



Traditional Discipline vs Conscious Discipline Poster

Post and share this visual reminder of the difference between consequences in Traditional Discipline vs Conscious Discipline.

Conscious Discipline seeks to consciously teach new skills. Traditional discipline often has punishment as its intent, whether conscious or not. This poster breaks down the core progression of both traditional discipline and Conscious Discipline when dealing with a chronic problem so you can clearly see what “teaching” looks like.

In our example, one child chronically pushes others when lining up. This is not an occasional behavior, it is a regular challenge.

In traditional discipline, the first offense is generally met with some sort of warning. “Stop pushing in line!” In Conscious Discipline, the teacher would offer a verbal and visual reminder of helpful ways to act using Picture Rule Cards and stating the expectation with positive intent and two positive choices, “You wanted more space and didn’t know how to get it. You may not push. Pushing hurts. You may stand in your own space with your arms at your sides or you can say, ‘Move please, I need more space.’”

In traditional discipline, the second offense is generally met with another warning and the threat of punishment, “Your card is already on yellow. If you don’t stop pushing, you’re going to get a red card!” In Conscious Discipline, the teacher would assist the child in applying the skill or assist the child in going to the Safe Place to compose himself before attempting to repeat the skill.

In traditional discipline, the third offense is generally met with a loss of privileges, “Your card is now red. You will lose 10 minutes of free play today.” In Conscious Discipline, the teacher would create a behavior plan that uses the Brain Smart components of safety, connection and problem solving in addressing the root cause of the problem and helping the child be successful with the desired skill.

In traditional discipline, the final offense is generally met with a phone call or conference with a parent in efforts to get the parent to make the child behave better at school. In Conscious Discipline, the teacher would apply a logical consequence that is reasonable, respectful and related in order to motivate the child to use the desired behavior/skill. Logical consequences are only effective with children who are connected and have already been taught the new behavior/skill extensively, so the adult will revisit the behavior plan to ensure safety, connection and problem solving are in place before applying the logical consequence. “You have a choice. You may stand in your own space with your arms at your sides and remain at your usual place in line, or you may continue to push and walk at the end of the line with me. What will happen if you continue pushing?”

Consequences require the use of all the other powers and skills of Conscious Discipline in order to be successful. For this reason, “Consequences” is the final skill of Conscious Discipline, and is explored in depth in the final chapter of the Conscious Discipline book. A deep belief in the Power of Intention, “Mistakes are opportunities to learn,” is integral to the Skill of Consequences.

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Traditional Discipline

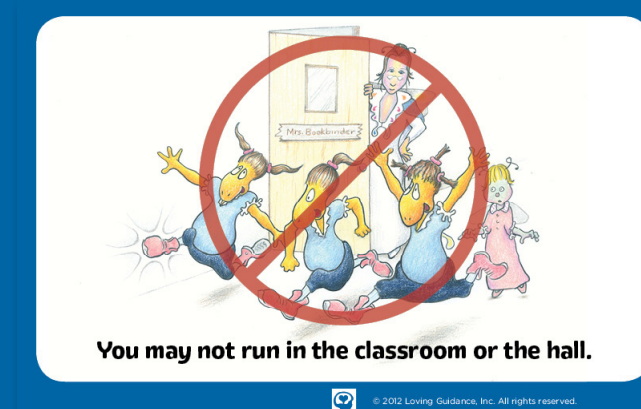
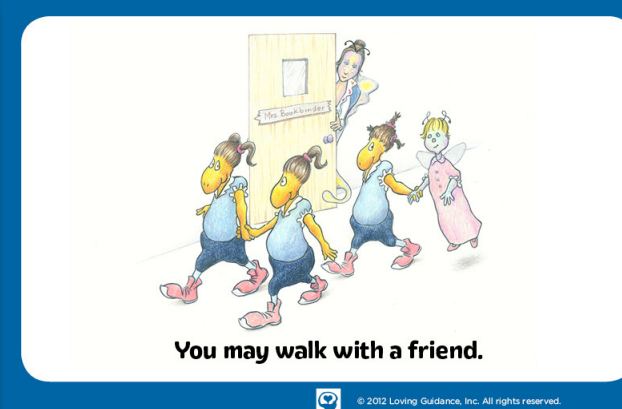
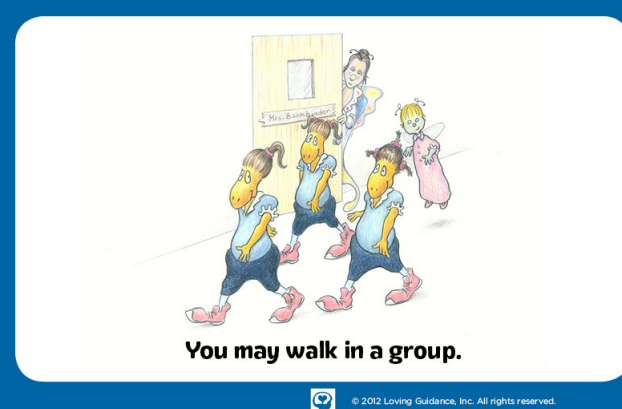
vs



Conscious Discipline®

First Warning

Choice to Be Helpful



Second Warning

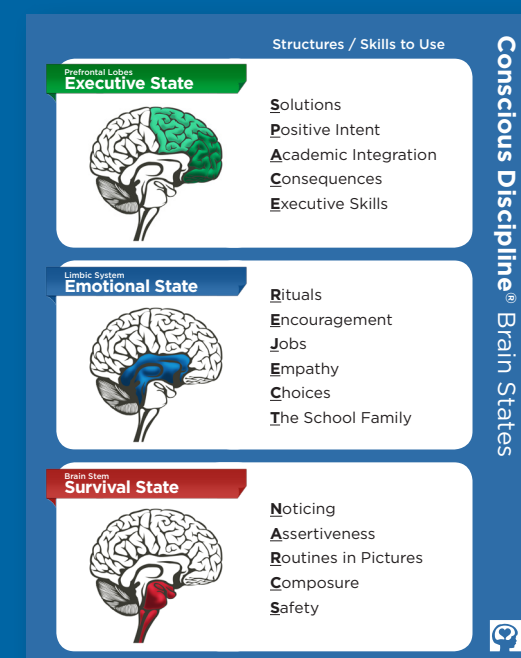
Choice of Safe Place



Loss of Privilege

Behavior Plan

Increase safety, connection
and problem-solving



Logical Consequences



Call to Parents

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