



August 11, 2022

## Ten Tips for Creating Supportive Environments that can Prevent Behaviors that Challenge Us

# Viewer's Guide Workbook

This viewer's guide workbook includes ideas for teachers and family care providers to intentionally and proactively create a supportive learning environment that can prevent behaviors that challenge us. The activities and resources will support you in thinking about ways to help children understand behavior expectations, and create developmentally appropriate, predictable schedules and routines.

## Equity, Inclusion, & Belonging

**Start with equity in mind! How can you create an inclusive environment and a sense of belonging?**



National Center on

Early Childhood Development, Teaching, and Learning

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## Tip #10: Establish a Predictable Schedule

In this section you will find:

- [Tips for Teachers: Schedules and Routines](#)
- [Schedules and Routines: Your Classroom Schedule](#)
- [Classroom Visuals and Supports: Daily Schedule](#)
- [Tips for Teacher: Dual Language Learners](#)

**How do you plan to teach, review, and/or prepare for a change in the schedule?**

## Tip #9: Physical Arrangement

In this section you will find:

- [Tips for Teachers: Designing Environments](#)
- [Classroom Visuals & Supports: Learning Centers](#)

**What strategies do you plan to implement in the physical arrangement of your space?**

## Tip #8: Establish Routines

In this section you will find:

- [Learning Activity: Developing a Routine](#)
- [Classroom Visuals & Supports: Classroom Transitions and Routines](#)
- [Classroom Visuals & Supports: Activities](#)
- [Classroom Visuals & Supports: Circle Time](#)

**What strategies do you plan to implement when establishing routines?**

## Tip #7: Supportive Transitions

In this section you will find:

- [Tips for Teachers: Classroom Transitions](#)
- [Learning Activity: Planning for Transitions](#)

**What strategies do you plan to implement when establishing routines?**

<b>Prepare</b>	Prepare children for the transition by providing the behavioral expectations in advance
<b>Provide</b>	Provide a Warning
<b>Give</b>	Give a Signal that the transition has started
<b>Structure</b>	Structure the transition with music

### What to Do While Children Are Waiting

- Sing songs
- Listen to a book
- Do a finger play
- Blow bubbles
- Have a box of fidget toys to choose from
- A movement activity
- Pictures to look at on the walls
- For independent reading, choose a book from the book box

### Add your ideas here!

## Tip #6: Rules

In this section you will find:

- [Tips for Teachers: Dual Language Learners-Behavior Guidance](#)
- [Learning Activity: Writing Classroom Rules](#)
- [Learning Activity: Making Rules Understandable Checklist](#)
- [Tools for Teachers: Creating Classroom Rules](#)
- [Classroom Visuals & Supports: Classroom Expectations](#)

**What strategies do you plan to implement when establishing a rule for the learning environment?**

## Tip #5: Staff Schedule and Zoning

In this section you will find:

- Examples of Educator Staff Schedules
- [Tips for Teachers: Dual Language Learners – Staffing](#)
- [Tips for Teachers: Zoning to Maximize Learning](#)
- [Learning Activity: Discussion Questions](#)
- [Learning Activity: Classroom Map with Zoning Areas](#)
- [Learning Activity: Staff Zoning Chart](#)

**What strategies do you plan to implement when zoning in the learning environment?**

## Example Staff Schedule for *One Educator* with Toddlers or Preschool children

Activities/ transitions	Lead teacher or Family child care provider	Planning and preparation before children arrive
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Greet children and parents</li> <li>• Help children put away backpacks</li> </ul>	Prepare tables and food for breakfast before children arrive
<b>Breakfast</b>	<ul style="list-style-type: none"> <li>• Bring food to the table</li> <li>• Sit at the table with the children</li> </ul>	
<b>Transition to outside</b>	<ul style="list-style-type: none"> <li>• Signal transition/blow bubbles</li> <li>• Help children transition</li> <li>• Clean up breakfast tables</li> <li>• Clean and sanitize tables</li> </ul>	Prepare activities for children to do while waiting (i.e. puzzles, books, etc.)
<b>Outside</b>	At big toy	
<b>Transition to classroom</b>	<ul style="list-style-type: none"> <li>• Signal transition</li> <li>• Help children wash hands</li> <li>• Help children transition to circle time</li> </ul>	
<b>Circle time</b>	Lead circle	Prepare all circle materials so they are ready to go
<b>Centers</b>	Zone: Zone with younger children or those needing more support	Prepare self-directed activity for older/more independent children.



## Example Staff Schedule for *Two Educators* with Toddlers or Preschool children

Roles in this schedule are intended to be rotated between staff daily or weekly.

Activities/ Transitions	Staff Person A	Staff Person B
Arrival	<ul style="list-style-type: none"> <li>Greet children and parents</li> <li>Help children put away backpacks</li> </ul>	Get tables ready for breakfast
Breakfast	Sit and talk with children at the table	<ul style="list-style-type: none"> <li>Help bring food or utensils as needed</li> <li>During the meal, talk with children</li> </ul>
Transition to outside	<ul style="list-style-type: none"> <li>Signal transition/blow bubbles</li> <li>Help children transition</li> </ul>	Clean up breakfast tables
Outside	At big toy	<ul style="list-style-type: none"> <li>Clean and sanitize tables</li> <li>Join children at the sandbox</li> </ul>
Transition to classroom	Help children transition to circle time	<ul style="list-style-type: none"> <li>Signal transition</li> <li>Help children wash hands</li> </ul>
Circle time	Support children at circle	Lead circle activities
Centers	Zone 1	Zone 2

## Tip #4: Create a prepared engaging environment with prevention in mind

In this section you will find:

- [Tips for Teachers: Stating Behavioral Expectations](#)
- [Learning Activity: Identifying Behaviors](#)
- [Learning Activity: Teaching Behavioral Expectations](#)
- [Tools for Teachers: Stating Behavioral Expectations Visuals](#)

**How will you create a prepared engaging environment with presentation in mind?**

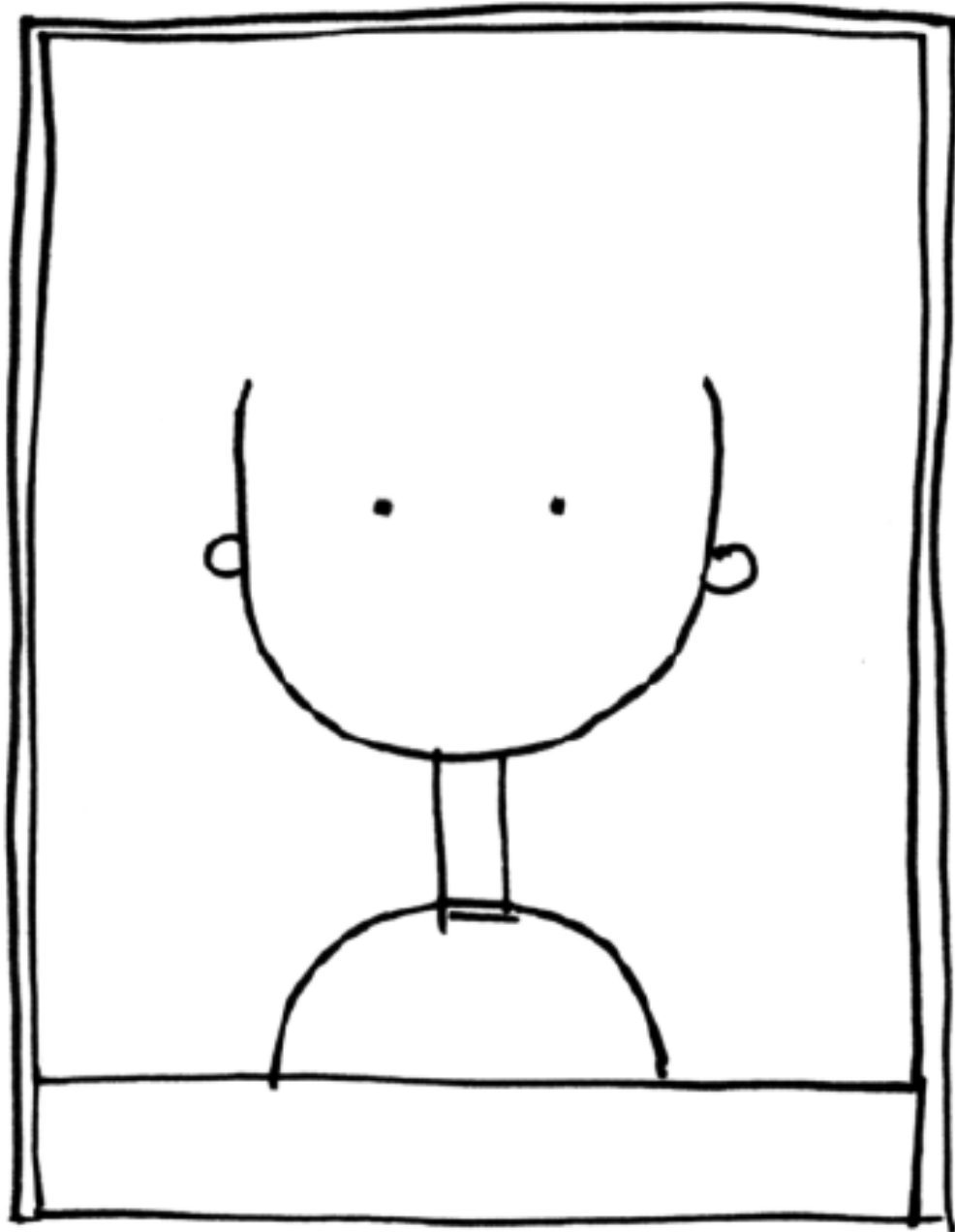
## Tip #3: Get to know children and families

In this section you will find:

- All About Me form
- [Tips for Teachers: Dual Language Learners-Building Relationships](#)
- [Culturally Responsive Curriculum: Learning from Families](#)
- [Culturally Responsive Curriculum: Inviting Families to Share their Cultures](#)

**How will you get to know the children in your care and their families?**

# All About Me



My name is

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# I Am..

I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_

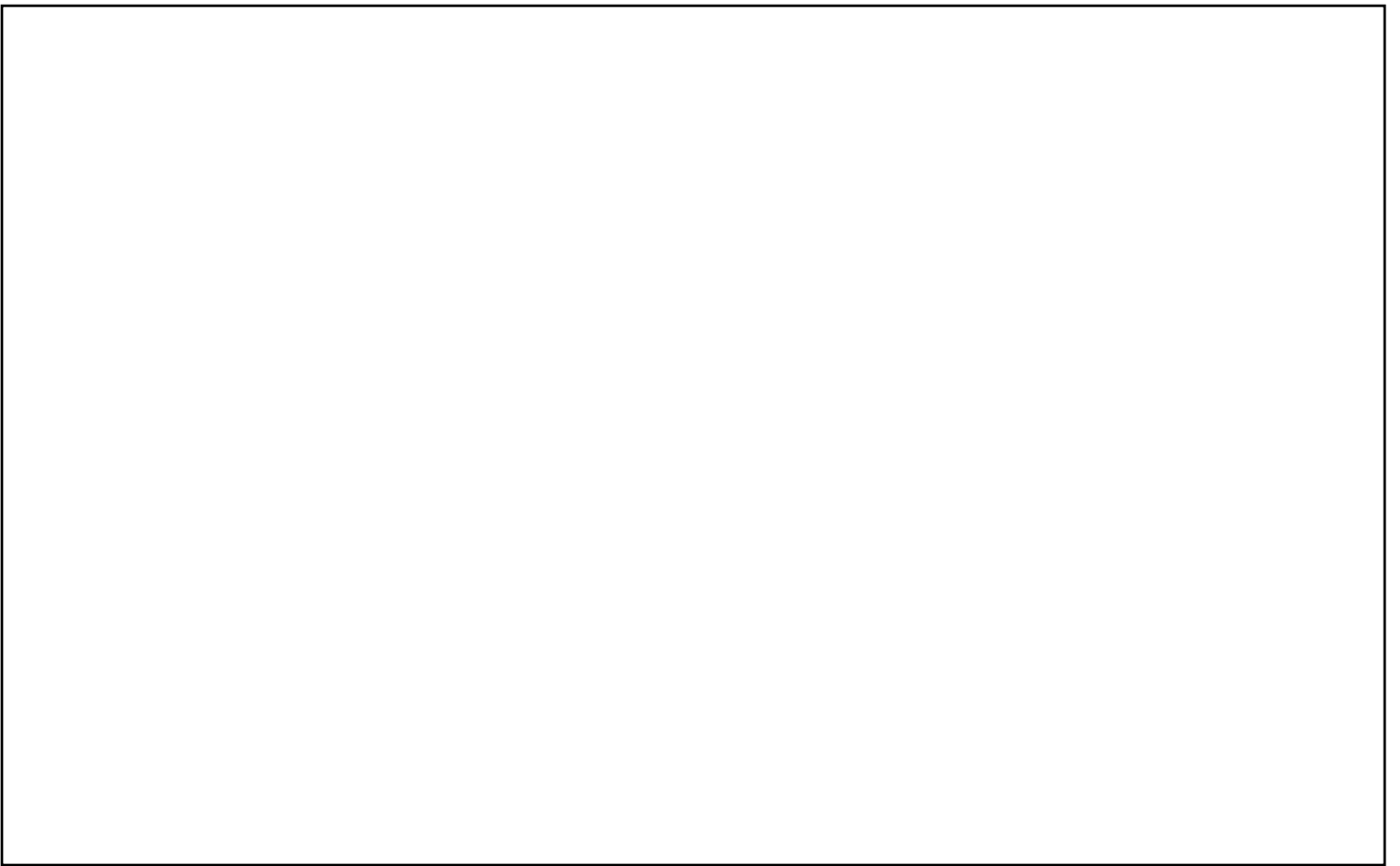
# I like...

I like \_\_\_\_\_

I like \_\_\_\_\_

I like \_\_\_\_\_

I like \_\_\_\_\_



I let people know I care by...

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I am good at...

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I am learning...

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## Tip #2: Encourage

In this section you will find:

- [Tips for Teachers: Fostering Connections](#)

Challenging Behavior	What do you want to see instead?	What would you say before?	Encourage
Ex. Running in the halls	Walking	“Use your walking feet” “Walk in the halls”	“Jackson is using his walking feet!”
Ex. Screaming	Talking	“Inside voices” “Two-inch voices”	“Shana is using an inside voice — high five!”
Ex. Hitting	Using words	“We have six children and one glue bottle. What can you do if you want a turn? That’s right — you ask!”	“Franklyn — that was such a nice asking! And Jordan shared right away!”

**How will you encourage the children in the learning environment?**



## Tip #1: Take Care of yourself

What you will find in this section:

- [Taking Care of Yourself](#)

**The negativity bias: Velcro for bad, Teflon for good. How do you plan to shift your negativity bias?**



**Use this space to express gratitude. Take deep thank you breaths and think about what you are grateful for. As you exhale, express thanks.**



# Helpful Resources

## ECLKC Resources

Effective Practice Guide: Sense of Identity and Belonging

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/sentido-de-identidad-y-pertenencia> (Spanish)

Culturally Responsive Curriculum: Stereotypes and Tokenism

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/culturally-responsive-approach/culture-esp-curr-08-stereotypes-tokensim.pdf>

Classroom Visuals & Supports

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

Fostering Connections 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/fostering-connections> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/fomentar-las-conexiones> (Spanish)

A Culturally Responsive Approach to Implementing a Curriculum 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/culturally-responsive-approach-implementing-curriculum> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/un-enfoque-culturalmente-receptivo-para-implementar-un-curriculo> (Spanish)

Classroom Transitions 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/las-transiciones-en-el-salon-de-clases> (Spanish)

Schedules and Routines 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/schedules-routines> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/horarios-y-rutinas> (Spanish)

Designing Environments 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/designing-environments> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/disenar-los-entornos> (Spanish)

Zoning to Maximize Learning 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/zonificacion-para-maximizar-el-aprendizaje> (Spanish)

Stating Behavioral Expectations 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/comunicar-las-expectativas-de-conducta> (Spanish)

Creating Classroom Rules 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/crear-las-reglas-del-salon-de-clases> (Spanish)

Building Partnerships: Guide to Developing Relationships with Families

<https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/building-partnerships-guide-developing-relationships-families> (English)

<https://eclkc.ohs.acf.hhs.gov/es/compromiso-de-la-familia/building-partnerships-guide-developing-relationships-families/formacion-de-asociaciones-guia-para-desarrollar-relaciones> (Spanish)

Managing Stress with Mindful Moments

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/managing-stress-mindful-moments>

Taking Care of Ourselves: Stress and Relaxation

<https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/taking-care-ourselves-stress-relaxation> (English)

<https://eclkc.ohs.acf.hhs.gov/es/apoyo-y-bienestar-familiar/articulo/como-cuidarnos-estres-y-relajacion> (Spanish)

The National Center for Pyramid Model Innovations (NCPMI)

<https://challengingbehavior.cbcs.usf.edu/>

## Mobile Apps

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

MiELOF Mobile App

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol>

Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

## Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Teacher Time Community
- Head Start Disabilities and Inclusion Network
- Culturally and Linguistically Responsive Practices Community



**Feelings Tree**