The goal of discipline is to have children behave in positive manner.

A discipline plan should address 3 facets of discipline.
1) Avoiding problems (change: expectations, environment, scheduling; add limits, etc.)
2) Teaching the child what to do
3) Dealing with Misbehavior (logical consequences, time out, etc.)

Today is mostly about #2.

I. Clear Messages

Why positive discipline?
Tell the child what you want them to do. Saying ‘don’t’ does not tell the child what to do.

Don’t - Don’t touch people at Circle Time.
Use - Keep your hands together in your lap.

Don’t – Don’t grab toys.
Use – You want a turn with that toy. You can ask for a turn, wait till he puts it down, or get another toy until he is done.

Don’t – Don’t leave the toys in a mess.
Use – Put all the toys on the shelf before you come to snack.

Write clear messages. Write what the child should do.
• Don’t hit him.
• Don’t yell.
• Don’t throw that.
• Don’t eat that.
• Don’t push in line.

Regardless/ Never the less:
Sometimes children respond to clear messages in ways that distract an adult.
Parent - I told you to put your shoes on 5 minutes ago.
Child – Where are we going?
Parent – Regardless of where we’re going, put on your shoes.

Parent – Please stay out of your sister’s room unless you have permission.
Child – I hate you. You always take her side.
Parent – Regardless of how you fell about me, stay out of your sister’s room unless you have permission.

Or      You are angry with me. Never the less, stay out of your sister’s room unless you have permission.
II – Evidence of Success

1- **Praise** is telling the child how you feel about something they did. It is about you, the parent. It is an I statement – how I feel.

**Pseudo praise** – is like praise, but worse. It pairs praise with something negative.

**Evidence of Success** is a statement of the positive things you observed the child doing. It is followed by a positive character trait.

a) Be specific describing the desired behavior they are doing.

b) Use a tone of voice that matches the child’s affect. You don’t need to be too excited. It’s okay to sound matter of fact.

c) End evidence of success with a character trait.

“I’m talking and your eyes are following me and you’re keeping your hands to yourself. That’s what good listeners do.”

That’s a demonstration of respect.

perseverance

sensitivity

You applied a lot of effort. See list for other character traits p. 9.

d) Follow with a ‘How’ question

“How did you do that?”

“You cleared your place without a reminder. How did you remember to do that?”

“How did you know that those colors would go so well together?”

“How did you come up with that answer?”

“How did you know to do that?”

The purpose of the ‘how’ question is to help the child see himself with that character trait. It makes the child feel competent. He is the expert.

e) You may add a comparison to a profession where the behavior trait would be exhibited.

“The **focus** you showed today was similar to the focus required of the astronauts who flew the last space shuttle mission. **How were you** able to stay focused for so long?”

• What if you never see the desired behavior?

  Look for approximations. For example, if you want your child to clean their room and they never pick up anything: “You just paused right there. Were you just thinking about cleaning your room?”

  See other behaviors using that character trait, and generalize. Look for other situations where they showed evidence of the character trait you want to develop. (In this case, responsibility)

  Describe the desired behavior and character trait and walk out of the room.

  Ex. A child is playing Game Boy under the covers in bed when she is supposed to be sleeping. “You really value your rest by putting the games away and going to sleep. That’s a sign of maturity,” and walk out of the room.

• When the child is doing inappropriate behavior:

  “Most of the time I see you doing this [good thing]. I didn’t see it today. Tomorrow do you think you’ll do it?” Or “How were you able to be (character trait) another time/place?”

  “The time to repair the roof is when the sun is shining.”  John F. Kennedy

  Teach your children to do the right thing when the sun is shining, i.e., when they are doing the right thing.

To help shape behavior, pick out 1-3 character traits to cultivate with evidence of success.
III. Social Stories

- Definition – An illustrated story that portrays the child as already having mastered/ incorporated the desired character trait and behavior. The story builds upon skills the child already exhibits. It is written in the child’s voice. (My name… I….)

The teacher reads one copy at school and the parent reads a copy at home. Once the child has memorized the book, he/she reads it to the adult.

- First Part (2 pages)
  My name is…
  I am in Ms. ___ ’s class.

Second Part

Write several pages emphasizing things the child already does well.

Examples from different students:
  I am a big girl. I can do so many things by myself.
  People like me because I am funny.
  Kids like me because I am helpful/ nice.
  I can do hard things.

Third Part

Write pages about desired behaviors as if the child already does them.

Write in a positive form: what you want the child to do.

You may include character traits.

Examples from different students:
  One way to be helpful is to sit quietly at Circle Time.
  I help my teacher when I look at her, and not at the other kids.
  I can wait quietly for a turn.
  I have only one turn. Then I sit quietly while other children have a turn.
  At recess, I line up quickly when Mrs. B claps.
  I can follow instructions. When Mrs. Wachob says, “Sit down,” I sit down right away.
  I am careful not to hurt anyone with my hands, feet, or body.
  I am kind and careful on line.

Fourth Part (last page)

School is fun. 

(Sample texts pp. 11-12)

IV Behavior Contract

Helps the child be aware of, monitor, and improve his/her own behavior.

Has 3 parts – samples are at the end

1) Rules written (and illustrated) for the individual child. Go over rules with child and parent; explain, give examples. Check for understanding. (See pp. 13-14)

2) Behavioral contract schedule for child to monitor desired behaviors. (See pp. 15-16)
   Ideally, at the end of each time segment, the child rates herself/himself. Did she/he do well following her/his individual rules during that time segment? If yes, the child draws a smile. If no, the child draws a frown. If this checking schedule is not practical, remember to do it at the end of the day.
   Acknowledge progress – “You had 4 frowny faces yesterday. Today you had only 3. You are showing more kindness and respect to the other people in class. How did you do that? I bet tomorrow you could have even more smiles.”
   You may chose to use small rewards in class for a perfect day, or have parents reward at home.
How come only ___ does this? My classes have always been okay knowing that only 1 or 2 children are learning how to get along with other people. The years that I did give prizes in class, I gave all the kids prizes once, but the target child each time they earned it for a perfect day. Again, the kids were okay with that.

3) When the child misbehaves: The child has to do a paper. [The paper that starts - What I did wrong] (See pp.17-18)

When a child breaks one of the rules, he/she leaves the group to work on the paper. This paper was explained to the child during the initial conference, but children will need help the first few times. The purpose of this paper is for the child to recognize when they do something wrong, who it bothers, and to say what they will do right the next time.

This paper needs to correspond to the child’s Rules paper, and often both are shown at the same time.

At the top, the child writes (or traces) his/her name.
The top section is ‘What I did wrong’ and needs to have pictures of the wrong behaviors that correspond to each right behavior on the rules paper. The child circles the behavior(s) they did wrong.
The second section – “Whom did I bother? The child circles whether they bothered the teacher, the students or both. You should put your picture as the teacher and pictures of students in your class, if possible.
The third section – What do I need to do differently? These pictures should show the desired behaviors on the Rules paper. The pictures correspond to the top row – except showing the right thing to do. The child circles the right thing(s) they need to do next time. This paper is sent home that day.

Of course, if the child does a ‘What I Did Wrong’ paper, they have a frowny face for that time segment.
CLEAR COMMUNICATION  
DURING PROBLEM SITUATIONS

Given the problem situations described below, select the response alternative which expresses the clearest message for the child to behave appropriately.

1. You observe your child, Brian, striking his younger sister, which is beginning to happen more often as of late. Which of the following responses represents the clearest message, indicating that the behavior must cease.
   
   (A) Set up a punishment such as "if you do that one more time you will write 100 sentences."
   (B) Ask for an apology.
   (C) Tell Brian to stop hitting his sister and to keep his hands to himself.

2. David has left his room cluttered again--clothes not put away, bed not made, etc. He is now playing outside in the yard with his friends. Which of the following represents the clearest communication calling for the behavior to stop?
   
   (A) Call David back in the house and encourage him to think about his household responsibilities before he goes out to play after school the next time.
   (B) Call David back in the house and tell him to clean-up his room or his friends will have to go home and he will not be allowed to watch television in the evening.
   (C) Call David back into the house and tell him to clean-up his room now and everyday before he goes outside to play.

3. You receive a note from Julie's teacher indicating that she has not turned in any homework for the last three weeks. You should tell her...
   
   (A) She is to do her homework each night it is assigned, without exception.
   (B) She will be on "restriction" if she continues to skip homework assignments.
   (C) She is on "restriction" immediately so that she will learn her lessons now.

4. You catch your daughter playing with your makeup without prior permission. You should respond by saying...
   
   (A) "Put my makeup case back where it belongs. You must always get permission before using things that belong to another person."
   (B) "Put my makeup case back where it belongs and don't ever let me catch you in my things again."
   (C) "How many times do I have to tell you to stay out of my things?"

Answers:
1. C [A means you could keep doing it as long as you are willing to take the punishment.
   B means – keep doing it as long as you express sorrow.]
2. C [A means you can continue to avoid responsibility as long as you think about it.
   B means you can continue avoiding responsibility as long as you don’t watch T.V.]
3. A [B means she does not have to do her homework if she is willing to accept restriction.
   With C she is on restriction, but it does not tell her what to do.]
4. A [B means you can do it if I don’t catch you.]
5. You discover that your 12 year-old daughter has stolen an expensive purse from a local department store and upon further questioning realize that this is not the first time she has been involved in such activity. Which of the following represents the best response, given the situation?

(A) Ask her why she stole the merchandise so that you may begin to understand the underlying reasons why she is involved in thievery.
(B) Explain to her that it is wrong to steal and that if she continues she could go to jail one day.
(C) Tell her that either she pays for store items before she leaves the store, on her own, or that she pays for store items before she leaves the store, with help (e.g., by having mom and dad hold her hands, and reminding her to pay for store items before she leaves the store, whenever she is shopping); however, either way, she’ll pay for all store items in her possession, before leaving the store.
(D) Increase her allowance.

6. Alexander, your 14 year-old son, frequently skips school so that he can “hang-out” with his friends from middle school at the local video arcade. He should be told to...

(A) Attend school everyday, unless he is ill or has permission to miss school, otherwise he will go to school with an escort, but either way he will attend school.
(B) At least make a genuine effort to attend school unless he is really sick.
(C) Attend school more regularly now because if he doesn’t, it will affect his chances of making a decent living as an adult.

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Licensed Educational Psychologist

Revised 10/23/0

Answers:
5. C [A can be helpful, but it’s not a clear message.
   B means – keep stealing till you are caught]
6. A [B means you should try harder, but you don’t have to succeed.]
Another way to do it (etc.)

When child says, "Look at me," they want you to acknowledge what you see. Tell me what you think/feel about how it points out what you see. Praise is all about how you feel — not how you feel — remove the opinion.

<table>
<thead>
<tr>
<th>Evidence of Success</th>
<th>Praise vs. Pseudo Praise</th>
</tr>
</thead>
</table>
| I can't believe you and your sister have learned | Praise
| I was so proud when you and your sister playing | Praise
| You are really independent and focus. I tell you, you are really
demonstrating both independent and focus. I made me so happy | Pseudo Praise
| You are the right answer. You were right. I added them a second time. I noticed that when you | Pseudo Praise
| You are finally getting the hang of addition. If you had tried to take it away your Pokemon cards, you wouldn't have made it to take it away. I believe you and your sister have learned | Pseudo Praise
| This is the beginning. I add them, but until you work on it, it makes me so happy | Pseudo Praise
| Peace. I really hope you and your sister have learned this because... | Peace
EVIDENCE OF SUCCESS/COMPETENCE

Examples:

"You started working right away."

"You started each sentence with a capital letter and used a variety of punctuation marks. You are really showing all that you have learned in writing."

"You shared your snack with Jacquilin when she didn't have one. You really showed a sense of giving and that's what great friends do--share."

"I noticed that you lined-up when the bell rang instead of staying with your friends to shoot more baskets. How were you able to follow the playground rules and avoid following your friends?"

"When you got stuck on that word you went back and re-read the sentence. You are using a number of reading strategies very effectively. How did you know to use that particular strategy?"

I notice that you are now writing a full paragraph in your journal each day when you were only writing one or two sentences at the beginning of the year. I wonder what your journal entries will look like in a couple of months?"

"You've now mastered your three's times table. I wonder how many numbers you'll be able to master by the end of the school year?"
* Pick the traits you want to cultivate ahead of time.

## DEVELOPING CHARACTER

<table>
<thead>
<tr>
<th>Your...</th>
<th>Attention</th>
<th>Makes you...</th>
<th>Attentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bravery</td>
<td>Care</td>
<td>Careful</td>
<td>Brave</td>
</tr>
<tr>
<td>Compassion</td>
<td>Confidence</td>
<td>Confident</td>
<td>Compassionate</td>
</tr>
<tr>
<td>Consideration</td>
<td>Cooperation</td>
<td>Considerate</td>
<td>Cooperative</td>
</tr>
<tr>
<td>Courage</td>
<td>Courtesy</td>
<td>Courteous</td>
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</tr>
<tr>
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<td>Fairness</td>
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</tr>
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<td>Polite</td>
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<tr>
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<td>Responsibility</td>
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<td>Prudent</td>
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<td>Self-discipline</td>
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<td>Respectful</td>
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<td>Sympathy</td>
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<td>Thoughtfulness</td>
<td>Patient</td>
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<td>Patient</td>
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<td>Vigilance</td>
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<td>maturity</td>
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<td>self-restraint</td>
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<td>Vigilant</td>
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<tr>
<td></td>
<td>Independent</td>
<td>Patient</td>
<td>Wise</td>
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</tbody>
</table>

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- Character traits can be applied to any setting.
CREATING VISIONS OF COMPETENCE

What if you told and asked a student...

“The focus you showed today was similar to the focus required of the astronauts who flew the last space shuttle mission. How were you able to stay focused for so long?”

“The enthusiasm you showed during the mini lesson was like the enthusiasm students at Mission College show when they are learning something new. Have you started to think about attending college when you are older?”

“Your willingness to read aloud in class like you did today took courage. That kind of courage is going to help you become able to read anything you want! From where does that courage come? How did you learn to become so courageous?”

“Your work area stayed organized the entire morning and you returned everything you used to its proper place. How come you are so organized?”

“You asked me a few questions today about your math. That is what great thinkers, like scientists, do. They ask questions to help themselves solve problems. You are becoming a determined problem solver. How did you learn to do that?”

Methods of individual delivery...

• on the playground, during your non-duty recess

• during an unrelated independent seatwork activity

• via a phone call home—first speaking to the parent (preferably to dad) then to the student

“The time to repair the roof is when the sun is shining.”

—John Fitzgerald Kennedy

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EI 001698
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Sample Social Stories
(1 line + picture/page)

**Text**

My name is ____.
I am in __ (teacher's name) __ class.
I like to have fun.
Kid's like me because I am helpful.
Kids like me because I am considerate.
Kids like me because I am friendly.
Kids like me because I am smart.
Kids like me because I am responsible.

One way to be helpful is to sit quietly at Circle Time.
One way to be considerate is to raise my hand and wait for a turn to talk at Circle Time.
One way to be friendly is not to tell other people what to do.
One way to be smart is to figure out what I should do.
One way to be responsible is to take care of my own behavior.

School is fun.

**Photo**

Child's picture
Child with teacher
Playing with crystal climbers
Tying friend's shoe
Giving a tissue
Playing with classmate in playhouse
Reading a book
Cleaning up toys
Sitting at Circle looking at teacher
Raising hand at Circle Time.

Building Duplos with classmate

Sitting quietly at Circle while another child lies down and yells.

Sitting quietly at Circle Time.

Playing at sensory table with friends.

My name is _____
I am in __ (teacher's name) __ class.
I am a big girl. I can do so many things all by myself.
I can color.
I can read.
I can cut.
I can follow instructions.
When Mrs. Wachob says, “Sit down,” I sit down right away.
When we have small group, I get right to work.

My name is ____.
I am in __ (teacher's name) __ class.
I can do so many things.
I can eat my food.
I listen to books.
I sit quietly without touching anybody.
I scoot up, when Mrs. Wachob says, “Scoot up.”

I am nice to the other children. I don't hit.
I say, “Yes, Mrs. Wachob”
I clean up the toys.
I always put the marbles away. I don't put them in my pocket.
I walk in line without touching the other children.
I come quickly when Mrs. B says to line up. I don't run away.
I keep my hands to myself and don't touch anyone.
When I wait in line for water.

Child's photo
Child with teacher
Washing hands
Coloring with crayons
Looking at a book
Cutting with scissors
Looking at teacher pointing to paper.
Sitting at Circle Time

School is fun.

Child's picture
Child with teacher
Painting
Eating at lunch
Watching teacher read at Circle Time
Sitting quietly at Circle Time/
Scooting closer to camera at

Hands to self beside another child
Talking to teacher
Clean up time
Showing marbles in hands

Hands at side, in line
Coming to get in line at recess

Arms crossed in line for water fountain.
School is fun.

My name is ____.
I am in ___(teacher’s name)___ class.
I am very helpful. I push in the chairs.
I help other children.
I help by coming quickly when I’m called.
I help by sitting quietly at Circle Time.
School is fun

My name is ____.
I am in ___(teacher’s name)___ class.
People like me because I’m funny.
People like me because I am helpful.
I help when I sit quietly at Circle Time.
I help my teacher when I look at her, and not the other kids.
I help my friends listen, when I don’t talk to them.
I help my friends pay attention when I don’t make faces
School is fun.
Daniel

Class Rules

Sit quietly at Circle Time

Look at the Teacher

No talking to friends at Circle Time
Rules
Keep your hands to yourself.

Do not hurt people.

Sit quietly at Circle Time.

No talking to friends.
Behavioral Contract
I will be kind & respectful to others.

<table>
<thead>
<tr>
<th>First Circle</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group/Dance</td>
<td></td>
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<tr>
<td>Activity Time</td>
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<tr>
<td>Story Circle</td>
<td></td>
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<tr>
<td>Recess</td>
<td></td>
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<tr>
<td>Music Circle</td>
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</tbody>
</table>
Behavioral Contract

I will be kind to others.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date: ______________________</th>
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<tbody>
<tr>
<td>First Circle</td>
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<tr>
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<td>Recess</td>
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<tr>
<td>Small Group/Dance</td>
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<tr>
<td>Music Circle</td>
<td><img src="image" alt="Music Circle" /></td>
</tr>
<tr>
<td>Lunch</td>
<td><img src="image" alt="Lunch" /></td>
</tr>
</tbody>
</table>
Name: 

What I did wrong:

Whom did I bother?

What do I need to do differently?
Name: Devina

What I did wrong:

Who did I bother?

What do I need to do differently?