**Sources and Online Resources for Each Strategy:**

- **Active Ignoring©:**
  - Parent Child Interaction Therapy, S.Eyberg: pcit.phhp.ufl.edu/
  - National Association for the Education of Young Children: naeyc.org

- **Choices:**
  - CSEFEL: csefel.vanderbilt.edu/index.html
  - Love and Logic Institute Inc.: loveandlogic.com

- **FLIP-IT!®:**
  - Devereux Center for Resilient Children: centerforresilientchildren.org
  - Center on the Social and Emotional Foundations for Early Learning: csefel.vanderbilt.edu

- **Logical Consequences:**
  - Positive Discipline: positivediscipline.com
  - Teachstone/C.L.A.S.S.: teachstone.com

- **Model Appropriate Behaviors:**
  - Zero to Three: zerotothree.org
  - American Academy of Pediatrics: healthychildren.org
  - American Academy of Child and Adolescent Psychiatry: aacap.org

- **Redirection:**
  - Head Start and Early Head Start: eclkc.ohs.acf.hhs.gov/hslc
  - Child Development Institute: ers.fpg.unc.edu

- **Set Clear Expectations:**
  - Parent Child Interaction Therapy: S.Eyberg, pcit.phhp.ufl.edu/
  - Center for Early Childhood Mental Health Consultation: ecmhc.org

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**How to Use These Strategies:**

1. **Evaluate Why the Behavior Occurs**
   - What is the purpose of the behavior? What are the feelings and needs behind the behavior?

   **Example feelings:** Frustrated, disappointed, confused, anxious, lonely, jealous

   **Example needs:** Escape, control, love, acceptance, friendship, calmness, security, to obtain something, to avoid something

2. **Identify Triggers**
   - Consider the conditions and environment when the behavior occurs most frequently.

   **Examples of Triggers:** Same time of day, same playmates, lack of sleep, before dinner time, getting ready for school

3. **Choose a Strategy**
   - Choose a strategy or strategies based on why you think the behavior is occurring.

   **Example:** If a child is throwing a tantrum because he/she wants dessert before eating lunch, **actively ignore** the tantrum. Then set **clear expectations** by telling the child to eat a specific amount of lunch before having dessert.

   **Allow choices** by asking if he/she would like to eat fruit or yogurt first. **Give logical consequences** by stating “when you finish lunch, then you may have dessert.” **Model Appropriate behaviors** by remaining patient.

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Positive Discipline Strategies

Address challenging behaviors of young children (ages 2-5) in a positive way that helps build strong social and emotional skills!

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Connect the Dots was created by the Kentucky Department for Child Based Services (DCBS), Division of Child Care (DCC) in collaboration with Early Childhood Comprehensive Systems Grant and the Early Childhood Mental Health Program.

Visit [www.kentuckycchc.org](http://www.kentuckycchc.org)

Positive Discipline is part of Connect the Dots.
To learn more about Connect the Dots visit [www.kentuckycchc.org](http://www.kentuckycchc.org)
Strategies for Emphasizing Positive Discipline

Set Clear Expectations
- Be direct and specific
- State expectations in a positive way
- Give one command at a time
- Give age appropriate expectations
- Be polite and use a neutral tone

Model Appropriate Behaviors
- Always model appropriate behaviors and reactions for the child to observe
- Be a patient, calm, and respectful teacher
- Be ready with a plan BEFORE behavior strikes

Example Questions to Ask Yourself: Am I being respectful? Am I calm? Am I acting how I want the child to act?

Redirect:
If you see undesirable behavior coming, head it off before it begins and praise appropriate behavior as soon as possible

Example: If a child is about to throw a block, say, “How high can you build a tower?” Once the child is playing appropriately, praise with, “Great job playing nicely with the blocks!”

Use the FLIP-IT® Technique
- **Feelings** - Help the child identify his/her feelings
- **Limits** - Remind the child of the positive limits and expectations
- **Inquiries** - Encourage finding positive solutions to challenges, allow time for child to think
- **Prompts** - Provide cues, clues, and suggestions

Example: I see you feel mad, but we can't hit. How else could we get our mad out? (wait) What if we stomp our feet?

Give Logical Consequences
- Use when/then statements
- Use when emotions are high
- Make sure you can follow through
- Consequence should fit naturally
- Use a calm and matter-of-fact tone

Example: When you throw the toy, then you are all done playing with it until after naptime.

Actively Ignore Inappropriate Behaviors
- Often, if you ignore inappropriate behaviors, they will disappear faster than if you correct them
- Give full attention to the child ONLY when appropriate behavior begins
- Only ignore minor and irritating behaviors (not harmful or dangerous behaviors)
- Remember: You are ignoring the behavior, NOT the child
- Be ready for the first opportunity to give praise

Example: If a child is playing appropriately with toys but whines while doing so, say, “I like how creative you are” to point out and praise the positive behavior. Give no attention to the whining.

Allow Choices
- Gives the child a sense of control
- Keep it simple with 2 choices
- Couple choices with clear expectations
- Use a different technique if the child really has no choice
- Allow the child time to select a choice and comply
- Give choices when transitioning from one activity to another

Example: It’s time to sit down for lunch. Which chair would you like to sit in?