**Positive Guidance and Response**

**Unit Test**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Remain calm and dignified
2. Use positive words and statements
3. Active Listening
4. Ignoring
5. Removal or Time In
6. Acceptable Choices
7. Natural and Logical Consequences
8. “I” messages
9. \_\_\_\_\_ Four year old Shawn is playing with a puzzle when three year old Maria joins him at the table and begins to pull at the puzzle. Unable to force the puzzle away from Shawn, Marie becomes frustrated and cries loudly. Shawn turns away from her and pretends she isn’t there. The teacher, who has observed this situation, watches from a distance but chooses to let the situation, be resolved by the children.
10. \_\_\_\_\_\_ Four year old Scott is busily building in the block area while a teacher sits nearby. As they talk, Scott gets very carried away with himself and calls the teacher “Stupid”, watching for a reaction. The teacher says nothing but turns and gives attention to another child.
11. \_\_\_\_\_\_Sarah is playing in the house center and gleefully dumps the container of Styrofoam pieces all over the floor. When it is time to clean up and go outdoors, Sarah doesn’t help pick up and tries to go outside. The teacher reminds Sarah that everyone needs to clean-up where they were playing and that Sarah can go outside as soon as she picks up the Styrofoam pieces that she dropped.
12. \_\_\_\_\_\_ Nathan has spent much time in the art area drawing a large picture. When the bell rings for clean-up and stories, he isn’t finished with his picture and wants to continue to work on it. The teacher understands and says to him, “Would you like to listen to the story while you draw on your picture, or would you like to put your picture on the shelf and work on it tomorrow?”
13. \_\_\_\_\_\_During circle time, two children become very noisy and wiggly. The teacher understands that not all children can be quiet and attentive for a group time. Instead of getting angry with them, the teacher moves behind them and gently directs their attention to the circle, talking with interest and acceptance to them.
14. \_\_\_\_\_\_Paula becomes loud and wild in the dress-up area. She laughs and begins throwing toys and clothes throughout the room. The teacher tries to calm her and reminds her how to play in the dress-up area. She tells Paula that she must choose another area to play in and explains why.

Below are statements made to children. Mark a “P” in front of statements which are POSITIVE and an “N” by statements which are NEGATIVE.

1. \_\_\_\_\_Don‘t stand up on the slide.
2. \_\_\_\_\_Wash your hands before helping with snack.
3. \_\_\_\_\_Do you want to go inside?
4. \_\_\_\_\_Let’s go inside.
5. \_\_\_\_\_Don‘t yell!
6. \_\_\_\_\_Let’s talk quietly.
7. \_\_\_\_\_Be careful! The swing might hit you.
8. \_\_\_\_\_Walk around the swing.
9. \_\_\_\_\_\_You’ll fall if you don’t watch out.
10. \_\_\_\_\_Use both hands when you climb.
11. \_\_\_\_\_\_Don‘t play with those sticks. You might hurt someone.
12. \_\_\_\_\_\_Put the sticks in the trash can.
13. \_\_\_\_\_Do you want to wash your hands?
14. \_\_\_\_\_\_ don’t be messy.
15. \_\_\_\_\_\_Sit in your chair.

POSITIVE INTERACTION AND CONVERSATION WITH CHILDREN

Mark those guidelines below which are positive and appropriate when dealing with children.

1. \_\_\_\_\_Speak in a calm, kind voice.
2. \_\_\_\_\_Center around a child so that she will spend lots of play time with you and talk mostly to you.
3. \_\_\_\_\_ Make fun of the child.
4. \_\_\_\_\_Speak in short, direct sentences.
5. \_\_\_\_\_Get down to the child’s level when talking to him.
6. \_\_\_\_\_If a child is quiet; you should do all of the talking.
7. \_\_\_\_\_Practice “turn-taking” when talking with a child.
8. \_\_\_\_\_One of our goals with young children is to give them lots of opportunities and encouragement to talk.
9. \_\_\_\_\_Compare the child with another to improve behavior.
10. \_\_\_\_\_ Make opportunities to talk with children but allow much time for children to talk and interact with each other.