Learning Plan 3- **Positive Guidance**

Assignment List

1. Review Wisconsin’s Administrative Rules and Regulations on child guidance
2. Positive Guidance situations – best response
3. Written policies on child guidance – compare and contrast
4. Reflection on discipline strategies
5. List prevention strategies to use to promote social development
6. Agree/Disagree
7. Reframing using positive guidance principles
8. Defining terms
9. Resource list
10. Positive behavior guidance strategies that you will use
11. Scenarios – using positive guidance techniques

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**Assignment 1:**

**Review Wisconsin’s Administrative rules and regulations concerning child guidance**

After reviewing these rules and regulations make note of any that you would like to research further to learn more about.

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**Assignment 2:**

Instructions: Consider the following situations- paying attention to the actions or words used and circle the response that would best promote growth and development and model positive guidance:

*“****Kayla argues about which dress up clothes she’ll wear every day!”***

Response A:

Offer her two choices; would you like to wear the purple dress or the blue pants and shirt?

Response B:

Tell her if she cannot play without arguing she will not be allowed in the dress up area.

Why did you choose this response? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***“No matter how many times I tell Madison to stop splashing in the sensory table, she keeps doing it and gets her friends wet.”***

Response A:

Tell Madison it’s time to leave the sensory table because she is splashing.

Response B:

Sit with Madison at the sensory table showing her how to play gently with the materials without splashing.

Why did you choose this response? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***“Every time it’s time to come inside, Gavin runs and hides under the climber!”***

Response A:

Line the other kids up and yell for Gavin to line up right now or you’ll leave him outside.

Response B:

Before telling the kids it’s time to go inside, stand next to Gavin and ask him to help you tell the kids it’s time to go inside. Hold his hand until everyone is lined up and walk inside with him.

Why did you choose this response? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Assignment 3:**

Using the internet to locate at least three child guidance policies for child care programs in addition to the child guidance policy at the child care program you currently work at. (If you are not presently working for a child care program, just use the three on-line policies.)

Refer to the reference provided, “Developing a Child Guidance Policy” from TA Child Guidance School Age, pages 2 and 3 and note whether the policies you found would meet the outlined guidelines.

Identify the most important aspects of each article, keeping in mind what you have learned in this lesson.

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**Assignment 4: Reflection on Discipline Strategies**

**Environment and Children’s Behavior**

The environment has a great impact on a child’s behavior. Adults within the environment possess great power in whether a child will be successful or not. Consider the factors listed in the article and how a child care provider could eliminate these within the learning environment. Record your thoughts here:

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**Assignment 5:**

After reading, “Guidance and Discipline with Infants and Toddlers,” consider the preventions listed to promote optimal social development. List 3-5 preventions you could use in your program.

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**Assignment 6:**

Instructions: Circle agree or disagree and then explain why you chose that answer.

• It is okay to spank a child. Agree or Disagree

Explain:

• Children need firm discipline or they will get out of control. Agree or Disagree

Explain:

• Children should be seen, not heard. Agree or Disagree

Explain:

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**Assignment 7: - Reframing**

Instructions: Rewrite the following statements using positive guidance principles.

|  |  |
| --- | --- |
| **Statement:** | **Reframe using Positive Guidance** |
| |  |  | | --- | --- | | Don’t drag your sweater in the dirt. |  | | Hold your sweater higher, so it stays clean. |
| |  | | --- | | Don’t scream! | |  | |  | |  |
| Don’t spill the milk. |  |
| Stop running! |  |
| You are talking too loud. |  |
| |  | | --- | | Stop wiping your nose on your sleeve. | |  | |  |
| Don’t get paint all over your clothes. |  |

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| --- | --- |
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| Learning Plan 3  **Assignment 8:**  Instructions: Define the following in terms in the context of guiding young children.   |  |  | | --- | --- | | Term | Defined in context of guiding young children. | | Rules |  | | Limits |  | | Positive reinforcement |  | | Discipline |  | | Guidance |  | | Punishment |  | | Consistency |  | | Active Listening |  | | Praise |  | | Signal |  | | Logical consequences |  | | Time out |  | | Substitution |  | | Redirection |  | | Ignoring |  | | Indirect guidance |  | | Affirmations |  | | |
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**Assignment 9:**

Create a list of resources you can use for child guidance. Include 2 print resources, 1 online resource and one in-person or agency resource.

1.

2.

3.

4.

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**Assignment** 10:

List 5 positive behavior guidance ideas, techniques, strategies, and tactics you have learned about in the course so far. Describe a situation where the chosen idea, technique, strategy or tactic might work in your role as a child care provider.

1.

2.

3.

4.

5.

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**Assignment 11:**

For each scenario listed, describe how you would handle the situation described.

1. Tabitha is a large and extremely active 4-year-old who often frightens and hurts other children. You have discussed her behavior with her parents but they feel that her behavior is typical as it is like that of her older siblings. Tabitha continues to terrorize other children and parents are starting to complain. You are becoming stressed and tired and your patience is wearing thin. You and your co-teacher are spending so much time dealing with Tabitha that you are worried other children are not getting attention they need. What do you do?
2. Tony regularly grabs items from the other children. He also shows signs of "stubbornness" - folding his arms and turning his head when you speak to him. Tony is three years old. How would you handle this situation?
3. A storm is brewing. It is lightening and thundering outside. Will, a three-year-old, starts screaming and crying. What do you do and say to Will?
4. Stephen is an active two-year-old who bites another child while the child is playing with a toy that Stephen had been playing with minutes before but had dropped and moved onto a different toy. What do you do and say to Stephen and to the child who is crying because he was bitten?