DISCIPLINE WITH LOVE & LOGIC

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**Love & Logic Approach**

**Key Concepts**

- The goal is to put teachers in control of instruction & empower students to make wise & responsible choices & decisions.
- Teaches kids to think for themselves.
- Increase the level of student responsibility.
- Prepares students to function effectively in a society filled with temptations, decisions & consequences.
Principles of Love & Logic

- To enhance student self-concept by nurturing behavioral competence & responsibility
- To encourage student control, thinking & making wise choices
- To hold students accountable for their choices & decisions & help them learn problem solving by using empathy & logical consequences.
Confronting Discipline Myths

Cline & Fay (1988) believe in addressing principles advocated by other approaches:

▶ Students should be warned in advance of the consequences for violating rules.
▶ That when students break rules, consequences should follow immediately.
▶ Teachers should only expect respect from their students & not care about being liked by them.
Love & Logic Beliefs

- Students have to be held accountable, but consequences do not have to be delivered immediately: can be delayed/extended.
- Students do not need to always know in advance what consequences of problem behavior is: can be extended/delayed.
- Teachers need to work on establishing relationships of respect and positive rapport with students.
Rules of Love & Logic: #1

- Adults take care of themselves by setting limits that are enforceable in loving ways without anger, lecture.

- Adults avoid anger, warnings, threats etc.

- Adults use enforceable statements

- Children are offered choices

- Limits are maintained with compassion & understanding
Rule # 2

- Childhood misbehavior is treated as an opportunity for gaining wisdom by the child and the adult hands it back to the child in loving ways.
- In a loving way, the adult holds the child accountable for solving the problem in a way that does not create a problem for others.
- Adults offer choices within limits.
- Adults use enforceable statements & provide delayed/extended consequences with empathy.
Sample Empathic Responses

- It really hurts when....
- It is sad when....
- This sounds really...
- Bummer, I know you wanted things to be different...
- Your feeling real...
Delayed or Anticipatory Consequences

Problems with Immediate Consequences

1. Most of us have problems thinking of one
2. We own the problem rather than handing it over to the student & end up thinking more than the child.
3. We are forced to react while we & the child are upset
4. We do not have time to put together a reasonable plan & often end up making threats
5. We live in fear that some kid will do something that we wont know how to handle with an immediate consequence Consequences:
Using Delayed/Extended Consequences

- Sincere empathy is essential
- Calmly say to the student:
  “Oh...that kind of behavior is a problem. I will have to do something about that. I am busy teaching, so I will get back to you about it later. Try not to worry.”
  If the student continues, then have them wait outside class to address the issue while you continue to teach.
Using the “I-CAN” Model

I = Identify one specific behavior
C = Consider: consequences an adult would experience under similar circumstances
A = Ask others for help in designing a Love & Logic intervention
N = Never give up! Keep asking for help as you treat one behavior at a time
Steps For Using Non-verbal “SIGNALS”

S= Specify one behavior to work on
I= Individually meet with the student
G= Give the student a description of the desired behavior change
N= Note that you want to use a signal to avoid embarrassment
A= Always practice the signal first
L= Let the signal be your first strategy to cue desired behavior
Guiding Children To Solve Their Own Problems

- Empathy: e.g. How sad..; I bet that hurts
- Send the power message: what do you think you are going to do?
- Offer choices: e.g. Would you like to hear what other kids have tried?
- Have the child state the plan & consequences & ask: how do you think that will work?
- Give permission for the child to either solve the problem or not.
The Road to Self Confidence:

- Risk
- Struggle
- Achievement
- Attribution

Translates to: “I am forced to stand on my own two feet, paddle my own canoe & solve my own problem with guidance from caring adults in my life.”