The Soul of Discipline

2-Hour Workshop, March 25th, 2018

with Carrie Thomas Scott, MA, LCPC
Simplicity Parenting Training Coordinator

The Big Picture
Pressures in Childhood: Inner and Outer World
Equilibrium/ Disequilibrium

Equilibrium:

• Inner world of the child is BALANCED with the outer world
• A child’s slowly emerging sense of self has the time and space to emerge without being pushed on, pushed forward, etc.
• A child can build the resiliency needed to meet the pressures of the world

![](image1)

Disequilibrium:

• Inner world of the child is FLOODED by the outer world
• A child’s slowly emerging sense of self is overwhelmed by demands of home, school, peers, culture, and time and struggles to emerge naturally
• A child pushes back or collapses inward in response to the pressures and becomes disoriented (therefore, acting out or acting in)

![](image2)
4 Pillars of Simplification

• **Environment**- Simplifying the environment can create deeper play, more peace and ease, and less chaos for children in the home and other environments.

• **Schedules**- Maintaining balanced schedules and adequate down time can protect a child’s need for creative, unregulated time and foster innovation & grit.

• **Rhythms**- Establishing rhythms and rituals in family life around meal times, transition times, waking and sleeping, etc. can increase connection and promote collaboration.

• **Filtering Out the Adult World**
  
  **Adult World**- Protecting children from undue adult conversation, worries, and content can help them feel more safe in the world.

  **Screens/Devises**- Limiting use of screens and devices promotes healthy physical, social/emotional, and intellectual development.
The Developmental Phases

The Phases...

Basket One:  
“I will decide.”

Basket Two:  
“Tell me your plan and then I will decide.”

Basket Three:  
“Let’s figure out how to stay close to your hopes and aims.”

The Right Thing at the Right Time:

- First Seven Years
  
<table>
<thead>
<tr>
<th>W</th>
<th>F</th>
<th>T</th>
</tr>
</thead>
</table>

- Seven to Fourteen Year
  
| W | F | T |

- Fourteen to Twenty One Years
  
| W | F | T |

- **W** = The development of WILL, imitation and actions
- **F** = Becoming conscious of FEELINGS and emotions
- **T** = Ability to THINK, analyze and make morally conscious choices
The Governor – Gardener – Guide Principle

The Governor
The first seven years
Holds and acts out of the larger picture
Offers direction and instructions *not* requests
Helps a child’s will develop via establishing firm behavior and social boundaries
Warm compliance not cold blind obedience

The Gardener
The tween years
 Watches when the time is right to ask more of a child
 Invites the child’s way of seeing it rather than negotiation
 Listens to the child’s perspective
 The three “Tell me your plan.” understandings…
   1. “Tell me at a good time.”
   2. “Tell me respectfully.”
   3. “Take the needs of others into account.”
 After the plan has been genuinely heard…
 “Thanks for those perspectives, that helps me know what we will do. Please listen in because I will tell you how we are going to do it.”
   No negotiation
   No changing course
 When the “Gardener” decides to harvest he/she harvests.

The Guide
The teen years
 Helps plot a course
 Knows and anticipates the dangers
 The five understandings…
   1. Tell me the direction you want your life to go
   2. Is what you are doing going in that direction or is it a distraction?
   3. Let’s evaluate the risks
   4. What is your “exit strategy”, or “Plan B”? 
   5. What will be the consequences if you follow or don’t follow your plan?
3 FOUNDATIONS OF DISCIPLINE

Discipline of the Will

GOVERNOR: The Bedrock of Will & Creative Compliance

Cultivating a strong directed will and building impulse control
3 FOUNDATIONS OF DISCIPLINE

Discipline of Feelings

GARDENER: The Living Forest of Social Skills
Cultivating emotional intelligence, timing, empathy
3 FOUNDATIONS OF DISCIPLINE

Discipline of Thinking

GUIDE: The Mountain of Thinking & Ascent to Choices

Cultivating awareness of implication on others and longer-term impact of choices/decisions
The Three Fold Brain

THINKING
~ Cognition
~ Choices
Late Teens
Early Adult

FEELINGS
~ Social/Emotional
Late Elementary
Early Teens

WILL
~ Action
~ Imitation
Early Childhood
Early Elementary
The Three Stages of Choices

Right Choices at the Right Time

You May...
What’s your plan...?
Let’s See...

Teen- Guided Choices  “Let’s see... how that works”
what your choices are?”
if that is going to be a distraction?”

Tween- Collaborative Choices
“Tell me how you see it?”
“Okay, got it.”
“I’ll let you know soon what we will do.”

Young Child- Limited Choices
“You may... choose between”
decide if you want to...”
Centering Ourselves as Parents

Imagine...

- Understanding your child and yourself more

- Knowing that your child will change as he/she grows

- Building a safe family base and solid family identity to help guide your children

- Dialing back the pressures of the outer world as a way to help orient your children