

Information shared in this Infosheet promotes strategies and techniques that assist in meeting requirements of the *Community Care and Assisted Living Act* and the Child Care Licensing Regulation. As described in the Child Care Licensing Regulation, licensed child care settings are required to have a written behavioural guidance (discipline) policy. Please refer to the *Guiding Children's Behaviour* handbook at <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/rules-operating-licensed-day-care>, for a more detailed explanation of the guidance practices.

Positive strategies that encourage self-guidance are based on the value and belief that children can learn impulse control to help them develop self-discipline, responsibility, positive capabilities and attitudes. Guiding children's behaviour is an ongoing process; it is a long-term goal that parents, caregivers and professionals have for children. Children become self-disciplined as they learn appropriate and acceptable behaviour patterns. Guiding children's behaviour is done while appropriate behaviour is occurring, as well as before, during and after socially unacceptable behaviour is displayed. While there are a wide variety of theories and approaches related to guiding children's behaviour, the goal remains constant – to assist children in developing respect, self-control, self-confidence and sensitivity in their interactions with others.

Child Development

Adults who recognize that growth in children entails both experimentation and making mistakes are more likely to be accepting and patient with socially unacceptable behaviours. It is important for adults to have reasonable expectations which are consistent with each child's developmental abilities. By nature, children differ in terms of their activity level, distractibility and sensitivity. Caregivers who take the time to offer developmentally appropriate verbal explanations and guidance will help children gain confidence, competence and social problem-solving skills. Expectations for behaviour vary greatly from family to family, and from culture to culture. Knowledge about a child's background and respect for different value systems will help caregivers respond sensitively to varying child rearing approaches.

Environment

The environment refers to all that surrounds a child. This includes both physical and social elements. Caregivers who are knowledgeable about the ways in which environments influence behaviour can plan their settings accordingly. It is important that sufficient space is available for the program, that is aesthetically pleasing, planned and organized contributing to an environment which promotes good mental health and diminishes the potential for problems. Adults who are committed to nurturing and guiding young children create an atmosphere that fosters trust, security and comfort. An adult's verbal and physical communications skills are critical in modeling the behaviour they wish children to learn.

Schedules, routines and transitions serve as a framework from which children gain trust, security and order. While these can be flexible to some degree, they must provide children with clear guidelines about what is to be expected. Meeting children's needs throughout the day requires that time be appropriately balanced between active and restful periods, individual and group activities, and child initiated/adult initiated content.

Guidance Strategies: Prevention

Prevention oriented strategies "set the stage" for a positive atmosphere and maximize opportunities for desirable behaviour. They include:

- **Establishing clear, consistent and simple limits**
Limits are the statements of what behaviour is appropriate. They should be clearly related to the safety and protection of self, others and the environment. For example: "Inside we walk."
- **Stating limits in a positive way, rather than a negative way**
Phrasing limits in a positive way focuses on what to do, rather than what not to do. For example: "It is time to put the blocks away" rather than "Don't leave the blocks on the floor".
- **Focusing on the behaviour, rather than on the child**
When caregivers focus on a child's behaviour, rather than on a child's character, they preserve the child's integrity and offer positive guidance for learning. For example: "When you grab the truck, it makes Sam angry" rather than "You should be ashamed of yourself for grabbing the truck".

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- **Stating what is expected, rather than posing questions**
In matters of routines, limits and expected behaviours, it is important to state, rather than to ask. While there are many opportunities for children to make choices, offer these options only when they are appropriate. When there is not a choice, make a clear statement of what is expected. For example: "It is time to tidy up now" rather than "Do you want to tidy up?"
- **Providing choices**
Providing choices is also a valid prevention strategy for young children, which often avoids power struggles. For example: "Do you want to put your pants on first?" rather than "Get dressed now".
- **Allowing time for children to respond to expectations**
Children react more favourably when they are offered cues and warnings. This helps them anticipate or prepare for change. For example: "In five minutes, it will be time to clean up" rather than "Get that cleaned up now".
- **Reinforce appropriate behaviour, with both words and gestures**
When children are doing well, it is important to acknowledge this through words or gestures. Positive reinforcement helps children build self-confidence and encourages them to repeat desired behaviours. For example: "Thank-you for taking turns with Kathy. That is called being kind" rather than "You are a good girl".
- **Ignore minor incidents**
Adults who work with young children need to develop tolerance for certain amount of noise, clutter and attention-seeking behaviour. As long as children's activities are not infringing on the rights of others, it is often best to "take a breath", rather than to speak.
- **Encouraging children to use you as a resource**
Children feel a greater sense of comfort and trust when they know that the caregiver or parent is there to protect, guide and help them. For example: "If you are not sure what to do, ask and I will help you" rather than "That is hard for you, I will do it".

Guidance Strategies: Intervention

Inevitably there will be occurrences of inappropriate behaviour; it is at these times adults will need to intervene. The following intervention strategies, or combination of the strategies, will help ensure that guidance is supportive, rather than punitive:

- **Gain a child's attention in a respectful way**
Apart from situations where physical danger is imminent, adults should approach a child individually, state their name, get down to the child's eye level and use a calm, controlled voice. In situations where children may be losing self-control, the closeness of an adult can often help calm them.
- **Remind**
To clarify and reinforce limits, simple reminders are helpful to young children. For example: "The bikes stay on the bike paths." "Sand stays down."
- **Acknowledge feelings before setting limits**
In order that children perceive adult guidance as supportive, it is important for them to know that their feelings are recognized and understood. When limits are preceded by an acknowledgement of feelings, children will be less likely to respond in a negative way. For example: "You look really angry. I cannot let your hurt Scott."
- **Redirect or divert when appropriate**
When adults redirect children's activity, they assume responsibility for solving a problem which children have been unable to resolve through other guidance strategies. As much as possible, children should be redirected towards activities that are in line with their needs. For example: "I can see you really need to be outside. Let's get our coats."
- **Model problem-solving skills**
When children face discouraging or frustrating situations, it is natural for them to lose control. As parents and caregivers anticipate this, they can offer verbal and/or physical assistance which models problem solving.
- **Offer appropriate choices**
When clarifying expectations or reinforcing limits, caregivers can offer a simple choice. The choice should be posed in a non-threatening and non-punitive way. For example: "You can sit quietly at the circle, or you can choose a quiet activity like a puzzle. You decide."
- **Use natural and logical consequences**
A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behaviour. For example: "When you forget to put your picture on the shelf, it is difficult to find it when it is time to go home." A statement of logical consequence clarifies an adult-arranged outcome of behaviour. For example: "Yes, I can see that the paint has spilled. Here is the sponge for wiping it up."
- **Provide opportunities for children to make amends**
Rather than demand a superficial apology, adults should offer genuine opportunities for children to restore relationships after an incident of hurt or harm.