

# Parenting The Positive Discipline Way

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Positive Discipline Parent Educator



# Our hope for you today

- Learn about Positive Discipline
- Offer new parenting tools
- How to bring Positive Discipline into your community



# What is Positive Discipline?



# What is Positive Discipline?



Alfred Adler  
1870 – 1937

Alfred Adler was a physician, psychotherapist, and the founder of Adlerian psychology, sometimes called individual psychology. He is considered the first community psychologist, because his work pioneered attention to community life, prevention, and population health. Adlerian psychology emphasizes the human need and ability to create positive social change and impact.

Adler's work stressed the importance of nurturing feelings of belonging and striving for superiority. He held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counseling and to use public education as a way to address community health. He was among the first to write about the social determinants of health and of mental health. He stressed that collaborating and cooperating with one another as individuals and communities can progress to benefit society as a whole.

*“An educator's most important task, one might say his holy duty, is to see to it that no child is discouraged at school, and that a child who enters school already discouraged regains his self-confidence through his school and his teacher. This goes hand in hand with the vocation of the educator, for education is possible only with children who look hopefully and joyfully upon the future.”*

*What do you first do when you learn to swim?  
You make mistakes, do you not? And what happens? You make other mistakes, and when you have made all the mistakes you possibly can without drowning - and some of them many times over - what do you find? That you can swim? Well - life is just the same as learning to swim! Do not be afraid of making mistakes, for there is no other way of learning how to live!*



# What is Positive Discipline?



Rudolf Dreikurs  
1897 – 1972

*“A child needs encouragement like a plant needs water.”*

*“A misbehaving child, is a discouraged child.”*



Rudolf Dreikurs was an Austrian psychiatrist and educator who developed Alfred Adler's system of individual psychology into a pragmatic method for understanding the purposes of reprehensible behavior in children and for stimulating cooperative behavior without punishment or reward.

He suggested that human misbehavior is the result of feeling a lack of belonging to one's social group. When this happens the child acts from one of four "mistaken goals": undue attention, power, revenge or avoidance (inadequacy). His overall goal was that students would learn to cooperate reasonably without being penalized or rewarded because they would feel that they are valuable contributors to the classroom.

*“When a child makes a mistake or fails to accomplish a certain goal, we must avoid any word or action which indicates that we consider him a failure. 'Too bad that didn't work.' 'I'm sorry it didn't work out for you.' We need to separate the deed from the doer.”*



# What is Positive Discipline?



Jane Nelsen  
80 years young

“Where did we ever get the crazy idea that in order to make a child do better, first we have to make them feel worse?”

Dr. Jane Nelsen is a licensed Marriage, Family and Child Counselor in South Jordan, UT and San Diego, CA. She is the author and/or coauthor of the Positive Discipline Series. Jane’s doctorate degree in Educational Psychology from the University of San Francisco in 1979 is secondary to the education and experience she achieved from her successes and failures as a mother of seven children, grandmother of 22, and great grandmother of 5, (2014) wife of Barry Nelsen for 47 years.

She now shares this wealth of knowledge and experience as a popular keynote speaker and workshop leader throughout the country. Jane is very well received by school district, teacher organizations, conferences, and parent education networks throughout the world.

*“Behavior is based on what children believe is true, not what is true. Most parents (and teachers) react to the behavior with some kind of punishment (blame, shame, or pain). This only confirms a child’s belief that he or she doesn’t belong, creating a vicious cycle.”*



# Positive Discipline

No humiliation, blame, shame, or pain

- ★ **No** punishment
- ★ **No** permissiveness
- ★ **No** rewards
- ★ **No** praise
- ★ **No** pampering (rescuing or fixing)
- ★ **No** punitive time-out (grounding)
- ★ **No** taking away privileges as punishment



# 5

## Criteria

## for

## Positive

## Discipline

1. Kind and firm
2. Help children feel a sense of BELONGING AND SIGNIFICANCE
  - Undue attention
  - Misguided power
  - Revenge
  - Giving up
3. Tools that work long term
4. Valuable social and life skills
  - Problem solving
  - Thinking
  - Listening and communicating
  - Self-soothing ...
5. Develop a sense of capability





# Teaching involves

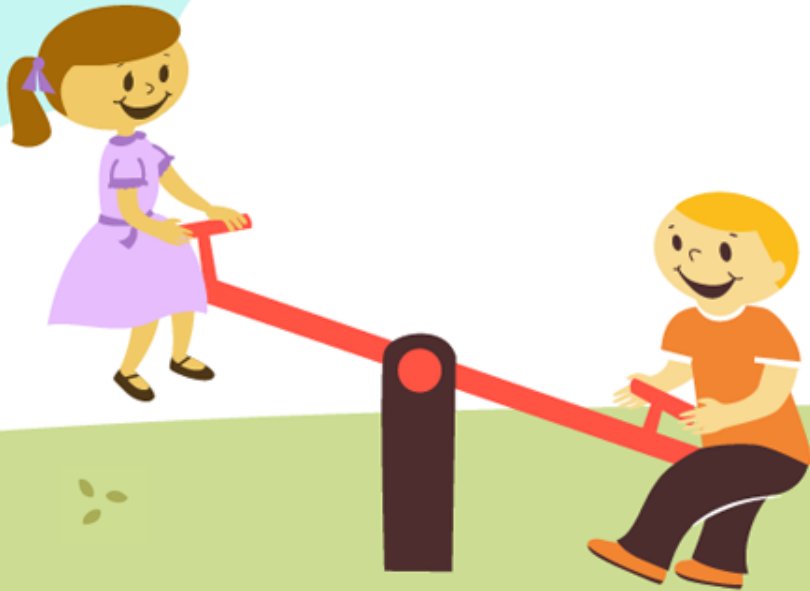
- Experiential activities
  - Role playing
- Practical tools



*Ice-Breaker:*

*Activity*

DO VS DON'T



# Children Are Always Making Decisions



## about themselves

*(Am I good or bad, adequate or inadequate, capable or incapable?)*



## about others

*(Are they encouraging or discouraging?)*



## about the world

*(Is it a safe place or a threatening place?)*



## about what they need to do

*(Can I thrive through encouragement or merely survive [misbehave] in discouragement?)*

P.D.

What makes it  
different?



A Child's Behavior is an Iceberg

What you see:



Belief Behind  
the Behavior

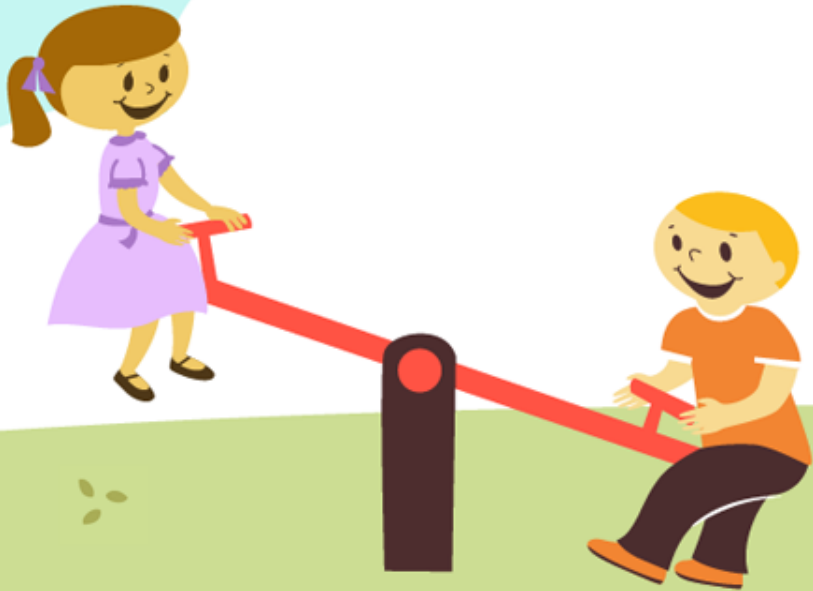
Feeling loved  
Feeling satisfied  
Feeling confused  
Feeling detached  
Feeling secure  
Feeling sad  
Feeling connected  
Feeling angry  
Feeling joyful  
Am I safe? Am I loved?  
Can I do things for myself?  
Am I capable? Am I nourished?  
Do I belong? Am I respected? Do I  
have power? Am I secure? Am I included?  
Are my thoughts valued? Am I understood? Do I matter?

The Need for  
Belonging  
and  
Significance

(What's really going on)

*Activity:*

## Two Lists



Let's Play

Let's Pretend



Imagine your child is now 25-years-old and has knocked on your door for a surprise visit.





# What do you hope to see?





## Characteristics and Life Skills

Belief in personal capability

Self-discipline

Responsibility  
(accountability)

Self-confidence and courage (risk takers)

Desire to cooperate and contribute

Communication skills

Problem-solving skills

Sense of humor

Happy

Healthy self-esteem

Flexible

Resilient

Curious

Respect for self & others

Compassion

Social consciousness

Honesty

Work ethic (employed)

Self motivation to learn





What are you  
dealing with today?



# What pushes your buttons?

Won't listen

Back talk

Lack of motivation

Foul language

Interrupting

School problems

Morning hassles

Bedtime hassles

Lying

Stealing

Entitled

Cheating

Fighting

Biting

Whining

Temper tantrums

Texting

(constantly)!!!!!!!

Media addiction

Won't do chores

Defiance

Strong willed

Materialistic

Positive Discipline is a bridge to help parents go from  
Today's Challenges to Tomorrow's Dream



Let's look at communication.





**NO TEXTING AT THE TABLE**

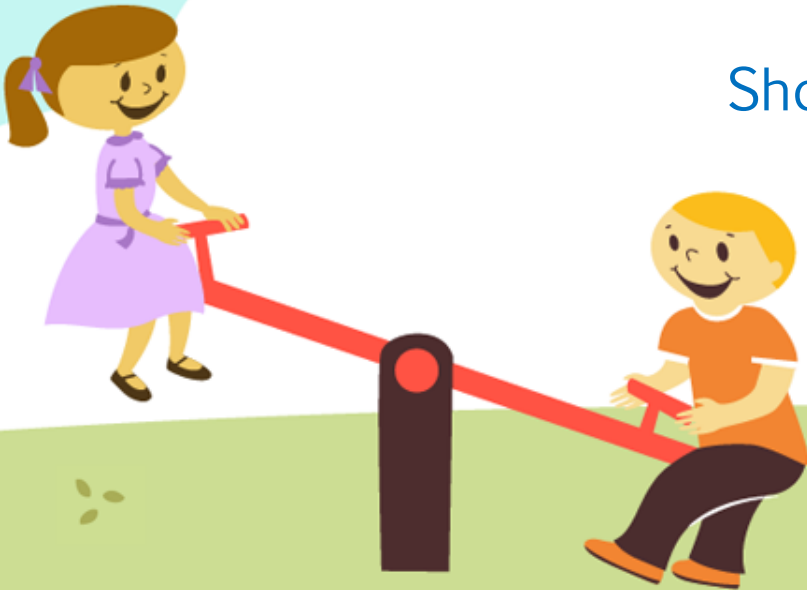
[northsoddchurch.net](http://northsoddchurch.net)

'The mum song'  
by Anita Renfroe

*Activity:*

## Asking VS Telling

Show how a challenge can help you teach valuable life skills



# Stop Trying to Stuff In

And then wonder why  
it goes in and out.



Root of education is  
educaré which means to  
draw forth.



Telling:

Creates physiological **TENSION** in the body  
Sends a message to the brain to **RESIST**

Asking:

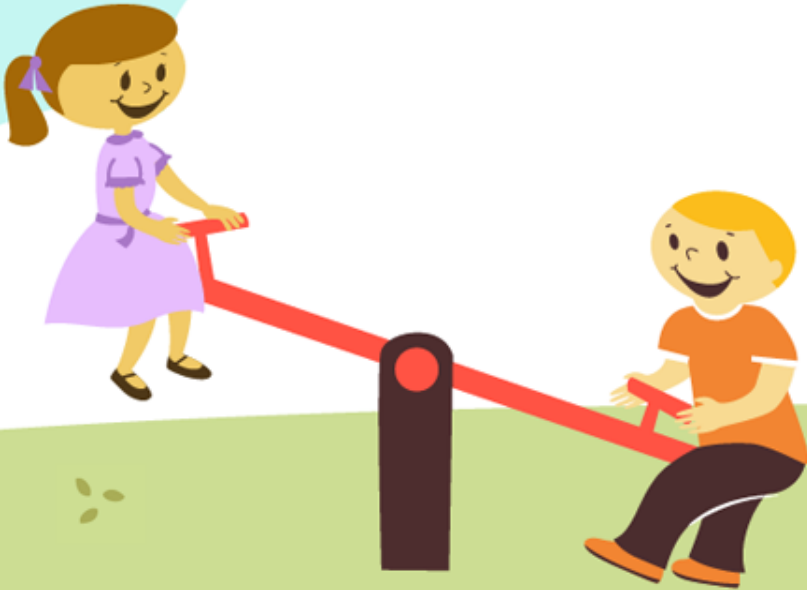
Creates physiological **RELAXATION** in the body  
Sends a message to the brain to search  
for an answer



DANIEL SIEGEL,  
M.D.  
NEUROBIOLOGIST  
THE BRAIN ON  
THE PALM OF  
YOUR HAND  
MODEL

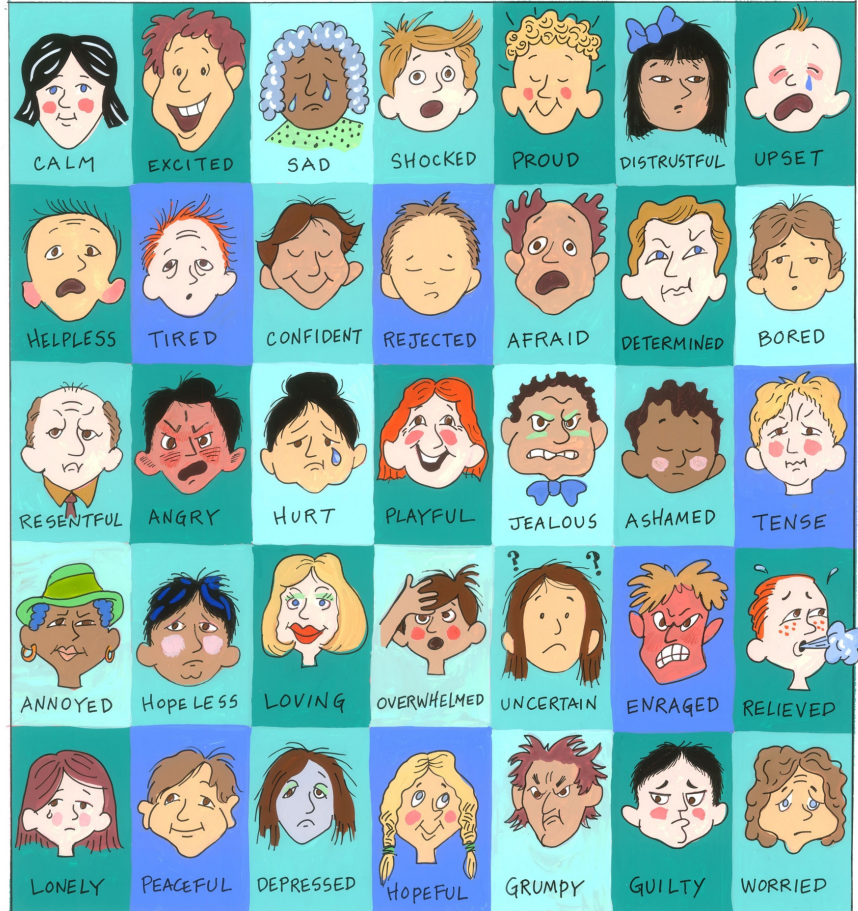
*Activity:*

## Encouragement VS Praise



# Feelings POSTER Name it to Tame it

## Positive Discipline Feeling Faces



[www.positivediscipline.com](http://www.positivediscipline.com)

Show:

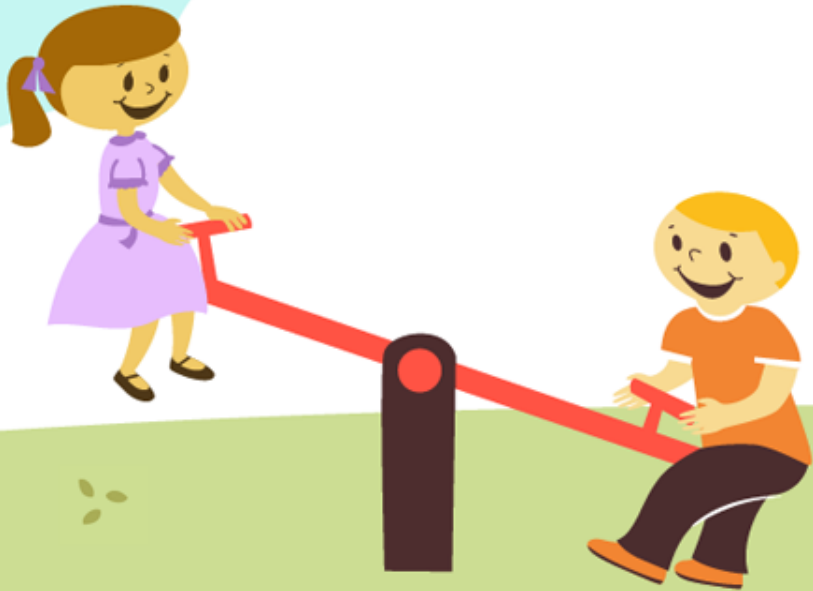
- Importance to acknowledge child's feelings

Foster:

- Empathy and mutual respect

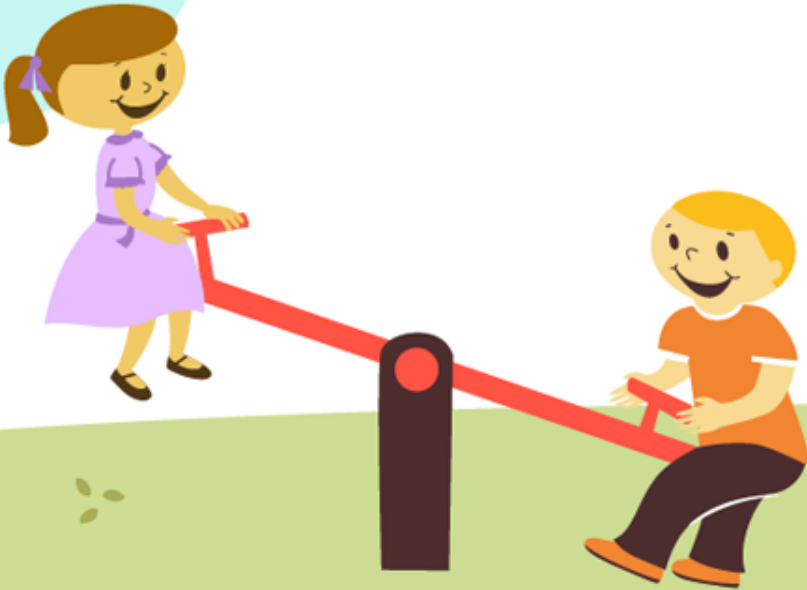
*Stories:*

Hug story  
Candle Story



# Tools we visited:

- ✓ Do vs Don't
  - ✓ Asking vs telling
  - ✓ Brain in the palm of your hand
  - ✓ Encouragement vs Praise
  - ✓ Feelings (Name It to Tame It)
  - ✓ Hug / Candle Stories
- THERE IS SO MUCH MORE!

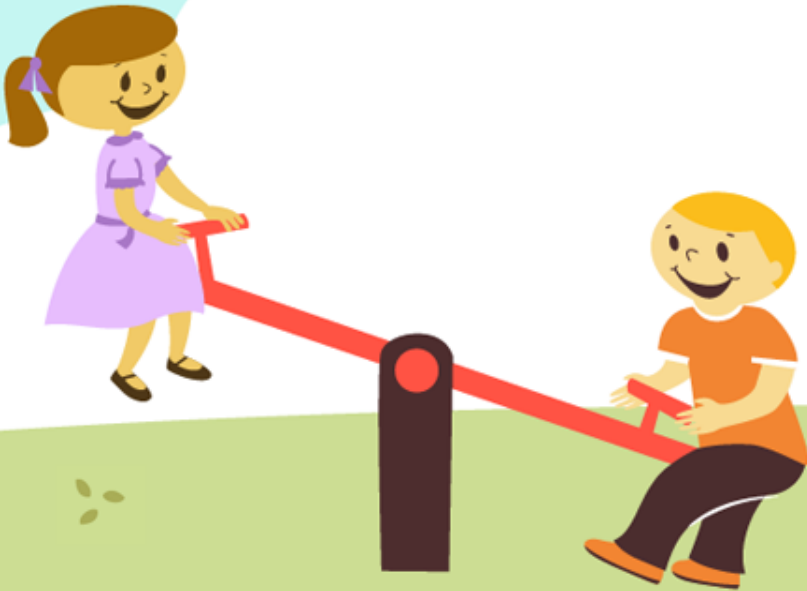


# Parenting The Positive Discipline Way

How to bring PD to your community

**Gloria Cleve**

*Gloria\_Cleve@sd59.bc.ca*





# Capacity Building in Families and Communities

The House  
That  
PD Built







Assisting parents in developing respectful, encouraging relationships with their children.

Parent Speak – Help me get my kids to behave!

Blueprint





Groundwork Essentials	
Organizational Mandate	Find Partner Funding Sources
Identify a Champion	Cultivate Relationships
Research Parent Programs	Find Partner Funding Sources
Decided on Positive Discipline	Make it Free for Families
Initial Parent Educator Training	Free Parent Educator Training

Assisting parents in developing respectful, encouraging relationships with their children.

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Preparing the  
Ground

Blueprint





Foundation Blocks	
<b>Building Block # 1</b> Offer 7 week classes with child minding services.	<b>Building Block # 4</b> Travel to communities to offer Parent Educator Training.
<b>Building Block # 2</b> Build relationships in various communities.	<b>Building Block # 5</b> Mentor communities in first 7 week parenting classes.
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Laying the Foundation

Preparing the Ground

Blueprint





<p>The Walls Go Up</p> <p>Community Capacity to Grow Positive Discipline</p> <ol style="list-style-type: none"> <li>1. Parent Educators offering classes</li> <li>2. Partners in place to continue classes</li> <li>3. Individuals interested in becoming PD train-the-trainers</li> <li>4. Hoping Positive Discipline in the classroom training will evolve</li> <li>5. Parents asking for more</li> <li>6. Positive Discipline growing in Canada</li> </ol>	
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Building the House

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Blueprint



Growing citizens  
who are responsible,  
respectful and resourceful  
members of the community.

The Walls Go Up

Community Capacity to Grow Positive Discipline

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# Funding Partners for PD



Central Peace Early Childhood Coalition



## PARENTS:

Common threads from parent participants were:

- Excellent workshop.
- Great new ideas and tweaks on existing strategies.
- Lots of practical suggestions.
- All parents should take this course.
- Communication skills learned are an asset for everyone.
- Shifting perceptions happen when you look at the situation through the eyes of the child.
- Parents Helping Parents Problem Solve was a highly prized tool. It was great to know other parents had the same issues.
- There is more peace, more calm in the family.
- It works!
- There is a lot less yelling and hurt feelings.
- Love this class!
- Far less power struggles.



## Community:

- This training is a capacity building initiative.
- It gave each community all the tools required to support families with a very useful model in child behaviour management strategies.





## Partnering Organizations:

- This was an excellent networking opportunity for staff from various community organizations.
- There was lots of talk about future partnerships to offer the parenting classes; ie: 2 organizations each offering a facilitator, another organization offering a venue and yet another paying for the resources and materials for parents.
- All agencies were anxious to refer parents to take future classes no matter which agency offers them.



## Our DREAM:

Every community in BC have the opportunity to have free

*Parent Educator Training*

so they can offer free

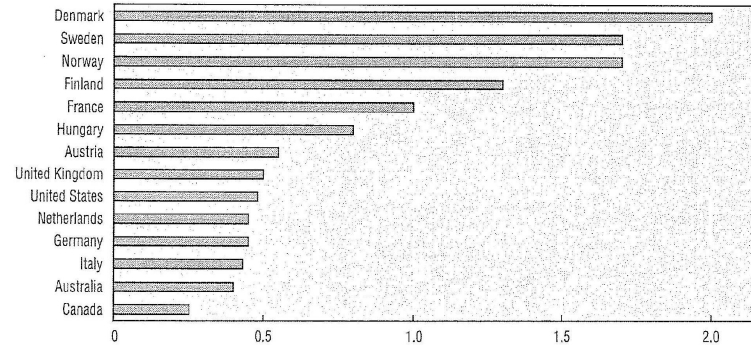
Parenting the  
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classes for families.



# How do we pay for it?

Figure 5.3. Public expenditure on ECEC services (0-6 years) in selected OECD countries (%)



Note: This figure is comprised of expenditure estimates, based on replies provided by country authorities to an OECD survey in 2004. The figures provided suggest that Denmark spends 2% of GDP on early childhood services for 0- to 6-year-olds, and Sweden 1.7%. These countries - and Finland - also allocate an additional 0.3% (approximately) to the pre-school class for children 6 to 7 years.



My understanding.....

Denmark releases Baby Bonus money to parents based on attendance at educational parenting classes.



# Potential Model:

Expenses	Revenue			
	Budget	????	School Districts	Community Partners
Items based on 20 participants:				
PROJECT ADMINISTRATION: **	\$1,000		\$1,000	
PARENT EDUCATOR TRAINING:				
Facilitation Fees for 2 days training	\$3,000	\$3,000		
Trainer Expenses (travel, meals, accommodation)	up to \$1,500	\$1,500		
Positive Discipline Books	\$400	\$400		
Parent Educator Manuals *	\$1,300	\$1,300		
Download: Facilitator Guide & Parent Workbook *	\$1,000	\$1,000		
PD Association Registration *	\$1,000	\$1,000		
Venue for Training **	\$200		\$200	
Lunch & Coffee Break for 2 days of training	\$800			\$800
7 WEEK PARENTING THE PD WAY CLASSES				
Contract 2 New Parent Educators	\$1,000	\$1,000		
Parent Workbooks for 7 week classes *	\$500	\$500		
Venue for 7 week classes **	\$700		\$700	
Child minding Services for 7 week classes	\$1,000			\$1,000
OPTIONAL: PD Parenting Resources	?		?	?
<b>GRAND TOTAL:</b>	<b>\$13,400</b>	<b>\$9,700</b>	<b>\$1,900</b>	<b>\$1,800</b>
** In-kind				
* Varies according to the US dollar				



Thank you!

Any questions?



*“Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse?”*

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Positive Discipline  
Parent Educator



The Child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The belief behind the child's behavior is:	What the child needs and what adults can do to encourage:
<b>Undue Attention</b>  (to keep others busy or to get special service)	<b>Annoyed</b> <b>Irritated</b> <b>Worried</b> <b>Guilty</b>	Reminding. Coaxing. Doing things for the child he/she could do for him/herself. Expectations too low.	Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.	"I count (belong) only when I'm being noticed or getting special service. I'm important only when I'm keeping you busy with me."	<b>Notice me. Involve me usefully.</b> Redirect by involving child in a useful task. "I love you and _____. I." (Example: I care about you and will spend time with you later.) Avoid special services. Say it only once, then act. Plan special time. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signals.
<b>Power</b>  (to be boss)	<b>Challenged</b> <b>Threatened</b> <b>Defeated</b> <b>Determined</b>	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior. Defiant compliance. Feels he/she's won when parents/teachers are upset. Passive power	"I belong only when I'm boss or in control, or proving no one can boss me. You can't make me."	<b>Let me help. Give me choices.</b> Acknowledge that you can't make him/her do something, and ask for his/her help. Offer a limited choice. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Get help from child to set reasonable and few limits. Practice follow-through. Redirect to positive power. Use family/class meetings.
<b>Revenge</b>  (to get even)	<b>Hurt</b> <b>Disappointed</b> <b>Disbelieving</b> <b>Disgusted</b>	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates. Hurts others. Damages property. Gets even. Escalates the same behavior or chooses another weapon.	"I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved."	<b>I'm hurting. Validate my feelings.</b> Deal with the hurt feelings. "Your behavior tells me you must feel hurt. Can we talk about that? Use reflective listening. Don't take behavior personally. Share your feelings. Apologize. Avoid punishment and retaliation. Show your care. Encourage strengths. Use family/class meetings.
<b>Assumed Inadequacy</b>  (to give up and be left alone)	<b>Despair</b> <b>Hopeless</b> <b>Helpless</b> <b>Inadequate</b>	Giving up. Doing for. Over-helping. Showing a lack of faith. Expectations too high.	Retreats further. Passive. No improvement. Avoids trying. Looks for evidence to prove inadequacy.	"I don't believe I can belong, so I'll convince others not to expect anything of me. I am helpless and unable; it's no use trying because I won't do it right."	<b>Don't Give Up On me. Show me a small step.</b> Take time for training. Take small steps. Make the task easier until the child experiences success. Show faith. Encourage any positive attempt, no matter how small. Don't give up. Do with. Enjoy the child. Build on his/her interests. Say "I don't give up on you." Use family/class meetings.