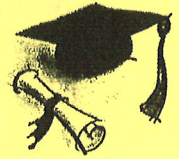


ELEMENTARY SCHOOL: THE ACADEMIC FOUNDATION

Relating Positive Discipline with Academic Achievement



LESSON No. 3

ELEMENTARY SCHOOL

INTRODUCTION: Discipline or positive guidance is a way of teaching children to have control over their own behaviors, act independently, and respect themselves and others. The key to positive discipline is to acknowledge, motivate, and teach children to distinguish between appropriate and inappropriate behavior. This will help them be successful in school.

DISCIPLINE

Discipline teaches our children a sense of responsibility. To discipline them is to teach them appropriate ways of behaving. The word discipline does not mean punishment. Instead, it comes from “disciple,” which means one who learns. In other words, to discipline is to **teach and guide**.



Example of punishment: Sam is riding his new bike on the street. His mother sees him and without having previously indicated that he should not be on the street because it is dangerous, she takes the bike away and scolds him. Sam was not aware of the expected behavior or the consequences for violating it.

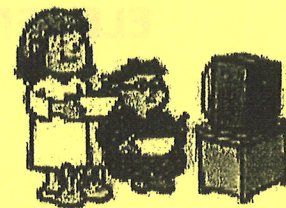
Example of discipline: Sam's mother tells him, *“Sam, you may only ride your new bike on the sidewalk. It is dangerous for children to play on the street because there are cars going by. If I see you riding your bike on the street, I am going to take it away from you until you agree to ride it safely. Is that clear?”* Sam says that he understands the appropriate way to ride his bike.

RULES AND CONSEQUENCES

In order for children to obey rules and develop self-discipline, they first have to know what is expected of them. We all have expectations in the form of rules that govern the behaviors and activities of our homes, even though we might not be aware of them (i.e., not using bad language, not eating in the living room, not watching TV when doing homework, etc.). Teaching our children about rules and consequences in the home will help them behave responsibly and effectively in society when they grow up.

For a **RULE** to be effective, it must have clear **CONSEQUENCES**. We must be sure that our children:

- Understand the rules.
- Agree to obey them.
- Understand the consequence of not obeying them.



To be more effective in overseeing the completion of homework, it is necessary for parents to have control over the television.

GUIDELINES FOR SETTING LIMITS AND RULES IN THE HOME

- Encourage children to participate in establishing the rules.
- Establish few rules, but firm ones.
- Make sure there are logical reasons to support these rules.
- Set limits and rules that are practical and realistic. They should be open for discussion and change.
- Teach children to be responsible for their actions by following through on the promised consequences of breaking a rule. For example, if they don't put their dirty clothes in the laundry basket, then they will have to help sort it out and put it in the washer.
- Share our own mistakes with them.

DEFERRED GRATIFICATION: A TOOL FOR LIFE

Deferred or delayed gratification is the ability to postpone obtaining a reward until the task has been completed or the proposed objective has been reached. We can help our children begin developing this ability by enforcing it in everyday situations at home, such as expecting them to:

- Eat dessert after they have finished dinner.
- Watch television after they have finished their homework.
- Save their allowance to purchase the toy they want.

Once our children have learned the value of working towards earning something or waiting for it, they will be able to enjoy the reward of their efforts. This ability will lead to mature and responsible behaviors as they get older. Some examples of these possible behaviors are:

- Save money to pay for a field trip (instead of spending that money and later asking his or her parents to pay for it).
- Use public transportation while saving up to purchase a new car, and avoid getting into major debt.
- Choose to go to the university to obtain a better paying and more satisfying job in the future, instead of going to work right after high-school to have money available immediately.

If we give in to our children's tantrums, we are fostering future problems.

