

THE RULES OF LOVE AND LOGIC

RULE #1

Adults set firm limits in loving ways without anger, lecture, threats, or repeated warnings.

- Adults set limits using enforceable statements.
- Adults regard mistakes as learning opportunities.
- Adults resist the temptation to “nag.”

RULE #2

When children misbehave and cause problems, adults hand these problems back in loving ways.

- Adults provide strong doses of empathy *before* describing consequences.
- Adults use very few words and consistently loving actions.
- Adults delay consequences, when necessary, so that they can respond with wisdom and compassion.
- Children are given the gift of owning and solving their problems.



The Love and Logic People

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THE POWER OF EMPATHY *The Most Important Love and Logic Skill*

Some Benefits of Delivering Consequences with Empathy:

- The child's brain stays in "thinking mode" instead of "fighting mode."
- The adult's blood pressure stays lower.
- The child must "own" his or her pain rather than blaming it on the adult.
- The adult sees more cooperation...and less revenge.
- The child can learn and achieve instead of resist and resent.

Some Examples:

- *This must really hurt...*
- *This is so sad...*
- *What a bummer...*

Keep Your Empathy Simple and Repetitive

Most adults find it difficult to deliver empathy when a child has misbehaved. Rather than getting complicated, it's easier to pick just one empathic response you can use each time you do discipline. When kids hear these same statements repeated, they learn two things:

- This adult cares about me.
- This adult is not going to back down. No use in arguing!

Try to Find a Response You Already Know and Feel Good About

It's always easier to use an empathic statement that you have already heard or used. The key is that it fits your culture and shows that you sincerely care about the child.

The Power of Nonverbal Communication

Studies estimate that between 70% and 90% of what we communicate we do without words through subtle, nonverbal gestures. Research also reveals that students are experts at decoding these nonverbal cues.

When delivering empathic responses, the delivery is as important as your actual words!
AVOID SARCASM AT ALL COSTS!

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THE DELAYED OR “ANTICIPATORY” CONSEQUENCE

Taking Time to Do Discipline on Your Terms

Immediate consequences work really well with rats, pigeons, mice, and monkeys. In real-world situations, they typically create more problems than they solve.

Problems with immediate consequences:

- Most of us have great difficulty thinking of one while in the “heat of battle.”
- We often find ourselves being forced to do more thinking than the child.
- We react while we...and the child...are upset.
- We don’t have time to anticipate potential problems with our plan.
- We don’t have time to gather a support team and “plug the holes” in our plan.
- We often end up making threats we can’t back up.
- It’s very hard to deliver sincere empathy when we feel pressured to react.
- Every day we live in fear that some kid will do something so outrageous that we won’t know what type of immediate consequence to apply.

Take care of yourself, and give yourself a break! Here’s how:

The next time a student does something inappropriate, experiment with saying,

Oh, no. This is sad. I’m going to have to do something about this! But not now...later. Try not to worry about it.

NOTE: *With very explosive students it is probably wiser to say nothing to the student until you have a plan and the situation is safe.*

The delayed or “anticipatory” consequence gives you time to “anticipate” whose support you might need, how the child might try to react, and how to make sure that you can actually follow through with a logical consequence. This technique also allows the child to “anticipate” or worry about, a wide array of possible consequences.

This technique gains its power from basic conditioning:

When “try not to worry about it” consistently predicts something the child really must worry about “try not to worry about it” becomes a consequence in and of itself...an “anticipatory” consequence.

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TURNING YOUR WORDS INTO GOLD

How to damage your authority and relationship with a child

The quickest way to do this is by telling a potentially resistant youngster what to do. For example:

Adult: Get to work.

Child: You can't make me.

It took just one defiant child...and just couple seconds...for this adult to lose all of their power. That's why we teach:

Never tell a tough kid what to do. Describe what you will do or allow instead.

Examples of Enforceable Statements

- *Breakfast is served until seven. I'm usually happier when I eat enough to hold me until lunch*
- *I like you too much to fight with you about doing your work.*
- *I'll listen when your voice is calm.*
- *I grade papers handed in on time.*
- *Feel free to drive the car when you've made a deposit into my bank account equal to the insurance deductible.*
- *I allow students to remain with the group when they aren't causing a problem for anybody.*
- *I'll be happy to do the extra things I do for you when I feel respected and your chores are done*
- *Feel free to join us for the experiment when you've finished your science reading.*
- *I argue at 12:00 p.m. and 3:15 p.m. daily.*

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THE ONE-SENTENCE INTERVENTION

A Relationship-Building Experiment

Research clearly shows that the primary element contributing to success with challenging kids is a positive relationship between the child and adults in his or her life. This research also indicates that this relationship is developed most effectively when the adults set firm limits while showing sincere interest in what is unique or special about the child. That is, this relationship blossoms when adults notice and accept the youngster as a unique human being—and adults maintain high expectations for the youth’s behavior.

1. What are the child’s nonacademic strengths and interests? What is special about this child?
2. List six brief statements you can use to notice these strengths and interests:

Example: “I’ve noticed you really like to draw.”

- “I’ve noticed that _____.”
- “I’ve noticed that _____.”
- “I’ve noticed that _____.”
- “I’ve noticed that _____.”
- “I’ve noticed that _____.”
- “I’ve noticed that _____.”

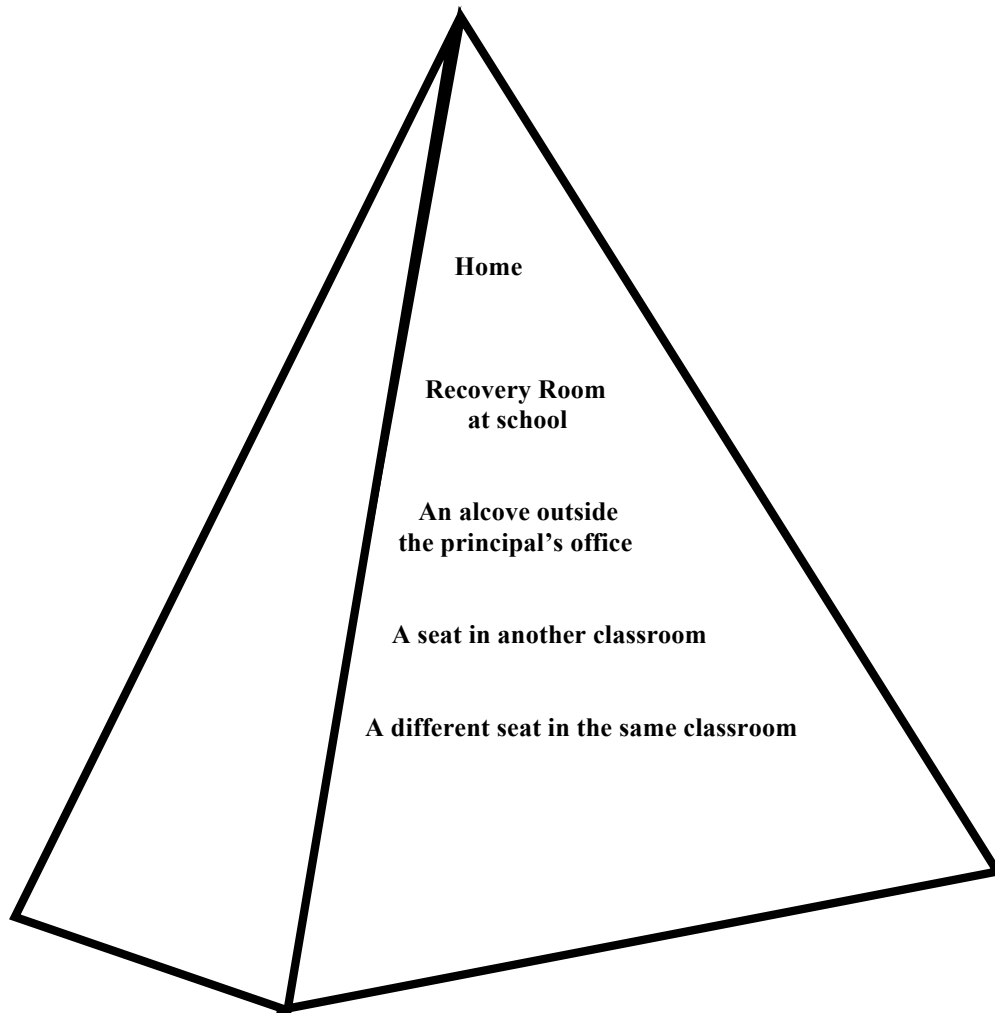
****Do not** end the statement with something like, “...and that’s great!”

3. When and where can you make these statements without embarrassing the child?
4. Which other adults (or other children) will help you use this technique with the child?
5. Approach the child, smile, and use the statements identified above at least two times a week for at least three weeks.
6. Listen to the child if he/she wants to talk about the strength or interest.
7. **Do not use this technique when the child is upset.** Save it for calm times.
8. When the child is about to do something you don’t want...or if you want him or her to do something else, experiment with saying, “Will you do this just for me?”

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THE PYRAMID OF SHORT-TERM RECOVERY SETTINGS

This technique is designed to preserve the classroom learning environment when students don't respond favorably to preventative techniques. **THIS TOOL IS NOT INTENDED TO BE PUNITIVE OR HUMILIATING.** Each alternative setting merely represents a place where a student can go temporarily with the goal of eliminating the disruption...so that you can continue teaching. As one moves up the pyramid, the settings become progressively more restrictive. Generally, teachers are advised to start near the bottom and move up only as needed. With more severe disruptive behavior, a teacher may need to start at a higher level. Below is an example of the settings included in a typical pyramid:



There are eight basic questions that must be answered before using this technique. These are included on the following planning pages.

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THE PYRAMID OF SHORT-TERM RECOVERY SETTINGS

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1. What settings are appropriate for our unique school?

Develop a full range of settings from minimally restrictive to very restrictive. Students should be supervised, but receive minimal attention. It is also helpful to have multiple alternative classrooms to use so that a student is not sent to the same room each time and so multiple students can be removed if necessary.

2. When should students be sent to an alternative setting?

Students should be sent when preventative measures have not been successful and the student is interfering with the learning of others. Students should not be removed merely for not doing their work.

3. How should they be sent?

Whispering a choice to the student such as, “Can you stay with us or do you need to leave?” or whispering, “There’s a seat for you in Ms. Smith’s room,” is often effective. The goal is to avoid embarrassing the student and to use empathy.

4. What should students do in this setting?

The student should not be asked to complete work or receive counseling. He or she should get minimal attention when in the setting. Counseling should be saved for later when the student is calm and well behaved.

5. How long should a student stay in the setting?

Students should stay just long enough to get calmed down. For more serious misbehavior, students should have a written plan for how they intend to avoid the problem in the future. For more chronic problems, more restrictive settings may be needed along with other types of disciplinary and/or mental health interventions.

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6. *What should a teacher do if a student resists going?*

If a student will not go, remove the other students and have another teacher attempt to remove the student. If he or she continues to resist, the administrators may need to call the parents or the police. **Do not attempt to physically remove the student!**

7. *Have we included administrators and parents in our planning?*

It is essential that fellow teachers and administrators be involved in planning. Parents should also be aware of the school's policy once it is adopted. If the student is in special education, this procedure should be written into his/her IEP with accompanying documentation of parental notification and consent.

8. *What ethical and legal issues are involved?*

Special Education law: I.D.E.A.

- A. Least Restrictive Environment
- B. IEP...Is the program individualized and responsive to the child's needs?
- C. Parental Involvement and other due process requirements.
- D. Maximum cumulative suspensions: 10 days.
- E. Complete and document your "Functional Behavior Assessment" and "Behavior Support Plan."
- F. Document all of the positive interventions you are using.

Ethical issues:

- A. When the child needs constant removal, what is their behavior really saying?
"I'm not getting what I really need to be successful."
- B. Use of this plan is not an excuse to do nothing to help the child.
- C. Child should be involved as much as possible in the planning.
- D. Undue humiliation and other punishment must be avoided.
- E. **WE MUST CONTINUE TO SHOW THE CHILD AND PARENTS THAT WE CARE!**

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THE FOUNDATION OF INTRINSIC ACHIEVEMENT MOTIVATION

Abraham Maslow, in his book, *Motivation and Personality*, taught that high achievement motivation develops only when basic physical and emotional needs are first met. William Glasser, in *Schools Without Failure*, furthered this line of thought and applied it to the public schools.

Youngsters will look lazy and act unmotivated when one or more of the following needs are not met:

- Physical well-being and safety
- Emotional safety
- Caring and consistent limits
- Respect or love from important adults
- Healthy control over one's day-to-day life
- A sense of being important and needed
- Self-efficacy (i.e., the belief that hard work will lead to success)

Kotulak, in *Inside the Brain*, discusses research showing that the human brain has its own built-in reward system to reinforce this learning.

This normal drive for learning can be derailed when the brain is called upon to focus upon more basic needs.

A child's struggle to meet basic needs is waged at the subconscious level. The youngster is not consciously aware of the problem and is not able to tell adults how to help. What is observed by the outside world is called apathy or lack of motivation.

The ultimate solution is found when the school and the home focus upon helping the child meet his/her basic needs, and thus freeing the brain once more to enjoy the process of learning.

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IS THIS INTERVENTION APPROPRIATE?

Every child and situation is somewhat different.

Rather than trying to live by hard and fast rules or “absolutes” regarding the appropriateness of interventions designed to improve academic achievement motivation, it often proves more productive to evaluate each unique situation by asking the following two questions:

As we apply this proposed intervention, will we be violating any basic needs?

Many traditional interventions result in chronic control-battles, damage to adult-child relationships, resentment, etc.

As we apply this proposed intervention, who will be working harder?

For true learning and self-control to develop, the child must work harder on their learning than the adult.

Which are bandages? Which are lasting solutions?

- Point systems where the child can earn certain things for completing assignments
 Bandage Lasting solution
- Taking the child out of sports or some other activity because of bad grades
 Bandage Lasting solution
- Building a strong, positive relationship with the child
 Bandage Lasting solution
- A home – school report system to make sure that the child is doing their work
 Bandage Lasting solution
- Lecturing the child about why they should work harder
 Bandage Lasting solution
- Helping the child learn about their personal strengths
 Bandage Lasting solution
- Sitting with the child and making sure they do their homework
 Bandage Lasting solution

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FIVE GOALS FOR SUCCESS WITH UNDERACHIEVERS *Creating Self-Motivated Learners*

Goal 1: End the control battle.

Have you ever known a child who refused to do anything...for an entire year...just to show his or her parents who was really in control?

Goal 2: When the child does poorly, provide strong doses of empathy and unconditional love or respect

Kids who believe they are valued only for their grades quickly learn to “punish” their parents and teachers by getting bad ones.

Goal 3: Follow some basic guidelines for helping without getting over involved.

Have you ever known a parent who did more homework than their child?

Do teachers ever fall into this trap?

Goal 4: Show them that success comes from determination and perspiration.

It's the strains not the brains.

What we model is far more important than what we preach.

Goal 5: Through contributions (chores) give the gifts of responsibility and self-respect.

Recipe for a hostile, dependent or apathetic child: Give them all they want. Never expect them to lift a finger. Show them that they are needed for nothing.

For more tips on achieving these goals, view the DVD *Hope for Underachieving Kids* by Jim Fay and Charles Fay, Ph.D.

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BELIEFS THAT INFLUENCE ACHIEVEMENT MOTIVATION

Achievers Believe:

- ☺ It's ok if things get difficult.
- ☺ I'm responsible for my own happiness.
- ☺ Hard work is the key to success.
- ☺ Hard work and learning lead to pride.
- ☺ I've got what it takes to learn and solve most of the problems I face.
- ☺ I have control over my own life.

"What a challenge! If I work hard, I can do it!"

Underachievers believe:

- ☹ Life shouldn't be hard.
- ☹ Other people are supposed to make me happy.
- ☹ I'm entitled to success and all of its perks.
- ☹ Hard work and learning create misery.
- ☹ I can't learn and solve problems on my own.
- ☹ What happens to me is completely beyond my control.

"Not fair! This is too hard!"

Three steps for creating healthy achievement beliefs:

Step 1: Write the following reasons for success on the bulletin board, refrigerator, note card, etc.

I worked hard.

I kept trying.

I've been practicing.

Step 2: Catch the child doing something well, and describe it in specific terms.

You got that problem correct.

You've sat still for ten minutes.

DO NOT SAY, *"That's great!"* Praise will backfire with underachievers.

Step 3. Ask the child to provide a reason for their success.

If necessary, point at the reasons from step one, and ask, *"Which one?"*

NOTE: It is essential that the child give the reason instead of hearing you tell them why they were successful. What they say, they will soon come to believe.

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