

PARENTS

are the CORE

PAC





**DISCIPLINE MATTERS:
GETTING THE BEHAVIOR YOU WANT
FROM YOUR CHILD**



DISCIPLINE MATTERS OBJECTIVES

1. REVIEW STRATEGIES AND TECHNIQUES THAT WILL HELP PARENTS GET THE BEHAVIOR THEY WANT FROM THEIR CHILDREN.
2. PROVIDE AN OPPORTUNITY FOR PARENTS TO DISCUSS PARENTING CHALLENGES AND SOLUTIONS WITH OTHER PARENTS AND SCHOOL STAFF MEMBERS.
3. STRENGTHEN OUR HOME/SCHOOL PARTNERSHIP TO BENEFIT STUDENTS.



SUPERNANNY

- Have you ever felt like you needed the help of the Supernanny to discipline your children?



NO ONE HAS ALL THE ANSWERS

- NOT EVEN SUPERNANNY!
- HOWEVER – SOME USEFUL GUIDELINES AND STRATEGIES CAN HELP MAKE DISCIPLINE MORE EFFECTIVE AND LESS STRESSFUL



WHAT IS DISCIPLINE?

- DISCIPLINE IS OFTEN THOUGHT OF AS PUNISHMENT, BUT ACTUALLY **TO DISCIPLINE** MEANS **TO TEACH**.
- **MORE THAN PUNISHMENT**, DISCIPLINE SHOULD BE A POSITIVE WAY OF HELPING AND GUIDING CHILDREN TO ACHIEVE SELF-DISCIPLINE.



PARENTS AND DISCIPLINE – IMPORTANT IMPACT

- PARENTS' BELIEFS ABOUT WHAT IS GOOD DISCIPLINE WILL HAVE A GREAT EFFECT ON HOW THEIR CHILDREN LIVE THEIR LIVES AND GET ALONG WITH OTHERS.





WHAT MATTERS TO YOU?

WHAT WOULD YOU LIKE TO DISCUSS AND/OR KNOW MORE ABOUT ON THE TOPIC OF DISCIPLINE?

PARENT TO PARENT DISCUSSION

ABOUT BEHAVIOR

1. BEHAVIOR IS LEARNED

2. BEHAVIOR IS SHAPED BY CONSEQUENCES



MORE ABOUT BEHAVIOR

3. BEHAVIOR THAT IS REWARDED CONTINUES;
BEHAVIOR THAT IS NOT REWARDED IS LESS
LIKELY TO CONTINUE

WE REWARD BEHAVIOR (GOOD AND BAD) BY
PAYING **ATTENTION** TO IT AND **ENGAGING** THE CHILD

LIMIT ATTENTION AND ENGAGEMENT IF
YOUR CHILD IS NOT COMPLYING SO
THAT IT IS **NOT** REWARDED!



SOME REASONS KIDS MISBEHAVE

- Repeated behavior gets them the same results each time. (They get what they want or they get attention – positive or negative.)
- They may lack the skills to understand what is expected due to age or processing issues (memory, sensory issues, language processing.)



SOME MORE REASONS KIDS MISBEHAVE

- Persistence – **thinking they will “win”** if they keep doing the same thing despite powerful consequences in the past.
- Intentional Disobeying – noncompliance, disregard of rules, **undesirable or unpleasant actions that you can see and hear** (oppositional, disrespectful, defiant, undisciplined, “spoiled”)



WHY CHILDREN NEED DISCIPLINE

- TO PROTECT THEM FROM DANGER (EX: BUSY STREET, HOT STOVE)
- SO THAT THEY CAN LEARN TO GET ALONG WITH OTHERS AND TO UNDERSTAND THAT THERE ARE LIMITS ON ACCEPTABLE BEHAVIOR



MORE REASONS TO DISCIPLINE

- DISCIPLINE HELPS CHILDREN LEARN TO THINK IN AN ORDERLY FASHION AND UNDERSTAND THE LOGICAL CONSEQUENCES OF THEIR ACTIONS SO THAT THEY CAN BE SUCCESSFUL IN SCHOOL AND AS ADULTS.
- DISCIPLINE HELPS CHILDREN UNDERSTAND PARENTS' AND SOCIETY'S VALUES AND RULES.



AS STATED EARLIER, DISCIPLINE IS NOT THE SAME AS PUNISHMENT

- **DISCIPLINE** – THE PROCESS OF TEACHING WHAT BEHAVIOR IS ALLOWED OR NOT ALLOWED AND WHY
- **PUNISHMENT** – ANY CONSEQUENCE OF A BEHAVIOR THAT REDUCES THE FREQUENCY OF THAT BEHAVIOR



WHAT KIND OF PUNISHMENT WORKS BEST?

- STUDIES HAVE SHOWN THAT PHYSICAL PUNISHMENT (HITTING AND SLAPPING) AND VERBAL ABUSE ARE **NOT** EFFECTIVE DISCIPLINE.
- EFFECTIVE DISCIPLINE COMPONENTS:

CONTROL OF THE SITUATION

CERTAINTY

TIMELY

MEANINGFUL

WITHOUT PASSION

CLOSE PHYSICAL PROXIMITY

FRESH START/FORGIVENESS



ULTIMATE GOAL OF USING THESE DISCIPLINE COMPONENTS: **COMPLIANCE**

- **CONTROL** - TO GAIN COMPLIANCE, START BY TELLING YOUR CHILDREN WHAT THEY NEED TO DO, **NOT ASKING THEM**
- **CERTAINTY** – IF THE CHILD **KNOWS** THAT A CONSEQUENCE WILL FOLLOW NONCOMPLIANCE, COMPLIANCE INCREASES
- **TIMELY** - CHILDREN GENERALLY COMPLY WHEN CONSEQUENCES ARE **RELATIVELY IMMEDIATE**
- **MEANINGFUL** - FOR A CONSEQUENCE TO EFFECTIVELY INFLUENCE BEHAVIOR, IT MUST BE MEANINGFUL
- **DISPASSIONATE** - **KEEP THE EMOTION OUT OF DISCIPLINE**
- **PROXIMITY** – MOVE CLOSE AND LOOK AT YOUR CHILD
- **FORGIVENESS AND FRESH START** – ALWAYS!





WHAT MATTERS TO YOU?

WHAT HAVE YOU HEARD SO FAR THAT YOU FEEL WILL HELP YOU AS YOU DEAL WITH DISCIPLINE CHALLENGES?

PARENT TO PARENT DISCUSSION

PARENT RESPONSES TO NONCOMPLIANCE

- DISCIPLINE CAN OCCUR **BEFORE** UNACCEPTABLE BEHAVIOR OR **AFTER**

FRONT END INTERVENTIONS INCLUDE:

ESTABLISHING CONTROL

EXPRESSING APPROVAL OF POSITIVE BEHAVIOR

ANTICIPATION OF COMPLIANCE

PROMPTING AND CUEING

MONITORING CHILD'S ACTIONS



PARENT RESPONSES TO NONCOMPLIANCE

BACK END INTERVENTIONS INCLUDE:

MAINTAINING CONTROL

BREVITY OF CONFRONTATION

SPECIFICITY ABOUT NON-COMPLIANT BEHAVIOR

TIMELINESS OF CONSEQUENCES

MAINTAIN PHYSICAL CLOSENESS WITH CHILD

MEANINGFUL CONSEQUENCES

FRESH START – ALWAYS GIVEN

DISPASSION – ALWAYS!



PARENT RESPONSES TO NONCOMPLIANCE

EMPHASIZE **BEHAVIOR** – **NOT** ATTITUDE

- FOCUS ON WHAT YOU CAN SEE, HEAR OR MEASURE
 - ACTIONS
 - WHAT IS HE/SHE DOING THAT I WANT TO STOP OR START?
 - WHAT WILL HE/SHE BE DOING THAT WILL TELL ME THAT THINGS ARE OKAY?



BEHAVIOR VS. ATTITUDE

- WHY FOCUS ON BEHAVIOR – WHAT ABOUT ATTITUDE?
 1. ATTITUDES ARE INVISIBLE (CAN'T BE SEEN HEARD OR MEASURED) – SO WE CAN ONLY **GUESS** WHAT ATTITUDE IS BEING DEPICTED. BEHAVIOR CAN BE SEEN HEARD, MEASURED.

THINK ABOUT IT THIS WAY: KIDS CAN HAVE WHATEVER ATTITUDE THEY CHOOSE, THEY JUST CAN'T BEHAVE ANY WAY THEY WANT.

(THIS IS HARD, BUT WORTH IT!)



BEHAVIOR VS. ATTITUDE

...WHY FOCUS ON BEHAVIOR – WHAT ABOUT ATTITUDE?

2. WE DON'T KNOW AS MUCH ABOUT HOW TO CHANGE ATTITUDES AS WE DO ABOUT HOW TO INFLUENCE BEHAVIOR.
3. BEHAVIOR CHANGE USUALLY COMES BEFORE ATTITUDE CHANGE

THEREFORE: IF YOU CAN'T SEE OR HEAR IT – FORGET ABOUT IT!



CONSEQUENCES THAT DON'T WORK!

- EMOTION

FRUSTRATION

EXASPERATION

ANGER

- WORDS, WORDS, WORDS

LECTURES AND SERMONETTES

SILLY QUESTIONS (HOW MANY TIMES DO I HAVE TO...)

DO SOMETHING DIFFERENT!



WHAT DOES WORK?

STRATEGIES TO TRY

DIRECTIVES

- EYE CONTACT, NEUTRAL FACIAL EXPRESSION, CLEAR FIRM, NEUTRAL TONE OF VOICE
- BE SPECIFIC
- DON'T SAY “PLEASE” OR “THANK YOU” WHEN GIVING A DIRECTIVE
- DON'T REACT TO BLOWBACK



STRATEGIES TO TRY ACKNOWLEDGEMENT THIS WORKS BETTER IF DONE SPORADICALLY – NOT EVERY TIME!

- MOVE CLOSE, EYE CONTACT, SMILE,
- ACKNOWLEDGE THE NEGATIVE BEHAVIOR – **NOT** THE CHILD
- PLEASANT, GENUINE TONE OF VOICE
- GESTURE OR APPROPRIATE TOUCH
- REACT SOONER RATHER THAN LATER



STRATEGIES TO TRY

DIRECT REPRIMAND

- MOVE CLOSE TO CHILD
- LOOK AT THE CHILD
- HAVE A SERIOUS EXPRESSION ON YOUR FACE
- MAKE A **BRIEF** DIRECTIVE STATEMENT
- USE A FIRM, CLEAR, LOW INTENSITY VOICE
- GESTURE FOR EMPHASIS
- **ACT IMMEDIATELY**
- IGNORE BLOWBACK

FOCUS YOUR WORDS ON THE LACK OF COMPLIANCE AND EXPECTATIONS FOR IT!



STRATEGIES TO TRY DISENGAGEMENT

- LOOK AWAY FROM THE CHILD
- TURN OR MOVE AWAY FROM CHILD
- MAINTAIN A NEUTRAL FACIAL EXPRESSION
- SAY **NOTHING** TO THE CHILD

NOTE: THE BEHAVIOR WILL GET WORSE BEFORE IT GETS BETTER!

REMAIN DISENGAGED UNTIL THE BEHAVIOR STOPS!



STRATEGIES TO TRY

TIME OUT

-EXPLAIN THE VIOLATION AND DESCRIBE THE PENALTY

SAY NOTHING ELSE!

--Send/lead/take the child to time out – SAY NOTHING

- The child must remain in time out **and be quiet** for 2-5 consecutive minutes

- **IGNORE** CHILD WHO IS IN TIME OUT

- WHEN TIME IS OVER, SAY “TIME OUT IS OVER”. **SAY NOTHING ELSE!**

- ACKNOWLEDGE NEXT POSITIVE BEHAVIOR THE CHILD DISPLAYS



WHEN USING **TIME OUT**...

...REMEMBER:

- REMAIN CALM AND MATTER-OF-FACT
- SAY ABSOLUTELY NO MORE THAN IS NECESSARY
- IGNORE THE CHILD COMPLETELY WHILE IN TIME OUT
- KEEP THE TIME-OUT PERIOD BRIEF -
AGE APPROPRIATE!





WHAT MATTERS TO YOU?

DISCUSS DISCIPLINE STRATEGIES FROM THE PREVIOUS SLIDES AND/OR FROM YOUR EXPERIENCE THAT SEEM TO BE EFFECTIVE.

PARENT TO PARENT DISCUSSION

TO BE CONTINUED...

WE WILL DISCUSS MORE DISCIPLINE CHALLENGES,
STRATEGIES, AND SOLUTIONS IN OUR NEXT SESSION
INCLUDING:

WHY KIDS **KEEP** MISBEHAVING
GOING BEYOND CONSEQUENCES – TIPS
DISCIPLINE FOULS
WHAT TO TRY AT HOME





**DISCIPLINE MATTERS:
PART 2**
**GETTING THE BEHAVIOR YOU WANT
FROM YOUR CHILD**



REVIEW AND SHARE

Share with your group any thoughts, challenges, or ideas related to our topic: Discipline Matters.

PARENT TO PARENT DISCUSSION

WHY KIDS KEEP MISBEHAVING

- IT IS CYCLICAL
 - KIDS AND PARENTS KEEP BEHAVING AND RESPONDING IN THE **SAME WAY** OVER AND OVER. TO BE SUCCESSFUL IN DIMINISHING OR ELIMINATING THE BEHAVIOR, **THE CYCLE MUST BE BROKEN!**

IF YOU ALWAYS DO WHAT YOU
ALWAYS DID, YOU WILL ALWAYS
GET WHAT YOU ALWAYS GOT!



CONSEQUENCES ARE ONLY PART OF THE ANSWER – DISCIPLINE TIPS

1. REWARD GOOD BEHAVIOR
2. BE CLEAR ABOUT RULES – SET LIMITS



MORE DISCIPLINE TIPS

3. NEUTRALIZE ARGUMENTS

- STEER CLEAR OF NO-WIN ARGUMENTS
- GO “BRAIN-DEAD” (NO RESPONSE)
- FEW WORDS

4. BUY YOURSELF TIME

TAKE THE TIME YOU NEED TO CALMLY DETERMINE
APPROPRIATE DISCIPLINE/CONSEQUENCES



5. BE CONSISTENT ABOUT RULES – FIRM AND FAIR
6. SET A GOOD EXAMPLE – MODEL GOOD BEHAVIOR
7. BUILD INDEPENDENCE AND COMPLIANCE



8. AVOID POWER STRUGGLES, NAGGING
CRITICIZING

9. USE MISTAKES AS OPPORTUNITIES TO
LEARN



10. LIMIT TALK – FEW WORDS!

11. TAKE TIME TO LISTEN TO YOUR CHILD – ASK

12. DISCIPLINE WITH LOVE, RESPECT, COURTESY –
CONNECT BEFORE YOU **CORRECT**

13. **ALWAYS** FOLLOW THROUGH WITH WHATEVER
CONSEQUENCES YOU PROMISE (POSITIVE
OR NEGATIVE)



DISCIPLINE FOULS COMMITTED BY PARENTS

MAKING EXCUSES BLAMING
PUT DOWNS LYING HITTING
TEASING THREATENING BOSSING
GETTING EVEN INTERRUPTING
NAME CALLING GRABBING
NOT LISTENING



THIS IS IMPORTANT!

- NO ONE IS A **PERFECT PARENT!**
 - DON'T FEEL GUILTY IF YOU MAKE MISTAKES! EVERYONE DOES! (USE THEM AS LEARNING EXPERIENCES.)
 - YOUR CHILDREN WILL FORGIVE YOU.
 - **FORGIVE YOURSELF AND MOVE ON!**



WHEN IT COMES TO DISCIPLINE – WHAT *REALLY* MATTERS?



RESPONSIBILITY MATTERS

- Chores
 - Tools such as calendars and message boards to help child stay on track
- Routines
- Natural consequences – don't rescue!
- Parents as role models



TALKING MATTERS

-CONVERSATIONS ARE IMPORTANT

MEALTIME, IN THE CAR, AFTER SCHOOL,
BEDTIME

-ASK QUESTIONS

(OPEN ENDED – “TELL ME ABOUT....”)

-BE AN ACTIVE LISTENER

PAY ATTENTION, LISTEN PATIENTLY,
ENCOURAGE MORE DISCUSSION



SLEEP MATTERS

- 3-6 YR. OLDS – 10-12 HRS./DAY
- 7-12 YR. OLDS – 10-11 HRS./DAY
- 12-18 YR. OLDS – 8.5-9.5 HRS./DAY

- HAVE A CONSISTENT BEDTIME AND WAKE-UP ROUTINE



RESPECT MATTERS

- SHOW YOUR CHILD RESPECT
- TEACH RESPECT FOR OTHERS
- RESPECT THE SCHOOL
- BUILD SELF-RESPECT AND RESPECT FOR BELONGINGS



EXPECTATIONS MATTER

- DESCRIBE THE BEHAVIOR YOU WANT TO SEE FROM YOUR CHILD
- MAKE EXPECTATIONS REASONABLE
- SET GOALS WITH YOUR CHILD
- OFFER LOTS OF SUPPORT AND PRAISE



CONSEQUENCES MATTER

- USE NATURAL CONSEQUENCES
- MAKE THE CONSEQUENCES THAT YOU CREATE FIT THE NEGATIVE BEHAVIOR
- USE EFFECTIVE CONSEQUENCES



HOME AND SCHOOL MATTERS

- GET TO KNOW THE TEACHER
- ATTEND SCHOOL EVENTS
- MONITOR SCHOOLWORK
- SUPPORT LEARNING AT HOME
- BE POSITIVE
- BE PROUD
- LIMIT DISTRACTIONS (TV AND VIDEO GAMES, SCREEN TIME)





WHAT MATTERS TO YOU?

WILL SOMETHING PRESENTED THIS EVENING BE USEFUL TO YOU AS YOU DEAL WITH DISCIPLINE CHALLENGES AT HOME?

PARENT TO PARENT DISCUSSION

RESOURCES FOR PARENTS

www.behavior-coach.com

Dennis Bumgarner, Indianapolis, ACSW, LCSW (behavior coach)

Includes videos, suggestions for parents, contact information for counseling

www.loveandlogic.com

Nationally recognized program for parents and educators

Includes free handouts and articles





WHICH PARENT WILL YOU BE?

NEXT PAC MEETING

- HOMEWORK 911
- DATE:

