



Grand Parenting in the 21st Century

Development and Discipline



**Grandparent meetings OSU
September 15 & 17, 2020**



Ground Rules

- **Personal Responsibility**
- **Right to Pass**
- **All beliefs are honored**
- **Mutual Respect**
- **Confidentiality**
- **“Unperfect Rule”**

Your

Parenting

Matters

Goals

- **What's discipline all about?**
- **Who are they?**
 - Developmental Stage
 - Brain & Body—Discipline that fits!
- **What do we want? Creating a family culture**
 - Physical structure
 - Social structure
 - Emotional structure
 - Rituals of attachment
 - Everyone makes the family work
 - Full engagement (chores, fun)

Your

Parenting

Matters

What's Discipline all about?

- **Discipline is to teach—not Punish!**
- **The goal of discipline is to establish the framework for what will become self-management and self-discipline.**
- **What we do should fit their growing bodies and brains!**

Your

Parenting

Matters

Who are they?

- **Temperament** (high/low approach, activity, adaptability, sensitivity, distractibility, intensity, persistence, mood, regularity)

- **Stages**

- | | | |
|------------------|---------------------------------|-----------------------|
| • Birth-6 mos | Trust | Attachment |
| • 6-18 mos | Doing | Initiation |
| • 18 mos-3 years | Thinking for yourself | No! |
| • 3-6 years | Power Roles & Coping | Monsters & Princesses |
| • 6-12 years | Structure & Self | “Age of Tranquility” |
| • 12-18 years | Identity, Sexuality, Separation | Independence |
| • 18-25 years! | The brain is finally grown! | |

Your

Parenting

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Body & Brain Discipline that fits! **Babies**

- **No discipline or punishment!**
- **Your regular care builds attachment**
- Your steady care allows your child to learn to love

- **Your regular care helps them learn**
- Your child's brain is taking in new information every second. Regular care helps them find patterns & sort all the new information.
- Regular care keeps the brain stress chemicals low enough to make learning easier both now and in the future.

- **Your steady care lets a child learn to trust**
 - Your child learns to trust you and that you will keep them safe—the word for this is Attachment. **Attachment** lays the foundation for positive discipline.

Body & Brain Discipline that fits! Toddlers

- **Redirection**
 - Help them find things that are safe and fun
- **Environmental Management**
 - These are the gates, cabinet locks, padding on rough edges that allow the child to explore without getting hurt.
- **Give 2 Yeses for every No**
 - When something is unsafe offer the child 2 other things to do or play with
- **Redirection & Environmental Management teaches children they can be brave, try new things and think for themselves.**

Your

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Body & Brain Discipline that fits! Preschoolers

- **Teach the rules**
- Respond as though the child doesn't know or remember the rule.
- Ask the child to tell you "what's our rule about__?"
- **Time In**
- To help child co-regulate
- To help child learn to "make it better"
- **Time Out**
- Behavior training that connects cause and effect
- **Teach Social "Reading Skills"**
- "What does his face tell you?"
- "See his tears. He's saying that's not fun."
- **Use Imagination & Play**
- "That sleeve is so sad it can't play today. Your strong arm is its helper."
- **Engage problem solving**
- Use questions like: "Where can you play so you don't bump your baby sister?"
 - **Point out choices**
 - "Running in the library isn't safe. Will you walk or should we leave now?"
- **They are learning the rules for living with others and to cope!**

Your
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Matters

Body & Brain Discipline that fits! Elementary Age

- **Encourage their social and life skills**
- Basic chores
- Friend relationships
- **Time In**
- To work with others to improve the immediate situation
- **Time Out**
- To provide time for the child to think about an event and plan to do better
- **Point out choices**
- To make children aware that they have power to regulate themselves
- **Logical & Natural Consequences**
- These help children learn that there are costs and rewards related to their choices.
- **Follow up/follow through**
- Keep your word
- Insist they keep theirs
- **Collaborate with other leaders:**
- parent, teacher, coaches
- **Teach what you think is important!**
- Talk about those things you think will help guide them as they grow—faith, honor, sexuality, money, ...
- **They are learning who they are and setting patterns for how they will live life. These discipline tools teach children a healthy framework for living as adults.**

Your
Parenting

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Body & Brain Discipline that fits! **Teens**

- **All of the other guidance strategies still are important.**
- Regular interaction & care
- Redirection and yeses to other options
- Environmental management like chaperons, locks on liquor cabinets, etc.
- Teaching rules if they haven't developed them yet
- Time In
- Time Out
- Honoring other's feelings
- Positive humor (no sarcasm or put-downs)
- Support their problem solving & choices
- Follow up/follow through
- Collaboration with others

Keep talking about what you think is important and watch your own behavior as you coach them toward independence.

Remember their brains are still growing!!!

Your

Parenting

Matters

Thinking about who we are, who they are & their development -

Creating a family culture

- Physical structure (Take a moment to fully consider it)

- Space use & design, inside and outside options
- Having “too much” to manage their environment or to focus

- Social structure

- Support for temperament, development
- Technology-theirs & ours
 - www.commonsemmedia.com
- Are children honored guests in the family? Are they “short adults?”

- Emotional structure

- The rituals & routines that support security & confirm value in the family
- Doing too much/wrong things? (Too fast paced, hovering, rescuing...)
- The social problem-solving expectations & strategies (siblings & peers getting into “it” and getting through “it”)

Dr. Y's reality check

- “If my partner, children or best friend needed a _____ (*break, a doctor visit, a good food choice*) would I make sure it happened?”
- If you answer, Yes, then why are you denying yourself status as your own best friend?

Other self-care suggestions...

- Be aware of “should-ing” on yourself
 - I “should” never feel angry
- Explore relaxation strategies
- Keep your body strong and healthy
 - Try something that YOU find fun.
- Build a support system

Your

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