

## Examples

Child soaked several paper towels with water, drenching the table, floor and chairs. - "You wanted to wash the table, so you soaked the paper towels and now water is dripping on the chairs and floor. I am the safe keeper and my job is to keep it safe and your job is to help keep it safe. When you want to wash the tables tell me and I'll help you wet a sponge and wring it out." Adult offers two positive choices (skill 4) "You can dry the floor and chairs first or get the sponge first and then dry the floor and chairs. Which is best for you?"

Child is saving a spot for teacher/adult to sit near them during lunch. - "You wanted to save a spot for me to sit near you, so you pushed Billy when he sat next to you. You may not push, pushing hurts. When you want to save a spot for me tell me and I'll help you create a sign that says seat saved for teacher."

Child growls at children upon greeting. "You want to say hello, so you growled. When you want to greet someone say, Hello or good morning. Say it now for practice."

## Conscious Discipline® for skill #5 Positive Intent Support can be found

Dr. Bailey #5 webinar

Managing Emotional Mayhem

Creating the School Family pg 277-299

Shubert Sees the Best

7 skills book pg 157-185

Also search YouTube Videos

Poster of Positive Intent

Skills on a String

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

Lesa Rice Certified Conscious Discipline® Instructor

Phone: 231-383-0311

E-mail: [Lrice@nmcaa.net](mailto:Lrice@nmcaa.net)

Twitter @Lesa\_Rice

Facebook Lesa Rice CCDI

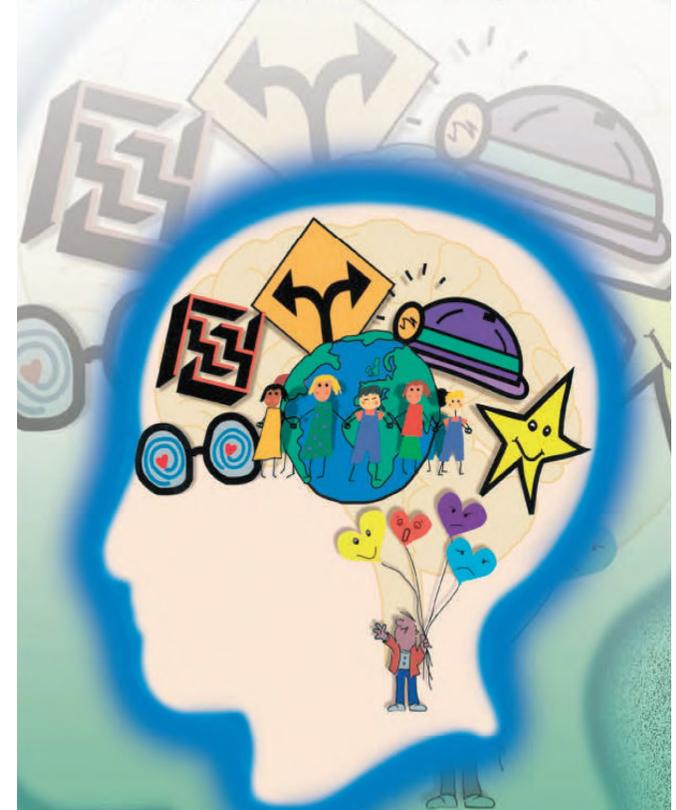
[www.StrengthBasedDiscipline.com](http://www.StrengthBasedDiscipline.com)

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



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

## Skill #5 Positive Intent



*Building Character Through Conflict*

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

## Skill #5 Positive Intent

# 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*

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 use the skill of Positive Intent. Positive Intent is used while you are teaching expectations, so if a child (aggressor) hits another child (victim) you go to the (victim) first as in skill 3 Assertiveness. - You then follow up with the (aggressor) by acknowledging their intent and then giving them the skill that will meet their need. Positive Intent requires that we see the best in the child, knowing the outcome will be helping the child learn skills that will support them socially and academically.

The Key Phrase for the skill of Positive Intent is "You wanted (state the desire) so you (hurtful action). You may not (hurtful action), (hurtful action) hurts. When you want (state the desire), say (teach a new skill)."

### Examples

"You wanted to play with the ball so you pushed Cassie. You didn't know what else to do. You may not push, pushing hurts. When you want the ball, say, "May I have a turn please?" Say it now for practice."

Sally bites Billy.

"Sally you wanted Billy to back up, so you bit him, biting hurts. You may not bite. When you want Billy to back up say "Please back up Billy."

Billy takes doll from Sally.

Billy, you wanted the doll, so you took it from Sally. You may not take toys from others. When you want the doll say, "May I have a turn with the doll please?" Say it now for practice."

Child does not want to go to bed. "You want to stay awake longer, so you came out of your room. You may not come out of your room at bed time. Bedtime is for sleeping. When you want a hug or kiss, drink or have to go potty, say, mom, dad, I need you."

Child gets frustrated while getting dressed. - "You want to wear a different shirt, so you threw the shirt that I chose. You may not throw things. When you want a different shirt say, I want a different shirt please." Adult offers two positive choices (skill 4) to reach the goal of being dressed - two shirts to choose from.