
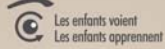


Positive Discipline
How to Support Parents and their Children




Children See
Children Learn




Les enfants voient
Les enfants apprennent

My child learns from
me and my actions.
Mon enfant apprend de
moi et de mes gestes.



Dr. Chaya Kulkarni, Infant Mental Health Program
Louise Choquette, Best Start Resource Centre



Who we are...

The Best Start Resource Centre:

- Provides information, consultations, resources and training in the areas of maternal health and early child development to service providers
- Is a program of Health Nexus (www.healthnexus.ca), a designated bilingual organization
- Is funded in part by the Ontario Ministry of Children and Youth Services.





Services of the Best Start Resource Centre

- **Information sharing**
 - 5 Listservs
 - Information requests & networking
- **Resources**
 - Child Development
 - Nutrition
 - Postpartum Mood Disorders
 - Reproductive Health, etc.
- **Consultations (on-site, off-site)**
- **Training**
 - Regional Workshops
 - Annual Conference

For info: www.beststart.org







Who we are...

Infant Mental Health Promotion:


- Provides education, resources, information, and advocacy efforts in the area of infant mental health
- Non-profit organization out of the Hospital for Sick Children – Psychiatry

www.imhpromotion.ca

The Rationale for the Child Discipline Campaign

- Responding to a young child’s behavior can be challenging for many parents.
- How caregivers respond can influence a child’s behavior, development and their mental health.
- Discipline should be guided by many things including a child’s development – makes it very complex.
- Discipline can easily become punishment – what is gained for a young child?

Discipline = Teaching





Today...



- 1) Understanding infant-early mental health
- 2) Understanding what influences a young child’s behavior
- 3) Understanding what influences a parent’s response to a child’s behavior
- 4) Discipline vs. Punishment
- 5) Influences on Discipline and Parenting
- 6) Interactive Group Activity
- 7) The Children See. Children Learn. Campaign

Understanding Early Childhood Development and Early Mental Health



Popular View of Infant-Early Mental Health


- Infants don't have mental health.
- Young children don't remember the negative experiences they have.
- Toddler years – the terrible twos!
- Young children are resilient.
- Young children should be able to manage their emotions and behavior.

Developmental Framework

Age	Stage of Development	Behaviors
0-12 months	Attachment	-regulation -recognizable states -attachment -communication
12-30 months	Autonomy & Self Development	-differentiates between self and others; real and make believe -self control; rules
30 months-7 years	Establishing Peer Relations	-empathy -gender differences -identification of friends -interest in other children


(Cicchetti, 1993)



Behavioral Areas	Definition
Self-Regulation	Ability/willingness to calm, settle, or adjust to physiological or environmental conditions
Compliance	Ability/willingness to conform to the direction of others and follow rules
Communication	Verbal/nonverbal signals that indicate feelings, affect, internal states
Adaptive	Ability/success in coping with physiological needs
Autonomy	Ability/willingness to establish independence
Affect	Ability/willingness to demonstrate feelings and empathy for others
Interaction with People	Ability/willingness to respond or initiate social responses with caregivers, adults, peers.

Infant Mental Health Promotion (IMHP) 450-3rd and 450-5E Training Materials by Jane Squires, Jane Farrell, Janina Clifford, Suzanne Trebilcock, and Elizabeth Tenenby. Copyright © 2010 Paul H. Brookes Publishing Co. All rights reserved. www.agesandstages.com


Outcomes of Positive Early Mental Health



- ✓ Secure Attachment
- ✓ Capacity for Self-Regulation
- ✓ Resilience
- ✓ Optimal Brain Development

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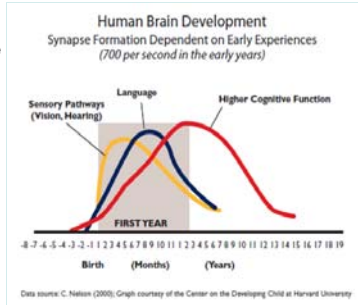
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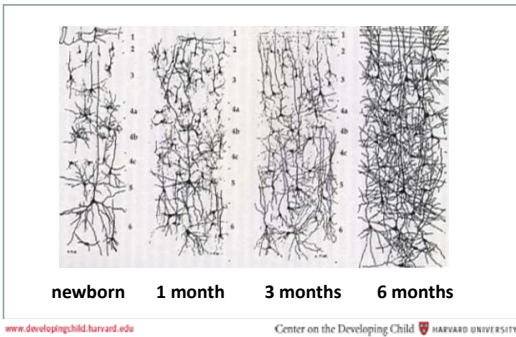
Brain Basics & Discipline

Brain Development

- 700 new neural connections are made every second in the first three years of life – but environment and experience can change that for a baby
- This period of brain growth devours more calories than any other phase of development



Brain Growth in the Early Months



BUILDING THE BRAIN

Synapse Formation and Pruning

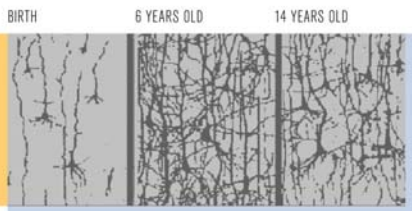


Photo: H. Chugan, from Shear, 1997, *Rebuilding the Brain*
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Owl Brain Circuits

The Power of New Circuits

Normal **After Prism Experience**

(Cameron, 2014)

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Ability to change brains decreases with age

The Brain's Ability to Change in Response to Experiences Amount of Effort Such Change Requires

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Positive stress – Brief increase in heart rate, mild elevations in stress hormone levels

Tolerable stress – serious, temporary stress responses, buffered by supportive relationships

Toxic Stress – prolonged activation of stress response in the absence of protective relationships

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Influences on Discipline and Parenting

Influences on Discipline

- Parenting Style
- Attachment
- Temperament
- Regulation
- Resilience
- Executive Functioning

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ATTACHMENT

A Working Definition of Attachment

- Attachment is that part of an infant-parent relationship concerned with the infant's sense of safety and protection.
- The attachment relationship reflects the baby's efforts to seek comfort, support, nurturance, and protection from a small number of adult caregivers. (Zeanah, 2009)



What "activates" the attachment system?

The system is activated whenever:

- Safety is threatened
- The baby is emotionally upset (e.g., afraid, sad, lonely)
- The baby is physically hurt
- The baby is ill



What happens when it is activated?

At that time, infants show attachment behaviours such as:


- Seeking contact with their attachment figure
- Eliciting caregiving responses by crying or clinging



Secure Attachment

- Infants show a balance of attention to the mother and toys
- They explore freely when the mother is present
- When separated, the reactions may vary but upon reunion, their reactions are consistently very positive toward their mother

Mothers are very quick to respond to their baby when distressed with comfort




Avoidant Attachment

With this pattern of attachment babies will:

- Appear to be quite independent and very busy with the toys their mother presents
- They will show little distress at her departure
- They may snub or ignore her upon her return

Moms are typically unresponsive to distress and seem uncomfortable with close body contact




Ambivalent/ Resistant Attachment

These infants will:


- Appear preoccupied with their mothers
- Explore very little even when mom is present
- Become very distressed when mom leaves
- Will seek comfort when reunited with mom, but will not settle and may even resist mom's comfort

These moms are typically inconsistent in their response to their baby's distress



Disorganized Attachment

- This fourth classification was later added by Main and colleagues
- Babies have mixed strategies that use any combination of secure, avoidant and resistant attachment behaviours
- This pattern is most predictive of later psychopathology (Zeanah, 2009)



Infant Mental Health Concerns

Emotional


Behavioural

Relational

Developmental

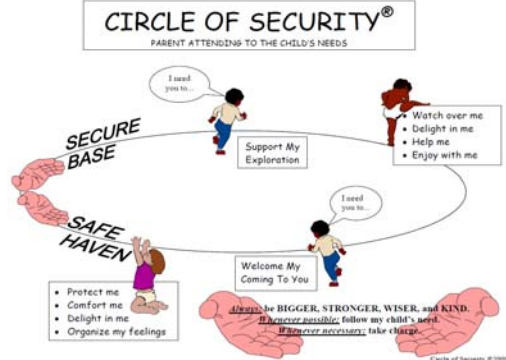
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Difficulties

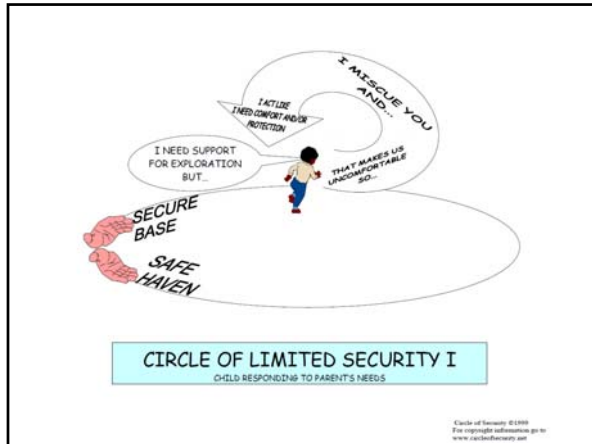


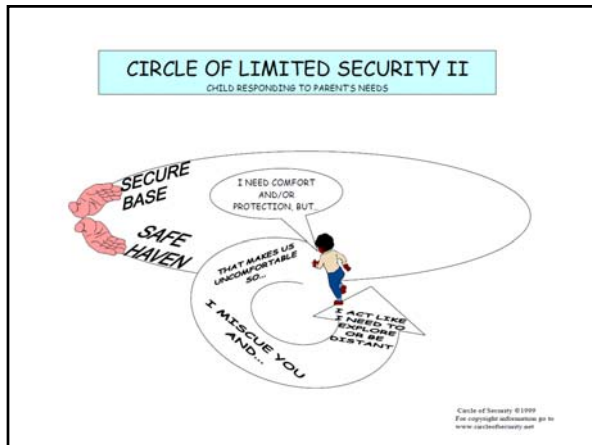
CIRCLE OF SECURITY®

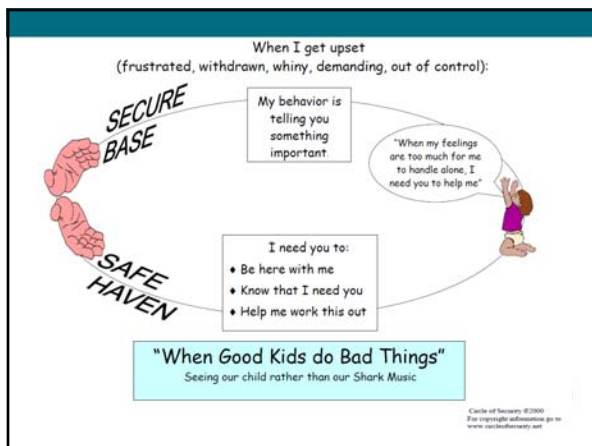
PARENT ATTENDING TO THE CHILD'S NEEDS



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TEMPERAMENT

Goodness of Fit

On the chart below, review each of the temperament dimensions, preferably with the parent and select the appropriate measure. It is helpful to complete a chart for any person having primary care of the child where there may be conflict/struggles.

Activity Level How active, alert, energetic is the child/parent	Child Parent	low low	Activity Level	high high
Positive Affect How much positive feeling does child/parent express in general	Child Parent	low low	Positive Affect	high high
Attention/Focus Is the child/parent able to maintain focus on an activity for an appropriate level of time (remember to think developmentally appropriate for the child)	Child Parent	low low	Attention/Focus	high high
Effort How much effort is put into accomplishing something that they are involved in. Able to self regulate or refrain from something not allowed (like touching something breakable, or going out of the room)	Child Parent	low low	Effort	high high
Fearfulness How distressed, fearful, stressed does a child/parent become in sudden change or stimulation	Child Parent	low low	Fearfulness	high high
Anger/Frustration How much of this affect is shown when child faces a challenge or does not have their own way	Child Parent	low low	Anger/Frustration Expression	high high
Recovery Time When there is a negative transaction or response how long does it take the child/parent to recover to a calm state and be able to re engage in the relationship. The parent should be able to do this before the child.	Child Parent	slow slow	Recovery Time	fast fast

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Temperament and Developmental Outcomes


Child temperament is more strongly related to developmental outcomes for children experiencing poor quality parenting than children experiencing better quality parenting
(Stright, Gallagher & Kelley, 2008)

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Goodness of Fit


➤ **The demands and expectations of people and the environment are compatible with the child's temperament**

From Thomas and Chess




Goodness of Fit

- **Good fit → higher probability of healthy development for the child**
- **Poor fit → places children at risk for developing behavioural and/ or emotional problems**




Goodness of Fit

- **Sensitive and effective parenting requires parents to adapt their expectations to provide a good fit with their child's temperament.**
- **Unfortunately, in too many cases the fit is not there. For a variety of reason, including...**



What Influences Goodness of Fit


- Temperament of the Child
- Temperament of the parent
- Poor environmental conditions (such as poverty)
- Mental illness of parent
- Mental illness of child
- Attachment issues
- Biological issues of child/parent



Research Findings

When parents use the same child-rearing practices with different children, they evoke different reactions because of each child's temperament, age and other characteristics. These influences contribute to why, as every parent knows, siblings develop unique characteristics and parental practices held to account for these differences.

Shonkoff and Phillips eds 2000






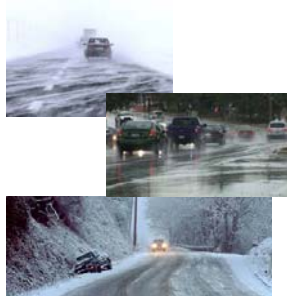
REGULATION

Regulation


- **In the newborn, regulation is unstable and is not a predictor of regulation capacity later**
(Kopp, 1982; Porges, 1996 as referenced in Halligan et al 2013)
- **Physical systems are not well regulated in early infancy and will take time**



Managing and Modulating: Adjusting to Conditions




- “Processes used to manage and change if, when and how (e.g. how intensely) one experiences emotions and emotion-related motivational states, as well as how emotions are expressed behaviourally.” *(Eisenberg et al 2010)*




Regulation is Complex


- **Requires the prefrontal cortex**
- **Influenced by the brain – requires the child to apply cognitive functions to problem solving and emotions**
- **When the child is dysregulated, the prefrontal cortex shuts down**




Communication and Regulation

- These two are intertwined
- When a baby cries she is dysregulated
- The response to that cry helps her regulate
- Eventually, that baby learns that by communicating distress, caregivers will respond and ultimately help her calm down






<http://www.youtube.com/watch?v=9PnbKL3wuH4>




Regulation Requirements

- Learning to attend
- Focusing – effectively being done by 8 – 10 months
- Effortful control – by 36 – 48 months
- Organizing a number of responses:
 - In the brain
 - In the body
 - In emotions
 - In cognitive functioning
 - In behaviour




It's a process

- Some we are born with it
- Some develop it and will be largely influenced by our experience
- Research has shown that early development of self regulation has a direct relationship to better functioning in many other domains later in life



Understanding Regulation & Attachment


- It is about maintaining a balance
- For infants, the attachment system is an external regulation system – it helps them to maintain a balance when they become dysregulated



Essentials


In order for a child to have the capacity to regulate emotions and behaviours, the following are needed:

- Ability to solve practical and personal problems
- Ability to maintain some emotional stability in the presence of stress without relying on unhealthy behaviours




Signs of Early Regulation

- Perhaps one of the first signs of regulation in an infant is when s/he stops crying when picked up by the primary caregiver
- Soon after, the infant will start to share eye contact and respond to emotional cues from her caregiver such as cooing and smiling
- This is communication and regulation working together




Regulation in Infancy

- Over time, the baby begins to show increased stability and variety of mood and arousal in response to external cues
- By the end of infancy, a baby will have developed the ability to calm themselves down for brief periods of time
- The ability to stick to a schedule is also part of regulation




Signs of Poor Regulation in Infants

- Difficulty with:
 - Sleep routine
 - Feeding routines
- Unable to soothe when picked up
- Unable to avert a gaze
- Non reactive to expressive cues from the caregiver or reacts negatively
- Not receptive to stimulating toys
- Frequent changes in moods
- Reactions to stressors are out of proportion
- Inappropriate activation of stress response system
- Has difficulty calming down
- Out of touch with internal states such as hunger, temperature



Signs of Poor Regulation in Infants and Toddlers


- Aggressive towards others
- Unable to express and label emotions
- Unable to understand emotions shown by others
- Easily frustrated
- Difficulty establishing routines
- Difficulty following tasks
- Difficulty with turn taking
- Difficulty sustaining attention, switching attention
- Highly distractible




Signs of Poor Regulation 4 – 5 year olds

Difficulty with:

- Sleeping
- Increased startle
- Balance and movement
- Regulating bodily functions
- Not meeting milestones
- No interest in new activities or novel things
- Frequent tantrums
- Difficulty with transitions
- Overreactions
- Mood shifts
- Unable to stay on task for 10 minutes (excluding TV)
- Never seems very happy






RESILIENCE

Resilience

A system within the individual that requires:

- Competence
- Effective behaviour
- Adaptive capacity


(Masten and Obradovic 2006)



Resilience – Involves Many Systems

- Learning systems of the human brain — problem solving, information processing
- Attachment system — close relationships with caregivers, friends, romantic partners, spiritual figures
- Mastery motivation system — self-efficacy processes, reward systems related to successful behavior
- Stress response systems — alarm and recovery systems
- Self-regulation systems — emotion regulation, executive functioning, activation and inhibition of attention or behavior
- Family system — parenting, interpersonal dynamics, expectations, cohesion, rituals, norms
- School system — teaching, values, standards, expectations
- Peer system — friendships, peer groups, values, norms
- Cultural and societal systems — religion, traditions, rituals, values, standards, laws


(Masten and Obradovic 2006)



Adversity Builds Resilience?


- **NOPE!**
- **There are no invulnerable children**
- **There are levels of risk and adversity so overwhelming that resilience does not occur and recovery is extraordinarily rare or impossible**

(Masten and Obradovic 2006)





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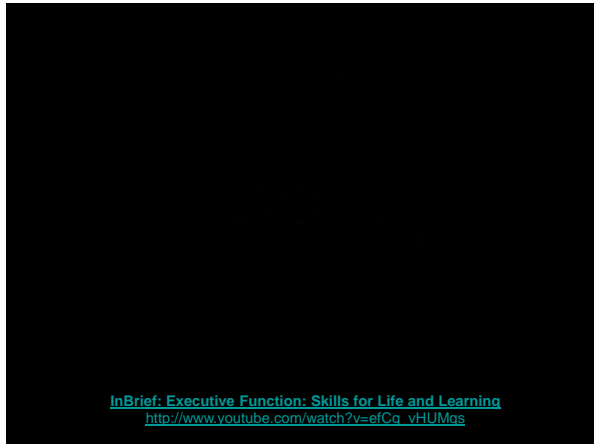
EXECUTIVE FUNCTIONING

What does it include?

Cognitive control **Self Regulation**

- Skills that are critical for success in school and in life
- Most young children today, regardless of background, are behind in these essential and necessary skills

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Can Development be Influenced?

- YES!
- Improving EF needs to begin early if you want to establish a trajectory for success
- When kids begin school behind in these skills, it will be difficult and costly to change the trajectory

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Inhibitory Control

- Process of suppressing attention to distractors
- Ability to resist a strong inclination – doing what is appropriate
- Helps us to:
 - Resist acting on impulse – i.e. resist grabbing a child's toy, being hurtful to others or resist a dessert
 - Stay on a task even when bored
 - Pay attention despite distraction – i.e. paying attention to one person at a party despite other conversations


(Duckworth & Seligman, 2005)

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Working Memory


Holding information in mind while mentally working with it or updating it

- Making sense of anything that unfolds over time
- Involves holding in mind what happened earlier and relating that to what is happening now
- Requires:
 - Relating one idea to another
 - Relating what you read earlier to what you are reading now
 - Doing mental arithmetic
 - Prioritizing the things you need to do
 - Follow a conversation while keeping in mind what you want to say
 - Translate instructions into actions




Cognitive Flexibility

- Critical to creative problem solving – Flexible thinking
- Being able to easily and quickly switch perspectives or the focus of your attention
- What are other ways I can react when something happens?
- What are other ways I can conceptualize problem (i.e. maybe this is an opportunity)?
- What are other ways I can try to overcome a problem?




Stress & Executive Function

- Stress impairs Executive Function and can cause someone to look as if he or she has ADHD
- Mild stress increases dopamine release in only the prefrontal cortex




It's not just about labelling...

- **Putting feelings into words produces therapeutic effects on the brain**
 - Increased activation in the prefrontal cortex and a reduced response in the
 - Amygdala is essential in decoding emotions
 - There is an inverse relationship between activation in the prefrontal cortex and the amygdala



Language becomes so important


- **When we translate our emotional experience into language, talking or writing about it, how we understand the experience and represent it in our mind and brain will change**
- **As we do this the prefrontal cortex gets more involved**



EF Skills and School Readiness

- **EF skills more strongly associated with school readiness than IQ**
- **Many children arrive at school lacking executive function skills**
- **Research shows that 5 year olds today are behind in EF skills compared with those of a couple of generations ago**

(Smirnova, 1998; Smirnova & Gudareva, 2004)



PARENTING & PARENTING STYLE






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POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Gruneir, Ph.D.

Imagine ...



POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Gruneir, Ph.D.





POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Marrett, Ph.D.

1. What is happening to your **body**?
2. What is happening to your **voice**?
3. What are you **feeling** emotionally?

At your tables, discuss the things parents are likely to **say** and the things parents are likely to **do** in this situation.

Write each of those things on a separate post-it.

POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Marrett, Ph.D.

Typical Stress Responses:

shouting
threatening
hitting
name-calling
criticizing
nagging




POSITIVE DISCIPLINE
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The years pass. . .



Now imagine . . .




POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Marrett, Ph.D.

What kind of **person**
do you hope your child will be
at that age?

What kind of **relationship**
do you want to have with your child
at that age?

POSITIVE DISCIPLINE
In Everyday Parenting
Joel E. Marrett, Ph.D.

Shouting, hitting, threatening...

- ❖ Model problem solving with aggression
- ❖ Focus children's attention on themselves instead of others
- ❖ Create fear and anxiety
- ❖ Lower self-esteem
- ❖ Break trust

Change short-term challenges
into **opportunities**
to work toward your long-term goals.

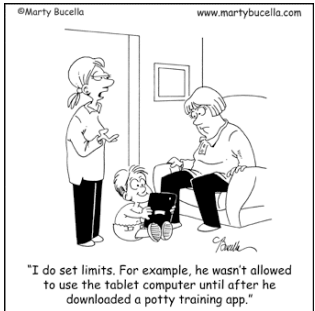
Source of exercise: Positive Discipline in Everyday Parenting - Used with permission.

Parenting is Exhausting

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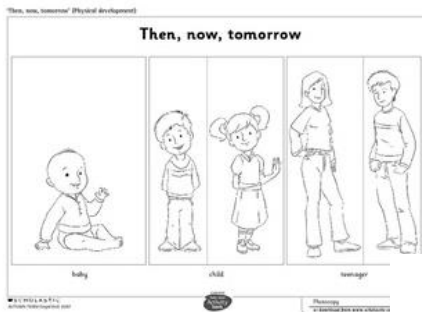
Technology is Changing How We Parent



It's not always clear who we should ask for advice



From Birth to Adolescence: Every Year is Critical and Counts



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What are the current forms of discipline that exist?

Permissive

- Lack of rules and structure
- Critical times often chaotic (mealtime/bedtime)
- Few consequences for actions
- Allow child great deal of choice/freedom – beyond what child can manage
- Child gets whatever s/he wants
- When parent frustrated with child, parent may revert to strict discipline parent received as a child

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Authoritarian

- An absolute set of standards enforced to control children
- Rules are rigid – no room for discussions
- Obedience, respect for authority, punctuality, order and control all emphasized
- Verbal give & take discouraged
- Love is conditional
- Humiliation, threats, bribes and harsh punishment used to instill obedience

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Authoritative

- Clear rules, routines and expectations
- Independence and individuality encouraged
- Child & parent rights and needs respected
- Open communication
- Love is unconditional
- Children are taught how to think & problem solve



Summary



- Children of **authoritarian** parents were more likely to be discontented, submissive, whiny, distrustful, withdrawn and often aggressive
- Children of **permissive** parents were more likely to be immature and lacking in self-reliance and self-control
- Children of **authoritative** parents were more likely to be self-confident, self-controlled and assertive, and more likely to obtain higher grades




Building Adult Capabilities
to Improve Child Outcomes
A THEORY OF CHANGE

Best practices for child discipline


Recommendations from literature and campaign key informants built on healthy development practices.



Best practices for child discipline



- Build strong attachment with their children.
- Foster a positive parent-child relationship through love, nurturing, and respect.
- Have realistic expectations and gain an understanding of their child's developmental stage and capabilities and respond to challenges in a manner that suits their child.
- Model desired behaviour and encourage/praise children when they are behaving well.
- Be consistent with the chosen approach to discipline.
- Set reasonable limits.
- Create a safe environment for children.
- Take care of themselves as well so that they are able to respond to challenging behaviour in a calm and effective manner.




What about time-outs?




**Time-Outs... the Last Resort...
and the Final Frontier...**

- Best to understand why the child is behaving that way. May be age-appropriate... Important to see from the child's point of view.
- Young children don't always have the capacity to understand the implication of their actions on themselves or on others.
- Young children need to learn to self-regulate and parents can help them do that if they stay calm and discuss the situation instead of "losing it".
- Children who are punished may develop the reaction of not getting caught the next time...
- If children are punished by their parents for their mistakes, they may not go to their parents when they are in trouble. This goes against all we know about attachment theory.
- Difficult situations with young children are a great way to help them problem-solve and parents can do that much better with a conversation than by isolating the child.




Connecting the Science of Infant Mental Health to Time-Outs

- Brain Development – what is being “programmed” into the child’s brain
- Serve and Return (children learn what to expect from parent)
- Toxic Stress (Prolonged periods of crying being ignored = Toxic Stress)
- Many have in fact adapted this to time-in – they are NOT the same



Time-In

- Helps a child to calm down
- Tells a child that when overwhelmed the caregiver is there for support
- Reflects what we know about early brain development and regulation



What about rewards?




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What the Science of Infant Mental Health say about Rewards

- Brain Development – what is being “programmed” into the child’s brain
- Serve and Return (children learn what to expect from parent)

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What about ignoring a child’s behaviour?



Hmm should I get a cappuccino or latte??

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What the Science of Infant Mental Health say about ignoring behaviour

- Brain Development – what is being “programmed” into the child’s brain
- Serve and Return (children learn what to expect from parent)
- Toxic Stress (Prolonged periods of crying being ignored = Toxic Stress)



Other Favorites...

- When parents countdown and expect children to stop behaviour (age appropriate)
- Yelling and getting angry – how does this affect the child’s ability to express their emotions?







Illustration: Gregory Namec
From "Teachers College Reports," Columbia University,
Vol. 3, No. 1, Winter 2001



Case Studies





Children See **Les enfants voient**
Children Learn **Les enfants apprennent**

Campaign Development & Strategies

If this is not acceptable....



Why should this be?





Pictures from Creative Commons @ www.flickr.com



Human Rights Perspective

United Nations Convention on the Rights of the Child - Article 19 (1989)

- Children have the right to be protected from being hurt and mistreated, physically or mentally.
- Any form of discipline involving violence is unacceptable.
- Ratified by Canada, but full implementation currently not fully in place through laws.

Healthy Child Development Perspective

Physical punishment predicts:

- Lower moral internalization
- Higher levels of verbal and physical aggression
- Higher levels of delinquency and antisocial behaviour
- Poorer parent-child relationships
- Poorer mental health



Research from Elizabeth Gershoff



Where do we start?

- Key informant interviews
- Environmental scan of other campaigns
- Best practices for child discipline
- Parent survey
- Needs assessment of service providers




Key informant interviews

18 Experts (4 USA, 14 Canada)

- > Aim to change parents' attitude
- > Help parents see from child's point of view and developmental level
- > Help parents think about the long term effects
- > Promote parenting practices from *Joint Statement on Physical Punishment of Children and Youth*



Environmental scan of other campaigns


Spanking: It Hurts More Than You Think

Discipline Shouldn't Hurt *Children are Unbeatable!*

Raise Your Hand against Smacking! *Think Twice*

Positive Discipline is In Your Hands *Children See, Children Do*


Use Words that Help, Not Hurt






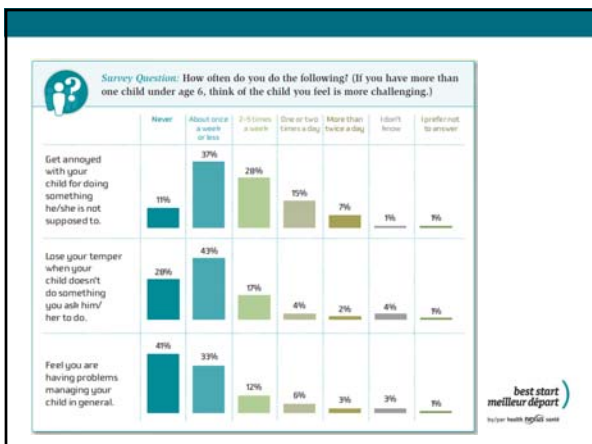


Parent Survey




- What do parents know?
- What are they doing?
- Where are they getting their parenting information?






So... what do parents do?

- Ignore it (44%)
- Put in time out in other room (69%)
- Raise their voice/scold/yell (84%)
- Take away privileges (85%)
- Slap or spank (26%)




Why?


Page 15 of report....



Percentage of parents that slap/spank their children 0-6

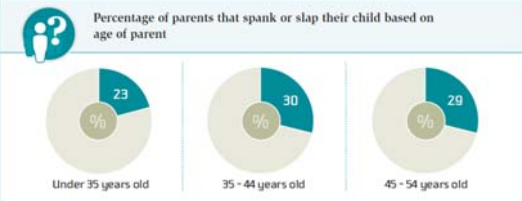


Frequency	Percentage
Once a week	23%
2-5 times a week	2%
Daily	1%
1-2 times a day	1%
More than 2 times a day	1%
I don't know	3%
I prefer not to answer	2%




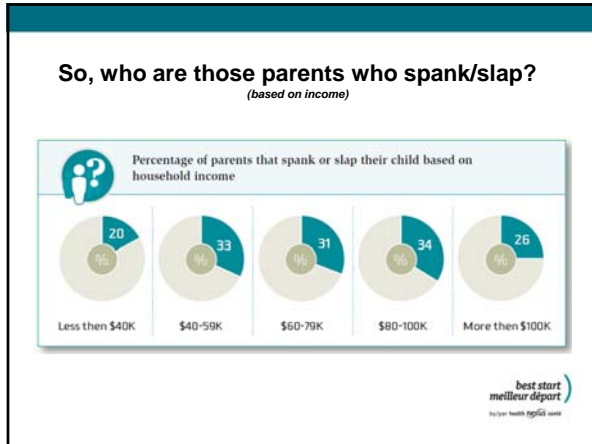
So, who are those parents who spank/slap? *(based on age of parent)*

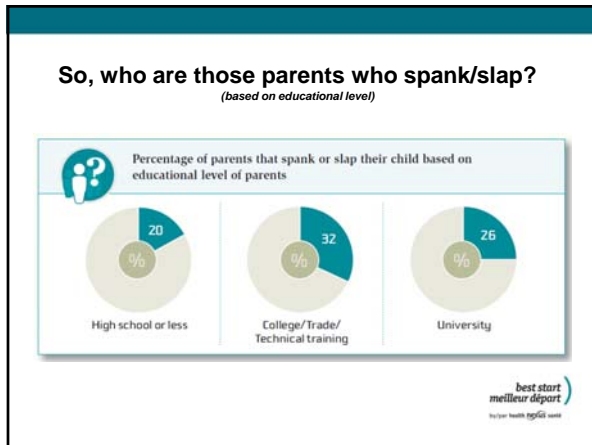
Percentage of parents that spank or slap their child based on age of parent

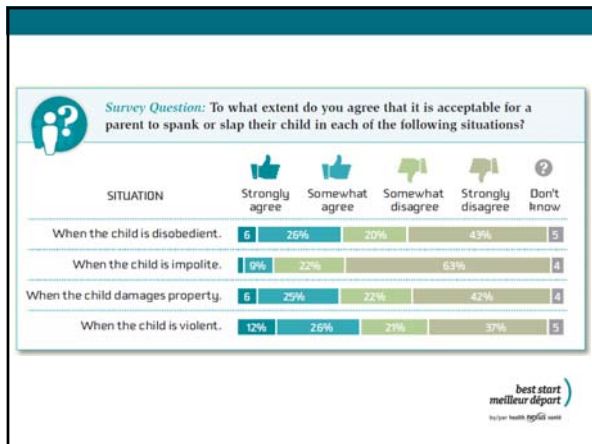


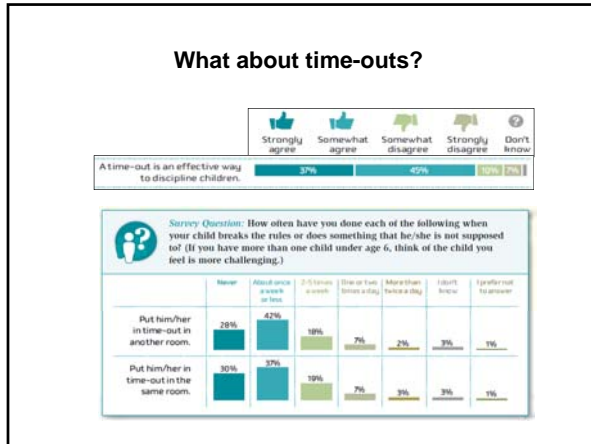
Age Group	Percentage
Under 35 years old	23%
35 - 44 years old	30%
45 - 54 years old	29%











Differences between Moms & Dads

- More supportive of use of physical, verbal punishment and strict discipline.
- More likely to say that slapping/spanking are effective methods.
- Less likely to think that slapping/spanking teaches children that it is OK to hit others.

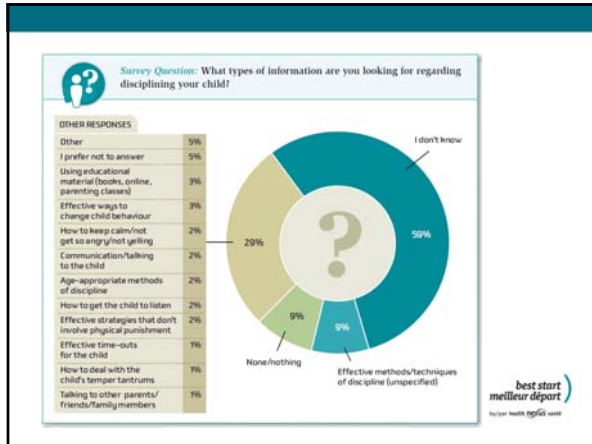
- More likely to get annoyed and feel they have trouble managing their child.
- More likely to think that children develop lasting psychological problems when adults yell or swear at them often.

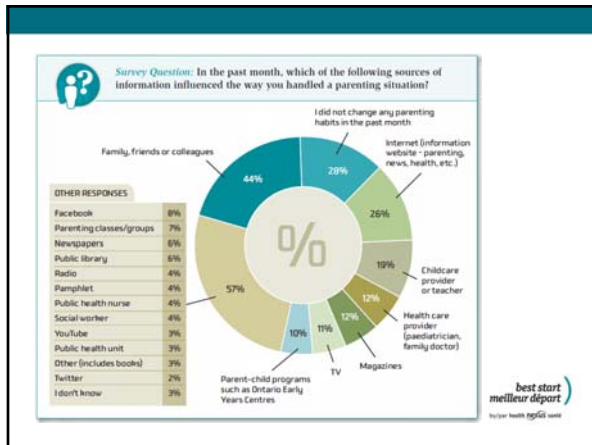
Canadian-born vs Immigrant

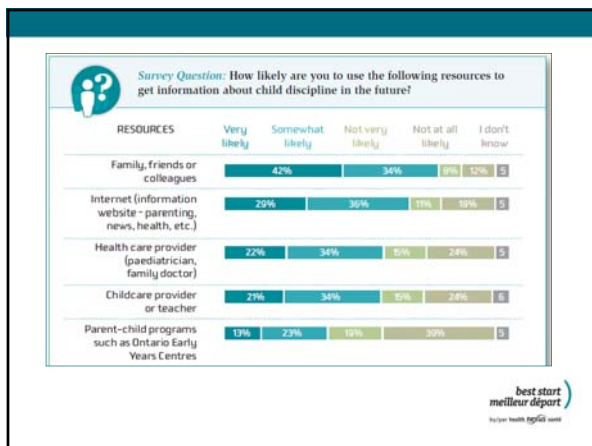
- More likely to be annoyed by child.
- More likely to lose their temper.

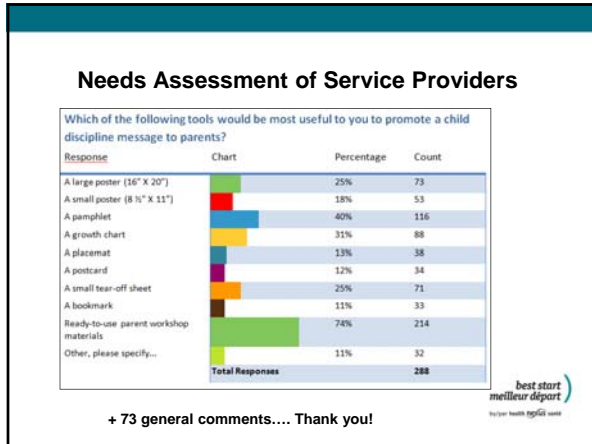
- Less likely to think that slapping/spanking teaches children that it is OK to hit others.
- Less likely to put child in time-out in different room.

> No difference in slapping/spanking behaviour.

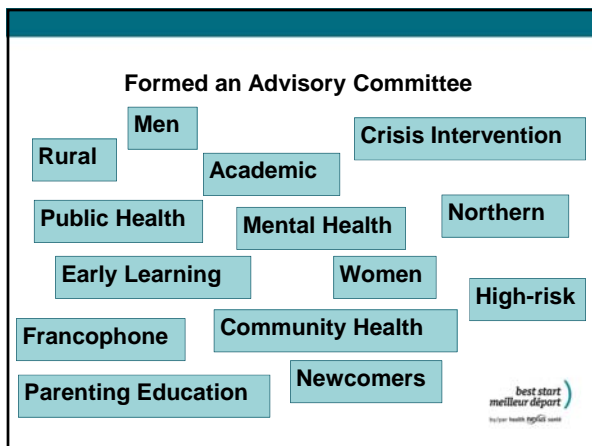










- ### We are now ready....
- ✓ Key informant interviews
 - ✓ Environmental scan of other campaigns
 - ✓ Best practices for child discipline
 - ✓ Parent survey
 - ✓ Needs assessment of service providers
-
-



Goal of campaign



To reduce the prevalence of physical and emotional punishment of children from birth to age 6.









www.ChildrenSeeChildrenLearn.ca

A bit more about the videos....

- 13 families (6 French, 7 English)
- Focus on fathers
- Cultural & social diversity





The Pledge...

Pledge to parent without punishment. [Take the pledge](#)
SHARE [social media icons] [Our Accessibility Policy](#)


I will commit to find positive strategies to deal with every day challenges with my young children, without using physical or emotional punishment.

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Getting Parents to the Website


- Growth Charts
- Public Service Announcements (Radio & TV)
- Camera-ready ads
- Articles
- Web banners
- Parent tips
- Displays

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Growth Charts

- 100,000 printed
- Daycares & Health Care providers (25,000)
- OEYCs (30,000)
- Public Health (20,000)
- CAPC-CPNP-AHS
- Also for sale




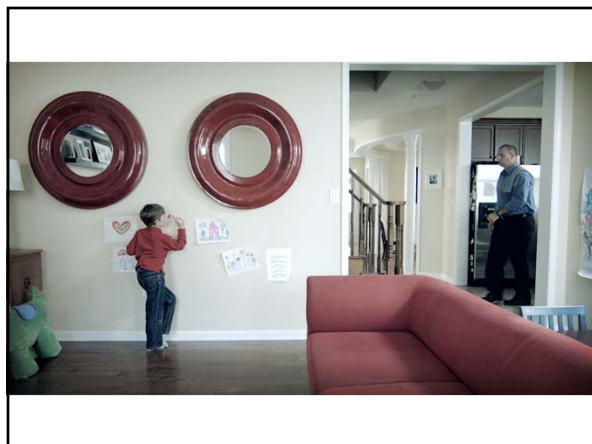
Public Service Announcements



- 250 English and 11 French Ontario radio stations
- 95 English and 6 French Ontario television stations

Can also be disseminated through social media.





Mini-posters

Your child learns from you and your actions.

Enfant apprend de vous et de vos gestes.

- Think about what your child understands at the age. ➤
- See the situation from your child's point of view. ➤
- Reduce your child's attention. ➤
- Help your child understand why their behaviour is not acceptable. ➤
- Give your child choices. ➤
- Help your child learn to problem solve. ➤
- Make your child see how to be successful. ➤
- Show your unconditional love. ➤



Votre enfant apprend de vous et de vos gestes.


Enfant apprend de vous et de vos gestes.

- Pensez à ce que votre enfant comprend à l'âge. ➤
- Voilà la situation du point de vue de votre enfant. ➤
- Multipliez l'attention de votre enfant. ➤
- Aidez votre enfant à comprendre pourquoi son comportement n'est pas acceptable. ➤
- Donnez des choix à votre enfant. ➤
- Aidez votre enfant à résoudre ses problèmes. ➤
- Montrez votre amour inconditionnel. ➤





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Ready-to-use workshop



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Generic Articles

- Article for Parents – Short Version
- Article for Parents – Long Version
- Media Release to Promote an Event Associated with the Campaign
- E-mail Announcement for Service Providers
- Article for Service Providers

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Graphics

- Different sizes and formats.
- For print, Web use and TV monitors.

Parenting can be stressful. Research shows that punishments such as spanking or chasing do not work. There are more positive ways to teach your child that do work.

For ideas on guiding your child in a positive way, visit www.ChildrenSeeChildrenLearn.ca

Les enfants voient Les enfants apprennent. Pour guider votre enfant de façon positive, visitez L'information.ca/en/jeunes/parents/parentage.

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Displays

- Bilingual
- Can be borrowed at no cost (except for return shipping costs)
- Ideal for workshops and health fairs

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Where can I find these campaign resources?

<http://en.beststart.org/services/campaigns/child-discipline-campaign-campaign-resources>

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Thank you & Evaluations



Louise Choquette
Best Start Resource Centre
l.choquette@healthnexus.ca