

Welcome to Session 9

The Skill of Positive Intent and the Power of Love

SESSION OVERVIEW:

- Understand that in order for children to behave differently, we must see them differently.
- Discover how the Skill of Positive Intent can turn resistance into cooperation.
- Practice effective ways to respond to physical and verbal aggression.
- Learn and apply the steps for teaching children to resolve conflicts with others.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 9:

Session 9: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Misbehavior is a call for help and a teaching opportunity.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Positive intent is a strategy to get others to comply.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Children cannot act differently until they are seen differently.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. During times of conflict between two children, it is important to go to the aggressor first and offer positive intent.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Attributing positive motives to others' behavior can transform opposition into cooperation.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session, We Will Explore...

Skill of Positive Intent: Creating teaching moments with challenging, oppositional and aggressive children

Power of Love: See the best in others

Adult Goal: To accept the moment as it is in order to respond to upset with empathy and build personal responsibility within children

Child Goal: To learn how to offer developmentally appropriate empathy to themselves and others

Combined Executive State Skills

S = Solutions

P = Positive Intent

A = Academic Integration

C = Consequences

E = Executive Skills

The Power of Love

The Power of Love is the choice to see the best in others. This helps us attribute positive intent to children's behaviors.

This helps us attribute positive intent to children's behavior. Positive intent helps us transform hurtful situations into helpful communication. The receiver of this positive intent feels understood. This understanding creates a sense of safety and connection that fosters a higher brain state. Negative intent, on the other hand, creates a lack of safety. Without a felt sense of safety, children are likely to employ the skills that are accessible from the lower brain states, including blaming, defending and attacking. This often results in even more challenging behavior.

Children are either extending love or calling for love.

Think about a specific behavior that is a challenge for you. What do you think the child is trying to communicate with this behavior? _____

We cannot change a behavior until we change how we view it. We can view children's behaviors as bad with the motivation to make us miserable, or we can choose to see misbehavior as a call for help. Which way of thinking do you think is better for the child?

Why? _____



Which way of thinking do you think is less stressful for you? _____

Why? _____

We are not mind readers; we make up what we believe others are thinking and their intentions. If we get to make it up, why not make it up positively?

The Skill of Positive Intent

1. Positive intent has the ability to turn _____ into _____ .

We cannot harbor negative thoughts toward others without also negatively impacting ourselves.

The intent we assign to others defines both who we are *and* who they are.

2. If we make intentions up negatively, we throw ourselves into the _____ centers of the brain.

3. If we make it up positively, we can access the _____ centers of the brain.

4. If we make the child's intentions up as negative, we label the core of the child as _____ .

5. If we make the child's intentions up as positive, we label the core of the child as _____ .

Difficult children will never change unless we see them differently.

When we offer negative intent, the child has two choices...

- I will accept that I am innately flawed and the core of me is bad.
- I will fight with you about which one of us is bad.

Positive Intent is like offering a child a seed of potential.

“You Wanted...”

Offer positive intent to children's hurtful actions with the phrases “You wanted _____” and “You were hoping” like we did with the D.N.A. process in the last session.

Positive Intent can be said aloud, “You were hoping to get the first piece of cake,” or it can be internal as we choose to perceive the other person differently, “She wants to make sure there is enough for her to enjoy.” We convey our intentions before we ever open our mouths, so consciously changing our internal speech has the power to transform the entire exchange.

When we approach children who are acting aggressively, it is essential to attribute a positive intent to their actions with “You wanted _____” language.

Attribute positive intent to the following aggressors:

6. A child pushes to sit by his friend.

“You wanted _____” .

7. A child yells, "Hey butthead!"

"You wanted _____."

8. A child hits a friend to get the red marker.

"You wanted _____."

Sometimes we're unsure of the desire behind a child's actions. In these cases, it's helpful to take our best guess using positive intent. If we miss the mark, the child will correct us and we can continue to teach from there.

Adult: "You wanted a turn."

Child: "No! I wanted him out of my face!"

Adult: (Deep breath.) "I see. You wanted him to give you some space."

Using Conflict as an Opportunity to Teach

9. When there is conflict between two children, go to the _____ first, unless there is a safety issue.

Steps for teaching during conflict:

- Become conscious that you have been triggered.
- Be a S.T.A.R. and wish well.
- Go to the victim first. Ask, "Did you like it?"
- Turn to the aggressor next.
- Approach the aggressor with "You wanted..."

"Victim First" is a Two-Step Process

10. **Step 1: Notice.** Go to the victim first and notice,

"Your face is going like this (demonstrate)." Then ask, "_____?"

Step 2: Teach assertiveness skills.

This two-step approach fosters awareness and creates the willingness for the victims to learn empowering new assertiveness skills.

Then approach the aggressor with positive intent by stating their goal, "You wanted (state what the aggressor wanted) ."

This increases their willingness to learn helpful new skills for meeting their goals successfully.

11. The "victim first" rule values _____.

Teaching a New Skill to the Aggressor Requires Six Steps

Step 1: "You wanted... (desired result/goal) ."

Step 2: "So you (hurtful action) ."

Step 3: "You didn't know the words to use." Or "You didn't know what else to do."

Step 4: "You may not (hurtful action) . _____ hurts."



Step 5: “When you want _____ (desire/goal) _____ do (or say) _____ (new prosocial skill) _____.

Step 6: “Do it now for practice.”

Conflict as a Teaching Tool

A child pushes another child.

Breathe deeply and go to the victim first:

Step 1: Notice. “Your face is going like this (demonstrate). Did you like it when she pushed you?” Instead of asking a question, state, “You didn’t like it when she pushed you” with children ages three and under.

Step 2: Teach assertiveness skills. “Tell Mindy, “*I don’t like it when you push me. When you want to walk around me, say, ‘Excuse me,’ next time.*”

Breathe deeply and go to the aggressor next:

Step 1: “You wanted to get around Ginny,”

Step 2: “So you pushed her.”

Step 3: “You didn’t know what else to do.”

Step 4: “You may not push. Pushing hurts.”

Step 5: “When you want to get around Ginny, say, ‘Excuse me,’ and walk around.”

Step 6: “Do it now for practice.”

Disconnected children will not be willing to learn the skills to solve their problems with others. With these children, we must go back to the slow-slow relationship building of the discipline dance. Offer these hurting children safety skills (N.A.R.C.S.) and connection (R.E.J.E.C.T.).

Structure: Celebration Center

12. The main structure for Positive Intent is the _____.

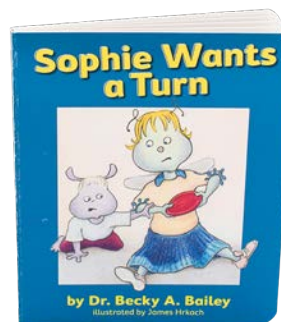
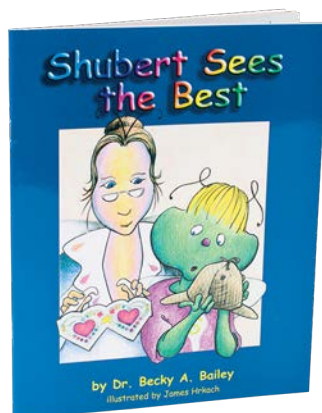
The purpose of the Celebration Center is to celebrate children. You can celebrate events of change such as losing a tooth, welcoming a new sibling to the family, graduation of an older sibling or a great grandmother’s birthday. You could celebrate a child’s efforts in academics, music, sports, arts and helpfulness.

The Celebration Center is a way to honor strengths, accomplishments and life events. It is a social experience, not the bestowing of a material “thing” like stickers or medals.

In addition to celebrating the child named, these gatherings also celebrate the whole family or classroom by ending with a statement that is inclusive of all. “As we celebrate you losing a tooth, we celebrate the many amazing changes we all experience.” “As we celebrate you learning to walk on stilts, we celebrate the many new skills each of us is learning.” “As we celebrate the birth of your little sister, we celebrate our own births that bring so much joy to the world.”

When children are uncooperative, oppositional or saying things that trigger an Emotional State within us, try to Q-TIP: Quit Taking It Personally!

We Q-TIP by choosing to be a S.T.A.R. so we can stay in the higher centers of the brain. This helps to un-push our trigger buttons and see that children’s behavior isn’t about us.



I am willing

To use the Power of Love to see the best in at least two challenging situations or people. I understand that by offering positive intent, I do not let them off the hook – I simply invite the possibility of self-reflection, solutions and change instead of more punishment, blame and revenge.

SIGN: _____ DATE: _____

Focus Points for Parents

You'll conduct dozens of mini-celebrations every day as you use "you did it" language to notice your children. For bigger accomplishments and events, a home Celebration Center helps strengthen family bonds and develop intrinsic motivation.

Spontaneous celebrations like making up a "You did it" song or cheer are always fun. The celebration doesn't have to be complicated to be meaningful. You could write or draw a bunch of ways to celebrate on individual slips of paper and place them in a child-decorated celebration jar. (Dancing, clapping, high fives, singing and group hugs are great celebrations.) When a situation arises, the family member to be celebrated randomly draws a paper from the jar. The family then enjoys the celebration written on the paper.

Remember to clearly name the person and the accomplishment (or event) you are celebrating, and relate it to the family. You might say, "Kallie, as we celebrate the hard work you put into taking your big year-end test, we celebrate the hard work and determination that helps each of us reach new heights!" or "Davis, as we celebrate you learning to ride your bike without training wheels, we celebrate the new things we're all learning!"

If we reward children with stickers and stuff, we teach them to value stickers and stuff. If we want children to value performing well for the sake of performing well and value learning for the sake of learning, we must develop intrinsic motivation instead of relying on stickers and stuff. The Celebration Center honors children and taps into the brain's natural reward center to promote intrinsic motivation.



Focus Points for Educators

The Celebration Center is a way for children to honor children. It is not a place where we give rewards for special events or behavior.

Celebrations have a beginning, middle and end. They generally begin with a song or chant, honor the child and then relate the celebration back to the whole.

A Celebration Center for young children might consist of a celebration chair, a prop box of items that support the celebration and a special celebration song. Older children can decide what will constitute their Celebration Center, what they would like to celebrate and how they will go about celebrating. Older children would make these choices during class meetings.

As we celebrate one child, we also celebrate us all. At the end of each celebration, be certain to relate the celebration back to the group. “Jennie, as we celebrate you learning to skateboard, we celebrate all the new skills each of us are learning.”

Review: Skill of Positive Intent

Power: Love: See the best in others.

Becoming Brain Smart: Positive Intent integrates the brain and produces oxytocin, increasing trust, safety and moral behavior.

Skill: “You wanted___,” “You were hoping___,” A.C.T., Reframing

School Family: Celebration Center, Wishing Well, School Family Assemblies

Reflection: Power of Love

We’ve explored how the willingness to see the best in others allows us to hold hope for the hopeless, safety for the fearful and encouragement for the discouraged. The Power of Love and the Skill of Positive Intent transform resistance into willingness, and set the stage to teach new skills to those who call for help through hurtful actions and words. Begin practicing the Power of Love by doing the following:

- Reflect on what we unconsciously value.** What we see with our eyes, we value with our heart.
- Attribute positive intent to ourselves.** Instead of chiding, “I can’t believe I forgot to go to the store,” reframe it. Say, “I wanted to get home in time to greet the children when they got off the school bus, so I will spend time with the children now and go to the store later.”

- Consciously notice how often we try to determine others' intentions.** How much energy does this occupy? Pay attention to how often we attribute negative intent to our selves, our partners, our colleagues and the children we teach. Who do we tend to give the benefit of the doubt to and who are we hardest in judging?
- Continue wishing well.** Encourage children to wish well by providing ample opportunities throughout the day. Personally wish ourselves and others well when difficulty arises.
- Practice reframing negative intent to positive intent.** Reframe upset! Take a deep breath and say, "I am willing to see this differently." Then ask, "Am I extending love or calling for help?" Obtain the help you need.
- Watch the Power of Love video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Opportunities

Look for times when children are hurtful to each other with words or actions; do not wait for the victim to come to you. Proactively use these conflicts as teaching opportunities in your classroom. Work vigilantly on offering positive intent to the aggressor and going to the victim first (except in cases where a child may hurt many children at once).

Behaviors to Use as Teaching Moments

Physical Hurtfulness

- Pushing
- Grabbing
- Poking
- Hitting
- Tripping

Social/Emotional Hurtfulness

- Name calling
- Exclusion
- Racism
- Sexism
- Intolerance of physical differences

Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the two statements out loud. See if you can feel the difference. After each statement share, "The difference between Traditional Discipline and Conscious Discipline for me was..."

Traditional Discipline	Conscious Discipline
He keeps others from learning.	He needs more individualized work to be successful.
She is disrupting this class.	She needs help to stay on task.
She is just plain lazy.	She needs help to get started.



3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Attribute positive intent with the phrase “You wanted ____”** to teach social skills such as turn taking, asking for help and getting another person’s attention.
- Offer positive intent and/or use A.C.T.** to transform challenging and aggressive behaviors into teaching moments.
- Notice instead of judge** when we cannot figure out what a child wants.
- Trust children to correct “You wanted” statements** if our educated guesses are incorrect.
- Create a Celebration Center.**
- Establish School Family Assemblies.**

- Use the website, including Shubert’s School and the portal,** with a focus on positive intent, celebrations, wishing well and assemblies.
- Other** _____

Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Attribute positive intent with the phrase “You wanted_____”** to teach social skills such as turn taking, asking for help and getting another person’s attention.
- Offer positive intent and/or use A.C.T.** to transform challenging and aggressive behaviors into teaching moments.
- Notice instead of judge** when you cannot figure out what a child wants.
- Trust children to correct “You wanted” statements** if your educated guesses are incorrect.
- Create a Celebration Center** in your home.
- Use the website, including Shubert’s Home and the portal,** with a focus on positive intent, celebrations and wishing well.
- Other** _____



Session 9: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Misbehavior is a call for help and a teaching opportunity.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. Positive intent is a strategy to get others to comply.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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3. Children cannot act differently until they are seen differently.

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4. During times of conflict between two children, it is important to go to the aggressor first and offer positive intent.

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5. Attributing positive motives to others' behavior can transform opposition into cooperation.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “I Wish You Well” from *It Starts in the Heart*
- “Let’s Celebrate” from *It Starts in the Heart*
- “Breathe” from *Listen to Your Feelings*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 9, Positive Intent (Pages 254-285)
- *Easy to Love, Difficult to Discipline*, Chapter 7, Positive Intent: Turning Resistance into Cooperation (Pages 143-163)
- *Creating the School Family*, Chapter 13, Celebration Center (Pages 277-299)

Rubrics

- Positive Intent 6.0
- Celebration Center 6.1
- Wish Well Board 6.2
- Absent Child 6.3

Products to Support the Skill of Positive Intent

- *Shubert Sees the Best*
- *Sophie Wants a Turn*
- *Shubert Puppet*
- *Sophie Puppet*
- *Seven Skills Poster Set*, Positive Intent Poster

Additional Resources

- *Songs for I Love You Rituals*, Vol. 1 and 2 music CDs
- *I Love You Rituals* book
- *Conscious Discipline: Building Resilient Classrooms* book
- *I Love You Rituals* Poster set
- *I Love You Rituals* on a string
- *I Choose Self-Control* board
- *Creating the School Family* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD



- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 9.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [YouTube.com/user/LovingGuidance](https://www.youtube.com/user/LovingGuidance)

ANSWER KEY: SESSION 9

1. Resistance / cooperation
2. Lower
3. Higher
4. Bad
5. Good
6. To sit with your friend.
7. To get his attention.
8. The red marker.
9. Victim
10. "Did you like it?"
11. Healing
12. Celebration Center

