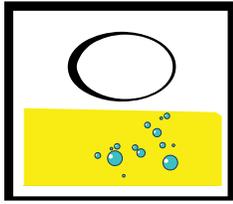


MY **KIDology** NOTES

**Making Your
Discipline
“Problems”
Disappear!**

Learn what is going on in the minds and hearts of children when they misbehave so that you can better understand how to respond and mold them.

By:
Karl
Bastian
↪



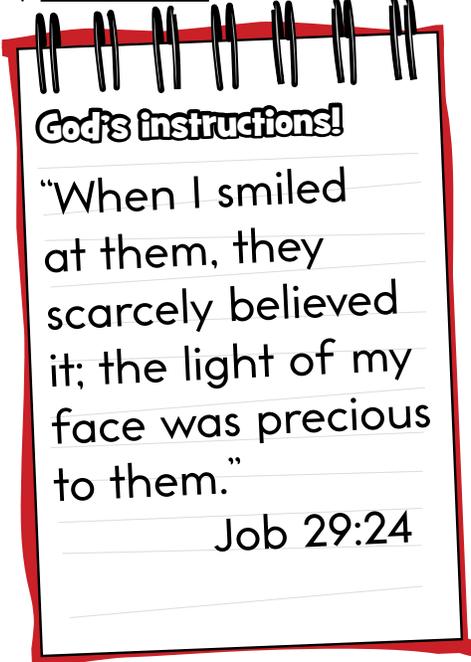
WORKSHOP NOTES FOR

Making Your Discipline "Problems" Disappear!

Are you ready for this?

90% of Discipline "Problems" are problems with the teacher NOT the children.

- 1. Redefine Discipline _____ as Discipline _____**
 - We are in the business of _____ and _____ not merely _____.
- 2. Distinguish P _____ from D _____**
 - P _____ - benefits _____
Source: Anger, Anxiety, Annoyance, etc.
 - D _____ - benefits _____
Source: Love, Patience, Gentleness, etc.
- 3. Recognize the difference between _____ (sin) and _____ or _____ BEHAVIOR.**
- 4. Have _____**
 - Simple, yet Comprehensive
 - Written and Explained
 - Reviewed and Re-Enforced
- 5. Understand _____ Children "Disobey"**
 - _____ (selfish by nature -looking for easier way, more enjoyable way...like us!)
 - _____ Often kids are surprised that they are in trouble! And it hurts.
 - _____ No need to escalate penalties, just be consistent.
 - Repeat offenses are more for _____ than for outright _____.
 - Sometimes they are seeking _____, and negative attention is better than no attention.
- 6. Lead _____ and _____**
 - Be confident of what you are doing and where you are going, or they will hesitate to follow.
 - Don't 'wing it' or they will fly out of your control.
 - If you don't have a plan for the kids, they'll have a plan for you!
- 7. Create a W _____ A _____**
 - Remember, Goal #1 is that the child feel loved and accepted. If they don't, any efforts will fall short. "I'm so glad you came today. You know what would make it even better?"
 - Before addressing a 'problem' first chat with the child on an unrelated subject of interest to them. Then: "You know, it would really make me proud of you if..."
 - Don't tell them what NOT to do, tell them what you want them TO do.
 - NOT: "Stop pushing and shoving." INSTEAD: "We wait our turn around here."
 - Separate the behavior from the child. (NEVER a 'bad child', a GOOD KID with bad behavior. "I don't understand how such a GOOD KID to do such a bad thing.")



Making Your Discipline "Problems" Disappear



8. The S.M.I.L.E. Approach:

- S** = _____ Affirm Kids Worth, Express Positive Expectation

- M** = _____ NOT You vs. Kid, INSTEAD You AND Kid Vs. Behavior

- I** = _____ Start where they are, move to where you want them to be!

- L** = _____ "A cheerful heart is good medicine" (Prov. 15:30)

- E** = _____ Address the behavior WHILE building up the child!

9. QUESTIONS TO ASK _____ (In the midst of a confrontation)

1. Am I _____ or _____?
2. Did the child know this _____? (Just b'cuz you've told them is not enough)
3. What will best guide them toward positive _____?
How can I MOLD them, not just SCOLD them?

A smile is a curve
that can set a lot of things straight.

Smiles and frowns cost the same
(nothing), but the difference
in effect is enormous!

Consider yourself improperly dressed
unless you are wearing a smile.

**10. Last, but NOT least.... _____
FOR YOUR CHILDREN / STUDENTS!**



Making Your Discipline "Problems" Disappear!

MY KIDODOLOGY NOTES

Today Date: ____ / ____ / _____

Get a crazy idea?
Learn about a resource?
Wanna remember a quote?
Use this page to record those
thoughts you don't want to forget!



Equipping and Encouraging Those Who Minister to Children