



Positive Discipline for Nannies Employer Discussion Guide

This discussion guide is for parents who wish to learn and discuss the core topics from Sproutable’s Positive Discipline for Nannies online certification along with their care provider. This guide is a tool to help you get on the same page and create a discipline plan together that is unique to your family.

Congratulations! You are investing in your children and family by valuing the professional development of your nanny. Here are some conversation starters.

Introducing the course

Wondering how to suggest they take it? Try connecting first and acknowledge how much you value them.

“You mean so much to our family. We value your role and want to support your professional development. As a family, we have decided that Positive Discipline is an approach that aligns with our values. Sproutable offers a Positive Discipline for Nannies certification course that I’d like to purchase for you so we can be on the same page when it comes to discipline and teaching social skills to our kids. It is self-paced so we can discuss how to fit it into your schedule. Sproutable recommends going through about one topic per week. There are 10 topics total. It comes with a professional portfolio and certificate of completion as well. Would you be interested in learning more about the course and how we can support you with it?”

Discussion questions

Is your nanny already enrolled? Fantastic! Here are discussion questions and activities for each chapter to stay on the same page and learn together. Note that some of the action plans at the end of the chapters suggest topics to discuss with the parent, so your nanny may also share questions directly with you. We recommend that you stay curious and take a stance of learning FROM your nanny as opposed to “checking” their answers to help them feel safe to share with



you. Once they have shared their answers, offer your own ideas and perspective on how it relates to your family.

*Tip: There are suggested YouTube videos, blogs, scripts and children's books along with each chapter. If you are interested in a particular topic, you can ask your nanny for recommendations.

Chapter 1: Embracing challenges to teach life skills

1. *I'd love to see your challenges and life skills list! Let me know if you want to do it together or just discuss afterwards so we can share our life skills goals as well.*
2. *Based on your experience working with children and other families, what tools were helpful when it came to dealing with challenging behavior? What was not helpful?*

Chapter 2: Calming Big Emotions

1. *Do you have ideas on how we can teach <insert child's name(s)> about emotions? (Example, "brain in the palm of the hand, taking deep breaths, books, etc) Here is what we've been teaching:*
2. *(If applicable) What are your thoughts on the Positive Time Out Space? What can we purchase or help find to make this a helpful place for my child? How can I help my child use it?*

Chapter 3: Adlerian Theory: the belief behind behavior

- 1) *What are ways a child feels a sense of significance and belonging in their life?*

Significance meaning: I matter, I can contribute.



Belonging meaning: I am connected to others. (Note: you can discuss your own experience as a child or talk about your kids)

- 2) *What ideas do you have for us to add ways to increase opportunities for contribution? (i.e. chores)*

Chapter 4: Cracking the code: what their behavior is really saying

1. *Can you share with me how to use the mistaken goal chart? What is the coded message that a child's behavior may be telling me when I am feeling annoyed or irritated? What is the coded message that a child's behavior may be telling me when I am feeling challenged?*
2. *Let's use a real challenge to practice using this chart. What is an intervention to try?*
3. *Add a check-in to your calendars to follow up and see how the intervention is going. Are the tools working or do you need to try something else?*

Chapter 5: Teaching Children How to Think for Themselves

1. *Let's brainstorm 1-3 examples of when we can use a question (WHAT or HOW) instead of commanding the kids this month. (Example: What do you need to put on your feet before we go outside?)*
2. *What are some examples of telling statements that can be turned into a "what" or "how" question?*



Chapter 6: Discipline Styles: kind and firm

1. *What are some common triggers or times to practice being connected and firm that show up for you? Let's create this script example together:*

"I (see, hear or understand) that you _____ AND we still need to _____. Would you like to _____ or _____? You decide."

2. *With a discipline style of KIND and FIRM at the same time:*
 - *What are the characteristics of a parent or caregiver who is kind and firm at the same time?*
 - *What does this invite the child to do, to learn, or to develop?*
 - *What are the short-term results?*
 - *What are the long-term results?*
 - *How do these align with our life skills/characteristics list from chapter one?*

Chapter 7: Making routines fun

1. *What is your recommendation for a routine the kids can create? (Remember: it's important that kids feel ownership over their routine. Let them take the lead.)*
2. *Brainstorm together the most difficult transitions and come up with ideas to invite cooperation.*
3. *Add a check-in to your calendars to follow up and see how the transitions are going. Are the tools working or do you need to try something else?*



Chapter 8: Teaching intrinsic motivation

Encouragement = you are connected and value their effort (I see you... I notice...). It also shows that you believe in them and builds intrinsic motivation (I have faith you can do it. You'll get there, keep trying).

Praise = extrinsic motivation with implied judgement. (Good job. You are so smart! You are the best artist!)

1. *Tell me about the importance of intrinsic motivation. How can I support this?*
2. *Let's practice real encouraging statements -- with each other! We will take turns giving each other a REAL encouragement, not role-playing we are the kids:*

I notice...

I appreciate...

I have faith/trust or I believe... (use evidence!)

Chapter 9: Empowering children with knowledge and practice

- 1) *What are some ways we can empower the kids to take responsibility and learn independence (i.e. chores, getting dressed, etc.)?*
- 2) *What are things we can do around the house to make it easier for the kids to reach and do things for themselves (i.e. step stools, move kids plates to bottom drawer)?*
- 3) *What are some examples of empowering language we can practice with the kids?*



Chapter 10: Solutions for misbehavior

Solutions are related, reasonable, respectful and helpful.

- 1. What is a behavioral challenge we are currently having? Let's brainstorm some ideas for solutions. (Note: For ideas, see the Empowering Tools download in chapter 10 of the Nanny Certification)*
- 2. Add a check-in to your calendars to follow up and see if the solutions are working. Do you need to try something else?*

Once the course is completed, invite your nanny to share their portfolio with you!