**Guidance Techniques Day 1**

**Study Guide**

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

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

**Why Do Children Misbehave?**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. The *\_\_\_\_\_\_\_\_\_\_\_\_* is age and developmentally *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. The caregiver should have *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for the child’s developmental age.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. The child is curious to know what the result or *\_\_\_\_\_\_\_\_\_\_\_\_\_*would be for the *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. The caregiver should provide opportunities to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Inadequate or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, they really are trying to do what was asked but the caregiver’s expectations of how much the child understands may *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. They are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and do not realize what the consequences might be.
	3. The caregiver should have appropriate expectations for the child’s developmental age. Made sure instructions are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. The child just wants the *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. They would prefer it to be positive attention, but negative attention is still attention.
	2. The caregiver should give attention only to that which you want to be repeated and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or undesirable behavior.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Children want some *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* in their lives.
	2. If they don’t, they become upset over the amount of control others have over them and might *\_\_\_\_\_\_\_\_\_\_\_*or assert a degree of power and control.
	3. The caregiver should refuse to engage in *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. They should give children *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for what they want to do, wear, eat, etc. Listen to their ideas.
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Children want to do what they want without anyone *\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

* 1. When this happens, they choose to hurt or “*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*” for what they have been made to do or for how they feel.
	2. Hurt people *\_\_\_\_\_\_\_\_\_\_\_\_* people
	3. The caregiver should discuss the mistaken goal, pay attention to appropriate choices, and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Constantly being *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or being given negative reinforcement might make a child quit trying because they are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	2. The caregiver should *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for their successes and attempts.
	3. Caregivers should also refrain from jumping in or *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* that children undertake.

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Wanting to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* in a family or peer group where they fit in.
	2. This place may be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, but the need is met.
	3. The caregiver should provide unconditional acceptance, concern, and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.

**Guidance**

1. Continual *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* on behavior
2. The act or function of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, words, and actions
3. Giving *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. Helping, *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. Can be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Discipline**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* when needed
2. To teach and train a behavior by instruction and exercise in accordance with *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
3. The method for *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* through example, words, actions, and each individual incident.
4. Discipline follows the criteria:
	1. *\_\_\_\_\_\_\_\_\_\_\_\_\_* – Consequences clearly stated and then adhered to.
	2. *\_\_\_\_\_\_\_\_\_\_\_\_\_* – Punishment should fit the crime.
	3. *\_\_\_\_\_\_\_\_\_\_\_\_\_* – Use friendly but firm communication.
5. A process that gradually leads to a child becoming *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behavior or self-control.

**Punishment**

1. A *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* for wrongdoing, a crime or offense.
2. Physical or verbal attacks, negatively withholding privileges, removal \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Might teach *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (out of fear), but not self-control, which enhances self-respect.
2. May restrain a child temporarily, but it does not teach *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and negatively affects the relationship.

**Punishment, Discipline or Guidance?**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* is the overall goal of guidance and discipline.
2. The ability for the child or person to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and not to be directed upon.
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* when parents punish rather than discipline.
4. Adults who do not reinforce appropriate behavior may have children who resort to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
5. Guiding by example is a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* to teach children the desired behavior.
6. Children feel more secure when caregivers are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
7. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* works when based upon consistency.
8. Children often misbehave for attention so the caregiver should *\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*and resolve the problem later.
9. Attention is a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of positive and negative behavior.
10. Respond to aggressive behavior in *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
11. Adjust the environment so that items that might be a potential problem are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.