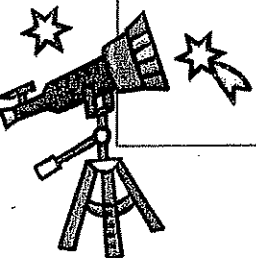


Learning Log



What I learned	How I learned it	My reaction	Ways I will use it



BUILDERS AND BARRIERS TO RELATIONSHIPS

BARRIERS

ASSUMING:

Thinking you know what other people think, what they will do and how they will respond.

RESCUING/EXPLAINING:

Stepping in to explain what happened rather than asking the kind of questions that will help a person discover what happened; or rescuing a person so he/she can't learn from the consequences of his/her own choices.

DIRECTING:

Giving instructions on each step to make sure it's done *my* way (the right way). (Attitude of controlling another ... pick that up, hand that to me, etc.)

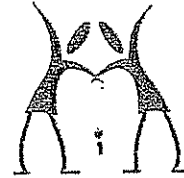
EXPECTING TOO MUCH:

The art of setting high standards and then pointing out the person's failure to reach those standards.

ADULTISMS:

Adultism-ing is a process in relationships requiring other people to read our mind and to think as we do. "How come you never ...? Why can't you ever ...? Surely you realize! How many times do I have to tell you?"

BUILDERS



CHECKING:

Asking other people what they think, what they plan to do; or trying to understand why they chose to respond the way they did.

EXPLORING:

Asking the "What? Why? And How?" questions to help a person become aware of his/her own perceptions and the consequences of his/her choices.

ENCOURAGING/INVITING:

Seeing people as assets rather than objects or recipients. Allowing for mistakes and different ways of doing things.

CELEBRATING:

Recognizing progress and encouraging any step in that direction.

RESPECTING:

Being willing to "get into the world" of another person. The language of respect is, "What is your understanding of _____? Let me be sure I understand what you think or feel."

Three Types of Conflict

RESOURCES

A conflict occurs about resources when two or more people want something which is in insufficient supply.

- ATTENTION OF THE TEACHER
- A GIRL FRIEND OR BOY FRIEND
- USING THE ART SUPPLIES
- MAKING A SPORTS TEAM

These conflicts are often the easiest to resolve and are the ones most frequently encountered on the school grounds.

NEEDS

Students have the same basic psychological needs as adults.

- POWER
- FRIENDSHIP AND BELONGING TO A GROUP
- SELF-ESTEEM
- ACHIEVEMENT

Conflicts of needs are more difficult to resolve than conflicts over resources because the reasons are not as clear.

VALUES

The beliefs we hold most closely to us are our values.

- RELIGIOUS
- POLITICAL
- CULTURAL
- FAMILY
- GOALS

(Permission to reproduce for classroom use)

ATTITUDES REQUIRED FOR EFFECTIVE LISTENING

1. You must want to hear what the child has to say.
2. You must want to be helpful to him/her with a particular problem at that time.
3. You must accept his/her feelings
4. You must see the child as capable and powerful in understanding his/her own problems

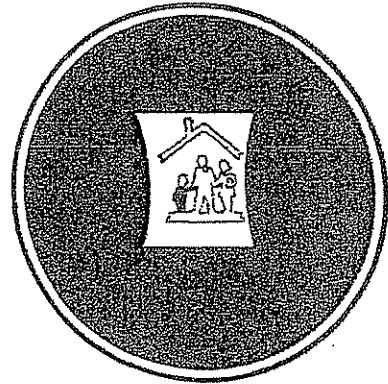
Chart 6.8

THE FIVE OBJECTS OF ANGER

(Adapted by Lynn Lott from the work of Mitch Messer)

<u>Object</u>	<u>Mismanage</u>	<u>Constructive, Mutually Respectful Use of Anger</u>
1. My Anger at Another Person	Fight, stop, run away, hold it all inside, eat, blow off steam, yell, hurt someone.	Tell the truth. Say, "I'm angry." Decide what I will do and do it instead of trying to change the other person.
2. Another Person's Anger at Me	Say, "I seem to make you angry." Question his/her right to be angry. Disappear, defend, give away my power, take his/her mischief seriously or literally, argue with him/her, try to fix the other person—make him/her sane.	Remember I am worthwhile and it's his/her anger. Validate, validate, validate by saying any of the following: "I'm sorry you're angry." "Did something make you angry?" "What angered you the most when that happened?" "You sound angry." "I'd be angry too." Change myself if it is what I would like to do.
3. My Anger at Life	Same as #1.	Write an anger letter, but don't send it. Talk to a friend who will validate my anger. Know this anger is between "me" and "me."
4. My Anger at the Absent Other	Shut down, drink, take it out on someone else, and keep it all in.	Same as #3. Join Alanon or ACA group.
5. My Anger at Myself	Think I'm stupid because I can't solve problems. Feel inferior, so increased overcompensation, self-contempt, invite others to stop treating me nicely because I don't deserve it.	Get out of childhood role. Do homework in the real world by trying a new action. Be an adult. Stop saying "I'm stupid." Write self a letter. Try—succeed—again. Stop looking for faults. Forgive myself.

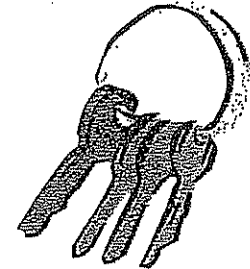
PRINCIPLES TO DEVELOPING RESPONSIBILITY



1. UNQUALIFIED LOVE and mutual respect. You are lovable and respectable in spite of what you do. What you do is not what you are.
2. CLEAR FEEDBACK about the things you do. The feedback is specific and related to the behavior rather than to the person.
3. Structure that encourages NATURAL AND LOGICAL CONSEQUENCES.
4. FIRMNESS with kindness.
5. MAINTENANCE OF DIGNITY – humiliation is eliminated.
6. TEACHING with respect.

H. Stephen Glenn
Developing Capable Young People

FIVE KEYS TO PERCEPTION



1. Perception is the key to attitudes, motivation and behavior in human beings. We must understand the content of the behavior to deal with it effectively.
2. Perception is a product of four steps in a learning process: EIAG – Experience – Identify – Analyze – Generalize, or Experience + What? Why? And How?
3. Perception is unique. No two people ever see or feel the same thing. The two sweetest phrases in the human language are: “What is your understanding of . . .?” and “let me be sure I understand . . .”
4. Perception is cumulative.
5. Support must precede challenge.

H. Stephen Glenn
Developing Capable Young People

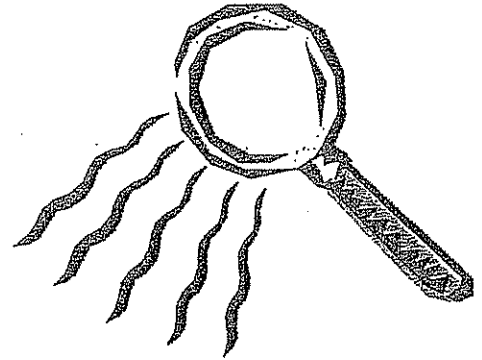
EIAG: EXPERIENCE-IDENTIFY-ANALYZE-GENERALIZE

Experience: Something happens

Identify: Ask: "What happened?"
 "What are you feeling?"
 "What did you see?"

Analyze: Ask: "Why was that significant?"
 "What caused that to happen?"
 "Why did it happen to you?"
 "What made that important?"

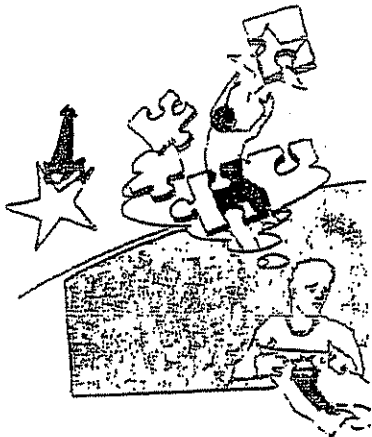
Generalize: Ask: "How can you use this?"
 "How could you do it differently next time?"
 "What did you learn from the experience?"



DEVELOPING SELF-CONTROL

Parents/teachers who want to help their children develop self-control:

1. See children as capable, important, powerful and verbalize that
2. Use EIAG to:
 - a. Help children identify feelings
 - b. Help children evaluate whether or not to act out the feelings
 - c. Help children figure out alternative ways which are appropriate to act out
3. Allow children to experience consequences
4. Reinforce times when children exhibit self-assessment, self-control and self-discipline
5. Model those behaviors they are asking of the children
6. Show patience (skills and perceptions take time to develop)



H. Stephen Glenn
Developing Capable Young People

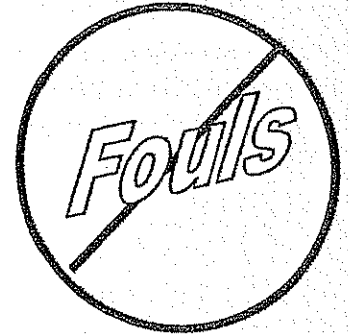
USING ANGER CONSTRUCTIVELY

Comment: Anger is a feeling. It's okay to feel any feeling, because feelings aren't good or bad, right or wrong. When we become aware of our feelings and know what they are called and what they are about, we have more choices of how we wish to act. Learning to identify anger and the object of the anger (what we are angry at) helps us take control of our lives and improve all our relationships. In this activity the idea is to learn to say, "I'm angry," and then to figure out what the object of the anger is.

1. Think about a time when you felt angry. Sometimes we use other feeling words instead of anger to describe those situations, so if nothing comes to your mind try to remember a time when you felt frustrated, irritated, upset, and little peeved, etc. Write it down.
2. Refer back to the incident you just wrote down and fill in the blank: "I'm angry at _____." Is this "object of anger" another person, someone else's anger at you, life, yourself, a situation or an absent other (someone who has died, moved away or appears to be here but is either drunk, under the influence or just "not in their body")?
3. Use the chart on page 65 and see if you mismanaged your anger at the time of the Incident or used your anger constructively in a mutually respectful way. Write down what you did and the results of what you did?

RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem not the person.
4. Listen with an open mind.
5. Treat a person's feelings with respect.
6. Take responsibility for your actions



- Name Calling
- Blaming
- Sneering
- Not Listening
- Getting Even
- Bringing up the past

- Threats
- Pushing
- Hitting
- Put-Downs
- Bossing
- Making Excuses
- Not-Taking Responsibility

Source Unknown

Responsibility Planning...

"I am responsible for *my* actions *and* behavior."

student name _____ date _____ time _____

1. WHAT DID I DO?

Date _____ Time _____

2. RESULTS

a. As a result of my actions, this is what happened...

b. What I wanted to happen was...

3. WHAT I REALLY WANT FROM SCHOOL IS...

HOW DID MY ACTIONS HELP ME GET WHAT I WANTED?

4. TO GET WHAT I WANT, I MUST:

a. stop...

b. start...

HELPING TRIOS

Each person will have one cycle as "helpee" and two cycles as "helper."

1

Helpee describes the problem situation they're interested in solving.

(5 minutes)

Helpee describes problem;
helpers LISTEN.

2

Helpers ask clarifying questions about the described situation and the desired goal.

(5 minutes)

Helpers ask inventory questions of helpee.

3

Helpee writes description of situation and goal statement on guidesheet.

Helpers reflect on strategies, solution alternatives.

(5 minutes)

Silent time is reserved for helpee to capture the existing situation and the identified goal. Concurrent silent time is used by each helper to jot down ideas, strategies, solution alternatives to the problem.

(NO SHARING/TALKING AT THIS TIME!)

4

Helpers brainstorm solution alternatives.

(5 minutes)

During this period, helpers report their ideas and strategies to the helpee. Helpee records ideas. Keep to a brainstorming format: No "Yeah, buts...!!"

5

Helpee clarifies alternatives.

(5 minutes)

The helpee can now go through the list of brainstormed alternatives and ask for clarification on any ideas of specific interest. The helpers can then elaborate on alternatives.

6

Helpee reflects on alternatives and identifies some next steps.

(5 minutes)

This is time reserved for the helpee to reflect on solution alternatives and to identify possible courses of action. Helpers may assist in the development of plans.

GUIDESHEET - HELPING TRIOS

SITUATION DESCRIPTION AND GOAL STATEMENT

SOLUTION ALTERNATIVES

COURSE OF ACTION

ADD/ADHD

Children who have ADD/ADHD are easily confused by things they consider complex. Here are some simple suggestions that may help some students be more successful in your classroom.

1. **SHORT AND CLEAR-** keep your rules to a bare minimum, keep your explanations of rules simple and short. Don't try to teach all the rules at once. Do one a day for the first week. Ask the child to repeat the rule after you state it, this helps reinforce the learning process.
2. **MAKE EYE CONTACT-** before you give directions, be sure the child is looking at you. If you don't have their attention you're wasting your time.
3. **BE SPECIFIC-** Don't give several directions at the same time. If you want the child to sit down and stop talking, first have the child sit down. When he/she is seated then ask them to stop talking.
4. **MAINTAIN A CALM ATMOSPHERE-** showing your anger and frustration will usually not accomplish anything. Try to be quiet and calm. With some students a simple touch on the shoulder will get a child's attention. With others touch can be agitating. Try to get to know your students.
5. **BE POSITIVE-** Using positive words always works better. Think in terms of what you would like the students to do, not what they shouldn't do. Instead of saying, "No running in the halls," try "let's walk in the halls please". Some kids stop listening to no.
6. **BE A FAN-** Use praise and kindness whenever you can, sometimes you have to dig deep but it almost always helps.
7. **DON'T THREATEN WHAT YOU CAN'T FOLLOW UP ON-** These students are usually quite perceptive and know when you can't follow through. Make sure you follow the guidelines for the rules promptly.
8. **BE CONSISTENT-** don't keep changing the rules, this leads to confusion. If possible, have the same rules in each classroom. It's also helpful if you state the rule the same way each time. Follow a consistent pattern of enforcement and treat all kids the same.

Being a child with ADD/ADHD isn't easy either. If they feel that you are fair and trying, they will do anything you ask. At least they'll try!

Prevention Strategies

1. Convey warmth
 - a. Greet students
 - b. Call by name
 - c. Keep attuned to their needs and interests
 - d. Use the 2x10 method
 - e. Call students at home

2. Give opportunities for students to be in charge
 - a. Let them make some of the rules
 - b. Give responsible jobs
 - c. Put them in charge of pets or people
 - d. One week positivity campaign
 - e. Defer to their opinion

3. Be respectful of differences in the way students learn
 - a. Consider the 9 intelligences as you plan lessons
 - b. How do your students take in information best?
 - c. What is their most efficient form of output?
 - d. Are they allowed to show you their best work in their best format?

Intervention Strategies to Prevent Reacting

1. Learn to stay personal without personalizing, take good care of yourself emotionally.

- a. Develop a support network
- b. Count forwards or backwards to 10
- c. Do guided visualizations
- d. Deep breathing
- e. Listen to relaxing music
- f. Make yourself laugh

Defusing Strategies

1. P.E.P. privacy, eye-contact and proximity
2. Non-verbal P.E.P. index cards or post it notes....(brainstorm some)
3. L.A.D.D. listening, acknowledging, agreeing, and deferring

Suggested steps for when rules are broken

1. state the rule and the consequence using P.E.P.
2. Ignore the hook
3. Use listening and acknowledging
4. Use agreeing and deferring
5. Tell there's a power struggle happening
6. Offer the door but invite to stay
7. Give temporary control
8. Decide if a consequence is necessary

ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (Rev. 12/5/08)

Child's Name _____ Date _____

LAGGING SKILLS

- _____ Difficulty handling transitions, shifting from one mindset or task to another (shifting cognitive set)
- _____ Difficulty doing things in a logical sequence or prescribed order
- _____ Difficulty persisting on challenging or tedious tasks
- _____ Poor sense of time
- _____ Difficulty reflecting on multiple thoughts or ideas simultaneously
- _____ Difficulty maintaining focus for goal-directed problem-solving
- _____ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- _____ Difficulty considering a range of solutions to a problem
- _____ Difficulty expressing concerns, needs, or thoughts in words
- _____ Difficulty understanding what is being said
- _____ Difficulty managing emotional response to frustration so as to think rationally (separation of affect)
- _____ Chronic irritability and/or anxiety significantly impede capacity for problem-solving
- _____ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- _____ Difficulty deviating from rules, routine, original plan
- _____ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- _____ Difficulty shifting from original idea or solution/difficulty adapting to changes in plan or new rules
- _____ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- _____ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")
- _____ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- _____ Difficulty starting conversations, entering groups, connecting with people/lacks other basic social skills
- _____ Difficulty seeking attention in appropriate ways
- _____ Difficulty appreciating how his/her behavior is affecting other people
- _____ Difficulty empathizing with others, appreciating another person's perspective or point-of-view
- _____ Difficulty appreciating how s/he is coming across or being perceived by others

UNSOLVED PROBLEMS

HOME

- _____ Waking up/getting out of bed in the morning
- _____ Completing morning routine/getting ready for school
- _____ Sensory hypersensitivities
- _____ Starting or completing homework or a particular academic task
- _____ Food quantities/choices/preferences/timing
- _____ Time spent in front of a screen (TV, video games, computer)
- _____ Going to/getting ready for bed at night
- _____ Boredom
- _____ Sibling interactions
- _____ Cleaning room/completing household chores
- _____ Taking medicine
- _____ Riding in car/wearing seatbelt

SCHOOL

- _____ Shifting from one specific task to another (specify)
- _____ Getting started on/completing class assignment (specify)
- _____ Interactions with a particular classmate/teacher (specify)
- _____ Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify)
- _____ Talking at appropriate times
- _____ Specific academic tasks/demands, e.g., writing assignments (specify)
- _____ Handling disappointment/losing at a game/not coming in first/not being first in line (specify)

OTHERS (list)

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 12/5/08)

Child's Name _____ Date _____ Person Completing Form _____

LAGGING SKILLS

	Never	Sometimes	Often	Always
1. Difficulty handling transitions, shifting from one mindset or task to another	0	1	2	3
2. Difficulty doing things in a logical sequence or prescribed order	0	1	2	3
3. Difficulty persisting on challenging or tedious tasks	0	1	2	3
4. Poor sense of time	0	1	2	3
5. Difficulty reflecting on multiple thoughts or ideas simultaneously	0	1	2	3
6. Difficulty maintaining focus	0	1	2	3
7. Difficulty considering the likely outcomes or consequences of actions (impulsive)	0	1	2	3
8. Difficulty considering a range of solutions to a problem	0	1	2	3
9. Difficulty expressing concerns, needs, or thoughts in words	0	1	2	3
10. Difficulty understanding what is being said	0	1	2	3
11. Difficulty managing emotional response to frustration so as to think rationally	0	1	2	3
12. Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	0	1	2	3
13. Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking	0	1	2	3
14. Difficulty deviating from rules, routine	0	1	2	3
15. Difficulty handling unpredictability, ambiguity, uncertainty, novelty	0	1	2	3
16. Difficulty shifting from original idea, plan, or solution	0	1	2	3
17. Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	0	1	2	3
18. Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	0	1	2	3
19. Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	0	1	2	3
20. Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	0	1	2	3
21. Difficulty seeking attention in appropriate ways	0	1	2	3
22. Difficulty appreciating how his/her behavior is affecting other people	0	1	2	3
23. Difficulty empathizing with others, appreciating another person's perspective or point of view	0	1	2	3
24. Difficulty appreciating how s/he is coming across or being perceived by others	0	1	2	3

UNSOLVED PROBLEMS

HOME	Never	Sometimes	Often	Always
1. Waking up/getting out of bed in the morning	0	1	2	3
2. Completing morning routine/getting ready for school	0	1	2	3
3. Sensory hypersensitivities	0	1	2	3
4. Starting or completing homework or a particular academic task	0	1	2	3
5. Food quantities/choices/preferences/timing	0	1	2	3
6. Time spent in front of a screen (TV, video games, computer)	0	1	2	3
7. Going to/getting ready for bed at night	0	1	2	3
8. Boredom	0	1	2	3
9. Sibling interactions	0	1	2	3
10. Cleaning room/completing household chores	0	1	2	3
11. Taking medicine	0	1	2	3
12. Riding in car/wearing seatbelt	0	1	2	3

SCHOOL	Never	Sometimes	Often	Always
1. Shifting from one specific task to another (specify)	0	1	2	3
2. Getting started on/completing class assignments (specify)	0	1	2	3
3. Interactions with a particular classmate/teacher (specify)	0	1	2	3
4. Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify)	0	1	2	3
5. Talking at appropriate times	0	1	2	3
6. Academic tasks/demands, e.g., writing assignments (specify)	0	1	2	3
7. Handling disappointment/losing at a game/not coming in first/not being first in line (specify)	0	1	2	3

OTHERS (list)	Never	Sometimes	Often	Always
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3
4.	0	1	2	3

CPS PLAN (Rev. 5/20/09)

Name of Child: _____

Date: _____

PLAN B

- **High Priority Unsolved Problems** - *Problems/situations that are precipitating challenging episodes and that are currently being addressed with Plan B (use the CPS Flowchart for these problems):*

- **High Priority Lagging Skills** - *Lagging thinking skills (if any) that are currently being addressed:*

PLAN C

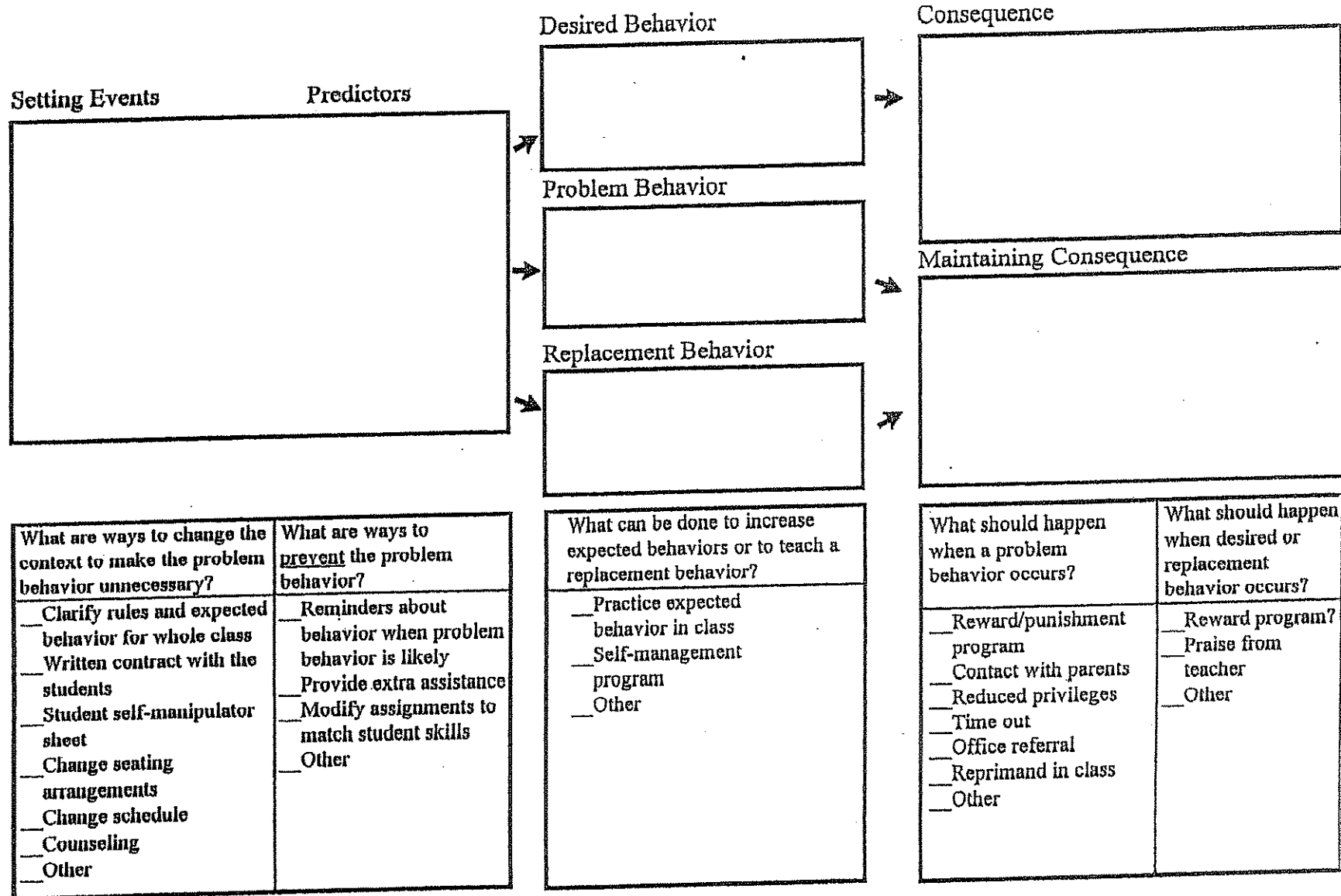
- **Lower Priority Unsolved Problems/Accommodations** - *Problems/situations that are NOT currently being addressed (but may be moved to Plan B at a later time) and adaptations that are being made so these problems do not precipitate challenging episodes*

Plan B Flowchart (5-15-09)

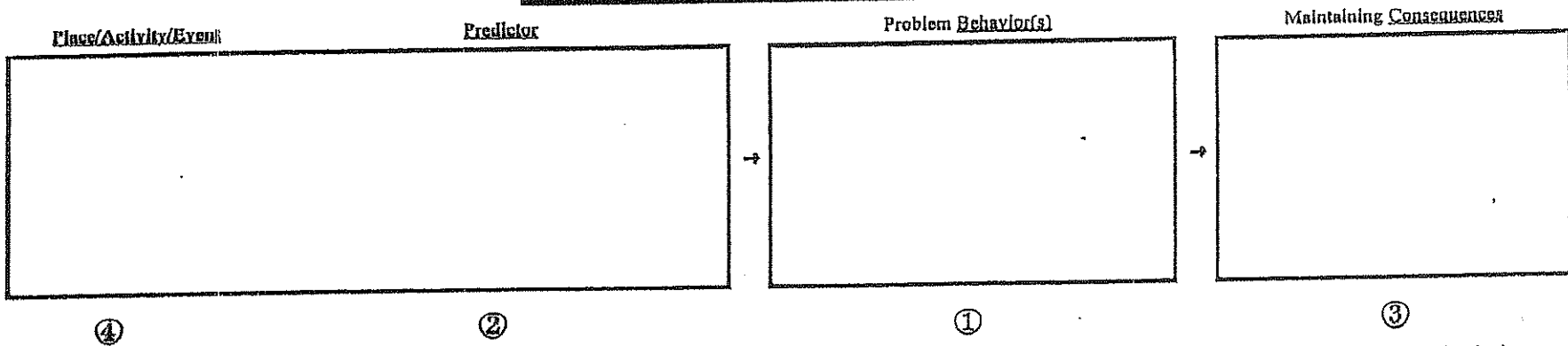
Child's Name _____ Date _____

Unsolved Problem #1	<i>Adult Taking the Lead on Plan B</i>	<i>Kid's Concerns Identified (Empathy Step)</i>	<i>Adult Concerns Identified (Define the Problem Step)</i>
▶	▶	Date _____ ▶	Date _____ ▼
		Problem Solved? No _____ ▲ Comment:	◀ <i>Solution Agreed Upon (Invitation)</i>
		Date _____ Yes _____	Date _____
Unsolved Problem #2	<i>Adult Taking the Lead on Plan B</i>	<i>Kid's Concerns Identified (Empathy Step)</i>	<i>Adult Concerns Identified (Define the Problem Step)</i>
▶	▶	Date _____ ▶	Date _____ ▼
		Problem Solved? No _____ ▲ Comment:	◀ <i>Solution Agreed Upon (Invitation)</i>
		Date _____ Yes _____	Date _____
Unsolved Problem #3	<i>Adult Taking the Lead on Plan B</i>	<i>Kid's Concerns Identified (Empathy Step)</i>	<i>Adult Concerns Identified (Define the Problem Step)</i>
▶	▶	Date _____ ▶	Date _____ ▼
		Problem Solved? No _____ ▲ Comment:	◀ <i>Solution Agreed Upon (Invitation)</i>
		Date _____ Yes _____	Date _____

Building a Support Plan



Summary Statement Form



Complete the summary statement diagram following the numbered sequence (Behavior(s) first, then Predictors, etc.). Consider the items below as possible elements for inclusion in the summary statement. Complete a different summary statement for each new consequence.

What Important Events, Places, or Activities Tend to be Associated with the Behavior?	What Appears to Set off Problem Behavior	What do the Problem Behaviors Look Like?	What Does the Student Gain From the Problem Behaviors?
Lack of sleep _____ Illness _____ Physical pain _____ Hunger _____ Trouble at home _____ Fight/conflict with Peers _____ Noise/distractions _____ Activity/Class _____ Other _____	Class demands that are: -too hard _____ -boring _____ -unclear _____ -long _____ Teacher reprimands _____ Peer teasing _____ Peer encouragement _____ Other _____	Late to class _____ Talk out in class _____ Disruptions _____ Inappropriate language _____ Disrespectful behavior _____ Property destruction _____ Carrying weapons _____ Fidget _____ Not completing work _____ Steal _____ Threaten _____ Vandallism _____ Insubordination _____ Other _____	<u>Escape or Avoid</u> -teacher demands _____ -teacher reprimands _____ -teacher correction _____ -peer social contact _____ (teasing) -tasks (hard, long) _____ <u>Get Attention</u> -from peers _____ -from teacher/adult _____ <u>Get Activity or Item</u> -access to game _____ -access to toy _____ -access to food _____ -access to money _____ -access to task _____

POSITIVE DISCIPLINE

Guidelines

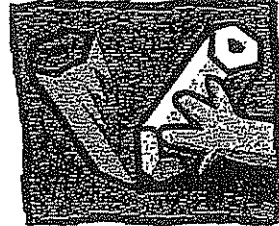
From the book *Positive Discipline*
by Jane Nelsen

- 1 Misbehaving children are "discouraged children" who have mistaken ideas on how to achieve their primary goal—to belong. Their mistaken ideas lead them to misbehavior. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior.
- 2 Use encouragement to help children feel "belonging" so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes.
- 3 A great way to help children feel encouraged is to spend special time "being with them." Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like to do for fun.
- 4 When tucking children into bed, ask them to share with you their "saddest time" during the day and their "happiest time" during the day. Then you share with them. You will be surprised what you learn.
- 5 Have family meetings or class meetings to solve problems with cooperation and mutual respect. This is the key to creating a loving, respectful atmosphere while helping children develop self-discipline, responsibility, cooperation, and problem-solving skills.
- 6 Give children meaningful jobs. In the name of expediency, many parents and teachers do things that children could do for themselves and one another. Children feel belonging when they know they can make a real contribution.
- 7 Decide together what jobs need to be done. Put them all in a jar and let each child draw out a few each week; that way no one is stuck with the same jobs all the time. Teachers can invite children to help them make class rules and list them on a chart titled, "We decided." Children have ownership, motivation, and enthusiasm when they are included in the decisions.
- 8 Take time for training. Make sure children understand what "clean the kitchen" means to you. To them it may mean simply putting the dishes in the sink. Parents and teachers may ask, "What is your understanding of what is expected?"
- 9 Teach and model mutual respect. One way is to be kind and firm at the same time—kind to show respect for the child, and firm to show respect for yourself and "the needs of the situation." This is difficult during conflict, so use the next guideline whenever you can.
- 10 Proper timing will improve your effectiveness tenfold. It does not "work" to deal with a problem at the time of conflict—emotions get in the way. Teach children about cooling-off periods. You (or the children) can go to a separate room and do something to make yourself feel better—and then work on the problem with mutual respect.
- 11 Get rid of the crazy idea that in order to make children do better, first you have to make them feel worse. Do you feel like doing better when you feel humiliated? This suggests a whole new look at "time out."
- 12 Use Positive Time Out. Let your children help you design a pleasant area (cushions, books, music, stuffed animals) that will help them feel better. Remember that children do better when they feel better. Then you can ask your children, when they are upset, "Do you think it would help you to take some positive time out?"
- 13 Punishment may "work" if all you are interested in is stopping misbehavior for "the moment." Sometimes we must beware of what works when the long-range results are negative—resentment, rebellion, revenge, or retreat.
- 14 Teach children that mistakes are wonderful opportunities to learn! A great way to teach children that mistakes are wonderful opportunities to learn is to model this yourself by using the Three Rs of Recovery after you have made a mistake: (1) Recognize your mistake. (2) Reconcile: Be willing to say "I'm sorry, I didn't like the way I handled that." (3) Resolve: Focus on solutions rather than blame. (#3 is effective only if you do #1 & #2 first.)
- 15 Focus on solutions instead of consequences. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are (1) related, (2) respectful, and (3) reasonable.
- 16 Make sure the message of love and respect gets through. Start with "I care about you. I am concerned about this situation. Will you work with me on a solution?"
- 17 Have fun! Bring joy into homes and classrooms.

For information on lectures, seminars,
conference keynotes, and workshops with
Positive Discipline Associates call 1-800-879-0512.

www.PositiveDiscipline.com

MEMOS FROM A CHILD



- μ *Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.*
- μ *Don't be afraid to be firm with me. I prefer it, it makes me feel more secure.*
- μ *Don't let me form bad habits. I have to rely on you to detect them in the early stages.*
- μ *Don't make me feel smaller than I am. It only makes me behave stupidly "big."*
- μ *Don't correct me in front of others if you can help it. I'll take much more notice if you talk quietly with me in private.*
- μ *Don't make me feel that my mistakes are sins. It upsets my sense of values.*
- μ *Don't protect me from consequences. I need to learn the painful way sometimes.*
- μ *Don't nag. If you do, I shall have to protect myself by appearing deaf.*
- μ *Don't make rash promises. Remember that I feel greatly let down when promises are broken.*
- μ *Don't forget that I cannot explain myself as well as I would like to. That is why I'm not always very accurate.*
- μ *Don't be inconsistent. That completely confuses me and makes me lose faith in you.*
- μ *Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.*
- μ *Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.*

Anonymous

Seven More Improvements You Can Make in Your School Today

- ☺ Find reasons for every child to want to be in school and put them into practice, even if they aren't the same reasons you want him (her) to be there.
- ☺ Seek opportunities to be calm and to share that personal ambience with others.
- ☺ Allow yourself to fail in front of staff and students from time to time; let them know that failure is one of life's best teachers.
- ☺ Laugh every day, proclaim the benefits of joyful noises and allow space for them to occur.
- ☺ Give students every opportunity to solve their own problems - not as a discipline, but because you believe in their capacity to do so.
- ☺ Find a way to love your most unlovable students - in fact, make that a priority.
- ☺ Make a practice of removing obstacles from the paths of students; life will toughen them enough, if you will provide safety and encouragement.

*Once you've done them all, share the list with others.
You can never have too many people feel good about themselves.*