

TRAINING GUIDE

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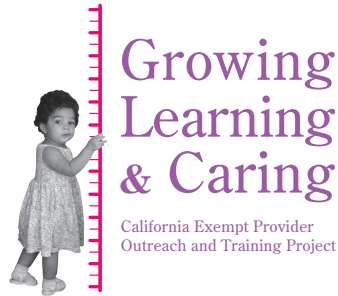
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Growing Learning & Caring

California Exempt Provider
Outreach and Training Project

Module Two
Discipline, Guidance and Family Support



TRAINING GUIDE

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Module Two
Discipline, Guidance and Family Support

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TRAINING GUIDE OVERVIEW

Welcome to the *California Child Care Resource & Referral Network License Exempt Training Project*. The purpose of this *Training Guide* is to help you organize your training. It is a helpful tool filled with information, resources and suggestions. Please note that the word “provider” will be used throughout the *Training Guide* for the purpose of consistency. However, you may use other words, i.e. grandparents, relatives, caregivers, people who take care of children, etc., depending on who your audience is. Some license-exempt providers don’t view themselves as providers, so they may not identify with the terminology. The *Training Guide* is organized as follows:

WORKSHOP ONE: Guiding and Disciplining Children

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP TWO: Communication

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP THREE: Behavior

- Activities
- Worksheets
- Overheads
- Handouts

BIBLIOGRAPHY

Take the time to become familiarized with all the sections of this Training Guide and how they are organized. The workshop sections include a sample agenda with a list of activities to choose from, depending on the length of the training and the size of the group. The length of an activity depends on many factors: the time it takes for participants to engage in the activity, understand the concept, ask questions, add comments, debrief the experience, etc. Adjust your agenda according to the needs of the group. If time is limited, you may have to make some decisions about which key concepts you would like to discuss and which activities support the learning you wish to focus on. Each of the activities suggested builds on each other but can also stand alone.

It is recommended that each workshop opens with a registration, a pre-assessment and a welcome and introductions. The agenda should also include a break, a closing and an evaluation. This guide can be followed as is or adapted to your personal training style and group. You know yourself and your community best. As always, it is important to recognize your own strengths, biases and areas needed to grow as a trainer, and plan accordingly.

TRAINER'S PREPARATION

Background

Before embarking on the first training, the trainer must be familiar with the License Exempt Training Project. You should have an understanding of the differences and similarities between licensed family child care providers, license exempt providers, nannies and babysitters. You should familiarize yourself with the group you will be training and know how many people will be participating.

The trainer should be familiar with the *Training Guide for Module Two: Discipline, Guidance and Family Support*, and each of its sections.

Check out the additional resource materials listed if you feel you need more background knowledge.

Materials

Gather materials needed for all activities you have chosen to include in the agenda. Review your videos and cue them to the appropriate section. Training packets should be collated in advance.

Leave plenty of time to prepare yourself, collate packets, and gather training materials for the activities so that you come to the training ready to teach and ready to learn. The goal is to have a positive learning experience for both the trainer and the participants.

Space

You should confirm space ahead of time and get directions. Request adult chairs and tables. It's best to arrive at least one hour ahead of scheduled time to arrange the space to suit the needs of the workshop. This also allows you time to create an inviting environment (example: food, pictures, quotes, tablecloths, quilts, flowers, books, door prizes, raffles and other incentives).

Equipment

Bring or request an easel and easel pads, overhead or power point machine and screen, TV and VCR. Check to make sure the equipment is working and that you have an extension cord.

Thinking About the Adult Learner

Adult learners are coming with a wide range of experiences and background knowledge. They bring their own expectations, skills, culture, creativity and motivation to the training experience. They also bring their own concerns, fears, pressures and biases. They may have barriers to learning such as language and literacy skills, health issues, disabilities or previous negative learning experiences. For these reasons, as facilitator, you have a responsibility to make the training respectful and relevant to their needs. Consider the following:

- Create a safe and nurturing physical and emotional environment.
- Develop a working agreement with your participants; create a “safety contract”.
- Make the information clear and applicable to their work.
- Allow for mutual, respectful sharing of ideas, knowledge and concerns between participants and you.
- Listen carefully; be completely present.

Thinking About Facilitation

The role of the facilitator is multi-faceted. You have to plan and prepare the content, schedule, materials and the physical environment. You must also create a sense of trust, openness and purpose during the training experience. Consider the following:

- Adhere to the “safety contract” developed by the group. Redirect participants if necessary (Example of a safety contract will be included in *Workshop One: Guiding and Disciplining Children*).
- Allow for dialogue and exchange of ideas between participants. Keep the dialogue relevant and focused on the subject. (Example: “*That’s a good point. It will take more time to discuss it than we have allowed. Let’s put it in a “parking lot” to discuss at the end.*”)
- Ask open ended questions to encourage dialogue. (Examples: “*Will you tell me more about...?*”, “*What are some reasons for...?*”, “*What are some examples of...?*”, “*What have you tried and how has it worked for you?*”)
- Expand on the participants’ knowledge by sharing information, resources and materials. (Examples: “*I wonder if you’ve also thought about...*”, “*Another issue to consider might be...*”)
- Make the workshop an interactive, guided learning experience. (There are examples of interactive learning activities throughout the *Training Guide*.)
- Monitor the agenda and adjust accordingly. (There are sample agendas in each workshop.)

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MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop One



Guiding and Disciplining Children

OVERVIEW

Guiding and Disciplining Children discusses the topic of discipline from multiple perspectives. It explores how culture and personal views influence the way children are disciplined. It makes the connection between discipline and the development of self concept, self esteem, self control, confidence, self-respect and respect for others. It emphasizes the notion of discipline as guidance and teaching, not punishment. Attention is given to specific strategies and techniques that may be useful to child care providers when guiding children as they grow. In addition, this workshop presents discipline as a collaborative effort between the child care provider and the other adults in the child's life based on communication, understanding and support. The discussion addresses the need for consistency, what happens when views on discipline differ, strategies to deal with it, child abuse prevention and reporting, and how to become a resource to the family.

GOAL

To provide an overview of discipline in the contexts of socialization, child development, guidance and family support.

LEARNING OBJECTIVES

Participants will:

- Explore how culture and personal views influence the purpose of discipline and the way children are disciplined.
- Make the connection between discipline and the development of self-concept, self-esteem, self-control, confidence, self-respect and respect for others.
- Gain an understanding of the difference between discipline and punishment.
- Learn about specific strategies and techniques that may be useful when guiding children as they grow.
- Identify strategies to communicate with, understand and support the other adults in the child's life, including ways to become a resource to them.
- Become aware of the importance of child abuse prevention and reporting.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR
- Overhead projector
- Easel and flip chart paper or white board
- Handouts, Worksheets and Overhead transparencies
- Sign in sheets and name tags
- Post-it® notes
- Markers, pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the Trainer's Guide.

Written materials:

- Center for Child and Family Studies, Infant/Toddler Caregiving: *A Guide to Social-Emotional Growth and Socialization*, 1990
- Crime and Violence Prevention Center, California Attorney General's Office, *The California Child Abuse and Neglect Reporting Law*, condensed version, 2004
- Gonzalez-Mena, Janet, *Multicultural Issues in Child Care*, 2001
- Gonzalez-Mena, Janet, *The Young Child in the Family and the Community*, 1996
- Kinnell, Gretchen, *No Biting: Policy and Practice for Toddler Programs*, 2002
- National Association for the Education of Young Children, *Time out for "Time-out,"* 1997
- Pruett, Kyle D., M.D., *Me, Myself and I: How Children Build Their Sense of Self*, 1999

Videos:

- *Discipline: Teaching Limits with Love*
- *Shaking, Hitting, Spanking: What To Do Instead*

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

**Registration, Introductions, Pre-Assessment,
Warm-Up and Safety Contract**

35 minutes

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)
- Warm-up activity: Are you familiar with the word discipline? (Activity 3)
- Safety contract (Activity 4)

Activities: Choose from the following:

35 minutes

- What Do I Understand by “Discipline”? (Activity 5)
- Self Concept & Self-Esteem (Activity 6)
- Rules and Expectations (Activity 7)
- Consequences (Activity 8)
- Physical Punishment (Activity 9)
- Time Out (Activity 10)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- The Role of the Provider (Activity 11)
- Getting to Know Yourself (Activity 12)
- Understanding and Respecting the Family (Activity 13)
- When Views on Discipline Differ (Activity 14)
- Child Abuse (Activity 15)
- Being a Resource to the Family (Activity 16)

Summary, Closing, Evaluation

10 minutes

Note: You may not have time to do all the activities.

TEACHING METHODS / SUGGESTED ACTIVITIES / KEY TALKING POINTS



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and go over policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Pens
- Markers
- Nametags
- Folders for *Workshop One: Guiding And Disciplining Children*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials

None

Large Group Activity

Conduct an informal pre-assessment by asking the participants to introduce themselves and briefly answer the following questions:

- What attracted you to this session?
- What do you expect to gain from this session?



ARE YOU FAMILIAR WITH THE WORD DISCIPLINE?

Goal

To introduce the topic of discipline in a safe emotional environment

Materials Needed

- Post-it® notes
- Flip chart paper or white board
- Markers

Individual Activity

- Write YES on a piece of flip chart paper and NO on another (or write the words on the white board).
- Pose the following question: *Are you familiar with the word discipline?*
- Invite the participants, on a voluntary basis, to take a Post-it® note, get up, put it under YES or NO and return to their seats.
- Note where the Post-it® notes are and wrap up the activity by addressing the key talking points.

Note: No safety contract is needed at this point, for this activity does not involve discussion.

Key Talking Points

- Most of us, if not all of us, know from our own experience or our experience with others what we mean by discipline or how to put it into practice.
- Experiences vary and so does people's understanding of what discipline is or how to put it into practice.



SAFETY CONTRACT

Goal

To establish ground rules that allow for respectful sharing of ideas, knowledge and concerns

Materials Needed

- Easel
- Flip chart paper or white board
- Markers
- Overhead: Module 2, Workshop 1, Activity 4: Safety Contract

Opening Statement

Acknowledge that the subject to be discussed can be very sensitive and can elicit very personal feelings and opinions, which is fine. Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion and that a safety contract can help by establishing some ground rules. Display the Safety Contract that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.



WHAT COMES TO MIND...?

Goal

To explore how culture and personal views influence the purpose of discipline and the way children are disciplined

Materials Needed

- Video: Discipline: Teaching Limits with Love
- Flip chart paper or white board
- Markers

Individual Reflection

- Write the word “DISCIPLINE” on a flip chart sheet (or write it on the white board).
- Pose the question: *What comes to mind when you hear the word discipline?*
- Ask the participants to think about it for a minute or so before they start sharing their thoughts. This will give everybody a chance to reflect quietly without feeling rushed or interrupted.

Sharing

- Invite the participants to share their thoughts on a voluntary basis and write their responses on the paper or white board.
- Add the words “Teaching” and “Guidance”, if they are not brought up, to introduce the concept of discipline as something positive.
- Review their answers out loud and start a brief discussion to get them reflecting on their own views and experiences with discipline.

Video Clip and Discussion

Before engaging the group in a discussion, show the last few minutes of the video where parents are talking about how they were disciplined when they were growing up. Facilitate the discussion by weaving in some of the following questions, if not mentioned by the participants:

- What made you come up with your answer? Was it your own personal experience? ...what you were taught? ... your ideals? ... your values and beliefs? ... the way you discipline children now?
- What are the most important parts of taking care of children?
- In your opinion, what is the goal of discipline?
- Have you ever thought of discipline as a form of teaching and guidance?

Note: The purpose of this discussion is to encourage the participants to reflect on their own views and experiences, and to gain a sense of perspective by listening to other points of view without judging them. As a trainer, reflecting on your values and beliefs before doing this activity may help you guide the discussion more objectively.

Key Talking Points

- The concept of discipline varies from person to person.
- Discipline goals and approaches are not universal. Some cultures value independence, others value interdependence or dependence.
- Cultural values and beliefs have a lot to do with the way adults discipline children. Discipline practices that may be considered unacceptable by some, e.g., spanking, shaking, forced obedience, etc. may be acceptable by others.
- Discipline is teaching and guidance.
- Discipline helps children navigate their world, make sense of it and respond to it.
- Discipline is an ongoing process that helps children respond to the events that happen in their daily lives.
- Discipline promotes and emphasizes respect, self-respect and respect for others.



SELF-CONCEPT AND SELF-ESTEEM

Goal

To make the connection between discipline and the development of self-concept, self-esteem, self-control, confidence, self-respect and respect for others

Materials Needed

- Two big paper dolls (one of them rolled up)
- Worksheet: Module 2, Workshop 1, Activity 6: Self-Concept and Self-Esteem

Large Group Activity

Ask a volunteer to come up and stand by the dolls. Distribute the worksheets (cut into half page cards) among other volunteers in the group. Instruct the participants with the cards to stand up, one by one, and act out the phrase on their card as realistically as possible (body language, volume, tone of voice, etc.). Instruct the participant standing by the doll in full view to tear a piece of it each time a card is read. Encourage the rest of the group to listen carefully, pay attention and let their imagination fly.

Reflection and Sharing

Invite the participants to reflect briefly on the activity and share their thoughts with the group. Use the following questions to stimulate or steer the conversation, if necessary.

- What were your thoughts as the activity was going on?
- How do you think children feel when they hear these types of comments often?
- How do you suppose comments like these affect their behavior and the way they feel about themselves?
- If discipline is guidance, and this is how children are being guided, what are they learning?
- How do you know that a child has high self-esteem? What are some clues?

Brainstorming

Stand by the rolled up doll. After the group has shared their comments, ask the participants to think of positive comments and things that they can do to minimize negative comments and interactions, and to relate to the children in a positive, nurturing and caring way. Unroll a little bit of the doll after each comment, until the full doll is displayed.

Examples: Change the environment so the child can touch and explore freely; provide materials and toys that are not too easy or too hard, so the child doesn't get bored or frustrated; allow enough transition time so the child can complete the task at hand. Offer realistic choices. Ask questions like, *"Do you need help buttoning your shirt or getting your shoe laces tied?"*

Key Talking Points

- Children learn about themselves and the world around them by interacting with other people and exploring their environment.
- When adults inundate children with negative comments, children begin to feel incompetent and inhibited. Their motivation is crushed and their confidence destroyed.
- Frequent negative comments and interactions tear the child apart and contribute to lowering the child's self-esteem and self-concept.
- Self-esteem is related to culture. For example, a child who is rewarded for being independent while in child care, may be criticized or put down for being so at home, if the family believes in interdependence.
- Positive, nurturing and caring relationships help children develop a positive image of themselves and are the basis for good discipline and guidance.
- Children need to be praised, acknowledged and encouraged in order to develop a good sense of who they are and what they are capable of doing, and to feel good about themselves and what they do.
- When children are guided with respect, they learn to respect themselves and respect others.



RULES AND EXPECTATIONS

Goal

To discuss how children learn rules and about rules, and the role adults play in that process

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 7: Rules and Expectations
- Overhead: Module 2, Workshop 1, Activity 7: Rules and Expectations
- Handout: Module 2, Workshop 1, Activity 7: Rules and Expectations

Opening Statement

Discipline goes beyond random actions. It has meaning and purpose. It is a way to guide children and teach them what they need to know, so they are able to function well when they grow up (right from wrong, appropriate vs. inappropriate, what is allowed and what is not, standards of behavior, manners, how to solve problems, how to interact with others, respect, etc.). Setting limits provides the framework needed to guide children's behavior.

Interviews in Pairs

- Pass out the handout *Rules and Expectations* (You may want to modify your questions to reflect some rules and expectations of the families and communities that you are working with, including ethnic groups, type of geographical areas, etc.).
- Ask the participants to turn to the person next to them, interview each other and compare their responses.

Note: There is no need to write anything down.

Large Group Discussion

Engage the group in a discussion about rules and expectations. Solicit examples and experiences, and weave questions such as:

- How did you learn the rules that you know?
- Do you have to think much before you follow the rules you know?
- Did the adults around you set limits for you when you were growing up? Can you share some examples?
- How do rules help guide children's behavior?

Key Talking Points

- Rules allow us to live in community.
- Rules are as diverse as families and communities.
- Rules must be few, clear, realistic and consistent.
- Too many rules can overwhelm the child.
- Establishing rules comes before thinking of consequences.
- Learning and internalizing rules takes time, exposure and repetition.
- Children depend on the adults around them to teach them the rules and what's expected of them at any given time.
- Adult styles influence how and what children learn about rules and limits. For example, some adults impose rigid rules set in stone and don't allow room for flexibility or choice, whereas other adults think that rules are not essential and allow children to have a lot of freedom and to make their own choices. In between are the adults who set consistent rules and expectations, offer choices and allow children to make decisions based on the choices given.



PHYSICAL PUNISHMENT

Goal

To review why physical punishment is not an effective discipline strategy

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 8: Physical Punishment
- Overhead: Module 2, Workshop 1, Activity 8: Physical Punishment

Opening Statement

Even though they are often regarded as non-desirable behavior, and adults try to get children to understand that, aggression and violence are a constant presence in people's daily lives, to a greater or lesser degree; from street violence, gangs, domestic violence and other forms of abuse, to traffic rage, TV programming, news, games, rocky family dynamics, yelling matches and other interactions. *"Don't hit/punch your brother"*, *"Stop pushing your sister"*, *"What did you shake him for?"* some adults say, as they tower over the children with their wide open hand up in the air... and coming down fast. If discipline is teaching, what is the message of physical punishment?

Small Group Activity

- Divide the group into smaller groups of four or five.
- Distribute the worksheet for this activity and project the overhead.
- Ask the small groups to go over each scenario and discuss their thoughts.

Sharing and Discussion

After the small groups are finished, ask a volunteer to read the first scenario to the large group. Invite the participants to share the thoughts that came up in their small groups. Then, move on to a different scenario.

Note: If the discussion is flowing, there is no need to go over each scenario. Just use the scenario as references.

Key Talking Points

- Never shake a child!
- Shaking a child can cause blindness, paralysis or even death. (Shaken Baby Syndrome).
- Using aggressive behavior to teach non-aggressive behavior is a contradiction.
- Physical punishment does not relate to the misbehavior, therefore there is no lesson to be learned from it that will lead to desired behavior.
- The outside world may be full of aggression but the child looks up to the adults in their lives for guidance. Adults need to model non-aggressive behavior.
- Making connections with a child is easier when the child trusts and is not afraid of the adult.
- Hitting, spanking or shaking stop misbehavior right then and there but are not desired or effective discipline strategies. What happens when the adult is not around? Can the child control his behavior?



CONSEQUENCES

Goal

To identify and define different types of consequences, and how they can be used as discipline strategies, not as punishment

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 9: Consequences
- Overhead: Module 2, Workshop 1, Activity 9: Consequences
- Handout: Module 2, Workshop 1, Activity 9: Consequences

Opening Statement

By definition, a consequence is the result of an action. It can be positive or negative. However, when talking about discipline, consequences are often thought of as punishment, e.g., *“For doing that, you are getting a consequence!”* or *“For doing that your consequence is going to be... No TV for a month!”*

Activity in pairs

- Pass out the worksheet for this activity.
- Ask the participants to turn to the person seated to their right.
- Explain that the goal of the exercise is to match each behavior with the consequence they think is most appropriate.
- When they are finished, review their answers as a group.

Discussion

Building on the answers given and taking the Key Talking Points into consideration, facilitate a discussion about consequences. The following questions may help get the participants started:

- Why did you match that behavior and consequence?
- In your opinion, how does that particular consequence relate to the behavior?
- Do you think these consequences would work with infants and toddlers? Why? Why not?
- What is the child learning from that consequence?
- How are these consequences a form of discipline?

Key Talking Points

- Consequences teach about cause and effect: *“This is what happens when that happens.”*
- Infants and toddlers are learning about cause and effect, therefore consequences don’t work at this age. Redirection works better.
- Natural consequences happen without the adult having to do anything. For example, a child who refuses to eat will be hungry.
- Natural consequences that endanger the health and safety of the child, e.g., getting a cut from playing with a knife, should never be allowed.
- Natural consequences only work if they are undesirable to the child and if the adult does not interfere.
- Logical consequences are determined by the adult and are related to the behavior. They teach children to be accountable for their actions. For example, if a child spills juice, the child must clean it up.
- Consequences are effective teaching tools when they are respectful, consistent, predictable and carried out. Beware of the *“OK, but just today…”* syndrome.
- Time out and loss of privileges are also consequences that teach cause and effect when used appropriately.
- Children can be included in deciding consequences after the age of four. It makes them feel special and empowered.



TIME OUT

Goal

To discuss effective and appropriate ways to use time out as a discipline strategy

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 10: Time Out
- Overhead: Module 2, Workshop 1, Activity 10: Time Out
- Handout: Module 2, Workshop 1, Activity 10: Time Out

Case Study, Role Play & Small Group Discussion

- Invite the participants to get together in small groups of four or five.
- Distribute the worksheet for this activity and project side 1 of the overhead.
- Ask the participants to take a minute to read the scenario individually and get a mental picture of what happened. Then, revisit the scenario by reading it out loud to the group from the overhead.
- Pause briefly to allow the participants to reflect on what they heard and read.
- Project side 2 of the overhead and ask for a volunteer to help you role play it.
- In small groups, answer the questions listed on the back of the worksheet.

Reporting Back and Group Discussion

As the participants share their answers, bring up key points regarding the age of the child, lack of understanding of cause and effect, linking the consequence to the behavior, the importance of communicating without shaming the child, the duration of time out, the environment setup, supervision, etc. Use the Key Talking Points as a guide.

Key Talking Points

- Time out is not an effective consequence for infants and toddlers under 24 months. They do not understand why their behavior is not acceptable.
- Time out should be an opportunity for the child to regain control, not a punishment. Humiliation and shame are not good motivators.
- Time out teaches children the importance of taking time to calm down. It also teaches self-control.
- Time out periods must be brief (one minute per year of age), for children have short attention spans. They should not last any longer than the time it takes the child to calm down.
- Time out should be used as a last resort.
- Children should not be left alone when they are in time out.
- Time out is more effective immediately following the misbehavior.
- With older children, the adult may want to problem-solve with the child right after the child has calmed down.
- Children do better when they feel better.



THE ROLE OF THE PROVIDER

Goal

To identify and discuss guidelines that can help providers have a better understanding of their role when guiding and disciplining children

Materials Needed

- Flip chart paper or white board
- Markers
- Overhead: Module 2, Workshop 1, Activity 11: The Role of the Provider

Opening Statement

- Guiding and disciplining children is not easy at times. Dealing with difficult behavior, personality clashes, differences of opinion between the provider and the child's family, feelings of anger, frustration and guilt, among other things, can be overwhelming and lead to confusion. *Why am I doing this? What is my role as a provider?*
- Project the overhead for this activity.

Discussion

- Open up the discussion of this topic by asking the following question: *In your opinion, what is your role when guiding and disciplining children?*
- Record the main points of their answers on the paper or the white board.
- Using the Key Talking Points as a guide, build on their comments.
- When the answers start dwindling, review what you recorded and add key points not mentioned during the discussion.

Key Talking Points

Self:

- Understand that the goal of guidance and discipline is to promote greater social and emotional competence.
- Understand own cultural beliefs and practices and be aware of the feelings and ideas about other cultures, ethnicities, communities or religions.

The Child:

- Take children's social and cultural backgrounds into account in interpreting their preferences and behaviors.
- Observe children regularly and understand each child's needs and capabilities, in order to provide responsive, individualized care that encourages curiosity, creativity, and focus on children as learners.
- Guide children's social behavior in the context of daily learning activities and experiences, including routines that meet the unique needs of each child.

The Family:

- Keep the child's family informed and involved as much as possible, and work as a team to support them and their goals.

The Environment:

- Create a caring and nurturing environment where positive social and emotional development and learning can take place.

Note: Please refer to the bibliography under American Institutes for Research, for the California Department of Education, Child Development Division, Supporting Early Learning: Guidelines for Home Care Settings



GETTING TO KNOW YOURSELF

Goal

To point out the significance of being aware of our temperament and reflecting on our own values beliefs and experiences as we try to understand our own behavior and how we relate to others

Materials Needed

- Old magazines
- Scissors
- Glue or tape
- 8.5 x 11 paper

Collage

Invite the participants to search through the magazines and cut out pictures, words, or anything else that might be used to describe them. Have the participants glue or tape their cut outs to form a collage. Then, ask for volunteers to share their work with the group and talk about why they chose some of the elements in the collage. Post the collages on the wall to create a sense of “our group.”

Key Talking Points

- People's behavior is a reflection of their culture, experiences and temperament.
- Reflecting on their own values, beliefs and experiences is the first step adults can take to understand their own behavior.
- Cultural values and beliefs, as well as temperamental similarities and differences influence and shape the adult-child interactions and their relationship building process.
- Positive interactions between adults and children are key to developing good self-esteem and are the foundation for positive discipline.



UNDERSTANDING AND RESPECTING THE FAMILY

Goal

To discuss why understanding and respecting families is important when guiding and disciplining children, and to identify barriers that may surface when children are taken care of by relatives or friends

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 13:
Understanding and Respecting the Family
- Handout: Module 2, Workshop 1, Activity 13:
Understanding and Respecting the Family

Reflection

- Distribute the worksheet for this activity.
- Encourage the participants to think about what knowing, understanding and respecting families means to them. They may write it down or just think about it.

Sharing and Discussion

Ask the participants to share their thoughts with the rest of the group and engage them in a discussion about this topic. Use the following questions as a guide:

- Is there a difference between knowing and understanding families? Can you think of examples?
- Why do you think understanding families is important when guiding and disciplining children?
- What are some barriers that may surface when relatives, friends or neighbors try to understand the child's family?
- Do you think grandparents, for example, have an automatic understanding of their children's families? Why? Why not? Can you think of examples?
- What does respect look like?

Key Talking Points

- Adults caring for other people's children need to acknowledge and respect that families know their children best and have goals for them.
- Getting to know the family composition, situation, environment, community, values and beliefs, and how they affect the family dynamics (interactions, expectations, etc.) is key to understanding the family and how they operate.
- Recognizing the role that various family members and adults other than the parents may play in the child's life can help the provider have a better understanding of the big picture.
- When a provider is related to the child, i.e., grandparent, aunt, uncle, cousin, etc., reflecting on the role that he or she has in the child's life, as a member of the family and as a caregiver, is important. Boundaries can become blurry sometimes, turning understanding into criticism, hierarchy-related arguments, lecturing or judging.
- It is also important for friends and neighbors to explore their relationship with the child's family and how far they are willing to go in order to get to know and understand their situation, views and goals, at the risk of compromising their personal friendship when or if major differences come up.
- Understanding the family gives the provider an opportunity to be a resource to the family, compare views, address differences in a sensitive, respectful manner and, ultimately, work as a team.



WHEN VIEWS ON DISCIPLINE DIFFER

Goal

To explore possible reasons why views on discipline differ, reiterate the need for consistency and communication, and suggest communication strategies that the provider and the family can use when discussing discipline

Materials Needed

- Worksheet: Module 2, Workshop 1, Activity 14:
When Views on Discipline Differ
- Overhead: Module 2, Workshop 1, Activity 14:
When Views on Discipline Differ

Opening Statement

Discipline is effective when it is respectful, fair and consistent.

Consistency is key for children to learn what is appropriate and what is not, and to learn lessons of social life. When discipline methods used by the family and the provider are similar, not necessarily the same, the child knows what to expect. Predictability allows the child to make the connection between behavior and consequences, pleasant or otherwise.

Ideally, the family and the provider are in tune and share discipline methods and goals. However, that is not always the case, as illustrated by the scenario that follows.

Case Study

- Distribute the worksheet for this activity and project the overhead.
- Read the first part that introduces the characters. Pause. Then ask if any of the participants can identify with this particular family structure or arrangement (parent born and raised abroad, child born and raised in the U.S., grandchild in grandparent's care).
- After hearing from the participants, and based on the overhead information, present the issue in your own words. For example: *Well, it turns out that Susana and Angela seem to be having a problem these days. Apparently, their views about Nicholas crying and how to handle that behavior are quite different. Angela thinks...* (and so on).

Note: Observe the participants as you go. Look for clues that indicate that this situation may be familiar to them, body language that shows surprise or disagreement, etc.

Discussion

Begin the discussion with thoughts and responses from the participants. Steer the conversation using questions like:

- Why is Susana so upset at her mother?
- Do you think this is a recent problem? Why? Why not?
- Susana and Angela are related. They grew up in the same household. Why do you think their views on handling crying are so different?
- How will this differing view affect Nicholas if it continues?
- What steps can Angela and Susana take to solve this problem?

Key Talking Points

- Views on discipline are influenced by culture. In turn, cultural beliefs and values are influenced by factors such as exposure to other values and beliefs, generational changes, trends, social movements, access to information, etc.
- When the family has an established relationship with the provider outside child care, i.e., they are relatives, friends or neighbors, dealing with differences may elicit a range of emotions and feelings.
- The family-provider communication may be compromised by issues such as family roles and authority, assumptions, loyalty, embarrassment, fear that the friendship will end, fear of being judged, cultural differences, etc.
- When discussing discipline, values and beliefs need to be made clear from the start, even if the provider is a family member or a long-time friend of the family.
- Adults need to bring up all the issues that are important to them without making accusations or judging the other person's point of view.
- Acknowledging differences and understanding the other person's point of view (not necessarily agreeing with it) are steps that need to be taken before negotiating a solution or an agreement.
- The family and the provider are in tune when they have a set of common rules in place and enforce them in a predictable way, when they talk about discipline problems and successes regularly, and when they are able to discuss differences in a constructive manner.



CHILD ABUSE PREVENTION

Goal

To emphasize the importance of child abuse prevention and make the connection between child abuse prevention and family support

Materials Needed

- Child abuse prevention materials (brochures, handouts, etc.)
- Video: *Shaking, Hitting, Spanking: What To Do Instead*
- Worksheet: Module 2, Workshop 1, Activity 15: Child Abuse Prevention
- Handout: Module 2, Workshop 1, Activity 15: Child Abuse Prevention

Opening Statement

In 1995, The National Committee for the Prevention of Child Abuse defined child abuse as a non-accidental injury or pattern of injuries to a child for which there is no reasonable explanation.

Some long-term consequences stemming from physical and emotional child abuse may be: blindness, paralysis, impaired brain development, depression, low self-esteem, eating disorders, difficulty establishing and maintaining relationships, aggression and a higher incidence of delinquency.

Note: Explain to the participants that child abuse is a very serious and extensive topic but due to time limitations, the activity will focus on child abuse prevention. If they are interested in knowing more about this topic, you may want to bring additional resources to distribute at the end, or consider scheduling another session at a later date.

Video Segment (Part One)

Watch the first part of the video segment where Lisa, a 22-year-old mom, is woken up by her crying baby. Watch the events that follow.

Note: Caution the participants that the strap of the baby's bonnet can be a choke hazard.

Brainstorm: What Happened?

After watching the video segment, ask the group to replay it in their heads and talk about what happened and how the situation got out of control.

Video Segment (Part Two)

Watch the second part of the video segment where the narrator talks about “what to do instead.”

Discussion

Distribute the worksheet for this activity.

Read, or ask a volunteer to read the information presented in the worksheet. Then, ask the question: How would you feel if you were Lisa, you told someone about what happened and they told you “maybe next time you could try singing to your baby...”

Note: The purpose of this exercise is to take the video segment discussion one step further and start looking at child abuse prevention from the family support perspective.

Key Talking Points

- Child abuse can happen regardless of ethnicity or socio-economic status.
- The goal of child abuse prevention is to keep child abuse from ever happening, not to stop it just before it happens.
- Child abuse prevention and family support go hand in hand. When families have their needs met, their level of stress goes down and so do anger and frustration.
- When families know what to expect of their children at different stages of development, they may be able to understand certain behaviors better.
- When families understand their children's behavior, they are more likely to respond to it, instead of react to it.
- Responding to behavior opens the lines of communication. Communication, in turn, helps build relationships and trust.
- Knowledge is power. When families have access to information on positive discipline techniques, they may take advantage of it.

Note: If time allows, encourage the participants to reflect on what they would do if they knew or suspected that a child in their care was being abused, and that the suspected abuser was a relative, a friend or a neighbor of the provider. Urge them to think of possible barriers that would prevent them from making a report, or that would make them hesitate. For example, fear of retaliation or the child being taken away from the home, fear of the unknown, not knowing if it will make a positive difference or if it will make things worse, confidentiality issues, loyalty, the need to protect the family, feelings of betrayal, or fear that the friendship will end and the child will no longer come to child care.



BEING A RESOURCE TO THE FAMILY

Goal

To identify and discuss ways in which providers can become a resource to the families as they get to know the families and support them in raising their children

Materials Needed

- Rope, string or yarn
- Clothespins
- Pamphlets, flyers, brochures and videos of local community resources for families (WIC, Medi-Cal, Food Stamps, Clothes, parenting groups, AA, workshops, events, places of interest, child abuse prevention & reporting, etc.)
- Overhead: Module 2, Workshop 1, Activity 16: Being a Resource to the Family

Walk about – The Resource Line

- Display the resources you brought around the room.
- Invite the group to walk around and check them out for a few minutes.

Note: Hang the resources you brought on several pieces of string before the workshop begins and display those that can't be hung.

Discussion

- Project the overhead for this activity.
- Make the transition by asking the group if they were familiar with the resources that were displayed. Then, point out how important it is for providers to be resources to the families of the children in their care. Start the discussion with a statement and question: *Providers need to be a resource to the families of the children in their care. What does that mean to you?*
- Introduce the Key Talking Points as the discussion progresses.

Key Talking Points

- Providers must acknowledge that families are responsible for the development and well-being of their children.
- Providers must support families as they raise their children.
- In order to support families, providers need to get to know them, their strengths and their needs.
- Providers should be familiar with the community resources that are available to families.
- Being a resource to the family requires listening and paying attention to clues.
- When a provider assumes that a family “needs” something, the provider is operating from a “deficit” perspective and making a judgment call.
- Being a resource to the family means making sure that the family has access to information and other resources, so they can decide whether or not they need them or want to use them.
- Resources are not just for families in crisis.
- The strengths, needs and desires of families are as unique and diverse as the families themselves.



CLOSING AND EVALUATION

Materials Needed

- Handout: Module 2, Workshop 1, Activity 9: Closing and Evaluation

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop One

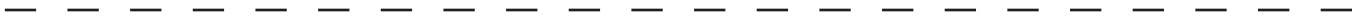


Worksheets



Guiding and Disciplining Children

Don't do that!



Don't touch it!

Worksheet (1 of 4)
Module 2, Workshop 1, Activity 6
Self-Concept and Self-Esteem

No! Get out of there!

Stop!

Worksheet (2 of 4)
Module 2, Workshop 1, Activity 6
Self-Concept and Self-Esteem

Don't jump on the couch!

Don't do it like that!

Worksheet (3 of 4)

Module 2, Workshop 1, Activity 6

Self-Concept and Self-Esteem

No! No! No!

How many times have
I told you not to do that!

Worksheet (4 of 4)
Module 2, Workshop 1, Activity 6
Self-Concept and Self-Esteem

- What do you do when you are driving and see a red traffic light?
- Where do you go when you want to cross the street?
- What do you do with your cell phone when you go to the movies?
- How do you greet people you don't know?
- Do you look into people's eyes when you talk to them?
- How do you address people older than you?
- When is it appropriate to visit people unannounced?

Worksheet

Module 2, Workshop 1, Activity 7

Rules and Expectations

Ann, three years old, bit her brother Anthony, six months. Jane, her caregiver, yelled “*Don’t you dare bite your brother again! Can’t you see he is just a baby?*” as she yanked Ann by the arm and jerked her around.

Jason, two years old, got a hold of a bottle of bleach from under the sink. Leah, his caregiver, ran to him and screamed “*Jason! Get out of here right now! And don’t open this door again!*” while shaking Jason.

Matthew, four years old, said a four-letter word out loud. His caregiver exclaimed “*Matthew! Who taught you that? That’s a bad word!*” Then, she slapped Matthew’s mouth.

Worksheet

Module 2, Workshop 1, Activity 8

Physical Punishment

CONSEQUENCE

Behavior

1. The child refuses to eat.
2. The child refuses to wear mittens.
3. The child spills milk.
4. The child refuses to wear his raincoat when it is sprinkling outside.

Consequences

- a) The child does not get to watch TV.
- b) The child's hands get cold.
- c) The child has to play indoors.
- d) The child cleans up.
- e) The child is forced to wear his raincoat.
- f) The child is hungry.
- g) The child is put in time out.
- h) The child is fed a snack 20 minutes later.

Worksheet

Module 2, Workshop 1, Activity 9

Consequences

WHAT HAPPENED:

Tim is 20 months old. His aunt takes care of him and his little sister Julie, who is 4 months. Tim has full of energy and is constantly moving around exploring his surroundings. The other day, Tim was playing in the living room while his aunt was changing Julie's diaper nearby. Then, there was a big rumble! While running around, Tim accidentally struck a shelf piled up with toys. As a result of the jolt, all the toys came tumbling down and scattered all over the floor. Tim got startled and started to cry. His aunt quickly finished changing Julie's diaper and ran towards him.

Worksheet (1 of 2)

Module 2, Workshop 1, Activity 10

Time Out

Tim's Aunt's Reaction

Tim! What did you do? (grabbing Tim's arms tightly)
Look at this mess! How did you do that? (raising her voice over Tim's crying) *Time out! Go and sit on that chair and think about what you just did!* (turning Tim around and pushing him towards the chair)
And don't leave until I tell you so!

15 minutes later, Tim was still in time out, by himself, while his aunt was playing with Julie.

1. Tim was put in time out because ...
2. Did Tim's aunt handle the situation appropriately? Why? Why not?
3. What did Tim learn from this situation?
4. Was time out an effective discipline tool in this case? Why? Why not?

Knowing the child's family means ...

Understanding the child's
family means ...

Respecting the child's family means...

Worksheet

Module 2, Workshop 1, Activity 13

Understanding and Respecting the Family

THE CHARACTERS:

Angela is a 59 year old grandmother from South America. She came to the United States when she was 27. Her daughter Susana is 25. Susana was born and raised in the United States. Susana has a son, Nicholas. He just turned 15 months. Angela takes care of Nicholas 4 days a week.

THE ISSUE:

Susana is very upset at her mother because she knows that whenever Nicholas cries, she scolds him and tells him that boys don't cry. Susana believes that Nicholas cries because he is trying to communicate and Angela needs to pay attention to his clues.

Worksheet

Module 2, Workshop 1, Activity 14

When Views on Discipline Differ

ABOUT LISA:

Lisa is 22 and has an infant girl, Amy. They live in a very small apartment. Even though Lisa works two jobs, one until 1:00 am, money is tight. She is not receiving any child support, her landlord just raised her rent, and now she also has to deal with the rising costs of gasoline. Lisa's family lives in another state. Two of her neighbors take turns taking care of Amy. Lisa doesn't get to spend a lot of time with Amy because she works long hours. When Lisa goes to bed at night, she is exhausted but can barely sleep. She is extremely stressed out and can't stop thinking about all her problems.

Worksheet

Module 2, Workshop 1, Activity 15
Child Abuse Prevention

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop One



Overheads



Guiding and Disciplining Children

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as
fully as we can.

Overhead

Module 2, Workshop 1, Activity 4

Safety Contract

RULES

Few

Clear

Realistic

Consistent

Overhead

Module 2, Workshop 1, Activity 7

Rules and Expectations

Ann, three years old, bit her brother Anthony, six months. Jane, her caregiver, yelled “*Don’t you dare bite your brother again! Can’t you see he is just a baby?*” as she yanked Ann by the arm and jerked her around.

Jason, two years old, got ahold of a bottle of bleach from under the sink. Leah, his caregiver, ran to him and screamed “*Jason! Get out of here right now! And don’t open this door again!*” while shaking Jason.

Matthew, four years old, said a four-letter word out loud. His caregiver exclaimed “*Matthew! Who taught you that? That’s a bad word!*” Then, she slapped Matthew’s mouth.

Overhead

Module 2, Workshop 1, Activity 8
Physical Punishment

CONSEQUENCES

- Not before 24 months
- Natural (doesn't eat – child is hungry)
- Logical (spills juice – cleans it up)
- Consistent
- Carried out

Overhead

Module 2, Workshop 1, Activity 9

Consequences

WHAT HAPPENED:

Tim is 20 months old. His aunt takes care of him and his little sister Julie, who is 4 months. Tim is full of energy and is constantly moving around exploring his surroundings. The other day, Tim was playing in the living room while his aunt was changing Julie's diaper nearby. Then, there was a big rumble! While running around, Tim accidentally struck a shelf piled up with toys. As a result of the jolt, all the toys came tumbling down and scattered all over the floor. Tim got startled and started to cry. His aunt quickly finished changing Julie's diaper and ran towards him.

Overhead (1 of 2)

Module 2, Workshop 1, Activity 10

Time Out

Tim's Aunt's Reaction

Tim! What did you do? (grabbing Tim's arms tightly)
Look at this mess! How did you do that? (raising her voice over Tim's crying) *Time out! Go and sit on that chair and think about what you just did!* (turning Tim around and pushing him towards the chair)
And don't leave until I tell you so!

15 minutes later, Tim was still in time out, by himself, while his aunt was playing with Julie.

1. Tim was put in time out because ...
2. Did Tim's aunt handle the situation appropriately? Why? Why not?
3. What did Tim learn from this situation?
4. Was time out an effective discipline tool in this case? Why? Why not?

Overhead (2 of 2)

Module 2, Workshop 1, Activity 10

Time Out

Self



The Child



The Family



The Environment



Overhead

Module 2, Workshop 1, Activity 11

The Role of the Provider

THE CHARACTERS:

Angela is a 59 year old grandmother from South America. She came to the United States when she was 27. Her daughter Susana is 25. Susana was born and raised in the United States. Susana has a son, Nicholas. He just turned 15 months. Angela takes care of Nicholas 4 days a week.

THE ISSUE:

Susana is very upset at her mother because she knows that whenever Nicholas cries, she scolds him and tells him that boys don't cry. Susana believes that Nicholas cries because he is trying to communicate and Angela needs to pay attention to his clues.

Overhead

Module 2, Workshop 1, Activity 14
When Views on Discipline Differ

FAMILY SUPPORT

Primary responsibility for the development and well-being of children lies within the family, and all segments of society must support families as they raise their children.

(Family Support Premise #1)

Providers work with families to mobilize formal and informal resources to support family development.

(Family Support Principle #7)

Overhead

Module 2, Workshop 1, Activity 16
Being a Resource to the Family

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop One



Handouts



Guiding and Disciplining Children

RULES

Few

Clear

Realistic

Consistent

Handout

Module 2, Workshop 1, Activity 7

Rules and Expectations

CONSEQUENCES

- Not before 24 months
- Natural
(doesn't eat – child is hungry)
- Logical
(spills juice – cleans it up)
- Consistent
- Carried out

Handout

Module 2, Workshop 1, Activity 9
Consequences

TIME OUT

- Not before 24 months. Infants and toddlers do not understand cause & effect or why their behavior is not acceptable.
- Time-out should not be used frequently.
- One minute per year of age but not any longer than the time it takes the child to calm down.
- Children should not be left alone when they are in time out.
- Time out is more effective immediately following the misbehavior.
- With older children, the adult may want to problem-solve with the child right after the child has calmed down.

Handout

Module 2, Workshop 1, Activity 10

Time Out

WORKING WITH THE CHILD'S FAMILY

- Learn about the child's family
- Understand their point of view
- Respect their values and beliefs
- Support their efforts
- Include them & work together

Handout

Module 2, Workshop 1, Activity 13

Understanding and Respecting the Family

CHILD ABUSE PREVENTION

- Get to know the family and their circumstances
- Help the family have their needs met (connect them with resources)
- Share what you know (information and resources)
- Keep the lines of communication open

Handout

Module 2, Workshop 1, Activity 15
Child Abuse Prevention

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 2, Workshop 1, Activity 17

Closing and Evaluation

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Two



Communication

OVERVIEW

Communication focuses on the adult/child interactions and how they relate to discipline and guidance. It explores what happens when children are exposed to mixed messages and when adults react rather than respond to what they perceive as misbehavior by using threats and ultimatums. In addition, this workshop addresses and emphasizes the role that positive interactions play in the relationship-building process and how this connection, in turn, influences discipline and guiding practices. Strategies to praise children, positive reinforcement techniques and best practices to get messages across to children are also discussed.

GOAL

To provide an overview of issues and best practices related to the adult/child interactions in the context of discipline and guidance.

LEARNING OBJECTIVES

Providers will:

- Make the connection between interactions and the relationship-building process.
- Learn the effect that mixed messages have on children and their guidance.
- Identify alternatives to threats and ultimatums.
- Brainstorm ways to praise children and their behavior
- Learn practical positive reinforcement techniques.
- Identify best practices to get a message across to children.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR
- Overhead projector
- Easel and flip chart paper or white board
- Handouts, Worksheets and Overhead transparencies
- Sign in sheets & name tags
- Post-it[®] notes
- Markers, pens

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the Trainer's Guide.

Written materials:

- Burgess, Kelly, *Don't Just Say No: Setting Effective Boundaries*, 2006
- Center for Child and Family Studies, *Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization*, 1990
- Gonzalez-Mena, Janet, *The Young Child in the Family and the Community*, 1996
- Severe, Sal, Ph.D., *How To Behave so Your Preschooler Will, Too!* 2002

Videos:

- *Discipline: Teaching Limits with Love*
- *Shaking, Hitting, Spanking: What To Do Instead*
- *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers*

SAMPLE AGENDA

Workshop Length: 2 hours with a five-minute break

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment and Warm-Up activity	25 minutes
<ul style="list-style-type: none">• Registration and housekeeping items (Activity 1)• Introductions and pre-assessment (Activity 2)• Warm-up activity: Communication and Learning (Activity 3)	
Activities: Choose from the following:	40 minutes
<ul style="list-style-type: none">• Communicating with Children: Interactions (Activity 4)• Mixed Messages (Activity 5)• Threats, Ultimatums & Rambling (Activity 6)	
Break:	5 minutes
Activities:	40 minutes
<ul style="list-style-type: none">• Praising Children (Activity 7)• Getting the Message Across (Activity 8)	
Summary, Closing, Evaluation	10 minutes

Note: You may not have time to do all the activities.

TEACHING METHODS / SUGGESTED ACTIVITIES / KEY TALKING POINTS



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and go over policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Pens
- Markers
- Nametags
- Folders for *Workshop Two: Communication*

Registration and Housekeeping Items

As the providers come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Large Group Activity

Conduct an informal pre-assessment by asking the participants to introduce themselves and briefly answer the following questions:

- What attracted you to this session?
- What do you expect to gain from this session?



COMMUNICATION AND LEARNING

Goal

To introduce the topic of communicating with children and how it relates to the guiding process

Materials Needed

None

Reflection and Sharing

Ask the participants to think about a time when someone was trying to teach them something, i.e. a recipe, directions, how to put something together, what to do in an unfamiliar situation, etc.

Then, ask them to share with the group what it was that they were taught, how they were taught, whether or not they learned it and why, what they liked about the experience or dislike about it, etc.

Key Talking Points

- Talking with children is an important piece of the guiding process.
- Listening to children and paying attention to their messages is just as important.
- On-going interactions, and not monologues or lectures, are the basis for good relationships.
- Good relationships are the foundation that supports positive guidance.
- How adults convey messages to children is just as important as the message itself.



COMMUNICATING WITH CHILDREN

Goal

To identify effective strategies that providers can use to communicate with children and keep them engaged and focused

Materials Needed

- Video: *Discipline: Teaching Limits With Love*
- Handout: Module 2, Workshop 2, Activity 4
Communicating with Children

Video Clip

Mute the sound and show the part of the video where a two year old manages to get close to the stove and actually touches it, and the response of the mother.

Reflection and Sharing

Invite the participants to reflect on what they saw. Ask them to share what they observed as the scene progressed: the situation, the mother's response, her body language, getting down to the child's level, the child's response to the mother, etc. Incorporate the Key Talking Points in your discussion, as participants share their observations. Bring up Key Talking Points that were not mentioned. Wrap up the discussion by showing the same video clip, this time with sound and reviewing the handout for this activity.

Key Talking Points

- Bridging the distance gap before initiating an interaction helps when trying to get the child's attention.
- Getting down to the child's level helps when trying to get the child focused.
- Talking with a calm but firm voice decreases fear and increases the willingness to listen.
- Paying attention to clues and acknowledging what the child wants or needs can change the course of the interaction.
- Children will learn to listen if they are listened to.
- Children's messages are important to them. Listening and responding is more effective than hearing and reacting.
- The strategies mentioned above show and promote respect, and model desired behavior.



MIXED MESSAGES

Goal

To illustrate how mixed messages can confuse children and lead to discipline problems

Materials Needed

- Overhead: Module 2, Workshop 2, Activity 5: Mixed Messages

Scenario

Introduce the scene by reading the narrator part of the overhead, or just narrating it. Then, ask for two volunteers to read or represent the short script.

Discussion

Initiate a discussion. Use the following questions as a guide:

- What's happening in this situation?
- What kind of behavior is the adult modeling?
- What message is the adult giving to the child?
- What message is the child giving to the adult?
- What message is the child getting from the adult?
- What happens when adults get put on the spot by a child?
- Have you ever been in a similar situation? I have!

Key Talking Points

- Children learn by observing and imitating others.
- Mixed messages lead to confusion and make it difficult for the child to connect rules and behavior.
- Mixed messages can create power struggles and discipline problems. Adults may get defensive if caught doing something wrong.
- Pointing out wrong-doing is a sign that the child is beginning to internalize the rules.



THREATS, ULTIMATUMS & RAMBLING

Goal

To discuss why threats and ultimatums are not effective discipline strategies, and the effects that they can have on children

Materials Needed

- 8.5 x 11 construction paper cut in half
- Hole puncher
- Yarn
- Markers and/or crayons

Opening Statement

Children don't always do what the adults want them to do. Sometimes adults use threats to try to get children to do what they are told to do. Threats, however, very seldom get realized because, even though they are meant as consequences, they are only spur of the moment reactions that get bigger, meaner and less realistic as the adult gets angrier and more frustrated. Often, they don't have anything to do with the behavior and are intended to intimidate the child.

Small Group Activity: The Book of Threats

Have the participants get in groups of four or five. Explain that they are going to create their very own "Book of Threats." Ask them to come up with a list of their "best lines" or threats they have heard other people say when disciplining children, and write them down, using one page per "best line" or threat. Encourage them to get creative and tackle this activity with a sense of humor. You may want to rotate from group to group and share your "best lines" also. Once they are done, ask them to decorate a cover page and bind the pages together using the yarn and hole puncher provided.

Note: Rotating from group to group sharing your "best lines" and using humor may help ease the participants' guilt or anxiety. It will also serve as an example of what you are looking for.

Key Talking Points

- Most behaviors are controlled by their consequences, natural, logical or reasonable.
- Threats and ultimatums are neither logical nor natural consequences. They are not reasonable, either, for they tend to be venting mechanisms for the adults.
- Often times, threats and ultimatums are unrealistic and the adults get carried away.
- When adults get carried away, children stop paying attention.
- Threats and ultimatums are not effective at controlling behavior.
- The tone of voice and body language of ultimatums and threats is often menacing.
- Infants and toddlers don't understand why their behavior is unacceptable; threatening them is useless and can only hurt the relationship-building process.
- Older children may be scared or frightened.
- Children respond better to positive interactions.



PRAISING CHILDREN

Goal

To point out the importance of focusing on desired behavior and to discuss strategies that providers can use to encourage and praise behavior

Materials Needed

- Post-it® notes
- Markers
- Worksheet: Module 2, Workshop 2, Activity 7: Praising Children
- Handout: Module 2, Workshop 2, Activity 7: Praising Children

Opening Statement

When adults spend a considerable amount of time around young children, they are bound to run into misbehavior, negative behavior, or behavior categorized as annoying or difficult to deal with. This type of behavior tends to stand out and become the focus of attention, often at the expense of noticing and reinforcing desired or positive behavior. Acknowledging, praising and reinforcing desired or positive behavior builds self-esteem, instills confidence, shows respect and helps adults guide children as they grow.

Walk About

- Use the worksheets as mini-posters. Post them on the walls around the room.
- Ask participants to take some Post-its® notes and invite them to walk around the room, read the mini-posters on the wall and put a sticker on the phrases that they like. Encourage them to look at all the mini-posters. Before they start, walk around the room and read the phrases out loud for everybody to hear and see.

Note: Make sure that there is a packet of Post-its® notes and markers on each table.

Sharing and Discussion

Once the participants are back at their seats, look at the results and initiate a discussion by asking them to share their thoughts and comments, including what phrases they liked and why. Then, move around the room and continue the discussion by comparing the phrases on the wall. Use the Key Talking Points to steer the conversation.

Key Talking Points

- Encouraging and praising is expressing approval.
- Acknowledging is recognizing an act or achievement.
- Reinforcing is doing something that will strengthen approved behavior. Praise, acknowledgement and rewards are positive reinforcement strategies.
- Acknowledgement, encouragement and praise build self-esteem and confidence, motivate the child and make him take pride in what he did.
- Desired behavior can be acknowledged by describing what the adult has seen or felt, in conjunction with positive tone and a smile. This strategy lets the child know what he has done well and may encourage him to repeat it. For example, *“Wow! I see that you put all your books on the shelf.”* (after the adult asked the child to clean up).
- A pat in the back, a smile or a thumbs-up motion are ways to notice, acknowledge and encourage good behavior right after it happens without using words.
- Phrases like *“Good girl!”* or *“You are so smart!”* may confuse the child (..so, if I don’t do this, I’m not good or smart?). The competitive nature of phrases like *“You are the best!”* may put stress on the child to live up to the adult’s expectations. These phrases don’t praise or acknowledge good behavior but they judge the child.
- In order to be effective, praise and encouragement must be honest, realistic, genuine and selective.
- Over-praising may lose its effectiveness. Expressions like *“Good job!”* or *“Excellent!”* don’t stand out if they are used too often.



GETTING THE MESSAGE ACROSS

Goal

To explore how messages are conveyed to children and to identify strategies that can help providers get their messages across to children

Materials Needed

- Handout: Module 2, Workshop 2, Activity 8: Getting the Message Across

Small Groups

Divide participants into groups of four or five. Ask each group to stand up and form a line. Explain that you are going to initiate a string of communication for each group by saying something to the first person in the line. Then, that person will whisper the message to the next person in the group and so on, until everybody has heard the message. Inform them that the last person to hear the message will share it with their group.

Reporting Back and Discussion

Once the participants have had a chance to share their experience with their small groups, invite them to share it with the larger group at random instead of going from table to table. Start out with a volunteer to get the discussion started and build upon the comments that follow. Encourage the participants to think in terms of how their experiences were similar or different, and why. Then, shift the focus of the discussion from their experiences to the experiences that children may have in similar situations when the adult is trying to get a message across: Not enough information given, too much information to remember, too abstract to comprehend, incomplete messages, unclear messages, lack of focus, clear, simple and concrete information, etc.

Key Talking Points

- Young children have a short attention span. Their minds drift away with long explanations.
- Infants and toddlers don't understand the difference between right or wrong.. Moralizing explanations go over their heads unnoticed.
- Children cannot read minds. Incomplete messages have no meaning to them. For example: *Jason, don't!* (Don't what?); *Lilly, stop that!* (Stop what?) *Be careful!* (How?)
- Rhetorical questions are too abstract and vague for young children to understand. For example: How many times do I have to tell you not to do that? What was that about? Why did you do that?
- Children understand messages that are simple, clear and concrete.
- Getting a message across is easier when the adult has the full attention of the child and vice versa.



CLOSING AND EVALUATION

Materials Needed

- Handout: Module 2, Workshop 1, Activity 9: Closing and Evaluation

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

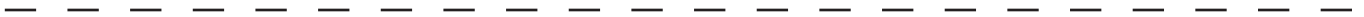
Workshop Two

Worksheets



Communication

Good job!



You are so smart!

Worksheet (1 of 4)
Module 2, Workshop 2, Activity 7
Praising Children

I see that you put your
toys in the toy box!
That makes me feel happy!

You are the best little boy/girl!

Excellent!

I am pleased that you said
“Thank you” when Lisa
gave you the truck!

Worksheet (3 of 4)
Module 2, Workshop 2, Activity 7
Praising Children

Wow! You put all the books
on the shelf!

What a polite boy/girl!

Worksheet (4 of 4)
Module 2, Workshop 2, Activity 7
Praising Children

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Two

Overheads



Communication

Albert is four years old. Sue takes care of him. Today, they spent two hours at the park and Sue lost track of time. Now, they are rushing home.

Sue: Come on, sweetie! We need to get back home! I need to get lunch ready and I also have others things to do. Come on, hurry up!

Albert: (Pulling on Sue's hand) but... Sue, the light is red... Stop! Wait!

Sue: Come on! There are no cars coming anyway! Let's go!

Overhead

Module 2, Workshop 2, Activity 5

Mixed Messages

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Two

Handouts



Communication

COMMUNICATING WITH CHILDREN

- Listen carefully
- Pay attention to clues
- Get down to the child's level
- Be aware of your tone, volume and body language
- Avoid mixed messages

Handout

Module 2, Workshop 2, Activity 4
Communicating with Children

PRAISING CHILDREN'S BEHAVIOR

- Show enthusiasm
- Be sincere
- State the behavior and how it makes you feel
- *“I see that you picked up all your toys; that makes me feel happy!”*
- Be selective; don't overdo it!

Handout

Module 2, Workshop 2, Activity 7

Praising Children

GETTING THE MESSAGE ACROSS

- Limit the use of “no”
- Explain why or why not
- Keep explanations short & clear
- Be specific and concrete
- Avoid putting the child down

Handout

Module 2, Workshop 2, Activity 8

Getting the Message Across

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 2, Workshop 2, Activity 9
Closing and Evaluation

2
MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Three



Behavior

OVERVIEW

Behavior addresses the topic of discipline from a child development perspective and in the context of understanding behavior. This workshop discusses the connection between temperament and behavior, and how temperamental differences can lead to misunderstanding and/or mishandling of behavior. It also explores how some behaviors often perceived as annoying, disruptive, selfish, unsafe or manipulative make more sense when the children's ages and stages of development are taken into consideration. In addition, attention is given to discipline issues that arise from specific behaviors, such as tantrums, biting and other aggressive behaviors. This discussion presents strategies to prevent and respond to these behaviors, as well as general discipline strategies.

GOAL

To provide an overview of discipline from a child development perspective and in the context of understanding behavior. Strategies to prevent and respond to children's behavior will also be discussed.

LEARNING OBJECTIVES

Participants will:

- Become aware of the importance of understanding children's behavior in order to be responsive.
- Make the connection between temperament and behavior.
- Identify behaviors that are typically associated with various ages and stages of normal development.
- Learn strategies to prevent and respond to behaviors such as tantrums and biting.
- Understand how routines are a form of discipline.
- Become familiarized with general discipline strategies.

MATERIALS NEEDED

- TV/VCR
- Overhead projector
- Easel and flip chart paper or white board
- Handouts, Worksheets and Overhead transparencies
- Sign in sheets and name tags
- Post-it® notes
- Markers, pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the Trainer's Guide.

Written materials:

- Kinnell, Gretchen, *No Biting: Policy and Practice for Toddler Programs*, 2002
- Lally, J.R., *What to do about hitting*, 1994
- Zetes, Kathy (author) and Betty Cohen (editor), *Look Again, Infants and Toddlers in Family Child Care*, 2004

Videos:

- *Discipline: Teaching Limits with Love*
- *Flexible. Fearful and Feisty: The Different Temperaments of Infants and Toddlers*
- *It's Not Just Routine: Feeding, Diapering and Napping Infants and Toddlers*

SAMPLE AGENDA

Workshop Length:

2 hours with a five-minute break

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment **25 minutes**

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)

Activities: Choose from the following: **40 minutes**

- Understanding Behavior (Activity 3)
- Temperament, Behavior and Discipline (Activity 4)
- Ages and Stages, Behavior and Discipline (Activity 5)
- Tantrums (Activity 6)

Break **5 minutes**

Activities: Choose from the following: **40 minutes**

- Aggressive Behavior (Activity 7)
- Biting (Activity 8)
- Dealing with Biting: Prevention (Activity 9)
- Dealing with Biting: Responding (Activity 10)
- Routines and Discipline (Activity 11)
- General Discipline Strategies (Activity 12)

Summary, Closing, Evaluation **10 minutes**

Note: You may not have time to do all the activities.



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and go over policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Pens
- Markers
- Nametags
- Folders for *Workshop Three: Behavior*

Registration and Housekeeping Items

As the providers come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Large Group Activity

Conduct an informal pre-assessment by asking the participants to introduce themselves and briefly answer the following questions:

- What attracted you to this session?
- What do you expect to gain from this session?



UNDERSTANDING BEHAVIOR

Goal

To discuss steps that adults can take to understand children's behavior and respond to it in ways that meet the children's needs

Materials Needed

- Easel paper or white board
- Markers
- Video "*Shaking, Hitting, Spanking: What To Do Instead*"
- Worksheet: Module 2, workshop 3, Activity 3: Understanding Behavior
- Overhead: Module 2, workshop 3, Activity 3: Understanding Behavior
- Handout: Module 2, workshop 3, Activity 3: Understanding Behavior

Video – Part One

Watch the first part of the video segment: A dad is reading the newspaper in the kitchen while his two year old son is playing close by. Dad leaves the kitchen for a moment and comes back to find his son playing with chemical containers that were under the kitchen sink. Dad gets really mad and his hand goes up in the air...

Comments & Brief Analysis

- What thoughts were running through your head as the situation developed?
- Were you able to anticipate the ending before you saw it?
- What do you think caused Dad to behave the way he did?
- Did he respond or did he react to his son's behavior? Why?
- Do you think Dad understood the reason behind his son's behavior?

Video – Part Two

Watch the second part of the video segment. Dad replaces the chemicals with plastic containers.

Wrap-Up Exercise

- Distribute the worksheet for this activity and project the overhead.
- Work with the participants to fill in the columns. Start by pointing out to the first blank column and asking the participants to recall the first segment they saw. *What do you think was going on in Dad's mind?* Repeat the exercise concentrating on the second column and the last segment of the video.
- Finally, if time allows it, invite participants to think of other situations in everyday life where it is easy for adults to react rather than respond to children's behavior. For example, an inconsolable crying baby, a child who bites or hits, a child who doesn't seem to listen, a child who jumps on the couch, an oppositional child, a picky eater, etc.

Key Talking Points

- Understanding where the behavior comes from can help adults adapt the way they respond to it, so that it meets the child's needs.
- There is a difference between reacting and responding.
- Nurturing, caring relationships are essential for the emotional well-being of young children.
- Relationships develop overtime based on interactions and experiences.
- The way adults respond to children's behavior will have a profound impact on the children's emotional well-being.
- All behavior makes sense.



TEMPERAMENT, BEHAVIOR AND DISCIPLINE

Goal

To reflect on temperament and discuss the impact that temperamental similarities and differences can have in how children are perceived and disciplined

Materials Needed

- Pens
- Worksheet: Module 2, workshop 3, Activity 4:
Temperament, Behavior and Discipline

Opening Statement

All behavior has meaning and a reason for being. Behavior is influenced by many factors. One of them is temperament (natural tendencies).

Bingo Game

Pass out a copy of the worksheet *Temperament, Behavior and Discipline* to each participant and explain to them that the goal of the activity is to get the boxes marked or signed (one signature/mark per box) by people who fit in the categories listed in each box.

Discussion

Once the group is back in their seats, initiate a reflection/discussion. Start out by asking the participants if they can relate to all the boxes in the bingo chart and why. This will get them to think about their own temperamental traits and temperamental differences in general. Next, bring the discussion to the context of child care by asking the following questions:

- How do you feel when a child is constantly moving, jumping or running around?
- What's your reaction when a child doesn't want to take a nap?
- How do you feel when you want to kiss a child and the child runs away every time?
- What do you say to a child who doesn't want to join other children in the park?
- What goes through your mind when a child whines or gets angry often?
- What kinds of behavior push your buttons?

Weave the Key Talking Points into the discussion.

Key Talking Points

- Our behavior is marked by natural tendencies, our temperamental traits, our nature.
- Temperament has an impact on how children are perceived and disciplined.
- Differences in natural tendencies can create tension and misunderstanding.
- Perception may lead to labeling of the child, e.g., bratty, bad, stubborn, difficult, ill-mannered, inconsiderate, anti-social, bully, hyper, sassy, good, easy-going, pleasant, obedient, etc.
- Labeling doesn't describe the behavior but it certainly judges the child.
- When an adult judges a child in a negative way based on their behavior, their relationship suffers, their interactions become tense and there are more power struggles.
- Good relationships are the foundation for effective discipline and guidance.
- Being aware of natural tendencies can help adults understand their own behavior and the behavior of the children.
- Being aware of temperamental differences can help adults adapt their behavior to meet the needs of the children.



AGES & STAGES, BEHAVIOR AND DISCIPLINE

Goal

To make the connection between certain behaviors and children's ages and stages of development

Materials Needed

- Two *Ages & Stages* posters

Opening Statement

Discipline is often associated with misbehavior. We feel that we need to correct children's behavior because we think it is inappropriate, unacceptable, disruptive, annoying, unsafe, manipulative, selfish, etc. But, what if that behavior is part of the children's normal development?

Observation

Put two *Ages & Stages* posters on different walls in the room.

Have the participants walk up to the poster that is closer to them and let them spend a few minutes taking in, and reflecting on what they are seeing and reading.

Note: This activity is different from Activity 2 in Module One.

Discussion

- What thoughts were going through your mind as you were reading and looking at the poster?
- Have you ever experienced or witnessed any of these behaviors? Can you think of a specific example?
- What was your response or reaction? What did you say? What did you do?
- What was the target of your response: the behavior or the child?
- How did the child respond or react?

Key Talking Points

- Infants cry to let adults know that they need something. How else would they make their needs known?
- Mobile infants and toddlers are into everything because they are curious by nature and the ever-growing world around them is filled with new, interesting things.
- Toddlers don't share because they do not understand what sharing is. They are the center of their world. "I, me, my, mine" summarizes a toddler's world.
- Two year-olds are impulsive, have a short attention span and test their autonomy by saying "no" to everything!
- Three year-olds fight over things because they don't understand the concept of taking turns.
- Stretching the truth, using bad words, name-calling and teasing others is common among four year olds.
- Regression and disorganization are not uncommon when children are moving to the next stage of development.



TANTRUMS

Goal

To explore reasons why toddlers have tantrums and identify strategies to handle the situation and the child when they occur

Materials Needed

- A beach towel
- Overhead: Module 2, Workshop 3, Activity 6: Tantrums
- Handout: Module 2, Workshop 3, Activity 6: Tantrums

Opening Statement

Anyone who has been around toddlers is familiar with temper tantrums and the behaviors that go along with them. Tantrums can be difficult to deal with, but they are a part of growing up, and are particularly common among toddlers between one and a half and three years of age.

Scenario/Observation

Ask for two volunteers to come up. Have each one of them hold one end of a towel and pull it their way until they get the towel.

Discussion

Engage the participants in a discussion about temper tantrums based on the activity. Bring up issues such as control, wants and needs, temperament, the environment, loss of control, power struggles, feelings, regaining control, praise, acknowledgment and comforting after regaining control, etc. Use the following questions to facilitate the discussion and incorporate the Key Talking Points as the discussion progresses.

- What were you thinking as you watched?
- Can you make a connection between what you saw and dealing with tantrums?
- Why do toddlers have temper tantrums?
- What are some issues that come up when you think of temper tantrums?
- How does it feel to experience a child having a temper tantrum?
- What happens when dealing with a temper tantrum becomes a power struggle?
- Adults have temper tantrums also. Can you think of examples?
- What happens to you and your mood when you are tired or hungry?
- Have you ever felt really frustrated? What did you do – or felt like doing?
- Have you ever “lost it”? How did you regain control?
- What are some strategies to deal with temper tantrums?

Review

Distribute the handout *Tantrums* and project the overhead on the wall. Together go over the process to handle tantrums.

Key Talking Points

- Toddlers don’t reason. They can’t.
- Toddlers get frustrated easily when they try to control their world and do not succeed but don’t have enough vocabulary to express their needs with words.
- Toddlers have a short attention span and a hard time controlling themselves.
- A toddler having a tantrum is a toddler who has lost control.
- Regaining control is not easy for toddlers.
- Toddlers need attention from the adults around them to feel secure and explore
- Dealing with a tantrum can easily become a power struggle between the child and the adult but it can be an opportunity to model appropriate behavior.



AGGRESSIVE BEHAVIOR

Goal

To identify reasons why children may display aggressive behavior as part of normal human developments

Materials Needed

None

Group Sharing

Ask the participants to think about toddlers and how they show aggressive behavior. Then ask them to share what this behavior looks like and why they think children behave that way. Address the Key Talking Points that may not come up during the discussion.

Key Talking Points

- As part of normal development, children display aggressive behavior towards adults, other children and their environment.
- Aggressive behavior is expressed in different ways: biting, hitting, kicking, pulling, etc.
- Aggressive urges are a way for children to protect and stand up for themselves, and to pursue what they want; they are part of human nature.
- Channeling aggressive impulses, not suppressing them, can help prevent aggressive behavior.



WHY DO CHILDREN BITE?

Goal

To explore reasons why children may bite

Materials Needed

- Flip chart or white board
- Markers
- Overhead: Module 2, Workshop 3, Activities 8 and 9: Dealing with Biting: Case Studies
- Overhead: Module 2, Workshop 3, Activity 8: Why Do Children Bite?
- Handout: Module 2, Workshop 3, Activity 8: Why Do Children Bite?

Opening Statement

Biting is not a desired behavior but it is a common one during the toddler age. Understanding why a child bites is important to develop strategies to prevent or minimize the behavior, as well as to deal with it when it happens.

Group Sharing

On a voluntary basis, invite the participants to share their stories and experiences with children who bite why they think children bite. Record the responses from the group on a white board or flip chart.

Analysis

Review the responses with the group and together organize them into three categories: Developmental issues, emotional feelings and the environment. Then, pass out the handout *Why Do Children Bite?* and review it as a group.

Illustrate this topic with a case study, if time allows it. Use an example from the handout Biting – Case Studies or have the participants come up with one that is relevant to them. Pose the question: *Why do you think the biting occurred?*

Key Talking Points

- Even though it is not a desired behavior, biting is not uncommon among toddlers.
- Children may bite for developmental reasons.
- Children may bite to express an array of feelings, both positive and negative.
- Children may bite because their environment doesn't meet their needs.
- Physical space, set-up, routines, schedule and the adult's expectations are all considered part of the environment.



DEALING WITH BITING: PREVENTION

Goal

To explore and discuss strategies that can help prevent biting

Materials Needed

- Overhead: Module 2, Workshop 3, Activities 8 and 9: Dealing with Biting: Case Studies
- Overhead: Module 2, Workshop 3, Activity 9: Dealing with Biting: Prevention
- Handout: Module 2, Workshop 3, Activity 9: Dealing with Biting: Prevention

Brainstorm

Project one of the case studies in the handout *Dealing with Biting: Case Studies* as an overhead. Read the scenario out loud and ask the participants to think of reasons why the biting may have occurred. Then, ask them to brainstorm strategies that the adult can use to try to prevent the biting in the future.

Build on the participants' ideas and discuss other prevention strategies.

Key Talking Points: Prevention Strategies

- Provide on-going supervision.
- Set the environment appropriately: enough space, age appropriate toys and equipment, safety measures, etc.
- Offer lots of opportunities through play and activities that use up energy.
- Get to know the child and the child's needs.
- Make sure the child's basic needs (food and rest) are met.
- Pay attention to clues that may lead to biting.
- Model desired behavior (biting back is should not be an option).
- Reward desired behavior.



DEALING WITH BITING: RESPONDING

Goal

To identify and discuss strategies that adults can use to respond when biting occurs

Materials Needed

- Flip chart paper or white board
- Markers
- Overhead: Module 2, Workshop 3, Activity 10: Dealing with Biting: Responding
- Handout: Module 2, Workshop 3, Activity 10: Dealing with Biting: Responding

Opening Statement

When biting occurs, it is important that adults deal with the child who was bitten and the child who bit in a responsive way, not a reactive way.

Small Group Activity

Divide the large group into small groups of four or five. Give each group two pieces of easel paper and markers. Each group will need a recorder and a reporter. Start out by asking the participants to come up with strategies to deal with the child who was bitten.

Then, repeat the exercise but this time ask them to focus on the child who bit.

Reporting Out

Go over the answers of the participants and discuss the Key Talking Points.

Key Talking Points: Responding Strategies

- Stay calm and assess the situation.
- Respond to the child who has been bitten. This includes any first aid or medical attention that might be needed.
- Acknowledge the feelings of the child who was bitten without victimizing the child.
- Give feedback to the child who bit, using “I” messages and discussing what happened in a way that is not critical or belittles the child: *“I know you wanted that stuffed bear, but I cannot let you bite Sally. It hurts when you bite.”*
- Remove the child from the situation or use time out, if the age of the child is appropriate.



ROUTINES AND DISCIPLINE

Goal

To discuss how routines relate to setting limits and helping children develop self-regulation

Materials Needed

- Video: *Discipline: Teaching Limits with Love*

Video Clip and Pair Work

Watch the first five minutes of the video when Dr. Brazelton is talking about routines. Then, ask the participants to turn to the person next to them and come up with three things that stood out for them as they were watching the video.

Group Sharing

After the exercise, open the sharing to the large group and bring up the Key Talking Points not mentioned by the participants.

Key Talking Points

- Discipline is teaching and guiding.
- Setting limits is a form of discipline.
- Routines are the first strategy to set limits.
- Routines are predictable limits.
- Routines need to be planned according to the child's temperament (or natural patterns) and needs.
- Predictable patterns help the child develop self-regulation.
- Clear, consistent limits give the child a sense of security.
- Routines help the child learn about his world.
- Children need and like routines.



GENERAL DISCIPLINE STRATEGIES

Goal

To explore and summarize strategies to set limits, set up the environment, communicate with children and respond to misbehavior

Materials Needed

- Handout: Module 2, Workshop 3, Activity 12: Guidance Strategies
- Handout: Module 2, Workshop 3, Activity 12: Setting the Environment
- Handout: Module 2, Workshop 3, Activity 12: Setting Limits

Small Group Activity

Write “Guidance Strategies”, “Setting the Environment” and “Setting Limits” on flip chart paper or the white board. Distribute a copy of each handout per participant. Divide the large group into four smaller groups. Assign one handout page to each group. Ask each group to review the information presented in the handout, discuss their understanding of it and/or think of examples that illustrate the points. As the participants work on this project, walk around and stop at each group to answer any questions, provide clarification or give some examples to get them started.

Note: Refer back to Workshop 2, Activity 4: Communicating with Children, if you want to include this strategy in this activity.

Sharing/Discussion

Start out by reading and pointing out to the four strategies written on the flip chart paper or white board. Then, invite the participants to share their thoughts and examples by asking questions relevant to the points covered in the handouts, i.e. What are consistent rules?; What's an example of a short, concrete message? What's a natural consequence? Who can think of an example of a natural consequence?, etc. Elaborate on the answers as needed.

Key Talking Points

- Set limits by developing routines and establishing clear, realistic and consistent rules and expectations.
- Set up the environment to be safe, inviting, spacious, not necessarily big. Use equipment and materials based on the child's needs, likes and skill level of skills. Offer realistic options.
- Communicate with the child conveying short, clear and concrete messages and using complete sentences. Be firm but not harsh, humiliating or belittling. Avoid mixed messages. State what the child should do. Use repetition and address issues right then and there. Get down to the child's level. Ask questions and listen to what the child has to say Pay attention to body language.
- Model desired and appropriate behavior
- Acknowledge and praise desired behavior
- Respond to misbehavior by using redirection, logical & natural consequences or time out. Focus on the behavior, not on the child. Listen to the child. Spend time with the child. Stay calm and avoid reacting.



CLOSING AND EVALUATION

Materials Needed

- Handout: Module 2, Workshop 3, Activity 13: Closing and Evaluation

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Three

Worksheets



Behavior

	REACTION	RESPONSE
What's the behavior?		
Why is it happening?		
How do I know?		
What can I do?		

Worksheet

Module 2, Workshop 3, Activity 3

Understanding Behavior

BINGO GAME

I like crowds.	I am always busy doing something.	I can concentrate when people are talking next to me.
I am a morning person.	I adapt quickly to new situations and people.	I eat lunch at the same time every day, even if I don't have to.
I sleep through the night without waking up.	I like to be hugged often.	I take the tags off clothes.

Worksheet

Module 2, Workshop 3, Activity 4

Temperament, Behavior & Discipline

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Three

Overheads



Behavior

	REACTION	RESPONSE
What's the behavior?		
Why is it happening?		
How do I know?		
What can I do?		

Overhead

Module 2, Workshop 3, Activity 3

Understanding Behavior

TANTRUMS

- Distract the child
- Hold or remove, if in danger
- Ignore the behavior
- Stay close and wait
- Comfort the child afterwards
(and acknowledge regaining control)

Overhead

Module 2, Workshop 3, Activity 6

Tantrums

WHY DO CHILDREN BITE?

1. Developmental issues

- Exploring their environment
- Learning about cause and effect
- Learning through imitating others
- Developing autonomy
- Needing some attention
- Learning to hold on and let go

2. Expression of feelings

- Anger
- Tension
- Excitement
- A reaction to abuse or other physical aggression

3. An environment that is not working for the child

- Space: Too stimulating or not stimulating enough, too crowded, etc.
- Expectations: Inappropriate and/or unrealistic, e.g., expecting a toddler to share toys or equipment.
- Schedule: Too rigid or too erratic, lack of routines, not meeting the child's need for food and sleep, etc.

Overhead

Module 2, Workshop 3, Activity 8
Why Do Children Bite?

DEALING WITH BITING CASE STUDIES

Study # 1

Jenny is three years old. A month ago her baby sister was born. Since that time, Jenny has been acting out a lot. She refuses to go to bed without a fuss. She has started to suck her thumb (something she has not done since age two) and she says that she “hates her baby sister”. Even more of a problem is her behavior toward the baby. She will take the bottle away when she can and hide it. She has been caught pinching the new baby when she thinks her mother is not watching. Yesterday, while Mom was warming the baby’s bottle, she heard a cry coming from the baby’s room. Jenny had bitten her sister on the arm.

What would you do to prevent this situation?

Overhead

Module 2, Workshop 3, Activities 8 & 9

Dealing with Biting: Case Studies

DEALING WITH BITING CASE STUDIES

Study # 2

Jeremy is eighteen months old. He has just started to go to child care. It is the first time he has been away from his Mom. Jeremy has no brothers or sisters, so it is also the first time he has had to share toys and play with other children. Martha is the caregiver, and she is Jeremy's grandmother. Martha also takes care of two other grandchildren, Alex age two and a half and Emily age four. They are Jeremy's cousins. Martha cares for all of the children in her home.

For the first two weeks, there were few problems; Jeremy seemed to be adjusting to his new child care well. Then, he started to bite. He has bitten Alex two times. The first time it happened Martha was not in the room where the children were playing and did not see what caused the biting. The second time it happened so fast she was not able to intervene. The first time it happened just before lunch when the children were asked to clean up and put away their toys. The second time it happened late in the day when Jeremy was waiting for his mother to come for her.

Martha is of course concerned and Jeremy's mother is upset and does not know what to do. Alex's Mom is angry and wants Martha to tell Jeremy's Mom that she can no longer take care of Jeremy.

What would you do to prevent this situation?

Overhead

Module 2, Workshop 3, Activities 8 & 9

Dealing with Biting: Case Studies

STRATEGIES FOR PREVENTION

1. The Adult's Role

- Supervise at all times
- Be close enough to intervene before the biting can occur
- Model desired behavior and language
- Help the child to express their anger or frustration in words
- Meet the basic needs of the child, including food and rest

2. The Environment

- Child-proofed
- Adequate space, e.g., to be alone, with others, indoors, outdoors.
- Age appropriate toys and equipment.
- Enough toys (sometimes more than one of the same), to avoid forcing toddlers to share
- Activities that use up energy

Overhead

Module 2, Workshop 3, Activity 9
Dealing with Biting: Prevention

STRATEGIES FOR RESPONDING

1. The Child Who Was Bitten

- Evaluate the situation
- Comfort the child
- Administer first aid or provide any medical attention that might be needed.

2. The Child Who Bit

- Remove the child from the situation
- Give feedback, using “I” messages, e.g., *“I know you wanted that stuffed bear, but I cannot let you bite Sally. It hurts when you bite.”*
- Avoid putting the child down
- Use time out, if the age of the child is appropriate.
- Reward desired behavior. The child has not bitten for a period of time.

Overhead

Module 2, Workshop 3, Activity 10
Dealing with Biting: Responding

MODULE TWO
DISCIPLINE, GUIDANCE AND FAMILY SUPPORT

Workshop Three

Handouts



Behavior

UNDERSTANDING BEHAVIOR

- What's the behavior?
- Why is it happening?
- What makes me think so?
- What can I do about it?

Handouts (1 of 2)

Module 2, Workshop 3, Activity 3

Understanding Behavior

	REACTION	RESPONSE
What's the behavior?	Playing with dangerous chemicals	Playing with dangerous chemicals
Why is it happening?	Yelling, threatening, hitting	He likes to explore
How do I know?	Yelling, menacing, hitting	That's what 2 y/ olds are about. I have observed him in action.
What can I do?	Yelling, menacing, hitting	Remove the danger/change the environment so he can explore

Handouts (2 of 2)

Module 2, Workshop 3, Activity 3

Understanding Behavior

TANTRUMS

- Distract the child
- Hold or remove, if in danger
- Ignore the behavior
- Stay close and wait
- Comfort the child afterwards
(and acknowledge regaining control)

Handout

Module 2, Workshop 3, Activity 6

Tantrums

WHY DO CHILDREN BITE?

1. Developmental issues

- Exploring their environment
- Learning about cause and effect
- Learning through imitating others
- Developing autonomy
- Needing some attention
- Learning to hold on and let go

2. Expression of feelings

- Anger
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3. An environment that is not working for the child

- Space: Too stimulating or not stimulating enough, too crowded, etc.
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- Schedule: Too rigid or too erratic, lack of routines, not meeting the child's need for food and sleep, etc.

Handout

Module 2, Workshop 3, Activity 8
Why Do Children Bite?

STRATEGIES FOR PREVENTION

1. The Adult's Role

- Supervise at all times
- Be close enough to intervene before the biting can occur
- Model desired behavior and language
- Help the child to express their anger or frustration in words
- Meet the basic needs of the child, including food and rest

2. The Environment

- Child-proofed
- Adequate space, e.g., to be alone, with others, indoors, outdoors.
- Age appropriate toys and equipment.
- Enough toys (sometimes more than one of the same), to avoid forcing toddlers to share
- Activities that use up energy

Handout

Module 2, Workshop 3, Activity 9

Dealing with Biting: Prevention

STRATEGIES FOR RESPONDING

1. The Child Who Was Bitten

- Evaluate the situation
- Comfort the child
- Administer first aid or provide any medical attention that might be needed.

2. The Child Who Bit

- Remove the child from the situation
- Give feedback, using “I” messages, e.g., *“I know you wanted that stuffed bear, but I cannot let you bite Sally. It hurts when you bite.”*
- Avoid putting the child down
- Use time out, if the age of the child is appropriate.
- Reward desired behavior. The child has not bitten for a period of time.

Handout

Module 2, Workshop 3, Activity 10

Dealing with Biting: Responding

GUIDANCE STRATEGIES

- State & model desired behavior
- Offer limited, possible choices
- Pick your battles
- Be patient & keep your cool
- Teach what to do
- Notice & praise desired behavior

Handouts (1 of 4)

Module 2, Workshop 3, Activity 12

General Discipline Strategies

GUIDANCE STRATEGIES

- Make time for time-in
- Observe the child
- Listen to the child
- Get to know the child
- Get to know the child's world

Handouts (2 of 4)

Module 2, Workshop 3, Activity 12

General Discipline Strategies

SETTING THE ENVIRONMENT

(To avoid having to say “no” often and to promote confidence and a sense of competence)

- Safe
- Interesting
- Accessible
- With realistic options
- Comfortable

Handouts (3 of 4)

Module 2, Workshop 3, Activity 12

General Discipline Strategies

SETTING LIMITS

- Have daily routines
- Establish clear and realistic rules
- Have clear and realistic expectations
- Be consistent

Handouts (4 of 4)

Module 2, Workshop 3, Activity 12

General Discipline Strategies

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 2, Workshop 3, Activity 13

Closing and Evaluation

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