

CAR

The brain has three areas: fight/flight, emotions, reasoning

Brains total capacity develops 90% before a child reaches age 5.

Positive practices in the early years are key to the condition of their overall health, growth and development

It takes 24 years for the brain to fully develop, and we still revert back to the fight or flight when stressed, angry, fearful...

Children dwell within the fight/flight and emotions; it is our job to help them move into the reasoning.

* Developing self-discipline is the overall goal of guidance and discipline

“We must thoughtfully learn how to prepare our young people to have the tools, the capabilities, and the beliefs of the learner.”

“Children want to help and feel needed, they want to do important jobs.” “Remember the outcome of the job is not as important as helping the child develop a belief in their capabilities.”

Three types of disciplining

Authoritarian – strict, demanding, forceful, abusive

Permissive – gives in, doesn't care, neglectful

Authoritative – kindness (shows respect for the child and his or her uniqueness) and firmness (shows respect for the needs of the situation)

-Guidance: continual long term influence on behavior

- Discipline: Behavior modification when needed; to teach and train a behavior by instruction and exercise in accordance with rules and conduct

-Punishment: A penalty inflicted for wrongdoing, a crime or offense. Physical or verbal attack

Taken from Jane Nelsen

“Bad” behavior is actually a mistaken goal. Children have a desire to meet this goal and therefore present behaviors we consider being “bad”. If we can identify the mistaken goal and help the child find a better option, we can avoid “bad” behaviors.

Four mistaken goals for children

Undue attention (to keep others busy or to get special services)

Power (to be boss)

Revenge (to get even)

Assumed Inadequacy (to give up and be left alone)

Reason/belief behind the child's behavior

- * Normal behavior for the child's age
- * Natural curiosity
- * They do not know any better

-Undue Attention - I count (belong) only when I'm being noticed or getting special services. I'm only important when I'm keeping you busy with me.

-Power – I belong only when I'm boss or in control, or proving no one can boss me. "You can't make me."

-Revenge – I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.

-Assumed Inadequacy – I can't belong because I'm not perfect, so I'll convince others not to expect anything of me. I am helpless and unable; it's no use trying because I won't do it right.

Breaking the code of Mistaken Goals – what message is child trying to send

1. Your feelings – How do you feel in response to the behavior?
 - a. Annoyed, irritated, worried, guilty (undue attention)
 - b. Angry, provoked, challenged, threatened, defeated (power)
 - c. Hurt, disappointed, disbelieving, disgusted (revenge)
 - d. Despair, hopeless, helpless, (assumed inadequacy)
2. Your reaction – Adults often respond in predictable ways to each behavior.
 - a. Reminding, coaxing, doing things for the child he/she could do for self (undue attention)
 - b. Fighting, giving, thinking "you can't get away with this." "I'll make you.", wanting to be right (power)
 - c. Retaliating, getting even, thinking "how could you do this to me?" (revenge)
 - d. Giving up, doing for, over helping (assumed inadequacy)
3. The child's response – How child responds when the adult tries to stop the misbehavior with punitive or permissive methods (as opposed to kind and firm)
 - a. Stops temporarily, but later resumes same or another disturbing behavior (undue attention)
 - b. Intensifies behavior, defiant compliance, feels he's/she's won when your upset, passive power {tattles to get others in trouble and then laughs...} (power)
 - c. Retaliates, intensifies, escalates the same behavior or chooses another weapon (revenge)
 - d. Retreats further, passive, no improvement, no response (assumed inadequacy)

Proactive and empowering responses:

- a. "I love you" and (example I care about and will spend time with you later) give positive attention at other times. Avoid special services. Say it only once, then act. Plan special time. Set up routines. Take time for training. Use natural/logical consequences. Encourage. Redirect. Touch without words. Ignore. Set up nonverbal signals.
- b. Ask for help. Don't fight and don't give in. Withdraw from conflict. Do the unexpected. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Leave and calm down. Develop mutual respect. Give limited [positive] choices. Set reasonable and few limits. Practice follow through. Encourage. Redirect to positive power. Use class meetings.
- c. Deal with hurt feelings. Avoid feeling hurt. Avoid punishment and retaliation. Build trust. Use reflective listening. Share your feelings. Make amends. Show you care. Act, don't talk. Encourage strengths. Put children in the same. Use class meetings.

- d. Show faith. Take small steps. Stop all criticism. Encourage any positive attempt, no matter how small. Focus on assets. Don't pity. Don't give up. Set up opportunities for success. Teach skills/show how. Step back. Enjoy the child. Build on his/her interests. Encourage, encourage, encourage. Use class meetings.

Eight steps for changing mistaken goals to closeness and trust

1. Look for the mistaken goal by recognizing patterns of behaviors for both of you and how the behavior makes you feel
2. Acknowledge your part in creating the mistaken goal.
3. Acknowledge your mistake to the child.
4. Show attitude of faith in the basic goodness of the child.
5. Let child know specially what you appreciate about him/her
6. Try to understand the child's reality by making some guesses about what it might be.
7. Really listen. Be curious. Keep inviting more information.
8. Be open to what comes next. It might be problem-solving, a hug, or simply the good feelings that come from understanding.

Guiding by example is a very effective way to teach children the desired behavior

Children learn by watching and imitating those around them...they'll imitate the rules you follow. An action is a far more effective teacher than a thousand words.

* Children feel more secure when caregivers are consistent*

Let your actions as a teacher teach the child that he/she is loved and respected, that choices have consequences, and that school is a safe and wonderful place to be.

"MANY CHILDREN LEARN THAT NO MATTER WHAT YOU DO, AN APOLOGY WILL ELIMINATE THE PROBLEM. --- Simply having the children say sorry is not enough or developmentally appropriate -- Children must learn that while it is important to express regrets about misdeeds, you must also (and more importantly) change misguided behavior." -- NEVER FORCE A CHILD TO APOLOGIZE!

You need to take the time to assist the children in learning how to solve the problems they are having, with the goal that one day the children will be able to solve their own problems

Interventions:

Consequences: A consequence is a result of something a person does.

- **Natural Consequences** – occur without interference by letting nature just take its course. The child can see the result of his behavior/choices. This consequence can't be used if it will cause harm to the child, other's property, if the consequences are too far in the future, or if the behavior cannot be tolerated

Example: Tommy goes outside when it's cold without wearing a coat. The natural result is that Tommy gets cold.

This result is a consequence of a choice Tommy made.

Natural consequences are:

- The responsibility of the child — he decided not to wear his coat.
- Not administered by the parent — Dad didn't send him outside without a coat on.

- **Logical Consequences** - occurs with interference from the caregiver and should be relevant to the misbehavior. It should be short in duration, not imposed in anger, and provide opportunities for the child to learn from their behavior and/or decision

Example : 5-year-old Sandy rides her bike into the street after she was told not to. The logical consequence for Sandy's mother to impose on Sandy is to take her bike away for the rest of the morning.

Logical consequences are:

Most useful when a child's action could result in harm to the child.

It is important to make sure that logical consequences are reasonable and related to the problem

Let both the child and the parent keep their self-respect.

- **Reverse attention** - attention is a powerful reinforcement to guide children in a positive or negative direction
 - *Ignore* : if the behavior is not harmful the best course of action **may** be to just ignore it. Especially if it is attention getting. Ignore the negative behavior and reinforce the positive behavior
 - *Positive Reinforcement*: catch them doing the right thing and call attention to it. Example: "Bob you are sitting very still and looking at me. Way to go."

- **Positive Statements** – Clearly stating what the child is expected to do instead of telling them what no to do. Example: "Use your walking feet. Instead of "Don't run". Get down on the child's level when giving direction. Explain in simple steps what child needs to do , then assist child in getting started.

- **Encouragement** – Praise and encouragement for child's positive actions is better than punishment. Children act better when they know what they are doing right and what is expected of them

- **Limited (two) choices** – This gives children the opportunity to make choices within caregivers limits. Example: We are lining up and Bob remains seated with a glare that says, "Make me!" ... State "Bob, you may walk to get in line (choice #1) or you may hop to get in line" (choice #2) If Bob makes a move to walk or hop then state, "You choose to _____. Thanks for getting in line."

If Bob begins to crawl towards the line simply state, “Oh you found a different way to get to the line.” Our objective is to get him in line we don’t care how he gets there.

– make sure you can really stand by the choices given and that both are positive. Example: You would **not** say, “You can hold my hand while we cross the street or you can get hit by a car.”

- **Redirection/Diversion/Distractio**n – Find an acceptable alternative for the child. Example: Bob wants the bear Joe has. Can you find him a different toy? Or get him involved in a different activity altogether? Bob is playing with an electrical outlet – get him to play with a toy. Bob is jumping on the bed – get him to jump on the trampoline.
- **Time Away/Cool Down Area** – Move the child away from the situation and sit together to talk over the problem. Have child assist in finding a solution. Remind child of solution should problem arise again within the class period.
- **Remove everyone else and let the child finish** – in extreme cases it may be best to simply remove all the other children from the room and allow the child to simply “get it out”. This would be extremely violent behavior where people and/or property are in harm’s way. (Tantrum where child is throwing toys, furniture...) The person who remains with this child needs to stand out of the way (preferably in the doorway with back to child) and ignore the tantrum. When the child has calmed down do a **time in** and the child must help in cleaning up the mess.
- **Precision Commands**
 1. State desired behavior using Please. Example “John, Please push in your chair.” Wait 10 seconds for child to comply if ignored...
 2. State desired behavior using Need to. Example “John, You need to push in your chair.” Wait 10 seconds for child to comply if ignored...
 3. State that you will help the child do the desired behavior. Example “John, I will help you push in your chair.” Assist the child in performing the desired behavior in a non-threatening manner.

SCENERIOS – Assume all children are 4 years old What is the mistaken goal? How will you handle this situation?

SHARE

One of the easiest forms of behavior management that we often forget is ensuring that we are incorporating positive practices in our centers

Positive Practices

- * Provide proper nutrition, exercise and sleep
- * Have a safe and loving home

- * Support overall health and safety
- * Show warmth and be sensitive to their needs and messages
- * Follow the child's lead and respond to their cues in a timely and predictable way
- * Be consistent and have routines and limits
- * Sing songs and read with the child
- * Hold and touch the child
- * Talk with the child during every day experiences (diapering, bathing, dining, etc.)
- * Use appropriate discipline without harshness
- * Give attention and praise when the child follows instructions or shows positive behavior; limit attention for defiant behavior like tantrums

We cannot be arrogant enough to say, "Well that is the way my teacher did it." We must ponder thoughtfully and ask, "What was it my teacher was accomplishing by doing it that way? And What do I have today to accomplish the same thing?"

"At first, new methods and skills can seem awkward. You should expect that and not become unnerved. The key to feeling comfortable with these concepts is to accept the initial awkwardness is natural."

"Perfection is not a requirement. Our motivation depends on our overall perceptions of ourselves and our capabilities and these are reflected in those ideas that dominate our thinking."

It can be difficult to retrain your brain. We thrive on routine and habits. Choose one method and use it until it feels natural – then choose another one...

And forgive yourself if you slip up and revert to the old ways – we all do.

During circle Marshall is repeatedly speaking out of turn and poking the child next to him.

During table time when Anna is instructed to write her name on her paper she throws her pencil across the room, rips her paper and yells, "I hate this."

When the teacher asks Audrie to help clean up the toys she firmly states, "NO!" and continues to play.

Kelly pushes in front of June while the class is lining up. June hits Kelly.

Henry refuses to follow his classmates back into the classroom after PE.

Keisha constantly informs you about what her classmates are doing wrong.

Peter takes Bryce's book. Bryce kicks Peter.

Melody throws herself on the floor and cries when the teacher asks her to count the bears on the shelf.