



CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

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Registrars - Bonnie Kudlacik, ext. 138 and Diann Keyser, ext. 135

Parent Counselor - Jessica Markle, ext. 126

Food Program - Cindy Eggers, ext. 130 and Tamar Reed ext. 137

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Trainings - Diann Keyser, ext. 135

Reception - Margie Knox

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Parent Counselor - Kristin Scace, ext. 104

Food Program - Carey Braidt, ext. 103

Trainings - Carey Braidt, ext. 103



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TAMAR REED

Managing Challenging Behaviors with Positive Discipline



EFFECTIVE TECHNIQUES FOR PARENTS AND PROVIDERS

2013/2014

What's inside:

- *Responding to inappropriate behavior with positive redirection*
- *Increasing positive behavior with positive attention*
- *Helping children through daily transitions*

Positive Discipline

Discipline consists of teaching children to manage their own behavior. What can parents and caregivers do on a daily basis to help young children adopt positive behaviors? When challenges arise, as they naturally do throughout childhood, from the “terrible twos” to the difficulties of adolescence, adults have a choice in how they choose to respond. Engaging in power struggles with children creates hostility and oftentimes, provokes more challenging behavior. By taking a firm yet loving stance, a foundation for a close relationship will be developed with the children. This helps to properly support children as they learn to be responsible and cooperative. Easing their way by setting consistent and loving limits, offering guidance, and utilizing effective behavior management techniques. There are many different effective techniques, including redirection, thoughtful program planning, positive reinforcement, and providing positive attention.

In this brochure, important elements of best practices in behavior management for the early and middle childhood years will be covered. By giving children the tools to be successful, they are guided to greater functioning and happiness throughout their lives.



http://www.pbs.org/parents/talkingwithkids/positive_discipline_tips.html

Seven useful tips for practicing positive discipline.



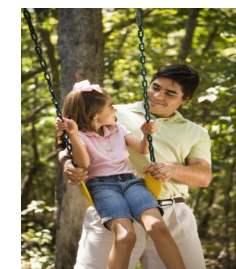
<http://www.loveandlogic.com/>

Founded in 1977 by Jim Fay and Foster W. Cline, Love and Logic is a philosophy of behavioral management. A practical and positive approach that is useful for parents, teachers, and providers.



<http://www.ahaparenting.com/parenting-tools/positive-discipline/healing-yourself>

Tips on self-care for the parent or provider.



Ulster County DSS: Early Intervention and Preschool Special Education Programs
1071 Development Court, Kingston, NY 12401 PH.(845) 334-5251

Providing a full range of screening and intervention services from birth through preschool aged.

Mission Statement:

To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website www.familyofwoodstockinc.org

Conclusion

Raising positive children requires positive care-giving. An optimal discipline practice focuses on fostering a relationship of mutual respect, supporting the varied and unique needs of each individual child, and being firm and consistent with the rules.

Sometimes, a child needs additional behavioral assistance. It is important for childcare providers to have an open line of communication with the children's parents. If a provider would like some help in learning how to speak to parents, they may call the Child Care Council at (845) 331-7080 or (518)822-1944 for assistance. If parents sense that their child could use some support, they can contact their school district or pediatrician for available screening and intervention services.

Another essential part of taking great care of kids is practicing great self-care! Here are some great ways parents and providers can take care of themselves:

- *Taking a time-out when feeling angry or frustrated*
- *Eating nutritious foods*
- *Getting enough sleep at night*
- *Incorporating some physical exercise into each and every day, this is something parents and providers can do together with children!*
- *Talking to someone, either a friend or a professional, when feeling overwhelmed.*

Remember, children learn to take good care of themselves by watching us. Set a good example!



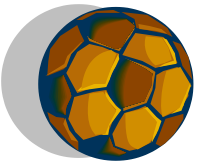
Positive Redirection

It is the task of parents and child care providers to make sure the children cared for behave in positive ways. When a child hears “No” or “Don’t” all the time, he/she will begin to tune those phrases out. Worse yet, the child may begin to feel that he/she is bad, is unable to make good choices, and are disliked. These feelings do not inspire positive behavior.

Redirection is a means of telling children what they can do *instead of what they can't do*. If a behavior is to be replaced with an appropriate behavior, children need to be taught what is appropriate. Offering a replacement for inappropriate behavior is an effective and positive discipline technique. For example, if yelling and screaming is inappropriate then speaking in a lower, quieter voice would be the replacement behavior. A 2-year old drawing on the table might be given a sheet of paper. A frustrated 10-year old kicking the wall might be invited out for a game of soccer. Children often need adult guidance to appropriately express emotions and to make good choices.

Redirection does not simply mean distraction! Consider Liya, 20-months old. Liya has just grabbed a toy from her friend Matthew. Her caregiver says, “Liya! Here’s the ball you love. Why don’t you leave that there and we’ll play ball together.” Liya will probably be distracted, Matthew will get his toy back, and the caregiver will not have to deal with a conflict, but Liya will not learn that taking another child’s toy is unacceptable. Instead, let’s have Liya’s caregiver say, “Liya! Matthew is using that toy right now. You’ll have to wait a turn. Would you like to play ball with me while you wait?” In this second instance, Liya’s caregiver has successfully redirected her attention and also reinforced her understanding of interpersonal rules, i.e. don’t grab toys from others. Her caregiver used only positive words, and avoided the “No”’s and “Don’t”’s. Matthew has also learned that he has the right to expect that others will not grab his toys, and this will help him to assert himself in the future.

When challenging behavior is redirected, good decision-making is modeled for children. This shows them that they are cared for, and that all children sometimes need adult help to make good choices.



Positive Attention for Positive Behavior

It's normal for children to look to their parents and caregivers for attention and approval. Many children learn that by misbehaving, they can get the attention they crave. Once this happens, parents or caregivers and children often become stuck in an unhappy cycle of regular "acting out" by the child followed by yelling, lecturing, punishing, or threatening by the adult. The child finds the attention he/she was seeking, and the adult has once again given control to the child by allowing the negative behavior to elicit the intended reaction. Negative attention is not a punishment; it is a reward. Negative attention does not punish misbehavior, but increases it.

This cycle can be broken by paying more attention to positive behavior. Catch a child doing something well, and don't take it for granted. Words of praise or encouragement, a pat on the back, or a hug are very effective behavioral management tools. Respond to children's good behavior with as much energy as you would respond to negative or annoying behavior!



Positive attention increases positive behavior!

Helping Children Through Daily Transitions

Transitioning is the process of changing from one activity to another. Any parent or child care provider will agree that transition times can be quite difficult for children. Transitions will go much more smoothly by using some of the following techniques:

- Children need to prepare themselves for a transition in activities. Give children a heads up 10 minutes before transition time. This will give them a chance to prepare themselves to finish their game, their lunch, or their conversation, and be ready to move on to the next thing. Depending on a child's age or development, they may need more frequent reminders that it is almost time to change activities. If a child is extra-sensitive to transition times, you may want to give several heads-ups. There's nothing wrong with announcing the oncoming transition at 10 minutes, 5 minutes, and 2 minute intervals!
- Providers often struggle in the afternoon when busses drop off school-aged children, full of energy and noise. Remember that these children have been sitting in their classrooms all day with few breaks. Rather than expecting them to come in and "settle down", consider making this your afternoon outdoor play time. You might feed them snacks outside, or let them get some energy out before coming in for snack time.
- Make your daily routines as consistent as possible. Children will learn to know what to expect and when, and are less likely to become anxious or uncooperative at transition times. A daily picture schedule they can look at to remind them of the order of the day can be a wonderful visual aid!
- Check your own mood. Children often pick up on messages we send them unintentionally. Do transitions stress you out? If the answer is yes, you are not alone. Pay attention to the signs your body supplies, such as your shoulders tensing up, or your mood becoming snappish. Children look to their parents and caregivers for reassurance, so take a deep breath and show children that remaining calm and happy during transition times make them more enjoyable for everyone.

