

children

The promise
of tomorrow...



Because tomorrow
needs to start today.

50 Ways to Praise Your Child

- WOW • Way to Go • Super
- You're Special • Outstanding
- Excellent • Great • Good • Neat
- Well Done • Remarkable • I Knew You Could Do It • I'm Proud of You
- Fantastic • Super Star • Nice Work
- Beautiful • Now You're Flying
- Wonderful • You're Catching On
- Now You've Got It • You're Incredible
- Bravo • You're Precious • Hurray for You • You're on Target • You're on Your Way • How Nice • How Smart • Good Job • That's Incredible • Hot Dog
- Dynamite • You're Beautiful • You're Unique • Nothing Can Stop You Now
- Good For You • I like you • You're a Winner • Remarkable Job • Beautiful Work • Spectacular • You're Darling
- You are Fun • You Made My Day
- Exceptional Performance • Hip, Hip, Hooray • You're Important • What a Good Listener • I Love You!

You can find more information at:

www.StopHitting.org

www.healthychildren.org

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Raising Good Kids Without Hitting



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Effective Discipline Tips –

Ten Guidelines for Raising a Well-Behaved Child

- 1 Whenever possible, teach rather than punish. The goal of discipline is to teach children appropriate behavior. Hitting children does not teach acceptable behavior; it teaches children that hitting is a way to solve problems.
- 2 View children's misbehavior as a mistake in judgment. It will be easier to think of ways to teach more acceptable behavior.
- 3 Whenever possible, make consequences relate to misbehavior. Make sure they are reasonable and clear. If the child makes a mess, he/she should clean it up.
- 4 Have behavior rules but make sure they are few in number, reasonable, and appropriate to the child's age and development.
- 5 Provide order and consistency to your child's day. Whenever possible, have regular times for meals, studying, and bedtime.
- 6 Don't argue or nag children about rules. If a rule is broken, remind the child of the rule and the consequence for not following the rule. When you give a command, speak in a firm voice and repeat the command only twice.

- 7 If your child has many behaviors that concern you, don't try to change all of them at once. Choose one behavior of concern. Explain why the behavior is a problem. Provide consequences for misbehavior and praise the opposite behavior when your child demonstrates it.
- 8 Distract infants and toddlers when they are doing something you don't like or remove them from the situation. Infants and toddlers do not understand the difference between right and wrong and should not be hit or shaken.
- 9 Use good manners when talking to children about their behavior. Be sure to use "I'm sorry," "May I?" and "Excuse me" when they are appropriate. Be a good model for your children with your speech and actions.
- 10 Catch your child being good! Your praise or hug will increase appropriate behavior.

(The Center for Effective Discipline, Columbus, Ohio, USA)

Ten Reasons for NOT Hitting Children

- 1 Hitting children sometimes leads to injuries.
- 2 Hitting destroys self-esteem and trust.
- 3 Cooperative behavior is much more likely to occur when there is a strong, loving bond between a parent and child.
- 4 Hitting a child for discipline may stop the misbehavior for the moment, but it may not improve the behavior all together.
- 5 Hitting children transmits a pro-violence attitude. Children who are frequently hit learn to be hitters themselves.

- 6 Hitting a child for misbehavior means that the caretaker loses an important opportunity for teaching a more appropriate behavior.
- 7 Fear is not an effective way of teaching an appropriate behavior. Children who are hit are likely to perform the desired behavior when the hitter is nearby.
- 8 Children who are frequently hit often grow up with childhood memories that are full of anger and resentment.
- 9 Children are often hit for behavior which is not "bad" behavior but rather behavior which is related to their need to explore the world, and for needs related to nutrition, exercise, attention and sleep.
- 10 Children learn best through teaching, discussion and observing adults who model responsible, caring, and self-disciplined behavior.

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