

Meeting Minutes

1/16/07

Attendance: Jill, Esther, Ryan, Meg, Ronee, Amy, Nicole, Trisha, Tonya, Darla, Jen, Joy, Carrie, Chris, Mary, Angelica, DebS., MelanieW., MelanieR. and Deb H.

Issues to Cover:

- ☼ **THANK YOU** – Good team work to get the kids down to sleep for naptime.
- ☼ **NEW YEAR** – Deb describes how she has been examining herself and KPS for the new year. “What ways need to change?” and “Be more like Jesus and less like self.” Deb excitedly shares that it feels like 2007 is going to be a really good year and maybe a hard one as well. She feels that we are right around the corner of some good things. She explains that 2007 is going to be a year of commitment. She believes that opportunities will come for all of us to witness and minister to the children and families to increase their commitment to Jesus. She read a passage from Matthew 22:37. It calls us to die out to self and get out of the way to let Him use us.
- ☼ **CLASSROOM KEYS** – Who doesn’t have them? Will implement sign-in/out if needed.
Action: All staff present state that they have their keys. No need to enforce sign-in/out.
- ☼ **COT PARTS** – A sign up sheet was posted in the cot closet to get a more accurate account.
- ☼ **SOAPY WATER BOTTLES** – Please remind the afternoon staff to keep them in the room. They do not get returned to the kitchen.
- ☼ **DEB’S GROUP MEETING WITH BETH** (our state inspector) – Topic of meeting was Positive Discipline. The group discussed the wording and meaning of the state rules on pages 2, 3 and 24 (attached). One of the rules that Deb reviewed with us was the lighted room. She feels that we would be out of compliance with the gym during naptime if we continue the way we are. It is too dark causing our eyes not to have enough time to adjust when we enter the room. We have to have it light enough to be able to escape if emergency occurs and light enough to read books or do quiet things on cots. As long as a child has *rested* quietly, they should have something to do if they are awake.
STAFF IDEAS: Start using the “nap bags” including quiet toys and books.
Keep all 6 doors open (double doors to halls)
Door stops are being stored in a plastic box in the office, kitchen or cot closet.
HANDOUT: “Discipline Tips”
Guidelines
1. Switching verbal cues from “Stop” or “Don’t” to something more positive.
2. Change Surroundings to include duplicate “child favorite” toys.
3. Major on the Minors - Be consistent but pick your battles. Be in agreement with co-workers so consistency and positive reactions/body language occurs.
Positive Discipline
1. Recognize - Realize that adults think differently from kids. Don’t set expectations that are too high.
2. Help express words - Coach the children, not “referee”.
HANDOUT: “But We’ve Always Used Time Out”
Points Addressed
#1 Don’t punish - Guide the children through things.
#4 Time-Out - Right after the child is calm, review needs/wants/situation with the child and help guide them.
#8 Be-By-Myself Area - Is this area being used properly in your room?
Is the area inviting? It is ok if it isn’t the same in every room, it just needs to be there and appropriate for the kids use.
HANDOUT: “Steps to Help Children Solve Problems and Resolve Conflicts”
Point Addressed Solution Kits and Fell Better Bags - Are these being used for comfort?
Are you guiding the children and coaching them with the pictures?
- ☼ **OTHER HANDOUTS** – “Braking Our Impulses: Shifting Gears to Positive Discipline”
“What’s So Positive about Positive Discipline? ...and Other Mysteries of Child Guidance”
“Program for Infant Toddler Caregivers Definitions”

Questions Presented:

- ☼ Is sitting on line and pointing out good kids ok?

A: As long as you make sure it is not a competition.

☼ How do you keep child from climbing without using "NO" or "DON'T" or any other negative words?

A: Introduce the idea to the child that you are "not trying to spoil their fun" but you want to protect them and keep them safe.

☼ Running children during naptime?

A: Stroke child before naptime comes. Help him/her feel like they are your helper and they need to make a good example for the rest of the kids. Get additional help from the teachers around you even if they are from other classrooms.

☼ Spitting children and no negative words?

A: Encourage them to have positive table manners. Consistency is your goal. Again and again and again, wear the child out with positive reinforcements.

Future Goals for KPS:

☼ Rework things in the office so Cindy is freed up to spend more time with the teachers/children in the classroom.

☼ Work on new strategy for child behavioral problems - Less office time. One of us (Deb, Cindy or Melanie) to go and observe the child in the classroom setting to help the teachers brainstorm.

Anonymous Bag:

☼ Kitchen needs to start serving snack and lunch on time. Starting to become a problem.

Action: Kitchen to rework serving schedule - Train, Bug, Castle and Ocean starting at 11:30 and then Farm, Bear, Balloon and Safari right after they reload cart (not waiting until 12:00 anymore).

☼ Cell Phones are becoming an issue in the classrooms and around the facility, thus causing lack of supervision.

Action: Deb has not seen this and warns anyone who may be using their cell phones at anytime during curriculum time to stop. Deb has okay'd the use during naptime and break times. Make sure your phone is turned off or on vibrate during curriculum hours.

☼ Please ask the kitchen staff especially, but all teachers and staff in general, to please be considerate during naptime and not let the kitchen and break room doors slam shut. It has actually woken children up who were already asleep. (Also, do not carry on conversations with the door open.)

Action: Deb will speak with the kitchen.

Affirmation Box :

☼ Thank you to Melanie W. for helping Nicole type up my notes when I was out.

☼ Thank you to Nicole for typing up my weeks notes. You're a wonderful teacher.

☼ **Tonya - Thank you for committing your day to us when your daughter was ill.

☼ Laura - Your hugs make my day! Thanks

☼ Thank you to all Kiddie Prep staff that had me and my family in their prayers last week, with the death of my grandma. It means a lot to me to work with such good Christian friends.

☼ Chris, thank you for all your hard work. Picking up my lesson week and dealing with things while I was gone, without complaint. You're a great worker. You do more than necessary.

- (D) a social worker;
 - (E) a speech therapist;
 - (F) a physical and occupational therapist;
 - (G) an educator; or
 - (H) other technical and professional person whose expertise the center utilizes in providing specialized services to children.
- (18) "Contamination" means to soil or infect by any form of contact.
- (19) "Continuity of care" means the center maintains a primary caregiving relationship over a period of years. Infants and their primary caregivers stay together until all children in the group are at least thirty (30) months of age.
- (20) "Corporal punishment" means any kind of punishment inflicted on a child's body.
- (21) "Criminal history check" means an Indiana state police search and report of criminal records on forms provided by that agency.
- (22) "Developmentally appropriate" means a program planned and carried out that takes into account the level of physical, social, emotional, and intellectual development of a child.
- (23) "DFBS" means the Department of Fire and Building Safety.
- (24) "Direct supervision" means that qualified caregivers:
- (A) have all children in sight;
 - (B) are alert to any problems that may occur; and
 - (C) are taking an active supervisory role with the children.
- (25) "Directly accessible" means accessible without crossing a motor traffic thoroughway.
- (26) "Director" means the person responsible for the operation for the child care center at all times.
- ✖ (27) "Discipline" means the ongoing process of helping children to develop self-control for self-management while protecting and maintaining the integrity of the child.
- (28) "Division" refers to the division of family and children.
- (29) "Documentation" means written records or copies of documents kept in files at the child care center.
- (30) "Early childhood professional" means the qualified caregiver providing direct supervision to children.
- (31) "Early childhood program" means a program of activities provided for children ages birth to eight (8) years of age.
- (32) "Enrollment" means the list of children registered with the child care center.
- (33) "EPA" means Environmental Protection Agency.
- (34) "Field trip" means an event or activity that meets the following conditions:
- (A) The center sponsors it.
 - (B) It is conducted on property that is not part of the licensed child care center or their safely enclosed playground.
 - (C) Children enrolled in the child care center participate in it.
 - (D) Child care center caregivers supervise the children.
 - (E) It occurs during the child care center's regular hours of operation.
- (35) "Filthy" means heavily soiled, dirty, or other unclean conditions, which present a health or safety hazard to children.
- (36) "FPBSC" refers to fire prevention and building safety commission.
- (37) "Group" means a number of children who routinely work, learn, eat, sleep, and play together inside and outside.
- (38) "Hand washing" means to cleanse hands and wrists a minimum of twenty (20) seconds using soap and warm, running water (one hundred (100) degrees Fahrenheit through one hundred twenty (120) degrees Fahrenheit) at a hand sink.
- (39) "Ill child care" means the care of temporarily ill children, twelve (12) months of age or older, that centers must normally exclude. Caregivers care for these children in a part of the child care center specifically approved for ill child care.
- (40) "IDEM" means Indiana department of environmental management.
- (41) "Individual education plan" or "IEP" has the meaning set forth in the Individuals with Disabilities in Education Act (20 U.S.C. 1400 et seq.).
- (42) "Individual family service plan" or "IFSP" has the meaning set forth in the Individuals with Disabilities in Education Act (20 U.S.C. 1400 et seq.).
- (43) "Infant" means a child who is at least six (6) weeks of age until the child is able to walk consistently unassisted.
- (44) "ISDH" means Indiana state department of health.
- (45) "Kindergartner" means a child who is age-eligible to be enrolled in private or public kindergarten program.
- (46) "Lead caregiver" refers to the caregiver assigned to implement the program for a group of children.
- (47) "Learning center" means a defined area, within the class room/area, in which children may participate in similar or related types of activities.
- (48) "License" means the actual completed document issued by the division to the licensee that authorizes the operation of the child care center.

- (49) "Licensed capacity" means the maximum number of children permitted in the child care center at any one (1) time as stated on the license. This may be different than the fire and building occupant load capacity.
- (50) "Licensee" means the individual, agency, organization, corporation, or board of directors that actually owns or assumes responsibility for the child care center business and is granted a license to operate under this rule by the division.
- (51) "Maximum age range" means the maximum difference in age between the youngest and oldest child in any particular group of children.
- (52) "Minor injury" means any injury that requires first aid treatment, but does not require medical attention by medical personnel.
- (53) "OSHA" means Occupational Safety and Health Administration.
- (54) "Parent" refers to the person assuming legal responsibility for the care and protection of the child on a twenty-four (24) hour basis, including a guardian or legal custodian.
- (55) "Physician" means a person holding an unlimited license to practice medicine.
- (56) "Potentially hazardous food" means any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, including synthetic ingredients, in a form capable of supporting rapid and progressive growth of infectious or toxigenic micro-organisms. The term does not include foods that have a pH level of four and six-tenths (4.6) or below or a water activity (a_w) value of eighty-five hundredths (0.85) or less under standard conditions or food products in hermetically sealed containers processed to prevent spoilage and as defined in 410 IAC 7-20-59.
- (57) "Preschool children" means children at least three (3) years of age and not yet attending first grade.
- (58) "Primary caregiver" means a caregiver is assigned to be primarily responsible for meeting the needs of specific children, especially for feeding, diapering, and periods when the child is falling to sleep or awakening.
- (59) "Program" means all activities provided for children during their hours of attendance at the child care center.
- (60) "Punishment" means the use of negative consequences to correct unacceptable behavior. *Too Broad*
- (61) "Room" means an area enclosed on all sides by walls that extend from floor to ceiling.
- (62) "Sanitation" means the promotion of hygiene and the prevention of disease by maintenance of sanitary environmental conditions and practices.
- (63) "Sanitizable" means an article, utensil, or equipment that can be easily sanitized because of the material composition.
- (64) "Sanitize" means the effective bactericidal treatment by a process that provides adequate accumulative heat or concentration of chemicals for adequate time to reduce the bacterial count, including pathogens, to a safe level on utensils and equipment.
- (65) "School age children" means children attending first grade or above.
- (66) "Serious injury" means any injury that requires medical attention by a dentist, physician, emergency room personnel, ambulance attendant, or any other medical personnel.
- (67) "SFM" means the office of the state fire marshal.
- (68) "Shock absorbing surface" means ground cover placed under and around equipment designed to absorb a fall.
- (69) "Staff" means any person employed by the child care center.
- (70) "Sterilized" means to boil infant bottles a minimum of five (5) minutes, and nipples, collars, and caps a minimum of three (3) minutes to rid them of micro-organisms.
- (71) "Support staff" means service staff, such as cooks, maintenance persons, secretaries, and bus drivers.
- (72) "Swimming pool" means any pool used for swimming that is more than twenty-four (24) inches in depth.
- (73) "Time out" means an out of group activity for a child with adult supervision.
- (74) "Toddler" means a child who is less than thirty (30) months of age and is able to walk consistently unassisted.
- (75) "Unit block" means a solid wood block that comes in many shapes and sizes. The basic unit block is approximately five and one-half ($5\frac{1}{2}$) inches by two and three-fourths ($2\frac{3}{4}$) inches by one and three-eighths ($1\frac{3}{8}$) inches. All other blocks are proportional in length or width to this basic unit.
- (76) "Visitor" means any person observing or assisting in the child care center for no compensation and for less than eight (8) hours per month.
- (77) "Volunteer" means a person working or assisting in the child care center more than eight (8) hours per month who is not paid by the center.
- (78) "Wading pool" means any pool used for wading that is twenty-four (24) inches or less in depth that meets the standards of ISDH rule 410 IAC 6-2.
- (79) "Water" means water meeting the minimum water quality standards of IDEM rule 327 IAC 8-2.
- (Division of Family and Children; 470 IAC 3-4.7-1)*

470 IAC 3-4.7-2 Licensing requirements

Authority: IC 12-13-5-3

Sec 54. (a) Caregivers shall use positive discipline.

(b) Caregivers shall do the following:

(1) Communicate to children using positive statements.

(2) Encourage children, with adult support, to use their own words and solutions in order to resolve their own interpersonal conflicts.

(3) Communicate with children by getting down to their eye level and talking to them in a calm quiet manner about what behavior is expected.

(Division of Family and Children; 470 IAC 3-4.7-54)

470 IAC 3-4.7-55 Inappropriate discipline

Authority: IC 12-13-5-3

Affected: IC 12-17.2-4

Sec. 55. (a) Any person, while on child care center premises, shall not engage in or direct any of the following actions toward children:

(1) Inflict corporal punishment in any manner upon a child's body.

(2) Hit, spank, beat, shake, pinch, or any other measure that produces physical discomfort.

(3) Cruel, harsh, unusual, humiliating, or frightening methods of discipline, including threatening the use of physical punishment.

(4) Placement in a locked or dark room.

(5) Public or private humiliation, yelling, or abusive or profane language.

(b) Staff shall not associate disciplinary action or rewards with rest.

(c) Staff shall not associate disciplinary action with food or use food as a reward.

(d) Staff shall not associate disciplinary action or humiliate a child in regard to toileting.

(e) Caregivers shall not:

(1) use time out for any child less than three (3) years of age;

(2) use time out for any purpose other than to enable the child to regain control;

(3) physically restrain children except:

(A) when it is necessary to ensure their own safety or that of others; and

(B) only for as long as is necessary for control of the situation.

(4) Caregivers shall not use punishment to correct unacceptable behavior.

(Division of Family and Children; 470 IAC 3-4.7-55)

470 IAC 3-4.7-56 Discipline documentation

Authority: IC 12-13-5-3

Affected: IC 12-17.2-4

Sec. 56. (a) The director shall formulate a child care center-wide written discipline policy and distribute the policy to parents and staff.

(b) Caregivers shall have ongoing communication between home and center regarding all aspects of the care of the child.

(c) Caregivers shall document any history of recurring discipline problems and subsequent formal parent conferences in the child's record.

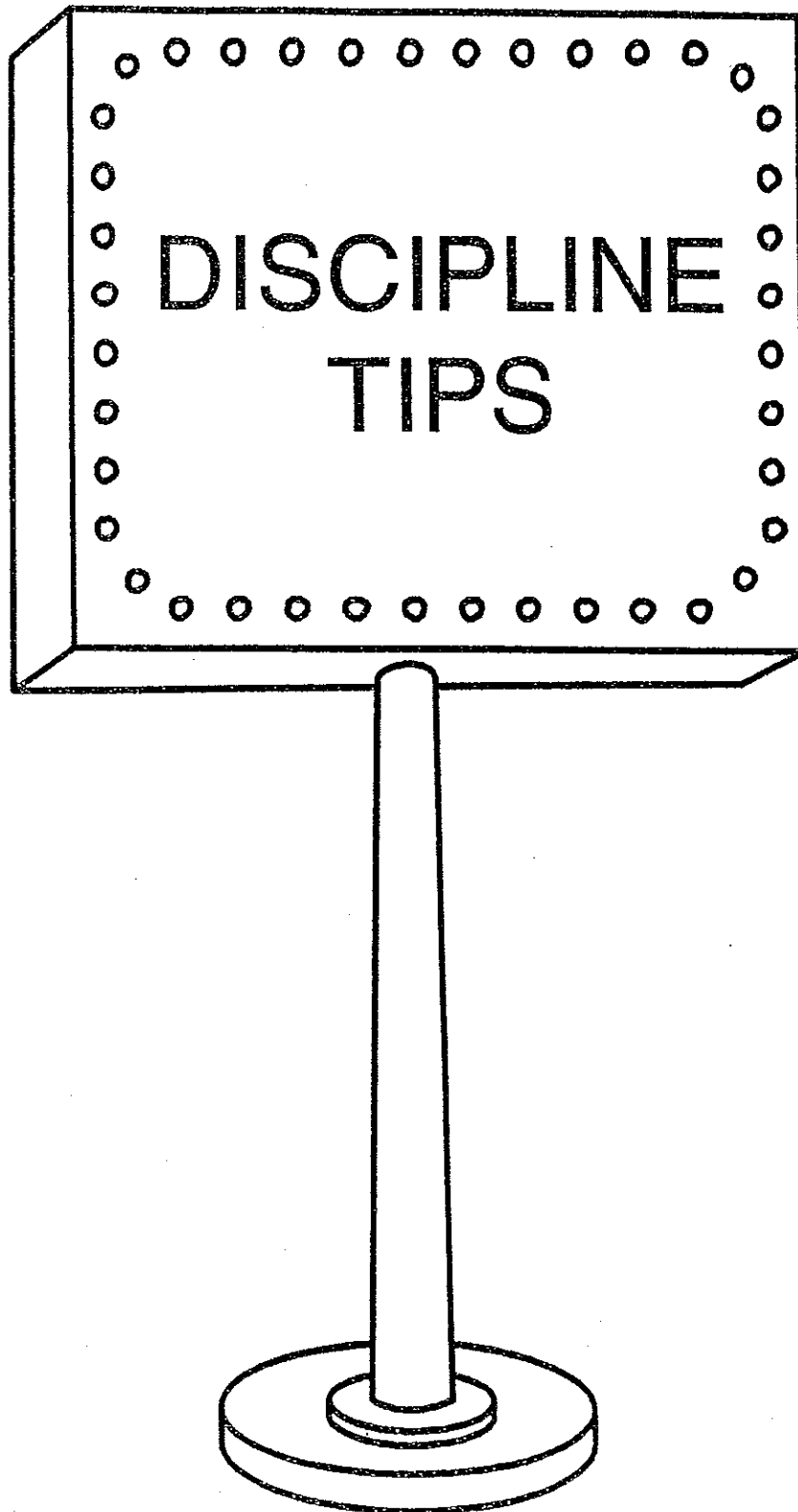
(d) The center shall implement and document a specific plan of action with the child's parents for dealing with the child's unacceptable behavior. *(Division of Family and Children; 470 IAC 3-4.7-56)*

470 IAC 3-4.7-57 General program components

Authority: IC 12-13-5-3

Affected: IC 12-17.2-4

Sec. 57. (a) Caregivers shall recognize each child as an individual whose personal privacy, choice of activities, and cultural, ethnic, and



DISCIPLINE
TIPS

DISCIPLINE TIPS

CHILD GUIDANCE TECHNIQUES

(Taken from an article by Denise J. Brandon & Clint E. Cummings, Monroe County Extension Office, Monroe County, TN)

TIPS:

- Focus on Dos instead of Don'ts
- Build Feelings of Confidence
- Change the Surroundings to Change Behavior
- Give Only Choices You Can Accept
- Work with Children Instead of Against Them
- Plan Ahead
- Set Limits and Stick to Them
- Listen to Yourself and to Your Children
- Set a Good Example
- Show Children Love in Ways They Can Understand
- Major on the Majors (set priorities)

POSITIVE DISCIPLINE

(Adapted by National Network for Child Care from "Ideas that Work with Young Children: Avoiding Me Against You Discipline," Young Children, November 1988, pp. 24-29.)

1. Show that you recognize and accept the reason the child is doing what in your judgment is wrong.
2. State the "but".
3. Offer a solution.
4. Often it's helpful to say something that indicates your confidence in the child's ability and willingness to learn.
5. In some situations, after firmly stating what is not to be done, you can demonstrate: how to do it or a better way.
6. Toddlers are not easy to distract, but can be redirected to something that is similar but allowed.
7. For every no, offer two acceptable choices.
8. If children have enough language, help them express their feelings, including their anger and their wishes. Help them think about alternatives and solutions to problems.

BUT WE'VE ALWAYS USED TIME OUT

Something to Think About

By Beth Kumfer

1. Don't use timeouts to punish children.
2. Think of this as a time away.
3. Timeouts should be used for soothing, calming, and comforting the child.
4. Timeouts should only last as long as it takes for a child to calm down.
5. Use natural and logical consequences.
6. State what you want children to do not what they shouldn't do.
7. Give children time to work out their own problems.
8. Do you have an inviting "Be By Myself" area for children to use on their own?
9. Are your expectations of children's behaviors realistic?
10. Are you setting children up to succeed?
11. Is learning taking place?
12. Are my discipline techniques individualized? What works for one child may not work for another.
13. Do I have a good base knowledge of child development and developmentally appropriate activities?
14. What more can I learn?
15. Are there adequate materials and equipment in the classroom?
16. Are there duplicates of favorite toys?
17. Is the majority of my day set up for children to make their own choices?
18. Do I expect all children to do the same thing at the same time?
19. Do I offer children choices and then respect their choices?
20. Am I consistent in the limits I set? Is the rule the same today as it was yesterday?
21. Do I know how to plan for transitions?
22. Do children have to wait long between activities?
23. Have I planned adequately for the day? Do I have a consistent routine?
24. Is my classroom an inviting, warm, exciting place for children?
25. Are my classroom rules reasonable?
26. Are there cultural considerations to the behavior?

STEPS TO HELP CHILDREN SOLVE PROBLEMS AND RESOLVE CONFLICTS

Children learn to respect the needs of others and to compromise when settling their own disputes with peers. Teachers help children become aware of the needs and rights of others by acknowledging and talking about each child's feelings in situations with conflict. Children who are involved in solving their own disputes will take ownership of the solution and will be more likely to "buy into" and implement the solution together. Enabling children to solve their own conflict fosters independence and development of self-control. The teacher can be the facilitator and mediator as needed.

CONFLICT RESOLUTION

(Adapted from High/Scope Educational Research Foundation)

1. *Approach calmly: A neutral approach respects all points of view. Adult may need to temporarily take custody of the item in dispute.*
2. *Acknowledge feelings: Use descriptive words to describe what each child may be feeling.*
3. *Gather information: Let children know you want to hear what each of them has to say.*
4. *Restate the problem: Use the children's descriptions and clarify as needed.*
5. *Ask for ideas and choose a solution together: Help children explore all their ideas, regardless of how unrealistic they might seem. Be specific about what each person will do as a part of the solution.*
6. *Be aware of the need for follow-up support: Children may need to readdress the issue and need help carrying out the plan.*

Beginnings

Beginnings

What's So Positive about Positive Discipline? . . . and Other Mysteries of Child Guidance

by Karen Stephens

Picture it. You've planned a staff beannie-weenie, chip 'n cheese party (translation: child care directors' econo-class alternative to the more upscale office cocktail party). We directors plan these parties to promote staff unity, employer loyalty, and other such lofty goals . . . we hope these get-togethers prevent staff burnout (or should I say blow up?).

Some directors taboo *shop talk* at beannie-weenie, chip 'n cheese parties . . . but admit it, who are we kidding? Try as we might to create a *non-work atmosphere*, the staff will end up shop talking into the wee hours of the morning. Yes, slowly but surely (meaning after all the food has been inhaled), the discussion will focus on one or two choice children from each classroom. You know the ones . . . the *behaviorally challenging children*. Nothing unites a staff like commiserating over discipline problems! (So rest easy, one of your party goals has been achieved!)

As your mind swims in anecdotes of children's audacious, reprehensible, and repugnant behavior, you find yourself wondering why we adults always think of children as being behaviorally challenging rather than ourselves. Before you know it, something close to heresy slips from your lips. In a barely audible voice, you timidly ask: "Have you thought that maybe we should . . . uh . . . well maybe . . . uh try some more positive discipline techniques and then maybe the children will behave better?"

Now you've done it! You've fractured the evening's vigilante ambiance by suggesting the staff assess their own behavior as well as the children's. As if you have suggested mutiny, the staff indignantly defend

themselves. "We do use positive discipline. We positively use time out each and every day." You venture to say that's not what you mean by positive discipline. Uh oh, you've opened the proverbial can of worms. But bravo! You've just identified your next staff development topic; there's lots to cover.

The phrase *positive discipline* is thrown around very loosely these days (along with its contemporary cousin *developmentally appropriate practice*). Those who parent, teach, and care for children crave a child guidance system that guarantees to be always pleasant and fun. They want a discipline guru to tell them how to get children to comply instantly and cheerfully with their every wish (and command?). News flash: There is no such discipline technique! But there are child guidance strategies that are **CONSTRUCTIVE AND INSTRUCTIVE**. Discipline does not have to be demeaning, degrading, harsh, or otherwise debilitating to the child and caregiver. Following are ideas for putting the *positive* into positive discipline.

Goals of Positive Discipline

All of us have dreams for children. If you were to tell me your dreams, I expect they would be similar to those I have heard from hundreds of early childhood professionals and parents. We want them to like themselves as they mature into adulthood; we want them to have a positive self-esteem. We dream our children will be secure and self-confident. Twenty years in the future we picture them being bold, courageous, and persistent when undertaking new challenges; we see them unafraid of taking risks or

making mistakes. We pray they will become independent and able to make wise decisions . . . and yet still turn to us for advice once in a while. We hope they will exert self-control when tempted by dangerous and destructive behaviors. Caring, compassionate, respectful, responsible, sensitive, and gentle are words that frequent our dreams for children.

All of these dreams represent the best in us as we work to nurture young children's development. How we discipline children when they are at their most vulnerable, which is during their early childhood years, has tremendous impact on whether our dreams will come true.

From experience, we all know teachers and caregivers leave lasting impressions on their students. A teacher can uplift a child's spirit — the fragile self-esteem — or dash it with contempt and insensitivity. Teachers have the power to praise or humiliate, empower or intimidate, support or undermine. Indeed, teachers can make children's time in their classroom the essence of heaven or hell. Quite an awesome power. For our children's sake, early childhood professionals must use this power wisely.

Hallmarks of Positive Discipline

- Teachers serve as reliable, ethical role models. By example, teachers illustrate appropriate behavior. "Do as I say, not as I do" DOES NOT work with young children.
- Teachers consider the constant interplay between emotional, social, and intellectual development as it impacts children's behavior. Expectations for behavior are based on teachers' knowledge of general child development, AS WELL AS individual children's abilities and background. (Expecting too much results in frustration. Expecting too little leads to boredom. Both set the stage for behavior problems!)
- Reasons for rules and expectations are RESPECTFULLY explained on a routine basis so children understand the purpose of compliance.
- Consequences for appropriate as well as inappropriate behavior are simply explained and enforced according to children's developmental reasoning ability. At all times consequences are reasonable, respectful, and related to the deed. For instance, when a child spills milk, a napkin may be matter of factly handed to the child so he can be responsible for

cleaning his own spill. This is much more respectful than saying, "How many times have I told you to be careful with your milk? Now you can't have any more." (To explore consequences, see **Positive Discipline** by Jane Nelsen, Ballantine Books, 1981.)

- After inappropriate behavior is addressed, caregivers express TRUST AND CONFIDENCE in a child's ability to control behavior or comply with expectations more effectively in the future.
- Teachers adapt daily schedule, classroom activities, and child guidance techniques to children's INDIVIDUAL TEMPERAMENT. Caregivers use a variety of options when guiding children of diverse backgrounds and experiences.
- When addressing behavior challenges, teachers try to understand and analyze the underlying cause and/or motivation for inappropriate behavior. Causes for troublesome behavior may include stress related to illness, poor nutrition, lack of sleep, erratic schedule, inconsistency in caregivers, or family dysfunction.

Behaviors which may indicate stress or crisis include excessive verbal or physical aggression, obstinance, withdrawal from activities, whining or clinging, masturbation, and other types of attention-getting behaviors. Remember, eliminating the cause for inappropriate behavior is always better than merely treating the symptom! Investigating reasons for children's behavior requires teachers to shift from being disciplinarians to advocates for children's well-being — a worthy (and dare I say noble?) role for early childhood professionals.

- Focus is on PREVENTING situations that may lead to behavior problems, rather than on punishment and shame. This requires having plentiful play materials so children can share more easily. Duplicates of toys are especially important for toddlers through twos. This limits the number of power struggles over "getting my fair share." (Ownership confrontations will never be completely eliminated, nor should they be. Learning to deal with inevitable conflict is an important life skill!)

Play materials should be selected so children EXPERIENCE SUCCESS much more often than frustration and defeat. Toys should match the age and abilities of all children. Wise teachers role model proper use of toys to prevent destructive handling.

Beginnings

Beginnings

Low teacher to child ratios prevent behavior problems. Low ratios ensure that children receive positive individual and small group attention on a regular basis.

- Children are given attention and encouragement for meeting classroom expectations AS WELL AS for being just who they are — fantastic, lovable, and capable individuals. If children don't get attention for behaving appropriately, they WILL get it by acting inappropriately . . . they want any kind of attention they can get . . . positive attention is better for self-image.

- Children experience liberal amounts of SPECIFIC praise, encouragement, and guidance on a daily basis. "What a good boy" is a very vague and general statement. Specific praise identifies the behavior that is valued, i.e., "Thanks for helping set the snack table, Johnny. That was very kind and cooperative of you." In this way you reinforce prosocial behaviors.

- Teachers focus on what children CAN do, rather than on what they can't do. ("You may walk inside," instead of "Don't run!" "I would like to hear your quiet voice," rather than screeching, "Stop yelling!") This not only helps children; it helps teachers feel less like *police officers* or *nags*.

- Children are given choices and allowed to make AGE APPROPRIATE decisions. Building daily choices into the curriculum allows children an appropriate degree of control over their own behavior. This practice shows respect and encourages independence. When children are given options to choose from, they are much more likely to cooperate with expectations. What is a developmentally appropriate choice? Here's a simple one: "It's time to pick up. Which will you put away today, the red blocks or the blue blocks?"

- Feelings of children AND teachers are openly and regularly discussed. Teachers share their emotions non-judgmentally using "I messages": "Joyce, I'm frustrated when you crawl around during group time because the other children can't concentrate on the story." Straightforward comments such as these address behavior without name calling the child. These statements usually bring the child's attention back to the story without building up resentment toward the teacher. It's a great alternative to: "Joyce, can't you ever sit still and listen? Keep it up and you'll leave the group."

As children develop language skills, they are reminded daily to "Use your words to tell people how you feel." This encourages children to CONSTRUCTIVELY ventilate hard-to-handle emotions, such as frustration, anger, jealousy, and fear. It is so rewarding to hear a two year old tell another: "I'm mad you took my car!" (And, yes, twos can do it — and what a great way to limit biting!)

- Teachers subtly *coach* children as they learn to make decisions and control their behavior. Rather than separating fighting children in time out chairs at the first sign of conflict, teachers kneel to eye level and help children talk out problems with each other. They encourage development of social skills such as sharing, trading, negotiating, communicating, compromising, strategizing, and problem solving.

One of the drawbacks of using a time out chair as your ONLY discipline strategy is that it interrupts the process through which children learn to live cooperatively with other people. Social skills are not mastered while sitting on the sidelines! Children AND teachers need to be active players in the process. (And, yes, it is a long road until positive social skills are well developed. To explore conflict resolution, see the **Beginnings** articles in the March/April 1992 issue of **Exchange**.)

- Children participate in creating classroom expectations and rules. When children help set limits, they are more likely to willingly comply with rules. (see Marjorie Kostelnik's article on page 34.)

- Parents are kept abreast of their child's social development on a regular basis. Parent comments and suggestions are respectfully solicited, considered, and shared with all staff. Teachers do this to build consistency between home and school behavior management, NOT to laboriously itemize behavior infractions to parents at the end of each day.

- Children are given a *fresh start* each day (and more often when necessary). Staff focus on children's positive characteristics much more than perceived negative traits. Positive discipline requires staff to refrain from tagging children with uncomplimentary names which label, stereotype, and damage self-esteem.

Some children are labeled without ever being assigned a specific name. Children who hourly find

○ their way to the time out chair are not-so-subtly labeled the *classroom troublemakers*. Such labels can haunt children for a lifetime. (And who says the dunce chair was only used in an era gone by?)

- Teachers channel excess energy, or inappropriate behavior, into more constructive pursuits whenever possible. Experienced teachers know that small bodies that can't sit still for a book may respond beautifully when allowed to enthusiastically dance the hokey pokey! This discipline technique is often referred to as *redirection* in literature resources.

When dealing with infants through twos, distraction is a handy technique to use in emergencies. If a child is attracted to a potentially dangerous item (such as the fire extinguisher!), caregivers can gently lure the child's attention to a more appropriate alternative, such as a busy board or plastic keys. If these very young children are given too many no's, they become frustrated. Excessive no's convey a negative message — "I don't want you to investigate the environment because I don't trust you." This implies a lack of competence which undermines self-esteem (yes, even in very, very young children).

○ What Children Learn from Positive Discipline

When used consistently, positive discipline fosters emotional growth as children identify their feelings and express them appropriately. Children learn to stand up for their own rights, while also respecting the rights of others.

Positive discipline helps children develop responsibility and independence as they treat materials with respect and care. Valuable social skills are developed as children learn to problem solve and defuse confrontations. Logical thinking is nurtured as children comprehend rules and reasons for them. When experiencing consequences, children learn about cause and effect. They learn to anticipate and predict events within their control.

○ When positive discipline is used, caregivers introduce children to the world of relationships with compassion and patience. As a result, children develop social competence. Just as importantly, they learn to trust adults. By being treated with gentleness and high regard, they learn to respect and love themselves. All this is possible when teachers focus

on positive practices. What greater legacy could an early childhood teacher leave?

*Following five and a half cherished years as an early childhood teacher, in 1980 Karen Stephens became director of the Illinois State University Child Care Center and instructor in child development for ISU home economics department. She consults as a staff and parent trainer on discipline issues and serves as the immediate past president of the Midwest AEYC. She is author of **Block Adventures: Building Creativity and Concepts Through Block Play** (First Teacher Press, 1990).*

Beginnings

Beginnings

Braking Our Impulses: Shifting Gears to Positive Discipline

by Karen Stephens

Having trouble finding positive ways to deal with negative behaviors? Difficult behaviors can stump even the most seasoned teachers. But take heart, here's some food for thought!

If you stumble in your early attempts to shift gears to positive discipline, don't give in to discouragement! No one technique works effectively with every child. In fact (just to complicate matters), you're not even guaranteed that one technique will work with the same child twice in a row! Children are stubbornly individual, and that's what makes them so interesting to be around! Becoming skilled in positive guidance requires experience as well as training. Give yourself plenty of both, and you will become adept at positively managing children's behavior.

When addressing behavior problems, examine what a child can learn from the situation. Focus on the behaviors you hope will occur as the result of appropriate guidance. To effectively do this, you must maintain self-control. This will help you keep a clear head which will aid in problem solving. Look at the problem from the child's point of view as well as from your own. This may shed light on the cause for the inappropriate behavior. The child's motivation may also help determine the type of guidance technique you will use.

Following are typical scenarios observed in early childhood settings. Names have been omitted to protect the innocent (and the guilty). All are examples of teacher behavior that focus more on punishing, threatening, or demeaning children than

on supporting their social, emotional, or intellectual growth.

As you read each scenario, analyze why the teacher's reaction may be detrimental in terms of child development. After doing this, read the suggested alternatives for teacher behavior. Why would their use be more beneficial to children? Try to think of other ways to positively handle each situation. There is never only one right way to guide children's behavior. In fact, creativity is a great asset when using positive discipline!

Scenario 1

It's a half hour before lunch. The children have been inside all morning. Despite frequent reminders to "Stop getting out of your chairs," 14 three year olds have been up and down, in and out, and all around their chairs during an art project. They wander aimlessly, bumping into each other — causing outbursts of tears whenever someone's paint cup is toppled. Several children play chase around the area and end up pushing each other onto the floor (this is not a pretty sight). The teacher finally has enough and tells the children they behaved badly during the art activity so they will not get to play outside that day. She then tells the children to sit down and put their head on the table for 20 minutes. (%\$#@^&!)

Alternatives to try:

Focus on PREVENTION. Plan an art activity that will keep the children's attention. (This will require reviewing art resource books.)

- Conduct art activities in smaller groups than 14. Perhaps a volunteer can be recruited so the class can be divided into two small groups. One group could be playing outside while the other participates in the art project.

Plan a more balanced daily schedule so large motor activities can be offered earlier in the morning. Young children need ample opportunity to expend energy through movement.

Express your feelings and clearly state expectations. "I'm frustrated when you don't listen to my words. I expect you to sit in your chair while doing your art project."

State options. "If you choose not to complete an art project, you may clear your space and quietly read a book until it is time to go outside."

Empathize: "Seems like you kids have a lot of energy today. You'll be glad when it's time to go outside! We are almost finished with this activity."

Scenario 2

- Three five year olds repeatedly stand in the way as Amanda (also five) tries to drive her Big Wheel around the trike path. A teacher storms over to the children and says, "You know better than that. Do you always have to be such bullies? Go sit in your cubbies until you can behave the way you should."

Alternatives to try:

Recognize this is typical behavior for five year olds. Analyze the situation for the learning opportunities it holds. Encourage Amanda to stand up for herself: "Amanda, it must be frustrating to have them block your path. Can you tell them how you feel about it?" Stand nearby to support Amanda in communicating her feelings. (Your mere presence will ensure that the children listen to her.)

Reinforce Amanda's position: "Children, the trike path is for wheeled toys. The grassy area is for people to stand on."

Provide information: "You three could get hurt if you stand in front of moving Big Wheels. Your bodies will be safer in the grassy area."

- Pose a reasonable consequence: "If you choose to tease Amanda, I will ask you to find another

play area. Amanda does not deserve to be teased."

Scenario 3

Out of the corner of his eye, the teacher sees four year old Cindy hit Jerome with a block and then knock his building down. The teacher yells across the room, "Cindy, tell him you are sorry. Go on, tell him." Cindy remains silent. "All right, if you aren't going to say it, you'll just have to sit down until you do. It's going to be a long time before your mother picks you up."

Alternatives to try:

Tell Cindy she needs to listen to Jerome's feelings about his block building being knocked down. Stand nearby as Jerome tries to express himself.

Matter of factly state the function of the play materials: "Cindy, the blocks are for building. You may not hit other people with them."

Suggest ways for Cindy to make amends: "I expect you to help Jerome pick up the blocks from his building. When you aren't angry anymore, Jerome might like to hear if you are sorry."

Prompt Cindy on self-control: "If you are angry with Jerome, you may use your words to tell him. I want all children to be safe in our classroom, so you may not use blocks to hit others."

State consequences: "Cindy, if I can't trust you not to hit with blocks, you will lose the privilege of playing in the block area this morning." (And, yes, you can use a big word like privilege with some fours. They learn what it means through context.)

Scenario 4

During free-play two schoolagers begin having a tug-of-war over a red crayon. The teacher enters and takes the crayon away, saying, "If you can't play nicely, neither of you will get to use the red crayon."

Alternatives to try:

Provide information: "If you need more crayons, all you need to do is ask me for more."

Initiate problem solving: "Sounds like there is an argument here. Who can tell me what the problem

Beginnings

Beginnings

is?" In this case, the problem was both children wanted to draw an apple tree and needed the red crayon. Once the problem was identified, the teacher moved onto brainstorming options. The children generated several options: split the crayon in two; trade back and forth periodically; get more red drawing utensils, i.e. red pencil or marker; etc. Once options were identified, the children reached consensus regarding the best solution. In this case, the solution was to use green, yellow, AND red for apples since the flavorful fruit comes in three different colors! Now that's creative problem solving!

Scenario 5

Anthony, a two year old, pulls Jessica's hair. The teacher sharply grabs Anthony's hand, smacks it in an exaggerated slapping motion, and repeats, "Bad boy, bad boy. Anthony is being a bad boy."

Alternatives to try:

Show empathy for Jessica FIRST: Kneel beside Jessica. Hold her close if possible. Rub her head gently and say, "I'm sorry you are upset. It really hurts when your hair is pulled."

To model compassion, explain Jessica's reaction to Anthony: "Anthony, look at Jessica's face. She has tears on her cheeks. It really hurts when you pull her hair. It's not okay to pull people's hair."

Redirect behavior. "Anthony, you may not pull Jessica's hair. It hurts her. Here, if you want to pull on something, you may use this play dough. It stretches long when you pull on it."

Anticipate: If Anthony is a notorious hair puller, try to identify the times of days, or the situations, which are most likely associated with hair pulling. Supervise him VERY carefully at those times. Encourage him to engage in solitary activity if he shows signs of *overloading* from too much peer interaction or frustration.

Scenario 6

Preschooler Miranda has been reminded to put on her coat; regardless, she still goes outside without it. The teacher responds, "You get back in there and get that coat on! Why are you being such a space cadet today? If you don't get your coat right now, I'm

going to tell your daddy tonight. He'll give you what for if you don't listen to me."

Alternatives to try:

Restate expectations: "Miranda, I expect you to get your coat on now. It is not a choice whether you wear a coat or not. When it is this chilly, you must wear a coat."

State reasons for the rule: "Miranda, when you don't wear a coat in chilly weather you are more likely to get sick. I want you to be well. I expect you to go inside and put on your coat."

Express your feelings: "Miranda, I'm really tired of reminding you to get your coat. I feel like you are ignoring me and it makes me feel unimportant. Now, it is your responsibility to go in and put on your coat before coming outside to play."

Enforce a consequence: "Miranda, if you don't wear a coat, you will not be allowed to play outside."

Attempt to problem solve: "Miranda, I'm wondering why you don't want to wear your coat. Is it hard to put on? Is the zipper broken? Is it too tight?" If this is the case, work to remedy the situation.

Scenario 7

During music time, four year old Marguerite wiggles around and tries to crawl under a nearby table. The teacher pleads with her, "Pleeease behave, Marguerite. If you don't sing along, you'll just have to go home. I think I'll ask the secretary to call your mommy right now."

Alternatives to try:

Redirect and generate enthusiasm: "Marguerite, would you be the leader in our next song? It's a marching song!"

State limits: "Marguerite, during music we sit around the red circle. You may not climb under the table."

Try prevention: Go to the library and find some new songs and fingerplays so children are not bored with the same old ones.

Be specific: "Marguerite, I expect you to behave. That means your body should be sitting

up straight and your eyes should be looking at me."

Scenario 8

Energetic Angelic and Vlad are running around the room, giggling as they try to tag each other. The teacher says, "Quiet down, you two. Quit acting like a couple of wild animals."

Alternatives to try:

Make a non-judgmental observation: "It seems like you two have a lot of energy to run off today. Where is a better place to do that?"

Be tolerant: "It's fun to chase each other sometimes."

Provide choices: "I know you are having fun, but I'm afraid you might bump into a table edge while running inside. Would you like to play tag outside or climb on the indoor climbing gym?"

Become involved: "Hey, I'd love to play chase, too. Let's go outside where we'll have more room!"

Karen Stephens is director of the Illinois State University Child Care Center and instructor in child development for ISU home economics department.

Resources for Teachers and Parents

selected by Karen Stephens

Positive Discipline, Jane Nelson, Ballantine Books, 1981.

How to Talk So Kids Will Listen and Listen So Kids Will Talk, Adele Faber and Elaine Mazlish, Avon Books, 1980.

Siblings Without Rivalry, Adele Faber and Elaine Mazlish, W. W. Norton, 1987.

Please Don't Sit on the Kids, Clare Cherry, Fearon Pitman, 1983.

Raising Your Spirited Child, Mary Sheedy Kurcinka, Harper Collins, 1991.

Guidance of Young Children, Marian Marion, Merrill, 1991.

A Guide to Discipline, Jeannette Galambos Stone, NAEYC, 1978.

Know Your Child, Stella Chess and Alexander Thomas, Basic Books, 1987.

Guiding Young Children: A Child-Centered Approach, Eleanor Reynolds, Mayfield, 1990.

Kids Can Cooperate: A Practical Guide to Teaching Problem Solving, Elizabeth Crary, Parenting Press, 1984.

A Very Practical Guide to Discipline With Young Children, Grace Mitchell, Telshare, 1982.

Helping Your Child Handle Stress, Katharine Kersey, Acropolis Books, 1986.

The Hurried Child, David Elkind, Addison-Wesley, 1981.

Listen to My Feelings, Ruth Reardon, C. R. Gibson Co., 1992.

Listening to the Littlest, Ruth Reardon, C. R. Gibson Co., 1984.

Your Child's Self Esteem, Dorothy Corkill Briggs, Dolphin Books, 1970.

Self-Esteem: A Family Affair, Jean Illsley Clarke, Winston Press, 1978.

Self-Esteem: 101 Ways to Help Children Like Themselves, Michele and Craig Borba, Winston Press, 1978.

Video for Early Childhood Professionals

"Appropriate Guidance," NAEYC #855.

Program For Infant Toddler Caregivers Definitions

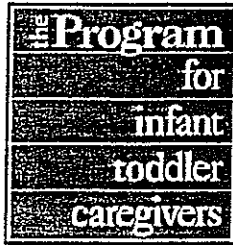
Socialization & guidance: The sharing of rules for living through example, demonstration, explanation, and focusing attention

Discipline: The enforcement of rules and the carrying out of consequences for transgression of rules. Discipline is meant to teach skills for appropriate behavior.

Young Infant (birth to 9 mo) begin to adapt their rhythms of eating and sleeping to the expectations of their social environment through the gentle guidance of sensitive caregivers who meet their needs. Learning basic trust in adults and the environment now makes the child much more open to accepting guidance from adults later on and lays the groundwork for developing self-discipline.

Mobile infants (6 to 18 mo) want to do everything, but they have little understanding about what is permissible and cannot remember rules. Adults can organize the environment in ways that clearly define limits and minimize conflicts. While respecting the child's experiments with saying no, caregivers who set appropriate limits can reinforce positive social interactions (e.g. hugging), discourage negative behaviors and model how to treat people and things gently.

Toddlers (16 to 36 mo) who move through recurring phases of extreme dependence and independence, gain new skills and awareness. They require an understanding caregiver who remains calm and supportive during their struggle to become independent. Adults must be resourceful in recognizing and encouraging self-reliant behavior (e.g., letting toddlers solve their own problems, when possible, while at the same time setting clear limits).



Factors That Create Discipline Problems

- Too high expectations for self-control
- Too little space or too much open space
- Too few materials or too little equipment
- Materials or equipment that is too challenging or too simple
- A lot of waiting time
- Inflexible routines, spaces, schedules, and people
- Too little order or predictability
- Too much change
- Too many temptations
- Too much noise
- Excessive requirements for sharing
- Long or frequent periods of sitting still
- Too much looking or listening time (v. being directly involved)

DISCIPLINE STRATEGIES

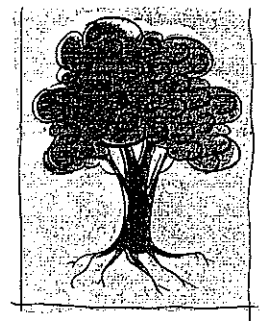
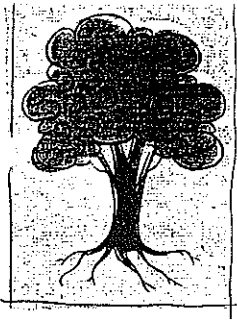
(Techniques for when child is engaged in harmful behavior)

DO:

- Be consistent and flexible (age, temperament)
- Tell child to STOP firmly and at close range
- Give brief reasons why behavior is unacceptable
- State and model acceptable behavior
- Concretely help children stop doing unacceptable behavior
- Offer children reasonable choices when choice is acceptable
- Avoid implying choice when there is none
- Recognize/acknowledge child's feelings with language
- Clarify that it is not child but child's behavior that is unacceptable
- Use redirection, logical consequences, or Cool-Out Time
- Seek help if you are about to lose control

DO NOT:

- Shame or humiliate child
- Physically indicate your disapproval
- Say "bad" boy/girl; avoid "good" boy/girl for acceptable behavior
- Moralize or let too much anger come through
- Use "NO" too often
- Use bribes, false threats, and false choices
- Use food or scheduled activities as re-enforcers
- Retaliate against children
- Make children say "sorry"



Roots of Socialization

Guidance and Caring Go Together

Babies whose basic needs for love and care are consistently met are more cooperative as they grow older than babies whose needs are not met.

Guidance Takes Time

Give infants and toddlers time to absorb and understand what you are trying to teach them.

Prevention is an Excellent Socialization Tool

1. Child proof the play space.
2. Prepare the play environment thoughtfully.
3. Go over rules and expectations ahead of time.
4. Be consistent.
5. Vary the tempos of the day.
6. Keep promises.
7. Be aware of individual differences in tolerating stress.
8. Reinforce a toddler's inappropriate actions.
9. Be nearby and attentive.
10. Do not laugh at toddlers.

Limits Should be Adapted to Developmental Stages

You will have to choose which socialization rules you emphasize for each child, depending on the child's stage of development. Often discipline issues occur due to the expectations are inappropriate for that child, such as expecting a young child to do something that he or she is not yet capable of doing.

Compiled by Tonya Scott from PITC Social & Emotional Growth & Socialization
Infant & Toddler Specialist Certified West Ed Infant/Toddler Caregivers Trainer Childhood Connections
Funded by the Indiana Association of Child Care Resource & Referral and the Indiana Administration of Families and Social Services.

Chart 4: The Problem with Physical Punishment

1. Physical punishment is most often a sign of frustration and anger in adults, not a means of teaching children.
2. The use of physical punishment discourages adults from seeking more effective means of teaching children.
3. Physically punished children often do not develop self-control. Adults end up having to act as police officers because as soon as the force is gone, the behavior returns.
4. Physical punishment will frequently increase rather than decrease negative acts. Children who are victims of a lot of physical punishment often tend to be aggressive and hostile. These children frequently become highly resentful, have high levels of mistrust, and display a negative approach toward life and people. Persistent misbehavior is often the only way the children have to communicate that they have unrecognized and unfilled needs.
5. Physical punishment can also result in withdrawn and passive children. Extremely timid people quite typically have a history of much physical punishment.
6. The frequent use of physical punishment is strongly associated with the development of low self-image in children.
7. Physical punishment often results in the permanent cutting off of meaningful communication between the adult and the child.
8. Physical punishment hinders learning and developmental progress. When children are nervous and tense or preoccupied with self-protection, they cannot learn as well or as much as when they are relaxed and alert.
9. Physical punishment does not *teach* children anything at all about constructive ways to resolve conflicts and problems.
10. Physical punishment exposes children to violence, makes children the victims of violence, and provides children with a context for learning violence.

Something to Think About: "Each time I spank I'm teaching, 'when you're angry, hit.' I've never known of a child who was spanked into becoming a more loving human being."—Haim Ginott

Developed by Donna S. Wittmer as a handout for parents.