

101 Principles for Positive Guidance with Young Children

Creating Responsive Teachers



Discipline and Punishment: What's the Difference?

Katharine C. Kersey, Ed.D.
Marie L. Masterson, Ph.D.



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DISCIPLINE	PUNISHMENT
Discipline means to teach and train	Punishment means to inflict purposeful pain.
Discipline focuses on what we DO want children to do.	Punishment focuses on what we DON'T want children to do.
Discipline teaches children that responsibility comes from self.	Punishment makes a child dependent on external control.
Discipline increases long-term positive behaviors.	Punishment decreases motivation and effort.
Discipline teaches permanent skills.	Punishment only stops behaviors temporarily.
Discipline strengthens the bonds of connection between adult and child.	Punishment breaks the connection and causes a child to retreat or pull away from an adult emotionally.
Discipline teaches emotional competence and self-regulation.	Punishment that embarrasses the child will make him turn his anger outward by acting out.
Discipline gives children skills to be successful in school.	Punishment makes a child feel school is not a pleasant place for him to be.
Discipline shows children that they can be a success.	Punishment makes children feel like a failure.
Discipline makes children resilient, empathetic, and caring toward others. The child turns these feelings outward.	Punishment causes self-doubt, shame and embarrassment. The child turns these feelings inward.
Discipline creates responsibility and significance that turns into cooperation.	Punishment causes retaliation and anger that turns into uncooperative behavior.
Discipline inspires a child to BE like YOU.	Punishment inspires a child to ACT like YOU.

101 Top Five Principles for Positive Behavior Redirection

1. Modeling Principle - Model the behavior you want. Show the child, by example, how to behave. Children are watching us – all the time – and they will grow up to be like us – whether we want them to or not.

2. Make a Big Deal Principle - Make a big deal over responsible, considerate, appropriate behavior - with attention (your eyeballs), thanks, praise, thumbs-up, recognition, hugs, special privileges, incentives (not food).

3. Incompatible Alternative Principle - Give the child something to do that is incompatible with the inappropriate behavior. Say, "Let's pretend we are on a secret mission and see if we can walk all the way to the cafeteria without anyone hearing us." "Help me pick out 6 markers" (when the child is unfocused or annoying). If a child is bothering you by playing with his shoestrings, instead of mentioning it, simply ask him to help you by sorting the papers or crayons by color.

4. Choice Principle - Give the child two choices, both of which are positive and acceptable to you. "Would you rather tiptoe or hop over to the carpet?" "We need to clear off our desks. Do you need one minute or two?" Then set the timer.

5. When-Then/Abuse it-Lose it Principle - When you put your books on the shelf, then you may put on your coat." "When you finish putting the play-dough away, then you may choose a partner for the game."

101 Top Five Principles for Social Emotional Support

1. Connect Before You Correct Principle - Find multiple ways to "connect" with a child. Get to know him and show him that you care about him before you begin to try to adapt his behavior. Help him to discover his strengths, his uniqueness, his special gifts, by calling attention to them.

2. Demonstrate Respect Principle - Treat the child the same way you do other important people in your life – the way you want him to treat you – and others. (How would I want her to say that to me?) Think before you speak.

3. Validation Principle - Acknowledge (validate) the child's wants and feelings. "I know you feel frustrated with your friend and want to keep both books to yourself. I don't blame you. I would feel the same way. However, she needs to have one. Do you want to choose which one, or shall I?"

4. Good Head on Your Shoulders Principle - Tell a child – frequently– "You have a good head on your shoulders. You decide. I trust your judgment." This brings out the best in the child and shows him/her that eventually he will be in charge of his own life and responsible for his/her own decisions.

5. Belonging and Significance Principle - Remember that everyone needs to feel that s/he belongs and is significant. Help each child to feel important by giving him important jobs to do and reminding him that if he doesn't do them, they don't get done! Help him/her feel important by being responsible.

Katharine Kersey, Ed.D. kkersey@odu.edu www.the101s.net
Marie Masterson, Ph.D. mmasterson@dom.edu www.mariemasterson.com

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