

# **d17E** **THE SCRIPT**

**WITH**  
**DR. RAYMOND GREENE-JOYNER**

- 1) FOLD THE PAPER IN HALF.**
- 2) FOLD IT IN HALF AGAIN.**
- 3) TEAR OFF THE RIGHT CORNER.**
- 4) TEAR OFF THE BOTTOM LEFT CORNER.**
- 5) TEAR OUT THE MIDDLE OF THE PAPER.**



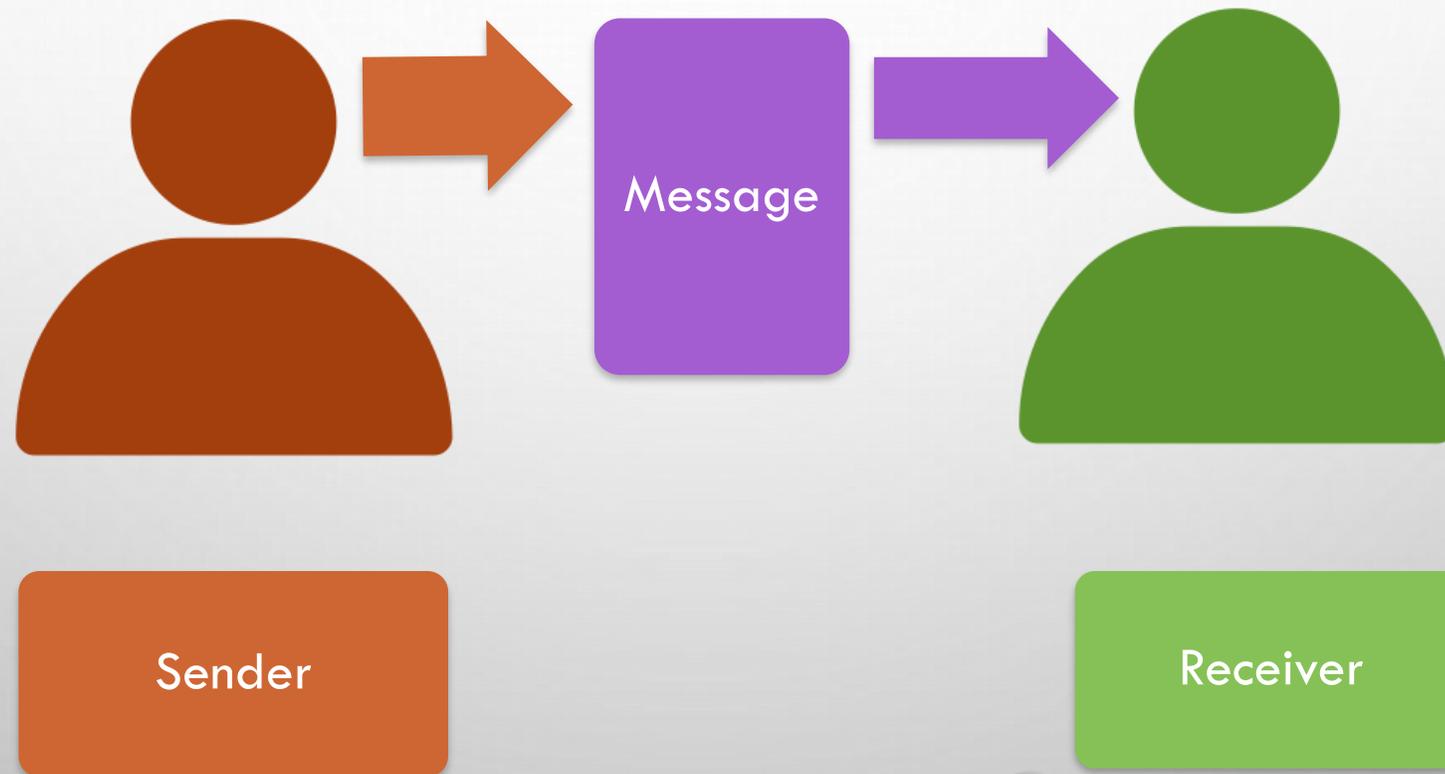
**ICE  
BREAKER**

The text 'ICE BREAKER' is rendered in a bold, 3D, light blue font with a white outline. The letters are surrounded by several sharp, translucent blue ice shards, giving the impression of broken ice. The background is a light gray gradient.

PRACTICE



# ONE-WAY COMMUNICATION



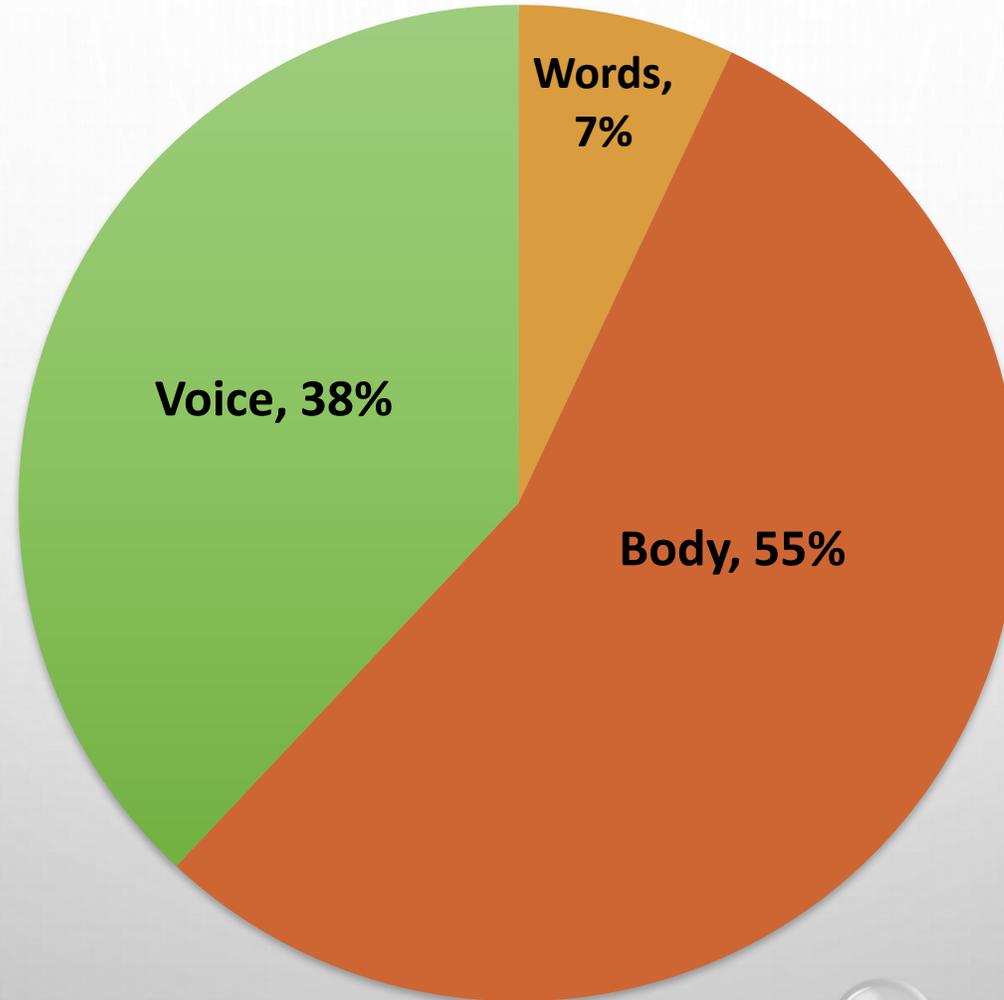
PRACTICE



# TWO-WAY COMMUNICATION



# COMMUNICATION



# “YOU-MESSAGES” VS. “I-MESSAGES”

You are always embarrassing me in front of my friends!

I feel embarrassed when I am talked to rudely in front of my friends.

You always leave a mess. You're so nasty!

I feel discouraged when toys are left in the living room.

You are so rude to always interrupt me when I'm trying to talk to Grandma!

When I am interrupted, I feel angry (annoyed, distracted) because I want to finish my conversation.

You are driving me crazy with all that noise!

I feel overwhelmed when there is a lot of noise and I am trying to work.

# ROADBLOCKS TO COMMUNICATION

The Philosophical  
Response:

**"That's life"**

Moralizing/Preaching:

**"Good things come to those who  
wait..."**

Advice:

**"Here's what you should do."**

Warning/Threatening:  
**"You had better..."**

Psychoanalysis/Judging/Criticizing/Blaming:

**"I'll tell you what your real problem is"**

Directing/Ordering/Commanding:

**"Well, you just get over there  
and..."**

Questions:  
**"Why did you...?"**  
**"Why didn't you...?"**

Persuading with logic, arguing, instructing:

**"Look at from his point of view."**

Pity:  
**"You poor thing"**

Denial of Feelings/Reassurance:

**"There is no reason to be so  
upset."**

Speak.  
Shout.  
Include.  
Isolate.  
Teach.  
Force.  
Listen.  
Lecture.  
Reflect.  
React.  
Inspire.  
Ignore.

## FLIP THE SCRIPT

If only there were magic words that made parenting easier. Fortunately, there are strategies that can help. The Family Tree's new Flip the Script campaign shows how we can better communicate with our children, gradually replacing negative responses with positive ones. It's just one facet of our overall effort to help parents like you turn things around.

Get valuable information and support at [familytreemd.org](http://familytreemd.org)

Or call our 24-Hour Parenting Helpline: **1.800.243.7337**



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The Sherman Family Foundation



# BEHAVIOR MANAGEMENT



# DISCIPLINE VS. PUNISHMENT

# DISCIPLINE VS. PUNISHMENT

- **PUNISHMENT:** AN UNPLEASANT CONSEQUENCE FOR A BEHAVIOR. IT TEACHES CHILDREN WHAT **NOT** TO DO, BUT DOES NOT PROVIDE ANY GUIDELINES FOR THE CHILD ABOUT WHAT TO **DO**.
- **DISCIPLINE:** SYNONYMOUS WITH TEACHING. IT SHOWS THE CHILD WHAT TO DO AND HOW TO BEHAVE AND FOSTERS INDEPENDENCE.

## **PUNISHMENT METHODS:**

NAME-CALLING AND LABELING

SARCASM

HUMILIATION

THE COLD SHOULDER—

REMOVING LOVE AND SUPPORT

PHYSICAL METHODS

DEPRIVATION

## **DISCIPLINE METHODS:**

REFLECTIVE LISTENING

CLEAR EXPECTATIONS

BE CONSISTENT

KEEP IT SIMPLE

PROVIDE OPTIONS

SAY WHAT YOU MEAN

WORK IT OUT TOGETHER

KEEP A SENSE OF HUMOR

GIVE IN A LITTLE

LET THE CHILD SOLVE THE

PROBLEM

ASK, DON'T DEMAND

EXPECT THE BEST

# DISCIPLINE TECHNIQUES

## NATURAL AND LOGICAL CONSEQUENCES

CONSEQUENCES ARE AN EFFECTIVE FORM OF DISCIPLINE. THERE ARE TWO TYPES—NATURAL AND LOGICAL.

**NATURAL CONSEQUENCES:** OCCUR IN THE NATURAL COURSE OF EVENTS. THEY DO NOT REQUIRE ANY PLANNING OR SETTING UP BY THE PARENT.

**LOGICAL CONSEQUENCES:** PROVIDE A CONSEQUENCE FOR A BEHAVIOR THAT “MAKES SENSE” AND FITS THE “CRIME.”

- **CHILD REFUSES TO WEAR A COAT AND IT IS CHILLY OUT.**

CONSEQUENCE: CHILD GETS COLD.

- **CHILD PLAYS ROUGH WITH A TOY, OR THROWS IT AGAINST THE WALL.**

CONSEQUENCE: CHILD'S TOY BREAKS.

- **CHILD LEAVES TOY OUT IN THE RAIN.**

CONSEQUENCE: TOY MAY BE RUINED.

- **CHILD IS IRRESPONSIBLE AND LOSES ALLOWANCE MONEY.**

CONSEQUENCE: CHILD HAS NO MONEY TO BUY ITEMS AT THE STORE.

- **CHILD IS REPEATEDLY MEAN TO A PEER/FRIEND.**

CONSEQUENCE: CHILD MAY LOSE FRIENDSHIP.

# LOGICAL CONSEQUENCES

**Loss of Privilege** - may be used when children have broken family rules, refused to obey appropriate parental requests, or have misused objects such as toys, or games. They may lose the privilege of playing with certain toys for one or two days; may lose the privilege of watching television for one night; or may lose the privilege of going out at night (being grounded).

**Time-out** - is more effective as a consequence for pre-school and school age children than with infants or adolescents. Having children sit in a quiet area for five minutes is a powerful consequence for inappropriate behavior.

**Restitution** - essentially means that children have to “make good” for an act they committed. if a child breaks something on purpose, parents may require the child to “pay for” the broken object WHICH MAY REQUIRE TAKING MONEY OUT OF THEIR “PIGGY-BANK”.

A hand is shown placing a red letter 'E' on the word 'TIME OUT'. The word 'TIME OUT' is written in large, bold, red capital letters. The background is white with a grid pattern and water droplets around the edges.

**TIME OUT**



# USING TIME OUT

- **CHECK THE BEHAVIOR:** IDENTIFY THE MISBEHAVIOR AND GIVE A WARNING IF NEEDED (AND ALWAYS FOLLOW THROUGH).
- **TELL THEM WHY:** LET YOUR CHILD KNOW WHAT BEHAVIOR LED TO THE TIME OUT.
- **SIT IN TIME-OUT:** LEAD YOUR CHILD TO THE TIME OUT – BE SAFE. CARRY THEM IF NECESSARY.
- **END TIME-OUT:** IF YOUR CHILD IS QUIET YOU MAY END TIME OUT (1 MINUTE FOR EACH YEAR). GO BACK TO PREVIOUS ACTIVITIES
- **PRAISE YOUR CHILD:** CONTINUE POSITIVE INTERACTIONS AFTER TIME OUT IS OVER.

# COMMON MISTAKES WITH TIME-OUT

1. TALKING OR ARGUING WITH THE CHILD **AFTER** PLACING HIM/HER IN TIME-OUT
2. TALKING OR ARGUING WITH THE CHILD **BEFORE** PLACING HIM/HER IN TIME-OUT
3. USING A **SMALL** CHILD'S CHAIR, ROCKING CHAIR, OR COUCH AS A TIME-OUT PLACE FOR TODDLERS AND PRESCHOOLERS
4. USING THE CHILD'S BEDROOM OR AN **INTERESTING PLACE** FOR TIME-OUT WITH OLDER CHILDREN
5. KEEPING TRACK OF THE TIME YOURSELF **OR** USING THE TIMER ON THE KITCHEN STOVE
6. MAKING THE CHILD **APOLOGIZE** OR PROMISE TO BE GOOD AFTER HE LEAVES TIME-OUT
7. **THREATENING** TO USE TIME-OUT INSTEAD OF USING IT
8. TRYING TO **FRIGHTEN OR SHAME** A CHILD WITH TIME-OUT
9. USING VERY **LONG**, VERY **SHORT**, OR **DIFFERENT** PERIODS OF TIME FOR TIME-OUT
10. NOT USING TIME-OUT **IMMEDIATELY** AFTER THE BEHAVIOR, BUT TRYING TO USE IT AT A LATER TIME
11. NOT USING TIME-OUT **EVERY TIME** THE BEHAVIOR OCCURS

# CONSEQUENCES FOR POSITIVE BEHAVIORS

(THEY CAN BE POSITIVE!!!!)

- THE CONSEQUENCES MENTIONED PREVIOUSLY ARE ESSENTIALLY APPROACHES FOR INAPPROPRIATE BEHAVIORS CHILDREN CHOSE TO COMMIT. LOGICAL CONSEQUENCES, HOWEVER, DON'T ALWAYS HAVE TO BE UNPLEASANT.
- REWARDS ARE ALSO LOGICAL CONSEQUENCES FOR APPROPRIATE BEHAVIOR. FOR EXAMPLE, WHEN CHILDREN COMPLETE THEIR CHORES, THEY DESERVE TO GET THEIR ALLOWANCE. EXTRA TREATS, SPECIAL TIMES WITH MOM OR DAD, OR GETTING TO STAY UP AN EXTRA HALF HOUR CAN ALSO BE POSITIVE LOGICAL CONSEQUENCES.

# SPANKING



# WHY PARENTS SPANK...

“It gets  
immediate  
results”

“I don’t know  
what else to  
do...”

“My  
parent’s did  
it and I  
turned out  
fine”

“Spare the  
rod and  
spoil the  
child”



# SPARE THE ROD, SPOIL THE CHILD

[Proverbs 13:24](#), "He who spares the rod hates his son, but he who loves him is careful to discipline him"



# WHY NOT TO SPANK: SHORT TERM

- ❑ **CHILDREN MAY REACT IN THE FOLLOWING WAYS, EVEN IF THEY COMPLY WITH YOUR WISHES**
  - **FEEL ANGER, HUMILIATION, AND/OR SHAME**
  - **SHUT DOWN COMMUNICATION**
  - **MAKE THEM “ACT OUT” MORE**
  - **RESIST ANY ATTEMPTS AT DISCIPLINE**
  
- ❑ **MAY BECOME DETERMINED TO “NOT GET CAUGHT” THE NEXT TIME INSTEAD OF THINKING ABOUT THEIR BEHAVIOR**
  
- ❑ **SOME PARENTS FEEL THAT THEY MAY HAVE TO**
  - **HIT HARDER AS THEIR CHILDREN GET BIGGER**
  - **HIT HARDER IF THE FIRST TIME DIDN'T WORK**
  - **KEEP SPANKING ONCE THEY START.**

# WHY NOT TO SPANK: LONG TERM

- ❑ **CHILDREN WHO ARE SPANKED ARE MORE LIKELY TO:**
- ❑ **BELIEVE THAT HITTING IS “MORALLY RIGHT”**
- ❑ **MORE LIKELY TO BE PHYSICALLY AGGRESSIVE**
- ❑ **GET IN TROUBLE WITH THE LAW BEFORE TURNING 18**
- ❑ **USE PHYSICAL VIOLENCE AGAINST THEIR PARTNER**
- ❑ **SUFFER FROM DEPRESSION**
- ❑ **HAVE A LOWER IQ**

# **DISCIPLINE**

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- **A LEARNING PROCESS**
- **FIRM BUT FAIR**
- **ADULT PLAYS THE ROLE OF AN EDUCATOR**
- **RESPECTS THE CHILD.**
- **ADULT IS UNDERSTANDING AND SYMPATHETIC**
- **ADULT IS OBJECTIVE WITH LITTLE EMOTION.**
- **CONSEQUENCES ARE RELATED TO MISBEHAVIOR**
- **GIVES THE CHILD A CHOICE OF HIS BEHAVIOR AND THE RESULTS.**

# **PUNISHMENT**

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- A JUDICIAL PROCEEDING**
- OFTEN UNFAIR**
- ADULT PLAYS THE ROLE OF POLICEMAN & JUDGE**
- BELITTLES OR DEMEANS THE CHILD.**
- ADULT IS ANGRY.**
- ADULT IS OFTEN SUBJECTIVE WITH CONSIDERABLE EMOTIONALITY.**
- CONSEQUENCES HAVE ONLY ARBITRARY CONNECTION TO MISBEHAVIOR.**
- GIVES THE CHILD NO CHOICE.**

**Raising  
families  
up.**

