

CLAY™

TEACHER RESOURCE PACK



BITING, TANTRUMS, HURTING BEHAVIORS, & NOT LISTENING: HOW TO RESPOND IN THE MOMENT

WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL



MEET CLAY

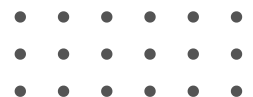
- ✔ Improve classroom behavior
- ✔ Monitor teacher burnout
- ✔ Upskill your educators
- ✔ Improve teacher retention



At Clay, we understand that managing disruptive behaviors can lead to teacher burnout, particularly for less experienced teachers. That's why we focus on upskilling teachers with effective tools and strategies, reducing their reliance on directors to handle challenging situations. By empowering teachers to better navigate the behavioral issues in their classroom, Clay reduces teacher burnout and helps create a confident and capable teaching workforce that benefits both teachers and students.

Transform your classroom with Clay, which includes:

- **A digital behavioral expert** that provides real-time support to teachers, helping them successfully manage disruptive behaviors and reducing their reliance on directors for support
- **Virtual professional development** for less experienced teachers that improves their confidence and competence in managing behaviors in their classroom
- **Easy-to-implement resources** for directors to help prevent teacher burnout and improve teacher well-being, so they show up energized at work
- **Foster better collaboration between teachers & parents** to help families understand how they can support their child's behavior and development.



BEHAVIOR IS COMMUNICATION ICEBERG

All children's behaviors have meaning. The behavior we see is a form of communication letting us know what the child may be actually experiencing and/or feeling underneath the surface.



WHAT YOU SEE

- Crying
- Aggressive behavior
- Tantrums
- Withdrawal
- Not listening
- Sleep issues
- Inflexible
- Few friends
- Rigid play
- Whining
- Body Complaints
- Fidgety/Hyperactive

WHAT MAY BE CAUSING IT

- Tired/Hungry
- Social Anxiety
- Overstimulated
- Stressors at home
- Trauma
- Need for connection
- Overscheduled
- Separation Anxiety
- Developmental milestone delay
- Lack ability to express big feelings
- Learning differences
- Lack of self-regulation skills

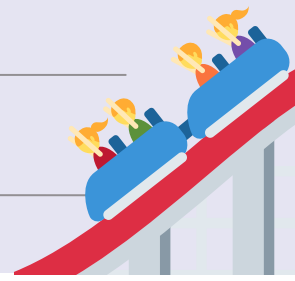


B E H A V I O R L O G

Behavior to observe: _____

When did it happen? (at bedtime, lunch)	Where? (school, home)	What was s/he doing before the behavior?	Describe the behavior (had a tantrum, hit etc.)	What did you (or other adult) do next? (yelled, comforted them)	What did child do next? (calmed down, continued to tantrum etc.)

ROLLER COASTER BREATHING



Deep breathing helps a child regulate and calm down their brain. First practice this exercise with the child during calm and connected moments, then it can be used during times of dysregulation.

In this exercise your pointer finger is a rollercoaster riding up and down the tracks around your other hand!

Breathe in as the coaster rides up each finger.

Breathe out as you ride down each finger.



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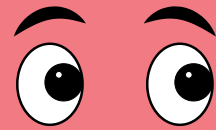
www.carebyclay.com

SENSORY GROUNDING EXERCISE

When a child is overwhelmed by big feelings this sensory grounding exercise can be used to help them regulate.

Help the child name each of the below.

5 THINGS YOU CAN SEE



4 THINGS YOU CAN FEEL



3 THINGS YOU CAN HEAR



2 THINGS YOU CAN SMELL



1 THING YOU CAN TASTE

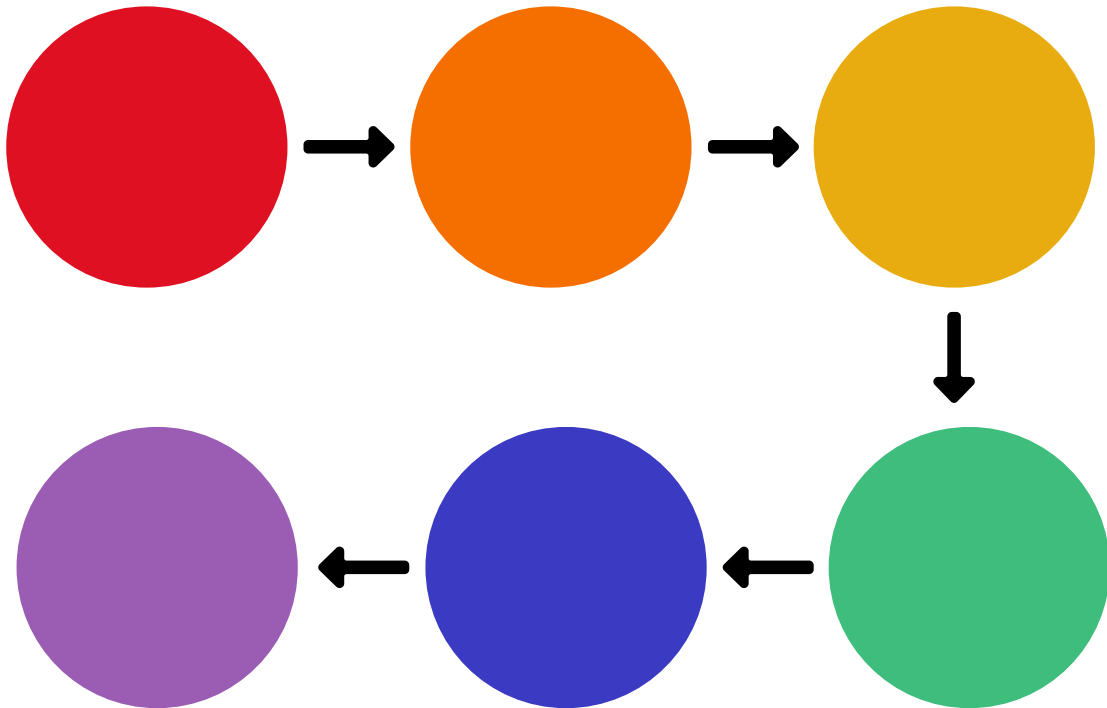


RAINBOW GROUNDING TECHNIQUE

When a child is overwhelmed by big feelings the rainbow grounding technique can be used to help them regulate. Help the child look around their environment and find items that are each color below.



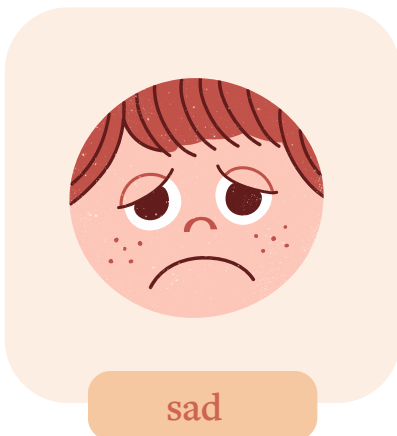
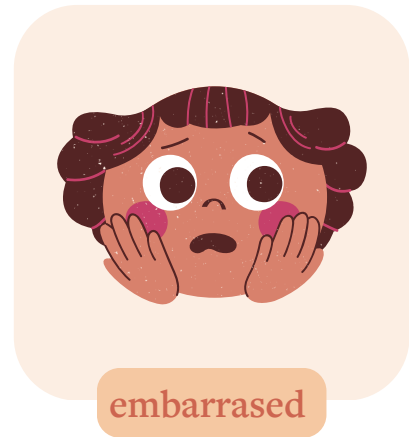
Look around you and try to find the colors of the rainbow in order.



TODAY I FEEL

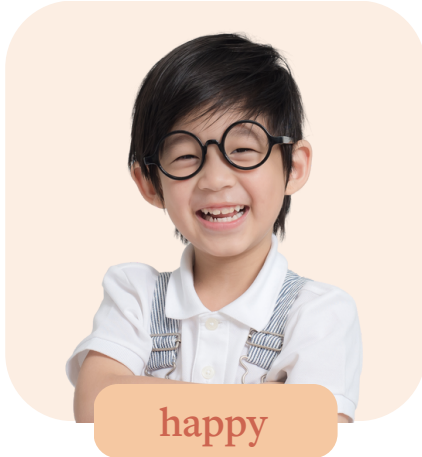
This feelings chart supports social-emotional learning in young children. Display it in an accessible place either at home or in the classroom. Throughout the day, schedule predictable check-in times to help children learn how to identity, understand, and regulate feelings.

Inspired by www.TheLovedChild.net



TODAY I FEEL

This feelings chart supports social-emotional learning in young children. Display it in an accessible place either at home or in the classroom. Throughout the day, schedule predictable check-in times to help children learn how to identify, understand, and regulate feelings.



happy



excited



silly



surprised



shy



embarrassed



sad



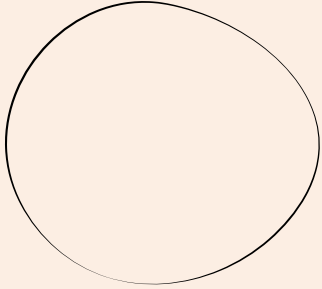
worried



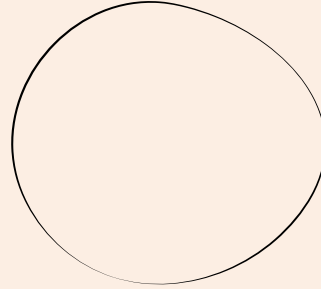
angry

TODAY I FEEL

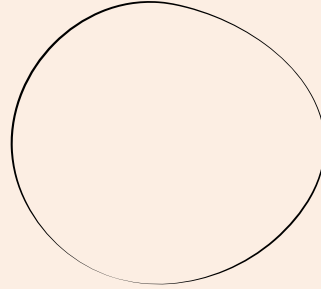
This feelings chart supports social-emotional learning in young children. Together with your child, encourage them to draw faces to match each feeling below. Take turns sharing when and why you experienced each feeling. This fun activity will help your child recognize, label, and regulate big feelings!



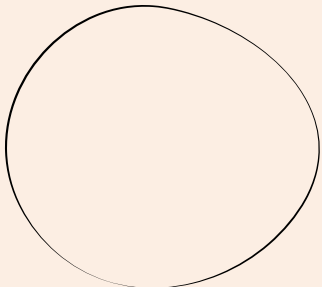
happy



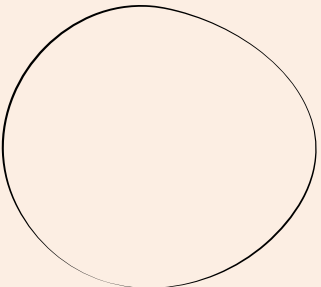
excited



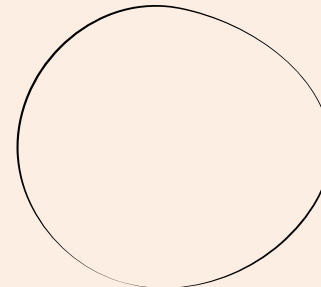
silly



surprised



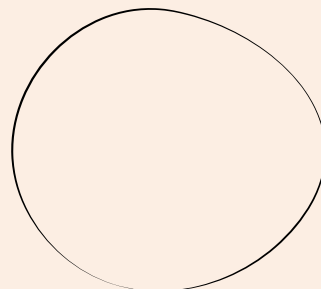
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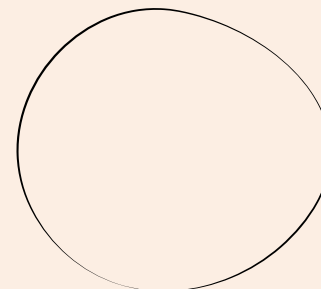
embarrassed



sad

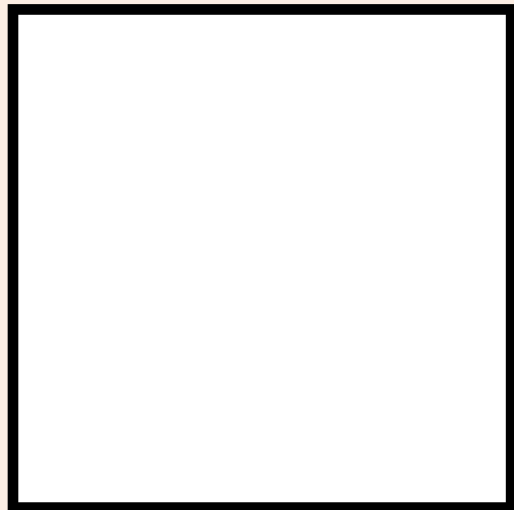
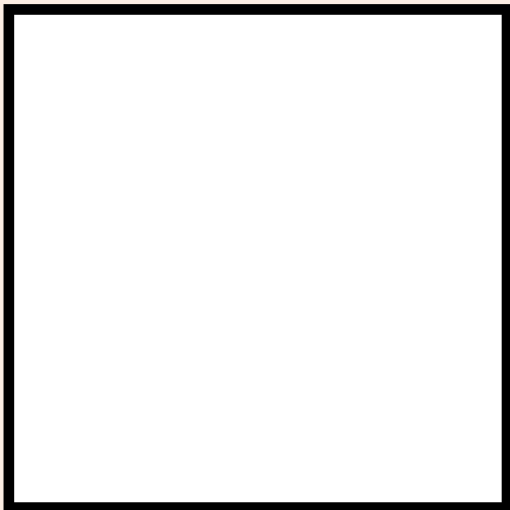
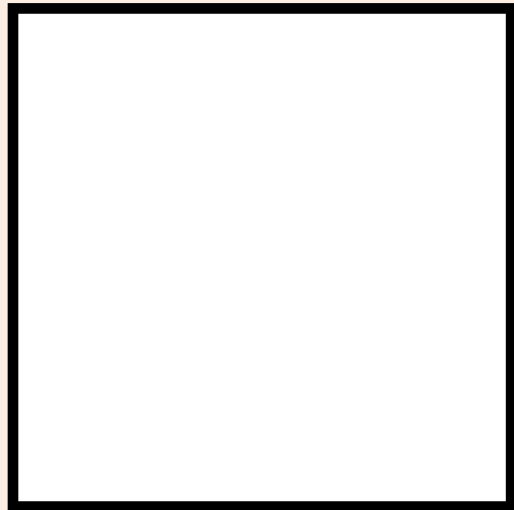
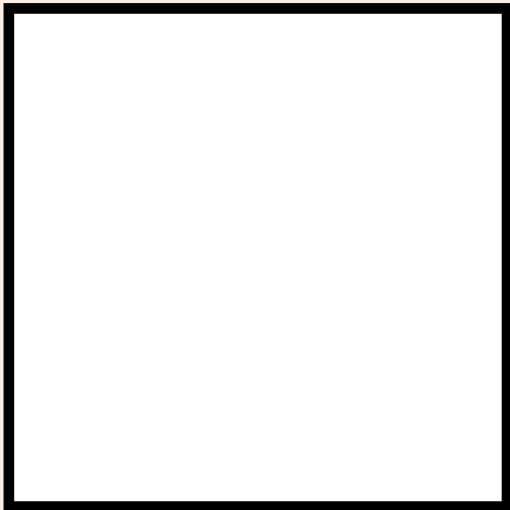
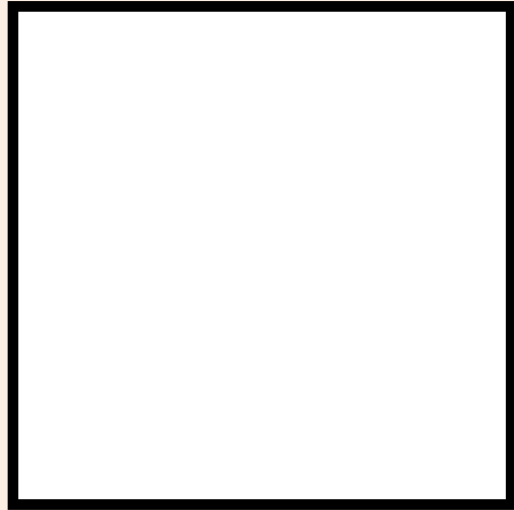
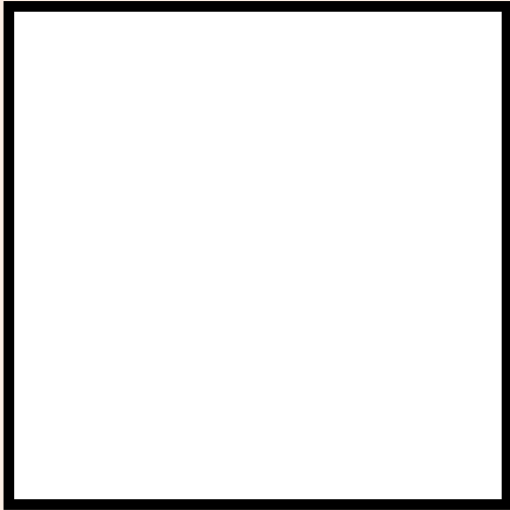


worried

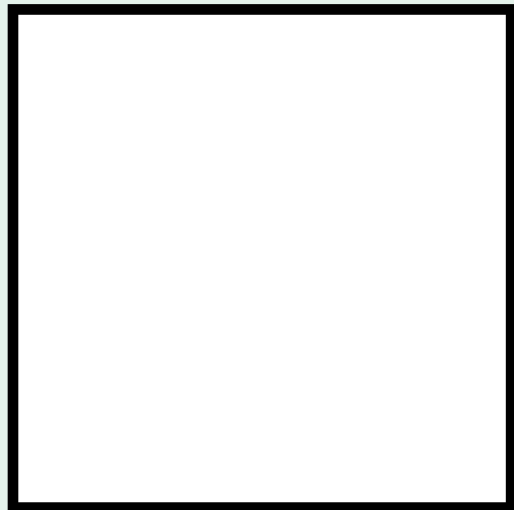
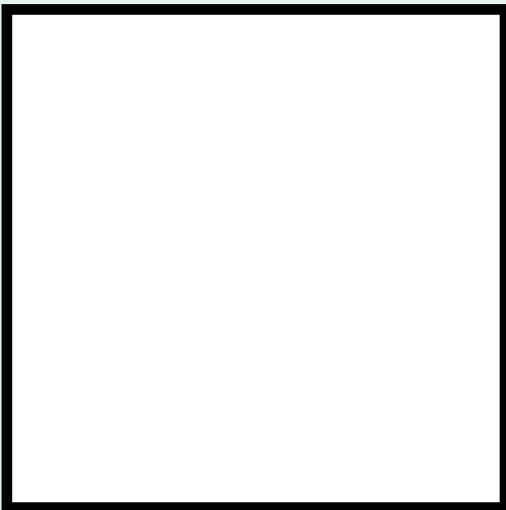
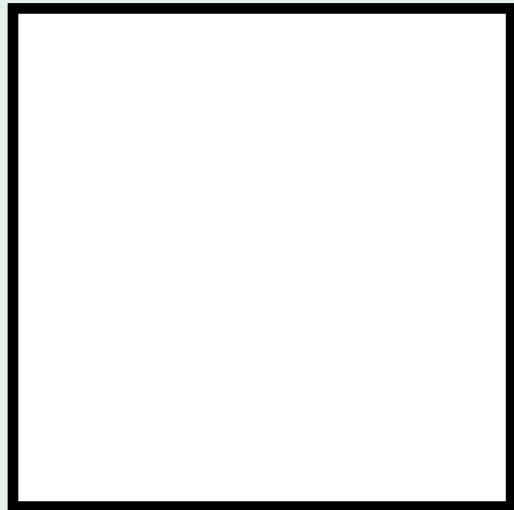
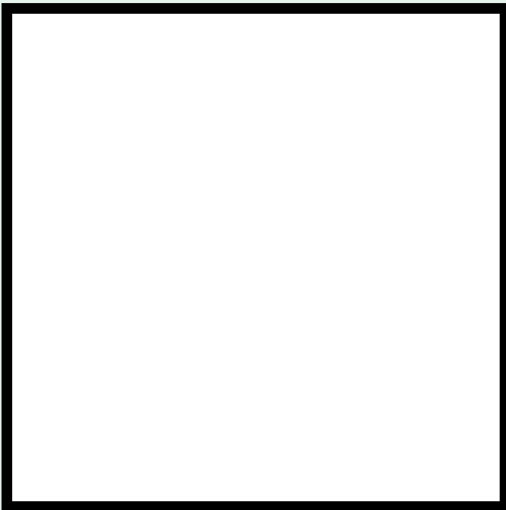
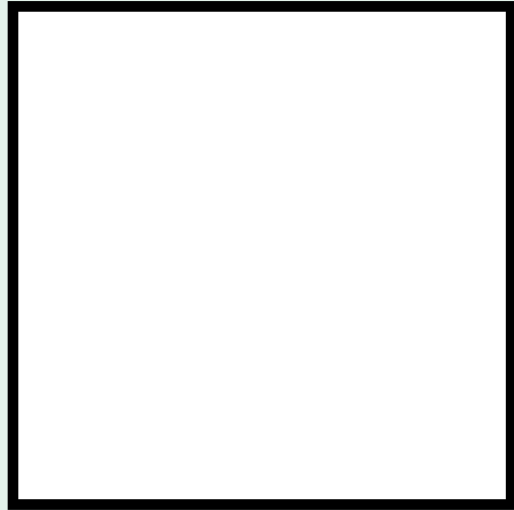
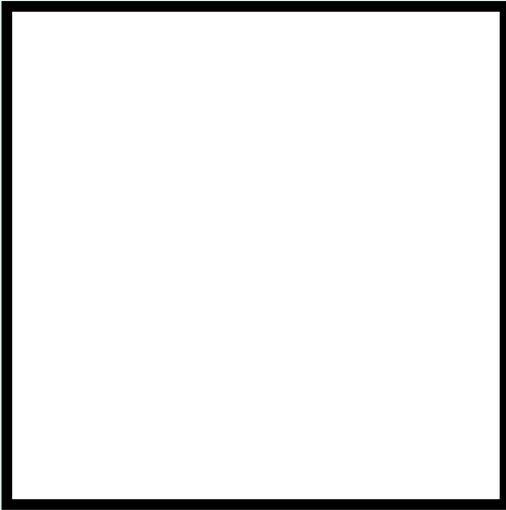


angry

MORNING TIME FOR

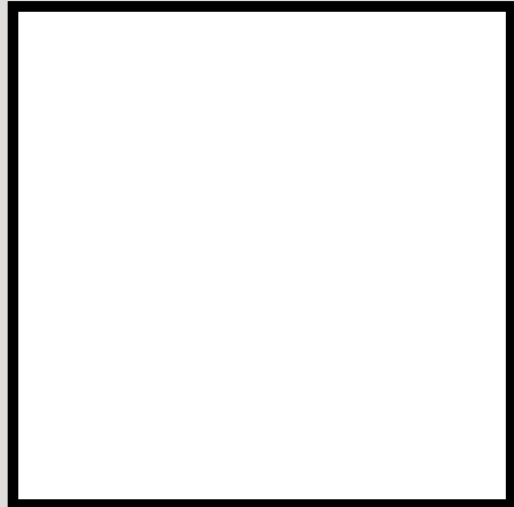
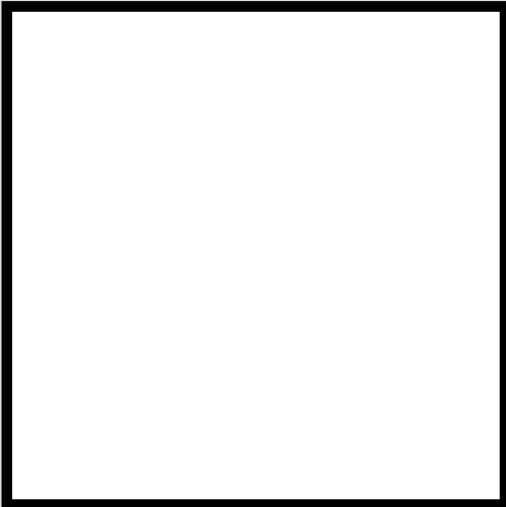
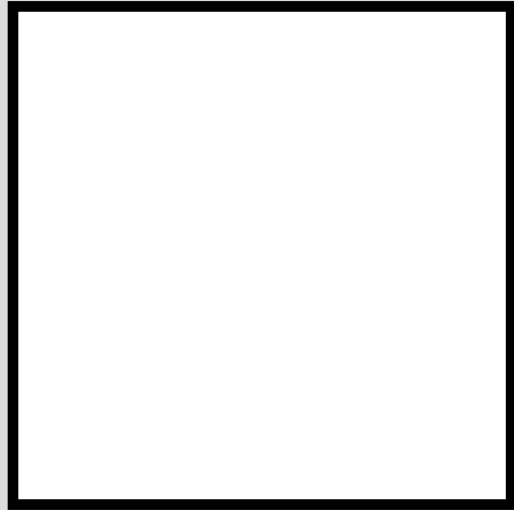
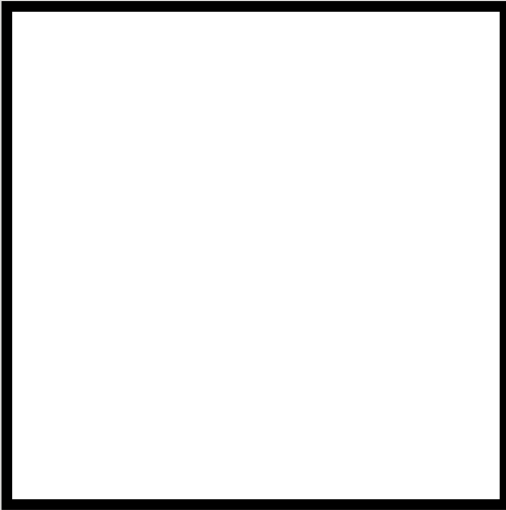
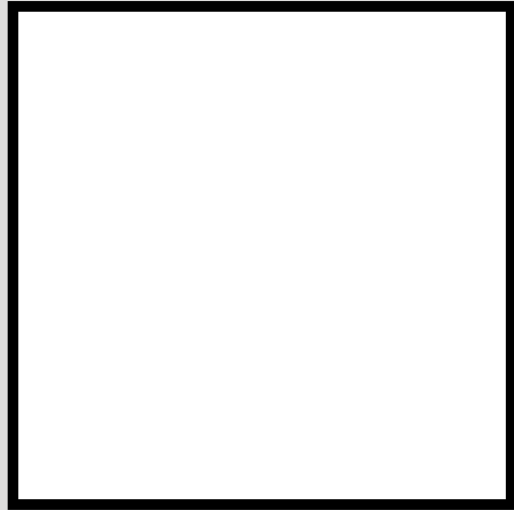
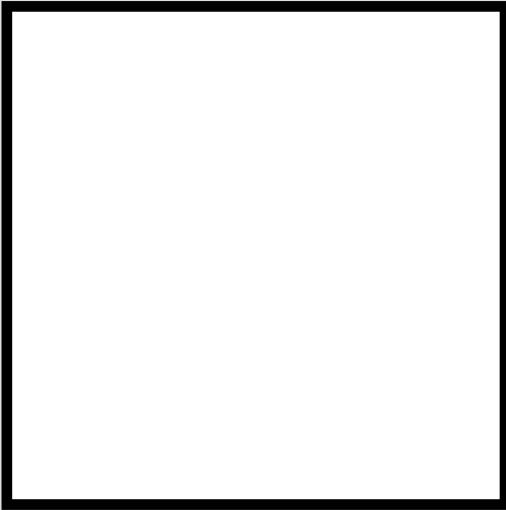


DAY TIME FOR

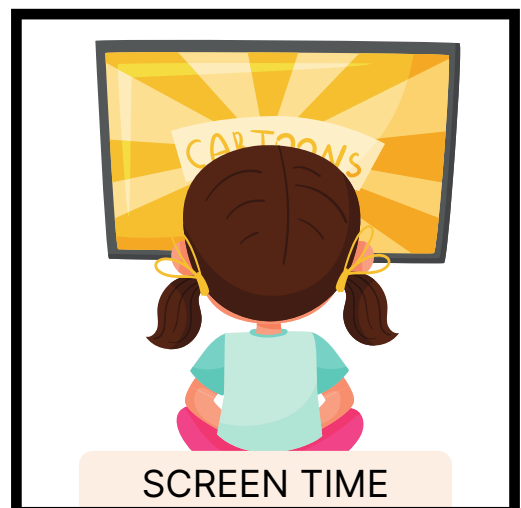


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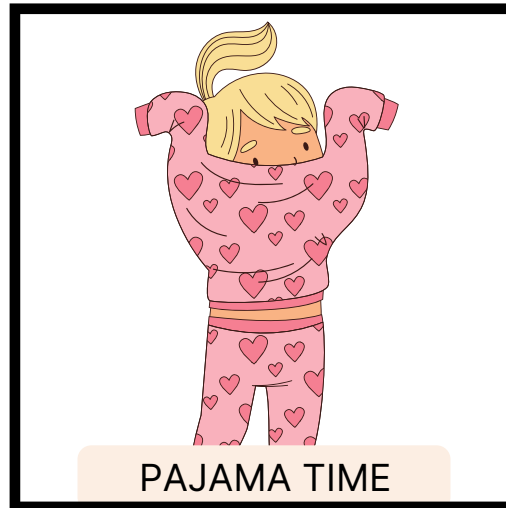
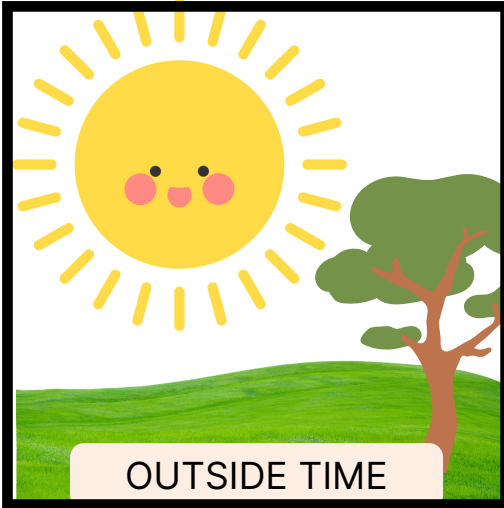
NIGHT TIME FOR



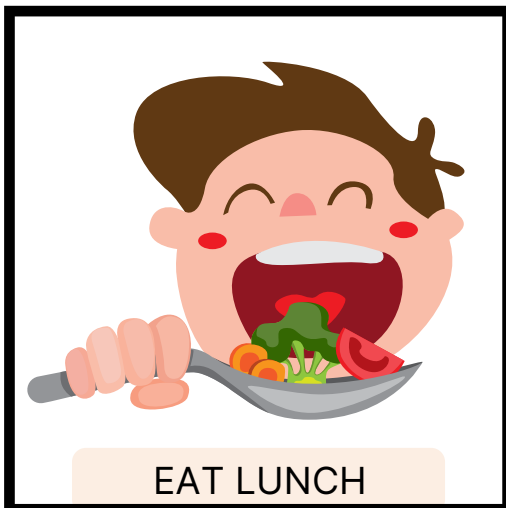
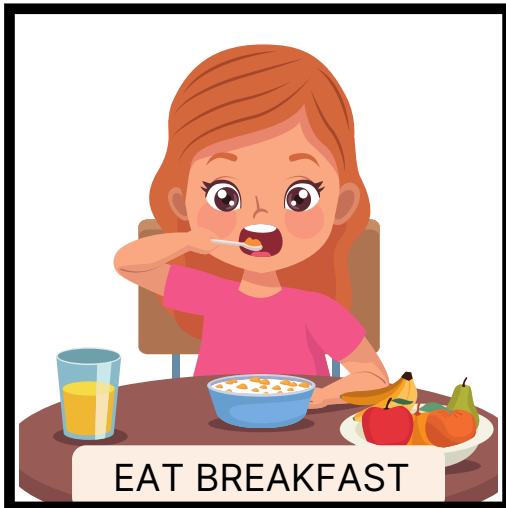
Predictable daily routines provide structure and consistency for young children, supporting healthy social and emotional development. Safely cut out each task card below (or draw your own on empty squares provided). Together with your child, attach the cards to the Morning, Day, or Nighttime Routine sheets! Use laminate, clear contact paper, or velcro stickers for extra durability.



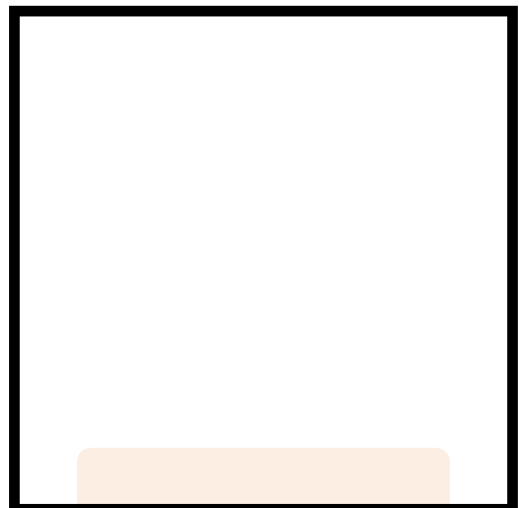
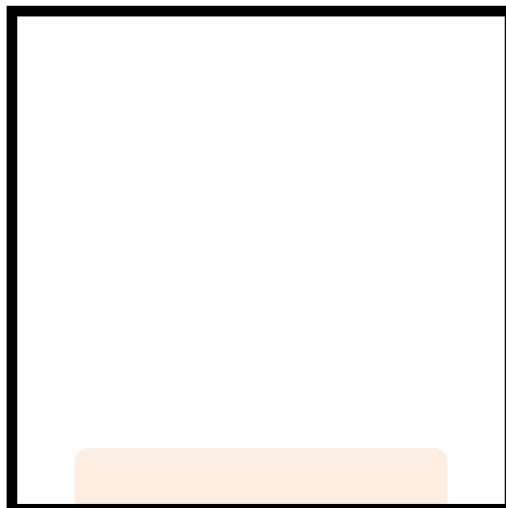
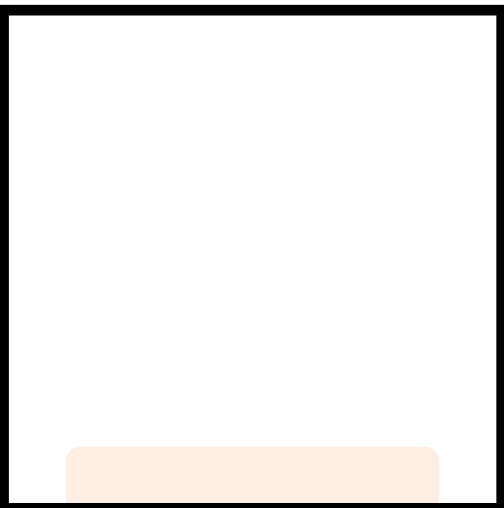
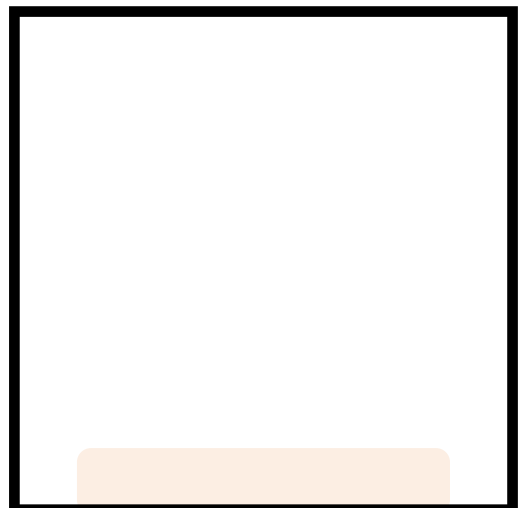
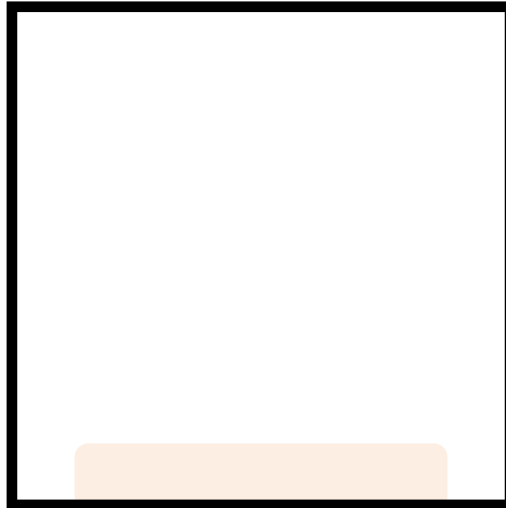
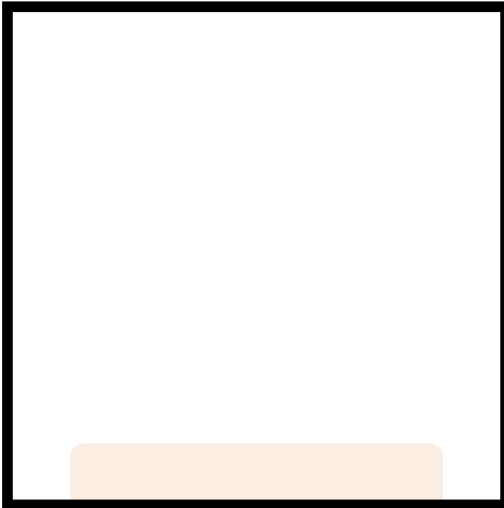
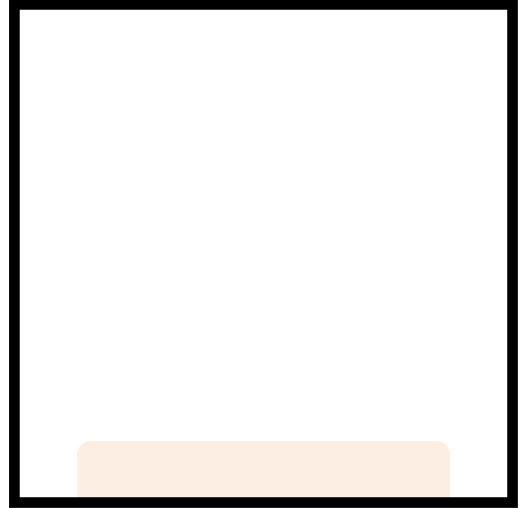
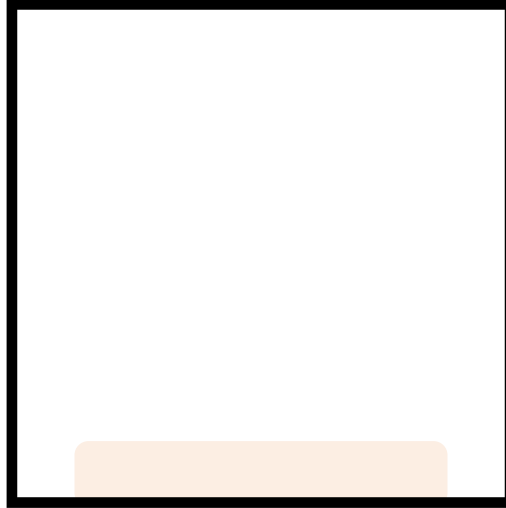
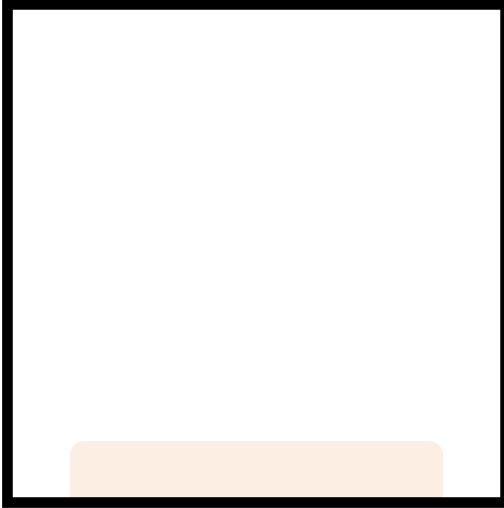
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HURTING BEHAVIORS WHAT TO DO & WHAT TO SAY

Hurting behaviors such as hitting, pushing, kicking, biting, and tackling are common challenging behaviors. Young children don't yet have the self-control or communication skills to express their big feelings and needs.

- ♡ **First**, pause and take a deep belly breath to self calm.
- ♡ **Get at eye level**, with a gentle hand on the child's body, label their BIG feelings, and then set a limit calmly with a "NO" and a "YES" (the behavior you want to see).
- ♡ **Repeat this response consistently.** It could be helpful to add a statement such as "I will not let you hurt your friend - I need to help your body - my job is to keep everyone safe."
- ♡ **During your daily one-on-one special time**, through play with stuffed animals or exploring picture books, revisit past challenging moments. Practice using words to express BIG feelings and self-calming tools like rollercoaster breathing.
- ♡ **Post a Feeling Chart** and schedule predictable times to check-in to help children learn how to recognize, label, and regulate feelings.
- ♡ **Be sure to catch positive behaviors!** Praise positive behavior with a whisper in the ear, wink, gentle touch, or big thumbs up.

Share these recommendations with parents so they do and say the same thing at home.

BITING: WHAT TO DO & WHAT TO SAY

Young children often bite when they feel overwhelmed and do not yet have the skills to express their big feelings like frustration and anger.

- ♡ **Pause:** Take a few deep belly breaths to calm yourself before helping the children.
- ♡ **Safety comes first.** Separate the kids. Keep the child who bit away from the child who was bitten.
- ♡ **Check-in** first with the child who was bitten and model compassionate language: Get down at eye level and say, “Are you okay? Biting hurts! It isn’t okay your friend hurt you. Remember, you can say STOP!”
- ♡ **Now talk to the child** who bit, label their feelings, and set a clear limit with a *no* and a *yes* - the behavior you want to see: Get down on eye level and say, “Wow, you were angry! Biting hurts and it isn’t okay to hurt our friends. What you can do when you feel angry is say, “I’m angry!”
- ♡ **Offer mouthing toys:** Have a basket of mouthing toys accessible for children who tend to bite. When setting a limit, offer a mouthing toy in place of biting. Say, “it’s not okay to bite friends but you can bite your biter necklace.
- ♡ **Screen for developmental delays:** Children with developmental concerns such as a language delays are more likely to use their bodies to communicate their big feelings.

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NOT LISTENING: WHAT TO DO & WHAT TO SAY

It can be extremely frustrating for teachers when children do not listen or follow through on instructions. To improve listening skills and cooperation in the classroom, it can help to give children more control.

- ♡ Pause and take a deep breath to calm yourself before approaching the child.
- ♡ Get at the child's eye level and place a gentle hand on their body. Be sure your tone of voice is calm and not nagging.
- ♡ To empower the child, provide two choices. Say, "do you want to clean up the books or the blocks first?"
- ♡ Use clear and simple language when giving instructions. It is also helpful to break down instructions into smaller steps.
- ♡ Using a timer can be helpful before announcing an upcoming transition. Say, "when the bell goes off, it will be time to clean up - do you want to clean up the blocks or the crayons?"
- ♡ Schedule daily one-on-one time to nurture your relationship with the child. During these calm moments of connection, discuss challenging moments and brainstorm solutions together while exploring picture books or playing with puppets.
- ♡ Create visual aids together like a routine chart, a first-then chart, or a social story so that the child has a sense of control over their daily schedule in advance.
- ♡ Be sure to "catch" and praise positive behaviors when the child listens well!

It is not uncommon for young children to struggle with listening skills as they develop their attention and self-regulation skills. Please be patient and understanding and remember every child is different and may require different tools and strategies.

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TANTRUMS: WHAT TO DO & WHAT TO SAY

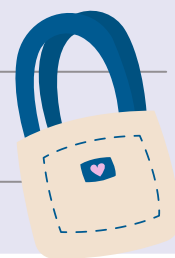
Young children have tantrums because they are still learning how to communicate and regulate their big feelings.

- ♥ **Pause.** Calm your body before you respond to the child. It is important for you to remain calm and understanding.
- ♥ **Get on the child's eye level** and acknowledge their feelings by saying, "You are frustrated right now. I get it. I am here for you."
- ♥ **During the tantrum**, quietly remain close by until the tantrum passes. Refrain from problem solving during the tantrum.
- ♥ **Use positive reinforcement:** When the child communicates their emotions well, praise them for it. Say "I'm proud of you for calming down" or "Great job using your words!".
- ♥ **During moments of connection**, through pretend play or while exploring picture books about big feelings, model how to recognize and label emotions. Also practice self-calming skills like rollercoaster breathing or sensory grounding exercises.
- ♥ **Create a cozy place with pillows**, fidget toys, board books, and post a Feelings Chart to practice labeling and regulating big feelings.
- ♥ **Every child is unique!** Consider using a behavior log to examine triggers and helpful solutions.

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CALM DOWN BAGS



Calm down bags are small bags or boxes filled with items that can be used to help children calm down and regulate their emotions. They are used by young children who may not have the verbal skills or self-regulation abilities to manage their emotions in a healthy way.

♡ **Pick a small bag** or container that the child can easily carry or keep close by.

♡ **Fill the bag** with a variety of items that can be used to engage your child's senses.

♡ **Encourage the child** to use the items in the bag when they are feeling overwhelmed or worried.

♡ **A picture of the child's family** for them to look at when they are feeling overwhelmed

♡ **A lovey and/or weighted blanket:** These can provide comfort and a sense of security.

♡ **A small mirror:** This can help toddlers learn to recognize and understand their own emotions.

♡ **A small toy:** Fidget toys, such as a stress ball, mouthing object, or a fidget spinner can provide a calming outlet for excess energy.

♡ **Play-dough or clay:** Squeezing and manipulating play-dough or clay can be a calming and therapeutic activity.

Calm down bags can be a helpful tool for young children to use when they are feeling anxious or overwhelmed as they can provide a sense of control and a way to cope with their big feelings.

