



The Rules of Love and Logic

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.

*People who are really successful implementing this skill
Purchased [Four Steps to Responsibility](#)*



CREATING YOUR SCHOOL'S CORE BELIEFS

When working with students in a disciplinary situation:

Choose 5-7 of these to create a set of core beliefs for your school. This is your code of ethics or promise to students and parents about the treatment of disciplinary situations.

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 rules infraction should be treated the same way.

The Delayed or “Anticipatory” Consequence

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.

People who are really successful implementing this skill
Purchased [The Love and Logic Classroom](#)





How To Create A Love And Logic Classroom

1. The following tapes 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. *Creating a Love and Logic School Culture*
 - 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 chose from:
 - a. Neutralizing arguing with the Brain Dead technique
 - b. Locking-in sadness or empathy before delivering consequences
 - c. Setting limits with enforceable statements
 - d. Sharing control through lots of small choices
 - e. Building relationships with the One Sentence Intervention
 - f. The Anticipatory Consequence
4. One-by-one, start experimenting with additional Love and Logic techniques.
5. Call the Love and Logic Institute at 1-800-338-4065, and ask for a copy of the Creating Your School’s Core Beliefs worksheet. There is no charge for this. Choose between five and seven 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. 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 that 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.
7. 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.

Purchased [*Teaching with Love and Logic*](#)

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How To Create A Love And Logic Classroom

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.
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8. When making disciplinary decisions, ask yourself, "How is my proposed intervention consistent with my Core Beliefs of discipline that 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.
 9. 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.
 10. 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. Consistency with values is more attainable than consistency between students, situations, and consequences.

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An Example Love And Logic Classroom Discipline Plan

Guidelines and Code of Ethics for Discipline Mrs. Krochmal 1996-97

Rules in my classroom are few. I believe that as all children are different, and all actions and reactions very personal in nature, effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise with the focus on enabling the child to grow and learn from his or her actions.

Guidelines for Student Behavior

1. You may engage in any behavior which does not create a problem for you or anyone else in the world.
2. If you find yourself with a problem, you may solve it by any means which does not cause a problem for anyone else in the world.
3. You may engage in any behavior that does not jeopardize the safety or learning of yourself or others. Unkind words and actions will not be tolerated.

In ensuring that the above guidelines are adhered to, I will operate with the following principles as my guide:

1. I will react without anger or haste to problem situations.
2. I will provide consequences that are not punitive but that allow the child to experience the results of a poor choice, enabling him or her to make better choices in the future.
3. I will proceed in all situations with the best interest of the child who—foremost in my mind—academic, social and emotional well-being will be fostered.
4. I will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.
5. I will arrange consequences for problem situations in such a way that the child will not be humiliated or demeaned.
6. Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different even when problems appear to be the same.
7. I will make every effort to ensure that, in each situation, the students involved understand why they are involved in consequences.
8. If I at any time act or react in a way that a child truly feels is unjust, that student need only say to me, "I'm not sure that's fair." I will arrange a private conference during which the student can express to me why he or she feels my actions were not fair. This may or may not change my course of action. I am always open to calm, rational discussion of any matter.

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How To Create A Love And Logic School

1. Introduce the Love and Logic approach to your staff by doing one of the following options:

- a. Have the staff listen to the first two stories on the audio CD *Four Steps to Responsibility*. Make the CD available to those who are interested.
- b. Play one of the video clips from the Love and Logic teacher training program, *9 Essential Skills for the Love and Logic Classroom*.
- c. Invite a staff member from a Love and Logic school to make a presentation to your staff about the use of Love and Logic in their school.
- d. Invite a consultant from the Love and Logic Institute to make a presentation to the school or the school district. For information on hiring Jim Fay or Dr. Charles Fay, phone 1-800-338-4065.

2. Create a study group:

- a. DO NOT MANDATE LOVE AND LOGIC! This group should be made up of volunteers who are the most enthusiastic about learning new ways of working with students.
- b. If possible, provide 1 hour of release time on a repeated basis for this select group to study the training program, *9 Essential Skills for the Love and Logic Classroom*. These staff members conduct experiments with the Love and Logic techniques and informally share their enthusiasm for the results. The best results come when the administrator is part of the study group.
- c. Create additional study groups as needed.
- d. Provide the same kind of study opportunities for support staff members.

3. Develop a lending library of training materials:

Visit with our Love and Logic customer service department for suggestions and ideas about the most efficient use of your budget. Call toll free 1-800-338-4065.

4. Create a building-wide Love and Logic philosophy of discipline:

- a. Develop an agreed-upon set of basic Love and Logic principals that serve as a guide for all disciplinary interventions. Here are some suggested steps in developing this philosophy:
 - I. Provide each staff member with a copy of the sheet entitled, Creating Your School's Core Beliefs, which can be obtained from the Love and Logic Institute.
 - II. Ask each staff member to take some time to circle five or six of the Love and Logic values or principles they would be proud to endorse.
 - III. Encourage faculty members to change the wording of these Core Beliefs if they feel a strong need.

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How To Create A Love And Logic School

- IV. Have grade-level meetings where members discuss the Core Beliefs they circled. Next, use this discussion to develop an agreed-upon set of Core Beliefs representing the entire grade level. List these Love and Logic principles on paper.
- V. Conduct a meeting with teachers from all grade levels. Vote on the principles developed by each grade level to develop a school-wide list of Love and Logic principles.
- VI. Post these Love and Logic principles in every room of the school.
- VII. Share this Love and Logic document with parents and other community members, asking for their support in helping the school meet this commitment.
- VIII. When developing Love and Logic disciplinary interventions, ask, "How is my proposed Love and Logic intervention consistent with our overall principles of discipline?"

Note: This entire process may take up to six months. Don't rush it. Let it evolve.

Special Note: This entire process is useless if the administrators are unwilling or unable to monitor staff implementation.

- b. Encourage each staff member to deal with discipline situations in their own unique ways based upon the merits of the situation, provided that the actions taken by the adult are consistent with the posted Love and Logic principles of the School Wide Philosophy.

5. Provide parenting with Love and Logic training for the community:

- a. Purchase the parent training program, *Parenting the Love and Logic Way*. This program has been designed to be used without prior training. It is very practical and easy to teach. Just follow the simple lesson plans.
- b. Make it available to parents of all age children.
- c. Consider the parents of preschool and kindergarten children as a target audience.

Note: You will find that each parent who takes this course will be much more supportive of the school staff. In just a few short years, you can have the entire community speaking the same language about raising kids...and your job will get a lot easier!

Special Note: Many schools have found that is very easy to get Kindergarten parents to these classes. The school secretary is the important cog in this wheel. When parents sign up their children for Kindergarten, the secretary says, "Here are two forms. One is to register for Kindergarten and the other is to register for the parenting class that all Kindergarten parents take. You may register for the fall class or the spring class. It's your choice."

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Misbehavior

THE MISBEHAVIOR CYCLE

Anger and frustration feed misbehavior. That's right! When adults respond to misbehavior with anger and frustration, a vicious cycle of misbehavior begins. Love and Logic teaches adults to prevent or break this cycle by replacing anger with genuine sadness or empathy.

Adult Shows Anger or Frustration



Negative Self-Concept

"If it's so hard for adults to help me behave, I must be a pretty hopeless case."



Child's Perception of Authority Figures

"The most powerful people in my life can't make me behave"

OR

"The most powerful people in my life really have to sweat to make me behave"

OR

"It's entertaining to make adults mad"



People who are really successful implementing this skill purchased [Teaching with Love and Logic](http://www.loveandlogic.com)



www.loveandlogic.com
1-800-338-4065

Special Reminders Regarding the Use of the “Recovery Process” for Disruptive Classroom Students

The “Recovery Process” is one of the nine skills found in the multimedia training program, *9 Essential Skills for the Love and Logic Classroom*. An in-depth study of this technique can be found on pages 29-40 in the *9 Essential Skills for the Love and Logic Classroom* workbook.

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, offtask 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 class-room, 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.”

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Special Reminders Regarding the Use of the “Recovery Process” for Disruptive Classroom Students

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 “Timeout.” 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.

People who are really successful implementing this skill purchased
[*Home and School Strategies for Creating Respectful, Responsible Kids*](#)



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Turn Your Word Into Gold

The Art of Enforceable Statements for the School

Ineffective Technique	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.

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Two Ways to Neutralize Childhood Arguing

1. LOVE AND LOGIC INSTANT EMPATHETIC RESPONSE

The expression of genuine empathy has the amazing ability to soak up emotions.

Learn to use an empathetic statement that comes right from your heart. Use the statement that feels natural to you. Use it every time.

Examples of empathetic statements that work:

“Oh, no. I bet that feels terrible.”

“Wow. What a bummer.”

“I can’t imagine how bad that feels.”

Examples of statements that don't work:

“I know how you feel.”

“I know just what you mean.”

“I understand.”

2. LOVE AND LOGIC ONE-LINERS TO NEUTRALIZE ARGUING

It is important that Love and Logic One-Liners be used in the “broken record” form.

Example of a Love and Logic One-Liner that should become a habit for you:

“I love you too much to argue.”

Sample dialogue:

CHILD: You never let me do what I want.

PARENT: I love you too much to argue about that.

CHILD: But Sally always gets to do what she wants.

PARENT: I love you too much to argue about that.

CHILD: Yeah, that's cause you like her better.

PARENT: I love you too much to argue about that. Come talk to me later about something fun. See you, sweetie. Thanks.

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