

CARING DISCIPLINE

## CORRECTION FOR ROUTINE NOT-MINDING BEHAVIORS

*PREVENTION PLAN: Give Children Daily Opportunities to Make, and Live With, Their Choices*

1. Give the child practice in making **fun choices**.
2. **Never give a choice if there is no choice.**
3. Keep the choices **limited and appropriate** to the child's age. "Either this or that..." is enough for a preschooler.
4. Let children **experience the logical consequences of their choice.**

*BASIC CORRECTION FOR AN ESTABLISHED BEHAVIOR: Set Up a Logical Consequence Experience for the Child*

1. Work on changing one routine not-minding behavior at a time.
2. Make a plan for the child. If possible, find another adult to brainstorm with you. Find backup help from another adult if needed.
3. The logical consequence plan should ensure that the child, not the adult, will experience discomfort.
4. Logical consequences should be experienced by the child as part of the natural or social order (not as a punishment).
5. Be cautious about taking away a privilege as part of a logical consequence.
6. Any loss of privilege should be short-term.

**REMEMBER NOT TO SABOTAGE YOURSELF**

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## CORRECTION FOR AGGRESSIVE BEHAVIORS: THE TIME-OUT

1. The time-out is a **last resort correction**, to be used when everything else has failed.
2. **The time-out is not appropriate for the child under two-and-a-half to three years old.**
3. Act the **first time** you see the aggressive behavior.
4. **A short time-out is best:** 3–5 minutes for preschoolers. One minute for every year of age for older children.
5. The time-out place should have **nothing interesting** for the child to do.
6. **Use as little talking as possible.** Do not sabotage yourself.
7. As soon as the child is seated, set a timer, and **quietly walk away**. Use the Broken Record, if needed.

***Non-parents need special permission to use #8 and #9.***

8. If the child does not stay in the chair, use a **physical assist**.
  9. On the rare occasions when a child loses all self-control, you can use the **physical restraint** procedure.
10. **When the time-out is over, be pleasant with the child** and do not mention the negative behavior again. Time-out or physical restraint is not a punishment. It is to temporarily help you stop the misbehavior and a way to help the child get back in control of himself.
  11. **Look for the underlying cause**, especially if the aggressive behaviors are frequent or severe. “What has hurt the child so much that he or she feels compelled to lash out at others?”

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