**Guidance Techniques Study Guide**

 **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Period:\_\_\_\_\_**

**Setting Limits**

1. Setting a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, even when there’s not an *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* household rule.
2. Sometimes *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to set limits with their children.
3. Feelings of *\_\_\_\_\_\_\_\_\_\_\_\_* or wanting to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* can get in the way of discipline.
4. Limits are *\_\_\_\_\_\_\_\_\_\_\_\_* for children.
5. When parents set limits, they are not only showing their children what to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, they are helping them to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and anxieties.
6. Limits are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and actually make children *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
7. Limits should *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
8. State your limits *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
9. Discuss limits in *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
10. Use consequences as a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* when rules are broken.
11. Give your child *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*for your limits and then *\_\_\_\_\_\_\_\_\_\_\_* to what they have to say about it.

**Natural Consequences**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* by letting nature just take its course.
2. The child can *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of their behavior/choices.
3. This consequence cannot be used if…
	1. It will cause *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	2. It will cause *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	3. If the consequences are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	4. If the behavior *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Logical Consequences**

1. Occurs with *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. Be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to the misbehavior
3. Be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. Should not be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. Provide *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for the child *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* from their behavior and/or decision.

**Positive Statements**

1. Clearly stating what the child is *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* instead of telling them *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
2. When giving directions, get down on the *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to talk with them.
3. To encourage a child to complete a task, tell them what needs to be done in *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (2 or 3 max) and then go and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Redirection**

1. Substituting *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or dangerous behavior for *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*behavior.
2. Help the child to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to or focus on something else that is equally or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
3. Children up to two years old can *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to change their behavior like playing with a toy instead of the electrical outlet.
4. Some behaviors just need to be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* such as having a child jump on a trampoline instead of on the bed.

**Reverse Attention**

1. Attention is a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to guide children in a positive or negative direction.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* behavior when possible and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*behavior.
3. Catch the child doing the expected or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, even if it is a really little thing or done in a really little way.
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for doing the undesired behavior or making poor choices.
5. Positive reinforcement is a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and behavior changer.

**Limited Choices**

1. Give children *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* within the caregiver’s limits.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* provided and be careful of the choices you give by making sure that you can really stand by it.
3. When children are allowed to make their own choices, even if it is within your limits, they not only get *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, but they *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of the situation and are more willing to do what was asked.

**Time Out**

1. Also called: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, the happy *\_\_\_\_\_\_\_\_\_,* the happy *\_\_\_\_\_\_\_*
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* from the situation that is causing the heightened emotion until they have *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and are in control of themselves.
3. Time out is to be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and only after other guidance techniques have been applied.
4. Use a place where there are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* that make the time out a fun and desired place to be.
5. The child should not be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* while they are having time away.
6. A caregiver could call the time out chair a “*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*” where children can try to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
7. Time out is to be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for each *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
8. Once the child has calmed down, *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* they are in time out and what behavior will be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* from them from now on.
9. If the behavior *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, do not give reminders, but *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the time out process.
10. Make an *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* when the child makes a better choice after time out.

**Encouragement**

1. Encouragement is a form of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for the child’s positive actions is a better *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* than punishment.
3. Children just want *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. When a caregiver only pays attention to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* then those are the acts you will continue to get.
4. Pay attention to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* through praise and encouragement and you will get the positive acts *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
5. Children *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* when they know what they are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and what is *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of them.