

Adult Examples

Adults using the Skill of Assertiveness:

Name: Use child's name.

Verb: Say the action to take.

Paint: Paint a verbal picture of the desired behavior in detail.

Use a confident, but calm voice and be specific in acknowledging the child and their actions when the child follows through.

Examples:

"Greg, sit in your chair with your hands in your lap and your eyes looking forward just like this." - Model for the child.

"Billy put your legs like this." (Saying, "like this" will require the child to look to see what you are doing and the child may make eye contact)

When a child is upset, but still in control and verbal, and you want the child to follow through with something, say, "You seem upset, breathe with me, you can handle this." Model and support the child to be successful.

If a child is going to be physically hurtful to themselves or others begin with an assertive (not shouting) "no" or "stop." The words no and stop can become over-used, which is why we try to avoid using them.

Conscious Discipline® Skill #3 Assertiveness Support can be found

Dr. Bailey #3 webinar

Conscious Discipline® DVD set

Managing Emotional Mayhem

Creating the School Family pg 77-97,
247-275

Shubert's Big Voice

7 skills book pg 89-128

Poster of Assertiveness

Skills on a String

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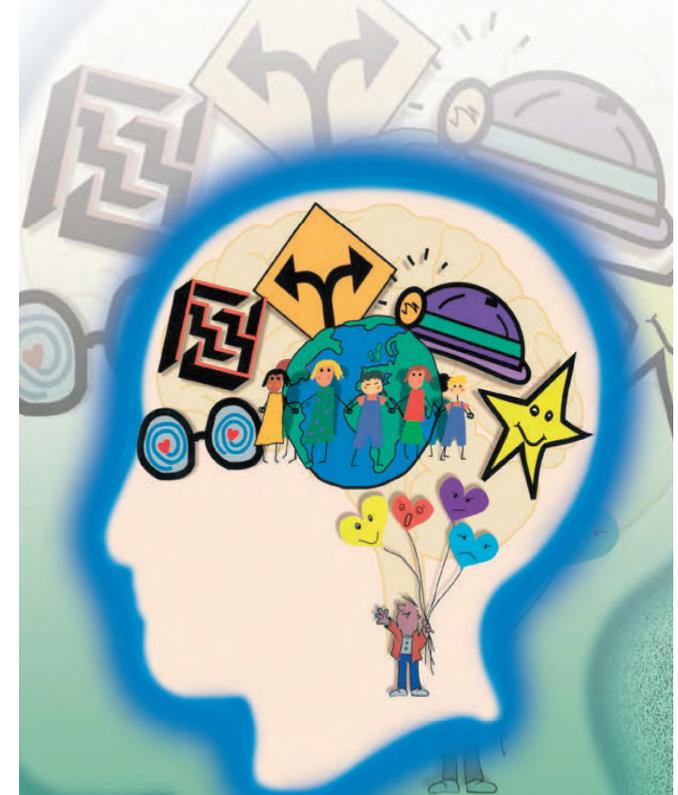
Concept from the Conscious Discipline® program & I Love You Rituals by Dr. Becky Bailey
1-800-842-2846



Strength Based Discipline

www.consciousdiscipline.com

Skill #3 Assertiveness



*Building Character
Through Conflict*

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 #3 Assertiveness

Composure is the pre-requisite skill to all the other skills. You must first be calm and composed to see that what you focus on you will get more of. Always go to victim first when someone gets hurt by another, unless there is a "serial aggressor" with multiple victims. - Stop the aggressor first, while someone else works with the victims.

Assertiveness is a way to set limits respectfully. Telling children what to do aligns their bodies with their willpower. Healthy boundaries are essential for all relationships. The consistency in your limits will help children feel safe in knowing what will happen. Using visuals also helps children see, understand and predict what will happen next in their routine and what is expected of them.

The Key Phrase for the skill of Assertiveness is, "Did you like it?" Tell your friend, "I don't like it when you, (hurtful action). Please (teach a new skill)."

Examples

Sally says that Billy took her doll. You say, "Did you like it?" "No." You say, tell Billy, "I don't like it when you take my doll, please give my doll back."

"He cut in line!" "Did you like it?" "No." Tell your friend, "I don't like it when you cut in line, please go back to your space."

...The adult actively coaches the child to practice their Assertive statement until the child is able to do so or the adult says it with the victim for the other child to hear.

A child says, "He pushed me!" "Did you like it?" "No." "Tell him, "I don't like it when you push me, walk around me or say excuse me."

August grabbed a book from Jose. Jose picks another book. Go to Jose and say, "Jose, I saw August grabbed a book from you. Did you like that?" If Jose says 'yes,' say to him, when you don't like something taken from you, you can say, "I don't like it when you grab, ask me to tell you when I am done with the book."

Francesca is calling Bart names. Bart is ignoring Francesca. If Bart seems sad, help him be assertive and stand up for his right to be called by his name. Say, Bart you seem sad (Skill 6 Empathy) when you are called names. When you want Francesca to stop, tell her, "I don't like it when you call me names, call me Bart."

A child complains, "She wrote on my paper!" You say, "Did you like it?" Child says "no," but with a soft voice. You say, use your big voice and say, "I don't like it when you write on my paper, write on your own." You may have to model for the child and say, "Make your voice match my voice."