"How should I score Behavior Guidance when there are no issues, no disturbances, BUT the rules are not stated or seen posted?"

Let's break this question down by indicators:

Proactive (the indicator that "rules" falls under) is asking the observer to consider a variety of interaction-based evidence such as:

· Actively monitoring the classroom (making visual sweeps, walking around the room, remaining in close proximity often to monitor behavior)
· Ignoring children's problem behavior, resulting in preventable situations to escalate
· Set up behavioral expectations for activities (so children know the behavioral expectations), by communicating expectations (please note this is an "Or" in the high range description at the top of page 45 in the manual)
· Children are acting in such a way to indicate that they know what is expected of them (see high range starting at the bottom of pg. 44 and continuing through the top of pg. 45)

What this indicator says then, is, the teacher may or may not state "rules." The children may show us they know what is expected during an activity. Also, we can "count" the teacher monitoring the classroom in this indicator. To note, the Toddler manual doesn't mention "posted" rules as evidence to consider.

Supporting positive behavior is asking us to consider the teacher's active role in supporting children's positive behavior, and some interaction-based evidence to consider here is:

· Providing reinforcement to children who are meeting expectations (the observer should hear the teacher pointing out verbally the children's behavior that IS desired)
· Teachers respond to problem behavior effectively (the undesired behavior present is effectively reduced)
· The teacher is consistently enforcing expectations
· The teacher uses tell children what the can do, versus what they can't do (positive phrasing of expectations
· The expectations teachers' state is specific, versus vague/general (let's put the pegs in the basket vs. clean up the table)

What this indicator says then, is, the teacher is telling children (and particularly specific children) all of the ways they are behaving. Here you give the teacher credit when they state things like, "Thank you for picking up the blocks, Hannah" (the child is exhibiting desired behavior).

Finally, let's consider the indicator **Problem behavior.** Problem behavior considers both active behaviors that are potentially disruptive or dangerous, as well as whether toddlers engaged in activities to help prevent potential problem behavior.

· Children are involved in activities, versus wandering or waiting too long for activities to begin (such as sitting and waiting for snack to be served with nothing to do)
· Children's behavior is not disruptive, such as bothering peers, taking peers' toys, or poking and pulling on peers (see the low range description for this indicator on pg. 43)

·   Children's behavior is not potentially dangerous, such as running around the classroom, climbing on chairs, tables, or cots (see the low range description, as well as the mid-range description for this indicator on pg. 43 and pg. 44).

What this indicator says then, is, as we focus on the children's behavior, we also consider not just actively disruptive or potentially dangerous behavior, but also whether the children are busy and engaged in materials or activities (such as singing and dancing) vs. waiting or wandering about with nothing to do.

As the observer considers the code for the dimension of Behavior Guidance, be sure to consider each indicators' evidence with support from the descriptive paragraphs, rather than just the list of behavioral markers. It is important to note the evidence that is present, and balance that with the lack of interactions that fit within this dimension.

I hope this helps!