



Strengthening Multi-Ethnic Families and Communities

POSITIVE DISCIPLINE COMPONENT

The **PROCESS OF DISCIPLINE** assists parents in balancing their need to control their child's behavior with their child's need to develop high self-esteem, self-discipline and social competence.

Parents learn different positive discipline strategies each week, through discussion and role-play. The idea that "discipline means "to teach," not punish, is reinforced throughout the program

Parents learn that the methods closer to the top of the list do more to help the child develop self-esteem and self-discipline. As parents move through the list, they take on more control, leaving less control in the child's hands.

Parents develop an understanding of how their attention (positive/corrective) influences child behavior.

This component seeks to enhance parent competence and confidence, reinforcing the idea that parents must look at each child, and that there is no "one" right way.

The program's approach is to give parents "all" the information (positive/negative) related to their use of different strategies, and believes that "parents will make the best choices they can."

THE PROCESS OF DISCIPLINE

- MODELING
- CLEAR INSTRUCTIONS
- ATTENTION
- PRaise
- IGNORING/PRAISE
- FIRST...THEN
(to get attention)
- CONFRONTATION
- LOGICAL CONSEQUENCES
- FIRST...THEN
(before anything else)
- FAMILY RULE DISCUSSIONS
- TIME OUT
- INCENTIVES - CONTRACTS
- SPANKING

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The program does not promote **SPANKING** as a positive discipline method. It is included on the list because it is a legal option and some parents have made (will make) this choice. Parents discuss the potential negative consequences, and program alternatives are presented.

Strengthening Multi-Ethnic Families and Communities: A Parent Program Promoting Peace

CLEAR INSTRUCTIONS

It is our responsibility to make it as easy as possible for our children to learn to do the right things. When we give them CLEAR INSTRUCTIONS, they can behave in a more appropriate, positive, respectful way. They will know exactly what is expected instead of guessing at what we want to see or hear. When children feel they have succeeded in meeting parent expectations, their self-confidence and self-esteem is enhanced.

1. GIVE APPROPRIATE STEP BY STEP INSTRUCTIONS. (AGE, ATTENTION SPAN, ABILITY, ETC.)
2. DESCRIBE EXACTLY WHAT YOU WANT TO SEE/HEAR.
3. GIVE YOUR CHILD A REASON.
4. CHECK THAT YOUR CHILD UNDERSTANDS.
5. SHOW, ROLE-PLAY OR PRACTICE WITH YOUR CHILD.
6. TELL YOUR CHILD WHAT THEY DID CORRECTLY.
7. REPEAT ALL THE STEPS ABOVE FOR WHAT YOUR CHILD DID INCORRECTLY.
8. REMIND YOUR CHILD OF THE STEPS.

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LOGICAL CONSEQUENCES

- TAKING AWAY PRIVILEGES**
When you misuse it or abuse it, you lose it.
- ISOLATION - TIME OUT**
When you are out of control, you need to be away from others to regain control and/or to think about what you have done.
- GIVE PRIVILEGES**
When you show responsibility, you earn privileges
- NO COOPERATION**
When you do not cooperate, others will not cooperate with you.
- IGNORING-PRAISE**
Some behaviors are not worth recognizing and don't deserve attention. When you show appropriate behavior, you will receive attention and praise.
- RESTITUTION**
When You Break It, You Pay For It (Money or Work)."

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