

Effective Consequences



ConsciousDiscipline®

FLAEYC 2010

Visit us at Booth # 206

**Presented by
Dr. Becky Bailey**

**Safety.
Connection.
Problem-solving.**



**Conscious
Discipline®**

I'm a Helpful Person

Well, I'm a helpful person
you know that is true

Well, I'm a helpful person

I'll be a friend to you

I'm a helpful person

I'll be a friend to you

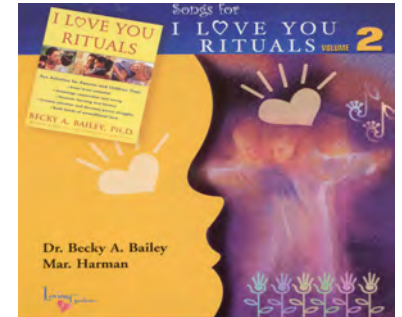
Each and every morning this handshake we'll do

We touch our knuckles, we touch our knees too

Thumbs lock together, and slide our hands apart

High five each other, then we cross our heart

(Refrain)



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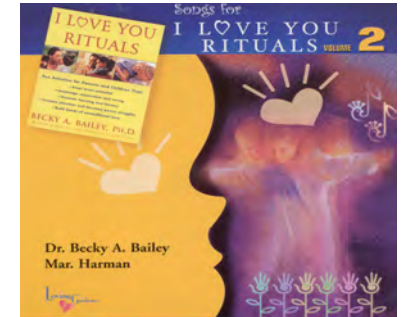
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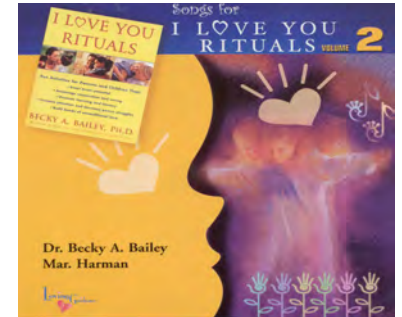
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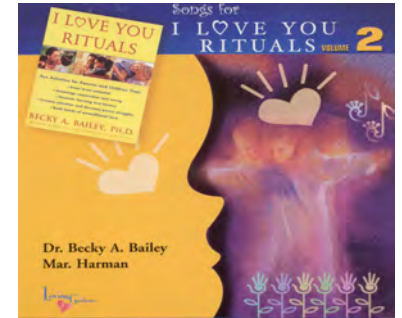
I'm a Helpful Person

When our day is started
Our work has just begun
Cause now it's time to make
A safe place for everyone
No put downs
Just kind words
Commit to listening ears
These are my choices
Everybody cheers
(Refrain)



I'm a Helpful Person

Well, I'm a helpful person
you know that is true
Well, I'm a helpful person
I'll be a friend to you
I'm a helpful person
I'll be a friend to you



There's Got To Be a Better Way

1 out of every 32 adults are incarcerated. **7 million!**



We All Have Experienced the Consequences of Our Actions



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Two Key Ingredients

- **Reflection** (judgment)
 - Stopped and reflected on choices and outcomes. **HABITS**
- **Ownership** (blame)
 - Took responsibility of those actions by taking responsibility for their feelings. **BLAME**



Effective Consequences

- **Connected Children**
 - Disconnected children do not care about the consequences.
- **Children who possess the skills you want to see**
 - Logical consequences motivate children to use the skills they already possess.
- **Are left with the ownership of their angst**
 - Empathy is essential.



Listen Carefully

“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 that judgment. When adults rely regularly on rewards and punishments, children come to depend on them and ultimately come to rely on the judgments of others for the basis of their own moral decisions.” - Becky Bailey



Secret #1: Consequences Happen All the Time

- Anything that follows an event or action.
- Every thought, feeling, and action has a consequence.
- Consciousness of the consequences is the key to change.

The Consequence of Us Focusing on Helpfulness is More Helpfulness



Kindness Counts



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Jasmine is feeding Alondra her cereal at breakfast. That is helpful.



Stephanie is bringing Jasmine her walker.
That is helpful.



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The Consequence of Helping Children Transition From Home to School is Less Stressed Children

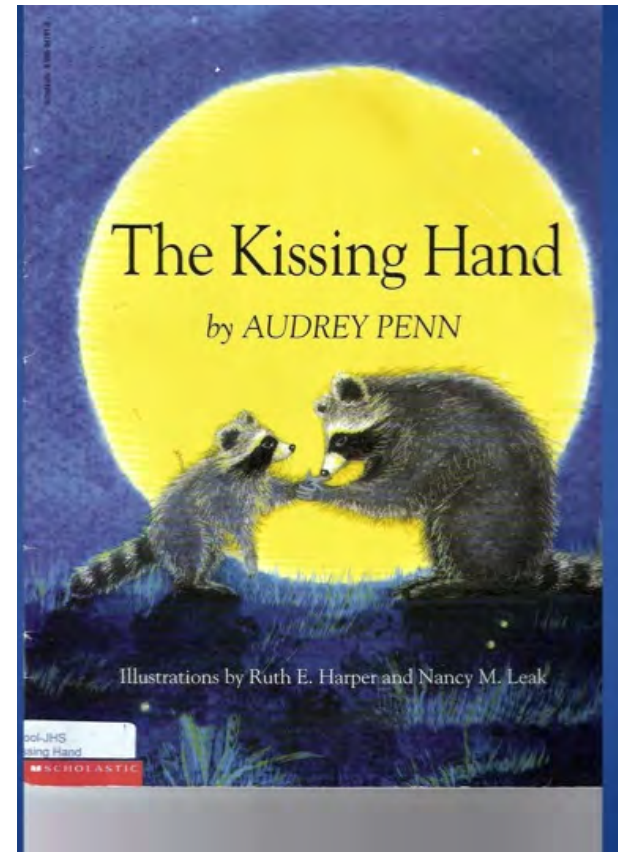


Kissing hand greeting



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Kissing Hands



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The Consequence of Listening to the Upset Chatter in Our Head is Confusing Helpfulness and Hurtfulness



Old “Helpful” Tapes

- Loving caring people point out the faults of others (especially those they love).
- Focusing on faults changes them.
- We should be grateful they loved us enough to point out our faults.
- If we loved them enough we would change those specified faults.

Lower Centers of Our Brain House Our Old Tapes

- Allows us to confuse consequences with punishments.



Do what I say,
not what I do.

Old Punishment Tapes

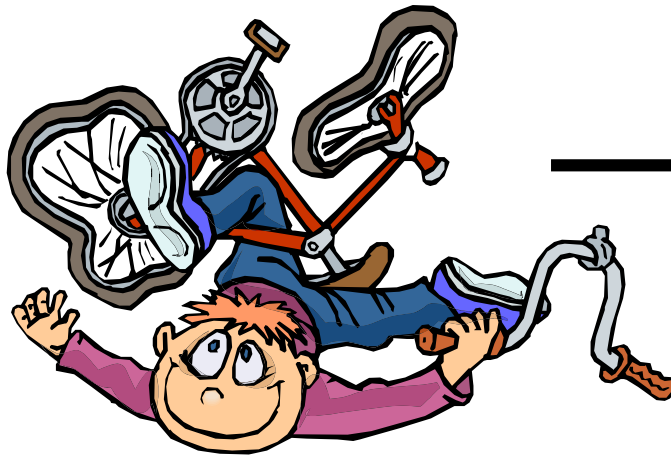
- Conflict is bad instead of an opportunity to teach.
- Locate the bad one.
 - Who started this
- Get him/her to feel bad about the behavior.
- They will then behave better.
- The goal is to get children to feel bad in order to behave better.



Secret #2:
**The True Consequence of a Choice is
How We Feel About the Outcome**



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Choice

**True
Consequence**

Choice → **Consequence** → **Inner Experience**

Study for
test

Pass / Fail test

Pleasant / Unpleasant
feelings

CAUSE



**Real
EFFECT**

CAUSE



**Perceived
EFFECT**



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Three Types of Consequences

- Natural
- Imposed
- Problem-Solving

Natural Consequences Are the Most Powerful Teacher

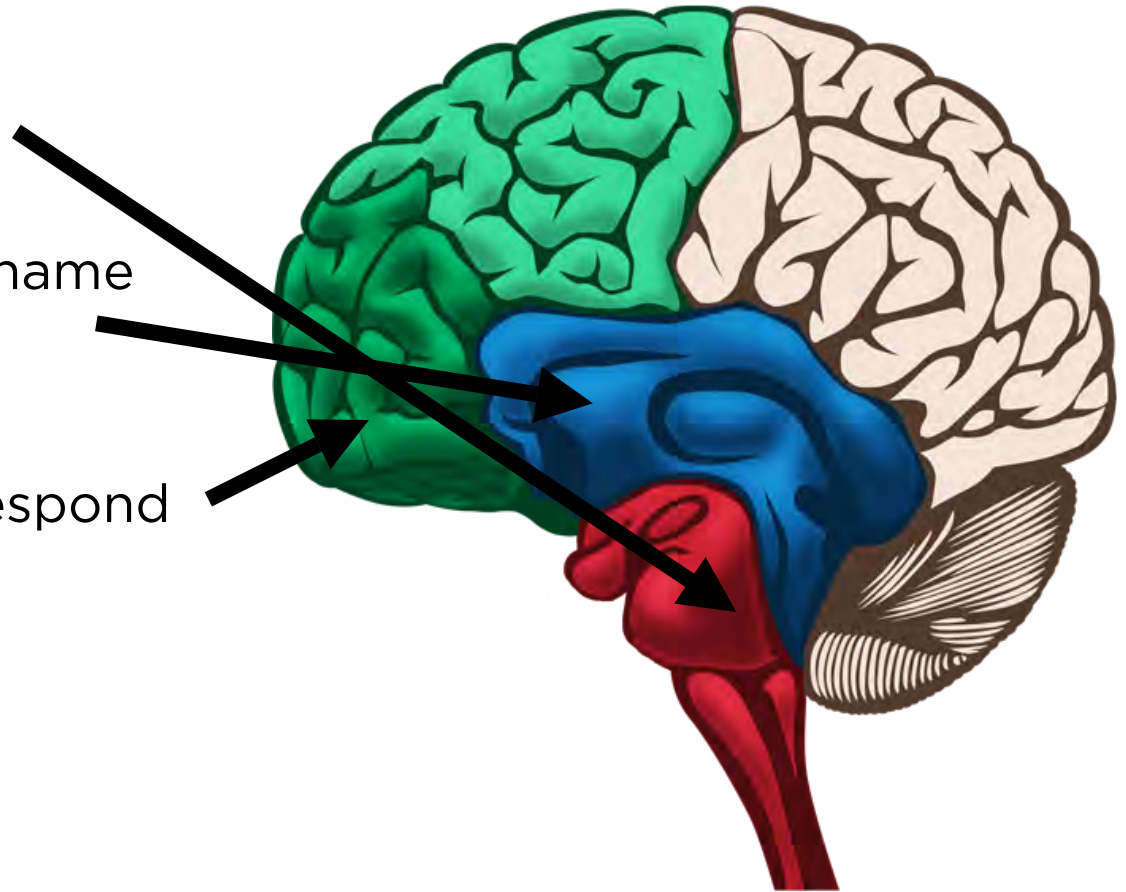
Allows the child to experience the consequences of their choices with adult coaching, not prearranged adult consequences.

Our job is to teach new skills.



Interpersonal Natural Consequences

- **Brain Stem**
 - Hit me, hit back
- **Limbic System**
 - Call names, call name back
- **Prefrontal Lobe**
 - Hit, call name, respond back



Our Job Is To...

- **Give Information**
 - Your (his/her) face is going like this. It is telling me _____.
- **Teach New Skills**
 - She/he just bumped into you. Is that okay with you (Did you like it)? Tell her _____.



Intrusion is an Opportunity to Teach Assertiveness



Child: He pushed me.

Parent: Did you like it?

Child: No!

Parent: Tell him, “I don’t like it when you push me.”

When he wants you to move, what do you want him to do instead of push?

Child: Say, “move please.”

Parent: Tell him, “Next time say move please.”

Practice Practice

Child: Ashley took my doll!

Adult: Did you like it?

Child: NO!

Adult: Tell Ashley, "I don't like it when you take my things."

Child: Ashley, I don't like it when you take my things.

Adult: What do you want her to do instead of grab when she wants a turn?

Child: Ask me!

Adult: So you want her to ask, "May I have a turn?"
Tell Ashley, "May I have a turn?"



Developmental Progression

- See his face? His face is saying, “Stop I don’t like it. Touch me like this.” See his face. He _____.
- Did you like it? Say, “Stop!” She wants you to _____.
- Did you like it? Say, “Stop, I don’t like it.” She wants you to _____.



- Did you like it? Tell _____, “I don’t like it when you _____.” She wants you to say/do _____. Say it now.
- Did you like it? Tell _____, “I don’t like it when you _____.” What do you want her to do next time to get _____? Tell her, “Next time, please _____.”
- Is that alright with you? If _____, then you could say, “_____.”





Teachers started out the Time Machine by modeling and giving pretend scenarios to act out.



A teacher is always near to help point out the picture guides on the sides and model the POSITIVE language.



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Children retrieve the Time Machine whenever they want it. They use it to solve their own problems.



If children are having a dispute one might suggest to get the Time Machine. He/she brings it to where the problem is.



If they are both willing to solve the problem then they roll back time and step on the:

- 1st Step: they breathe together (S.T.A.R.)
- 2nd Step: both say, "I wish you well."
- 3rd Step: both say, "1-2-3 lets do it."



After agreeing to solve their problem, breathing, and wishing well, she gets to say what she doesn't like and what she wants the other child to do instead.



If she agrees, she can do the butterfly hand shake and put the Time Machine back on the shelf.

Imposed Consequences are Logical!

- Respectful
- Related
- Reasonable



Imposed or logical consequences are made up by adults or with students help.

They motivate students to use the skills they already possess.

They ONLY work for connected students who have the skills.

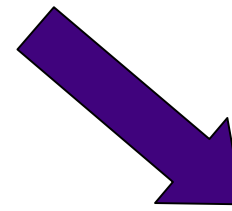
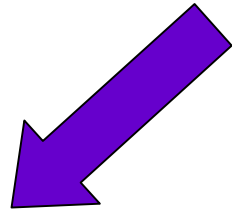


Our Job Is To...

- Make up consequences.
- Present them in a way that promotes consciousness.
 - Choice of useable and available skills and outcomes.
- Follow through depending on the child's choice.
- Facilitate ownership of upset.
 - Empathy: “This is hard. You can handle it.”



Choice



Helpful/Effective

Hurtful/Ineffective



Consequence A

Consequence B

1. SET UP Consequences



Imposed Consequences

Poking friends at table

- You have a choice.
- You can choose to keep your hands to yourself (positive action you desire)
- and continue playing at this table (positive consequence), OR
- you can choose to poke your friends (negative action)
- and move to another table (negative consequence)



Imposed Consequences

Hitting friends in block area

- You have a choice.
- You can choose to build with your friends (positive action you desire)
- and play together for the rest of center time (positive consequence), OR
- you can choose to hit your friends (negative action)
- and play by yourself at the table (negative consequence)

Imposed Consequences

Homework with lots of mistakes

- You have a choice.
- You can choose to correct your mistakes (positive action you desire)
- and improve your grade (positive consequence),
OR
- you can choose to turn it in as it is (negative action)
- and receive an F. (negative consequence)



Practice

- Poke friends at table - leave group.
 - Child starts, “He started it, you always pick on me, you can’t make me.”
- S.T.A.R., wish well, notice.
- You seem/sound _____.
- You wanted _____ or you were hoping _____.
- How disappointing. You can handle this.
- Breathe with me.



Practice

- Hit friends in block area -- play alone in designated area.
 - Child starts, “I won’t do it again. I promise. I’ll be good. Just one more chance.”
 - P-l-e-a-s-e.
- S.T.A.R., wish well, notice.
- You seem/sound _____.
- You wanted _____ *or* you were hoping _____.
- How disappointing. You can handle this.
- Breathe with me.



Problem Solving
GENERALIZE SKILLS

Middle & High School
13 - 18 years

Imposed Logical Consequences
MOTIVATE TO USE SKILLS

Elementary & Middle
8 - 13 years

Natural Consequences
TEACH SOCIAL SKILLS

Early Childhood
0 - 8 years



Chronic Problems Will NOT Respond to Consequences



CD2

to be continued ...

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Spring of 2011

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Associate

Vicky Hepler

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