



**Parent Education & Encouragement Group**  
*"Represents Parental Protection, Mercy and Nurturing"*

Presented at: **Good News Church**  
239 W Washington Blvd Pasadena 91103  
**English and Spanish classes on Thursday 6:30pm- 8:30pm**

- 1. Communication, Active Listening, Acknowledging Feelings**  
*Comunicación, Escuchando con oído activo, Reconociendo sentimientos*
- 2. Family Meetings, Effective Praise and Rewards /Conflict resolution**  
*Reuniones familiares, Elogio y recompensas*
- 3. Parental Function, Defining My Parenting Style**  
*Función de padres, Definiendo mi estilo de crianza*
- 4. Five-Step Problem Solving / Children's Court /Parent's Rights**  
*Cinco pasos para resolución de problemas, Corte de menores*
- 5. Single Parent and Multiple Parent Families**  
*Padres solteros y de ambos padres*
- 6. Domestic Violence, Self Control, Anger Management**  
*Violencia domestica, Autocontrol, Control de ira*
- 7. Teens and Gangs**  
*Adolescentes y Pandillas*
- 8. Teaching Principles, Values / Family Rules / History of my Family**  
*Ensenando principios, Valores, reglas familiares y la historia de mi familia*
- 9. Education Guidance / Show & Tell**  
*Orientación educacional, Enseñar y demostrar*
- 10. Natural & Logical Consequences / Structure**
- 11. Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining**
- 12. Structure, Establishing Limits & Boundaries**
- 13. Human Sexuality and Teens**  
*Sexualidad Humana, El desarrollo sexual en los adolescentes*
- 14. Family Health Nutrition and Child Safety**  
*Salud familiar, Nutrición, Seguridad de niños*
- 15. Teens, Drugs and Alcohol**  
*Adolescentes, Drogas, Alcohol y Tabaco*
- 16. Family Group Support, Skills Evaluation, Potluck**  
*Grupo de apoyo familiar, Habilidades de evaluación, Platillo para compartir*

**Daily Homework**

Active Listening and acknowledging feelings  
Five Step Problem Solving  
Hug and Kiss your child

**Homework Review**

**Lesson # 9 Education Guidance / Show & Tell**

**New Material**

**Lesson # 10 Natural & Logical Consequences / Structure**

**Homework Assignment**

Write a paragraph:  
Try the techniques and write a paragraph on each.

**Facilitators:**  
**Horacio Garcia / Myles Williams / Elvia Casas**  
**Program Director: Dr. Janice Woods**

## NATURAL AND LOGICAL CONSEQUENCES

One way to discipline children is to reward them when they obey and punish them when they disobey. This is called the reward and punishment method, and is the system in which most parents of today were raised. There is another method of discipline called “natural and logical consequences.” This method has certain advantages over reward and punishment:

- First, it holds children, not their parents, responsible for the children’s behavior.
- Second, it allows children to make their own decisions.
- Third, it permits children to learn from the natural order of events, rather than forcing them to obey the wishes of someone else.

Natural consequences happen to all of us, including our children. The child who refuses to eat goes hungry. The child who insists on not wearing mittens get cold hands. Those are two examples of natural consequences. In situations where there aren’t any natural consequences, or where the consequences could put a child in danger, logical consequences can be substituted.

Logical consequences are also called “social consequences,” and are about how our behavior affects those around us. Parents must determine and set the logical consequences for their children. For the consequences to be effective, the child must see them as logically related to the misbehavior. In other words, the consequences must “fit” the behavior in a logical way.

Because parents decide what the logical consequences are, children see them as punishments. There are several major differences between logical consequences and punishment.

### **1. Punishment is about the power of authority.**

*Father: Jim, turn off that TV! Mom and I are trying to sleep!*

In contrast, using logical consequences shows respect for each other.

*Father: Jim, I realize it’s Saturday morning and you enjoy your cartoons, but Mom and I are trying to sleep. So, either turn the TV down or play outside. You decide which you’d rather do.*

### **2. Punishment is concerned with past behavior.**

*Mother: “Ralph! You said you’d be home at six o’clock and now it’s seven! How many times have we gone through this? You don’t care! Well, you can just forget about that bike we talked about.*

Logical consequences are concerned with present and future behavior.

*Mother (the next time Ralph asks to go out): I'm sorry, but you're not ready to take responsibility for coming home on time. We'll try again tomorrow.*

### **3. Punishment threatens the offender with disrespect or loss of love; it is a put-down.**

*Mother: You did not feed Champ, so you may not play with him today. Maybe this will teach you not to be so irresponsible.*

When logical consequences are used, the parent's voice is friendly and implies goodwill.

*Charles: Mom, I'm going to play with Champ now.*

*Mother (matter of factly): No, Charles – you haven't taken time to give him his food and water today. We'll try again tomorrow.*

### **4. Punishment demands obedience.**

*Father (to fighting children at dinner table): You two knock it off right now or you'll go to bed without supper!*

*The purpose of using natural and logical consequences is to encourage children to make responsible decisions, not to force them to obey. Most children, when allowed to make bad decisions, learn from the consequences.*

If you can view your child's misbehavior objectively, rather than seeing it as a personal attack, you will be much more effective. If you were trying to teach your child a new skill like swimming or riding a bicycle, you would probably be patient and let him make some mistakes. If you can think of it this way, you will find it easier to regard misbehavior as a learning experience rather than a violation of parental rules.

## **BASIC PRINCIPLES**

Several principles guide the use of natural and logical consequences

**Understand the child's goals, behavior and emotions.** Natural consequences happen regardless of any goal the child may have. The result of letting the child experience the reality of nature. Logical consequences result from letting the child experience the reality of the social world.

**Be both firm and kind.** Most parents are either firm or kind and few are both at the same time. Don't think of firmness as strictness or harshness. Being strict is about controlling the child; being firm is about sticking to your own decisions.

**Don't try to be a "good" parent.** Keep yourself from being overprotective, and allow the child to experience the consequences of his own decisions.

**Become more consistent in your actions.** This way, the child knows what to expect and therefore can make his decisions accordingly.

**Separate the deed from the doer.** Respect the child even though you dislike the bad behavior, or the consequence will turn into a punishment.

**Encourage independence.** The more your help your children become self-reliant, the more self-assured they will feel. Avoid doing for children what they can do for themselves.

**Avoid pity.** Many parents “protect” their children from responsibilities because they feel sorry for them. Pity is a damaging attitude that tells the child he or she is somehow defective and can’t handle problems. Pity is not the same thing as empathy. Because we love our children, we want to show them that we understand their feelings. Empathy promotes strength, while pity promotes weakness.

**Refuse to be overly concerned about what other people think.** Although other people may try to hold you accountable for everything your child does, their demands are not very realistic.

**Recognize who owns the problem.** Parents often take on ownership of their children’s problems. To get free of that trap, figure out what the problem is, whose it is, and then act accordingly.

**Talk less, act more.** Parents sometimes talk too much, causing their children to become “parent deaf”. Do most of your talking with your children when you are on friendly terms and they are more likely to listen. When using logical consequences. Keep talk to a minimum as you follow through with action.

**Refuse to fight or give in.** You do not have to win, because you are not in a contest. Your goal is to help the child become responsible for his or her own behavior. When children beg for the consequences to be altered, don’t give in, just accept the consequences as your child will have to.

**Let all the children share responsibility.** When an incident occurs in a group of children, don’t try to find the guilty party. Let all the children share the responsibility and have the children decide how to handle the problem. Do not listen to tattling.

## STEPS IN APPLYING CONSEQUENCES

1. Provide choices. Choice is very important in using logical consequences. Give the child various chances and then let him or her choose, allowing the child to experience the consequences.
2. As you follow through with a consequence give assurance that there will be an opportunity to change the decision later. Children like to test limits, and when they do, tell them that the decisions stands but that they may try again later.
3. If the misbehavior is repeated, make the time period last longer before the child can try again. If the children keep misbehaving, they are saying they aren’t ready to be responsible.

To make sure your action is not punishment but an expression of logical consequences:

- Show an “open” attitude, give the child a choice and accept the child’s decision.
- Use a friendly tone of voice.
- Make sure the consequences is logically related to the misbehavior.

It is important to recognize that consequences take time to be effective. When you are using consequences, you are changing from your usual responses. Your children may test the limits. Remember, patience plus practice equals progress!

Video: <https://youtu.be/jDZ-ZxDrcSo>

## THE FIRST/THEN METHOD

The First/Then Method that motivates children to do things they may not want to do, like chores and family routines. This method accomplishes the goal of letting children do something they want after they have done something you want. It is a method that works especially well with children who sometimes act helpless or who will not cooperate.

The method is as simple as this: First the child does something that you want and then the child does something the child wants. Here are some examples:

**”After you finish your bath, you can have a story.”**

**“You need to pick up your clothes. If there is time left before bedtime, you can have a snack.”**

**“You can play ball when you finish your homework.”**

In these examples the First/Then Method, the parent isn't taking away anything the children already have or stopping the children from doing something. The children don't have anything to lose. However, the children have everything to gain when they go along with the First/Then Method.

### Considerations in Using the First/Then Method

1. Fun follows work. The child's efforts are rewarded by fun. You simply create a situation where your child can have fun “after” the child has done some work. Some parents have a lot of trouble with this method because they let a child play first and try to make the child work later! These parents say such things as: “ You can watch TV now... but you will have to clean up your room later.” This may work occasionally, but it is not a good idea. Being backwards causes problems because a child gets something pleasant he or she hasn't earned.
2. State the method positively. For example, a parent could say, “When you are done putting all your clothes away, you can go outside to play until bedtime.” Here the parent states First/Then Method in a positive way with a positive tone. Compare that with the following attempt: “If you don't put all your clothes away, I won't let you go out to play.” The positive statement is more of an appeal for family cooperation than a parent power demand, and should cut down on screaming and stressful disciplinary interactions.
3. The fun activity must be something the child really likes. If the child doesn't want to go out and play before bedtime, the child isn't likely to want to work for that. You need to know your child and what the child likes in order to come up with activities your child will work for.
4. The child corrects him or herself. Here the consequences are totally the choice of the child. By giving the child the opportunity to choose a positive consequence (getting to play outside) or a corrective consequence (losing out on playing), you are actually giving your child an opportunity to discipline himself, since one of the most important features of self-discipline is the ability to decide which consequences we want.

5. The child's correction is the only correction. If the child chooses not to put all of the clothes away, then the child doesn't get to go outside. Don't add on anything else. Don't also restrict the child from TV or scold the child. Not going out to play was the corrective consequence and stick to it. Children will only come to understand that they can make important choices if you really give them a choice. And you really give them a choice with the First/Then Method when you stick to what you say. An when you stick to what you say, you are again modeling and teaching self-discipline

### **The Steps of the First/then Method**

1. State the method positively. The following are examples of negative statements of the method and then positive statements:

Negative: If you don't pick up your toys, I'm not going to let you out and play.  
Positive: You can go outside to play when you pick up your toys.

Negative: You can't have dessert until you finish dinner.  
Positive: When you finish your dinner, you can have desert.

Negative: You can't watch TV until you was the dishes.  
Positive: As soon as you was the dishes, you can watch TV.

2. Stay Calm! If you are angry or upset, the children will end up paying attention to your anger and not the choice that they have to make. The child will then be trying to avoid your anger rather than making a choice of what to do. The idea behind this method is to have the child understand he or she has some choice about what happens, and that he or she has some control. So staying calm is important for the child to get the point of this method.
3. Ignore any protest or any attempts to change the choices. You positively and calmly state what the choices are and wait for the child to make the choice. If the child protests, ignore them and simply restate the choice.
4. Be sure that you follow through. If the child has not done the work or has not done enough of the work, the child doesn't earn the fun activity. If the child asks for another chance don't give in. It's okay to hear and accept your child's disappointment. You can let your child know that you are sorry he missed his fun. Sympathize with his feelings and let him know that maybe next time, he'll get the work done on time.

What about the work itself? What if it is not done or only half done? You have several choices. You can do it yourself. If you do the child's work, the child still misses his or her fun. Some jobs you can leave for tomorrow or later. For example, at bedtime you can push the toys out of the way. Instead leave them for your child to put away tomorrow before they watch TV. Now, when children complete the work, you must also follow through. You must be sure that the child gets the fun activity. And praise the child for earning the activity.

### **Advantages of Using the First/Then Method**

In using the First/Then Method, you are modeling and demonstrating self-discipline because you are demonstrating to your children that you are a person of your word and that you can control your feelings. When you calmly and positively use this method, you are also teaching love and understanding. You are doing this because you have taken the time to understand what types of activities your child or children are most likely to behave respectfully. It is an act of love to create situations where children will behave.

## Time Out Method

We all know what it means to be put on “time out” for misbehaving or when someone yells “time out” during a game. Let’s look a little closer at what the reason is for time out during these situations and how we can be more effective as we use the “The Time Out Method” when dealing with our children.

“Time out” during a game usually means that the game needs to stop for some reason. It could be that someone’s equipment needs adjusting or that someone has been injured during the game. When time out is acknowledged by everyone (a whistle blows perhaps) there is usually a discussion about the reason for the time out and for how long the time out can be expected to last. There should be already established rules for behavior just like rules in a game. The rules should be known ahead of time. The same is true when dealing with children.

Time out means that the child should be isolated from all interaction and attention. A good place is in a room alone with no toys or sources of entertainment or interaction. The child should only be able to think about the unacceptable behavior that he was just involved in and how to correct it. **Time out should be reserved for only the most unacceptable behavior.** Be careful not to overuse time out, as it will lose its effectiveness.

**1<sup>st</sup>** Remain calm. Don’t allow the child to see you upset, as many children feel rewarded when they have the power to get a rise out of parents or negative attention.

**2<sup>nd</sup>** Get the child’s attention and stop all play and activity. Remain calm but serious, as something has happened that needs to be corrected or stopped before someone gets hurt or property damaged. Regardless of the activity (improper physical play, tantrums or improper verbal interaction) if the activity is inappropriate you must stop all activity immediately. After you have the attention of the children you should state the reason that activity was stopped (foul language, overly aggressive play perhaps). State the rule that was broken and the consequence for breaking that rule.

**3<sup>rd</sup>** Avoid any lengthy conversation with the child. Don’t allow the child to try to plead with you or make excuses in order to get off the hook. Don’t let teary-eyed promises change the rule. The child will learn better if you are firm and consistent. The amount of time for a time out should be approximately one minute for each year of age of the child. A 5-yr old child should not remain in time out for longer than five minutes. A 6-yr old should be on time out for six minutes and so forth. Remember to set a timer so that you don’t forget the child is on time out. This happens very often and you end up apologizing

to the child for forgetting rather than teaching the lesson that needs to be learned.  
Recommended only for children over 3 years of age.

**4<sup>th</sup>** Respond immediately. You should initiate time out as soon as you are aware of the misbehavior.

Before isolating the child, you should ask the child if they know why they are on time out. If they know and can explain, there should be a discussion as to what further disciplinary action should take place in the future (not being able to play at all next time perhaps). If the child does not know why he has been given time out, you should explain before isolation begins.

When time is up you should ask the child what he plans to do in order to prevent being put on time out again. If the child answers appropriately, allow the child to return to interaction or play. If the answer is not completely accurate you should help the child with the appropriate response and then allow the child to return to interaction or play.

Remember that time out is not a punishment but a disciplinary action designed to allow the child to reflect and think of better behavior strategies and for you to **teach** the child how to behave more appropriately.

Finally, at the end of the time out you should praise the child for following directions and learning the lesson. A short discussion regarding future behavior is recommended, as well.

Time out is one of the most powerful behavior changing techniques parents can use when used effectively.

**Homework: try the techniques and write a paragraph on each.**