

Powerful Parenting



WRITTEN BY: AL CROWELL

ILLUSTRATED BY REBECA GARCÍA-GONZÁLEZ

LAYOUT AND PRODUCTION: CARMEN D. MELÉNDEZ-LUGO

PUBLISHED BY:

THE US ALLIANCE TO END THE HITTING OF CHILDREN, 2013
FOR 10 COPIES OR MORE, CONTACT: ALCROWELL@SBCGLOBAL.NET

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WWW.ENDHITTINGUSA.ORG



Parents want to know:

- How to give and get respect from their children.
- Is spanking effective and safe?
- What the new brain science is telling us about the risks of spanking to the child's development.
- How today's parents are viewing their children differently than older styles.



FIVE PREDICTABLE STAGES, WHICH CAN HELP BETTY AND AL KNOW WHAT THEY CAN REALISTICALLY EXPECT AND AVOID UNREASONABLE DEMANDS.

- **STAGE ONE: 12 TO 27 MONTHS** BABIES CAN'T YET IMAGINE THE IDEA OF CONSEQUENCES OR FEELINGS OF OTHERS.
- **STAGE TWO: 2 TO 3 YEARS** "I'M CONFUSED THAT MY PARENTS GET UPSET WITH ME." A TODDLER STILL HASN'T DEVELOPED A CONSCIENCE.
- **STAGE THREE: 3 TO 5 YEARS** "SOMETIMES IT FEELS GOOD TO SHARE, AND SOMETIMES I STILL WANT IT--EVEN IF THEY GET MAD AT ME." THE CHILD IS BEGINNING TO THINK THINGS THROUGH AND WEIGH RISKS.
- **STAGE FOUR: 6 TO 7 YEARS** "SOMETIMES I STILL TAKE IT AND HOPE THEY DON'T FIND OUT." THE CHILD IS NOW LEARNING SOME INTERNAL CONTROL, IS MORE CONNECTED TO OTHERS, AND IS BEGINNING TO NOTICE AND CARE ABOUT HOW OTHERS WOULD FEEL.
- **STAGE FIVE: 8 TO 11 YEARS** THE CHILD THINKS, "I WANT IT, BUT I DON'T FEEL GOOD ABOUT DOING THINGS LIKE THAT." THE CHILD HAS BEGUN TO DEVELOP SOME INTERNAL CONTROL. HIS OR HER MORAL VALUES ARE DEVELOPING BASED ON HEALTHY ATTACHMENT TO PARENTS.

IT IS IMPORTANT TO KINDLY TEACH CHILDREN ABOUT NOT TAKING THINGS AND SHARING, BUT DON'T EXPECT THE LEARNING TO FULLY "TAKE HOLD" UNTIL THE DEVELOPMENT OF CONSCIENCE CATCHES UP. JUST AS LEARNING TO TALK TAKES YEARS OF EXAMPLE, SO DOES THE DEVELOPMENT OF CONSCIENCE.

BETTY COMES HOME WITH LITTLE **GIL**, TOTALLY FRUSTRATED AND CALLS **AL** AT WORK:



HONEY, WE HAVE TO TALK ABOUT DISCIPLINE. I NEARLY LOST IT TODAY WITH GIL. HE WOULDN'T LISTEN, AND WAS TANTRUMMING, AND YELLING "No! No! No!"

LATER THAT NIGHT...

A GOOD SPANKING AND THEN THREATS OF MORE STRAIGHTENED ME OUT.



1



I KNOW, AND YOU TURNED OUT OKAY. BUT IN MY CLASS I LEARNED THAT KIDS ARE DIFFERENT IN HOW THEY REACT... SO WHY RISK IT? IT COULD TURN OUT WELL, BUT IT MIGHT NOT. **THERE IS A SAFER WAY.**

LET'S LOOK AT THOSE HANDOUTS FROM YOUR CLASS, I DEFINITELY WANT THE BEST FOR GIL.



ME TOO, I WASN'T HIT, BUT MY BROTHERS WERE, AND I HATED IT.



2



LOOK AT THIS ONE...

Experiences in the child's environment;

- Directly influence the development of the child's brain.

AND THIS ONE...

Conception to five years;

- Really vulnerable
- Brain grows in stages
- Damage in the first stages can alter later development.

LIKE WHAT DAMAGE?



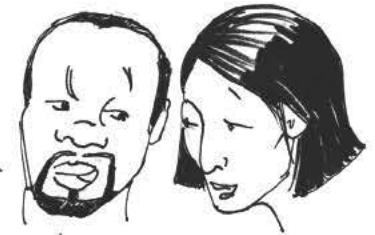
WELL, LIKE GIL BEING "slower to learn, more easily distracted, having difficulty getting along with others, losing it with anger or going numb and isolating."

I SEE THAT STUFF IN FRIENDS MY AGE. I WONDER IF SPANKING CAUSED MY ANGER PROBLEMS?



I WAS WONDERING ABOUT THAT TOO WHEN I LEARNED IT IN THE CLASS.

BUT THEY DO NEED TO LEARN TO OBEY.

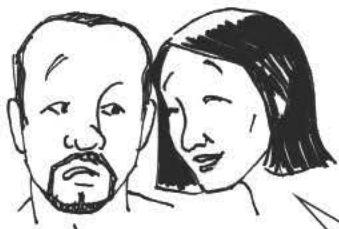


SURE THEY DO, BUT THERE IS A SAFER WAY WITH MUCH LESS RISK OF DAMAGING HIM.

WE PARENTS PLAY A BIG ROLE IN HELPING HIM LEARN HOW TO DEAL WITH THE BIG STRESSES IN LIFE.



BUT DON'T THEY JUST FORGET ABOUT EARLY HURTS AND FEARS AND BAD THINGS THAT HAPPENED?

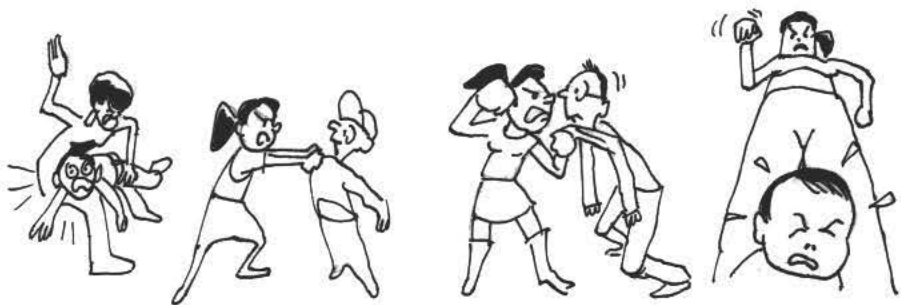


JUST THE OPPOSITE IS WHAT I LEARNED. AND I REMEMBERED THAT I CAN'T STAND SEEING LITTLE THINGS HURTING, LIKE BIRDS, OR ANIMALS OR BABIES CRYING. I GO A LITTLE CRAZY WITH IT. THE CLASS HELPED ME SEE THIS PROBABLY CAME FROM MY DEEP MEMORY OF SEEING MY BROTHERS GETTING HIT.

I CAN FEEL THAT IN ME ALSO. SO, ALL THOSE BAD THINGS STAY WITH US. I CAN GET SO ANGRY SOMETIMES AND DON'T EVEN KNOW WHY.



YEAH, EXACTLY, LIKE OUR EARLY PAIN OFTEN GROWS INTO WHAT WE DO TO OTHERS.



SO WHAT DO WE DO?

WELL, LET'S NOT EVER HIT HIM. WE CAN'T BE THE ONES THAT MAKE HIM AFRAID. WE SHOULD BE FIRM AND KIND, NOT THREATENING AND VIOLENT.



BUT HE HAS TO LEARN WHO'S BOSS.

FIRM YES, AND KIND. OF COURSE WE HAVE TO SET LIMITS, BUT WE DON'T THREATEN OR HUMILIATE HIM TO DO IT.

I GET IT, WE WILL THEN BECOME HIS SAFETY NET WITH ALL THE DIFFICULTIES HE HAS TO FACE IN LIFE.

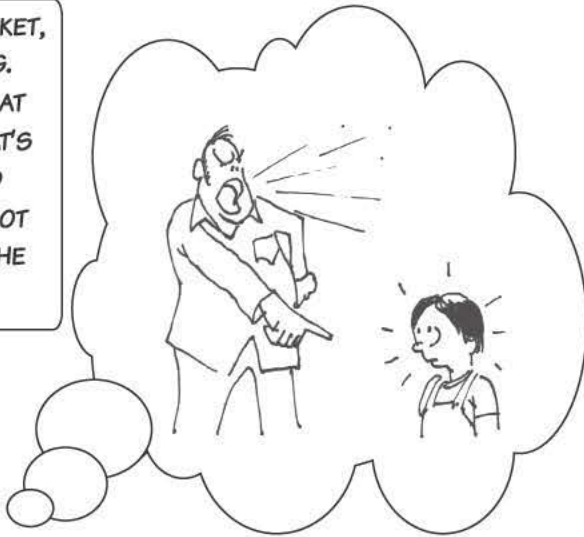
MAKES ME WISH I WAS RAISED THAT WAY.





I ALSO LEARNED THE WORD, "DYSREGULATED".
 WHEN GIL FEELS THREATENED HIS STRESS
 RESPONSE SYSTEM KICKS IN AND LIMITS
 HIS HIGHER BRAIN FUNCTIONING.
 SO HE BECOMES LESS ABLE TO THINK AND
 UNDERSTAND WHAT'S HAPPENING, OR FEEL
 ANYTHING FOR OTHERS.

WOW, TODAY IN THE MARKET,
 I SAW THIS HAPPENING.
 THE DAD WAS YELLING AT
 HIS LITTLE BOY AND THAT'S
 EXACTLY HOW THE KID
 LOOKED, FROZEN AND NOT
 REALLY THERE. MADE THE
 DAD MADDER.



YES, THE CHILD COULDN'T REGULATE
 HIS MIND OR HIS EMOTIONS.

I COULD SEE HOW LIVING IN
 AN ENVIRONMENT LIKE THAT
 WOULD BE TOXIC, SORT OF
 LIKE BOUNCING FROM NICE
 TO FEAR ALL THE TIME. THAT
 COULD MESS YOU UP BAD.



NOW THIS REALLY
 SHOCKED ME: **85%**
 OF SERIOUS PHYSICAL
 CHILD ABUSE STARTS
 WITH SPANKING AND
 ESCALATES FROM
 THERE. ISN'T THAT
 AMAZING?

I CAN SEE IT THOUGH, IT MAKES SENSE, YOU CAN BE
 SO FRUSTRATED AND JUST LOSE IT AND THEN
 START DOING IT AS A HABIT.

SO SAD.
 WE ALL WANT
 THE BEST FOR
 OUR KIDS.



I KNOW WE DO.

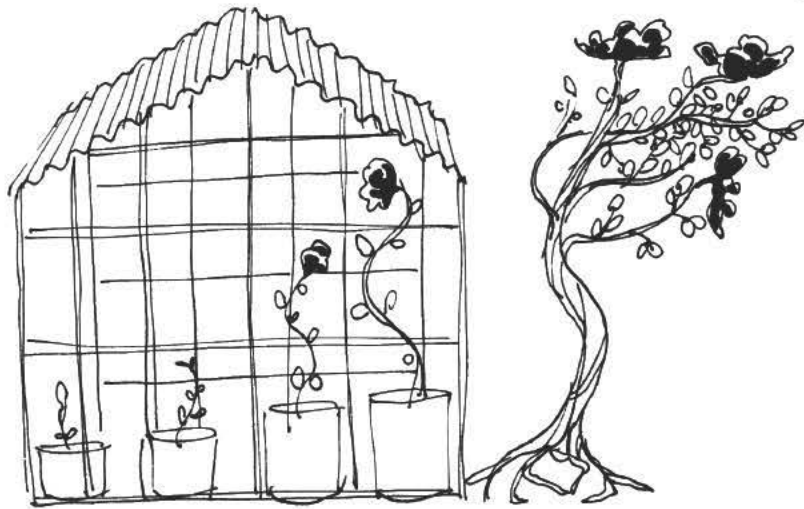
SO, WHY RISK IT?





WHAT DID MARTA SAY ABOUT THE CLASS YOU TOOK TOGETHER?

SHE SHOWED IT TO MIKE AND HE GOT REALLY SCARED BY THE BRAIN DEVELOPMENT STUFF. HE IS SO CONCERNED ABOUT MONICA DOING WELL IN SCHOOL.



THOSE YOUNG BRAINS SOUND LIKE VEGETABLE SEEDS. THEY'RE TOO FRAGILE TO PLANT OUTSIDE UNTIL THEY HAVE STARTED TO DEVELOP IN A WARM PLACE INSIDE.

HEY, THAT'S EXACTLY WHAT I THOUGHT.

BUT LITTLE GIL STILL HAS TO LEARN ABOUT THE TOUGH PARTS OF LIFE. DOESN'T PAIN TOUGHEN THEM UP?

THAT'S WHAT IMPRESSED MIKE, IT OFTEN MAKES THEM INTO BULLIES. BULLIES ARE WEAK PEOPLE.



I GUESS THEY NEED TO DEVELOP STRONGER ROOTS FIRST, RIGHT?

EXACTLY. AND THE PROBLEM IS THAT SOME OF THESE PROBLEMS DON'T SHOW UP UNTIL YEARS LATER... LIKE AFTER YOU THINK EVERYTHING IS FINE.





IT SAYS IN THE BINDER THAT **CHILDREN ARE DOING AS WELL AS THEY CAN**, AND IF THEY CAN'T DO SOMETHING IT'S BECAUSE THEY AREN'T YET DEVELOPMENTALLY ABLE TO.

children are doing as well as they can...

IT'S THAT **DYSREGULATION** THING AGAIN. ALL KINDS OF THINGS CAUSE IT, IF THEY ARE TIRED OR HUNGRY OR NEED TOUCH AND HOLDING, AND FOR SURE, **OVERSTIMULATION**.



OH MAN, WE SEE THAT ALL THE TIME.



BEFORE THE CLASS, I WOULD HAVE SEEN **DYSREGULATED BEHAVIOR** AS REBELLION, AND THOUGHT THEY WERE TRYING TO MANIPULATE ME.

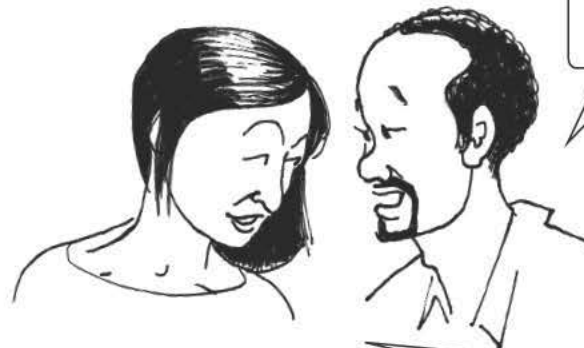
WELL, KIDS DO WANT MORE THAN PARENTS CAN GIVE THEM.

YEAH, THAT'S THE HARD PART, BUT I THINK WE OFTEN TEACH THEM HOW TO MANIPULATE US.

I THINK LEARNING ABOUT **DYSREGULATION** ALONE WAS WORTH GOING TO THAT WORKSHOP.



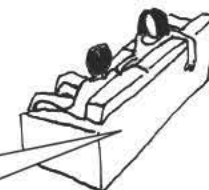
IT SURE SEEMS THAT USING HITTING AND HUMILIATING ISN'T WORTH IT.



AND NOBODY CLAIMS **SPANKING** IS THE BEST WAY TO RAISE A CHILD. ALL PEOPLE EVER SAY IS THAT THEY, 'SURVIVED IT', AND, 'THEY'RE OKAY.'

I SURE WANT MORE FOR GIL THAN 'HE SURVIVED.'

ME TOO, **LOTS MORE**.



A METHOD CALLED **POSITIVE PARENTING** WAS OFFERED IN THE CLASS AS MORE EFFECTIVE. WE'LL HAVE TO LEARN MORE, OF COURSE, BUT IT'S A WAY OF RAISING CHILDREN THAT TEACHES THEM SKILLS FOR THE REST OF THEIR LIVES. WE WORK TOGETHER WITH THEM MORE.



WE DECIDED; NOW YOU CAN TOO.



**BETTY AND AL WILL NOW NEED SOME TIPS,
LUCKILY PLENTY IS AVAILABLE:**

1. PARENTS BRAINS ALSO GET DYSREGULATED AND CAN BE DANGEROUS: **KNOW YOURSELF.**



2. "POSITIVE DISCIPLINE" IS A BALANCE OF FIRMNESS AND KINDNESS. IT IS A WAY TO PROVIDE RESPECT FOR BOTH ADULTS AND CHILDREN. THIS BALANCE PRODUCES TRULY WELL-BEHAVED CHILDREN, BRINGS HOPE, INCREASES CHILDREN'S AND PARENTAL SKILLS, AND GROWS LOVE IN THE FAMILY.
3. THE HEART OF POSITIVE DISCIPLINE IS LEARNING TO CHANGE YOURSELF TO HAVE THE DESIRED EFFECT ON YOUR CHILDREN BY WORKING WITH THEM AND DEVELOPING THEIR SKILLS.

4. CALL FOR HELP WHEN YOU ARE TOO FAR STRESSED WITH THE LITTLE ONE.



A BASIC UNDERSTANDING OF POSITIVE DISCIPLINE IS EASILY ATTAINED SINCE IT IS SO POPULAR: GO TO THE **PARENTING HELP** SECTION ON OUR WEBSITE: WWW.ENDHITTINGUSA.ORG

MORE: FREE SECTIONS OF TWO VERY POPULAR AND PRACTICAL PARENTING AUTHORS:

1. **POSITIVE DISCIPLINE A-Z** HAS AN EXCELLENT FIRST CHAPTER. YOU CAN FIND IT HERE:
[HTTP://WWW.ENDHITTINGUSA.ORG/PDA-Z](http://WWW.ENDHITTINGUSA.ORG/PDA-Z)
WRITTEN BY JANE NELSEN ED.D, LYNN LOTT, AND H. STEPHEN GLENN
2. SUMMARY OF MOST FREQUENT DISCIPLINE ISSUES AND SOLUTIONS FROM JUDY ARNALL'S BOOK, **DISCIPLINE WITHOUT DISTRESS**.
[HTTP://WWW.ENDHITTINGUSA.ORG/JUDY-ARNALL](http://WWW.ENDHITTINGUSA.ORG/JUDY-ARNALL)

THESE ARE TWO HIGHLY RECOMMENDED BOOKS AND THE AUTHORS HAVE GIVEN PERMISSION TO REPRODUCE THESE SECTIONS FOR YOU TO READ AND DOWNLOAD ONLINE FOR FREE. THEY ARE ALSO LISTED UNDER THE **PARENTING HELP** SECTION OF OUR WEBSITE WITH VIDEO SECTIONS ALSO.

TO DOWNLOAD THIS PAMPHLET:

[HTTP://WWW.ENDHITTINGUSA.ORG/PAMPHLET](http://WWW.ENDHITTINGUSA.ORG/PAMPHLET)

CHANGES BETTY AND AL WILL HAVE TO LEARN TO DO:

1. BE GENTLE AND FORGIVING OF YOURSELF. NO ONE DOES IT RIGHT ALL THE TIME. GIL WILL LEARN FROM THIS.
2. BEING TOO TIRED AND ANGRY --EVEN AT YOURSELF, OR EACH OTHER -- IS AN IMPOSSIBLE TIME TO DISCIPLINE.



3. SOMETIMES MEN FORGET THAT TODDLERS LEARN SELF-REGULATION BEST WHEN THEY GET LOTS OF GENTLE CARESSING, KIND ENCOURAGEMENT, TOUCH, AND WARM HUGS AND KISSES.