Transcript for the Video: 

**Guiding Young Children's Behavior**

*Segment 5: Responding to Behavior Problems and Resolving Conflicts*

*Objective 5: Modeling*

**Host:** We have discussed ways teachers can respond to inappropriate behavior. However, the most effective strategy is to guide children toward positive behavior before they break rules.

**Host:** One of the best ways to do this is by providing them with a model of how we want them to behave. If you want children to be kind, you model kindness. If you want them to express their feelings, you model this for them. Children will benefit from your modeling in any area of learning and development.

**Host:** Let’s visit some pre-school classrooms to see how teachers use different activities to model turn-taking and other positive behaviors.

**Narrator:** Preschool teacher Marie Langston guides children’s behavior by modeling turn taking during a cooking activity.

**Teacher:** Ok, now what should we do?
**Children:** Stir!
**Child:** Marie’s good at stirring.
**Teacher:** Well I’m only going, I’m going to take ten stirs then everybody else will get ten stirs, count!
**Children:** 1-2-3-4-5-6-7-8-9-10
**Teacher:** Okay, Henanimo, it’s your turn.
**Child:** But I will, but I will
(Children and Teacher count to ten.)
**Child:** You know what, I counted fast!
**Teacher:** You counted so fast, I know. Do you want a turn Ben?
**Child:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Narrator:** This math game gives preschool teacher Brenda Heranimus an opportunity to model turn taking.
**Teacher:** I’m going again! Alright, I got six again. 7-8. So I added those two together. 1-2-3-4-5-6-7-8. I’m behind you.

**Child:** (laughing) they are looking at each other.

**Teacher:** Are you looking back at me?

**Narrator:** The teacher is also modeling smiling, warmth, enthusiasm, humor, and mathematical thinking.

**Child:** 1-2-3-4-5-6-7-8-9-10.

**Teacher:** You got to the post, the mailbox, where Peter mailed the letter. Alright, my turn, alright now let’s see, how am I going to figure out how many dots are on these two? How am I going to add those together? What should I do?

**Child:** Count them.

**Teacher:** Count them all?

**Child:** Yeah.

**Teacher:** Alright, let me see if I can count them. Well how many are on there?

**Child:** Six.

**Teacher:** So I’ll start with that. 6, 7-8-9-10-11. Alright, here I come! 1-2-3-4...

**Host:** Caregivers teach by example—this is the most powerful way you influence children’s development. Now we want you to take some time to think about modeling in your classroom. What are some skills that you are working on right now with the children in your class? How could you use modeling as a strategy for teaching children those skills?