

GIVE CHOICES- Instead of just saying “no”, give children an acceptable choice. “You can go outside if you want to throw the ball.”

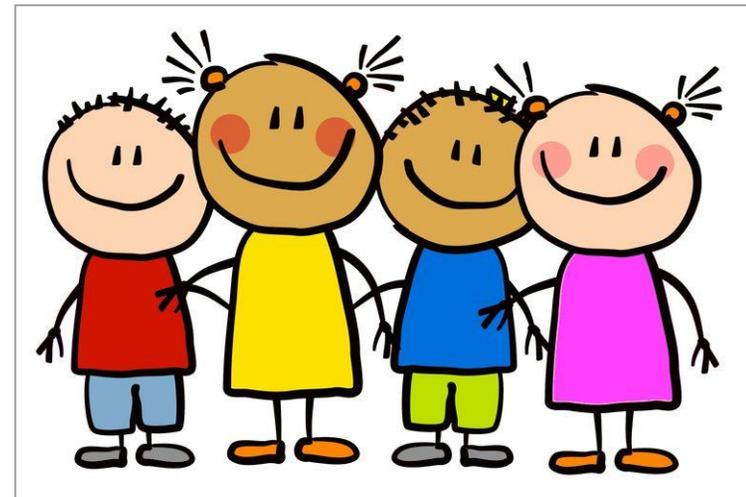
USE CONSEQUENCES THAT MAKE SENSE- Consequences should be reasonable and related to the misbehavior that occurred. “If you leave the yard you will need to come back in the house.”

If you are stuck on a problem behavior, work through the following process:

- Describe the behavior in detail, when and where it happens.
- Ask yourself if this typical for a child this age.
- Ask yourself if this comes from a temperamental characteristic your child has.
- Think of things that could be done to prevent this problem.
- Make a plan for how to handle the behavior when it occurs.

REMEMBER, it takes time to change a behavior. Be willing to try something several times before you give up!

Positive Discipline



ALL ALASKA
PEDIATRIC
PARTNERSHIP

www.strengtheningfamilies.alaska.gov

www.cssp.org

Discipline includes **all the things** we do to manage children's behaviors. Children learn in 3 ways:

- By **being taught** directly through teaching or demonstration
- By **watching** what others do
- By the **consequences** that follow their behaviors.

Discipline techniques should be geared to the child's developmental stage and temperament. As children grow older and have more self-control, your discipline will change too.

Preventing Problems

PLAN AHEAD- think about what you and your child need to be successful.

CHANGE THE ENVIRONMENT- Remove temptations, add interesting playthings, invite a friend over, or go for a walk.

DEVELOP ROUTINES- When children can predict what comes next they do better. Have a bedtime routine or regular time for chores.

ADJUST YOUR SCHEDULE IF NECESSARY- Sometimes changing **when** you do something can prevent problems.

PREPARE CHILDREN FOR WHAT IS COMING UP- Explain ahead of time what is going to happen before you go somewhere or try something new.

PLAN TRANSITIONS- Think of the best way to move from one activity to another. If you are going from active play to bedtime, transition by playing a quiet game or reading a book.

BE CLEAR ABOUT WHAT YOU EXPECT- Have a few clear rules and consistently enforce them. State your rules positively by stating "what to do" instead of "what not to do".

Guiding Behavior

PROVIDE CHOICES- "Would you like to do this now or after lunch?"

IGNORE ATTENTION SEEKING BEHAVIOR- Only use ignoring if your child's behavior is motivated by the need for attention and the behavior is not dangerous. Give plenty of attention when your child is behaving well.

USE PRAISE AND REWARD TO ENCOURAGE THE BEHAVIOR YOU WANT TO SEE- Be specific and sincere when you praise your child.