

Conscious Discipline Chapter 1: Composure

Learn principles

Principle #1: Composure is self control in action.

1. Read p. 25-27

Principle #2: “No one can make me angry without my permission.”

1. Read p. 28-32
2. Repeat Principle #2 above three times to yourself.
3. Fill out Skill #1 (following page)

Principle #3: Implement stress reduction activities.

1. Read p. 34-36, 40. Learn how to do all four of these activities to relax and breathe pictured here and demonstrate them to your site manager→
2. Skill #2: The three skills to reduce stress are:
 1. _____
 2. _____
 3. _____
3. Ask a teacher how she begins group time early in the day to include an

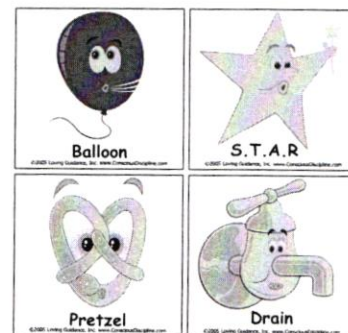
1. ____ activity to unite

2. activity to disengage the stress response

3. activity to connect with each other

4. activity to commit oneself to learning.

Teacher's response:



Principle #4: “My job is to keep you safe. Your job is to help keep it that way.”

1. Read p. 51-54.
2. Safe Place case: In a container located within your main structure, place additional items that might help children return to a pleasant peaceful inner state. This could include but is not limited to the following:



<ul style="list-style-type: none"> • Tape recorder/CD with soothing music • Family and Friends Center nearby 	<ul style="list-style-type: none"> • Stuffed animals or dolls to hug • Lotion • Relaxation wave bottles 	<ul style="list-style-type: none"> • Small blanket or beach towel • Stress balls or stress S.T.A.R. • Favorite books
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Ask a teacher where her Safe Place is. Does it have a Safe Place Case?

Teacher's response:

3. Complete as many of these as you have time for—in whatever order you want.

Fill out the corresponding activity found on the “Three Activities” page.

Read *Shubert* is a S.T.A.R



Read “Becoming brain smart” (pp. 42-48).

Read “Understanding temperament” (p. 48-51).

THREE ACTIVITIES



What insights did you gain from reading Shubert Is a S.T.A.R.?



Activity to take time to synthesize the brain information

Hypothesize the answers to the following questions. There are no correct answers, just educated guesses. The purpose of the exercise is for you to interact with the information presented about the brain and the nervous system. *Choose one of the following to answer.*

1. Describe behaviors you might see in your classroom from a hypothetical child who possessed the following nervous system characteristics:
 - a. Oversensitive alarm system, undersensitive dopamine and motivation system, low levels of serotonin
 - b. Undersensitive alarm system, oversensitive dopamine and motivation system, low levels of serotonin
2. Why might certain children respond differently to classroom teasing?
3. From your current knowledge, brainstorm the messages, types of activities and kinds of class climates children need to be successful. Focus on what would benefit all children.
4. Discuss how current policies/practices may destine some children for failure.

Answer to Question # _____



Activity to discern your temperament

The traits listed on pages 49-50 can be loosely divided into easy, moderate and difficult levels. The difficult descriptions have been given. You must estimate from this description what easy and moderate would look like. Rate yourself as easy, moderate or difficult. Also pick a child who you would find challenging and rate him or her as well. Write E for easy, M for moderate, or D for difficult.

Trait	Your temperament	Child's temperament
Activity level	_____	_____
Quality of mood	_____	_____
Approach/withdrawal	_____	_____
Rhythmicity	_____	_____
Adaptability	_____	_____
Sensory threshold	_____	_____
Intensity of reaction	_____	_____
Distractibility	_____	_____
Persistence	_____	_____

Conscious Discipline Chapter 2: Encouragement

Principle #1: We are all in this together

- ___ 1. Read p. 57-62
- ___ 2. Read p. 65-67, "Building the school family" and "Physical structures."
- ___ 3. Locate these physical structures in your classroom.

Principle #2: Contributing to the welfare of others builds self-worth—and this includes children.

- ___ 1. Read p. 68, including Skill #1: Meaningful jobs for all.
- ___ 2. Read p. 71-73, Skill #3: Noticing children's contributions to others.

The basic formula: You _____ so _____. That was _____.

- ___ 3. **Using the basic formula, write down your response to these situations.**

Situation 1: Arlie was upset and could not find her carpet square to sit on for story time. Marcia waved to her and said, "You can sit with me."

Situation 2: After working on puzzles, Alexander cleans up his table space and puts the puzzles away.

Situation 3: After serving himself some corn, Matt passed the bowl to Lucas.

Principle #3: How you "see" others defines who you are.

- ___ 1. Read p. 76-77, Skill #4: "Call for help"—A two-step teaching process.
Step #1: Empower the children to respond to "problem" child.
Step #2: Then use "call for help" perceptual frame to respond to child.
Shubert's Helpful Day describes this skill well.

Note: When you master this concept, the most difficult one in the book, you'll be able to call yourself a master teacher. Don't worry if you do not master it yet.

Principle #4: We are all unique, not special.

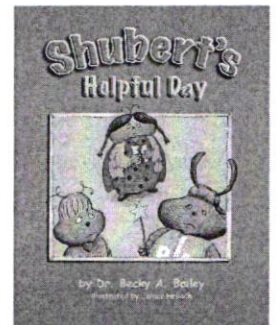
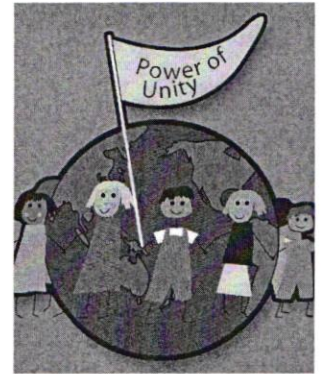
- ___ 1. Read p. 78-79

Principle #5: Some forms of praise can be discouraging.

- ___ 1. Read p. 79-84. *This is key to mastering Conscious Discipline.*
- ___ 2. Fill out handout, "Do You Tend to Encourage or Discourage Yourself?"
- ___ 3. **When you get the urge to say, "Good job." "Great!" What are you going to do to teach yourself to notice, rather than judge, a child?**
- ___ 4. **Why does *Conscious Discipline* not use rewards?**

Principle #6: Children need encouragement, especially when they have made "poor" choices.

- ___ 1. Read pp. 84-87.
- ___ 2. Read *Shubert's Helpful Day*.



Conscious Discipline Chapter 3: Assertiveness

Principle #1: What you focus on, you get more of. "Don't think about a purple alligator."

___ 1. Read pp. 91-94.

___ 2. On page 94....

Scene 1: Teacher's overall focus: _____

Scene 2: Teacher's overall focus: _____

Scene 3: Teacher's overall focus: _____

___ 3. Commitment #1: I am willing to spend one month of my life discovering where I focus my attention. I am going to be conscious of my outer and inner speech. I want more joy in my life!

Signature _____ Date _____

Note: Commitments are your choice to sign or not to sign.

Principle #2: When you are upset, you are always focused on what you don't want.

___ 1. Read p. 95-102

___ 2. Skill #1: Pivoting

a. I'm upset! I tell a person what *not* to do.

b. STOP, take a deep breath and relax. (Be a S.T.A.R.)

I feel upset → I'm focusing on what I *don't* want → Do I want more of this?

c. PIVOT → Tell a person what you want him or her to do.

Using one of the three situations on p. 96....mentally go through these steps.

Last step: What will you say to the child?

___ 3. Skill #2: Assertiveness—adults must set limits respectfully

Change these "don't" statements to "do" statements.

a. Don't throw objects, they could hurt people.

b. Don't push your friends, that's not nice.

c. Stop talking when I'm talking.

___ 4. Fill out "Assessment to become self-aware" on the attached page.

Principle #3: Passivity invites aggression. Aggression causes more aggression. Assertiveness lessens aggression.

___ 1. Read pp. 103-113.

Assertiveness: An assertive person....

- Has as a goal clear communication.

- Makes straightforward statements about feelings, thoughts and wishes.

- Concentrates on oneself instead of focusing on what someone else might think.

___ 2. **How often to you use each communication style?**

Passive ___% Aggressive ___% Assertive ___%

___ 3. Skill #3: Assertive commands

Demonstrate to your site manager one of the two activities on p. 113 using the 5 steps.

___ 4. Skill #5: I-messages. Read p. 117-120.

___ 5. Using p. 120 activity, think of a situation where a child worried you. What would you say?

I feel worried when you _____ because _____.
(describe the child's action) (relate to safety)

Principle #4: Children must learn that they teach others how to treat them. They must learn to assertively deal with intrusive behaviors.

Ways to Teach Children:

___ 1. Locate the CD, "Kindness Counts" and listen to:

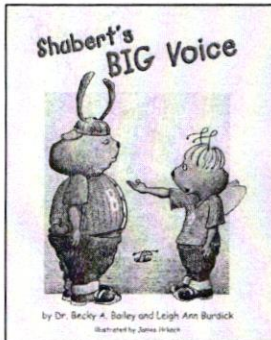


"Big Voice" from *Kindness Counts*

Chorus:

Use your big voice – Stand up tall
With your big voice – Take a deep breath
Use your big voice – Look them in the eye
With your big voice – Give it a try

___ 2. Read *Shubert's BIG Voice*. [Read this book often to small groups of children. You may need to shorten the text...and just let the conversation flow.]



Mrs. Bookbinder's Bits of Wisdom, from *Shubert's BIG Voice*

Mrs. Bookbinder:

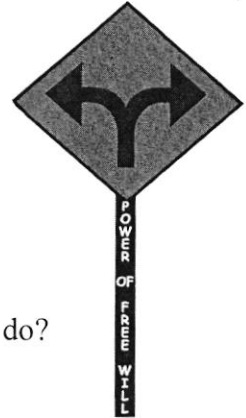
1. goes to the victim first.
2. begins empowering Shubert by noticing him.
3. helps Shubert label his feelings.
4. asks Shubert, "Did you like it when he pushed you?"
5. gives Shubert the exact words to say to Benny.
6. observes Shubert using his newfound BIG Voice.

___ 3. What are your reactions to the song and to the book?

Children engage in intrusive behaviors FIVE TIMES EVERY HOUR. Adults have teaching opportunities many times each day!

Power comes from choice,
not force.

Conscious Discipline Chapter 4: Choices



Principle #1: The only person you can *make* change is yourself.

___ 1. Read pp. 133-135.

Don't make me have to take away those counting bears.

OR

If you choose to throw the bears, I will take them away.

You can count with them or play the matching game. What will you choose to do?

Principle #2: Giving your power away sets you up to blame.

___ 1. Read 136-138.

___ 2. Below are some common phrases used by teachers who unknowingly give their power away to children. Rewrite each of these statements. Change them to empowering statements.

Giving your power away to children sets them up to be "pleasers" or "controllers." It also sets you up to blame.

- a. When you are quiet, I will begin.
- b. Let me finish reading the story and I will help you.
- c. Don't make me have to speak to you again.
- d. You are driving me nuts.
- e. You are ruining the story for everyone.
- f. Look how you made your friend feel.
- g. Don't make me have to speak to you again.

___ . The Blame Game: If I think I can make others change→but I can't....

→then I feel inadequate→so I start to blame someone else

Change: "Don't make me have to..."

Into: "I'm going to..."

Practice....practice....practice, and you will reclaim your power as a teacher!

Principle #3: Ask yourself, "How do I help the child *more likely* to choose to _____," rather than "How can I *get* the child to _____."

___ 1. Read pp.138-144.

___ 2. Commitment #1: I am willing to take responsibility for my choices. I understand that if I choose to believe that others are making me behave in certain ways I give my power away, stress my body, and put myself in the frame of mind to blame and punish someone.

Signature _____

Date _____

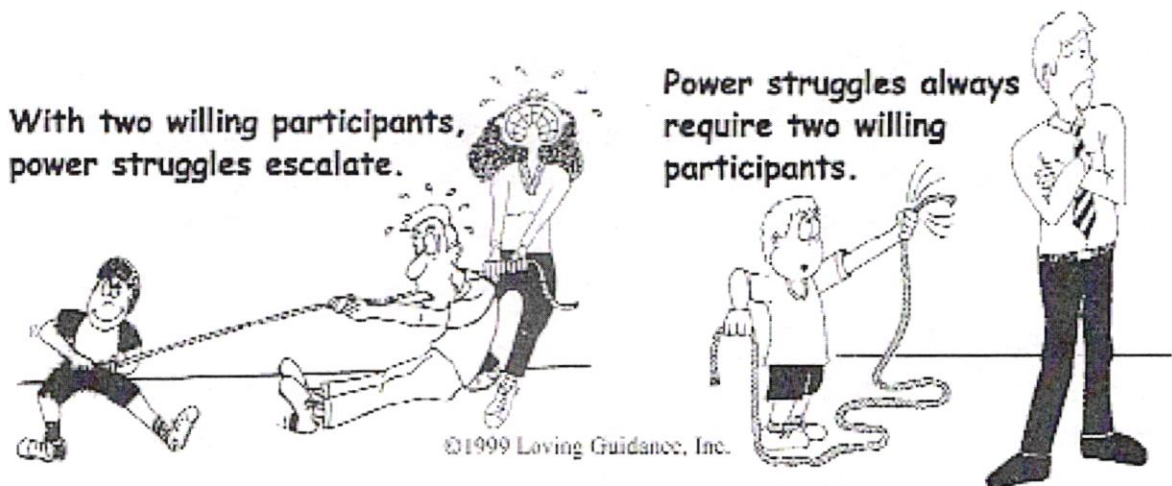
Principle #4: Making choices builds willpower and self esteem.

The ability to make choices is a measure of self-esteem.

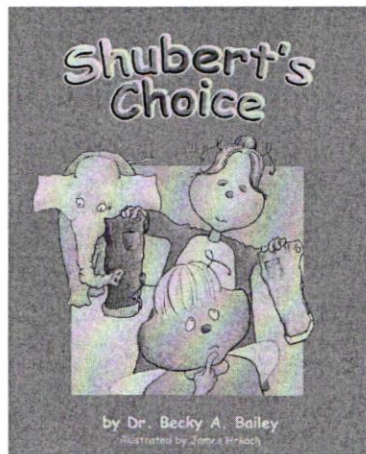
___ 1. Read the information below:

Children who have trouble making choices.

- a. Children for whom life is overwhelming.
For these children, use the assertive commands, rather than choices.
- b. Children who change their minds.
For these children, use the assertive commands, rather than choices.
- c. Children who developmentally do not understand what a choice is.
Show them, for instance, two toys, and ask them which one they want. When they choose, say, "You chose the ____."
- d. Children who resist the structure given (given a choice of A or B, they pick C.)
Read pages 147-150. Understanding these children is crucial to their becoming part of the school family.



___ 2. Then read whatever *Shubert's Choice* and whatever portions of pp. 144-156 as you have time for.



3. Reframing blame

Child statement

Teacher response

- a. "Keisha made me do it!" "No!" "So Keisha is the boss of you?" "What could you do differently if you were the boss of you?"
- b. "Keisha made me do it!" "Yes!" "So Keisha is the boss of you?" "How sad! That must be hard for you with Keisha bossing you all the time." (Note: This second response must be genuine for it to work. It's OK for the child not to "get it" today.)

Reframe the blame in your response.

Child

You

- a. "Bryan made me pull the fire alarm."

"So Bryan is the boss of you?"

"No!"

- b. "It wasn't my fault, Kaylan pushed me first." "So Kaylan is the boss of you?"

"Yes."

4. Two positive choices

Steps in delivering two positive choices

- Step 1: Breathe deeply. Think about what you *want* the child to do.
- Step 2: Tell the child, "You have a choice!" in an upbeat tone.
- Step 3: State the two choices you have created to achieve your goal. Say, "You may ____ or you may ____."
- Step 4: Get a commitment. You might say, "What is your choice?"
- Step 5: Notice your child's choice. Do this by saying, "You chose ____!" in an encouraging voice.
- Make sure to make this final comment. It will bring crucial awareness to your child about his choice.*



Activity to make two positive choices.

Scene: Playing with food

Nathan (age 3) is busily pounding his fist on his pizza during lunchtime. Breathe deeply. Think about what you want to happen. Now decide which choices you will offer Nathan. You might say,

"Nathan you have a choice. You may _____

or _____

What will you choose? You chose to _____

Conscious Discipline Chapter 5: Positive Intent

Principle #1: See the best in one another.

- ___ 1. Read p. 159.
- ___ 2. Take a deep breath. As you inhale, say to yourself, "I am willing to see." As you exhale, say to yourself, "the best in others."



Principle #2: What you offer to others, you strengthen within yourself.

- ___ 1. Read pp. 160-162.
- ___ 2. Who gets to decide how others feel about you?

___ 3. **Commitment #1: I am willing to use the Power of Love and see the best in every situation. I understand that by seeing others compassionately, I will heal my own critical thoughts towards myself.**

Signature _____ **Date** _____

Principle #3: Children are either extending love or calling for love (help).

- ___ 1. Read pp. 163-164.



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Children call for help in many different ways.

- ___ 2. Skill #1: Reframing negative intents attributed to children to positive intents.

Reframe the negative intent attributed to children on the left to a positive intent.

Negative intent

Children are just mean.

They are just trying to get my attention.

They sure know how to push my buttons.

He's just hurtful for no reason.

He keeps others from learning.

She is disrupting this class.

She is just plain lazy.

Positive framing

Children need social skills.

Principle #4. Attributing positive intent creates teaching moments by transforming resistance into cooperation.

- ___ 1. Read pp. 165-172.

Story: Mark and the Counting Bears; Activity: Mark's true intent, p. 170; Two skits, p. 171-2

Principle #5: Attributing negative intent to children teaches "gang readiness" skills.

- ___ 1. Read pp. 172-174.

Do You Tend to Encourage or Discourage Yourself?

How you treat yourself is how you will treat children. The following quiz can help you pinpoint your major tendency:

1. During the course of one day, I tend to focus more on...
 - a. my assets and strengths.
 - b. my liabilities and weaknesses.
2. Typically, I...
 - a. accept myself as I am.
 - b. focus on what is wrong and need changing (too fat, too thin, too something).
3. I generally talk to myself in a way that...
 - a. builds self-confidence.
 - b. makes me feel confused or inadequate.
4. During the day, I tend to think about...
 - a. what I am currently doing.
 - b. what I should be doing.
5. I notice...
 - a. my efforts and improvements
 - b. that I am not where I think I should be.
6. As life unfolds I tend to...
 - a. notice the turn of events without the need to judge
 - b. judge events as good or bad.

If you scored high on (a)'s you are probably good at encouraging yourself. If you scored high on (b)'s, you may tend to discourage yourself. If you routinely discourage yourself, you will unconsciously discourage your Head Start children. Change begins with you, then extends to your children. Today, decide to be kinder and more encouraging toward yourself. To begin the process of change, say the following aloud:

- I will recognize and honor my own contributions to a better world.
- I am willing to allow myself to make mistakes and I will forgive myself.
- I will encourage myself to be successful.
- I will accept praise other people offer me because I know I am a valuable human being.
- I will suspend my judgments long enough to allow my love to shine through.

___ 2. Bully prevention program.

What can you do to heal a child who has lived with these factors in his or her life?

Factors

What I can do

- a) Negativism toward child
- b) Indifference
- c) Punitive strategies
- d) Permissiveness regarding use of aggression to solve problems.

Principle #6: Children cannot *behave* differently until they are *seen* differently.

___ 1. Read pp. 174-185.

___ 2. Skill #2: Positive intent, hurtful actions

Intent: You wanted _____ so you _____.

Benefit: You didn't know _____.

Limit: You may not _____ hurts.

Teach: When you want _____, say (or do) _____.

Practice: Say it now (child repeats words or actions).

Practice the following situation:

Situation 1: Child goes up and hits Angie for seemingly no reason.

Intent:

Benefit:

Limit:

Teach:

Practice:

___ 3. Skill #3: Positive intent, hurtful words

Value: healing--Go to victim first..... Value: hurting: Go to aggressor first

Activity to put it all together, p. 181. Write out on the back of this page or role play with your site manager the following scene:

Scene 1: James pushes Kareem to sit on the red carpet square.

___ 4. Locate these songs and listen to it:



Song: "When You Look at Me"

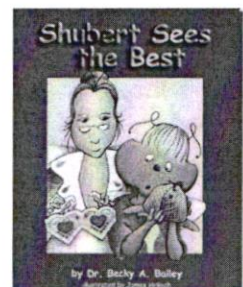
*This is a great way to
begin rest time.*

and

Song: "Let's Celebrate!"

___ 5. Read:

Shubert Sees the Best



___ 6. **Locate the Celebration Chair/Center in your classroom:**

A chair, a prop box, some music—celebrate both the big and little events in a child's life!

Conscious Discipline Chapter 6: Empathy

Principle #1: The moment is as it is.

___ 1. Read pp. 189-191.

Children must be taught how to handle upset feelings.



Principle #2: Resisting the moment as it is creates upset.

Upset prevents you from giving empathy to others.

___ 1. Read pp. 191.

- Upset is an inside job created when the world fails to run as we planned.
 - Upset feelings for children to learn: afraid/worried, frustrated, disappointed/sad (These are great vocabulary words for children to learn! E.g. "I'm frustrated!")
- Note: Anger is a secondary emotion for such 'upset' emotions as fear or frustration.

Principle #3: Empathy is the heart of emotional intelligence.

___ 1. Read p. 192-193.

- Empathy demands that we listen to children's feelings *without needing to change them*.
- This is the foundation for children's sound emotional development.

How you respond to children's upset emotions teaches them how to respond to the upset of others.

Principle #4: Empathy is about understanding and joining with others, *not* taking on the pain of others as your own.

___ 1. Read pp. 193-194; 196-201 (Skip "Developmental levels" and "Activity to really listen.")

- We *do* need to understand another's perspective, but this does not equate to agreeing or disagreeing with their judgments of themselves, the world or others.

___ 2. Assessment #2: Becoming self-aware.

Check the forms of (immature) empathy do you find yourself offering

___ #1 Sharing similar experiences from your own life

___ #2 Gushing with sympathy

___ #3 Giving "fix-it" advice

___ #4 Offering humor to lighten the situation

___ #5 Reassuring

Resist the temptation to see others as victims.

___ 3. Commitment #1: I will work to see from the other person's perspective and discern their feelings instead of "catching" their upset with my judgments. In short, I will accept the moment as it is.

Signature _____

Date _____

Principle #5: Until you feel your feelings, you will not allow children to feel theirs.

___ 1. Read pp. 202-216

___ 2. Commitment #2: This month I will focus on feeling my feelings and offering empathy to myself instead of judgment. When I am upset and think that I have made a mistake by having inappropriate thoughts, actions or feelings, I will resist the temptation to punish myself and offer myself empathy instead.
Signature _____ Date _____

___ 3. **Assessment #3: Which of the following way(s) do you offer empathy during conflict times? Check all that you find yourself doing.**

___ Empathy style #1: Ignoring feelings, no empathy

___ Empathy style #2: Fixing feelings, immature empathy.

___ Empathy style #3: Punishing feelings.

___ Empathy style #4: Coaching feelings with empathy.

Before you can empathize,
you must stop equating
disobedience with disrespect.

___ 4. Mirroring the fits and fussing with children: see, feel, hear

See *Brain Smart Discipline* chart on page 212

Skill #1: Reflect back what you see Brain stem

Skill #2: Reflect back what you feel Limbic system

Skill #3: Reflect back what you hear Frontal lobes

*Don't worry if you are unable
to accomplish this yet. This
takes a master Conscious Disciple
teacher to accomplish. If you try,
you'll get there!*

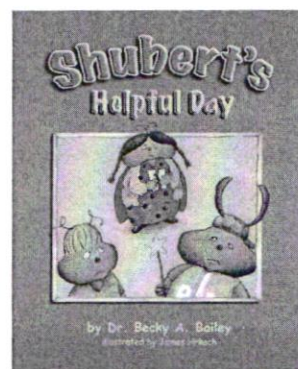
___ 5. Read, pp. 216-219, "Reflecting anger and dealing with tantrums"

___ 6. Read pp. 219-222.

___ 7. **Locate the classroom's "We Care Bag/Center." Where is it?**

Tote bag/center: bandaids, lotion, stuffed animal, ball for squeezing, small blanket,
folded paper to make cards.

___ 8. **Re-read: *Shubert's Helpful Day*. What does Ms. Bookbinder that is related to this chapter?**



Conscious Discipline Chapter 7: Consequences

Helping Children Learn from their Mistakes



Principle #1. Mistakes are opportunities to learn responsibility.

___ 1. Read pp. 225-227

___ 2. Commitment: Take a deep breath and repeat silently the following oath in your mind: "I am willing to make mistakes. Mistakes don't mean I am 'bad.' Mistakes mean I have the courage to change. In removing my fear of making mistakes, I free myself to change."
Signature: _____ Date: _____

Principle #2. Punishment and rewards rely on judgment. Consequences rely on reflection.

___ 1. Read pp. 227-231.

When children see the connection between their behavior and the result of that behavior, learning has occurred.

___ 2. What are problems with punishment and reward systems of discipline?

Principle #3: Your intention in administering consequences will determine their effectiveness.

___ 1. Read pp. 231-235 *Being conscious of your intent when delivering consequences is the key to their effectiveness.*

___ 2. What is the teacher's goal with each of the following three intentions:

a. The intent is to punish – Goal: _____

b. The intent is to save – Goal: _____

c. The intent is to teach - Goal: _____

___ 3. Activity to discern intentions. Read each scenario on p. 234. Write P for punitive intent, S for the intent to save or T for the intent to teach below:

Scenario 1 _____ Scenario 2 _____ Scenario 3 _____ Scenario 4 _____

Principle #4: Consequences delivered with empathy allow children the opportunity to learn how to be responsible for their choices.

___ 1. Read pp. 236-239.

Skill #1: Steps for natural consequences [G.A.M.E.S]

G = give Guidance e.g. "Friends like it when you take turns playing like this (demonstrate)."

A = Allow children to experience the consequences of their choices.

M = Model self control. Instead of lecturing, breathe.

E = offer Empathy e.g. "You seem lonely. It's hard to play alone and not be with friends"

S = new Strategies e.g. "Would you be interested in learning ways to make new friends?"

___ 2. Read pp. 239-243

Skill #2: Logical consequences

A logical consequence logically relates to the event.

C = Choice of skills (old and new)

I = Imposed consequences for using old skill

R = Related to safety or logic

C = Child states back what was hear

L = Listen and clarify if needed

E = Empathy with consequences

___ 3. Read rest of chapter if you have time.

Practice...practice...practice. You are on your way to Conscious Discipline mastery!

Skill #1: Changing trigger thoughts to calming thoughts

Commitment #1: I acknowledge that when I feel upset it is because the world is not going my way. I am willing to spend some time working on owning my own upset. I no longer want to give my power away to others, then blame them for taking it. I want more control in my life.

Signature _____ Date _____

Assessment: Read the following trigger thoughts. Put a check mark beside the ones that sound familiar to you and may contribute to your anger response. The list is adapted from the research cited previously. If your particular trigger thoughts are not listed, add them at the bottom of the list.

Assumed intent

- _____ You are just doing this to annoy me.
- _____ You are deliberately defying me.
- _____ You are trying to drive me crazy.
- _____ You are trying see how far you can push me today.
- _____ You are tuning me out intentionally.
- _____ You are doing this deliberately to get back at me, hurt me, embarrass me, spite me, etc.

Magnification

- _____ I can't stand this one minute longer.
- _____ This behavior is intolerable.
- _____ You have gone too far this time.
- _____ You never listen, pay attention, stay on task, etc.
- _____ How dare you speak to me like that, look at me like that, etc.
- _____ You turn everything into a power struggle, lousy time, nightmare, chaos, etc.

Labeling

- _____ You are getting out of control.
- _____ This is just plain manipulation.
- _____ You're lazy, malicious, stubborn, disrespectful, ungrateful, willful, selfish, cruel, etc.
- _____ You don't care about anyone but yourself.
- _____ You're deliberately being mean, cruel, hurtful, a jerk, a smartmouth, etc.

Trigger thoughts can be changed in one of two ways

1. Use generic calming self-talk e.g. "I am safe. (Turns off stress alarm system.) I am calm. (Assists my body in relaxing.) I can handle this. (Affirm that I am capable.)"
2. Refute the trigger.
Instead of: "She is deliberately doing this to me."
Say: "She is just trying to cope with a lot of frustration. It is not about me."

Commitment # 2: I understand people or situations do not make me angry, but can trigger my anger. These trigger buttons stem from my own sense of inadequacy and wounds from the past. By choosing to breathe deeply and calm myself, I am able to heal old wounds and be proactive with children. I am ready to own my own upset.

Signature _____ Date _____

ASSESSMENT TO BECOME SELF-AWARE

Read the beliefs listed in columns A and B. Check off each rule that you learned as a child and continue to follow as an adult.

Column A	Column B
<input type="checkbox"/> You should have an appropriate response for every situation.	<input type="checkbox"/> You have a right to make mistakes.
<input type="checkbox"/> Mistakes are shameful, especially if someone's feelings get hurt.	<input type="checkbox"/> Mistakes, not perfection, are a part of being human.
<input type="checkbox"/> It is selfish to put your own needs first.	<input type="checkbox"/> You have a right to put yourself first sometimes. It models responsibility.
<input type="checkbox"/> You should not waste others' time with your problems. They have problems, too. You should be grateful for what you have.	<input type="checkbox"/> You have a right to ask for help and emotional support. This gives others the opportunity to request help and support.
<input type="checkbox"/> When someone is in trouble, you should always help them.	<input type="checkbox"/> You have a right <i>not</i> to take responsibility for someone else's problem. They are strong.
<input type="checkbox"/> If you cannot convince others that your feelings and opinions are reasonable, then your feelings must be wrong.	<input type="checkbox"/> You can feel and think the way you want. You can accept your feelings and opinions as legitimate, regardless of other people.
<input type="checkbox"/> You should be intuitively sensitive to the needs and wishes of others.	<input type="checkbox"/> You should not be expected to mind-read or figure out the needs and wishes of others.
<input type="checkbox"/> Always try to accommodate others so they will like you.	<input type="checkbox"/> You have a right to say, "No."
<input type="checkbox"/> You should always be logical and consistent.	<input type="checkbox"/> You have a right to change your mind.
<input type="checkbox"/> Knowing you have done something well is its own reward. People do not like showoffs.	<input type="checkbox"/> You have a right to receive recognition for your work and achievements.
<input type="checkbox"/> You should always have a good reason for what you say, feel and do.	<input type="checkbox"/> You do not have to justify and defend yourself to others.
<input type="checkbox"/> If you are criticized, you have been rejected as "not good enough."	<input type="checkbox"/> You have a right to hear feedback and filter out that which is of no value to you.
<input type="checkbox"/> TOTAL COLUMN A	<input type="checkbox"/> TOTAL COLUMN B

ACTIVITY TO MAKE COMMITMENT

I'm going to adopt the following beliefs: (Write them to boost your commitment.)

1.

2.