

Conscious Discipline

Review

Conscious discipline uses three brain states to understand behavior.

By recognizing the state of the child, the adult is able to pull the correct skill from their tool belt to provide the type of support that will create the best outcome.

- Survival State
 - To bring the child out we have to provide safety.

- Emotional State
 - To bring the child out we must provide connection

- Executive State
 - The child is seeking problem solving.

**"Your _____
went like this
(*demonstrate*) ."**

"There you are."

**"Your body is
telling me you
might be feeling
_____."**

**"You seem
_____.
Something must
have happened."**

**"You wanted _____.
You may not _____,
_____ing hurts/
is not safe."**

**When you want
_____, you may
_____ or _____.
Which do you
choose?"**

**"You wanted _____.
When you want
_____, say or do
_____."**

(older children, part 1)

(older children, part 2)

(younger children)

The first thing we have to do is establish safety.

N oticing

A ssertiveness

R outine in pictures

C omposure

S afekeeper and Safe Place

Noticing

instead of judgment

In Person

- It is time to clean up. John, you picked up the trucks and putt them in the bin. I wonder what you will clean next?
- You are brushing your teeth by going up and down to get all the food off.
- You did it, you said excuse me as you walked past your friend.

Virtual

- You are so excited to see your friends.
- You are sitting with your arms in your lap, you look ready to learn.

Assertiveness

Adult assertive voice

What you focus on you get more of
Teaching children to use their words

In Person

- As conflict arises it is up to the teacher to walk the children through these steps.
- Did you like it? Tell your friend 'I don't like it when you (hurtful action). Please (new skill)
- **Name, Verb, Paint**
 - Name: Use the child's name
 - Verb: Say the action to take.
 - Paint: Paint a verbal picture of the desired behavior in detail.

Virtual

- Interrupting others might be a good time to teach. You really wanted to share, so you interrupted. It is **It's** turn to speak, when he is done raise your hand so I know you want to speak.
- If students complain about siblings, teach them stop, I don't like that.
- **Name, Verb, Paints to get data points for MTS.**
 - Arlo, take three steps back from the computer and stand on one foot, like this.
 - (Finish with our skill of noticing, you did it, you took three steps back and stood on one foot)

Routine in pictures

In Person

- We have our routine in the classroom at eye level.
- Schedules are references throughout the day.
- Images of the children are seen around the classroom and outside to help with understand expectations.
- Routines help children understand the expectations and keep them calm because the future becomes predictable.

Virtual

- Help children understand the structure by creating a visual routine and referencing it before each change.
- For example:
 - Greeting
 - Breathing
 - Sophie Book
 - Learning activity
 - Song
 - Goodbye

There are visuals on the shared drive that can help you create this.

How can we support families with visual schedules to get children ready for their zoom session?



Shoes off



Shoes On





Build children into the rules and expectations of the classroom.

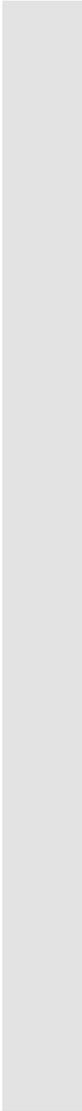
Create books

How Rm 5 washes their hands.

How we get ready to go outside.

How we eat lunch.

Then make them available so the children can see them. What ever situation you are dealing with, create a book of what you want, then read it over and over again.



Composure

In Person

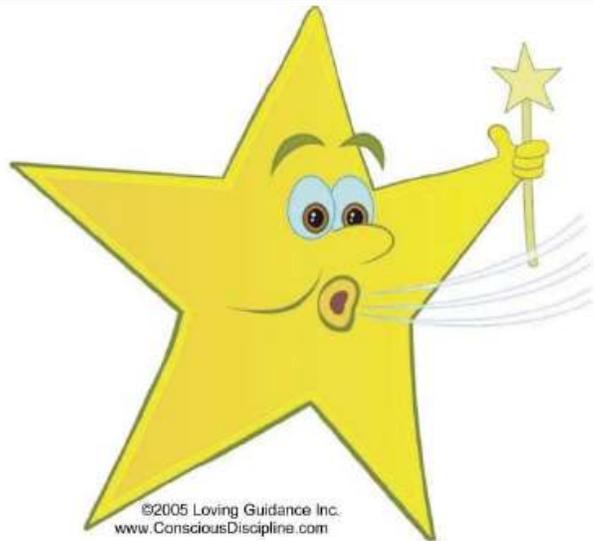
- Reflect on the adults state before interacting with children.
- Make breathing techniques part of your daily interactions.

Virtual

- All you can do is stay calm and be that calming present for the children to return to.
- I am so glad you are back.

As we try and get all of our documentation is going to feel tough and stressful.

We cannot force compliance. We know this in the classroom but it is going to feel even harder from a distance.



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S.T.A.R



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Drain



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Balloon



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Pretzel

Safekeeper and Safe Place

In Person

- My Job is to keep you safe. Your job is to help keep it safe.
- I keep you safe by.....
- You keep yourself safe by....

Virtual

Mommy is your safe keeper at home. How does mommy keep you safe?

What do you do to stay safe at home?

We can still teach them about the dolls and the steps. We can create individual dolls to go home with the children so they can pull them out to learn with you.

Required Structures

Safe Space

In person

- The safe space will be discussed on Friday including the need component in a safe place.
- If children choose to use the safe place it must be with an adult to run through the program with them.
- The safe place should not be used until it is taught to the children.
- We have a solution to the doll sharing during COVID.

Virtual - Safe keeper

- Without the benefits of a safe place in each home, the adult becomes the safe keeper.
- The adult will remind the children. "My job is to help keep you safe. Your job is to help keep it safe."
- Maybe discuss how to be safe at home.

Greetings and Goodbye Rituals

In Class

Expectations

Children will still be greeted given options – but they will be social distanced.

In virtual

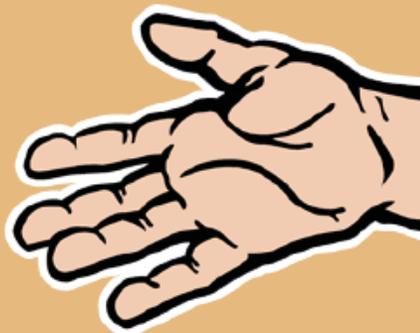
Expectations

Children will be greeted online with choices just like in the classroom. These can be items like air five, air pound, dance party, blowing a kiss.

How would you like to be greeted?



5



How would you like to be greeted?





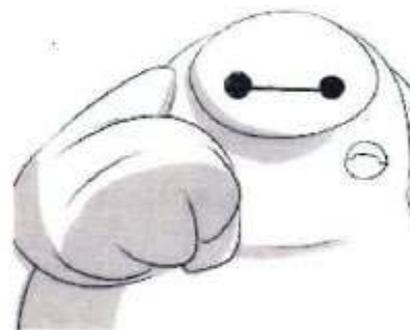
Air High Five



Foot Tap



Rock-a-Bye Your Bear



Fist Bump with Explosion

One foot
Two foot

Up high, down low.

Right hand, Left hand, middle middle

Get down to eye level

Smile through mask

Make eye contact

Fist Bump
Explosion
Raspberry lip

Everybody Clap: Clap Clap Clap

Everybody sing: La La La La La

Bow to your partner

And then you turn around

Hands in the air

Rock-a-bye your bear

Bear is now asleep: Shush shush shush x2.

Meaningful Jobs

In Class

- Jobs boards are displayed at eye level. The jobs are authentic responsibilities that contribute to the classroom and they rotate in an established and predictable order.
- Adults highlight the helpful nature of the jobs.
- Children can explain the job and their significance.
- Every child has a job every day.

Virtual

- What jobs are the children able to do online?
 - Friend Counter
- Are there jobs children can do at home?

Wish Well Board

In Class

Expectations

The teacher uses a wish well board everyday. It helps the class wish absent friends well.

End goal:

Children can explain the function of a wish well and use it throughout the day when friends are having moments. They can use the board to share concerns in their lives.

Virtual

Expectations

- Continue to check in with children reflecting who are absent and wishing them well.
- Wish situation at home well.
- The creation of a board with images is still required so the children can see their class as a whole.

I Love You Rituals

In Class

- As we cannot provide touch, we can do eye contact, presence and a playful situation.
- Children can learn to do the I love you ritual from a distance then go home and practice with someone in their social circle. For example, give the information to the parents to complete at home as a task.

Virtual

- Teach them a ritual and request they teach their sibling or parent.

Visual Daily Schedule

In Class

- Visual schedule is at eye level and is reviewed often.
- Teacher refer children to the schedule so they can find the answers to their own questions. Teachers create individual schedule books of charts for children who require additional security.

Virtual

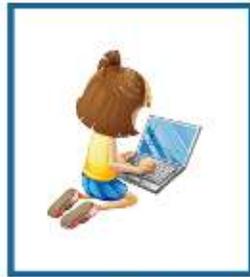
- Teacher will review the schedule at the start of the online session so the children know the expectations.
- Visual daily schedule to help children at home can be found in Universal Agency Documents → Conscious discipline for pre-k Classrooms → CDC COVID



Virtual Social Time



Neighborhood Walk



Screen Time



T.V.



Brush Teeth



Bedtime Story



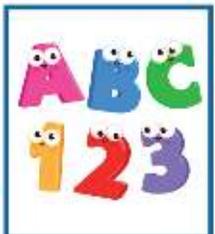
Go to Sleep



Learning Routine



Snack Time



Learning Time



Outdoor Time



Bathroom



Lunch



Story Time



Nap Time



Bathroom



Snack Time



Dinner



Bed Time



Wash Time

Picture Rule Cards

In Person

- The picture rules are attractively displayed and posted at eye level where needed in the classroom. For example, the images for lining up should be near the door.
- The rules are reviewed when needed and used to help children make appropriate choices. The teacher creates individual rule cards for children needing more assistance. The teacher uses role-play and game to support the rule cards, and children can explain the choices if asked.

Virtual

- Expectations for appropriate behaviors on zoom should be shared with pictures.



Shoes off



Shoes On



Ways to be helpful

In Class

- Create a book or board that has ways for children to be helpful.
- Teacher acknowledges when a child acts in ways that shows how they contribute to others. The phrase “You ___ so _____. That was helpful” is common place.
- Way to be helpful class-made books change and grow throughout the year.

Virtual

- How can we encourage helpful behavior at home?
- How are we acknowledging this and following up week to week?

Read your Sophie books!

- They will help us remember the skills we have to use as adults and with the children.
- There is breathing mixed in and it will help calm the children.
- Children respond to the books.
- If we read the books with the children and follow up with the individualized teaching the children will understand.

**What you focus on,
you get more of.**



"Greg, sit in your chair with your hands in your lap and your eyes looking forward just like this."

Power of Attention

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**We're all in
this together.**



"You put the books back on the shelf so the other children would be able to find them easily and our room would stay clean. That was helpful."

Power of Unity

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See the best in others.



"You wanted to play with the ball as you pushed Cassie out of the way. You didn't know what else to do. You may not push, pushing hurts. When you want a turn with the ball, say, 'May I have a turn please?' Say it now for practice."

Power of Love

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**Mistakes are
opportunities to teach.**



"You have a choice. You can choose to play with your friends and stay at the table, or you can choose to hit your friend again and play by yourself." Child hits again. "I can see by your actions that you have chosen to play by yourself so our classroom can stay safe."

Power of Intention

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The moment is as it is.



"Your face is going like this. You seem angry. Something happened? You wanted to stay and play longer. That's hard. Breathe with me. You can handle it."

Power of Acceptance

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**Noticing instead of
judgment is the key
to safety.**



Power of Presence

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**No one can make
you angry without
your permission.**



"I am safe. Keep breathing. I can handle this."

Power of Perception

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**The only person
you can make
change is yourself.**



"It's time to clean up. You can start by picking up the art pencils or putting your papers away. Which is best for you?"

Power of Free Will

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**What you focus on,
you get more of.**



"Did you like it? Tell your friend, 'I don't like it when you butt in line. Please go back to your space and wait your turn.' Try it now for practice."

Power of Attention

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Name: Use child's name.

Verb: Say the action to take.

Paint: Paint a verbal picture of the desired behavior in detail.

Use a voice of no doubt.

Skill of Assertiveness: Adult

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You _____
describe the detail, without judgment

so _____
describe how the action impacts others

That was helpful.

Good for you! Way to go!
You did it!

Skill of Encouragement

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You wanted _____
state the desire
so you _____
hurtful action

You didn't know what else to do.

You may not _____
hurtful action
_____ hurts.
hurtful action

When you want _____
state the desire
say _____
teach a new skill

Skill of Positive Intent

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You have a choice.
You can choose to _____
desired action

and _____
positive consequences

or

you can choose to _____
hurtful action

and _____
negative consequences

I can see by your actions that you have chosen to _____
positive or negative consequences

Skill of Consequences: Imposed

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Your face is going like this.

You seem _____
feeling

Something happened?

You wanted _____
state their desire
(or you were hoping _____).
state their desire

It's hard.
Breathe with me.
You can handle it.

Skill of Empathy

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Noticing instead of judgment is the key to safety.



Power of Presence

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You're safe.

Breathe with me.

You can handle this.

Smile
Take a deep breath
And
Relax

Skill of Composure

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Give two positive choices:

It's time to _____
desired action

You may _____
first acceptable choice

or

_____ second acceptable choice

Which is best for you?

Skill of Choices

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Always go to the victim first.

Did you like it?

Tell your friend,

'I don't like it when

you _____
hurtful action

Please _____
new skill

Skill of Assertiveness: Child

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