



Teaching

With

Love

&

Logic



The Rules of Love and Logic

by Jim Fay

RULE #1

Adults set firm limits in loving ways without anger, lecture, or threats.

RULE #2

When a child causes a problem the adult hands it back in loving ways

1. In a loving way, the adult holds the child accountable for solving his/her problems in a way that does not make a problem for others.
2. Children are offered choices with limits.
3. Adults use enforceable statements.
4. Adults provide delayed/extended consequences.
5. The adult's empathy is "locked in" before consequences are delivered.

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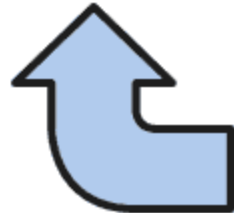
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For more information, call the Love and Logic Institute, Inc. at (800)
338-4065.

The Misbehavior Cycle



Creates a negative self-concept and the belief that no one can help them behave or it is fun to make adults mad.



The 9 Essential Skills

Love and Logic has designed a program containing 9 skills that are essential to the successful implementation of Love and Logic in the classroom or at home.

1. Neutralize Student/Child Arguing
2. Delayed Consequences
3. Empathy
4. The Recovery Process
5. Developing Positive Parent/Student Relationships
6. Setting Limits with Enforceable Statements
7. Using Choices to Prevent Power Struggles
8. Quick and Easy Preventative Interventions
9. Guiding Students/Children to Own and Solve Their Problems



Skill #1 Neutralize Arguing

Have you ever noticed that kids get excited when they start an argument with an adult? Kids are great at winning arguments and making adults look foolish in the process.

One of the mistakes adults make is joining in on the argument.

Love and Logic has come up with a simple solution to this frustrating and common problem.

One-Liners

- Use one-liners when an explanation is not necessary, you don't know what to say, or discussing it will cause an argument.
- Never deal with the content of an argument, it will only lead you to become a willing participant.
- Pick a few one-liners you like and become a broken record.

The following are some options:

- "I know"
- "Nice try"
- "Probably so"
- "Could be"
- "I respect you too much to argue"
- "It probably seems that way to you"
- "Aren't you glad I don't believe that?"

Skill #2

Delayed Consequences

Immediate consequences work really well with rats, pigeons, mice, and monkeys. In real-world classrooms, they typically create more problems than they solve.

Problems with Immediate Consequences:

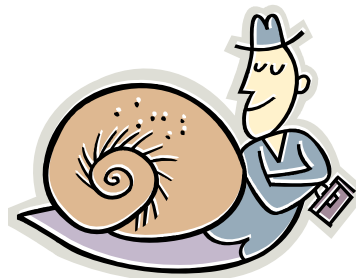
1. Most of us have great difficulty thinking of an immediate consequence while we are teaching.
2. We "own" the problem rather than handing it back to the child. In other words, we are forced to do more thinking than the child.
3. We are forced to react while we and the child are upset.
4. We don't have time to anticipate how the child, his/her parents, our administrators, and others will react to our response.
5. We don't have time to put together a reasonable plan and a support team to help us carry it out.
6. We often end up making threats we can't back up.
7. We generally fail to deliver a strong dose of empathy before providing the consequences.
8. Every day we live in fear that some kid will do something that we won't know how to handle with an immediate consequence.

Take care of yourself, and give yourself a break! Here's how:

The next time a student does something inappropriate, experiment with saying, "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."

The Love and Logic Anticipatory Consequence allows you time to "anticipate" whose support you might need, how the child might try to react, and how to make sure that you can actually follow through with a logical consequence. This Love and Logic technique also allows the child to "anticipate" or worry about a wide array of possible consequences.

The Love and Logic Anticipatory Consequence technique gains its power from this basic principle of conditioning. When one stimulus consistently predicts a second, the first stimulus gains the same emotional properties as the second. Stated simply: When "try not to worry about it" consistently predicts something the child really must worry about, "try not to worry about it" becomes a consequence in and of itself...an "Anticipatory" Consequence.





Skill #3 Empathy



Empathy is the most powerful and vital skill in all of Love and Logic. Without it, the rest of the skills will not work.

Some Benefits of Delivering Love and Logic Consequences with Empathy:

- * The child is not distracted by the adult's anger
- * The child must "own" his or her pain rather than blaming it on the adult.
 - * The adult-child relationship is maintained.
 - * The child is much less likely to seek revenge.
- * The adult is seen as being able to handle problems without breaking a sweat.

Keep Your Empathy Short, Sweet, Simple, and Repetitive

Most adults find it difficult to deliver empathy when a child has misbehaved.

The more natural tendency is to show anger, threaten, and lecture.

Teachers generally find it much easier to pick just one Love and Logic empathetic response to repeat over and over with their kids. When children hear this same statement repeated over and over, they learn two things:

1. My teacher cares about me.
2. My teacher isn't going to back down. No use in arguing!

Pick Just One Love and Logic Empathetic Response and Use It Repeatedly

Examples:

1. This is so sad.
2. Bummer.
3. Ohhhhh...this is hard.

The Power of Nonverbal Communication

Studies estimate that between 70% and over 90% of what we communicate we do without words through subtle nonverbal gestures.

Research also reveals that children are experts at decoding these nonverbal cues. When delivering empathetic responses, the delivery is as important as your actual words!

Avoid sarcasm at all costs!



Skill #4

The Recovery Process

We have found that the Recovery Process loses its effectiveness when used with students who are not doing their assignments. The Recovery Process is not designed to punish, but is used strictly to eliminate annoying or disruptive behaviors.

Students who are uninvolved in their lessons, but not bothering others, should remain in the classroom as long as their behavior is not interfering with the learning process. The fact that these students are not doing their assignment does not mean that they are not soaking up at least some of the teacher's wisdom.

Unskilled teachers, or those who lack understanding of the brain's role in learning, often fear that a student's lack of involvement in the lesson will rub off on others, causing them to not want to learn. These teachers hold to the belief that kids don't want to learn in the first place and must be forced to do so. However, off-task behavior has far more to do with unfulfilled basic needs and personal problems than a desire not to learn. It is a rare kid who has a goal of becoming a failure.

In the event that another student in the classroom asks, "Why do I have to do the assignment? He isn't doing the work. Why can't I do the same thing?" the skilled teacher simply replies, "Maybe you can do the same thing. All you need to do is bring a note from your parents telling me that you don't need to learn anything in my classroom, and I will consider it."

REMINDERS:

- * The Recovery Process is not designed to force kids to do their assignments.
- * The Recovery Process is not designed to cure kids of emotional problems.
- * The Recovery Process is strictly used to minimize a student's ability to interfere with learning and/or teaching.
- * A student should not get personal attention from an adult while in Recovery. This time should be devoted to getting one's self back together. Students should get time with adults when doing what is right, not when misbehaving.
- * Do not send work with the student to do during Recovery.
- * The attitude of the teacher should be: "You are welcome to be with us for every good minute—this means every minute you are not making it difficult for me to teach or for others to learn. You are welcome to use "Recovery" to get yourself back together. We want you in the classroom, so return just as soon as you know that you can be here without bothering anyone else."

The Recovery Process Cont.

Effective use of the other essential skills of the Love and Logic classroom usually reduces the need to apply the Recovery Process. Building positive relationships with difficult kids is absolutely essential.

Kids who are willing to annoy the teacher are the ones who most desperately need to develop a positive relationship with that teacher. For this you will want to implement the essential skill, "The One Sentence Intervention." This skill can be found in 9 Essential Skills for the Love and Logic Classroom. It is also presented in Teaching with Love and Logic.

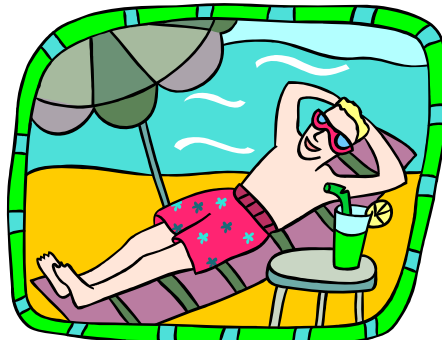
Note: It is wise to build the Recovery Process into the Behavior Support Plan for special education students. Until such time, give this child the opportunity to take work with him/her if the child so desires.
(Children usually don't beg to take work with them.)

It is not uncommon for kids who carry a heavy load of personal, family, and emotional problems to need several trips to a Recovery setting each day. This is an indication of a strong need for counseling or therapy. These kids are best reached by building a positive relationship with them, not in trying to overpower them.

The true test of whether or not the Recovery Process is working resides in answers to these questions: "Can the teacher teach while the student is in Recovery?" and "Can others learn without disruption while the student is in Recovery?" If the answer to both of these questions is yes, then the process is working. Don't expect the Recovery Process to cure the problems behind misbehavior or lack of motivation.

This attitude differentiates Recovery from "Time-out." The Time-out process allows the teacher to decide when the student can return. The Recovery Process allows the student to decide when to return. However, if the student returns with a bad attitude, he/she should be sent back to Recovery to do a better job of repairing his/her attitude.

When sending a student to Recovery, be sure to say, "You get back here just as soon as you can. We want you back with us." Consistently making this statement can eliminate a source of problem with parents who might accuse the teacher of denying their child an education by excluding him/her from the classroom.



Skill #5

Developing Positive Relationships



- Establishing good relationships is key to working with students.
- Make sure your reaction to the students strengthens rather than harms the relationship.
- Students believe strongly in the premise that respect must be earned.
- Meet them at the door to your classroom each morning and notice them as a person, not just a student.
- Try the “I-noticed” routine with more difficult students. “I noticed you really like the Lakers. I just wanted you to know that I noticed that.” Try this technique for 2 or 3 weeks and then try asking for a certain behavior, “Would you turn around in your seat, just for me? Thank you.”
 - NEVER embarrass a student. It is not effective in maintaining the relationship.
 - Instead of getting louder when tensions are high, try a whisper.
- SMILE, SMILE, SMILE even when you’re upset. It takes the student out of the emotional state and puts them in the thinking state and it’s harder to be mean to someone who’s smiling at you!
- Always remember - Sad Not Mad. Empathy maintains the relationship.
- Sarcasm never works well. Be sad for them but send the message that you know they are capable of handling the situation.
- Be the most fun person to be around. Students long to be near pleasant people and usually work harder for them.

The 4 Basic Needs

Kids respond best when they know you genuinely care for them. Try looking at the behavior of your students through the lens of the 4 Basic Needs.

These needs are:

Survival, Love & Be Loved, Power and Importance and Variety

The lack of these needs manifest themselves in many different ways but some indicators could be as follows:

When the survival need is not being met, you may see a lot of worrying from the student about things most kids are not worried about.

When the Love & Be Loved need is not being met you might see a lot of whining.

When the Power & Importance need is not being met, you might see anger and attention seeking behavior.

When the Variety need is not being met, you may see boredom.

We all have needs that if desperate, we will meet in any way we can. Keep this in mind while dealing with your students.

Skill #6

Setting Limits with Enforceable Statements

Enforceable Statements tell people what you will do rather than what they should do. Enforceable Statements work because we only have control over ourselves and through these statements, children have access to what they want when certain conditions exist.

“Please sit down. I’m going to start now.” (Unenforceable)
“I’ll begin as soon as you are seated.” (Enforceable)

“Open your books to page 54.” (Unenforceable)
“I’ll be working from page 54.” (Enforceable)

“I’m not going to line you up until everyone is quiet.” (Unenforceable)
“I’ll be lining people up as soon as it is quiet.” (Enforceable)

“Keep your hands to yourself.” (Unenforceable)
“Feel free to be with us when you can keep your hands to yourself.” (Enforceable)

“Don’t talk to me in that tone of voice!” (Unenforceable)
“I’ll listen as soon as your voice is as calm as mine.” (Enforceable)

“If you forget your permission slip, you won’t go on the field trip.” (Enforceable but negative)
“All of those who remember their permission slips are welcome to go on the field trip.” (Enforceable and positive)

“You have to turn your paper in by tomorrow.” (Unenforceable)
“I grade all papers that are turned in by tomorrow.” (Enforceable)

Turn your words into Gold!

Only make statements you can actually enforce.

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Skill #7

Using Choices to Prevent Power Struggles

Guidelines for Sharing Control Through Choices
by Jim Fay

- * Never give a choice on an issue that might cause a problem for you or for anyone else.
- * For each choice, give only two options, each of which will be OK with you.
- * If the child doesn't decide in ten seconds, decide for him or her.
 - * Only give choices that fit with your value system.

Examples of small choices with big results:

“Would you like to wear your coat to recess or carry it?”

“Would you like to turn that assignment in Tuesday or Wednesday?”

“Would you like to sit quietly at your desk or be disruptive outside?”

“Do you guys want to eat in the cafeteria or outside today?”

“Would you like to do your assignment in pen or pencil?”

“Are you done with the test now or would you like 5 more minutes?”

“Would you like to stop arguing or pay me for hearing it?”

Gain control by giving away control you don't need (and often don't have to begin with!). People respond best when they feel they have some control or power over a situation.



Skill #8

Quick and Easy Preventative Interventions



- Give the evil eye.
- Smile and walk slowly toward the misbehaving student without looking at him/her. Continue teaching while this is happening.
- Stand next to the student while you are teaching.
- Walk away from the student, make eye contact, and shake your head “No” as if telling them to stop the behavior.
- Without making eye contact, place a hand gently on their shoulder.
*Make sure you know your students and only use this tactic on students who you know will be able to handle being touched.
- Approach from the rear, smile and whisper in the ear, “Is this necessary?” OR “Just cause we’re friends, should I let you get away with that?” Don’t forget by maintaining the integrity of the relationship, you show them that the problem is not them but the behavior.
- Change the student’s location in the classroom. “Would you mind moving to that seat over there?” Saying, “would you mind” gives the student a sense of choice and control, which might make them easier to deal with.
After you have asked, walk away which will give the assumption of compliance.
- Emphasize the fact that the behavior is not necessarily bad but just misplaced. “Could you save that for after school/lunch?” “Do you think this is the best time for that?” “Would you mind saving that behavior for Mr. ____’s classroom?” (Don’t worry, this isn’t sabotaging your fellow teachers because they can use the same technique).

Quick and Easy Preventative Interventions Cont.



- Use “I-messages”. Provide the information needed to get across your feelings but stop talking before you tell the student what they should do.

The I-message is a description of what is happening, a description of how it makes you feel, followed up by “I just wanted to tell you how I feel”.

The I-messages, if delivered on the spot will not work right away. You need to state your I-message, say thank you and walk away giving the student time and space.

(For those of you familiar with Love & Logic, these are different than Enforceable Statements. I-messages describe feelings; Enforceable Statements describe what you will do.)

- If you are struggling to get your point across to the student, make an appointment for them
 - Give them two times to choose from, both of which will work for you.
 - Don't make a big deal when the student comes in for the appointment.
 - Use I-messages: “When _____ happens, I get really distracted and teach poorly. I just wanted to share that with you. Thanks for coming in.”
 - If the student fails to show up for their appointment, let the parent know that they didn't come and you'll be picking them up from their last period class to speak with them. Ask the parent not to tell the student.

Quick and Easy Preventative Interventions Cont.

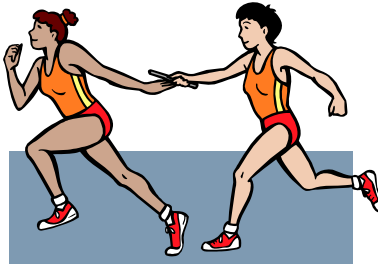


- Allow the student to return to their normal routine and come back to the classroom as soon as he/she has written their plan of action for fixing the problem and not letting it happen again.
- Using the plan of action, allow the student back in class for every day where they follow their plan. “If you have a good day Tuesday, what’s your guess about Wednesday?”
- Provide natural and logical consequences with EMPATHY.
- Allow the students to choose whether they would like to inform their parents about a particular problem over the phone or in a letter. Call the parents (without the student knowing) and let them know that their child will be calling/writing. Let the parents know that you don’t want them to take on the problem but simply listen to the student explain the problem and his/her solution. Ask them to end with: “Thanks for sharing. Is there anyway I can help?”

*Most people will believe the first person they talk to about a situation, so get your side of the story in first!
- If problems continue with the student, make an appointment with the Dean or Principal for a consultation. Ask that the administrator meet with the student while you are present so that you, as the teacher, can remain the authority figure to the child.
- Set up a meeting with the parents to discuss the problem.
- Suspension

Skill #9

Guiding Children to Own and Solve Their Problems



Step One: **Empathy.**

“How sad”

“I bet that hurts”

Step Two: **Send the “Power Message**

“What do you think you’re going to do?”

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.

Step Four: **Have the child state the consequence.**

“And how will that work?”

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.

A few little extras...

How do you know if you're helping too much?

If you start feeling irritated or bugged about a problem that isn't your's, chances are you're trying to take the problem on yourself and you're probably helping too much. Instead, try feeling sad that the person has that problem and ask what they think they'll do about it. Give some suggestions if asked or offer your assistance but only within boundaries that are acceptable to you.

Instead of arguing with parents or letting them upset you, try this simple statement: "I really want to help and these are the 2 things I can do." Give them 2 choices you are okay with. If they continue to be difficult repeat your statement. If this doesn't seem to work use an enforceable statement. "It seems like you're pretty upset right now and I really do my best thinking when things are calm. Why don't you call me back when you feel less upset."

Always keep teaching and just take enough time to do some of the quick interventions before going right back to where you left off. If this is not possible, simply say, "Excuse me class, I need to deal with something quickly".

Pick a class leader who you can trust to lead the class out of the room if a student refuses to cooperate in class. Explain how it will work to the chosen student ahead of time. Simply say, "It's time" to the person you have chosen. Have the chosen student lead the class on a mini field trip while an administrator or proctor comes and get the disruptive student out of the classroom. If the difficult student is still not cooperating and tries to follow the class, have the leader take the class to the office and drop him or her off. Make sure you set up a plan with the office, a proctor and another teacher before you implement it. This may take a lot of time that day, but will save you time in the long run because the student will realize that his/her behavior will not work on you.

Use the "Energy Drain". This can be used when a student is using up your patience or energy. "I would love for us to get to that fun activity I had planned, but your behavior today in class has drained all my energy. Maybe we can try the activity another day."

Remember: You have a choice to never nag, remind, argue or yell again! There is a more effective way!



Creating a Love and Logic Classroom

by Jim Fay

1. The following tapes, videos, and books are excellent for the purpose of learning the Love and Logic philosophy and techniques:
 - a. Teaching with Love and Logic
 - b. Quick and Easy Classroom Interventions
 - c. Teacher In Charge
 - d. Calming the Chaos: Behavior Improvement Strategies for the Child With ADHD
2. Most people benefit from reviewing these Love and Logic materials several times. This "over-learning" will enable you to more readily apply these Love and Logic techniques while teaching.
3. Start slow. Pick just one Love and Logic technique and begin to experiment. Here are some examples to choose from:
 - a. Locking-in sadness or empathy before delivering consequences
 - b. Setting limits with enforceable statements
 - c. Sharing control through lots of small choices
 - d. Building relationships with the One Sentence Intervention
 - e. Neutralizing arguing with the Brain Dead technique
 - f. The Anticipatory Consequence
 - g. Etc.
4. One by one, start experimenting with additional Love and Logic techniques.
5. Review page 11 of the Discipline with Love and Logic Resource Guide, titled, "Testing Values Against the Four Basic Principles of Love and Logic." Choose between four and six of these principles to guide your disciplinary decisions. Feel free to modify or add principles as long as each is consistent with Love and Logic.
6. Once you have a Love and Logic plan developed, give a copy to each parent. Ask them for their support in making your plan a success. Refer to loveandlogic.com for an example.

7. In your classroom, post a list of expectations, describing how you will run your classroom. When developing this list, be certain that you can actually enforce these expectations. In other words, avoid making threats you cannot back up, such as "Keep your hands to yourself" or "Be quiet when I'm teaching." Use what we term "Enforceable Statements" to set these Love and Logic limits and expectations in your classroom. See page 286 of Teaching with Love and Logic or page 56 of the Discipline with Love and Logic Resource Guide for examples of such Love and Logic statements.

8. Do not warn students about specific consequences in advance! Just indicate that you will respond to each problem in an individualized manner, depending upon the unique situation.

Here are two examples of Love and Logic lists:

Classroom Expectations (Example #1)

1. Feel free to do anything that does not cause a problem for anyone else.
2. I teach when there are no distractions or other problems.
3. I listen to students who raise their hand.
4. I listen to one person at a time.
5. Please treat me with the same respect I treat you.
6. If someone causes a problem, I will do something.
7. What I do will depend on what happened and what the person is willing to do to solve the problem.

Classroom Expectations (Example #2)

1. I allow students to remain in my classroom as long as they do not cause a problem for anyone else.
2. If they cause a problem, I will ask them to fix it.
3. If they can't or will not fix it, I will do something.
4. What I do will depend on the unique situation.

1. When making disciplinary decisions, ask yourself, "How is my proposed intervention consistent with the principles of discipline I have included in my plan and my posted list of expectations?" Encourage yourself to handle discipline problems on a case-by-case manner, focusing on the unique characteristics of each situation.

2. If you don't know what to do at any given moment, delay the consequence, refer to your plan, and discuss possible solutions with other teachers, your administrators, the child's parents, or others.

3. Your goal is to achieve consistency by basing each of your decisions on this same set of values or principles...rather than trying to treat every problem the same using a "cookbook" approach.



For more
information on these
and other
Love & Logic
techniques,
Go to
loveandlogic.com.

