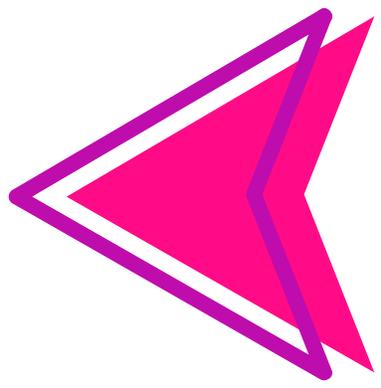


GENTLE

*discipline*

101



# GENTLE discipline 101

*What is gentle discipline?*

**GENTLE DISCIPLINE IS NOT ABOUT CATERING TO YOUR CHILD'S NEEDS AND EMOTIONS. IT'S ABOUT HELPING THEM UNDERSTAND THEIR NEEDS AND EMOTIONS SO THAT THEY CAN MAKE BETTER DECISIONS, EXPRESS THEM, AND HAVE BETTER CONTROL OVER THEIR EMOTIONS AND IMPULSES.**

**RESPECTFUL PARENTING IS ABOUT RESPONDING (NOT REACTING!) IT'S ABOUT TREATING THE CAUSE (EMOTION) NOT THE SYMPTOM (BEHAVIOR)**

**YOU CAN DISCIPLINE YOUR CHILDREN WITHOUT PUNISHMENT (YELLING, SPANKING, THREATENING, MANIPULATING. TAKING THEIR TOYS AWAY, COUNTING TO 3, PUTTING THEM IN TIME OUT, ETC)**

# GENTLE discipline 101

*gentle discipline is:*

HANDS ON, GUIDING, REGULATING,  
COMMUNICATING, CORRECTING, REDIRECTING,  
TEACHING, UNDERSTANDING, POSITIVE, RESPECTFUL,  
EMOTIONAL, KIND, AND USING "NO" STRATEGICALLY.

*gentle discipline is not:*

PERMISSIVE, MANIPULATIVE, DISRESPECTFUL,  
NEGATIVE, CONTROLLING, AGGRESSIVE, OR  
PUNISHMENT.

IT'S WORTH IT AND IT'S NEVER TOO LATE TO START!

# GENTLE *discipline.* PICTURE THIS

AS PARENTS, WE OFTEN TELL OUR KIDS TO TREAT OTHERS THE WAY THEY WANT TO BE TREATED. PICTURE THESE TRADITIONAL PARENTING RESPONSES AND WHY THEY AREN'T EFFECTIVE:

*scenario:*

IMAGINE HAVING A TERRIBLE, AWFUL DAY. YOU COME HOME AND START TO CRY

IMAGINE YOUR BOSS BARGING INTO YOUR OFFICE

*response:*

THEN IMAGINE YOUR LOVED ONES START YELLING AT YOU TO "STOP CRYING!"

THEN IMAGINE THAT THEY YELL AND DEMAND YOU TO CLEAN UP A PROJECT FILE RIGHT THIS SECOND

# GENTLE discipline: PICTURE THIS

*scenario:*

IMAGINE CONFIDING IN  
YOUR BEST FRIEND  
ABOUT WHAT YOU'RE  
GOING THROUGH

IMAGINE YOU MAKE AN  
HONEST MISTAKE LIKE  
GETTING A PARKING  
TICKET

*response:*

THEN IMAGINE THEM  
TELLING YOU THAT  
YOU'RE A DRAMA QUEEN  
AND IT'S NOT THAT BAD

THEN IMAGINE A POLICE  
OFFICER SMACKING YOU  
TO "TEACH YOU YOUR  
LESSON"

DO ANY OF THESE RESPONSES SOUND APPROPRIATE?  
WHY DOES IT SOUND SO CRUEL AND ABUSIVE WHEN WE  
FRAME THESE SCENARIOS FOR ADULTS? WHY WOULD  
YOU EVER EXPECT THEM TO WORK WHEN  
APPROACHING YOUR CHILDREN THIS WAY? THERE IS A  
BETTER WAY AND WE CAN DISCIPLINE OUR CHILDREN  
WITH KINDNESS AND UNDERSTANDING!

# GENTLE discipline. GIVE GRACE

## *Be Kind to Yourself*

REMEMBER TO GIVE YOURSELF GRACE AND KINDNESS. YOU ONLY KNOW WHAT YOU HAVE BEEN TAUGHT OR HAVE EXPERIENCED FIRST HAND. USE THIS OPPORTUNITY TO LEARN AND GROW AS A PARENT! LET'S DIVE INTO LEARNING ABOUT WHY TANTRUMS AND DIFFICULT BEHAVIORS HAPPEN AND HOW WE CAN PARENT WITH UNDERSTANDING. BEFORE YOU CAN REACH A CHILD'S HEAD, YOU MUST FIRST REACH THEIR HEART. EVERY BEHAVIOR IS COMMUNICATING A NEED. LET'S LEARN MORE ABOUT RESPONDING TO YOUR CHILD'S NEEDS - NOT REACTING TO DIFFICULT BEHAVIOR.

# GENTLE *discipline* EDUCATION

TANTRUMS AND DIFFICULT BEHAVIORS HAVE ROOT CAUSES THAT USUALLY FALL INTO TWO CATEGORIES:

- 1) BASIC NEEDS NOT BEING MET
- 2) LOVE LANGUAGES NOT BEING FULFILLED

*children's basic emotional needs:*

- 1) LOVE
- 2) FREEDOM
- 3) POWER
- 4) SAFETY
- 5) FUN

*children's love languages:*

- 1) ACTS OF SERVICE
- 2) GIFTS
- 3) PHYSICAL TOUCH
- 4) QUALITY TIME
- 5) WORDS OF AFFIRMATION

# GENTLE *discipline* EDUCATION

## Children's Basic Emotional Needs

### 1) LOVE

THE NEED FOR CONNECTION AND ATTENTION

### 2) FREEDOM

THE NEED TO MAKE THEIR OWN CHOICES AND DECISIONS

### 3) POWER

THE NEED TO FEEL CHALLENGED AND ACCOMPLISHED

### 4) SAFETY

THE NEED TO FEEL SAFE AND HAVE THEIR PHYSICAL NEEDS MET (FOOD, SHELTER, SLEEP, ETC)

### 5) FUN

THE NEED TO PLAY, LAUGH, RUN, EXPLORE

# GENTLE discipline EDUCATION

## *Children's Love Languages*

### 1) ACTS OF SERVICE

THIS MIGHT LOOK LIKE YOUR CHILD FREQUENTLY ASKING FOR YOUR HELP WITH SOMETHING THEY ALREADY KNOW HOW TO DO THEMSELVES

### 2) GIFTS

THIS MIGHT LOOK LIKE A CHILD WHO IS ATTACHED TO CERTAIN TOYS OR TALKS FREQUENTLY ABOUT WHAT THEY WANT FOR THEIR BIRTHDAY/CHRISTMAS

### 3) PHYSICAL TOUCH

THIS MIGHT LOOK LIKE A CHILD EAGER TO CLIMB ON YOU, HOLD YOUR HAND, OR CUDDLE FREQUENTLY

### 4) QUALITY TIME

THIS MIGHT LOOK LIKE A CHILD WHO IS ASKING YOU TO DO THINGS WITH THEM, PLAY WITH THEM, WATCH TV TOGETHER, ETC

### 5) WORDS OF AFFIRMATION

THIS MIGHT LOOK LIKE A CHILD SHOWING YOU SOMETHING OR SAYING "MOM, LOOK!" FREQUENTLY

# GENTLE discipline: HOW?

*How does this approach work?*

GENTLE DISCIPLINE AND UNDERSTANDING PARENTING ARE BASED ON THE GOAL TO CONNECT WITH YOUR CHILD, TEACH THEM ABOUT THEIR EMOTIONS, AND PROVIDE THEM WITH SAFER OR MORE APPROPRIATE OPTIONS TO EXPRESS THE EMOTION BEHIND THE BEHAVIOR. PROVIDING CHILDREN WITH APPROPRIATE CHOICES EMPOWERS THEM AND MAKES THEM FEEL LIKE THEY ARE IN CONTROL.

NOW THAT WE'VE LOOKED AT WHY BEHAVIORS HAPPEN (BASIC NEEDS NOT BEING MET OR LOVE LANGUAGES NOT BEING FULFILLED), LET'S DISCUSS HOW TO ACT AND CORRECT THE BEHAVIOR.

# GENTLE discipline BASICS

IF YOUR CHILD IS NOT LISTENING OR CHOOSING  
A BEHAVIOR THAT NEEDS CORRECTED: YOU NEED TO ACT!  
(YOU MAY NEED TO REPEAT CERTAIN STEPS)

*A: acknowledge the feelings*

(CALMLY COMBINE LANGUAGE WITH FEELINGS)  
I CAN SEE THAT YOU'RE UPSET.

*C: communicate the limit or boundary*

IT'S OKAY TO FEEL UPSET.  
IT'S NOT OKAY TO THROW OUR TOYS.  
THEY COULD BREAK OR HURT SOMEONE.

*T: target another choice*

WOULD YOU LIKE TO THROW A BALL OUTSIDE OR  
THROW PAPER AIRPLANES INSIDE?

# GENTLE discipline BASICS

IF YOU AREN'T SURE WHAT'S WRONG, TRY THIS:

*A: acknowledge their feelings*

CALMLY COMBINE LANGUAGE WITH FEELINGS  
"I CAN SEE THAT YOU'RE FRUSTRATED"

*C: communicate by asking questions*

CAN YOU TELL ME WHAT'S WRONG? HOW CAN I  
HELP YOU? ARE YOU HUNGRY? ARE YOU TIRED?  
DO YOU WANT TO DO SOMETHING DIFFERENT?

*T: target a solution by providing choices*

WOULD YOU LIKE CHEERIOS OR A GRANOLA BAR  
FOR A SNACK? DO YOU WANT TO READ ONE OR  
TWO BOOKS BEFORE YOUR NAP? DO YOU WANT TO  
GO PLAY OUTSIDE OR DRAW INSIDE?

# GENTLE discipline REMINDERS

*one:*

YOUR TONE IS INCREDIBLY IMPORTANT! AVOID BEING HARSH OR CASTING BLAME. AIM TO UNDERSTAND AND USE A SOFT BUT FIRM VOICE. CHILDREN WILL REMEMBER THE WAY WE MADE THEM FEEL MORE THAN THE WORDS WE USED.

*two:*

NOT EVERY TIP OR SUGGESTION WILL WORK FOR YOU. THERE IS NO ONE-SIZE-FITS-ALL PARENTING STYLE. KEEP WHAT WORKS FOR YOU/YOUR CHILD!

*three:*

AN ESCALATED PARENT CANNOT DE-ESCALATE AN ESCALATED CHILD. REMAIN CALM AND FOCUS ON COMMUNICATION AND UNDERSTANDING. IDENTIFY EMOTIONS AND ROOT NEEDS TOGETHER. TREAT THE CAUSE (NOT THE SYMPTOM!)  
(EMOTION) (BEHAVIOR)

# GENTLE discipline REMINDERS

*four:*

BOUNDARIES AND LIMITS ARE DIFFERENT THAN CONTROL. BOUNDARIES PROVIDE A CHILD WITH A SAFE RANGE OF FREEDOM. CONTROL IS BEING TOLD WHAT TO DO AND WHEN. USE BOUNDARIES, NOT CONTROL TACTICS. EXPECT KIDS TO PUSH BOUNDARIES - IT HELPS THEM LEARN.

*five:*

EVERY BEHAVIOR COMMUNICATES A NEED. YOU ARE YOUR CHILD'S NEED DETECTOR. REMEMBER THAT THEY ARE TRYING TO TELL YOU SOMETHING. CHILDREN DO THE BEST THEY CAN WITH THE LIMITED SKILLS THEY HAVE. IT'S OUR JOB TO TEACH THEM HOW TO REGULATE THEIR EMOTIONS AND EXPRESS THEIR NEEDS. EMOTIONS ARE NOT SOMETHING TO STOP. THEY ARE SOMETHING TO WORK THROUGH.

# GENTLE discipline REMINDERS

*Six:*

EXPRESSING EMOTIONS IS NOT A BAD THING! PARENT WITH UNDERSTANDING AND GUIDE YOUR CHILDREN TO LEARN HOW TO COMMUNICATE THEIR NEEDS. IF YOUR CHILD IS EXPERIENCING A TANTRUM, ENSURE THEY ARE SAFE AND LET THEM EXPRESS THEIR EMOTIONS. USE DE-ESCALATION TECHNIQUES (LIKE A COOL DOWN CORNER) TO HELP THEM CALM DOWN. DO NOT REWARD DIFFICULT BEHAVIOR WITH YOUR ATTENTION. IF THEY ARE SAFE, LET THEM KNOW YOU ARE AVAILABLE TO TALK WHEN THEY CALM DOWN.

*Seven:*

PATIENCE IS NOT A PERSONAL TRAIT, IT IS A SOCIAL SKILL YOU CAN ACCESS WHEN YOU NEED IT. JUST LIKE FRIENDLINESS. YOU CAN CHOOSE TO BE FRIENDLY OR NOT. IF YOU ARE STRUGGLING WITH PATIENCE, ASK YOURSELF WHY YOU ARE HAVING TROUBLE ACCESSING IT.

# GENTLE discipline REMINDERS

*eight:*

CHILDREN EXPRESSING DIFFICULT BEHAVIOR OR EMOTIONS ARE NOT GIVING YOU A HARD TIME - THEY ARE HAVING A HARD TIME! THEY ARE STRUGGLING AND NEED YOU TO TEACH THEM NEW SKILLS AND COPING MECHANISMS. IT TAKES TIME.

*nine:*

YOU DON'T HAVE TO AGREE WITH YOUR CHILD'S BEHAVIORS TO ACKNOWLEDGE THEIR FEELINGS. YOU CANNOT ACCESS A CHILD'S HEAD WITHOUT ACCESSING THEIR HEART FIRST!

*ten:*

NOT EVERYONE IS GOING TO UNDERSTAND YOUR APPROACH TO POSITIVE/GENTLE PARENTING. AIM TO EDUCATE THEM ON WHY YOU'VE CHOSEN THIS METHOD. IF THEY WILL BE CARING FOR YOUR CHILD(REN), MAKE SURE YOU ARE ON THE SAME PAGE. OTHERWISE, AGREE TO DISAGREE.

# GENTLE discipline TOOLS

## Set up a Calming Corner A BETTER ALTERNATIVE TO TIME OUTS

IF YOUR CHILD IS HAVING A HARD TIME CALMING DOWN, TRY ASKING: "DO YOU NEED A HUG OR DO YOU NEED YOUR OWN SPACE IN THE CALMING CORNER?"

CALMING CORNERS (OR COOL DOWN CORNERS) CONSIDER THE CHILD'S NEEDS. THEY SHOULD BE DESIGNED TO HELP CHILDREN CALM DOWN, NOT PUNISH THEM FOR A BEHAVIOR. CALMING CORNERS MIGHT INCLUDE SENSORY TOYS, BOOKS, BREATHING EXERCISES, COZY SPOTS TO SIT OR TOUCH, PICTURES, OR EMOTION CHARTS. COOL DOWN TIME DOESN'T RESTRAIN CHILDREN AND THEY ARE FREE TO LEAVE AT ANY TIME. ENFORCING TIME OUTS CAN BE HURTFUL AND SHAMEFUL. TELLING A CHILD TO "THINK ABOUT WHAT THEY DID" DOES NOT TEACH THEM TO MAKE BETTER CHOICES, THEY DO NOT HAVE DEVELOPED REASONING SKILLS OR THE NEEDED ATTENTION SPAN YET. THEY DON'T NEED TIME OUT TO TEACH THEM. THEY NEED YOU TO TEACH THEM!

# GENTLE discipline TOOLS

## *Set up a Yes Space*

A YES SPACE IS A DESIGNATED SPACE WITHIN YOUR HOME THAT IS SAFELY ENCLOSED. INSIDE THE YES SPACE CHILDREN WILL FIND DEVELOPMENTALLY APPROPRIATE AND SAFE TOYS THAT THEY CAN PLAY WITH. A "YES" SPACE SHOULDN'T INCLUDE ANY ITEMS THAT ARE OFF-LIMITS TO THE CHILD. ENSURE YOUR CHILDREN ARE THRIVING WITHIN THEIR LIMITS (AND DEVELOPMENTAL STAGE) BY INTRODUCING SIMPLE DISCIPLINE LIKE THIS AT YOUNG AGES. CREATING A "YES" SPACE ALLOWS YOU TO SAVE YOUR "NO'S" FOR SAFETY REASONS. USING THE WORD NO STRATEGICALLY WILL ALSO HELP YOUR CHILD UNDERSTAND WHEN NO MEANS NO.

# GENTLE discipline LANGUAGE

*instead of:*

*try:*

**TIME OUTS**

**CALMING CORNERS**

**"STOP CRYING!"**

**"HOW CAN I HELP YOU?"**

**"YOU WILL NOT  
TALK TO ME LIKE  
THAT!"**

**"IT'S OKAY TO BE UPSET.  
IT'S NOT OKAY TO YELL  
AT MOMMY."**

**"YOU ARE MAKING  
ME SO \_\_\_\_\_"**

**"I FEEL \_\_\_\_\_ WHEN YOU  
\_\_\_\_\_"**

**"YOU DO NOT SAY  
NO TO ME!"**

**"LOOK AT ME, SAY OKAY,  
AND STAY CALM"**

# GENTLE discipline LANGUAGE

*instead of:*

*try:*

"NOT RIGHT NOW"

"YES, WHEN \_\_\_\_\_"

"YOU SHOULD HAVE  
\_\_\_\_\_"

"NEXT TIME, LET'S TRY  
\_\_\_\_\_"

"LOOK AT ME -  
I'M TALKING TO YOU!"

"IF YOU CAN HEAR ME,  
TOUCH YOUR \_\_\_\_\_"

COAXING WITH  
PROMISE OF A REWARD

CREATING A COPING  
STRATEGY TOGETHER

"YOU KNOW BETTER  
THAN THAT!"

ASK ?S AND TEACH  
ACCOUNTABILITY BY  
FIXING IT TOGETHER

# GENTLE discipline LANGUAGE

*instead of:*

**DON'T!  
STOP!  
YOU CAN'T!**

**YOU'RE OKAY!**

**GO PLAY**

**WHAT'S THE  
MATTER/WRONG  
WITH YOU?**

*try:*

**PLEASE USE \_\_\_\_\_.  
LET'S TRY \_\_\_\_\_.  
FIRST \_\_\_\_\_ THEN. \_\_\_\_\_**

**ARE YOU OKAY?**

**IT'S OKAY TO FEEL  
NERVOUS. YOU CAN STAY  
WITH ME UNTIL YOU FEEL  
READY TO GO PLAY.**

**I CAN SEE YOU ARE UPSET.  
CAN YOU TELL ME WHAT  
YOU NEED? HOW CAN I  
HELP YOU?**

# GENTLE discipline LANGUAGE

*instead of:*

**SAY HI TO \_\_\_\_\_!**

**SAY YOU'RE SORRY!**

**USE YOUR WORDS**

*try:*

I KNOW YOU'RE STILL  
WARMING UP TO \_\_\_\_\_  
YOU CAN SAY HI WHEN  
YOU'RE READY.

(MODEL EMPATHY)  
LOOK, \_\_\_\_\_ IS SAD/HURT.  
HOW CAN WE HELP THEM  
FEEL BETTER?

WHAT DO YOU NEED?  
OKAY. NEXT TIME YOU  
CAN SAY \_\_\_\_\_

OR

IF YOU NEED \_\_\_\_\_  
YOU CAN ASK BY SAYING  
\_\_\_\_\_

# GENTLE discipline IN ACTION

*is your child...*

**TOO YOUNG FOR DISCIPLINE?**

*try this:*

**ASK YOUR CHILD TO WAVE GOODBYE. IF THEY CAN, THEY ARE READY AND ABLE TO FOLLOW SIMPLE INSTRUCTIONS/COMMANDS**

*if they can't, try this:*

**SO HOW DO YOU DISCIPLINE A CHILD TOO YOUNG FOR SIMPLE INSTRUCTIONS? YOUNG CHILDREN MAY HAVE THE LANGUAGE SKILLS TO UNDERSTAND, BUT THEY MAY NOT BE ABLE TO TALK BACK TO YOU. IN THIS CASE, IT'S NOT ABOUT UNDERSTANDING. IT'S ABOUT HAVING SELF-REGULATION SKILLS TO CONTROL THEIR IMPULSES WHEN THEY HEAR THE WORD "NO". WHEN THEY DON'T HAVE THESE SKILLS YET, IT'S BEST TO CREATE A "YES" SPACE.**

# GENTLE discipline IN ACTION

*is your child...*

HITTING, PUSHING, KICKING, PUNCHING,  
BITING, PINCHING, OR ACTING OUT?

*try this:* A/C) I SEE THAT YOU ARE UPSET, BUT  
I WILL NOT LET YOU (FILL IN THE BLANK)  
THAT HURTS YOUR FRIENDS.

*if they continue:*

T) "I SEE YOU'RE HAVING A HARD TIME NOT \_\_\_\_\_  
DO YOU NEED MY HELP STOPPING OR ARE YOU GOING  
TO DO IT ON YOUR OWN?"

*if they still continue:*

T) IT LOOKS LIKE YOU'RE STILL HAVING A HARD TIME. I'M  
GOING TO HELP YOU BY HOLDING YOUR HANDS. WHEN  
YOU DECIDE TO BE GENTLE WITH THEM, I'LL LET THEM  
GO. VALIDATE FRUSTRATION AND OFFER ALTERNATIVES.  
(HIT A PILLOW, BITE A TEETHING TOY, ETC)

# GENTLE discipline IN ACTION

*is your child...*

**ON THE VERGE OF A MELTDOWN/TANTRUM?**

*try this:*

**A/C: YOU'RE DOING ALL THE THINGS YOU KNOW YOU SHOULDN'T AND THAT TELLS ME YOU NEED SOMETHING.**

**"WHAT DO YOU NEED?"**

*if they aren't sure or don't answer, ask:*

**C: ARE YOU HUNGRY/THIRSTY?  
ARE YOU TIRED?  
ARE YOU FRUSTRATED?**

**T: ...then help them find a solution!**  
*offer choices & redirect*

# GENTLE discipline IN ACTION

*is your child...*

**ACTING TIRED OR NOT WANTING TO NAP?**

*try this:*

**A: YOUR CHOICES ARE TELLING ME YOU ARE TIRED.**

**C: SLEEPING KEEPS US HEALTHY AND IT'S TIME FOR BED NOW. T: WOULD YOU LIKE TO READ ONE OR TWO BOOKS BEFORE LAYING DOWN?**

*bedtime tips:*

**STAY CONSISTENT, GIVE THEM YOUR UNDIVIDED ATTENTION, GIVE YOUR CHILD OPTIONS (READING 1 OR 2 BOOKS, SINGING 1 OR 2 SONGS, NIGHTLIGHT ON OR OFF, ASK WHAT THEIR FAVORITE PART OF THE DAY WAS, CREATE A FUN NIGHTLY TRADITION TO LOOK FORWARD TO. WIND DOWN IN THE ROOM)**

# GENTLE discipline IN ACTION

*is your child...*

**HAVING DIFFICULTY LEARNING TO SHARE OR TAKE TURNS?**

*try this:*

**A: I SEE THAT YOU ARE UPSET BECAUSE YOU WANT THAT TOY. THAT'S HARD.**

**C: I WILL SET A TIMER AND YOU CAN BOTH SWITCH TOYS IN 3 MINUTES.**

**T: DO YOU WANT TO READ A BOOK OR PLAY WITH YOUR \_\_\_\_\_ UNTIL ITS YOUR TURN?**

*sharing tips:*

**DON'T FORCE SHARING OR TAKING TURNS IF IT'S NOT RIGHT FOR YOU. ENCOURAGE IT AND MODEL APPROPRIATE BEHAVIOR BUT IF THEY CHOOSE OTHERWISE, RESPECT THEIR CHOICE.**

# GENTLE discipline IN ACTION

*is your child...*

**LEARNING TO POTTY TRAIN?**

*try this:*

**FIRST, MAKE SURE YOUR CHILD IS SHOWING SIGNS OF POTTY TRAINING READINESS.**

**A: DO YOU NEED TO POTTY? I SEE YOU HOLDING YOURSELF. YOU MIGHT BE FEELING LIKE YOU NEED TO GO.**

**C: WE ARE GOING TO TRY SITTING ON THE POTTY SOON. -OR- IT'S OKAY TO BE NERVOUS BUT WE'RE GOING TO TRY TOGETHER SOON.**

**T: DO YOU WANT TO SIT ON THE POTTY NOW OR AFTER LUNCH? - OR - DO YOU WANT TO SIT ON THE LITTLE POTTY OR MOMMY'S BIG POTTY?**

# GENTLE discipline IN ACTION

*is your child...*

**TELLING YOU NO AFTER YOU SAID NO?**

*try this:*

**A: HEARING NO IS HARD. I KNOW YOU ARE UPSET.**

**C: IT'S OKAY TO BE UPSET, BUT LET'S TRY WORKING THIS OUT.**

**T: DO YOU WANT TO TAKE A DEEP BREATH OR HUG ME? (ANOTHER ALTERNATIVE MIGHT BE SUGGESTING A FEW MINUTES IN THEIR CALMING CORNER. GIVING MORE THAN 2 CHOICES CAN BE OVERWHELMING FOR CHILDREN - ALWAYS START WITH 2. IF THEY DECLINE THE CHOICES, OFFER MORE).**

# GENTLE discipline TIPS

## *Remove toys from the kids' bedroom*

CHILDREN'S BRAINS RESET TO THE AMBIANCE OF THE ROOM THEY ARE IN. IF IT IS FULL OF TOYS, THEIR BRAIN IS GETTING READY TO PLAY. PLAY IS A CHILD'S MAIN JOB. HAVING TOYS IN THE ROOM IS JUST LIKE IF YOU WERE TO MOVE YOUR WORK DESK INTO YOUR BEDROOM. YOU MIGHT HAVE TROUBLE FALLING ASLEEP AT NIGHT THINKING ABOUT ALL OF THE WORK YOU NEED TO GET DONE.

## *Watch what you say about your kids in front of your kids*

BE CAREFUL TO WATCH YOUR WORDS. THEY CAN TURN INTO INSECURITIES, RESENTMENT, OR CONFUSION.

# GENTLE

discipline

# TIPS

## *Rotate toys*

ROTATE TOYS DAY BY DAY. KEEP SOME TOYS IN AN EASILY ACCESSIBLE STORAGE AREA AND BRING THE OTHERS OUT EACH MORNING. THIS HELPS KEEP CLUTTER TO A MINIMUM AND HELPS TO PREVENT BOREDOM.

## *Avoid asking a child why they did something*

CHILDREN ARE LEARNING AND OFTEN DON'T KNOW WHY THEY DID SOMETHING. CHANGE YOUR QUESTION TO A STATEMENT AND HELP THEM UNDERSTAND WHAT THEY MIGHT BE FEELING.

## *Seek Support*

FIND OTHER LIKE-MINDED PARENTS FOR SUPPORT

# GENTLE discipline TIPS

*get on their level*

REMOVE PHYSICAL BARRIERS BY GETTING DOWN TO THEIR EYE LEVEL

*Don't tell them what they can't do*

TALK TO CHILDREN ABOUT WHAT THEY CAN DO!

*Avoid rewards or bribes*

AVOID REWARDS OR IF YOU \_\_\_\_\_ THEN YOU CAN HAVE \_\_\_\_\_ STATEMENTS. REWARDS DON'T HELP CHILDREN COPE THROUGH HARD MOMENTS.

*Be Confident*

IT'S OKAY TO NOT KNOW HOW TO HANDLE A CERTAIN SITUATION. STAY CONFIDENT AND DO YOUR BEST!

# GENTLE discipline TIPS

## *Teach baby sign language*

YOUNG CHILDREN CAN OFTEN GET FRUSTRATED WHEN WE DON'T UNDERSTAND THEIR NEEDS OR ATTEMPTS TO COMMUNICATE. TEACHING THEM A FEW BABY SIGNS CAN HELP REDUCE THEIR FRUSTRATION AND TANTRUMS.

## *Embrace your inner teacher*

DISCIPLINE IS NOT ABOUT WHAT YOU NEED FROM YOUR CHILD - IT'S ABOUT WHAT YOUR CHILD NEEDS FROM YOU! (TO LEARN!)

## *Adopt a learning mindset*

EDUCATE YOURSELF ON A BETTER WAY! YOU CAN ONLY GIVE WHAT YOU ALREADY HAVE. YOU ONLY KNOW WHAT YOU'VE ALREADY BEEN TAUGHT.

# GENTLE discipline TIPS

## *How to approach your partner*

IF YOUR PARTNER HAS A DIFFERENT PARENTING STYLE THAN YOU, APPROACH THEM WITH A FORWARD LOOKING MINDSET. RATHER THAN SAYING WHAT HASN'T BEEN WORKING OR WHAT THEY'VE DONE WRONG, LET THEM KNOW THERE'S SOMETHING ELSE YOU'D LIKE TO TRY TOGETHER. TIMING AND TONE ARE VERY IMPORTANT DURING DIFFICULT CONVERSATIONS!

## *Avoid negativity*

THE BEST WAY TO GET POSITIVE RESULTS IS THROUGH POSITIVE REINFORCEMENT.

## *Aim to Understand*

INSTEAD OF PARENTING WITH YOUR EGO AND EMOTIONS, SWITCH TO A "I'M HERE FOR YOU" MINDSET.

# GENTLE discipline RESOURCES

## books:

NO BAD KIDS

BY: JANET LANSBURY

THE 5 LOVE LANGUAGES  
OF CHILDREN

BY: GARY CHAPMAN

NO DRAMA DISCIPLINE

BY: DAN SIEGEL



## podcast:

UNRUFFLED

BY: JANET LANSBURY

## social media:

@BIGLITTLEFEELINGS ON INSTAGRAM

@RACHLYNNROGERS ON INSTAGRAM, YOUTUBE,  
AND TIKTOK

@HIGHIMPACTCLUB ON INSTAGRAM AND TIKTOK