when faced with a task they cannot accomplish immediately.

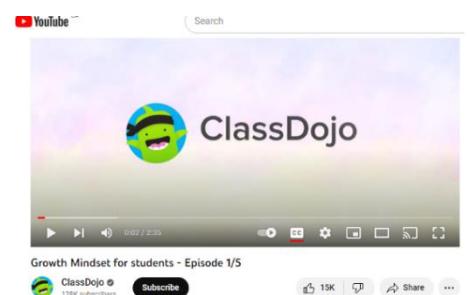
A growth mindset is the knowledge that we learn and improve from trying and failing. A growth mindset will help foster children’s love for learning. A child with a growth mindset looks at tasks that challenge them as fun and enjoyable. It is proven that people who take risks and face challenges, whether they succeed or fail, become more successful and confident people in the future. Encouraging a child to learn with a growth mindset is a good way to help that child succeed.

The words you use and the way you direct the child can help. The table below shows some phrases that will help children begin to think with a growth mindset when working on challenges.

Growth Mindset	
Change Your Words – Change Your Mindset	
Instead of thinking...	Try thinking...
I am not doing well at this.	What am I missing?
I can’t do this. I give up.	I should try a different approach.
I can’t do this any better.	I can always improve.
I can’t do it. This is too hard.	I cannot do this yet but I will with time and effort.
I made a mistake.	Mistakes help me learn.
I cannot do (math, English, science)	I will work hard to learn what I need to improve.
I am not as smart as some children.	I can learn to do it like they have.

Activity 1: Discussing What You Have Learned

Please open your browser and enter the following web addresses to learn more about growth and fixed mindsets. Enjoy this fun, growth mindset series for children by ClassDojo.



Episode 1: <https://www.youtube.com/watch?v=2zrtHt3bBmQ>

Episode 2: <https://www.youtube.com/watch?v=EoWLgWCcpWo>

Episode 3: <https://www.youtube.com/watch?v=OFKVoCuwl2s>

Episode 4: <https://www.youtube.com/watch?v=HWr2gE5IIPc>

Episode 5: <https://www.youtube.com/watch?v=BXyN0XSTaMg>

1. In your own words, what is a fixed mindset?

2. Why is it important for people to have a growth mindset?

3. If a child says that something is too hard, what can you tell them to encourage them to think differently?

Activity 2: Gathering Information from a Video

After watching the videos “ClassDojo” answer the following questions.

Episode 1:

1. What does Katie say to Mojo to convince him not to leave?

2. What was the biggest challenge you have faced recently? How did you deal with that challenge?

Episode 2:

1. What does the quote from the video, "mistakes can make you smarter" mean to you?

2. How can we learn from our mistakes? Talk about a specific, recent example in your own life.

Episode 3:

1. Why is the word "yet" so powerful? Think of a "yet" time in your life and discuss it below.

Episode 4:

1. What are neurons and how do we make connections between our neurons?

Episode 5:

1. What kind of attitude should we take on when facing a challenge, and why is that important?

2. Do you think this video series would be helpful for children? Why or why not?

Lesson 2: Transitions and Behaviours

Definition of Transitions:

Transition refers to changing from one activity to another (little “t” transitions). Transition also refers to moving from one stage of life to another, such as moving grade to grade, school to school or from school to community (big “T” transitions). Fouse & Wheeler, 1997

Some examples of transitions are:

Little ‘t’ transitions

- Changing activities
- Changing settings
- Change of staff
- Switching to unstructured or free time
- Going from individual to group work



Big ‘T’ Transitions

- Starting school or childcare
- Change in childcare setting/rooms
- Birth of a sibling
- Moving to a new home

A typical day is filled with transitions. Young children sometimes have difficulty adjusting to these transitions and with moving from one activity to another.

For young children predictability feels safe. The sense of security by knowing what is going to happen next brings confidence to preschoolers. Therefore, most childcare centres keep their days and routines as simple as possible with consistent times for daily activities.

Supporting children during transitions can:

- cut down on the time it takes for the child to transition
- help the child become more independent
- help increase positive behaviours
- help to avoid meltdowns and inappropriate behaviours
- build self-esteem.

Preparing Children for Transitions

Preparing children for changes and transitions takes planning. Some children may be able to transition easily with a verbal prompt and some children may require visual supports when completing a transition. Using prompts, directions and supports during a transition may help transitions happen faster and make it less difficult for them.

Transition Tools

There are many tools we can use to help children with transitions. Some of the popular tools include visual timers and schedules. Being interrupted when engaged in an activity can be upsetting to anyone. Offering a warning (a bell, a song, or a timer) can help manage frustration if children are not wanting to move on to another activity.

Helping Children by Using Visual Supports

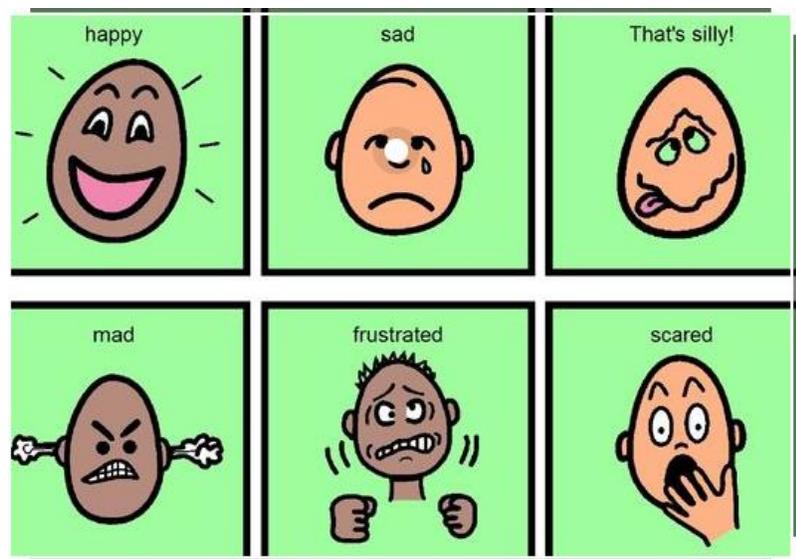


As they say, a picture can be worth a thousand words. For children who struggle to complete daily challenges or understand important rules, visual cues and visual supports can be extremely helpful. A child who has difficulty transitioning from one activity to the next might appreciate the help of a flipchart. Being able to flip over a picture of

outdoor time or to see that it is time for lunch helps prepare that child to meet the transition. A child who has an obsessive behavior might respond more to you holding up a small stop sign than to verbal cue to stop. A child who has difficulty with speech might find it less frustrating to point to a photograph to show what they need.

Visual supports can help determine what emotions a child is feeling, guide a child to remember steps in a daily routine and help them understand the rules of the childcare. One of the greatest benefits of using visual supports is that it helps the child without them being “singled out” in front of others or having verbal commands draw attention to them.

I’m feeling.....



Visual Timers and Countdowns

This allows children to see how much time they have before they need to move to another activity.



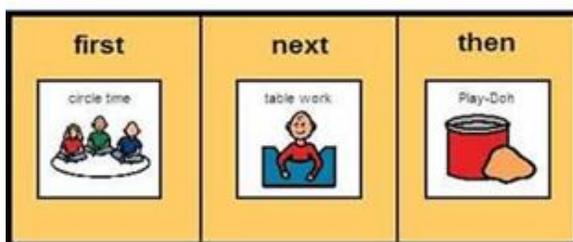
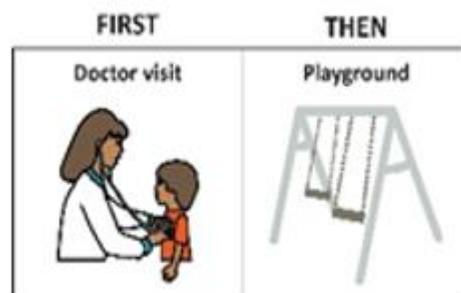
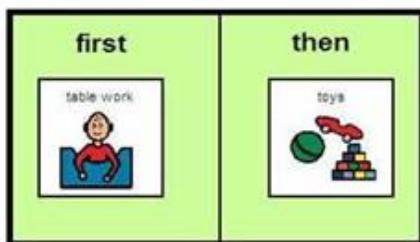
Visual Schedules

Using a schedule lets them see what activity is coming next. Some children will benefit from a schedule showing the full day while others will need a schedule showing activity to activity.



First/Then Boards

First/Then schedules show the child what activity will happen next. This is helpful when they need to complete a less desired activity and you are following up with a desired activity as a motivation. For example: first circle time then outdoor playtime.



Transition Cues

A transition cue can be any signal used to let children know that a change or transition is coming. Simple examples are a 'clean-up song' or a bell. It can be a board where the child flips photos when moving from one activity to another, or a book of transition activities.

Choice Boards

Choice boards are a visual list of activities the child can choose from. This is often used for free time. The child has a choice between two or more activities.



5 Tips for Successful Visual Schedules

- 1 USE REAL PICTURES THAT CLEARLY REFLECT THE ACTIVITY.**
Use pictures of real children without distracting props or backgrounds.
- 2 DISPLAY PICTURES FROM TOP TO BOTTOM**
Children naturally move from top to bottom, but not left to right.
- 3 SHOW A CLEAR BEGINNING, MIDDLE AND END**
Children are set up for success when they don't have to guess.
- 4 USE MOVEABLE MATERIALS**
Use velcro or similar to empower children to manage their routine.
- 5 INCLUDE A DONE POCKET FOR COMPLETED TASKS**
Schedules only reflect the current task and those left to complete.

Don't have time to make your own? Check out www.schedulepower.net

Credit: <https://theinspiredtreehouse.com/visual-schedule/>

Activity 1: Creating and Using Visual Supports



1. You are working in the toddler room and there is a child who is having difficulty remembering all the steps when putting on her winter clothes to go out for outdoor playtime. You have discussed as a staff using a visual support to help her remember each item to put on. They have asked you to design a support to help her with the process. It can be a checklist, poster, an interactive board

Lesson 3: Avoiding Power Struggles

A power struggle is where two or more people compete for control in a situation. Power struggles are very common during the preschool years. Children this age are learning that they have their own thoughts and feelings and asserting these is an important part of learning. Power struggles can be difficult to deal with so keep in mind that children this age are learning, developing and exploring their world. Testing your limits is one way they learn so as a Child Development Practitioner (CDP) you need to establish firm limits and stick to them. Establishing a positive and caring relationship with the children and providing a simple schedule and an environment with clear rules will help with fewer power struggles.

13 WAYS to avoid POWER STRUGGLES	
1	Develop a relationship early on.
2	Hide your frustrations.
3	Be kind and respectful.
4	Give the expectation and run.
5	Ignore what you can ignore.
6	Let the child get the last word.
7	Listen and validate.
8	Explain your reasoning
9	Give choice.
10	Be flexible.
11	Back out of a power struggle.
12	Compromise with a goal in mind.
13	Embrace the behaviors.
www.thepathway2success.com Pathway 2 SUCCESS	

Hide your Frustrations



Sometimes, our feelings get hurt and we can lose patience. It happens to everyone, but when working in a childcare setting, we need to not let these responses show when dealing with a child. Remember, do not take what is said personally. It is not about you. The child needs your support most of all when they are having a bad response to a situation.

Choose your Battles and Ignore what you Can Ignore

Set reasonable goals about what you want to see happen in difficult situations. Make sure these goals fit what the child can do. If a situation can be ignored, it is okay to do just that.

Be Kind and Respectful, Do Not Raise Your Voice

It is important that you, yourself, show the behavior that you expect from the child. You are a person they will be spending a lot of time with and you want to be a good role model. Some children have specific issues and if you raise your voice that might make them defensive and

think you are angry. This can only make the situation worse. Staying calm but firm is much more effective when avoiding a power struggle.

Check In with the Child

Always make sure the child knows you are there. Sometimes, power struggles result from a child just simply needing attention. Developing a rapport and relationship with the children early on, so they know you are interested in them and their feelings. Listen to and validate their feelings as often as you can.



Back Out of the Struggle



You can remind a child of a rule, give your reason and then just walk away. It is okay to do this. If the child makes a comment you do not like, you can decide to keep walking. You do not always need the last word.

Activity 1: Diffusing Power Struggles with Young Children

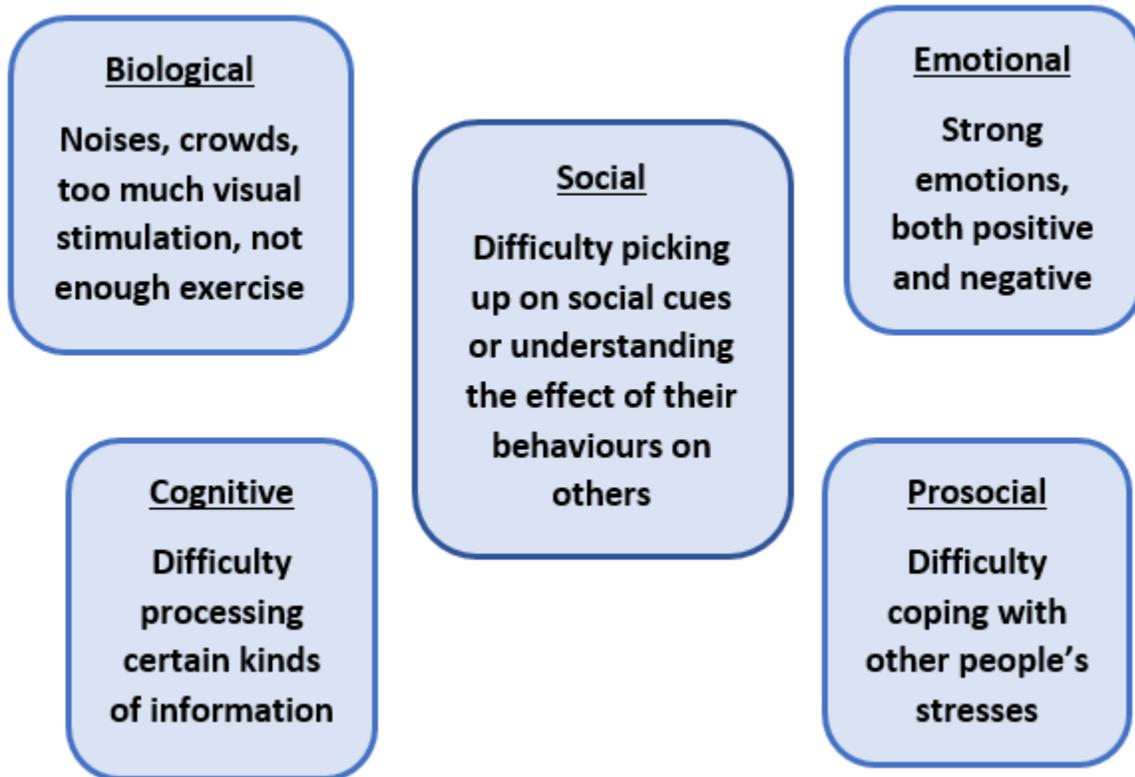
Please read the article and listen to the first 12 minutes of the podcast by entering this website into your address bar.

<https://www.himama.com/blog/diffusing-power-struggles-with-young-children/>



1. Write a definition of a power struggle in your own words and give an example.

Five Domains of Self-Regulation (Dr. Shanker)



Activity 1: Video “Self-Regulation in Young Children”

Watch the following videos to learn more about self-regulation.

The first video is of Dr. Shanker explaining self-regulation and the 5 domains.

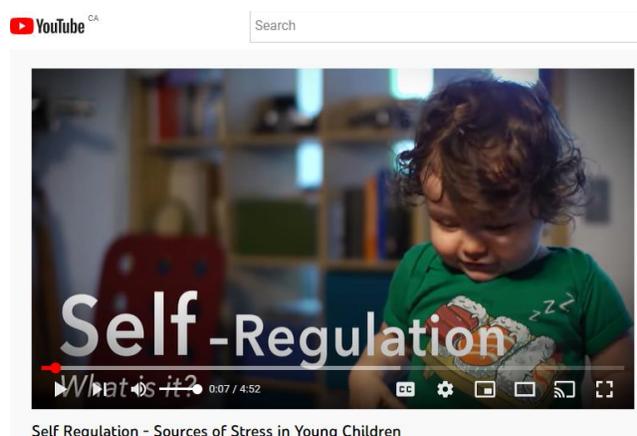
https://www.youtube.com/watch?v=v_DIQGdi_gE

or search YouTube “Self-regulation sources of stress in young children”

The second video is Dr. Shanker explaining the three key steps to self-regulation.

<https://www.youtube.com/watch?v=gYPYbnzlkXc>

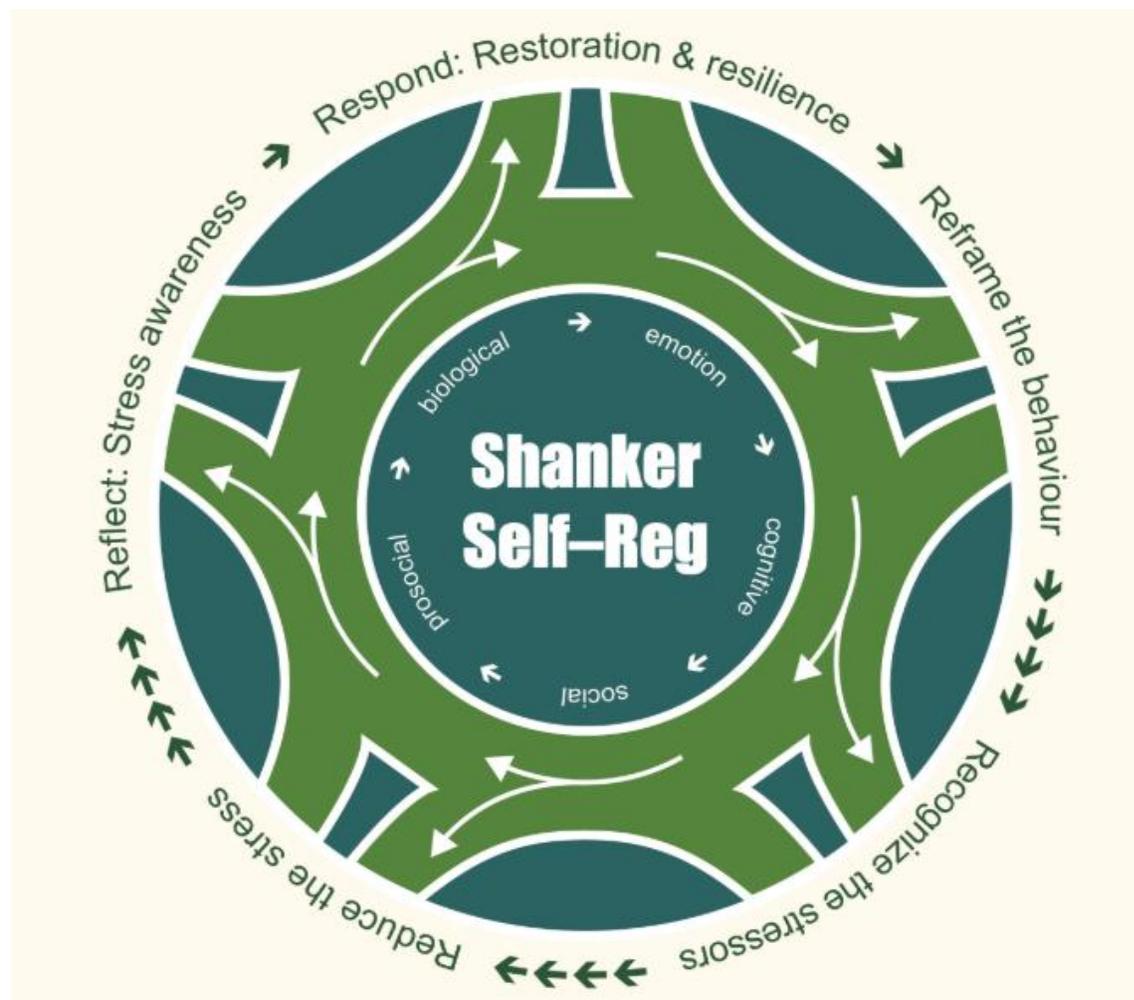
or search YouTube “Self-regulation helping young children cope”



Each domain has its own stressors (something that causes or triggers a state of stress), but they are all connected, and all affect each other. This can lead to problems in behaviours, mood, attention and in health.

As seen in the video, there are 5 steps in the Shanker Method of Self-Regulation. The circle diagram shows how any of the steps can be started at any time and do not necessarily need to be in order.

Shanker's Self-Reg was developed to deal with all the ups and downs of daily life. Our stresses and the way we react to stress is forever changing. Once we study Self-Reg, we have a better understanding of stress and can see the signs of becoming overly stressed. Then we will be able to turn negative situations into more positive learning experiences.



Self-Regulation Versus Self-Control

Self-regulation looks at recognizing the causes of the problems in mood, thought and behaviour. Self-control looks at managing the problems when they are happening. Self-regulation looks at the overall social situation while self-control looks just at the individual.

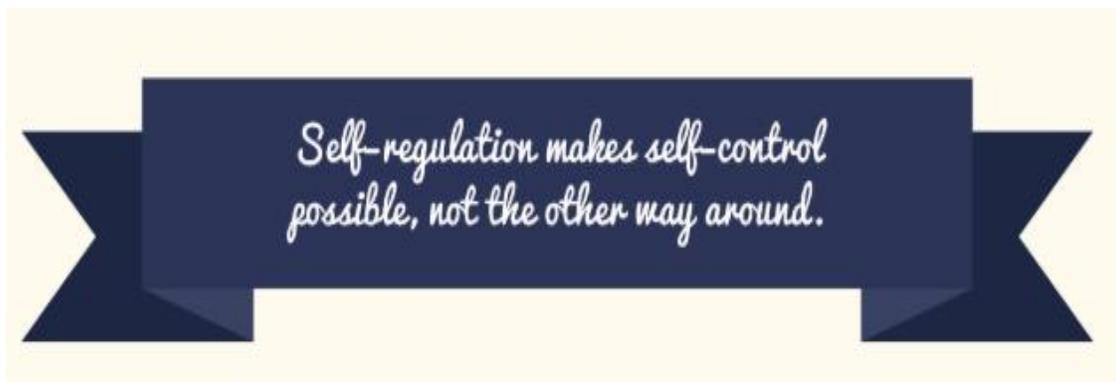


Image credit: <https://self-reg.ca/infographic-self-reg/>

Using Growth Mindset with Self-Regulation



INSTEAD OF THINKING...
(FIXED MINDSET)

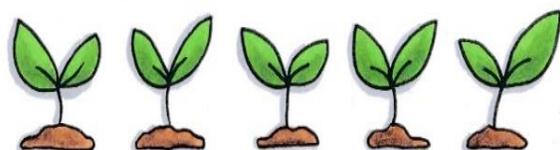
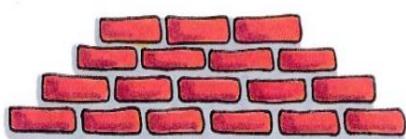
- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.



TRY THINKING...
(GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY



FREE DOWNLOAD: northstarpaths.com

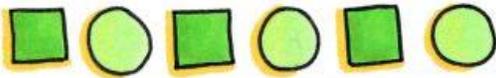
TEN WAYS TO SEE THE SIGNS AND DEVELOP THE HABIT OF SELF-REG

@Kwjiens b2
2017

www.self-reg.ca

1. LOOK FOR PATTERNS

Learn how a child is telling others, through their body and speech, that their stress is too great.



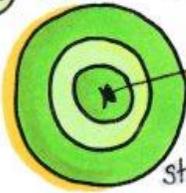
6. BE WARY OF USING BIG WORDS

A big word is one that has many elements... not many letters.

Ex. C·A·L·M
4 letters / Big Concept



2. KEEP YOUR EYE ON THE TARGET



Shift from a "control & correct" mind-set to together strengthening self-regulation.

7. DON'T GO TOO METACOGNITIVE

Communicate at a child's developmental level.



3. PROCEED GRADUALLY

Don't look for a dramatic change. Proceed slow and steady and you will see changes over time.



8. IT'S NEVER TOO EARLY OR LATE TO START SELF-REG

It is always the right time to start self-reg with your child or yourself.



4. GET EXCITED WHEN YOUR CHILD BEGINS TO INITIATE

Celebrate everyday signs of a child initiating self-regulation.



9. CONSIDER WHOSE TRAJECTORY NEEDS TO CHANGE

The starting point for changing a child's trajectory begins with our perception of that child. This has far more impact on how they perceive themselves than we think.



5. EXPECT THE UNEXPECTED

Self-reg is a process with many ups, downs and unexpected detours on the journey.

10. TAKE IT PERSONALLY

Your own self-reg is an invitation for a child to also self-regulate.



Visual notes by Kristin Wiens: www.northstarpaths.com

Activity 1: Researching Activities Online

Research games and/or activities for young children to help with self-regulation. Choose three games or activities that you have found online and share the details below.

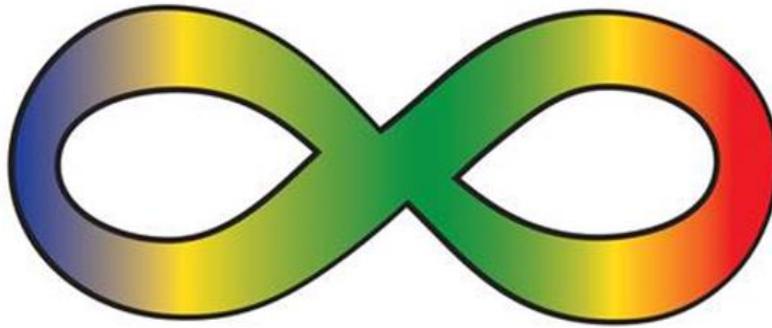
Zones of Regulation

As we have learned, self-regulation is a skill that everyone is always working on whether they realize it or not. There will be situations that will push a child's limits. With children needing support, these situations could happen often. If the child can learn to see when they are becoming less regulated, then they can do something about it. This comes naturally to some people but for others it is a skill that needs to be taught and practiced. Sometimes, it is a skill that needs to be worked on each day; becoming self-regulated helps a child manage their own feelings.

The Zones of Regulation is a method that was created to help make it easier for children to identify and manage their feelings. The zones are feelings that have been sorted by colours. The strategy teaches children that when they can find their colour zone then they can learn to regulate their behaviour. This can also help children better understand their emotions. Using this method as an ECE we can discuss what emotion the child might feel in each zone (colour) and how they physically feel during that emotion. For example, feeling worried in the yellow zone their tummy might feel upset. Then talking to the child about what might help them when they feel this way and giving them a list of strategies that might help.

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

GET TO GREEN



BLUE	YELLOW	GREEN	YELLOW	RED
Sad Sick Bored Slow Lonely Gloomy Dejected Tired / Sleepy Physically Ill Eyes tearing up Lack of appetite	Nervous Giddy Anxious Scared Jumpy Dizzy Shortness of breath Cold or Hot flashes	Happy Calm Focused and Ready To Learn	Worried Frustrated Disgusted Over-Excited Upset Stomach Tightness in chest Over-responsive	Furious Unhinged Terrified Elated Sweating Flushed Out of Control Mad Yelling Aggressive

Tools to "Get to Green"	
Physical	Mental
Deep breathing, walking, tensing and releasing muscle groups, repeated or patterned physical activity (coloring, tracing, doodling, tapping, bouncing, and others)	Mindful activities: listening to music or white sounds, repeating positive mental phrases, visualizing a place that makes you calm.

If you are feeling completely out of control, request a mental and physical break out of the room. (Guidance Office or Central Office)



Image credit: <https://www.stmichaelsprimary.durham.sch.uk/send/zones-of-regulation/>

Activity 1: Researching Zones

Google "Do Zones of Regulation Work?" Choose an article or video about the subject and share your opinion on using Zones of Regulation as a CDP. Include the website that you used.

Activity 2: Matching Zone Colours with Feelings

Write the Zone of Regulation colour category with the feelings the colour represents on the lines below.

Anxious _____

Bored _____

Happy _____

Mad _____

Tired _____

Over-excited _____

Ready to learn _____

Scared _____

Out of control _____

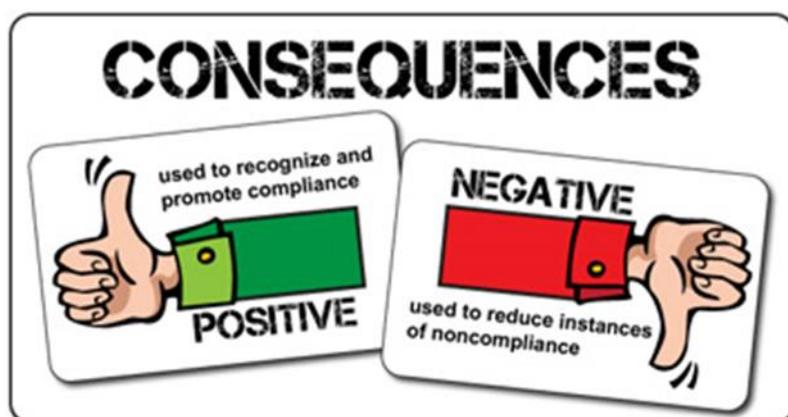
Aggressive _____

Furious _____

Sick _____

Lesson 5: Dealing with Behaviours

A consequence is something that happens because of a behaviour or as a result of behaving a certain way. Consequences can be positive or negative.



Positive Consequences

A positive consequence (reinforcement or reward) should be:

- something the child likes or finds rewarding
- fitting for the childcare environment
- easily awarded.

Behaviours followed by a positive consequence are more likely to happen again. Rewards or positive consequences can encourage the child to repeat the desired or appropriate behaviour.

Young children often hear the words “no”, “stop” or “don’t”, when children hear these words many times during their day it can start to affect their self-esteem. They might start to feel that they cannot do anything right. When you give a child a reward, they understand that they have done something desirable, and this helps to increase their self-esteem.

Types of Rewards

Material Rewards include:

- Toys
- Candy
- Treats



Social Rewards include:

- Hugs
- High fives
- A smile
- Praise (“Great job!”, “Way to go!”, “Thanks for being a great helper.”)
- Attention or a special activity (extra time with you or getting the chance to do a special activity)

The goal is for the child to eventually be able to regulate their own behaviours and feel proud of this change. When you offer rewards or activity-based reinforcers you are helping children learn how to control their behavior and make good choices. Offering a child a reinforcement or reward for good behaviour helps the child understand when they are working well towards their goals. Make sure the reward is appropriate (fits the behaviour, is consistent and meets the child’s interests well).

The way that you deliver the reinforcer or positive consequence is very important. When offering praise or rewards, take your time and offer enthusiasm and a smile. Positive consequences work very well to prevent unwanted, future behaviours.



Negative Consequences

A negative consequence is a way we can decrease the chance of a certain behaviour happening again. It is a way to let the child know that you do not like what they have done. Negative consequences are also called discipline.

Negative consequences:

- are things that the child considers unpleasant,
- should be carried out in a professional manner (when dealing with negative behaviour always be careful not to take it personally or react emotionally),
- should fit the behavior and be applied right after the behaviour occurs.



Steps to using negative consequences

1. Identify the misbehaviour and let the child know what you expect.
2. Give the child a warning and let the child know that the behaviour needs to change.
3. Give the consequence. Once the warning has been given you must always follow-through. If the child has done what you have asked give them a positive consequence. Give a negative consequence if the child did not do as you have asked. Giving the child a negative consequence lets them know that you did not like the choice that they have made.
4. Tell the child why the negative consequence is happening and always follow through. The consequence should happen right after the behaviour.

5. When it is done, return to positive communication and remind them of the behaviour you would like to see.

When giving consequences, always:

- apply them consistently
- be firm but anger free
- explain the connection between the consequence and the behaviour
- never accept excuses.



Ignoring the Behaviour

Attention from adults can be very rewarding to children. Ignoring the child's undesirable behaviour can work in certain situations because it takes the attention away from the child and away from the negative behaviour. The child learns that they won't get attention for acting this way.

Ignoring doesn't mean to stand by while the child is misbehaving.

Taking all your attention away from them and their behaviour usually will help stop behaviours that the child is using to get your attention.

This includes behaviours like throwing a tantrum or whining. When you choose to ignore a child's behaviour you do not look at or talk to the child and ignore any excuses to get your attention.



Strategies to Effectively Deal with Behaviours

Redirecting	Redirecting asks the child to do a task, like answering a question, to focus the child's attention on something new. When redirecting, the behaviour is not mentioned so the child is not ashamed or stressed.
Ignoring	This means not addressing the behaviour in the hopes that doing so will mean that it will stop.
Signaling	Using common signals like turning off lights or raising your hand to signal the children to stop.
Setting	Putting the child close to staff so that they are under a watchful eye.
Laughter	A funny comment or joke can make some situations better. It is important to get to know the child first and what makes them laugh as you never want the child to feel that someone is laughing at them instead of with them.
A Little Push	Sometimes, offering praise or assistance can get a child right back on track.
Remove the Problem	If there is an item being used to cause the behaviour, then casually take away the problem item.
Re-routing	Moving a child to another location or sending her/him on a classroom errand can help create a behaviour change.

Activity 1: Using Positive and Negative Consequences

1. A child in your childcare class loves to play outside and has a difficult time coming back inside and transitioning to indoor playtime. When you tell the class that it is time to come inside, he runs the opposite direction and refuses to come inside with you. Based on what you have learned give a suggestion on how you could handle this behaviour.

4. Jenna wants to play with the animal puzzle that Maggie has been working at and is almost finished. Jenna starts to grab the puzzle pieces away from Maggie and Maggie pinches Jenna on the arm. Share your ideas to deal with this situation on the lines below.

5. Think of 2 situations where it would work well to ignore the child's behaviour and share them on the lines below.

Lesson 6: Creating a Safe and Fun Childcare Environment

Childcare staff put a lot of time and thought into the set up and design of their playrooms. The childcare environment should be inviting, be safe and help the children's learning. Having a well thought out playroom that gives a sense of order (neat and well organized) can help reduce unwanted behaviours.



Some things to think about when you are arranging your play and learning space.

- Try a child's eye view: get down to the children's height and look around the space. Check that the space is safe for possible safety hazards.
- Organize a space that can be redesigned quickly to meet all learning conditions. Organizing toys and supplies to make things easier for you and the children. (Use pictures to label shelves so children will remember where to put toys back.)
- Provide quiet areas for investigation and wonder.
- Keep the space at a comfortable temperature.
- Make sure the toys available match the children's ages and abilities.
- Remember that children learn best when they can be active and have a learning space that allows them to move around and express themselves freely.

When children feel they belong and feel safe in their environment they are more likely to explore new ideas. Children should be encouraged to:

- listen carefully to others
- share their ideas
- take turns and respect others when taking their turn
- be kind and respond to ideas with respect and interest.

As CDP's we can help children by providing an environment where we:

- ask questions that children are interested in thinking about
- validate their thinking
- encourage every child to participate
- acknowledge your errors so that children see that errors are normal and that errors give us an opportunity to expand our knowledge
- promote the diversity of the children and families in the school.



Activity 1: Sharing Your Opinion

Please share your thoughts about the environments pictured (pros and cons) on the lines provided. Keep in mind: If you were a child, what might your experience be in these environments? What would you like/dislike about these environments? When answering keep in mind how you might behave in this environment, what the environment tells you about the expectations of the Childcare Centre and how it makes you feel.

1.



2.



3.



Activity 2: Gathering Information from Videos

Type the following website into your search bar and watch the 3 videos “Safe Facilities”, “Arranging your Environment” and “Outdoor Spaces”. Be sure to read the information provided between videos.

<https://www.virtuallabschool.org/preschool/safe-environments/lesson-1>

Once you have watched the videos please complete the activity “Play Spaces” and print out the Daily Safety Checklist provided.

Answer the multiple-choice questions at the end and share your mark here.

My Mark: _____

1. List 2 tips that you learned from the video “Safe Facilities”.

2. In the second video “Arranging Your Environment” why is having a good room arrangement important?

3. Name 3 important tips you learned from the video about arranging your playroom.

1. _____

2. _____

3. _____

Congratulations! You have finished this course.



Answer Guide

Lesson 1: Growth Mindset

Activity 1: Discussing What You Have Learned

- 1. Answers will vary. A fixed mindset is the idea that a person is born with a certain intelligence and cannot change it.*
- 2. Reasons can include can learn new things; look upon mistakes as opportunities to learn; “yet” means keep trying; can change the way the brain is wired; can enjoy challenges.*
- 3. The brain is like a muscle and grows with exercise.*

Activity 2: Finding Information in Videos

Episode 1:

- 1) Your brain is like a muscle*
- 2) Answers will vary with personal experience.*

Episode 2:

- 1) With the right attitude, we can learn what didn’t work and try something new that might work.*
- 2) Individual work.*

Episode 3:

- 1) “yet” implies that there will come a time when the activity is learned, with a personal experience included.*

Episode 4:

- 1) Neurons are the nerve endings that send messages through the brain. We can make connections by trying something new.*

Episode 5:

- 1) We should look forward to challenges because they are opportunities to build our brain muscles.*
- 2) Individual work. Possibly: Yes, it would be helpful to give children a positive attitude towards difficult or challenging work.*

Lesson 2: Transitions and Behaviours

Activity 1: Creating a Visual Support

Individual work. Instructor could be involved in planning this activity (collaboration)

Activity 2: Reading Comprehension

Answers will vary, could include:

- Predictability gives security and comfort, leading to good behaviour*
- Transitions are necessary*
- Prepares them for transitions in all of life*

Lesson 3: Avoiding Power Struggles

Activity 1: Diffusing Power Struggles with Young Children

- 1. A power struggle occurs when a child and another person don't agree. It can be seen when a child will not comply or is not cooperating with an adult, becoming a dead weight, or even to throwing things at the other person.*
- 2. Whenever their boundaries are affected or feel they are violated. Transition times are particularly involved.*
- 3. Provide appropriate power to the child: give a choice of two things (ensuring both are accessible, and do not matter to the adult). Give a countdown to some activity. Provide something to look forward to. Offer the child a turn. Avoid using "No" unless it is a health or safety issue.*

Lesson 4: Self-Regulation

Activity 1: Video "Self-Regulation in Young Children"

Videos to watch.

Activity 1: Researching Activities Online

There should be three games or activities that are described. Each should help with self-regulation.

Activity 1: Researching Zones

Answers will vary.

Activity 2: Matching Zone Colours with Feelings

Anxious – yellow – wobbly

Bored – blue - low

Happy – green – happy

Mad – red – angry

Tired – blue - low

Over-excited – yellow – wobbly

Ready to learn – green – happy

Scared – yellow – wobbly

Out of control – red – angry

Aggressive – red – angry

Furious – red – angry

Sick – blue – low

Lesson 5: Dealing with Behaviours

Activity 1: Using Positive and Negative Consequences

1 – 5. Answers will vary

Scenarios for questions 1 & 2:

1. A child in your childcare class loves to play outside and has a difficult time coming back inside and transitioning to indoor playtime. When you tell the class that it is time to come inside, he runs the opposite direction and refuses to come inside with you. Based on what you have learned give a suggestion on how you could handle this behaviour.

2. Benny wants to make a painting for his Mom but the painting area is closed for the day. He continues to ask to paint and when you try to direct him to another activity he knocks over the easel and paint gets spilled on the floor.

Lesson 6: Creating a Safe Environment

Activity 1: Sharing your Opinion

Individual work.

Activity 2: Gathering Information from Videos

1. There should be a barrier between the parked vehicles and pedestrians. No one should cross traffic to get to the facility. No one should walk behind a parked vehicle. Doors must have unobstructed vision panels (windows). Exits must have panic hardware (crash bars). Plans for evacuation. Resilient surfaces for protection.

2. Good room arrangement has no blind spots, and provides opportunity for learning: time management, cooperative play, and interest centres.

3. There should be an area with soft materials for relaxation; art activities should be near a water source; library and writing centres must be in a quiet area (not near blocks, for example); if materials are labelled and easy to access, children can be independent and can clean up. Children using a space will be indicators if it is working.