

Guiding Behavior In Young Children: Expert Approaches for Caregivers & Parents

EDUCATOR'S RESOURCE GUIDE

Copyright © 2011 Learning Seed



Suite 301
641 West Lake Street
Chicago, IL 60661

info@learningseed.com
www.learningseed.com

Legal Niceties

This Resource Guide

Copyright © 2010 Learning Seed.

This educator's resource guide is copyrighted according to the terms of the Creative Commons non-commercial license (<http://creativecommons.org/licenses/by-nc/2.5/>). It may be reproduced, in its part or its entirety, for classroom use. No part of this guide may be reproduced for sale by any party.

You are free:

- to copy, distribute, display, and perform the work.
- to make derivative works.

Under the following conditions:

- Attribution. You must attribute the work to Learning Seed.
- Noncommercial. You may not use this work for commercial purposes.
- For any reuse or distribution, you must make clear to others the license terms of this work.
- Any of these conditions can be waived if you get permission from the copyright holder.

Resource Guide Credits

Writer: Kathleen O. Ryan
Editor: Kari McCarthy
Copy Editor: Mike Robbins

The Video: *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents* Copyright © 2010 Learning Seed.

This video program is protected under U.S. copyright law. No part of this video may be reproduced or transmitted by any means, electronic or mechanical, without the written permission of the Publisher, except where permitted by law.

DVD LS-1349-11-DVD ISBN 1-55740-587-5

Closed Captioning

This program is closed-captioned.

Questions, suggestions or comments?

Email us at info@learningseed.com or call us at: 800.634.4941

Table of Contents

Program Summary.....4
 National Standards.....5
 Additional Resources.....6

Lesson Plans

Guide and Create Expectation:

Lesson 1a: “Kids Will Be Kids” (Independent Practice).....7-8

OR

Lesson 1b: Unit Pre-test (Fill-in-the-blank).....9

Define and Interpret Information:

Students watch the video *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents* during this lesson.

Lesson 2: “Good Advice” (Independent Practice).....10-11

AND

Lesson 3: “Child Abuse Awareness” (Poster).....12-13

Generate and Differentiate Ideas:

Lesson 4: “Act It Out” (Skit).....14-15

Develop and Evaluate Performance:

Lesson 5a: “Creating a Plan” (Action Plan).....16-17

OR

Lesson 5b: Unit Post-test (Fill-in-the-blank).....18

Appendix.....19

Student Worksheets

Rubrics

Student Glossary

Program Summary

Despite their best moments, toddlers and preschoolers often behave in ways that frustrate their parents and caregivers, and even endanger their own safety. They are not intentionally being "bad." Parents and caregivers can guide them in a positive way. In this program we learn why misbehavior occurs, common reactions by caregivers, ways to stop it, and how to create and enforce a plan to bring about desired behavior.

Unit Teaching Points

1. Some common behavior difficulties for this age group include: tantrums, sleep and eating problems, aggressive behaviors, resistance, defiance, and teasing.
2. All children have core emotional needs: attention, affection, affirmation, and acceptance; and may show signs of misbehavior if these are not met by parents and caregivers.
3. Some reasons for misbehavior are: curiosity, need for attention, immaturity, the desire for independence, and over or under-stimulation.
4. Physical factors like tiredness, hunger or illness can contribute to misbehavior.
5. Hitting, belittling, threatening behaviors directed at children are always wrong, and if they happen, adults need to immediately apologize to the child and make sure they never happen again.
6. While using time outs is a common practice for parents, caregivers and teachers, there are better methods that are more effective and developmentally appropriate for young children.
7. Some rules of thumb to help with the misbehavior of young children include: Pick your battles. Keep it simple. Be patient. Be consistent. Follow through. Have a plan.
8. The components of a good plan for guiding behavior are: goals, expectations, consequences, and rewards.
9. There are two kinds of goals for improving behavior: guiding a child to **stop** a behavior and guiding a child to **perform** a behavior.
10. A successful plan to guide behavior includes: observation, documentation, and reflection followed by identification of the behavior in need of change. Parents and caregivers will determine the smallest amount of change toward reaching a goal as well as inform the child of rewards and consequences connected to their behavior.

Related Learning Seed Programs

Disciplining Kids
Rules, Rituals, Routines
A Child's Mind: How Kids Learn Right & Wrong

National Standards

NASAFACS - National Standards for Family and Consumer Sciences as they apply to Child development

4.0 Education and Early Childhood

- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests
- 4.4 Demonstrate a safe and healthy learning environment for children.
- 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 4.6 Demonstrate professional practices and standards related to working with children.

12.0 Human Development

- 12.1 Analyze principles of human growth and development across the life span
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the life span.

15.0 Parenting

- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.

Additional Resources

For research and additional content:

Kid Source

www.kidsource.com/kidsource/content/positive.discipline.html

National Network for Childcare

www.nncc.org/Guidance/guide.dev.apprch.html

Zero To Three

www.zerotothree.org/child-development

Behavior Guidance For Infants and Toddlers From Birth to 3 Years

Alice S. Honig

Guiding Young Children's Behavior: Helpful Ideas for Parents & Teachers From 28 Early Childhood Experts

Betty Farber

Emotional Life of the Toddler

Alicia F. Lieberman

Positive Discipline for Preschoolers

Jane Nelson

Lesson Plan 1a (page 1 of 2)

Purpose: Guide and Create Expectations
Name: “Kids Will Be Kids”
Type: Independent Practice
Est. time: 40 minutes

Lesson Summary

Students will brainstorm examples of toddler and preschooler misbehavior that they have witnessed and then discover what typical behavior is for that age group in the physical, intellectual, social and emotional aspects of development.

Lesson Materials

- Copies of “Kids Will Be Kids” (Worksheet A) for each student
- Pen/Pencil
- Computer with online access (www.childdevelopmentinfo.com/development/devsequence.shtml)



Lesson Objectives

- The student will describe examples of misbehavior they have witnessed from toddlers and preschoolers.
- The student will identify the typical characteristics of young children at ages 2 through 5 years of age..
- The student will identify behaviors as being influenced by physical, intellectual, social, or emotional development.
- The student will match behaviors to the typical characteristics that influence them.
- The student will analyze why developmental characteristics influence behavior.

*The lesson objectives of **Lesson 1a** correlate to **Unit Teaching Points 1, 3, and 4**. See **page 4** for a list of unit teaching points.*

Lesson Plan 1a (page 2 of 2)

(Estimated Time: 40 minutes)

I. Lesson Set-up (5 minutes)

PRE-READING

1. Instruct students to brainstorm specific examples of ways they have seen toddlers and preschoolers misbehave.(2-5 year-olds)
2. Write a comprehensive list of their responses on an overhead or white board that they can refer back to during the lesson.
3. Distribute copies of Worksheet A “Kids Will Be Kids” from the Appendix and read it over with the students.

II. Learning Activity (30 minutes)

DURING READING (10 minutes)

Instruct students to read the following webpage while keeping in mind the directives on Worksheet A:

www.childdevelopmentinfo.com/development/devsequence.shtml)

POST-READING (20 minutes)

Instruct students to:

1. Fill out Worksheet A
2. Have a class discussion in which students can share some of their worksheet responses.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about Guiding Behavior in young children.

- What are some common behavior problems of toddlers and preschoolers?
- What are the core emotional needs of toddlers and preschoolers?
- What are some common reasons why toddlers and preschoolers may misbehave?
- What are some examples of parent and caregiver misbehavior that can occur while guiding the behavior of toddlers and preschoolers?
- What are the components of a plan to positively guide a young child’s behavior?

Lesson Plan 1b (Alternative)

Purpose: Guide & Create Expectations
Name: Unit Pre-test
Type: Fill-in-the-blank
Est. Time: 30 minutes

Guiding Behavior Unit Pre-test

As an alternative to Lesson 1a: “Kids Will Be Kids,” you can create and guide student expectations with the **Fill in the blank pre-test found on Worksheet B of the Appendix**. The Answer Key is below.

Unit Pre-test Answer Key

All children have core emotional needs: 1. attention, 2. affection, 3. affirmation, and 4. acceptance.

Fulfillment of these needs is a necessary foundation for children to reach their full 5. potential. We can help encourage

6. curiosity if we provide lots of safe places and objects to explore as well as allow for some 7. supervised

explorations. Expectations of certain behaviors may be unrealistic because a child may not be 8. cognitively or

9. socially able to comply. Children want grown ups to call the shots and define 10. limits for them which help them

feel 11. safe. Children often misbehave if they are over or under 12. stimulated, or they may simply be 13. tired,

14. hungry, or 15. ill.

Some rules of thumb to positively guide behavior are: pick your 16. battles, keep it 17. simple, and be 18. patient

and 19. consistent. It is also important to 20. follow through with what you say you are going to do and to have a

21. plan already in place for improving behavior. First set a 22. goal, a desired behavior the child will try to start or

stop. Then decide on your 23. expectation, the smallest sign of change you will look for. Decide on

24. consequences if the child doesn't comply. The best 25. reward a child can get is the good feeling from doing, or

not doing, a behavior that they are working on.

Lesson Plan 2 . (page 1 of 2)

Purpose: Define and Interpret Information
Name: “Good Advice”
Type: Independent Practice
Est. time: 40 minutes

Lesson Summary

Students will watch the video *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents* while making notes on the practical advice given throughout the program.

Lesson Materials

- Copies of “Good Advice” (Worksheet C) for each student
- Pen/pencil/Journal
- Video: *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents*



Lesson Objectives

- The student will identify the emotional needs of young children.
- The student will match behavior guidance advice to corresponding emotional needs.
- The student will identify common reasons for misbehavior in early childhood.
- The student will match behavior guidance advice to corresponding reasons for misbehavior.
- The student will identify rules of thumb to help positively guide the behavior of young children.
- The student will match behavior guidance advice to corresponding rules of thumb.

*The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 2, 3, 4, and 7**. See **page 4** for a list of unit teaching points.*

Lesson Plan 2 (page 2 of 2)

(Estimated Time: 40 minutes)

I. Lesson Set-up (5 minutes)

BEFORE the video:

1. Instruct students to complete this sentence in their journal: If i find myself responsible for guiding the behavior of a young child and need advice, I will ask _____ because he/she _____
2. Place responses up on an overhead or whiteboard and have a brief discussion about who they trust to give good advice on this topic and why.
3. Distribute Worksheet C from Appendix and read through it with the class.

II. Learning Activity (30 minutes)

DURING the video:

1. Remind students to look for advice in the video that matches the topics on their worksheets
2. Students should watch the video as they fill in worksheet C from Appendix.

AFTER the video:

1. Collect worksheets to grade, or have a class discussion about their answers.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about Guiding Behavior in young children.

- What are some common behavior problems of toddlers and preschoolers?
- What are the core emotional needs of toddlers and preschoolers?
- What are some common reasons why toddlers and preschoolers may misbehave?
- What are some examples of parent and caregiver misbehavior while guiding the behavior of toddlers and preschoolers?
- What are the components of a plan to positively and successfully guide a young child's behavior?

Lesson Plan 3 (page 1 of 2)

Purpose: Define & Interpret Information
Name: "Child Abuse Prevention"
Type: Poster
Est. Length: 40 minutes, (2 class periods)

Lesson Summary

Students will research the topic of child abuse and then create a poster that raises awareness about abuse prevention and present the poster during the next class period.

Lesson Materials

- Copies of "Child Abuse Prevention Poster" Rubric (Worksheet G) for each student
- Poster board
- Pens, pencils, markers, paints, crayons etc.
- Computer with internet access :

www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm



Lesson Objectives

- The student will identify what child abuse is and what causes it.
- The student will conclude the best way to visually represent a call to prevent child abuse.
- The student will create a poster that will raise awareness about how child abuse can be prevented.

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Points 2 and 5**. See **page 4** for a list of unit teaching points*

Lesson Plan 3 (page 2 of 2)

(Estimated Time: 45 minutes)

I. Lesson Set-up (5 minutes)

Journal & Discussion Activity

1. Instruct students to write in their journal about what they think they should do if they know of or suspect a young child is being abused.
2. Discuss journal responses as a class.

II. Learning Activity (35 minutes)

“Abuse Prevention Poster” Independent Activity

1. Distribute Abuse Prevention Poster Rubric from the Appendix and discuss with the class.
2. Instruct each student to visit the website:
http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm
3. Instruct the class to create a poster that advocates the prevention of child abuse using facts, ideas and resources found on the Help Guide webpage. Remind them to compare their poster to the rubric.
4. Students should be prepared to present their poster during the next class period.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about Guiding Behavior in young children.

- What are some common behavior problems of toddlers and preschoolers?
- What are the core emotional needs of toddlers and preschoolers?
- What are some common reasons why toddlers and preschoolers may misbehave?
- What are some examples of parent and caregiver misbehavior while guiding the behavior of toddlers and preschoolers?
- What are the components of a plan to positively and successfully guide a young child’s behavior?

Lesson Plan 4 (page 1 of 2)

Purpose: Generate and Differentiate Ideas
Name: "Act It Out"
Type: Skit
Est. time: 45 minutes (2 class periods)

Lesson Summary

Pairs of students will create and perform skits that illustrate how to execute a plan to get a young child to start or stop a behavior.

Lesson Materials

- Copies of "Act It Out" (Worksheet D) for each student.
- Copies of Skit Rubric (Worksheet H) for each student
- Pen/paper/journal

Lesson Objectives

- The student will recall rules of thumb for dealing with misbehavior in early childhood .
- The student will create a scenario that can be acted out to illustrate how to guide the starting or stopping of a behavior.
- The student will compose a skit which dramatizes positive behavior guidance of a young child.
- The student will perform a skit with a partner for the class.

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 8 and 9** See **page 4** for a list of unit teaching points.*

Lesson Plan 4 (page 2 of 2)

(Estimated Time: 45 minutes; 2 class periods)

I. Lesson Set-up (5 minutes)

Journal & Discussion Activity

1. Distribute copies of “Act It Out” (Worksheet D) and Skit Rubric (Worksheet H) from the Appendix
2. Instruct students to fill out Part A of work sheet.
3. Divide students into pairs

II. Learning Activity (30 minutes)

“Act It Out” Partner Activity

1. Have students fill out Part B of the worksheet together.
2. Ask students to write a short skit that illustrates how to guide a child to start or stop a behavior.
3. Students should rehearse skit to perform during the next class period.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about Guiding Behavior in young children.

- What are some common behavior problems of toddlers and preschoolers?
- What are the core emotional needs of toddlers and preschoolers?
- What are some common reasons why toddlers and preschoolers may misbehave?
- What are some examples of parent and caregiver misbehavior while guiding the behavior of toddlers and preschoolers?
- What are the components of a plan to positively and successfully guide a young child’s behavior?

Lesson Plan 5a - Unit Assessment (page 1 of 2)

Purpose: Develop & Evaluate Performance
Name: "Creating a Plan"
Type: Action Plan
Est. Time: 45-minutes

Lesson Summary

Students will review the last chapter of the video *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents*, and use this information to help them create an action plan for a 2-5 year-old child.

Assessment Materials

- Copies of "Create a Plan" (Worksheet E) for each student
- Copies of Action Plan Rubric from Appendix.
- Pencil/Pen
- Video: *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents*



Assessment Objectives

- The student will review the portion of the video that teaches how to create a plan for guiding behavior
- The student will learn how to create an action plan
- The student will identify key components of an action plan
- The student will know that an effective action plan requires consistency, patience, and follow through.
- The student will differentiate between an effective and ineffective action plan.

*The assessment objectives of **Lesson 5a Assessment** correlate to **Unit Teaching Points 2, 3, 4, 7, 8, 9 and 10**. See **page 4** for a list of unit teaching points.*

Lesson Plan 5a - Unit Assessment (page 2 of 2)

(Estimated Time: 45 minutes)

I. Lesson Set-up (15 minutes)

Journal & Discussion Activity

1. Watch the chapter entitled “Setting Up a Plan” in the video *Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents*.
2. Have a class discussion about the key points they learned from this chapter. Write responses on an overhead or whiteboard.
3. Distribute Worksheet E and Action Plan Rubric found in the Appendix.

II. Assessment Activity (30 minutes)

Action Plan Assessment

1. Instruct students to complete “Create A Plan” (Worksheet E) in its entirety.
2. Remind students to compare their Action Plan to the Rubric.
3. Allow students to complete action plan for homework to be turned in next class period.

Lesson Plan 5b - Assessment (Alternative)

Purpose: Develop & Evaluate Performance
Name: Unit Post-test
Type: Fill-in-the-blank
Est. Time: 30 minutes

Guiding Behavior in Young Children: Expert Approaches for Caregivers & Parents Post-test

As an alternative to Lesson 5a: "Create a Plan," you can define and evaluate student performance with the **Post-test found on Worksheet F of the Appendix**. The Answer Key is below.

Assessment Answer Key

All children have core emotional needs: 1. attention, 2. affection, 3. affirmation, and 4. acceptance.

Fulfillment of these needs is a necessary foundation for children to reach their full 5. potential. We can help encourage

6. curiosity if we provide lots of safe places and objects to explore as well as allow for some 7. supervised

explorations. Expectations of certain behaviors may be unrealistic because a child may not be 8. cognitively or

9. socially able to comply. Children want grown ups to call the shots and define 10. limits for them which help them

feel 11. safe. Children often misbehave if they are over or under 12. stimulated, or they may simply be 13. tired,

14. hungry, or 15. ill.

Some rules of thumb to positively guide behavior are: pick your 16. battles, keep it 17. simple, and be 18. patient

and 19. consistent. It is also important to 20. follow through with what you say you are going to do and to have a

21. plan already in place for improving behavior. First set a 22. goal, a desired behavior the child will try to start or

stop. Then decide on your 23. expectation, the smallest sign of change you will look for. Decide on

24. consequences if the child doesn't comply. The best 25. reward a child can get is the good feeling from doing, or

not doing, a behavior that they are working on.

Appendix

Student Worksheets Glossary Rubrics & Parent Handout

Name _____

Directions:

1. Choose 5 behaviors from the list generated in class about typical misbehaviors of young children and write them in the first column below
2. Access and read this entire web page: www.childdevelopmentinfo.com/development/devsequence.shtml
3. Write down which developmental characteristics might be affecting or causing this behavior and put this information in the second column. Be sure to include if it falls under physical, intellectual, social, or emotional development.
4. In the last column, tell why you think the behavior and the characteristic relate to one another.

Behavior/Age	Developmental Characteristic(s)	How do the behavior and characteristic(s) relate?

Name _____

Directions: Fill in the blanks using words from the word bank.

All children have core emotional needs: 1. _____, 2. _____, 3. _____, and 4. _____.

Fulfillment of these needs is a necessary foundation for children to reach their full 5. _____. We can help

encourage 6. _____ if we provide lots of safe places and objects to explore as well as allow for some

7. _____ explorations. Expectations of certain behaviors may be unrealistic because a child may not be

8. _____ or 9. _____ able to comply. Children want grown ups to call the shots and define

10. _____ for them which help them feel 11. _____. Children often misbehave if they are over or under

12. _____, or they may simply be 13. _____, 14. _____, or 15. _____.

Some rules of thumb to positively guide behavior are: pick your 16. _____, keep it 17. _____, and be

18. _____ and 19. _____. It is also important to 20. _____ with what you say you are going to

do and to have a 21. _____ already in place for improving behavior. First set a 22. _____, a desired

behavior the child will try to start or stop. Then decide on your 23. _____, the smallest sign of change you will

look for. Decide on 24 _____ if the child doesn't comply. The best 25 _____ a child can get is the good

feeling from doing, or not doing, a behavior that they are working on.

WORD BANK

affection	acceptance	curiosity	cognitively	limits
stimulated	hungry	battles	patient	follow through
goal	consequences	attention	affirmation	potential
supervised	socially	safe	tired	ill
simple	consistent	plan	expectation	reward

Name _____

Emotional Needs

Directions: The program gives some advice about how to meet the emotional needs of young children. Write the advice on the lines below which correspond to the emotional need listed.

Attention-

Affection-

Affirmation-

Acceptance-

Reasons For Misbehavior

Directions: The program gives some advice about how to cope with the reasons young children misbehave. Write the advice on the lines below which correspond to the reason listed.

Curiosity-

The Need for attention-

Immaturity-

The desire for independence-

Over or under stimulation-

Physical factors-

Creating a Plan

Directions: The program gives some rules of thumb that parents and caregivers can use in their daily dealings with young children. Write a piece of advice that corresponds with each "rule."

Pick your battles-

Keep it simple-

Be patient-

Be consistent-

Follow through-

Have a plan-

Name _____

Directions: Fill out section A independently. Fill out section B with a partner. Use the reverse side of this paper to write a script for your skit. Skits should be 3 to 5 minutes long

Section A

List 3 activities that you think most parents would want their 2-5 year-old to **start** doing.

- 1.
- 2.
- 3.

List 3 activities that you think most parents would want their 2-5 year-old to **stop** doing.

- 1.
 - 2.
 - 3.
-

Section B

Write down the behavior that you want to write and perform a skit about. This can either be about starting **or** stopping a behavior. Brainstorm how to use the rules of thumb listed below to effectively guide behavior. You should use a minimum of 3 rules of thumb in your skit and write dialogue that is age appropriate to both parent and young child. (See Rubric provided by your teacher).

Behavior _____

Rules of Thumb:

Pick your battles.

Keep it simple.

Be patient.

Be consistent.

Follow through

Name _____

Directions: Read the following scenarios, chose one from section A and one for section B, then fill out one action plan for each.

Section A -- Start A Behavior

- 1. Bobby, age 3, never puts away his toys after playing with them.
- 2. Anna, age 3, fights with her father everyday when it is time to brush her teeth.

Section B -- Stop a Behavior

- 3. Doug, age 3, always pushes his way to the front of lines at the playground.
- 4. Ellie, age 3, runs down the hallway of her preschool and running is against the rules.

Action Plan I

Scenario # _____

- 1. Identify the behavior _____
- 2. Determine the smallest amount of change _____
- 3. Inform the child (Write what the parent could say to the child?) _____

Problem _____

Goal _____

Consequences _____

Write a paragraph that tells the story of how the parent and child handled the situation over the course of the next week. Include an explanation of what happens when the child does not meet the goal, an explanation of what happens when the child does meet the goal, and finally the type of praise for a reward the parent expresses to the child.

Name _____

Action Plan II

Scenario # _____

1. Identify the behavior _____

2. Determine the smallest amount of change _____

3. Inform the child (Write what the parent could say to the child?)

Problem _____

Goal _____

Consequences _____

Write a paragraph that tells the story of how the parent and child handled the situation over the course of the next week. Include an explanation of what happens when the child does not meet the goal, an explanation of what happens when the child does meet the goal, and finally the type of praise for a reward the parent expresses to the child.

Name _____

Directions: Fill in the blanks using words from the word bank.

All children have core emotional needs: 1. _____, 2. _____, 3. _____, and 4. _____.

Fulfillment of these needs is a necessary foundation for children to reach their full 5. _____. We can help

encourage 6. _____ if we provide lots of safe places and objects to explore as well as allow for some

7. _____ explorations. Expectations of certain behaviors may be unrealistic because a child may not be

8. _____ or 9. _____ able to comply. Children want grown ups to call the shots and define

10. _____ for them which help them feel 11. _____. Children often misbehave if they are over or under

12. _____, or they may simply be 13. _____, 14. _____, or 15. _____.

Some rules of thumb to positively guide behavior are: pick your 16. _____, keep it 17. _____, and be

18. _____ and 19. _____. It is also important to 20. _____ with what you say you are going to

do and to have a 21. _____ already in place for improving behavior. First set a 22. _____, a desired

behavior the child will try to start or stop. Then decide on your 23. _____, the smallest sign of change you will

look for. Decide on 24. _____ if the child doesn't comply. The best 25. _____ a child can get is the good

feeling from doing, or not doing, a behavior that they are working on.

WORD BANK

affection	acceptance	curiosity	cognitively	limits
stimulated	hungry	battles	patient	follow through
goal	consequences	attention	affirmation	potential
supervised	socially	safe	tired	ill
simple	consistent	plan	expectation	reward

Name _____

Abuse Prevention Poster Rubric

Category	4	3	2	1
Required Elements	All required elements are included plus more.	All required elements are included plus more.	1 required element is missing.	More than 1 required element is missing.
Accuracy	6 or more accurate facts are displayed.	4 or 5 accurate facts are displayed .	3 or 4 accurate facts are displayed.	Less than 3 accurate facts are displayed.
Knowledge Gained	Student accurately answers all questions about facts and poster elements.	Student accurately answers most questions about facts and poster elements.	Student accurately answers very few questions about facts and poster elements.	Student does not have sufficient knowledge to answer questions about the facts or poster elements.
Grammar	There are no grammatical errors on the poster.	There is 1 grammatical error on the poster.	There are 2 grammatical errors on the poster.	There 3 or more grammatical errors on the poster.
Attractiveness	The poster is extremely attractive: neat, organized, and eye catching.	The poster is attractive, neat and organized.	The poster is attractive but neatness and organization are lacking.	The poster is unattractive, messy, and disorganized.

For assessment:

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student’s work and performance in a variety of categories. To use our rubric, identify where a student’s work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student’s work has earned and divide by a perfect score of 20 to assign his or her grade. For example: 4 + 3 + 1 + 4 = 12, the grade is 12/20.

Name _____

Behavior Guidance Skit Rubric

Category	4	3	2	1
Required Elements	5 rules of thumb were used in the skit.	4 rules of thumb were used in the skit.	3 rules of thumb were used in the skit.	2 or less rules of thumb were used in the skit.
Performance	Performance was flawless, and no scripts or note cards were needed.	Performance was good and relied only briefly on scripts or note cards.	Performance was acceptable but relied on scripts and note cards for more than half of the performance.	Performance was poor and relied almost entirely on scripts or note cards.
Knowledge Gained	Skit showed an excellent understanding of positive behavior guidance.	Skit showed an understanding of positive behavior guidance.	Skit showed little understanding of positive behavior guidance.	Skit showed no understanding of positive behavior guidance.
Dialogue	All dialogue was extremely well written and engaging and lines were age appropriate to the roles.	All dialogue was well written and lines were age appropriate to the roles.	Most dialogue was well written, but a few lines were not age appropriate to the roles.	Dialogue was poorly written and many lines were not age appropriate to the roles.

For assessment:

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 20 to assign his or her grade. For example: 4 + 3 + 1 + 4 = 12, the grade is 12/20.

Name _____

Action Plan Rubric

Category	4	3	2	1
Required Elements	No required elements were missing and on-topic extra details were given.	No required elements were missing	1 required element was missing.	More than 1 required elements were missing.
Accuracy	There were no errors in facts or execution of the action plan.	There was 1 error in facts or execution of the action plan.	There were 2 or 3 errors in facts or execution of the action plan.	There were 3 or more errors in facts or execution of the action plan.
Knowledge Gained	Student did an excellent job expressing how an action plan should be written and executed.	Student did a good job expressing how an action plan should be written and executed.	Student showed a misunderstanding of 1 or 2 elements crucial to writing and executing an action plan.	Student showed a misunderstanding of 3 or more elements crucial to writing and executing an action plan.
Grammar	There are no grammar mistakes on the action plans	There is 1 grammatical error on the action plans	There are 2 grammatical errors on the action plans	There 3 or more grammatical errors on the action plans.

For assessment:

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 20 to assign his or her grade. For example: $4 + 3 + 1 + 4 = 12$, the grade is $12/20$.

Acceptance	core emotional need of a young child to feel accepted by his parents, caregivers, teachers and peers
Affection	core emotional need of a young child to feel loved.
Affirmation	core emotional need of a young child to feel that they are “good” and worthy of a parent or caregiver’s affection.
Attention	core emotional need of a young child to feel that their parents and caregivers are happy to spend time with them and care about their interests and ideas.
Core emotional needs	attention, affection, affirmation and acceptance.
Egocentric	the tendency for a young child to believe that everything is about them and have difficulty seeing the perspective of others.
Independence	the desire of young children to do things on their own, without assistance.
Logical consequences	consequences that have a direct connection to the misbehavior.
Natural consequences	consequences that occur when parents and caregivers do not intervene in a situation, but instead allow the situation to teach the child
Time out	time out is a discipline technique that removes a child from the situation they are in and places them in a designated spot for a designated time.