…"bite size" news from your HSB Regional Behavior Specialists

OH, Behave!

Volume 16, Issue 11

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Garnering a Culture of Support for Teachers



Tip of the Month:

To create a calm environment for children and teachers, dim the classroom lights! Try using a lamp or two which creates a more soft, calming atmosphere for everyone!



Connect with us!

Check out Tucker's NC Nest on Pinterest!

Follow OhBehaveTips on twitter!

Join our new online community by clicking here! By joining Social - Emotional Connections, you will have the opportunity to network, post questions, and share resources with other early childhood professionals in NC!

Open our latest public resource, a growing library shelf of virtual binders that include archived issues of the HSB newsletter, *OH, Behave!*, a collection of Disaster Response Resources, and a binder of scripted stories for classroom use! Click here.

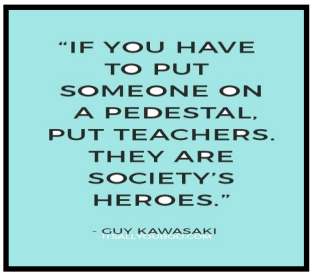
Often, teachers are so focused on developing positive relationships with children, that we forget to cultivate these same kinds of relationships with our colleagues. The connections that we have with each other set the tone for the classroom community and the greater early childhood community as a whole. Whether we are working to establish a relationship as a part of a newly formed teaching team or maintaining a relationship with someone we have worked with for a while, we recognize the need for healthy relationships as an essential part of social development, but in more ways than just modeling these social-emotional competencies and healthy peer relationships for children. These types of relationships also provide us with emotional support, allow us to learn from each other, and affect the overall climate of the classroom. These types of connections provide us with a safe place to check in and connect with each other, collaborate, share support, communicate and work through challenges.

Providing space for teachers to commune, holding regular meetings and allowing time for personal connections at these meetings create a culture of community and support among staff. Teachers need opportunities to network and collaborate with teachers outside of their organization as well. This allows teachers to grow their knowledge, have access to the latest research and data, and gain new perspectives. Teachers learn from their peers and are more willing to try new strategies. They receive validation, support (especially for the hard days), and draw strength from other professionals with shared values and interests.

Establish an online presence by searching for professional learning communities and platforms like our Social Emotional Connections website https://nc-childcare-community-connections that allow teachers to become members and connect with other early childhood professionals. This is an online community for NC early childhood professionals to connect with each other and the HSB team for social-emotional development, access resources and guidance, share ideas, and work through common issues. Teachers can also join various blogs and e-mail lists to stay current on trending topics and opportunities to learn and engage with other professionals too.

Take advantage of in-person opportunities, too. Form partnerships at trainings and professional development opportunities, conferences and other events. Participate in Q/A sessions and stay in contact with other professionals with shared goals and common purposes.

Creating a support system is all about establishing and maintaining meaningful connections with others and nurturing those connections in the same way that we would the connections we have with our children and families. Positive relationships with other adults provide the emotional and practical support we need to learn, grow and try new things. We are more powerful, when we empower each other. It takes a village.





May 8th to May 12, 2023!

Ask The Behavior Specialist!

Question: I am the lead teacher in a classroom of four-year-old children. My co-teacher and I have recently noticed a great deal of talk among the children being negative to one another. We routinely hear, "You are not my friend anymore!" or "You can't come to my house and play!" It has really been sad to hear and we try to encourage kindness in our classroom. We noticed during free play many of the children are being hurtful by not allowing some children to play. Do you have any ideas for building friendship skills to turn this behavior around?

Answer: Yes! Thank you for your question! To help boost friendships in your preschool classroom encourage children to work together. Plan activities that call for a group of children to work together to complete. While they are working together, make positive and specific comments about what you see happening. Specifically describe how you feel as you see the children helping one another and sharing materials, etc. Also, use a variety of strategies to specifically teach friendship skills such as sharing and turn-taking. One of the very best and most effective ways to teach children a skill is to model it! As you and your co-teacher interact with one another (including other adults and the children), practice the friendship skills you want them to learn.

Another fun way to motivate children to practice friendship behavior is to look for the kind ways you see children engaging with one another. If you haven't heard of "Super Friend", check out the resources on the National Center for Pyramid Model Innovations (NCPMI) **website**. There is a book you can download and a certificate you can utilize to acknowledge the friendly behaviors you see happening! Check out this **video** of a group of children explaining what they did to earn a Super Friend sticker!

Follow the North Carolina—Healthy Social Behaviors (NC-HSB) team on Pinterest and check out more friendship building ideas you can immediately use in your classroom! See the specific board here.

Introducing our **Pyramid Fidelity Tip Section** for those of you having the Teaching Pyramid Observation Tool (TPOT) or the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) completed in your classroom. This section will help you connect the main topic of each issue with indictors on these scales. These assessments support Pyramid Model practices which promote and support children's social-emotional development.

We thought this was a good opportunity to mention the items in TPOT and TPITOS that relate to how teachers collaborate with peers, parents, and other early care and education professionals that visit the classroom.

Check out TPOT Item 6 Collaborative Teaming (CT).

Check out TPITOS Item 11 Teacher Collaborates with His or Her Peers to Support Children's Social-Emotional Development (TCP).

Do you have a question you would like to see answered in our column? Feel free to email it to AskTheBehaviorSpecialist@gmail.com. We will keep your identity private. Your question is probably one someone else needs answering, so ask away! Your time is appreciated!

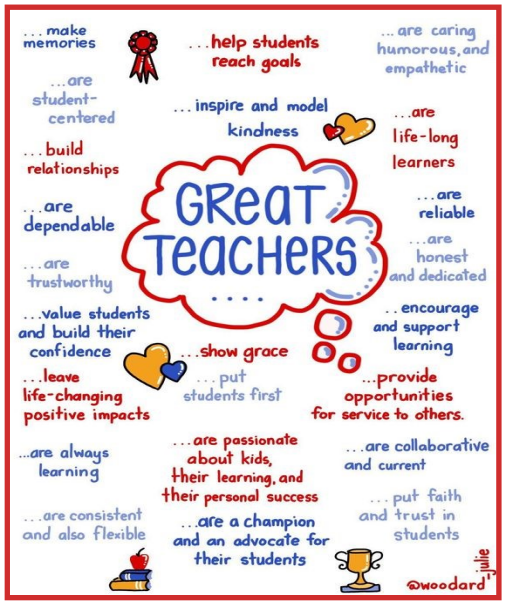
In each issue you will find a new card to help you build your very own "Calming Choices" Card Set for your classroom.

When I am upset, I can…

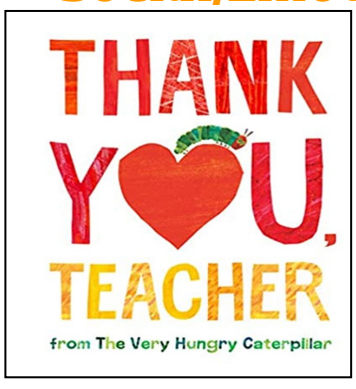
DO JUMPING JACKS



For durability and repetitive use, print on cardstock paper and laminate.



Social/Emotional Book Nook



Perfect for National Teacher Day, Teacher Appreciation Week, the end of the school year, or just because! This heartwarming gift book is a perfect thank-you gift for teachers everywhere. Using bright and colorful Eric Carle imagery, plus *The Very Hungry Caterpillar*, this story provides all the reasons why the teachers in our lives are so special and why we're so thankful for them.

For more information about the Healthy Social Behaviors Project, contact your regional Behavior Specialist
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