

Child Care Training and Resource Kit

Behavior Management 6

Skills for Building a Relationship

Teacher Notes

INSTRUCTOR'S LECTURE NOTES

Encouraging Exploration

Narrative:

An important part of early learning is exploring the environment. Children who feel a sense of security from their caregivers' will quickly begin exploring with their eyes, ears, hands, and mouths. This is one reason it is good to childproof where the child is so that it will be safe for them to explore. Safety generally means nothing sharp that can cut or scratch, nothing unbalanced and heavy that can fall and land on top of the child and nothing small enough to put into their mouth and swallow/or choke on.

How the caregiver responds to the exploration will determine whether the child continues to reach out to objects or withdraws from opportunities. It is most desirable for the caregiver to make note of what the child has shown interest in by attending to it also with visual contact, and making verbal comments about the object to expand the child's interest in the object. "OH, Susie, that is a big red box, can you hold it?" "Look at the corners of the box." "Does the red box open?"

The Watch Wait and Wonder Strategy for Parents/Caregivers

A popular method of working with parents who are finding problems relating with or playing with their child is called 'Watch, Wait, and Wonder'. This strategy is a great one to use when interacting with children in a free playtime. Watch what the child is doing. Wait before you respond or act and before acting wonder what the child is thinking or will do next. The child is not only exploring the object but is also forming ideas about what to do next and how to do it. This active processing is what helps the brain develop. It is a form of problem solving.

Children who are encouraged to explore develop increasing interest in everything around them. Exploration brings stimulation to their brain and neural pathways. On the other hand if a child's attempts to explore are met with shouts of "No", "Get away from there" "Don't touch this" the child will begin to freeze and withdraw from exploring.

In the Teaching episode we watch for how the caregiver introduces the task, do they allow for exploration of the task materials before giving task instruction? Do they permit the child to do other things with the task materials than called for in doing the task (stacking the blocks)?

Teaching Loop

The teaching loop is a concept originally described by Marjory and David Stewart. In research they conducted with multi-ethnic samples in California where they analyzed Parent-Child interaction, the findings revealed that the more teaching loops they counted in the interaction episode the better the child did on developmental testing,

particularly mental processing. (Possibly reproduce section from manual about Teaching Loop)

Essentially the Teaching Loop consists of four parts

1. Caregivers alerting the child for giving instruction
2. Caregiver providing the instructions.
3. Caregiver allowing the child to performance.
4. Caregiver providing feedback.

The teaching loop can occur in rapid order, or may be spread out over multiple seconds, many loops can occur in one episode, or only parts of the loop may appear.

The Teaching Loop NCAST Handout should be shared with learners.

Point out the steps of the Teaching Loop by reviewing the Teaching Loop NCAST Handout. **(REMINDER TO TEACHER: This is copyrighted material. Teacher must get the NCAST materials from NCAST.)**

Talking points

Alerting

This step may be already present and the caregiver so to speak catches the right moment for instruction, or the caregiver needs to get the child's attention.

Eye contact is the best criteria, either with the caregiver or the task. The caregiver may use verbal words or tapping to get the child's eye contact. Bottom line, the child is attending to the instructions.

Instruction

Caregiver will be giving directions. Watch and listen for their words and actions. Hopefully the words will be clear and not ambiguous and the caregiver will also model non-verbally doing the task.

The Caregiver may be either giving directions (commanding) or asking and explaining the task.

We can discuss the variety of ways instructions are given and what the potential benefit is after we first identify when the instruction occurs.

Watch for the child's attempts to do the task. We are not expecting the child to always be successful, but we are watching for whether the Caregiver gives the child a change to perform and where the child does.

This is one of the most important elements. Does the Caregiver verbally or non-verbally acknowledge the child's efforts to respond to the task? We can also take note of the quality of the feedback – was it positive and cheerleading in character, correcting, or negative. We want to see positive or corrective feedback most of the time. Also evaluate when the feedback occurs - it needs to be within 5-10 seconds of the child's effort.

Review Teaching Loop Interaction Diagram

View video segment and identify the loops as the instructor.
Continue with tape viewing and let the learners note time code of each loop step

Discuss.

Caregiver and Child Responsiveness

Contingency is the simple process of an individual responding to the behavior of another person. When the Caregiver speaks, the child turns to listen to the talking. Another example is when the child smiles the Caregiver smiles or touches the child. In Reinforcement Learning theory it is predicted that the behavior that gets responded to is the behavior that will continue. When a child gets a consistent positive response to their attempts to say words the theory predicts that the child will talk more. Behavior that is not responded to will not change; meaning it is likely to neither go away nor increase. Sometimes negative feedback, particularly if it is the most frequent type, will also establish and reinforce behaviors.

Studies have shown that the quickest way to establish a behavior is to consistently (every time it occurs) positively respond to the behavior. Likewise if the reinforcement stops the behavior will quickly drop out. To maintain a behavior the reinforcement schedule that is the most successful is interval or ratio response, so that only after 10- minutes do you again respond to the child's working on the puzzle, or after every 5 attempts the child makes to stack the blocks do you respond to praise the behavior.

In watching for Teaching Loops you already were noticing how the caregiver gave feedback for the child's performance.

The act of responding is not only a Caregivers responsibility. The child's response to the Caregivers effort is also important in maintaining attention of the Caregiver.

Now we are going to view the tapes and watch specifically for Contingent behaviors of the Caregiver to the child.

Types of contingencies to watch for:

- Caregiver verbally praises child's behaviors
- Caregiver pauses when child initiates behaviors after instruction
- Caregiver responds to child's distress
- Caregiver smiles or touches the child within 5-10 seconds after child smiles or vocalizes
- Child looks at Caregiver who has attempted to make eye contact
- Child smiles or looks at Caregiver after caregiver talks
- Child shows backing off behaviors when Caregiver intrudes on child's task

We will note the behavior responded to and the type of response as verbal or non-verbal or even more specifically as to the word used or the facial or tactile gesture.

View video segments with learners silently noting the contingent caregiver behaviors; the time code when it occurred -see lesson plans for specific time codes. After viewing and 2-3 minutes to record, the assembled group discusses.

Next instruct the learners to watch for episodes of child contingent behaviors toward the caregiver.

Talk, talk, talk. Talk to young babies and children, talk not only to young babies and children but also talk around babies and young children. The developing brain is processing all those verbalizations and even if you think the baby is not understanding your words, the brain is processing the sound of the language and developing neural connections that will facilitate the later learning of language.

Describing activities as they occur is great. Getting the toys from the box can be accompanied with "Do you see me, I am lifting this big box with all your favorite toys. I am going to put the box right in front of you. Look at the red ball. See the doll. Pick one you like." These are simple sentences and for the baby and young child can be even shorter. "I am lifting the box." mirrors the words and action. So narrate your activity. Think of it as the announcer of the Rose Parade, describing the floats going by.

Give verbal as well as non-verbal instructions that are clear and unambiguous. A good way to test for ambiguousness is whether with your eyes closed you can understand what the person is telling you to do. Move that over there. Move what over there -it is not clear. A clearer statement would be to move the brown chair over to the table and push it against the table edge. That verbal statement identifies what it is you want moved and where it should be moved.

When giving feedback to the child give both verbal and nonverbal -in addition to smiling, tell the child how much you like what they are doing or that you think they are wonderful for just being them. Praise the child when they do something even a little bit better than last time. Call their attention to something interesting happening in the next room or outside by telling them about the activity. Even babies need to have the benefit of your voice and words. If it feels silly to be talking to a baby whom you know can't understand the words, sing to them or read a book to them. For the baby under a year hearing the sounds of the language build the capacity of the brain to develop language. Babies are citizens of the world -but not hearing sounds of other languages in their early months means that already by 6 months of age their brains will not be as sensitive to be picking up sounds from "foreign" languages.

Talking, talking, talking is a gift to babies.

Teaching Loop

