This book study is for Becky Bailey’s *Conscious Discipline* (2000, Loving Guidance, Inc.). Conscious Discipline is a way to establish positive school climate by creating a school family. It is a way of thinking, not just activities. There are seven basic skills for Brain Smart Classroom Management. The seven skills are the focus of this book study.

Integrating Conscious Discipline in your day to day teaching is a long term process. Focus on one of the seven skills each month. Ideally:

- Start with Composure and Unity prior to the start of the school year.
- Focus on these skills for the first six weeks of school.
- Then focus on the skill of Assertiveness for one month.
- Continue with a new skill and work on it for a month,
- Repeat until you have focused on all seven skills.

In general, you need to know the big ideas for each skill. The book provides activities to help you. The big ideas and activities are included in this packet.

This packet should be used in conjunction with the book. *This is not a replacement*. The intent is to provide a quick reference guide to aid in mastering the skills.

There are various downloadable resources for Conscious Discipline at [www.consciousdiscipline.com](http://www.consciousdiscipline.com)
<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composure</strong></td>
<td>Perception</td>
<td>Safe place, circle time,</td>
<td>Integrity</td>
<td>Remain calm and teach children how</td>
<td>The brain functions optimally in a safe environment</td>
<td>Anger management is integral for social competence</td>
<td><strong>Smile</strong></td>
</tr>
<tr>
<td>Being the person you want children to become</td>
<td>No one can make you angry</td>
<td>morning meetings</td>
<td></td>
<td>to behave</td>
<td></td>
<td></td>
<td><strong>Take a Breath</strong> <strong>And Relax</strong></td>
</tr>
<tr>
<td><strong>Encouragement</strong></td>
<td>Unity</td>
<td>Meaningful jobs,</td>
<td>Interdependence</td>
<td>Create a sense of belonging</td>
<td>Social successes prime the brain for academic successes</td>
<td>Relationships are the motivation for learning</td>
<td><strong>You did it!</strong></td>
</tr>
<tr>
<td>Building the school family</td>
<td>We are all in this together</td>
<td>friends &amp; family, ways to be helpful boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>You_____so_____.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>That was helpful</strong></td>
</tr>
<tr>
<td><strong>Assertiveness</strong></td>
<td>Attention</td>
<td>Time machine and instant</td>
<td>Respect</td>
<td>Set limits and expectations</td>
<td>Telling children what to do aligns their bodies with</td>
<td>Healthy boundaries are essential for all relationships</td>
<td><strong>Did you like it?</strong></td>
</tr>
<tr>
<td>Setting limits respectfully</td>
<td>What you focus on, you get more of</td>
<td>replay</td>
<td></td>
<td></td>
<td>their willpower</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choices</strong></td>
<td>Free Will</td>
<td>Picture rule cards</td>
<td>Empowerment</td>
<td>Empowers children while setting</td>
<td>Choice changes brain chemistry</td>
<td>Building self-esteem and willpower reduces impulsivity</td>
<td><strong>You may_____ or _____</strong>.</td>
</tr>
<tr>
<td>Building self-esteem and willpower</td>
<td>The only person you can make change is yourself</td>
<td>Limits</td>
<td></td>
<td>limits</td>
<td></td>
<td></td>
<td><strong>What is your choice?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Positive Intent</strong></td>
<td>Love</td>
<td>Celebration center</td>
<td>Diversity</td>
<td>Create teachable moments, especially for difficult children</td>
<td>Thoughts physically alter cells in the body</td>
<td>Positive intent improves self-image and builds trust</td>
<td><strong>You wanted_____.</strong></td>
</tr>
<tr>
<td>Creating teaching moments</td>
<td>See the best in others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>You may not _____</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>When you want _____ say_____</strong></td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Acceptance</td>
<td>We care center</td>
<td>Compassion</td>
<td>Help children accept and process</td>
<td>Empathy wires the brain for self-control and higher</td>
<td>Empathy is the heart of emotional intelligence</td>
<td><strong>You seem _____</strong>.</td>
</tr>
<tr>
<td>Handling fussing and fits</td>
<td>This moment is as it is</td>
<td></td>
<td></td>
<td>feelings</td>
<td>cognition</td>
<td></td>
<td><strong>Something _____ must have happened.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Intention</td>
<td>Class meetings</td>
<td>Responsibility</td>
<td>Help children reflect on their</td>
<td>The brain thrives on feedback</td>
<td>Consequences help children learn cause and effect</td>
<td><strong>If you choose to_____ then you will</strong></td>
</tr>
<tr>
<td>Helping children learn from their mistakes</td>
<td>Mistakes are opportunities to learn</td>
<td></td>
<td></td>
<td>choices and change</td>
<td></td>
<td>relationships</td>
<td></td>
</tr>
</tbody>
</table>
Skill 1 Composure

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composure</td>
<td>Perception</td>
<td>Safe place, circle</td>
<td>Integrity</td>
<td>Remain calm and teach children how to behave</td>
<td>The brain functions optimally in a safe environment</td>
<td>Anger management is integral for social competence</td>
<td>Smile Take a Breath And Relax</td>
</tr>
<tr>
<td>Being the person you want children to become</td>
<td>No one can make you angry</td>
<td>time, morning meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Principle #1:** Composure is self control in action. It is the prerequisite skill adults need to discipline children.

You can master self-control and model the skill of composure, if you:

- Focus on what you want the children to accomplish.
- Celebrate the child’s successes and choices.
- See situations from the child’s perspective as well as your own.
- Creatively teach the child how to communicate her wishes and frustrations.
- Hold the child accountable to those teachings.

An out of control adult cannot do any of these things.

---

**Smile Take a deep breath And Relax**

1. Create a S.T.A.R reminder as a visual cue in the classroom

2. Model the skill of composure by

   a. Focusing on what you want the student to accomplish
   b. Celebrating the child’s successes and choices
   c. Seeing the situation from the child’s perspective as well as your own
   d. Creatively teaching the student how to communicate her wishes and frustrations with words, and in an acceptable manner
   e. Holding the student accountable to the above teachings

**What can you do to ensure that you model the skill of Composure?**

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Principle #2: Healthy, secure relationships require that we control our own upset. No one can make us angry without our permission.

- Stress and trigger thoughts are two specific elements that precede an angry reaction.
- Trigger thoughts
  - Transform high levels of stress into attacking outbursts.
  - Distort the situation by making it seem bigger than it is.
  - Learn the trigger thoughts that are most likely to make you mad.
- Grouped in three main categories
  1. Assumed Intent: The teacher thinks the child is misbehaving deliberately to upset her, the classroom or another student.
  2. Magnification: In the teacher’s mind, the situation is much worse than in reality.
  3. Labeling: The teacher uses negative or derogatory words to describe the child or her behavior.

### Trigger Assessment (page 31)

Assessment: Read the following trigger thoughts. Put a check mark beside the ones that sound familiar to you and may contribute to your angry response. Add your own trigger thoughts to the list.

<table>
<thead>
<tr>
<th>Assumed Intent</th>
<th>Magnification</th>
<th>Labeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ You are just doing this to annoy me.</td>
<td>____ I can’t stand this more minute longer.</td>
<td>____ You are getting out of control.</td>
</tr>
<tr>
<td>__ You are deliberately defying me.</td>
<td>____ This behavior is intolerable.</td>
<td>____ This is just plain manipulation.</td>
</tr>
<tr>
<td>__ You are trying to drive me crazy.</td>
<td>____ You have gone too far this time.</td>
<td>____ You’re lazy, malicious, stubborn, disrespectful, ungrateful.</td>
</tr>
<tr>
<td>__ You are trying to see how far you can push me today.</td>
<td>____ You never listen, pay attention, stay on task, etc.</td>
<td>____ You’re being mean, cruel, hurtful, a jerk, a smartmouth, etc.</td>
</tr>
<tr>
<td>__ You are tuning me out intentionally.</td>
<td>____ How dare you speak to me like that, look at me like that, etc.</td>
<td>____ You don’t care about yourself.</td>
</tr>
<tr>
<td>__ You are doing this deliberately to get back at me, hurt me, embarrass me, spite me, etc.</td>
<td>____ You turn everything into a power struggle, lousy time, nightmare, chaos, etc.</td>
<td>____ You’re deliberately being mean, cruel, hurtful, a jerk, a smartmouth, etc.</td>
</tr>
<tr>
<td>__</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
Activity to remove your “buttons” children push

1. I seem to be upset because my trigger ____________________________ (child’s name or event) is ____________________________ (write what has happened).

2. This triggers my feelings of ____________________________ (use feeling words).

3. My trigger thoughts that cause this feeling are ______________________________________________________
_____________________________________________________________________________________________.

4. While upset my inclination is to punish by ____________________________ or get the child to feel bad by ____________________________ or to blame ____________________________.

5. I want to feel better. I accept and let go of my feelings ____________________________ (write in the feeling from # 2, above), my thoughts that cause them ____________________________ (write in the trigger thoughts from #3, above) and my need to be right and punish by ____________________________ (write answer from #4).

6. I want to be responsible, happy and peaceful.

7. What I really want to happen is (use positive words only) ________________________________________________.

8. I am not really upset at this child or situation, but at my own thinking and ultimately at myself, for not knowing what to do and how to help.

9. I take responsibility, not blame, for all my actions, thoughts and feelings in regard to ____________________________ (write child’s name and/or situation).

10. I forgive myself and now choose to connect with love instead of my upset. One loving thought I can think about the child is ____________________________. One loving thought I can think about myself is ____________________________.

11. Thank you ____________________________ (child’s name) for teaching me ________________________________________________.
Principle #3: Start each day the brain smart way and implement stress reduction activities.

Components of the start of day routine
1. Activity to **unite**
2. Activity to **disengage** the stress response
3. Activity to **connect** the children to the teacher and each other
4. Activity to **commit** oneself to learning

**Assessment: How do you start the day – p. 35**

In the space below write how you begin your school day. After listing the activities, decide if you are using brain smart strategies. Do you have an activity to unite, disengage stress, connect or affirm? If not, how might you begin to make changes? List one change you are willing to make.

**Current beginning of the day:** __________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Changes I am willing to make:** ________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Skill #2 Reduce Stress – p. 35**

1. Being able to relax. This must be done on a regular schedule to block the accumulative nature of stress.
2. Being able to focus. Tuning into the body to recognize early warning signs of anger is a prerequisite to anger management.
3. Being able to breathe. The first thing that happens when you experience a stressful situation is that you hold your breath or start taking short, shallow breathes. Breathing is an antidote to stress.

**Relevant Activities**

There are too many to summarize here, take a look in the book

- Activities to relax – pages 36-38
- Activities to focus – pages 38 -40
- Activities to breathe – pages 40- 42
- Becoming brain smart – pages 42-48
- Activity to take time to synthesize the brain information – pages 48-50
- Activity to discern your temperament – page 50
- Activity to find the goodness “fit” – page 51
Principle #4: Your job in the classroom is to keep the classroom safe so children can learn. The children’s job is to help keep the classroom safe.

- **Safe place**
  - A center that supports the skill of composure
  - Provides opportunity for children to remove themselves from the group in order to become calm, regain composure and maintain control when upset, angry or frustrated
  - Place for children to go to help themselves and others, only possible when they are calm
  - Center from which your anger management curriculum emerges
  - Bean bag chair

- **Circle time/morning meeting**
  - Like a town meeting
  - Goal is to unite as one group, connect with each other through various greeting activities, disengage the stress response as children and teacher transition from home to school, and commit to a wonderful day of learning and caring for each other

- **No time like the present – check list for owning your own upset pages 52-53**

- **Look for these teaching moments**
  - **Increase behaviors**
    - Darting eyes
    - Non-conversational language
    - Busy hands and feet
    - Moving in and out of groups off and on tasks
  - **Decreased behaviors**
    - Staring into
    - Subdued language
    - Contained hands
    - Withdrawal from activities
Skill 2 Encouragement

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement</td>
<td>Unity</td>
<td>We are all in this together</td>
<td>Interdependence</td>
<td>Create a sense of belonging</td>
<td>Social successes prime the brain for academic successes</td>
<td>Relationships are the motivation for learning</td>
<td>You did it! You____so____. That was helpful</td>
</tr>
<tr>
<td>Building the school family</td>
<td></td>
<td>Meaningful jobs, friends &amp; family, ways to be helpful boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Principle #1: We are all in this together**

- Traditional view of classroom management
  - Each student is viewed as a separate entity, and individualism and competition is promoted
  - Children who don’t adhere to the rules can be removed without damage to the whole group
  - Out of sight, out of mind is an answer for a misbehaving student
  - Problem students are placed elsewhere so as not to disturb others
  - Rewards are taught as a ways to reinforce behavior and consequences are espoused as ways to eliminate inappropriate behaviors
  - Each person is treated with the same rules and consequences because it is assumed that these fundamental principles work for all students
  - Student behavior is seen as something that must be controlled by the school

- Conscious Discipline suggests
  - Classroom management must shift drastically
  - Cooperation, not competition, is the cornerstone
  - Classrooms and schools need to embrace community

- School Climate
  - Heart and soul of the school
  - The essence that motivates children, teachers, administrators and parents
  - It is the mood or feel of the school
  - If the climate is positive, it helps each person feel self-worth, dignity and importance, while generating a sense of belonging to something bigger than themselves
  - To build the positive climate you must focus on the following:
    1. Physical environment (What the school looks, smells and feels like)
    2. Social environment (The health of relationships and interactions)
    3. School routines, rituals and rules (What creates “order” in the school)
    4. Expectations (The beliefs we carry, both conscious and subconscious about how people learn and change)

- Routines and Rituals
  - Routines are essential for young children
  - The manner by which young children tell time and learn to regulate their internal clock
  - They learn to predict what will come next
  - Our brains are pattern seeking devices
  - Routines add predictability and consistency
  - Use the following practice as a checklist to discern where to begin strengthening your program
**Establishing Routines** – p. 60

1. Pre-k to 1st grade – the daily routine is represented by pictures and displayed to be read with ease.
2. Write down all routines for an average day:
   a. What do I expect children to do upon arriving to my class? – **Arrival Routines**
   b. What role do children play in management task routines? – **Attendance, Cleaning Up, ... Routines**
   c. What do I expect from children during transition times? – **Transition Routines**
   d. What do I expect children to do during snack and lunch time or in the cafeteria? – **Lining Up Routines**
   e. What do I expect children to do during snack and lunch time or in the cafeteria? – **Eating Routines**
   f. What are my hygiene expectations of the children? – **Toilets, Hand Washing, ... Routines**
   g. What do I expect children to do for class dismissal? – **Dismissal Routines**
3. Teach the routines to the children.
   a. Write down/think through all the routines to help make you aware of the amount of sequencing the child is asked to learn and retain.
   b. Then decide which routines will be taught the first day and what strategies you’ll use to teach them.

* Rituals
  - Not routines
  - Making connections is the goal
  - Rituals are spaces designated for togetherness and unity
  - The most important part of creating a school family
  - They produce a calming effect on children
  - Make sure they are ritualized
    - Same place
    - Same duration
    - Same reason
    - Occur day after day
    - Trust will be established
  - The following ten rituals will help create a culture of caring

**Ten Rituals** – p. 63

1. Greeting Ritual
2. School Family Song
3. I see Song (3-6 year olds)
4. Connecting and Appreciation Rituals
5. Absent Child Rituals
6. Welcome New Child Rituals
7. Moving Child Rituals
8. Life Change and Holiday Rituals
9. Closing and Goodbye Rituals
10. Testing Rituals
Principle #2: Contributing to the welfare of others builds self-worth

Skill #1: Meaningful jobs for all – p. 68

1. Make list of all the class management tasks you do.
   Decide which tasks can be turned over to children
2. Involve the children.
   Ask for their assistance in coming up with jobs and creating the board
3. Think in terms of social emotional support, job suggestions include:
   - Morning Message Writer
   - Greeter
   - Kindness Recorder
   - Encourager
   - Visitor Greeter
   - Absent Child Committee
   - New Child Buddy
   - S.T.A.R. Person
   - The Sprinkler
   - Wish Well Leader

Skill #2: Service jobs for the school or community – p. 71

1. All children can work to keep the playground or school clean.
2. Children of any age can decorate the cafeteria including making centerpieces to bring more humanity to the eating rush.
3. Younger classrooms can be cheerleaders for older children who take part in state and national tests.
4. Older children can do community service projects.

Skill #3: Noticing children’s contributions to others – p. 71

Step 1: Start the statement with the word “you” or the child’s name followed by the word “you.”
Step 2: Describe in detail what the child did.
Step 3: Relate how the child’s behavior helped someone else or the entire class. You can do this by continuing the sentence with, “so_________.
Step 4: End with a tag by saying, “That was helpful!” “That was kind,” or “That was caring.”

Noticing Examples – p. 72

“You put all the pieces back into the box so whoever plays with the puzzle next will be able to be successful. That was helpful.”

“Jim, you held the door open so all the children could walk through without bumping each other. That was helpful.”
Activity to Notice Acts of Kindness – p. 72

Notice the following acts of kindness. Verbalize your answers out loud.

Situation 1: Kyle and Kimberly were working on a turtle project. Kimberly was getting frustrated with reading. Kyle helped her with some of the more difficult words.

Situation 2: Arlie was upset and could not find her carpet square to sit on for story time. Marcia waved to her and said, “You can sit with me.”

Situation 3: After working on some math problems, Alexander cleans up his table space and organizes his materials.

Situation 4: Mrs. Ramsey, the principal, walked into Mr. Hall’s class. Some students saw her and said, “Be quiet, get busy, it’s the principal.”

Activity to Notice Children’s Strengths – p. 73

Notice the following children’s strengths. Discuss how you would share these publicly with the school family.

Caroline: Oh, how she loves to spell. She meticulously copies all the words off the word wall into her personal spelling dictionary. She is able to spell or look up most any word she needs. Carl struggles with spelling.

To Caroline you say, “__________________________________________________________________________________________”

If Caroline chooses to help Carl, you could highlight this by saying to the school family: “________

__________________________________________________________________________________________.”

Chance: Chance would rather draw than do almost anything. His drawings are exciting with much detail and color. Joseph struggles with writing and with illustrating his work.

To Chance you say: “__________________________________________________________________________________________”

If Chance chooses to help Joseph, you could highlight this by saying to the school family: “________

__________________________________________________________________________________________.”
Principle #3: How you “see” others defines who you are.
There is no objective truth out there
- We give value and meaning to situations based on our past experiences and beliefs
- The manner in which a teacher “sees” others, events, and situations trains his or her students to “see” these things in the same way

**Skill #4: The “call for help” perceptual frame** – p. 76

**Situation:** Jeb is sitting at a table with four other children. They are independently working on journal writing. Jeb is not focused on his writing. Instead, he is talking and fidgeting.

**“Call for help” – A two-step teaching process**

**Step 1: Empower the students to respond to Jeb**

The teacher, noticing the disruption, walks over to the table. She speaks first to the children who seem distraught with Jeb’s behavior by saying, “Is Jeb’s talking and fidgeting bothering you?” If the response is affirmative, the teacher then teaches the students how to assertively communicate with Jeb. She might say, “Tell Jeb: I can’t focus on my work when you are talking. Please be quiet!”

**Step 2: Using a call for help perceptual frame**

The teacher then turns to Jeb. She might say, “Jeb it seems you are having a problem focusing on your journal. What could you do to help yourself stay focused?” The teacher could also illicit assistance from the children by saying, “Jeb seems to be having a problem staying focused on his journal. What could we do to help him?”

**Labeling the child bad – A one-step process:**

**Step 1 Deliver the prescribed consequence to Jeb**

The teacher notices the disruption and walks over to the table. She speaks firmly and directly to Jeb. She might say, “Jeb, what should you be doing? Focus on your journal writing. You are bothering the other students at your table who are trying to work. Go put your name on the board.”

**Activity for “call for help” practice time** p. 77

In the following situations role play a “call for help” perceptual frame. Use a partner if possible.

1. Michael is walking very slowly in line. He is holding up others who are getting very irritated with him.

2. Several children are working on a collaborative project. Mariah is constantly grabbing items from others.
Principle #4:  We are all unique, not special.
- Our interconnectedness does not erase our individuality, it accentuates it.
- Each person contributes to the whole classroom.
- Programs that seek to help children feel special teach children to focus on getting things.

Principle #5:  Some forms of praise can be discouraging. Effective praise relies on describing, not judging.
- You will get more of the behaviors on which you focus.
- What you focus on teaches children what to value.
- Children ask to be seen, not judged.
- Teachers tend to judge, rather than see children.
- If you change how you treat yourself, you will naturally change how you treat children.

Ways Praise can be Discouraging p. 82
- If you use too much general, all-encompassing praise, you can unduly burden the child. General praise can make a child feel pressured to live up to unrealistic standards.
- If you use praise that relies on value judgments too often, you teach children that “good” equals “pleasing others” and “bad” equals “displeasing others.”
- If you use praise that focuses on how you think or feel about the child’s behavior, you teach the child to seek approval.
- If you praise children only for successful, completed tasks, you teach them that effort does not matter – only accomplishments matter.

Learning to Notice – p. 82.
- Start your sentence with the child’s name or the pronoun “you.” Alternately, start with “You did it!” or “Look at you!”
- Next describe exactly what you see.
- End your description with a tag.
Principle #6: Children need encouragement, especially when they have made “poor” choices.

- Focus on encouraging children to solve their own problems.
- The brain functions optimally when stress is low and security, challenges, and stimulation are high.

**Skill of Encouragement is rooted in the Powers of Self Control – p. 85**

You must:
- Accept both yourself and your situation as they are, not as you think they should be.
- Focus on what you want instead of what you don’t want.
- Own your own upset.
- Attribute positive intention to yourself and to others.
- Acknowledge your own free will and the free will of others.
- View conflict as an opportunity to teach or learn.

**No Time like the Present – A Few Tips p. 86.**

- Notice your tendency to judge.
  - At least 3 times a day, catch yourself before you issue a judgment.
  - Instead, make a comment that shows noticed a child.
- Consciously notice and encourage each child three times daily. Use this formula to get started:
  1. Start your sentence with one of the following: The child’s name, “You,” “Look at you,” “You did it,” or “I noticed....”
  2. Describe exactly what you see.
  3. Add a tag if desired, such as, “That was helpful,” or “Good for you.”
- After a command, praise the child if he chooses to listen to you, even if you had to repeat yourself five times.
- Create a job board.
- Create rituals to build your school family.
- Set up the “friends and family board” and the “ways to be helpful board” as your classroom centers.
**Skill 3 Assertiveness**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>Attention</td>
<td>What you focus on, you get more of</td>
<td>Respect</td>
<td>Set limits and expectations</td>
<td>Telling children what to do aligns their bodies with their willpower</td>
<td>Healthy boundaries are essential for all relationships</td>
<td>Did you like it?</td>
</tr>
</tbody>
</table>

**Principle #1:** What you focus on, you get more of.

- Before you can teach children what you expect of them in a situation, you must clearly define for yourself what you want to happen.
- Often times we carry on about the things we want children *not* to do, to *stop* doing or what we will *not* allow.
  - We focus on what we don’t want instead of what we do want.
- Focusing on what you want is a cornerstone of this program because it creates the opportunity for change to occur.
- Only when you are willing and capable of permanently changing your own behavior can you begin to help children change theirs.
- Redirect children – show/tell them what you want them to do.

---

**Activity - Find Where the Attention is Being Focused** – p. 94

**Scene 1:** “Michelle, why did you hit Jake? Would you like someone to hit you? Hitting hurts. Go to the Peace Center and think about your behavior. Then come back and see me.”

**Teacher’s overall focus:** ________________________________________________________________

**Scene 2:** “Mark, what is our rule about fighting? You march yourself down to the Principal’s office. Fighting is not allowed in this school. Fighting is a serious offense.”

**Teacher’s overall focus:** ________________________________________________________________

**Scene 3:** Cameron you wanted a marker. You didn’t know the words to use to get it. You may not grab. When you want a marker say: *May I borrow your marker, please?* Say that now.”

**Teacher’s overall focus:** ________________________________________________________________

**Scene 4:** Think about the last discipline encounter you had with a child. Bring up a specific scene with dialogue. Write the dialogue in the space below.

________________________________________________________________________________________
________________________________________________________________________________________

**Your overall focus:** _________________________________________________________________
**Principle #2:** When you are upset, you are always focused on what you don’t want.
- Think about the last time you felt upset and bring the scene fully to mind – as you do so, you will see that you were focused on what you did not want.
- To focus on what you do want, you must be a calm model of self-control.
- Focus on the specific action you want the child to take instead of focusing on actions you want her to stop.

**Skill #1 Pivoting – p.95**

- We all get upset
- The goal is not to eliminate the frustration, but to regain self-control before you respond when you become upset.
- You must discipline yourself first and the children second.
- Pivoting
  - It is an about-face during which you shift your focus from what you don’t want to what you do want.
  - When you feel frenzied, stop, take a deep breath and talk to yourself.
  - Think, “I feel upset. If I am upset, I am focused on what I don’t want.”
  - Shift your mind to what you do want and calmly state it to assertively

**Activity to Pivot – p.96**

Stand up and practice physically making an about face, or pivoting. Walk three steps. Rotate on the balls of your feet and turn to go in the opposite direction. Repeat. The more you physically pivot, the more likely you will mentally and emotionally pivot. Now, role-play the following situations.

During the role play allow yourself to do the following:
1. Get upset and tell the child what not to do.
2. Recognize your upset and say to yourself, “Okay, I feel upset. If I am upset I am focused on that I don’t want. Do I want more of this in my life?”
3. Pivot by telling the child specifically what you want him or her to do.
4. Reflect on the process with your partner. Assess if you focused on what you wanted the child to do. Use the Dead Person Assessment as a guide.

**Situation 1:** A child is repeatedly talking when you are trying to teach. In your frustration, you say, “Meredith, stop talking this minute.”

**Situation 2:** In the middle of telling a child what you want him to do he makes a face and says, “You’re stupid and I don’t have to listen to you.” You snap back, “Don’t you ever talk to me like that again.”

**Dead Person Assessment:** If a dead person can do it, you have not stated what to do. If a dead person can do it, you are not giving enough usable information.
Skill #2: Assertiveness – p. 97

- Assertiveness is a communication skill.
- Must learn to reverse negative programming.
- Become aware of passive and aggressive communication tendencies.
- When you focus on what you want, assertiveness comes naturally.
- Activity to reverse negative programming:
  1. Change the following don’t statements into do statements.
     1. Stop fidgeting with your papers. ____________________________
        _________________________________________________________
     2. Don’t throw objects, they could hurt people. __________________
        _________________________________________________________
     3. Don’t push your friend, that’s not nice. ______________________
        _________________________________________________________
     4. Stop talking when I’m talking. ______________________________
        _________________________________________________________

Activity to reverse negative programming – p. 97

Change the following “don’t” statements into “do” statements. Your goal is to create descriptive mental images to help them be successful.

1. Stop fidgeting with your papers. _________________________________________________________________
2. Don’t throw objects, they could hurt people. _______________________________________________________
3. Don’t push your friends, that’s not nice. ___________________________________________________________
4. Stop talking when I am talking. ________________________________________________________________

Blocks to Assertiveness – p. 100

- Achieve self-awareness. Do you tend to interact with your children in
  o a passive way,
  o an aggressive way,
  o with a passive-aggressive flip-flop, or
  o are you already assertive?

- Monitor your own thought patterns. How do you talk to yourself? Do you address yourself
  o passively,
  o aggressively, or
  o assertively?
  o Once you learn to talk to yourself more assertively, you will naturally use this skill with children.

- Teach and utilize assertiveness in all your relationships. By becoming more assertive with yourself and other adults, you will model this skill for children.
Read the beliefs listed in columns A and B. Check off each rule that you learned as a child and continue to follow as an adult. The check marks in column A show how often you rely on passive aggressive behaviors. The extent to which you identify with the behaviors in column B will show your degree of assertiveness.

**Column A: Passive/Aggressive Beliefs**
- You should have an appropriate response for every situation.
- Mistakes are shameful, especially if someone’s feelings get hurt.
- It is selfish to put your own needs first.
- You should not waste other’s time with your problems. They have problems too. You should be grateful for what you have.
- When someone is in trouble, you should always help them.
- If you cannot convince others that your feelings and opinions are reasonable, then your feelings must be wrong.
- You should be intuitively sensitive to the needs and wishes of others.
- Always try to accommodate others so they will like you.
- You should always be logical and consistent.
- Knowing you have done something well is its own reward. People do not like showoffs.
- You should always have a good reason for what you say, feel and do.
- If you are criticized, you have been rejected as, “not good enough.”

**Column B: Assertive Beliefs**
- You have a right to make mistakes.
- Mistakes, not perfection, are part of being human.
- You have a right to put yourself first sometimes. It models responsibility.
- You have a right to ask for help and emotional support. This gives others the opportunity to request help and support.
- You have a right not to take responsibility for someone else’s problem. They are strong.
- You can feel and think the way you want. You can accept your feelings and opinions as legitimate, regardless of other people.
- You should not be expected to mind-read or figure out the needs and wishes of others.
- You have a right to say, “No.”
- You have a right to change your mind.
- You have a right to receive recognition for your work and achievements.
- You do not have to justify and defend yourself to others.
- You have a right to hear feedback and filter out which is of no value to you.

Pick two beliefs from column A that you are going to drop. From column B, pick two new beliefs that you are going to adopt.

*I’m going to adopt the following beliefs* (Write them down to boost your commitment) -

1. 
2. 
Principle #3: Passivity invites aggression, aggression begets aggression and assertiveness dissipates aggression.

**Characteristics of a Passive Person – p. 105**

A passive person may:
1. Ask the child to accomplish an intermediate, but nonspecific task
2. Ask the child questions about his or her behavior that don’t give usable information
3. Not follow through on consequences and will adjust events to accommodate the child’s emotions
4. Give power away to the child, putting the child in charge of the adult
5. Hold the child responsible for the adult’s anger and out-of-control behavior
6. Give children choices when there are none
7. Ignore a situation completely, in hopes that unacceptable behavior will disappear

**Characteristics of an Aggressive Person – p. 107**

An aggressive person may:
1. Make “you” made me statements that focused on the other people, not the problem
2. Speak for others, often wrongly describing their viewpoints and seldom express his or her own thoughts and feelings
3. Use the word “always” and “never”
4. View others as attacking him or her
5. Use empty, punitive threats
6. Impose consequences that are overly severe
7. Physically respond to a child out of anger

**Characteristics of an Assertive Person – p. 108**

An assertive person may:
1. Tell children what to do
2. Send the nonverbal message “just do it” in the tone of his or her voice
3. Be clear and direct
4. Give children usable information
5. Own and express his or her feelings directly
6. Speak in concrete terms
7. Be conscious of the intent behind communication
**Activity to Find Your **Assertive Voice **– p. 109**

With a partner, use a passive, an aggressive, and an assertive voice to give the assertive command, “Sit down and look at me.”

Give the command three times, using the voice as indicated.

Record how each voice felt, sounded and looked on the chart.

<table>
<thead>
<tr>
<th></th>
<th>Feels Like</th>
<th>Sounds Like</th>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overview of the Three Voices – p. 111**

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Passive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intent:</strong></td>
<td>Clarity</td>
<td>Avoids conflict through pleasing</td>
</tr>
<tr>
<td><strong>Tone:</strong></td>
<td>Just do it.</td>
<td>Asking permission?</td>
</tr>
<tr>
<td><strong>Power:</strong></td>
<td>Within</td>
<td>Given away</td>
</tr>
<tr>
<td><strong>Feelings:</strong></td>
<td>Owned with direct expression</td>
<td>Projected with indirect expression</td>
</tr>
<tr>
<td><strong>Information:</strong></td>
<td>Usable, what to do</td>
<td>Non usable, confusing</td>
</tr>
<tr>
<td><strong>Belief:</strong></td>
<td>I am enough</td>
<td>I am not worthy</td>
</tr>
<tr>
<td>Assertive Skills Needed to Work with Children – p. 112-120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skill #3a-3b</strong></td>
<td><strong>Skill #4</strong></td>
<td><strong>Skill #5</strong></td>
</tr>
<tr>
<td><strong>Assertive Commands</strong></td>
<td><strong>Tell and Show</strong></td>
<td><strong>I- messages</strong></td>
</tr>
<tr>
<td>(Individual and Group)</td>
<td></td>
<td>(Direct expression of feelings)</td>
</tr>
<tr>
<td><strong>Assertive Commands to</strong></td>
<td><strong>Assertive Commands to</strong></td>
<td>1. Give an assertive command.</td>
</tr>
<tr>
<td><strong>Individuals</strong></td>
<td><strong>Groups</strong></td>
<td>Activity to practice I-messages</td>
</tr>
<tr>
<td>1. Move to the child, get down on eye level and make direct eye contact.</td>
<td>1. Use a signal or unifying experience to get the group’s attention. Teach an auditory and visual attention signal.</td>
<td>2. Say, “There you are.”</td>
</tr>
<tr>
<td>2. State the child’s name.</td>
<td>When the attention signals fail</td>
<td>3. Say, “I’m going to show you what I want you to do.”</td>
</tr>
<tr>
<td>3. Verbally tell the child what you want him or her to do.</td>
<td>1. Conduct a unifying chant or movement activity.</td>
<td>2. “I don’t like it when you ______________.”</td>
</tr>
<tr>
<td>4. Touch the child gently on the arm or place your hand on her back or shoulder (if possible and appropriate)</td>
<td>2. Praise/acknowledge the children who stop.</td>
<td>Style 2: “I feel ___________ when you ____________ because ______________.”</td>
</tr>
<tr>
<td>5. Use visual cues through gesturing to support what you want the child to do.</td>
<td>3. Verbally tell the children what you want them to do.</td>
<td></td>
</tr>
</tbody>
</table>
Principle #4: Children must learn that they teach others how to treat them. They must learn to assertively deal with the intrusive behaviors of others.

**Skill #6: Tattling as a teaching tool** - 121

- Tattling is an opportunity to teach assertiveness instead of helplessness, dependency, aggressiveness or withdrawal
- Tattling is one way children say, “I don’t have a clue how to handle this, can you help me?”
  - Teachers typically redirect or ignore tattling – thus punishing the child who is asking for help
  - This is a teaching opportunity
- Tattling provides an opportunity to teach both victim and aggressor new skills for interacting

**Helping children assertively deal with intrusion**

1. **High Confidence**
   - Child: Tiffany hit me!
   - Adult: Did you like that?
   - Child: No.
   - Adult: Go tell Tiffany, “I don’t like it when you hit me.”

2. **Low confidence**
   - Child: Andrea took my sweater.
   - Adult: Did you like it?
   - Child: No (in a whiny, little voice).
   - Adult: Go tell Andrea, “I don’t like it when you take my sweater.” Say that now for practice.
   - Child: I don’t like it when you take my sweater. (still a small, whiny voice)
   - Adult: Yes that’s it. Now say it again, matching your voice to mine. “I don’t like it when you take my sweater.” (modeling a firm, confident voice)
   - Child: I don’t like it when you take my sweater.
   - Adult: That was much louder. I heard you that time. I will walk with you while you tell Andrea.
   - Child to Andrea: I don’t like it when you take my sweater. (whiny voice, but somewhat stronger)
   - Adult to Andrea: I am here to let you know it is important to listen to your friends.

**Activity to Use Tattling as a Teaching Moment** – p. 126

**Type 1. Child has been victimized**
Message: “I feel powerless.”
Response: “Did you like it?”
“Go tell _________________________________, I_______________________________.

**Type 2. Child sees someone getting hurt**
Message: “I don’t feel safe.”
Response: “My job in this classroom is to keep it safe.”
“I will take care of ____________________________________.”

**Type 3. Child wants to get someone in trouble**
Message: “I feel angry at __________________ for not being my friend and not doing what I wanted them to do. I don’t know how to express my anger directly.”
Response: “Are you telling me this to be helpful or hurtful?”
Approximate Development Ages – p. 122

**Level 1:** Stop! No! (Toddlers)
**Level 2:** I don’t like it. (3-4 years)
**Level 3:** I don’t like it when you take my pencil. (4-6 years)
**Level 4:** I don’t like it. Get your own pencil. (6-9 years)
**Level 5:** I feel frustrated when you take my pencil. I can’t finish my work. (9-12 years)
**Level 6:** I feel frustrated when you take my pencil. I can’t finish my work. Get your own pencil. (12 and up)

Physical structures that support the skill of assertiveness – p. 126

**Time Machine**
Provides a designated space for children to go back on time and change hurtful interactions into helpful exchanges.

**Instant Replay**
Provides an opportunity for the teacher to take moments of conflict and use for them to teach.

No Time like the Present – p. 128

This month vigilantly practice the following:

- **Consciously pay attention to your focus.** Are you focusing on what you *do* want to happen, or what you *don’t* want?

- **Pivot when you are upset.** Say to yourself, “Okay, I’m upset. If I’m upset I am focusing on what I don’t want. Do I want more of this in my life?” If the answer is no, breathe deeply (be a S.T.A.R.: Smile, Take a deep breath And Relax). Tell the children specifically and firmly what to do and why. Relate the “why” to safety.

- **Breathe deeply and affirm the following principles three times a day.** “What I focus on, I get more of. When I’m upset, I always focus on what I don’t want.”

- **Go to the victim first in conflict situations.** Empower victims to deal with bullying situations.

- **Use tattling as a teaching opportunity.**

- **Set up a time machine or instant replay center.**

- **Transform passive and aggressive language into assertiveness.**
Principle #1: The only person you can make change is yourself.

- Power comes from choice, not force

Principle #2: Giving your power away sets you up to blame.

**Activity to move from entitlement to empowerment – p. 136**

Below are common phrases used by teachers who unknowingly give their power away to children. Rewrite each of the statements or questions. Change them to empowering statements.

1. When you are quiet, I will begin.

2. Let me finish reading the story and I will help you.

3. Don’t make me have to speak to you again.

4. You are driving me nuts.

5. Look how you made your friend feel.

6. You are ruining the story for everyone.

7. I should do these grades tonight. I have to have them in by Monday.
**Activity to reclaim your power – p. 137**

List three common phrases you use to give your power away to children. After each phrase, rewrite the phrase from a position of entitlement (they owe me their obedience) to empowerment (I am committed to being responsible for my thoughts, feelings and actions).

1. Old Phrase  
   New Phrase

2. Old Phrase  
   New Phrase

3. Old Phrase  
   New Phrase

**Principle #3:**  
Ask yourself, “How do I help the child more likely to choose to __________,” rather than, “How can I get the child to __________.”

**Skill #1: The Five Steps in Delivering Two Positive Choices – p. 291**

Step 1: Breathe deeply. Think about what you want the child to do. Make a conscious decision.

Step 2: Tell the child, “You have a choice!” in an upbeat tone. Your positive attitude will lighten up the situation, especially if the child seems resistant. It will also help child in perceiving the options as choices. For older children you might, “Seems to me you have a couple of options.”

Step 3: State the two choices you have created to achieve your goal. Say, “You may _______________ or you may _______________. ” For older children you might say, “Feel free to _______________ or _______________. What would be better for you?”

Step 4: Complete the process by asking the child for a commitment. You might say, “What is your choice?” If the child hesitates, you may want to repeat the options.

Step 5: Notice the child’s choice. Do this by saying, “You chose _______________!” in a very encouraging voice with loving intent. Be sure to make this final comment. It will bring crucial awareness to your child about his choice. Remember, most people make their choices unconsciously and end up feeling controlled by life. Children who are ware of their choices will not only feel less controlled, but will also have greater self-control.
Activity to Make Two Positive Choices - 193

Below are scenarios in which you might elect to use the discipline skill of two positive choices. Think first of what you want to do. Then offer two choices that will allow him to reach that goal. Express these options to him in an upbeat manner.

Scene: Playing with food
Nathan (age 3) is busily pounding his fist on his pizza during lunch time. Breathe deeply. Think about what you want to happen. Now decide which choices you will offer Nathan. You might say, “Nathan you have a choice. You may ______________________________________________________________________ or _______________________________________________________________________. What will you choose? You chose to _______________________________________________________________________________!”

Scene: Listening
Meredith (age 8) is playing with an eraser cover instead of listening to the teacher. Think about what you want Meredith to do. Select two options that would achieve that goal and present them to Meredith. You might say: “_____________________________________________________________________________________________ ___________________________________________________________________________________________.”

Assessment: How did you do? – p. 194

1. Did you focus on what you wanted the children to do? Could you feel your mind wanting to focus on the errors instead of the solutions?

2. Did you offer two positive solutions that gave the child the opportunity to get back on track?

3. Did you remember to encourage the child when they made a conscious choice to control their impulses and comply with your structure?
Principle #4: Making choices builds will power and self esteem.

Children who have trouble making choices fall into the following four categories:

Those who refuse to make a choice
To help them:
1. Point out to the child the many choices they are always making.
2. Offer the child small choices that involve closeness with you.
3. Model acceptance of mistakes.

Those who resist the structure given (given a choice of A or B, they pick C)
To help them:
1. If you join the power struggle, you become part of the problem, not the solution.
2. Once you’re in control of yourself, recognize the child will or will not choose to operate within your framework.
3. Use the parroting technique

Skill #2 Think Aloud – p. 146

- When you think aloud, you say your inner thoughts.
- Thinking aloud, the teacher modeled the constructive handling of mistakes
- Model your problem solving process

Those who change their minds (given a choice of A or B, they pick A, then switch to B, then back to A, etc.)
To help them:
1. First determine if it is due to a developmental issue or a learned behavior.
2. Then, decide if it is a new behavior, occasional or chronic
   - If a new behavior or occasional – may be due to stress
   - If it is chronic – likely to be a learned behavior

Skill #3 Think Parroting Technique – p. 148

Repeat the options you have presented to the child in a calm, assertive voice. An example is below:

Adult: “Joseph it is time to put away these toys. You have a choice. You can begin by picking up small blocks or large ones. What is your choice?”

Joseph: “No!” He begins throwing the blocks.

Adult: “Joseph, it is time to clean up. You have a choice. Small blocks or large ones. What is your choice?”

Joseph: “You can’t make me. I hate you.”

Adult: “Small blocks or large ones. What is your choice?”

Those who change their minds (given a choice of A or B, they pick A, then switch to B, then back to A, etc.)
To help them:
1. First determine if it is due to a developmental issue or a learned behavior.
2. Then, decide if it is a new behavior, occasional or chronic
   - If a new behavior or occasional – may be due to stress
   - If it is chronic – likely to be a learned behavior
Positive Intent

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
</table>
| Positive Intent | Love | Celebration center | Diversity | Create teachable moments, especially for difficult children | Thoughts physically alter cells in the body | Positive intent improves self-image and builds trust | You wanted_____.
| Creating teaching moments | See the best in others | | | | | You may not _____.
| | | | | | | When you want _____ say_____. |

**Principle #1:** See the best in one another.
- When we search for beauty, it is always found. When we search for meanness, it is always found.

1. Take a deep breath
2. As you inhale, say to yourself, “I am willing to see.”
3. As you exhale, say to yourself, “The best in others.”

**Principle #2:** What you offer to others, you strengthen within yourself.

**Commitment #1** – p. 163 I am willing to use the Power of Love and see the best in every situation. I understand that by seeing others compassionately, I will heal my own critical thoughts towards myself.

Signature ____________________________________________ Date ______________________

**Principle #3:** Children are either extending love or calling for love (help).

**Skill #1 Reframing** – p. 163

How do you know if you need to reframe a situation?
- Notice if you are upset.

When you are upset, you are focused on what you don’t want in your life
- You have attributed negative intention.

The solution
- Reframe the situation and the people in it.
- Shift your beliefs about the other person’s motives from negative to positive.
Principle #4: Attributing positive intent creates teaching moments by transforming resistance into cooperation.

- When you attribute negative intentions to other people, you subtly attack them.
- Willingness comes from attributing positive intent.
- By attributing negative motives to children, you do the following:
  - You attempt to make the child feel bad for his actions.
  - You focus him on what is wrong or not good enough.
  - You imply that he is deliberately making your life more difficult.
  - You highlight character flaws that he will incorporate into his self-concept.
- Even if you refrain from a direct attack on your child, your implication and tone can hurt him deeply.
- You cannot simultaneously feel bad about what you have done and focus on what you must do differently.

Principle #5: Attributing negative intent to children teaches “gang readiness” skills.

- Attributing negative intent defines children for each other.
- We unconsciously label and define children as bad, mean, selfish, inconsiderate, etc.
- The only ones who choose to become friends with bad kids are other bad kids.
- We help bad kids find each other and bond.
Principle #6: Children cannot behave differently until they are seen differently.

**Skill #2 Positive Intent, hurtful actions – p. 176**

Children convey their wants and needs through their actions. You must teach them to communicate through words. First attribute positive intent, then set the limit and teach.

**Part 1: Attribute positive intent**
Step 1: State the child’s positive motive. You can usually do this by completing the sentence, “You wanted ______ __________________________.” This builds security and cooperation.

Step 2: State for the child the skill he used to achieve the goal. Make no judgments; simply describe the child’s action. It usually works to use a phrase like, “So you____________________________.” This builds consciousness.

Step 3: Give the benefit of the doubt to the child. More than likely you will say, “You didn’t know the words to use to ________________. ” Or “You didn’t know how to __________________ without being hurtful.” This defines the child as a good person who made a mistake.

**Part 2: Set the limit and teach assertiveness.**
Step 4: State the limit and why it’s needed. This gives the child a clear boundary of what it not acceptable. Do this by completing the sentence, “You may not_________! _______________ hurts.”

Step 5: Teach this child what you want him to do in the situation. Then ask him to do that action or say those words. With this, the child will start to immediately practice the appropriate way to fulfill his needs. To teach the child a new course of action, use the following words: “When you want __________, say (or do) ___________. Say (or do) it now.”

Step 6: Encourage the child for being willing to try a different approach. You might say, “You did it! Cameron is looking right at you.” This begins the process of cementing the actions into the child’s neural brain networks.

**Skill #3: Positive intent, hurtful words – p. 180**

- Older children are more likely to be hurtful with words.
- They may attack through name calling.
- The same process of attributing positive intent can be used to transform these moments of negativity into positive interactions.
  - The skill of positive intent is is used to begin the interaction with an attacking child
  - You may start the interaction with attributing positive intent and conclude with giving consequences
  - The victim is addressed first and empowered with assertiveness
Empathy

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy Handling fussing and fits</td>
<td>Acceptance</td>
<td></td>
<td>Compassion</td>
<td>Help children accept and process feelings</td>
<td>Empathy wires the brain for self-control and higher cognition</td>
<td>Empathy is the heart of emotional intelligence</td>
<td>You seem ____. Something ____ must have happened.</td>
</tr>
</tbody>
</table>

**Principle #1: The moment is as it is**
- When we accept the moment as it is, we will also accept feelings as they are.
- To experience the current moment, take a deep breath and say to yourself as you inhale, “This moment is as it is.” As you exhale, relax and say, “I am safe even if the world does not go my way.”
- The power of acceptance gives you the frame of mind that promotes change.
- You must teach the child how to handle disappointment and frustration.

**Principle #2: Resisting the moment as it is creates upset. Upset prevents you from giving empathy to others.**
- Upset – fear, anger, sadness, disappointment, irritation, and so on – is an inside job created when the world fails to run as we planned.
- Feelings are caused by our perception of events.
- When a child becomes upset, he is resisting the moment as it is.
- By focusing on what should be as opposed to what is we are negating the moment.
- The only way for you to process your upset is to reframe your perception of the situation.

**Principle #3: Empathy is the heart of emotional intelligence.**
- Empathy is understanding what another person feels and having insight into their thoughts and actions.
- When you empathize with children, you teach them the following:
  - Self-awareness
  - Self-control
  - Recognition and acceptance of emotions
  - The knowledge that emotions can be expressed to others
  - The ability to label feelings with appropriate words
  - The understanding that feelings influence behavior
  - The realization that relationships are based on mutual esteem and communication
- How you respond to a child’s upset teaches her how to respond to the upset of others.
Principle #4: Empathy is about understanding and joining with others, not taking on the pain of others as your own.

- True empathy has a cognitive and emotional component.
  - The cognitive component requires suspending our judgments.
  - The emotional component requires us to glean the feelings the person is most likely experiencing from her perception of the situation.

- Empathy is developed in increments
  - Stage 1: Empathetic distress (0-12 months)
  - Stage 2: Egocentric empathy (1-6 years)
  - Stage 3: Reciprocal empathy (6-9 years)
  - Stage 4: Global empathy (9-11 years)
  - Stage 5: Conscious empathy (11 years and up)

Principle #5: Until you feel your feelings, you will not allow children to feel theirs.

- To understand the emotions of another person, you must accept and acknowledge your own.
  - Many adults think about their emotions and confuse thoughts with feelings.
  - To get in touch with your thoughts and feel your feelings, you must know the difference between them.
  - Practice discerning whether what you are focusing on is a thought or feeling.
Activity to discern thoughts from feelings - p. 203

1. Sit quietly with your eyes closed.
2. Think of an upsetting conversation you had with someone recently.
3. Play the conversation back in your head.
4. Pay attention to the words as you replay the scene.
5. Do this for 30 seconds.
6. Then shift from focusing your attention on the thoughts/words to your body.
   - Emotions are in your body.
   - They are energy in motion – Can you discern some energy in motion?
   - Focus on your stomach – is it tight?
   - Focus on your chest and on your throat.
   - Feel the pulsating energies.
   - There are feelings
7. Once you find a feeling say, "Hello frustration," or "Hello anger."
8. The first step to developing a relationship is to say, "Hello"

Activity to help feelings dissipate – p. 204

1. Bring into your mind a painful experience (or a physical pain in your body).
2. As the feeling of upset surfaces within you, allow yourself to feel it. Close your eyes and join with the feeling.
3. If thoughts enter into your head, just let them go by and refocus yourself on the feeling.
4. When you are focused on the feeling, begin a conversation with it regarding acceptance.
5. You might say, “It is okay that you are here. You don’t have to go away. You can stay as long as you want to.”
6. Go away. You can stay as long as you want to.”
7. You might even begin loving the feeling.
Offering empathy to children – p. 206

Empathy style #1: Ignoring feelings, no empathy. Adults in this category ignore emotions and focus only on behaviors. They fail to use emotional moments as chance to connect with children or teach them how to express their feelings.

Empathy style #2: Fixing feelings, immature empathy. Some adults notice children’s feelings, but either expect them to handle their feelings independently or to get over them. The goal is to “happy up” children. If empathy is offered, it is of an immature form.

Empathy style #3: Punishing feelings. These adults criticize children’s feelings. They may forbid any display of anger or even punish irritability. Emotions, especially negative ones, are seen as disrespect. The hallmark statement of this style is, “I’ll give you something to cry about!”

Empathy style #4: Coaching feelings with empathy. Some teachers understand that misbehavior represents an intense feeling without an appropriate outlet. These teachers utilize moments of upset as opportunities to teach emotional sense.

Skill #1: Reflecting back what you see – p. 214

- Reflect back, aloud, what you see the child doing.
- This helps the child become calm enough to begin talking about his upsetting experience.
- When reflecting back what you see, focus on the child’s body.
- Pay close attention to facial expression and posture.

Skill #2 Reflecting back what you feel – p. 214

- State the feelings you see the child exhibit.
- Focus on the body language to discern emotion.
- Do not overemphasize the child’s words.
- Listen to the feelings underneath the words.
- Reflect that back to the child.
- All expressions of hate and name calling are anger, which ultimately are fear put into action.
- When a child resorts to name calling, you reflect back the feeling under the hurtful act.
- Deal with the hurtful act later.

Skill #3: Reflecting back what you hear – p. 215

- Listen closely to the children and summarize the essence of their statements, paraphrasing in your own words what you think was communicated.
- Your reflections offer tangible evidence to the children that you have listened to them with empathy and have understood their perspective.
Consequences

<table>
<thead>
<tr>
<th>Skill</th>
<th>Power</th>
<th>Classroom Structures</th>
<th>Value</th>
<th>Purpose</th>
<th>Brain Smart Tips</th>
<th>Emotional Development</th>
<th>Key Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping children learn from</td>
<td>Intention</td>
<td>Class meetings</td>
<td>Responsibility</td>
<td>Help children reflect on their</td>
<td>The brain thrives on feedback</td>
<td>Consequences</td>
<td>If you choose to ______, then you will _____</td>
</tr>
<tr>
<td>their mistakes</td>
<td>Mistakes are</td>
<td></td>
<td></td>
<td>choices and change</td>
<td></td>
<td>help children learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opportunities to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cause and effect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>relationships</td>
<td></td>
</tr>
</tbody>
</table>

Principle #1: **Mistakes are opportunities to learn responsibility.**
- It is not in our human nature to feel bad about mistakes and good about accomplishments. We learn this mind set.
- Mistake, in Conscious Discipline, is the term to define conflict.
- Traditionally classroom conflicts are viewed as bad.
- We must be willing to change our attitude about conflict.
- View conflict as an opportunity to teach.

**Commitment #1 - p. 227:** Take a deep breath and repeat silently the following oath in your mind, “I am willing to make mistakes. Mistakes don’t mean I am ‘bad.’ Mistakes mean I have the courage to change. In removing my fear of making mistakes, I free myself to change.”

Signature _____________________________________________________________ Date ____________________

Principle #2: **Punishment and rewards rely on judgment. Consequences rely on reflection.**
- A reward or punishment is chosen when an adult judges a child’s behavior to be good or bad, then delivers something good or bad to express their judgment.
- When we see connection between their behavior and the result of that behavior, learning has occurred.
- Reward systems carry the overt and covert messages of threat, “If you don’t meet the standard of behavior set for the reward, some opportunities will be withdrawn from you.

Principle #3: **Your intention in administering consequences will determine their effectiveness.**
- Your intentions will dictate whether the children grow to view mistakes as learning opportunities or failures.
- Consequences can be delivered by teachers with the following intentions:
  1. **The intent is to punish:** The goal is to make children feel guilty, wrong or bad about themselves or their behavior.
  2. **The intent is to save:** The goal is to save children from intense feelings of discomfort, generally because they are uncomfortable for us.
  3. **The intent is to teach:** The goal is to help children to feel, reflect and be responsible for their choices.
**Activity to discern intention** – p. 233

Following are four consequences a teacher might deliver to a child for the same situation. Read each scenario and write **P** for punitive intent, **S** for the intent to save or **T** for the intent to teach.

**Situation:** Carl’s classroom job is to feed Murphy the hamster and to change his water. Toward the end of the day, Mrs. Cline notices that Murphy’s water is filthy.

1. “Carl, come over here. Look at this water. Poor Murphy is going to die because you don’t care. I gave you this job because I thought you could handle it. I must have been wrong. You will not be allowed to do it again.” ____

2. “Carl, remember it’s your job to feed and get fresh water for Murphy. I reminded you this morning. Don’t forget.” At the end of the day Mrs. Cline notices Murphy’s water is still dirty. She cleans it and mumbles about kids these days.” ____

3. Mrs. Cline announces to all children that classroom jobs are to be finished by 10:00a.m. At 10:15 she notices Murphy’s water is not cleaned. She asks the class for a volunteer. At this point Carl shouts, “Hey, that’s, my job!” Mrs. Cline responds, “Yes, it was your job until 10:00. Now it will be someone else’s job.” Carl pushes some papers and sulks. Mrs. Cline notices this and says, “It is hard to lose your job. I know how much you care about Murphy.” ____

4. Mrs. Cline punishes Carl by taking away his opportunity for class jobs for three days. She says, “Until you can act responsibly you will not have any responsibilities. The class was counting on you and you let them all down.” ____

**Principle #4:** Consequences delivered with empathy allow children the opportunity to learn how to be responsible for their choices.

- Helping children learn responsibility is a four step process
  1. Give children tasks and guidelines they can handle
  2. Hope they blow it by making “poor” choices
  3. Stand back with liberal dosages of empathy and allow the consequence to do the teaching
  4. Give the same task

**Skill #1 Natural consequences** – p. 236

- Natural consequences arise without any prearranged adult intervention.
- These consequences are possible and sometimes probable results of personal choices.
- Caution against dire warnings, such as, “If you run, you will fall.” – they send two messages
  1. Adults are all knowing and can read the future
  2. You have no control over the events of your life.
The role of the adult in natural consequences – p. 236

The following five steps will help you teach children to learn from the natural consequences of their choices. Children aided with these steps play fewer blame games. To help remember these steps for natural consequences, use the acronym G.A.M.E.S.

G = give Guidance and possible outcomes
A = Allow the consequences
M = Model self-control
E = offer Empathy
S = new Strategies

Skill #2 Imposed consequences – p. 239

At times, adults cannot allow a child to experience natural consequences. They may be too great. Imposed consequences are prearranged. Consequences do not teach children how to behave. They motivate children to use skills they already have or motivate them to learn new strategies.

Steps in delivering imposed consequences

1. Present the child with the choice of skills to use or the rule.
2. Present the child with the imposed consequence of choosing the old hurtful skill or breaking the rule.
3. State why this consequence is being imposed and relate it to safety (young children) and/or logic (older children).
4. Ask the child what she has heard and understood
5. Listen carefully to the child and clarify any miscommunications.
6. If the child repeats the behavior, deliver the designated consequence with empathy and choices.

Steps can be remembered use a C.I.R.C.L.E.

C = Choice of skills (old and new)
I = Imposed consequences for using old skill
R = Related to safety or logic
C = Child states back what was heard
L = Listen and clarify if needed
E = Empathy with consequences
Principle #5: Reflect on your school-wide discipline programs and consequences.

- The principle approach to school-wide discipline builds consistency by operating from a core set of beliefs.
- The focus is consistency in action and consistency with the school mission statements.
- Below are principles to use as a springboard discussion for your school:
  1. The motivation to behave comes from being in a relationship with others. Creating positive school climates and nurturing school families supports the development of social skills.
  2. The brain functions optimally when it feels safe.
  3. Classroom conflicts are opportunities to teach, not disruptions of learning.
  4. Self-esteem is built by how we see others.
  5. Contributing in meaningful ways to school, the classroom and each other builds self-worth.
  6. Responsibility comes from owning and solving one’s problems with guidance.
  7. People who make mistakes in behavior deserve compassion and guidance as well as accountability for their actions.
  8. Families are part of the learning community.