

Early Childhood Discipline And Guidance

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Introduction

In child development, various challenges arise when parents and teachers help children learn appropriate codes of conduct. Errant behaviour may result due to conflicts between parenting styles and the curriculum program. Communication between teachers, family and children should be harmonious, clear and meaningful. The close relationship between the teachers and family is important for appropriate intervention to take place.

Specific Plan For Addressing The Discipline Or Guidance Scenario

The plan of action will be the use of rewards or reinforcements. This consists of both positive and negative reinforcement (Coleman, 2018). The use of positive reinforcement is very important in controlling errant behaviour. Primary reinforcements are to be used in behaviour modification and may include giving candy, a smile, a hug or giving verbal praise to the child after exhibiting a desired code of conduct. Both material and social reinforcements will help the child learn and repeat the desired behaviour. It is also important for the teacher to understand the favourite activities of each child, as these can also be used to reinforce appropriate behaviour. Token economies are easy to associate with, and children love it when they receive them, so long as they like those tokens. Negative reinforcement is also important in behaviour modification (Kazdin, 2017). By providing alternative desirable activities, the child can carry out an activity that is less desirable, like sharing a toy, so that they can be allowed to do a more favourable activity, like playing with the computer. When children get used to repeatedly doing the right thing, they develop a sense of pride and satisfaction, which becomes intrinsic reinforcement.

How The Plan Would Support The Teaching Approach

While implementing the creative curriculum, it would be important to determine the parenting style used by Lisa's family. If the family could be using a permissive parenting style, then it could lead to this problem. An authoritarian parenting style may also contribute to errant behaviour, especially

where punishment is harsh (Votruba-Drzal 2017). The school environment would be confusing, and the child would not know how to react. She may learn to be a bully from the home environment. It's important to determine whether Lisa's family is authoritarian or permissive in parenting style. The caregiver should address the situation respectfully, tactfully and honestly when communicating with the parents. If Lisa has been neglected, then it will require urgent intervention to try and fill the gap to help the child readjust to avoid psychological impairment. Lisa shows a social emotion problem, one of the areas addressed by creative curriculum objectives. Since she is finding it difficult to regulate her own behaviour and emotions, then immediate intervention is necessary. The child has to learn and internalize socially appropriate rules and behaviours while interacting with others. The child needs to know adult expectations that are consistent with the rules. The child should be able to determine good and bad behaviours and the results that they produce affecting both the child and others.

As a teacher, it's important to help a child learn effortful control skills where the child is able to delay gratification and inhibit immediate impulses so as to pay more attention to what they are doing with themselves and with others (Weller 2017). It's important for the teacher to help the child engage in prosocial behaviour by allowing her to imitate others who are exhibiting acceptable social behaviour and learn from them. Frustration can be minimized by allowing the child to engage in self-talk. As Weller (2017) explains, children should be taught emotional regulation as their brains develop. It will help them to think, process information, and act accordingly within the rules stipulated. One of the reasons why a child will misbehave is a lack of understanding of the adult's expectations. It's therefore important to have the child understand the rules by explaining them and also be consistent in reinforcing the desired outcome. A child should know that adults expect them to learn, be safe and healthy, meet social and cultural expectations, and have order in their environment, among other things.

Creating An Effective Partnership With Parents To Address The Discipline Or Guidance

The family may use punishment as a strategy to modify behaviour, while educators use reinforcement as a behaviour modification technique to create conflict. Since this may result in discord, it's important to listen empathetically to the family so that one can adjust behaviour modification. Teachers should also let family members know when their children are improving since they may not be aware. According to Wardle (2013), it's appropriate to communicate regularly with the family and inform them of the behaviour changes observed in the child. Parents should be encouraged to take control of behaviour modification at home, and educators and caregivers should be allowed to control behaviour when the child is at school or on field trips. Any questions that the parents ask should be answered honestly but in a professional way, citing the reasons behind the decisions made. The parent should also inform the teacher of the effective approaches to behaviour modification that are used at home successfully. Parents should be made aware of the discipline policy of the institution's

program before they enrol their children to avoid future conflicts. When a child engages in behaviour that can negatively impact the teaching program, then immediate communication with parents is important.

Describing Possible Obstacles Encountered When Implementing The Plan

One of the major obstacles that might be encountered is when the mode of behaviour modification by family is different from the one used in the creative curriculum. If the parent has been using punishment to correct bad behaviour in Lisa, then it would be difficult to use reinforcement with the child. Another challenge will be if it is determined the child has delayed development in relation to her peers and hence lacks the cognitive ability to comprehend the implications of her conduct.

How To Overcome The Obstacles Mentioned

It's important to note that feelings and emotions are vital components in problem-solving. A child has to be taught how to express these emotions and feelings positively by caregivers, teachers and parents. One way to solve the problem of conflicting approaches to behaviour modification between the family and the educators will be by discussing with the parent how to approach this conflict and implementing the parent's suggestions. It would also be important to identify what works at home successfully and implement it if it is in line with the curriculum. Common ground should be reached, and regular communication on further challenges and success should be maintained (Coleman, 2018). Quality time between teachers and family should be encouraged to forge better relationships for successful teamwork in problem-solving. Where there is delayed child development, this would be addressed by requesting the parent to seek intervention from experts on testing and application of any professional advice to help the child with special needs. Frequent communication with the parents through letters, weekly plans, or verbal communication should be done. The objective will be to inform participants of improvements or seek clarification on measures being implemented to correct the problem.

Conclusion

Lisa can be assisted by ensuring that her problem has been understood through close observation of her behaviour, discussion with family and using positive reinforcement. If she is facing developmental setbacks, then professional help will be important. Better communication with her parents will help her understand her family background and address further challenges well. Any conflicts that may arise when correcting her behaviour should be addressed professionally and empathetically.

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