Conscious Discipline® LIVE!

with Dr. Becky Bailey

Empowering educators and parents with the skills to respond rather than react to life events.
Session 1: Becoming Brain Smart®

In this session you will learn:

1) Four Brain Smart® principles that foster permanent changes in behavior
2) A simplified brain model that helps you stop the “do as I say, not as I do” syndrome
3) An understanding of the relationship between brain function and behavior
4) How to access your own wisdom so you can respond instead of react to life events, fostering healthy relationships
Check in with Yourself

- Energy Level (1 = died yesterday; 10 = ready to go) ______
- Focus Level (1 = scattered; 10 = laser beam) ______
- Emotional State (1 = anxious, agitated; 10 = peaceful) ______

The frontal lobe is the ________ of the brain, allowing us to have impulse control.
It is stimulated by organized movement patterns.

Four Brain Smart® Principles
1. The best exercise for the brain is ________________________________.
2. The brain is ___________________ and survival-oriented.
3. Connections on the outside with others ________________________________ ________________________________.
4. The brain functions optimally when ________________________________.

Fear-Based Discipline Systems
Write examples for each type of fear-based approach.

<table>
<thead>
<tr>
<th>Fear of Punishment</th>
<th>Fear of Loss of Love</th>
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<table>
<thead>
<tr>
<th>Fear of Failure</th>
<th>Fear of Abandonment</th>
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Side Effects of Relying on Fear

- Focuses you on ________________________________.
- Instills a belief that ________________________________.
- Fear/stress release cortisol, impacting ________ and ________.
QTIP Method
Q _______ T _____________ I __ P __________________________!

Adapted Triune Brain Model

<table>
<thead>
<tr>
<th>System</th>
<th>State</th>
<th>Skills We Can Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Stem</td>
<td></td>
<td></td>
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<tr>
<td>Limbic System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frontal Lobe of the Cortex</td>
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</tbody>
</table>

Corticolimbic Connections
- Enable a person to override impulses from the lower states
- Made through connections with other people
  - Connections involving eye contact or touch and presence

Moving yourself from the lower centers of the brain to the higher centers of the brain is ____________________________.

Helping children move from the lower centers of the brain to the higher centers of the brain is ____________________________.

“The more disconnected you are, the greater the distance between knowing and doing.”
Becoming Brain Smart® Journaling and Reflection

After viewing the first video, reflect upon the fear-based discipline you received as a child. Write common phrases below.

What behaviors do you exhibit when you are functioning from a brain stem or survival state?

What behaviors do you exhibit when you are functioning from a limbic or highly emotional state?

What behaviors do you exhibit when you are functioning from your frontal lobe or executive state?

Think of your last discipline encounter. What state do you believe the children were operating from? What state were you operating from?

MVPI (Most Valuable Piece of Information)
What was the most valuable piece of information in this session?

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)
Conscious Discipline® book
Setting Limits Without Guilt lecture CD
Brain Smart® lecture CD
Session 2:
Composure

In this session you will learn:
1) Strategies for taking back your power
2) How to actively calm yourself by implementing a “Be a S.T.A.R.” program
3) Ways to change destructive trigger thoughts into healthy self-talk
4) How to create safe environments for children
5) How to set up a Safe Place where even the most difficult children can learn self-control
The Skill of Composure
Composure is the willingness to change your internal state from upset to calm and bring your mind to where your body is. It is being the person you want children to become.

The Power of Perception
• No one can make me angry without my permission.
  o Whomever/whatever you have placed in charge of your feelings you have placed __________________________________________.

Who’s in Charge?
Record who/what you think is MAKING you feel the feelings listed below.

<table>
<thead>
<tr>
<th>Angry</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Side-Effects of Giving Your Power Away (walking around with your vest inside-out)
1. 
2. 
3.

When we give our power away, we feel powerless. When we feel powerless, we always __________________ or ____________________.

Composure Strategies
1. New job description
   “My job is to __________________________________________.”
   Your job is to __________________________________________.”
   o Use the language of safety versus the language of fear.
     “Come hold my hand so that I can keep you safe” vs. “Get over here before somebody grabs you!”

2. Take back your power
   o Change “don’t make me” language to “I’m going to” statements.
     “I’m going to pull the car over until the seatbelts are fastened and everyone is safe” versus “Don’t make me have to pull this car over.”

3. Active calming
   Step 1: Breathe (be a S.T.A.R.)
   Step 2: Say to yourself, “I’m safe. Keep breathing. I can handle this.”
   Step 3: Say to the child, “You’re safe. Breathe with me. You can handle this.”

Be a S.T.A.R.
• Smile or Stop
• Take a deep breath
• And
• Relax
Composure Structure: The Safe Place

The Safe Place provides an opportunity for children to remove themselves from the group in order to become calm, regain composure and maintain control when upset, angry or frustrated. Children come to the Safe Place in order to be helpful and not hurtful to themselves and others. It is the keystone to learning anger management.

Set up

- Space: A corner or other classroom or home area that is away from distractions
- Visuals: Label the center “Safe Place” and have pictorial reminders of relaxation techniques
  - S.T.A.R., balloon, drain, pretzel
- Safe Place Kit: Put calming items/activities that are age-appropriate in the Safe Place
  - Tape recorder with headphones, stuffed animals, blanket or beach towel, note pad and pencil, wave bottle, squeeze balls, hard plastic toys
  - Shubert is a S.T.A.R. book by Dr. Becky Bailey

Rules

- One person in the Safe Place at a time
- Children can elect to go to the Safe Place on their own accord
- Friends or siblings can suggest that others go to the Safe Place
- The adult can take a child to the Safe Place

Relaxation Techniques

S.T.A.R. Balloon Drain Pretzel

Make a Commitment

I acknowledge that when I feel upset, it is because the world is not going my way. I am willing to spend some time working on owning my own upset. I no longer want to give my power away to others, and then blame them for taking it. I want more control in my life.

Signature ___________________________ Date ________________
Composure Journaling and Reflection

After viewing the second video, reflect upon the moments you give your power away. Whom and what do you tend to give your power to?

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

_____ Whining  _____ Interrupting  _____ Tattling
_____ Bickering  _____ Not listening  _____ Showing Disrespect
_____ Sassing  _____ Lying  _____ Laziness
_____ Blaming  _____ Showing Anger  _____ Physical Aggression
_____ Pouting  _____ Silliness  _____ Sulking
_____ Other ______________________________________________

What one behavior is like “nails on a chalkboard?” ______________________________________

Can you trace back to your childhood to identify how these buttons got planted? Write any insights you have about these buttons.

Change the following phrases from “make me” victim language to “I’m going to” empowerment language.

1. Don’t make me have to stop this car.

2. Look at how you made her feel.

3. How could you make him feel better?
4. You’re driving me nuts!

How do you plan to teach your job description as the Safe Keeper and the children’s job description “to help keep things safe?”

Where in your home or classroom can you create a Safe Place? What materials are you going to put there to provide children with calming activities?

MVPI (Most Valuable Piece of Information)
What was the most valuable piece of information in this session?

Loving Guidance Resources  (available at www.ConsciousDiscipline.com or 800-842-2846)
Easy to Love, Difficult to Discipline book, chapters 1-2
There’s Got To Be A Better Way book, chapters 1-4
Conscious Discipline® book, chapter 1
Brain Smart® lecture CD
Shubert is a S.T.A.R. book
Session 3:

Encouragement

In this session you will learn:

1) Effective ways to praise and encourage children
2) How to notice instead of judge children so that every child feels seen
3) Ways to teach children how to be helpful, contributing, valuable members of a group
4) The power of “You did it!”
The Skill of Encouragement
The motivation to behave comes from being in relationship with one another. (Building connection through the home or School Family®.)

The Power of Unity
We are all in this together.

Connection is the force behind encouragement. When the relationship is severed, so is our willingness to be ____________________________.

Noticing Versus Judging
Noticing describes what you see. It is nonjudgmental. It forces your mind to come to the present moment. The present moment is where your joy, safety and passion lay. It is the bridge that allows children who are disconnected to reconnect.

Example: “I went to touch your hand and you pulled it back like this.”

Notice Helpful Acts
Noticing helpful acts teaches children helpfulness and raises self-esteem. Use the noticing formula to help children become conscious of how they contribute:

You ______(what the child did)______ so ___(how that contributed to others)_____. That was _______________.

Practice the Skill of Noticing
Use the noticing formula to highlight one helpful thing your children have done recently.

“You _______________________________________________________________
so ___________________________________________. That was ______________.”

Use the noticing formula to highlight one helpful thing that you have done recently.

“I ____________________________________________________________________
so ___________________________________________. That was ______________.”

Serotonin: One of the “Feel Good” Neurotransmitters
• A balanced serotonin system combats depression and aggression.
• Stress always _______________________ serotonin levels.
• _______________________ raises serotonin levels.

Commands Versus Requests
• Request: The other person has a choice
  o Express appreciation by saying, “Thank you.”
• Command: The expectations you carry have no choice involved
  o Notice compliance by saying, “You did it! You (notice what the child did).” “Way
to go!” “Good for you!”

**Encouragement Structure: Job Board**
Self-worth comes from giving, not getting. By establishing meaningful jobs for all children, you help them to see themselves as having something necessary to offer to others. Have a job board displaying all the jobs and identifying each child’s job plus your job as the Safe Keeper.

**Teachers, Assign Meaningful Classroom Jobs for All Children:**

| Number of students in your classroom: _______ (you need this many jobs). |
| Underline the jobs that would work in your classroom. |
| • Morning Message Writer | • Mailbox Person |
| • Morning Greeter | • Rest Mat Helper |
| • Kindness Recorder | • Flag Holder |
| • Encourager | • Doctor |
| • S.T.A.R. Person | • Magic Broom |
| • Visitor Greeter | • Tape Player |
| • Wish Well Leader | • Sign Person |
| • Absent Child Helper (or Committee) | • Song Selector |
| • New Child Buddy | • Remote Person |
| • Friends & Family Board Caretaker | • Librarian |
| • Attendance Person | • Quality Control Inspector (each Center) |
| • Lunch Counter | • Puzzle Piece Helper |
| • Reporter | • Photographer |
| • Water Counter/Soap Squirter | • Paint Brush Washer |
| • Table Cleaner | • Messenger/Errand Runner |
| • Snack Person | • Pet Caregiver |
| • Door Holder | • Lights Person/Electrical Engineer |
| • Sprinkle Person | |
| • Line Leader | |

How will you introduce the jobs to the children?

**Parents, Handling Chores and Allowances:** Establish a home job board or chore list and display it visually. Do not pay children for daily chores, only pay for additional, optional work opportunities that are sometimes offered in addition to regular chores. Give children an allowance so they can learn how to manage money. Give children daily household chores so they can learn how to be a contributing member of a group.
Encouragement Journaling and Reflection

After viewing the third video, consider whether you tend to encourage or discourage yourself. Complete the assessment below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) During the course of the day, I tend to focus more on:</td>
<td>(a) my assets and strengths       (b) my liabilities and weaknesses</td>
</tr>
<tr>
<td>2) Typically, I:</td>
<td>(a) accept myself as I am (b) focus on what is wrong/needs changing (too fat, thin, etc.)</td>
</tr>
<tr>
<td>3) I generally talk to myself in a way that:</td>
<td>(a) builds self-confidence               (b) makes me feel confused or inadequate</td>
</tr>
<tr>
<td>4) During the day, I tend to think about:</td>
<td>(a) what I currently am doing         (b) what I should be doing</td>
</tr>
<tr>
<td>5) I notice:</td>
<td>(a) my efforts and improvements     (b) that I am not where I think I should be</td>
</tr>
<tr>
<td>6) As life unfolds, I tend to:</td>
<td>(a) judge events as good or bad      (b) notice the turn of events without the need to judge</td>
</tr>
</tbody>
</table>

If you selected more A answers than B answers, you are probably good at encouraging yourself. If you selected more B answers, you may tend to discourage yourself. If you routinely discourage yourself, you will unconsciously discourage your children. Since change begins with you and then extends to your children, decide today to be kinder and more encouraging toward yourself. What are you willing to do to be kinder and more encouraging toward yourself? Record these actions below.

MVPI (Most Valuable Piece of Information)

What was the most valuable piece of information in this session?

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)

- Easy to Love, Difficult to Discipline book, chapter 6
- There’s Got To Be A Better Way book, chapter 8
- Conscious Discipline® book, chapter 2
- I Love You Rituals book, chapters 1-3
- Shubert’s Helpful Day book
- Touch a Heart, Teach a Mind VHS

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1-800-842-2846 www.ConsciousDiscipline.com
Session 4:

Assertiveness

In this session you will learn:

1) The power of attention: “What you focus on, you get more of”
2) How to access and develop your own assertive voice
3) The three requirements for becoming assertive
4) How to empower children to stand up to bullies and use their BIG voice
5) How to set up a time machine so children can change hurtful interactions into helpful communication
The Skill of Assertiveness
Assertiveness means setting limits respectfully. Healthy boundaries are essential for all relationships.

The Power of Attention
What you offer to others, you experience in yourself. If you focus on what someone is doing wrong, you will feel inadequate. If you focus on what they did well, you will feel at peace.

You cannot change behavior by focusing on what you don’t want.
Tell children what to do.

Assertiveness does three things:
1.
2.
3.

There are three tones that we use when we give commands.
• Passive: Asks permission, “Okay?”
• Aggressive: “Or else!”
• Assertive: “Just do it.”

You must find your assertive (big) voice before you can teach it to children.

Assessment to Identify Your Style.
In the spaces below, assess your current communication style. Note the percentage of time you speak to your children in each communication style. Remember: to be assertive you must clearly tell children what you want.

Passive Communications  Aggressive Communications  Assertive Communications

_____%  ______%  ______%

The last time I felt upset, I was focused on __________________________________.

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Pivot Practice for When You Are Upset

What you focus on, you _______________________________.

When you are upset, you are *always* focused on _______________________________.

When you are upset, be a S.T.A.R (breathe) and pivot (change your focus from what you *don’t* want to what you *do* want).

**Assertive Commands Involve All Senses**

<table>
<thead>
<tr>
<th>Sense</th>
<th>How to Engage this Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesthetic</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td></td>
</tr>
<tr>
<td>Tactile</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td></td>
</tr>
</tbody>
</table>

**When They Resist**

When children resist, we feel powerless. When we feel powerless, we blame and attack. To avoid this downshifting, 1. Breathe, 2. Pivot (focus on what you want the child to do), 3. Use the “Tell and Show” approach.

Tell and Show is **telling** children what you want them to do, and then following up by **showing** them how to do it.

1. **Step 1:** Breathe (Be a S.T.A.R.) and pivot (focus on what you want).

2. **Step 2:** Engaging all senses, give an assertive command.

3. **Step 3:** Say, “I’m going to show you what to do,” or “I’m going to show you how to get started.” For older children, “What would help you get started?”

4. **Step 4:** When the child begins to comply, say, “You’re doing it” or “You did it!” (Use the skill of encouragement).
Use Tattling as a Teaching Tool
Once we are assertive, we can teach children how to set boundaries with others who intrude upon them. Tattling is a wonderful opportunity to teach children assertiveness (instead of helplessness, dependency, aggressiveness or withdrawal).

If a Child Comes to You After Being Victimized
Child: “Cameron pushed me!”
Adult: “Did you like it?”
Child: “No.”
Adult: “Go tell Cameron, ‘I don’t like it when you push me. Say, ‘move please.’ Practice this now.”
Child: Repeats/practices the words.
Adult: Offer help if needed, “Make your voice match mine.”

Remember:
Passivity begets ______________________.
Aggression begets ________________.
Assertiveness dissipates aggression.

“Victim First” Rule
When you observe that a child has been intruded upon, go to the victim first. Notice what you see (“You were sitting quietly when your friend grabbed your lunch”) and give the child the words (“I don’t like it when you ____”) and the tone of voice to assertively set limits with the intruder.

Assertiveness Structure: The Time Machine
The Time Machine gives children an opportunity to replay a hurtful encounter using helpful problem solving skills. Here are the steps for using this structure.

Step 1: Ask the children if they are willing to go back in time and replay the incident using helpful words and actions.
Step 2: Have them be a S.T.A.R. (take a deep breath).
Step 3: Have them wish each other well.
Step 4: Have them say, “1, 2, 3, let’s do it!”
Step 5: Victim says, “I don’t like it when you ______. Please __________.”
Step 6: Intruder says, “I can do that.”
Step 7: Children shake hands.

Conflict is never resolved until you end it with telling the other person what you want.

Bully prevention program begins with ________________ empowerment.
Assertiveness Journaling and Reflection

What you focus on you get more of. Where was your focus for the past 24 hours?

Each of us must find our “big voice.” Record statements you make that reflect each of the different tones used when attempting to give commands to children.

Passive tone:

Aggressive tone:

Assertive tone:

Rewrite the passive and aggressive examples above as assertive statements. Take a deep breath, find your big voice, then say them each aloud three times.

Rewritten passive statement:

Rewritten aggressive statement:

Where are you allowing yourself to be a victim or be intruded upon? Describe the situation.

Draft an assertive statement that you can practice to assertively address the situation above. Remember to use an “I-statement.”

MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?

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Easy to Love, Difficult to Discipline book, chapter 4
There’s Got To Be A Better Way book, chapter 9, 10, 15
Conscious Discipline® book, chapter 3
Shubert’s BIG Voice book
Preventing Power Struggles lecture CD
In this session you will learn:

1) How to help children build their self-esteem by offering them two positive choices
2) Ways to help children reframe blame and take responsibility for their actions
3) To use the power of free will: ‘The only person you can MAKE change is yourself’
The Skill of Choices
Choices build self-esteem and willpower. We fundamentally have two choices:
1. Accept what is and focus on solutions
2. Resist what is and focus on the problems.

The Power of Free Will
The only person you can MAKE change is yourself.

Structure Versus Control
- The intent behind control is to ______________ someone else think, act or feel a certain way.
- The intent behind structure is to ______________ someone be successful.

When we get caught in this cycle, we unconsciously teach our children:
1. 
2. 
Permissiveness always ______________ ______________.

Reframing Blame
For children to begin making wise choices and own the choices they make, the fear of punishment must be minimal. The focus must be on solutions and problem solving. The “who is the boss of you” skill will help children who tend to blame others reclaim their power.

<table>
<thead>
<tr>
<th>Child Statement</th>
<th>Teacher Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ernie made me do it!”</td>
<td>“So Ernie is the boss of you?”</td>
</tr>
<tr>
<td>“No!”</td>
<td>“What could you do now that is helpful if you were the boss of you?”</td>
</tr>
<tr>
<td>“Yes”</td>
<td>“How sad. That must be hard for you.” (plant a seed)</td>
</tr>
</tbody>
</table>
Turn Revenge into Helpfulness
• Child wants to get someone in trouble (revenge)
• Message: “I’m angry at ______ for not being my friend and for not doing what I wanted them to do. I don’t know how to express my anger directly.”
  Response: “Are you telling me this to be helpful or hurtful?
  “How is telling me about (other child) helpful?
  “What could you do that would be helpful?”
  “You could go to (other child’s name) and say ______.”

Ask a Different Question, Change Your Intent
Instead of asking yourself, “How do I get the child to ______?” Shift your thinking to, “How do I help the child more likely choose to ______?”

Giving Two Positive Choices
Step 1: Breathe. Focus on what you want the child to do.
Step 2: Offer two positive choices to accomplish that goal.
  “You may ______ or ______ which is best for you?”
  Example: “You may line up with your hands by your side or line up just hanging out. Which is best for you?”
Step 3: If they resist, stay calm and parrot the same two choices.

Activity to Practice the Skill of Choices
Record what you would say to offer two positive choices to accomplish for the situations below.
  1. Child resists cleaning up his/her workspace.
  2. Child continually talks while you are reading a book to the class.
  3. The children are noisy while walking in line through the hall.

Our ability to make a choice and accept the consequence of that choice is a measure of ________________.

Ways To Be Helpful Board or Book
The purpose of this bulletin board or book is for children to illustrate the behaviors that are expected in the home or School Family®. At school, the teacher announces his/her job description on the first day. “My job is to keep you safe.” Then s/he announces the students’ job description, “Your job is to help keep the classroom safe.” The children decide what it looks, feels and sounds like to be helpful. The forms of helpfulness can be drawn to display or written about for a book. At home, create a photo album of “Ways Our Family Is Helpful.” Older children can write captions. Younger children can supplement the photos with drawings.
The Skill of Choices Structure: Picture Rule Cards
Young children encode information in pictures. They do not use inner speech to govern their behavior. By displaying home or class rules in picture form, you can more effectively guide children’s choices and help them to be successful. Picture Rule Cards provide children with two helpful choices and one hurtful choice. If children find themselves making a hurtful choice, they are visually provided with options to redirect their behavior.

Offer Yourself More Choices
Instead of reminding yourself of things you “should” do, offer yourself more choices by reframing them as things you “could” do.

Example: “I could stop and pick up the laundry.”
not
“I should stop and pick up the laundry.”

Make a Commitment
I am willing to take responsibility for my choices. I understand that when I choose to believe that others are making me behave in certain ways, I give my power away, stress my body and I often blame and punish others.

Signature ___________________________ Date ________________
Choices Journaling and Reflection

Reflect on the ways you attempt to control children. Do you try to do it through aggression? Permissiveness? Structure? Write about it.

Do you tend to say: I have to ______? I should ______? I ought to ______? How could you guide your inner speech to be more helpful?

How will you teach your children what helpfulness looks like? Develop two lesson plans below.

Finish the following statements using the language of choice.

**Instead of:**

Get off the chair!

Stop interrupting me!

Get in here and do your homework!

**Say:**

You may ________________ or ________________.

Which is best for you?

You may ________________ or ________________.

Which is best for you?

You may ________________ or ________________.

Which is best for you?

**MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?**

**Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)**

- Easy to Love, Difficult to Discipline book, chapter 5
- There’s Got To Be A Better Way book, chapters 11-12
- Conscious Discipline® book, chapter 4
- Shubert’s Choice book
- Picture Rule Cards
- Routine and Responsibility Cards
Session 6:
Positive Intent

In this session you will learn:

1) To “see” through a different set of eyes
2) How to use the power of love to help children take responsibility for poor choices
3) Ways to effectively deal with aggression, both physical and verbal
4) Ways to turn a resisting moment into a teaching moment
5) How the skill of positive intent can help us stop beating ourselves up when we make mistakes
**The Skill of Positive Intent**

Positive intent helps you to transform hurtful situations into helpful communication. It is the core of your bully prevention program and the most effective way to deal with aggression.

Positive Intent is _______________________ for the discouraged.

**The Power of Love**

See the best in one another.

- What you offer to others you experience in yourself.
- The Power of Love allows you to access your frontal lobe.
- Children cannot behave differently until they are seen differently.

There are really only two states of being: Children are either _____________________________ or ______________________________.

When the world doesn’t go our way and we rant and rave in front of children, we teach:

1. 
2. 

When we S.T.A.R. and then wish people well, we teach children:

1. 
2. 

**Assigning Positive Intent**

Think of a time that you said or did something hurtful to someone. Briefly summarize the situation below.

Now consider what you wanted at the time. Record what you were feeling and what you were hoping would happen.
**Formula for Positive Intent**

Step 1: State the child’s positive intention, usually by completing the sentence, “You wanted _______________."

- This builds security and cooperation.

Step 2: State for the child the skill she/he used in obtaining what they wanted. Describe the action without judgments, usually by completing the sentence, “So you _______________."

- This builds consciousness.

Step 3: State for the child the skill s/he is missing. This would usually be, “You didn’t know what else to do” or “You didn’t know the words to use to ______________.”

- This builds a positive self-concept.

Step 4: State the limit. “You may not ______________. It hurts. (Is hurtful. Is not safe).”

- This sets the limit and shows the child how his or her actions impacts others.

Step 5: Teach the child another way of getting his or her needs/desires met. “When you want ______________ say, ‘________________.’ Say it now for practice.”

- This teaches communication skills.

**Remember the “victim first” rule!**

- Value healing? Go to the victim.
- Value hurting? Go to the bully.

**Activity to Practice Attributing Positive Intent**

Practice attributing positive intent in the situation below.

**Situation:** One child pushes another child away from the water fountain.

**Intent:**

- “You wanted ____________________________
- so you ____________________________.”

**Benefit:**

- “You didn’t know ____________________________.”

**Limit:**

- “You may not ____________________________.
- ____________________________ hurts.”

**Teach:**

- “When you want ____________________________
- say (or do) ____________________________.”

**Practice:**

- “Say it / do it now for practice.” (Child repeats words or actions.)
Positive Intent Structure: Celebration Center

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 center is a way for children to honor children. It is not a place where rewards are given for special events or behavior.

The celebration center for young children could consist of a celebration chair. Old chairs that you repaint and decorate work well. With the chair might be a prop box of items that support the celebration. A song might also be used to celebrate. Older children can decide what will constitute their celebration center, what they would like to celebrate and how they will go about celebrating. These choices can be made during class meetings.

Make a Commitment

Breathe deeply, relax and affirm the following principles to yourself three times:

“What I see in others I strengthen in myself.
I cannot attack others without hurting myself.”

I am willing to see disruptive and aggressive behavior as a call for help. I understand this does not “get them off the hook,” but unhooks me to better guide them into using socially acceptable behaviors to get their needs met.

Signature ___________________________ Date ________________
Positive Intent Journaling and Reflection

After viewing the sixth video, reflect on the ways you call for love. Describe those behaviors below.

Using one of the examples above, define what you were calling for and then use the skill of positive intent for yourself. Fill in the blanks below.

I wanted ____________________________________________

so I _____________________________________________

I didn’t know what else to do. When I want ___________________________________________

I’m going to ___________________________________________

____________________________________________________________________________

What are ways you extend love? Describe those behaviors below.

MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)
Easy to Love, Difficult to Discipline book, chapter 7
Conscious Discipline® book, chapter 5
Shubert Sees the Best book
Conflict Resolution lecture CD
Transforming Aggression lecture CD
Session 7:
Empathy

In this session you will learn:

1) To help children move from acting out emotions from the lower centers of their brains to harnessing their energy and accessing their wisdom to problem solve
2) Ways to help children take ownership of their upset feelings
3) To utilize the power of acceptance as the core of all self-control and self-actualization
4) How to handle fits, tantrums and emotional upset in a way that wires children’s brains for self-control
The Skill of Empathy
Empathy is the skill to use to cope with upset, temper tantrums and fits, and to help children take ownership of their upset. This skill literally wires their brains for emotional intelligence.

The Power of Acceptance
The moment is as it is.

Resisting the Moment As It Is:
1. Resisting always focuses me on ________________________________________________.
2. Resisting throws me into _______________________________________________________.
3. Resisting negates _____________________________________________________________.

Empathy requires we listen to children’s thoughts and feelings without the need to change them.
It is not about “happying up” children.
It’s about leaving them with their situation or choice so they can reflect and take responsibility.
Empathy helps organize the brain.

When Children Are Upset, It is the Adult’s Job to Act Like a Mirror

<table>
<thead>
<tr>
<th>System</th>
<th>This upset looks/sounds like…</th>
<th>Reflect / Say what you…</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Stem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limbic System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cortex</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are Children Asking for Information or Understanding?
When considering how to handle a child’s upset, ask yourself “Does the child want information or understanding?” You determine this by assessing the quality of their _____________________. If children are in a limbic state, they want understanding. If children are in a frontal lobe state, they want information.

Skill of Empathy Structure: We Care Center
The purpose of the We Care Center is for children to express their care and support of one another. For older children, the writing center at school has paper, pens and pencils. Add note cards and sentence strips for helpful behavior and the writing center can easily double as the We Care Center where children can draw pictures or write letters to friends. For older children at home, establish a box or drawer with similar writing supplies and encourage writing to family or community members. With young children at home or at school, the We Care Center can be a tote bag that carries a stuffed animal, band-aids, a bottle of lotion and small blanket. When a child is hurt or upset, offer the We Care Bag so the child may choose what would help him/her feel better.

Be Cautious of Your Words
Say, “I feel angry” versus “I am angry.”

All our fits come from resisting what is.

Make a Commitment
This month I will focus on feeling my feelings and offering empathy to myself instead of judgment. When I am upset and I think that I’ve made a mistake by having inappropriate thoughts, actions or feelings, I will resist the temptation to punish myself and offer myself empathy instead.

Signature ___________________________ Date ________________

Empathy builds connection. It is our gift of unconditional love.
Empathy Journaling and Reflection

Reflect on the situations you tend to resist. With what behaviors or situations do you find yourself saying, “It shouldn’t be this way” or “They shouldn’t act like this.” Journal below.

In order to allow children to express their emotions, we must allow ourselves to feel those same feelings. What feelings do you deny yourself? When do you tell yourself, ‘I shouldn’t feel this way’? What feelings do you have difficulty expressing or identifying for yourself? Journal below.

Can you remember something from childhood or other life experiences that help you understand why you have a hard time with those feelings?

Respond to the following situation. Calvin arrives at school late and enters the classroom. You tell him to go to the office to check in. This sets Calvin off. He stomps his feet and shouts, “I’m not going to the damn office.”

Your likely reaction is to:

Your new, empathetic response is to:

MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)
Easy to Love, Difficult to Discipline book, chapter 8
Conscious Discipline® book, chapter 6
There’s Got To Be A Better Way book, chapters 13-14
Brain Smart® lecture CD
Session 8: Consequences

In this session you will learn:

1) How to deliver effective consequences to children
2) The three types of consequences and when to use each
3) What to do when it seems like consequences aren’t working
4) How to use the power of intention to foster responsibility, reflection and a willingness to change
5) Strategies for conducting class or family meetings to resolve problems peacefully and effectively
The Skill of Consequences
Consequences help children to reflect on and learn from their mistakes.

The Power of Intention
Mistakes are opportunities to learn.

When we deliver consequences, our intentions:
• Determine how the child views mistakes
• Determine if change takes place or if mistakes are repeated

Is your intent to punish, to rescue, or to teach?

Punitive Intent
Goal: ____________________________________________________________.

Result:
1. Teaches the child s/he should feel ____________________________________.
2. Shifts the focus from what the child is currently feeling to _____________________________.
3. Shifts the focus from what happened (child’s situation) to _____________________________.

Permissive Intent
Goal: ____________________________________________________________.

Result:
1. Teaches children not to trust themselves, but to trust _____________________________.
2. Shifts the focus from the issue to the child using his intellectual energy to _____________________________.

When adults withhold or impose consequences with the goal of shielding a child from discomfort that grows naturally out of that child’s choice, the child’s opportunity to learn is squashed.

Intent to Teach
Intention depends upon attention. If you are focused on what you want your child to feel and think (or not feel and think), your goal is control. If your goal is to teach, you must focus on:
• What actually happened
• Aspects of your child you want to highlight
• What you want him/her to reflect upon
• What you want him/her to learn

Children must experience the discomfort from _____________________________.

Consequence comes from this internal state of feeling.
If we rescue them, we save them from their internal guidance.
Three Types of Consequences

1. **Natural Consequences**: Arise without prearranged adult intervention
   - Are the most powerful type of consequence
   - The Conscious Discipline® skills of assertiveness and positive intent are natural consequences

2. **Imposed (Logical) Consequences**: Arise with prearranged adult intervention
   - Are presented to a child or agreed upon at a family/class meetings
   - Are most effective with safety issues
   - Imposed consequences should be
     - R____________________

Consequences

+ Empathy & Responsibility

= __________________

Consequences

+ Moral Lecture

= __________________

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1-800-842-2846 www.Conscious Discipline.com
• R___________________________
• R___________________________

- Use the CIRCLE steps when administering consequences
  • C = Choice of skills (old and new)
  • I = Imposed consequences for using old skills
  • R = Related to safety or logic
  • L = Listen and clarify if needed
  • E = Empathy with consequences

3. **Problem Solving:** Use when it’s a chronic problem or when you can’t think of an appropriate imposed consequence that wouldn’t be experienced as punishment

**Chronic problems will never respond to imposed consequences.**
They require problem solving.

**Consequences Structure: Class or Family Meetings and Commitments**

The purpose of the class or family meeting is to provide a regular time and place for children and adults to celebrate, connect and solve problems.

**Materials:**

- Regular meeting time and place
- Writing supplies
  - Small white board and markers
  - Note paper and pencils
- Lamp to signal time to meet
- Talking stick or toy microphone

**Topics:**

- Develop school/family values
- Discuss problems that occurred during the week and how the class/family can resolve them together
- Recognize and celebrate member contributions to the family, community, school, etc.
- Conduct closing ritual to connect (ex: *I Love You Rituals* by Dr. Bailey)

**Facilitating a Class or Family Meeting**

The following five steps will guide you through problem solving in a class or family meeting. By using these steps, you involve the children in the co-creation of imposed consequences.

**Step 1:** “I’ve noticed ______.” State what you have seen occurring in the classroom or home without bias or judgment. You might say, “I’ve noticed some of us are talking while it is someone else’s turn to speak.”

**Step 2:** “This is a problem for me because ______. Does it bother anyone else?” This step allows the children the opportunity to own part of the problem. You might say, “This is a problem for me
because I become distracted when I am speaking. Is anyone else bothered by others talking at the same time as them?"

Step 3: “So, a class/family problem is _____.” Summarize the problem. “So, a problem we seem to be having is others talking while someone is speaking. Talking out of turn is distracting to the person whose turn it is to speak.”

Step 4: “What could we do to solve the problem?” Generally the children will respond in the negative: “Stop talking.” This is your opportunity to encourage them to pivot and focus on what to do. “Stop talking” becomes “Be quiet and listen.”

Step 5: “What happens if someone fails to _____?” This step allows you to create a consequence. Remind children that the consequence must be fair, safe and relate to the problem (if possible).
Consequences Journaling and Reflection

Reflect on how you administer consequences. Is your intention typically punitive, permissive or teaching? Write about it below.

If your intention tends to be permissive, what are you going to do to remind yourself that you are enough, so that you feel safe to allow children to experience the benefit of their own consequences?

In what situations can you allow children to experience natural consequences in your home or class?

What issues in your home or classroom require imposed consequences? (Typically safety issues.)

What chronic problems are you experiencing with certain children at home or at school, that require a problem solving discussion or class meeting?

MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)
Easy to Love, Difficult to Discipline book, chapters 9-11
Conscious Discipline® book, chapter 7
There’s Got To Be A Better Way book, chapters 13-15
Conflict Resolution lecture CD
Transforming Aggression lecture CD
Session 9:
The School Family®

In this session you will learn:

1) How to use the family as a metaphor when designing a learning environment
2) Ways to design classrooms that are intrinsically motivating to all children
3) Specific strategies for creating a positive school climate that increases achievement and decreases disruptions
4) How to integrate academics and emotional intelligence into one seamless curriculum
The School Family®
Conscious Discipline® creates an emotional intelligent classroom called the School Family®.

What the Research Tells Us

<table>
<thead>
<tr>
<th>Meta-analysis findings on components making the most significant change in helping children deal with misbehavior:</th>
<th>How Conscious Discipline® addresses these components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mindset of the teacher</td>
<td>1.</td>
</tr>
<tr>
<td>2. Interventions</td>
<td>2.</td>
</tr>
</tbody>
</table>

The School Family® is the heart and brain of the Conscious Discipline program

A Coherent Heart
There are more neurons from the ____________________ to the ___________________ than from the _______________ to the _______________.

- **Incoherent heart**
  Feeling upset, irritated, worried, concerned
  - Sends an incoherent energy pattern to the brain that impedes the brain from optimal use and picking up patterns

- **Coherent heart**
  Feeling peaceful, calm, content, grateful, appreciative
  - Sends a coherent energy pattern to the brain that facilitates the brain working optimally and picking up patterns

Conscious Discipline® creates a positive classroom climate where everyone can experience a coherent heart and optimal brain function.
School Family® Philosophy
- Call the classroom a ________________________________.
- Have a School Family® song or chant, mascot, flag and/or mission statement.

Safety Job Description
- My job is to ____________________________________________________ and
  your job is to ____________________________________________________.
- Have a Safe Keeper ritual to make it real.

"Welcome to our family. Guess who I am? I'm the Safe Keeper I am, I am.
My job is to keep you safe. Your job is to help keep it that way.
Oh baby, oh baby, we're going to have a great day!"

Ideas for making my Safe Keeper job description real:

Predictable Routines
Consistent, predictable routines are the backbone of the classroom. Display your routines in pictures.

Connecting Rituals
Rituals strengthen bonds between children. They build the School Family® connections. Rituals involve eye contact or touch and presence.

Activity to Identify Classroom Routines and Rituals

<table>
<thead>
<tr>
<th>Routines</th>
<th>Rituals</th>
</tr>
</thead>
<tbody>
<tr>
<td>List your classroom routines. How might you display them in pictures?</td>
<td>List the connecting rituals you already have or are willing to add to your day.</td>
</tr>
<tr>
<td>Classroom Structures</td>
<td>Plans and Ideas</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Skill of Composure</strong></td>
<td><strong>Friends &amp; Family Board</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To display pictures of School Family® &amp; extended family. This creates security and is a visual reminder of interconnection.</td>
<td><strong>Safe Place</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To provide a quiet spot for children to go to regain composure.</td>
<td><strong>Skill of Encouragement</strong></td>
</tr>
<tr>
<td><strong>Job Board with Meaningful Jobs</strong></td>
<td><strong>Purpose:</strong> To provide children with the opportunity to be significant contributors to the School Family®.</td>
</tr>
<tr>
<td><strong>Time Machine/Instant Replay</strong></td>
<td><strong>Purpose:</strong> To provide a concrete way of going back and turning a hurtful behavioral exchange into a helpful one.</td>
</tr>
<tr>
<td><strong>Skill of Assertiveness</strong></td>
<td><strong>Picture Rule Cards</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To provide young children with visual images of their choices of what to do.</td>
<td><strong>Ways to Be Helpful Board or Book</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To concretely illustrate expected behaviors in the School Family®.</td>
<td><strong>Skill of Choices</strong></td>
</tr>
<tr>
<td><strong>Celebration Center</strong></td>
<td><strong>Purpose:</strong> To celebrate large and small accomplishments and life events for each child in the School Family®.</td>
</tr>
<tr>
<td><strong>Purpose:</strong> To provide children with the time and materials to express their appreciation, concern and caring for one another.</td>
<td><strong>Skill of Positive Intent</strong></td>
</tr>
<tr>
<td><strong>We Care Center</strong></td>
<td><strong>Purpose:</strong> To provide a place or time for children and adults to celebrate, connect and solve problems.</td>
</tr>
<tr>
<td><strong>Commitments</strong></td>
<td><strong>Purpose:</strong> To establish a positive goals and patterns for the brain to focus on.</td>
</tr>
</tbody>
</table>
Conscious Discipline® creates safe, connected classrooms that meet the social, emotional and academic needs of all children.

Does It Work?
Data indicates that after implementing Conscious Discipline® in the classroom:
- Problem behavior decreases by 68%
- Teaching time increases 68%
- State test scores increase
- Impulsivity, hyperactivity and aggression decreases in the most challenging students
- Collegiality among staff increases
- Positive school climate increases

Success in Three Different Schools

MVPI (Most Valuable Piece of Information): What was the most valuable piece of information in this session?
Conscious Discipline® book
Creating the School Family® VHS
School Family® Job Set
7 Skills Poster Set
Shubert series of books
I Love You Rituals book and music CDs
Picture Rule Cards
Kindness Counts & It Starts in the Heart music CDs

Conscious Discipline® Commitment

I
dedicate this 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 that My worth depends on seeing the

Worth in others.

Loving Guidance Resources (available at www.ConsciousDiscipline.com or 800-842-2846)
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