



ConsciousDiscipline

Using M.A.P. Leads to Safety

Audience: Pre-K (Ages 3-4)

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We need to notice ourselves by our tone, nonverbal expressions, and actions. A child cannot be in a higher state than the adult. Be the child’s Safekeeper.

Safety Skills: Noticing, Assertiveness, Routines with pictures, Composure, Safe Place and Safekeeper.

Brain Smart® Start

The Brain Smart Start is a routine that consists of four activities:

- ♥ Activity to **Unite**
- ♥ Activity to **Disengage Stress**
- ♥ Activity to **Connect** the children to the teacher and each other
- ♥ Activity to **Commit** oneself to learning

When can you do this?

- “Abbreviated” Brain Smart Starts/Brain Breaks:
 - To refocus the group
 - Before difficult transitions
 - Before/after active play
 - When there’s high/low energy

Students need to MOVE in order to learn how to sit STILL.

- Ideas for Brain Breaks - Determine which can be used for high/low energy:
 - Yoga
 - Go Noodle (GoNoodle.com)
 - “Calming Cream” hand massage
 - Quiet music
 - Breathing
 - Organized movements/activities
 - Exercise/movement: i.e. helicopter spins, pencil roll, alligator crawl, table top, flamingo, superman, popcorn, cross pattern
 - Other: _____

Friends and Family Board: Represents ALL the people who help keep the child safe and helps strengthen home/school connection.

- When will you take pictures to make sure all students and families are represented?

- How can you share this information with families?



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- Who else could you include on the board?
-

- Where can you post it in your classroom?
-

School Tools: Tools, not toys (flexible seating, fidgets)

- How will you introduce them?
-

- When will students have access to the tools?
-

- What tools do you already have in your classroom?
-

- Will you make tools available to all students or just some?
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Routine	Rationale	Activity
<p>♥ Unite: Involves everyone doing something together and puts everybody on the same page. Also builds relationships and safety and releases endorphins.</p>	<ul style="list-style-type: none"> • Increase energy • Decrease energy • Get on the same page 	Go Noodle
<p>♥ Disengage Stress: Involves deep breathing and stretching. Prepares the brain for learning and turns off the stress response.</p>	<ul style="list-style-type: none"> • Calm down classroom • Shift gears/transition • Organized quiet 	Rainbow Breathing
<p>♥ Connect: Involves eye contact, touch, presence, and playfulness. Helps build relationships and focus/attention and motivation to learn.</p>	<ul style="list-style-type: none"> • Increase attention • Increase motivation • Impulse control • Organized energy 	Round and Round the Garden
<p>♥ Commit: Involves affirmations and positive thinking. Produces serotonin, teaches responsibility, promotes mindful attention and develops the prefrontal lobe.</p>	<ul style="list-style-type: none"> • Activate frontal lobe • Focus attention • Increase success 	Eyes watching, ears listening, voices quiet, body calm



Week 1:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____
Week 2:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____
Week 3:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____
Week 4:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____
Week 5:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____
Week 6:	Unite: _____ Disengage Stress: _____ Connect: _____ Commit: _____

How/When will you Unite your students and classroom?

- Safekeeper Ritual
- School Family Name
- Special songs/chants

How/When will you Disengage Stress?

- Beginning of the day
- During/before difficult transitions
- With a difficult child
- After periods of high energy
- Stressful times/losing students' attention



How/When will you Connect?

- With each individual child
- With difficult children throughout the day
- Student to student
- At the beginning/end of the day
- During transitions

How/When will you Commit?

- As a group
- Individually

M.A.P. Visuals

- Routines of the Day:
 - Think about what you want each routine to look like, sound like, feel like.

Choose one routine and jot ideas here:

Look Like:	Feel Like:	Sound Like:
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- What time of the day does your classroom experience the most chaos? How could you create a visual routine for this?
 - Younger students will benefit from less steps.
 - How will you teach these routines to students?
 - M = Model** your procedures and expectations for the children.
 - A = Add** visuals.
 - P = Practice**, practice, practice!

Write all the routines you may need to create a visual routine for:

Choose one and create it below:

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Daily Visual Schedule:

- Where will you post your daily visual schedule?

- When will you review it throughout your day?

- How will you create it?

Things to think about:

- How will you teach these routines to your children? Remember **M**odel, **A**dd pictures, and **P**ractice. Where can rules be posted?
- What are your expectations for each routine? Include two positive choices when redirecting or stating expectations. (i.e. *Shubert Rule Cards*)
- Are there visual routines posted throughout your building?

Checklist of necessities for M.A.P.:

- M.A.P. classroom procedures
- M.A.P. all school-wide routines
- Post your daily schedule visually and reference it throughout your day
- Create individual routine books
- Create class-made books
- Visit Shubert's School online at: ConsciousDiscipline.com/Free-Resources/Shubert
- Name, Verb, Paint when giving assertive commands

M.A.P. Choice Time

When Teaching a Center, Keep These 4 Things in Mind:

1. How many children at each center: Some centers may be for a specific number of children. Have a visual and show them where to look so they know how many.

2. Introduce materials/model: Show them what they are supposed to do with the toys/materials.

3. Playing/Demonstrating: Play with the children and model expected behavior when asking for turns, sharing, solving social problems, etc.

4. Warning/Clean-up: Teach the children what will happen when it is time to clean up and what it looks like to pick up toys. Teach a signal/warning for clean up as well. If children do not get a warning and are then interrupted in play, a peaceful transition may be more difficult.



List All the Play Centers in Your Classroom:

Center	Specific Expectations	Conscious Discipline Powers and Skills <i>Taken from Skills on a String</i>
Blocks	<ul style="list-style-type: none"> • Build only up to your chin • Blocks are for building • Share ideas of what to do with blocks • Match blocks to their spot on the shelf • Be respectful of other people's buildings 	<p>The Power of Acceptance Skill of Empathy “You seem angry. Something happened? You wanted to stay and play longer. That’s hard. Breathe with me, you can handle it.”</p> <p>The Power of Intention Skill of Consequences “You have a choice, you can choose to play with your friends and stay at the table or you can choose to hit your friend again and play by yourself.”</p> <p>The Power of Love Skill of Positive Intent “You wanted to play with the ball so you pushed Cassie out of the way. You didn’t know what else to do. You may not push. Pushing hurts. When you want a turn with the ball, say ‘May I have a turn please?’ Say it now for practice.”</p> <p>The Power of Unity Skill of Encouragement “You put the books back on the shelf so the other children would be able to find them easily and our room would stay clean. That was helpful!”</p> <p>* For a child who is having a hard time cleaning, be a sports announcer. “You are bending over and grabbing that block and now you are putting it in the bin!” Child does not clean up any more. “You almost did it, keep working!” Continue to be sports announcer.</p>



Center	Specific Expectations	Conscious Discipline Powers and Skills <i>Taken from Skills on a String</i>
		Power of Attention Skill of Assertiveness “Greg, sit in your chair with your hands in your lap and your eyes looking forward just like this.” “Did you like it? Tell your friend, ‘I don’t like it when you butt in line. Please go back to your space and wait your turn.’ Try it now for practice.”
		Power of Free Will Skill of Choices “It’s time to clean up. You can start by picking up the art pencils or putting your papers away. Which is best for you?” Power of Perception Skill of Composure Be a S.T.A.R. “I am safe. Keep breathing. I can handle this.”
		

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	