



Part 3:

Discipline Makes the Difference

Facilitator's Guide

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Hi!

As a teacher and school counselor for the past 20 years, I have worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.

My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. In addition to this one, Part One, "Self-Esteem is the Key" and Part Two, "Communication is Crucial" are also available.

We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.

Best wishes!

Barbara Lynn
Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it. That's what will make your workshop special!

- *"Stage " directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

Materials required to conduct a workshop:

1. Videotape-*"Discipline Makes the Difference"*.
(This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 26 & 27 in this Facilitator's Guide for each participant. (You're welcome to duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A parent kit is suggested for each participant for follow-up.
See ordering information at the end of this guide.
Allow sufficient time to receive your order.
6. Gold stars are optional, see Conclusion.
7. A board and chalk or flip chart and markers.
8. A blank sheet of paper for each participant for use with page 18.

Suggested time frame for a one-hour workshop:

- Do Part I, "Before Viewing the Video" 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. 2 minutes
- Show the video, "Discipline Makes the Difference" 19 minutes
- Discuss the suggestions. You may choose to do: 30 minutes
 - The 10 suggestions for about 3 minutes each.
 - 5 of them for 6 minutes each.
 - 3 of them for 10 minutes each.
 - 2 of them for 15 minutes each.
 - 1 for the entire 30 minutes.
 - ...or, whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. 4 minutes

Suggested time frame for a two-hour workshop:

- Do Part I, "Before Viewing the Video" 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses 2 minutes
- Show the video, "Discipline Makes the Difference" 19 minutes
- Discuss the suggestions. You may choose to do: 80 minutes
 - The 10 suggestions for 8 minutes each
 - 5 of them for 16 minutes each.
 - 2 of them for 40 minutes each
 - ...or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. 9 minutes

I. BEFORE VIEWING THE VIDEO.

What, to you, is the hardest thing about being a parent?

Possible answers: Getting them to behave, fear about drugs, sex, the law, etc., worrying about how they'll be when they grow up, being tired all the time, paying for everything, feeling upset so much because of the lack of cooperation, appreciation, and all the arguments, etc.

So, if your children would behave the way you want them to, would you find life happier and easier? *Possible answers:* Yes, absolutely, sure would, you bet!

How many of you have had days when you felt as if it were hopeless and you were ready to give up? Please (or, if you'd like a lighter tone, "Oh, come on") raise your hands. Chances are everyone, except the very shy participants, will raise his or her hand. This would be a good place for some group cohesion building. Laugh, link their responses, and try to get a feeling going of, "We're all in this together".

What are some reasons parents want kids to behave appropriately?

Answers will vary.

Why should parents be in charge? *Answers will vary.*

What different methods of discipline have you already used? *Answers will vary.*

Because all families are different, each parent and each child is different, situations change, and children grow up, parents need to understand and be ready to use a variety of different discipline techniques.

Do you think parents ever handle situations with their children poorly? Do you think parents could do a better job of disciplining? *(Pause)*

Of course they could. We all could. None of us will ever be perfect parents but we can all improve. This video will give you many suggestions on ways to discipline your children.

You have taken a very positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU!!!

Distribute one copy of "My Personal Plan " to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for the things they want to try with their family. Assure them that the worksheet can be for their eyes only.

As you view the video, remember nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.

Distribute a copy of the ten suggestions to each participant. Tell them you're giving them a list of the ten suggestions in the video so that they won't have to try to write them all down while the video is showing. It is for them to keep.

We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you

Here are some possibilities:

- 1. Play all nineteen minutes at one time, then lead the discussion.*
- 2. Play the first three minutes, stop the tape, discuss that part, then play the remaining sixteen minutes in which the ten suggestions for doing discipline are explained. Then discuss those suggestions.*
- 3. Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.*

So now, please relax and enjoy, "Discipline Makes the Difference".

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Use this section of the Facilitator's Guide as a reference as you lead your discussion.

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!

FROM THE FIRST THREE MINUTES OF THE VIDEO

- 1. The video showed several parents who have just plain "Had it!". Have you ever felt the way they did? What happened to get you to that point? Was it a lot of "little stuff" or something "big" like drugs or sex? *Answers will vary.***

- 2. The video indicated that there are two reasons parents want kids to behave appropriately. What are they? *Answers:* So life will be peaceful now and so children will grow up to be happy, successful adults. Can you think of any other reasons? *Answers will vary.***

- 3. What happens when children are allowed to run the house? *Possible answers:* Parents are upset, poor choices are made, the routine turns to chaos, and children have an unsettled feeling that parents don't care about them, etc.**

- 4. What do you think about the idea that children actually want you to put limits on them? *Answers will vary.***

- 5. How many of you are single parents? *Pause for response.* What is it like for you? What are the tough parts? Are there any advantages? *Answers will vary.***

- 6. How many of you are in a home with both parents? *Pause for response.* What is it like for you? What are the tough parts? Are there any advantages? *Answers will vary.***

- 7. Consider this statement from the video: "We believe the foundation for all discipline is LOVE." What does that mean to you? *Answers will vary.***

- 8. What does your child's self-esteem have to do with discipline? *Possible answers:* When children feel good about who they are, they're happier and easier to be with, if you are always trying to improve your child's self-esteem, you'll be a better and nicer parent, the kinds of things you do to improve your child's self-esteem will also improve your relationship with that child, then they'll be easier to teach, etc.**

- 9. Can you remember four ideas the first part of the video had for enhancing your child's self-esteem? *Answers:* Skillfully listening to your children, celebrating their successes, encouraging their talents, and spending as much positive time as possible with your children.**

FROM THE LAST SIXTEEN MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

The second part of the video consists of 10 suggestions. Now we are going to discuss (some or all of) those suggestions. Remember to continue taking notes on your worksheet.

Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.

1. TRY NOT TO...

A. Examples

1. **Do you remember your own parent yelling directions at you? Is anyone willing to admit that they bark instructions at their own kids like the mother in the hall or the father in the chair?**

Answers will vary.

What effect does that have? Is it good teaching?

Possible answers: Makes kids mad, makes kids feel like pets, teaches that parents can order kids around showing no respect.

Is it good for your relationship with your child? *Answer:* No.

2. **Do you think children deserve privacy? Do you think parents ever barge in their children's rooms without knocking like the man in the video? Should kids knock at their parent's door? Should parents knock at their kids' doors? If so, how old should your child be when that starts? Answers will vary.**

B. *Initiate a discussion based on the comments by Dr. Drew Edwards regarding the importance of understanding the reasons for a child's misbehavior.*

2. ESTABLISH CLEAR EXPECTATIONS.

A. *Concept:* This is a quick, but extremely important, section. One of the most important parts of successful discipline is successful communication. Often, it's the parent who causes a problem because the rules, requests, and expectations are not made perfectly clear. Granted, there are times when your kids will try to weasel out of trouble by claiming that you never told them something. Be sure there's no way they can claim this.

B. **Who can think of some real examples of either:**

1. **When their child tried to get out of being in trouble by claiming he or she was never told something.**
2. **A time when the parent really did not explain well and that caused the problem?**

Please share with the group. *Answers will vary.*

3. NATURAL CONSEQUENCES

A. Concept: **One very effective method of discipline is to allow natural consequences to occur. That means letting the child experience the result of his or her behavior. Sometimes it's pretty easy for a parent to do and sometimes it's very difficult. Ever since their infancy, we've been there to pave the way and to protect our children. It's uncomfortable for us to see our children struggle. So, we often rescue them. We want to make our children's lives easier than ours have been. But when we do that, we often take away the very spark that allowed us to meet our challenges. Let's be strong.**

B. Examples

- 1. Did the example of the boy who forgot his homework paper sound familiar? When, if ever, do you think parents should take books, papers, lunches, permission slips, gym shorts, money, etc. to school when children forget them? Could that cause a problem for some parents? Answers will vary.**
- 2. What did you think about the skit where the teenage boy comes in late for dinner after playing basketball? Which example sounds more like you? Which one sounds like your child's other parent? *This would be a good place for a role play. Pick one (if you'll play the other part) or two participants to show how they might handle the same situation. You may need to do it a couple of times to get them relaxed. Try to encourage some humor here. Enjoy!***

3. Now let's brainstorm some other situations where the use of natural consequences would be appropriate.

You may want to write the ideas of the group on your board or flip chart. Be careful how you handle it if an answer is not on target. Be gentle! If your group is reluctant to share even after a sufficient amount of wait time, here are some possibilities for you to suggest:

- a.) Child leaves dirty uniform on floor and misses laundry being done. Consequence: Child either doesn't play in the next game or wears a dirty uniform.

- b.) Eighteen year old allows the car to run out of gas. Consequence: Finds his/her own way home. (Discuss danger factor. Good time to discuss other dangerous natural consequences.)

- c.) Preschool/school age child angrily throws toy down and says, "I don't want this stupid thing anymore." Consequence: Toy is taken away.

- d) Elementary/Middle age child plays outside all afternoon and then doesn't have time to do homework before bedtime. Consequence: Child goes to bed on time and then goes to school without homework and faces the consequences from the teacher (such as a zero, stay after school, double homework, or whatever).

- e) If your child has a drug problem, are natural consequences appropriate?

Discuss the suggestions in terms of whether it's a common problem, whether the natural consequence makes sense, and whether the parents can realistically see themselves doing it.

4. LOGICAL CONSEQUENCES

A. *Concept:* **Logical consequences happen when parents decide on a certain action that specifically fits what the child did (or might do) that's wrong. Logical consequences don't just happen naturally; the parents impose them purposely because they believe it will teach a lesson effectively. It's best if parents explain what will happen ahead of time, although sometimes that isn't practical.**

B. *Examples*

1. If your child breaks or destroys something, the logical consequence is that he or she is responsible for cleaning up and fixing it or replacing it if that is possible. That might involve some time or it might require money. If the child has a bank account, or gets an allowance, or if you allow your child to earn money doing chores, you would want your child to pay you the value you assigned to the item. It would be even more meaningful if the child could actually go to the store and purchase the replacement. That does take time and energy on your part, but, remember, discipline is teaching, and it's not easy!

This would be a good place to do some brainstorming. You may -want to have the group help you list examples of items their kids could break, or have broken, that could be fixed or replaced. You may want to write these on our board or flip chart.

2. **What did you think about the little boy eating cookies and his mother saying, "Since you've already eaten your cookies, you won't have any for dessert tonight"?**

Answers will vary.

3. **What are some logical consequences to use when children come in late? Possible answers: Ground them for some length of time, don't allow them to go to the same place again for some length of time, make them come in proportionately earlier the next time, etc. What did you think about the way the father greeted the girl at the door? What did you think about what he said and the way he said it?**

Possible answers: Father very angry, father not angry enough, father too strict, father not strict enough, etc. What effect does the way the consequences are announced have on their effectiveness? Answers will vary.

4. **Can you think of ways to apply the use of logical consequences if you suspect your child has a drug problem? Answers will vary. NOTE: This guide is not intended to offer in-depth solutions to drug problems. If participants seem to have difficulties in this area, you may want to refer them to a substance abuse hotline, mental health professional, or other resources in your community.**

5. **Can you think of other examples of when your kids have misbehaved for which logical consequences would be a good teaching tool? Answers will vary.**

5. BEHAVIOR MODIFICATION

A. Concept: It is based on the idea that if people act in a certain way, and then very soon after that they get something they like, they'll act that way more often. So, if we want children to behave in a certain way, we make sure they get something that pleases them when they do it right.

B. Examples (You may want to start a list on your board or chart headed "Things Children Will Work For". Add ideas from this section.)

1. Who can remember the example where all the parent did was tell or thank the child for doing something?

Answer: The boy was clearing the table. **Can something that simple really work?** *Answers will vary.*

2. Do you remember when the father hugged the little girl?

The girl liked that. Children also like kisses, smiles, pats on the back, high fives, and other expressions of affection. As kids get older, they might show less enthusiasm for displays of affection from you. Every child is different. Teens and preteens may not like it in public, but most are surprisingly receptive in private.

3. Can you think of some privileges that children enjoy that

don't cost us money? *Possible answers:* Let them stay up later, eat special food, have a friend over to play, have a friend over to spend the night, read a story to them, watch a TV show, etc.

4. What items do your kids want you to buy them? What are popular items that cost under \$5.00? Answers will vary. What are the most popular items that cost more than \$5.00? Answers will vary.

5. What is the oldest child with whom you'd use behavior modification? For what issues? Would it work for messy rooms? Breaking curfew? School issues? Speeding tickets? Sex issues? Drug issues? How would you do it? Answers will vary.

- C. *Initiate a discussion regarding spanking. Try to be open. Keep in mind that your participants will have many different points of view and many different experiences in their own lives. Show respect for the opinions of each person in your group. Ask questions about the statements made by Dr. Williams with reference to:*
1. *self-esteem in children*
 2. *children internalizing that they're bad*
 3. *spanking making them angry*
 4. *taking their anger out on others, i.e. aggression*
 5. *"Children do more of what you do than what you say."*
 6. *modeling the behavior of hitting*

D. Barbara Lynn mentioned a number of risks we take when we rely on spanking as our main method of discipline.

Refer to the following notes & get a good discussion going.

1. Will probably not accomplish what you want.
 - a.) When you're not looking, they'll do it again.
 - b.) Not teaching self-control.
 - c.) May be teaching your children to hurt others.
 - d.) You may even abuse your children.
 - e.) Your children may:
 - 1- think you're not fair
 - 2- fight with you
 - 3- be out to get you
 - 4- sneak around you
 - 5- have low self-esteem
2. **What do you think about this statement?**
"Why take those risks when there are so many safe and effective ways to discipline?"

6. THINGS TO SAY TO YOUR CHILD ABOUT TIME OUT

A. **Who has had some experiences with time out? What happened?** *Answers will vary.*

B. *You might review the suggestions presented in the video:*

1. I will take you to the time-out place.
2. You will sit down in the chair.
3. As soon as you get quiet, I'll start the timer.
4. If you make noise, I'll start the timer again.
5. If you get up, I'll start the timer again.
6. When the timer rings, I'll come. I'll let you out.
7. If you're not yet in control, I'll send you to the bedroom until you're calm enough to come out.

NOTE: When he or she has already "served the time" for the original wrongdoing, rather than to continue the time out, the idea is to teach the child that people need to be in control before rejoining "society". So, suggest that he or she go to a private place (a bedroom is one possibility) until he or she can "get it together". You may choose to let him or her decide when to come out or you may choose to be the judge that he or she is ready.

Another way to use behavior modification is to use charts to keep track of everyday expectations. *You may want to provide your participants with copies of the samples at the end of this book so they can make some to fit their individual needs.* **How many of you have ever used charts to keep track of the things your children are doing? Did it work? How did you do it?** *Answers will vary.* **The video indicated that charts like this can work with children of all ages. Of course, you should modify the expectations and the appearance for older children. Please see the typed chart at the back of this book for an example of one that could be used with older children. One could even be further adapted for older teens and adults.**

7. IMPROVING A SPECIFIC BEHAVIOR

- A.** Remember, behavior modification will work if you're willing to put in the time, energy, and consistent effort. Let's review the steps. *Remind the participants that it is important to work on only one problem at a time. Here are the items on the list of how to improve a specific behavior. You may want to list them on your board or flip chart or you may have written them ahead of time.*
- B.** Describe and discuss each one.
1. Target the problem.
 2. How many times is the child doing it now?
 3. Decide on the time interval.
 4. Conference with your child.
 5. Decide together on what the child will get and how many it will take to get it.
 6. You decide on a negative consequence.
- C.** *Ask the group to tell you some of the problems they're having with their children. If you get a general complaint such as, "He's doing bad at school" or "She bothers her sister", help the participants make it more specific. List them on your board or flip chart.*
- D.** *Now take the list you just generated and select a couple of examples to discuss in detail, using the procedure outlined above.*
- E.** *You may want to give each participant a blank sheet of paper and guide them through creating a chart to use with their own child regarding a specific problem they're having.*

8. SETTING UP A CONTRACT

- A. Another discipline technique is to use contracts. They are agreements between the parent and the child to help the child learn to do something better.**
- B. It is very important that the parent keeps his or her end of the bargain because it is also a lesson in commitment.**

9. FAMILY MEETINGS

- A. *Concept:* This is an effective option for solving problems that affect all members of the family. Have any of you ever tried having a family meeting? How did you do it? Was it helpful?
*Answers will vary.***
- B. *Suggestion-*Most people agree that until children are at least eight years old, they aren't fully able to participate. Individual cases may differ.**

10. TEMPER TANTRUMS

- A. Causes:**
 - 1. hunger**
 - 2. fatigue**
 - 3. change in schedule**
 - 4. emotional overload**
 - 5. inability to express frustration verbally**
- B. Suggestions**
 - 1. try to prevent them by doing things when children are at their best.**
 - 2. make sure your child is safe**
 - 3. let it run its course**
 - 4. behave calmly and in a matter-of-fact manner**
 - 5. remember that all other parents have been through this before, so try not to be embarrassed**

Parenting Styles: Dr. Drew Edwards

Dr. Edwards described three types of parenting styles. What were they?

Answers:

1. One is where the parent is strict, tells the children what to do and what not to do, and doesn't focus on the child's feelings or opinions.
2. Another is where the parent focuses on feelings and opinions, doesn't give a whole lot of guidance and direction and may not emphasize responsibility.
3. Authoritative-This one is strict when it needs to be, requires responsibility and gives direction, gives a lot of support and nurturance and gives a lot of respect for the child's feelings.

What are the benefits for the child of each style? What are the benefits for the parent of each style?

What kind of adult is a parent creating by the use of each style?

Possible answers:

A parent who follows #1 may love the child very much but isn't allowing the child to think for him or herself. One risk is that those children will become followers and may follow people who do not have their best interests at heart. *Solicit other answers.*

The parent who follows #2 may have children who are irresponsible and who are so used to having their own way that they become very frustrated when they encounter situations where they can not have their own way. *Solicit other answers.*

How would you characterize a child who has a parent who follows #3?

Do you see yourself in any of these styles? Do you now think you should be using a different style? Why? What might keep you from doing it? *Answers will vary.*

OPEN-ENDED SITUATIONS

The following are three situations that commonly occur in families. Watch each segment and then discuss it and/or role play it with your group. Encourage the participants to share what they might have done before seeing this video and then what they might try now. Emphasize that there are no right or wrong answers and that many solutions might work.

1. In this scene, a grandfather is trying to get his grandson to get ready for bed. The grandson is ignoring and stalling. The grandfather has asked repeatedly. What could he do next? Possible answers:

a. Natural Consequences Leave him to get himself to bed, realizing that he may not have his things ready for school, which will have consequences of its own, and realizing that he may not get enough sleep and will therefore be tired the next day. *See if your group can come up with others.*

b. Logical Consequences If he goes to bed late tonight, he'll have to go to bed that much earlier tomorrow. If he doesn't get in bed on time, he loses either the privilege of reading to himself or of having a book read to him. *See if your group can come up with others.*

c. Behavior Modification Start a chart. For each night that he gets to bed on time, he earns a check or star or sticker. For a certain number of stickers, he gets something he wants. Another use of behavior modification could be promising to read from a favorite book if and only if he is in bed at the appointed time. *See if your group can come up with others.*

d. Contract Write up a contract agreeing to offer something he wants if he will get to bed on time without your having to remind him a certain number of times. Write it up, both of you sign it, and shake on it. *See if your group can come up with others.*

2. In this situation, the mother comes in her daughter's room to find it messy. The daughter argues with her about cleaning it up. What could the mother do?

- a. Natural Consequences Let her leave her room messy. Before long, she won't be able to find clothes, schoolwork, and other things that she needs, or perhaps she'll be embarrassed when someone comes in. She might trip over something and get hurt, or she might break something of value to her. *See if your group can come up with other ideas.*
- b. Logical Consequences You could decide to confiscate everything that is out of place. She could lose them permanently or for some specified length of time. She might have to buy them back. Another technique would be to make going somewhere that she wants to go contingent on a neat room. *See if your group can come up –with other ideas.*
- c. Behavior Modification You could tell her you plan to check her room once or perhaps twice a day. If it is neat enough to meet your criteria, she will get a check or star on a chart. When she earns an agreed-upon number of checks or stars, she'll get something she wants. Another possibility is to give her a bowl full of something like marbles or pennies. Place a certain value such as a nickel, a dime, or a penny on each item. Tell her that at various unannounced times during the week, you'll check to see how her room looks. For each item you find out of place, you'll remove a marble or penny. At the end of the week, she can trade in what's left for something she wants. *See if your group can come up with some other ideas.*
- d. Contracts Make an agreement with the child that when she keeps her room neat to specified standards that you'll do something for her or with her or you'll get her something that she wants. Remember, that might be something you frankly would have given anyway, only now it's contingent on her behavior. *See if your group can come up with others.*

3. In this situation, the teacher is telling the mother that she is having lots of trouble with John. He's forgetting his homework, he doesn't finish his classwork, he's daydreaming, he's talking to his neighbors, and yesterday he got into a fight on the playground.

a. Natural Consequences The mother could encourage him to do better, but if he doesn't, just let him face the results. That could include failing his grade or being suspended or even excluded for fighting. Is that being a responsible parent? Could you do that if the child was 9? What if he's 17? *Does your group have any other ideas in this category?*

b. Logical Consequences If he forgets his homework or doesn't complete his classwork, he could be required to stay in his room and do all of it over again before he could go out with his friends. Regarding the fight, he could be required to write a letter to the other child or write an essay about fighting for the parent. Since he is having trouble getting along with others, he could be grounded for some length of time. *Does anyone have any other ideas here?*

c. Behavior Modification Work out a chart that lists the areas that are giving the child trouble. In cooperation with the teacher, keep track of how he's doing each day. At the end of the week, count up the checks (or stars, or stickers) and give him the agreed-upon things if he earned enough. You may want to do this on a daily basis if the problem is severe or if the child is young. *See if your participants can think of some more ways to apply behavior modification.*

d. Contracts Write up an agreement between you and the child explaining what you will do and what he will do. Both of you sign it and shake. Keep track of how he's doing and then be sure to keep your promise.

III. CONCLUSION

1. **Now we have reviewed (some, many, or all of) the ten suggestions and you have written down some notes about you and your children on "My Personal Plan".**
2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.**
You may even want to put gold stars on their papers if you don't think that's too silly.
3. **Now look to the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**
4. **Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**
5. **Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight? (Pause)**
Would you also be willing to make a commitment to someone else in this room? (Pause) If you would, then do it now. Yes, really. It will help you to keep your promise. Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.
6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

Best wishes!

We hope you enjoy successful parenting!!!

You may want to suggest to your workshop participants that they purchase their own copy of the "Discipline Makes the Difference" video so they can review it periodically and so they can share it with the other adults in their child's life such as the child's other parent, the parent's boyfriend or girlfriend, the child's grandparents, aunts, uncles, cousins, teachers, counselors, neighbors, babysitters, etc. You may also want to make your participants aware of the other tapes in the Successful Parenting series: "Self-Esteem is the Key" is Part One, and "Communication is Crucial" is Part Two. In addition to these videotapes, we have developed supplemental parent materials on the topics of self-esteem, communication, and discipline.

For more information or to order, contact:

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Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the Successful Parenting series.

We welcome any comments or suggestions about this tape, this Facilitator's Guide, or the general concept and how it worked for you.

We'd love to find out about the specific ways you've used our materials. We're thrilled when we find out about success stories. Please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!

Barbara Lynn Taylor

TEN SUGGESTIONS FOR DISCIPLINING YOU) CHILDREN

1. *Show love and respect to your children*
2. *Establish clear expectations*
3. *Use Natural Consequences*
4. *Use Logical Consequences*
5. *Use Behavior Modification*
6. *Use Time Out*
7. *Follow the suggested procedure to change a specific behavior*
8. *Use Contracts*
9. *Have Family Meetings*
10. *Cope with Temper Tantrums*

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Eat breakfast							
Clear table							
check food & water for pet							
Make bed							
Get dressed							
Brush teeth							
Fix hair							
Backpack ready							
Bath or shower							
PJ's							
Brush teeth							
Bed with no fussing							

Name Nathan

Specific behavior Stop hitting brother

Number of times a day 12 times a day

How often you will check morning + afternoon

Have you talked about it with your child? Yes

What will your child get? Candy bar

What are the negative consequences going to be? time out

time	S	M	T	W	T	F	S
A.M.							
P.M.							

I AM ONE TERRIFIC KID!

I. EXPECTATIONS (v = +10, x = -50, —=0) Name _____

A. Mornings

1. Up, (shower) dress, shoes tied
2. Make bed
3. (Towel away)
4. Backpack ready
5. Snack
6. (\$)
7. Eat, clear, scrape, rinse, load
8. Brush teeth, hair, (ritalin)
9. Check off chart
10. Ready!

S	M	T	W	T	F	S

B. Afternoons & Evenings

1. Hwk, checked, in backpack
2. Help with dinner & table
3. Eat, clear, scrape, rinse, load
4. Undress, brush teeth, etc.
5. In bed on time/no calling

S	M	T	W	T	F	S

II. BONUSES (@ 10 each) Kindnesses to brother, polite to others

III. CHORES FOR PAY (VARIES)

CALCULATIONS

Expectations _____
 + bonuses _____
 + chores _____
 TOTAL ALLOWANCE _____

DISBURSEMENTS

self (30%) _____
 gift (30%) _____
 bank (30%) _____
 church (10%) _____

I Am One Terrific Kid!

Scott	S	M	T	W	T	F	S
Eat breakfast							
Make bed							
Brush teeth							
Fix hair							
Backpack ✓							
Homework							
Bath or shower							