Discipline Approach
Love and Logic

Key Concepts:
The concepts behind Love and Logic place a heavy emphasis on respect and dignity for children and at the same time allows parents to grasp simple approaches instead of learning difficult counseling procedures.

What is love and logic?
1. Raise responsible kids
2. Easily and immediately (first use) change a student's behavior
3. Children learn from their choices
4. Love and logic encourages the philosophy of teaching students independence, happiness, and social interactions that promotes the success for students. This philosophy establishes the connection of love which allows students to learn from their mistakes and move forward. The logic-based skills adapt to the concept of allowing students to understand their actions of their choices. The control is placed in the hands of adults and allows students to become responsible and prepared for their future.

How love and logic is used?
5. Neutralizing student arguing
6. Delaying consequence
7. Empathy
8. The recovery process
9. Developing positive teacher-student relationships
10. Setting limits with enforceable statements
11. Using choices to prevent power struggles
12. Quick and easy preventative interventions
13. Guiding students to own and solve their problems
14. Maintain dignity for the adult and child
15. Whenever possible, share the control
16. Whenever possible, share thinking -- get the child to do more
17. If consequences are necessary, use the empathy-with-consequences approach

Components
In my classroom, there was a discipline issue involving a student named Isaac (not his real name). Isaac did no want to do his homework and when asked by my mentor teacher to, “please do your homework” he said, “I don’t want to.” My mentor teacher said, “do you want to go to this principles office this more Isaac?” Then, Isaac began to throw a tantrum. My mentor teacher then called the office and informed them that Isaac was going to spending the morning with the vice principal this morning. To make this example love and logic, I would have told Isaac, when he wasn’t doing his homework, “What do you think you should be doing Isaac?” If Isaac answered, “nothing” I would respond with, “how do you think it makes me feel that you are not doing your homework? Its important that you do your homework because you need to learn and if you don’t do it you wont learn anything.” If Isaac still didn’t choose to do his homework, I would send him into the pod, which is a room next door to the classroom that I am in that allows teachers to have one on one attention with students, to complete his homework. In the meantime, the students who did their homework would have a chance to have an energy break with music and dancing. Isaac would be able to see how much fun the students were having and he would learn the consequence of his actions.