

## Examples

"You seem **disappointed**. You wanted to **use the swing**, but **Sarah got on it first**. **It's hard to wait**, but **you can handle it**. **Breathe with me**." If the child is having a hard time waiting, use skill #4 - Offer 2 positive choices for the child while having to wait.

"You seem **frustrated**. You walked away from your friends with **your arms like this**. **Something must have happened**." Child says that friends are saying mean words to her. "You want your friends to **use kind words to you**. **This is hard**. **Breathe with me**, **you can handle this**. Tell your friends **how you want to be treated**." If the child is reluctant, offer 2 choices - "You can practice with me or I can go with you while you tell your friends. What is best for you?"

A child sits alone under a table when the fire alarm goes off. First, STAR - Stop take a deep breath and relax. "You seem **anxious**. **The fire alarm is loud**. I am the safe keeper, it's my job to keep you safe. Hold my hand, we are going outside to be safe.

Evie hits Stanley. "Stanley, you remained **calm**. You told Evie you did not like to be hit. You are teaching her **how you want to be treated**."

## Conscious Discipline® for skill #6 Empathy Support can be found

Dr. Bailey #6 webinar

Managing Emotional Mayhem

Creating the School Family pg 301-319

Shubert's New Friend

7 skills book pg 187-221

YouTube Videos :

Teaching Children to Care

Developing Empathy~ Conscious Clips

Poster of Positive Intent

Skills on a String

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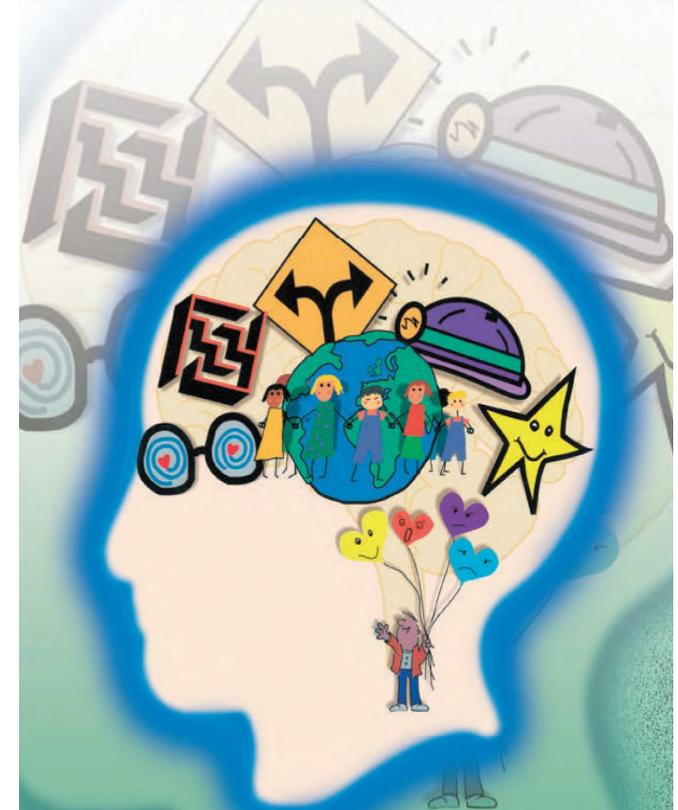


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## Skill #6 Empathy

  
Conscious  
Discipline®  
Life-Changing Social Emotional Education



*Building Character  
Through Conflict*

[www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com)

# How does it work?

Conscious Discipline® offers comprehensive reform by teaching:

1. **The 7 Powers for Self-Control** – Empowering adults to see conflict as a learning opportunity instead of a disruption.
2. **The 7 Basic Skills of Discipline** – Enabling adults to take back their power with specific strategies that transform misbehavior into social-emotional life skills.
3. **The School Family™** – Adults and children create an emotionally intelligent classroom through routines, rituals and classroom structures.
4. **A Seamless Curriculum** – Combines classroom management with existing academics, adding life-lessons to everyday instruction while increasing achievement.

## The 7 Basic Skills of Conscious Discipline®

### COMPOSURE

*Becoming the person you want your children to be*

### ENCOURAGEMENT

*Building a school family*

### ASSERTIVENESS

*Saying "No" and being heard*

### CHOICES

*Building self-esteem and willpower*

### POSITIVE INTENT

*Turning conflict into cooperation*

### EMPATHY

*Handling the fussing and the fits*

### CONSEQUENCES

*Helping children learn from their mistakes*

## Skill #6 Empathy

Composure is the pre-requisite skill to all the other skills. You must first be calm and composed to accept any difficult moment as it is in order to help children understand their own feelings. Empathy wires the brain for self control and higher critical thinking. Empathy is the heart of emotional intelligence.

The Key Phrase for the skill of Empathy is "You seem (feeling)."  
Say, "Something must have happened." Or "You wanted (state their desire)."  
Or "You were hoping (state their desire)."  
Then say, "It's hard. Breathe with me. You can handle it."

### Examples

"You seem **sad**. You wanted **your mom to stay and play**. **It's hard. Breathe with me. You can handle it.**" If the child pauses and is not moving to the executive thinking state, then go to skill #4 - Offer 2 positive choices. - "You can go to the safe place and look at the picture of you and your mom or you can go to the art area to draw her a picture, which is best for you?"

"You seem **irritated**. **Something must have happened.**" This could be an opportunity to help the child draw and write his or her story. Noticing is important to use any-time, even when you see children seem happy!"

Noticing children is essential, especially when a child is acting from a lower brain state (tantrum or no language). "**Your face is going like this**. You seem **disappointed, something must have happened**. You wanted **to stay and play longer**. **That's hard when you don't want to leave. Breathe with me. You can handle it.**"

"You seem **angry**." If the child has no language then use noticing with Empathy. "Your hands are balled up like this, your teeth are tight together. **Something must have happened.**" (Saying 'like this' requires the child to look to see what you are doing). Once the child has told you what happened then say, "**It's hard, but you can handle it. Breathe with me.**"

" You seem **scared**." The child cries and says, "I'm not scared." Sometimes we guess wrong. Say, "**Something must have happened.**" This gives the child an opportunity to think and share what may have happened and how they are feeling. Practicing the four aspects of building relationships: eye contact, presence, touch, and having positive or playful interactions will reinforce your support for all children.