



ConsciousDiscipline®

Conscious Discipline: Creating Your School Family

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Conscious Discipline Powers, Skills, and Structures: All 3 are needed for SUCCESS

POWERS	SKILLS	STRUCTURES
Perception	Composure	Safe Place, Safe Keeper
Attention	Assertiveness	Visual Routines, Class Books
Unity	Encouragement	Jobs, Connecting Rituals
Free Will	Choices	Visual Rules and Routines
Acceptance	Empathy	We Care Center
Love	Positive Intent	Wish Well, Celebrations
Intention	Consequences	Class Meetings, Time Machine
REGULATES YOU	REGULATES CHILD	PRACTICE SKILLS

Power: Perception



Skill: Composure

Day 1 Commitment: When the world is not going my way I am going to S.T.A.R. **S**mile. **T**ake a deep breath. **A**nd **R**elax.

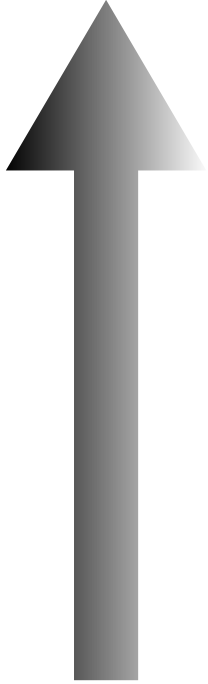
Personal Commitment: _____

Signature: _____

Understanding Brain States

Internal State Dictates Behavior

D.N.A.= Describe, Name, Acknowledge



A Executive State

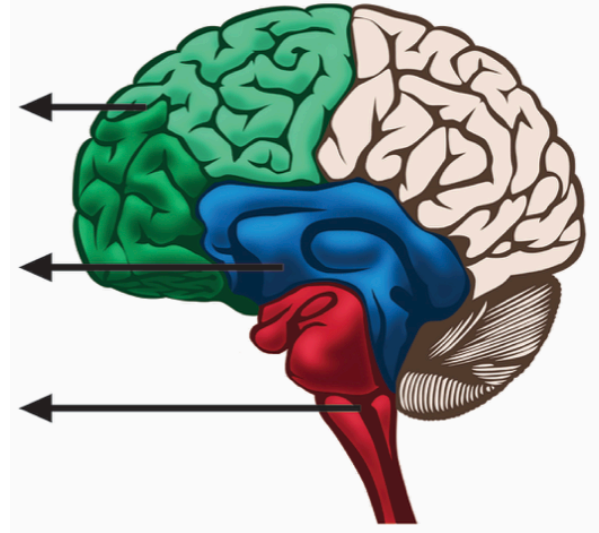
You wanted____.
 You were hoping____.
What can I learn?

N Emotional State

You seem____.
 Your body is telling me you
 might be feeling____?
Am I Loved?

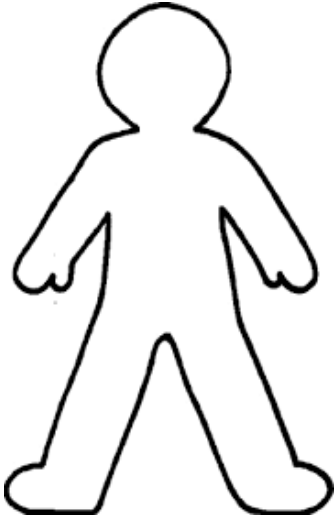
D Survival State

Your arm is going like this...
 (PAUSE. Breathe) You're safe.
 You can handle this.
Am I safe?



	Survival State	Emotional State	Executive State
Trigger	Threat	World not going my way	Problem, goal to set, disagreement
Behaviors/ Characteristics	Physically aggressive, tantrums, withdrawing, shutting down	Blame, attention seeking, resistant, name calling, social exclusion, verbal behavior	Willingness, reflection, conflict resolution, problem-solving
Accessible Skills	Fight, flight, freeze (surrender)	CD-ROM of beliefs and behaviors from childhood	Wise advocate, brilliance, perspective taking
Need	Safety	Connection	Problem-solving

**Discipline myself first; discipline children second.
When you are upset you are always focused on what you *don't* want.**



Activity: Know Your Triggers

Check any of the childish behaviors that push your buttons.

- | | | |
|-----------------|---------------------|------------------|
| _____ Whining | _____ Interrupting | _____ Tattling |
| _____ Bickering | _____ Not listening | _____ Disrespect |
| _____ Back talk | _____ Lying | _____ Laziness |
| _____ Blaming | _____ Showing anger | _____ Aggression |
| _____ Pouting | _____ Silliness | _____ Ignoring |

Stress + Trigger = Anger

Active Calming and the D.N.A Process

1. Breathe deeply- Upload.

Smile

Take a deep breath

And

Relax

2. Use affirmations.

“I am safe. Keep breathing. I can handle this.”

3. Wish the child well- Download Calm

Become the inner state you want the child to achieve.

“You are safe. Breathe with me.”



Focus on your top trigger and practice D.N.A. for yourself:

Describe: My _____ is/are going like this...

Name: I'm feeling _____. I'm safe. Keep breathing. (BREATHE) I can handle this.

Acknowledge: I wanted/was hoping for _____.

Now practice with the child:

Describe: Your _____ is/are going like this...

Name: You seem _____. You're safe. Keep breathing. (BREATHE/Download)
You can handle this.

Acknowledge: I wanted/was hoping for _____.

Shift Your Focus From What You Don't Want To What You Do Want

Misbehavior



Desired Behavior

Change: "How do I get Sam to stop hitting?"

To: "How can I help Sam be more likely to choose to touch gently?"

Your example: "How can I help _____ be more likely to choose to _____?"

Application Time

Without using the words below, write an assertive command in the box below:

*Please * Let's * Would you * I need you to * I want you to * Stop * Quit * Don't*

Write an assertive command: "Anna, pick up the crayons and put them in the basket like this."

Name _____

Verb _____

Paint a picture with your words _____

Assertive Command Steps:

- ★ Move to the child
- ★ Move to the child
- ★ Make eye contact
- ★ State the child's name
- ★ Verbally tell your child what to do and show them ("Tell and Show")
- ★ Use the voice of knowing to give usable information

When You Communicate Assertively:

- Your communication is clear.
- ★ Your communication is clear
- ★ You give usable information
- ★ You focus on what you want to happen
- ★ You match your non-verbal to your verbal
- ★ You show respect and enforce rules

Adult Assertiveness: M.A.P. Routines (Model, Add Visuals, Practice) Visual Routines are the backbone of the School Family

- ★ Goal: Predictability (Predictability and consistency establish safety)
- ★ The brain is a pattern seeking device
- ★ Clear patterns create and enriching environment for the brain

Activity: Routine Books

1. What time of day do you find most chaotic? _____
2. Write a routine book for that time.

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Positive Intent: Creates Teachable Moments, Develops Compassion, Connection and Problem Solving

The Power of Love

- ★ Fosters the development of compassion
- ★ Compassion is a way of seeing the world through the eyes of interconnection and interdependence
- ★ We are all in this together



What You Offer To Others You Strengthen In Yourself

- ★ Shift from getting children to behave to giving them a model by being the example
- ★ Shift from getting compliance to giving children the skills they need to be successful

Four Essential Steps to Reach Any Child

- ★ See the call for help (Decode the communication)
- ★ Make a connection (Create healthy attachments and a School Family)
- ★ Teach them how to self-regulate through your responses to upset
- ★ Teach the social skills needed to be a successful member of a School Family

Teaching the Missing Skill

“You wanted_____. Say or do_____”

- ★ How to get someone’s attention (Tap, wait, ask, my turn, your turn, May I have a turn?)
- ★ Personal space
- ★ How to ask for a turn (May I have a turn? My turn, your turn)
- ★ How to wait for a turn (Waiting lists or cards, timers, visuals)
- ★ How to touch softly (Passing a soft touch gently around the circle, hand over hand, Baby Doll Circle Time)
- ★ How to share/trade a toy
- ★ Entering play
- ★ What to do if someone says “no”
- ★ How to ask for help
- ★ How to help someone else

Conscious Comedy Skits

Reflecting on our natural patterns

Style of Upbringing	Angry	Sad	Scared	Happy
Ignoring				
Dismissing				
Punishing				
Fixing/Saving				
Coaching				

Style with Adult Self	Angry	Sad	Scared	Happy
Ignoring				
Dismissing				
Punishing				
Fixing/Saving				
Coaching				

Style with the Children in Your Care	Angry	Sad	Scared	Happy
Ignoring				
Dismissing				
Punishing				
Fixing/Saving				
Coaching				

Structures / Skills to Use

Prefrontal Lobes

Executive State



S _____
P _____
A _____
C _____
E _____

Limbic System

Emotional State



R _____
E _____
J _____
E _____
C _____
T _____

Brain Stem

Survival State



N _____
A _____
R _____
C _____
S _____



Child and Family Support Plan Using Conscious Discipline

Student Name:

DOB:

Date:

Members Involved in Plan:

Teacher(s):

Strengths (Family, Child) Helpful Behaviors

Calling For Help Behaviors

Behaviors Calling for Help: <i>Baseline Measure</i> <i>Unsafe, hurtful, not helpful behaviors.</i>	Positive Intent: <i>What need or message is the child trying to communicate in an unhelpful way?</i>	Wanted Behaviors: <i>Helpful Behaviors/Underdeveloped Executive Skill.</i>
1.		
2.		
3.		

Strategies To Help The Child Develop New Underdeveloped Executive Skills:

Executive Skill: <i>Which skill are we willing to teach first?</i>	Who? <i>Who will teach the skill?</i>	What Strategies? <i>Executive Skill Lending Library</i>	When? <i>When will the skill be taught?</i>
1.			
2.			



Safety (*Survival Brain State*):

Do you believe the child feels safe in the classroom? Yes ___ No ___ (If marked No please fill out below.)

What will increase the child's perception of safety?

If: <i>Include the unsafe behaviors calling for help.</i>	Parent Then: <i>What is the parent willing to do?</i>	Child Then: <i>What is the child willing to do?</i>	Teacher Then: <i>What is the teacher/administration/school willing to do?</i>
1.			
2.			

Connection (*Emotional Brain State*):

Do you believe the child feels connected with adults and/or children in the classroom? Yes ___ No ___ (If marked No please fill out below.)

What will increase the child's perception of feeling connected?

Who will teach the skill?	What skill will be taught?	When?
1.		
2.		

Does the child have needs regarding development, health or mental health? Yes ___ No ___ If marked Yes please fill out below.

Please describe:

Recommendations for follow up: (i.e. Child Development, Health, Mental Health, Nutrition)

Who?

When?

****Teacher and family plan to discuss progress or modify plan: (e.g. meeting date, weekly phone calls etc.)**

Parent(s) Signature: _____

Head Start Staff: _____

Other: _____

