“David and Roger Johnson and their colleagues published an ambitious meta-analysis (that is, a review of other’s findings) in 1981. In what is surely the most conclusive survey of its kind, they reviewed 122 studies from 1924 to 1980, including every North American study they could find that considered achievement or performance data in competitive, cooperative, and/or individualistic structures. The remarkable results: 65 studies found that cooperation promotes higher achievement than competition, 8 showed the reverse, and 36 showed no statistically significant difference. Cooperation promoted higher achievement than independent work in 108 studies, while 6 found the reverse, and 42 found no difference. The superiority of cooperation held for ALL SUBJECT areas, and ALL AGE groups.”

David W. Johnson, et al
“The Effects of Cooperative, Competitive and Individualistic Goal Structures on Achievement

1. Review and finish basic concepts of discipline;
   a. Who owns the problem
   b. How to give “I messages”
   c. When to set up consequences
   d. How to set up consequences
   e. Emotional Leveraging

2. Differences between Punishment & Discipline
   a. Spanking
   b. What is your goal?
   c. Impact on children/youth

3. Discussion of discipline strategies using examples from class

4. Quiz
“Anyway”
By Mother Theresa

People are often unreasonable,
Illogical and self-centered;
Forgive them anyway.

If you are kind,
People may accuse you of selfish ulterior motives;
Be kind anyway.

If you are successful,
You will win some false friends and true enemies;
Succeed anyway.

If you are honest and frank,
People may cheat you;
Be honest and frank anyway.

What you spend years building,
Someone could destroy overnight
Build anyway.

If you find serenity and happiness,
They may be jealous;
Be happy anyway.

The good you do today,
People will often forget tomorrow;
Do good anyway.

Give the world the best you have,
And it may never be enough;
Give the world the best you have anyway.

You see, in the final analysis,
It is between you and God;
It was NEVER between you and them anyway.
Basic Parenting Quiz

Use another sheet of paper to answer in some detail the following questions. Next week come prepared to discuss your answers (or find the answers) in a small group.

1. What are the 4 goals of misbehavior?
2. How do we go about determining what the goal of misbehavior is?
3. As a child, what do you think your main goal of misbehavior was? Now?
4. Name the 3 basic forms of parent government.
5. How are emotions formed? Why is this important to understand?
6. Where do belief systems come from?
7. What are some of the things that parents do that discourage children?
8. Define “discouragement”
9. What is the difference between “ego esteem” and “self esteem”?
10. Name the major steps to effective listening.
11. What is the difference between validating and reflective listening?
12. “I messages” contain 3 important components, what are they?
13. In determining “who owns the problem”, we usually use 2 indicators, what are they?
14. Misbehavior differs from inappropriate behavior in what ways?
15. List 5 major characteristics of punishment.
16. What are some of the price tags to punishing others?
17. Describe the process of discipline. (Outline the basic steps)
18. To be effective, family meetings should ______ to the ______ of each child.
19. Name 5 ways to encourage your own children.
20. List at least 5 of your passion list items. Describe how they work for you.
21. What does some of the research suggest about impact of competition on personality?
22. List at least 5 ways to maximize cooperation in your home.
23. What are 2 major obstacles that you might face in having a greater level of cooperation in your home?
24. Name the 3 main agenda areas for couple strategy meetings, suggested in class.
25. List at least 3 ways that you have enhanced your effectiveness in relating to others, based on your work in/from this class.
26. What types of changes/improvements in your parenting skills are you working on right now? How is it going? What do you need to do to continue your effectiveness? Name 3 things
27. What has been the most difficult concept for you to understand or practice? Why?
28. How has your relationship with your children changed over the past 3 months?
29. What is an “external locus of control” and what are some of the problems associated with it?
30. What results do we see when someone has a high “internal locus of control” List at least 5.
Disciplining young children is what parents are supposed to do — most moms and dads have no trouble agreeing with that. But should the punishment include spanking?

As many parents can attest, few disciplinary measures stop a child from misbehaving as quickly as a swift smack or two on the bottom.

But in a new study published in *Pediatrics*, May 2010, researchers at Tulane University provide the strongest evidence yet that children's short-term response to spanking may make them act out more in the long run. Of the nearly 2,500 youngsters in the study, those who were spanked more frequently at age 3 were much more likely to be aggressive by age 5.

The study, led by community-health-sciences professor Catherine Taylor, was the first to control for a host of issues affecting the mother, such as depression, alcohol and drug use, spousal abuse and even whether she considered abortion while pregnant with the child. After controlling for all these factors — each of which can contribute to a child's aggression — spanking remained a strong predictor of violent behavior. "The odds of a child being more aggressive at age 5 increased by 50% if he had been spanked more than twice in the month before the study began," says Taylor.

The association remained even after her team accounted for varying levels of natural aggression in children, suggesting, she says, that "it's not just that children who are more aggressive are more likely to be spanked."

Among mothers surveyed in 20 cities when their children were both 3 and 5 years old, nearly half (45.6%) reported not spanking their 3-year-olds in the previous month, 27.9% reported spanking once or twice that month, and 26.5% reported spanking more than twice. As 5-year-olds, the children who had been spanked were more likely than the nonspanked to be defiant, demand immediate satisfaction of their wants and needs, become frustrated easily, have temper tantrums and lash out physically against other people or animals.

**The reason for this may be that spanking sets up a loop of bad behavior. Corporal punishment instills fear rather than understanding.** Even if children stop tantrums when spanked, that doesn't mean they get why they shouldn't have been acting up in the first place. What's more, spanking sets a bad example, teaching children that aggressive behavior is a solution to their parents' problems.

"There is now some nice hard data that can back up clinicians when they share their caution with parents against using corporal punishment," says Dr. Jayne Singer, clinical director of the child and parent program at Children's Hospital Boston, who was not involved with the Tulane study.
The American Academy of Pediatrics (AAP) does not endorse spanking under any circumstance. It's a form of punishment that becomes less effective with repeated use, according to the AAP; it also makes discipline more difficult as the child outgrows it.

Instead of spanking, the AAP recommends time-outs, which typically involve denying the child any interaction, positive or negative, for a specified period of time. These quiet moments force children to calm down and think about their emotions rather than acting on them reflexively. After all, the goal of punishment is to get children to understand not just that they did something wrong but also what motivated them to do it.

University of New Hampshire researcher Murray Straus recently released the results of his latest study, which involved over 3,000 children. Murray states that, “Spanking chips away at the child's liking for, and trust of, the parent. One has to look at long term effects of these things.” Researchers analyzed data from over 800 mothers of children ages 6 - 9, taken in 1988 and 1990. They compared levels of antisocial behavior among spanked and unspanked children over that interval. The more spanking a child received at the beginning of the study, the higher the level of antisocial behavior at the end. Antisocial behavior was defined as lying, cheating, disobedience at school, breaking things deliberately, not feeling sorry after misbehaving or not getting along with teachers. The study found that the higher levels of antisocial behavior were independent of other traits that could affect that behavior, such as a family’s socioeconomic status and the amount of support parents give their children.

Psychologist Irwin Hyman, author of the book “The Case Against Spanking” agrees with Straus’s study. “There is never a reason to spank a child, period, there’s no other place in society where someone can smack another person. So why should we be able to do this to children?”

Smith & Brooks-Gunn, (1997) studied 715 children and found that those who had received “harsh discipline” had the lowest IQ, even after controlling for other factors.

Fower & Chapieski (1986) compared 14-month-old children whose mothers relied on corporal punishment with mothers who rarely or never used corporal punishment. The children who were corporally punished had average scores on the Bayley Infant Development Scale, whereas those children who were not struck averaged 20 points higher than the average.

Conclusions from a recent study by Straus & Paschall (1998) where 960 children were tracked found that:

1. The more corporal punishment used, the lower the average cognitive ability relative to other children of the same age whose mothers use corporal punishment less often or not at all.

2. When analyzed developmentally, use of corporal punishment is associated with an average decrease in cognitive ability.

Findings from 3 recent longitudinal studies (Brezina, In submission; Gunnoe & Mariner, 1997; Straus et al., 1997) and the results of a Meta analysis of 88 studies (Thompson, In press) suggest that the benefits of reduced corporal punishment are likely to include;

“Reductions in juvenile delinquency, adult violence, masochistic sex, and great probability of completing higher education, higher income, and lower rates of depression and alcohol abuse” (Straus 1994; Staus & Kaufman Kantor 1994)

These are just a few of the research findings, please consider them before you hit your child.