

*POSITIVE DISCIPLINE IN THE  
ILFC  
DISCIPLINE = SELF MASTERY*

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# *PSO Mission*

- ❑ Address the educational needs of Filipino overseas and facilitate reintegration into Philippine educational system;
- ❑ Serve as venue for teaching and propagating Filipino culture and heritage among Filipino youth overseas and serve as the locus for Filipino community and activity.

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# *Addressing Educational Needs of Filipinos Overseas*

- Implement the basic education curriculum of the Department of Education
- Comply with the requirements and regulations of the government of the Philippines and host countries

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# *The K - 12 Reform*

The DepED shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

- (a) The curriculum shall be **learner-centered, inclusive and developmentally appropriate**;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;

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# *Major Concepts/Assumptions*

- Inclusion
- Diversity
- Children's Rights
- Children's holistic development
- Purposive accommodation

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# *Positive Discipline*

- ❑ DepEd developed the primer on Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers is through the cooperation of E-Net Philippines, Department of Education and Save the Children.
- ❑ Its purpose is to help teachers apply a positive discipline approach in classroom management. It outlines steps teachers can follow and situations they can refer to in applying positive and non-violent discipline.
- ❑ Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development.
- ❑ It respects children's rights to healthy development, protection from violence, and active participation in their learning.

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# The Infant... The Potential

“What we see in the crib is the greatest mind that has ever existed, the most powerful learning machine in the universe”

(Gopnik, Meltzoff, and Kuhl 1999, 1).



# WHAT IS AN ILFC

An Inclusive Learning Friendly Classroom\*

- Welcomes, nurtures, educates all children regardless of gender, physical, intellectual, social, emotional, linguistic and other characteristics
- Respects and treasures diversity
- Where the teacher understands and accepts diversity and ensures that all children want to come to school and learn from school

\*UNESCO, Asia Pacific Regional Center for Education, 2006

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# *So What is Discipline?*

- ❑ As a noun: behavior in accord with rules and regulations

Focus is on order, organization, cooperation, following rules and regulations, policies and consideration of the rights of others.

- ❑ As a verb, has two meanings:

To train by instruction and exercise, drills, edifies, enlightens

To control, restrict, chastise, regulate, manage, harness, repress

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# What discipline is *NOT*

DISCIPLINE

DISCIPLINE IS NOT ...	DISCIPLINE IS ....
Manipulation of rewards and punishment	Teaching
Accomplishment	Character
Enabling & indulgent	Challenging & inspiring
Permissive	Upholds high expectations
Short term	Long term
Does not instill fear	Leadership; mutual trust and respect
Mastery of others	Mastery of self
One size fits all	Practice discipliner and disciplinee
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# *Discipline is TEACHING*

- ❑ It is the structure that helps the child fit into the real world happily and effectively;
- ❑ The foundation for the child's own self-discipline
- ❑ Effective and positive discipline is teaching and guiding children not just forcing them to obey;
- ❑ As with all interventions aimed at pointing out unacceptable behavior, it is based on trust and love between parents and children.

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# *Discipline is DEVELOPMENTAL*

## **BIRTH OF DISCIPLINE**

Setting limits, reinforcing good behavior, discouraging less desirable behavior starts when the child is a baby

## **DEVELOPMENTAL MILESTONES**

Children have limitations

- Physical
- Cognitive (language)
- Special needs
- Each child is unique and each situation is different

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# *Discipline Builds CHARACTER*

Character describes the person's character traits.

- ❑ Having character means a person is honorable and honest, has integrity, is courageous, reliable and responsible.
- ❑ Having good character results in respect from others, and greater self-esteem.
- ❑ Having character requires constant effort.

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# *Discipline is LONG TERM*

- ❑ The goal is to foster acceptable and appropriate behaviors in the child and to raise emotionally mature adults.
- ❑ A disciplined person is able to postpone pleasure, is considerate of others, is assertive without being aggressive or hostile and can tolerate discomfort when necessary
- ❑ *Development of executive functions which discipline is all about, is basically about learning which is fundamentally shaped by cultural tools or mediational means (Vygotsky)*

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# *Developing Young Children's Self-Regulation through Everyday Experiences*

- ❑ Regulating one's thinking, emotions, and behavior is critical for success in school, work, and life. (Ellen Galinsky, *Mind in the Making*, 2010)
- ❑ A child who stops playing and begins cleaning up when asked or spontaneously shares a toy with a classmate, has regulated thoughts, emotions, and behavior (Bronson 2000).

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# *Developing Young Children's Self-Regulation through Everyday Experiences*

- ❑ From infancy, humans automatically look in the direction of a new or loud sound. On the other hand, intentional practice is required to learn how to regulate and coordinate the balance and motor movements needed to ride a bike.
- ❑ Many other regulatory functions become automatic, but only after a period of intentional use.
- ❑ Typically, once one learns, the skill becomes automatic.

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# Learning

“A persisting change in human performance or performance potential...[which] must come about as a result of the learner’s experience and interaction with the world.”



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# *Developing Young Children's Self-Regulation through Everyday Experiences*

- ❑ Children develop foundational skills for self-regulation in the first five years of life (Blair 2002; Galinsky 2010), which means early childhood teachers play an important role in helping young children regulate thinking and behavior.
- ❑ Self-regulation refers to several complicated processes that allow children to appropriately respond to their environment (Bronson 2000).
- ❑ Children must learn to evaluate what they see, hear, touch, taste, and smell, and compare it to what they already know.
- ❑ Children must also learn to use self-regulation to communicate with any number of systems (such as motor or language systems) to choose and carry out a response.

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# *Developing Young Children's Self-Regulation through Everyday Experiences*

- Providing scaffolding to help children develop self-regulation
- Modeling
- Using hints and cues
- Gradually withdrawing adult support
- Intentionality and teaching self-regulation in everyday interactions

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# *Children in the Classroom*

- ❑ Children come into the world helpless and unable to fully develop without nurturing. Being teachers, it is our job to nurture them and teach them to live.
- ❑ We know how tough teaching is. Children do not come with HOW TO manual of instruction. BUT we also know how we love to nurture them.
- ❑ Unlike parents, teachers are responsible for many children all at the same time.

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# *Children in the Classroom & the Teachers' Condition*

- ❑ Many teachers feel inadequate in managing student behavior.
- ❑ In spite of being highly qualified in their specialization, they find no magic formula that will enable them to undertake this vital task.
- ❑ BUT they know the appropriate Attitude, Skills and Strategies make the difference between a calm classroom and a classroom in chaos.

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# *Teachers' KASH (+/-)*

- ❑ knowing and understanding the difference between discipline and punishment;
- ❑ positive and supportive relationship between teacher and students based on understanding and empathy
- ❑ creating a positive and supportive environment;
- ❑ skill in constructive ways of stopping misbehaviors when they occur and of preventing them;

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# *What Many Teachers are Prone to do (+/-)*

- implement logical consequences directly related to misbehavior;
- punish children for hurting others rather than show how to make amends;
- understand abilities, needs, circumstances and developmental stages and special needs;
- Teaching children to behave well only when they run the risk of being caught.

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# *What Many Teachers are Prone to do (+/-)*

- Listening and modeling;
- reprimanding child for minor infractions;
- using mistakes as learning opportunities;
- forcing compliance with illogical reasons such as “Because I told you so.”
- directing at child’s behaviors never the child – what you did was wrong;
- criticizing child rather than behavior – you are bratty.

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## **Social Skills**

- ❑ Building bonds – nurturing instrumental relationships
- ❑ Collaboration and cooperation: Collaboration and cooperation - working with others towards shared goals
- ❑ Team capabilities - creating group synergy in pursuing collective good



# *Discipline is Mutual Respect*

- Effective discipline is:
  - ✓ applied in mutual respect
  - ✓ In a firm, fair, reasonable, consistent manner
- Goal of discipline is:
  - ✓ protect child from danger
  - ✓ help child learn self-discipline, develop a healthy conscience, and internal sense of responsibility and control and instill values.

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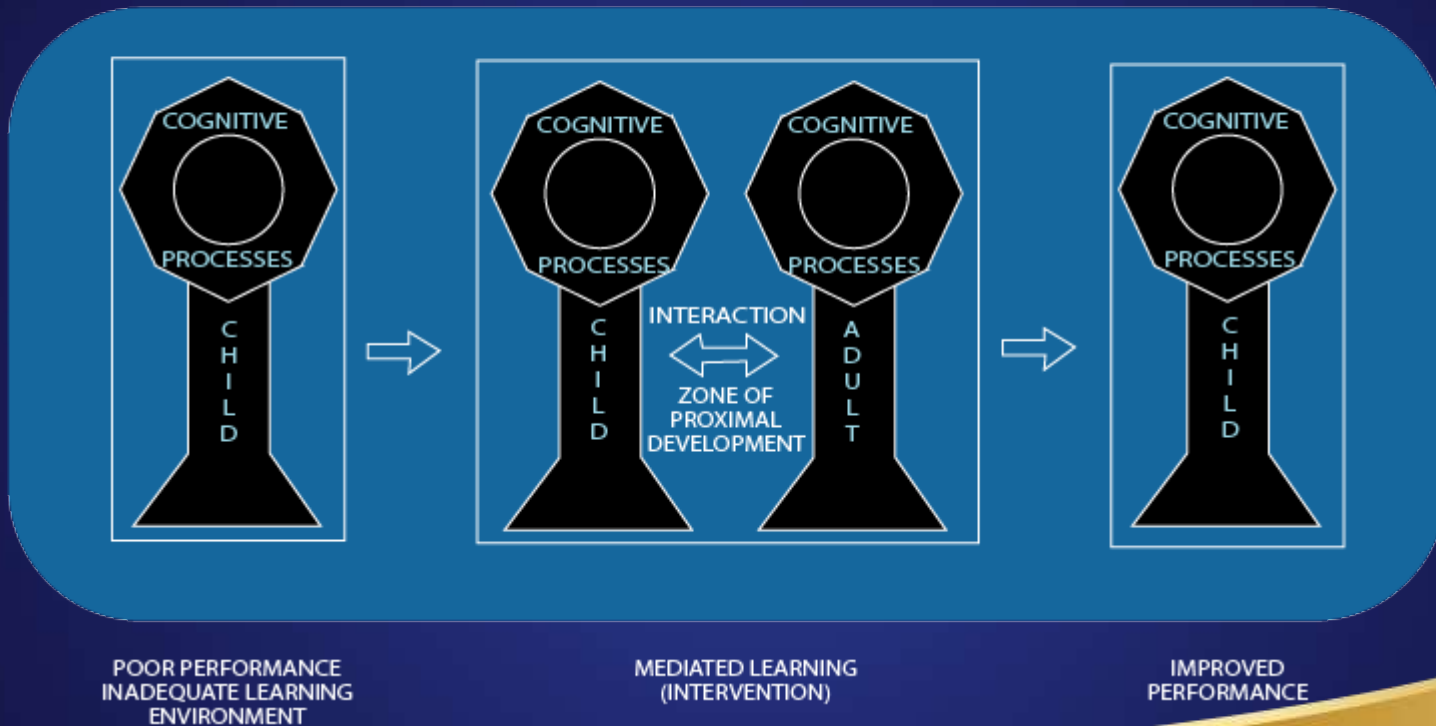
# *Teachers/Parents' Discipline*

- ❑ The purpose of discipline is to help children organize themselves, internalize rules and acquire appropriate behavior patterns;
- ❑ The temperament of teachers/parents requires flexibility especially in context with sociocultural milieu;
- ❑ Children with special needs and developmental delays require additional adjustment and accommodation;
- ❑ Anticipatory guidance offers opportunities for prevention according to the child's developmental needs. Unacceptable behaviors are best avoided through prevention and providing supportive structures that include consistent rules;
- ❑ Anticipatory guidance provides support to teachers and parents who are under stress, isolated, or disadvantaged or impaired.

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# CONDITIONS UNDER WHICH INFANT/ YOUNG CHILDREN LEARN



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# The Zone of Proximal Development

- The zone of proximal development, or ZPD, differentiates between a learner's current development and their potential development when being taught by a MKO.
- This is where the interaction between the adults (parents, teachers and others) means a lot.
- They prepare our children for the future.

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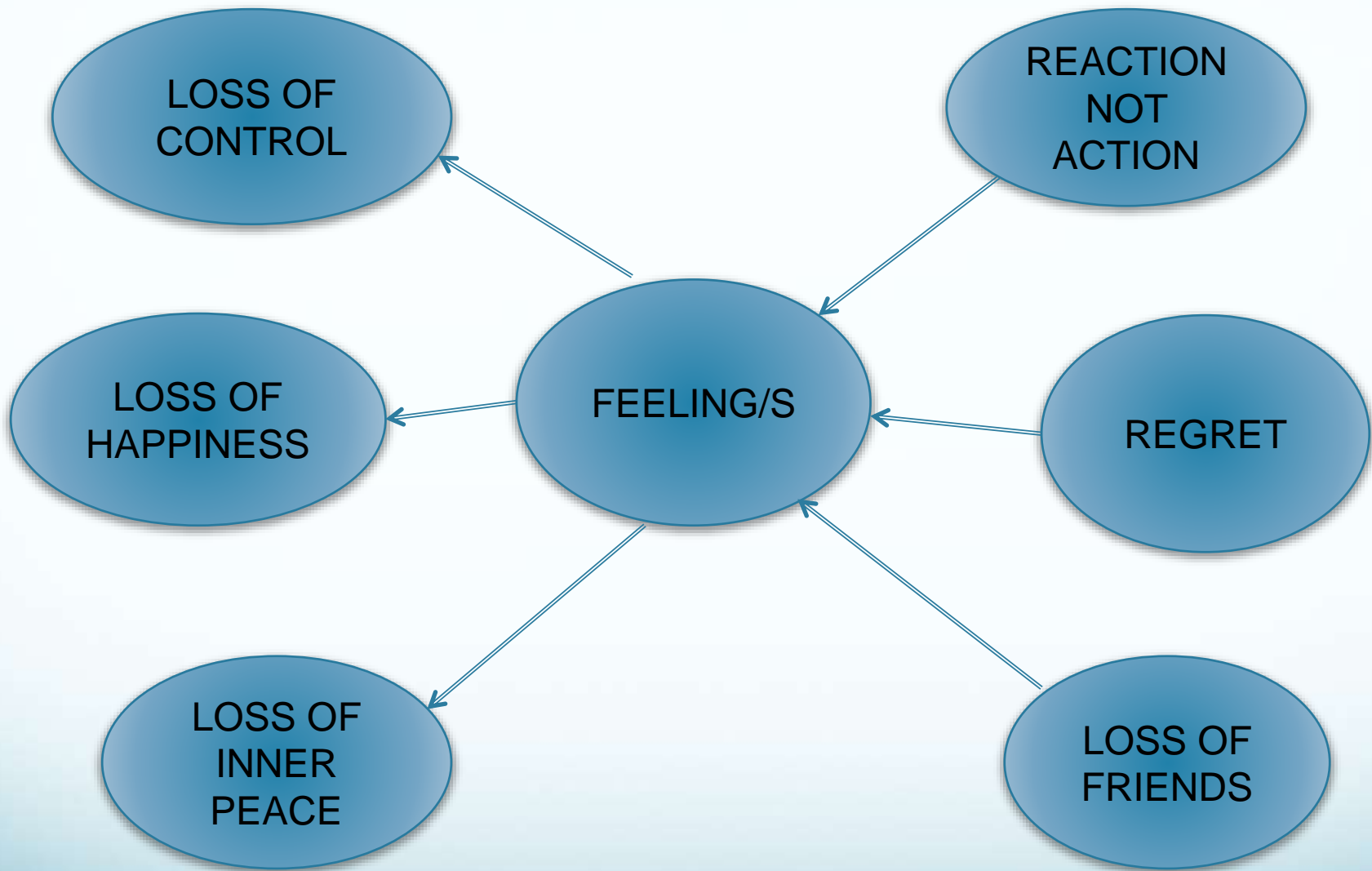


# *Why Discipline is Long Term*

- ❑ The Roman soldier-poet said “Passions and emotions must stay under the sway of reason. Rule your passion. It will command if it does not obey. Restrain it with bridle and fetters.”
- ❑ Appetites and passions are good I themselves but need close management. Our feelings must not manage us.

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**POOR SELF-REGULATION**



# *Behaviors to Develop*



- Self-regulation** (managing internal states, impulses and resources)
- Self-control:** keeping disruptive emotions and checking impulses in check
- Trustworthiness:** maintaining standards of honesty and integrity
- Conscientiousness:** taking responsibility for personal performance
- Adaptability:** flexibility in handling change
- Innovation:** being comfortable with novel ideas, approaches and new information





# *Behaviors to Develop*



## **Social Competence** (how to handle relationships)

- Empathy - awareness of feelings, needs and concerns of others
- Understanding others: sensing feelings and perspectives of others and taking active interest in their concerns



## *What do I do????*



- Be there for them
- Provide a supportive environment
- Respect them
- Acknowledge children's rights
- Set clear boundaries
- Be open to their special needs



# *What do I do?????*

The most important thing you can do to support children in your class is to LISTEN to them. Take them seriously and acknowledge their personal worth.

## **Important skills:**

- Prevention
- Observation
- Listening
- Affirmation
- First level intervention



# *In conclusion.... the goal of discipline . . .*

"The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood." **Martin Luther King Jr.**

"The time is always right to do what is right." **Martin Luther King Jr.**

Thank you and good luck!!!

