PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Guidance and Discipline

DESIRED RESULTS FOR LEARNERS:

Students will understand the role of guidance and discipline in their own lives and become better able to appropriately guide and discipline young children.

LEARNER OUTCOMES: Students will:

1. Consider the desired results of being disciplined and the benefits to parents, children, and society.

2. Understand that different families, cultures, and ethnic groups may have different behavioral expectations for their children.

3. Understand that individual differences, situations, and circumstances will determine the most effective guidance techniques.

4. Examine some alternative approaches to these desired results.

5. Analyze the consequences of various approaches to developing disciplined individuals.

SUPPORTING CONCEPTS:

A. Discipline

B. Values

C. Socialization

D. Guidance

E. Logical and Natural Consequences

F. Punishment

G. Positive Reinforcement

H. Encouragement

I. Behavior Related to Ages and Stages

BACKGROUND INFORMATION:

The teaching and guidance aspects of parenting are perhaps the greatest concerns that parents and caregivers have in adequately performing their duties. The issue of how to provide adequate and appropriate discipline in guiding children's growth and development is of primary concern to parents and others who care for children. The meaning of discipline is frequently misunderstood and commonly used interchangeably with punishment.

The term discipline is derived from an old English word and means "to teach or train." Discipline is teaching children the rules people live by and to become socialized into their culture. It refers to instructions and knowledge. It is one of the primary roles parents assume in the socialization of their children. Many parents feel uncomfortable with the word discipline because it recalls resentment and frustration from their childhood. It's often thought of as payment for being "naughty." Children must learn how to use desirable behavior and how to avoid undesirable behavior.

Socialization is a lifelong process and includes helping children learn to control their impulses and to acquire the social skills that will allow them to participate actively and fully in family life, work roles, and interaction with other people. Discipline, therefore, is learning to live in a social world.

The short term of discipline is to control a child's behavior while explaining what appropriate behavior is on a daily basis. However, the long term goal is to teach self-discipline and to help children take responsibility for their own behavior. This goal of self-disciplined individuals helps create a harmonious society. When the important aspects of a child's life and behavior are regulated by others, he or she will see no need to learn to control himself or herself, since others do it for them.

Punishment may restrain a child temporarily but it doesn't teach self-discipline. Punishment may make children obey the orders that are given, but at best it will only teach obedience to authority, not self-control that enhances self-respect.

Discipline is a long-term process that gradually leads to a child becoming responsible for his own behavior; he cannot learn self-control before he is mature enough to understand why it is a necessary ability to acquire. Teaching self-discipline requires time, patience, and respect for the individual. The process can begin at a relatively early age, but cannot be stabilized before a child can reason independently. Self control is based on the wish to act on the basis of one's own decisions, arrived at through one's own deliberations.

Children's misbehavior is caused by a variety of reasons. It may mean they are still learning the difference between right and wrong. It could mean they are upset, discouraged, or feeling rejected. It could also mean they are testing the limits or simply "acting their age." Often times what parents classify as "misbehavior" or "problem" behavior is merely an inevitable part of a child's normal development. It is frequently time limited and associated with certain transient periods of behavior. Understanding why children misbehave enables parents and other adults to be more effective in dealing with the behavior.

- **Children misbehave when they don't feel well.** Children need plenty of sleep, healthy foods, exercise, and fresh air every day. They're hard to live with when they don't get it. If you rule out sickness, children may need time outdoors or a snack to hold them over until the next meal.
- **Children misbehave because they lack knowledge and experience.** They make mistakes when they are learning new things but haven't learned how or when the new things are appropriate. Some mistakes call for patient explanations, others are best ignored.
- **Children misbehave when they are upset.** Children need order and routine to feel secure. They are upset by a new babysitter, a new baby, a sick parent, a family move, divorce or death.

- **Children misbehave when they are discouraged.** Sometimes families make a habit of giving mistakes all the attention. Without regular approval and praise for desirable behavior, children may think the only way to get attention is by misbehaving. Negative attention seems better than none at all. Kind words encourage; scolding discourages.
- **Children misbehave when they feel rejected.** All human beings crave love and acceptance and want it shown toward them. Feelings of rejection or of being unloved cause children to strike out with destructive or angry action. The feelings may come from harsh words or even having a new baby in the home.
  ("Oregon's Children"; OSU Extension Service)

The Gesell Institute of Human Development has identified a rather distinctive sequence of behavior stages which seem to occur repeatedly as a child matures. In these cycles of behavior, each age level has its own positive aspects but each also brings with it some undesirable behavior. There are some ages when the child seems to be in a stage of equilibrium, both with himself or herself and with the people in his or her world. In contrast, there are also alternate stages of disequilibrium when he or she appears to be unhappy, confused, or out of sorts (Ilg. Ames & Baker 1992). Being aware of these cycles should help parents choose discipline and guidance techniques appropriate for each age and stage of development.

It is important, however, for parents to understand that even though children follow a distinctive pattern that flows from one stage to another, they vary at the time in which they reach and leave each stage. Each child grows in his or her own way and progresses according to an individual internal timetable in intellectual, social, physical and emotional steps. Skills that come easily and early to one child may be difficult and come later for another child.

Each family will need to develop its own childrearing values. No one is able to produce a system of discipline and guidance that will work effectively in all families. Personalities, family background, values, and goals will influence the childrearing philosophy and methods adopted in a given family. It is helpful for parents to adopt a consistent plan of action for discipline to operate effectively and function for the benefit of all family members.

Parents will make decisions about their parenting patterns and attitudes based on their own socialization and past experiences. Developmental psychologist Diana Baumrind of the University of California at Berkeley has been studying the effects of various methods of discipline since 1960 (Mawhinney and Peters, 1986). She examined the behavior of children from preschool through adolescence at home and in the laboratory. She has investigated parents' childrearing styles by interviewing them and by observing how they interacted with their children in real life situations. In this process she has identified three major patterns of childrearing.

The **authoritarian parent** attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard. Authoritarian parents are highly demanding and directive, but not responsive. They expect their orders to be obeyed without explanation. Rules are clear and unbending. Misbehavior is strictly punished. The parent does not encourage verbal give and take, believing that the child should accept the parent's word for what is right. Children tend to be more anxious and unhappy with poor reactions to frustration. This style mismatches a rapidly changing society which values choice and innovation. Rebellion often results from strict punishment. Children raised to follow the "expert" easily copy anyone, including undesirable peers.

The **permissive parent** attempts to behave in a non-punitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. The child is given as much freedom as possible. There are few demands for household responsibility and orderly behavior. The permissive parent allows the child to regulate his own activities, avoiding any exercise of control and does not encourage him to obey externally defined standards. Misbehavior is usually ignored thus giving no information about expected behavior. With no intervention, the bully wins, while the passive child

loses, a perfect set-up to be a victim in later life. Aggressive patterns become ingrained when children are not guided to find acceptable ways to get desires met. Without clear limits, children get confused, feel insecure, and can make poor choices.

The **authoritative parenting style** is considered to be the healthiest and most balanced approach to parenting. Authoritative parents set and enforce limits, but they do so to protect their children. They also engage their children with reasoning when enforcing those limits. Learning to take responsibility is a high priority. Children are given lots of practice in making choices and guided to see the consequences of those choices. Misbehavior is handled with an appropriate consequence or by problem solving with the child to find an acceptable way to meet desires. Out-of-control children have a "cool-off" time: not punishment. Children are part of deciding how to make amends when someone or something has been hurt. Authoritative parents are both demanding and responsive; they are supportive, warm and communicate well, and are clear and explicit about positions. Children raised by this style learn to accept responsibility, make wiser choices, cope with change, and are better equipped to succeed in a work force which relies on cooperative problem-solving. Children raised with authoritative parents tend to have a lively, happy disposition, are self-confident about the ability to master tasks, have well-developed emotion regulation and social skills and are less rigid about gender-typed traits (i.e. sensitivity in boys and independence in girls). Authoritative parenting is best for today's fast-changing information age where choice is constant and there is no longer just one "right" way.

Our current ideas of the nature of parent-child relationships have evolved over time and are frequently reflective of the changes taking place in society. Societal changes affect changes in the functions of families within society. Contemporary goals and expectations of childrearing may be uncertain because of rapid social changes occurring in our culture. A variety of contradictory views about children have given rise to a variety of theories of childrearing and show a wide swing from child-oriented to parent-oriented methods of care giving. Most current conceptions used by professionals in the area of child development and parent education are based on findings from behavior and social science research.

TEACHER PREPARATION:

1. Think about why discipline is important to children. Is it to control the behavior of the moment or to help them become better able to direct their own behavior and lives as they mature? Reflect on your own experiences in relation to discipline. What are your motivations and frustrations?

2. What do you think is the teenager's attitude about discipline? Why do adults take the actions they do in regard to teenage behavior?

In preparation for this unit order the brochure from NAEYC (www.naeyc.org) called, "Helping Children Learn Self-Control: A Guide to Discipline" (single copies are 50 cents).

Reproduce the following online materials from the "Helping Children Grow" series by the Oregon State University Extension Service:
      "Using Discipline Constructively"
      "Finding Your Parenting Style"

Reproduce "You, Your Child, and Positive Discipline" (also available in Spanish) and Child Guidance Techniques available online from Oregon State University Extension Service.

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Discipline

1. **"Discipline – What is It?":** To help students clarify their own ideas about the meaning and purpose of discipline, have them each write down a definition of discipline on a 3 x 5 card. They do not put their names on the cards. Collect the cards and share some of the definitions with the class. Analyze the definitions and try to find common themes in all of them. Compare their definitions with the dictionary definition of discipline, which includes the elements of instruction and "disciple" (someone who follows the teachings of another).

    After this discussion, ask if they believe there are rules developed in the name of discipline that are unnecessary and ineffective with children.

    Ask students to reflect on rules that have been set by schools when they were in grade school, middle school, and high school, and analyze why they think the school authorities might have set these rules.

    -   Do they feel they were or are reasonable?
    -   How can high school students have a role in setting rules for the school?
    -   How does a parent know what are appropriate limits for a child?
    -   What considerations would be involved in limit setting?
    -   What is the result of lack of discipline? Give some examples in your school setting.

    Have students give some specific examples. Ask them to think about the school setting they are in now and the results when people act in an undisciplined manner.

    It would be important to help students see that the purpose of some rules is to protect children from harm and that some rules are set for young children because they do not have the judgment or have not reached a developmental level where they can make all these decisions for themselves. They lack experience to understand the consequences of their actions. The discussion should include strategies for helping children learn self-control. As children mature there will be a need for fewer externally imposed limits as they begin to internalize the standards set for them and become more able to make their own decisions.

    Read together, as a class, the Oregon State University Extension Service brochure (available online), "You, Your Child, and Positive Discipline." Discuss the styles of discipline described in the reading. Using the examples below ask students to resolve the situations using positive discipline:

    1. Mr. and Mrs. Oliver's two- and four-year-old children leave their toys strewn around the house. The parents find themselves frequently yelling at the children or picking up after them.
    2. Every night at bedtime, three-year-old Sylvia tries to get her parents' attention by asking for a drink of water, to go to the bathroom, and so forth.
    3. While having lunch at the kitchen table, four-year-old Mario accidently spills his milk.
    4. While shopping in a department store, four-year-old Maria begs for a toy. Her parents feel she has enough toys.

    Reproduce copies for the class of *"Finding Your Parenting Style"* and *"Using Discipline Constructively,"* available online from the Helping Children Grow series by Oregon State University Extension Service. Have students work in cooperative groups of two to read the articles, discuss the questions "What is Discipline" (SM-1) and agree upon an answer for each question. Both students complete a worksheet as they discuss it in their

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group. Prior to the class discussion collect one worksheet from each work group.
(Desired Results, Consequences of Action)

Supporting Concepts B, C and D: Values, Socialization, and Guidance

2. **"The Effect of Values on Childrearing Practices":** The following activity will help students think about the behavior they value in people and to understand that goals will not be the same in every family. The specific behaviors of adults, such as the guidance techniques that are used in a family, can shape a child's behavior. Therefore, discipline is a part of the socialization process of young children.

    Introduce this activity by discussing the meaning of values and socialization. In preparation for this activity reproduce enough copies of "What Behavioral Characteristics Do You Value?"(SM-2) for the entire class. Cut the twelve traits apart; put each set of traits in an envelope, with the following directions on each envelope:

    "In the envelope are twelve traits people might value in an individual. Remove all the traits and spread them out in front of you on your desk/table. Then arrange them in order of importance to you with the most important trait at the top and the least important at the bottom. Then write your top four traits on a clean sheet of notebook paper. On this paper explain why you think your top traits are important for individuals in today's society."

    In small groups of 3 to 4 have students share their rankings (top four) and discuss why they think they are important. Have them discuss:

    - What has affected their point of view?
    - Is it a message they heard from their parents, other adults, or someone they admire?
    - Is it a message transmitted by our society?
    - How does this occur?
    - Would you rank these traits differently if you were describing a child rather than an adult? Why or why not?
    - Would traits be ranked differently for different cultural groups?
    - Would you rank them differently for a woman or a man?
    (Desired Results, Awareness of Context)

3. **"We are a Family":** Children may become confused when there are different behavioral expectations within a family. Consistency in childrearing practices results in more security for children. How does a family arrive at some similar expectations? Using the assignment sheet "We are a Family" (SM-3), have students imagine that they are living in a family and have the responsibility for children. How might they arrive at some common expectations?
    (Desired Results, Awareness of Context)

4. **"Values and Guidance":** To give students practice in thinking through family situations that require action on the part of parents, and to help them make the connection between family values and the kind of discipline and guidance parents may use, have them discuss the situations in "Values and Guidance" (SM-4) in small groups and then share their solutions and their rationale with the class. Help students see that there are different approaches to similar situations. Always ask them to think about the effect on the child involved in terms of self-esteem and future behavior.
    (Desired Results, Alternative Approaches, Consequences of Action, Awareness of Context)

5. **"Effective Guidance":** To help students understand and identify ways in which parents and other adults can encourage the desired behavior and attitudes that a family might feel are important, ask them to recall situations that they have observed that involved young children.

They could also recall situations that they were a part of as a child where the action the adult took seemed to be effective in producing the desired behavior.

- What did their parents do that worked with them?
- Why did it work?
- What didn't work? Why not?
- What effects do these behaviors have on how the child feels about himself?

A basic motivation of human behavior is to achieve a sense of belonging. Rudolf Dreikurs observed children misbehaving and identified four goals of misbehavior related to the desire to belong – attention, power, revenge and displaying inadequacy. Some children believe they belong only if they are demanding and get attention. Some children seek control over others and their environment by having power struggles with them. Other children may believe that they can belong only by hurting others as they feel they have been hurt. The goal of this type of misbehavior is revenge. Children who become completely discouraged over time in their search for belonging may display inadequacy.

Use assignment sheet SM-5, "Case Studies," to give students some practice in thinking through how values, expectations, and behavior are related. Have the class work in small groups and suggest ways to handle the typical situations. Discuss as a class and ask students to explain why they chose the action they did and the values that underlie their decisions.

- What is the reason behind the child's behavior?
- What are the child's needs?
- What effect would the solutions have on the child's self-esteem? On their future behavior?

An easy response to discipline situations is that "a child just wants attention." Attention is a need for all children and is crucial to a child's development, ability to learn, and to the development of self-esteem. Have students think about a time when they've been told they are just trying to get attention.

- What do they remember about it?
- How did they feel?
- Who decides what too much attention is?

After a discussion of the possible solutions to these problem situations, ask the class to categorize the solutions into some common methods or ways to influence behavior. Examples include: communication, ignoring the behavior, providing a model of behavior for the children to observe, etc.
(Awareness of Context, Consequences of Action, Alternative Approaches)

6. **"Family Circus":** Using the Family Circus cartoon (TM-1), ask students to analyze the purpose of Dolly's action.

- Why is she putting up stars?
- Where do people learn the techniques they use?
- What are some other sources of information?
- How do parents determine what information to use?
- When have you experienced a "reward" (such as the one in the cartoon) from a teacher or parent?
- What were your feelings?
- What is the motivation of the adult for using such a system? Does it work?
- What are the positive and negative effects of this type of reward system?
(Consequences of Action, Alternative Approaches, Awareness of Context)

7. **"Child Guidance Techniques":** Working in cooperative groups of two, have students read the Oregon State University Extension bulletin (available online) "Child Guidance Techniques" (Straatman, 1984) and complete the self-test together. Reproduce a copy of the self-test for each student. Using role play, ask how tone of voice and body language can change a positive into a negative technique.

As an alternate activity reproduce copies of SM-6, "Put-Ups Put-Downs," and cut the terms apart. Post the titles on the white board and put the terms in a basket in front of the room. Ask students for a definition of a "put-down" and have them give examples. Do the same with "put-up." Then ask for volunteers or choose students to come up and pick a slip of paper out of the basket, read it to the class and decide it if is a "put-down" or a "put-up." Once they have decided where it goes tape the statement under the appropriate title on the whiteboard. Discuss the following with the class:

- Why did you place the statements where you did?
- What made the "put-ups" positive and the "put-downs" negative?
- How could some of the statements be considered both?
- How could positive comments assist in guiding a child?

Have the students write down the "put-downs." Go over the first "put-down" on the list and talk about how to change it into a positive comment by recognizing the positive behavior that is seen and suggest a new approach to inappropriate behavior. For example, the "put-down" is "Be quiet!" Instead, reword to, "I really appreciate how Sally is listening so politely."

Supporting Concepts E and F: Logical and Natural Consequences, Punishment

8. **"Natural and Logical Consequences":** Help students compare and contrast the use of natural and logical consequences to more traditional methods of punishment, such as spanking, yelling, withdrawal of attention, intimidation, and bribery. To do this, assign students to complete at least three (3) readings from current and valid sources on the topic of guidance and discipline, especially on the issue of corporal punishment. Make copies of several current articles for distribution that you believe are the most effective, as a precaution against inappropriate sources on the internet. Finally, have students consider effective guidance techniques that were used in their families as they were (are) growing up. Some possible resources are:

The Parent's Handbook by Dinkmeyer and McKay (see Resources)

"Using Consequences"; Iowa State University Cooperative Extension Service (online)

"Parenting Tools: Using Natural and Logical Consequences"; University of Minnesota Extension Service (online)

"Natural and Logical Consequences"; Provider-Parent Partnership, Purdue University (Online).

Using information from the above sources, have students complete a position paper that Includes the following:

- How do the strategies you learned about address the short term goal of discipline (to control a child's behavior while explaining what is appropriate on a daily basis). Which strategies best achieve this goal?

- Which of the strategies are most effective in helping the child achieve the long term goal of discipline (to learn self-control and become responsible for his or her own behavior). Why?
- Choose a method, or a combination of several methods, that you believe you will be comfortable in using with your own children some day. Explain why you chose the one(s) you did.
- How do the methods you chose as the most effective ones benefit society as well as the individual child?

Be clear about your expectations for the position paper. It should be well written with correct spelling and grammar and each of the above items addressed.

For the following class session, have chairs arranged on two opposite sides of the classroom as students arrive. Ask students to sit on the side that best describes how they feel about discipline and guidance right now, using their position papers as a basis. One side of the room should be labeled "traditional methods" and the other "natural and logical consequences." Facilitate a debate/discussion about this issue by asking one student to state his/her position and why. When that student is finished, he/she picks a student, who hasn't yet spoken, from the other side of the room to present his/her views. Continue this until everyone has had a chance to participate. Allow students to move and change positions during this discussion to further clarify their stand.
(*Alternative Approaches, Consequences of Action*)

Supporting Concept G and H: Positive Reinforcement and Encouragement

9. **"Catch Them Being Good":** Discuss with students a time when adults let them know their behavior was appreciated (for example, when they were young being thanked for picking up their toys without being asked or cleaning their room without a parent nagging or reminding them to do it).

    Ask students to define the terms positive reinforcement and encouragement, and give examples of each. Discuss the effect on a child's self-esteem and behavior when they are used. How can this type of technique become manipulative?

    Reproduce the observation form, "Guiding Behavior Observation Form" (SM-7), for each student and ask them to observe in a child care center, lab school, Sunday School or other situation where they can see children and adults interacting.

    After they have completed the observation have them discuss their findings in class.

    - Did they see adults using positive reinforcement and encouragement with children?
    - What was the effect on the child?
    (*Alternative Approaches, Consequences of Action*)

Supporting Concept I: Behavior Related to Ages and Stages

10. **"Going Through a Stage":** An understanding of stages of behavior can help adult caregivers and parents have some control over their own reactions to the child's behavior. By recognizing these behaviors as normal and transitory, parents can avoid setting them up as "mis" behaviors. Have students reflect on their own lives when parents may have said they were "going through a stage." What are some examples of these stages? (*Refusing to share belongings with playmates, using swear words, having an imaginary friend.*) Compile a list on butcher paper or newsprint and save for later use.

    - Why is it important for adult caregivers and/or parents to be aware of normal

age-related behavior?
- What are consequences for children if adults do not understand what to expect from them at certain stages of development?
- What are the consequences for parents? For society?

Resources available for this topic include:

Gesell Institute of Human Development series by Louise Bates Ames, PhD and Frances L. Ilg, M.D., for ages one through fourteen (i.e. *"Your Two-Year-Old: Terrible or Tender*").

The "What to Expect" series by Arlene Eisenberg, Heidi E. Murkoff and Sandee E. Hathaway, B.S.N. (*What to Expect When You're* Expecting, What to *Expect the First Year, What to Expect the Toddler Years).*
(Awareness of Context, Consequences of Action, Desired Results)

11. **"Stages of Development":** Show a current video on development during the first six years. After viewing the video use the questions in Directed Activity 10 to discuss the student's observations.

    Using "Peaks and Valleys of Equilibrium and Disequilibrium" (TM-2) and "Cycles of Behavior" (SM-8), lead a class discussion on the Gesell Institute's theory of the developmental cycles of behavior.
    (Awareness of Context)

12. **"Great Expectations":** Have students complete the poll on SM-9, "Great Expectations." Cite incidents which students have observed when caregivers or parents used discipline techniques they felt were inappropriate to specific age levels, e.g., yelling at or hitting an infant for crying, punishing a one-year-old for dirtying his or her diaper, etc. Compile a list of discipline and/or guidance techniques they have observed parents or caregivers using to control behavior of young children. Discuss whether or not they think these techniques are age appropriate. Using the list of "stages" in Directed Activity 10, identify alternate methods for handling those problem behaviors.

    - What are the consequences of each method? Short term? Long term?
    - What are the values underlying the use of specific methods?
    - How might the method change if the family structure was a single parent? A step-parent? A grandparent?

13. *"Application":* Using the situations on SM-10, "Practical Reasoning Think Sheet," have students individually explain in writing why they think the child is behaving in this manner and how they would handle each situation. Then have students join together in groups of 3 or 4 and compare their responses. The "Practical Reasoning Think Sheet" is from the Introduction chapter of the Parenthood Education Curriculum on "How to Introduce Practical Reasoning to Students." Assign each group one of the situations in order to consider the *desired results,* analyze the *alternative solutions,* and look at the *consequences of action.*
    (Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)

14. **Reflection:** Assign students to write a short paper in response to the following: "What techniques of discipline and guidance do you think will work for you as a parent or caregiver?" Have them give reasons for their statements.
    (Alternative Approaches, Desired Results)

RESOURCES:

Crary, E. (1993) *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance.* Parenting Press.

Dinkmeyer, D. & McKay, G.D. (1989). *The Parent's Handbook: Systematic Training for Effective Parenting.* Minnesota: American Guidance Service.

Dreikurs, R. and V. Stolz (1990). *Children: The Challenge.* Plume Books.

Ilg, F.L., Ames, L.B., and Baker, S.M. (1992) *Child Behavior: The Classic Child Care Manual from the Gesell Institute of Human Development.* New York: Harper Collins.

National Association for the Education of Young Children. (1998) *Helping Children Learn Self-Control: A Guide to Discipline.* Washington, D.C.

Straatman, M. (1993) *Child Guidance Techniques.* A Pacific Northwest Extension Publication. PNW 64. Corvallis, OR: Oregon State University.

Group Names: _____

_____

WHAT IS DISCIPLINE?

Resources for this activity: 1) *"Using Discipline Constructively,"* from the Helping Children Grow Series from Oregon State University Extension Service, and 2) *"Finding Your Parenting Style,"* from Helping Children Grow Series from Oregon State University Extension Service.

1. Why is there disagreement about what discipline means?

2. What is the short term goal of the guidance and discipline techniques people use with young children?

3.   What is the long term goal of these techniques for young children?

4. Why is it important to understand the causes of children's misbehavior?

5. The best way to teach young children to become responsible is to let them make some _____ and _____. Give an example of how you might do this with a two-year-old child:

6. Redirecting a child can be an effective guidance technique. Describe a situation that might occur with a one-year-old child and how you could use redirection to prevent a problem.

7. Why do children need limits?

8. Too many limits can result in a child feeling _____.

9.   Too much freedom can result in a child feeling _____.

10. Imagine that you are able to give parents of young children some guidance on finding a balance between too much freedom and too many limits. What would you tell them?

WHAT BEHAVIORAL CHARACTERISTICS DO YOU VALUE?

Directions to the teacher: Copy the words and descriptions and cut them apart so each student will have a set of twelve in an envelope with directions for the assignment on the front of the envelope.

Directions to the student: In the envelope are twelve traits people might value in an individual. Remove all the traits and put them in order of importance to you. Put the most important trait at the top and the least important at the bottom. Write your top four on a clean sheet of notebook paper.

Adventurous (exploring, risk-taking)

Ambitious (hard-working, aspiring)

Creative (imaginative, experimental)

Efficient (quick, organized)

Cooperative (able to work with others)

Independent (self-reliant, self-sufficient)

Responsible (can be counted on)

Polite (courteous, well-mannered)

Tolerant (able to accept differences)

Honest (sincere, truthful)

Courageous (stands by beliefs, takes risks)

We Are a Family

Directions: *Working in small groups, imagine that you are a family. Families have the responsibility for socializing young children and teaching them acceptable ways of behaving. There are many different ways to raise children, but each approach is based on a set of values, recognized or not, that are used to guide a child's development. It is important that a child receive consistent messages from parents regarding the expectations of society.*

1. In your group, use the behavioral traits from SM-2, "What Behavioral Characteristics Do You Value?" and try to agree on a list that you would support in your "family." All should discuss their rationale for the traits they chose before starting to rank them as a group. How do parents that you know reach agreement on expectations for children? (Remember you are trying to simulate what could actually go on in a family.)

2. Discuss the effect of conflicting values and expectations in families. At what period in a child's life is conflict between parents and children most evident? Think about your own experiences, how you responded to this conflict, and how your parents or other adults responded? How can families develop strategies for resolving problems resulting from conflicting values?

3. How are the behavioral traits which your group has identified as important, developed in young children? Discuss the top five behavioral traits identified by your group. What happens when parents say these are important traits and then do nothing about it?

4. What are some guidance techniques that would foster the development of these specific behaviors and traits in young children? Write down some specific suggestions and relate to situations you might encounter with young children in your family. (If honesty is important in your family, what do you do about a child lying?)

5. Discuss how cultural attitudes, religious beliefs, and even the time in which we're living influence which traits we believe are important.

6. Have you ever heard your parents say, "When I was your age, I wouldn't have been able to _____!" or, "I would never talk to my parents like that when I was young!" Share some of the differences between when your parents or grandparents were young and how things are now.

VALUES AND GUIDANCE

Directions: *As a group, generate a list of values that a family might wish to emphasize in each of the following situations. Then discuss the desired results your group would like to achieve in this situation and the method or techniques you would use to reach those results.*
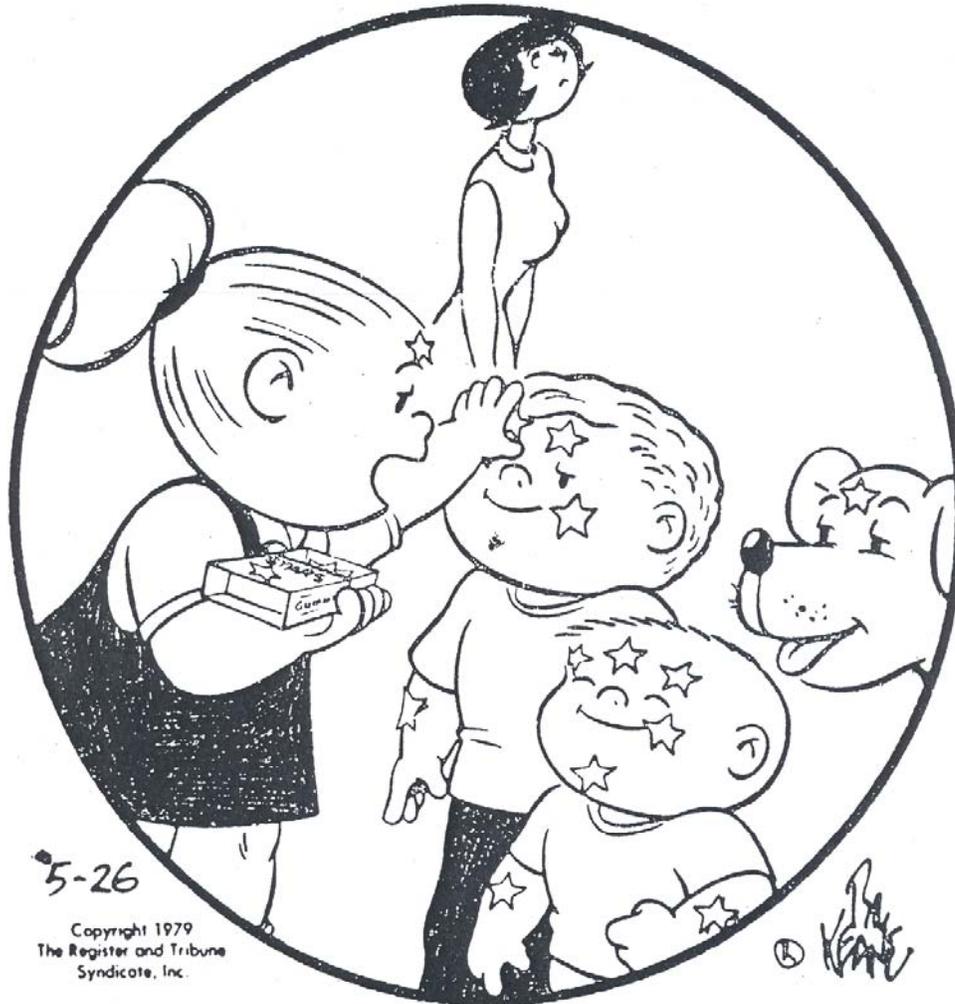
1. Your 17-year-old son has had two car accidents. He comes home and tells you that he hit and damaged a parked car, and then drove away. He knows whose car it is. If you report it, your insurance will be cancelled and he will lose his driver's license. What would you tell your son to do?

2. Your family has a very low income. Both parents are unemployed because their family-owned business recently closed. It has been a very difficult year. You have a 10-year-old child who has grown rapidly and is too big for her clothes. One day she comes home with a jacket that fits very well and is badly needed. When you ask where she got it, your child says that she found it in the park. What would you do? Why? What are the consequences of your action?

3. You have a 6-year-old son. From a window, you are watching him play in your back yard and hear him call one of the children he is playing with names you feel are unacceptable. What would you do? Would it make a difference if your son knew you were watching?

4. Your 8-year-old child has just purchased a toy and he comes over to you to show you the toy and says, "Guess what, mom. The clerk gave me $3.00 too much in change." What would you do?

5. You took your 5-year-old child grocery shopping with you at a grocery store which is a 30-minute drive from home. While you were there, you allowed your child to walk around the store and look at things in other aisles. When you get home, you discover your child has taken a $1.29 cent pencil without paying for it. What would you do?

6. Your 18-year-old son has a research paper due tomorrow. When you go to talk with him, you discover that he is copying someone's term paper that had the class a year ago. He tells you very honestly that he didn't do any research so he couldn't get it done. A good grade in this class is critical for him to get a scholarship to college. What would you do? What message are you giving your child that will carry into his future?

CASE STUDIES

Directions: *Discuss each of the following examples in your group and suggest ways you might handle the situation. As you discuss them, think about the values you have for children and the expectations you might have for their behavior. Have one person in your group record your group's suggestions. Be prepared to discuss your suggestions with the class.*

1. A mother is shopping in a grocery store with her two children (ages 3 and 5). She is in a hurry and the children are very active. The 5-year-old is constantly asking for some money to buy a treat.

2. A 4-year-old has just picked up all the blocks he was playing with and put them away.

3. A 2-year-old in the family has decided he wants to dress himself this morning. The parents need to leave for work in 15 minutes and they have to take their son to the child care center on the way. Their child has only his socks and underpants on, and whenever they offer to help, he refuses and says that he wants to do it himself.

4. A 15-month-old child has become very mobile and is starting to touch and taste everything she can get her hands on. This family has lots of plants in their home and many of them are on the floor. The toddler is able to get into the planting mix and has been found putting pieces of the leaves in her mouth.

5. Two children are playing together at your child care center when one of the children refuses to do what the other child suggests. The child who is making the suggestion then says, "If you don't do it you won't be my friend anymore." As the teacher, what would you do? Would the situation be handled differently if the child who is making the suggestion is white and the other child is Hispanic?

6. A 5-year-old child has been put to bed and his mother, who is a single parent, is trying to catch up on her housework. The child continues to call to the parent that she needs a drink of water or has to go to the bathroom.

7. A first grade child arrives home from school with a toy that you have not seen before. When you ask him where he got it, he says that a friend gave it to him.

8. Two children are using the only two swings in the playground at the child care center. They continue to stay on the swings even though several children are waiting to use them. They refuse to let anyone else use the swings.

9. A 14-month-old child is playing near a baby in an infant seat. The toddler goes over to the infant seat and starts hitting the baby in the face. The toddler does not realize how forcefully he is hitting the infant.

10. Three preschool children are playing on the climbing structure at the child care center playground. One of the children, who is Asian, is being teased about her facial features, particularly her eyes.

THE FAMILY CIRCUS

"... and here's a star for you, Jeffy, for picking up your toys, and another one for eating your lunch, and ..."

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Put-ups

You're on the right track

Tell me about it.

That's it!

You did it!

You made a sky!

I like the way you're listening.

You did that very well.

Keep on trying.

Thank you for listening.

Put-Downs

What a mess!

Good girls don't tattle.

Boys don't hit.

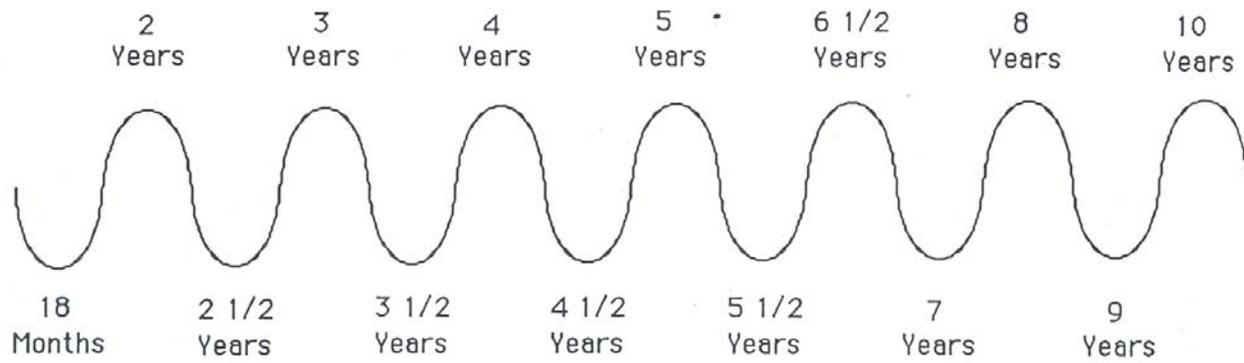Don't do that!

Wait until your mom finds out!

Quit talking!

You're not paying attention.

Stop it.

What did you do this time?

GUIDING BEHAVIOR OBSERVATION FORM

Directions: *Observe children in a natural setting and describe their activities in detail, paying particular attention to their body language and facial expressions as the adults interact with them. Look for examples of ways that adults use or do not use positive reinforcement and encouragement to develop positive or negative behavior patterns. Record the child's reaction to each of the examples.*

Examples:

A. The teacher pours milk for 3-year-old Tim. She says, "Tim, let me pour your milk so that you won't spill it. It is too much work to clean up the mess if you spill." (Negative message; how does the child respond?)

B. The teacher places a small pitcher and small glass near a 3-year-old's plate. She says, "Tim, I will pour some milk into your pitcher, and then you may pour your own milk." (Time spills a little on the table.) The teacher says, "Oh, that's okay. It was just an accident. Here is a sponge to wipe up the spill." (Positive message; how does the child respond?)

1. Describe the setting:

2. Give the ages of the children:

3. In your observation, find at least three examples of positive and negative reinforcement and record:

    a.

    b.

    c.

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┌─────────────────────────────────┐
│         Peaks and Valleys        │
│                of                │
│   Equilibrium and Disequilibrium │
└─────────────────────────────────┘
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Equilibrium

| 2 Years | 3 Years | 4 Years | 5 Years | 6 1/2 Years | 8 Years | 10 Years |

| 18 Months | 2 1/2 Years | 3 1/2 Years | 4 1/2 Years | 5 1/2 Years | 7 Years | 9 Years |

Disequilibrium

CYCLES OF BEHAVIOR

The characteristics listed below are trends, not absolutes, and the ages are averages. Each child and each family are unique.

Under 1 year: There is rapid growth and development in all areas. Baby probably is creeping, crawling, standing, waving "bye-bye," reaching, hanging onto toys, maybe crying at stranger's approach, and laughing with the family. The baby's system is not prepared yet for toilet training.

18 months: An age of frustration and greater enthusiasm than ability. The child often does the opposite of what you ask. "No" is a frequent word. He or she is easily frustrated, is not likely to share, needs things now, and has lots of energy. It's easiest on everyone if expectations are low and demands are few at this age.

2 years old: Some equilibrium at this age. Two-year-olds can do more, they have more language so they can be understood better, and their temperament is more even than the 18-month-old.

2 ½ years old: Rigid, inflexible, demanding, violent emotions, opposite extremes. This is a difficult age. The child needs to have things just a certain way—the cup needs to be in the right place, the child needs to make decisions, like "me do it myself," and familiar things need to happen over and over, such as having a story read again and again for weeks. The child is energetic and the household is more peaceful when everyone tries to see the child's point of view and not fight it.

3 years old: Temporary equilibrium. Noticeably increasing abilities in thinking, language and physical coordination help make this a more peaceful age. The child is more conversational and social. He or she may begin to share and to be a more outgoing and playful companion.

3 ½ years old: Insecurity, disequilibrium, lack of coordination. This child may feel emotionally insecure, saying, "You don't love me," and make lots of demands, such as "Don't look," or "Don't talk." She or he seems to need exclusive attention or is jealous and may be physically awkward. The child needs additional patience, understanding, and affection at this age.

4 years old: Out of bounds. This child is the opposite of the 3 ½-year-old. He or she seems overly confident, challenging, exuberant, defiant, violent, imaginative, and boastful. His or her language can be shocking. Needs expanding limits so he or she can challenge his or her abilities, but firm guidelines and much patience are probably needed. ("This too will pass.")

4 ½ years old: An unpredictable age. This is a more inward age than 4. Children may talk a lot, ask many questions, and try to make sense out of the world, including concepts of what is real and what is not.

5 years old: An age of equilibrium. All aspects of development seem even at this time. The child seems confident, secure, capable, and content.

6 years old: An age of violent emotions and opposite extremes. This child says "I love you" one minute and "I hate you" the next. He or she is very rigid in demands, much like the 2 ½- year-old. The child wants to be the best, to be right, and is energetic and ready for anything new. The child seems to act the worst with his or her mother at this age.

7 years old: An inward age. The child is calmer than the 6-year-old, but is also often demanding too much of himself or herself, often feeling unloved and picked on. The child needs patience and kind concern.

8 years old: An exuberant, expansive, and speedy age. The child seems excited about new activities, but seems to fall short at the end. He or she may dramatize the failures, saying, "I never do anything right," but be ready to try something else enthusiastically the next day. The child cares about what others think of him or her and he or she still demands much from his or her mother.

9 years old: An age of independence and quiet or active rebellion. The child seeks friends over family and wants to be treated as a maturing person. The child may worry, take things hard, and be anxious. He or she may meet unpleasant situations with complaints of physical discomfort.

10 years old: An accepting, cheerful, well-balanced age. This child is often in good relationship with and accepting of parents and is generally pleased with the world. The child is flexible and doesn't take things too seriously. This is often an enjoyable year between parents and child.

(Adapted from *Child Behavior,* chapter 2, by Ilg, Ames, and Baker. 1981)

GREAT EXPECTATIONS

"Sometimes children misbehave simply because they are curious, tired, sick, clumsy, trying to be helpful, or don't know the rules. In these cases the behavior we find troublesome isn't misbehavior at all. We simply have unrealistic expectations."

React to the following statements describing children between the ages of one and two by placing a check mark to the right of each statement indicating whether you disagree, agree, or don't know.

		Disagree	Agree	Don't Know
1.	He or she is old enough to learn not to touch forbidden objects.	_____	_____	_____
2.	He or she is interested in playing with children.	_____	_____	_____
3.	Most children this age will stay dry all day.	_____	_____	_____
4.	It is too early to start toilet training a child of this age.	_____	_____	_____
5.	The child's appetite is larger at this age than when he or she was an infant.	_____	_____	_____
6.	Temper tantrums are not unusual for this age.	_____	_____	_____
7.	Redirection and distraction are successful guidance techniques for this age.	_____	_____	_____
8.	He or she is old enough to respond well to verbal commands.	_____	_____	_____
9.	He or she should no longer be sucking his or her thumb.	_____	_____	_____
10.	Physical barriers (e.g. gates) are an acceptable way to control boundaries.	_____	_____	_____

PRACTICAL REASONING THINK SHEET

Referring to your discussion of the practical reasoning process, use the following situations in your group to consider the *desired results*, analyze the *alternative solutions,* and look at the *consequences of action.*

1. Chelsea is 9 months old, beginning to crawl and pull herself up on furniture. She and her mother are visiting a neighbor. There are breakable items on the coffee table, books and magazines on end tables, and low bookshelves.

2. Thomas is a 1-year-old and has just begun to drop things on the floor very systematically from his high chair and crib. His parents are becoming exasperated over his behavior.

3. Manny is sitting in the living room reading when his 16-month-old daughter, Maria, comes into the room. Manny says, "Now remember not to go near the stereo!" Maria hadn't been thinking of the stereo at all, but she now turns and moves slowly toward it.

4. Jessica, age 2 ½, is taken to a child care center each day during the week while her parents work. She has begun to bite her older brother when she gets angry with him.

5. Three-year-old Andrew is in the sandbox and refuses to share the dump truck with Susan, another 3-year-old. There is a tug of war going on.

6. You hear your 4-year-old brother using "bathroom" words and swear words with the neighborhood children.

7. Five-year-old Sara is riding a friend's bike without permission.