**Guidance Strategies in Practice -** To enrich our conversation, complete this sheet before the Community of Practice

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| **Guidance Strategy** | **Identify the situation/conflict/behaviour** | **Reflect – did the strategy work? Why/why not?** |
| **Setting Limits**  - keep limits (rules) short/simple (i.e. do not hurt self, others, environment)  - avoid unrealistic expectations |  |  |
| **Physical Proximity**  - minimize distance between you and the child – move closer to the child or down to their level  - this reminds the child what the limits are |  |  |
| **Positively Stated Directions**  - tell children what you want them to do NOT what you don’t want them to do. (i.e. “walk please” instead of “no running”) |  |  |
| **Give Meaningful Choices**  - when choice is an option, offer the child a choice between 2 things. This gives the child some autonomy |  |  |
| **Reflective Listening**  - recognize a child’s feelings  - reflect on what you see  - non-judgemental  Example: “you sound very upset” |  |  |
| **Modelling**  - children learn from others  - model the behavior you want to see (example: using manners) |  |  |
| **Problem Solving**  - use conflict as an opportunity to teach problem solving  - identify the problem and ask the children how it can be solved  - choose a solution together |  |  |