

A 10-Session Course for Educators and Parents

Conscious Discipline®

BUILDING RESILIENT SCHOOLS AND HOMES

By Dr. Becky A. Bailey,
Author, Educator and Founder of Conscious Discipline



ConsciousDiscipline®

Safety. Connection. Problem-Solving.





ConsciousDiscipline®

Safety. Connection. Problem-Solving.

Online Course Participant Workbook

Conscious Discipline: Building Resilient Schools & Homes

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Published by Loving Guidance, LLC
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Sanford, FL 32771

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We're standing by to help!

ISBN 978-1-889609-84-3



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Welcome to Session 1

Introduction to Conscious Discipline[®]

SESSION OVERVIEW:

- Examine traditional discipline, reflecting on how we've disciplined in the past and why we have continued this pattern.
- Discover one value system that integrates the way we feel on the inside with the way we behave on the outside.
- Explore the mindset shift necessary to help remain conscious, even in the most challenging moments.



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If you are in a group setting, choose a partner for Session 1:

Session 1: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Connections with children lead to more cooperative behavior.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. It is possible to make others change if you use the right reward or punishment.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. All behavior is a form of communication.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. Rules govern behavior.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Conflict is an opportunity for us to teach.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Introduction

You are in the perfect place, at the perfect time to discover the exact skills and perceptions you require to experience meaningful change.

We must be willing to make two vital shifts to ensure we experience and model healthy relationships with our children:

- Shift from trying to fix the child's problem to healing our relationships.
- Shift the way we attempt to teach values by flipping the practice of "do as I say, not as I do" to "be the change you want to see in the world."

Movement is essential. Standing up delivers 10 to 15 percent more blood and oxygen to the brain.

1. The brain is _____-seeking and _____-oriented.
2. Intentional face-to-face moments create _____ juice that includes:
 - Dopamine — "Yahoo!" Says, "Pay attention!"
 - Oxytocin — Bonds with others and builds social trust (moral molecule)
 - Opioids — Decrease pain

Connect

Enjoy the "Little Miss Muffet" *I Love You Ritual*™ with your partner or child. If you are using a partner, one of you will pretend to be the child and the other will be the adult.

The adult forms a tuffet (or footstool) by gently making a fist.

Little Miss Muffet, sat on a tuffet.

The child uses two fingers to sit on the tuffet.

Eating her oatmeal today.

The child pretends to eat oatmeal.

Along came a spider, that sat down beside her,

The adult uses the other hand to dramatize a spider crawling down to sit beside the child's Miss Muffet fingers.

And said, "Have a great day!"

Shake hands.



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Miss Muffett



Reflect

What did you experience during this moment of connection? _____

Is your mood:

___ Lifted

___ Lowered

___ The same

Is your focus:

___ Clearer

___ Scattered

___ The same

Transformational Change

Fear separates us into “us” and “them.” Conscious Discipline unites us as “we.”

3. Conscious Discipline is based on what type of change?

___ Traditional ___ Transitional ___ Transformational

- Traditional change means we’re going to do the same thing, but do it better, cheaper and faster.
- Transitional change means we’re going to stop doing Behavior A and start doing Behavior B.
- Transformational change requires us to change our mindset as well as our skill set.

**Conscious Discipline is an infinite journey into *transformational* change.
There is no end.**

Two Shifts

- 4. Conscious Discipline asks us to make a mindset shift from “Do as I say, not as I do” phrases, actions and intentions to “Be the change _____.”
- Values are taught through interactions, not lectures.

Reflect

Which approach described above is most closely related to your upbringing? How was that for you and how does it impact you today?

Examining the Values We Teach and How We Teach Them

We learn our values through the human interactions we see, not the words we are told.

What human interactions do you see throughout your day? _____

What human interactions do your children see throughout the day? _____

Typically, our actions teach two value systems:

- When the world is going your way, behave politely and pleasantly.
- When the world is not going your way, it's okay to complain, name-call and behave in other unhelpful ways.

What are your thoughts about this?

How do you believe you teach values to your children?

What values do you teach when you are in an upset state?

We cannot teach values through lectures.

We cannot learn values through someone telling us about them.

We learn our values through personal experience and by watching the human interactions around us.

The interactions children see around them teach them what to value and how to build relationships. Humans possess a social brain; we cannot live without relationships.

Most of us teach one set of values when we are calm and another when we are upset. It's time to decide on one value system.



A Compassionate Culture of “We”

Conscious Discipline asks us to change our perception of conflict and how we respond to conflict in order to create a compassionate culture of “we,” instead of “us” and “them.” It is about setting a goal, self-motivating toward that goal, and becoming conscious of straying off-track so we can return to a path that leads toward our goal.

When I hear the word “discipline,” I think of:

To discipline and to teach are the same act.

Traditional Discipline and Conscious Discipline

Traditional Discipline	Conscious Discipline
It’s possible to make others change if you have the right reward or punishment.	Controlling yourself is possible and can profoundly impact others.
Rules govern behavior.	Connection governs behavior.
Conflict is a disruption and should be avoided.	All behaviors, including conflict and misbehavior, are a form of communication.

Do you believe you can make others change against their will? How has this belief impacted your life?

Change starts with me and extends to you.

Teaching is about giving. Control is about getting.

Do you tend to please others or try to control everything?

If you are in a group setting, share an example of this with your partner. If not, write an example below.

Seeing all behavior as a form of communication sets us up to teach rather than ignore, punish, permit or distract.

If you try to direct children's behavior through control, fear and manipulation, these will become their core strategies and they will learn to use these same strategies with peers and with you.

Connection Governs Behavior

5. Connections on the _____ with other people build _____ on the inside.

6. These connections wire our brain for _____ and _____.

7. What are the four ingredients necessary for connection?

Our interactions with children literally shape their brains.

The Seven Powers of Conscious Adults help us stay regulated enough to access the Seven Skills of Discipline.

Old job description:

My job is to make children behave and their job is to make my job hard.



New job description:

8. My job is to keep it _____ and the children's job is to _____.

9. To do this job, I must shift from punishing children to _____ children.

Are you willing to spend time becoming conscious of your intent in regard to discipline? YES NO

Describe what this will look like in your world. _____

3-2-1 Reflections

3 Things you learned... _____

2 Ways you were personally impacted... _____

1 Question you still have... _____

Implementation Plan: Make a Commitment

Think of the most valuable piece of information you heard during this session. What are you willing to begin implementing right away? Take out your **Reminder Mini-Poster for this session** (printed from the e-learning portal) and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

Post-Session Survey

Complete this survey. Then take a moment to re-read your answers to the Pre-Session Survey on page 4. Reflect on the transformational changes you've already internalized.

1. Connections with children lead to more cooperative behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. It is possible to make others change if you use the right reward or punishment.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. All behavior is a form of communication.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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4. Rules govern behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Conflict is an opportunity for us to teach.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “Get Ready” from *It Starts in the Heart*
- “Safekeeper” from *Kindness Counts* (Optional)
- “I Like to be with You” from *Songs for I Love You Rituals™*, Vol. 2 (Optional)

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 1, Introduction to Conscious Discipline (pages 8-29)
- *Easy to Love, Difficult to Discipline*, Chapter 1, From Willful to Willing (pages 1-23)
- *Managing Emotional Mayhem*, Chapter 1, Introduction: Meet Your New BFF: “Hello, Self-Regulation”
- *Creating the School Family*, Chapter 1, The School Culture: Why traditional models are a disadvantage to our children (pages 15-27)

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 1.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
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- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)

ANSWER KEY: SESSION 1

1. Pattern-seeking / survival-oriented
2. Joy
3. Transformational
4. You want to see
5. Outside / neural connections
6. Self-control / willingness
7. Eye contact / touch / presence / playful situations
8. Safe / help keep it safe
9. Teaching

Welcome to Session 2

Becoming Brain Smart[®]

SESSION OVERVIEW:

- Understand that permanent behavior change requires us to manage our inner states so we can change how we respond to others.
- Explore how to be a co-regulator with children while strengthening our self-regulation skills.
- Identify the skills and behaviors of the Survival State, Emotional State and Executive State.
- Utilize the Conscious Discipline Brain State Model to illustrate how to integrate and wire the brain for optimal development.



ConsciousDiscipline[®]



If you are in a group setting, choose a partner for Session 2:

Session 2: Pre-Learning Survey

Let's begin with a simple survey to help you measure your perceptual shift as you learn helpful, new information.

1. Your state dictates your behavior.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Discipline problems prevent us from teaching necessary social skills.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Teaching self-regulation is more important than teaching academics, especially in the early years of life.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. Free play has little impact on the development of self-regulation.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Connections with others build neural pathways from the lower centers of the brain to the higher centers of the brain.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Becoming Brain Smart, Part 1

When are you more likely to let the kindness out? _____

Self-Regulation

1. State dictates behavior. We must focus on the _____ first and the _____ second.

2. Self-regulation puts a pause between the _____ and the _____.

Self-regulation is a top predictor of life success — even more important than early academics. What are your thoughts about this? _____

The way parents treat each other is more powerful for a child's development of self-regulation than the way a parent treats the child.

Self-regulation requires us to access our inner speech in order to regulate our emotions. In essence, it takes two: My inner speech must regulate my inner state. Explain how this relates to you and your child, or you and the children in your care.

Adults talk to themselves in their heads. This inner speech governs our behavior. Children develop this ability slowly over time, with inner speech generally maturing around six years old.

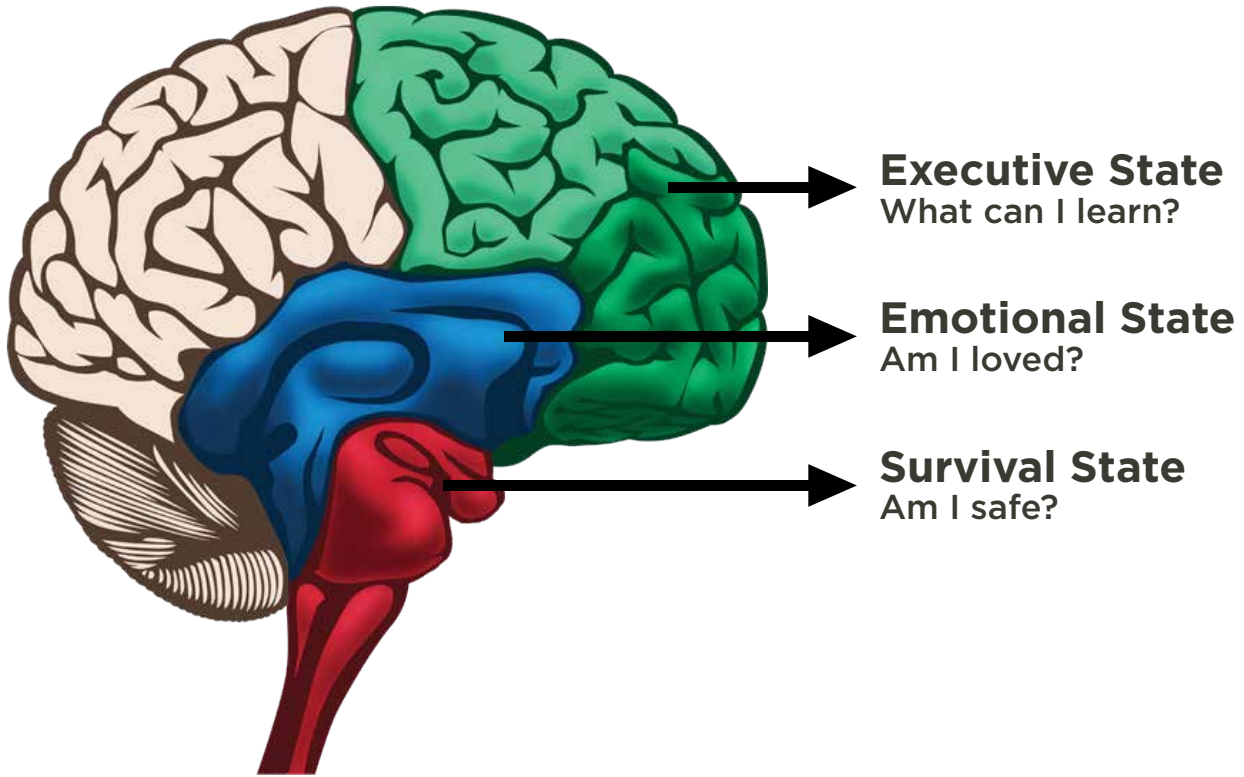
3. How do young children self-regulate if they do not have mature inner speech?

The adult is a co-regulator for children, with the job of guiding them in managing their inner states.

**Before inner speech matures, young children think in picture form.
Posting pictures of our expectations helps children encode information more easily
so they are more likely to succeed.**



Conscious Discipline Brain State Model™ Basics



4.

Conscious Discipline Brain State Model Summary

Brain State	Skills We Can Access	Question

5. The system responsible for our arousal system is called the _____ and it has two basic subsystems:

- The **parasympathetic system** works like the brake in a car to slow down.
- The **sympathetic system** works like the gas pedal to make the car go.

Ideally, we have a balance of these two systems that is set in utero (before birth). An unbalanced autonomic system is one in which the child is unable to use his or her energy appropriately to manage a situation.

6. The Survival State combined skills acronym is: _____

7. The Emotional State combined skills acronym is: _____

8. The Executive State combined skills acronym is: _____

When you are triggered and move into an Emotional State, what is playing on your CD-Rom?

In order to help children learn to self-regulate, we must get to know the children in our care well enough to see the world from their perspective.

9. Information gets filtered through our _____ State. How does it decide what to do with the information it receives? _____.

Our state dictates our behavior because it dictates how we choose to perceive a situation or event.

10. What do you perceive when you are in a Survival State? _____ Your intent is to _____ the behavior.

11. What do you perceive when you are in an Emotional State? _____ Your intent is to _____ the behavior.

12. What do you perceive when you are in an Executive State? _____ Your intent is to _____ the child.

Are you willing to spend time becoming conscious of the state you are experiencing and noticing the states of others?

If so, write a personal commitment below.



Using Safety, Connection and Problem-Solving to Build Brain Smart Classrooms and Schools

Children come to school asking, “Am I safe?” “Am I loved?” or “What can I learn?” Effective schools (and homes) create cultures that answer the first two questions in the affirmative, and then provide the academic and social-emotional skills necessary for optimal growth. The graphic below summarizes helpful skills Conscious Discipline uses with each brain state.

Survival State: Safety

Combined Tools

- N** = Noticing
- A** = Assertiveness (adults)
- R** = Routines with pictures
- C** = Composure
- S** = Safe Place™ and Safekeeper

Characteristics

- No eye contact
- Resistance to questions, touch and understanding
- Tense face/body
- Feels cornered and powerless

Conscious Discipline Skills

- Composure: S.T.A.R., upload; breathe with me, download
- Noticing: Your arm is going like this
- Language of safety: You are safe
- Assertiveness: Voice of no doubt

Emotional State: Connection

Combined Tools

- R** = Rituals
- E** = Encouragement
- J** = Jobs
- E** = Empathy
- C** = Choices
- T** = The School Family™

Characteristics

- Body relaxes
- Eye contact and touch are helpful
- Seeking connection, understanding and/or power

Conscious Discipline Skills

- Encouragement: You can do it
- Choices: You have a choice
- Empathy: You seem _____.

Executive State: Problem-Solving

Combined Tools

- S** = Solutions (class meetings)
- P** = Positive Intent
- A** = Academic Integration
- C** = Consequences
- E** = Executive Skills

Characteristics

- Tend to focus on what you don't want first
- Willing and ready to learn a new skill
- Able to reflect and plan
- Sees impact on others

Conscious Discipline Skills

- Positive intent: You wanted _____ or you were hoping _____.
- Natural Consequences: Did you like it?
- Logical Consequences: You have a choice! You can choose to _____ (helpful skill) _____ and _____ (positive consequence) _____ or _____ (hurtful skill) _____ and _____ (negative consequence) _____.
- Problem-solving: P.E.A.C.E., class meetings

Becoming Brain Smart, Part 2

The higher centers of the brain love novelty.

The lower centers of the brain love sameness and predictability.

There needs to be a balance of the two.

Give an example of this in your life. _____

**In spite of the brain state labels, the brain
always works together as an integrated whole.**

How can we help move ourselves and the children in our care from the lower centers of the brain to the higher ones when experiencing upset?

In a disconnected state, we cannot override our impulses and we might find ourselves shopping, eating or drinking too much. How has this played out in your life and in the lives of those around you?

13. What is the key to “knowing” how to do better versus actually “doing” better? _____

Left Hemisphere	Right Hemisphere

**Countries that support free play have better academic gains
than countries that do not support free play.**

–Journal of Pediatric Medicine



Play is essential for self-regulation.

The way we react to emotionally-driven children shapes their inner speech for the rest of their lives.

The intent, tone of voice and words we use with children who are experiencing an Emotional State becomes part of an internal CD-Rom that can impact them for the rest of their lives.

The right hemisphere of the brain exhibits complaining and nagging behaviors because we are focused on what we don't want. The left hemisphere of the brain focuses on what we do want.

To integrate the brain, we must flip from focusing on what we **don't want** to focusing on what we **do want** by using positive intent and language like, "You wanted _____."

Let's discuss some common behaviors we tend to think of as discipline problems:

- How much time do you spend helping children who interrupt, say things before thinking and are generally a nuisance?
 - Is this a discipline problem or are they missing the skill of impulse control?
- How much time do you spend helping children follow directions?
 - Is this a discipline problem or are they missing the skill of working memory?
- How much time do you spend managing children's emotions when things don't go their way?
 - Is this a discipline problem or are they missing the skill of emotional control?
- How much time do you spend helping children pay attention, focus on the task at hand or get back on task?
 - Is this a discipline problem or are they missing the skills of attention and impulse control?

In order to teach children a better way, we must Q.T.I.P. when it comes to their skill deficiencies and be willing to see our own missteps as O.O.P.S.

14. **Q.** _____

T. _____

I. _____

P. _____

15. **O.** _____

O. _____

P. _____

S. _____

The more we teach children the missing skills, the more successful they will be throughout the day and in life!

16. At what age is the prefrontal lobe fully developed? _____

What we can do:

- Offer children more time for free play.
- Practice the Q.T.I.P. method and **Q**uit **T**aking **I**t **P**ersonally.
- Allow yourself to O.O.P.S. Your O.O.P.S.! are simply **O**ther **O**pportunities to **P**ractise **S**elf-control.

**Are you willing to provide more free play, Q.T.I.P. and O.O.P.S.?
If you are in a group-study, take a moment to commit with your Commitment Buddy.
If you are doing a self-study, sign and date the commitment below.**

I am going to provide more free play, Q.T.I.P. and O.O.P.S.

SIGN: _____ DATE: _____

3-2-1 Reflections

3 Things you learned... _____

2 Ways you were personally impacted... _____

1 Question you still have... _____



Implementation Plan: Make a Commitment

Think of the most valuable piece of information you heard during this session. What are you willing to begin implementing right away? Take out your **Reminder Mini-Poster for this session** (printed from the e-learning portal) and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

Session 2: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Your state dictates your behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Discipline problems prevent us from teaching necessary social skills.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. Teaching self-regulation is more important than teaching academics, especially in the early years of life.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Free play has little impact on the development of self-regulation.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Connections with others build neural pathways from the lower centers of the brain to the higher centers of the brain.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “Welcome” from *It Starts in the Heart*
- “Watch me Listen” from *Brain Boogie Boosters*
- “Bye Bye Crankies” from *Songs for I Love You Rituals, Vol. 2*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 2, Brain State Model (pages 30-59)
- *Managing Emotional Mayhem*, Chapter 2, Awareness: Our relationship with our emotions and how it affects the children in our lives (pages 47-66)

Online Resources

Log in to your e-Learning Portal at ConsciousDiscipline.com to access additional resources and video FAQs for Session 2.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- Instagram.com/ConsciousDiscipline/
- Youtube.com/c/ConsciousDisciplineVideos



ANSWER KEY: SESSION 2

1. State / behavior
2. Stimulus / response
3. They don't!

4.

Conscious Discipline Brain State Model Summary

Brain state	Skills we can access	Question the state is asking
Executive State	Investigation, wisdom, executive skills	What can I learn from this?
Emotional State	Blame, shame, guilt, verbal attacks, name calling	Am I loved?
Survival State	Attack, defend or surrender	Am I safe?

5. ANS – Autonomic Nervous System
6. N.A.R.C.S.
7. R.E.J.E.C.T.
8. S.P.A.C.E.
9. Emotional
10. Threat / punish
11. Irritation / stop
12. Call for help / help or teach
13. Connection
14. **Q**uit **T**aking **I**t **P**ersonally
15. **O**ther **O**pportunities to **P**ractise **S**elf-control
16. 24 years old

Welcome to Session 3

The Connected Family and the School Family™

SESSION OVERVIEW:

- Discuss the shift from a factory model of education to a family model, with the goal of creating an optimal school culture.
- Examine how intrinsic motivation to achieve, learn and be of service is more effective than relying on external manipulation.
- Discover the transformative power of the School Family and the Connected Home Family, and how they lay the groundwork for a safe, connected culture where problem-solving is possible.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 3:

Session 3: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Noticing connects us while judgment disconnects us.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. External motivators are helpful in permanently changing behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. Rituals soothe the lower centers of the brain.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Noticing language sounds like this, "I noticed you picked up the blocks. That was helpful."

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Intrinsic motivation is the only means for achieving life-long learning and healthy values.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

Building a Compassionate Culture

1. A relaxed, alert internal state is the optimal state of being. It is a state of high _____ and low _____.

Reflect on your early experiences in education. What type of school culture did you experience in grade school? Was it one of competition or compassion? What about later in life?

How was that for you? _____

Conscious Discipline is built on two core principles:

2. _____

3. _____

How do I establish a **School Family** and a **Connected Home Family**?

- Start with a new job description: My job is to keep you safe.
- Replace the language of fear with the language of safety.
- Shift from judging to noticing.
- Wish well.
- Develop a healthier way of seeing behavior.
- Shift from a core focus of achieving to a focus on belonging.

Changing Our Job Description

Adults and children have a new job description that helps shift our perceptions from seeing behaviors (and each other!) as good or bad, to seeing them as safe or unsafe.

Adult Job Description: “My job is to keep it safe.”

Child Job Description: “Your job is to help keep it safe.”



Using the Language of Safety

Shifting to the language of safety is a natural extension of our safety job description. It requires us to focus on the behavior we want and relate it to safety.

Reflect on the following two statements:

Traditional: “No running. What is our rule about running in the hall?”

Conscious: “Walk in the halls so everyone is safe.”

If you were the child in this situation, how would you internalize the information?

Traditional: _____

Conscious: _____

Reflect on the following two statements:

Traditional: “Hold my hand, so you don’t get run over.”

Conscious: “Hold my hand. I will keep you safe when we cross the street.”

If you were the child in this situation, how would you internalize the information?

Traditional: _____

Conscious: _____

Shifting from Judging to Noticing

Judgment is about “us” and “them,” and nobody is safe with judgment.

4. Children don’t ask to be judged; they are asking to be seen. We achieve this through _____ .

Think of a time when your child or a child in your care was asking to be seen. What behaviors did he or she exhibit?

Our heart puts off energy and the heart governs the brain. How would you describe your energy when your heart is in a peaceful, coherent state? _____

How about when it is in an upset, incoherent state? _____

The brain is pattern-seeking. Patterns help us to feel safe, and are at the core of all learning. When our internal state is peaceful, content, grateful or appreciative, our heart generates a coherent wave. Our brain is subsequently able to detect patterns. When we are stressed and anxious, we are unable to recognize patterns. This is true for both adults and children.

**Can you think of a time when your child had difficulty picking up on patterns?
Were they stressed? What behaviors did you see?**

**Think of one or two children who have difficulty picking up on patterns in
your classroom. Are they stressed? What behaviors do you see?**

Noticing always stimulates the prefrontal lobes.

Wishing Well

Wishing well is a movement of energy. Take a deep breath. Focus your energy from your head to your heart, and then send that loving energy to others. Wishing well, like mindfulness, is a skill that requires practice.

5. What is one known fast track to the Executive State? _____

6. **S.** _____

T. _____

A. _____

R. _____

7. List the first two steps to teach your Connected Home Family or School Family:

Step 1: _____

Step 2: _____



More About Noticing

Noticing asks us to add language to nonverbal behaviors. “See her face? Her face is saying, *Ouch! Walk around me.*” The adult’s “you” talk becomes the child’s inner speech, also known as “I” talk. Noticing is healthy “you” talk, and fosters the child’s development of healthy inner speech (“I” talk).

There are two basic communication options with children:

Option 1: Our “you” talk becomes the child’s internal “I” talk:

- “You picked up the pencil.” = *I picked up the pencil.*
- “You picked up the blocks and put them on the shelf.” = *I picked up the blocks and put them on the shelf.*

Option 2: Our “I” talk becomes the child’s internal “you” talk:

- “I like the way you are sitting quietly.” = *You like me when I sit quietly.*
- “I noticed you picked up your friend’s pencil.” = *You notice me when I am helpful.*

Option 1 notices. It encourages intrinsic motivation, a healthy inner voice and unity.

Option 2 judges. It encourages power struggles, people-pleasing and a separation mentality.

Always start with “you” to notice a child and encourage intrinsic motivation.

8. Shifting from judging to _____ helps create the “we” in the Connected Home Family and the School Family.

Judgment separates us. Noticing unites us.

Developing a Healthy View of Behavior

There are two ways of looking at behavior:

- A stressful way of looking at behavior judges it as either good or bad.
- A healthy way of looking at behavior judges it as either safe or unsafe.

If the behavior is safe, we can infer that children are in a calm state. If it is unsafe, they are dealing with some level of stress.

Are you willing to let go of seeing the world as good or bad, and start seeing the world as safe or unsafe?

What will help you be successful with this goal? _____

Brain Smart Start

9. List the components of a Brain Smart Start:

Activity to _____

Activity to _____

Activity to _____

Activity to _____

What are some times in your day when you could engage in a Brain Smart Start for yourself? _____

With children? _____

Where have you experienced activities like this in your adult life?

Focusing on a Sense of Belonging

Traditionally, our efforts tend to focus on achievement first and foremost. However, belonging is a powerful force for motivation and brain integration. When children experience a felt sense of safety and belonging, increased achievement naturally follows. It is time to shift our focus from achieving to belonging.

10. There are two parts to discipline: _____ - _____ and _____ - _____.

The slow-slow builds and increases the quality of relationships over time.

The quick-quick provides us with skills to use in the moment when something happens.

Are you willing to shift how you see behavior? Are you willing to shift from judging to noticing? Are you willing to make mistakes and say, "Oops?" Reflect in the space below. If you are in a group setting, discuss with your partner.



3-2-1 Reflections

3 Things you learned... _____

_____ ...

2 Ways you were personally impacted... _____

_____ ...

1 Question you still have... _____

_____ ...

Implementation Plan: Make a Commitment

Think of the most valuable piece of information you heard during this session. What are you willing to begin implementing right away? Take out your **Reminder Mini-Poster for this session** (printed from the e-learning portal) and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

Session 3: Post-Survey Learning

Let's revisit our survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of Session 3 and reflect on the transformational changes you've already internalized.

1. Noticing connects us while judgment disconnects us.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. External motivators are helpful in permanently changing behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. Rituals soothe the lower centers of the brain.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Noticing language sounds like this, "I noticed that you picked up the blocks, that was helpful."

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Intrinsic motivation is the only means for achieving life-long learning and healthy values.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “Itsy Ditsy Spider” from *Brain Boogie Boosters*
- “Who” from *Kindness Counts*
- “It Starts in the Heart” from *It Starts in the Heart*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 3, The School Family (pages 60-83)
- *Creating the School Family*, Chapter 2, The School Family: Using the power of connection to create school reform (pages 29-45), and Chapter 3, The School Family Structures: The foundation of emotionally intelligent classrooms
- *Managing Emotional Mayhem*, Chapter 3, Feeling Messages: Following our emotional guidance system (pages 67-83)

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 3.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [Instagram.com/ConsciousDiscipline/](https://www.instagram.com/ConsciousDiscipline/)
- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)

ANSWER KEY: SESSION 3

1. Challenge / stress
2. A healthy family is the ultimate cultural model for optimal development and learning.
3. Intrinsic motivation is the only means for achieving life-long learning and instilling healthy values.
4. Noticing
5. Wishing well
6. Smile, Take a deep breath And Relax
7. Breathe / wish well
8. Noticing
9. Unite / disengage stress / connect / commit
10. Slow-slow / quick-quick

Welcome to Session 4

The Skill of Composure and the Power of Perception

SESSION OVERVIEW:

- Practice using strategies for taking back our power.
- Discover ways to change destructive trigger thoughts into healthy self-talk and active calming.
- Explore ways to download calm and answer the question “Am I safe?” using the Skill of Composure.
- Examine the Safe Place as a self-regulation learning center so children and adults can practice the Skill of Composure.



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If you are in a group setting, choose a partner for Session 4:

Session 4: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. No one can make me angry without my permission.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. When I take a deep breath, my inhale and my exhale should take the same amount of time.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. The "I'm going to..." language will help me keep my power.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. The phrase, "See how you made her feel," teaches children empathy for others.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Behaviors that trigger my anger say more about me than the other person.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session We Will Explore...

Skill of Composure: Being the person you want others to become

Power of Perception: No one can make you angry without your permission

Adult Goal: To be the person we want others to become and remain calm enough to teach children by example

Child Goal: To develop the ability to actively calm and regulate emotions

Combined tools for creating safety

N = Noticing

A = Assertiveness (for adults)

R = Routines with pictures

C = Composure

S = Safe Place and Safekeeper

The Skill of Composure

Composure is the willingness to change our internal state from upset to calm and bring our mind to where our body is at the moment. It is being the person we want children to become. We cannot teach skills we do not possess; the “do as I say, not as I do” philosophy is not effective! Effective teaching and parenting requires us to model the behaviors we want children to develop.

In order to build the higher centers of the brain we must first focus on safety.

The Skill of Composure is critical to creating safety.

S.T.A.R.

S = Smile

T = Take a deep breath

A = And

R = Relax





The Power of Perception

Stress manifests itself in shallow breathing. We developed an evolutionary response to breathe shallowly when experiencing a Survival State. This served us well when the threat was a wild animal we needed to hear and physically protect ourselves from; however, this “fight or flight” mode shuts off our thinking brain. All we can do is defend or attack, which is not well-suited for resolving most modern-day threats.

Belly breathing, also known as diaphragmatic breathing or S.T.A.R. breathing, is one of our most important tools in regard to disciplining our children and ourselves.

Take a deep belly breath. Breathe in through your nose as your belly pushes out and then exhale as your belly goes back in again.

1. We must take _____ deep breaths to shut off the fight or flight system.

“No one can make me angry without my permission.” Reflect on this and think of a scenario in which this belief could be helpful to you. _____

2. Take back your power: Whomever you have placed in charge of your feelings _____

3. What are some side effects of giving away your power?

4. When we give our power away, we feel powerless. When we feel powerless, we will _____ or _____ . We create danger any time we try to make someone else feel responsible for our upset.

5. Shift your “make me” language to _____ language.

Rewrite the following statements with empowering language:

“How can we make Katie feel better?”
“What could you do to make it better?”
“Look how you made her feel.”
“Look at what you’ve done. Are you happy now?”

Who or what is pushing your buttons? _____

You are always responsible for yourself. People don’t make you angry, but they can trigger your anger.

Review the behaviors below. Check the ones that push your buttons.

- Whining Screaming/yelling Pouting Overreacting
- Lying Tattling Laziness Being sneaky
- Selfishness Disrespect Interrupting
- Destructiveness Being critical

Other _____

Our triggers blind us to children’s real problems.

6. Where do these buttons come from? _____

Think back to your childhood to identify how your buttons started. Note your insights below.



Keeping it Safe in the Face of Stress, Triggers and Conflicts

As adults, we are Safekeepers for the children in our care. Our job is to “Keep it safe!” Active Calming is our most basic tool for keeping it safe.

7. Active Calming Steps

Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves.

-Daniel Stern

8. Mirror neurons help us to _____ to children when we make eye contact and breathe deeply.

If you are in a group setting, role-play the following scenarios with your partner. Decide who will be the child and who will be the adult.

Adult: Reaches for the child.

Child: Pulls away.

Adult: Say and demonstrate, “Your (arms, eyes, face) went like this.”

Child: Looks at the adult.

Adult: Breathe and wish well to download calm.

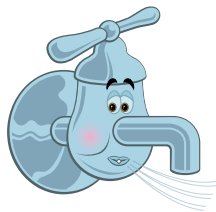
How was that for you? _____

What we do to children, they will do to others.

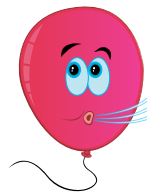
Teach children how to disengage the stress response with these activities:



S.T.A.R.



Drain



Balloon



Pretzel

Structure: Safe Place

9. The first Safe Place is on the adult's _____ . Then the adult's _____ .

10. Eventually children will use an external _____ , ultimately resulting in an internal Safe Place, known as _____ .

11. The most important part of implementing the Safe Place is that there is a _____ present.

12. The Safe Place is a _____ learning center.

13. In the Safe Place, we guide children through the Five Steps to Self-Regulation. List the steps and explain what occurs in each one:

Step 1: _____

Step 2: _____

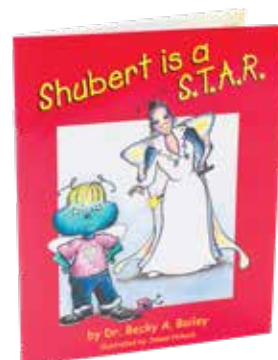
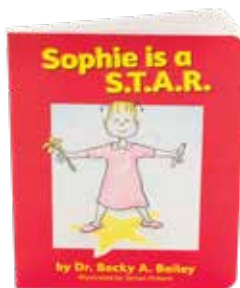
Step 3: _____

Step 4: _____

Step 5: _____

We are going to...

- Take back our power. "I'm going to..."
- Actively calm ourselves so that we can help the child do the same.
- Provide an opportunity to practice self-regulation.



I am willing

To recognize when I am upset and actively calm myself first so I am more likely to respond rather than react to others.

SIGN: _____ DATE: _____



Focus Point: The Five Steps of Self-Regulation

Choose comfortable seating like a beanbag chair, recliner or floor pillows. Locate your Safe Place in an area that feels cozy. Classroom Safe Places require a clear view of classroom activities. The Safe Place is not a substitute for or related to time out in any way. It is a learning center where children are guided through the Five Steps to Self-Regulation.

I Am

Step 1: I Am Upset. When a child is triggered, that is a signal for him to go to the Safe Place. The child can go on his own, with the help of the teacher or with a suggestion from a friend.

I Calm

Step 2: I Calm. The child picks one of the four core calming strategies: S.T.A.R., Drain, Balloon or Pretzel to help himself calm down. The teacher must post visual images of these strategies in the Safe Place and teach/practice them during every Brain Smart Start.

I Feel

Step 3: I Feel. The child identifies his current feeling state by pointing to a poster downloaded from ConsciousDiscipline.com/resources, selecting a Feeling Buddy from the *Feeling Buddy Self-Regulation Toolkit*, or selecting a feeling image from the *I Choose Self-Control Board*.

I Choose

Step 4: I Choose. The child chooses an activity from a predetermined set of choices contained in the Safe Place Case. Before opening your Safe Place for use, gather students' input about what would help them calm down and turn their thinking brains back on. Fill your Safe Place Case with the corresponding supplies. These supplies may include calming tools like lotion and squeezeballs, drawing/writing supplies, and inspirational books.

I Solve

Step 5: I Solve. Children may accomplish this step independently, but it will often require the teacher's assistance. Older children write down the problem and future solutions to discuss with the teacher. Young children will need specific, individual coaching. In general, the solutions will fall into one of the following:

- Helping the child learn to ask for help.
- Helping the child learn how to resolve conflicts with friends. (Conscious Discipline book, chapters 5, 10)
- Helping the child create visuals of routines or a visual social story for success. (Conscious Discipline book, chapter 5)
- Helping the child learn additional strategies to manage situations outside of school that are impeding his learning (death in family, violence, divorce, etc.). (Conscious Discipline book, chapter 8)

Learn more about the Five Steps to Self-Regulation and how to implement a Safe Place in the *Feeling Buddies Self-Regulation Toolkit* and *Managing Emotional Mayhem*.

Focus Points for Parents

Ten tips for creating a successful Safe Place at home:

1. Practice being a S.T.A.R. every day, not just when your child is upset. Make this practice part of your usual routine for buckling into the car, tucking in bed at night, before meals, at school drop off/pick up, etc.
2. Select a place in the home to set up your Safe Place, and put down some pillows or a beanbag chair to make it cozy. With children six years and younger, you must be able to join them in the Safe Place to calm together.
3. Post the breathing icons on the wall of the Safe Place, and then place age-appropriate calming items such as a special blanket, writing supplies, a stuffed animal, pictures of family members, fidget tools, etc., in a “Safe Place Case” that stays in your Safe Place.
4. Enlist children’s help with planning and filling your Safe Place. Helping to create the Safe Place increases their sense of ownership and their willingness to use it. “What could we put in the Safe Place Case that would help you calm down?”
5. Talk out loud and model being a S.T.A.R. when you start feeling upset. “Wow! That really didn’t go how I thought it would. I feel so disappointed. I’m going to take a few S.T.A.R. breaths to calm myself down.” Model using the Safe Place when you are upset.
6. Discuss when to use the Safe Place. “You can use the Safe Place when you are feeling sad, angry, scared, anxious or just need a moment to relax.”
7. The Safe Place is not an isolation tool. Never force children to go to the Safe Place. Encourage or accompany them to the Safe Place during times of stress and big emotions.
8. The Safe Place is not a time out. Never use it as a punishment or a place for children to go “think about what they’ve done wrong.” The purpose of the Safe Place is for children to learn the very important skills of active calming and self-regulation.
9. When there is more than one child in the home, consider setting up individual Safe Places for each child.
10. Celebrate and notice children when they use the Safe Place. “You did it! You went to the Safe Place and calmed yourself. Now we can figure out how to solve that problem.”

Focus Points for Educators

Ten tips for creating a successful Safe Place in the classroom:

1. Make S.T.A.R. breathing a way of life: Build S.T.A.R. breathing into every transition throughout your day. Add “S.T.A.R. Person” to your student job list. Send home a note about S.T.A.R. breathing to familiarize families with the concept.
2. Select a place in the classroom to set up your Safe Place. The location should be cozy, but also within view of the instruction area. It is also helpful for your Friends and Family Board to be in or near the Safe Place.
3. Use a comfortable chair, nap mat or pillows to make the Safe Place inviting. With children six years and younger, you must be able to join them in the Safe Place to calm together.
4. Post the breathing icons on the wall of the Safe Place, and then place calming items such as writing supplies, stuffed animals, fidget tools, etc., in a “Safe Place Case” or basket that stays in your Safe Place.
5. Enlist children’s help with planning and filling your Safe Place. Helping to create the Safe Place increases their sense of ownership and their willingness to use it. In a class meeting or circle time, brainstorm questions like,



“What could we put in the Safe Place Case that would help you calm down?”

6. Talk out loud and model being a S.T.A.R. when you start feeling upset. “Wow! That really didn’t go how I thought it would. I feel so disappointed. I’m going to take a few S.T.A.R. breaths to calm myself down.” Model using the Safe Place when you are upset.
7. Teach children when to use the Safe Place. In a class meeting or circle time, brainstorm questions like, “What are some times you think it might be helpful to use the Safe Place?”
8. The Safe Place is not an isolation tool. Never force children to go to the Safe Place. Encourage or accompany them to the Safe Place during times of stress and big emotions.
9. The Safe Place is not a time out. Never use it as a punishment or a place for children to go “think about what they’ve done wrong.” The purpose of the Safe Place is for children to learn the very important skills of active calming and self-regulation.
10. Celebrate and notice children when they use the Safe Place. “You did it! You went to the Safe Place and calmed yourself. Now we can figure out how to solve that problem.”

The *Feeling Buddies Self-Regulation Toolkit* (Classroom or Home Editions) provide essential tools and significant support for planning, introducing and implementing a Safe Place.

Review: Skill of Composure

Power:

Perception: No one can make you angry without your permission.

**Becoming
Brain Smart:**

Composure gives you access to the higher centers of your brain.

Skill:

S.T.A.R.: “I’m safe. Keep breathing. I can handle this.”

Noticing and download: “Your face is going like this (demonstrate).”

School Family:

Brain Smart Start Routine, Safekeeper Ritual, Safe Place Self-Regulation Center, Friends and Family Board.

Reflection: Power of Perception

Remember perception is a choice not a fact. Ask yourself frequently, “Do I want to own my upset and maintain self-control, or do I want to give my power away and blame others for taking it?” The choice is yours and it never goes away. When you live a more composed life, you live your highest values and model what you want children to do.

- Notice what false messages are on your CD-Rom when you feel triggered.** Use active calming to regulate them. As you vigilantly and repeatedly calm yourself, you will be able to better tolerate the emotional sensations and change your knee-jerk reactions.
- Listen to how often you blame others.** Notice how often you render yourself powerless by saying, “Don’t make me.” Replace these statements with “I’m going to.” Instead of “Don’t make me have to speak to you again,” say, “I’m going to move you to another chair if you choose to continue talking.”
- Affirm to yourself, “When I put another person in charge of my feelings, I put them in charge of me.”** Take back your power. Ask yourself frequently, “Where is my power?”
- Watch the Power of Perception video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Children who are triggered become agitated before they lose control of themselves. This agitation is demonstrated by increases in certain behaviors and decreases in others. Their non-verbal indicators signal it is time for the child or class to do some or all of the components of a Brain Smart Start. You may disengage the stress by being a S.T.A.R., conduct a uniting brain break or do a connecting activity, ultimately recommitting to learning. You may also direct the child to the Safe Place. Look for these signs:

- Darting eyes: Children will look here and there with intensity, but with little focus.
- Non-conversational language: They respond with short answers. “Fine.” “Nothing.”
- Busy hands and feet: Students may drum their fingers, rub their thighs, open and close books, tug at clothes, kick the floor, swing their legs or tap their feet.
- Moving in and out of groups: Children may join a group, then pull away repeatedly.
- Off and on task: Children will start a task, do something else and then return to the task. You will usually see very little sustained attention.
- Staring into space: Watch for all forms of daydreaming.
- Subdued language: This is similar to the nonconversational language above, plus it is soft and weak. You may have to get close to hear what the child says.
- Contained hands: Children will take action to “contain” their hands. They put them in pockets, sit on them or put them in their armpits, appearing to sulk.
- Withdrawal from activities: They pull away from groups, lag behind when walking and choose to withdraw instead of engaging in activities or with people.

*The above behaviors were conceptualized by Colvin (1993) and developed by Walker, Colvin and Ramsey (1995).



Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say these two statements out loud. One statement is a common declaration that gives away our power, the other is an empowering way to discipline. After each statement share, “The difference between Common and Conscious for me was...”

Traditional Discipline	Conscious Discipline
Don't make me pull this car over.	I'm going to pull the car over while you fasten your seat belt so everyone will be safe.
See how you made her feel? She is crying. Give her back the toy.	See Sarah's face. It's saying, "I don't like it when you grab my toy. Please give it back."
You're making my life miserable!	I'm feeling very frustrated. I'm going to take a deep breath to calm down and then I will speak with you.
Something I often say _____ _____	Ideas for changing _____ _____

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Start your “Be a S.T.A.R.” Program.**
- Practice active calming** (S.T.A.R., “I’m safe. Keep breathing. I can handle this,” wishing well).
- Teach every child how and when to S.T.A.R., Drain, Balloon, Pretzel and Wish Well.**
- When a child becomes upset, ask the entire class to help** by being a S.T.A.R. and wishing well.
- Practice noticing** in order to actively download calm into children.
- Use O.O.P.S. and Q.T.I.P.** with yourself, colleagues and children.
- Start each day with a Brain Smart Start** and utilize Brain Smart activities throughout the day, especially during transition times.
- Discuss with children what safety looks like, sounds like and feels like.**
- Teach children about the classroom job descriptions**, “My job is to keep the classroom safe. Your job is to help keep it safe,” and create a daily Safekeeper ritual.
- Create a Friends and Family Board/Book.**
- Create a Safe Place** in your classroom and teach children how to successfully use it.
- Visit Shubert’s School and the book study portal online.**
- Seek help from the Conscious Discipline community** by asking questions and sharing concerns on the Conscious Discipline Facebook page, and by visiting Pinterest to see images of what others have found successful.



Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Start your “Be a S.T.A.R.” Program.**
- Practice active calming** (S.T.A.R., “I’m safe. Keep breathing. I can handle this,” wishing well).
- Teach your child how and when to S.T.A.R., Drain, Balloon, Pretzel and Wish Well.**
- When your child becomes upset, take a deep S.T.A.R. breath.**
- Practice noticing** in order to actively download calm to your child.
- Use O.O.P.S. and Q.T.I.P.** with yourself and family members.
- Start each day with a Brain Smart Start** and practice brain breaks as needed.
- Have a discussion with your child about what safety looks like, sounds like and feels like.**
- Talk to your child about your connected family job descriptions,** “My job is to keep our family safe. Your job is to help keep it safe,” and create a daily Safekeeper ritual.
- Create a Friends and Family Book** or look through existing family albums together.
- Create a Safe Place in your home and teach your child how to use it.**
- Visit Shubert’s Home and the book study portal online.**
- Seek help from the Conscious Discipline community** on the Conscious Discipline Facebook page and by visiting Pinterest to see images of what others have created in their home environments.
- Other** _____

Session 4: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. No one can make me angry without my permission.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. When I take a deep breath, my inhale and my exhale should take the same amount of time.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. The "I'm going to..." language will help me keep my power.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. The phrase, "See how you made her feel," teaches children empathy for others.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Behaviors that trigger my anger say more about me than the other person.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “Calm Your Brain” from *Brain Boogie Boosters*
- “Stop in the Name of Love” from *Kindness Counts*
- “Move” from *Listen to Your Feelings*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 4, Composure (pages 86-119)
- *Easy to Love, Difficult to Discipline*, Chapter 2, The Seven Powers for Self-Control (pages 25-50) and Chapter 3, The Seven Basic Skills of Discipline (pages 51-71)
- *Managing Emotional Mayhem*, Chapter 4, The Adult Journey: Five Steps for Self-Regulation (pages 85-113); Chapter 5, The Child’s Journey: Coaching Children in the Five-Step Process (pages 115-163)
- *Creating the School Family*,
 - Chapter 4, Friends and Family Board (pages 59-75)
 - Chapter 5, The Safekeeper (pages 77-97)
 - Chapter 8, Beginning the Day the Brain Smart Way (pages 145-163)
 - Chapter 9, Safe Place (pages 165-168)

Rubrics

- Skill of Composure 1.0
- Safe Place 1.1
- Friends and Family Board 1.2
- Brain Smart Start 1.3
- Safekeeper Ritual 1.4
- Greeting/Goodbye Ritual 1.5

Products that Support the Skill of Composure

- *Shubert* is a S.T.A.R.
- *Sophie* is a S.T.A.R.
- *Feeling Buddies*® self-regulation toolkit
- *Shubert* puppet
- *Sophie* puppet
- *Safe Place* mat
- *Brain Smart* choice cubes

- *Seven Skills* poster set, composure poster
- *Songs for I Love You Rituals*, Vol. 1 and 2 music CDs
- *Listen to Your Feelings* music CD
- *I Love You Rituals* book
- *I Love You Rituals* poster set
- *I Love You Rituals* on a string
- *I Choose Self-Control* board
- *Bailey Bear*

Additional Resources

- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family* book
- *Managing Emotional Mayhem* book
- *Easy to Love, Difficult to Discipline* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - SEL Elevate Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 4.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [Instagram.com/ConsciousDiscipline/](https://www.instagram.com/ConsciousDiscipline/)
- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)



ANSWER KEY: SESSION 4

1. Three
2. ... you have placed in charge of you
3. Resentment, feeling unvalued, power struggles, challenging relationships
4. Blame / attack
5. "I'm going to"
6. Wounds from our childhood
7. Breathe (S.T.A.R.) / Affirm to yourself, "I'm safe
Keep breathing, I can handle this."/Wish well
8. Download calm
9. Chest / lap
10. Safe Place structure / inner peace
11. Safe adult
12. Self-regulation
13. I am upset / I calm / I feel / I choose / I solve

Welcome to Session 5

The Skill of Assertiveness and the Power of Attention

SESSION OVERVIEW:

- Utilize the Power of Attention to focus on what we want
- Discover how to access and develop an assertive voice
- Apply the Skill of Assertiveness through visuals to increase compliance
- Examine the necessary steps to empower children to use their BIG Voice in times of conflict



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 5:

Session 5: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. An assertive voice requires we tell children what to do.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Tattling is a needless disruption.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. What you focus on you get more of.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. The question, "How did that make you feel?" is one of the first steps in teaching children how to use their BIG Voice.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. In times of conflict, we should go to the victim first.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session We Will Explore...

Skill of Assertiveness: Saying “no” and being heard, setting limits respectfully

Power of Attention: What you focus on, you get more of

Adult Goal: To set limits for children in an assertive manner, focusing vigilantly on what we want children to do

Child Goal: To use an assertive voice to teach others how you would like to be treated

Combined Tools for Creating Safety

N= Noticing

A= Assertiveness (adults)

R= Routines with pictures

C= Composure

S= Safe Place and Safekeeper

Three Nice Mice

Three nice mice, three nice mice.

Facing each other, hold up three fingers. Move side to side as you say the line.

See how they care, see how they care.

Facing each other, cross your arms over your chest and hug yourself.

They hold both hands and give a shake.

Facing each other, reach out and hold hands. Move your clasped hands up and down in a handshake.

Smiling together, good friends they make.

Continue holding hands and twist while moving your body up and down.

Then turning around, for goodness sake.

Tailor the movement to the age group. Ages 4-7, continue to hold hands while turning each other around. Ages 2-3, release hands and you both turn around. Ages 1-2, release hands and guide the child in turning around. When you are face to face again, give each other a gentle high five.

Three nice mice, three nice mice.

Facing each other, hold up three fingers and move back and forth as you say the line.

Are you willing to try this *I Love You Ritual* with your children or the children in your care? _____



The Power of Attention

Our attention determines how we perceive and respond to our world.

When we are upset, we are always focused on what we don't want. Focusing on the negative primes us to react from the lower centers of the brain. In order to access our executive skills and our wisdom, we must consciously focus on the actions we want to see.

The last time you were upset, where did you place your focus? _____ .

What did you truly want? _____ .

1. We cannot change behavior by focusing on what we don't want. Instead, tell children what _____ .

If your attention is focused on the problem, it is not open to a solution.

The Importance of Conscious Attention

Where we place our attention literally alters our brain.

Neuroplasticity is the brain's ability to change its structure and function based on the demands of a situation. It allows us to adapt, wire, and rewire the brain over and over again. The brain is constantly changing.

2. We have the power to mold our brains by consciously focusing our attention on _____ .

3. _____ is a powerful tool we can use to help children develop conscious attention.

Here are some examples:

"You walked in and opened your book to page 20."

"You picked up your dirty laundry and placed it in the hamper."

"It seems like Jennifer is having a hard morning. What could we do to be helpful?"

Give two examples of noticing you might use in your daily interactions:

- _____
- _____

Noticing sounds like a sports announcer or coach. Good sports announcers describe what they see in such a way that even someone who isn't watching is aware of the action taking place. Similarly, good athletic coaches provide specific feedback about what each player contributes to a successful play in order to help all players become more aware of their actions. Awareness is the prerequisite to growth.

Noticing uses verbal language to describe children's nonverbal behavior. This not only increases children's self-awareness, it also builds vocabulary and language skills.

The Skill of Assertiveness

A child climbs on a table to get a toy. When we are focused on what we don't want, we might say, "Don't climb on the table!" When we pivot to focus on the action we do want, we will provide useable information by teaching, "When you want the toy, ask, *May I have the toy?*"

4. An assertive voice is the voice of _____ .

There are three voices, and each communicates something specific:

- Passive voice: Asks permission
- Aggressive voice: Says "Do it or else!"
- Assertive voice: The voice of knowing, no doubt

5. An assertive "voice of knowing" does these three things:

6. Verbally painting a picture and posting images of what to do is helpful because the _____ hemisphere of the brain loves images and is also where self-regulation develops.

Change these common statements into one statement that assertively paints a picture of what to do:

"No running!"

"Walking feet, walking feet!"

"What is our rule about running?"

"What did I just tell you?"

7. _____



Young children’s brains are unable to consistently understand the “not” part of “do not.” They often hear statements such as “don’t touch, don’t hit, don’t yell” as “touch, hit, yell,” resulting in confusion, frustration and more of these unwanted behaviors.

To help children understand and behave as we desire, we must shift our focus from what we don’t want to what we do want.

8. Change the following phrases to reflect what you do want...

Don’t touch! _____

Don’t hit! _____

Don’t yell! _____

Name, Verb, Paint	
Educator example:	Parent example:
Name: “Kayla,”	Name: “Eric,”
Verb: “Push in your chair and walk to your place in line.”	Verb: “Put your plate in the sink...”
Paint: Make the motion of pushing in a chair, and then walk toward the line and point from Kayla to her place in line.	Paint: Gesture from the plate to the sink or say, “...like this” and demonstrate the expectation by picking up your own plate and putting it in the sink.

Think of a recent situation you experienced and fill in the words you would use to **Name, Verb, Paint** an assertive command.

We often forget to celebrate children’s choice to comply, even though stopping what they’re doing in order to do what we’ve requested may require significant willpower on their part. When children comply, notice and encourage them! If the command is to stand up and go to the door, say, “Good for you; you’re heading for the door,” as soon as they begin to stand up.

If children choose not to comply, say, “I’m going to show you how to get started,” and then guide them in getting started. Once they make the slightest movement, offer encouragement by saying, “There you go! You’re doing it!” Even if the child didn’t really intend to comply, your encouragement will often sway him toward the desired action.

Two Steps for Assertive Commands

Step 1: Give an assertive command using **Name, Verb, Paint**.

Step 2: If children comply, **encourage**, “You did it!” If children resist, say, “I’m going to show you how to get started,” and then **encourage** by saying, “That’s it, you’re doing it,” as soon as they begin to move.

When children resist, we feel powerless. When we feel powerless, we often downshift to Emotional State and Survival State reactions like blaming and attacking. To avoid this downshifting:

- Breathe!
- Pivot to focus on what you want the child to do.
- Provide more structure, like posting pictures that show the expected behavior.
- Use the “Tell and Show” approach by saying, “I will show you how” and then modeling how to do it.
- Encourage children and remain confident that they can do it!

Tattling

Children eight years and younger are genetically programmed to bring their problems to an adult. If we send them away, we teach them to distrust authority.

One of the best ways to teach children to use an assertive voice is through tattling. Tattling is an opportunity to teach!

Children eight years and younger are genetically programmed to bring their problems to an adult. Responding constructively now builds trust and teaches them it is safe to go to adults with their problems throughout life (even during the teen years).

Intrusion tattling occurs when one child reports how another child has wronged him. The first step to transform intrusion tattling into an opportunity to teach assertiveness is to ask, “Did you like it?” This phrase raises the child’s awareness, harnesses his inner strength and creates the willingness to learn a new skill. This question opens the door for us to teach the exact skills we would like him to use.

What is a helpful initial response to the following intrusion examples:

9. Addison hit me! _____

10. Denton pulled my hair! _____

11. Maddie is looking at me! _____

Now it is time to teach a new skill. This skill must be specific, phrased in the form of what to do and utilize an assertive tone of voice. Instead of saying, “Use your words,” we would say, “Go tell Sydney, *I don’t like it when you push me. Walk around me next time.*”

12. Tone and _____ must travel with children when we give them the words to say.



13. In addition to providing the exact words, it is essential to practice until children achieve an assertive tone of voice because passivity invites _____, aggression begets _____ and assertiveness dissipates _____.

Conflict is never resolved until we tell the other person the new behavior we want them to use.

Finish these statements with what to do:

14. I don't like it when you push me. When you want my attention, _____ .
15. I don't like it when you call me names. _____ .
16. I don't like it when you hit me. When you want a turn, _____ .

Teach the social skills you want children to use with peers.

17. Tattling Practice for Parents	18. Tattling Practice for Educators
<p>Child: "Justin called me a butthead!"</p> <p>Parent: " _____ ?"</p> <p>Child: "NO!"</p> <p>Parent: "What do you want him to call you?"</p> <p>Child: "By my name!"</p> <p>Parent: "Ok. Then tell Justin, I don't _____ ."</p> <p>Please: _____ ."</p> <p>Let's practice that now.</p> <p>Child: "Justin, I don't like it when you call me names. Call me Cody."</p> <p>Parent: Practice an assertive tone of voice if needed, and then offer encouragement, "You've got it! You're ready to solve the problem by teaching Justin how to treat you."</p>	<p>Child: "Ashley wrote on my paper!"</p> <p>Teacher: " _____ ?"</p> <p>Child: "No."</p> <p>Teacher: "What do you want Ashley to do?"</p> <p>Child: "Stop it!"</p> <p>Teacher: Rephrase the statement to focus on the action you want to see. "So, you want her to write on her own paper! Tell Ashley, I don't _____ ."</p> <p>Please _____ ."</p> <p>Child: "Ashley, I don't like it when you write on my paper. Write on your own."</p> <p>Teacher: Practice an assertive tone of voice if needed, and then offer encouragement, "You've got it! You're ready to solve the problem!"</p>



19. Unless there is a safety issue, we must go to the _____ first in conflict situations.

Approaching the victim first shows that we value healing over aggression.

20. By flipping from what we don't want to what we do want, _____ .

21. The structure for Assertiveness that teaches children how to handle their conflicts is the _____ .

Visual Routines as Assertive Communication

Visual routines are an extension of assertive communication. They clearly communicate our expectations to children in a form that is easy for the brain to understand and encode.

Visuals help create safety for children through predictability and consistency.

What are some visuals you currently use in your school or home to show children what to do?

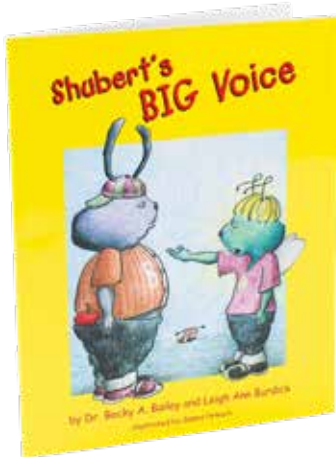
What are some visuals you could add?

All behavior is a form of communication. Times of chaos and struggle often communicate the lack of a clear routine.

What is one time of the day that is generally a struggle?

Create a visual routine: Write and draw the steps needed to create a visual routine to help stabilize the difficult time mentioned above. Though there are six spaces to fill, young children require fewer steps in order to be successful.

Sometime this week, photograph children executing each of the steps you planned. Make a visual routine by printing the images, gluing them on a paper and writing each step beneath the corresponding image. Post the visual routine in the place where the routine is conducted. (The meal routine goes on the kitchen table. The bedtime routine might go on the pajama drawer.)



I am willing

To spend one week of my life discovering where I focus my attention. I am going to be conscious of my outer and inner speech. I am willing to vigilantly focus on what I want in my life and notice the changes.

SIGN: _____ DATE: _____

Focus Points for Parents

As primary attachment figures, our style for setting limits provides the blueprints for the way our children will set limits and boundaries in all of their future relationships. In addition to this long-term impact, it also teaches our children how to handle themselves in conflicts with peers and siblings right now.

Sometimes, we don't even realize our voice is aggressive or passive because of the blueprints that were handed down to us from our parents.

Tone of Voice Practice

Say, "The ceiling is above me."

The tone you use to make a statement of fact like, "The ceiling is above me," is an assertive voice, the voice of "what is."

Now use the same assertive tone to say, "Put your shoes on, it's time to go to school."

Review: Two Steps for Assertive Commands

Step 1: Give an assertive command using Name, Verb, Paint.

Step 2: If children comply, encourage, "You did it!" If children resist, say, "I'm going to show you how to get started," and then encourage by saying, "That's it, you're doing it," as soon as they begin to move.

Think about the last power struggle you had with your child.

Did your communication start out passive, aggressive or assertive? _____

Was your communication passive, aggressive or assertive at the end of the exchange? _____

Now, mentally reframe the power struggle as an O.O.P.S. (Other Oppportunity to Problem Solve) and write an assertive command for the situation using the two steps for assertive commands that we discussed in this session.

Remember, aggression begets aggression, passivity invites aggression and assertiveness dissipates aggression. We must consistently find our assertive BIG Voice in order for our children to hear us, understand us and comply.

Focus Points for Educators

Remember the Conscious Discipline Brain State Model? The brain cannot learn unless it feels safe. A passive voice and an aggressive voice are unsafe because both encourage aggression and fail to provide clear communication. As the classroom's Safekeepers, it is our job to communicate our expectations through assertive commands and assertiveness tools like visual routines.

Tone of Voice Practice

Say, "The ceiling is above me."

The tone you use to make a statement of fact like, "The ceiling is above me," is the assertive voice of "what is."

Now use the same assertive tone to say, "Put the fuzzy pen in your backpack until class is over."

Review: Two Steps for Assertive Commands

Step 1: Give an assertive command using Name, Verb, Paint.

Step 2: If children comply, encourage, "You did it!" If children resist, say, "I'm going to show you how to get started," and then encourage by saying, "That's it, you're doing it," as soon as they begin to move.

Think about a common power struggle or difficult time in your classroom.

Do you clearly communicate your expectations for this time with assertive commands and assertiveness tools like visual routines? _____



Now, mentally reframe it as an O.O.P.S. (Other Oppportunity to Problem Solve). First, write an assertive command for the situation using the two steps for assertive commands.

Next, list the visuals you currently use to show children what to do.

Now, write a plan for providing more visuals. This might include posting a visual routine near the location it is needed and/or making a personalized visual routine book for individual students who have difficulty meeting the expectation.

Review: Skill of Assertiveness

Power:

Attention: What you focus on, you get more of

Becoming Brain Smart:

Attention directs neuroplasticity and all learning

Skill:

Paint for assertive commands, "I'm going to," Tell and Show, "I don't like it," redirection

School Family:

M.A.P. Visual Routines, Visual Daily Schedule, Time Machine, Routine Books

Reflection: Power of Attention

We see what we expect to see and what we want to see. If we choose to see the negative instead of the positive, the question is, “Why?” This month vigilantly practice the following to focus on the behaviors you want to see more of:

- Consciously pay attention to your focus:** Are you focusing on the action and behaviors you want to see or the ones you don’t want? Say to yourself often, “What I focus on, I value and teach others to value.”
- Pivot when you are upset:** Say to yourself, “I’m safe. Keep breathing. I can handle this.” Then honestly ask yourself, “Do I want more of this behavior?” If the answer is, “No,” breathe deeply (be a S.T.A.R.: Smile, Take a deep breath And Relax). Then, paint a picture of what you want children to do and why. Relate the “why” to the language of safety.
- Breathe deeply and affirm the following principles three times a day:** 1. What I focus on, I get more of. I’m going to focus on behaviors I want to see. 2. When I’m upset, I always focus on what I don’t want. I can choose to pivot instead. 3. I am upset because I’m resisting what is. I can take three deep breaths and say, “The moment is as it is.”
- Listen to the language around the school:** Can you hear passive, aggressive and assertive voices? Breathe and wish well to those struggling with assertiveness. Listen to your language. When you hear your passive or aggressive voice, be a S.T.A.R., Oops! and restate the same command in an assertive voice.
- Watch the Power of Attention video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Every conflict and every expectation about children’s behavior is a teaching moment for assertiveness. Key teaching moments include:

- **When giving a command:** Use your assertive voice to Name, Verb, Paint a picture of what you want to see happen. Follow up with encouragement (Chapter 6).
- **When a child has attacked your dignity, belongings or personal space:** Use I-Messages. “I don’t like it when you wave your hand in my face. Raise your hand over your head like this (demonstrate).”
- **When a child does not comply:** If a child does not follow an assertive command, it creates a new teaching moment. This allows us to model composure during times of distress and hold tight to the value of respect by vigilantly using the Tell and Show process.
- **When there is disorganization or chaos in the room:** Clear visual routines are necessary for the entire class; put them in class books and post them in logical places throughout the classroom. Individual children who are struggling with specific routines benefit from personalized books and postings.
- **When children are disrespectful and aggressive with each other:** Use this opportunity to teach children how to use their assertive voices and become social skills teachers in your classroom.



Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
Don't make me send you to the principal's office.	I don't like it when you speak to me using hurtful words. Take a breath, and use a calm tone and respectful words so I can help you.
Let me finish this up and then I'll come help you.	I'm going to finish up and then I will help you.
I can't turn the page until you are all in your seats.	Sit down in your space with your bottom on your circle so everyone can see the book.
You do this in public just to embarrass me!	I'm feeling very frustrated. I'm going to take a deep breath to calm down and then I will speak with you.
It's time to form a circle for our class meeting, okay?	Close your book, push in your chair and walk over to your place in the circle. Turn your head to see that your friends have enough space just like this (demonstrate).
How nice of you to join us (with sarcasm)!	When you show up late, I feel disappointed and frustrated because our time together is important to me.

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Name, Verb, Paint when giving assertive commands.** Paint a picture of the behaviors you want.
- Tell and Show when children start to become defiant or noncompliant.** Say, “I’m going to show you what to do, how to get started, what is expected,” etc.
- Actively calm yourself and give an I-Message when a child acts disrespectfully.** Make sure each I-Message ends with what you want the child to do
- Redirect young children** with face-to-face contact, joint attention, clarification of boundaries and assistance in connecting with the new object/activity to nurture prefrontal lobe development.
- Use modeling and “I don’t like it”** to teach children to be assertive with each other
- M.A.P. all school-wide routines** including arrival, dismissal, walking in the halls and the cafeteria. Post visuals throughout the school.
- M.A.P. classroom procedures.** Notice any classroom transitions that still create chaos. Go back and re-M.A.P. the procedures for these transitions.
- Post your daily schedule visually.**
- Create class-made books** so children can read the daily schedule and routines. Place them in the class library and have children check out the routine books to read at home.
- Create individual routine books** for children who have difficulty seeing the patterns in the school day.
- Review additional helpful resources on the portal and visit Shubert’s School,** focusing on visual routines and the Time Machine.
- Other** _____



Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Name, Verb, Paint when giving assertive commands.** Use words and gestures to paint a clear picture of the behaviors you want.
- Tell and Show if your child starts to resist.** Say, “I’m going to show you what to do, how to get started, what is expected,” etc.
- Actively calm yourself and give an “I-message” when a child acts disrespectfully.** Make sure each I-message ends with what you want the child to do.
- Redirect young children** with face-to-face contact, joint attention, clarification of boundaries and assistance in connecting with the new object/activity to nurture prefrontal lobe development.
- Use modeling and “I don’t like it”** to teach children to be assertive with siblings and peers.
- Create a visual routine** for a difficult part of the day such as bedtime, morning, and weekend activities.
- Create a home schedule** for the entire day (eat breakfast, get dressed, go to school, do homework, play outside, go to piano class, eat dinner, shower, read a book, brush teeth and go to bed).
- Other** _____

Session 5: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. An assertive voice requires we tell children what to do.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Tattling is a needless disruption.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. What you focus on you get more of.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. The question, "How did that make you feel?" is one of the first steps in teaching children to use their BIG Voice.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. In times of conflict, we should go to the victim first.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 5, Assertiveness (Pages 120-159)
- *Easy to Love, Difficult to Discipline*, Chapter 4, Assertiveness: Saying NO and being heard (Pages 73-96)
- *Creating the School Family* Chapter 6-Visual Rules and Routines (Pages 99-127)
- *Creating the School Family* Chapter 12-Time Machine (Pages 247-275)

Rubrics

- Skill of Assertiveness 2.0
- Teaching Assertiveness to Children 2.0
- Visual Routines 2.1
- Visual Daily Schedule 2.2
- Time Machine 2.3
- Transition Rituals 2.4

Products to Support the Skill of Assertiveness

- *Shubert's BIG Voice*
- *Sophie's BIG Voice*
- *Shubert Puppet*
- *Sophie Puppet*
- *Daily Routine Cards*
- *Seven Skills Poster Set*, Assertiveness poster

Additional Resources

- *Brain Smart Choices for Connection and Calming*
- *Songs for I Love You Rituals*, Vols. 1 and 2 music CDs
- *I Love You Rituals* book
- *I Choose Self-Regulation* board
- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD

- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at ConsciousDiscipline.com to access additional resources and video FAQs for Session 5.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- Instagram.com/ConsciousDiscipline/
- Youtube.com/c/ConsciousDisciplineVideos



ANSWER KEY: SESSION 5

1. To do
2. What we want
3. Noticing
4. Knowing
5. Tells us what to do
 - Uses a tone that says “Just do it,” (the voice of no doubt)
 - Paints a clear and direct picture
6. Right
7. Walk safely in the hall with your hands by your side just like this.
8. You can touch the ball instead.
 - Touch my arm gently to get my attention.
 - Match your voice to mine so I can understand what you are saying.
9. Did you like it?
10. Did you like it?
11. Did you like it?
12. Intention
13. Aggression / aggression / aggression
14. Tap me on the shoulder.
15. Call me by my name, it’s John.
16. Say, “Turn, please.”
17. Did you like it?
 - like it when you call me names
 - call me Cody.
18. Did you like it?
 - like it when you write on my paper
 - Write on your own paper
19. Victim
20. We integrate the brain
21. Time Machine

Welcome to Session 6

The Skill of Encouragement and the Power of Unity

SESSION OVERVIEW:

- Identify ways to shift from a culture of “us” and “them” to a culture of “we” with unity as its goal.
- Recognize how being of service can function as a powerful replacement for external rewards.
- Practice the language of encouragement to highlight acceptance and unconditional love.
- Explore the School Family and Connected Home Family structures to help children practice the Skill of Encouragement.



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If you are in a group setting, choose a partner for Session 6:

Session 6: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. You cannot have an encouraging classroom or home unless you focus on what you want.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Competition is a healthy and necessary part of a classroom or home culture.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Being of service is genetically within all of us.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. The Kindness Tree structure is similar to "catching them being good."

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Acceptance demonstrates unconditional love, love that makes no demands.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session, We Will Explore...

Skill of Encouragement: Building the School Family™ and Connected Home Family

Power of Unity: We are all in this together

Adult Goal: Build the School Family and a Connected Home Family by creating a sense of belonging for all

Child Goal: Develop connections and relationships with adults and peers as part of a community

Combined Tools for Creating Connection

R = Rituals

E = Encouragement

J = Jobs

E = Empathy

C = Choices

T = The School Family

The Power of Unity

The Power of Unity says the motivation to behave comes from being in relationship with one another.

Humans are wired to view the world in a compassionate way, to connect and to be of service to each other. These evolutionary traits helped us to survive and prosper.

1. What happens in the brain when we are helpful or are of service to others? _____

2. Helping others regulates the _____

3. Educator “Safety” Job Description: My job is to keep the classroom _____ and your job is to help keep the classroom _____.

4. Parent “Safety” Job Description: My job is to keep the home _____ and your job is to help keep the home _____.

5. How does the safety job description encourage both adults and children to be of service? _____



The Skill of Encouragement

There are three structures that help us implement the Skill of Encouragement.

- Kindness Tree
- Meaningful Jobs
- Ways to be Helpful

The Kindness Tree helps us train the brain to see kind and helpful acts. We will get more of the behaviors we focus our attention on. What kind and helpful acts have you noticed today? _____

6. In the past, we've attempted to build children's self-esteem by pumping them up from the outside with comments like "good job." We now know that the belief that something from the *outside* will make us feel good on the *inside* is the prerequisite for all _____.

What are some of the consequences of this in our society? _____

In your life? _____

7. How do we shift from a "me" generation to a "we" generation? _____

You cannot have an encouraging environment unless you focus on what you want.

8. What I offer to others, _____.

Noticing as a Tool for Encouragement

Noticing helps to encourage children in a way that makes their accomplishment their own rather than making it about us. Noticing provides a play-by-play description of the action and sounds like this:

"You did it! You _____!" or "Good for you! You _____."

9. "Good job" places the emphasis on my _____ of you. " _____ " places the emphasis on your achievement.

Encourage the following children with "you did it!" and a description of their accomplishment.

10. Sofia put on her backpack.

11. Jordan organized his desk before dismissal.

12. Determine which of the following statements are a command or a request:

a. "Malik, walk behind Jada in line."

b. "Malik, please pass this over to Jada."

c. "Jada, please come to the carpet."

d. "Malik, will you take this down to the office for me and give it to Ms. Carter?"

e. "Buckle your seat belt so you are safe."

f. "It's time to line up. Come to the door."

13. What are three ways to replace "good job" with encouragement?

When we judge children, we tell them who we think they should be. Judgment implies conditional love or love that makes demands.

Encouragement and noticing are about accepting children for who they are. Acceptance shows unconditional love or love that makes no demands. It describes "that which is."



Noticing Kind and Helpful Acts

Noticing kind and helpful acts is an extension of noticing for encouragement. We describe the action, relay how it impacts others and add a tag like “that was helpful” or “that was kind.”

“You (describe what the child did) so (describe how this impacted others). That was helpful.”

Example: “You started your work so others would know what to do. That was helpful.”

Judging vs. Noticing	
Judging	Noticing
“Good job, Erica!”	“Erica, you put your toys in the bins and your clothes in the drawers. You’ve cleaned your room so you can find things when you want them!”
“You are such a good boy.”	“You showed Cody how to butter his bread without tearing it. That was helpful.”
“That was a great slide!”	“You did it! You came down the slide feet first and landed right in my arms.”

Notice the following helpful acts:

14. Child held the door open.

15. Child got ready quickly.

16. Child hung up his things.

REMEMBER!

Notice and encourage yourself when you’ve accomplished a goal, tried something new or worked toward breaking an old habit:

“I did it! I remembered everything on the list so we would have what we need for the project!”

It’s helpful to make these statements out loud for children to hear as you retrain your own inner speech to be more helpful and healthy.

Highlighting Children's Unique Gifts

We can also notice to highlight children's unique gifts and skills. State the skill, "You _____," then ask them to help others, "Would you be willing to _____?"

Examples: "You read the whole assignment. Would you be willing to help Clarence finish his reading?" "You folded the paper in half to make a card. Would you be willing to show your sister how to do hers?"

Encouraging Children Who Make Poor Choices

The way we speak to ourselves is generally the way we speak to others when we are upset or triggered.

Think about your inner voice. Do you typically encourage or discourage yourself? _____

What kind of inner voice do you want the next generation to develop? _____

Encourage children when they make poor choices by saying:

- You almost did it. You just need a little more practice.
- I'm confident you can think of another way to solve your problem.
- You'll figure out a helpful way. You can do it.
- Keep breathing. You can handle this.

The words we say to our children today will become their inner speech when they grow older.

A sense of belonging comes from feeling personally valued within a social system. It is feeling accepted by other members, while also feeling indispensable and integral to the whole.

Connecting Rituals

Rituals are essential for life at all ages and at all stages. They bind us together, providing meaning and a rhythm to our lives. Rituals are essential to the health of your School Family and your Connected Home Family.

Wish Well Ritual

"We wish you well. We wish you well. All through the day today, We wish you well."



What are your current greeting and goodbye rituals?

Greeting: _____

Goodbye: _____

Thinking of the four components for connection (eye contact, touch, playfulness and presence) and the brain's pattern-seeking tendencies, write down two ways you are going to strengthen your greeting and goodbye rituals.

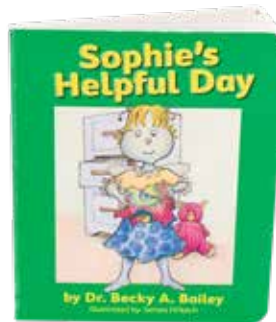
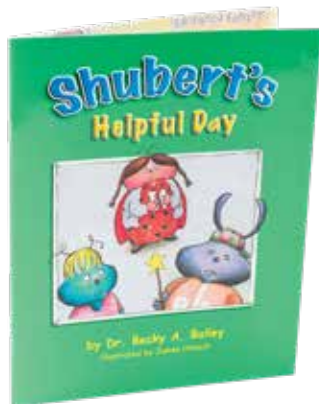
Greeting: _____

Goodbye: _____

Welcome Back Ritual

Use a puppet or wand to “kiss” the returning child. “You’ve been gone and you’ve been missed. Where would you like your welcome back kiss?”

What other rituals will you implement to encourage and connect your classroom?



I am willing

To consciously use noticing and encouragement to shift from “good job” to “good for you,” and help children who make poor choices understand they are still loved.

SIGN: _____ DATE: _____

Focus Points for Parents

These structures will help you create an encouraging, connected home family. Visit Shubert's Home at ConsciousDiscipline.com/Free-Resources/Shuberts-Home to see them in action.

Kindness Tree: Create a Kindness Tree using paint or wall decals, or by drawing a tree trunk on a piece of card stock. Honor kind and helpful acts by putting sticky notes or hearts on the tree. Discuss and celebrate some of these acts during family dinners.

Kindness Jar (instead of a tree): Write the person's name and the helpful act on a slip of paper. Store these notes in a child-decorated Kindness Jar and read them at a set time daily or weekly, perhaps during dinner or as part of a family-wide bedtime ritual.

Kindness Conversation: Each night at the dinner table, ask, "What is one helpful thing you did or saw someone else do today?"

Meaningful Jobs: Jobs encourage self-worth, responsibility and unity. Create a visual such as a board, book or checklist to show the many jobs that are required to keep the household running smoothly, like trash collection, table setting, cooking, picking up toys, sorting laundry and mowing the grass. Encourage children to select jobs they are willing to be responsible for doing. If a job seems too advanced, seek out ways for them to assist. (A 3-year-old cannot safely vacuum the floors, but can use the hand-held vacuum to do the baseboards and couch cushions.) The purpose of these jobs is to be of service to the family, not to earn an allowance. An allowance is helpful for teaching money management, but when we connect it to regular household duties, we replace family contribution with personal gain.

Ways To Be Helpful board or books: Help children reap the brain-building, feel-good benefits of contributing to the family by providing them with visuals for ways to be helpful in the home. Photograph helpful acts, print the photos and write a brief explanation to go with each. Then post the images on the wall or bind them together in a book. Be certain to include chore-type tasks like putting shoes in the closet and turning off the lights, as well as social strategies like asking for a turn and saying, "Thank you." The more you highlight helpful acts, the more of these behaviors you will see!



Focus Points for Educators

These structures will help you create an encouraging, connected School Family. Visit Shubert’s School online at ConsciousDiscipline.com/Free-Resources/Shubert to see them in action.

Kindness Tree: Create a Kindness Tree using paint or wall decals, by drawing a tree trunk on poster board or by making one out of felt. Encourage children to honor kind and helpful acts by putting a sticky note or heart on the tree branches for each kind or helpful act they see. Young children will put hearts on the tree. Those who can write will either print the person’s name or print the name and the act, depending on proficiency level. Invite students to share these kind and helpful acts daily, perhaps in conjunction with a “Kindness Recorder” or “Kindness Tree” class job.

Meaningful Jobs: Meaningful jobs encourage self-worth, responsibility and unity, and allow children to experience how each person is valuable to the group. Provide a job for every child to ensure all have the opportunity to contribute to the class. Visually track the jobs using a system like the School Family Job Board from Conscious Discipline. Rotate jobs weekly.

Ways To Be Helpful board or book: Help children reap the brain-building, feel-good benefits of contributing to the well-being of the group by providing them with visuals for ways to be helpful. Photograph helpful acts, print the photos and write a brief explanation to go with each. Then post the images on the wall and bind them together into books. Be certain to include housekeeping tasks like putting backpacks away and social strategies like raising their hands before speaking. The more you highlight helpful acts, the more of these behaviors you will see!

Review: Skill of Encouragement

Power: Unity: We are all in this together.

Becoming Brain Smart: Encouragement, connection and belonging prime the brain for academic achievement.

Skill: Notice instead of judge as the basis for encouragement, “You did it! You ___ so ____.
That was helpful.”

School Family: The “I See” Song, Connecting Rituals, Ways to Be Helpful, Kindness Tree or Recorder, Job Board, Friends and Family Board/Book

Reflection: Power of Unity

We can choose to see a world of separation and judgment, or a world of interconnection and hope. The Power of Unity inspires us to co-create a School Family filled with intrinsic motivation, contribution, helpfulness and the limitless expression of each person's unique gifts for the betterment of the whole. We can do it! We can build the connected, compassionate classrooms of our dreams! The following will help in our success:

- Treat others as we wish to be treated.**
- Become consciously aware of our tendency to judge instead of notice.**
- Observe how willing or resistant we are to see a call for help** instead of misbehavior. Use the two-step call for help formula instead of judging or labeling.
- Help children be of service.** Replace activities that focus on specialness with ones that focus on unity, helpfulness and contribution: "I am unique because _____ and it contributes to my School Family by _____." "Are you willing to help your classmate by _____?"
- Watch the Power of Encouragement video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Use acts of helpfulness as the core of your character-building efforts. Notice the following acts frequently:

- Helpfulness
- Kindness
- Taking turns
- Caring
- Thoughtfulness
- Courtesy
- Cooperation
- Concern

Every assertive command is a teaching moment. We can make the moment about us by saying, "Thank you" or "Good job," or we can honor the child's willingness and effort by saying, "You did it!" "Good for you!" or "Way to go!" Notice children's strengths and encourage them to be of service by offering their unique gifts to others.



Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
“Thank you, Erica.”	“Erica, you carefully matched each toy with the label and put it in the bin so everyone can find it. That was helpful.”
“Good job, Roberto.”	“Roberto, you did it! You finished all your homework. Good for you!”
“That was a great catch!”	“You did it! You held your hands out and kept your eyes wide open so you could catch the ball!”
“You are so good at math.”	“You finished all your math problems and checked your work carefully. Would you be willing to help Kareem so he can be successful, too?”

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Encourage through noticing**, “You did it! You ____.” At least three times a day, catch yourself before you issue a judgment (“good job”) and encourage instead.
- Shift to “You did it!” “Way to go!” or “Good for you!”** instead of “Thank you” or “Good job!” after compliance.
- Consciously notice helpful acts daily** using the formula “You ____ so ____ . That was helpful.”
- Encourage children who make poor choices.** “You almost did it. Try again. You can do it!”
- Implement a job for every student** and organize it with a job board.
- Create a Ways to be Helpful bulletin board, book or directory.** Plaster your school with images of what you want children to do, demonstrating the values you hold dear.
- Create a Kindness Tree and/or Kindness Recorder** to honor helpfulness, not “catch them being good.”
- Set aside time for connecting rituals** and use student jobs to organize, plan and run them.
- Add more music, movement and brain breaks into the day.**
- Visit Shubert’s School and the portal** to gain additional insight, with a particular focus on implementing a Kindness Tree, Jobs, Ways to Be Helpful and Connecting Rituals.



Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Encourage through noticing** by saying, “You did it! You___,” at least three times a day. Catch yourself before you offer a judgment (“good job”) and encourage instead.
- Shift to “You did it!” “Way to go!” or “Good for you!”** instead of “Thank you” or “Good job!”
- Consciously notice helpful acts daily** using the formula, “You ____ so _____. That was helpful.”
- Encourage children when they make poor choices.** “You almost did it. Try again. You can do it.”
- Begin family jobs** and organize them in a visual checklist or chart.
- Take pictures of your child doing helpful things around the house** and put them in a Ways To Be Helpful board or book.
- Set aside time for daily connecting rituals.** Decide when and what you will do, and be sure to involve your children in choosing the rituals.
- Add more music, movement and brain breaks into the day.**
- Visit Shubert’s Home and the book study portal** to gain additional insight on implementing a Kindness Tree, Jobs, Ways To Be Helpful and Connecting Rituals.
- Other** _____

Session 6: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. You cannot have an encouraging classroom or home unless you focus on what you want.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Competition is a healthy and necessary part of a classroom or home culture.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. Being of service is genetically within all of us.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. The Kindness Tree structure is similar to "catching them being good."

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Acceptance demonstrates unconditional love, love that makes no demands.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “Greetings” from *Brain Boogie Boosters*
- “That Was Helpful” from *It Starts in the Heart*
- “I’m a Helpful Person” from *Songs for I Love You Rituals Vol. 2*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 6, Encouragement (pages 162-193)
- *Easy to Love, Difficult to Discipline*, Chapter 6, Honoring Your Children so They Can Honor You (pages 121-142)
- *Creating the School Family*
- Chapter 7, Ways to be Helpful Boards and Books (pages 129-143)
- Chapter 10, School Family Rituals (pages 199-221)
- Chapter 11, Classroom Jobs (pages 223-245)

Rubrics

- Skill of Encouragement 3.0
- I Love You Rituals 3.1
- Ways to be Helpful 3.2
- Meaningful Jobs 3.3

Products to Support the Skill of Encouragement

- *Shubert’s Helpful Day*
- *Sophie’s Helpful Day*
- *Shubert Puppet*
- *Sophie Puppet*
- *Seven Skills Poster Set*, Encouragement Poster
- *School Family Job Set*
- *Routine and Responsibility Cards*

Additional Resources

- Songs for *I Love You Rituals*, Vol. 1 and 2 music CD
- *I Love You Rituals* book
- *Conscious Discipline: Building Resilient Classrooms*
- *Creating the School Family*
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 6.

- [ConsciousDiscipline.com](https://www.consciousdiscipline.com)
- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [Instagram.com/ConsciousDiscipline/](https://www.instagram.com/ConsciousDiscipline/)
- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)



ANSWER KEY: SESSION 6

1. It stimulates the reward centers of our brain and emits “feel good” chemicals
2. Arousal system of the brain: the clacker
3. Safe / Safe
4. Safe / Safe
5. Adults and children are of service by helping each other keep it safe.
6. Addictions and aims us in the direction of narcissism
7. Build encouraging classrooms and homes
8. I strengthen in myself
9. Evaluation / “You did it”
10. “You did it! You put on your backpack and stood by the front door.”
11. “You did it! You cleaned up your desk and now you are ready to leave.
Way to go!”
12. a. Command
b. Request
c. Request
d. Request
e. Command
f. Command
13. You did it! / Way to go! / Good for you!
14. You held the door open so we could all walk through. That was helpful.
15. You got ready quickly so we would be on time for rehearsal. That was helpful.
16. You hung up your things so the walkway would be clear. That was helpful.

Welcome to Session 7

The Skill of Choices and the Power of Free Will

SESSION OVERVIEW:

- Understand that power comes from choice, not force.
- Learn ways to help children build self-esteem by offering them two positive choices.
- Recognize the Power of Free Will and the fact that the only person we can make change is ourselves.
- Discover ways to help children reframe blame and take responsibility for their actions and choices.



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If you are in a group setting, choose a partner for Session 7:

Session 7: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Choices give children power when they might be feeling powerless.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. It is possible to change the behavior of others.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. From a state of powerlessness, we are prone to blame and attack.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. "You can finish your work or you can miss recess time" is a true choice.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session, We Will Explore...

Skill of Choices: Building self-esteem and willpower

Power of Free Will: The only person you can make change is yourself

Adult Goal: To provide children with two positive choices in order to increase compliance, build self-esteem and increase willpower

Child Goal: To harness the power of choice

Combined Tools for Creating Connection

R = Rituals

E = Encouragement

J = Jobs

E = Empathy

C = Choices

T = The School Family

The Power of Free Will

The Skill of Choices comes from the Power of Free Will. Free Will reminds us that each of us is responsible for our own behavior. We cannot make children behave a certain way; however, when we honor children's free will, we are able to structure situations in ways that help them become more willing to cooperate.

We use our free will to make hundreds of choices every day. Each choice has a consequence. Think about these questions...

- What are some of the choices you made today?
- What were the consequences of those choices?
- Did you find yourself blaming others for choices that didn't turn out the way you'd hoped?

Choices build self-esteem and willpower. We have two fundamental choices:

- Accept what is and focus on solutions.
- Resist what is and focus on the problem.

1. We must shift from "How do I make the child..." to "_____."

2. The intent behind control is to _____ someone.

3. The intent behind structure is to _____ someone succeed.



Reflection:

Write a few thoughts about the following statement...

“It is my responsibility to make others change.” _____

Now write a few thoughts about this statement...

“It’s someone else’s responsibility to make me change.” _____

The Power of Free Will states that we are the only ones capable of and responsible for changing ourselves.

Did you ever believe it was your job was to make someone else happy? Describe _____

How did that work out? _____

It’s our job to make ourselves happy by self-regulating, managing our inner states and offering our happiness to others.

If you want to inspire others, first become the person you want them to be, and then inspire them through your example.

The Skill of Choices

True choices honor our free will. Determine if the following statements are evidence of manipulation or true choice:

4. “Line up now or you’ll go to the principal’s office.” manipulation true choice

5. “Do you want the red marker or the orange one?” manipulation true choice

6. “You can finish your homework or I can cancel your play date.” manipulation true choice

7. “You can stand with your hands by your sides or in your pockets.” manipulation true choice

Giving two positive choices provides structure so the child has some control within safe, acceptable limits.

8. When we feel like we’re making authentic choices, we get a hit of _____ .

True choice also helps organize the brain so we can access our higher centers and reach our goals.

9. _____ and _____ inhibit higher order brain function and forfeit the release of dopamine because the choices feel coerced and manipulative.

10. In spite of all that is positive about them, choices also have a downside.

The downside is known as _____ .

Avoid decision-making fatigue by doing the following:

- Offer limited, developmentally appropriate choices so choosing doesn't become overwhelming.
- Never offer a child choices that an adult should be making.
- Offer active calming, not choices, to help a child experiencing a Survival State.

11. Offer two positive choices to help a child experiencing an _____ State.

12. Conduct _____ throughout the day.

Two Positive Choices

The formula for two positive choices is...

“You may _____ or _____. Which is better for you?”

When we give two positive choices to children we...

- Provide structure and safety, help children access a problem-solving Executive State.
- Provide practice in decision-making.
- Build self-esteem as children learn to be cooperative and successful.

Choices give children power when they might otherwise feel powerless.

Offer a positive choice and a negative choice isn't true choice; it's manipulation.

Offer two positive choices requires us, as adults, to be okay with either choice we offer and have no emotional attachment to the outcome.

Parroting Technique

All behavior is a type of communication. If a child is unable to make a choice, he may be telling you he needs more time to organize himself, needs more information, or that there is an underlying stressor or relationship issue. Rushing the decision will not be helpful; in fact, it will only thwart his efforts to achieve the Executive State necessary to choose. Instead, actively calm and repeat the choices a couple of times. Maintain a supportive and positive tone that says, “You can do it!” Your composure is the key to the Parroting Technique's success.

When we feel powerless, we often blame and attack. If we want children to take responsibility for their actions, we must reframe the blame.



Reframe the blame for the examples below:

Child Statement	Adult Response
“Erica made me do it!”	13.
Child says, “No.”	14.
Child says, “Yes.”	15.

Complete the adult responses below.

Child: “Lexi made me do it!”

16. Adult: _____

Child: “No.”

17. Adult: _____

Child: “Lexi made me do it!”

18. Adult: _____

Child: “Yes.”

19. Adult: _____

Choices Summary

Authentic choices are empowering!

Give yourself more choices.

Change your “I should” to “I could.”

Change your “I have to” to “I’m going to.”

Remember to...

- Give two positive choices.
- Reframe the blame.
- Change “I should” to “I could.”

We must learn to run our lives by choice, not by coercion.

20. The structure for choices is _____.

21. You can only think of two positive choices when you are in an _____ State.

Structure: Picture Rule Cards

Picture Rule Cards structure choices for children in a way that is easy for the brain to encode.

Young children do not use inner speech to govern their behavior; they use mental pictures. We can guide their choices more effectively by displaying rules in picture form.

Picture Rule Cards provide visual images of two helpful choices and one unacceptable behavior. When children find themselves being hurtful, the first consequence is to guide them to the two helpful images and encourage them to make a helpful choice instead.

Home Picture Rules with Two Positive Choices



Classroom Picture Rules with Two Positive Choices

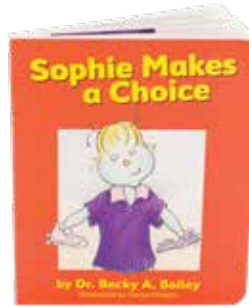
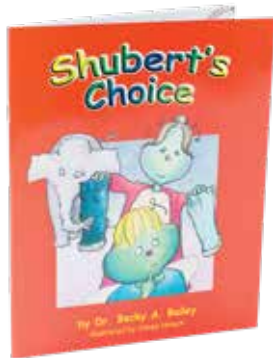




What we do to children, they will do to us.

Composure allows us to actively calm enough to access our wisest selves.

When children feel powerless, the Skill of Choices helps them regain their willpower by helping them focus their attention on what to do and breaking the task down into simpler parts.



I am willing

To take responsibility for my choices because I understand that when I choose to believe others are making me behave in certain ways, I give my power away, stress my body, and tend to blame or punish others.

SIGN: _____ DATE: _____

Focus Points for Parents

Reflect on the choices parents traditionally offer children.

Traditional Choices (intent to manipulate)	Positive Choices (intent to empower)
“You can pick up your toys or we can put them in the donation bag.”	“You can start with the blocks or the books. Which is better for you?”
“You can get dressed or I will dress you.”	“You can dress yourself or I can help you. Which is better for you?”
“You can hold my hand when we cross the parking lot or you can go right back home.”	“You can hold my right hand or my left hand. Which is better for you?”

Transform these common examples into two positive choices to increase cooperation, willpower and responsibility.

Traditional Choices	Positive Choices
“You can eat what I cooked or you can go to bed hungry.”	
“Sit still or we’re leaving.”	
Traditional choice I often offer _____	Two positive choices I could offer instead _____

Focus Points for Educators

Reflect on the choices educators traditionally offer students.	
Common Choices (intent to manipulate)	Positive Choices (intent to empower)
"You can line up properly or lose recess time."	"You can line up in your own space or you can line up straight against the wall. Which is better for you?"
"Stop clicking that fidget on the table leg or it's mine for the day."	"You can play with the fidget quietly in your lap or quietly on the table top. Which do you choose?"
"You can use the art materials properly or your project is over and you'll turn it in as it is!"	"You can color gently with the pastels or you can switch to colored pencils. What sounds better to you?"

Now, transform these common situations into two positive choices to increase cooperation, willpower and responsibility.	
A student is rocking his chair back on two legs	
Students are making a game out of changing seats in the reading corner instead of reading.	
Traditional choice I often offer _____	Two positive choices I could offer instead _____

Review: Skill of Choices

Power:	Free Will: The only person you can make change is yourself.
Becoming Brain Smart:	Choices motivate from within, improve goal-achievement and facilitate self-regulation.
Skill:	Two positive choices, reframing blame, Parroting technique, Who is the boss of you?
School Family:	Visual Rules



Reflection: Power of Free Will

Many of us have spent a large portion of our lives seeking to change others. The Power of Free Will states, “The only person you can make change is yourself.” We can continue attempting to make others act a certain way or we can claim our Power of Free Will by accepting that change can only happen within us. This month vigilantly embrace free will with these steps:

- Become conscious of how often we attempt to control others and how often we think others are making us do things.**
- Convert “make me” language into the language of choice.** Instead of saying, “Don’t make me stop this car,” say, “I am going to stop the car until you have your seat belt on and everyone is safe.”
- Catch ourselves thinking, “How can I make the child ____?” or “How can I get the child to ____?”** Change the question to, “How can I help the child successfully ____?”
- Change “should” to “could,” and then make a choice.** When we begin to think, “I should run to the dry cleaner,” own the choice and say, “I could run to the dry cleaner,” instead. Then decide whether to do it or not. There is no should or ought to, only choices. Start choosing!
- Practice allowing others to have their own thoughts and feelings.** Resist the urge to try to make others happy.
- For one day, give up the attitude, “I don’t know and I don’t care.”** This attitude allows us to give up our power by avoiding choices. We must act as if we do know and do care. If a friend asks where to go for lunch, state your preferences clearly. “I’d like Chinese food.”
- Watch the Power of Free Will video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Assertive commands are essential for children operating from the survival state. Two positive choices provide a way for us to be assertive while empowering children. They are best utilized with those who are in the emotional state. A child in an executive state does best with open-ended questions like, “What would help you get started?” Use the lists below as a guide:

These children experiencing a survival state often benefit from assertive commands:

- Children who chronically change their minds
- Children who are overly stressed
- Children who are easily overwhelmed

These children experiencing an emotional state often benefit from two positive choices:

- Children who do not follow the directions the first time
- Children who have difficulty focusing and staying on task
- Children who are somewhat defiant and like to boss others around
- Children who have trouble making choices
- Children who seem to feel powerless
- Children who appear stressed from life experiences

Children operating from an integrated, executive state often benefit from open-ended questions.

Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
Look how you made her feel.	See her face? Her face is saying, “I don’t like it when you push me. Please walk around me.”
You can finish your math or miss recess!	You have a choice. You can finish problem four first or problem five. Which is better for you?
Don’t make me have to walk back and separate you two from talking.	I’m going to separate you two so each of you can focus better on your work. You will have time to visit at recess.
How can I get my children to listen during large group time?	How can I help my School Family listen successfully during large group time?
I have to stop after work to pick up some things at the grocery store.	I could stop after work and pick up some things at the grocery store.
Kenisha are you making good choices?	Kenisha, take a deep breath and look at the other children. What would be a wise choice for being successful as part of our School Family?

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...



1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Post picture visual rules as needed and where needed**, using the formula of two positive choices and one “no” choice.
- Verbally offer two positive choices to children** when they are in an emotional state to facilitate compliance.
- Use the Parroting technique** for oppositional children.
- Reframe blame** by saying, “So ____ is the boss of you! What could you do that was helpful if you were the boss of you?”
- Create individualized plans** for children who have trouble making choices.
- Use the website**, including Shubert’s School and the portal, with a focus on Picture Rule Cards/Visual Rules.
- Other** _____

Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Post and review picture rules as needed and where needed**, using the formula of two positive choices and one “no” choice.
- Verbally offer two positive choices to children** when they are in an Emotional State to facilitate compliance.
- Use the Parroting technique** for oppositional children.
- Reframe blame** by saying, “So ___ is the boss of you? What could you do that was helpful if you were the boss of you?”
- Use the website**, including Shubert’s Home and the portal, with a focus on Picture Rule Cards.
- Other** _____



Chapter 7: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Choices give children power when they might be feeling powerless.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. It is possible to change the behavior of others.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. From a state of powerlessness, we are prone to blame and attack.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. "You can finish your work or you can miss recess time" is a true choice.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

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

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “Encouraging Words” from *Kindness Counts*
- “My School Family” from *It Starts in the Heart*
- “Goodbye Rituals” from *Songs for I Love You Rituals, Vol. 2*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 7, Choices (Pages 194-217)
- *Easy to Love, Difficult to Discipline*, Chapter 5, Choices: Building Self-Esteem and Willpower (Pages 97-119)
- *Creating the School Family*, Chapter 6, Visual Rules and Routines (Pages 99-127)

Rubrics

- Skill of Choices 4.0
- Picture Rule Cards 4.1

Products to Support the Skill of Choices

- *Shubert’s Choice*
- *Sophie Makes a Choice*
- *Shubert Puppet*
- *Sophie Puppet*
- *Picture Rule Cards*
- *Seven Skills Poster Set*, Choices poster

Additional Resources

- *Daily Routine cards*
- *Brain Smart Choice cubes*
- *Bailey Bear*
- *Songs for I Love You Rituals*, Vol. 1 and 2 music CDs
- *I Love You Rituals book*
- *I Choose Self-Regulation board*
- *Conscious Discipline: Building Resilient Classrooms book*
- *Creating the School Family book*
- *Kindness Counts music CD*



- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 7.

- [ConsciousDiscipline.com](https://www.consciousdiscipline.com)
- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [Instagram.com/ConsciousDiscipline/](https://www.instagram.com/ConsciousDiscipline/)
- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)

ANSWER KEY: SESSION 7

1. "How do I help the child to successfully...?"
2. Coerce
3. Help
4. Manipulation
5. True choice
6. Manipulation
7. True Choice
8. Dopamine – yahoo!
9. Reward / punishment
10. Decision-making fatigue
11. Emotional
12. Brain breaks
13. "So Erica is the boss of you?"
14. "What could you do right now if you were the boss of you?"
15. "That must be hard to have someone else bossing you around all day."
16. "So Lexi is the boss of you?"
17. "What could you do differently if you were your own boss?"
18. "So Lexi is the boss of you?"
19. "How sad! That must be hard for you with Lexi bossing you around all the time."
20. Visual Rules
21. Executive

Welcome to Session 8

The Skill of Empathy and the Power of Acceptance

SESSION OVERVIEW:

- Explore how managing our inner states is a prerequisite to resolving conflicts.
- Determine how to shift from negating our feelings to accepting and managing them in the moment.
- Discover ways to help children take ownership of their feelings as we guide them through emotional regulation.
- Examine how to handle fits, tantrums and emotional upset in a way that wires the brain for self-control.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 8:

Session 8: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. We must manage our emotional upset before we can resolve our conflicts.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Inappropriate behavior does not deserve empathy.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. The moment is as it is.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Empathy will happy up children so they can move on to solving their problems.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. All conflict starts with upset.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

In This Session, We Will Explore...

Skill of Empathy: Teaching children to manage their emotions

Power of Acceptance: This moment is as it is

Adult Goal: To accept the moment as it is in order to respond to upset with empathy and build personal responsibility within children

Child Goal: Create a positive self-image. Celebrate accomplishments and learn how to offer empathy to self and others

Combined Tools for Creating Connection

R = Rituals

E = Encouragement

J = Jobs

E = Empathy

C = Choices

T = The School Family

Introduction

Empathy teaches emotional regulation, integrating the brain so children can take responsibility for their actions.

Understanding our feelings is like having our own personal GPS. We might call it our EGS – Emotional Guidance System. Emotions signal us to make a change.

Empathy is the key that helps us and children unlock the powerful messages our emotions are sending so we can make helpful changes to our behaviors and perceptions. It helps children handle their frustrations and disappointment.

Parenting children in a way that fosters healthy growth of their Emotional Guidance System requires us to be willing to put our children in touch with their feelings, rather than distracting them away from them. When we teach children to handle their emotions in a healthy way, they are less likely to grow into adults who have unhealthy relationships and addictions.



The Power of Acceptance

All conflict starts with upset. Many of us try to resolve conflicts without first managing the emotional upset. Until we learn to accept and manage our emotional upsets, we will never be able to truly resolve conflicts.

When we negate or deny something, we are saying the moment isn't good enough. What are your thoughts about this?

Acceptance is the non-judgmental awareness of "what is." It is mindfulness in action. Empathy requires adults to accept children's thoughts and feelings without the need to change them.

The Skill of Empathy

Without understanding, regulating and integrating our feelings, we cannot make wise decisions. Feelings are our internal guidance system. They let us know when we're off in the weeds so we can get back on our path.

It is essential to know what we are feeling when we are feeling it. We cannot regulate our emotional states unless we are conscious of having them. Describe a time that this was true for you.

We generally respond to children's emotional upset in one of the following ways...

- Ignoring the child's feelings
- Letting the child cope alone
- Punishing
- Offering empathy

Being empathetic with children requires us to tune into our own inner world. We must be aware of our feelings, feel those feelings and offer ourselves compassion. The next time you enter a conflict, pause to notice the feelings that bubble up, maybe, "I feel frustrated, I'm tired and I just want your cooperation." Then, practice active calming until you are composed enough to provide the empathy children need.

Remember the three steps for active calming...

- Breathe deeply (S.T.A.R.)
- Affirm to yourself, "I'm safe. Keep breathing. I can handle this."
- Wish well

Do you feel removed from, out of touch with, overwhelmed by or intimidated by your emotional guidance system?
Why do you think that is?

The way we view our emotional system as adults is determined by the way important attachment figures responded to our feelings during our childhood. What are your thoughts about this?

As a child, how did the well-intentioned adults in your world respond when you shared your feelings with them?

Mark one: Saved Dismissed Punished Ignored Coached

After watching the adult-child role play video, what empathy style resonated with you? _____

Did your parents/caregivers have two different styles and what were they? _____

Unconscious, Unregulated Life	Conscious, Regulated Life
I blame	I am
I demand / act out	I calm
I medicate	I feel
I bury / ignore	I choose

Feelings are the bridge between problems and solutions.



Emotions carry powerful information. They are our inner guidance system, our emotional GPS and our life's compass.

The D.N.A. Process

The D.N.A. process helps us to guide children through a healthy emotional regulation path.



1. What does D.N.A. stand for?

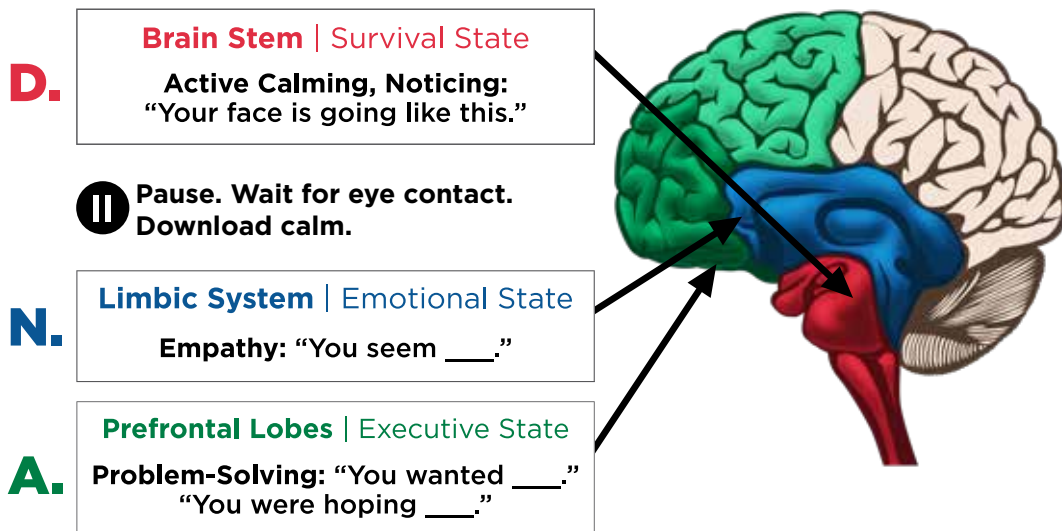
D. _____ “Your face is going like this (demonstrate).”

N. _____ “You seem (fill in a feeling word) .”

A. _____ “You wanted (fill in the want) “ or
“You were hoping (fill in their hope).”

2. True empathy comes from a _____ heart.

Teach children how to handle strong emotions, not negate them.



Try the D.N.A. Process:

3. A child has his head down on the table.

D. _____

N. _____

A. _____

4. A child pushes you away with her hands.

D. _____

N. _____

A. _____

Using noticing language with children who are experiencing a Survival State helps them identify their face and body signals.

The feeling – not the story – is real. It is necessary to pull the feeling out of the story to help manage the moment.

5. We must _____ the feeling in order to solve the problem.

The D.N.A. process helps children...

- Become conscious of the facial and body cues that indicate a feeling state.
- Become conscious of the name of the feeling.
- Become conscious of their long-term goals.

Empathizing does not change the limits on behavior; it helps children become better able to accept those limits.



CLASSROOM EDITION:
Feeling Buddies Self-Regulation Toolkit



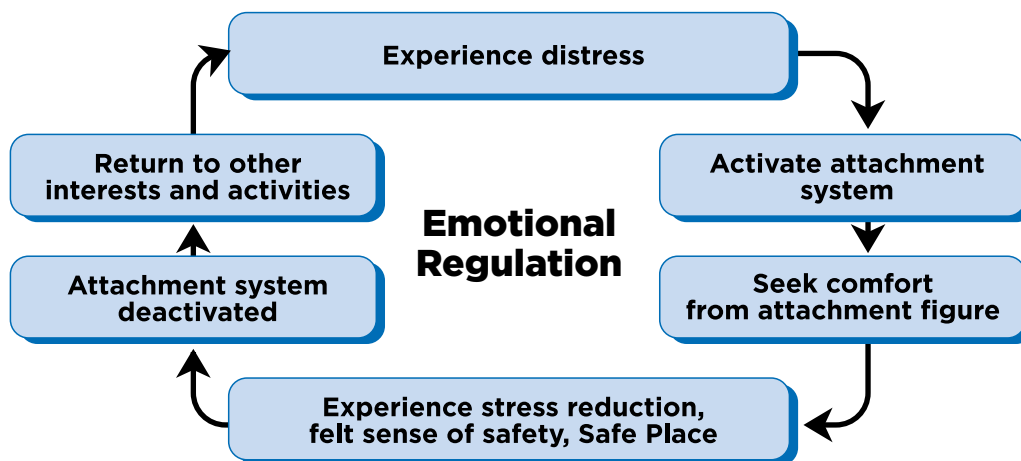
HOME EDITION:
Feeling Buddies Self-Regulation Toolkit

The Feeling Buddies

The *Feeling Buddies Self-Regulation Toolkits* are comprehensive and innovative tools for teaching self-regulation. The Feeling Buddies are based on a unique strategy in which the adult teaches the child to self-regulate and the child teaches the Buddy to self-regulate, learning the five-step process. Together, the Feeling Buddies, Safe Place and daily life maximize learning and give the new skill set permanence.

6. What does empathy do? _____

7. Whoever you believe to be in charge of your feelings _____





8. Discouraged children are _____ .

9. Disconnected children are _____ .

10. When the attachment system is on, the exploration system is _____ .

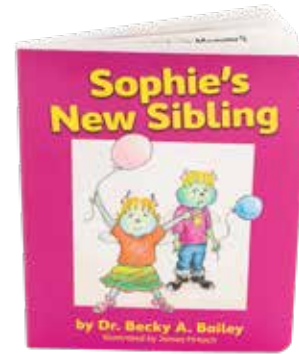
11. When the attachment system is off, the exploration system is _____ .

12. The structure for the Skill of Empathy is the _____ .

Children's upset gives us the opportunity to...

- Help them become conscious of their emotions so they know what they are feeling when they are feeling it
- Stimulate the development of the prefrontal lobes
- Develop impulse control and emotional regulation

The children who are upset the most are the ones who need empathy and emotional regulation the most.



I am willing

To feel my feelings instead of punish, dismiss or distract from them. I will slow down, name the feeling and breathe into it, saying, "I am safe. Keep breathing. I can handle this."

SIGN: _____ DATE: _____

Focus Points for Parents

Imagine you've had a long, difficult Monday. How would you typically respond to the following...

You tell your child that it's bedtime. She screams, "You're so mean! I hate you!" _____

Unless we consciously choose to change, we typically respond to children's emotional upset in one of the following ways:

- **Ignoring the child's feelings.** "Just go to bed."
- **Letting the child cope alone.** "Go to your room."
- **Punishing.** "You're grounded!"
- **Empathy sounds like this:** "You seem angry. You wanted to keep playing the game."

The D.N.A. process requires us to actively calm ourselves so we remain in a relaxed, alert Executive State. It then empowers us to respond to children's upset in a conscious, empathetic way so children can take responsibility for their actions and manage their upset.

What are three common situations in your family that would benefit from applying the D.N.A. process?

1. Situation: _____

D. _____

N. _____

A. _____

2. Situation: _____

D. _____

N. _____

A. _____

3. Situation: _____

D. _____

N. _____

A. _____



If you are in a group setting, role-play one of the scenarios you identified. First, role-play with your partner using the traditional strategies you might have employed before this session. Discuss how it felt to be the child and the adult using the traditional model. Then, use the D.N.A. process. Discuss how it felt to be the child and the adult using the D.N.A. process.

Focus Points for Educators

Imagine you've had a chaotic, exhausting week and it's only Wednesday! How would you typically respond if you instruct Jackson to turn in his paper because the quiz is over, and he crosses his arms, saying, "I don't have to and there's nothing you can do about it!"

Unless we consciously choose to change, we typically respond to children's emotional upset in one of the following ways:

- **Ignoring the child's feelings.** "Here. I'll take that paper."
- **Letting the child cope alone.** "Remove yourself to the empty seat in the back of the classroom."
- **Punishing.** "Adjust that attitude or you'll go to the principal's office!" (i.e., Oh yeah? Just watch me make you comply!)
- **Empathy sounds like this.** "You seem frustrated. You were hoping for more time to finish the quiz."

The D.N.A. process requires us to actively calm ourselves so we remain in a relaxed, alert Executive State. It then empowers us to respond to children's upset in a conscious, empathetic way so children can take responsibility for their actions and manage their upset.

What are three common situations in your classroom that would benefit from applying the D.N.A. process?

1. Situation: _____

D. _____

N. _____

A. _____

2. Situation: _____

D. _____

N. _____

A. _____

3. Situation:

D. _____
N. _____
A. _____

If you are in a group setting, role-play one of the scenarios you identified. First, role-play with your partner using the traditional strategies you might have employed before this session. Discuss how it felt to be the child and the adult using the traditional model. Then, use the D.N.A. process. Discuss how it felt to be the child and the adult using the D.N.A. process.

Review: Skill of Empathy

Power: **Acceptance:** The moment is as it is.

Becoming Brain Smart: Empathy integrates the brain for personal responsibility and self-control.

Skill: D.N.A. process for emotional regulation, rage book and program

School Family: We Care Center



Reflection: Power of Acceptance

Focus on letting it be and being conscious of all the “shoulds” we place on ourselves and others. We must accept thoughts, feelings, actions, others, ourselves and situations as they are in order to make the wisest possible choice in the moment. Negating the moment negates everyone in it. Start implementing the Power of Acceptance with the following steps:

- Notice how often we want things to be different** by paying attention to thoughts like, “They/I should _____,” “They/I need to _____,” “Why don’t they/I _____,” “We don’t _____ in our classroom.”
- Practice linking our frustrations in life with a lack of acceptance** in that moment; upset stems from resistance.
- Notice if we are confusing thoughts with feelings.** Practice saying, “I feel _____,” followed by a feeling word (disappointed, angry, happy, etc.).
- Practice being present** and listening to upset colleagues, significant others and friends. Resist the tendency to judge anyone as a victim.
- Become conscious of empathy styles** and how we distract ourselves from our feelings (shopping, cleaning, drinking, working, eating, etc.).
- Watch the Power of Acceptance video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Watch how children express feelings and offer empathy. Watch for verbal, nonverbal (facial expressions, body language) and physical (actions such as crossing arms, hitting, stomping feet) expressions of sadness, disappointment, anger, frustration, happiness, joy, anxiety and fear. The following list helps us focus on the emotional aspects of the classroom:

Disappointment and Sadness

Verbal Expressions:	Nonverbal Expressions:	Physical Expressions:
<ul style="list-style-type: none"> • “It’s not fair.” • “I wish we could ___.” • “This sucks.” • “Bummer.” • “I don’t care.” 	<ul style="list-style-type: none"> • Downcast eyes • Steamed shrimp posture • Droopy eyes and face • Slow movements • Shuffling feet 	<ul style="list-style-type: none"> • Withdrawing • Reluctance to engage • Crying • Pouting • Whining • Complaining

Frustration and Anger

Verbal Expressions:	Nonverbal Expressions:	Physical Expressions:
<ul style="list-style-type: none"> • “This is stupid.” • “I hate you.” • “I hate ___.” • Cursing • Name calling • “You can’t make me.” • “You said we could ___.” 	<ul style="list-style-type: none"> • Furrowing eyebrows • Tight face • Folding arms • Tense muscles • Clenching fists • Reddening face 	<ul style="list-style-type: none"> • Screaming and shouting • Throwing items • Stomping • Physically attacking (hitting, kicking, biting, etc.)

Anxiety and Fear

Verbal Expressions:	Nonverbal Expressions:	Physical Expressions:
<ul style="list-style-type: none"> • “Do we have to?” • Excuses and blame • “I don’t know.” • “I don’t want to.” • “I can’t.” 	<ul style="list-style-type: none"> • Wide eyes • Shallow breathing • Darting eyes • Lack of eye contact 	<ul style="list-style-type: none"> • Fidgeting and hyperactivity • Busy hands, sitting on hands • Nail biting • Rubbing arms, legs, etc. • Withdrawal and hiding • Non-conversational language (“Fine.” “Okay.”) • Physical complaints (headache, stomachache)



Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up to say the two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
Why are you feeling that way?	You seem disappointed. You were hoping to go out to dinner.
There is no need to act like that.	You seem anxious. You wanted more time before the test.
It is not that big of a deal, let it go.	You seem frustrated. It's hard when others ignore your advice.

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Feel your feelings instead of judging them**, talking about them or distracting from them.
- Acknowledge your feelings** using the following inner speech: “I seem _____. I wanted _____.” (Or “I was hoping _____.”)
- Think, “The moment is as it is, relax (breathe) and solve the problem,”** when the world is not going as we’d like.
- Offer empathy to upset children using the D.N.A. process daily.** “Your eyes are going like this. Your mouth is going like this. (pause and download with eye contact) You seem _____. You wanted _____. Or You were hoping _____.”
- Differentiate a distress tantrum from a frustration fit** and handle each accordingly.
- Start a rage program**, if needed.
- Continue noticing what brain state a child is operating from** (survival, emotional, executive) in order to start the interaction with the most effective skill.
- Create a We Care Center** in the classroom and/or school.
- Review additional helpful web resources**, including Shubert’s School and the web portal.
- Other** _____



Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Feel your feelings instead of judging them**, talking about them or distracting yourself from them.
- Acknowledge your feelings** using the following inner speech: “I seem _____.
I wanted _____.” Or “I was hoping _____.”
- Think**, “The moment is as it is. Breathe and solve the problem,” when the world is not going as you would like.
- Offer empathy to an upset child using the D.N.A. process daily.** “Your eyes are going like this (demonstrate). Your mouth is going like this (pause and download). You seem _____
(feeling word) _____. You wanted _____.”
- Differentiate a distress tantrum from a frustration fit** and handle each accordingly.
- Create a rage program**, if needed. In the home, this may include a homemade rage book to show the procedure, a space for physical activity and ample practice during times of calm.
- Continue noticing what brain state a child is operating from** (survival, emotional, executive) in order to start the interaction with the most effective skill.
- Create a We Care Center** in your home.
- Review additional helpful web resources**, including Shubert’s Home and the web portal.
- Other** _____

Session 8: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. We must manage our emotional upset before we can resolve our conflicts

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Inappropriate behavior does not deserve empathy.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. The moment is as it is.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Empathy will happy up children so they can move on to solving their problems.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. All conflict starts with upset.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “It’s Brain Smart Time” from *Kindness Counts*
- “It Starts in the Heart” from *It Starts in the Heart*
- “Twinkle, Twinkle, Little Star” from *Songs for I Love You Rituals Vol. 1*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 8, Empathy (Pages 218-251)
- *Creating the School Family*, Chapter 14, We Care Center (Pages 301-319)
- *Easy to Love, Difficult to Discipline*, Chapter 8, Empathy: Handling the Fussing and the Fits (Pages 165-186)

Rubrics

- Skill of Empathy 5.0
- We Care Center 5.1

Products to Support the Skill of Empathy

- *Shubert’s New Friend*
- *Sophie’s New Sibling*
- *Shubert Puppet*
- *Sophie Puppet*
- *Seven Skills Poster Set*, Empathy Poster

Additional Resources

- *Songs for I Love You Rituals*, Vol. 1 and 2 music CD
- *I Love You Rituals* book
- *Conscious Discipline: Building Resilient Classrooms*
- *Creating the School Family*
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD

- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at ConsciousDiscipline.com to access additional resources and video FAQs for Session 8.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or [@ConsciousDiscipline](https://Twitter.com/@ConsciousDiscipline)
- Instagram.com/ConsciousDiscipline/
- Youtube.com/c/ConsciousDisciplineVideos

ANSWER KEY: SESSION 8

1. D = **D**escribe the body's signals.
N = **N**ame the feeling.
A = **A**cknowledge the desire or intent.
2. Compassionate
3. D = **D**escribe: Your head is going like this (demonstrate).
N = **N**ame: You seem disappointed.
A = **A**cknowledge: You wanted to go outside.
4. D = **D**escribe: Your arms went like this (demonstrate).
N = **N**ame: You seem frustrated.
A = **A**cknowledge: You wanted me to move.
5. Manage
6. Empathy integrates the brain so children can take personal responsibility for their thoughts, feelings and emotions.
7. You have placed in charge of you
8. Disruptive
9. Dangerous
10. Off
11. On
12. We Care Center

Welcome to Session 9

The Skill of Positive Intent and the Power of Love

SESSION OVERVIEW:

- Understand that in order for children to behave differently, we must see them differently.
- Discover how the Skill of Positive Intent can turn resistance into cooperation.
- Practice effective ways to respond to physical and verbal aggression.
- Learn and apply the steps for teaching children to resolve conflicts with others.



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If you are in a group setting, choose a partner for Session 9:

Session 9: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Misbehavior is a call for help and a teaching opportunity.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Positive intent is a strategy to get others to comply.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Children cannot act differently until they are seen differently.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. During times of conflict between two children, it is important to go to the aggressor first and offer positive intent.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Attributing positive motives to others' behavior can transform opposition into cooperation.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In This Session, We Will Explore...

Skill of Positive Intent: Creating teaching moments with challenging, oppositional and aggressive children

Power of Love: See the best in others

Adult Goal: To accept the moment as it is in order to respond to upset with empathy and build personal responsibility within children

Child Goal: To learn how to offer developmentally appropriate empathy to themselves and others

Combined Executive State Skills

S = Solutions

P = Positive Intent

A = Academic Integration

C = Consequences

E = Executive Skills

The Power of Love

The Power of Love is the choice to see the best in others. This helps us attribute positive intent to children's behaviors.

This helps us attribute positive intent to children's behavior. Positive intent helps us transform hurtful situations into helpful communication. The receiver of this positive intent feels understood. This understanding creates a sense of safety and connection that fosters a higher brain state. Negative intent, on the other hand, creates a lack of safety. Without a felt sense of safety, children are likely to employ the skills that are accessible from the lower brain states, including blaming, defending and attacking. This often results in even more challenging behavior.

Children are either extending love or calling for love.

Think about a specific behavior that is a challenge for you. What do you think the child is trying to communicate with this behavior? _____

We cannot change a behavior until we change how we view it. We can view children's behaviors as bad with the motivation to make us miserable, or we can choose to see misbehavior as a call for help. Which way of thinking do you think is better for the child?

Why? _____



Which way of thinking do you think is less stressful for you? _____

Why? _____

We are not mind readers; we make up what we believe others are thinking and their intentions. If we get to make it up, why not make it up positively?

The Skill of Positive Intent

1. Positive intent has the ability to turn _____ into _____ .

We cannot harbor negative thoughts toward others without also negatively impacting ourselves.

The intent we assign to others defines both who we are *and* who they are.

2. If we make intentions up negatively, we throw ourselves into the _____ centers of the brain.

3. If we make it up positively, we can access the _____ centers of the brain.

4. If we make the child's intentions up as negative, we label the core of the child as _____ .

5. If we make the child's intentions up as positive, we label the core of the child as _____ .

Difficult children will never change unless we see them differently.

When we offer negative intent, the child has two choices...

- I will accept that I am innately flawed and the core of me is bad.
- I will fight with you about which one of us is bad.

Positive Intent is like offering a child a seed of potential.

“You Wanted...”

Offer positive intent to children's hurtful actions with the phrases “You wanted _____” and “You were hoping” like we did with the D.N.A. process in the last session.

Positive Intent can be said aloud, “You were hoping to get the first piece of cake,” or it can be internal as we choose to perceive the other person differently, “She wants to make sure there is enough for her to enjoy.” We convey our intentions before we ever open our mouths, so consciously changing our internal speech has the power to transform the entire exchange.

When we approach children who are acting aggressively, it is essential to attribute a positive intent to their actions with “You wanted _____” language.

Attribute positive intent to the following aggressors:

6. A child pushes to sit by his friend.

“You wanted _____” .

7. A child yells, “Hey butthead!”

“You wanted _____.”

8. A child hits a friend to get the red marker.

“You wanted _____.”

Sometimes we’re unsure of the desire behind a child’s actions. In these cases, it’s helpful to take our best guess using positive intent. If we miss the mark, the child will correct us and we can continue to teach from there.

Adult: “You wanted a turn.”

Child: “No! I wanted him out of my face!”

Adult: (Deep breath.) “I see. You wanted him to give you some space.”

Using Conflict as an Opportunity to Teach

9. When there is conflict between two children, go to the _____ first, unless there is a safety issue.

Steps for teaching during conflict:

- Become conscious that you have been triggered.
- Be a S.T.A.R. and wish well.
- Go to the victim first. Ask, “Did you like it?”
- Turn to the aggressor next.
- Approach the aggressor with “You wanted...”

“Victim First” is a Two-Step Process

10. **Step 1: Notice.** Go to the victim first and notice,

“Your face is going like this (demonstrate).” Then ask, “_____?”

Step 2: Teach assertiveness skills.

This two-step approach fosters awareness and creates the willingness for the victims to learn empowering new assertiveness skills.

Then approach the aggressor with positive intent by stating their goal, “You wanted (state what the aggressor wanted) .”

This increases their willingness to learn helpful new skills for meeting their goals successfully.

11. The “victim first” rule values _____.

Teaching a New Skill to the Aggressor Requires Six Steps

Step 1: “You wanted... (desired result/goal) .”

Step 2: “So you (hurtful action) .”

Step 3: “You didn’t know the words to use.” Or “You didn’t know what else to do.”

Step 4: “You may not (hurtful action) . _____ hurts.”



Step 5: “When you want _____ (desire/goal) _____ do (or say) _____ (new prosocial skill) _____.”

Step 6: “Do it now for practice.”

Conflict as a Teaching Tool

A child pushes another child.

Breathe deeply and go to the victim first:

Step 1: Notice. “Your face is going like this (demonstrate). Did you like it when she pushed you?” Instead of asking a question, state, “You didn’t like it when she pushed you” with children ages three and under.

Step 2: Teach assertiveness skills. “Tell Mindy, “*I don’t like it when you push me. When you want to walk around me, say, ‘Excuse me,’ next time.*”

Breathe deeply and go to the aggressor next:

Step 1: “You wanted to get around Ginny,”

Step 2: “So you pushed her.”

Step 3: “You didn’t know what else to do.”

Step 4: “You may not push. Pushing hurts.”

Step 5: “When you want to get around Ginny, say, ‘Excuse me,’ and walk around.”

Step 6: “Do it now for practice.”

Disconnected children will not be willing to learn the skills to solve their problems with others. With these children, we must go back to the slow-slow relationship building of the discipline dance. Offer these hurting children safety skills (N.A.R.C.S.) and connection (R.E.J.E.C.T.).

Structure: Celebration Center

12. The main structure for Positive Intent is the _____ .

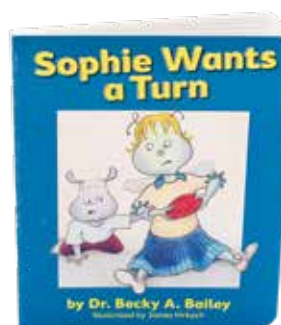
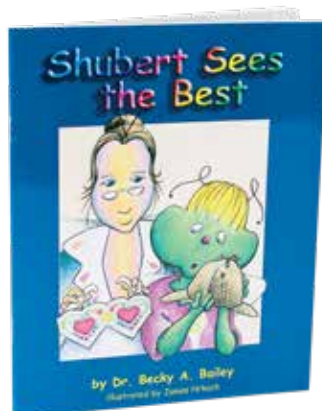
The purpose of the Celebration Center is to celebrate children. You can celebrate events of change such as losing a tooth, welcoming a new sibling to the family, graduation of an older sibling or a great grandmother’s birthday. You could celebrate a child’s efforts in academics, music, sports, arts and helpfulness.

The Celebration Center is a way to honor strengths, accomplishments and life events. It is a social experience, not the bestowing of a material “thing” like stickers or medals.

In addition to celebrating the child named, these gatherings also celebrate the whole family or classroom by ending with a statement that is inclusive of all. “As we celebrate you losing a tooth, we celebrate the many amazing changes we all experience.” “As we celebrate you learning to walk on stilts, we celebrate the many new skills each of us is learning.” “As we celebrate the birth of your little sister, we celebrate our own births that bring so much joy to the world.”

When children are uncooperative, oppositional or saying things that trigger an Emotional State within us, try to Q-TIP: Quit Taking It Personally!

We Q-TIP by choosing to be a S.T.A.R. so we can stay in the higher centers of the brain. This helps to un-push our trigger buttons and see that children’s behavior isn’t about us.



I am willing

To use the Power of Love to see the best in at least two challenging situations or people. I understand that by offering positive intent, I do not let them off the hook – I simply invite the possibility of self-reflection, solutions and change instead of more punishment, blame and revenge.

SIGN: _____ DATE: _____

Focus Points for Parents

You'll conduct dozens of mini-celebrations every day as you use "you did it" language to notice your children. For bigger accomplishments and events, a home Celebration Center helps strengthen family bonds and develop intrinsic motivation.

Spontaneous celebrations like making up a "You did it" song or cheer are always fun. The celebration doesn't have to be complicated to be meaningful. You could write or draw a bunch of ways to celebrate on individual slips of paper and place them in a child-decorated celebration jar. (Dancing, clapping, high fives, singing and group hugs are great celebrations.) When a situation arises, the family member to be celebrated randomly draws a paper from the jar. The family then enjoys the celebration written on the paper.

Remember to clearly name the person and the accomplishment (or event) you are celebrating, and relate it to the family. You might say, "Kallie, as we celebrate the hard work you put into taking your big year-end test, we celebrate the hard work and determination that helps each of us reach new heights!" or "Davis, as we celebrate you learning to ride your bike without training wheels, we celebrate the new things we're all learning!"

If we reward children with stickers and stuff, we teach them to value stickers and stuff. If we want children to value performing well for the sake of performing well and value learning for the sake of learning, we must develop intrinsic motivation instead of relying on stickers and stuff. The Celebration Center honors children and taps into the brain's natural reward center to promote intrinsic motivation.



Focus Points for Educators

The Celebration Center is a way for children to honor children. It is not a place where we give rewards for special events or behavior.

Celebrations have a beginning, middle and end. They generally begin with a song or chant, honor the child and then relate the celebration back to the whole.

A Celebration Center for young children might consist of a celebration chair, a prop box of items that support the celebration and a special celebration song. Older children can decide what will constitute their Celebration Center, what they would like to celebrate and how they will go about celebrating. Older children would make these choices during class meetings.

As we celebrate one child, we also celebrate us all. At the end of each celebration, be certain to relate the celebration back to the group. “Jennie, as we celebrate you learning to skateboard, we celebrate all the new skills each of us are learning.”

Review: Skill of Positive Intent

Power: Love: See the best in others.

Becoming Brain Smart: Positive Intent integrates the brain and produces oxytocin, increasing trust, safety and moral behavior.

Skill: “You wanted___,” “You were hoping___,” A.C.T., Reframing

School Family: Celebration Center, Wishing Well, School Family Assemblies

Reflection: Power of Love

We’ve explored how the willingness to see the best in others allows us to hold hope for the hopeless, safety for the fearful and encouragement for the discouraged. The Power of Love and the Skill of Positive Intent transform resistance into willingness, and set the stage to teach new skills to those who call for help through hurtful actions and words. Begin practicing the Power of Love by doing the following:

- Reflect on what we unconsciously value.** What we see with our eyes, we value with our heart.
- Attribute positive intent to ourselves.** Instead of chiding, “I can’t believe I forgot to go to the store,” reframe it. Say, “I wanted to get home in time to greet the children when they got off the school bus, so I will spend time with the children now and go to the store later.”

- Consciously notice how often we try to determine others' intentions.** How much energy does this occupy? Pay attention to how often we attribute negative intent to our selves, our partners, our colleagues and the children we teach. Who do we tend to give the benefit of the doubt to and who are we hardest in judging?
- Continue wishing well.** Encourage children to wish well by providing ample opportunities throughout the day. Personally wish ourselves and others well when difficulty arises.
- Practice reframing negative intent to positive intent.** Reframe upset! Take a deep breath and say, "I am willing to see this differently." Then ask, "Am I extending love or calling for help?" Obtain the help you need.
- Watch the Power of Love video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Opportunities

Look for times when children are hurtful to each other with words or actions; do not wait for the victim to come to you. Proactively use these conflicts as teaching opportunities in your classroom. Work vigilantly on offering positive intent to the aggressor and going to the victim first (except in cases where a child may hurt many children at once).

Behaviors to Use as Teaching Moments

Physical Hurtfulness

- Pushing
- Grabbing
- Poking
- Hitting
- Tripping

Social/Emotional Hurtfulness

- Name calling
- Exclusion
- Racism
- Sexism
- Intolerance of physical differences

Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the two statements out loud. See if you can feel the difference. After each statement share, "The difference between Traditional Discipline and Conscious Discipline for me was..."

Traditional Discipline	Conscious Discipline
He keeps others from learning.	He needs more individualized work to be successful.
She is disrupting this class.	She needs help to stay on task.
She is just plain lazy.	She needs help to get started.



3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Attribute positive intent with the phrase “You wanted ____”** to teach social skills such as turn taking, asking for help and getting another person’s attention.
- Offer positive intent and/or use A.C.T.** to transform challenging and aggressive behaviors into teaching moments.
- Notice instead of judge** when we cannot figure out what a child wants.
- Trust children to correct “You wanted” statements** if our educated guesses are incorrect.
- Create a Celebration Center.**
- Establish School Family Assemblies.**

- Use the website, including Shubert’s School and the portal,** with a focus on positive intent, celebrations, wishing well and assemblies.
- Other** _____

Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Attribute positive intent with the phrase “You wanted_____”** to teach social skills such as turn taking, asking for help and getting another person’s attention.
- Offer positive intent and/or use A.C.T.** to transform challenging and aggressive behaviors into teaching moments.
- Notice instead of judge** when you cannot figure out what a child wants.
- Trust children to correct “You wanted” statements** if your educated guesses are incorrect.
- Create a Celebration Center** in your home.
- Use the website, including Shubert’s Home and the portal,** with a focus on positive intent, celebrations and wishing well.
- Other** _____



Session 9: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Misbehavior is a call for help and a teaching opportunity.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Positive intent is a strategy to get others to comply.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. Children cannot act differently until they are seen differently.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. During times of conflict between two children, it is important to go to the aggressor first and offer positive intent.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Attributing positive motives to others' behavior can transform opposition into cooperation.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “I Wish You Well” from *It Starts in the Heart*
- “Let’s Celebrate” from *It Starts in the Heart*
- “Breathe” from *Listen to Your Feelings*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 9, Positive Intent (Pages 254-285)
- *Easy to Love, Difficult to Discipline*, Chapter 7, Positive Intent: Turning Resistance into Cooperation (Pages 143-163)
- *Creating the School Family*, Chapter 13, Celebration Center (Pages 277-299)

Rubrics

- Positive Intent 6.0
- Celebration Center 6.1
- Wish Well Board 6.2
- Absent Child 6.3

Products to Support the Skill of Positive Intent

- *Shubert Sees the Best*
- *Sophie Wants a Turn*
- *Shubert Puppet*
- *Sophie Puppet*
- *Seven Skills Poster Set*, Positive Intent Poster

Additional Resources

- *Songs for I Love You Rituals, Vol. 1 and 2* music CDs
- *I Love You Rituals* book
- *Conscious Discipline: Building Resilient Classrooms* book
- *I Love You Rituals* Poster set
- *I Love You Rituals* on a string
- *I Choose Self-Control* board
- *Creating the School Family* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD



- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 9.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or [@ConsciousDiscipline](https://twitter.com/ConsciousDiscipline)
- [Instagram.com/ConsciousDiscipline/](https://www.instagram.com/ConsciousDiscipline/)
- [Youtube.com/c/ConsciousDisciplineVideos](https://www.youtube.com/c/ConsciousDisciplineVideos)

ANSWER KEY: SESSION 9

1. Resistance / cooperation
2. Lower
3. Higher
4. Bad
5. Good
6. To sit with your friend.
7. To get his attention.
8. The red marker.
9. Victim
10. "Did you like it?"
11. Healing
12. Celebration Center

Welcome to Session 10

The Skill of Consequences and the Power of Intention

SESSION OVERVIEW:

- List the five realities of effective consequences.
- Understand there are three types of consequences.
- Discover how the Power of Intention can foster responsibility, reflection and willingness to change.
- Discuss how the Executive Skills are instrumental in problem solving.



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If you are in a group setting, choose a partner for Session 10:

Session 10: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Disconnected children are dangerous.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

2. Consequences and punishment are the same.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

3. From a state of powerlessness, we are prone to blame and attack.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. "You can finish your work or you can miss recess time" is a true choice.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Consequences do not teach, they motivate children to use a skill.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

In This Session, We Will Explore...

Skill of Composure: Helping children learn from their mistakes

Power of Free Will: Mistakes are opportunities to learn

Adult Goal: To realize personal intentions in order to help children learn from their mistakes

Child Goal: To reflect on choices in order to make necessary changes to behavior

Combined Tools for Problem-Solving

S = Solutions

P = Positive Intent

A = Academic Integration

C = Consequences

E = Executive Skills

The Power of Intention

Consequences happen all the time. When dealing with consequences, our intention determines how children will view mistakes and strongly influences whether they choose to change the behavior.

Three Types of Intent

Punitive Intent (intent to punish).

Example: “Go to your room!”

Goal: To make the child feel bad. To punish, rather than teach.

Result:

- Teaches children how they should feel (you should feel bad, ashamed, etc).
- Shifts the focus from what they are feeling to how others think they should be feeling.
- Shifts the focus from what happened to blaming others or the meanness, fairness, etc. of the punishment/punisher.
- Invites power struggles or shutting down.

Permissive Intent (intent to rescue).

Example: Not following through on a consequence.

Goal: To help the child avoid the pain of the consequence.

Result:

- Teaches children not to trust themselves.



- Shifts the focus from the issue to avoiding the consequence. Shielding children from the discomfort of their choices also shields them from the opportunity to learn from their mistakes.

Intent to Teach: Our intent to teach is the prerequisite for children to learn new behaviors when faced with the uncomfortable consequence of their actions. Our intention depends on our attention.

To teach, we must focus on:

- What actually happened.
- The aspects of the children’s behavior that we want to highlight.
- The actions and outcomes on which we want children to reflect.
- The skills we want children to learn.

The Skill of Consequences

Consequences happen all the time.

When you hear the word “consequences,” what’s the first thing that comes to your mind?

1. Two key ingredients for effective consequences are: _____ and _____

2. Two things to remember:

- Discouraged children are _____.
- Disconnected children are _____.

We have all experienced the consequences of our actions. Sometimes we learn from these consequences and sometimes we don’t. How is this true for you? _____

In your life, when have you been able to successfully change your behavior? _____

3. Effective consequences require we take _____ of our actions.

4. Taking ownership and reflecting on our actions can only occur when we are in an _____ State.

5. Five realities of consequences

- Consequences happen _____ .
- The consequence of an action is how we _____ about the outcome.
- Consequences and punishments are _____ .
- Consequences do not teach, they _____ .

- The most difficult part of consequences is _____
_____ when we administer the consequences.

With punishment, the intent is to make children feel bad about what they did.

With consequences, the intent is to motivate children to learn from their mistakes.

6. If our attention is focused on what we don't want, then our intention will be focused on the _____ .

7. If our attention is focused on what we do want, then our intention will be focused on the _____ .

The effectiveness of a consequence is determined by how willing we are to take responsibility for our actions.

8. Three Types of Consequences

- _____
- _____
- _____

Natural consequences are the most powerful motivator for learning a new skill. Allow children to experience the natural consequences of their actions whenever it is safe to do so. Then follow up with empathy.

9. Adults make up logical consequences. Logical consequences must be _____,
_____ and _____ in order to be effective.

10. Logical consequences will only work for _____ children who already possess the desired skill.

<p>Natural consequences motivate children to learn a new skill.</p>	<p>Logical consequences motivate connected children to use skills they already possess.</p>	<p>Problem solving motivates children to use Executive Skills.</p>
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Logical consequences are ineffective for children who are disconnected or who have not internalized the skill.

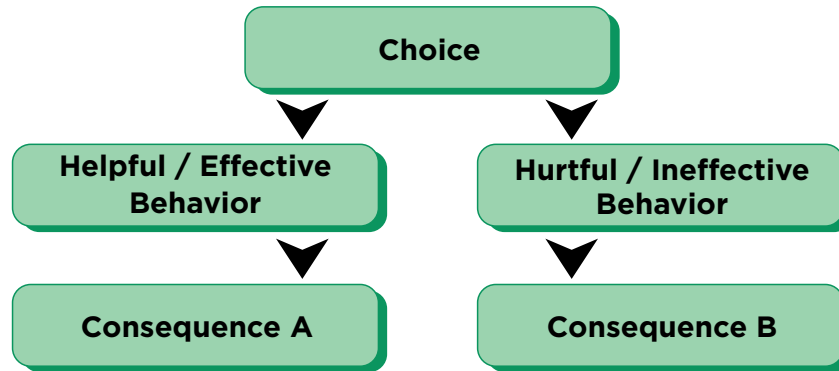
A new skill requires 2,000 uses in context to become a habit. Young children often haven't practiced a skill enough for consequences to be effective — They simply don't have the life experience to use the skill reliably! Applying logical consequences with these children will only build frustration, not skills.



Delivering Logical Consequences

Step 1, Behavior Choice: Present the choice to act in either a helpful or hurtful way, with specific outcomes for each.

“You have a choice. You can choose to _____ and _____,
or you can choose to _____ again and _____.”



Step 2, Relate: Relate the consequences for the ineffective strategy to safety or your agreements and rules.

“...so you are safe and so is everyone else.”

“...so you can be successful with our School Family agreements.”

Step 3, Reflect: Check for understanding by asking children to repeat what will happen if they choose the ineffective strategy again.

“Tell me what will happen if you _____ again.”

Step 4, Apply: If the behavior persists, apply the logical consequence by restating it as a choice the child has made.

“I can see by your actions that you have chosen to _____.”

Step 5, Empathy: Offer empathy for the emotional upset that may result.

Logical Consequences Activity

Apply the formula for logical consequences. (“You have a choice. You can choose to _____ and _____, or you can choose to _____ again and _____.”)

Hitting friends while playing with blocks:

11. You have a choice. You can choose to _____ and _____ or you can choose to _____ and _____ so everyone is safe. Which is better for you? _____

Doing homework with lots of mistakes:

12. You have a choice. You can choose to _____ and _____
 or you can choose to _____ and _____
 _____. Take a moment to breathe before deciding what's best for you.

Problem Solving

13. Chronic problems will not respond to logical consequences. We must use _____
 to determine what Executive Skills are missing so we can teach these skills to children.

14. The structure for consequences is _____.

Incorporate the P.E.A.C.E. process during class and family meetings for problem solving.

P = Problem is stated

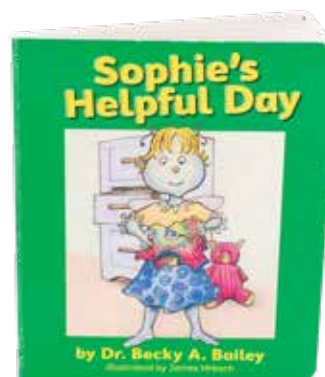
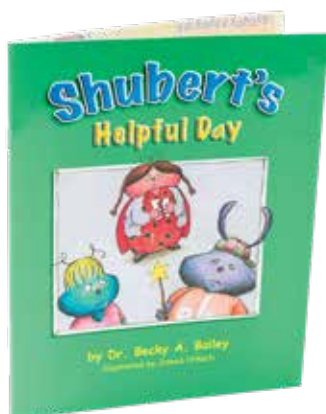
E = Encourage the children to own the problem

A = Affirm the problem, restating it in terms of what you want to happen

C = Collect helpful solutions and decide how you will solve the problem

E = Evaluate to see if it is working

There can be no successful consequences without consciousness.



I
 dedicate time
 to becoming a more conscious, compassionate person.

WILLingly,
 I provide safety, support and structure for the children in my care,
REMEMBERing
 always that what I offer to others, I strengthen in myself.
 May I never forget **MY** worth depends on
 Seeing the **WORTH** in others.

SIGN: _____ DATE: _____



Focus Points for Parents

We can solve many problems by clarifying our expectations with the use of visuals and other skill-scaffolding tools. If our communication about the expectation is assertive and we've provided visual supports, we may choose to resolve chronic issues through problem solving by using the P.E.A.C.E. process in family meetings.

Some families only have meetings when the need arises, while others hold their family meetings at a specific time each week to solve problems, discuss the next week's events and conduct their celebrations.

P.E.A.C.E. Process

Step 1, State the Problem: "I've noticed _____." Describe what you have seen occurring in the home without bias or judgment. "I've noticed that there are piles of shoes and papers in the front hallway."

Step 2, Encourage ownership: "This is a problem for me because _____. Does it bother anyone else?" This step allows family members the opportunity to take responsibility for their part in the problem. "This is a problem for me because I keep tripping over the shoes and losing track of your school papers. Does it bother anyone else?"

Step 3, Affirm the problem: "So a family problem is _____. " Restate the problem for clarity and with a focus on what you want (the positive form "keeping it clean" rather than the negative "we have a mess"). "So, a problem we seem to be having is keeping the hallway clean."

Step 4, Collect solutions and decide on one: "What could we do to solve this problem?" Generally, children will respond in the negative: "Stop leaving stuff in the hall." This is your opportunity to encourage them to pivot and focus on what to do: "Put the shoes in the bin and the papers on the table." Decide on a plan with the family and commit. "Our plan is to put the shoes in the bin and the papers on the table. High five on both sides if you're willing to commit to this plan."

Step 5, Evaluate to see if it's working: Discuss how you will know the plan is working. "We'll know the plan is working when all the shoes are in the bin and all the papers are on the table." If there continues to be a problem, have another family meeting to set a logical consequence. Be certain the consequence is respectful, reasonable and related. "We'll know the plan is working when all the shoes are in the bin and all the papers are on the table. Any shoes or papers left in the hallway will go in a special 'off-limits' bin and be unusable for three days."

Remember to celebrate when your family problem has been solved!

Focus Points for Educators

We can solve many classroom problems by clarifying our expectations with the use of visuals and other skill-scaffolding tools. For example, if bathroom cleanliness is a problem, the first step is to be certain we have depicted the bathroom routine visually (including a "clean up" step) and provided a clear visual of what a clean bathroom looks like.

If our communication about the expectation is assertive and we've provided visual supports, we may choose to resolve chronic issues through problem solving by using the P.E.A.C.E. process in a School Family meeting. Select a weekly time to hold the meetings. This meeting time is ideal for problem solving with the P.E.A.C.E. process, as well as reviewing the week, providing reminders for the next week and conducting your Celebration Center ritual.

P.E.A.C.E. Process

Step 1, State the Problem: “I’ve noticed _____.” Describe what you have seen occurring without bias or judgment. “I’ve noticed that the bathroom area is often wet and messy.”

Step 2, Encourage ownership: “This is a problem for me because _____.” Does it bother anyone else?” This step allows School Family members the opportunity to take responsibility for their part in the problem. “This is a problem for me because the water on the counters gets my clothes wet and wet floors are unsafe. Is this a problem for anyone else?”

Step 3, Affirm the problem: “So a School Family problem is _____.” Restate the problem for clarity and with a focus on what you want (the positive form “keep it clean” rather than the negative “we have a mess”). “So, our School Family is having a hard time keeping our bathroom area safe and clean.”

Step 4, Collect solutions and decide on one: “What could we do to solve this problem?” Generally, children will respond in the negative: “Stop splashing water everywhere.” This is your opportunity to encourage them to pivot and focus on what to do: “Be careful with the water and wipe it up if we accidentally splash some.” Decide on a plan and commit. “Our plan is to be careful with the water, wipe up the counter and floor if we accidentally splash and put the paper towels in the garbage can. Pinky hug on both sides if you’re willing to commit to this plan.”

Step 5, Evaluate to see if it’s working: Discuss how you will know the plan is working and set a consequence, if appropriate. “We’ll know the plan is working when the bathroom is clean and dry all day long.” Be certain any consequences are respectful, reasonable and related. “If the bathroom continues to be a mess, I will assign bathroom buddies to check up on each others’ cleanliness upon leaving the bathroom.”

Remember to celebrate when your School Family problem has been solved!

Review: Skill of Consequences

Power: **Intention:** Mistakes are opportunities to learn.

Becoming Brain Smart: The brain functions differently under threat.

Skill: Natural consequences, tattling as a teaching tool, logical consequences, problem-solving, P.E.A.C.E. process

School Family: Class Meetings, *Conflict Resolution Time Machine*, Relationship Repair Rituals



Reflection: Power of Intention

Consciously notice if our intent and impact match. Notice how we treat conflicts, whether we deem them accidental or intentional. Let go of the pain associated with times we believe we've intentionally or unintentionally hurt others, and times we've been intentionally or unintentionally hurt. Start practicing the Power of Intention by taking the following steps:

- Catch ourselves using intention as a deflection strategy.** Listen to how often we say out loud or in our heads, "Well, that wasn't my intent."
- Stop punitive self-talk by focusing on these questions instead:** What was my choice? What happened as a result? How did it feel to me? Did it achieve what I wanted? What new strategies might serve me better?
- Shift our intent when children act out** by asking, "Do I want my students to feel bad and pay for their crimes, or do I want to teach my students to reflect on their choices, change their choices and develop self-control?"
- Become conscious of our typical intent in delivering consequences** (to punish, save or teach) and how it changes based on our level of upset.
- Ask, do I rely too heavily on logical consequences?** If so, enact more problem-solving and focus on using natural consequences as a teaching tool.
- Think about next year.** Tweak traditional first warning, second warning systems to be more effective. Discuss this issue with your grade level team and implement a plan for next year.
- Watch the Power of Intention video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Every broken agreement, refusal to follow a class routine or failure to comply with a rule is a teaching moment.

- Look for daily interpersonal conflicts like these as opportunities to use **natural consequences** to teach new skills:
 - Off-task behaviors
 - Pushing and shoving
 - Name calling
 - Destruction of property
- Use **logical consequences** for connected children who possess the skills but lack the motivation to use them and for safety issues.
- Use **problem-solving** when natural and logical consequences don't seem to fit the situation and for chronic issues.
- Create **behavior plans** for children with chronic issues by using the Executive Skills Lending Library.

Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
That was not my intention. Do you think I'm that horrible of a person?	My intention was to be helpful. I can see by your face that it didn't come across that way. Are you willing for a do-over?
You should have thought about this before. You've made a mess for yourself.	You seem anxious. You are worried about staying on the basketball team.
That was a good choice.	You really thought that through. It seems it worked out for you.
Is someone bleeding or dying?	Are you telling me to be helpful or hurtful?
Use your words.	Tell him, “I don't like it when you _____. Next time please _____.”

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...



Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Determine whether a situation is best served by natural, logical or problem-solving consequences**, utilize the appropriate consequence, and follow up with the Skill of Empathy.
- Differentiate between intrusion, revenge and safety tattling, and respond accordingly:** Did you like it (intrusion), are you telling me to be helpful or hurtful (revenge), I will take care of it; it's my job to keep the classroom safe (safety).
- Ask, "Is this child a connected member of our School Family, and does he possess the skills needed to be successful?"** before administering logical consequences.
- Discern what Executive Skill a child might be missing and create an intervention plan** by reviewing the Executive Skills Lending Library.
- Teach the *Conflict Resolution Time Machine*** to children.
- Practice the P.E.A.C.E. process** when solving problems in class meetings.
- Create a Relationship Repair Ritual** for problem-solving class meetings.
- Review additional helpful resources on ConsciousDiscipline.com**, including Shubert's School and the portal, with a focus on Class Meetings, the Time Machine and the Executive Skills Lending Library.
- Other** _____

Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- Determine whether a situation is best served by natural, logical or problem-solving consequences**, utilize the appropriate consequences and follow up with the Skill of Empathy.
- Differentiate between intrusion, revenge and safety tattling, and respond accordingly:** Did you like it (intrusion), are you telling me to be helpful or hurtful (revenge), I will take care of it; it's my job to keep our family safe (safety).
- Ask, "Does my child feel connected to the family unit at this time and does he possess the skills needed to be successful?"** before administering logical consequences.
- Discern what Executive Skill the child might be missing and create an intervention plan** by reviewing the Executive Skills Lending Library.
- Teach the *Conflict Resolution Time Machine*** to children.
- Practice the P.E.A.C.E. process** when solving problems during family meetings.
- Adapt the Relationship Repair Ritual** for problem-solving for your family.
- Review additional helpful resources on ConsciousDiscipline.com**, including Shubert's School and the portal, with a focus on the Time Machine, Executive Skills Lending Library and an adaptation of the Class Meeting to create Family Meetings.
- Other** _____



Session 10: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

1. Disconnected children are dangerous.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. Consequences and punishment are the same.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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3. Mistakes are opportunities to learn.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

4. Logical consequences are effective, even for disconnected children.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

5. Consequences do not teach, they motivate children to use a skill.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	------------	----------------	---------------	------------------------

(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- “Move and Freeze” from *Brain Boogie Boosters*
- “Johnny Works with Hammers” from *Kindness Counts*
- “Peter, Peter Pumpkin Eater” from *Songs for I Love You Rituals, Vol. 1*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 10, Consequences (Pages 286-323)
- *Easy to Love, Difficult to Discipline*, Chapter 9, Consequences: Helping Children Learn from their Mistakes (Pages 187-236)
- *Creating the School Family*, Chapter 15, Class Meetings (Pages 321-341)

Rubrics

- Skill of Consequences 7.0
- Class Meeting 7.1

Products to Support the Skill of Consequences

- *Shubert Rants and Raves*
- *Sophie Rants and Raves*
- *Shubert Puppet*
- *Sophie Puppet*
- *Conflict Resolution Time Machine*
- *Seven Skills Poster Set*, Consequences Poster

Additional Resources

- *Daily Routine Cards*
- *Brain Smart Choice Cubes*
- *Songs for I Love You Rituals, Vol. 1 and 2* music CDs
- *I Love You Rituals* book
- *I Choose Self-Regulation* board
- *Conscious Discipline: Building Resilient Classrooms* book
- *Creating the School Family* book
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD



- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 10.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or @ConsciousDiscipline
- Instagram.com/ConsciousDiscipline/
- Youtube.com/c/ConsciousDisciplineVideos

ANSWER KEY: SESSION 10

1. Reflection / ownership
2. Disruptive / dangerous
3. Ownership
4. Executive
5. - All the time
 - Feel
 - Different
 - Motivate
 - Handling the backlash of children's reactions
6. Negative
7. Positive
8. Natural / logical / problem solving
9. Related / respected / reasonable
10. Connected
11. Build with your friends / play together
 - Hit your friends / play by yourself at the table over here
12. Correct your mistakes / improve your grades
 - Turn it in as is / and receive an F
13. Problem-solving
14. Class meetings and family meetings

PARTICIPANT WORKBOOK

Conscious Discipline: Building Resilient Schools and Homes

This video-based course will transform behavior, culture and academic outcomes with 10+ hours of brain-smart staff development and parent education. Conscious Discipline is recognized by SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).



Dr. Becky A. Bailey, is an award-winning author, renowned educator and internationally recognized expert in childhood education and developmental psychology. She is the creator of Conscious Discipline which has impacted an estimated 20 million children while inspiring and training more than 3.5 million educators and caregivers. Conscious Discipline is practiced in over 73 countries with resource materials offered in 22 languages. With over 35 years of experience working with the most difficult children, Dr. Bailey deeply believes we must change the lives of adults first so adults can become living, breathing examples of the social emotional skills we wish to teach children.

COURSE OVERVIEW

Session 1: Introduction to Conscious Discipline

Session 2: Becoming Brain Smart® Parts 1 and 2

Session 3: Creating the School Family™

Session 4: Composure

Session 5: Assertiveness

Session 6: Encouragement

Session 7: Choices

Session 8: Empathy

Session 9: Positive Intent

Session 10: Consequences



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