



Logical Consequences As A Positive Discipline Strategy

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Young children LEARN to behave (and misbehave) based on our reactions, responses, and non-responses to their behaviors and actions as they explore and test the world.

Each child will explore and learn about the world in their own unique way. For example, a child's temperament will determine how they approach learning, people and expectations. There are three obvious temperaments:

Easy or Flexible (about 40% of most groups of children)

Such a child is easy for parents. S/he is easily toilet trained, learns to sleep through the night, has regular feeding and nap routines, takes to most new situations and people pleasantly, usually adapts to change quickly, is generally cheerful and expresses her/his distress or frustration mildly. In fact, children with easy temperaments may show very deep feelings with only a single tear rolling down a cheek. This child's leading response is to "give it a try!"

Difficult or Feisty (about 10% of children)

The feisty child is the opposite of the easy child. The child may be hard to get to sleep through the night, her or his feeding and nap schedules may change from day to day, and the child may be difficult to toilet train because of irregular bowel movements. The feisty child typically fusses or even cries loudly at anything new and usually adapts slowly. All too often this type of child expresses an unpleasant or disagreeable mood and, if frustrated, may even have a temper tantrum. In contrast to the easy child's reaction, an intense, noisy reaction by the feisty child may not signify a depth of feeling. Often the best way to

handle such outbursts is just to wait them out. Parents who do not understand this type of temperament as normal sometimes feel resentment at the child for being so difficult to manage. They may scold, pressure or appease the child, which only reinforces her or his difficult temperament. Understanding, patience, and consistency, on the other hand, will lead to a "goodness of fit," with a final positive adjustment to life's demands. This child's leading response is to "challenge first, cooperate later!"

The Slow-to-Warm-Up or Fearful Child (about 15% of children)

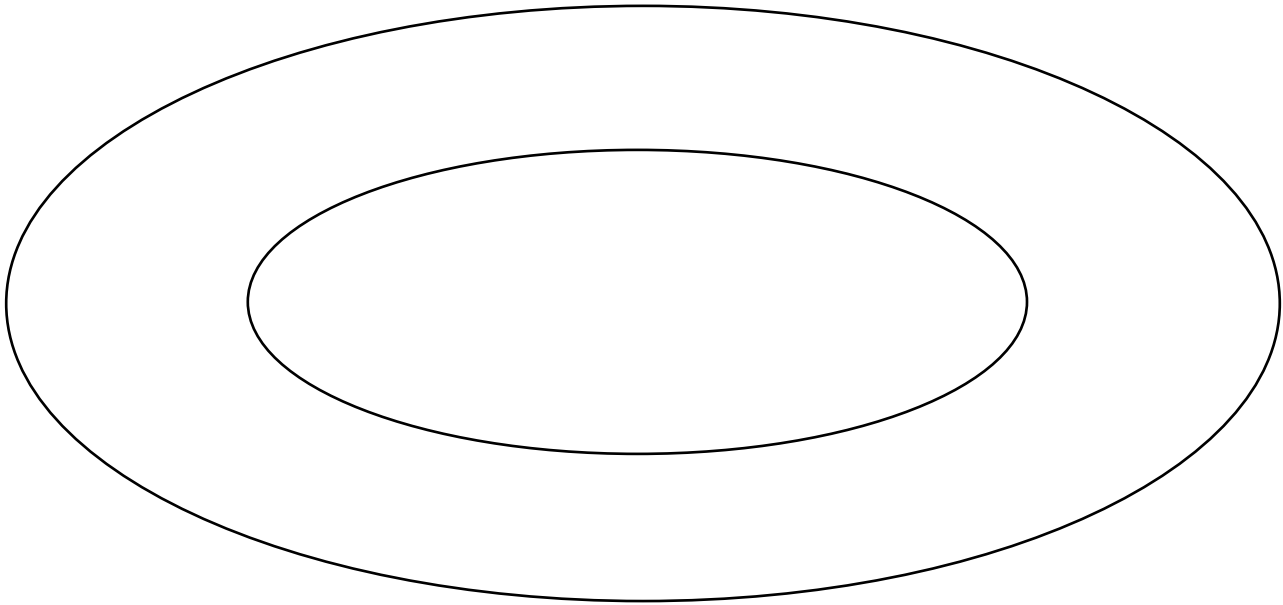
This group of children are often called shy. The child in this group also has discomfort with the new and adapts slowly, but unlike the feisty child, this child's negative mood is often expressed slowly and the child may or may not be irregular in sleep, feeling and bowel elimination. This is the child who typically stands at the edge of the group and clings quietly to her or his parent when taken to a store, a birthday party or a child care program for the first time. If the child is pressured or pushed to join the group, the child's shyness immediately becomes worse. But if allowed to become accustomed to the new surrounds at her or his own pace, this child can gradually become an active, happy member of the group. This child's leading response is to "watch, wait, and enter when safe!"

Thomas & Chess. 1990

When we consider disciplining children, we should keep these temperaments in mind, as they are a clue as to how your child will respond to your directions and expectations. Additionally – keep YOUR own temperament in mind, and how it influences your responses and expectations of your child!



Understanding Boundaries: In the center circle, write down all the behaviors you consider to be acceptable and appropriate for your child at home. Then, in the outer ring, list all the behaviors which you consider to be inappropriate and unacceptable in your home. Have all the adults in the home do this – compare to see if you are on the same page!



Your job is to ‘manage’ the boundary between acceptable and not acceptable!

- Be **C**lear | state what you want, not what you don’t want
- Be **C**onsistent | Respond to the same misbehaviors in the same way each time
- Be **C**ompassionate | Children are just learning. Give them a chance to do so!

Logical Consequences

When children’s behavior moves in to unacceptable territory, then this is your cue to act (CCC)!

When children break rules, it is an opportunity for you to step in and take action. It is imperative that children learn that their actions have logical consequences, and you are going to make that happen. The important thing to remember about logical consequences is that they should have the children *undo the action or misbehavior*. Logical consequences are not about threats, warnings, or punishments. Children have to work at fixing what they just did. Your Role: Enforce the rules/ have children undo or fix what they have done/ set up the next level of consequences

For Example:

WHAT IS THE MISBEHAVIOR?	WHAT IS YOUR RULE?	WHAT DOES YOUR CHILD HAVE TO DO TO FIX IT?	WHAT IS YOUR ROLE?