

TEMPLATE 1

Second Siftings — BEHAVIORAL: CHILD

BEHAVIORAL: CHILD

Here we examine DEVELOPMENTAL issues relating to *Age, Skills, and Expectations*; PERCEPTUAL issues relating to *'Mistaken Goal' Behavior* (Attention, Power, Revenge, Inadequacy); or INTRINSIC behaviors related to *Birth Order* and *Temperament*.

Second Siftings — BEHAVIORAL: CHILD

DEVELOPMENTAL: AGE APPROPRIATE, SKILLS, EXPECTATIONS

What is this child's DEVELOPMENT and SKILLS in relation to biological or developmental age? Are our EXPECTATIONS in line with these?

STEP ONE: DISCOVER

1. *WHAT* is the *child's* specific behavior and age?

2. *WHAT* is expected of the child?

3. *WHAT* are DEVELOPMENTALLY appropriate expectations for this child?

4. *WHAT* other factors could be affecting this child's DEVELOPMENT (i.e., age at parent's death or divorce)?

STEP TWO: DECIDE

1. *WHY* might this child's behavior make sense in the light of DEVELOPMENTAL information (a big 2-year-old is expected to share toys without adult guidance or a 4-year-old with poor verbal skills throws tantrums when frustrated)?

2. *WHAT* skills may the child need help with (a 4-year-old still throwing tantrums needs improved verbal skills and impulse control practice)?

3. *HOW* could EXPECTATIONS be made DEVELOPMENTALLY: AGE or SKILL LEVEL appropriate (giving the 2-year-old several toys and asking him to share some with a playmate)?

STEP THREE: DO

POSSIBILITIES:

1. *PROVIDE* training or practice for missing or weak skills by DOING:

2. *ALTER* or change the expectations by DOING:

3. OTHER:

STEP FOUR: REFINE

1. *DISCOVER: WHAT* is happening now?

2. *DECIDE: HOW* did the plan work?

If it worked — great.

If not, proceed to the next step.

3. *DO*: Refine

Try the same idea again, *REFINING* how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the *NEXT SIFTING*.

TEMPLATE 2

Second Siftings — BEHAVIORAL: CHILD

PERCEPTUAL: BELONGING

Some behaviors are influenced by a CHILD’S individual *perspective*. We refer to these as PERCEPTUAL or the way in which a situation is ‘perceived’ and interpreted by the child. Each child decides how to achieve her sense of meaningful BELONGING, either at home or at school, but gets diverted into ‘*Mistaken Goal*’ behaviors*: Attention-getting; Power Struggles; Revenge (or Hurtful behaviors); Inadequacy (or Giving Up).

(For more on ‘*Mistaken Goal Behaviors*’ please refer to *Positive Discipline: The First Three Years*; or *Positive Discipline for Preschoolers*, by Nelsen, Erwin, Duffy, Three Rivers Press, 2008.)

STEP ONE: DISCOVER

1. *WHAT* is the exact (child’s) behavior?

2. *WHAT feelings* does the behavior trigger for the adult(s)?
 Annoyed / Irritated = ATTENTION Challenged = POWER
 Hurt / Disappointed = REVENGE Helpless / Hopeless = INADEQUACY

3. *HOW* does the child’s behavior change in response to the adult’s intervention?
 Stops behavior, but only temporarily = ATTENTION
 Becomes defiant or obstinate = POWER
 Intensifies or escalates behavior = REVENGE
 Offers no response or is passive = INADEQUACY

STEP TWO: DECIDE

1. *WHAT* results does this behavior achieve (i.e., keeps the teacher busy with her)?

2. *WHICH GOAL* (ATTENTION, POWER, REVENGE, INADEQUACY) seems to be involved?

3. *HOW* could the same or more desirable results be appropriately achieved?

- ATTENTION: Encourage useful involvement; offer appropriate attention.
- POWER: Ask for the child’s help; give more choices.
- REVENGE: Validate feelings; provide ways to make amends (to repair damaged relationships/or things).

- **INADEQUACY:** Encourage any effort; break tasks into small, achievable steps.
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STEP THREE: DO

POSSIBILITIES:

1. *PROVIDE* opportunities for new and different experiences by **DOING** . . .
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2. *BE PATIENT* and supportive by **DOING** . . .
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3. **OTHER:**
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STEP FOUR: REFINE

5. *DISCOVER: WHAT* is happening now?
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6. *DECIDE: HOW* did the plan work?

If it worked — great.

If not, proceed to the next step.

7. *DO:* Refine

Try the same idea again, **REFINING** how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

8. If the problem persists — proceed to the **NEXT SIFTING**.

TEMPLATE 3

Second Siftings — BEHAVIORAL: CHILD

PERCEPTUAL: INTRINSIC

Perception is influenced by many factors. Temperament traits are intrinsic and present at birth, while one’s Birth Order reflects life experiences that predict common responses.

An awareness of TEMPERAMENT and BIRTH ORDER can help us understand a child’s behavior and accommodate it or provide support and skill development for areas that may be less INTRINSICALLY developed.

TEMPERAMENT: TEMPERAMENT is individual. We are all born with different temperament traits.**

STEP ONE: DISCOVER

1. *WHAT* is the exact (child’s) behavior?

2. *WHEN* did this behavior begin, change, grow worse, or has it always been present?
Temperament is constant and will reappear in similar situations – a slow-to-warm up child will struggle at first, with any change)?

3. *WHAT* is happening that this child may be responding to (lack of structure, new teacher, over-stimulation)?

STEP TWO: DECIDE

1. *WHAT* results does the behavior achieve?

2. *HOW* could modifications be made that take this child’s temperament into account (provide routines for a child with high ‘rhythmicity’ or include energetic options for the ‘high activity’ child)?

3. *HOW* could the child be supported in adjusting to the needs of the group, environment, or situation (make time to prepare a child with a hesitant/initial response for an upcoming outing or other changes in routine)?

STEP THREE: DO

POSSIBILITIES:

1. *PROVIDE* modifications by DOING . . .

2. *BE PATIENT* and supportive by DOING . . .

3. *SET-UP* a SUPPORT system to strengthen this child's SKILLS by DOING . . .

4. *OTHER:*

STEP FOUR: REFINE

1. *DISCOVER: WHAT* is happening now?

2. *DECIDE: HOW* did the plan work?

If it worked — great.

If not, proceed to the next step.

3. *DO:* Refine

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the NEXT SIFTING.

TEMPLATE 4

Second Siftings — BEHAVIORAL: CHILD

PERCEPTUAL: INTRINSIC

BIRTH ORDER: BIRTH ORDER can predict typical experiences and behaviors across the population. It does not determine the choices a child makes, but can help us understand how she may perceive her world and decisions she may be making based upon her Birth Order ‘vantage’ point.

(Please refer to Appendix C, Birth Order: Different Windows on the World, Duffy, Exchange magazine, March/April 2008.)

STEP ONE: DISCOVER

1. WHAT is the child’s Birth Order? (The longer a Birth Order position is held, the stronger its effect — even if that position changes with the addition of other family members, at a later time. Four years of being the ‘youngest’ make it likely that child will have a ‘youngest’ child’s traits, instead of those of a middle child, even though a new baby enters the family.)

2. WHEN did this behavior begin, change, or grow worse?

3. WHAT traits common to this Birth Order position may be affecting this child’s behavior (i.e., a middle child who refuses to participate in group activities because she feels she is being treated unfairly or an older child insisting on being ‘the boss’ of playground games)?***

STEP TWO: DECIDE

1. WHY might BIRTH ORDER be a factor in this child’s behavior?

2. WHAT results does the behavior achieve?

3. WHAT SKILLS might this child need to have strengthened (a middle child’s feelings of self-worth without comparisons to others; an older child’s ability to collaborate instead of needing to take charge)***

STEP THREE: DO

POSSIBILITIES:

1. *PROVIDE SKILL* training by DOING: (Acknowledge the middle child’s unique strengths, channel her competitiveness into team goals; provide the older child practice in planning activities with a group)?***
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2. *BUILD-IN* opportunities for a child to practice weak skills by DOING:
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3. OTHER:
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STEP FOUR: REFINE

1. *DISCOVER: WHAT* is happening now?
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2. *DECIDE: HOW* did the plan work?

If it worked — great.

If not, proceed to the next step.

3. *DO:* Refine

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the NEXT SIFTING.

*For a detailed look at the ‘*Messages of Misbehavior*’ (including an explanatory chart), read *Positive Discipline for Preschoolers*, Nelsen, Erwin, and Duffy, 2007.

**Information on the ‘*Nine Temperaments*’ appears in both *Positive Discipline: The First Three Years*, Nelsen, Erwin, and Duffy, Three Rivers Press, Random House, 2007.

***For more on *Birth Order*, included a chart of *Likely Attitudes and Challenges*, refer to *Positive Discipline for Preschoolers*, Nelsen, Erwin, and Duffy, 2007.