

Active Listening

Pay Attention

- Look at the speaker.
- Encourage the speaker with your body language.

Use Encouragement

- “Use your words.”
- “Can you tell me about it?”

Restate

- “So you don’t like to eat peas.”
- “You don’t want to come inside now, you want to stay outside and play.”

Reflect feelings

- “It makes you mad when a toy is taken away from you.”
- “You are sad because you don’t want to be here.”

School-Age Module 4

Child Guidance: Communication

STARS Training HANDOUT #11

Using Positive Communication

The following are common negative or unhelpful responses to children and youth's behavior. Read each example and write a positive response to replace the negative.

1. "Hang up your coat."
2. "Stop running around the room."
3. "I told you to sit down."
4. "Don't hit."
5. "Hurry up and pick up those Legos."
6. "You are so clumsy. Try to be more careful walking across the room."
7. "Don't you DARE hit him."
 - a. "You don't need all the markers. Share."

School-Age Module 4

Child Guidance: Communication

STARS Training HANDOUT #12

Assessment Communication Role Play Scenarios

Child says: "That's mine. I had it first."

Child says: "I hate Gabrielle."

Child refuses to pick up things when it is time to go home.

Child cries when nobody will play with him/her.

Child says: "I hate coming here!"

Child says: "It is my turn on the computer! Shreve is hogging it!"

Parent says: "Jamaal has to get all of his homework done before he can play."

Parent says: "Shawna is starving when I pick her up. I pay a lot of money for this, why don't you feed her?"

Co-worker says: "Nobody ever cleans up the storeroom. I'm sick of it."

Staff member says: "It's not fair. Lisa always comes to work late."

School-Age Module 4

Child Guidance: Communication

STARS Training HANDOUT #13
(page 1)

What It Means to Be Nurturing, Respectful, Supportive and Responsive (taken from the Guidebook)

Read the descriptions and mark the extent to which you use that behavior.

Always	Sometimes	Seldom	
			Listening to what children and youth have to say with attention and interest.
			Sitting low or kneeling.
			Making eye contact.
			Asking children and youth for their opinions or suggestions.
			Giving children and youth choices when possible.
			Observing play of children and youth with interest, occasionally offering suggestions, but being careful not to control the ideas of children and youth.
			Speaking with children and youth in a soft, friendly, and courteous manner. Doing so requires getting close rather than shouting across the room.
			Helping children and youth who are restless, unhappy tense, or bored to become involved.
			Accepting moods of children and youth or their desire not to participate in an activity. Touching or holding children and youth in a relaxed, comfortable, non-threatening manner. Hugs and hand-holding should be used to show affection, not to corral children and youth. Smiling and laughing easily and often.
			Give more attention to positive behaviors of children and youth than to negative ones.

School-Age Module 4

Child Guidance: Communication

STARS Training HANDOUT #13
(page 2)

Always	Sometimes	Seldom	
			Listening to what children and youth have to say with attention and interest.
			Making eye contact.
			Asking children and youth for their opinions or suggestions.
			Giving children and youth choices when possible.
			Observing the play of children and youths with interest and occasionally offering suggestions, but being careful not to control their ideas.
			Speaking with children and youth in a soft, friendly, and courteous manner. Doing so requires getting close rather than shouting across the room.
			Helping children and youth who are restless, unhappy tense, or bored to become involved.
			Accepting children's and youths' moods or their desire not to participate in an activity.
			Smiling and laughing easily and often.

List one or two behaviors you would like to focus on in the next week.

School-Age Module 5

Child Guidance: Guidance Techniques I

STARS Training HANDOUT #15
(page 1)

INFORMATION SHEET

GUIDANCE TECHNIQUES

(from pages 60-71 of the Guidebook)

Define difference:

Discipline = goal is education and redirecting.

Punishment = goal is hurting, shaming or scaring children and youth.

Positive Discipline

Your goal as a provider is for children and youth to behave in a responsible way.

The goals of positive discipline are to help children and youth:

- Learn to make good choices.
- Learn problem solving skills.
- Learn basic human values of respect, trust, responsibility, honesty, and caring for others.

1 . Developmentally Appropriate Expectations

Providers should not expect children and youth to do things for which they are not developmentally ready. Nor should providers scold children and youth for behaviors that are normal for their age.

2. Use Consistently Positive Communication

- Providers offer encouragement, not empty praise.
- Providers make their comments sincere and specific.
- Providers offer information rather than just stating rules.
- Providers focus on the positive behavior they expect to see happen next rather than the negative behavior that just happened.
- Providers focus on children and youth's feelings and the actions that result, not on the children and youth themselves.
- Providers focus on positive behaviors in the group rather than negative ones.
- When there is damage to program materials or equipment, providers focus on how it affects the group rather than look for the culprit.
- Providers tell children and youth exactly what they expect and express confidence that they will comply.
- When children and youth are upset, providers respond to the feelings underlying their threats and not to the threats themselves.

School-Age Module 5

Child Guidance: Guidance Techniques I

STARS Training HANDOUT #15
(page 2)

3. Give Children and Youth Choices

Part of respecting children and youth is giving them choices whenever possible. If providers decide to redirect a child, they need to know what is unacceptable about the child's present behavior.

Choices need to be:

- Culturally appropriate
- Age appropriate
- Both choices are acceptable

4. Logical and Natural Consequences

- Natural consequences are the results that follow certain behaviors.
- Logical consequences are reasonable results.
- Logical and natural consequences have the advantage of gaining a child's cooperation.
- Logical consequences are "logical" in the sense they are:
 - Related to the broken rule.
 - Respectful of the child.
 - Reasonable, based on appropriate expectations for that child. Thus, time out or bribes are not logical consequences.

5. Removing Children and Youth from the Group: Proper Use of "Time-Out"

Time-out helps children and youth cool off. They sometimes need a quiet place for a few moments to calm down. Then they can rejoin the group when they feel they're ready. Leading educators are beginning to discourage its widespread use. Some favor a substitute "sit and watch" approach which also works. Maximum time out is one minute per year of child's age.

Inappropriate Forms of Discipline

Distinguish discipline from punishment. Discipline has as its goal educating and redirecting children. It emphasizes cooperation. Punishment has as its goal hurting, shaming, or scaring children.

1. Shaming

Shaming a child is never appropriate. Examples of shaming include:

- Calling a child names.
- Shouting at a child.

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Child Guidance: Guidance Techniques I

STARS Training HANDOUT #15
(page 3)

- Ridiculing a child in front of a group.
- Allowing the group to make fun of a child.
- Making a child wear a dunce cap.
- Making a child put his face against the wall.

Shaming is a source of stress and anxiety for children and youth. It makes them feel badly about themselves, angry at the provider, or afraid of being punished again. As a response to shaming, children will likely:

- Become submissive and withdrawn.
- Look for ways to hurt the provider, the environment, or other children.
- Become sneaky and dishonest.

2. Corporal Punishment

The department and state law strictly forbid all forms of corporal punishment at the school-age care location. Corporal punishment includes but is not limited to:

- Striking, kicking, or poking children and youth.
- Shaking, pulling, or pushing children and youth.
- Grabbing children by the hair, ears, neck, or head.
- Pinning children to the floor or against a wall.
- Sitting on children.
- Squeezing children across the throat or lower abdomen, making it difficult for them to breath.
- Forcing children to eat an unpleasant substance like soap, vinegar, or cayenne pepper.
- Allowing a child to do any of the above to another child.

These actions are extremely dangerous and are never appropriate!

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Child Guidance: Guidance Techniques I

STARS Training HANDOUT #16
(page 2)

5. List 2 things to remember when giving choices.
 - a.

 - b.

6. Define logical and natural consequences.

7. The main goal of time out is to help children and youth.

8. Time out should never be more than _____ minute(k) for each year of child's age.

9. List 2 common results of shaming a child.
 - a.

 - b.

10. Corporal punishment is _____ appropriate in a school-age care setting.

School-Age Module 6

Child Guidance: Guidance Techniques II

STARS Training HANDOUT #17

Behavior in My Classroom

Answer each question by marking the “yes” appropriate column.

	YES	NO	SOME-TIMES
1. Most of the children in my classroom have trouble following the rules.			
2. More than two children in my classroom have behavior problems.			
3. The children in my room are often loud and noisy .			
4. I say “no” and “stop” to my class all day long .			
5. I frequently have to change my lesson plans because the children are not cooperating.			
6. I often have to raise my voice to be heard.			
7. I speak to more than two parents each day about their children’s poor behavior in my classroom.			
8. I don’t feel supported by the parents concerning their children’s behavior in the classroom.			
9. I don’t feel that my supervisor helps me handle children’s behavior problems.			
10. I often have to remind children not to run.			

School-Age Module 6

Child Guidance: Guidance Techniques II

STARS Training HANDOUT #18

Positive Steps to Conflict Resolution

(Adapted from pages 66 - 68 of the Guidebook)

The best way to handle a crisis is not to have one in the first place.

1. Anticipate
 - Alter the situation
 - Redirect the participants.
 - Become actively involved in the situation yourself, modeling social cooperation and problem solving. Recognize and respect all participants' feelings before it occurs.
2. Understand

The aggression may be due to:

 - A normal developmental stage.
 - Anger at the provider or the other children.
 - Sickness, hunger, or lack of sleep.
 - Over-stimulation.
 - Stress at home or at child care.
 - Too many recent changes in a child's life.
 - Defense.
 - Lack of communication or coping skills.
 - Seeking the approval or attention of their peers.
3. Defuse
 - Use a calm, soothing voice.
 - Give children physical space.
 - Allow children to vent their fury verbally.
 - Discuss options.
 - In some cases, it helps to discuss the problem a child is having with the larger group.

The *School-Age Care Supplement* adds the following ideas to help defuse or de-escalate a situation by:

- **Sitting down.** The simple act of sitting down rather than standing up sends a message of concern and conciliation. Sitting down says you are willing to give up some power and listen. It is also much more difficult to be angry and shout from a seated position.
- **Allowing time to cool off if needed.** If emotions are intense, a brief cooling-off period can prevent violence and/or inappropriate statements or expressions of emotions. If individuals involved in a dispute cannot carry on a rational discussion of the a problem, they probably need a little time to cool off.

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Child Guidance: Guidance Techniques II

- **Eliminating toxic language.** Name-calling and using offensive language usually increases conflict.
4. Deflect
 - Remove yourself and other children from harm.
 - Stand between children and their intended target.
 - Block blows with your arms.
 - Walk away from the confrontation.
 5. Restrain
 - Wrapping your arms lightly but firmly around their chest from behind.
 - With younger children, you might put them in your lap facing away from you so they cannot bite, punch, or kick. **Warning: See the *School-Age Care Supplement* for potential liability.**
 6. Resolve
 - Wait for them to tell you they are ready to talk. When you/they both are calm enough to do so, return to discussing the initial problem.

Additional Conflict Resolution Techniques from the *School-Age Care Supplement*:

Role Playing: This technique allows children to reenact a situation in front of an audience so they can better understand their behavior. Begin by defining the conflict: give the time, describe the place, provide relevant background information, and state who was involved. Have the children involved, or volunteers, act out the conflict. If they get stuck, ask leading questions. Keep this part of the role play brief.

At the point of conflict, freeze the action. Ask the audience to suggest ways to resolve the conflict. Have the players incorporate the suggestions they prefer and wrap up the role play. Discuss what happened, how the conflict could have been prevented, how the players felt, and other possible solutions.

You can also teach children this technique using sample conflicts rather than real ones. Once they learn to role play, they can use the technique to resolve differences. Some children will not want to participate. Others may be willing to role play privately, but not with an audience.

Role Reversals: This technique helps children see a situation from another person's point of view. Begin the role play as described above by "setting the stage." Start the role play, then freeze it. Ask children to change roles and do the role play again, this time assuming the role of the other person. Stop the role play when the children seem to understand the other person's perspective. Discuss the role play and possible solutions.

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Reflective Listening: You listen to children as they describe the conflict and what happened, then reflect the statements back to the children. You can use such statements as:

“Sounds like . . .”

“In other words . . .”

“I hear you saying . . .”

It is important to reflect each child's feelings, as well as the facts of the situation. Children then agree or disagree with your statements. Often, the use of reflective listening is sufficient to resolve the conflict.

Storytelling: This technique can help children step back from the conflict so they can discuss the problem without feeling threatened. It is most effective with younger children. Retell what happened in the form of a story, “Sherrie and Wanda both wanted to try out the new computer program.” Stop frequently to ask for input from the group. Encourage them to be very specific, such as by asking “How could they both get what they wanted?” Include their suggestions in the story.

If you use this technique with older children, ask them to tell the story from a third person point of view - as if it was happening to someone else. This helps children analyze the situation from another perspective.

For more information on conflict resolution, refer to the ***School-Age Care Supplement***.

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Child Guidance: Guidance Techniques II

STARS Training HANDOUT #19

Bridgette's Scenario

Bridgette, a six-year-old girl, is having a very, very bad day. So far, she is crabby, has cried a lot, hit Tarek, and had two temper tantrums, and she has only been at child care for one hour! Now Bridgette and Ragnar both want to play with the ball. They are both screaming "It's my turn." Using the steps to conflict resolution, what's the teacher to do?

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Child Guidance: Guidance Techniques II

STARS Training HANDOUT #20

Jamie's Scenario

Jamie is ten years old. Her mother and father had a terrible fight last night. Jamie's dad came home drunk and started to yell at Ellen, Jamie's mom. Ellen was frightened as he had hit her during their last fight. She became more frightened when he began to yell at Jamie and Stevie, Jamie's little brother, for leaving their toys on the floor. Desperate to separate the children from their father, Ellen put them to bed immediately before they had even eaten their dinner. Jamie was hungry and confused and cried herself to sleep with the sound of angry fighting echoing in her ears.

No one remembered to set the alarm, so the entire family got up late and had to rush around trying to get dressed and out the door. Again, no food was eaten. Jamie's mother was distracted and worried about being late for work. She rushes Jamie into her child care center and pushes her into the classroom with a quick "Good-bye." The school bus is scheduled to arrive in five minutes.

Questions:

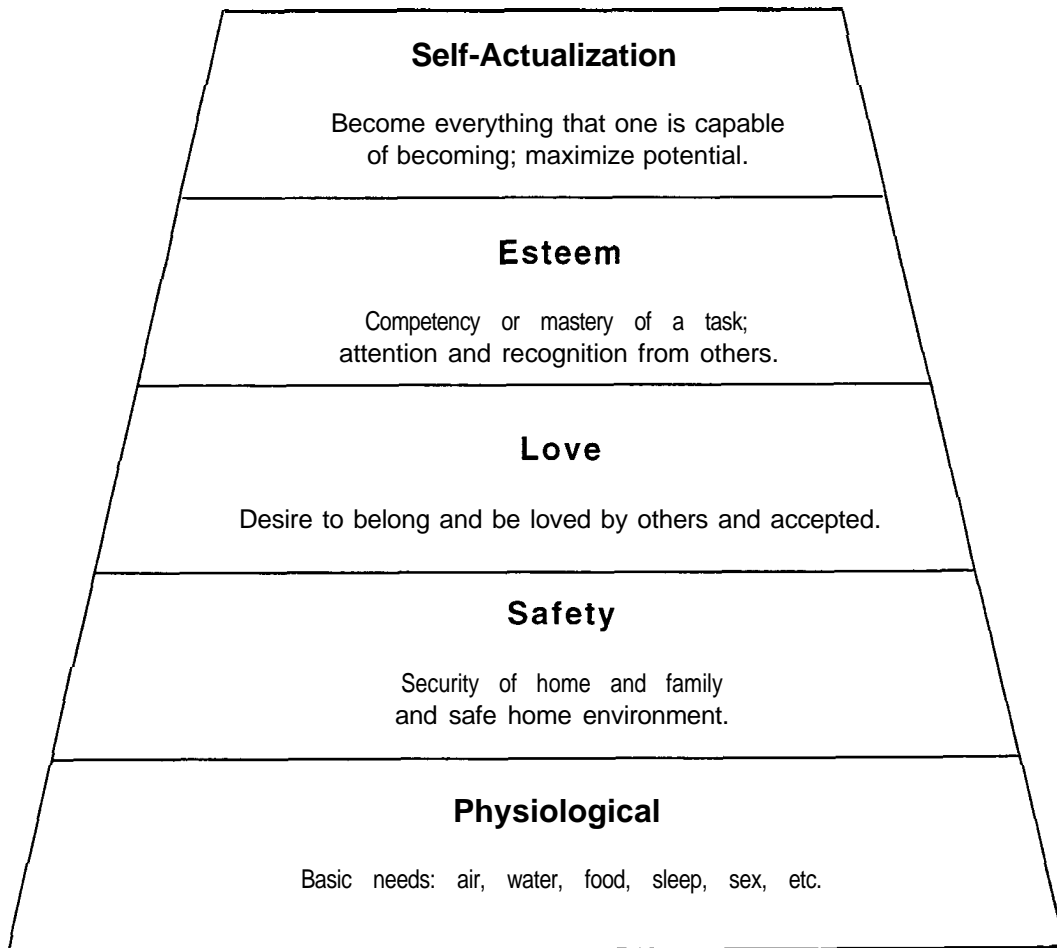
1. How do you think Jamie is going to react? Why?
2. How will the teachers probably react, not knowing about Jamie's circumstances?
3. What are Jamie's immediate needs?
4. What should they do?

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Child Guidance: Guidance Techniques II

STARS Training HANDOUT #21

Maslow's Hierarchy of Needs



Until lower level is full, cannot move to next level.

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Child Guidance: Guidance Techniques II

STARS Training HANDOUT #22

Knowing the Limits of Your Expertise

Sometimes you won't know how to help a child learn to behave acceptably. Some problems require professional diagnosis or intervention. Seeking outside help with a problem is a sign of your professionalism. You recognize a problem that requires expertise beyond your training.

Early intervention is better because:

- It prevents labeling children as “bad” or a “trouble-maker.”
- You can discover the source of the problems. For example, the child may have allergies or may not be able to hear well.
- Staff are more likely to still have the energy, patience, and personal rapport necessary to continue working with a child.
- A child is more likely to be successful when they continue to participate in your center.
- Sometimes a child's problem is part of a larger family problem requiring professional intervention.

There is growing acceptance in our society for people seeking professional advice. Find out what resources or consultants are available in your community. You can then offer positive options to parents when you discuss your concerns.

School-Age Module 6

Child Guidance: Guidance Techniques II

STARS Training HANDOUT #23

Behavior Management Self-Assessment

(adapted from page 73 of Guidebook)

	YES	NO
<p>This child care center uses indirect guidance techniques:</p> <ul style="list-style-type: none"> • We give previous warnings: “You have 5 more minutes to play before it’s time to clean up.” 		
<ul style="list-style-type: none"> • We give choices: “You may paint with the other children or you may read a book.” 		
<ul style="list-style-type: none"> • We have a regular routine: “We always wash our hands before lunch. After lunch is story time.” 		
<ul style="list-style-type: none"> • We avoid nagging: We tell the child what we expect just once, follow it by asking the child if s/he remembers what we asked, and then offer to help the child do what was asked. 		
<ul style="list-style-type: none"> • We’re consistent: We do things the same way each day so the children know what to expect and learn to trust and feel safe in their environment. 		
<p>We also use direct guidance techniques:</p> <ul style="list-style-type: none"> • We use the affirmative: “We use walking feet indoors” rather than “Don’t run!” or “Use your words to tell us you’re angry” rather than “Don’t hit!” 		
<ul style="list-style-type: none"> • We get the child’s attention by crouching down to his/her level, making eye contact, speaking quietly and asking the child to repeat the directions. 		
<ul style="list-style-type: none"> • We try very hard to be fair. We examine our expectations to make sure they are age-appropriate, and we don’t make rules just because an activity is too noisy or messy. 		
<ul style="list-style-type: none"> • We avoid arguments by following through with solutions that address the problem, but also offer the child a way to exit gracefully from the problem: “You can choose a quiet place to calm down or I can choose one for you.” 		

School-Age Module 7

Health: Clean and Healthy

STARS Training HANDOUT #24

Proper Handwashing

How to Wash Hands (Children and Adults):

1. Use soap and running: warm water. Liquid soap is best. Bar soap can be a source of germs. Check with your health or licensing agency about the kind of soap they require.
2. Hands should be rubbed together fast for at least 10-20 seconds. Sing one verse of "Happy Birthday to Me" and you will have washed your hands for 10 seconds. This is a good way to help children and youth learn how long to wash their hands. You may wish to use the handwashing rap found in the *School-Age Care Supplement*.
3. The washed area should go all the way up to forearms. Be sure to wash between fingers and under fingernails. You may want to use a nail brush.
4. Rinse hands thoroughly.
5. Dry hands with a paper towel and use it to turn off faucets; then throw away the paper towel. Cloth towels, when used more than once, can spread germs.

When to Wash Hands

- Anytime you are not sure hands are clean
- Anytime hands come into contact with body fluids
- After contact with a sick child
- After playing outside
- Before preparing, handling, or serving food
- Before setting the table or sitting down to eat
- After eating, drinking, or smoking
- After diapering a child or running your hand inside a diaper to see if it needs changing
- After changing a bandage or giving any kind of first aid to a child or adult
- After using the toilet or helping a child use the toilet
- After sneezing or using a tissue or helping a child to do so
- After coughing in your hand
- After playing with, feeding, or caring for pets or other animals
- After handling raw food, especially meat, chicken, or fish

School-Age Module 7

Health: Clean and Healthy

STARS Training HANDOUT #25

Handwashing Fiasco Scenario

Scenario: Marcus came into the school age program. While his mom was signing him in, he wiped his nose across his hand and sleeve, sat down at the Lego table and started playing Legos. Everyone else had already eaten breakfast, but Caregiver Yolanda had saved some for him. As she finished feeding the rabbit, she reached over and got his plate from the counter and put it on the table. "Here, Marcus," she said. "Come, have your breakfast." It was French toast, his favorite, and he hurried over, sat down and began to eat. "Mmm," said Marcus, as his nose began to run again and he coughed. He wiped his nose on a napkin and let the napkin drop to the floor. Caregiver Yolanda grabbed the napkin from the floor and threw it into the garbage. Just then, Brandi needed help putting on the paint apron, so Caregiver Yolanda helped her with the apron. Part of the class had been outside and they now came in, clustered around James, who had found a tree frog. Caregiver Gary helped James put it into the terrarium and they all gathered for circle time. Caregiver Gary started reading them a story. Half way through the story, Isaiah said that he didn't feel good. Caregiver Yolanda felt his forehead and thought that Isaiah might be a bit warm. She took Isaiah to the office. When she returned she sat down at circle.

Please do the following:

1. Highlight each situation where handwashing should take place.

Keeping It Safe: Cleaning, Sanitizing, and Disinfecting

Clean: Free from visible food, crumbs, or dirt. A surface must be clean before it can be sanitized or disinfected.

Sanitize: To dip or submerge objects in a **weak chlorine solution** of 1 tablespoon bleach per gallon of water. Objects must be totally submerged in the solution for at least a full minute in order for this weak solution to do its job of killing germs. It is best to allow items to air dry afterwards. **Sanitizing is used to clean items that may go into a child's mouth.**

Disinfect: To wipe clean large environmental surfaces with a **stronger chlorine solution** of 1/4 cup household chlorine bleach mixed with one gallon of cool water. This solution is strong enough to kill germs quickly, but it still needs time to work. In most cases, it is best to let the surface air dry. Using a towel or sponge increases the chances of putting germs back on the cleaned surface.

You can make a quantity of bleach solution ahead of time. Store it in a labeled, airtight container. Store the bottle below or away from food. You must empty out and refill spray bottles daily, because chlorine bleach exposed to air loses its strength.

How to Disinfect

- Mix 1 tablespoon of bleach with one gallon of warm water.
- Clean surface with warm, soapy water.
- Rinse with water.
- Spray with sanitizing solution and wipe with paper towel.
- Air dry. (No need to rinse off the disinfecting solution.)

School-Age Module 7

Health: Clean and Healthy

STARS Training HANDOUT #27

Know Your Bleach Solutions

Weak solution: 1 tablespoon bleach per gallon of water, used for cleaning items that may go into a child's mouth.

Strong solution: 1/4 cup bleach per gallon of water, used for cleaning large environmental surfaces.

Mark each item with a **W** for weak solution or an **S** for strong solution, identifying which solution should be used to clean the item:

- _____ art table
- _____ toys
- _____ dishes
- _____ easel
- _____ silverware from dramatic play area
- _____ door knob
- _____ toy horns
- _____ whistle
- _____ sinks
- _____ lunch table and chairs
- _____ sleeping mats
- _____ blocks
- _____ slide
- _____ climbing equipment

School-Age Module 7

Health: Clean and Healthy

STARS Training HANDOUT #28

Body Fluids Scenario #1

Eliza, age six, wasn't feeling well. Before she could get to the bathroom, she had a diarrhea attack and didn't make it in time. Caregiver Marie gave her a change of clothes and they went off to the bathroom to clean up. Marie helped Eliza off with her soiled clothing and wiped her body off with a washcloth. Eliza sat down on the floor to put her panties on by herself. Then she finished getting dressed. Caregiver Marie took the soiled clothing, put them in a plastic bag, tied it up, and placed it in Eliza's cubbie. Then Marie had Eliza play quietly by herself as she called her mother to come pick her up.

Body Fluids Scenario #2

When Mom brought Michael in that morning, she told the director that Michael had complained that he didn't feel well but that she thought that he would be all right after he had eaten breakfast. Fifteen minutes after breakfast, Michael came up to Caregiver Charlene to tell her that he didn't feel good. Before he could get the words out, he threw up, getting it on himself, on Charlene's shirt and pants, and on the carpet. Charlene sent Michael to the bathroom, where he changed his clothes while she tried her best to wash hers out. She put Michael's immediately into the washing machine and wished that she could change into something else and wash hers, too. Oh well, that was life as a caregiver. Michael played quietly at the puzzle table with two other children until his mom came and picked him up. Charlene cleaned up the carpet the best she could, wishing she had something other than soap and water, but she used lots of that and hoped that the spot would dry soon.