

## Using positive communication: do's instead of don'ts

- [Handout B-3, "Using Positive Communication" and teacher's key](#)

Divide students into pairs. Ask them to follow the instructions on the handout. Go over in class to make sure students understand.

## Using Positive Communication

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The following are common responses to children's behavior. With your partner, read each and come up with a positive replacement. .

Common Responses	Positive Replacements
"Don't just drop your coat on the floor."	
"Stop running around the room."	
"Quit hitting! Bad boy!"	
"Stop climbing on the table."	
"Why are you so slow?"	
"Stop that screeching noise."	
"Please quit whining."	
"You don't get to take all the Play-doh."	
"Okay, who tore up the snack mat?"	
"Why can't you share?"	

Once you have turned these into statements that are positive and that would tell a child what you do want them to do, find another pair to debrief with.

Where do you agree? Disagree? Explain your thinking to one another. Agreement is not necessary—but discussion is.

# Using Positive Communication

## TEACHER'S KEY

Note: The following are examples of possible responses that are nurturing, respectful, and supportive:

1. "Don't just drop your coat on the floor."
    - "If you hang up your coat, people will not walk on it and get it all dirty."
    - "When your coat is hung up, you can go paint."
  2. "Stop running around the room."
    - "Running is for outside. Would you like to build with the blocks or join me at the art table?"
    - "I can see you have a lot of energy. Come help me set the table for snacks."
  3. "Quit hitting! Bad boy!"
    - "You are very angry. Use your words to tell James what made you mad."
    - "We do not hit. We use our words"
  4. "Stop climbing on the table."
    - "Would you like to sit on the blue carpet square or the green carpet square?"
    - "Would you like to pick a book before you come and sit down?"
  5. "Hurry up and pick up those blocks."
    - "When the blocks are picked up, we can go outside."
    - "Would you like me to help you pick up the blocks?"
  6. "Stop that screeching noise."
    - "Use an inside voice to tell me what you want."
    - "Let's play quietly."
  7. "I am tired of telling you to push in your chairs."
    - "When the chairs are pushed in, they are out of the way so that no one will trip on them."
    - "We push in our chairs before leaving the table."
  8. "You don't get to take all the play-doh."
    - "Choose one color that you like to play with."
    - "Share the play-doh with John and Sally."
  9. "Okay, who tore up the snack mat?"
    - "Oh, dear. One of the snack mats has been torn. Now we do not have enough for everyone."
    - "One of the snack mats has been torn. What can we do so everyone has one?"
  10. "Why can't you share?"
    - "Which color do you want to use first?"
- "When you are finished with the orange marker, you can trade with Andre."