

Child Care Training and Resource Kit

Behavior Management 6

Skills for Building Relationships

Handouts

ELEMENTS OF COGNITIVE GROWTH FOSTERING

CAREGIVER ENCOURAGEMENT OF EXPLORATION

- A. Caregiver encourages/allows child to explore material.
- B. Caregiver allows non-task of materials during the teaching
- C. Caregiver encourages and /or allows the child to perform the task at least once before intruding in on the use of the materials

2. TEACHING LOOP

- A. Alerting -Caregiver alerts the child to the materials or task before giving instructions.
- B. Instructions -Caregiver provides instructions to child.
- C. Performance -Caregiver allows the child to perform the task.
- D. Feedback- Caregiver provides feedback

3. CAREGIVER RESPONSIVENESS

- A. Caregiver verbally encourages child
- B. Caregiver pauses when child initiates behavior after instruction
- C. Caregiver responds to child's distress
- D. Caregiver smiles or touches the child within 5 sec. after child smiles or vocalizes.

4. CHILD RESPONSIVENESS

- A. Child looks at caregiver who has attempted to make eye contact.
- B. Child smiles or looks at caregiver after caregiver talks
- C. Child shows backing off behaviors when Caregiver intrudes on child's task.

5. CAREGIVER VERBAL BEHAVIORS

- A. Caregiver describes the task or materials to the child
- B. Caregiver talks to the child, uses sentences, explains, makes statements more than commands
- C. Caregiver describes perceptual qualities of the materials to the child
- D. Caregiver's directions are clear, uses unambiguous language (i.e. ambiguous = “turn,” unambiguous = “turn the knob toward me”).
- F. Caregiver instructs the child both verbally and nonverbally.

Identifying language that will enhance a child's cognitive and language development.

Please mark on "X" next to the comments/statements that are positive examples of labeling, encouraging or describing that a caregiver might use.

1. _____ "Put it in."
2. _____ "You are holding the little yellow duck."
3. _____ "I am stacking one block on top of the other."
4. _____ "Will the cow fit in the wagon?"
5. _____ "No, the man doesn't go in the baby stroller"
6. _____ "Do it like this."
7. _____ "You put the black hat on your head."
8. _____ "I am going to make this blue car go fast. . . VOOM!VOOM! Can you make your purple car go fast too?"
9. _____ "Go get that thing over there."
10. _____ "Would you like to stir the noodles with your spoon?"
11. _____ "Hold it and draw."
12. _____ "Put one finger in one hole and your thumb in the other hole. Now open and close your hand to cut the paper with your scissors."
13. _____ "I am eating a square cracker and you are eating a circle cracker."
14. _____ "Not like that, the people don't go on the roof."
15. _____ "Good job, you built a tower with your green Lego's all by yourself."

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 knows backing off behaviors when Caregiver intrudes on child's task

Performance

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 chance to perform and where the child does.

Feedback

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.

Free Exploration
(play scene)

Student Learning Objectives

1. Identify important behaviors that you feel make an unstructured interaction positive
2. Describe elements you feel foster cognitive growth fostering.

Essential Learning

1. Caregivers follow the child's lead. *Examples on tape - 6: 54:09 Child puts pan on stove, "Are you gonna cook something? "*
2. Elaborate on the child's language and behavior. *6: 54:15 Child put spoon in mouth and caregiver says "mmm, is it good? "*
3. Describe the materials or environment. *6: 53:48 "it's a lid" and 6: 54: 30 "peas and carrots "*
4. Encourage the child to explore the surroundings or materials. *6: 53:06 taking toys out of the pillowcase.*
5. Modeling the behavior for the child. *6:54:01 caregiver puts pan on the stove, and 6: 54: 25 caregiver puts spoon and veggies in the pan.*

Learning Activities

1. Brainstorm- when you're playing with children how do you help develop their thinking skills? (write out on board)
2. View the tape and watch for behaviors identified during the brainstorming. Doctor may wish to identify/highlight Essential Learnings).

Suggested Questions for Discussion

1. Identify what the caregiver does well?
2. What could she/he do differently?

Practice Activity

1. In a childcare setting practice a 10-minute free play sessions incorporating the key learning objectives listed above.
2. Using a journal, write up your experience during the free play session. Comment on the essential learnings.

LESSON PLAN

Responsiveness of Caregiver and Child (feeding scene)

Student Learning Objectives

1. Identify behaviors that demonstrate caregiver responsiveness.
2. Identify behaviors that demonstrate child responsiveness.
3. Identify cues that a child uses to communicate their wants and needs.

Essential Learning

1. Caregiver and child both have responsibilities to the interaction.
2. Responsive caregivers will pause when a child initiates behavior. 14:02:02 *child takes spoon, caregiver pauses.*
3. Responsive caregivers respond verbally and nonverbally within 5-10 seconds of the child's behavior or cue. 14:01:03 *child points and vocalizes, caregiver responds " Yeah, yogurt" and 14:02:25 child offers food to caregiver and she pretends to eat. "*
4. Responsive caregivers verbally encourage the child to continue to try. 14:02:07 *caregiver encourages child to put spoon in mouth.*
5. Responsive caregivers respond to child's distress cues. 14:01: 56 *child turns away from spoon, caregiver stops.*
6. Responsive children look at, make eye contact, and talk to their caregivers within 5-10 seconds of caregivers verbal or nonverbal behavior. 14:01: 14 *caregiver says "kix ", child responds "kix. "* 14:01 :44 *child looks at caregiver.*
7. Responsive children show their pleasure and displeasure in response to caregivers intrusive behaviors. 14:02: 15 *Child closes her mouth and shakes her head.*

Learning Activities

1. View tape and identify specific cues (verbal, body language, distress cues) the child is sending to the caregiver during the interaction.
2. Make a list of the caregiver's responsive/contingent behaviors that occurred during the interaction.
3. Make a list of the child's responsive/contingent behaviors that occurred during the interaction.

Suggested Questions for Discussion

1. Identify what the caregiver does well?
2. What could she do differently?
3. What behaviors (verbal and nonverbal) do you look for when interacting with another that let you know that they are connecting with you?
4. What behaviors did the child display to communicate their want's/needs?

Practice Activity

1. Observe another teacher/partner interacting with a child and record their responsive behaviors. Switch with your partner and discuss results.
2. Journal Entry -What responsive behaviors did you show toward the child -give examples.

Lesson Plan

Verbal Behaviors (car scene & book scene)

Student Learning Objectives

1. Identify positive ways to foster growth in verbal interactions between caregiver and child.
2. Identify specific language used by the caregiver while interacting with the child.
3. Demonstrate the ability to use language in a manner that enhances the child's verbal and cognitive development.

Essential Learning

1. Caregiver verbally encourages *child*---*Car scene 19:17:38 "are you gonna pull the car. ..are you gonna pull the car, yeah."*
2. Caregiver talks to the child using sentences, explaining and making statements/comments more than commands. *Car scene 19:18:49 "a nice convertible. It would be good today, it's sunny outside. " Book scene 6: 50: 37 " Look it, he dressed the doggy up, put a necklace on the doggy. "*
3. Caregiver describes perceptual qualities of materials to the child. *Car scene 19:17:55 "This is a nice blue car" and19:18:06 "It has nice yellow wheels. II*
4. Caregiver should enhance child's language by describing actions as they occur. *Car scene 19:17:.06 "off the table "and 19:19:57 "Yes, Noah's pulling the car." Book scene 6:50: 33 "Are you kissing him, oh so nice. "*

Learning Activities

1. View tape and look for specific language used by the caregiver which promotes cognitive growth fostering.
2. Replay the video without sound and take turns practicing labeling, describing and encouraging the child.
3. Provide a group of 2/3 with a toy or object. Take turns "playing" with the object and describing the actions that occur.
4. From the worksheet distributed, identify examples and non-examples of growth fostering language.

Suggested Questions for Discussion

1. Identify what the caregiver does well? Small groups then discuss as a whole class.
1. What could she/he do differently? Small groups then discuss as a whole class.

Practice Activity

1. In a childcare setting, practice using encouragement, labeling and commenting while interacting during a free play scenario.
2. Journal entry -How or when are you using encouragement, labeling and commenting while with a child?

LESSON PLAN

Teaching Loop (direct Instruction – Stringing beads)

Student Learning Objectives

1. Identify four stages of the Teaching Loop.
2. Identify teaching loops on video.
3. Practice using the four steps of the teaching loop.
4. State the importance of the Teaching Loop and when to use it.

Essential Learning

1. Alert, instruction, performance, feedback are the four steps of the Teaching Loop.

Teaching Loop.

Alert 07:00: 51 !"they are beads, mommy put the beads here, "

brings the beads closer.

Instruct 07:00: 57 mother models task

Performance 07:01 :07 child attempts task

Feedback 07:01:32 "Godjob Dominic"

2. The use of the teaching loop would vary according the activity and the child.
3. The teaching loop enhances learning by organizing interaction, involving the Child, and responding appropriately.

Learning Activities

1. Discuss the difference between direct instruction and exploration.
2. View the tape and identify example of alerting, instruction, performance, and feedback.
3. From the worksheet distributed, identify parts of the Teaching Loop.
4. Practice using a Teaching Loop in groups of 2 or 3.

Suggested Questions for Discussion

1. Identify what the caregiver does well? Small groups then discuss as a whole class.
2. What could she/he do differently? Small groups then discuss as a whole is.

Practice Activity

1. In a child care setting or working with a child, use the Teaching Loop in planned activity .
2. Journal Entry -Write up what happened when you used the teaching