

“You gave your sister your other doll when she wanted yours so she would have a doll to play with too. That is helpful and kind.”

“You put your coat on when I told you to so we would save time. That was cooperative.”

“You washed your hands right after using the bathroom so you would wash your germs away. That is helpful and healthy.”

“You used your big voice to say stop to your friend so she would not knock your blocks over. You helped keep your structure safe... Good for you.”

“You said thank you when I passed you milk to use your manners and get your milk. That is helpful and kind.”

“You put groceries away so we would save time and the food will be in its place. That is helpful and contributing to our household.”

“You came in and sat on the rug to read a book, this shows other children what to do when they come into the class.”

“Way to go...you know what to do when you come to school.”

“You swept up the sand around the sand table so no one would slip and our room would stay safe, that was helpful!”

Conscious Discipline® skill #2 Encouragement support can be found:

Dr. Bailey #2 webinar

Managing Emotional Mayhem

Creating the School Family pg 29-75,

129-143, 199-245

Shubert's Helpful Day

7 skills book pg 55-87

YouTube Videos

Poster of Encouragement

Skills on a String

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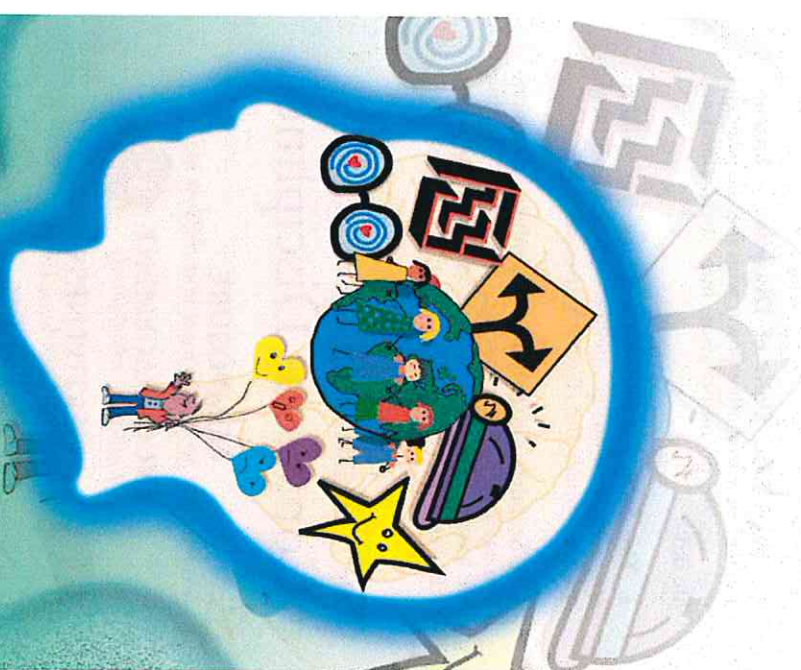
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Concept from the Conscious Discipline® program & I
Love You Rituals by Dr. Becky Bailey
1-800-842-2846 www.consciousdiscipline.com

Skill #2 Encouragement



Life-Changing Social Emotional Education

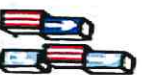


*Building Character
Through Conflict*

www.ConsciousDiscipline.com



Conscious Discipline



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Head Start/Early Head Start



Helping People, Changing Lives.

nmcaa

How does it work?

Conscious Discipline® offers comprehensive reform by teaching:

1. **The 7 Powers for Self-Control** – Empowering adults to see conflict as a learning opportunity instead of a disruption.
2. **The 7 Basic Skills of Discipline** – Enabling adults to take back their power with specific strategies that transform misbehavior into social-emotional life skills.
3. **The School Family™** – Adults and children create an emotionally intelligent classroom through routines, rituals and classroom structures.
4. **A Seamless Curriculum** – Combines classroom management with existing academics, adding life-lessons to everyday instruction while increasing achievement.

The 7 Basic Skills of Conscious Discipline®



COMPOSURE

Becoming the person you want your children to be



ENCOURAGEMENT
Building a school family



ASSERTIVENESS
Saying "No" and being heard



CHOICES
Building self-esteem and willpower



POSITIVE INTENT
Turning conflict into cooperation



EMPATHY
Handling the fusing and the fits



CONSEQUENCES
Helping children learn from their mistakes

Skill #2 Encouragement

Composure is the pre-requisite skill to all the other skills. Being calm and composed will help create the school family... we are all in this together.

Encouragement creates a sense of belonging. Social successes prime the brain for academics. Relationships are the motivation for learning, not external rewards or punishments.

Ex.—Giving stickers for motivation or rewards or time out or removing privileges as punishments. Discipline = Teaching and coaching in life skills and social skills.

Encouragement takes the place of all external rewards and can be done to help children learn what positive and helpful things they can do wherever they are. Use encouragement during times other than clean up time, otherwise, we are tempted to use it as a reward. Clean up can be simple by having the rule—"put it away when you are done." When you notice a child putting materials away when finished during choice time you can use the key phrase of Encouragement. "You did it! You put the blocks away so someone else can use them and you are ready to play in another area. That was helpful!"

It works well having a 'child job' to show all children a '5 minute' notice sign prior to clean up and picture of picking up toys/work at clean up.

The Key Phrase for Encouragement is "You did it! You (describe in detail without judging) so (describe how the action impacts others) "That was helpful. Way to go... Good for you!"

Examples

"You pushed the chair in so everyone will be safe and no one will trip. That is helpful and responsible!"

"You sat down to eat. Now other children will know sitting to eat is safe. Way to go, that is helpful!"

"You hung your coat on the hook so the floor will be safe and clean. Way to go... That was helpful!"

You put the markers back on the shelf so other children can easily find them. That is being organized and helpful!"

"You put your painting on the drying rack so other children can have a turn to paint. That is helpful!"

"You stopped before you hit Sally so you could breathe and regain your composure. You chose to keep Sally safe. That took self control!"

"You told Sally to stop when she hit Gracie so Gracie would be safe and learn how to use her big voice to say stop. That is helpful and keeping friends safe."

"You sneezed in your elbow to catch your germs rather than spread them. That was considerate and healthy!"