

**Brain Smart Start®: ★Unite ★ Disengage Stress ★ Connect ★ Commit ★**

Creating an optimal state for learning = low threat – high challenge

Song: “Get Ready” CD: It Starts in the Heart by Dr. Becky Bailey & Jack Hartmann

**PRINCIPLES OF EFFECTIVE CONSEQUENCES**  
**Consequences and punishments are different. Intention determines effectiveness.**

**Punishments (and rewards)**

- rely on judgment
- often used to try to manipulate the actions of children
- Conflict is bad.
- I will make this child behave.

**Consequences**

- rely on reflection
- help children think about the effects of their choices and draw conclusions about the wisdom of those choices
- Conflict is an opportunity to teach.
- I will help this child be successful.

It is vital to become conscious of both INTENT and IMPACT.

**PRINCIPLES OF EFFECTIVE CONSEQUENCES**  
**Consequences do not teach; they motivate.**

Consequences MOTIVATE a child

- 1) To stop using an old skill.
- 2) To repeat using an old skill.



If the child doesn't have a skill, consequences don't work.

**“How many times do I have to tell you?”**

To learn a new skill, it takes teaching a child 2,000 times in context (in the moment).

**The Skill of Consequences is the last skill, NOT because it is least important, but because it takes all the other skills to make them effective.**

**The Seven Powers & Skills of Conscious Discipline®**

|  |   |
|--|---|
|  <b>Composure</b><br>Power of Perception    |  <b>Empathy</b><br>Power of Acceptance     |
|  <b>Encouragement</b><br>Power of Unity     |  <b>Positive Intent</b><br>Power of Love   |
|  <b>Assertiveness</b><br>Power of Attention |  <b>Consequences</b><br>Power of Intention |
|  <b>Choices</b><br>Power of Free Will       |   |

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# PRINCIPLES OF EFFECTIVE CONSEQUENCES

## Consequences only work for connected children.

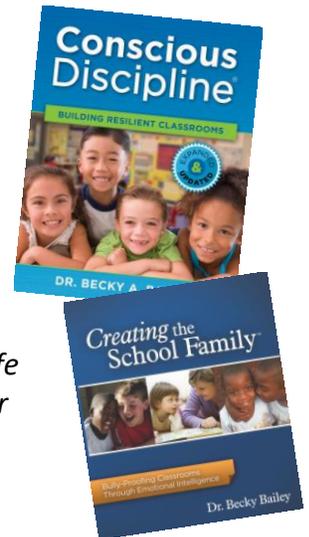
Our tendency when consequences don't work is to do one or more of the following:

- A. Up the severity of the consequence
- B. Try to find something they care about and remove it
- C. Demand the parents make the child behave at school
- D. Remove, refer, suspend, expel

**"I don't care."**      Translation: "I don't feel cared for by anyone."

*Trust is essential for healing the hurting children who have yet to learn the world is a safe place and adults can be trusted to guide them. Without trust, children will not relax their defenses enough to be guided. Without guidance there is no discipline.*

- Dr. Becky Bailey, I Love You Rituals



### CONSEQUENCES REQUIRE CONNECTION

#### Difficult Children

- **Lack Self-Regulation Skills**
  - ★ Structure for success
  - ★ Safe Place (Five Steps)
- **Relationship Reluctant**
  - ♥ Noticing → download
  - ♥ Jobs: be of service
  - ♥ I Love You Rituals

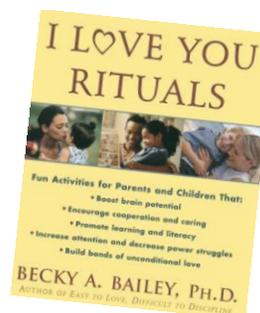




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### I Love You Ritual Program

- ♥ Purpose = build secure attachment
- ♥ Time = 3x daily (one minute per session)
- ♥ Name = "Our Time Together"
- ♥ Place = Same place each day
- ♥ Length = cooperative delight
- ♥ Progress = 4 – 6 weeks
- ♥ "Here is our game for today."



# PRINCIPLES OF EFFECTIVE CONSEQUENCES

Consequences happen all the time. Awareness is the key to change.

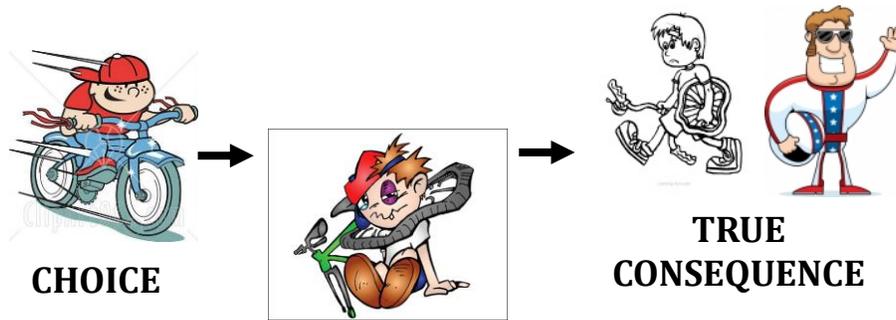
- All thoughts, feelings, and actions already have consequences embedded within them.
- There is no perfect consequence that will make a child stop a behavior once and for all.

## How many “oops” do you allow?

- ➔ Physical domain: Learning a motor skill
- ➔ Cognitive domain: Learning an academic skill
- ➔ Social domain: Learning a social skill
- ➔ Emotional domain: Learning emotional regulation

# PRINCIPLES OF EFFECTIVE CONSEQUENCES

The true consequence is determined by how we feel about the result(s) of our choice.



## What is your INTENTION?

### To Punish

Goal = make the child feel guilty.

“You should feel \_\_\_ [insert negative feeling].”

Do not feel your feelings.  
Feel the ones I assign you.



### To Rescue

Goal = shield the child from his/her discomfort. Protect the child from his/her own feelings (and yours).

Do not trust your feelings, thoughts, or decisions.



### To Teach

Goal = get in touch with your inner guidance system (feelings) to encourage ownership and reflection to foster change.

Feel what you are feeling. Let them guide you. You can handle it.



## PRINCIPLES OF EFFECTIVE CONSEQUENCES

**The true consequence is determined by how we feel about the result(s) of our choice.**

- Suffering is not a requirement of consequences; however, **awareness of our feelings is essential.**
- Children will experience... painful emotions. **[Pain] says, "Pay attention and make different choices."**
- If we ignore our feelings or project them on others, we will continue making the same poor choices and blaming others.
- **Allowing children to feel the feelings associated with their choices is a critical part of teaching responsibility.**

### Skill of Empathy from the Power of Acceptance

- ★ Teaches children that if you make poor choices, you are still loved.
- ★ Enables children to cope with failure, disappointment, fear, frustration, sadness, etc.
- ★ Enables children to take responsibility for their thoughts, feelings, and actions (self-regulation).

**If you can't manage the feelings, solutions are not possible.**



PROBLEMS FEELINGS SOLUTIONS

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Conscious Discipline



**Natural consequences: Motivate children to want to learn new skills.**

- Arise without any prearranged adult planning or control.
- One of the most powerful means for motivating future behavior change.
- *Possible* results of personal choices. Adults tend to overdo the prediction of harm.
- *Help children who break rules or disregard routines. Offer empathy so child can experience the feelings and take responsibility for choices made.*
- Most useful for everyday small infringements between children when safety is not an issue.
- Interpersonal **conflict is a teaching opportunity** that allows ALL children (victim, aggressor, and bystanders) to learn from others' mistakes immediately.

**Logical consequences: Motivate children to use skills already learned.**

ASK YOURSELF THESE TWO QUESTIONS:

- Is the child a **connected** member of the School Family?
- Does the child already **possess the skill** we are motivating her to use?

**The answer to BOTH questions must be "yes" for logical consequences to be effective.**

3 R's for Logical Consequences

**Related**

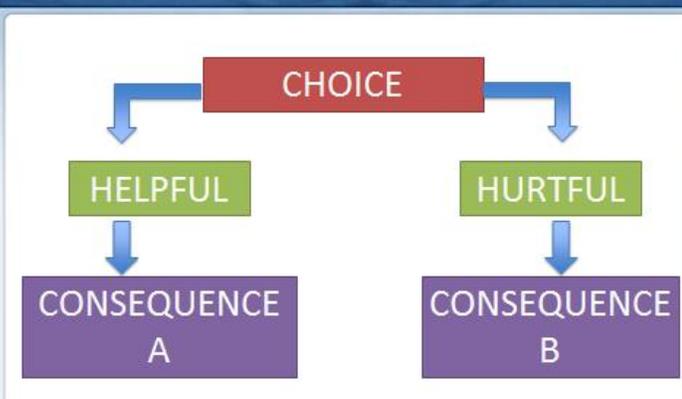
- Link behavior to cause-and-effect relationship
- Link back to safety, helpfulness, or other class agreements

**Reasonable**

- Remove a privilege or opportunity to play with toy or person for reasonable amount of time.

**Respectful**

- Use an assertive voice ("no doubt")
- Verbal and non-verbal cues reveal intent to teach

| Logical Consequences   | Logical Consequences   |
|--|--|
|  <pre> graph TD     CHOICE[CHOICE] --&gt; HELPFUL[HELPFUL]     CHOICE --&gt; HURTFUL[HURTFUL]     HELPFUL --&gt; CONSEQUENCE_A[CONSEQUENCE A]     HURTFUL --&gt; CONSEQUENCE_B[CONSEQUENCE B]             </pre> | <div style="background-color: #ffffcc; padding: 5px; text-align: center; font-weight: bold;">Reasonable, Respectful, Related</div> <ul style="list-style-type: none"> <li>• You have a choice.</li> <li>• You can choose to _____ (positive action you desire)</li> <li>• And _____ (positive consequence);</li> <li>• OR, you can choose to _____ (Negative action)</li> <li>• And _____ (Negative consequence)</li> <li>• <b>What will happen if ___? (Clarify)</b></li> </ul> |
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## LOGICAL CONSEQUENCES – continued –

### Avoid clarifying the consequence with “Okay?”

- What you mean: *Do you understand?*
- What the child hears: *Is that consequence okay with you?*

### Child chooses hurtful action again. You must FOLLOW THROUGH!

*I see by your actions you have chosen to play somewhere else today.*

### Enforcing the logical consequence may produce intense emotions and outbursts.

Consequences followed by empathy = Reflection and ownership

Consequences followed by lectures = Blaming others

## Problem-solving: Motivate children to use Executive Skills.

- Motivates children to become part of the solution through the use of shared power.
- *“I can’t think of a natural or logical consequence that makes sense and isn’t a punishment.”*

### Time for problem-solving!

- Particularly helpful for
  - Chronic problems (*disconnected children*)
  - Problems involving the whole class

### P = state the Problem and its impact on you

*I’ve noticed \_\_\_\_\_. This is a problem for me because \_\_\_\_\_.*

### E = Encourage the child(ren) to own the problem

*Does it bother anyone else?*

### A = Affirm the problem with positive intent

*So the problem is \_\_\_\_\_. We want to\_\_\_\_\_.*

### C = Collect helpful solutions.

*What could we do to solve the problem?*

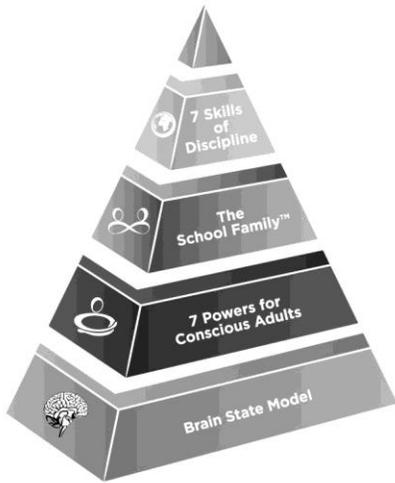
### E = Evaluate to see if it is working.

*Notice success and specify consequences.*



# Conscious Discipline®

Conscious Discipline is a comprehensive evidence-based self-regulation program that integrates social-emotional learning and discipline.



*Transformative, brain-based and practical*

### Seven Skills of Discipline

Provides adults with the seven discipline skills needed to effectively transform any problem into a life lesson.

### The School Family™

Creates a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem-solving of a School Family.

### Seven Powers for Conscious Adults

Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.

### Brain State Model

Addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Learn more at [ConsciousDiscipline.com](http://ConsciousDiscipline.com)

## How To Rate Your Instructor

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3. Click and go to the Instructor's profile page, then the **Rate this Instructor** button

## NEW Podcasts

Listen to this new bi-monthly podcast from Conscious Discipline creator, Dr. Becky Bailey. Together with Conscious Discipline Master and Certified Instructors and special guests, Becky explores trends in social-emotional learning and classroom management.

Visit [ConsciousDiscipline.com](http://ConsciousDiscipline.com) select **E-Learning**





## Elevate SEL Conference: Start Strong with Conscious Discipline the First Six Weeks

**July 24 - 26 | Orlando, FL**

Designed for Early Childhood - 5th Grade Teachers, Administrators, Social Workers and Counselors

**Here's what you will take away...**

- Learn the keys to cultivating a healthy, connected School Family™ culture that prevents bullying
- Create trauma-informed practices that reduce discipline referrals and teach empathy
- Leave with your complete SEL plan for the first six weeks, laying a solid foundation for a year full of success!



**Dr. Becky Bailey**  
 Author, Educator and Founder of Conscious Discipline, will be presenting with Conscious Discipline Master Instructors.  
 Special Guest Speaker, DJ Batiste, a former gang leader, shares his inspirational message.

Register now at: [ConsciousDiscipline.com/Workshops](http://ConsciousDiscipline.com/Workshops)

**Early Bird Discount**

\$349 per person, until April 14. \$399 per person, after April 14.

Facilitators may change without notice.



## Family Camp with *Shubert*

**Friday, July 27 | Orlando, FL**

Designed for Parents and their Children Ages 4 and Older\*

**Parents and children will...**

- Practice skills for managing upset and emotional control
- Play games based on the Shubert books to learn and practice taking turns, sharing and solving conflicts with siblings
- Create and practice *I Love You Rituals* family activities that strengthen relationships and boost your child's brain power
- Enjoy family time together and have a blast!



**Dr. Becky Bailey**  
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Register now at: [ConsciousDiscipline.com/Workshops](http://ConsciousDiscipline.com/Workshops)

\* Participating children must be 4 and older and potty trained, no exceptions. Facilitators may change without notice.

**\$99 One or both parents, and one child.  
\$29 Each additional child.**

