Cut boxed items out and give one to each participant. Information below the boxes provides appropriate discipline options and solutions for the presenter to share during the activity.

Susan (age 18 months) is turning the buttons on the TV off and on and delights in finding the remote control.

**Change child’s directions.**

Short Term Solution: Change child’s direction, get child interested in an activity that provides same type of repetitive action such as dropping small toys into an empty grocery sack, rolling toy cars down an incline, or rolling a ball across the floor underneath another toy.

Long Term Solution: Store remote control in an unreachable area, explain to child that playing with the TV may break it (perhaps show a broken doll or toy as an example of “broken”) and consistently repeat message each time that this happens.

Adam (age 1 year) gets around everywhere and has become very good at opening cabinet doors. Today, he has found the cleaners under the sink.

**Change child’s directions.**

Short Term Solution: Change child’s direction and immediately store cleaning supplies in a location that the child cannot reach (cupboard above kitchen counter).

Long Term Solution: Empty out some bottom kitchen cabinets or drawers and store plastic containers, old towels, and old utensils in them so that the child has something safe to play with when you are in the kitchen; change the items every so often so that the child stays interested in the drawers.
Dad was cooking dinner while Mom worked late. Suddenly Logan screamed. Dad threw down the potato peeler and ran to see what the problem was. Larry had pinned Logan in a wrestling position and was twisting his ear.

**Remove child from activity.**  
**Time out.**

**Short Term Solution:** Take Larry off of Logan. Comfort Logan and make sure that he is not hurt. Take Larry away from the situation and put him in a “time out.” Allow no toys or social interaction. After a few minutes, talk with Larry and explain that hurting another child is unacceptable behavior. Then, ask him WHY he was doing what he was doing so that he has an opportunity to justify his behavior. Discuss non-physical ways of interacting with Logan.

**Long Term Solution:** Be consistent and firm in your handling of this behavior. Handle every situation the same way, with a clear and consistent message.

While Mother was getting ready for work, Amanda (age 5) jumped up from her breakfast and asked Mom to come help her in the bathroom. When Mom encouraged her to manage alone, Amanda began to pull on Mom’s leg and whine, “But I may not be able to.”

**Encouragement.**

**Short Term Solution:** Remind Amanda that she has known how to manage on her own in the bathroom for awhile. Encourage her to start her bathroom tasks and reassure her that you will check to see how she is doing in a few minutes.

**Long Term Solution:** Use this incident as an opportunity to tell the child how much you appreciate her handling her own needs in the morning when everyone is getting ready for work and school. As a member of a family, everyone works together to keep the family strong and this is one of her contributions toward keeping the family strong.
Mary (age 8) is not hungry at supper or dinner time. She toys with her food and eats only a little.

Natural and logical consequences

A.C.T.

Short Term Solution: Ask Mary why she is not eating her food. Ask her what she ate during the day, when at school, and before dinner time. Make sure that she has had enough to eat. Ask her if she would like to prepare something for herself to eat, like a sandwich. Decide for yourself how much you want to encourage the child to eat if she truly is not hungry. Remind her that dinner time is a nice time for everyone in the family to eat together and catch up on each other’s days and that you hope she will stay with all of you at the table to talk, even if she isn’t going to eat.

Long Term Solution: Monitor your child’s eating habits through casual conversation and questions. Make sure that she is healthy and eating enough of the right foods. You can also encourage the child to help with dinner preparations and select menus for the family. Sometimes having children help with meal preparation is an effective method of getting them to eat healthy foods.

Daryl (age 4) cries when Mom leaves him at day care. He plays but is subdued. He can’t seem to concentrate to finish puzzles and other tasks. He won’t zip his jacket and tries to leave the group. The teacher shouts to the child to stay with the group and thinks he is just trying to get attention.

Encouragement.

Short Term Solution: Schedule an appointment with the teacher to ask specific questions. Find out if there are problems with other children or teachers to investigate why this behavior is happening. If possible, arrive at the center earlier the next few mornings and spend time playing with your child. Staying will help you find out what he likes and dislikes at school. Let him know you are concerned and want to help him have a better time at school. At the end of the day, ask questions about the activities that your child enjoys.

Long Term Solution: Remember this incident for the future when your child starts at a new school or in a new classroom. Some children take longer than others to warm up and adjust to new teachers and playmates. You may want to repeat the process of going in a little early to play and learn about your child’s likes/dislikes. Don’t forget that your child may be bothered by something outside the school environment. Continue to ask questions until you understand.
Whitney (age 9) was ready to go shopping when Dad announced they were going to the mall. She grabbed her jar of pennies. At each store, she asked for items too costly for her budget. She finally found an item for less than a dollar, counted out the pennies and paid. Having spent her money, she kept whining for other things “she needed.”

Dad said, “We’ll leave if you keep asking for things.” She begged to stay, so they did. Eventually, she asked for another item and insisted she have it.

**Time out.**

**A.C.T.**

*Short Term Solution:* Leave the mall immediately and explain to the child that you warned her that if she whined again, she would have to leave the mall. It is very important to follow through with the original warning so that in the future the child knows that you are serious.

*Long Term Solution:* Taking a child on an open-ended shopping trip may set him/her up to whine and want everything. Before you go shopping, make a list of what you are going to look for and work together to mark off the items when you find and buy them. Make the shopping trip like a scavenger hunt or a game that has a definite beginning and an ending, and “rules,” such as the amount of money that can be spent, to guide how the game is played. This effort will help the child understand the limits of money and shopping and will also help the child to keep self-control during the shopping trip.

Jorge’s (age 10) teacher asked his parents what might be affecting Jorge’s work at school, saying “He doesn’t complete assignments and no matter how much I help him, he gets further behind.”

**A.C.T.**

*Handshake on it!*

*Short Term Solution:* Meet with the school teacher; request copies of unfinished assignments; ask specific questions about how the day is structured and what subjects are taught during which time of day. Collect as much information as you can before you talk with Jorge. You may find that assignments are too difficult for your child’s skills or that lessons are being taught during your child’s “down time.” After you collect information, have a calm and supportive discussion with your child. Together, work towards a solution to the problem. This may involve having a special tutor, or setting aside time at night to work on unfinished assignments together. Include the child in planning the solution.

*Long Term Solution:* Stay in touch with your child’s school experiences through regular conversation and meetings with teachers. Explain that you want him to succeed and do well and that together you can make this happen. Let him know that it is important to you that he does well in school. Ask how he feels about school and the work that is required. Keep the dialogue going and make learning a fun family experience.
James (age 17) is very upset. He comes to the table angry at the world. When you ask him a question, “How was your day?” or “What is wrong?” He barks, “Nothing.”

A.C.T. Give and take.

Short Term Solution: Let your child know that angry feelings are okay. Ask if something specific happened and if he or she wants to talk about it. Say you would like to listen, and avoid telling the child what to do. Accept the angry feelings and the fact that he or she may not want to talk with you about it.

Long Term Solution: At a time when your child isn’t feeling angry, you might be able to talk about the different causes of angry feelings and different ways to cope. Let your child know that anger is a valid emotion that all humans experience. Talk about the physical signs of anger. Impress upon your child the importance of keeping in touch with the whys and hows of angry feelings so they don’t interfere with life.

Charlie (age 8) has trouble going to sleep at night. He worries about stuff. He really wants to be in bed with his parents.

Give and take.

Short Term Solution: Talk with your child about what is on his mind. Ask about his worries and listen to his answer. After letting him talk, explain that he needs to sleep in his own bed so that you can get a good night’s sleep in your own bed.

Long Term Solution: The next day, talk further about the problem with him. Together, you can brainstorm different activities to help him fall asleep worry free. For example, he may find that taking a bath right before bed doesn’t help but reading a book for 15 minutes right before bed does help. This process of problem solving and evaluating the solutions will transfer across many different situations.
Change child’s direction
Remove child from activity
A.C.T.
Time out
Avoid tempting things
Give and take
Handshake on it!
Encouragement
Natural and logical consequences