

Child Care Training and
Resource Kit
Behavior Management 1
Building a Relationship
Overheads

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Relationship

Teacher Notes

Adapted from Young Children's Behavior: Practical Approaches for
Caregivers and Teachers, Louise Porter 1999

Prevention = Intervention

- Provide high-quality program
- Meet emotional and social needs
- Satisfy their intellectual drive.

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Behavior management

Intervention with disruptive behaviors is mainly preventive rather than responding to crises. The most important aspect of 'management' is to prevent problems from occurring in the first place by providing a high-quality program and by meeting children's emotional and social needs, as well as satisfying their intellectual drives.

Staff-Child Interactions

Intervention: Behavior management is to be based on nurturing, encouraging and educational relationship between you and the children in your care (Rodd 1996.) The National Association for the Education of Young Children (NAEYC 1983) require staff to use positive disciplinary methods such as prevention of difficulties and acknowledge of appropriate behavior. Staff are to void punitive, humiliating or frightening disciplinary strategies (NAEYC 1983) and should not place unnecessary restrictions on children or be harsh in their responses to children (Doherty-Derkowski 1995). Unnecessary restrictions on children's activities—that is, controls for other than safety reasons—result in children's poor language and cognitive development and behavior problems at later ages, while harsh and critical responses to children have been related to aimless wandering in a center, lack of attachment to caregivers, and stress in children (Doherty-Derkowski 1995).

Disruptive Behavior

- **Outcome of child's immature actions.**
- **Not their purpose to inflict harm.**
- **Interrupts the group.**
- **Prevents group members from functioning.**

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What is Disruptive Behavior?

Someone—perhaps the child him or herself, another child, or one of the adults—is harmed, or the activity is disrupted when a child acts on hurt feelings, or when a dispute occurs between some of the children. If I call these incidents “disruptive behaviors” it sounds as if that was the child’s intent when, in most cases, it will simply be the outcome of the child’s immature actions, not their purpose.

Adapted from Young Children’s Behavior: Practical Approaches for Caregivers and Teachers, Louise Porter 1999

Types of Difficult Behavior

- **A normal behavior which occurs excessively.**
- **A constellation of normal behaviors.**
- **An appropriate behavior that is mistimed.**

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Types of Difficult Behavior

Difficult or disruptive behavior is any act which interrupts the group and prevents group members from functioning—which means it prevents you from teaching and guiding the children or interferes with their activities. It can take one or three forms:

- A normal behavior which occurs excessively—that is, it occurs too often or beyond the age at which the child could be expected to have learned more appropriate behavior (Herbert 1987)
- A Constellation of Normal behaviors which by themselves would not make management difficult but in combination present some management problems (Herbert 1987)
- An appropriate behavior that is mistimed. For example:, dancing and walking around are appropriate acts but they become disruptive during group story times.

Child-friendly Environment

- **I**ntervention: private areas for solitude.



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A Child Friendly Environment

Intervention, Children need private areas so that they can have some solitude (while still being visible to an adult). When their feelings are beginning to overwhelm them and they are displaying this through potentially harmful behavior, the opportunity to withdraw from demands can be very beneficial. This is called “time-out.” I regard the loss of control of one’s feelings to be a natural childhood event, and so I would make the solitary areas pleasant and calming places, rather than punitive and sterile setting. To punish children for becoming upset is to punish them for being children and, in my view, is entire inappropriate.

Adult Responses to Children's Behaviors

- | | |
|-------------------------------|--------------------------|
| • Considerate | • Acknowledge |
| • Irritating | • Understand |
| • Skill deficit | • Teach & explain |
| • Disorganized or overwhelmed | • Calm or change request |
| • Secondary | • Prevention |
| | • Reflective listening |

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(Note to Teacher: The items in column 1, are Behavior Types and in column 2 are the Adult's responses.

So when the Child's Behavior is **Considerate**, the Adult response is to **Accept and Acknowledge**.

When the Child's Behavior is **Irritating**, the Adult response is to **Understand and be Assertive**.

The Child is **skill deficit**, the Adult **teaches the skill and explains how the skill is useful**.

The Child is **Disorganized or Overwhelmed** (The child has the skill but cannot use it.) The Adult **helps the child to calm down. If s/he cannot calm down, change your demands**.

If the Child has **Secondary behaviors**, the adult must prevent, use **Reflective Listening, Repeat** Your assertive message, if necessary, **help the child to calm down**.

Guidance Styles

- **Authoritarian**
- **Permissive**
- **Respectful/Authoritative**

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GUIDANCE STYLES

Explain that this activity focuses on identifying each participant's guidance style

In your own words, discuss the following three guidance styles based on the work of Jean Isley Clarke:

Authoritarian

- Must do what asked.
- Cannot state how they feel.
- Rigid rule enforcement and rituals.
- Learn love is conditional
- Punishment by adults.
- Use of sarcasm, ridicule and embarrassment.
- Threats and bribes.
- Atmosphere of fear.

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Authoritarian

- Child must do what adults want
- Child cannot express how she/he feels or thinks
- Rigid enforcement of rules
- Punishment is imposed by adults
- Rigid rituals
- Use of sarcasm, ridicule and embarrassment to manipulate and control behavior
- Threats and bribes used extensively
- Relies on heavy competition
- Learning takes place in an atmosphere of fear
- Children learn love is highly conditional
- Children learn what to think and are easily manipulated

Permissive

- Child does whatever they want.
- No recognizable structure.
- Punishment inconsistent.
- Mini-lectures and put downs are typical
- Second chances
- Environment of chaos.
- Threats and bribes common.
- Learn love is conditional

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Permissive

- Child does whatever she/he wants to do
- Child follows his own moods and desires
- No recognizable structure, rule, or guidelines
- Punishment and rewards are arbitrary and inconsistent
- Mini-Lectures and put downs are typical tools
- Second chances given often
- Threats and bribes are commonplace
- Learning takes place in an environment of chaos
- Emotions rule behavior of adults and children
- Children learn love is highly conditional
- Children are easily led by peer influence

Respectful

- Child conforms to rules, but makes choices.
- Opinions are respected.
- Understanding of age-appropriate expectations.
- Rules are simple and clearly stated.
- Consequences are logical and realistic.
- Lots of smiles, hugs and humor

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Respectful/ Authoritative

- Child conforms to rules, but is allowed to make choices
- Children's and adults' opinions are respected
- Adult understands age-appropriate expectations
- The environment is flexible and conducive to creative, constructive and responsible activity
- Rules are simple and clearly stated
- Consequences are logical, realistic and palatable
- Discipline with authority gives life to learning
- Motivates children to be all they can be
- Lots of smiles, hugs, and humor
- Second opportunities are provided
- Learning takes place in atmosphere of acceptance and high expectation
- Children learn to accept their own feelings and control their own behavior

Low self-esteem development

- Imitation
- Negative labels
- Comparison and competition

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By watching how you react to them, children learn what you expect of them, and they judge whether they generally meet your expectations. As well as receiving your feedback, they also watch how you feel about yourself and how you react to their mistakes.

Imitation: Children copy how adults handle their achievements and failures.

Negative labels: We often talk about children in ways that put them down, even when we don't mean to. These negative labels can become self-fulfilling.

Comparison and competition: Children will develop low self-esteem if we compare them to someone who is more capable than them. This will teach them to apply unrealistic standards to themselves.

Signs of low self-esteem

- **Lack of an independent self-evaluation.**
- **Social difficulties.**
- **Approach to learning.**

SIGNS OF Low Self Esteem in Children

In contrast with this list, children who have low self-esteem can display a wide range of less adaptive behaviors. The signs of low self-esteem are different at different ages, and no single behavior necessarily means that a child does not like himself. However, if a child in your center is showing many of the following signs, then it might help if you can take some steps to improve his self-esteem.

Lacking an independent self-evaluation: If a child does not have a good opinion of himself-and if as well he believes that he has to earn adults' approval- then he might be overly helpful, or might constantly ask for your praise or for declarations that you love him.

Social Difficulties: A child with low self-esteem might not be able to have any fun, might be withdrawn, and might not be able to enter a group without becoming either too self-conscious ('shy') or too boisterous.

Approach to learning: A child who has doubts about his abilities will avoid trying something new, will refuse to take risks or be adventurous, or might give up easily.

Healthy self-esteem

- Lead spontaneously
- Transition easily
- Confidence
- Independent goal setting
- Strong internal focus of control
- Trust their own opinion
- Initiate activities confidently



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Characteristics of Children who have Health Self Esteem

THEY CAN

- lead others spontaneously
- make transitions easily
- approach new and challenging tasks with confidence
- set goals independently
- have a strong internal focus of control
- assert their own point of view when opposed trust their own ideas
- initiate activities confidently

Healthy self-esteem

- **Cope with criticism and teasing.**
- **Tolerate frustration.**
- **Describe self positively.**
- **Make friends easily.**
- **Accept opinions.**
- **Cooperate and follow rules.**
- **Pride**

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- cope with criticism and teasing
- tolerate frustration caused by mistakes describe themselves positively
- make friends easily
- accept the opinions of other people
- cooperate and follow rules, remaining largely in control of their own behavior
- show pride in their work and accomplishments
- make good eye contact (although this can vary across cultures)

Social Skill and Social Competence

- **Communicate feelings**
- **Give information**
- **Ask for help**
- **Manage own feelings**
- **Negotiate differences in opinion**
- **Deal constructively with conflict**
- **Achieve without causing pain**

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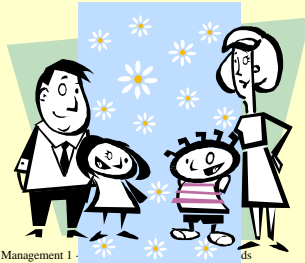
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To play cooperatively and competently together young children need to be able to:

- Communicate their feelings
- Give information
- Ask for information or help
- Manage their own feelings
- Negotiate differences in opinion with their friends
- Deal constructively with conflict
- Achieve what they want without hurting anyone else

Social Skill and Social Competence

- Respond to provocation.
- Evoke favorable responses.
- Deal with people in authority.



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- Respond to provocation such as teasing or bullying.
- Evoke favorable responses from other people.
- Deal with people in authority.

Bottom Line:



- It's the relationship

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Bottom Line: "It's the relationship"

These children aren't seeking attention (even though they will settle for it.) They are looking for a safe and trustworthy relationship. A secure relationship precedes healthy behavior; authentic motivation follows genuine trust. The Circle of Security Project – 2000, Cooper, Hoffman & Powell