

Director's Desk

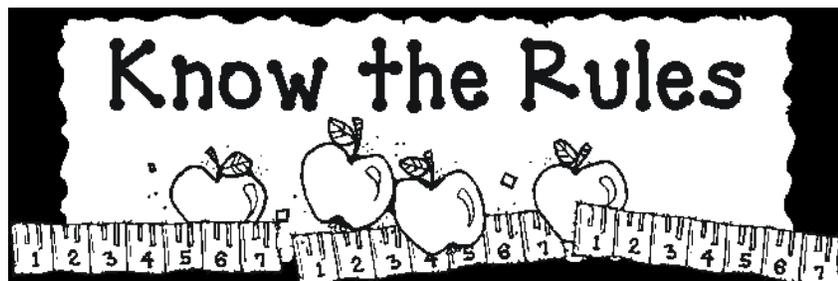
There's No Time for Time Out

*"Be an example.
To discipline
means to help
your children
practice positive
activities so they
become habits.
To do this you
must exemplify
positive habits in
all that you do.
Walk the walk."*

*-Christopher
Robbins*

What's the Standard

- Discipline must be
 - ✓ Individualized and consistent for each child
 - ✓ Appropriate to the child's level of understanding and
 - ✓ Directed toward teaching the child acceptable behavior and self-control
- A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following
 - ✓ Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior
 - ✓ Reminding a child of behavior expectations daily by using clear, positive statements
 - ✓ Redirecting behavior using positive statements and
 - ✓ Using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.
- What types of discipline and guidance or punishment are prohibited?
 - ✓ There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:
 - ✓ Corporal punishment or threats of corporal punishment.
 - ✓ Punishment associated with food, naps, or toilet training.
 - ✓ Pinching, shaking, or biting a child.
 - ✓ Hitting a child with a hand or instrument
 - ✓ Putting anything in or on a child's mouth
 - ✓ Humiliation, ridiculing, rejecting, or yelling at a child.
 - ✓ Subjecting a child to hard, abusive, or profane language.
 - ✓ Placing a child in a locked or dark room, bathroom, or closet, with the door closed.
 - ✓ Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.



Rule #1



Listen when
your teacher is
talking.

What's What in the World of Discipline- What the Experts Say

Research has shown that positive guidance teaches children skills which help them get along in their physical and social environment. The aim is to develop personal standards in self-discipline, not to enforce a set of inflexible rules. Giving children understandable guidelines and re-directing their behavior helps them to develop internal control of their actions and encourages acceptable behavior.

Set Kids up to Be Good

- Structure the environment- Explain your rules. It is rarely obvious to a 3-year-old why he should stop doing something he finds fun -- like biting, hitting, or grabbing toys from other children. Teach him empathy instead: "When you bite or hit people, it hurts them"; "When you grab toys away from other kids, they feel sad because they still want to play with those toys." This helps the child see that his behavior directly affects other people and trains him to think about consequences first.
- Motivate with materials
- Set clear rules - Create a Diversion - The word "no" becomes more common when babies start crawling and can get into things previously out of their reach. While their behavior may be irksome, kids are just indulging their natural curiosity. When you catch a child reaching for or doing something unacceptable, get her attention by calling her name or making a funny sound. Offer her a more acceptable toy or activity, explaining, "Let's stack these blocks rather than throw them --I wouldn't want the block to hit a friend and hurt them." While most children under the age of two aren't able to remember rules, they are easily distracted.
- Give transition-time warnings- While keeping children on schedule is important it is often times very helpful to prepare them for the next activity. For instance, telling children that art time is in 10 minutes will help keep them from being surprised when you ask them to clean up and move to the table.
- Teach, don't tell- Explain Yourself- At the age of two children are beginning to grasp the difference between right and wrong. By giving the child a reason for your instruction, you're allowing her to understand why one behavior is better than another, which sets kids up for being able to handle similar decisions on their own in the future. Instead of always telling a child what not to do, explain to her what you'd like her to do, then follow up with specifics. For instance, if you see the child starting to scrawl a masterpiece on your wall, resist the urge to yell, "No!" while yanking the crayon out of her hand. Explain that although coloring is a great idea, you shouldn't do it on walls. Let her know that in the future, she needs to do all her coloring on paper.
- Schedule to meet needs- Set a Schedule- Power struggles and meltdowns over naptime and cleaning up are common with toddlers. With consistent routines, children are more likely to feel they have control over what happens to them, which can help to reduce outbursts. Although it may be hard to believe when a child refuses to forgo playing with her new toy and come to the table, children do take comfort in being able to predict, it's table time now, which means that Art time must be coming soon. Routines provide a sense of security, and it's your job as a caregiver to provide these feelings of safety and love. Routines, and the rules that come with them, vary, but the trick here is to make sure you set limits you know you'll follow through on, such as a 12:20 p.m. nap time or always washing your hands before eating. Otherwise, kids become what some professionals, call caregiver deaf: When caregivers give an order, children tune out the instructions because the rules haven't been enforced in the past and therefore probably won't be enforced this time.
- Give each child time and attention- Praise the Positive- Discipline won't work if the only time you focus on the child is when he's acting up. Children crave recognition from their caregivers, and, although positive attention is ideal, they'll take what they can get--even if that means an angry reaction to the whack they just gave their friend. Try to "catch" children being good. It's as simple as thanking the child for picking the toy trucks off the floor (never mind that he's the reason they're there in the first place) or for sharing his toys with his friend. It's important to be specific when offering praise. Phrases like "good boy" don't encourage a behavior--they'll make your child think that he (and not his action) is either good or bad, rather than teaching him that sharing, for example, is the practice that makes you proud.

- Provide proper supervision- Supervision is basic to the prevention of harm. Parents have an understanding that caregivers will supervise their children in their absence. Adults who are attentive and who understand young children's behaviors are in the best position to safeguard their well-being. Supervising children at all times means that the assigned caregiver is accountable for each child's care. This includes responsibility for the ongoing activity of each child, appropriate visual and/or auditory awareness, physical proximity, and knowledge of activity requirements and each child's needs. The caregiver must intervene when necessary to ensure children's safety. In deciding how closely to supervise children, the caregiver must take into account: ages of children, individual differences and abilities, indoor and outdoor layout, and neighborhood circumstances.
- Anticipate problems: Break Up the Action- Time-outs are a way of breaking the behavior cycle. They not only allow the child time to calm down, but they offer a minute of relief for you as well. Time-outs are just a break from the tension of the moment, so they shouldn't last more than a couple of minutes, or until the child has calmed down, even if it takes only 30 seconds. Lead him to a chair away from toys. Explain that he needs to stay there until he can calm down. When he's ready to talk, tell him why you think he was misbehaving (e.g., "You were mad because Tommy took your toy"). This will help him recognize and deal with his feelings. Once the air is cleared, offer him a hug so he knows you were unhappy with his behavior, not with him. "This is the time to show the child that he can be in the wrong and still be forgiven, respected, and loved.
- Have realistic expectations- expecting more than is age appropriate can frustrate both the caregiver and the child. Read up on age development for various age groups.

Behavior Management Techniques

- Redirection- The child's attention or presence is moved away from undesirable behavior or situation and directed towards an acceptable one. Redirection helps avoid power struggles.
 - Using positive terms-State rules clearly and in age appropriate terms. Rather than "don't run" remind the children to "use walking feet".
 - Stay calm: If you cannot avoid bad behavior, then face it calmly. Try to use a quiet, unruffled tone of voice and words that are neutral and positive. And keep in mind that suggestions ("Why don't you wash your hands now so you'll be all set to eat when supper's on the table?") promote far more cooperation than commands ("Go wash your hands at once!") or criticism ("Your hands and face are really dirty!").
- It also helps to turn "you" statements into "I" messages. Instead of saying, "You're so selfish that you won't even share your toys with your best friend," try "I like it better when I see kids sharing their toys." Another good technique is to focus on do's rather than don'ts. If you tell a 3-year-old that he can't leave his trike in the hallway, he may want to argue. A better approach: "If you move your trike out to the porch, it won't get kicked and scratched so much."
- Finally, make sure your tone and words do not imply that you no longer love the child. "I really can't stand it when you act like that" sounds final; "I don't like it when you try to pull cans from the store shelves," however, shows your child that it's one specific behavior -- not the whole person - - that you dislike.
- Listen carefully. Kids feel better when they know they have been heard, so whenever possible, repeat the child's concerns. If she's whining in the grocery store because you won't let her open the cookies, say something like: "It sounds like you're mad at me because I won't let you open the cookies until we get home. I'm sorry you feel that way, but the store won't let us open things until they're paid for. That's its policy." This won't satisfy her urge, but it will reduce her anger and defuse the conflict.
- Avoid arguing- Don't respond to a child that wants to argue with you. They are looking for control and a power struggle. Before you verbally address a child's behavior try to give a nonverbal signal or use the child's name in the lesson to get their attention. Our body language communicates 55% of our message.
 - Ignoring- this guidance technique can be very difficult and should only be used if there is no danger or harm to self, others, or materials. It should be used for irritating behaviors such as nagging, quarreling, temper tantrums, whining and interrupting.
 - Modeling- The caregiver must follow the established rules and treat children with respect, the same as is expected of children
 - Consistency-Be constituent and enforce the same rules with every child every time.
 - Giving choices- choices make a child feel trusted, capable, and powerful. It gives them some control over a situation. They can choose clothes, activities, songs, or jobs. They are also making choices when their behavior is inappropriate. There are times when they can be made aware that it is a choice and given the opportunity to choose differently. If you choose to knock over the blocks again, you will have to move to another area.

Children remember what you say....

Negative Sayings

- SH-SH-SH-
- Don't drip the paint
- Don't leave the puzzle like this.
- Will you look at me
- The home center looks messy.
- Good boys and girls don't act this way.
- Allen you can't go outside you are being bad.
- Sit in a place you won't get in trouble.
- How many times do I have to tell you.
- Kole, you are going to hurt someone.



Children remember what you say....

Positive Sayings

- We use our soft voices indoors
- We press the brush inside the jar, like this
- It's better to take out pieces one at a time
- Eyes on me
- I need helpers to straighten the home center
- Are you forgetting to take turns
- We must make good decisions to earn outside time
- Sit at another table where you can pay attention
- It's time to listen
- Kole, safety rules

Faith Academy's Policy

Guidance and discipline should be viewed and approached as a process in which the adults can help children move from dependency to being independent by acquiring self-control of actions. Adult's behavior and the classroom environment can contribute to or encourage inappropriate behavior. It is our job to help the child maintain control over their own behavior and teach them positive ways of dealing with difficulty and conflict. When misbehavior happens our first thought should not be that there is something wrong with the child, but rather that there may be something wrong with the classroom setting or the teaching techniques that make it desirable or necessary of the child to behave in this manner.

SOME EFFECTIVE WAYS TO DISCIPLINE YOUNG CHILDREN

TIME OUT

Have the child rest or play alone for a few minutes. Being alone helps children calm down. Then you can use other methods to encourage better behavior. When using time as a method, ensure that you are communicating with the child about what happened. What behavior caused us to have time? How do we behave in this situation?

USE WORDS

Talk calmly with the child. Ask the child what happened and why. Then talk about ways to work out the problem. Try to find an answer that you both like. This helps the child learn to be responsible for his or her behavior.

CHANGE THE ACTIVITY

When children start doing something you do not like, stop them. Then explain why you are stopping them. Suggest something else they can do. If they want to scribble on the wall, give them paper to scribble on instead.

RESTITUTION

When a child misbehaves or hurts another child, expect him or her to help fix the problem. If a child spills a cup of milk, give him or her a cloth to clean it up. If one child makes another child cry, have the first child help soothe the other child.

IGNORE

Some misbehavior is done to get your attention. The best way to deal with this is to ignore it. Pay attention to good behavior. Children need attention for good behavior, not for misbehavior.

BE FIRM

Be clear and firm when you tell the child what he or she needs to do. Your tone of voice can show that you mean what you say.

STAY IN CONTROL

Try to work out problems patiently as they come up. Act before you get angry and frustrated.

ACTIVITIES TO TRY

1. For one day, count the number of times you say things like "Don't slam the door" instead of "Please close the door gently." Then, for a few days try to say "please" more often. Try to say "don't" less often. How do you feel when you talk to the children this way? How do the children act?
2. Praise children for good behavior. This may help them to repeat the good behavior.
3. Try looking at yourself in a mirror when you are disciplining. Does your face or your tone of voice scare the children? Remember, discipline should teach children acceptable behavior.