

# Emotionally Secure, Socially Sure

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# Group Activity

- Two groups
- For group #1: Work together to complete puzzle.
- For group #2: Work against each other to complete puzzle. For example: Don't help others; take others' pieces; argue!
- You have 10 minutes.

# Discussion Questions

- How did it feel for those of you working on the puzzle?
- How did those of you feel trying to accomplish the same goal while working against each other?
- How might a young child feel with adults who seem to always be working against him/her?

# Discipline vs. Punishment

- Discipline means to teach and guide.
- Punishment means to inflict some sort of pain in order to stop unwanted behavior.
- Kadzin & Benjet (2003) found that non-punitive discipline has no negative effects on children.
- Punishment, especially spanking, has been proven to be harmful to children (Straus, 2000; Gershoff, 2002; Gershoff, 2013; & Dietz 2000).

# What Is The Goal Of Discipline?

- The goal of discipline is to work **with** children instead of against them.

# Introductory Points - Infants Birth-18 Months

- Working on secure attachments
- Requires responsive care
- Need to know that they can elicit a response from parents and caregivers
- Infants wants are needs

# Introductory Points - Toddlers-18 Months-3 Years

- Working on autonomy
- Need help regulating big feelings
- Starting to learn and push limits
- Beginning their vocabulary
- Behavior is communicating unmet needs.

# Introductory Points - Preschoolers-3-5 Years

- Working on social skills with peers.
- Push limits and are still wanting more independence.
- Still learning how to regulate and appropriately express big feelings as well as needs.



# Infants - Attachment Theory

- John Bowlby is the father of attachment theory. He observed that infants' love for their mothers is not just due to being fed, but because infants are capable of loving others.
- Mary Ainsworth came up with three types of attachments based on her strange situation experiment.
  1. Secure Attachment
  2. Anxious-Ambivalent
  3. Anxious-Avoidant

# Crying

- Infants cry to communicate their needs.
- At first, crying is an instinctive response to stimuli such as hunger or pain. It is part of their built-in survival reflexes.
- As the child grows and realizes that someone will always respond to his/her crying, crying becomes much more communicative.
- Infants also begin to have different cries for different needs.

# Validating Infants' Emotions

- Infants 12 months and under are incapable of manipulation (Chilton, 2015).
- Many people try to distract infants from crying.
- Always be supportive when infants are crying.
- Tell them you will figure it out. If you know what they need, then tell them what you will do to help them feel better.

# Helping Infants Calm Down In A Classroom

- Always attend to the most urgent need first.
- Keep talking to all of the infants as you meet needs.
- Try singing songs to help calm everyone.

# Daily Care Activities As Teachable Moments

- Engage infants from birth in all daily care activities such as changing, feeding, and bathing.
- The RIE Approach is helpful in making daily care activities a time of social interaction and bonding.
- Talking to infants before and during any type of activity is very helpful in promoting trust in the infants.

# What Is Cry-It-Out?

- Cry-it-out is leaving an infant to cry alone in order to “sleep train” him/her.
- Cry-it-out means not responding at all to the infant’s crying.
- Allowing some crying while we have to quickly do something does not constitute cry-it-out.
- Allowing some fussing and crying while infants are either trying to fall asleep or figure out a milestone is perfectly fine as long as support is offered and given.

# Cry-It-Out Is Extremely Harmful

- Cry-it-out causes neurological damage due to high levels of stress hormones in the brain (Sunderland, 2015; Perry, 2007).
- Cry-it-out can cause physiological distress in the infant that can be long-term (Sunderland, 2015; Chilton, 2015; & Plooj, 2015).
- Cry-it-out causes emotional problems as well as attachment disorders (Perry, 2007; Sunderland, 2015; & Cassels, 2015).

# Cry-It-Out Cont'd.

- Yes, cry-it-out “works” but the infant’s brain and body shut down in self-preservation.
- Sleep is not natural after cry-it-out.
- Ways to help infants sleep:
  1. Listening to infants’ sleepy cues.
  2. Using consistent nap and bedtime routines such as nursing/feeding, reading a book, bathing, and singing.
- Provide parents with helpful sleep resources.



# Toddlerhood

- Toddlers become more mobile, thus they need more autonomy.
- They are trying to gain independence while still being very dependent on us.
- They have big emotions which can lead to meltdowns.
- Everything they do is out of exploration, and not malicious intents.

# Big Feelings

- Toddlers need validation for all feelings—both positive and negative.
- Toddlers need appropriate ways of expressing anger, frustration, and sadness by punching a pillow, doing an angry dance, or kicking a ball outside.
- It is helpful to make sure toddlers know what we expect of them in every situation before the event occurs.
- Providing toddlers with 5, 3, 2, and 1 minute heads-ups before transitions can make it easier.

# Calm Me Jars

- Fill plastic bottle with water.
- Add glitter.
- Put cap on & seal with duct tape.
- Allow the child to play with the bottle.
- As the child watches the glitter move, we can talk about how he/she is feeling.

# Meltdowns

- Remaining as calm as possible is helpful.
- Meltdowns are completely developmentally appropriate for toddlers.
- Meltdowns are tiring for us *and* them.
- Toddlers **cannot** control themselves during meltdowns as their brains are on overload.
- Speaking quietly but not speaking too much can help calm them down.

# Meltdowns Cont'd & Time-Ins

- Some toddlers may need gentle restraint while others need room to work through the meltdown.
- There are times when toddlers and young children need to be removed from a situation. This is when time-ins are helpful.
- Time-outs are punishments and developmentally inappropriate.
- Time-ins are supportive and not punishments.
- Natural consequences foster self-discipline.

# Toddlers' Expanding Autonomy

- Providing toddlers simple choices such as what color cup they want or which hat they want to wear helps provide toddlers with an appropriate amount of control.
- Allowing toddlers to actively engage in daily care activities also encourages autonomy.
- It is important to encourage teamwork within the classroom and at home.
- Respecting regression is also important in encouraging healthy social-emotional development.

# Setting Realistic Limits For Toddlers & Preschoolers

- Respect for others
- Respect for ourselves
- Respect for property

# Do The Limits Make Sense?

- Providing simple reasons for limits promotes cooperation.
- Limits must be logical to children.
- Telling children **what to do** promotes listening.
- Saving “No!” and “Stop!” for serious or emergency situations helps children not tune out.



# Natural Consequences

- Happen naturally
- Promote learning of cause and effect
- Can be positive or negative
- Never imposed by us
- Always use common sense as to whether or not to allow a natural consequence to lead to physical injury.

# Hand Slapping

- Detrimental to exploration (Sears, 2011).
- Reduces exploration skills (Sears, 2011).
- Traumatizes children (Sears, 2011; Straus, 2006, Gershoff, 2013).
- Redirection and childproofing are imperative.
- Hand slapping is never acceptable, nor is it appropriate!

# Logical Consequences

- Imposed by us
- Relates directly to children's behaviors
- Important not to turn logical consequences into punishment
- Natural and logical consequences never directly inflict pain on children, but pain may be a by-product.
- All consequences are meant to **help** children learn that their actions cause positive and negative effects.

# Meeting Needs

- Unwanted behavior usually indicates that children have unmet needs.
- Detective work helps uncover needs to be met.
- Toddlers and preschoolers are not defiant.

# Tarry Time

- Allows a child to process verbal stimuli
- A child needs at least 10 seconds to respond.
- Benefits both children and adults
- Always expecting young children to immediately cooperate is completely unrealistic.
- Be prepared to help children do what is necessary in emergency situations.

# Preschoolers

- Need to play
- Need a lot of bodily movement
- Learn academics best through play & social interaction
- **Should not** be forced to sit and do worksheets

# Play!

- Dr. Kay Kuzma (2006) found that play:
- Increases social skills
- Improves behavior
- Strengthens adult-child bonds
- Teaches cooperation

# Play - Let Children Take The Lead

- Children learn more if we:
- Allow them to explore their interests
- Let them practice manners
- Remain neutral during conflicts



# Conflict Resolution

- Encourage turn taking rather than forcing sharing.
- Use sportscasting to guide children through conflict.
- Allow children to come up with their own solutions as much as possible.
- Always be ready to suggest solutions to help children.
- Remain neutral but comforting if they get aggressive.

# Preschoolers Need Comfort Too

- Preschoolers go through many transitions.
- They may be “big kids” but they are still very young and lack total impulse control.
- Expect regression to happen as they deal with whatever life brings them.
- It is **always** better to discipline rather than punish.

# Corporal Punishment: NO Child Deserves To Be Hit!

- Research by Gershoff (2013), Sraus (2006), Holden (2014), Turner & Miller (2004) found that corporal punishment causes increased risk for:

Anxiety

Depression

Drug & Alcohol Abuse

Domestic Violence

Brain Damage

Denial & Repression of Pain

Anger & Aggression

# Corporal Punishment Cont'd

- Research:  
Learning Impairment  
Sexual Dysfunction  
Continuing the Cycle of Violence Against Children
- There are many euphemisms for corporal punishment.
- You cannot spank, pop, whip, smack, beat, tap, swat, etc., without hitting. It is one and the same.

# Spare The Rod

- Has no biblical basis
- Comes from a 17<sup>th</sup> century poem dealing with sex (Greven, 1992)
- Spanking is not an acceptable “cultural” or “religious” practice!
- Does being hit make YOU feel respected??

# Thank You!

