



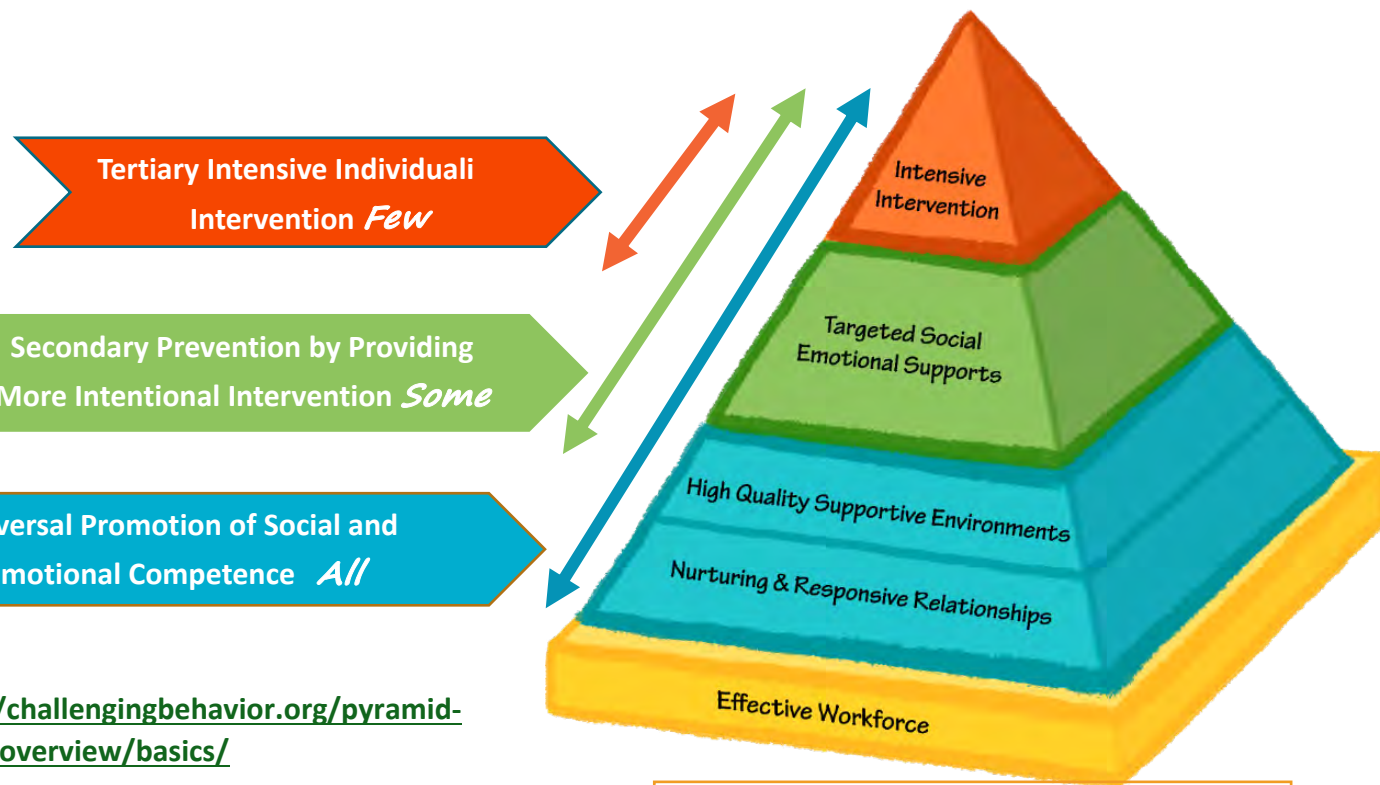
05/15/2024

## Developing Strategies to Restore Calm for Adults

### Viewer's Guide

This viewer's guide gives ideas, steps, and strategies to help your coachees develop and use neutralizing routines as a way to restore their calm. The reflection questions and activities will help you think about ways to help each coachee learn about these practices and strategies. There are also opportunities to reflect about your own practice as a coach. You can find helpful resources in the Resources section of this guide.

### Pyramid Model



The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.



National Center on  
Early Childhood Development, Teaching, and Learning

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## Reflecting on Behaviors that Challenge Coachees

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<https://challengingbehavior.org/document/hot-buttons-activity/>

What child behaviors upset your coachees or push their “buttons”?

How do these behaviors make coachees feel?

How are coachees responding to these “hot button” behaviors?



## Interview with Dr. Lise Fox

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What are some factors that impact how adults respond to child behavior?

What are some strategies a coach might use to support coachees to respond differently to challenging behavior?

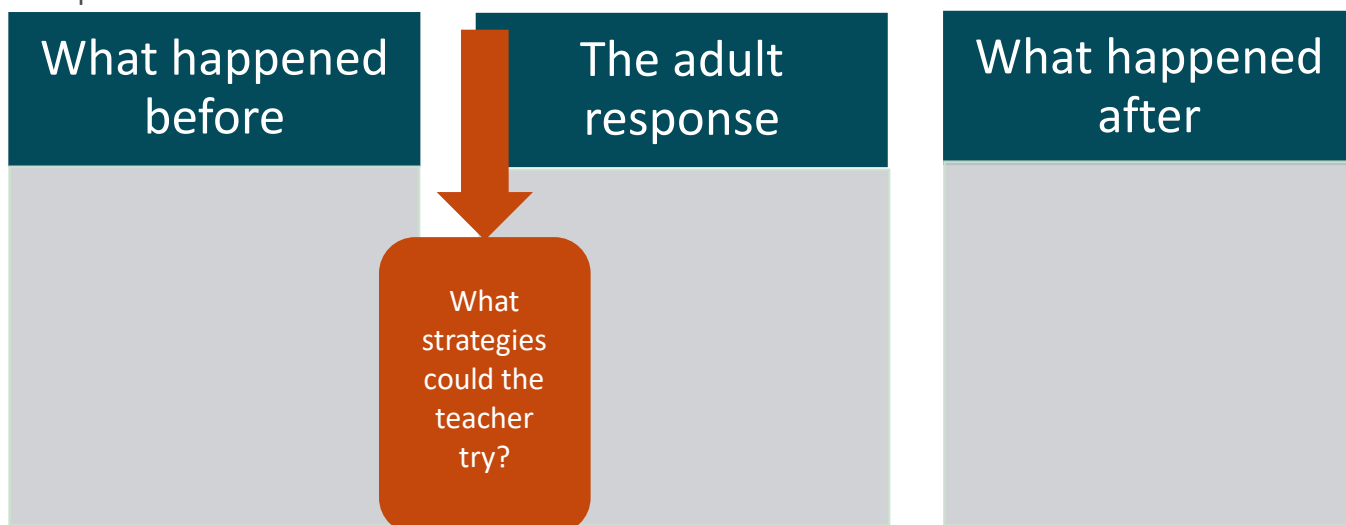
What are “vulnerable decision points”?

Deficit Thinking verses Strengths-Based Thinking

Deficit Thinking	Strengths-Based Thinking
<ul style="list-style-type: none"> <li>• Can be an outcome of negative and incorrect attributions about children or their families.</li> <li>• May be the result of unexamined bias.</li> <li>• Often is directed at children of color.</li> <li>• Reinforces adult perception that the child and/or family is responsible for any perceived problems.</li> <li>• Negatively impacts what attributions are given to behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• All children have strengths and abilities.</li> <li>• Children grow and develop from their strengths and abilities.</li> <li>• The problem is the concern – the child is not the problem.</li> <li>• When children and those around them (including educators) appreciate and understand the child’s strengths, then the child is better able to learn and develop.</li> </ul>

Dray, Barbara J, and Debora Basler Wisneski. "Mindful Reflection as a Process for Developing Culturally Responsive Practices." *Teaching Exceptional Children* 44.1 (2011): 28–36.

Example:



What do you recommend a coach do to support a coachee to respond differently?

### Five Components of a Neutralizing Routine

1	2	3	4	5
If-Then Statement	Brief	Clear Steps	Doable	Interrupts chain of events

<https://challengingbehavior.org/wp-content/uploads/2023/09/neutralizing-routines.pdf>



### Coaching and Practice

Sonya teaches in a four-year old classroom. She has a large group, and it is a challenge. The children are still learning the rules and routines. The transition from lunch to nap time feels chaotic. Sonya doesn't eat until everyone goes down for nap. During this week, every day at nap time, Eve begins to cry and says, "I don't want to nap." Sonya is tired and hungry and doesn't have the energy to remind Eve of the naptime rules. Sonya ignored the crying while she got the other children situated, but this only resulted in Eve crying louder. Sonya asks the assistant teacher to "just take Eve out of the room."

**What are the elements of the situation?**

**What is Sonya's decision state?**

Develop a neutralizing routine:

1. If/then statements
2. Brief
3. Clear steps
4. Doable
5. Interrupts the chain of events and power struggle

## Koko's Corner



The Head Start Coaching Companion is a video-sharing and coaching-feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance. Share video files, ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for young children.

To login or join the Head Start Coaching Companion click here:  
<https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion>

For more information, contact [coachingcompanion@eclkc.info](mailto:coachingcompanion@eclkc.info)

## Helpful Resources

### Online Resources

The Practice-Based Coaching Coach Competencies  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-coach-competencies.pdf>

Preschool Module 5: Addressing Challenging Behavior  
<https://challengingbehavior.org/document/preschool-module-5-addressing-challenging-behavior/>

Infant-Toddler Module 8: Challenging Behavior  
<https://challengingbehavior.org/document/infant-toddler-modul-8-challenging-behavior/>

Coaching Corner Webinar Series  
<https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series>

- Coaching to Support Social and Emotional Skills
- Coaching to Support Emotional Literacy and Expression
- Coaching to Support Friendship Skills and Problem-solving
- The ABCs of Addressing Persistent Challenging Behavior

Teacher Time Webinar Series

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/positive-behavior-support-birth-5>

- Positive Behavior Support, Birth to 5

Infant and Toddler Behaviors That Challenge Adults  
<https://eclkc.ohs.acf.hhs.gov/publication/infant-toddler-behaviors-can-challenge-adults>

You're the Best Teacher! Responsive Interactions with Children  
<https://eclkc.ohs.acf.hhs.gov/publication/youre-best-teacher-responsive-interactions-young-children>

Understanding and Managing Children's Behaviors: Individual Support Plans (ISP)  
<https://eclkc.ohs.acf.hhs.gov/mental-health/article/understanding-managing-childrens-behaviors-individual-support-plans-isp>

(Spanish) <https://eclkc.ohs.acf.hhs.gov/es/salud-mental/articulo/comprender-y-gestionar-los-comportamientos-de-los-ninos-plan-de-apoyo-individual-isp>

Hot Buttons Activity

<https://challengingbehavior.org/document/hot-buttons-activity/>

Developing Neutralizing Routines

<https://challengingbehavior.org/wp-content/uploads/2023/09/neutralizing-routines.pdf>

Behavior Intervention and Positive Behavior Support

<https://challengingbehavior.org/pyramid-model/behavior-intervention/pbs/>

Circle Time Magazine: Episode 5 Addressing Challenging Behavior

<https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-5/>

(Spanish)

<https://cultivatelearning.uw.edu/circle-time-magazine/temporada-2/episodio-5/>

Equity Coaching Guide

<https://challengingbehavior.org/implementation/equity/coaching-guide/>

## Mobile Apps

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Inclusion Lab App

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-lab-app>

(Spanish) <https://eclkc.ohs.acf.hhs.gov/es/ninos-con-discapacidades/articulo/aplicacion-inclusion-lab>

ELOF2GO Mobile App

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

(Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion->

[escolar/articulo/aplicacion-movil-mielof-en-espanol](https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol)

ELOF@Home

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Text4Teachers

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

(Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/text4teachers>

Text4HomeVisitors

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

(Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/herramientas-moviles-para-los-visitadores-del-hogar>

Ready DLL Mobile App

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

## Online Communities

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MyPeers: Practice-Based Coaching and Pyramid Model Community

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

(Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/quienes-somos/articulo/mypeers-red-social-para-profesionales-de-la-primera-infancia>