



Part 1 - Pattern Interrupts

Pattern Interrupts do exactly what they say. They interrupt whatever pattern is going on so that you can refocus the whole group. Remember you only have a 2-3 second window to preframe the child.

Examples of Pattern Interrupts

- “Whoever is listening touch your nose.....”
- “Everyone show me your angry face.....”
- “What sound does a.....make?”
- Sing a song
- Do a silly dance
- Clap your hands in a rhythm and see if they can repeat it
- “Put a bubble in your mouth!”
- Blow Whistle, Yell AH YA!
- Use accents
- After you have everyone’s attention with the pattern interrupt continue with you class, making sure you are fun, loud and silly.

Part 2 - Preframes

The purpose of preframing is to use words, tone of voice, and head movements as tools to promote positive behavior. A preframe gives a straight hint on what is requested by the teacher AND it sets up the child for a high five and more positive reinforcement. Below are some examples.

Preframe-1 **Head Movement (Visual)**

“I want you to sit on the chair”
“Do I want you to stand on the chair (Shake head) or sit on the chair?” (Nod head)

Just as children respond to changes in auditory tones, many children respond to visual cues as well. Again, you are offering the child a choice, but letting them know which is the outcome that you are seeking based on your body language.

Preframe-2 **“I like the way.....” (high five)**

“I like the way you are sitting on the floor.”

This is a commonly used technique in early childhood classrooms. By focusing positive reinforcement and attention on desired behaviors, you are setting an incentive for all children to comply with the expectations.

Preframe-3 **Say the wrong answer, raise voice-right answer (Auditory)**

State the incorrect behavior in a normal voice: “Do I want you to stand on the chair (state the correct behavior in a raised or exaggerated voice) or SIT ON THE CHAIR?”

It is important for children to feel as if they have a choice in controlling their own behavior. By stating information for them in this manner, you are allowing the child to feel as if they are able to choose, but your voice tone is letting them know which of the two is the outcome that you are seeking.

Preframe-4 **Say, Repeat, and Insert “what”**

State the desired behavior in simple terms: “I want you to sit on the chair.”
Repeat the desired behavior in the exact same way: “I want you to sit on the WHAT?.”

By having the child repeat the expectation back to you, he/she is acknowledging that they understood your direction. Now acknowledge them with a positive reinforcer. Good luck!

Part 3 – Power Look

Dr. Paul Ekman's study of micro-expressions demonstrate how the muscles in our face show our emotions whether we try to hide them or not. When a child displays a behavior that they know will get them attention, they will look for a response from the other child or adult. To demonstrate to that child that the behavior will get them NO response moving forward, give the child the Power Look. By looking at the top of the child's forehead, you disconnect from their eyes and don't get sucked in by their cuteness. While looking at the forehead, sing a song to yourself that will be in place of your mind that will try to sabotage you. I choose "Row, Row, row your boat" as my go to song. Acknowledge the children displaying the behaviors you want verbally and then with high fives and then Power Look the child displaying the unwanted behavior quickly (2-4 seconds tops). Then acknowledge the wanted behaviors again from the children following directions. Next go back to the child displaying unwanted behaviors and power look them again until the behavior stops. Keep signing your song in your head so you don't get distracted and watch the behavior change...for the moment.

Part 4 – Unique Positive Reinforcer

Every child has a passion, especially the alpha boy and girl who spend most of their days thinking about their favorite thing to talk about. Learn about your kids' passions and give them the opportunity to lead a "show" focused on that specific topic. Have all the kids sit on the rug and let the alpha create a show about their favorite topic. Once the child completes the show, tell them that it is up to them if they want to do the show every day. The choice is now up to them. Tell them, "On the days you want to do the show, show me by (list all positive behaviors including new leadership behaviors they can take on) and on the days you don't want to do the show, show me by (list all behaviors that you want them to stop doing). It's up to them from now on to choose which behaviors will benefit them. Now it's time for them to test you!

Part 5 – Fast Forward Testing

Even though the child will want to choose to follow your directions to get to do the show, their monkey mind will still want to test you. Let's fast forward this test and seal the behavior changes like a wax stamp seal from a historical movie.



Let's review...

Step 1: Say "If you want to do your show every day after naptime, do (insert wanted behaviors)."

Step 2: Say "On the days you don't want to do your show, do (insert behaviors you want to see stop).

Step 3 (**FFT**): Say "And if you don't believe me, do (say unwanted behaviors) and I'll show you.

You will then see the child look up and to their right (NorthEast). To you it will look up and to the left (NorthWest). The child is picturing what it will look like when they display the unwanted behavior which would lead to them not getting to do their show that day. The child's mindset shifts from "I have to act this way because you told me not to" to "You're not going to trick me into losing my show". This might be the actual first time they make a powerful choice to display the behaviors that you want them to and stop displaying the behaviors that you have been trying to get them to stop doing.

Food for thought

- Friend vs Teacher – To be an effective teacher, you must choose if you want to be their friend or their teacher. You can't be both.
- There is no such thing as a bad child, just bad behavior. Someone told the child that they were a bad child. They simply started believing it. Mirror work is the solution. Have the child look in the mirror, breathe in, and say "I'm a good boy/girl." 5 times. Watch their faces light up and you may meet someone new.

- Children just want reactions from adults. That's how they learn. Imagine yourself as a 3 year old. If you react to the behavior, the behavior will be repeated.
- Pushing Buttons. Positive emotions for a positive action, No emotion for a negative action.
- You choose the power you have. Your choice is to put responsibility and blame on the children, school or parents...or choose to be the 100% responsible champion of your classroom. You will have this choice to make every moment you are in your classroom.
- What is the final result of a negative behavior? What is their end game? Attention? A hug? Time away from other children? A trip to the director's office?
- Fast Forward Testing – Explain the behavior you request, tell the child the consequence if they choose not to display the requested behavior, then say "And if you don't believe me, display the wrong behavior". Have them choose to follow the rules. And expect to be tested the second you turn your back.
- Straight conversations with the child. Always make eye contact. Every conversation with a child should be in a chair or squatting down.
- If you give a consequence, make sure you can follow through. Expect to be tested.
- Why do we get frustrated as teachers? A child can't make us upset. That is an old conversation by a teacher who chooses to take away her power and put that responsibility on the child. Maybe your frustration comes from the internal pain we feel when we think we can't reach them.
- Respect is the key; never talk about the child in front of the child. Treat them with the same respect you want from them. Every generation of children are smarter, their minds work faster and their senses are sharper.