



## PAINLESS PARENTING WORKS. HITTING HARMS.

### Doesn't Want to Share

Child learns about identity and attachment to people and things.

TRY TO SAY / DO	INSTEAD OF
<p>“Sharing can be hard.”</p> <p>“I like it better when you share.”</p> <p>“Let’s pick out 3 special toys that are only for you, and then the rest we can share, okay?”</p> <p><b>Practice taking turns:</b> Set a timer for 2 minutes for one child to play with the toy, when the timer goes off the second child will take their turn for the same amount of time.</p> <p><b>Play a sharing game:</b> Give your toddler some crackers or blocks and ask him/her to share with everyone in the room. “Give one to your brother.” “Give one to your daddy.”</p>	<p>“Don’t be selfish!”</p> <p>"Give your [<i>truck</i>] to [<i>your brother</i>] right now!"</p> <p>Throwing away a cherished toy.</p>

### Potty Training

Child learns to control the muscles responsible for elimination.

TRY TO SAY / DO	INSTEAD OF
<p>When your child goes towards potty/toilet <b>say:</b> “Good job trying to [<i>pee, poo</i>]!”, regardless if they are successful or not.”</p> <p>“Let's try to use the potty next time.”</p> <p><b>Establish comfort</b> by sitting on potty/toilet - read books.</p> <p><b>Reward</b> all success by special privilege of flushing.</p>	<p>“You are so lazy!”</p> <p>Make your child sit on the potty or toilet against their will.</p> <p>Punishing your child for accidents.</p>

### Nighttime Wetting

Child learns to hold urine for the entire night. It is not a concern until about 7 years of age. Stressful events can bring nighttime wetting on even after a child has been successful.

TRY TO SAY / DO	INSTEAD OF
<p>“Oopsy, you had an accident. Let’s change your pajamas and get back to bed.”</p>	<p>“You are so dirty now.”</p> <p>Punishing your child for wetting bed.</p> <p>Making a big deal out of it.</p>

### Danger - touching stove/electricity/running into street/leaving without an adult

Child needs clear instructions about the danger.

TRY TO SAY / DO	INSTEAD OF
<p>“Stop!” if you want them to stop running, “Wait for me!”</p> <p><b>Remove child from danger:</b> “Electricity is dangerous.”</p> <p><b>Praise your child when s/he listens:</b> “Good job waiting for me to cross the street!”</p>	<p>“No!” or “Don’t run!”</p> <p>“Don’t touch this!”</p>



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### Won't Sit Still

Children have a lot of energy. Keep them occupied with games.

TRY TO SAY / DO	INSTEAD OF
<p>“Let’s play [<i>I Spy, Freeze, or any other game</i>].”</p> <p>“Do you want to help me with [<i>insert activity</i>]?”</p> <p>“Let’s [<i>read</i>] this [<i>book</i>]!”</p>	<p>“Sit still!”</p> <p>“If you get out of that chair, you will be punished.”</p>

### Whining

Child wants you to listen to them. Needs more praise for good behavior and positive attention.

TRY TO SAY / DO	INSTEAD OF
<p>“I can’t understand you when you talk like this, please use your regular voice.”</p> <p>“It sounds like you're upset because [<i>we have to leave now</i>].”</p> <p>“Look at this, we have [<i>object, snack</i>]!”</p>	<p>“Stop whining!”</p> <p>“Don’t make me to give you something to cry about.”</p>

### Saying "NO" When You Ask Them to Do Something

Child learns their limits. Needs your guidance to understand rules.

TRY TO SAY / DO	INSTEAD OF
<p>“Let’s put all the [<i>toys</i>] away so we can [<i>watch a movie</i>].”</p> <p>“Please, go and [<i>wash your hands</i>] now, so you will be all set by the time [<i>dinner is ready</i>].”</p> <p>“Let’s see how fast you can put all the [<i>toys</i>] away!”</p>	<p>“Clean up this mess right now!”</p> <p>“You are so dirty!”</p>

### Won't Go to Bed

Consistent early bedtime routine everyday and safe sleeping space are a key to happy bedtime.

TRY TO SAY / DO	INSTEAD OF
<p>“Let’s see how fast you can get in bed.”</p> <p>“It’s 8 o’clock and you are in bed already, well done!”</p> <p>“Here is another sticker for your chart for being in bed on time.”</p>	<p>“Go to bed now!”</p> <p>“If you get out of bed you will be punished.”</p>

### Won't Stay in Bed

Child needs help to feel safe and secure.

TRY TO SAY / DO	INSTEAD OF
<p><b>Silent</b> Return to Bed - when your toddler wanders out of his/her, room silently walk him back, tuck him in, and leave.</p>	<p>Locking child in room.</p>



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### Gets Into Things

Child learns by exploring. Needs safe objects to touch.

TRY TO SAY / DO	INSTEAD OF
<p>“<i>[Place or object]</i> are fun to play with!”</p> <p>“Look how cool is this <i>[toy or object]</i>!”</p> <p>“I have a better toy for you right here!”</p> <p><b>Place temptations out of sight and reach.</b> <b>Child-proof using cabinet latches.</b></p>	<p>“Stop opening the cabinets!”</p> <p>“You are so naughty!”</p> <p>“Don’t play with this.”</p>

### Temper Tantrums

Child learns to understand and control emotions. Needs your help to calm down.

TRY TO SAY / DO	INSTEAD OF
<p>“I see that you are really mad because [...]”</p> <p>“Look at that! A <i>[snack, toy, another person/fun object]</i>!”</p> <p>“Let’s go over here where it’s more quiet.”</p> <p>“You really want that <i>[toy]</i>.”</p> <p>“It’s hard to leave <i>[the playground]</i> when you’re having fun.”</p>	<p>“Stop crying right now!”</p> <p>“You are so bad!”</p> <p>“I really hate when you act like this.”</p>

### Throwing Things on the Ground

Child learns about gravity, and cause and effect. Needs a safe place to throw.

TRY TO SAY / DO	INSTEAD OF
<p>“Here is a <i>[ball, or another object]</i> instead!”</p> <p>“<i>[Ball, or another object]</i> is great for throwing.”</p> <p>“You can throw <i>[the ball]</i> into this basket.”</p> <p>“Are you all done with eating?”</p>	<p>“Stop throwing that!”</p> <p>“You are so bad!”</p> <p>“I’m going to take your toys away!”</p>

### Being Aggressive – biting, hitting, grabbing things from others

Child learns power and empathy. Needs praise for good behavior.

TRY TO SAY / DO	INSTEAD OF
<p>“When you <i>[hit, bite]</i> your <i>[brother]</i>, it hurts him and he feels sad.”</p> <p>“Let’s find something else to play with.”</p> <p>“It’s ok to be angry, but I won’t let you hit. We need to keep everyone safe.”</p> <p>“It’s your <i>[sister]</i>’s turn with the <i>[train]</i>. I will help you wait until it’s your turn.”</p>	<p>“You are so mean, stop hitting!”</p> <p>“You are a bad boy/girl!”</p> <p>“Don’t hit!”</p>




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## Behavioral Problem:


WILL TRY TO SAY / DO	WILL NOT
1. ....	Hit (spank, whoop, tap)
2. ....	Yell or scream
3. ....	Isolate

To schedule or attend a **Painless Parenting** workshop, email: [NOCAC@LCMChhealth.org](mailto:NOCAC@LCMChhealth.org)

 [www.facebook.com/NOCAC](http://www.facebook.com/NOCAC)

 [www.instagram.com/new\\_orleans\\_CAC](http://www.instagram.com/new_orleans_CAC)

### Dear Parents Campaign

 [www.facebook.com/NOCACDearParents](http://www.facebook.com/NOCACDearParents)

 [www.instagram.com/nocac\\_dearparents](http://www.instagram.com/nocac_dearparents)

### Parenting Tips

[www.CDC.gov/parents/](http://www.CDC.gov/parents/)

[www.ZEROTOTHREE.org/parenting/discipline-and-limit-setting](http://www.ZEROTOTHREE.org/parenting/discipline-and-limit-setting)

[www.PARENTINGCOUNTS.org](http://www.PARENTINGCOUNTS.org)

[www.HEALTHYCHILDREN.org](http://www.HEALTHYCHILDREN.org)

[www.PLAYNICELY.vueinnovations.com](http://www.PLAYNICELY.vueinnovations.com)

[www.SPARETHEKIDS.com](http://www.SPARETHEKIDS.com)



## PAINLESS PARENTING PLEDGE

I, ....., pledge to never use any form of physical discipline.

I will not hit, spank, whip or tap my child/children.

I know that corporal punishment can harm my child's physical, intellectual and psychological wellbeing, and damage our relationship.

I understand that science has proven that all forms of spanking are harmful, ineffective and can have negative effects on their brain.

I pledge to use effective parenting alternatives that model that hitting is not an acceptable tool for parenting, leadership or expressing emotions.

Parent .....

Date .....