



Lifelong
Learning
Programme



POSITIVE DISCIPLINE

Characteristics

Techniques

Suggestions

What is PD?

“Discipline” actually means “teaching” which is based on:

- setting **goals** for learning,
- **planning** an effective approach,
- and finding **solutions** that work.

Positive discipline is **non-violent** and respectful **approach** to teaching that helps children to succeed, gives them information, and supports their growth.

Positive discipline is a **set of principles** that can be applied in a wide range of situations, not just the challenging ones.

POSITIVE DISCIPLINE IS:

- non-violent
- solution-focused
- respectful
- based on child development principles

POSITIVE DISCIPLINE IS NOT

- permissive parenting;
- not letting your child do whatever he wants;
- not about having no rules, limits or expectations;
- not about short-term reactions or alternative punishments to slapping and hitting.

The Building Blocks of Positive Discipline

Problem solving

Providing warmth

Providing structure

Understanding how children think and feel

Identifying long-term goals

Short-term goals

If we think of some goals that appear in our everyday routine they include goals for your child such as:

- getting dressed quickly
- eating quickly
- obeying you
- doing what you say right away
- These are short-term goals.

Short-term goals are those that parents want to achieve right now.

Long-term goals

For example, you might want your child to be:

- kind and helpful
- thoughtful and courteous
- a wise decision-maker
- honest and trustworthy
- non-violent
- caring towards you
- a loving parent

Long-term goals take time to achieve – usually, many years. But they are the heart of parenting.



Your long-term goals are the foundation on which you will build your positive discipline skills. Building those skills requires two tools

warmth

structure

What is warmth?

- emotional security
- unconditional love
- verbal and physical affection
- respect for the child's developmental level
- sensitivity to the child's needs
- empathy with the child's feelings

Here are some ways that parents give warmth to their children.

- Saying “I love you.”
- Showing children they are loved even when they do something wrong.
- Reading to them.
- Hugging them.
- Comforting them when they are hurt or afraid.

Some methods are applicable both in family and at school, such as:

- Listening to them.
- Looking at the situation from their point of view.
- Praising them.
- Playing with them.
- Laughing with them.
- Supporting them when they are facing challenges.
- Encouraging them when they have to do something difficult.
- Telling them that they believe in them.
- Recognizing their efforts and successes.
- Showing them that they trust them.
- Having fun with them

What is structure?

- clear guidelines for behaviour
- clearly stated expectations
- clearly explained reasons
- support to help the child succeed
- encouragement of the child's independent thinking
- negotiation

Structure

- helps your child learn what is important.
- It helps him to understand his mistakes and do what he can to fix them
- Structure gives your child the information she needs to succeed next time.
- It gives it the tools it needs to solve problems when you're not there.
- It shows her how to work out disagreements with other people in a constructive, nonviolent way.

Here are some ways that parents provide structure for their children:

- Preparing them for difficult situations by telling them what to expect and how they can cope.
 - Explaining the reasons for rules.
 - Discussing the rules with them and hearing their point of view.
 - Helping them find ways to fix their mistakes in a way that helps them to learn.
 - Being fair and flexible.
 - Controlling anger
 - Explaining their own point of view and listening to the child's point of view.
 - Teaching them about the effects of their actions on other people.
 - Giving them the information they need to make good decisions.
 - Talking with them often.
 - Avoiding threats of hitting, taking away love, monsters, or other things that children fear.
 - Acting as a positive role model and a guide.
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- Positive discipline is based on the idea that children are born without knowing what we expect of them

UNDERSTANDING HOW CHILDREN THINK AND FEEL

The third building block of positive discipline is understanding how children think and feel

10 to 13 years

10 to 13 years

In this stage, children's social relationships become more and more important. They experience growing friendships, as well as conflict with their peers. They are learning about who they are, and who they want to become.

Did you include reasons such as:

- the stress of dealing with complex social relationships all day;
 - anxiety about meeting teachers' expectations for behaviour and schoolwork all day;
 - difficulty in learning certain subjects because of learning disabilities or ineffective teaching;
 - worry about doing poorly on tests;
 - fear that you will be angry about her school performance;
 - being bullied by other children;
 - being rejected by a friend or excluded by classmates;
 - facing a difficult decision that will test her loyalty;
 - difficulty in expressing her fears and worries;
 - feeling pressured by peers to do things that you disapprove of;
 - a desire to handle her problems on her own;
 - feeling safe in letting out her frustrations on you;
 - not getting enough sleep to handle all of the social and academic demands she faces;
 - inadequate nutrition for her growing body;
 - hormonal changes that affect her mood?
- If so, you have applied your knowledge of developmental level to figure out why your child would be upset or angry

14 to 18 years

In this stage, your child is discovering who he is and deciding who he wants to be. He is searching for his own unique identity.

Did you include reasons such as:

- a powerful drive to express his individuality;
- a need to separate himself from his parents to discover who he is;
- the importance to him of fitting in with his peers, rather than fitting in with his parents;
- a need to feel that he is independent, rather than controlled by others;
- a strong desire to express his own tastes, beliefs and preferences;
- a need to try on new identities to find the one that fits him best

If so, you have applied your knowledge of developmental level to figure out why your child would suddenly change his appearance.

Positive Discipline Techniques

- *Some of the positive discipline techniques include:*
When/Then – Abuse It/Lose It Principle – “When you have finished your homework, then you may watch TV.” - this technique teaches children to be responsible, obedient and accountable.
- **Incompatible Alternative Principle** – Give the child something to do that he can’t do while misbehaving. “Help me pick out six oranges” instead of running around the grocery store.

PD principles

- **Choice Principle** – Give the child two choices, both of which are positive and acceptable to you.
- **Make a Big Deal Principle** – Make a big deal over responsible, considerate, appropriate behavior with attention, thanks, praise, thumbs-up, recognition, hugs and special privileges, so we have to train ourselves to look for the good behavior and look away when it is inappropriate (as long as it is not dangerous or destructive). If it is dangerous or destructive, we have to stop it in the least reinforcing way possible – quickly before it escalates.”

PD principles

- **Talk About Them Positively to Others**

Modeling Principle – Model the behaviors you want. Show the child, by example, how to behave.

Take a Break Principle – Tell the child to “take a break” and think about what he could do differently that would work better or be more constructive. Tell him that he can come back as soon as he is ready to try again. Put the ball in his court – and make him responsible for changing his behavior.

PD principles

- **Privacy Principle** – Never embarrass a child in front of others. Always move to a private place to talk when there is a problem.

Positive Closure Principle – At the end of the day, remind your child that he is special and loved. Help him look for something good about the day that is finished and the day that lies ahead.

Talk With Them, Not to Them Principle – Focus on two-way communication rather than preaching to children. Listen as well as talk.

PD principles

- **Pay Attention Principle** – Keep your eyes and mind on what is happening. Don't wait until the child is out of control to step in. Remove the child from the situation if necessary. Stay calm and emotionally detached. Let him know what his options are. Be firm but not mean.

Use Actions Instead of Words – Don't say anything. When the child continues to get out of bed and comes to the living room, take him back to bed – as many times as it takes. Don't get upset, talk, scold, threaten or give reasons. Stay calm.

PD principles

- **Whisper Principle** – Instead of yelling, screaming or talking in a loud voice, surprise the child by lowering your voice to a whisper. This often evokes immediate attention and helps you stay in control and think more clearly. It's our reactions to children's actions that teach them whether or not to repeat them. They'll get your attention whichever way they can get it. Children repeat the behavior that works.

Get on Child's Eye Level Principle – When talking with the child, get down on his/her eye level and look him in the eye while talking softly to him.

What do I do if my child throws a temper tantrum?

Tantrums are a normal part of child development. They are caused by strong negative emotions that your child isn't able to control or express in other ways.

You can prevent some tantrums by:

- Praising good behaviour.
- Reducing triggers whenever possible, such as being hungry or overtired.
- Distracting and redirecting with other activities.
- Asking your child to express herself in another way: “Do you feel angry?”

Tantrums can often be shortened by:

- Stepping in before your child loses complete control.
- Speaking in a calm voice and acknowledging her frustration. For example: “It is okay to be angry, but you can’t hit.”
- Helping your child work out a problem or frustration.

When a tantrum does happen:

- Ignore the behaviour.
- Watch from a distance to keep your child safe. Move furniture, toys or other children out of the way.
- If your child becomes so upset and out of control that he might hurt himself or others, you should hold him, using just enough strength to restrain him. Do this carefully to avoid hurting him. **At no time should you spank or use any other physical punishment.**
- When the tantrum is over, offer a drink of water or a face wash.
- Redirect to a new and interesting activity.



Thank you for your time and
attention!

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