

POSITIVE DISCIPLINE

A SYSTEMATIC APPROACH TO
EFFECTIVE PARENTING



In the beginning...

- Alfred Adler (1920s) introduced the idea that children's behavior is not driven by past events but rather a goal to belong and have significance.
- Rudolph Dreikurs (late 1930s) advocated for relationships with children based on mutual respect.
- Dreikurs and Adler refer to the kind and firm approach to parenting as “democratic” parenting.

Positive Discipline by Jane Nelson

□ Five criteria for effective discipline:

1. Help children feel a sense of connection

(Belonging and significance)

2. Is mutually respectful and encouraging

(Kind and firm at the same time)

3. Is effective long-term

(Considers what the child is thinking, feeling, learning and deciding about her/himself and what to do in the

future)

4. Teaches important social and life skills

(Respect, concern for others, problem solving, cooperation)

5. Invites children to discover how capable they are

(Encourages constructive use of personal power and autonomy)

*“Whoever got the crazy idea that in order to make children **do** better first we have to make them **feel** worse.”*

What Is Your Parenting Style?

Authoritative

Positive Discipline

Permissive

Order without freedom

Kind and firm

Freedom without order

No choice

Limited choices

Unlimited choices

“Because I said so!”

“You can choose within
limits that show respect.”

“You can do what you
want.”

Children Do Better When They Feel Better

- What are some conventional methods we use to help kids feel better?

Rewards such as candy, toys or whatever they want

Praise, “I am so proud of you! You are such a good kid!”

Patronizing/pacifying, denying feelings, “You’ll feel better” or “You’re okay.”

Rescuing or fixing. Not allowing disappointment or upset feelings.

Giving in to demands.

Making them happy all the time.

Over protecting

- Long term results of these methods?

Children feel inadequate, don’t learn how to do for self

Learn independence on things and people

Become materialistic

Feel entitled

Believe love means getting others to take care of them and give in to their demands and manipulation

Positive Discipline methods for helping children feel better

Validating their feelings.

Listening to them.

Giving choices and responsibility.

Empowering them by having faith in them.

Allowing them to develop their “disappointment muscles” so they can feel capable.

Giving unconditional love.

Providing opportunities to help and contribute.

Teaching that mistakes are wonderful opportunities to learn.

Mistaken Goal Chart

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1	2	3	4	5	6	7	8
The child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The Belief behind child's behavior is:	How adults may contribute:	Coded messages	Parent/teacher proactive and empowering responses include:
Undue Attention (to keep others busy or get special service)	Annoyed Irritated Worried Guilty	Reminding Coaxing Doing things for the child he/she could do for him/herself	Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.	I count (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	"I don't have faith in you to deal with disappointment." "I feel guilty if you aren't happy."	Notice Me Involve Me Usefully	Redirect by involving child in a useful task to gain useful attention; Say what you will do, "I love you and _____." (Example: "I care about you and will spend time with you later.") Avoid special services; Say it only once and then act; Have faith in child to deal with feelings (don't fix or rescue); Plan special time; Set up routines; Engage child in problem-solving; Use family/class meetings; Ignore (touch without words); Set up nonverbal signals.
Misguided Power (to be boss)	Angry Challenged Threatened Defeated	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior Defiant compliance Feels he/she's won when parent/teacher is upset Passive Power	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better."	Let Me Help Give Me Choices	Acknowledge that you can't make him/her do something and redirect to positive power by asking for help; Offer a limited choice; Don't fight and don't give in; Withdraw from conflict and calm down; Be firm and kind; Act, don't talk; Decide what you will do; Let routines be the boss; Develop mutual respect; Get help from child to set reasonable and few limits; Practice follow-through; Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurt others Damages property Gets even Intensifies Escalates the same behavior or chooses another weapon	I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.	"I give advice (without listening to you) because I think I'm helping." "I expect you to know why I focus more on your grades than I focus on you as a person."	I'm Hurting Validate My Feelings	Acknowledge hurt feelings; Don't take behavior personally; Avoid punishment and retaliation; Build trust; Use reflective listening; Share your feelings; Apologize; Make amends; Show you care; Act, don't talk; Encourage strengths; Put kids in same boat; Use family/class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Doing for Over helping Showing a lack of faith	Retreats further Passive No improvement No response Avoid trying	I don't believe I can belong, so I'll convince others not to expect anything of me; I am helpless and unable; It's no use trying because I won't do it right.	"I expect you to live up to my high expectations." "I thought it was my job to do things for you."	Don't Give Up On Me Show Me A Small Step	Break task down to small steps; Make task easier until child experiences success; Set up opportunities for success; Take time for training; Teach skills/show how, but don't do for; Stop all criticism; Encourage any positive attempt, no matter how small; Show faith in child's abilities; Focus on asset; Don't pity; Don't give up; Enjoy the child; Build on his/her interests; Use family/class meetings.

Praise or Encouragement?

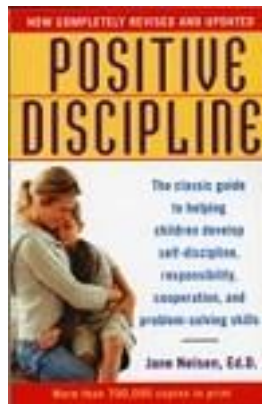
Praise

- ❑ Recognizes complete, perfect product: “You did it right!”
- ❑ Judgmental: “I like the way you did that.”
- ❑ Addresses the doer: “You’re such a good girl!”
- ❑ Invites children to change for others; approval junkie
- ❑ Teaches what to think

Encouragement

- ❑ Recognizes effort and improvement: “How do you feel about what you accomplished?”
- ❑ Self directing: “I appreciate your contribution.”
- ❑ Addresses the deed: “Thanks for helping.”
- ❑ Invites children to change for themselves; inner direction
- ❑ Teaches how to think

Questions?



Positive Discipline Book Club:

participants read chapters and come to meetings ready to discuss the reading and how it pertains to their parenting. We practice using the tools introduced in the book by sharing real life experiences.

Website:

www.positivediscipline.com