

Child Care Training and Resource Kit

Behavior Management 1

Building a Relationship

CLASS 1: BUILDING A RELATIONSHIP TRAINING OUTLINE

Course Length: 2 hours

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Objectives: Participants will:

- A. Identify at least five strategies for dealing with difficult behaviors with a child.
- B. Identify common causes for a child's inappropriate behaviors.
- C. Demonstrate how to develop a relationship with the caregiver-child dyad and the parent-provider-child triad that meets the needs of all three.

Public health staff in Washington State has provided all of the materials in the Child Care Training and Resource Kit. The only materials included are those where copyright could be located and permission to use was received. In all cases the copyright owner has requested to receive credit for the use of their materials. Please do not use these materials in any other way without getting your own copyright release.

How to use the Child Care Training and Resource Kits: Each lesson contains:

- **Lesson Plan** file, with the general directions for the lesson.
- **Overhead file** with the overhead materials. Those files on the CD are in color.
- **Teacher Notes** file which outlines the points of discussion for each overhead.
- **Handouts file** includes pages related to the overhead for those learners who like to take notes as well as other materials for the learner to take with them. Occasionally, some materials you must request yourself from the vendor. Instructions on how to get these materials are included in the lesson plan file. Some materials you must download from the Internet and the web address is included in the lesson plan file.
- **Teacher Enrichment** - In some cases the lesson developer may have included materials for teacher enrichment. Where possible, those materials are included here. If permission to print could not be obtained then the citation is included below for you to obtain.

Behavior Management 1

Overheads: See Overhead file.

Teacher Notes: See Teacher Note file.

Handouts:

- Outline of Behavior Management 1 Building a Relationship See handout file.
- Brain Facts – You must order from I AM YOUR CHILD at 1/310-285-2385, or <http://www.iamyourchild.org>,
- “Adult-Child Relationships in Early Childhood Programs”, Elicker, J and Fortner-Wood, C. Young Children, November, 1995

Materials Needed:

- Each participant needs a 3-inch notebook to put their handouts in
- Video: From the Beginning, AGC Education Media, 1560 Sherman Ave, Suite 100, Evanston Illinois, 60201 (1-800-323-9084) also note that every LHJ recieved this video
- Video: Discipline: Teaching Limits With Love, By T. Barry Brazelton. (I Am Your Child Series) Discipline: Teaching Limits with Love. Available from I Am Your Child, PO Box 15605, Beverly Hills, CA 90209 <http://www.iamyourchild.org/toc.html> or child care choice <http://www.childcarechoices.org/discipline.htm>
1-800-92CHILD
- Overheads+ and Instructor notes* based on Louise Porter’s work.

Instructor Enrichment:

- Porter, Louise. (1999) Young Children’s Behaviour: Practical Approaches for Caregivers and Teachers, Baltimore, MD: Brookes Publishing Co. <http://www.brookespublishing.com>
- Brazelton, T.B. (1992) Touchpoints: The Essential Reference: Your Child’s Emotional and Behavioral Development. Reading, Massachusetts: Perseus Books. <http://www.perseuspublishing.com/parent.asp>
- Jean Illsley Clark, Self Esteem: A Family Affair. Harper & Row, NY, 1978, Hazelden Information Education; ISBN: 1568382871; (October 1998) <http://hazeldenbookplace.org>
- Clark, Jean Illsley, Time In: When Time-Out Doesn't Work, Parenting Press, Seattle, 1-800-992-6657, <http://www.parentingpress.com/>
- Doherty-Derkowski, Gillian, Quality Matters: Excellence in Early Childhood Programs, Addison-Wesley, 1995 <http://www.aw.com/>
- Rodd, J. (1996). Understanding young children’s behavior: A guide for early childhood professionals. New York: Teachers College Press. <http://www.teacherscollegepress.com/>

<p>Activity: Welcome and Introductions:</p>	<p>Process: Welcome and Introductions: After warm welcome and room/bathroom logistics, have participants pair up and introduce themselves to their partner. Have them share one thing about themselves with the other person. Then, they will introduce their partner to the entire group.</p>	<p>Time: 15 Minutes</p>	<p>Materials: Welcome and Introductions: They should have their hand-out packets by now.</p>
<p>Setting tone of the class:</p>	<p>Setting tone of the class: Read “Words to Live By”. Connect sentiments from that piece to your philosophy of behavior management and what this class is all about.</p> <p>Editors Note: “Words to Live By” or the ‘Wooden Bowl’ is a poem often found on the internet. It is on a number of sites which automatically copyrights it, though most of the site owners ‘believe’ the author is anonymous. If you decide to use this, you can find it on the internet. However, unless you can confirm the authorship, it would be unwise to copy and distribute it to your students, even if you offer the class for free.</p>	<p>5 Minutes</p>	<p>Setting the Tone of the Class: You will need a copy to read from. Participants should have a copy in their handout packet.</p>
<p>Lecture:</p>	<p>Lecture: Using overheads based on the book by Louise Porter, and using Early Brain Development materials (Healthy Beginnings or BrainNet). You are making the connection that prevention is the most important piece in behavior management, and showing them where the prevention begins. Show Video: <u>From the Beginning</u>.</p>	<p>1 Hour</p>	<p>Lecture: Overheads and/or Healthy Beginnings flip-chart. Video: <u>From the Beginning</u>.</p>
<p>Break</p>	<p>Video: Show Video: <u>Teaching Limits with Love</u>.</p>	<p>5 Minutes</p>	
<p>Video:</p>		<p>30 Minutes</p>	<p>Video: <u>Teaching Limits with Love</u>.</p>
<p>Homework and Evaluations:</p>	<p>Homework and Evaluations:</p> <ul style="list-style-type: none"> • Read articles: “Brain Facts” and “Adult-Child Relationships in Early Childhood Programs” • Pick a child who has disruptive behavior on whom to practice the principles learned in class. • Remind participants that their job is to provide an atmosphere with loving, consistent, responsible, responsive, reliable, and nourishing relationships. • Have them complete evaluation form. 	<p>5 Minutes</p>	<p>Homework and Evaluations: Articles and evaluation form should be in their handout packet.</p>