

**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



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FOUR QUADRANT* OVERVIEW

INDIVIDUAL INTERIOR (NOT OBSERVABLE)	INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)
COLLECTIVE INTERIOR (INTERSUBJECTIVITY)	COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)

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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)

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Our Goals for Each Child's Sense of Self



INTERIOR INDIVIDUAL Meaning-making Self-loving Self-confident Motivated to connect with others Motivated to explore & learn Interested in everything Alert and energized Safe	EXTERIOR INDIVIDUAL
INTERIOR COLLECTIVE	EXTERIOR COLLECTIVE

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OBJECTIVE BEHAVIOR

INDIVIDUAL INTERIOR (NOT OBSERVABLE)	INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)
COLLECTIVE INTERIOR (SHARED SUBJECTIVITY)	COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)

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Our Goals for Each Child



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INTERIOR INDIVIDUAL	EXTERIOR (MEASURABLE) INDIVIDUAL Productive and mostly prosocial behavior Optimal brain connectivity Optimal brain chemistry Well-functioning stress system Strong muscles, well coordinated Well-slept & rested Healthy tissues
INTERIOR COLLECTIVE	EXTERIOR COLLECTIVE

RELATIONSHIPS

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

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Development of Intersubjectivity



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INTERIOR INDIVIDUAL	EXTERIOR INDIVIDUAL
INTERIOR COLLECTIVE Shared Meaning (Culture) Quest for competence Desire to be helpful Interactive Regulation Basic trust in others Comfortable with dependency Feeling appreciated & enjoyed Feeling seen & known Intimacy	EXTERIOR COLLECTIVE

CONTEXT

INDIVIDUAL INTERIOR (NOT OBSERVABLE)	INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)
COLLECTIVE INTERIOR (SHARED SUBJECTIVITY)	COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)

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Structures & Systems



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INTERIOR INDIVIDUAL	EXTERIOR INDIVIDUAL
INTERIOR COLLECTIVE	EXTERIOR COLLECTIVE Nutritional Resources Housing Family Structure Economic System/Systems Health Care System Child Care System/Type & Facility Caregiving Structure Other Resources Time Divisions

All Four Quadrants



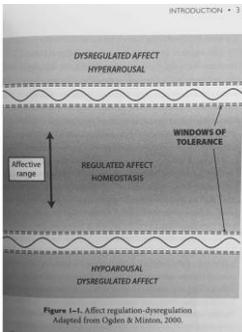
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INTERIOR INDIVIDUAL Self-loving Self-confident Motivated to connect with others Motivated to explore & learn Interested in everything Alert and energized Safe	EXTERIOR INDIVIDUAL Optimal brain connectivity Optimal brain chemistry Well-functioning stress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

Let's Focus on the Lower Quadrants

INDIVIDUAL INTERIOR (NOT OBSERVABLE)	INDIVIDUAL EXTERIOR (OBSERVABLE BEHAVIOR)
COLLECTIVE INTERIOR (SHARED SUBJECTIVITY)	COLLECTIVE EXTERIOR (PHYSICAL & STRUCTURAL ENVIRONMENT)

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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?

Support for Relationships



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Educators not 'Teachers'



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Primary Caregiving & Continuity of Care



Intimacy



Sensitive Responsiveness



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Lots of Time Together



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Group Size Matters



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Poll # 3 What is the group size for twos in your program?

Arrange for Safe, Secure Yet Interesting Physical Environments



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Declutter the Visual Landscape



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Declutter the Auditory Landscape



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Pay attention to developmental stages



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Get more trucks! (or whatever)



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Be Outdoors as Much as Possible



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Provide for the strenuous use of large muscles.



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Provide for indoor exercise, too.



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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



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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



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