

## Bitty Bees for infants and toddlers



Welcome to the Bitty Bees for infants and toddlers. The Bitty Bees are a framework for teaching positive behavioral expectations. The Bitty Bees were adapted from the COOL TOOLS for preschoolers. The original 42 COOL TOOLS were condensed to 18 Bitty Bees. Although the Bitty Bees were designed with infants and toddlers in mind, care must be used to individualize for each child and setting.

There are many adults in a young child's life including parents, teachers, relatives, home visitors, etc. The goal is to support children in a variety of settings and with a variety of caregivers. The Bitty Bees are intended to include all the important adults that could be involved in caring for the child.

Infant and toddler care is a unique responsibility. It is not definitive when to set specific limits for children as it is a continuum based on the child's ability developmentally. Each scenario will be slightly different and families may have different expectations of children based on their family's values. The Bitty Bees are meant as a guide when supporting that goal. It is clear that a crawling infant will not be following the Walking Feet Bitty Bee. The Bitty Bees will be modeled by the adults in the environment and as it is appropriate, involve the child in the process.

If there is another goal you are working on, feel free to design a new Bitty Bee and send it to Dawn. It may be useful to others as well.

# Bitty Bees

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**Bitty Bee #1**  
For infants and toddlers



## Bee Safe

## Listen to Adults

### Explanation

We use our listening ears to be safe. We listen to teachers, moms and dads, and grandparents, etc. to keep us safe.

### Demonstration

One adult plays the role of the child, doing what the adult asks. Then the adult praises for following directions.

Point out situations when children are listening to an adult.

### Practice

Highlight transition times as a time to practice listening.

Assist them in the goal, praising them verbally for their success

Simon Says games

During play, have adult and child change roles, allowing for adult to follow lead of child.

### Praise

“Good listening ears”

“I like how you listened to my words”

### Redirect

When children do not listen. Ask them to use their listening ears. Get on their level. Show them what you are asking.

### Pre-correct

Stating what will happen and expectation before it is expected.

Routine, picture schedule, visuals (flashcards), give warnings.

### Home Link

Work with parents to build consist expectation for their children to use listening ears at home.

Send home related activities to build listening skills.

**Bitty Bee #2**  
For infants and toddlers



**Bee Safe**

**Feet on the Floor**

**Explanation**

We keep our feet on the floor to stay safe.

**Demonstration**

Demonstrate with role modeling of where their feet are and where the floor is.

**Practice**

Ask questions like “Where are your feet? Where do our feet go?” “on the floor.”

**Praise**

“I like how your feet are on the floor”  
“Thanks for putting your feet on the floor”

**Redirect**

Show them where their feet belong. Remove from dangerous climbing situation. Offer alternative climbing opportunities.

**Pre-correct**

Be aware of items children may see as climbing objects. Give warning to keep feet on the floor. Reminders.

**Home Link**

Support families with managing unsafe climbing at home and providing appropriate gross motor activities.

# Bitty Bee #3

For infants and toddlers



## Bee Safe

## Walking Feet Indoors

Explanation
Use walking feet to be safe. Discuss what could happen, such as getting hurt.
Demonstration
Read story about safety. Role model. Demonstrate walking feet and say, "I am using my walking feet so I can be safe."
Practice
Walk slowly like a turtle. Play walking game, practice tip toeing.
Praise
"Super job using your walking feet" Sticker, verbal praise, pom-pom, line leader
Redirect
Go back and use walking feet. "Show me your walking feet." Let peers role model. Allow for safe gross motor activities inside and out.
Pre-correct
Safety signs and posters. Leave enough room around furniture for walking. Watch for runways, long stretches of open spaces.
Home Link
Provide handouts and discussion on home safety. Make sign for safety. Simon says game for home. Encourage safe walking when coming to school and going home in hallways and parking lot.

**Bitty Bee #4**  
For infants and toddlers



**Bee Safe**

**Chairs are Still**

**Explanation**

We keep our chairs still so we can be safe and do not fall.

**Demonstration**

Adult sits in chair without pushing the chair around to show what still legs and feet look like. "I am sitting in my chair safely"

**Practice**

Sing song with children at the table practicing each verse and its movements.

Song: (There's a spider on the floor) Are your feet on the floor, on the floor, Are your buns in the chair, in the chair, is your back up back, is your chair pushed in, are you having quiet conversation?

**Praise**

"Nice sitting in your chair!" "I like how you are sitting in your chair!"

**Redirect**

Table sitting song. Help them sit safely at the table.

**Pre-correct**

Reminders of expectations and actions. Provide buckle chair for infants and young toddlers as they learn to sit in a chair safely.

**Home Link**

Offer age-appropriate ways to get off of adult sized chairs-as well as using/sitting.  
Provide resources for child-sized furniture.

**Bitty Bee #5**  
For infants and toddlers



**Bee Safe**

**Wash Hands**

<b>Explanation</b>
We wash our hands to get the dirt and germs off so we don't get sick.
<b>Demonstration</b>
Role model washing hands primarily at meals and diaper changing.
<b>Practice</b>
Wash hands during the daily routine, primarily around meals and diapering and toileting. Use song to encourage the hand washing process, ABC's twice. Demonstrate after painting how to get all the paint off hands. Wash toys or dolls in the sensory table. Dramatic play area, pretend to wash hands with song.
<b>Praise</b>
"Thank you for washing your hands. That helps keep us healthy."
<b>Redirect</b>
Assist child with hand washing.
<b>Pre-correct</b>
Have adult near by to help keep hand washing going smoothly. Limit number of children washing at one time.
<b>Home Link</b>
Encourage parents to sing hand washing song while washing hands, wash hands at same time (bathroom, mealtime). Provide parent information about reducing transfer of germs by using proper hand washing techniques.

# Bitty Bee # 6

For infants and toddlers



## Bee Safe

## Take small bites and chew

### Explanation

We chew our food so we won't choke. Taking small bites is a safe choice. Remind children that taking too big of a bite can make it difficult to chew.

### Demonstration

Show the children what a small bite looks like, chew well.  
"I am eating slow and chewing my food so I won't choke."  
Family style meals, adults and children eat together.

### Practice

Meal time practice, "smaller bites" "chew"  
Positive feedback when eating safely.  
Redirect and show children how to eat safely if they are not.

### Praise

Praise good chewing and small bites  
Tell them "good chewing, that is safe"

### Redirect

"Smaller bites please"  
Demonstrate chewing and small bites and ask them to repeat  
Hand over Hand, Chew what is in your mouth first

### Pre-correct

Adults supervise eating times and assist as necessary.  
Provide child size bites. Cut the food into small pieces  
Use child appropriate utensils and portions.

### Home Link

Discussion with parents, provide safe eating handouts to educate parent, including choking hazards.

**Bitty Bee #7**  
For infants and toddlers



**Bee Safe**

**Play Gently**

**Explanation**

We play gently with toys and friends so we do not get hurt.

**Demonstration**

Role-modeling how to use toys appropriately during free-play.  
Use teachable moments!

**Practice**

Adults are involved in play encouraging positive play with a variety of materials and facilitating play with peers.

**Praise**

“Great Job using toys safely”  
“Look at how happy we all are playing together!”

**Redirect**

Show the right way to use the toy or gently put it on the shelf. Offer alternative activity and reintroduce at another time. Remind and role-model as needed.

**Pre-correct**

Introduce new materials and appropriate uses.

**Home Link**

Encourage children to pick up toys at home and before they leave school. Encourage family play time and encourage parents to teach play skills at home.

**Bitty Bee #8**  
For infants and toddlers



## Bee Safe

## Stay Together

### Explanation

We stay with adults to be safe. Adults keep us safe. We sit together at the table at mealtimes. We sit together to read stories and sing songs.

### Demonstration

Adults will participate in activities in the classroom and at home. Adults will eat with children during meals.

### Practice

Meal times, circle time, nap time

### Praise

“I am glad we are all together to eat” “to sing” “to dance”

### Redirect

Provide interesting and balanced activities for variety of ages and stages of development.

Guide back to area, ask to come back “Right now we are in ...”

Allow children to sit with or near adult.

Offer alternative activities or adaptation for individuals.

### Pre-correct

Provide verbal reminders and cues for transitions. Look for blind spots in the classroom.

### Home Link

Give caregiver words used in the classroom, practice/set up routine.

Remind families of the need for constant supervision and strategies to manage household tasks and supervision of children.

**Bitty Bee #9**  
For infants and toddlers



## Bee Safe

## Walk Together Safely

### Explanation

We need to be safe while walking together.

### Demonstration

Adults walk with children holding hands.  
Show walking rope to the group. Teacher holds a loop.

### Practice

Pair children older/veteran child with younger child  
Walk in the hallways, to playground, in small groups as a class.  
Have a parade.  
Teachers lead and end the line using a walking rope.

### Praise

“Good job holding the loop.”  
“Good job holding \_\_\_\_\_’s hand.”  
“Thank you for holding my hand”

### Redirect

Have children go back and walk slowly.  
Show the child how to hold a loop or friend’s hand.

### Pre-correct

Remind how to walk together or in a line.  
Use color identification, ask children what color they are holding.

### Home Link

Have parents hold hands with children in hallways. Create a safe walking school. Remind children and parents to hold hands in parking lots.

# Bitty Bee #10

For infants and toddlers



## Bee Kind

## Hands and Feet to Yourself

### Explanation

Keep hands and feet to yourself so we keep each other safe.

### Demonstration

Read a short book, such as Hands Are Not for Hitting.  
Model how we keep our hands to ourselves.

### Practice

During mealtimes, circle/story time, sing open shut them, showing them where our hands belong.  
Show where our shoes are, these stay on the floor. Show where your hands are, these stay on our lap.

### Praise

"... is doing a great job keeping her hands in her lap."  
"Good job coloring on your paper!"  
Emphasize using hands properly.

### Redirect

Ask child to move hands or feet back to themselves. Offer physical help if necessary. Offer something to hold.

### Pre-correct

Use visuals at circle such as hands in lap, feet on floor. Provide space for each child.

### Home Link

Lending Library, Hands Are Not for Hitting  
Words for "Open Shut Them"

# Bitty Bee #11

For infants and toddlers



## Bee Kind

## Use Gentle Hands

### Explanation

We use gentle hands with our friends, siblings, and adults. Talk about how to play gently with others.

### Demonstration

Role-modeling how to hug or touch each other gently.  
Show sign for “gentle.”  
Teach words or signs for telling each other ‘no’ or ‘stop’.

### Practice

Roll ball between peers gently.  
Use baby dolls to encourage gentle play.  
“Good morning song” shaking hands with your neighbor.  
Support peer interactions in multiage settings.

### Praise

“I like the way you used gentle hands!”  
“Look at how gently \_\_\_\_\_ is playing!”  
“I like how you told her ‘no thank you’.”

### Redirect

Remind child of words to use to communicate needs.  
Hand over hand showing gentle hands.  
Move to a calm play area when needed. Help to try activity again.

### Pre-correct

Create quiet areas. Set up environment conducive to specific learning areas.

### Home Link

Lending library-Hands are not for Hitting/Feet are not for Kicking  
Discuss sibling relationships.

# Bitty Bee # 12

For infants and toddlers



## Bee Kind

## Sharing

### Explanation

We share with our friends by taking turns and playing together.

### Demonstration

Role-playing with adult guidance – “When you are done with that, may I have a turn?”

Read/Sing 3-“Bumble and the 3 Bees” book.

Bee safe, Bee Kind Bee Careful with our Things, Bee safe, Bee Kind Bee Careful with our Things, Whenever we’re at school we follow these 3 rules:.Bee safe, Bee Kind Bee Careful with our Things.

Use gentle hand, take turns and always share. Kind words and helping others show you care.

If we follow these 3 rules, our classroom will be cool. Bee Safe, Bee Kind, to all your friends at school.

*(“If You’re Happy and You Know It”)*

### Practice

Group game – rolling ball back and forth to each other.

Offer cooperative activities.

### Praise

“Nice sharing!”

“I like the way you are.... Now let \_\_\_\_ have a turn.”

### Redirect

Remind them about amount of time for play.

Guide sharing among children.

Give the children the words to ask for a turn.

### Pre-correct

Have multiples of materials in the classroom.

Verbal reminders & books on sharing.

Prepare children for group times and plan for how children may use materials.

### Home Link

Lending library – books about sharing.

Playing turn-taking games like “Hot Potato”

# Bitty Bee #13

For infants and toddlers



## Bee Kind

## Use Nice Words

### Explanation

We use nice words to be kind to friends and show manners.

### Demonstration

Adults model through talking respectfully to each other and children.  
Use please and thank-you when asking for things.  
Use signs to demonstrate please and thank you.

### Practice

Provide children with the words to use for the situation.  
Provide scenarios in dramatic play, group games of passing with polite words, Please and Thank you Song, mealtimes.

### Praise

Respond promptly to children using appropriate words.  
Reflect back what children say when giving praise.

### Redirect

Give alternative words when children are struggling.  
Take a guess at the meaning of behavior. "I think you want . . .", "Let's try saying . . ." Name feelings for children.

### Pre-correct

Observe for frustration or conflict to intervene and help through modeling.  
"I'm going to listen for manners."

### Home Link

Ask parents to role model appropriate at home. Encourage awareness of language that is being heard at home. Manners poem. Signs for more, please, thank you.  
Encourage Emotional Literacy Activities, talking about feelings reading books and highlighting how people feel and why.

# Bitty Bee #14

For infants and toddlers



## Bee Careful with our Things

## Clean Up

### Explanation

We clean up our toys so they do not get broken and we know where to find them.

### Demonstration

“I need to pick this up because I am done using it.”  
Keeping a tidy classroom. Show children where different toys go.

### Practice

Clean-up times after free play. Provide sorting games.  
Play scavenger hunt to find where things go.

### Praise

“Look how nice our room looks now that it is clean.”  
“Thank them for cleaning up (specific item).”

### Redirect

Make game out of cleaning by taking turns or involving a peer.  
Give specific directions. “Put the books on the bookshelf.”

### Pre-correct

Provide space for items to be put away clearly. Label shelves.  
Provide clean-up song. Give warning before clean-up time.

### Home Link

Make toy box for home. Help families organize toys. Have parents check for broken or inappropriate toys.

# Bitty Bee #15

For infants and toddlers



## Bee Careful with our Things

## Play Carefully

### Explanation

We play carefully with our toys so they do not break and we do not get hurt.

### Demonstration

Play with children to demonstrate how to use toys.  
Show pictures of toys being used appropriately. Show children how to look at a book gently and put it away when done.

### Practice

Introduce children to new toys. Play with or near children to model and offer instruction. Practice gently rolling a ball with children. Practice looking at a book, turning the pages and putting on shelf or in book bucket. Older children may begin to play with materials in a specific center.

### Praise

“I like the way you are playing (or using) . . .”  
“Look how gentle \_\_\_\_\_ was with the book!”

### Redirect

Show options of appropriate uses. Provide one-on-one interaction to practice and explain through play.  
Place toys that have been mouthed in a dirty toy bucket to be cleaned. Explain to older children that putting toys in our mouths makes them dirty and then they need to be cleaned.

### Pre-correct

Check for age appropriate materials and appropriate amount and variety of materials in the classroom such as board books and materials for children under 3.

### Home Link

Encourage parent to play with child at home to model use of toys in the home. Handouts about the importance of play and what children are learning through play.

# Bitty Bee #16

For infants and toddlers



## Bee Careful with our Things

## For Adult Hands

### Explanation

These things are for adult hands so they do not get broken or you do not get hurt. You may look at these things, but please do not touch.

### Demonstration

Teachers explain that they are putting things on the walls for everyone to see. Adults explain that some items are not safe for children to touch. Adults explain that some things are only for children to look at.

### Practice

Look at the displays on the walls and talk about what they see. Ask children to walk holding hands or by their sides when in the hallway. Children can practice gentle pointing with assistance from adults.

### Praise

Reinforce children's observations of the things on the walls. Thank them for being gentle when pointing or touching. Thank children for not touching.

### Redirect

Provide alternative sensory, art, and dramatic play activities. Provide displays that are protected so children touch and experience them.

### Pre-correct

Safety proofing, covers on items that should not be touched that are within children's reach, keep things out of reach that can be, place stop sign pictures on items that are not for children's use. Keep children engaged in hallways through conversation or songs. Reminders before taking walks in hallways.

### Home Link

Safety planning for home. Child proofing. Teaching children about dangers in the home such as stove, outlets, etc. Managing household items for the entire family (older siblings' toys, adults' things).

# Bitty Bee #17

For infants and toddlers



## Bee Careful with Our Things

## Clean Up Spills

### Explanation

We clean up spills and messes to keep our classroom or home clean and safe.

### Demonstration

Adults clean up classroom or home throughout the day, especially at meal times. Adults model how to clean up spills.

### Practice

Provide play cleaning materials in dramatic play.  
Allow children to help in sweeping or wiping furniture with clean wet sponges.

### Praise

“Look how clean this is, we cleaned it all up.”  
“Thanks for helping me.”

### Redirect

“First we will clean this and then we will...”  
Clean with them; give them a paper towel to use.

### Pre-correct

Reminders if children are making a mess that they will help clean the mess.  
Place towels around sensory tables to catch water.

### Home Link

Remind parents to involve children in household chores.

# Bitty Bee #18

For infants and toddlers



## Bee Careful With Our Things      Clean up after Meals

### Explanation

We clean up after meals so our classroom or home is safe and clean to play in. We wash our dishes so they can be clean to use for the next meal.

### Demonstration

Adults clean up after meals showing children where trash and dishes go.

### Practice

Adults assist children in throwing away trash. Adults allow children to put dishes in a dirty dish bucket or bring to the kitchen to be washed.

Provide opportunities to wash pretend dishes in dramatic play or sensory table.

Allow children to help throw away trash during art activities.

### Praise

Thank children for cleaning up their place. Praise attempts at cleaning. "I am proud of you for cleaning. . ."

### Redirect

Help guide a child where to bring items. "\_\_\_\_\_ this way, come throw away your paper cup."

### Pre-correct

Remind children where the items go and check their access to trash or dish bucket.

### Home Link

Encourage parents to support children helping at meal times with dishes or silverware, such as setting the table or putting dirty items in the sink or on the counter. Encourage dramatic play at home.

**Bitty Bee #**  
For infants and toddlers



**Big Bee:**

**Bitty Bee:**

Explanation	
Demonstration	
Practice	
Praise	
Redirect	
Pre-correct	
Home Link	
Author:	