

# Noticing: The Heart of Equity

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## 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.

## 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 & Baumeiser, 2004

### I AM ANGRY (1)

I have abandoned myself.

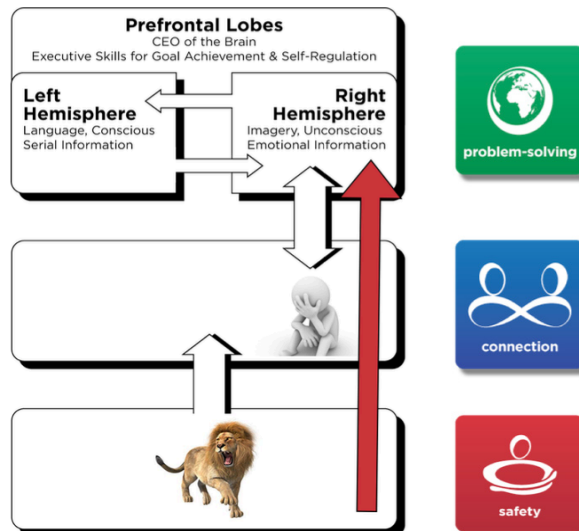
Noticing keeps it 2. I'm aware of me and I see you.

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

(1) (2) (1) (2)

## Right and Left Prefrontal Cortex

Left - Positive Emotions / Right - Negative Emotions

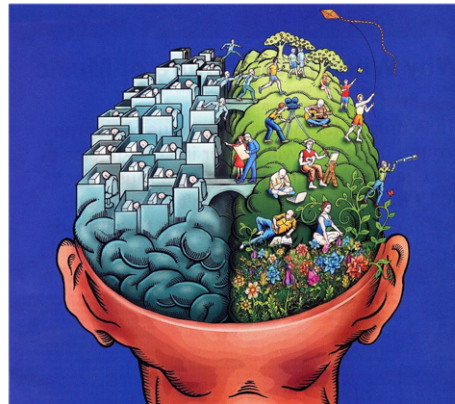


**Social-Emotional Learning and Self-Regulation is a right hemisphere process. The right brain remains dominant for all aspects of Social-Emotional functioning.**

## 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.

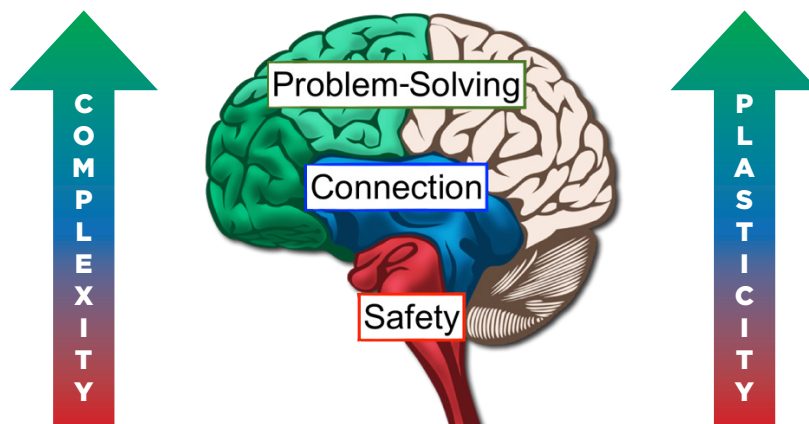
2. Locus of Human Stress Response
3. Site of Co-Regulation and Regulation
4. Builds Relationship Template
  - What you unconsciously think you need and/or deserve in relationships
  - Attachment and Attunement
5. Strength of the Right determines the Left

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.

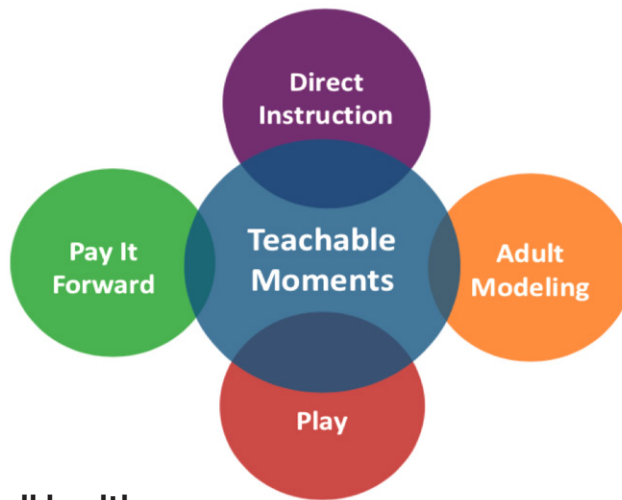
**“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”**

– Albert Einstein

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



# Conscious Discipline Curriculum



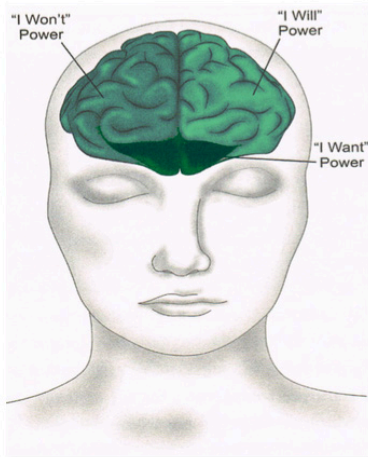
Integration is the key to all health.

## 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
<b>Rigid Thinking</b>	<b>Emotional Chaos</b>

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.

## 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 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 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!
  - "Linda 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!