

### About Presenter

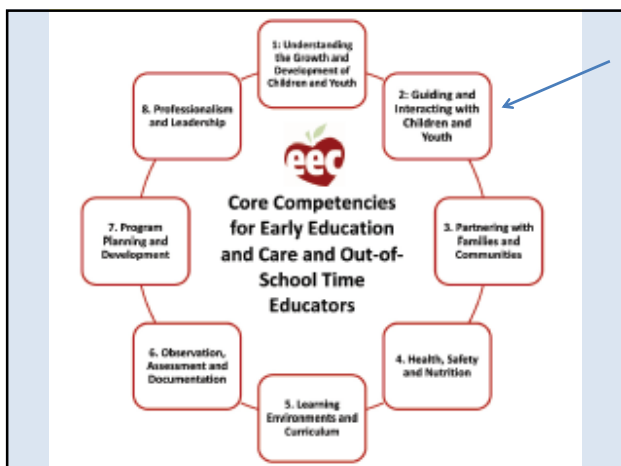
- This PowerPoint Presentation contains an audio track which you should be hearing through your speakers/headphones
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## Core Competencies for Early Education and Care and Out of School Time Educators:

### # 2

# Guiding and Interacting with Children and Youth

Massachusetts Department of Early Education and Care



### Indicator and levels

Should know and be able to do:

| Initial   | Mid  | Advance  |
|---|--|--|
| <b>Educator :</b><br>• With supervision,<br>•No administrative responsibilities | <b>Educator:</b><br>• Works directly with children and youth<br>•May have administrative or supervisory responsibilities | <b>Educator, leader, mentor:</b><br>•Administrative, supervisory, mentoring or training role |

- ### Links with Other Professional Documents
- Massachusetts Licensing 7.08
  - [NAEYC Code of ethical behavior](#)  
– Section II: Ethical Responsibilities to Families
  - NAEYC Accreditation: 1 Relationships
  - NAFCC Accreditation: 1 Relationships

- ### Additional Links
- Early Childhood Program Standards: Area 1 Interactions Between Staff and Children, and Among Children
  - COA Accreditation:
    - ASP-PS 3 Building Health Relationships Between Children, Youth and Adults
    - ASP PS 4- Promoting positive Behavior and Healthy Peer Relationships

## Area 2: Guiding and Interacting with Children and Youth

- Appropriate guidance techniques :
  - for specific ages and developmental stages
  - realistic and developmentally appropriate expectations
- Recognizing factors that impact behavior and implementing strategies to develop:
  - self-regulation
  - self-concept,
  - coping mechanisms
  - self-comfort skills
  - positive interactions with their peers and adults.

## Subcategories of Guidance and Interaction

- A. Acceptance of all children and youth
- B. Relationships/interactions with children and youth
- C. Supporting children’s and youth’s interactions
- D. Child guidance
- E. Groups and environments

### A. Acceptance of all children and youth

- Respect, value and accept each child and youth
- Encourage children and youth to recognize and value similarities and differences

### Children have a right to:

- affirmation, affection and acceptance
- be protected from injury
- avoid unnecessary discomfort
- protect their possessions
- be treated fairly

### B. Relationships/interactions with children and youth

- Model:
  - genuineness, caring, honesty, trust, helpfulness and respect for differences
- Establish positive, supportive, relationships
- Provide physical and emotional security

### Positive Climate - Observable behaviors

|   |  |
|---|--|
| <b>Relationships:</b> <ul style="list-style-type: none"> <li>•How close</li> <li>•Shared activities</li> <li>•Peer assistance</li> <li>•Matched affect</li> <li>•Social conversation</li> </ul> | <b>Positive affect:</b> <ul style="list-style-type: none"> <li>•Smiling</li> <li>•Laughter</li> <li>•Enthusiasm</li> </ul>   |
| <b>Positive communication:</b> <ul style="list-style-type: none"> <li>•Verbal affection</li> <li>•Physical affection</li> <li>•Positive expectations</li> </ul>                                 | <b>Respect:</b> <ul style="list-style-type: none"> <li>•Eye contact</li> <li>•Warm, calm voice</li> <li>•Respectful language</li> <li>•Cooperation and or sharing</li> </ul> |

## Guiding Principles

- Relationships build community
- The problem solving approach creates options to explore
  - Allowing adult and child to move from the emotional to thinking
- I can change **only** my own behavior, but other people will change their behavior, as I change mine



## Use Positive Attention

- Give positive attention to every child, every day
  - Use child's name
  - Interact with child at eye level
  - Use appropriate touch
  - Listen attentively when child talks
  - Respond with encouraging facial expressions and gestures
  - Wait patiently for child to finish what he is saying



## C. Supporting children's and youth's interactions

- Play
- Recreational activities
- Art/dramatic activities
- Learning experiences



## D. Child guidance

- Create clear and consistent:
  - Rules, routines, limits
  - Use positive reinforcement
  - Local and graduated consequences
- Assist children and youth in:
  - recognizing, labeling, accepting, and expressing their feelings, and needs in appropriate ways
  - listening and responding to others



## Basic Rules

- Be safe
  - Stop behavior if it presents a clear risk of harm
- Be kind
  - Protect the rights of others.
- Be respectful of property
  - Protect the materials and environment



## Mistaken behavior

Some behavior is not desirable in specific situation

Mistaken behavior does not suggest fault or blame



## Why Mistaken Behavior?

Children and youth:

- are bursting with energy and joy
- may misunderstand our expectations
- may lack skills to do what we expect
- feel bored, tired or miserable
- are desperate for attention
- are overwhelmed by frustration
- are angry and resentful
- feel totally hopeless and helpless

## Contributing factors

- Developmental stage of child
- Physical state – hunger, tired, health (ear infections, allergies, etc.) or on medication for one of these
- Too many or too few choices
- Physical setting - environment
  - light, sound and distractions
- Too few/many limits
- Unclear expectations
- Activities (too easy/challenging)
- Restrictions

## Theories and Techniques

- Guidance theories:
  - behaviorism, social learning theory, psychosocial stages, moral reasoning
- Specific techniques:
  - ignoring, distraction, redirection, verbal intervention, logical consequences, peer mentoring, reinforcement, role playing, problem solving, modeling, etc.

## Redirection or distraction

- Replace inappropriate behavior with an appropriate behavior.
- Suggest alternative behaviors to meet child's goal.

## Clarify Expectations

1. State situation and expectations
2. Logical consequences
  - outcomes, events, or reactions likely to result from specific behavior
3. Provide alternative for behavior
4. Persistent follow-up
  - unwavering commitment to work through problem
  - continual monitoring until appropriate conclusion reached

## Calming techniques

- Teach ways to self calm:
  - Deep breathing
  - Visualizing
  - Yoga
  - Verbalizing feeling
  - Creating a signal

## Role Playing

- Use books, stories to help children think about, understand, and work through social and emotional concerns
- Children “act out” roles from perspective of another person
- Use group time to problem solve



## Form New Habits

- Learn positive ways to meet goals
- To give up a old behaviors and form new habits, children need:
  - responsive adult support
  - nurturance
  - consistency
  - developmentally appropriate environments



## E. Groups and environments

- Create a sense of belonging and connection
- practice appropriate and acceptable behaviors:
  - as individuals
  - as a group



## Why Guidance Matters

- Group interactions create the emotional environment
- Positive guidance reduces stress while increasing individual children’s social skills
- A positive emotional environment allows the maximum cognitive, and language development



## Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency.



## Reflection of learning

Make a plan for how you will:

- Deepen your knowledge of *Guiding and Interacting with Children and Youth*
- Support other adults working in the field deepen their knowledge of *Guiding and Interacting with Children and Youth*
- Use your knowledge while developing policy, support families understanding of *Guiding and Interacting with Children and Youth*



## Feedback

- Additions, corrections and suggestions?

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