



DISCIPLINE AND COMMUNICATION FOR THE ELEMENTARY YEARS PART 2

Lisa Rhodes
Family Engagement Specialist
Howard County Office of Children and Families
Family Institute
lrhodes@howardcountymd.gov

DISCIPLINE AND COMMUNICATION PT. 2

Part 1- Setting the Stage

Part 1

- Temperament
 - Knowing you child/ Knowing you
- Parenting Styles
- Communication
- Environment
 - What triggers behavior
- Building Self Esteem

Part 2 – In the Moment

Part 2

- Emotional Intelligence
- Teaching Self Control & Replacement Behaviors
- Practice Problem Solving
- How to react/ strategies for when behavior issues happen





KEY IDEAS

- There is no one-size fits all
- A certain amount of misbehavior is normal for children of all ages, how parents/caregivers react is the key to appropriate discipline.
- Change takes time
- Its about relationships



- If a child doesn't know how to walk, we teach
- If a child doesn't know how to read, we teach
- If a child doesn't know how to ride a bike, we teach
- If a child doesn't know how to behave we...



DISCIPLINE VS. PUNISHMENT

Punishment is....

- Usually given after an event
- Focused on external control, which may or may not affect behavior
- Focused only on past events

Discipline is.....

- Teaching before, during, or after an event
- Focused on developing internal controls to affect future behavior
- Helping children learn to avoid similar problems in the future



DISCIPLINE VS. PUNISHMENT CONT....

Punishment....

- May result from frustration or anger
- Is often humiliating or embarrassing to the child
- Can cause deterioration of relationships
- Punishment stresses submission to authority figures

Discipline.....

- Has a rational educational purpose to teach children how to act
- Recognizes individual worth and capabilities
- Can forge stronger interpersonal bonds
- Uses authority figures as a role model




DON'T START HERE!



BEHAVIOR CHARTS

What is the goal of Behavior Charts?

Levels of Behavior

			
	Level 1	Level 2	Level 3
<p>Safe, Responsible and Respectful Choices</p>	<ul style="list-style-type: none"> • Acting angry • Interrupting • Showing frustration inappropriately • Negative actions or words • Not cooperating 	<ul style="list-style-type: none"> • Physical aggression • Disrespect • Disobeying school rules • Inappropriate language • Dishonesty • Other disrespectful, irresponsible, and unsafe choices • Repeated Level 1 behaviors 	<ul style="list-style-type: none"> • Harassment • Soaring • Vandalism • Weapons • Threatening behavior • Violence • Other disrespectful, irresponsible, and unsafe choices • Repeated Level 2 behaviors



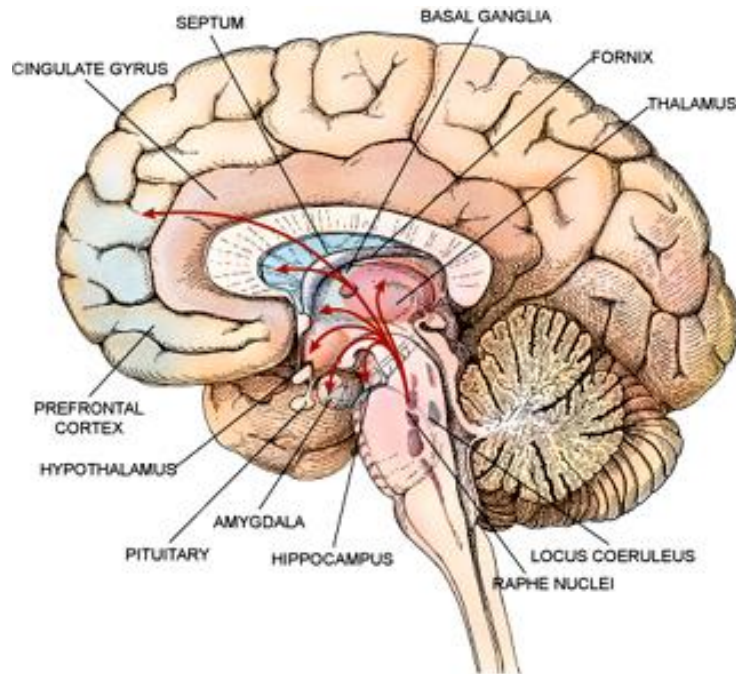
KIDS DO WELL IF THEY CAN

*“Once adults understand the factors (**lagging skills and unsolved problems**) contributing to challenging behavior in children, many of the intervention strategies that are often applied to modify that behavior (**stickers, time-outs, detentions, suspensions, corporal punishment**) make a lot less sense...because those interventions couldn't conceivably solve those problems or **teach those skills.**”*

-Dr. Ross Greene



UNDERSTAND THE BRAIN



The amygdala quickly assesses and activates every system in the body needed to survive the perceived threat

Fight, Flight or Freeze
“Flip your Lid”

The pre-frontal cortex puts the brakes on the fear circuit when a perceived danger has passed

Typically it's easier for the body's systems to start the fear than to end it



UNDERSTAND THE BRAIN

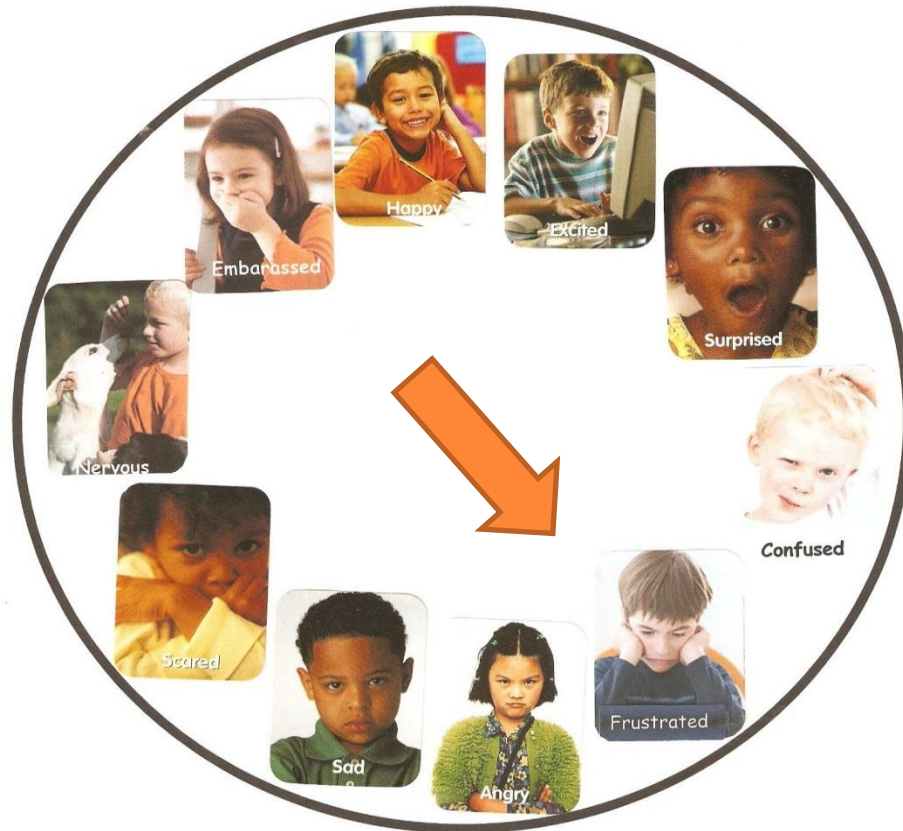


- Teaching gives words to feelings
 - “Name it to tame it”/ “being vs doing”
<https://www.youtube.com/watch?v=ZcDLzppD4Jc> (4)
 - www.youtube.com/watch?v=PGUEDtGSwW4 (8)
- Left Side-”Upstairs Brain”
- Right Side- “Downstairs Brain”
- Mirror Neurons—meet right side to right side



Emotional Literacy

Feeling Wheel



8 PRIMARY EMOTIONS

You are born with these emotions wired into your brain. That wiring causes your body to react in certain ways and for you to have certain urges when the emotion arises.

- **Anger**
- **Sadness**
- **Fear**
- **Joy**
- **Interest**
- **Surprise**
- **Disgust**
- **Shame**



INTENTIONALLY TEACH EVERYDAY!

These are NOT wired into our bodies and brains, but are learned from our families, our culture and others.



- Empathy
- Optimism
- Kindness
- Patience
- Gratitude
- Compassion
- Forgive
- Humility

How we talk to children creates their inner voice.



CHILDREN WITH A STRONG FOUNDATION IN EMOTIONAL LITERACY:



- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

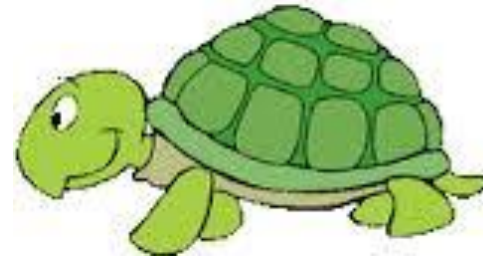


What TO DO

1st— get back to calm

Take 3 Deep Breaths

- Tucker the Turtle



Go to Calm Down Area — NOT time out





Connect



R (Emotional)

- Non- verbal comfort, touch, tone, empathetic voice, facial expression, connect, pausing



Then redirect

L (logical)

- Solutions, words, planning, logical explanations

***Connection is essential for cooperation
and willingness***



FLIP IT

BY DEVEREUX



Feelings – “I hear you yelling and crying. I wonder if you are feeling very frustrated”

Limits – “We use an inside voice to talk about feelings”

Inquiries – “What is a quiet way you can get out your frustration?”

Prompts – “Sometimes it helps me to talk about my feelings with a friend. Which friend would you like to talk to? We have the Kind Caterpillar or Brave Bear / teacher/ relative/ sibling?”



NAME IT TO TAME IT

“When big, right - brain emotions are raging out of control, help your kids tell the story about what’s upsetting them. In doing so, they’ll use their left brain to make sense of their experience and feel more in control.”

Whole Brain Child



SOCIAL STORIES TO TEACH



Using My Solution Suitcase



Sometimes when I'm with my family or my friends and teachers, I might need some help with what I'm doing.

I'm too excited.



I'm confused.

I don't want to share the toy.



I'm scared or hurt.



I'm sad or disappointed.



I'm angry or mad.



When I need to think about what to do, first I need to calm down.



1. I need to close or cover my eyes.



2. I need to take a slow, big breath in and then let the breath come back out. (Maybe, I'll need to take 2 or 3 breaths like that.)



3. Then I'm ready to think.



When I need help solving a problem, I can
get my solution suitcase.



The pictures inside the solution suitcase help me decide on a good solution to what I can do.



I may need to...



..ask permission before I do something or go somewhere.



..stop and listen first.



..ask my parent or teacher to help me calm down and solve my problem.



And sometimes I may need to...



..share what I have.



..ask to have a toy.



..ask someone to stop taking my toy.



..wait for a turn.



..work together.



DEVELOPING RESILIENCY



Resist the urge to quickly solve the problem **for** them or **tell them what to do.**

Just the **act of thinking about solutions begins the powerful process of owning and solving problems.** We want kids to believe solutions don't have to come from an outside source, but can **come from inside.** Whether they come up with great solutions or not, just the **act of wrestling with the problem will begin to strengthen their “resiliency muscles.”**



DEVELOPING SELF-REGULATION

Provide children with the **tools to solve problems themselves** and trust them to do so

- Have children take part in the problem-solving or rule establishing process.
“Hmm, what do you think you’re going to do?”
- Use suggestions rather than commands *I wonder*
- Provide simple cause-and-effect reasons for desired behaviors *(If → Then)*
- Use language to assist self-control/ *talk through it*

How we talk to children creates their inner voice



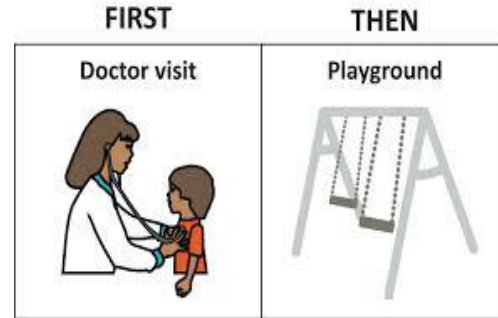
ENCOURAGING CHILDREN WHO HAVE MADE POOR CHOICES

- *You almost did it. You were so close. Try again. You just need some practice.*
- *I am confident you will think of another way to handle this.*
- *You'll figure out a way to be helpful. I know you. Inside, you don't like to be hurtful.*
- *That's a rough spot you are in, but I know you can work it out. Let me know if you need help.*
- *Oops! We all make mistakes. What could you do now that would be helpful?*
- *You can do it.*



FIRST, THEN

BEYOND BEHAVIOR MANAGEMENT



Instead of Saying...

- “If you don’t pick up your blocks, you won’t go outside”
- “If you lie quietly at nap for 30 minutes, I’ll give you a sticker.”

Try...

- “First pick up your blocks, then you can go outside”
- “First rest quietly for 30 minutes, then you can get up and play.”

Spoken matter of fact



STRIVE UP SPEECH

BEYOND BEHAVIOR MANAGEMENT

Instead of Saying...

- “Get out from under the table right now!”
- “I’m counting to three and you had better get yourself inside this door!”

Try Saying....

- “I wonder if you are a kid who knows how to get out from under the table all by her self?”
- “I wonder if you can get inside by the time I reach blast off. Here I go: 5,4,3,2,1, blastoff!”

Statements create resistance....
Questions create thinking



MOTIVATION TO HELP

- **Striving up** to being able to do something
“I need you to show me that you can follow directions so that you can go to the park. In the park you need to be safe by following directions”
- Relate it to something that the child already cares about
- Talk about your values
“In this family we help each other out”



5 KEYS FOR PARENTS

CELEBRATE CALM

BY KIRK MARTIN



- Set clear expectations

"Just so you know, we have 20 minutes to play football, then it's dinner time. When I say we're done, we're done. No fussing. Deal?"

- Practice and role play

- Say No, disappoint your child, on purpose

Your kids need to know they can count on you to keep your word.

- Do not lecture and reason. Show self-respect and keep moving.

- Praise often!

"Joel, do you realize that I won 2 out of 3 games, and you stayed calm? That shows me you are growing up, that I can give you more freedom and responsibility. I am so proud of you, son."



CONSEQUENCES—5 R's (START AROUND 2.5 YRS.)

- Respectful
- Related to the misbehavior
- Reasonable in duration
- Revealed in advance
(child makes the choice)
- Repeated back to you



Should be used sparingly—about 10-15% of the time



BACKTALK



- **You can ignore back talk** when your child quietly talks back, yet is following through on what you asked.
- **You should not ignore backtalk** when your child is at risk of hurting herself or others, including threatening others. It is not okay for you or others to feel intimidated by your child's backtalk.



BACKTALK

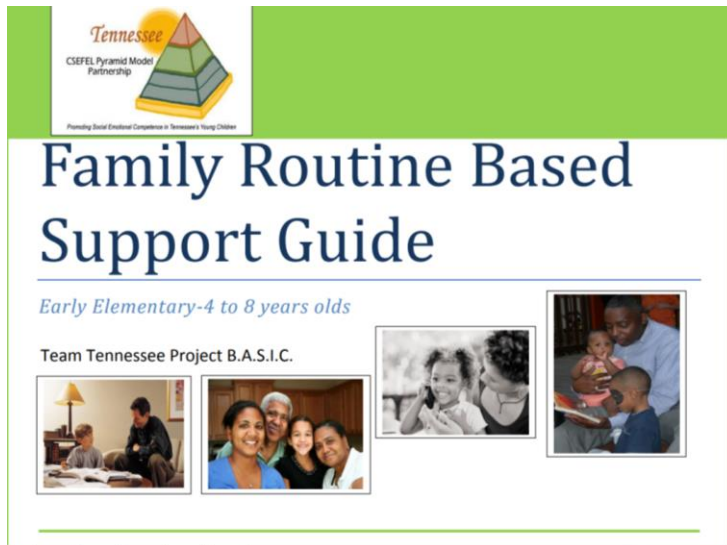
- **The limit setter.** “I don’t want you to talk like that to me. If it continues, I won’t be able to take you to the movies this weekend.” You’ve been calm and clear about what the problem behavior is, how you expect it to change and what will happen if it doesn’t.
- **The problem-solver.** “I know you were really angry at me and really wanted to watch the rest of the TV show before taking your shower. Rather than saying that there was no way you were taking a shower tonight, you could have just asked to wait 10 minutes to finish the show. Things would have gone so much smoother for everyone.” You’ve let her know that while it’s okay to be angry, it’s not okay to be disrespectful.
- **The coach.** “You’ve been working on controlling the things you say when you’re angry. Your teacher reports that you’re doing so much better at school. Now, you need to work on this at home.” You’ve recognized and described the behavior that is improving, while offering support and direction for continued improvement.

• **Empowering Parents, Janet Lehman**



FAMILY ROUTINE GUIDE 4-8 YEARS

http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_early-elementary.pdf



Tennessee
CSEFEL Pyramid Model
Partnership
Promoting Social-Emotional Competence in Tennessee's Young Children

Family Routine Based Support Guide

Early Elementary-4 to 8 years olds

Team Tennessee Project B.A.S.I.C.

Family Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

RESOURCES:

Books to watch online:

Feelings:

<https://www.youtube.com/watch?v=l7fq0yTKifw&feature=youtu.be>

Tucker the Turtle:

https://www.youtube.com/watch?v=s_qMiljtOfU

Using My Solution Suitcase:

https://www.youtube.com/watch?v=S97iJjc_6xc



Resources:

Family Institute -Family Workshops www.howardcountymd.gov/familyinstitute

Parent Pages – Free monthly newsletter

Lives in the Balance by Ross Greene <http://www.livesinthebalance.org/>

Celebrate Calm Free newsletter by Kirk Martin www.Celebratecalm.com

The Whole Brain Child by Dan Siegel & Tina Bryson (Hand model of the brain)

Empowering Parents <http://www.empoweringparents.com>

Beyond Behavior Management by Jenna Bilmes

Conscious Discipline <http://consciousdiscipline.com/>

123 Magic Parenting <http://www.123magic.com/>

Family Tree Line (24 hour hotline): 800-243-7337

CARE Line Free information and referral in Howard County **410-313-2273**



What is your 1 big take away?



WHEN are you going to start it?

