

DISCIPLINE: PART 2:

PUNISHMENT OR REWARD.....which is better?

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Punishments and rewards are not really opposites, but two sides of the same coin.....Neither strategy helps children to grapple with the question "What kind of person do I want to be?"

-Alfie Kohn



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All parents want an orderly and well-functioning child to fit into society in an appropriate and independent way.

BUT parents think that by using punishments and rewards as a form of discipline will allow their children to function appropriately and independently in society.....IT WON'T!

1) DISCIPLINE: from the Latin word *disciplina*, or “teaching”.

2) PUNISHMENT AND REWARD CONS:

a) Punishment Cons:

- escalates conflict
- shuts down learning, problem solving or creative thinking
- elicits fight or flight response (defense mechanism)
- makes child rebel, feel shamed or angry
- represses feelings
- causes child to figure out how not to be caught

b) Reward Cons:

(alluring but needs to be used correctly- to follow)



- leads to unattractive bargaining, eg: "How much do I get for it?"
- it only controls a child momentarily, it can wear off or even backfire
- rewards quickly fade in effectiveness, kids get bored and parents get fed-up
- it decreases a child's natural motivation (intrinsic motivation) and enjoyment and therefore the external reward (external validation) overshadows the child's internal motivation
- certain rewards are associated with lowering creativity and innovative thinking, ie: knowing that a reward will be received, stops the child from thinking deeply and seeing the possibilities/ solutions
- tricking the child in doing something they don't want to do therefore feeling controlled, leads to non-compliance, eg: "It's

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ok, I don't want more money or stickers anyway."

- rewards are irrelevant when demands we make exceed a child's current level of ability.

NB!!! TAKE NOTE:

A certain way of implementing rewards can be used.....

BUT REMEMBER..... the **natural results/ natural consequences** of actions serves as a reward. For example: "If you're dressed and ready to go to school by 7:00, we'll have time to play a game before we have to leave."

The connection, here, between the child's actions and the outcome is obvious, logical and easy to implement.

Rewards can be used for getting over tricky /difficult situations. For example: if the child has a temporary illness and needs to take nasty-tasting medicine or needs to take eye drops, **there's no learning happening so a sticker chart or small reward acknowledges the difficulty and helps your child get through it.**

Rewards can be useful to gain co-operation, with practice that will increase competence, such as doing the times tables. Practicing maths isn't fun but if it makes your child feel more comfortable and confident, pairing the practice with a fun activity afterwards may be worthwhile.

DO NOTs in Rewards:

- giving a reward first and expecting good behaviour later= bribery
- promising a huge reward, far away in time, for perfect behaviour= setup for failure
- setting criteria that child can't meet= demoralizing
- "behaviour charts" with frowny/ angry faces or black dots, ends up being proof of child's "badness"= not helpful to child's self-esteem

DOs When Using Rewards:

- keep rewards small, achievable and close in time to the desired behaviour
- focus on non-tangible rewards, such as an extra privilege or doing something fun.
- offering a surprise celebration of accomplishment rather than a bargaining tool beforehand.
- use them sparingly, so your child isn't constantly "fed" with bargaining opportunities or a sense of being controlled.



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However, parents goal in raising children is more than compliance.

Parents want their children to be able to do the right thing even when parents are not around to hand out rewards.

Therefore best steps: ACT/ ALP (to come)....FIRST you have to.....

3) LOOK UNDERNEATH THE TIP OF THE ICEBERG:

a) ASSESS/ UNDERSTAND the externalised behaviour/ difficult behaviour/ challenging behaviour!

As Greene (2014:10) states: "*Challenging behaviour occurs when the demands being placed upon a child outstrip the skills he has to respond adaptively to those demands.*"

ie: challenging kids are lacking the skills of flexibility, adaptability, frustration tolerance, and problem solving, skills most of us take for granted.

: (they do poorly, when life...demands...skills...they're lacking!) :



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Therefore Greene (2014: 10) suggests.....UNDERSTANDING.....

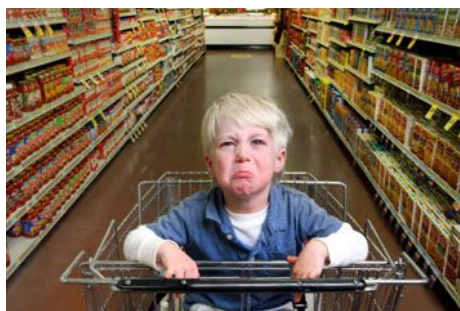
1)why your child is challenging?

2)when your child is challenging?

(parents, *use your private investigator resources*)

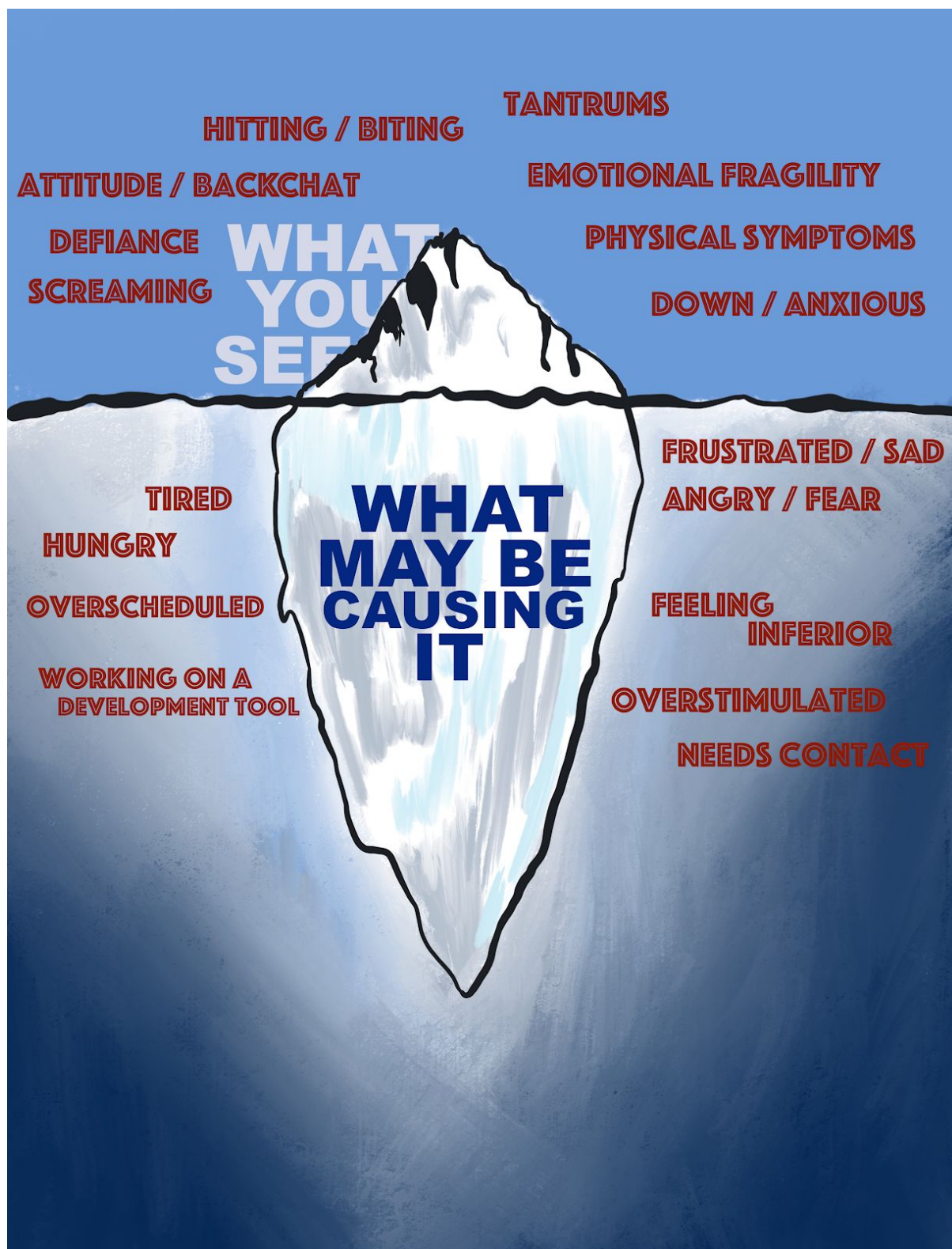
b) Externalised/ Difficult/ Challenging Behaviour?

<u>Explosive:</u>	<u>Implosive:</u>
<ul style="list-style-type: none">• screaming• swearing• hitting• kicking• biting• defiance• spitting	<ul style="list-style-type: none">• Crying• Sulking• Pouting• anxiety attacks• down and withdrawn• cranky and irritable



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Metaphor:

REMEMBER: Parent, you are the captain of the ship so you need to be calm and in control and steer the ship in the correct coordinates/direction.

There will be a storm (intense emotion/tantrum). Emotions are okay. They come and they go, they aren't forever (shouldn't be scary).

If you as captain reassures the co-captain (child), that you are there no matter what and show your calm voice and face, the storm will pass.

But you as captain have the advantage of being able to read the water and see the bigger waves or storms ahead. Captain's experience and foresight (a parents' binoculars) allows you to plan ahead and see trouble spots on the horizon (remember understanding the *why* and *when* challenging behaviours happen).

ie: you know the signs you and your child is running low on energy, food or sleep.

Therefore, this helps you plan/prepare ahead and anticipate difficult moments, rather than jumping ship (being reactive).



So HEEEEERE it comes, what you've been waiting for.....

THE THREE IMPORTANT STEPS!!!

4) THREE STEPS: ACT/ALP!!!

1. ACKNOWLEDGE THE EMOTION/ ATTUNE

watch, listen, understand, be with attitude

eg: "I know you would really like to eat that sweetie now and they look really yummy"

2. COMMUNICATE THE RULE/ LIMIT SETTING

state and hold reasonable limits or state a reality, be specific, clear and brief

eg: "But we are not buying that today because we just getting what we need for our meal tonight / we can't have that before dinner, it can spoil our appetite."

3. TARGET ALTERNATIVES/ PROBLEM SOLVING

engage your child in creating solutions, provide one or two choices, choices given must be acceptable to parent and child, family meetings, sometimes need a follow through step.

eg: "Do you want to put it back or shall I carry it or fly it back onto the shelf like a sweetie-superhero/ where would you like to place it so you can remember to have it after dinner?"

5) SCENARIOS/ EXAMPLES:

a) PACT/PALP:

- includes Preparation Step (Remember Binoculars!)

PALP
PACT.

SCENARIO: Your toddler has grabbed something in the grocery store, and you're telling her she can't have it. In this scenario, you need to use a calm-down and follow-through choice. *

PREPARE	ATTUNE	LIMIT SET	PROBLEM SOLVE
We're going into the store now. I just want to give you some information about it—today we're just buying food for dinner.	I hear you. You really want that stuffed animal. It looks cute.	We're not buying it today because we're just getting what we need for our meals.	Do you want to put it back or should I carry it like a baby back to the shelf? (Child starts to yell.) It looks like it's hard to choose, so I'm going to put it back (follow-through step). (Child starts screaming.) I'm going to gently move your body out of the store where it's quiet (calm-down step: Pick her up, as gently as possible, and walk outside. Take some deep breaths.) *

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SCENARIO: *You're at the breakfast table and your toddler cries because the egg is cooked the wrong way. In this scenario you are not going to cook another egg or offer other food choices.*

PREPARE	ATTUNE	LIMIT SET	PROBLEM SOLVE
I'm making toast and eggs. Do you want fried, scrambled, or sunny-side up? (Child doesn't answer, or changes her mind after you serve it.)	Oh, wow, this wasn't the egg you had in mind? You look pretty mad about this egg.	I've already cooked the egg, so this is the choice for this meal. You can eat as much of it as you want, or leave it on your plate.	Do you want to put some pepper on it? (Or) Could you draw me a quick picture of scrambled eggs? I'll put that Post-it Note on the calendar for tomorrow.

If your child is still crying at the table and is disrupting other people: "I hear how frustrated you are. We can't really yell or cry loudly at the table because it's interrupting other people. I'll move you to a calm-down space where we can take some deep breaths together."

SCENARIO: *You're playing at a friend's house and it's time to go home. Your toddler always wants to take one of her friend's toys when she leaves.*

PREPARE	ATTUNE	LIMIT SET	PROBLEM SOLVE
We're going to go home in five minutes—remember it was hard to say good-bye to Diego's toys last time? Let's get ready to wave good-bye to them.	I understand. It's really hard to leave Diego's cool toys here.	We have to leave his toys here because they belong to him.	Let's say, "See you next time, toys," and blow them kisses as we walk away. Let's blow a kiss to Diego too!

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b) For Hitting, Pushing, Biting and Other Physical Behaviours:

- includes Safety Step and Check-In Step

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SCENARIO: *Your baby bites your arm.*

ATTUNE	LIMIT SET	PROBLEM SOLVE
Your teeth are really bothering you, I can see that.	Biting me is not okay, because it hurts.	I'll give you a cold washcloth or teether that you can bite.

(Or)

You want to be close to me.	It's not okay to bite, because it hurts people.	Let's do some really big hugs!
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Note: Babies usually aren't biting out of aggression but because they're teething or because they're craving pressure or physical proximity to us.

SCENARIO: *Your baby hits you because you won't give her your keys.*

SAFETY	ATTUNE	LIMIT SET	PROBLEM SOLVE
I'm going to stop your hands.	You really want my keys!	Hitting is not okay, because it hurts people. Keys are only for Mom or Dad to hold. They're a little sharp.	You can hold this spatula or your red, blue, and green keys instead.

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Toddler/Preschooler

SCENARIO: *Your toddler hits a friend who has just taken a toy out of his hand. The child is hurt and starts to cry.*

ATTUNE	LIMIT SET	PROBLEM SOLVE
(Attend to the child who was hit.) I saw that. Are you okay?	We do not hit, because it hurts other people.	(Address your child.) Let's ask your friend if he's okay.
(Address your child.) You didn't like it when he took the toy? You were still playing with it.		(Address the other child.) Were you trying to ask for a turn with that toy?
Hm, seems like you're both interested in this toy.		(Play the head-scratching, bumbling parent.) What could the plan be?

SCENARIO: *Two siblings, a toddler and a child, are playing a card game. The older one starts yelling, "That's not fair, you're breaking the rules!" He takes the cards away and the toddler bites his arm.*

SAFETY STEP	ATTUNE	LIMIT SET	PROBLEM SOLVE
(Swiftly but kindly move the toddler away.)	(Attend to the bitten child.) Are you okay? Let me see your arm.	Biting is never okay because it hurts.	Please check in with your brother.
	(Address the toddler.) You got really mad when he took the cards, huh?		Do you guys want to have a snack before playing again?

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SCENARIO: *An eight-year-old boy is angry and out of control when his video game playing time is up. He throws a glass, which hits the wall and breaks.*

SAFETY STEP	ATTUNE	LIMIT SET	PROBLEM SOLVE
Stop. Everyone stay where you are. There's broken glass. Is anyone hurt?	I get that it feels terrible to stop your game in the middle.	You may not throw or break things. It's incredibly dangerous. It could really hurt someone, as I'm sure you see.	<p>What do you think we should do now? (Wait for him to suggest an action, like getting the broom.)</p> <p>Sounds like a good plan.</p> <p>(Later, continue.) I can help you write a list of things that are okay to do when you get angry, like tear up old newspapers or punch pillows. I'm sure you have some good ideas.</p>

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c) For Listening and Co-operation:

- include Preparation Step
- always state what you **want**, NOT, what you don't want

SCENARIO: *Getting out the door.*

PREPARATION	ATTUNE	LIMIT SET	PROBLEM SOLVE
We're leaving soon to go to school, so everyone do your last thing! In a few minutes we'll put on our shoes and walk out.	You have on socks, but no shoes. I see your backpack still on the hook.	We do have to get on our shoes and leave now, to get there on time.	Who's gonna get their shoes on first, me or you? (Or) Anyone want a piggyback ride to the door? (Or) What music should we listen to in the car? Do you think you'll have time to play in the yard before school starts? (Or) Seems like I need to pick you up and help you (follow-through choice).

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SCENARIO: *Getting dressed.*

PREPARATION	ATTUNE	LIMIT SET	PROBLEM SOLVE
In five minutes it will be time to get dressed. (<i>Five minutes pass.</i>) Okay, time to get dressed.	Wow, you're really into building that block tower. It's hard to stop, huh?	We do have to get our clothes on now because it's time to leave.	<p>I laid out two outfit choices. Can you guess what they are?</p> <p>Go see them in the other room! Step on whichever outfit you're going to wear.</p> <p>(Or)</p> <p>Should we see who can get ready first? I bet I can beat you.</p> <p>(Or)</p> <p>I laid out clothes for you—do you want to put them on yourself or should I help you get into them (<i>follow-through choice</i>)?</p>

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d) For Sibling Relationship:

- include Safety Step

SCENARIO: *Will is pinching his baby sister when Mom and Dad aren't watching.*

SAFETY	ATTUNE	LIMIT SET	PROBLEM SOLVE
While you're still learning about not pinching, I'm going to keep you two nearby so I can keep everyone safe.	Will, I understand. It's so different having a new baby sister, isn't it? It's hard for you when I have to take care of her.	It's not okay to pinch. Pinching hurts people's bodies.	When you feel mad or sad about your sister, you can tell me. Say, "Mommy, I'm sad." I will always listen to you. And, if you want, you can pinch some Play-Doh to get your mad feelings out. Come on, I'll do it with you!

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SCENARIO: *Ten-month-old Oliver has started biting his two-year-old sister, Abigail, when he feels frustrated or excited.*

SAFETY	ATTUNE	LIMIT SET	PROBLEM SOLVE
Let's move you apart a little so we can be safe. Oliver, I'm going to scoot you back this way a little. Abigail, let me see your arm. Do you want a cool pack for it?	Oliver, you were frustrated that you couldn't reach your sister's toy (or excited when she came home from preschool).	Biting is never okay, because it hurts people. I am going to stop you every time.	Here's a teether that you <i>can</i> bite. Or you can give your teddy bear a big hug. Maybe Abigail would like a hug too. Open your arms and see if she does!

SCENARIO: *Gary really wants to play with his baby brother, but he's being too rough and swinging the stroller around too wildly.*

ATTUNE	LIMIT SET	PROBLEM SOLVE
Whoa, buddy, let me help you with the stroller! You want to give your brother a fun ride?	We can give him a fun ride, but we also have to make sure the stroller doesn't tip over so he stays safe. You're practicing how to push him safely.	Let's practice together, pushing the stroller. Can we go in a big circle to make it fun for him, but not too fast? Or you can walk in front of him and make funny faces. Look, he's laughing, he loves it!

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SCENARIO: *The older brother says his little sister gets more help. "You never let me do that!" "You always do things for her." "You never make her clean up her dishes . . ."*

ATTUNE	REALITY*	PROBLEM SOLVE
Seeing your sister without as many responsibilities feels unfair. We help her more than you, huh?	She does need a bit more help, it's true. You were just the same when you were her age. Now you can do all kinds of things that she can't yet. Your help makes a big difference in our family.	After we clean up, wanna look at some baby videos of you? It will probably help you feel better and understand your sister if you see what a little guy you used to be!

* The reality step is in place of the limit setting, because no limit applies in this scenario.

SCENARIO: *The kids are vying for your attention. They're putting on a talent show and one keeps hogging the limelight.*

ATTUNE	LIMIT SET	PROBLEM SOLVE
I love this talent show, but I'm only seeing one performer. Marcus, you are really loving this, aren't you? Check in with Sara, because she looks a little frustrated, like she'd like a turn.	Sara, let him know in a clear, strong voice that you want a turn.	What's the plan?

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e) For Screen Time:

- includes Preparation Step

SCENARIO: *You turn off your baby's favorite show.*

PREPARATION	ATTUNE	LIMIT SET	PROBLEM SOLVE
The show is almost over. <i>(The show ends.)</i> We're turning off the show. Bye-bye, Thomas!	You're sad the show is over. I see you're crying, sweetie.	The show is over now so we turned it off.	I'm turning on some fun music. (Or) Let's have a sip of water and a snack.

Toddler/Preschooler

SCENARIO: *You're at a restaurant and your child sees another child watching something on her parent's phone.*

PREPARATION	ATTUNE	LIMIT SET	PROBLEM SOLVE
We're heading to a restaurant, so hey, can anyone tell me what our restaurant rules are? Yes! Who's got another one?	I know, you see a friend watching a movie at the table. You feel like that looks fun.	In our family we don't watch screens at the table. That gives us the chance to focus on eating, talking, and being together.	I have that pack of markers and I actually got a new coloring book this week. Let's use them until the food comes out.

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f) For Bedtime and Sleep:

Interesting Facts: How Much Sleep Do You Really Need?

Age	Sleep Needs
Newborn (0-2months)	12-18 hours
Infants (3-11months)	14-15 hours
Toddlers (1-3years)	12-14 hours
Preschoolers (3-5years)	11-13 hours
School-age children (5-10years)	10-11hours
Teens (10-17years)	8.5-9.25 hours
Adults	7-9 hours

- Includes Preparation Step

SCENARIO: *The kids are running around and not moving into their bedtime routine.*

PREPARE	ATTUNE	LIMIT SET	PROBLEM SOLVE
In five minutes, we'll get into pj's. Everyone do your last thing.	Oh, man, we're all super energetic right now! I'm putting on some wind-down music.	It's time for pj's.	Anyone need help with theirs, or you got it? (Or) Anyone need an airplane lift to the bedroom?

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6) CONCLUSION:

Greene (2014:13) states: "*The reason reward and punishment strategies haven't helped is because they won't teach your child the skills he's lacking or solve the problems that are contributing to challenging episodes.*"

7) RESOURCES:

- www.psychologytoday.com/us/blog/growing-friendships/201903/what-s-wrong-sticker-charts-and-reward-systems
- Heather Turgeon, MFT & Julie Wright, MFT. 2018. Now Say This. The Right Words To Solve Every Parenting Dilemma: *The 3-Step Approach to Effective Communication*. New York: Penguin Random House LLC.
- Ross W. Greene, PHD. 2014. The Explosive Child. A *New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children*. New York: Harper.

YOUR OWN SCENARIOS:

Example1:

A: Acknowledge Emotion/Attune

C/L: Communicate the Rule/ Limit Setting

T/P: Target and Alternative/ Problem Solving

Example2:

A: Acknowledge Emotion/Attune

C/L: Communicate the Rule/ Limit Setting

T/P: Target and Alternative/ Problem Solving
