



Marcilie Smith Boyle's
Working Parenting
coaching for authentic success in work & life



Week 1 Handout



***"I expect you all to be independent, innovative,
critical thinkers who will do exactly as I say!"***



What Is Positive Discipline?

Positive Discipline (www.positivediscipline.com) is a program designed to teach young people to become responsible, resourceful members of their communities. Based on the best selling “Positive Discipline” books by Jane Nelsen and others, it promotes **self discipline**: doing the right thing when no one is watching, forcing, or bribing. This happens when we **model and teach** our children important social and **life skills** in a manner that is **deeply respectful** and **encouraging** for both children and adults (including parents, teachers, childcare providers, youth workers, etc.) Positive Discipline teaches adults to employ **kindness and firmness** at the same time, and is neither punitive nor permissive.

Five Criteria for “Effective Discipline that teaches”:

1. **Helps children feel a sense of Belonging and Significance.**
2. **Is kind and firm at the same time** (mutually respectful and encouraging.)
3. **Is effective long-term.** (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
4. **Teaches important social and life skills.** (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. **Invites children to discover how capable they are.** (Encourages the constructive use of personal power and autonomy.)

The tools and concepts of Positive Discipline include:

Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.

Identifying the belief behind the behavior. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.

Effective communication and problem solving skills.

Discipline that teaches (and is neither permissive nor punitive.)

Focusing on solutions instead of punishment.

Encouragement (instead of praise.) Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Prepared and adapted by Marcilie Smith Boyle. Source: “Teaching the Positive Discipline Way” by Jane Nelsen and Lynn Lott



Two Lists

Following is a list of behavior challenges (**Now**) and life skills and characteristics (**Future**) brainstormed by parents in many classes. They are always very similar. How many of these challenges and goals were on your list? Are there some you would like to add to your list?

Challenges (Now)

- Won't listen
- Back talk
- Lack of motivation
- Foul language
- Interrupting
- Homework problems
- Morning hassles
- Bedtime hassles
- Lying
- Stealing
- Cheating
- Fighting
- Biting
- Whining
- Temper tantrums
- Texting (constantly)
- Media addiction
- Won't do chores
- Defiance
- Strong willed
- Materialistic
- Entitled



Characteristics and Life Skills (Future)

- Belief in personal capability
- Self-discipline
- Responsibility (accountability)
- Self-confidence and courage (risk takers)
- Desire to cooperate and contribute
- Communication skills
- Problem-solving skills
- Self motivation to learn
- Work ethic (employed)
- Honesty
- Sense of humor
- Happy
- Healthy self-esteem
- Flexible
- Resilient
- Curious
- Respect for self & others
- Compassion
- Social consciousness



The second list is what I call your "Parenting GPS" – it's the destination. And getting there takes lots of time, practice, messing up, learning from mistakes, and trying again. It's a long-term endeavor! Our children are more likely to get there when we teach, encourage, and model these very behaviors ourselves.

From Lesson One of "Positive Discipline Workbook" by Jane Nelsen



A PARADIGM SHIFT

THE OLD TOOL BOX

Nag	Yell	THREATS
<i>Lecture</i>	REACT IMPULSIVELY	Sarcasm/Putdowns
Boss/Control	Doubt	Look for Blame
Punish	CRITICIZE	SHAME/HUMILIATION
Excessive Praise and Rewards	DO <u>TO</u> OR <u>FOR</u> CHILDREN	
Impose Consequences rather than find solutions	SPANK	
Expect Perfection	Punitive Time Out	

“Punishment makes children pay for the past.”

THE NEW TOOL BOX

KIND AND FIRM	DECIDE WHAT YOU WILL DO	Trust
FOLLOW THROUGH	<i>Empathy</i>	Wheel of Choice PESOS
Offer limited choices	Take time for Training	Less is more
Distract and Redirect	Encouragement	Explore Consequences
Look for Solutions	Positive Time Out	Hugs Do <u>with</u> Children
SPECIAL TIME	Expect improvement	Get children involved in problem solving
3Rs of Recovery	WHAT AND HOW QUESTIONS	Active/reflective listening

“Discipline teaches children and helps them learn for the future.”

Martin McCormick (modified by Marcilie Smith Boyle)
 FACILITATOR TRAINING MANUAL
www.positivediscipline.org
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The 3 “R’s of Recovery from Mistakes” From “Positive Discipline” by Jane Nelsen

One primary theme of Positive Discipline is learning how to see discipline challenges as opportunities to learn something. These challenging behaviors are actually just “mistakes” your kids are making on the way to becoming the respectful, resilient, happy, etc. adults you hope they will become.

Adults also need to model the “courage to be imperfect” (Rudolf Dreikurs.) When parents do or say things to children that they regret, they have a powerful opportunity to model that mistakes are opportunities to learn. The 3 “R’s of Recovery from Mistakes” is an excellent way to model this wonderful life skill.

1. **Recognize** that you made a mistake -- “Wow, I don't like the way I handled that,” or “Oops! I made a mistake.”
2. **Reconcile** – Apologize to the other party: “I'm sorry I [yelled, lost my cool, didn't do what I said I would do, etc.]”
3. **Resolve** to do better next time. Now you can focus on solutions rather than shame, blame, or pain. “Next time I feel like yelling, I'm going to try to remember to take 3 big deep breaths.” Or “Let's work on a solution together for next time.”

[Check out the Positive Discipline Tool Card on Recovery from Mistakes here.](#)

Rewards and Punishments

We propose that neither rewards nor punishments are helpful in teaching our children to become responsible, caring adults. Why do we say this?

- Rewards and punishments are two sides of the same coin: they both aim to **control** behavior instead of focusing on teaching. Rewards and punishments model the use of **power** as a means of solving problems.
- Rewards and punishments are forms of **“doing to”** children instead of **“doing with”** children. They don't invite children to learn from within or teach cooperative problem solving, both necessary skills in today's world.
- Rewards and punishments **distract** children from the real issues. The child becomes more concerned with avoiding the punishment or gaining the reward than noticing the intrinsic value of the appropriate decision or activity itself.
- Rewards and punishments erode our **relationships** with our children. Relationships with our children are our most important tool for influencing our children's development.

Additional Results of Rewards:

- Rewards teach kids to be **self-centered**. They learn to think, “what's in it for me?” instead of doing the activity simply because it is worth doing for its own sake.
- Rewards are **discouraging**. They are conditional on the successful completion of the activity instead of the effort being made.
- Rewards **interfere with self-esteem**. They create dependency upon an outside person for approval rather than a conscientious evaluation by the child of her own efforts.
- Rewards **eventually lose their effectiveness**.

Additional Results of Punishments (and why SOLUTIONS are better):

- Punishment teaches what **not** to do, not what **to** do.
- Punishment often stops misbehavior, but hardly ever motivates children to do better in the future.
- Punishment is designed to make someone **pay** or suffer for his or her mistakes. Solutions are about **learning**.
- Punishments are about the **past**. Solutions are about the **future**.
- Punishment usually creates anger, hurt, mistrust. Solutions can create encouragement, responsibility, character and respect.

Focus on SOLUTIONS instead of rewards or punishments!
Good solutions are Reasonable, Related, Respectful, and Helpful!

Based on handouts from Lois Ingber, L.C.S.W., 2008. Sources: “Positive Discipline” by Jane Nelsen and “Unconditional Parenting” and “Punished by Rewards” by Alfie Kohn



The Results of Punishment: 4 R's

From "Positive Discipline" by Jane Nelsen

Resentment – "This is unfair. I can't trust adults."

Revenge – "You are winning now, but I'll get even."

Rebellion – "I'll do just the opposite to prove I don't have to do it your way."

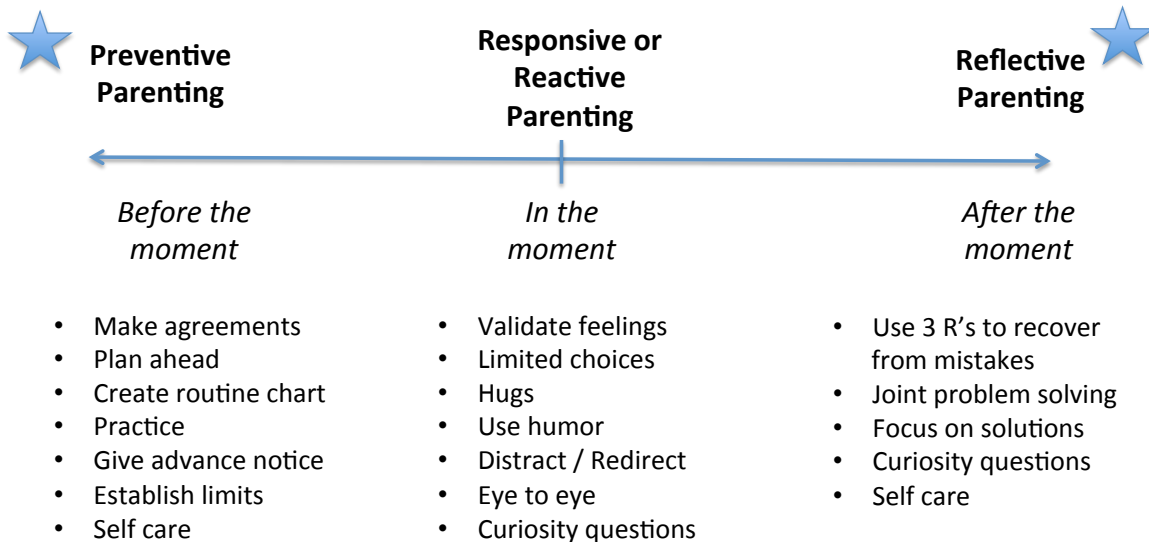
Retreat – In the form of sneakiness: "I just won't get caught next time." In the form of reduced self-esteem: "I am a bad person."

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. – L. R. Knost

nourishingourchildren.org



Great parenting doesn't just happen "in the moment"



Based on concepts and tools from "Positive Discipline" by Jane Nelsen. Created by Marcilie Smith Boyle
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Parents are generally very focused on what to do "in the moment" of misbehavior. But I've found that there is way more impact when we focus BEFORE the moment, to prevent the "moments" from ever happening. I call this "Preventive Parenting."

We also underestimate the power of great parenting AFTER the moment, "Reflective Parenting." Sometimes things just don't work out the way we'd hoped, and we get to reflect on what happened, learn from mistakes, and try a new solution next time.

Of course there are many other tools for each point in the process.

©Marcilie Smith Boyle's Working Parenting. Based on tools and concepts from "Positive Discipline" by Jane Nelsen.

Week 1 Home Practice:

1. Read chapters 5 & 6 (assuming you've already read Ch 1 & 2) of "Positive Discipline" if you have it
2. Read the handout for Week 1
3. Pay attention to what you are modeling
4. Challenge: Eye to Eye for **every** interaction for the next 48 hours
5. Practice modeling the 3 R's of recovery from mistakes.
6. Share what you've learned with someone else.