

## 2-19-15 Discipline #2

### Discipline:

- Is a process. It lasts forever.
- Discipline separates the child and behavior.

### Punishment:

- Focuses on the negative behavior of the child. It creates conditional love in them.
- They are spending time out time being mad at you.
- Focuses on changing the behavior. It creates in the child negative feelings.
- Makes the parent feel better to hurt the child. It's easy to lock it up.
- You outgrow punishment.

### Little people misbehave because....

- Need attention
- Frustration
- Emotional need to be met (feeling of belonging, identity, self worth)
- Child acts out inappropriately because they feel like their needs are not being met. It's a mistaken goal. It's 'real' only to the child because those needs are not being met.

### Teenagers/preteens do not act out for the same reasons.....

- They are trying to assert their identity. It's on a different level. Particularly reds.
- Peer pressure.
- Adrenaline rushes...just because they want to have a thrill, or a high.
- Seeking independence....Your seniors are hard to get along with. Seniors are just hard! I love them, but I was happy to see them leave for college. You are fighting them to get grades and projects done. Please don't do your Eagle Scout when they are a senior. They want to be independent. It's the way of the Lord to cut apron strings. Attitude comes with being a senior.
- There are different reasons they misbehave

Blue women...we feel if a child does something wrong we feel like they are going to be like that forever. If they steal a candy bar from the store you feel like they are going to be thieves forever.

### Boyd K. Packer [CES "One Pure Defense"](#)

The world is spiraling downward at an ever-quicken pace. I am sorry to tell you that it will not get better.

I know of nothing in the history of the Church or in the history of the world to compare with our present circumstances. Nothing happened in Sodom and Gomorrah which exceeds in wickedness and depravity that which surrounds us now.

Words of profanity, vulgarity, and blasphemy are heard everywhere. Unspeakable wickedness and perversion were once hidden in dark places; now they are in the open, even accorded legal protection.

At Sodom and Gomorrah these things were localized. Now they are spread across the world, and they are among us.

The way we counter it is self mastery.

Discipline is....

1. Your child should feel loved as a person even though the behavior was wrong.
2. They should feel the courage the ability feel motivated to make a change.
  - In that moment of a power struggle they can't do it. If they feel loved they will feel capable of making that change.
3. He knows what change needs to occur. There is knowledge of what needs to happen. That doesn't mean you had to tell them.
  - I have a daughter that used to play volleyball. She struggled with a power serve. Another daughter was fabulous at volleyball and serving. One day she was practicing her serve where she had a weakness. Most would graze the net. The coach came up to her and said you have a problem with your serve. She already knew that. (We go in and say the obvious...'Are you hitting?' You just watched him do it.) He said you need to keep practicing until you can serve like your sister. What is the problem.
    - She's not feeling motivated. She doesn't know how to fix it. I can see it's not going over the net. Could you teach me?
    - When you get through with discipline you should feel loved.
    - He should have told her exactly what to do to correct the behavior.
  - Most of the time your kids already know what the problem is. Let it come from them.
4. They need to accept accountability for their behavior.

When those things come together you have good discipline.

Class member: I have a child that I feel like every time we are done disciplining everything is great. I have another child that is crushed when she is disciplined.

You have to do it different. We have a first child that might be the 'good' child. It works so you think that's how you do it. With the other 6 it should work. It doesn't work. You say, "What's wrong with the kid."

Class member: How do you make it fair so the kids don't feel that way?

As a parent wipe out 'fair' from your vocabulary. If your shoes aren't worn out I'm not buying you new shoes. Fair is not same! Fair is when you give each child what they need.

You probably nag (repetitive request...you call it reminding). Some of you yell. A lot of you use Time Out. You use it wrong, but you use it. Some of you take away privileges.

In the olden days a good swat on the behind was frequently used. Now we don't use it that much. When you are talking about safety issues...like running out in the street...a good swat on a padded diaper. It gets their attention. It has to be done when you aren't angry.

## **Discipline Tools (Actually Tools to Teach):**

### **#14—Teach them how to apologize properly:**

There is no change in behavior when we say, "Say you are sorry." It becomes a discipline tool. It becomes a tool to teach proper behavior. There is no real remorse, repentance, or change. To teach them how to apologize correctly. You start this before they are both involved. You will run through the scenario with one and then the same scenario with the other.

True apology takes 4 steps....

1. I am sorry for....
  - a. Very, very specific. You can't say, "I'm sorry for being mean. I'm sorry for saying that." Instead "I am sorry for calling you selfish." "I am sorry for hitting you in the face." "I am sorry for grabbing that truck away from you."
  - b. If it is general there won't be change. They can excuse it.
  - c. In doing this...in the one that is offended they understand that you really know what you did that hurt them. That person feels like you care what you did.
2. This is wrong because...

- a. Very, very specific. You can't say, "...because I got in trouble."  
"...because Mom came."
  - b. This will take you longer to change.
  - c. Until the person understands why it's wrong and how it hurt someone else's feelings it won't change long term.
  - d. It shows the hurt person that you understand how they feel. It's more important for the hurt person to understand that you know you hurt them.
  - e. Class member: If they use empathy that would help.
  - f. "...it hurt your feelings and it made you feel badly about yourself." (What does hurt feelings do?)
  - g. I understand what this caused in you.
3. In the future I will...
- a. Very, very specific. You can't say, "...I won't say that."
  - b. You need to teach them what to do not what not to do. You have to say it in a positive.
  - c. "...if I'm thinking something unkind I will keep it in my head." "...I will control my temper." "...I will say something kind."
4. Will you forgive me?
- a. What if the other person says no? It's agency. They don't have to forgive. That's life.
  - b. What do you say then? You want to go into the lecture series with them. Bag the lecture series. You need to say, "I'm sorry you feel that way."
  - c. When the one apologizing is out of the way you need to go back and teach...what do the scriptures say? Let them go to the bible dictionary. Let them give a FHE lesson on it.

It is so you take accountability for what you have done. If you have been applying it correctly it has power. I would recommend that if you choose to use it you introduce it in FHE you explain it and then you role play it? Do it in a light way. Everyone comes together on the same page. The first few times you go through it you will have to go through it.

Class member: I have a really yellow child that doesn't know how to express?

Role playing is very important. You have to teach them how. You ask questions that generate the teaching.

Example...Kids are at school. Someone cuts in line. You are getting them to figure out what to say...

Wrong: In the future I won't cut.

Right: In the future I will wait my turn or go to the back of the line.

Wrong: In the future I won't push.

Right: In the future I will I will keep my hands to myself.

Wrong: In the future I won't take your eraser.

Right: In the future I will ask before I borrow your eraser.

Put it in the positive. It is exhausting.

Article... ["A Better Way To Say Sorry"](#)

### **#13 Role Playing:**

You create a scenario. In the beginning you have to give them the dialogue. They don't know what to say. You have to coach them through it. Have them take each other's parts and role play it. Have a FHE where you have them role play you.

Be careful you aren't being mean in your acting. You can help them understand another perspective.

When is it wrong....when you begin making fun. Sarcastic. When you are playing the child and you become too mean. It's a way for them to express what is inside.

Example: A child can come home from school and say they are frustrated with the teacher. Have them be the teacher and you be the child.

### **#12 Good Use of Questions:**

They don't get it unless they are invested in it. You can't get them invested if you talk. They only become invested as they talk. I think this is a spiritual gift and it's not one many have naturally.

D&C tells us to seek after every good gift. This is imperative for good parents to have. We pray for it. That it will be bestowed upon us. Then we work to practice it. In the beginning you will be terrible. As the Spirit helps you, you become better. You have to stop lecturing teenagers. They know it all. Just ask them what the answers are. They will tell you.

### **#11 Distract or Change Directions:**

You take them away from the situation. You tend to put it in a box. You have tunnel vision on how to use it. You stop a direction and you change a direction. It is easier to redirect energy. When you stop energy (you go to time out) it is more difficult to restart it in a positive direction. It's better if you can redirect behavior. Redirect behavior just before they 'hit that line' then it's easier to work with them. If you wait for them to get into the full blown fight and then stop it. It's harder to get them to react in a different way.

Example: My 5 boys are all 1 year apart. When they are teenagers they would love to wrestle. Wrestling is a boys language of love. They can't walk down the hallway without smacking each other. It's not inappropriate until you feel it reaching the line. When the weakest son starts thinking it's not a game anymore you have to redirect. You aren't going to lecture them you just redirect them. I would go into this pile of boys you grab the belt of the top boy. You yank it and they come off the top. You say, "Hey guys I really need your help right now. I need you to do this. I need you to do this." They aren't angry and you aren't angry.

It's great to use for older children too.

### **#10 Time Out:**

You all use it from the time they are tiny. Generically it is misused. What we like to do is say, "Go to your room." What is our purpose? To change the behavior. I want them to come out smiling. It is affective? Not that way. Do you ever send them to their room when you are angry? Yes! You use it so you can calm down. When they have been in time out throwing a fit you leave them in there until it's gets a little bit calm and then a little bit longer. Then you let them out. You say, "Have you thought about what you did?" Of course they didn't. They thought about how horrible you were and how horrible the sibling is and REVENGE.

Teenagers are 'grounded'. That is still time out. That is like teenage time out. It doesn't work either. It doesn't work unless you use it right.

The purpose of time out is...ONLY ONLY ONLY to help them calm down! That's it. It's not for them to think about what they did wrong.

Some of you will say I have one that goes in there and just dances and plays. You want them to suffer. Time out is simply a decompression time. If they are dancing is time out successful? Yes! If you can decompress too and stop blaming them for decompressing. You should send them to time out at level zero. You aren't banning

them from your presence. You need to be in control of you. They are just given an opportunity to calm down.

YOU need time out. Sometimes you just need to go away and get on your knees and say a prayer.

It's not affective unless when you come back together you teach. It is not the tool itself. It just creates a time to teach. You HAVE to teach/talk/love/hold/embrace/cry together. There has to be a follow up or there is a punishment.

Grounding...You have to do it in control. It has to be reasonable. It has to be related.

### **#9 Logical Consequence:**

1. It has to be related.
2. It has to be respectful.---To you and the child.

If my child misbehaves what is the consequence. What do I do? Thinking everything has to have a consequence. Sometimes the consequence is simply re-doing the dishes.

Class member: Lying? How do you do or not do a consequence for a 9 year old?

Most children go through a lying phase...7,8,9 year old phase. We need to deal with it. It is usually caused for an underlying reason. Figure out what that reason is. Sometimes they lie because your discipline is so severe they want to avoid it. They feel like you won't love them. Exaggerated stories fit here. Deal with it, but don't make an issue out of it. Try not to back them into an emotional corner. Instead of attacking it straight on say..."I spoke with your teacher and I know that assignment is due."

Class member: It's usually because he doesn't want to do something. Usually it's not that big of deal.

If he is lying about doing something...cleaning his room. Instead of saying.."That's a lie." Just say "Let's go take a look at it." He's not a liar.

Have you ever had a child that has nervous habit that they do. The more you focus on it the more they do it. They become better at it. So instead of focusing on that focus on something else.

Just hold them accountable for the responsibility.

Class member: There are a lot of times I'm afraid he is getting away with something.

He probably is. But then you did things you 'got away with' as a child.

Example: Nate...missing Prom story

If you feel prompted to do something for or to a child do it. The Spirit knows the child better than you.