

Speaker Notes

Title of Presentation: Effective Discipline Ages 6 to 9

Page 1 – none.

Page 2 – none.

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- Children should be able to respect the parent/caregiver's authority. Harsh discipline such as verbal abuse, shouting, name-calling makes it difficult for the child to have respect.
- Effective discipline is about teaching and guiding children, not just forcing them to obey.
- Discipline is usually most effective when it is used as a means for helping the child learn appropriate behavior and self control. The goal is for the child to learn selfdiscipline which gives the child a sense of empowerment and improves their selfesteem.
- Children need to know that the caregiver is caring and also in control. This gives them a sense of security and trust.
- The discipline needs to be age appropriate which requires understanding where the child is developmentally.

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- Each child is unique and rates of development differ from one child to the next.
- Children this age are very **sensitive to criticism** and enjoy pleasing adults and receiving praise. Harsh punishments using overly critical language can be counterproductive to enhancing self-esteem and can increase aggressive behaviors.
- They become very **interested in rules and rituals** and can develop games with complex rules. They are also interested in testing rules – this is developmentally appropriate – this is how they learn what's acceptable and what is not. Having an adult they trust who is consistent with enforcing and helping them obey rules is very important.
- Since **children are impulsive by nature** they will require repetition to learn appropriate behavior. Don't expect them to get it the first time.

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- It is normal for children to test limits. If you are inconsistent with what the limits are, then you will be encouraging more misbehavior.
- Even though it may not seem like it, **children actually want discipline from you.**
- Clear rules and consequences provide an important structure that helps the child feel safe, secure and in control. The goal is for the child to learn through your modeling how to provide this structure for themselves as they grow and mature into responsible adults.
- Avoid yelling since this can teach your child that it is all right to yell if you get mad.
- If things are escalating too much, take a break until you regain your composure.
- Make sure the child understands that you are unhappy with his behavior, but still love and accept him.
- Offer **positive reinforcement of desirable behavior** and avoid stating it in negative terms. For example: It's better to say "I like that you put all of your clothes away," rather than, "Well, you finally got around to putting your clothes away."
- Reward good behaviors, but do not offer bribes. A reward is something your child receives after he has done something, but a bribe is given beforehand, to try and persuade the child to do what you want. This puts the child in the power position and lessens your authority.

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- **Rules provide stability** – Having parents who set firm boundaries is actually reassuring to kids even though they will probably not express it. Setting rules and consequences lets them know you care about them and are interested in their welfare. They need you to set limits they can't set for themselves.
- **Age appropriate rules:** Don't demand a 12 year old to be in bed by 8:30pm on the weekend. You're setting yourself up for conflict and setting the child up to disobey the rule.
- **Age appropriate consequences:** Time out is for younger children under the age of 10. Natural and logical consequences have more impact and are more effective.
- (This will be covered on the next slides)
- **Have your child participate:** Having them help set rules and consequences gives them a sense of control and greatly reduces the number of arguments you'll have.
- The child cannot then claim that punishments or expectations are unfair if they help set them. Parents can then take on the role of calmly enforcing the pre-arranged consequences.
- **Be consistent:** Make sure you set limits and consequences that you are going to enforce. Kids need to know that you mean what you say.

Page 7 – A major part of discipline is learning how to talk with children. The way you talk to them teaches them how to talk to others and helps them avoid conflict and inappropriate behaviors.

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- If consequences cannot be completed quickly, they lose impact, and the child loses incentive. **It's important to give children lots of opportunities to demonstrate appropriate behavior** so that they can learn. Giving them opportunities also lets them know you trust and have confidence in them. This helps build self-esteem.
- **For example:** Your child comes home late from an activity. If you say, "You have to stay home for the next 2 weeks," it loses its impact after a couple of days, and the child has no incentive to try to maintain appropriate behaviors.
- It's better to say, "You came home very late after we agreed on a time, so tomorrow you will have to stay home. After that, we'll try it again." This way the child has an opportunity to try again right away.
- **Establish trust:** An important part of your relationship. Trust has to be earned by both of you.
- **Natural and logical consequences:** Experiencing the consequences of their choices teaches self-discipline.

Page 9 – **Example of natural consequence:** The child is supposed to put dirty clothes in the laundry hamper. After a couple of reminders, the child's dirty soccer uniform is still on their bedroom floor. Natural Consequence: They aren't able to wear their uniform to the soccer game. (not imposed by the parent, because the child and parent have a prior understanding that the child takes care of their own clothes)

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- Children see parents as setting limits for them and imposing consequences when they misbehave. It's important for children to view parents and caregivers as people who offer a lot of positive attention.
- **Give physical attention** – Hugs, smiles, pats on the back. Young children respond especially well to physical affection.
- **Be specific** – Tell them exactly why they are being praised. For example, "You did a great job of playing nicely with your little sister."
- **Immediate feedback**- To be effective, the praise must be immediate.

- **Plan parent-child activities** – For example, going to the park or playing a game can be used to reward positive behavior. This increases the parent/child bond and is usually more effective than a material reward.
- **Catch them being good** – Observe your child frequently and offer praise when you see them acting appropriately. Do not wait for them to do something extraordinary to offer praise.

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- Used to stop harmless behavior including sulking and whining. This lets them know you are not going to respond until they stop the behavior. Giving them attention at these times, even if it's negative attention, reinforces the behavior.
- **Time-out:** Keeps the child from receiving attention that may inadvertently reinforce inappropriate behavior.
- **Used to shape behavior, not as punishment.** Do not use it to humiliate the child in front of peers (for example, don't put the child in the corner).
- **Consistency:** Time-out should be used unemotionally and consistently each time the child misbehaves.

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- **Prepare the child** by briefly helping him or her connect the behavior with the timeout.
- To be effective, **it must be immediate.** A prompt, cool, matter-of-fact approach can prevent angry protests. Use simple and direct language such as "Because you threw your toy, you have to go to time out."
- **Remain calm** – The louder they yell or scream, the softer you should talk. This will calm them and let them know you are serious.
- **Chose a boring place** - The location should not have any built-in rewards. Their room may not be the best choice. A specific chair in the living room with the television turned off may be a better alternative.
- **Keep time-out brief** – around 1 minute per year of age.
- **Don't lecture** – The child has already gotten the message by sitting in time-out. Using more words will only increase the likelihood of the child becoming "parent (or caregiver) deaf."
- **Catch them being good** – shortly after a time-out, it is important to look for and praise appropriate behavior.
- **Immediate & firm.** Discipline for any type of aggressive behaviors such as hitting and pushing, should be swift with consequences that are very firm and have great impact. It is recommended not to use physical punishment on an aggressive child (*Pediatric Advisor 2006.2: Discipline Basics*). This will only teach more aggressive behaviors and reinforce the behavior you are wanting them to stop.
- **Withholding privileges** is usually very effective. The privileges withheld should be significant to the child – something they really want to have or do.

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- It helps if the caregiver and the parents can support each other regarding the child's discipline and coordinate discipline methods. **Collaboration and consistency** are effective approaches to effective discipline
- **Share discipline issues:** Parents and caregivers should advise each other of their discipline methods and discuss what seems to work best. Keep each other informed of discipline issues at home, at school and in other activities or situations.
- **Report positive behavior** Tell each other about all the positive things the child says or does.

Page 14 – Changes:

- **Child's role in the home**

- Different routines
- Increase in responsibilities
- Financial stressors
- Change in residence and/or school
- **Moods & behaviors:**
 - Increased irritability
 - Feelings of anxiety and sadness
 - Increase in problem behaviors occur when the child does not or cannot verbally state their fears and anxiety
 - Withdrawing from family and friends
 - Loss of appetite, sleep disturbance
 - Decline in grades
- **Preparing your child:**
 - Give as many details as possible
 - Encourage them to talk, but don't pressure them
 - Listen without being judgmental
 - Encourage them to connect with peers and stay involved in outside activities
 - Keep teachers and school counselors informed

Page 15 – Knowing when to seek help is a sign of strength. It also demonstrates responsibility and caring.

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Page 17 – none.

Page 18 – none.

Page 19 – none.

Page 20 – none.

Page 21 – none.

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