

## SOME SUGGESTIONS TO HELP CHILD CARE WORKERS

by Francis X. Walton

1. Remember that misbehavior is a compensation for feelings of inferiority.
2. Remember that misbehavior is directed towards goals.
3. Remember that the most common goals of misbehavior among young children are attention (including service), power, and revenge.
4. Keep in mind that the most effective ways to help children improve their behavior are:
  - (a) Reduce the usefulness of the behavior.
  - (b) Help children feel better about themselves.
5. Speak to children in a respectful manner.
6. Mean what you say, but never shout or scream.
7. A teacher's anger is practically never productive. If you are angry, consider that you are probably using the anger to help you defeat or punish the child.
8. Develop a variety of techniques for reducing usefulness of misbehavior.
9. Consider that removing an attention-getting child from the audience is usually quite helpful, but removing a power-oriented child from the room may stimulate continued use of power by the child.
10. When you use a technique, observe the effect of it to finally decide if it is useful with a particular child, or in a particular situation.
11. Never punish a child.
12. Never threaten punishment of a child.
13. Never reward a child for good behavior. (Reward is bribery and teaches children that they should be rewarded for good behavior. It ruins opportunities for them to learn to do things in order to help meet the needs of a situation. Instead, they may learn to do things only for a reward and may even resist or punish people if they are not rewarded.)
14. Remember that logical consequences are not intended as punishment, but rather are used to teach youngsters the logical order of life. If your intention is to punish a child through use of logical consequences, you will probably find that you lose the child's cooperation.
15. Use group discussion on a regular basis to solve problems and stimulate development of responsibility-taking and cooperation by 3, 4, and 5 year olds, and after-school children.

16. Make use of "teachable" moments. (Opportunities for growth in responsibility-taking and cooperation emerge frequently in the course of a day. They need not only receive attention when they are part of your lesson plan.)
17. Encourage children by pointing out the usefulness or helpfulness of their behavior, rather than by telling them how their behavior pleases the teacher.
18. Help children understand that the class is "our" class rather than the teacher's class.
19. Help children to know their strengths by commenting upon their strengths.
20. Remember that giving choices is a helpful way to deal with power-oriented children.
21. Attempt to befriend power-oriented children. It is difficult for a child or anyone else to fight with a friend.
22. Take a time-out when you are angry or frustrated. (Sit down, wait, relax, look out the window, go to the bathroom--decide what you will do instead of fighting.)
23. Remember, you can always decide what you will do; you may not be able to decide what a power-oriented child will do.
24. Listen to the children.
25. Learn the language of encouragement: "You're doing fine." . . . "I enjoyed that story." . . . "I can see that you put a lot of effort into that." . . . "That was a good effort--don't worry about the mistake."
26. Avoid pity. When you feel sorry for children you teach them to feel sorry for themselves.
27. Treat a mistake as a chance to try again.
28. Show physical affection to the youngsters.
29. Encourage misbehaving youngsters by inviting them to make some contribution or play some helpful role in the class or in the child care center.
30. Share some personal facts about your family, pets, hobbies, etc., especially with power or revenge-oriented youngsters. It's difficult to fight with a friend.
31. When children are asked to leave a group, make it clear that they are welcome to return when they are prepared to cooperate.
32. Teachers, encourage one another. Share helpful ideas with one another and seek ideas from each other when you could use some help.