

Behavior

Management

See if you can figure out what these word puzzles say.

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Sometimes it can be difficult to figure out why children behave as they do. We are almost like private detectives as we watch and listen to children to find out what motivates them and how best to communicate the boundaries to them. Are there ways to prevent negative behavior? What are our options for handling negative behavior?

A Scripture to Think About

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails” (1 Corinthians 13:4-8).

- What does this Scripture have to do with discipline?

How to **USE** this Folder

- If you are a teacher, use this folder to help you become effective with behavior training in the classroom. If you are a teacher trainer, use this folder as a guide to help you train your teachers to be more effective with behavior training.
- By the end of the unit, you should incorporate strategies for preventing misbehavior and encourage children to correct misbehavior with confidence, kindness, and creativity.



Answers to the word puzzles: crossroads, you understand, once upon a time, I overate

This folder contains material for multiple teacher training sessions.

page 1 theme and goals

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What Is Discipline?

“**Discipline** is the general attitude of adult authority.”

—Dr. Stanley Turecki

“**Discipline** is gaining and maintaining control over the child’s conduct.”

—Dr. Bill Stonecker

“**Discipline** is the slow, bit by bit, time-consuming task of helping children to see the sense in acting a certain way.”

—Dr. James Hymes

- What do you think comes to most people’s minds when they hear the word *discipline*?

- What other words can you think of that might mean *discipline*?

The word *discipline* comes from the Latin word that means *teaching* and *learning*, as does the word *disciple*, *learner*. Jesus’ followers were called his disciples because they were learning from him.

“A student is not above his teacher, but everyone who is fully trained will be like his teacher” (Luke 6:40).

- Who must be trained before the student is trained?
- Who must be disciplined before the student is disciplined?

Behavior Management Is Like a Ship

The captain sets a course, a **DIRECTION**.
But if the ship gets **off course**, the captain must make a course **CORRECTION**.



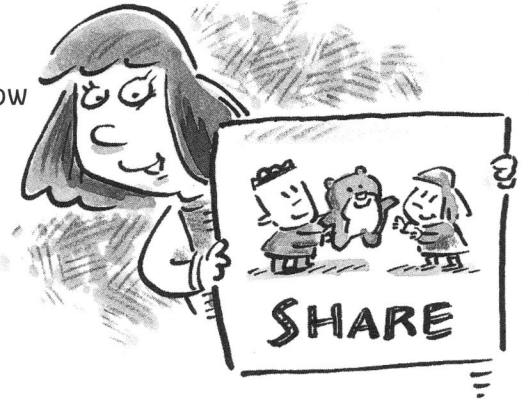
The difference is that no one can make the course correction for the child if she chooses not to change. But we can encourage her to correct her course.

Setting Direction

1

Set your course.



We can't expect children to follow rules they are not aware of.



2

For the young child, three or four rules are enough.

One teacher posts these four rules:

It makes us  to  share.

It makes us  to  help.

It makes us  to  love.

It makes us  to  obey.

Another teacher has three rules:

- 1) Use words to settle problems.
- 2) Share and take turns.
- 3) Take care of our things.

Do you see anything that all these rules have in common?*



3

Post these rules in your room.

But children can't read. What good does that do? You can read the rules to them and they will know the rules are there. You will refer to them when they have trouble remembering. You may also want to use a different picture to symbolize each rule.

4

Point out the rules the first few class times and review them periodically.

What are your classroom rules? State them in a positive way.

*They are all stated in a positive way.

Helping the Ship Stay on Course

Preventing Misbehavior

- What we do affects what children do.
- There are three areas where we have some control and can take steps to prevent negative behavior: the teacher, room, and schedule.

Some Checklists

The Teacher

- I pray for the children during the week.
- I tailor my lesson plan to fit the needs of my class.
 - I know what each of my children likes and can do.
 - I choose activities that will interest them.
 - I choose activities they can do successfully.
 - I bring extra activities in case I need them.
- I arrive early to class.
 - Class starts when the first person arrives.
 - If the children arrive first, they take charge; the teacher walks into their environment.
 - If the teacher arrives first, the teacher takes charge; the children walk into the teacher's environment.
- I am prepared for class.
 - All materials are gathered and ready.
 - I am ready and waiting to greet the children.
- I have at least one helper, plus . . .
 - For 2s and 3s: one teacher for every five children.
 - For 4s and 5s: one teacher for every seven children.
- I have communicated the class rules to the children.
 - They know what I expect of them.
 - The rules are consistent from week to week.
 - I am consistent when I enforce the rules.
 - My co-teachers and aides know the rules and support me.
- I am excited to be here and show my enthusiasm.
 - If I am excited, the children will be excited too.



The Room

- My room is not too open.
 - Children tend to view a large, open room as a gymnasium, a place to run.
 - I block the running paths with tables, chairs, and shelves arranged creatively.
- My room is not too small.
 - If there are too many children to fit comfortably in a room, they will feel crowded and frustrated. They may push others out of the way just trying to get space.
- My room is age-appropriate.
 - The furniture is small to fit the size of my children.
 - The play equipment and toys fit the needs, interests, and abilities of my children.
- The toys in my room work. They are not broken.
 - Puzzles that don't have all the pieces and toys that don't work frustrate children.
- My room is neat and inviting.
 - I have colorful decorations and interesting things to look at and do.
 - My wall decorations are hung at the child's eye level.



The Schedule

- My schedule fits the needs of the children.
 - I alternate quiet and active activities.
 - I have a snack time.
 - I give the children time to talk and wiggle.
- Our routine schedule is consistent from week to week.
 - Young children feel secure knowing what will happen.
- I plan a variety of activities.
 - I use things children can see, hear, touch, taste, and smell.
- I am flexible enough to change activities if an activity isn't working or the children are losing interest.
- I move around the room for different activities.
 - Moving helps keep the children interested.
- I give the children a five-minute warning before they change activities.
 - This helps them adjust to the change.
- I have a plan for getting everyone's attention.
 - Some options are: ring a bell, flash the lights off and on, sing a song, begin a clapping rhythm.

Why Children Misbehave

Misbehavior usually occurs because children are choosing inappropriate ways to get their perceived needs met. They may not even be conscious of the specific need or be able to express it. What are some needs that could cause negative behavior?

1. Attention

"I need to feel valued and wanted.
I need someone to listen to me."



2. Leadership

"I need to do something significant.
I need my efforts to be acknowledged."



3. Security

"I need to know that there are boundaries.
I need you to help me learn to control myself."

4. Encouragement

"I need to know you think I can do it.
I need to have successes."

5. Health

"I don't feel well today.
I'm cranky. I need to rest."



6. Nutrition

"I didn't get breakfast today.
I need to eat something."

7. Comfort

"There are problems at home that I don't understand.
I'm afraid, angry, confused."



Negative behavior can be stopped for the short-term, but if the need is not met, negative behavior will occur again. If negative behavior is going to be stopped, someone will have to help meet the child's need or show the child how to meet his own need in positive ways. Each need is met in different ways.

What Can I Do...

To provide attention?

- Give the child attention at times when he is not exhibiting negative behavior.
- Try to ignore the negative behavior.
- The most important moments of class time for this child are the first five minutes after he arrives. Make sure to pay attention to him as soon as he comes in.



To provide leadership?

- Give the child choices as to how she will comply with your wishes. For example, "Would you like to clean off the table or the shelf?" "Would you like to tiptoe to the rug or march to the rug?"
- Provide her with valid leadership opportunities.

To provide security?

- Communicate the rules and enforce them consistently.
- Be patient with the child as you train him in self-control, helping him make the right behavior choices.



To comfort the child?

- Pray for the child.
- Have compassion.
- Maintain a stable classroom routine.
- Give time for the child to talk to you, one-on-one.

To provide nutrition?

- Have snacks available.

To provide health?

- If you suspect a child is getting sick, let her rest away from the other children.
- Ask her parents to come and get her.

To provide encouragement?

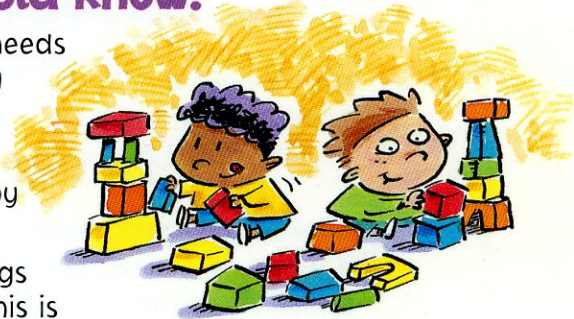
- Express your confidence in the child's abilities.
- Give him tasks you know he can do successfully.



Train Up a Child

When training young children, you should know:

- 2s are self-centered and don't think about others as having needs and feelings like they do. Without this *sense of other* it is very difficult to share.
- 2s and 3s decide what's right and wrong by asking, "Will I be rewarded or punished for this? Does this give Teacher a happy face or a sad face?"
- 3s are beginning to realize that others have needs and feelings too. But they still play *beside* others instead of *with* others. This is called parallel play.
- 4s and 5s are beginning to internalize the rules they have been taught. Their conscience is developing. But they still depend on the rules to help them decide right and wrong. It's not until they are about seven years old that they can accurately and consistently tell right from wrong.
- Teachers must be patient and expect to repeat rules again and again. This is part of training up a child.



Correction

To encourage a child to correct his course:

1. Think.

- Be calm and loving.
- Speak to the child privately if possible.
- Ask what happened instead of why.
- Point out the rule.
- Tell him what to do to correct his behavior.
- Tell him the consequence if it's not corrected.
- Let him make the choice.
- Follow through with the consequence if he chooses misbehavior.

2. Act.

- Give the child time out (a time to calm down as many minutes as the child's age: four years old = four minutes).
- Remove the child from the group.
- Remove material or privileges.
- Reinforce good behavior (stickers, treats, hand stamps).

What are some consequences I can use?

Some Helpful Resources About Preschool Behavior:

- The Discipline Book* by Sears and Sears (Little Brown and Company)
- A Practical Guide to Solving Preschool Behavior Problems* by Essa (Delmar Publishers, Inc.)
- A Very Practical Guide to Discipline With Young Children* by Grace Mitchell (Telshare Publishing Co., Inc.)



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