



MONOMOY  **PARENT UNIVERSITY**

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7 PRINCIPLES OF DISCIPLINE TO PRESERVE 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
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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

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



The child's perception
of these is key!



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

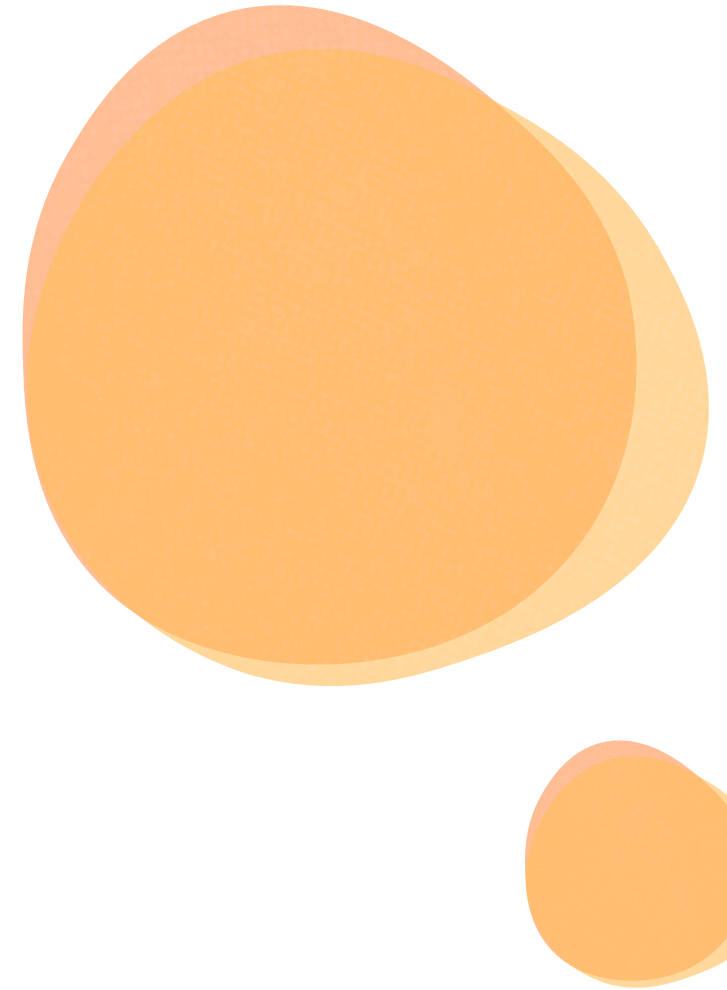
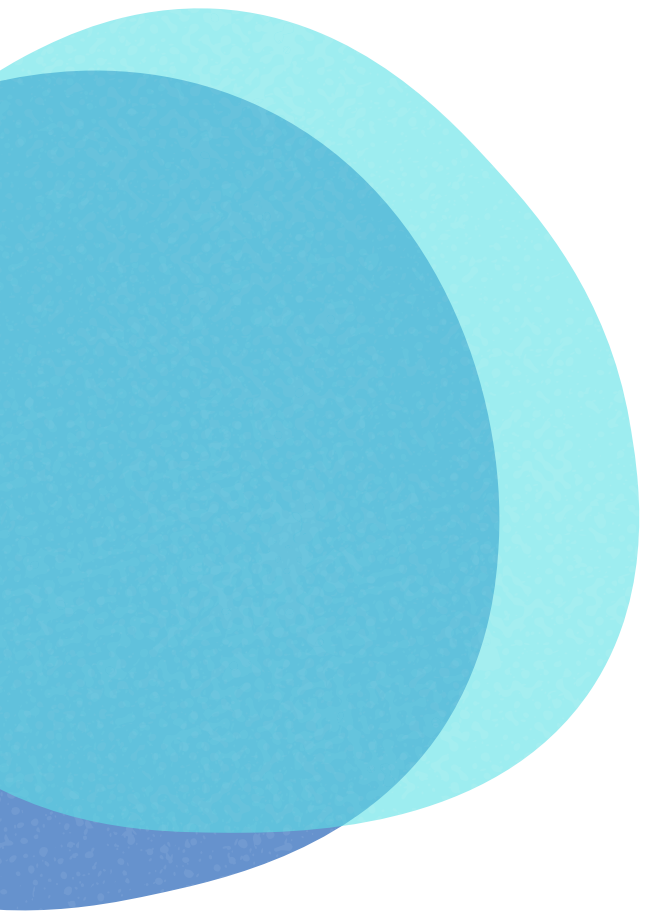
Honesty

Kindness

Respect



EVERYBODY NEEDS TO HEAR THIS



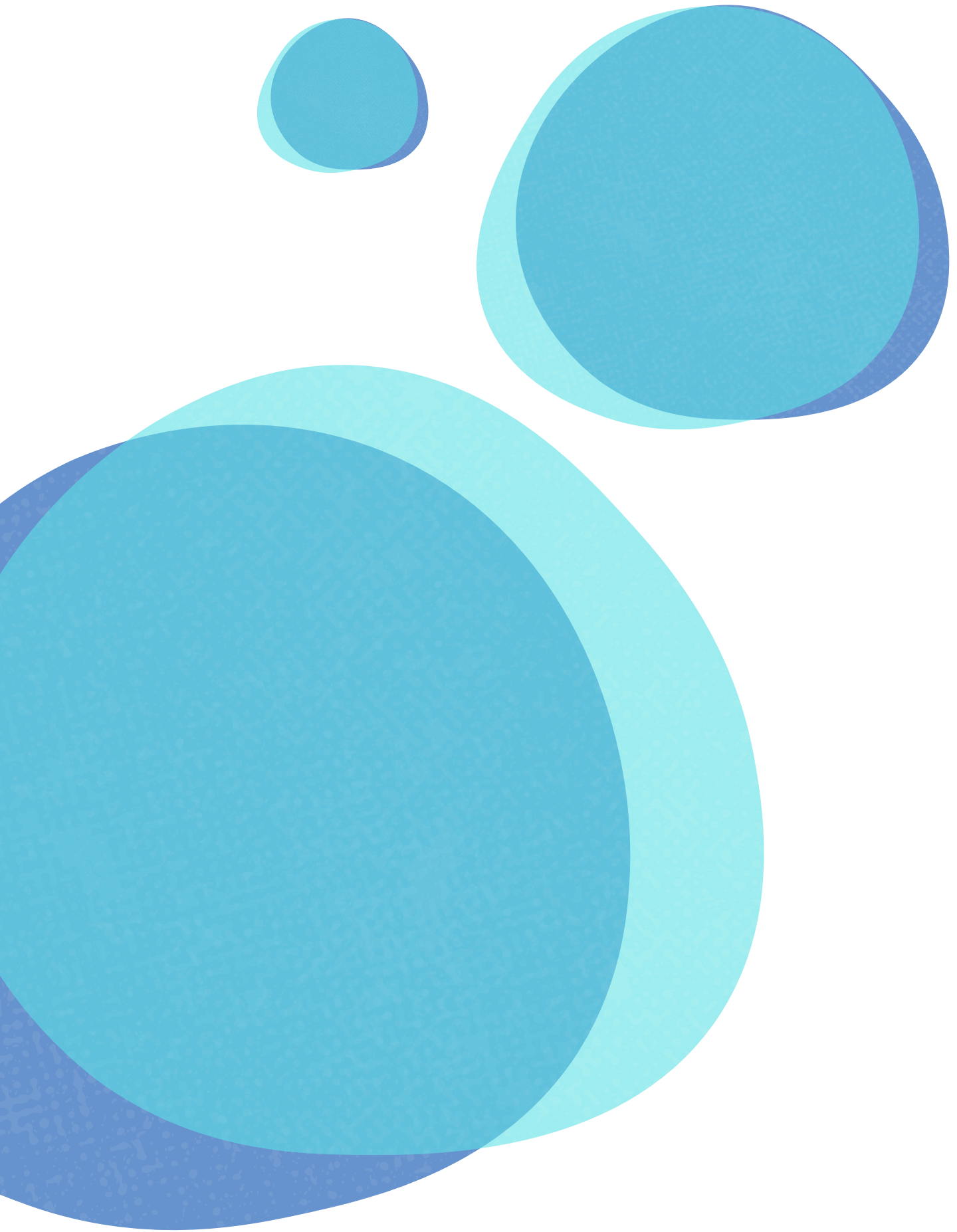
Eight conditions for effective discipline

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!