Alternative Ways of Disciplining the Child and Positive Parenting

Parenting

✚ What is Parenting?

1. Parenting is the most important public health issue. It is the single largest variable implicated in childhood illness, accidents, teenage pregnancy, substance misuse, truancy, school disruption, underachievement, child abuse, inability to become employed, juvenile crime, and mental illness. (**Source**: *Parenting: What Are The Critical Attributes? Saovakon Virasiri PhD, RN*,Jintana Yunibhand PhD, RN**, Waraporn Chaiyawat DNS, RN*, retrieved: 12.08.2020*)

2. Parenting is both a biological and social process involving much more than only a mother and father who provides food, safety, and succor for the infant or child. (**Source**: *Parenting: What Are The Critical Attributes? Saovakon Virasiri PhD, RN*,Jintana Yunibhand PhD, RN**, Waraporn Chaiyawat DNS, RN*, retrieved: 12.08.2020*)

3. Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies (complexities) of raising a child and not exclusively for a biological relationship. (**Source**: *https://en.wikipedia.org/wiki/Parenting, retrieved: 12.08.2020*).

4. Parenting:
- the process of parent-child relationships that aim at raising and socializing a child;
- shape a child's attitude, behaviors, and emotional function;
- the process of teaching and training children in which parents engage in order to encourage the child's growth, such as nourishing, protecting, and guiding a child through the course of his or her development;
- the process that parents perform toward their children in the everyday life events of the family unit which depends on parents' cognition, emotions, attributions, attitudes and values;
- process aims at providing care, encouraging a child's independent decision-making, fostering skills for economic survival, promoting interpersonal skills and helping children to become self-regulatory, productive and self-actualized in adulthood.
- (**Source**: Parenting: What Are The Critical Attributes? Saovakon Virasiri PhD, RN*,Jintana Yunibhand PhD, RN**, Waraporn Chaiyawat DNS, RN*, retrieved: 12.08.2020).

5. The most common caretaker in parenting is the father or mother, or both, biological parent(s) of the child in question, although a surrogate may be an older sibling, a step-parent, a grandparent, a legal guardian, aunt, uncle or other family member, or a family friend. (**Source**: *https://en.wikipedia.org/wiki/Parenting, retrieved: 12.08.2020*).

Therefore, increasing precise knowledge of the parenting concept is a great necessity.

What are the 03 major goals of Parenting?

➢ Parenting practices around the world share three major goals:

- ensuring children's health and safety,
- preparing children for life as productive adults and
- transmitting cultural values.
- A high-quality parent-child relationship is critical for healthy development.

(Source: *Encyclopedia of Psychology*, https://www.apa.org/topics/parenting, retrieved: 12.08.2020).

What are the long-term parenting goals?

- Maintaining a quality relationship with the parent
- Taking responsibility for actions
- Being respectful of others
- Knowing right from wrong
- Making wise decisions
- Being honest, loyal and trustworthy
- Source: Durant, 2019, https://positivepsychology.com/positive-parenting/, retrieved: 14.08.2020

Which other Agencies are responsible for child-Rearing?

- Governments and society may also have a role in child-rearing. In many cases, orphaned or abandoned children receive parental care from non-parent or non-blood relations. Others may be adopted, raised in foster care, or placed in an orphanage. Parenting skills vary, and a parent or surrogate with good parenting skills may be referred to as a good parent. (**Source**: https://en.wikipedia.org/wiki/Parenting, retrieved: 12.08.2020).

What is positive parenting?

1. Seay and colleagues (2014) - Positive parenting is the continual relationship of a parent(s) and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally. (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 12.08.2020)

2. Rodrigo et al., (2012) - positive parenting as "… nurturing, empowering, nonviolent…" and which "provides recognition and guidance which involves setting of boundaries to enable the full development of the child.'' (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 12.08.2020)

3. Positive Parenting has the following features:
- Guiding;
- Leading;
- Teaching
- Caring;
- Empowering;
- Nurturing;
- Sensitive to the Child's Needs;
- Consistent;
- Always non-violent;
- Regular open communication;
- Affection;
- Emotional security;

- Emotional warmth;
- Unconditional love;
- Positive;
- Respects the Child's Developmental Stage;
- Accomplishments;
- Sets Boundaries;
- Shows empathy for the Child's Feelings and
- Supports the Child's Best Interests.
- (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 12.08.2020)

4. What is the objective of positive parenting?
- Godfery (2019) - positive parenting is to teach discipline in a way that builds a child's self-esteem and supports a mutually respectful parent-child relationship without breaking the child's spirit.
- (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 12.08.2020)

5. What is the impact of parenting on the child's prosocial development?
a. Eisenberg, Zhou, and Spinrad et al. (2005) - Positive parenting impact on children's temperament by enhancing emotion regulation.

b. A significant link between parental warmth and positive expressivity on children's long-term emotion regulation.

c. The ability to use effortful control was found to predict reduced externalizing problems years later when children were adolescents (Eisenbert et al., 2005).
- (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 12.08.2020)

d. The attachment literature has consistently indicated that babies less than one year of age benefit from positive parenting. Juffer, Bakermans-Kranenburg & van Ijzendoorn, 2008 - More specifically, a secure attachment between infants and mothers is related to numerous positive developmental outcomes (i.e., self-esteem, trust, social competence.

e. Along with emotion regulation, there are many other ways in which positive parenting encourages a child's positive development and self-growth:
➢ Teaching and leading promote children's confidence and provides them with the tools needed to make good choices;
➢ Positive communication promotes children's social and problem-solving skills while enhancing relationship quality with caregivers and peers;
➢ Warm and democratic parenting enhances children's self-esteem and confidence;
➢ Parental supervision promotes prosocial peer bonding and positive youth outcomes;
➢ Autonomy-promoting parenting supports creativity, empowerment, and self-determination;
➢ Supportive and optimistic parenting fosters children's belief in themselves and the future;
➢ Providing recognition for desirable behaviors increases children's self-efficacy and the likelihood of engaging in prosocial, healthy behaviors;

➢ Providing boundaries and consequences teaches children accountability and responsibility.

6. **What are the benefits of positive parenting?**

a.

Positive Parenting Style, Behavior, or Intervention	Benefit	Citation
Autonomy-supportive Parenting	Better school adjustment among children Increased motivation among infants Higher internalization among toddlers Better psychosocial functioning among adolescents	Joussemet, Landry & Koestner, 2008
	Reduced depressive symptoms among adolescents Increased self-esteem among adolescents	Duineveld, Parker, Ryan, Ciarrochi, & Salmela-Aro, 2017
	Increased optimism among children	Hasan & Power, 2002
Sensitive/Responsive Parenting that Promotes a Secure Parent-Child Attachment	Increased self-esteem among older adolescents	Liable-Gustavo & Roesch, 2004
	Increased social self-efficacy among adolescents	Coleman, 2003
	Multiple positive outcomes among children, such as secure parental attachments, and better cognitive and social development	Juffer, Bakermans-Kranenburg & van Ijzendoorn, 2008
Interventions that Enhance Positive Parenting Practices	Improved attachment security among toddlers Improved school adjustment among children	Forgatch & DeGarmo, 1999
	Increased cognitive and social outcomes among preschoolers	Smith, Landry, & Swank, 2000
	Numerous reductions in problem behaviors and increases in competences among children and adolescents— such as self-esteem, coping efficacy, educational goals, and job aspirations	Sandler, Wolchik, Tein, & Winslow, 2015
	Reduced behavior problems among children Lower dysfunctional parenting styles Higher sense of parenting competence	Sanders, Calam, Durand, Liversidge, & Carmont, 2008

	Long-term reductions in behavior problems among children	de Graaf, Speetjens, Smit, Wolff, & Tavecchio, 2008
	Decreased family conflict and stress; decreased behavioral problems and conduct disorders among children; improved family cohesion, communication, and organization; improved **resilience** among children and parents	Kumpfer & Alvarado, 1998
	Reduced problem behaviors and increased positive development among children	Knox, Burkhard, & Cromly, 2013
Responsive Parenting (i.e., involves tolerating and working through emotions)	Increased emotion regulation associated with various positive outcomes among children and adolescents	See studies cited in Bornstein 2002
Involved Parenting (i.e., uses rules and guidelines, and involves kids in decision-making)	Increased compliance and self-regulation among children	See studies cited in Bornstein 2002
Developmental Parenting as Characterized by Parental Affection, Teaching & Encouragement	Numerous positive outcomes among children and adolescents; such as increased compliance, greater cognitive abilities, more school readiness, less negativity, more willingness to try new things, better cognitive and social development, better language development, better conversational skills, and less antisocial behavior	See studies cited in Roggman, Boyce, & Innocenti, 2008
Supportive Families	Increased resilience among children and adolescents	Newman & Blackburn, 2002
Parental Attachment, Positive Family Climate & Other Positive Parenting Factors	Increased social skills among adolescents	Engels, Deković, & Meeus, 2002
Warm, Democratic, and Firm Parenting Style (e.g., Authoritative)	Increased school achievement among adolescents	Steinberg, Elmen, & Mounts, 1989
	General positive youth development (i.e., less risky behaviors, improved school success, better job prospects, etc.) among adolescents	Sandler, Ingram, & Wolchik, et al., 2015

	Improved ability to resist negative peer influences	
Family Supervision and Monitoring; Effective Communication of Expectations and Family Values/Norms; and Regular Positive Family Time		

b. Positive parenting styles encourage a child's autonomy by:
- Supporting exploration and involvement in decision-making
- Paying attention and responding to a child's needs
- Using effective communication
- Attending to a child's emotional expression and control
- Rewarding and encouraging positive behaviors
- Providing clear rules and expectations
- Applying consistent consequences for behaviors
- Providing adequate supervision and monitoring
- Acting as a positive role model
- Making positive family experiences a priority

7. What are the positive parenting styles?

Parenting Styles	Description	Citation
Authoritative Parenting	A parenting approach that includes a good balance of the following parenting qualities: • assertive, but not intrusive; • demanding, but responsive; • supportive in terms of discipline, but not punitive.	Baumrind, 1991
Developmental Parenting	• Promotes positive child development by providing affection - positive expressions of warmth toward the child; • Responsiveness - attending to a child's cues; • encouragement - supporting a child's capabilities and interests; • teaching - using play and conversation to support a child's cognitive development.	Roggman & Innocenti, 2009

Children are vulnerable groups in all societies who could experience various violations of their human rights. One critical violation of children's rights is Corporal punishment (CRC, 1989).

What is Corporal Punishment?
Corporal punishment, according to the **UN Committee on the Rights of the Child**, is:

"any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involve hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion."
(Source: TADESSE, Michael Emru, CORPORAL PUNISHMENT AGAINST CHILDREN IN THE HOME SETTING IN ETHIOPIA, file:///C:/Users/USER1/Desktop/PDF%20-%20CorporalPunishmentAgainstChildren....pdf, retrieved: 13.08.2020)

What is Corporal Punishments in the Home Setting?

a.   Corporal punishment in the home setting is commonplace all over the world and throughout history, to a varying extent; many children have been corporally punished by people who were supposed to care for them (**Source**: Save the Children, 2001).

b.   **Corporal punishment** or **physical punishment** is a punishment intended to cause physical pain to a person. It is most often practised on minors, especially in home, school and religious settings. Common methods include spanking or paddling.

•   Spanking defined? - Spanking is a common form of corporal punishment, involving the act of striking the buttocks of another person to cause physical pain, generally with an open hand. More severe forms of spanking, such as switching, paddling, belting, caning, whipping, and birching, involve the use of an object instead of a hand. (Source: https://en.wikipedia.org/wiki/Corporal_punishment, retrieved: 13.08.2020)

What are some examples of Corporal Punishment in the Home Setting?

Examples include:

•   spanking (one of the most common methods of physical punishment)
•   slapping, pinching, or pulling.
•   hitting with an object, such as a paddle, belt, hairbrush, whip, or stick.
•   making someone eat soap, hot sauce, hot pepper, or other unpleasant substances.
•   **Source**: www.aacap.org, Facts for Families, retrieved: 13.08.2020)

Who are the perpetrators of Corporal Punishment in the Home Settings?

Perpetrators of corporal punishment could include:

- mothers,
- fathers,
- step-parents,
- adoptive parents,
- and older brothers and sisters at home (Save The Children, 2011).

What are the negative consequences of Corporal Punishment in the Home Settings?

- physical injuries,
- psychological injuries,
- damage to children's education,
- consequence for parents and societies (such as guilt and inter-generational cycle of violence) (Save the Children, 2001),
- increased aggression and delinquency,
- lower levels of mental health and internalization, and
- increased risk of abusing one's spouse or child (Gershoff, 2002).

Convention on the Rights of the Child (CRC) and Protection of the Rights of the Child:

a. **Article 19**: Article 19 of CRC clearly stipulates that "States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child" (1989: 169).

b. **Article 37**: Article 37 of CRC further states that "no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment" (1989: 171).

The African Charter on the Rights and Welfare of the Child and Protection of the Rights of the Child

a. **Article 16:** requires states to "take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of the child" (1990: 8).

b. Article 20 (c) also underlines that "domestic discipline [should be] administered with humanity and in a manner consistent with the inherent dignity of the child" (ACRWC, 1990: 10).

Alternative Ways of Disciplining the Child

1. **How is discipline defined?**
- The term 'discipline' often has a negative, purely punitive connotation. However, 'discipline' is actually defined as "training that corrects, molds, or perfects the mental faculties or moral character" (Merriam-Webster, 2019). (**Source**: https://positivepsychology.com/positive-parenting, retrieved: 13.08.2020)

2. **Four negative Consequences of Punishment on Children? – the 04 R's:**
a. Resentment (bitterness) toward parents;
b. revenge that may be plotted in order to get back at parents;

c. rebellion against parents (more excessive behaviour);
d. retreat (become sneaky) and/or experiencing a sense of self-esteem. (Nelsen, 2006)

3. What are the 05 criteria for positive discipline?
a. Kind and firm;
b. Promoting a child's sense of belonging and significance;
c. Works long-term;
d. Teaches Valuable Social and Life Skills (i.e., problem-solving, social skills, self-soothing, etc.) and
e. Helps Children Develop a Sense that they are Capable Individuals.

4. What are the key aspects of positive discipline?
a. Non-violent, respectful, and grounded in developmental principles; teaching children self-respect, empathy, and self-efficacy; and promoting a positive relationship between parent and child.

5. What are the positive principles of discipline?
- The 10 Principles of Discipline

Demonstrate Respect Principle	Treat the child in the same respectful way you would like to be treated.
Make a Big Deal Principle	Use **positive reinforcement** in meaningful ways for desired behaviors. Reward such behaviors with praise, affection, appreciation, privileges, etc.
Incompatible Alternative Principle	Provide the child with a behavior to substitute for the undesirable one, such as playing a game rather than watching tv.
Choice Principle	Provide the child with two choices for positive behaviors so that he/she feels a sense of empowerment. For example, you might say "would you rather take your bath before or after your brush your teeth?"
When/Then – Abuse it/Lose it Principle:	Ensure that rewards are lost when rules are broken. For example, you might say "After you clean your room, you can play outside" (which means that a child who does not clean his/her room, will not get to play outside. Period.)
Connect Before You Correct Principle	Ensure that the child feels loved and cared for before behavioral problems are attended to.

Validation Principle	Validate the child's feelings. For example, you might say "I know you are sad about losing your sleepover tonight and I understand".
Good Head on Your Shoulders Principle	Ensure that the child hears the equivalent of "you have a good head on your shoulders" in order to feel capable, empowered and responsible for his/her choices. This is especially important for teenagers.
Belonging and Significance Principle:	Ensure that your child feels important and as if he/she belongs. For example, remind your child that he/she is really good at helping in the kitchen and that the family needs this help in order to have dinner.
Timer Says it's Time Principle:	Set a timer to help children make transitions. This helps kids to know what's expected of them and may also involve giving them a choice in terms of the amount of time. For example, you might say "Do you need 15 or 20 minutes to get dressed?" Make sure to let the child know that the time is set.

6. **What are the Alternative Ways of Disciplining a Child?**
- Place Your Child in Time-Out
- Take Away Privileges
- Ignore Mild Misbehavior
- Teach New Skills
- Provide Logical Consequences
- Reward Good Behavior
- Praise Good Behavior
- Source:
  https://www.google.com/search?q=What+are+the+alternative+ways+of+discipling+the+child&rlz=1C1C
  AFB_enMU750MU750&oq=What+are+the+alternative+ways+of+discipling+the+child&aqs=chrome..69i
  57.14856j0j7&sourceid=chrome&ie=UTF-8, retrieved: 14.08.2020.

Place Your Child in Time-Out	When done correctly, time-out teaches kids how to calm themselves down, which is a useful life skill
Take Away Privileges	Although spanking stings for a minute or two, taking away a privilege hurts longer.

	Example:
	Take away the TV, video games, his favorite toy, or a fun activity for the day and he'll have a reminder not to repeat that mistake.
Ignore Mild Misbehavior	Selective ignoring can actually be more effective than spanking. Example: When your child tries to get attention by whining or complaining, don't give it to him. Look the other way, pretend you can't hear him and don't respond. Then, when he asks nicely or he behaves, return your attention to him. Over time, he'll learn that polite behavior is the best way to get his needs met.
Teach New Skills	Kids benefit from learning how to problem-solve, manage their emotions and compromise. When parents teach these skills it can greatly reduce behavior problems.
Provide Logical Consequences	Logical consequences are a great way to help kids who are struggling with specific behavior problems. Example: If your child doesn't eat his dinner, don't let him have a bedtime snack. Or if he refuses to pick up his trucks, don't allow him to play with them for the rest of the day. Linking the consequence directly to the behavior problem helps kids see that their choices have direct consequences.
Reward Good Behaviour	Rewards help kids to focus on what they need to do to earn privileges, rather than emphasize the bad behavior they're supposed to avoid.
Praise Good Behavior	Example: When he's playing nicely with his siblings, point it out. Say, "You are doing such a good job sharing and taking turns today."
Source: Effective Solutions to Behavior Problems, https://www.verywellfamily.com/alternatives-to-spanking-1094834, retrieved: 14.08.2020	