

Discipline Without Distress

135 tools for raising caring, responsible children **without**
time-out, spanking, punishment, or bribery



by Judy Arnall

Advance Praise For Discipline Without Distress

“The world is in desperate need of gentle, caring discipline techniques. Judy Arnall has created a wonderful, nurturing guide that all parents can benefit from.”

~ Elizabeth Pantley, Author of “The No-Cry Discipline Solution,” “The No-Cry Sleep Solution,” and “The No-Cry Potty Training Solution”

“This book is a very valuable resource for parents of children of all ages. First, Judy Arnall documents the damage that punishment does to the parent-child relationship. Then she offers a wealth of ideas and suggestions for raising children without the use of punishment of any kind. The book deals both with how to prevent problems and conflicts with children and how to handle conflicts once they have occurred. It’s especially useful for parents who are P.E.T. graduates. I highly recommend it.”

~ Linda Adams, President and CEO of Gordon Training International

“Many families struggle to create and maintain healthy connection in a fast-paced and technology influenced culture. This book provides a doable approach for parents who want to provide the highest level of family interaction and support. Arnall’s benevolent strategies have worked not only for the hundreds of parents she has guided but also for her five thriving children. Learn the nuts and bolts of raising resilient children. Here’s help to ‘putting it all together.’”

~ Patricia Morgan, speaker, counsellor and author of “The Light Hearted Approach: 87 Ways to Be an Upbeat Parent” and “Love Her As She Is: Lessons from a Daughter Stolen by Addictions”

“Judy’s book is packed with solid information on child discipline from an attachment theory perspective. I particularly appreciated the focus on prevention of misbehavior. The breakdown of typical development by age and stage and how that impacts discipline is particularly helpful. There are good solid tips for parents of children of all ages.”

~ Kathy Lynn, Parenting Today


“Judy Arnall’s ‘Discipline Without Distress’ gives parents a kinder, gentler approach to raising well-behaved kids. It’s a method both parents and children will appreciate. Every parent should own a copy!”

~ Stephanie Gallagher, author, “The Gallagher Guide to the Baby Years” and editor, Suite 101.com’s Healthy Cooking section.

“Judy’s book is fabulous in that it doesn’t preach the right and wrong way of disciplining your child, but merely presents the advantages and disadvantages of the most commonly practiced methods, while at the same time, providing a realm of strategies that allow the attachment bonds to be maintained between parent and child during the often difficult life lessons. This book has made me want to be a better parent, a better wife, and a better person in general, and I know these tools will help me along the way. A great book to be read over and over again!”

~ Shannon Tees

Preface



A perfect parent is a person with excellent child-rearing theories and no actual children.

~ Dave Barry, Author

I was an expert in parenting in my 20s. I would look at other people's children having tantrums in restaurants and be thinking, oh; my children will never do that! Then I had my first son. I recounted my expertise the day he accidentally set off the fire alarm in the library when he was two years old. I placed him on the counter to keep him from running out the door and he pushed the red alarm. Just when I had it all figured out, along came my second son. He was a totally different little person. What worked with the first son didn't work very well with the second. Now, I have five children. All have different personalities, temperaments, birth orders, genders, and learning styles. Each child is unique.

Although, I was always interested in the psychology of human behavior, not much was as relevant to me in university until I became a parent. I was raised in a strict environment and always thought that teaching children could be done differently. I was convinced that by following the "right" parenting book advice, I would have perfectly behaved children. They would always do everything I asked – and with a smile! However, my children didn't read the same books. They didn't follow their part. If anything, I learned it was impossible to control other human beings without giving up some of the better facets of the relationship.

When my children were young, I searched desperately for parenting advice and read about 226 parenting books looking for the "correct" approach, and especially one approach that fit my style. I preferred a democratic, non-punitive, caring, respectful parenting style. I was committed to building bridges of communication with my children. Many of the books were non-punitive, yet they still advocated time-out, logical consequences, grounding, and other punishment-type corrections of misbehavior. When I tried them on my children, we were each left feeling disconnected, angry, and resentful towards each other. I'm sure other parents didn't find those methods punitive, but I sure did, and more importantly, so did my children. I kept on searching for a better way.

I had three profound influences in my life that heavily affected my parenting philosophy.

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Problem	Child Feeling	Tool	Details
Crying	Upset	Fulfill needs. Holding, hugs, and cuddles.	Pick up, feed, check, hold, and rock baby.
Won't go to sleep	Awake	Fulfill needs. Holding, hugs, and cuddles.	Feed, change, hold baby. Trade sleep with partner. Sleep when baby sleeps. Use white noise: ticking clock, tape recording, aquarium. <i>More in Chapter 7.</i>
Fussing	Upset	Fulfill needs.	Pick up, hug, and cuddle.
Touches everything	Curious	Change environment. Substitution. Prevention. Redirection. Spend time together.	Move things out of reach. Leave unbreakable items out. When visiting, move items. Move child to more interesting focus. Stay with child and show how to touch gently.
Doesn't appear to listen	Confused Distracted	Learn child development. Change environment. Prevention.	Accept that it's normal. Make surroundings safe. Stay with child to prevent accidents.
Hates diaper change	Uncomfortable	Distraction. Active listening.	Have a basket of toys they can play with in their hands. Hang a mobile. Say "You don't like diaper changes, do you?"
Inconsolable crying	Upset Uncomfortable	Parent time-out. Fulfill needs. Holding, hugs, and cuddles. Active listening.	Put baby down if you are feeling frustrated or give to another caregiver. Look for a cause. Hold and rock. Say "You are really upset, aren't you!" <i>More in Chapter 7.</i>
Won't accept bottle	Unfamiliar Scared	Parent problem-solving.	Try wearing partner's shirt or partner give bottle. Try upright feeding position. Try newborn nipples, as they flow slower. Try sippy cup. Try giving juice (after six months).



Problem	Child Feeling	Tool	Details
Won't sit in high chair in restaurant	Curious Confined	Plan ahead. Stimulation. Childproof.	Go early so service is fast. Pre-feed baby so not too cranky. Let them play with ice cubes or straws. Bring snacks and small toys from home. Bring a roll of masking tape. Choose seats so they can see out the window or kitchen. Take outside and eat in shifts with partner if tantrum develops. Childproof the table. Tie toys with string on to high chair table. Leave a huge tip.
Won't stay in car seat	Confined Anxious	I-statement. Routines. Active listening. Plan ahead.	"I love you and want you safe." Always use seat every time. Move into seat and acknowledge feelings. Let him choose a toy to bring.
Toilet accidents	Embarrassed Confused	Natural consequences. Plan ahead. Give encouragement. Change environment. Help child complete task.	Treat matter-of-factly, "Oops, let's clean up. Can you help?" Consider whether really ready. "We can try again." Make easier to pull up pants, easy to reach step stool, pump soap, towel to reach. Go camping naked so they can connect body sensations with the output. Stickers on a calendar for dry days. Show other children doing it. Make a big deal of it. Have a potty fort by making a huge fort, house, or castle out of an appliance box and set around the toilet. Bring a change of clothes everywhere. <i>More in Chapter 8.</i>
Gets frustrated when parent doesn't understand	Frustrated	Active listening. Give Information. Holding, hugs, and cuddles.	Say, "I don't understand but really want to." Learn and teach sign language. Hug. Really try to understand.
Climbs	Curious	Change environment Supervision.	Childproof: fasten anything big to the wall. Remove or block enticements. Remove chairs from the kitchen when not in use for eating. Put a stick into drawer handles so they can't be opened and used to climb.



Problem	Child Feeling	Tool	Details
Whines	Desperate Confused	Show how to use "their words"	"I need you to... (Use words). Leave at home if shopping is a major problem. Tell them if they whine, they definitely won't get what they want, but if they use a normal voice, then they will get it. Model different tones. Give immediately if they don't whine.
Wants everything in store	Desperate Poor self-control	Clarify expectations. Active listening. Holding, hugs, and cuddles. Distract. Change environment. Stay with your "no." Honor promises. Parent problem-solving. Give a choice between three things.	Make sure they know that you are only shopping for a present for their friend today. Say, "I see that you are upset about not getting that toy. It's okay to feel upset." Say, "You really loved that truck, but we have no money for that today." Stockpile things that you don't want but child has thrown in cart. Leave with cashier. Have child carry pad and pen and mark it down for birthdays and Christmas. Leave at home with caregiver if a big problem. Carry snacks. If you promise one treat, stay with it. Say, "I hear you. But I can only get you one treat." When they protest, try one parent shops, one takes children somewhere else. If you promise a treat, give a choice between three acceptable items.
Jealous of friend or sibling	Jealous Victimized	Holding, hugs, and cuddles. Give positive feedback. Time-in. Give attention.	Encourage and appreciate uniqueness. Give extra hugs and touches. Show empathy. Don't compare. Spend time alone together. Time is love.
Won't wash hands	Distracted Indifferent	Make the opposite request. Change environment. Give information.	Buy special soap dispenser and have a stool and hand towels at his level. Make it routine. Tell about germs and importance of washing.

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Problem	Child Feeling	Tool	Details
Won't come to table for dinner	Distracted Not hungry	Clarify expectations. Re-evaluate limits. I-statement. Routines. Problem-solve.	Insist on table time even if not eating. More often or not, they will eat. Respect their need to finish quickly if in middle of a project or activity. Make table time pleasant. Say, "I feel disrespected when I call to the table and no one comes." Have meals and snacks at same time everyday.
Steals	Scared Curious Desperate Needs power/competency Wants to fit in	Active listening to peer pressure. Natural consequences. Model. Reward truth and honesty. I-statement. Problem-solve. Tell story with appropriate moral. Show child benefit of behavior change.	Say, "I can see that you feel desperate to fit in." Coach through the process of returning the item and apologizing. Perhaps get them to write a letter. Ask reflective questions, "What would happen if everyone stole?" Give information: it's against the law and wrong. Discuss books and movies that portray stealing. Model honestly and not stealing. Role model how to handle peer pressure. Express your sadness and disappointment. "I'm sad that peer pressure has been hard for you. What do you need to equip yourself to handle it?" Find a way to help them get things they think they need, legally and honestly. Find a way to help child get a rush instead of stealing. Don't lecture, don't overreact; don't address it.
Destroys property	Needs power Angry Frustrated	Natural consequences. Problem-solve. Teach self calm. Reflective questions Stay with your no.	Help and show how to calm down in the moment of anger. Problem-solve how to make restitution to property and person. Ask, "How would you feel if someone kicked your bike over when angry?" Address the issue every time.

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Problem	Child Feeling	Tool	Details
	grown up Needs power Confused about risks Poor self-control Desperate for item	go to problem solving. I-statements. Spend time together. Active listening. Natural consequences. Problem-solve the behavior.	
Uses inappropriate language	Insecure Wants to fit in Indifferent Needs power	Separate big issues from small issues. Reduce reasons for rebellion. One time consultation. Develop the acceptance bone. Decide what you will do. Model. Speak respectfully to them. I-statement. Problem-solve the use of language in your presence.	Check if the words are truly offensive to you. Ignore them. Give a consultation on why swearing in certain situations is not correct. Accept that they will adopt the language of their peers. Walk away when they use that language. Avoid swearing yourself. Model appropriate language without sarcasm and "attitude." Use polite words to them. Say, "I feel disrespected when I hear all those F words in my presence." <i>More in Chapter 11.</i>
Cheating on school work	Inadequate Indifferent Desperate Scared	Natural consequences. I-statement. Problem-solve. Decide on problem ownership. Keep communication lines open.	If caught, don't rescue. Say, "I'm disappointed that you would cheat to gain a mark. How can you bring up your mark in an honest way?" Leave school matters to your child. Let your child know that you love him unconditionally regardless of academic achievement.
Won't do homework	Indifferent Bored Distracted	Natural consequences. Decide on problem ownership. Develop the acceptance bone. Problem-solve. Contracts.	Allow failure if necessary. Allow a low paying, low education job to teach the importance of doing coursework. Focus on your activities to take worry off them. Explore with them



1

The Purpose of Discipline: Teach, not hurt



To get where we want to go with our children, we need to take a longer route, teaching them with our heads and hearts rather than with our hands and belts.

~ Penelope Leach, Author

Parenting is the hardest job on earth. In no other profession is control and accomplishment so difficult to come by. Controlling another human being is very much next to impossible; children have their own little minds and feet to follow. The goals, hopes, and dreams we have can only be realized in our minds. They are not guaranteed for our children.

I spanked one of my children only once. The poor first-born children are always the guinea pigs! We parents try many things on them first and find out what works and doesn't. My husband was away working in Russia, and I had three children under the age of four that were not cooperating in getting to bed. I was tired, stressed, and feeling unappreciated by society. When I spanked my son, he was almost four. He responded to me with tears in his eyes, "Mommy, hitting hurts people!" The very same words that I have uttered to him many, many times. Sometimes, I learn more from my children than I teach them.

As parents, we are going to mess up. We won't do every thing right. At some point in time, our children will fess up about us to their partners, their friends, and very likely, their own children. And that's okay. The truth is they're not perfect children. We're not perfect parents. Once we can admit we're not infallible, it makes it okay to make (or to have made) mistakes. All we can do is begin to do things differently – from right now – on. Anything new we do today will immediately start to make a difference in our parenting and our relationships.

All parents love their children. Every parent who holds a new baby in their arms wants the very best for that baby. However, most parents don't instinctively know how to meet the needs of their children or how to discipline them effectively. If

parents consider going for help in learning how to manage their child's behavior, they worry people will think they don't love the child. From the parent whose child is taken away by Social Services to the parent reading the umpteenth book on child-rearing discipline, the common unifying factor is that all parents everywhere, love their children. But by itself, love is not enough. Love doesn't give parents all the information they need to raise, and teach a child. They need assurance that many of their child's annoying behaviors are developmentally appropriate. They need to be given new tools to help them practice and develop different parenting techniques. They need to know there are many right ways to raise a child.

WHAT IS NEW IN PARENTING FOR THE NEW MILLENNIUM?

Two very profound changes in parenting have occurred since we were raised in the 1960s, 1970s, and 1980s.

The first change is due to technology advancement. We now know more about child rearing and child development. We have MRIs (Magnetic Resonance Imaging) that actually sees inside the brain and can measure the effect stress, neglect, bullying, overindulgence, or nurturance has on humans.

The second change is that our children's playground is no longer limited to the park down the street. Thanks to technology and the Internet, our children's playground is now bigger than we could ever imagine; it is impossible to control, supervise, or navigate. When our children are three paces ahead of us in using and managing this technology, we lose our ability to supervise them in a traditional way. We can no longer monitor who and where they are interacting. Therefore, it is crucial we build a relationship and keep our lines of communication open and learn new tools of parenting.

The discipline tools in this book are not the tools our parents used. Our children are not living in the same world we grew up in. It's vastly changed. I'm reminded how little power and control I have every time I need to ask my children to help me do some task on the computer. Not yet into their teens, they all had more control over a crucial part of my life! Their knowledge has exceeded mine in many technological areas. This is probably the first generation of children that are more proficient than we are in many critical technological areas, which is a big factor in our culture. We need to change our ways of disciplining our children.

Some other changes in our lifestyle have also changed our parenting:

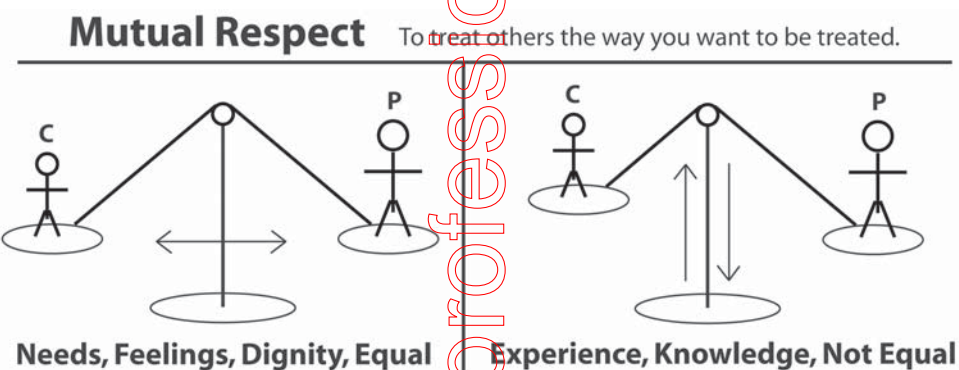
- More two-income families means less time for extended family and neighborhood communities. Families are more isolated and bear the brunt of child rearing problems and solutions.

Respect (Oxford Dictionary definition)

Regard with deference, esteem, or honor. Avoid degrading, insulting, or injuring. Treat with consideration.

In parenting classes, mutual respect is the cornerstone of parenting theories and philosophies. However, many people do not realize what it means. Mutual respect between parent and child is basically about the Golden Rule: Do unto others as you would have them do unto you. So don't do anything to your children that you wouldn't want done to yourself. Many parents object. Since when do we start treating children as grown-ups? Don't we know better than they? They are children, and we are the parent, and yes, we should treat them differently. Or should we? Yes and no.

Children are equal to parents in some ways. Their feelings, dignity, and sense of self worth are equally as important to them as adults. In the workplace – just because the boss has more knowledge and experience doesn't mean she can call you names, berate you in front of the client, or hit you for not getting your work out on time, nor can she wash your mouth out with soap if you swear on the job. Your feelings, dignity, and sense of self worth as an employee are equally as valuable as hers and must be mutually respected. Therefore, children have the right to feel all their feelings, to have their bodies' dignity respected, and are entitled to expect to be treated worthily.



Read the following entry and answer the question following it:

I Lost It Today

I feel bad for losing it today. She was just so naughty. I had to spank her. I remember the day she came to live with us. So small, so fragile, and so very feisty. Dressed in a little pink dress, with her wispy, curly blonde hair.

2

Build the Bond: Be the person you want them to be



Work the relationship and the behavior will take care of itself.

~ Gordon Neufeld, Author

Anyone who has ever home schooled their children discovered that 24 hours a day means 24 hours. The parent and child spend a lot of time together. When I home schooled my children, their world was interlocked with mine. We couldn't spend much of that time being mad at each other. We had to learn to get along much more than the average family, who are apart for large amounts of time. It was the same with the siblings. Why spend the time fighting? Instead, we put the effort into building our relationship.

As a home schooling mom, who also worked part time, I had to make good use of my time, which would serve to build the relationship bonds. Sometimes, that meant postponing laundry or dishes, but it was worth it. I also had to ask my husband for the same level of commitment. As a dad that was prone to traveling for work, it meant more time at home had to be focused on family and not sports or personal pursuits. Not to say that personal time isn't necessary for Mom and Dad. All the juggling of people's needs required a balanced lifestyle.

We decided to put more effort into preventing discipline problems. Good discipline is 90 percent prevention and 10 percent correction. Prevention involves building a good, solid, foundational relationship that will take minimal discipline to keep on track. It's like building a house foundation. Solid, strong walls help support the house frame.

However, no matter how good the relationship is when things are going smoothly, it's how people relate to each other in times of problems that has a direct effect on whether their bond strengthens or disintegrates. In other words, how people fight matters more. Imagine scissors cutting a piece of fabric. The fabric is your relationship with your child. The cuts are the stresses on the relationship from everyday life: peers, separations from business trips, time apart, divorce, puberty, developmental



3

Discipline, Not Punishment: Stay with your “no” and honor your words



People remember not so much what you said, but how you made them feel. ~ Unknown

It was an awful day. I had to drive across the city three times to ferry my children to several activities, and we had no time for meals except for fast food in the van. It took an hour for each trip. It was hot, I was frazzled, and on the way home from my last trip, the power steering fluid leaked out of my van. My husband came home, and we took the van to the garage. There was no dinner ready, and I had to attend a meeting at 7:00 p.m. I was so tired, all I really wanted to do was to stay home and relax for the evening. Yet, I had committed myself to the meeting. My daughter asked me, “Why don’t you just stay at home?” I seriously entertained the thought, but felt that all the times that I preached to her to honor her commitments, I couldn’t model different standards. So in the interest of teaching my daughter (discipline) I dragged my tired body off to the meeting. Actually, it helped to lift my spirits when I got there. It was a discipline tool (modeling) that taught proper behavior and didn’t hurt anyone. It made my life easier the next time I had to drag my daughter off to a commitment that she didn’t want to keep. Discipline without distress.

Differences between discipline and punishment

In our classes, we say that discipline comes from the Latin word that means “to teach.” Punishment means “to hurt” either by causing physical, emotional, or social pain. But in reality, both types of parent reaction “teaches” the child something.

The difference is what each does to the parent-child bond while it teaches. Sometimes punishment “works” in that it gains compliance but at a grave cost to the relationship connection.

Punishment disconnects parents and child. It also produces anger, resentment, retaliation, fear, submission, or passive aggression in the child. It produces guilt, remorse, and inconsistency of action in the parent because no one likes to see their child suffer for very long.



4

Punishments and Bribes Don't Work: Look for the need or feeling (NOF) under the behavior



Punished by rewards. If you can no longer get or qualify for the rewards you have been taught to treasure, what gives your life meaning?

~ Alfie Kohn, Author

Some time ago, a school-aged boy named John took his cat to the playground. He put a leash on the cat so he wouldn't get away. While John was playing, the cat got his leash hung up on the slide and was injured. The boy was very afraid to tell his parents the result. When his parents found out, they felt they needed to teach John a lesson. They took away TV for a week. John felt bad, and he did learn something. He learned that he should lie when he encounters a problem, and if he gets away with it, he won't get punished. He learned that he shouldn't leash a cat but didn't learn why.

Why parents want to punish

Punishments are used more for the person giving them than the person receiving them. They are meant to fill a need in the person who was wronged, or in the case of parents, who perceive the wrongdoing and are in charge of teaching the child that what he did was wrong.

Punishments are often about revenge and assuaging the parent and societies feelings of anger, frustration, and disappointment. Punishments are also about retaliation. I'll feel better if you feel bad. They are more about how we feel than how the child feels.

They can also be acidic to the relationship. Imagine your partner leaving towels on the bed. An appropriate punishment might be to take all the towels in the house and put them in a wet bathtub so none are available for use. That would surely teach your partner not to leave wet towels on the bed. That is a related, reasonable, and respectful consequence, but what would it do to your relationship? It would not

Disadvantages of time-out

- Promises “magic” and speed, which can be an unrealistic goal in parenting.
- Fails to address long run goals of the child developing belonging and attachment with family. The child feels disconnected and banished. Not appropriate for adoptive or blended families where attachment is a critical goal in the first couple years.
- Teaches that time-out is a negative punishment rather than a positive life skill.
- Invites power struggles when the child refuses to do the time. Many children often don't go to time-out, nor do they stay there.
- The last resort is to lock the room shut and that can be perceived as abusive.
- When children pass stool, pee, or vomit because of enforced time-out, they are ignored by parents when they are trying to communicate their distress.
- It takes emotional and physical energy from a parent to fight a child to stay in time-out.
- Encourages submission to a bigger sized person. Is that what we want to teach children?
- Fails to teach problem-solving, conflict resolution, or co-operation skills, because discussion after calm down is discouraged.
- Can incite anger, frustration, resentment, rebellion, retaliation, and getting even behaviors from the child.
- Can be addictive if a child submits. Some children go to time-out 25 times per day.
- Can increase sibling animosity when used for sibling conflicts or playmate conflicts.
- Ignores the child's needs or feelings (NOF) that led to misbehavior or fighting.
- Is a barrier to parent-child communication.
- Fails to recognize that each child is unique. Doesn't work for all children's temperaments, ages, personalities or development.
- Fails to teach internal controls and self-discipline. The child isn't taught to recognize symptoms of anger and when to take a break.
- Fails to teach thinking skills of how to fix things, how to make amends or restitution.
- Fails to teach how to calm down when child is in a high emotional state. Most children need a parents coaching to calm-down.
- Fails to teach children how to get what they want or need in a positive way.
- Parents must be united for the consistency to work.
- Isolates child rather than promote connection.
- Not “mutually respectful.” Adults wouldn't want it done to them especially if they were upset.
- Gives negative attention to misbehavior, which may increase misbehavior if the need is attention.
- Difficult for extroverts who need to “talk through high emotional states.”



5

Good Parents Feel Angry: Separate your anger from your discipline



Anger is a gift that inspires us to change.

~ William Rivers Pitt, Author

I had a really bad day. I was under stress. I needed to get a handout ready for a class after lunch, and my printer wasn't working. I was furiously trying to get the printer working, when my two younger children started fighting. I yelled. I screamed. I threatened to put them in their rooms and take away TV for a week. After complete frustration, when my printer was already quite crippled, I went to my drawer and took a hammer to the printer. The children were in tears. I was in tears, and the printer wasn't in great shape either. I was embarrassed for demonstrating a very poor expression of anger in front of the children, and I was regretful for taking away TV for a week. I knew when I calmed down, that the TV punishment would never be enforced. The printer problem and handout problem eventually got solved, but our relationship was not yet repaired.

Most parents discipline or punish when they are angry. When children do things that make us mad, we want to relieve our hurt, often by hurting them, which may not be the best tool to teach them anything or help them solve problems. It leaves us feeling very guilty. If you are like most parents, you've probably made several parenting resolutions for the future. Yelling, spanking, and issuing empty threats are common punishment methods that parents want to reduce. If you find you are making no progress, it's easier to understand it by examining why we fall back on those methods.

Good parents sometimes feel anger toward their children. It's a basic fact of life. We need to accept that anger is normal in every love relationship, whether partner, co-worker, friend, or parent-child. How we deal with the anger can damage the relationship or make it a valuable source of teaching and strengthen the connections.

Separate your anger from your discipline (and guilt and worry)

It's far better if parents separate their anger from their discipline measures. We need

to take responsibility of our actions when we are angry. Discipline means having the vision to see the long term picture and keep things in balance. A Chinese proverb teaches, “If you are patient in one moment of anger, you will escape a hundred days of sorrow.” It’s so much easier to watch what we say in anger than to apologize and try to make amends. Relationships are like glass, once broken, they’re very hard to repair. Often, it is not the same as it was. So be very careful of what is said in anger. We do have choices and can be conscious of what we say and do.

WHY PARENTS FEEL ANGRY

The reasons parents feel angry are as numerous as there are parents. But number one on the list is “My child doesn’t listen to me.” Most children’s hearing is fine. What they really mean is “My child won’t do as I ask.” This is probably the reason most parents come to discipline classes.

Other common reasons parents feel angry:

- The child doesn’t get permission first in order to do something.
- The child’s temperament is spirited.
- The child’s developmental stage is a negative one.
- The child’s personality is a difficult fit with parents.
- The misbehavior keeps repeating.
- The children are fighting, and you need them to be quiet.
- The children throw tantrums after you have said no.
- The child hits, screams at, yells, bites, or pushes a sibling or friend.
- Your child nags you when you are talking on the phone or to a friend or busy with a task.
- Your child purposely breaks something.
- Your child won’t do as you ask in public or while visiting outside the home and you feel embarrassed that your “authority” appears weak.
- Your child talks to you with swear words, or attitude, or snarkiness.
- Your children are playing boisterously loud when you are under stress.
- Your child is demanding something right now!
- Your child is whining at you and won’t stop when you say no.
- Your child is pestering you for attention.
- Your child is too slow when you need him to hurry.
- Your child won’t talk to you when you ask him something.
- Your child doesn’t share information you need.
- Your child touches something or plays with something that you’ve told him not to.
- Your child doesn’t do his chores.
- Your child does all or some of the above when you’ve told him that you are having a bad day and he doesn’t seem to care at all.

- Shredding paper
- Wringing towels
- Blowing balloons or bubbles
- Fuss box (a cardboard box that you can kick the sides in)
- Take a shower
- Play with toys; your child might join you, and the fun dissipates the anger.

Humor

- Make a joke out of the situation
- Read a funny book
- Watch funny videos

G = Get away for a while to think



**Calm
Down
Tools**

Time-out for parents

If the child is in a safe place, a time-out for parents is a wonderful way to cool off. Go to the bathroom, turn on the shower and yell, "I'm so angry!" If the children are older than 10, go for a walk. Go to a bedroom, lie on the bed, close your eyes and breathe deeply for a few minutes. Go into the shower. Time-out for you – a minute per year of age!

Avoid child time-outs when the parent is angry

When a parent is angry, children get sent to time-out. Honest parents know that the purpose is more for the parent's ability to calm down, rather than the child. This can be isolating and damaging because the child doesn't know why he is in time-out.

It helps to know where your child is cognitively at his age. Two year olds most often don't know why they are in time-out. They just know that Mommy is mad! Even if they know they did something to cause the time-out, they don't have the self-control developed yet to stop doing it. Dr. Otto Weininger, author of "Time-In Parenting" states that most children don't have the reflective skills that we think they do until age seven. Those reflective thoughts are the big questions of "What have I done to be here?" "What was my part in the problem?" "What can I do to make things better?" Those are all questions we would hope our timed-out children would ask, yet often, they are just thinking, "I'm so mad at her." "I'm going to get even with my sibling when I get out, and this time I won't get caught." "This is so unfair." "I hate myself and the whole world."

When a parent sends a child to time-out, she feels stretched to the limit. The parent feels upset because she is unable to control the child. She needs a break from the child and has the power to send the child away. When the child is gone, she can calm down and she feels more in control of herself, the child and the situation. It SEEMS to be working. Parents lose it because they believe they are supposed to be in control. Control is illusionary. There is no such thing as control when another human being is mixed in the equation. Children have their own control. The appearance of control is an illusion and is maintained by our power as long as the children are little. It's easier to take a time-out yourself than to force another person in time-out.

Ways to take a parent time-out when the child is there

Many parents object to the parent time-out because they complain their small children just follow them screaming, whining, and complaining. How true! Children are often scared of their parents' distress and follow them for assurances that things are okay. Children need physical security and proximity at these moments. Parents often need to be alone and cool off, which can lead to a conflict of needs. Here are some ways to meet both parent and child's needs.

Here are some tips to be physically present but mentally time-out:

- Put a CD on the stereo and dance hard!
- Put in an MP3 player of your favorite songs to distract you.
- Have earplugs everywhere.
- Lock yourself in the bathroom. Tell the children that you love them and need to take a time-out for yourself. Turn on the fan or shower and breathe or visualize yourself in a calm place. A closet can work too.

don't get a break RIGHT NOW!" Sometimes, babies and toddlers have days that seem to test your patience. They have crying days and you try anything and everything to stop and it doesn't stop. Don't worry about wrecking them! An isolated incident of leaving the baby to cry for 10 minutes isn't going to hurt if you are loving and attentive MOST of the time. On those bad days, you need some tender loving care right away. It's better to make a safe choice and leave the baby in the crib or a safe surface and get a grip on your emotions.

HOW TO GET MORE PATIENCE

Like in a good marriage, it really helps to ignore a lot of daily irritations. Anger is like a fish hook. We can choose to bite or swim on by. Sometimes, we just keep on swimming! Sometimes, we have to ignore the wet towels on the bed, clothes on the floor, books strewn about, or we will be constantly criticizing someone for it.

Patience is a learned skill. We all have varying levels of patience, but we need to learn how to extend it for longer periods and how to loan it to our children. Part of increasing our patience is to learn child development and understand that much of what our child does is normal behavior. Learning to handle things that set us off is part of developing that patience muscle. Ask any parent home full time, and they will wonder why they have so much patience and then hand the children over to the partner who has only been home half an hour and they are losing it all ready. They don't have the same patience level because they haven't had practice developing and using it all day.

- Breathe often!
- Set aside a time limit. Say, "For the next half hour, I will be patient." Extend your time limit as you get better at it.
- See the good intent of others. They are not trying to bug you. It's not about you. It's all about them. Children are born egocentric and learn about others as they grow.
- Live in the present. Forget about the future and all that needs to be done. Relish what is happening now. When you are distressed and more patient, things get done more efficiently, even if it's later.
- Prepare for delay. Carry around a good book or something to do when waiting for others.
- Keep perspective. Has anyone died because of this roadblock? Will it really matter a year from now?
- Be grateful. When you are delayed, think of all the people you are grateful for. Carry around a notebook in your purse and write a short note to tell them what you appreciate about them. This helps put you in a way better mood.

acceptance, and help. Parents can't do that if they shoo their children away during a time-out.

- Many adults still need practice in controlling and managing their emotional temper tantrums. Eighty percent of people don't lose their jobs due to technical incompetence, but rather the inability to get along with other people and manage their uncomfortable feelings.
- As a society, we have a greater acceptance of positive emotions than negative ones, yet both kind exist and are equally valid. In children, we find the positive ones don't quite bother us as much as the negative ones. At least they are easier on the ear! It's great that tantrums cease as children become more verbal and can express their feelings with words.

My son used to throw daily, almost hourly tantrums at the age of two. One day, when he was four, I was taking all five children and two friends swimming. I only had enough change in my pocket for one treat to share for all the children. I was bracing for the "after swimming-so hungry" tantrum from my son, and after I explained the situation to him, he got it! No tantrum! I could actually negotiate with him. What a difference a year or two makes!

How to move a tantruming toddler

The best way to carry a tantruming toddler is face out with one arm between the legs, grasping the other arm around the trunk and under both child's arms. You can also hold the handle of a baby carrier or shopping bags on your arm, if you find yourself in the middle of a store with a baby and a tantruming toddler. It helps to bring someone along if you know that your child is prone to tantrums in stores, just to help with packages, kicked off shoes, etc.

It's also helpful to schedule shopping without the child if store tantrums are a huge problem. They will grow out of it, but for now, it's the easiest thing to do. You also might wish to avoid problem areas like malls that are hard to get to a car quickly





6

Your Child Is Unique: All the factors that affect discipline



Instead of preparing the path for the child, prepare the child for the path. ~ Unknown

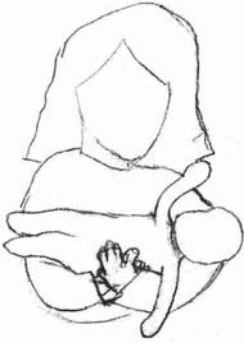
In our family of five children, we have three spirited ones, one slow-to-warm-up child, and one very easy-going child. In terms of personality differences, we have one extrovert and four introverts. We have one child whose love language is gifts, one is touch, one whose is acts of service, and two whose language is words. We have two visual learners, one auditory learner, and two kinesthetic learners. We have a child who is spatially intelligent, one who is logically intelligent, one who is intelligent in interpersonal relations, and another who is linguistically intelligent. The other child has intrapersonal intelligence. How can I possibly use the same discipline tool for each child when they are all so very different? Add to the mix of different ages, stages, and birth order, and wow! Discipline needs to be unique for each child, capitalizing on their strengths and helping to teach them in a way that it's easiest for them to learn.

DEVELOPMENTAL MILESTONES (THE AGE OF AGES AND STAGES)

Developmental milestones are those physical, emotional, and cognitive milestones that children go through, such as age of walking, talking, and sitting up, or using fine motor skills. Most children develop the new skill and add it to their accumulated body of knowledge. For more information on developmental milestones, see books by The Gesell Institute of Child Development.

DEVELOPMENTAL STAGES (THE STAGE OF AGES AND STAGES)

Developmental stages are behavior stages that encompass emotional, social, and cognitive milestones. According to Jean Illsley Clarke, author of Self Esteem: A Family Affair, these stages are recycled and revisited often throughout child and adulthood.



7

Discipline Tools for Baby 0 - 1 Years: Attachment



Babies needs haven't changed much over the past thousands of years, but cultural practices of meeting those needs change every generation.

When I mention discipline for babies, I think parents imagine a baby isolated in a time-out room or a baby being spanked. That is not what I intend! When I ask parents when they start to discipline children, I get all kinds of replies ranging from conception to two years of age. Some parents think discipline begins more into the toddler years, when their babies are crawling, walking, and getting into things. One mom suggested that discipline began the day her breastfeeding five month old bit her nipple.

A 1994 Statistics Canada survey showed that 19 percent of U.S. mothers spanked their children under one year of age. Many babies in the second half of the first year are beginning to crawl, toddle, and walk, and with their newfound mobility, they are reaching out and touching things and exploring objects that are not appropriate. That's when parents begin to wonder how to say "no" and teach their baby not to touch. Often, mild hand slapping begins and some parents choose to spank.

Another discipline method that parents use is shaking the baby. Parents are told very often to not spank or hit the baby. But out of frustration with the baby "not listening," the parents shake the baby. With the prevalence of Shaken Baby Syndrome evident in newborns to children four years of age, we really must look at the roots of the syndrome, which is most often, discipline. Parents must know that a baby can't understand the word "no."

We discuss discipline tools with a baby for two reasons. First, the baby year is a time for bonding, attachment and relationship connection: a solid concrete foundation that effective discipline is built upon. Also, the literal interpretation of the word "disciple" means to teach. We "teach" babies from the moment they are born, by our responsiveness and nurturing, that they are loved and cared for.

YOUR BABY'S DEVELOPMENTAL STAGE

From the ages of birth to one year, your baby is in the “being” stage of development. His job or tasks that he must accomplish this year is to develop trust, be loved, be recognized by his caregivers, and form attachments with the major caring person in his life. He needs to learn to trust his parents and caregivers to meet his needs and learn that the world is a safe, predictable, and good place to be.

Typical baby behaviors:

- Cries and fusses to make needs known and communicate feelings
- May cry incessantly at times where the cause can't be uncovered
- Cuddles and sleeps
- Makes a lot of sounds, such as gurgling, screeching, and babbling
- Looks at and responds to faces, eyes, colors, and moving objects
- Imitates those around him
- Explores his surroundings with all of his five senses (see, hear, touch, taste, smell) as he gets more mobile; puts many objects in his mouth to taste them

DEVELOPMENTAL MILESTONES

These are approximate milestones – children can have great variation in the timetable that they do things.

Physical milestones

- Two months – begins to smile
- Four months – hand to mouth transferring of objects begins
- Five months – teething begins
- Three to four months – settles into a predictable pattern of eating, sleeping, toileting, playing, and fussy times. Crying is drastically reduced.
- Six months – can sit up with adult support
- Eight months – can begin crawling
- 10 months – can pull himself up to tables and explore
- 12 months – can walk and begin to explore at a higher level. Can reach and touch everything!

Psychosocial milestones

- Eight months – beginning of stranger anxiety. Does not like to be held by strangers.
- 10 months – beginning of separation anxiety. Does not want to leave main caregiver.

Cognitive milestones

- Around a year old, realizes that Mom is a separate person from him.
- Develops “object permanence,” where they realize things can exist, even if they are hidden.

PARENTS MATTER

Unhelpful parenting behaviors

- Leaving the baby to cry for more than 90 seconds, day or night.
- Not picking up and cuddling the baby when upset, hurt, or sick.
- Not providing sleep, food, holding, cuddling, or stimulation when needed.
- Not actively looking for the baby’s facial or body language cues for her wants and needs.
- Not providing protection from unsafe environments.
- Limiting the baby’s exploration by keeping her contained in containers (car seats, swings, playpens) too long.

Helpful parenting behaviors

- Holding, singing, speaking, and reading to the baby.
- Nurture the child through touch, words, actions, and feelings.
- Provide consistent love, safety, protection, and nurturing care.
- Provide food, warmth, sleep, stimulation, touch, comfort, and security as the baby communicates the need, rather than on a calendar, clock, or other schedule conducive to the parents’ needs rather than the baby’s needs.
- Provide parent self care.
- Get in the habit of reading and learning about child development.

DISCIPLINE TOOLS FOR BABIES

Parent time-out
Fulfill needs
Learn child development
Substitution
Supervision
Prevention
Redirection
Change environment
Distraction
I-statements
Active listening
Spend time together
Parental problem-solving
Holding, hugs, and cuddles



Parent time-out

Maintenance time-out: This is essential. Because parents are loving and give much of their time and energy to children, as they should, often, they need a time-out. They need time away from home and responsibilities to do hobbies, self care, socializing, and to be good to themselves so they can come back home and be good parents. Some parents need time in the home and would prefer everyone else, such as partner and children, to go out. Children's bedtime and naptime provide a built in time-out for parents, but it is not the time to get things done. It's your time: to refresh and rejuvenate yourself. You will be a much better parent.

Anger time-out: Parents need to take time to calm down before they can think clearly.

Fulfill needs

One of the most important baby discipline tools. Give babies what they need. Babies are purely motivated by simple basic needs: hunger, tiredness, loneliness, attention, boredom, touch. These are basic needs that can easily be provided by a caring, tuned in parent. Don't forget the baby's emotional needs. The field of infant mental health (birth to age three) is a growing specialty, which recognizes the importance of early experiences in shaping a child's relationship with their family and the larger world. Problems that show up in elementary school or even earlier in daycare often have roots in the child's experiences as a baby.

Learn child development

This is the second best baby discipline tool. Knowing the cognitive development of babies helps to assure parents that babies and toddlers can't manipulate them. Manipulation is a higher order thinking skill that babies simply do not have yet. It's an old folklore that is still passed along to parents today, in spite of what we know about brain research. It also helps parents to understand their child's separation anxiety at bedtime and before parent outings.

Substitution

Your baby is playing with a sharp paring knife she found in the dishwasher. Holding out a shiny big spoon to catch her attention and then gently taking away the paring knife while she is focused on the spoon is the way to use substitution. Essentially, it's taking away her focus on one thing and enticing it with another. It's very easy to use on babies and toddlers because their attention span is so limited.

Supervision

Children up to the age of 10 need constant supervision by an engaged, aware, and responsible adult, 24 hours a day, every day of the year. Supervision should never



8

Discipline Tools for Toddlers 1 - 2 Years: Action



In times of stress, we parent how we were parented.
We can consciously change the pattern.

~ Patricia Morgan

Most parents believe that REAL discipline starts at the toddler stage, when they are up and getting into things. Parents believe if they don't nip many behaviors in the bud at this stage, the behaviors will grow and become monstrous later on and their children will be destined to become axe murderers or criminals because they were too lenient when they were toddlers. **NOT TRUE!**

The toddler stage is not a stage for real reasoning yet. They are just beginning to learn they can't have their way all the time. Hence, the temper tantrums. The toddler's physical development allows for lots of freedom and access to danger, yet his brain development has no self-control, internal restraints, logical reasoning, or negotiation yet. This is critical. The most parents can do at this stage is keep the toddler safe by childproofing, supervision, and teach by redirection and substitution. The good news is the toddler is still small enough to pick up and move around, away from danger and non-parent approved situations. Real teaching and discipline can come later in the preschool years, when brain development is much more advanced.

YOUR TODDLER'S DEVELOPMENTAL STAGE

Your toddler is in the “doing” developmental stage. She is quite mobile and curious and that will propel her to explore everything! This is very normal and necessary for her developing brain. She is experientially learning through her senses what her brain will be learning years later.

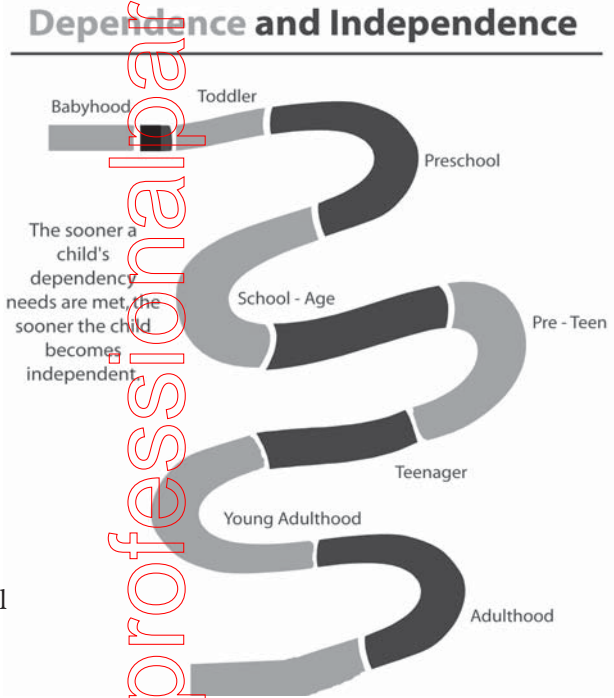
Typical toddler behaviors

- Explores, explores, and more exploring with all his senses! Mouth, ears, eyes, touch, feel, nose. She is curious!

To lesson separation anxiety, lesson the times you have to leave your child. She needs more security of you around. Give it to her. Around three or four, she will naturally be able to understand that you are coming back and will protest less when you leave for work or activities.

Tips for when you must leave

- Acknowledge feelings: “You are sad that Mommy is leaving?”
- Leave a special item (that smells of you) for her to take care of while you are away.
- Have a leaving routine that you follow all the time. A special hug, wave.
- Don’t sneak out! Say goodbye, kiss, and leave her in the arms of the caregiver. If you don’t say goodbye and sneak out, your child will feel insecure and cling every time you leave the room.
- See if caregiver can come to your house.
- Try to leave the same time, place and with the same caregiver each day to establish a routine.
- Choose childcare arrangements that offer the most consistency of caregiver so they can develop an attachment to them. (Don’t worry, you will never be replaced!)



When we moved to a new house, my daughter was nine. She felt insecure and lonely and spent the first month camped in our bedroom on an air mattress at night. She felt more secure that way, and we let her. After a month, her needs were met and she happily moved into her own newly decorated room. It would have been a longer, worse time if we had denied her finding security and pushed her out of our room.

Children go through insecure times at various stages:

- New sibling arrival

- Make sure dessert is healthy. Fruit, yogurt, ice-cream, oatmeal cookies are all very healthy choices and part of a balanced diet.
- Avoid classifying food into “good” and “bad” categories. Use “more nutritious” and “less nutritious” so you get your child into the habit of making better food choice decisions. □
- Avoid punishing or rewarding a child with food items.
- Treats are occasional foods. They wouldn’t be called treats if they were served every day. Designate one day a week treat day.
- Avoid bargaining with food. Parents who say “eat four more bites of your hamburger and then you can have your toy” are setting themselves up for power struggles. Children learn very quickly that parents want them to eat, and by refusing, they can get attention and control. Give children attention for positive behavior and control in the form of choices. Don’t make eating a power struggle.
- Preserve the social function of food. A comforting, social, happy atmosphere at meal and snack time and a wide variety of healthy foods is all that’s needed for childhood nutrition.

TODDLER AGGRESSION IS NORMAL

Richard Tremblay, who holds the Canadian Research chair in child development at the University of Montreal, says in his study of 2,000 babies, more than 90 percent of the mothers of 17 month olds reported their toddlers were physically aggressive towards others. Children with siblings demonstrated this behavior earlier. The Globe and Mail stated that toddlerhood was one of the most aggressive stages in human development and 95 percent of children grow out of it. They become less aggressive as they learn to delay gratification, use their words, and problem-solve social issues.

Some toddlers are more aggressive than others, but this is not just a factor of parent modeling. Tremblay indicates other factors:

- **Temperament:** Spirited children put more energy into getting what they want and could be more aggressive. □
- **Frustration:** Tiredness, hunger, and anger stimulates aggression.
- **Parent punishment:** If a toddler is spanked, they are more likely to hit others.
- **Parent style:** Ignoring a baby’s cry and becoming angry with baby is linked to aggression.
- **Sibling conflict management:** Conflict is normal and can be reduced by certain parenting strategies.



9

Discipline Tools for Preschoolers 3 - 5 Years: Action and talk



It's not me against you. It's us working together against the problem.

Preschoolers are a fun bunch! They are easier to talk to, share play with, and are really growing into little people with opinions and quirks. They are starting to follow instructions about half the time. This is the age where real discipline starts. Their brains are learning so much during this time and their social world is expanding to include preschool, teachers, play dates, friends, friends' parents, and neighbors. They are starting to appreciate differences in the rules, customs, food, and the way things are done. They like simple jokes and unusual twists and they provide a lot of fun and play in parenting.

YOUR PRESCHOOLER'S DEVELOPMENTAL STAGE

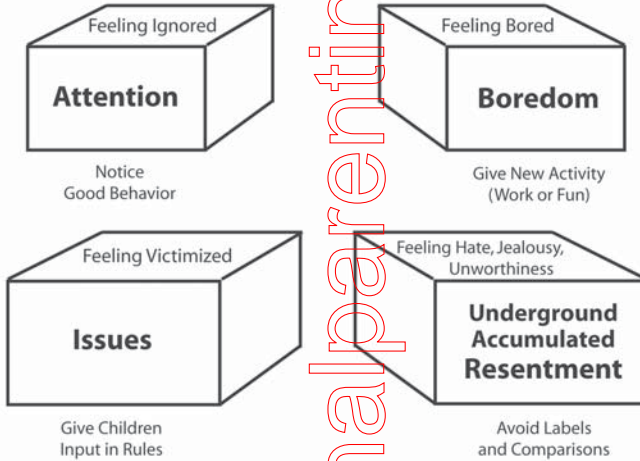
Preschoolers are in the "thinking" stage of development. Their minds are expanding and growing and they have a bit more restraint in their bodies, but still not a whole lot of self-control. One mom was describing how she was rushing out the door while saying "Hurry up, we are late again!" and her four-year-old son replied, "What does 'late' mean, Mommy?" It shows how even at four, a child is unable to know abstract concepts such as time.

Typical preschooler behaviors

- Learns the difference between reality and fantasy.
- Tests reality and fantasy through experimentation and experiences natural consequences of their behavior.
- Becomes aware of power – who has it, how it's used, and how to get it. Starts learning about power by watching and engaging in power struggles with peers, siblings, and parents.

Conflict happens between partners, partners, relatives, friends, neighbors, co-workers, group members, governments, countries, and everyone else. Why would the sibling relationship be any different? You know it's going to happen. But like many things in parenting, it's better to know what you are dealing with and have some planned strategies.

Reasons Children Fight



First, know there are four basic types of sibling conflicts. Each conflict type is driven by an underlying feeling. Most all relationship fights are generally about feelings and not so much about the presenting issues. So the best way to deal with sibling fights is to deal head on with the feelings rather than the issue. Here are the reasons children fight and what the child's underlying feelings are:

Boredom: The underlying feeling is – you guessed it! Boredom! What better way for your child to have some fun than to bug someone he knows is going to give him a great reaction?

- **Unhelpful parent strategy:** Ignoring the fight; punishing the child
- **Helpful parent strategy:** Give your child a new, interesting activity that is work, fun, or something to do with you or someone else. Grab a book and the victim and start reading. Everyone calms down, gets some literacy skills, and the other child may come and join you. Casually separating the children also helps, but don't make it an enforced time-out.

Parental attention: Your child is feeling left out, unloved, ignored, or un-noticed. Your child is silently screaming: "Notice me, whether negatively or positively, just notice me!"

- **Unhelpful parent strategy:** Giving negative attention in the form of a punishment, time-out, or time spent playing judge and jury.



10

Discipline Tools for School-aged Children 6 - 12 Years: Talk and action



Quit harassing over daily irritants, comment and praise the positives a lot, and save your ire for the really big stuff. ~ Rona Maynard, Author

There is a reason that children don't start their formal education until age six. Their brains are not mature enough to handle formal learning. So why do we expect children zero to five to instantly learn and behave from discipline, when we know they can't remember four times five yet?

If the preschool years are the time to start learning social rules, the school-aged years are prime years for teaching right from wrong and how to fit into their families, communities, and the world. They are not into the hormonally charged emotional years of teenagerdom and have enough brain capacity to understand basic logic and reasoning behind the rules. They are young enough to not pay dearly for mistakes, yet old enough to solve problems. They have quite a bit of self-control and moral thinking. They still see parents as the center of their universe and still want to please them. **These are the best years to teach and guide.**

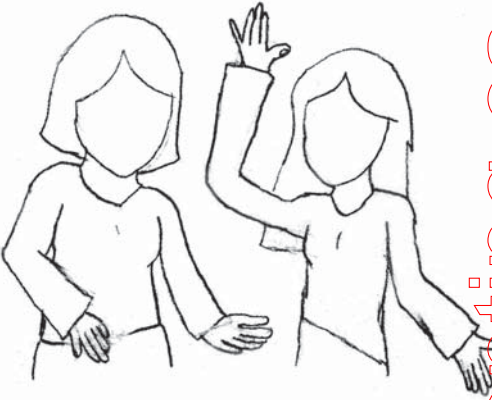
YOUR SCHOOL-AGED CHILD'S DEVELOPMENTAL STAGE

School-age refers to children aged six to 12. Preteen also refers to children aged nine to 12. In this section, I have included pre-teens in the larger category of school-aged, yet made distinctions where necessary. This is the stage of learning about structure and organizational skills. Children are in the prime years of developing life, academic, and hobby skills. Sports, activities, and friends take up a larger portion of their time.

Typical school-aged behaviors

- Develop skills through activities, sports, chores, and education

Discipline Tools for Teenagers 13 - 19 Years: Negotiate



If you're complaining about your horse pulling against your hand, you have a horse who is complaining about his rider pulling on his mouth. ~ Unknown

Mention the word “teenagers” and roll your eyes in the midst of a group of parents, and you’ll get the same moans and groans of sympathy as you would in the toddler phase. There is plenty of anecdotal evidence from parents that if you can survive the moody, rebellious, argumentative, door-slamming behaviors of your teenager, then you can survive anything!

I believe most rebellion and power struggles among teenagers and their parents result from the lack of change of discipline techniques that should occur when children grow, particularly the use of non-punitive discipline from the time children are born.

Some tools used with a toddler can be inappropriate with teens. Although, some tools are appropriate all through the ages, some do work better with certain ages than others. For example, have you ever tried to distract a teenager? It’s more difficult! If the parent uses respectful techniques, like the ones in this book from toddlerhood on, they are more likely to have teens that don’t need to rebel or engage in power struggles. The problem occurs when parents use punishments and bribes liberally through the school-aged years, and then find out those methods aren’t working anymore with the children who are more resourceful and bigger than they.

There is plenty of research that shows a warm and nurturing parenting style is linked to better outcomes for children, such as school achievement, self-esteem, and peer relationship connections. The existing research also shows that democratic, nurturing, and non-punitive parenting supports close parent child relationships. I



12

Technology Without Distress: Educate, not ban



The biggest technological advances in the last 20 years has been in communications, and yet, our biggest hurdle in our relationships has been in interpersonal communication.

The generation gap

In the past 20 years, our lives have changed so much in the way we live, work, communicate, and have fun. The huge leap in technology has put parents way behind children in terms of their ability to use it and have it benefit their lives. Never has there been such a generation gap in so many areas of their lives as the canyon between parents who are computer illiterate and children who are technologically savvy. Here is the medium that we parents are familiar with and here is today's equivalent. Often, parents of an older generation find it hard to change and accept what the children are now embracing to enhance their lives.

Today's equivalent

- Instant Messaging
- Newsgroups
- Internet

- iPods

- Social websites
- Websites
- Forums

- Chat rooms

Thirty years ago

- Book discussions
- Phone
- Encyclopedias, books, microfiche, magazines

- Walkmans, portable boom boxes

- Pen pals
- Books, pamphlets
- Message boards, party line, phones, book discussions, coffee klatches, study group.
- Parties