

INTENTIONAL STRATEGIES IN GUIDING CHILDREN'S BEHAVIOUR

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ASSIGNMENT: INTENTIONAL STRATEGIES IN GUIDING CHILDREN’S BEHAVIOUR

	SPECIFIC OBSERVATION OF BEHAVIOUR	INTENTIONAL STRATEGY AND RATIONALE FOR CHOICE	DESCRIPTION/PLAN OF HOW YOU WOULD USE THIS STRATEGY
1.	Child A was filling and emptying small containers in the water table. Some of the water spilled on the floor. Other children walked through the spilled water.	Positive Directions - In this scenario, by using Positive Directions, you are telling the child what you would like them to do to clean up the mess and focusing on the positive behaviour that you want.	I would approach the child and say, “A, please keep the water in the water table so the floor stays dry. There is a mop over by the cupboard that you can use to mop up the spill.”
2.	During morning snack, Child B grabbed the piece of orange from the plate of Child A and proceeded to eat it.	Set appropriate limits Providing clear expectations allows children to know adults’ and society’s expectations.	I would approach Child B and explain that we only eat the food on our own plate. I would tell him/her that we need to respect others’ plates and have them eat what they have. I would let him/her know that he/she can have more servings if he/she asks the educator.
3.	At work time the lights blinked during a thunderstorm. Four of the children in the block area began to scream.	Acknowledge & reflect children’s feelings to them It is normal for children to feel afraid and “[it] is reassuring for a child to know that an adult understands how she/he feels. . . . Given time and support, the children will begin to verbalize their own feelings and deal with them constructively” (Hint #12)	I would approach the children, go down to their level, and hush them calmly. I would say something along the lines of, “It is very scary when the lights blink because of a thunderstorm. Sometimes I feel scared too when the lights turn off during a thunderstorm, but I just close my eyes, breathe deeply, then open them again. What can we do to help you feel better?”
4.	During work time, Child B wandered into the art area and started to paint on the picture that Child C was creating on the easel.	Separate the child from the behaviour Child B’s actions were unacceptable, but focusing on the child and “using words like ‘bad’, ‘naughty’, or ‘little devil’ . . . about him/her can lead to feelings of shame, loss of self-respect, or a self-fulfilling prophecy” (Hint #4).	I would approach Child B, look him/her in the eyes, and say that painting on Child C’s picture is disrespectful and not nice. I would tell him/her that he/she needs to ask Child C first if he/she could paint on Child C’s picture.

5.	<p>After Child D was dropped off in the morning, he ran to the window, crying and banged on the window with a block when his dad walked past the window.</p>	<p>Redirection Since Child D is “destroying property, [I] have to intervene [and] try to redirect [him] so that [he] can release the same energy in a more constructive way” (Hint #6).</p>	<p>I would go down to Child D’s level, hold his hand and gently stop him from banging the window with a block. I would tell him that he can wave goodbye to his dad until he leaves. Afterwards, I would invite him to play with some play dough and release his energy by pounding it.</p>
6.	<p>Child B and Child A were dressing up in the community helper hats in the block area. Child B grabbed the safety goggles and said “These are mine, I’m wearing these. You can’t wear them.”</p>	<p>Model prosocial behaviour “Children adopt prosocial behaviors only after much experience and practice in an environment that demonstrates and nurtures positive social interaction” (Miller, 2016, p. 165). By modeling prosocial behavior, Child B sees that taking turns does not take away from the enjoyment of play.</p>	<p>I would join Child B and Child A in their play, take a costume such as a firefighter’s hat and say, “I’m going to be a firefighter and help put out fires. After my turn, B, you can be a firefighter, too, then I’ll be a police-woman.”</p>
7.	<p>Child D was cutting letters out of the magazine in the art area and gluing them onto paper. He said, “I can’t find a ‘g’. This is a stupid magazine.” He threw the magazine on the floor.</p>	<p>Providing appropriate choices Providing Child D with a couple choices would help defuse his anger and help him restate his feelings in a positive manner.</p>	<p>I would approach Child D calmly and say, “D, you seem frustrated. It looks like you’re having trouble finding a ‘g’ in this magazine. Do you think writing out the letter ‘g’ on this piece of paper will help you find it in the magazine better? Or would you like to take a break from this activity and play with the blocks for a little while?”</p>
8.	<p>Child C was stringing beads on a lace in the toy area. There were 15 beads on the lace. When work time finished, he asked if he could wear the beads as a necklace.</p>	<p>Create a supportive climate Committing to support Child C’s play encourages him to investigate, explore, and expand his imagination further.</p>	<p>I would make sure that Child C’s necklace would not pose a threat to his safety. If it would not be a choking hazard, I would allow him to wear the beads as a necklace and ask some scaffolding questions or encouraging comments such as: “How many beads did you lace?” “What colours are these?” “I see that you’ve created a pattern with the circle and square beads.”</p>
9.	<p>Child A and Child B were making party invitations in the art area. Child A asked to use the sparkle glue that Child B was using. Child</p>	<p>Positive directions Being direct and keeping the message concise, I would focus on what I want Child A</p>	<p>I would approach the children at their level and ask what is going on/what the argument is about. I would tell Child A that it is understandable to be</p>

	B said “no, I’m using it.” Child A jumped up, threw the papers on the floor and yelled at Child A, “You can’t come to my party. I hate you.”	to say (Hint #1).	frustrated and angry, but that he/she needs to tell Child B how he/she is feeling and that he/she needs to explain why using I-statements. I would guide him/her in expressing her emotions using prompts, “A, you should tell B that you are feeling [let Child A fill in] because [let Child A fill in] so, what do you want him/her to do next time?”
10.	The children were using large appliance-sized cardboard boxes on the playground. They were engaged in playing ‘cops and robbers’ and had 3 ‘robbers’ in jail. (cardboard boxes). One of the robbers was the educator.	Have fun with the children Since “children are enjoyable to be with” (Hint #11), I would take the time to play along and have fun with them.	As I play along, I would ask what I did that was wrong and what other things cops make sure people do or don’t do. I would also pretend to be sad for being in jail and tell the “cops” how sorry I am for what I have done and tell them what I would do better.
11.	Child A walked into the block area and jumped on top of the block tower structure that Child B was making. Child A picked up 4 blocks and ran to the toy area with them. Child B started to cry.	Time away Child A needs some time to reflect on his actions and “to be with an adult and separate from the group to calm down”	I would approach Child A, ask him/her to go with me to another area of the room, and speak with him/her. I would ask him/her what is going on, why he jumped onto Child B’s tower structure and picked up 4 blocks then ran to the toy area. I would ask him what he thinks his actions made Child B feel and what he thinks he should do next.