

Ashcraft's Super Tools

After the Fact

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 and prevents misbehavior without adult interference.

Non-Verbal Cues: Say with your gestures and body language rather than verbally. Communicating positive or negative things non-verbally lessens a sense of embarrassment for 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 Ffisbees.

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 and 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 know what you want to know right now. Go be by yourself, breathe

Loss of privileges: For example, if a rule of the swimming pool is "no dunking" and the child dunks another child it is ok for the child to lose his or 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/she 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, and reasonable for the age and developmental level of the child.

Restitution: Say to the child, its 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?