

Welcome to Session 10

The Skill of Consequences and the Power of Intention

SESSION OVERVIEW:

- List the five realities of effective consequences.
- Understand there are three types of consequences.
- Discover how the Power of Intention can foster responsibility, reflection and willingness to change.
- Discuss how the Executive Skills are instrumental in problem solving.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 10:

Session 10: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Disconnected children are dangerous.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Consequences and punishment are the same.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. From a state of powerlessness, we are prone to blame and attack.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. "You can finish your work or you can miss recess time" is a true choice.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Consequences do not teach, they motivate children to use a skill.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session, We Will Explore...

Skill of Composure: Helping children learn from their mistakes

Power of Free Will: Mistakes are opportunities to learn

Adult Goal: To realize personal intentions in order to help children learn from their mistakes

Child Goal: To reflect on choices in order to make necessary changes to behavior

Combined Tools for Problem-Solving

S = Solutions

P = Positive Intent

A = Academic Integration

C = Consequences

E = Executive Skills

The Power of Intention

Consequences happen all the time. When dealing with consequences, our intention determines how children will view mistakes and strongly influences whether they choose to change the behavior.

Three Types of Intent

Punitive Intent (intent to punish).

Example: “Go to your room!”

Goal: To make the child feel bad. To punish, rather than teach.

Result:

- Teaches children how they should feel (you should feel bad, ashamed, etc).
- Shifts the focus from what they are feeling to how others think they should be feeling.
- Shifts the focus from what happened to blaming others or the meanness, fairness, etc. of the punishment/punisher.
- Invites power struggles or shutting down.

Permissive Intent (intent to rescue).

Example: Not following through on a consequence.

Goal: To help the child avoid the pain of the consequence.

Result:

- Teaches children not to trust themselves.



- Shifts the focus from the issue to avoiding the consequence. Shielding children from the discomfort of their choices also shields them from the opportunity to learn from their mistakes.

Intent to Teach: Our intent to teach is the prerequisite for children to learn new behaviors when faced with the uncomfortable consequence of their actions. Our intention depends on our attention.

To teach, we must focus on:

- What actually happened.
- The aspects of the children's behavior that we want to highlight.
- The actions and outcomes on which we want children to reflect.
- The skills we want children to learn.

The Skill of Consequences

Consequences happen all the time.

When you hear the word "consequences," what's the first thing that comes to your mind?

- _____
1. Two key ingredients for effective consequences are: _____ and _____
 2. Two things to remember:
 - Discouraged children are _____.
 - Disconnected children are _____.

We have all experienced the consequences of our actions. Sometimes we learn from these consequences and sometimes we don't. How is this true for you? _____

In your life, when have you been able to successfully change your behavior? _____

3. Effective consequences require we take _____ of our actions.
4. Taking ownership and reflecting on our actions can only occur when we are in an _____ State.

5. Five realities of consequences

- Consequences happen _____ .
- The consequence of an action is how we _____ about the outcome.
- Consequences and punishments are _____ .
- Consequences do not teach, they _____ .

- The most difficult part of consequences is _____
_____ when we administer the consequences.

With punishment, the intent is to make children feel bad about what they did.

With consequences, the intent is to motivate children to learn from their mistakes.

6. If our attention is focused on what we don't want, then our intention will be focused on the _____ .

7. If our attention is focused on what we do want, then our intention will be focused on the _____ .

The effectiveness of a consequence is determined by how willing we are to take responsibility for our actions.

8. Three Types of Consequences

- _____
- _____
- _____

Natural consequences are the most powerful motivator for learning a new skill. Allow children to experience the natural consequences of their actions whenever it is safe to do so. Then follow up with empathy.

9. Adults make up logical consequences. Logical consequences must be _____,
_____ and _____ in order to be effective.

10. Logical consequences will only work for _____ children who already possess the desired skill.

<p>Natural consequences motivate children to learn a new skill.</p>	<p>Logical consequences motivate connected children to use skills they already possess.</p>	<p>Problem solving motivates children to use Executive Skills.</p>
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Logical consequences are ineffective for children who are disconnected or who have not internalized the skill.

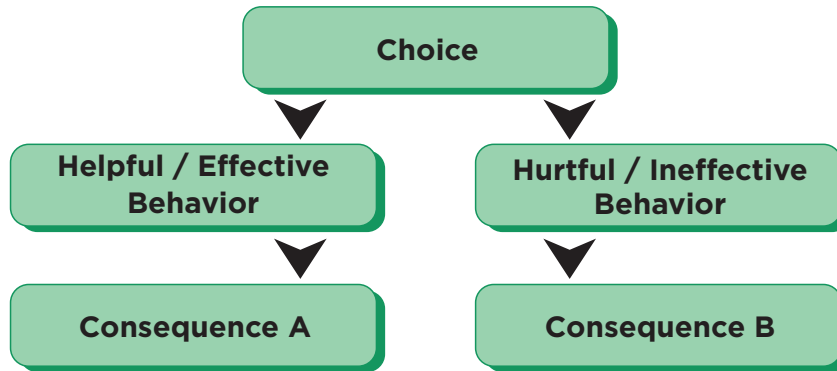
A new skill requires 2,000 uses in context to become a habit. Young children often haven't practiced a skill enough for consequences to be effective — They simply don't have the life experience to use the skill reliably! Applying logical consequences with these children will only build frustration, not skills.



Delivering Logical Consequences

Step 1, Behavior Choice: Present the choice to act in either a helpful or hurtful way, with specific outcomes for each.

“You have a choice. You can choose to _____ and _____,
or you can choose to _____ again and _____.”



Step 2, Relate: Relate the consequences for the ineffective strategy to safety or your agreements and rules.

“...so you are safe and so is everyone else.”

“...so you can be successful with our School Family agreements.”

Step 3, Reflect: Check for understanding by asking children to repeat what will happen if they choose the ineffective strategy again.

“Tell me what will happen if you _____ again.”

Step 4, Apply: If the behavior persists, apply the logical consequence by restating it as a choice the child has made.

“I can see by your actions that you have chosen to _____.”

Step 5, Empathy: Offer empathy for the emotional upset that may result.

Logical Consequences Activity

Apply the formula for logical consequences. (“You have a choice. You can choose to _____ and _____, or you can choose to _____ again and _____.”)

Hitting friends while playing with blocks:

11. You have a choice. You can choose to _____ and _____ or you can choose to _____ and _____ so everyone is safe. Which is better for you? _____

Doing homework with lots of mistakes:

12. You have a choice. You can choose to _____ and _____
 or you can choose to _____ and _____
 _____. Take a moment to breathe before deciding what's best for you.

Problem Solving

13. Chronic problems will not respond to logical consequences. We must use _____
 to determine what Executive Skills are missing so we can teach these skills to children.

14. The structure for consequences is _____.

Incorporate the P.E.A.C.E. process during class and family meetings for problem solving.

P = Problem is stated

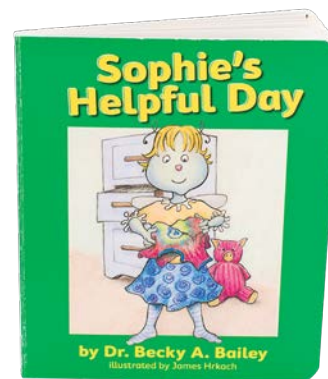
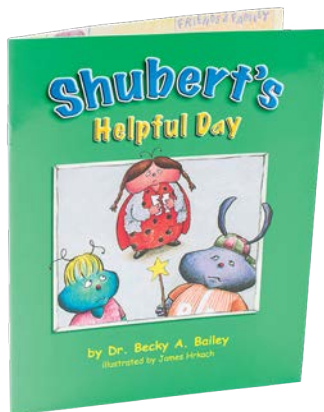
E = Encourage the children to own the problem

A = Affirm the problem, restating it in terms of what you want to happen

C = Collect helpful solutions and decide how you will solve the problem

E = Evaluate to see if it is working

There can be no successful consequences without consciousness.



I

dedicate time

to becoming a more conscious, compassionate person.

WILLingly,

I provide safety, support and structure for the children in my care,

REMEMBERing

always that what I offer to others, I strengthen in myself.

May I never forget **MY** worth depends on

Seeing the **WORTH** in others.

SIGN: _____ DATE: _____



Focus Points for Parents

We can solve many problems by clarifying our expectations with the use of visuals and other skill-scaffolding tools. If our communication about the expectation is assertive and we've provided visual supports, we may choose to resolve chronic issues through problem solving by using the P.E.A.C.E. process in family meetings.

Some families only have meetings when the need arises, while others hold their family meetings at a specific time each week to solve problems, discuss the next week's events and conduct their celebrations.

P.E.A.C.E. Process

Step 1, State the Problem: "I've noticed_____." Describe what you have seen occurring in the home without bias or judgment. "I've noticed that there are piles of shoes and papers in the front hallway."

Step 2, Encourage ownership: "This is a problem for me because_____. Does it bother anyone else?" This step allows family members the opportunity to take responsibility for their part in the problem. "This is a problem for me because I keep tripping over the shoes and losing track of your school papers. Does it bother anyone else?"

Step 3, Affirm the problem: "So a family problem is _____. " Restate the problem for clarity and with a focus on what you want (the positive form "keeping it clean" rather than the negative "we have a mess"). "So, a problem we seem to be having is keeping the hallway clean."

Step 4, Collect solutions and decide on one: "What could we do to solve this problem?" Generally, children will respond in the negative: "Stop leaving stuff in the hall." This is your opportunity to encourage them to pivot and focus on what to do: "Put the shoes in the bin and the papers on the table." Decide on a plan with the family and commit. "Our plan is to put the shoes in the bin and the papers on the table. High five on both sides if you're willing to commit to this plan."

Step 5, Evaluate to see if it's working: Discuss how you will know the plan is working. "We'll know the plan is working when all the shoes are in the bin and all the papers are on the table." If there continues to be a problem, have another family meeting to set a logical consequence. Be certain the consequence is respectful, reasonable and related. "We'll know the plan is working when all the shoes are in the bin and all the papers are on the table. Any shoes or papers left in the hallway will go in a special 'off-limits' bin and be unusable for three days."

Remember to celebrate when your family problem has been solved!

Focus Points for Educators

We can solve many classroom problems by clarifying our expectations with the use of visuals and other skill-scaffolding tools. For example, if bathroom cleanliness is a problem, the first step is to be certain we have depicted the bathroom routine visually (including a "clean up" step) and provided a clear visual of what a clean bathroom looks like.

If our communication about the expectation is assertive and we've provided visual supports, we may choose to resolve chronic issues through problem solving by using the P.E.A.C.E. process in a School Family meeting. Select a weekly time to hold the meetings. This meeting time is ideal for problem solving with the P.E.A.C.E. process, as well as reviewing the week, providing reminders for the next week and conducting your Celebration Center ritual.

P.E.A.C.E. Process

Step 1, State the Problem: “I’ve noticed _____.” Describe what you have seen occurring without bias or judgment. “I’ve noticed that the bathroom area is often wet and messy.”

Step 2, Encourage ownership: “This is a problem for me because _____.” Does it bother anyone else?” This step allows School Family members the opportunity to take responsibility for their part in the problem. “This is a problem for me because the water on the counters gets my clothes wet and wet floors are unsafe. Is this a problem for anyone else?”

Step 3, Affirm the problem: “So a School Family problem is _____.” Restate the problem for clarity and with a focus on what you want (the positive form “keep it clean” rather than the negative “we have a mess”). “So, our School Family is having a hard time keeping our bathroom area safe and clean.”

Step 4, Collect solutions and decide on one: “What could we do to solve this problem?” Generally, children will respond in the negative: “Stop splashing water everywhere.” This is your opportunity to encourage them to pivot and focus on what to do: “Be careful with the water and wipe it up if we accidentally splash some.” Decide on a plan and commit. “Our plan is to be careful with the water, wipe up the counter and floor if we accidentally splash and put the paper towels in the garbage can. Pinky hug on both sides if you’re willing to commit to this plan.”

Step 5, Evaluate to see if it’s working: Discuss how you will know the plan is working and set a consequence, if appropriate. “We’ll know the plan is working when the bathroom is clean and dry all day long.” Be certain any consequences are respectful, reasonable and related. “If the bathroom continues to be a mess, I will assign bathroom buddies to check up on each others’ cleanliness upon leaving the bathroom.”

Remember to celebrate when your School Family problem has been solved!

Review: Skill of Consequences

Power: **Intention:** Mistakes are opportunities to learn.

Becoming Brain Smart: The brain functions differently under threat.

Skill: Natural consequences, tattling as a teaching tool, logical consequences, problem-solving, P.E.A.C.E. process

School Family: Class Meetings, *Conflict Resolution Time Machine*, Relationship Repair Rituals



Reflection: Power of Intention

Consciously notice if our intent and impact match. Notice how we treat conflicts, whether we deem them accidental or intentional. Let go of the pain associated with times we believe we've intentionally or unintentionally hurt others, and times we've been intentionally or unintentionally hurt. Start practicing the Power of Intention by taking the following steps:

- Catch ourselves using intention as a deflection strategy.** Listen to how often we say out loud or in our heads, "Well, that wasn't my intent."
- Stop punitive self-talk by focusing on these questions instead:** What was my choice? What happened as a result? How did it feel to me? Did it achieve what I wanted? What new strategies might serve me better?
- Shift our intent when children act out** by asking, "Do I want my students to feel bad and pay for their crimes, or do I want to teach my students to reflect on their choices, change their choices and develop self-control?"
- Become conscious of our typical intent in delivering consequences** (to punish, save or teach) and how it changes based on our level of upset.
- Ask, do I rely too heavily on logical consequences?** If so, enact more problem-solving and focus on using natural consequences as a teaching tool.
- Think about next year.** Tweak traditional first warning, second warning systems to be more effective. Discuss this issue with your grade level team and implement a plan for next year.
- Watch the Power of Intention video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Every broken agreement, refusal to follow a class routine or failure to comply with a rule is a teaching moment.

- Look for daily interpersonal conflicts like these as opportunities to use **natural consequences** to teach new skills:
 - Off-task behaviors
 - Pushing and shoving
 - Name calling
 - Destruction of property
- Use **logical consequences** for connected children who possess the skills but lack the motivation to use them and for safety issues.
- Use **problem-solving** when natural and logical consequences don't seem to fit the situation and for chronic issues.
- Create **behavior plans** for children with chronic issues by using the Executive Skills Lending Library.

Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
That was not my intention. Do you think I'm that horrible of a person?	My intention was to be helpful. I can see by your face that it didn't come across that way. Are you willing for a do-over?
You should have thought about this before. You've made a mess for yourself.	You seem anxious. You are worried about staying on the basketball team.
That was a good choice.	You really thought that through. It seems it worked out for you.
Is someone bleeding or dying?	Are you telling me to be helpful or hurtful?
Use your words.	Tell him, “I don't like it when you _____. Next time please _____.”

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...



Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Determine whether a situation is best served by natural, logical or problem-solving consequences**, utilize the appropriate consequence, and follow up with the Skill of Empathy.
- Differentiate between intrusion, revenge and safety tattling, and respond accordingly:** Did you like it (intrusion), are you telling me to be helpful or hurtful (revenge), I will take care of it; it's my job to keep the classroom safe (safety).
- Ask, "Is this child a connected member of our School Family, and does he possess the skills needed to be successful?"** before administering logical consequences.
- Discern what Executive Skill a child might be missing and create an intervention plan** by reviewing the Executive Skills Lending Library.
- Teach the *Conflict Resolution Time Machine*** to children.
- Practice the P.E.A.C.E. process** when solving problems in class meetings.
- Create a Relationship Repair Ritual** for problem-solving class meetings.
- Review additional helpful resources on ConsciousDiscipline.com**, including Shubert's School and the portal, with a focus on Class Meetings, the Time Machine and the Executive Skills Lending Library.
- Other** _____

Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Determine whether a situation is best served by natural, logical or problem-solving consequences**, utilize the appropriate consequences and follow up with the Skill of Empathy.
- Differentiate between intrusion, revenge and safety tattling, and respond accordingly:** Did you like it (intrusion), are you telling me to be helpful or hurtful (revenge), I will take care of it; it's my job to keep our family safe (safety).
- Ask, "Does my child feel connected to the family unit at this time and does he possess the skills needed to be successful?"** before administering logical consequences.
- Discern what Executive Skill the child might be missing and create an intervention plan** by reviewing the Executive Skills Lending Library.
- Teach the *Conflict Resolution Time Machine*** to children.
- Practice the P.E.A.C.E. process** when solving problems during family meetings.
- Adapt the Relationship Repair Ritual** for problem-solving for your family.
- Review additional helpful resources on ConsciousDiscipline.com**, including Shubert's School and the portal, with a focus on the Time Machine, Executive Skills Lending Library and an adaptation of the Class Meeting to create Family Meetings.
- Other** _____



Session 10: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Disconnected children are dangerous.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. Consequences and punishment are the same.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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3. Mistakes are opportunities to learn.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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4. Logical consequences are effective, even for disconnected children.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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5. Consequences do not teach, they motivate children to use a skill.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “Move and Freeze” from *Brain Boogie Boosters*
- “Johnny Works with Hammers” from *Kindness Counts*
- “Peter, Peter Pumpkin Eater” from *Songs for I Love You Rituals, Vol. 1*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 10, Consequences (Pages 286-323)
- *Easy to Love, Difficult to Discipline*, Chapter 9, Consequences: Helping Children Learn from their Mistakes (Pages 187-236)
- *Creating the School Family*, Chapter 15, Class Meetings (Pages 321-341)

Rubrics

- Skill of Consequences 7.0
- Class Meeting 7.1

Products to Support the Skill of Consequences

- *Shubert Rants and Raves*
- *Sophie Rants and Raves*
- *Shubert Puppet*
- *Sophie Puppet*
- *Conflict Resolution Time Machine*
- *Seven Skills Poster Set*, Consequences Poster

Additional Resources

- *Daily Routine Cards*
- *Brain Smart Choice Cubes*
- *Songs for I Love You Rituals, Vol. 1 and 2* music CDs
- *I Love You Rituals* book
- *I Choose Self-Regulation* board
- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD



- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 10.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or @ConsciousDiscipline
- YouTube.com/user/LovingGuidance

ANSWER KEY: SESSION 10

1. Reflection / ownership
2. Disruptive / dangerous
3. Ownership
4. Executive
5. - All the time
 - Feel
 - Different
 - Motivate
 - Handling the backlash of children's reactions
6. Negative
7. Positive
8. Natural / logical / problem solving
9. Related / respected / reasonable
10. Connected
11. Build with your friends / play together
 - Hit your friends / play by yourself at the table over here
12. Correct your mistakes / improve your grades
 - Turn it in as is / and receive an F
13. Problem-solving
14. Class meetings and family meetings

