

Chapter 1 : Discipline and Limit Setting â€¢ ZERO TO THREE

*Discipline from Birth to Three: How Teen Parents Can Prevent and Deal with Discipline Problems with Babies and Toddlers (Teen Pregnancy and Parenting series) [Jeanne Warren Lindsay, Sally McCullough] on blog.quintoapp.com *FREE* shipping on qualifying offers.*

Here are some ideas about how to vary your approach to discipline to best fit your family. Ages 0 to 2 Babies and toddlers are naturally curious. When your crawling baby or roving toddler heads toward an unacceptable or dangerous play object, calmly say "No" and either remove your child from the area or distract him or her with an appropriate activity. Timeouts can be effective discipline for toddlers. A child who has been hitting, biting , or throwing food, for example, should be told why the behavior is unacceptable and taken to a designated timeout area â€” a kitchen chair or bottom stair â€” for a minute or two to calm down longer timeouts are not effective for toddlers. Babies and toddlers are especially unlikely to be able to make any connection between their behavior and physical punishment. They will only feel the pain of the hit. Make sure your behavior is role-model material. Explain to kids what you expect of them before you punish them for a behavior. If the wall gets decorated again a few days later, issue a reminder that crayons are for paper only and then enforce the consequences. Empty threats undermine your authority as a parent, and make it more likely that kids will test limits. And be specific when giving praise rather than just saying "Good job! This makes them more likely to happen in the future â€” the more attention we give to a behavior, the more likely it is to continue. If your child continues an unacceptable behavior no matter what you do, try making a chart with a box for each day of the week. Decide how many times your child can misbehave before a punishment kicks in or how long the proper behavior must be seen before it is rewarded. Once this begins to work, praise your child for learning to control misbehavior and, especially, for overcoming any stubborn problem. Timeouts also can work well for kids at this age. Also, a timeout is time away from any type of reinforcement. Be sure to consider the length of time that will work best for your child. Experts say 1 minute for each year of age is a good rule of thumb; others recommend using the timeout until the child is calmed down to teach self-regulation. Instead of "Could you please put your shoes on? Ages 6 to 8 Timeouts and consequences are also effective discipline strategies for this age group. Again, consistency is crucial, as is follow-through. Make good on any promises of discipline or else you risk undermining your authority. Kids have to believe that you mean what you say. Huge punishments may take away your power as a parent. If you ground your son or daughter for a month, your child may not feel motivated to change behaviors because everything has already been taken away. It may help to set some goals that kids can meet to earn back privileges that were taken away for misbehavior. Ages 9 to 12 Kids in this age group â€” just as with all ages â€” can be disciplined with natural consequences. As they mature and request more independence and responsibility, teaching them to deal with the consequences of their behavior is an effective and appropriate method of discipline. If homework is incomplete, your child will go to school the next day without it and suffer the resulting bad grade. Removing privileges such as electronics can be an effective consequence for this age group. Set up rules regarding homework, visits by friends, curfews, and dating and discuss them beforehand with your teenager so there will be no misunderstandings. Believe it or not, teens still want and need you to set limits and enforce order in their lives, even as you grant them greater freedom and responsibility. When your teen does break a rule, taking away privileges may seem the best plan of action. Remember to give a teenager some control over things. You could allow a younger teen to make decisions concerning school clothes, hair styles, or even the condition of his or her room. As your teen gets older, that realm of control might be extended to include an occasional relaxed curfew. For example, have your teen earn a later curfew by demonstrating positive behavior instead of setting an earlier curfew as punishment for irresponsible behavior. A Word About Spanking Perhaps no form of discipline is more controversial than spanking. Here are some reasons why experts discourage spanking: Spanking can physically harm children. Rather than teaching kids how to change their behavior, spanking makes them fearful of their parents and teaches them to avoid getting caught. For kids seeking attention by acting out, spanking may "reward" them â€” negative attention is better than no attention

at all.

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This article has been cited by other articles in PMC. The word discipline means to impart knowledge and skill “to teach. However, it is often equated with punishment and control. There is a great deal of controversy about the appropriate ways to discipline children, and parents are often confused about effective ways to set limits and instill self-control in their child. In medical and secular literature, there is great diversity of opinion about the short-term and long-term effects of various disciplinary methods, especially the use of disciplinary spanking. This statement reviews the issues concerning childhood discipline and offers practical guidelines for physicians to use in counselling parents about effective discipline. The Canadian Paediatric Society recommends that physicians take an anticipatory approach to discipline, including asking questions about techniques used in the home. Physicians should actively counsel parents about discipline and should strongly discourage the use of spanking. The physician can promote effective discipline through evaluation, anticipatory guidance and counselling. Evaluation The psychosocial interview, which is part of normal health care, should include: Areas of particular importance are those known to be problematic: Effective and positive discipline is about teaching and guiding children, not just forcing them to obey. As with all other interventions aimed at pointing out unacceptable behaviour, the child should always know that the parent loves and supports him or her. Trust between parent and child should be maintained and constantly built upon. Parenting is the task of raising children and providing them with the necessary material and emotional care to further their physical, emotional, cognitive and social development. Disciplining children is one of the most important yet difficult responsibilities of parenting, and there are no shortcuts. The physician must stress that teaching about limits and acceptable behaviour takes time and a great deal of energy. The goal of effective discipline is to foster acceptable and appropriate behaviour in the child and to raise emotionally mature adults. A disciplined person is able to postpone pleasure, is considerate of the needs of others, is assertive without being aggressive or hostile, and can tolerate discomfort when necessary. The foundation of effective discipline is respect. Inconsistency in applying discipline will not help a child respect his or her parents. Harsh discipline such as humiliation verbal abuse, shouting, name-calling will also make it hard for the child to respect and trust the parent. Thus, effective discipline means discipline applied with mutual respect in a firm, fair, reasonable and consistent way. The goal is to protect the child from danger, help the child learn self-discipline, and develop a healthy conscience and an internal sense of responsibility and control. It should also instill values. One of the major obstacles to achieving these goals is inconsistency, which will confuse any child, regardless of developmental age. It can be particularly hard for parents to be consistent role models. Parental disagreements about child-rearing techniques, as well as cultural differences between parents, often result in inconsistent disciplining methods. The physician needs to be mindful of these challenges and suggest steps that parents can take to resolve these differences 1. It is important that in teaching effective discipline, physicians do not impose their own agendas on the families they counsel. A balanced, objective view should be used to provide resources, and the goal should be to remain objective. This means using principles supported by academic, peer-reviewed literature. This is particularly important when dealing with controversial issues such as disciplinary spanking. The purpose of effective discipline is to help children organize themselves, internalize rules and acquire appropriate behaviour patterns. The temperaments of the child and the parents, particularly in the context of their sociocultural milieu, require flexibility. Children with special needs and developmental delay require additional adjustments and problem-solving 2. Effective discipline does not instill shame, negative guilt, a sense of abandonment or a loss of trust. Instead, it instills a sense of greater trust between the child and the parent. Undesirable behaviours are best avoided through prevention and by building supportive structures that include clear, consistent rules 3. Physicians should take care to provide anticipatory guidance and appropriate support to parents who are under stress, isolated, disadvantaged or impaired. For example, a depressed caregiver who is influencing the behaviour and development of a child may require referral to another appropriate professional. Infants birth to 12 months Infants need a schedule around feeding, sleeping

and play or interaction with others. The schedule helps regulate autonomic functions and provides a sense of predictability and safety. Infants should not be overstimulated. They should be allowed to develop some tolerance to frustration and the ability to self-soothe. Discipline should not involve techniques such as time-out see Forms of discipline , spanking or consequences. Early toddlers one year to two years At the early toddler stage, it is normal and necessary for toddlers to experiment with control of the physical world and with the capacity to exercise their own will versus that of others. Consequently, parental tolerance is recommended. The parent should remain with the child at such times to supervise and ensure that the behaviour does not recur, and also to assure the child that the parent is not withdrawing love. Early toddlers are very susceptible to fears of abandonment and should not be kept in time-out away from the parent. However, occasionally, a parent may become so frustrated with the child that he or she needs a period of separation from the child. Early toddlers are not verbal enough to understand or mature enough to respond to verbal prohibitions. Therefore, verbal directions and explanations are unreliable forms of discipline for early toddlers 4. The toddler wants to play with a breakable glass object on a hard kitchen floor. The parent should remain with the child. Late toddlers two years to three years The struggle for mastery, independence and self-assertion continues. This does not necessarily express anger or willful defiance. The caregiver should have empathy, realizing the meaning of these manifestations. When the child regains control, the parent should give some simple verbal explanation and reassurance. The child should be redirected to some other activity, preferably away from the scene of the tantrum. The toddler cannot regulate behaviour based on verbal prohibitions or directions alone. The toddler has a temper tantrum in a public place. Remove the child from the place of misbehaviour. Hold the child gently until the toddler gains control. Give a short verbal instruction or reassurance followed by supervision and an example. However, they have not internalized many rules, are gullible, and their judgment is not always sound. They require good behavioural models after which to pattern their own behaviour. The consistency should apply not only in the rules and actions of the primary caregiver, but in other adults who care for the child. Reliance on verbal rules increases, but still the child requires supervision to carry through directions and for safety. Time-out can be used if the child loses control. Redirection or small consequences related to and immediately following the misbehaviour are other alternatives. Approval and praise are the most powerful motivators for good behaviour. Lectures do not work well and some consider them to be counterproductive. The preschooler draws on the wall with crayons. Use time-out to allow him to think about the misbehaviour. Consider using also logical consequences, eg, take the crayons away and let the child clean up the mess to teach accountability. School-age children tend to act autonomously, choose their own activities and friends, and, to some extent, recognize other than parental authority. Parents should continue to supervise, provide good behavioural models, set rules consistently, but also allow the child to become increasingly autonomous. Parents should continue to make the important decisions because school-age children cannot always put reasoning and judgment into practice. Praise and approval should be used liberally, although not excessively, to encourage good behaviour and growth into a more mature human being. The use of appropriate motivators should be encouraged; for example, buy a keen reader his or her favourite book. Acceptable means of discipline include withdrawal or delay of privileges, consequences and time-out. The child destroys toys. Instead of replacing these toys, let the child learn the logical consequences. Destroying toys will result in no toys to play with. Adolescents 13 years to 18 years Conflicts frequently ensue because the adolescent adheres increasingly to the peer group, challenges family values and rules, and distances himself from the parents. Parents can meet these challenges by remaining available, setting rules in a noncritical way, not belittling the adolescent, and avoiding lectures or predicting catastrophes. Contracting with the adolescent is also a useful tool. Disciplinary spanking of adolescents is most inappropriate. Despite their challenging attitudes and professions of independence, many adolescents do want parental guidance and approval. Parents should ensure that the basic rules are followed and that logical consequences are set and kept in a nonconfrontational way. The adolescent defiantly takes the car and has an accident. The logical consequence would be that there is no car to drive and that the teenager has to help pay for the repairs. Children raised without reasonable limits will have difficulty adjusting socially. The following are some ways that parents can use rules and limits to promote effective discipline: Avoid nagging and making

threats without consequences. The latter may even encourage the undesired behaviour. Ignore unimportant and irrelevant behaviour, eg, swinging legs while sitting. Set reasonable and consistent limits.

Chapter 3 : Discipline from Birth to Three : Jeanne Warren Lindsay :

Discipline from Birth to Three 'She's Into Everything! (Years)' Volume 3 Real teen parents offer guidance from their unique viewpoints. Real-life information and suggestions can help other teen parents teach their babies and toddlers in loving and caring ways.

Chapter 4 : Disciplining Your Child

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Chapter 5 : Effective discipline for children

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Chapter 6 : Home â€¢ ZERO TO THREE

Teens Parenting--Discipline from Birth to Three: How To Prevent and Deal with Discipline Problems with Babies and Toddlers. Lindsay, Jeanne Warren; McCullough, Sally Written for teenage parents, this book is designed to help them use appropriate methods of discipline for their infants and toddlers.

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