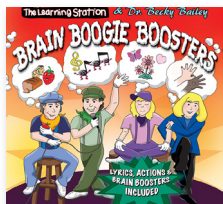


Discipline is not something we do **to** children, but something we develop **within** them. – *Dr. Becky Bailey*

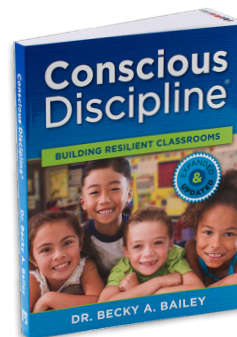


Let's enjoy a **Brain Smart® Start:**
BRAIN BREAKS from
Brain Boogie Boosters
by the Learning Station;
S.T.A.R. Breathing and
our Commitment

Brain Smart® Start

Contains the following elements:

- ♥ **Activity to Unite**
- ♥ **Activity to Disengage the Stress Response**
- ♥ **Activity to Connect**
- ♥ **Activity to Commit**
- ♥ **Wish Well: A Conscious Discipline Skill & Structure**



* More information on a Brain Smart Start can be found on pages 106-110 in the *Conscious Discipline Building Resilient Classrooms* book.

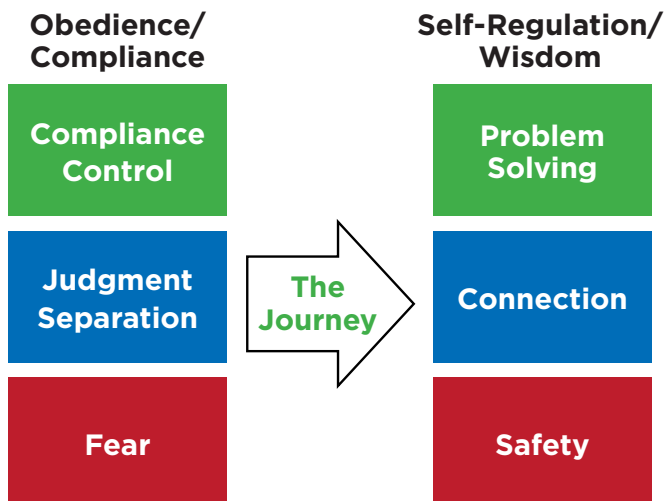
Reflection: How can I use this Brain Smart Start information?

A Quick Overview of Conscious Discipline®

* From *Conscious Discipline: Building Resilient Classrooms*, pp. 8-29

Conscious Discipline is an adult first transformational, trauma-responsive approach to self-regulation that integrates:

- Social and emotional learning
- Equitable school culture
- Theory and application
- Research and brain-based discipline practices



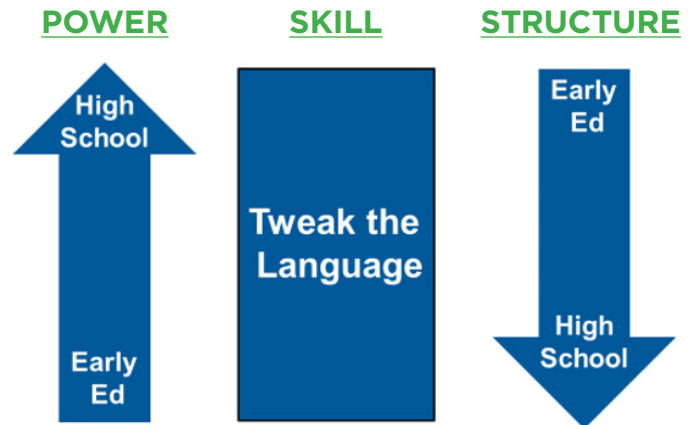
Conscious Discipline has two puzzle pieces:

1. **Shifting your mindset about conflict;** learning about and internalizing the Powers and Skills of Conscious Discipline so you can see **CONFLICT as an opportunity to teach missing skills.**

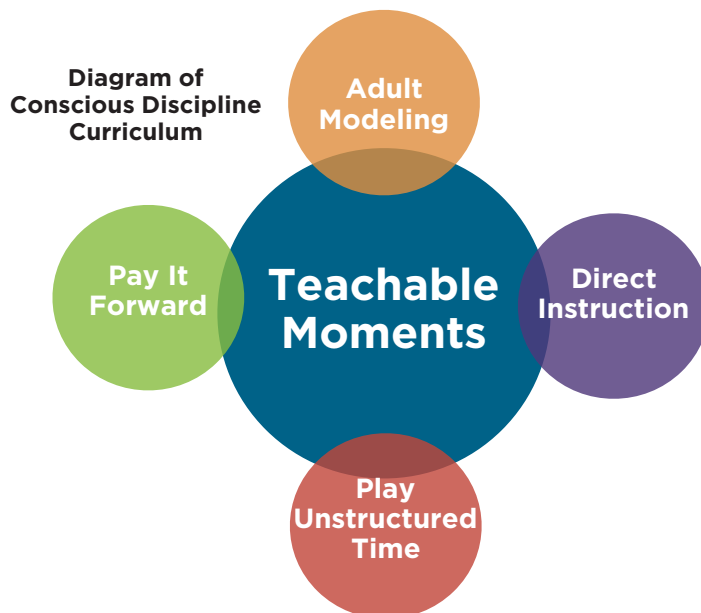
Structures for Creating a School Family™

Powers	Skills	Structures
Perception	Composure	Brain Smart Start, Safe Place, Safekeeper
Attention	Assertiveness	Visual Routines, Class-Made Books
Unity	Encouragement	Connecting Rituals, Kindness Tree, Jobs
Free Will	Choices	Visual Rules
Acceptance	Empathy	We Care Center
Love	Positive Intent	Wish Well, Celebration, School Family Assemblies
Intention	Consequences	Class Meetings, Time Machine
<i>Regulates You</i>	<i>Regulates Child</i>	<i>Practice Skills</i>

Our **FOCUS CHANGES** as Age Increases



2. **Creating a school climate, the Conscious Discipline School Family,** that empowers everyone to succeed.



How Do You Grow Your School Family?

Connection,
Celebration,
Contribution



Rewards
and
Punishments



Conscious
Discipline
Strategy

Reflect:

Conscious Discipline Brain State Model

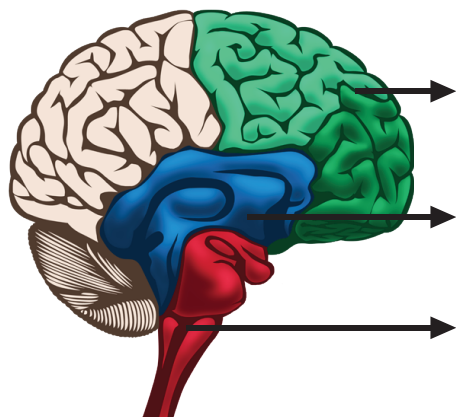
* From *Conscious Discipline: Building Resilient Classrooms*, pp. 34-59

The Conscious Discipline Brain State Model helps us recognize that internal states regulate external states, and is used to demonstrate the relationship between brain function and behavior.

EXECUTIVE State:

EMOTIONAL State:

SURVIVAL State:



Executive State

Developmental Need:

Problem-solving opportunities

Looks like: Wisdom, unlimited skills

Message: What can I learn?

Emotional State

Developmental Need: Connection

Looks like: Back talk, sass, yelling, verbal reactions

Message: Am I loved/connected?

Survival State

Developmental Need: Safety

Looks like: Hiding, fighting, surrender, physical reactions

Message: Am I safe?

Want to understand more about this model? Check out Dr. Becky Bailey at TEDx - Wiring the Brain for Success at <https://www.youtube.com/watch?v=cjVJV7G8x3s>

Traditional Discipline vs. Conscious Discipline: What's the Difference?

Traditional Discipline

External Model
Stimulus: React

You can make others change.

Rules govern behavior; rewards and punishment are the foundation for changing behavior.

Avoid conflict; it is disruptive.

Conscious Discipline



Internal Model
Stimulus – **PAUSE** – Response

Changing ourselves creates change in others through dynamic interactions.

Relationships govern behavior; connection is the foundation for change and encourages willingness.

Conflict is a reflection of missing social or emotional skills and creates **opportunity** to teach life skills.

WHY and HOW our internal states dictate our external behavior:

- “When we are **not** conscious of our actions, we can become reactive rather than proactive... the stimulus equals an automatic reaction. Putting the PAUSE between the stimulus and the response is at the core of Conscious Discipline.”
– From *Conscious Discipline: Building Resilient Classrooms*, p. 10
- “Emotional states are contagious; mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves.” – *Daniel Stern*

- Conscious Discipline is an **adult first** model; the adult's internal state dictates their behavior, and their internal state dictates the child's internal state. Adults must regulate themselves before they can teach effectively.
- When we get stressed, **Active Calming** is our journey from our **Survival State** to **Executive State** so we can **respond instead of react**.
- When we **shift** from reacting from the lower centers of our brains to responding from the higher centers of our brains, it is called Self-Control. When we **teach** others how to shift from reacting from the lower centers of their brains to responding from the higher centers of their brains, it is called Conscious Discipline.

Upset is YOUR cue to

PAUSE



S.T.A.R. BREATHE/SELF-TALK



WISH WELL



Using conflict as an opportunity to teach social, emotional and life skills:

- Learn to Q-TIP! **Q**uit **T**aking **I**t **P**ersonally.
- Mistaken behavior... it's NOT happening TO you; it's happening IN FRONT of you.
- All behavior is communication. Adults (AKA behavior detectives) must figure out what the behavior is saying.
- There is a difference between misbehavior and mistaken behaviors.
- Conscious Discipline sees behavior as a "call for help" instead of "he's ruining my day."

Reflect upon and then **record** key differences between Traditional Discipline and Conscious Discipline.

Activity: Now, you will **share your ideas** with other participants. **When the music stops**, you will **find a partner** and **share one key difference**. Music will cue when to stop and go. **Continue playing** until Kim tells you to **stop**.

Something to ponder:

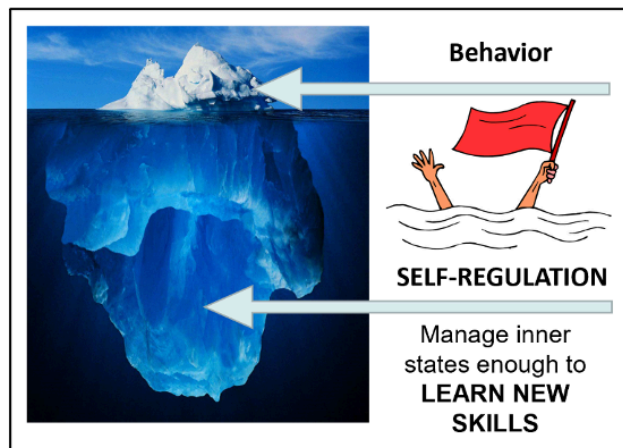
You see a student flipping her desk in a classroom. You think...

- a) She knows better than that.
- b) That wouldn't happen in my classroom.
- c) Oh no she didn't! She needs a good _____.
- d) None of the above.



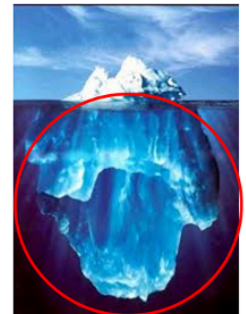
Let's **watch** what can happen when an educator embraces Conscious Discipline (Jill Beck's Story).

Reflect: Take one minute to jot down some thoughts you have after watching this video.



Consider Using This Iceberg Analogy

1. **Why** this behavior?
2. **What** skill / need is missing?
3. **How** will the student **LEARN** this behavior?



One major takeaway...

One thing I am going to do...

Recap of Conscious Discipline

- Is an **Adult First, Child Second** systemic SEL program, empowering adults with the mindset and skill set to infuse SEL in all daily teaching moments.
- Is a **Student-Centered** approach.
 - **Conscious Discipline** empowers all students to contribute to and co-create a safe and supportive learning environment, in collaboration with the adults in their school.
 - Considers and addresses students' needs through a **Whole Child** perspective.
 - Recognizes that students' sense of safety and quality of connection directly relates to their ability to learn. Adults develop the mindsets and strategies needed to support these areas of their students' lives, considering not only experiences at school, but in their families and communities as well.
- Promotes **Equity**.
 - The **Conscious Discipline** approach is an **"Adult-First"** model, infused with opportunities for self-reflection. Often, adults recognize and confront their deeply held beliefs and biases. This, coupled with practice to see student behaviors with positive intent and to identify the underlying messages being communicated, reduces the tendency to react using punitive or exclusionary discipline, particularly where biases might have otherwise influenced decisions.
 - The **Conscious Discipline School Family** helps schools create an environment modeled after a "healthy family model," in which all members are seen as indispensable to the community and are never excluded. Challenges and conflict are viewed as opportunities for all members to develop skills and deepen their trust and empathy for one another. **All teachers, staff, and students benefit from this inclusive and healing-centered approach.**
- Is a model for **Continuous Learning**.
 - Rather than one-off trainings, **Conscious Discipline is a transformational model.** Schools develop supportive professional communities that engage in ongoing reflection and learning that continuously impact practice, where mistakes are seen as opportunities to learn. Likewise, adults who experience this model encourage their students to learn from every interaction and experience through ongoing self-reflection and commitment.
- Is **brain-based** and **trauma-informed/reflective**, providing understanding and skills to intervene, knowing the "why" and the "how".