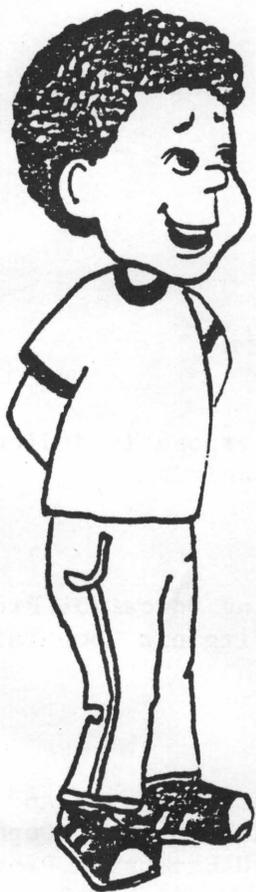


discipline



FOR

YOUNG

CHILDREN

More Responses To Misbehavior

LESSON 6

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discipline

for young children

Lesson 6 More Responses to Misbehavior

Using Consequences As A Form Of Discipline

8-4-8/4
There are many ways to discipline children. Parents can choose ways that suit them as individuals and that fit their beliefs and values. Letting children suffer the consequences for their behavior is just one of many discipline methods. If you think it would work in your family, you may decide it is worth a try.

Letting children suffer the consequences is a "hassle-free" way to discipline young people. Children learn from experiences, just like adults. We call it learning the "hard way." The child learns that every act has a consequence for which he is responsible.

Parents can declare that the consequence of not coming to the dinner table in time to eat is that the child does not eat dinner that evening. Hunger is a natural consequence of not eating. If he complains, mother can say, "I'm sorry you feel hungry now. It's too bad, but you'll have to wait for breakfast." The child who experiences the unpleasant consequences of his behavior will not be likely to act that way again.

Parents should tell the child, before it happens, what the consequences are for breaking a rule. If the child knows the consequence of not getting to the dinner table in time to eat with the family is

not eating, then he has a choice. He can choose to get home in time and eat, or he can choose to be late and not eat. He must understand that he has a choice and that he must accept the consequences of his choice.



The child also needs to know the reason for the consequence; for example, it is extra work for mother to keep food warm and inconsiderate to expect her to clean up the kitchen twice.

It is important, too, that parents be willing to accept the child's decision; that is, they must be willing to allow the child to go without dinner if he chooses to miss the meal. Doing without one meal will not harm the child.

NATURAL CONSEQUENCES

They allow children to learn from the natural order of the world. For example, if the child doesn't eat, he will get hungry. If he doesn't do his homework, he will get a low grade. The parent allows unpleasant but natural consequences to happen when a child does not act in a desirable way.

LOGICAL CONSEQUENCES

Logical consequences are arranged by parents. The consequence must logically follow the child's behavior. For example, not having clean clothes to wear is a logical consequence of not placing dirty clothes in the hamper.

CONSEQUENCES TEACH RESPONSIBILITY

Kristin left her dirty clothes on the floor and never placed them in the dirty clothes bag as mother requested. Nagging, scolding, and threatening did no good. Kristin continued to leave her dirty clothes on the floor.

Mother decided to use logical consequences. She told Kristin, in a firm and friendly voice, that in the future she would wash only clothes that were placed in the bag. After five days, Kristin had no clean clothes to wear to school and she was very unhappy to have to wear dirty ruffled clothes. After that, Kristin remembered to place her clothes in the bag.

Kristin's mother gave her the responsibility for placing her clothes in the proper place to be washed. If mother had relented and washed Kristin's clothes when she had not placed them in the bag, she would have deprived her of an opportunity to learn to take responsibility for herself. If parents protect children from the consequences of their behavior, they will not change their behavior.

Some parents would not be willing for their child to go to school in dirty ruffled clothes. Only they can decide if they want to offer the child that particular consequence.

Using consequences can help a child develop a sense of responsibility. It leads to warmer relationships between parents and children and to fewer conflicts. The situation itself provides the lesson to the child.

NATURAL CONSEQUENCES CANNOT BE USED IN ALL SITUATIONS

Parents cannot use natural consequences if the health or safety of the child is involved. If a young child runs into the street without looking, it is not possible to wait until he is hit by a car--a natural consequence--to teach him not to run into the street. Instead, he should be taken into the house and told, "Since you ran into the street without looking, you cannot play outside now. You can come out when you decide to look before going into the street."



This is a logical consequence. Because running into the street can harm the child, he cannot play outside until he learns to play safely in the yard. He has a choice; he can stay out of the street or he can go inside. He is given responsibility for his behavior and any consequences he suffers (going inside) are the results of his own behavior. Consequences cannot be used with very young children who do not understand about them. Remember, children's minds don't work like adults and they can't think like adults.

Parents cannot apply consequences if they are angry. They cannot conceal their anger from the child--their voice will give them away. Try to view the situation objectively--as though the child were a neighbor's child and not your own--and administer the consequences in a firm and kindly manner. Remember that giving a child a choice and allowing him to suffer the consequences is a learning process for the child.

CONSEQUENCES ARE LEARNING EXPERIENCES

The purpose of using consequences is to help the child learn to make decisions and to be responsible for his own behavior. Consequences are learning experiences, not punishment. They won't work if they are used like punishment. For example, if father yells angrily at his child, "Put up your toys or you can't watch TV," he is not encouraging the child to make a responsible decision. If he says calmly and in a friendly voice, "Stuart, put your toys up or you can't play with them for a week." he allows Stuart to make a choice. The secret of using consequences effectively is to stay calm and detached. Be friendly, not vengeful and spiteful.



The differences between consequences and punishment are:

<u>Consequences</u>	<u>Punishment</u>
calm tone of voice	angry tone of voice
friendly attitude	hostile attitude
willing to accept the child's decision	unwilling to give a choice

Consequences work when the child is trying to get the parents' attention by misbehaving and when children fight, dawdle, and fail to do their chores. They can be used to get children to school on time, to meals on time, and to take responsibility for homework. The child learns that if he doesn't pick up his toys, he can't go out and play; if he doesn't wash his hands before meals, he won't be served any food; and that if he fights with his brother while in the car, the car will be stopped until calm resumes.

CONSEQUENCES ARE DIFFICULT TO USE

It is not easy to use consequences as a way to discipline children. It is hard work to think of consequences that really are logical. And it requires lots of patience! Sometimes it takes several weeks to get results.

Parents are so used to telling children what to do that it is very difficult to sit back and let the child suffer the consequences of his actions. The effort is well worth it, however, because it means fewer battles between parent and child.

Take A Time-Out

A "time-out" is an excellent discipline method to use when your kids are "bugging" you. It works like this. Sandra and Sarah are fighting over a game. Mother says, "Since you can't play together without fighting, I think you need a time-out. Sarah, you go to your room and Sandra, you go to the bathroom and stay for five minutes. I will let you know when five minutes are up." (They can be sent to any room where they can be alone.)

A time-out is not a punishment. It is just a boring five minutes when nothing happens.

TIME-OUTS HAVE MANY ADVANTAGES

They can be used with children aged three to twelve. (They probably won't work with children younger than three and they are not appropriate for teenagers.) Time-outs can be used with one child or two children or three--as many children as you have places where they can be alone.

A time-out can be used when children are fighting and quarreling, and when their behavior is annoying you.



Before trying this new method, sit down and explain it to your children when both you and the children are in a happy frame of mind. It always helps if children know what to expect. For example, tell the children, "The next time you argue over your toys, we are going to try something new. It's called a time-out. When I say, 'Take a time-out,' it means you have to go to separate rooms and stay for five minutes. I will tell you when five minutes are up."

CALL TIME-OUTS IN A CALM, COOL WAY

It will not work if you make it a punishment or if you scream, "Roger, I've told you and Eddie a hundred times not to fight over your toys. You two will just have to take a time-out and see how you like that!"

The objective of the time-out is to stop undesirable behavior. Roger and Eddie cannot fight when they are in separate rooms. The time-out gives them time to simmer down. It gives them time to think about their behavior and to realize that mother and father will not allow it to continue.

The time-out is particularly helpful for fighting and quarreling between brothers and sisters. Sometimes children fight to get attention. When the parent screams and punishes, he is giving his attention and thus giving children reason to repeat their fighting.

The time-out saves parents from trying to decide who started the fight and who is to blame. Placing blame on one child only makes him more jealous of the child who wasn't blamed. When fighting breaks out, say, "Since you children cannot get along with each other, I think you need a time-out." If Bryan says, "But she started it," say, "I don't care who started it. You both need a time-out."

When five minutes are up, say "Five minutes are up." Don't say "You can come out of your room now" or "You can come out and play now" or give any kind of directions. Just let the child know that the five minutes are up.

Calling a time-out instead of punishing makes for less tension between parent and child. It causes less wear and tear on the parent. If the time-out does not work, you

probably are not using it correctly. Parents who have difficulty using this method are ones who have trouble saying "No" to their children. If the child refuses to go to his room, simply take him by the hand, lead him to his room, and close the door. The child needs to learn that the parent means what he says, that once a time-out is called he is going to his room and stay there for five minutes. If the child won't stay in his room, the parent is probably not calling the time-out in a firm manner.

The parent must mean what he says. If he calls a time-out and then does not see that the child goes to his room, the technique will not work. The child soon learns that when his parent says, "Take a time-out," he will not enforce it.

The first time you try a time-out, the children will be surprised that you are not punishing them. After they are familiar with this discipline method, they will accept it and may even call time-out on themselves.



Reverse Time-Out

Instead of isolating the child, as in a time-out, it is the parent who is isolated. Reverse time-outs can be used when the child is really "bugging" you. Remove yourself from the situation. You may not be able to change the child's behavior, but you do not have to suffer through it.

If the child is acting silly, arguing, or whining, leave the child and go where he can't get to you. For example, take a magazine, go in the bathroom, and lock the door. Don't come out until peace and calm are restored.

Some parents may not like this discipline method. It is inconvenient, and they interpret it as "giving in," however. The children consider your presence rewarding. When you remove your presence, you are withholding a reward. Children soon learn that if they behave

a certain way, mother or father will leave the room.

The Future

Now that you have learned some helpful ways to discipline your children, you can face the future with confidence. You alone can choose the best way to discipline your child because you know your child better than anyone else. When you choose the discipline methods described in these lessons, you will be helping your child and both you and your child will be happy about the results.

Remember, though, that misbehavior is a normal part of growing up. No child is good all the time. However, if your child has severe behavior problems, such as repeated acts of violence, these discipline methods may not work and you may need to look for help from a doctor or some other professional.



SEE HOW MUCH YOU HAVE LEARNED!

Read the following situations and check an effective way to respond to them.

	Conse- quences	Time-Out	Reverse Time-Out
1. Jenny, five-years-old, left her bike in the driveway.	_____	_____	_____
2. Mike and Karen are always leaving their toys strewn all over the living area.	_____	_____	_____
3. Todd keeps pestering his mother for a cookie. Mother knows lunch will be ready in an hour, so she tells Todd he will have to wait until after lunch. Todd continues to beg and whine and argue.	_____	_____	_____
4. Five-year-old Larry is playing with his favorite red fire truck when Julie, who is three, rudely snatches it away from him. Larry is furious and tries to take the fire truck away from Julie. Their quarreling is "bugging" you.	_____	_____	_____

PRACTICE EXERCISES

1. Try calling a time-out when your children fight or argue this week.

Notice:

- (a) How did I feel?
 - (b) How did the children respond?
2. Try using logical consequences this week. Pick some behavior that doesn't get you "uptight." It is difficult to learn a new discipline method when you are upset.
 - (a) What did the child do?
 - (b) What consequences did you and the child decide on?
 - (c) What happened? Did it work?

1. Consequences
2. Consequences
3. Time-out
4. Reverse time-out

ANSWERS

A RECORD OF MY DISCIPLINE PRACTICES AND THEIR EFFECTS*

Complete one week after studying Lesson 6.

Check the blanks that apply to you.

1. The way I usually discipline:

_____	Yell and scream	_____	Isolate
_____	Explain reasons calmly	_____	Spank
_____	Remove privileges	_____	Let the child suffer
_____	Shame my child	_____	the consequences
_____	Show disapproval	_____	Threaten, but don't
_____	Ignore misbehavior	_____	follow through
_____	Scold	_____	Distract

2. During the past week, I:

	More	Less	About the same
Acted calmly	_____	_____	_____
Acted firmly and kindly	_____	_____	_____
Used kind words, not unkind words	_____	_____	_____
Let the child learn from the consequences	_____	_____	_____

3. The atmosphere in our home has changed to one of:

	More	Less	About the same
Friendliness	_____	_____	_____
Cooperation	_____	_____	_____
Understanding	_____	_____	_____
Confusion	_____	_____	_____
Fun	_____	_____	_____
Hostility	_____	_____	_____
Tension	_____	_____	_____

*Adapted from Practical Education for Parenting by Kent G. Hamdorf, Extension Specialist, Human Relations Family Development, Ohio Cooperative Extension Service, 1978.

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