

Module 9: Interactions and Guidance

4. **Aware touch**

- i. Everyone needs human touch that conveys nurturing and support—a hug, a pat on the back, cuddling a baby, rubbing a back at rest time.
- ii. Your touches can convey your kind regard as you guide a child.
- iii. Touch can be used to protect a child or others from danger. Examples are:
 1. Putting your hand on a child’s arm to suggest slowing down.
 2. Asking a child to hold your hand during transition or when moving from one area of the building to another.
 3. Placing your hand on a child’s hand to keep the child from hitting someone or throwing something.

5. **Give Choices**--Offer choices you are comfortable with children making. Like everyone, children like to have a say in what they do. Making choices promotes executive function.

- i. “I can see that you are not through playing yet, Sadie. Would you like to put that over here and finish after lunch, or take two more minutes before washing your hands for lunch?”
- ii. “Mikhail has the red marker now. Would you like this green one or this blue one till he is finished with the red?”

6. **Redirect** by giving a child alternatives to their current behavior

- i. Example: “James is sitting there, Joey. You need to pick another place to sit.”
- ii. “Michi, you have so much energy, but running is for outside. No one is at the water table right now. Let’s play over there.”

7. **Time out** is really for *you* to get a break when you cannot think anymore. (Use a soft, cozy place like an easy chair with pillows for the child)

- i. Time out is not to be used as a punishment.
- ii. A good rule of thumb--1 minute per year of child’s age (and time out is not appropriate before 3 years old).
- iii. Time out doesn’t solve the problem but can get the child out of harm’s way, including from your angry response.
- iv. If you find you are using time-out often, it’s time to invest in more “time in” (above) or set limits and allow for emotional release (see “Setting limits” handout).

8. **Support positive peer interaction.**

- i. Provide cues and prompts to help children learn how to interact positively.
- ii. Describe children’s peer interactions to them as acknowledgment and reinforcement.

Summary list:

1. Describing children’s actions
2. Dos instead of Don’ts
3. Time in
4. Aware touch
5. Give choices
6. Redirect
7. Time out
8. Support positive peer interaction