

Guidance for Supporting Positive Behaviors at Home



How do I provide support for my child socially and emotionally?

- ❖ Establish strong and predictable [family routines](#) at home. A routine is an event that is completed on a regular basis, frequently involving a series of responses. You may want to develop a routine for daily activities such as getting ready in the morning, eating meals, or going to bed at night.
 - [Morning Routine](#)
 - [Bedtime Routine](#)
- ❖ Create family [rules](#) at home with your child. Following rules at home can help your child adjust to following rules at school and teach your child your family values. Rules create boundaries and help children feel safe. Remain consistent when implementing the rules and their consequences to create clarity and demonstrate their importance.
- ❖ Incorporate daily affirmations into your routine. Daily affirmations help children to gain confidence, minimize negativity, foster independence, and helps them to believe in themselves.
 - I am good.
 - I am kind.
 - I am important.
 - I am smart.
 - I am strong.
 - I learn from my challenges.
- ❖ Provide your children with a sense of purpose by giving them chores to do around the house. Age appropriate chores will teach your child how to work with others, solve problems, compromise, and contribute.

How do I help prevent tantrums from occurring throughout the day?

- ❖ Give your child choices and allow him or her to make choices throughout their day when it is appropriate. You can give your child the choice between milk or juice or have them pick out their own clothes for the day. Choices empower your child and allow for control and ownership over their day. Choices will help to avoid tantrums, build confidence, add value, teach responsibility, promote creativity, and develop problem-solving skills.
- ❖ Make transitions fun. When leaving the playground walk like a duck, hop on one foot, or make it a race. Singing a silly song about leaving can also be fun. Giving your child a job to do can also help make transitions smooth. Have your child help you carry items to the car or help buckle themselves.
- ❖ Give your child [positive praise](#). Praise needs to be immediate and specific. For example, "What a great listener you are, you put your shoes and coat on and are ready to go." or "You should really feel proud of yourself because you used your words when you were upset."
- ❖ Use "first/then" statements at home. For example, "First put your shoes on, then we can play at the park." The child will be more motivated to complete the non-preferred task knowing that it leads to a preferred task.
- ❖ Create a [visual schedule](#) for challenging transitions at home using pictures and words. A visual schedule will establish routines and set expectations for the day.

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Behaviors at Home



- ❖ A visual timer will help your child transition throughout the day, learn how to wait, and understand the concept of time. Young children do not have a good concept of time, but we can teach them. Use a timer that shows a countdown of time such as a sand timer or a kitchen timer. Visual timer apps can be downloaded onto any device and are ready for use on hand.

How do I help my child who has frequent tantrums and it impacts the day?

- ❖ In the moment of a tantrum, it is best to stay calm and divert the child's attention. Let the child regulate and get back to a level emotional state. To help a child de-escalate model and encourage breathing exercises which send calming messages to the brain when your child is in a stressed state. Please note deep breathing exercises should be learned and practiced while at a calm state in order to be effective when a tantrum is occurring.
- ❖ Once the child is in a calm state, identify the [emotions](#) they were experiencing. Then, discuss solutions to support a more positive way to express their emotions and solve their problems. The strategies below should be taught and practiced frequently when your child is in a calm state.
- ❖ Incorporate social emotional stories during family reading time. Refer to these stories during and after a tantrum.
 - [Tucker the Turtle at Home](#)
 - [PBS Clips](#)



What do I do when I am getting frequent phone calls and being asked to pick my child up from preschool due to aggressive and destructive behaviors?

- ❖ Ask to conference with your child's teachers to see what behaviors are observed at school and positive strategies that are successful in the school environment. Share what motivates your child, personality traits, and likes/dislikes. Create goals together and share progress toward child, family, and teacher identified goals.
- ❖ Be knowledgeable of the Preschool's expulsion and suspension policy which complies with the US Departments of Health and Human Services and Education's, [Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings](#).
- ❖ Speak to your child's pediatrician about typical child development and the behavioral concerns you have for your child. Describe the behaviors you are seeing at home or in the school and the strategies that have been implemented to support your child. If there are behaviors occurring at school, ask your child's teacher to document the behaviors that he/she is seeing in the classroom and the strategies utilized. Provide this documentation to the pediatrician.
- ❖ After positive behavioral strategies have been implemented for a minimum of six weeks and you have consulted with your pediatrician, it may be time to contact the school district's [Committee on Preschool Special Education \(CPSE\)](#) for a complete evaluation. Parents may request an evaluation in writing to their child's school district to address all areas of concern. Areas of concern may include social-emotional development as well as cognitive, language and communication, adaptive, and motor development. Children who are identified as having a disability have the right to a [Free Appropriate Public Education, FAPE](#).

References



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