



POSITIVE DISCIPLINE

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PRESENTER

- Melissa Enns, LMSW
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 - Keuka College BSW Instructor
 - Past experiences include: Day treatment counselor, School counselor, Healthy Families Social Worker, Family Support Worker, High School Teacher



OBJECTIVES

- Participants will leave with resources for more information about positive discipline.
- Participants will be able to identify some specific strategies to share with families regarding discipline



AUDIENCE PARTICIPATION

- What are examples of Positive Discipline that work for the families with whom you work?
- What Positive Discipline strategies do you already know?

(In groups, write these on large sheets of paper)



POSITIVE DISCIPLINE DEFINED

FIVE CRITERIA FOR POSITIVE DISCIPLINE

- Is it kind and firm at the same time? (Respectful and encouraging)
- Does it help children feel a sense of belonging and significance? (Connection)
- Is it effective long-term? (Punishment works short term, but has negative long-term results.)
- Does it teach valuable social and life skills for good character? (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
- Does it invite children to discover how capable they are and to use their personal power in constructive ways?



JUST BREATHE . . .

- <http://mysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions/>



Children should have enough freedom to be themselves - once they've learned the rules.

-Anna Quindlen



TIME OUT DILEMMA

Ineffective Time-outs

- Time out given generally and with indefinite time limit “GO TO YOUR ROOM”
- Time outs are not always timed to be age appropriate
- Children can play during timeout
- After timeout, child may still not follow the expectation



Effective time-outs

- Time out – specific place, time limit, and after a clear expectation wasn't followed “You can put the car away or get a time-out” (may need to practice this) pcit.org
- One minute/ age or for older children, it depends on incident – askdrsears.com
- Should be seen as a “break from undesirable action”
-askdrsears.com
- After QUIET time-out, repeat direction, praise when completed, or remind of next consequence pcit.org



BETTER YET . . . TIME IN

- AUTHORITATIVE, NOT AUTHORITARIAN
- WHY: Children who rate their parents as authoritative (both responsive and demanding) engage significantly less in socially risky behaviors.

(<http://www.positivediscipline.com/research/ResearchSupportingPositiveDisciplineinHomesSchoolsandCommunities.pdf>)



HOW . . .

- Positive Interactions / play
 - Parent Child Interaction Therapy: PRIDE – Praise, reflection, imitation, description, enthusiasm

(Ignore annoying, obnoxious behavior. STOP play for dangerous and destructive behavior) – pcit.org

- Family time / Nurturing time
- Brainstorm special family activities
- Goody jar
- Emotional support / emotional regulation practice with feedback for adults and children
- Restorative Justice
- Natural Consequences



AND NOW A WORD FROM BIG BIRD . . .

Positive Discipline

- Understand the meaning behind the behavior
- Focus on controlling yourself and your emotions
- Be consistent with expectations
- Give attention to the behavior you like
- Redirect
- Mention the “energy drain”
- Avoid bribing – focus on positive time with family



- <http://kidshealth.org/parent/positive/talk/discipline.html>
- <http://www.pcit.org/>
- <http://www.pbs.org/parents/talkingwithkids>
- <http://www.parentsasteachers.org/>
- http://www.healthyfamiliesamerica.org/about_us/index.shtml
- <http://www.positivediscipline.com/what-is-positive-discipline.html>

RESOURCES

