



POSITIVE DISCIPLINE: PARENTING YOUR TEEN WITH CONFIDENCE

“CHILDREN DESERVE TO BE TREATED WITH DIGNITY AND RESPECT...THEY ALSO DESERVE THE OPPORTUNITY TO DEVELOP THE LIFE SKILLS THEY NEED IN AN ATMOSPHERE OF KINDNESS AND FIRMNESS INSTEAD OF AN ATMOSPHERE OF BLAME, SHAME, AND PAIN.”

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WARM UP ACTIVITY:

TEEN SECRETS

Think of at least 3
things you did as a
teenager that you
didn't want your
parents to know about



FIVE CRITERIA FOR POSITIVE DISCIPLINE

- Helps children feel a sense of connection (belonging and significance)
- Is kind and firm at the same time (respectful and encouraging)
- Is effective long term (punishment works short term, but has negative long-term results)
- Teaches valuable social and life skills for good character (respect, concern for others, problem solving, cooperation)
- Invites children to discover how capable they are (encourages the constructive use of personal power and autonomy)


HISTORY OF CHILDREN'S BEHAVIOR

- The good old days...what's changed?
- Adults no longer give children an example or model of submissiveness and obedience
 - Human rights movement (yay progress!)
- Children have fewer opportunities to learn responsibility and motivation
 - Children are no longer *needed* as contributors for economic survival

“Children learn responsibility when they have opportunities to learn valuable social and life skills for good character in an atmosphere of kindness, firmness, dignity, and respect”.



**WHAT PERCEPTIONS
AND SKILLS ARE
NECESSARY FOR
DEVELOPING CAPABLE
PEOPLE?**



SEVEN SIGNIFICANT PERCEPTIONS AND SKILLS

IDENTIFIED BY: H. STEPHEN
GLENN AND JANE NELSON

- Strong perceptions of personal capabilities- “I am capable”
- Strong perceptions of significance in primary relationships – “I contribute in meaningful ways and I’m genuinely needed”
- Strong perceptions of personal power or influence over life – “I can influence what happens to me”
- Strong interpersonal skills: the ability to understand personal emotions and to use that understanding to develop self-discipline and self-control
- Strong interpersonal skills: the ability to work with others and develop friendships through communicating cooperating, negotiating, sharing, empathizing, and listening
- Strong systemic skills: the ability to respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility, and integrity
- Strong judgmental skills: the ability to use wisdom and to evaluate situations according to appropriate values

**Strictness
(excessive control)**

- Order without freedom
- No choices
- “You do it because I said so”

**Permissiveness
(no limits)**

- Freedom without order
- Unlimited choices
- “You can do anything you want”

**Positive Discipline
(authoritative; kindness and firmness at the same time)**

- Freedom with order
- Limited choices
- “You can choose within limits that show respect for all”

3 APPROACHES FOR ADULT-CHILD INTERACTION

MAIN PROBLEMS WITH STRICTNESS AND PERMISSIVENESS

- When misbehavior is met with punishment, the behavior stops immediately but soon begins again, and again, and again
- The mistaken belief that the only alternative to strictness is permissiveness
- Permissiveness is unhealthy for adults and children because permissiveness teaches children that the world owes them a living. This can lead to manipulation and spending more time trying to get out of responsibility than developing their independence and capabilities.

THE FOUR R'S OF PUNISHMENT

Punishment does work, punishment stops behavior immediately. But, beware of what works. We must beware of what works when the long term results are negative. The long-term results of punishment are that children usually adopt one or all of the Four R's of Punishment:

- **Resentment** – “This is unfair. I can't trust adults”
- **Revenge** – “They are winning now, but I'll get even”
- **Rebellion** – “I'll just do the opposite to prove I don't have to do it their way”
- **Retreat:**
 - Sneakiness – “I won't get caught next time”
 - Reduced self-esteem – “I am a bad person”



WHERE DID WE EVER
GET THE **CRAZY** IDEA
THAT IN ORDER TO
MAKE CHILDREN **DO**
BETTER, FIRST WE HAVE
TO MAKE THEM **FEEL**
WORSE?

HOW IS POSITIVE DISCIPLINE DIFFERENT?

- Positive Discipline is not humiliating to children or to adults
- Positive Discipline is based on mutual respect and cooperation
- Positive Discipline incorporates kind and firmness at the same time as the foundation for teaching life competencies based on an inner locus of control
- Strictness and Permissiveness vs Positive Discipline
 - Strict/Controlling adults do not allow children to be responsible for their own behavior
 - Reward vs Punishment - the adult is responsible because the adult has to reward or punish the child, the child learns responsibility is dependent on an adult being around
 - Permissive teaches irresponsibility because both adult and children relinquish responsibility

WHY DO
THINGS GET
WORSE BEFORE
THEY GET
BETTER?

Children exaggerate their behavior
(get worse) in their efforts to get
us to respond like the way they are
use to their parents behaving.

FIVE CRITERIA FOR POSITIVE DISCIPLINE

What skills do
these teach long
term?

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- You will be creating two lists that will create guidelines of where you want to go, and some challenges that will help you there
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 - Brainstorm a list of CHALLENGES you have with you children
 - Brainstorm a list of CHARACTERISTICS AND LIFE SKILLS you think your children need to be happy, contributing members of society
- Challenges can be used to help children develop the characteristics and life skills that will help them become happy, contributing members of society

Mistakes are Wonderful Opportunities to Learn! How can challenges lead to life skills?

REFERENCES

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