

CLAY™

TEACHER RESOURCE PACK



**PEACEFUL TEACHING: PROACTIVE TOOLS TO
REDUCE CHALLENGING BEHAVIORS**

WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL



MEET CLAY

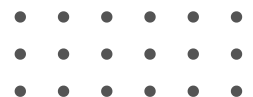
- ✔ Improve classroom behavior
- ✔ Monitor teacher burnout
- ✔ Upskill your educators
- ✔ Improve teacher retention



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.



CLAY ACADEMY


SAVE THE DATE


Email hello@carebyclay.com to register

Clay Academy

EXCLUSIVE EVENT FOR EARLY CHILDHOOD EDUCATORS

Join our upcoming event to learn **key strategies and tools** for effective **classroom behavioral management**.

 Wednesday, May 24th

 2:00-5:00pm EST

AGENDA

- **2PM EST - Nipping the Biting Behavior in the Bud:** Strategies for Preschool Teachers (25min, 15 questions)
- **2.45PM EST - Managing Hyperactive Children in the Preschool Classroom:** Strategies for Supporting Positive Behavior (25min, 15 questions)
- **3.30PM EST- Strategies for Managing Challenging Behaviors in the Classroom:** Tips for Teachers (25min, 15 questions)
- **4.15PM EST - Ask the Experts:** An Open Q&A for Preschool Teachers (40min)

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TUNING INTO TEMPERAMENT

Every child is born with an innate personal style. Temperament describes the way we experience the world and interact with others. Tuning into a child's and our own temperament traits can help us understand and problem solve how best to support a child. Please mark the child's initials where you think they fall on each scale, and do the same with your initials.

TEMPERAMENT TRAITS

01. Activity level

Does the child have a lot of energy and always seem to be moving or does the child prefer sedentary activities and is more often in an observant and relaxed state?

very active ————— **moderately active** ————— **not very active**

02. Regularity

Does the child have regular eating, sleeping and elimination habits or are the child's habits somewhat unpredictable?

regular habits ————— **semi-regular habits** ————— **unpredictable**

03. Approach / withdrawal

Does the child approach new situations and new people with eagerness or tend to show more hesitancy?

jumps right in ————— **moderately eager** ————— **keep to herself**

04. Adaptability

Does the child easily adjust to changes in routines or situations or does the child have difficulty transitioning to new activities?

adjust easily ————— **moderately adaptable** ————— **prefers predictability**

05. Intensity

Does the child react strongly to situations, either positively or negatively, or does the child react calmly and quietly?

intense reactions ————— **moderate reactions** ————— **mild reactions**

06. Mood

Does the child often express a negative or serious outlook or is the child generally a positive and cheerful person?

even & positive ————— **moderate** ————— **changing & negative**

07. Persistence

Does the child give up quickly when a task becomes difficult or does the child tend to keep trying? Can the child stick with an activity for a long period of time or does the child get bored or frustrated quickly?

persists ————— **moderate persistent** ————— **quits quickly**

08. Distractibility

Does the child get easily distracted from an activity or can the child shut out distractions and stay focused on an activity?

focused ————— **moderately focused** ————— **distracts easily**

09. Sensory threshold

Is the child bothered by loud noises, bright lights, temperature changes, or food/clothing textures, or does the child have a high threshold and tends to go with the flow?

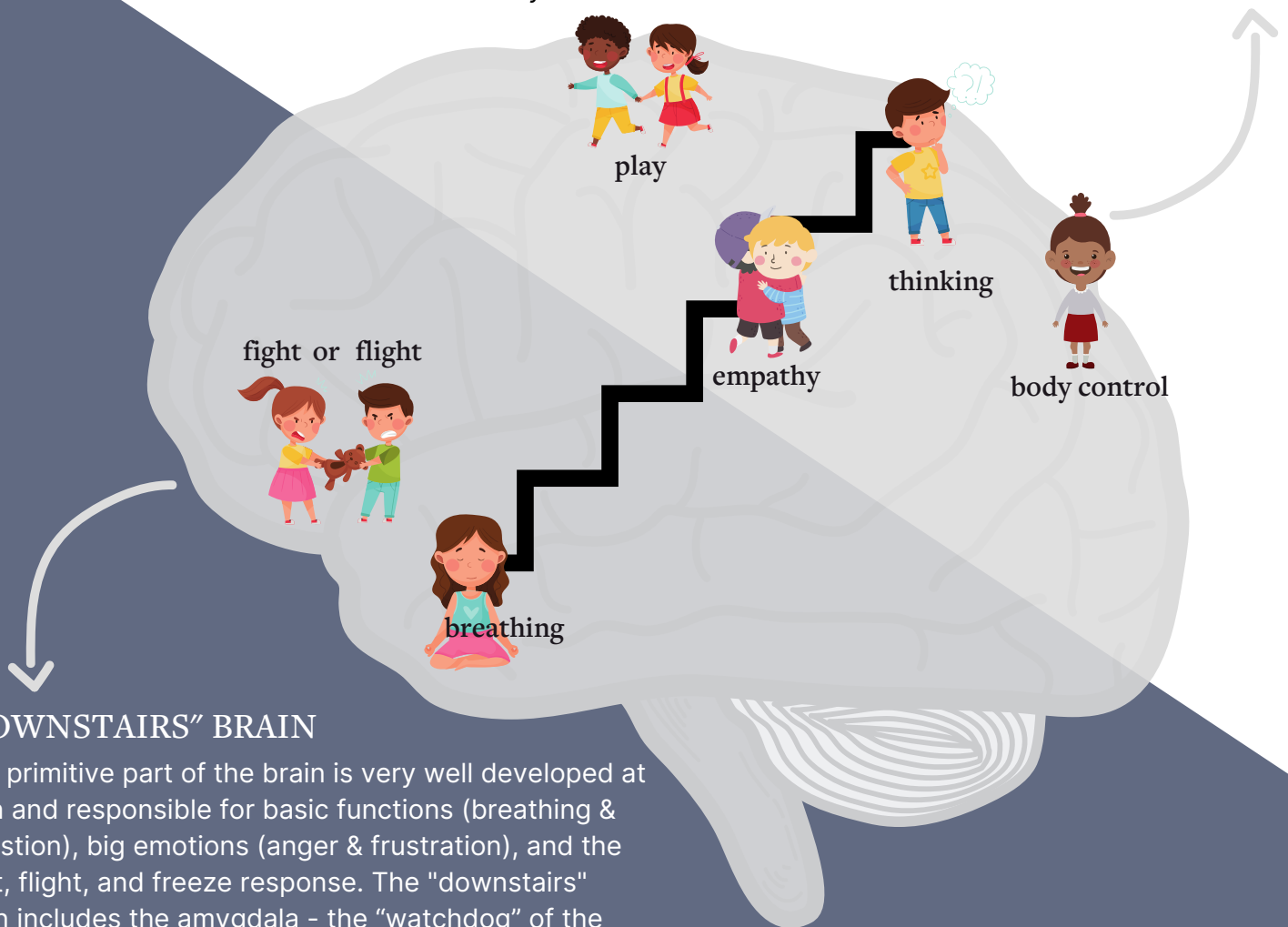
sensitive ————— **moderately sensitive** ————— **not sensitive**

UPSTAIRS / DOWNSTAIRS BRAIN

Did you know that the part of the brain that is responsible for skills such as regulating emotions, thinking before acting, and considering how other people feel does not fully develop until our mid-20s? One of the most helpful strategies to prevent challenging behaviors in children is to understand what is happening in their brains.

"UPSTAIRS" BRAIN

The "upstairs" brain (cerebral cortex) is underdeveloped in early childhood. When a child's (and adult's) "upstairs" brain is working well, we see mature skills such as well-regulated body movements and emotions, thinking before acting, and considering how other people feel (empathy). This "upstairs" brain is not fully mature until our mid-20s!



"DOWNSTAIRS" BRAIN

This primitive part of the brain is very well developed at birth and responsible for basic functions (breathing & digestion), big emotions (anger & frustration), and the fight, flight, and freeze response. The "downstairs" brain includes the amygdala - the "watchdog" of the brain - and is always alert for threats. Especially in young children, the amygdala fires up very easily and "floods" the brain closing down the skills from the "upstairs" brain.

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

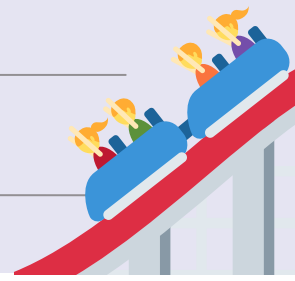


B E H A V I O R L O G

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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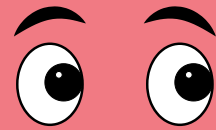
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SENSORY GROUNDING EXERCISE

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

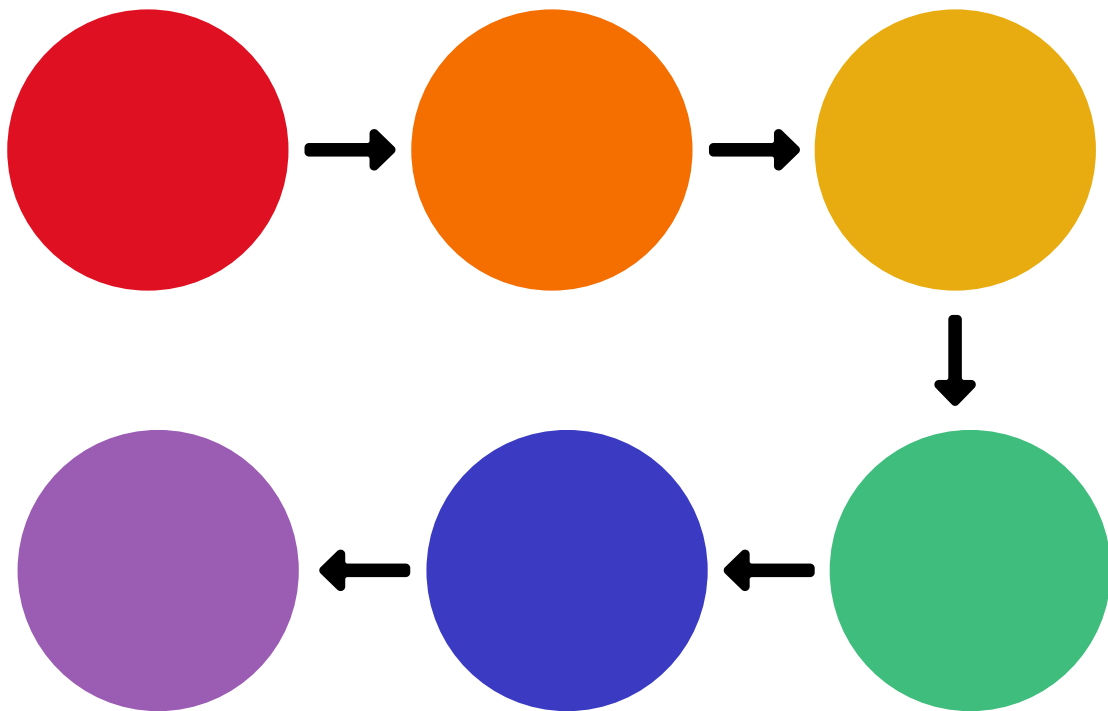


RAINBOW GROUNDING TECHNIQUE

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.



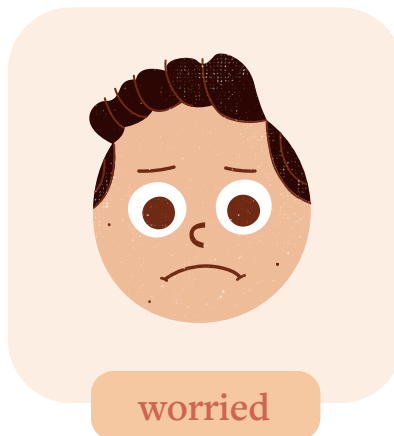
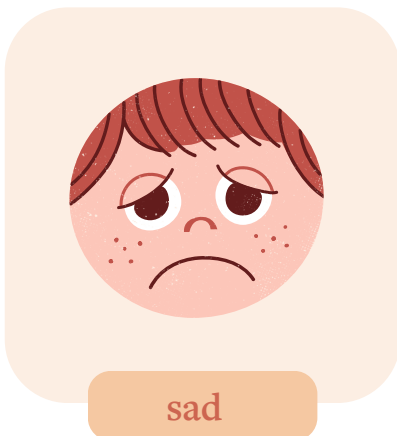
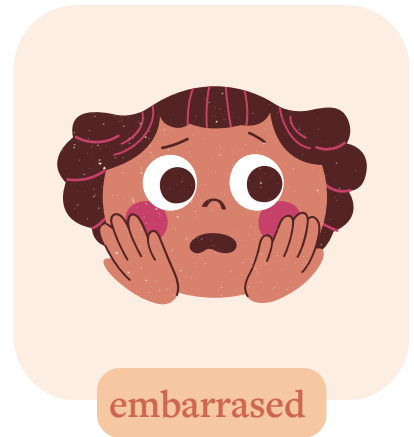
Look around you and try to find the colors of the rainbow in order.



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



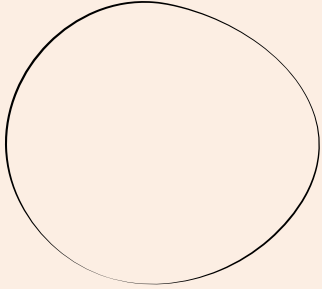
worried



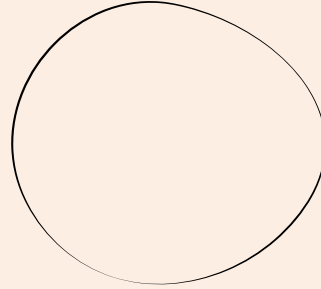
angry

TODAY I FEEL

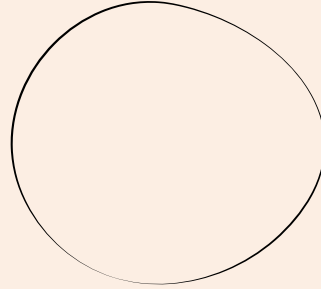
This feelings chart supports social-emotional learning in young children. Together with your child, encourage them to draw faces to match each feeling below. Take turns sharing when and why you experienced each feeling. This fun activity will help your child recognize, label, and regulate big feelings!



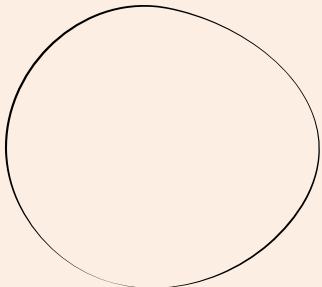
happy



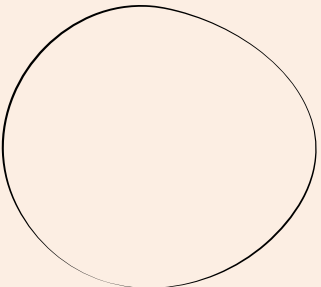
excited



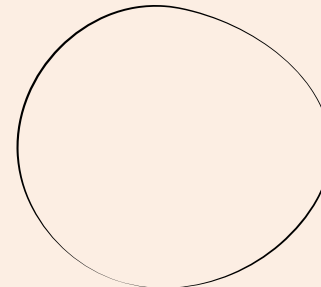
silly



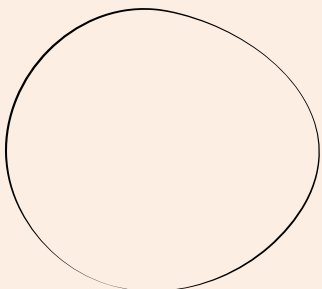
surprised



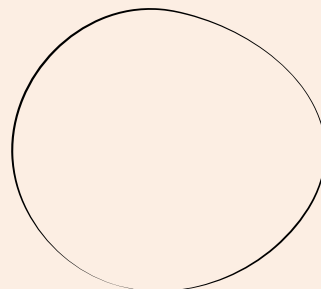
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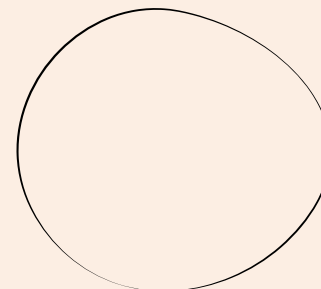
embarrassed



sad

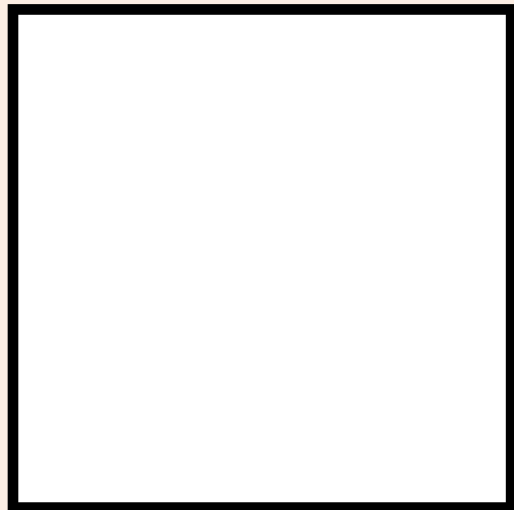
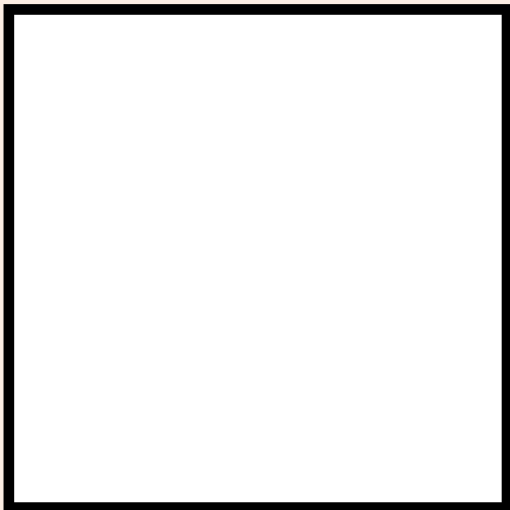
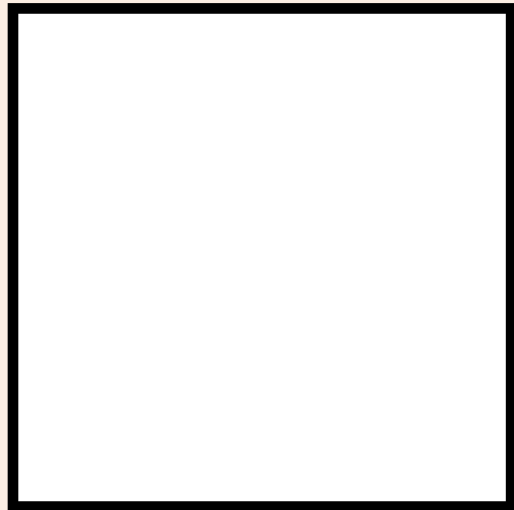
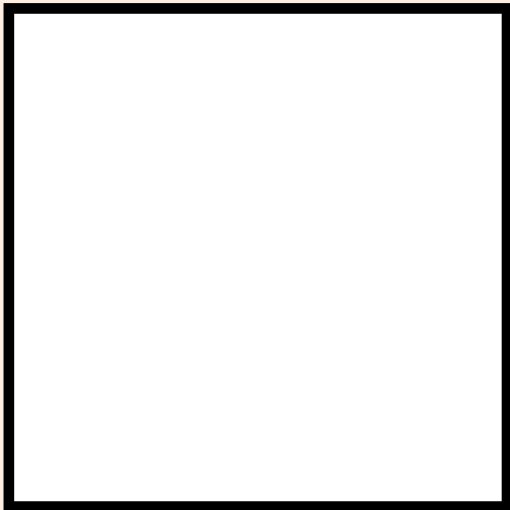
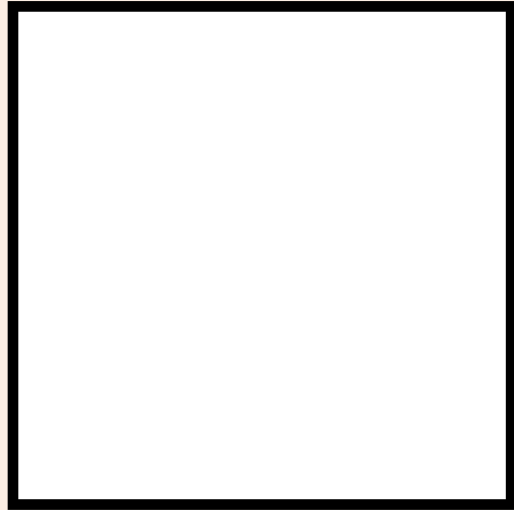
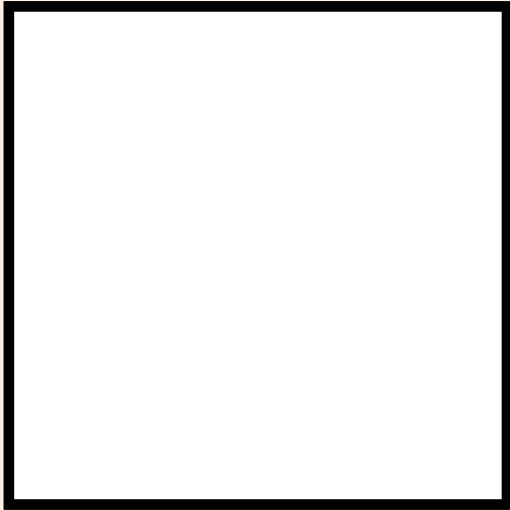


worried

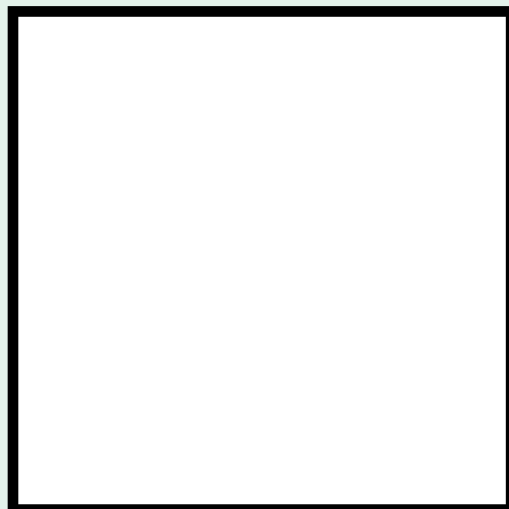
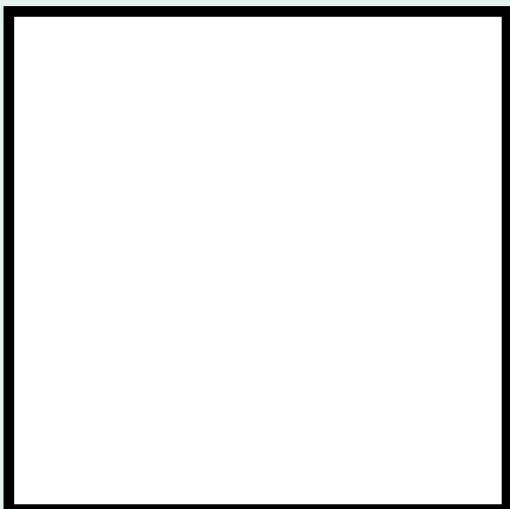
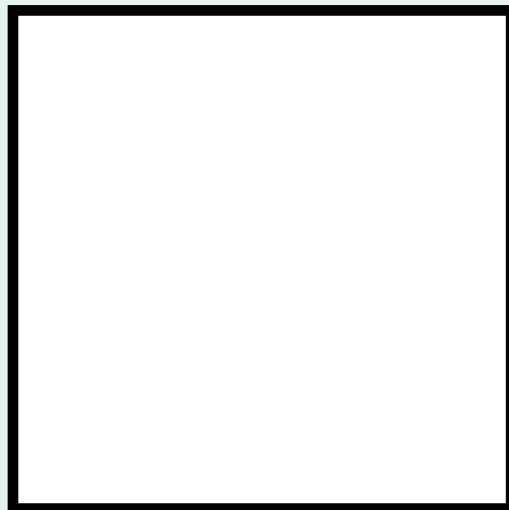
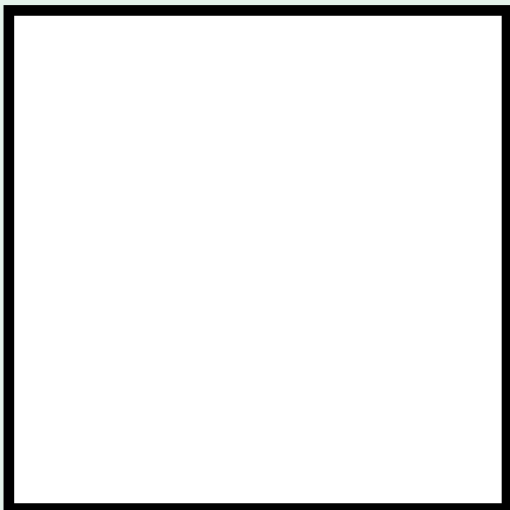
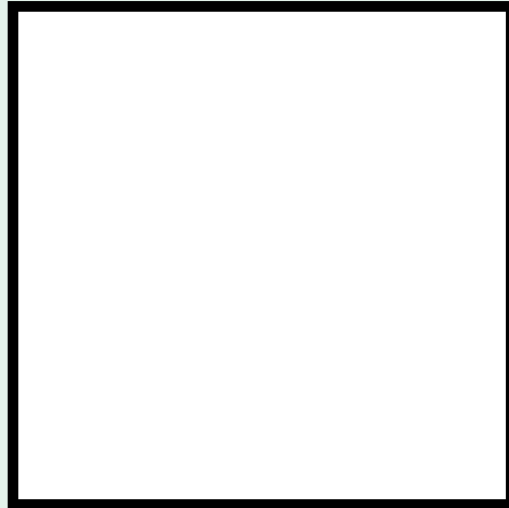
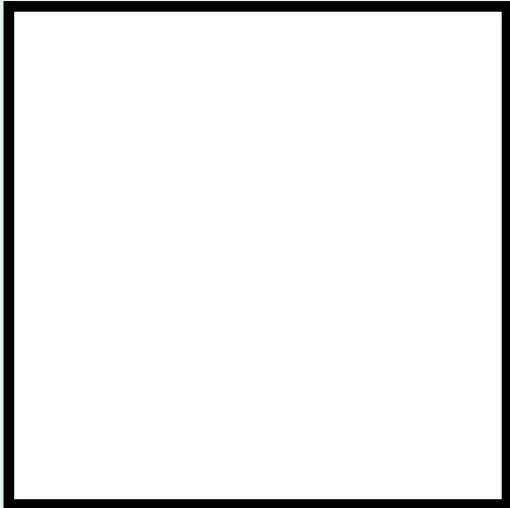


angry

MORNING TIME FOR

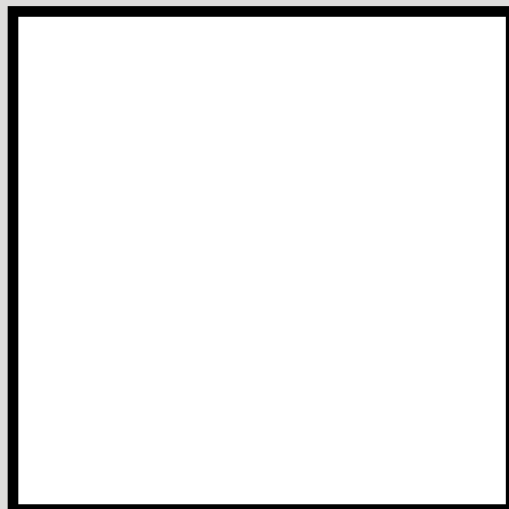
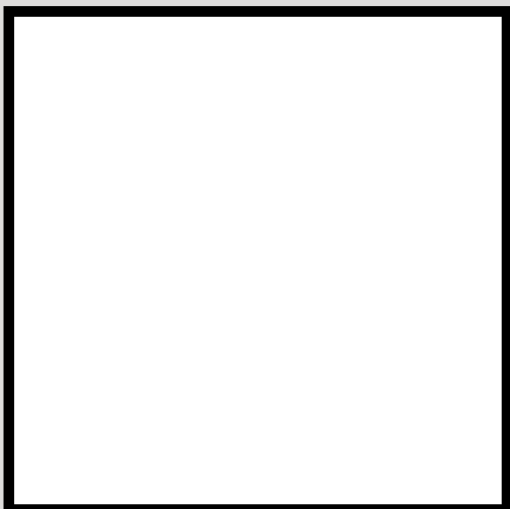
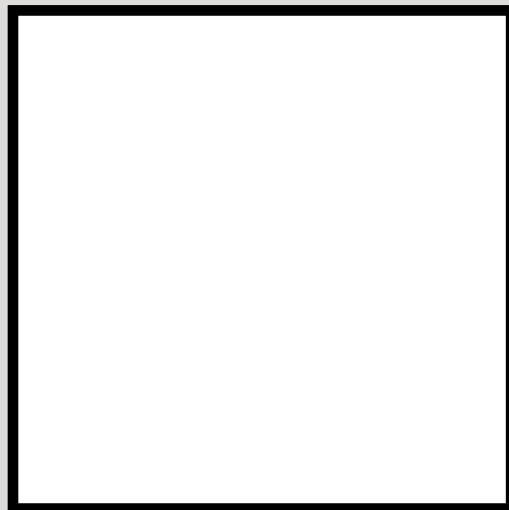
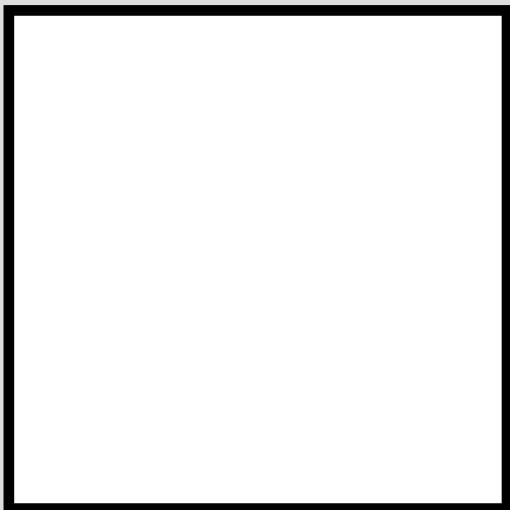
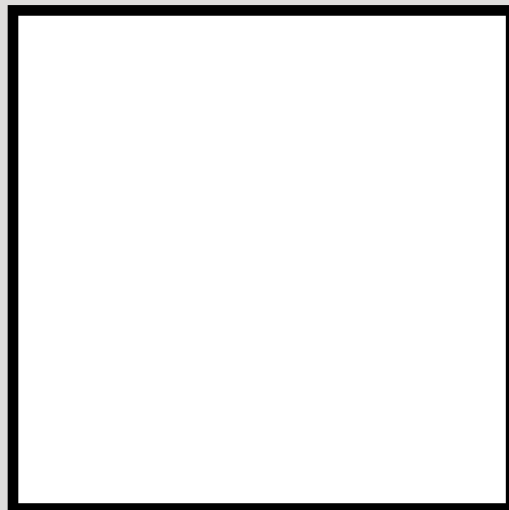
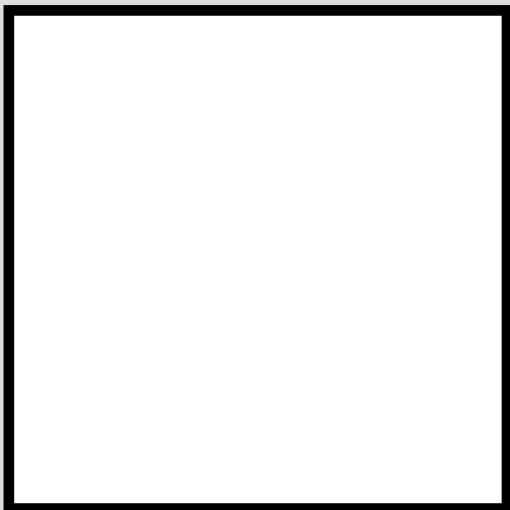


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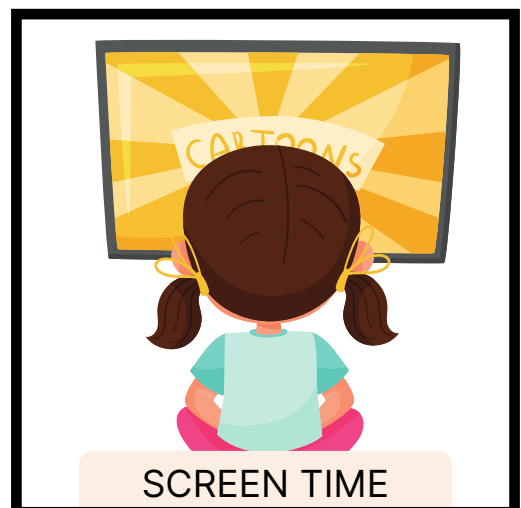


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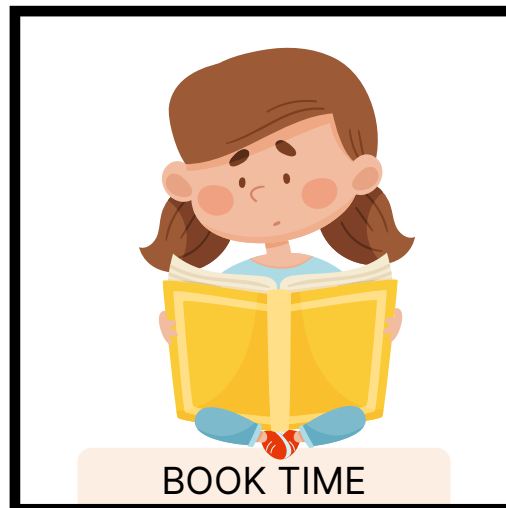
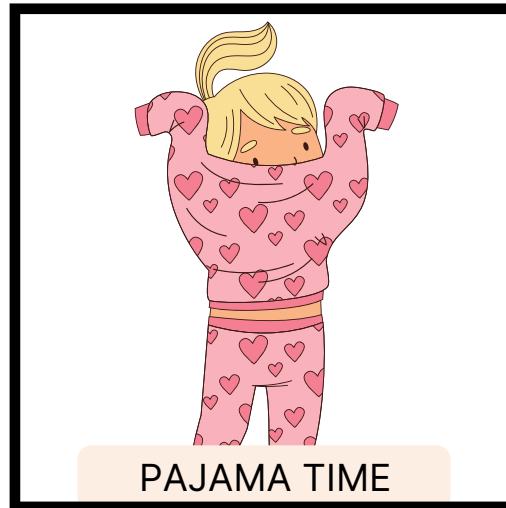
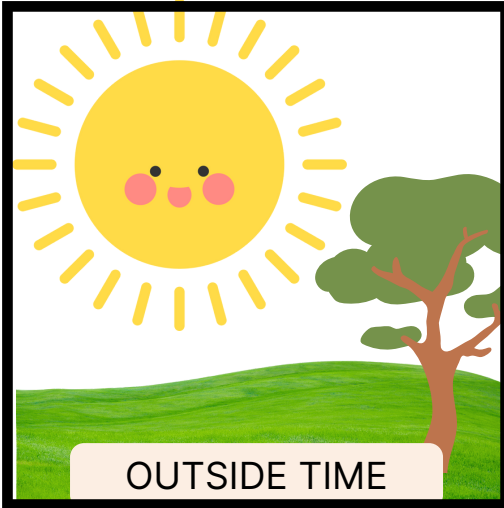
NIGHT TIME FOR



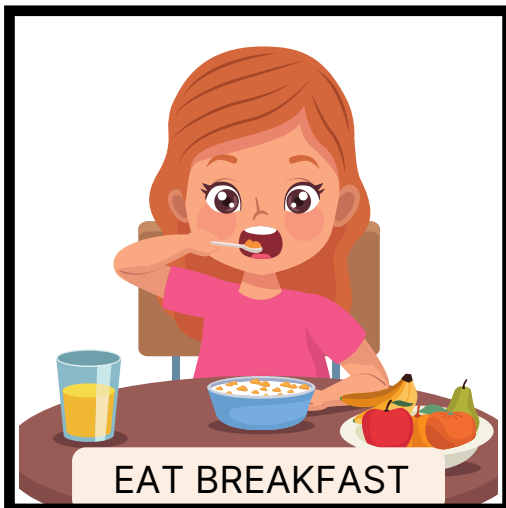
Predictable daily routines provide structure and consistency for young children, supporting healthy social and emotional development. Safely cut out each task card below (or draw your own on empty squares provided). Together with your child, attach the cards to the Morning, Day, or Nighttime Routine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



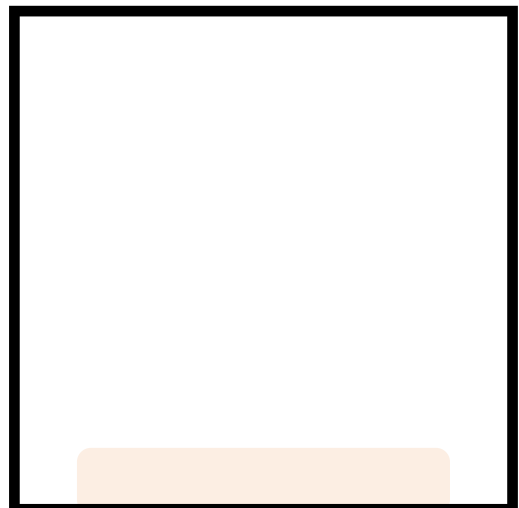
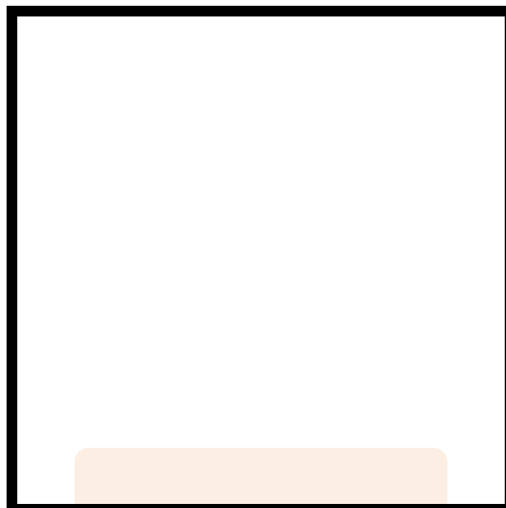
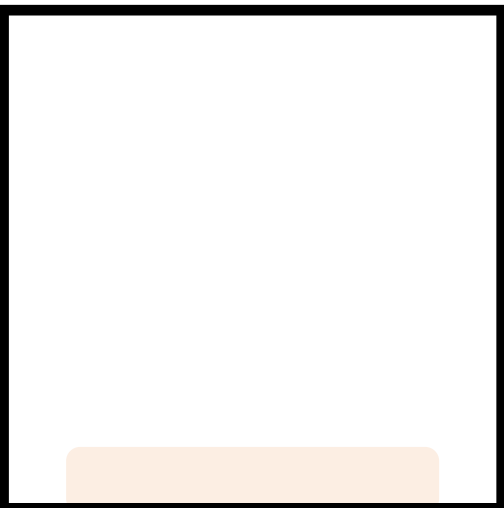
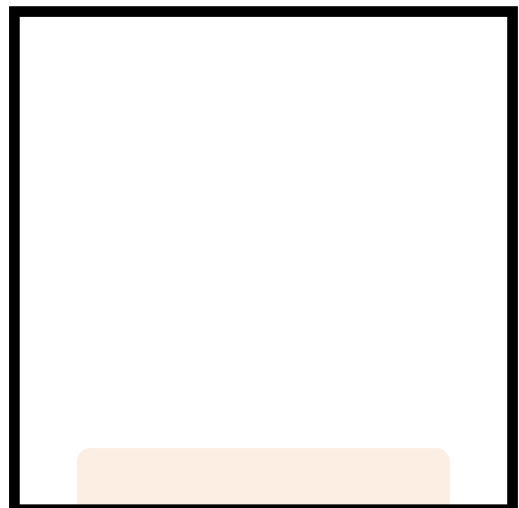
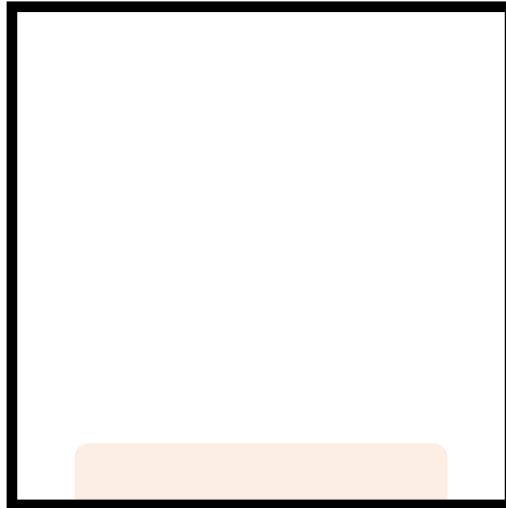
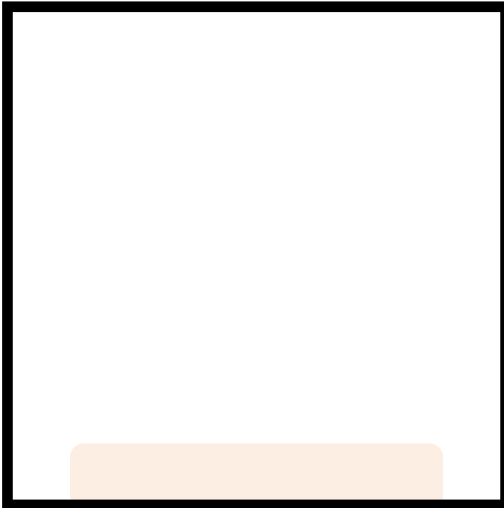
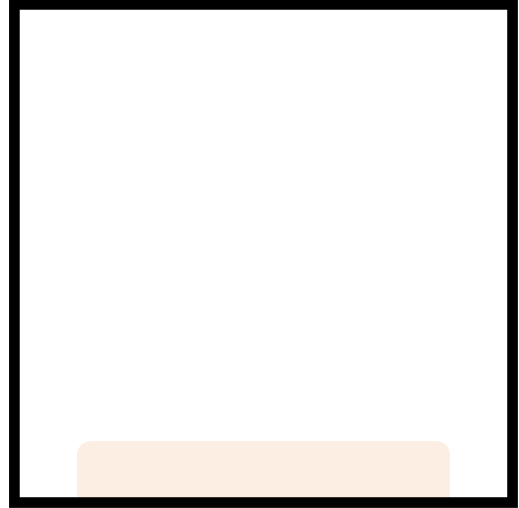
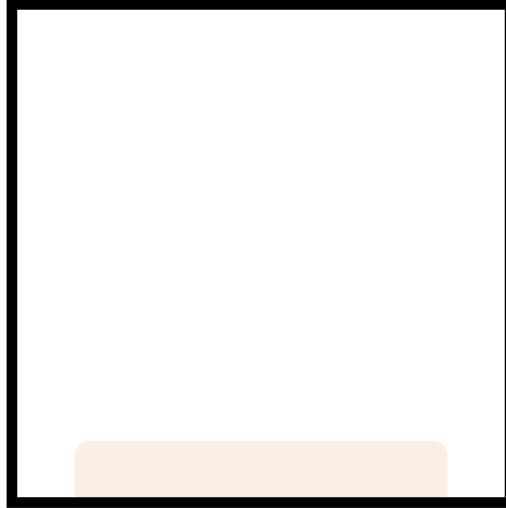
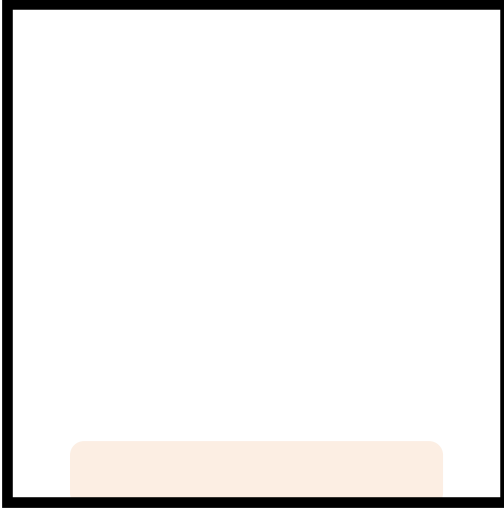
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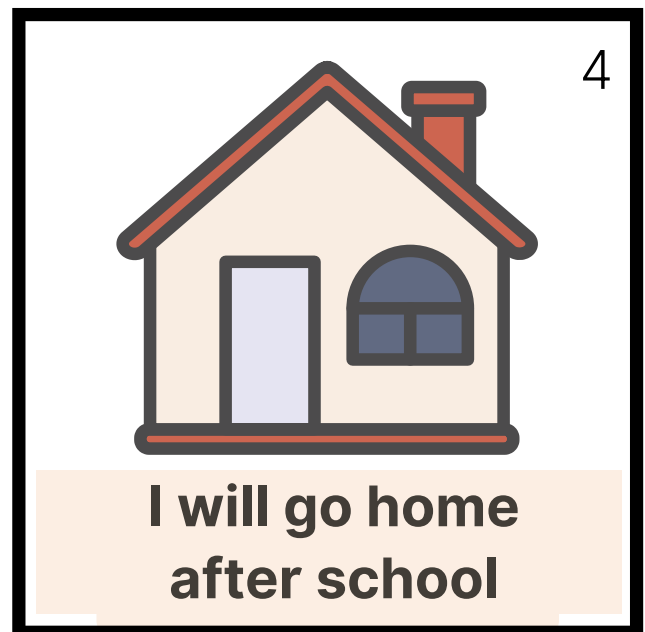


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I AM READY TO START SCHOOL!

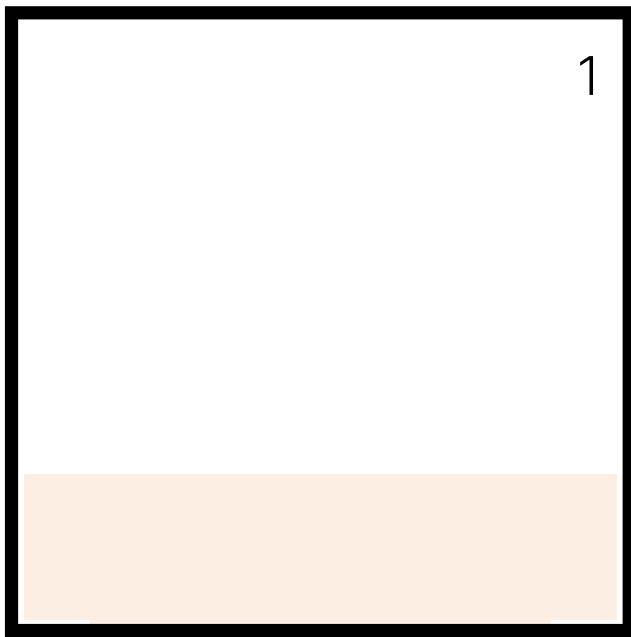
Social scripts are a great tool to prepare children for an upcoming transition (starting a new school), to explain a sequence of steps in a routine (brushing teeth), and/or to describe how to behave in different social scenarios (sharing toys, asking for help). Together with your child, create your own social script by inserting visuals and simple sentences from the child's point of view.



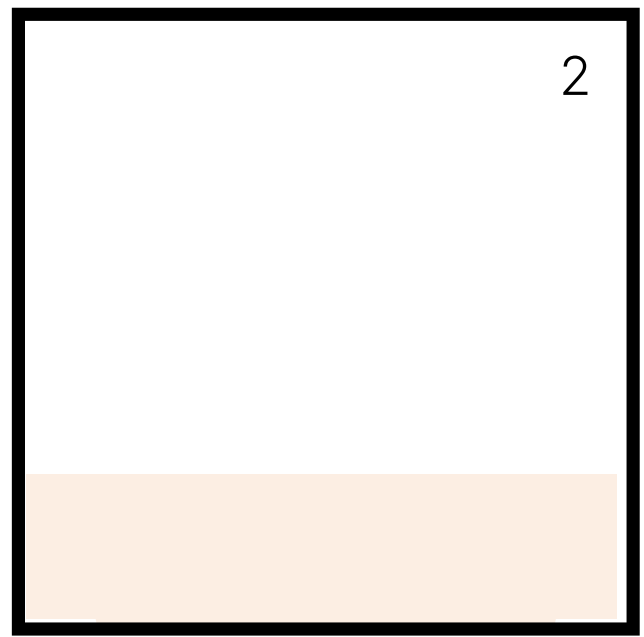
SOCIAL SCRIPTS: CREATE YOUR OWN

Social scripts are a great tool to prepare children for an upcoming transition (starting a new school), to explain a sequence of steps in a routine (brushing teeth), and/or to describe how to behave in different social scenarios (sharing toys, asking for help). Together with your child, create your own social script by inserting visuals and simple sentences from the child's point of view.

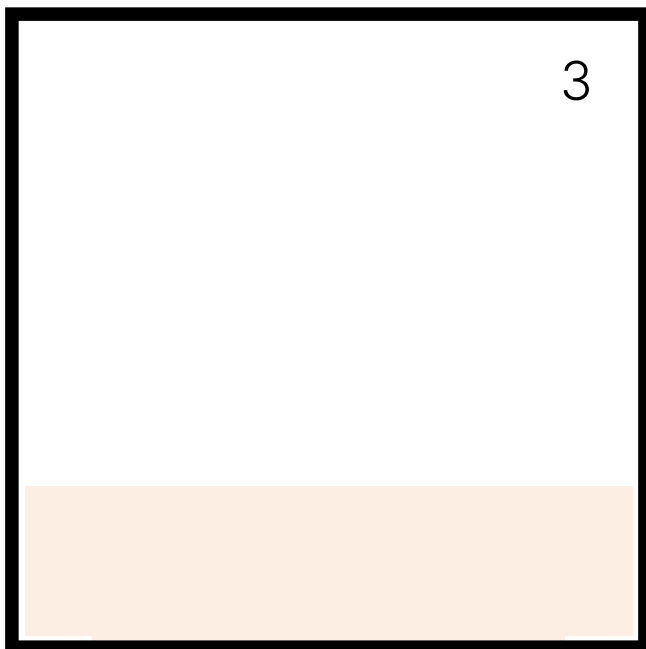
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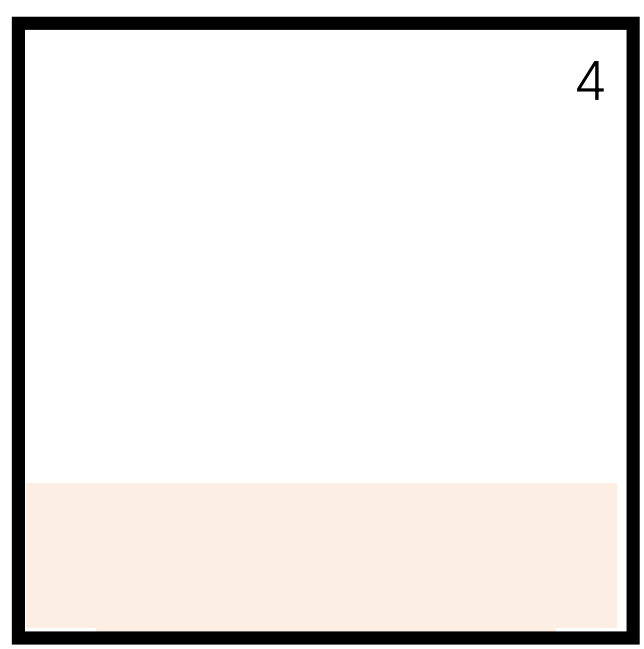
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3



4



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.

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