

# 5 MIND SHIFTS

REQUIRED TO CREATE POSITIVE EARLY LEARNING CLIMATES

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



## Goal is to Change Adult Behavior

by exhibiting positive adult-child interactions

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- 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.

Be proactive, not reactive to behavior.

Look for the teachable moment and prevent a meltdown by intentionally teaching behavior.



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

3

You hurt my feelings.

I need some attention.

I am over stimulated.

I am bored.

I'm sad.



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.



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## 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:**

What is the behavior?

physical aggression  
inconsolable crying  
tantrums  
defiance



What is the context?

time of day  
activity (meal time)  
transition (before nap)  
around strangers



What is the motivation?

obtain item  
obtain attention  
avoid activity  
avoid sensory



What is your response?

verbal reminder  
provide comfort  
physical guidance  
offer choice



*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](http://getgeorgiareading.org)