



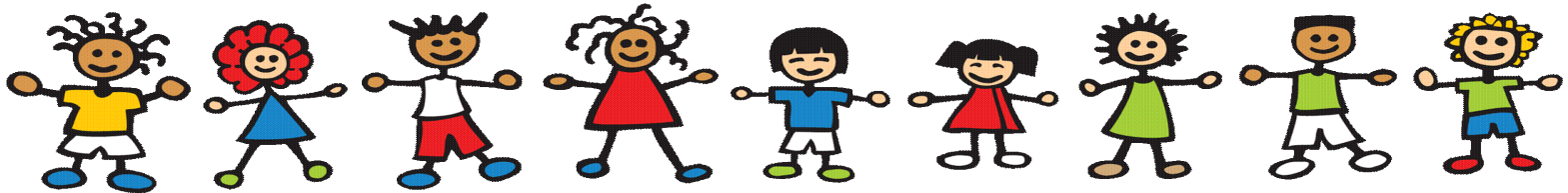
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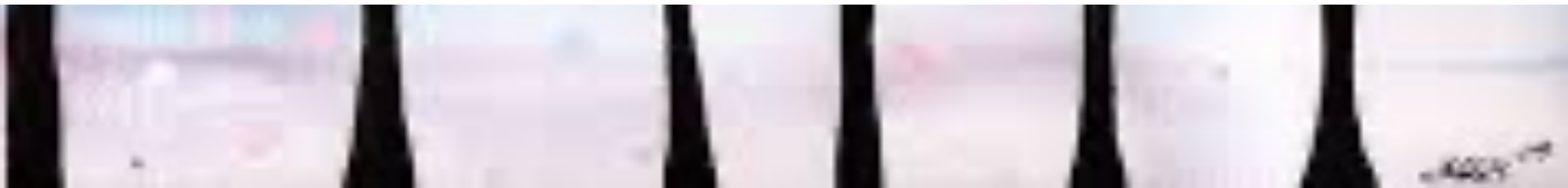


GUIDANCE VERSUS DISCIPLINE



Teach children to behave in ways that will help them grow up to be socially and emotionally healthy.

Dr. Theresa Vadala





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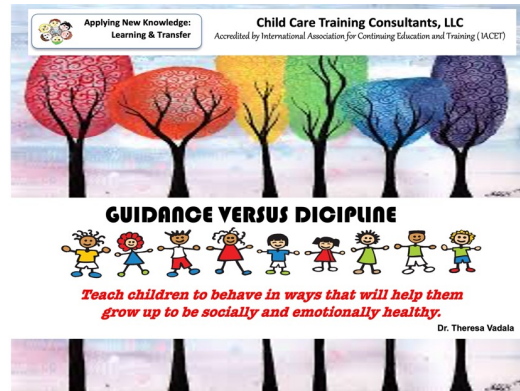
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Guidance versus Discipline

Theresa Vadala, Ed. D

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Las Vegas, Nevada 89139



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<p>CKA 4: Guidance and Discipline Title: WY 4.D Guidance versus Discipline in Child Care</p>	<p>3 Hours</p>	<p>0.3 CEUs</p>
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Dr. Theresa Vadala
(Instructor & Curriculum Designer)





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Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?

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Support Services:

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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).



Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



Learning Objectives & Outcomes

Participants will be able to:

- Identify the difference between guidance vs discipline in the early childhood environment
- Identify positive guidance strategies to implement into daily teaching practices.
- Identify the difference between guidance vs discipline in the early childhood environment

By the end of the training participants will be able to:

- Identify 3 difference between guidance vs discipline in the early childhood environment
- Identify 3 positive guidance strategies to implement into daily teaching practices.
- Identify 2 room arrangements that affect behaviors.



Agenda

- Difference between guidance vs discipline in the early childhood environment
- Positive guidance strategies to implement into daily teaching practices.
- Room arrangements that affect behaviors.





Guidance vs Discipline

Guidance:

the act or function of guiding; leadership; direction; advice or counseling

Miriam - Webster Dictionary



Children aren't born with discipline. They aren't born knowing they shouldn't take toys away from other kids, color on the walls, or flail in the middle of the aisles of the grocery store when they don't get the Super Crunchy Sugar Bombs.

But they are growing and developing, and they can learn. Consider a new baby whose arms flail wildly until, over time, the baby develops enough control to generate purposeful movements. Similarly, it takes time for toddlers and preschoolers to develop the ability to move from acting on wild impulses to making controlled, thoughtful choices.

Self-control and discipline are learned behaviors. As with any learned skill, there will be mistakes along the way and some steep learning curves. It's our job to help and teach along the way. When a child struggles to learn to ride a bike, we take some extra time to clarify the process and coach her through.

Whether it's riding a bike or making friends, mastering new skills takes time and multiple failed attempts before a child meets with success. When we remember that young children are learning and growing, and that there is a developmental aspect to their behavior (not just spite), it makes it easier to step back and keep the proper perspective.



Applying New Knowledge: Learning & Transfer

- Have you ever found yourself with a child who behaves inappropriately in your classroom?
- Why do you think children behave in ways that are inappropriate?
- How do you handle behaviors that are inappropriate?
- What ways have been successful? What ways have not been successful?
- What do you do to encourage positive behaviors in your classroom?

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It can be difficult to balance the desire to reward positive behavior with the need to correct negative behavior. Helping children's behavior may be a difficult task but the satisfaction of reaching your goal is well worth the extra energy.

Children need adults to teach, guide, and support them as they grow and learn. Child care providers play an important role in guiding children's behavior in positive, supportive, and age-appropriate ways. The most appropriate ways to guide behavior are different at different ages, depending on their developmental abilities and needs. For example, two-year-olds have limited understanding and need a lot of redirection, but five-year-olds can learn to be good problem solvers. Effective guidance strategies also depend on the individual child's personality. Strategies that work well for one child may not be effective for another child of the same age.



Do all of these people....

- *have the same rules and expectations?*
- *agree on appropriate and inappropriate behavior?*
- *use similar guidance approaches?*





How many people come in contact with just one child? Is the expectation of behavior the same among every person in a child's life?

Think about what the expectations are according to: Parents

Grandparents

School Director School Teacher

Siblings Aunt/Uncles Friends

Who else can you think of that may have an expectation of a child?



Punishment

- A child often sees little or no connection between their action and an adult's hurtful reaction
- The relationship between the action and the punishment becomes convoluted and distorted





Punishment is an easy reaction. It doesn't require much thought. Its aim is merely to make an experience unpleasant. As a childcare center director shared with me in a discussion, *"Punishment hurts. Whether it's physically or emotionally, the intention of punishment is to hurt the child."* She recognized that this approach does little to instill real guidance.

A young child often sees little or no connection between their action and an adult's hurtful reaction. The relationship between the action and the punishment becomes convoluted and distorted.

Guidance comes from an understanding of choices and consequences, not force, punishment, and pain.



Guidance

How many of the positive behavior guidance strategies are you using?

- Explain the rule and the reason
- Allow children appropriate choices regarding their behavior
- Be firm and consistent
- Allow children to experience the logical consequences of their actions
- Ignore some behaviors
- Praise children for appropriate behavior
- Hug the children





Let your focus be on guiding children to develop and learn. This is not the fleeting good behavior that can be bought and bribed; this takes work. It requires effort, and time, and being present to guide a child to learn from his mistakes and not simply be punished for them. When the focus is on **punishment as a reaction** to improper behavior, we are only teaching the child not to “*get caught*” being “*bad*”.

When we choose **guidance**, we teach moral decision-making. **Instead of trying to control the children, we teach them to control themselves.**

Guiding the behavior of young children involves establishing mutual respect and expecting cooperation. Effective discipline is positive and child focused. It encourages self-control and appropriate behavior.

Through effective discipline, children can learn to make positive choices, learn problem-solving skills, and learn values of respect and responsibility.



Guidance

How many times during the day do you:

- Give in to inappropriate behavior?
- Use time-out?
- Not follow through with stated consequences?





Time-out can be helpful in some situations with children, **but it is often overused and can make things worse if not used correctly.**

Time-out should not be used to punish a child for misbehavior. It should be a chance for the child to calm down and take time to control her emotions. This does not mean just sending the child to a time-out chair. Time-outs work best when child care providers take time to comfort the child, discuss the problem once she has calmed down, and help her find more appropriate ways to deal with problems and feelings in the future.

If you send a child to time out, keep the length of time reasonable. A good guideline is no more than 1 minute per year of age. Stay nearby while she is in time-out. Once time-out is over, give the child a hug if she seems to need it. When she calms down, talk about what happened, and explain how you want her to behave.

Time-out is not appropriate for infants and toddlers because they do not understand its purpose. When infants and toddlers misbehave, it is best to tell them in simple words what you want them to do, and



Positive Guidance

- Developing reasonable limits that focus on important things
- Stating limits effectively
- Helping children accept limits
- Communicating limits to others and reviewing limits periodically





Positive guidance strategies begin with adult behaviors: good limit setting, clearly communicating limits. They include teaching more appropriate behavior, giving cues for the new behavior, giving choices, and supporting children in their new behavior. Positive guidance also include changing something about a situation, and ignoring behavior when it is appropriate to do so.

Positive guidance continues when adults manage typical encounters with positive, helpful strategies: redirection, active listening, I-messages, conflict resolution, and recognizing and dealing with strong emotions.

Finally, adults learn to recognize signs of stress, anxiety, and strong emotion. They try to prevent overstimulation and they teach calming techniques.

Keep rules simple and easy to understand. Discuss rules with children and write them down. Consider children's suggestions for rules.

Repeat the rules often. A few rules that work well with children include:

Help each other. Take care of our toys.

Say please and thank you.

Be kind to each other.



Be aware of:

- A physical and/or health issue
- Cultural and/or family practices
- Changes in the child's life
- Temperament or personality differences
- What about you?





Toddlers and preschoolers may have a more difficult time understanding their illness. Children's illnesses can often have an effect on a child's behavior. Many times when people see a child misbehave, they assume it is just because of the child's personality or a result of bad parenting. This may not be the case though. Children's diseases and illnesses can cause stress and feelings of helplessness and sadness, which can cause a child to act out.

From the moment of birth, children are absorbed into culture. The ways that they are handled, fed and clothed are all influenced by their birth culture and their caregivers' approach to child rearing. Different cultures have different beliefs with regard to infants' sleeping arrangements and whether or not they should be left to cry or play alone. These different approaches to early childhood care can affect cognitive and emotional development, as well as contribute to the growth of the child's self-confidence, risk taking behaviors and feelings of security. No matter how a child is brought up, his or her parents' cultures will have a profound effect on them. Take the time to learn about each child's culture to have a better understanding of their behavior.

Children may seem fine on the surface, but there may be hidden signs of changes in their lives, such as divorce, domestic violence, a death in the family, etc... A change in a child's behavior, who has previously done well in school, less interest in activities, and playing less with friends may all signal an emotional concern that needs to be addressed. Changes in appetite or sleep patterns may also signal emotional distress. A previously respectful child may begin to act out at home or at school.

Temperament is a set of in-born traits that organize the child's approach to the world. They are instrumental in the development of the child's distinct personality. These traits also determine how the child learns about the world around him. Some children are noisier than other. Some are more cuddly than others. Some have more regular sleep patterns than others. When caregivers understand how the child responds to certain situations, they can learn to anticipate issues that might present difficulties for the child.



- Concentrate on shaping positive behavior
- Always focus on the behavior





Encourage like a good coach instead of a cheerleader. A cheerleader just shouts general praise: “What a great job!” or “What a beautiful picture.” A good coach tells you what you’re doing right, uses praise as a teaching tool, and lets you know why he or she is proud of you. If a child sets the table, you might say, “You did such a good job setting the table! You put the spoons and forks in the right place and remembered the napkins!” When you look at a child’s painting, you might remark, “This painting just glows with color. You used blue, green, red, yellow, and orange. Tell me how you did this!”

Let the child know that you expect positive behavior. Use positive communication with children to help them solve problems. Use gentle reminders about expectations for the child's behavior.

Teach children how to resolve conflict and solve problems. Help them recognize and name feelings, identify problems clearly, come up with ideas for solving the problem, and try possible solutions.

It is not children that we want to change. Rather, it is the inappropriate behavior that we want to change. We want to support appropriate behavior. Calling attention to inappropriate behavior lets the child know that the actions are not acceptable, but that the child is still loved. Do not forget to also focus on appropriate behavior. Praise and reinforcement let children know which behaviors are appropriate and acceptable.

Catch children being good. All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior. Comment on something positive about each child, each day. Better yet, strive for several times a day. And share the good news. When children have done something positive, mention it to other children and to parents.

Try to focus the child's attention elsewhere. Do not give the child any feedback. However, be sure to give attention to positive behavior.



- **Have a clear set of rules and routines**
- **Be consistent**
- **Structure the environment to support appropriate behavior**





Keep rules simple and easy to understand. Discuss rules with children and write them down. Consider children's suggestions for rules.

Repeat the rules often. A few rules that work well with children include:

Help each other. Take care of our toys.

Say please and thank you.

Be kind to each other.

Rules that are fair and consistently enforced, along with familiar routines, help children know what to expect and to understand their limits. Children should be told, in words they understand, the reasons for each rule.

Say what you mean. Use "do" instead of "don't" whenever possible. Choose your words carefully, especially when you are guiding children's behavior. Keep sentences short and simple. Focus on **what to do** rather than what not to do.

Try saying, "Slow down and walk" instead of "stop running."

Try saying, "Come hold my hand" instead of "don't touch anything."

Try saying, "Keep your feet on the floor" instead of "don't climb on the table." Try saying, "Use a quiet voice inside" instead of "stop shouting."

Be clear in stating the expectations and consequences of children's behavior. Set guidelines and limits and stick to them.

Children are naturally curious. Adults need to "child proof" the environment to allow children to explore without "getting into trouble."

Consistent routines also help children know what is expected of them.



- Allow children to make acceptable choices
- Allow children to experience logical consequences
- Observe children and anticipate problems



Give clear, simple choices. Toddlers can choose between a red cup and a green cup. Preschoolers can choose between playing “airport” and “zookeeper.” Give children a choice only when there is a choice. For example, saying “It is nap time, do you want to lie down now?” is not really an option if your rule is that everyone will rest at nap time.

Give children the responsibility for their behavior whenever possible. Allow the child to make acceptable choices by offering only choices you can live with.

Remind children of limits and consequences in positive ways. When misbehavior occurs, deal with the behavior quickly in a firm, assertive manner. Use time-out as a last resort to help the child regain control of his behavior.

Teach children how to apologize. Learning how to apologize is a skill. Young children have a hard time understanding another child’s feelings, but by the time they are 4 years old they should begin to recognize that apologizing is a good way to make up for hurting someone else. Keep it simple (e.g., “Lucas, I’m sorry I hit you.”) With time and practice, children will not have to be prompted, and their apology will be more genuine. Teach preschoolers and school-age children the four basic steps of apologizing:

Look at the other child Say the child’s name

Say “I’m sorry”

Say why

Logical consequences are artificial (not direct or automatic, but rather, imposed) consequences that teachers can create and enforce in order to teach children important lessons about choices and behaviors. Logical consequences work best when they are announced in advance of misbehavior, and positioned to occur as a direct outcome of misbehavior. For example, Joy’s choice to leave her dolls on the floor has as a logical consequence, that she loses the privilege to play with her dolls. Joy is told that this outcome will happen in advance of her decision, and then cannot be surprised when that consequence actually occurs.

Use play activities to teach social skills. Become a character in children’s pretend play and show children how to use good manners and be kind. Read children’s books that show how children resolve problems. Play “what if” games. Encourage children to act out ways to work together. Supervise children carefully. Head off inappropriate behavior by redirecting the child to another activity or area.



- Interrupt or stop behavior that is harmful or unfair
- Treat children with "unconditional positive regard"
- Set a good example





Teach children how to correct their misbehavior. If a child throws food onto the floor give him a broom and show him how to clean it up. If a child draws on the wall, give her a wet cloth to clean the wall. Even if the child cannot successfully clean up the entire mess alone, participating in clean-up teaches him that his actions have consequences. Over time, experiencing consequences helps children learn self-control.

Use assertive intervention to stop harmful behavior. This may include physically removing the child from the situation, when needed, to protect a child or the environment.

Talk with children – not “at” them. Children often don’t pay attention when you are talking (or shouting) “at” them. Guidance is much more effective when you talk to children at their eye level. Look them in the eyes, touch them on the shoulder, and talk with them. Resist the urge to simply lecture. Instead, give children time to respond, and listen genuinely to their points of view.

Children deserve love and respect, even when they misbehave. Controlling behavior is a learning process for children. Adults can teach children appropriate behavior by calling attention to positive behavior, rewarding children with hugs and kisses, and setting and enforcing clear consistent limits. Let children know we do not approve of inappropriate behavior, but we always approve of and love them.

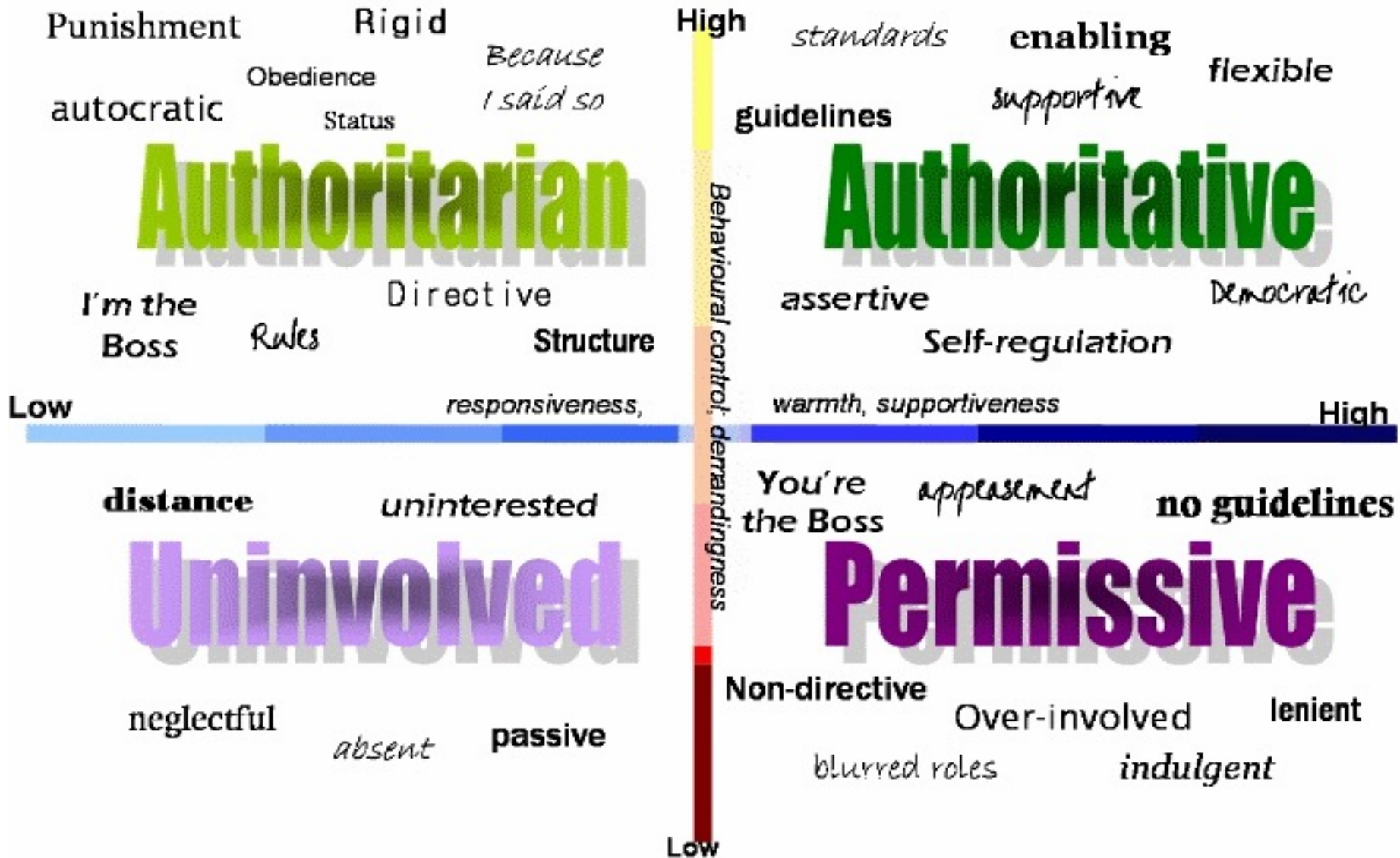
Show respect for children. Talk to children about misbehavior in private, rather than in front of others. Remind them of reasons for rules, and discuss what they can do differently.

Set a good example. Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. They listen to how you say “I’m sorry.” The way you handle the ups and downs of life teaches children a lot about how to behave and get along with others.

Encourage children to set good examples for each other. Children also learn a great deal from each other. Encourage appropriate ways to share, play, and be kind to each other.



Types of Caregivers





Authoritarian





Uninvolved

- ✓ Are emotionally distant from their children
- ✓ Offer little or no supervision
- ✓ Show little warmth, love, and affection towards their children
- ✓ Have few or no expectations or demands for behavior
- ✓ Don't attend school events and parent-teacher conferences
- ✓ May intentionally avoid their children
- ✓ Are often too overwhelmed by their own problems to deal with their children





Authoritative





Passive or Permissive





Passive or Permissive

Adults influence children by stating their expectations for desired behavior and helping children understand that there are boundaries, or limits, on behavior. Authoritarian caregivers are highly demanding, but not highly responsive. Authoritarians can be intrusive or non-intrusive. The former are the sorts of caregivers who are likely to say, "Do it my way because I said so!" Authoritarian caregivers bark orders and expect them to be obeyed; obedience is rewarded, and disobedience is punished. Authoritarian caregivers usually provide highly ordered environments, with clearly stated rules of behavior. In extreme cases, authoritarian style can become abusive. Authoritative caregivers understand the importance of proper boundaries in relationships in general, and appropriate limits in an adult-child relationship in particular. They figure out and clearly communicate limits that will be most helpful in encouraging children to behave appropriately. They understand what a good limit is and what benefits appropriate limits have for children. Authoritative adults work with children in developing some, but not all, limits. Highly responsive, authoritative adults set and maintain reasonable, fair, developmentally appropriate limits. Their limits focus on important, not trivial, things. The limits protect children's and adults' health and safety and encourage the development of healthy self-control. Their limits also transmit values of dignified, fair, humane treatment.

Say what you mean. Use "do" instead of "don't" whenever possible. Choose your words carefully, especially when you are guiding children's behavior. Keep sentences short and simple. Focus on **what to do** rather than what not to do.

Try saying, "Slow down and walk" instead of "stop running."

Try saying, "Come hold my hand" instead of "don't touch anything."

Try saying, "Keep your feet on the floor" instead of "don't climb on the table." Try saying, "Use a quiet voice inside" instead of "stop shouting."

Passive or permissive caregivers are highly responsive but not demanding. They are lenient and allow a lot of behavior that other caregivers might not permit. They often avoid confrontation. They might be accused by others of "spoiling" the children. Passive/Permissive caregivers tend to give in to children's demands, but, unlike uninvolved caregivers, they support the children. Uninvolved caregivers are low on both dimensions. They tend to have a "live and let live" philosophy of childcare. Children of uninvolved caregivers are allowed to do what they want, but they do not get support for what they do.



Environment

How does room arrangement affect behavior?





Some things to think about when providing an academically rich and safe learning environment are:

- Will the students feel comfortable?
- Is the classroom arrangement conducive to learning?
- Is the classroom safe?
- Can I monitor all the students at once?
- Can my students hear me?
- Do the students know what is expected of them?
- Is my classroom free of traffic jams?
- Is there flexibility in my seating?
- Are there enough workstations and special interest sites?
- Do I have all the materials and supplies needed to effectively teach?



Clearly defined spaces within the classroom that are used for different purposes and that ensure students know how to behave in each of these areas for instance, classrooms will contain a high-traffic area around commonly shared resources and spaces for teacher-led instruction or independent work, such as a table and chairs. A classroom for students to have separate quiet spaces where a student can cool down or work independently or personal spaces that each student can call his or her own is also extremely helpful. Successful classrooms make use of the space provided and provide the freedom of movement.





What do you think of this room?

How is the room arranged? Is there plenty of space and boundaries? What about the health and safety in this room?

Does it promote expected behavior?

Does the teacher have a clear view of all the children? Is there adequate space?

What age of children are in this room?

Do you think this room is appropriate of infants? Toddlers? Preschoolers?

A disorganized classroom does not provide a lot of structure. If the layout of the classroom is not efficient, then it is hard for the teacher to get to the students. It is also hard for the students to get to each other and the materials necessary for them to learn.





Pre-School Messy Play Room



What is going on in this room?

How is the room arranged? Is there plenty of space and boundaries? What about the health and safety in this room?

Does it promote expected behavior?

Does the teacher have a clear view of all the children? Is there adequate space?



A messy classroom also makes it hard for the teacher to properly manage the class and monitor the students, which can make the classroom unsafe. A classroom should be designed in a way that is productive, so that it provides balance. The students need to be able to see and hear each other as well as the teacher. An organized classroom makes it easier for students to focus on the task at hand and stay organized themselves.



Is the physical environment part of the problem?

- You can be independent and do many exciting things that will help you learn.
- You can get away and be by yourself or be with friends whenever you want to.
- Everything here is for you and you can use it whenever you like.



A child's environment affects their development and behavior. Well-planned, indoor and outdoor environments make it easier for children to learn, to get along with one another and become independent. Effective environments can also make things easier for the child care provider.

A quality learning environment should send these messages to children: This is a good place to be.

You know where things are and they're always in the same place. This is a happy place that helps you learn new things.

Somebody knows you and know what you like to do.



REVIEW

Participants will be able to:

- Identify the difference between guidance vs discipline in the early childhood environment
- Identify positive guidance strategies to implement into daily teaching practices.
- Identify room arrangements that affect behaviors.

By the end of the training participants will be able to:

- Identify 3 difference between guidance vs discipline in the early childhood environment
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- Identify 2 room arrangements that affect behaviors.



References

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