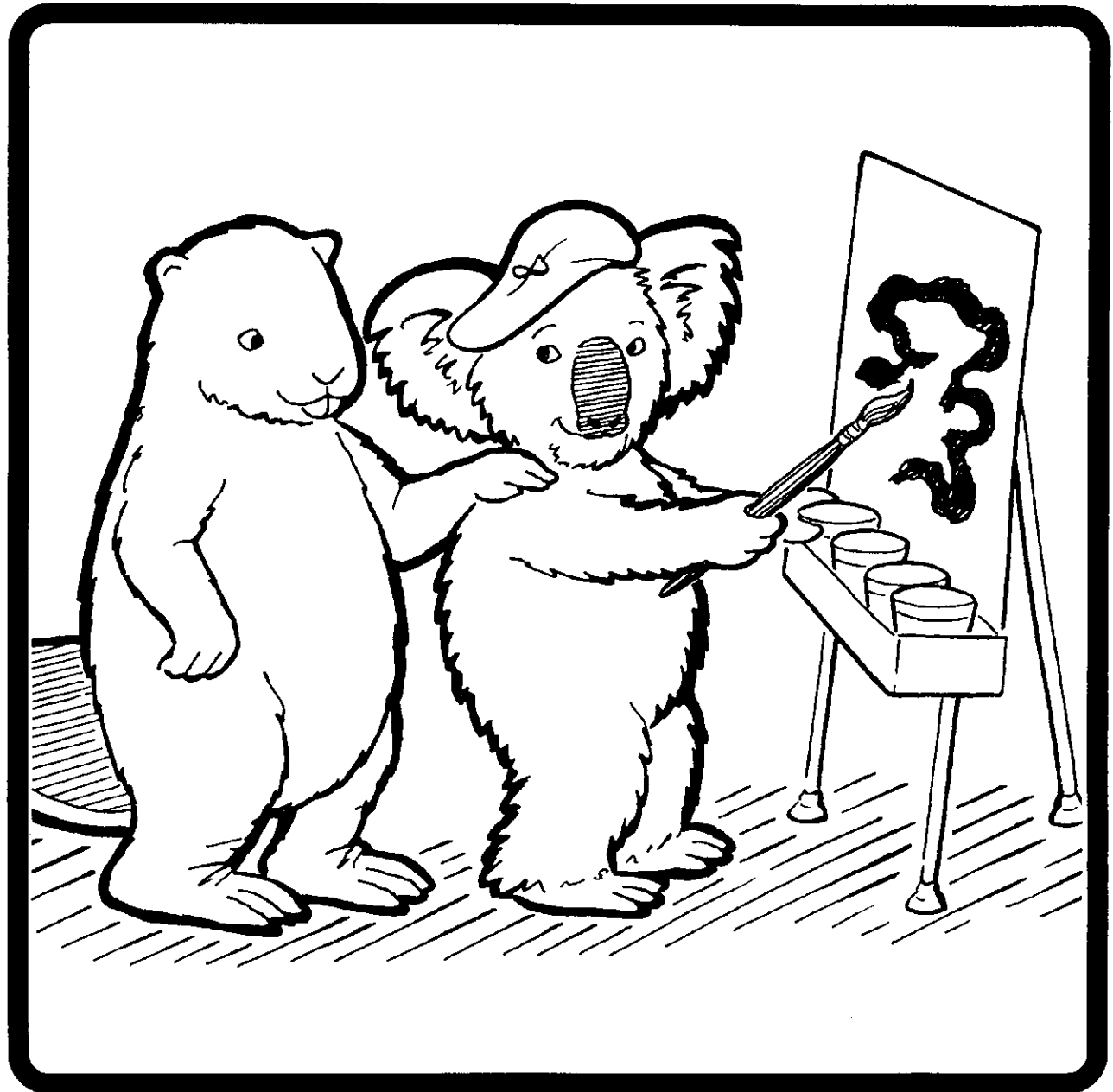
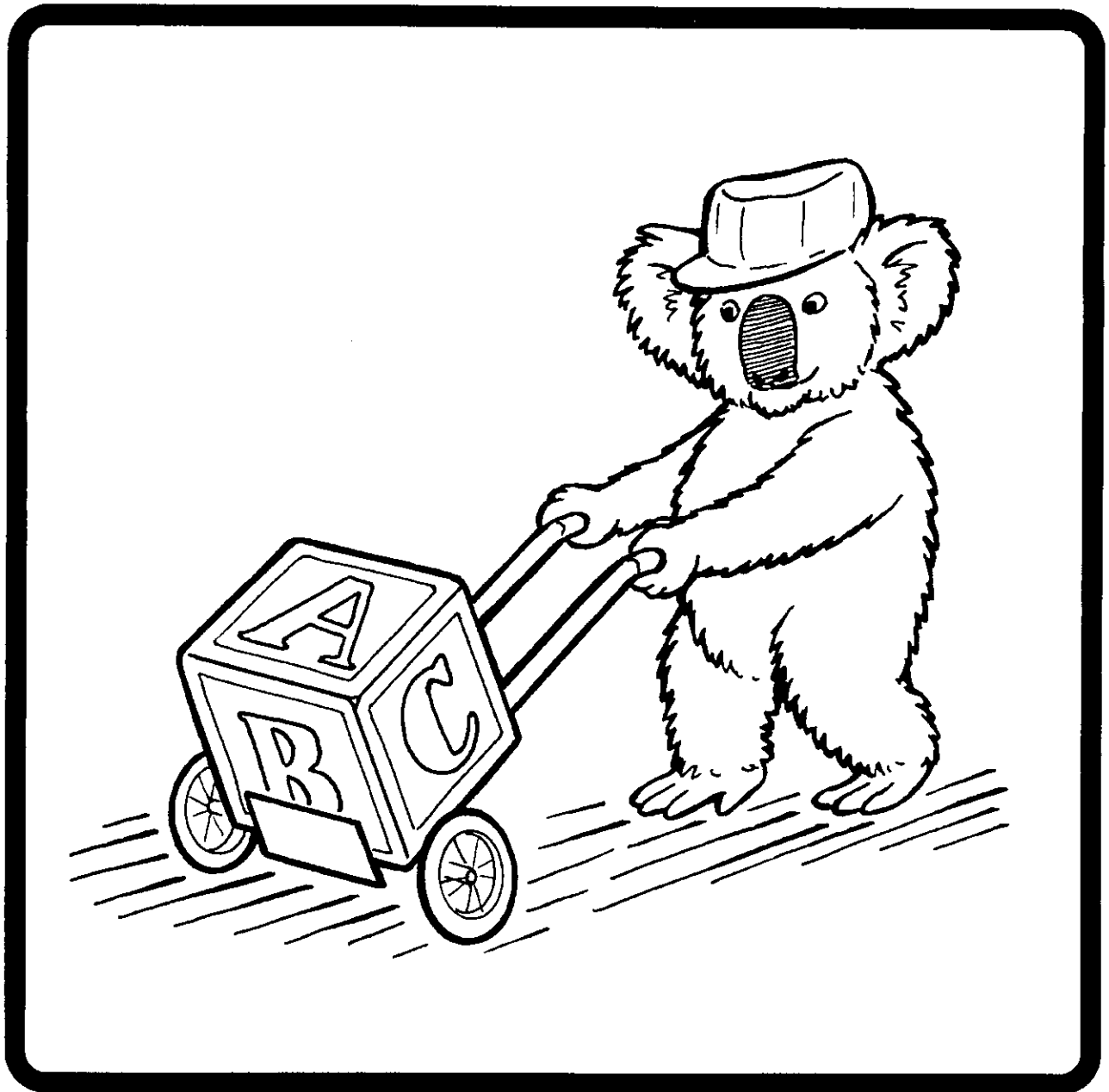


Use encouragement.



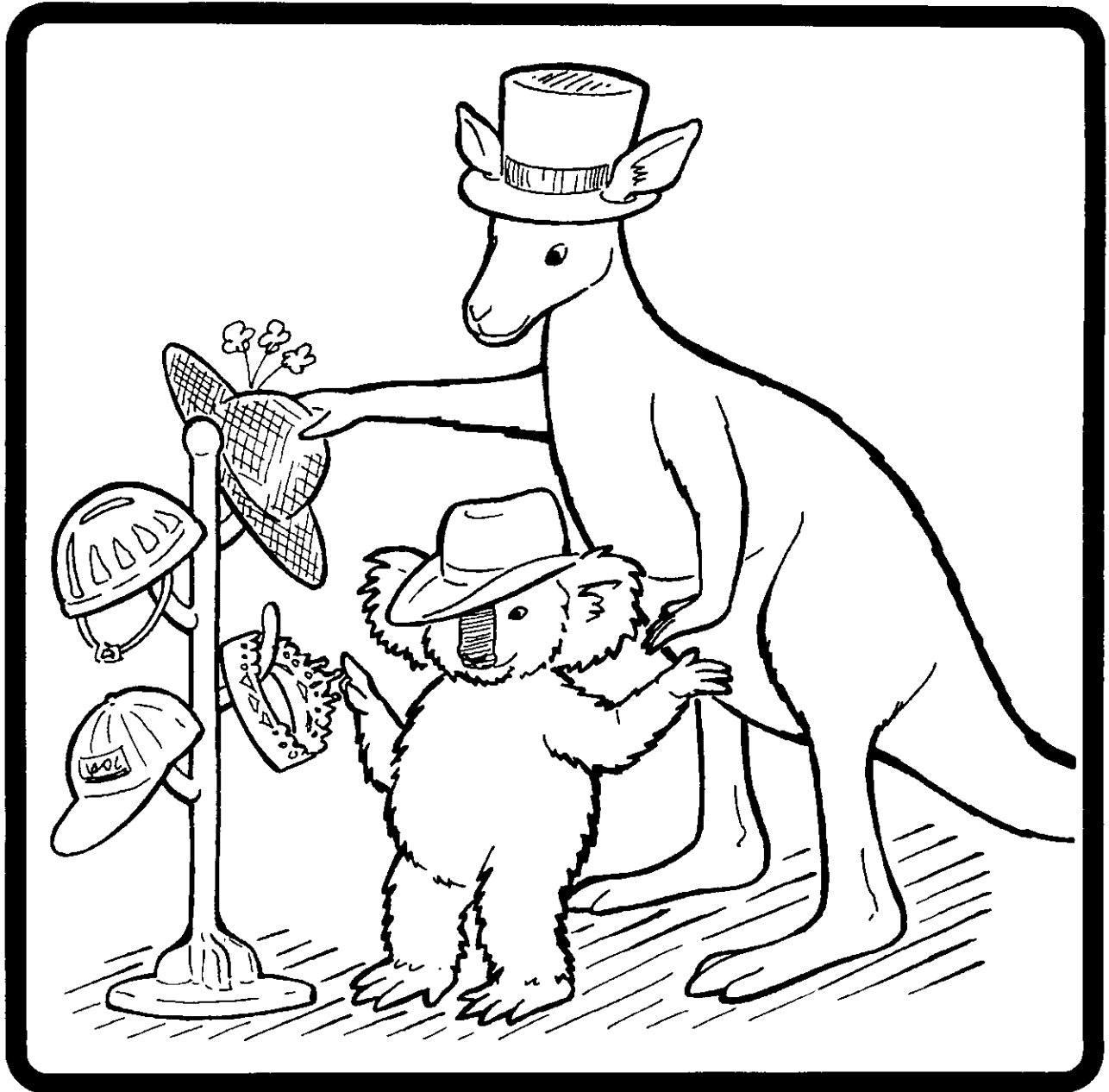
Find genuine occasions to provide comments that focus on positive behavior and reinforce children's satisfaction with their own efforts and accomplishments.

Arrange the play space.



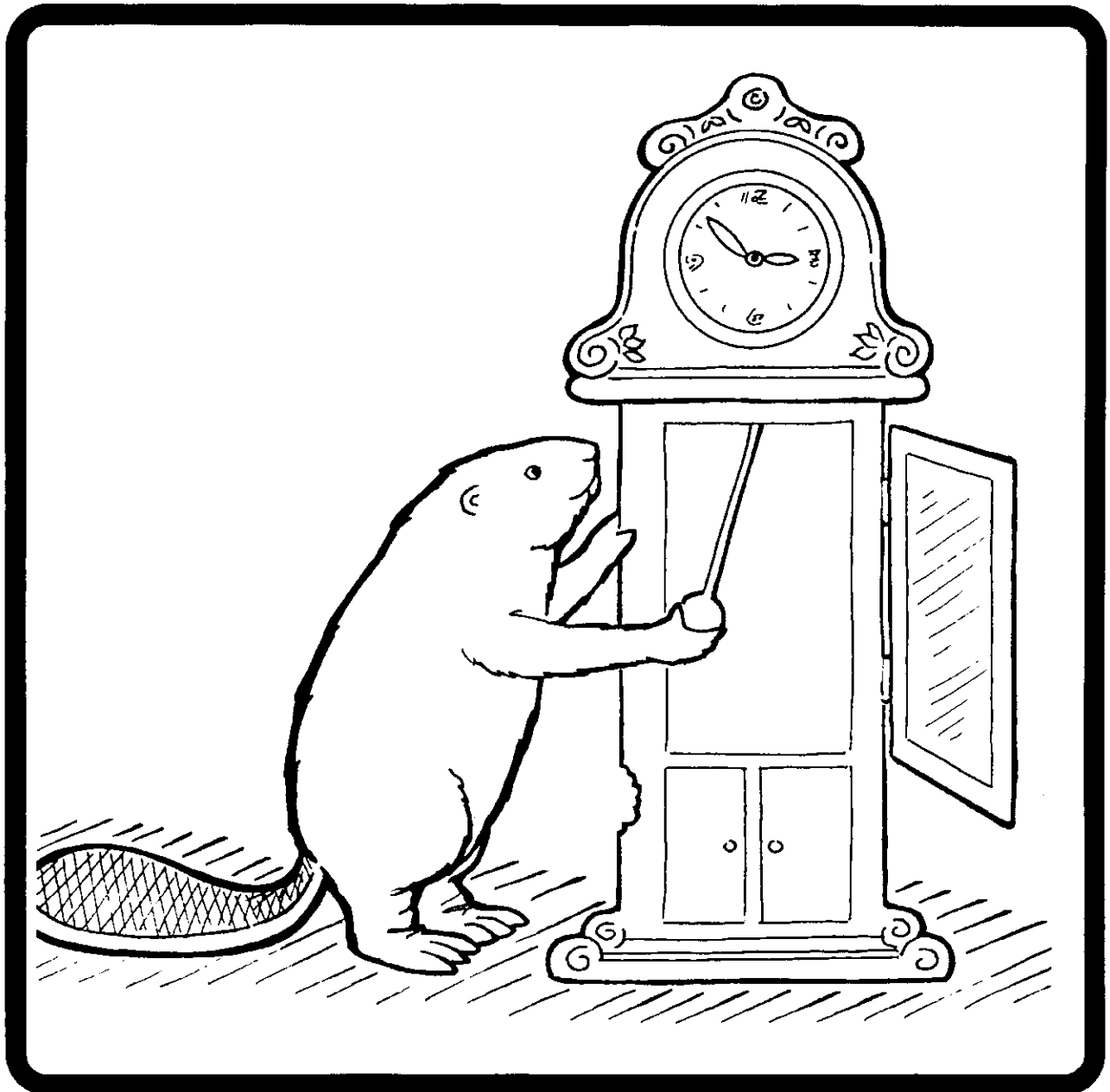
Arrange the environment to clearly indicate the kind of behavior or play expected.

Provide enough materials.



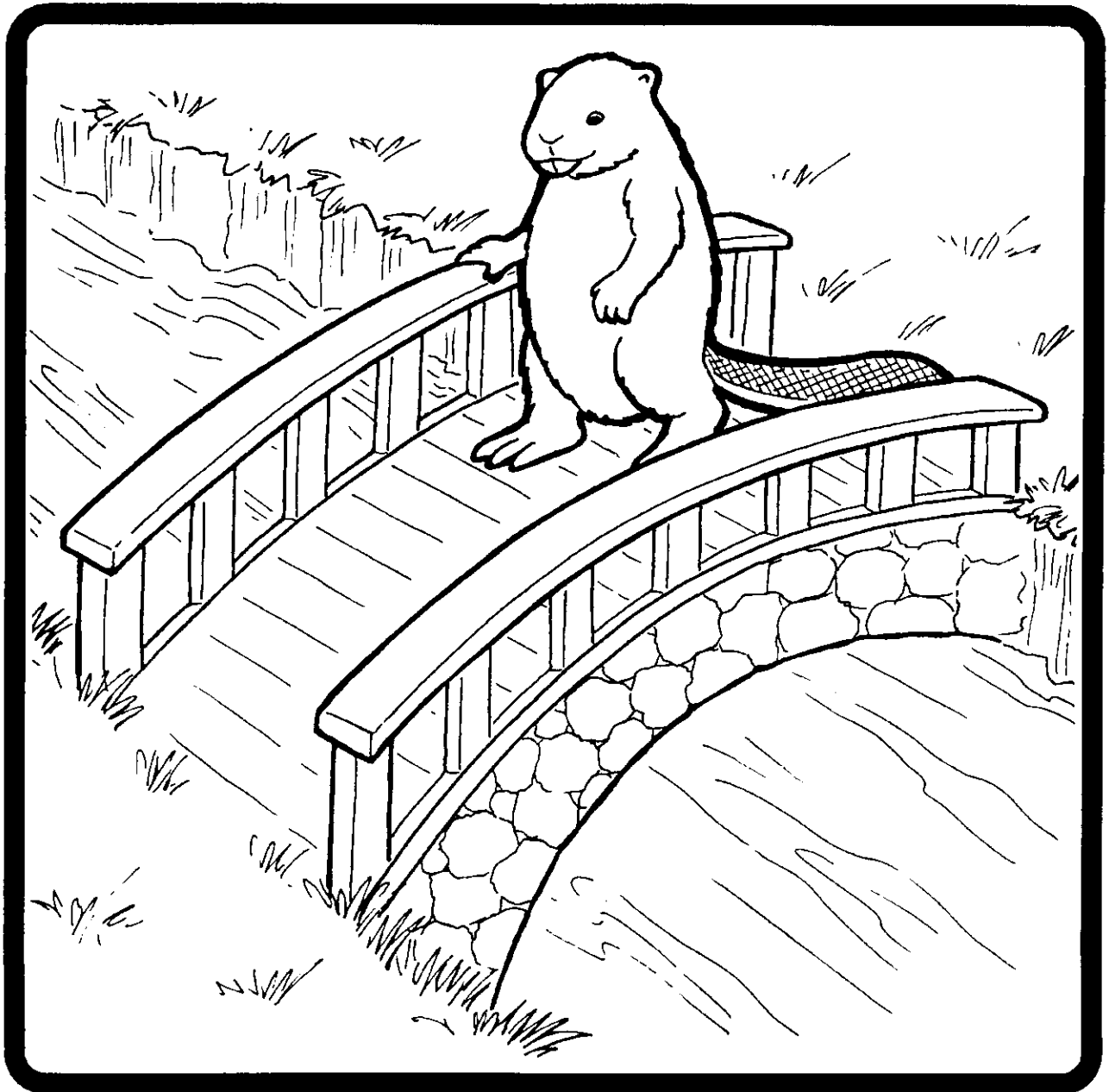
Supply more than enough similar items to make it easier for groups of children to play together.

Schedule enough time.



Give children opportunities to play with toys or participate in activities until they are ready to move on.

Plan smooth transitions.



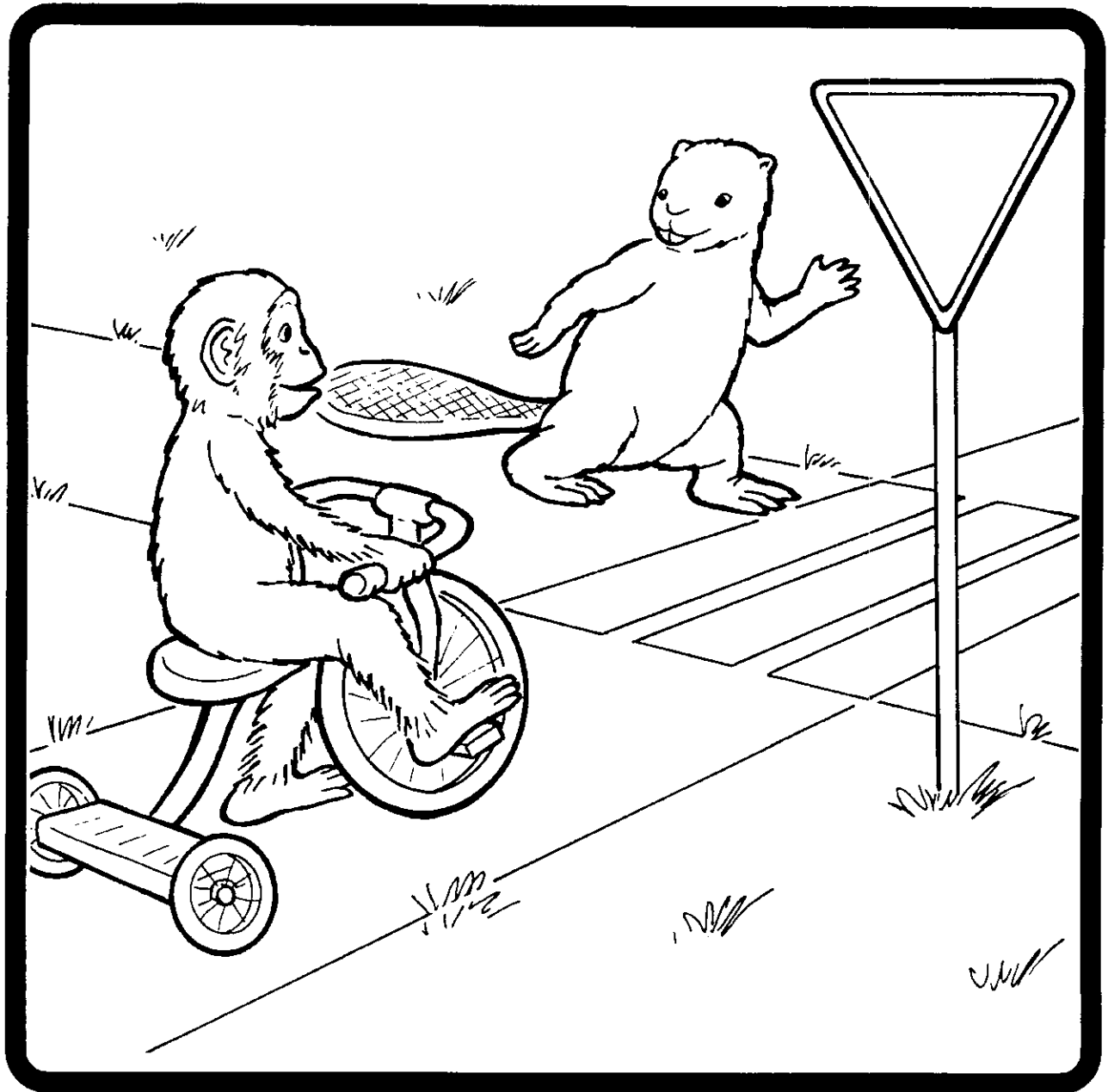
Make transitions predictable, meaningful, and fun.

Make waiting productive.



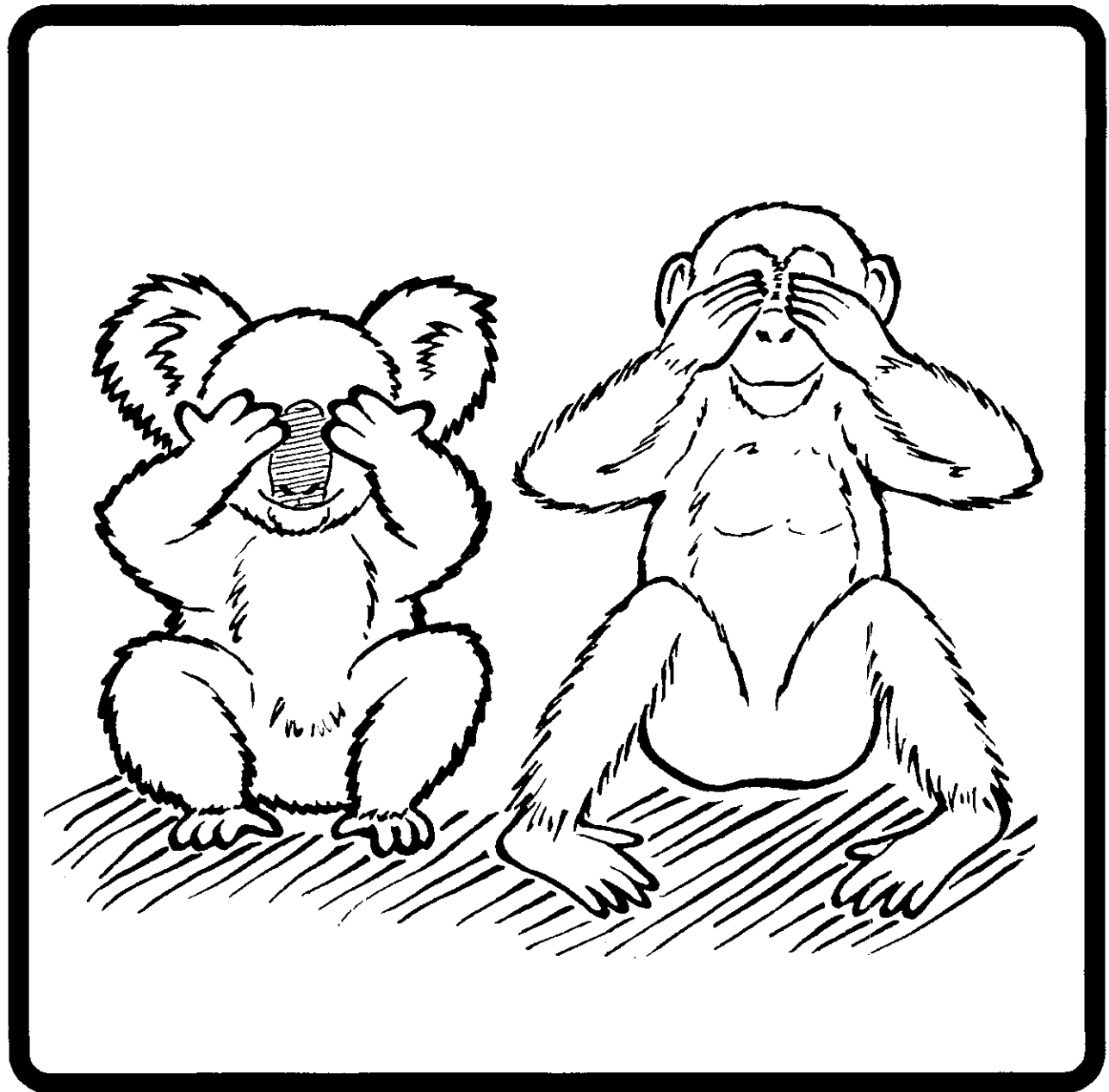
When waiting is unavoidable, use the time for a constructive activity.

Teach the rules.



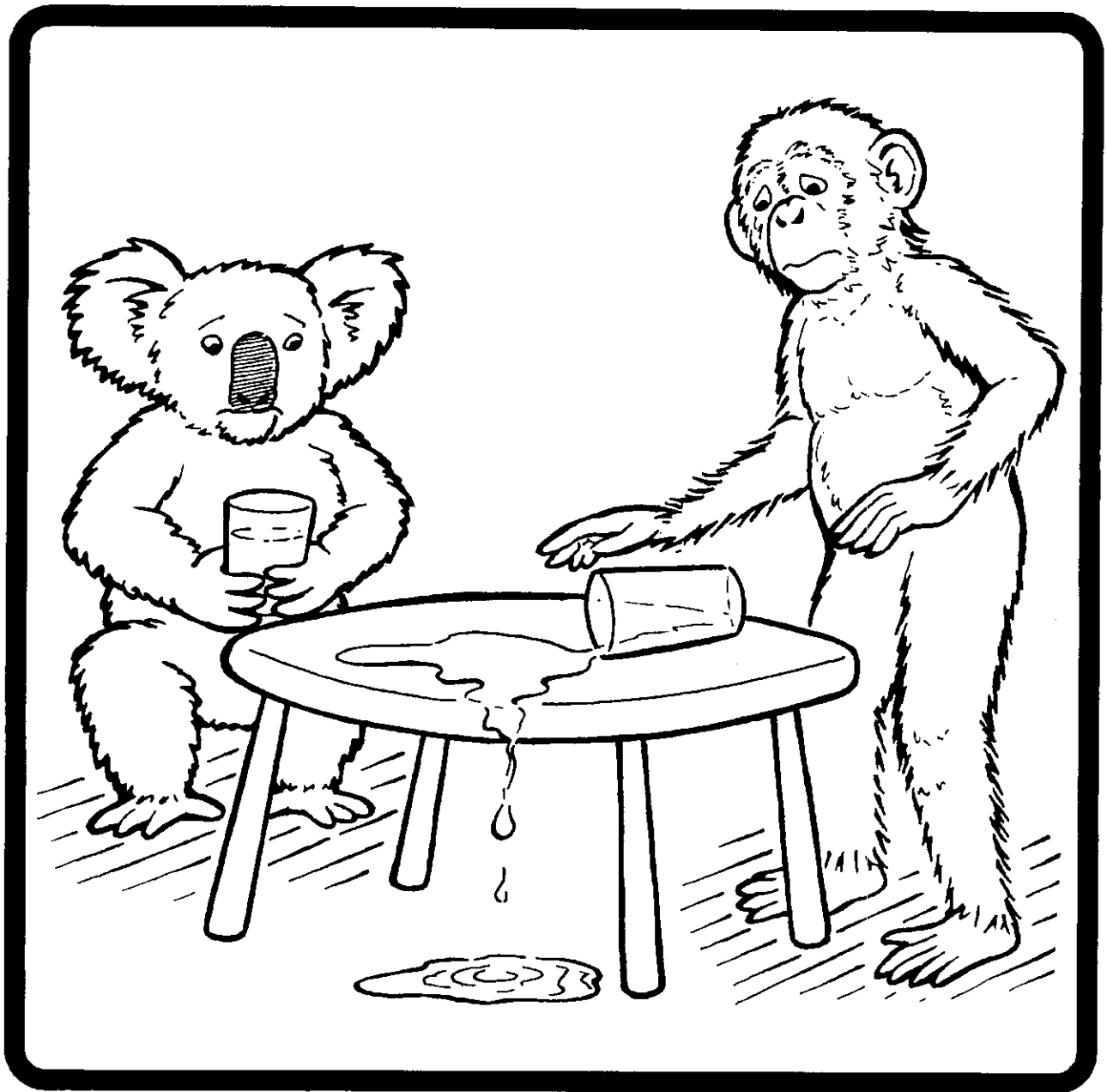
Help children learn and follow your program rules.

Ignore some behavior.



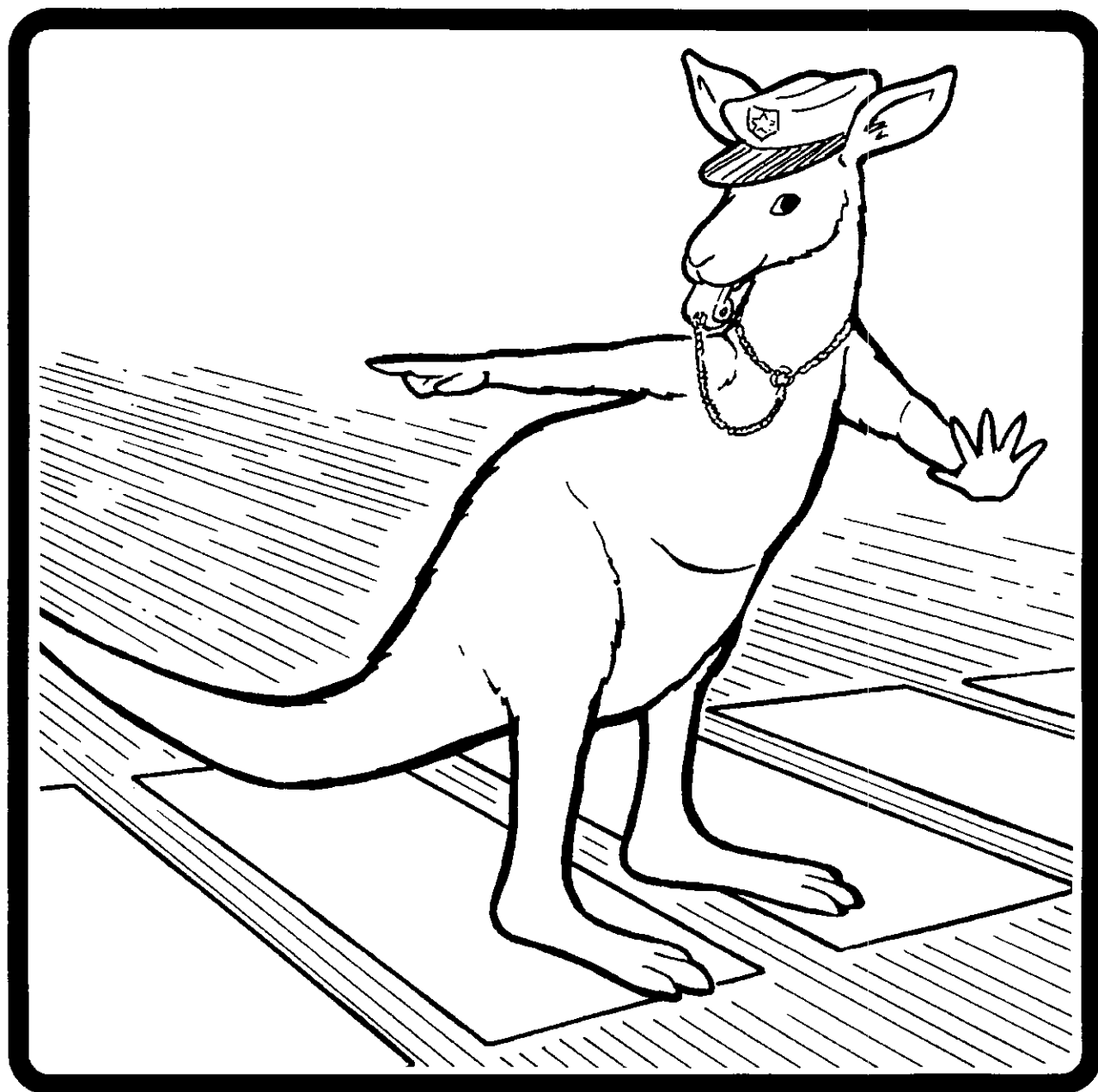
Ignore behavior unless it could harm people or property or it breaks a program rule.

Use natural consequences.



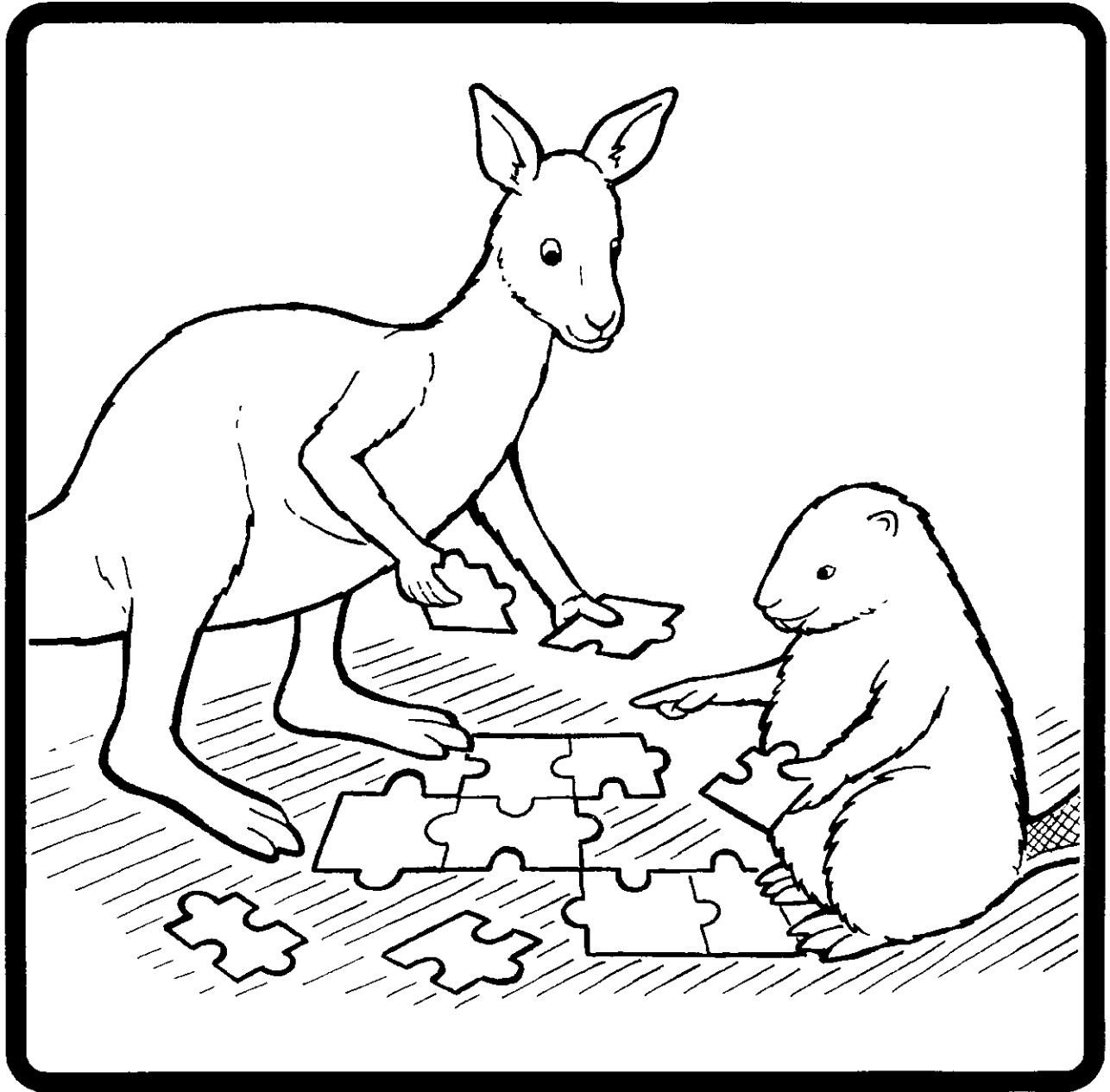
Let children learn from the logical and natural consequences of their behavior.

Suggest another activity.



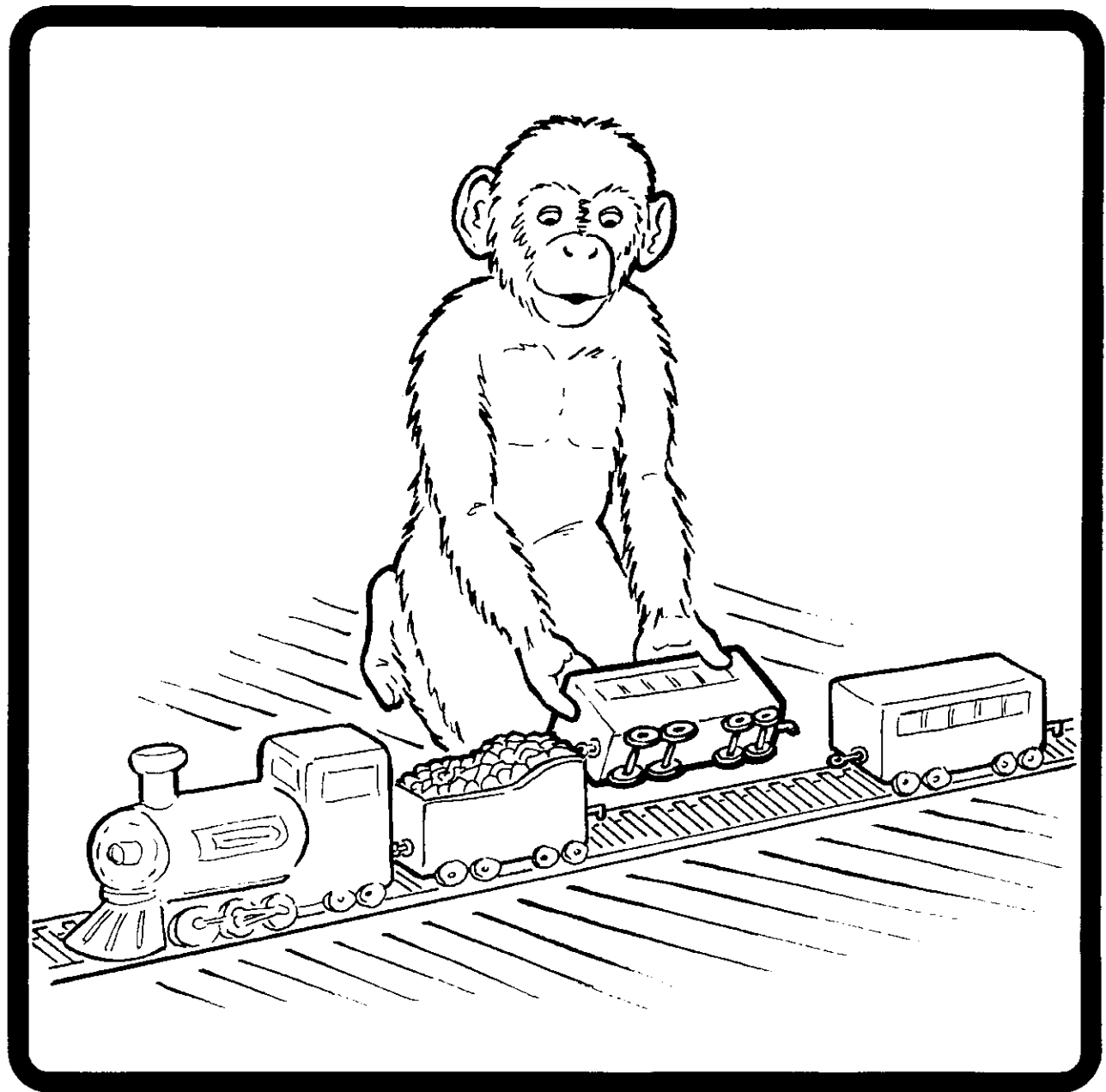
Suggest activities that guide children to acceptable behavior and match their individual interests and abilities.

Teach problem-solving.



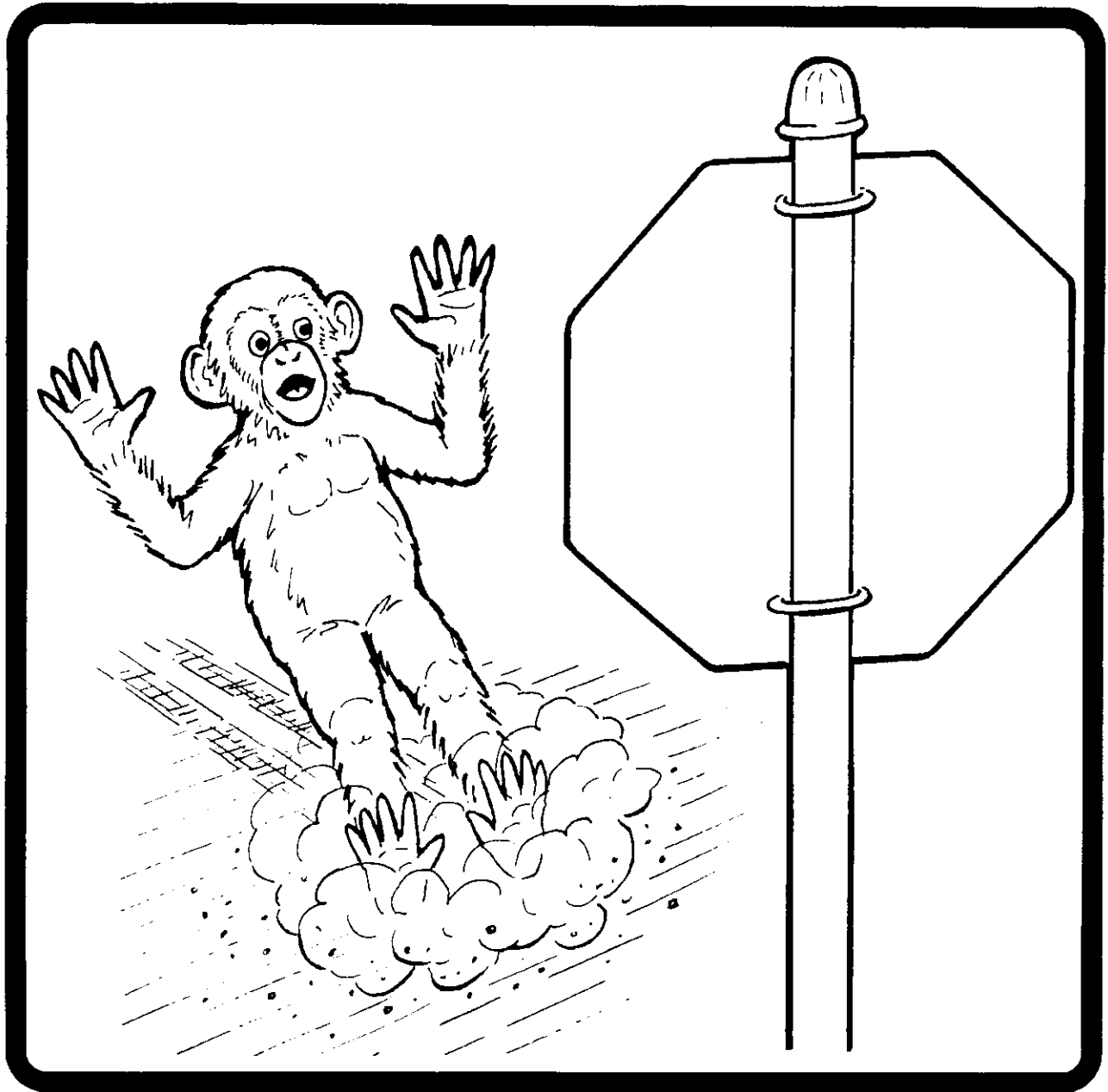
Actively guide children to use a simple strategy: 1) identify the problem, 2) brainstorm several solutions, 3) choose one, 4) try it out, and 5) decide if it worked.

Get back on track.



Keep a group activity going by giving any child who disrupts the activity a momentary break, and welcoming the child back to the group at the first opportunity.

Use "no" carefully.



Say "no" only when it is critical that the child stop the behavior immediately.