

A woman with long, wavy brown hair is shown in profile, looking towards the right. She has a thoughtful expression. The background is a soft, out-of-focus indoor setting. The text is overlaid on the image in white, bold, sans-serif font.

***A Love and Logic Approach to  
Supporting Kids with Challenging  
Pasts***

**Presented by:  
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# What is Love and Logic?

- A philosophy and set of principles that allows adults to be happier in their interactions with kids.
- Love allows kids to grow through their mistakes.
- Logic allows children to live with the consequences of their choices.



# 3 Types of Educators

Helicopter:

Drill Sergeant:

Consultant:



# Love and Logic Strategies

- Delayed Consequence
- Empathy
- Enforceable statements
- Arguments
- Brain Dead
- Energy Drain
- Guiding kids to solve their own problems
- Choices
- Relationships
- Others

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# Foundations of Love and Logic

- Relationships
- Empathy
- Enforceable Statements



# Triad of Hope

- Unconditional Love
- Healthy expectations in the form of boundaries and limits
- Opportunities for success



# Working with some kids is like baking a cake.

Non-Negotiables:

1. Sugar/Love
2. Pan/Boundaries and Limits
3. Heat/Struggle

Let's listen to a story about Angel.





**Nurturing  
Relationships**

**Healthy  
Expectations in  
the Form of  
Limits**

**Success  
Opportunities**

**HOPE**  
I can be loved.  
I can love others.  
I can solve problems.  
I am capable!



## Cycle of Hopelessness

I feel...and act...more and more hopeless and out of control.

I see the adult get angry and frustrated

They make threats or lectures they can't back up.

Some try to take away all my stuff.

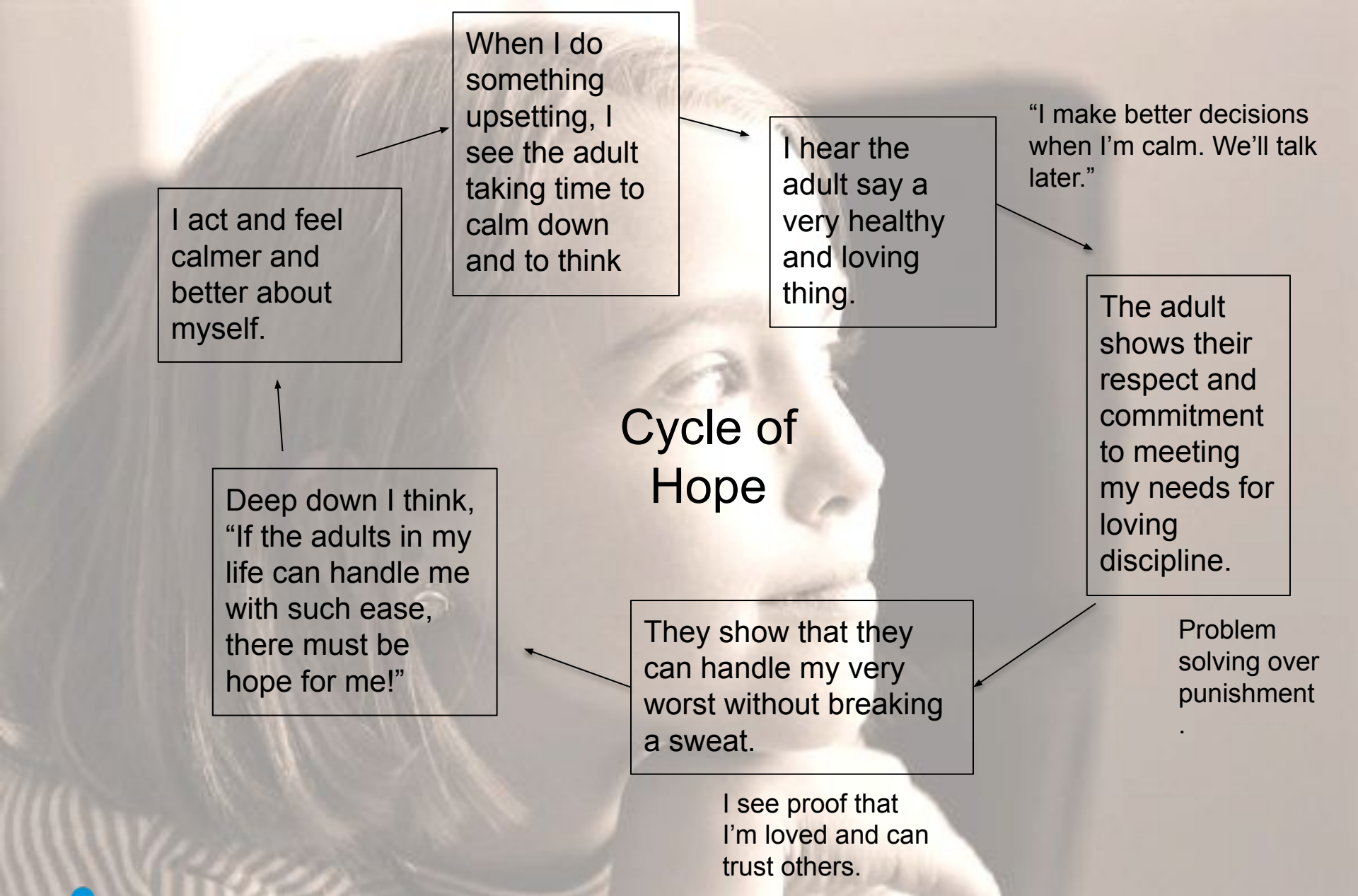
Some yell more.

Others give up on me.

I react by...screaming, yelling, hitting or destroying something.

I think, "If the adults in my life can't handle me, I must be a completely hopeless case."





# Cycle of Hope

I act and feel calmer and better about myself.

When I do something upsetting, I see the adult taking time to calm down and to think

I hear the adult say a very healthy and loving thing.

"I make better decisions when I'm calm. We'll talk later."

The adult shows their respect and commitment to meeting my needs for loving discipline.

Problem solving over punishment

They show that they can handle my very worst without breaking a sweat.

I see proof that I'm loved and can trust others.

Deep down I think, "If the adults in my life can handle me with such ease, there must be hope for me!"



# Learning and Achievement

“We won’t see academic fruit unless we first address the emotional root.”-Fay

- The brain is intrinsically driven to learn and reward learning
- When chronic pain and fear are present, this drive takes a backseat to survival
- The brain filters out all information that is not relevant to survival.



# Reaching Underachievers

- End the control battle and mend the relationship
- Build self-esteem by teaching them to own and solve their problems
- Give the gift of contributions (chores)
- Help them celebrate their strengths



Thinking of your child as  
*behaving badly*  
disposes you to think  
of punishment.

Thinking of your child as  
*struggling to handle*  
*something difficult*  
encourages you to help  
them through their  
distress



# Building self-esteem

1. When we solve someone's problem, we get the self-esteem.
  2. When we empower someone to solve their problem, they get the self-esteem.
- 
1. When we stand between someone and their problems, they will always come to blame us.
  2. When we guide them toward overcoming their problems, they will come to love and respect us.



# Relationships

- Start by building trust-say things and then make those things come true
- Set firm limits in loving ways.
- Approach relating with confidence (they can smell fear)
- Send positive relational messages (“You are valued”)
- Notice (One Sentence Intervention-Yeah it’s that good)





# Relationships

- Avoid power struggles every chance you get.
- Caring gestures that don't look or feel like techniques.
- Plenty of smiles, eye contact, touch and warmth.
- Don't give up when kids won't reciprocate.
- Builders and Stealers.



# Avoiding Power Struggles

- “I respect you too much to argue.”
- “I argue at lunch and after school. Which one would work best for you?”
- “I’d be happy to listen to your concerns as soon as your voice is calm.”
- “I listen to a big girl voice.”



# Avoiding Power Struggles

- Go brain dead: Just keep repeating your one-liner
  - “I know.”
  - “This is so sad.”
  - “I’ll talk when your voice is calm.”
  - “Probably so.”
  - “And what did I say?”



**For some kids, we are providing brand-new evidence that the world can be a place where relationships don't have to be coercive or manipulative.**



# Empathy

- “Anger and frustration fuels and feeds misbehavior. Limits help kids feel secure.”  
-Jim Fay
- Find your phrase:
  - Awww...this is so sad.
  - Bummer.
  - Dang.
  - Ooohhhh.



# Consequences with Empathy

- Empathy opens the heart and mind to learning.
- Consequences are a gift for learning.



# It's OK to delay the consequence

Generic Consequences...



# Enforceable Statements

- Builds Trust.
- Language Shapes Reality!





# Questions and Choices

- Questions create thinking, statements create resistance.
- Love and Logic teachers become masters at turning statements into questions.



# Recovery Process

See handout



# Prevention

- 90% of our time is best spent preventing behavior concerns versus responding or reacting.
- Save the consequences for the big stuff...use quick and easy interventions for the little stuff.



# Commitments

Let's brainstorm!



# Hopefully...

- We can continue to add more Love and Logic tools to our lives.
- We can bring this to our parents and families.
- You enjoyed our time together.



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# Resources

- [www.loveandlogic.com](http://www.loveandlogic.com)
- Fay, J., and D. Funk. (1995). Teaching With Love and Logic: Taking Control of the Classroom. Golden, CO: The Love and Logic Press, Inc.
- [www.theparentingprofessor.com](http://www.theparentingprofessor.com)

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