



Child Care Information Center

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Videos for Wisconsin Child Care Providers to Borrow:

CHILD GUIDANCE

Go to www.ccic.wi.gov and click on the tab **Child Care Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

101S: A GUIDE TO POSITIVE DISCIPLINE. By Katharine C. Kersey. Norfolk, VA: Old Dominion University, 2004. Distributed by NAEYC. DVD, 85 min.

The 101s are 101 easy-to-use positive discipline techniques for teachers, child care providers, and parents. The 101s ensure healthy relationships while empowering children to be self-directed and cooperative as they learn and grow. Each of the 101 principles is demonstrated in a variety of preschool settings.

AN AFTERNOON WITH THE EXPERTS: DAN GARTRELL ON GUIDANCE. Marietta, GA: Chattahoochee Technical College, 2014. DVD, 25 min.

Learning what good guidance is and how to use it effectively with young children is the most important, and often the most difficult part of working with young children. In this program, Dan Gartrell clarifies what effective guidance looks like and tells how to provide it in classrooms. He explains why providing good guidance for children is imperative for their lifelong social and emotional success.

BEYOND THE CURRICULUM: HOW RESPONSIVE RELATIONSHIPS AND THOUGHTFUL TEACHING ENHANCE QUALITY CARE. Oakland, CA: Association of Children's Services, 2003. DVD, 30 min. + study guide.

Some children demand more than the usual amount of teacher support to remember to keep their hands off other people's toys, use their words, and listen to others. It is part of their classroom teacher's curriculum to help these children develop socially acceptable behavior while supporting the growth of self-esteem. To do this, the teacher must set aside her own feelings and use her own self-discipline, objectivity, and constructive problem solving to coach the child to represent him or herself as the wonderful person he or she is meant to become. This film was made by teachers to show other teachers and mental health consultants how this is done.

CHILDREN AND CONFLICT: AN OPPORTUNITY FOR LEARNING IN THE EARLY CHILDHOOD CLASSROOM. Boise, ID: Child Care Connections, 2000. DVD, 15 min. + manual + 2 guides.

Professional development materials to help teachers of young children understand the role of conflict in education and know how to respond effectively to it.

CONSCIOUS DISCIPLINE LIVE: BUILDING EMOTIONALLY INTELLIGENT HOMES AND SCHOOLS. By Becky Bailey. Oviedo, FL: Loving Guidance, 2004. 4 DVDs (8 hrs total.) + handouts on CD-ROM.

In these nine workshops, Dr. Becky Bailey teaches you to understand the brain and the seven basic Conscious Discipline® skills that develop character, cooperation, respect and responsibility. The workshops are designed for staff development and parent education. They feature a live studio audience, footage of actual adult-child interactions, energetic songs, meaningful activities, and self-study handouts.

DAILY DILEMMAS: COPING WITH CHALLENGES. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. DVD, 29 min.

Every day in child care programs, teachers are faced with the challenges that arise during times of transition, arrival and departure, naptime, washing and toileting, when children must move as a group, or when a toddler bites. This program offers specific techniques to help ease these challenges for children and also their teachers.

DISCIPLINE AND THE PHYSICAL ENVIRONMENT. Lubbock, TX: Creative Educational Video Inc., 1994. DVD, 25 min. + study guide.

Children play in the same classroom arranged three different ways to show how appropriate room arrangement facilitates guidance by positively affecting children's behavior.

DISCIPLINE: TEACHING LIMITS WITH LOVE. Beverly Hills, CA: I Am Your Child Foundation, 1999. DVD, 28 min.

Dr. T. Berry Brazelton, America's foremost pediatrician, shows parents that setting limits is not punishment, but a loving way to teach a child how to control his or her own behavior. He includes many ideas for gently and firmly setting limits for children from birth through three years old.

DOING THE GROUNDWORK: FROM STOPPING MISBEHAVIOR TO TEACHING SKILLS. Beaverton, OR: Educational Productions, Inc., 1997. DVD, 50-min. + facilitator's guide + viewer's guide. (Unit 1 of the series Reframing Discipline.)

This program addresses the frustration and concerns teachers have when their discipline efforts aren't working. It examines several attitudes that make it difficult to use discipline sensitively and effectively with children 3 to 8. The Teaching Video shows how teachers often get stuck in a reactive mode, stopping the same misbehavior again and again, without helping children learn more appropriate behaviors. The Practice Video helps viewers reflect upon their own reactions to these points and begin to reframe their own core beliefs about discipline. The flexible training packet includes many useful print materials and works well for group training or self-study.

EMOTION COACHING. Seattle, WA: Talaris Research Institute, 2005. DVD, 19 min. + the book **What Am I Feeling?**

Based on the book *What Am I Feeling?* by John Gottman, this video helps parents understand the importance of valuing emotions, both in children and in themselves. Begins by asking parents, "How do you feel about emotions?" which helps to answer the next question, "How do you parent?" Describes various parenting styles and the five steps of emotion coaching.

FACING THE CHALLENGE: WORKING WITH CHILDREN WHO USE CHALLENGING BEHAVIORS. By Barbara Kaiser. Philadelphia, PA: Devereux Foundation, 2007. 2 DVDs (65 + 75 min.) + guide.

Instructional and interactive video developed in cooperation with the National Association for the Education of Young Children. Includes over two hours of training and documentary to help teachers learn how to prevent children's use of difficult behaviors and how to develop intervention strategies to work with children who use challenging behaviors to meet their needs.

DISC 1. What is challenging behavior (16 min.) -- Developmentally appropriate behavior (11 min.) -- Why do kids misbehave (14 min.) -- Parents as partners (15 min.) -- Skill development study 1 (11 min.).

DISC 2. Prevention strategies (19 min.) -- Behavioral planning I (15 min.) -- Behavioral planning II (16 min.) -- Intervention strategies (17 min.) -- Skill development study 2 (10 min.).

GETTING IT RIGHT WITH CHILDREN: DISCIPLINE, CHARACTER DEVELOPMENT AND SELF-ESTEEM. Madelyn Swift. Southlake, TX: Childright, 2004. 4 DVDs + 44-page guide.

Thoughtful, respectful, positive ideas and strategies for discipline, character development, and self-esteem.

GIVE YOURSELF A HAND: GUIDANCE TECHNIQUES FOR SUCCESSFUL GROUP TIMES. Portland, OR: Educational Productions Inc., 1990. DVD, 34 min. + viewer's guide + facilitator's guide. On the DVD **Super Groups: Creating Engaging Group Times**, distributed by Teaching Strategies.

Experienced preschool and kindergarten teachers in real classrooms show how to: plan and structure the environment to avoid guidance problems at group time, transmit expectations so children can learn to self-manage, encourage and support positive behavior during group time, and deal with guidance problems when they occur.

GUIDING BEHAVIOR IN YOUNG CHILDREN: EXPERT APPROACHES FOR CAREGIVERS AND PARENTS. Chicago, IL: Learning Seed, 2011. DVD, 29 min.

They are not intentionally being "bad" but toddlers and preschoolers often behave in ways that frustrate their parents and caregivers, and even endanger their own safety. This program explains why misbehavior occurs, shows common reactions by parents and caregivers, and gives some rules of thumb for guiding the actions and reactions of young children. It shows how consequences and rewards work to motivate children to control their own behavior, and explains how to create and enforce a plan to help stop misbehavior and bring about desired behavior.

HAND-IN-HAND: SUPPORTING CHILDREN WITH PLAY PROBLEMS. Portland, OR: Educational Productions Inc., 1992-93. 3 90-min. DVDs + trainer's packets.

This comprehensive training series consists of a foundation module and six modules that each focus on a different play problem behavior and corresponding teacher interventions. Although the series was designed as a complete training program, each individual module can also stand alone. Module 1 is on all 3 DVDs.

Module 1. WHEN A CHILD DOESN'T PLAY: IDENTIFYING PLAY PROBLEMS AND TEACHER INTERVENTIONS. DVD, 30 min. + packet for 2.5 hr. training

Provides core information about preschoolers' and kindergartners' play and learning, identifies six play problem behaviors, presents a process for adult intervention in play problems, and shows examples of teachers using the intervention process. Foundation video for the series.

DISC 1

Module 2. THE CHILD WHO WANDERS: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 2.5 hr. training

Examines reasons why children wander from activity to activity without engaging in meaningful play, and shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children.

Module 3. THE CHILD WHO DABBLES: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 2.25 hr. training

Shows how teachers identify children who engage only marginally with materials, and examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning.

DISC 2

Module 4. THE CHILD WHO APPEARS ANXIOUS: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 4 hr. training

Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.

Module 5. THE CHILD WHO APPEARS ALOOF: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 3.5 hr. training

Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play.

DISC 3

Module 6. THE CHILD WHO IS IGNORED: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 3.25 hr. training

Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play.

Module 7. THE CHILD WHO IS REJECTED: PLAY PROBLEM INTERVENTIONS. DVD, 30 min. + packet for 4 hr. training

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This video shows how positive teacher attitudes and approaches help children build needed skills--awareness of others, ability to share appropriately, and ability to problem solve--which enable them to play with others and develop friendships.

HIGHLY SUCCESSFUL STRATEGIES TO GUIDE YOUNG CHILDREN'S BEHAVIOR / Estrategias Exitosas Para Guiar La Conducta De Niños Pequeños. Baldwin, NY: Educational Activities, Inc., 2011. DVD, 23 min. + 24-page trainer's guide. Includes English and Spanish tracks.

Shows a diverse group of Pre-K through 1st grade teachers using a variety of proven supportive guidance techniques to foster positive pro-social behavior and self regulation in early childhood classrooms.

Chapters include: Reasons for Inappropriate Behavior, Importance of Our Relationships, The Supportive Guidance Approach, How to Teach Social Skills, Top 20 Supportive Guidance Approach Techniques. A Trainer's Guide includes handouts for participants with reflection and discussion topics, resources, a post test, and certificates of participation (as a PDF file on the DVD/CD).

HOW CARING RELATIONSHIPS SUPPORT SELF-REGULATION. By Marie Goulet, George Brown College. Toronto, Ontario: Marie Goulet, 1998. DVD, 68 min. + video guide.

Excellent video on how children develop self-regulation through their relationships and interactions with caregivers. Wonderful footage from child care settings shows caregiver practices that support self-regulation in infants, toddlers, preschoolers, and school-agers.

"I WANT ALL THE TURNS!" : SUPPORTING CHILDREN IN RESOLVING PROBLEMS AND CONFLICTS. Ypsilanti, MI: High/Scope Press, 2013. DVD, 90 min. + viewer's guide.

In all early childhood programs, children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important educational opportunity for young children. This three-part DVD shows unstaged examples of preschoolers who are developing essential communication, empathy, and negotiating skills. **Section 1.** Teachers use basic curriculum strategies to create an environment that nurtures children's problem solving. (21 min.) **Section 2.** Describes six steps that make up HighScope's conflict resolution process for children. (25 min.) **Section 3.** Looks at short- and long-term impact of using a problem solving approach in the preschool classroom, and offers strategies teachers can use now to prevent children from developing bullying behavior patterns in later years. (44 min.)

IT'S MINE! : RESPONDING TO PROBLEMS AND CONFLICTS. Ypsilanti, MI: High/Scope Press, 2003. DVD, 40 min. + guide.

Provides strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Includes strategies for problem prevention, positive limit-setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.

LOVING GUIDANCE: SETTING LIMITS WITHOUT GUILT. Becky Bailey. Oviedo, FL: Loving Guidance, 200?. **Compact disc.**

Becky Bailey explains how to discipline children in a loving manner, helping them become successful and building their character.

MANAGING EVERYDAY CHALLENGES THROUGH POSITIVE GUIDANCE: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES. Cincinnati, OH: Arlitt Instructional Media, 2011. DVD, 95 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action: *Developing Positive Relationships to Support Young Children's Social and Emotional Development* (24 min.); *Preventive Practices in the Preschool Classroom* (35 min.); *Developing Social Skills and Utilizing Positive Guidance Strategies in Managing Everyday Challenges* (34 min.) Guides on accompanying CD-ROM allow training to be facilitated or independent.

PAINTING A POSITIVE PICTURE: PROACTIVE BEHAVIOR MANAGEMENT. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1994. DVD, 28 min.

This video shows how adults help children manage their behavior in an encouraging, nurturing, and positive manner while supporting each child's self-esteem.

A PLACE OF OUR OWN. EARLY CHILDHOOD SOLUTIONS: BEHAVIOR & EMOTIONS. Los Angeles: Community Television of Southern California, 2008. DVD, 180 min.

This PBS series hosted by Debi Gutierrez provides parents, caregivers, and child care providers with information to help young children develop social, emotional, and cognitive skills. Topics in this episode include conflict resolution, tantrums, separation anxiety, sharing, and more.

THE POWER OF POSITIVE COMMUNICATION. Beaverton, OR: Educational Productions, 2004. **CD-ROM.**

This CD-ROM teaches how clear, positive communication supports children ages 3 to 8 in understanding and meeting expectations. It contains all the materials needed to conduct a class, workshop, distance learning, or mentoring session, including classroom videos, interviews with teachers, and interactive tasks.

PRACTICAL STRATEGIES FOR TEACHING SOCIAL EMOTIONAL SKILLS. Rev. 6/2007. Nashville, TN: Center on Social and Emotional Foundations for Early Learning, 2007. DVD, 28 min. This and other CSEFEL videos may be viewed online at <http://csefel.vanderbilt.edu/resources/videos.html>.

Highlights strategies that teachers and families can use with preschool children to develop social emotional skills, such as making friends, problem solving, asking an adult for help, talking about feelings, and managing emotions.

PREVENTING DISCIPLINE PROBLEMS. Beaverton, OR: Educational Productions, Inc., 1999. 3 60-min. DVDs + 3 facilitator's guides + 3 viewer's guides.

Excellent series for all adults working with children from three to eight. Each of the three units pairs a teaching video with an interactive practice video. Each teaching video shows discipline prevention strategies from real life classrooms. Each practice video contains interactive exercises that challenge us to try out and refine what we've just learned and to prepare to redirect our energy from coping with discipline problems to preventing them. The flexible training packets include many useful print materials and work well for group training or self-study. Units are loaned individually.

Unit 1. BUILDING A PREVENTION STRATEGY: GETTING PROACTIVE - GETTING RESULTS

Smoothly running classrooms look like they require little effort from teachers, but this video shows us there's really a powerful prevention strategy at work. Teachers don't wait for conflict to erupt. Instead they work at identifying the positive behaviors that help keep disruptions and conflicts to a minimum, they create rules and goals that transmit clear expectations, and they encourage and promote pro-social behaviors.

Unit 2. SUPPORTING TRANSITIONS: EASING THE TROUBLESPOTS

Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace the waiting and boredom of transitions with novelty and interest.

Unit 3. NURTURING RESPONSIBLE BEHAVIOR: A FOUNDATION FOR GUIDANCE

Helping children develop responsible behaviors is a key element in preventing discipline problems. This video shows how to start this process by turning many of the requests and problems children bring us into simple tasks they can handle. We learn how to recognize

situations where children can take responsibility, the importance of giving children time before offering help, how to ask questions and use cues that encourage children to take action, and strategies that support each child's success.

RELATIONSHIPS: THE KEY TO TEACHING AND LEARNING IN THE EARLY YEARS. By David Summerlin. San Francisco, CA: Enormous Changes, Inc., The Little School, 2004. DVD, 93 min. + guide.

Spontaneous footage of teachers and children in action illustrates the Little School's relationship-based approach that focuses on building and supporting children's emotional, social, and cognitive skills.

SECOND STEP: SOCIAL-EMOTIONAL SKILLS FOR EARLY LEARNING. Seattle, WA: Committee for Children, 2011. 1 82-page teaching materials notebook, 1 **compact disc**, 21 flash cards, 7 posters, 35 unit and lesson cards, 1 boy puppet, 1 girl puppet ; in box 17 x 48 x 32 cm.

Young children who can listen, pay attention, remember directions, and control their behavior will benefit more from preschool and be better prepared for kindergarten. The *Second Step* early learning program teaches self-regulation and executive-function skills that help children learn, manage their feelings, make friends, and solve problems. Short daily activities include Brain Builder games, songs, and puppets that keep children engaged and help them practice their skills.

SUPPORTING CHILDREN IN RESOLVING CONFLICTS. Ypsilanti, MI: High/Scope Press, 1998. DVD, 24 min. + guide.

This video teaches six problem-solving steps adults can use to help preschool children resolve conflicts successfully and at the same time learn social, language, and cognitive skills they will use throughout their lives. The problem-solving process is demonstrated with real scenes of successful conflict resolution from a New York City Head Start Center and from the High/Scope Demonstration Preschool.

VALUES GO TO SCHOOL. New York: Jonathan Diamond Associates, 2006. DVD, 30 min. + guide.

K-12 educators who have made values a part of their curriculum suggest that ethical issues are inseparable from the life of the classroom and the school. Children explore ethics through such concepts as racial tolerance, non-violent conflict resolution, respect for diversity, the importance of doing work, and the value of open discourse in the school community.

WHAT DO YOU DO WITH THE MAD THAT YOU FEEL? : HELPING CHILDREN MANAGE ANGER AND LEARN SELF CONTROL; A TRAINING WORKSHOP FOR CHILD CARE PROVIDERS. With Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1998. DVD, 16 min. + 1 trainer's manual for a 2 1/2 hour workshop.

Children need to trust deep down that adults will help them express anger in socially acceptable ways that don't hurt anyone and may even make things better. This video includes materials to conduct a workshop for 12 to 30 child care providers to help demonstrate that controlling angry feelings is a skill toddlers and preschoolers learn from people who care for them and that children must develop self control in order to find healthy outlets for anger. The video contains opening remarks by Fred Rogers, excerpts from Mister Rogers' neighborhood, and four scenes of child care providers successfully intervening when children have lost control.

See also the list on School-Age Care: Guidance

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*The Wisconsin Child Care Information Center is part of the
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