

VOLUME 12 NUMBER 2 • SUMMER 2011

WEST VIRGINIA  
EARLY CHILDHOOD  
PROVIDER

QUARTERLY

**The Teaching  
Pyramid:  
Addressing Challenging  
Behavior**

**Preventing Challenging Behavior  
in Young Children**

**Executive Editors**

Melanie Clark  
Traci Dalton  
Ginger Huffman  
Pam Roush

**Editor-in-chief**

Brooke Hunter

**Associate Editor/Layout & Design**

Michelle Tveten Rollyson

**Contributors**

Glenna Bailey, Sherrie Barrett, Saun Floyd, Amy Knell,  
Helen Post-Brown, Barbara Tucker, Regina Woodcock,  
WV Birth to Three, WV CHIP

**Group Publisher**

WV Early Childhood Provider Quarterly is a project of West Virginia Early Childhood Training Connections and Resources, a collaborative project of the West Virginia Department of Health and Human Resources/Bureau for Children and Families/Division of Early Care and Education; Office of Maternal, Child and Family Health/West Virginia Birth to Three; WV Head Start State Collaboration Office; West Virginia Department of Education/Office of Special Education and is supported and administered by River Valley Child Development Services.

**Please refer to the following list to contact group publishers:**

**WV Department of Health & Human Resources/Bureau for Children and Families/Division of Early Care and Education**

350 Capitol Street, Charleston, WV 25301  
(304)558-1885  
www.wvchildcare.org

**WV Office of Maternal, Child & Family Health/ WV Birth to Three System**

350 Capitol Street, Charleston, WV 25301  
(304)558-5388 • (800)642-8522  
www.wvdhhr.org/birth23

**WV Head Start State Collaboration Office**

350 Capitol Street, Charleston, WV 25301  
(304)558-4638

**WV Department of Education/Office of Special Education**

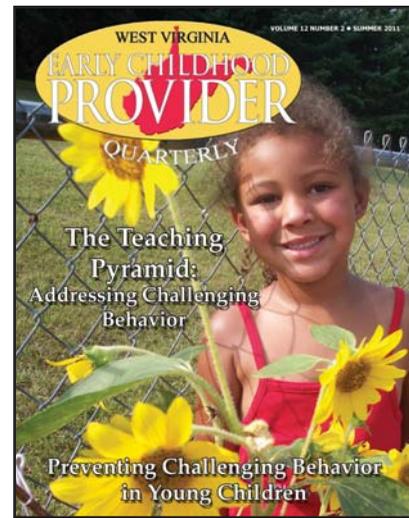
1900 Kanawha Blvd., East, Charleston, WV 25305  
(304)558-2696 • (800)642-8541  
http://wvde.state.wv.us/ose/

**Editorial Offices**

WV Early Childhood Training Connections and Resources  
611 Seventh Avenue, Ste. 322  
Huntington, WV 25701  
(304)529-7603 • (888)WVECTCR  
Fax: (304)529-2535  
www.wvearlychildhood.org  
Email: TCR@rvcds.org

Cover, design and photography may not be reproduced for professional use without prior written permission. No permission is required to excerpt or make copies of WVECPQ articles if used for training/educational purposes, and if they are distributed at no cost. For questions concerning reproduction issues, contact the WVECTCR office.

The opinions expressed in WV Early Childhood Provider Quarterly are not necessarily the opinions of any funding agency, advertiser or contributor. Contributions to WV Early Childhood Provider Quarterly by West Virginia's early childhood professionals are welcomed and encouraged. Articles submitted to WV Early Childhood Provider Quarterly are reviewed by the editorial board for content, length and technique. They may be edited from their original format. Please send your contributions to the editorial offices.



ACDS..... 3

**FEATURE ARTICLES**

*The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children*..... 4-7

*In Support of the Pyramid Model*..... 8-9

*Preventing Challenging Behavior in Young Children*..... 10-12

WV EARLY CHILDHOOD TRANSITION..... 14

A REVIEW OF THE LITERATURE..... 16-17

WVCCU..... 18-19

WVAYC..... 20

CELEBRATING SUCCESS..... 22-23

GREAT BEGINNINGS..... 24

PARENT BLOCKS NEWSLETTER..... 27-31



## Fall Classes Starting Soon

The Apprenticeship for Child Development Specialist (ACDS) program will soon begin fall classes. If you currently work in the field of early care and education at least 20 hours per week with children birth through eight, you may want to consider this educational opportunity. ACDS is a rewarding program at a minimal cost to the participant. It is a way to learn best practices and explore a curriculum that is based on current research. The classes are taught by professionals who also have experience in the field. The program is four semesters, taught one evening per week and each semester is 15 weeks. You can also earn training hours toward licensing requirements as well as college credit. If you are interested in ACDS or have questions about the program, please contact Sherrie Barrett at 304-523-0433 or [sbarrett@rvcds.org](mailto:sbarrett@rvcds.org).

# ACDS Preparing for New Classes

Submitted by Sherrie Barrett, ACDS Statewide Coordinator

The Apprenticeship for Child Development Specialist (ACDS) program hosted its annual Instructor's Academy on June 20 – 24, 2011.



Participants completed an intensive

five day training to become certified to teach ACDS classes. They also must attend a one day update every other year to maintain certification.

The Apprenticeship for Child Development Specialist program is always looking for new instructors statewide. From a personal perspective, being an instructor is a wonderful experience. It is very rewarding to witness the growth and development of students as they begin the program, complete the fourth semester, and then ultimately, graduate. Many gain the confidence to continue their education and receive their associate and/or bachelor's degree.

If you are interested in this wonderful opportunity to continue your professional education and share your knowledge, please contact Sherrie Barrett at 304-523-0433 or [sbarrett@rvcds.org](mailto:sbarrett@rvcds.org).

# The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children

Written by Lise Fox, Glen Dunlap, Mary Louise Hemmeter, Gail E. Joseph, and Phillip S. Strain  
Reprinted from The Technical Assistance Center for Social Emotional Intervention (TACSEI)

Many early educators report feeling ill equipped to meet the needs of children with challenging behavior and frustrated in their attempts to develop safe and nurturing classroom environments. These teachers spend much of their time addressing the behaviors of a few children, leaving little time to support the development and learning of the other children.

Increasing evidence suggests that an effective approach to addressing problem behavior is the adoption of a model that focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior (Sugai et al. 2000). This article will describe a framework for addressing the social and emotional development and challenging behavior of young children. This pyramid framework includes four levels of practice to address the needs of all children, including children with persistent challenging behavior. The following example demonstrates how to implement this model in a preschool classroom.

Emma, a preschool teacher of two and three year olds, takes time to greet every child and parent on arrival. She talks to the child briefly about the upcoming day or events at home. Emma is com-

---

**Key emotional literacy skills include being able to identify feelings in self and others and act upon feelings in appropriate ways.**

---

mitted to building a nurturing and supportive relationship with every child in her class (Level 1).

The classroom is carefully arranged to promote children's engagement and social interaction. When children have difficulty, Emma first examines the environment to make sure that the problems are not due to classroom arrangement or the structure of an activity (Level 2).

A few children in the class seem to need instruction on playing with peers, coping with anger and disappointment, and using social problem solving. Emma uses a curriculum that includes strategies and activities for teaching specific social skills, and she is confident that this helps those children make progress (Level 3).

Although most of the children are doing quite well in her classroom, Emma worries about her ability to meet the needs of one child who often screams and hits the other children. With the help of the director, Emma

contacts the child's home and begins working with the family to develop an individualized behavior support plan that can be implemented at home and in the classroom (Level 4).

## **Building positive relationships**

The foundation of an effective early education program must be positive, supportive relationships between teachers and children as well as with families and other professionals (Bredekamp & Copple, 1997; Joseph & Strain, 2004). Good relationships are key to effective teaching and guidance in social, emotional and behavioral development. Simply put, there are two reasons why early childhood educators need to invest time and attention in getting to know children.

First, as adults build positive relationships with children, their potential influence on children's behavior grows significantly—that is, children notice responsive, caring adults. Children pay particular attention to what such a teacher says and does, and they seek out ways to ensure even more positive attention from the teacher.

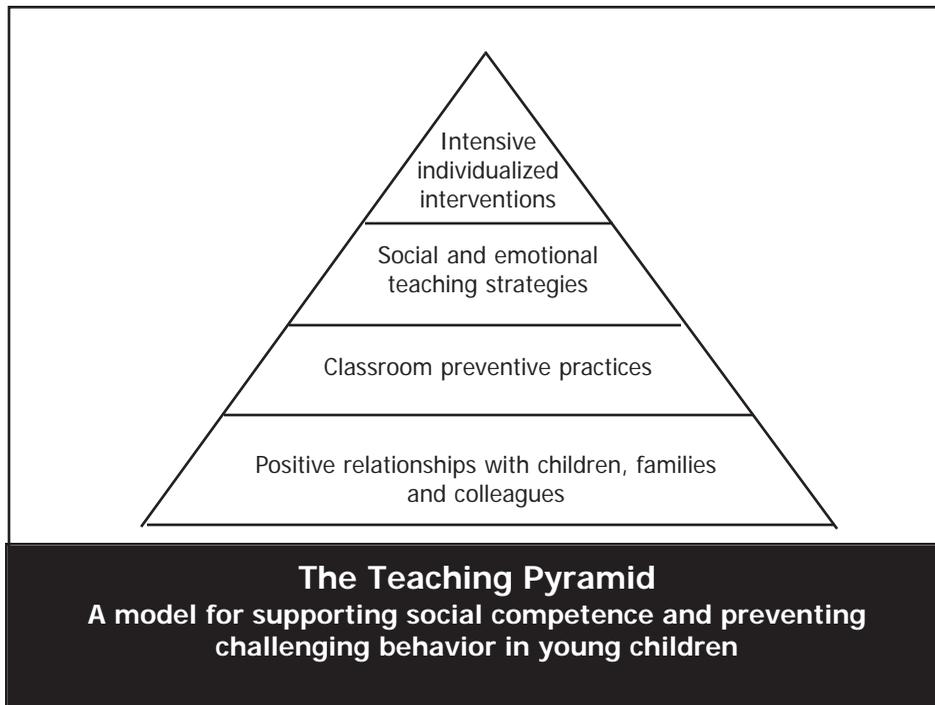
Second, in the context of supportive relationships, children develop positive self-concept, confidence, and a sense of safety that helps reduce the occurrence

of challenging behavior. As such, the time spent building a strong relationship is probably less than the time required to implement more elaborate and time-consuming strategies.

### **Implementing classroom preventive practices**

The critical importance of the classroom environment, including adult-child interaction, is well established in early education (Dodge & Colker 2002). Many early childhood educators are aware of the relationship of classroom design to challenging behavior. They use classroom preventive practices, including specific adult-child interactions and classroom design, to support development and use of appropriate behavior.

The combination of giving children positive attention for their prosocial behavior, teaching them about routines and expectations, and making changes in the physical environment, schedule, and materials may encourage children's engagement in daily activities and prevent or decrease the likelihood of challenging behavior (Strain & Hemmeter 1997). A teacher who examines the impact of the environment may make simple changes that reduce the frequen-



cy of challenging behavior (for example, by providing children with choices, creating well organized learning centers, eliminating wide-open spaces, limiting the number of children in learning centers, and so on.)

### **Using social and emotional teaching strategies**

Many children need explicit instruction to ensure they develop competence in emotional literacy, anger and impulse control, interpersonal problem solving, and friendship skills (Webster-Stratton 1999). Key emotional literacy skills include being able to identify feelings in self and others and act upon feelings in appropriate ways.

Discriminating among emotions such as anger, sadness, frustration, and happiness requires a vocabulary of feeling words. Young children can be taught new and complex feeling words directly through pairing pictures of emotion-

al expressions with the feeling word and reading children's literature featuring feeling words. Playing games provides practice, as in Feeling Face Bingo, in which children find the picture of an emotion on a bingo card that matches the emotion named

by the game leader. Children also learn when family and teachers label the children's emotions as well as their own throughout the day. Over time, children will match feeling words with their physiological sensations and the emotions of others.

Controlling anger and impulse includes being able to recognize anger, understand that anger can interfere with problem solving, and use strategies to calm down instead of acting out. Problem solving includes recognizing when a problem exists, generating multiple alternative solutions, evaluating the consequences of solutions, acting on a solution, and then evaluating how effective the solution was. Friendship skills include sharing and turn taking, making suggestions in play, giving compliments, and dealing effectively with common peer problems such as teasing or bullying.

## Practical Strategies for Building Positive Relationships

- Play, following the child's lead.
- Have families complete interest surveys about their child.
- Greet every child at the door by name.
- Have a conversation over snack.
- Conduct home visits several times a year.
- Listen to a child's ideas and stories and be an appreciative audience.
- Send home positive notes.
- Offer praise and encouragement.
- Share information about yourself, and find something in common with the child.
- Ask children to bring in family photos, and give them an opportunity to share them with you and their peers.
- Post children's work at their eye level.
- Have a Star of the Week who brings in special things from home and gets to share them during circle time. Make sure everyone has a turn.
- Acknowledge children's efforts.
- Give compliments liberally.
- In front of a child, call the family to say what a great day she or he is having.
- Find out what a child's favorite book is and read it to the whole class.
- Let the children make personal "All About Me" books and share them at circle time.
- Write on a t-shirt all the special things about a given child and let him or her wear it around.
- Play a game with a child.
- Play outside with a child on the playground equipment.
- Ride the bus with a child.
- Go to an extracurricular activity with the child.
- Learn some of the key phrases in each child's home language.
- Give hugs, high-fives, and a thumbs-up for accomplishing tasks.
- Hold a child's hand.

As in all areas of instruction, effective teaching in this domain requires careful planning, individualization, provision of many and diverse learning opportunities throughout the day, and attention to children when they are engaged in socially competent behavior such as following directions, helping their friends, participating in dramatic play with peers, and sharing.

### Planning intensive individualized interventions

Even when teachers establish positive relationships, implement classroom preventive practices, and use explicit teaching strategies, a few children are likely to continue to display challenging behavior. In the last decade, research has demonstrated that positive behavior support (PBS) is a highly effective intervention approach for addressing severe and persistent challenging behavior.

As an approach for addressing a child's problem behavior, PBS is based on research and humanistic values. It offers a method for identifying the environmental events, circumstances, and interactions that trigger problem behavior, the purpose of problem behavior, and the development of support strategies for preventing problem behavior and teaching new skills (Fox, Dunlap & Cushing 2002). The focus of PBS is to help the child develop new social and communication skills, enhance relationships with peers and adults, and experience an improved quality of life.

Intensive individualized interventions are planned and implemented by a team for application in home, early education, and community environments. The team includes classroom staff, the child's family, and other professionals who may be supporting the teacher, child or family (for example, mental health consultant or social worker). Once established, the team completes a functional assessment (a process of observing the child in key situations, reviewing the child's records, interviewing caregivers and teachers, and analyzing the collected information) to identify the factors related to the child's challenging behavior.

The functional assessment leads to the development of a behavior support plan that includes prevention strategies, techniques for teaching new skills, and changes in responses to the challenging behavior. The team implements the plan at home and in the classroom and monitors changes in the problem behavior and the development of social skills and other child outcomes.

### A systemic approach

The teaching pyramid represents a hierarchy of strategies. Implementing successive levels solves more of the social and behavioral problems experienced in classroom settings. Providing a warm and responsive environment in which teachers work hard to build positive relationships with all children can prevent many problem behaviors and provides the foundation for the next levels of the pyramid. To support other children's meaningful participation in daily routines and activities, teachers may need to put in place classroom preventive practices involving more structure and feedback. A few children may need a well-planned, focused, and intensive approach to learning emotional literacy, controlling anger and impulse, interpersonal problem solving, and friendship skills.

When the three lower levels of the pyramid are in place, only about four percent of the children in a classroom or program will require more intensive support (Sugai et al. 2000). The key implication here is that most solutions

to challenging behaviors are likely to be found by examining adult behavior and overall classroom practice, not by singling out individual children for specialized intervention. This is good news for teachers who are eager to provide all children with a high-quality early education experience.

### References

- Bredenkamp, S. & C. Copple, eds. 1997. *Developmentally appropriate practice in early childhood programs*. Rev. ed. Washington, DC: NAEYC.
- Dodge, D.T. & L. Colker. 2002. *The Creative Curriculum*. 5th ed. Washington, DC: Teaching Strategies.
- Fox, L., G. Dunlap, & L. Cushing. 2002. Early intervention, positive behavior support, and transition to school. *Journal of Emotional and Behavioral Disorders* 10 (3): 149-57.
- Joseph, G.E., & P.S. Strain. 2004. Building positive relationships with young children. *Young Exceptional Children* 7 (4), 21-24.
- Sugai, G., R.H. Horner, G. Dunlap, M. Hieneman, T.J. Lewis, C.M. Nelson, T. Scott, C. Liaupsin, W. Sailor, A.P. Turnbull, H.R. Turnbull III, D. Wickham, B. Wilcox, & M. Ruef. 2000. Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions* 2 (3): 131-43.
- Strain, P.S. & M.L. Hemmeter. 1997. Keys to being successful when confronted with challenging behavior. *Young Exceptional Children* 1 (1): 2-9.
- Webster-Stratton, C. 1999. *How to promote children's social and emotional competence*. London: Paul Chapman.

---

**Providing a warm and responsive environment in which teachers work hard to build positive relationships with all children can prevent many problem behaviors and provides the foundation for the next levels of the pyramid.**

---

# In Support of the Pyramid Model

Submitted by Saun Floyd, Behavior Consultant Coordinator

**“For every complex problem there is an answer that is clear, simple, and wrong.” -H. L. Menchen-**

Consider that statement. Let it sink in. Read it again. Is it true? Have we not all received profoundly simple solutions (solicited or not) from well-meaning individuals regarding how to resolve a significant issue in life? When such advice is weighed against the myriad variables actually associated with the ‘problem’, the simple answer is so lacking that it is, in effect, insulting. Simple answers to complex problems, when applied, generally exacerbate the problem. There are times when the answer may be simple, but the method in reaching that answer is not. Sadly, when it comes to addressing challenging behavior used by young children, we have operated from the simple answer paradigm for far too long. Statements such as “Just do...and he’ll straighten up”, or, “I’d just...and she’ll get the message”, communicate loudly a lack of understanding regarding child development, social learning, and the needs and goals associated with human behavior. “What do you do to a child who \_\_\_\_\_?”, is not only the wrong question, it is the first step toward the wrong answer.

**“If you want something to change, you must change something.” -Anonymous-**

We have historically seen challenging behavior as something to stop or something to manage. We have labeled children exhibiting such behaviors as mean, brats, evil, or a “budding antisocial” as a not so competent therapist once said to this writer. We have demanded that children change, have applied inappropriate punishments upon them, things that would be deemed illegal if applied to any (ANY) other group of people, yet have done little to change the environments and circumstances that make challenging behavior beneficial, and often, in the eyes of the child, necessary for significance and survival.

**“If I am drowning and cannot swim, exactly how will rewards save me?”**

Ross Greene makes this observation in the book *The Explosive Child*. Space is lacking to address this fully here. Suffice it to say we often ask and demand of children things they have not yet been taught, fully mastered, or even understand. Consider this scenario: a child living in abject poverty, a history of domestic violence in the home, the father a constant threat, the now single young mother with a diagnosis of severe depression, with limited supports, who is stressed beyond reason trying to make ends meet. This is not a far-fetched scenario. This is quite common. Imagine the world through this child’s eyes. This child comes to his or her center or school from such a beginning, and we often flippantly believe a sticker, a gold star, a trip



to the treasure box or the time-out chair will be enough to ‘straighten this kid out.’

For every complex problem there is an answer that is clear, simple, and wrong. The pyramid approach to challenging behavior is comprehensive, acknowledging there is no simple answer. It is a framework that seeks to address the many elements contributing to the child’s use of the behavior.

Using the pyramid enables us to consider best practices, make changes to the environment, employ methods to connect with a child in meaningful, content-based relationships, develop ways to teach and support children in learning new behaviors (skills) to replace those that are socially unacceptable. Not so simple. By examining these factors and developing strategies based upon those insights, interventions are much more likely to address the skill deficits associated with challenging behavior and provide opportunities for children to learn and apply new skills in a safe and supportive environment (visit [www.challengingbehavior.org](http://www.challengingbehavior.org) for more information).

If you want something to change, you must change something. If children with challenging behavior could change those behaviors, become socially adept and the apple of the adult eye, all by themselves, I am compelled to believe they would. They cannot. As it is for adults, it is more so for young children; it is changes in our circumstances that drive changes in us.

Can the child change policies that make challenging behavior more, not less likely, to occur? Can a child change the environment in a way to improve his or her functioning? Can the child change the adult’s interactive style, timing and tone? Does the child possess the wherewithal to examine and gain insight to the purpose or goal of a given maladaptive behavior and find an acceptable alternative to meet that purpose or goal? Not likely. It is our responsibility to make those changes because we can. It is a sign of competence when we do. It speaks for itself when we do not.

If I am drowning and cannot swim, exactly how will rewards save me? They won’t! (Ask a non-swimming adult if they want to give it a try.) Nor will repeated punishment.

Punishments may stop the behavior, but they do not address the need. The child is left to flounder through trial and error to find a new method to address the need on his or her own, or continue with the behavior and receive the ongoing punishments (and related relationship problems). John Herner, a noted educator sums it up nicely: “If a child does not know how to read, we teach. If a child does not know how to swim, we teach. If a child does not know how to multiply, we teach. If a child does not know how to drive, we teach. If a child does not know how to behave, we...teach? Punish?”

Years ago my son brought a stray puppy home and made a bed for it on

“ It is our responsibility to make those changes because we can. It is a sign of competence when we do. It speaks for itself when we do not. ”

the front porch. The neighbors soon adopted ‘Cat’ as well; putting her in their porch swing with them, rubbing her tummy, brushing her coat, allowing her in the air-conditioned house, etc. Soon, Cat learned to discern the sound of the neighbor’s car in the evening and would run through the yard to meet them. Over time a pathway was made through the yard to the neighbor’s house; an unwelcome path. The path was not Cat’s goal; it was her way to the goal. So Cat’s behavior, not her goal, was challenging to me. What to do? What would you do? We could have leashed Cat, fenced Cat, whipped Cat, shocked Cat, yelled at Cat ad nauseam, etc. But we didn’t. The real issue was how Cat could reach her goal in a manner that was acceptable to me (my goal, eliminate the path). We moved Cat’s bed.



www.challengingbehavior.org

# Recommended Practices

## *Preventing Challenging Behavior in Young Children: Effective Practices*

Peter J. Alter & Maureen A. Conroy

*“An ounce of prevention is worth a pound of cure.” Benjamin Franklin*

The single best way to address challenging behaviors in young children today is to take steps to make sure that they never occur. While there is no universal panacea for preventing challenging behaviors, there are several broad-based early intervention strategies that researchers suggest to prevent challenging behaviors. These strategies include: (a) arranging of the classroom environment, (b) scheduling, and (c) implementing rules, rituals, and routines. In the following section, a brief overview of each of these prevention strategies is provided.

### Effective Classroom Environments

Effective classroom environments begin with a well-organized and engaging classroom that includes developmentally appropriate practices (DAP), activities, and materials. For instance, if the children in a classroom are engaged with interesting activities and materials that are appropriate for their developmental levels, they will be less likely to engage in challenging behaviors. On the other hand, if the activities and materials are too difficult or too easy, challenging behavior is more likely to occur. Consider the following points when designing a well-organized and effective classroom environment.

-  Designing effective classroom environments includes structuring the physical arrangement of the classroom to increase appropriate behaviors, such as engagement, and decrease the probability of challenging behaviors. Several strategies for structuring the physical classroom include: arranging the classroom to ensure visual monitoring of children, arranging activity centers to support children’s appropriate behaviors (e.g., limiting the number of children in a center) and facilitating smooth transitions among activities (e.g., organizing the location of materials on shelves), and arranging materials in the classroom to promote engagement, mastery, and independence. Increasing the accessibility, appropriateness, and availability of toys and materials can facilitate children’s independence, thus, decreasing the likelihood of challenging behaviors. In addition, attending to details, such as the lighting, temperature, and noise levels, can reduce the probability of children who engage in problem behaviors due to sensitivity to these environmental factors (e.g., children with autism).





## References

Bovey, T. & Strain, P. (2003). Using environmental strategies to promote social interactions. Center on the Social and Emotional Foundations for Early Learning. Retrieved September 6, 2005, from [www.csefel.uiuc.edu/what\\_works.html](http://www.csefel.uiuc.edu/what_works.html).

Brown, W.H., Odom, S.L., & Conroy, M.A. (2001). An intervention hierarchy for promoting preschool children's peer interactions in natural environments. *Topics in Early Childhood Special Education*, 21, 90 – 134.

Center for Evidence-Based Practice website at <http://www.challengingbehavior.org>

Center on the Social and Emotional Foundations for Early Learning website at

<http://www.csefel.uiuc.edu>

Del'Homme, M., Kasari, C., Forness, S. R., & Bagley, R. (1996). Prereferral intervention and students at risk for emotional and behavioral disorders. *Education and Treatment of Children*, 19, 221-232.

Gable, R. A. (2004). School-wide positive discipline. Richmond, VA: Virginia Department of Education.

Hester, P.P., Baltodano, H.M., Hendrickson, J.M. Tonelson, S.W., Conroy, M.A., Gable, R.A. (2004). Lessons learned from research on early intervention: What teachers can do to prevent children's behavior problems. *Preventing School Failure*, 49, 5-11.

Kauffman, J. M. (1999). How we prevent prevention of emotional and behavioral disorders. *Exceptional Children*, 65, 448-468.

Lawry, J., Danko, C., & Strain, P. (1999). Examining the role of the classroom environment in the prevention of problem behaviors. In S. Sandall & M. Ostromsky, (Eds.), *Young exceptional children: Practical ideas for addressing challenging behaviors* (pp. 49-62). Longmont, CO: Sopris West and Denver, CO: DEC.

Massey, G.N. & Wheeler, J. J. (2000). Acquisition and generalization of activity schedules and their effects on task engagement in a young child with autism in an inclusive pre-school classroom. *Education & Training in Mental Retardation & Developmental Disabilities*, 35, 326-335.

Designing effective classroom environments also includes structuring the interpersonal climate of the classroom. When teachers attend to children's appropriate behaviors and provide assistance as they need help, children are less likely to engage in challenging behaviors. Developing a positive interpersonal climate begins with implementing engaging activities that are developmentally and individually appropriate for all children. In addition, the use of positive attention and positive feedback with children who are engaging appropriately in activities and playing with their peers will increase appropriate behaviors. Remember, "catch them being good" and acknowledge them for it!

## Scheduling

Children like predictability! Creating and teaching the daily schedule helps communicate to the children the organization of daily activities and events. Providing a predictable daily schedule helps prevent the occurrence of challenging behavior. Therefore, designing effective classroom environments involves implementing consistent daily schedules. When implementing a daily schedule, consider the following points.

- Young children in particular may benefit from the use of photographic or picture schedules that provide concrete, visual cues of the scheduled activities and routines. In fact, children who are just beginning to learn language may actually need to have real objects included in their schedules.
- When organizing a daily schedule, teachers may want to consider rotating large and small group activities, varying active and quiet activities, structuring a transition time in the activity, and placing the most difficult activity at a time when the children are most alert and attentive. It can also help to include a schedule within activities as well as across activities. For instance, if the activity has several components, the teacher may want to communicate to the children what will come first, next, and so forth by showing the child a sequence of visual cues (e.g., photographs, line drawings) that represent the different components of the activity. Again, this will communicate to the child what to expect.
- Embedding choices within the schedule, in which children have an opportunity to decide between one activity and another (e.g., blocks center or dress up center) also will increase the rate of child engagement and decrease the likelihood of challenging behaviors.

## Rules, Rituals, and Routines

A critical component of the environment that decreases the likelihood of challenging behaviors is providing rules, rituals, and routines. Rules are most appropriate for preschool age children; whereas, rituals and routines are more applicable to younger children. Providing rules, rituals, and routines helps provide structure for everyone in the classroom, including the adults. A ritual may be a song, a rhyme, a game, kinesthetic movement or any other activity that is used in a predictable and repeated pattern over time to communicate values, foster community, or remind children

of behavioral expectations. When implementing rules, rituals, and routines, consider the following points.

- ⊗ Rules provide preschoolers with the structure to teach them which behaviors are appropriate and which behaviors are not appropriate in the classroom setting.
- ⊗ For younger children especially, rituals and routines provide verbal and non-verbal cues and prompts that help them learn appropriate behaviors. For example, a bell that signals the end of play time provides children with a cue about a schedule change and allows them to initiate the change without verbal prompting from the teacher.
- ⊗ Rituals and routines may include songs, rhymes, games, and kinesthetic movement that can be used to foster community and serve as rule reminders. These activities taught over time and embedded as part of a daily schedule serve as reminders to children about appropriate behaviors in different classroom contexts.
- ⊗ Rituals and routines provide stability and consistency and can communicate values such as friendship, caring, or responsibility. For instance, the teacher may teach a set of songs about these values that children sing at the end of circle time, or the class may always review the expectations when walking in a line to go from place to place.
- ⊗ In addition, rituals can be an effective way to ease transitions, reducing the occurrence of challenging behavior that often happens when

children transition from one activity to another. An example of a ritual that may help ease transitions and serve as a rule reminder when children are going to a place where they need to be quiet, such as the library, or when they are starting a quiet activity, such as naptime, is for the teacher to say to the class “Zip it, lock it, and put it in your pocket.” The actions that accompany this request is for the children to zip an imaginary zipper over their lips (zip it); act as though they are turning a key at the end of the zipper (lock it), and put the imaginary key in their pocket (put it in your pocket).

- ⊗ When implementing rules, rituals, and routines, teachers will typically need to teach them to the children in their class using small steps, paired with positive, specific feedback and repeated over time until all the children understand and are able to engage in the appropriate behaviors.

In summary, preventing challenging behaviors before they occur is part of an effective early childhood classroom. Creating a well-designed classroom that is engaging and developmentally appropriate and implementing schedules, rules, rituals, and routines can help create a positive classroom communicating to children how to act appropriately. When children understand what is expected and are provided the opportunity and support to engage in appropriate behaviors, they are more likely to choose this behavior, reducing the likelihood of using challenging behaviors. Remember, “An ounce of prevention is worth a pound of cure.”

## References (continued)

McCormick, L., Noonan, M., Ogata, V. & Heck, R. (2001). Co-teacher relationship and program quality: Implications for preparing teachers for inclusive preschool settings. *Education & Training in Mental Retardation & Developmental Disabilities*, 36, 119-132.

Murdick, N. L. Petch-Hogan, B. (1996). Inclusive classroom management: Using pre-intervention strategies. *Intervention in School & Clinic*, 31, 172-177.

NICHD Early Child Care Research Network (July, 1999). Child outcomes when child care classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072-1077.

Nordquist, V. M., Twardosz, S., & McEvoy, M. A. (1991). Effects of environmental reorganization in classrooms for children with autism. *Journal of Early Intervention*, 15 (2), 135-152.

Odom, S.L., McConnell, S.R., & McEvoy, M.A. (1992) (Eds.), *Social competence of young children with disabilities: Issues and strategies for intervention*. Baltimore: Brookes.

Ostrosky, M.M., Jung, E.Y., Hemmeter, M.L., Thomas, D. (2003). Helping children make transitions between activities. Center on the Social and Emotional Foundations for Early Learning. Retrieved September 6, 2005, from [www.csefel.uiuc.edu/what works.html](http://www.csefel.uiuc.edu/what works.html).

Ostrosky, M.M., Jung, E.Y., Hemmeter, M.L., Thomas, D. (2003). Helping children understand routines and schedules. Center on the Social and Emotional Foundations for Early Learning. Retrieved September 6, 2005, from [www.csefel.uiuc.edu/what works.html](http://www.csefel.uiuc.edu/what works.html).

Ratcliff, N. (2001). Use the environment to prevent discipline problems and support learning. *Young Children*, 56 (5), 84-87.

Serna, L., Nielsen, E., Lambros, K., & Forness, S. (2000). Primary prevention with children at risk for emotional or behavioral disorders: Data on a universal intervention for Head Start classrooms. *Behavioral Disorders*, 26, 70-84.

# Because you work hard for your kids.

Your children may be eligible for **new** low-cost, comprehensive health coverage.



Family Size	Premium Plan Maximum Yearly Income
2	\$36,775
3	\$46,325
4	\$55,875
5	\$65,425

Only a monthly premium of \$35/month for one child or \$71/month for 2 or more children.

Apply online at: [www.wvinroads.org](http://www.wvinroads.org)

Call Toll-Free **1-877-982-2447**



# To Paraphrase Fred Rogers – Won't You be My Friend?

Submitted by Barbara Tucker, West Virginia Early Childhood Transition

Over twenty years ago, I remember writing a paper in graduate school about the importance of social-emotional development (it was called personal/social skills back then). My hypothesis was, of all the developmental skills, learning how to be a social being was the most important. No matter what abilities one has, if he or she does not have social skills, all other attributes tend to be overlooked.

“The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children” (NAEYC, 2003) is an early article stressing the importance of adopting a social-emotional development model to address problem behaviors.

The premise is a straightforward one--supporting appropriate behavior reduces challenging behaviors. Quite simply, it is catching them being good. How many times have we all talked about how we can do ninety-nine things correctly and the one thing we mess up is what we hear about? For some reason, most adults tend to believe children know what is correct and admonishing them on what not to do is how children learn appropriate behavior. Does telling someone what not to do give him or her information on what is acceptable? Is it any surprise negativity does not have the desired effect?

Guiding children to socially acceptable behavior is not rocket science. It is a matter of redoing many of our belief systems, such as acknowledging positive behavior (“Thank you for hanging up your coat”, rather than, “How many times have I told you to hang up your coat?”) and giving direction on what you want the child to do (“Walking feet in the classroom please”, rather than, “Stop running!”).



As a grandmother of a nineteen month old, I witness firsthand how a child desires adult recognition. Trent has responsive, caring adults in his life. He pays attention to what loving adults say and do, and seeks out ways to ensure attention that is even more positive. Trent is developing positive self-concept, confidence and a sense of safety that helps reduce challenging behavior. In the long run, the time spent building strong relationships will likely be less time than what would be required to guide Trent away from established challenging behavior.

Effective teaching of social-emotional skills requires careful planning, individualization, taking advantage of

daily teachable moments, and paying verbal attention to socially competent behavior such as sharing, taking turns, and following directions.

For the small majority of children who continue to display challenging behaviors, despite caregivers setting the stage for positive relationships and implementing preventive practices, positive behavior support is a research-based intervention approach. After a functional assessment identifies key triggers, the team, consisting of family and other caregivers, develops intensive, individualized interventions.

Trent is becoming interested in what other children are doing and following their lead. His dogs are his best companions – they are so fun to chase and feed (throw) treats! I see my grandson growing into a competent, well-adjusted sweetheart who has supportive parents on the same page with discipline. Research has shown adults who understand what causes challenging behaviors are the first line of defense to guide children in developing healthy social-emotional skills.

# Do you know a child who is not \*moving \*hearing \*seeing \* learning or \*talking like others their age?

By 3 months,  
Does your baby...

- grasp rattle or finger?
- hold up his/her head well?
- make cooing sounds?
- smile when talked to?

By 6 months,  
Does your baby...

- play with own hands/feet?
- roll over?
- turn his/her head towards sound?
- holds head up/looks around without support?

By 9 months,  
Does your baby...

- sit alone or with minimal support?
- pick up small objects with thumb and fingers?
- move toy from hand to hand?

By 12 months,  
Does your baby...

- wave goodbye?
- play with toys in different ways?
- feed self with finger foods?
- begin to pull up and stand?
- begin to take steps?

By 18 months,  
Does your baby...

- cling to caretaker in new situations?
- try to talk and repeat words?
- walk without support?

By 24 months,  
Does your baby...

- point to body parts?
- walk, run, climb without help?
- get along with other children?
- use 2 or 3 word sentences?

If you are concerned about your child's development, get help early.

**Every child deserves a great start.**

WV Birth to Three supports families to help their children grow and learn.

To learn more about the  
WV Birth to Three services  
in your area, please call:

**1-866-321-4728**

Or visit [www.wvdhhr.org/birth23](http://www.wvdhhr.org/birth23)



WV Birth to Three services and supports are provided under Part C of the Individuals with Disabilities Education Act (IDEA) and administered through the West Virginia Department of Health and Human Resources, Office of Maternal, Child and Family Health.

## A Review of the Literature: A Look at *Understanding Schemas and Emotion in Early Childhood*

Submitted by Amy Knell

In the book, *Understanding Schemas and Emotion in Early Childhood*, Cath Arnold and her research collaborators, the Pen Green Team, illustrate how children use schemas to understand and make sense of their own worlds. The Pen Green researchers became a team of teachers and staff members who worked in Northamptonshire, United Kingdom.

The Team completed a study, “The Well-Being and Resilience Study,” that was examined in the book. The research was a collaboration between parents, children and staff at the Pen Green Centre. Arnold uses Piaget and other famous authorities on child development to guide you through the definitions and understandings of childhood schemas. An examination of cognitive development is performed by looking at possible links between a child’s behaviors and a child’s emotions.

By identifying this connection, the book’s author demonstrates how young children’s cognition can assist individuals in understanding the emotional events that take place in children’s lives. In particular, the research shows what schemas mean within the broader context of a child’s ability to understand their own environment.

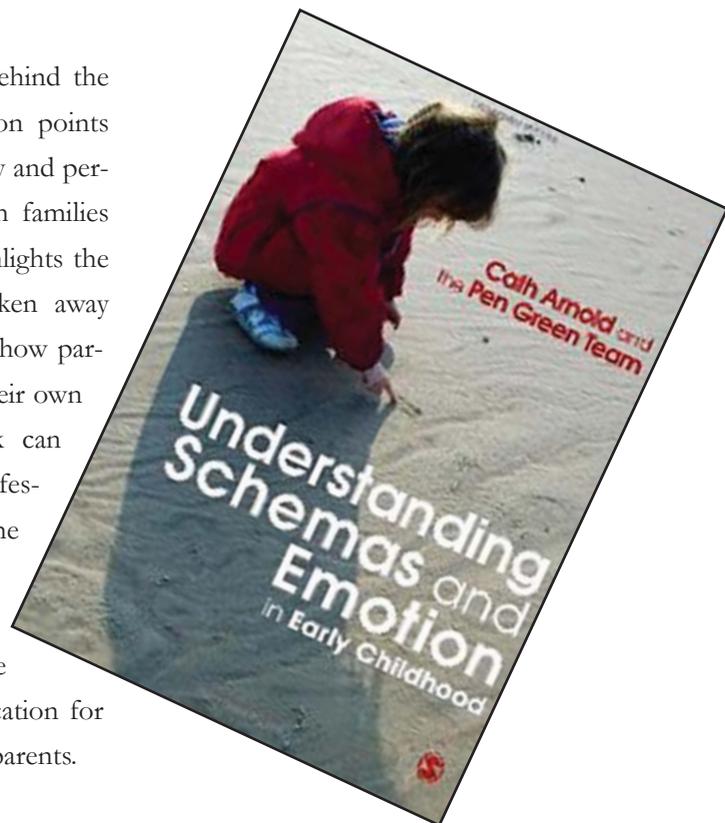
Arnold provides you with important details regarding the study process while at the same time keeping you

engaged in the inspiration behind the study. Through the discussion points on cognitive childhood theory and personal experiences taken from families within the study, Arnold highlights the implications that can be taken away from her research, including how parents can better understand their own child’s behaviors. The book can also assist early childhood professionals by providing the same understanding. Overall, the book can further the knowledge base within the field of early childhood education for teachers, staff, students, and parents.

Chapters two through nine are individual case studies that describe and identify the schematic play and the possible links of this play to children’s larger worlds. These schematic links explore cognitive and emotional development to the children’s behaviors and actions. Arnold discovered that schemas are not necessarily prompted by emotional events, but rather, prompted by links between the exploration of particular patterns or schemas and understanding emotional events. She puts forth the idea that young children use schemas primarily for these reasons: for comfort, to give form to events, and to explore and begin to understand complex life events and changes.

In the final chapters of the book,

Arnold brings together a few tentative generalizations about the link between schemas and emotions. It is here that I began to connect to the personal side of the author and the journey through her research. Arnold shares the process of hesitation and self-doubt that leads to her tentativeness in making generalizations. This acknowledgement and self-awareness, in my opinion, strengthens her conclusions. Arnold’s conclusions are that there is a direct link between a child’s use of schemas and their ability to cope with and understand emotions. Arnold found that schemas are used by children for understanding emotions like separation anxiety and grieving the loss of a loved one. The author’s observations and conclu-



sions result in a theory that suggests children use schemas not only to classify and learn phenomena like language and routines, but that they also use schemas to create and regulate knowledge beyond their current cognitive abilities.

Much of the information presented in Arnold's book may be beneficial for several different audiences. Professionals who work in early childhood settings may find this book useful as a training tool for new staff. The case studies could serve as a tool for decoding and understanding childhood behaviors. These exercises could also be helpful for students studying early childhood education. Established professionals and parents could also use this book as a reference for identifying and dealing with specific emotions often displayed by children.

At times, I found myself wanting to find more evidence to support some of Arnold's viewpoints. An example of one of these instances is found in chapter four. In the discussion and interpretation section, Arnold describes the schema of "going through a boundary" (Arnold, p. 59). Arnold makes a possible conclusion for a child not wanting to play with a flower pot with holes in the bottom because she was still in a containing pattern schema. Arnold describes this schema as a repetitive action where a child puts materials or themselves inside an object that can contain them or other objects (Arnold, p. 22). The author intended to make a case for her interpretation of this action, but as someone who has worked in various early childhood settings and environments I found that some behaviors do not always lead to an explainable or identifiable outcome. It is my experience that sometimes, like adults,

children's behaviors are not always linked to emotional states. There are a few instances, like this one, where my own experiences in the early childhood realm left me wanting more evidence for the leap Arnold makes with her generalizations.

You do not need previous knowledge of childhood cognitive development to find Arnold's book informational. The book has an easily accessible format and layout. But, if you find yourself wanting more information on a particular subject suggested additional readings are located at the end of each chapter. *Understanding Schemas and Emotion in Early Childhood* will provoke thoughts about childhood behaviors and in the end may provoke thoughts about one's own emotions and behaviors and the link that exists between them.





**West Virginia Childcare Centers United**

*Dedicated to improving the quality of child care in West Virginia*

## WVCCU 4th Annual Leadership Academy Announced

The fourth annual West Virginia Childcare Centers United (WVCCU) Leadership Academy will take place August 1-4, 2011, at the Blessed John XXIII Pastoral Center in Charleston. The Leadership Academy is offered to all child care center directors and assistant directors. Past participants are welcome to attend this academy.

Holly Elissa Bruno, author, teacher, and keynote speaker in early childhood education leadership, will jump start the first three days with her unique ability to take early childhood leadership to a whole different level. The director as a manager, organizer and communicator; staff selection and supervision; discipline; and legal matters will be some of the subjects covered. The Myers Briggs test will be used to help you discover your leadership style and your personal strengths and needs. Special sessions on Health Policies (Glenna Bailey), Budgeting (Marie Phillips) and (PAS) Program Administration Scale (Suzi Brodof) will also be presented.

The academy starts at 10 a.m. on Monday, August 1, 2011, and ends on Thursday, August 4, 2011, at 3 p.m. The registration form is also available online at [www.wvccu.info](http://www.wvccu.info).

Only 20 spaces are available on a first come, first serve basis. WV STARS credit and CEU's will be offered.

Do not miss this wonderful opportunity to recharge and to network with your fellow West Virginia directors.

Questions can be directed to Helen Post-Brown, director, Sunbeam Early Learning Center, [sunbeamccc@aol.com](mailto:sunbeamccc@aol.com).

## Leadership Academy Registration Form

(August 1, 2011- August 4, 2011)

**(WV CHILD CARE CENTER DIRECTORS/ASSISTANT DIRECTORS ONLY)**

Blessed John XXIII Pastoral Center, Charleston, WV  
August 1, 2011 (Registration 9-10 am) – August 4, 2011, 3 pm

**Participants are expected to actively participate in the entire leadership academy**

(We will have some evening activities)

Full Name: \_\_\_\_\_

Child Care Center: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**(MUST HAVE E-MAIL ADDRESS)**

**Confirmation of registration and participation information  
will be e-mailed by July 15, 2011.**

This registration form covers meals, lodging (single room) and materials. A complimentary 2011 membership in West Virginia Childcare Centers United with full membership benefits is also provided. We will operate on a first come, first serve basis.

**A \$30.00 non-refundable registration fee must  
accompany this registration form.**

(Registration due by June 30, 2011)

Send completed registration form and check for \$30.00 to:

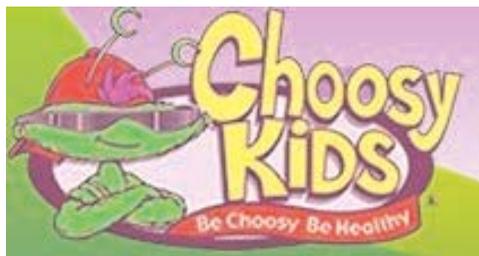
**WVCCU Leadership Academy**

**Helen Post-Brown, 1654 Mary Lou Retton Drive, Fairmont, WV 26554**

\*Support for this training has been provided by  
the West Virginia Department of Health and Human Resources



# West Virginia Association for Young Children Presents "Be Choosy Be Healthy"



Linda Carson, lead trainer and founder of Choosy Kids, has assembled an exemplary team of trainers who have worked with thousands of teachers, trainers, and parents as well as many public health professionals and their partners across the country. The content of the training is so universal that it blends comfortably with a variety of approaches and models for health promotion. Choosy Kids was honored to be selected as the National Training Team for the Office of Head Start's "I Am Moving I Am Learning (IMIL)" initiative to combat childhood obesity.

**Each participant will receive a free Choosy Kids CD to take back to your classroom.**

**THURSDAY, July 28, 2011**

**9:00am To 3:00pm**

**BRIDGEPORT**  
**UNITED METHODIST CHURCH**  
**(registration 8:00—9:00)**

**Driving directions on web site:**  
**www.wwayc.com**  
**\*\*\*STARS REGISTERED**

Reservations must be in by Friday, July 15, 2011.

The number of participants is limited. There will be no refunds after July 22, 2011.  
For more information, contact Polly Steele at 304-842-4773 or visit [www.wwayc.com](http://www.wwayc.com)

---

## West Virginia Association for Young Children

(Please make a copy for your files)

Name: \_\_\_\_\_

please print

Child Care Center/School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**A box lunch is included in the registration fee. Join us for lunch and win door prizes from Lakeshore**

\_\_\_\_ Member \$50.00 (includes lunch)

\_\_\_\_ Non-Member \$60.00 (includes lunch)

\_\_\_\_ Student \$30.00 (includes lunch)

\_\_\_\_\_ **Total Enclosed**

Checks made payable to WVAYC Check # \_\_\_\_\_

**Mail check and registration to: Gina Cheshire, 374 Meadow Lane, Parkersburg, WV 26101**

**\*\*TO BECOME A MEMBER OF WVAYC GO TO WWW.WVAYC.COM**



Did You Know? ....

Babies learn before they are born ...

**Watch for Developmental Milestones ...**

**By 3 Months** -- quiets or smiles in response to your sound or voice

**By 6 Months** -- uses babbling to get attention; knows their name and understands you are speaking to them when you say it

**Babies observe and listen** -- research shows that babies start listening to their parents' voices while still in the womb. Talking to your baby will help them learn good communication skills. As your baby grows, so will his verbal ability.

**For more information on developmental milestones**, visit online at <http://www.cdc.gov/ncbddd/autism/ActEarly/default.htm>



**West Virginia & TACSEI  
Pyramid Model Partnership**

*Promoting Social Emotional  
Competence in Young Children*



# West Virginia Selected for Exciting Partnership

Submitted by Regina Woodcock, West Virginia Birth to Three

West Virginia is one of two states recently selected to participate in a partnership with the Technical Assistance Center for Social Emotional Intervention (TACSEI) and the Center for Early Literacy Learning (CELL). The West Virginia Department of Education, Office of Special Programs, and WV Birth to Three, Department of Health and Human Resources, applied for this grant in conjunction with many other early childhood partner agencies. Through this exciting partnership, the state will develop an integrated early childhood training system to promote social, emotional, and early language and literacy competence, and prevent challenging behaviors in all young children birth to age five.

**The Technical Assistance Center for Social Emotional Interventions (TACSEI)** is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, to provide training and technical assistance on evidenced-based approaches for supporting social emotional competence and preventing and addressing challenging behavior of young children with or at risk for delays or disabilities. TACSEI in conjunction with their sister national TA Center, the Center for

Social and Emotional Learning (CSEFEL), has developed a conceptual model of evidenced-based practices referred to as the “Pyramid Model”.

West Virginia is fortunate to also have at the same time a partnership with the **Center for Early Literacy and Learning (CELL)**. The Center for Early Literacy Learning (CELL) is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division. The main goal of CELL is to promote the adoption of and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at risk for poor outcomes.

**How will this partnership work?**

The CELL/TACSEI State Partnership will bring together an interagency State Leadership Team to develop policies and procedures and other mechanisms to plan, implement, evaluate and sustain a professional development system that supports the use of the Pyramid Model and CELL evidenced based practices. The first charge of the CELL/TACSEI State Leadership Team

was to develop vision and mission statements to guide its work.

**Vision:** All West Virginia children, birth to five, receive the supports they need to develop social emotional competencies and experience early literacy opportunities within their families and all other environments.

**Mission:** To design, implement and sustain an evidence-based professional development system that nurtures the capacity of families and professionals in the promotion of social emotional competencies and early literacy learning for young children.

The WV State Leadership Team has now begun the hard work of 1) identifying and supporting two Model Demonstration Sites, 2) identifying and supporting four Demonstration Professionals who support families within homes and 3) preparing a Master Cadre of trainers/coaches who will provide training and coaching to the Model Demonstration Sites and Demonstration Professionals. This process will begin to build a structure for training and mentoring early childhood professionals in implementing the Pyramid Model with fidelity. Over the next two years, these individuals will receive training and support from the national CELL and TACSEI staff to become West Virginia’s leaders in providing professional development in evidenced-based practices for promoting social emotional development and early

literacy skills for young children birth to five.

The **Model Demonstration Sites** agree to program wide adoption which includes the following:

- **A Leadership Team** that meets monthly and guides the implementation of program wide adoption. The team assures that a system is developed for planning professional development, supporting staff in the implementation of the TACSEI Pyramid Model and CELL evidenced-based practices with fidelity, collecting of data and using data for decision making, meeting the individual needs of children and encouraging family involvement.
- **Internal and/or External Coaches** support program staff in the implementation of the TACSEI Pyramid Model and CELL evidenced-based practices with fidelity, assist with planning individual professional development and training, data collection and action planning.
- **Internal and/or External Behavior Support Consultants** work with program leadership to plan professional development, collect data, monitor implementation, and track outcomes; provide training and ongoing consultation to at least one demonstration site that is implementing the TACSEI Pyramid Model to ensure the fidelity of implementation; and facilitate the provision of tertiary supports to children with challenging behavior.

**The Demonstration Professionals**

**for Home Visiting Community of Practice** agree to adopt the TACSEI Pyramid Model and CELL evidenced-based practices with every family on caseload.

- **Home Visiting Coaches** support Demonstration Professionals in the implementation of the TACSEI Pyramid Model and CELL evidenced-based practices with fidelity, assist with planning individual professional development and training, data collection and action planning.
- **Behavior Support Consultants** work with demonstration professionals to plan professional development, collect data, monitor implementation, and track outcomes; provide training and ongoing consultation to at least one demonstration professional that is implementing the TACSEI Pyramid Model to ensure the fidelity of implementation; and facilitate the provision of tertiary supports to children with challenging behavior.

**Master Cadre** agree to provide training and technical assistance to one demonstration site and, when appropriate,

The WV State Leadership Team for the CELL/TACSEI Partnership is pleased to announce West Virginia's two Model Demonstration Sites!

**Playmates Childcare Center**  
Jeanette Baker, Director  
Jbarkerplaymates@aol.com

**Sunbeam Child Care Center**  
Helen Post Brown, Director  
Sunbeamccc@aol.com

ate, one demonstration professional Master Cadre will work with the WV TACSEI State Leadership Team in the development and design of WV's Strategic Development and Sustainability Plan for both TACSEI and CELL partnerships; provide training and support to one Demonstration Site and, if appropriate, one demonstration professional between February 2011 and June 2012; provide three designated regional train the trainer events between July 2012 and June 2014; and provide external coaching, support and technical assistance to, at least, three designated expansion sites and/or demonstration professionals between July 2012 and June 2014.



West Virginia



Infant/Toddler Professional  
Development Program

# Great Beginnings Infant/Toddler Conference

(PITC Academy for Caregivers)

Location: Charleston Civic Center  
Date: September 14 -16, 2011

Traditional Model Room  
*Addition of Cozy Room*

*Professional Development Opportunities  
For Administrators and Caregivers of  
Infants/Toddlers*

*All sessions will be led by PITC staff.*

Presented by:

WestEd   
Center for Child & Family Studies

WEST VIRGINIA  
Department of  
Health &  
Human  
Resources 

# We need children's photos for the 2012 Early Childhood Calendar!

This year, West Virginia Early Childhood Training  
Connections and Resources would like to design the 2012  
Early Childhood Calendar on families, partnerships, and leadership.

We need photos of children and families/adults participating in:

- ❖ Talking together
- ❖ Helping one another
- ❖ Reading together
- ❖ Enjoying each other
- ❖ Cooking together
- ❖ Exploring nature
- ❖ Spending time together
- ❖ Working together

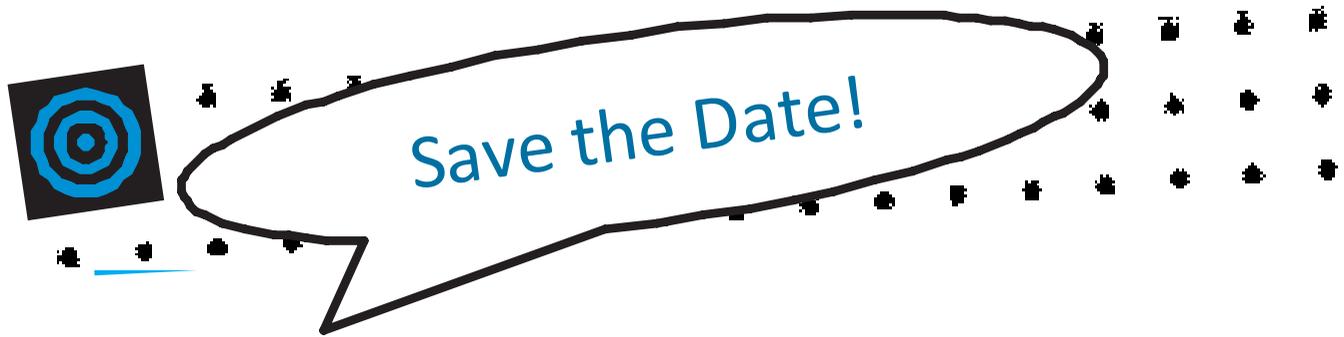
Children should be infant, toddler, or preschool age.

Please include the child's name and age, name of person submitting photo, address, and phone number. All photos must be accompanied with a WVECTCR photo release. Download a copy of the release at [www.wvearlychildhood.org/resources/photorelease.PDF](http://www.wvearlychildhood.org/resources/photorelease.PDF). If sending photos via email, please do not resize the pictures.

Send to:  
WVECTCR  
611 Seventh Avenue, Ste. 322  
Huntington, WV 25701  
Attn: 2012 Calendar  
or email the photos to [tcr@rvcds.org](mailto:tcr@rvcds.org)

**Deadline: September 16, 2011**

For questions, please contact us at 1-304-529-7603 or [tcr@rvcds.org](mailto:tcr@rvcds.org)



▶ Wednesday, October 5, 2011

**What:**

5th Annual Child Care  
Center Directors' Meeting

**Where:**

Village Square, Clarksburg

*More information to come late summer!*



Division of Early Care and  
Education



NAEYC Annual  
Conference and Expo

November 2-5, 2011

Orlando, FL

[www.naeyc.org](http://www.naeyc.org)



# Parent Blocks

## NEWSLETTER



"Providing resources to parents throughout West Virginia"  
Volume 8, Issue 3, Summer 2011

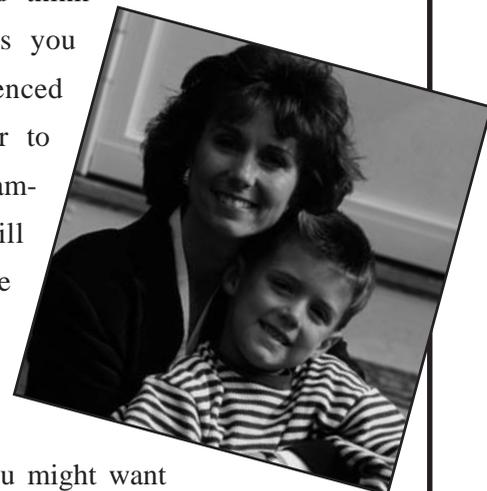
## Positive Solutions for Families

Has life with your young child become filled with conflict and confusion? Does it seem as if even the simplest activity can turn quickly into disaster when your child's behavior is out of control? Are you beginning to feel as if things are getting worse instead of better? You're not alone. Many, if not most, parents find themselves struggling with the challenging behavior of their young child at some point in time. The

good news is that there are evidence-based, effective strategies based on what the child is communicating that you can use to create positive solutions for your family.

Review each of the

tips below and think about situations you have experienced that are similar to the provided examples. You will need to decide which strategies are likely to work best for your family. You might want



to try one or two of the strategies at first and then add others as you become more comfortable with the process. Remember, the idea is to develop specific approaches for your own family that can be used in everyday life.

### **Tip 1: Keep Your Expectations Realistic**

It is important for you to know and understand your child's abilities and limitations. When you expect too much or too little from your child, it

*Continued on next page*

WV Parent Blocks Newsletter is a project of West Virginia Early Childhood Training Connections and Resources, a collaborative project of West Virginia Department of Health and Human Resources/Bureau for Children and Families/Division of Early Care and Education; WV Head Start State Collaboration Office; Office of Maternal, Child and Family Health/West Virginia Birth to Three; and West Virginia Department of Education/Office of Special Education and is supported and administered by River Valley Child Development Services.

Permission to photocopy

Visit our website at [www.wvearlychildhood.org](http://www.wvearlychildhood.org)

can lead to problems and frustrations for you both.

*\*You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. Two-year-old Simone is getting impatient--she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.\**

**Tip 2: Plan Ahead**

Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to help your child have a successful experience. Hope for the best, but plan for the worst. Always have a back-up plan!

*\*Your family is in the car headed to your mother's house for dinner. It is usually a short drive, but rush-hour traffic is snarled, it's 6:30 p.m. and you're already 45 minutes late. Your three year old is screaming for food in the back-seat. Luckily, you remembered to bring some snacks and a sippy cup of water to hold him over until you can make it home.\**

**Tip 3: Clearly State Your Expectations in Advance**

Some undesirable behavior occurs because your child can't act differently, other times it occurs because

your child simply doesn't want to act differently. Either way, it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do.

*\*You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say, "Come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say, "All right, time to get going. Alicia, let's start by putting the blocks in their box. I see it over there in the corner."\**

**Tip 4: Offer Limited, Reasonable Choices**

Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility, they will need plenty of support and practice.

*\*You have just picked up your son at childcare and he doesn't want to get into his car seat. You sense a battle of wills coming on. One way to avoid a struggle might be to say, "Zachary, we can't start the car until you get buckled in your seat. Do you want to climb up in there yourself, or do you want Daddy to*

*put you in there?">\**

**Tip 5: Use "When...Then" Statements**

A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she wants to do). This is also known as a contingency statement. When you use a contingency statement, be sure you: give it a positive focus, state it only once, set a reasonable time limit, follow through, and be prepared for your child's response--it may be "No".

*\*It's a sunny day and your bare-foot child has decided she would like to go out in the backyard and play. She starts outside and you stop her and say, "No...put on your shoes, please." She starts to throw a tantrum. Here's an alternative approach you may want to use next time. "When you put on your shoes, then you may go outside." You are not just saying "No". You are letting her know what needs to be happen in order for her to reach her desired destination.\**

**Tip 6: Catch Your Child Being Good**

Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach

# Let's Move... Warm Weather Fun!

**When the weather is warm, play outside together!  
You don't need to spend money to fit active fun into  
your family life.**

Try to move for at least 30 minutes on most days. Your child needs to move at least 60 minutes on most days. You'll both feel good!

Check (✓) five active ways your family might have fun. Jot down their ideas, too.

## Get Moving OUTDOORS

- Create sidewalk art.** Use colored chalk, or "paint" with water and brushes.
- Chase shadows** in the summer sun or the light of a full moon.
- Play hopscotch.** Draw a hopscotch game on the sidewalk. Young children can jump from square to square. Older kids – and you – can hop, stoop, and bend!
- Create a parade!** Dress up kids, adults, and pets. Decorate wagons, tricycles, bikes, and strollers.
- Visit a farmer's market.** Walk and talk about the foods. Buy something to prepare and eat at home.
- Run through the garden sprinkler!**
- Go fruit picking:** berries, peaches, apples, whatever grows where you live.
- Splash:** in a pool, lake, or slow, clean stream.
- Fly a kite. Blow bubbles.** Safely follow, wherever they go!
- Walk to the store or library** – even if it takes longer. Talk about what you see along the way.
- Visit a petting farm.**
- Celebrate an outdoor festival.** Look for activities planned for young children.
- Enjoy a playground** – if it's equipped for young children.
- Play games that move:** "Ring-Around-the-Rosie," "London Bridge," others.
- Plan a "wash day":** wagons, tricycles, outdoor toys – and the family pup.
- Go on a nature hike.** Look for wild flowers, insects, bird's nest, rocks, leaves, shells, butterflies, and other natural things.
- Work in a garden,** maybe your own.
- Your family's ideas:**



Continued from newsletter page 2

your child what you want him to do and increase the likelihood that this behavior will occur again and again.

*\*You are enjoying a remarkably calm family meal. Instead of waiting for your four year old to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"\**

### Tip 7: Stay Calm

When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is usually best. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child--the more out of control your child becomes, the more self-control you need to show. When you remain calm, your child learns appropriate ways to respond to difficult situations.

*\*You are cleaning your house in preparation for your in-laws' annual visit. You go in the kitchen for just a moment and return to your family room to find that your two-year-old son has colored on a white wall with red and blue crayons. Your immediate reaction is to respond negatively. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring. Mommy's walls are not," and buckle him in his high chair where he can continue to create his art on paper.\**

### Tip 8: Use Neutral Time

Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur before or after a child's unacceptable behavior occurs. You can talk about what happened earlier and talk about positive ways to handle problems in the future. The challenge is to identify neutral time and make use of these opportunities.

*\*You are sitting on the sofa reading books with your daughter when you look up at the clock and realize it is 7:30 p.m.--bedtime is approaching fast. Getting Emma to brush her teeth each night has become more and more of a struggle. As you hold her on your lap you say, "Almost bedtime kiddo. Hey, tonight Mommy is going to brush her teeth at the same time you do--it'll be fun for us to do it together."\**

*-Information from The Technical Assistance Center  
on Social Emotional Intervention for Young Children, September 2006*



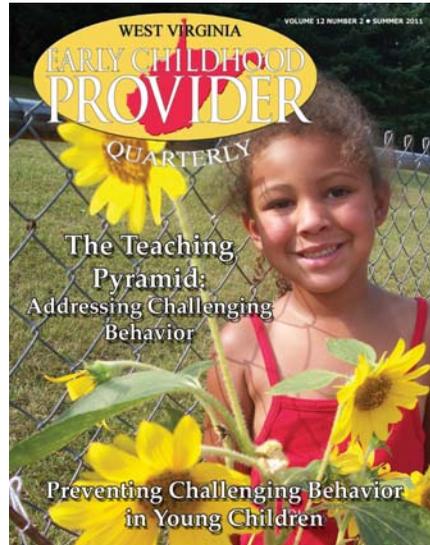
Summer is a time when insects are active and the chance for bee stings increase. For most children, bee stings mean mild pain and discomfort for a few hours, but for some it could be a matter of life and death.

Simple precautions can be taken to decrease the chances of a child being stung.

- Sweet, scented products such as perfumes and lotion may attract bees and should be avoided.
- Bees may be attracted to heat given off by dark clothing, so light colored clothing is best.
- Inspect the outdoor play area regularly for bees' nests.
- Do not allow children to walk around outdoors with bare feet.

When a bee stings, a stinger may be left in the skin. This should be removed quickly by scraping it with a fingernail or the edge of a credit card. Avoid squeezing the stinger as this could inject more venom into the skin. Wasps do not leave their stingers behind. Wash the affected area and apply a cold compress to decrease pain and swelling.

Now is the time to subscribe to



I would like to subscribe to the West Virginia Early Childhood Provider Quarterly for one year.

Name/Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

County \_\_\_\_\_

**Send check or money order to:  
West Virginia Early Childhood Provider Quarterly  
c/o West Virginia Early Childhood Training  
Connections and Resources  
611 Seventh Avenue, Ste. 322  
Huntington, WV 25701**

**Only \$8.00  
for a one-year subscription**

This magazine is delivered free of charge to early childhood institutions. If you would like a copy delivered to your home, an individual subscription is available for \$8.00 a year.

The West Virginia Early Childhood Provider Quarterly is going green and is now available by electronic distribution.

If you would like to continue receiving the Provider Quarterly, please visit [www.wvearlychildhood.org](http://www.wvearlychildhood.org) to sign up for the distribution list.

**Thank you for helping WVECTCR go green!**



RVCDS/WVECTCR  
611 Seventh Avenue  
Ste. 322  
Huntington, WV 25701

NONPROFIT ORGANIZATION  
US POSTAGE  
PAID  
PERMIT 43  
HUNTINGTON WV