The Five Core Principles of Love and Logic

Empathy Before Consequences

Shared Dignity

Shared Control within Limits

Relationship

Shared Thinking

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The Nine Essential Skills of the Love and Logic Approach

1. Neutralizing Arguing
   As long as students can argue with us, they will never come to respect us.

2. Delayed Consequences
   When you don’t know what to do, or you’re too angry to think straight, delay the consequence.

3. Empathy
   Empathy opens the heart and the mind to learning.

4. Short-term Recovery
   Sometimes some students need to be someplace else…temporarily…so that we can teach and they can calm down.

5. Positive Adult-Child Relationships
   There will never be enough rewards, consequences, or techniques to get challenging youth to behave if we are not first developing positive relationships.

6. Setting Limits with Enforceable Statements
   Never tell a stubborn kid what to do. Describe what you will do or allow, instead.

7. Sharing Control within Limits
   We can either share control on our terms or have it taken from us on theirs.

8. Quick and Easy Preventative Interventions
   Successful educators focus on prevention. Less successful ones focus on detention.

9. Guiding Students to Own and Solve their Problems
   Good problem-solving requires plenty of practice.
## Two Approaches to Schoolwide Discipline

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<tr>
<th>System-Based</th>
<th>Principles-Based</th>
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<td>Staff members meet to determine a set of punishments or consequences for violations. These are established in advance in a sequential manner. Everyone knows what is going to happen the first time there is an infraction, the second time, the third time, etc.</td>
<td>Staff members meet to agree upon a common set of principles, which in turn are the basis for all decisions regarding the treatment of discipline problems.</td>
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<td>Expectations are placed upon all staff members to impose punishments in a manner consistent with the schoolwide discipline plan.</td>
<td>Consistency is achieved when discipline situations are handled in a manner consistent with an agreed upon set of principles. Recognizing that it is almost impossible to achieve total consistency of beliefs and reactions within a staff, teachers are encouraged to help students by selecting from a range of interventions. All understand that interventions must be consistent with the set of values or principles commonly agreed upon by the whole.</td>
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### Some Typical Results

- Staff members who have difficulty dealing with students often blame it on the fact that others are not enforcing the rules consistently.
- Staff members often complain that others allow the students to get away with infractions. The staff often becomes fragmented. Staff morale is often low.
- Others often complain that the punishments just don't quite fit the crimes.
- Many staff members ignore infractions because they do not agree with the prescribed set of punishments or consequences.
- Students often use this to their advantage and manipulate the adults.
- The staff cries for more rules and more consistency.
- More rules and consequences are posted.

- Staff members are neither allowed nor encouraged to blame their problems on the techniques used by others.
- It is understood that each person will develop special relationships with children and that these will be different in every case.
- This leaves staff members with the responsibility of learning how to respond to students and set limits in effective ways… rather than expecting others to do it for them.
- Staff members find a need to develop a range of interventions that can be used in different situations according to the severity of the infraction.
- Educators become scientific problem-solvers rather than program-followers.
Creating Your School’s Core Beliefs
From the book *Creating a Love and Logic School Culture*

Choose 5-7 of these to create a set of core beliefs for your school. This is your code of ethics or your promise to students and parents about the treatment of disciplinary situations. **NOTE:** Not all of the following are consistent with Love and Logic.

1. I believe that every attempt should be made to maintain the dignity of both the adult and the student.
2. I believe that students should know that misbehavior makes adults angry.
3. I believe that students should know that misbehavior results in loss of privileges.
4. I believe that adults should be respected because they are the adults.
5. I believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
6. I believe that students should expect rewards for good behavior.
7. I believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
8. I believe that misbehavior should be handled with natural consequences instead of punishments whenever possible.
9. I believe that students should know that the adults are the bosses and in control at all times.
10. I believe that students should have the opportunity to tell their side of the story (due process hearing) when consequences appear to be unfair.
11. I believe that teachers are responsible for raising student self-esteem.
12. I believe that school problems should be handled by school personnel and that criminal activity should be referred to the proper authorities.
13. I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
14. I believe that students should pay for repeat misbehaviors.
15. I believe that it is best if a student does most of the thinking.
16. I believe that there should be a logical connection between misbehavior and resulting consequences.
17. I believe that it is the administrator’s job to make students behave so that teachers can teach.
18. I believe that parents should punish their children when they misbehave at school.
19. I believe that prescribed punishments for rules infractions are an important part of maintaining discipline.
20. I believe that every student and every rule infraction should be treated the same way.

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The “One-Sentence Intervention”

1. Identify six unique things about the child or teen that have nothing to do with pleasing adults, behaving well, or completing schoolwork.

2. Using these interests or qualities, fill in the blanks below.

   I’ve noticed that __________________________ I noticed that.
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   I’ve noticed that __________________________ I noticed that.
   I’ve noticed that __________________________ I noticed that.

   (Example: I’ve noticed that you really like to draw. I noticed that.)

3. Approach the child, smile, and whisper the statements identified above at least two times a week for at least three weeks. This is the “experimental period.”

4. Do not end the statement with something like, “…and that’s great!”

5. Do this only when it won’t embarrass the kid.

6. Do this only when he or she is calm.

7. Listen if the child wants to talk about the strength or interest.

8. After the three-week experimental period, test this intervention by asking the child to do something for you. Use the following words:

   Will you do this (or stop doing that) just for me? Thank you.

9. Remember to smile, whisper and walk away from the student as you finish saying, “Thank you.”
Setting Limits with Enforceable Statements

Here’s how to give away all of your power with a difficult kid:

Tell them what to do. For example:

Adult: *Stop that.*

Child: *You can’t make me!*

Under these conditions it takes a tough student a grand total of one millisecond to prove that you have no power, and they have it all.

*Every time we tell a stubborn child what to do, we hand them our power!*

What’s the solution?

Never tell a tough kid what to do. Describe what you will do or allow instead.

Love and Logic calls this an “Enforceable Statement.” The basic format goes as follows:

*I allow __________________________ as long as it doesn’t cause a problem.*

Many parents and educators have enjoyed great success by simply using this format and inserting different things into the blank. For example:

- *I allow students to work together in groups as long as it doesn’t cause a problem.*
- *I allow students to use the computer as long as it doesn’t cause a problem.*
- *I allow kids to sit by their friends as long as it doesn’t cause a problem.*
- *I allow students to use the playground as long as it doesn’t cause a problem.*
Sharing Control within Limits

As we all know, control is a very powerful human emotional need.

Ironically, the more we give away, the more we keep.

What’s the key?

Share the control you don’t need or want so that you can maintain the control that you do!

Listed below are some guidelines for giving choices:

• Give 99% of them when all is going well.

• Remember that when we give choices after students become resistant, we look powerless and actually reward resistant behavior.

• For each choice give two options, each of which you like.

• If you don’t get an answer very quickly, you decide.

• If the student chooses an option you didn’t offer, choose for them.

• Use care not to disguise threats as choices.

• Choices delivered with sarcasm or anger aren’t really choices.

• Give choices that fit your value system.

When things aren’t going well don’t hesitate to say:

Who’s been getting to decide just about everything around here? You guys have. Now it’s my turn. I need you to _____________________________.

What’s the most important key to the effective use of choices?

Wise educators and parents anticipate potentially difficult situations and offer choices BEFORE their students have a chance to argue or resist.
Examples of Quick and Easy Classroom Interventions

• Build positive relationships using the One-Sentence Intervention.

• Look at the misbehaving student, smile, and shake your head, indicating “No.”

• Wander toward the location of the disruption as you continue teaching.

• Whisper, “If it will help you feel less restless, feel free to do your work standing up, sitting down, or in any other position that doesn’t cause a problem for anyone else in the room.”

• Ask the misbehaving student a question about something they like or about something that helps them feel competent.

• Send the student on a “therapeutic errand” (e.g., returning books to the library).

• Stand very close to the misbehaving student and continue teaching.

• Stop very briefly and whisper something to the student like, “Can you save that for later? Thanks.”

• Joke with the mildly misbehaving student, whispering, “It’s not your fault. That chair your sitting in is a big problem for everyone. I have a better one over here.”

• Whisper an enforceable statement (e.g., “I allow students to stay with the group when they are not causing a problem”).

• Implement Short-Term Recovery when a student or students are making it impossible for you to teach and preventative techniques are not working.