

DINIYOTHLI KANOHEDA

(Dee-nee-yoth-lee Kaw-no-head-ah - Children's News)

Volume IX, Issue IV

APRIL 2005

GUIDANCE AND DISCIPLINE IN SCHOOL-AGE CHILD CARE PROGRAMS (Part II)*

In a previous newsletter (October 2004-Connections, Volume 13, Issue 3), we focused on indirect guidance techniques that can be used to effectively prevent children's behavior problems. The current issue will concentrate on dealing with children's behavior problems as they occur, which is also known as direct guidance. As we noted in Part I of this series, direct guidance involves providing physical and verbal guidance such as modeling appropriate behavior, redirecting, problem-solving and using consequences.

Dealing with Misbehavior

Despite our attempts to encourage positive behaviors, children will misbehave at times. Some level of misbehavior is perfectly normal. When misbehavior occurs, you have an opportunity to teach appropriate behavior so that children learn what is to be done and why. The following steps are important to follow when dealing with misbehavior.

Step 1: Understand the Cause

Misbehavior occurs for many different reasons. Before you can choose a guidance technique that will be the most effective in eliminating the problem, you need to understand what is causing the problem. Carefully observe when the problem occurs, who is involved, and what the child gains from the misbehavior.

Children can misbehave for the following reasons:

- The child simply can't recognize what misbehavior is.
- The child is seeking attention.
- The child has entered into a power struggle with an adult.
- The child is seeking revenge on someone for something that has happened.
- The child feels defeated by the situation.

For example, if a child is swearing, it may be that the activities provided are too difficult; simpler activities may do the trick. Or the child may be looking for attention from others; the child needs to learn appropriate ways to be recognized by others.

Step 2: Respond to the Situation

Once you know the cause of the problem, you can select among a variety of guidance and disciplinary techniques, which include:

1. Change the situation—some problems can be solved simply by changing the setting, such as the physical space or the activity.
 2. Redirect the child—many behaviors are not really wrong, they just occur in the wrong place or at the wrong time. A child who is running in the hall can be redirected to the playground. A child who is playing with water and sponges can be redirected to another clean-up activity.
 3. Teach the child—many problems occur because children have difficulty understanding the feelings and need of others and lack well-developed social skills. Sometimes they don't know other ways to behave or communicate. Whatever the reason, try to deal with it in private, not publicly.
- Younger children are concerned primarily with their own needs. They need help in learning that others have feelings and needs as well.
 - Older children often do not realize that younger ones have more limited abilities; they need help in understanding that a five-year-old has trouble kicking or hitting a ball, for example, so they must pitch the ball more slowly to them.
 - Help children learn to substitute acceptable behaviors for unacceptable ones. For example, ask them to think of acceptable words to use when angry rather than swearing. Or, help them reduce arguments and fights with someone who makes them mad by counting to 20, just walking away, or telling the other child to stop.

Step 3: Establish Consequences

Children need to realize that there are consequences to the choices they make. To be effective, consequences need to be logically related to the problem behavior.

It is important that you understand what is causing the problem when choosing a consequence. When the goal of the misbehavior is attention from the teacher, the most effective consequence will be ignoring the behavior. Provide consequences only for those behaviors that are worth correcting; ignore undesirable behavior as much as possible, and redirect inappropriate behavior when necessary.

Continued on page 3

O-SI-YO

by Tina Smith

Resource and Referral Specialist

Remember! We are open for extended hours one Saturday morning and one Tuesday evening each month. Come visit us and become more familiar with our services!

Saturdays 9:00 am—12:00 pm

April 9

May 14

June 11

July 9

Tuesdays 5:00 pm—8:00 pm

April 19

May 17

June 21

July 19

Earth Day is April 22

Earth Day is a time to teach children about our world and the importance of taking care of it. Here are some fun activities to get children involved in making our world even better!

- Plan a day to pick up trash around your home or facility.
- Decorate reusable canvas grocery bags for shopping trips.
- Plant a tree! Gardening is a great way to connect with the earth and learn what plants and flowers need to grow.
- Add music to this special day with the "Nature Nuts" album by Mary Miche and "Evergreen, Everblue" by Raffi.



DINIYOTHLI KANOHEDA
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Publisher—Cherokee Nation
Child Care Resource Center
Editor—Edna Jones and Tina Smith

Diniyothli Kanoheda is published through funding from the U.S. Dept. of Health and Human Services, Administration for Children and Families, Child Care Bureau, the Oklahoma Department of Human Services, Division of Child Care and the Oklahoma Child Care Resource and Referral Association.

Save the Date!!!

Child Care Conference 2005 "July 9th" Don't miss the Fun!



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Oklahoma Child Care
RESOURCE & REFERRAL ASSOCIATION, INC.

Approaches to Dealing with Behavior Problems

Working with Groups. As children grow older, they become increasingly able to regulate their own behavior. It is important to recognize this growing ability by allowing them to problem solve on their own.

Two approaches to working with groups include:

1. Group problem solving—joint problem solving is often led by an adult during group time. Most solutions to problems generated in this fashion will be appropriate; however, some solutions may need to be modified.
2. Monitor system—giving older children some responsibilities for younger children is often an effective group management technique. A written set of rules for monitors, which outlines their responsibilities and the consequences for not carrying out those responsibilities, must be established. Regular meetings with the monitors should allow discussion of problems and solutions.

Working with Individuals. Some problems are best handled by working directly with individual children. Some guidelines in dealing with an individual child include: **1.** Allow time for the child to calm down before attempting to discuss a problem **2.** Find a quiet and private place to talk. **3.** Discuss the matter in a calm, solution-oriented manner. **4.** Younger children may need to have you carefully outline the problem. **5.** Older children need to identify the problem and possible solutions on their own. This respects their need to be in control of their behavior. **6.** As the child talks, interpret the reaction of others involved in the situation, and help the child realize how his or her actions affected them. You might say, "When you grabbed the ball from Mary, how did she look? Happy? Sad? Mad? Did she say 'Stop!'" **7.** Remind the child about the rule that was violated. You could say, "What is the rule about hitting? Why do we have that rule?" **8.** Enforce any consequences that have been established for breaking the rule. If you are not yet sure what the consequence should be, tell the child you will think about it and set up a time to discuss it in the near future. Be sure to follow through.

Involving Other Staff. If there is a personality conflict between a child and a staff member, another staff member should take over the responsibility of supervising the child as much as possible. Also, if needed, a staff member can observe situations to identify factors contributing to problems.

Involving Parents. Most problem behaviors that arise can be handled without involving parents. More serious or persistent problems need to involve the parents. The key to successfully involving parents in solving problems is to develop a positive relationship with the parent before a problem arises. Parents want to be involved in the lives of their children. They love to hear about the activities their child especially likes, or the special talents or abilities their child is showing.

Take time to inform parents about their child and to point out some of the good things their child has done. This builds a strong, positive relationship with the parent so that if a problem arises, they will be willing to work with you toward a solution.

If a problem occurs that needs to involve the parents:

- Identify the problem—carefully define the problem, having the child involved by explaining what happened; and
- Develop a plan—discuss with the child and parent about what is being done or could be done to overcome the problem.

Letting a Child Go

Most problems related to children can be solved through the use of effective guidance and discipline techniques; however, there will be times when it will be in the best interests of all involved to suggest a different child care arrangement for a particular child.

Sometimes this occurs because the child care setting is just not right for a particular child. The child is not "bad"; there simply is not a good match between what the child needs and what the setting offers. Sometimes children have needs that will require professional assistance and cannot be dealt with effectively in the child care setting.

Remember, many discussions with parents will have taken place before a center gets to the stage of dismissal of a child from the program. There should be no surprises for parents concerning any child. It is important to keep records documenting incidents, how they were handled, discussions with parents, and any other information that relates to a particular child's situation.

If this comes to a point where a child is dismissed from the center, follow these steps:

1. Follow a standard procedure in such cases. Inform parents of the procedure in the parent handbook.
2. Explain to the parent why the current situation is not working.
3. Outline what has been tried and why these things have not been successful.
4. Try to suggest an alternative arrangement that you feel may be better for the child.

Conclusion

Changing the behavior of school-age children is not easy. Success is more likely to occur when you:

- (1) Encourage self-regulation in children
- (2) Use effective communication techniques in dealing with problems
- (3) Establish positive relationships with parents, and
- (4) Praise appropriate behavior.

In most cases, you will be successful and reap the rewards of children who have developed the self-control, self-direction, and self-esteem needed to function effectively in the adult world.

"Reprinted with permission from the National Network for Child Care-NNCC-Green, S. (author), 2004. *Guidance and Discipline in School-Age Child Care Programs (Part II)*. School-Age Connections, Vol. 13, Issue 4, 2004. College Station, TX: National Network for Child Care at Texas A&M University."

APRIL TRAINING

April 5, 7, & 12

TAHLEQUAH—CCRC

Time: 6:00 pm—9:20 pm

Daily Program for Young Children 3-6 (content area #5, 10 hours) - Explores needs of young children as the basis of programming and goals. Guidelines for use of resources-people, time, space, equipment, learning activities. Constructs a sample weekly program schedule and lesson plan. Trainer: Debbie Smith. **Fee: \$10 Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

April 7, 12, & 14

MUSKOGEE—MRMC CONFERENCE ROOM

Time: 6:00 pm—9:20 pm

Daily Program for Young Children 3-6 (content area #5, 10 hours) - Explores needs of young children as the basis of programming and goals. Guidelines for use of resources-people, time, space, equipment, learning activities. Constructs a sample weekly program schedule and lesson plan. Trainer: Pam Birmelin. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

April 7, 14, & 21

GROVE—HIGHER EDUCATION CENTER

Time: 6:00 pm—9:20 pm

Health and Safety (content area #5 10 hour) -Helps plan for children's health and safety; contains guidelines for providing safe places for young children. Teaches how to help children learn good habits. Discusses common illnesses and emergency procedures. Suggest ideas for communication with parents. Trainer: Linda Buzzard. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

April 9,11, 12, 16

SALLISAW—CARL ALBERT COLLEGE

Time: Weekdays 6:00-8:30pm Sat. 8:00 am-5:00 pm

ELCCT (Entry Level Child Care Training) (content area #6, 20 hours) - Introduction to child care training. The course provides new and/or future child care professionals with knowledge needed to provide quality care for young children while helping each individual child develop to his or her full potential. The course contains information and learning activities that stress the importance of the caregiver and child care work. Trainer: Shawn Woodward. **Fee: \$20. Please contact CECPD at 1- 888 446-7608 to register.**

April 21, 28, & May 5

VINITA—HALL-HALSELL ELEMENTARY

Time: 6:00 pm—9:20 pm

Daily Program for Infants and Toddlers (content area #5, 10 hours) - Discusses stages of development and basic needs in nutrition, feeding, sleep, and toilet training. Suggests appropriate play activities and toys. Suggestions to construct a daily program schedule. Trainer: Vickie Toews. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

Location Information

*Carl Albert State College-Sallisaw Campus is located at 1601 S Opdyke in Sallisaw.

*The Cherokee Nation Child Care Resource Center is located in the James Danielson Children's Village in Tahlequah.

*Hall Halsell Elementary School is located at 402 W. Clyde in Vinita.

*Grove Higher Education Center is located at 1201 NEO Loop in Grove.

*Muskogee Regional Medical Center (MRMC) is located at 300 Rockefeller.

*The Sugar Plum Tree Learning Center is located at Hwy 64 and Zenith in Warner.

CLASS REGISTRATION CHANGES!

Beginning October 1, 2004 the Cherokee Nation Child Care Resource Center will implement a "**Registration fee**" policy.

The registration form and the registration fee must accompany all enrollment requests. Enrollment must occur at least one week prior to the class. There will be no refunds. You may send a replacement staff person.

The range of fees will vary depending on the type of class. The amount for each class will be listed in the newsletter. (Fees are subject to change.)

Registration confirmation will be by phone or mail. A waiting list will be maintained to fill any vacated slots. If the class is full your fee will be returned to you after the class has started.

Enrollment form:

Name: _____ Phone number: _____
 Address: _____ City: _____ State: _____ Zip: _____
 County: _____ Facility name: _____

Class Title: _____

Location: _____ Time: _____ Beginning Date: _____ Registration fee: \$ _____

Send registration fee and above form to:

Cherokee Nation Child Care Resource Center

Attn: Edna Jones

PO Box 948

Tahlequah, OK 74465

MAY TRAINING

May 2,3,4,5,9,10,11,12 WARNER—THE SUGAR PLUM TREE LEARNING CENTER Time: 6:30 pm—9:00 pm
Dir. Series Pro. Management Module—(20 hours) - The Program Development Training Module will provide the child care center director or administrator with the opportunity to identify, consider, and reflect upon best practices in administering the development and maintenance of the child care center program. Trainer: Melodie Watson. **Please contact Melodie at 918-652-4637 to register.**

May 3, 5,10 & 12 TAHLEQUAH—CCRC Time: 6:00 pm—9:00 pm
Dollars and Sense (Tier II training) - A child care business skills training class. Learn better business practices such as developing a business plan, record keeping, policies, parent contract, setting realistic prices and marketing. Reviews communication skills with exercises on assertiveness, communicating with parents, presenting yourself as a small business owner and listening skills. (Minimum participants: 7) **Fee: \$25 which includes Dollars and Sense workbook. Contact the Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

May 5, 12 & 19 GROVE—HIGHER EDUCATION CENTER Time: 6:00 pm—9:20 pm
Introduction to Nutrition (Content area #1 10 hours) - Presents information on food groups, dietary guidelines and effects of nutrition on health and growth. Explores meal planning, serving sizes and tips for feeding infants and toddlers. Suggests ways to guide mealtimes with children who are challenging eaters and for children with allergies. Trainer: Linda Buzzard. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

May 9, 12, & 16 MUSKOGEE—MRMC CONFERENCE ROOM Time: 6:00 pm—9:20 pm
Behavior and Guidance I (Content area #3 10 hours) - Suggests ways to encourage positive behavior. Considers caregiver's skills as key to good discipline. Suggests ways to handle difficult situations and explains differences in typical and severe problem behaviors. Trainer: Pam Birmelin. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

May 12, 19, & 23 VINITA—HALL-HALSELL ELEMENTARY Time: 6:00 pm—9:20 pm
Daily Program for Young Children 3-6 (content area #5, 10 hours) - Explores needs of young children as the basis of programming and goals. Guidelines for use of resources-people, time, space, equipment, learning activities. Constructs a sample weekly program schedule and lesson plan. Trainer: Vickie Toews. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

May 17, 19, & 24 TAHLEQUAH—CCRC Time: 6:00 pm—9:20 pm
Introduction to Nutrition (Content area #1 10 hours) - Presents information on food groups, dietary guidelines and effects of nutrition on health and growth. Explores meal planning, serving sizes and tips for feeding infants and toddlers. Suggests ways to guide mealtimes with children who are challenging eaters and for children with allergies. Trainer: Gaynia Jones. **Fee: \$10. Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

JUNE TRAINING

June 7, 9 & 14 TAHLEQUAH—CCRC Time: 6:00 pm—9:20 pm
Behavior and Guidance II (Content area #3 10 hours) - Builds on Behavior and Guidance and Families and Child Care: A Team for Children. When children display aggressive behavior, there is no quick or easy solution. The child care provider must find the right mix of child development, guiding behavior techniques, working with the family, working with the child, and activities to support the child's behavior. The combination of these efforts will support the child displaying the aggressive behavior. Trainer: Debbie Smith. **Fee: \$10. Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

June 7, 9 & 14 MUSKOGEE—MRMC CONFERENCE ROOM Time: 6:00 pm—9:20 pm
Child Development II (content area #7, 10 hours) - Focuses on four aspects of development—physical, mental, social and emotional. Shares information on observing and recording children's development. Emphasizes careful observation of behaviors indicating growth; provides suggestions for enriching development through play. Gives specific assistance on supporting play for each aspect of development. Trainer: Pam Birmelin. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

Cherokee Nation facilitates training by recruiting educators employed by other agencies.
Ideas and practices presented are not necessarily endorsed
by the Cherokee Nation Child Care Resource Center.

APRIL IS NATIONAL CHILD ABUSE PREVENTION MONTH

Child Abuse Prevention Month is the perfect opportunity to discuss with children, families, and the community, issues related to child abuse and neglect. Specialists are available to provide important information on the types of child abuse, neglect, and what to do if you suspect abuse. Schedule a community presentation and invite parents to attend to learn about child development, appropriate responses to behavior, and coping strategies to prevent child abuse.

Contact: Prevent Child Abuse America, 200 S. Michigan Ave. 17th Floor, Chicago, IL 60604.
Telephone: 312-663-3520. Website: www.preventchildabuse.org

Contact: Oklahoma State Department of Health Office of Child Abuse Prevention,
Telephone: 405-271-7611

Contact: Child Abuse Hotline. Telephone: 1-800-522-3511

50 WAYS FAMILY MEMBERS CAN SAY "I LOVE YOU"

1. Say, "I trust you."
2. Meet eyes when you speak.
3. Say "please" with your requests.
4. Say "thank you."
5. Speak kindly to your child.
6. Cheer proudly for your kid.
7. Keep confidence.
8. Discipline in private.
9. Let your "no" mean no.
10. Let your "yes" mean yes.
11. Ask, "Do you want to talk?"
12. Listen. Listen. Listen.
13. Be ready to be there.
14. Make free time.
15. Allow mistakes.
16. Laugh out loud.
17. Ask, "How can I help you?"
18. Give and respect privacy.
19. Welcome your child's friends.
20. Say, "I'm proud of you."
21. Set boundaries
22. Give clear expectations.
23. Set attainable goals.
24. Say, "I'm sorry," and ask forgiveness when wrong.
25. Tell the truth.
26. Say, "I don't know" when you don't.
27. Smile.
28. Ask, "How do you feel about...?"
29. Be home when they are home.
30. Give freedom.
31. Create rules together.
32. State limits and consequences clearly.
33. Implement consequences consistently.
34. Acknowledge feelings.
35. Ask for ideas and suggestions.
36. Celebrate success.
37. Laugh when you are happy.
38. Cry when you are sad.
39. Explain why you are angry.
40. Accept responsibility.
41. Use a soft voice.
42. Hug often.
43. Catch your child being good.
44. Make "I love you" the last thing you say every night.
45. Say, "Good morning!" cheerfully every morning.
46. Stop what you are doing and listen.
47. Accept no excuses, bargaining, or whining.
48. Wish your child a "great day" when off to school.
49. Keep your promises.
50. Say "I love you."

Week of the Young Child

The Week of the Young Child is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC), the world's largest early childhood education association, with over 100,000 members and a network of nearly 450 local, state, and regional Affiliates.

The purpose of the Week of the Young Child is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.

NAEYC first established the Week of the Young Child in 1971, recognizing that the early childhood years (birth through age 8) lay the foundation for children's success in school and later life. The Week of the Young Child is a time to plan how we—as citizens of a community, of a state, and of a nation—will better meet the needs of all young children and their families. The theme of the Week of the Young Child 2005 is Children's Opportunities—Our Responsibilities.

Today we know more than ever before about the importance of children's earliest years in shaping their learning and development. Yet, never before have the needs of young children and their families been more pressing.

The Week of the Young Child is a time to recognize that children's opportunities are our responsibilities, and to recommit ourselves to ensure in that each and every child experiences the type of early environment—at home, at child care, at school, and in the community—that will promote their early learning.

Week of the Young Child Activities for Children and Adults

Sunday: ***Kick-Off Celebration Day***—Prepare and eat a meal together. Take a family photograph in the backyard. Visit an elderly relative.

Monday: ***Share a Book Day***—Share a book with a child. Show interest in the story and ask questions about the plot and characters. Reading to children remains the most effective method to enhance their literacy development. Check out the children's activities in your local library.

Tuesday: ***Health and Fitness Day***—Take a walk, a bike ride or play ball. Talk about the importance of hand-washing and fitness. Stock up on everything your child needs for breakfast: milk, bread or cereal and a fruit or vegetable or 100% fruit juice.

Wednesday: ***Visit a Park Day***—Visit your favorite park with your children. Count the shades of green leaves on a tree. Close your eyes, and then listen for the songs of different birds. Share a meal, play follow the leader and lay on a quilt with a pile of books.

Thursday: ***Safety Day***—Teach your child bicycle safety. Call Oklahoma Safe Kids Coalition (Tulsa area 918-494-6436) for locations of free car seat safety checks. Discuss fire safety and practice a fire drill. Visit your local fire station.

Friday: ***Family Day***—Spend the evening playing games. Look through children's pictures and share your favorite memories. Spend time together.

Saturday: ***Family Fun Fair***—Organize a festival and invite schools, agencies and other programs to share information about the services they provide for young children and families.



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