MONOMOY REGIONAL SCHOOL DISTRICT PARENT UNIVERSITY

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EFFECTIVE DISCIPLINE FOR PRESERVING SELF-ESTEEM

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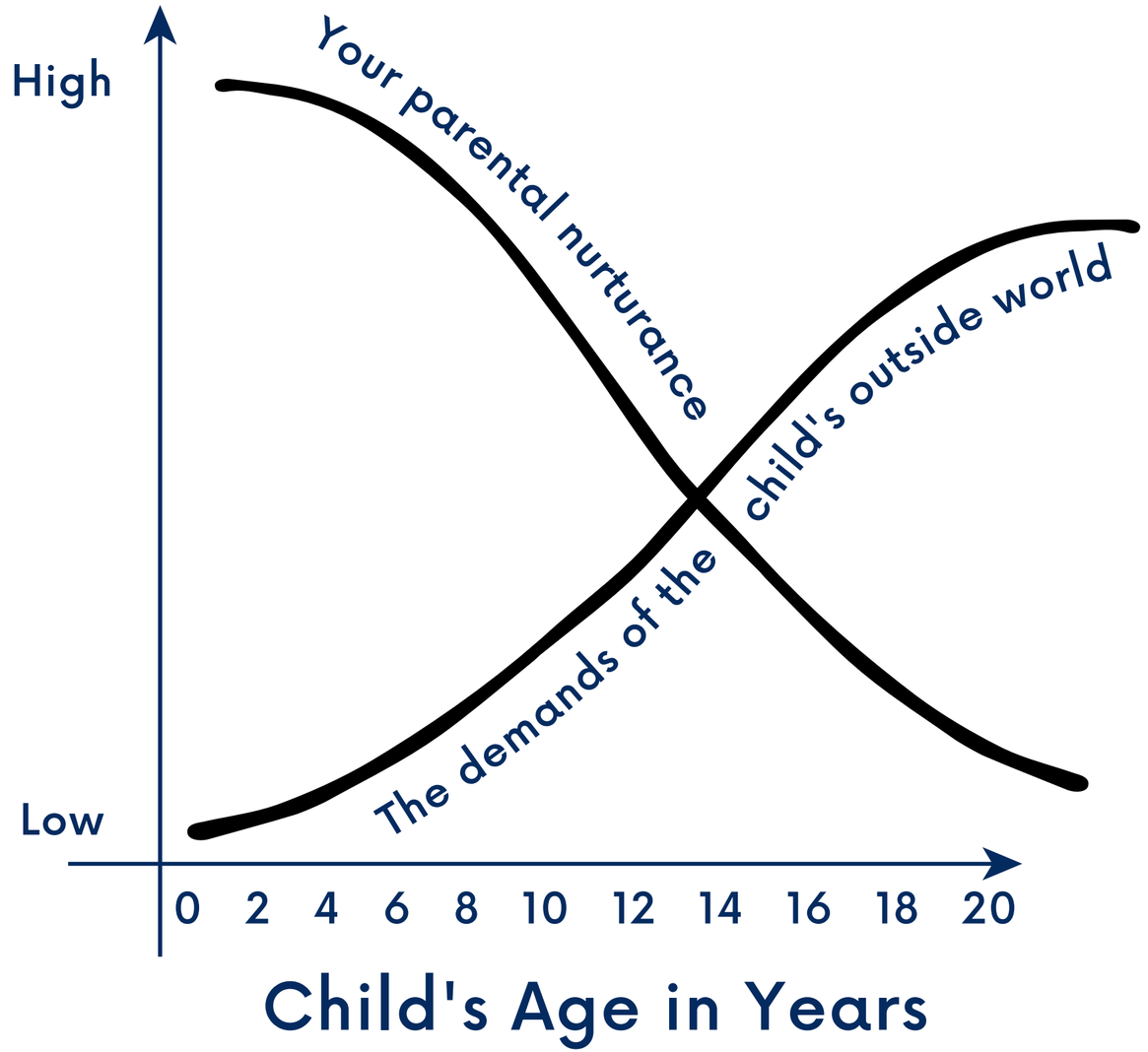
BIOGRAPHICAL INFORMATION

Charles T. Gruszka, C.A.G.S.

Charles T. Gruszka retired after 34 years of service as an educator in Central Massachusetts. He has lead many educational sessions for parents, caregivers, and educators on self-esteem and discipline.

- Principal of Dawson Elementary School and Wachusett Regional School District Early Childhood Center
- Principal of Paxton Center School (Grades K-8)
- Guidance Counselor at Paxton Center School (Grades K-8)
- Teacher of students with behavioral and emotional special needs
- B.A., Psychology, College of the Holy Cross
- M.A. and C.A.G.S., Psychology and Guidance, Assumption College
- Recipient of MA School Counselor's Association's Counselor of the Year Award
- Parent of two adult children and grandparent of four middle- and high-school age children

Parental Nurturance vs. Environmental Demands on the Child



Your nurturance = your expressions of love, caring, interest, and encouragement

The demands of the outside world = school, sports, music and arts, peer influences, the expectations of other adults

SELF-ESTEEM/ PRODUCTIVITY MODEL

Parent/Caregiver → **Child's Self-Esteem** → **Productivity**

warmth
trust
caring
empathy
firm expectations
consistency

feeling of being worthwhile

freedom from anxiety

emotional security

The child's perception of these is key!

A healthy individual is competent and caring

1 Good self-image & identity
Comfortable with themselves
Know who they are & where they are going

2 Coping skills
Functions well in and out of school
Gets things done

3 Social adaptation
Gets along well with and cares about others

4 Oriented toward long-range goals
Hopeful and optimistic as they progress toward their goals

Building Self-Esteem

Magic Triad:
hug · smile · kind word

Focused Attention

Empathetic Listening

Preserving Self-Esteem

Avoidance of criticism

Rational Discipline

KEY QUESTIONS:

How did my actions affect my child's self-esteem?

How would it feel to be my child? (EMPATHY!)

PRINCIPLES OF EFFECTIVE DISCIPLINE

One's sense of value and worth – self-esteem – is the most precious and fragile component of the personality. This presentation will explore general principles for discipline that preserve a child's self-esteem. Participants will learn practical strategies for 'shaping the will without breaking the spirit.'

Seven Principles of Discipline

1. Discipline is something you do for a child, not something you do to him or her
2. Good discipline teaches; it doesn't merely punish. It preserves self-esteem
3. Keep priorities in order. Personal care issues are always less important than personal safety, schoolwork, and the safety, rights, and property of others
4. Focus efforts on taking note of and reinforcing positive behavior. **When enforcing limits, use action to get action – not anger or words (nagging or sermons)**
5. Be consistent – put rules and consequences in writing in advance, when you can think rationally (**Family Council**)
6. No consequence will be effective unless a child has some measure of self-esteem
7. In dealing with sibling rivalry: 1) don't inflame the natural jealousy of children; 2) establish a workable system of justice; 3) recognize that the hidden 'target' of sibling rivalry is you

Four areas of child training

Personal Care

Hairstyle

Clothing Style

Chores

Clean Room

Safety/ Health

Drugs/Alcohol /Smoking

Strangers

Driving

Use of Power Equipment/ Bicycle

Schoolwork

Completion of Homework

Preparation for Tests

Care/Effort in Assignments

Attendance/ Participation

Rights, Safety, and Property of Others

Honesty

Kindness

Respect

EVERYBODY NEEDS TO HEAR THIS

Eight conditions for effective discipline

Excerpted from "Give Your Child a Future" by Dr. John V. and Eunice C. Gilmore

Discipline in its primary sense involves learning and training rather than punishment. The home is the first center of this training. The first and most important teachers are the child's parents and caregivers. This training is most effective when the following conditions are met:

1. The parents are understanding and affectionate
2. Their own behavior is predictable and their relationship with their child stable and consistent
3. They set a good example for their children
4. They provide their child with sound instruction in the principles of right and wrong
5. The child has a high degree of security and self-esteem
6. When punishment does seem necessary, it is handled as calmly, judiciously, and appropriately as possible
7. The child clearly understands what they did wrong and why, and if possible, participates in selecting the consequence
8. The punishment is carried through to its conclusion and the child is not left with a residue of guilt

Many parents and caregivers labor in the delusion that they can teach a child by punishing a certain act before they have clearly taught the child that it is wrong. This approach is counter to all we know about the psychology of learning.

THANK YOU!