



*Building Character
Through Conflict*

www.ConsciousDiscipline.com

Conscious Discipline® Additional support for Skill # 7 Consequences:

Dr. Bailey #7 webinar

Easy to Love Difficult to Discipline pg 187

Managing Emotional Mayhem pg 148-165

Creating the School Family pg 322-341

Shubert Rants & Raves

7 skills book pg 223-251

Using Logical Consequences -

Conscious Discipline Clips

Dr. Becky Bailey on PBS—Shifting from
Fear to Love

www.consciousdiscipline.com

Lesa Rice Certified Conscious
Discipline® Instructor

Phone: 231-383-0311

E-mail: Lrice@nmcaa.net

Twitter @Lesa_Rice

Facebook Lesa Rice CCDI

www.StrengthBasedDiscipline.com

Concept from the
Conscious Discipline®
program & I Love You
Rituals by Dr. Becky
Bailey
1-800-842-2846



Strength Based Discipline

Expectation: Put toys away
when done.

Child leaves truck and people on the floor
and grabs a puzzle. "You have a choice to
**put the truck and people away first, and
then get a puzzle** or you can **keep playing
with the truck and people and not get a
puzzle**. Tell me what will happen if you put
the truck and people away." Child says, "I
can do a puzzle." Child puts truck away.
**"You did it! You put the truck away, so you
can do a puzzle. You are keeping our class-
room floor clean and safe."**

Expectation: Bed/nap routine

"You have a choice, you can **kiss your Dad
good night and come into the bedroom to
read books with me** or **you can continue
playing and then you will have less time to
read**. Tell me what will happen if you kiss
Dad and come to the bedroom now." Child
says, "We will read more books." Child
kisses Dad and walks to the bedroom. **"You
did it! You chose to your room so we can
have plenty of time for reading. Good for
you."**

Expectation: Brush teeth

"You have a choice, you can **brush your
teeth in the bathroom** or continue to **walk
around with your toothbrush and the con-
sequence will be to lose your turn to brush**.
What will happen if you walk around with
your toothbrush?" Child says, "I will lose
my turn." Child brushes at sink. (Children
don't like to lose a turn.) **"You did it! You
chose to safely brush your teeth at the
sink. Way to go, now your teeth are clean!"**

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 #7 Consequences

Composure is required to be effective in all other skills. The previous 6 skills are required to have EFFECTIVE Consequences. You must first know what your expectations are and teach, model and practice expectations with children through visual cues and discussing regularly. - Children may understand one day and not the next. After you have observed the child understands and practices the expectation, then you can give an effective consequence if the child does not follow expectations when prompted. Consequences is the last option.

Effective Consequences requires adults to remain composed and calm (executive state). If the adult is not in an executive state when she/he uses a consequence it can escalate children's behaviors into the survival state.

The Key Phrase for the skill of Consequences: "You have a choice. You can choose to (positive) and (positive) or you can choose to (negative) and (negative). I see by your actions that you have chosen to (_____). (Noticing)

Examples

Child hits - "You have a choice. You can choose to play with your friends safely and stay at the table or you can continue to hit your friend and the consequence will be to play by yourself." Child hits again. "I see by your actions that you have chosen to play by yourself so our classroom can stay safe."

"You have a choice. You can put the sand in a pile and keep playing in the sandbox or you can throw the sand again and the consequence is lose your turn in the sandbox." Child puts sand in a dump truck. "You did it! You put the sand in the truck so you can keep playing in the sandbox. You are keeping it safe."

Children who give alternative choices are in the executive state and problem solving. If the choice is safe and acceptable, then acknowledge their brilliant idea and accept it.

"You have a choice, you can squirt the water into the bucket and keep playing here or you can continue to squirt the water at your friends and lose your turn at the water table." Child squirts water in the bucket. "You did it! You chose to squirt water in the bucket so you can stay and play. You are keeping our friends and floors dry and safe."

"You have a choice, you can choose to slide down the slide or climb down the stairs so others can slide. If you continue to stand at the top of the slide, you will lose your turn on the slide. Tell me what will happen if you stand in the way." Child says, "I will lose my turn," then she moves. "You did it! You chose to move out of the way so you can slide. You are keeping yourself safe and allowing children to slide."