

# Ashcraft's Super Tools

## Preventions Tools

**Humor:** Showing a sense of humor allows for a foundation of emotional safety. When you show your sense of humor it helps children to feel happy and secure. Using humor may also be effective in diffusing emotionally charged situations. (Sarcasm is not humor)

**Super Spaces:** The environment sends cues to our brains about how we should think and feel. Creating indoor and outdoor environments that sends cues that promote desired behavior is a powerful tool. Control the environment not the child.

**Relationships:** If we make kids feel stupid, they'll act stupider. It is important for school - age care staff to provide boundaries and high expectations for children and to value them as important people who have a role in society.

**Novelty:** Bored kids misbehave in an attempt to escape from the boring vacuum of idleness. Providing activities that are novel ( fun, exciting, surprising, strange) means engaged kids who behave appropriately. Activities that are developmentally appropriate and challenging build self-discipline.

**Rituals:** Rituals are an integral part of a stable routine. Rituals are events and interactions that children enjoy and anticipate. Examples: A morning huddle, clean-up music, a welcome greeting from the whole program for new children, being called by name everyday, high fives as common acknowledgement.

**Stable Routine:** Curriculum must be balance by a stable routine in order to improve the overall behavior. The routine needs to provide stability without being rigid, So children can know the daily routine and follow it without many reminders.

**Supervision:** Focus your attention on their behavior. Talk later. Spread out. Radar-position your body to see the action. Keep track. Lead kids during transitions. Prevent trouble early. Use equipment properly. Plan ahead for transitions and risk.

**Super Powers:** Empowerment allows kdis to choose snacks, laps, raps, or naps as soon as the school bell rings. Give them some time to settle in when they arrive. And then begin the staff directed activities. . Give them choices in activities, rather than forcing them into activities.

**Relevancy & Ownership:** The brain craves relevancy, the answer to the question, what's in it for me? Involve kids in setting standards of behavior. Negotiate a social contract with your kids. Have them be part of developing rules and consequences for the community.

**Relevancy & Framing:** Framing is taking time to establish relevancy and answer the questions What's in it for me? Why should they pay attention during announcements ? So they get the 411 and what's coming to them. Why should they take care of supplies? So they have more fun and enjoyment.