



Chapter 4

Positive disciplines

Objectives: This chapter aims to help trainees understand and be able to apply:

1. Natural and logical consequences
2. Setting up regulations and rules in school and family
3. Time Out



Suggested knowledge

1

Apply natural and logical consequences

While the idea of applying natural and logical consequences may sound like a new concept, parents and teachers already commonly employ this method in schools and at home. However, as will be discussed, if used improperly, as it so frequently, it may be ineffective or even harmful to children.

A *natural consequence* is anything that happens naturally, with no human interference: when you stand in the rain without raincoat, you get wet; when you don't eat, you get hungry; when you forget your coat, you get cold; if you pull the cat's tail, you will probably be scratched.

Unlike natural consequences, *logical consequences* require the intervention of adult or other children: if you don't do your homework, you will get a bad grade; if a boy breaks his toy car on purpose, his parents will not buy him a new one in order to teach him to look after his toys.

There are two main *purposes* for using this method. Firstly, both natural and logical consequences teach children to be responsible for their own behaviours, enabling and encouraging them to make responsible decisions such as going to school, going to bed on time, wearing warm clothes in cold weather and doing their homework. Secondly, this approach can work as a replacement for punishment: children can still learn good behaviours without being beaten or scolded by adults. It strengthens the relationship between parents and children and teachers and pupils, making it warmer, with less conflict.

If the situation is not dangerous for the child, the maxim 'experience is the best teacher' is an excellent instruction principle. This is very important for the learning process: children learn from the consequences of their behaviours. If the experience is positive, the child tends to repeat such behaviour. Conversely, if the experience is negative, a child is less likely to repeat the behaviour. Either way, they learn that each of their behaviours has a certain consequence.

In order to apply this approach, it is important that the relationship between parents and children or teachers and pupils should be based on mutual respect. Here the challenge is how to make both parties cooperate with and encourage each other. If you want to change certain behaviours exhibited by your child, you must first ensure that your child will cooperate with you rather than confront or be in conflict with you. In order to achieve this, you must be prepared to cooperate as well. In order to earn the respect of your child, you must equally show your child that you respect him or her.



Two principles of using natural consequences

1. Make sure that the child is not in danger: Natural consequences are a way to help a child learn the results of behaviour. However, adults must make sure that the child is not in danger. No one should let children learn about inherently dangerous situations - such as accessing electricity, boiling water or crossing crowded streets - just to teach them cause and effect and natural consequence.

2. Do not interfere with other people: For example, do not allow your child to throw rocks at another person. While they will quickly learn that this behaviour has negative consequences, someone else may have suffered in order to teach your child that lesson. If a child cannot understand the negative consequences of his or her behaviour, natural consequence will not be practical and effective. When the results of children's behaviour do not seem like a problem to them (for example, not taking a bath, not brushing their teeth), children will not learn the lesson.

Three principles of applying logical consequences

The application of logical consequences is most effective when you ensure that the solutions are logical and not punishment. There are three basic principles that underlie the successful application of this concept:

- 1. Related:** Cause and consequence must be related: when a child throws his or her toys around the room, the logical consequence is that the child either puts them back in order or stops playing with them. When a child spills water, the related consequence is to have him or her clean up the spill. When a child writes on a desk, the related consequence would be to have him or her clean up the desk, rather than to have him or her clean the classroom or the toilet.
- 2. Respectful:** If adult does not respect the child and, in particular, makes the child feel humiliated ("How messy you are", "How can you be so clumsy? That is the last time I'll let you pour the milk!") when forcing the child to tidy up the mess he or she has made, it becomes a type of punishment and scolding rather than a logical consequence.
- 3. Reasonable:** If adult is not reasonable and requests a child to clean up their toys or scrub the floor again to make sure he or she has learned a lesson, it is no longer a logical consequence. Reasonableness has been eliminated, along with fact that adult has used his or her power to force the child to learn a lesson. As such, the child will probably not change his or her behaviour or cooperate next time.

If these three principles are not properly applied, the logical consequence methodology will not be effective. Children may exhibit 3 negative responses as follows:

1. **Resentment:** "This is unfair. I can't trust adults."
2. **Revenge:** They are winning now because they have power, but next time I'll get even."
3. **Retreat, lose confidence:** "I won't try to do anything myself – I only ever make a mess and get in trouble" or reduced self-esteem ("I am a bad person" or "I am a fool").

Like adults, children also want to have the *opportunity to make their own choices*. Making a choice of one from two possible solutions is better than no opportunity for making a choice at all. "Do you want to go to bed at 9:00 or 9:30?" is much better than "In this house, children have to go to bed at 9:30."

Sometimes adults should *make children aware of the possible consequences* of their actions in advance. Children must understand that the choice, though limited, is theirs and they must accept the consequences of their decision. For example, *a mother brought her child to supermarket. Once there, he pestered her for many things, crying until his mother finally gave in and bought him what he wanted. Next time, his mother could say, "I need to go to the market to buy some food for our family. You can come with me but are you are not allowed to buy anything, or you can stay at home and I will go alone and come back quickly. Which do you prefer?"*



Table 1. Differences between punishment and logical consequence

Punishment

1. Emphasise the power of personal authority, make demands:
For example: *Trung, turn off the music, we are taking a rest.*

2. Arbitrary, indirectly related to situation or not related at all:
For example: *Why do you have to turn on the music when we are taking a rest? You are not allowed to listen to any music from now on.*

3. Identify children's behaviour with personality, imply moral judgment:
For example: *You acted like a thief when you used my motorbike without asking permission. From now on, you are not allowed to touch it!*

4. Concerned with past behaviour:
For example: *You are not allowed to invite your friends to our house again. Last time you made a big mess and your friends used bad language.*

5. Threaten, disrespect, or put the child down:
For example: *Last time you made me lose my face with my friend. You know what will happen if your friends come to our house next time ...*

6. Demand obedience:
For example: *Do it now, go! If you don't do it now, I will beat you!*

Logical consequence

1. Express the reality of the life, showing mutual respect:
For example: *Trung, I know you like that song but we are taking a rest. So please either turn the volume down or turn the music off.*

2. Directly related to the child's misbehaviour:
For example: *You should not turn the music up so loud at noon when people are taking a rest.*

3. Separate the deed from the doer, no moral judgment:
For example: *You used my motorbike without asking for my permission. It is not right. From now on, you must ask me before taking it.*

4. Concerned only with present and future behaviours:
For example: *You can invite your friends to our house if you tidy up after yourselves and nobody uses bad language.*

5. Discuss the behaviour in a friendly manner, after the adult and the child have calmed down; imply good will:
For example: *Because you were not respectful to my guest, next time may you stay in your room when I talk with my guest?*

6. Permit choices:
For example: *You can do it whenever you want but it should be completed before I come back.*

In addition, there are differences in adult's attitudes between the two approaches:

<i>Punishment</i>	<i>Logical consequence</i>
Angry voice and expression	Calm voice and expression
Unfriendly, detesting attitude	Friendly but determined attitude
Don't accept children's choice For example: <i>Go to your bed now, or I will beat you.</i>	Can accept children's decision, with limits For example: <i>You can continue reading but do not stay up after ten o'clock.</i>

It should be noted that some adults, rather than beating or scolding their children, choose instead to ignore their children as a form of punishment: no talking, no listening, and no looking at the child when he or she is disobedient. This method is a negative discipline approach as it reduces the interaction, sympathy and understanding between adults and children. Children can feel when your behaviour as their parents or teachers is careless and disrespectful, not loving. When children believe that their care-givers do not actually care about them, they may feel rejected and that they don't need those that don't want them. As such, they may refuse to cooperate, and the adults may lose their authority.

Unlike the autocratic discipline and punishment, logical consequences are usually accompanied by an adult's explanation to enable the child to understand the consequence of their actions (see Table 1). Explanation encourages children to be responsible for their behaviour without punishment and threats from adults. If, however, we wish our children to live responsibly, we should provide them with role models of responsible behaviours as well as opportunities to practice responsibility, not just hollow lectures on moral responsibility. When a child exhibits inappropriate behaviour, he or she should have an adult explain how his or her behaviour affects other people. He or she should then be given a responsibility – such as reduce the volume or turn off the cassette, or tidy up the house after the friends have left - relating to the actual behaviour. The child might not feel very comfortable but this feeling is more useful than making him or her feel angry, scared, insulted, or disrespected through dictatorial discipline. When children make mistakes and adults explain the possible consequences of their behaviour to them while still expressing their care and love, the explanation is much more powerful.

Explanations also gradually help children to understand and accept the feelings and opinions of other people - parents, teachers, and friends - as well as their influence on other people. As they mature, they will need fewer lectures because they have learnt how to see the situation from other points of view.



Activity: Using logical consequences

**Objective**

To practise how to use logical consequences in specific situations

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

20 minutes

**Method**

Quick thinking and sharing

**Materials**

A0 flip chart, permanent marker or board and chalk,

Process

**Step 1
(5 minutes)**

Divide participants into small groups. Distribute the handout *“Applying Logical Consequences”* to each group. Groups discuss and answer the questions given in the situation (situation at home). If time is not available for everyone to look at both situation cards, half the groups should discuss situation at school. Groups then write their answers on the card.

**Step 2
(10 minutes)**

Ask groups to share their answers. You can add further suggestions as you go. At the end, explain how Long’s mother used logical consequences, based on Handout *“Applying logical consequences – situation analysis”*.

In the situation at school, the teacher uses punishment rather than logical consequence as it violates all three underlying principles: relate, respect and reason.

**Conclusion
(5 minutes)**

Long has learnt cause and effects/consequences of his action, a lesson about being responsible for his behaviour.

In Lan’s case, the teachers used a punishment that is in violation of the three key principles and, as such, it is harmful to Lan. However, if she asks Lan, in calm and respectful manner, to clean up the desk and the wall she drew upon, the teacher is using logical consequence.

Activity: Differences between punishment and logical consequences



Objective

To understand the differences between punishment and logical consequences



Target audience

Parents, teachers, caregivers and people who are working with children



Time

20 minutes



Method

Quick thinking and sharing



Materials

A0 flip chart, permanent marker or board and chalk

Process

Step 1 (7 minutes)

Continue activity with the Handout of *"Punish the child"* in chapter 2. Ask participants what they can do without resorting to punishment? What can they do to employ logical consequence? (See the Handout *"Punishment or logical consequences"*)

Step 2 (8 minutes)

Ask participants to share their ideas. You can add further suggestions based on Handout *"Punishment or logical consequences – a comparison of two ways"*.

If more time is available, you can use the Handout *"Punishment or logical consequences"* to create a situation in school: when a child breaks one of his class' learning aids, the teacher usually uses punishment not logical consequence to discipline the child. How will that child react? What will he learn? Is it similar or different to Kien in the situation of *"Punishment or logical consequences"*

Conclusion (5 minutes)

Summarise the differences between punishment and logical consequences based on knowledge given in *Suggested Knowledge 1*.

Activity: Continue to practice logical consequence

**Objective**

To practise using logical consequences in three specific situations

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

25 minutes

**Method**

Small group work and sharing

**Materials**

A0 flip chart, permanent marker or board and chalk.

Process

**Step 1
(10 minutes)**

Divide participants into small groups. Distribute Handout *"Differences between punishment and logical consequence"* to each group. Groups discuss given questions and write their results in one of two columns: punishment or logical consequence of the situation described on situation

**Step 2
(8 minutes)**

Representatives from each group share with the plenary. Ask other participants to raise questions and give comment.

**Conclusion
(7 minutes)**

Recap how to use logical consequences in specific situations. The differences between punishment and logical consequences can be seen more clearly in the comparison handout.

You may ask trainees to try applying logical consequences in appropriate situations in school as homework. Discussion and sharing can then take place in the next session.

Set up regulations and rules in the family and the classroom

Set up boundaries

While natural and logical consequences aim to educate children about responsibilities, rules and regulations help to protect children. Rules and regulations are essential for education, rearing and ensuring children's healthy and safe development. Most parents and teachers want their children to become decent, disciplined and responsible adults. The establishment and reinforcement of rules, regulations and disciplines at home and at school, therefore, is very important.

Rules and regulations help children to understand what behaviours are appropriate and what behaviours are unacceptable. They also help the children to understand the boundary of principles that cannot be destroyed. Maintaining those rules and regulations also helps to maintain order and decency in the family and the school as well as later in society. If those behavioural regulations are appropriately and consistently developed and exercised, children will accept them as principles guiding their behaviour throughout their life.



There are some rules and regulations consisting of strict principles set by adults that children should follow without negotiation for their safety and the safety and comfort of others. As an example, children may be asked to respect each other, to be honest, not to touch electricity and not to smoke. Other rules and regulations may be discussed and agreed upon between adults and children and may be open to change after a period of time or when children reach a different stage, for example, regulations on when to study or what to wear, or their responsibilities around the home. Children will learn very quickly what kinds of regulations are non-negotiable and which are negotiable and changeable. The logical consequence approach plays an important role in assisting adults to teach children these regulations and principles.

In Table 2 below, the first column (Yes) shows examples of those rules and responsibilities that children must follow according to their age and stage of development. The third column (No) shows examples of those things

prohibited by parents, teachers or other adults for the good of children's health, safety and development. The middle column (Maybe) shows examples of those things that may be open to change as the child matures and develops: those things that may move from the 'No' column to the 'Yes' column. This process will be based on ongoing discussion between children and their caregivers to renegotiate the regulations and evidence of children's increasing sense of responsibility. For example, as children become older and more responsible, they may be allowed to go alone to their friend's birthday party in the evening if they arrange to be home at a certain time and to behave responsibly, or they may be allowed to invite their friend over if they all agree to be polite and not to cause any disturbance.

Whilst children are growing up, they tend to seek greater independence while their parents tend to still want to maintain strict control. This may result in conflict. It is important, however, that parents and caregivers do not relax the established norms and disciplines too readily as setting new boundaries can be difficult and time consuming once children are used to a more fewer rules.

Table 2: Some examples of yes-maybe-no (mostly used for teenagers)

Yes	Maybe	No
Do homework	Attend a friend's birthday party	Smoking cigarettes
Go to bed before a certain time	Go out on the weekend	Driving a motorbike
Wear neat clothes to school	Use the Internet	Fighting
Help with the housework after school	Play games and participate in other extra-curriculum activities	Playing games during lectures

Be careful when saying 'no' to children's request

Adults should be careful when saying yes and especially when saying no. In many cases, when children's requests are denied, they cry, insist and sulk in an attempt to get their way. This conflict can lead parents to become unhappy and stressed when their children challenge their decision. Some parents may use punishment to repress the conflict and protect their decision. Later, they may feel regret for their behaviour and compassion for their children. On reviewing their children's request, they may no longer feel the request is unreasonable and thus reverse their decision.



This type of inconsistency can make children think that:

- Even though their parents said 'no' this may not be the last word.
- Behaviours such as crying and sulking may be used as 'tools' to change parents' decisions.

When parents are busy, they may not have the time to carefully think the situation through, so saying 'no' seems safer. Some parents do not really care about or respect children's opinions so they immediately say 'no' without properly considering their requests or how to respond to them. When children don't know why their request is refused, it can make them feel disappointed, suspicious and that they have perhaps been treated unfairly. In some cases, parents give children perfunctory permission and then have to go back on their decision once they think it more thoroughly. It makes adults appear inconsistent and untrustworthy. As such, it is important to consider each situation carefully and think before answering children's requests.

What do you need to remember when establishing regulations and rules at school and family?

Points to remember when setting up rules with children

- Is that regulation/principle based on reality or just the adult's perception?
- Is that regulation/principle in the child's best interest and to ensure the child's security?
- Does that regulation/principle help children to avoid conflict with other people?
- Does that regulation/principle help children to learn how to think and consider the consequences before taking action?
- What are consequences of following or not following that regulation/principle?

Every family or school class need rules and regulations but these should not be arbitrarily established by adults. Regulations are far more effective if set up with participation from all and practiced by the whole family or class. The regulations might relate to what and how to eat, what clothes to wear, hygiene and good health, studying at home and in school, entertainment, timeliness, appropriate responses and so on. The regulations should reflect both adults' and children's needs and concerns. It is important that children, especially teenage children, participate and cooperate in determining the regulations. When devising regulations it is important to consider the following:

REGULATIONS WITHOUT PARTICIPATION → NO COOPERATION AND OPPOSITION OR COOPERATION

By getting involved in the decision making process, both adults and children feel that they are the owners of the decision and thus tend to carry out the decision far more readily than when they feel they are forced.



Class and family meetings

To establish a norm or principle or to solve any problem or conflict, participatory class and family meetings can be very useful. They provide a chance for members of the family or class to discuss, change and adapt some established agreements. Discussions in class and in the family provide an opportunity and forum for children to learn how to share responsibility. They also provide an opportunity for adults to show their respect and understanding toward children and to make joint decisions that are owned and followed by all.

While there are clearly differences between families and school classes, some similarities in the establishment of norms and principles exist. The main purpose of class or family meetings is not to criticise or moralise. Teachers and parents should not use the class or family meeting as a way to exert excessive control. Children will know if they are being manipulated and will not cooperate.

Purposes of class and family meetings:

- (1) To recognise and praise what has been achieved.
- (2) To help each other.
- (3) To solve problems.
- (4) Plan events.

Through class and family meetings, children can learn critical skills, such as:

- Mutual respect, talking in turn, listening to other people.
- Giving compliments, recognising other people's strengths and assets, being friendly, sharing and cooperating on certain tasks.
- Using logical consequences: for example, what to do when someone writes on a desk, on the wall, uses foul language, is late for school or doesn't do their work during class time. Always keep in mind the three key principles of logical consequences: related, respectful and reasonable.

Family meetings enable parents and grandparents to better understand each other through establishing consistent norms. This can help to avoid any confusion over expectations and help children to stick to their family's principles and norms (see Activity 4).

Steps for a class/family meeting:

- Start with a positive statement or praise to remove any defensiveness and promote cooperation.
- Review the meeting agenda. For example, a teacher might ask: "This is our class. I want you to be involved in making our class rules. What do you want them to be? What points should be included?"
- Problem solving: For example, ask children who make mistakes such as making the table dirty by drawing on it, come late to school, use bad language and so on, what they suggest to solve this problem or difficulty. If they make a suggestion, ask the other children to give their comments and see if everyone agrees with the suggestions. If not, ask everyone to make other suggestions. If those suggestions are counterproductive, ask the children with an encouraging manner way for more feasible and positive suggestions.
- Create plan for putting the ideas into practice. Children should be able to decide when - within a limited timeframe, such as from today or tomorrow - they have to begin to follow the agreed suggestions.

Example

All the children in the class say that Hung is a quarrelsome boy, always skipping class and not even turning up for this class meeting. They say that he picks fights, steals the ball, swears and gets bad marks. If the teacher asks, "what should we do about this?" most would probably say that he should be disciplined. But if the teacher asks: "Why do you think Hung does these things?" The answers include things such as "because he is mean", "he is a bully". Finally, a child suggests, "maybe it is because he doesn't have any friends". Another child says, "he is living with his siblings because he is orphan". The children were then asked to discuss what it means to be an orphan. They offer ideas such as how hard it must be to lose your family, do so much by yourself, and so forth. They are now expressing understanding for Hung instead of hostility. When asked, "How many of you would be willing to help Hung?" everyone in the class raised their hand. A list was made of all their suggestions of what they could do to help.

Later, Hung was told the class had discussed the problems he had been having. When he was asked if he had any idea how many of the pupils wanted to help him, he looked at the ground and replied, "Probably none of them". When he was told that every one of the pupils wanted to help him, he looked up with wide eyes and asked as though he couldn't believe it, "everyone?"

When the whole class decided to help Hung by being his friend, he felt such a sense of belonging that his behaviour and studying performance improved dramatically.

Rules and regulations may include the following points

- Mutual respect. Try using positive norms, such as 'be kind to each other' or 'help those that need it' instead of prohibitions such as "no fighting" or "no teasing",
- Allowing others to be heard
- Keeping quiet, no private talk when it should be quiet
- Being friendly

If rules and regulations proposed by children are unreasonable or impossible, adults can raise open questions such as "Are you sure that that is what we want?" "Any other solutions?" "We can't do that right now. If you like, we can try another solution and when it's possible we will try your suggestion." After the establishment of the norms and principles, maintenance and reinforcement is critical and often more difficult.



Points to remember to maintain and strengthen regulations for children

- *Instruction:* Instructions must be clear and concrete, for example, "It's time for you to put your toys in order."
- *Reminder:* Reminders will help children to think, recall and then decide their action, for example, "Do you remember that we agreed that you will not open and look thorough other people's drawers when we are visiting them?"
- *Offer the child at least two alternatives:* allow the child to choose one of the two acceptable options in order to encourage children's ability to think and making decisions. For example, "What do you want to wear today, the blue or the white trousers?"
- *Let the child become aware of the consequences of their choice:* telling children what will result from their behaviour is very useful. For example, "I will be very worried if you continue to beat your friend like that when you are angry."
- *Warning:* a warning is not a threat but a reminder for the child to think of possible negative consequences of certain behaviour. For example, "you should think of what might happen if you don't look carefully when crossing the road on the way to school."
- *Express expectation:* letting a child know your expectations is a way to encourage the child to exhibit or refrain from certain behaviour. For example, "I would prefer it if you did not write dirty words on your desk."

Activity: A meeting to establish the rules for family and class

**Objective**

To practise how to discuss the establishment of norms in family

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

25 minutes

**Method**

Small group work and sharing

**Materials**

A0 flip chart, permanent marker or board, chalk, post-it notes

Process

Step 1
(10 minutes)

Divide participants into small groups. Each group is to represent a family or class with different issues (for example, timeliness, housework, smoking, drinking, watching TV while others are studying; a child in difficult situation who is always talking and is quarrelsome at school and in the playground or a newcomer is foul-mouthed and excessively boisterous when playing games) Ask each 'family' or 'class' to practice conducting a meeting to discuss and agree upon some useful norms for the family or classroom. Those norms can be put in a table with columns for the days in a week and rows for the member responsible.

Step 2
(10 minutes)

Ask representatives of the families and classes to share their agreed norms with the plenary. Other participants and the trainer listen and raise question and comments

Conclusion
(5 minutes)

By participating in the decision making process, both adults and children feel ownership of the decision. As such, the likelihood of putting the decision into practice is higher than if the decision had been forced upon them.

Activity: *Inconsistency between adults*

**Objective**

To understand the importance of the consistency of adults in setting and maintaining rules/regulations in the family

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

15 minutes

**Method**

Small group works and sharing

**Materials**

A0 flip chart, permanent marker or board, chalk, Post-it notes

Process

Step 1

(3 minutes)

Divide participants into small groups. Distribute Handout *"Inconsistency between adults"* to each group. Ask groups to discuss and answer the questions.

Step 2

(7 minutes)

Groups share their answers with the plenary. Other participants to listen and raise questions and comment.

Conclusion

(5 minutes)

Summarise that parents need to discuss together and agree on how to establish rules and regulations for their family. This is even more critical for three-generation families. Give homework, for example, those who are experiencing inconsistency over home rules and regulations should discuss the situation with their spouse and, if necessary, with the grandparents of the house and try to develop a set of rules and regulations that suits everyone.



Activity: *Positive disciplines with teenagers*



Objective

Practice positive disciplines with teenagers in common situations



Target audience

Parents, teachers, caregivers



Time

25 minutes



Method

Group discussion and sharing



Materials

A0 flip chart, permanent marker or board, chalk and Post-it notes

Cách tiến hành

Step 1 (10 minutes)

Divide the class in small groups. Give each group Handout “*Positive disciplines with teenagers*”. Each group should discuss the question and write their results in the blank space on the handout.

Step 2 (8 minutes)

Each group presents and shares their discussion results. Other groups may ask questions or give comments or input.

Give the full version for trainees.

Conclusion (7 minutes)

Clearly define the difference between types of disciplines - arbitrary, relaxed, and positive disciplines - exercised by parents and the impacts or influences that may result. You may give the trainees homework: for example, trainees are to consider how they treat children and whether or not their methods are effective. Next session, spend a few minutes for sharing the trainees’ findings.



'Time Out' is an effective discipline but its use can be controversial. As with logical consequence, if certain principles are not followed, Time Out can become a punishment, which may be harmful for children.

The aim of Time Out is to isolate a child who is exhibiting or at risk of exhibiting undesirable or unacceptable behaviour - such as ridiculing or beating his or her friends or siblings, or destroying toys. During the Time Out, the child has to sit separately without playing, talking or joining in the activity with other children. It should last a set period of time in a particular Time Out place so that the child can calm down and think about his or her inappropriate behaviour before be able to continue with the activity.

It is important that Time Out is used as a last resort, when the child is at risk of hurting other children or themselves. If adults use this approach appropriately - infrequently and for a short time - the child should calm down and regain self-control from a highly charged situation. By contrast, if you use it frequently and improperly, it will not be effective and have a negative impact on the child. It may make the child more aggressive and angry rather than self-controlled or it may become a physical and/or mental punishment, for example, asking the child to stand facing the wall for the whole teaching period, to kneel in the corner of the room or outdoors in the sun.

There are still debates about what is the most effective length for a Time Out. Many educators suggest that the Time Out method is most effective for children aged three to nine years. The length of time, then, depends on the age of the child. A good guideline is one minute of Time Out for every year of age, so three minutes for a three year old, eight minutes for an eight year old and so on. Extra minutes can be added for severe mistakes, as long as this message is fully conveyed to the child.



Some basic principles (to avoid Time Out becoming a punishment)

- *Don't use with very young children.* Very young children can become frightened when separated from adults, especially their parents and kindergarten teachers. Some may become scared at even the threat of being left alone.
- *Use this method immediately after the child makes the mistake or exhibits bad behaviour.* This allows the child to more easily make the connection to the behaviour and the logical consequence of a Time Out. If possible, you should offer the child some other positive choices, such as tidying up the mess he or she has made or apologise to his or her friend, rather than immediately isolate him or her from the activity happening in the class or at home.
- *The Time Out should not be insulting.* While the child is in Time Out, she should not be made to feel scared or ridiculed. If this happens, the Time Out will become a mental punishment.
- *The length of the Time Out should not be longer than the time needed for the child to calm down.* When the child has calmed down, explain to him what behaviour is appropriate and what behaviour is inappropriate and unacceptable. You must help the child to clearly understand why he or she had to have a Time Out, otherwise he or she will tend to repeat the behaviour.
- *Don't threaten.* Don't tell the child: "if you repeat that behaviour, you will be asked to stand in the corner". The child will become confused, feel that it is a negative punishment and will not cooperate. As a result, the Time Out will be less effective. Don't use Time Out as a punishment.

If the child is worried, embarrassed or irritated, you should help him or her to calm down before using Time Out. If you have used Time Out several times for a child but the behaviour has not changed as expected, the reasons might be:

1. The child is too young to understand the purpose of being isolated from his friends
2. The child is too familiar with "isolation" therefore Time Out is ineffective
3. The child may have a deep-seated aversion to isolation, or
4. The child has physical problems such as malnutrition.

When adults are angry, children may bear the brunt of their anger. When adults become angry, they may need a Time Out of their own (Chapter 7). Try to give children Time Out before you become angry as once you are angry it is easy to ignore the three basic principles: reason, respect and relate.

Table 3: Differences Between Positive and Negative Discipline (punishment)

Positive discipline	Negative discipline (punishment)
1. Focus on what children need to do/should do. Offer them positive choices.	1. Focus on what children are not allowed to do. Prohibit them from doing something without explaining the reasons why.
2. A regular, continuous, consistent and determined process. It should be instruction-oriented.	2. Only occur when a child is caught making mistakes or having a problem. It is a premeditated action that aims at making children ashamed or humiliated.
3. Logical consequences are directly related to children's negative behaviours.	3. Consequences are irrelevant or illogical and unrelated to children's negative behaviours.
4. Listen to children, give examples for children to follow.	4. Never or rarely listen to children. Demand that children obey.
5. Accustom the child to self-control. Enable him or her to learn responsibility for him or herself, becoming proactive and confident.	5. Children increasingly depend on adults, are controlled by adults, may develop a fear of failure, less self-independent, passive, unconfident.
6. Help children to change and focus on their misbehaviours.	6. Focus on easing adult's anger rather than correcting the child's misbehaviour. May be a way for the adult to vent their anger over something else entirely
7. Positive, respectful towards children.	7. Negative, disrespectful towards children
8. Encourage children's ability to think and make choices.	8. Adults think and make decisions and choices for children.
9. Establish, develop desired behaviours.	9. Punish and criticise the child for his or her mistakes. This may result in another negative behaviour.
10. Understand children's capacity, needs and developmental stages.	10. Inappropriate to the child's stage of development. Does not take into account children's capacity and needs.
11. No physical and emotional violence	11. Physical and emotional violence
12. Children follow regulations and disciplines because they have been involved in the discussion and decision-making.	12. Children follow regulations and disciplines because they are afraid of being punished or bribed with money or rewards.
13. Teaches the child to understand the reason for rules and discipline so that he or she internalises them and follows them subconsciously.	13. Teaches the child to passively follow the rules knowing that violation of the rules will result in punishment. There is no real understanding of why one behaviour is permitted and another is not.
14. Consider mistakes to be a learning opportunity for self-improvement.	14. Mistakes viewed as unacceptable - the child is punished when he or she makes a mistake. Force the child to be obedient because the parents or teachers say so, rather than through understanding the right and wrong of the situation
15. Focus on the behaviour of the child rather than the child's personality.	15. Criticise the child's personality rather than his behaviour.

Activity: *Time-out for children in conflict*

**Objective**

To practise using Time Out for children in conflict in specific situations at school and in the home

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

20 minutes

**Method**

Small group works and sharing

**Materials**

A0 flip chart, permanent marker or board, chalk

Process

**Step 1
(10 minutes)**

Divide participants into small groups. Distribute Handout "*What should be done with children in conflict*" to each group. Groups discuss the given questions and write their results in the blank space on the card.

**Step 2
(7 minutes)**

Representatives from each groups share their answers with the plenary. Ask other participants to raise question and comments.

**Conclusion
(3 minutes)**

The conclusion will be made based on *Suggested Knowledge 3*. Adults should be careful to use Time Out properly. Vinh should be given Time Out to avoid hurting his friend and to cool down. After he has cooled down, the adult can explain why his behaviour is unacceptable. Next time, the adult can suggest that Vinh selects other toy to exchange with Ngoc or suggest that both of them should share the toy. Whenever children follow the behaviour suggested by parents or teachers, they should be praised and encouraged immediately to reinforce the good behaviour (Chapter 6).

Activity: Time out for angry children

**Objective**

To practise using time out for angry children

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

20 minutes

**Method**

Small group works and sharing

**Materials**

A0 flip chart, permanent marker or board, chalk

Process

Step 1
(10 minutes)

Divide participants into small groups. Distribute Handout “*What should be done with angry children*” to each group. Groups discuss the given questions and write their results in the blank space on the card.

Step 2
(7 minutes)

Representatives of each group share their answers with the plenary. Ask other participants to raise question and comments.

Conclusion
(3 minutes)

Adults should be careful to use Time Out properly. Vinh should be given Time Out to allow him to cool down and control his anger and to stop him destroying his toy. After he has cooled down, an adult can teach him that anger is acceptable - parents and teachers are also angry sometimes - but hurting toys or other people is not acceptable. You can tell Vinh that as the toy is hurt, it is also angry and therefore it must be put in the Time Out box (combine with logical consequence) so he can only play with it tomorrow. Consider the Time Out place as a *safe corner* rather than a *penitence corner* or *dead-time corner*. You can decorate the Time Out place accordingly.

Activity: *Test*

**Objective**

To test, review and reinforce positive discipline

**Target audience**

Parents, teachers, caregivers and people who are working with children

**Time**

25 minutes

**Method**

Individual works and sharing

**Materials**

Board, chalk, photocopy of the test distributed to each participant

Process

Step 1

(5 minutes)

Distribute Handout *“Test – Used for both parents and teachers”* and/or Handout *“Test – Used for teachers only”*. Ask them to complete it on their own.

Step 2

(10 minutes)

After finishing, the trainer writes the correct answers on the board for people to compare. If exchange, clarification or questions are needed, the trainer will facilitate. This is a very useful exercise that can either be done in the class if time is available or at home.

Conclusion

(10 minutes)

Recap the knowledge and skills that have already been delivered, in particular, chapter 4. Stress that (1) the purpose of discipline is to educate and guide children but not punish them. The nature of discipline is to help children to become more mature and responsible for their life, actions and to allow them to make good decisions and choices; (2) positive discipline is more effective than punishment; (3) the more they use positive discipline, the less they will need to use punishment; (4) adults themselves can make a change. If we change, our children will change, too.

Handouts

Applying Logical Consequences (at home)

Situation

Long, an eight-year-old old boy is constantly nagged by his mother to put his dirty clothes in the hamper after bathing so that his uniform will be clean and ready for the school week. Long does not respond to the nagging but constantly complains because the clothes he wants to wear are not clean. His mother often gives in and quickly does a special wash when Long complains that he needs his uniform the next day.



Answer following questions:

If you were Long's parent, what would you do?

.....

.....

.....

.....

If that, what could he realise?

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.....

Applying Logical Consequences

(situation analysis)

Situation (at home)

- 1. Long, an eight-year-old boy is constantly nagged by his mother to put his dirty clothes in the hamper after bathing so that his uniform will be clean and ready for the school week. Long does not respond to the nagging but constantly complains because the clothes he wants to wear are not clean. His mother often gives in and quickly does a special wash when Long complains that he needs his uniform the next day.**
- 2. Long's mother decides to try logical consequences. She kindly but firmly told Long that she had confidence in his ability to be responsible for his dirty clothes. She explained that from now on she would wash only the clothes that were in the hamper on laundry days. She would allow Long to experience the natural consequences of not having his clothes in the hamper before laundry day. Long decided to test this plan. On Sunday evening, he looked for his uniform to be worn the next day for the flag salutation ceremony. It had been sitting in his room since the previous Friday. When Long complained, mother empathetically said, "I bet you really don't want to wear dirty clothes". When Long pleaded with her to do a special wash, mother said "I'm sure you can figure out another solution". She then got into the shower to avoid further discussion during this time of conflict. Long was upset that he either had to wear something else that day and that he might be criticised by the teacher for that or he could wear the dirty uniform. Long now has learnt cause and effect.**

Using consequences can develop children's sense of responsibility. It strengthens the relation of parents and children - warmer with less conflict. The case itself gives children a lesson that adults don't have to preach anything else.

Applying Logical Consequences (at school)

Situation

Lan, a 12-year-old girl, who performs badly at school, writes on her desk and wall several times. The teacher has reprimanded her already but Lan has not changed her behaviour. The teacher decides that Lan has to be on duty for one week which will include cleaning the classroom and toilet.



Answer the questions:

1. What do you think about the teacher's decision? Why?

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2. If you were the teacher, would you do the same? Or different?

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Punishment or logical consequences

Situation

Kien, an 11-year-old boy, is playing in his neighbour's house with other children and broke a teapot by mistake.

Question:

If you were Kien's parent, what would you do?

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If that, what lessons would Kien learn?

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Punishment or logical consequences

(comparison of two ways)

Kien, an 11-year-old boy, is playing in his neighbour's house with other children and broke a teapot by mistake.

Punishment

Beating (some smacks on the bottom, ear pulling and other painful punishments).

What does Kien learn? He learns:

- Not to do it again
- Try to hide his mistake
- Try to blame another child
- Tell a lie
- Try not to be caught next time
- Conclude that he is 'bad', might feel angry and want to take revenge against the person who beat him.

When being beaten, the child might seem 'better' behaved because he or she is scared of getting more beatings. However, do you want your children to change their behaviour because they are afraid of you or because they respect you?

Logical consequences

You say to your child that "I know you broke our neighbour's tea pot. So what will you do about it?" Use soft but determined voice.

The child will apologise to the neighbour and decides to help him to pick up the spilt tea leaves to 'compensate' for the tea pot if the neighbour agrees.

Kien will learn that:

Making mistakes is an integral part of life (anyone can make mistake). The important thing is to admit when he makes a mistake and to be responsible. What should be noted here is no longer the mistake but the responsibility for rectifying that mistake.

The child will not feel angry or want to take revenge against his parents. Importantly, the child's self-esteem and confidence are not hurt.



Differences between punishment and logical consequences

Discuss in small groups and propose parents' solutions in different styles (punishment and logical consequences)

Situation	Punishment	Logical consequences
The child is enjoying a song from cassette player or CD player while parents are taking a short nap after lunch.		
An 18-year-old child drives his father's motorbike without his permission. The motorbike is not available when the father needs it so he cannot do his work.		
The child invites his friend to his house. They mess up everything. Some of the friends use bad language.		

Differences between punishment and logical consequences (comparison handout)

Punishment	Logical consequences
1. Make a demand, showing the adult's power. <i>(Trung, turn off the music, we are taking a rest.)</i>	1. Express the reality of the life. Adults and children have mutual respect. <i>(Trung, I know you like that song but we are taking a rest so please either reduce volume or turn off the music.)</i>
2. Autocratic or less relevant to the situation. <i>(If you turn on the music when we are taking a rest, you will not be allowed to touch that cassette player from now on.)</i>	2. Directly relate to the child's behaviour. <i>(Because you were not home by the time we agreed, you will have to stay at home this Saturday evening.)</i>
3. Identify children's behaviour with personality, imply moral judgement. <i>(You acted like a thief when using my motorbike without asking for my permission. From now on, you are not allowed to touch it.)</i>	3. Differentiate between behaviour and personality. <i>(You used my motorbike without asking for my permission. I think you are not ready yet to follow our family's rules so tomorrow you will not use it. I will give you another chance to show you want to follow the agreed rules this Friday.)</i>
4. Concerned with the past <i>(You are not allowed to invite your friends to our house. Last time you made a mess and some of your friends used bad language.)</i>	4. Concerned only with what will happen now and in the future <i>(You may invite your friends to our house if you tidy up after yourselves and you make sure that no one uses bad language.)</i>
5. Threaten to behave disrespectfully <i>(Last time you made me lose face with my friend. You will know what will happen if your friends come to our house.)</i>	5. Implication of friendliness, goodwill after both parent and children are calm. <i>(Because you don't want to behave respectfully towards my guests, you will stay in your room next time they come to visit.)</i>
6. Ask for immediate obedience <i>(Do it now, go! Or else ...)</i>	6. Give the child a choice <i>(Do it in your own time but make sure it is done before I return.)</i>

Inconsistency between adults

Situation

Khanh, 15 years old, wants to go to his friend birthday party. But his mother does not agree as the party starts late and she is afraid that Khanh will come home too late. When his father gets home, Khanh tells his father that he will help him with motorbike repairs at the weekend (they have a motorbike repairing station). The father is happy as Khanh has not done this work before. After that, Khanh persuades his father to let him go to the party. The father agrees without talking to the mother.

Question:

1. Is the father's decision reasonable or not? Why?

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2. Is the mother's decision reasonable or not? Why?

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3. What do you think Khanh might do if he wants to go to friends' birthday party or do similar things later on?

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Positive disciplines for teenagers

Three styles of parenting: what will you do if your children do the following? Discuss in small groups and fill in the blanks!

Difficulty/ challenge	Autocratic methods	Permissiveness	Positive methods
The child stays out late for the night			
The child doesn't help his or her parents with the housework			
The child is angry with his or her parents			
The child has an irregular diet			
The child has poor school results			
The child has a small problem when riding his or her bicycle to school.			

Positive disciplines for teenagers

(full version)

Difficulty/ challenge	Dictatorial/strict methods	Permissiveness	Positive methods
The child stays out late at night	Scolding, giving a lecture, prohibiting	Expressing the expectation of punctuality but taking no action after that	Discussing and agreeing on the returning time before going out. Using logical consequences (next time, next week, the child will not be allowed to go out)
The child doesn't help his or her parents with the house work	Asking, giving command, denigrating the child, for example, "You're useless."	Doing it for the child. No longer giving/asking the child to do other tasks	Gathering the whole family to discuss and agree on who does what around the house and using the logical consequence method if this agreement is not followed
The child is angry with his parents	Threatening, reacting with anger	Taking responsibility for the child's feeling (agreeing that it is the parent's fault)	Using positive listening and message "I... because..." (Chapter 5); considering other ways of expressing feelings. Or ignoring the child's anger and discussing it when he or she has calmed down.
Irregular diet	Giving lectures, trying to force the child to eat an appropriate diet	Don't care at all about the dietary habit of the child	Discussing and working together to make a diet 'plan'. Using natural or logical consequences.
Poor school results	Forcing the child to do more exercises, punishing, giving a lecture, bribing	Don't care about the child's school results	Giving the responsibility for studying to the child. Focusing on improvement and strengths of the child (Encouragement, see Chapter 6)
The child has a small problem when driving his or her bicycle to school.	Becoming angry, giving a lecture, not allow the child to go to school by bicycle anymore	Showing excessive compassion, taking responsibility for that problem (taking the child to school by motorbike)	Discussing with the child to find a solution to avoid this problem, showing that the parent believes the child can learn to ride the bicycle more safely

What should be done with children in conflict?

Situation

- 1. Vinh, 5 years old, is playing with his red toy car in the class. Suddenly, his classmate, Ngoc runs across and takes the toy car, as Ngoc also wants to play with it. Vinh rushes to get the car back. The two boys pull and push each other. In the end, Vinh bites Ngoc so hard that it makes Ngoc cry out loud. Vinh then also cries. The risk of more conflict is happening.**
- 2. A similar situation happens with two siblings.**

Question:

1. What would you do if you were a teacher or parent in the above situations?

.....

.....

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.....

2. What would Vinh learn from your action?

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What should be done with angry children?

Situation

Vinh is playing alone with the toy blocks. When he is nearly finished building up the blocks, he knocks them by accident and they all come tumbling down. He feels so angry that he throw his toys against the wall and damages several of them.

Question:

1. What would you do if you were his teacher or parent?

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2. What would Vinh learn from your actions?

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Points to remember when applying Time Out

Time Out should be the last resort, not the first solution. The Time Out method *is most effective for children aged three to nine*. The length of time spent in Time Out depends on either the child's age (an easy way to remember is *one minute per year* of the child's age) or level of mistake the child made, as long as parents' message is fully conveyed to the child.

Some basic principles: be careful when using Time Out to avoid it becoming a mental punishment

- ▶ Don't use it for very young children.
- ▶ Use this method immediately after the child has hurt someone else or himself.
- ▶ The Time Out should not be insulting.
- ▶ Length of the Time Out should not be longer than the time needed for the child to calm down.
- ▶ Don't threaten.

If the child is worried, embarrassed or irritated, you should help him or her to calm down before using Time Out. If you have used Time Out several times for any child but his or her behaviour has not changed as expected, the reason might be

1. The child is too small to know the goal of being isolated from his friends
2. The child is too familiar with 'isolation' therefore time out is ineffective
3. The child may have a deep-seated aversion to isolation, or
4. The child has physical problems such as malnutrition

When adults are angry, children are usually the victims. If so, you may need a Time Out for yourself.

Differences between positive and negative discipline

Positive discipline

1. Focus on what children need to do/ should do. Offer them positive choices.

2. A regular, continuous, consistent and determined process. It should be instruction-oriented.

3. Logical consequences are directly related to children's negative behaviours.

4. Listen to children, give examples for children to follow.

5. Accustom the child to self-control. Enable him or her to learn responsibility for him or herself, becoming proactive and confident.

6. Help children to change and focus on their misbehaviours.

7. Positive, respectful towards children.

8. Encourage children's ability to think and make choices.

9. Establish, develop desired behaviours.

10. Understand children's capacity, needs and developmental stages.

11. No physical and emotional violence.

12. Children follow regulations and disciplines because they have been involved in the discussion and decision-making.

13. Teaches the child to understand the reason for rules and discipline so that he or she internalises them and follows them subconsciously.

14. Consider mistakes to be a learning opportunity for self-improvement.

15. Focus on the behaviour of the child rather than the child's personality.

Negative discipline (punishment)

1. Focus on what children are not allowed to do. Prohibit them from doing something without explaining the reasons why.

2. Only occur when a child is caught making mistake or having a problem. It is a premeditated action that aims at making children ashamed or humiliated.

3. Consequences are irrelevant or illogical and unrelated to children's negative behaviours.

4. Never or rarely listen to children. Demand that children obey.

5. Children increasingly depend on adults, are controlled by adults, may develop a fear of failure, less self-independent, passive, unconfident.

6. Focus on easing the adult's anger rather than correcting the child's misbehaviour. May be a way for the adult to vent their anger over something else entirely

7. Negative, disrespectful towards children

8. Adults think and make decisions and choices for children.

9. Punish and criticise the child for his or her mistakes. This may result in another negative behaviour.

10. Inappropriate to the child's stage of development. Does not take into account children's capacity and needs.

11. Physical and emotional violence.

12. Children follow regulations and disciplines because they are afraid of being punished or bribed with money or rewards.

13. Teaches the child to passively follow the rules knowing that violation of the rules will result in punishment. There is no real understanding of why one behaviour is permitted and another is not.

14. Mistakes viewed as unacceptable – the child is punished when he or she makes a mistake. Force the child to be obedient because the parents or teachers say so, rather than through understanding the right and wrong of the situation.

15. Criticise the child's personality rather than his or her behaviour.

Test (used for both parents and teachers)

Complete the below sentences by selecting and circling the most appropriate option for you

1. Punishment teaches a child to

- a. Be self-controlled
- b. Use violence for problem solving
- c. Respect his or her parents

2. Positive discipline helps the child to learn

- a. To behave appropriately
- b. To be sneaky and not get caught misbehaving
- c. To fear their parents

3. Child development educators think that children are born

- a. Bad
- b. Good
- c. With the possibility of becoming either good or bad

4. The logical consequence of leaving dirty clothes messily in a room is

- a. Having to wear dirty/unwashed clothes
- b. Not being able to watch TV
- c. Having a parent pick up after you

Please decide whether the actions below are positive or negative and mark the appropriate box.

Actions of parents or teachers at home and in school	Positive	Negative	Have you ever used this method: yes/no
1. Giving direct and specific instruction (tell children exactly what they have to do).			
2. Coming to a conclusion or making an assessment before having evidence.			
3. Using force (beating, smacking, ear pulling and so on)			
4. Giving a command or demanding children to do something without any explanation.			
5. Acting and behaving in a way that children will replicate.			
6. Making a judgement about the child based on one or two incidents.			
7. Publicly comparing the child with other children.			
8. Predicting possible problems/ difficulties that may happen to the child.			
9. Keep insisting that the adult is correct or superior.			
10. Making regulations and rules clearly and consistently and always towards maintaining and strengthening them.			

What is your result? How many positive and how many negative disciplines have you used in the past?

Answer for session A: 1. = B 2. = A 3. = C 4. = A
 Answer for session B: Actions 1, 5, 8, 10 are for positive.
 Actions 2, 3, 4, 6, 7, 9 are for negative

Exercises

1. Take a good look at the way you have disciplined your children over the past couple of weeks.

Complete each section below:

► *What did the children (pupils) do?*

► *What did you do?*

2. Then ask yourself “Was that method effective?” “Will I do the same thing next time?” “Is there a more positive or effective way to discipline the child if he or she makes a similar mistake?”

3. This week, you will try to use logical consequence. Select some behaviours exhibited by your child that made you worried or frustrated. It is difficult to use a positive approach when you are irritated and angry.



(a) What did the child do?

(b) What consequences did you and your child decide on?

(c) What was the result? Was it effective? Do you know why?

After a week, please answer the below questions (select all methods that you used last week)

1. *The methods I used for disciplining included:*

<input type="checkbox"/> Yelling and screaming	<input type="checkbox"/> Ignoring the child's misbehaviour
<input type="checkbox"/> Scolding	<input type="checkbox"/> Isolating the child (in a separate room, in a corner, in a classroom)
<input type="checkbox"/> Explaining the reasons very calmly	<input type="checkbox"/> Spanking
<input type="checkbox"/> Removing privileges (for example, did not allow the child to watch his or her favourite TV programs)	<input type="checkbox"/> Letting the child experience consequences of his or her behaviour
<input type="checkbox"/> Offering some limited choices.	<input type="checkbox"/> Threatened but didn't follow through
<input type="checkbox"/> Showing disapproval	<input type="checkbox"/> Directing the child's attention to other issues to make him or her forget the situation at hand

2. In the last week, I:

	<i>More often</i>	<i>Less often</i>	<i>No change</i>
Acted calmly			
Acted firmly and kindly			
Used kind, not unkind, words			
Gave limited choices and let the child learn from consequences of his/her own behaviour			

3. The atmosphere of the family and class has changed towards the following:

	<i>More often</i>	<i>Less often</i>	<i>No change</i>
Friendliness			
Cooperation			
Understanding			
Confusion			
Fun			
Tension			

Test used for parents only

Your parenting styles (with teenage children)

In child rearing and education, as a parent, I usually

	True	False
1. Criticise and become angry	<input type="checkbox"/>	<input type="checkbox"/>
2. Shout, scream	<input type="checkbox"/>	<input type="checkbox"/>
3. Forbid	<input type="checkbox"/>	<input type="checkbox"/>
4. Threaten	<input type="checkbox"/>	<input type="checkbox"/>
5. Punish (beat, scold)	<input type="checkbox"/>	<input type="checkbox"/>
6. Usually suspect that my child is telling a lie	<input type="checkbox"/>	<input type="checkbox"/>
7. Criticise my child's school marks	<input type="checkbox"/>	<input type="checkbox"/>
8. Reproach my child's clothes and friends	<input type="checkbox"/>	<input type="checkbox"/>
9. Decide when my child must do his or her homework	<input type="checkbox"/>	<input type="checkbox"/>
10. Search my child's room, desk or bag to find proof of his or her mistakes	<input type="checkbox"/>	<input type="checkbox"/>
11. Don't accept my child's opinion if it's different from my own	<input type="checkbox"/>	<input type="checkbox"/>
12. Think that parents will trust children who show they can be trusted, while children think that they will show they can be trusted if given the chance	<input type="checkbox"/>	<input type="checkbox"/>
13. Rarely discuss the situation with the child to find an acceptable solution	<input type="checkbox"/>	<input type="checkbox"/>

If most of your answers are 'true', you tend to be 'strict'. Autocratic adults usually force children to follow them and do not accept any other way. This makes children dependent on adults and rigid because they become afraid of making mistakes because they will be punished. A consequence of this style of parenting is a gap in the relationship between parents/teachers and children.