



**ARDENT**  
PRESCHOOL & DAYCARE

# Wise Discipline

## Godly Discipleship in the Classroom

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# Wise Discipline

## Godly Discipleship in the Classroom

What is not allowed  
The Purpose of Wise Discipline  
When, How, What  
Tips  
Behavior Log

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Please view the introductory  
video before continuing

<https://www.loom.com/share/4bd60d7740d44f02a2a75d8549aad284>

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## Let's Start with What is NOT Allowed

### PHYSICAL

- Spanking
- Snapping Fingers
- Grabbing
- Yanking
- Slamming in Seats
- Dragging
- Anything forceful
- Restraining

### VERBAL

- Yelling (unless it's an emergency)
- Ridiculing / Humiliating

**GENERAL RULE:** When reacting to a circumstance, if it is something you wouldn't say or do with a parent or admin standing there - **DO NOT DO IT!!!!**

Let's Start with  
What is NOT  
Allowed

#### WITHHOLDING OF:

- Food
- Outside
- Bathroom Time
- Breaks

#### ISOLATION

- Placing in a bathroom or other room where child is alone

**GENERAL RULE:** When reacting to a circumstance, if it is something you wouldn't say or do with a parent or admin standing there - **DO NOT DO IT!!!!**

# What is the Purpose of Wise Discipline?

- To teach children that there is a standard of behavior (God's Word)
- To teach children how to seek forgiveness for wrong doing
- To teach children (the offended) how to forgive
- To teach children that actions have consequences
- To encourage Godly discipleship with graceful restoration of fellowship
- To be mindful of daily teachable moments

## PURPOSE OF WISE DISCIPLINE

To teach children  
that there is a  
standard  
(God's Word)

- *“Train up a child in the way he should go: and when he is old, he will not depart from it.” Proverbs 22:6*
  - The word *discipline* comes from the Latin word *disciplina* which means instruction and knowledge
  - Our motive, as caregivers, is to express love – in this love we are giving instruction that is meant to serve as either prevention to or avoidance of destructive behavior or reoccurring disruptions in classroom
    - Destructive Behavior – causing harm to self or others
    - Disruptions in Classroom – causing one or more teachers to devote most of their time to handling a child
  - Discipline at Ardent should be instructive, as positive as possible and reflect the 10 Commandments, weekly Scripture Verses and Character Traits
    - By using the 10 Commandments and Scripture Verses, we are relying on God's Word to be the foundation for behavior rather than our own emotions (how we happen to be feeling at the moment)
    - The bad news...our emotions tend to dictate how we respond or react
    - The good news...God's Word is never changing!

## PURPOSE OF WISE DISCIPLINE

To teach children  
how to seek  
forgiveness for  
wrong doing

- *“Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things. Love never ends.”*  
*1 Corinthians 13:4-8*
- Another daily opportunity at Ardent is the modeling and teaching of going to the brother or sister that has been offended (wronged) and seeking (or asking) forgiveness.
- NOTE: Along the lines of emotional intelligence, it is important to understand that there is nothing wrong with emotions that cause us to wrong or offend someone. Children are just learning to identify and deal with their feelings. Our job is to acknowledge emotions and direct children in how to handle them (react vs respond)

## PURPOSE OF WISE DISCIPLINE

To teach children  
(the offended) to be  
forgiving

- *Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.” Ephesians 4:32*
- Another teachable moment can be found in the act of forgiveness.
  - We have an opportunity to facilitate the conversation and encourage forgiveness.
  - Forgiveness doesn't have to occur immediately.

## PURPOSE OF WISE DISCIPLINE

To teach children  
that actions have  
consequences

- *“No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.”*  
*Hebrews 12:11*
- With intentional instruction by teachers, children can begin to make the connection that their actions have consequences. Our objective is not to spend more time than necessary on the action or the consequence but to be **consistent** in fitting the consequence with the action
  - Always take into consideration the context of the situation as well as any noticeable patterns of behavior

## PURPOSE OF WISE DISCIPLINE

To encourage  
graceful restoration  
of fellowship

- *“If you’ve gotten anything at all out of following Christ, if His love has made any difference in your life, if being in a community of the Spirit means anything to you, if you have a heart, if you care — then do me a favor: Agree with each other, love each other, be deep-spirited friends. —  
Philippians 2:1-2*
  - The intent is not to make everyone best friends all of the time but rather to reconcile those who have had a conflict (the offended and the offender)
  - This restoration of fellowship shouldn’t be forced nor does it have to occur immediately.
    - Consider the age and temperament of children – for some, reconciling comes easily and soon, for others it may take a few minutes or even an hour for emotions to settle.

## PURPOSE OF WISE DISCIPLINE

To be mindful of  
discipleship and daily  
teachable moments

- *“You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.” Deuteronomy 6:7*
  - Every day at Ardent is filled with opportunities that make up teachable moments. These are moments where instruction and learning (discipling) can occur.
  - These teachable moments can be grounded in Scripture when children are lovingly reminded of what the Bible has to say on how we should and should not behave.

## TIP:

Do not be angry with  
the behavior.....  
instead look to  
shepherd the heart

- **Be discerning** – what is causing the behavior? When did it begin? Is there a pattern?
- **Be sympathetic** – show the child that you understand how they are feeling
- **See every correction as a teaching moment**
- **Want to study more? Read the book “Shepherding a Child’s Heart” by Ted Tripp**

## When do we use Wise Discipline?

- When a child hurts his or her classmate or teacher (physical)
- When a child uses words to hurt his or her classmate (verbal)
- When a child directly disobeys the teacher
  - This may include:
    - Going against a direct command
    - Struggling with learning of a classroom rule/habit
- When a child excessively disrupts
  - What is the frequency? All of the time? Most of the time? Some of the time?
  - What is the intensity? How severe is the behavior?
  - What is the impairment? How is the behavior affecting the classroom management? The other children? The teachers?

## TIP:

Always make sure  
that the children in  
your class.....  
know what is  
expected of them!

- What is required? **TELL THEM!**
- What are the classroom rules? **BE CONSISTENT!**
- **Wobblers / Explorers**
  - Love your neighbor
  - Respond to simple instruction
- **Toddlers / Beginners**
  - Love your neighbor
  - Obey simple commands
  - Basic classroom habits
- **Intermediates / Advanced / PreK / K**
  - The older the class, the more defined the classroom rules become.

# How do we use Wise Discipline

- **Know the rules and enforce them consistently!**
  - This ties in with Classroom Management! You cannot half-heartedly enforce rules/habits and expect children to willingly follow
- **Be Discerning!**
  - This requires observation and wisdom!
    - Which children are provoked easily?
    - Which children are tenderhearted and need only a firm rebuke?
    - Which children are strongwilled and require more patience AND more discipline?
    - Is the offense because of immaturity or is it a heart issue?
    - The discipline(consequence) should match the offense

**TIP:**

Know how to match  
the discipline to the  
offense

- **If the child takes something:**
  - Have them give it back!
- **If the child hits someone:**
  - Have them say they are sorry and ask for forgiveness! Shake hands or hug!
- **If the child performs an action contrary to what you've asked:**
  - Be firm! Do not let them go to the next activity without first doing what was asked of them.
- **If a child is excessively disruptive:**
  - A time-out can be used (if class is on carpet, have child sit at table). Children in time-out must always be supervised. The amount of time during a time-out should align with the age of the child.
- **Age! All disciplines should be age appropriate**

# When Implementing Wise Discipline

- **Go to the child**
- **Get on eye level with the child**
- **Speak softly to the child**
  - Explain the offense (what did they do or not do)
  - Remind them of God's Word (example – Bible verse or character traits)
- **Administer appropriate discipline**
  - Redirection
  - Time-out
- **Bring the child back into fellowship (very important!)**
  - Remember: We are to forgive the children and not hold grudges!

# Redirection

- Redirection - Allow the child the opportunity to learn an alternative behavior or self-correct the behavior.

Teachers can redirect by:

- Giving a verbal redirection "Let's go down the slide, not up it."
- Providing a physical redirection (gently guiding the child away from the problematic situation)
- Using a cue (such as a specific song or phrase that draws their attention to what they should be doing.)
- Using positive redirection by directing their attention to a behavior that should be modeled (a child playing nicely with their toys rather than throwing them)

# Time-Out

- Time out- Redirection should always be tried first, however, if a child is having a difficult time listening to the teacher and/or redirecting isn't working, time outs are allowed (removing child from current activity and letting them have a moment to calm down and consider consequences of their actions.) **Time-outs should always be supervised.**
  - Indoors - suitable for when there has been a behavior issue during classroom activities. Time-outs should only last 1 minute/per age of child.
  - Outdoors - suitable for when there has been a behavior issue on the playground. Time-outs should only last 1 minute/per age of child. **Playground time cannot be taken away as a punishment for classroom behavior issues.**

## Other Reminders

- We do not allow children to be taken into other rooms for time-out. Children must remain in their classrooms.
- Lastly, when all else fails call the front office and request for a Classroom Coordinator, Assistant Director or Director to come to the classroom to observe and help.

**TIP:**

When you feel like disciplining – don't!

When you don't feel like it – you should!

- **When you feel like disciplining, you are:**
  - Probably angry or annoyed
  - More likely to do harm rather than good
  - Things done in anger are usually things that are later regretted
  
- **When you don't feel like disciplining, you are:**
  - Probably not wanting to deal with conflict
  - Would rather ignore the short-term issue rather than think of long-term consequences

# What is Appropriate Discipline?

## Wobblers/Explorers

- A firm “no” followed by redirection
- Time-out (removal from group for a short amount of time – no longer than 2 min – NO safety belts allowed during this time – one teacher must remain with child)

## Toddlers/Beginners

- Same as above
- 1<sup>st</sup> offense – “no” and redirect / 2<sup>nd</sup> offense – Time-out

## Intermediate / Advanced / PreK / K

- Redirection – should always be used first to diffuse a situation
- Time Out – used for excessive disruptions or disobedience (no longer than 3-4 minutes)

**GENERAL RULE: Length of time-out? According to age!**

# The Behavior Categorization Chart

## WHAT IT IS

- A document that should be used to help investigate behavior issues

## BEHAVIOR CATEGORIZATION

Use this chart to identify the category of a child's behavior

### LEVEL ONE

Behavior we'd like to change  
Little things that annoy

### EXAMPLES OF BEHAVIOR

- Upset when tired
- Not sharing
- Upset when routine is changed
- Not responding to new adults
- Saying "No"
- Clinging to parents
- Pouting

### LEVEL TWO

Behavior we can't stand  
Behavior that is causing problems  
Really annoying behaviors

### EXAMPLES OF BEHAVIOR

- Getting in trouble
- Fighting
- Defiance
- Temper Tantrums
- Doing things on purpose to cause problems

### LEVEL THREE

Behaviors causing injury or destruction  
Behaviors that are preventing learning  
Behaviors that are preventing school routines

### EXAMPLES OF BEHAVIOR

- Not able to be successful in environment
- Possibility of getting hurt or hurting others
- Actually hurting others or self
- Damaging Property

#### TO CONSIDER:

*Frequency* (All of the time / Most of the time / Some of the time)

*Intensity* (How severe is the behavior?)

*Impairment* (How is effecting the student? The teacher? Classmates?)

#### DEFINITION OF INCIDENT AT ARDENT:

An action in which a child causes physical harm to self, another child or staff member

An action in which a child is excessively defiant or hostile towards the other children or staff member

An action in which a child exhibits inappropriate behavior (such as exposure of private parts)

**"The most important thing to remember  
is that behavior is always communication."**

Resource: Behavior Management Skills Guide: Practical Activities & Interventions Scott Walls & Deb Rauner

# The Behavior Categorization Chart

## How to Use

- Assess which level the behavior falls in. – that determines how to proceed.
- Determine the frequency, intensity, and impairment
- Consider additional contributing factors – is there something we are missing?

## BEHAVIOR CATEGORIZATION

Use this chart to identify the category of a child's behavior

<p><b>LEVEL ONE</b></p> <p>Behavior we'd like to change Little things that annoy</p>	<p><b>EXAMPLES OF INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Planning for Success</li> <li>• Implementing Purposeful and Consistent Strategies</li> <li>• Involving Classroom Coordinator</li> <li>• If necessary, establishing SMART Goal</li> </ul>
<p><b>LEVEL TWO</b></p> <p>Behavior we can't stand Behavior that is causing problems Really annoying behaviors</p>	<p><b>EXAMPLES OF INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Identifying Motivators</li> <li>• Positive Reinforcement</li> <li>• Teaching New Skills</li> <li>• Assessment Tools</li> <li>• Alerting D/AD</li> <li>• Possible Parent Meeting</li> </ul>
<p><b>LEVEL THREE</b></p> <p>Behaviors causing injury or destruction Behaviors that are preventing learning Behaviors that are preventing school routines</p>	<p><b>EXAMPLES OF INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Plan for calming students</li> <li>• Identifying triggers / cycle of escalation</li> <li>• Contacting Behavioral Specialist</li> <li>• Behavior Log / Behavior Plan / Possible Disenrollment</li> </ul>
<p><b>ADDITIONAL CONTRIBUTING FACTORS TO CONSIDER:</b></p>	
<ul style="list-style-type: none"> <li>• Age or Development Level</li> <li>• Social Skill Level</li> <li>• Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Environment</li> <li>• Sensory Needs</li> <li>• What's Happening at Home</li> </ul>
<p><b>LEVEL 3 FACTORS TO CONSIDER:</b></p>	
<ul style="list-style-type: none"> <li>• Exhaustion</li> <li>• Being hungry/dehydrated</li> <li>• Medical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive Issues</li> <li>• Sensory Issues</li> </ul>
<p><b>Resource: Behavior Management Skills Guide: Practical Activities &amp; Interventions Scott Walls &amp; Deb Rauner</b></p>	

### Cycle of Escalation - De-Escalation

- Base / Calm Stage
- Heating Up / Increased Conflict
- CRISIS / Damage / Hurting
- De-escalation
- Settlement
- Base/Calm (possible exhaustion)

# Recurring Discipline Issues? The Behavior Log

## WHAT IT IS

- A form designed for tracking behavior issues (for age)
  - Excessive disruptions
  - Aggressiveness (harm to others or teachers)

## WHAT IT ISN'T

- A form to be misused by teachers or admin
  - Concerns must be legitimate and incidents well documented

## Guidelines for Behavior Logs

- **3 incidents in 3 weeks or less**
- **Can only be used upon approval from Director**
  - **Facts gathered and incidents well-documented**
  - **Director has met with parents and let them know that a Behavior Log will be started for their child**
- **Can only be used for Toddlers – K**
  - **Any issues for 24 months and under require the approval of Corporate Office**
  - **Must have a plan of action developed by the Director (along with the CC and teacher)**
  - **4 week plan working with Parents**
  - **Possible Dismissal**

## What are the goals of the Behavior Log?

- To determine patterns that are triggering a negative behavior response
- To do our best to help the child avoid those negative behaviors
- To bring awareness to parents on the seriousness of the behavior and the impact it is having on the entire class
- To allow for reinforcement at home when addressing negative behaviors
- To partner with parents during school hours (meaning parents are aware and willing to support Ardent in the goals determined for their child as well as Wise Discipline enforcement)
- Unresolved behavior issues may result in disenrollment



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# Congratulations!

Follow this link to complete the module quiz:

<https://www.surveymonkey.com/r/wisediscipline>

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