

# 5 VIDEO #5

## Coping with Challenging Behavior

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### Overview

In this module teachers describe what they mean by positive guidance. They discuss what they need to know about children before finding the appropriate techniques for dealing with challenging behavior.

The teachers deal with the questions of balancing individual versus group needs and the use of time out in the early childhood classroom.

Finally they explore the strategies they use to help children resolve conflicts with other children.

Regardless of the teachers' background or the specific classroom settings, these teachers agree that in order for children to learn to control their own behavior they need a peaceful, safe environment and a curriculum which is suited to their needs and interests.

### Questions to consider

1. What do teachers do to create a calm, peaceful classroom?
2. How well do teachers need to know children before tackling their problems?
3. What should teachers do when a child ignores the classroom rules?
4. What happens when an individual child refuses to participate in group activities?
5. How do teachers use the time out technique?
6. When should teachers step in or stay out of children's conflicts?

### Vocabulary

**Positive guidance** - a technique of guiding children's behavior in which positive behavior is stressed and explained.

**Time out** - a discipline technique in which the child is removed from the group and required to sit alone until teacher decides child is ready to return.

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## Objectives:

1. Describe what is meant by "positive guidance".
2. Describe what a teacher needs to know about each child before deciding which guidance technique to use.
3. Describe what teachers should do when faced with a child's challenging behavior.
4. Describe ways in which teachers balance individual versus group needs.
5. Discuss the appropriateness of time out in the early childhood classroom.
6. Describe the strategies teachers may use when resolving conflicts between children

## Self Study Test

### Multiple Choice

1. Positive guidance refers to a technique teachers use to
  - a. teach children how to behave.
  - b. establish a safe peaceful climate.
  - c. prevent children from arguing with each other.
  - d. all of the above.
2. When faced with a child's challenging behavior the teacher should
  - a. quietly remind child what is acceptable behavior.
  - b. send child out of room to sit in cubby.
  - c. ignore the child's behavior until the child stops.
  - d. firmly remind child "We do not do this!"
3. If a child refuses to participate in a group activity the teacher should
  - a. insist the child remain in the group.
  - b. end group activity for everyone.
  - c. allow child to find another suitable activity.
  - d. set the child as far away from the teacher as possible.
4. There are frequent disruptions during any group activity. The teacher should consider
  - a. scheduling fewer group activities.
  - b. dividing children into smallest possible groups.
  - c. settling more disruptive children into another activity before group activity begins
  - d. all of the above.
5. *Time out* is not favored by teachers on the video because
  - a. it is overused.
  - b. an adult needs to remain with the child until child calms.
  - c. the child should make the decision as to his/her readiness to return to the group.
  - d. all of the above.

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6. Two children are involved in a heated argument. The teacher should
    - a. ignore the event since children need to learn to resolve their own conflicts.
    - b. jump in quickly and end the argument.
    - c. hold back and observe how well children are able to use problem solving techniques.
    - d. say nothing to children about the argument when it is over.
  
  7. Teachers help children resolve conflicts when they
    - a. state desired behavior in positive terms.
    - b. encourage children to use words to resolve disputes.
    - c. provide children with appropriate words and phrases.
    - d. all of the above.
  
  8. Teachers reduce conflicts in the classroom
    - a. when they place themselves in areas where children are likely to get in each other's way.
    - b. speak in loud firm voices.
    - c. frequently remind children what not to do.
    - d. all the above.
  
  9. List five characteristics of each child a teacher needs to know before deciding how to cope with a particular challenging behavior
    - 1.
    - 2.
    - 3.
    - 4.
    - 5.

True or False

- \_\_\_\_\_ 1. Teachers should scold children who are involved in an argument so they know she means business.
  
- \_\_\_\_\_ 2. Teachers who yell at a child may be frightening children who are nearby and not involved in the event.
  
- \_\_\_\_\_ 3. A major goal of preschool education is to help children learn to get along with others.
  
- \_\_\_\_\_ 4. It is not necessary to know characteristics of children, all rules are applied equally.
  
- \_\_\_\_\_ 5. The purpose of positive guidance is to keep children safe so they can learn without fear.
  
- \_\_\_\_\_ 6. Children need to be encouraged to use words to resolve conflicts.
  
- \_\_\_\_\_ 7. Children should have the choice to opt out of a group activity.
  
- \_\_\_\_\_ 8. To assert her authority the teacher should not avoid a power struggle with the child.
  
- \_\_\_\_\_ 9. A child who has left the group should have the option to return when he thinks he is ready.
  
- \_\_\_\_\_ 10. Teachers use knowledge of particular children when deciding whether to jump into or hold back from an argument between children.

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# Guidance and Discipline

## Self-Test Answer Key

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### Video #4 - The Teacher's View

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|----------------------------------|--------------------------|---------------|-------|
| 1. b                             | 4. d                     | True or False |       |
| 2. a                             | 5. c                     | 1. F          | 6. F  |
| 3. c                             | 6. a                     | 2. T          | 7. T  |
|                                  |                          | 3. T          | 8. F  |
| 7. List of challenging behaviors |                          | 4. T          | 9. T  |
| sad                              | acting out               | 5. F          | 10. F |
| disruptive                       | whining                  |               |       |
| verbally abusive                 | purposely defies teacher |               |       |
| emotionally abusive              |                          |               |       |
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### Video #5 - Coping with Challenging Behavior

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|---|------|---------------|-------|
| 1. b  | 5. d | True or False |       |
| 2. a  | 6. c | 1. F          | 6. T  |
| 3. c  | 7. d | 2. T          | 7. T  |
| 4. d  | 8. a | 3. T          | 8. F  |
|   |      | 4. F          | 9. T  |
| 9. 1. temperament or personality                          |      | 5. T          | 10. T |
| 2. age and stage of development                           |      |               |       |
| 3. duration of behavior                                   |      |               |       |
| 4. triggering event                                       |      |               |       |
| 5. recent traumas   |      |               |       |
| 6. meaning to child                                       |      |               |       |
| 7. changes needed in classroom environment or curriculum. |      |               |       |
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