

# **Character Curriculum Handout For Elementary Schools**

## **Introduction**

The 'all-inclusive' LCUSD elementary character curriculum package implemented at Paradise Canyon Elementary includes: teacher/parent/student workshops, teacher classroom programs, recess enrichment, assemblies, spirit rallies, newsletter articles and handouts. This is a general overview of the handout portion of this program in an effort to bring all interested parties together in understanding the dynamics of character curriculum as it affects children at PCY. The following is a summary of the complete packet contained herein.

## **Part One -- Defining Bullying**

This area focuses on normal conflict vs. bullying, defining bully characteristics, defining passive and provocative victim characteristics, boys vs. girls bullying tactics and references bullying on the playground.

## **Part Two -- Intervention in Bullying Situations**

This area focuses on theory and research, knowing when to intervene and classifies the severity of bullying behaviors on a chart.

## **Part Three -- Caring Majority Behaviors**

This area focuses on creating and maintaining, defining, recognizing and reinforcing, developing and using teachable moments to promote a 'caring majority'. It also touches on the philosophy on which these principles are based and how to create three stages of climate change.

## **Part Four -- Teaching Strategies for Bullying Situations**

This area focuses on six anti-bullying strategies for the victims, five anti-bullying strategies for the victim's helper and how to distinguish between tattling vs. telling.

## **Part Five -- Redirected Bullying**

This area focuses on research, goals in redirecting a bully's concept, principles of effective prosocial discipline, adults being nonreactive yet responsive, consequences that teach, teachable moments, shared control and using the caring majority.

Note: All data compiled from "Bullying Proofing Your School, a Comprehensive Approach for Elementary Schools" by Garrity, Jens, Porter, Sager and Short-Camilli, published by Sopris West, condensed and formatted by Faye Therrien for Paradise Canyon Elementary in 2004. This handout is intended to assist you in guiding your child onto a happy, self-assured life.

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## **PART ONE – Defining Bullying**

### **Defining Bullying**

All children are the victims of occasional teasing behavior or aggression, but some children are repeatedly targeted. True bullying is **repeated exposure** over time to negative actions. Bullying means there is an **imbalance of power** so that the child being victimized has trouble defending him or herself. Bullying is aggression and can take many forms, including physical, verbal, or psychological. An example of bullying is when one person uses power in a willful manner with the aim of hurting another individual repeatedly.

### **Normal Peer Conflict—What Bullying Is Not**

Conflict is an inevitable part of interaction. As children learn the ‘give and take’ of friendship, or group cooperation, and/or social interaction, conflict naturally occurs. Social skills are developmental. Children gain greater capacity for empathy, for compromise, and for kindness to others as they mature cognitively and emotionally. Children in the early elementary years (K-2) do not always think of others. Their goal in both friendship and play is egocentric, or self-centered. They pick playmates in order to have a good time and to maximize their own excitement. Children in grades K-2 believe that a good friend is one who will do what they want. A common response to frustration is one of rejecting the other child.

By the middle elementary grades, children generally begin to understand friendship and play as a process that involves fun for all participants. Games with rules begin, recess time is spent with others who enjoy the same interested activities, and sharing is occurring. Still, children of this age do not fully understand or engage in mutuality or compromise. Play is fun when everyone has their needs met, but conflict erupts when access to things or frustration of needs occurs. The capacity to listen to and understand another person’s point of view is still not fully developed and only the most mature of children will employ compromise to solve problems during grades 2-4.

By the later elementary grades, children evolve gradually toward a consideration of others. Feelings and personal needs are shared. Having secrets and sharing them through notes and private plans is common. Friendships become exclusive and cliques form. Jealously and feeling left out are common problems. Mutuality, commitment, and loyalty are hallmarks of social interaction by this age. Compromise is a skill that can be taught and used to solve problems.

### **Recognizing Bully Characteristics**

The developmental level of the children involved typically characterizes normal peer conflict. Aggression and hurtful remarks are part of conflict at all ages; they do not necessarily mean that a bully-victim problem exists. The following unique social interactions recognize bullying:

- Bullying is repetitive negative actions targeted at a specific victim.
- Bullying is an imbalance of power so that the victim has trouble defending him or herself. This imbalance can be the result of physical size or the results of emotional

or cognitive capacity. *Overall, the critical feature is that the victim does not have the skills to cope.*

- Unequal levels of affect usually characterize bullying. The child being victimized is typically very upset. Withdrawal, outright crying and anguish, or anger may manifest this. Regardless of the specific behavior observed, the content and process is one of extraordinary distress on the part of the victim. The child doing the bullying, on the other hand, is typically devoid of affect and is likely to show little outward emotion. The bully's perspective may be communicated through words or action that the victim provoked or deserved the aggression. Little or no empathy or caring for the victim is evident. The child who bullies feels justified in his or her actions.

### **Who are the Bullies?**

A common myth is that all bullies are boys. This is not true. The common stereotype is that all bullies are physically large, low achieving and insecure is also not true. Bullies are best identified by their **personality style** rather than by outward manifestations based on appearance, number of friends, or achievement:

- A bully is a child that values the rewards that aggression can bring.
- A bully is a child who lacks empathy for his or her victim and has difficulty feeling compassion.
- A bully tends to lack guilt. He or she fully believes that the victim provoked the attack and deserved the consequences.
- A bully likes to be in charge, to dominate, and to assert with power.
- A bully likes to win in all situations.
- A bully's parent(s) (or significant role model) may model aggression.
- A bully thinks in unrealistic ways (e.g., "I should always get what I want.")

### **Boys vs. Girls Bullying Tactics**

Boys tend to bully with aggressive tactics. Physical aggression is frequently used and it tends to be swift and effective. Tripping someone, a quick blow, or a knee in the stomach are all likely behaviors. Verbal aggression often accompanies the physical aggression or is used to threaten later physical consequences.

Girls tend to bully with social alienation and intimidation strategies (but not always). A victim might be teased about her clothing, gossiped about in a malicious manner, or become the recipient of intimidating notes. Female bullying is typically more insidious, cunning, and difficult to spot than is male bullying.

Bullying can range from mild name calling or shoving to very severe acts such as violence and coercion.

### **Who Are the Victims?**

The victim's characteristics are 'likely to be' anxious, insecure children who lack social skills and the ability to defend themselves. There are two types of victims. The **passive victims** are often physically weak, cry easily, and are easy targets because they fail to fight back. A passive victim is also likely to be isolated or alone during much of the school day, may have suffered past abuse or traumatization and/or may have a learning disorder that compromises his or her ability to process and respond to social interaction cues.

The second type and smaller number of children who are likely to be victimized are **provocative victims**. These children are often restless, irritable, and may tease and provoke others. While these children fight back to a point, they are ineffectual aggressors

and more frequently than not they end up losing the power struggle. As a result, they are also targets of bullying behavior. Where it may appear that the provocative victim is 'engaging' or 'standing up' to the bully, they are really over their head. A 'provoked' victim may also be characterized as being easily aroused emotionally, tends to maintain the conflict, loses from frustration or distress and may be diagnosed with ADHD. The provocative victim has two characteristics, however, that distinguish them from a bully. First, they are not purposefully malicious and mean; and second, they typically lose when the bully turns on them. The result is that the bully, having no compassion or empathy, will overpower and win over the provocative victim as well.

### **Bullying on the Playground**

Bullying is exciting news on the playground scene. Being part of the action may be both appealing and appalling at the same time. Some children choose to join the bully for the thrill of the ride and out of fear for their own well being. Soon the bully has more children on his side and the victim is even more helpless. The victim becomes miserable, desperate, and completely incapable of manning the situation. As a result of repeated bullying, victims may suffer from: lowered self-esteem, fear and anxiety, disrupted academic performance, lack of interest in school, and lack of trust and friends. The effects of being the victim of a childhood bully may last a lifetime for some individuals.

## **PART TWO – Intervention in Bullying Situations**

### **Research has found that....**

Children know who the bullies are and who the victims are long before the teachers and staff. Typically, by 6 weeks into the school year the bully-victim interactional patterns have been established. Yet, children do not tell on bullies because they are afraid that bullying will become worse if they tell, or, that they might become the victim if they help someone else by telling.

Many bullies hide their bullying, especially with passive victims. It goes on behind 'closed doors' and there is a 'conspiracy of silence' among the children. Children report that telling is ineffective and it only gets them into worse trouble. When students do report on bullies, often times the bully is confronted. Kids are smart. The bully knows who told and he/she will see to it that the student who 'ratted' is certain not to do it again. The innocent bystanders watch and are thankful they were not involved. They, too, have learned the 'conspiracy of silence'--- which is, don't tell or you will be next.

Adults may not detect bullying because a bully knows not to do it in front of an adult. An act of bullying may take only a mere 10 seconds. Sometimes bullying is disguised cleverly as playing. It is also difficult to distinguish between bullying and normal peer conflict. The key difference being, that bullying involves danger of someone being physically and/or emotionally hurt. In addition, repetitive acts can turn a normal peer conflict into bullying. As a result, acts of bullying are not easily spotted. That is why it is important to teach children to do something effective to intervene.

NOTE: Normal peer conflict includes the following characteristics: equal power or friends; happens occasionally; accidental; not serious; equal emotional reaction; not seeking power or attention; not trying to get something; remorse—will take responsibility and effort to solve problem. Whereas, bullying includes the following characteristics: imbalance of power; repeated negative actions; purposeful; serious with threat of physical or emotion harm; strong emotional reaction from victim and little or not emotional reaction from bully; seeking power, control or material things; attempt to gain material things or power; no remorse—blames victim; no effort to solve problem.

There is a belief that children benefit from learning to solve their own problems. While this approach holds true for normal peer conflict, victims of bullies are not old enough (or trained enough) to defend themselves. Studies during the last 20 years have found that the single most effective deterrent to bullying is adult authority.

### **Knowing When to Intervene**

All children will be exposed to peer aggression at some point in their school experience. One out of every seven children reports a bullying experience at school. Six percent are likely to be bullies while 9% are victims. In a classroom of 20, there may be 3 children who need help.

In most cases, mild bullying behavior can be overlooked. However, some children are not able to cope effectively with even mild bullying and should be given adult assistance. Keep in mind that bullies will keep bullying unless adults do something about it. Children needing assistance **may** include children who are: shy, lack social skills, isolated, learning disabled, repeatedly bullied, experienced a past trauma, using money or toys as bribes to protect themselves.

Adults should intervene moderate to severe bullying; especially if bullying has occurred more than once and/or the two children are not friends. The following chart classifies mild, moderate and severe bullying.

Children who manage conflict well and do not become the targets of bullies generally have the following characteristics: do not insist on getting their own way (may give reason for disagreeing), are able to apologize, compromise or offer a cooperative proposition, share, bargain or negotiate and change the topic. Studies show that this ‘caring majority’ is about 85% of children who are neither bullies nor victims. These children often ignore bullying behavior occurring around them because they fear that if they get involved, bullying will then be directed at them. However, enlisting the aid of the ‘caring majority’ and teaching them to participate in the intervention as ‘helpers’, can be an integral factor in the success of the character curriculum program.

## **PART THREE – Caring Majority Behaviors**

### **Creating and Maintaining the Caring Majority**

The ‘silent majority’ consists of 85% of students who are neither bullies nor victims, but who stand by during a bully situation. Empowering the silent majority reduces the fear bullies create. Children will report bullying if they know the staff will intervene effectively, turning them into the ‘caring majority’.

The first step is to declare the campus as a “Bully Free Zone” and ensure that it will be enforced. The children need to know they are not alone, what bullying behavior is and that it is not tattling to tell an adult when another child is in danger. Ideally, this concept needs to occur at all levels throughout the school (and home). This is implemented through the following four guiding principles.

### **Guiding Principle One – Clearly Defining Caring Majority Behaviors**

Bystander children know the dynamics of the social setting and often report guilt later for not standing up to the bully on behalf of the victim, or for joining the bully when they knew the behavior was wrong. Developing caring majority groups allows a bystander child the opportunity to not stand alone and to be an important part of ‘changing the climate’.

This principle is first accomplished by identifying behaviors and characteristics of a ‘caring community’ by listing them. Once the behaviors and characteristics have been established, a child finds it important to know that the adults will be responsive. Clear rules and expectations (such as Basic Six) are critical.

Next is identifying the necessary skills in a bully situation. These skills include: how to join together with others to stand up for what is right, feeling empathy for other students, how to mediate conflicts with other students and how to get adult help, if needed.

And finally, finding the courage to act and how far does the child ‘stick his neck out’ to help another. No child should be pushed into an action he/she is not ready to take on or feel comfortable about. Sometimes it takes only one child to take a stand for what is fair, and others will join in. Any level of courage in helping another child is worthwhile—doing something is better than doing nothing. Courage can be as small as picking up a pencil for someone, to, including a child who has been left out or rejected by other children at the risk of being rejected as well.

### **Guiding Principle Two – Recognizing and Reinforcing Caring Majority Behaviors**

Once the behaviors and characteristics are developed, adults must start modeling these behaviors and praise the children who display these characteristics. Such praise can be in the form of: verbal praise, public acknowledgment or written ‘warm fuzzies’.

### **Guiding Principle Three – Developing Caring Majority Groups in a Classroom**

In a classroom setting, a student needs to be consistently displaying the caring majority behaviors established to qualify for the classroom's caring majority community. Children are encouraged toward the goal of creating a safe, respectful, inclusive environment so teachers can teach and students can learn. If a student does not wish to be in the caring majority, that is fine as long as he/she agrees not to disrupt the classroom. Once the caring majority is developed, the teacher can use this group to solve behavioral problems.

### **Guiding Principle Four – Using Teachable Moments**

Use the opportunities students give through their day-to-day interactions. They will make mistakes. Every time a behavior is displayed that does not reinforce the goal of “safe, respectful, inclusive environment so teachers can teach and students can learn”, talk about the behavior. Most importantly, teach the right behavior. Turn opportunities into teachable moments.

### **Creating Stages of Climate Change**

There are three stages of climate change, and disciplinary policy must be flexible to work through all three stages. The first stage of climate change involves clear expectations and rules. Discipline focused on making sure children understand the rules and consistent enforcement of the rules through consequences. The second stage involves skill development, and discipline will rely on emotional coaching. The third stage is empowering children, and discipline relies on shared control and emphasis on the caring community. This stage requires use of caring majority, reinforcement or responsible, respectful children, and responsive adults to correct the behavior of those who disrupt the caring community.

### **As a side note: Key points of character curriculum philosophy are based on the following principles:**

1. Adults must be involved in moderate to severe bullying in order to help children deal with bullies because of the power imbalance.
2. To stop bullying, we must shift the power from the bully or bullying to the caring majority of students by: (a) setting explicit rules that say bullying is not allowed, and (b) by teaching all the students ways to speak out against bullying.
3. Adults must convey a ‘can do’ attitude. Ergo, confidence in the program and that children can learn the techniques to prevent bullying.
4. It is very important that the adults maintain a nonpunitive attitude. Bullies and victims should never be mentioned by name in group discussions, unless a student volunteers information about him/herself.
5. Caring and compassion are valued attributes in children that must be verbally acknowledged and reinforced by the adults.
6. Children learn social/emotional concepts BEST by discussion and modeling rather than by lecture. The more of the ideas that are generated by the children themselves, the better.
7. Children learn social skills by trying them out themselves. Role-play, puppet play and storytelling can best accomplish this practice.

When these seven points have been implemented, some bullies have become positive leaders by ways of caring and helping other students instead of threatening and intimidating. It has also spurred the moral and social development of a set of students (i.e., caring majority). whom previously went unnoticed. These children perhaps were not

academic or athletic, but suddenly they found something they were good at and helped to come up with creative and fair solutions to conflicts among their peers.

## **PART FOUR – Teaching Strategies for Bullying Situations**

### **Victim Dealing with Bullying Situations**

The emotional consequences for a victim may result in: drop in self-esteem to self-defeating, fearful attitude; feeling scared, withdrawn, isolated, and/or sad; physical symptoms (i.e., headache, stomachache, general fatigue); not liking school and panic and irrational retaliation. These characteristics can last a lifetime; hence we are looking at strategies to help the victim.

Where one strategy may not work on a bully, there are six strategies a child may refer to. After they know them really well, children are able to quickly figure out which strategy to try first, second and so on, in each unique bullying situation.

### **Six Anti-Bullying Strategies for the Victims**

A simple mnemonic to help the child remember the six strategies is HA HA, SO. This mnemonic is explained in the following:

**1. Help** – this strategy is best used where help is available, like in a ‘bully-free school’. This strategy is used by the victim calling to some other children or by running to any adult. In both cases, the ‘victim’ describes what is happening and asks for help.

A victim may also use this strategy when they anticipate a bullying situation and ask several other children to stay close or, by informing the teacher and asking for a teacher’s watchful eye.

**2. Assert Yourself** – Children need to understand when it is appropriate to assert themselves and when not to assert themselves. This is often the best strategy to start off with, unless the child is dealing with severe bullying or when the victim is very scared. To use this strategy, the victim looks the bully in the eye and says, for example, “I don’t like how you are gossiping about me and trying to make me have no friends. It is mean and unfair. Stop doing it.”

**3. Humor** – Children may use humor to de-escalate a situation. This strategy is fun for children and can be used in conjunction with the “help” strategy by asking other children to help dream up humorous ways to deal with a certain bullying situation. The victim could also use this strategy by writing a funny note or poem to the bully.

**4. Avoid** – Children should be comfortable to walk away in order to avoid a bullying situation. This strategy may be best for situations when the victim is alone. The victim may avoid the bully by walking on the other side of the street or being with others and not alone. Another avoidance strategy is to analyze the situation and stop doing any unnecessary action that might be provoking the bully.

**5. Self-Talk** – Children should use ‘self-talk’ to maintain a positive self-esteem during a bullying situation. This strategy is used to keep feeling good about oneself. It involves ‘putting on a record in one’s mind’ that says nice things about themselves. (I.e., “I’m a good kid. I try my best at school and I’m nice to other kids. When Hercules calls

me dumb, it is not my fault. It is his problem that he is being mean. It is unfair. I don't have to accept his opinion of me. I can have my own opinion about me and I like myself.")

**6. Own It** – Children learn how to 'own' the put-down or belittling comment in order to defuse it. This strategy can be combined with the "humor" strategy with responses like, "I agree that this is an ugly dress; my mother made me wear it." It can also be combined with the "assert yourself" strategy with responses like, "I do have slanted eyes and that is because I'm Korean. Korea is a really cool country. Do you want to hear some things about it?"

### **Victim's Helper Dealing with Bullying Situations**

A victim's helper can and will take action to protect the victim if they are part of a group (not solo because there is strength in numbers) and if they know they have the support of the adults around them. A child must know that the bully is widely understood to be a bully, that something will be done, and that he/or will not be the only one who stands up for the victim. It is also important for children to understand the importance of including **all students** in activities.

### **Five Anti-Bullying Strategies for the Victim's Helper**

A simple mnemonic to help the child 'helper' remember these five strategies is CARES. This mnemonic is explained in the following:

**1. Creative Problem Solving** – A helper can use this strategy by saying, for example, "It looks like you two have a problem and maybe I can help you solve it. Arwen, you've been giving Undomiel tear-downs so now you could even it out by giving her some build-ups."

**2. Adult Help** – This strategy should be used to keep the situation safe when the "Stand Up and Speak Out" or "Creative Problem Solving" strategies are not working, and especially when the helper feels scared too. The helper should seek out an adult, explain the bullying situation, strategies that have been tried and ask the adult for help.

**3. Relate and Join** – The helper should know that the right thing to do is to join and support the victim. Remind them there is strength in numbers. This strategy involves helping the victim by clarifying differences. When a victim is being accused of being 'dumb', the helper might respond with "We all have things we're good at and things we're not so good at. I'm not so good at being organized."

**4. Empathy** – The helper expresses empathy for what the victim has gone through. This strategy can involve simply telling the victim you understand how he feels after an observed bullying incident. This strategy can also involve speaking out against bullying. For example, "Jezabelle, you've been spreading rumors about Astrid that aren't true. I don't like it and it is against our school rules. If I were Astrid, I'd feel hurt, confused and mad."

**5. Speak Up and Speak Out** – When a victim has been embarrassed by a bully, the helper could help out by saying something like, "Herod, making fun of Zeus's baggy sweater isn't nice. I have one almost like it at home and I think I'll wear it tomorrow because old, soft sweaters are so comfortable. You can wear one too if you want to."

### **How to Distinguish Between Tattling Vs. Telling**

There is a fine line between whether a helper or victim is ‘tattling’ or ‘telling’. The distinguishing factors for tattling are: unimportant, harmless, can be handled by self, purpose is to get someone in trouble and behavior is accidental. However, a helper or victim is telling if it falls under the following factors: important, harmful or dangerous physically or psychologically, need help from an adult to solve, purpose to keep people safe and behavior is purposeful. Bottomline, it is not tattling when you help someone who is in danger. The goal of telling an adult is to get help, not to get someone in trouble.

## **PART FIVE – Redirecting Bullying**

### **Research shows that...**

In order to redirect a bully, one needs to understand a bully. In addition, the intervention should not focus on the bully’s feelings, but on changing the bully’s thinking. A bully’s unrealistic thinking errors may include: Life is a one-way street—my way; entitled; unfair; disregard of injury to others; failure to empathize or make amends; unrealistic expectations and pretensions (“winning is everything”); taking the easy way; using shortcuts and quitting if not immediately successful; lying as a way of life; secretive; withholding information as a sense of power; refusing to be accountable (“It’s not my fault”); always has an excuse; blaming others; feeling superior to peers; appearing sociable but is actually using others; not a team player and not loyal.

Additional research has found three main personality features that ultimately determine which children become overly aggressive. Children who are impulsive, hypersensitive, and prone to cognitive processing errors are at the highest risk. Early warning signs to look for in identifying these children are: irritability, impatience, and mood instability from an early age; misperceptions and a tendency to attribute hostile intent to the actions of others; a tendency to retaliate for genuine or imagined threats; trouble putting feelings into words and instead using actions; trouble recognizing one’s own pain as well as the pain of others; abusive or neglectful environment.

### **Goals in Redirecting a Bully’s Concept**

Adults can impact these children only if they understand their characteristic ways of thinking and behaving and do not further reinforce them. When working with bullies, the interactional approach recommended is very different than the supportive approach recommended for victims. Strategies when working with a bully are: use no-nonsense style; use prosocial consequences; give brief clear description of unacceptable behavior and consequence; do not have a long discussion of the situation; correct the bully’s thinking errors; identify the victim’s emotions; build empathy for the victim; re-channel power—do not try to suppress; set the culture for your environment through caring majority.

While being firm, the adult must also try to catch positive behaviors of these bullies and reinforce those actions. Do not overdue this reinforcement, however, because bullies may think they have pulled the wool over your eyes and that they do not need to change anymore. Make verbal reinforcement specific and remind the child that there is still a lot of hard work ahead.

It is important to have open, clear communication between school and home because bullies are very adept at convincing people that they are victims. A major goal of

redirecting bullying is to celebrate the child's successes and applaud new skills learned. And remember that verbal praising is more valuable than any toy or bribe could ever accomplish.

### **Principles of Effective Prosocial Discipline**

Another way to redirect a bully's volatile and self-defeating patterns is through effective discipline. Children who are engaged in acts of continual physical or verbal aggression and/or alienation of other children require detailed and intensive redirection relating to bullying. These children are obsessed with power and need a clear message to stop, plus finding ways in which they can get their need for attention and power met in more appropriate ways. The Principles of Effective Discipline are presented with these six critical elements:

#### **1. Adults are nonreactive yet responsive**

Handling a bully in an emotional way is ineffective. Bullies should be handled in a no-nonsense, matter-of-fact, no 'long discussion' approach. This style minimizes the adult's emotional reactions and the opportunity for the bully to engage in a discussion about the "injustice" he/she was dealt. The following steps of nonreactive discipline are: State your belief that the child can be a positive leader and has ability to be a good citizen; state the behavioral infraction and remind the child of rules and values; state the consequence and any parameters; and state the follow-up plan.

#### **2. Prosocial Discipline**

Bullies are a difficult population to discipline. They hook adults quickly into power battles and control struggles. Giving bullies consequences that involve positive behaviors is the most effective way to interact with bullies. The usual discipline policies that involve punishment and isolation only reinforce the antisocial child's poor relationship skills and their view that adults are adversaries to be avoided. A preferred approach is to tell children that when their behavior has a negative or hurtful effect on others in their caring community, they must correct it with positive acts toward the person they've offended. Consequences that require positive, prosocial actions will teach children that it takes three positive acts to undo ONE negative, hurtful act. Teach the bully positive ways to get attention and have power rather than engaging in power struggles that go nowhere.

#### **3. Consequences that Teach**

Use consequences that teach, make the child think, and ultimately change behavior, rather than fear-inducing consequences that suppress behavior. Emotional intelligence and coaching are helpful in showing what it is that consequences can teach. A disciplinary program that teaches bullies emotional intelligence will be much more effective than a punitive one. Emotional intelligence can be broken down into 5 skill areas: knowing and labeling what one is feeling, knowing how to calm and soothe oneself when emotions run high, knowing how to motivate oneself, developing empathy, and knowing how to respond to emotions in others.

Much of today's popular advice in child rearing ignores the world of emotion. It relies on child-rearing theories that address children's misbehavior, but disregard the feelings that underlie that misbehavior. Instead, it is important to question why the child misbehaved and identify the underlying process. Emotional coaching is the cornerstone for how parents can develop emotional intelligence in their children.

#### **4. Teachable Moments**

Teachable moments are opportunities when a child is much more open to learning because of aroused emotion or repeated experience. Ergo, crisis breeds opportunity and opportunity breeds change. Be ready for these windows of opportunity and know how to recognize them.

#### **5. Shared Control**

Shared control is authoritative parenting, yet welcomes a child's input. This parenting style is more effective than authoritarian parenting where the adult has all the control; or, laissez-faire parenting where the child is given all the control. An approach to discipline that uses the concept of shared control and that welcomes input from the child being disciplined is more effective.

#### **6. Using the Caring Majority**

Using this powerful force for change can be part of an effective discipline. A caring majority can brainstorm suggestions to help the bully and give feedback to the bully. One way of giving feedback is by way of a letter so the bully's emotional reaction can be monitored.

#### **Conclusion**

As stated early on, one goal for the PCY character curriculum program is this program carry over into the entire PCY community so that each and every child feels respected, cared for, and special. This Five-Part handout on character development has been an outreach into PCY homes as well as on campus. I hope you find this information helpful and informative. Thank you for your interest in PCY children's emotional welfare.