

Toddler speak: A Positive Approach to speaking with toddlers and adults

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Temperaments of Children

Approximately 65 percent of all children fit one of three patterns.

40% "easy or flexible,"

10% "difficult, active, or feisty,"

15% "slow to warm up or cautious."

35% of children are a combination

Easy or Flexible

Easy or flexible children are generally calm, happy, regular in sleeping and eating habits, adaptable, and not easily upset.

Difficult, Active, or Feisty Children

Often fussy, irregular in feeding and sleeping habits, fearful of new people and situations, easily upset by noise and commotion, high strung, and intense in their reactions. Providing areas for vigorous play to work off stored up energy and frustrations with some freedom of choice allow these children to be successful. Preparing these children for activity changes and using redirection will help these children transition

Slow to Warm Up or Cautious

- Relatively inactive and fussy
- Tend to withdraw or to react negatively to new situations.
- Sticking to a routine, allowing ample time to establish relationships in new situations are necessary to allow independence to unfold.

Behaviors

- Uncooperative
- Defiance
- Apathy
- Aggressive

Uncooperative

- Refuses to clean up his work
- Will not follow directions
- Will not attempt to help himself
- Wants everything done for him
- Tantrums



Uncooperative Child

- Find the cause find the cure!
 - Attention from teacher
 - Hunger
 - Frustration
 - Fatigue
 - overstimulation

Defiance

- Throws things
- Disrupts others work
- Screams and runs through classroom
- Kicks, bites, pulls hair



Defiance

- Find the cause
 - No child wants to behave badly
 - Looking for help
 - Overstimulated overwhelmed
 - Empty emotional basket
 - Looking for affection/acceptance/love

Apathy

- Just wants to lay in the cozy spot
- Wants to watch everyone work
- Doesn't participate at group time
- Wants everything done for them



Apathy

- Find the cause
 - Fatigue
 - Hunger/thirst
 - Fear/anxiety
 - Being in a group, social situations
 - New situation
 - separation

Aggression

- Bites
- Pushes
- Screams
- Takes others work



Aggression

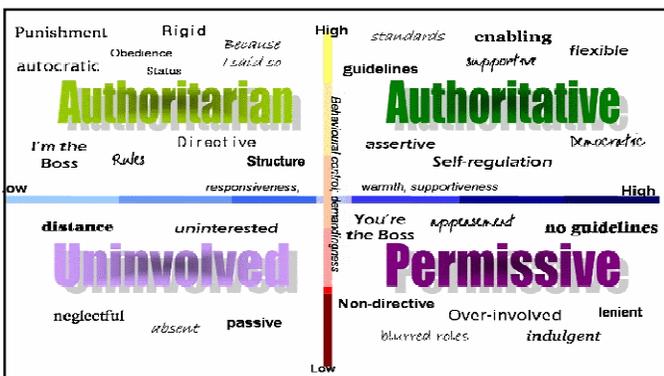
- Find the cause
 - Language
 - Fatigue
 - Hunger
 - Overstimulation
 - Cause and effect
 - Socially immaturity

Big Behavior

- Uncooperativeness
 - Refuses to clean up his work
 - Will not follow directions
 - Will not attempt to help himself
 - Wants everything done for him
 - Tantrums



Parenting style = teaching style

Punishment autocratic Rigid Obedience Status I'm the Boss Rules Directive Structure I said so Because I said so	High standards enabling flexible guidelines supportive assertive Self-regulation Democratic warmth, supportiveness
Uninvolved distance uninterested neglectful absent passive	Permissive You're the Boss appasened no guidelines Non-directive Over-involved lenient indulgent blurred roles



Respect for



Ways to Improve Toddler Communication



Acknowledge and identify feelings

- "I notice that you are mad. Is that because Ben took the truck away from you?"
 - Let's the child know that his feelings have been heard.



Interpret the experience

- "It looks like you both want the activity"
- Let's the child know that someone understands him,



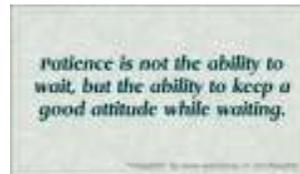
Report the observation

- "You would like the activity, but Ben took it from you"
 - Let's the child process the situation



Wait for the Answer

- Don't ask a question and then let the child run away.
- Always wait for the child to answer you too



Respect children's wants and needs

- Never force a child to share.
- We don't discourage sharing, but we don't encourage it. We encourage the children to work collectively and collaboratively together as we as a society does.
- "Let's watch"..... Instead of "walk away"



"Let's Watch"

- Invite the child to watch the other child
- You watch too! "I'm watching"
 - By watching, the other child learns, and possible will leave on his own when bored!



Facilitate peaceful decision-making

- Keep the problem within the children.
- Guide them to solve the problem together.
 - Don't solve it for them



Only use questions when there is truly a choice

Adults often speak in question-mode or add in "okay?" to soften commands. (i.e. "It's time for bed, okay?") This is confusing for children because a question implies a choice, which gives the child the opportunity to respond with "no," when truly, "no" is not an option. Choices must only be given when we will really be ok with any outcome. If there is only one outcome desired, only give that option

Make a commitment to say what you mean and mean what you say.

Children need clear, consistent limits. In order for our children to trust us, our communication and our actions must align; if they do not, our children will learn to ignore our words or will begin to lose trust in us.

Use "can," "may," and "let's" statements

Prevent power struggles and misbehavior by using statements that elicit collaboration instead of disobedience and defensiveness. Phrases that include the words "can" and "may" imply ability and permission. "Let's" statements invite cooperation.

Negative communication is difficult, for children to follow

The idea of not doing something is very hard for people, especially children, to comprehend. When we say, "Don't run," we bring attention to the very behavior we are attempting to prevent or stop. When we would like a child to walk, we simply invite them to walk.

Avoid "No"

- For the child's physical safety and psychological security, our "No" needs to be powerful. "No" needs to be saved for when it is really necessary.



Be POSITIVE



USE STATEMENTS

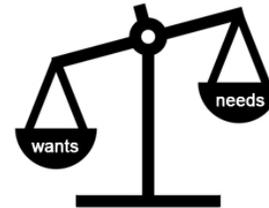


CHOICE of TWO



The Power of "NEED"

Definition of need



say what you mean; Mean what you say



What we say

What they hear



Say What?



Let's share some experiences

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