

Atlantis Charter School's: Parent Series

INTRODUCTION TO
CONSCIOUS DISCIPLINE®

Class 3

CHOICES FOR CHILDREN

Ready to Learn



Drain



You're OK

You're not OK

I'm OK

ASSERTIVE

AGGRESSIVE

Attention is the mechanism through which the brain focus resources on something

I'm not OK

PASSIVE

**PASSIVE-
AGGRESSIVE**

Today's Goals

Participants will
learn about the
Power of Unity and
Skill of
Encouragement

Participants will
learn about the
Power of Free Will
and the Skill of
Choices

Power of Unity

Skill of
Encouragement

Conclusion

- When we learn how to apply the **POWER of UNITY (Synergy)**, we learn to overcome any obstacle and problems, become a source of pleasure and challenge.





Skill: Encouragement

https://youtu.be/4p5286T_kn0



External Motivation: I Language

“I like how you are checking your math homework.”



You like me when I check my math homework.

Internal Motivation: YOU Language

“You checked your math!”



I checked my math!

YOU----- DESCRIBE

- **You** put your shoes in the closet...
- **You** took a deep breath...
- **You** said left your phone on the counter...
- **You** shut the TV off...

Why this
action is
important?

You can do this by
continuing the
sentence with,
“so_____.”

- You put your shoes away so no one would trip over them
- You took a deep breath so you could calmly ask for help.
- You left your phone on the counter, so you could be present for family dinner

“That was kind.”

“That was helpful.”

“That was safe.”

“That was responsible.”

“That was respectful.”

Celebrate

Practice Using the Language of Encouragement

1. Your 5-year-old sounds out the word C-A-T in a book
2. Your 17-year-old clears the table after dinner
3. Your 16 year od makes curfew
4. Your 10-year-old helps plays with his little brother
5. Your 9-year-old begins her homework independently

“You _____ so _____. That was _____.”

Power of Free Will



Choices

The only person you can
"make" change is yourself.



Power of Free Will

You may _____ or _____.
Which is better for you?



Skill of Choice



How were you raised with choices

Choices can be delivered ineffectively or effectively. Below are some ways you may have experienced choice ineffectively.

1. No choices given, children were to “do as I say, not as I do” or pay the price.
2. Manipulated by false choice, usually involving negative choices. i.e. Eat your oatmeal or not baseball.
3. You were put in charge of your choices that were too big as a child.
4. Choices were like weapons to make a point. “well you chose that and now look at the mess you’re in”.

5 Steps in
delivering 2
ACCEPTABLE
Choices

Breathe deeply- pause to access your brilliance
. Think- what DO you want your child to do and
what are 2 ways to accomplish that goal?

Say, “you have a choice” Note your tone

State the 2 acceptable choices “you may____or
you may___ which is better for you”?

Complete process by having your child
verbalize their choice

Notice choice, “ you chose_____”

Example

Ariel is jumping on the couch

1. Breathe, What do I want Ariel to do?

Thinking: *I want her to play with her toys*

Part 1: “Ariel, you have a choice, you may play with your Barbies or do a puzzle?” Which do you want to do?

Thinking: *I want her to pick a toy*

Follow up: *“You chose Barbies. You have fun dressing them up”*

Example

Jarred room is very messy

Think: I want Jarred pick the stuff off the floor in his room

Say, “Jarred you have a choice, you may pick up the clothes on the floor or the Legos on the floor”. Where do you want to start?

You chose_____

Practice

Joey is pounding on his crackers at the table

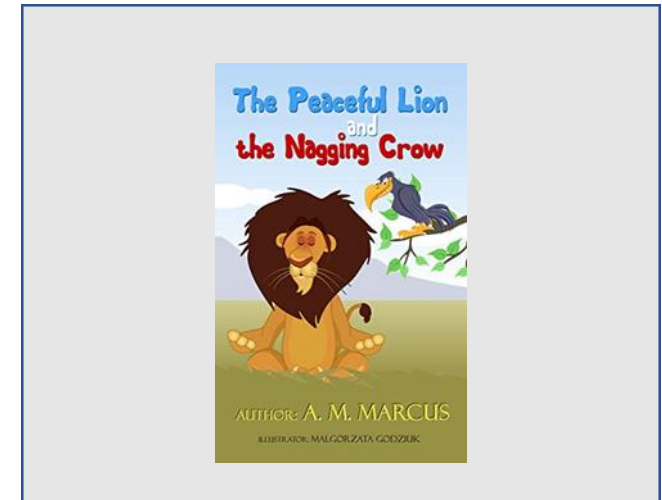
1. Breathe, What do you want Joey TO DO?
2. Say, “Joey, you have a choice, you may ____ or ____ What works for you”?

Marco is throwing the blocks at the chair

1. Breathe, What do you want Marco to do?
2. Say, Marco you have a choice , you may ____ or ____ Which is best for you“?

Visual Samples

I Choose



Teaching Choice

Use visual images or objects

Model it, think out loud

Offer small choices, build a sense of “I can handle this”

Model managing your regulation when you make a mistake in choice making

Highlight when doing it, label it

Books with choice, teach it

Excuse me, I
have a
question.



Questions