



Positive Discipline Refresher

Nia House Learning Center
Parent Meeting #4
April 10, 2020



“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos.”

L.R. Knost

SHIFTING OUR MINDSET

- From seeing our children's mistaken behavior as **misbehavior/naughty** (judgemental)
 - ...to instead asking/examining **what the behavior is really trying to say** (non-judgemental)
 - Unmet needs of children
-

NEEDS OF CHILDREN



Physical

- Fine Motor
- Gross Motor
- Sensorial



Mental

- Social
- Cognitive



SETTING UP CHILDREN FOR SUCCESS

ENVIRONMENT

- Everything has a place- Order

- **Accessibility**

Also applies to non-physical environments (emotional/ interpersonal, etc):

- Order- clear expectations
- Accessibility- strategies for meeting the expectations



Materials accessible:

Knox is able to mop the floor because the mop is within his reach and he knows where to find it.



We are responsible for **putting our work away** when it is done:

Noah has finished using the magnet cogs and is returning them to the shelf

GROUND RULES

- Consistency
- Modeling
- Allowing children to help brainstorm/determine the ground rules that best fit your family's needs



Using a **watching body** when not invited to join work: Sonny uses his watching body as Leo works with the lockboard. Sonny will not touch until invited.



First we offer help before actually helping: Sidney accepts Noelle's help in putting on his shoe.



We work at a rug or a table: Mateo puts down a rug to place his materials.



SOCIAL NEED FOR CONNECTION & ADULT MODELING

Social Need for Connection: During one of Leo's first days at Nia House, Victoria demonstrated how to get a rug, choose work, place work on rug and how to play a kalimba.

Adult modeling: Gaby models how to respectfully watch someone work as she watches Ansar with an art material.

Social Need for Connection: Ayako lovingly offers Nick a presentation while Soul watches on.

STRATEGIES

Ideas for helping children (kindness & firmness) and ourselves navigate challenging situations.



Helping Children

Actively Listen

- For older children, we may actively listen to their words
- For younger children who don't yet have language, we may "actively listen" to other surrounding cues.

Validate Feelings

- Relate
- Help child figure out what to do with those feelings
- Offer acceptable options

Give expressive language/vocabulary building

Use direct, brief language. Little is more.

Be Kind but Firm

- Be mindful of tone
- **Be consistent and follow through**
- “When you (put away your work) then (you may play with bubbles in the backyard).”
- “You (want a cookie) and (it’s time for bed).”
- Rephrase: Communicating to children **what they can do** as opposed to what they can’t do.

YOU CAN....

- Stomp outside
- Have dessert after dinner
- Walk inside
- Give a high 5
- You can put your hand on my shoulder to ask for help
- You can help yourself to a dish/ utensil...
- You can say- I don't like that or stop
- You can be one of the most helpful members of our family when you...

WHAT DO I DO
WHEN NONE OF
THAT WORKS
????!!!!????!!!!????!!
##%&&&*!@@@*!

REVISIT STRATEGIES THEN TAKE ACTION

- Element of surprise! Example- Sing! Pull over the car. Wait quietly
- Humor
- Connect & then correct
- Say YES! Observe how often you are saying no.
- Use logic- “It is time to clean our teeth so they don’t get cavities. Cavities are holes in our teeth. Ouch!”
- Be curious- How can I help you feel better?
- If all else fails, you may have to physically help the child. Ex) “When you’re being unsafe with the broom, I have to help put it away.”
Once calm, connect and make amends.

TAKE ACTION

You've finished your reminders- maybe you've said, "I'm going to give you one final reminder, then I'm going to..."

- "You can take space from..."
- "You can... In the... (bathroom/ bedroom/ outside)"
- "I answered that question already, so I'm not going to answer it again."
- "I'm putting the plate in the kitchen because the food was just dropping onto the floor."
- "I'm closing the door because it is so noisy."
- "I'm taking space to cool off."
- "I'm standing up or walking away because I don't like roughness."
- Or... just do as you said you would with no language.

NOT EVERYONE IS SATISFIED ALL OF THE TIME...

- Sometimes, people are angry
- Experiencing disappointment is part of a learning process
- Recovery is a skill
- Resiliency is learned
- We are each one valuable part of families/ communities

CONSISTENCY IS KEY

- Your idea/ approach may not SEEM like it's working the first time
- The results we EXPECT to see may not be apparent to us (adults) right away
- Be patient with yourself (and your children)
- Work on a team with others in the home
- YOU ARE GOOD ENOUGH!



Helping Ourselves

- DEEP Breathe
- “I’m feeling frustrated and looks like you are too. I am going to take deep breaths to calm. Would you like to join me?”
- Take time for yourself if you need to collect your thoughts/feelings
- By observing adults self care (and how they self care), children learn how to self care too.
- Smile (even if you don’t mean it). There are health benefits.
- Admit mistakes.
- Go easy on yourself.

CHEAT SHEETS & RESOURCES : print one & post on 'fridge

- [POSITIVE DISCIPLINE . COM](#)
- [SAMPLE EMPOWERING RESPONSES](#) by Jane Nelsen
- [16 MIRACLE PHRASES TO RECONNECT](#)
- [POSITIVE DISCIPLINE STRATEGIES](#)
- [WEBINAR : HOW TO ENCOURAGE COOPERATION WITHOUT YELLING,
NAGGING, OR BRIBING BY AGE OF MONTESSORI](#)
- [HOW AVOID SHAMING YOUR CHILD & BUILD STRONG LOVING BONDS -
ONLINE ARTICLE](#)