

Positive Discipline House of Kind and Firm

AND

KIND

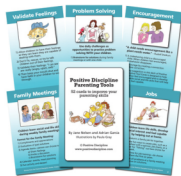
FIRM

TEACHERS

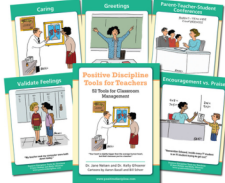
Firmness without Kindness is Punishment,
and Kindness without Firmness is Permissiveness.

Inspiration Rooms

Parenting Tools



Teacher Tools



Early Childhood



Tools for Kids



Relationships



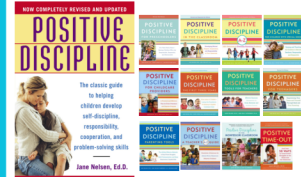
Workplace



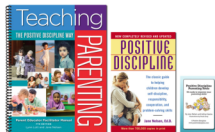
Coaches



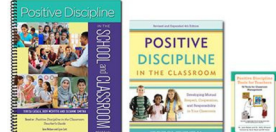
Books



Teaching Parenting the Positive Discipline Way Certification Workshop



Positive Discipline in the Classroom Certification Workshop



Keeping the Joy in Relationships Certification Workshop



Online Parenting Class



The Foundation

FIVE CRITERIA FOR POSITIVE DISCIPLINE

1. Helps children feel a sense of belonging and significance.
2. Is kind and firm at the same time.
3. Is effective long term. (See the following two criteria.)
4. Teaches valuable social and life skills.
5. Helps children discover they are capable to use their personal power in useful ways.

Solid Ground

BASIC ADLERIAN PRINCIPLES

- GEMEINSCHAFTSGEFÜHL (Social interest and contribution.)
- Dignity and Respect FOR ALL
- Understanding the belief behind behavior.
- ENCOURAGEMENT (A misbehaving child is a discouraged child)
- BELONGING (Love/Connection) & SIGNIFICANCE (Skills/Contribution)

Punishment vs. Permissiveness

The debate between punishment and permissiveness in teaching has been ongoing. However, research shows that neither approach yields effective long-term results.

- Punishment invites rebellion and sneakiness.
- Permissiveness fosters entitlement, lack of motivation and responsibility.

Positive Discipline

- Encourages kindness and firmness at the same time.
- Focuses on teaching life skills and responsibility.

Key Strategies

- Understand the belief behind behavior.
- Focus on solutions, not punishment.
- Encourage belonging, significance and social interest.

Teacher Examples of Kind and Firm

Many other specific tools can be found in the Positive Discipline books, tool cards, workshops, and classes.

- (Validate feelings). I know it's hard to stop playing, AND, it's time to line up.
- (Show understanding - and "as soon as") I see how much you enjoy reading, AND, we are starting math now. As soon as we are finished, you can go back to reading.
- (Decide what you will do). I know you want to keep playing ball, AND, time is up. You will have another chance (later/tomorrow).
- (Redirection). You don't want to come in from recess, AND, we need to get ready for music. I appreciate your help.
- (Provide a choice). I notice you are having a conflict about the rules for tetherball, AND, it's not okay to yell at each other. Would you like to use the Wheel of Choice or put it on the class meeting agenda?

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If a Positive Discipline Tool isn't working, ask yourself:

1

Was one of the "Five Criteria" or "Solid Ground Principles" missing?



2

Did I take time to calm down until I could access my rational brain (AND MY HEART)?



3

Did I model what I want to teach?



4

Was I more interested in winning OVER the child, than in WINNING THE CHILD OVER?



5

Am I remembering and teaching that MISTAKES ARE OPPORTUNITIES TO LEARN?



For certification and ongoing support visit: www.positivediscipline.org

For products and resources visit: www.positivediscipline.com