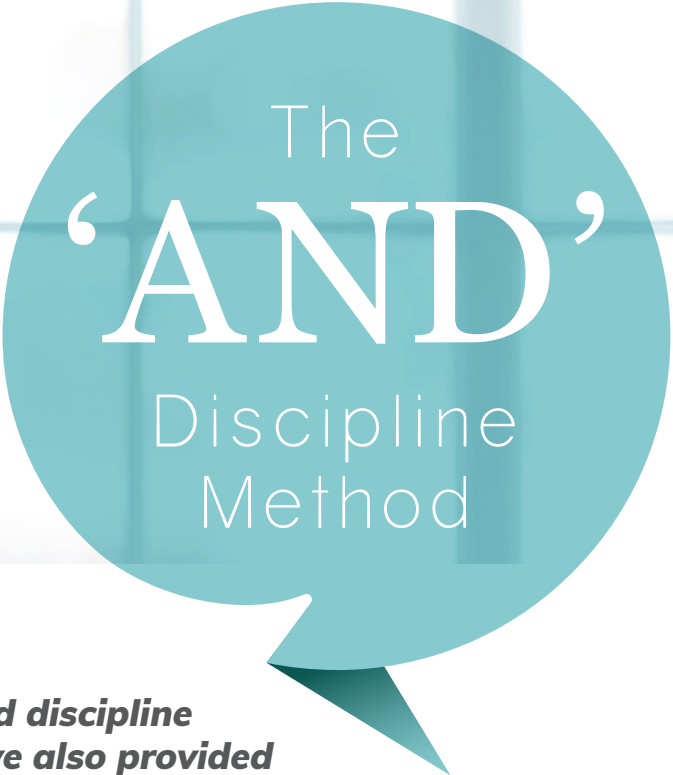


by Dr Anna Martin, PhD

**Clinical Therapist**

Child, Adolescent, Adult & Couples Therapy

Founder of ' The AND Discipline Method '



# The 'AND' Discipline Method

**Parents and Caregivers,**

***Here is an effective and evidence-based discipline method to use with your children. I have also provided you with some of the key ingredients needed to assist with the parent/child relationship.***

*For further information please refer to my book*

***"Listen to Me! Taking the conflict out of child discipline."***

- Dr Anna Martin

## **Brief summary of the AND Discipline Method**

The new evidence-based AND discipline method provides you with an effective and simple discipline tool. The AND discipline method is a 3-step approach which uses four key ingredients, as suggested by leading researchers, which will assist your parent/child relationship and your child's attachment.

## **The AND Discipline Method**

The AND Discipline Method was created out of my PhD research, clinical experience, and other leading studies.

The easy steps for the AND method:

A - Aware that your child has a perspective and ask for it

N - Negotiate (parent is still in position of authority) and discuss solutions

D - Do use boundaries when needed

A case study at the end of this handout provides you with a simple example of how it works.

## **Key ingredients for parents**

I am told on a regular basis that the parenting information 'out there' can be conflicting and confusing. I am also told how frustrating this is for parents!

Good news! There is some consistent information. There is agreement that a few simple ingredients can help encourage healthy parent/child relationships and the development and

well-being of the child. Discipline is more about helping children to learn socially appropriate behaviours, so they become well-rounded, productive and empathic individuals. But the parent/child relationship and discipline interaction is co-constructed. Without going into too much detail here, just know that children/teens need an environment that encourages their willingness to listen and work with their parents. Believe it or not, they have a choice to do this, and they do exercise this choice in ways that may or may not be obvious to their parent. Parents might otherwise label this 'non-listening' behaviour as defiant.

Children, just like adults, need a safe and nurturing environment. Children/teens are more willing to listen if you include the following key ingredients.

- Remain calm
- Ask for and listen to your child's perspective
- Acknowledge your child's feelings
- Where possible include your child in finding solutions

These four ingredients have already been built into the AND discipline method.

## Overview of the 'old' but current mainstream discipline methods

How is the new AND discipline method different to the 'old' but current mainstream discipline methods? Many of the current methods use a behaviourist approach, but and this is crucial, they don't include the child's voice, acknowledge the child's feelings, or include them in the process to find solutions.

These 'old' but mainstream discipline methods typically involve the following steps:

1. Ask - parent asks their child to pick up blocks
2. Tell - parent tells their child to pick up blocks. If their child does not pick up blocks...
3. Act - parent uses a punishment or consequence on their child

## Why are these types of methods not helpful?

There are important reasons that researchers and experts agree that it is helpful for these key ingredients to be included in parent/child discipline interactions. These reasons are discussed in my book "Listen to Me! Taking the conflict out of child discipline". But, for the purposes of this handout – the four key ingredients assist with the healthy development and well-being of the child and the parent/child relationship.

## CASE STUDY

### 'A - (Aware and Ask) '

Parent: "Hey, I would really like you to get off the computer now. How are you going?"

Child: "I am just playing on my computer with my friends. We are in the middle of a game. Can I get off soon?"

## ‘ N – (Negotiate) ’

**Parent:** “Sounds like fun! We did agree on X amount of time for the computer and that time is up. How long do you need to save the game?”

**Child:** “Aww mum/dad, all my friends are playing. I want to keep going. Can I have more time?”

**Parent:** “Yes, I know, and it is hard and get you might feel upset. I like doing stuff with my friends as well. You have homework/chores etc and too much screen is not good for you. So, you will need to let me know when you are going to get off very soon, if not I will make the time, and that will be in five minutes, which should give you time to save the game.”

**Child:** “Aww mum/dad, that’s not fair.”

**Parent:** “I know you are sad/frustrated, and you love hanging out with your friends. Unfortunately, you do need to get off though, so I will let you know when five minutes is up. If you don’t get off, I will need to turn the WIFI off.”

If your child does not get off the computer

## ‘ D – (Do) ’

**Parent:** “Ok, we did agree on how much time you could have on the computer before you went on. That time is up. You also had extra time to finish and save your game. I really don’t like doing this but unless you get off right now, I will need to turn the WIFI off in one minute.”

### Further tips

It is really helpful to give your child an opportunity to show you that they can follow through, so try not to be too quick to put the boundary in place. If your child is really unhappy about getting off the computer and demonstrates this, it is helpful to acknowledge their feelings and let them work through it. Be a calm presence. Empathise, but keep the boundary in place. If your child was really upset, you could also discuss the event at a later date and work out how it could be done differently next time to show you are willing to work with them as a kind but authoritative parent. It is unhelpful to use threats such as, “you won’t get your computer for the next week if you don’t get off now.”

Try and keep to your objective and what you are trying to achieve. This situation involved getting your child to come to dinner/do homework/chores etc. Keep the communication

limited to the situation and your objective. Work with your child and don't look to punish unnecessarily. In doing so they will see that you are trying to be fair and will more likely work with you (even if it is not obvious at the time). It will also help reduce the unnecessary risk of your child internalising anger.

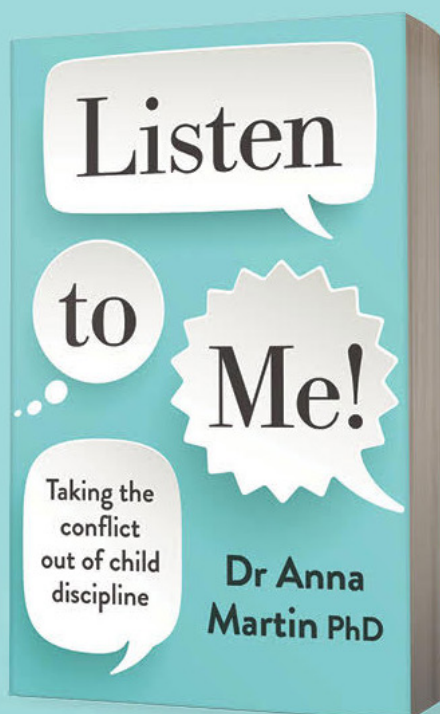
## For younger children

If you have a younger child, be their voice. Go through a similar process but help them notice and name their emotions. You are building blocks for future interactions. Use age appropriate language. If your child is really upset, let them calm down before you work through any solutions.

---

Copyright © 2020 Dr Anna Martin.

Permission is granted to the reader to reproduce, share and use this form for personal use.



*"I've read many books on how to discipline children - and this is by far the best. It's wise, compassionate, and deeply respectful of child-parent relationships. It's also very practical. If you have kids of any age this book is worth its weight in gold."*

*- Russ Harris, author of The Happiness Trap*

