

Peach Tree Neighborhood Daycare

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Executive Summary

Our group was assembled to solve a problem at the Peach Tree neighborhood daycare, where temper tantrums are threatening to dissolve the daycare. We used the reflective-thinking sequence (Alder, Elmhorst, & Lucas, pg. 236) to come up with a solution which will work the best. We turned the problem into a question, then we researched the question thoroughly to better understand what we were trying to fix. We thought of whom it would impact and how; what has been tried before, and if it was effective; and who or where we could go to for help. Criteria were established to set boundaries as to what was acceptable to have as a solution, which later helped decide the best solution. When brainstorming, we discarded no ideas no matter how ridiculous they were.

To narrow down the list, we chose the ones we thought were possible. Using the each criterion, we scaled how each solution would fulfill it and gave it a score to establish which solution would be the best. Our solution is to talk to the temper tantrum kids and reward those with good behavior, but before it was actually put into action, we made a plan of action. We worked together to obtain the best solution we could, and we believe we found it.

Good job introducing the reflective thinking sequence and using a citation. This reads more like a project description instead of a summary of each section of the paper.

Project Description

The Peach Tree neighborhood has set up a daycare amongst them because they are a group of working parents and they need child care. Lately Tom has begun having behavior issues and has been throwing temper tantrums, which then causes other children of the daycare to misbehave. The parents of the neighborhood take turns watching the children during the day, and the temper tantrums are carrying over to their home lives after daycare. Some ~~of some~~ unhappy parents have been threatening to dissolve the group because they don't like the manner in which their children are currently learning at the daycare. This is a little confusing. Is the problem with the way the kids are learning or is it about the temper tantrums?

Our group was assembled to help establish a solution for this neighborhood daycare so it would keep running. Our goal is to create a solution which everyone is happy with and will keep the program running. It is important to come up with a solution because this daycare system helps a lot of families and gives pieces of mind to many individuals. Our solution will be effective because it will not only promote good behavior within the children, but it will also teach parents a good parenting skill.

Very good description of the project. You still need to introduce the reflective thinking sequence.

Methods

A good method to solving virtually any problem is to apply John Dewey's reflective-thinking sequence (Alder, Elmhorst, & Lucas, pg. 236). It is a systematic way of approaching problems and taking them on one bit at a time. It breaks the problem down into manageable pieces and examines it thoroughly. Our group had several meetings in order to apply the reflective-thinking sequence and the end-product we got was carefully looked at to ensure the highest rate of approval from nearly all people involved. We set up a team contract to establish efficiency (appendix) and later judged ourselves on our contributions to the group accordingly (appendix).

Part 1: Problem Question

The first step to systematically solving a problem is to look at it like a question. By doing so, the team can look more clearly at the problem (Alder, Elmhorst, & Lucas, pg. 236). Our group looked at our situation and the question we decided would best fit it was: how do we improve, or stop, the children's temper tantrum within the Peach Tree neighborhood daycare?

Excellent introduction.

Part 2: Analyzing the Problem

By far the longest part of the reflective-thinking sequence is analyzing the problem. To properly come to a solution that will work, our group has to know the problem well (Alder, Elmhorst, & Lucas, pg. 236). The following are the categories which we looked at to better understand the problem.

- a. Characteristics- While at the daycare, all the children will be behaving normally when all of a sudden, one of them starts yelling for a number of reasons. Some of the reasons are: they don't have the toy they want, they want a snack, they want to see their parents, etc. Often times it is Tom that starts yelling, which has snowball effect on the Ann and Leslie and they start yelling as well. The children then begin to become physical and throw objects across the room or at the parent in charge of the daycare that day. After yelling at the tops of their lungs for a about 15 minutes, they then start to cry, at which point Ben and Jerry start to cry as well. What then happens is that the children take home this behavior home and upsets parents, causing issues in families. A good thing that is happening is that the neighborhood has a reliable daycare operation that gives them peace of mind and really helps them out. The negative is currently outweighing the positive. Well done, clearly shows a problem exists.
- b. Stakeholders- The parents of the kids like the operation and want their children to learn good behaviors, but the problem that is happening is impeding their goals and putting stress into their family. The parent that is running the daycare on that day is trying to make a safe environment for the children, but with the tantrums, they are being put in bad situations. The kids that are having a temper tantrum want something, but they are not learning how to do it in a safe and correct manner. The other kids in the daycare are there to be taken care of; but with the tantrums, they are losing because they just want to play and have a good time. Overall, the neighborhood is also suffering because tension is being created and they don't know

This is good, but it would be better if you listed each stakeholder and discussed them in individual paragraphs. It would be easier to read and give us more thorough look at each of the stakeholders.

- how to solve it. Individual family units are being harmed as well because the children are now acting up and destroying pre-set norms that they had.
- c. History- A very basic solution that has been tried time and time again is time outs. Sometimes they work and they benefit the parents because the threat of a time out scares children out of having temper tantrums. Time outs work well when there is an assertive figure that regulates them (Reece, 2013). Many parents have tried them, including a majority of our own. A different technique is physically making children stop. This particular approach does well but with severe consequences, such as the child being intimidated of the parent that ~~uses~~ does this. This tactic in particular was observed more in the olden days, which one of our grandparents told us. An approach that sounds calm and effective is talking to the kids, and it primarily deals with fixing the problem at its source. The parent and child both benefit because they get to civilly fix the problem and it promotes a healthy relationship. *Good start, but why have these particular solutions failed so far?*
 - d. Policies and Politics- It is the law that you can't physically hurt a child or completely neglect them. People can't put their hands on their kids unless they are going to hurt themselves. The laws are tight on child care, so it is vitally important to take care of the children the right way. Ethics play a higher role in choosing a solution because we have to cater to certain norms and policies that individual families have. Some parents in the Peach Tree neighborhood are against laying a hand on children. Some are against raising their voices at they're children and succumbing to their demands. Our solution will have meet in the middle and be something that all parents are okay with.
 - e. Resources- The first resource we used was the communication text book, and we realized that the solution will have to included criticism, so we have to be able to give constructive criticism (Alder, Elmhorst, & Lucas, pg. 116). Then we looked at Yale Medical Group, and we learned of different ways to handle temper tantrums, as well that rules have to be made and followed tightly in order to prevent further tantrums (2013). We also looked at KidsHealth for information about solutions and causes of temper tantrums, and we have to inform the parents that if the children are taking it too far, then they should get professional help (2012). We thought it would be a great idea to talk to the head of the daycare at Murray High School, Julie Hatch, and she gave us great information about how to deal with temper tantrums. Her main point was to make sure that however it is handled, it should be age appropriate.

Excellent use of the textbook resource.

Part 3: Setting Criteria

While defining criteria, it is important to not state solutions. Criteria will help set a foundation to good solution because they establish the perimeter that we can work within. We had to make sure to keep our general goal in mind: keep the daycare running within the boundary the neighborhood approval. The criteria we came up with were:

- Will use communication in an effective manner to solve problem
- Will take less than 4 weeks
- Will require less than \$50
- Will be approved by parents
- Will not hurt children physically
- Will not hurt children emotionally
- Will not affect neighborhood in a negative manner

Good description of what criteria are. You need a citation here.

Good list of criteria, but I wonder how you will measure this last one.

Part 4: Brainstorming Solutions

Often times the first solution thought up isn't the best solution. For that very reason it is important to brainstorm many solutions. It is also important to not judge any ideas and think of outside of the box, one never knows which idea will be the best. Our group held a meeting to come up with ideas and none were discarded at first, no matter if they weren't feasible; doing this helps the brain think widely and come up with more ideas. Some of our list was:

- Parenting classes It might feel redundant to you, but you need to cite every time you mention a concept from the textbook.
- Getting a cage and putting kids in there until they behaved
- Ignoring children that had temper tantrums
- Put kids that threw temper tantrums outside
- Time outs
- Make them clean as a punishment for throwing temper tantrums
- Give them work to distract them from everything else
- Talk to kids about the issues they had
- Have them watch movies all day
- Kick the kids who had temper tantrums out of the daycare
- Teach martial arts to the kids
- Reward the kids who didn't throw temper tantrums
- Exhaust the kids so they are too tired to have temper tantrums
- Separate the kids with the temper tantrums from the others in different room

Step 5: Analyzing Solutions

The best way to systematically compare solutions is by comparing how they rank with all the criteria. We chose the 7 we compared based on what we believed would be the best solutions we could possibly implement. We chose to do a chart because it would be the easiest way to have everything side-by-side to compare.

Possible solution (Total)	Effective communication	4 Weeks	\$50 limit	Satisfaction	Non-Physical	No emotional damage	State of neighborhood
Parenting class (22)	2	4	3	3	5	5	0
Time out (30)	2	5	5	4	5	4	5
Ignoring (26)	1	5	5	3	5	2	5
Talking to kids (33)	5	5	5	4	5	4	5
Separation (26)	2	5	5	2	5	1	5
Kick out (16)	1	5	5	0	5	0	0
Reward (32)	5	5	4	4	5	4	5

Along the top of the chart lies every criterion and along the left side of the chart is the possible solution along with the total it got when it was judged with every all criteria. The scale is from 0-5, where 0 doesn't comply with criterion and 5 fully comply with the criterion. The top two solutions were talking to kids with the temper tantrums and rewarding those who didn't have temper tantrums. Our group decided to combine the two as to develop a positive reinforcement program. We decide that those two solutions would help the Peach Tree neighborhood daycare and also improve the overall feeling of it as well. Our solution rose to the top because it scored high on all of the criteria, meaning that we thought it would be the completely fill or mostly fill them. When a child has a tantrum, the parent in charge will pull the child aside and talk to them about the issue they are having. They will remain calm and try to solve the problem quickly and efficiently. The rewards system will be as follows: each day the children go without a tantrum, they receive a star on a chart, if they accumulate 5 stars (the entire week) they will get a reward, but if they don't, the parent will tell them why they didn't get a reward and be positive about the following week.

Excellent description of the chart and how your solutions will work. The only thing I would add is something about how this effectively meets the communication criteria.

After we chose our solution, we thought of contingencies and how we would address them. The first was that parents would have a problem with the reward system, so we decided that each parent will be in charge of supplying rewards they deemed acceptable for their own child. If kids don't understand the reward system, we would have to tell the parents to be positive and consistent with it so they get it. If parents don't know how to approach kids about the problems, we would teach them how to and what to say to the children. The last one was, if the parents stray away from the reward systems, we would make the parents keep a log of the rewards and behavior points of the children and we would check back in with them 3 weeks later.

Step 6: Implementing the Solution

Before we actually implement the plan, there will be two meetings with the parents. The first meeting we will explain to them the reward system and establish appropriate rewards. The second meeting will be spent teaching the parents how to talk to approach the tantrum kids and how to talk to them. We will teach them about constructive criticism (Alder, Elmhorst, & Lucas, excellent pg. 116). Then we would be there for the first few days to make sure that they understand the program. Then a few weeks later, we would do a follow-up and review their chart to make sure that they have been rewarding the children. On a timeline, the first two meetings would happen at the beginning of the month, and then the follow-up would happen at the end of the month. We would all show up the first two meeting meetings. Sierra and Nathan would conduct the first one, Jacob and Kolton would conduct the second one, and finally Camille and Savid would go back for the follow-up.

Overall, this is a good implementation plan, although it is a little brief. I would like more detail about how each of the meetings will happen. Also, I'm not sure that there would be consistency from meeting to meeting if each of them are conducted by different people. Also, your timeline should be a little more specific.

Conclusion

The temper tantrums at the Peach Tree neighborhood daycare are tearing it apart because it is causing issues at the daycare itself and at the individual homes of the neighborhood. We thoroughly looked at the problem and possible solutions. We started by looking at the characteristics of the problem, then we thought of who is or would be affected by the solution and the problem. Then we looked at what has been tried and what resources we could go to for possible solutions. We also looked at policies and laws that would ultimately affect our solution. With everyone in mind, we chose to implement the solution of positive reinforcement which included talking to the children and rewarding them for good behavior. This solution was the best because it would teach the kids a calm way to resolve issues and install a good outcome for good behavior. Using the reflective-thinking process (Alder, Elmhorst, & Lucas, pg. 236), our group came to that solution which we believe will keep the Peach Tree neighborhood daycare running smoothly.

Works Cited

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Appendix I

Team Contract

Class: COMM 1010

Semester: Fall 2013|

Date Created: December 9th, 2013

Team Members/ Contract Information

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Sutter, Jacob- 801-803-2549 – jacob_sutter@hotmail.com

Team Norms

Relational Norms

1. Share something we did within the last few days at beginning of meetings.
2. Take breaks within the meetings.
3. Focused behavior during work, any behavior during breaks.
4. Food welcome.

Task Norms

1. Notify people when one is about to miss.
2. Do your part when it is assigned, don't forget.
3. Get jobs done on time, no getting behind.

Team Member Roles

Relational Roles

Complaints Department- Camille and Sierra

Stress Reliever- Jacob and Kolton

Task Roles

Attendance Keeper- Kolton and Camille

Meeting Scribe- Sierra and Nathan

Focus Leader- Savid and Sierra

Assignment Turn-in- Nathan and Savid

Appendix II

Comparison Chart

Possible solution (Total)	Effective communication	4 Weeks	\$50 limit	Satisfaction	Non-Physical	No emotional damage	State of neighborhood
Parenting class (22)	2	4	3	3	5	5	0
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Ignoring (26)	1	5	5	3	5	2	5
Talking to kids (33)	5	5	5	4	5	4	5
Separation (26)	2	5	5	2	5	1	5
Kick out (16)	1	5	5	0	5	0	0
Reward (32)	5	5	4	4	5	4	5

Note- scale is 0-5, where 0 doesn't comply with criterion and 5 fully comply with the criterion.

Appendix III

Point Distribution

Savid Acuña- 12 points

Savid was the undeclared leader, and he showed up to every meeting prepared. He kept the group moving forward and formatted the report. He brought those things he did for the presentation (food).

Sierra Alexander- 9 points

Sierra missed a few meetings, but the quality of her work was outstanding. She would contribute good ideas and was always on task. She also brought tacos for the team.

Camille Jess- 9 points

Camille missed a few meetings, but she did work when she was told to do something. She stayed on task a great majority of the time, and brought wonderful brownies to share with the team.

Kolton Larsen- 11 points

Kolton showed up to every single meeting prepared and was always looking to help others. He also brought food for the group. He did what he was asked and always did it to the best of his abilities.

Nathan Sanders- 8 points

Nathan missed several meetings; on the last meeting, he was not prepared with his assigned portion of the report. He brought KFC, which the team enjoyed.

Jacob Sutter- 11 points

Jacob showed up to every single meeting and was always prepared. He offered help to those who needed it and always had a can do attitude. He brought pizza and was thanked for it.