

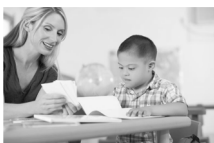
Discipline That Doesn't Divide



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How to Discipline in ways that are
Attachment-safe
and **Developmentally Friendly**



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Guidelines for Discipline

Nurture and safeguard the
student's desire to be good
for you



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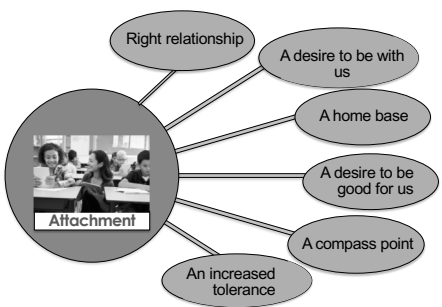


Attachment

... the most preeminent need of all human beings

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Attachment Facilitates Dependence



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Nature of Attachment




Nature arranges relationships in a hierarchy.

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Guidelines for Discipline


Handling Defiance and
Oppositionality



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**The CounterWill
instinct**

... is a **defensive** reaction to
perceived control and coercion



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The **CounterWill**
instinct

- Can be....
- physical
- behavioural
- emotional
- cognitive

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The CounterWill instinct

1) PRIMARY PURPOSE:

2)

It serves attachment by **protecting**
against outside influence & direction



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Attachment and Counterwill:

- when attachment is **intense**, counterwill will be **weak or nonexistent**
- counterwill problems will exist wherever there are **attachment problems**
- whenever attachment is **weak**, counterwill will be **strong**

(alpha problems, peer orientation, vulnerability too much to bear...)

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Engage the attachment instincts

Collect before
you direct



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Reduce pressure and coercion

- **Refrain** from using a **commanding tone** or **prescriptive manner**
- **Refrain** from focusing on the **SHOULDs, MUSTs and HAVE TOs**

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Reduce pressure and coercion


- **Use structures and routine** to guide behaviour.
- **Use play and distraction** to draw their attention away from the task at hand.
- Sometimes we will need to **back off** until we **get a better connection**.

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The Counterwill instinct

Secondary Purposed :

It serves development by preparing the way for **separate functioning**



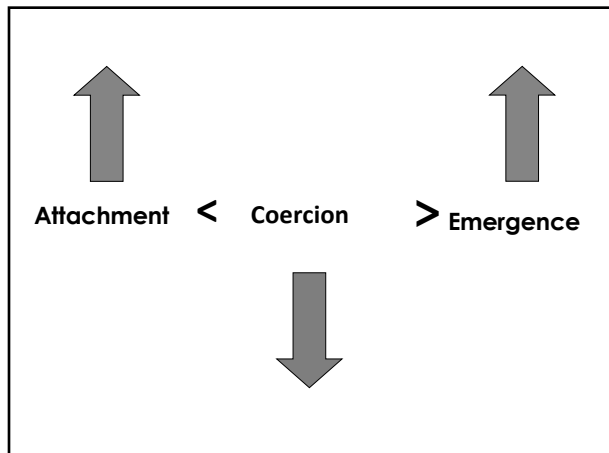
The first step in **finding one's own WILL** is to **resist and counter** the **WILL** of others.

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Draw out the student's emergence or will

- Provide some sense of **choice**
- Make room for the student's **initiative or will and involvement**

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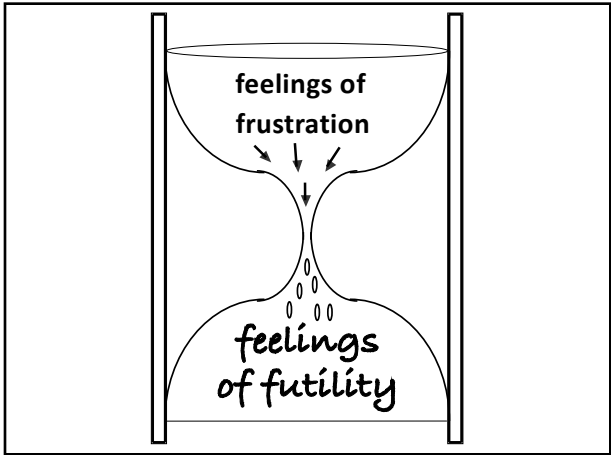


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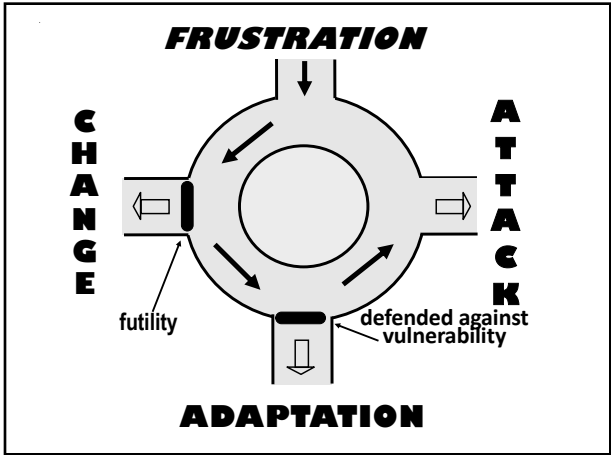
Guidelines for Discipline

Handling Aggression

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Help the student find their sadness when encountering futility

A black and white photograph showing a teacher sitting at a desk, leaning over and helping a young student with their work. The student is looking down at a book or paper on the desk. The teacher is looking at the student's work and has one hand on the student's shoulder.

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“Heaven knows we need never be ashamed of our tears, for they are rain upon the blinding dust of earth, overlying our hard hearts. I was better after I had cried, than before--more sorry, more aware of my own ingratitude, more gentle.”

~ Charles Dickens
Great Expectations

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Don't try
to make headway in the
incident



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Guidelines for Handling the Incidence

- Instead of trying to make headway, aim to **DO NO HARM.**
- **Don't** try to teach a lesson when emotions are high

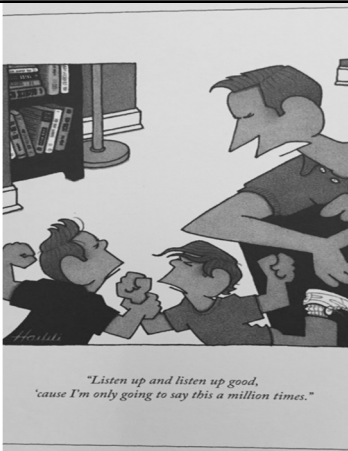


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Guidelines for Handling the Incidence

- **DEPERSONALIZE** the attack
- **ANTICIPATE** aggression so as not to be taken off guard or thrown off balance
- **CONVEY** that the relationship will survive the outburst or tantrum

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The True Alpha Stance....

Invite the inevitable and convey that you can handle it.

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Recollect and
reconnect



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*The child who is not embraced
will burn down the village
to feel its warmth.*

~African saying

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Help the student find the
mixed feelings instead of
demanding
self-control



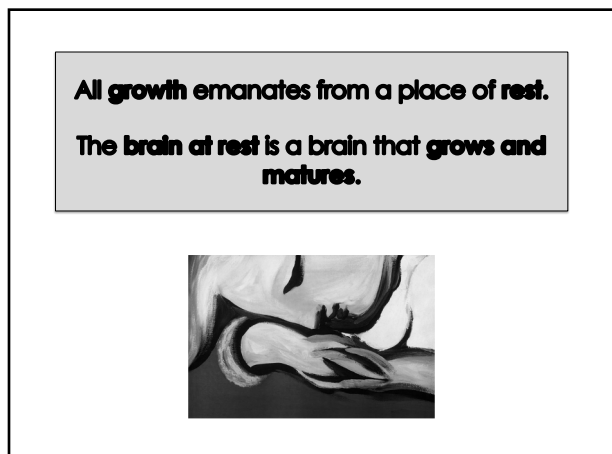
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Guidelines for Discipline

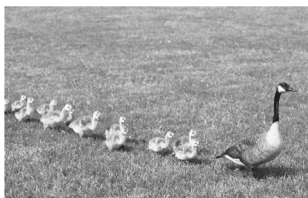
Change the circumstances rather than trying to change the student



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Guidelines for Discipline

Collect then *SCRIPT* behaviour



And use structure and ritual to get the desired results

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" One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child "

Carl Jung

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Making it Safe to Depend

- Free from relating adversarially
- Free from the threat of separation
- Free from having what the student cares about used against them

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Making it Safe to Depend

Attachment is the **GOLD** in our pocket.
At all costs, **preserve the connection**
as much as possible.

Bring the student to **rest** through
a strong caring alpha presence,
no matter what the age
no matter what the challenge.

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"I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming."

~ Haim Ginott

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*It is not so much
what we do,
but rather
WHO WE ARE
that matters most.*

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For more information:

www.drobotcounseling.com

www.neufeldinstitute.com



Reclaiming Our Students
Why Children Are More Anxious, Aggressive,
and Shut Down Than Ever – And What We Can
Do About It

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