

Promoting Family Well-Being and Healthy Development through Positive Discipline Techniques

Healthy Families Florida Training Institute

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Objectives

After this presentation you will be able to:

- Distinguish between discipline and punishment.
- Explain how harsh discipline affects brain development.
- Summarize the key characteristics of developmental milestones.
- Identify 11 positive discipline and guidance strategies.

What's in it for me?

Sharpen your saw!

- Practice family-centered techniques for helping families understand key milestones in their child's growth.
- Make use of new understanding of typical child development to improve family outcomes.
- Provide families with positive approaches for addressing difficult behaviors.

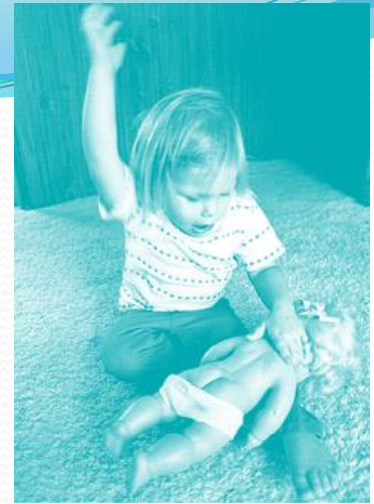
What's in it for the family?

Positive discipline and guidance promotes healthy development and family well being.

- Young brains develop healthy “wiring.”
- Children learn to modulate behavior and emotion.
- Parents react more consistently and appropriately.
- Children have more positive interactions with family and caregivers.

Punishment vs. Discipline

Webster says...



Punish - to deal with roughly or harshly; to inflict injury on a person because of a crime or wrong-doing.

Discipline - to train or develop by instruction and exercise especially in self-control.

Why would parents use punishment instead of discipline?

Parenting Styles

- Authoritarian
- Democratic
- Permissive
- Perfectionist
- Mixed Parenting Style
- Overprotective

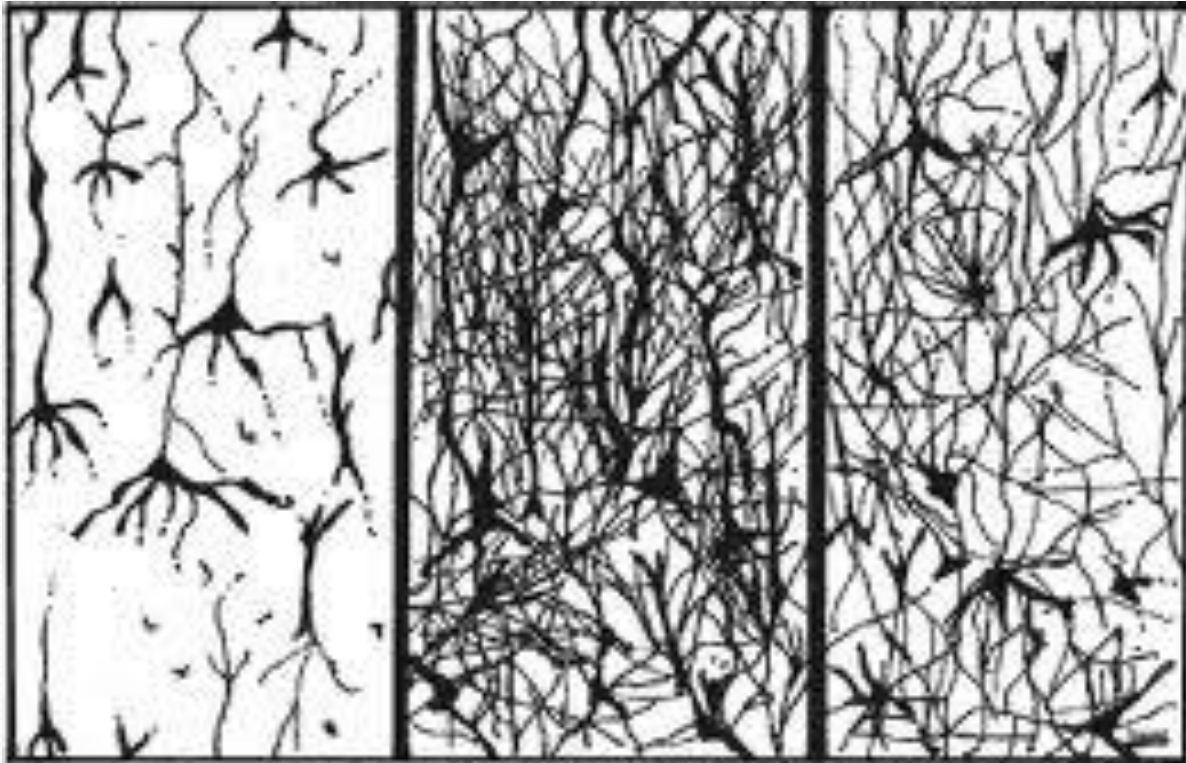


Parenting from the Subconscious

- Most parents (subconsciously) treat their children the way they were treated as a child, especially around discipline and punishment issues.
- Parents may use techniques their parents used on them even though they may not be healthy parenting skills.
- Parent-child interactions color the child's experiences.

Children's early experiences impact the way their brain develops.

Healthy Brain Development



Birth

7 Years Old

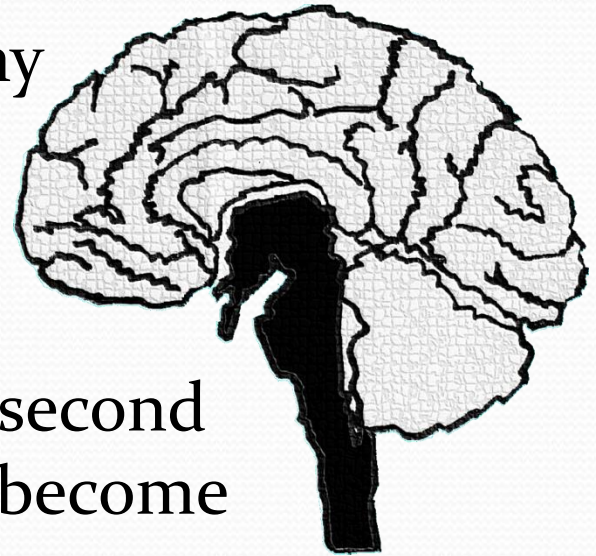
14 Years Old

Graphic from North Dakota State University
<http://www.ag.ndsu.edu/pubs/yf/famsci/fs609w.htm>

Brain Stem – Survival

Prenatal and Perinatal

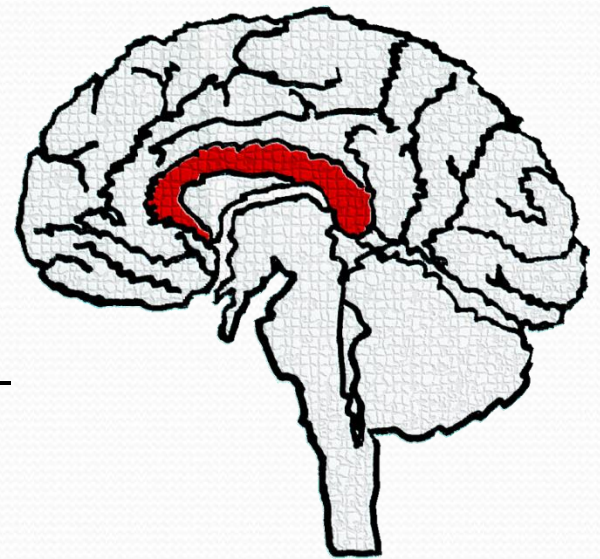
- During the prenatal period the brainstem and mid brain experience the most growth.
- The brainstem is responsible for many of our body's most vital functions— heart rate, breathing, and blood pressure.
- It is mostly mature by the end of the second trimester, which is when babies first become able to survive outside the womb.



Limbic Region - Emotions

Early Childhood and Infancy

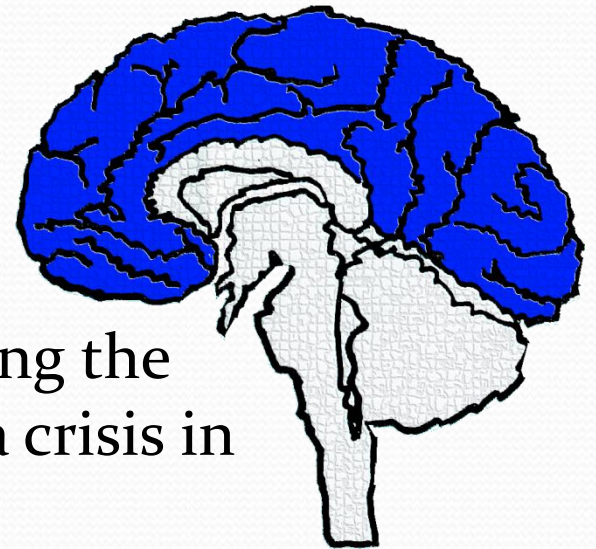
- Children seven and younger deal in their emotions. They act “emotional.”
- Their cortex is not developed enough to “reason.”
- Children younger than seven believe in fantasy. Therefore, they believe everything you say to them – good and bad.



Cortex – The Thinking Brain

Early Childhood, Adolescence, Adulthood

- The cortex begins to develop around age six or seven. It is not fully developed until between age 19 – 23.
- Cortex is the center for:
 - Reasoning and logical thinking
 - Being calm and not emotional
 - Putting on your “work face” and getting the job done, even though there may be a crisis in your life



Major Milestones - Prenatal

- 50,000 neurons are created each second during the prenatal period.
- By 3 weeks gestation the electrical activity of the brain begins.
- By about 5 to 6 months the brain is capable of “thought” and some cognitive functions.
- What the mother feels is transferred to the baby across the placenta.
- Stress in the mother impacts the baby.

Major Milestones – Young Infants

Birth to 8 months

- Dependent on adults for their basic needs.
- Developing attachments – Trust vs. Mistrust.
- Will my needs be met?
- Crying peaks at 4-6 weeks.
- Learning self-regulation.
- Large muscles are developing – arms, legs, torso, neck.

Major Milestones – Older Infants

8 to 18 months

- Still dependent for basic needs.
- Becoming more mobile – crawling and pulling up
- Stranger danger!
- Separation anxiety!
- Strengthening attachments – Trust vs. Mistrust.

Major Milestones – Toddlers

18 months to 3 years

- Walking and running!
- Solitary and parallel play.
- Drawing random letters and shapes.
- Beginnings of self-care feeding self, brushing teeth.
- Language emerges – “No!” “Me do!” and then short sentences. “
- Testing limits - Learning Autonomy vs. Shame.
- Temper tantrums!

Major Milestones - Preschoolers

3 to 5 years

- Beginnings of social play and then cooperative play.
- Does not play games with rules well – cheats!
- Beginning to write letters and draw recognizable figures.
- Learning Initiative vs. Guilt: imagining and fantasy play, leading and following OR fearfulness and overdependence on adults.

Major Milestones – School Age

- Beginning to relate with peers according to rules.
- Elaborate play with rules and teams.
- Mastering school studies.
- Starting to make their own decisions.
- Learning Industry vs. Inferiority – I am capable or I am not capable (self-esteem).
- Parents are no longer the complete authority.

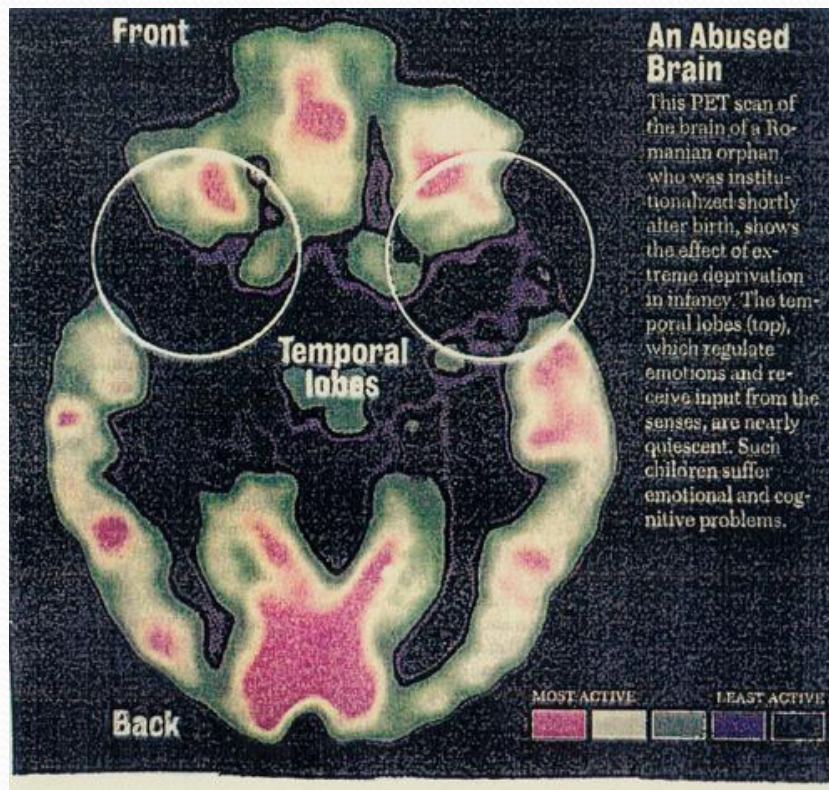
Major Milestones - Adolescents

- Strong affiliation with friends and social circles.
- Developing ideals and beliefs, sometimes different than our family.
- Learning Identity or Role Confusion.
- Social interactions and sense of right and wrong.

What's all this got to do with discipline?

- A child's experiences – GOOD OR BAD – influence the wiring in the brain.
- Stressful and traumatic experiences release the hormone cortisol.
- Continuous high levels of cortisol and stress cause damage to the developing brain.

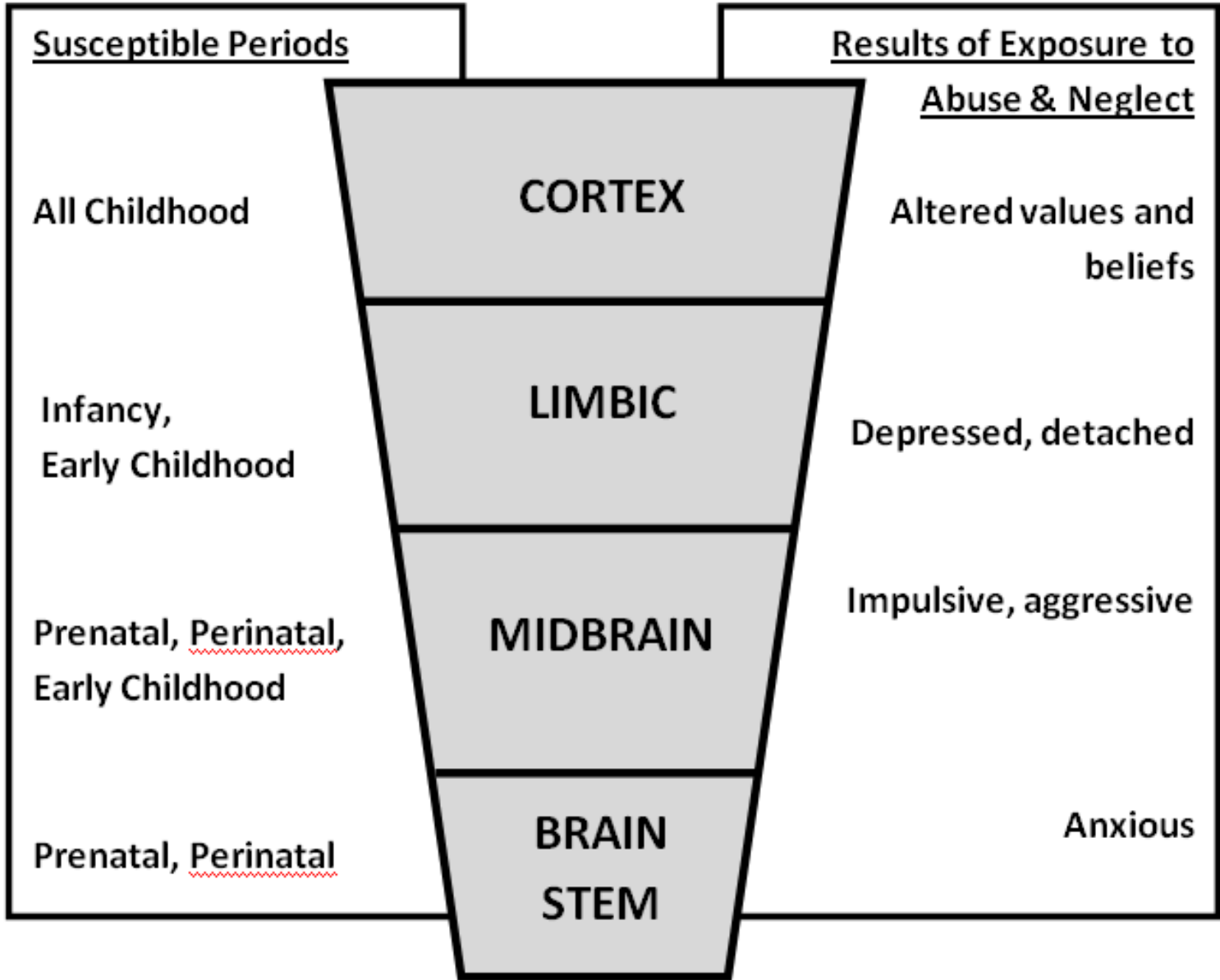
Abused Brain



Healthy Brain



Image from Centers for Disease Control



What is Positive Discipline?

- Based on the work of Alfred Adler and Rudolf Dreikurs:

“People do their best, work their hardest and are happiest when they enjoy relationships built on mutual respect, dignity, encouragement and kind, firm teaching.”

Five Foundations of Positive Discipline

1. Love
2. Respect
3. Listening
4. Clear Expectations
5. Firm and Consistent Parenting

Get out your Inventory Sheets!

- It's time to discuss Positive Discipline and Guidance Strategies.



1. What Kind of Person Do I Want My Child to Become by Age 18?

Ask yourself: What kind of person do you want your child to become by the time he/she is 18 years old?

- Think of examples that represent that child you have in mind.

You have to start with the end result in mind!

2. Touch, Eye contact, Time (T.E.T.)

- Consistent and positive parent-child interactions that include touch, eye contact, and engaging the child in play, ensure an optimal environment for the child's brain to develop to its fullest potential.
- T.E.T. is the ultimate loving reward for a child.
- A parents loving touch, eye contact and uninterrupted time is vital – even if it's just 5 minutes!

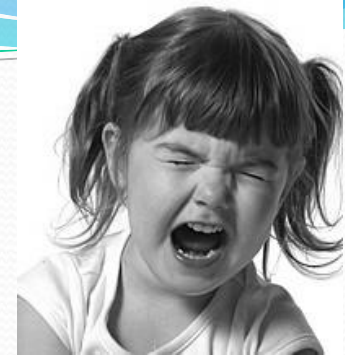


3. The Family Rule



- Everyone agrees to follow the Family Rule(s).
- Repeat the Family Rule(s) to the child often.
- Family Rule(s):
 - should be easily understood and doable
 - = routines = boundaries
 - = expectations = learning
 - family has values
 - most appropriate for children younger than age seven

4. Temper Tantrum Tips



- More T.E.T!
- Validate their feelings, it's okay to be angry.
- Give the child a safe place to calm down - “You can be angry over here where you are safe, but Mommy needs to finish washing the dishes.”
- Let them know they are in control of their feelings - “Come talk to me when you have calmed down.”

5. Other Ways to Say “No”

- Offer alternatives or choices. Offer a choice, but no more than 2 times, OR say, “Mommy will make the choice for you.”
- Set a clear boundary. Explain to the child what they CAN do, i.e., create a safe space where they can play with their cars without hitting the walls
- Use a different tone of voice, calm and firm.
- Use the when/then technique. “When I’m off the phone, I’ll read you a book.”

6. Limit Words Based on Age

- Children younger than seven, use 10 words or less
- Children older than seven, use 25 words or less



7. Redirection/Distraction

- Offering an acceptable behavior to replace the unacceptable behavior
- “You need to get down.” The child stays put and doesn’t move. The parent says...”Look! There’s the mailman! Come see!” The child, distracted, climbs down and runs to the window.



8. Stop, Explain, Teach

- Stop what you are doing, use “the Look,” and with firm tone of voice to get the child’s attention, say “Please look at me.”
- Explain why their behavior is inappropriate, use an age-appropriate explanation. Example: “Jumping on the couch is not safe. You could get hurt.” Or, “Jumping on the couch breaks one of our family rules.”
- Teach the child by modeling the behavior they want. “Jump on the floor. Let’s play music and jump!”

9. Offering Choices

- Does NOT mean letting the child do what they want .
- It means the adult offers two acceptable behaviors for the child to choose.
- “The couch is for sitting.”
- Offer two acceptable choices: “You can jump on the floor or you can jump outside.”
- If they don’t make a choice: “You choose or mommy will choose.”
- The child is still master of their universe!

10. Counting 1...2...3...4...5

- Counting is used when other discipline techniques are not working.
- A parent's "counting" voice should be firm (as in "the Look") and should not be mean or frightening.
- "Mommy told you to get down. You could get hurt."
10 words.....<<*PAUSE*>>....
- If the child does not get down, the parent says "I'm going to count to five. Get down or I will help you down."

11. Portable “Chill Out”

- Calmly walk over and comfort the child who has been hurt.
- Tell the aggressor what they did wrong and/or what they need to do.
- Hold the aggressor’s hand (not wrist).
- Turn your back to the aggressor.

Continued on next slide

11. Portable “Chill Out”

- Breath!
- Slowly count to ten.
- Turn to child and either restate the family rule and/or tell the child what you need for them to do.

Positive Discipline and Guidance Strategies Inventory

1. What kind of person do I want my child to be by age 18?
2. The Family Rule
3. Touch, Eye Contact, Time – T.E.T.
4. Temper Tantrum Tips
5. Other Ways to Say “No”

Positive Discipline and Guidance Strategies Inventory

6. Limit Words Based on Age
7. Redirection/Distraction
8. Stop, Explain, Teach – S.E.T.
9. Offering Choices
10. Counting
11. Portable “Chill Out”



Make a ring of strategies!

Thank you for your time today!
Any questions?



HFF Training Institute

For more information regarding trainings available through Healthy Families Florida, please contact:

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