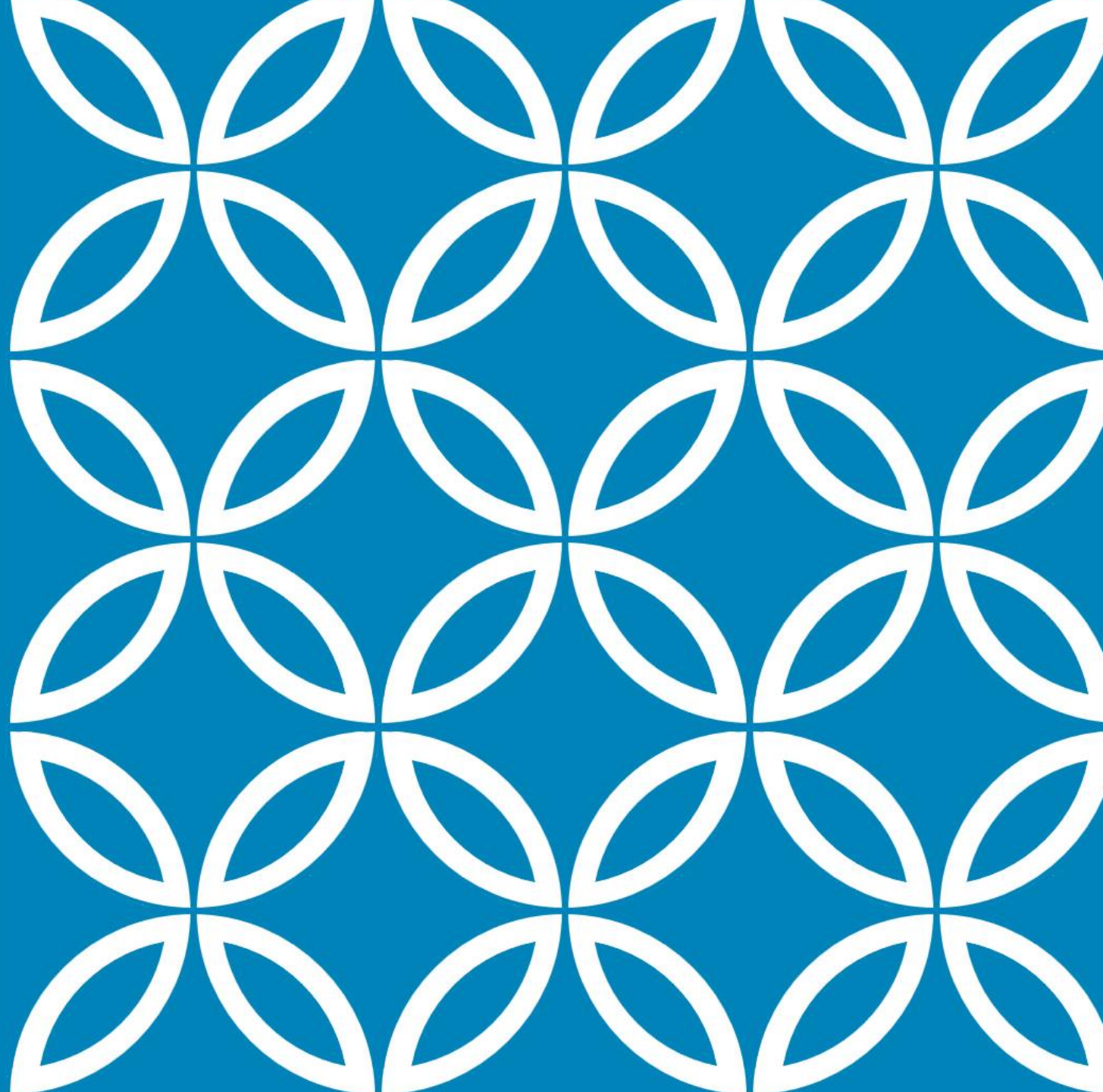


POSITIVE DISCIPLINE AT HOME

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WHAT WOULD YOU DO?

You are at the grocery store with your student and they begin to ask to buy a box of popsicles that weren't on the grocery list. When you tell them "NO!" they begin to whine and complain, and then throw the popsicle box on the floor.

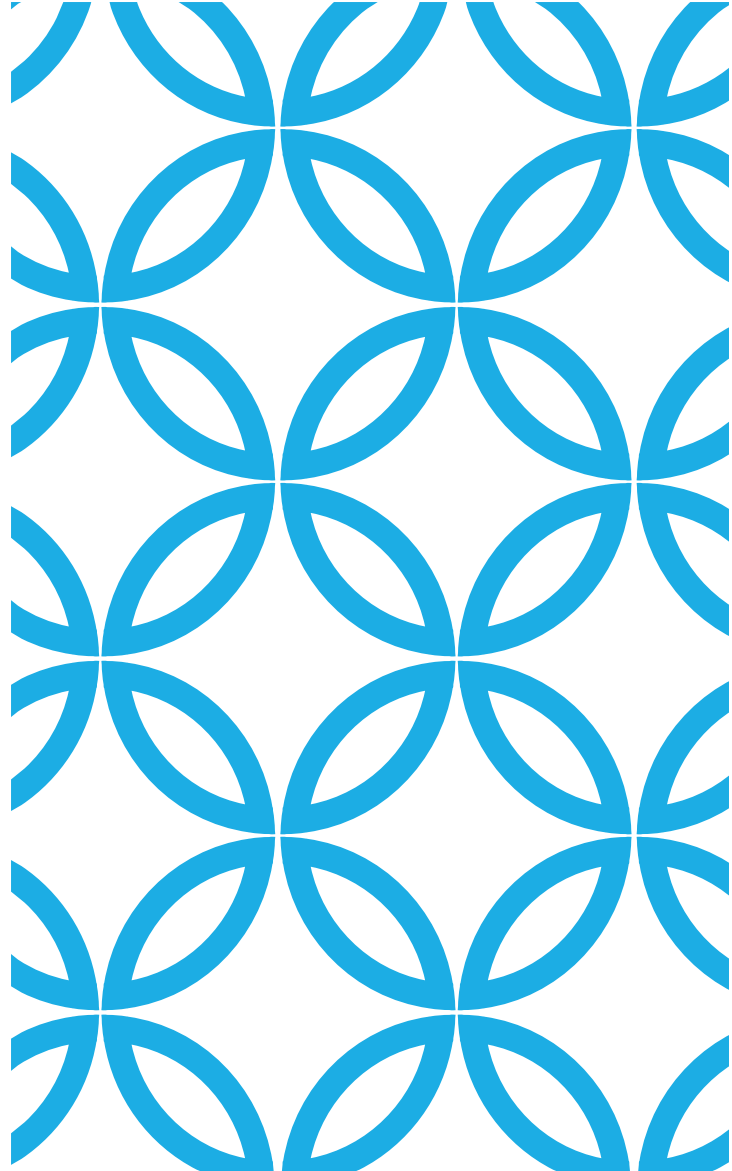


POSITIVE PARENTING

Positive parenting -- sometimes called **positive discipline**, gentle guidance, or loving guidance -- is simply guidance that keeps your child on the right path, offered in a **positive** way that resists the temptation to be punitive.

Some examples of non-punitive discipline are:

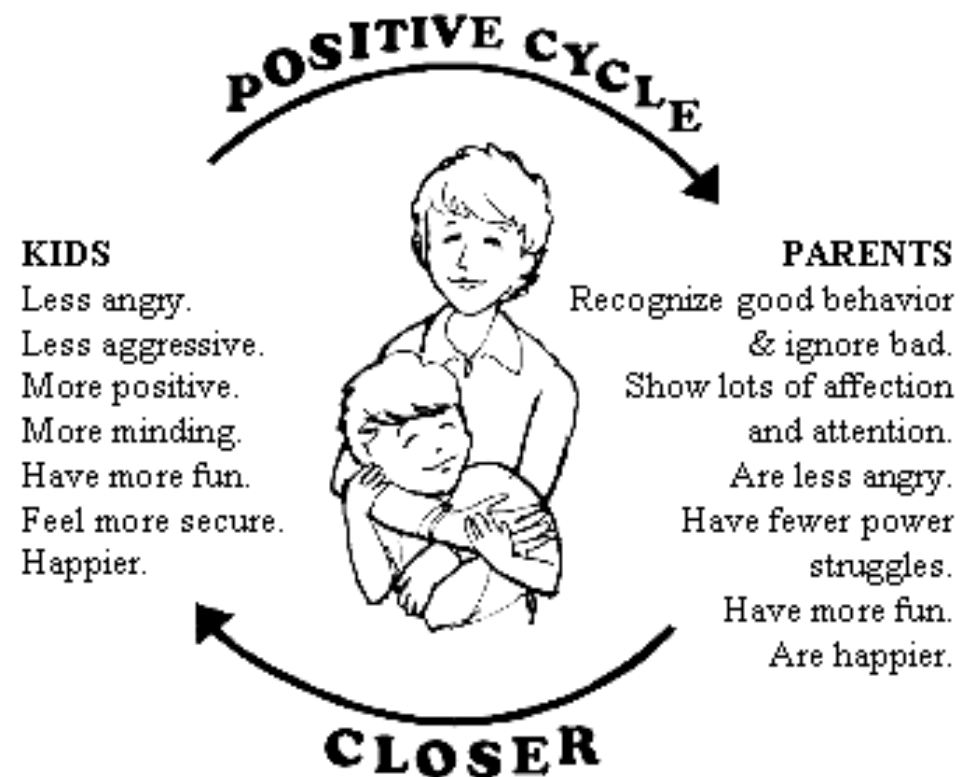
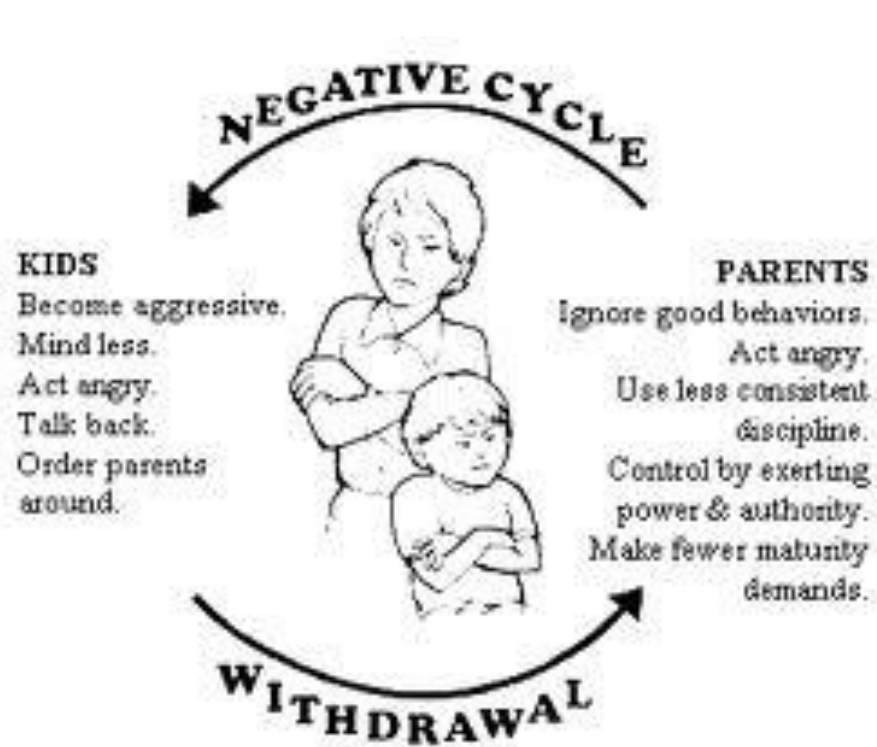
- setting clear limits and boundaries
- being firm and consistent
- discussing with your children what you want them to do and why
- Acknowledging the child's perspective
- viewing disagreements between parents and children as opportunities to develop problem-solving and negotiation skills



WHERE DOES NEGATIVITY COME FROM?

5 strategies to set yourself and your child up for success

WHY DOES IT MATTER?



NEGATIVE DISCIPLINE/ REACTIVE

Requiring your child to sit and listen for a long period of time like in a church, temple, concert, or play, then punishing them when they cannot do it.

Requiring your child to complete a task perfectly such as setting the table, completing a puzzle, or coloring in the lines, then punishing them for imperfection.

Communicating unclear expectations such as "clean up your room."

POSITIVE DISCIPLINE/ PROACTIVE

Planning frequent breaks for your child when it is necessary for him or her to be in one place for a long period of time.

Praise progress and improvement instead of simply perfection.

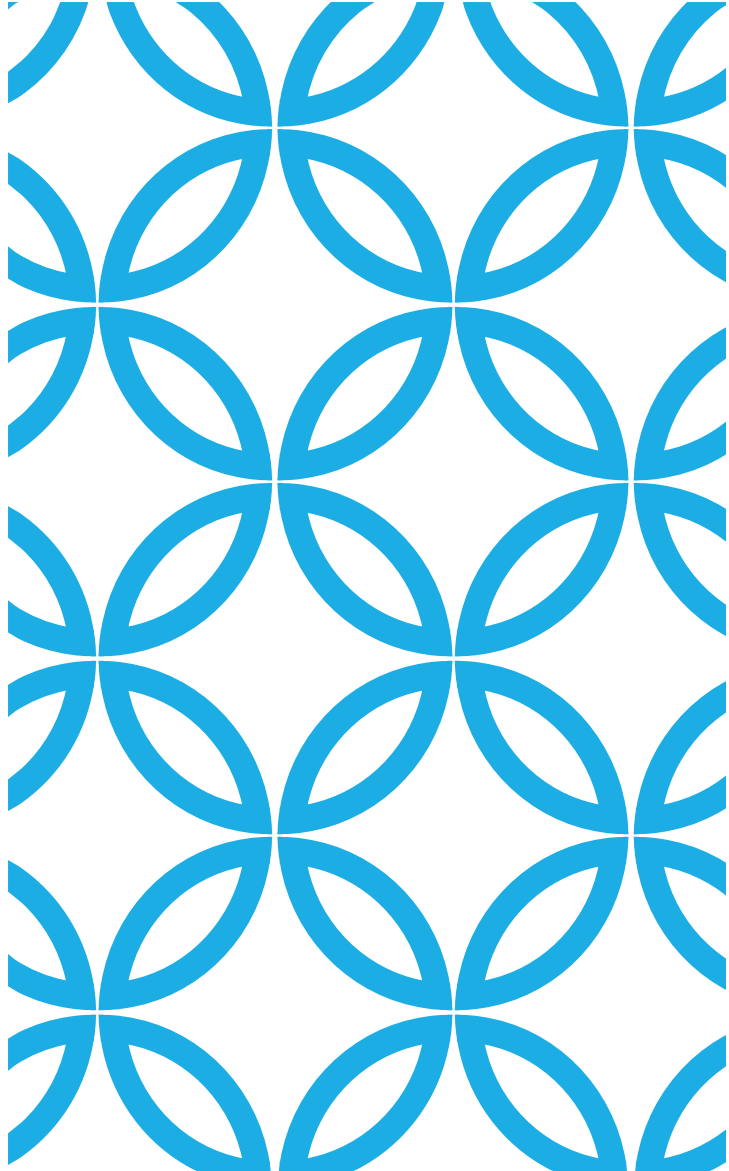
Giving specific directions such as identifying what you want done and when you want it done.

POSITIVE = PROACTIVE

GOALS OF BEHAVIOR

Many behaviors that parents find difficult at home are not just “bad behavior” from your child, but instead are pointing back to your child’s emotional needs and goals.

If you feel...	And if your child has this reaction to a reprimand.	And your child’s actions seem to be saying.	Then, this goal is Most likely to be	Corrective Measure	Teach your child to
<ul style="list-style-type: none"> - Annoyed - You want to remind or coax - Delighted with your “good” child 	Temporarily stops disturbing action when given attention.	“I only count when I am being noticed or being served.”	Attention	<ul style="list-style-type: none"> - Do all of the following as soon as the child begins to annoy: <ul style="list-style-type: none"> - No eye contact - No words - Nonverbally make the child feel loved. 	Ask for attention appropriately.
<ul style="list-style-type: none"> - Provoked - Challenged - The need to prove your power - “I’ll make you do it!” - You can’t get away with this 	<ul style="list-style-type: none"> - Intensifies his actions - Wants to win - Wants to be the boss 	“I only count when I am dominating or you do what I want or when I prove that you can’t boss me.”	Power	<ul style="list-style-type: none"> - Give choices not orders - Don’t argue - Use friendly eye contact - Be firm and calm - Give the child useful ways to feel powerful 	<ul style="list-style-type: none"> - Win-win negotiate - Be a leader
<ul style="list-style-type: none"> - Hurt - Angry - How could you do this to me? 	<ul style="list-style-type: none"> - Wants to get even - Makes self unlikable 	“I want to hurt others as I feel hurt.”	Revenge	<ul style="list-style-type: none"> - Empathize - Do not hurt back - Re-establish the relationship - Make amends - Use logical consequences that are not punishing. 	<ul style="list-style-type: none"> - Assert his feelings of hurt in appropriate ways - Takes responsibility for the results of his behavior
<ul style="list-style-type: none"> - Despair - What can I do? - Annoyed and/or pity 	<ul style="list-style-type: none"> - Feels there is no use to try - Passive - Withdrawn 	<ul style="list-style-type: none"> - “I can’t do anything right so I won’t do anything at all.” - “I’m no good.” 	Inadequacy	<ul style="list-style-type: none"> - Don’t coax or show pity - Arrange small successes - Avoid doing for the child - Find situations for child to feel valuable - Redirect their self talk 	<ul style="list-style-type: none"> - Accomplish and overcome - Feel capable and worthwhile



POSITIVE DISCIPLINE STRATEGIES

5 strategies to set yourself and your child up for success

Connection Before Correction



Create closeness and trust instead of distance and hostility by making sure the message of love gets through.

"I love you and the answer is, no"

"You are more important to me than your grades. What do your grades mean to you?"

"I love you and have faith that we can find a respectful solution."

Listen



Children will listen to you **AFTER** they feel listened to.

- 1) Notice how often you interrupt, explain, defend your position, lecture, or give a command when your child tries to talk to you.
- 2) Stop and just listen. It is okay to ask questions such as, "Can you give me an example? Is there anything else?"
- 3) When your child is finished, ask if he or she is willing to hear you.
- 4) After sharing, focus on a solution that works for both.

Listen first, then respond.

Build your relationship through acceptance, not perfection.

Listen to your child the way you want to be listened to.

POSITIVE PARENTING: LISTENING FIRST

Follow Through



**If you say it, mean it,
and if you mean it, follow through.**

Kids know when you mean it and when you don't.

If you say: "I will read a story at 8:00 after pajamas are on and teeth are brushed," and your kids aren't ready by 8:00; **kindly** point out the time and put the kids to bed without reading.

Be encouraging by saying, "You can try again tomorrow."

Kind AND Firm



**It is the AND that brings kind AND
firm together to avoid extremes.**

Begin by validating feelings and/or showing understanding. Offer a choice when possible. Examples:

- 1) I know you don't want to brush your teeth, **AND** we can do it together.
- 2) You want to keep playing, **AND** it is time for bed. Do you want one story or two?
- 3) I love you, **AND** the answer is, "No."

Consistency is key.

Expect behaviors to get worse when you begin to be consistent.

Set reasonable boundaries with your kids.

Use choices.

POSITIVE PARENTING: KIND AND FIRM

Create routine/ schedule charts with your children to give them a sense of control.

Set boundaries, decide a plan, and stick with it.

Teach expected behaviors.

Routines



Help children create routine charts to encourage self-discipline.

- 1) Create routine charts WITH your child
- 2) Brainstorm tasks that need to be done (bedtime, morning, homework, etc.)
- 3) Take pictures of child doing each task.
- 4) Let the routine chart be the boss: "What is next on your routine chart?"
- 5) Do not take away from feelings of capability by adding rewards.

Quotes from the Positive Discipline books © Jane Nelsen and Lynn Lott

Decide What You Will Do



Decide what you will do, instead of engaging in power struggles.

- 1) **Plan what you will do and notify in advance:**
"When the table is set I will serve dinner."
"I will help with homework on Tuesday and Thursday, but not last minute"
"When chores are done I will drive you to your friend's house."
- 2) **Follow through on your plan with kindness and firmness.**

Quotes from the Positive Discipline books © Jane Nelsen and Lynn Lott

Teach Children What to Do



Instead of telling young children what NOT to do, teach them what they CAN do.

- 1) Instead of, "Don't hit," teach, "Touch nicely," and demonstrate.
- 2) After teaching, remind by asking, "How do you touch nicely?"
- 3) Teach about throwing the ball outside. Then remind by asking, "Where do you throw the ball?"
- 4) Instead of, "Don't touch the lamp," say, "You can play with the pans."

Quotes from the Positive Discipline books © Jane Nelsen and Lynn Lott

POSITIVE PARENTING: SETTING EXPECTATIONS

Wheel of Choice



Using the Wheel of Choice is one way to teach problem-solving.

- 1) Brainstorm (with your children) a list of possible solutions to everyday conflicts or problems.
- 2) On a pie shaped chart write one solution in each section and let children draw illustrations or symbols.
- 3) When there is a conflict, suggest the children use the wheel of choice to find a solution that will solve the problem.

Focus On Solutions



Instead of focusing on blame, focus on solutions.

- 1) Identify a problem.
- 2) Brainstorm for as many solutions as possible.
- 3) Pick one that works for everyone.
- 4) Try the solution for a week.
- 5) In a week, evaluate. If it didn't work start over.

Let kids think of solutions.

When there is a conflict, come to agreement about a solution that is good for everyone.

Restorative Practices

POSITIVE PARENTING: PROBLEM SOLVING

POSITIVE PARENTING: MODELING

Take time for care for yourself.

Show patience, listening and respect.

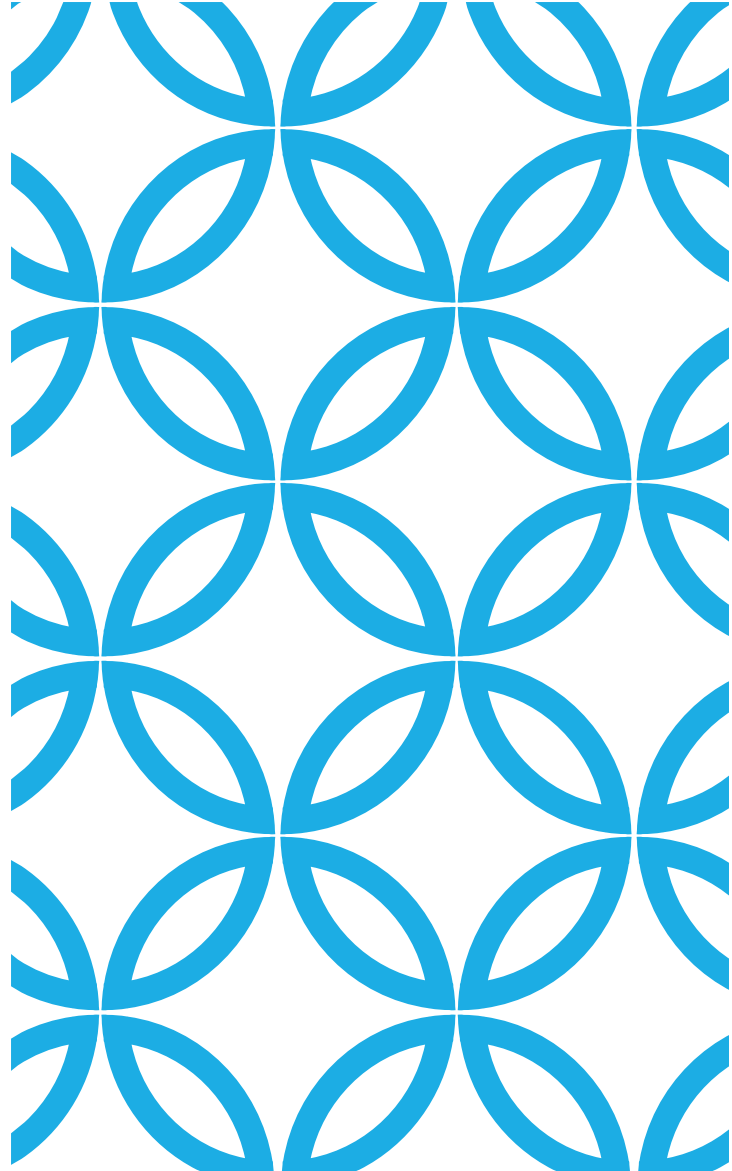
Take the time you need to calm down.

Control Your Behavior



Example is the best teacher.

- 1) Do you expect your children to control their behavior when you don't control your own?
- 2) Create your own special time-out area and let your children know when you need to use it.
- 3) If you can't leave the scene, count to 10 or take deep breaths.
- 4) When you make mistakes, apologize to your children.



CONSEQUENCES

Positive correction

4 R'S FOR CORRECTION

Does the consequence make sense?

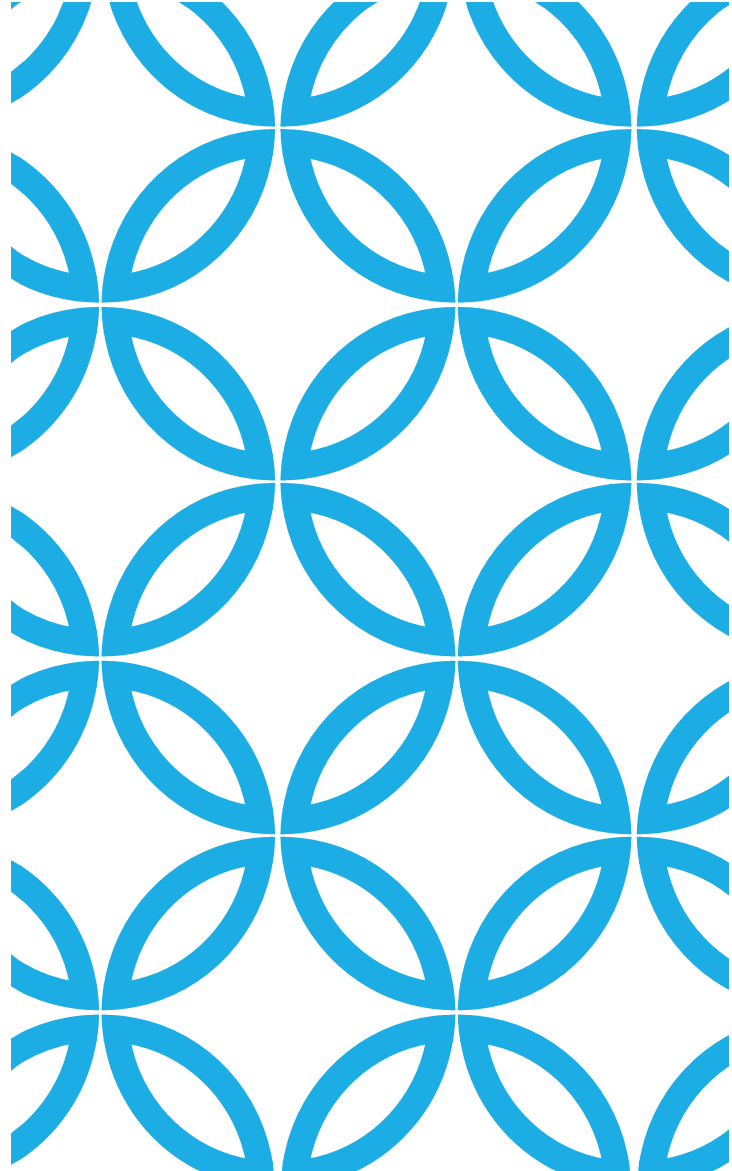
Does it avoid pain, shame and blame?

Is it do-able?

Does it solve/ help solve the problem?

Most important: Is it solution-oriented? If not, it is a veiled punishment, not a logical consequence.





REWARDS AND INCENTIVES

POSITIVE REINFORCEMENT

Behavior Charts are a great way to do some short-term reinforcement and teach new desirable behaviors.

They are NOT a long-term solution.

Behavior Charts must be:

- 1. Specific
- 2. Goal Oriented
- 3. Adds value, never takes away.

IF, THEN

Use preferable activities to incentivize less preferable activities.

Stay consistent and committed. There should be no other way for the child to earn the reward.



MONITORING CHART

One goal tracked over multiple time periods.

Children are rewarded based on a set number of “points” per day.

Goals and rewards are determined ahead of time.

Self-Monitoring Form: on task behavior

Student Name: _____ Date: _____

Parent Signature (Please sign and return): _____

Good Choice	Not such a good choice	Sad Choice	Teaching Time	Teacher and/or Parent Comments
			7:50-8:30 Morning Routines/ Familiar Reading	
			8:30-9:00 Calendar Math/ Morning Meeting	
			9:00-9:30 Guided Reading	
			9:30-10:00 Phonics/Journals	
			10:45-11:25 Lunch	
			11:45-12:30 Whole Group Math/Math Tubs	
			12:30-1:15 Specials	
			1:30-1:50 RECESS	

QUESTIONS AND ANSWERS

