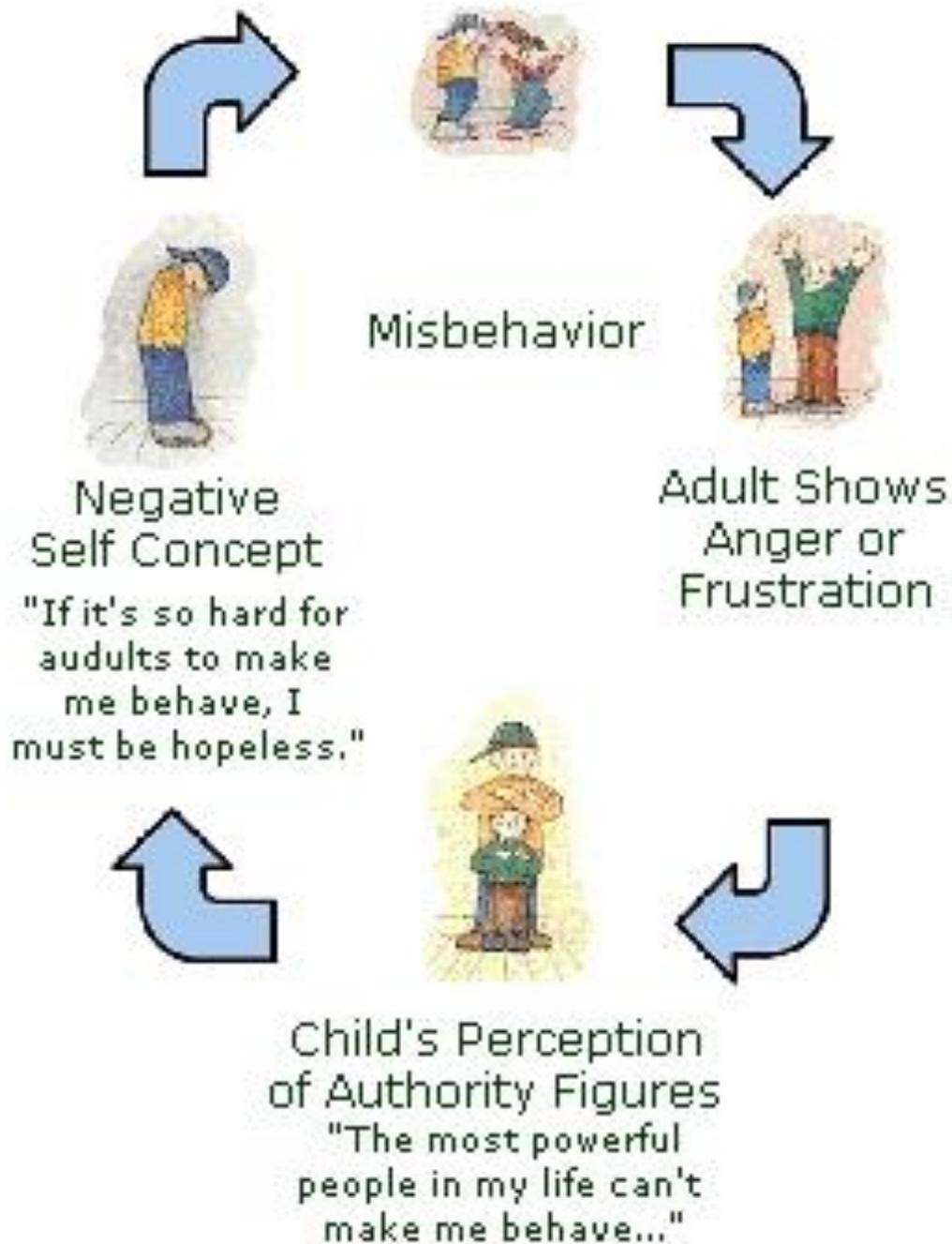


Typical Behavior Pattern



BASIC LOVE AND LOGIC CONCEPTS

NUTRALIZING ARGUING

ANTICIPATORY CONSEQUENCES

EMPATHETIC RESPONSES

CREATE ENFORCEABLE STATEMENTS

CHOICES WITHIN LIMITS

"UH, OH SONG"

RESTITUTION

GUIDING KIDS TO SOLVE THEIR OWN PROBLEMS

2 Rules of Love and Logic

- 1: Adults set limits without anger, lectures, threats or repeated warnings.
- 2: When children cause problems, adults hand these problems back in loving ways.

Love allows children to grow through their mistakes.

Logic allows them to learn from the consequences of their choices.



Love and Logic

www.loveandlogic.com

Love and Logic Solution:

Turn Your Word Into Gold

The Art of Enforceable Statements for the School

Ineffective Technique	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.
Keep your desks organized and neat.	All owners of neat desks are welcome to join us at recess.
I'm not loaning you any more paper.	I loan paper to those who have not borrowed before.
If you can't remember your pencil, you're just going to have to do without.	Feel free to borrow from anyone but me.

Love and Logic Solution:

Guiding Children to Solve Their Own Problems

- Love and Logic Step One:** **Empathy.**
 “How sad.”
 “I bet that hurts.”
- Love and Logic Step Two:** **Send the “Power Message.”**
 “What do you think you’re going to do?”
- Love and Logic Step Three:** **Offer choices.**
 “Would you like to hear what other kids have tried?”
 At this point, offer a variety of choices that range from bad to good. It’s usually best to start out with the poor choices. Each time a choice is offered, go on to step four, forcing the youngster to state the consequence in his/her own words. This means that you will be going back and forth between Love and Logic steps three and four.
- Love and Logic Step Four:** **Have the child state the consequences.**
 “And how will that work?”
- Love and Logic Step Five:** **Give permission for the child to either solve the problem or not solve the problem.**
 “Good luck. I hope it works out.”
 Have no fear. If the child is fortunate enough to make a poor choice, he/she may have a double learning lesson.



The Love and Logic People
 2207 Jackson Street, Golden, CO 80401
 1-800-338-4065
www.loveandlogic.com

21 Classroom Interventions

1. Give the student the “evil eye”.
2. Walk toward the student.
3. Stand close to the student.
4. Eye contact and a shake of the head indicating “No”.
5. A gentle hand upon the shoulder of the student.
6. A statement indicating disfavor.
7. Change the student’s location.
8. Statement of misplaced behavior.
10. Teacher sets limits by describing what he/she allows/does, or provides, without telling the students what to do about it.
11. Provide choices.
12. Removing the student from the group to time-out.
13. Requiring student to fill in a form during time-out before he/she can return to the group.
14. Student is excused to the office for a short “cooling off” period. No counseling is requested of the administrator.
15. Give the student an appointment to talk about the problem.
16. Restricting the student from the area of his/her infraction until a new plan of action is identified and written out by the student.
17. Student is restricted from the area of the infraction until the adults feel that another try is in order. The student then returns to the area on a day to day basis.
18. Providing a natural or logical consequence with empathy.
19. Student makes an “informational telephone call” to his/her parents to describe the problem and his/her plans for improvement. Teacher calls first without student’s knowledge to alert parent and seek support.
20. Student writes an “informational letter” to parents describing his/her actions or problems with plans for improvement. Letter is to be signed and returned and is the student’s ticket to return to class.

Anticipatory Consequences

- Do not give consequences when you're angry.
- Show sadness or empathy before giving consequences.
 - If you don't know what to do, delay consequences until you have thought about it or conferred with others. (Delisio, 2008).

Anticipatory Consequences

- Example:
Say something like, "Oh, no. This is so sad. I'm going to have to do something about this! But not now... later. Try not to worry about it."
- This allows the teacher time to confer with others and to make sure consequences that can be enforced. Gives student time to think about the possible consequences. (Delisio, 2008).

Love and Logic Summary for Camp

-Always stay calm, never get angry

- Avoid lectures, actions speak louder than words!

- Put the problem back to them

-

- Always lead with empathy: Try one of these 1-liners "Probably so."

- "I know."
- "Nice try."
- "I bet it feels that way."
- "What do you think you're going to do."
- "I don't know. What do you think?"
- "Bummer. How sad."
- "Thanks for sharing that."
- "Don't worry about it now."
- "That's an option."
- "I bet that's true."
- "Maybe you'll like what we have for the next snack better."
- "What do you think I think about that?"
- "I'm not sure how to react to that. I'll have to get back to you on it."
- "I'll let you know what will work for me."
- I like you too much to argue with you
- You guys are too cool to argue with

-

-Don't give a traditional warning. Example- Don't say, next time you do that you will be in time out. Instead, use a love and logic phrase like "Oh bummer", and then an enforceable statement. Like, "I'd be happy to continue to explain the activity as soon as everyone shows me that they are ready".

-Remove students from the group. "Oh bummer/How sad, etc.", It looks like you're going to have to go sit in the hallway. Put them in a spot where they are removed from the situation and from you! Do not argue or talk with students while they are in timeout. Lectures are typically not needed when they are done.

-Sitting in the hallway could be considered a "warning", the next time yellow, and the next time red.

-Share control with small choices/ when appropriate.