



Toddler: Behavior Guidance

Title: Supporting Positive Behavior as Children Go Down the Slide

In this toddler classroom, the teacher communicates clear expectations for children going down a slide during center time.

Proactive

- The teacher sets clear expectations for the children to go down the slide, “You go up the steps and down the slide. Go up the steps and down the slide, so we stay safe.”
- The teacher consistently and actively monitors children’s behavior as they move around the room. She scans the room and is aware of the other children participating in various centers, “Look at Roslyn cooking in the kitchen.”
- She continues to be proactive and state the expectations, “Let’s wait for Jensen to stand up and Amyra.”

Supporting Positive Behavior

- The teacher uses positive phrasing indicating what the children should be doing as they wait to go down the slide, “Let’s let Jensen go up, and then you can have a turn.”
- The teacher continues to express the desired behaviors:
 - “You went all the way down the slide on your bottom; you’re staying safe”
 - “Yay Jensen, on his bottom, he’s staying safe.”
 - “Amyra went up the steps, and she’s going down on her bottom.”
- The teacher uses specificity in redirection when a child tries to go up the slide the wrong direction, “Kendal, I need you to go up the steps and down the slide so you stay safe. Here, I’m going to show you. Let’s go up the steps and down the slide.” She walks Kendal to the steps to show her how to slide down the slide correctly.

Problem Behavior

- There is little, if any, wandering or waiting as the children freely move during center time. There are no instances of children engaging in disruptive or problem behaviors.

By using a positive approach, setting clear behavioral expectations, and actively monitoring the classroom, the teacher is promoting behavioral self-regulation and minimizing the potential for problem behavior.