

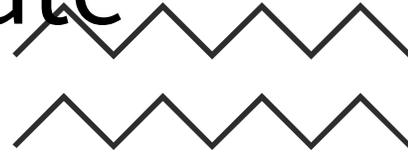
**P O S I T I V E
D I S C I P L I N E :
T H E
L A N G U A G E
O F L I M I T S**

SARAH GALLEY

SGALLEY@CHARLOTTEMONTSSORI.COM



Four ways we communicate



Non-Verbal

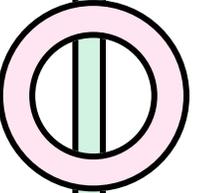
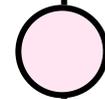
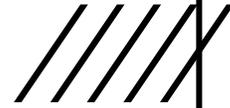
Indirect

Double Messages

Direct



**I JUST
WANT TO
BELONG**



Traffic

Fight with partner

Couldn't find a matching sock

Long line at Starbucks

Headache

Late to work

Forgot lunch

Dog got out of yard

Boss yelled

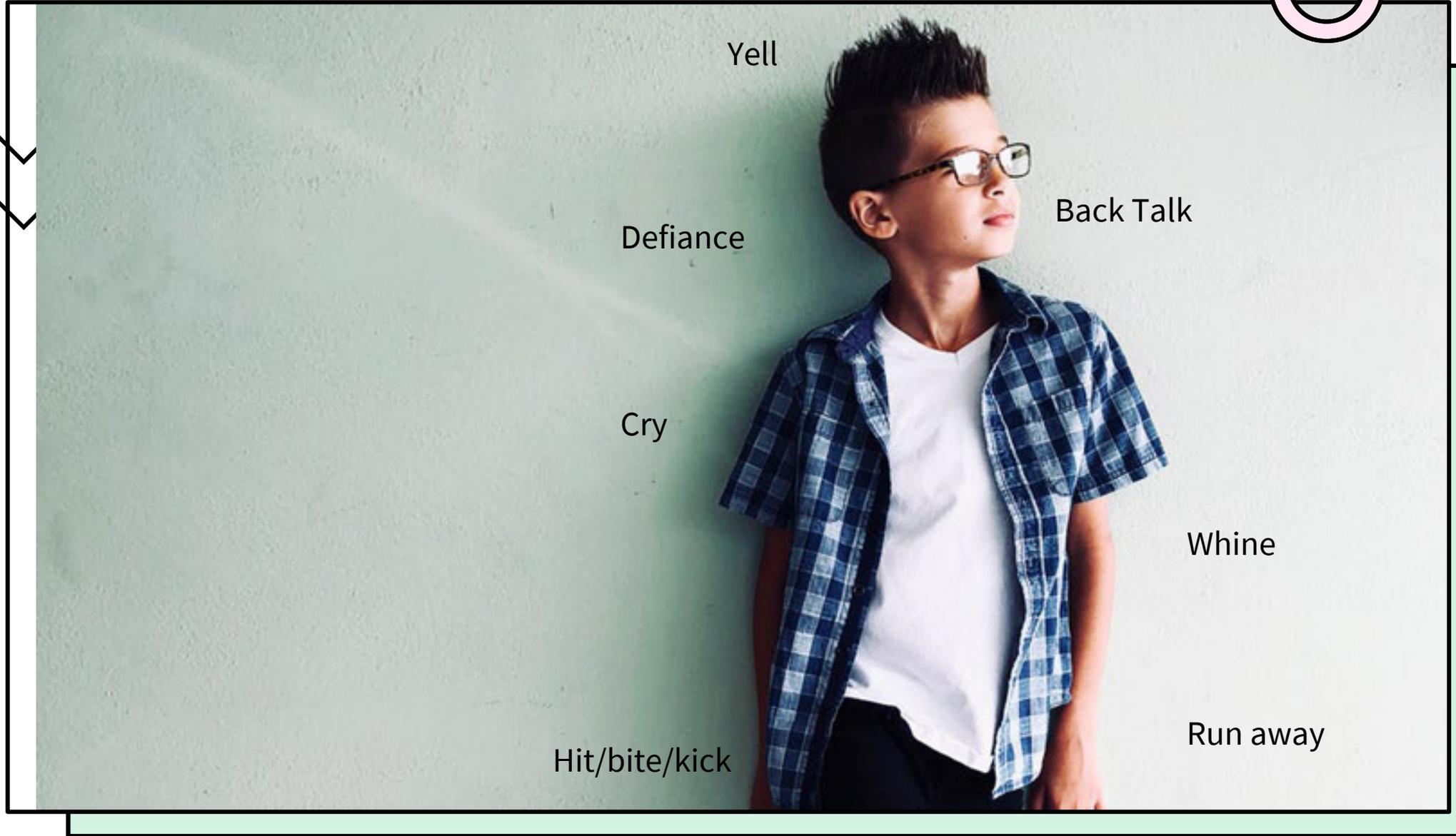
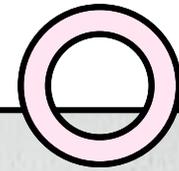
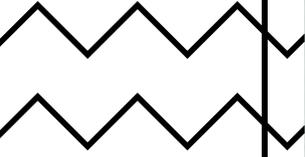
Woke up sleepy



Mother-in-law visiting







Yell

Defiance

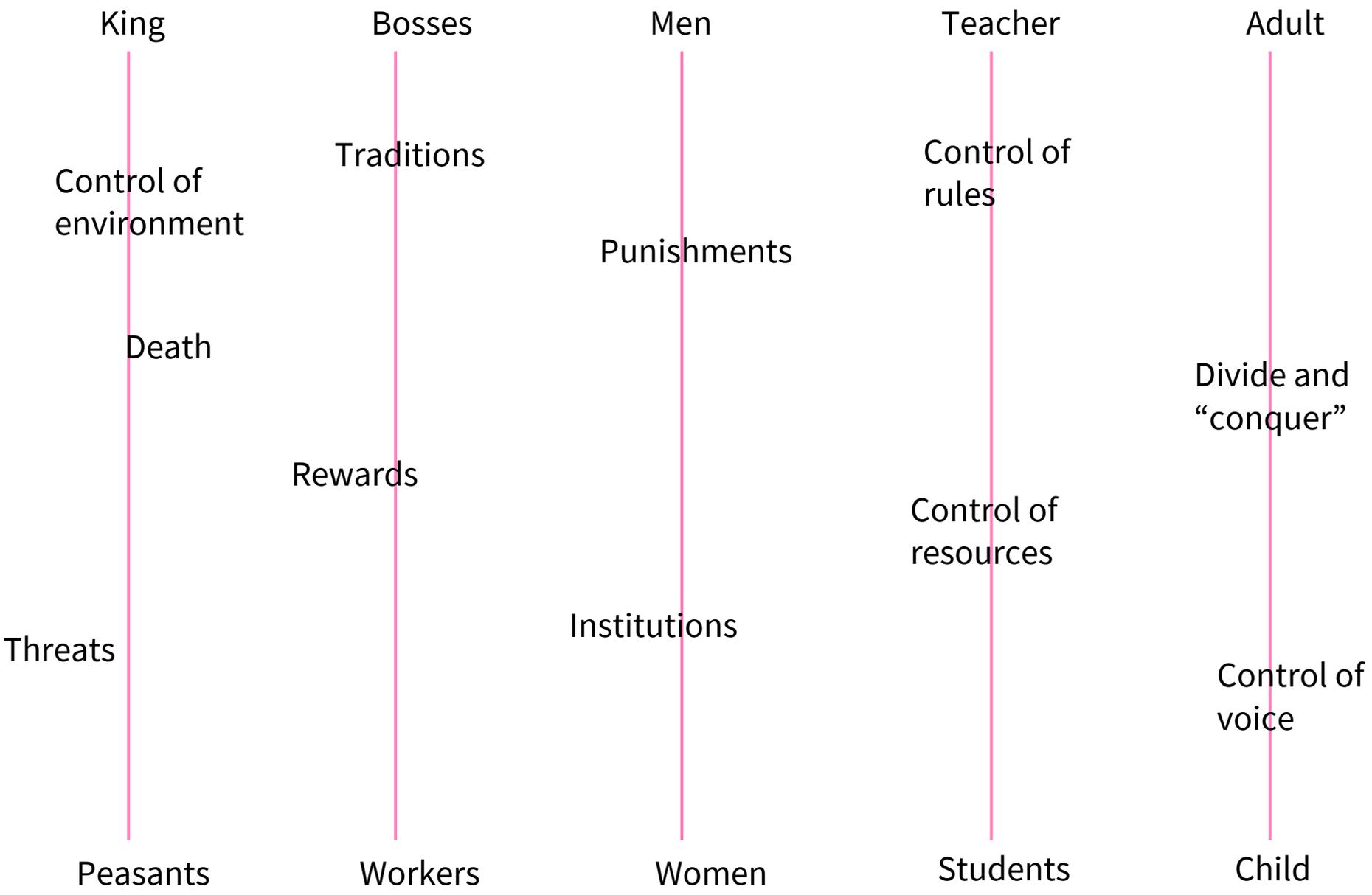
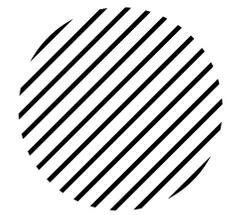
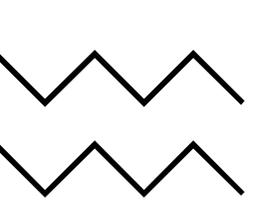
Cry

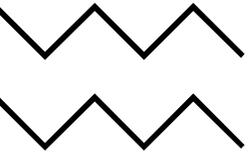
Hit/bite/kick

Back Talk

Whine

Run away





Accountability
Collaboration
Problem solving
Differences as assets
Integrity
Cooperation
Respect

Life Skills and Characteristics

- Resilient
- Independent
- Kind/caring
- Hard-working
- Understanding of others/accepting/inclusive
- Thoughtful
- Strong self-worth
- Empathetic
- Confident
- Handle conflict appropriately





Positive Results of Focusing on Just Kind

Good example, model
Self worth, show you care
Trust, empower
Learn kindness, like you
Safe environment
compassion

Negative Results of Focusing on Just Kind

Entitlement
Pushover
Spoiled
No accountability
Lack of reliance
Lack of good judgment
Not prepared for adversity



Life Skills and Characteristics

Resilient
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Challenges

Whining
Defiance
Biting/hitting
Fighting with sibling
Lying
Saying “no”
Running away/ignoring
Talking back

Positive Results of Focusing on Just Firm

Order, students know where they stand
Obedience/compliance
Disciplined child
Predictability focus on responsibility, not excuses

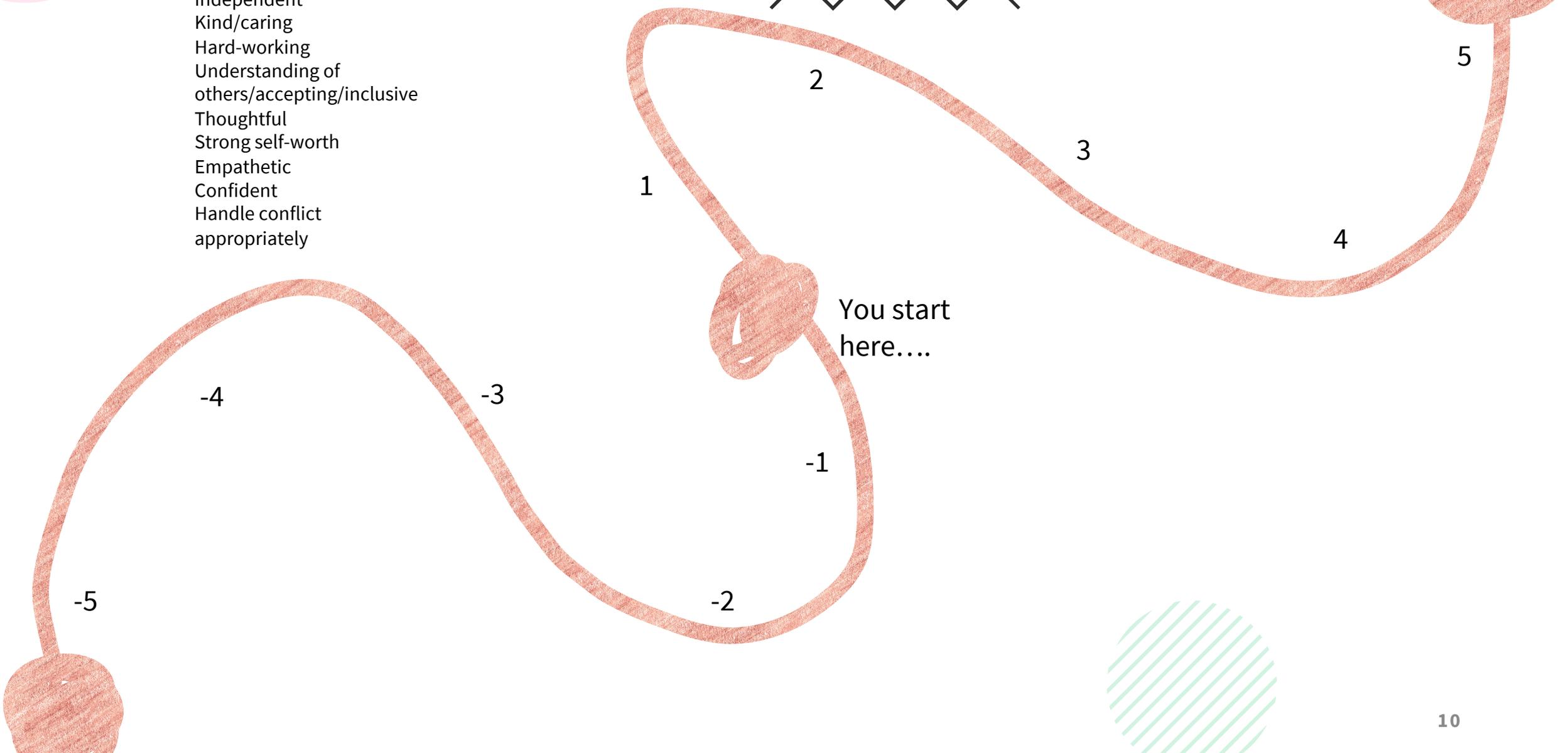
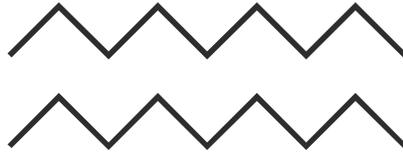
Negative Results of Focusing on Just Firm

Rebellion, resistance, revenge
Tuning out, alienation
Fear or power struggles
Lack of felt love
Alienation, anxiety
Distance and hostility
Lack of feeling safe

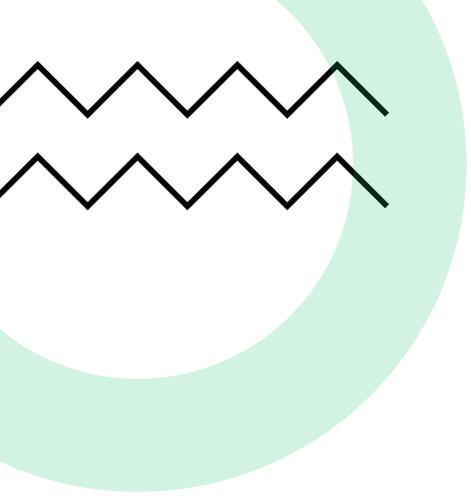


Life Skills and Characteristics

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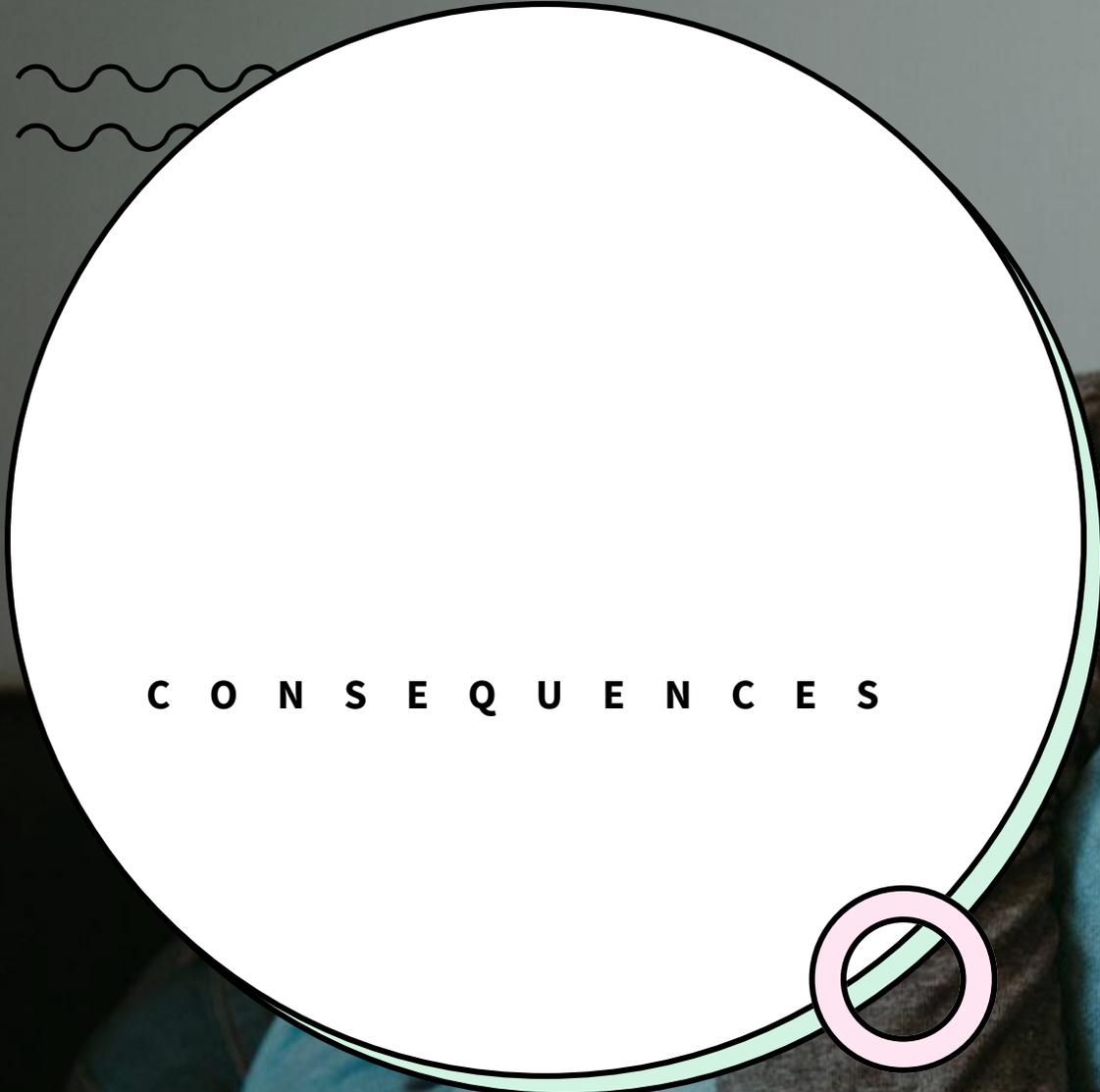
You start here....



Kind and Firm

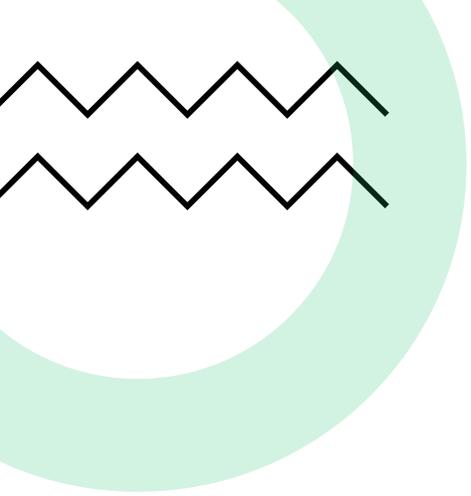
- (Validate Feelings) I know you really enjoy playing on the playground AND it's time to go inside
- (Show understanding) I can understand why you would rather be doing something else AND your lesson needs to be done first.
- (Redirection) I know you don't want to clean up AND it's time to go home. Do you want to save your lesson or clean this up together?
- (Follow through on an advanced agreement) I know you wanted to work with your friend AND what was our agreement about working in groups of two?
- (Provide a choice) You would prefer to work on this art lesson AND I need to give you a lesson on the moveable alphabet today. Would you like to have your lesson now or would you like to finish your project and do the lesson in ten minutes?





C O N S E Q U E N C E S

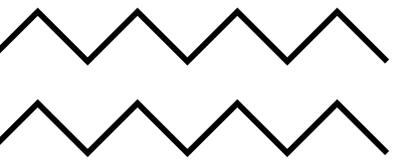




Natural Consequence

- When a child is in danger
- When a natural consequence interferes with the rights of others
- When the results of the child's behavior does not seem like a problem to him/her





Logical Consequences

- Related
- Respectful
- Reasonable
- Revealed in Advance





Results of Punishments

Revenge: “They are winning now, but I’ll get even.”

Resentment: “This is unfair, I can’t trust adults.”

Rebellion: “I’ll show them, I can do whatever I want.”

Retreat:

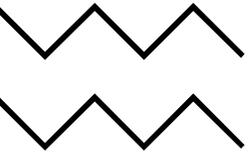
Sneaky: “I won’t get caught next time.”

Reduced Self-esteem: “I am a bad person.”





C H I L D R E N D O
B E T T E R , W H E N
T H E Y F E E L
B E T T E R



Conventional Thinking About Helping Children Feel Better:

- Rewards
- Praise
- Patronizing/pacifying, denying feelings
- Rescuing or fixing
- Giving into their demands
- Making them happy at all times
- Over-protecting them so they never suffer

Long-Term Results of Conventional Methods For Helping Children Feel Better:

- Feel inadequate
- Learn dependence of things and people
- Become materialistic
- Feel entitled
- Believe love means getting others to take care of them
- Develop manipulation skills

Positive Discipline Methods That Help Children Feel Better:

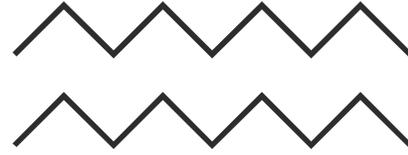
- Validating their feelings
- Listening to them
- Helping them discover their own resources
- Giving choices and responsibilities
- Empowering them by having faith in them
- Allowing them to develop their “disappointment muscles”
- Giving unconditional love
- Providing opportunities to help and contribute
- Providing experiences where they can feel capable
- Teaching that mistakes are wonderful opportunities to learn

Long-Term Results of Positive Discipline Methods For Helping Children Feel Better:

- Children feel capable, confident, worthy
- Open to possibilities
- Curious
- Have faith in themselves
- Believe they can learn from mistakes and can handle disappointments
- Make healthy decisions about how to experience belonging and significance



Curiosity Questions



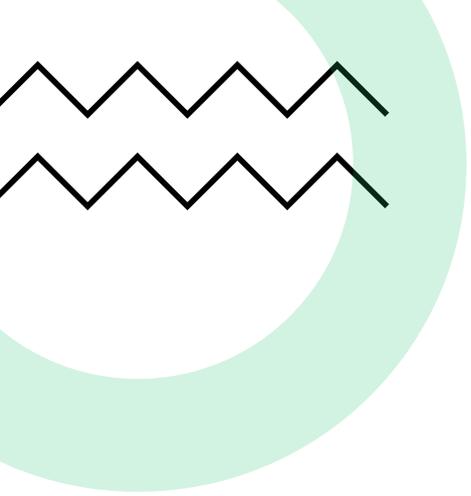
Telling Statements

- Sit still in circle, cross your legs.
- Go choose a lesson.
- Put your items in your cubby.
- You need to wait your turn.
- Get on your mat.
- Don't forget your coat for outside, it's cold.
- Stop complaining.

Asking Statements

- How do we demonstrate we are ready for circle?
- What are you going to work on next?
- Where do our items go when we come into the classroom?
- When will it be time for you to do this work?
- What do you need to be ready to rest?
- What will you need if you want to be warm outside?
- How can you show your concern, so others want to hear you?



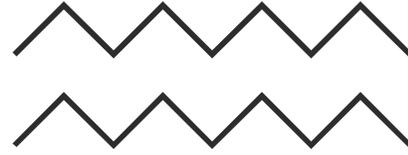


Conversational Curiosity Questions

1. Unless obvious, start with , “I noticed _____.”
(Whatever the challenge)
2. What happened?
3. Then what happened?
4. What were you trying to accomplish?
5. How do you feel about what happened?
6. What do you think caused it to happen?
7. What did you learn from this experience?
8. What ideas do you have to fix what happened?
9. What solutions will help you experience a different outcome in the future?



Don't Back Talk Back

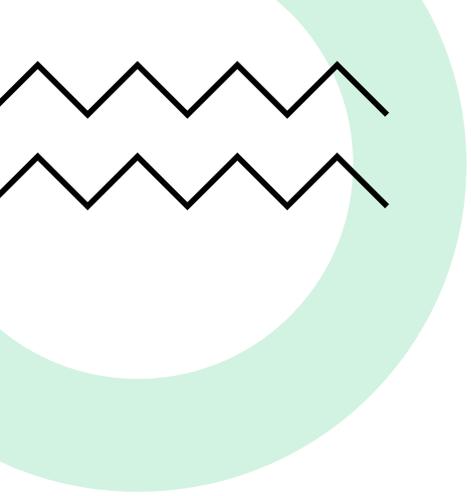


Back Talk

- Don't talk to me that way young lady!
- You need to quit that attitude.
- Go sit in that chair, don't come back until you're respectful.
- No recess for you. You've lost that privilege.
- I'm going to have to call your parents. This is NOT ok.
- You know what, go sit down. I'm going to choose a lesson for you.

Encouraging

- Hmm, I wonder what I did to upset you so much?
- Wow, you are really angry. Do you want to tell me about it?
- I need to sit quietly and take some deep breaths until I can be with you respectfully.
- What would help us right now- some quiet time or putting this on the class meeting agenda?
- I know how it feels to be so angry. I'm glad we have the skills to work things through when we feel better.
- Do you know that I really care about you?



4 R's of Recovery from Mistakes

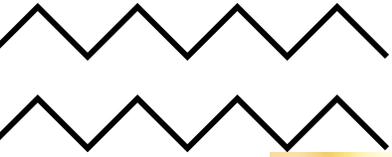
1. Recognize

2. Responsibility

3. Reconcile

4. Resolve





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Sgalley@charlottemontessori.com