

Positive Reinforcement/Discipline

Children that we are working with: Special needs-Inner City-Elementary

Permission to discipline through permission slips

Example of permission slip for technology in schools that requests the permission of parents to discipline the children if they do not comply with the rules-

http://www.nhcs.net/policies/Documents/Policy4228_BYOD_StudentPermissionForm.pdf

Idea: if we do come up with a policy on discipline and positive reinforcement and have a meeting with the volunteers my Mom was a special ed teacher and also has worked with kids from an urban setting through a camp for underprivileged kids. Maybe she could go over the best ways to work with kids that are special needs and or from an urban setting. In any case, she would be a good resource for Super Saturday. I talked to her on the phone and she would be willing to speak to the volunteers if we had something for her to speak on.

- All children, regardless of behavior, are worthy of our time and attention and we should not unfairly choose to focus on a child that is easier to deal with
- It is important that the leaders treat one another well and act positively, as the kids are very observant
- Learn to listen to the children rather than just talking at them
- COMMUNICATION
- Word choice is key: it should always be positive
- Giving instructions assumes that the students understand the instructions, such as by saying "Get in a line", that the students know what a line is. This is not always true. We must communicate clearly and remember that the students do not have the same level of knowledge that we do.

1. Special needs discipline/positive reinforcement -

Emotional and Developmental disabilities, Anger issues

- Oftentimes kids with "anger issues" are either reacting out of something that is going on at home or school, or they are just trying to get the volunteer's attention. This is important to remember so that we as volunteers are more patient with the children.
- Teach anger management to those that struggle with anger

- It is important also to watch out for signs of depression, usually caused by continued levels of high stress and anxiety. The child may be despondent and quiet.
- Inclusion

Source:

<https://0-ebookcentral-proquest-com.eaglelink.cornerstone.edu/lib/cornerstone-ebooks/reader.action?docID=343967&query=>

IEP- Individualized Education Program (This is implemented with Special needs children in a school setting and focuses on individual care and programming. If this is something that we feel is necessary, I could look into it further. At this point, I don't think we have enough volunteers.)

Policy regarding the treatment of special needs children

- Helps Super Saturdays run smoothly with consistency
- Creates a more caring attitude towards each other and the environment
- Helps recognize and acknowledge everyone's place in the setting
- Helps provide comfort for those without experience working with kids from an urban setting or that are special needs

Creating a policy

- What is the goal of the policy?
- Consistent rules
- Create a positive reinforcement system
- Agreed forms of negative behavior worthy of discipline
- Agreed methods for disciplining negative behavior
- How are we going to support children with specific needs?
- Arrangements for kids that need specific treatment
- Analyze our own attitudes/behavior towards working with children that have challenges
- Get feedback (Total ownership of the policy by volunteers is necessary)

Source:

<https://0-ebookcentral-proquest-com.eaglelink.cornerstone.edu/lib/cornerstone-ebooks/reader.action?docID=343967&query=>

2. Inner city discipline/positive reinforcement -

How to prevent the need for discipline

- Remove the child from the situation where the behaviour is occurring.
- Distract the child with a different activity, game or toy.
- Avoid 'telling off' the child for every little misdemeanour – let some things go
- Acknowledge and praise every example of the child's positive behaviour, no matter how brief. Be specific when you do this: 'Buster, I saw you helping Ellie put on her coat; you're a very kind boy'.
- Keep the child out of situations you know create problems. For example, if Buster can't sit still for more than three minutes, choose shorter books for story session.

Role play

"I noticed that you seem angry and you hit (Other child's name), do you want to tell me why that is? Is there anything wrong?"

Reward positive behavior when disciplining, be very affirming

"I appreciate how respectful you have been." "Thank you for using your inside voice and not yelling." "Thank you for listening to me, it shows me that you care."

- Keep rules positive, such as, we are kind to each other vs. don't be unkind to each other
- Don't is a negative word that creates resistance

ABC

1. Antecedent (Change the antecedent so that the child will have less of a chance to act out)
2. Behavior (Reward positive behavior to make negative behavior less likely)
3. Consequence (Consistently demand what is required of them)

3. De escalation techniques (for any age - leaders included) -

Encouraging Positive Behaviour in the Early Years ACTIVITY

Answer these questions as honestly as you can.

- As a child, what did you think was 'bad' behaviour?
- What happened to children who behaved badly?
- How did you feel when you saw other children behaving badly?
- Did you ever behave badly yourself?
- What happened as a result?

- How were you punished?
- How did you feel at the time about the way you were punished for behaving badly?
- As an adult, what do you consider to be inappropriate behaviour for (a) children and (b) adults?
- Do you ever still behave in a way you might consider to be inappropriate?
- Think about a particular child you have worked with, who has irritated you – what were your negative feelings about their behaviour?
- How did the child particularly irritate you – what did they do that annoyed you?
- Did that child remind you of anybody you knew? How? Think of something that was likeable about the child as a person: what they liked to do, what made them laugh, what they were good at, and so on.
- Make a list of the ways you refer to children in your setting who have behaved inappropriately. What names or labels have you used? Did you ever use them to the child directly? (For example, ‘You’re a very naughty boy, Buster!’) Which names did you use jokingly or affectionately? Which did you use when you were annoyed with the child and were, in essence, insulting them (whether privately to yourself or another member of staff)? How would you feel if you discovered that somebody you know had referred to you using those names?
- Strengths Perspective vs. Deficit Perspective

How to prevent yourself from reacting out of anger in discipline situations

(Source: Discipline without Anger: A New Study of Classroom Management by Doug Camdell)

- Establish the non-negotiable misbehaviors that require discipline
- Establish which behaviors are annoying but will not necessarily affect the way Super Saturday is run (its success)
- How much talking should be allowed before enacting a consequence
- Have clear rules and do not establish too many
- Be in a good headspace as a volunteer, remember why you are here and that Jesus loves this child even though sometimes they’re difficult to love and you should too
- Do not rely on anger or intimidation as your primary method of discipline
- Focus on serving the student, remember that they rarely get this much focused attention and may even be acting out to get your attention
- Act confident and in control (even if you don’t feel this way)

5. A legal/healthy way to restrain a child if needed (we occasionally have fist fights)

FIND DEESCALATION TECHNIQUES

Preventing a fight/ending it

- Never ignore aggression
- Approach the situation calmly
- Always approach from the rear
- In a strong voice, tell students that they must stop doing what they're doing. Sometimes students are hoping an adult will tell them to stop fighting so they will have a "graceful" way out.
- Tell onlookers to leave, not with force but firmness
- <http://www.nea.org/tools/14115.htm>
- This website provides some specific maneuvers to break up a fight safely <http://www.keepschoolssafe.org/disruptive-student-management-on-separating-fighting-students-part-ii/> **This would probably not be applicable for volunteers.**
- This article talks about the laws regarding discipline in schools, they vary a lot so it's hard to know what would apply to Super Saturday <http://corporate.findlaw.com/litigation-disputes/use-of-physical-force-on-students.html>
- I still am unsure of the laws regarding physical violence and ending it safely in the state of Michigan.
- Talk to UFM's lawyer about violence laws/discipline in a program

Positive Reinforcement

- Conditioned Responses due to specific stimuli ex: CIA's
- "Shaping is the gradual building up of a desired behavior by systematically reinforcing smaller components of the desired behavior or similar behaviors."
- Positive reinforcement should be given as soon as possible after the positive action, the longer the wait after the act, the lesser the effect

Source:

http://0-ic.galegroup.com/eaglelink.cornerstone.edu/ic/scic/ReferenceDetailsPage/ReferenceDetailsWindow?disableHighlighting=&displayGroupName=Reference&documentId=&source=&prodId=&mode=view&limiter=&display-query=&contentModules=&action=e&sortBy=&windowstate=normal&currPage=&dviSelectedPage=&scanId=&query=&search_within_results=&p=SCIC&catId=&u=lom_cornerstc&displayGroups=&documentId=GALE%7CCV2644031895&activityType=BasicSearch&failOverType=&commentary=

Discipline Scenario

- Verbal warning
- Time out
- Time out with leader
- Taking away a privilege