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 classroom 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 consequence will be to lose your turn to brush. What will happen if you walk around with your toothbrush?" Child says, 4 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!"

# 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

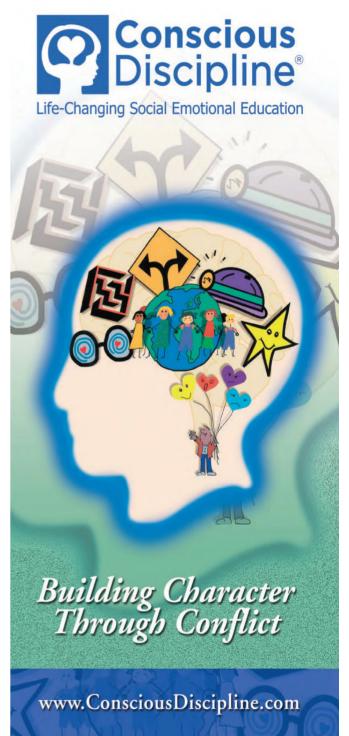
www.StrengthBasedDiscipline.com

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



**Strength Based Discipline** 

# **Skill #7 Consequences**



# 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







Saying "No" and being heard



**CHOICES** Building self-esteem and willpower

POSITIVE INTENT Turning conflict into cooperation



**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. 4 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."