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### Discipline with Love and Logic

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Write down a discipline situation that you experienced with your child. How did you handle the situation? How did it turn out?

# Discipline with Love & Logic: An Exposure

2017 GAPBS

Sandy DeMuth

Donna Ann Flaherty

November 29, 2017



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# How do you measure a school year?

**"Two hundred sixty thousand, six hundred forty minutes."**

**"Two hundred sixty thousand, six hundred forty moments, so dear."**

"Seasons of Love", Rent

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# Why focus on moments?



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Education is a challenging profession

- Large number of challenges/demands every minute
- High rate of decisions per minute
- High stakes

But, in each moment...

- We have an opportunity to improve the likelihood of our students' and educators' success
- And, if we have a bad moment, we can turn it around and make the next one better!

How many moments do we influence in our work?

Brandi Simonsen, Ph.D. ([brandi.simonsen@uconn.edu](mailto:brandi.simonsen@uconn.edu))

2016 PBIS National Forum at Chicago



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# Essential Question

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

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# 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 Teachers



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

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# The Power of Words



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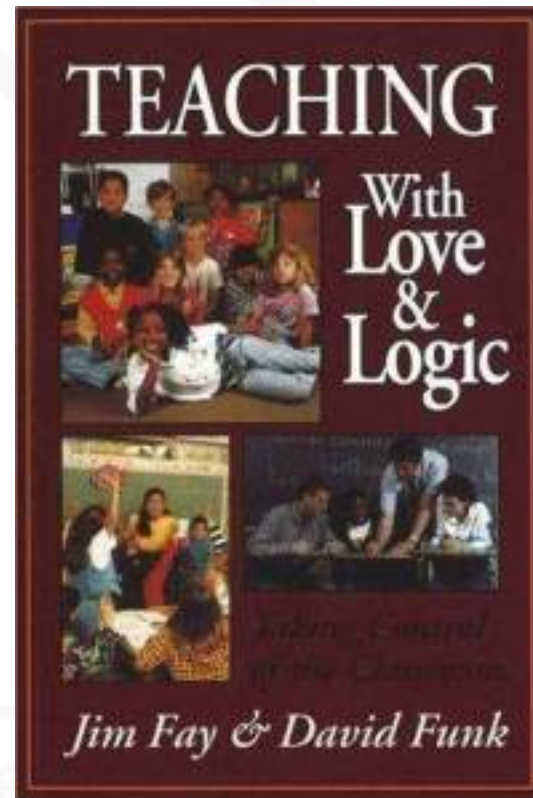
The Power of Words A girl Changed a BLIND man Day Amazing

<https://www.youtube.com/watch?v=Hzgzim5m7oU>



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# Do you want to have more fun Teaching?



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# LEARNING TARGETS



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- 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.**
- 4. I can use delayed consequences.**

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# LEARNING TARGET 1

**I can use the  
One Sentence Intervention.**

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# Building Relationships



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"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

- "There will never be enough consequences to motivate tough kids to learn and to behave if we are not first developing positive relationships. And without positive teacher-student relationships, no discipline plan will work."

Jim Fay



# Building Relationships

- Eye Contact
- Smile
- Friendly touch





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# 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



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# 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."



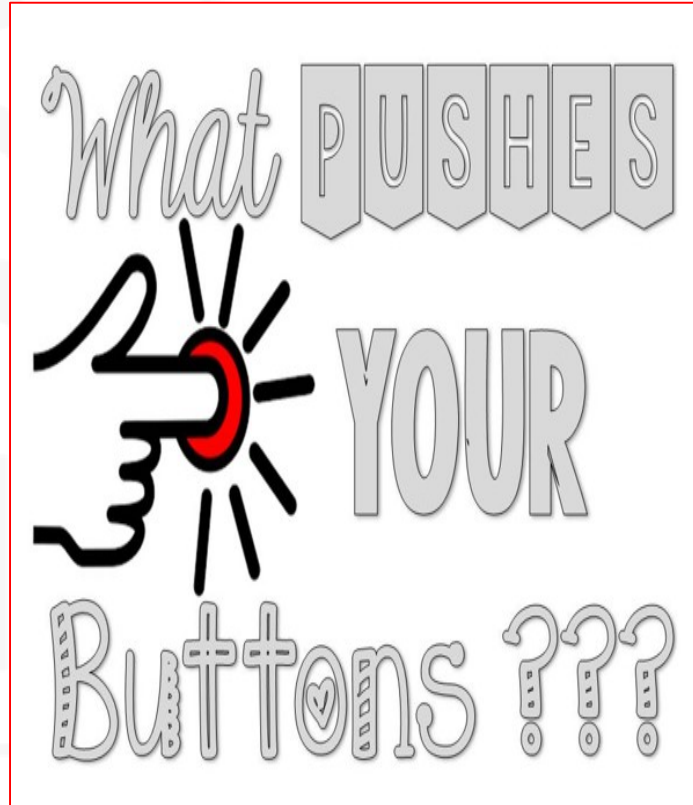
# Building Relationships

## 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.”**



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- **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.**

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## One-Sentence Intervention:

1. Identify six unique things about the student that have nothing to do with pleasing adults, behaving well, or completing school work.
2. Using these qualities, approach the student, smile, and whisper one of the six statements for at least two times a week for at least three weeks, for example: "I've noticed that you really like to draw. I noticed that."
3. Do NOT end the statement with something like, "And that is great!"
4. Do this only at times when this will not embarrass the student, and the student is calm.
5. LISTEN if the STUDENT then wants to engage in discussion about the strength or interest.
6. After the three-week experimental period, test this intervention by asking the child to do something for you. Use the following words, "Will you do this (or stop doing that) just for me? Thank you."
7. Remember to smile and whisper. Also remember to walk away from the kid as soon as you finish saying, "Thank you."



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# 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."



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## LEARNING TARGET 2

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

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# 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?**





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# Going Brain Dead

- Step One: Go brain dead!



ADAM

  
Love and Logic®

## • 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.*

# Brain Dead

- **Step Three: Do Not Attempt To Think**

Become a broken record, saying the same antidote for each new argument the youngster comes up with. Keep your voice soft. Allow any frustration to be that of the child, not of you.

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# Going Brain Dead

- **Step Four: If the Child Continues To Argue**

For some very strong-willed or manipulative children, it is effective to say, "I argue at 12:15 or 3:15 daily. What would be best for you?" And then play broken record with this question. Don't give into the temptation to match wits with a child.



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# 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!

# Practice

**Child:** This is stupid. Why do I have to do this?

**Teacher:** (With soft sincerity) \_\_\_\_\_

**Child:** But why?

**Teacher:** \_\_\_\_\_

**Child:** If you respected me, you wouldn't make me do this stupid stuff.

**Teacher :** \_\_\_\_\_

**Child:** I'm telling dad.

**Teacher :** (Walking away) \_\_\_\_\_

**Child:** Is that all you can say?

**Teacher :** (Still walking away) \_\_\_\_\_



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# LEARNING TARGET 3

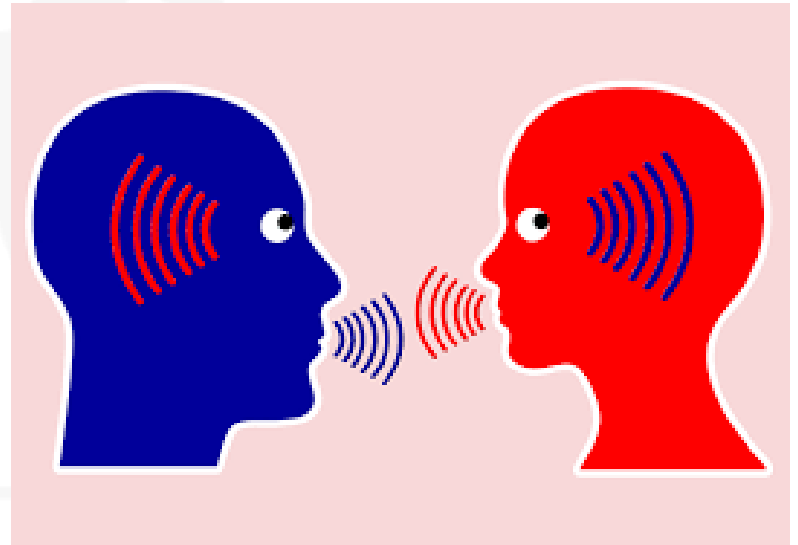
**I can use consequences with empathy.**



Empathy is walking a mile in somebody else's moccasins. Sympathy is being sorry their feet hurt.



-Rebecca O'Donnell



# Consequences with Empathy Core of Love and Logic



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- 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.



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# Empathy-Benefits

1. The child is not distracted by the adult's anger.
2. The child must "own" his or her pain rather than blaming it on the adult.
3. The adult-child relationship is maintained.
4. The adult is seen as being able to handle problems without breaking a sweat.
5. The child learns through modeling to use empathy with others.
6. The child's poor decision becomes the "bad guy" while keeping the adult the "good guy."

# Empathy



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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 is really hard.
- This must really hurt.
- It must be hard to feel that way.
- I'm sorry you feel so bad.

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# Empathy- Short, Sweet, Simply, Repetitive

- Always send it BEFORE describing the consequence.
- Keep it SIMPLE.
- Delivery with sincerity, NOT sarcasm.

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# Your Turn

**What is your empathic  
statement?**

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# LEARNING TARGET 4

**I can use delayed consequences.**

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# DELAYED CONSEQUENCES



# Delayed or “Anticipatory” Consequences



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## Problems with Immediate Consequences

- Difficult to think of immediate consequence while teaching
- We become “owners” of problem
- Forced to react while we and the child are upset
- Often end up making threats
- Fail to deliver strong dose of empathy

## Take Care of Yourself!

- “Oh no. This is so sad. I’m going to have to do something about this! But not now . . . Later. Try not to worry!”
- Allows time to make a plan, anticipate reactions, ability to follow through
- Child anticipates or worries about possible consequence
- Try not to worry becomes consequence in itself
- Follow Through!!



"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?"

Tom Herner (NASDE President) Counterpoint 1998 p. 2



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# Final Words

Who can you control?

Teach students the expectations.

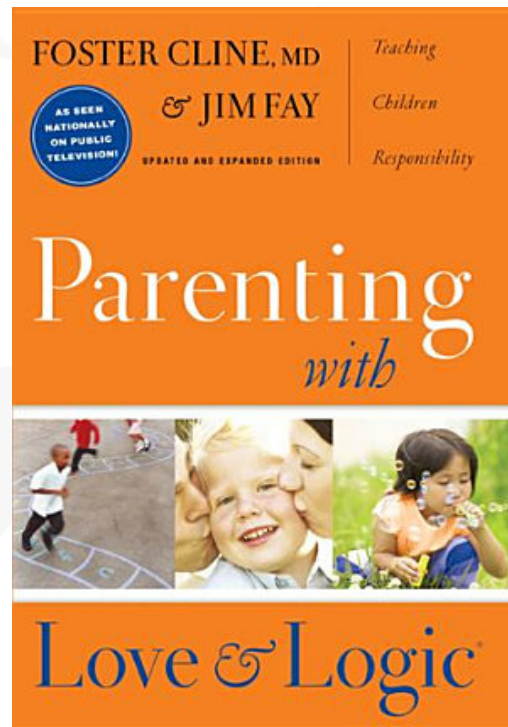
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# RESOURCES



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Newsletter: [www.loveandlogic.com](http://www.loveandlogic.com)





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# LEARNING TARGET 5

I can use enforceable statements.

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# Turn Words into Gold



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I can turn my words into gold  
using enforceable statements.



# Enforceable Statements



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- Describe what WE are willing to do instead of telling students what THEY should do.
- The only thing we can truly control is our own behavior.
- Orders and demands create defensiveness.
- Enforceable statements stimulate thinking.

# Our Words are Gold

## Unenforceable

**Our words are garbage.**

- Hand your papers in on time.
- Quit arguing with me.
- Quiet down in the hall.
- Keep your hands to yourself.
- Get to work.

## Enforceable

**Our words are gold.**

- I assign full credit to papers handed in on time.
- I'll listen when your voice is calm.

# Enforceable Statement

## Question 1

**"I listen to one person at a time. Three students respond with, "Teacher, teacher, teacher."**

- A. Will you please be quiet and wait your turn?**
- B. Can't you ever remember what I've told you?**
- C. So, how do you get me to listen?**

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# Enforceable Statement

## Question 2

I allow students to stay with the class when they aren't causing a problem. A student continues imitating the sounds made by noisy barnyard critters.

A. How many times do I have to tell you to stop that?

B. When do students get to stay with the class?

C. Do you think that's funny?

# LEARNING TARGET 6



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**I can use choices  
to prevent  
power struggles.**

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# Guidelines for Choices

1. Never give a choice that might cause a problem for you or anyone else.
2. For each choice, give only 2 options, each of which will be okay with you.
3. If the child doesn't decide in 10 seconds, decide for him or her.
4. Only give choices that fit with your value system.

# Examples of Choices

- ✓ *Should this paper be due on Wednesday or Thursday?*
- ✓ *Do odd or even problems, you decide.*
- ✓ *Feel free to choose where you sit as long as it doesn't cause a problem for anyone else.*
- ✓ *Would you like to go to recess on time or late?*
- ✓ *Can you stay with us and stop that, or do you need to leave for awhile and come back when you are calm?*