

## Visuals

Adding pictures and visual aids to your child's routines can help them feel empowered and in control in seeing, knowing and predicting what will happen next, which will help them self-regulate and build self esteem.

You can take your own photos of your child as they perform the steps in a desired daily routine.

- Print the photos and place them in order in a small photo album or file folder, or on a poster board. Pictures that break the routine into simple steps that your child can refer to as needed is most effective. (Children like to see themselves being successful!)
- Concentrate on making the subject of the pictures very clear, for instance a bed time routine could include a snack, toilet, washing hands, bath, a toothbrush, pajamas, book, and goodnight hug and kiss.
- If individualized photos are not possible, you can also use computer generated pictures (or clip art), or pictures drawn by your child or you.

Young children process information 12 times slower than adults, so it is helpful for them to have pictures so they can easier process and understand and follow through with routines and expectations.

## Conscious Discipline® for skill #4 Choices Support can be found

Dr. Bailey #5 webinar

Conscious Discipline® DVD set

Managing Emotional Mayhem

Creating the School Family pg 99-127

Shubert's Choice book

7 skills book pg 131-155

New! I choose: Self Control Board changes a child's state.

Shubert Picture Rule Cards video

Poster of Positive Intent

Skills on a String

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

Also search YouTube Videos

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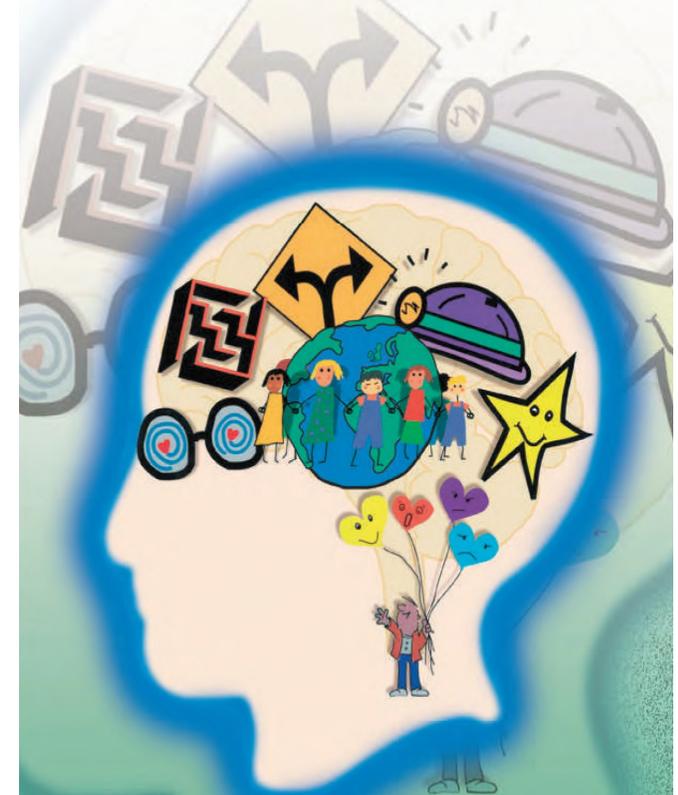


Concept from the Conscious Discipline® program & I Love You Rituals by Dr. Becky Bailey  
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[www.consciousdiscipline.com](http://www.consciousdiscipline.com)

## Skill #4 Choices

  
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 #4 Choices

Composure is the pre-requisite skill to all the other skills. You must first be calm and composed to see the best in others and to use the skill of Choices. Choices are given to a child who pauses or stalls on their way to meeting expectations - the goal. Two positive choices can also be given to a child who is in the **Blue or Emotional State (verbal, whining, crying, name-calling)**. Two positive choices can also be given after using Skill 5 Positive Intent to move a child to the **Executive Problem Solving State**. A child who comes up with a third choice on their own is already in the **Executive Problem Solving State**. If you are ok with their choice, then encourage their independence by saying, "Great idea, I didn't even think of that."

The Key Phrase for the skill of Choices is: "It's time to (desired action). You have a choice, you can (first acceptable choice) or (second acceptable choice). Which is best for you?"

#### Examples

"It's time to clean up. You can start by picking up the art pencils or putting your papers away. Which is best for you?"

"It's time to brush your teeth. You have a choice, you can brush at the bathroom sink or here at the classroom sink. Which is best for you?"

"It's time to get dressed for outside. You have a choice to put your hat on first or your snow pants on first. Which is best for you?"

"It's time to go to bed. You can hop like a bunny to bed or slither like a snake. Which do you choose?"

"It's time to eat breakfast. You can sit here next to me or at the end of the table. Which is best for you?"

"It's time to rest. You have a choice, you can lay your head at this end of the bed or that end. Which do you choose?"

"It's time to get in your car seat to go home. You have a choice, you can climb in the front of your seat or you can climb in over the side. Which one do you want to try?"

"It's time to get dressed. You have a choice, you can put on your pants first or your shirt first. Which is best for you?"

"It's time to do your math. You have a choice, you can start at the top of the page or the bottom of the page which is best for you?"