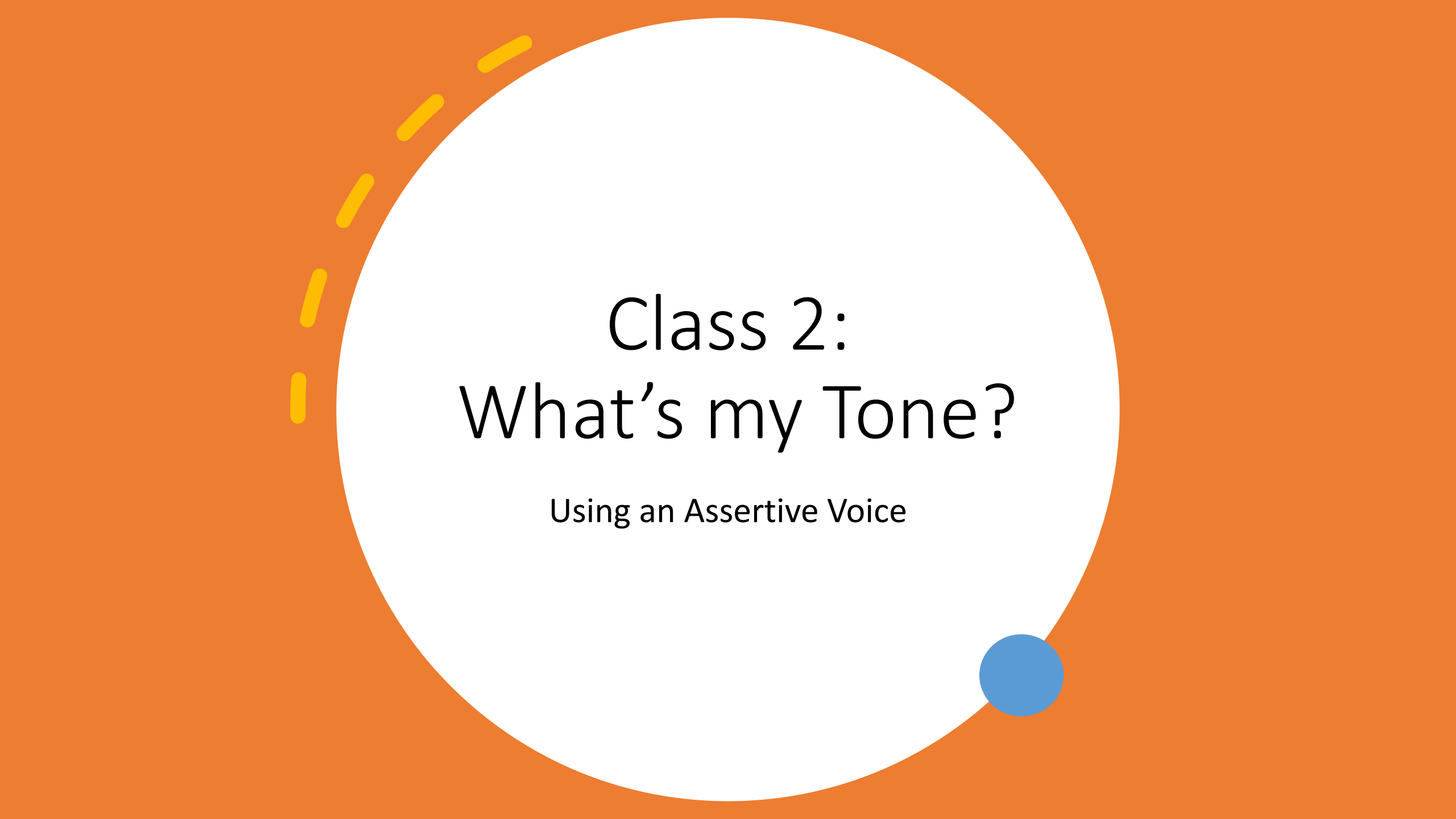




# Atlantis Charter School's: Parent Series

Introduction to Conscious Discipline®



# Class 2: What's my Tone?

Using an Assertive Voice



# Ready to Learn



# Fear-based discipline

- ★ Fear of punishment
- ★ Fear of failure
- ★ Fear of the loss of love
- ★ Fear of abandonment

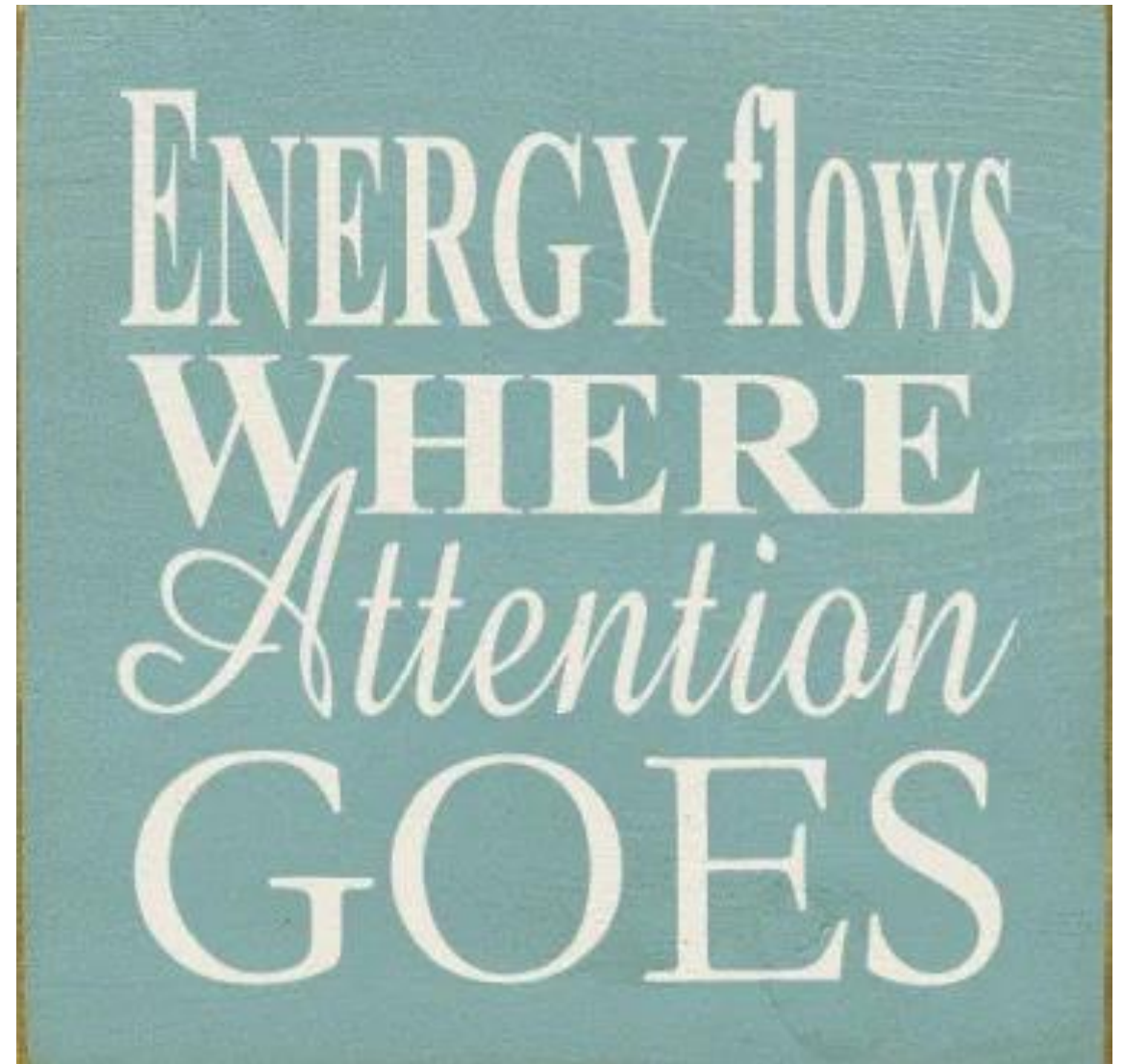
Fear triggers fight or flight response.  
We end up modeling the exact  
behavior we're trying to eliminate.

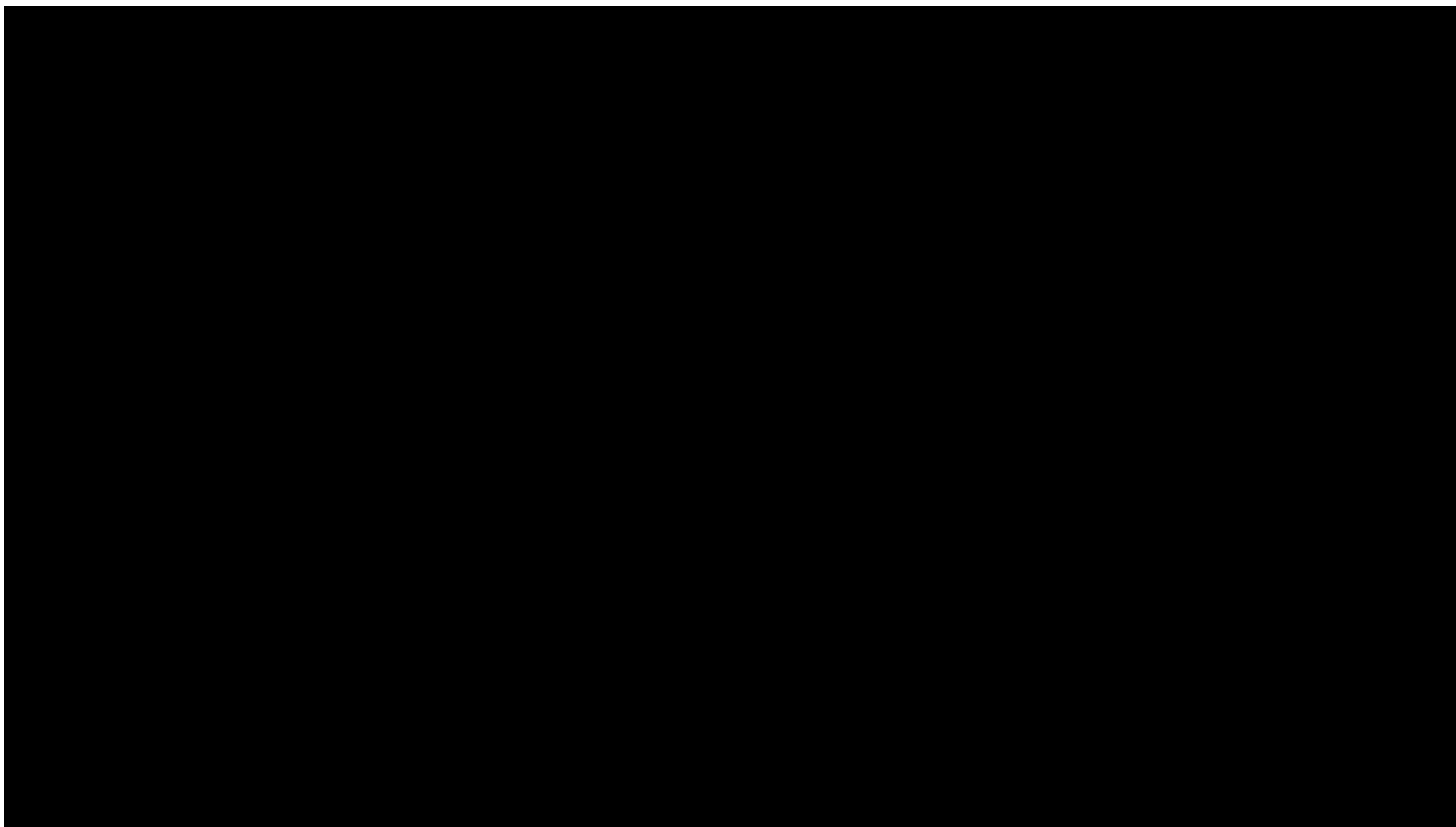
Review

# Today's Goals

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- Participants will learn about the Power of Attention and the Skill of Assertiveness
- Participant will learn to pivot their thinking so they can give an assertive command





[https://youtu.be/IGQmdoK\\_ZfY](https://youtu.be/IGQmdoK_ZfY)



# Power of Attention

*Becoming the Best You Can Be Webinar Series*

Power of  
Attention




# We lose our power of attention when...

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- We are upset ( the focus will ALWAYS be on what you don't want).
- We are in lower brain states when we are:
  - Stuck in our story- programming
  - Stuck in what ***“should be”***
  - Stuck in the need for punishment or restitution

**YOU GIVE  
POWER  
TO WHAT YOU  
FOCUS ON.**



"When you focus on seeing the positive side of life all sorts of opportunities begin to reveal themselves."

- Josh Hinds  
Speaker & Author  
JoshHinds.com



# Where is the focus?

- Marcus, you can not take all the cars. You need to share. Friend will not want to play with you if you do not share. The toys are not just for you. It is not nice to take all the toys.
- Alyssa why did you hit Paige. Would you like it if someone hit you? Hitting hurts. Go turn your card to red. You can join the class when you can be safe.
- Peter, you wanted to play cars with your brother. You did not know the words to join in, so you grabbed the cars. When you want to play say, "*Can I use a car*"? Say that now.

# Pivot our Focus

Habitual Response	Pivot: What you DO WANT
Do run into the parking lot	Hold my hand so I can keep you safe
Don't play your music too loud	Turn the volume to 4 so I can hear the TV
Don't leave the Legos in the middle of the floor	Put the Legos in the basket before you start a new game

## Let's Practice Pivoting

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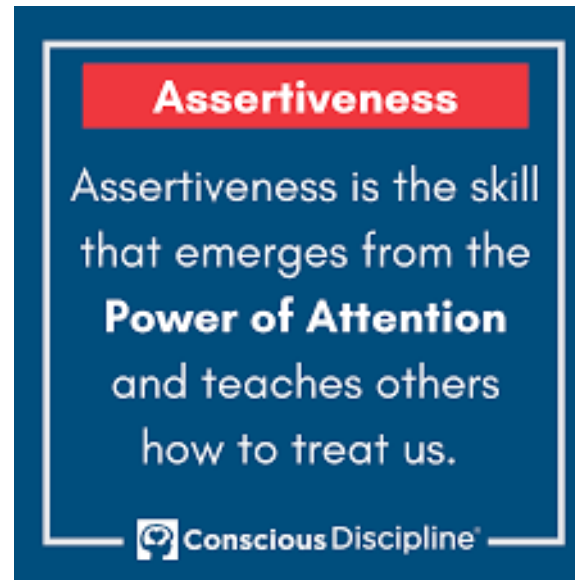
- Stop watching TV , you're not ready to leave.
- No Yelling in the house!
- Don't push your brother, that is not nice.

### Power of Attention

You **CANNOT** change behavior by focusing on what you **don't want!!!**



Focusing on what you **don't want** puts your will power against your body chemistry. You must first focus on what you **want**.



# Skill of Assertiveness

# Three types of communication



# Aggressive Statements:

- Will have an attacking quality
- Uses the language of “All” or “Never”
  - “You never do what I ask you”
  - “You always leave the dishes on the counter”
- Empty, punitive threat such as overly severe consequences
  - “If you don’t clean your room, you will be grounded for a month”
  - “No electronics for 3 weeks”
- Hands on response



# Passive Language

- Gives the power to the child and puts them in charge
  - “Are you ready to leave”?
  - “Can we get that for you next time”?
  - “Let me hang up the phone, then mommy will talk to you”
  - “Sam, its time to clean up, OK?”
- Holds the child responsible for their feelings or actions
  - “Don’t make me angry”!
  - “Don’t make me turn this car around!”
  - “Don’t make me take away your phone”!
- Questions
  - “Where should you be”?
  - “What should you be doing”?
  - “Can you please pick up your room”?

# Assertive Language

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- Tells the child what **TO DO**
- Nonverbal and verbal cues match
- Offers the child useable information
- Speaks concretely
- Owns and expresses one's own emotions directly: I feel \_\_\_\_\_
- Intent is clarity

## Assertiveness Requires:

- Focusing on the behavior we want to see:  
"Stop running." "Walk."  
"Don't be so loud." "Match your voice to mine."
- The intention of helping children be successful:  
Teach instead of punish.
- A tone of voice that has no doubt in it:  
Speak in the same matter-of-fact voice you would use to say, "The sky is above me."
- Words and hand motions that clearly tell what to do with Name, Verb, Point:  
Name: "Caitlin,"  
Verb: "Put.."  
Point: "...the block in the box," while pointing first to the block and then to the box.



Remember to S.T.A.R.: **S**mile,  
**T**ake a deep breath **A**nd **R**elax!  
Three deep belly breaths calm  
your brain and body.



# Giving an Assertive Command

- Move to your child, get down to eye level and make eye contact (Kinesthetic & Visual)
- State your child's name (Auditory)
- Verbally tell your child what you WANT him or her to do.
- Touch your child gently on the arm or place your hand on his or her back or shoulder (Tactile)
- Use visual cues through gesturing (visual)
- Name, Verb, Paint

# Assertive Language

- Passivity invited Aggression
- Aggression begets aggression
- Assertiveness dissipates aggression

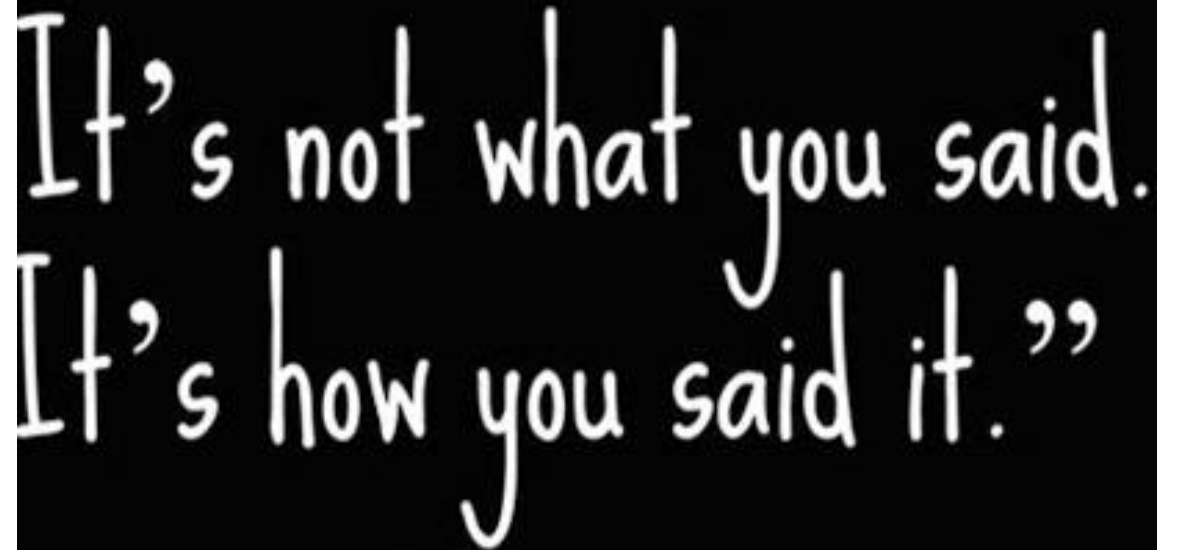
Assertiveness is how you teach children the value of respect

## What's My Tone: Partner activity

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### Command List

- “It’s your job to empty the dish washer.”
- “It’s time to clean up for bedtime.”
- “Put your shoes on it is time to go.”

A blackboard with white chalk text. The text is written in a cursive, handwritten style. The blackboard is framed by a white border and is set against a background of horizontal grey and white stripes.

It's not what you said.  
It's how you said it."

# Tattling



# 3 types of Tattling

- Intrusive Tattling
- Revenge Tattling
- Safety Tattling





# Intrusive Tattling

- Intrusion Tattling
  - Child feels another child intruded on their space, body materials
    - He pushed me
    - She took my marker
  - They are saying, “I Can’t handle this”
  - Teaching Big Voice



# USE YOUR BIG VOICE!



## I-MESSAGES

Feeling	Behavior	Request
I feel...	When you...	I would like...

Big Voice

# Intrusive Response: Teaches Assertive voice- setting boundaries

**Child:** Marco threw my glove

**Teacher:** Did you like that?

**Child:** NO (*assess for a strong or weak no*)

**Teacher:** Tell Marco, I don't like it when you throw my gloves

**Child:** Repeats the big voice response – I don't like it when you throw my gloves

**Teacher:** What do you want Marco to do (*here they need help*)

**Child:** Stop

**Teacher:** So you want him to play with his own gloves



# Revenge Tattling: Teaches how to be helpful

- Used to get others in trouble or to be sure that all are following the rules ( to get someone else to do their bidding)
- Seeking connection
- How we respond teaches children difference between helpful and revengeful



# Revenge Response: Teaches how to be helpful

- Child: Sam is not in line
- Teacher: Are you telling me to be helpful or hurtful? *(This is helping them to learn the difference)*
- Child answers Helpful
- Teacher: How is telling me about Sam being helpful to Sam
- Child: He suppose to be in line
- Teacher: So you want Sam to be successful in our school family and follow the routine. How could you help Sam to remember what to do at line up time?
- Child IDK
- Teacher: You could say, "Sam, Line up with me". Practice with me.

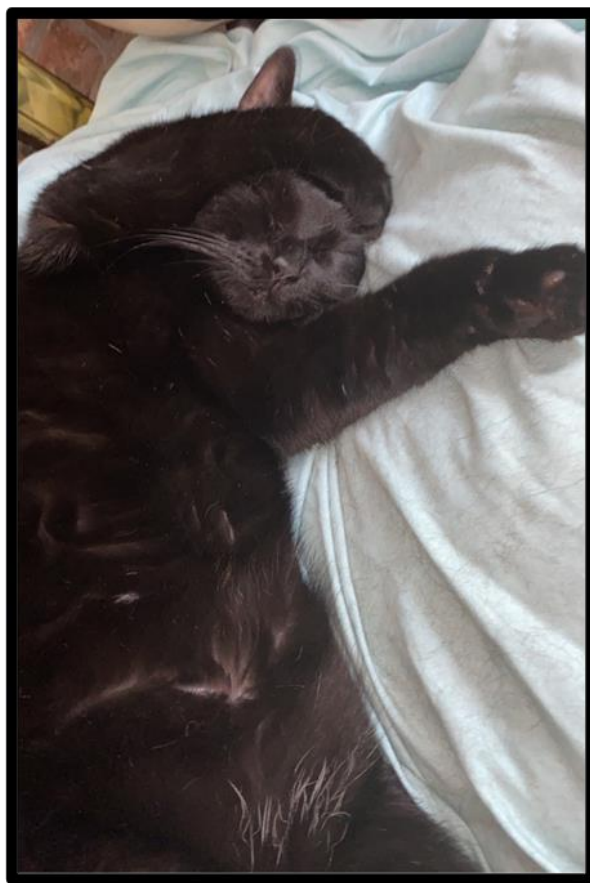
# Safety Tattling:

- Sharing safety concerns
- When safety is involves, you are the safe keeper
- Your responses teaches students to trust authority

Child: Mary hit her head

Teacher: I will take care of it





# Questions

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