

Developing Responsibility and Self Management In Young Children



Relating Policies and Procedures

- * As well as reading the following information handout please refer to the following My Place Policies and Procedures:

Policy 2.1 Interactions with Children Policy

Procedure 2.2 Guiding Children's Behaviour

Procedure 2.3 Exclusion for Behavioural Reason

Procedure 2.4 Visitors to Educators Residence and Service Office

Procedure 2.5 Supervision of Children

What are the main goals of Behaviour Management?

- * Educators to manage undesirable behaviour in children
- * Help children become responsible for their own actions
- * Keep all children feeling safe, secure and valued



Main goals of Behaviour Management



- * To have effective guidance - this requires a patient and nurturing educator who understands where a child is in their development
- * To assist children to develop responsibility, to learn and develop skills to control themselves, and to take responsibility for their own behaviour

Remember all children display undesirable behaviour at some time



Educator's thinking and practice



The skill in managing and developing a child's behaviour

You may need to change your way of thinking..

Set long term goals beyond the short term goal of keeping the peace

Recognise that a change in a child's behavior usually occurs when there is a change in the educators behavior/ practice

Give encouragement , be understanding and respectful to all children

Allow children to share in the decision making process where appropriate

Avoid engaging in power plays and struggles with children

Give opportunity for a child to share, be independent , to be recognized, receive praise and to be involved

Understand child's strengths and development

Give positive feedback when a child is displaying the desirable behaviour

Ask these questions!



Do we want children to do what they are told by adults or learn to tell themselves what to appropriately do?

Do we want children to behave because a child is being watched by an adult or to develop the skill to control their own behaviour in any setting?

What important information should an educator know about children regarding their behaviour ?



Understanding children's development and providing careful guidance of their behaviour can lead them toward developing self management, self confidence, and problem solving skills. These important skills creates a positive self identity that sets children up for life 😊

Developmental Stages Of Children's Social Development

Newborn to Eighteen Months - Major Task: Learning to Trust

Cries for needs

Uses senses to learn about the world

Imitates

Explores "who am I and what's me."



Educator should:

Give attention, nurturance, conversation; respond quickly to cries; provide opportunities for the child to explore his world, taste, touch; through your actions, help the child feel that the world is a safe and good place where needs are met with loving care; use crib only for sleeping.

One Year to Mid-Twos - Major Task: Learning Independence

Is curious, messy, affectionate; likes to do things "**by myself**"; shows emerging independence; bites; has temper tantrums; explores; starts to test limits; gets into everything; begins to talk, run and climb.

Educator should: Give respect and affection; have patience and a sense of humour; keep limits simple and consistent; avoid setting up power plays over food, sleep, or toilet; offer choices; help balance independence with limits; hold off on toilet training until child shows an interest and you see signs of the next stage; try to reason, but don't expect miracles.



Mid-Twos to Four - Major Task: Learning an Identity

Cooperates; tries hard to please; Learns many new skills; talks a lot; has lots of energy and enjoys noise; develops definite food likes and dislikes but needs less food; shows readiness to use the toilet.

Educator should:

Give affection and respect; have patience and humour; continue to set firm, consistent limits; laugh together, help the child find answers to his/her own questions; discover together.



Mid-Threes to Five - Major Task: Learning an Identity

Is bold, quarrelsome, contrary, full of energy and zest for life; goes from independence to clinging; uses "naughty" words; tells bold stories that may sound like lies; has difficulty sharing or playing cooperatively; learns many new skills and abilities.

Educator should:



Give respect and affection; have understanding and patience; provide outlets and opportunities for all the energy and developing intelligence; continue firm, consistent rules and expectations; accept the testing of limits with a sense of humour; be a model of cooperative behaviour; begin to use reason and logic with the child - more possible as a child nears five.

Mid-Fours to Sixes - Major Task: Learning an Identity



Becomes more cooperative with age; shows lots of energy, wiggling, and giggling; loves to talk about self; can do many things and loves to show them off; has many new fears; still tells tales; may try out taking things that belong to others; tattles and is a poor loser; shows interest in numbers and letters; begins to play cooperatively with others, but disagreements can easily occur.

Educator should:

Give affection, clear directions, and expectations; encourage the child to try new things; provide a variety of activities that allow the child to learn by doing; let the child participate in planning activities and doing small, helpful chores; provide opportunities to show off skills.

Mid-Fives to Eight - Major Task: Learning to be Productive and Successful

Is fair minded; shows off; insists on following rules fairly, often to an extreme; begins to prefer friends of the same sex; frequently finds and loses best friends; likes special projects that feel useful, productive, and grown-up; tests limits with determination.



Educator should:

Give flexibility, affection, respect, and moments of undivided attention; give clear and reasonable limits with opportunities for negotiations; assign simple household duties with reminders; be fair and reasonable; provide opportunities to join organized activities without over scheduling; allow the child to plan personal activities.

Where to from here?

Your curriculum should include opportunities for the children to learn social skills through taking on responsibility, involvement in age appropriate experiences & opportunities and talking about feelings with children.



Help Children Become Responsible

By: Teaching Responsibility

- Set a good example
- Talk with children about the feelings of others
- Help children to own their own feelings
- Encourage children to express their own needs to you
- Give children an opportunity to make things better
- Assist children in solving their own problems
- Use fair and logical consequences
- Catch them being good
- Expect good behavior



Teaching Responsibility through Age Appropriate Curriculum

- Make "clean up" an important part of your play session
- Help children learn to care for themselves
- Give children doable tasks
- Be supportive when children experience failure as well as success
- Give the children real and meaningful work to do
- Keep your word with children
- Help children learn to be good citizens in your child care
- Have high hopes for the children



Talk about all feelings - positive and negative

- Try to use the best "feeling" word to describe what the child is feeling
- Read books about feelings - it's a great way to discuss feelings with children.

Talking about Feelings helps children develop sensitivity to the feelings of others and to manage their own emotions



Responding To Emotional Outbursts.

- Many things excite and upset youngsters. It is important for educators to know how to respond to emotional outbursts



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Helpful Hints!

* Anger –

When children become angry because someone else is playing with their favourite toy, an angry response from an adult will make the situation worse. Instead, try to calm the child: " I know you're angry. Let's talk about it when you stop crying." As the child calms down, redirect his attention. Offer a substitute toy to play with for the time being until he can play with the preferred toy.

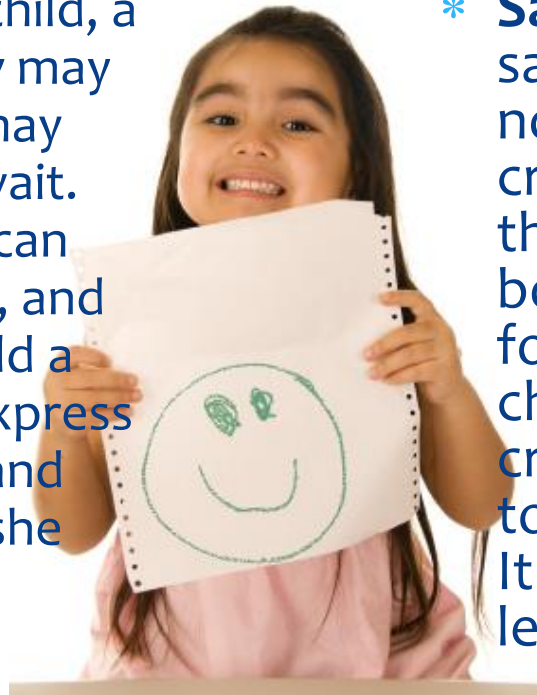


* Fear –

Some fears of children are sensible while other fears of children are appropriate but can do no harm to them, such as fear of the dark or of the toilet. Do not make fun of the child; rather, encourage the child to talk about the fear. Help children learn more about the object of their fear. For example, if children are afraid of the dark, you can use flashlights and go to the dark room and play shadow puppets. The children may learn to enjoy the dark. For fear of thunder, an example would be to teach them how to count the seconds between lightning flashes and the thunder.

Helpful Hints !

- * **Frustration** - To a young child, a two-minute wait for a toy may seem forever. The child may get frustrated from the wait. Be alert. Sometimes you can anticipate the frustration, and respond by giving the child a substitute toy. You can express sympathy with the child and remind the child that he/she must take turns.



- * **Sadness** - When children are sad and crying, they should not be warned against crying or expressing themselves. It's healthy for boys to learn that men cry, for example. Avoid telling a child that "big boys don't cry." Instead, help children to talk about their sadness. It may be helpful at times to leave the child alone.

BITING

- * Biting is fairly common in young children
- * Biting is painful and frightening for the child who has been bitten.
- * It can also be frightening for the child who bites, because it upsets the other child and can make adults very stressed and frustrated.
- * Biting can make the child feel very powerful because of the strong reaction that it brings.



BITING

* **Biting from frustration**

Frustration happens when a child gets into a situation that they can't handle. Children under three are not always ready to play cooperatively with other children in groups. Children sometimes struggle to share toys/equipment and as a result of this - biting can occur.

What to do?

Give close supervision – watch for situations that a child cannot cope with

Encourage group play for short periods of time

Have enough resources/equipment available

Remove child from the group if biting – make a short statement firmly e.g. – “we don't bite, biting hurts”

Discuss feelings/emotions - this is a difficult concept for a child to grasp, but this is an ideal opportunity to discuss feelings. The child needs you to understand his feelings and start to teach him to manage his feelings differently e.g. “If you feel cross tell me and I will help you”.

* **Experimental biting**

Children sometimes bite their parent/educator and sometimes they see it as a game

* **What to do?**

Don't let children see this as a funny game. Say firmly “No, biting hurts” put the child down. Give them lots of things to bite/chew on e.g. Teething rings, rusks

BITING

* **Biting because of feeling powerless**

- * This is when a child can discover that biting is a way of getting some power in the situation
- * **What to do?**
- * Offer separate play spaces for younger and older children
- * Discuss with older children to be patient and understanding of the younger child and how they may be feeling
- * Make sure the child's needs are protected. Make sure older children are not taking advantage of the younger child
- * Educator to be observing the play and may need to intervene and redirect play at times
- * If the child bites – remove them from the situation – tell the child that she is not to bite and keep the child with you for some time before letting her return to the group.

* **Biting under stress**

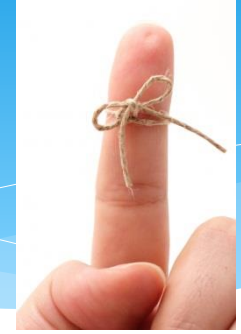
- * Biting often occurs when a child is under emotional stress that he cannot handle. This biting is an expression of distress and pain and the child may seem very upset and angry. Young children are not easily able to know what they are feeling. They just act!
- * **What to do?**
- * Find out what is causing the stress Keep a watch on when the biting occurs.
- * Reduce the stress if possible
- * Encourage the child to express his feelings in other ways through play or stories.
- * If the child bites, use all the same strategies. Sometimes it helps to offer something else to bite on of a squishy ball or cuddle toy. Offer as much comfort as you can at other times.

REMINDER



- * Plan ahead if possible to avoid situations where you know the child may bite
- * Respond promptly, firmly and calmly to biting
- * Show your disapproval, remove him from the situation and help him find another outlet for his feelings
- * Don't ever bite the child back.
- * Give positive attention to the child to build up his self esteem.
- * Contact your Co-ordinator for further advice
- * Familiarize yourself with the scheme Behaviour Management Policy

Things to remember



- * If you are having difficulties and struggling at any point and need assistance in dealing with a child's behaviour –
- * don't forget - you are not in it alone!!!
- * *Develop a support network*
 - Talk with your co-ordinator/ scheme co-ordinators
 - Talk with the child's parents
 - Discuss strategies with other educators (remaining confidential)
 - Read books, fact sheets, websites – knowledge is a wonderful thing!