

Safety. Connection. Problem-Solving.



ConsciousDiscipline®

Personal Implementation Guide

Mental Health Specialists

This Guide is just the beginning of your Conscious Discipline journey!
Call 407-366-0233 or visit ConsciousDiscipline.com to learn more.

Personal Plan

- What three things generated a personal “Aha” for you?

1. _____
2. _____
3. _____

- How will you expand on this personal interest to begin your implementation process?
- What two rituals seemed the most meaningful for you?

1. _____
2. _____

- What activities/songs/games did you find really helpful?

1. _____
2. _____

- Did you enjoy the Brain Smart® Start routine? _____ Why? _____
- Did the Safekeeper ritual provide you focus? _____ How? _____
- Did your daily commitments offer you success and focus? _____ How? _____

- Did you enjoy your job? Did you benefit from the jobs of others? _____
How does this apply in a School Family™? _____

- What inner speech are you willing to change?

- ☐ I’m safe. Keep breathing. I can handle this.
- ☐ You can do it. You can do this!
- ☐ What are my two choices? Think of two choices and just get started.
- ☐ Are these thoughts helpful or hurtful?
- ☐ I feel angry, sad or disappointed. Breathe. I can handle this.
- ☐ I wish you well.
- ☐ What am I willing to do differently?

Essential Beginnings

1. Start your personal “Be a S.T.A.R.” program, then start with administrators, teachers, co-workers, children and families

- Find your personal internal Safe Place, then create one for your classroom, school, home or office.
- Take back your power. Shift from “make me, please me” language to “I’m going to ____.” Once you empower yourself, you will then be able to empower others.
- Consciously be aware of your buttons. Say to yourself, “I’m safe, I can handle this. Keep breathing.” Once you are conscious of your buttons, help others be conscious of theirs.
- Structure: Safe Place or portable Safe Place to use on the go.

2. Start your personal Wish Well Program

- Create a Wish Well ritual in your office or to carry with you if you are on the go.
- Let go of judging yourself and others and begin wishing others well. Then teach this to administrators, teachers, co-workers, children and families.
- “Kareem is having a hard time sounding out his words. Let’s wish him well.”
- Wish well before beginning meetings and before consulting about a child or individual.
- Structure: Wish Well board

3. Start the day the Brain Smart® way

- Teach some activities to unite.
- Teach some activities to connect.
- Teach some activities to disengage the stress response (S.T.A.R., drain, pretzel, balloon, cross crawl).
- Teach commitments. Start with class or group agreements and move to individual.

4. Create a “Safety” job description

- My job is to keep you safe. Your job is to help keep it safe. Identify your helpers – whose job it is to help keep it safe?
- Create a Safekeeper ritual.
- Walk in the classroom so everyone is safe.
- Line up and check to make sure you have enough room and everyone is safe.
- Are you being safe? What could you do now that would be helpful?

5. Create a School or Group Family

- Name your School or Group Family.
- Create a School or Group Family song, motto, mission statement, flag.

6. See misbehavior as a call for help

- The moment is as it is.
- The only person you can make change is yourself.
- Attribute positive intent.

7. Assertively tell children what to do

- What you focus on you get more of.
- Pivot if frustrated.
- Give two positive choices or assertive commands.

How will you use The Feeling Buddies®?

Routines: What Visuals are Needed?

Schedule or Routine Books Needed

- ☐ Family home visits
 - ☐ Small group meetings
 - ☐ C.A.R.E. (Creating Alternate Resources Effectively) team meetings
 - ☐ Individual sessions
 - ☐ IEP meetings, etc.
-
- **What parts of Conscious Discipline do you want to include in your meetings or sessions?**
 - ☐ Agreements
 - ☐ Greeting/goodbye ritual
 - ☐ Brain Smart Start
 - ☐ I Love You Ritual
 - ☐ Wish Well
 - ☐ Absent person
 - ☐ Jobs
 - ☐ Focus on what you want (solutions)
 - ☐ Conscious Discipline information in regard to skills, powers, brain model or structures
 - ☐ Visual routines, schedules, rules
 - ☐ Commitments

- **Design a book you could use!**

- **My plan for creating the routine books or visuals needed:**

- **Meetings:**

- **Sessions:**

- **Home visits:**

- **Pull-out programs:**

- **Individual/administrator, teachers/child (example: Rage book, social stories, etc.):**

- **How will you make them “on the go” and versatile (clip board, file folder, wearable apron)?**

Brain Smart Start

- How would you start your meetings or sessions with a Brain Smart Start?

- Usable activities to unite:

- Safekeeper Ritual
- Wish Well

- ---
- ---

- Usable activities to disengage stress:

- ---
- ---
- ---
- ---

- Usable activities to connect:

- Greetings
- I Love You Rituals
- Music/movement/chants

- _____

- Usable activities to commit:

- _____

- _____

- _____

- _____

Rituals to Build Connections

- Which of the following rituals can you use in your job?

- ☐ Greeting/goodbye rituals
- ☐ Wish Well ritual
- ☐ Safekeeper ritual
- ☐ Leaving/returning person rituals
- ☐ Celebration rituals
- ☐ Birthday rituals
- ☐ New group member ritual
- ☐ Testing rituals

- Design one you could do to begin this process:

- What rituals do you believe would be helpful to suggest to administrators, teachers or parents?

- How would you model them and then teach them?

Structures

- Which of the following structures would be useful in your job?

☐ Conflict Resolution Time Machine	☐ Ways to Be Helpful
☐ We Care	☐ Friends and Family Board
☐ Safe Place	☐ Celebration Board
☐ Jobs	☐ Class meetings

- Prioritize the first three steps you will implement:

1.

2.

3.

- How will you make them portable if necessary?

- How would you model and then teach them to others (e.g. administrators, teachers, co-workers, children and families)?

Data Collection

- In Conscious Discipline, the big shift in data collection is the constant focus on what you want to see.
- Collect data on the amount of success the child exhibits on utilizing the new skills taught.
- Check that the child can answer the following two questions affirmatively before demanding they change skills.
 - Am I safe? → NARCS
 - Am I loved? → REJECTS
- Data collection forms and examples are provided in your handout.

Executive Skills

- Use Executive Skill Lending Library in your handout (and on the Conscious Discipline website) to create behavioral plans and IEPs.

My First Steps

Write down your first five steps for implementing Conscious Discipline:

1.

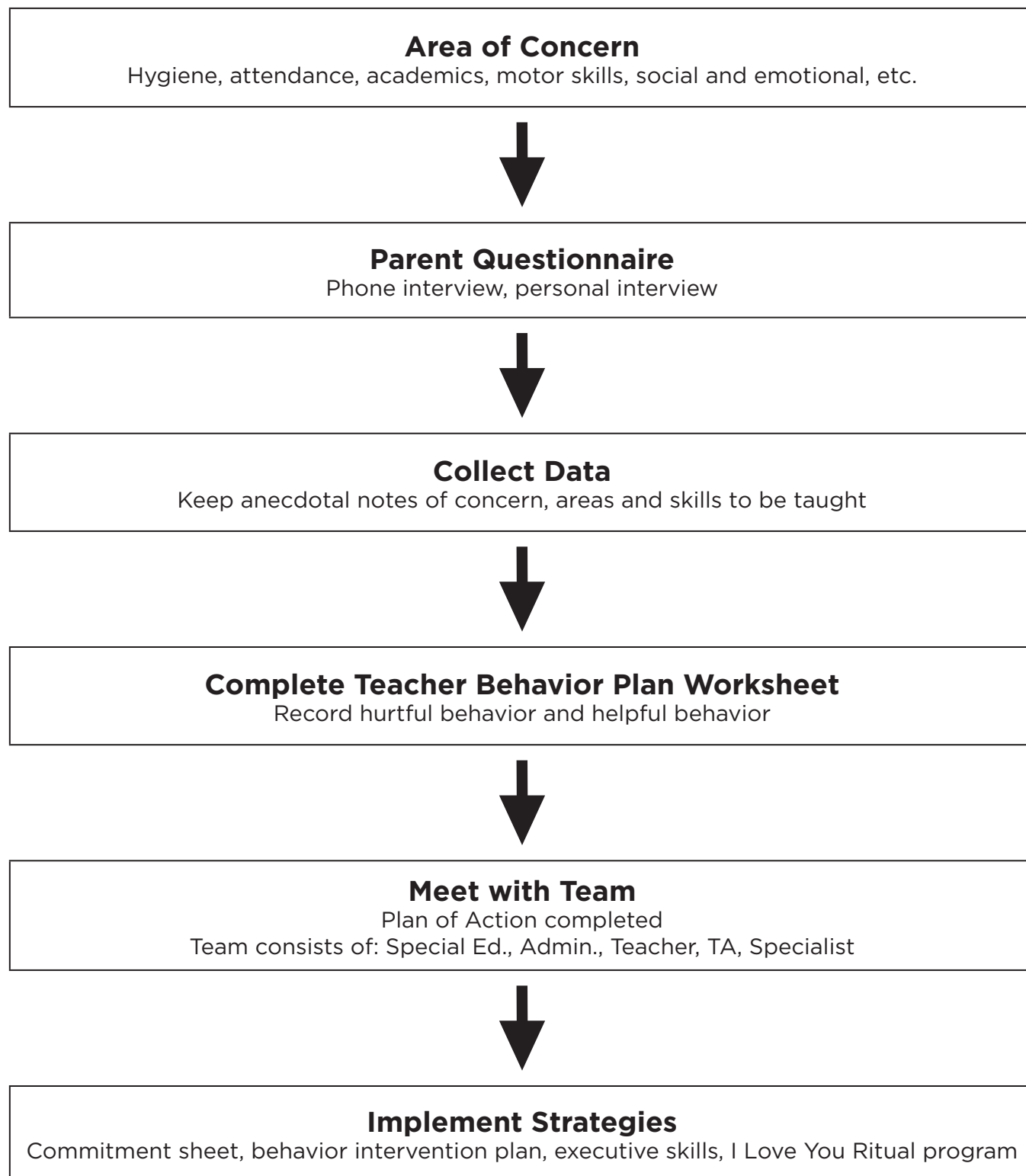
2.

3.

4.

5.

Creating Alternative Resources Effectively C.A.R.E. Team Time Line



C.A.R.E Team Referral

The C.A.R.E. Team is comprised of the classroom teacher, counselor, principal, special services staff and the parent. This team brainstorms strategies and ideas to help children who are struggling in the classroom. Your input as a parent is a vital part of this process. Please help us by contributing the following information:

Parent Questionnaire

1. What are your child's present strengths and areas of success?

2. What are your present concerns regarding your child's academic and or social/emotional progress?

3. When did you first start having concerns?

4. What steps have you taken at home to assist your child in the area(s) of concern?
 - _____
 - _____
 - _____
5. Are there any medical or physical problems that you know of, or suspect may be contributing to your child's academic difficulties? If yes, please explain.

 - Has a physician been consulted? If yes, which physician?

 - Were there any delays for your child in meeting the developmental milestones (crawling, walking, talking, potty training, etc.)

6. Is there any other information which might be pertinent to this evaluation?

Plan of Action for C.A.R.E. Team

Student Name: _____

Date: ____/____/____

Team Members Present

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Team Members Unable to Attend

1. _____
2. _____
3. _____

Desired Behavior to Change

Member	Action to be Completed	Date Action Taken

What skills are missing? ☐ Safety ☐ Connection ☐ Communication

How will you teach the missing skills?

Safety

- ☐ Visual cues
- ☐ Noticing
- ☐ Safe Place
- ☐ Stretch
- ☐ Job
- ☐ Counseling

Connection

- ☐ Rituals
- ☐ Movement
- ☐ Music
- ☐ Helping buddy
- ☐ Parent contact

Communication

- ☐ Breathing
- ☐ Role-play
- ☐ Coaching
- ☐ Modeling
- ☐ Class meeting

This grid is used to help distribute the people that will assist the child in gaining the necessary new skills. Often much of the responsibility to teach new skills falls on the teacher only; this helps many members take responsibility to develop wanted skills.

Classroom	School Community
Parents	Community

C.A.R.E. Team Meeting

1. Meets every week at the same time for one hour. Three children are discussed (20 minutes per child). This is not on the teacher's break so a staff person will cover the teacher's classroom while she attends the 20 minute meeting. The meeting will never go over the 20 minutes. If more needs to be discussed, another meeting will be set for the following week.
2. Consists of special education representative, teacher, teacher assistant, administrator, specialists.
3. Each member is assigned a job:
 - Time Keeper
 - Recorder
 - Snacks
 - On Task Person
 - Follow Up
4. Each child meeting is 20 minutes. This helps the meeting stay focused on what to do, instead of spending the majority of the meeting discussing prior problems or family issues. The meeting is focused on teaching missing skills.
 - Five minutes to review concerns (Use Behavior Plan worksheet the teacher completed)
 - 10 minutes to brainstorm solutions and ways to teach the helpful behavior. See attached Executive Skills Lending Library as a resource to teach missing skills
 - Five minutes to discuss concerns and create the Action Plan

Optional Ways to Enhance Conscious Discipline

Other options to enhance your experience as you implement Conscious Discipline:

Coaching

Off-site: Telephone or Skype (up to five people)

On-site: Modeling the Skills of Conscious Discipline with teachers and children in the classroom

Professional Development On-Site

Going deeper with Conscious Discipline on-site with your faculty and staff. See the three-year plan; our instructors are available for one, two, three or four days of Conscious Discipline training.

Strategic Planning Session(s) with Administration

A Conscious Discipline Master Instructor plans a strategy to implement Conscious Discipline at your site. Available on-site, via Skype or Telephone.

Parent Night

Involve the parents in your school and community in this unique two-hour experience.

For additional information contact us at:
800.842.2846

