NOAS

PreService:

Discipline Foundations

Learner Guide

<u>Overview</u>

This course discusses the knowledge and skills needed to appropriately discipline children and practice developing discipline strategies.

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:

Knowledge and Skills Needed

- Knowledge of child development allows you to have appropriate expectations for the child's behavior.
- 4 Diversity impacts behavior. Approach the child's diversity with curiosity.
- You will need to understand how the child's past trauma can impact their current behavior.
- 4 You must tailor your strategies to each child's unique needs.

📥 Activity -

Are the following reasonable expectations?

	Yes	No
I expect my 3-year-old to sit still for 20 minutes.		
I expect my 9-year-old to complete a short book report.		
I expect my 14-year-old to show appreciation when I pick them up in front of their friends.		

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.
- 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?

📥 Activity –

What skill is missing?

1. 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 ...

Focusing on the Relationship

- The relationship you build with the children placed in your home will create the foundation of safety they need.
- 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.
- 4 Often the child's emotional state will reflect your emotional state.
- An important part of self-regulation is knowing your triggers and how to manage them.

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?

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

Notes:

De-Escalation

When the child has lost the ability to regulate themselves and is in crisis, they need your help to re-regulate.

Video Questions

- 1. What does "low and slow" refer to?
- 2. What does "name it to tame it" refer to?
- 3. What does "regulate over educate" refer to?
- 4. How long will it take a child to come to baseline/re-regulate?

Notes:



<u>Resources</u>

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.