Goal is to Change Adult Behavior
by exhibiting positive adult-child interactions

1. To change behavior, appropriate behavior must be taught, modeled, practiced and acknowledged.

   - Provide warm, responsive physical contact
   - Use a pleasant, calm voice and simple language
   - State the behavior you’d like to see, and encourage it
   - Listen to the child and encourage them to listen to others
   - Greet children by their name
   - Acknowledge the child’s accomplishments and efforts
   - Engage in one-on-one reciprocal interactions, at eye-level
   - Follow the child’s lead and interests during play time

2. Good Behavior Must Be Taught
just as any other skill is taught and practiced

   - When a child doesn’t know how to walk, we teach them.
   - When a child doesn’t know how to tie their shoes, we teach them.
   - When a child doesn’t know how to read, we teach them.

   It does not make sense to punish a child for not knowing how to behave if we have not taught them. » GOOD BEHAVIOR IS LEARNED «

3. Understand a Child’s Behavior May Be a Reflection of Something Deeper
and reframe your perception of their actions

   - Instead of saying, “She’s so clingy.” reframe the child’s behavior as a response to her environment.
   - Rephrase: “She might be slow to warm up to new people, especially in a new setting.”

   Challenging behavior usually has a message.
Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.

Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org
4 Model and Teach Behavior
and then practice, practice, practice

8x
Children must model a new skill 8 times before it becomes a habit.

Demonstrate the behavior skills you wish to see:
- Self Management
- Self Awareness
- Social Agility
- Empathizing
- Resilience
- Giving Compliments
- Being Helpful
- Sharing and Taking Turns
- Showing Affection
- Responsible Decision-Making
- Giving Suggestions

5 Track Behavior to Guide Decision-Making
look for patterns and ways to adjust adult behavior accordingly

By tracking behavior, teachers and parents can better identify and prepare and adapt to situations or environments that trigger challenging behavior. Note how many times the behavior occurs in a given period of time and record the answers to the following questions:

<table>
<thead>
<tr>
<th>What is the behavior?</th>
<th>What is the context?</th>
<th>What is the motivation?</th>
<th>What is your response?</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical aggression</td>
<td>time of day</td>
<td>obtain item</td>
<td>verbal reminder</td>
</tr>
<tr>
<td>intractable crying</td>
<td>activity (meal time)</td>
<td>obtain attention</td>
<td>provide comfort</td>
</tr>
<tr>
<td>tantrums</td>
<td>transition (before nap)</td>
<td>avoid activity</td>
<td>physical guidance</td>
</tr>
<tr>
<td>defiance</td>
<td>around strangers</td>
<td>avoid sensory</td>
<td>offer choice</td>
</tr>
</tbody>
</table>

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