

**Booth
#732**

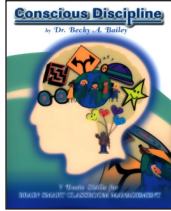
You Can't Make Me:

Five levels of defiance and how to effectively respond to each

Presented by Dr. Becky Bailey and Jill Molli

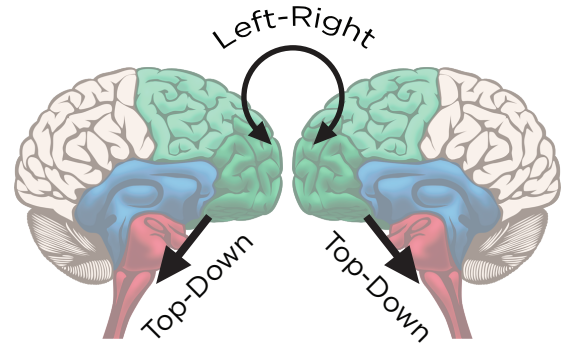
Conscious Discipline®

A comprehensive emotional intelligence and classroom management 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 an evidence-based program that:

- Increases academic achievement
- Decreases problem behaviors
- Improves the quality of relationships: Student to student, teacher to student, parent to child, teacher to parent, co-worker to co-worker



Left-right integration = flexibility

- Cross midline, art, music, play
- Add words to nonverbal

Top-down integration = impulse control

- Connection
- I Love You Rituals

Compliance = The capacity to defer or delay one's own goals in response to the imposed goals or standards of an authority figure. Compliance represents the developmental expression of the executive skills of flexibility, frustration tolerance and problem-solving.

Causes of non-compliance

Parent-child relationship: Poor attachment, inconsistent and harsh discipline, low supervision
 Child characteristics: Negative difficult temperament, inattentive, impulsive, high emotionality
 Parent characteristics: Negative, difficult temperament, depression, psychiatric issues
 Stress factors: Drugs, isolation, illness, poverty, workaholic

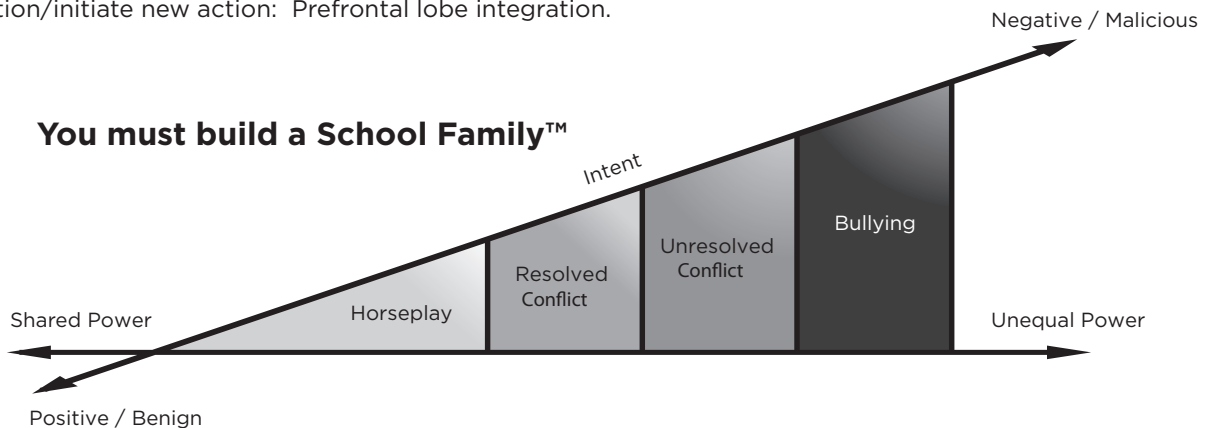


Non-compliance research

Non-compliance is the most stable childhood behavioral disorder (most resistant to change). Among defiant children, 40-50% come from homes where at least one parent has ADHD. Defiance is the single best predictor of adolescent delinquency and adult criminality. Defiance is preventable in preschool through third grade. It is identifiable by three years of age.

Compliance requires the following:

1. Manage frustration: Balance the sympathetic and parasympathetic nervous systems with connection.
2. A focus on this instead of that.
3. Inhibit action/initiate new action: Prefrontal lobe integration.



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Five Levels of Defiance: Shift from Compliance to Alliance, from Correction to Connection

Level	Description	"I feel..."	Common Reactions (C = child / A = adult)	Conscious Discipline Responses
1	Selective attention. Focused in their own world. "I'm not interested."	I feel content with what I am doing. Your command has a slight irritation (if any).	C = Complies or attempts to negotiate. A = Passive or aggressive command with no or little follow through.	Assertive commands. "You ___so___. That was helpful." Eye contact, "There you are!" Assertiveness
2	"No" Verbal or nonverbal "I don't want to."	I feel slight frustration. I was having fun with what I was doing. It is hard to stop and shift. Leave me alone.	C= It is hard to shift gears and regulate my frustration. "Leave me alone. No I am not going to do it. I'll do it later." A= Establish who's the boss. Raise voice, repeat commands. "Because I said so. Do you hear me?"	Encouragement scoop: "I'm going to show you how to get started. That's it. You are doing it Good for you." If needed: "It's hard to stop when you are having fun. Problem solve."
3	"It's overwhelming" Avoidance, questioning "Why can't I?"	I feel frustrated and can't manage it. Why are you Doing this to me? You don't care.	C= Questioning: "Why can't I?" Verbal attacks: "You never/always. I hate you." A= Disrespect lecture.	"You seem _____. You have a choice? You may _____ or _____? What is best for you?" Parrot choices Use visuals
4	"It's not fair, You can't make me! Shut up! Leave me alone." Cursing	I feel angry, scared, and powerless. It is all your fault. It is personal.	C= Power struggle with verbal attacks A= Power struggle with verbal attacks	You seem____ You wanted _____ or you were hoping _____. Breathe with me. You are safe. You can handle this. Attacking me will not help or change the answer." Assertive command with encouragement.
5	Threatens safety. Destruction, self abuse, hyperventilation. "I'll hurt something, me or you if you continue."	I feel worthless. I'll show you the pain I feel inside.	C = Violent/aggressive. Shuts down. A = "You brought this on yourself. You deserve all the pain you got and more." Guilt-permissiveness cycle.	Empathy, restraint, message of safety. The magic words are: "I won't let you hurt yourself or anyone else. You've been hurt enough already." Relationship repair: I Love You Rituals. Executive deficits.

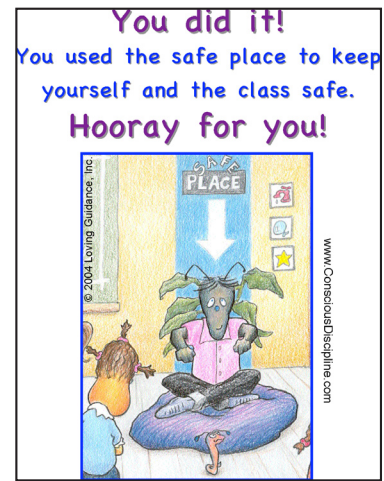
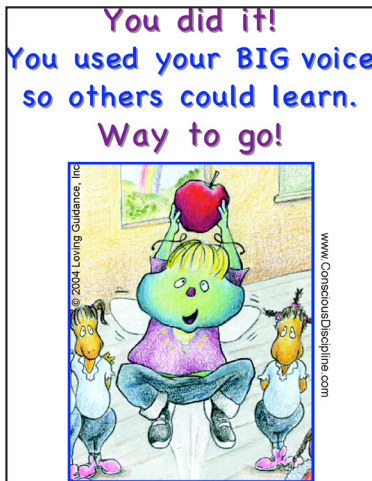
Encouragement is needed each step of the way:

1. "Look at you! You are doing it. You did it. You _____. Good for you! Way to go!"
2. "You are so close. You can handle this! There you go."
3. "Breathe with me! You can handle this! You got it. Good for you."
4. "As hard as this is to shift your focus, as hard as this is handle your frustration, you can do it."
5. "You are safe. You can handle this. You are too precious to me to hurt yourself or anyone else."

**Typical child will comply seven out of ten times.
Typical toddler says, "No" five times per hour.**

Celebrate all successes! Printable cards on the "We Care Reproducible CD-Rom" from Loving Guidance provide a fun, simple way to send the celebration home. The letter on the following page helps explain the significance of these cards to parents.





Dear _____,

I am excited to introduce you to our comprehensive classroom management program called Conscious Discipline. It is a way of organizing our classroom around the concept of a School Family™, where each member learns the skills needed to successfully manage life tasks such as learning, handling frustration, communicating effectively, being sensitive to peoples' needs and getting along with others. Conscious Discipline empowers teachers and students with Seven Basic Skills of Discipline. To celebrate your child's success, we will send home a celebration card that describes how your child contributed to our successful day. We want you to celebrate with us, so this letter explains the meaning behind each card and provides suggestions for ways to celebrate.

Today I used the safe place to keep me and my class safe.

If this box is checked, your child maintained his/her **composure** when faced with a difficult or challenging situation. Your child remained calm and upheld his/her integrity. **Tell your child: "Good for you! It's hard to calm yourself down when you feel frustrated. You did it!"**

Today I helped a friend to be successful.

If this box is checked, your child provided **encouragement** to another child who may have been facing a stressful situation. **Tell your child: It is a gift to help others and you are a gift to me.**

Today I took a deep breath and used my S.T.A.R. power to calm down.

This is the first step toward maintaining **composure** when we are put in uncomfortable situations or when things don't go our way. If this box is checked, your child remained calm and in control of his/her life. **Ask your child: "Will you teach me how to be a STAR?"**

Today I used my BIG voice so others could learn.

In our class, we work hard each day to set limits respectfully. Your child is learning that he/she must teach others how to treat him/her. **Assertiveness** promotes respect and helps us set healthy boundaries that are essential for all relationships. If this box is checked, your child said, "I don't like it when you _____. Please say or do _____," teaching others how to be respectful. **Give your child a big high five and a hug for using his or her BIG voice.**

Today I took time to make a 'we care' note for a friend.

Showing **empathy** for others helps us accept each moment for what it is and helps your child accept and process his/her feelings. If this box is checked, your child took the time to show compassion for another student. **Write a note to your child and stick it under his or her pillow, saying, "I love you."**

Today I went back in time to change a hurtful situation into a helpful interaction.

Have you ever said anything you've regretted later, but thought it was too late to change? It's not too late when we **assert** ourselves and have the willpower to make things right. If this box is checked, your child chose to take a hurtful situation and change it to a positive interaction. **Tell your child, "Good for you. We all make mistakes and you fixed yours today."**

Please don't hesitate to call or send in a note if you have a question or would like more information about the really cool stuff going on in our classroom! You can also learn more about Conscious Discipline by visiting www.ConsciousDiscipline.com.

We wish you well!



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When parents go to war: Helping military families manage the stress of uncertainty and separation

Ginny Luther, LGA | Amy Speidel, LGA | Fran Katz
Convention Center Room 303B
Wed 11.3 9:00a - 12:00p

Becoming Brain Smart®: A unifying approach to guidance that maximizes the inner resources of children in the inner city

Katja von Elbe, LGA
Convention Center Room 303D
Thurs 11.4 2:00p - 3:30p

Climate change: Changing the school atmosphere to ensure a safe learning environment for all

Holly Christian, LGA
Convention Center Room 303D
Fri 11.5 12:30p - 1:30p

"I hate you, you can't play with me": Strategies to help children effectively identify and manage their emotions "Te odio, no puedes jugar conmigo": Estrategias para ayudar a los niños a identificar y manejar sus emociones de manera efectiva

Olga González | Leticia Valero, CCDI
Room 204C
Sat 11.6 8:30a - 9:30a

We're all in this together! Writing effective behavior intervention plans for children with chronic behavior challenges

Renee Sutherland, CCDI
Convention Center Room 303B
Wed 11.3 1:00p - 4:00p

Human connections build neural connections: Rituals for transitioning infants and toddlers between home and school

Jeannette French, LGA
Hilton Laguna A/B
Thurs 11.4 4:00p - 5:00p

Ready, but not revved: Sensory and movement strategies for improved attention, learning and behavior

Kay Zastrow, CCDI | Peggy Simonis, CCDI | Linda Morrison
Hilton Pacific Ballroom A
Fri 11.5 12:30p - 1:30p

What's at the root of all the classroom conflict? Viewing conflict as an opportunity to teach

Cristy Roberts, CCDI | Angela Fraley, CCDI
Convention Center Room 208A/B
Sat 11.6 10:00a - 11:30a

"You can't make me!" Five levels of defiance and how to effectively respond to each

Jill Molli, LGA | Dr. Becky Bailey
Convention Center Room 204B
Wed 11.3 1:00p - 4:00p

"Get this child out of my room!" Learning how to build healing relationships with children crying out for help

Karen Hickman, LGA
Hilton Huntington A/B/C
Thurs 11.4 4:00p - 5:00p

Fostering self-regulation skills in all children, even the most defiant and aggressive: Help children help each other in the classroom

Dr. Becky Bailey
Convention Center Ballroom A/B
Fri 11.5 2:00p - 3:30p

Conscious Discipline: Building relationships with children to support brain development

Cynthia Soares, CCDI | Clarissa Pfister, CCDI
Convention Center Room 208A/B
Sat 11.6 2:00p - 3:30p

Sessions Reference Guide

* Join us for "Conscious Discipline with Infants and Toddlers" and a book signing by Dr. Becky Bailey
Thurs 11.4 10:30a Gryphon House Booth #1802

Upcoming Conscious Discipline Workshops

Conscious Discipline Series

Now the life-changing Conscious Discipline program comes directly to your community in a series of professional development workshops with a dynamic Loving Guidance Associate.

Creating the School Family™

Albuquerque, NM April 29 & 30, 2011

Self-Regulation

Houston, TX March 11 & 12, 2011
Dallas, TX March 18 & 19, 2011
Lubbock, TX April 8 & 9, 2011
St. Louis, MO April 21 & 22, 2011
Kansas City, MO April 28 & 29, 2011

Conflict Resolution

Greensboro, NC March 17 & 18, 2011
Houston, TX September 16 & 17, 2011
Lubbock, TX October 13 & 14, 2011
St. Louis, MO October 20 & 21, 2011
Kansas City, MO October 27 & 28, 2011

\$225 person / \$195 group rate (10+)

Conscious Discipline Summer Institute (CDI)

This is a rare opportunity to experience a live event with Dr. Becky Bailey in Orlando, FL.

Session A (4 - 12 yrs)

June 23 - 29, 2011

Session B (4 - 12 yrs)

July 10 - 16, 2011

Session C (0 - 3 yrs)

July 23 - 29, 2011

\$850 person | \$800 group rate (10+)

S.T.A.R. Conference

Houston, TX - March 3-5 2011

Farias Early Childhood Center

\$295 person/\$265 group rate