

She hit me, he took my toy: Using conflicts as teaching moments

by Dr. Becky Bailey

Conscious Discipline®

Conscious Discipline is an emotional intelligence program consisting of Brain Smart® strategies for responding rather than reacting to life events. Through responding, conflict moments are transformed into cooperative learning opportunities.

Laws of Daily Conflict

1. Be a **S.T.A.R.**, **Smile, Take a deep breath, And Relax.**
 - Cut the intensity (mirror neurons).
 - Upload calm/download with eye contact.
2. See the call for help instead of "ruining my day."
3. Enter conflict by describing what you see instead of asking questions or making demands.
4. Go to victim first (only one exception).
 - The exception is _____.
5. Disconnected children or extremely upset children are not willing to solve the problem.
 - If disconnected, find ways to connect.
 - If too upset, offer time and strategies to calm down.



**What you focus on, you get more of.
When you are upset, you are always
focused on what you don't want.**

When a child is...	Instead of saying...	Pivot and say...
Hitting	"Stop hitting!"	"Next time you would like to play, say, <i>May I have a turn please?</i> "
Pushing	"Stop pushing!"	"Next time you would like someone to move, say, <i>Move please.</i> "

Two Types of Tattling

Type 1: Child has been victimized.

Child's message: "I feel powerless."

Your response: "Did you like it?"

"Go tell _____, I _____."

Type 2: Child wants to get sibling in trouble.

Child's message: "I feel angry at _____ for not being my friend and not doing what I wanted him/her to do. I don't know how to express my anger directly."

Your response: "Are you telling me this to be helpful or hurtful?"

Child response: "Hurtful."

You: "What could you do that is helpful?"

Child: "I don't know."

You: "You could do or say _____."

Child response: "Helpful."

You: "How is telling me about _____ being helpful?"

Child: "He/she is supposed to _____."

You: "So you wanted _____. You could do or say _____."

Follow-up phrase: "You _____ so _____. That was helpful!"

Teach Assertiveness Skills to the Victim

Step 1: Victim first rule: Keith hits Rick to get the red marker. Go to Rick first to show you value healing over aggression.

Step 2: Ask, "Did you like it?"

Step 3: Teach assertive language to the victim. "Go tell Keith, *I don't like it when you take my marker. Get your own!*"

Step 4: Coach child to tell sibling how they want to be treated.



Words to Use

Child: "She hit me!"

Adult: "Did you like it?"

Child: "No!"

Adult: "Tell her, *I don't like it when you _____.* Please _____."

Child: "She hit me!"

Adult: "Did you like it?"

Child: "No!"

Adult: "Well, I can see the problem. Neither one of you know how to handle this. No wonder you are feeling so mad. Tell her, *I don't like it when you _____.* Please _____."

Developmental Stages of Language Usage

1 See his face?	2 His face is saying "Stop, I don't like it."	3 Touch me like this. See his face. He _____.
1 Did you like it?	2 Say, "I don't like it."	3 She wants you to _____.
1 Did you like it?	2 Say, "I don't like it when you push me."	3 She wants you to say, "Scoot over." Say it now.
1 Did you like it?	2 Tell _____, "I don't like it when you _____."	3 What do you want her to do next time to get _____? Tell her, "Next time, please _____."
1 Is that alright with you?	2 If you felt _____, then you could say, "_____."	

Teach Communication Skills to the Aggressor

Step 1: State the child's positive intent. "You wanted _____."

Parent: "Keith, you wanted a red marker for your picture."

Step 2: State the skill used. "So you _____."

Parent: "So you hit him to get it."

Step 3: State the missing communication skill. "You didn't know the words to use to _____."

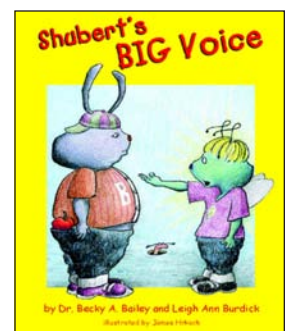
Parent: "You didn't know words to use to get the marker."

Step 4: State the limit. "You may not _____. _____ hurts."

Parent: "You may not hit. Hitting hurts."

Step 5: Teach the child a new communication skill. "When you _____, say or do _____."

Parent: "When you want a marker that someone else has, say, *May I have a turn?* Say it now for practice."



Reframe Game

1. He is just hurtful for no reason.

Positive Intent: _____

2. She is stubborn and they won't listen to anything I say.

Positive Intent: _____

3. They are just trying to drive me nuts today.

Positive Intent: _____

4. She is disrupting the whole center time.

Positive Intent: _____

Notice in your answers that negative intent assumes the child's behavior is about **you**, while positive intent let's the child's behavior be about **the child**.

Aggression Practice

Scene 1: Nicholas pushes Zachary while walking by him.

Victim: Zachary, Nicholas just _____

Did _____

Go tell Nicholas, " I _____

Please _____."

Aggressor: Nicholas, you wanted _____, so you _____.

You may not _____

_____ hurts.

When you want _____,

say " _____." Say it now for practice.

Scene 2: Michelle calls Blake a "stupid head."

Victim: Blake, Michelle just _____.

Did _____

Go tell Michelle, "I _____.

Please _____."

Aggressor: Michelle, you wanted _____, so you _____.

You may not _____ hurts.

When you want _____, say " _____." Say it now for practice.

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