

Biters and Hitters and Kickers, Oh My!

- I. Forms of Physical Aggressive Behavior in Preschoolers
- II. Biting 101 - Why Do Children Bite?
- III. How Can We Control Biting in the Early Childhood Environment?
 - a. Change up the learning environment
 - b. Take the toddler outside
 - c. Provide lots of soothing and sensory based activities for toddler to engage in
 - d. Have a predictable and consistent schedule
- IV. Schedule Review (handout)
- V. Hitting, Kicking, Pinching, Pushing, Pulling Hair and Taking Toys 101
- VI. Preschool Behavior Management Plan
 - a. Classroom rules
 - b. Consequences for breaking the rules
- VII. 7 Positive Strategies for Preventing Meltdowns
 - a. Be prepared that children will sometimes have difficulty staying in charge of their behavior
 - b. Identify and reduce causes of stress that trigger outbursts
 - c. Teach children how to recognize and manage the feelings and actions that lead to unsafe behavior
 - d. Create a plan for how to prevent and handle outbursts for every place the child might be
 - e. Understand and stay in charge of your own emotional triggers
 - f. Be a powerful, respectful adult leader when taking charge of an out-of-control child
 - g. Make a plan and share it with the director
- VIII. Classroom Strategies
 - a. Take turns being the adult who stops the behavior
 - b. Make an effort to spend time with the aggressive child during his calmer moments and make positive comments on good behavior
 - c. Record all observations of the child
 - d. Use your daily routine as a vehicle for helping the child to control his behavior
 - e. Help the other children to understand their own feelings about the child and tell them ways to deal with their concerns (tell him that it hurts when he bites)
 - f. Look for ways for the child to take responsibility for his behavior
 - g. Involve the parents in the process of finding ways to deal with the child
 - h. Work as a team to set time limits
 - i. Look to community resources for support once you have done all that you can
- IX. Time Out - Helpful or Harmful?
 - a. The negatives of time-out
 - b. Options to time-out

- X. Ideas for Sensory and Repetitive Activities Outdoors
 - a. Fence weaving
 - b. Water painting
- XI. Parent Involvement
 - a. Biter's parents
 - b. Victim's parents
- XII. What If Nothing Works?
- XIII. 14 Ways to Stop Biting and Hitting: Tips for Parents and Teachers
 - a. Understand the reason
 - b. Learn the sources that trigger biting and hitting
 - c. Provide alternatives
 - d. Don't bite back
 - e. Don't present confusing and conflicting messages
 - f. Encourage empathy
 - g. Use "time-outs" to calm the situation
 - h. Model nonaggression
 - i. Avoid set-ups
 - j. Encourage gentle play
 - k. Reward positive behavior
 - l. Program self-control
 - m. Apply double discipline
 - n. Supervise actively
- XIV. Biting and Aggressive Behavior Policy
- XV. Tips for Teaching Good Behavior and Self-Control
 - a. Set clear limits and enforce them
 - b. Establish routines
 - c. Stay calm
 - d. Play self-control games
 - e. Model stress management
 - f. Encourage physical activity and outdoor play
 - g. Give a heads up
 - h. Engage them
 - i. Catch them doing well
 - j. Play together
- XVI. Basic Behavior Management Tips for the Classroom
 - a. Set classroom expectations early in the year
 - b. Be consistent with consequences
 - c. Point out negative behaviors while offering alternatives
 - d. Teach empathy
 - e. Reward positive behavior

- f. Prompt children to verbally express feelings
- g. Identify stressors
- h. Partner with parents
- i. Consider seeking outside help

Sources

1. "Understanding and Responding to Biting," *Classroom Strategies to Promote Children's Social and Emotional Development*
2. "How to Control Biting in a Daycare or Preschool Setting," *KidsGrowth.com*
3. "Working with a Challenging Child," by Michelle Graves
4. "How to Handle Behavioral Issues in the Preschool Classroom," *Learning Box Preschool*
5. "When Preschoolers Act Out," *OregonLive*
6. "Preschool Behavior Management Plan," *Humboldt USD*
7. "14 Ways to Stop Biting and Hitting," *Ask Dr. Sears*
8. "Setting Up Your Classroom to Prevent Challenging Behaviors," *Childcare Exchange*

The Carpet Song
(Tune – Are You Sleeping?)

Are you criss-cross?
Are you criss-cross?
Eyes on me?
Eyes on me?
Hands in your lap!
Hands in your lap!

Quietly!
Quietly!
(Repeat)

WHAT TO PUT IN A CALM DOWN BOX	
www.asfirstcomes.com	
Items that provide proprioceptive support <ul style="list-style-type: none"> • Weighted lap cushion or weighted stuffed animal • Weighted vest or pressure vest • Stretchy resistance bands • Sensory tunnel • Mini massager • Body sock • Small blanket 	Items for auditory sensory support <ul style="list-style-type: none"> • Noise cancelling headphones • MP3 player with music • Audiobooks
Items to squeeze & keep hands busy <ul style="list-style-type: none"> • Fidgets like Tangle Jr. or putter ball • Rubik's Cube • Play dough or silly putty • Pipe cleaners • Stress balls • Bubble wrap • Bag of tissue paper to rip • Scarves or fabric scraps • Spinning top 	Items for oral motor sensory support <ul style="list-style-type: none"> • Chew toy or chew necklace • Chewing gum, hard candies, or lollipop • Snacks with a variety of textures • Whistle, harmonica, party blowers, or similar • Rescue Remedy Spray
Items to support breathing & relaxation <ul style="list-style-type: none"> • Bottle of bubbles • Pinwheels • Straws and cotton balls or pom poms 	Items that give kids a brain break <ul style="list-style-type: none"> • Puzzle • Books to read • Blank notebook and writing utensils • Coloring books • Scratch art doodle pad • Small chalk board, Mega-Doodle, Etch-a-Sketch, or Boogie Board • Activity books • Photo album
Items for olfactory sensory support <ul style="list-style-type: none"> • Calming essential oil spray • Smelling bottles • Scratch and sniff stickers 	Items to visually calm <ul style="list-style-type: none"> • Visual calm down cards • Sensory bottle or calm down jar • Light up toys • Flashlight • Plastic snow globe • Kaleidoscope • Hourglass • Eye mask
Items to get kids moving <ul style="list-style-type: none"> • Book of yoga poses or yoga activity cards • Skipping rope 	

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Schedule Review

Daily Schedule	Is the activity active or passive?	How long does the activity last?	Does challenging behavior occur?	Notes
Arrival/morning activities	Active	15-20 minutes	No	
Breakfast in the room	Passive	15-20 minutes	No	
Morning circle	Passive	20 minutes	Sometimes	If introducing a new topic, go 10-15 minutes longer
Music and movement	Active	20 minutes	No	
Free play	Active	45-55 minutes	Yes	At different times, in different areas
Snack	Passive	15-20 minutes	Yes	Depends on snack options
Outside	Active	45-55 minutes	No	
Lunch	Passive	30 minutes	Sometimes	If no outside play
Nap/quiet time	Passive	30 minutes	No	
Story time	Passive	20 minutes	No	
Group activity	Passive	20 minutes	Yes	Children rolling on floor
Small groups/centers	Active	40 minutes	Sometimes	Depends on activities
Closing circle	Passive	15 minutes	No	
Pack-up/dismissal	Active	10 minutes	Sometimes	When rushed

Behavior Analysis Log

Student's Name _____ Date of the incident _____

Description of the incident: _____

What actions did I take? _____

What was happening just before the disruption? _____

What could I have done to prevent the incident? _____

What steps should I take in the future to make sure that this does not happen again? _____