

Safety. Connection. Problem-Solving.



ConsciousDiscipline®

Personal Implementation Guide

Teachers

Modify as needed for grade level.

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? _____ Will you implement this? ☐ Yes ☐ No

- Did the Safekeeper ritual provide you focus? _____ Will you implement this? ☐ Yes ☐ No

- Did your daily commitments offer you success and focus? _____
Will you implement this? ☐ Yes ☐ No

- Did you enjoy your job? _____ Did you benefit from the jobs of others? _____
Will you implement this? ☐ Yes ☐ No

- 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 share with others (children or coworkers, etc.)

- 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 your children.
- 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 children be conscious of theirs.
- Structure: Safe Place

2. Start your personal Wish Well Program

- Create a Wish Well ritual in your classroom, school or home.
- Let go of judging yourself and others and begin wishing others well. Then teach this to children.
- “Kareem is having a hard time sounding out his words. Let’s wish him well.”
- 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).
- Teach commitments. Start with class agreements and move to individual.

4. Create a “safety” job description

- My job is to keep you safe. Your job is to help keep the classroom 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 Family

- Name your School Family.
- Create a School Family song, motto, mission statement and/or 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.





Safety

Routines: What Visuals are Needed?

Explore the following aspects of your daily life and discuss how you could add Conscious Discipline elements to each.

Arrival to School

1. Where do you experience chaos? _____
2. What state of the brain do the children enter the classroom in each morning? Do you find yourself saying, where should you be? Where do we put our...? _____
3. How do you want arrival to be? _____
4. Using what you know about Conscious Discipline, what steps are you willing to take to create a picture routine of your arrival? _____
5. How many steps are necessary? _____ Fill in the boxes below with the steps. Younger students will benefit from fewer steps. Older students can be successful with longer routines.

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6. When will you create the routine? _____ Who will take the pictures? _____

Transition Routine

1. How do you line the children up to leave the room? Do you find yourself saying, “Hands to yourself” multiple times?
2. How will you incorporate a quick Brain Smart Start during transition times?
3. Using what you know about Conscious Discipline, what steps are you willing to take to create a picture routine? _____

How many steps are necessary? _____ Fill in the boxes below with the steps.
Remember, younger students require fewer steps.

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4. When will you create the routine? _____ Who will take the pictures? _____



Bathroom Routine

1. What is posted in the bathroom to communicate the expected behavior in the bathrooms?
What do students do while waiting for their turn to go into the bathroom?

2. Using what you know about Conscious Discipline, what steps are you willing to take to create a picture routine? _____

3. How many steps are necessary? _____ Fill in the boxes below with the steps.
Remember, younger students require fewer steps.

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4. When will you create the routine? _____ Who will take the pictures? _____

Dismissal Routine

1. How do you maintain a healthy brain state as you prepare children to leave?
2. Using what you know about Conscious Discipline, what steps are you willing to take to create a picture routine of your dismissal? _____

3. How many steps are necessary? _____ Fill in the boxes below with the steps.
Remember, younger students require fewer steps.

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4. When will you create the routine? _____ Who will take the pictures? _____

Brain Smart® Start

1. How will you unite your class?

Class chant: _____

Safekeeper ritual: _____

School Family name: _____

2. How will you help your class disengage stress?

Beginning of the day: _____

Before each transition: _____

During stressful moments: _____

After centers and recess: _____

3. How will you connect your class?

Each morning: _____

Before a teaching moment: _____

With a difficult student: _____

During transitions: _____

At the end of each day: _____

4. How will you have your class commit?

Individually: _____

As a class: _____

Predetermined group: _____





Connection

Rituals to Create

Build a plan for the year. Include when you will create and implement each.

Ritual	Supplies Needed	Month to Begin Implementation	Success Stories During Implementation
Greeting			
Absent Child & Welcome Back			
Safekeeper			
Wish Well			
New/Moving Child			
Testing			
End of the Year			
Goodbye			



Connection Rituals and Brain Breaks

1. What Brain Breaks will you use? How will you use them?

2. What songs that ask children to connect (eye contact, touch, presence in playful situation) will you use?

3. What I Love You Rituals will you use?

Classmade Books

Which I Love You Ritual will you create a book for first, second, third?

Ritual	Pictures to be Included	Completion Date

Integrate into Curriculum

Subject	Structure	Reinforce Academic Skill	Month to Implement
Math	Kindness Recorder	Ex: Predict number of acts of kindness (class, school, lunchroom)	
Literature / Written Language	Jobs	Ex: Write job descriptions for each job and create book	
Social Studies	Time Machine	Conflict Resolution	
Science	Positive Intent Plant (precious, ugly)	Measurement, Record Keeping	



Problem-Solving

Skills

Skills and Language to Remember	Visual Reminders to Display	Month to Implement
Composure: • Be a S.T.A.R. Program • Active calming • Downloading • Language of safety • “Breathe with me, you can handle this.”		
Assertiveness: • “Did you like it?” • Telling children what <i>to do</i>. (Instead of “Don’t ____.”)		
Encouragement: • Wish Well program • “Good for you. You did it! You ____.” (Instead of good job.) • “You ____ so _____. That was helpful.” (Instead of “Thank you” or “I like the way ____.”)		
Choices: • “You may ____ or _____. Which do you choose/Which one works best for you?”		
Empathy: • “Your face went like this.” • “You seem ____.” • “It’s hard when ____ happens.”		
Positive Intent: • “You wanted ____.” • “You were hoping ____.” (Instead of why, what, who?)		
Consequences: • “If you choose to _____ then _____.” (Logical consequences) • Problem-solving • Class Meetings		



Structures

Structure	Supplies Necessary	Location of Structure	Month to Implement
Safe Place			
Noticing Acts of Kindness/ Helpfulness (Kindness Tree)			
Meaningful Jobs			
Friends and Family Board			
Ways to Be Helpful			
Time Machine			
Celebration Center			
We Care Center			