

Practitioner's Class Workbook

Positive Discipline
IN THE
MONTESSORI CLASSROOM



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"The real preparation for education is a study of oneself. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit." ~ Maria Montessori

Child Study

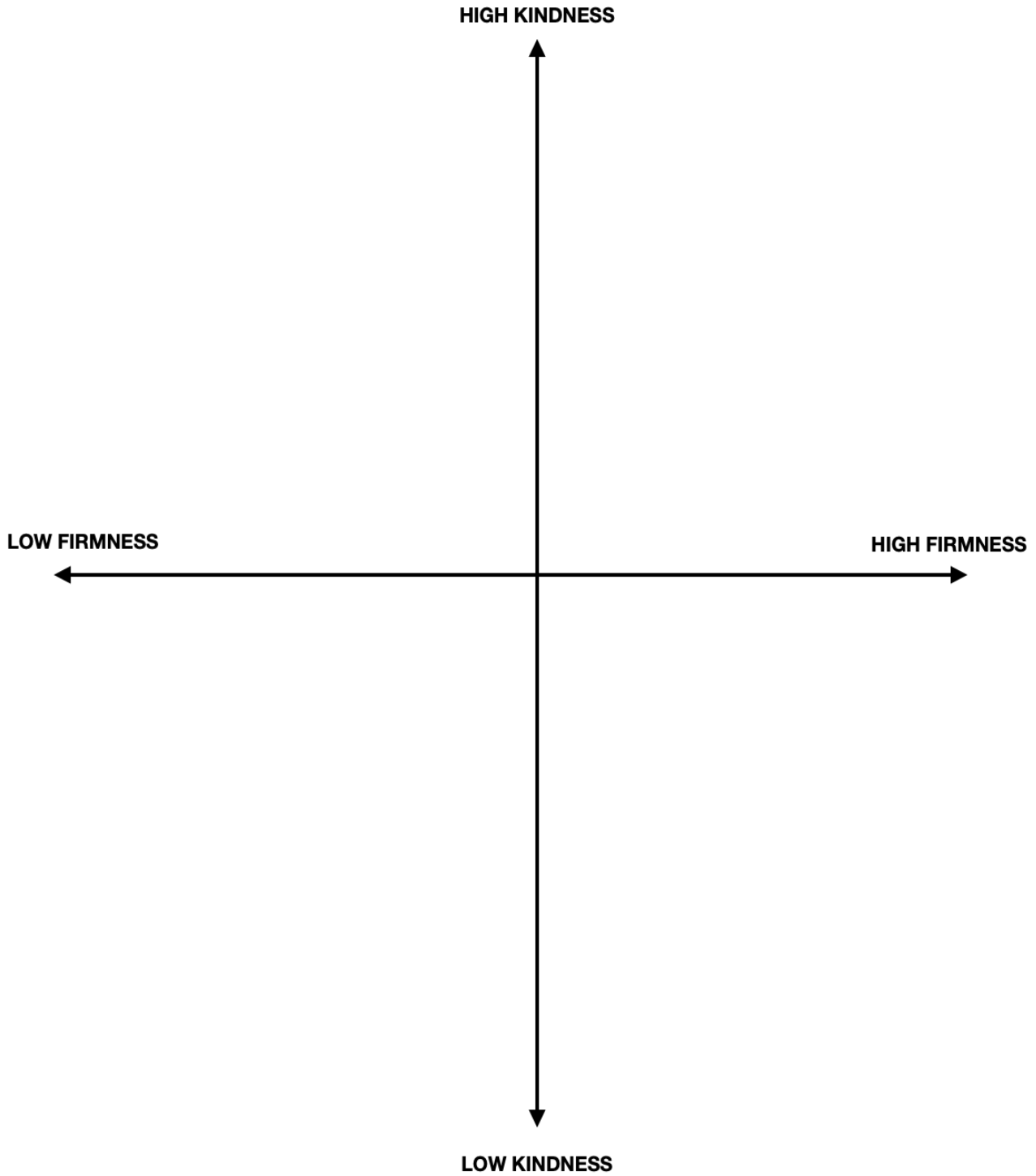
"Character formation cannot be taught. It comes from an experience and not from explanation." ~ Maria Montessori

"Do not be afraid of making mistakes, for there is no other way of learning how to live!" ~ Alfred Adler

Student	Challenges	Strengths	Goals

Kind and Firm Chart

Based on the work of E.E. Maccoby, J.A. Martin, and Diana Baumrind



Montessori and Adlerian Principles

Adlerian Principles	Montessori Principles
Children are social beings.	Children cannot develop apart from society.
Behavior is goal oriented.	Children do nothing without some motive.
Primary goal is belonging and significance.	Human needs and tendencies.
A misbehaving child is a discouraged child.	Misbehavior is a roadblock to normalization.
Social interest = belonging and significance.	Responsibility for oneself and the community.
Equality.	Children deserve dignity and respect.
Mistakes are opportunities to learn.	Control of error.
Connection before correction	Of all things, love is most potent.
Effective discipline is kind and firm at the same time.	Children need freedom within limits.

Thinking, Feeling and Deciding - Part One

"We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit." - Maria Montessori

"Meanings are not determined by situations, but we determine ourselves by the meanings we give to situations." - Alfred Adler

1. Consider a significant experience that you consider to be **negative** (non-traumatic), from your own childhood or adolescence. Describe the experience in a few sentences.

2. As a child or adolescent, what were you thinking (one sentence)?

3. As a child, what were you feeling (one word)? _____

4. What decisions did you make about yourself and what you were going to do in the future (one sentence)?

Thinking, Feeling and Deciding - Part Two

"We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit." - Maria Montessori

"Meanings are not determined by situations, but we determine ourselves by the meanings we give to situations." - Alfred Adler

1. Consider a significant experience that you consider to be **positive** from your own childhood or adolescence. Describe the experience in a few sentences.

2. As a child or adolescent, what were you thinking (one sentence)?

3. As a child, what were you feeling (one word)? _____

4. What decisions did you make about yourself and what you were going to do in the future (one sentence)?

Mistaken Goal Chart

1.	2.	3.	4.	5.	6.	7.
If the parent/ teacher feels:	And tends to react by:	And if, in response, the child:	The child's mistaken goal is:	The belief behind child's behavior is:	Coded messages	Proactive and empowering teacher responses include:
Annoyed Irritated Worried Guilty	Reminding Coaxing Doing things for the child they could do for themselves	Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.	Undue Attention (to keep others busy or get special service)	"I count (belong) only when I'm being noticed or getting special service." "I'm important only when I'm keeping you busy with me."	Notice Me. Involve Me Usefully.	Redirect by involving child in a useful task to gain useful attention. Say what you will do: "I care about you and ____." (Example: "I care about you and will spend time with you later.") Avoid special services. Say it only once and then act. Have faith in child to deal with feelings (don't fix or rescue). Plan special time. Involve child in creating routines. Touch without words. Set up nonverbal signals. Involve child in finding solutions during Class Meetings—and one to one.
Angry Challenged Threatened Defeated	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior Displays defiant compliance Feels they've won when parent/teacher is upset Shows passive power	Misguided Power (to be boss)	"I belong only when I'm boss, in control, or proving no one can boss me." "You can't make me."	Let Me Help. Give Me Choices.	Acknowledge that you can't make them do something and redirect to positive power by asking for help. Offer a limited choice. Don't fight and don't give in. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Develop mutual respect. Get help from child to set reasonable and few limits. Practice follow-through. Involve child in finding solutions during Class Meetings—and one to one.
Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurts others Damages property Gets even Intensifies/escalates the same behavior or chooses another weapon	Revenge (to get even)	"I don't think I belong, so I'll hurt others as I feel hurt." "I can't be liked or loved."	I'm Hurting. Validate My Feelings.	Validate child's hurt feelings (you might have to guess what they are). Don't take behavior personally. Step out of revenge cycle by avoiding punishment and retaliation. Suggest Positive Time-Out for both of you, then focus on solutions. Use reflective listening. Share your feelings using "I" Language. Apologize and make amends. Encourage strengths. Put children In the Same Boat. Involve child in finding solutions during Class Meetings—and one to one.
Despairing Hopeless Helpless Inadequate	Giving up Doing for Over-helping Showing a lack of faith	Retreats further Becomes passive Shows no improvement Gives no response Avoids trying	Assumed Inadequacy (to give up and be left alone)	"I don't believe I can belong, so I'll convince others not to expect anything of me." "I am helpless and unable." "It's no use trying because I won't do it right."	Don't Give Up on Me. Show Me a Small Step.	Break tasks down to small steps. Make task easier until child experiences success. Set up opportunities for success. Take time for training. Teach skills/show how, but don't do for. Stop all criticism. Encourage any positive attempt, no matter how small. Show faith in child's abilities. Focus on assets. Don't pity. Don't give up. Enjoy the child. Build on the child's interests. Involve child in finding solutions during Class Meetings—and one to one.

Mistaken Goal Beliefs Practice

See Mistaken Goal Chart, Positive Discipline in the Montessori Classroom, page 36-37

Mistaken Goal	Belief Behind the Behavior	Students
Undue Attention	I count (belong) only when I'm being noticed or getting special service (doing for me what I can do for myself). I'm important only when I'm keeping you busy with me.	
Misguided Power	I belong only when I'm the boss, in control, or proving no one can boss me. You can't make me!	
Revenge	I don't think I belong, so I'll hurt others as I feel hurt. I can't be liked or loved.	
Assumed Inadequacy	I believe I don't belong, so I'll convince others not to expect anything of me. I'm helpless and unable. It's no use trying because I won't do it right.	

Mistaken Goal Practice Instructions

1. Identify the student - Record the name of a student who has had behavioral challenges in the first column of the *Mistaken Goal Practice Chart* on page 10.
2. Name the behavior - Recall a specific incident where the child misbehaved. Record the name of the specific behavior in the second column of the *Mistaken Goal Practice Chart* on page 10.
3. Share with your partner – Share the incident as a factual, script-like narrative with your partner. Focus on a single event that you directly experienced. Avoid generalizations (e.g., “he always...” or “she never...”), interpretations. Do not provide any background information.
4. Take out the *Mistaken Goal Chart* – You will find the chart on page 6 of this workbook, and on page 36-37 of *Positive Discipline in the Montessori Classroom*.
5. **Column 1: I Feel** - What were you feeling during the incident? Select one feeling or one group of feelings from the first column of the *Mistaken Goal Chart*. Record your selected feeling(s) in the “1 – I Feel” column of the *Mistaken Goal Practice Chart* on page 10 of this workbook.
6. **Column 2: I Do** - How did you respond to the misbehavior? Choose the response from the second column of the *Mistaken Goal Chart* that most closely matches your own. Record it in the “2 – I Do” column of the *Mistaken Goal Practice Chart* on page 10 of this workbook.
7. **Column 3: Child Does** - How did the student react to your response? Choose the reaction that best matches their behavior from the third column of the *Mistaken Goal Chart*. Record it in the “3 – Child Does” column of the *Mistaken Goal Practice Chart* on page 10 of this workbook.
8. **Column 4: Mistaken Goal** - If your responses from steps 6–8 align across a single row of the *Mistaken Goal Chart*, you have likely identified the student’s mistaken goal. Record it in the “4 – Mistaken Goal” column of the *Mistaken Goal Practice Chart*. If your responses do not align, ask your facilitator for support.

9. **Column 6: Coded Message** - Refer to the sixth column of the *Mistaken Goal Chart*. Record the corresponding coded message in the "6 – Coded Message" column of the *Mistaken Goal Practice Chart*.

10. **Column 7: Solutions** - Reflect on the *Proactive and Empowering Teacher Responses* in the final column of the *Mistaken Goal Chart*. Choose one that you believe could be effective with this student and record it in the "7 – Solutions" column of the *Mistaken Goal Practice Chart*.

Mistaken Goal Practice

See Mistaken Goal Chart, Positive Discipline in the Montessori Classroom, page 36-37

Child Name	Behavior Headline	1 I Feel	2 I Do	3 Child Does	4 Mistaken Goal	6 Coded Message	7 Solutions



If you like me



Just LET ME
do it for you!!!

Please cut in
front of me.



If you don't like
what you see
wait a minute, I'll CHANGE



YOU SHOULD KNOW
WHAT I WANT. I
SHOULDN'T HAVE
TO TELL YOU

I HOPE you
APPRECIATE
all I DO for
YOU



Help!!!

I can't say NO

Positive Discipline
Creating Respectful Relationships in Homes and Schools

Just



Hassles be
GONE



Just let
THEM do it



Don't forget
to smell the
ROSES



Nothing gonna change
—MY WORLD—



I DON'T WANT TO.



GO AHEAD AND CHANGE. BUT DON'T ASK ME TO



CHECK WITH US TOMORROW.

We'll still be here.



What's the **HURRY?**

Let me **THINK.**
ABOUT it.



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Don't WORRY

I'LL EXPLAIN
EVERYTHING
TO YOU.



Just DO IT
my way!!!

*I can give up
CONTROL,
as long as
I can control what
I give up.*



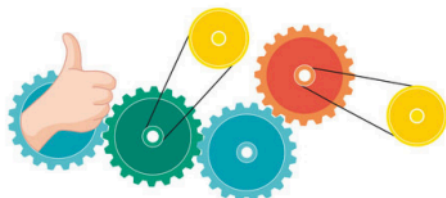
I have a
LIST for
THAT.

**HERE I COME
TO SAVE THE DAY!**



Don't bother to think.
I've done all the
THINKING for you.

Plan.
Prepare.
Worry anyway.



with **ORGANIZATION**
and **STRUCTURE**.



When I want your
opinion, I'll give it to you.

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I intend to make a
difference in the world.
IT'S IMPORTANT!

JUST DO IT! (right)



Never mind. I'll do it.



I have **bossy pants**
and I am not afraid
to **use** them-



DON'T WORRY



I criticize myself too.



If you want to **HELP**,
DO IT MY WAY.



Oh goodie, Now I
have something
else to add to my
list of projects.

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Creating Respectful Relationships in Homes and Schools

Top Card Chart

I'd rather seek:	Than experience:	Even if I suffer:	Invites from others:	What I really want is:	Pluses and minuses
Superiority (Lion)	Meaninglessness	Becoming overworked, overwhelmed, or overburdened.	Feelings of Inspiration or Inadequacy	To use my teaching skills. To do it right in order to be meaningful. Appreciation. To avoid being wrong and exposing insecurities.	No one inspires children to achieve more, but when I feel discouraged, no one invites you to feel so insignificant.
Control (Eagle)	Criticism	Social or emotional distance.	Feelings of Security or Rebellion	To be efficient. To gain respect, cooperation, and loyalty. For others to have faith in me.	No one is more efficient, when feeling encouraged, and no one can be more defensive or critical when feeling discouraged.
Pleasing (Chameleon)	Rejection	Loss of sense of self and what pleases me.	Feelings of Acceptance or Resentment	To help everyone feel special. To be liked and appreciated. For others to know what I want without me having to tell them.	No one is more encouraging to be with until my line has been crossed, and then no one is more rejecting.
Comfort (Turtle)	Stress	Lack of productivity. Slow advancement and personal growth.	Feelings of Support or Frustration	For things to be as easy as they look. To be left alone, and to have my own space and pace. I don't want to argue.	No one is more supportive or easier to be with until my discomfort is seen as stubborn, and then no one can invite you to feel more annoyed

By Lynn Lott and Jane Nelsen (based in part on the work of Steve Cunningham)

Top Card Activity Instructions

1. Join your Top Card group.
2. Choose one person to be the scribe for your group, and one person to be the spokesperson. The scribe will record the answers for the brainstorm. The spokesperson will share the findings of your Top Card group with the whole group.
3. Scribe - Write the name of your group's Top Card at the top of the chart paper. Create two columns on the chart paper. One for challenges, and one for strengths. Leave room at the bottom of the paper to record your group's "motto".
4. Together, brainstorm a list of challenges for your Top Card lifestyle. The scribe should record the ideas in the first column of the chart paper. Group participants can record the ideas on the *Top Card Activity Chart* on the next page.
5. Together, brainstorm a list of strengths for your Top Card lifestyle. The scribe should record the ideas in the second column of the chart paper. Group participants can record ideas on the *Top Card Activity Chart* on the next page.
6. Review the list of strengths and challenges on the "Top Card Strengths and Challenges" on the page after the *Top Card Activity Chart* and add any strengths or challenges from this list that you feel fit your style.
7. Develop a motto or bumper sticker for your Top Card. Humor is encouraged. The scribe should record the motto on the chart paper. Group members can record the motto on the *Top Card Activity Chart* on the next page.
8. Complete the reflection questions together.

Top Card Activity Chart

My Top Card (first choice) _____. My Style (second choice) _____

Challenges	Strengths

Life Motto for My Top Card: _____

Reflection Questions:

What is the best way for someone to give you support when you are under stress?

What is the best way to give you honest feedback?

Top Card Strengths and Challenges

	Strengths	Challenges
COMFORT	Easy going. Easy to please. Easily satisfied. Flexible. Content. Dependable doing what you do well. Happy to go along if minimum stress involved. Diplomatic. Minds own business. Loyal and supportive.	Avoids stress. (Leaves well enough alone). Less interested in personal growth. Predictable. Doesn't like change. Withdraws from conflict when feeling cornered. Unwittingly invites others to feel annoyed or bored.
CONTROL	Willing to take charge. Organized. Gets things done. Persistent. Doesn't give up. Reliable. Faithful. Likes rules and follows them. Plans ahead. Helps others feel taken care of. Willing to jump in and take charge when perceiving inefficiency.	Controlling. Too detail oriented. Lacks flexibility and spontaneity. May not be aware of the needs of others. May create social and emotional distance. Feels defensive and criticized when none intended. Unwittingly invites rebellion
SUPERIORITY	Loves learning and growing. Altruistic. Generous. Self-confident. Idealistic. Highly motivated. Willing to work hard. Visionary. Open to new possibilities	Over-extended and overwhelmed. Underestimates abilities of others. Likes being the best. Likes to be right—or avoid being wrong. Critical (of self and others). Unwittingly invites others to feel inadequate
PLEASEING	Loving and lovable. Likes to make everyone feel comfortable. Cooperative. Avoids creating conflict. Gives a lot. Willing to volunteer (even at the expense of own comfort and time). Friendly and has many friends. Considerate. Peacemaker. Compromiser.	Needs approval. Avoids dealing with conflict. Gives in and compromises too much and then feels resentful. Feels hurt when others don't give as much. May feel rejected when none is intended. Unwittingly invites annoyance when feeling unappreciated for so much giving

Getting to Know You

Of all things, love is the most potent. ~ Maria Montessori

An incalculable amount of tension and useless effort would be spared in this world if we realized that cooperation and love can never be won by force ~ Alfred Adler

1. With your partner or group, develop a short interview to have with one of your case study students. Create 5 questions to ask them about one of their interests.

How did you become interested in trains?

What type of train is your favorite? Why?

How fast do passenger trains generally travel? Have you ridden on one?

How do they turn trains around when they get to the last stop?

How do they fix trains when they break down? Where do they take them to get fixed?

Question 1: _____?

Question 2: _____?

Question 3: _____?

Question 4: _____?

Question 5: _____?

2. When you are finished creating your interview questions, role-play this interview with your partner or group. When you role-play the interview, play the child you had in mind when you created these questions. Your partner will ask you the questions you created for the child.

Connection Brainstorm Activity

1. Form groups by level – Children’s House, Elementary, and Adolescent.
2. Choose a scribe – Ask for a volunteer to record your group’s ideas on chart paper.
3. Pause for reflection – Before you begin, take a quiet moment to reflect on the ways you connect with individual children in your classroom.
4. Begin the brainstorm – Ask for a volunteer to start. That person will share one or more ideas, then pass the talking object to the person on their left or right. Continue around the circle until everyone has had a chance to share. If time allows, continue for another round.
5. Record all ideas — As participants share, the scribe should write each contribution on the *Connection Brainstorm* chart (see next page).
6. Post your chart — Display your chart paper in the designated space. These ideas will be used later when you develop the *Student Support Plan*.

I Need a Hug or I Need Some Help Activity

1. Choose a partner.
2. Quickly create a true-to-life scenario where a child is having a tantrum.
3. Decide who will play the adult, and who will play the child in the first role play.
4. First role play – The child has a tantrum, and the adult responds with either a permissive response or authoritarian response to the tantrum. The child should respond to the adult authentically.
5. Second role play – The child has a tantrum.
 - a. The adult responds by saying: ***I need a hug (or specific help).***
 - b. If the child continues with the tantrum, say again: ***I need a hug (or specific help).***
 - c. If the child continues with the tantrum, say again: ***I need a hug (or specific help).***
 - d. If the child continues with the tantrum, say: ***I still need a hug (or specific help).***
When you are ready, I will be (choose a place).
6. Switch roles, and repeat steps 4-5
7. With your partner, complete the *I Need A Hug of I Need Some Help* Processing Chart on the next page.

I Need a Hug or I Need Some Help Processing Chart

Adult	Thinking	Feeling	Deciding
Reacting			
Hug or Help			

Child	Thinking	Feeling	Deciding
Reacting			
Hug or Help			

Contribution Brainstorm Activity

1. Form groups by level – Children’s House, Elementary, and Adolescent.
2. Choose a scribe – Ask for a volunteer to record your group’s ideas on chart paper.
3. Prepare the chart – The scribe will divide the cart paper into two columns by drawing a vertical line down the center. Label the columns as follows:
 - Left column: *Contribution Ideas*
 - Right column: *Going Further*
4. Begin the first brainstorm – Ask for a volunteer to start. That person will share one or more ways that they have for helping students find belonging and significance by making meaningful contributions to others (e.g, other children, the classroom/school community, teachers). That person will then pass the talking object to the left or right. Continue until everyone has had a chance to share. If time allow, go around again.
5. Record all ideas — As participants share, the scribe should write each contribution in the first column of the *Contribution Brainstorm* chart (see next page). The scribe will record the ideas on the chart paper.
6. Begin the second brainstorm – Repeat the process from Step 4 to explore this question: What are some responsibilities currently handled by adults that children could take on – in the classroom or the school?
7. Record all ideas – As participants share, write their responses in the second column of the *Contribution Brainstorm* chart (see next page). The scribe will record the ideas on the chart paper.
8. Post your chart — Display your chart paper in the designated space. These ideas will be used later when you develop the *Student Support Plan*.

Contribution Brainstorm

Contribution Ideas	Going Further

Encouragement vs. Praise

“Those things which we call encouragement, comfort, love, respect, are drawn from the soul of man, and the more freely we give of them, the more do we renew and reinvigorate life about us.” ~ Maria Montessori

“A child needs encouragement like a plant needs water.” ~ Rudolf Dreikurs

Praise	Encouragement
I'm so proud of you!	I appreciate your help.
You are so smart!	You figured it out.
Good job!	You worked hard on this.
That's awesome!	You reached your goal.
I love it!	What do you think about it?
You did it just like I showed you.	You are very capable.
That's the best one yet!	Which one do you feel best about?
You're a great reader.	You really put in a lot of effort reading.
Amazing!	Thank you for your contribution.
What a great helper!	Thank you for your help.
That was wonderful!	Look how far you've come.
Let's take a picture of that and show your	Tell me about your picture.
Now that's your best work.	You can trust your judgment
I'm impressed.	You look very proud of that.
You did it exactly right.	You accomplished what you wanted.

Creating Encouragement Statements

1. Work with your partner or group and create a list of 5 praise statements you might make in the classroom.
2. Using the principles for encouragement statements (page 92 or *Positive Discipline in the Montessori Classroom*) to turn the praise statements into encouragement statements.

Praise	Encouragement

3. Encouragement statements are even more meaningful when we take a child's Mistaken Goal into account. Turn to your Student Support Plans. Create one encouragement statement for each of the students, based on their Mistaken Goal (see pages 93-96 in *Positive Discipline in the Classroom*) that you can use going forward.

Observing to Encourage

Created by Jody Malterre, M.Ed.

"The observation of the way in which the children pass from the first disordered movements to those which are spontaneous and ordered – this is the book of the teacher; this is the book which must inspire her actions." ~ Maria Montessori

"The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power." ~ Alfred Adler

1. Create a list of your students.
2. Next to each name, think of the life skill/characteristic with which they are somewhat deficit. Think of this as their area of growth.
3. Take time to observe this week. Observe carefully for evidence of this life skill. Write down your observations.
4. Take time to create a compliment and/or statement of encouragement for each student that is backed by the data you have collected through observation. Name the specific life skill. Compliments might sound like:
 - "Yesterday when Juan dropped the stamp game box, I noticed you took time to help him clean it up."
 - "During our lesson you raised your hand every time you wanted to share. That really helped me hear you and other students. Thank you."
 - "This morning, when you were upset about not getting the work you wanted, you took a deep breath and walked away. How do you feel about your response?"
 - "You demonstrated a lot of patience while waiting your turn for snack."
5. For a variation, consider the following:
 - Looking for one life skill for all the students
 - Focusing your compliments on positive social impact
 - Write down compliment/encouragement and leave your note for a student to find.
 - Remember this works for adults too. Use this strategy with assistants and co-teachers.
6. This week, find opportunities to observe for demonstrations of the characteristics and life skills that you are hoping to encourage in the students you listed in step two. Create and give encouragement statements to these children.

Observing to Encourage Form

Created by Jody Malterre, M.Ed.

Student Name	Characteristic or Life Skill to Develop	Evidence of Development	Compliment on Development

Positive Time-Out Activity

The purpose of this activity is to help students understand that they have agency and responsibility in maintaining an environment of kindness and respect.

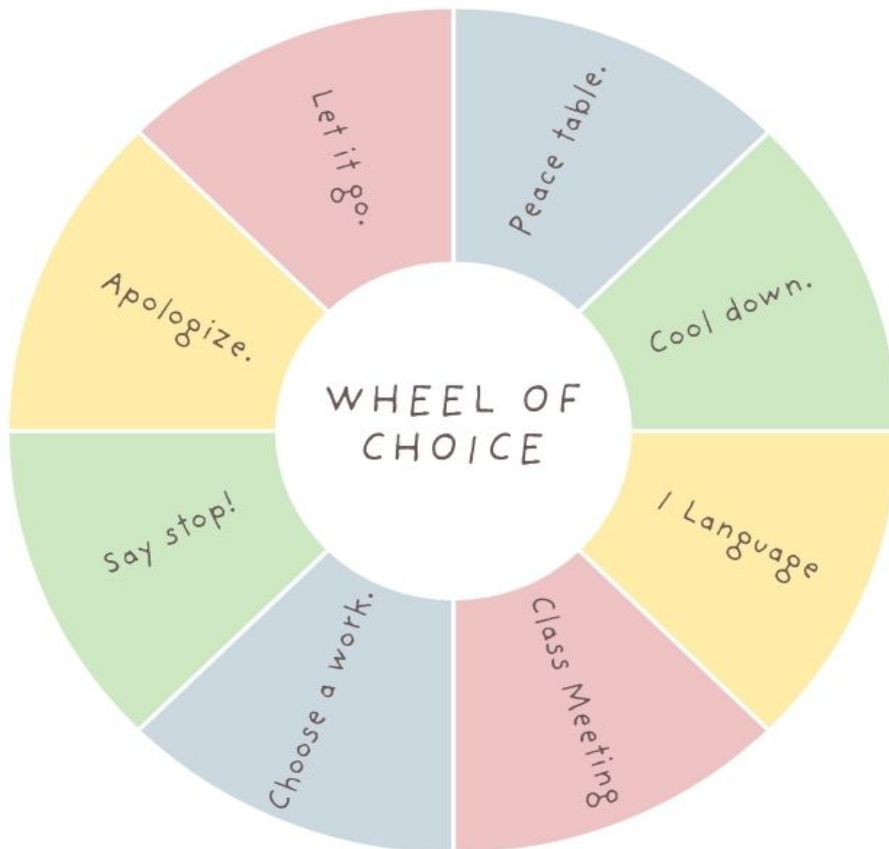
1. After creating *Positive Time-Out* with students, make a T-Chart to record potential problems that may arise and possible solutions to those problems.
2. Ask, "What problems might happen when we open up our cool down space?" Record their answers.
3. For each problem on the T-Chart, ask, "What could you do if you see this problem arise?" Record their answers.

Problems	Solutions

Wheel of Choice

"The child has a mind able to absorb knowledge. He has the power to teach himself." ~ Maria Montessori

"The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power." ~ Alfred Adler



Maintaining Limits with PWS

"The best instruction is that which uses the least words sufficient for the task." ~ Maria Montessori

"Nothing can be conveyed to a child by means of words at a time of conflict." ~ Rudolf Dreikurs

When it's time to maintain previously set limits, use few or no words, and follow through with presence, warmth, and silence (PWS).

1. Act without talking.
2. Non-verbal signal.
3. Use a hand signal.
4. Write a note
5. Use one word
6. Give a limited choice. *"Would you like to pick up the paper now or before recess?"
"Would you like to tidy this on your own or would you like some assistance?" "Would you like to choose a rug or a table for your work?"*
7. Make a reasonable request in 10 words or less. Wait for the child's response.
8. Give information. *"This is work time." "Your friend is working right now."*
9. Describe what you see. *"I notice your math is off of the mat." "I notice you aren't wearing your slippers." "I notice the moveable alphabet is on the floor."*
10. Say nothing. Give a knowing smile.

Maintaining Limits with PWS Activity Instructions

1. Choose a partner.
2. Select one of the scenarios from the next page.
3. Decide who will play the adult, and who will play the child in the first role play.
4. First role play - The child tests the limit, and the adult responds with "Montessori Nagging".
5. End the role play.
6. The person playing the adult chooses one of the prompts to use in the second role-play, from the previous page.
7. Second role play – The child tests the limit, and the adult responds by using the prompt, and then presence, warmth and silence (PWS). If the child continues to push back, continue to stay present, warm and silent (try a knowing smile). When the child cooperates, thank them.
8. Switch roles and repeat steps 4-6.
9. Record your observations on the *Maintaining Limits with PWS Processing Chart* (located two pages ahead).

Maintaining Limits with PWS Role Play Scenarios

Primary Scenarios

- Student takes just a piece of a work from the shelf and plays with it at a table.
- Student tosses a working mat back with the others in a very messy way.
- Student keeps interrupting the teacher while the teacher is providing a lesson.
- Student is reading a book, goes to another activity, and leaves the book on the floor.

Lower Elementary Scenarios

- Student throws a crumpled paper at the garbage (or recycling) bin, misses, and then pretends it wasn't his.
- Student runs instead of walks in the room.
- Student puts a messy work back on the shelf.
- Student interrupts a teacher who is giving a lesson to another student.

Upper Elementary and Adolescent Scenarios

- Student keeps interrupting a teacher who is giving a lesson to another student
- Student leaves trash on the floor.
- Student is wearing a hat inside (and it isn't allowed).
- Student is off-task and unfocused and disrupting other students.

Maintaining Limits with PWS Processing Chart

Adult	Thinking	Feeling	Deciding
Nagging			
PWS			

Child	Thinking	Feeling	Deciding
Nagging			
PWS			

Managing the Classroom with PWS Activity Instructions

1. Choose four participants – Two to play teachers, and two to play disrupting children. All other participants will play children who are actively engaged in their work during the morning work-cycle.
2. Have the two teachers leave the room for a few minutes, while the children set up the mock morning work-cycle. Have some children working on the floor and some in chairs.
3. When the teachers return, the disrupting children will begin disrupting the quietly working children. The teachers will attempt to actively “redirect” the disrupting children. All participants should respond authentically and naturally to the situation. Be sure to have fun!
4. After a few minutes, end the roleplay.
5. Repeat the same setup – The disrupting children will begin disrupting the work cycle when the teachers return. This time the teachers will find a seat where they can view the entire room. The teachers will “fill the room with their presence” and practice *Presence, Warmth and Silence* (PWS). The teachers will just quietly watch the disrupting children. Again, everyone should respond authentically - and be sure to have fun!
6. After a few minutes, end the roleplay.
7. Record your observations on the *Managing the Classroom with PWS Processing Chart* on the next page.

Managing the Classroom with PWS Processing Chart

Adult	Thinking	Feeling	Deciding
" Redirecting"			
PWS			

Child	Thinking	Feeling	Deciding
" Redirecting"			
PWS			

Transition Planning

Now the adult himself is part of the child's environment; the adult must adjust himself to the child's needs if he is not to be a hinderance to him and if he is not to substitute himself for the child in the activities essential to growth and development. ~ Maria Montessori

We can change our whole life and the attitude of the people around us simply by changing ourselves. ~ Rudolph Dreikurs

1. What roles will each have during the transition (dismissing, monitoring, etc.)?
2. Where are the adults to be positioned, and when?
3. What time will the transition be?
4. How will the children be dismissed?
5. Which children need extra support? What support do they need? Who will provide it (teacher, student, etc.)?
6. What is expected of the children? What do they need to know to transition smoothly (grace and courtesy skills, procedures, etc.)?
7. When a transition needs to change, who needs to be communicated with?

Motivational Curiosity Questions - Asking vs. Telling

"The best instruction is that which uses the least words sufficient for the task." ~ Maria Montessori

"The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power." ~ Alfred Adler

Telling	Asking
Don't forget your coat.	What do you need if you don't want to be cold outside?
Put your work away.	Where can you put this work so the next person can find it?
Hurry up and get your things on so we don't have to wait for you.	What do you need to do so that you can join us outside?
Go put your lunch away?	Where can you put your lunch, so it won't get stepped on?
Don't argue with me.	How can you speak to each other so we can solve this problem respectfully?
We don't hit in our classroom.	What can you and your friend do to solve this problem?
Focus on your work or you won't get it done.	What is your plan for finishing your work this morning?
Use your walking feet.	How can you move in the classroom so that you are being safe?
Please sit at circle respectfully.	What would help you sit quietly and calmly at circle?
You need to say you're sorry.	How can you fix your mistake?

Positive Discipline in the Montessori Classroom, Jane Nelsen and Chip DeLorenzo, Parent-Child Press, 2021. Page 192.

Make Your Own Motivational Curiosity Questions

Make a list of telling statements that you might use in the classroom. Turn those statements into questions. Consider starting each question with *what* or *how*. *When* and *where* also work.

Telling	Asking

Asking vs. Telling by Level

Asking Statements Toddler (ages 2-3)

1. What do you need on your body to stay warm?
2. Where does that work belong?
3. How can you say stop, respectfully?
4. What part do you want to put away first?
5. You are finished eating. How do put away your lunch?
6. What can you do to help your friend?
7. How can you touch your friend gently?
8. Which one goes first?
9. How do you roll up a mat?
10. Which cup will make sure the juice doesn't spill?

Asking Statements Primary (ages 3-6)

1. It's colder today. What will you need to wear to be comfortable?
2. What is your plan to get your work done today?
3. How can you share your concern so that others will listen to you?
4. Looks like there is a pickup job to do. What will you do first?
5. What do you need to do to be ready for lunch?
6. How can you be helpful at circle today?
7. What could you do to make sure you don't trip on your shoelaces?
8. Hmm, how can you make sure you start with the units?
9. What part of your lunch will give you energy for the rest of the day?
10. What would help you feel successful pouring that juice?

Asking Statements Elementary (ages 6-12)

1. Where does your work go when it's clean up time?
2. What is your plan for finishing your work today?
3. What friendly reminder could you offer your friend?
4. Looks like there is a cleanup job to do with the pin maps. What will you do first?
5. What do you need to do to be ready for lunch?
6. Who are the people you work most productively with?
7. Where can you put the Botany cards so that you someone else quickly find them?
8. Hmm, how can you set out the stamps so that you make the correct exchange?
9. What part of your lunch will give you energy for the rest of the day?
10. What caution can you take to keep the beaker from breaking?"

Asking Statements Adolescents (ages 12 and older)

1. What is your plan for getting it done today?
2. What can you do to be heard and validated today?
3. What would help you finish your class job?
4. What does our schedule say about timing right now?
5. What information is important to include on your paper?
6. What resources are available to help you two with this challenge?
7. What will you do to be prepared for the seminar today?
8. What considerations are important when working with those chemicals?
9. Where will you put the computer when you are done?
10. What can you do to be sure you both have what you need?

Logical Consequences... Really? – Part 1

"No social problem is as universal as the oppression of the child." ~ Maria Montessori

"When we use the term 'logical consequences, parents [or teachers] so frequently misinterpret it as a new way to impose demands upon children. The children see it for what it is - disguised punishment." ~ Rudolf Dreikurs

1. Consequences are most often applied when a child repeats a misbehavior. Think of a time when you used a consequence to address a repeated misbehavior with one of your students (or you may use an example involving your own child for this activity).
2. Briefly describe the repeated misbehavior in 10 words or less.
3. What was the consequence you tried?
4. What did you hope the student would learn from the consequence?
5. Did the consequence work (did the behavior stop or improve long-term)?
6. Did the student learn what you had hoped for?
7. Share your reflections with your partner or group.

Logical Consequences... Really? – Part 2

Adults often dress up punishments and call them “Logical Consequences”. However, for a consequence to be a *Logical Consequence* it must meet all the following criteria.

A true *Logical Consequence* is:

Reasonable

Related

Respectful

Helpful

1. With your partner or your group, test the consequence that you used in Part 1 against the four criteria.
2. Did your consequence pass the test? If not, which criterion were missing?

Note: Don't get discouraged if you found that your consequence didn't meet all the criterion. In most cases, imposed consequences don't meet all the criterion. *Logical Consequences* are difficult to apply because a lot of thought is needed to ensure the consequence meets the *Three R's and an H*. The good news is that there is way to address repeat misbehaviors that can be far more effective and connective.

The Four Steps for Follow Through

"To teach details is to bring confusion; to establish the relationship between things is to bring knowledge." ~ Maria Montessori

"Consistency is really a part of order, and as such helps to establish boundaries and limitations that provide the child with a sense of security." ~ Rudolf Dreikurs

Steps for Follow-Through After an Agreement

1. Find a neutral time when you and the child can give the matter your full attention (not right after the problem occurred, or right before it is likely to occur).
2. Have a friendly, frank discussion to gather and share information about what is going on for both the teacher and the child regarding the problem.
3. Discuss/brainstorm possible solutions and make an agreement together about what each of you is willing to do to resolve the problem. Check in for understanding. Be sure everyone is clear on the chosen solution.
4. When the issue arises again, the teacher simply follows through, with a brief statement of fact, such as, "What was our agreement?" or a friendly, knowing look.

Sample Script for Step Two

1. **Teacher** – Share what is going on for you regarding the problem. Example:

"I am feeling concerned that you are becoming distracted - distracting others, including me - during the morning work cycle. I would like to find a way to help you get your work done, while also allowing others to focus on theirs. What is going on for you?"

2. **Student** – Let the child share their perspective on the problem.

"I just want to be with my friends. I never get to see them outside of school. The work is boring."

3. **Teacher** – Validate the child’s feelings (not necessarily their perceptions). Keep in mind that their priorities may differ – such as spending time with friends or avoiding challenging tasks.

“So, it sounds like being with your friends is really important to you, especially since you don’t get to see them outside of school. I can understand that.”

4. **Teacher** - Ask if the student would be willing work with you to find a mutually respectful solution.

“Would you be willing to work with me to find a solution that works for both of us?”

Traps that Defeat Follow-Through (If the above doesn’t work, what was missing?)

1. Wanting children or adolescents to have the same priorities as adults.
2. Getting into judgments and criticism instead of sticking to the issue.
3. Not getting specific agreements in advance that include a specific time.
4. Not maintaining dignity and respect for the child and yourself at all times.

Suggestions for Effective Follow Through

1. Keep comments simple and concise.
2. In response to resistance, politely say, *“We had an agreement?”*
3. In response to further objections, keep quiet and use nonverbal communication. Gently put your hand on the student’s shoulder. Point to your watch. Smile knowingly. (Master the “nice try” look.)
4. When the student concedes to the agreement, express appreciation. *“Thank you for keeping our agreement.”*

The Four Steps for Follow Through Demonstration

1. Observe the demonstration of the Four Steps for Follow Through.
2. When the teacher and student were having the conversation, what did you notice the teacher doing to build trust?
3. How might the conversation between the teacher and student affect the student's willingness to follow-through with their agreement?
4. How might the conversation and follow-through affect the relationship between the teacher and the student?

Deciding What You Will Do and Following Through

Steps for Deciding What You Will Do and Following Through:

1. Have a friendly and frank conversation to gather information about what is going on for each (teacher and child) regarding the problem.
2. Inform the child what you will do the next time. "*When everyone is quiet, I will continue the lesson.*"
3. Check-in for understanding. "*So, what will I do when the lesson is being disrupted?*"
4. Follow through without reminding and without talking.

Deciding What You Will Do and Following Through Role Play

1. Break up into large groups to conduct a mock circle.
2. Choose one person to be the teacher, and another to be the teaching partner (co-teacher or assistant).
3. Have the teacher call the group to circle. Once the circle is settled, the teacher should start a mock lesson.
4. As the teacher gives the lesson, have one student start to disrupt (talking to a friend, sharing without raising their hand, playing with materials on the shelf, etc.).
5. The teacher should respond with a warning, a reminder, or a request. The disruptive student then reacts naturally to the teacher's response. The other children should react to the teacher-student interaction, naturally (some might get quiet, some might join in the disruption, etc.)
6. Repeat step 5. Eventually, the teacher asks the disrupting student(s) to leave circle, and the teaching partner accompanies them as they leave the group.
7. Call everyone back to circle.
8. Pretend it's the next day. Once the group comes to circle, the teacher says to the group:

"I noticed yesterday that we had a difficult time at circle. There were a lot of disruptions, and it was really hard to hear what everyone had to say. Did anyone else have a hard time yesterday?"

Ask for a raise of hands.

"If circle becomes disruptive again, I am going to stop talking and put my hands in my lap. I will wait until everyone is quiet and sitting calmly. When everyone is ready, I will continue."

Check in for understanding.

"What will I do if circle becomes disruptive?"

"How will I know if everyone is ready?" (They will be sitting quietly and calmly).

9. The teacher starts giving a mock lesson, and after a minute, the disrupting child from the previous roleplay begins to disrupt the lesson.
10. The teacher stops presenting and calmly puts her hands in her lap.
11. The teacher remains *Present, Warm and Silent* (PWS), until the students are sitting quietly and calmly.

Note: This may take longer than you want the first time, and it might feel uncomfortable. Resist the urge to say something. Stay PWS!

12. When the students are ready, the teacher simply picks up where she left off and does not reference the disruption. If the student(s) disrupt again, repeat step 11. If the student(s) disrupt again, repeat step 11. If the student(s) disrupt again, repeat step 11, etc.

Reflection:

What might an observing student decide about a child who is "called out" in front of the group?

What did you notice about the teacher the second role-play?

What did you notice about the student in the second role-play?

Any "aha moments"?

Conversational Curiosity Questions

"Do not erase the designs the child makes in the soft wax of his inner life." ~ Maria Montessori

"When a child makes a mistake or fails to accomplish a certain goal, we must avoid any word or action which indicates that we consider him a failure." ~ Rudolf Dreikurs

Conversational Curiosity Questions for Children 3 and Older

What happened? (LISTEN)

What caused that to happen? (LISTEN)

How do you feel about what happened? (LISTEN)

What did you learn from this experience? (LISTEN)

What could you do differently next time? (LISTEN)

How do you plan to solve this problem? (LISTEN)

How can I help? (LISTEN)

Conversational Curiosity Question for Children 3 and Younger

What would happen if _____?

Example: *"What would happen if you carried the tray with two hands?"*

Follow-Up Questions and Statements

Is there anything else?

Can you tell me more about that?

In response to *"I don't know."* Reply, *"I have faith in you to figure this out. I'll check back in with you _____ (definite time - this afternoon, after circle, etc.)."*

Conversational Curiosity Questions Activity

1. Choose a partner.
2. Choose a role play scenario from the next page.
3. Decide who will play the adult, and who will play the child in the first role play.
4. First role play – The child makes a mistake, and the adult responds with a short lecture. The child should respond to the adult authentically.
5. Second role play – Make sure the adult has the *Conversational Curiosity Questions* in hand. The child makes a mistake, and the adult responds with *Conversational Curiosity Questions*.
6. Switch roles, and repeat steps 4-5
7. With your partner, complete the *Conversational Curiosity Questions* Processing Chart, on the next page after next.

Conversational Curiosity Questions Role Play Scenarios

Primary

- The student was carrying the small moveable alphabet with one hand and dropped it.
- The student ran across the room and slipped.
- The student left their lunch box on the floor, and it got stepped on.
- The student was teasing their friend, and their friend pushed them.

Lower Elementary

- The student didn't use the mat for a long bead chain and a passerby kicked the tags out of order.
- The student teased a friend about something and now that friend doesn't want to sit with them at lunch.
- The student left their backpack outside, and their lunch is now soaked.
- The student didn't get their geometry work finished because they were talking with a friend.

Upper Elementary and Adolescents

- The student misplaced their seminar annotations.
- The student became angry during a group game at recess and stormed off the playground.
- The student didn't turn in an assignment because they didn't know how to do it.
- The student keeps running out of time during the work time and not getting everything done.

Conversational Curiosity Questions Processing Chart

Adult	Thinking	Feeling	Deciding
Lecturing			
Questioning			

Child	Thinking	Feeling	Deciding
Lecturing			
Questioning			

The Three Rs of Recovery from Mistakes

Errors divide men, but their correction is a means of union. ~ Maria Montessori

"What do you first do when you learn to swim? You make mistakes, do you not? And what happens? You make other mistakes, and when you have made all the mistakes you possibly can without drowning - and some of them many times over - what do you find? ~ Alfred Adler

1. **Recognize** the mistake with a feeling of responsibility without blame or excuses.

I yelled at you in circle today.

I pushed you down the slide.

I stole your pencil today when you went to the bathroom.

I didn't include you in our game.

2. **Reconcile** by validating hurt feelings.

That must have embarrassed you.

You probably felt very hurt. If I were you, I would have been mad. Would you forgive me?

I bet you felt left out.

3. **Resolve** the problem by working together on a solution, asking for forgiveness or apologizing.

Can we brainstorm for solutions that would work for both of us?

Should we put this on the class meeting agenda to get more ideas for a solution?

What can I do to make this right?

Would you forgive me?

I am sorry.

The Three Rs of Recovery from Mistakes Activity

1. Recall a situation where you made a mistake (lost patience, etc.) with the student that you chose for child study. Describe it briefly.
2. What were you thinking, feeling, and deciding (about yourself, the situation, or the child) when you made the mistake?
3. Write an amends statement using the format of *Three R's of Recover from Mistakes* on the previous page.
2. Choose a partner.
3. Decide who will be the adult and who will be the child in the first role play.
4. First role play - The adult first shares their reflection from steps 1-. Then makes amends to the child. The child responds authentically.
5. Second role play - Switch roles and repeat step 8.

Reflection:

What might students be learning when adults model making amends?

How did you feel after making amends to your student? What were you deciding?

I Language and Bugs and Wishes

Naming feelings helps reactivate the prefrontal cortex and supports effective communication. Here are the names of some common feelings that can be helpful for elementary and adolescent students to learn:

Embarrassed	Afraid	Relieved
Sad	Peaceful	Annoyed
Excited	Worried	Proud
Happy	Lonely	Ashamed
Angry	Confident	Uncertain
Discouraged	Excluded	Cautious

It is often easier for younger children to use the four basic feelings:

Mad Sad Glad Afraid

Elementary and adolescent aged children learn *I-Language* communication to help others hear their message without defensiveness.

***I feel* _____ *because* _____ *and I wish* _____.**

Younger children learn to use *I-Language*, you can use *Bugs* (dislikes) *and Wishes*, as phrased below, to help others hear their message without defensiveness.

***I don't like it when* _____, *and I wish* _____.**

Reflective Listening

When a child (or adult) comes to you expressing strong feelings or simply complaining try responding like this:

You feel _____
because _____
and you wish _____.

Is there anything else? or ***Did I get that right?***

Keep responding in this manner, trying to interpret how they are feeling, until they are finished. This is a critical skill for children to learn when resolving conflict.

Reflective Listening Activity

1. Choose a partner.
2. Choose a role play scenario from the next page.
3. Decide who will play the adult, and who will play the child in the first role play.
4. First role play - The child (or parent) approaches the teacher to complain or tattle, and the adult responds with "insight" or advice. The child should respond to the adult authentically.
5. Second role play – The child (or parent) approaches the teacher to complain or tattle, and the adult responds with *Reflective Listening*.
6. Switch roles, and repeat steps 4-5
7. With your partner, complete the *Reflective Listening* Processing Chart on the page after next.

Reflective Listening Role Play

Primary

- The student complains that a friend called them a name, and they are hurt.
- The student was not able to use the new Practical Life work that day because others were using it.
- The student is very sad that their parent left for a week-long trip for work.

Lower Elementary

- The student lost a game they were playing with a friend, and they are very upset.
- The student is sad that their friend chose someone else to work with.
- The student is angry because they wanted to use the Timeline of Life, and other students were using it during the morning work cycle.

Upper Elementary and Adolescents

- The student heard two classmates gossiping about them.
- The student was angry because they had to redo a cubing problem that a friend knocked over.
- The student received some bad news from home that morning.

Parent

- The parent believes their child is being bullied at school.
- The parent is upset because their child does not seem as academically prepared as a friend of the family who attends a traditional school.
- The parent believes their child is being treated unfairly, because the child reported that the teacher took the side of another child during a conflict.

Reflective Listening Processing Chart

Adult	Thinking	Feeling	Deciding
Advising			
Listening			

Child	Thinking	Feeling	Deciding
Advising			
Listening			

Conflict Resolution Process

Primary

1. Child A uses *Bugs and Wishes*.
2. Child B acknowledges Child A's request.
3. Child B uses *Bugs and Wishes*.
4. Child A acknowledges Child B's request.

Elementary and Adolescents

1. Both students check in with each other to make sure they are both calm enough to solve the problem (no flipped lids).
2. Child A shares using *I Language*.
3. Child B uses *Reflective Listening*.
4. Repeat steps two and three until Child A has said everything they need to say.
5. Child B shares using *I Language*.
6. Child A uses *Reflective Listening*.
7. Repeat steps two and three until Child B has said everything they need to say.
8. Brainstorm and agree on a solution.

Reflection:

Where might students use these life skills after they leave Montessori?

What methods of conflict resolution have you tried in your classroom? What elements worked?
What elements didn't work?

The Class Meeting Format

Primary Class Meetings

1. Compliments and Appreciations
2. Follow-Up on Prior Solutions
3. Agenda Items
 - a. Share Problem while Others Listen
 - b. Validation (raise of hands)
 - c. Brainstorm Solutions Together
4. Connection Activity

Sample "Individual Problems" for the Primary *Class Meeting*

- A child being teased
- A friend not sharing
- A child being excluded
- A child's work being ruined

Sample "Group Problems" for the Primary *Class Meeting*

- Children taking too long to get ready to go outside
- Not enough snack, having to wait too long for snack
- Things not being put back where they belong
- People taking items from work

Elementary and Adolescent Class Meetings

1. Compliments and Appreciations
2. Follow-Up on Prior Solutions
3. Agenda Items (Child with problem can choose)
 - a. Share Problem while Others Listen
 - b. Discussion
 - c. Brainstorm Solutions Together
4. Connection Activity

Sample "Individual Problems" for the Elementary/Adolescent *Class Meeting*

- A student having difficulty finishing work during the work cycle
- A student is having problems with organization
- A child being excluded at recess
- A student who is having difficulty making friends

Sample "Group Problems" for Elementary/Adolescent *Class Meetings*

- People not putting their work away
- Lessons are too long, students are being disruptive in circle
- People are taking classroom pencils home
- Classroom jobs aren't being done (or not being done well)

Sample "Ideas" for Elementary/Adolescent *Class Meetings*

- Field trip ideas
- Enhancing current areas of study (project ideas, research ideas)
- A new way to celebrate birthdays
- A suggestion for a special celebration

Reflection:

What does it feel like when you are included in decision-making processes that affect you and your environment?

How might you feel as a child participating in *Class Meetings*? What decisions might children be making about themselves and about their place (belonging and significance) in the community because of *Class Meetings*?

Positive Discipline Tools

- Mistaken Goal Chart
- Observe to Encourage
- Conversational Curiosity Questions
- Motivational Curiosity Questions
- Limited Choices
- Let Routines be the Boss (involve students in planning)
- Jobs for a feeling of belonging & significance
- Positive Time Out: Let kids help design The Three Rs of Recovery from Mistakes See Mistakes as Opportunities for Learning
- Act, Don't Talk
- One Word or Ten Words
- Decide What You Will Do
- Two Tongues: If you say it, mean it; and if you mean it, follow through
- Put Everyone in the Same Boat
- Connection Before Correction
- Special Time
- Emotional Honesty: *"I feel _____ about _____ because and I wish _____."*
- Encouragement vs. Praise and Rewards
- Nicknames: Give them to the kids with humor and love
- Mirror: *"I notice"*
- Kind and Firm
- Go Beyond Consequences/Brainstorm for Solutions
- Say, *"No"* (use rarely)
- Say, *"Yes"*
- Small Steps Compliments
- Class Meetings
- The Wheel of Choice
- The Four Problem-Solving Steps
- Follow Through with Dignity and Respect
- Do Nothing-Allow Natural Consequences
- Listen without Talking
- Logical Consequences (rarely ever)

Belonging and Significance Chart

Belonging (Love, Connection)	Significance (Responsibility, Contribution)

Students Support Plan Instructions

Journal Reflection – Before you start the student support plan, write a narrative description of an incident that involved the student (see Journal Reflection page following these instructions). The incident should be one that you were directly involved with. Write the description as you would a script. Be as factual as possible and leave out any interpretations.

Example: *Caleb was working with Jaylah. Jaylah took one of the colored pencils that Caleb was using. Caleb started screaming at her. Jaylah said, "Calm down, it's just a pencil." He then grabbed all the pencils and threw them across the room. One of the pencils hit another student in the eye. I walked over to Caleb and Jaylah, and said, "We don't throw pencils in our classroom." Caleb started explaining that the situation wasn't his fault, and then screamed and ran out of the room. I went after him, and my co-teacher called the office for help. The Head of School brought Caleb back to the classroom an hour later after he calmed down.*

1. **Name** – Record the student's name.
2. **Age** – Record the student's age.
3. **Challenges** – Record the student's behavioral challenges. Be very brief. For example, *disrupts during circle, tantrums, refuses to work*. Record no more than three.
4. **Strengths** - Now identify a few strengths for this student. It may be difficult to identify strengths for your most challenging students. If you have a hard time identifying the child's strengths, ask a colleague for input. For example: *strong reader, enjoys cleaning, outgoing and friendly*.
5. **Goals for Development** – Review the student's challenges. If you were to have a magic wand and could tap this child on the shoulder and give them a few characteristics or skills that would help them find success (belonging and significance) in the classroom community, what would they be? Be brief and specific, like this: *Raise her hand at circle, complete his work plan during the morning work cycle, complete a transition without hitting*.
6. **Student Mistaken Goal** – Use the *Mistaken Goal Chart* to identify the student's mistaken goal. You can use the Mistaken Goal Identification Worksheet to support this process. Remember a few key points when identifying the student's Mistaken Goal:

- a. Share your journal reflection with your partner. Share no background information.
- b. Refer to the first column of the Mistaken Goal Chart and identify what you were feeling when the student misbehaved.
- c. Check the second column of the Mistaken Goal Chart. How did you react to what you were feeling?
- d. Check the third column of the Mistaken Goal Chart. How did the child respond to your reaction?

If you are having difficulty identifying the child's mistaken goal, ask a colleague to work through this process with you. You can both choose a situation to use.

7. **Connection Plan** – Connection before correction! For correction to be effective, children need to know that the adults around them care; that the adults are on their side. Sometimes, the most challenging students in your classroom are the ones you find most difficult to connect with. How might you connect with this child? Consider an *Interest Interview* (making time to ask questions and follow-up questions about their interests), or planning special time, working with the child, having them help with a special project, etc. Choose one idea to focus on over the next week.
8. **Contribution Plan** – Review your student's strengths. Identify a few meaningful ways this student could use their strengths to contribute to others – whether to classmates, to you as the guide, or to the classroom community. How might this student's unique abilities be used in the service of others? Remember: a deep sense of **belonging** (feeling loved and accepted) and **significance** (feeling capable and that one matters) is cultivated when individuals contribute to the well-being of others. Choose one idea to focus on over the next week.
9. **Encouragement Plan** – Children aren't born with social (grace and courtesy) skills, and lagging social skills lead to discouragement. Encouragement begins with equipping children with the social tools and skills they need to succeed. What specific social skills does this child need to develop in order to feel a sense of belonging and significance within the classroom community? Review the challenges listed in Box 3 and the goals in Box 5. Identify the specific grace and courtesy skills that need to be directly and explicitly taught. These skills can be introduced one-on-one or during a *Class Meeting*. Choose one skill to focus on over the next week.

10. **Response to Misbehavior** – Using the last two columns of the Mistaken Goal Chart, identify a few responses to the child’s misbehavior that you believe may support the student when they misbehave, or help prevent misbehavior. Choose one idea to focus on over the next week.

11. **Observe to Encourage** – Use the *Observe to Encourage* form on the last page of this document to record observations of the child’s progress toward the developmental goals identified in Box 5. Focus on progress, not perfection, and look for every opportunity to offer verbal encouragement when you observe growth. You can find sample encouragement statements that correspond with the child’s *Coded Message* on page 93-96 of *Positive Discipline in the Montessori Classroom*.

Journal Reflection

Students Support Plan

1. Name	2. Age
3. Challenges	4. Strengths
1. 2. 3.	1. 2. 3.
5. Goals for Development	
1. 2. 3.	
6. Mistaken Goal	
7. Connection Plan	
1. 2. 3.	

8. Contribution Plan	
1.	
2.	
3.	
9. Encouragement Plan	
1.	
2.	
3.	
10. Response to Misbehavior Plan	
1.	
2.	
3.	

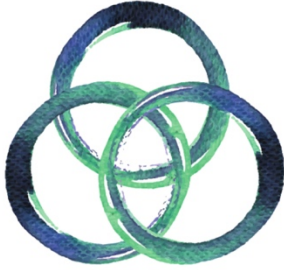
Notes

Observing to Encourage Form for Student Support Plan

Created by Jody Malterre, M.Ed.

Characteristic or Life Skill to Develop	Evidence of Development	Compliment on Development

Contact



Positive Discipline in the Montessori Classroom

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