

Chapter 11

Prevention, Intervention and Guidance: Teachers

Prevention, Intervention and Guidance: Policies and Procedures

- According to the National Association for the Education of Young Children (NAEYC) position statement on child abuse, prevention programs should “adopt policies and practices that promote close partnerships with families” (NAEYC, 2004).

NAEYC recommends

- Ratios: Provide enough adults to children in the classroom
- Schools and child care programs must also set up policies regarding appropriate hiring practices
- Programs must establish reporting practices for teachers and personnel and provide information on these policies to teachers and parents
- Teachers and staff should be adequately supervised and trained
- Allow touching
- Provide secure environments for children

Appropriate Touching for Teachers

- Touch children on the hand or arm when talking to them to show interest and concern, but only when you know a child is comfortable being touched
- Pat and rub children's backs by being careful to keep all patting above the waistline and a soft, rhythmic pat rather than sensual rubbing
- Elementary aged children benefit most from "one-arm" hugs, pats on the arm or shoulders, and shaking or touching hands
- Hug children when they hug you first by putting your arm around their shoulders and giving a pat or a soft squeeze

Appropriate Touching for Teachers

- Kissing should be avoided
- Allow the child to initiate physical affection and stop when the child stops
- Infants and young toddlers need lots of hugs and affection for good development

Prevention, Intervention and Guidance: Classrooms

- Appropriate environments are warm, inviting and comforting can provide a child who comes from a stressed home situation with a blanket of protection
- Room arrangements should create open and quiet spaces
- Sounds in the room should be kept at a calming level most of the time

Prevention, Intervention and Guidance: Classrooms

- Visuals in the classroom should be at eye level and not overwhelming
- Sensory overload is common in classrooms and discipline problems can escalate
- Overstimulation from the classroom environment can lead to out of control behavior for some children who have been traumatized

Good Classrooms

- Displays some of the children's art work and a few posters or pieces of art but not too many
- Minimal or no materials will be hung from the ceiling and none that obstruct the teacher's view of the classroom
- Quiet areas are in view of the teacher at all times

Good Classrooms

- Noisy activities are group on the same side of the room and quiet areas are grouped on the other side of the room
- Noise can be in the classroom, but should involve normal tones of voice in the children and soothing music or none
- Wall colors may be primary, but diminish red with blues and greens or earth tones for a more calming influence

Policies and Procedures that Promote Consistency

- Policies
- Routines
- Schedules
- Rules

The more consistent these are and the more predictable the environment, the more all children feel safe and protected.

Policies

- Include how parents pick up and drop off children
- Late policies can protect children from experiencing feelings of abandonment
- Sick policies cover when a child should or should not come to school
- How child abuse is handled
- Who supervises children in the class
- Playground supervision
- Types of food brought into the classroom

Field Trip Policies

- What will happen if a child becomes out of control
- who is allowed to accompany or meet the class
- how supervision will occur, buddy systems
- ratios of children to adult
- expected behaviors and consequences for children and adults
- A specific behavior plan if you know a child has the potential for uncontrolled behavior

Holiday Policies

- Which holidays do you celebrate?
- Be sensitive and include all holidays celebrated by the children in the classroom or none at all
- Parties often create a chaotic environment where children who are stressed feel overwhelmed and often act out inappropriately
- Classroom parties need structure, take a minimum amount of time and the number of adults are limited

Visitation Policies

- It is important for parents to feel welcomed in the classroom, an open-door policy is good
- Children who have been traumatized may fear strangers and can be overwhelmed by large numbers of adults in the classroom
- It is best if adults schedule visits ahead of time and they occur at times the children are less tense and excitable

Routines

- Children need routine in their life and is critical in classroom prevention and intervention
- Routines must be consistent
- Children who have been traumatized are often in fear of sudden changes and possible violence
- Routines provide stability and create a calming atmosphere where children know what to do and what to expect
- Routines should be established for all of the major activities in a classroom

Schedules

- Should be established for classrooms that are flexible but consistent
- Most days should follow the same sequence of activities
- If the schedule changes, children should be prepared ahead of time and told the sequence ahead of time
- Schedules should also allow for a mix of active and quiet play

Rules

- Knowing the rules creates structure and safety
- Children should assist in making the rules in their classroom as they are more likely to follow them and enforce them
- Rules for young children should be short and general
- Children should be told the consequences for breaking the rules and should be as logical as possible
- Teachers can question children when seeing a specific behavior

Appropriate Guidance from Teachers

- Guidance is providing children with direction and support
- Self-regulation is the ability of a child to control their emotions and responses and to react to situations in the context of the expected behaviors
- How can you guide children appropriately?

Basic Guidance

- Be consistent
- Communicate
- Listen appropriately
- Role-play basic guidance strategies. One student can play the teacher and the other student can play the child.

Understanding Why Misbehavior Occurs

- Children act for reasons
- Misbehavior is purposeful
- A child may want attention, recognition or power
- A child's misbehavior is aimed at meeting whatever unmet need he has
- Understanding why behavior occurs allows you the opportunity in helping the child correct the behavior to also meet her needs
- Help the child correct her own behavior so she can self-regulate

Choices and Consequences

- Set up your rules ahead of time
- Give children a choice
- Maintain consistency and a positive attitude
- Discuss behavior during a calmer time and problem solve

Intervention: Working with Stressed and Traumatized Children

- These children may pull themselves away from the current situation by daydreaming or not responding (this is a survival skill)
- May exhibit sudden anger, fear or sadness that seems unrelated to the situation (PTSD)
- They will often be oppositional, resist the teacher's efforts to involve them in play, feel frustration
- They do not know how to calm down and self soothe
- They often want to hang on and hug anyone who comes into the room (attachment problems)

Teachers reactions to misbehavior

- Be sure to understand their behavior
- Treat them according to their developmental age
- Help them learn appropriate behaviors and responses
- Help the child develop emotional intelligence
- Keep your classroom calming, provide soothing activities such as water and sensory play
- Teach children how to calm themselves by teaching breathing techniques, etc.

Teachers reactions to misbehavior

- Learn the cues that may set off a traumatized child

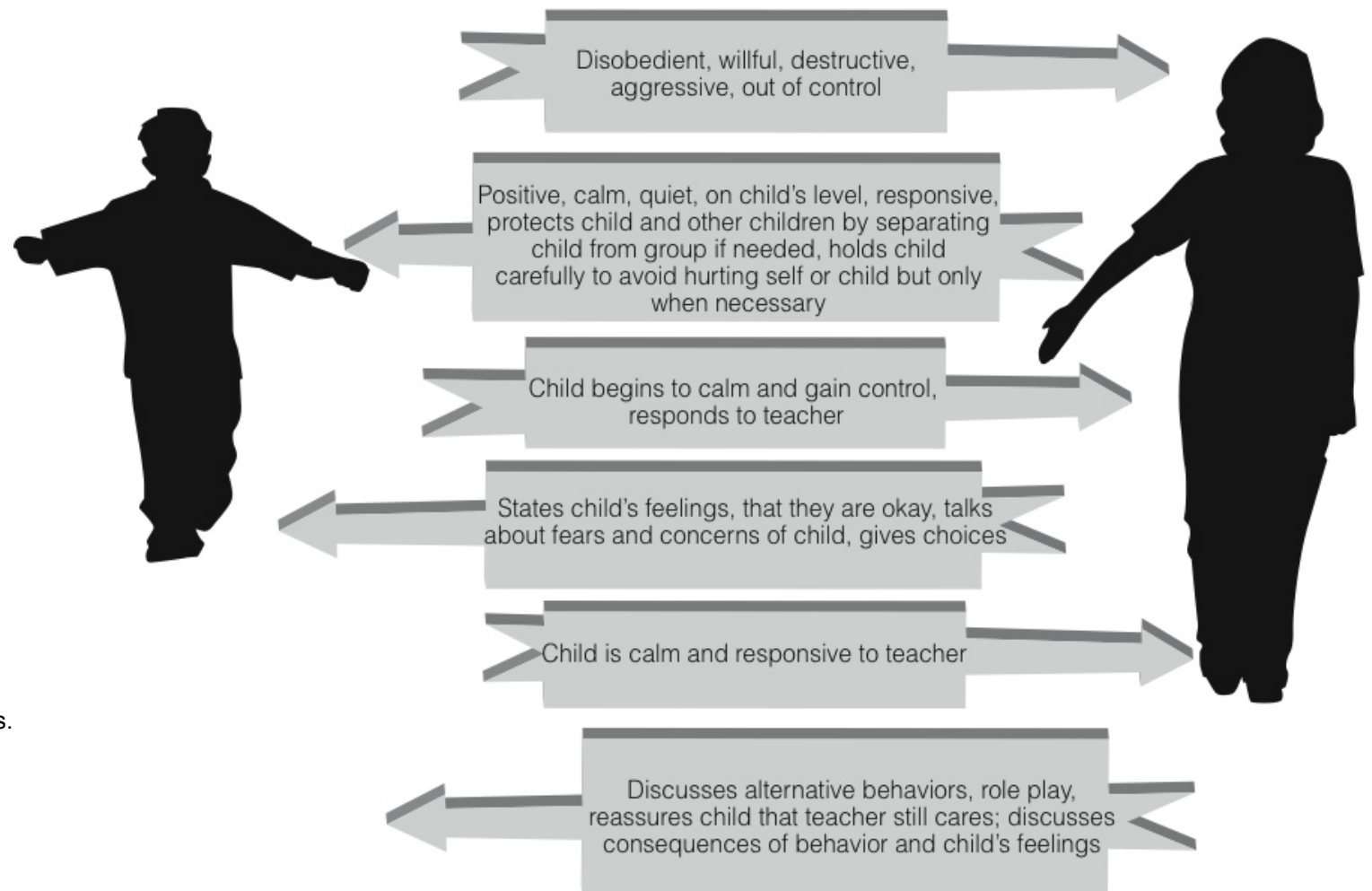


FIGURE 11.1
Working with Behavioral Issues.
From Page 218 in book.

Curricula and Programs for Intervention and Prevention

- **I CARE**

- positive parenting and mentoring curricula develops ways that involve teachers, parents and children discuss and teach positive character traits. It has over 30 year of parenting research and follows best parenting and teaching practices. <https://www.icarenow.com/home.html>

- **STOP BULLYING NOW**

- are best practices in bullying prevention and helping children change aggressive behavior. Autonomy, belonging and cause and effect thinking are the basic components of the program. Children are given training; a sense of strong student-teacher relationships and a stop bullying now committee strengthen this program. www.stopbullyingnow.com

- **SECOND STEP**

- is a violence protection curriculum program based on 20 years of research. Children from preschool to eighth grade learn the skills of anger management, cooperation, problem solving and respect through teacher and parent curricula.

- **TALKING ABOUT TOUCHING**

- program empowers children to talk about touch; good touch and bad touch and encourages children to tell someone. There is collaboration between children, parents and teachers.

Curricula and Programs for Intervention and Prevention

- **STEPS TO RESPECT**

- program is a prevent- bullying program. There are three major components to the program. It is important for the entire school to be actively involved in the program, staff, teachers, parents and children are trained how to recognize the signs of bullying and finally, they are taught to recognize it, to refuse to play a part in it and to report it to someone who can do something about it. <http://www.cfchildren.org/programs/str/overview/>

- **Teaching Tolerance**

- Ideas for teachers on helping children develop understanding others, and avoid violence
<http://www.tolerance.org/teach/index.jsp>

- **Center on the Emotional and Social Foundations of Early Learning**

- This site provide information, video clips and research briefs and curricula on guiding young children in classrooms and helping them develop emotional and social skills
<http://www.vanderbilt.edu/csefel/>

Curricula and Programs for Intervention and Prevention

- **THE ALERT PROGRAM**

- defines steps for building and teaching self-regulation awareness in children. Children, teachers, parents and therapists are taught ways to choose appropriate strategies to change or maintain stages of alertness.
www.alertprogram.com

- **TARGET**

- stands for Trauma Affect Regulation: Guide for Education and Therapy. It helps victims of trauma begin to understand their response to what happened to them and how to handle any future trauma.
<http://www.advancedtrauma.com/>

Curricula and Programs for Intervention and Prevention

- **We Help Ourselves**

- offers curricula for all ages from Kindergarten through high school on how to protect themselves from victimization. The program, developed and used over the past twenty years, provides training and curricular materials to teachers and adults who work with children.

<http://wehelpourselves.org/curriculum.html>

- **National Crime Prevention Council**

- offers a variety of curricular guides, videos and activities for children on child safety, bullying, strangers, etc...<http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans>

Curricula

- Teachers can impact children's behavior through the curricula that they teach.
- Set up centers and activities where children can find appropriate outlets for aggressive and anxious feelings, soothing and calming materials that allow a child to de-stress
- Activities that help children know what to do if they are being bullied or in danger of harm from an adult

Curricula

- Provide the tools and information for children to protect themselves and develop self-regulation
- Brainstorm activities you can create for the following areas:
 - Art and music, social studies, science, math and literacy