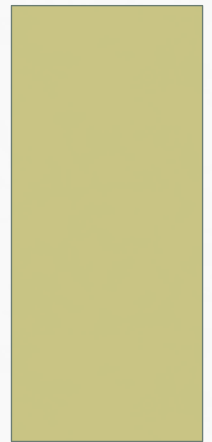


DISCIPLINE WITH LOVE & LOGIC

PARENT MENTOR CONFERENCE
DONNA ANN FLAHERTY
SEPTEMBER 16, 2016



**DO YOU WANT TO HAVE MORE FUN
PARENTING/TEACHING?**



ESSENTIAL QUESTION

What strategies can I add to my toolbox that will minimize negative interactions, yet build positive relationships with my children/students?

FIVE BASIC PRINCIPLES

1. Preserve and enhance the child's self-concept.
2. Teach children how to own and solve the problems they create.
3. Share the control and decision-making.
4. Combine consequences with high levels of empathy and warmth.
5. Build the adult-child relationship.

THE MOST POWERFUL PARENTS/TEACHERS

- Have high expectations
- Set firm limits
- Hold students accountable for their behavior
- Are very caring and kind
- Love kids and love teaching them

LEARNING TARGETS

1. I can use the One Sentence Intervention.
2. I can neutralize student arguing by using a Love and Logic one-liner.
3. I can use consequences with empathy.

LEARNING TARGET 1

I can use the
One Sentence Intervention.

BUILDING RELATIONSHIPS



BUILDING RELATIONSHIPS

- Eye Contact
- Smile
- Friendly touch



PRAISE VS. ENCOURAGEMENT

Praise

- Vague or very general
- Describes our feelings
- Continues external locus of control

Encouragement

- Very specific feedback
- Describes the student's efforts
- Builds self-efficacy
- Teaches positive behaviors
- Builds internal locus of control

PRAISE VS. ENCOURAGEMENT

Praise sounds like:

- ✓ "This is great!"
- ✓ "You did that very well"
- ✓ "I just love that!"
- ✓ You're awesome!

Encouragement sounds like:

- ✓ "You finished your math problems neatly!"
- ✓ "You stayed in your seat the whole time."

BUILDING RELATIONSHIPS

Think about:

Who is the toughest student you had this year?

What does he do that pushes your buttons?

What have you tried to change the negative behaviors?

"I NOTICED . . ." "I NOTICED THAT."

- I noticed . . .
 - You got new shoes/haircut/new dress. I noticed that.
 - You are a good climber on the playground. I noticed that.
 - You were kind to Suzie when you loaned her your pencil. I noticed that.
 - You like to draw. I noticed that.

POWERFUL RELATIONSHIPS

- Students have to know that you care about them and their lives beyond the classroom.
- What happens when you take the time to know your students, especially the tough ones, their likes/dislikes, interests outside of school, what they're "good at."



LEARNING TARGET 2

I can neutralize student arguing by using a Love and Logic one-liner.

END STUDENT ARGUING

- How much energy do you use arguing with students?



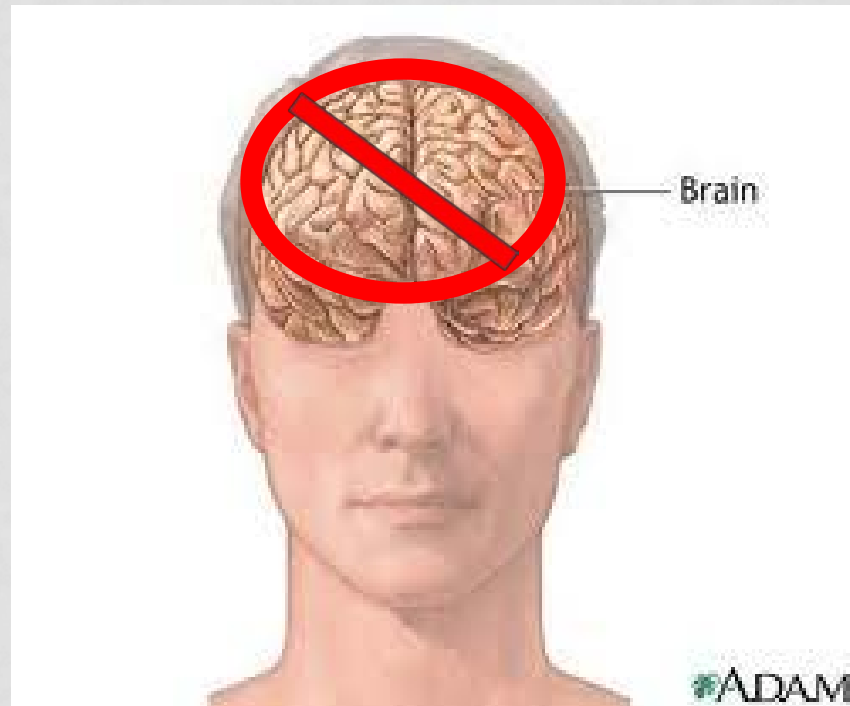
END STUDENT ARGUING

At 4:00 p.m. each day, do you ever feel like you've used up all of your energy on everybody else's kids . . . And have none left over for yourself or your family?



GOING BRAIN DEAD

- Step One: Go brain dead!



BRAIN DEAD

- Step Two: Softly repeat a single Love and Logic one-liner.
 - ✓ The teachers who are best at this skill are usually those who don't get creative. Don't get fancy. Just repeat the same thing.
 - ✓ "I respect you too much to argue."
 - ✓ "I know."
 - ✓ "Thanks for sharing."
 - ✓ "I bet it feels that way."
 - ✓ "I'll listen when your voice is calm."
 - ✓ "I argue at 12:15 and 3:15 daily. Your choice."
- ❖ The most effective teachers are those who can repeat their one-liner in a very sincere, non-emotional manner. The message is: *I really do like you. In fact, I like you so much that I'm not willing to let you manipulate me.*

GOING BRAIN DEAD

- What are some of the statements you've heard students say to hook you into an argument?
- What's your "Brain Dead" phrase?
- Let's Practice!

LEARNING TARGET 3

I can use consequences with empathy.



CONSEQUENCES WITH EMPATHY

CORE OF LOVE AND LOGIC

- Our words and actions bring students into either thinking mode . . . or survival mode.
- Empathy opens the mind and heart to learning.
- Empathy without holding kids accountable erodes responsibility and self-concept.
- Empathy followed by logical consequences builds responsibility.
- Delivery with sincerity, NOT sarcasm.
- Always send it BEFORE describing the consequence.
- Keep it SIMPLE.

EMPATHY

The most successful teachers and parents delivered a strong dose of empathy, or sadness for the child, before they described the consequence.

- How sad.
- This has got to be so hard.

Your turn.

What is your empathic statement?

EMPATHY

- Deliver empathy with sincerity.
- Message is, "I care about you."
- Empathy makes the child's poor decision the "bad guy" while keeping the adult the "good guy."
- The child has a harder time blaming the adult for the problem.
- Empathy cuts down on the likelihood of the child going for revenge or deciding to avoid the adult.



TOM HERNER (NASDE PRESIDENT) COUNTERPOINT 1998 P. 2

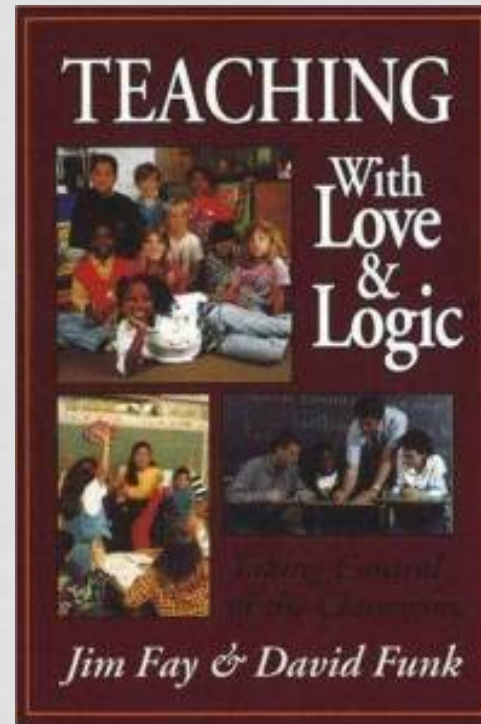
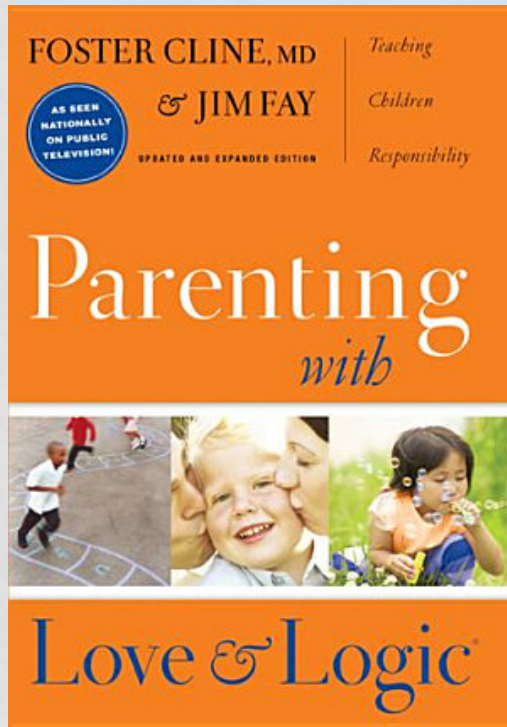
- “If a child doesn’t know how to read, we teach.”
- “If a child doesn’t know how to swim, we teach.”
- “If a child doesn’t know how to multiply, we teach.”
- “If a child doesn’t know how to drive, we teach.”
- If a child doesn’t know how to behave,
- we.....teach?.....punish?

“Why can’t we finish the last sentence as automatically as we do the others?”

FINAL WORDS

- Build Relationships!
- Go Brain Dead
- Empathy
- Remember: Who can you control?
- Teach students the expectations.

RESOURCES



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