

# Rules and Puppets and Tools, Oh My!

Presentation by Tim Andrews  
Multnomah Early Childhood Program

# Learner Objectives

- Participants will be able to implement rules in classrooms and implement lesson plans around teaching them.
- Participants will be able to see circle time as a time to teach new skills to children.
- Participants will be able to use puppets as a tool to support learning.



**Individualized  
Intensive  
Interventions**

**Social Emotional  
Teaching Strategies**

**Designing Supportive Environments**

**Building Positive Relationships**

# Rules!

- Why have rules in our classrooms?
- What are the benefits of having rules/expectations?

# General guidelines about rules

- 3-5 positively stated expectations
- Post the rules visually
- Reinforce the rules consistently and throughout the school year
- Teach the rules systematically

# Consider the '3 Bees'

- School Age PBIS rules are usually:
  - Be Safe, Be Respectful, Be Responsible
  - Adapted for Early Childhood they could look like this:
    - Be Safe, Be Friendly, Be A Worker

# Why align with school age?

- Help children and families make a smoother transition.
- Helps to bring a more seamless PBIS system together, birth through 21.
- Helps children prepare for the next environment in a developmentally appropriate way.

# Rules Matrix

	Arrival	Table	Carpet	Circle	Center Art	Center Activity	Choosing	Motor	Snack	Departure
<u>Be Friendly</u>	Greet peers  Help if needed	Greetings  Ask/respond to requests.  Help friends	Invite others to play  Respond approp to sharing requests	Accept who sits by you  Invite someone to sit next to you	Accept who sits by you  Share materials  Encourage others	Take turns  Encourage Teamwork	Approp response to sharing request  Turn take  Ask for turns	Play with friends  Encourage  Turn take (e.g. slide, swing)	Accept who sits by you  Talk to friends about day	Say Goodbye  Give/ask for hugs
<u>Be Safe</u>	Hands to self  Stay with Teachers  Walk in classroom	Hands/feet to self  Walking to shelves  Move around people	Toys in hands and close to body  Hands/feet to self  Walking	Hands/feet to self  On Bottom	Chair on floor  Materials used approp  Hands/feet to self	Hands/feet to self  Materials used approp	Hands/feet to self  Walking	Hands/feet to self  Wait for turn (e.g. slide)  Stay with group	Approp amnt of food in mouth  Hands/feet to self  Walking	Hands/feet backpack to self  Stay with group
<u>Be A Worker</u>	Get off bus.  Hang up backpack  Go to table	Pick activity  Do activity  Put activity away  Stay at tables	Play  Put Away When done	On bottom  Eyes on teacher  Raise hand to talk	Try...do your best  Ask for help if needed  Stay at table	Attend to activity  Participate  Stay until told ok to go	Play  Use nametag  Clean Up	Stay with the group  Line up	Eat  Clean up  Check cubby/get backpack  Line up	Board bus/cab approp  Follow directions if waiting



# Why have a rules matrix?

- Allows for individualization of rules in each classroom
- Makes expectations explicit for the regular classroom staff.
- Guides one's teaching
- Provides information to substitutes, parents, specialists, etc. regarding expected behavior in the classroom.

# Activity

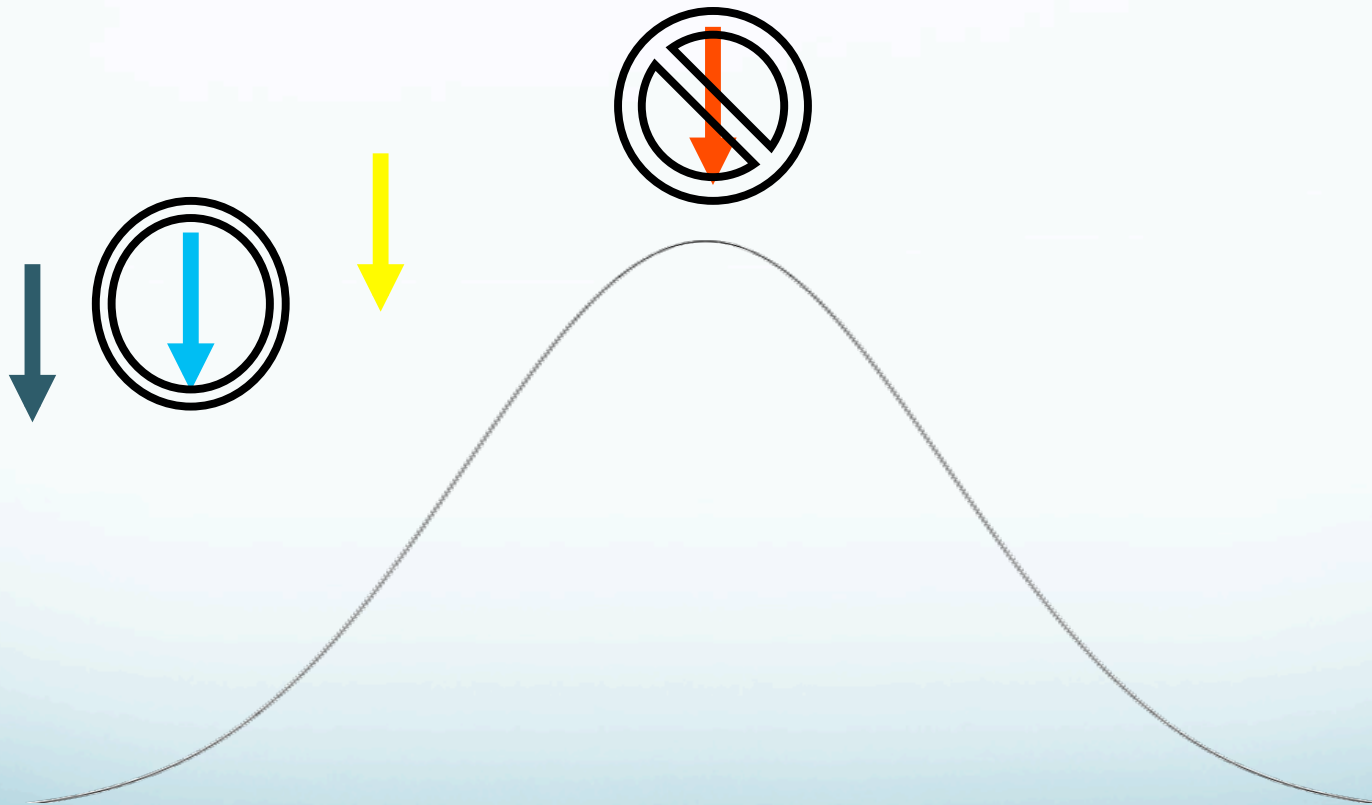
- Make a rules matrix.
- Think about what specific behaviors you would like to see during routines.
- Work in teams or alone.
- Take about 10 minutes.
- Share ideas and thoughts with the group.

# Teaching classroom rules: when, where, and how

- When should we teach rules?
  - Teachable moments
- What should we teach?
  - Use the matrix!
- How? How should we teach them?
  - Consider: How often
  - What supports do teachers need to teach them?
    - Visual support?
    - Puppets?
    - Peer support?

# When to teach the rules?

## Identifying Teachable Moments



# Circle time!

- Circle time is the perfect time to introduce the rules.
- Large group – all the kids are there.
- Can ensure all children get an opportunity to practice.
- When introducing new concepts, it is important for teacher to be able to correct.
- Remember...we do this to prevent problem behavior!

# Small group instruction

- Deliberate pairings of children.
- More targeted and individualized.
- Can lead to stronger peer relationships.
- Teacher there for immediate support.

# What...

- First teach the global rules.
- Then watch routines to see where children need more information
- Use the matrix to guide your teaching!

# How...

- We all learn from examples and non examples.
  - Show the right and wrong way – appropriately of course!
- Stages of learning
  - Acquisition, fluency, maintenance, generalization
- Lesson Plans
  - Developing specific lesson plans around rules can help teachers to be more deliberate
- Puppets
  - Puppets can be especially good for teaching non examples of things that may not be good for kids to practice. E.g. ‘be friendly’ skills.



# It's ongoing...

- Teaching begins at circle, but it is through supporting the kids with their new skills during teachable moments that we make a bigger impact.
- What would happen if we simply introduced it at circle?
  - Stages of learning?
  - Who is good at a new skill after seeing it happen once?

# Teaching Rules



# Reinforcing and ongoing teaching of the rules

- “Bee Bands”
- Rules helper at circle
- Cross talk
- Individualize
- Feedback!
  - Let’s practice...what could you say....
    - NO GOOD JOB!
    - Feedback: specific and with rules based language.

# Supports

- Whole group supports
  - Rules poster
    - Circle rules poster – be a worker
  - Assigned seating
  - Puppets
- Individual supports
  - Visual prompts
  - Social stories
- A
- A
- a

# Many birds...one stone

- Later, when teaching rules, one can integrate problem solving and other social lessons.
  - E.g. Teasing.
  - E.g. Hitting

# Rules and the parallel process

- Program wide rules should be able to be applied to both children and staff
- What does it mean, for example, to ‘be a worker’ in a meeting?
  - Admire the problem?
  - Solution focused?

What other adult ‘routines’ could we look at?

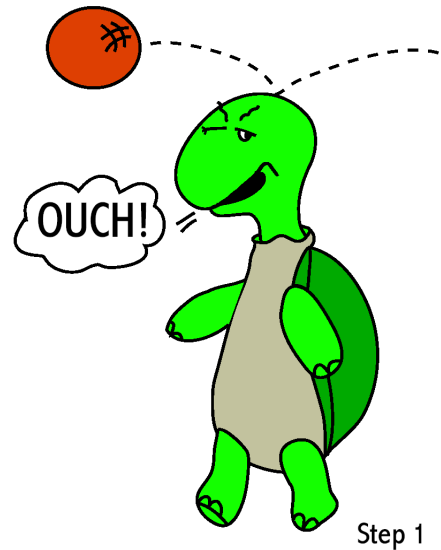
What about during class times?

# Puppets

- Why use puppets?
  - Very engaging to young children.
  - Adult controls the puppet – can do whatever you want it to do!
  - Helps children develop empathy and to see situations in a more ‘removed’ way – safer for children.
- When to use puppets?
  - Lesson’s at circle time.
  - Solving problems as they arise.
  - Play games!
  - Can act out scenarios during ‘neutral’ times.
  - When else?

# Turtle Technique

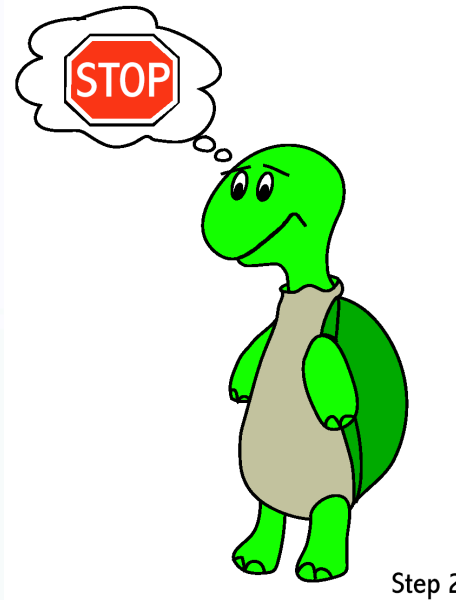
Recognize  
that you  
feel angry.



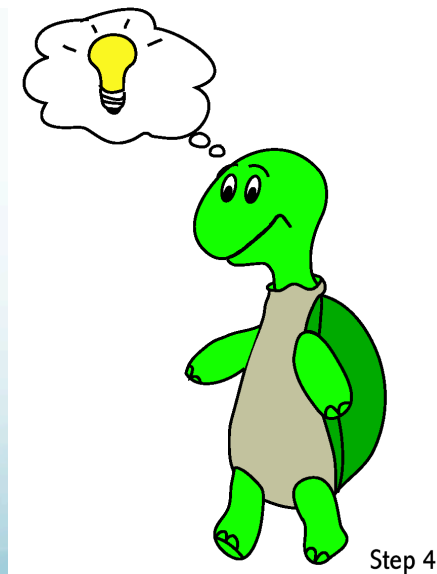
Go into  
shell. Take  
3 deep  
breathes.  
And think  
calm, coping  
thoughts.



“Think”  
Stop.



Come out  
of shell  
when calm  
and think of  
a solution.





# Turtle Technique

- Turtle Technique with “Fred”
- Social story on line
  - <http://www.vanderbilt.edu/csefel/scriptedstories/tuckerturtle.ppt>
- Visuals on line
  - <http://www.vanderbilt.edu/csefel/modules-archive/module2/handouts/7.pdf>
- Turtle pattern on line
  - <http://www.vanderbilt.edu/csefel/scriptedstories/turtle-pattern.pdf>

# Support children as they 'think like a turtle'

- Remember stages of learning! Keep it up.
- Post visuals around the room of 4 steps.
- Turtle puppet can be available to children when upset.
  - As a reminder or a prompt to use new skill.
  - As a calming item.
  - As a redirection to solutions.

Support all children as they learn – some will get it faster than others. i.e. individualize.

# Many birds, one stone redux

- Can help to teach routines such as greetings, e.g.
- Individualize how the puppet interacts.
- Can serve as a model for appropriately handling problems.
- Expand after generalization.

# Powerful Tool: The Solution Kit

- The Solution Kit
  - Teach it...
    - Introduce it a few times.
    - Roll play situations
      - Large group
      - Small group
  - Embed it
    - Visual support around the room
    - Problematize things!
    - Pretend to need the solution kit
    - Frame in rules language!
- Use it to support children when they are having a problem but still teachable.
- Located at: <http://www.vanderbilt.edu/csefel/modules/2006/solutionkit.pdf>

# Solution Kit Advantages

- Empowers the person WITH the problem
- Creates independence – it's TEACHING!
- Gives children a larger arsenal of things to try.
- Is respectful – children find solutions that work for them.

# Emotional Literacy

- Research tells us children cannot regulate emotions until they can label them.
  - In fact – this is true for adults as well!
- Teaching tools:
  - Books and stories
- Concepts:
  - Teach that feelings change
  - Teach that feelings have a beginning middle and end
  - Model it yourself!
  - Model with all emotions – ‘good’, ‘bad’, etc.
  - NORMALIZE!!!

# Circle tools

- Make agreements with children.
- Identify your feeling.
- Give feedback throughout.
- Remember – what's fair is fair for each child.

# The Brain

- Higher level thinking takes effort – even when calm!
- When child is having a tantrum or is very upset, higher level thinking skills are harder to access.
  - Support in the moment for calming
  - Think of yourself.
- Learning from emotional response and from sleep
- Laughter resets the brain.



# A Few More Tools

- For regulation
  - Candle Technique
  - Book Breathing
- Others? What have you used?

# Contact Info

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- Consider PSU Course this summer for more in depth learning. Graduate or undergraduate credit.