



DISCIPLINE AND COMMUNICATION FOR THE ELEMENTARY YEARS PART 1

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

DISCIPLINE AND COMMUNICATION Pt1

Part 1- Setting the Stage

Part 1

- Temperament
- Parenting Styles
- Communication
- Environment
 - Routines/ 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

- Not everyone is the same. Parent the child you have.
- Family rules and discipline technique will differ based on what is important to each family
- Behavior has meaning ... 
- **Prevention is Key!** You can create an environment to help support your child.
- **You** are the **role model** to help your child learn how to behave appropriately.



9 TEMPERAMENT TRAITS



Activity level – always active or generally still

Distractibility – how easily a child’s attention is pulled from an activity

Intensity of reaction – energy or strength of emotional reaction

Regularity (Biological rhythms)– predictability of hunger, sleep, elimination

Sensitivity – comfort with levels of sensory information; sound, brightness of light, feel of clothing, new tastes

Approach/withdrawal – response to new situations

Adaptability – ease of managing transitions or changes

Persistence – how long child continues with an activity he/she finds difficult

Mood – tendency to react with positive or negative mood, serious, fussy

Adapted with permission from Wittmer and Petersen, 2006



Take A temperament quiz:

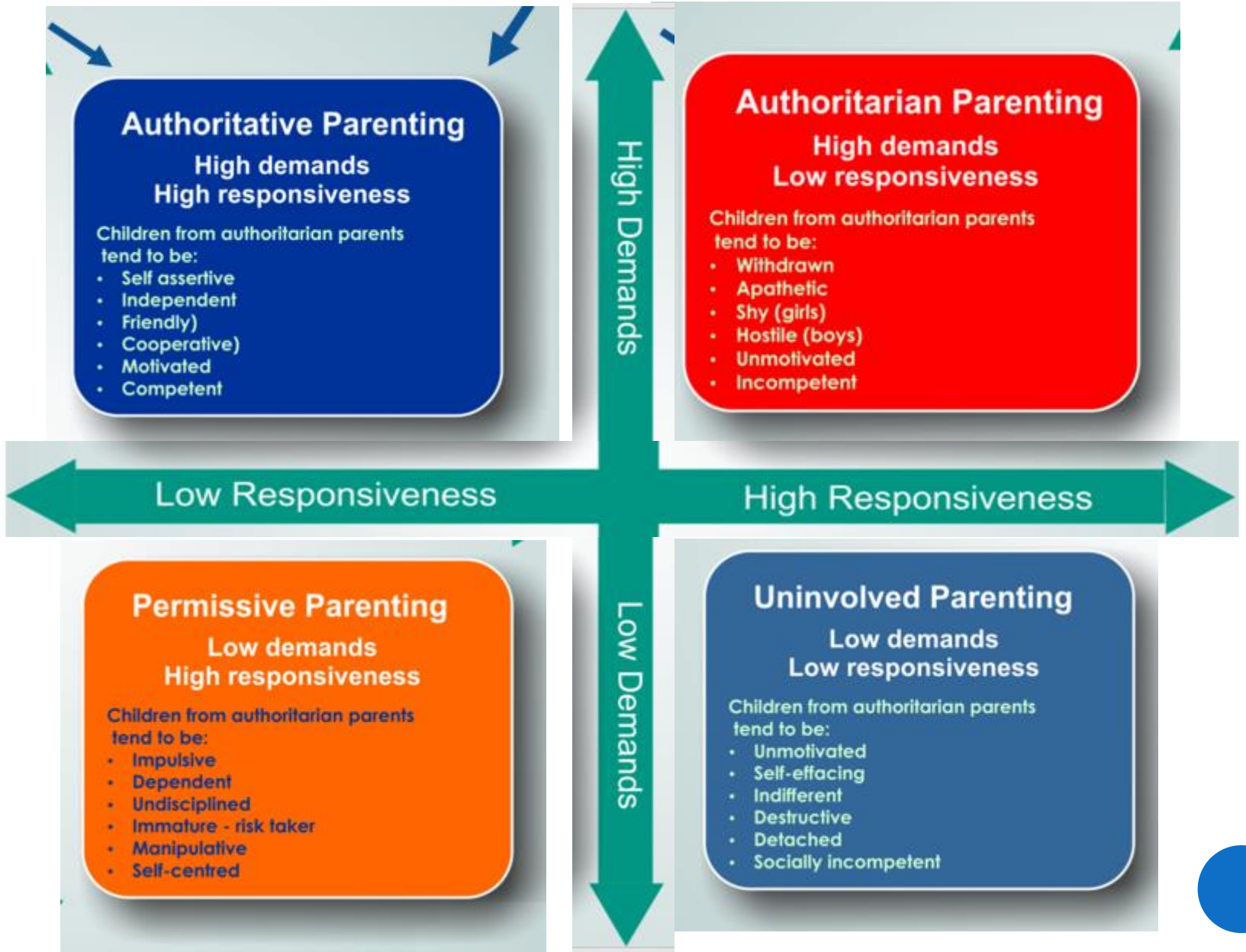
<https://eclkc.ohs.acf.hhs.gov/mental-health/article/it3-toddler-interactive-tool>



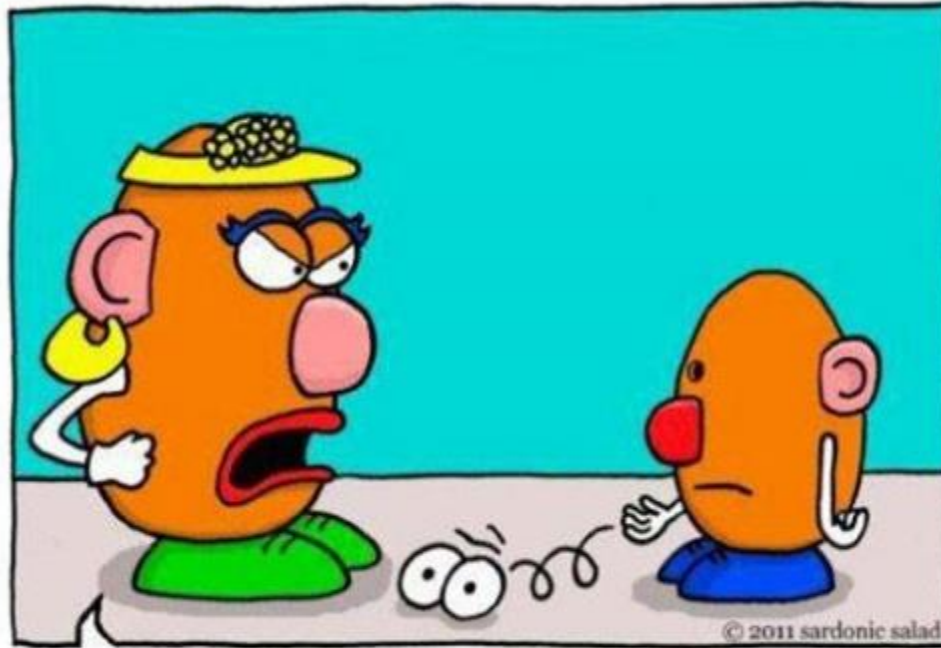
What is your Parenting Style?

Parenting Styles	Supportive Parent is accepting and child-centered	Unsupportive Parent is rejecting and parent-centered
Demanding Parent expects much of the child	★ Authoritative ★ Relationship is about building mutual trust and respect, both perspectives honored, communication flows both ways	Authoritarian Relationship is about control, differing perspectives are not allowed, meaningful communication generally flows one way
Undemanding Parent expects little of the child	Permissive Relationship indulges the child, entitlement, little control exercised	Uninvolved/ Neglectful Relationship is non-existent, no communication, no parenting





HOT BUTTONS



DON'T YOU ROLL YOUR EYES AT ME, YOUNG MAN!



Finding the “Why” and teach for the future:

Behavior is the manifestation of something else

Problem solve the “Why”

(are they trying to avoid or gain something? Ask the teacher what they are seeing. Self esteem issues? Do they want attention, power?)

- 1) Is it a won't, then find out why
(anxiety, fear, problems, sensory issues?)
- 2) If it's a can't—then make a teachable moment.
Let's work to come up with a solution.
Ross Greene says, “*They do well when they can*”
- 3) Give benefit of the doubt.
 - Easy to see willful opposition—but what if it's fluctuating capacity?
 - Kids can go through regression
 - Sometimes it is a pile up of emotions

***If the child's concerns aren't identified and addressed,
the problem will remain unsolved.*** -Dr. Ross Greene



COMMUNICATION DO'S



- Get on their level/ eye-level (don't talk down)
- Talk with them/listen attentively- builds your bond
- Show what you want—children are concrete thinkers
- Give “to do” statements (NOT “don't do”)
- Make important requests firmly—don't ask a question
- Be short and sweet no long explanations
- Say “Please,” “Thank you,” and “You're Welcome”



COMMUNICATION DON'Ts

- Don't threaten
- Don't lecture
- Do not criticize
- Do not use “you-messages” when you should use “I-statements”

“You don't make any sense.” vs.

“I couldn't understand what you were saying”

- Do not interrupt and scold when children are talking with you



Video: www.youtube.com/watch?v=VxyxywShewI



THE ENVIRONMENT

EFFECTS BEHAVIOR—SPACES DO MORE THAN SPEAK —
THEY LOAD OUR BODIES AND MINDS WITH SENSORY INFORMATION

Sensory?

- Sound—how loud is it?
- Touch--- how do things feel?
- Sight—visual stimulation, brightness
- Smell—bothersome smells?
- Taste— foods feel/ taste weird



Children need personal space and time for large motor activities. Movement can help—change of scenery. Things that we don't want children to touch should be out of their reach/ sight.



Routines

"Routines are like mental butlers, once you have a routine in place, then the mental processes that make the behavior happen take place automatically.

You save time and energy and **reduce stress** by skipping the mental to-ing and fro-ing of making a decision, and slide directly into getting the task done. Instead of creating each day from scratch, routines create a framework of small decisions you no longer have to make, so you have more time to devote to things that matter.

Michael McCullough, a professor of psychology at the University of Miami



Your “To Do”

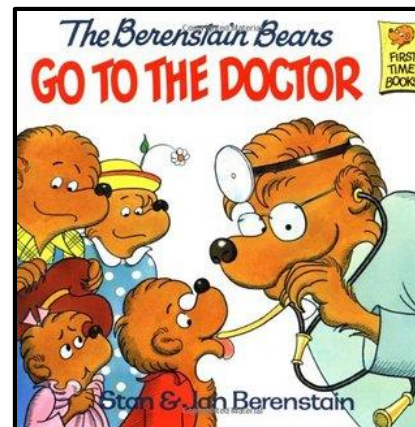
- Talk about your schedule
- Create a visual schedule of the day/ or part of the day
- Give 5 minute (with timer)
- Can the child be a part of transition
- Remind of next positive thing
- Make fun with
 - Songs
 - Games
 - Pretend

Ex: Interactive Schedule



SOCIAL STORIES

SHOW KIDS WHAT IS GOING ON



SELF-ESTEEM



Individuals with healthy self-esteem:

- Are comfortable in social settings as well as independent pursuits,
- Work towards finding solutions when challenges arise
- Can voice discontent without belittling themselves or others
- Know their strengths and weaknesses and accept them
- A sense of optimism prevails

Individuals with low self-esteem:

- Avoid trying new things
- Frequently speak negatively about themselves
- Exhibit a low tolerance for frustration
- Have a tendency to be overly critical of themselves
- View temporary setback as permanent, intolerable conditions
- A sense of pessimism predominates



HOW PARENTS CAN HELP



- Create a safe, loving home environment
 - Be spontaneous, affectionate, plan 1-1 time
- Be a positive role model
- Help kids become involved in constructive experiences –build skill set/ positive momentum
- Give your child responsibilities (chores)
- Watch way you say (labels)
- Identify and redirect you child's inaccurate beliefs
- Give positive, accurate feedback (effort vs' false praise)

DON'T PRAISE

INTELLIGENCE
OR
ABILITIES

DO PRAISE

THE PROCESS
AND
EFFORT



“If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves”

~ Carl Jung



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

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

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

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

