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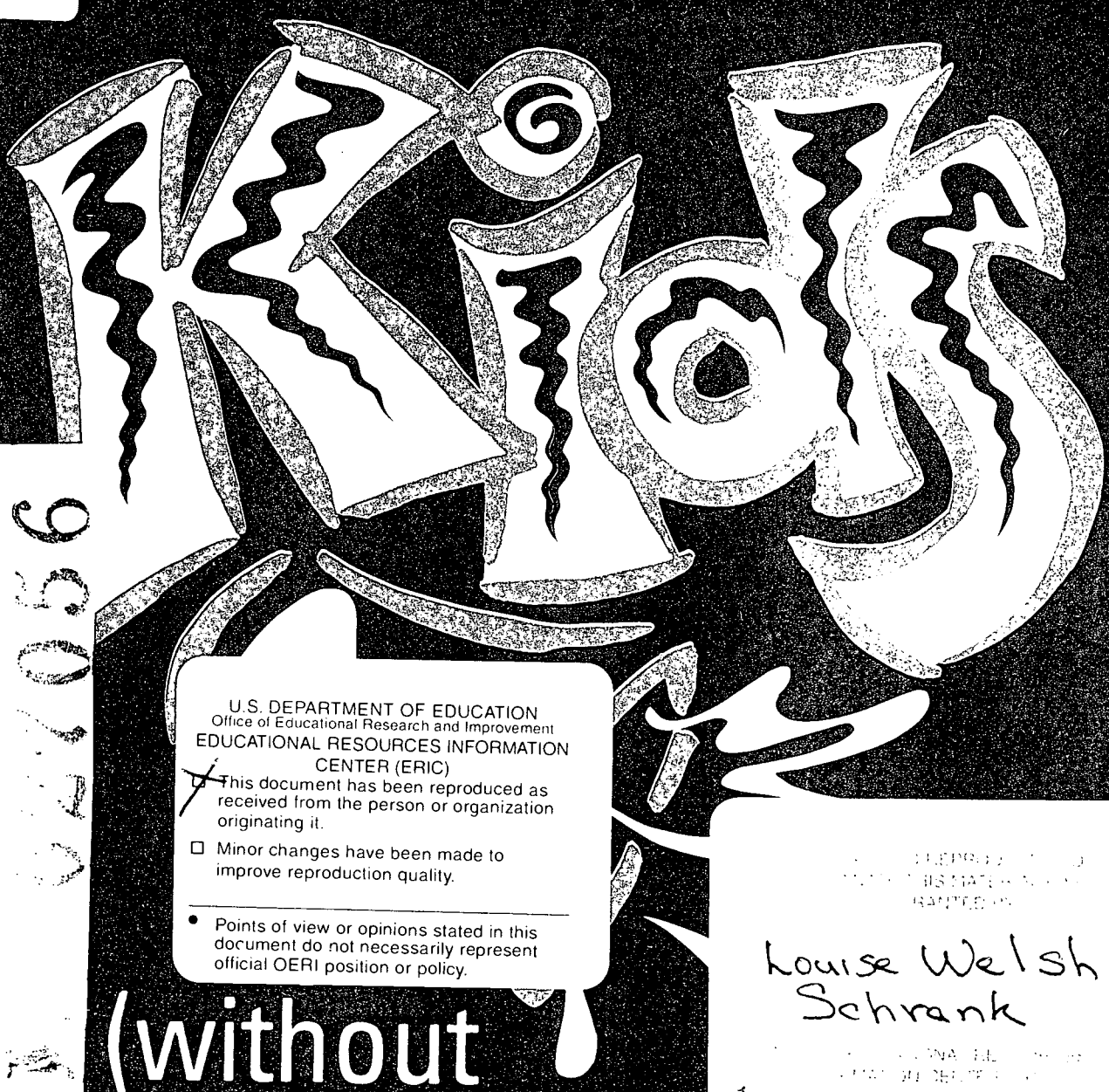
ABSTRACT

Intended for parenting classes of parents of young children having difficulty with discipline, this leader's guide and videotape paint a dramatic picture of the wrong way to discipline children and give clear practical ideas of how to talk to children using encouragement and effective reprimands to change behavior. The first part of the guide presents an overview of the videotape, specific viewing objectives, and questions for discussion. The remainder of the guide highlights elements of more positive discipline explored in the videotape, such as giving children choices, statements of encouragement, a framework for effective reprimand, giving children directions, a list of encouraging words, and suggestions for parents when their words are hurting their children. The accompanying video discusses why yelling at children does not succeed in making them behave appropriately, and explores the techniques of encouragement and positive discipline highlighted in the leader's guide. Using the context of a parenting support group discussion, the videotape emphasizes paying attention to when the child is behaving well, using encouraging phrases that describe child's actions rather than the child, using "I" messages (e.g., "I appreciate the way you and your brother..."), and showing physical affection. The videotape also demonstrates a framework for effectively reprimanding a child without insulting him or her: use the child's name, make eye contact, tell the child to stop the behavior, offer the child choices, and give a reason why the behavior must stop. (HTH)

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(without  
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Learning Seed

Leader's Guide

# Disciplining Kids

(Without Screaming and Scolding)

Louise Welsh Schrank

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## Contents

### *Disciplining Kids (Without Screaming or Scolding)*

contains a close captioned 20 minute VHS videotape and this guide which owners of the tape may duplicate for classroom use only. ISBN 0-917159-80-2.

Catalog No. 213.

## Overview

The joys of parenthood! They include shaving cream all over the counter-top, bubble gum in the hair, wads of toilet paper plastered all over the bathroom. What's a parent to do? Give up? Scream? Or simply yell, "Stop it you little brats or I'll flush YOU down the toilet!"?

This very practical video paints a dramatic picture of the wrong way to discipline kids and gives clear, practical ideas on a better way. Here are some of the insights viewers will gain:

- ◆ Parents often repeat the style of discipline used in their own upbringing. They might shout and scream simply because "that's how parents behave."
- ◆ Parents who pay attention primarily to BAD behavior teach their kids that misbehavior is the best way to gain attention.
- ◆ How to use effective encouragement. An encouragement such as "You ate all your vegetables, what a good girl" is not effective. Such a statement is about the person, not the behavior. Being a "good girl" should not depend on vegetable eating.
- ◆ Sometimes kids do have to be reprimanded. The video demonstrates the typical and ineffective

way to reprimand -- criticism, put downs, and threats. It shows how to issue an effective reprimand-- be specific, present a choice within limits, and give a reason why the behavior is wrong.

## Objectives

After viewing and discussing video, students will:

- ⊗ Have practice and guidance in effective communication techniques that build self-discipline and self-esteem in children.
- ⊗ Understand that yelling and belittling are ineffective and destructive discipline techniques.
- ⊗ Have heard that encouragement is better motivation than punishment.
- ⊗ Understand that parents often repeat the parenting that they received as children.
- ⊗ Have practiced verbally encouraging a child.
- ⊗ Have practiced a technique for reprimanding a child.
- ⊗ Know how to respond verbally to common misbehavior of young children: annoying habits, problems in the daily routine, and aggressive behavior.
- ⊗ Recognize Parents Anonymous as a national organization offering support groups for parents.

## Questions For Discussion

1. The video suggests reasons why yelling at children is ineffective. What were they?

*(Yelling doesn't make children behave. Children may tune you out at lower levels. They figure, if mom or dad doesn't holler, they don't care. Yelling teaches kids that shouting is a suitable way to communicate.)* Do you agree or disagree?

2. What is verbal abuse? *(Frequent verbal attacks on a child's appearance, intelligence, competence, or value as a human being. Threats, comparisons, and sarcasm can also be abusive.)*

3. How does a parent encourage a child? *(Talk about the positive things they do. Encourage them to repeat the good things they do. And tell them frequently that you love them.)*  
Practice making encouraging phrases to a child.

4. Why should a parent avoid saying, "You're a good girl."? *("You're a good girl" talks about the child, not her actions. A child is good regardless of whether she behaves. Children can start believing that THEY'RE bad, not their behavior.)*

5. One parent commented that adults work harder when managers give employees seven compliments for every one reprimand. Do you think the same thing holds true for children? Why or why not? Practice making reprimands, using the handout on page 8.

6. What is the snowball effect? *(When you pay attention to misbehavior, kids just misbehave more. Kids want attention.)*

## Giving Children Choices

**Phrase choices for each of these examples.**

1. Five-year-old Jasmine did not follow directions to wear a jacket when playing outside.
2. Three-year-old Dexter did not put away his Legos, truck and baseball game after playing with them.
3. Two-year-old Katlyn will not eat cooked cereal for breakfast.
4. Brian refuses to wear his best shirt and pants to Sunday School.
5. Four-year-old Shannon refuses to share her toys with neighbors.

### POSSIBLE ANSWERS

*Jasmine, do you want to wear your blue or black jacket?*

*Dexter, I'll help you pick up your toys. Which toys do you want to pick up?*

*Katlyn, do you want Crispex or Corn Flakes this morning?*

*Brian, do you want to wear your tan pants and shirt or the blue outfit to Sunday School?*

*Shannon, which toys do you want to play with when Amy comes to play? We'll offer her ones you're not interested in today..*



# Encouraging a Child

Give children encouragement, not rewards and bribes. Parents give bribes and rewards after the child does something the parent wants. Bribes and rewards are highly judgmental; they say, "You have done well what I want." A child tries to walk alone and falls down. She doesn't need praise ("Great fall!"). She doesn't need bribes ("Walk to mama and I'll give you candy."). She needs encouragement.

Encouragement comes at any time.

Encouragement is non-judgmental.

Encouragement communicates trust in the child.

Encouragement inspires.

Encouragement passes on courage and confidence.

Encouragement helps develop a sense of self-pride.

Encouragement develops internal motivation.

## Encouragement communicates

- I believe in you.
- I love you.
- You can do this.

## How to make an encouraging statement:

Encourage specific things kids do well.

Give physical affection when encouraging a child.

Use unconditional "I" messages to let them know you appreciate them.

### Unconditional

*I love you*

*You're a terrific kid.*

### Conditional

*I like your behavior when you play together without fighting.*

*I'm proud of you when you go to bed without an argument.*



## Recognizing Effective Encouragement

Effective Encouragement is specific, and immediate. Ineffective encouragement is general, gives negative comparison or is delayed .

Check the statements that are examples of effective encouragement. Tell why the other examples are ineffective encouragement. If possible, rewrite the ineffective examples so they are effective examples of encouragement.

\_\_\_\_\_ 1. I'm glad you remembered to bring your bear to day care. That was good thinking.

----- 2. I'm glad you went to the poddy. I hope you won't have an accident next time.

\_\_\_\_\_ 3. (*To a child who put away his puzzles*) Good Job!

\_\_\_\_\_ 4. (*To a small child trying to put on his own shoes*)  
Putting on your own shoes can be hard and confusing. I'm glad you tried to put them on by yourself.

\_\_\_\_\_ 5. It was so nice when you played with your computer games before lunch. I wish you would be that well-behaved now.

\_\_\_\_\_ 6. You don't look like a bum now that you put on clean clothes and washed your face.

\_\_\_\_\_ 7. I'm proud of you that you'll let Max play with your new truck. It's nice when you share.

(Possible encouraging responses on page 12.)

## How to Reprimand a Child

- ▶ Call the child by name.
- ▶ Establish eye contact-- Look her in the eye.
- ▶ Tell her to stop the behavior.
- ▶ Suggest choices-- some things the child can do instead.
- ▶ Give a reason why the behavior should stop.
- ▶ Give kids a choice within limits. Choices build a sense of cooperation between parent and child. Choices help children follow through on their own.

**Here is a list of common misbehavior. Practice making reprimands using the above ideas.**

Sacheko says no constantly and won't take a bath.

Clayton disobeys you and kicks the dog.

Bobby talks back to you, saying, "I'm not going to pick up my toys. You're mean."

Olivia interrupts you when you talk on the phone.

Tyler climbs out of bed after lights are out.

Brittany calls her sister a dummy.

## Giving Children Directions

☺ *Develop age appropriate expectations.*

Learn about child development so you don't ask more of a child than he/she is capable of doing.

☺ *Be clear and specific about what you want.*

Being as specific as possible about what you want a child to do will make it easier for the child to follow directions.

☺ *Only give your direction once.*

After you give a child a direction once and he doesn't respond, don't repeat the request. If the child does not comply with the direction the first time, get up and help the child do what was requested.

Chances are if you repeat the request you will raise your voice and the child will only "tune you out."

If a parent tells a child to get off the counter-top and the child remains on the counter-top, the parent would go over to the child and "help" him climb down, rather than remaining seated and repeating the direction.

☺ *Make encouraging comments.*

When directions have several steps, tell the child they are doing well while he/she tries to follow the directions.

☺ *Thank the child for doing what was requested.*

When you say, "Thank you for doing what I asked you to do," the child will learn to say thank you when he appreciates what someone has done.

## Encouraging Words

I/We love you.

That's great!

You're terrific!

You're very special!

I'm/We're very proud of you.

I believe you can do it.

You do---- so well.

Don't give up.

You're nice to be with.

Do the best you can.

Give it your best.

You are what matters.

You made me happy. I hope you made you happy.

You can do it.

I couldn't do it without you:

## What Can You Do ?

If you find yourself hurting children with your words, here are some suggestions.

**Stop** Stop talking. Think about what you said. Why are you so upset? Are you angry about something else? How would you feel if someone made these comments to you?

**Time out** Physically remove yourself from your child when you are angry. Calm down before you respond to a child.

**Talk** Tell someone you trust about how you are talking to your children. Talk to a good friend, a social worker, a doctor, or another parent. Perhaps they have problems with their children too. It helps to know other people have the same problems.

**Support** Find a support group such as Parents Anonymous. P.A. offers a comfortable, non-judgmental atmosphere where parents can share feelings, problems and successes related to parenting. Attend the meetings, become involved, even become a parent leader. Parents can help one another.

# Encouraging Responses

Here are possible encouraging responses to situations on Page 7

1. *Effective, specific.*

2. *Ineffective; Negative comparison.*

3. *Ineffective; General; Effective response: I'm proud of you that you put away your puzzles without my asking you to.*

4. *Specific.*

5. *Ineffective; the encouragement was delayed; the statement should have been made before lunch. The second statement is negative.*

*Improved example: I'm impressed at the way you concentrate on your games. Do you want to play them again after lunch?*

6. *Ineffective. Negative comparison.*

*Specific: You look great with clean clothes and face.*

7. *Effective.*

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