
Disciplining our children in
a meaningful way

If a child doesn't know how to *swim*... we teach him.

If a child doesn't know how to *ride a bike*... we teach him.

If a child doesn't know how to *eat*... we teach him.

If a child doesn't know how to *behave*... do we teach or punish him?

What is discipline?

*From the Latin word **discipulus**, which means disciple or someone who receives a teaching from other.

*A type of training to act and learn new skills in accordance with rules.

*A systematic way to do things, following rules and norms.





Children start learning about emotions, identifying and talking about them through their teachers and **their parents.**

Sometimes, as adults, it is hard for us to control our emotions, wishes and needs.

We model respect when everything is ok or as expected, but... **what happens when we feel stressed and we are faced with hard situations?**

Old Discipline Model: Do what I said, not what I do.

Actual Model: Act the same way as I do. ¿What can I teach?

Acquire the consciousness and skills needed to raise our kids in a safe and connected environment, where the situations are solved in a positive way.

We have to be the persons that we wish our kids to be...

*If we want ***our kids to regulate***, let's be ***regulated***.

*If we want our ***kids to be patient***, let's be ***patient***.



To teach our kids life skills, we have to *model and practice* them everyday.

People understand what they see, modeling them in their own brain.

That's how we understand emotions and facial expressions from others.

New Approaches

*We can control and change our behavior and that will have a deep impact in our relations with others.

*Children *act better* when they *feel* better.

*Conflicts are an opportunity to *teach skills*.

*We look for mutual *respect*.

*Effective *communication*.

*Discipline that really *teaches*.



Psychological needs in children

*Attention

*To give and express affection

*Recognition

*Emotional regulation

*Independence

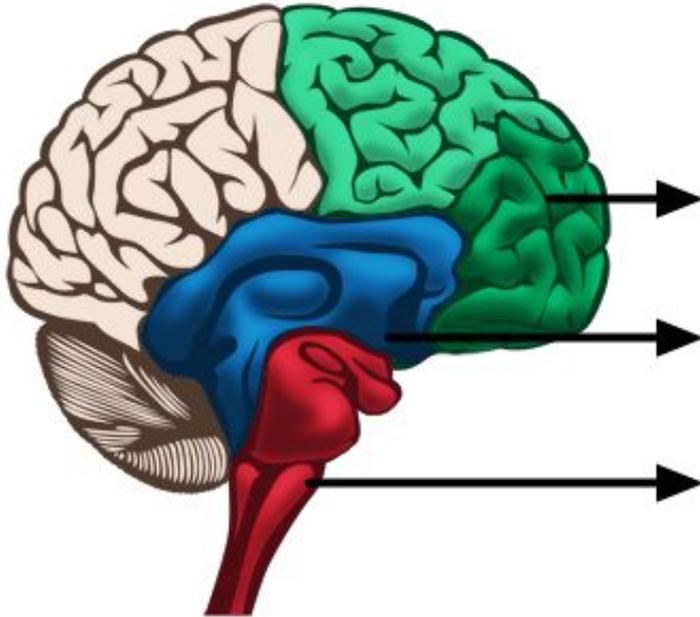
*Tolerance

*Safety



Brain Model

Paul Mc Lean



Executive State.
Prefrontal lobes.
What can I learn from this?

Emotional State.
Limbic System.
Am I loved?

Survival State.
Brain Stem.
Am I safe?

The 3 Components

Safety *(Survival State).*

Through self-regulation, adults and kids can improve their capacity to recognize and manage their own emotions.

Connection *(Emotional State).*

Motivates children to have healthy relationships, succeed and change the attitude towards conflicts.

Problem Solving *(Executive State).*

As we change our response to conflicts our emotional skills increase and our resiliency improves.

Power of Perception

Child colors the wall:

"It's on purpose, to bother me."

Arrives late to an appointment:

"I'm not that important."

*Our perception generates our emotions, not the event.

*We feel angry when our expectations are not met, when things don't go the way we planned.

*What does our internal voice say to us when we make mistakes?

Trigger → Assume the intention — Magnify

Power of Attention

If we focus on the problem, we will not look for the solution.

Many times we put our energy on the things we don't want children to do.

"Don't yell!" "Don't fight with your brother!"

When we are angry, we generally say what we don't want children to do.

If we want children to know what to do, we have to tell them **HOW** they must do things

Power of Self-will

The only person that you can change is yourself.

“Don’t make me do this...” “I have to do exercise.” “I have to finish.”

We transfer the power and responsibility to others → generates stress.

***Result:** look for pleasantness, confrontation and blaming others → instead of looking for solutions and taking responsibility of our own behavior.

*To take decisions based on our needs and aspirations makes us feel good.

“I will take a walk.” “I will do my job.”

Power of Acceptance

"It's not that bad, don't overreact"

"Don't worry about that"

For the transformation: **accept** emotions that we feel and the moments that we experience.

*When we accept, we **don't** judge.

*Being aware of our own emotions allows us to regulate our behavior and that's when we can help our kids.



To have effective communication:

- *Pay attention to your non-verbal language, children also learn by **imitation**.
- *Eye contact, position and posture.
- *Watch your **tone** of voice.
- *Avoid eye contact when the child is having a tantrum.
- *Teach **correct ways** to express anger.
- ***Separate** the child from the behavior.

What to do?

*Invest time: **connect** with your children: talk, play, invite him/her to to different activities and **teach**.

***Model** what you want to see in them.

***Accept** the situations.

***Anticipate** the behavior that you already know.

*Check your **intention** when disciplining.





*Motivate *to make small decisions.*

*Use phrases/messages with " | ".

***Look** for what you want to find.

*Let children know that you love them.

*Let their actions have the appropriate consequences.

Recommended phrases:

*I see that you are _____.

*You wanted _____, I understand.

*My mistake, I'm sorry.

*How are you going to solve it?

*When you want _____ you say/ask _____.

*Did you like _____? Go and tell _____.

*You have two options: You can do _____ or _____.

Resources

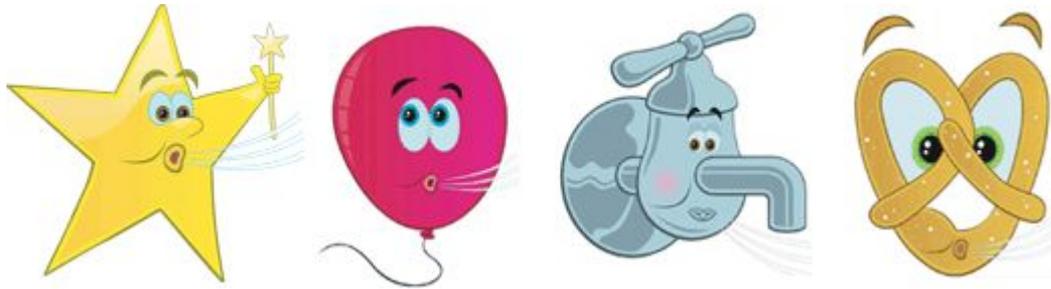
Conscious Discipline webpage: <https://www.consciousdiscipline.com>

Safe Place Breathing Icons:

https://consciousdiscipline.com/resources/safe_place_breathing_icons.asp

How do you feel chart:

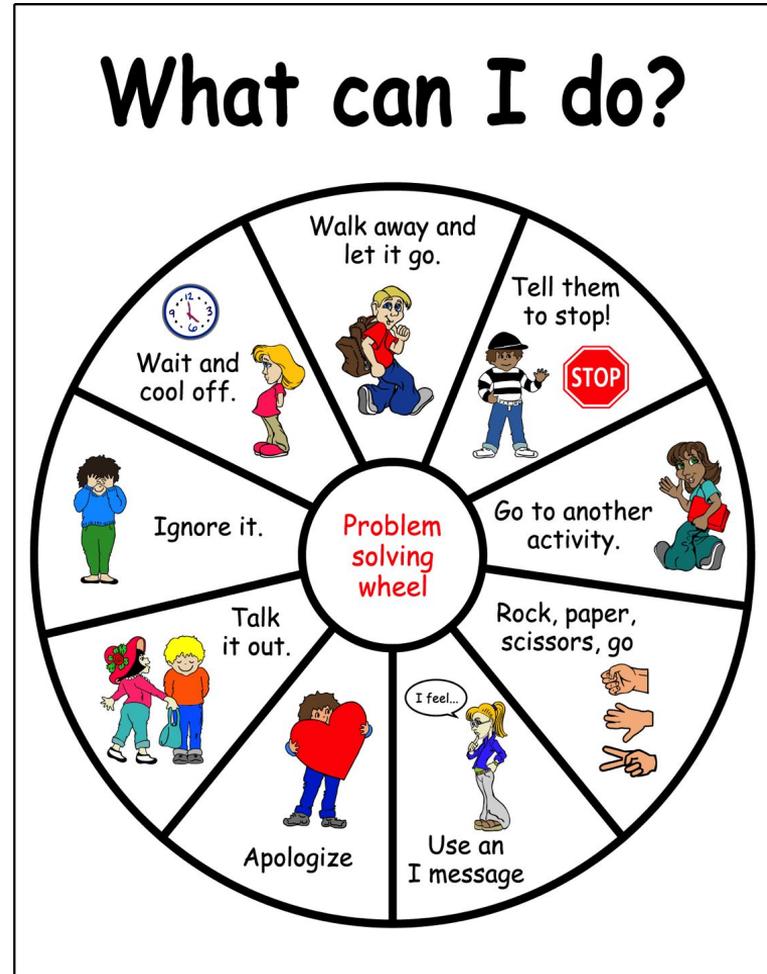
https://consciousdiscipline.com/resources/how_do_you_feel_chart.asp



Spanish resources

<https://consciousdiscipline.com/resources/spanish.asp>

Problem-solving wheel





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“Be the change you want to see in the world”- Mahatma Gandhi