

Chapter 1 : Emotions & Behavior

Guiding the behavior of young children involves establishing mutual respect and expecting cooperation. Effective discipline is positive and child focused. It encourages self-control and appropriate behavior. Through effective discipline, children can learn to make positive choices, learn problem.

Lack of adult supervision Mirroring the aggressive behaviors of other children around them One place to begin is to watch your child for cues to see if any of the situations described above brings about aggressive behavior. Learning as much as you can about the factors that trigger bad behavior is the best way to combat it when it occurs next time. Some questions you should ask yourself: Who does my child hit, bite or kick? Does he do it to one friend in particular? Does he only do it to me? Or does he tend to be aggressive with whomever he is with? Also, what seems to cause your child to act out in an aggressive fashion? Is it triggered by frustration, anger, or excitement? Notice if there are patterns. If you observe the situations carefully, you will likely notice patterns. Finally, how is his aggressiveness expressed? Is it through angry words or through angry behaviors? Does he become verbally aggressive first and then physically aggressive, or is his first response to strike out and hit? In my experience, consequences are imperative to ending aggressive behavior in young children. They teach your child that all behaviors have a consequence, whether good or bad, and will help him make better choices in the future when he is with his friends. Step in and Stop it Immediately At the first sign that your child is about to become aggressive, immediately step in and remove him from the situation. Be careful not to give too much attention to your child so that you do not give any negative reinforcement for the bad behavior. Young children are not able to hear long explanations of why their behavior was offensive. Other examples of too much attention include yelling at your child while attending to the victim, forcing your child to apologize immediately or continuing to talk to the other parents around you about how embarrassed or angry you are. Make a point of consoling the victim and ignoring the aggressor. If your child cannot calm down, remove him or her from the situation without getting angry yourself. When they are calm and ready to talk, you can discuss what happened. By walking an age-appropriate distance away from your child after he has acted out, you are sending the message that you will attend to him when he can calm down. In doing so, you are teaching your child that it is his responsibility to learn to calm himself and act appropriately. While it can be terribly embarrassing to have a child that continues to act out towards their friends, keep in mind that their negative behavior is most likely happening because they are still navigating their way through their social circles. This can be very difficult for some kids, so try not to over-react or personalize it. One technique that works very well for some children is to change the tone and volume of your voice. You can help your child stay calm by immediately lowering your voice when attending to the victim as well as to your child. I am going to help Josh and when I am done I want you to be done screaming. It hurt Josh and he is sad. If this does not work for your child and he simply cannot calm down, leave him where he is again, at an age-appropriate distance and ignore the tantrum. Most young children will not continue to act out if they no longer have an audience. Before you enter into a potentially difficult social situation, review the consequences with your child about what will happen if he cannot control his anger. In a steady voice, explain to your child that hitting, biting, kicking, and other aggressive behaviors are wrong. For younger children, those between 18 months and 2 years, keep it simple. Be firm and consistent each time your child becomes aggressive. Have a plan in place for consequences if aggressive behavior starts. At home, this can include a time-out chair away from the rest of the family where your child can stay until he can calm down. If you are away from home, pick a safe place, such as a time-out in a car seat or another place where your child is removed from the fun. This reinforces that you are not tolerating aggression in any form. For older children, those between 3 and 7, remember that they may be experimenting with cause and effect. In other words, they want to see what you will do when they act out. Since older children are more verbal, you can use a variety of phrases when they misbehave. You need to stop. Consequences can include leaving a play date immediately or losing video time. For a young child, biting or hitting someone is a whole lot easier! Plus, aggressive behaviors often give children a false sense of power over their peers. Help your child find their voice when

they feel like acting out. By explaining and then practicing using their words, you are helping them to trade off aggressive behavior in favor of more socially acceptable behavior. Too often a child reacts negatively to a friend or sibling instead of asserting themselves. Give your child a series of phrases to use with their friends when they are feeling angry or frustrated. Before you enter a situation that you know may cause your child to act aggressively i. If you know that your child targets a particular child at play group, you may have to hold off going to play group for a few weeks until he learns to control himself. Finally, if your child is exhausted, hungry, or over-stimulated, respect that and engage in low-key, slow-paced activities that will make aggression less likely. With your older, more verbal child, talk openly about situations that make him angry and work together to come up with solutions to help him through the problem next time. Be Appreciative of their Efforts When you catch your child being good, be sure to praise their hard work and efforts. For instance, if you observe your children in a power struggle over a toy that ends in them working it out peacefully with their friend, tell them how proud you are that they chose to use their words instead of resorting to aggression to get their way. Look for and continue to praise good behavior as a way to motivate your children to do better next time. What Not to Do Never bite or hit back. It can be tempting to want to teach your child a lesson in how it feels to be the victim of aggression, but when you succumb to a childlike form of communication, you are teaching your child that aggression is the answer to resolving a conflict. Do not expose your child to violent television or video games. Too often TV and videos portray the most violent character as the hero, which sends the message that violence is a means to an end for problem-solving. This message can easily be avoided if you are on top of their viewing habits. While TV or video violence may not affect some kids, it may greatly influence others who have a tendency to act out aggressively with their friends. If you have an aggressive child, switch your focus towards helping them express themselves in a more appropriate way and follow through when an incident occurs. Look for the following signs in your child: A pattern of defiant, disobedient, or hostile behavior towards you or other authority figures such as teachers or day care providers. A pattern means behavior that is not fleeting, but is chronic and does not respond to the above interventions. Loses their temper easily Deliberately engages in activities that knowingly annoy others Blames others Acts annoyed or is chronically touchy Exhibits ongoing anger Acts spiteful or vindictive It is important to recognize that all young children may exhibit any or all of the above problems at some point during their development. However, if your child persistently displays these behaviors and it affects their daily functioning, such as their ability to behave at school or maintain friendships, contact your pediatrician, as it may indicate that they have other psychological problems that need attention. In this case, you will need to have your child evaluated by a mental health professional. Parenting an aggressive child can be one of the greatest challenges you will face as you weave your way through the maze of his or her development. The key is developing a clear, uncomplicated, consistent plan and following it in a composed manner. Show Comments 69 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. Joan Simeo Munson Dr. Joan Simeo Munson earned her Ph. She has worked with incarcerated individuals, families, adolescents, and college students in a variety of settings, including county and city jails, community mental health centers, university counseling centers, and hospitals. She also has a background in individual, group, and couples counseling. Munson lives in Colorado with her husband and three energetic children. She currently has a private practice in Boulder where she sees adults, couples and adolescents.

Chapter 2 : National Center for Pyramid Model Innovations NCPMI

A recent viral video of a group of pre-teen kids bullying and berating an elderly bus monitor showed us just how pervasive it is in society for children and teens to be rude and disrespectful to adults.

It shows how these changes, during learning and development period which can influence sociocultural community. The journal includes a wide range of fields in its discipline to create a platform for the authors to make their contribution towards the journal and the editorial office promises peer reviewing for the submitted manuscripts to ensure quality. Journal of Child and Adolescent Behaviour is a peer reviewed journal , serving the International Scientific Community offering an Open Access platform to the authors to publish their research outcome. The journal is using Editorial Manager System for quality in online manuscript submission, review and tracking. Human Perception and Performance. Child Psychology Child Psychology , often referred to as Child Development and an incredible number of changes occur during childhood, especially during infancy, which lasts from birth to age two. To helping them to see things more clearly, possibly from a different view-point. The level of parental consideration varies generally. They include having sex at an early age, having multiple sexual partners, having sex while under the influence of alcohol or drugs, and unprotected sexual behaviors. Some risky behaviour is normal and part of growing up. Child Health Child health Childs represent the future, and ensuring their healthy growth and development to be a prime concern of all societies. Children are vulnerable to malnutrition and infectious diseases, many of which can be effectively prevented or treated. Mild forms of anger may include displeasure, irritation or dislike. When we react to criticism, threat or frustration we may become angry - and usually this is a healthy response. Anger may be a secondary response to feeling sad, lonely or frightened. Child Anxiety Child Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. Autism Autism is a complex neurobehavioral disorder that includes impairments in social interaction and developmental language and communication skills combined with rigid, repetitive behaviors. The disorder covers a large spectrum of symptoms, skills, and levels of impairment. It ranges in severity from a handicap that somewhat limits an otherwise normal life to a devastating disability that may require institutional care. Child and adolescent psychology can be divided into two main areas - the actual process of psychological development that the child goes through when growing up and the analysis and treatment of the various problems that a child may face throughout their development. Related Journals of Adult Psychology Obeys Children Childhood obesity is a serious medical condition that affects children and adolescents. It occurs when a child is well above the normal weight for his or her age and height. Childhood obesity is particularly troubling because the extra pounds often start children on the path to health problems that were once confined to adults, such as diabetes, high blood pressure and high cholesterol. Childhood obesity can also lead to poor self-esteem and depression. Depression Disorders A depressive disorder is an illness that involves the body, mood, and thoughts. It interferes with daily life, normal functioning, and causes pain for both the person with the disorder and those who care about him or her. Neuroethology, Sensory, Neural, and Behavioral Physiology Adolescent Anxiety Anxiety disorders in adults is a serious mental health problems. An anxiety disorder affects how a young person thinks, feels and behaves. This process involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes. Children learn these skills, called developmental milestones, during predictable time periods.

Chapter 3 : Positive Parenting: DIY Good Behavior Chart for Young Kids

Helping shape your children's behavior is a key part of being a parent. It can be difficult as well as rewarding. While at times it can be challenging, a few key principles can help. Children learn by watching everyone around them, especially their parents. When you use manners and good coping.

Child Care October 13, Children need adults to teach, guide, and support them as they grow and learn. The most appropriate ways to guide behavior are different at different ages, depending on their developmental abilities and needs. For example, two-year-olds have limited understanding and need a lot of redirection, but five-year-olds can learn to be good problem solvers. Strategies that work well for one child may not be effective for another child of the same age. Remember that different strategies work best at different ages. Keep rules simple and easy to understand. Discuss rules with children and write them down. Repeat the rules often. A few rules that work well with children include: Take care of our toys. Say please and thank you. Be kind to each other. Say what you mean. Keep sentences short and simple. Focus on what to do rather than what not to do. Try saying, "Slow down and walk" instead of "stop running. Guidance is much more effective when you talk to children at their eye level. Look them in the eyes, touch them on the shoulder, and talk with them. Resist the urge to simply lecture. Instead, give children time to respond, and listen genuinely to their points of view. Set a good example. Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. Encourage children to set good examples for each other. Children also learn a great deal from each other. Encourage appropriate ways to share, play, and be kind to each other. Give clear, simple choices. Toddlers can choose between a red cup and a green cup. Show respect for children. Talk to children about misbehavior in private, rather than in front of others. Remind them of reasons for rules, and discuss what they can do differently. Catch children being good. All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior. Comment on something positive about each child, each day. Better yet, strive for several times a day. And share the good news. When children have done something positive, mention it to other children and to parents. Encourage like a good coach instead of a cheerleader. A cheerleader just shouts general praise: You put the spoons and forks in the right place and remembered the napkins! You used blue, green, red, yellow, and orange. Tell me how you did this! Use play activities to teach social skills. Encourage children to act out ways to work together. Teach children how to resolve conflict and solve problems. Help them recognize and name feelings, identify problems clearly, come up with ideas for solving the problem, and try possible solutions. Teach children how to apologize. Learning how to apologize is a skill. Keep it simple e. Teach preschoolers and school-age children the four basic steps of apologizing: If a child throws food onto the floor give him a broom and show him how to clean it up. If a child draws on the wall, give her a wet cloth to clean the wall. Even if the child cannot successfully clean up the entire mess alone, participating in clean-up teaches him that his actions have consequences. Over time, experiencing consequences helps children learn self-control.

Chapter 4 : What You Can Do to Change Your Child's Behavior - calendrierdelascience.com

Guiding Young Children's Behavior. Guiding Young Children's Behavior is an interactive training curriculum that provides current and future early childhood professionals with tools and strategies for guiding preschool children's behavior in positive ways.

Kiwi Street Studios Ask any parent whether she wants her child to be an aggressive person and you are likely to get more than one answer. After all, aggression is associated with both approved and disapproved behavior in our minds and in our society—both with the energy and purpose that help us to actively master the challenges of life and with hurtful actions and destructive forces. Most of us want our children to be able to take a stand for themselves when others treat them roughly. We hope that they will not start fights but if attacked will be able to cope with the attacker and not be overwhelmed. According to developmental theory, aggressive impulses or drives are born in the human child and are a crucial aspect of the psychological life-force and of survival. In the course of healthy development, these drives are normally expressed in various behaviors at different ages and, with assistance from parents and others, are gradually brought under the control of the individual—moderated, channeled, and regulated, but by no means stamped out. Aggression Is Part of Healthy Development During the first year, infants are not often thought of as behaving aggressively, and yet encounters in which an infant pushes, pulls, or exerts force against another are signs of the outwardly directed energy and assertiveness that reflect the healthy maturation of aggression. But the 9-month old who pulls your hair does not know that it might hurt—it is done in the same exuberant, playful spirit that is seen in other activities. Even then, he does not know enough about cause and effect to understand the consequences of his action or how to regulate this behavior toward others. When your month-old smashes a fragile object, he is caught up in the pleasure of assertiveness, not anticipating its result. They believe this is so because when he is scolded, he looks ashamed. What the toddler understands is not that he has hurt someone or destroyed something but that he has earned the disapproval of his parents. Conversely, when praised for being gentle with another, he knows and is pleased that he is approved of for that behavior at that moment. It will take time and many reminders before he can understand that not hitting or biting applies to many situations. The differences between a kiss and a bite, between patting and hitting, between nudging and pushing someone down are not automatically understood and children need many reminders: If you understand what an infant or toddler or a 4-year-old is capable of, you can adjust your own actions and teaching to realistic expectations and save yourself worry and frustration. On the other hand, if your 4-year-old has frequent aggressive outbursts and seems not to be concerned about the effect of his aggression, or even seems to enjoy hurting others, you are correct in being worried and in seeking ways to help him toward healthier behavior. While there is no exact recipe, here are 12 suggestions that may help you to provide your child with the guidance he needs. Limits are part of loving. Children who feel loved want to please their parents most of the time and will respond to their guidance. Ask yourself what might have happened that set him off—your behavior or that of another person, or something else in the situation; perhaps he is overtired or not feeling well physically. Being rushed, abruptly handled, being denied something he wants, even being unable to do something he has tried to do with a toy or physical activity often produces feelings of frustration and anger that result in aggressive behavior. Use what you know. Tell your child what you want him to do or not do in a specific situation but try not to give a long lecture. Your child will be aware of your displeasure from your tone of voice as well as from what you say. It is important that you try to be clear about your disapproval. However, long lectures and dire predictions are usually counterproductive. Be a careful observer. When your young child is playing with other children, keep an eye on the situation but try not to hover. What begins as playful scuffling or run and chase or sharing toys can quickly move into a battle between children, and they may need a referee. However, there are times when you can let young children work things out among themselves. Age makes a difference, of course. You may either suggest and help start a new activity or perhaps guide him to a place where he can discharge aggressive feelings without doing harm to himself, to anyone else, to toys, or to the family pet. For example, a corner in which there is something to punch or bang or throw at can be utilized. When time permits,

demonstrate how to handle a situation in which there is conflict between children. For instance, if your child is old enough, you can teach him a few words to use in order to avoid or settle a conflict. Children need specific suggestions and demonstrations from adults in order to learn that there are effective ways to handle disagreements that are more acceptable than physical attack and retaliation. If your child has language skills, help him explain what he is angry about. Be a role model. Keep in mind that parents are the most important models for behavior and how to use aggression in a healthy way. If social exchanges in your family include much arguing or physical fighting in the presence or hearing of your children, you can count on their picking it up. Home environments like these can be unsafe and unhealthy for everyone in the family. If you are coping with a violent partner, call the National Domestic Violence Hotline at or TTY for support, shelter, or services, or visit Stop Family Violence for more information on getting the support and help you need. Think about the very real disadvantages of physical punishment for your child. Children often arouse anger in adults when they provoke, tease, behave stubbornly, or attack others. If your practice is to hit or physically punish your child in some other way for such behavior, you need to think very carefully about what he learns from that. Be patient; learning takes time. While living from day to day with the pleasures and frustrations of being a parent, it is also important to keep the long view in mind:

Chapter 5 : How to Limit Bad Behavior - Aggressive Behavior in Young Children

Emotions & Behavior Help your child cope with life's ups and downs, from dealing with divorce to preparing for new siblings. Or find out how to understand your child's behavior, whether it's toddler tantrums or teenage depression.

Knowing what to expect from your child at each age will help you decide whether his or her behavior is normal. Children tend to continue a behavior when it is rewarded and stop a behavior when it is ignored. Consistency in your reaction to a behavior is important because rewarding and punishing the same behavior at different times confuses your child. Attempt to stop the behavior, either by ignoring it or by punishing it. Introduce a new behavior that you prefer and reinforce it by rewarding your child. How do I stop misbehavior? The best way to stop unwanted behavior is to ignore it. This way works best over a period of time. When you want the behavior to stop immediately, you can use the time-out method. How do I use the time-out method? Decide ahead of time the behaviors that will result in a time out usually tantrums, or aggressive or dangerous behavior. Choose a time-out place that is uninteresting for the child and not frightening, such as a chair, corner, or playpen. If your child goes on misbehaving, calmly take him or her to the time-out area. Set a timer so your child will know when time out is over. Time out should be brief generally 1 minute for each year of age, and should begin immediately after reaching the time-out place or after the child calms down. If the child leaves the time-out area, gently return him or her to the area and consider resetting the timer. When the time out is over, let the child leave the time-out place. How do I encourage a new, desired behavior? One way to encourage good behavior is to use a reward system. Children who learn that bad behavior is not tolerated and that good behavior is rewarded are learning skills that will last them a lifetime. This works best in children older than 2 years of age. It can take up to 2 months to work. Being patient and keeping a diary of behavior can be helpful to parents. Choose 1 to 2 behaviors you would like to change for example, bedtime habits, tooth brushing, or picking up toys. Choose a reward your child would enjoy. Examples of good rewards are an extra bedtime story, delaying bedtime by half an hour, a preferred snack, or for older children, earning points toward a special toy, a privilege, or a small amount of money. Explain the desired behavior and the reward to the child. If the child does what you ask, give the reward. Because any attention from parents, even negative attention, is so rewarding to children, they may prefer to have parental attention instead of a reward at first. This system helps you avoid power struggles with your child. However, your child is not punished if he or she chooses not to behave as you ask. He or she simply does not get the reward. What are some good ways to reward my child? Beat the Clock good method for a dawdling child Ask the child to do a task. If the task is done before the timer rings, your child gets a reward. The Good Behavior Game good for teaching a new behavior Write a short list of good behaviors on a chart and mark the chart with a star each time you see the good behavior. For example, if you see your child playing quietly, solving a problem without fighting, picking up toys, or reading a book, you would mark the chart. After a certain number of marks, give your child a reward. You can also make negative marks each time a bad behavior occurs. If you do this, only give your child a reward if there are more positive marks than negative marks. What else can I do to help my child behave well? Make a short list of important rules and go over them with your child. Rules should relate to safety, health, and how to treat others. The fewer the rules, the less rule-breaking behavior you may have to deal with. Avoid power struggles, no-win situations, and extremes. Avoid doing this often as it may confuse your child. Basic personality can be changed a little, but not very much. Try to avoid situations that can make your child cranky, such as becoming overly stimulated, tired, or bored. Praise your child often when he or she deserves it. Touch him or her affectionately and often. Children want and need attention from their parents. Develop little routines and rituals, especially at bedtimes and mealtimes. Allow your child choices whenever possible. Parents may choose to use physical punishment such as spanking to stop undesirable behavior. Disciplining your child is really just teaching him or her to choose good behaviors. Physical punishment becomes less effective with time and can cause the child to behave aggressively. It can also be carried too far into child abuse. Other methods of punishment are preferred and should be used whenever possible.

Chapter 6 : Basic Tips Child Care Providers Can Use to Guide Children's Behavior - eXtension

Understanding Your Child's Behavior All parents struggle with some of the things their children do. While there is no magic formula that will work in all situations, it is helpful to understand the kinds of issues that impact a child's.

Harrelson, Extension Specialist, Child Development, Virginia State University Introduction Guiding the behavior of young children involves establishing mutual respect and expecting cooperation. Effective discipline is positive and child focused. It encourages self-control and appropriate behavior. Through effective discipline, children can learn to make positive choices, learn problem-solving skills, and learn values of respect and responsibility. There are several common-sense strategies for effectively guiding the behavior of young children Always focus on the behavior It is not children that we want to change. Rather, it is the inappropriate behavior that we want to change. We want to support appropriate behavior. Calling attention to inappropriate behavior lets the child know that the actions are not acceptable, but that the child is still loved. Do not forget to also focus on appropriate behavior. Praise and reinforcement let children know which behaviors are appropriate and acceptable. Have a clear set of rules and routines Rules that are fair and consistently enforced, along with familiar routines, help children know what to expect and to understand their limits. Children should be told, in words they understand, the reasons for each rule. Set guidelines and limits and stick to them. Concentrate on shaping positive behavior Let the child know that you expect positive behavior. Use positive communication with children to help them solve problems. Structure the environment to support appropriate behavior Children are naturally curious. Adults need to "child proof" the environment to allow children to explore without "getting into trouble. Allow children to make acceptable choices Give children the responsibility for their behavior whenever possible. Allow the child to make acceptable choices by offering only choices you can live with. Allow children to experience logical consequences Remind children of limits and consequences in positive ways. When misbehavior occurs, deal with the behavior quickly in a firm, assertive manner. Use time-out as a last resort to help the child regain control of his behavior. Observe children and anticipate problems Supervise children carefully. Head off inappropriate behavior by redirecting the child to another activity or area. Do not give the child any feedback. However, be sure to give attention to positive behavior. Interrupt or stop behavior that is harmful or unfair Use assertive intervention to stop harmful behavior. This may include physically removing the child from the situation, when needed, to protect a child or the environment. Treat children with "unconditional positive regard" Children deserve love and respect, even when they misbehave. Controlling behavior is a learning process for children. Adults can teach children appropriate behavior by calling attention to positive behavior, rewarding children with hugs and kisses, and setting and enforcing clear consistent limits. Let children know we do not approve of inappropriate behavior, but we always approve of and love them. Keep a one-day record of the positive behavior guidance strategies you use. How many of these are you using? Explain the rule and the reason. Allow children appropriate choices regarding their behavior. Be firm and consistent. Allow children to experience the logical consequences of their actions. Praise children for appropriate behavior. How many times during the day do you: Give in to inappropriate behavior? Not follow through with stated consequences? Pick one positive discipline technique that you do not currently use and try it for several weeks with a child. Keep notes on how it works for you and the child. If you want to know more Cherry, C. David S, Lake, Pub. Parenting With Love And Logic. Without Spanking or Spoiling 2nd ed. Reviewed by Novella Ruffin, Extension Specialist, Virginia State University Virginia Cooperative Extension materials are available for public use, reprint, or citation without further permission, provided the use includes credit to the author and to Virginia Cooperative Extension, Virginia Tech, and Virginia State University. Department of Agriculture cooperating.

Chapter 7 : Top Ten List for Managing Your Child's Behavior

Normal behavior in children depends on the child's age, personality, and physical and emotional development. A child's behavior may be a problem if it doesn't match the expectations of the family or if it is disruptive.

Basically, if you have not established a solid attachment between you and your child that is characterized primarily by positive regard on your part, you do not have the foundation necessary from which to successfully manage behavior. Children do what their parents say primarily because they care what their parents think of them or how they feel about them. You must spend time with your child on a regular basis that is not centered around behavioral problems, and this time should be used for play, conversation, and relationship-building activities. The more loved and understood your child feels by you, the easier it will be to manage his or her behavior. Knowing this helps you look at behavior management more objectively and less reactively. Likewise, it is equally problematic if you do not state every part of the rule in a clear and concise way. Make one very clear statement. The younger the child is, the more exact the wording must be. This is most helpful when a child successfully behaves in the way you have prescribed. Be careful, however, not to use material inducements for good behavior such as buying new toys, etc. Reinforcements should be centered around feelings of self-esteem, accomplishment, and cooperation. Do something with your child such as play a game, go to the park, or simply give verbal praise and appreciation. These must be realistic, match the nature of the infraction, and teach something if at all possible. Further, they must be consistently enforced. Start with small, time-limited consequences, and then slowly increase the time or intensity of the consequence for repeating the same infractions. When you can, use natural consequences. An example would be having your child work to earn the money to replace something he or she has destroyed. You might start by giving a warning of what will happen if the rule is not followed, and then following through with your consequence after the warning is ignored. Consistency in rules and consistency in following through with consequences are both extremely important. Never let a child restate what the other parent has said without first checking to be sure of the accuracy of the statements, and be sure that you and your partner are in complete agreement with rules before trying to enforce them.

Chapter 8 : Managing Child Behavior Problems & Emotions | Empowering Parents

Dealing With Challenging Behavior in Young Children - As an early years educator, you likely feel that you have tried every trick in the book when it comes to dealing with challenging behavior in young children.

The year between age 2 and age 3 is an exciting one. Toddlers are realizing that they are separate individuals from their parents and caregivers. This means that they are driven to assert themselves, to communicate their likes and dislikes, and to act independently as much as they can! Toddlers are also developing the language skills that help them express their ideas, wants, and needs. At the same time, toddlers do not understand logic and still have a hard time with waiting and self-control. Two-year-olds want what they want when they want it. Learning to Handle Strong Feelings As a parent, your job is to help your young toddler navigate the tide of strong emotions she is experiencing this year. This is no small task, because the emotional lives of 2-year-olds are complex. This year they are beginning to experience feelings like pride, shame, guilt, and embarrassment for the first time. Older toddlers are a lot like teenagers. Their feelings may swing wildly from moment to moment. They may be joyful when getting a popsicle and then despair when it drips on their hands. So toddlers really need your loving guidance to figure out how to cope with their emotions. Your child is struggling with this when:

- Uses words or actions to get your attention or ask for help
- Talks to himself in a reassuring way when he is frustrated or frightened. For example, he might say to himself, Daddy will come back, after you drop him off at child care. For example, your child might say no to herself as she does something off-limits, like opening the fridge. What helps your child learn is when your response shows her a different, more constructive way to handle these feelings. Learning to cope with strong feelings usually happens naturally as children develop better language skills in their third year and have more experience with peers, handling disappointment, and following rules. Talk about feelings and how to cope. Read books and notice aloud how the characters are feeling: The dog is really happy that he got a bone. And share your own feelings: I feel really frustrated! Will you help me wipe it up? Wow, it feels so good to have your help. When your child can label how he is feeling, it helps him gain control over his emotions and communicate them to others. Once your child has named his feelings, you can suggest what he might do to feel better or solve the problem. This helps him learn what to do in the future when he faces a similar challenge. For example, if he is sad because his grandparents just left after a 2-week visit, you can suggest looking at photos of them or drawing them a picture. Offer your child ideas for how to manage strong emotions. Young children need guidance when it comes to figuring out how to deal with big feelings like anger, sadness, and frustration. So when your child is really angry, validate what he is experiencing: You are really angry right now because I said no more television. Then suggest that he jump up and down, hit the sofa cushions, rip paper, cuddle up in a cozy area for alone time, paint an angry picture or some other strategy that you feel is appropriate. Empathize with your child. We have to leave now to go to Ms. I know you want to stay home with Daddy. You miss me and I miss you during the day. But staying home is not a choice today. Daddy has to go to work. But when we get home, we will finish the puzzle we started and have a yummy dinner. Do you want to get into the car seat yourself or do you want me to put you in? If your child has to wait until his oatmeal has cooled down, show him the steam rising from the bowl. Tell him that when the steam goes away, you can test the oatmeal on a spoon to see if it is cool enough. If you need to help your child brush her teeth for 2 minutes each day, use an egg timer so she can watch the countdown. Need 10 minutes to fold some clothes? Set a kitchen timer so that your child can keep track. Timers are also great tools for helping children learn to share. Give them each a few minutes using the timer to play with a toy they both want, like the shiny new tricycle parked out back. Let your child make choices appropriate to her age. You can have an apple, a string cheese, or a bagel for snack. What sounds good to you? There are many daily moments when you can teach your child this skill. For example, games that require turn-taking are great for practicing how to wait and share. Rolling a ball back and forth is an example. This game gives children the chance to wait and control their impulse to grab the ball. You can also take turns hitting a soft foam ball off a tee. Or try acting out a story. Pretend play offers many chances to wait, take turns, and negotiate as children decide how the

story will unfold. When the timer goes off, switch instruments and set the timer again.

Chapter 9 : Toddlers and Challenging Behavior: Why They Do It and How to Respond â€¢ ZERO TO THR

By withholding your attention until you get positive behavior you are teaching your child what behavior gets you to engage. Reward menus: Rewards are a tangible way to give children positive feedback for desired behaviors.