Building Blocks for Guidance and Behavior Management

- Knowledge Base
- Indirect Guidance
- Direct Guidance
- Challenging Behaviors
- Resources
Discipline, Guidance and Punishment Definitions

**Discipline** – Discipline relates to guidance and teaching (Marion, 2011). Discipline is the practice of training children to obey rules or a code of behavior. Behavior resulting from training will help children make better choices.

**Behavior Guidance** – A process in which adults assist children in learning appropriate behaviors, self-regulation and an understanding of others. Through the process children become independent and self-reliant (Morrison, 2011).

**Punishment** – A method that usually involves corporal punishment, shaming, scolding or withholding food. Punishment can be both physical and/or emotional (Hearron & Hilbebrand, 2009).
Child Development:
All Areas Are Part of the Whole Child
Developmental Approach to Guidance

- Infants
- Toddlers
- Preschoolers
- School-age
Styles of Learning

- Visual
- Musical/Auditory
- Verbal
- Physical/Kinesthetic
- Logical/Mathematical
- Social
- Solitary

(Defiance College, 2014)
Building Blocks for Guidance and Behavior Management

- Knowledge Base
- Indirect Guidance
- Direct Guidance
- Challenging Behaviors
- Resources
Modifying the Environment

**ADDING**
- Add/change activities and materials
- Wide variety of materials

**LIMITING**
- Well-defined space
- Well-organized

**CHANGING**
- Reorganize items
- Simplify
Classroom Management Techniques

- Room arrangement
- Schedule
- Transitions
- Rituals
- Routines
Tips for Transitions During Daily Routines

- Plan ahead.
- Prepare children.
- Use signal.
- Get involved.
- Communicate.
- Plan quiet activity before lunch.
- Use transitions.
- Guide during handwashing.
- Establish place after handwashing.
- Create routines and rituals.
- Plan ahead for naptime.
  - Relaxing environment
  - Quiet activities after nap
Transitions:
A Bridge Between Activities

▶ Beginning – get attention

▶ Middle – occupy with activities such as finger plays and clean-up songs

▶ Exit – direct children where to go next
Transitions Signals

- Auditory
- Visual
- Concrete Objects
- Novelty
Appropriate Rules

Rules should be:

- Necessary
- Realistic
- Positive in nature
- Understandable
- Reasonable
- Enforced Consistently
Building Blocks for Guidance and Behavior Management

- Knowledge Base
- Indirect Guidance
- Direct Guidance
- Challenging Behaviors
- Resources
Direct Guidance

- Use basic words.
- Speak in a calm tone of voice.
- Be positive and direct.
- Offer choices only when there are choices.
- Speak in a quiet, firm voice.
- Be consistent.
- Use appropriate intervention.
Reflective Listening

The listener communicates what the speaker says.

FOUR MAJOR PARTS

- Put aside own emotions.
- Notice feelings expressed by the child.
- Reflect feelings back to the child.
- Acknowledge the child's feelings.
I-Messages

- Describe the **behavior**. (Situation)
- State your **feelings**. (Feeling)
- State the **consequences**. (Reason)
Consequences

- Natural

- Logical
Use Logical Consequences When the...

- Natural consequence is hazardous to well-being of the child.

- Natural consequence interferes with the adult’s rights and/or the rights of others.

- Natural consequence has a long range cause and effect.
Direct Guidance Techniques

- Understand

- Distract
  - Redirect
  - Give attention
  - Positive reinforcement/rewards

- Problem solving approach
Improving Positive Interactions with Children

- Notice acts of kindness
- Be specific about the act acknowledged, and describe what you see.
- Do not wait for special occasions. Give hugs, smiles and thumbs up.
- Give children positive feedback about their unique gifts.
- Look for the best in each child.
- Plan activities that will build a positive classroom community.
Possible Causes for Challenging Behavior

- Developmental characteristics
- Lack of skills
- Unmet needs
- Factors in the classroom environment

(Marion, 2011)
Building Blocks for Guidance and Behavior Management

- Knowledge Base
- Indirect Guidance
- Direct Guidance
- Challenging Behaviors
- Resources
WHY CHILDREN MISBEHAVE

POWER

Stress

Cultural Barriers

ATTENTION

REVENGE

DISPLAYING INADEQUACY
Five Tips for Guiding Children’s Behavior

- Promote positive behavior
- Expect children to obey
- Maintain fairness and consistency
- Allow the expression of feelings
- Think and plan for the future
Problem-Solving Steps

- Stop the action.
- Listen to each other.
- Name the problem.
- Think of possible solutions.
- Choose a win-win plan.
- Carry out the plan.
- Evaluate how well things worked.
Cooperation

- Decide who owns the problem.

- Keep it simple.

- Set needed limits.

- Explore alternatives.
Common Reasons Why Toddlers Bite

- Frustrated biter
- Threatened biter
- Experimental biter
- Power biter
Questions for Strategy Activity

✓ Is the child asking for attention, through the act of tattling, or are they fearful of being hurt?

✓ Are they seeking to control a situation or do they need help with a problem?
Strategies to Develop a Healthy Emotional Environment

Set the tone for your classroom with your guidance philosophy

- Create a safe environment.
- Recognize angry feelings.
- Communicate angry feelings.
- Control angry impulses.
  - Teach children self-calming techniques.
  - Help them learn to problem solve.
  - Explain how they can remove themselves from a situation (Marion, 2008).
Building Blocks for Guidance and Behavior Management

Knowledge Base

Indirect Guidance

Direct Guidance

Challenging Behaviors

Resources
Ways to Improve Relationships with Children

- Develop a relationship with the children.
- Start the day with activities.
- Express a genuine compliment every day.
- Give each child a gesture of love every day.
- Teach the children how to share their feelings.
- Be courteous.
- Be supportive of the children's interest.
- Provide opportunities for children to learn.
- Recognize that children need time to relax.
Problem Solving Process

- Describe the problem.
- Gather data.
- Generate alternatives.
- Make and implement a plan.
- Evaluate, revise and repeat.
Children with Special Needs

- Hearing
- Speech and Language
- Vision
- Physical
- Health
- Behavioral
- Cognitive/Developmental