

POSITIVE GUIDANCE TECHNIQUES

Together with the *Four Magic keys to Unlock the Doorway to a Positive Teaching Program** (Content, Expression, Consistency and Nurturing), we also find it extremely important to have other tools for Positive Guidance strategies.

*You received a copy of the Four Magic Keys printable when you joined this mailing list.

DEVELOPING GUIDANCE SKILLS

- Guidance involves actions used by an adult to help children develop socially acceptable behavior.
- Redirecting is turning children's attention in another direction.
- Active listening is listening to what a child is saying, then repeating what was just said.
- Ignoring is when you avoid acknowledgement of negative.

Direct guidance involves verbal and nonverbal behaviour to guide children's behavior

- Praising
- Suggesting
- Encouraging
- Modelling
- Prompting
- Ignoring
- Redirecting
- Listening
- Explaining consequences/Warning

Indirect guidance focuses on the selection of materials and the physical setup of the space/classroom. Plan activities that make children feel good about themselves and their abilities

- Be prepared with alternative &/or extra activities, just in case.
- Set up learning space in advance, with all needed resources, supplies, props etc.
- Remove any distractions and hazards.
- Know ahead of time the ages, numbers in groups and any special needs or considerations.
- If you have trouble keeping children engaged, motivated or interested, pull out alternative activities or you might just need to save them for another day. Abort or change the focus of the lesson rather than insist.

Physical Guidance Techniques

- Give help based on the individual child's need.
- Demonstrate or model the desired behaviour or skill.
- Lead the child by the hand to give direction, reassurance or assistance.
- Restrain the child if and where necessary to protect the child or others.
- Remove the child from the scene to help the child relax and regain composure.
- Use no punishment that is meant to hurt or humiliate the child.
- Get down to eye level and use meaningful gestures.
- Use your body language to help the child feel competent and comfortable in school.

Affective Guidance Techniques

- Give positive feedback for occasions other than when the child follows directions.
- Give attention before the child demands it.
- Reflect the feeling the child is expressing and give it a label.
- Get to know the child better and any special circumstances that might be affecting their behaviour.
- Show affection and positive regard for children.

Verbal Guidance Techniques

- Listen carefully when children communicate their ideas, questions and feelings.
- Get down on their level to speak to the child, by looking into their eyes.
- Use short sentences.
- Use positive directions, telling the child what to do instead of what not to do.
- Place the action part of your direction at the beginning of your statement.
- Give no more than two directions at a time, preferably only one.
- Give the child directions when it is the time and place you want the behaviour to occur.
- Give only the direction the child really needs and avoid being over directive and bossy.
- Make it clear whether the child has a choice or not.
- Give logical and accurate reasons for requests.
- State limits or rules clearly and follow through on enforcing them.
- Use your foresight in anticipating conditions that might interfere with good relationships among children and suggest or arrange a shift in those conditions.
- Keep competition to a minimum by motivating the child through helping each one set new personal goals for achievements.
- Praise the child for their help, activities well done or positive behaviour.

Children are much more 'process than product-oriented'. Therefore, let's remember to keep our attention focused on what is important to them at this developmental stage - the creative process.

"Imagination is more important than knowledge, for knowledge is limited, whereas imagination embraces the entire world." - Albert Einstein

