

Hitting, Pushing and Name Calling: Bully-Proofing Your Class or School

Dr. Becky Bailey



ConsciousDiscipline®



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Discipline®**

Who

Who let the manners out? I did

Who let the kindness out? I did

Who let the caring out?

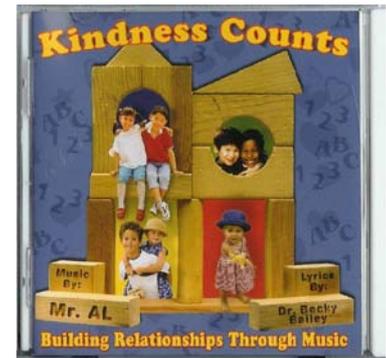
It must have been you. Who me? Yeah you!

So turn around and put your hands in the air

Shake your body and show me you care

Turn around and put your hands in the air

And breathe ... like me



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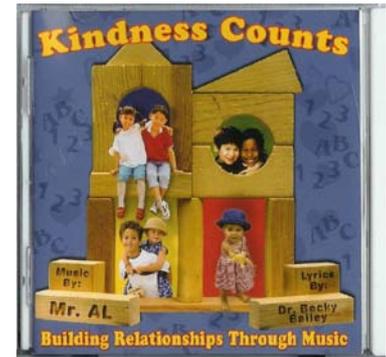
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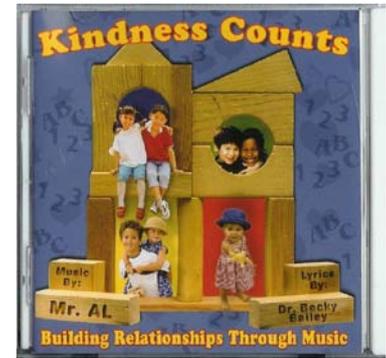
Turn around and put your hands on your knees

Shake your body just like me

Turn around and put your hands on your knees

Breathe ... like me

Chorus 2x



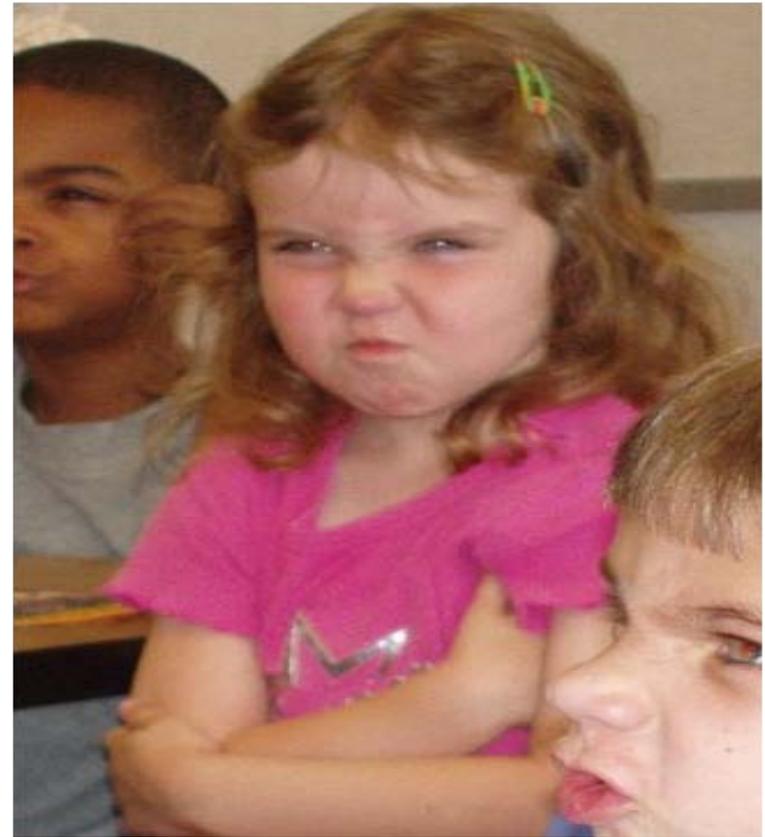
Started this way. . .

- ♥ Who lets the kindness out?
- ♥ Who lets the caring out?
- ♥ Depends on how we feel

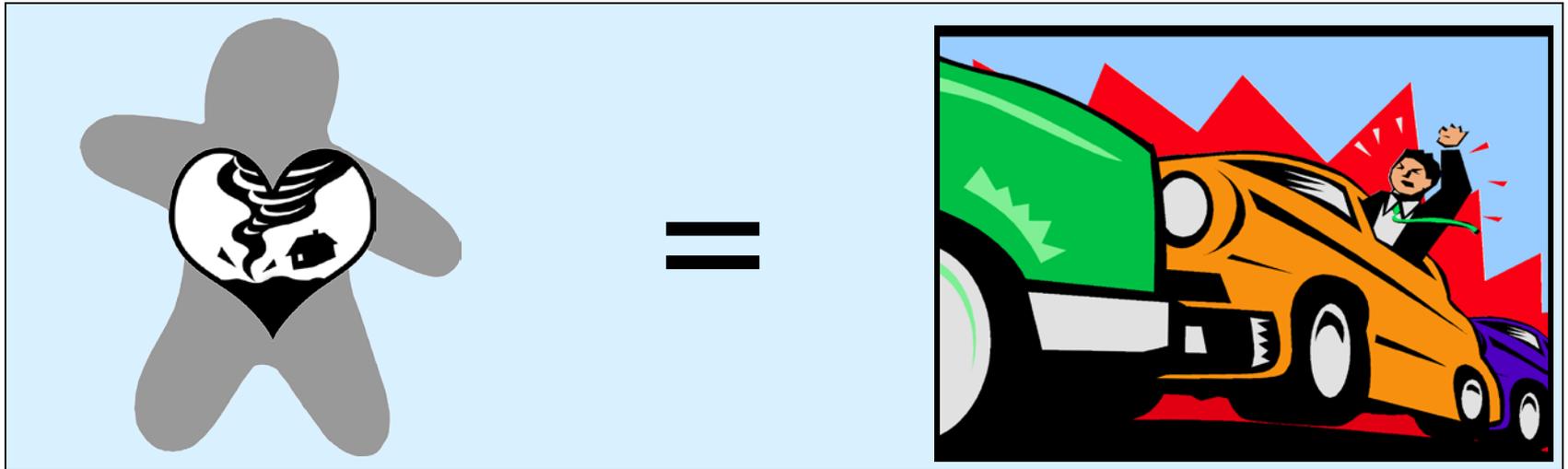




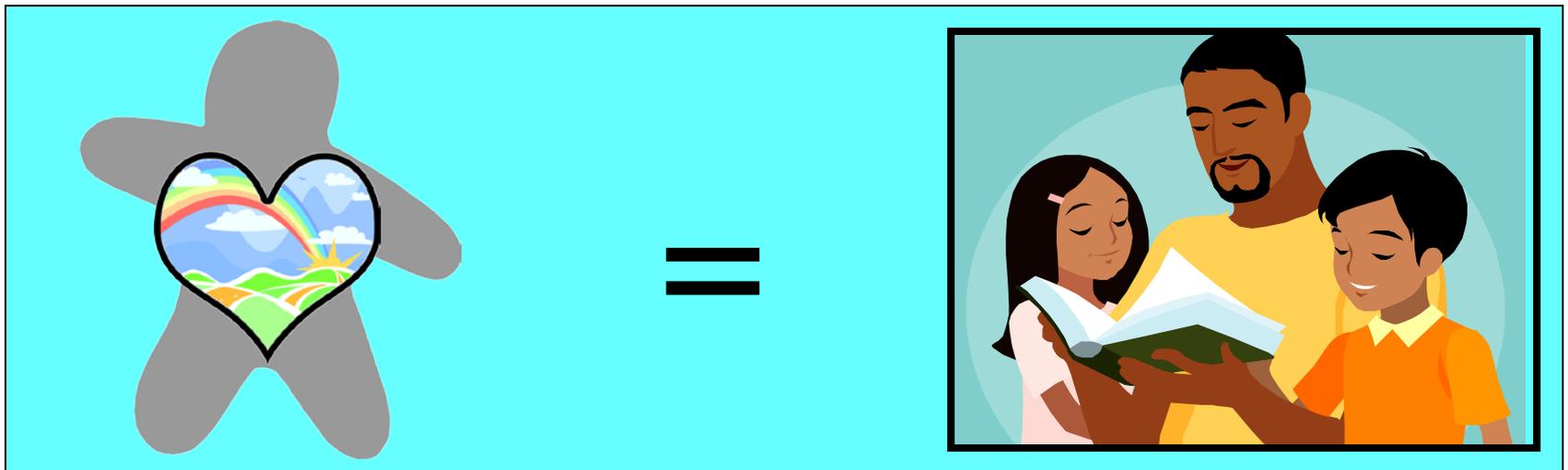
STATE dictates Behavior



More likely to be hurtful.



More likely to be helpful.



With the goal of **STOPPING IT**



Stopping behavior is ineffective tiring and frustrating for all!



Please help be stop being a bad boy!

We're Working too hard because we trying to do it backwards

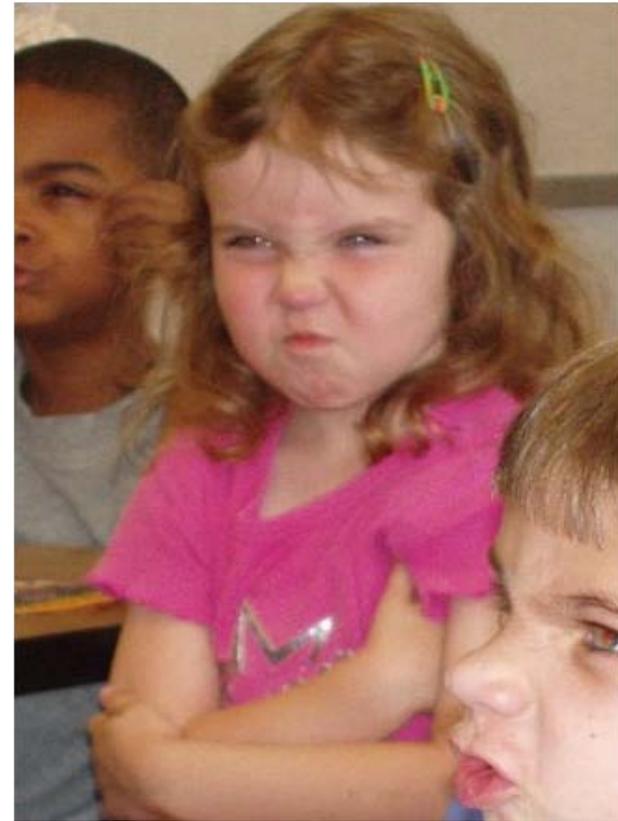
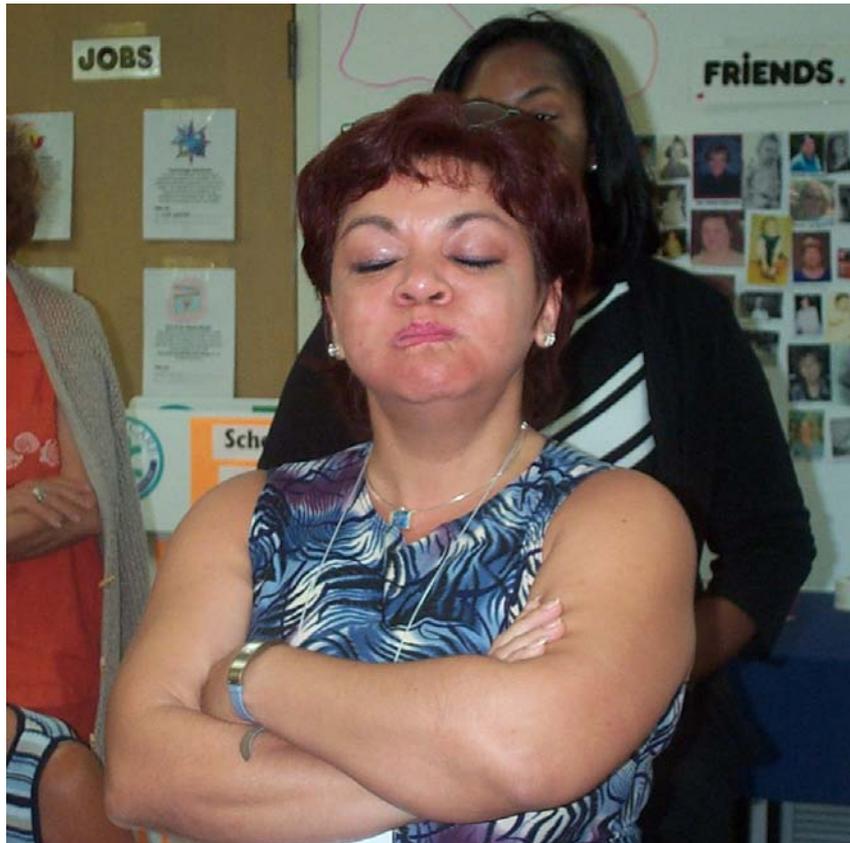
Change the state First - Behavior second



Two things we must know and
take to heart if we are going to
be able to transform
aggressive acts into teaching
moments



STATE dictates Behavior



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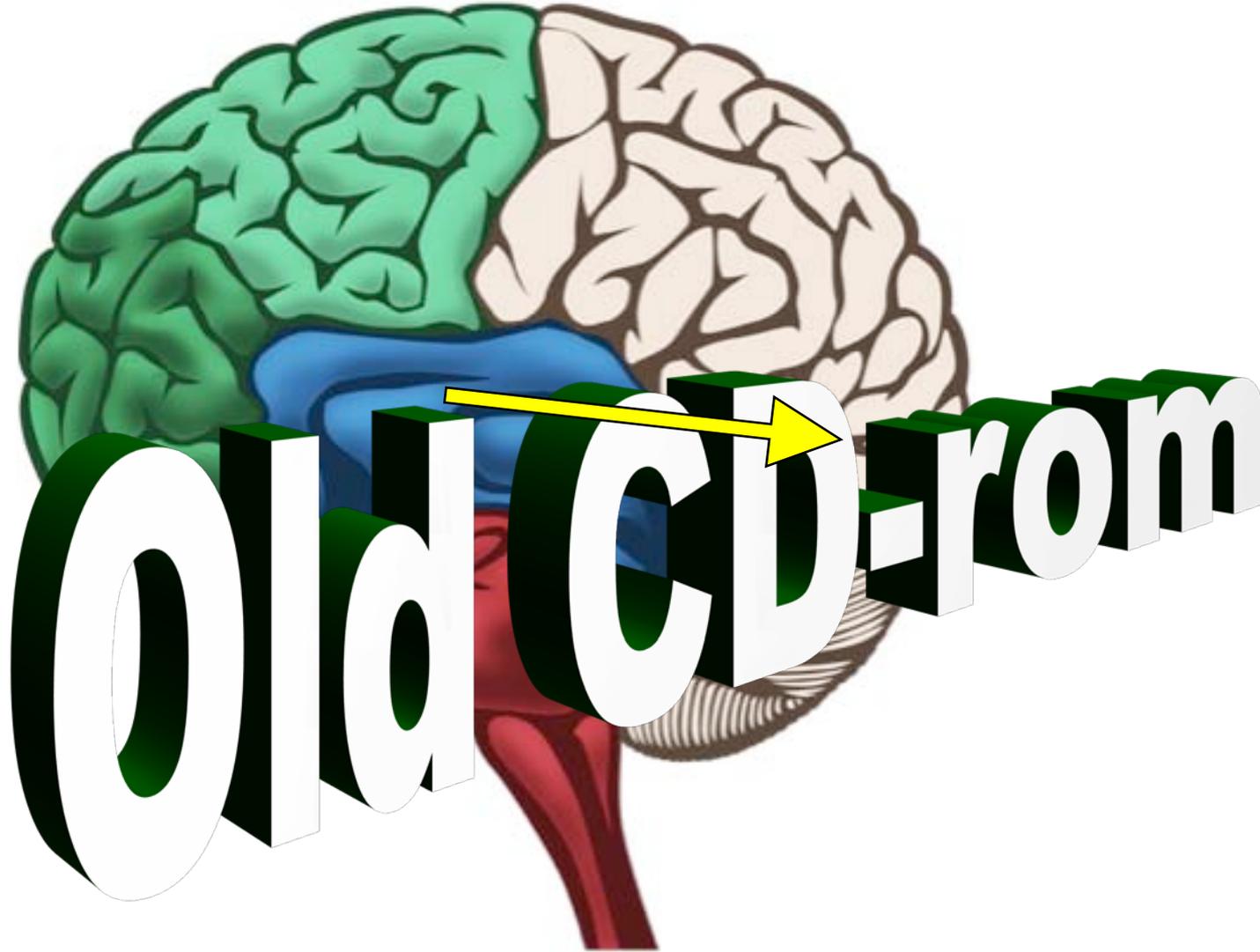
Our state regulates their state



Higher Centers = RESPOND



Lower Centers = REACT





Downloading

Become the state you want the child to be

Downloading

- ♥ Be a STAR – Deep belly breaths
- ♥ As your body relaxes so does theirs, turning off the stress respond

Making or Getting Calm

- ♥ Demand, Bribe, beg, distract, jiggle, rock or sway
- ♥ As your voice and body tension escalates so does theirs – increase stress response

Mirror Neurons



Is it possible to create a bully-proof culture?



YES

♥ Must Shift from Control to Connection

- ★ Shift from attempting to make children behave to helping them be successful

♥ From Factory to Family model

- ★ Shift from rewards and punishments to safety, connection and problem solving

♥ Must access our brilliance with positive intent

- ★ Empower both victim and bully

Connections on the outside build neural connections on the inside



Connection literally wires the brain for impulse control and willingness

Eye Contact

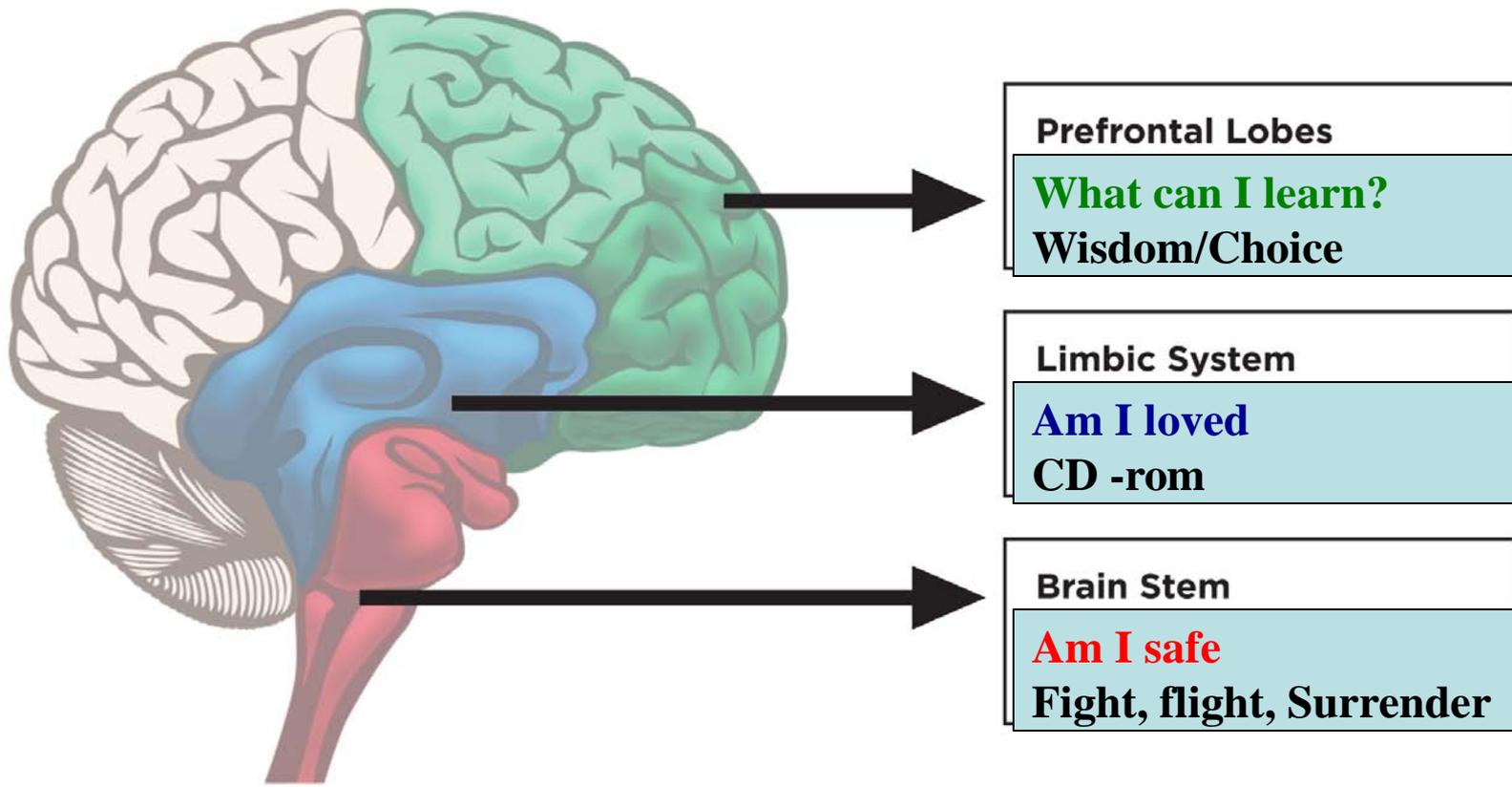
Presence

Touch

Playful situation



Conscious Discipline Brain State Model



**My job is to keep you safe
Your job is to help keep it safe**



Safekeeper Ritual



From Factory to Family



Factory

- ♥ Create standardized widgets with certain quality controls.
- ♥ Based on powerful and Powerless; better than & less thans.
- ♥ How do you make people behave and be productive.

Family

- ♥ Optimal development of all members.
- ♥ Based on the concept we are all in this together. Each person is valuable.
- ♥ How do you help people be successful.

School Family is held together through caring rituals, visual routines and contributions



Absent Child Ritual

- ♥ You've been gone
- ♥ You've been missed
- ♥ Where would you like your welcome
back kiss



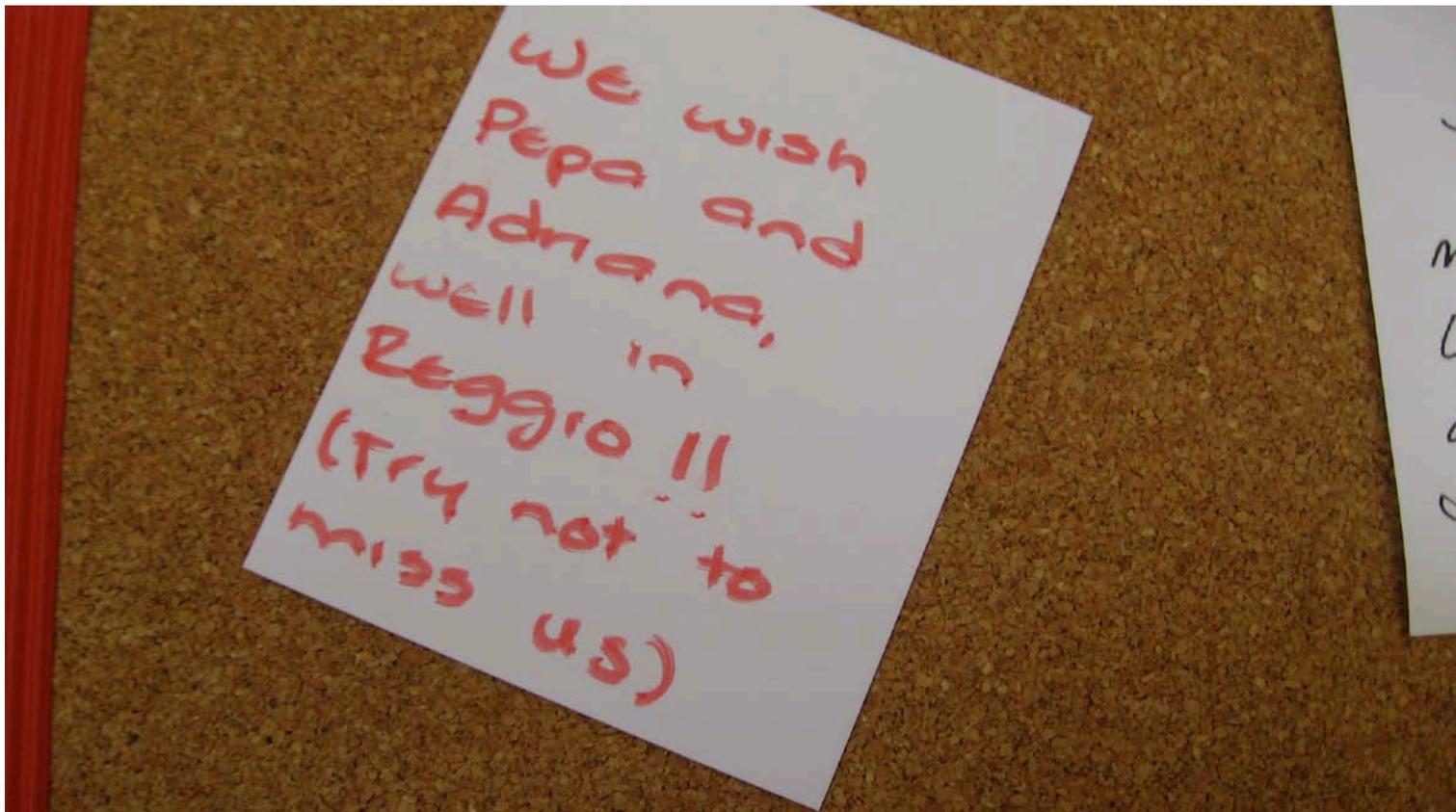


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Wishing Well



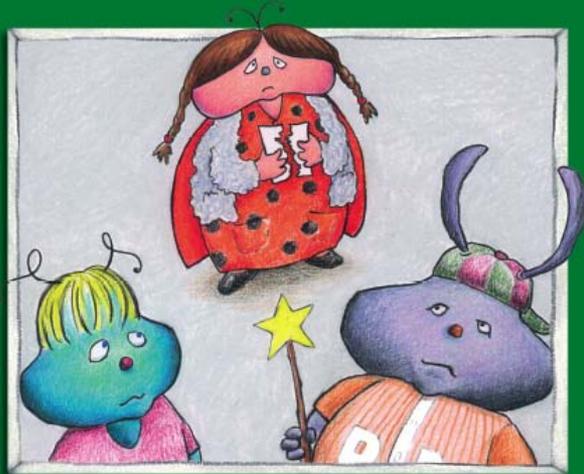
Faculty Wish Well



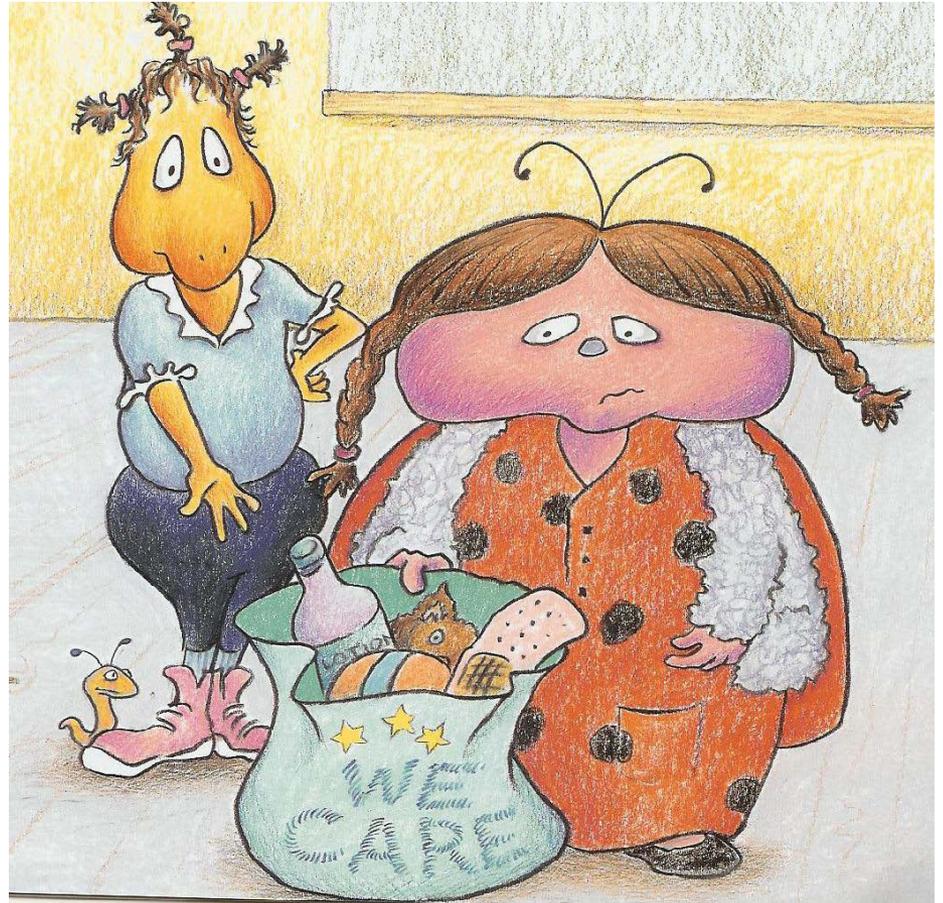
We Care



shubert's Helpful Day



by Dr. Becky A. Bailey
illustrated by James Hrkach



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WE Care BAG



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Describing is the KEY

♥ Observe and describe the nonverbal actions you see.

- ★ Nathan hit you on the head and took the ball.
- ★ You were walking and Latisha poked you with her finger.
- ★ Your face is going like this _____. It's telling me you might be feeling _____. Something happened?
- ★ You are holding your arm like this. Something happened?



Victim First

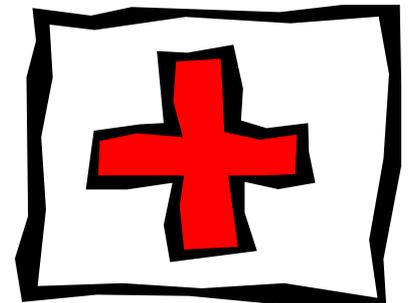
♥ Give first aide to the victim

★ Empathize

- Reflect what you see NOTICE
- Inquire, “Something happened?”
- Reflect what you hear

♥ Address the aggressor

- ★ Teach the necessary skill
- ★ Assign a positive intent



VICTIMIZED Intrusion

- ♥ **Message:** I feel powerless to deal with this - help me!
- ♥ **Skill Needed:** Assertiveness
- ♥ **Typical Development:** 2-8 yrs
- ♥ **Response:** “Did you like it?”



Intrusion is an opportunity to teach assertiveness



Child: He pushed me

Parent: Did you like it?

Child: No

Parent: Go tell _____. I don't like it
when you push me.

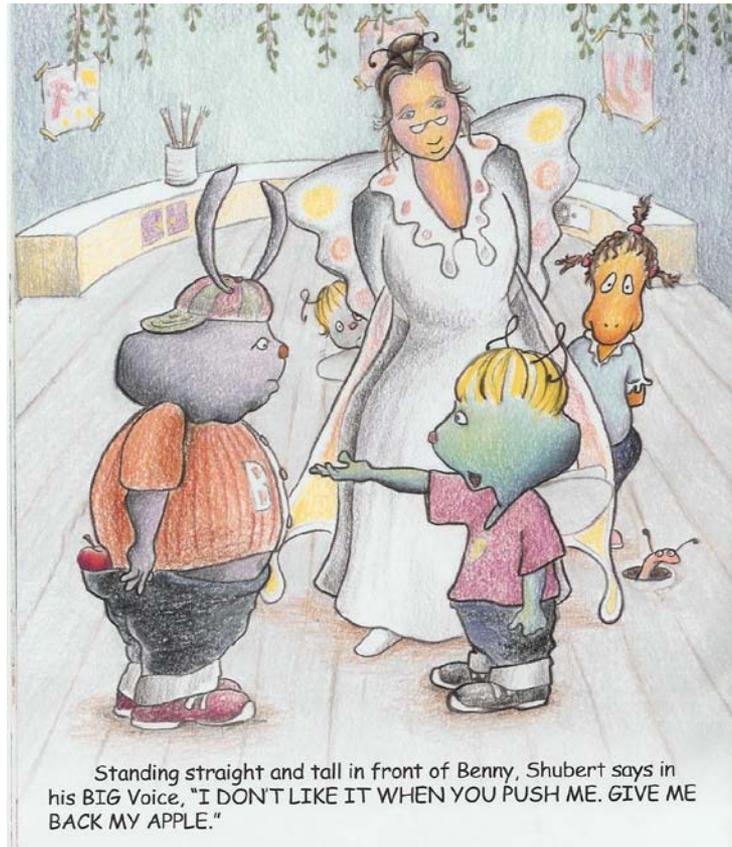
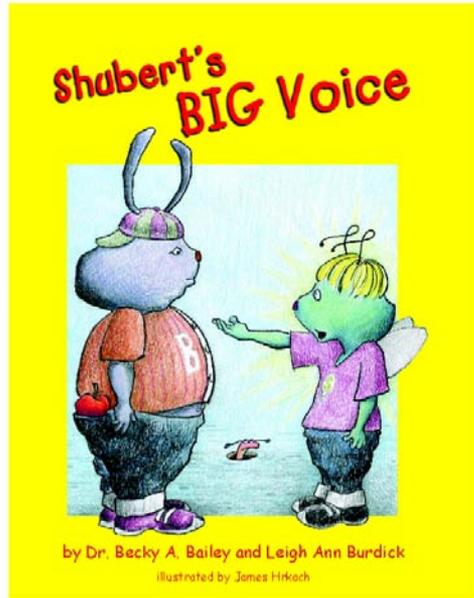
When he wants you to move what do
you want him to do instead of push.

Child: Say, "move please."

Parent: Tell him, "Next time say
move please."



A period at the end of a problem is
telling the other person what you want



NOT what you
Don't want
STOP
QUIT

Practice Practice

Child: Ashley took my doll!

Adult: Did you like it?

Child:

NO!
Adult: Tell Ashley I don't I don't like it when you take my things.

Child: Ashley I don't like it when you when you take my things

Adult: What do you want her to do instead of grab when she wants a turn?

Child: Ask me!

Adult: So you want her to ask, "May I have a turn?"

Adult: Tell Ashley Say, May I have a turn?.

Practice Practice

Child: James called me a jerk!

Adult: _____ Did you like it?

Child: NO!

Adult: **Tell James I don't** _____ I don't like it when you call me names.

Child: James, I don't like it when you call me names

Adult: **What do you want him to call you?**

Child: I want him to Stop it!

Adult: **So you want him to call you by your name.**

Tell James Please _____ Call me by my own name.

Helpful Phrases

- ♥ Make your voice match mine
- ♥ So she/he just wanted you to know
- ♥ I am here to help you learn how to listen and respect each other. We are a family and that's what we do.

Developmental progression

- ♥ See his face? His face is saying, “Stop I don’t like it.” Touch me like this. See his face. He _____.
- ♥ Did you like it? Say, “Stop!” She wants you to _____.
- ♥ Did you like it? Say, “Stop, I don’t like it.” She wants you to _____.

♥ Did you like it? Tell _____ “I don’t like it when you _____.” She wants you to say/do _____.

♥ Did you like it” Tell _____”I don’t like it when you _____. What do you want her to do next time to get _____. Tell her, “Next time, please _____.”

♥ Is that alright with you? If _____, then you could say, “_____.”



A teacher is always near to help point out the picture guides on the sides and model the POSITIVE language.



Children retrieve the Time Machine whenever they want it. They use it to solve their own problems.



If children are having a dispute one might suggest to get the Time Machine. He/she goes and brings it to where the problem is.



If they are both willing to solve the problem then they roll back time and step on the 1st step STAR, 2nd step they both say “I wish you well”, 3rd 123 lets do it.

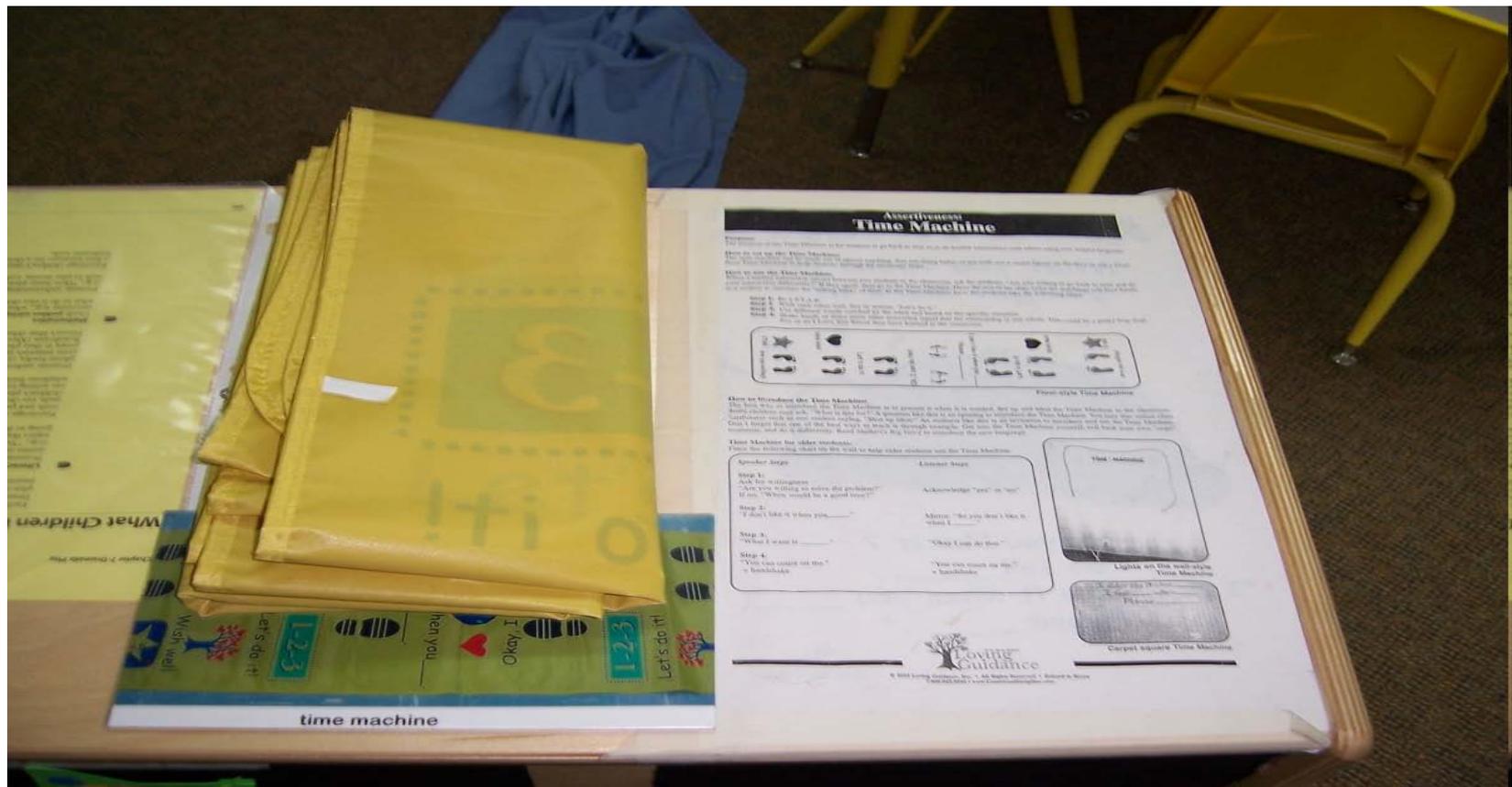


After agreeing to solve their problem, breathing and wishing well, she gets to say what she doesn't like and what she wants the other child to do instead.



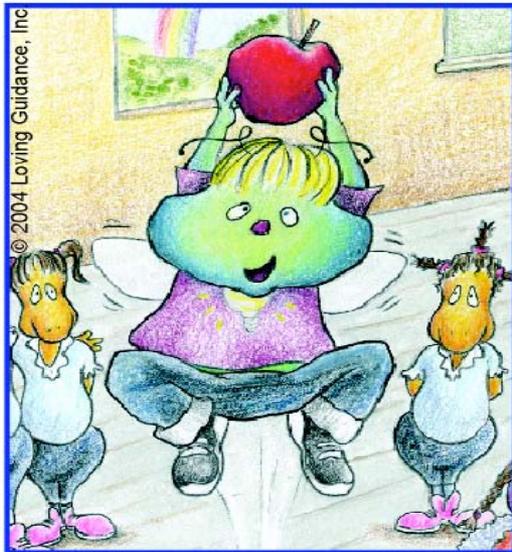
If she agrees she can do that they butterfly hand shake and put the Time Machine back on the shelf.

The Time Machine is always available with instructions



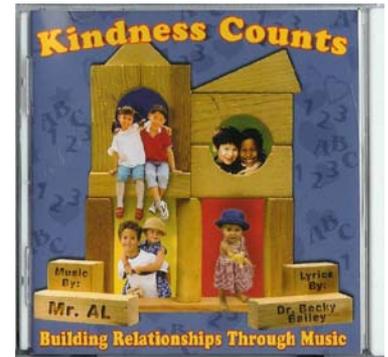
Language for the month

You did it!
You used your BIG voice
so others could learn.
Way to go!



- ♥ “Did you like it!
- ♥ Go tell _____ I don’t like it when you _____.
- ♥ Next time please _____.

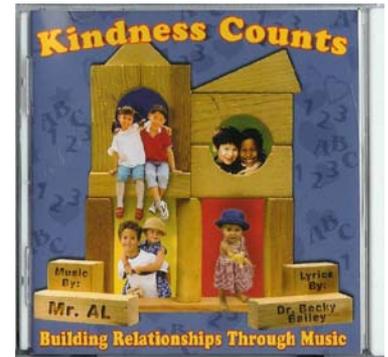
BIG Voice



When playing turns to pushing
And pushing turns to shoving
There's something that you ought to know

When talking turns to teasing
And teasing isn't pleasing
There's something you ought to say

BIG Voice



When playing turns to pushing
And pushing turns to shoving
There's something that you ought to know

When talking turns to teasing
And teasing isn't pleasing
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BIG Voice

Just say,

"I don't like it when you push me."

Say, "Excuse me move over please."

I don't like it when you tease me

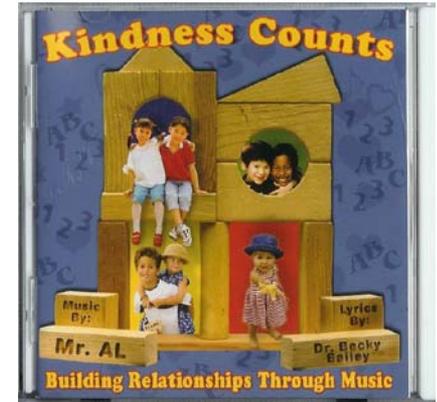
Respect is what I want to see

Use you big voice - Stand up tall

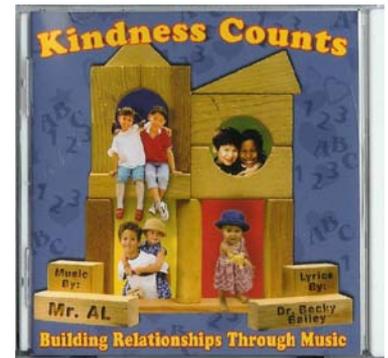
With your big voice - Take a deep breath

Use your big voice - Look them in the eye

With your big voice - and give it a try



BIG Voice



When giving turns to getting
And getting turns to grabbing
There's something that you ought to know

When talking turns to teasing
And teasing isn't pleasing
There's something you ought to say

BIG Voice

Just say, "I don't like it
when you grab things."

Say, "May I have a turn please?"

I don't like it when you tease me

Respect is what I want to see

Use your big voice - Stand up tall

With your big voice - Take a deep breath

Use your big voice - Look them in the eye

With your big voice - and give it a try

REPEAT CHORUS

