



# Conscious Discipline in Middle and High School Classrooms

Audience: Specialty

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## 1. Introducing Conscious Discipline the First Week

- Introduce classroom structures to students so they feel safe. Where is everything located, etc.
- The teacher models all of the powers and skills each day, starting from Day 1. Teacher also models different classroom jobs starting on Day 1.
- Have an open dialogue about the powers and skills as they arise in everyday situations.
- Explicitly teach the Brain State Model.
- Most important implementation item in the classroom is the teacher's mindset. Focus on strengthening/changing yourself first.
- What lessons lend themselves toward setting up the classroom environment and building relationships?
- How can the skills and powers be a part of your classroom?

## 2. Brain Smart® Start

- I begin each class with a Brain Smart Start.
- Create a document that contains ideas for connection and transition activities to change activities each day.
- Create a student job to lead the Brain Smart Start.
- What activities unite, connect, disengage stress, and commit?

## 3. Create Class Agreements Together

- The process I use:
  - Students will discuss in groups and write ideas on paper.
  - Compile all ideas and discuss each one with the whole class.
  - Clarify them and write them in terms of what behavior you want to see.
  - Have students commit to them by signing them or placing initials on the Agreements.
  - Revisit and change as needed.
- Guiding question for this discussion is: "What will support your learning in this classroom?"

## 4. Safe Place™

- Structure of the Safe Place is key in the secondary classroom. Explicitly discuss and model what happens in the Safe Place, how to use it, etc.
- Where is the best location for your Safe Place? What is your vision for how students would use it?

## 5. Classroom Jobs

- What tasks are necessary for your class to run? Make each one a job for a student.
- Allow students to choose their job.
- Change as often as you would like. I change once a quarter.
- Allow students to create their own.
- Each job is meaningful and important. If it isn't, change the job.



## 6. Celebration Board

- Students celebrate any goal they have worked towards and achieved. It does not have to be something that happened in my classroom.
- Student being celebrated has their picture taken and it is hung on the celebration board.
- At the end of class, student is celebrated by others on their way to the next class.
- Other classes can see their peers' accomplishments and continue the celebration outside of my classroom.
- How do you celebrate students?
- How could you build connections using this structure?

## 7. Welcome Back

- Builds the School Family and shows that we value you and notice when you aren't around.
- How do you welcome students back into the classroom after an absence?

## 8. Safekeeper

- Don't have to say it each day, just as situations arise.
- Conduct the Safekeeper Ritual during the first week of school and state that you are there to keep them safe.
- Ties directly into building a School Family and a growth mindset where learning can take place.

## 9. Rituals

- Intentional transition rituals that happen each day, each class. Builds safety and School Family.
- M.A.P. visuals for greetings.
- How could you greet students? This sets the tone for class and allows the teacher to assess each student's state.
- How could you say goodbye?
- What is the last impression you would like the students to take with them at the end of your class?

## 10. I Love You Rituals™

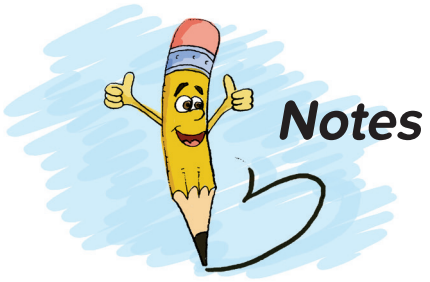
- Look different in upper grades. They could be any ritual that builds connections and relationships.
- How and where can you connect with students?
  - Before/After School?
  - Athletics?
  - Lunch?
  - Handshakes?
  - Journals?

# My Plan for the First Six Weeks

WEEK	MATERIALS
<b>Week 1:</b>	

# My Plan for the First Six Weeks

WEEK	MATERIALS
<b>Week 4:</b>	



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