



Discipline Foundations

Preservice

Learner Guide

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Learning Objectives

- Identify the **knowledge** and **skills** needed to effectively use **discipline strategies**
- Identify components of an **effective approach to discipline**
- Identify the three elements of an effective discipline strategy
- Summarize **de-escalation strategies**

Defining Discipline

In **discipline**, you will be asked to use approaches that you are unfamiliar with, even if you have found other strategies to be effective in the past.

Discipline:

- Happens in the context of the **relationship between the child and the parent/caregiver**
- Is a search for opportunities to teach new skills
- Is a lifelong journey

Notes:

Write what **discipline** means in your own words.
How closely does this definition represent your
current **discipline strategies**?

Knowledge and Skills Needed

Child Development

Knowledge of **child development** allows you to have appropriate expectations for the child's behavior.

Are the following reasonable expectations? Choose Yes or No:

- I expect my 3-year-old to sit still for 20 minutes Y/N
- I expect my 9-year-old to complete a short book report Y/N
- I expect my 14-year-old to show appreciation when I pick them up in front of their friends. Y/N

Diversity Competence

Diversity impacts behavior. Approach the child's **diversity** with **curiosity**.

What is an example of a behavior that may be part of the child's culture?

Notes:

You will need to understand how the child's past **trauma** can impact their current behavior.

How might a child who has experienced **trauma** respond to you entering their personal space and raising your voice?

You must **tailor your strategies** to each child's unique needs.

What are some things you need to know about a child to help you understand how to discipline?

Reframing the Behavior

View behavior as information and “chase the why”
to uncover the feelings and needs of the child.

Children do well when they can. If they are not doing well, it may be a cultural difference, or they may lack a needed skill.

[illegible]

What skill is this child lacking?

Your child throws a fit in the grocery store when you tell him no to sugary cereal. Shoppers assume your child is spoiled and does not listen.

You know the child does not have the skill to...

You are in the toy department of a loud, busy store and your child does not follow your directions to put down the toy and follow you down the aisle. Other parents assume the child likes to test you. You know the child does not have the skill to...

Your child constantly pushes and elbows other children whenever they are in line to go to recess or gym. Teachers assume the child is mean or “out of control” You know the child does not have the skill to...

Sometimes an event, smell, sound, image, etc. can trigger a child to behave in a challenging way. What are some examples of behaviors that may have served as a coping mechanism or helped the child get their needs met in the past?

Notes:

[illegible]

Focusing on the Relationship

The relationship you build with the children placed in your home will create the foundation of safety they need.

Which response focuses on the relationship?

1. You chastise the child for making a mess, then tell them they are grounded until they clean up the kitchen.
2. You tell the child you appreciate their efforts, then help them put the kitchen back in order.

Connecting with the child before correcting them helps them feel heard so they are more open to what you have to say. What are examples of connecting before correction.

Managing Your Emotions

Often the child's emotional state will reflect your emotional state.

How can you tell if someone is **regulated**?

Reflection: An important part of self-regulation is knowing your triggers and how to manage them.

How can you tell when you are triggered?

Notes:

[illegible]

What might a child do or say to trigger you?

What unmet need might be the reason you are triggered?

What do you do to calm yourself when you are triggered?

Who can help you calm yourself when you are triggered?

Being Intentional

One way to be intentional is to **answer** these **three questions** before you respond to the child's behavior:

1. **Why** did my child act this way?
2. **What lesson** do I want to teach at this moment?
3. **How** can I best **teach** this lesson?

What other strategies can you use to be intentional rather than reactive?

Notes:

[illegible]

Elements of Effective Discipline Strategies

The most useful discipline strategies:

1. **Support** the relationship
2. **Teach** the child a skill
3. Focus on the long-term goal of teaching the child **self-regulation**

In your group, discuss your assigned question related to each of the three strategies.

Does the strategy **support the relationship**?

- Behavior Charts:
- Time out:
- Physical punishment:

Does the strategy **teach the child a skill**?

- Behavior Charts:
- Time out:
- Physical punishment:

Is the strategy in-line with the long-term goal of **teaching self-regulation**?

- Behavior Charts:
- Time out:
- Physical punishment:

Notes:

Answer the questions in response to the video:

2. What does “low and slow” refer to?

3. What does “name it to tame it” refer to?

4. What does “regulate over educate” refer to?

5. How long will it take a child to come to baseline/re-regulate?

Application

Notes:

1. How patient can you be? Do you recognize it **may take some time** for children to develop the skills they need?
2. How willing are you to express love to your kids, even as you discipline them? Can you see how you can **express love and address behavior** at the same time, that they are not mutually exclusive?
3. Can you let go of your desire for perfection as a parent? You will mess up, so how will you handle it when you do? **Can you learn from your mistakes?**

Resources

Hughes, D. A., & Baylin, J. (2012). Brain-based parenting: The neuroscience of caregiving for healthy attachment. New York, NY: Norton

Siegel, D. & Bryson, T. (2016). No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind. Bantam Books. NY.

Bailey, B. (2015) Conscious Discipline Building Resilient Classrooms. Loving Guidance: Oviedo, Florida.