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Positive Discipline Principles and Practices for Parents

POSITIVE DISCIPLINE PRINCIPLES	<ol style="list-style-type: none"> 1. Relationship-Building and Communication 2. Encouragement 3. The Child's World 4. Teaching and Skill-Building with a Long-Range Focus 5. Parent as Role Model 6. Empowerment and Contributions 7. Respectful Parenting Style 8. Limit-Setting that Builds Inner Strength 9. Problem Solving Solutions 10. Mistakes as Opportunities to Learn
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PRINCIPLES	EXAMPLES OF PRACTICES
<p>Relationship-Building and Communication</p> <p>Supportive relationships lead to positive growth and well-being for a child. Through a parent's focus on connection and reciprocal communication, the child learns to experience a sense of belonging and significance within the family.</p>	<ul style="list-style-type: none"> -Pay Attention to your child. -Schedule regular special time with your child. -Enjoy your child. -Make a connection before a correction. -Ask curiosity questions to help your child develop his own thoughts rather than be told what to do. -Listen reflectively so that you child knows that she's being heard. -Empathize with your child. Validate his feelings. -Provide energetic support. -Offer hugs. -Share your sense of humor with your child.

Adapted from Jane Nelsen and Lynn Lott's Positive Discipline Books
 Organized by Arlene Raphael and Steven Foster, 2011

PRINCIPLES	EXAMPLES OF PRACTICES
<p style="text-align: center;">Encouragement</p> <p>Children experience encouragement when they are acknowledged for their capabilities, their contributions, and their ability to positively influence their life and the lives of others.</p>	<ul style="list-style-type: none"> -Provide descriptive encouragement (e.g., "You are sharing your car with your sister."). -Provide appreciative encouragement (e.g., "Thank you for helping."). -Provide empowering encouragement (e.g., "I believe you can do it."). -Teach self regulation through positive ways to calm down (e.g., through Positive Time- Out).
<p style="text-align: center;">The Child's World</p> <p>In trying to understand their child's point of view, parents will be better equipped to teach important social and life skills.</p>	<ul style="list-style-type: none"> -Understand your child's developmental strengths and challenges. -Understand your child's temperament. -Understand your child's special needs. -Understand the brain and it's impact on emotional regulation. -"Listen" to your child with more than just your ears. -Consider what your child is thinking, feeling, learning, and deciding about himself and his world.
<p style="text-align: center;">Teaching and Skill-Building with a Long-Range Focus</p> <p>Through a long-term parenting focus with attention on long-term outcomes instead of just immediate results, children will develop their sense of personal capability and learn the critical life skills that will enable them become contributing members of their families and communities.</p>	<ul style="list-style-type: none"> -Take time for teaching important skills to your child. -Teach children routines. -Teach children what to do (while trying to help them to learn what not to do). -Teach skills in small steps when necessary. -Allow disappointment/frustration when your child is learning new skills.

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PRINCIPLES	EXAMPLES OF PRACTICES
<p style="text-align: center;">Parent as Role Model</p> <p>Parents are their children's first and most influential teachers. Children learn much about engagement and communication from their parents.</p>	<ul style="list-style-type: none"> -Be mindful of and take control of your own behavior. -Model the interactions you want from your child. -Decide what you will do rather than trying to make your child do what you expect. -Take care of yourself.
<p style="text-align: center;">Empowerment and Contributions</p> <p>By encouraging children to make important contributions within the family, parents will be supporting their sense of empowerment.</p>	<ul style="list-style-type: none"> -Focus on your child's strengths. -Build on your child's interests. -Provide opportunities for your child to be successful. -Support your child's constructive use of power. -Involve your child in a useful task. -Empower rather than enable.
<p style="text-align: center;">Respectful Parenting Style</p> <p>Authoritative parents are able to demonstrate caring connection to their children while they are also able to respectfully set clear limits.</p>	<ul style="list-style-type: none"> -Be kind and firm at the same time. -Make sure the message of love gets through. -Avoid power struggles and punishment. -Encourage cooperation; avoid force.

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PRINCIPLES	EXAMPLES OF PRACTICES
<p>Limit-Setting that Builds Inner Strength</p> <p>When children learn to live within respectful limits, they develop responsibility, resilience, and respect for others and the situation.</p>	<ul style="list-style-type: none"> -Provide limited choices. -Show your child options of what to do when angry (e.g., "Anger Wheel of Choice"). -Use one word rather than a whole "litany" when providing information. -Act without words. -Negotiate agreements with your child. -Follow through on agreements.
<p>Problem Solving Solutions</p> <p>Initially with parental support, children can learn to generate solutions to the daily problems they face. When invited to engage in problem-solving rather than being told what to do, they learn self-discipline and responsibility.</p>	<ul style="list-style-type: none"> -Ask curiosity questions (e.g., "What is your plan?", "How can you solve this?") -Focus on solutions instead of blame or other punishing consequences. -Strive for win-win solutions in which the problem is solved and both child and parent feel empowered.
<p>Mistakes as Opportunities to Learn</p> <p>Children can learn that mistakes provide them with opportunities to improve, and that when mistakes are made in relation to another person, repair can successfully take place</p>	<ul style="list-style-type: none"> -Work on improvement, not perfection. -Make amends using the "R's of Recovery: Recognize, Reconcile, and Resolve."

Don't do for others, what they can do for themselves.

-Rudolf Dreikers

"A misbehaving child is a discouraged child."

- Alfred Adler

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Resources/Suggested Reading:

Available at your local library or bookstore:

The Whole Brain Child or No Drama Discipline by Daniel Siegel

Positive Discipline by Jane Nelsen

Siblings Without Rivalry and How to Talk So Your Kids Will Listen by Adele Faber and Elaine Mazlish

Parenting from the Inside Out by Daniel Siegel and Mary Hartzel

Nurture Shock by Po Bronson and Ashley Merryman

Making A Splash by Carol Reiley

Zero to Five by Tracy Cutchlow

Available online:

www.positivediscipline.com

www.sounddiscipline.org Local resource providing training for parents and schools.

www.julietaaskoog.com Parenting classes, coaching, workshops, presentations

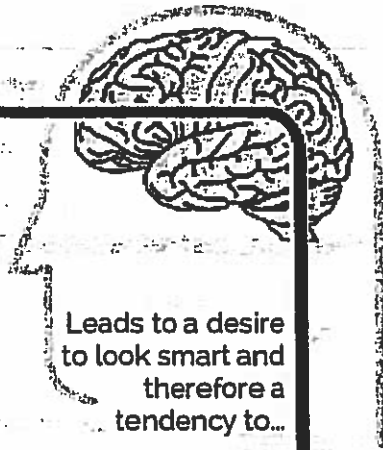
Suggested Podcast:

www.joyfulcourage.com/podcast/

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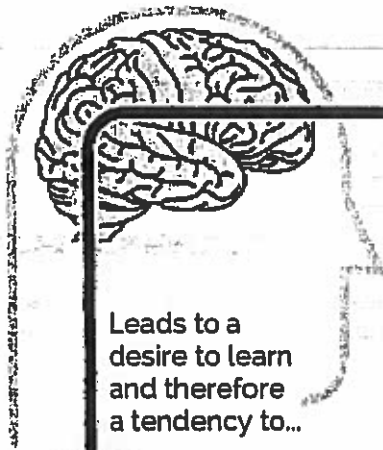
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Fixed Mindset
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mindset
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

Avoid challenges

Embraces challenges

OBSTACLES

Give up easily

Persist in the face of setbacks

EFFORT

See effort as fruitless or worse

See effort as the path to mastery

CRITICISM

Ignore useful negative feedback

Learn from criticism

SUCCESS OF OTHERS

Feel threatened by the success of others

Find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All of this confirms a deterministic view of the world.

As a result, they reach ever-higher levels of achievement.

All of this gives them a greater sense of free will.

Mindset

Whether they're aware of it or not, all people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting.

Fixed Mindset

People believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time *documenting* their intelligence or talent instead of *developing* them. They also believe that talent alone creates success—without effort.

Growth Mindset

People believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Mindset Strategies

Promotes a Fixed Mind Set

- Praising a child for being smart
- Formative comments that emphasis achievement
- Praising a child for achievements that come easily
- Spending time documenting intelligence & ability
- Boosting self esteem
- Directing children in which tasks to complete

Promotes a Growth Mind-Set

- Encouraging their effort and strategy
- Formative comments that emphasis effort and application
- Building robust self confidence
- Spending time developing intelligence & ability
- Providing constructive criticism
- Giving children a strong voice in the learning process and a sense of purpose



MINDSET BELIEFS

Fixed Mindset

Intelligence is fixed
 You cannot increase your skill or knowledge in a particular area
 It's important to look smart
 "When I have to work hard, I don't feel smart."



Growth Mindset

Intelligence is malleable
 You can learn anything if you put in the work, practice and effort
 It's important to learn
 "The harder I work at something, the better I'll get at it."

HELP YOUR CHILD REPHRASE

Don't Say...

I'm so stupid.
 I'm awesome at this.
 This is too hard.
 She/He is so smart, I wish I was as smart.
 My answer is fine the way it is.

DO Say...

What am I missing?
 I seem to be on the right track.
 This will just take some time.
 I'm going to work out how he/she is doing it.
 What can I do to improve?

WORDS THAT ENCOURAGE

- Tell me about it.
- Show me more.
- How did you do that?
- Let's see what you did.
- How do you feel about it?
- How did you figure that out?
- I see that you...(describe details)
- That looks like it took a lot of effort.
- What do you plan to do next?
- What did you struggle with today?
- What did you learn from that?
- How many ways did you try it before it turned out that way?

TEST YOUR MINDSET HERE

mindsetonline.com/testyourmindset

Carol Dweck is a leading researcher in the field of motivation and the author of "Mindset: The New Psychology of Success"

Handout by Stephanie Tam Rosas
 Material taken from:

mindsetworks.com & mindsetonline.com
www.growthmindsetmaths.com
aacu.org/meetings/ild/documents/Symonette.MakeAssessmentWork.Dweck.pdf



Family Meetings

Imagine trying to run a business where there are no lines of communication between management and staff or among staff themselves; management is burdened with solving all problems, and staffing conflicts are left to fester. In the business world, this is a recipe for failure. Now apply this same business sense to a family and the running of a household. It remains true that the success of a family also depends upon establishing lines of communication.



Importance of Family Meetings

Family Meetings (FMs) are one of the core aspects of the Positive Discipline Approach. Although parents provide the leadership in the family, holding FMs allow children a significant and meaningful way to contribute. FMs provide:

- A means of communication (to appreciate, compliment, vent concerns and feelings).
- The opportunity for children to be appropriately and actively involved in the household.
- Life skills (problem solving skills, how to work as a team)
- A sense of significance because everyone at the table has an important voice worthy of being heard.
- A time to cooperatively establish routines, develop schedules, share tasks.
- Opportunities to model and teach core life values: Cooperation, Contribution, Caring, Connection, Commitment, and Capability.

Continued participation in FMs creates strong connections to our families; people feel heard, solutions are found, things get done. In the process, children can learn tools that will carry on into their future relationships and careers. This sense of empowerment and social interest will last a lifetime.

Family Meeting Format

Follow the format, made up of four components:

1. Compliments & Appreciations
2. Agenda Items:
 - Decide on a time frame
 - Use consensus, table an item if no decision can be found
 - Review past decisions if needed
3. Future Plans (family activities, trips, birthdays, projects)
4. Fun Time (dessert, board game, sharing stories, quotes, jokes)



Getting It Started and What's Involved

Keep it simple to start. Just do compliments and appreciations at first.

Lay the groundwork. Before respectful problem solving can occur, do some skill building with family members to: learn how to listen without interrupting, look for helpful solutions instead of revenge, express feelings appropriately, no name calling, try new ways of doing things knowing things can be changed or modified.

Gain buy-in by addressing one or two child-focused items on the agenda for the first few meetings. Build from there.

Encourage children to add their issues to the agenda when things come up during the week. When you hear, "She's taking my toys again!" respond with, "Why don't you put that on the agenda." **Rotate FM jobs** as children show interest and capability (Chair, time-keeper, note taker, other?) **Have FMs regularly, same day and time.**

Keep an FM journal. Record decisions made. Revisit the list of other options if an issue remains a problem. Your journal will become a family treasure of meaningful times together.

Adjust your expectations for attentiveness for two and three year olds. Compliments and Appreciations or planning Family Fun time are for all ages. Then younger ones could stay, but play nearby.

How to Make Family Meetings Successful



Children may think FMs are a way for parents to manipulate them. It is more important for children to learn that this is a safe place to address problems or concerns that any family member might have. First, it is important to get "buy in" from the children. This is done by parents following these guidelines.

- Remember the long-range purpose: to develop the feelings of belonging, significance, and capability, and to teach valuable life skills. Don't use FMs as a platform for lectures and parental control.
- Post an agenda in a visible place; encourage family members to write down on-going family issues. Only post items that are appropriate for children to help decide.
- Start with compliments so family members learn to look for and verbalize positive things about each other.
- Use consensus to decide solutions, not majority. Brainstorm solutions to problems. Start with wild and crazy ideas (for fun) and end with practical ideas that are useful and respectful to all concerned. Then choose one suggestion and try it for a week.
- Calendar a family fun activity for later in the week, as well as all sports and other activities (including a chauffeur schedule).
- Keep FMs short (10 to 20 minutes) depending on the ages of your children. End with a family fun activity, game, or dessert.
- Create a win-win environment that values mutual respect and each person's point of view so that neither children nor adults dominate. Model how to listen; be attentive and quiet as others speak; ask questions instead of telling. Work to make meetings fun and productive.
- Remember learning these skills takes time. Even solutions that don't work provide an opportunity to go back to the drawing board and try again. Always focus on respect and solutions.

Going Deeper

Family Meetings can become one of the most effective and useful parenting tools when done well and consistently. Once FMs have been established, it can help solve a number of challenges, such as:

Sibling conflicts. Siblings' now have a place to respectfully flesh out problems, share frustrations and take responsibility for coming up with their own agreeable solutions. Loud, domineering children learn to listen, reserved children are given room to speak.

Time Outs. In the Positive Discipline Approach, Time Outs are used to calm the brain down in moments of heated tantrums or arguments. FMs provide a structure for conflicts to be addressed later when calmer and rational heads prevail.

Follow-Through. This tool keeps parents from letting issues slide. FMs provide a consistent structure for past agreements to be assessed. Children will experience accountability for agreements. They also will experience their concerns being addressed and not forgotten.

Addressing irritations. "Bugs n' Wishes:" Parents and kids are invited to express their irritations this way: "It bugs me when you leave your mitt in the drive way, I wish that you would put it on the shelf in the garage."

Key Steps

- Establish a day and time to meet as a family.
- Together establish ground rules and practice these skills (no interruptions, respectful language, rotate leadership role, everyone gets an equal vote, all electronics off, etc.)
- Establish buy-in from children: keep it short, give them room to talk, end with dessert or fun activity.
- Post an agenda board accessible to everyone; record items as they arise during the week.
- Follow the FM format:
 - Compliments and Appreciations
 - Agenda items
 - Future Plans
 - Family Fun time
- Keep the meeting mutually respectful (no parental lecturing, no controlling children).
- Focus on solutions, not blame. Table items that remain unresolved for the next meeting.
- Record solutions in a family journal for later references.
- Work to make meetings fun and productive.

Positive Discipline Community Resources
P.O. Box 5365

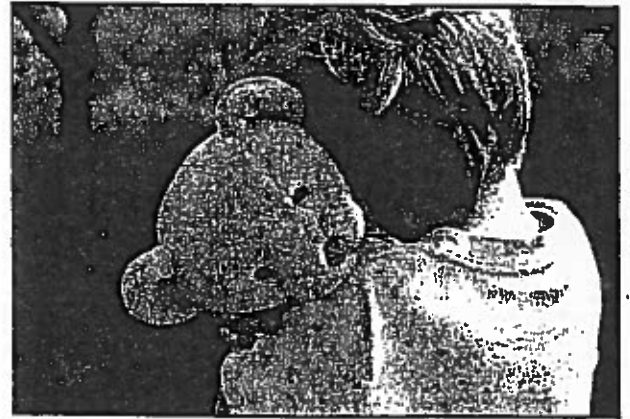
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Time-Out is one of the most popular but most misunderstood and overused parenting tools. In society's effort to move away from physical punishment to manage behavior, we have moved toward emotional punishment. Children are sent to the Time-Out Chair to "think about what you did wrong until I say you can get up!" Unfortunately, the original issue gets lost, replaced by a new power struggle over the Time-Out Chair. Children often rebel and refuse to sit in the chair. Or they sit and think of a revenge plan and how not to get caught next time while experiencing shame and discouragement that, over time, often leads to more misbehavior and low-self esteem.



Two Types of Time-Outs



Punitive Time Out:

Goal: To get immediate results that stop the undesirable behavior.

Responsibility: In the adults' hands (must manage time and place for time out)

Focus: Blame. "You are doing something wrong."

Inspires: Rebellion, compliance out of fear, resentment.

Positive Time Out:

Goal: To stop the undesirable behavior while teaching life skills; boundaries are held in a respectful way.

Responsibility: In the child's hands (must choose calming techniques and a solution).

Focus: Solutions. "You can't do this so you need to make a different choice."

Inspires: Self-discipline, anger management skills.

Positive Time-Out is positive because it:

- ▶ is respectful; children are involved participants rather than victims of the process
- ▶ teaches children that their brains don't function well when they are upset; they learn the value of calming down so hurtful words and actions are avoided and solutions can be reached together
- ▶ teaches positive human relationship tools: self-control, personal responsibility

This method is more likely to help shape your child into the responsible, respectful adult we all hope for.

Steps for Creating Positive Time-Out Areas

1. Wait until the age of 2 ½ before implementing positive time-outs. Toddlers lack the ability to understand cause and effect. Young toddlers need close supervision and redirection to an acceptable activity.
2. Discuss the purpose of time-out. Explain that all of us have times when we lose control of ourselves or find ourselves in a bad mood. We feel too bad to know the best thing to say or do. It is helpful to have a time-out place to go to until the bad feelings pass.
3. Have child pick time-out spot. A place in their room, a big cardboard box they decorate, cozy section of the couch, a space created by mosquito netting. Brainstorm with them what things might help them calm down and feel better. Place items in the time-out spot (i.e. stuffed animals, pillows, books, punching bag, drawing and writing materials, music, etc.) Parents can cross unreasonable items off the list (i.e. candy, loud music, TV).
4. Establish rules for the use of Positive Time-Out. Together come up with guidelines so that the time-out area isn't misused. Examples could be: only one person at a time in the space, child sets a timer for the amount of time she thinks she needs, no destruction of the space.
5. Taking time out can also happen anywhere for you and your child. The simple actions of stepping outside, eating or drinking something, sitting in the car, exercising, deep breathing, playing with a pet are all that's needed at times to shift out of a heated moment.

Brain research supports Positive Time-Outs

Road rage, tantrums, ranting and raving. Young or old, we all have moments when our emotions take over and poor decisions are made.

The latest brain research has revealed to us that when strong emotions are experienced, we are operating from the brain's limbic system.

This is the place where fight or flight instincts take over. The ability to listen to others, to be socially appropriate, see another's perspective and problem solve is NOT available. When the strong feelings pass, we begin to operate from our brain's prefrontal cortex. From here we CAN be appropriate, apologize, problem solve, cooperate and think rationally.

Knowing this, does it make any sense to try and resolve an issue when the child and/or parent's brain is flooded with emotions? Not every issue must be solved immediately; there is plenty of time to go back in five minutes or five days and creatively problem solve and attain cooperation.

Guidelines for using Positive Time-Out



- ✦ Positive Time-out is NOT the only effective discipline tool. It is not appropriate for every behavior with every child, all the time.
- ✦ Allow children to choose Time Out. If, in the heat of the moment, your child storms off to their time-out spot before the issue is resolved, let him go rather than force the issue in the moment.



Or you can suggest time-out to your child. "Do you think it would help you to go to the time-out spot now?" If the answer is no, "Would it help you if I went with you?" If the answer is still no, you may want to say, "Well, I think I will go. I think it will help me."

- ✦ Follow through after time out. This means that the issue at hand is not forgotten but is respectfully addressed once the emotions have cooled. Parents can say, "You look calmer. Can we hug? Are you ready to clean up the blocks that you threw?"

Often Positive Time-out is enough to change the behavior, and isn't that the point? Positive Discipline encourages parents to move away from investing in making children pay for what they did wrong and move towards helping them make a change in their behavior for the future.

Going Deeper

As parents, we focus on our child's misbehavior. We often neglect to look at our own tone of voice, facial expression, attitude, and choice of words. When we reach those moments when phrases like these are coming out of our mouth:

"I'm warning you."

"I'm not going to tell you again."

"One!... Two!... Three!"

this is the perfect time to recognize that you are the one who needs the Positive Time-Out the most. We are often escalating the tension and prolonging the conflict through angry, shaming outbursts.

When we find ourselves locked in a heated battle heading towards a hurtful outcome, this is a great time to take the opportunity to model taking responsibility for yourself. Stop talking, tune in and ask:

"How is my breathing and my heart rate?"

"Is there tension in my body?"

"Am I scrambling for control instead of looking for a win/win solution?"

"Is this something I can come back to later when emotions have cooled?"

Modeling the proper use of Positive Time-Out as a means of anger management and self-care will be the best thing you can do for yourself while providing powerful lessons for your children.

Key Steps

- Remember, the worst time to resolve issues are when people are angry.
- Explain the purpose of a positive time-out spot to your 2 ½ year old and up.
- Create the spot together.
- Set up guidelines for usage.
- Child has the choice to go to a calming area; parent also has the choice to go alone; or child can be respectfully walked there together.
- Follow-through by addressing the issue after time-out time.
- Time-outs can happen anywhere, it doesn't always have to involve a designated spot.
- Trust the process.
- Focus on what you will do to help yourself in angry moments, not what you will MAKE your child do. Adults need time-outs more often than children!
- Remember, taking time out doesn't reward children or let them get away with anything; it makes space for respectful resolutions to be reached.

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