



Ideal #7—Use positive discipline

- Emotionally connected children trust and love their parents and are generally easier to discipline.
 - Connected children are internally motivated to please their parents most of the time.
 - Be an active listener.
 - Using natural or logical consequences teaches your child more effectively than punishment.
 - Children often communicate their feelings through their behavior. Try to understand what your child's behavior is telling you. By looking at the world through their eyes you model the first lessons of empathy. Helping your child think about and understand what others are feeling will also foster empathy.
 - Remember that the ultimate goal of discipline is to help children develop inner self-control and self-discipline.
- What does discipline mean?
 - What is positive discipline?
 - What is positive discipline NOT?
 - Why do we strive for this?
 - What is required of a parent to implement positive discipline?

Part of our job, as parents, is to help our child feel comforted in negotiating the feelings that come from his sense of littleness and powerlessness

At our best, we should strive to parent in an introspective way: we should maintain an ongoing conscious dialogue within ourselves, with our spouses, and with others so as to question and process how we are handling the everyday moments with our children.

The challenges of childhood – negativism, defiance, temper tantrums, no-win situations, parental frustration, anger and fatigue – are described as necessary, inevitable and indeed valuable hurdles as toddlers learn to become individuals aware of their own needs and wishes, but also mindful of the needs and wishes of others. To help children in this process, the parents need to cultivate an attitude of partnership with the child in which the give and take is guided by the parent's awareness of the age-appropriate rights and responsibilities of each partner.

There is a direct connection between how children feel and how they behave.

Assumptions we should be making about children

1. Naturally eager, self-motivated and competent learners who are capable of choosing their own learning tasks.
2. Not blank slates, but actively participate in the construction of their own knowledge
3. Come with their own unique personalities, temperaments and developmental timetables
4. Readiness is essential to their ability to grown and learn

5. Almost everything a child does is an attempt to learn
6. There is always a healthy impulse behind a child's behavior
7. They experience and benefit from expressing a full range of feelings
8. Frustration and struggle accompany joy and triumph as essential parts of learning

Assumptions we should be making about parents

1. Competent, motivated learners who actively participate in the development of their parenting philosophy
2. Go thru certain developmental stages that begin with the anticipation of parenthood and continue after their last child leaves home
3. Want to learn about parenting their children
4. They do the best they can given their experience, knowledge, and resources
5. People come to parenting with their own unique temperaments, histories, personalities and cultures
6. They experience a full range of feelings and benefit from opportunities to express them
7. Frustration and struggle are essential to the parenting as triumph and joy
8. Parents are human, make mistakes, feel uncertain, confused and despairing.

Gentle Discipline Paradoxes

- Even when you correctly identify the source of a problem behavior and respond appropriately, it doesn't mean that the behavior will stop!
- Even though we understand where our children's frustrating behavior is coming from, it doesn't mean that we won't feel angry, irritated, frustrated, annoyed or inadequate. But children still benefit from our thoughtfulness about their behavior.

Factors that influence our discipline strategies

1. Control
2. Personal history. The way we were disciplined has a direct impact on what we do with our kids.
3. Culture
4. Our beliefs about human nature
5. Our expectations
6. Our values and energy and attention at the moment.

Using Gentle Discipline

Learn to trust struggle and disequilibrium

How do we figure out what to do when we don't know what to do? Some people respond to this loss of control by holding onto the rules more desperately, trying at all costs to get them to work. It can be hard to let go of something that was successful in the past even if it doesn't work anymore. Children are always changing and our solutions need to change too.



Benefits of disequilibrium

1. Deepens your empathy for your children
2. Gives you insight into yourself and your children
3. Helps you build and redefine your perspective
4. Leads you to develop new strategies
5. When you acknowledge and struggle with disequilibrium, you model healthy growth for your children

Be human: when you're not the parent you want to be

1. Be real vs perfect: notice your emotions, label them, validate them. Anger is usually a mask for underlying emotions such as fear or disappointment.
2. Think about what you want to model for your child about anger
3. Give your anger a name
4. Work to avoid scaring children
5. Work to express anger without blame
6. Don't hit children
7. Find alternatives to screaming
8. Observe what triggers your anger
9. Think about what happens when you get angry (early warning signals)
10. Pay attention to the emotions that accompany your anger
11. Learn to distinguish your own backlog of anger from that which is appropriate to the immediate situation
12. Discuss your beliefs about anger with your partner or other adults in your family
13. Its never too late to apologize
14. Own your emotions – don't make them your child's problem
15. Remember that hiding or masking our emotions sends our children a mixed and confusing signal and models that negative emotions are not ok to express, but better to bury

12 Ways to Support Children's Emotional Literacy (helping children learn emotional self-regulation)

1. Respect children's feelings
2. Talk about feelings
3. Share your own feelings
4. Define and model acceptable forms of expression
5. Be a witness to your child's feelings
6. Respect non-verbal forms of communication
7. Give it time (don't rush to fix things)
8. Maintain safety, setting limits when necessary
9. Differentiate between feelings and behaviors
10. Distinguish your feelings from your child's feelings
11. Get support for your own feelings
12. Be realistic about what you can do
13. Never too late to apologize

Reasons for Difficult Behavior and What We Can Do:

Most Common Reasons

1. Too hot/cold – some babies and young children run warmer than adults and require less warm clothing in the winter months.
2. Teething – lying flat is often uncomfortable as is nursing/sucking.
3. Illness – often a child is fussy one to two days before symptoms are manifest and crankiness may persist for a time during recovery.
4. Allergy/sensitivity – many parents are not aware that common foods either directly consumed or passed through breast milk may be the cause of allergies or sensitivities. Dairy, egg, soy and peanuts, fish and wheat are common allergens and pervasive foods. For more info: <http://www.drrapp.com/>
5. Injury
6. Vaccine reaction – pay careful attention to behavior for several weeks following vaccinations. For more info: <http://www.generationrescue.org/>
7. Other medical condition – reflux is common
8. Fatigue
9. Hunger/thirst
10. Needs diaper change/potty
11. Overstimulated
12. Understimulated
13. Parent/caregiver in a hurry
14. Adults expectations are too high for child's age
15. Disconnection from parent – not enough one-one, child-led time with parents for play and connection.
16. Child is picking up on parental anxiety/stress

Developmental reasons

- Remind ourselves that the learning tasks children are working on during these stages, no matter how frustrating they are to us, are important and necessary for their growth.
- Development encompasses physical, social, emotional and intellectual growth. Sometime a child is physically capable of doing something, but isn't ready emotionally or intellectually. Sometimes needs conflict with each other. The developmental need to make her own decisions might be so strong as to override her awareness that the street may be dangerous and thus she bolts right out. Just because he can do it under some circumstances doesn't mean that he can do it under all circumstances predictably.
- Developmental impulses that cause the behavior:
 1. Anger
 2. Frustration
 3. Frustration coupled with limited vocabulary
 4. Communication (move!)
 5. Physical needs (hungry, tired)
 6. Teething pain
 7. Imitation



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8. Exploration (someone did it to me and now I want to see what it feels like in reverse)
9. Experimentation (what happens when I do this?)
10. Social exploration (I'm asking for some social rules, how do people keep me from doing this? What does mommy think of it? Daddy? Is it different if I do it to different people?)
11. Release of tension
12. To get attention
13. Sensory pleasure
14. Imitating play or affection (I want you to be my friend)
15. Accidentally (I didn't mean to, but I slipped)

Responding to developmentally driven behavior:

- Find another outlet for the behavior (redirection)
- Wait it out

Unmet Emotional Needs

- Sometimes caused by temporary stresses such as moving, traveling, starting a new school or routine, death in the family, new baby or parent who is more often absent or unavailable (physically or emotionally).

Responding to behavior triggered by unmet emotional needs:

- Give extra doses of attention, affection and understanding
- Bring along familiar items if on a trip
- Talk and listen to his feelings – esp negative ones
- Time and supportive attention are the major curative forces

Lousy Local Conditions (LLC)

- LLC is an immediate environment that is stressful or a situation set up so that if children engage in normal play and exploration, they will be breaking the rules

Responding to behavior triggered by LLC:

- Get out of the situation (if possible)
- Alter the circumstances so they are more conducive to child's success
- Tough it out (when not possible to to I or ii above). Listen to the frustration, empathize, hold her, remind her of limits and acknowledge how difficult it is.

When a child hasn't been taught yet

- Give positive limits, information, and redirection and ask the child for ideas about other ways to safely or successfully do what she is trying to do.
- At times, patiently, persistently helping a child learn is the answer. If you give a child appropriate direction, exposure, information and encouragement and the child learns the behavior quickly, chances are you've put your finger on the right cause.
- If your child is not ready to learn something, it is unlikely that he will learn it until his readiness changes.

12 strategies for cooperative limit setting

1. Honor the impulse [‘looks like you’re really interested in pouring your own juice. (Honor the impulse) When you pour juice on the floor, someone has to clean it up (information) if the child attempts again, set up an accommodating water pouring area to allow full exploration (redirection).
ALTERNATIVE: lets get a cloth to wipe it up together.
2. Actively listen – repeat back what the child is feeling, saying or trying to express (this is also a form of empathy from the Non Violent Communication NVC playbook)
3. Sportscast – talk to the child about what you see avoiding judgments
4. Facilitate – ask questions that helps them find their own resolution (this is generally a good prescription for preschool-aged kids and older, but even for younger kids, parents can still verbally express both sides of the situation to help the child begin to understand the process)
5. Use “I” messages (really covered in depth in NVC)
6. Set Positive limits – verbal and physical
7. Give choices
8. Give information (‘water on the floor can be very slippery’ vs ‘don’t run through the water!’)
9. Natural consequences
10. Redirection
11. Invite children’s initiative
12. Set the stage for future success (prevention)

Resolving Conflict

Assumptions for successful conflict resolution

1. Behind every behavior there is an impulse or an attempt to communicate that can be supported
2. People hurt others only as much as they themselves are hurting
3. People in conflict are best served by a mutual solution
4. Everyone deserves to be listened to
5. Conflicts are resolved only when each person involved in the conflict is finished with the interaction

Strategies for resolving conflicts between parents and children

1. Assess the situation
2. Communicate to your child whether you are willing to negotiate
3. Find your bottom line
4. Listen
5. State your needs or the problem
6. Brainstorm solutions that meet both people’s needs
7. Decide on a solution

About Consistency

(Gracefully bowing out of a conflict)

1. Willingness to change our minds in the face of persuasive evidence teaches a child a higher form of consistency: the readiness to engage in dialogue about differing points of view.



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2. Whenever a conflict is escalating and your child is expressing very strong feelings about something it's a good idea to ask yourself if it is worth it or not to continue the conflict.
3. When you change your mind – let the child know what led to the change of mind, why it is not arbitrary and why it is useful
4. It is important not to give in to kids all the time – otherwise, kids get the message that their feelings are too big and scary for adults to handle and parents have made a conscious or unconscious decision to keep their child from expressing strong feelings and in the process, the parents short-circuit the child's healthy relationship to his feelings. He also misses out on lessons in empathy and give-and-take.
5. Make room for your child to express her feelings even when annoying.
6. Dig deep and do all you can to keep her tank full so that she can get through as best she can.
7. Pick your battles, but bear in mind that boundaries do confer a sense of security even for a child who is testing them.
8. Receiving consistent messages from parents can help a child feel her world is predictable and therefore safe. Being empathetic and respectful as a parent sometimes means you change your mind. Consistency for its own sake is meaningless and there needs to be a balance with flexibility. Gentle Discipline works best when it is real and responsive, not when it's ruled by some ideal of consistency or a fear that if you bend at all then all is lost. Being consistent involves:
 - a. Getting beyond the automatic no
 - b. Making conscious choices in the first place as much as possible
 - c. Being open to observations about what is working and what is not
 - d. Being prepared to make a course correction as needed

On Communicating

- Get down at your child's level offer a touch or use a tone of voice that conveys a desire to genuinely connect.
- An upset child cannot listen
- Be real. Using gentle discipline doesn't mean that you should never express negative emotions to your child. It means that you do it respectfully whenever you can
- Offer to help the young child. The younger your child, the more likely it is that he will need you to do more than use words to direct his actions. You may often need to physically help to get him moving in the right direction.

Sometimes Its Just NO (when?)

- Taking others needs into account – help children to avoid being inconsiderate
- Honoring family priorities – sometimes a child will need to accommodate
- Knowing and honoring your own limits – take care of yourself in the long haul
- Separating needs from wants – (older child)

- There's no time
- Testing limits
- You can't always make your child happy

Prevention and Healing: Parental role in play and learning

1. Respect the importance of choice in children's play
2. Create environments that are conducive to children's play and learning
3. Provide a variety of open ended multiuse toys and materials
4. Provide a variety of toys and play opportunities to both boys and girls
5. Provide a manageable number of toys that rotate regularly
6. Provide non-toy things to play with
7. Don't interrupt children unnecessarily
8. Let children create from their own imagination

Punitive Households and Spanking

A study out of England suggest that parents are likely hitting their children 40 percent harder than they think they are.

Two-thirds of all cases of physical abuse started out as spankings and corporal punishment and then get out of hand.

Studies show that children from spanking families are more likely to use aggression to handle conflicts when they become adults.

In a study spanning 19 years, researchers found that children who were raised in homes with a lot of corporal punishment turned out to be more antisocial and egocentric and that physical violence became the accepted norm for these children when they became teenagers and adults.

Adults who received a lot of physical punishment as teenagers had a rate of spouse beating that was four times greater than those whose parents did not hit them.

Toddlers who were punished with light slaps on the hand showed delayed exploratory development seven months later.

Children under 18 months old are at particular risk of injury when they are spanked. And a child this young can't understand the connection between the behavior and the punishment.

The more we hit 3- to 6-year-olds the worse their behavior may become.

95% of "Sesame Street" (readers) parents said they tried to work on alternatives to spanking because they'd rather not spank. Only 1.5% of the readers believed spanking works.

Spanking babies and toddlers does not produce better behaved pre-school children.



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Spankings at the age of four does not make for better behaved seven-year-olds.

There is some evidence from a British study that children who are physically punished may be less able to learn because physical punishments reduce children's IQ.

The clearest evidence that physical punishments don't help to produce well-behaved, socialized people comes from studies of murderers, rapists, muggers and other violent criminals who threaten the lives and security of ordinary people. Studies of whole prison populations all over the Western world show that criminals who use violence against their victims almost invariably had violence used against them when they were children.

College students showed more psychological disturbances if they grew up in a home with less praise, more scolding, more corporal punishment, and more verbal abuse.

Children of authoritarian (high on control and low on acceptance) parents tended to be anxious and withdrawn, while permissive parents (high on warmth and low on control) produced children who were rebellious and lacked persistence.

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Positive Discipline-Keys to Positive Discipline

- Understand Developmental Age Levels
- Understand the Critical Needs of Children
- Tell the child what to do (ex. "put the toilet lid down")
- Parent with energy, not shouting from another room (results are much better if you go to your child, get down at her level, and look her in the eyes).
- Model appropriate behavior
- Use logical consequences (consequence should be related to the behavior).
- Remember to create a Self Governor
- Catch your child being good!

Age Appropriate Behavior

Mouthing: through 4 years of age

Biting: through 2 years of age

Hitting: through 6 years of age, continues to be a struggle for some adults.

Kicking/pushing/screaming/throwing: through 6 years of age

Temper Tantrum: through 3 years of age

Not Taking Turns: Through 3 years of age

Not Listening: needs reminders through 6 years

Bad language, name calling: through age 6, depends on modeling

Running away: through 3 years

Crying: regular through age 6

Separation Difficulty: common through age 4, based on individual child thereafter.

12 Critical Needs Of Children

1. Attunement: being emotionally in tune with your child.
2. Touch and holding: close physical contact
3. Physical needs must be met: food, sleep, warmth, safety, touch
4. Continuity of care / predictability of environment: consistent/responsive caregiver.
5. Comforting: showing empathy, soothing upset child.
6. Adoration: knowing unconditional love, being adored, accepted, secure emotional base.
7. Protection: safe physical and emotional environment
8. Sensory stimulation: the growing brain needs input.
9. Positive Daily Interactions: positive verbal and physical input
10. Opportunities for exploration and mastery: needed to develop skills, experience, and confidence.
11. Limits and Boundaries: taught with developmental level to enhance safety, social skills, respect, and empathy .
12. Modeling: mirror positive behavior back to the child.

Instead of Punishment

1. Express Your Feelings Strongly Without Attacking Character.—I am disappointed you are eating a treat without having asked permission.
2. State Your Expectations—I expect you to ask for treats.
3. Show The Child How To Make Amends.—You need to put your treat away until I say it is OK to eat.
4. Give The Child A Choice.—You can remember to ask for treats or I will not make (buy) treats..it is your choice.
5. Take Action (follow through with your boundaries) - child: Can we make cookies? Parent: no. Child: why not? Parent: you tell me.
6. Problem Solve—What can we work out so that you can have treats sometimes?

To Engage Cooperation

1. Describe What You See Or Describe The Problem—"I see shoes in the middle of the floor."
2. Give Information—"People are likely to trip when shoes are left in the middle of the floor."
3. Say It With A Word—"The shoes!"
4. Describe What You Feel—"I don't like tripping on shoes left in the middle of the floor."
5. Write A Note—(on shoes) please put me on the shoe rack so I can see my other shoe friends. Thanks, your shoes.

*Taken from How to Talk so Kids will Listen and Listen so Kids will Talk by Faber and Mazlish



25 Ways To Talk So Your Children Will Listen

1. Connect before you direct. Before giving your child directions, squat to your child's eye level and engage your child in eye-to-eye contact to get his attention. Teach him how to focus: "Mary, I need your eyes." "Billy, I need your ears." Offer the same body language when listening to the child. Be sure not to make your eye contact so intense that your child perceives it as controlling rather than connecting.
2. Address the child. Open your request with the child's name, "Lauren, will you please..."
3. Stay brief. We use the one-sentence rule: Put the main directive in the opening sentence. The longer you ramble, the more likely your child is to become parent-deaf. Too much talking is a very common mistake when dialoging about an issue. It gives the child the feeling that you're not quite sure what it is you want to say. If she can keep you talking she can get you sidetracked.
4. Stay simple. Use short sentences with one-syllable words. Listen to how kids communicate with each other and take note. When your child shows that glazed, disinterested look, you are no longer being understood.
5. Ask your child to repeat the request back to you. If he can't, it's too long or too complicated.
6. Make an offer the child can't refuse. You can reason with a two or three-year-old, especially to avoid power struggles. "Get dressed so you can go outside and play." Offer a reason for your request that is to the child's advantage, and one that is difficult to refuse. This gives her a reason to move out of her power position and do what you want her to do.
7. Be positive. Instead of "no running," try: "Inside we walk, outside you may run."
8. Begin your directives with "I want." Instead of "Get down," say "I want you to get down." Instead of "Let Becky have a turn," say "I want you to let Becky have a turn now." This works well with children who want to please but don't like being ordered. By saying "I want," you give a reason for compliance rather than just an order.
9. "When...then." "When you get your teeth brushed, then we'll begin the story." "When your work is finished, then you can watch TV." "When," which implies that you expect obedience, works better than "if," which suggests that the child has a choice when you don't mean to give him one.
10. Legs first, mouth second. Instead of hollering, "Turn off the TV, it's time for dinner!" walk into the room where your child is watching TV, join in with your child's interests for a few minutes, and then, during a commercial break, have your child turn off the TV. Going to your child conveys you're serious about your request; otherwise children interpret this as a mere preference.
11. Give choices. "Do you want to put your pajamas on or brush your teeth first?" "Red shirt or blue one?"
12. Speak developmentally correctly. The younger the child, the shorter and simpler your directives should be. Consider your child's level of understanding. For example, a common error parents make is asking a three-year-old, "Why did you do that?" Most adults can't always answer that question about their behavior. Try instead, "Let's talk about what you did."
13. Speak socially correctly. Even a two-year-old can learn "please." Expect your child to be polite. Children shouldn't feel manners are optional. Speak to your children the way you want them to speak to you.
14. Speak psychologically correctly. Threats and judgmental openers are likely to put the child on the defensive. "You" messages make a child clam up. "I" messages are non-accusing. Instead of "You'd better do this..." or "You must...", try "I would like..." or "I am so pleased when you..." Instead of "You need to clear the table," say "I need you to clear the table." Don't ask a leading question when a negative answer is not an option. "Will you please pick up your coat?" Just say, "Pick up your coat, please."
15. Write it. Reminders can evolve into nagging so easily, especially for preteens who feel being told things puts them in the slave category. Without saying a word you can communicate anything you need said. Talk with a pad and pencil. Leave humorous notes for your child. Then sit back and watch it happen.
16. Talk the child down. The louder your child yells, the softer you respond. Let your child ventilate while you interject timely comments: "I understand" or "Can I help?" Sometimes just having a caring listener available will wind down the tantrum. If you come in at his level, you have two tantrums to deal with. Be the adult for him.
17. Settle the listener. Before giving your directive, restore emotional equilibrium, otherwise you are wasting your time. Nothing sinks in when a child is an emotional wreck.
18. Replay your message. Toddlers need to be told a thousand times. Children under two have difficulty internalizing your directives. Most three-year-olds begin to internalize directives so that what you ask begins to sink in. Do less and less repeating as your child gets older. Preteens regard repetition as nagging.
19. Let your child complete the thought. Instead of "Don't leave your mess piled up," try: "Matthew, think of where you want to store your soccer stuff." Letting the child fill in the blanks is more likely to create a lasting lesson.
20. Use rhyme rules. "If you hit, you must sit." Get your child to repeat them.
21. Give likable alternatives. You can't go by yourself to the park; but you can play in the neighbor's yard.
22. Give advance notice. "We are leaving soon. Say bye-bye to the toys, bye-bye to the girls..."
23. Open up a closed child. Carefully chosen phrases open up closed little minds and mouths. Stick to topics that you know your child gets excited about. Ask questions that require more than a yes or no. Stick to specifics. Instead of "Did you have a good day at school today?" try "What is the most fun thing you did today?"



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24. Use "When you...I feel...because..." When you run away from mommy in the store I feel worried because you might get lost.
25. Close the discussion. If a matter is really closed to discussion, say so. "I'm not changing my mind about this. Sorry." You'll save wear and tear on both you and your child. Reserve your "I mean business" tone of voice for when you do.

Try Some Research of Your Own

Next time you spank a child who is old enough to speak fluently, wait until the episode is over and then ask what the spanking was for. You will almost certainly find that s/he hasn't the least idea. The child will remember every detail of what happened for weeks and maybe life, but the nearest s/he will get to why it happened will be "you were mad" or maybe "I was bad."

Ok, So Spanking/Punishment Does Not Work. What Does Work?

The Facts On Positive Discipline:

Children who perceive a sense of connectedness or community at school and/or at home are less likely to engage in risky behaviors (smoking, using drugs, engaging in violence). They are also more likely to be successful academically. Young people who grow up in families that they perceive as both kind and firm are more likely to thrive.

Attachment between mother and child, especially in the first year, is vital for healthy emotional development. Early emotional development plays a key part in building the brain. The parent-child bond has significant consequences for the ability of the child to relate to peers. Both child health and long term adult health can be predicted from the quality of early parenting.

Consistency and predictability are the cornerstones of discipline and praise is the most powerful reinforcer of learning.

Research has shown that parents who use positive discipline raise well-adjusted children who are more self-reliant, self-controlled, and positively curious than children raised by parents who are punitive, overly strict, or permissive.

Children raised by authoritative parents (characterized by high levels of both acceptance and control--assertive but not intrusive or restrictive--set limits but explained and discussed them with their children) consistently proved more contented, with more confidence, better social skills and well-developed emotional regulation.

Research done on the upbringing of people who helped rescue Jews from the Nazis found that "The parents of the rescuers had set high standards for their children, especially about caring for others, but had not been strict. The emphasis was on reasoning rather than discipline [punishment]."

Sensitive, responsive maternal behavior toward infants is associated with healthy and secure mother-infant relationships (Isabella, Belsky, & von Eye, 1989). These same positive relations between parenting behaviors and child functioning continue into the preschool years. A parent's happy mood, enjoyment of the child, and a relaxed home environment are predictive of a preschooler's positive health and well-being (Stevenson-Hinde & Shouldice, 1995). Through the school-age years and into adolescence, parenting styles that consider the unique needs of the child, yet place an emphasis on personal responsibility and appropriate levels of encouraging independence, are related to optimal child outcomes (Bornstein, 1995).

The need for a positive learning environment is based on social learning theory.⁵ Children thrive better when adults take an interest in what they do, praise good and pro-social behavior and praise it, encourage the child to take part in the life of the household, allow choices, and are aware of children's developmental needs and emotional reactions to stress. Children respond well to a routine, to consistency of parental reaction, and to involvement in decision making as well as to explanations of the reasons for discipline.

Interestingly, teaching parents in groups has been shown to be more effective than individualized instruction. There is more change in parenting behavior and the positive impacts last longer. Opportunities to practice what they are learning through role plays and other experiential activities is also cited by researchers as one of the tools that makes parenting class more effective in changing behavior. So...keep coming to API of Peoria meetings!

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