

# WHERE ARE THE CONSEQUENCES?



Welcome. 🌟  
We will begin at 8:30 am.

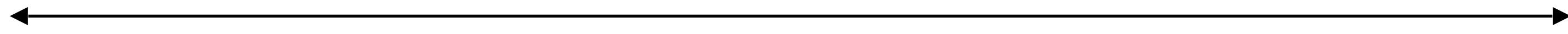


**I am happy to be here...**



**...and I am SO happy you are here with me!**

1



10



***Keep  
Going***



# WHO



# WHO

Who let the manners out? I DID!

Who let the kindness out? I DID!

Who let the caring out?

It must have been you. WHO ME? Yeah you!

**So turn around. Put your hands on the ~~ear~~ knees.**

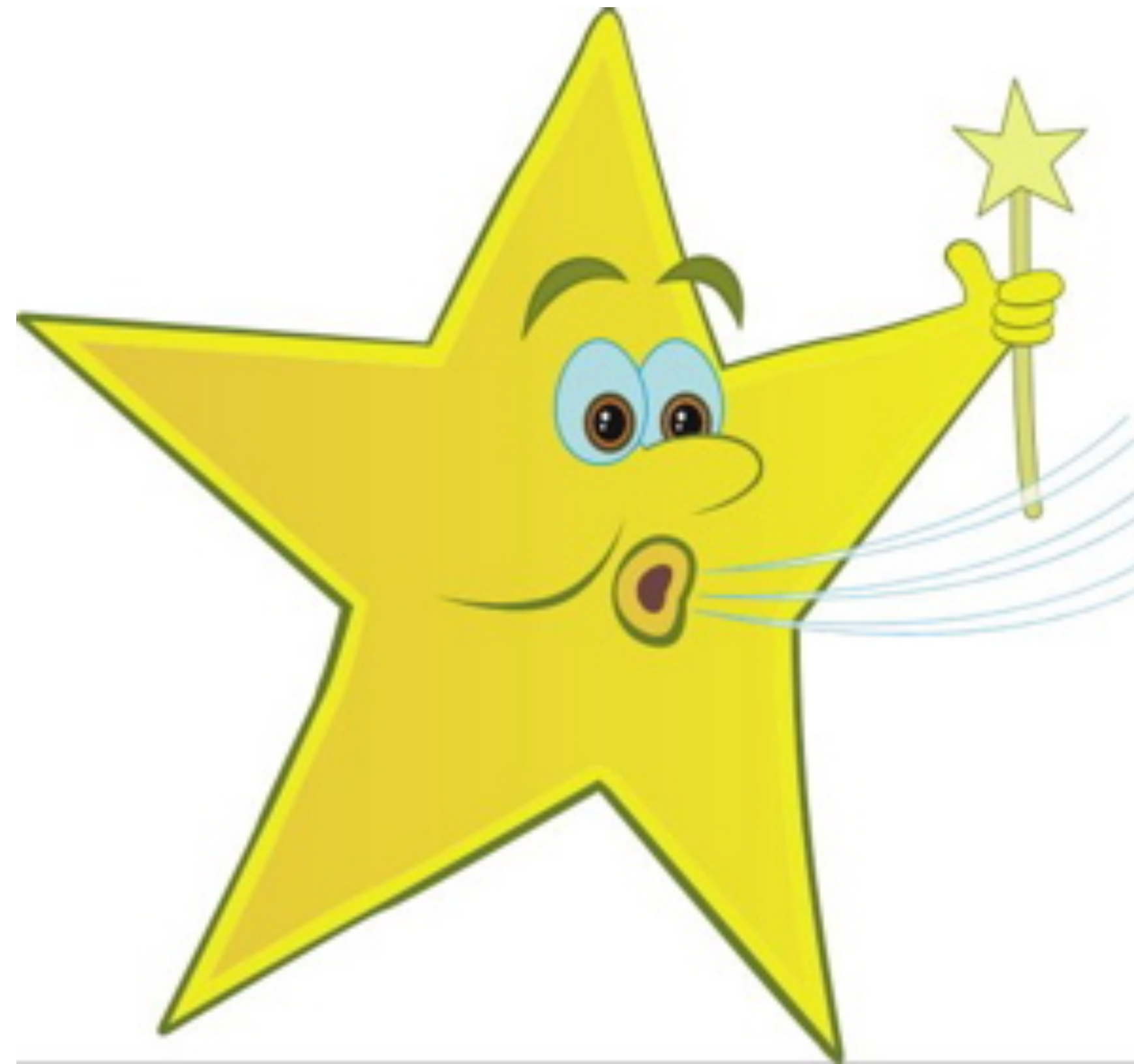
**Shake your body. -~~Just~~ like you care.**

**Turn around. Put your hands on the ~~ear~~ knees.**

**And breathe – like me!**

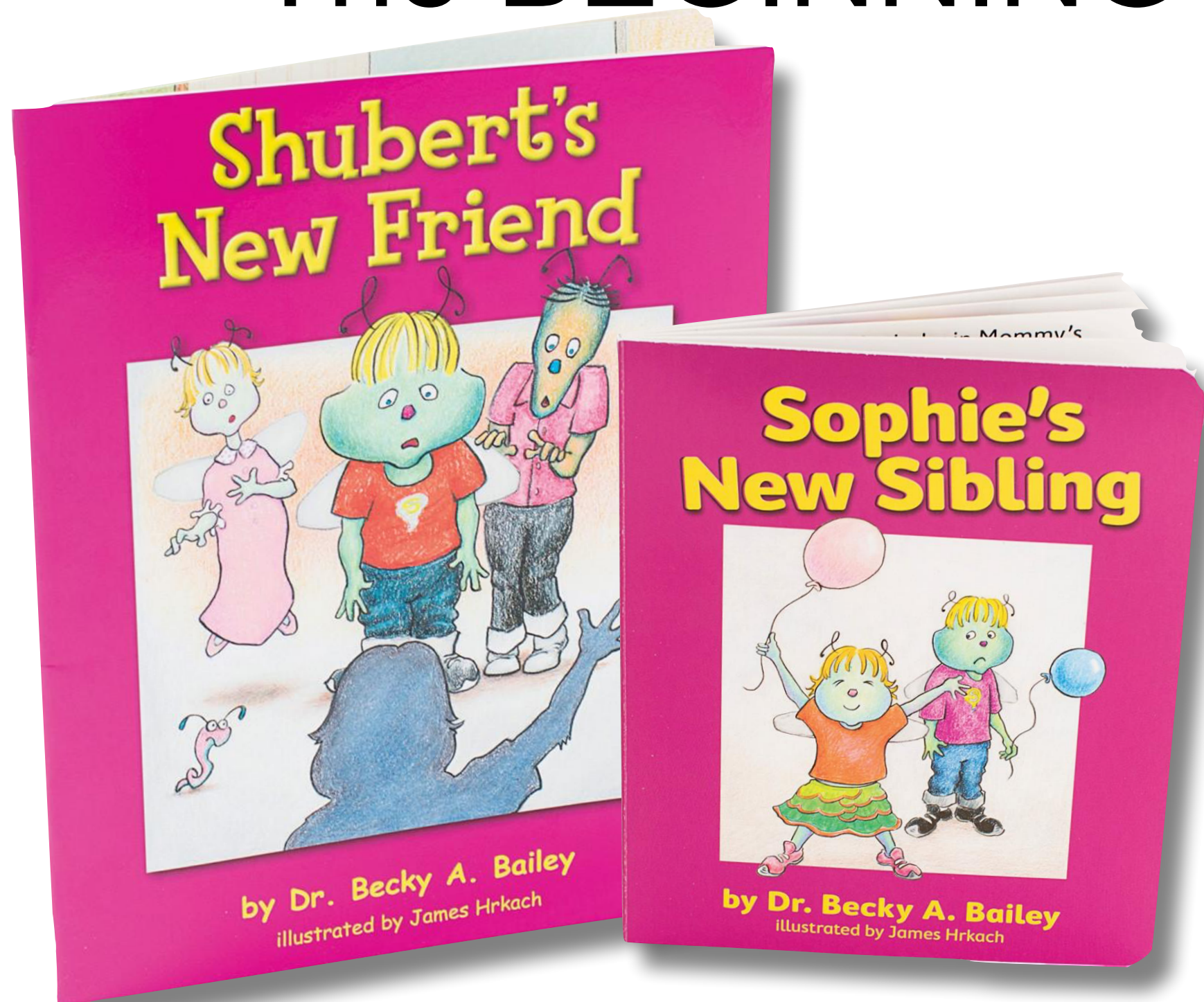


# S.T.A.R.



# EMPATHY

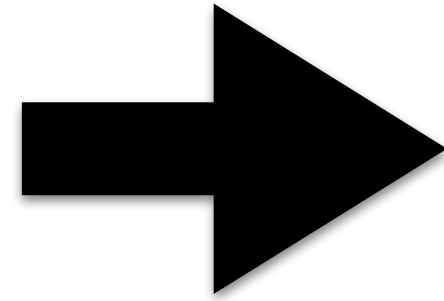
The BEGINNING OF SELF-REGULATION



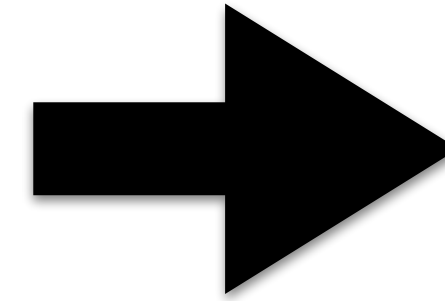
**Power of Acceptance:  
THE MOMENT IS AS IT IS.**

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POWER



SKILL



STRUCTURE

Acceptance

Empathy

We Care and  
Rituals



The moment is as it is.

I try hard to make things work out.  
When they don't, it's just not right!



# NEGATING THE MOMENT...

negates you and  
everyone in it.

**Every struggle/conflict/upset starts  
with resisting what is.**

# EMPATHY STRUCTURE: WE CARE CENTER

*Any Questions?*





# I TRIED EMPATHY AND IT DIDN'T WORK!

- ◆ Empathy = Happy up
- ◆ Empathy = Compliance
- ◆ Empathy = “You seem \_\_\_\_\_,” which is a strategy
- ◆ Empathy = Weak character
- ◆ Empathy = Must be earned

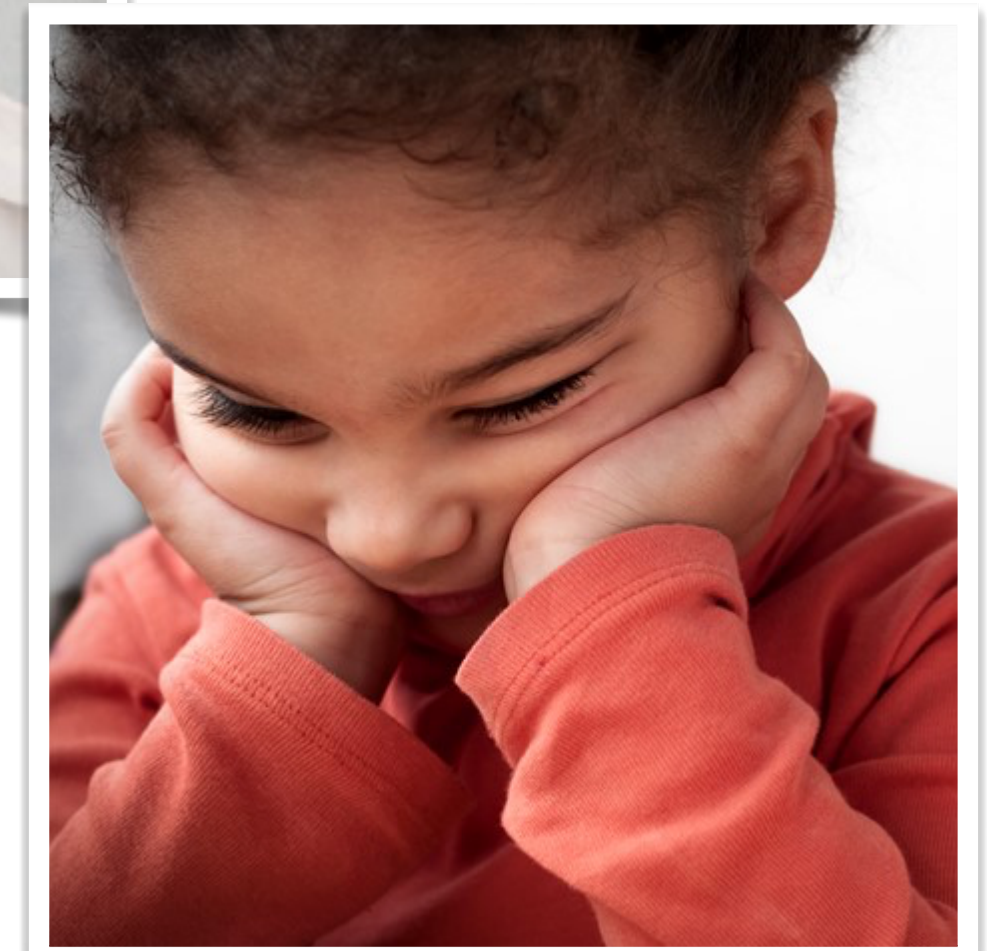
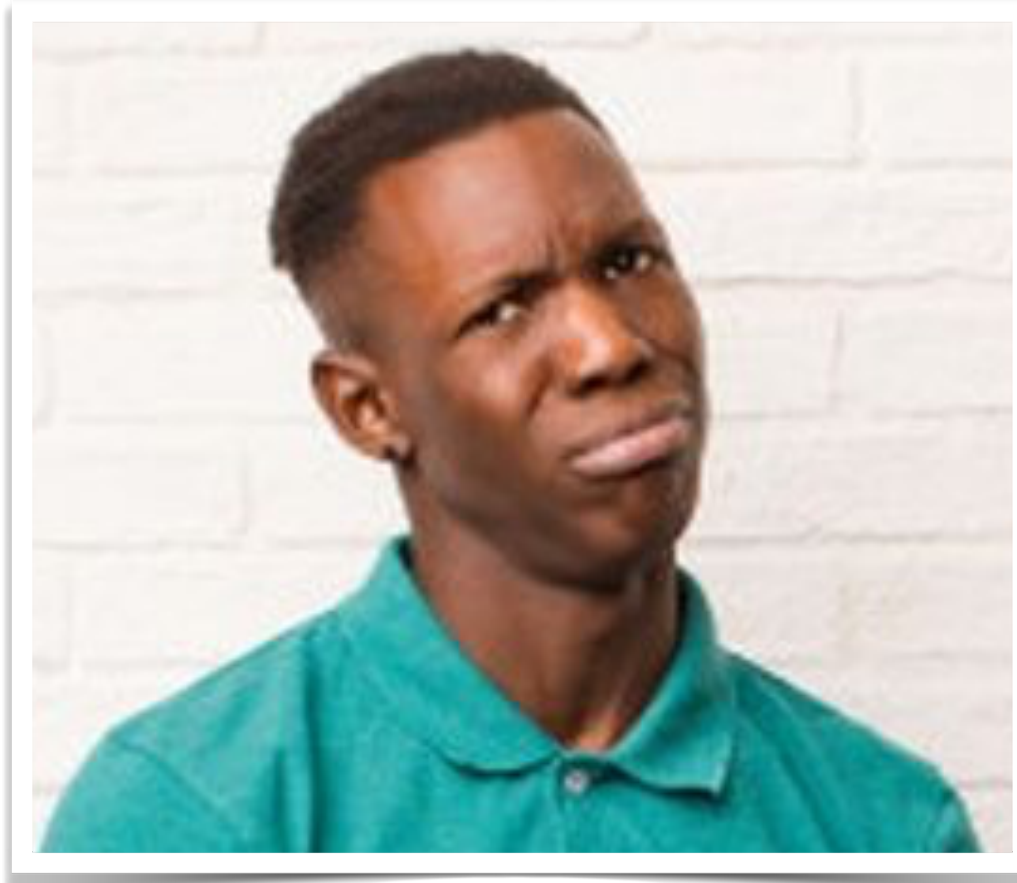
Bad behavior does not deserve empathy!



# EMPATHY TEACHES EMOTIONAL REGULATION

- It integrates the brain so that children can take personal responsibility for their thoughts, feelings and actions.
- Emotional guidance system: off track or on track
- It is not about “BEING HAPPY.”
- Emotional State asks for understanding. The Executive state asks for information. Mixing this up

# Are people asking for **information** or **understanding**?



Emotional behavior is always asking for **understanding**.

**Lecturing an emotional child  
causes rupture in the relationship  
and a disconnect in the brain  
which impacts all learning.**



# THE KEY TO EMOTIONAL REGULATION IS KNOWING WHAT YOU FEEL WHEN YOU FEEL IT

## → DNA process helps children:

1. Become conscious of the facial and body cues indicating a feeling state (self and others).
2. Become conscious of the name of the sensation.
3. Become conscious of their long-term goal or highest values at the time (teach delay of gratification).



# EMPATHY SKILLS

→ Reflect back what you see = noticing

- Brain stem
- **D = Describe & Download**

→ Reflect back what you sense they feel

- Limbic system
- **N = Notice feelings**

→ Reflect back what you heard, with positive intent

- Prefrontal lobes
- **A = Acknowledge**



**A**

You wanted \_\_\_\_\_  
or you were hoping \_\_\_\_\_

**N**

You seem \_\_\_\_\_  
(Something Happened?)

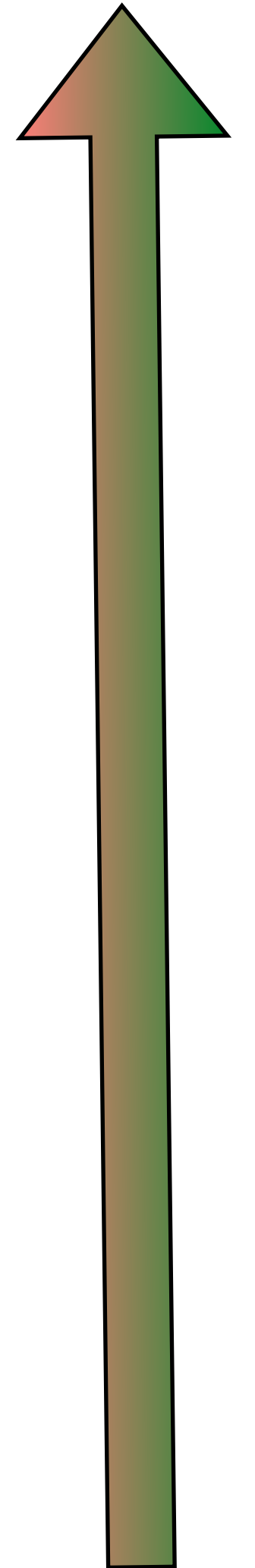


**DOWNLOAD CALM**



**D**

Your body is going like this.  
Your face is going like this!



**The room is filled with noise.**

Your hands are going like this.

Download

You seem overwhelmed.

You want to be somewhere quieter.



# Personal Space

Your arm are going like this.

Download

You seem angry.

You want him to stay away from you.



# Worktime

Your head are going like this.

Download

You seem distracted,

help, a break,

You want some encouragement.



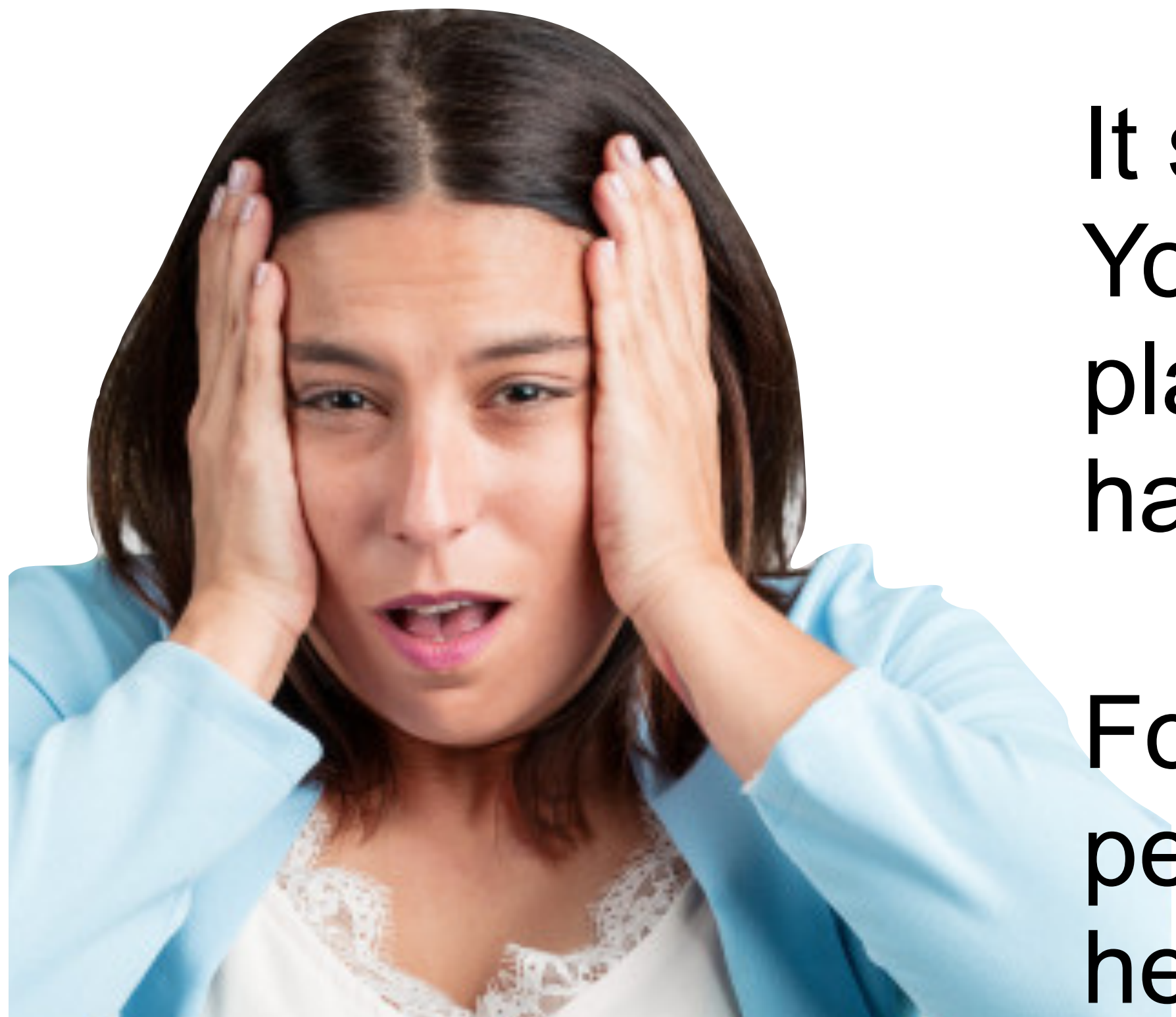
# Told another child will be assigned to her class.

You're hands are going like this.

[Download](#)

It seems you're feeling frustrated. You already have so much on your plate, no wonder it's frustrating to have yet another thing.

For now, just give yourself permission to feel. Later if you need help, I am right next door.



# Has to return to virtual teaching.

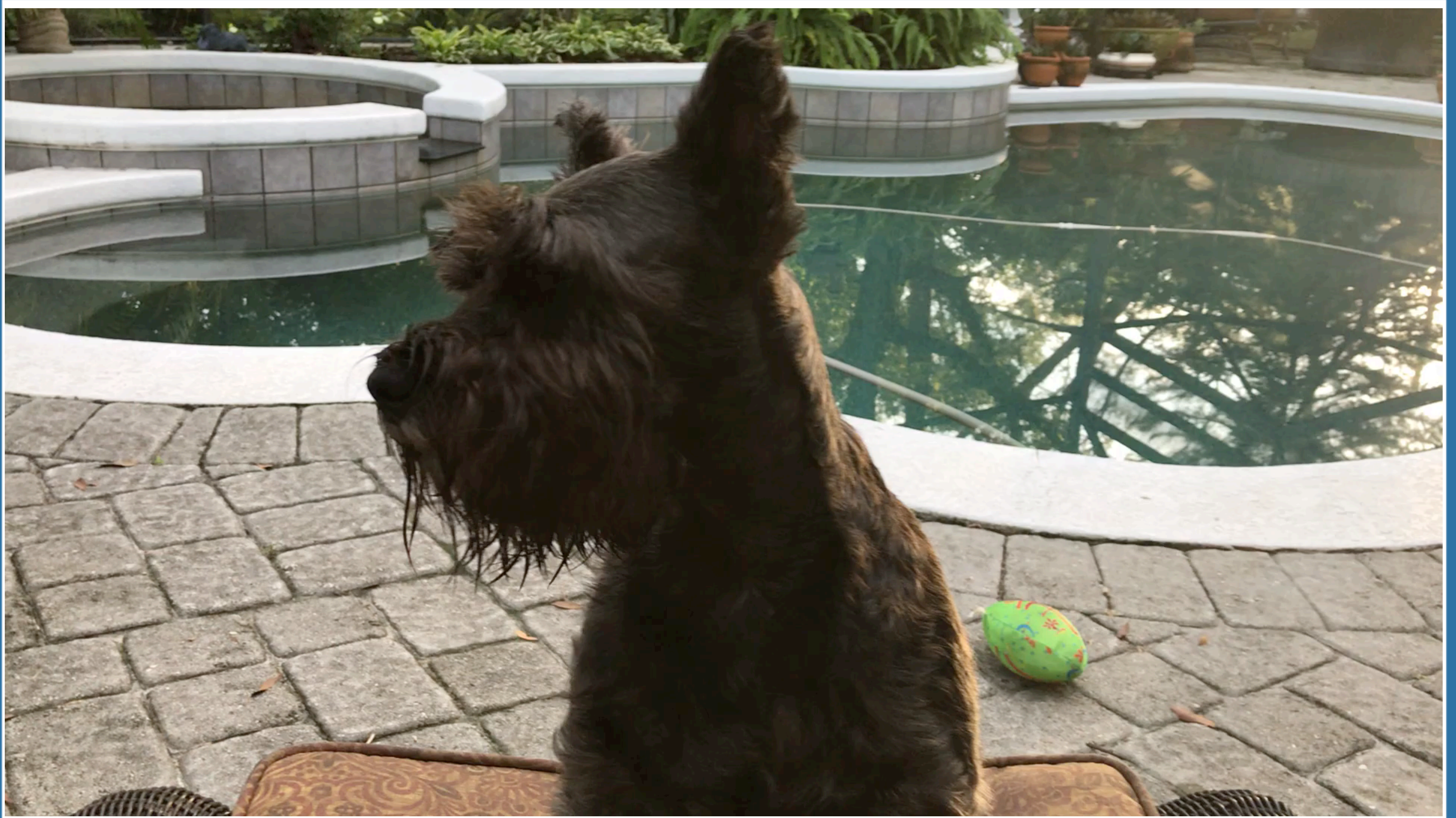
Your head is down like this and your body is all slumped over in your chair..

[Download](#)

It seems you're feeling sad. You were really hoping we wouldn't have to do this again, no wonder it's disappointing. You care so much for what's best for the kids.

For now, just know you've already made a difference.









Breathe = Pause



You seem sad  
You wanted mommy  
to stay





# Notice the **TIME** it takes...

**Active  
Calming**

You seem \_\_\_\_\_.

You wanted \_\_\_\_\_.  
You were hoping \_\_\_\_\_.  
When you want say/do thing

# Notice the **TIME** it takes...

## Talking

You wanted \_\_\_\_\_.

You were hoping \_\_\_\_\_.

I can't help you if you  
won't talk to me.

What happened?

Why did you do that?

What's wrong?

Breathe with me

# EMPATHY

ALL CONFLICT STARTS WITH UPSET



Feelings are the bridge between problems and solutions.

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**You cannot regulate emotional states  
you are not conscious of having.**



**Knowing what you are feeling when  
you are feeling it, is key.**

Whoever you believe to be in charge of your feelings has the power and the responsibility.







# CHILDREN'S UPSET GIVES US THE OPPORTUNITY TO...

- Help them/us become conscious of their emotions so they know what they feel
- Stimulate the development of the prefrontal lobe
- Develop impulse and self-control



# Empathy Is One of Your Super Powers!



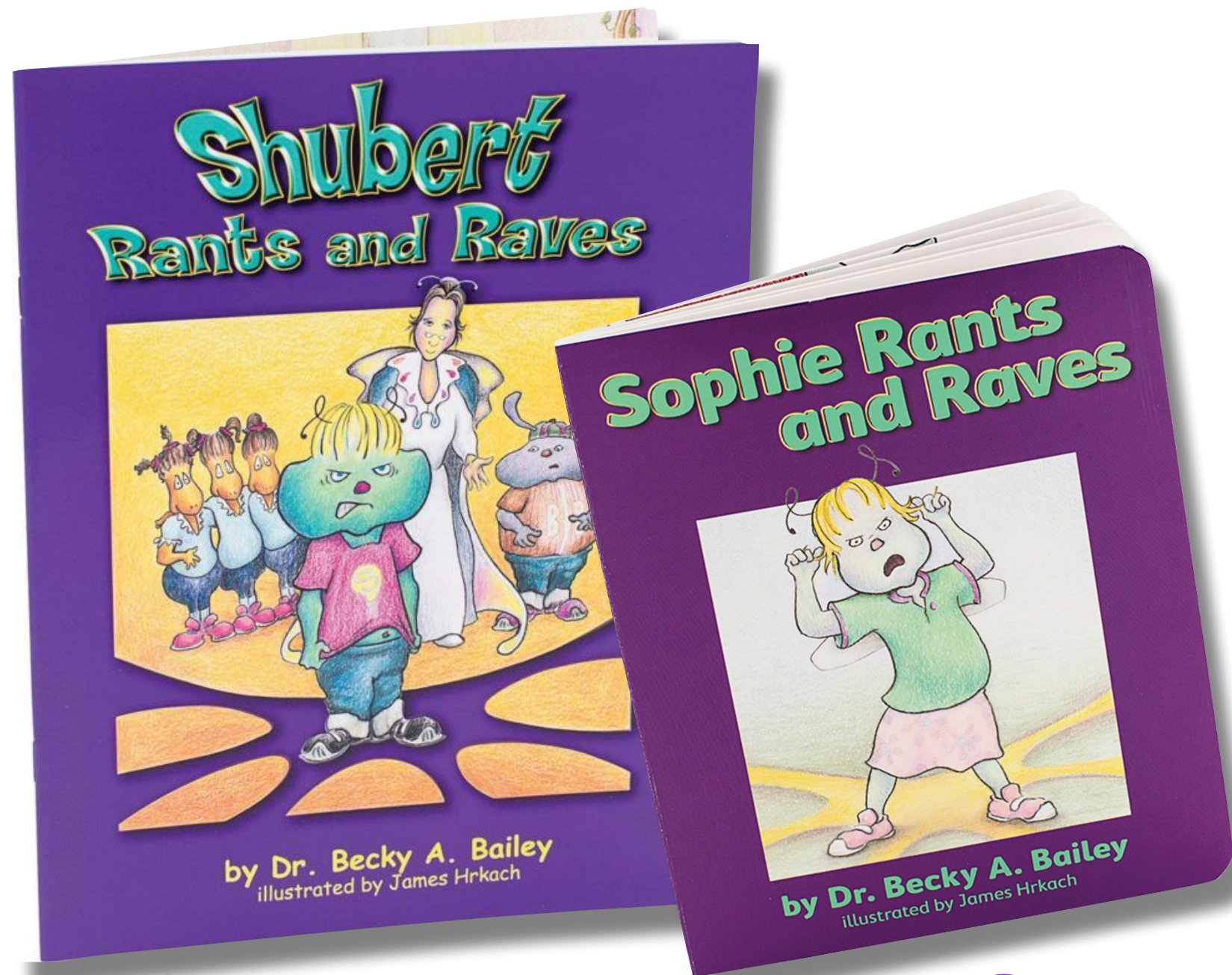
Attune to  
Upset

Adult  
Composure

D.N.A

# CONSEQUENCES

Helping children learn from their mistakes.



**Power of Intention:**

**MISTAKES ARE OPPORTUNITIES TO LEARN.**



**Intention**

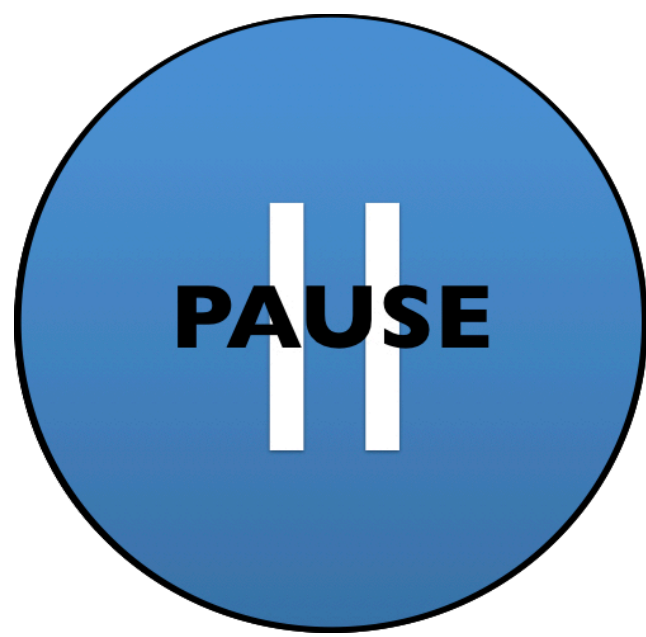
**Consequences**

**Time Machine  
Class Meetings**

**Mistakes are opportunities to learn.**

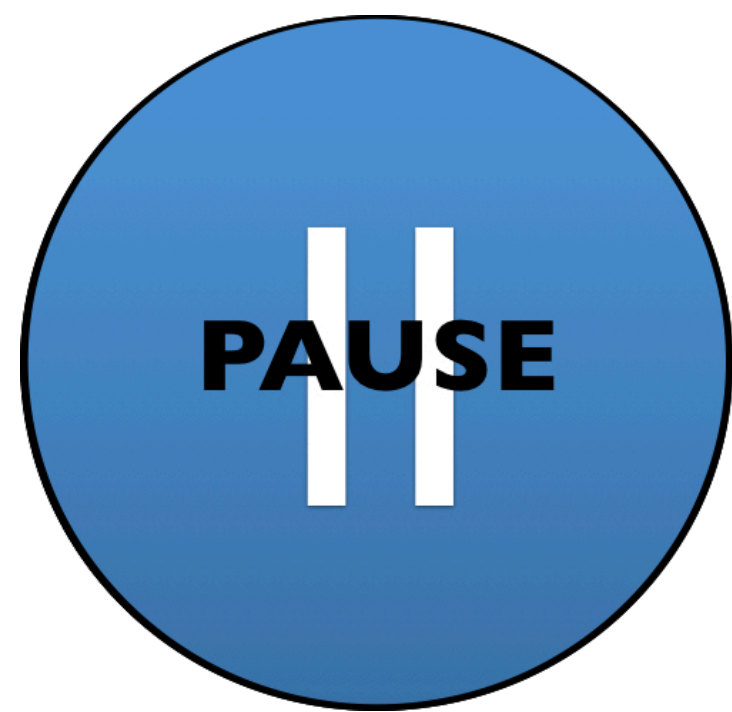
**You can make a mistake or two, but if you know better, there's no excuse and it's your own fault if you're punished.**

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# Pause and Reflect

1. How do you currently view consequence?
2. Do you see it as a negative or a positive thing?
3. Can you think of a consequence that you were given to help change your behavior? Was it effective?



# Pause and Reflect

Reflect on how you deal with yourself (self-talk) when you feel you have made a mistake. Do you punish yourself, blame others or own your mistake and reflect on its impact.

# CONSEQUENCES STRUCTURES

## Class/Family Meetings



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Peace Process



# WE ALL HAVE EXPERIENCED THE CONSEQUENCES OF OUR ACTIONS



# TWO KEY INGREDIENTS EFFECTIVE CONSEQUENCES

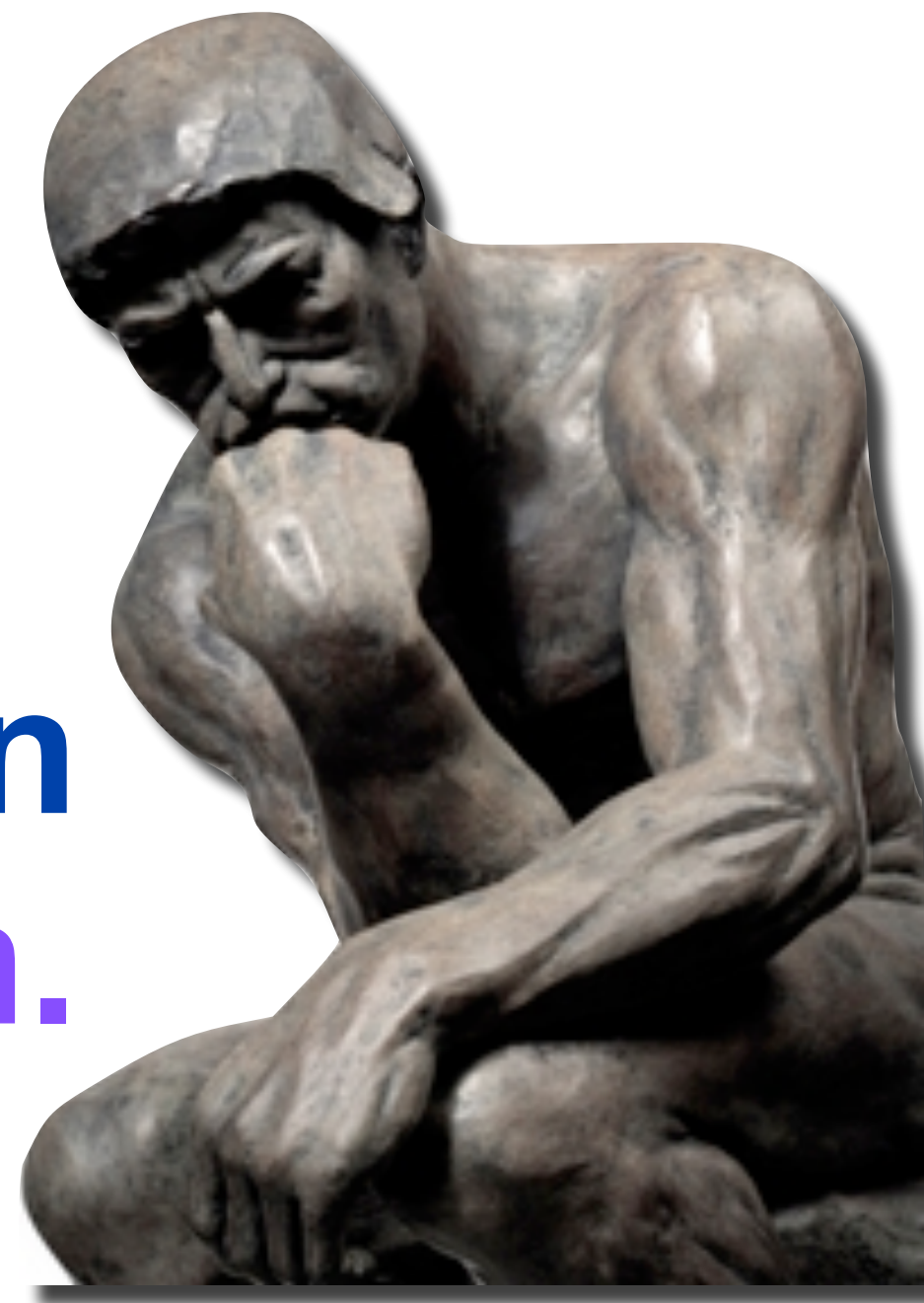
- **Reflection** (judgment)
  - Stopped and reflected on choices and outcomes. **HABITS**
- **Ownership** (blame)
  - Took responsibility for those actions by taking responsibility for their feelings. **BLAME**





**Punishments and  
rewards rely on  
others' judgments.**

**Consequences rely on  
our reflection.**



**Reflection  
requires access  
to the prefrontal  
lobes. So feelings  
must be managed.**

# FIVE REALITIES OF CONSEQUENCES

1. Consequences happen all the time.
2. The consequence of an action is how we feel about the outcome.
3. Consequences and punishments are different.
4. Consequences do not teach, they motivate.
5. The most difficult part of consequences is handling the backlash of children's reactions when we administer the consequence.

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# Reality 1: Consequences happen all the time.



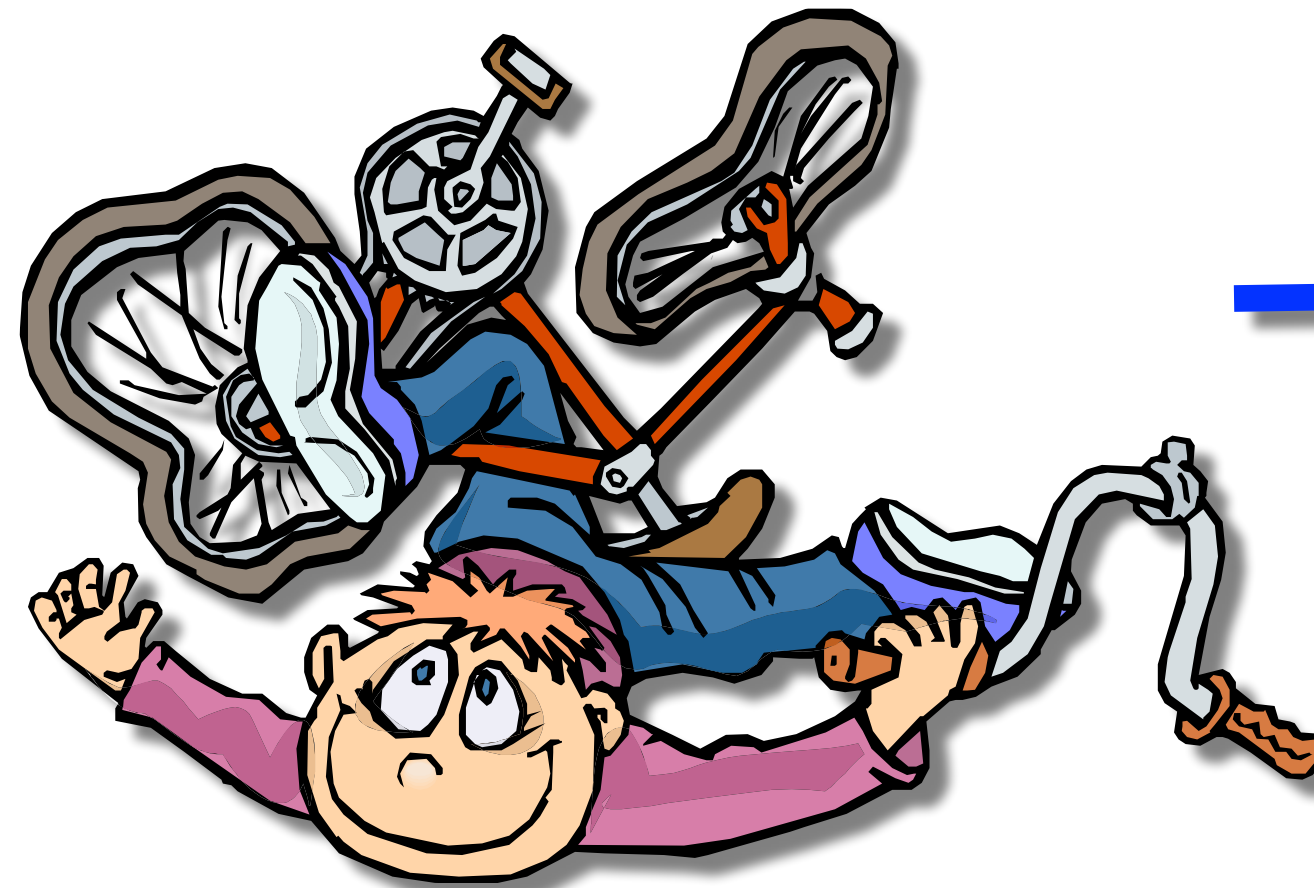
**The effectiveness of a consequence is determined by our conscious awareness of it and its impact.**

# THE CONSEQUENCE OF US FOCUSING ON HELPFULNESS IS MORE HELPFULNESS



Kindness Counts

## Reality 2: The consequence of an action is how we feel about the outcome.



**The effectiveness of a consequence is determined by our feelings about the outcome, not the outcome itself.**

**CHOICE**

Study for test



**Consequence**

Pass / Fail test



**Inner Experience**

Pleasant / Unpleasant feelings

**CAUSE**



**Real EFFECT**

**CAUSE**



**Perceived EFFECT**



# CONSEQUENCES

→ How do you feel about X?

→ How is X for you?

*I don't care* -- Relationship issue

*Doesn't bother me* -- Motivation issue

*I don't like it* -- Skill building issue

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	D			
WRITTEN COMMUNICATION	D			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			

# Reality 3: Consequences and punishments are different.



**Punish**

**Teach**

**Save**

**Our intentions will determine the consequence's effectiveness.**

# PUNITIVE INTENT

MEANT TO PUNISH

→ Goal is to make them feel guilty. You should feel a certain way.

**Do not feel your feelings.  
Feel the ones I assign you.**

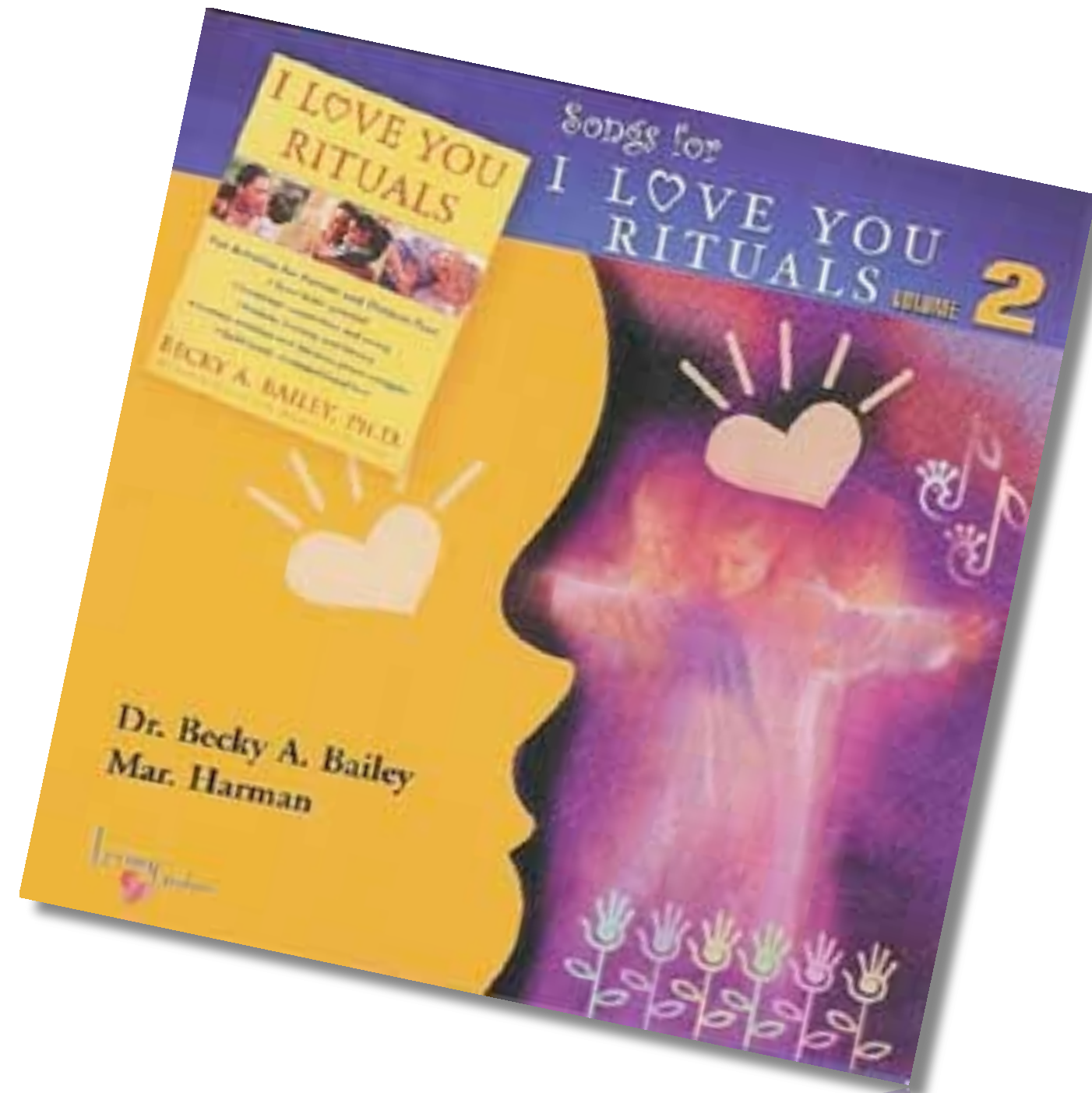
# PERMISSIVE INTENT

MEANT TO SAVE/RESCUE

- Goal is to shield the child from his/her discomfort. To protect the child from his or her own feelings (and yours).

**Do not trust your feelings,  
thoughts or decisions.**

# Bye Bye Crankies



# Bye Bye Crankies

My carthe crankies, ntkye, nwoth they'raway. (2x)

Iljust sayed thepnta for 10ten only day.

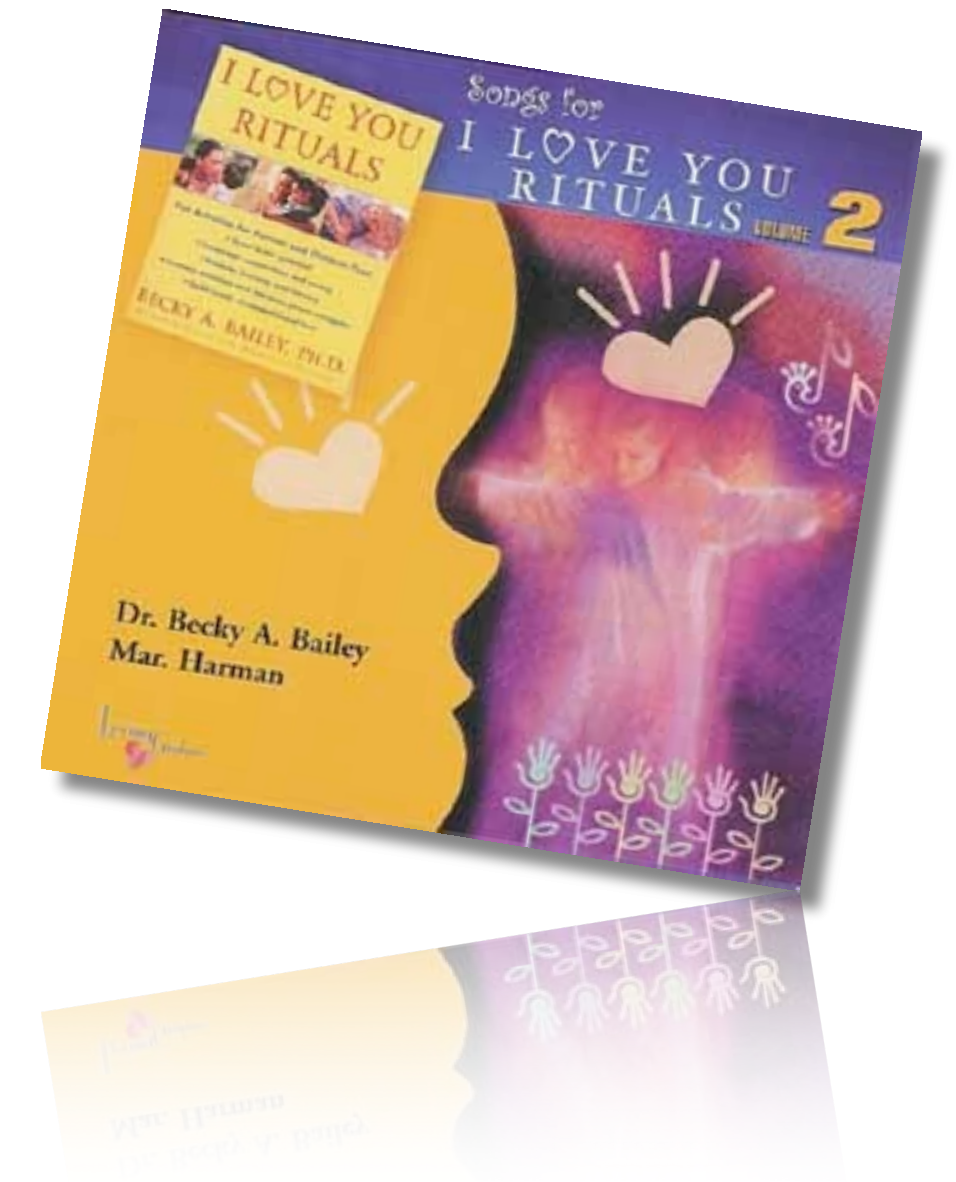
My carthe crankies, ntkye, nwoth they'raway.

My faads as cranky, nkw, n d's they're not. (2x)

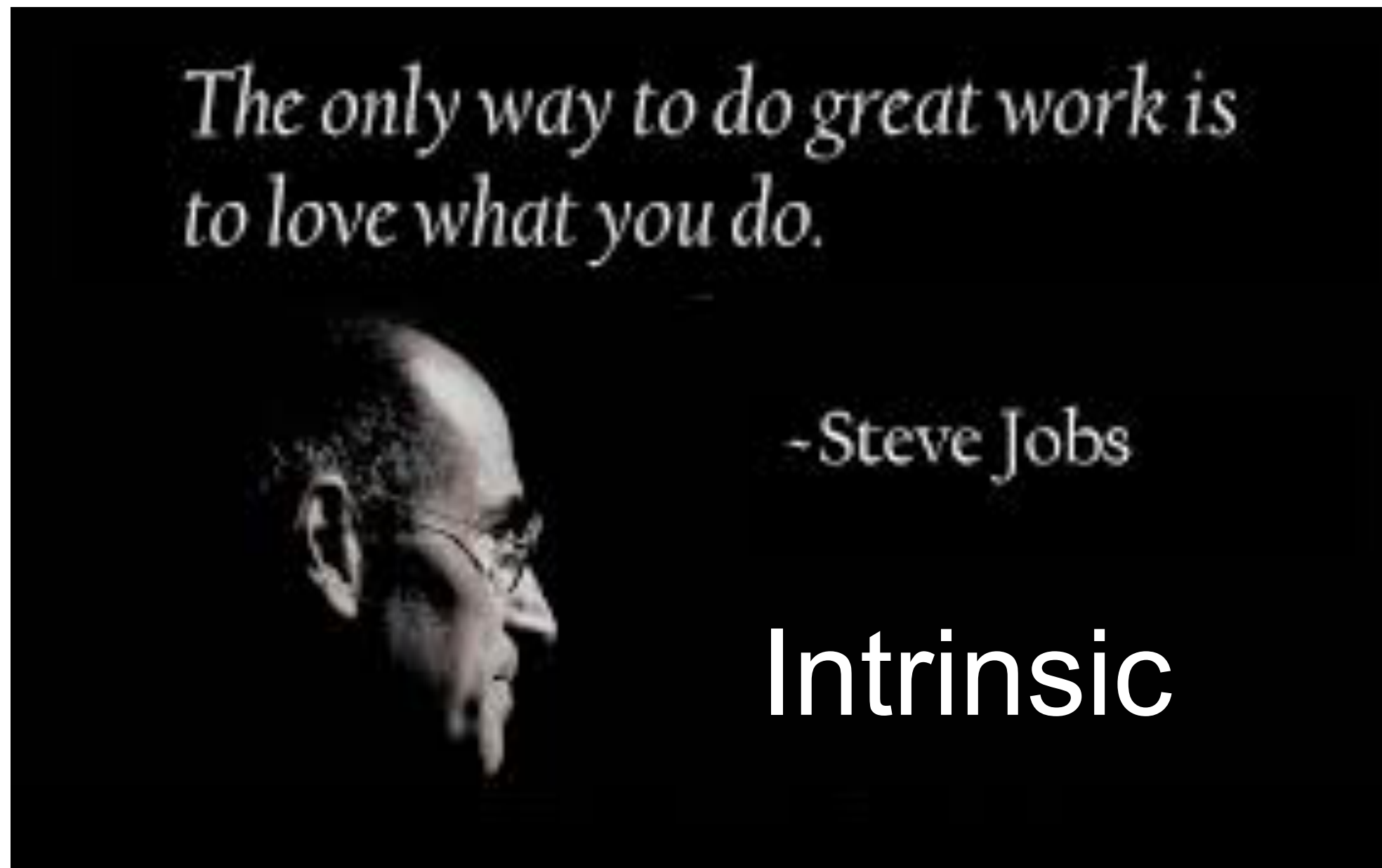
Iljust smooed a lot around a lot.

My faads as cranky, nkw, n d's they're not.

Bye, bye crankies, bye, bye, bye (2x)



# Reality 4: Consequences do not teach, they motivate.



The effectiveness of a consequence is determined by how much responsibility is taken for your actions and the goals set.

# THREE TYPES OF CONSEQUENCES

- **Natural** - Happen naturally and motivate future behavior change. Use everyday conflicts
- **Logical** - Prearranged by adults and motivate children to use skills they already have (Motivate to use skills you have taught). Use for more real threat safety issues.
- **Problem Solving** - Resolution through shared power. Motivated by School Family. Use for class wide and/or chronic issues.



# Natural Consequences: Motivation to learn new skills



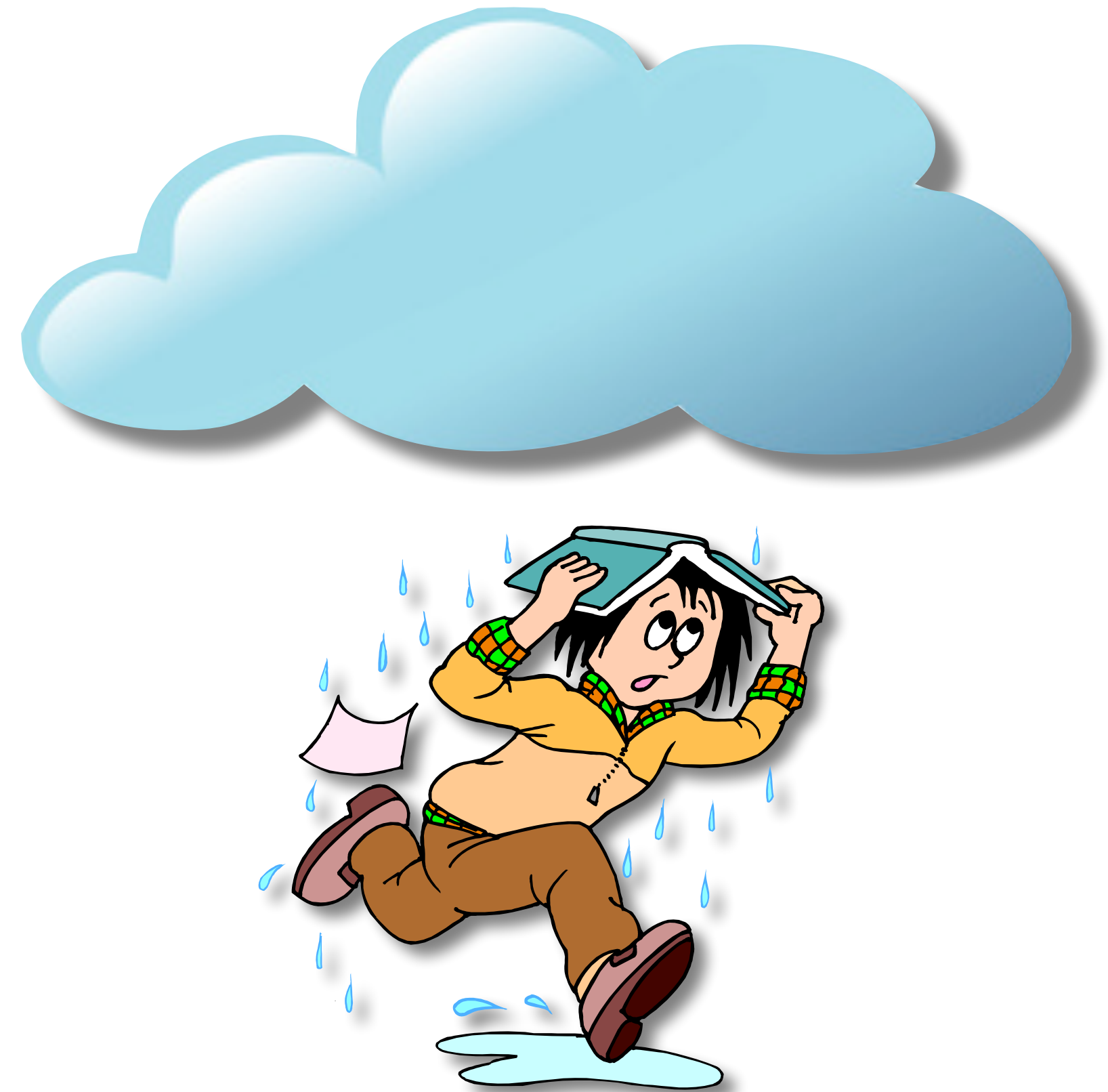


**Connected  
children put  
new skills  
into their  
backpack of  
life skills**

# NATURAL CONSEQUENCES ARE THE MOST POWERFUL MOTIVATOR FOR TEACHING NEW SKILL

Allows the child to experience the consequences of their choices with adult coaching, not prearranged adult consequences.

**Our job is to teach new skills.**



# Natural Consequence of Tugging, Poking:



***Learn how to get someone's  
attention.***

# Natural Consequence of Grabbing:



***Learn how to ask for a turn.***

# Natural Consequence of Pushing, Hitting:



***Learn how to use appropriate words  
for each situation.***

# LOGICAL CONSEQUENCES



- ✓ Respectful
- ✓ Related
- ✓ Reasonable
- ✓ Empathy

## Logical consequences - Safety

- ◆ Are made up by adults or with student help.
- ◆ Motivate students to use the skills they already possess.
- ◆ ONLY work for connected students who have the skills.

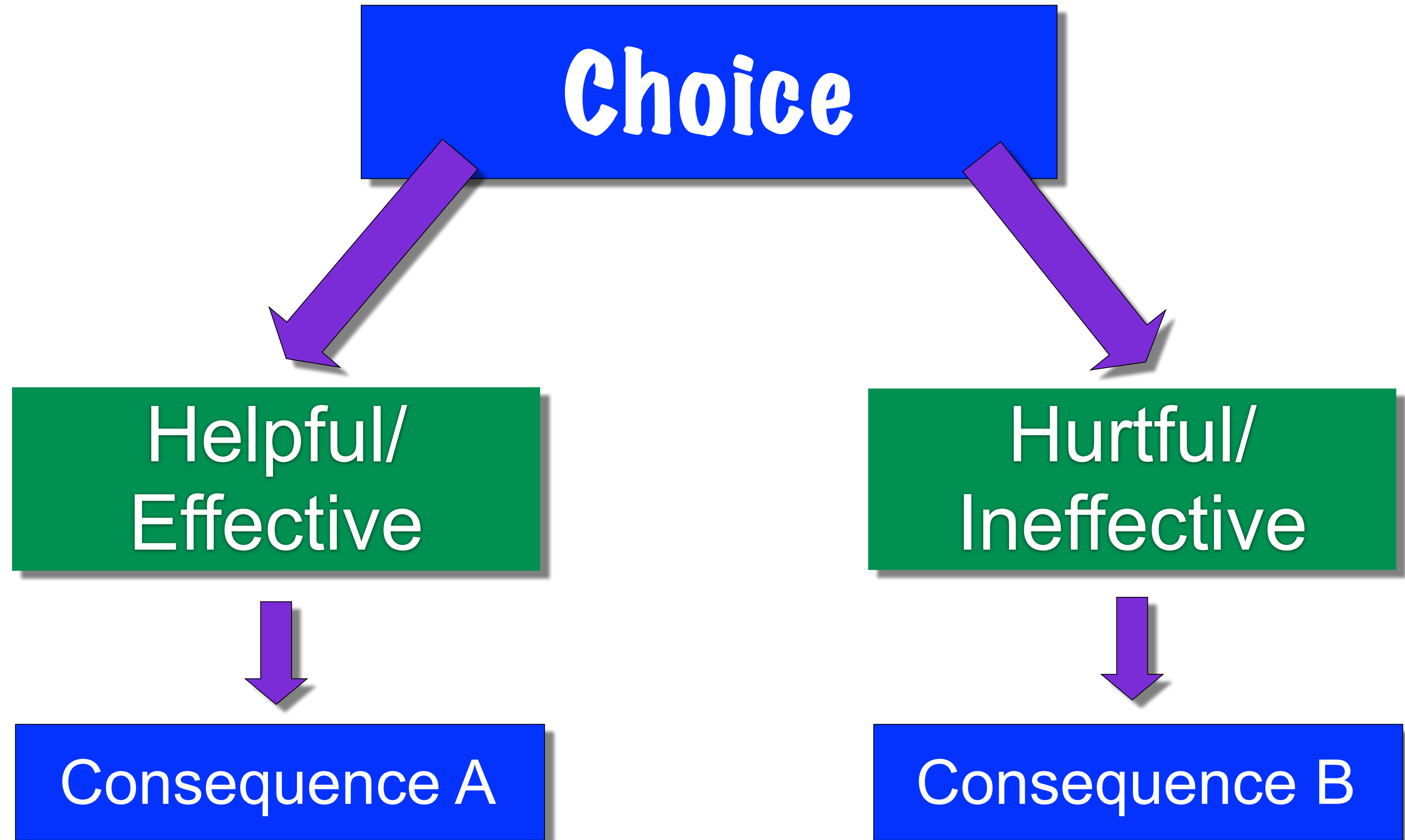


**Motivate  
connected  
children  
to use the life  
skills they  
have in their  
backpack**



# DELIVERING LOGICAL CONSEQUENCES

- **Step 1: Choices** - Present choices of useable and available skills and the consequences of each.
- **Step 2: Relate** - Relate consequence of hurtful choice to safety or class agreements.
- **Step 3: Reflect** - Ask the child/children to reflect back what they heard will happen to them.
- **Step 4: Clarify** - Listen carefully to insure the child/children understand the consequences and clarify if needed.
- **Step 5: Empathy** - Offer empathy for emotional upset that may result once the consequence is given.



## 1. SET UP Consequences

# LOGICAL CONSEQUENCES

## HITTING FRIENDS IN BLOCK AREA

- You have a choice.
- You can choose to build with your friends  
(positive action you desire)
- and play together for the rest of center time (positive consequence), OR
- You can choose to hit your friends again (negative action)
- and play by yourself at the table (negative consequence).
- So everyone is safe including you.

# LOGICAL CONSEQUENCES

## POKING FRIENDS AT TABLE

- You have a choice.
- You can choose to keep your hands to yourself  
(positive action you desire)
- and continue playing at this table (positive consequence), OR
- You can choose to poke your friends (negative action)
- and move to another table (negative consequence).
- So everyone is safe including you.

# LOGICAL CONSEQUENCES

## HOMEWORK WITH LOTS OF MISTAKES

- You have a choice.
- You can choose to correct your mistakes  
(positive action you desire)  
and improve your grade (positive  
consequence), OR
- You can choose to turn it in as it is (negative action)
- and receive an F (negative consequence).
- It is up to you.

# LOGICAL CONSEQUENCES

## CHANGING YOUR DIAPER



**Logical consequences will only work for connected children who know the skills!**



**Reality 5: The most difficult part of consequences is handling the backlash of children's reactions when we administer the consequence.**



**The effectiveness of a consequence is determined by how in touch children are with their feelings about what happened.**



# LOGICAL CONSEQUENCES

## HANDS IN YOUR SPACE



# PRACTICE

## Poke friends at table - leave group

Child starts, "He started it. You always pick on me. You can't make me!"

- ◆ S.T.A.R., wish well, notice.
- ◆ You seem/sound \_\_\_\_\_.
- ◆ You wanted \_\_\_\_\_ *or* you were hoping \_\_\_\_\_.
- ◆ How disappointing. You can handle this.
- ◆ Breathe with me.

# PRACTICE

**Hit friends in block area - play alone in designated area.**

Child starts, "I won't do it again, I promise. I'll be good. Just one more chance. PLEASE!"

- ◆ S.T.A.R., wish well, notice.
- ◆ You seem/sound \_\_\_\_\_.
- ◆ You wanted \_\_\_\_\_ or you were hoping \_\_\_\_\_.
- ◆ How disappointing. You can handle this.
- ◆ Breathe with me.

- Consequences are not effective for children who don't care.
- Our tendency when consequences don't work is to do one or more of the following:

**A. Up the severity of the consequences**

**B. Try to find something they care about and remove it**

**C. Demand the parents make children behave at school**

**D. Remove, refer, suspend, expel**

**DISCONNECTED  
CHILDREN  
DON'T CARE**



# Different types of Consequences motivate differently.



**Natural  
motivates to  
learn new way**



**Logical motivates  
to use/stop skills  
you already  
possess**



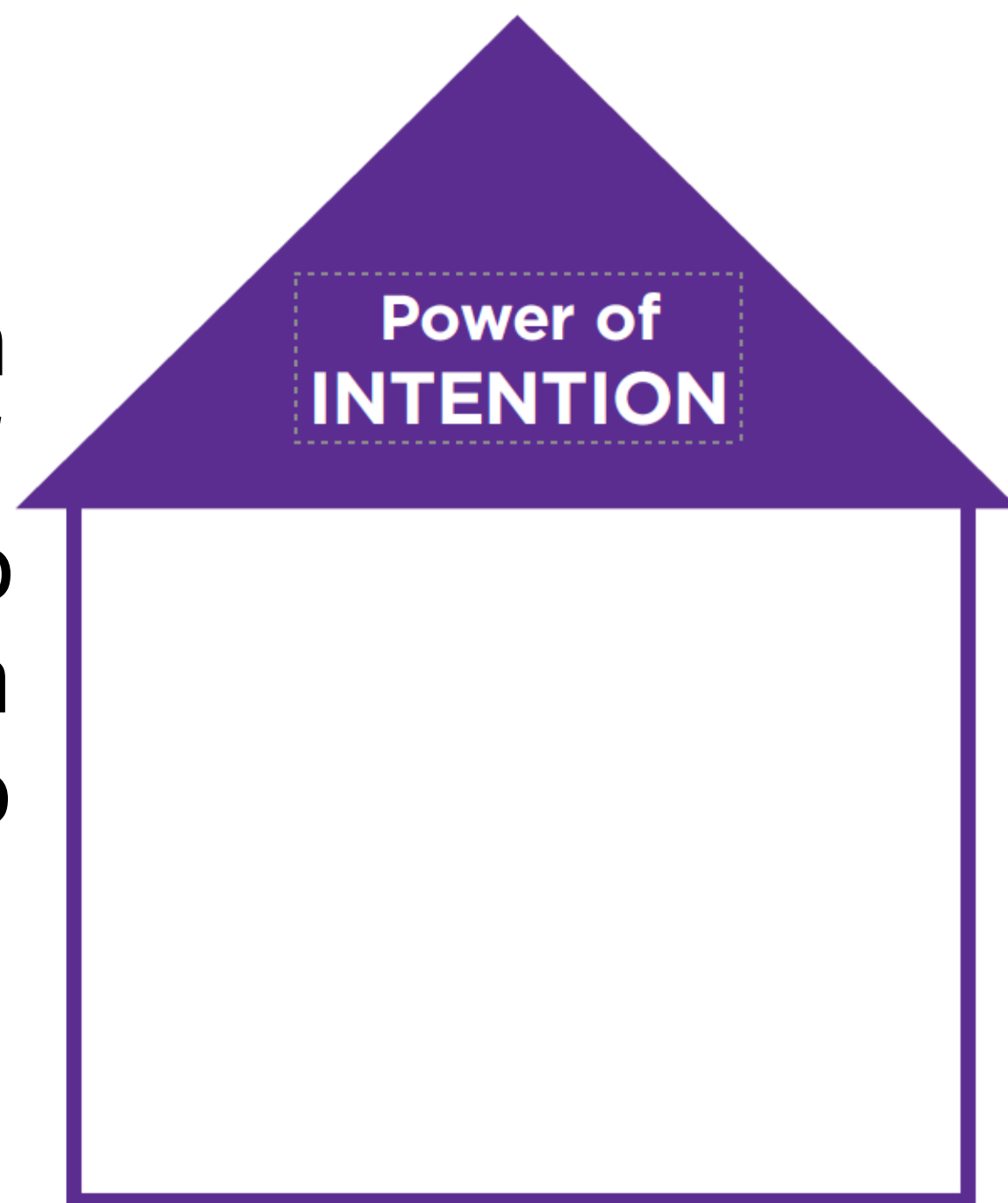
**Problem Solving  
motivates you to  
solve problems  
in social setting**

Conscious Discipline® is about becoming aware of the consequences of our thoughts, feelings and actions!

There are no consequences without consciousness.

# CONSEQUENCES

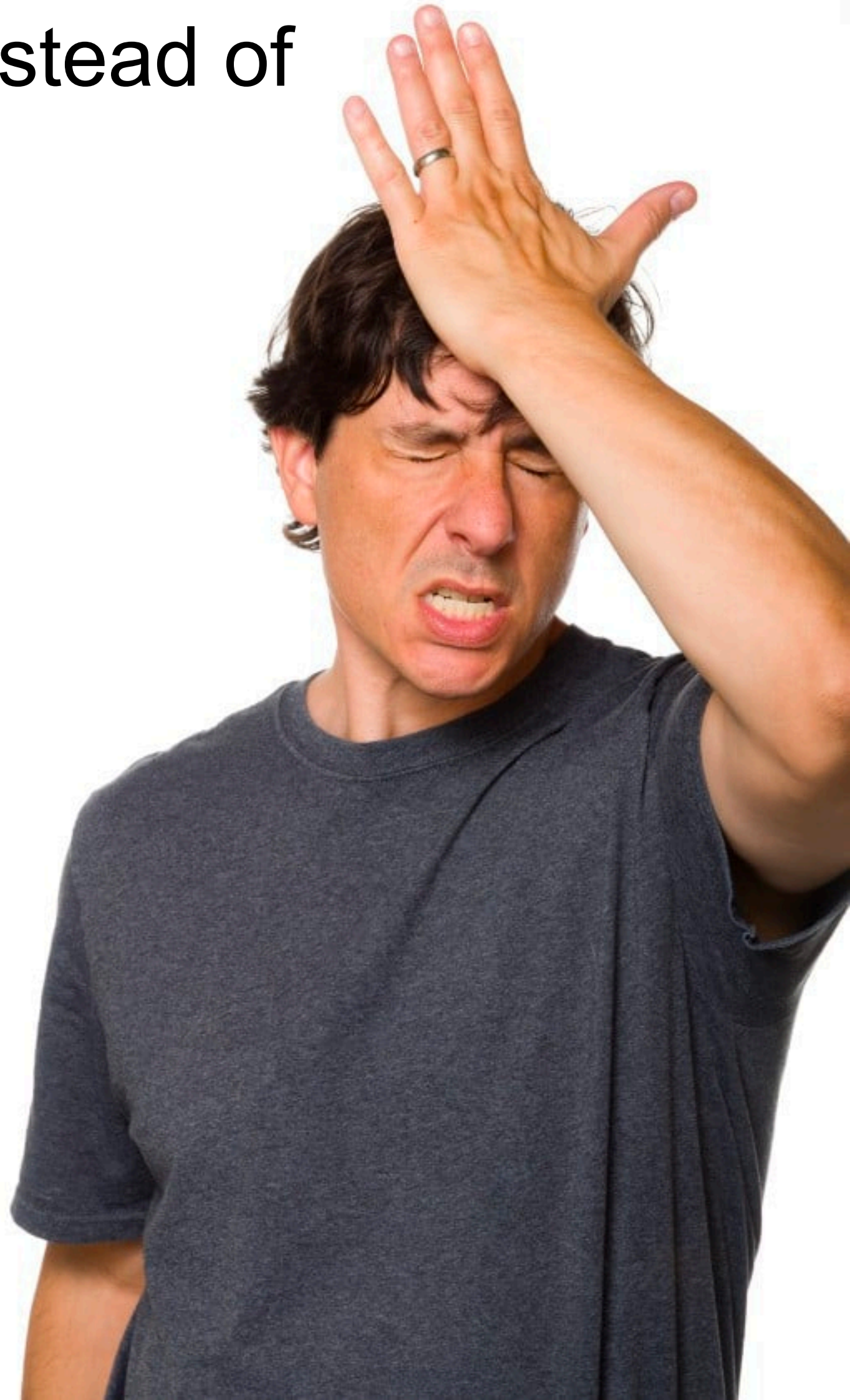
Do I want to continue to punish others and myself for mistakes, or do I want to see them as opportunities to grow?

A colorful graphic with a white border, set against a background of horizontal stripes in green, blue, orange, and red. The text is as follows:

**POWER OF INTENTION REVIEW**  
*Mistakes are opportunities to learn.*  
**SKILL:** Natural consequences, tattling as a teaching tool, logical consequences, problem-solving, P.E.A.C.E. process  
**STRUCTURES:** Conflict Resolution Time Machine, Class Meetings

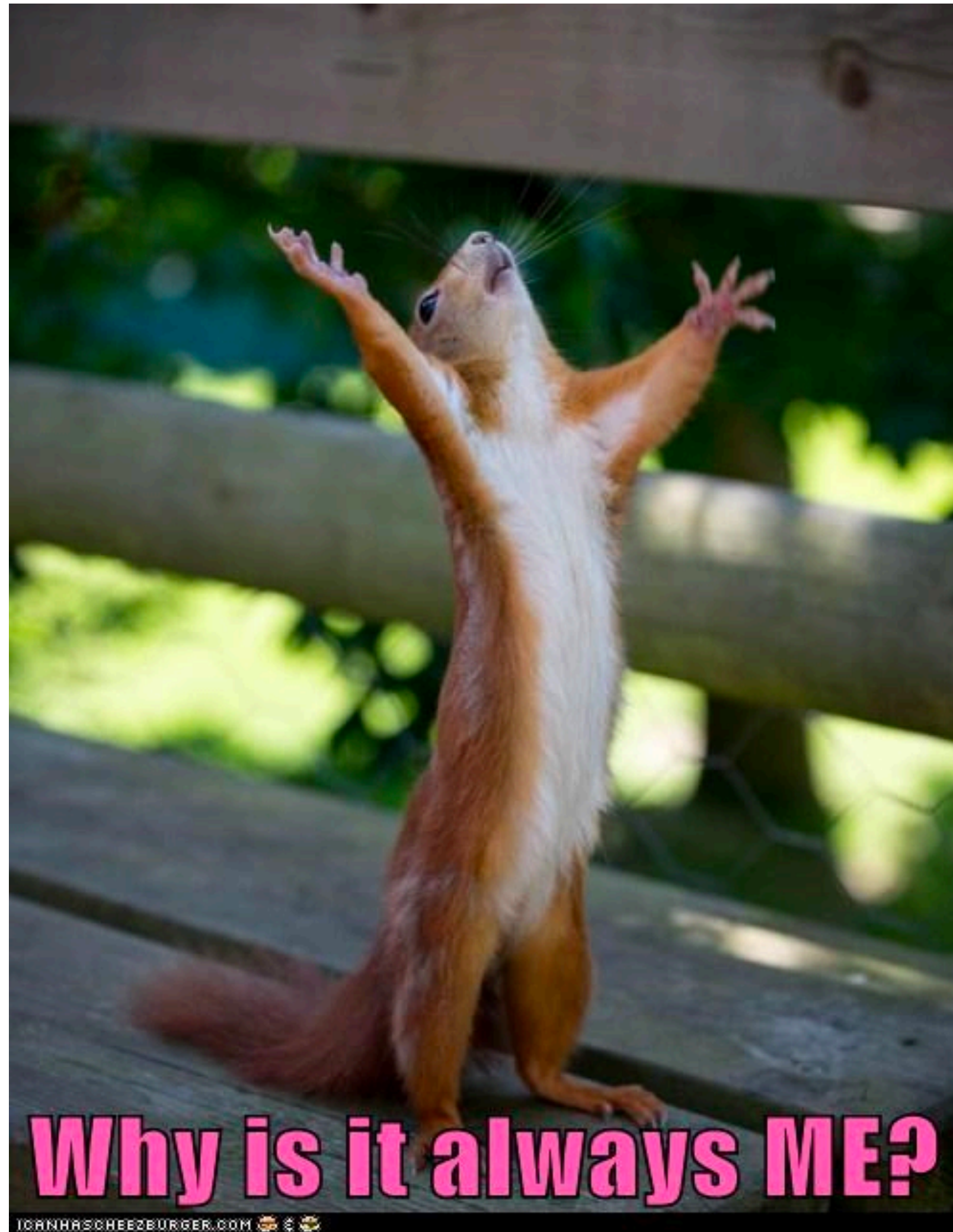
ConsciousDiscipline

Instead of



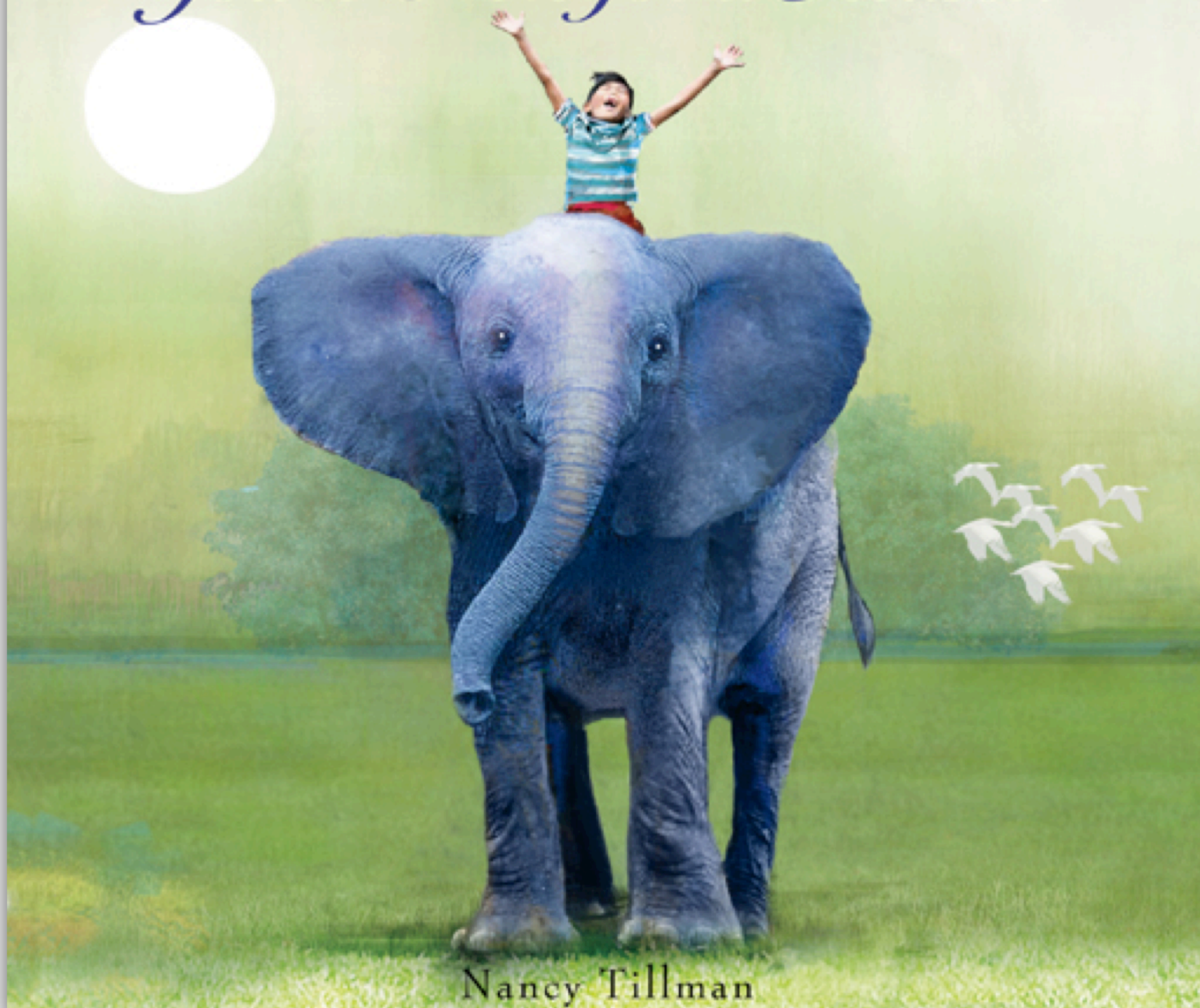


# You GET to be THE ONE!!!



From the NEW YORK TIMES–Bestselling Author of ON THE NIGHT YOU WERE BORN

# *You're Here for a Reason*



Nancy Tillman

# *You're Here for a Reason*



Nancy Tillman

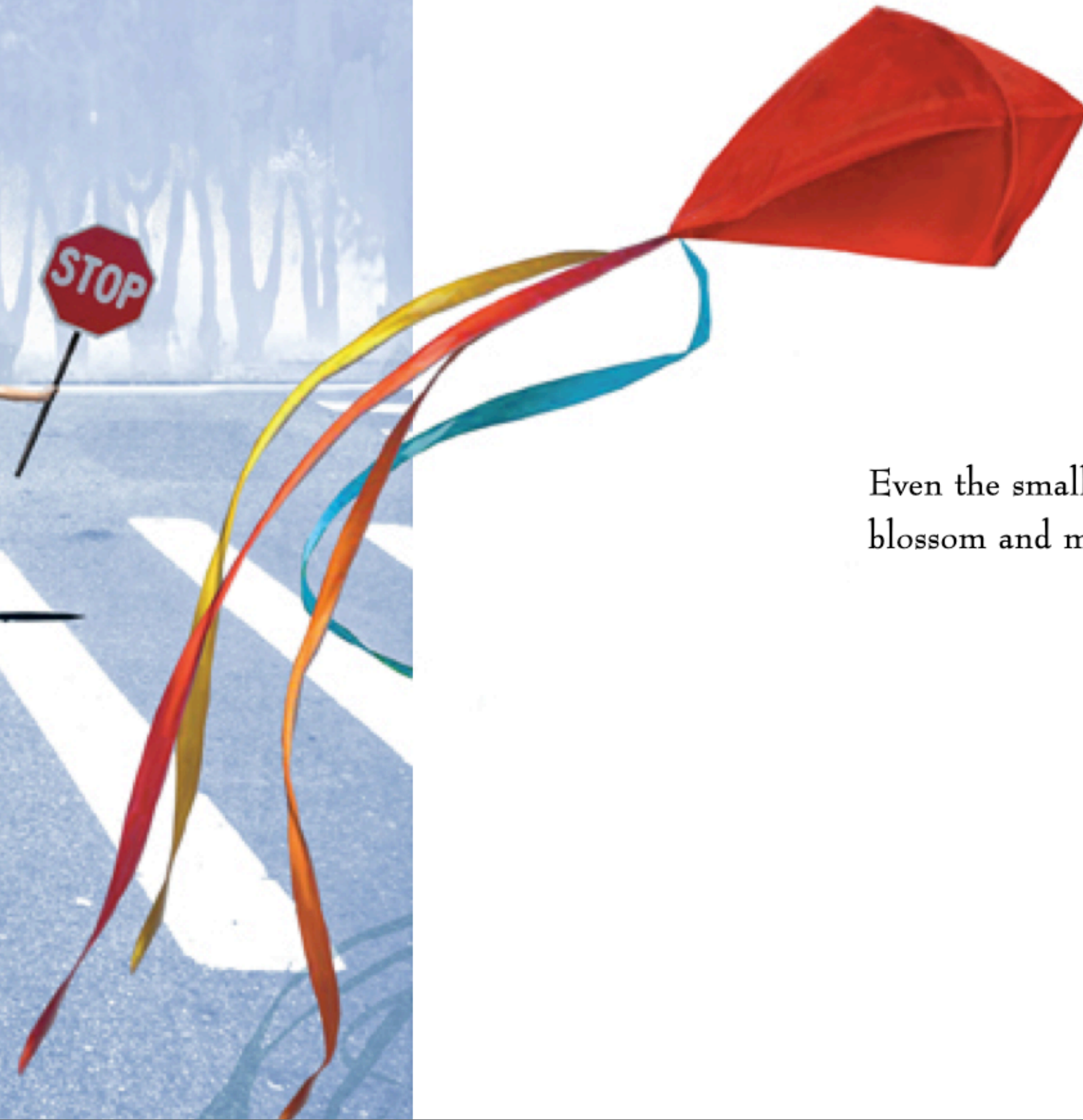


FEIWEL AND FRIENDS  
NEW YORK

You're here for a reason, you certainly are.  
The world would be different without you, by far.

If not for your hands and your eyes and your feet,  
the world, like a puzzle, would be incomplete.





Even the smallest of things that you do  
blossom and multiply far beyond you.

A kindness, for instance, may triple for days . . .

or set things in motion in different ways.



It travels much further  
than you'll ever know . . .

under the treetops . . .



over the snow . . .





till it's wandered . . .





and fluttered . . .

and floated . . .



and twirled—

making things happen  
all over the world.





You're here for a reason.  
It's totally true.  
You're part of a world that  
is counting on you.

So don't be too worried  
if some days fall flat.  
Good things can happen,  
even from that.

Life can be tricky, there isn't a doubt.  
You'll skin your knees trying to figure it out.

But life works together, the good and the bad,  
the silly and awful, and happy and sad,  
to paint a big picture we can't always see . . .  
a picture that needs you, most definitely.

Remember that next time a day goes all wrong . . .



to somebody else,  
you will always be strong.





And that ball that you lose or that kite you let go  
could make someone's day—

you just never know!



You're here for a reason. If you think you're not,  
I would just say that perhaps you forgot—

a piece of the world that is precious and dear  
would surely be missing if you weren't here.

If not for your smile and your laugh and your heart,  
this place we call home would be minus a part.

Thank goodness you're here!  
Thank goodness times two!



I just can't imagine a world without you.

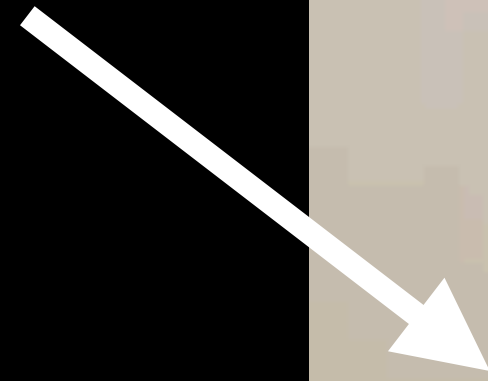


# Lesson Plan



# Actual Lesson

The First  
Six Weeks  
of School



You



**TAKE A DEEP BREATH...**



**YOU'VE GOT THIS!**

[memegenerator.net](http://memegenerator.net)

