

LIMIT SETTING/DISCIPLINE

D. The Difference between Discipline and Punishment*

	PUNISHMENT	DISCIPLINE
PURPOSE		
FOCUS		
PARENTS ATTITUDE		
RESULTING EMOTION (in child)		

*From *Help, I'm a Parent* by Bruce Narramore, @1972 by The Zondervan Corporation.

II. Disciplining on All Three Levels*

	Definition	Specific ways to accomplish this level of discipline
Level 1 Instruction	To impart knowledge or information; to furnish with direction by modeling, teaching, and commanding (giving orders).	Modeling by parent. Parent lives the standards he sets and is an example. Informal instruction. Parent uses everyday occurrences and situations as opportunities to informally instruct and share his own values and standards. Formal instruction. Setting aside specific time(s) for the purpose of instructing and teaching children.
Level 2 Training	To help a child form habits and develop proficiency in areas in which he has been instructed.	Doing things with the child and instructing him while you are doing them together. Teaching a more complex task or concept, one step at a time. Talking about an issue so that further depth of knowledge can be gained and misconceptions cleared up. Determining child's abilities in relationship to the skill you are teaching him. Rewards are a very effective method to use on the training level.
Level 3 Correction	To alter or adjust a child's behavior by taking action to cause him to follow previous training and instruction.	Select one or more of the following methods of correction: Direct, assertive communication Natural consequences Logical consequences Extinction

*From *Discipline Them, Love Them/Practical Projects for Parents* by Betty N. Chase, @1982 by Betty N. Chase.

III. Setting Limits

Natural Consequences

Staying out of the way and letting _____ run its course.

Logical Consequences

Planning a _____ consequence that is _____
related to the _____ then staying out of the way and
letting _____ do the _____.

SETTING LIMITS

Mandatory behaviors:

1. Household chores (mow lawn, vacuum, dishes, etc.). State exact chore and when it is to be done.
2. Bedtime (school days and weekends).
3. Bringing home any homework and completing it before bedtime.
4. Getting yourself up in the morning and getting ready for school.
5. Cooperating with teacher by doing class work, paying attention, and staying in your seat.

Consequences:

1. Logical or natural consequence related to the actual task.
2. Must go to bed earlier the next night (the same number of minutes earlier as the bedtime was delayed the night before).
3. Not permitted to stay up past bedtime to complete unfinished work. Therefore, must go to school without doing homework or get self up early the next morning.
4. Oversleeping or procrastination: Work it out on your own. Still have to go to school. May have to walk.
5. Logical consequences arranged with teacher.

Reinforcers (Encouragement)

1. Valuing and accepting children as they are (unconditional acceptance).
2. Pointing out the positive aspects of behavior.
3. Showing faith in children so that they can come to believe in themselves.
4. Recognizing effort and improvement (rather than requiring achievement).
5. Showing appreciation for contributions.

PRACTICE PLANNING LOGICAL CONSEQUENCES WITH TEENAGERS

Write a logical consequence for each of the following situations with teenagers:

1. Kim, age 13, leaves dirty clothes all over the floor in her room and will not put them in the dirty laundry basket so mother can wash and iron them. What is logical consequence?
2. Stacy, age 17, comes in an hour past her curfew. What is a logical consequence?
3. Michael, age 16, is driving his own car to go out Saturday nights. He often comes in smelling heavily of liquor. What is a logical consequence?
4. Jon, age 13, is told to be home for dinner by 5 P.M., but regularly is late for dinner. What is a logical consequence?
5. Brian, age 14, refuses to take time to brush his teeth and/or floss each day. At a six-month check-up with the dentist, you discover that he has three new cavities. What is a logical consequence?
6. Danielle, age 15, constantly leaves her clothes and shoes in the family room where she watches television at night. What is a logical consequence?
7. Mark, age 12, is capable of high grades in school. You just received his report card. He dropped from a "B" to a "D" in two subjects. How can you set a negative consequence that is logically related to these two subjects?
8. Michelle, age 17, has been told that she couldn't entertain guys in the house when you are not there. You came home early today and she was in the house watching television with Tim. What is a negative consequence that is logically related to the misbehavior?
9. Kelly, age 14, received an "F" in Spanish. Every action her parents took to get her to be responsible did not work. What is a logical consequence?
10. Christie, age 14, goes into the kitchen and fixes a snack each evening, but does not clean up after herself. What is a logical consequence?
11. Lori, age 16, started a part time job six months ago. She borrowed money from you to buy a used car and has been making payments of \$35 per week towards the car. The last two weeks she has not made payments to you because she didn't show up for work for several days, lost her job, and lost her ability to pay for the car. She says she is looking for a job, but you see no evidence of it.