Setting the Conditions for Respectful Discipline for Toddlers & Twos: The Administrator’s Role

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How hard is it?

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Poll # 1
How often are behavior issues brought to you for solutions?

Setting the Stage for Positive Discipline in Four Dimensions

FOUR QUADRANT® OVERVIEW

<table>
<thead>
<tr>
<th>INDIVIDUAL INTERIOR (NOT OBSERVABLE)</th>
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<td>COLLECTIVE EXTERIOR (PHYSICAL &amp; STRUCTURAL ENVIRONMENT)</td>
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FEELINGS, THOUGHTS AND SENSATIONS

INDIVIDUAL INTERIOR (NOT OBSERVABLE)

INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)

COLLECTIVE INTERIOR (SHARED SUBJECTIVITY)

COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)

Our Goals for Each Child's Sense of Self

Our Goals for Each Child's Sense of Self

OBJECTIVE BEHAVIOR

INDIVIDUAL INTERIOR (NOT OBSERVABLE)

INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)

COLLECTIVE INTERIOR (SHARED SUBJECTIVITY)

COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)
Our Goals for Each Child

**INTERIOR**
- Optimal brain connectivity
- Optimal brain chemistry
- Well-functioning stress system
- Strong muscles, well-coordinated
- Well-slept & rested
- Healthy tissues

**EXTERIOR**
- Reproductive and mostly prosocial behavior

**INTERIOR COLLECTIVE**

**EXTERIOR COLLECTIVE**

RELATIONSHIPS

- **INDIVIDUAL INTERIOR (NOT OBSERVABLE)**
- **INDIVIDUAL EXTERIOR (OBSERVABLE BODY & BEHAVIOR)**
- **COLLECTIVE INTERIOR (RELATIONSHIPS; SHARED SUBJECTIVITY)**
- **COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)**

Development of Intersubjectivity

- **INTERIOR**
  - Shared Meaning (Culture)
  - Coherence
  - Co-regulation
  - Resilience
  - Interdependencies

- **EXTERIOR**
  - Intimacy
  - Sharing
  - Understanding
  - Empathy
  - Support

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**CONTEXT**

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**Structures & Systems**

- Biological Resources
- Family Structure
- Nutritional Resources
- Housing
- Family Caregiving Structure
- Caregiving Settings (i.e., Primary Care/Continuity of Care?)
- Child Care System/Type & Facilitative Structures
- Availability of Resources
- Time Structures

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**All Four Quadrants**

- Self-loving
- Self-confident
- Motivated to connect with others
- Motivated to explore & learn
- Interested in everything
- Alert and energized
- Optimal brain connectivity
- Optimal brain chemistry
- Well-functioning stress system
- Strong muscles, well coordinated
- Well-slept & rested
- Healthy tissues
- Helpfulness
- Comfortable with dependency
- Feeling appreciated & enjoyed
- Feeling seen & known
- Intimacy
- Nutrition
- Family structure
- Child Care System/Type
- Caregiving Structure (i.e., Primary Care/Continuity of Care?)
- Facility (i.e., rooms, outdoors, equipment, toys, etc.)
- Availability of resources
- Time structures

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Let's Focus on the Lower Quadrants

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Think “Affect Regulation” not “Behavior Modificaton”

Think “Stress Reduction” not “Problem Behavior Reduction”

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Poll #2
How much stress are your children experiencing overall?
Poll # 3
What is the group size for twos in your program?

Arrange for Safe, Secure Yet Interesting Physical Environments

Declutter the Visual Landscape
Declutter the Auditory Landscape

Pay attention to developmental stages

Get more trucks!
(or whatever)
Be Outdoors as Much as Possible

Provide for the strenuous use of large muscles.

Provide for indoor exercise, too.
Poll # 4
What gives you a headache at work?

SUPPORT EDUCARERS
Things that reduce stress:
- Low Ratios
- Authentic Relationships
- Living Wages & Benefits
- Shared Power & Teamwork
- Planning Time
- Professional Development and Supervision
- Comfortable Places to Be

SUPPORT FAMILIES
Things that reduce stress:
- Coherent Communication with Primary Caregiver & You
- Child Development Information
- Access to needed interventionists
- Basic belief in their good intentions
- Wraparound support
References


LET'S WORK TOGETHER

You're going to receive an email from me!

THANK YOU!

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