



Metropolitan  
Montessori  
Schools

# Why Timeout is OUT!

Michael Gonzalez – 1684

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# Michael Gonzalez

has worked in the non-profit and for-profit sectors of the early childhood field for more than 20 years. He has served on the Board of Directors for the Texas Association for the Education of Young Children (TXAEYC) for over ten years, and currently serves as the organization's Past-President. A seasoned trainer in the field, Michael has delivered professional development to a myriad of early childhood professionals over the course of his career in the field. He is currently the director of Professional Development for Metropolitan Montessori Schools, where he oversees the professional development of more than 40 early childhood practitioners.



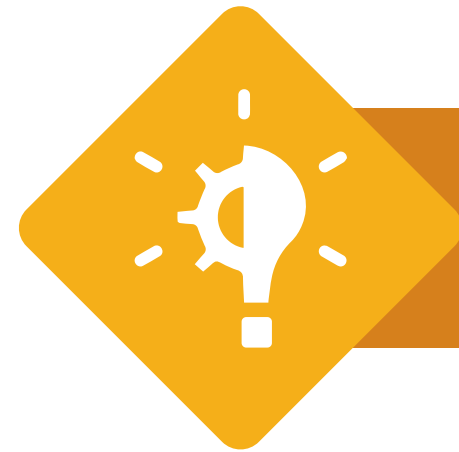


# Agreement

1. What is shared in here stays in here. *\*\*Except for any tools you can use in your program.*
2. Supportive
3. Respectful
4. Give each other the benefit of the doubt



# Goal



Factors that contribute to behaviors



Techniques



# But first! What is your current environment?

Share amongst your peers how things are going in your program in relation to behaviors in the classroom.

You get a knock on the door and it's your child twenty-five years down the road. Who would you hope they are?



# Factors



1

**Classroom arrangement**

2

**Too many toys or not enough**

3

**How are you today?**

Your routine and your attitude affects everyone!

4

**Demonstration and Modeling**

5

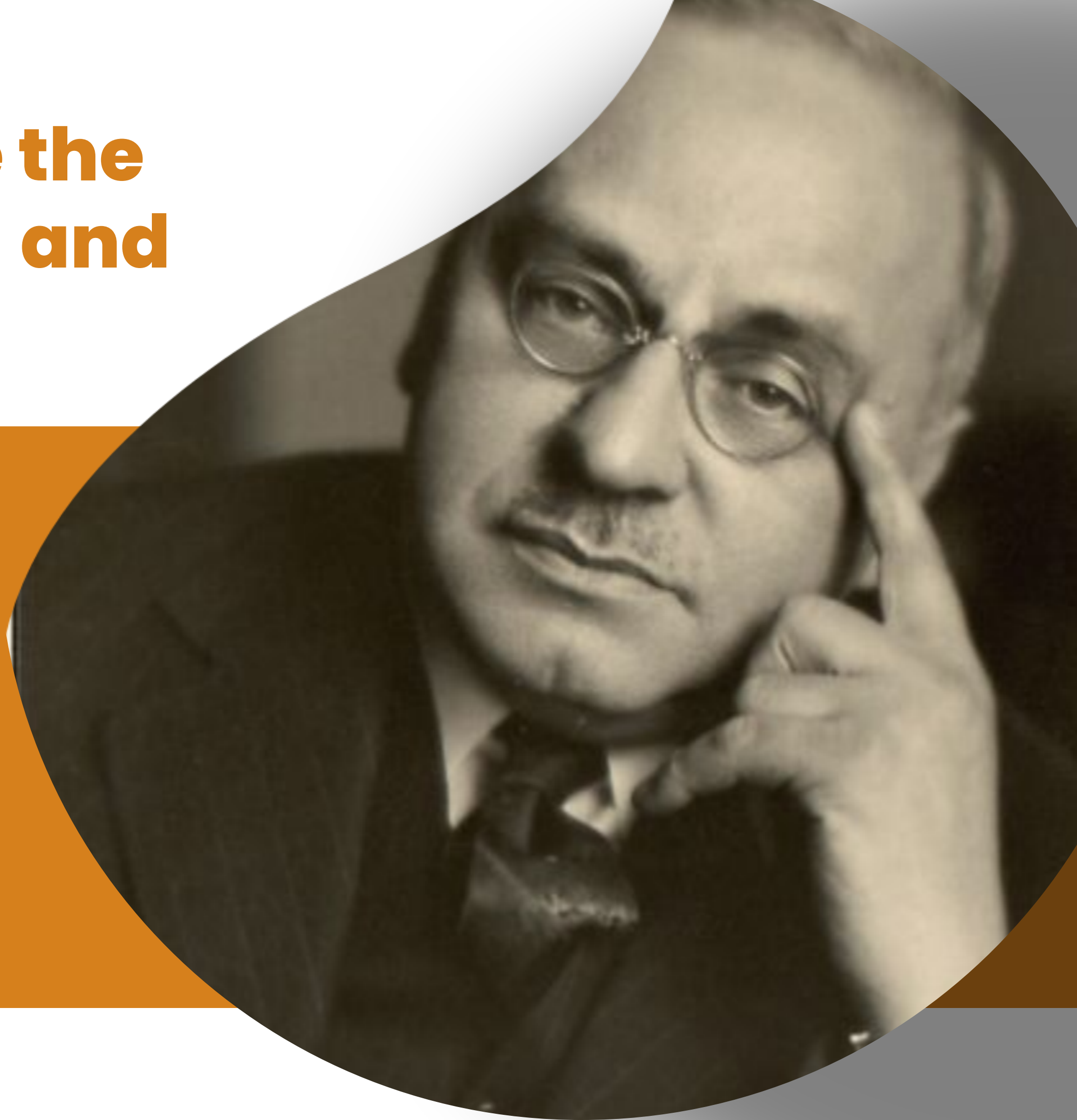
**Discipline and Guidance strategies are not working**



# These challenges are the pathway to teaching and learning life skills

- You are not alone
- Triggers are different
- Happens at different times
- Not one answer for discipline
- Tools shared can be changed

Alfred Adler – Social Psychologist





A photograph of a large iceberg floating in the ocean. The iceberg is white and jagged, with a smaller piece of ice nearby. The water is a deep blue, and the sky is a lighter blue. The iceberg is reflected in the water below the surface.

**Behavior**

**Belief**

**Belong**



# What is Positive Discipline?

Positive Discipline is a model used by schools that focuses on the positive points of behavior, based on the idea that there are no bad children, just good and bad behaviors. Positive discipline is designed to teach young people to become responsible, respectful and resourceful members of their communities.



# Mistaken Goals



## Undue Attention

Notice me! This discouraging belief that motivates a child seeking undue attention is "I belong only if you pay constant attention to me"



## Misguided Power

Let me help! Give me choices. The child will use this power to disrupt or harm.



## Revenge

I'm hurting. Validate my feelings. The child seeking revenge is feeling "I don't belong and that hurts, but at least I can get even."



## Assumed Inadequacy

"I can't belong. My only choice is to give up and to be left alone."

**REMEMBER: Punishment focuses on communicating to kids what not to do!**





# Adlerian Concepts

- Children are social beings (drawn to interaction)
- Behavioral is goal-oriented (to feel belong)
- Primary goal for a child is to feel belong and significant
- Misbehaving child is a discouraged child
- Community feeling (be a part of school and family)
- Equality: dignity and respect
- Mistakes are opportunities to learn
- Message of love shines through

# Positive Time Out

To begin to teach young children internal body awareness and self-regulation skills

## Positive time out / calm down

- Used to help children deal with intense emotions
- Teaches what to do instead of misbehaving
- Makes taking a break a good thing

## Time out

- Used to punish and shame
- Doesn't teach what to do
- Makes taking a break a bad thing



# Strategies to try



## Firm and Kind

- Firmness means using appropriate principles with confidence.
- Kindness means maintaining dignity and respect for you and the child while using those principles.



## Encourage

- Free from judgement
- Notices efforts
- Nurtures self-acceptance



## Consistent

- What you do for one you do for all!
- Focus on the solutions
- Follow through with conversations
- Follow through with connections



## Redirection

- Guides to use more appropriate behavior
- Give instruction and cues
- Controls from escalating
- Minimize attention
- Provide clear expectation
- Positive attention



## Ask Questions

- Is this age appropriate
- Is this a behavior issue
- Ask what happened
- How it happened
- How it made you feel
- How can we solve it

# Business Impact

- Build children's images of themselves as trustworthy, responsible and cooperative.
- Expect the best from the child.
- Give clear directions, one at a time.
- Notice and pay attention to children when they do things right.
- Take action before a situation gets out of control.
- Encourage children often and generously.
- Set a good example.
- Help children see how their actions affect others

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps adults can take to help prevent misbehavior.

- Set clear, consistent rules.
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities.
- Provide appropriate and engaging playthings.
- Encourage self-control by providing meaningful choices.
- Focus on the desired behavior, rather than the one to be avoided.



*Thank  
you!*

## Michael Gonzalez

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Fields, M. V., Meritt, P. A., & Fields, D. (2018). Constructive guidance and discipline: Birth to age eight. Pearson.

Peck, C. (n.d.). Empowering Preschoolers with Positive Discipline. The Community Center. Retrieved November 4, 2022, from <https://communitycenter.mn.co/spaces/8772335/feed>

Positive Discipline in the Classroom by Roxana Menjivar and Jessica Moreno

Daily Positive

“  
#MindsetMonday

Every day we have a choice.  
Choose to see with a Positive  
Perspective today. Look for the  
good. See the possibilities.  
Remember, challenges are  
opportunities.

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# Why Timeout is OUT! Exploring Alternative ways to provide positive discipline in young children.

## Session Information

Session ID : 1473

Trainer Name : THHS Child Care Regulation - 120054

Session Time: 01:15 PM - 02:30 PM

Session Title: Why Timeout is OUT! Exploring Alternative ways to provide positive discipline in young children.

Session Date: 02/24/2024

