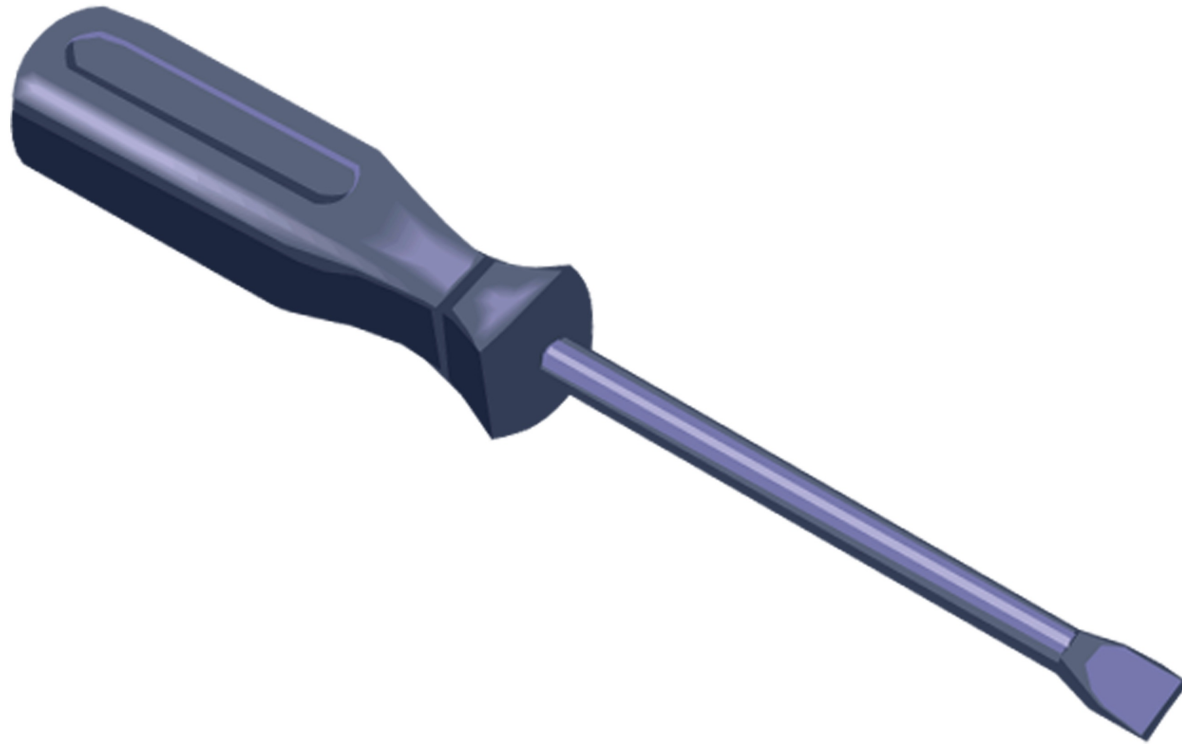




Ear Protectors

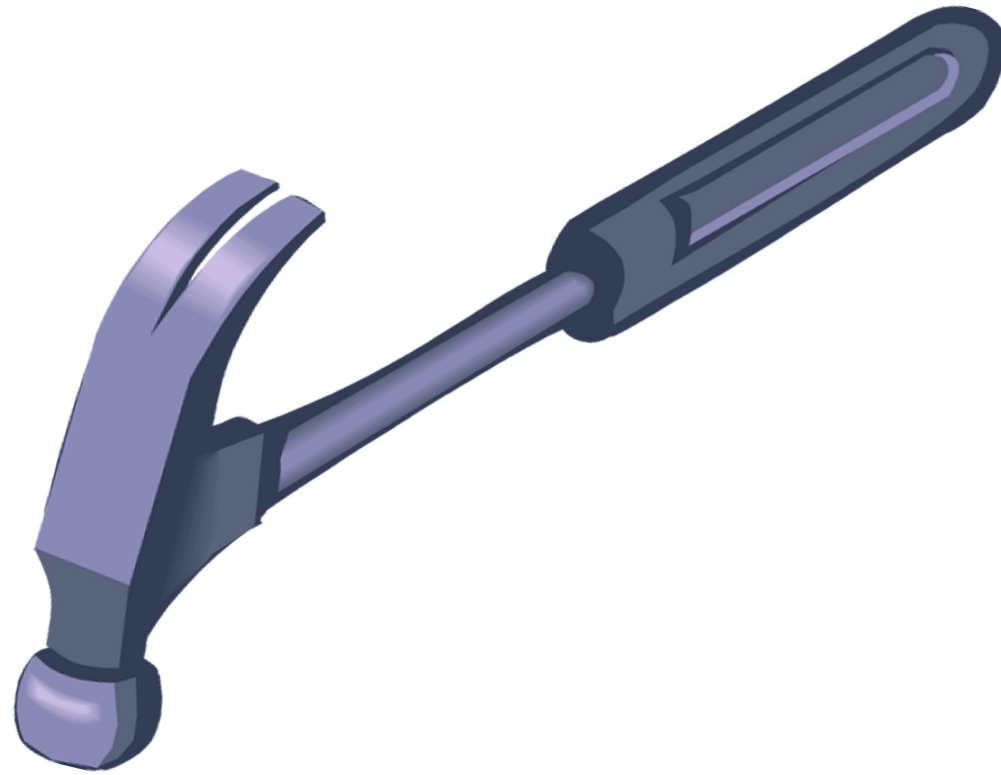
### **Ignoring inappropriate behavior —**

Inappropriate behavior is ignored when it does not threaten the safety of the child and others and does not destroy property. Sometimes a child misbehaves in order to get attention. If the child is given attention, it is less likely that he/she will repeat the behavior.



Screwdriver

**Redirection** — The child's attention is diverted (redirected) by providing a distraction or substitute activity that appeals to the child. This method is often effective for very young children who are easily distracted. Example: A child starts to knock down another child's block tower. The caregiver encourages the child to play with a favorite toy to distract her interest away from the block tower.



Hammer

**Natural consequences** — The child is allowed to experience the consequences (natural results) of his or her own inappropriate behavior. When choosing this method, make certain that the child's inappropriate behavior does not threaten the safety of the child and others and does not destroy property. Example: A child does not put up her art project. As a result, it gets stepped on and torn.

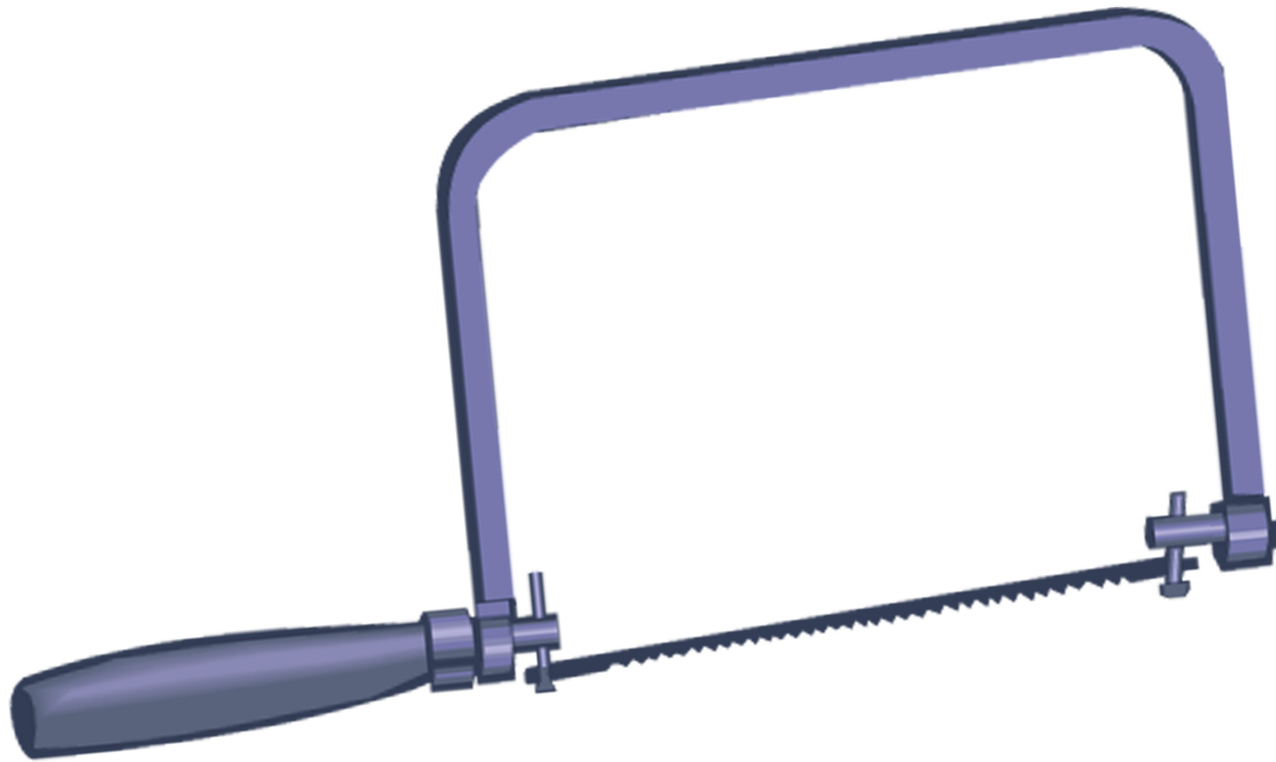


Crowbar

**Logical consequences** — Logical consequences are determined by the caregiver. It is a matter-of-fact result of the child's actions and is not punishment. Example: A child pushes another child while climbing the ladder on the slide. The child is told that this is not acceptable behavior and if he repeats the behavior again he will have to give up his turn on the slide. The child pushes the other child again and loses his turn on the slide.

Sometimes children are involved with the teacher when trying to determine in advance a consequence for a certain behavior. For example, a caregiver might ask, "What should be the consequence if someone throws sand from the sand box?" The children may decide that the child should leave the sand box. When a child breaks the rules, the teacher tells the child he must leave the sandbox.

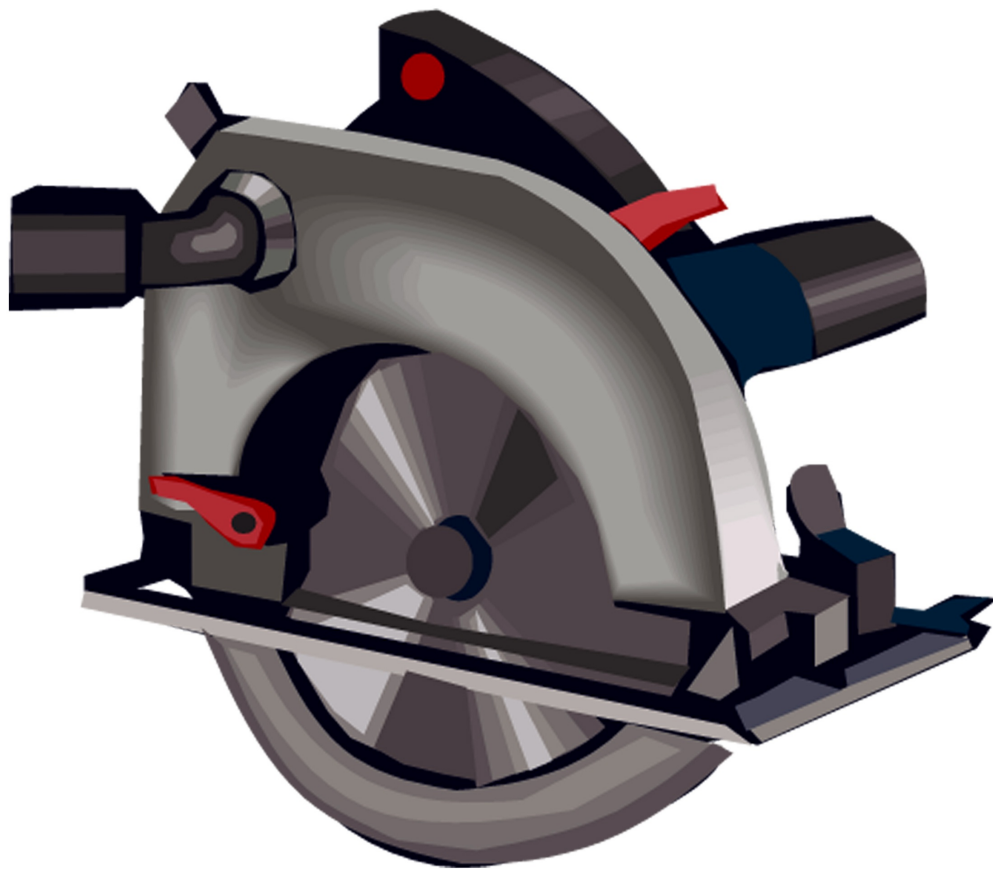




Coping Saw

**Calm-down period** — The child is moved away from the center of activity for a short period of time and allowed time to calm down and gain self-control before returning to the group. For example, a child begins kicking another child in the facility. The child is moved away from the group for a short period of time until he/she gains self-control.

The most effective use of a calm-down period is to take the child aside and remain with him/her until the child is calm enough to return to the group. During this cooling-down time, the caregiver can talk with the child about how the other child felt, help the child find a way to help the other child feel better and teach a positive alternative for the next time. The use of a “time-out” chair is not appropriate. Placing a child in a “time-out” chair usually embarrasses the child and seldom teaches a positive lesson.



Skill Saw

**Problem solving** — Conflict is a natural part of living and working with other people. Teaching children to solve problems increases their ability to deal with conflict. Before children can solve problems, they must be able to use words to express their anger and/or frustration. For this reason, it is important to assess the developmental level of each child and be sure they have the skills needed to solve problems before expecting them to do so. The *AECE Framework Handbook for three & Four Year Old Children* (2004) provides the following guidelines for solving social problems (conflicts).