

Conscious Discipline

Composure

Being the Person You Want Others to Become

Power: Power of Perception, No one can make you angry without your permission.

Value: Integrity

Brain Smart: The Brain functions optimally in safe environments

Emotional Development: Anger Management is integral to social competence.

Principles:

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

**Becoming aware of your own thoughts and feelings is a major accomplishment.*

**Self-Control must be your first priority as a teacher/parent/caregiver.*

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

**Whomever you have placed in charge of your feelings, you have placed in control of you.*

**You are never upset for the reason you think you are.*

Commitment #1: I acknowledge that when I feel upset it is because the world is not going my way. I am willing to spend some time working on owning my own upset. I no longer want to give my power away to others, then blame them for taking it. I want more control in my life. Sign_____ Date_____

**Children who seem to enjoy hurting others are extremely stressed.*

**Trigger thoughts blind adults to the real problems of children.*

SKILL #1: Change trigger thoughts to calming thoughts.

Commitment #2: I understand that people or situations do not make me angry, but can trigger my anger. These trigger buttons stem from my own sense of inadequacy and wounds from the past. By choosing to breathe deeply and calm myself, I am able to heal old wounds and be proactive with children. I am ready to own my own upset. Sign _____ Date _____

Commitment #3: I understand that punishment, getting children to feel bad and blame are not solutions but part of the problem. I am now ready to let go of the need to punish, get revenge and blame others for how I choose to feel inside.

Sign _____ Date _____

**Self-control is an act of love and a moment-by-moment choice.*

Principle #3: Start the day the brain smart way and implement stress reduction activities.

Commitment to remember my worth

I

Dedicate this time to becoming a more conscious, compassionate person.

WILLingly.

I provide safety, support, and structure for the children in my care.

REMEMBERing always,

That what I offer to others, I strengthen in myself.

May I never forget that MY worth depends on seeing

The WORTH in others.

SKILL #2 Reduce Stress-relax, focus, breathe

**Inescapable stress always lowers serotonin levels in the brain.*

Principle #4: Your job is to keep the classroom/home safe so children can learn/function. The child's job is to help keep it safe.

Encouragement Building the School Family

Power: Power of Unity, We are ALL in this together.

Value: Interdependence (caring, sharing, kindness and helpfulness)

Purpose: To create a sense of belonging for all children

Brain Development: Social successes prime the brain for academic achievement

Emotional Development: Relationships, embedded in a school family, are the motivation and cradle of all learning.

Principles:

1. We are all in this together.

Commitment #1: I am willing to acknowledge that on some level we are all interconnected to each other. This oneness cannot be seen, but is sensed and felt on a deeper level. I am willing to embrace everyone as part of my extended family, thinking of treating each person as I wish to be treated. Sign_____.

2. Contributing to the welfare of others builds self-worth.

Skill #1: Meaningful jobs for all.

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

Skill #3: Noticing children's contributions to others.

Formula: "You (describe what child did) SO (relate how the child's behavior helped others) that was kind, helpful, caring."

3. How you "see" others defines who you are.

*How you answer the fundamental question-Who am I? colors how you interact with everything.

Skill #4: The "call for help" perceptual frame.

Teachers/parents teach children that their behaviors are a call for help. It's a 2 step teaching process. **FORMULA** First,

Empower other children to respond to child having difficulty. "Is John's hitting bothering you? Tell John: I don't like it when you hit me, Please stop hitting me." Second, "John you are having a problem with your hands. What could you do to keep your hands on your lap?" "Class, what can we do to help John?"

4. We are all unique, not special.

*Unworthiness creates a need to be special. Specialness prevents people from feeling connected to one another.

5. Some forms of praise can be discouraging. Effective praise relies on describing, not judging.

*If you change how you treat yourself, you will naturally change how you treat your children.

*If you praise only finished jobs that are done well, you teach your child to devalue effort.

Effective Praise or Encouragement **FORMULA**

"You + exact description of child's actions + tag statement

(values, attributes)

*helpful, thoughtful,
kind, caring, loving

*Awareness is a necessary first step to change.

*Praise is about forcing our judgements of who we think they should be onto our children. Encouragement is about accepting children for who they are.

6. Children need encouragement especially when they have made poor choices.

*Encouragement is basically a dose of hope. People need hope to feel safe.

Chapter Three Assertiveness

Saying "No" and Being Heard: Setting Limits Respectfully

Power: Power of Attention, what you focus on, you get more of
Value: Respect

Purpose: Set limits and expectations

Brain Smart: Telling children what to do aligns their physiology and their willpower

Emotional Development: Healthy boundaries are essential to healthy relationships.

Principles:

1. What you focus on, you get more of.

*You must tell your brain what to do

Commitment #1: I am willing to spend one month of my life discovering where I focus my attention. I am going to be conscious of my outer and inner speech. I want more joy in my life! Sign_____ Date_____

2. When you are upset, you are always focused on what you don't want.

SKILL #1 Pivoting-Discipline self first, child second. Pivoting is an about face during which you shift your focus from what you don't want, to what you do want. "Sit quietly so you can hear the story."

Commitment #2: This month I will focus on pivoting. When I am upset, I will take a deep breath and switch my focus from what I don't want to what I do want the children to do. I will tell the children what I want them to do and why. My "why" will be related safety and/or building the community. Sign_____

Date_____

SKILL #2-Assertiveness-adults must set limits respectfully.

*Fear focuses you on what you don't want, while love focuses you on what you do want.

*You have a right and a responsibility to say "no."

3. Passivity invites aggression, aggression begets aggression and assertiveness dissipates aggression.

*You-me accusations leave a child feeling attacked.

*Any statement about the other person, rather than statements about one's own feelings or thoughts, tends to have an attacking quality.

*Assertiveness comes from the power of attention. Focus on what you want to happen.

*Assertiveness clearly tells children what to do so they may successfully meet your expectations.

SKILL #3a Assertive commands to individuals

- Move close to child
- Use eye contact and gestures
- State child's name and your expectations
- Use touch
- Energetically, with positive intent for clarity and success

SKILL #3b Assertive commands to groups-use auditory/visual signals, chants, encourage the children who stop, tell children what you want them to do

SKILL #4 Tell and Show-When assertive commands fail, tell child what you want him to do then show him/her what to do. Get close to child first.

SKILL #5 Use I-messages when frustration sets in

*Indirect expression of emotion attacks children, direct expression communicates with them.

Commitment #2: This month I am willing to be conscious of my feelings and how I express them. I am going to work on directly

expressing my frustration by saying "When you _____, I feel _____ followed by telling children what to do or by saying "I don't like it when you _____ + tell child what to do."

4. Children must learn that they teach others how to treat them. They must learn to assertively deal with intrusive behaviors.

SKILL #6 Tattling as a teaching tool

Child brings a problem to adult

Adult: Did you like it?

Child: No

Adult: Go tell _____ "I don't like it when _____"

Low confidence children may need more practice, cues "use your big voice," "match your voice to mine."

*Children must be taught the exact words to use.

*Children use whatever skills they possess.

*Responding to tattling teaches children respect for authority.

Chapter Four

Choices: Building Self Esteem and Willpower

Power: Power of Free Will, the only person you can make change is yourself

Value: Empowerment

Purpose: Empowers children while setting limits

Brain Development: Choice Changes brain chemistry so that learning is optimized

Emotional Development: Builds self esteem and willpower; reduces impulsivity

Principles:

1. The only person you can make change is yourself!

*Power comes from choice, not force

*Change "should" to "could" and "have to" into "I'm going to."

"If you choose to throw bears, I will take them away."

2. Giving your power away sets you up to blame.

* Giving your power away to children sets them up to be "pleasers" or "controllers." It also sets you up to blame.

*When we give our power away to children, we believe we are entitled to receive obedience due to our status as teachers. We model entitlement instead of empowerment."

Point- Tell children what to do and why or ask how to help or express own own feelings directly, but avoid

When you are _____, I will _____ .

That gives power away to the child.

"Sit quietly so you can hear the story."

*Change "Don't make me have to" into "I'm going to" and you will reclaim your power as a teacher.

3. Ask yourself, "How do I help the child be more likely to choose to _____" rather than "How can I get the child to_____."

Commitment #1: I am willing to take responsibility for my choices. I understand that if I choose to believe that others are making me behave in certain ways I give my power away, stress my body, and put myself in the frame of mind to blame and punish.

SKILL #1: Five Steps in delivering 2 positive choices

1. Breathe, make a conscious decision
2. You have a choice
3. State two choices you have created to achieve your goal.
4. Ask "What is your choice?"
5. "You chose_____!" with loving intent

4th Principle-Making choices builds willpower and self -esteem.

*It is impossible to make your own choices and simultaneously please others. Point out when children make everyday choices.

SKILL #2-Think Aloud, When you think aloud, you say your inner thoughts out loud. This allows the children to see how you handle mistakes.

Chapter Five
Positive Intent-Creating Teaching Moments
See the best in others

Power: Power of Love, See the best in others

Value: Diversity

Purpose: Create teaching moments especially with oppositional or aggressive children

Brain Development: Thoughts physically alter the cells in the body.

Emotional Development: Improves self-image and builds trust.

Principle #1: See the best in others

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

*If you offer others love and gratitude, you will feel warm and blessed.

*Love sees the best in people, including children.

Commitment #1: 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. Sign _____ Date _____

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

SKILL #1: Reframing from Negative to positive

*Being determined to find fault in others simply means that we are unwilling to change ourselves.

Commitment #2: Breathe deeply, relax and affirm the following principles to yourself.

"What I see in others I strengthen in myself.
I cannot attack others without hurting myself."

I am willing to see disruptive and aggressive children's behaviors as a call for help. I understand this does not "get them off the hook." But unhooks me to better guide them into using socially acceptable behaviors to get their needs met."

Principle 4: Attributing positive intent creates teaching moments by transforming resistance into cooperation.

*Children call for help in many different ways.

*Willingness comes from attributing positive intent.

*Even if you refrain from a direct attack on your child, your implication and tone can hurt him deeply.

*When the attack-defend process gets rolling, communication and connection break down.

*You cannot simultaneously feel bad about what you have done and focus on what you need to do differently.

*If we are going to make it up (intention), we might as well make it positive.

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

Principle 6: Children cannot behave differently until they are seen differently.

SKILL #2/3-Positive Intent, Hurtful Actions or Words-

Always go to victim first and ask "Did you like it?", then to the attacker, follow these steps.

Positive motive-"You wanted_____"

Describe child's actions-"so you_____"

Give benefit of doubt-"You didn't know the words to____"

State the limit and why-"You may not_____"

Teach child what to do-"When you want____, say or do____"

Encourage after child does "You did it."

Chapter 6

Empathy

Handling the Fussing and Fits

Power: Power of acceptance, The moment is as it is

Value: Compassion

Purpose: To help children accept and process their feelings so as to see the world from others' perspectives.

Brain Development: Empathy wires the brain for self-control, allowing children access to higher cognitive processes.

Emotional Development: Empathy is the heart of all emotional intelligence and the key to intellectual development.

Principle #1: The moment is as it is.

*You must teach your 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.

Principle #3: Empathy is the heart of emotional intelligence. True empathy demands that you listen to children's feelings and thoughts without needing to change them.

*How you respond to your child's upset teaches her how to respond to the upset of others.

Principle #4: Empathy is understanding and joining with others, not taking the pain of others as our own.

*Resist the temptation to see others as victims.

Immature Empathy Forms

Sharing similar experiences from your own life

Gushing with sympathy

Giving "fix-it" advice

Offering humor to lighten the situation
Reassuring

Commitment #1: I am willing to become conscious of the ways I unconsciously offer empathy. I will also vigilantly work to see from the other person's perspective and discern their feelings instead of "catching" their upset with my judgements. In short I will accept the moment as it is.

"You said _____"

"What you are saying makes sense."

"I can imagine that you might be feeling _____"

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

*To empathize with children, you must first offer yourself empathy and compassion. Accept your feelings.

*Of all the world's languages the most difficult one is the language of feelings.

*The more skilled you become at reading feelings of yours and others, the more caring you will be.

*You must never tell someone how to feel.

Allow yourself to feel your feelings, regardless of what they are, the more we resist, the feelings persist.

*Before we can be empathetic with children we must start giving ourselves empathy and compassion.

Commitment #2: This month I will focus on feeling my feelings and offering empathy to myself instead of judgement. When I am upset and think that I have made a mistake by having inappropriate thoughts, actions or feelings, I will resist the temptation to punish myself and offer myself empathy instead.

Sign _____ Date: _____

*Before you can empathize, you must stop equating disobedience with disrespect.

*When children are upset, your task is to act like a mirror.

*Understanding does not change the limits on behavior, it just helps children to become better able to accept them.

Empathy helps organize the brain-what level is the child operating from? Brainstem, Limbic, Cortex. Our job is like that of an elevator operator. We are to assist children to move from the lower levels (brain stem-survival), to the middle levels (limbic system-feeling) to the upper levels (cortex-problem solving).

Want child to become organized and aware of himself, not simple obedience per se.

*Empathy is bigger than obedience

Skill #1: Reflect back what you see from child

Skill #2: Reflect back what you feel from child

Skill #3: Reflect back what you hear from child

*Anger is a secondary emotion. It is a cover for fear.

*A temper tantrum is an uncontrolled outburst of anger that usually arises from a child's (or an adult's) thwarted efforts to control a situation.

*When children are upset, offer empathy or positive intent first, then ask questions and facilitate problem solving.

Commitment #3: I am willing to commit the next 21 days to learning to be a more empathetic person with myself and others. I will vigilantly work to be a mirror for others by reflecting back what I see, what I sense they feel and what I hear.

Chapter Seven Consequences

Helping Children Learn From Their Mistakes

Power: Power of Intention, Mistakes are opportunities to learn

Value: Responsibility

Purpose: Help Children reflect on their choices and motivate them to make changes in their behavior.

Brain Development: The Brain thrives on feedback for growth, learning, intelligence, and survival.

Emotional Development: Consequences teach children cause and effect relationships.

Principle #1: Mistakes are opportunities to learn responsibility

*It is not human nature to feel bad about mistakes and good about accomplishments. We learn this mind set."

Commitment #1: Take a deep breath and repeat silently the following oath in your mind. "I am willing to make mistakes.

Mistakes mean I have the courage to change. In removing my fear of making mistakes, I free myself to change."

Sign_____ Date_____

Principle #2: Punishments and rewards rely on judgement.

Consequences rely on reflection. A reward or a punishment is chosen when an adult judges a child's behavior to be good or bad, then delivers something good or bad to express that judgement. When adults rely regularly on rewards and punishments, children come to depend on the judgement of others as the basis for their own moral decisions.

*When children see the connection between their behavior and the result of their behavior, learning has occurred.

Principle #3: Your intention when administering consequences will determine their effectiveness.

Intent to punish-make children feel guilty, wrong, or bad

Intent to save-save children from intense feelings of discomfort, generally because they make the adult uncomfortable.

Intent to teach-Help children feel, reflect, and be responsible for their choices.

*At any given moment, you are either being responsible or offering blame. The choice is yours.

*Getting children to feel bad prevents them from thinking.

*Being conscious of your intent when delivering consequences is the key to their effectiveness.

*You must consciously choose to maintain self control and focus on teaching in every conflict or situation.

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

SKILL #1 Natural Consequences-arise without any prearranged adult intervention

G-Give guidance and possible outcomes

A-Allow the consequences

M-Model self control

E-Offer Empathy

S-New Strategies

SKILL #2-Imposed Consequences-At times, adults cannot allow a child to experience a natural consequence, like playing in the street. Imposed consequence should logically relate to the event or be structured around safety.

- **C-Present child** with choice of skills to use or the rule.
- **I-Present** the child with the **imposed** consequence of choosing the old hurtful skill or breaking the rule

- R-State why consequence is being imposed and **relate** it to safety (young children) or logic (older children).
- C-Ask the **child** what she has heard and understood
- L-**Listen** carefully and clarify any miscommunication.
- E-If the child repeats the behavior, deliver the designated consequence with **empathy** and choices.

SKILL #3 Class Meetings.

- I've noticed that _____
- This is a problem for me because _____
- So, a class problem is _____
- What could we do to solve the problem?
- What happens if children fail to?

SKILL #4: Problem Solving

Problem solving is a great consequence. Old paradigm, consequences were used in an attempt to make the child feel bad. Our goal is different. Help children change by reflecting upon their actions and making choices to yield success.

P-discern who owns the Problem

E-offer Empathy to the child who made the poor choice.

A-Ask the child to think "What do you think you are going to do?"

C-Offer choices and suggestions

E-Encourage the child to come up with his own solution

*Chronic problems will not be solved with imposed consequences. They require problem solving.

Principle #5: Relect on your school-wide discipline programs and consequences.