

Using Daily Conflicts as Learning Opportunities

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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.

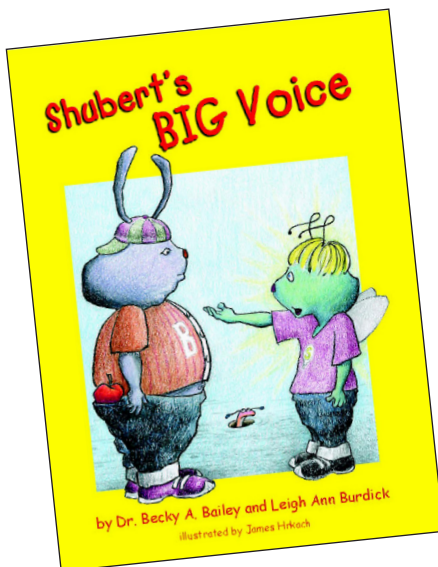


Conscious Discipline® is a research-based program proven to:

- Increase academic achievement
- Decrease problem behaviors
- Improve the quality of relationships: student to student, teacher to student, parent to child, teacher to parent, and coworker to coworker

Bully Prevention Plan

- Step 1:** Unhook yourself
- Step 2:** Describe what you see
- Step 3:** Empower victim
- Step 4:** Positive intent
- Step 5:** "Let's do lunch"



Three 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 sees someone getting hurt.

Child's message: *I don't feel safe.*

Your response: My job in the classroom is to keep it safe. I will take care of _____.

Type 3: Child wants to get someone 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!"



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 first!

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 _____."

Example phrases:

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 _____."

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

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

Teacher: So you hit him to get it.

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

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

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

Teacher: You may not hit. Hitting hurts.

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

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

Reframe Game

1. Children are mean. **Positive Intent:** _____

2. They are just trying to get my attention. **Positive Intent:** _____

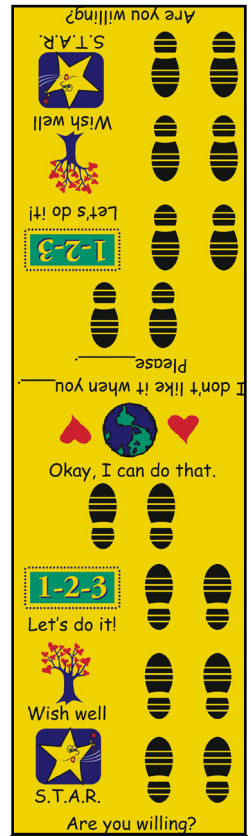
3. They sure know how to push my buttons. **Positive Intent:** _____

4. He's just hurtful for no reason. **Positive Intent:** _____

5. He keeps others from learning. **Positive Intent:** _____

6. She is disrupting this class. **Positive Intent:** _____

7. She is just plain lazy. **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**.

Key Phrases:
"Make your voice match mine."
"So you wanted _____."

The Time Machine is a useful tool for changing hurtful behavior into helpful interactions.

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.

Relationship Repair Program

1. Notice: Add verbal language to nonverbal actions

- Your face is tight and your arms are going like this. Your body is telling me you might be feeling angry.
- You are patting Jose's back to help him calm down. That lets him know you care.
- You couldn't find a marker, so you looked around the room and found one in the art area.
- You were walking through the room and bumped Natalie. That was an accident.

2. I Love You Rituals: One-on-one interaction

- Purpose: Build or repair bond
- Time: Three times a day
- Name: Our time together
- Place: Same place daily
- Length: Until child anticipates delight
- Progress: 4-6 weeks



Peter, peter, pumpkin eater - shake hips
Had a friend she loved to greet - shake hands
Treated her with kind respect - one arm on shoulder of partner
And in the morning hugged her neck - *give hug*



Little Miss Muffet sat on her tuffet
Eating her oatmeal today - *one person or group of children pretend to be eating a bowl of oatmeal*
Along came a spider and sat down beside her
And said, "Have a good day!" - *another person or group crawls over and gives handshake*



Georgie Porgie, pudding and pie
Gave his friend a big high five - *give high five to partner*
With his friend he loved to play - *wriggle fingers together*
A gift of a _____ he gave each day - *give pinky hug, handshake, smile, etc.*

