



# Noticing: Mindfulness at the Heart of Conscious Discipline

Keynote presentation by:

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Founder & Chief Knowledge Officer, Conscious Discipline

## Changing our job description from OLD:

My Job is to make you behave and your job is to make my job hard.

## The NEW Safekeeper job description is:

My job is to keep you safe and your job is to help me keep it safe.

This is a powerful shift because it changes our intention and our intention shifts our attention.

OLD: How can I coerce/manipulate you?

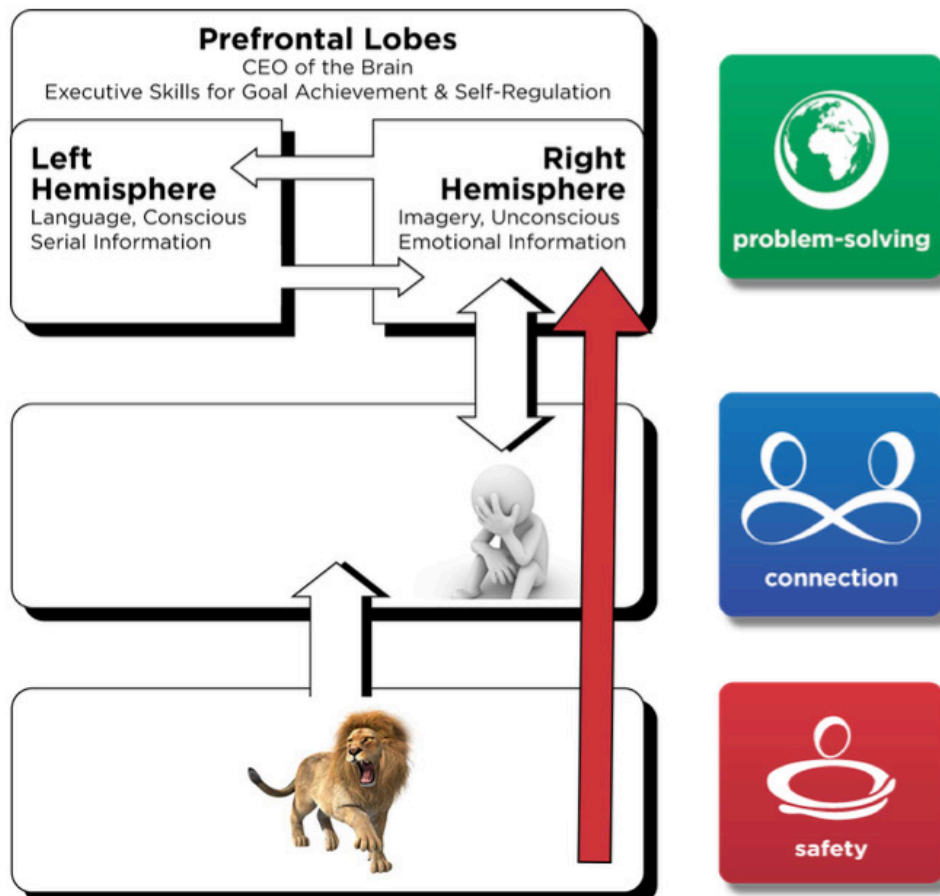
NEW: How can I help you be successful?

OLD: What you don't want.

NEW: What you do want.

## Right and Left Prefrontal Cortex

Left - Positive Emotions / Right - Negative Emotions





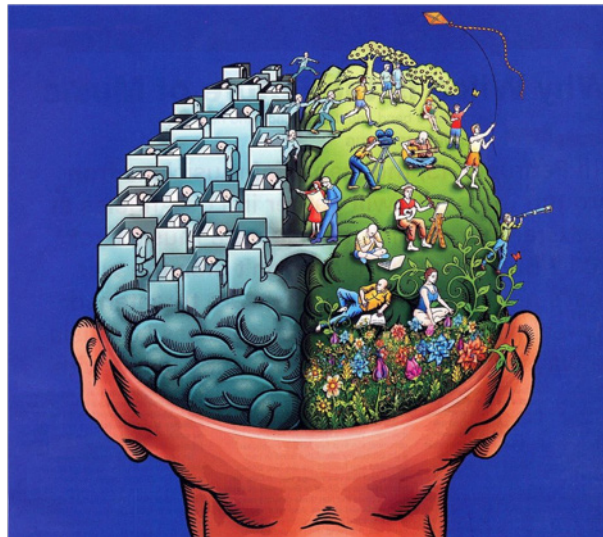
# Noticing: Mindfulness at the Heart of Conscious Discipline

**Social-Emotional Learning and Self-Regulation is a right hemisphere process.  
The right brain remains dominant for all aspects of Social-Emotional functioning.**

## Right and Left Brain Hemispheres

### Left

Verbal  
Logical  
Sequential  
Perseverance  
Positive emotions



### Right

Non-verbal  
Emotional  
Creative  
Self-regulation  
Negative emotions

### Right Hemisphere processes the following information:

1. Right processes nonverbal social cues
  - Facial expression
  - Tone of voice
  - Posture, personal space
  - Gestures
  - Eye contact

A felt sense of safety comes through the face. All children need a felt sense of safety.

2. Locus of Human Stress Response
3. Site of Co-Regulation and Regulation
4. Builds Relationship Template
  - What you unconsciously think you need and/or deserve in relationships
  - Attachment and Attunement

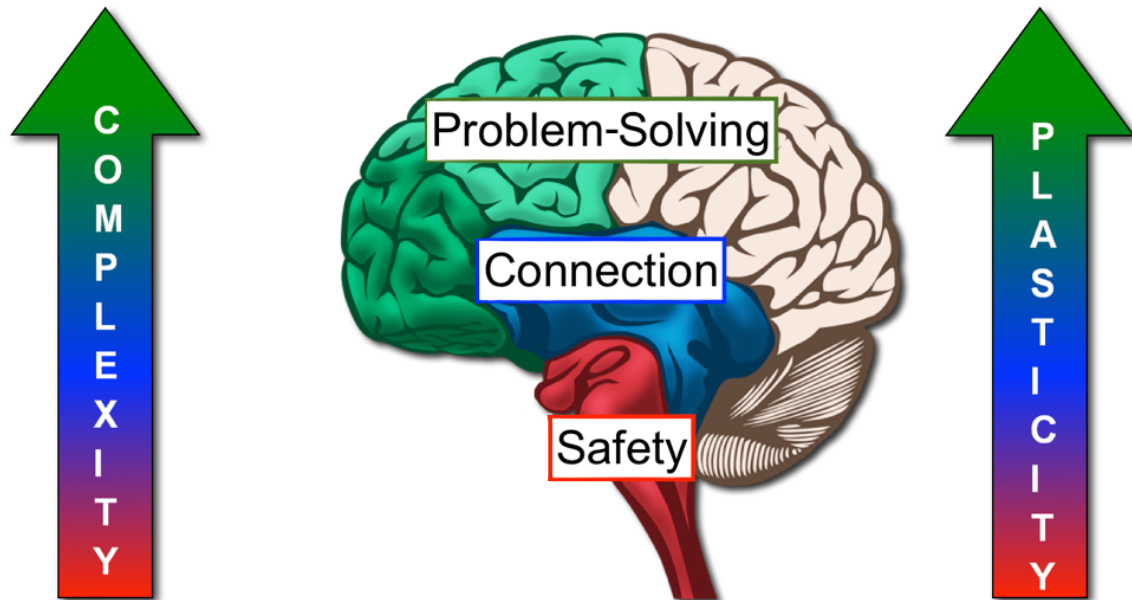
Development starts in the right hemisphere (0-3 years) and moves to the left with language.  
The strength of the right determines the strength of the left hemisphere.

**“The intuitive mind is a sacred gift and the rational mind is a faithful servant.  
We have created a society that honors the servant and has forgotten the gift.”**

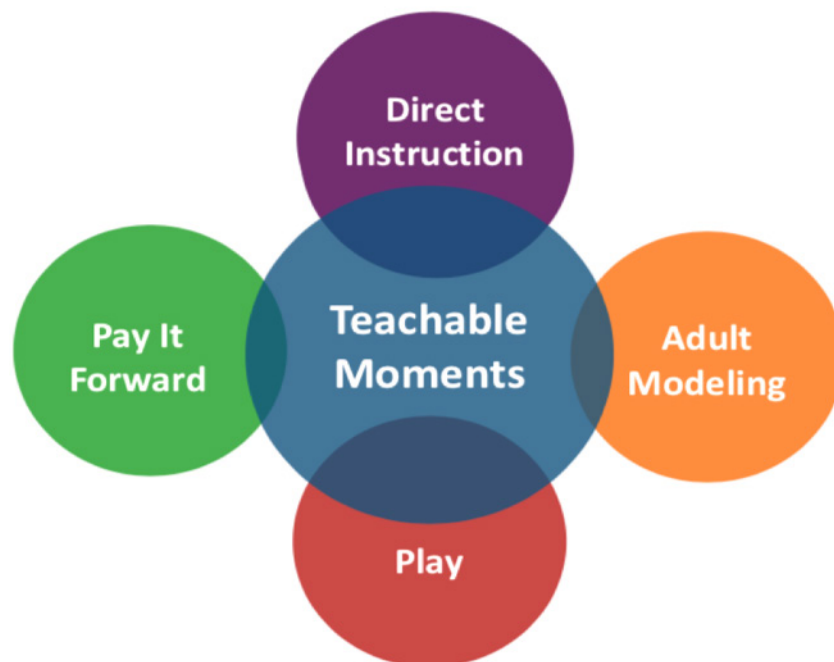
– Albert Einstein



You can only change the part of the brain that is activated.



## Conscious Discipline Curriculum





Integration is the key to all health.

## Integrating Left and Right is Essential

Left Brain Conscious	Right Brain Unconscious
Language, numeracy, literacy, analysis and time	Non-verbal emotional language, empathy, intuition and creativity
Busy Bee – keeps us anchored in a pragmatic world	We wonder, dream, connect and come alive. Dwell in no-time world
Outcomes or Product Human “Doing”	Process over product Human “Being”
People with healthier right brains can better use their left brain	Develops first, home of play, and connecting
Verbal dominance is established after age 7	Fully dominant to age 3 Connects to ANS stores threat
At age 7 the left brain can organize and categorize information into time narratives	Dominant social emotional functioning for all ages

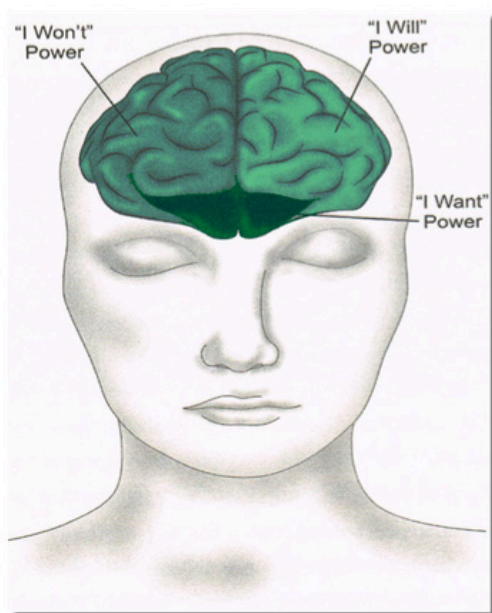
Rigid Thinking

Emotional Chaos

Integrating the left and right hemispheres: Side to Side Integration

Crossing the Midline

## I WILL, I WON'T, I WANT



### I Will (left)

Start and stick to boring, hard, difficult task.

### I Won't (right)

STOP! Holds you back from following every impulse and craving.

### I Want (center)

To live a life of purpose remembering my goals, commitments and highest values.

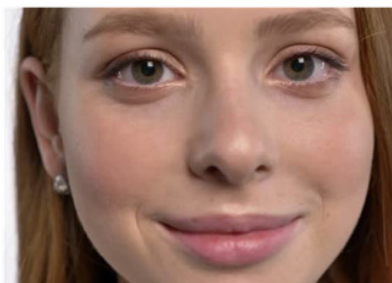




## Integrating Left and Right Hemispheres



Face-to-Face



Felt Sense of Safety



“You wanted \_\_\_\_.”



Nonverbal/Visual

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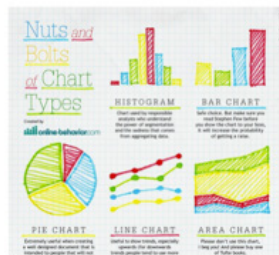
Singing/Music/  
Movement/Drama



Guided Imagery  
Relaxation



Graphs/Art



Play



“You wanted \_\_\_\_.”

“When you want \_\_\_\_ say/do \_\_\_\_.”



## SO YOU WANTED

I can't do the MATH problems!

I can't tie my shoe!

I can't remember my homework!

I can't read!

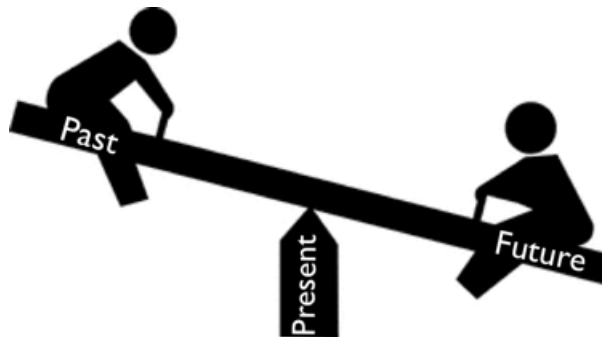
I can't work with these people!

So you want help.

When you want help, raise your hand like this.

### The brain has a negativity bias.

Pulls you from present moment awareness into guilt/worry about the past or anxiety about the future.



**Everything in Conscious Discipline is designed to help adults and children stay present.**

The core of that is NOTICING.

### Noticing

1. Observe what is – non-judgmental present moment awareness (it is not good or bad – it just is)

2. Describe with words what you observe (internal speech or external speech)

Observe – be the witness of an experience, not the experience itself – allows us to be “2”.

Self-regulation requires the self-acting on itself instead of each other. It takes 2 to self-regulate.

**“Emotions and thoughts are not the self but are felt and thought by the self.”**

– Schmeichel & Baumeister, 2004



# Noticing: Mindfulness at the Heart of Conscious Discipline

## I AM ANGRY (1)

I have abandoned myself.

Noticing keeps it 2. I'm aware of me and I see you.

"You seem angry. You wanted \_\_\_\_\_."

(1)        (2)        (1)        (2)

## Noticing Practice

Command: Sit down and turn your attention to the front of the room.

Notice and Describe what you see.

Noticing: "You \_\_\_\_\_ and \_\_\_\_\_ just like this!"

Ta-Da: "You did it! Way to go! Good for you!"

## YOU Talk and I Talk



### You Spoken

- Your face is going like this.
- You moved over so your friend had more space. That was helpful!
- You are so clumsy.

### You Spoken

- I like the way you are sitting quietly.
- I noticed you picked up your friend's pencil.
- I can't stand your constant chatter.

### I Internalized

- My face looks like that.
- I was helpful to move over and give my friend more space.
- I am clumsy.

### I Internalized

- You like me when I sit quietly.
- You notice me when I am helpful.
- You can't stand me.



# Noticing: Mindfulness at the Heart of Conscious Discipline

## Noticing Practice

### Entering a Situation Leading with Conscious Awareness

**Noticing:** “See her face. Her face is going like this. Her hands are holding the pan like this. Her body is saying \_\_\_\_\_.”

**Teach:** “You wanted to hold the pan. When you want a turn, hold your hand out like this and say, ‘turn please.’”

**Noticing:** “Your arms are folded like this. Your eyes are looking down like this.”

**Teach:** “Something happened?”

**Noticing:** “Your body is turned away like this. Your eyes are staring off. Your body is telling me that now is not a good time to talk.”

**Teach:** “I’m here to listen when you are ready to talk. Let me know you are ready by coming to me and making eye contact.”

**Noticing:** “Both of you have your arms out like this. Jason’s face looks like this and Cooper’s face looks like this. Both seem to say leave me alone.”

**Pause:** Download

**Teach:** “Take a moment and calm yourselves down enough to solve this problem. You got this. I can help you.”

## Core of School Family™ is Shift from Judging to Noticing

**People who judge others tell more about who they are than who they judge.**

### Every Skill in Conscious Discipline has Noticing at its Core

- Your face is going like this – eye contact, breathe and download.
- When you want help, raise your hand like this.
- You opened the door so others could walk in. That was helpful.
- You did it. You used your finder to touch each word.
- Kate pushed you off your chair, just like this – did you like it?
- You wanted a turn. When you want a turn, turn your hand over just like this and say, “my turn.”

### First Six Weeks Big Picture

1. Teach everyone (teachers, students, parents) to be a S.T.A.R. and Wish Well when anyone is in distress!
  - “Lydia is having a hard time today. Let’s breathe and wish her well.”
2. Teach everyone how to ask for help and use school visuals to find help!
  - “You wanted help. When you want help, raise your hand like this.”
3. NOTICE, NOTICE, NOTICE!





# Noticing: Mindfulness at the Heart of Conscious Discipline

Consciousness is often viewed as an individual's awareness of their own internal states as well as the events going on around them. If you can describe something you are experiencing in words, then you are mindful or conscious.

What can we do?

How can we develop the Power of Attention?

**Mindfulness is sustained present moment awareness, which means paying attention in a particular way: on purpose in the present moment and non-judgmentally.**

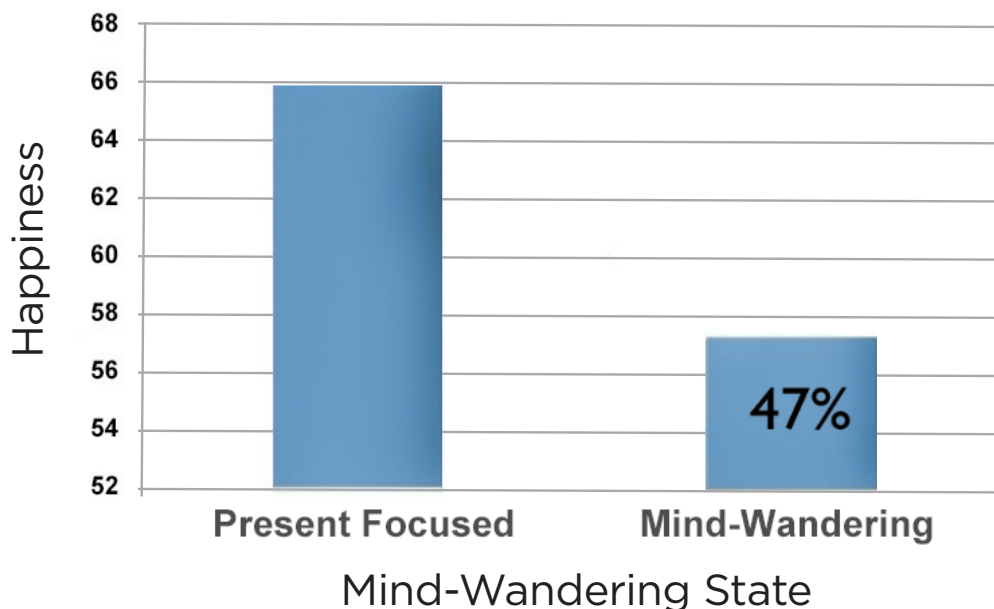
– Jon Kabat-Zinn



**Noticing is a skill that requires us to see what is presently happening (thoughts, feelings, behaviors) without judgment. It is mindfulness in action.**

– Dr. Becky Bailey

## Joy & Happiness also Reside in the Present Moment



### Development Right and Left Integration

- Right brain fully dominant until the age of 3.
- Communication between hemispheres is very poor between the age of 3, limited to the age of 5.
  - Right brain reads faces, inflection, pitch and nonverbal language. Right brain remains dominant for all aspects of social-emotional functioning. When disturbed results in a myriad of psychosomatic and behavioral disturbances.
- Verbal dominance of information and awareness is established after 7.
- Left brain can organize and categorize information into narrative units within linear time.



# Noticing: Mindfulness at the Heart of Conscious Discipline

The brain takes its shape from what your mind places its attention on!  
Attention directs neuroplasticity.

When you are upset, you are always focused on what you don't want!

**All conflict starts with upset.**

**Upset shifts our attention from what we do want to what we don't want.**

**Focus on what you don't want = Discourage self and child.**

**Focus on what you DO want = Encourage self and child.**

## How to Deepen Regulation of Your Attention:

1. Place your attention on what leads to success, happiness and well-being for yourself and others. Keep it there!
2. Shift your attention away from what leads to suffering, failure and harm for yourself and others.
3. Develop a sense of urgency in your life; be the hammer not the nail! Be the cue ball not the eight ball! Take back your power!

Sounds Simple!

## Challenges:

1. Natural to scan attention for survival. Animals that survived had skittish attention.
2. Distracting, Demanding, Over-stimulating culture.
3. Personal History: Trauma, Illness, Chronic Pain.

What does your brain habitually rest its attention on?

Default System = Car Idling

### Negative

- Self/other criticism
- Thoughts generate anxiety
- What's wrong
- Innocent vs. Guilty
- Resentment toward others

### Default Network

- HEALTHY
- Helps us know what we feel
- Helps us to have awareness of body
- Helps us figure out what is important

### Positive

- Gratitude to self/others
- Feeling cared about
- Helpfulness of others
- Glass half full
- What you want to happen

- TRAUMA
- Disconnects awareness of feelings
- When going to die feelings not necessary
- Disconnects awareness of body in space and time, not necessary when facing death
- **Disconnects self-reflective systems, metacognition**



- Trauma in childhood delays the adult's default network so their self-reflective skills are that of a 7-9 year old.
- Self-reflection allows us to look at ourselves with interest, curiosity and inquiry particularly when exploring our thoughts, behaviors and emotions.
- It is not beating oneself up, blaming others for your victim feelings.
- Start with simple reflective prompts for teachers and children.

- A way of describing behavior in order to achieve the following:
  - Eye contact, download, connection – FACE, HEART connection stimulated.
  - Consciousness of self and others (personal attributes, efficacy, being of service).
  - Linking left and right hemispheres by adding verbal to nonverbal actions.
  - Directed positive neuroplasticity.

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