

INDIVIDUAL PD MODULE #100: Positive Guidance by Mary Jane Hostetter

This module will help you guide children in a way that respects them and creates a pleasant atmosphere for both children and adults. It will make the job of the adult easier because it will prevent much misbehavior.

You will receive 2.5 Professional Development hours for successful completion of the module. Successful completion will include submitting the required activities and any suggested corrections. You may have four weeks to submit corrections without paying an additional fee.

This PD is \$5, to be made out to "Child Care Consultants, Inc", and mailed to Mary Jane Hostetter, Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401. On the check, please write SACC PD, ITM #100 in the note space. On a sticky note on the check, or paper clipped to the check, please put your name and whether you submitted the Individual Training Module (ITM) by email, or by mail.

READINGS:

Required: Positive Guidance by Mary Jane Hostetter (part of this IPDM)

Required: Pennsylvania Learning Standards for Early Childhood, First Grade, Standards PS 1, 2, 3, and 4 (pg 42,43) (ask to borrow your director's copy) OR find online at

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/1st_Grade_Standards_Final.pdf

Optional: School-Age Care Environment Rating Scale (SACERS) – (ask to borrow your director's copy), Items: 29, 30, 31, 32, 33

**COMPLETE 6 ACTIVITIES INCLUDING # 1, 3, 6 and 7 and submit them by email (preferred) or by mail to Mary Jane Hostetter: Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401
Email questions or comments to: maryjanehostetter@yahoo.com.**

ACTIVITIES:

1. Observe an experienced leader using positive guidance. Ask your trainer to set this up. What is the climate of the room? Record some examples of positive guidance. Discuss these later with the person you observed.
2. Record one incidence of misbehavior you observed. What do you think caused it? Record one incidence of a positive behavior. What could you say to the child to be encouraging?
3. Record 10 positive statements you made to children. What was the reaction each time? Record whether each showed respect and/or encouragement.
4. Write a paragraph about how you can encourage different children in your group.
5. A child in your group comes back from school very upset because she did not get an "A" on a test. What might she believe about herself? How could you encourage her?
6. Write about one of the Personal-Social Standards that you think is important for the children in your group. Name the standard; five "sub-standards" (A, B, etc); 5 examples that fit the substandard; and 5 supportive practices that are related. Even if your children are in higher grades, these will still apply to them.
7. Complete a plan for improving my work next week.
8. After reading Items 29-33 in SACERS, pick 2 Items, and within those 2 Items, pick a total of 6 subscales. Explain how each is related to positive guidance and how you would put each in to practice.

Positive Guidance of School-Agers in Groups



Positive guidance, as used here, is the system of arranging the environment, the leader's, and the children's behavior in order to produce a climate where a child can learn to successfully discipline himself in ways that are acceptable to him as an individual and to the group functioning in a state licensed school-age child care program. Within the group setting, the child learns to act upon the premise that his rights, responsibilities, and needs and the group's rights, responsibilities, and needs are important.

Before selecting a plan and techniques to use to guide a child into responsible behavior, it is necessary to set goals for behavior and to be realistic. The goals for a before and after school program will be different in some ways from the goals for a classroom situation. Behavior and goals reflect the philosophy of each program. The following four goals are what I used as a SAC director.

Goals for behavior

1. To create an environment where each child is safe and happy
2. To provide each child with the tools and encourage the desire to be a positive part of the group
3. To provide each child with the tools and encourage the desire to get his own needs met while not hindering other children's ability to get their needs met.
4. To create an environment where adults can function well and follow the state regulations.

More specific goals depend on your program's goals, guidelines and philosophy.

How do you know if your goals are good ones? First, they should be compared with your mission statement and your center philosophy. Next, they should be compared with good developmental knowledge of children this age. For instance the goal of children being silent for one half hour is not realistic. The goal of children being silent while directions are being given is realistic. Ask yourself whether the goals you are considering meet the following requirements:

Goals must be:

- **Realistic (developmentally appropriate)**
- **Move a child forward in social growth**
- **Small enough to be workable**
- **Some must be specific for each center (based on your mission)**

Realistic goals mean setting goals that are possible to be reached, profitable, and able to be reached in the time you expect. The goal of total silence during free play would probably not be a good goal! Could the children actually be silent while playing? Would they benefit by not being able to communicate with each other? Would so much tension be built up that you would risk a major confrontation? A goal of silence while listening to directions could be a goal. Children could maintain silence while receiving directions. Positive results could come from the children listening to the directions and being able to hear them. **Moving a child forward** means considering the total goal and what can be accomplished in what amount of time. A whiney six-year-old probably cannot be an articulate six-year-old tomorrow who can state his needs and feelings clearly. **Smaller goals** need to be set to move the child toward the total goal. What would you like the children to be able to do by the time they graduate from our program? How would you like to group to function in two months? **Specific behavior goals for your center** should reflect your mission. A YWCA would have the goal of stamping out racial discrimination, so behavior goals would reflect that.

In successful positive guidance, you, the leader, are **setting the scene for the children to succeed**. The leader (teacher) in successful positive guidance is a facilitator, an enabler. You enable a child to exhibit positive behavior and thus feel good about himself. Many adults think it is their job to "make the child behave". This is impossible and thus, not a goal of positive guidance. A possible and beneficial goal is to set the environment, give the tools, and encourage the motivation a child needs to behave in an acceptable manner. The actual decision to behave in an acceptable manner can only be made by the child.

Behavior often is the result of needs a child has and the environment he is in. In today's world, children often see themselves as having many rights but no responsibilities. This is partially because we have wanted to protect children from the consequences of their actions. Traditionally, parents exerted their rights through punishment. This has become less effective and thus more limited based on our new knowledge of child development and the needs of children. Note: that does not mean that we let children get away with poor behavior, we just approach it differently. Rewards are often not as effective as they were perceived to be years ago, because children see them as their right. So what do we do? Groups and society as a whole cannot exist without limits on behavior. So how do we accomplish these limits in a way that will help children grow and move toward responsible adulthood?

We need to recognize that children are equal to adults in worth and dignity but have less knowledge and experience. Therefore, adults have the right and responsibility to guide the children in their lives. By learning to make good behavior choices, children move toward self-discipline and increasing control over their lives. Logical consequences, encouragement, knowledge and good communication are the keys to success in guiding children.

Why do children need behavior goals? They need them because many misbehave at times. Why do they misbehave? Dinkmeyer, D & McKay, G. (1989) talks about Rudolf Dreikurs's "Four Foals of Misbehavior". In my opinion, after many years of experience and education, for children without severe physical or emotional problems, the last two reasons below need to be added.

Reasons for Misbehavior

- **Need for attention** (the adults attention or the attention of other children)
 - **Need to be in control** (they feel that they must be in control to matter or to be safe)
 - **Need for revenge** (they are very angry and want to get back at someone, not necessarily us)
 - **Need for power** (they might feel powerless or perceive that only those with power are valuable)
 - **Lack of communication/understanding** (they do not hear or pay attention to the adult, they may take what was said a different way. A high schooler I know of was told "the assistant principal wants to see you, do you want to come with me now?" He said no, I'll come later. He was in super trouble! Note, the adult was incorrect in their communication)
- Benefits of misbehavior outweigh consequences** (sometimes calling someone a name is worth 10 minutes of timeout!)

With positive guidance, you, the adult can help the child feel valued and encouraged while guiding them in behavior. Children need four things from adults. They need good communication, mutual respect, encouragement and time for fun together.

How do we communicate? The most important aspect of communicating is listening. We often see communication as a way to get our point across, but that is only one part of it. Listening carefully lets the other person know we care and are interested in their feelings. It also lets us know what the child's viewpoint is. Often, in a group, we cannot hear or see every interaction between children. Also, a child may view things differently than we do. When speaking to a child, be clear, concise and respectful. Address poor behavior, not the child who has done the behavior.

How do we show mutual respect? Mutual respect is shown by the communication techniques we use and by the climate we set in the environment. It is shown by allowing children to make as many choices as

possible, by treating mistakes as you would if an adult friend made the mistake, and by having things available that interest the child and make it possible for them to succeed. In other words, the situation must be child friendly.

How do we give encouragement? According to Dinkmeyer, D & McKay, G. (1989) "encouragement is a process whereby you focus on the assets and strengths of your child to build self-confidence and self-esteem." Encouragement helps the child to try new things without fear of failure. If a child got fifteen words out of twenty correct on a spelling test, comment on the fifteen, not the five. The child knows that they missed the five. Help him focus on what he did right. Separate the deed from the doer. Make sure the child knows you don't appreciate the action, not him.

To build a good atmosphere, encourage children by accepting them for who they are, not what they could be. Be positive. Have faith in the children. Focus on contributions, assets, and strengths. Recognize effort and improvement as well as the final achievement. Encourage children.

To guide behavior, use good listening, I-messages, consequences, and exploring alternatives.

Exploring alternatives is a way of problem solving. It involves considering feelings, the participants' ideas, and helping the child in choosing solutions, and looking at probable results of each solution. Best of all, it puts the child in the driver's seat, but with an instructor beside him. When the child selects the solution, he is more likely to follow through. This is a way of encouraging the child and shows respect for the child.

Formula explained in The Parent Handbook:

1. Use reflective listening to understand and clarify the child's feeling.
2. Explore alternatives through brainstorming.
3. Assist the child in choosing the solution.
4. Discuss the probable results of the decision. Change the solution choice if necessary.
5. Obtain a commitment for the chosen solution.
6. Plan a time to evaluate the solution.

For a more positive climate for your group, do the following. Set up the room so it has interesting things available to all the children. If you can, avoid situations where children have to wait for a long time for a turn with something. When children have interesting things to do, they are more likely to occupy themselves. Make sure the children get a good balance of active and quiet play. Children should have many opportunities to pick what they want to do. Avoid having everyone do the same thing at the same time for much of the time. Let children help plan and give their opinions on activities, room set up, and materials available.

PREVENTION of misbehavior

Communication is the first line of guidance. The following are basic communication techniques that work well: Communication, I messages, Reflective Listening, Body language, Right time, Right place, and Clarity. For more information on I-Messages or Reflective listening, go to Dinkmeyer, D & McKay, G. (1989)

I messages

- **When**..... (behavior you don't like)
- **I feel**(your emotion about it)
- **Because**.....(how it effects you, not the program)

Example: **When you** talk while I am giving a classroom lecture, **I feel** frustrated **because** I spent three hours preparing this lecture so that the entire class could learn from it and some of the class cannot hear it.

Steps for Reflective Listening:

- **Listen without interrupting**
- **Listen for the emotion behind the words**
- **Reflect back to the speaker what you think they are feeling**
- **Listen to see if you have it correct**
- **Continue as needed**

Reflective listening is a very good technique to give attention to children or adults. IT shows them that they are so important that you will REALLY LISTEN to what they are saying. Remember, you can "listen" to nonverbal clues also. Example: "Your face is saying you are not happy." Then listen and watch to see what happens next.

Your Body Language speaks louder than your words!

- **Your expression** (are you pouting, looking scared?)
- **Your tone** (are your words fine, but your tone says you are sarcastic?)
- **Your body posture** (if your arms are crossed in front of you it looks like you are not interested in hearing what they have to say)
- **How close** (in some cultures people stand very close, in some, farther away)
- **Eye contact** (some cultures like direct eye contact, in some cultures that is rude, or some people have an eye problems where their eyes might not focus on you)

Right time/place: Is this the right time and place to have a real conversation? You may need to say to the child, we need to discuss this later.

- **What makes it the right time** (If you ask a question do you have the time to really listen?)
- **What makes it the wrong time** (If you are getting the kids lined up to go to school, you should not try to carry out a deep conversation)
- **What makes it the right place** (Can you hear each other, can you get close to each other?)
- **What makes it the wrong place** (One staff member stopped in the middle of a crosswalk across a state road to have a conversation about behavior – NO – KEEP THE KIDS ALIVE!!!!)?

Clarity Children need clarity especially when excitement or emotions are high.

- **Simple words**
- **Short phrases or sentences**
- **The higher the emotion – the fewer words they can hear** (If many kids are out of control, say "stop" instead of giving reasons or pleas)
- **Words with double meanings** (watch them so everyone understands the same thing)
- **Slang** (Chill out may make them think you expect them to get cold),

More prevention of behavior problems

- Build trust
- Help them think
- Go stand by areas about to erupt
- Distract
- Change the activity

Five C's of Trust (what YOU must demonstrate in order to build their trust of you)

- Caring
- Competency
- Common commitment
- Consistency
- Confidentiality

Gentle reminders – Matter of fact statements about behavior facts, not the individual child, which use a calm, confident tone of voice. (We walk in the room; we wash our hands before eating)

· **Reminder questions**

- What's the rule about...?
- How do you think that would feel
- Is that the right thing to do
- Will that get you what you want?
- What exactly do you want from him?

Position yourself

- Be like a gunslinger in saloon position. (Remember, the gunslinger always sat with his back to the wall so he could see the doorways and all the people, and he watched what they were doing at all times)
- Be alert (be hyper vigilant – never let your guard down)
- Position yourself near trouble areas (high activity, limited resources, competitive)
- Give directions standing next to kids with ADD, poor hearing, or poor attitudes.
- Go (not call across room) to areas that are getting too loud, or voices are becoming negative
- For most kids, a simple hand lightly on the shoulder will remind them to think about what they are doing and not a word will need to be spoken!

Dealing with misbehavior

Natural and Logical consequences are attributed to Rudolf Dreikurs. You can read more about it in Dinkmeyer, D & McKay, G. (1989). **Natural consequences** are those reactions to a misbehavior which occur naturally. For instance, if you are facing away from a ball game but are very close, a natural consequence could be that a ball hits you. A **logical consequence** is a consequence that an adult assigns to a misbehavior because it makes sense and will help the child learn that the behavior should not be repeated.

Logical consequences should be:

- Related to the behavior logically
- Respectful of the child who misbehaved
- Allow the child to make the choice
- Relevant to social consequences
- Work toward solving the problem he created by the misbehavior.

To be effective, a consequence must be related to the behavior. If a child does not clean his room before noon, a reasonable consequence would be that he not be allowed to go out to play until it is done. An unrelated consequence would be that he has to take the garbage out for a week. Consequences should match the intensity of the misbehavior. Knocking down a tower of blocks could call for rebuilding the tower and apologizing. Knocking down a child in the block area in anger would call for much stiffer consequences. Perhaps, the child could not play in the block area for two days as part of his consequence. When you look at correcting behavior, you need to consider the immediate stopping of the misbehavior, the long-term effects of the consequences, and the emotional and physical safety of the other children. When consequences can help take care of the problem that the behavior caused, it is even better.

Natural VS logical consequences which do you use?

When it is safe, use the natural consequence.

- **Child's safety:** If a young child keeps running into the street when playing in the front yard, the natural consequence would be for him to be hit by a car. Of course this is unacceptable. Therefore,

you would construct a logical consequence such as the child is not allowed to play in the front yard in order to keep him safe. This is acceptable and can be expressed as a logical consequence. I cannot permit you to play in the front yard because you keep running into the street and I must keep you safe.

Legalities: When a child fools around and won't wash his hands for snack: the natural consequence is that the child cannot have snack. However the DPW regulations say a child cannot be deprived of food. Instead use a logical consequences such as the child may not sit and eat with the other children until he washes his hands.

Moral responsibilities: When a child who kicks other children hard, the natural consequence might be that other children may refuse to be around that child. That could be an escalating situation building frustration and not giving the child a chance to learn good social behavior. A workable, logical consequences would be to move the child out of the area and explain that you need to keep the other children safe so he may not play with them until he settles down and can keep his feet to himself.

Rewards as a means of behavior control

- **Why?** Some children will change their behavior in order to receive a prize or treat.
- **Why not?** Children are not learning to make decisions based on right or wrong or what they feel. Reward and punishment are both based on being caught in that behavior. Sometimes children only want to do the right thing if they can get a prize. The goal is to get children to self regulate their own behavior.
- **Concentrate on using words** that help a child feel good about what they are doing correctly. " I bet you feel really proud of yourself for not hitting Alison when she called you that ugly name." A child can learn self-talk that can help him control his behavior when we demonstrate the concepts.
- When using words, be specific so that a child knows exactly what they are doing well. (NO- good job. Yes – I like the way you answered that question with the facts you learned when you were reading the picture captions.)

Group contracts: Children in a group discuss the rules and agree as a group to rules and consequences. Usually all children sign the rules to show they agree. Three children can often take leadership roles in the discussion and the actual writing down of the agreed on rules and consequences. The adult has veto power, but this should not be used unless absolutely necessary. Children are often too harsh in their consequences, so help temper them with good sense and kindness.

- **Agree on the rules**
- **Agree on the consequences**
- **Children feel ownership** If a rule is not followed; you remind the child that he agreed to follow the rules. If necessary, you can then ask him to read the consequence or ask what he could do to repair the situation. Children can be taught how remind each other of the rules without being pushy, or mean.

Log of Comments to Child

Child's Name	Date	Situation or Observed Behavior	My Comment to Child	If not positive, how could it be changed?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

My plan for improving my work next week. (Adapted from Dinkmeyer, D & McKay, G. (1989))

Date: _____

My specific concern: _____

My usual response:

- | | |
|--------------------------|---|
| _____ Talking, lecturing | _____ punishing, removing privileges, shaming |
| _____ Noticing, nagging | _____ threatening, warning |
| _____ Becoming angry | _____ other _____ |

What I want to try: _____

Barriers to change I expect:

What I will do about the expected barriers: _____

One week later: (Date: _____)

What actually happened (be very specific): _____

Progress Made:

Areas for concern:

Next Steps (either further work on this, or new area)

References used in developing the Module:

Dinkmeyer, D. & McKay, G. D. (1989) Parent’s Handbook, Systematic Training for Effective Parenting, Circle, Pines, M.N, American Guidance Service

Hostetter, M. J. (2003) *Individual Training Module as a Training Technique*, Unpublished Master’s Project, Concordia University, St. Paul

Hostetter, M. J. (2001) *Survey Results of NSACA Conference Attendees in Pittsburg, PA, 2000* unpublished

Kreidler, W.J, (1989) *Creative Conflict Resolution*, Tucson, AZ Good Year Books

Newman, R. (2009) *Training New After-School Staff: Welcome to the World of School-Age Care! Revised edition* Cape Charles, VA Newroads Media, A division of Cape Charles Development Company

Sign-off page

I, _____, have completed IPDM #100, Positive Guidance of Children. I have done the 6 following activities __, __, __, __, __, __ and they are attached to this page.

Signature: _____ Date: _____

Name: (as you want it on the certificate) _____

Name of my Child Care Site: _____

Address: _____, _____, _____, _____

Phone : _____ Email: _____

My Birth date: __/__/____ Last 5 numbers of my Social Security # - ____