

Safety. Connection. Problem-Solving.



Building Resiliency: Returning to School in Uncertain Times

Complete Set of Reflection Journals
2020

Brain Smart® Start

Reflection Journal



Commitment: I'm going to listen to the information and choose one element of safety to embed into my teaching practices.

Notes:

Reflective Questions:

1. How could you use a personal Brain Smart Start to begin your entire day the Brain Smart way?

2. How will you unite, disengage stress, connect and commit each day as you begin your work as an educator?

“It is important to begin the day the Brain Smart way to reenergize, refocus and restart our morning. If we are going to have a successful school day, it is essential to begin it with activities that will prime the mind-body states of both teachers and students for optimal function.”

- Dr. Becky Bailey



Flexible Planning Guide for Brain Smart® Start

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Brain Smart® Start

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 106-109)
- *Creating the School Family™* book (pgs. 145-163)
- *Conscious Discipline Parent Education Curriculum* (pgs. 9-10, 23-24, 33-34, 43-44, 51-52, 61-62, 69-70, 77-78, 95, 100-101, 105-106, 111-112, 117-118)

Product List:

- *Brain Smart® Choices for Connecting & Calming*
- *Brain Boogie Boosters* (Digital or CD)
- *Kindness Counts* (Digital or CD)
- *It Starts in the Heart* (Digital or CD)
- *Songs for I Love You Rituals™*, Volume 1 and 2 (Digital or CD)
- *I Love You Rituals™ on a String*

Online Resource List:

- *Guide to a Brain Smart® Start for Our Day* (FREE)
- *At Home Morning Meetings* (FREE)
- *At Home Brain Breaks and Active Calming* (FREE)
- *Safekeeper Ritual Plan* (FREE)
- *My Family Safekeeper Ritual Plan* (FREE)
- *Wish Well Board* (COVID-19) (FREE)
- *Webinar: Home Learning and Brain Smart® Starts* (FREE)
- *Pre-K Virtual Lesson Example* (FREE)
- *Adult Weekly Commitment Calendar*
- *Shubert's School: Reception* (FREE)
- *Shubert's School: Classroom* (FREE)
- *Creating the School Family™ - Brain Smart® Start* (FREE)
- *2018 Breakout Session: Start Your Day the Brain Smart® Way* (PREMIUM)
- *Building Connection into Digital Morning Meetings* (FREE)
- *How to be a Safekeeper* (FREE)
- *Webinar: Kicking Off Our Brain Smart® Series* (FACEBOOK)



Self-Regulation

Reflection Journal



Commitment: During this module, I'm going to listen carefully to understand how inner resources are essential and how "it takes two" to regulate.

Notes:

Reflective Questions:

1. How do you most often act out your feelings? (Eating, shopping, working, complaining, yelling, silence, pretending it's fine, etc.)

2. Contextualize "it takes two" with self-regulation. What does this look like in your own life?

3. How capable are you, at this moment, to be the witness of your thoughts and feelings? Think of a time when you were successful at noticing your thoughts and then decided to change them, release them or not believe them.

"You can't stop the waves, but you can learn to surf."
- Jon Kabat-Zinn



Flexible Planning Guide for Self-Regulation

	<p align="center">Personal Implementation (How will I embed this in my daily life?)</p>	<p align="center">Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)</p>
<p>Concepts that resonate</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Useful strategies or skills</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ideas for helpful structures</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for Self-Regulation

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 60-83, 220-228)
- *Managing Emotional Mayhem* book (pgs. 9-45)
- *Creating the School Family™* book (pgs. 23-27)
- *Easy to Love, Difficult to Discipline* book (pgs. 25-71)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Managing Emotional Mayhem* book
- *Conscious Discipline* e-Course
- *I Choose Self-Control Board*
- *Safe Place™ Poster Set*
- *Self-Regulation Value Pack*
- *Feeling Buddies® Self-Regulation Deluxe Toolkit*
- *Feeling Buddies® Self-Regulation Basic Toolkit*
- *Self-Regulation Book Value Pack*
- *Home Edition: Feeling Buddies® Self-Regulation Toolkit*

Online Resource List:

- *Feeling Faces* (FREE)
- *How Do You Feel Chart* (FREE)
- *Be the Change for Children*
- *Conscious Discipline Transformational Process*
- *Impacting Early Childhood Education by Becoming the Change You Want to See*
- *Setting Healthy Boundaries*



The Brain State® Model

Reflection Journal



Commitment: During this module, I’m going to listen carefully to understand how my inner state impacts my behavior and my perception of myself and my world.

Notes:

Reflective Questions:

1. What behaviors have you seen when children are in a Survival State? (Include all three categories of skills: fight, flight and surrender/shut down.)

2. Did you perceive these behaviors as indicators of defiance, disrespect, bullying, meanness or the child asking, “Am I safe?”

3. Can you see how a child would attack, run or surrender only if they believed they were first being threatened?

“If you don’t like something, change it. If you can’t change it, change your attitude.”
- Maya Angelou



**Flexible Planning Guide for
The Brain State[®] Model**

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for The Brain State® Model

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 30-59, 260-264)
- *I Love You Rituals™* book (pgs. 1-21)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Conscious Discipline* e-Course
- *Brain Smart® Choices for Connection & Calming*
- *Brain State Posters*
- *Brain Boogie Boosters* (Music CD)

Online Resource List:

- *Wiring the Brain for Success*
- *Understanding Safety, Connection and Problem-Solving*



Noticing

Reflection Journal



Commitment: During this module, I commit to noticing when my mind wanders from the present moment. I will consciously notice where my attention went and how I brought my attention back to the lesson.

Notes:

Reflective Questions:

1. How does replacing judgments with noticing cultivate the development of healthy inner resources and self-regulation?

2. Think about how the “it takes two” process sounds in your head. How might you use noticing to instill healthy inner speech?

“Live for the moment because everything else is uncertain.”
- Louis Tomlinson

Flexible Planning Guide for Noticing

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Noticing

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 175-179)
- *I Love You Rituals™* book (pgs. 31-33)
- *Managing Emotional Mayhem* book (pgs. 133-137)
- *Conscious Discipline Parent Education Curriculum* (pgs. 132-134)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Conscious Discipline* e-Course
- *Skills on a String*
- *Seven Skills Poster Set*
- *Kindness Tree*
- *Kindness Counts* (Digital or CD)
- *Baby Doll Circle Time™*

Online Resource List:

- *Noticing That Encourages* (PREMIUM)
- *Resistance to Relationship: Strategies for Reaching the Most Difficult Children*
- *Guiding the Most Challenging Children*



Composure

Reflection Journal



Commitment: I'm going to notice when I am upset (triggered), then breathe and wish well to regulate my state so I can help others in moments of upset.

Notes:

Reflective Questions:

1. Reflect on the statement, "Discipline myself first, children second." What does this mean to you and what changes will you make in noticing and managing your own upset?

2. How will taking your power back, identifying your triggers and managing your stress help you change how you manage upsetting behaviors?

"Composure is self-regulation in action. It is the prerequisite skill adults need before disciplining children."
 - Dr. Becky Bailey



Flexible Planning Guide for Composure

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for Composure

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 86-119)
- *Managing Emotional Mayhem* book (pgs. 9-45)
- *Creating the School Family™* book (pgs. 165-197)

Product List:

- CLASSROOM EDITION: *Feeling Buddies® Self-Regulation Deluxe Toolkit*
- CLASSROOM EDITION: *Feeling Buddies® Self-Regulation Basic Toolkit*
- CLASSROOM EDITION: *Feeling Buddies® Self-Regulation Deluxe Toolkit, Bilingual* (English/Spanish)
- CLASSROOM EDITION: *Feeling Buddies® Self-Regulation Basic Toolkit, Bilingual* (English/Spanish)
- *Safe Place™ Poster Set*
- *Self-Regulation Book Value Pack*
- *I Can Calm* book
- *Helping My Feeling Buddies®* book
- *When I Feel*
- *Safe Place Mat*
- *Calming Pillow Set*
- *I Choose Self-Control Board*
- *I Am Safe Breathing Cards*
- *S.T.A.R Breathing Tool*
- *Stress S.T.A.R.*
- *Managing Emotional Mayhem* book
- *Creating the School Family™* book
- *Conscious Discipline: Building Resilient Classrooms* book

Online Resource List:

- *Breathing S.T.A.R.*
- *Five Steps to Self-Regulation Icons*
- *How Do You Feel Chart*
- *I Can Handle - Scared* (English)
- *Memory Game: Breathing Choices*
- *Putting Myself Together Class-Made Book*
- *Safe Place Breathing Icons*
- *Safe Place Sensory Integration Sign*
- *Shubert's Classroom: Safe Place*
- *Shubert's Classroom: Feeling Buddies® Self-Regulation Kit*
- *Real Talk for Real Teachers Podcast: The Importance of Composure*
- *Candid Conversations: Managing What Is Beyond Our Control*
- *Choice Board with Breathing Icons* (PREMIUM)
- *Feeling Face Spinner* (PREMIUM)
- *Feeling Faces Wheel* (PREMIUM)
- *Pause Breathing Choice Wheel* (PREMIUM)



Reading, Product & Online Resource Lists for Adult Assertiveness

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 120-159)
- *Conscious Discipline Parent Education Curriculum* (pgs. 32-41, 91, 150-152, 171, 196)
- *Easy to Love, Difficult to Discipline* book (pgs. 73-96)

Product List:

- *Conscious Discipline e-Course, Session 5: Assertiveness*

Online Resource List:

- *Book Portal Chapter 5: Assertiveness* (FREE)
- Article: *Getting Over the Finish Line* (FREE)
- Article: *Think "Name, Verb, Paint" Instead of Don't* (FREE)
- Webinar: *Reclaim Your Power with Assertiveness* (FREE)
- Webinar: *Power of Attention* (FREE)
- Webinar: *Four Ways to Help with Mask Wearing* (FREE)
- Conscious Discipline Games: *Pivot Play* (PREMIUM)



Reading, Product & Online Resource Lists for Visual Routines

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 152-155)
- *Creating the School Family™* book (pgs. 98-127)
- *Conscious Discipline Parent Education Curriculum* (pgs. 122-124)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family™* book
- *Conscious Discipline Parent Education Curriculum*
- *Daily Routine Cards*
- *Routine & Responsibility Cards*

Online Resource List:

- *Visual Procedures for Hand Washing* (FREE)
- *Visual Daily Schedule* (FREE)
- *Visual Shopping Plan* (FREE)
- *Visual Routines* (PREMIUM)



Wiring the Brain for Optimal Learning

Reflection Journal



Commitment: I'm going to reflect and listen about how "knowing" and "doing" are two different skill sets and release the grievances I hold against myself and others who "should know better by now."

Notes:

Reflective Questions:

1. How often in your life have you "known better" without "doing better," and what is the correlation between "knowing," "doing" and brain states?

2. Think about the culture and climate that is essential for the academic achievement and well-being of all. How are you cultivating this culture and what could you do differently?

3. What can you do to foster the positive neuroplasticity of all children to wire the brain from back to front? From side to side?

4. In terms of neuroplasticity, what supports would challenging times require?

"Life doesn't make sense without interdependence. We need each other, and the sooner we learn that, the better for us all." - Erik Erikson

Reading, Product & Online Resource Lists for Wiring the Brain for Optimal Learning

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 30-59, 260-264)
- *I Love You Rituals™* book (pgs. 1-21)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *I Love You Rituals™* book
- *Creating the School Family™* book
- *Conscious Discipline* e-Course
- *Brain Smart® Choices for Connection & Calming*
- *I Love You Rituals™ Poster Set (7)*
- *Seven Skills Poster Set*
- *Brain State Posters*
- *Brain Boogie Boosters* (Digital or CD)

Online Resource List:

- *Wiring the Brain for Success*
- *Understanding Safety, Connection and Problem-Solving*
- *Creating Emotionally Intelligent Schools*



Encouragement

Reflection Journal



Commitment: I'm going to encourage the well-being of others and my own well-being by being a S.T.A.R. and wishing well when I encounter someone having a hard time, being grumpy or thinking differently.

Notes:

Reflective Questions:

1. What do you perceive as more important, your accomplishments or your mistakes? Why do you think that is? How does this impact children?

2. Why does our language of judgment impact children and how does our language of noticing help them?

“In Conscious Discipline the children’s job is to help keep the classroom safe. When children contribute to others by being helpful, the brain’s natural joy juice serves as a powerful replacement for external rewards.”
– Dr. Becky Bailey

Flexible Planning Guide for Encouragement

	<p>Personal Implementation (How will I embed this in my daily life?)</p>	<p>Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)</p>
<p>Concepts that resonate</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Useful strategies or skills</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ideas for helpful structures</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for Encouragement

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 162-193)

Product List:

- *School Family™ Job Set*
- *Wish Well Board*
- *Kindness Tree*
- *Shubert's Helpful Day* book
- *Sophie's Helpful Day* book
- *I Love You Rituals™ Value Pack* (Digital)
- *I Love You Rituals™* book
- *I Love You Rituals™ Songs* (Digital or CD)
- *Songs for I Love You Rituals™ Value Pack* (Digital)

Online Resource List:

- *Shubert's Classroom:*
 - #6 *Kindness Recorder*
 - #11 *School Family Job*
 - #12 *Wish Well Ritual*
 - #15 *Friends and Family*
- Podcast: *Weaving I Love You Rituals™ into the Day*
Real Talk for Real Teachers with Dr. Becky Bailey and special guest Kim Hughes
- *Progress Assessment Rubrics; Power of Unity, Skill of Encouragement*
- *School Family™ Songs and Chants*



The School Family™

Reflection Journal



Commitment: I'm going to prepare my mind, intention and focus on the goal that "we are all in this together," and notice when feelings and ingrained thoughts distract me from that goal so I can breathe deeply and consciously shift back.

Notes:

Reflective Questions:

1. Because "we are all in this together," what is one shift you will make to more fully create a School Family culture?

2. How might creating a School Family reduce one problem you experienced last year by providing the structures that support a better outcome?

"There is something in the bond children make with teachers, classmates and their school that changes a child's life trajectory. This 'something' is hard to define and even harder to accurately measure. Whether we call it 'school connectedness,' 'school climate,' 'school culture' or 'School Family,' it is powerful in the lives of children."

- Dr. Becky Bailey

Flexible Planning Guide for The School Family™

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for The School Family™

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book, Chapter 3
- *Creating the School Family™* book

Product List:

- *Skills on a String*
- *Seven Skills Poster Set*
- *Shubert's Helpful Day* book
- *Sophie's Helpful Day* book
- *Kindness Tree*
- *Greeting Apron*
- *School Family Job Set with Cards*
- *Wish Well Board*
- *Routine and Responsibility Cards*
- *Shubert's Picture Rule Cards*
- *Conscious Discipline* e-Course
- *Twinkle, Twinkle Language and Literacy Pack*
- *I Love You Rituals™* book
- *I Love You Rituals™, Volume 1 and Volume 2* (Digital and CD)
- *Bailey Bear*
- *I Love You Rituals™ Poster Set*

Online Resource List:

- *Shubert's School* (FREE)
- *Shubert's Extension Activities* (FREE)
- *School Family™ Songs and Chants* (FREE)
- *Book Portal: Chapter 3* (FREE)
- *COVID-19 Printables* (FREE)
- *Wishing Well to Heal from Tragedy and Loss*
- *District-Led Implementation and Shared Power*
- *Practical Ideas for Visual Expectations, Assemblies, and Student Safety*
- *Going Slow to Go Fast with Conscious Discipline Implementation*
- *Impacting Early Childhood Education by Becoming the Change You Want to See*
- *Conscious Discipline Transformational Process*
- *COVID-19 Stress: How Uncertainty Affects Our Brains*
- *Four Ways to Help with Mask Wearing*
- *Resilience in Uncertain Times*
- *Understanding Safety, Connection and Problem-Solving*
- *Providing Safety with Safekeeper Rituals and Agreements*
- *Getting Started with Wish Well*



Empathy

Reflection Journal



Commitment: I’m going to focus on feeling my feelings instead of judging them. I will lean into the Power of Acceptance. Each time I think a moment, event, thought or feeling isn’t as it should be, I will consciously shift my focus to acceptance.

Notes:

Reflective Questions:

1. The Power of Acceptance states, “The moment is as it is.” How many times have you hoped things would have gone differently? How might you approach conflict moments differently now, after having understood the Power of Acceptance at a deeper level?

2. Empathizing does not change the limits on behavior, it helps children to become better able to accept them. Think of a time when a child was upset. Use the D.N.A. language to guide the child from upset to calm.

“Acceptance and empathy are the prerequisites for change and transformation. Without them, we stagnate in old patterns and encounter the same problems year after year.”
- Dr. Becky Bailey



Flexible Planning Guide for Empathy

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Reading, Product & Online Resource Lists for Empathy

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 218-251)
- *Creating the School Family™* book (pgs. 301-319)
- *Managing Emotional Mayhem* book (pgs. 68-69)
- *Conscious Discipline Parent Education Curriculum* (pgs. 60-67, 116-119)
- *Easy to Love, Difficult to Discipline* book (pgs. 165-186)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Managing Emotional Mayhem* book
- *I Choose Self-Control Board*
- *Self-Regulation Book Value Pack*
- *Skills on a String*
- *Seven Skills Poster Set*
- *Shubert's New Friend*
- *Shubert y su Nuevo Amigo* (Spanish)
- *Shubert Value Pack*

Online Resource List:

- *We Care Cards* (PREMIUM)
- *Feeling Faces* (FREE)
- *How Do You Feel Chart* (FREE)



Choices

Reflection Journal



Commitment: I understand that when I choose to believe others are making me behave certain ways, I give my power away, stress my body and set myself up to blame and punish others for my actions. Instead, I'm going to take responsibility for my actions. Knowing that power comes from choice, not force, I'm going to empower others to choose, stick with their choices and accept responsibility as I learn to do the same for myself.

Notes:

Reflective Questions:

1. If you were to share the most valuable and powerful piece of information in this module with someone else, what would it be? How do you think this piece of information will change your interactions with others?

2. Reflect on the statement, "Power comes from choice, not force." What does that mean to you? How would you explain it to another person?

"Power comes from choice, not force."
- Dr. Becky Bailey

Flexible Planning Guide for Choices

	<p>Personal Implementation (How will I embed this in my daily life?)</p>	<p>Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)</p>
<p>Concepts that resonate</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Useful strategies or skills</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ideas for helpful structures</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Choices

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book, Chapter 7
- *Creating the School Family™* book, Chapter 6
- *Conscious Discipline Parent Education Curriculum* (pgs. 50-59)
- *Easy to Love, Difficult to Discipline* book (pgs. 97-119)

Product List:

- *Shubert's Picture Rule Cards*
- *Shubert's Choice* book

Online Resource List:

- *Shubert Extensions: "Choice" for Older Children* (FREE)
- *Choice Tools for Managing Complex Schedules* (FREE)
- *Memory Game: Breathing Choices* (FREE)
- *Choice Board I Love You Rituals™* (PREMIUM)
- *Choice Board with Breathing Icons* (PREMIUM)
- *Choices Board for Greetings* (PREMIUM)



Uncertainty and Trauma

Reflection Journal



Commitment: I'm going to be gentle with myself. Stress and trauma are both urgent public health issues. I am willing to notice the feelings and thoughts generated within me as I advance through this module. If at any time I begin to feel overwhelmed, hopeless or numb, I will walk away to take care of myself or ask for help.

Notes:

Reflective Questions:

1. COVID-19 put the world in stress mode. Using the steps discussed to resolve uncertainty, reflect on your stress journey during this time. (Attention, Learning, Habituation, Positive, Tolerable, Toxic)

2. Relate the three steps to the uncertainty of school opening and what this means for staff, students, families and yourself: How have you upgraded your mental models, have you resigned yourself to negative expectations, etc.?

3. The right hemisphere of the brain is unconsciously, keenly aware of your intention. Attention follows intention. How will you practice becoming conscious of your intentions? (Review the modules on Assertiveness and Positive Intent.)

4. What will you do to help children move their diaphragms? What will you do to allow children to move some part of themselves during times when they're asked to sit or stand still?

“We realize the importance of our voices only when we are silenced.”
- Malala Yousafzai



Flexible Planning Guide for Uncertainty and Trauma

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for Uncertainty and Trauma

Reading List:

- *Creating the School Family™* book (pgs. 15-22)

Product List:

- *365 Days of Conscious Discipline*
- *Understanding Trauma* with Dr. Becky Bailey, webinar series

Online Resource List:

- *COVID-19 specific resources and materials*
- *COVID-19 Stress: How Uncertainty Affects Our Brains*
- *Managing What's Beyond Our Control*
- *Responding to Conflict During Seasons of Change*
- *Resilience in Uncertain Times*
- *Managing Anxiety - How to Help Children Name, Claim and Tame Their Distress*
- *Using Conscious Discipline with Children Impacted by Domestic Violence and Chronic Stress*
- *Building Resiliency for Children Experiencing Homelessness*
- *Getting Started with Wish Well*



The Brain and Executive Skills

Reflection Journal



Commitment: I'm going to reflect on my executive skills, accepting that I have strong and weak skills. I commit to consciously looking for the connection between emerging/missing executive skills in children and "misbehavior" in the classroom or school.

Notes:

Reflective Questions:

1. Reflect on times you expected stressed children to use their executive skills without first helping them manage the stress. How did that work out? Remember to focus on the child's brain-body state; both you and the child must be in an Executive State in order to teach or use executive skills.

2. If a home situation is stressful, you must lend your executive skills to the parents as well as the children. How have you done this unconsciously in the past, and how could you be more intentional with this approach in the future?

3. Some children are more challenging for us than others. How do you interact differently with children who possess the same executive skill strengths as you vs. children who possess the same executive skill weaknesses?

4. What classroom structures would help you lend the executive skills that you find challenging? How can you utilize these structures in distance learning, as well as in person?

"I failed my way to success." - Thomas Edison



Flexible Planning Guide for The Brain and Executive Skills

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for The Brain and Executive Skills

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 46-52, 291-294)
- *Baby Doll Circle Time™* book (pgs. 33-36)
- *Creating the School Family™* book (pgs. 324-329)

Product List:

- *Conscious Discipline: Building Resilient Classrooms* book
- *Conscious Discipline* e-Course
- *Seven Skills Poster Set*
- *Brain State Poster Set*
- *Conflict Resolution Time Machine™*

Online Resource List:

- *Conscious Discipline and Reflection Sciences Partner to Enhance Executive Function*



Positive Intent

Reflection Journal



Commitment: I'm going to consciously choose to see a situation from a helpful perspective, be willing to teach instead of judge, and breathe and wish myself and others well when judgment creeps in so that I can return to being helpful.

Notes:

Reflective Questions:

1. Choosing to see a situation from a helpful perspective and being willing to teach instead of judge are moment by moment, conscious decisions. Are you willing to be gracious to yourself, to “oops” and to wish yourself well when you slip? How will you know you are successful?

2. Recall a time in your teaching when positive intent would have supported a student. If you could go back in time, what would you do differently?

“Positive intent starts in the heart and can open our minds. It upshifts the brain from the lower centers to the higher centers and frames situations in a way that all parties in the conflict can problem-solve together. It provides a way of integrating the left and right hemispheres so we can access our wise advocate and brilliance to produce win-win results.” - Dr. Becky Bailey



Flexible Planning Guide for Positive Intent

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading, Product & Online Resource Lists for Positive Intent

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book, Chapter 9

Product List:

- *Skills on a String*
- *Seven Skills Poster Set*
- *Shubert Sees the Best* book
- *Wish Well Board*
- *Conscious Discipline* e-Course

Online Resource List:

- *Shubert's School* (FREE)
- *Shubert's Extension Activities* (FREE)
- *Book Portal: Chapter 9* (FREE)
- *COVID-19 specific resources* (FREE)
- *Wishing Well to Heal from Tragedy and Loss*
- *Going Slow to Go Fast with Conscious Discipline Implementation*
- *Impacting Early Childhood Education by Becoming the Change You Want to See*
- *Conscious Discipline Transformational Process*
- *COVID-19 Stress: How Uncertainty Affects Our Brains*
- *Resilience in Uncertain Times*
- *Understanding Safety, Connection and Problem-Solving*
- *Getting Started with Wish Well*



Child Assertiveness

Reflection Journal



Commitment: I'm going to see conflict as an opportunity to teach missing skills. I can only do this from my own executive state. When I notice my intent has shifted, I will breathe and wish well to bring me back to the present moment.

Notes:

Reflective Questions:

1. What do you believe is the key to seeing the “call for help” from all people involved in a conflict?

2. Our response to tattling has the potential to lay the foundation for assertiveness, helpfulness and trust in authority. What are the three types of tattling and how do you respond to each type? Create a plan for remembering these key phrases.

“Bringing a problem to resolution through continued discussion and compromise is an honorable act, as it shows respect for the needs of both partners.”

- Lynne Namka



Flexible Planning Guide for Child Assertiveness

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Child Assertiveness

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 145-150, 304-308)
- *Creating the School Family™* book (pgs. 247-271)

Product List:

- *Conflict Resolution Time Machine™*
- *Conflict Resolution Time Machine™ Desk Mat*
- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family™* book

Online Resource List:

- *Conflict Resolution Part 1* (Audio Series)
- *Conflict Resolution Part 2* (Audio Series)
- *Real Talk for Real Teachers: Teaching Conflict Resolution to Young Children*
- *Webinars from the Field: Conflict Resolution and Assertiveness with Older Children*
- *Webinar: Using Conflict to Teach Part 1: The Key Steps for Healthy Conflict Resolution*
- *Webinar: Using Conflict to Teach Part 2: How to Shift Intrusion and Revenge to Problem-Solving*
- *Shubert's Classroom: Conflict Resolution Time Machine™ Mat*
- *Article: Conflict Management: Seeing Conflict As an Opportunity to Teach and Learn*



Consequences

Reflection Journal



Commitment: I'm going to make, accept, reflect upon and learn from mistakes. I am going to take one courageous step after another to make lasting changes in my own behavior.

Notes:

Reflective Questions:

1. Do you want the intention behind your own behavior to be based on punishing yourself for your mistakes or teaching yourself the desired skills?

2. What is one thing you are going to do differently to help you respond to mistakes with compassionate, loving intention?

“Conscious Discipline is about becoming aware of the consequences of our thoughts, feelings and actions. It puts natural consequences back into classrooms, homes and lives. There are no consequences without consciousness.”

– Dr. Becky Bailey



Flexible Planning Guide for Consequences

	<p>Personal Implementation (How will I embed this in my daily life?)</p>	<p>Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)</p>
<p>Concepts that resonate</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Useful strategies or skills</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ideas for helpful structures</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Consequences

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book:
 - Conscious Discipline as the answer to the hierarchical social brain and changing roles (pgs. 11-13)
 - Section 3: Problem-solving with positive intent and consequences (pgs. 22-24)
 - Chapter 10: Consequences, helping children learn from their mistakes (pgs. 286-323)
- *Sophie Rants & Raves* book
- *Shubert Rants & Raves* book
- *Managing Emotional Mayhem* book
- *Easy to Love, Difficult to Discipline* book

Product List:

- *Skills on a String*
- *Seven Skills Poster Set*
- *Sophie Rants & Raves* book
- *Shubert Rants & Raves* book
- *Conscious Discipline: Building Resilient Classrooms* book
- *Conscious Discipline* e-Course
- *Managing Emotional Mayhem* book
- *Easy to Love, Difficult to Discipline* book
- *Conflict Resolution Time Machine™*

Online Resource List:

- Podcast: *Shifting from Punishment to Discipline*
- Podcast: *Consequences vs. Punishments with High School Students*
- Article: *Conscious Discipline Reducing Corporal Punishment, improving Child Cognition in Grenada*
- 3-Part Article: *Why Conscious Discipline Consequences Work and Punishments Don't (and how to give effective consequences)*
- Podcast: *Corporal Punishment*



Rage and Biting

Reflection Journal



Commitment: I’m going to see rage through the lens of fear in order to meet that fear with safety, connection and skill-building.

Notes:

Reflective Questions:

1. Since rage has a different biochemistry than anger and rage requires movement, how will you build movement into your rage plan?

2. List the three steps to the biting program and explain what you will do for prevention and stress reduction.

“There is no ‘magic’ technique to stop rage; the change agent is in the prevention tools, the adult’s ability to download calm and movement in the moment.”

- Jill Molli



Flexible Planning Guide for Rage and Biting

	<p style="text-align: center;">Personal Implementation (How will I embed this in my daily life?)</p>	<p style="text-align: center;">Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)</p>
<p>Concepts that resonate</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Useful strategies or skills</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ideas for helpful structures</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Reading, Product & Online Resource Lists for Rage and Biting

Reading List:

- *Conscious Discipline: Building Resilient Classrooms* book (pgs. 67-68, 242-247)

Product List:

- Webinar: *Understanding Trauma with Dr. Becky Bailey*

Online Resource List:

- Podcast: *How to Help Children Manage Rage*
- Podcast: *District Wide Implementation and Managing Rage*
- *Rage Book* (FREE & PREMIUM)
- Shubert's School: *ISS Room: Rage Room*
- *Biting Program: Reduce Stress, Teach a New Skill Before the Bite* (FREE: Book Study Portal)



Reflection and Flexible Planning Journal

Session Title: _____

Notes: _____

Reflection:

Identify the two most powerful concepts from this session, explain them in your own words and then reflect: How will these concepts change the dynamics within your classroom or school? Within yourself?

1. _____

2. _____

***“To actively compose yourself during difficult moments:
1. Be a S.T.A.R.: Smile, Take a deep breath And Relax with three deep belly breaths.
2. Affirm to yourself, “I’m safe. Keep breathing. I can handle this.”
3. Wish well by opening your heart to the moment, recognizing the call for help and knowing we’re each doing the best we can at any given moment.”***
– Dr. Becky Bailey

Flexible Planning Guide

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff? Etc.)
Concepts that resonate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Useful strategies or skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for helpful structures	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Final Reflection and Flexible Planning Journal

You did it! You completed the core modules and your specialized learning track for *Building Resiliency: Returning to School in Uncertain Times*. This *Final Reflection and Flexible Planning Journal* will help you synthesize your newly acquired content with your personal experiences to create a workable plan for the 2020 school year.

“The example we set teaches children how to perceive people and situations. When we operate from an internal Safe Place™ and choose peace in the face of difficulty, we teach children to practice peace in their lives.” – Dr. Becky Bailey

Overarching Commitments

We began each core module with a commitment. Take a moment now to create a personal commitment and a professional commitment that will help guide you in the coming months. Then complete the grids to support yourself in fulfilling these commitments.

Personal Commitment: I’m going to _____

Steps to Achieve This Commitment	Resources Needed	Timeline
1.		
2.		
3.		

Professional Commitment: I’m going to _____

Steps to Achieve This Commitment	Resources Needed	Timeline
1.		
2.		
3.		

Flexible Plans

Planning and flexibility are critical Executive Skills that go hand-in-hand, particularly during times of uncertainty. It is essential to create a back-to-school plan that supports our commitments and goals. It is equally essential to infuse this plan with the flexibility to reflect and change as needed to continue moving toward these goals. Feeling bogged down in what “should be,” getting stuck on a certain component of your plan and similar struggles are clear signals to pause, breathe, reflect and reassess your plans and goals.

The Flexible Planning Grids on the following pages will help you to create a workable plan and intentionally reexamine it in order to identify and execute helpful adjustments.



“The Power of Acceptance helps us respond to what life offers instead of attempting to make the world go our way.” – Dr. Becky Bailey

Flexible Return to School Plan

(complete now)

Review the *Reflection and Flexible Planning Journals* you completed for each module and session. Use that information to plan for your return to school in the grid below.

	Personal Implementation (How will I embed this in my daily life?)	Professional Implementation (Educators, how will you teach and use with students? Administrators, with staff?)
Ways I will establish Safety in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Ways I will establish Connection in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Ways I will establish Problem-Solving in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Other ways I will encourage health and well-being for myself and others	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Additional concepts, concerns and solutions I want to keep track of	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



“M.A.P. it! Model procedures and expectations, Add visuals, and Practice, practice, practice.” - Creating the School Family™, page 102

Revisions to My Flexible Return to School Plan

(complete the week before school begins)

The week before school begins, revisit your plan in the context of new information you've received from school leadership, additional personal learning and insights you've acquired. Expand, revise and adjust your original plan based on this new information.

	Personal Implementation	Professional Implementation
Ways I will establish Safety in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ways I will establish Connection in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ways I will establish Problem-Solving in my School Family™	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Other ways I will encourage health and well-being for myself and others	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Additional concepts, concerns and solutions I want to keep track of	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



“Positive Intent is the willingness to look beyond behavior to see the beloved essence of ourselves and others, knowing we are doing the best we can at any moment.” - Dr. Becky Bailey

Reflections and Problem-Solving

(complete between weeks 4-6 of school)

Between weeks 4-6 of school, take a moment to breathe, reflect and celebrate all you've accomplished! Use the grid below to reflect and problem-solve based on your experiences. Continue adjusting and acquiring new information as needed, and remember to pause for self-care.

	Personal Implementation	Professional Implementation
What concepts were most helpful?	_____ _____ _____ _____	_____ _____ _____ _____
What concepts would be helpful to learn more about?	_____ _____ _____ _____	_____ _____ _____ _____
What skills and structures were most helpful?	_____ _____ _____ _____	_____ _____ _____ _____
What skills and structures would be helpful to learn more about?	_____ _____ _____ _____	_____ _____ _____ _____
What is one trouble spot and what is my problem-solving plan for it?	_____ _____ _____ _____	_____ _____ _____ _____
What is another trouble spot and what is my problem-solving plan for it?	_____ _____ _____ _____	_____ _____ _____ _____