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POSITIVE **DISCIPLINES**

Training manual

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POSITIVE

DISCIPLINES

Training manual

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Foreword

The world is changing, children of the world are changing and children of today are not the same as the children of our day. Vietnamese society continues to change rapidly and it brings with it many challenges, especially in the methods used to raise and educate children at home and in schools. Thus, effectively disciplining children, especially those who misbehave, is a difficulty that the majority of parents and teachers face. Many of us still apply negative disciplinary techniques such as beating, scolding and other severe punishments. The result, as we now know, is that children often suffer a sharp loss in self-confidence, become non-cooperative, negative and resistant. Children suffer a loss of self-esteem which can manifest itself in many ways that are not good for a child.

Close your eyes for a time and think of a moment when you were a small child and were seriously punished by your father or mother (or both) for something you did wrong. How did you feel? Angry? Sad? Did it work or would you have liked them to treat you differently instead?

Today, adults are realizing that this negative approach to discipline is ineffective or even harmful to children. However, they are unaware of alternative approaches, such as positive discipline. The positive discipline approach works on the basis of positive reinforcement, enabling children to share in the responsibility of good behavior and to be respectful of decisions made by adults. It allows children to take more responsibility for their own behavior. Positive discipline encourages parents to treat children more as equals and to treat them with respect, rather than as subdued passive recipients of orders.

As part of the project 'Prevention of Physical and Emotional Punishment Against Children' currently being implemented by Plan Vietnam in 8 provinces: Thai Nguyen, Phu Tho, Bac Giang, Hanoi, Quang Binh, Quang Tri, Quang Ngai and Thua Thien Hue, training courses and support materials on positive discipline have been developed and training successfully conducted. To ensure quality, appropriate inputs have been sought by education and psychological specialists, teachers, parents and government officers. The response has been overwhelming and parents have seen favourable changes in their children's behaviour over a short time.

Our aim is to help parents and teachers gain a better understanding about children's psychology and the consequences of punishment, whilst equipping them with the necessary knowledge and skills to effectively apply positive discipline as an alternative to physical and emotional punishment. These newly developed materials teach adults to refrain from taking their anger out on children, whilst demonstrating positive disciplines and helping their children to behave well without forcing harsh, harmful punishments upon them.

This training manual will support potential trainers to facilitate training courses for parents and teachers. In addition, booklets to guide parents and teachers in the methods of positive discipline will also be developed and distributed in the coming year.

On behalf of Plan Vietnam I would like to sincerely thank PhD Le Van Hao, National Institute of Psychology, PhD Nguyen Thi Lan, PhD Hoang Thi Bich Huong and MA Phung Thi Quynh Hoa for their valuable contributions to the development of this manual.

Thanks must also go to the National and International Specialists on Education, Psychology and Child Rights and the School Management Boards where the pilot training courses were held. Without the time given by teachers, parents, and government officials or the frankness and honesty of their discussions this manual could not have been produced, so we thank them also.

Finally, thank you to our colleagues here in Vietnam for assisting in the development of this manual as well as Plan Finland for their financial support for the development and piloting of this manual and Plan Belgium for their support in publishing.

Let's hope that with the help of this training manual and related activities, that the children of Vietnam will be able to grow up in an encouraging, positive environment free from harsh physical and physiological punishment. Let us also hope that in the future when these children are adults, that these valuable lessons stay with them, benefitting their children and future generations.

On behalf of Plan in Vietnam

A handwritten signature in black ink, appearing to read 'Peter van Dommelen', enclosed within a large, loopy oval shape.

Peter van Dommelen

Program Support Manager
Plan in Vietnam

Guidance for using the manual

This manual has been developed to guide potential trainers who will be carrying out training courses for teachers and parents on positive disciplines.

The purpose of the manual is twofold:

- 1. Content:** To introduce some basic concepts, skills and knowledge surrounding positive disciplines, in order to enable trainers to conduct training courses for parents, teachers, caregivers and other people working with children.
- 2. Methodology:** Provision of a frame for exploration of these basic concepts, skills and knowledge in an interactive and participatory manner with a view to enabling trainers to conduct effective, active and positive training courses for adults, in particular parents and teachers.

Therefore, trainers should have prior experience in working with children as well as in conducting training using interactive and participatory methods.

The content of the manual is divided into 8 parts, including one part of guidance for trainers, and seven chapters that are linked in a certain sequence but maintain comparative independence. Each chapter contains components of basic knowledge as well as skill building activities that trainers can initiate and organise for participants. Each chapter consists of *Suggested Knowledge* components designed to provide a foundation, which includes suggestions and references that trainers are strongly advised to read prior to the training. *Handouts* are given in the end of each chapter, which are used to support the *Activities*.

Training activities or techniques may include:

- Educational warm-up activities and games
- Rapid thinking, brainstorming, imaging
- Discussion or working in small groups
- Case studies

Trainers should be flexible in the allocation of time for each chapter and component to reflect the varying needs, capacity and skills of the participants. It is preferable, however, to complete all chapters and their components by the end of the training period.



Guidance for trainers

Training methods

Successful training courses should create a positive learning environment in which both trainers and trainees feel engaged and effective. As such, we propose using a participatory training methodology in order to enable an encouraging and cooperative training environment in which participants can share and work together.

Trainers should try to encourage participants to share and explore their own teaching practices and knowledge as a basis to develop new essential skills. This method allows trainers and facilitators to encourage and support trainees to actively and openly participate in the discussions and activities, whilst creating opportunities for trainees to practice their new skills.

Each Chapter includes a section of *Suggested Knowledge* that each of the trainees should acquire through the various activities, including discussion and group work. Suggested, however, means that trainers can develop and add their own experiences; providing local variations to enrich the chapters and make them better suited to the local community.

The participatory training method is well suited to exploring the topic of positive discipline as a substitute for negative discipline, which can be harmful to childhood development and detrimental to the parent/child or teacher/pupil relationship. In order to achieve training objectives, you should involve trainees in activities such as brainstorming and discussion, rather than relying on lectures or handouts.

- **Quick thinking or brainstorming** is a technique that stimulates the creativity of trainees and supports them in finding different solutions for various problems. In many of the training activities, trainees will be presented with a situation in which a child is misbehaving in some way. Trainees will then be asked what they would do or how they would react in the given situation. Each trainee should quickly think about the problem and propose an immediate solution. These can then be listed on the board and analysed with the participation of all the trainees. This technique helps to create enthusiasm and interest, which in turn encourages them to actively participate in the class activities. The aim is not to criticise any of the trainee's suggestions but to try and find the best possible solution through the collective wisdom of the group.
- **Imagination and recollection** is a technique frequently used during this positive discipline training courses. For example, after you ask the trainees to sit down comfortably and remember their childhood, you may ask: "What did your parents or teacher do when you made a mistake when you were a child?" This question can be written on the board, making it clearly visible to all the participants. The trainer will note down each trainee's answers on the board before asking, "how did you feel at that time?" As most people make mistakes during their childhood, they can draw on their own experience to determine what are appropriate and inappropriate ways for adults to treat children and what children may feel when they are treated in a similar way.
- Most 'skill' training courses involve **group discussion**. Trainers should note that there are some challenges inherent in this method and work to find solutions or minimise the difficulty. Firstly, some of the trainees may know each other already. If so, these people may try to sit together in the same group, especially if they have not met for a long time. During group discussion, they may tend to chat about their own things, not focusing on the discussion topic. To avoid this situation, divide the class randomly, by asking the participants to count from, for example, 1 to 5, with people who have the same number forming a group. This 'group division' technique can be integrated into the warm-up



activity. Secondly, there may be some more outspoken or confident trainees who may dominate the discussion making it difficult for more introverted or quietly spoken trainees to participate. In this case, the trainer should find ways of encouraging equal participation. For example, when asking for a representative from each group to present their findings, you may say “this time, let’s give those who haven’t spoken yet an opportunity to present” to try and ensure everyone presents at least once. Alternatively, ask everyone to give one suggestion to the problem under discussion, thus creating an equal opportunity for participants to speak out.

- When using **case studies**, trainers can provide suggestions from real examples that have occurred at the locality; making the lessons more pertinent and interesting for the participants. However, in order to protect children and their families and/or schools, it is vital that we ensure that we preserve their anonymity. Specifically, for real cases, use only the initial rather than the full name or change the names completely and change the address. The aim is not to disclose any information that could identify the child, which in doing so, may expose him or her to harm.

During the training process, trainers should be willing to help participants find solutions and answers to their questions. During small group activities, trainers should walk around the room observing how people interact with each other. Stop at any group to give your comments, suggestions or encouragement as you see necessary.

The trainees will only actively participate in the activities if they feel comfortable and respected and feel that they are being heard and listened to. Trainers should create a safe and friendly environment to enable participants to share their difficult experiences – such as being punished when they were small or that they are currently using the same methods on their children. You should be careful to undertake the training in such a way that people will not feel uncomfortable, irritated, shy or humiliated in front of their neighbours or colleagues. The purpose of the training is not to judge or ‘accuse’ anybody but try to find more effective alternatives. During the entire training process, you should be an example of non-judgment. This means that trainers must not comment on participants’ ethics or provide ‘must-do’ advice. For example, if a trainee says “spare the rod, spoil the child”, you should provide an open, non-judgemental response, such as “there are many ways to make your children behave. Are there other alternatives to using the rod?” rather than a critical response, such as “you are wrong, there are many ways to discipline without using the rod.”

Group division

There are many group discussion sessions during the training. Trainers should actively prepare ways of grouping participants. Criteria for group division can be flexible to be inline with specific activity requirements.

Suggestions for Grouping:

- Participants who have short hair make-up first group, those with long hair make-up second group and those with medium length hair make-up the third group;
- Participants who have sons will sit in one group, those who have daughters will sit in another group and those who have both sons and daughters will sit in the last group;
- Participants who have children under 5 years old will make up a group, those who have 6-to-12 year old children will make up another group and those who have 12-to-18 year old children will make up another group.

If the number of participants is very different among groups, trainers may request for volunteers to move from one group to another. After the groups are set up, trainers should arrange the seating appropriately.

Participants of the groups should be changed frequently in order to avoid boredom or loss of concentration.

Time frame

Trainers should encourage participants to discuss and exchange views as well as giving specific and creative examples and solutions. As such, the proposed time for each activity (for example 20 or 45 minutes) is a guideline, giving comparative weighting to each activity. Trainers should be flexible, taking into account the total available time and full content of the training. The knowledge and experience of the groups (parents or teachers) from each area (rural, urban or mountainous areas) might further influence the time allocation. This shows respect to all participants for taking the time to attend the training.

The contents of this training manual follow a specific sequence, with each session or activity linked with the previous ones. It is most effective to conduct the training over four consecutive days but if it that is impossible, it can be held in separate periods with one or more sessions each period. Before starting a new session, time should be given to review key knowledge and skills from previous session. Before the end of the course, you should take 30 to 45 minutes to allow participants to evaluate the course (refer to sample "Training assessments" below) and to share any ideas relating to the course. These inputs not only help trainers to improve their knowledge and skills but also help to improve the logistics and organisation of future training courses.

Preparation

Prior to commencing a course, trainers should read this manual thoroughly to ensure their full understanding of the contents and methods required to conduct the training.

Experienced trainers should give examples taken from their own experience as an illustration of introductory knowledge. Prior to each training period, you should prepare and photocopy the *Handouts*. If photocopying is not available, you can write it on an A0-size flipchart or on the back of a wall calendar, and then hang it on a wall for the whole class to read. If possible, some *Suggested Knowledge* can be presented on an OHP or through a PowerPoint presentation.

Essential materials include:

- White or blackboard
- White-board markers or chalk
- A0, A4-size paper, flipchart
- Post-it notes

It should be noted that the participatory method is used in every session of this training course, so each participant will need his or her own movable chair. You can come early to arrange the room in circle or U-shape. The advantage of this arrangement is that it creates a large space in which the activities may take place. You will also need some tables for participants to use for writing and drawing before sharing and making their presentations.

Warm-up activities and educational games

Warm-up activities or games help to create a joyful atmosphere to stimulate participants' attention prior to and during the training. In addition, they help to remove any communication barriers that may exist between participants. They improve trust and cooperation during group work and during the sharing of opinions and experiences of child rearing and education.



Normally, each training period should contain two periods of warm-up activity. These should take place at the beginning of the morning or afternoon session and at the end of a break. If the trainer feels more games should be added, particularly for afternoon sections or when participants seem tired and less attentive, the trainers can:

- Conduct their own warm-up activities
- Ask participants to think of an energiser

Many training courses have shown that warm-up activities and games are more effective if they are educational, related to the course content and if they encourage people's participation rather than being simply competitive. You should prepare yourself with some warm-up games and activities.

At the beginning of the training

At the beginning, trainers should carry out such activities as introductions, outlining the training objectives and course content and creating some class rules. Below is a more detailed guide for these activities.

Introductions



Objectives

To introduce participants in order to create a friendly environment



Target audience

Parents and teachers, caregivers and people who work with children



Time

10 minutes



Methods

Self-introduction or small-group introduction



Materials

A4-size papers, pens

Process

Step 1 (1 minute)

Welcome participants and write out name badges (if available and necessary). Trainers can say something about themselves (name, occupation, experience, and so on.)

Step 2 (8 minutes)

Ask each participant to briefly introduce him or herself as the trainer did. The trainer can do it in different ways depending on his or her training experience, the time available and trainees' relationship. You can tell the trainees something (perhaps about your age, hobby, and so on) about yourself and ask each trainee to do the same. If more time is available and participants don't know each other, you can group three or four people together and give each group two or three minutes for making introductions. Each person can then tell the whole class about the new friend that he or she has just met. This should be very brief.

Conclusion (1 minute)

Thank people for their openness and friendliness. The trainer should let the trainees know that they will have more chances to talk and understand each other during the training.

Introduction of training objectives and agenda



Objectives

To inform participants about the main topics of the training. To briefly introduce the training agenda



Target audience

Parents and teachers, caregivers and people who work with children



Time

10 minutes



Methodology

Presentation and handout distribution



Material

A4-size papers, pens

Process

Step 1 ***(3 minutes)***

Introducing the objectives: You can use a projector or write two objectives of the training (see below) on a flipchart and hang it where all the trainees can read it. Alternatively, if more time is available, trainers can ask participants about their expectations: what they expect to know from the training and any concerns or worries they may have being a parent or teacher coming to this training.

Step 2 ***(5 minutes)***

Introducing the agenda: Distribute each participant a copy of the “Suggested Agenda” below. Give them two or three minutes to read it and ask if they have any questions. Trainers can run through the main concepts and skills mentioned. This should be kept brief, as you will go into the detail later.

Conclusion ***(2 minutes)***

Emphasise the training objectives (why participants are here) and training agenda (main content of chapters and sequencing).

Making class rules



Objectives

To guide participants in jointly determining the class principles and to introduce the importance of participatory rule making



Target audience

Parents and teachers, caregivers and people who work with children



Time

10 minutes



Method

Brainstorming and group discussion



Material

A half A0-size flipchart, colour pens

Process

Step 1 (2 minutes)

Hang half an A0-size paper on the board and ask participants what basic principles they want to have in this training. Give participants a short time to think before raising their ideas and suggestions.

Step 2 (5 minutes)

Explain that this is an example of how to determine principles using the participatory method. Trainers should facilitate a quick discussion of each point proposed by the participants. They will then write the principles selected by a majority vote which participant want to apply to this particular training on another sheet of paper. If necessary, you can suggest or share with them the principles of the last training you undertook (as suggestions below). Note that it is important that both participants' and your own suggestions should be discussed and agreed upon by majority vote before they are included in the final selection.

Step 2 (2 minutes)

After hanging this paper in a visible spot, ask participants "Who were involved in making this decision?" and "whose decision is this?". Participants will follow by giving their answers (they usually say "the whole class" or "all of us"), move on to the conclusion.

Conclusion (1 minute)

Research conducted in many places reveal that by participating in the decision making process, we feel ownership of those decisions. With a sense of ownership, the likelihood that the decision is put into practice is much higher than those made in a forceful, non-participatory manner. This applies to children as well as adults. This point will be explored further in [Chapter 4](#), point 2.

Purposes of the training

1. To introduce participants to some of the basic knowledge and skills of positive discipline as an alternative approach to negative discipline.
2. To provide a framework and opportunity for parents and teachers to explore this basic knowledge and skills in an interactive, positive and participatory way.

Suggested rules for training course

1. Sessions should commence and finish in a timely manner. Determine a “penalty” for those who are late, such as having to sing, dance or tell a story.
2. Active participation from all.
3. Listening to others, no private talk.
4. Non-judgemental attitudes: no idea is ‘bad’.
5. Be succinct in your presentations, no long-windedness.
6. No smoking.
7. Mobile phones are on “silent” or “vibrate” only

Review

For all types of trainees, and particularly parents, reviewing the knowledge and skills gained in previous sessions in a safe and friendly way is essential. It helps to reinforce the session and enables the trainer to receive quick and regular feedback from participants, as well as promoting interaction and sharing within the class. Reviewing previous sessions as a connection to the new session will enable participants to realise the link, promoting greater understanding and better retention.

There are many friendly reviewing methods, for example standing in a circle after the warm-up activity and asking some participants to tell everyone what they remember or liked most from the previous session and why. If homework is given in a previous session in the form of simple tests or requesting people to practice a certain skill with their children or pupils, the review is a good time to get participants to share their work and experiences. Listening and encouraging their initial positive results, albeit small, or discussing what prevented them from practicing their new skills can also help to promote people's behavioural changes. You can find some tests and reinforcement exercises in the Handouts of Chapter 4.



Training assessment (sample only)

Sample 1

1. Which parts of the course do you find most effective?

.....
.....

What are the main factors contributing to their effectiveness?

.....
.....

2. Which parts of the course do you find least effective?

.....
.....

Why?

.....
.....

3. What do you like most in this training?

.....
.....

4. Please mark your assessment for following points:

.....
.....

ITEMS	Poor	Fair	Good	Excellent
The overall training				
Content				
Methods /Processes				
Interaction between trainer and trainees				

5. Do you have any comments or suggestion for improving this kind of training?

.....
.....

Sample 2

1. How do you assess the *importance* of understanding and applying knowledge and skills of positive disciplines on children? (Please circle your chosen number)

0	1	2	3	4	5	6	7	8	9	10
Completely not important					Completely Important					

2. How do you assess *your confidence* to conduct the Positive Discipline course for your colleagues or other parents?

0	1	2	3	4	5	6	7	8	9	10
Completely Unconfident					Completely confident					

3. How do you assess *your readiness* (if requested) to providing training on positive disciplines for colleagues or parents if requested?

0	1	2	3	4	5	6	7	8	9	10
Completely Unready					Very ready					

Thank you very much!

Training agenda (Sample form)

Venue A, date X

Time

Content

Day 1

7:30 - 8:00

Opening

Chapter 1: UNDERSTAND CHILDREN AND OURSELVES

8:00 – 9:15

Some features of childhood development

9:15 – 10:00

Some basic needs of children

10:00 – 10:15

Break

10:15 – 11:00

Why do children misbehave? Adults' reactions and feelings

11:00 – 1:30

Lunch

1:30 – 1:45

Warming up

Chapter 2: INAPPROPRIATE DISCIPLINES

1:45 – 2:45

What is punishment? Kinds of punishment

2:45 – 3:30

Why is punishment ineffective and what are the consequences?

3:30 – 3:45

Break

3:45 – 5:00

Why do adults still use punishment even though it is ineffective?

Day 2

Chapter 3: CHILD RIGHTS AND DUTIES. LAWS ON CHILD PROTECTION IN VIETNAM

7:30 – 9:15

Four main groups of child rights. Child duties

9:15 – 9:30

Break

9:30 – 11:00

Laws on Child protection in Vietnam

11:00 – 1:30

Lunch

Chapter 4: POSITIVE DISCIPLINES

1:30 – 2:45

Natural and logical consequences.

2:45 – 3:45

Building family and school rules with children

3:55 – 4:00

Break

4:00 – 5:00

Time-out

Day 3

Chapter 5: ACTIVE LISTENING

7:30 – 8:15	What is active listening? Importance of active listening
8:15 – 9:15	Barriers to active listening (what should be avoided)
9:15 – 9:30	<i>Break</i>
9:30 – 10:15	Four steps of active listening to support children in trouble or difficulty
10:15 – 11:00	Active listening and solving conflict
11:00 – 1:30	<i>Lunch</i>

Chapter 6: ENCOURAGEMENT

1:30 – 3:00	Positive and negative reinforcement, five basic rules
3:00 – 3:15	<i>Break</i>
3:15 – 4:00	The difference between encouragement and praise
4:00 – 5:00	Some skills on encouragement

Day 4

Chapter 7: STRESS MANAGEMENT AND ANGER CONTROL

7:30 – 8:45	Stress and how to reduce stress
8:45 – 9:00	<i>Break</i>
9:00 – 10:30	Anger and how to prevent and control anger
10:30 – 11:00	Evaluation, sharing. Closing

Chapter 1

Understanding children and ourselves

Objectives: This chapter aims to help trainees understand

1. Some basic development features of children from 0-18 years old, especially those features that are positively or negatively influenced by adults' disciplinary actions.
2. Some of the basic psychosocial needs of children; behaviours and attitudes that adults can adopt to help meet those needs.
3. The causes of children's misbehaviour and adults' responses.



Some features of child development

- **A child** means every human being who is below the age of 16 years old (according to the laws of Vietnam) or 18 years old (according to the Convention on Rights of the Child).
- **Child development** is a process of change in which children transit from simple to more complex skill levels of moving, thinking, feeling and social interaction.
- **Views on child development** have changed over time. Prior to the 1970s, many people viewed children as a passive, blank slate, dependant on adults for protection and rearing and upon which adults could imprint education and knowledge. Over the years, this view has changed, with children now being understood to have the potential to contribute positively to society. The child development process is now understood to have two-way impacts, affected both by the adult caregivers and the children themselves.



Child development aspects

Children differ from adults. They are undergoing a process of change and development from immaturity to maturity. The development process is usually divided into the following four aspects:

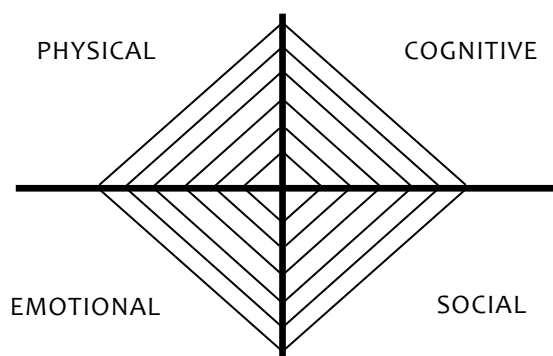


Figure 1. Aspects of Child Development

Physical development

This is the development of body, brain, health and movement. A growing child will experience changes in his or her body during the development period. The sexual development of the child has physical manifestations, including hormonal changes that can greatly affect the child's emotional state.

Cognitive development

Cognitive development relates to processes such as thinking, remembering, problem solving, assessment and comment, as well as to what children know and understand.

Emotional Development

This aspect includes establishing children's relationships and confidence. As children mature, they learn to control their feelings and impulses. Through interaction with others they determine what are appropriate and inappropriate feelings and responses in a range of situations, according to their particular cultural context. *Emotional development forms the foundation for cognitive and social developments* with most of information collected by children coming from those closest to them – their families and immediate community - who act as role models for children in the first years. Models for awareness and social developments are provided through communication and interaction between children and those that are emotionally close to them during this time.

Social development

Social development enables children to determine between right and wrong in their social relationships. As children mature, their understanding of social knowledge increases greatly and depends significantly on their environment - family, school and society - as well as the models they chose to emulate. Social development includes communication, relationship building, attitudes, social skills, and integration into the social environment, including norms, limitations and codes of conduct.

One theme of this training is the positive approach to child education. We will pay close attention to the emotional and social aspects of the relationships between parents and children and teachers and pupils.



Some features of child development

Children grow and develop over many years. It is important to remember that *each child develops individually at his or her own pace and in his or her own style*. As such, some adults may become concerned about whether their child is developing within normal parameters or if their child is facing developmental problems.

In most cases, 'behavioural problems' observed by adults in children are merely an indicator that their child is going through one of the natural stages of development. Over the following weeks and months, their child's behaviours will continue to change. *A true behavioural problem usually lasts for more than six months and occurs consistently in different locations and situations.*

Below are some characteristics of development for different age groups and some suggestions relating to positive discipline.

0-1 year old

- Children at this age are learning to *trust* their parents and caregivers.
- They establish the *secure attachment* that are very important for later years.
- To obtain trust and feel safe, the child must continuously receive love, care, attention and interaction – such as holding, cuddling, 'talking', smiling and so on - from his or her parents and caregivers. Without this loving interaction, he or she may become anxious, scared, doubting and distrustful.

1-3 years old

- Clear and focused orientation: The child can now recognise and experience anger from being physically hurt or through emotional outrages.
- Many childhood behaviours are seen as problems by adults but are actually part of their important and normal development; a way for children to test their boundaries and to explore the world through investigating everything within their reach. They do not yet have control of their emotions and may be prone to tantrums and uncontrollable outbursts of anger.
- This is a stage where children are *capable of doing many things by themselves* – such as talking, walking, going to the toilet, getting dressed and exploring the world around them - and, importantly, they *want* to do these things by themselves.
- Children consider their peers as either 'competitors', who may take their material possessions or compete for attention and emotional support, or 'providers', who serve their needs.
- Children begin to develop the ability to consider things from another's perspective.
- Children now have the ability to *recognise cause and effect* and have relatively concrete cognition.
- Clear, simple rules and guidelines are very important in teaching children to control their impulses and emotions. Telling them, for example, "I will give it to you later" or "after the meal" rather than immediately capitulating to their demands is an important way to instil self-control.



3-6 years old

- During the first five years, children are predominantly egocentric; they still want to focus on their own ideas and opinions. They may appear selfish and develop a tendency to say 'no' in order to experience their own power. When in conflict with adult requests and demands, children may appear 'stubborn' or 'naughty'.
- At this stage, children continue to extensively explore the physical and social world, developing preferences for and against particular people, activities and situations. An increasing sense of independence is expressed through an attitude of 'I can do it' and an insistence on following their own ways of doing things. The child is often punished at this stage due to breaking or damaging things during their explorations.
- Saying 'no' to children in an appropriate manner at this stage helps to enable them to develop emotional and behavioural self-control.
- Step by step, children increase their ability to accept disappointing events and outcomes as well as the postponement of eagerly anticipated events.
- Occasional deliberate quarrel picking is natural.
- Play is critical: virtual and imaginary friends, such as teddy bears, pets, and so on, are natural and useful.
- The ability to adjust to different situations gradually increases over this phase.
- During this period, children learn behaviours that are considered appropriate by their society, according to their own cultural context.
- Language development continues rapidly through this phase.
- Children become aware of their sex as male or female.
- Creating firm and consistent behavioural boundaries at this stage helps children to better learn to control their actions.
- *At around five years of age, children may become very sensitive to making mistakes.* They are easily emotionally hurt if scolded or beaten by parents and teachers when they make a mistake.



6-12 years old

- Children are *still sensitive about being punished when making mistakes.* During this stage, children are adapting to the school environment. If punished when making a mistake, many children may tend to shrink into themselves and feel insecure. They may show reduced interest in and motivation to study and may even start to dislike going to school.
- Adults, including parents and teachers, must recognise that making mistakes is normal and natural and should consider them a learning opportunity for children. It is important to differentiate between negative *behaviours* and children's *personality*, that is, to ensure that the child understands that a particular behaviour is bad, but that does not mean that he or she is a bad person for evincing that behaviour.

- Parents and teachers can impact whether or not children develop biased attitudes towards others based on sex, ethnicity, personality and so on.
- In this stage, children are still adaptable. Good habits – such as studying or helping with the housework – can be established and developed at this time through positive reinforcement. The feeling of being good at something is very important for children. If children believe they consistently fail to meet adult expectations, they may develop an inferiority complex. Children at this stage are in need of support and encouragement.
- Children are better able to control themselves and tend to become less aggressive.
- Children can organise, arrange and conduct activities - both educational and leisure - by themselves.
- Children begin to establish social skills at this stage; peer relationships are critical.
- At this stage, children often give their peers nicknames. Sometimes these nicknames may be hurtful or demeaning.
- At this stage, children can clearly distinguish between shared life and private life, developing a need for their own privacy.
- Children in this age bracket are strongly aware that some people, such as teachers and parents, have 'power'.
- Personal characteristics are developed. In general, it's a relatively stable stage and, in this, varies from other stages.



12-18 years old

- Hormonal changes result in changes of temperament. Children in this cohort may become more emotionally charged - more tearful, more sensitive, more easily giving way to expressions of anger. They tend to be enthusiastic but easily discouraged.
- Social and moral development. Peers are very important: they may even influence development and behaviour more than parents or teachers, at this stage.
- During this stage, children may experience confusion over what their adult roles should be. They may become rebellious, defining themselves in opposition to the adult role models around them. In seeking avenues for self-expression, they may easily find themselves in conflict with adults. Strong emphasis may be placed on independence and self-reliance. Defiance of adults - arguing or talking back - is normal.
- It is important to realise that negative behaviours exhibited during this and other stages are rarely directed maliciously against parents, teachers or other caregivers. At this stage, children seek independence and responsibility although they may not yet be fully able to wield it effectively and may still rely on the guidance of adults. Adults should recall their own childhood, when they faced the same situations, in order to empathise with their children.
- At this stage, many children find themselves at a crossroad; they want to be trusted to make good decisions. Parents and adults should help them to define their goals and objectives, and assist them in determining their direction and position in life.

Activity: *Discovery of child development*



Objectives

To understand some of the basic features of child development in children from 0-18 years old



Target audience

Parents and teachers, caregivers and people who work with children



Time

50 minutes



Method

Small group discussion



Materials

A0-size flipchart and coloured pens

Process

Step 1 (3 minutes)

Divide participants into three small groups: group together caregivers, educators or people working with children from 0-5 years old (pre-school), those working with children from 6-12 years old (lower secondary school), and those working with children from 12-18 years old (teenagers).

Step 2 (20 minutes)

Each group will discuss the developmental features of their assigned age groups according to the four aspects (see Figure 1) and write their findings on the A0 flip chart before making their presentations to the other groups.

Step 3 (22 minutes)

Once all of the groups have finished their presentations, request all trainees to add more features. If anything is missing from the list provided in Suggested Knowledge 1, the trainer will add the missing points. You can add this knowledge by talking and writing directly on the A0 paper of each group or using transparencies or PowerPoint.

Conclusion (5 minutes)

Summarise and repeat some main developmental features of each age group. Emphasise those developmental features (marked in *italics* in [Suggested Knowledge 1](#)) that are clearly negatively or positively affected by different discipline methodologies of parents and teachers.

Activity: *Parents and teachers are not all the same. Which style are you?*



Objectives

To understand three different child education styles and to determine which style you use most often



Target audience

Parents and teachers, caregivers and people who work with children



Time

20 minutes



Method

Quick thinking and group discussion



Materials

Handout *"Which style do you use to educate your children?"*, A0-size papers and coloured pens or board and chalk

Process

Step 1 (10 minutes)

Deliver handout *"Which style do you use to educate your children?"* to trainees. Let trainees read and discuss the handout with those sitting near them for 3 minutes before deciding which child education style each trainee uses most often: (1) autocratic, (2) permissive or (3) positive, mutual respect.

Step 2 (5 minutes)

Check how many people fall into each style and if anyone faces difficulty in categorising themselves into a single style. If there is a difficulty, explore why this may be.

Conclusion (5 minutes)

In most cases, each person will use one or other or a mixture of the different styles depending on the situation. The positive style - as opposed to the other two more negative styles - is not easily applied in every situation but it is both good and effective for supporting child development. We will discuss this in detail in the next sections.

Activity: *The differences among children are natural and normal*



Objectives

To understand that the differences among children are normal and natural



Target audience

Parents and teachers, caregivers and people who work with children



Time

10 minutes



Method

Quick thinking, sharing and lecturing for summarising



Materials

A0-size papers and coloured pens or board and chalk

Process

Step 1 (2 minutes)

Ask any participant if he or she can identify anyone in the class, office, local community or the world who is the exact replica of him or her in external appearance, needs, hobbies, temperament, internal characteristics and so on.

Step 2 (3 minutes)

The (quick and easy) answer will be 'no'. The trainer should then ask: "with the same parents, in the same nurturing environment, are your children exact replicas of each other in terms of weight, development process, characteristics, and so on?" (Pause for 1-2 minutes). "How about in your own class?"

Conclusion (5 minutes)

The difference among children is natural and acceptable. Some children are tolerant to change, others more sensitive. Some children are outgoing, others more introverted. Some are good in audio learning (listening), some are good in visual learning (watching) and some need practical, hands-on learning. Some learn at a run (very fast), others at a walk (slow and steady) and still others at a jump (with periods of plateau and spurts of rapid cognitive and physical development).

Suggested knowledge

2

Some of the basic psychosocial needs of children

As well as the obvious minimum biological needs such as breathing, eating, drinking, sleeping, and so on required to stay alive, children have psychosocial needs that are essential for their development. Children need to be:

- Safe
- Understood and shown empathy
- Loved
- Valued
- Respected



Parents and teachers can develop the following attitudes and behaviours to meet the psychosocial needs of children at home and school.

1. Attitudes and behaviours of parents and teachers that can help make children feel SAFE

- Children will learn more from making mistakes if adults take the time to help them to realise right from wrong and to know how to do the right thing next time. Adults should consider mistakes a useful source of information from which children can learn.
- In family or class, adults should explain to children that nobody is allowed to hurt anyone else and all people have the right to be protected.
- Show understanding during discussions in the family or school environment to enable children to make better decisions.
- Be consistent in behavioural norms; be fair in responding to all situations.

2. Attitudes and behaviours of parents and teachers that can help make children feel LOVED

- Create an environment within the family or school to enable children to express themselves, allowing them to develop their ego and sense of self.
- Exhibit gentle and considerate manners. Use a soft and intimate tone; Listen to children; Respect children's opinions; Encourage and support children, show clemency and tolerance; Be warm, careful and kind; Appreciate each child's good characteristics; Be fair to all children in the family or class; Exhibit no discrimination.

3. Attitudes and behaviours of parents and teachers that can help make children feel UNDERSTOOD and shown EMPATHY

- Listen to children.
- Give children space to express their opinions and feelings.
- Give children space to understand and respond to questions clearly.
- Be open and flexible.
- Understand the psychological features of children through each stage of development.

4. Attitudes and behaviours of parents and teachers that can help make children feel RESPECTED






- Actively listen to children with concentration and attention.
- Take the time to understand children's feelings.
- Involve children in the development of family or class regulations and activities.
- Set clear boundaries and limitations but remain composed when these boundaries and limitations are tested or broken.
- Create a respectful environment in your family or class through your voice and tone. Depending on the situation, your voice can express a range of emotions from care, excitement and encouragement to firmness or sternness.



5. Attitudes and behaviours of parents and teachers that can help make children feel VALUED

- Accept that children may have opinions that differ from yours.
- Listen actively to children.
- Provide opportunities for children to express their potential.
- Respond to children's initiatives.
- When children make a mistake, focus on their behaviour. Don't attach negative behaviours with a child's personality – the behaviour is 'bad', not the child. For example, if your child breaks a vase, you should not shout something like, "How clumsy you are! You'll never make anything of your life!" at him or her.

Activity: *Return to your childhood to discover children's psychosocial needs*

	Objectives	To understand some of the main psychosocial needs of children for healthy child development
	Target audience	Parents and teachers, caregivers and people who work with children
	Time	15 minutes
	Method	Quick thinking and sharing
	Material	A0-size papers and coloured pens or board and chalk

Process

Step 1 (2 minutes)

Ask participants to sit comfortably and recall their childhood through both positive and negative memories. Ask participants "at that time, how did you want the adults in your life (at home, in school and in society) to treat you?" You can write this question on the board or flip chart so that everyone can read it.

Step 2 (5 minutes)

Ask two people sitting next each other to exchange their thoughts and experiences and their positive and negative memories of their childhood relationships with adults.

Step 3 (5 minutes)

Ask some participants to share their thoughts and memories. Write down their childhood experiences and expectations on the board (for example, being indulged by his or her parent, being listened to by his or her teachers, and so on).

Conclusion (3 minutes)

Many things may be listed on the board but most or all of these things can be grouped into the five basic needs (see Suggested Knowledge 2). For example, 'being listened to by teachers' would be grouped with making children feel respected.

Activity: *Meeting the five basic needs of children*



Objective

To understand which attitudes/behaviours exhibited by adults can contribute to children feeling safe, respected, loved, understood, and valued



Target audience

Parents and teachers, caregivers and people who work with children



Time

20 minutes



Method

Working in small group, sharing and summarising



Materials

A0-size papers and coloured pens or board and chalk, and adhesive tape

Process

Step 1 (3 minutes)

Write this question on the board or flip chart: "What attitudes, behaviours and manners of adults (parents, teachers) make children feel (1) safe, (2) respected, (3) understood, (4) loved, (5) valued?"

Divide participants into 5 groups. Each group will discuss one of the five basic needs as above.

Step 2 (15 minutes)

Each group will discuss and write their group's ideas on half a flip chart. Hang the working results on the board and a representative of each group will make presentation. Other participants should listen to it and can raise any questions or comments. You can then add further comments based on Suggested Knowledge 2.

Conclusion (2 minutes)

Adults can completely satisfy the basic socio-psychological needs of children for their healthy development. These attitudes and behaviours can be enacted immediately. As homework, ask trainees to practise enacting some of these behaviours and attitudes at home with their children or students. It can be seen as homework. Next time you meet ask some of the trainees to share their experiences and findings.

Why children misbehave and adults' feelings and reactions

Why do we need to understand the underlying reasons and motivations for children's negative behaviours?

When children are naughty, behave inappropriately or appear to have a behavioural problem, adults may become concerned. They may apply strong measures to try to change or halt what appear to be aberrant behaviours.

Many people think that children are either innately naughty or are naughty due to some external factor – such as being 'spoiled' by their parents, coming from a very poor or very rich family, or coming from a 'bad' family.

All behaviours, however, *are driven by a certain purpose and have an underlying cause*, including children's negative and inappropriate behaviours. Through properly identifying the cause and/or purpose of negative behaviours we can understand why the child is acting as he or she does and thus we have the opportunity to respond appropriately and effectively.

It should be noted that *children are not always aware of the underlying causes of their aberrant behaviours*. If questioned about why they have behaved in a certain manner, the child will often respond that he or she does not know or may provide an unrelated excuse or explanation

Common underlying reasons for children's negative behaviours at home and in school and adults' response and feeling

Let's discuss the following case:

Hung, an 11-year-old boy, cannot sit still in class and keeps wriggling all the time and turning his head. Sometimes he pulls other children's shirts, raps on their heads or stands up while he should be sitting down and concentrating on finishing his exercise.

The question we should ask is what is the underlying reason for Hung's behaviour? Hung's behaviours may aim to:

- Attract attention to himself by getting his teachers and classmates to notice him.
- Show his own power and self-expression – to give the teacher and the class a sense of 'I can do whatever I want'.
- Revenge – perhaps Hung is feeling hurt and wants others to feel that way too.

- Feeling inadequate, fear of failure OR feeling superior or bored – Hung may feel that the exercises are too difficult for him and doesn't want to try in case he fails. Alternatively, it may be that the exercises are too easy for him and Hung feels he does not need to do them or perhaps he is bored.

Most educational experts think that the negative behaviours displayed by children can be categorised into four basic underlying causes: attention seeking, showing power, revenge and feeling inadequate. (See Dreikurs, R. and Soltz, 1964 for details.)

Underlying reasons for children's negative behaviours at home and in school and adults' response and feeling

Underlying reasons for children's negative behaviour	Example	Adults' feeling and response	Children's reaction when adults attempt to adjust their behaviour
Attracting Attention	<p>Active: playing tricks and jokes on adults or their peers, dressing abnormally, crying, making noise.</p> <p>Passive: forgetting or neglecting to do things.</p>	<p>Feeling: irritation, anger, sometimes humour, as children can be very funny.</p> <p>Response: tending to repeatedly complain at the children to stop.</p>	Temporarily stopping the behaviour before repeating it or starting another behaviour that will attract the adult's attention.
Showing Power	<p>Active: displaying aggression, fighting, challenging, teasing, becoming disobedient and uncooperative.</p> <p>Passive: stubborn, resistant</p>	<p>Feeling: angry, provoked, as if their power is challenged</p> <p>Response: a tendency to punish, counter-attack or give in.</p>	If the adult uses his or her own power to respond, the child may resist more strongly or reluctantly obey, making their reluctance obvious. This may escalate into a power struggle between the adult and the child. If the adult gives up, the child will usually stop the behaviour.
Revenge	<p>Active: harm or hurt somebody, become rude, violent, destroy things</p> <p>Passive: look at other people with resentment and/or disdain.</p>	<p>Feeling: the adult may feel hurt or rejected by the child</p> <p>Response: adult tends to retaliate or reconcile.</p>	The child continues to retaliate by enhancing negative behaviour perhaps by doing something destructive or saying something hurtful or finding another 'weapon'. This often escalates to a cycle of revenge between the adult and the child
Express feelings of inadequacy	<p>Passive: give up on tasks easily, do not make any effort, do not participate. Skip or drop out of school. Escape through alcohol and drugs.</p>	<p>Feeling: adults are depressed, disappointed, may 'give up' on their child.</p> <p>Response: tend to agree with the child that there is no solution. Give in to the child. Drug-addicted children may be taken for detoxification and rehabilitation.</p>	The child has a passive reaction or no reaction at all against any measures of the parent. No improvement. He hopes that the adult will give up and leave him or her alone.

Trying to attract attention and demonstrating one's power are the most common underlying reasons for negative behaviours at home and in school.

- **Attracting Attention:** The underlying cause of attention attracting behaviour is the correlation of self-esteem with receiving attention – even negative attention – from parents and teachers. Once children become teenagers, they tend to seek the attention of their peers. Desire for attention is a common need and motivation for many children. If a child cannot get attention through good marks or group work, he or she will try to attract attention in other ways such as disrupting the class. Adults often punish or flatter the child to stop these misbehaviours. This, however, may give the child exactly the result he or she has been seeking: the adult's attention. As such, they learn to repeat those behaviours.
- **Showing power:** From a very young age, children are aware of the fact that they can influence the world around them through their actions. The desire to test their power is natural. Some children, however, have the misguided view that they are important to others only when they can manipulate others to get what they want. They measure their self worth through challenging adults and the established boundaries. The constant testing of limits may cause adults to become frustrated or angry. Adults, especially those who take the view that children should be obedient and should not talk back, may feel the need to punish the child.
- **Revenge:** Children may feel hurt because they are not loved, respected or fairly treated. They may feel that they are being unfairly punished and wish to retaliate. A child who lashes out either physically and/or emotionally at his or her peers or caregivers may feel that he or she has been unfairly treated or hurt by others. A child that has suffered real or imagined hurts may seek revenge through hostile words and/or actions, withdrawing or refusing to cooperate. These children may become depressed.
- **Expressing feelings of inadequacy:** The child may think that he or she cannot meet the adult's expectations and so will give up and hope that they will be left alone. Feelings of inadequacy may be expressed through withdrawing in order to avoid failure whenever the child feels a task is beyond his or her capabilities. If a child feels that he or she is not up to the task, he or she may feel depressed. Teasing the child or trying to provoke him or her into doing a better job may make the child feel even less valued and less capable.



What should adults do?

a. Identifying the underlying purposes beneath children's negative behaviour

Two useful points, which may help us to determine children's actual purposes, are outlined below:

- Adults should examine *their own feelings*. If they feel irritated or bothered, the child is probably trying to get their attention; if they feel angry, perhaps the child is trying to show his or her power; if they are deeply hurt, the child may be trying to get revenge; if they feel discouraged and exhausted, the child may be trying to express their feelings of inadequacy through avoidance (see column 3 of above table).
- You should examine the *child's reaction* when adults try to change his or her behaviour (see column 4 of above table).

b. Adults' responses

When children misbehave, such as Hung in the example, adults may use different measures to try and affect behavioural change. Some methods may be positive while others are more negative. It should be noted that each of the four types of underlying purposes of children's negative behaviour presented above might result in them being physically or mentally punished. We will discuss this further in Chapter 2.

The key principles to follow in these situations in order to handle them effectively are to try to remain calm, try to understand and respect the child and to apply positive discipline approaches (Chapter 4), positive listening (Chapter 5), encouragement (Chapter 6), and self-control (Chapter 7).

c. What should adults do instead of punishing the child?

- If the child is trying to *attract attention*, adults should:
 - ▶ Ignore the misbehaviour when possible but give the child attention when he or she is behaving pleasantly.
 - ▶ Look sternly at the child without saying a word.
 - ▶ Redirect the child into a more positive behaviour.
 - ▶ Remind the child about the task he or she should be doing, give the child potential choices (Chapter 4).
 - ▶ Impose a logical consequence (Chapter 4, Suggested Knowledge 1).
 - ▶ Set up a schedule in which the adult will spend time with the child on a regular basis (Chapter 4, Suggested Knowledge 2).
- If the child is *showing power*, adults should:
 - ▶ Try to stay calm. Release themselves from the power struggle to allow the child to cool off. Remember that an argument needs at least two people to take place.
 - ▶ Use steps for encouraging cooperation. Understand children's feelings and show that you understand those feelings; share your feeling about that situation; discuss how to avoid similar problems in the future (Chapter 5).
 - ▶ Help the child to realise that he or she can use power and strength in a more constructive way. Remember that either contending the child's power or compromising will make the child more eager to test his or her power again in the future.

- ▶ Decide what you will do but not what you will try to force the child do.
- ▶ Set up a schedule in which the adult will regularly spend time with the child (Chapter 4, Suggested Knowledge 2).
- If the child exhibits *revenge*, adults should:
 - ▶ Be patient. Drop out from cycle of retaliation. Avoid punishment.
 - ▶ Maintain a friendly attitude while waiting for the child to cool off.
 - ▶ Encourage cooperation; build trust with children (Chapter 6).
 - ▶ Cooperate with the child to solve problems.
 - ▶ Encourage the child, show him or her that they are loved and respected (Chapter 6).
 - ▶ Set up a schedule in which the adult will regularly spend time with the child (Chapter 4, Suggested Knowledge 2).
- If the child is *expressing feelings of inadequacy*, adults should:
 - ▶ Show no disparagement or criticism.
 - ▶ Arrange time for training or extra classes, particularly for study.
 - ▶ Split a task into several smaller ones, helping the child to start with an easy task for initial success.
 - ▶ Encourage the child; focus on his or her strengths and internal value (Chapter 6).
 - ▶ Don't show pity or excessive compassion; do not give up.
 - ▶ Spend regular time with the child to help him or her.

Appropriate and inappropriate methods employed by adults and positive and negative problem solving strategies for misbehaving children will be discussed in detail in the coming chapters.



Activity: *Reasons for children's misbehaviour*

**Objective**

To understand the four underlying reasons for children's misbehaviour

**Target audience**

Parents and teachers, caregivers and people who work with children

**Time**

20 minutes

**Method**

Small group, sharing and conclusion

**Materials**

Handout: *Exploring Underlying Reasons for Children's Misbehaviour (at home or at school)*, black or whiteboard, chalk or markers, A0 paper

Process

Step 1
(3 minutes)

Divide participants into small groups. Distribute handout *Exploring Underlying Reasons for Children's Misbehaviour (at home or at school)* (if using) to each group. Ask each group to discuss the questions in the handout and write their answers in the blank space.

Step 2
(15 minutes)

Representative of each small group will present their discussion results. The trainer writes each group's ideas on the board or A0 paper. Each idea about the underlying reason for the child's behaviour can then be grouped into one of the four purposes of children's negative behaviours outlined in Suggested Knowledge 3. If time is available, you can ask trainees to think and give examples of adults' positive behaviour in the two examples of Hung and Thanh.

Conclusion
(2 minutes)

Children's negative or inappropriate behaviours have underlying purposes and do not happen in isolation. Identifying the underlying reasons for children's negative behaviours will help to understand why they act in the way they do and assist in formulating an appropriate and effective response. Note that children are not necessarily aware of their underlying purpose. The trainer can continue with questions 2 and 3 to clearly understand the adult's feelings and reaction. For details for each case, see Table above.

Handouts

Which Style Do You Use To Educate Your Children?

Please read the three following styles of education and see which one you use most often.

1. Child education is a 'continuous battle'.

Parents, teachers and adults know what is good and what is bad, so children must follow them. Parents, teachers and adults may:

- Make many strict rules and often criticise the children.
- Use a lot of orders, forbidding and threatening.
- Often accuse of wrongdoing with little or no evidence, punish, beat and scold.

2. "Anything for a quiet life."

Parents and teachers think that children will be worried about what they are doing:

- Adults forget their own needs and ignore children's negative behaviours, perhaps even ignoring serious mistakes and helping to hide them.
- Always make concessions and satisfy children's requests when they persistently cry and complain.
- Do not encourage children to be independent and do everything for them.

3. "I love my children/ students but I understand that children cannot have or do anything they want."

Parents and teachers know that their job is to educate children and explain the school or family rules and regulations as well as to help children understand why they should follow those rules and do the things that adults want them to do:

- Set up clear and simple regulations and rules and help children to follow these rules.
- Allow children to select from a limited range of choices that are suitable for their age and stage of development.
- Mainly use positive methods like complimenting and encouraging children to have good behaviours and may show disagreement but never punish.

Exploring Underlying Reasons for Children's Misbehaviour (at school)

Situation

Hung, an 11-year-old boy, cannot sit still in class and keeps wriggling all the time and turning his head. Sometimes he pulls other children's shirts, raps on their heads or stands up while he should be sitting down and concentrating on finishing his exercise.

Please answer the questions

1. In your opinion, what is the underlying purpose of Hung's behaviour?

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2. How would you feel if you were his teacher?

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3. How would you react?

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Exploring Underlying Reasons for Children's Misbehaviour (at home)

Situation

Thanh, a five-year-old girl, wanders about the area where her parents and their guests need a quiet atmosphere for their work discussion. She turns on the television or stands in front of guests and asks mother for something or other. Her parents remind her that they are busy but every few minutes she repeats the same behaviours. Thanh is very persistent so her father is very angry. If there were no guests visiting, he may even have beaten her.

Please answer the questions

1. In your opinion, what is the underlying purpose of Thanh's behaviour?

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2. How would you feel if you were her parent?

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3. How would you react?

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***P*arenting and teaching are not easy tasks. Using positive disciplines in childhood education takes time and effort and no one will be perfect in every situation. You will almost certainly feel tired or too busy at certain times. Yet it is well worth making the effort, both for you and your children.**

Parents and teachers may have previously treated their children in a way that they later regret, perhaps because of using negative discipline or discouragement or a lack of listening. Sometimes stress and anger may be the cause of an adults' regret. Yet replacing old disciplinary techniques with positive discipline alternatives may ameliorate each of these issues.

For the future of the children and yourselves

LET'S START - IT'S UP TO YOU!



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Be a part of it.

Plan is an international humanitarian, child-centred community development organisation without religious, political or governmental affiliation. Child sponsorship is the basic foundation of the organisation.