



Children's Ministries -
Session 5:

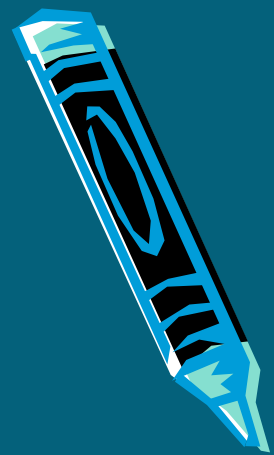
Discipline and Punishment Are
Two Different Things

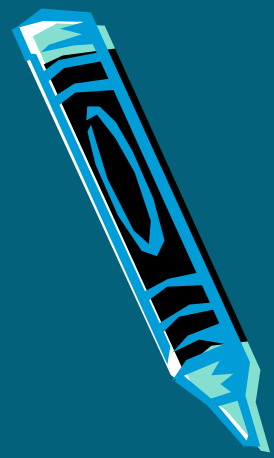


Agape Ministries - 2010
Kherson, Ukraine

Some Definitions

- Discipline
- Punishment
- Behavior Guidance
- Behavior Management
- Rules
- Procedures



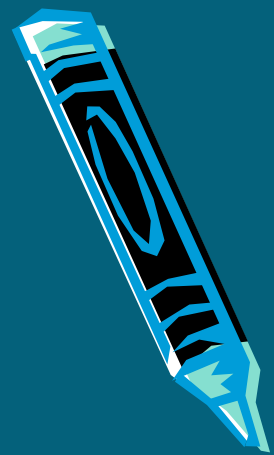


- Discipline Them, Love Them
- by Betty N. Chase
- http://books.google.com/books?id=pJ38AFqI__UC&lpg=PP1&ots=7V2Fb5CP9M&dq=betty%20chase%20discipline%20love&pg=PA1#v=onepage&q&f=true



Discussion:

- Describe your earliest memory of discipline or punishment.
- Who was involved?
- What preceded the discipline or punishment?
- What happened?
- How did you feel afterwards?



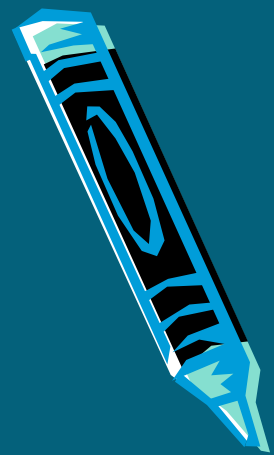
Permissive

- High support and love
- Low control of behavior



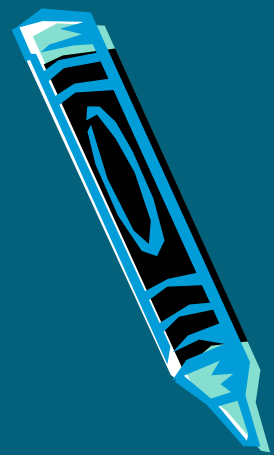
Permissive Caregivers

- responsive but undemanding
- accepting and affirming of the child but makes few demands for responsibility or conduct.
- tolerant, accepting attitude toward the child's wants and impulses, including sexual and aggressive impulses.



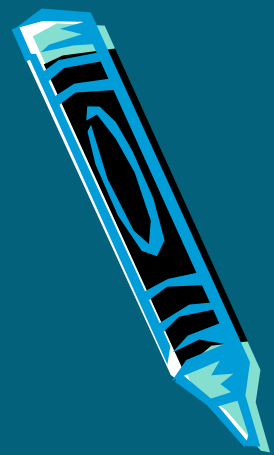
Permissive Caregivers

- have trouble saying no and setting boundaries and guidelines for the children.
- tend to be lenient and to avoid asserting authority, or imposing controls or restrictions, or indeed, any confrontation wherever possible.



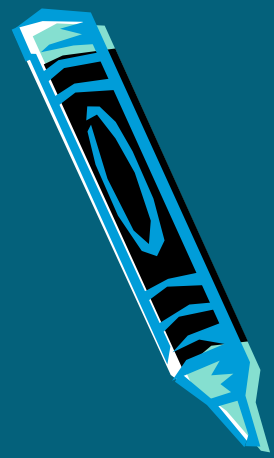
Permissive Caregivers

- make few demands for mature behavior, like displaying table manners or sharing responsibilities around the home.
- maintain very few rules governing the child such as for bedtimes, homework schedules, mealtimes, or TV watching.



Permissive Caregivers

- generally allow children to control their own behavior and to make their own decisions.
- follow inconsistent discipline that creates problems around lack of responsibility, motivation and self control.



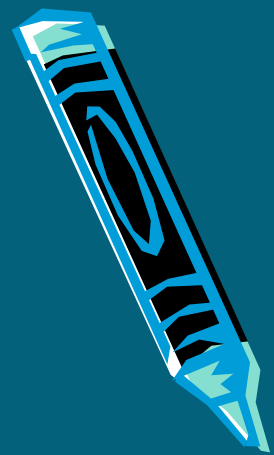
Neglectful

- Low support and love
- Low control of behavior

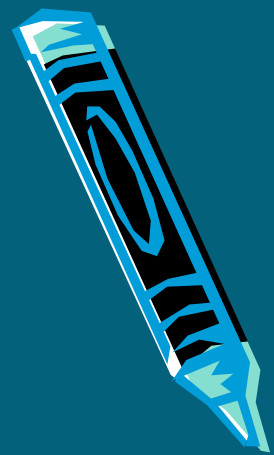


Neglectful Caregivers

- Are both unresponsive and undemanding.
- Usually psychologically unavailable to the child.
- Do not care much about the child.
- Do as little for the children as they can get away with, and often go to great lengths to minimize their involvement.



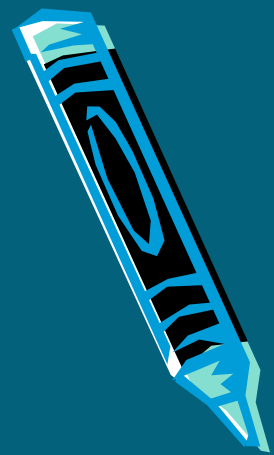
Toxic Caregivers



- Caregivers whose own negative behavior grossly inflicts emotional damage which contaminates the children's sense of self.
- Caregivers who abuse the children verbally, physically and/or sexually, as well as parents who are inadequate or ignore the child's emotional needs.



Toxic Caregivers

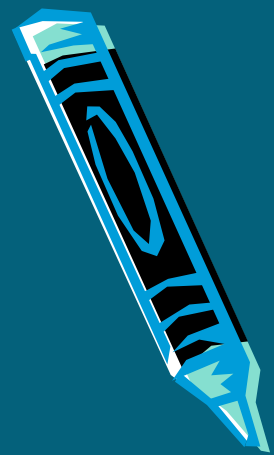


- There are some toxic caregivers whose consistently negative patterns of "care-giving" leave a legacy of guilt and shame within the children.
- There are some toxic caregivers whose outright cruelty would be considered illegal if exhibited toward animals, let alone toward children.



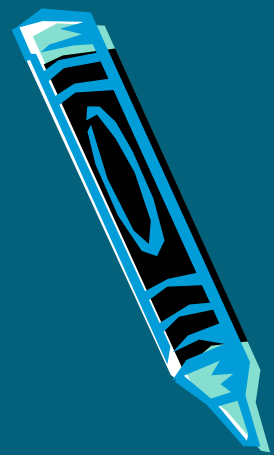
Authoritarian

- Low support and love
- High control of behavior



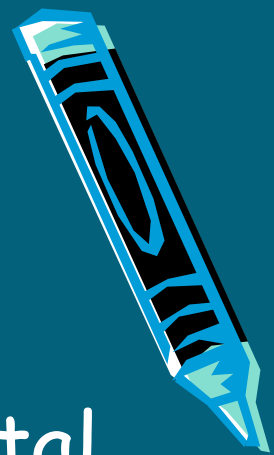
Authoritarian Caregivers

- Are highly demanding, but not responsive
- Attempt to control to an absolute standard.
- Value obedience and do not encourage give and take.
- Emphasize strict family rules and is often referred to as military style parenting.



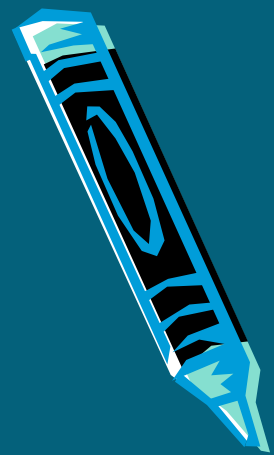
Authoritarian Caregivers

- Attempt to exert complete and total control over the children.
- Are restrictive and rigid, demanding absolute obedience, often in a 'do as I say not as I do' style.
- Uses harsh and punitive punishment.
- May become abusive, both physically and emotionally.



Authoritarian Caregivers

- Tend to be high in psychological control of the children which has a negative effect to the child's natural growth and maturation.
- Expect the children to accept their judgments, values, and opinions without questioning.



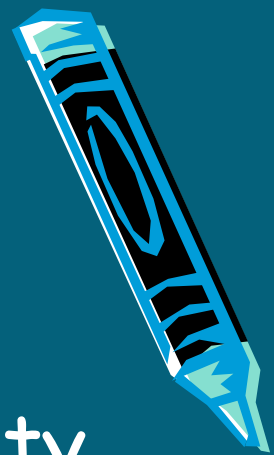
Authoritative

- High support and love
- High control of behavior



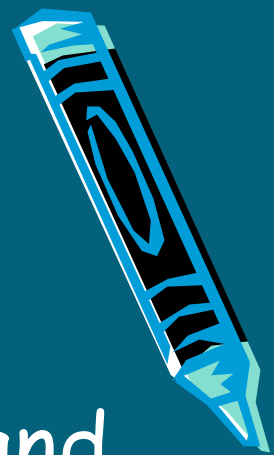
Authoritative Caregivers

- Encourages independence, originality, open communication, and listens to the child's point of view as well as expressing his or her own.
- Maintains a fairly high level of expectation from the child in terms of conduct and responsibilities.



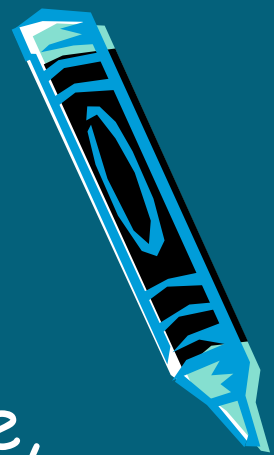
Authoritative Caregivers

- Believe in developing close, loving and nurturing relationships with the children, giving them clear, firm and consistent guidelines.
- Encourage verbal give-and-take through open communication.



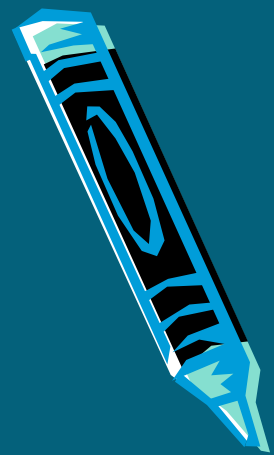
Authoritative Caregivers

- Encourage the children's independence, individuality and creativity by being highly responsive toward the children and expecting a degree of responsiveness in return.
- Expects age-appropriate behavior from children.
- Firmly sets clear standards and boundaries.



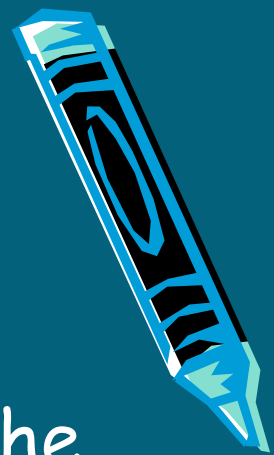
Authoritative Caregivers

- Encourage children to think for themselves, thereby achieving a high level of autonomy is achieved for the child.
- Provide children with safe boundaries, against which children are also encouraged to push and question in a mutually respectful environment.



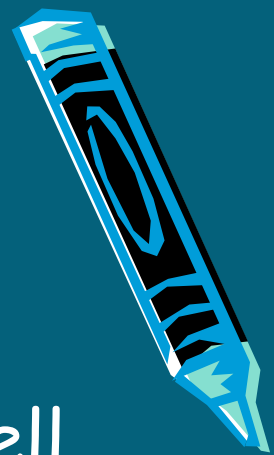
Authoritative Caregivers

- Exert firm control but do not close the child in with restrictions. These children become socially responsible, able to control aggression, self-confident, and high in self-esteem.
- Encourage independence, so the child learns a high awareness of social responsibility through openly discussing how their actions will affect other people.

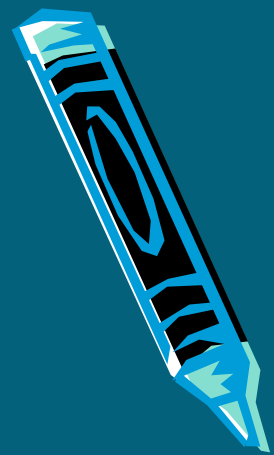


Authoritative Caregivers

- Want the children to be assertive as well as socially responsible, and self-regulated and motivated as well as cooperative.



Discipline vs. Punishment

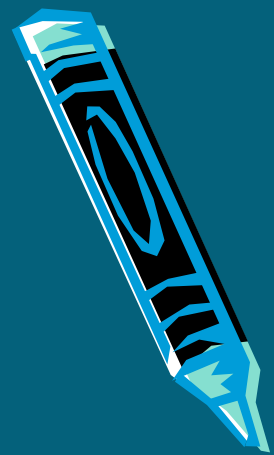


	Discipline	Punishment
Purpose	Train for correction and maturity.	Inflict penalty for an offense.
Focus	Future correct deeds.	Past misdeeds.
Attitude of caregiver	Love and concern.	Frustration and hostility.
Result for child	Security.	Fear and guilt.



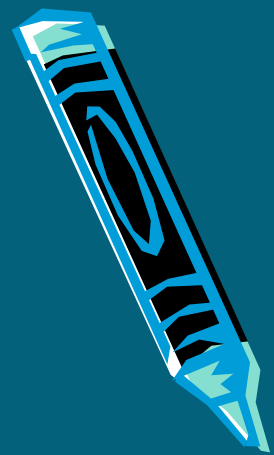
Hebrews 12:5-13

- What is the main idea?
- Who does God discipline? Why? How? (7 statements)
- What is the end result of discipline?

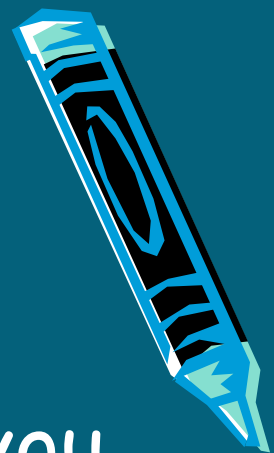


Types of Discipline

- Prevention
- Intervention
- Consequences



Discussion



- Describe a troublesome situation you have with a child.
- Brainstorm with your group about how you might handle that situation.
- Suggest alternatives in each area: prevention, intervention, and consequences.

