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Behaviour
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Brain Research

Self Regulation &
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Helping teachers
understand the
concept of
discipline

High-scope

Conflict
Resolution

Observing &
Goal Setting

Pro-Social
Behaviour

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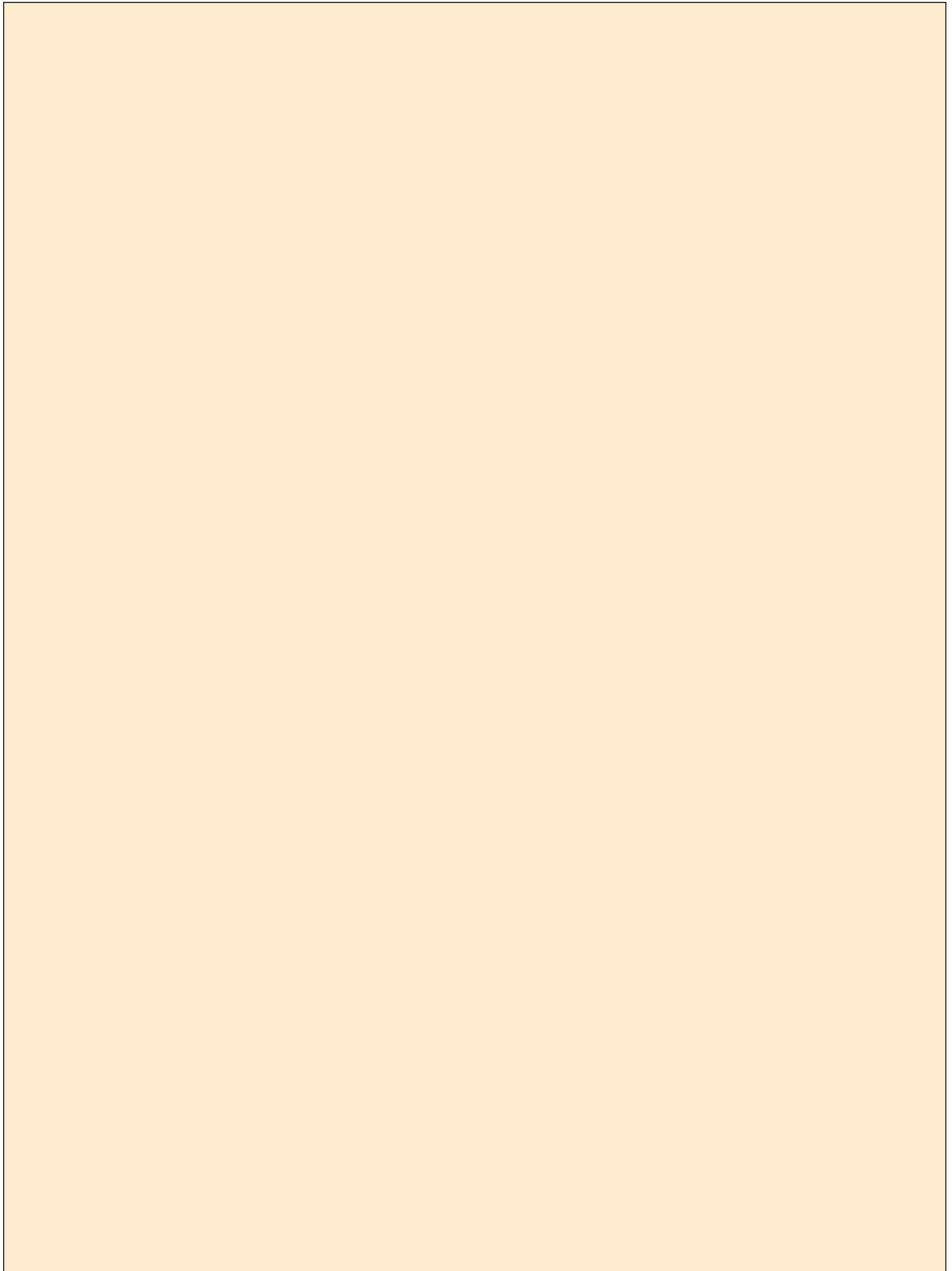
Perspective
Taking

EFFECTIVE PRACTICES FOR ADDRESSING CHALLENGING BEHAVIOURS

———— Edited by ————

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Dr. Kamini Rege
Ms. Swati Popat Vats

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Ms. Swati Popat Vats

Swati Popat Vats – educator, author, educational entrepreneur, parenting expert and nature advocate – understands learning as something not restricted to schools but part of everyday living. Swati has over 30 years of experience in early childhood education in teacher training, curriculum development and has authored many books. She is the president of Podar Education Network and President of Early Childhood Association. She is a world forum leader for India and her goal is to get more and more Indian Schools involved on International forums like World Forum Foundation. She is the leader of Asia for NAAC (Nature Action Collaborative for Children). She is a member of NAEYC (National Association for the Education of Young Children).



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Dr. Reni Francis is currently the Assistant Professor at Pillai College of Education and Research, Chembur -Mumbai and was previously working with Jabriya Indian School, Kuwait. Dr. Reni Francis has been awarded the Doctoral degree in Arts – Education by the Mumbai University. Dr. Reni Francis has a varied experience of more than 14 years in facilitating learning with school students, teachers and teacher educators in India and Kuwait. Dr. Reni has authored 2 Teacher Handbooks known as "Blooming with Multiple Intelligences" and "Constructing Creative Minds".

Foreword



Laura Henry
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Having worked with Swati Popat Vats, President of Early Childhood Association (ECA), for many years, I am not surprised that Swati and her colleagues from ECA have devised an inspiring DVD, on 'Effective Practices for Addressing Challenging Behaviours'.

Educators when working with children should give children's Personal, Social and Emotional development priority, from the moment that children enter their classrooms, the educator should be mindful that every child's behaviour is unique and should be treated as such.

Parents are their child's first teachers and in a fast changing world, they too need sensitive and researched informed gentle reminders on the uniqueness of their child's development, relating to their behaviour and how to support their needs effectively.

In a time when parents and educators are bombarded with so much information on how children behave and what to do, it is therefore refreshing to see this ground breaking resource that is research based, and can be used as and when they need to support every child.

From birth, children use their behaviour to communicate their needs and wants, from crying that they are hungry or tired and from this their parents respond accordingly. Therefore, a child's behaviour is their way of communicating with you as the adult what is it that they need and want. How you respond to children will help them to self-regulate their own current situation and give them a set of tools that will help them in their future.

The colleagues from ECA have used their specialist knowledge to collate this inspiring DVD. It is to be noted that they are all individual experts who are passionate about how children learn and develop. They all have so much to offer the 'little people' who you work and/or care for on a daily basis.

It is only fitting that I personally mention them, Dr. Kamini Prakash Rege, Dr. Reeta Sonawat and Dr. Reni Francis. Their work is well known on an international Early Childhood circuit. I am impressed that with Ms Swati Pop Vats, they have created this bespoke user friendly resource that will benefit so many children.

They have all used a solution driven approach via the activities and games that you can use at any time to support children with their behaviour.

I would personally like to thank my colleagues for creating a resource, which links to my passion in supporting every child with their behaviour.

Please enjoy this resource as much as I have and relish watching your children grow, spiritually, emotional, personal and socially as a result of using effective practice for addressing challenging behaviours.

Index

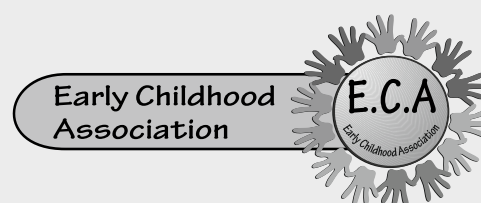
Titles	Page Nos
Introduction	1
Research based nuggets about adopting effective practices for addressing challenging behaviours in schools	2
Brain research and behaviour management-Swati Popat Vats	8
Helping teachers understand the concept of discipline - Dr. Kamini Rege	10
High scope and behaviour management changes - Swati Popat Vats	14
Behaviour management - Dr. Reeta Sonawat	18
Perspective taking Pro-social behaviour - Swati Popat Vats	29
Behaviour management - Dr. Reni Francis	33
Magda Gerber and Pickler's philosophy in managing children's behaviour- Swati Popat Vats	36
Characteristics of overly active children	40
Activities	41
Questionnaire	48
Games	50
Experts	52
Posters	53
Bibliography	55

Introduction

The Early Childhood Association understands the struggles parents and early childhood educators go through particularly while trying to manage the different behavioural patterns of children. Managing children's behaviour has been an area of concern for many years.

Through intensive research and experience, the Early Childhood Association introduces a solution based book for parents, educators and primary care givers. This book demonstrates the reasons behind difficult behavioural patterns. It brings knowledge to adults who can help children go towards positive behaviour. It will assist and help understand the reasons behind multiple behaviours.

The goal of book is to facilitate adults understand that children do not misbehave and that we misinterpret their behaviours. Knowledge and thoughts from various early childhood educators have been shared as solutions that worked for them and solutions that adults can try in their settings to promote positive behaviour management.



Research Based Nuggets About Adopting Effective Practices For Addressing Challenging Behaviours In Schools

Discipline and difficult children are problems that have been faced by schools and teachers since centuries. The problems have remained the same, their intensity may have changed but it tells us that maybe the solutions that we thought were best for behaviour modification or behaviour management were not fool proof. New research has pointed out that no one style can be adopted, what schools need is behavioural changes which are usually achieved by resorting to one or another extrinsic inducement, which is to say, some sort of reward or punishment. It is in most respects a teacher-directed model, one in which expectations, rules, and consequences are imposed on students. And it is typically driven by a remarkably negative set of beliefs about the nature of children. But whenever things go wrong in such classrooms, which is often, the approach itself is rarely blamed. It is the children who are said to be incorrigible, or the teachers who are faulted for being insufficiently firm or skillful.

So then which behaviour management model is better suited for today's classroom?

Is Behaviourism Outdated?

The Skinnerian model of instruction proposed that the best means for molding individuals was operant conditioning (through rewards and punishment). This is the basic tenet of behaviourism, which was popularized in the 1950s by B.F Skinner and John Watson.

Is Determined behaviourist outdated?

"With enough punishment and rewards, you can get any behaviour you wish." This model basically views learners as rats to be manipulated by the whims of the establishment. If scores are too low, the thinking is 'bribe' them to achieve higher ones. If there's violence, the thinking is put in more guards and metal detectors. This model manipulates learners and reduces the classroom to a place where students have little voice or choice.

The chief source of the 'problem of discipline' in schools is that... a premium is put on physical quietude; on silence, on rigid uniformity of posture and movement; upon a machine-like stimulation of the attitudes of intelligent interest. The teachers' business is to hold the pupils up to these requirements and to punish the inevitable deviations which occur. – John Dewey

Then would the Brain –based naturalist method be more appropriate?

What in Brain-Based Learning?

Since all learning is connected to the brain in a way, what is meant by a "brain based approach?" It is learning in accordance with the way that the brain is naturally designed to learn. It is a multi-disciplinary approach that is built on the fundamental question, "What is good for the brain?" It crosses and draws from multiple disciplines, such as chemistry, neurology, psychology, sociology, genetics, biology, and computational neurobiology.

Complex, Multi -Path Learning Is Natural

The brain is the only organ in the body that is shaped through its interaction with the environment. If the brain is the organ that is dedicated to learning and memory, educators need to be familiar with brain-compatible practices and those that are brain antagonistic:

1. Emotions guide our learning. The emotional brain filters all incoming information. If it is emotionally stimulating, it will be marked for memory. The emotions that our children feel when they enter the classroom also affect how well they will learn. The more positive the emotions are, the more likely the children will learn. The more positive the teacher is, the more likely the students will be positive, because emotions are contagious!
2. Stress affects learning. A little bit of stress sends out chemicals to make us more alert and help us remember. Chronic stress or acute stress sends out more chemicals that interfere with learning. Creating an environment that keeps stress levels low might include using soothing music, offering choices, and providing predictability.
3. There is a brain-body connection. What our students eat, how much they sleep, whether they exercise and the amount of movement we offer in the classroom all affect what is happening in their brains.
4. The brain has multiple memory systems and multiple modalities.

The evidence increasingly points to an innate disposition (in children) to be responsible to the plight of other people... Creating people who are socially responsible does not totally depend on parents and teachers. Such socializing agents have an ally within the child. – Martin Hoffman

According to neuroscientist Dr. Steve Peterson (2001), these two pieces of information suggest strong recommendations for the classroom. The more systems and modalities we utilize for learning, the stronger the possibility of receiving and retrieving the information. With those unique brains, there are students who have difficulty with one system and do better with another. (Sprenger, 2006)

1. The brain seeks meaning and relevance. It is vital that we teach children that which is important to them. If something does not make sense, the brain will drop it. Showing students how information will be used outside the classroom will help them make sense of it.
2. The brain learns through experience. Hands-on activities, role-playing, field trips, and simulations all enhance the learning experience.
3. The brain is social. Brains learn best with other brains. Co-operative learning is one of the nine strategies that raise student achievement (Marzano, Pickering, & Pollack, 2001).

What is important in terms of considering classroom behaviour is the relationship between the three areas:

- The neo-cortex manages higher level thinking.
- Whereas the limbic system has an emotional function.
- The hindbrain deals with instinctive survival processes.
- Stimuli do not enter the brain via the neo-cortex, but through the limbic system.
- Consequently, the distribution of data entering the brain is managed through an emotional gateway.
- When stimuli enter the amygdala in the limbic system they are channeled to other areas.
- If they are considered to be threatening stimuli, they are channeled quickly to the hindbrain.
- The neo-cortex catches up later. What you get then is a response that lacks rational processing, it is an emergency response.

You need to give positive reinforcement to a child who does something nice if you want him to keep acting that way. – Alfie Kohn

So what's happening in the brain during emergency response?

- Certain triggers cause the limbic system to rapidly transmit data to the hindbrain and an auto-response system occurs.
- When the hindbrain is alerted, we revert to the primitive behaviours associated with survival.
- These behaviours have little to do with considered rational thinking and much to do with aggression, escape and safety.

The behaviours we exhibit at times of stress can be categorized as 'the four F's':

FIGHT - stand up and physically or verbally resist.

FLIGHT - run away from the stimulus, or divert attention away from the risk.

FLOCK - stick together as a herd - safety in numbers.

FREEZE - like a rabbit in the headlights, cease to function.

Positive emotions enhance memory- the brain requires certain chemicals to thrive :

The production and release of the following neurotransmitters will cause changes in the brain that will indicate growth and development:

THE BRAIN REQUIRES CERTAIN CHEMICALS TO THRIVE

Acetylcholine-Helps with frontal lobe functions and in the formation of long-term memories.

Dopamine-Assists in focus, attention, and goal setting.

Norepinephrine-Responds to novelty and aids in memory formation.

Serotonin-Helps control impulsivity, it calms the brain and aids in reflective behaviours.

Engage the class in discussion about the 'ways we want our class to be' and how that can be made to happen. There are few educational contrasts so sharp and meaningful as that between students being told what the teacher expects of them, what they are and are not permitted to do, and students coming together to reflect on how they can live and learn together. -Alfie Kohn & Child Development Project 1996a

And how will the brain receive these chemicals?

These chemicals are dependent on correct diet, rest and emotions- and hence the title, positive emotions enhance memory.

- Young children are influenced by ads and dig into junk food, it is important to enable them to understand just what a healthy diet is.
- For example, they should know about the difference between healthier fatty acids, like omega-3 and saturated fats that you find in cheeses and burgers, and that feeding their brain is just as important as feeding their bodies: body smart means being brain smart.
- Once children understand that having a healthy, balanced and varied diet works for their figure and physique as well as their mind, they get into good habits for life.

Now consider this

- Both fear and joy originate in a part of the brain called the limbic system, which has the ability to identify a source, e.g. a threat, and respond milliseconds before conscious awareness of the danger.
- The limbic system has two capacities, memory and learning.
- The predominant experience in childhood is the predominant emotional experience in adulthood because the limbic system has not learned to respond in the biased way according to experience.
- Our brain can be programmed to experience joy or fear as a dominant response, according to the kind of childhood we have had.

AND HOW WILL THE BRAIN RECEIVE THESE CHEMICALS?

So if the teacher in the early years has incorrectly programmed the child's brain to react with fear, then fear will be the dominant role of the limbic system and will interfere with memory and learning. Such children will display the four F's- fight, flight, freeze and flock.

Let's understand punishment in adult terms as in this example given by educator and author ALFIE KOHN-

'When I address a group of educators or parents, I like to dramatically extract an imaginary gun from behind the podium, wave it around, and threaten to shoot anyone who talks during the presentation. I ask whether this threat will keep the room quiet, and of course, there is little doubt about the answer.'

If we are committed to moving beyond discipline, we need an engaging curriculum and a caring community. But we need something else as well; the change for students to make meaningful decisions about their schooling. – Alfie Kohn

Punishment can be quite effective indeed – but only to get one thing: temporary compliance. Reflect for a moment on the limits of such an accomplishment. Punishment generally works only for as long as the punisher is around. But this is not just because it loses effectiveness over time, like a medication. It's because the student is led to focus on avoiding the punishment itself.

A child who's told, "I don't want to catch you doing that again.... or else!" may quite reasonably reply (if only to herself), "Fine. Next time you won't catch me." It teaches a disturbing lesson- The child learns that when you don't like the way someone is acting, you just make something bad happen to that person until he gives in.

Rewards

ALFIE KOHN author and educationist continues his example- "*What if, instead of threatening my audience with a gun, I had offered them money for doing something? Suppose I had announced that I wanted everyone in the room to cross his or her legs, and that my assistants were clandestinely scattered throughout the room to monitor their compliance. (This is one of many things that punishments and rewards share: both require surveillance.) Keep your right leg on top of the left one until the session is over and you'll get \$2,000, I tell them.*"

Sure! Rewards work very well to get one thing, and that thing is temporary compliance. The third technique of classroom management, alongside coercion and punishment, is dangling rewards in front of students for doing what we demand. Instead of "Do this—or here's what I'm going to do to you," we say, "Do this and you'll get that." Instead of leading a student to ask herself "What do they they want me to do, and what do I get for doing it?" The latter question, of course, is no closer to the kind of thinking we would like to promote.

Carrots seem more desirable than sticks because people like getting carrots. Kids usually love the stickers and stars, the A's and praise, the parties and pizza and payments. But what no one likes is to have the very things he needs or desires used to manipulate his behaviour.

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(Some teachers tend to) focus on what is happening rather than on what is being learned. They may wish simply to stop the incident rather than consider which of many possible interventions is mostly likely to stimulate long-term development and learning. – Lilian Katz



Brain Research And Behaviour Management

Swati Popat Vats

Parenting Mentor, Author, Director-
Podar Group of Pre-Schools,
President- Early Childhood Association (India)

We are all dependent on the latest brain research which helps us to understand the brains of young children, let's understand the connection between brain development and children's behaviour. One of the first things that brain experts say is that stress and trauma have an absolutely negative impact on children's brains which means that threatening, shouting, screaming, comparing and shaming all contribute to stress in the lives of young children. We need to keep our children away from these kinds of attitudes and this type of behaviour should not be exhibited by any adult who takes care of young children. We have to train our primary care givers and our early childhood educators to understand that this kind of negative managing of children's behaviour will only lead to stressed out brains.

It's also important for an educator to understand the brain and why it goes into that kind of mode where children tend to misbehave. There is a small part in our brain called the 'amygdala,' and it's present on both sides of your brain. It is a small almond shaped part of your brain and it is the 'amygdala' that controls your emotions. It is the safeguard in your brain and it does not allow stress to overcome the functioning of the brain. So how does it work? It works like a security agent, if it perceives threat or if it perceives stress then the 'amygdala' shuts down the brain. It goes into a lock down and then children tend to have only four kinds of behaviour: fight, flight, flock or freeze.

If the teacher isn't in control of the classroom, the most likely result is chaos.- Alfie Kohn

The 'amygdala,' when triggered will even control the prefrontal cortex which means the thinking brain. Basically, if the the child's brain perceives stress or perceives trauma the 'amygdala' takes over and the brain's thinking shuts down. This means that the primitive brain of the child has taken over and the primitive brain has only four reactions:

- 1. Fight** : This means now the child is going to throw tantrums and resist everything you are trying to say.
- 2. Flight** : This means the child may say, 'I don't want to be here,' start crying, want to go the washroom, the child wants to leave that situation.
- 3. Flock**: This means you will see that children tend to misbehave together. Children tend to flock together in these situations and they tend to not listen to the voice of reason, the voice of the teacher telling them what to do.
- 4. Freeze**: This means children will freeze and are unable to answer your question, unable to understand what it is that you are trying to say because they are frozen with fear.

Primary care givers; whether an early childhood educator or a parent must understand that the brain plays a very important part in how children behave. If you want to reduce children's misbehaviours, if you feel children are throwing tantrums and not listening to you then you should ask yourself, 'Am I somewhere contributing to this behaviour?' This knowledge will help an adult take control of themselves in such situations because if not your stress might pass on to the children. If you get stressed and shout, your stress shouting anxiety is perceived as a threat by the child. Adults should remember that if you want a child's life to be smooth sailing or as smooth as a moving car then all the necessary parts of the car need to function otherwise your child's car is going to break down because it lacks the important elements of focus, attention and self regulation, all because you did not take care of the impact of stress and anxiety on the child's brain. Give children the right start and it's crucial for behaviour management that early childhood educators and parents understand brains and how young brains develop.

Children need to be told exactly what the adult expects of them, as well as what will happen if they don't do what they're told.- Alfie Kohn

Helping Teachers Understand The Concept Of Discipline

Dr. Kamini Rege

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Classroom management and disciplining children involves the arrangement of the learning environment in such a manner as to maximize:

- Educational opportunities,
- Inspire student engagement and
- Monitor student activity.

"The classroom experience must be designed to provide positive experiences through the adoption of various learning strategies."

Careful planning is an integral part of behaviour management:

- ❖ When there is a lull in the scheduled activity or routine, busy pre-schoolers will find a way to fill it.
- ❖ An effective strategy is to make sure that every minute of the day is filled with purposeful activities.
- ❖ If the children understand that there is always a specific activity that they are supposed to be doing, they will be less tempted to find their own amusement.
- ❖ Displaying the daily schedule prominently in the classroom helps further this strategy.

Timely transitions and routine is necessary in every preschool:

- ❖ Pre-schooler's respond to routine and regularity.
- ❖ Teachers can establish a certain sound or motion that signifies the action that they should perform.
- ❖ This may be a way of telling students to turn their attention to the teacher, or it might signal the end of an activity and the preparation for another.

You need to give positive reinforcement to a child who does something nice if you want him to keep acting that way. – Alfie Kohn

- ❖ Some teachers like to do a call and response system, when they call out one word and the children respond with another to indicate that they are listening.
- ❖ Other teachers might use a special instrument to make the sound, such as a drum or bell.
- ❖ It can be helpful to have a specific cue to let the children know that it is time to re-focus their attention on the teacher and prepare for further instructions.

Indicators and pointers for monitoring language and communication:

1. State suggestions or directions in a positive form. A positive direction tells a child what to do; instead of what not to do
2. Give a child a choice ONLY when you intend to leave the situation to her. Children need to learn to make decisions and to know that they have some responsibility in their own affairs. They should never be given a choice when the adult has already decided what the child will be doing.
3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured. Decreasing speed is more effective than raising pitch. Never shout at a child instead go over to the child and speak to him.
4. Avoid trying to change behaviour by methods which may lead to a loss of self respect such as shaming a child or labeling his behaviours as 'naughty', 'selfish' or 'bad.' Neither children nor adults are likely to develop desirable behaviour patterns as a result of fear, shame or guilt. Acceptance and respect help change behaviours.
5. Avoid motivating a child by making comparisons between one child and another, or by encouraging competition. Competition does not build friendly social feelings. Children should feel accepted whether they succeed or fail. Children should not feel like their only chance for attention or acceptance depends on being 'first' or 'best' or 'beating someone.'
6. Redirection is most effective when consistent with the child's motives and interests. In other words, turn a child's attention to something which is interesting to her/him. Effective guidance depends on knowing how to prevent trouble.

At the heart of moral education is the need to help people control their impulses.- Alife Kohn

Indicators and pointers for monitoring behaviour and actions:

1. Avoid making models in any art medium for the children to copy. Art is valuable because it is a means of self expression; a language to express feelings.
2. Give the child minimum help so that s/he may have the maximum chance to grow and be independent. Give her/him enough time to work out a problem rather than stepping in to solve it. Give a child minimum help in order to allow him to grow by himself.
3. Make your suggestions effective by reinforcing them when necessary. "It's time for lunch" may need to be reinforced by "I'll help you park your car/ vehicle and then let's go eat lunch."
4. Foresight and prevention are effective ways of handling problems. Learning to prevent problems is important because, in many cases, children do not profit from making mistakes. Help at the right moment may mean a supporting hand before the child loses his balance and falls, or settling the issue before two children come to blows.
5. When limits are necessary, they should be clearly defined and consistently maintained. It is important that the limits set are necessary limits, and that they are clearly defined so that the child can understand them. There will not be too many 'no's but the 'no's will be clearly defined. The health and safety of all the children is the primary concern of all staff.
6. Observe and take notes, increase your awareness. Underlying all these guides is the assumption that teaching is based on the ability to observe behaviour objectively and to evaluate its meaning.

Preschoolers as classroom helpers:

- ❖ Enlisting students' help in the classroom gives them a chance to feel like they're a part of the group.
- ❖ Displaying the day's classroom helpers next to the names of the students is a helpful visual aid.
- ❖ Rotate classroom helpers every day or at least once in a week.
- ❖ Classroom helper roles might include being a line leader, a snack helper, an art or material distributor and a coordinator or a calendar assistant.

Without the 'powerful reinforcement' of recognition, 'students will likely revert to less cooperative ways.'
-Albert 1992a

Discipline steps:

Where did we ever get the crazy idea that in order to make a child do better, first we have to make him/her feel worse?

Children do better when they feel better:

- ❖ Redirect.
- ❖ Check it out.
- ❖ Speak to the child about the problem.
- ❖ Give choices.
- ❖ Use logical or natural consequences.
- ❖ Use 'time out.'

Teachers should lead by example and be a role model:

- ❖ Display positive interaction.
- ❖ Express your feelings appropriately.
- ❖ Promote acceptance and kindness.
- ❖ Take responsibility for your actions.
- ❖ Children will listen to you after they feel listened to.
- ❖ Find similarities between you and the children.
- ❖ Remember- they are always watching!

Label a particular child a troublemaker and watch him become one. View children in general as self-centered, and that is exactly the way they will come to act.- Watson 1984



High Scope And Behaviour Management

Swati Popat Vats

Parenting Mentor, Author, Director-
Podar Group of Pre-Schools,
President- Early Childhood Association (India)

We are now going to explore behaviour management using conflict resolution. This is the practice from the high scope method and I have been using it in all the schools that I have been an education consultant for and even for the schools that I now lead as a director which is the group of preschools known as Podar Jumbo Kids. This works extremely well and I would recommend all early childhood educators and parents to understand conflict resolution.

The most important element is patience. I see a lot of adults in certain kinds of situations who see children and think they have to be patient. Being patient is saying that one has to bare the situation because they have no control over it. So when it comes to children's behaviour or managing their behaviour, patience is not something that is going to help you. What's going to help you is to understand because when you are patient you don't try to take care of the situation. You think that by ignoring the situation and being patient, it will pass so you are not actually helping the situation. What can help the situation is understanding why children behave the way they do.

'Is it misbehaviour or is it mistaken behaviour?' Are we mistaking children's behaviour by saying that they are ill-behaved and not behaving but are we failing to see behind that behaviour. We should consider the following:

- What's making them behave like that?
- Why are they cranky?
- Why are they speaking out of turn?
- Why are they shouting, screaming, running, pulling, biting?
- Why are they behaving this way?

Young children seem to show patterns of moral internalization that are not simple fear based or solely responsive to parental commands. . – Zahn-Waxler, Radke Yarrow, Wagner, and Chapman 1992

As adults we often mistake children's behaviour and don't look beyond the behaviour to see what's causing the behaviour because if you want to change behaviour you have to get to the root of what is causing that behaviour. Here it is very important to understand that discipline is not going to help you, but guidance will. Because when you look at discipline, it is a very traditional concept, it's a very formal concept which means that if a child is yelling, I have to shout at him and make him keep quiet. But I am not understanding or trying to understand why the child is shouting. When we move from discipline and go towards guidance, we will really be able to help children and help them control their behaviour. You cannot control a child's behaviour, you can work towards changing their behaviour and helping them understand why a particular behaviour is not acceptable and that's called guidance and that's what we all need to move towards.

There is a huge difference between traditional discipline and guidance. For example, if you have two children who are fighting over one toy, a traditional teacher will enter the situation and separate both the children, take the toy and tell the children that both of them are not going to get the toy. The teacher now feels that the situation is under control. The teacher thinks because she has taken away what was troubling them, they are now going to behave. On the other hand, a teacher who understands children and wants to guide them to have the right behaviour would insert herself in a situation where two children are fighting over a toy and she would take the toy. She would then keep it with her where the children can see it and then address both the children and say, 'we have a problem, we have one toy but two of you, what should we do?' She is now making them aware of the problem and telling them that there can be a solution if we think about it. The children will think about a solution and you will be surprised. Even two year olds may surprise you with the solutions they have to offer.

The teacher's job then becomes to monitor that the solution which was suggested is being taken seriously by both the children or if they need any further guidance. When we consider disciplining children, it's important to remember that they are not in the army. They don't need discipline but instead need guidance. They need guidance, especially now as young adults so that they can grow up as adults who have solutions and not as adults who put the blame on somebody else. There is a vast difference between the traditional method and between conflict resolutions. In the examples, the second teacher used conflict resolution which means that there will always be conflict but it's in the adult's hands to find a resolution and a solution to that conflict.

Rather, there are signs that children feel responsible for (as well as connected to and dependent on) others at a very young age. – Zahn-Waxler, Radke Yarrow, Wagner, and Chapman 1992

The traditional method of punishment and blaming children doesn't help; it actually places children on a merry go round. You punish the child, the child feels angry about what has been done to him or the child feels out of control and the child feels insecure. The child feels that he/she lack something that's why his/her teacher is always shouting and the child lashes out in anger or becomes an introvert, so you are actually making things worse by using traditional methods. It's important for us to move away from the traditional methods to conflict resolution because that really helps children.

It's also important to consider the difference between praise and encouragement. Young children especially at the ego stage think it's all about I, me and myself and when the teacher tends to praise a few children, others start feeling like losers and then they start misbehaving to get the teacher's attention because any attention, negative or positive is still attention in a child's vocabulary so it's important for us to knowingly and consciously move away from using praise to using encouragement with young children.

Encourage children, let them know that their behaviour was noticed and that you are happy with it rather than just giving a candy floss praise of 'very nice, excellent,' which doesn't mean anything. Children should consciously move from extrinsic control to intrinsic control of behaviour and this really helps. When teachers use conflict resolution techniques they must also give children emotional support. It's vital that teachers be there for the children or give them the opportunity to be in control, that's the whole foundation of conflict resolution. If you are going to take all the decisions whether in a conflict or otherwise, children feel as if they have no control and losing that sense of control also makes children misbehave to get back that control in their hands. Children need to be given enough opportunities in the day to be in control so give children choices. If they are always to do things in a particular way, like there is no choice, they will tend to feel frustrated which will lead to misbehaviour.

And the most important thing which teachers forget to do is to give children opportunities to be in control yet not to give them full control. Some limits and some boundaries must be specified. This is somewhere good teachers and parents who understand the theory of child development know that freedom comes with responsibility. Set your limits, start your day in your classroom by setting up classroom agreement rules. 'We will talk in soft voices, we will use walking feet in the classroom or we will not use loud voices with each other,' this is

Children who act unkindly may be unaware of the effects of their actions on others, or unable to act otherwise.- Alfie Kohn

how you are setting the boundaries. While taking children out to play, set rules before you go out. For example, 'there are three things the teacher will be very unhappy to see you doing, we are not going to push anybody, we are not going to say no to sharing and we are not going to run outside the fence.' So children are going outside with these boundaries in place and then in the outdoors give them the freedom to choose what they want to play with and how they want to play as long as you are helping them understand these boundaries.

Persistence and consistency is what will help you here. Consistently follow the rules that were laid down. Persistently remind children about these rules and you will notice you have fewer conflicts in your classroom or in your home. I love the format of conflict resolution of the high scope method. It lays out five steps to conflict resolution that a teacher or parent can follow:

- **Step one** is when you face a conflict situation, take a deep breath, both you and the child who are having that problem because you need to be in emotional control before you guide children to be in emotional control.
- **Step two** is saying, 'let's discuss the problem.' Remember the example of the teacher who takes the toy in her hand and says, 'What's the problem? There are two of you but one car.' Discuss what the problem is.
- **Step three** is about agreeing on a solution, what the solution is going to be and having all parties agree to this solution.
- **Step four** is about acknowledging that yes we found the solution and now we are going to use that solution.
- **Step five** is about the adult monitoring the situation. Monitor this entire solution which is now being used by the children.

ECA has made a wonderful poster which is available in the book which you can use in your classrooms to help children understand the five steps. It's been put up in the form of a hand because it's so easy for one to remember the steps when they are connected to your fingers. Use conflict resolution, it helps.

*What matters is that our first questions about students are; what do they require in order to flourish?
And How can we provide those things?- as opposed to, say, How can we make them do what we want?
- Alfie Kohn*



Behaviour Management

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Being a parent today is a much harder task than it was 30 or 40 years back. Parenting has a whole new meaning, most parents face some difficulty or challenge in rearing their children. Just the other day, I overheard a mother who is a bank manager, telling her friend, "Oh God!!! I can handle the bank's 50 employees, but I get flabbergasted when my 3 year old son has his tantrums for an ice-cream. I wish.... I knew how to handle the situation." It is unfortunate that no one trains people to become parents. It is assumed that when you have a baby, you will intuitively know how to bring him up or use common sense... Each individual has a unique parenting style. And this usually reflects the way they were parented. Parenting in a globalization requires a global approach. What worked for your parents may not work for you!

Behaviour Management: Behaviour management methods must be applied consistently across all areas of a child's life – continually for full effectiveness. The magic phrase that can make all fathers and mothers excellent parents is "**Unconditional Love.**" It means accepting your children for the individuals that they are, loving them and letting them know that you love them. Even though implementation can be difficult at first, eventually the techniques will become second nature. Even if some of the techniques may have been tried in the past, it is important to try them again; though they may have been less consistent the last time. They may be taking awhile to be effective, but keep in mind the longer the behaviour has been evident, the longer it will take to change it.

Behaviours can also change over time and new ones appear in the place of old. Those skills you learned in the past might be more applicable to what you find concerning today... The parent's job is to focus on the behaviour they would want to increase or decrease and to help shape and promote the behaviour they would like to see more often.

To focus on discipline is to ignore the real problem: We will never be able to get students (or anyone else) to be in good order if, day after day, we try to force them to do what they do not find satisfying.- William Glasser

BEHAVIOUR IS:

- Any action of the child that can be seen or heard.
- Any action of the child that is observable.
- Any action of the child that is measurable.

BEHAVIOUR IS NOT:

- A parent's reaction to the situation.
- A parent's interpretation of the situation.
- A parent's expansion of the situation.

An effective method of examining behaviour is to use the ABC model:

- **A=Antecedent:** The event occurring before a behaviour. This event prompts that behaviour.
- **B=Behaviour:** Response to the events that can be seen or heard.
- **C=Consequence:** The event that follows the behaviour. This effects whether the behaviour will occur again.

Features of Behaviour Management

- Consistency is the key! Both the parents should be united in their opinions and actions of disciplining the children.
- Lasting change takes time.
- You cannot make anyone do anything.
- Behaviour is a symptom of a larger issue.
- Reacting to a problem generally escalates the problem.
- Being proactive helps to de-escalate or avoid the problem in the first place.
- If children are engaged, they are not causing trouble.
- You can win the battle but lose the war.
- Choose your battles wisely.
- Assigning blame is ineffective.
- Children need structure.
- Children rise or fall according to our expectations.
- If you fail to plan, you plan to fail.
- Do unto others, as you would have them do unto you.
- Remember... We all make mistakes!

Label a particular child a troublemaker and watch him become one. View children in general as self-centered, and that is exactly the way they will come to act.- Watson 1984

10 Techniques to Shape Children's Behaviour

"Undesirable behaviour" --> Shaping means providing the child with cues and reinforcements that directs them toward desirable behaviour. As you shape behaviour, the child's personality tags along and also changes and improves. The main ways to shape a child's behaviour are through:

- 🐟 **Praise:** Praise the behaviour, not the person.
- 🐟 **Selective ignoring:** Harmless behaviours fade both as a parents' tolerance level widens and their reactions don't reinforce the child's behaviour. It's helpful to gain practice in selective ignoring in the early years of a child's life to prepare you for the challenges yet to come—accepting teenagers with their unconventional dress and hairstyles, loud music, and moody behaviours
- 🐟 **Time-out:** Time-out involves removing your child from the good stuff in life, for a small amount of time, immediately following misbehaviour. Choose time-out areas.
 - ❖ Explain time-out.
 - ❖ Use time-out **every** time the problem behaviours occur.
 - ❖ Be specific and brief when you explain why your child must go to time-out.
 - ❖ Do not talk to or look at your child during time-out.
 - ❖ If your child gets up from the chair, return him or her to the chair with no talking.
 - ❖ Your child must be calm and quiet to leave time-out once time is up.
 - ❖ Your child must answer 'yes' politely when you ask, "Would you like to get up?"
 - ❖ If you want your child to follow an instruction, give him or her another chance after time-out is over. And, in general, deliver a few other easy-to-follow commands so that your child clearly learns who is in charge and who is not.
 - ❖ Catch them being good.

Children who act unkindly may be unaware of the effects of their actions on others, or unable to act otherwise.- Alfie Kohn

- 🐟 **Motivators:** Granting privileges and rewards are discipline tools to set limits and get jobs done. "If you hurry and do a good job cleaning your room, you might get finished in time to play outside before dinner."
- 🐟 **Reward charts:** Charts are a helpful way to motivate young children. They see their progress and participate in the daily steps reward. The chart stands out as a testimony of good behaviour for all to see. Charts also work because they are interactive and fun. Novelty wears off quickly for children. Change charts frequently.
- 🐟 **Reminders:** Reminders prompt a child to complete a behaviour equation on her own.
- 🐟 **Negotiation:** Children respect parents who are willing to listen to them. Until they leave home, children must accept your authority— that's not negotiable; but that doesn't mean you can't listen to their side of things.
- 🐟 **Withdrawing privileges:** Withdrawing privileges is one of the few behaviour shapers you never run out of. Kids will always want something from you. For this correction technique to have a good chance of preventing recurrence of misbehaviour, the child must naturally connect the privilege withdrawal with the behaviour: "If you ride your bicycle into the street, you lose the use of your bicycle for the rest of the day."
- 🐟 **No Nattering:** "You're picking your nose again." "Watch where you're going." "Late again!" "Can't you do anything right?" Persistent negative comments like these, called nattering, nip away at a child's self-worth. Studies show that nattering does not improve behaviour; it actually worsens it. Nattering is especially defeating in children with a poor self-image. Nattering and repeating commands makes children nervous.
- 🐟 **Family time:** Discipline problems that involve one child should be handled privately, but there are times when all the children get a bit lax in the self-control department and the whole family needs a reminder.

Research shows that the most important factor in child behaviour and performance is the parent / child relationship. Strive to create a positive one!

*What matters is that our first questions about students are; what do they require in order to flourish?
And How can we provide those things?- as opposed to, say, How can we make them do what we want?
- Alfie Kohn*

Why behaviour management?

To understand a child, it is very important that one should know about the holistic development of a child, all the domains of child development and once we understand child development then we will clearly know what behavioural traits a child should exhibit at what age. When we talk about behaviour, we need to understand that in human development, behaviour is different at different ages and we usually expect individuals to behave according to their age and their stage in life. A behaviour which is normal in one stage becomes abnormal in another stage. In order to have children behave appropriately we have a program called behaviour management.

We can ask professionals dealing with children the following questions:

Is the child disciplined?

Are teachers comparing children?

Is the child being nagged all the time?

Is the disciplining technique which is used in the class too harsh?

Sometimes the teachers' behaviour is inappropriate in the classroom which results in the child behaving in a particular way. If a child is behaving differently and the teacher is making him feel guilty about it, he will often feel guilty and then behave inappropriately. Often times, children face discrimination in the classroom because of their gender and because of their looks. Also, if a child is very hyper in the class and the teacher is unable to manage him, she may be partial towards others. Teachers may behave differently with different children for many such reasons. Sometimes the punishment given to the child is longer than his attention span and this also affects the child.

Taking into consideration a teacher's behaviour as well as what children require as per their development and behaviour, behaviour management is extremely relevant.

What is behaviour management?

behaviour management is a larger concept than discipline. Mostly because discipline is enforced after the child's behaves in a particular way but behaviour management is a precaution which professionals need to take all the time in their class. For this to happen we need to make sure that our teachers are trained in this area and that they have a complete understanding on how to

To focus on discipline is to ignore the real problem: We will never be able to get students (or anyone else) to be in good order if, day after day, we try to force them to do what they do not find satisfying.- William Glasser

manage a child's behaviour. If a teacher has been trained then the task of the teacher is very easy and the children are in a good learning environment and in an engaging environment. There are fewer problems. Teachers must be aware of theories related to child development as this will give them an understanding of how to observe and understand the child. For that I will refer to Erik Erikson's theory of psychosocial development where Erikson has clearly mentioned that at this age children develop autonomy and initiative when given simple tasks which they are able to perform independently. They are able to transition from dependency to independency and this independent behaviour helps them be autonomous in classroom situations and once they are autonomous in a class they start taking initiative in many activities. For example, if a music session is going on, children start dancing on the tune they like, this is initiative. Many times teachers snub the child but what we are encouraging here is that if the child has taken initiative then let her/him dance and if this child is calling other children to join him, let this activity change from a music activity to a dance activity. If this kind of initiative is encouraged, then children will feel independent and then they will be developing.

There is a method for managing children and it involves 3 things, we need to continuously discipline the child, respect the child, and create a nurturing environment for holistic development of the child. If we practice these things consistently, then we are practicing positive behaviour management. But if we do not follow these practices, then there will be lot of issues the teacher will face in the classroom. The children can be cranky, naughty, adamant, practice 'my way or no way,' and many times they don't like to share things and if they are asked to do so then they throw tantrums. They are hyper active in the class, they don't like to listen to the teacher and if they don't like activities that they are supposed to take part in they scream about it and their screaming is so loud that sometimes it's difficult to manage these situations. They also get upset when we make them eat what they don't like. We often see children in the classroom expressing their frustration through aggression and so children are then beating, hitting, pinching and pushing children.

How to manage behaviour in difficult situations?

There are some points which a teacher has to keep in mind when she is dealing with children. First is 'consistency,' which is key for managing behaviour. The teacher, the assistant teacher and the supervisor should be speaking the same

Label a particular child a troublemaker and watch him become one. View children in general as self-centered, and that is exactly the way they will come to act.- Watson 1984

language to the child. Even a discipline technique which is used in the class by one teacher should be used by the other teachers so that such disciplines are supported. Only then will the child know what is right and what is wrong, what is expected and what is not expected. Yet we should not make children always do things according to our own ways. Our schedules should have flexibility and certain tasks in a routine should have children acting independently and certain tasks should require children to follow the teacher's lead and guidance. When a child is supposed to be guided by the teacher, they must follow instructions. The child must understand that he/she cannot decide to leave or not take part. Then when the child is asked to do a planned activity, then he will do it. If the child doesn't listen, then the teacher needs to intervene and speak to the child alone. The teacher must listen to the child and then make a decision on how to get the child to do the activity that all the children are doing. For example, if a child is not putting the toys in the right place then the teacher should talk to the child, sit with the child, start putting the toys in the right place and ask the child to do the same. If the teacher follows this, then the child will not think that it is fine if he/she does not take part in a particular activity or follows directions. If there is open communication, the child will know what he/she must do.

When a child is behaving differently, we need to see that behaviour as a symptom. It's not the ultimate issue, issues are something different and child's behaviour becomes a symptom. For example, if a child is sucking their thumb in class, or biting their nails, or wetting their pants, these are symptoms of some problem which we need to identify very carefully and we need to give this issue attention. We should not ignore such behaviour. When a child is displaying symptoms, we must document them. We must document at what time and during which activity is the child showing these symptoms. We can then analyze the symptoms and find out the cause of the behaviour and then plan the strategy to help the child so that these symptoms go. If a child misbehaves, and the teacher reacts too harshly, then we have a problem. When a child is pushing or pinching the other children, the teacher needs to be very calm and she needs to deal with the situation patiently. The more difficult a situation, the more we need to be aware of our own behaviour. If we our reaction gets out of control, then it gets harder for us to manage the situation. It is very clear that if a child is actively engaged in the class then the teacher will have to deal with fewer behavioural problems. It is our responsibility to have many activities planned for the day so that children are actively engaged in activities.

The Old school insists that we must punish the liar, while the New school counsels gentleness as we try to figure out how to get students to change his (dishonest) behaviour. Is the latter approach preferable?

When there is an issue or a problem, we must remember that as a teacher, the power is in our hands so don't transfer this power to the child. Don't give a child the power to control the situation because then it gets tough to manage the situation. As professionals we should have enough skills to have the power in such situations and be able to handle things effectively.

Children need structures. We should have a very clear-cut structure in place so that children are aware of the activities taking place on that day. If a child has a consistent routine, then his behaviour will be consistent too. But if there is a change in the routine, you need to inform the child about the change, you need to prepare the child for the change and you need to give him/her some time for this transition because for children it's very difficult to manage the changes they are being put through. For example, the children have been informed about a field trip and they have been told about where they are going, what time they are going and what time they will return. But if they are not told that they are going home after the field trip they may get confused. They may wonder why they are not going to have any class-time or why they can't take part in a class activity. In order to make children feel secure, it is important for us to plan properly and inform the children about their schedule. It's important to even mention when a child will be going home.

How can we prevent a child from behaving inappropriately?

1. Give the child unconditional love.
2. Give the child a lot of time to play. Plateau said that in order to understand a child, it is important that the child play and that the teacher observe. A teacher who observes a child playing for an hour can understand the child more than having observed the same child whilst he was not playing. So play is very very important. Whilst playing, children are able to talk, to share and they learn things without realizing. They are able to develop their skills and knowledge through play.
3. Understand when and how to praise the child. Phrases such as 'good' and 'very good' should be avoided because they are shallow. Praises need to be specific and should be given at the right time. Instead of praising the child after he has achieved something, praise whilst the child is doing something successfully. For example, if the child draws

No question about it. But ultimately the two are more similar than different because in both schools the blame rests entirely with the student. – Alfie Kohn

something, say, 'Your lines are good,' or 'What wonderful colors.' Praises need to be specific and genuine so that the child can understand that he has done a good job in a specific area.

4. Give a child certain responsibilities, but trust the child at the same time. Don't interfere, and give the child the freedom to do what he is doing. Your job is to observe and once the activity is over, then you can praise the child for specific success and speak about what the child can improve in. The child will then be willing to be responsible.
5. Every child is a unique child, so we cannot have the same expectations from all children. What suits one child, may not suit another. Whilst one child may excel in a particular activity, another may fail.
6. Even if you are upset with a child, never refrain the child from taking part in an activity or a task. Refraining the child from getting involved affects the child much more than merely tell him that if he doesn't do what was asked from him, then he will have to sit in the corner chair, and just observe the activity. Even when we have asked a child to sit in the corner, he may feel the urge to do the activity the other children are doing but because he has been told not to, he may get frustrated. His frustration might turn into aggression. So whilst one technique for discipline may be good for one child, it may not work with another.
7. Whilst we often teach children to share, it is important to teach children how they must share. For example, if a child takes another child's toy, they may considering it sharing. It is important that we teach the child to ask the other child to play with their toy. Asking is important to the practice of sharing. A child needs to be aware of other's things and learn to consider them too especially since some children are still in the ego stage where everything is about them.
8. If a child throws tantrums or often fights with his classmates, we should not label that child. We may try and find out why the child is behaving in this way but we must not share that information with all our colleagues because otherwise other teachers may treat the child differently even though he is behaving appropriately in their classes. Try to find a solution, and solve the problem instead of telling other people about it.
9. It's good to show children affection and care by nurturing them and showing them bodily affection. But some children do not like touching or hugging, so for such children, verbal praises are good enough.

A huge proportion of unwelcome behaviours can be traced to a problem with what students are being asked to learn. The easiest problem to spot is that the tasks they've been given are so simple as to be boring- or, more commonly, too difficult (at least for a given child).- Alfie Kohn

10. Never compare children because this can really hurt them. Comparison is bad for children and should never be done. They don't like it so make sure you communicate to the child in a positive and constructive manner. Compare the child to himself, and express his developments and how he has changed and improved so that you can actually help the child.
11. If you are upset, don't take it out on the children. Teachers are human beings so if they are upset, and are entering their classroom, they must remember to let go of their baggage. The teacher can even inform the class that she is upset and children may understand her and feel empathetic. It's fine to share things with children. For example, if your dog was hurt, you can explain to your class what happened.
12. Children are different from one another. Some may be some, others may be extroverts and we often give the most attention to the actively engaged children in the classroom yet we fail to see the children who are performing just as well but quietly. We must accept children the way they are, and allow children to be themselves. Don't push children to answer lots of questions if they do not like talking a lot.
13. We should not expect our school helpers to perform all of the children's tasks. Children then become dependent on the school helpers and don't do things they should be doing themselves, for example, tying their shoe laces, combing their hair, buttoning their shirt etc. It's important to give children small tasks so that they are engaged and so that once they complete the task, they get the satisfaction and happiness of having done things independently. It is only when a child seeks for help, that we should help him/her finish the task without any ridicule or shouting. Don't punish children who don't live up to your expectations, spend some time alone with them and speak to them about what they can do differently and what they achieved successfully.
14. If you are unhappy with a child's activity or a task he/she has performed, then show your disapproval in a manner that doesn't affect the child's temperament, and is appropriate to the child's age and development. When correcting a child, explain to the child why you are doing so. Often times, children who are punished don't even know the reason behind their punishment and so this does not help them. Once the child has been disciplined, it is important to forget the whole episode and move on.

When behaviour problems arise in the classroom, one of the first factors to be examined should be instructional procedures and materials, and their appropriateness for the offending student.- Center, Deitz, and Kaufman 1982

How to handle behaviour management?

1. Use humor, address your concern and avoid conflict.
2. Make eye contact with the child when there is a problem.
3. When there is a problem situation, the adult should have a physical proximity with the child.
4. Ignore behaviours which are being practiced in order to get attention.
5. Mention the child's name and let the child feel good about himself.
6. Sometimes send a secret signal to the child for his behaviour.
7. Use 'I' to send signals to the child. So that the child stops, you can say 'I will stop.'
8. Do unexpected things like go for a walk or do voice modulation. For example, change your tone of voice softly so that you and the children are using different voice tones.
9. Distract the child by asking questions or assisting the child in that particular behaviour.
10. As a last straw, use 'time-out.' Many techniques do not work, when the teacher is yelling or trying to enforce her power and showing that she is the boss. Children can read body language, so they will pick up on her tensed and rigid body language and this will not help the situation. Even insulting, humiliating or embarrassing the child should not ever be practiced. Also never use sarcasm to attack the child or physical force which makes the child vulnerable. Don't involve the child's friends into the conflict or have double standards and treat children differently. Avoid nagging the children, holding grudges against them or mimicking them. Children don't like, commanding, demanding, or dominating behaviour so as teacher it's important to take care of one's own behaviour.

In order to manage behaviour, we must understand the cause of the behaviour, the expression of the behaviour. Understanding the behaviour and then making sure to respect the child, nurture the child and discipline will help manage behaviour.

As researchers have documented for decades, using force on children teaches them that aggression is acceptable, to say nothing of its other psychological effects.- Straus 1994, Hyman 1990

Perspective Taking Pro-Social Behaviour

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It is said that behaviour has everything to do with your socio-emotional development. If socio-emotional development is handled and nurtured properly by understanding its foundation then teachers will be able to help children become better friends, better peers, perform well in the classroom and it will also help teachers understand behaviour and why and how to manage behaviour. One of the most important aspects of emotional development is called perspective taking. The only difference between us and the apes and the monkeys is the part of our brain which is called the prefrontal cortex, also known as the thinking brain. So they don't have the thinking brain but we do. We are supposed to develop this part of their brain as this helps children pay attention, use logic and focus. Perspective taking contributes to developing this part of our brains.

There is an activity in all early childhood care centres which is called role play or dramatic play which is linked to social development. This kind of play helps children develop perspective taking. Perspective taking means putting yourself in somebody else's shoes to understand their point of view and what they may be feeling. Young children lack these basic things, these basic elements of socio emotional development which are perspective taking, pro social behaviour, self regulation and another part of self regulation which is impulse control. When teachers and parents understand this, they will be able to understand why children behave the way they do and what we can do to help them overcome that.

What is perspective taking?

Instead of telling a child 'don't cry ok,' its better if we say,'I understand that you want to go out to play and that's why you are crying but this is not the right

If you punish a child for being naughty, and reward him for being good, he will do right merely for the sake of the reward; and when he goes out into the world and finds that goodness is not always rewarded, nor wickedness always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds either advantage to himself.- Immanuel Kant **29**

time to go out to play.' When you communicate like this, you are acknowledging the child's emotion and saying why you are not willing to give in to that emotion. It's very important you understand that the child is upset because another child took her toy, so she bit her, but we need to enforce that 'we don't bite in our class. If you have problems come to the teacher.' You are now acknowledging the child's emotion, which becomes so important as children grow up so that they learn to recognize and understand the emotions of others and that's called perspective taking. Talk about emotions as it helps.

How does talking about emotions help?

Researchers have found that talking about emotions and feelings while conversing helps children foster their perspective taking skills. So the more we talk and acknowledge emotions, the more children are able to relate and think, 'what I am feeling now is anger and there are good ways of dealing with anger. I did not do the right thing when I was angry so it's not wrong to be angry, it's wrong to do what I was doing when I was angry. There are options to what I can do when I am angry.' This is what children learn, and it makes children get a focused understanding of their behaviour. So label the emotions children feel and see to help them understand what this emotion is and how to deal with that emotion. Behaviour management of this kind requires emotional competence from the teacher also. The teacher should be in charge of her own emotions and she should understand her own emotions before she tries to help a child understand his or hers and that's why a teacher must take charge of her emotions because if she is stressed, if she is angry or if she is anxious then she is going to pass all that to the child. Then instead of solving the child's tantrums she may throw a bigger tantrum to curb that child's tantrum so it's very important that teachers are in charge of their emotional stress and are able to positively focus on that.

Yoga helps, try it! Deep breathing also helps. When you feel that you have lost all control of the situation, take a deep breath. Pro-social behaviour is a part of socio emotional development. Pro-social behaviour is about getting along, working as group, working with others, and because young children at the age of three four and five have just emerged from the solitary play stage, they are not used to sharing, they are not used to caring for others and so it is something that will have to be modelled for them. Games also help them learn this skill. A simple game of parachute play helps children because it teaches them that when you play it with others and you do things together you get

What consequence will I suffer for having done something bad? Is a question that suggests a disturbingly primitive level of moral development, yet it is our use of punishment that causes kids to get stuck there!- McCord 1991

success. You are able to achieve the end goal of the game. But when it is done separately then you are not able to achieve it. This is the foundation of pro-social behaviour. So everything that we do in the early childhood classroom, has an impact in some way or the other on how children learn to perceive managing their own behaviour. So it's very important that we push them or guide them gently towards the stage of pro-social behaviour.

A few simple ways that teachers can do this is by having more games where children have to share things. The best way to do it without conflict is to first make children share things with their friends. You should know in your classroom, who gets along with whom, and make them first share with their friends. Then break up the groups and bring together different groups. Because if you straight away pair a child with another child whom they don't get along with then pro-social behaviour is completely out of the window, so it's very important that you begin this process using simple steps. Pro-social behaviour is something that helps children in the long term behave positively. I enjoy doing this by giving them a little bit of conflict, a challenge. If there are four children sitting on the table and they are doing a cutting activity, I will place three scissors on the table just to see how they cope with the situation and find a solution. It's important to observe how they are learning to come up with a solution of what to do since there are three scissors amongst the four of them.

Another important aspect of positive social emotional development is self-regulation. Children lack the ability to regulate themselves, control themselves. For example, if I am just learning to walk, how can I control the speed of my walk? I am just learning to talk so I can't control what I speak. Young children lack that regulation at specific times because they have just developed a certain skill and adults involve themselves too much in trying to help them. Self-regulation is important because it helps children be less impulsive so that they think before they do something and so that they are able to control their emotions.

There are three kinds of self regulation:

- 1. Behavioural self regulation:** This is when a child knows he is not supposed to push so he will not push. It's a behavioural regulation.
- 2. Cognitive self regulation:** This is when a child can make a plan. If the child knows there is a bully on her bus, she will talk to an adult about this problem.
- 3. Emotional self regulation:** This is when a child knows when not to scream, and cry.

Disagreement, however challenging it may be to the teacher and his prepared lesson plan, can be seen as an opportunity for learning- a teachable moment- rather than as something to be efficiently ended. – Alfie Kohn

Self-regulation is important because the regulation of one's behaviour is intrinsic, and not from a teacher, a parent or an adult. Adults have to reach out to children at their level of self-regulation. If one is too controlling, too much of a helicopter teacher or parent then children will never learn to self-regulate themselves.

'Simon says,' is the best game to teach children about self-regulation. You want to move but you can't move till the person says 'Simon says,' so then you have to think, hear, focus, pay attention and only when that person says 'Simon says' can you do what the person is doing. It is a beautiful game to teach children about self-regulation. Because in the long term, it is important that children are able to regulate their own behaviour and don't need wardens always to help them do that.

Impulse control is a very important aspect of self-regulation which means that if a child is feeling impulsive and wants to get up and go, they know they can't get up and go because the teacher is telling a story, that's called impulse control. And there are some games that you should play in your class often or play at home as parents if you want to help children gain impulse control. Games like 'red light, green light,' which means you do what the teacher says. For example, a child can jump and dance but when they are shown a 'red light' they will have to stop and may only start when shown the 'green light,' which means they may have the impulse to dance but they can't till the teacher shows the 'green light.' You can also play 'London bridge is falling down,' so you have children holding their hands, facing each other and other children moving below the 'bridge,' the children know that when that when a specific part of the rhyme comes, the bridge is going to come down and they are going to get caught.

Impulse control is an extremely required skill for socio-emotional development. And when a child has impulse control, the child will be able to control their behaviour on their own and won't need the parent to guide them all the time. It's important for us to play these games to help children develop this. Musical chairs is another important game in which you have the impulse to sit now because you see an empty chair but you can't sit till the music doesn't stop. So these are all simple games and activities we commonly use in children's parties or in the early childhood classroom and we need to know how they contribute to children's socio-emotional development. And remember children do not misbehave, we misinterpret their behaviour.

Moral autonomy appears when the mind regards as necessary an ideal that is independent of all external pressure. – Jean Piaget

Behaviour Management

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Every teacher has a dream to maintain a classroom free from disruptions; one in which each child is being moulded and shaped in a loving and caring environment. Teachers want their children to feel at ease and happy in their classrooms. They hope that each child will by no means feel humiliated and they would be able to learn from his or her mistakes. Behaviour management is about teachers and students working together to create an environment rich in excitement for life and learning. There is no one reason for any kind of disruptions in the class because every child is different and so is every situation. So then why do children misbehave? Few reasons children may misbehave -

- they seek attention,
- they need to feel secure,
- they feel they have been treated unjustly,
- their inability to cope with things.

Other reasons for misbehaviour could be health problems, emotional disturbances, poor nutrition, sleep disturbances, changes, developmental disabilities, stress and family problems. Most of the times we react to inappropriate behaviour either by insulting, scolding, threatening, embarrassing, suspending, and expelling the student. As teachers we shoulder a major responsibility of assisting young children in displaying behaviours that are conducive to learning and to teach social behaviours that are appropriate for home and school settings in order to live a balanced life. In this context I would like to focus on behaviour management through a strategy called CARE:

C - Communicate behavioural expectations: We need to communicate/ share our behavioural expectations in class, home and other social settings. This will help children differentiate between expected and unexpected behaviours which eventually will form a habit.

The would-be progressives.. thought that there were good ways and bad ways to coerce children (the bad ones mean, harsh, cruel, the good ones gentle, persuasive, subtle, kindly), and that if they avoided the bad and stuck to the good they would do no harm. This was one of their greatest mistakes. – John Holt

A - Appreciate appropriate behaviour: Effective management of behaviour should always start with praise and encouragement and “catching the child being good.” Appreciating appropriate behaviours will develop a feeling of satisfaction and achievement among the social group that they are placed in.

R - Recognise a Child's needs: Children's needs can be classified in different ways such as:

- Need for status.
- Need for security.
- Need for affection.
- Need for independence.
- Need for competence.

It is imperative to note that children enjoy being recognized by the adult group and peers; they also like to be loved and to feel secure.

E - Encourage positive self concept : It is essential that young children have warm, positive and nurturing relationships with teachers that encourage positive self-concepts. They want to feel accepted both by the teacher and classmates; they usually are happy when a skill is mastered or more control is gained over the environment, this develops a positive self concept.

As teachers how can we integrate Behaviour Management in Child Care Education:

- By motivating children for any good behaviour properly mastered as a way of increasing its occurrence.
- By avoiding objects, situations, materials that could easily frighten or threaten children.
- By providing them with activities that would encourage them to use their sense organs in the process of day-to-day interaction.
- By acquiring new behaviour in a less structured manner and evaluating them in an informal manner.
- By providing them opportunities to express them in a desirable and self satisfying manner.
- By making learning environment meet the needs of all children irrespective of their challenges and abilities.

The more voice and choice students have the more cooperative and responsible they'll act and feel.
– Albert 1989

Some techniques that could be used are:

Play: This approach implies using a variety of approaches involving play such as children's play, role playing and dramatization, simulations and games.

Simulation and games: These are teaching techniques in which real life situations and values are simulated by substitution

Inculcate hobbies among children: Make the child realise what they like to do the most, create a liking towards objects, situation and nurture them as their hobbies. This will help them in managing and channelizing their emotions in the right direction.

Appreciate and reward appropriate behaviours: give stars, applaud positive behaviour, and appreciate in front of others.

Circle Time: Make small groups of 3-4 children ask them to share their feeling on objects, pictures or situations, record their responses, carefully examine if there are any negative cues or expressions.

Drawing and colouring: for expressing their feelings and emotions.

Picture Prompt: Students will prompt for the pictures shown; their responses will be directed towards appropriate behavioural patterns

Card Clusters: Provide the students with cards and give them clue's to choose the right card as a response.

How do you feel today? : Ask them to draw or stick emoticons of their feelings on this particular day.

Story telling/ Hot Seat: Narrate a story to children and tell them about the different situations and by Hot Seating, give them a chance to understand the different roles of the different characters in the story.

A seemingly benign and kindly form of control, to bend rather than break a child's will... (is) unlikely to create a genuine sense of autonomy in the child, or a sense of choice and responsibility.
- Philip Greven

Magda Gerber And Pickler's Philosophy In Managing Children's Behaviour

Swati Popat Vats

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Dr. Pickler was a pediatrician and under her was Magda Gerber who studied the entire philosophy and who worked in bringing about a whole new format of raising children with respect and trust. Magda Gerber had some wonderful ways of training teachers to look after children. I have termed it as 'giving children the super-power to control their own behaviour.'

Shut your eyes and think about what discipline means to you. Now I want you to write it down. Discipline according to the dictionary means training that develops self-control and character. Check your definition of discipline, does it match? Because the dictionary defines discipline as developing self-control and character which means that discipline is actually not extrinsic. It is not about what you do to control the child; it is about what the child can do to control self, self-control and character. And that is the Magda Gerber philosophy. Very importantly, give the child the gift of self-control which will help build his character.

So according to her, discipline should never be a power struggle. When a child throws a tantrum and an adult wants to help the child, it becomes a power struggle, 'You said this so I said this.' 'You did it so I am going to do it,' never make it a power struggle because it is during tantrums that a child is watching you. The child is watching how you are reacting to the stress, and how you are reacting to the problem. Another thing discipline should never become is it should never be used to over-power the child. It's not about you, the 'big bully' trying to control the child. Never over-power the child during your discipline process. Don't destroy the child's personality by shaming the child, calling the

Research 'clearly demonstrates that nice teachers are highly effective... (and refutes) the myth that students learn more from cold, stern distant teachers' except of course that they may learn to be cold, stern and distant themselves. – Alfie Kohn, Andersen and Andersen 1987

child names, comparing the child to others, saying 'you're such a big boy but look how dumb you are.' That's destroying the child's personality and of course the other end of the spectrum is also not nice, a lack of discipline and just letting children be, there has to be some structure and some rules.

So why is discipline so confusing to parents and teachers? Because during the disciplining process, we lose sight of what is important and what is not and that is exactly what Magda Gerber has highlighted. She has given a simple trick, she says there are three kinds of situations. She terms them as, 'Red light, Yellow light and Green light.' She says look at the situation in which you feel the child is misbehaving or there is a problem and try to identify. Is it a 'Red light' situation? Is it a 'Yellow light' situation? Or is it a 'Green light' situation?

What's a 'Red light' situation? A 'Red light' situation is when a child is hammering another child. You will have to intervene; there is no other option there at that time such as should I guide the child or motivate the child by stepping in. It's a dangerous situation, a 'Red light' situation is when you perceive the child is harming himself or herself or harming others. This is a 'Red light' situation and the adult has to interfere and put an end to this situation.

Next comes the 'Yellow light' situation. A yellow light situation means here is a situation where with a little bit of interference from an adult, the adult will be able to help the children bring about a solution. For example, if two children are fighting over something and the teacher or the parent knows that if they come in right now and maybe give them a little guidance, they will be able to solve it on their own, that's a yellow light situation, when the adult knows they need to step in but not over-take the situation.

And then you have the 'Green light' situation which is when children are playing and pushing each other but you don't perceive any danger. If one child pulls another child's toy, as long as they didn't seek an adult's help, as long as one child wasn't harming the other, an adult doesn't need to step in. So an adult doesn't have to step in, in to each and every situation, that's what Magda Gerber says. That's the freedom which we are giving children, that is a 'Green light' situation. It doesn't require an intervention.

The only way to help students become ethical people, as opposed to people who merely do what they are told, is to have them construct moral meaning. It is to help them figure out- for themselves and with each other- how one ought to act.- Alfie Kohn

If this is clear in a teacher's mind, she will know when to interfere and when not to and this will build a positive relationship between the children and her. This will also help parents understand their children better. Pickler always says, 'respect children. Let them be in charge of themselves and teach them how to recognize their own feelings and actions.'

I think that the Pickler method and what Magda Gerber promoted was about not taking away power from the child but about giving back power to the child. How do you give back power to the child? It's all about giving self-power to the child. Children are all about power, they like Superman and Batman so it is very important to them to feel like their heroes by helping them control their emotions. These are some of the powers you can give to children:

1. 'Calm- down' power is necessary; it's about telling a child that when they are upset they should take a deep breath. They need to tell themselves, 'I have the calm- down power.'
2. 'Mouth-closed' power is when somebody is saying bad things to you, you don't have to give them back, you don't have to become party to that, you can keep your mouth closed because you have the 'mouth-closed' power.
3. 'Hands-down' power is when you are angry and you feel like hitting somebody but you won't because like Superman, you have the 'hands-down' power because your hands are in your hands. You will not raise your hands so 'hands-down' power.
4. 'Walk-away' power is about walking away. If you are faced with a bully, you don't know what to do with the situation, 'walk-away,' and come to the teacher. 'Walk-away,' and go to your parent.

So these are the powers that you can give to a child so that children understand and use these when they are in a particular situation.

Another very important aspect of the Magda Gerber and Pickler Method is, 'Help children understand what to do and what not to do.' For example, if there is a situation where a girl feels angry, she hits her friend and her friend gets hurts. It is your responsibility to say, 'You should not hurt others. Hitting is bad

If adults are the upholders of order, then whenever they are in the presence of children, they must be vigilant. They must be watching for violations. . . - Watson

manners, you shouldn't do that.' Instead of that, have a puppet show with the same characters, a girl and her friend. And in the puppet show that Rhea's friend snatched her toy and say, 'Rhea is now feeling angry. Rhea takes two deep breaths, because she has the 'Calm-down' power. Now Rhea puts her hands down because she has 'hands-down' power. Rhea walks away and gets help from the teacher. An adult comes and helps both of them.' So through a puppet show, you are actually telling them how to use the four powers you gave them, such as the 'hands-down power' and the 'walk-away' power. It is important that children see it modeled through puppets. Puppets are a beautiful way to teach children about something because puppets don't preach unlike us adults and they are not boring! Children relate very easily to puppets so you can show this whole process to the child or the children through a puppet show.

When you are handling these situations, the teacher should be in charge of his/her own emotional triggers. You may be talking to the child, and he may have kicked you and you threw a fit because that was your trigger. It's important that you are in control of your own emotions when you are handling a situation.

In this book, you will find a poster which has all the powers, which shows a girl and a boy as Superman and Superwoman with these four powers. Put it up in your classroom or at home because it tells children that I have the power to control my behaviour and I think that that is one of the best gifts that you can give children, the power to be in control.

And most children will avoid the presence of adults for fear and that they will be controlled or chastised. Such an approach to discipline creates the very opposite of a caring community- in fact, it mitigates against the school's becoming a community at all.- Watson

Characteristics of overly active children

There are certain characteristics that overly active children display at different ages and stages. These characteristics can vary in intensity and are often outgrown, they include:

1. Excessive movement.
2. Variable attention span.
3. Distractible.
4. Careless.
5. Disorganized.
6. Difficulty transitioning.
7. Coarse manners.
8. Noisy.
9. Spontaneous.
10. Strong-willed.

Children who feel the need to constantly move will find ways to move around in the classroom and these are some of the methods they may use:

- 'I have to go to the washroom again.'
- 'I can hear a car honking. Can I go to the window?'
- 'I'm hungry again. Can I get something from my tiffin?'
- 'I left something in my bag. Can I get it?'
- 'My pencil is not sharpened enough. Can I sharpen it again?'

When a child is unable to move around, they might focus their energy on a particular body part and do the following:

- They might shake their head or their feet whilst working.
- They may fidget, shift and wriggle whilst seated.
- They may dance whilst waiting in line.

Overly active children may also exhibit excessive physical movement through repetitive behaviours such as:

- Twitching.
- Tongue chewing.
- Nose scrunching.
- Head jerking.

In order to redirect excessive movement, there are a few strategies a teacher or a parent may use like:

- Have a rocking-chair placed in the classroom or at home so that the child can take a five minute rocking break with a book or a toy.
- Give the child a stretchy band (a large rubber band) and stretch it across the child's desk so that he/she can fiddle with it whilst seated.
- Allow regular breaks for movement.

Conflict is so vital to development that some experienced teachers go out of their way to highlight, or even create situations where kids must think or feel their way out. – Katz 1984, DeVries and Zan 1994, Lewis 1995

Activities

Ways to calm children

Children can exhibit overly active behaviours which can be challenging for parents and teachers alike. These are a few strategies to apply to help children calm down:

- **The Frankie roll:** Turn the child into a 'frankie' in this fun rolling game. Spread a blanket or a towel out in an open space on the floor. Have the child lay along one edge of the blanket/towel, on their back or tummy with their head outside the blanket/towel. You and the child can then decide what ingredients will be put into the frankie. Once the frankie is 'ready,' roll up the child like a frankie until he or she is bundled up. When tightly rolled up, ask, 'Is my stuffed frankie ready to roll?' Then gently roll the child out.
- **Cloth rubbing:** Give the child a pocket-sized piece of silk, satin or velvet to fidget with while out and about doing errands. Larger pieces can be used as blankets for swaddling or cuddling while rocking.
- **Hair and forehead Rubbing:** You can easily soothe children by stroking their foreheads and hair back gently. They may even enjoy this whilst there are doing an activity like 'reading.'
- **Smells and Senses Massage:** Infant massage has long been a common practice of families of Eastern cultures. Since touch is the first sense to develop in humans, gently rubbing a child benefits the child greatly. Warm up oils such as lavender, rosemary and eucalyptus and massage your child's tummy, back or chest. Keep the oil away from the child's eyes.
- **Singing:** When a child isn't paying attention, singing your words helps. Use a familiar tune to get your point across. For example, use the tune of 'Row, row, row your boat,' to say 'Clean, clean, clean your room.'
- **Animal Rewards:** Children have a unique connection with animals, whether it's their imaginary animal friends or the animated animals they love. Incorporate incentive or reward-based animal outings. Some children love to feed the pigeons; others love to visit the pet store. Use the time to focus on behaviour. For example, 'Yana, you will scare the pigeons if you are too noisy. Let's feed them quietly. Watch me.'

Disagreement, however challenging it may be to the teacher and his prepared lesson plan, can be seen as an opportunity for learning- a teachable moment- rather than as something to be efficiently ended. – Alfie Kohn

Ways of redirecting extra energy

Challenging behaviours amongst children often happens when they use a specific body part to release excess energy. Some children will use their mouths, others their feet and some will use their hands to direct their extra energy. Staying calm and using strategies to redirect extra energy can work successfully, just remember age appropriateness when choosing activities.

- **Newspaper shapes:** Give the child an old newspaper to tear up. Request certain shapes or a designated number of torn pieces. Make sure the child cleans up the shredded pieces when done to reinforce good behaviour.
- **Jumps:** Let the child jump on a mini trampoline. This will help redirect energy from the feet.
- **Whistle fun:** Take the child outside with a whistle. Blow one with the child and enjoy making different tunes.

Observing and goal-setting for children with challenging behaviour

Here heads need to ask relevant questions if a particular teacher is unable to handle children:

- What do I know about this teachers comfort level with conflict?
- Does she always respond like this or only in certain situations and with certain children only?
- Do I see the same pattern in her interactions with adults also?
- Ask the teachers to talk about a discipline problem in the class and then let all the teachers brainstorm solutions for it.
- Write them down and then help teachers select the correct options, also talk about why these options are correct.
- To see things from a child's point of view requires sensitivity and knowledge of child development, help teachers develop both.
- There is no such thing as a 'one size fits all' solution.

The choice may have been mistaken, the choosing was not. - Stephen Sondheim

How to develop self control in children:

- Children focus on one thing at a time.
- They cannot figure out their actions on others in a logical way.
- Offer a solution.
- Tell them that hitting and hurting is not allowed.
- Teach them to use words.
- Don't assume when using the above that children can use these techniques and work out their own problems independently.
- It is often when children are not in the heat of conflict that they are best able to think and learn about it.

Replace Don't with Do

To foster impulse control, phrase sentences to create positive images in the child's mind. Instead of saying "Don't run," try rephrasing your request to, "Use walking feet." Instead of "Don't hit," try saying, "Soft Touches." You can take it one step further by modeling the action while saying the words. When you tell and show a child the right way to do something, you are teaching them a new skill. This does not happen with phrases that include the word "don't." Monitor how often you say "don't," and force yourself to rephrase your directives in positive terms.

Don't discipline

- Use different steps.
- Telling.
- Modeling.
- Physical prompts.
- Fading.
- Shaping.

Use behaviour management to:

- Identify and specify.
- Observe what happens before and after the behaviour.
- Observe how often it happens.
- How long does it last.
- Find a pattern in the behaviour.
- Change and implement.
- Continue observing.
- Encourage new behaviour.

Teachers should expect and welcome children's excuses and arguments about rules because that is how children become thinkers- by making up their own minds about whether something makes sense and figuring out how to convince others. – Alfie Kohn, Edwards 1986

These are some methods of observation, use what suits your classroom:

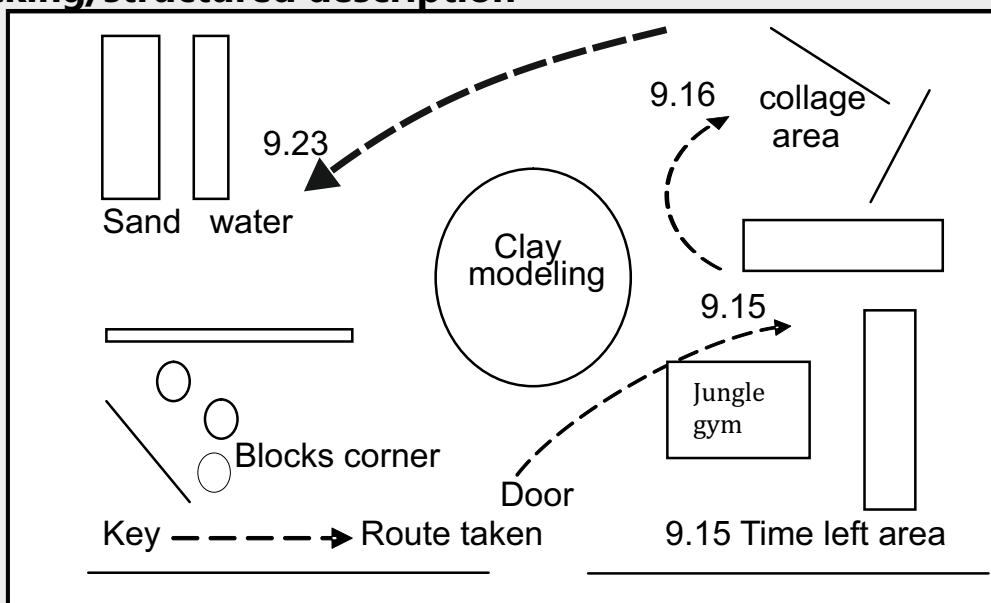
■ **Checklist/pre-coded categories**

Activity	Amrita	Kalpana	Sarina	Farida	Anita
Age	3yrs 2months	3yrs 6months	3 yrs.	3yrs. 10 months	3yrs. 8 months
Stands on one leg for two seconds	✓	✓	✓	✓	x
Hops on one foot	✓	✓	✓	✓	✓
Jumps from one step	x	x	✓	x	✓
Kicks ball to goal	✓	✓	✓	✓	✓
Able to throw a ball	x	✓	x	✓	✓
Is able to walk on the balance beam	✓	✓	✓	✓	✓

■ **Time sampling/structured description**

1. 10.01 am- sitting quietly looking at the teacher.
2. 10.02 am- concentrating on the picture being shown in the group.
3. 10.03 am- pulling up her socks and carefully turning over the tops.
4. 10.04 am- responds to her name being called by the teacher.
5. 10.05 am- has her hand up to answer a question which is asked about the story etc...

■ **Tracking/structured description**



A classroom cannot foster the development of autonomy in the intellectual realm while suppressing it in the social and moral realms. – Connie Kamii 1994

Make children part of the behaviour management

These are some conflict resolution techniques for children who have developed language:

- Calling for help.
- Trading.
- Taking turns.
- Using words.
- Walking away.
- Plan making.

Using Puppets and Dolls to Teach Pro-social Skills:

Dolls, puppets, stuffed animals, and play figures are wonderful tools for demonstrating social skills with young children. You can use these props to enact a scenario that represents a frequent, troublesome behaviour in the classroom or an issue that one or more children are experiencing in their lives. Puppets and dolls help the children see the situation from a new perspective. And because everyone is calm, they allow for problem-solving discussions.

A Game That Requires Pro-social Behaviour:

The teachers brought out a large colorful parachute. Four adults placed themselves in key spots around the parachute, and about a dozen children joined in holding its handles. A ball was placed in the middle, and everyone had to work together to launch it into the air. The teacher asked, "Did you get it up high or low?" The children yelled out, "High!" The next time the ball didn't go very high, and the teacher said, "It went low because we didn't work together. Let's try again. Ready, 1-2-3!" Everyone worked together, and the ball went high into the air. The children yelled. "We did it! We did it!"

What It Means?

This game requires children to pay attention to each other and work together, it's like being on a teeter-totter: it just doesn't work unless you cooperate! The Parachute game itself guides and rewards children for learning to pay attention to others.

What Is Self-Regulation, and Why Is It Important?

Self-regulation is the process of exercising control over one's actions (for example, becoming less impulsive), thinking processes (for example, focusing attention and planning activities), and emotions (for example, managing frustration).

In Japan, teachers routinely try to provoke children to come up with solutions to problems- even when this takes many minutes of class time. They not only avoid controlling students' behaviour with rewards or punishments, but even shy away from making authoritative statements that might short-circuit children's own problem solving. – Lewis 1995, Alfie Kohn

Why We Play Simon Says?

It teaches us about self regulation. Usually four-year-olds can go right outside to play, but today they must wait for the teachers. Becoming impatient, they break out of line and run around the room. Nitin wants to be the first to get a swing, so he throws on his jacket and hurries to the head of the line at the door. Then, while waiting, he turns his back to the door so he can't see the playground and sings a song to himself. At age three, most children cannot successfully play Red Light, Green Light. They can't stop themselves from going whenever any light comes on! But by age five, most children can give different response for the red light. Motor skills are initially learned at the speed that is easiest for the body. For example, three-year-olds cannot consistently draw lines slowly. They seem to have only one speed. But they get better at this skill each year up through at least age six.

GAMES THAT DEVELOP IMPULSE CONTROL

- Red Light, Green Light.
- Simon Says.
- London Bridge.
- Freeze Tag.
- Ready, Set, Go! (Child must wait for "Go!")

Discipline does not have to be demeaning, degrading, harsh or debilitating. Instead:

- Use group discussion to talk about children's conflicts.
- Use puppets and stories, dramatizations.
- Make charts and display.
- Serve as role models.
- Make rules and expectations that are clear and often repeated.
- Give specific praise, 'you are a good boy,' is not good. 'You have been a good boy today as you were able to listen to teacher while she read the story,' is good.
- Catch children being good.
- Focus on what they can do, do not become policemen or a nag.

It is good when students get to vote rather than being told what to do. It is better when they are encouraged to hash out a consensus together or reach a compromise. – Alfie Kohn

- Give children choices, not just rules.
- Keep parents abreast about what you are doing in the classroom about conflict and behaviour management.

When we believe in positive discipline it fosters:

- Emotional growth.
- Children identifying their feelings.
- Children expressing their feelings appropriately.
- Respecting the rights of others.
- Logical thinking.
- Learning about cause and effect.
- Anticipating and predicting events in their control.
- Learning to trust adults.
- Respect and love towards themselves.

It has been said that democracy is the worst form of government- except all those other forms that have been tried from time to time. -Winston Churchill

Questionnaire

If a problem behaviour persists, the teacher or parent should find out the following to help understand the behaviour of the child:

- Is there trouble or change at home or school?
- Is a learning disability surfacing?
- Are sensory problems a possibility?
- Is the child very sensitive to noise?
- Is the child severely agitated by certain food textures?
- Does the child have an extremely low or high tolerance for pain?
- Does the child strongly dislike wearing certain textures of clothing?
- Is the child intensely afraid of water or heights?
- Is the child getting enough sleep?
- Is the child's system sensitive or allergic to certain foods?
- How does your teaching style impact the child?
- Is the child's personality to blame?
- Is the child just sick, tired, or hungry?
- What does the child's daily diet look like?
- Are low iron levels to blame?
- Is the child's routine sliding?
- How does noise play into the child's nature?
- What distracts the child?
- Where does the child work best?
- When is the child most alert?
- How long will the child focus? (How long is the child's attention span?)

Education can never merely be for the sake of individual self-enhancement. It pulls us into the common world or it fails altogether.- Robert Bellah

- Is transitioning from one activity to another problematic?
- What is the child's working pace?
- How do peers affect the child while working?
- What kind of structure does the child require?
- How does the child like to learn?
- What sort of activities does the child most enjoy?
- Is the child motivated to learn?
- What kind of support does the child require?
- Are there any addition possible causes:
 - Anger from within?
 - Anxiety?
 - Boredom?
 - Defiance?
 - Fears?
 - Frustration?
 - Jealousy?
 - Lack of discipline or not enough discipline?

Community building must become the heart of any school improvement effort. After all, how many children can grow intellectually, emotionally, or any other way- without a supportive environment?
– Thomas J. Sergiovanni, Alfie Kohn

Games

Some games that help in cultivating impulse control & self regulation:

- **Red light, Green light**

In 'Red light, Green light,' when the child hears the words 'Green light,' he's supposed to move forward. When he hears 'Red light,' he must freeze. By setting these rules which children have to follow, they are developing self-control. To make the game trickier, once the child has learnt how to follow these directions, you can reverse the rules so that 'Red light' means you have to go, and 'Green light' means you have to stop. Since the child now has to go against his habit, he will be practicing 'self regulation.'



- **Simon Says**

Physical self control is an excellent starting point for teaching mental self control. A command starting with 'Simon Says,' means the child must obey that command. For example, 'Simon Says touch your toes.' A command without the beginning, 'Simon Says,' means do not obey the command, for example, 'Clap your hands.' This game reinforces attention and inhibiting one's impulse to action. This is a simple way to help children improve self-control and restraint of impulsive behaviour.

Behaviours are less important than the purposes to which they are put. – Alfie Kohn

• Musical Chairs

This game shifts children's actions from movement to immobility. It helps children practice being in control of their body. When the music plays, children can jump around and dance and do whatever they want. But when the music stops, they need to pick a chair and sit down. Interacting with other kids in a structured game setting reinforces appropriate social behaviour.



• London Bridge

One of the key parts of self-regulation is the development of impulse control. The development of self-regulation in early childhood coincides with growth spurts in the frontal lobes of the child's brain. In this game, children will sing the rhyme, 'London bridge is falling down...' 2 children will create an arch using their arms and join their hands. The other children will walk under this arch and back around, forming a circle of children walking under the arch. On the last word of the rhyme, the two children forming an arch will drop their arms down around the child under the arch to try and capture the child. This game requires children to wait their turn, walk and sing.



Caring teachers converse with students in a distinctive way; they think about how what they say sounds from the students' point of view. They ask student what they think, and then care about the answers.- Alfie Kohn

Experts

For any further help, please contact experts in the field:

- **Dr. Sejal Mehta**
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- **Dr. Sonali Gupta**
sonaligupta297@gmail.com
- **Dr. Harish Shetty**
Harish139@yahoo.com
- **Dr. Seema Hingorany**
seemahingorany@gmail.com
- **Dr. Samir Dalwai**
samyrdalwai@gmail.com

Educators who form truly caring relationships with students are not only meeting emotional needs; they are also setting a powerful example. – Alfie Kohn

Posters

Don't fight. Find solutions. Conflict Resolution from High Scope Method

Early Childhood
Association

E.C.A



Steps in Conflict Resolution

Thumb : Take a deep breath

Pointer : Let's discuss the problem

Tall Man : Let's agree on a solution

Ring Finger : Yipee! We found a solution

Pinky : Is it working ?

Posters

Early Childhood
Association



I have **SUPER POWERS.** I can **CONTROL MYSELF!**

Calm Down Power

I can breathe
slowly and calm
down when
I am upset.

Mouth Closed Power

If I feel like
yelling, I close
my mouth
tight.



Hands Down Power

I keep my hands
behind my back
when I feel like
hitting or
pushing.

Walk Away Power

When someone
troubles me,
I walk away.

Reference- www.kidpower.org

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- www.kidpower.org
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DISCIPLINE

is helping a child solve a problem.

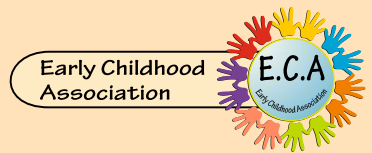
PUNISHMENT

is making a child suffer for having a problem.

TO RAISE

problem solvers, focus on solutions not retribution.

-L.R.Knost



The Early Childhood Association understands the struggles parents and early childhood educators go through particularly while trying to manage the different behavioural patterns of children. Managing children's behaviour has been an area of concern for many years.

Through intensive research and experience, the Early Childhood Association introduces a solution based book for parents, educators and primary care givers. This book demonstrates the reasons behind difficult behavioural patterns. It brings knowledge to adults who can help children go towards positive behaviour. It will assist and help understand the reasons behind multiple behaviours.

The goal of book is to facilitate adults understand that children do not misbehave and that we misinterpret their behaviours. Knowledge and thoughts from various early childhood educators have been shared as solutions that worked for them and solutions that adults can try in their settings to promote positive behaviour management.

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