

Speaker Notes

Title of Presentation: Effective Discipline Ages 2-5

Page 1 – none.

Page 2 – none.

Page 3 – It is normal for children to test limits while exploring their environment. A child's desire to explore is biologically programmed to help them learn and grow. It is important to encourage this exploration, create a safe environment and set limits.

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- **Mastering Body Movements:** Between the ages of two and three, children are growing rapidly and gaining strength. Their small and large motor skills are developing. They are running, walking, climbing, pushing and pulling. They are learning to manipulate objects with their hands. All of these recently developed skills turn the whole house, yard, playground and classroom into an opportunity to explore.
- **Vocabulary increases rapidly for this age group**– By age 3 most will have a 900 word vocabulary. Children at this age can repeat short rhymes and songs. They understand more words and ideas than they can speak. They begin to use language as a tool to get what they want.
- **Developing Independence** – during this time, children begin to assert independence by saying “no,” “mine,” and throwing temper tantrums. They are learning to communicate and take control of their surroundings.
- **Separation Issues** – Learning to separate from parents and bond with other adults is a primary developmental task at this age. Even a child who typically separates easily can regress during times of turmoil and change at home (such as a parent's deployment).
- **Playing with peers** – This is a major part of their social/emotional development. They are learning to share and take turns and engage in more cooperative play rather than independent or parallel play. Again, it takes lots and lots of repetition before they are able to understand this.
- **Repetition & Structure** – Children at this age have no concept of time and live in the here and now. This age will not remember the rules all of the time and will require many reminders.

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- **Motor development and eye/hand coordination:** Between the ages of 4 and 5, children become significantly more capable and independent. They are typically able to manage utensils skillfully and can button and unbutton clothes with ease. At this age, children can run well, throw and catch a ball. Balance is improving.
- **Language** – Children this age ask a lot of “how” and “why” questions (almost constantly) and they listen very closely to the answers. They begin to enjoy jokes, silly stories, rhymes and silly language.
- **Increased confidence & Independence** – A positive milestone developmentally for children; but poses increased challenges for caregivers as children will begin to refuse to follow instructions.
- **Group play and making special friends** - Peer group becomes important. At this age children beginning to prefer the companionship of other children to adults.
- **Vivid imagination** – Children at this stage love to play pretend and may have imaginary friends. At this age they may also become more fearful of the dark, storms, “monsters.”
- **Needs repetition** – At this age, children understand rules, but forget them. They live in the here and now.

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- **Children don't think like adults** – Children do annoying things, not maliciously, but because they don't think like adults. What is natural and fun for the child can be extremely annoying for the caregiver. (For example, a child is pouring water on the floor – to him this is fun! To you it is annoying. It is also developmentally appropriate – they are learning and exploring.)
- **Your job is to set the rules** – “It's ok to pour water in the sink, but not on the floor.”
- **Children get engrossed in activities** – This is developmentally appropriate and very positive as they are learning about their world. When they're really focused on something, they may not even hear you call their name. If you try to remove them from an activity too quickly, they are more likely to throw a tantrum. Give them time to make the transition.

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- **Moods:** Children have moods too – sometimes children wake up in bad moods just like adults do. They are affected by the stress of the adults around them. Their moods are worse when they are tired and hungry. Try to gauge when they need to eat or rest.
- **Concrete thinking:** Children think concretely and cannot generalize concepts. For example, a child may learn that the stove in their house is hot, but may not realize that the stove at grandma's house can also be hot.
- **Repetition:** Children learn through repetition – They cannot be expected to remember something they've only been told once or twice.

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- **Feelings and communication:** Feelings affect a child's communication just as they affect an adult's. If an adult is angry, they may yell or use inappropriate language. If a child is angry and frustrated they are likely to act out their feelings inappropriately by screaming, throwing things or hitting others. The caregiver's job is to help the child learn to identify and verbalize feelings and express them appropriately.
- **Identifying feelings:** Young children will need help identifying and expressing their feelings.
- Learning to identify their own feelings helps children identify feelings in others. This helps them develop empathy, interpersonal skills and communication skills.
- **Validate:** Let the child know you understand how he/she feels and that it is okay to feel that way.
- **Appropriate expression:** Help them express feelings appropriately: “It's ok to feel angry, but it's not ok to throw things. A better way is to use your words and let me know when you need help.”
- **Always take a child's feelings seriously.** We may not see the significance of their hurt or anger but they are important to the child and it's important to acknowledge this.

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- **Deployment:** Young children feel effects of deployment even though they don't fully comprehend what is happening. It is important to be sensitive to children who are dealing with deployment.
- **Acting out:** They do not have the words or cognitive ability to express and work through feelings, so they act them out.
- **Creativity:** Find creative ways to help children express their feelings (art projects for the deployed parent, puppets, a feelings chart)

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- A major part of discipline is learning how to talk with children. The way you talk to them teaches them how to talk to others. Here are some helpful tips:

- **Connect** – Before giving directions, squat to their eye level. Say “I need your eyes.” Be sure not to make the eye contact so intense that it conveys control rather than connecting.
- **Address by name** – “James, will you please
- **Keep it brief** – Use the one-sentence rule. The longer you ramble, the more likely your child will become parent or teacher deaf. Take note of how children talk to each other – simple one syllable words and short sentences.
- **Ask them to repeat** – if they can’t, the request is too long or too complicated.
- **Offer they can’t refuse** – “Helen, put your coat on so you can go outside with us and play.” This gives the child a reason to move out of their power position. Begin with “I want” - children usually want to please. Saying “I want you to get down” instead of “get down” gives them a reason for compliance rather than just an order.
- **“Stop” instead of “No”** – “No” is said so often to children that it loses its power. “Stop!” gets the child’s attention quickly, and is protective rather than punitive. “No” invites a clash of wills. Usually even strong willed children will stop momentarily to evaluate a stop order as if they sense danger ahead.

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- **Give choices** – Children are usually more compliant when they feel like they have some control. “Do you want to put your coat on first or your hat?” “You can’t have the knife, but you can have the ball or the truck.” This helps them learn to think as well as giving them a sense of control.
- **Model appropriate language** – you must model appropriate language and behavior so the child can learn from your example. “John, please wash your hands, so you can come to snack time.”
- **Calm down the listener** – Nothing sinks in when a child is distraught. The louder they yell, the softer you respond. If you are yelling, you are modeling the behavior you are wanting them to stop. Rhyme rules – “if you hit, you must sit.”
- **Use “I” statements:** “I feel When youbecause.....” Children are more receptive to discipline when they don’t feel like they are being attacked.

Page 13 – Young children do not respond to lectures. They need immediate and direct action from the parent or caregiver to help them learn. We will discuss the most effective methods of discipline in upcoming slides.

Page 14 – Used to stop harmless behavior including tantrums, sulking, whining.

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- **Natural consequences:** discipline through the natural consequences of the child’s action. For example, the natural result of breaking a toy will be the child cannot play with it anymore. The caregiver must take care to keep the child safe and not allow them to do anything that could harm them without being overprotective.
- **Logical consequences** are imposed on the child by the caregiver as a result of a behavior. For example, a child pours juice on the floor. As a result, the child is asked to clean up the messy floor. Logical consequences infer discipline that should be related to the behavior. Removing toys that are being mishandled. Picking up something they have thrown.

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- Children see parents as setting limits for them and punishing them when they misbehave. It’s important for children to view parents and caregivers as people who offer a lot of positive attention
- **Give physical attention** – Hugs, smiles, kisses, pats on the back. Young children respond especially well to physical affection.

- **Be specific** – Tell them exactly why they are being praised. For example, “You did a great job of sharing your toys with your friend/brother/sister.”
- **Give immediate feedback** – Young children have no sense of time and often don’t remember events that happened a day or 2 ago. To be effective, the praise must be immediate.
- **Plan parent-child activities** – For example, going to the park or playing a game can be used to reward positive behavior. This increases the parent/child bond and is usually more effective than a material reward.
- **Catch them being good** – Observe your child frequently and offer praise when you see them acting appropriately. Do not wait for them to do something extraordinary to offer praise.

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- **Time out from attention** – You are briefly withdrawing your attention from the child as a way of not reinforcing the behavior. Use this to shape behavior, not as punishment – Do not use it to humiliate the child in front of peers (for example, don’t put the child in the corner). Time-in gives the child a sense of “feeling right” when they are acting appropriately. When the time-in or attention is briefly withdrawn, this doesn’t feel right to the child. She then begins to make the connection between good feelings and appropriate behavior.
- **Prepare the child** – Make sure the child knows what is expected of him and what the consequences are. Use simple language to explain what behaviors will lead to a time-out.
Boring location – Not in their room with their toys around. If in a school setting, it should be away from activity.
- **Implement immediately after misbehavior.** Remember the child lives in the here and now – to be effective, it must be immediate. A prompt, cool, matter-of-fact approach can prevent angry protests. Use simple and direct language such as “Because you pushed Mary, you have to go to time out.”
- **Remain calm** – The louder they yell or scream, the softer you should talk. This will calm them and let them know you are serious.
- **Keep time-out brief** – around 1 minute per year of age.
- **Use a timer** - A timer makes a more lasting impression for a young child. To tell a 2-3 year old they are to be in time-out for 2-3 minutes is meaningless. When the timer sounds, it lets the child know the time is up and she can resume activity.

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- **Physically take them back** – If they leave the time-out chair, say “Stop” in a very firm voice. Hold their hand and guide them, or if necessary pick them up (facing away from you) and carry them if they will not return to the chair on their own. You may have to do this several times.
- **Sit with them** – if they are having a tantrum and won’t stay in time-out, you may need to sit with them and hold them in time out. You should remain calm and speak in a very calm voice.
- **Use another term** – If the term “time-out” causes them to rebel, use a positive term – “You need a little quiet time” or “thinking time.”
- **Use a metaphor such as a sports metaphor** – “The coach sometimes calls a time-out to let the players cool off and think about how they can play a better game. That’s what you need now.”
- **It’s not a choice** – Give the child the message that they are going to time-out no matter what, so they might as well get it over with so they can go back and play.
- **Ready to come back to activity?** - If the child says “No” they are not ready to go back to their activity, then reset the timer.
- **Don’t lecture** – The child has already gotten the message by sitting in time-out. Using more words will only increase the likelihood of the child becoming “parent (or caregiver) deaf.”

- **Repeat if necessary** – Remember children need lots of repetition. It may take several times before they learn that you mean what you say.
- **Catch them being good** – shortly after a time-out, it is important to look for and praise appropriate behavior.
- **Asking the victim to address the aggressor** empowers the victim not to feel like a victim. It also helps the aggressive child to experience a consequence for the behavior directly from the victim.
- **An alternative approach** – “We don’t hit other people. Ask your friend, ‘May I play with that please?’.

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- It helps if the caregiver and the parents can support each other regarding the child’s discipline.
- **Home discipline:** Ask parent what type of discipline is used at home
- **Classroom discipline:** Advise parents of your discipline methods
- **Share discipline issues:** Keep parents informed of discipline issues in class and ask them about discipline issues at home
- **Work with Parents:** Collaboration and consistency are effective approaches to effective discipline
- **Report positive behavior:** Tell the parent/s about all the positive things their child said or did.

Page 21 – none.

Page 22 – none.

Page 23 – Knowing when to seek help is a sign of strength. It also demonstrates responsibility and caring.

Page 24 – none.

Page 25 – none.

Page 26 – none.

Page 27 – none.

Page 28 – none.

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