

Chapter 1 : Popular Bible Verses about Discipline

It associates the discipline, as represented by the rod, with love, just as Solomon wrote "he who loves him is diligent to discipline" so the specific purpose is always love. Diligent discipline displays love in action.

So run that you may obtain it. Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we an imperishable. So I do not run aimlessly; I do not box as one beating the air. But I discipline my body and keep it under control, lest after preaching to others I myself should be disqualified. When a scoffer is punished, the simple becomes wise; when a wise man is instructed, he gains knowledge. The Righteous One observes the house of the wicked; he throws the wicked down to ruin. A fool takes no pleasure in understanding, but only in expressing his opinion. When wickedness comes, contempt comes also, and with dishonor comes disgrace. It is not good to be partial to the wicked or to deprive the righteous of justice. The tongue of the wise commends knowledge, but the mouths of fools pour out folly. The eyes of the Lord are in every place, keeping watch on the evil and the good. A gentle tongue is a tree of life, but perverseness in it breaks the spirit. The Mighty One, God the Lord, speaks and summons the earth from the rising of the sun to its setting. Out of Zion, the perfection of beauty, God shines forth. Our God comes; he does not keep silence; before him is a devouring fire, around him a mighty tempest. He calls to the heavens above and to the earth, that he may judge his people: For you have made it clear today that commanders and servants are nothing to you, for today I know that if Absalom were alive and all of us were dead today, then you would be pleased. There will not be left here one stone upon another that will not be thrown down. The names of the twelve apostles are these: For I have become as when the summer fruit has been gathered, as when the grapes have been gleaned: The godly has perished from the earth, and there is no one upright among mankind; they all lie in wait for blood, and each hunts the other with a net. Their hands are on what is evil, to do it well; the prince and the judge ask for a bribe, and the great man utters the evil desire of his soul; thus they weave it together. The best of them is like a brier, the most upright of them a thorn hedge. The day of your watchmen, of your punishment, has come; now their confusion is at hand. Put no trust in a neighbor; have no confidence in a friend; guard the doors of your mouth from her who lies in your arms; He is like a tree planted by streams of water that yields its fruit in its season, and its leaf does not wither. In all that he does, he prospers. The wicked are not so, but are like chaff that the wind drives away. Therefore the wicked will not stand in the judgment, nor sinners in the congregation of the righteous; For they have taken some of their daughters to be wives for themselves and for their sons, so that the holy race has mixed itself with the peoples of the lands. And in this faithlessness the hand of the officials and chief men has been foremost. Then all who trembled at the words of the God of Israel, because of the faithlessness of the returned exiles, gathered around me while I sat appalled until the evening sacrifice. And at the evening sacrifice I rose from my fasting, with my garment and my cloak torn, and fell upon my knees and spread out my hands to the Lord my God, Now therefore I will restore it to you. And it was in the house of Micah. And the man Micah had a shrine, and he made an ephod and household gods, and ordained one of his sons, who became his priest. The land lay subdued before them. There remained among the people of Israel seven tribes whose inheritance had not yet been apportioned. Provide three men from each tribe, and I will send them out that they may set out and go up and down the land. They shall write a description of it with a view to their inheritances, and then come to me. They shall divide it into seven portions. Judah shall continue in his territory on the south, and the house of Joseph shall continue in their territory on the north. And you are arrogant! Ought you not rather to mourn? Let him who has done this be removed from among you. For though absent in body, I am present in spirit; and as if present, I have already pronounced judgment on the one who did such a thing. When you are assembled in the name of the Lord Jesus and my spirit is present, with the power of our Lord Jesus, you are to deliver this man to Satan for the destruction of the flesh, so that his spirit may be saved in the day of the Lord.

Chapter 2 : Bible Verses About Discipline - Real. Powerful. Timeless Quotes.

Love Versus Discipline quotes - 1. I'm not one for walking the beaches humming a melody. I love the discipline of sitting in the studio, writing and listening. That is my domain.

Often, the words are used interchangeably, but in the world of child development, they mean different things. Discipline is an intentional consequence, given by the parent or caretaker, for inappropriate action and designed to be a teaching moment for the child. It is not an emotional or angry reaction. For example if a two-year-old who insists on throwing food at the table has been warned that continuing to do so will result in the food being taken away, and the child throws the food anyway, taking the food away calmly is both a logical consequence and a disciplinary action. The intent is to teach the child that throwing food is not acceptable and that there are consequences to such behavior. If the child is very young, such as the age given in this example, the parent and child can have a "snack" an hour or so later. This will still teach the child the lesson and also ensure proper nutrition. On the other hand, if the parent were to scream and hit the child for the same behavior, that is considered punishment. It was administered by a parent who was not in control of his or her emotions and it has very little ability to teach a child about appropriate behavior. It only teaches the child to expect pain if the child throws food. Countless other actions by a child could be substituted in this scenario, but the important issue here is the attitude and intention of the corrective action. If correction is given while the caretaker is in an emotionally reactive state and lashing out in anger, that is not discipline that teaches the difference between right and wrong. Instead, it can teach a child that yelling and hitting are appropriate behaviors. Of greater concern is the potential for abuse in such situations. Most importantly, while the physical pain will eventually heal, the emotional pain is much more difficult to overcome. If such punishment, or abuse, continues, the relationship between the parent and the child can be seriously damaged over time. There is more than physical care involved. Since parents are the first teachers their children will know, it is parents who are the first ones to demonstrate the love of Christ to their children. Unlike Jesus, however, parents are not always perfect, but they can commit to always keeping their children safe. Any parent of a baby with colic will likely agree that there are moments of extreme stress and frustration. Parents of toddlers who are testing their independence; parents of school children who want to do what their friends do, no matter how unsafe it is; and parents of defiant teenagers all know this stress too. During those times, parents need to stay in control of their tempers. If you feel like hitting your toddler, which every parent does at some point, you need to walk out of the room. If you feel like shaking a screaming baby, put the baby in the crib where there is safety and walk away until you calm down. The key is to remove yourself or the child before the situation becomes explosive. Often parents who do abuse think that they are the only ones who get angry with their children, yet ALL parents get angry and want to react in anger. The primary difference between the parents who abuse and those who do not is the ability to remain in control. Parents need to allow themselves a time out if needed. If there are young children involved, the only caveat is to ensure that the child is safe before walking away, which may mean placing the child in a play pen or some other place of safety while the parent has time to cool off. There are ways to lessen pressure for any parent feeling stressed by child care. Help can come through utilizing daycare, even if just one or two days a week. Working with other parents whom you trust to form a group and share childcare, taking turns watching the children, is another. Some communities offer crisis nurseries, where parents who are in need of a break to prevent abuse can access free services within certain guidelines. In other areas, parents can identify adults whom they trust who can take the child if the parent feels as if he or she needs a break to prevent possible abuse. Certainly there is no shame in reaching out for help. The problem lies with not asking for help and abusing instead. It also means asking what you can do the next time you feel yourself getting out of control. If you have a plan in advance, then the next time you need it, you will be much more likely to respond with a plan rather than with anger.

Chapter 3 : Proverbs Whoever loves discipline loves knowledge, but he who hates correction is stupid.

Bible verses about discipline Scripture has a lot to say about discipline. Whether it is God's discipline, self-discipline, child discipline, etc. When we think of discipline we should always think about love because that is where it derives from.

Discipline Four factors of Effective Discipline: Effective discipline that is safe, healthy, and promotes childhood learning and skill building includes four interconnected factors: Supportive parent-child relationship Building a positive, supportive parent-child relationship is essential for effective discipline. We want to spend our energy building a positive bond and relationship with the child. Early childhood relationships impact brain development and shape behaviors. Choose to invest your time with your child. Through a relationship, adults have the opportunity to model the use of appropriate behaviors, build up a child through words and form a relationship of trust. Provision of a safe, learning environment Building a positive, supportive parent-child relationship is essential for effective discipline. Children are not born knowing what behaviors to do or not do. Positive discipline empowers children by providing long-term of social and emotional skills needed throughout their lifespan. Primary caregivers are models, guides, and teachers of appropriate skills so children develop the ability to redirect their own behavior and gain confidence in making the right choices. The learning of any new skill involves mistakes and improvements. We need to make sure that children get our attention when they behave appropriately in positive ways. Respond to challenging behaviors with safe, healthy, and effective strategies Effective discipline is more than the use one strategy to change in behavior; in fact, effective discipline includes a focus on growing the parenting tool belt with many strategies. Success for the parent and child is increased when a parent has the opportunity to select a discipline strategy that best fits the situation, needs of the child, and learning goal as projected outcome. Center for Effective Discipline encourages parents to learn effective alternatives that grow safe, healthy and resilient children. Effective discipline includes early intervention and consistency in parental responses to challenging behaviors. The parental approach during discipline should be calm and supportive, yet direct. Parents should evaluate the effectiveness of the discipline strategy used to guide next steps for working with the challenging behavior. Parents who learn alternative discipline options and build their parenting tool belt have the ability to use different strategies to promote child learning. Challenging behavior is viewed as a learning opportunity through which the parent can help their child practice, learn and grow! Punishment Punishment includes the following ways of dealing with misbehavior: Punishment does not teach the child how to change the behavior as a discipline focus does. Therefore, punishments can lead to embarrassment, anger, humiliation, fearfulness, anxiety and alienation from the caregiver. While punishment may have short-term effects, punishment is less effective than other forms of discipline. He has to do something with the anger which will either be turned inward against himself or outward into retaliation, both which are damaging. Harsh discipline fails to teach appropriate behavior. When we use harsh discipline, we pass up the teachable moment, which is the window of opportunity for helping children reflect on their reactions and learn a better way. The Adult is Modeling Aggression When you spank or hit a child, you become a role model for aggression and the child thinks it is OK to hit or retaliate when they are angry. You are giving them license to hit. However, when we provide a connection and bond with children, they will want to please us, imitate us, to be like us. When we speak respectfully and show children kindness, they will return the kindness and respect to us. The Memory Lasts a Lifetime "Smacking a child to quiet him will startle him and shame him into either tears or silence. Whatever the momentary gain for the disciplinarian, for the child, the lesson in shame and anger is lasting. Kindlon and Thompson, Ph. Instead of leading a child towards better decision- making, it prevents him from internalizing strong values and learning the lessons of empathy and respect that lead to responsible, moral behavior and emotional accountability. It is Against the Law Hitting anyone other than a child is called "assault and battery" and is punishable by law.

Chapter 4 : 49 Bible verses about Self Discipline

Bible Verses About Discipline "My son, do not despise the LORD's discipline and do not resent his rebuke, because the LORD disciplines those he loves, as a father the son he delights in."

But I have to stop, and reconsider my motivation. Punishment is the consequence we deserve for our sin, but Jesus bore this punishment for us on the cross Mat. The punishment we deserve would destroy us completely Rev. Punishment is a last resort for the rebellious and unrepentant Pro. The punishment of criminals is one of the duties God assigns to the state 1Pe. The goal of discipline is repentance, growth, and life Isa. Discipline might be painful, but it leads us to righteousness Heb. Discipline is administered by a wise, loving God for the good of His children 2 Sa. Discipline is administered by wise, loving parents for the good of their children Pro. Discipline should not be done in anger Eph. Those who respond to discipline will be spared from punishment in the future Pro. The goal of discipline is to bring about change, to alter the course, while punishment merely metes out justice, or even revenge. Our job as parents is to administer firm, loving discipline that leads our children to repent of their sin and walk in righteousness. This discipline is both driven and tempered by the grace God has shown us in saving us from the punishment we deserve. Thanks to the moms who pointed out the need for some practical application here. First let me caution you that this is merely our method for applying these principles. But hopefully it will help you see how punishment and discipline might look different in real life. What would punishment look like in the above situation? Yelling at my son what I usually feel like doing. Immediately hitting or spanking him without talking to him. Pouring water on his head. Making him clean up the mess but not addressing the disobedience. Doing nothing, but being angry at him for the next hour. What would discipline look like? You made a mess. We need to have a spanking. We sit on the edge of the bed. Help him to obey Daddy next time. Thank you Jesus that you forgive us when we sin. Thank you that you love us. Help us to obey you. In your name we pray, amen. With an older child, you might have more discussion, give him a chance to tell you what he thinks he did wrong, and maybe more creative discipline based on what you know will motivate him. But in our experience, the time investment will eventually pay off. You might also enjoy:

Chapter 5 : 8 Important Bible Verses About Discipline

By tough love, its a love many may initially perceive as mean, but in the long run shows a greater love. But is meant to teach the person a hard lesson. Compare a mothers love verses a fathers love.

When we think of discipline we should always think about love because that is where it derives from. People who play sports discipline themselves for the sport that they love. We discipline our children because of our love for them. We have only one. It is this body that is the primary material given to us for sacrifice. We cannot give our hearts to God and keep our bodies for ourselves. It should give someone great joy to be disciplined by God. It shows that He loves you and He wants to bring you back to Him. They wanted me to stay on the right path. God disciplines His children. God disciplines His children when they start straying. He will not let them stray because they are His. God says you are mine I will not let you remain on the same path as the children of Satan. For what children are not disciplined by their father? Discipline makes us wiser. Being disciplined is a blessing. Punish them with the rod and save them from death. When God disciplines us He does not intend to kill us. In the same way we should not intend to harm our children or provoke our children to anger. God pours out His love on us. God knows those thoughts you struggle with. He knows that you want to be more, but you struggle. When I struggle He pours out His love and helps me understand His grace. We are to hold onto Christ. God disciplines us when we start diving into sin and start going on the wrong path. He disciplines us when we start hardening our heart and start rebelling. As a father has compassion on his children, so the LORD has compassion on those who fear him; They are new every morning; great is your faithfulness. The Bible makes it clear that discipline is good and as believers we are to discipline ourselves and the Holy Spirit will help us. Run in such a way to win the prize. Now everyone who competes exercises self-control in everything. However, they do it to receive a crown that will fade away, but we a crown that will never fade away. Therefore I do not run like one who runs aimlessly or box like one beating the air. Instead, I discipline my body and bring it under strict control, so that after preaching to others, I myself will not be disqualified. It is changing you. Later on, however, it yields the fruit of peace and righteousness to those who have been trained by it. Let perseverance finish its work so that you may be mature and complete, not lacking anything. Finally you must understand not everything is God disciplining us. Some things are just our fault. For example, out of nowhere your car gets a flat tire on your way to work and you think oh no God is disciplining me. How does God chasten us? Sometimes He does it with guilt, bad circumstances, sickness, lack of peace, and sometimes our sin results in consequences. God sometimes disciplines you right where that sin is at. I had extreme guilt and my thoughts were racing. As time continued this guilt turned into a terrible headache. I believe I was being disciplined by the Lord. As soon as I decided to apologize the pain lessened and after I apologized and talked it over with the person the pain was basically gone. Signup today and receive encouragement, updates, help, and more straight in your inbox.

Love vs Discipline: A Case Study in Modern Leadership There might not be a company in the country who loves online training more than we do. The obvious benefits are cost compared to live instructor-led training and the convenience of learning when and where the learner wants.

Look at Proverbs 3: Hebrews 12 verses Hebrews But in both cases the discipline is intended for our good. Did you see those? How does God discipline his children? How does he do that in our lives? And so when God disciplines us, it is almost always associated with sin in our hearts and lives. Remember King David 2 Samuel If you are full of pride, you may be humbled. A couple of words of caution: God does not discipline each and every sin in our life. Now God knows every sin we commit and there is a consequence for every sin we commit. There is also free forgiveness waiting for us for every sin if we turn to the Lord. To the contrary, 2 Pet 3: He is waiting for people to come to repentance. And then there are hardships that just happen. Then, how do you know? When God disciplines you or me, it is usually as a result of a sin manifested in your life and God is trying to drive that sin away from you. Most of the time you can relate it to something you have done, if you are honest with yourself. If you honestly have not wandered away from God, it may be coming from another source. But whatever the cause, if you turn to God, you will gain strength. Turn to God in Faith.

Chapter 7 : BIBLE VERSES ABOUT DISCIPLINE

Assertive Discipline was developed and created by Lee and Marlene Canter, whom both were working and studying in education related fields. Out of a desire to research discipline problems in the classroom due to a student who's disruptive behavior challenged Marlene, assertive discipline was born.

As a teacher it is important that you have control over your classroom so that students are provided with a safe and effective learning environment that is free from stress and distractions. There are a variety of approaches that can be used to accomplish this task, but it is up to the classroom teacher to decide which approach or combination of approaches he or she will use. In this book, I specifically look at two different classroom management approaches: Each approach will be discussed in terms of origin, how they are implemented, examples of use in the classroom, and how they are both similar and different. In creating this program, their goal was to help teachers gain control of their classrooms in a firm yet positive way Canter, This includes the right to create rules that establish what is acceptable and unacceptable behavior, the right to support students who are exhibiting appropriate, non-disruptive behavior, the right to teach students that they must follow these rules throughout the entire school year, and the right to ask for help from both parents and school administrators when dealing with discipline issues. When establishing these rules, teachers must make sure that they are observable and enforceable all day long, and although it is the right of the teacher to create these rules, students should be involved in the establishment of them in some way. Unfortunately many teachers find it difficult to be an assertive teacher because they doubt their ability to successfully deal with disruptive behavior. However, with the skills and strategies suggested by the Canters, they can successfully become assertive teachers. This plan makes managing behavior easier, protects the rights of students, and helps to secure support from both parents and administrators. It consists of three sections, which are rules, positive recognition, and consequences. As previously mentioned, rules must be observable, not vague, and elaborate on what expectations are necessary for students to follow throughout the entire school day. Once these rules have been established, the teacher must determine how he or she will provide students with positive recognition. This recognition can be individual such as notes and phone calls to parents, physical rewards, and special privileges, or it can be whole class such as extra free time or recess and special projects or activities. However, the consequences that teachers enforce in the classroom must be ones that students do not like, although they do not need to be harsh to be effective. These consequences should also be placed on a tiered system. For example, the very first time a student exhibits disruptive behavior they should be given a warning. It is not until the behavior continues a second or third time that they should receive a consequence. These consequences include things like giving a student a time out, keeping a student after class, or the loss of a privilege in the classroom. For example, if a group of students is off task, the teacher would first provide them with a warning by reminding them what they are to be doing, while at the same time providing students who are behaving appropriately with supportive feedback. If the students continue to be off task, the teacher would provide a consequence by not allowing them to leave right away when the bell rings at the end of class. Then, upon a fourth time disrupting the class, the teacher may move the student to another area of the classroom. If the behavior continues to occur, the teacher should remind the student of the discipline plan, and tell the student that they will be receiving a phone call home. If the behavior continues to escalate, the student should be sent to the principals office Wolfgang, This discipline plan must be explicitly taught to students. The teacher must explain to students why classroom rules are necessary, teach the rules themselves, make sure the students understand the rules, explain how students who follow the rules will be recognized, explain why there are consequences and what those consequences are, and once again check for student understanding. This is often done through role-playing so that students see for themselves what the rules mean. It is important that this be done at the beginning of the year so that students know what is expected right off the bat; however, this plan needs to be revisited throughout the year so that students do not forget what is expected of them. In addition, this discipline plan should be clearly posted within the classroom, and also sent home to parents so that they are aware of what you expect from their students Canter, The first principle stresses that a teacher

must help students who have a poor self-concept find what strengths they have and how they can go about using them. Even if a student exhibits a negative behavior, they must know that the teacher still views them as a worthy individual despite their wrong-doings. The second principle acknowledges that the teacher only controls as much as they need to in the classroom and allows students to have a choice. Though students have choice in the classroom, this freedom of choice must be given within reason. When establishing such a choice, there are a few rules to consider. For example, teachers should not give a student a choice that they are not ready to follow through with, or if they are not ready to make the choice for the student if they do not do so in a timely manner Wolfgang. The third principle revolves around the idea that teachers must be compassionate when they give students consequences. Just because a student exhibits unacceptable behavior, does not mean that that student is incapable of redeeming his or her self. For example, when students are given consequences, they often feel some sense of hurt. If a teacher delivers a punishment with anger in the sound of his or her voice, the student blames the teacher for the hurt they experience Wolfgang. The fourth principle requires that thinking in the classroom be a shared activity. This means that the teacher uses less assertive words or phrases and instead using questioning to prompt student thinking. Would you like my thinking on that? This is why the same consequence may not work for all students in the classroom. When administering consequences it is important to keep specific guidelines in mind. First, the consequence needs to be enforced at the time and place the misbehavior occurs, and the student needs to be involved in the development of the consequence. As previously mentioned, it is important that the teacher remains calm when providing a student with a consequence. The student should then have the opportunity to develop a new behavior plan, and also to make their own judgments about their behavior. I would like to talk to you after class. They are subtle actions that fall into the categories of looking, naming, questioning, commanding, modeling, and acting. This tells the student that they are not behaving appropriately. Another intervention is proximity. During this intervention, the teacher uses physical space to stand near the student who is exhibiting inappropriate behavior. For many students this redirects their behavior and gets them back on task. These are only a few examples among many Wolfgang. They are similar in the sense that both models are managing behavior and holding students accountable for their actions. Each model also requires that consequences be enforced when a student breaks a rule that has been established by the teacher. While consequences must be enforced, it should be done in a way that creates a positive teacher-student relationship. Although both models share many similarities, they also have many differences. These two ways of approaching student behavior are opposites in this sense. While all rules are to be enforced, the consequences will vary depending on the student, which is a huge difference. If I were to look at the two models on spectrum scale, I feel that I would classify myself somewhere in the middle. I believe that the model one uses in the classroom depends on the group of students they are teaching because not every model is going to work all the time. For example, there are instances in my current placement where I must use Assertive Discipline, or my students would control the classroom, and no learning would take place. If they get off task, I use an assertive tone and redirect their behavior, which relates to the Assertive Discipline model. However, there are various students in my classroom who simply act out for attention because they are not getting it at home, or act out because their self-esteem is low. In this situation, I believe I use more of a Love and Logic approach by using proximity and moving around the room to let my students know that I am paying attention to their behavior without addressing them in front of the whole class, and giving them the attention that they are looking for. While all of the classes we have taken thus far are preparing up to be able to manage our own classroom, they have only given us general guidelines on how to create a positive environment and manage day-to-day tasks rather than how use the different models the readings suggest in depth. I have learned that classroom management is something teachers should be putting forth effort to research. When I began researching these two models I found myself surprised because I did not realize how much information there was on them and what their approaches really entailed. This researched help me visualize how they can implemented in the classroom as well as how I already use various portions of them in my classroom. If you have read this book, I urge you to continue researching these classroom management models as well as others to help determine what your classroom management philosophy will be. Methods for effective teaching: Meeting the needs of all students, 6th ed. Assertive discipline€”more than

DOWNLOAD PDF LOVE VERSUS DISCIPLINE

names on the board and marbles in a jar. Teaching with love and logic Taking control of the classroom. Jim Fay and David Funk. Approaches to behavior and classroom management Integrating discipline and care.

Chapter 8 : Discipline vs Punishment – What’s the Difference? | The Doorposts Blog

Bible Verses about Discipline Hebrews ESV / 1, helpful votes Helpful Not Helpful For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.

But how to enforce the rules and still communicate unending love? Years ago I was visiting with an old college friend and her young children. She confided in me the difficulties in getting her children to sleep at night. The kids just fell asleep wherever they were and my friend dealt with getting them to bed when she came home. My friend is a relatively intelligent woman. She and her husband are both professionals with advanced degrees who function very successfully in their respective careers. They seem to have a decent amount of common sense. So why are their kids out of control? And what will be in a few years when the parents are trying to get their teenagers to come home on time at night? Many parents are at a loss when it comes to disciplining their children. I often hear parents say they are unsure when to be strict and when to be lenient, which things to make an issue out of, and which to let slide. Discipline is more than common sense. For many of us, it is a skill that needs to be learned. In this series of articles we will explore what discipline means and how to practice it effectively. It is a way of letting children know there are rules that need to be followed and ways of correct behavior that need to be learned. Discipline also teaches our children to accept authority. From the Jewish perspective, discipline is seen as a sign of love. Just as God admonishes us with love, we admonish our children due to our love for them. Conversely, "He who spares the rod, spoils the child" Proverbs The "rod" here is not condoning corporal punishment more on that in a future article. It is referring to the various forms of discipline we use to correct our children and to set limits. Other Jewish sources tell us that a disciplined child will bring us delight Proverbs We are in charge. The Jewish family is not the democratic family. Years ago, some parenting experts advocated "family meetings," where the entire brood sat around the table voting on family rules and issues. Everyone had an equal vote. While it is important to allow children to express their feelings and wishes, the Jewish home needs to be one where parents have the ultimate authority and make the final decisions. In Judaism, parents are given their authority by God. See Authority in Parenting There are two mitzvot which fall upon children: Parents in turn must raise their children with great love, sensitivity and wisdom. As parents, we have to approach our job with confidence. Our children need to feel that we know what we are doing. Kids know they are too inexperienced for this. Our children want us to guide and protect them. Kids want parents who are firm and loving authority figures. Do I have trouble being the one who is running the show? Am I often uncertain what course of action to take? Do I lack confidence in my ability to get my children to behave? Rabbi Yaakov Weinberg, of blessed memory, said that the most powerful tool we possess in our generation today is the bond of love we forge with our children. The stronger the bond, the more our children will want to listen and to please us. So working on the "love bond" is an essential prerequisite to helping our children accept and respect our authority. One of the major roadblocks to effective discipline is when emotions other than love predominate -- such as anger, frustration, annoyance or impatience. Of all these emotions, anger is the most destructive. Anger makes children fearful, and Judaism forbids causing excessive fear in the home Talmud - Gittin 6b-7a. True, children will usually behave if we get angry enough -- but it is a very destructive method. They may end up towing the line today, but the negative emotions this stirs does not portend well for the future. Rebellion, disrespect, and other forms of acting out are often the lot of such children. Parents who get angry are demonstrating their own lack of discipline. Also, angry parents often make their children feel guilty for causing them to be angry. Parents who get angry are only demonstrating their own lack of discipline. You cannot expect well-behaved children, if the parents are getting out of control themselves. Discipline needs to take place in an atmosphere of calm and love if we are going to be effective. Say to a child, "I love you too much to allow you to you name it If we yell at our kids a lot they will learn to tune us out. The softer we speak, the louder they hear. Further, explain to your child that you have their benefit in mind. Maimonides - Laws of Character Development 6: While this is not always possible, try. This communicates to your child more caring, since we avoid subjecting them to our anger. And by waiting, we effectively role-model self-discipline. It is forbidden by Jewish law to embarrass

anyone. This means not rebuking a child in public. Even in private, if you say, "That was a stupid thing to do," you will embarrass the child and make him feel unloved. Tell your child that his behavior is not befitting a person of his stature. They will also feel valued and loved. The Talmud says, "Let the left hand push away while the right hand draws near" Sotah 47a. Rabbi Samson Raphael Hirsch says this is the combination of love and strictness we use with our children. The love, represented by the stronger right hand, must always predominate. If we do so, then our efforts to raise healthy children who understand and respect boundaries, will be blessed with fruitful results.

Chapter 9 : Discipline and punishment are not the same

Discipline, on the other hand, is future-focused, always pointing toward future acts. It has nothing to do with retribution and everything to do with redemption. Whereas the purpose of punishment is to inflict a penalty for an offense, the purpose of discipline is to train for correction and maturity.