



ConsciousDiscipline®

Summary of Research

What is Conscious Discipline®?

Conscious Discipline is a research-based comprehensive self-regulation program that combines social and emotional learning with discipline and guidance. Built on a foundation of current brain research, the School Family™ is constructed from safety, connection and problem-solving.

Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. It is the premier program that:

- Integrates classroom management with social-emotional learning
- Utilizes everyday events as the social-emotional curriculum
- Addresses the adult's emotional intelligence as well as the child's

Overall Research Results

Research shows that Conscious Discipline:

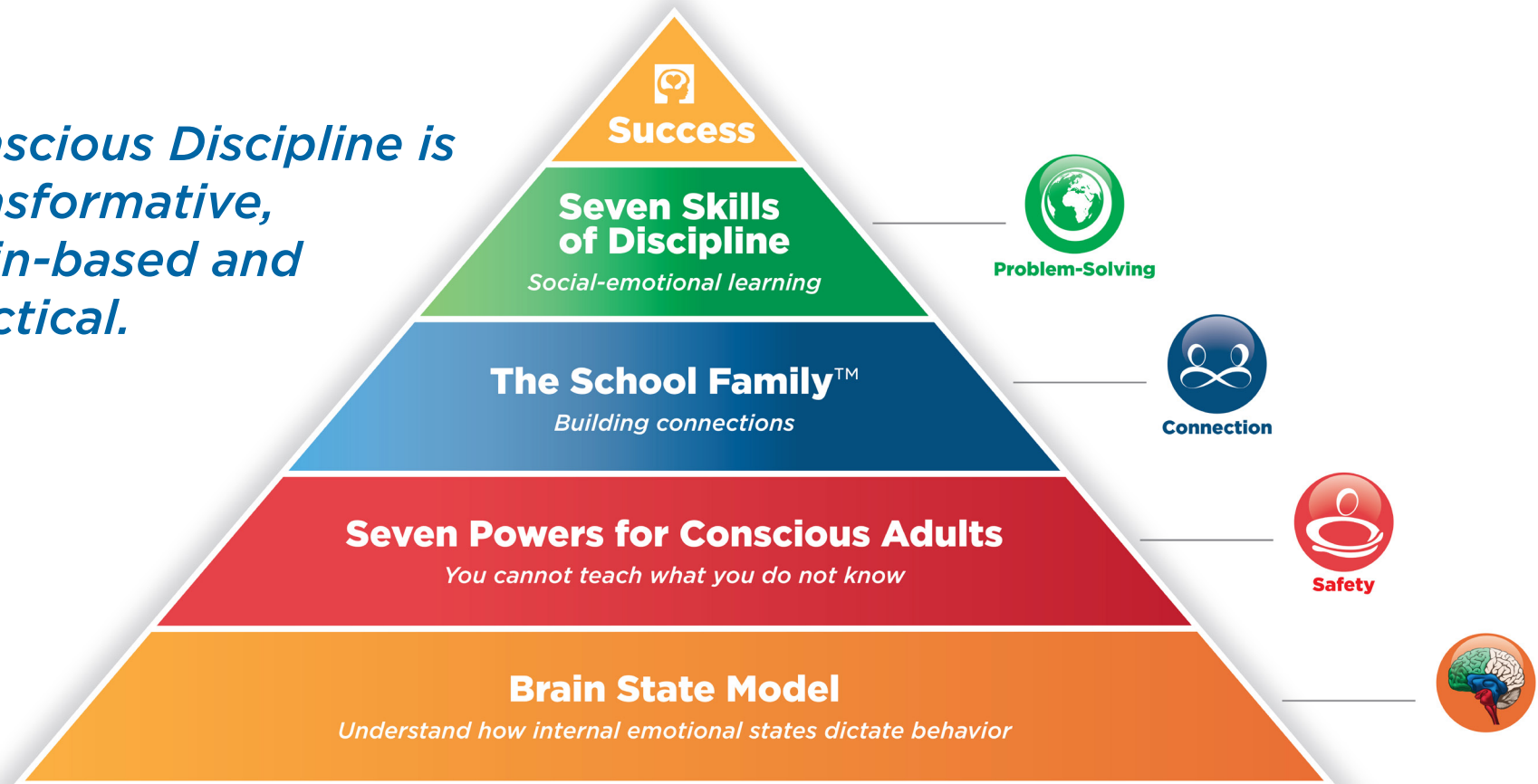
- Improves the social and emotional skills of students
- Improves the social and emotional skills of teachers
- Increases student academic readiness
- Increases student academic achievement
- Improves the quality of student-teacher interactions
- Improves school climate
- Decreases aggression in preschool children
- Decreases impulsivity and hyperactivity in “difficult” students

Effectiveness

Conscious Discipline evaluates its effectiveness in many ways. Conscious Discipline practitioners, independent researchers and Loving Guidance, LLC all conduct quantitative and qualitative research. Formats include action research done by teachers, school data collection, control pre-post studies, quasi-experiments and surveys.



Conscious Discipline is transformative, brain-based and practical.



Seven Skills of Discipline

Provides adults with the seven discipline skills needed to effectively transform any problem into a life lesson.

The School Family™

Creates a compassionate school climate by eliminating rewards and punishments in favor of self-regulation developed through the safety, connection and problem-solving of the School Family.

Seven Powers for Conscious Adults

Fosters a perceptual shift that empowers adults to see discipline encounters as an opportunity to teach new skills.

Brain State Model

Addresses internal states first and behavior second, using a neurodevelopmental brain model to help adults and children learn to self-regulate and develop strong executive skills.



Independent Quasi-experimental Design

Rain and Brehm Consulting Group

A major study conducted in 2013 assessed the effectiveness of Conscious Discipline. Scores from twelve scales were used to compare Conscious Discipline with non-Conscious Discipline classrooms drawn from 66 teachers, 1386 students and 868 parents at 24 sites in three states over an 8-month period. Results were drawn from teachers, parents of the children and trained classroom observers.

Overall, compared to non-Conscious Discipline classrooms, the Conscious Discipline classrooms significantly:

- Improve the quality of student/teacher interactions
- Improve the social and emotional behavior of students
- Improve the social and emotional behavior of teachers
- Improve classroom and school climate
- Increase student academic readiness

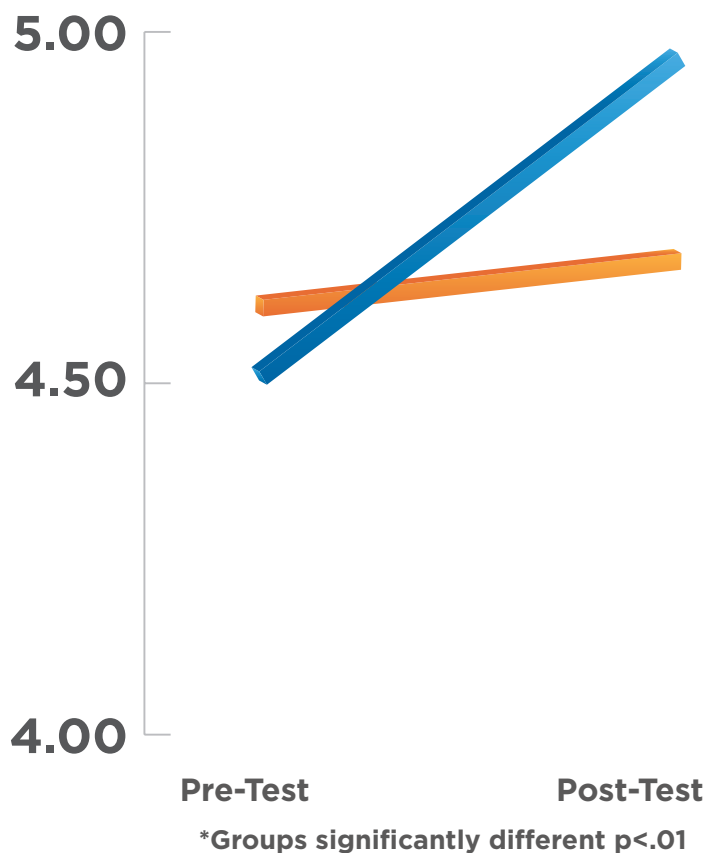
The following graphs depict the magnitude of these changes.



Impact on Positive Emotional Climate

Teacher's Report

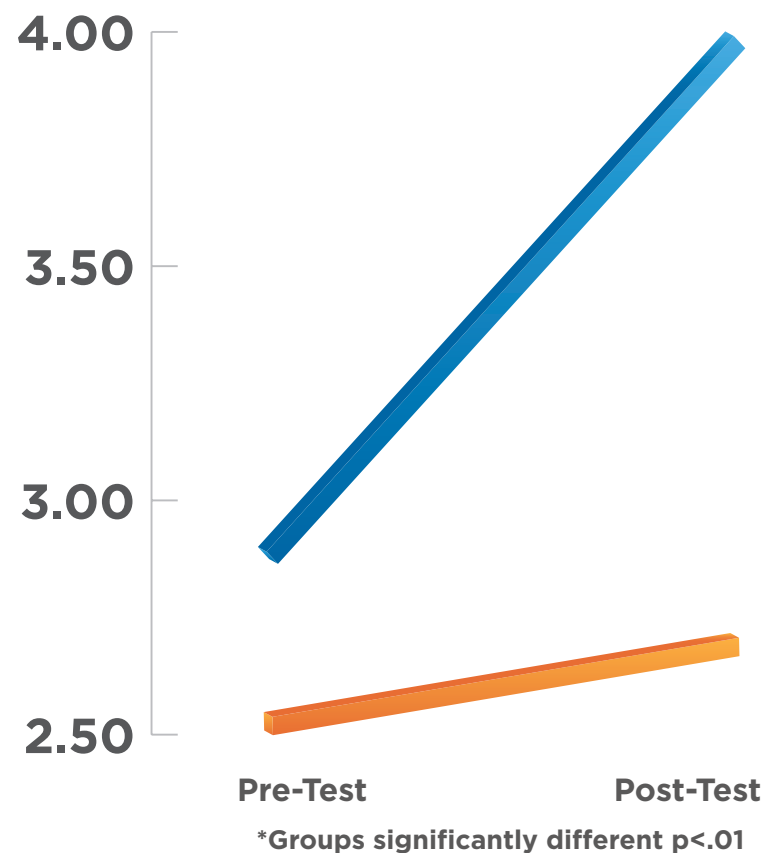
Teachers who used Conscious Discipline reported a more positive emotional climate in their classrooms, in comparison to teachers who did not use Conscious Discipline.



Impact on Positive Emotional Climate

Observer's Report

Observers reported a more positive emotional climate in the classrooms of teachers who used Conscious Discipline, in comparison to teachers who did not use Conscious Discipline.



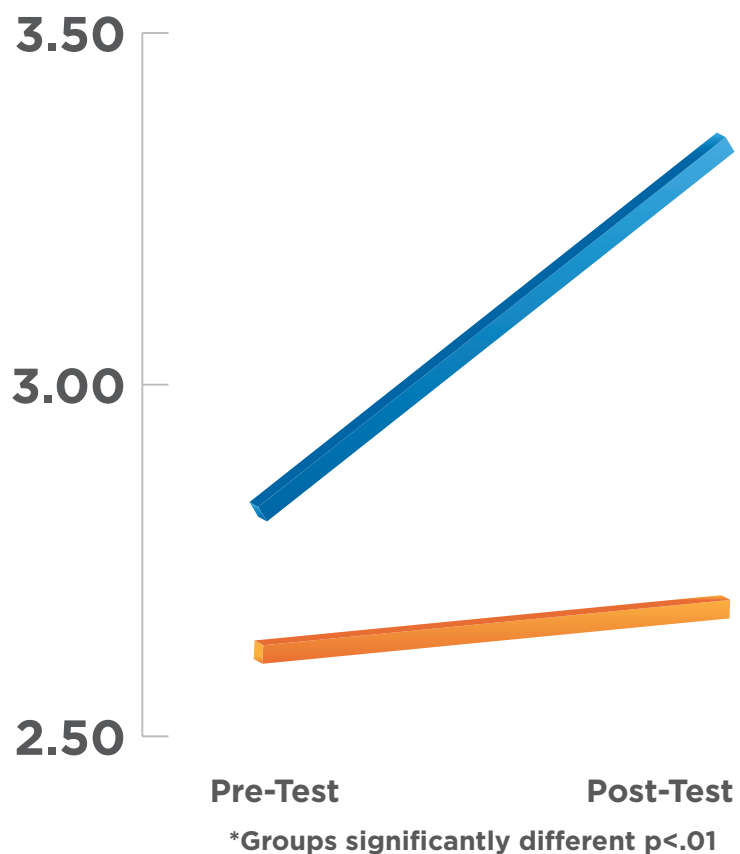
- With Conscious Discipline
- Without Conscious Discipline



Impact on Positive Behavior Management

Observer's Report

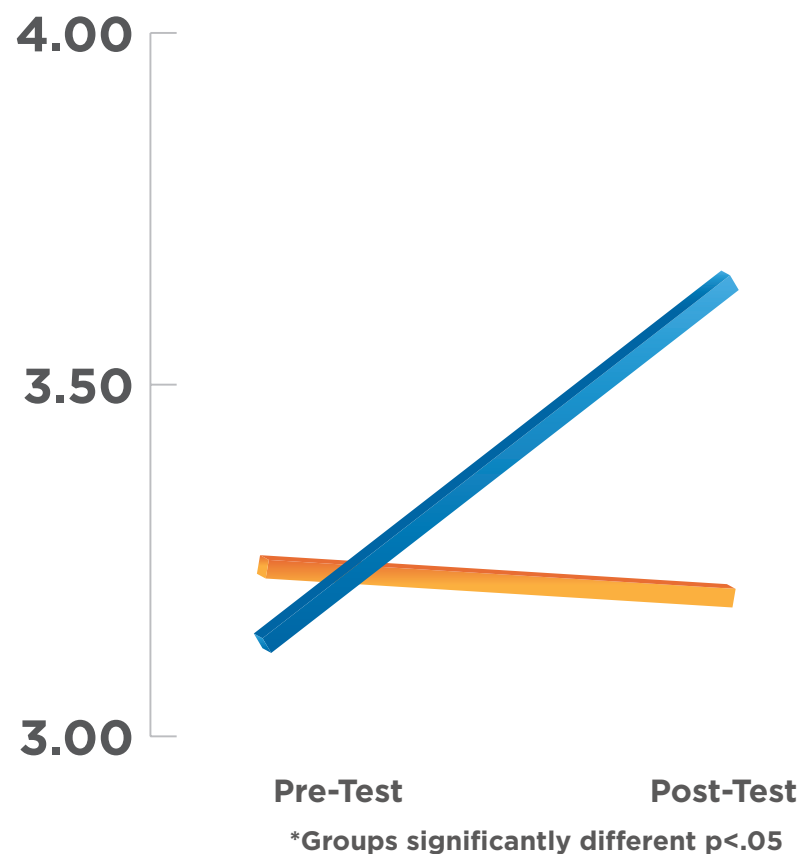
Observers reported more positive corrective discipline in classrooms of teachers who used Conscious Discipline, in comparison to teachers who did not use Conscious Discipline.



Impact on Structures, Rituals and Routines

Teacher's Report

Teachers who used Conscious Discipline reported more use of structures, rituals and routines in their classrooms, in comparison to teachers who did not use Conscious Discipline.



- With Conscious Discipline
- Without Conscious Discipline



Impact on Social-Emotional Personal Development

Teacher's Report

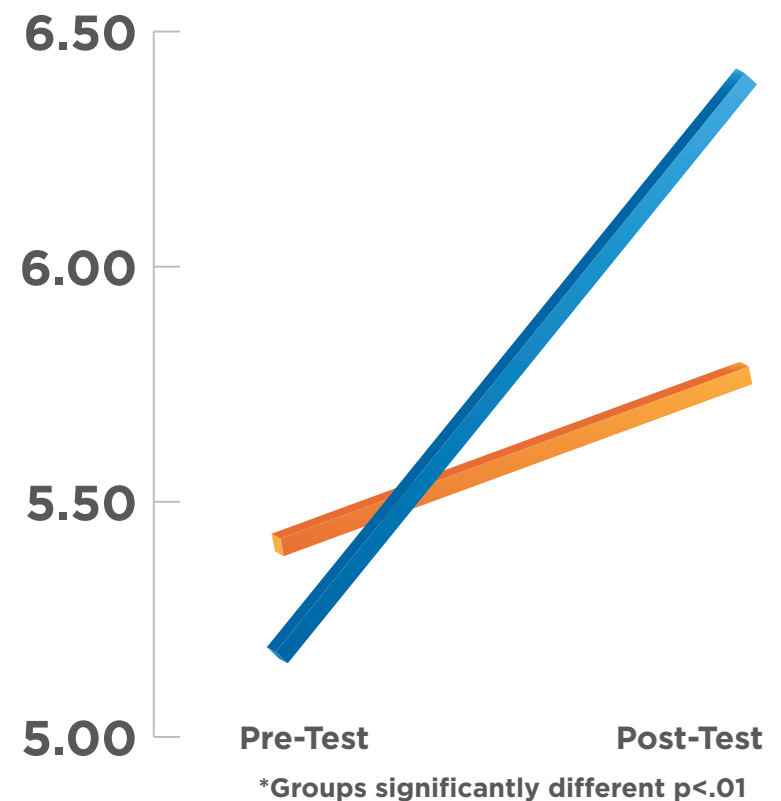
Teachers who used Conscious Discipline reported greater social-emotional personal development, in comparison to teachers who did not use Conscious Discipline.



Impact on Child Social Skills Behavior

Teacher's Report

Teachers who used Conscious Discipline reported better social skills behavior in their students, in comparison to teachers who did not use Conscious Discipline.



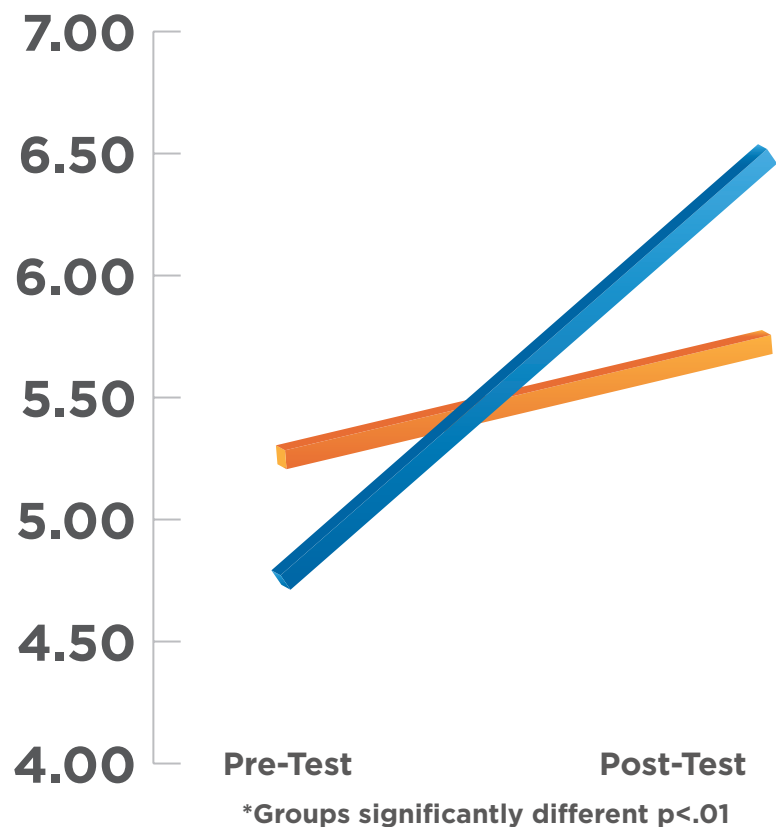
- With Conscious Discipline
- Without Conscious Discipline



Impact on Child Social-Emotional Skills

Teacher's Report

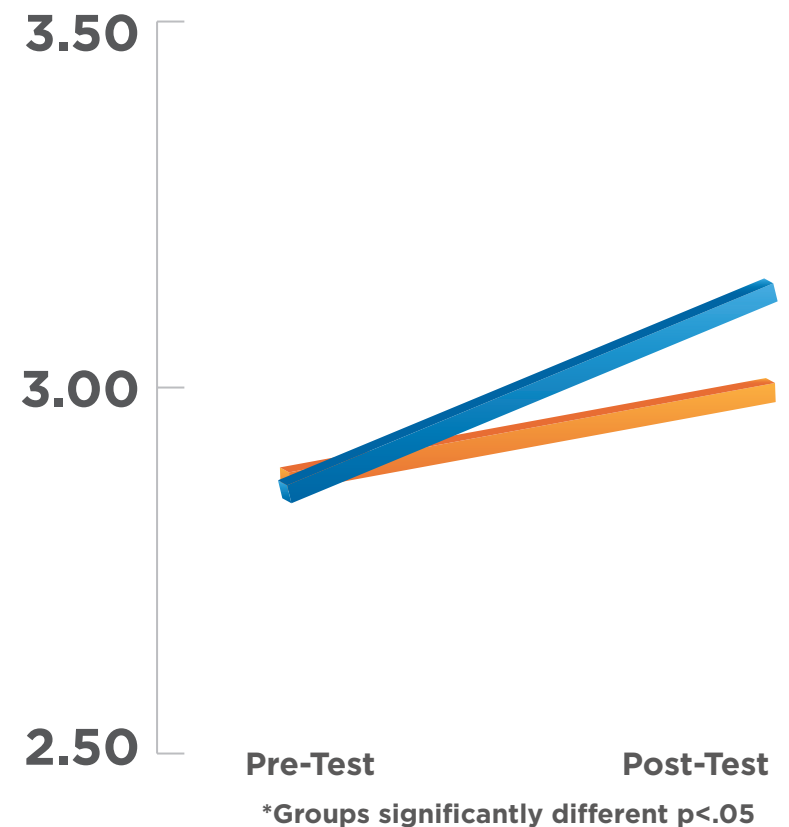
Teachers who used Conscious Discipline reported better social-emotional skills in their students, in comparison to teachers who did not use Conscious Discipline.



Impact on Child Social-Emotional Skills

Parent's Report

Parents of students whose teachers used Conscious Discipline reported better social-emotional skills in their children at home, in comparison to parents of students whose teachers did not use Conscious Discipline.



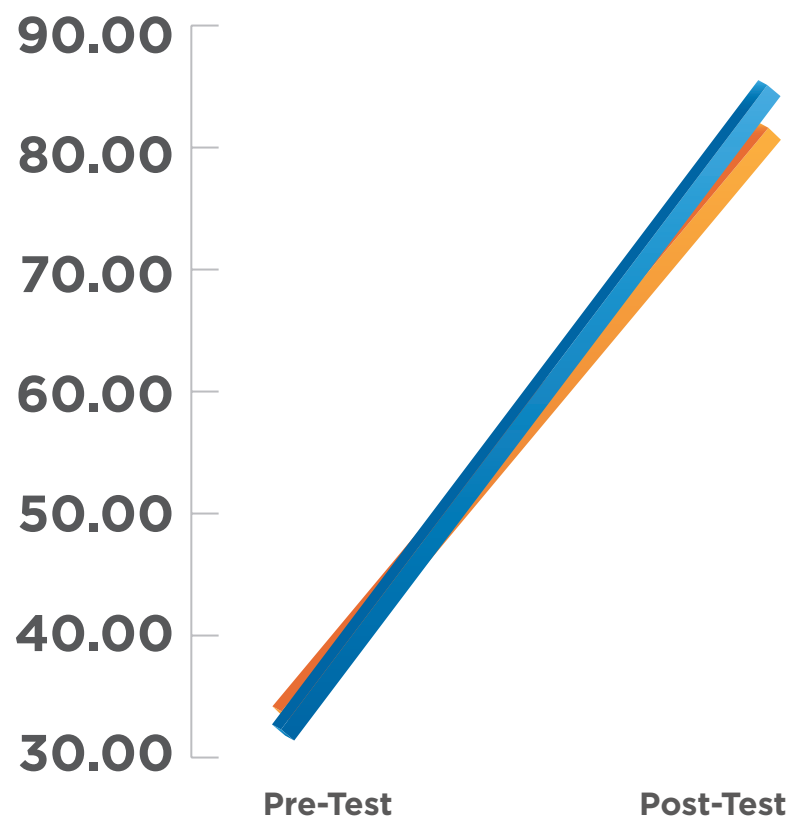
- With Conscious Discipline
- Without Conscious Discipline



Impact on Academic Readiness

School Readiness Total Score

Students whose teachers used Conscious Discipline received higher school readiness total scores, in comparison to teachers who did not use Conscious Discipline.

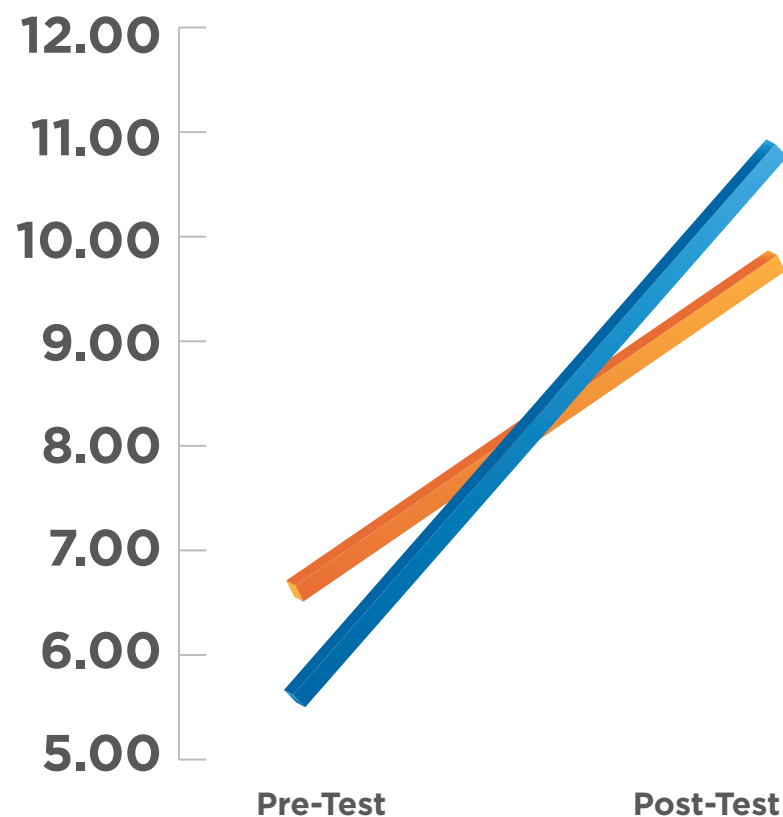


*Groups significantly different $p < .05$

Impact on Academic Readiness

Social-Emotional Domain of School Readiness

Students whose teachers used Conscious Discipline received higher social-emotional domain scores, in comparison to teachers who did not use Conscious Discipline.



*Groups significantly different $p < .05$

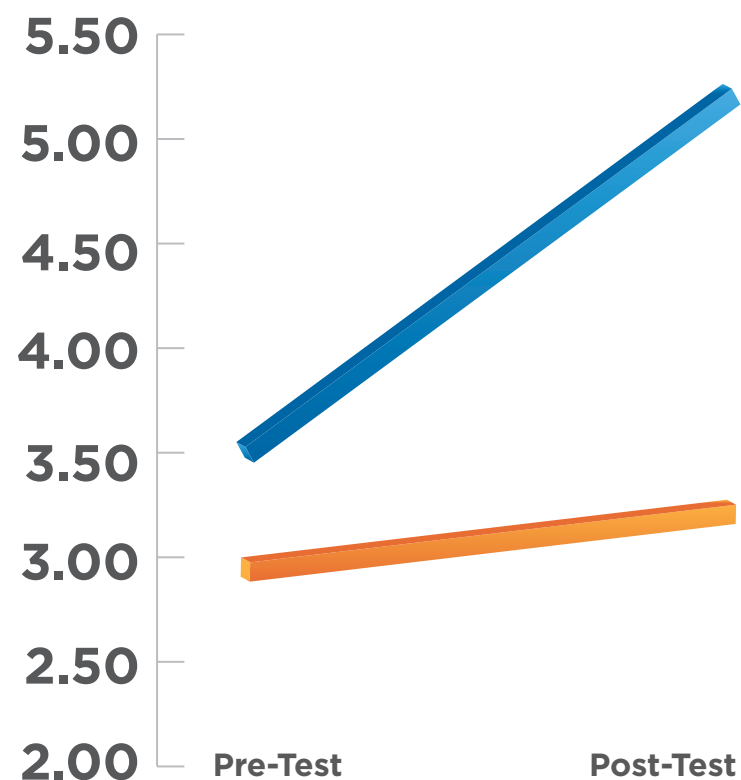
- With Conscious Discipline
- Without Conscious Discipline



Impact on Positive Student Behavior

Observer's Report

Observers reported more positive student behaviors in the classrooms of teachers who used Conscious Discipline, in comparison to teachers who did not use Conscious Discipline.



*Groups significantly different $p < .01$

- With Conscious Discipline
- Without Conscious Discipline



Comparison of Significant Change Reported with Partial vs. Full Implementation of Conscious Discipline

School-wide Conscious Discipline implementation compared to partial implementation (one classroom within a school) significantly impacts school climate.

	Classroom Implementation	School-wide Implementation
Teacher Reported Organizational Support		X
Parent Reported Organizational Support		X
Teacher Reported Relational Support		X
Parent Reported Relational Support	X	X
Teacher Reported Collective Problem-Solving		X
Teacher Reported Belonging and Friendship		X

Organizational Support Scale: Assesses school climate, specifically the learning environment as it relates to fairness and open communication between students with teachers and other school personnel. Higher scores indicate greater levels of learning support for students.

Relational Support Scale: Assesses school climate, specifically the work environment as it relates to mutual respect and responsibility among teachers and other school personnel. Higher scores indicate greater levels of support between school staff members.

Collective Problem-Solving: Assesses the magnitude of collaboration in solving problems among teachers. Higher scores indicate greater collaboration efforts.

Sense of Belonging/Friendship Scale: Assesses the level of connectedness among teachers. Higher scores indicate greater levels of feeling connected to other teachers.

These results indicate that Conscious Discipline has the potential to decrease bullying in schools, not only between students but between workers. It also has the potential to increase job satisfaction and teacher retention.



2003-2011 Studies

“Life-changing” is the most common phrase educators use to describe the impact Conscious Discipline has had on their lives.

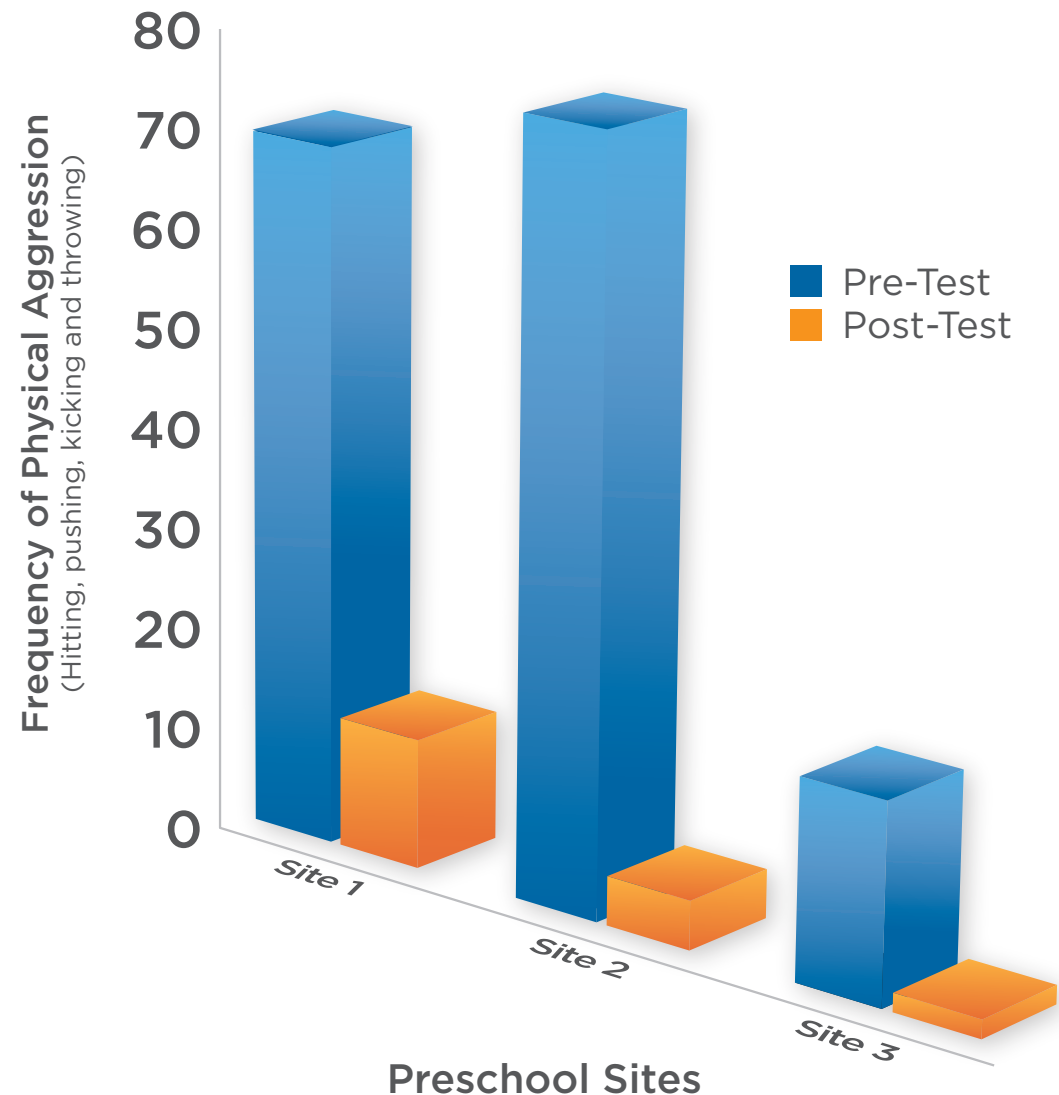


Decreases Physical Aggression

Physical aggression decreased by 88% across three preschool sites (four classrooms, 62 students). Prior to implementing Conscious Discipline, observers recorded the frequency of physical aggression (i.e., hitting, pushing, grabbing, kicking and throwing) during three 30-minute periods. Seven month later, observers repeated the process. Aggressive acts reduced in all five areas.

Head Start assessment data were also available from two sites. These pre/post results showed, on average, almost one full level improvement in the areas of Social Problem-Solving (Level 2.3 to Level 3.3) and Relationships with Peers (Level 2.7 to Level 3.6).

Source: Zastrow (2003) and Zastrow & Simonis (2005) Action Research

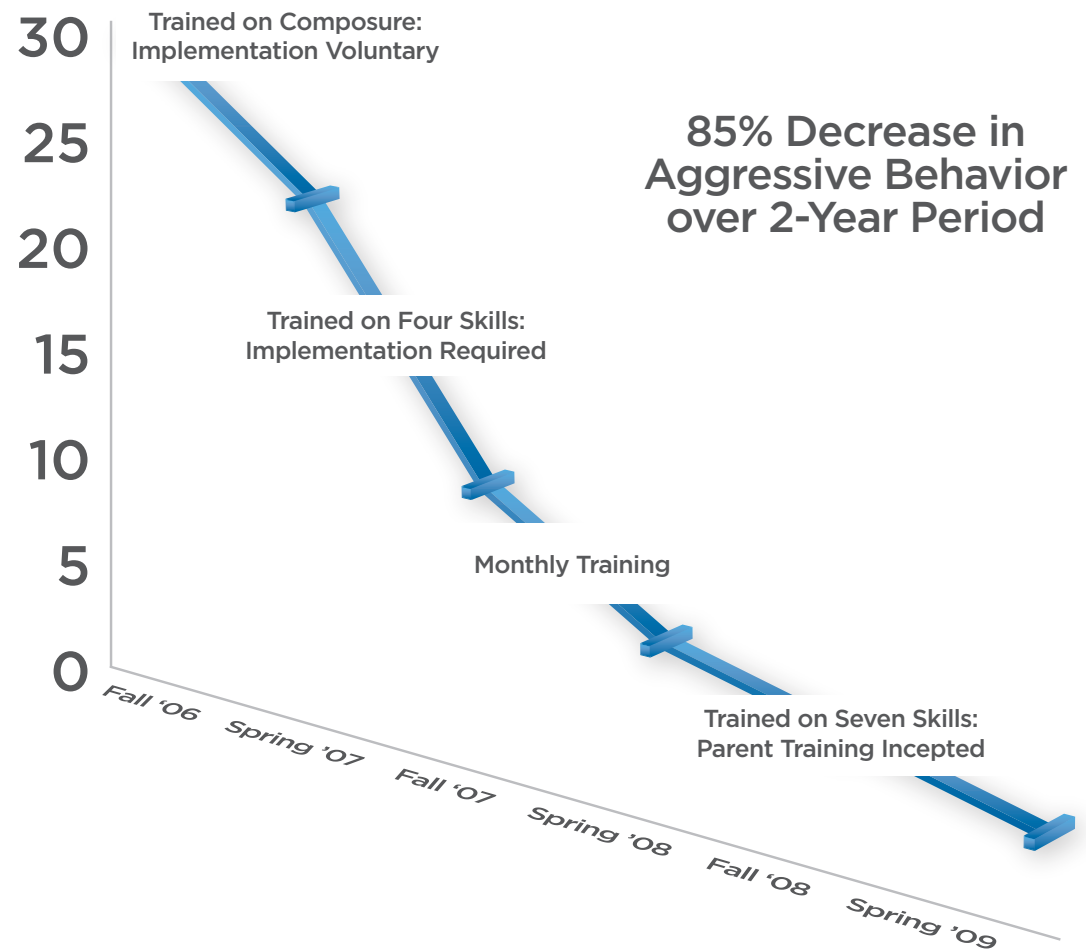


Decreases Aggressive Acts

Incidents of aggressive behaviors tracked in 35 Head Start classrooms (14 centers, approximately 700 students) decreased significantly over a two-year period. Classroom staff recorded cumulative incidents of biting, screaming, pulling hair, spitting, pushing, hitting and grabbing items from others during a 4-hour period (9:00AM to 12:00PM) on four consecutive days. Conscious Discipline implementation in Year 1 focused on brain functioning and Composure. Training focused on three skills in Year 2 (Encouragement, Assertiveness, and Choices) and the remaining skills in Year 3.

Source: Oakes, P. (2009, 2011)
Agency-wide data

Average Number of Aggressive Behaviors
(Per classroom)



School-Wide Implementation Promotes Learning

A Central Florida School (the school) was a state-rated “D” school, plagued by difficult behavior, and struggling with a student population experiencing 80% poverty and 20% homelessness. Standardized test scores were 35-40% below other elementary schools in the school district.

School-wide implementation of Conscious Discipline began in 2001-02. In 2003-04, all teachers had a minimum of four structures established. The School achieved full school-wide implementation in 2004-05, the same year they received their first “A” rating and significantly improved their standardized test scores.

In the chart on the next page, within-cohort student reading proficiency changes are depicted for three levels of Conscious Discipline implementation. Students begin taking the Florida Comprehensive Assessment Test (FCAT) as 3rd graders. The students first took the FCAT (as 3rd graders) to define each “cohort”. For each school year cohort, we compared their 3rd grade reading proficiency to the average of their reading proficiency when they were 4th and 5th graders. The chart shows the percentage increase (or decrease) in reading

proficiency. [Reading proficiency refers to the number of students who score a Level 3 or higher.]

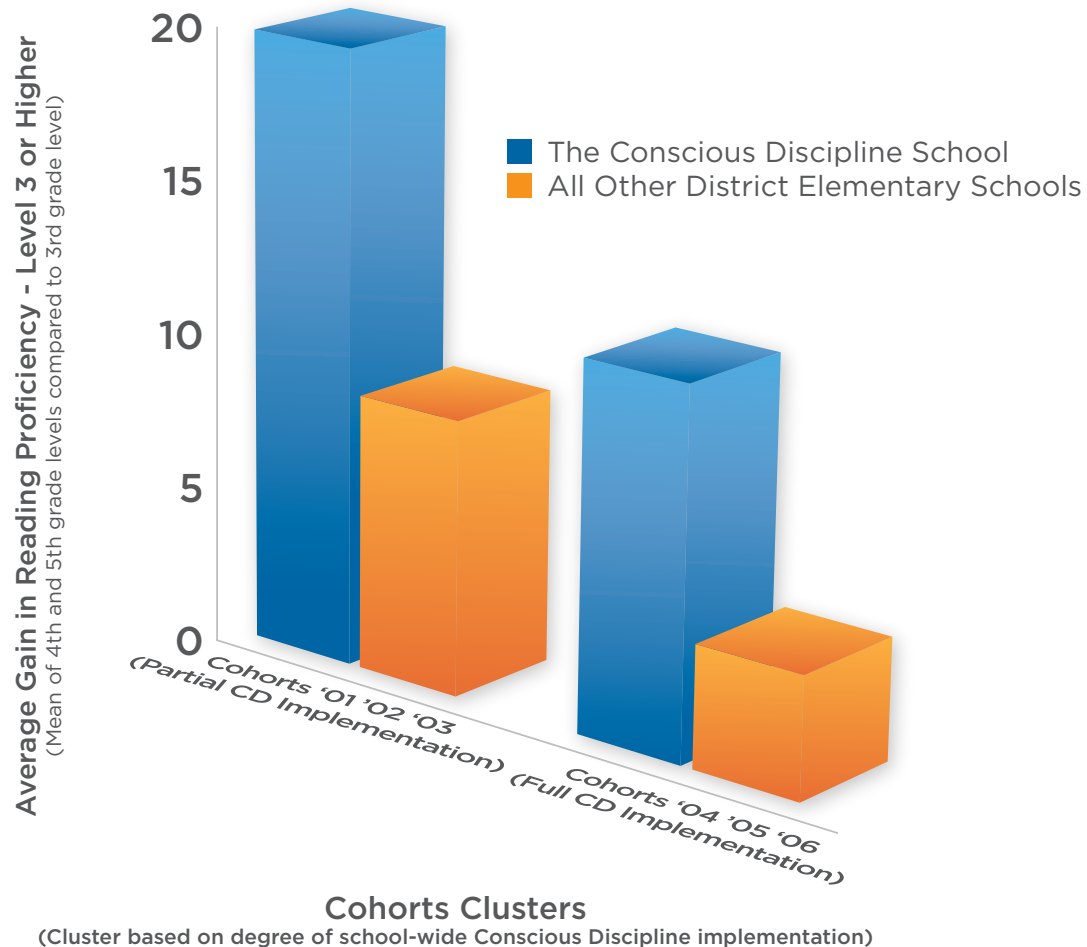
Students with partial exposure to Conscious Discipline increased their reading proficiency at a rate twice that of all other elementary schools district-wide. Improvement in reading proficiency was three times greater for students with full Conscious Discipline exposure compared to all other elementary schools. Full exposure means that the school began Conscious Discipline implementation when the students were in Kindergarten, although not all students may have attended all years. For the 2007-2008 Cohort, two major events impacted student lives. In 2008-2009 and again in 2009-2010, the school experienced significant staff turn-over, including the Principal. In 2009-2010, the school’s administration discontinued support for Conscious Discipline. Reading proficiency rates declined markedly.

Chart on the next page...



School-Wide Implementation Promotes Learning

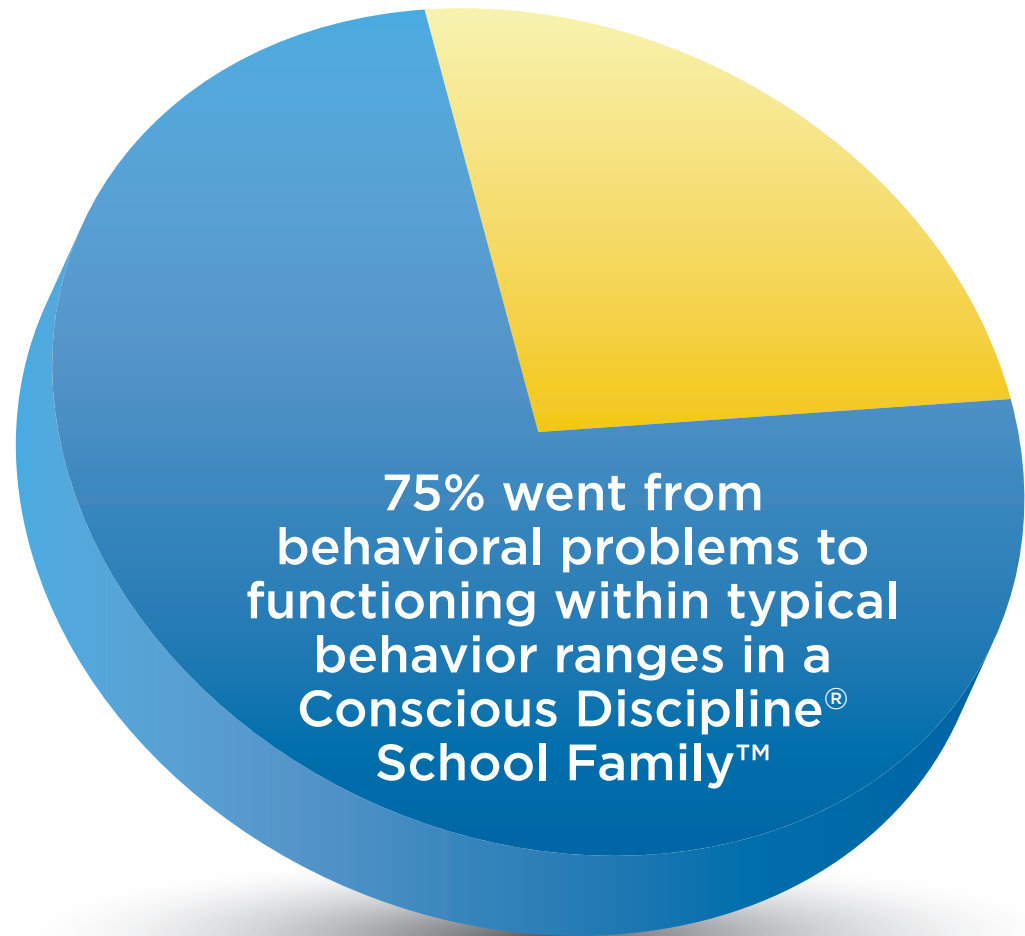
Source: State of Florida, Department of Education, School Indicator Reports and School Accountability Reports, 1998-1999 through 2009-2010



Decreases Impulsivity, Hyperactivity

In a 2001-2002 research study, using the Behavioral Assessment System for Children (BASC), teachers in a Florida elementary school (K-6th) identified 12 students as the most difficult and assessed them. With the implementation of Conscious Discipline, 75% of the students moved from an “atypical” to a “normal” range based on the pre- and post- assessment, achieving significant improvement in the following areas: hyperactivity, aggressiveness and impulsivity.

Source: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Strate Journal*. 14(1) p. 36-43.



District-Wide Implementation of Conscious Discipline with VPK Students

Results

- 63% of VPK students receiving Conscious Discipline were no longer considered “at-risk” behaviorally.
- Intensive training (Conscious Discipline Summer Institute) improved student outcomes by 30% over monthly Conscious Discipline training alone.
- High implementation fidelity improved student outcomes by 46% over low fidelity implementation.

In 2008, the School District of Osceola County (FL) implemented Conscious Discipline in 20 Voluntary Pre-Kindergarten (VPK) sites (34 lead teachers). School staff administered the Devereux Early Childhood Assessment (DECA) at the beginning of the school year (pre-test) and again at the end of the school year (post-test). An independent evaluation firm analyzed the pre/post DECA scores from a sample of almost 400 students as well as the level of Conscious Discipline training each teacher received and the degree to which Conscious Discipline was implemented as intended (i.e., Implementation Fidelity).

Independent raters assessed Implementation Fidelity via a structured rubric (see ConsciousDiscipline.com/resources for the latest version of the rubric).

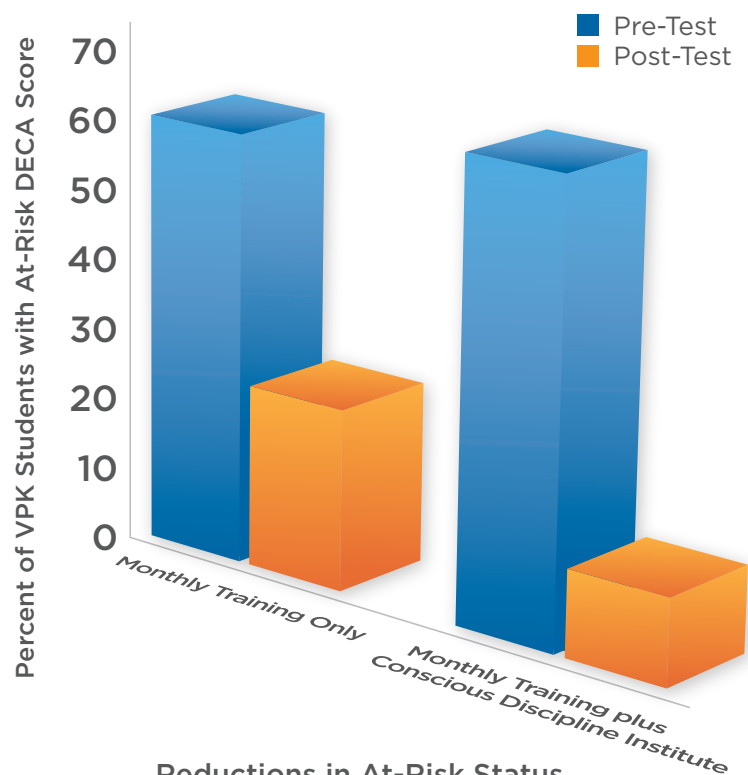
Results showed statistically significant improvement. Students receiving Conscious Discipline had significantly higher levels of protective factors and lower levels of behavioral concerns. Overall, 63% fewer VPK students were rated “at-risk” at post-test (21%) compared to pre-test levels (57%).

The level of Conscious Discipline training teachers received and the fidelity with which they implemented the program had statistically significant impacts on student DECA scores. All teachers received monthly training conducted by a certified Conscious Discipline instructor. Some of the teachers also attended the Conscious Discipline Summer Institute. Reductions in the number of students with at-risk DECA scores were greater for teacher who attended the Summer Institute in addition to their monthly training (81% reduction) compared with the 57% reduction for teacher receiving only monthly training.

Chart on the next page...



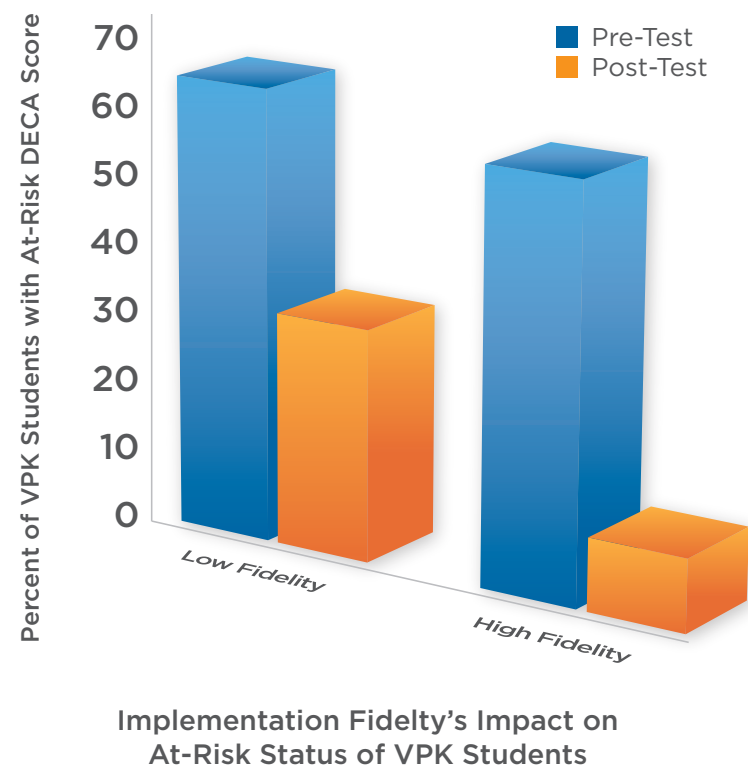
District-Wide Implementation Reduces At-Risk Status



Attendance at the Conscious Discipline Summer Institute improved student outcomes by 30% over monthly training alone.

Funding was provided by the U.S. Departments of Education, Health and Human Services, and Justice under a Safe Schools/Healthy Students Grant Initiative.

Source: Rain & Brehm Consulting Group (2011)



High implementation fidelity saw significantly greater reductions in at-risk behaviors pre/post (81% reduction) when compared to reductions in at-risk behavior of teachers with low implementation (46% reduction).

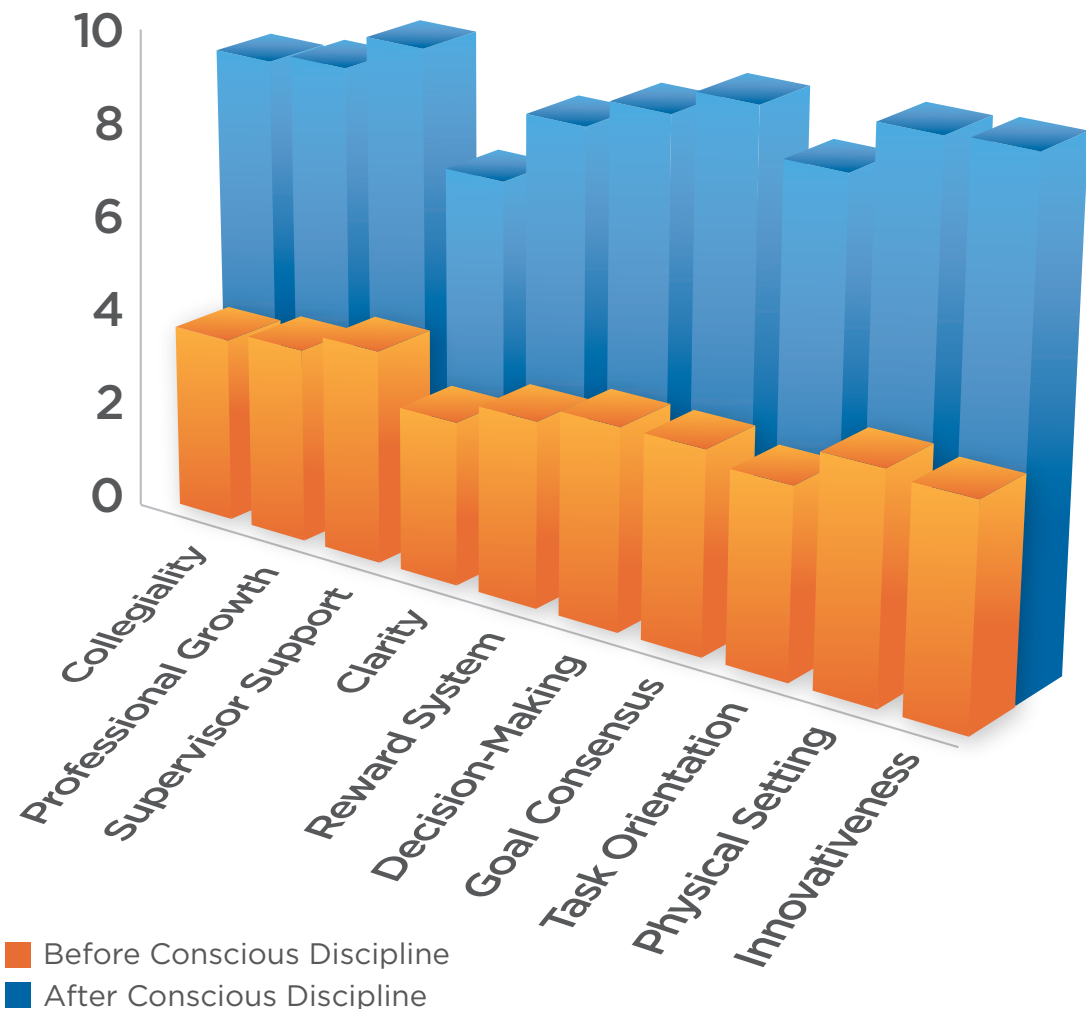
Funding was provided by the U.S. Departments of Education, Health and Human Services, and Justice under a Safe Schools/Healthy Students Grant Initiative



Increases Positive Organizational Climate

Conscious Discipline increases collegiality, organizational climate and commitment in the workplace. Teachers rated the workplace climate in several categories seen in the graph.

Source: State of Illinois Independent Research (2003-2004)



Positive Changes in Classroom Management and School Environment

Instead of asking if differences in teachers' classroom management style or school environment is a function of their implementation of Conscious Discipline, Lorrie Hoffman and her colleagues (2009) asked the same question, only in reverse. If we know teachers' reported classroom management style or school environment, can we correctly classify those teachers as having no experience with Conscious Discipline (no training), partially engaged (using less than 50% of Conscious Discipline skills), or fully engage with Conscious Discipline (using most Conscious Discipline skills)? The answer is yes.

Hoffman and her colleagues correctly predicted teachers' Conscious Discipline engagement levels by knowing two factors, degree to which they embrace Conscious Discipline tenets (e.g., using less external reward; using more encouragement and empathy; expressing more enjoyment of and positive relations with their students) and level of camaraderie (e.g., other teachers: provide a stimulating environment; are supportive; good sources of advice; and work together toward common goals).

Teachers closely following Conscious Discipline tenets and reporting higher levels of camaraderie were correctly identified as fully engaged. Teachers reporting high camaraderie and positive, but not as high embracing of Conscious Discipline tenets, were correctly identified as being partially engaged. Teachers who described their environment as negative and lacking camaraderie and little knowledge of Conscious Discipline's principles were, in fact, members of the control group and had little or no prior experience with Conscious Discipline.

Source: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).



Conscious Discipline as a Mental Health Intervention

Conscious Discipline was the primary program used at six mental health centers (serving 151 preschool youth) by a mid-west state's Department of Social and Rehabilitative Services. Two sites exclusively used Conscious Discipline and four other sites included other therapeutic interventions in varying degrees. Uniquely, components of Conscious Discipline were used as part intervention strategies that targeted specific behaviors. Results from a year-long review of staff and parent reports demonstrated:

- 53% reduction in the number of youth requiring an Individualized Education Plan (IEP) and a similar reduction in the number of youth requiring continued intensive services.
- 78% of parents rated their child's school performance as good or higher.
- 97% of parents reported that their child was mainstreamed in school and saw improvement in their child's behavior at home.

Source: Barfield, Gaskill (2005)

“There are no consequences without consciousness.”



The Theoretical and Scientific Basis of Conscious Discipline

By Dr. Becky A. Bailey

Conscious Discipline is my life's work.

It arose out of over 40 years of experience, research and learning. It came from my own personal desire to:

- Help all children, especially those who seem “unreachable”
- Help teachers and children retain the joy of learning
- Attempt to discover core principles that are helpful to the learning process, regardless of ethnicity, economic status, language, cognitive ability, age or gender
- Integrate information from diverse fields and synthesize it into unifying, common contributions
- Be a responsible, conscious caring person with healthy relationships
- Live a happy, productive life that leaves the world a little better than when I came into it
- Share what I discover with others

In essence, I kept asking myself, “Is there a better way?” And from that question, I placed myself in learning environments that would challenge my set ways of thinking. I have been

privileged to work in state departments of education, Native American reservations, migrant camps, public schools, Head Start programs, private childcare facilities and universities. I have worked with all ages of children including those with special needs, with challenging families and from difficult schools. I noticed that children who were difficult to deal with in kindergarten only became more troubled by fourth grade. I saw many families in serious crisis, unwilling or unable to seek assistance. I believed there must be a way to meet the needs of these children at school, even if they lack what is termed “the unseen assets of family privilege” (safety and belonging) at home.

My early career exposed me to great cultural and economic diversity. I continued to question what I knew, what we as a society held to be true, and what would be helpful to teachers, parents and caregivers. My pursuit of a better way pushed me to read, research and find tangible ways to put research into practice. Conscious Discipline is the cumulative effect of this journey. It is an attempt to bring together the best of what we know about learning, teaching, mental health, human



development and neuroscience, and put it all in concrete terms. The program is called “Conscious” Discipline because it fosters the development of a person’s consciousness of his/her own mental models of learning, of teaching and of self. Current research indicates that conscious experience does not come from passive reception of incoming information, but involves the active construction of mental models of the world. Without conscious awareness of your current mental models, change is impossible. Conscious Discipline does not force, coerce, bribe or manipulate children or adults to change. Rather, Conscious Discipline is an educational process of helping adults and children become aware of their goals, their actions and the consequences of their choices.

Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural and cognitive) into one seamless curriculum. The foundation of the program is a neurodevelopmental constructivist and relational-cultural perspective; however, the program builds on the contributions of the following theorists:

Jean Baker Miller provided the impetus for the relational-cultural theory of development. Western society has historically valued autonomy, separation and independence as the prevailing standards of mature psychological functioning. The relational-cultural model is one of many theories that focus on connection and interdependence instead. Relational-cultural theory is built on the premise that relationship and the primary biological/neurological need for connection foster development. One of the founding concepts of this model is that connection inevitably includes conflict, and conflict is the source of all growth.

Jean Piaget - Piaget uses a cognitive developmental approach to learning where the adult takes the role of a guide and sets the stage for learning. The use of questioning is integral to Piaget’s approach and is embedded in the Conscious Discipline model.

Lev Vygotsky - Vygotsky also uses a cognitive developmental approach to learning. Here, the adult takes a more prominent and somewhat directive role by providing the scaffolding children need to move through each zone of proximal development and reach their full learning potential. Conscious Discipline provides teachers and parents with the skills to maximize learning by linking personal meaning (the scaffolding) to academic content in order to enhance learning potential.

Eric Erickson, Carl Rogers, and Abraham Maslow come from a psychoanalytical and humanistic point of view where there is more emphasis on emotional and personality development than on cognitive development. The adult is an emotionally supportive entity—an interpreter of feelings, motives and actions—who assists the child in solving social problems. Processes we have historically considered as pure thinking, we now know are cognitive and emotional components working synergistically. Conscious Discipline creates a synergy between the emotional and cognitive domains.

Arnold Gesell - Gesell comes from a maturationist approach to learning. The adult’s role is as a guide who supports the child through growth cycles. The adult models understanding, tolerance and calm. The first skill of Conscious Discipline is composure. From a balanced nervous system, wisdom is possible. This model also gives adults an abundance of understanding of child development and the maturation process.



B.F. Skinner & Albert Bandura come from a behaviorist approach and social cognitive theory that emphasize the importance of the environment and social modeling in relation to learning. Conscious Discipline teaches adults how to structure environments instead of attempting to control children. Conscious Discipline unites the above approaches into a collective model that has, as its common element, different degrees of freedom. Living in a democracy, it is vital that our children learn responsibility alongside freedom. The cognitive development approaches (Piaget, Vygotsky) offer freedom within limits. We have choices. We use concrete materials and experiences as our basic learning activities. There are constant opportunities for social interaction, and these interactions are crucial for human development. Conscious Discipline seeks to create critical thinking, reflective, problem-solving adults who can then teach children these same metacognitive skills through modeling and interaction.

The psychoanalytic and humanistic view (see Erickson, Rogers and Maslow above) holds that the environment has therapeutic aspects and freedom of emotional expression is to be encouraged. Conscious Discipline teaches children how to express their emotions in socially acceptable ways, and suggests classroom centers that may be implemented to support social and emotional expression. A basic example of a Conscious Discipline classroom center is the “We Care” center, where a child may write a “get well” card to a friend who is ill. The relational-cultural view (Miller) holds that the source of all suffering is chronic disconnect. Human development is dependent on and fostered by the health of the relationships we have with one another. Conscious Discipline creates the “School Family” as a way of enhancing all the relationships in a school. These relationships are building on authenticity, mutual empathy and respect, healthy conflict resolution strategies.

The maturationist approach (Gesell) emphasizes that the limits imposed on a child’s freedom should meet the age level of that child. The behaviorist view (Skinner, Bandura) supports shaping a child’s freedom and choices by environmental reinforcement and punishment. Although Conscious Discipline does not encourage rewards in a tangible sense, it does utilize social reinforcers to make caring a reward in and of itself and uses functional behavior and analysis as a perceptual lens.

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In addition to the educational learning theories already mentioned, Conscious Discipline includes information and skills that foster healthy relationships in both the workforce and the classroom. Our ability to “get along” is a foundational requirement of survival. The areas of mental health listed below are all integrated within the Conscious Discipline process. The researchers and theorists listed form a brief list, and there are many more individuals from whom I’ve drawn.

Attachment – John Bowlby, Mary Ainsworth, Margaret Mahler, Mary Main, Ann Jernberg, and Viola Brody. These individuals deal with attachment and object relations theory. A fundamental assumption of attachment theory is that adults do not enter relationships as blank slates. Instead they bring with them a history of social experiences and unique set of memories, expectations, goals and action tendencies that guide how they interact with others. Although our mental models continue to evolve as we develop new relationships, attachment theory assumes that the relationship models that begin in early development are likely to remain influential. It also assumes that the healthy attachment of a child with significant others during the first years of life is essential for



emotional control and self-regulation. Conscious Discipline is a relationship-based community model of management where each individual is valued and asked to contribute his/her gifts to the whole. Community members model and teach healthy, respectful relationships. Connection is the keystone of the program.

Child Psychotherapy – Charles Schaffer, Alfred Adler, Eric Fromm, Harry Stack Sullivan, William Glasser, and Kevin O’Conner. These individuals give us an understanding of how to effectively listen and communicate with others. Conscious Discipline uses daily conflicts to teach life skills.

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Conscious Discipline is also based on the sciences. It integrates our knowledge about physics, biology, neurology and physiology. The new brain research gives us clues about how to create environments that foster the development of a healthy brain. The following areas of science and the following researchers’ findings have been integrated into Conscious Discipline.

Consciousness and Mindfulness - Jon Kabat-Zinn, Richard Ryan, Edward Deci, Kird Brown, David Creswell, and Marsha Lindehan (developer of Dialectical Behavior Therapy). Jon Kabat-Zinn (1979) founded the Mindfulness-Based Stress Reduction program at the University of Massachusetts and popularized the term “mindfulness,” which has exploded in psychological and medical research in the last decades. Mindfulness is a state of active, open attention on the present. It is a quality of consciousness. Being conscious of and present to reality as it is rather than reacting to it

habitually is at the core of Conscious Discipline. Mindfulness, like consciousness, is associated with attention control and is considered an inherent capacity of all humans. It allows us to attend to or notice when we are being present to the current reality (including our thoughts and emotions) and when are not present. This awareness gives us the capacity to respond in ways that serve our values and goals rather react in terms of habits, overlearned responses or situational cues. For the above reasons, mindfulness and conscious awareness have been shown to enhance self-regulation, executive skills, attunement, connection, emotional intelligence and overall well-being.

Physics – Albert Einstein (Relativity), Michael Faraday (Field Theory), Karl Pribram (Hologram), David Bohm (Intricate Order), Rupert Sheldrake (Morphogenetic fields). These individuals agree that we are energetically connected. Conscious Discipline operates on the premise that we “are all in this together.” This brings the realization that, “what you offer to others, you strengthen within yourself.” Classrooms built on this premise result in children who ask, “What can I give to make a contribution?” instead of, “What do I get for being good?”

Neuroscience – Allan Schore, Bruce Perry, Daneil Siegel, Joseph LeDoux, Louis Cozolino, Ed Tronick, Jaak Panksepp, Elkhonon Goldberg, Daniel J. Siegel, Eric Jensen and J. Douglas Bremner. These individuals have researched and outlined the negative impact of threat and stress on the brain and on higher thinking skills. Conscious Discipline builds the classroom on a foundation of safety. The teacher’s job is explained, “My job is to keep you safe.” The student’s job is “to help keep the classroom safe.” From a basis of safety,



we arrive at class principles. These governing class principles lead us to draw up rules. Each class evolves into a democracy and repeats the process America's founders went through in 1776. A better understanding of the inner workings of the brain (neuroscience) will help us to better understand how to maximize the brain's potential. For this reason, Conscious Discipline presents a simple brain model as a metaphor to help teachers and students successfully understand and manage their own unique brains states. The model provides a way to understand the beginning relationships between the perception, internal states, the brain and behavior. Conscious Discipline uses a brain model that demonstrates the top-down and left-right integration of the brain.

Neurocardiology - HeartMath Institute, Karl Pribram, John and Beatrice Lacey and Doc Childre. In recent years the concept of emotional intelligence has emerged claiming that emotional maturity is as important as mental abilities in both personal and professional spheres. Emotional competencies often outweigh the cognitive in determining success. Conscious Discipline is an emotional intelligence program. A key site in the brain for the integration of cognitive and emotional systems is the frontal lobe of the brain. Conscious Discipline seeks to stimulate this system. It does so by asking adults to discipline themselves first and children second. When encountering conflict or obstacles that require we develop new strategies, we can either take an external action to control others or self-manage our own internal systems. Conscious Discipline teaches adults to self-manage before attempting to discipline others. In doing so, teachers and parents may begin to model appropriate behavior instead of perpetuating the "Do what I say not what I do" model of discipline and guidance.

I have woven many more components for optimizing learning into the tapestry of Conscious Discipline. The following is not a complete list, but provides additional sources integrated with those already discussed in this article:

- Project Approach Learning – Lillian Katz, Sylvia Chard, Kagan
- Temperament – Stella Chess
- Cultural Diversity – Carol Brunson Phillips, Ruby Payne
- Literacy – Regie Routman
- Motivation – Alfie Kohn
- Intelligence – Howard Gardner, Carol Gilligan
- Teaching for Democracy - John Dewey, Joanne Hendrick, Polly Greenberg
- Developing Consciousness - Institute of HeartMath, Institute of Noetic Sciences
- Moral Development - Kohlberg, Carol Gilligan
- Kinesiology – Paul and Gail Dennison, Brain Gym

Conscious Discipline blends the information discussed above into a comprehensive, life-changing program that provides adults with safety, connection and empowerment, and provides children a positive school climate that fosters academic achievement and pro-social skills.

