



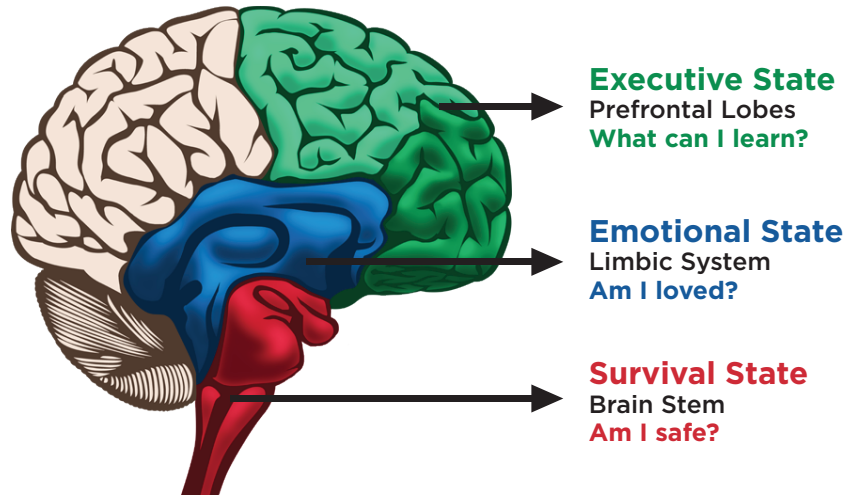
Let's Do It: Starting The Year Off Brain Smart®

Keynote presentation by:

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Founder & Chief Knowledge Officer, Conscious Discipline

Become Brain Smart®



Survival State

Skills	Trigger	Am I safe?	Regulate Arousal
<ul style="list-style-type: none"> ➔ Fight ➔ Flight ➔ Surrender 			

Perception = Threat

Intention = To Hurt/Punish

What does it take to keep myself safe?



Notice the TIME it takes...

Active Calming

You seem ____.

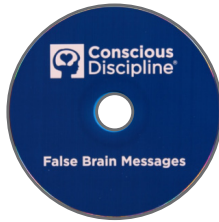
You wanted ____.
You were hoping ____.
When you want say/do thing.

Notice the TIME it takes...

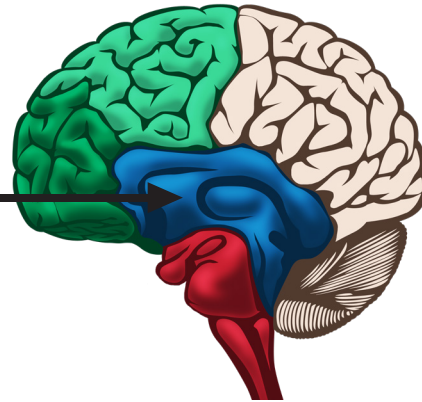
Talking
You wanted ____.
You were hoping ____.
I can't help you if you won't talk to me.
What happened?
Why did you do that?
What's wrong?



Breathe with me



Emotional State Am I loved?



Emotional State

Skills



Lecture
Guilt/Shame
Blame

Trigger



Am I loved?



Regulate Emotions



Perception = Us & Them

Intention = Blame

Misbehaviors

What does it take to get attention and belong?

She/he is told "It's time to clean up."

Your face is like this.

You seem frustrated.

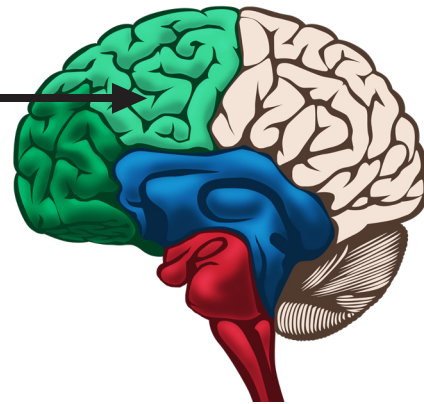
You wanted to keep playing.

"You may _____ or _____. What do you choose?"

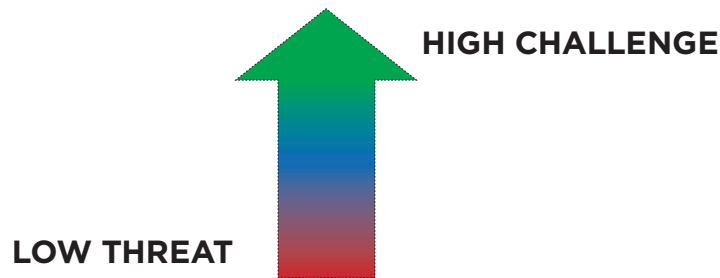
Emotional State ALWAYS wants understanding - not information.... rupture in the relationship and a disconnect in the brain which impacts all learning.



Executive State
What can I learn?



OPTIMAL LEARNING STATE "RELAXED ALERTNESS"



Executive State

Skills



Set, achieve goal
Problem Solve
Executive Skills

Trigger



What can I learn?



Regulate Behavior



Perception = Free Will

Intention = Teach

Behaviors
Goal Achievement
Problem-Solving
Executive Skills
Empathy



Perception Shifts As Our State Shifts

STATE DICTATES PERCEPTION Perception dictates intent/action

Call for Help

Conflict is a call for help and teaching opportunity.
Can be SOLVED.

Upsetting

Conflict is irritating and upsetting.
Must be STOPPED.

Threatening

Conflict is bad and threatening.
Must be PUNISHED.

Q-TIP = Quit Taking It Personally

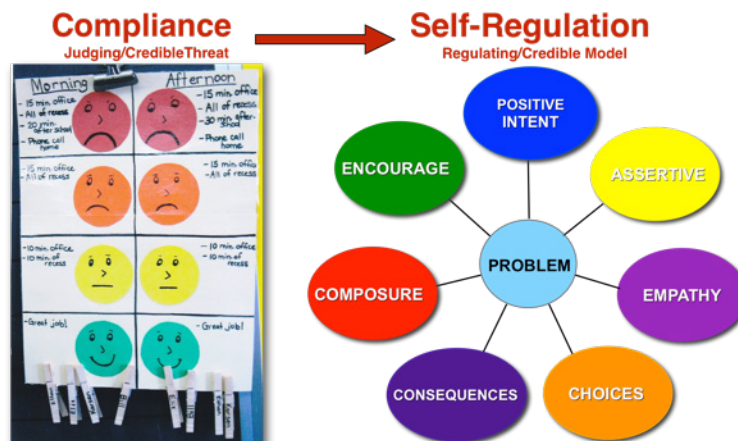
School Family™: Moving from a Factory to a Family Model for Education

Factory Goal = Standardized widgets with ones of less quality removed.

Family Goal = Optimal development of every member.

What's Unique About Conscious Discipline:

- Family Model of education.
- Slow-Slow (builds connections) and Quick-Quick (strategies to manage all conflict/problems).
- Shift from relying on Fear to relying on Love.
- Adult first, children second.
- The creation and installation of the PAUSE (self-regulation).
- Combines school climate, discipline and self-regulation into a seamless whole.
- Transformational and based in Neuroscience.
- Systemic changes throughout the school.
- It is not an add-on program. The curriculum comes from your daily activities and using them as teachable moments.





Behavioral management systems that merely manipulate the surface behavior will never build deep values and controls within (Gluckman and Hanson, 2006).

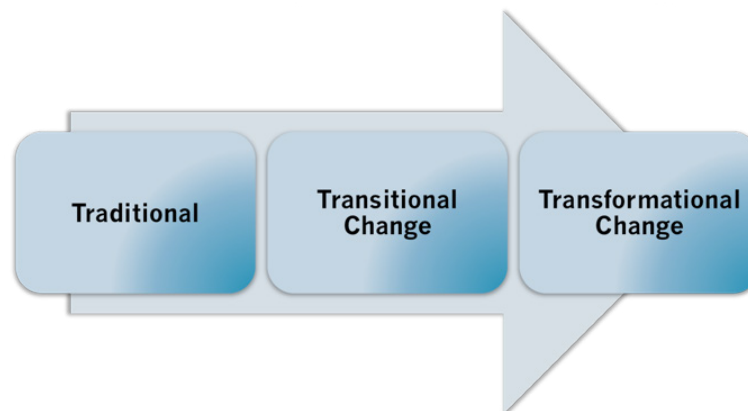
Cannot FORCE someone to change their mind

- See conflict as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption to learning
- See children as capable of self-regulation instead of needing to be controlled
- See connection as the most powerful motivating force for achievement

Transformational Leaders

1. Lead through common mission and vision
2. Lead by example and shared power
3. Lead by inspiration
4. Conscious Discipline is based on transformational change led by transformational leaders

Three Types of Change



Here are your steps:

1. Create broad exposure about Conscious Discipline
2. Discern who are your best and most willing teachers/principals to begin transformation
3. Create a C.D.A.T. (Conscious Discipline Action Team) from those willing to lead the process
4. Begin the process with the willing
 - a. Book study
 - b. E-course
 - c. Send willing to week-long Institute
 - d. On-sight Coaching
5. Create model classrooms and schools to pay it forward

Transformational Process

Year 1: Add-on year – Seen in staff areas and in the halls of schools. Administration and C.D.A.T. coaching

Year 2: Let go and replace year – Seen in model classrooms. Coaching in Model classrooms

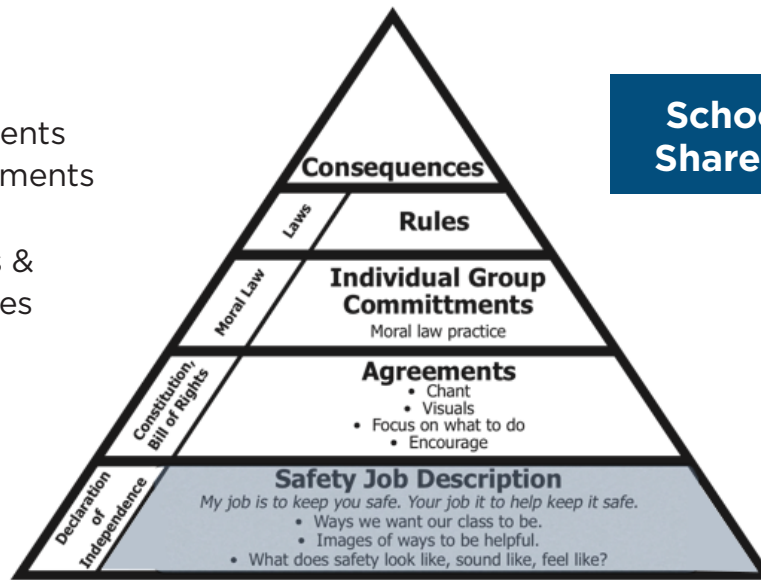
Year 3: Integration begins – Pay it forward begins coach each other.

Year 4: ISS begins to change – Coaching to move to C.A.R.E. model for Tier 2 and 3 children.



S = Safety
A = Agreements
C = Commitments

Before Rules &
Consequences



Schools with Shared Power

Safekeeper Job

- Introduce Safekeeper Job description for yourself and for your students.
- Establish a conscious Safekeeper ritual.
- What does safety look like, feel like, sound like?
- What skills do children need in order to successfully fulfill their job of being helpful and keeping the room safe?

What does safety look like, sound like, feel like?

- Ways we want our class, faculty, school to be in pictures
- Many images of how to be helpful to one another

Agreements: Promises to Others

- Make into chant
- Create with visuals
- Add movements
- Inspire to buy into the vision
- We will either coerce or inspire. Education does not achieve its goal with coercion.

Focus the brain on what you want.

Commitments: Promises to Yourself

You cannot legislate morality. It is modeled and practiced.

Consequences are not Punishments

Rules are needed when the culture thinks they are.

We have 20,000 gun laws and 67 new gun laws were passed in 2018.

More new laws that loosen gun restrictions rather than tighten them, said Michael Hammond, the legislative counsel at Gun Owners of America.

New Federal Laws in 2018= 561



Traditional Discipline vs. Conscious Discipline (see the chart below)

1. Most often in punishment based classrooms children receive warnings or a 3 strikes you are out program.
2. In Conscious Discipline, replace the 1st warning with two positive choices to be helpful.
3. The second warning is replaced with the opportunity to calm oneself down enough to pick a helpful choice.
4. The loss of privilege section is replaced with a behavior plan to help the child become more connected, feel safer and become more successful. Once you understand that the child has a sense of safety and feels a sense of connection and belonging, then loss of privileges in the terms of logical consequences will be effective.

Traditional Discipline	vs	Conscious Discipline®
First Warning		Choice to Be Helpful 
Second Warning		Choice of Safe Place 
Loss of Privilege		Behavior Plan Increase safety, connection and problem-solving 
Call to Parents		Logical Consequences 

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Consequence of Grabbing: Learning to Ask for a Turn

When we confuse rules with routines or agreements:

- We will enforce them inconsistently
 - Based on circumstances
 - Based on our current inner state
- We will train children not to comply
- We will teach children not to trust authority
- Without social trust there can be no guidance, only coercion



Rules, Routines, Agreements

- How would you feel if you were pulled over for not driving respectfully?
- Rules are made to be enforced and have consequences attached.
- Agreements are made as guidelines for acceptable group behavior. Promises to the group.
- Commitments are a promise to ourselves.
- Routines are made for consistency and predictability and teach children how to keep their promises to the group and to themselves.

Agreements, Commitments, Routines & Rules

S
A
C

Safety

School Family Agreements taught through Visual Routines

Group Commitments

Individual Commitments

Routines, Rituals, Commitments managed, modeled and practiced through Class Jobs

Rules evolve from your agreements and are enforced with Consequences

When all else fails in your day, rely on your #1 Super Power: Give instead of Get Whatever you think you are missing - give it to others

Whatever the child is missing - give to the child.

Whatever you think the child is missing - have the child give to others.

Whatever you think you are missing - give it to others.

Whatever you think a parent is missing - give it to the parent.

Ask children to be of service

Be of service

Coach badge with words for child to use with classmates

Self-Regulation = Safekeeper Requirements

- Respond instead of react.
- Realize we are all in this together (not us and them)
- Wish Well instead of judge
- Focus your attention on what you want and hold it there
- Accept the moment as it is (externally and internally)
- Choose thoughts that are helpful instead of hurtful
- Connect instead of control
- Reflect and be conscious of your intention



Coach Badge