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Correcting Principles

Kimberly Glaudy



Regional Training Consultant With the
Karyn Purvis Institute of Child Development (KPICD) at TCU



Correcting Principles

1. Mental Model Shift for Children and Caregivers
2. Three C's of Correcting
3. Correcting Principles: Proactive Strategies
4. Correcting Principles: Responsive Strategies

Mental Model of Discipline

How does the adult interpret the child's behavior?

Willful Disobedience

Survival Behavior

"Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem-solvers, focus on solutions not retribution."

L.R. Knost

nourishingourchildren.org



Discipline (helping a child solve a problem)	-vs-	Punishment (making a child suffer because they have a problem)
Time in	-vs-	Time out
Bring child closer	-vs-	Send child away
Resolution	-vs-	Consequences
Problem-solving (conversation)	-vs-	Lectures & sermons (Dictation)
Advocacy stance	-vs-	Adversary stance
Focus on child's preciousness	-vs-	Focus on child's failures

Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou

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EMILYSQUOIES.COM

Correcting With a Trauma-Informed Lens

Felt-Safety

Connection

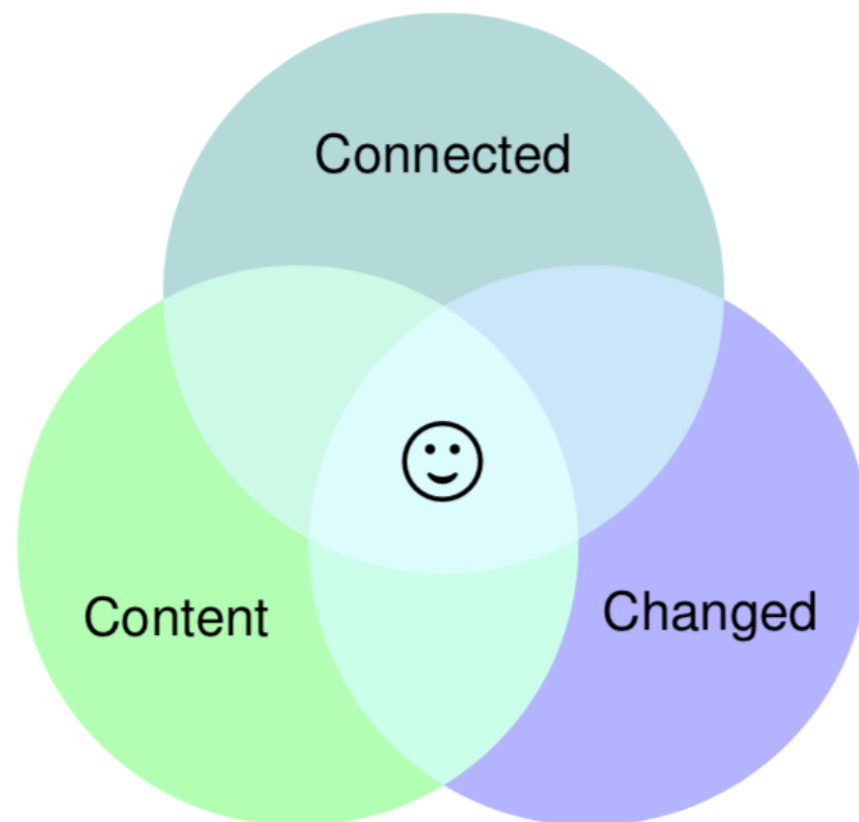
Self-Regulation

Structured
Interaction

Giving Voice

Levels
of
Response

Was Correction Successful? 3 C's



Correcting Principles

Proactive Strategies

Responsive Strategies

Proactive Strategies

The Proactive Strategies are important building blocks of a trauma-informed culture of caregiving.

Life Value Terms are the *Language*
+
Behavioral Scripts are the *Actions*

"Practice Makes Performance"





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Life Value Terms

- "Be gentle and kind"
- "Use your words"
- "Walking feet" or "Inside voice"
- "Put a handle on that"
- "Stick together. No hurts. Have fun." (Nurture Group)
- "Stick together. Be kind. Be respectful." (Sue from Zim)

Behavioral Scripts = Actions

- Re-Do's
- Choices
- Compromise

Responsive Strategies

Guides for Responding



The IDEAL Response[©]

Immediate (3 sec. or less)

Direct (Engagement Strategies)

Efficient (Levels of Response)

Action-Based (Behavioral Scripts)

Leveled at the Behavior, and not the Youth

Mandy & Cassie- Henry's Group



Levels of Response™





Level 1: Playful Engagement

- Executive functions are operating well
- All is well and youth is briefly sassy or demanding
- Adult focus: Playfulness
- Goal: Re-do

Level 2: Structured Engagement

- Executive functions are altered
- Youth is mildly agitated
- Adult focus: Structuring youth's thought process
- Goal: Choices and compromises

Level 3: Calming Engagement

- Executive functions are decreasing as emotional dysregulation increases
- Youth is at risk for a major episode, mildly aggressive or in harm's way
- Adult focus: Emotional regulation
- Goal: Regulation and prevent full-blown crisis



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Calming Engagement Plan

What are 3 things you can do when you feel _____?

- Go to my quiet space
- Take a walk/run
- Muscle movement



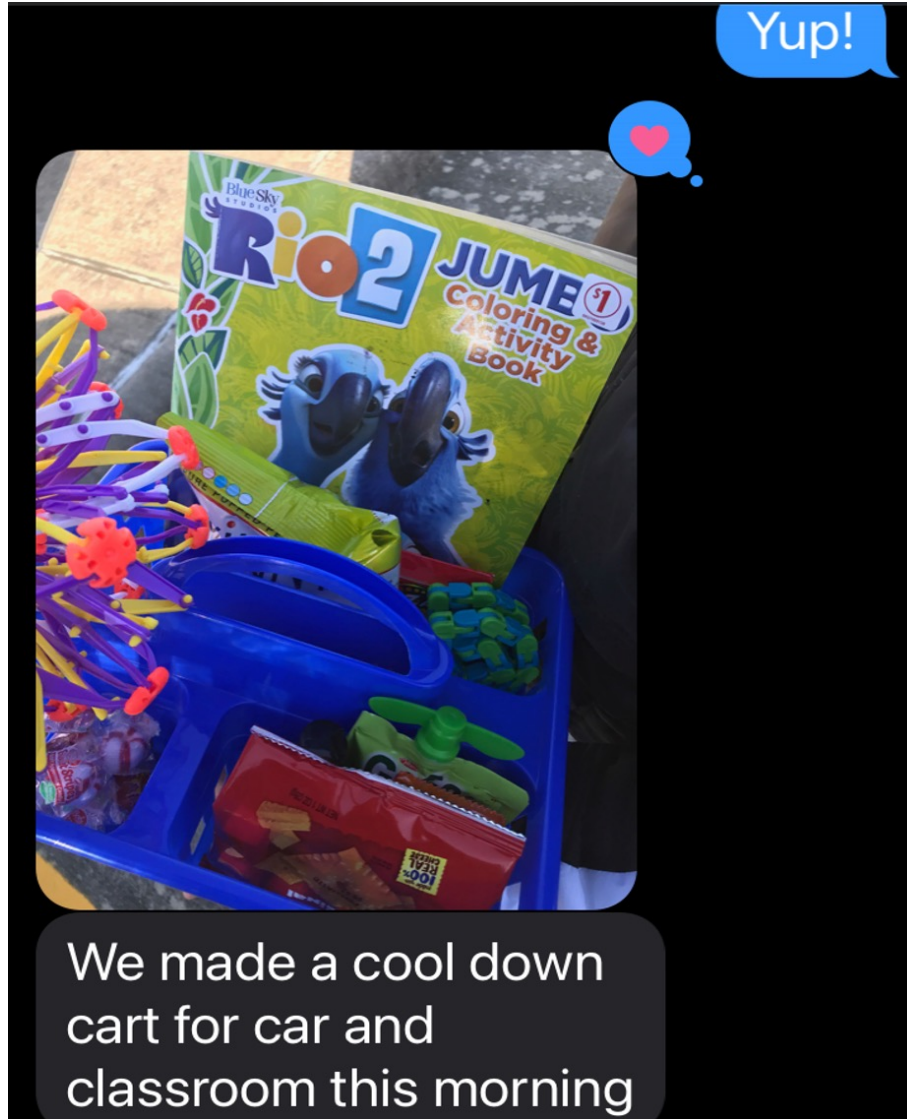
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We made a cool down cart for car and classroom this morning

What's good about this strategy?

What might be a challenge?

Level 4: Protective Engagement

- Executive functions are unavailable as emotional and behavioral dysregulation dominate
- Threat of harm, imminent danger, or out-of-control behavior
- Adult focus: Behavioral regulation
- Goal: Provide safety for all involved



STAY CALM

NO MATTER WHAT



SEE THE NEED

BEHIND THE BEHAVIOR



MEET THE NEED

FIND A WAY



DON'T QUIT

IF NOT YOU, THEN WHO?

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KARYN PURVIS INSTITUTE
of
CHILD DEVELOPMENT
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