

Super Tools:

Brain-Based Discipline Tools for Super Programs

- **HUMOR:** Showing a sense of humor allows for a foundation of emotional safety. When you show your sense of humor it helps children to feel happy & secure. Using humor may also be effective in diffusing emotionally-charged situations.
- **SUPER SPACES:** The environment sends cues to our brains about how we should think & feel. Creating indoor & outdoor environments that send cues that promote desired behavior is a powerful tool. Control the environment – NOT the child.
- **RELATIONSHIPS:** If we make kids feel stupid, they'll act stupider. It is important for school-age care staff to provide boundaries & high expectations for children & to value them as important people who have a role in society.
- **NOVELTY:** Bored kids misbehave in an attempt to escape from the boring vacuum of idleness. Providing activities that are novel (fun, exciting, surprising, strange) means engaged kids who behave appropriately. Activities that are developmentally appropriate & challenging build self-discipline.
- **RITUALS:** Rituals are an integral part of a stable routine. Rituals are events & interactions that children enjoy & anticipate. Examples of rituals: a morning "huddle," clean-up music, a welcome greeting from the whole program for new children, announcements before the field trip, being called by name every day, high fives as a common acknowledgement, etc.
- **STABLE ROUTINE:** curriculum must be balanced by a stable routine in order to improve the overall behavior. The routine needs to provide stability without being rigid, so children can know the daily routine & follow it without many reminders.
- **SUPERVISION:** Focus your attention on their behavior. Talk later. Spread Out. Radar - Position your body to see the action. Keep track. Lead kids during transitions. Prevent trouble early. Use equipment properly. Plan ahead for transitions & risk.
- **SUPER POWERS:** Empowerment allows kids to choose snacks, laps, raps or naps as soon as the school bell rings. Give them some time to settle in when they arrive & then begin the staff directed activities. It is much easier guiding children into appropriate activities of their own choosing, than to force children into activities that they do not want.
- **RELEVANCY & OWNERSHIP:** The brain craves relevancy, the answer to the question, "What's in it for me?" Involve kids in setting standards of behavior. Negotiate a social contract with your kids. Have them be part of developing the rules for the community. Involve them in developing consequences for breaking the standards of behavior?
- **RELEVANCY & FRAMING:** Framing is taking time to establish relevancy & answer the question, "What's in it for me?" Why should they pay attention during announcements? So they get the 411 & what's coming to them. Why should they take care of supplies? So they have more fun & enjoyment.
- **PROXIMITY:** When you see or hear something taking place that you think might erupt into undesirable behavior, get closer! This serves as a visual reminder of the expectations & prevents misbehavior without adult interference.
- **NON-VERBAL CUES:** Say it with your gestures & body language rather than verbally. Communicating positive or negative things non-verbally lessens a sense of embarrassment children may feel when they are publicly praised or chastised.
- **MAKE LIKE A DUCK:** Let some stuff slide – like water off a duck's back. Paying too much attention to troublesome attention-getting behavior may reinforce that behavior. Pick your battles.
- **REDIRECTION or CHANGE OF ACTIVITY:** Redirect an inappropriate behavior toward an appropriate behavior. For example, running inside might be redirected outside; throwing blocks might be redirected to throwing Frisbees.
- **WARNINGS:** A child who takes the science equipment outside, may not know that the rule is to keep it in the science area, so a warning might be the appropriate response. Make them aware of the consequences of the choice they face.
- **POSITIVE MENTAL IMAGES:** When we say, "Don't run!" – the brain sees an image of running. Choose language & post rules that elicit the mental image that we want to see such as, "Walk Slowly In the Hallway."
- **PEACE OUT:** Don't say, "Go take a "time out" because that equals punishment! Say "I can see you are upset, I don't know what happened, I don't want to know right now. Go be by yourself, breathe slowly & deeply, relax. When YOU are ready, we can talk."
- **LOSS OF PRIVILEGES:** For example, if a rule of the swimming pool is "No dunking" & the child dunks another child it is OK for the child to lose his/her privilege of swimming. The difference is that the child does not get his privilege back when the "big hand gets on the 5" but when he shows a change in attitude or change in behavior – he agrees that he will not dunk others.
- **LOGICAL CONSEQUENCES: RESPECTFUL, RELATED, REASONABLE :** Logical consequences are adult-imposed. The child must complete his consequence in order to earn back his privileges. They must be respectful of the child, related to the offense, & reasonable for the age & developmental level of the child.
- **RESTITUTION:** Say to the child, "It's all right to make mistakes. You might not have intended for someone to be harmed. But someone was harmed. What are YOU going to do to make it right?"

The screenshot shows a website header for Children's Choice Child Care Services. The main content area features a title 'Super Tools: Behavior Management for Super Afterschool Programs and Camps'. Below the title, there is a short description of the workshop, a list of topics to be covered (such as 'How to set boundaries', 'How to use humor', 'How to use proximity', 'How to use non-verbal cues', 'How to use redirection', 'How to use warnings', 'How to use positive mental images', 'How to use peace out', 'How to use loss of privileges', 'How to use logical consequences', 'How to use restitution'), and a testimonial from Jessica Davison, Albany, New York. The website also includes a navigation menu with options like Home, Training Info, Super Tools, Events & Materials, Afterschool Programs, and Contact Us. Contact information for Children's Choice Child Care Services is provided in the top right corner.

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