

Creating a School Family:

A Culture of Unity, Compassion, and Problem-Solving

Presented by: Jenny Spencer

Conscious Discipline® Certified Instructor

www.ignitelearningtogether.com jenny.spencer@consciousdiscipline.com 765-620-5988

Learners will be able to:

- Experience the **Power of Unity** and demonstrate practical ways to create a School Family that nurtures and develops compassion and responsibility in each of its members.
- Practice **"I Love You Rituals"** and their key components
- Enhance ability to **notice** instead of judge children so that every child feels "seen"
- Develop practices that build the **Skill of Encouragement** and help everyone experience the power of **"You did it!"**

Conscious Discipline®

Conscious Discipline is a comprehensive evidence-based self-regulation program that integrates social-emotional learning and discipline.

Transformative, brain-based and practical

Seven Skills of Discipline

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

The School Family™

Creates a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem-solving of a School Family.

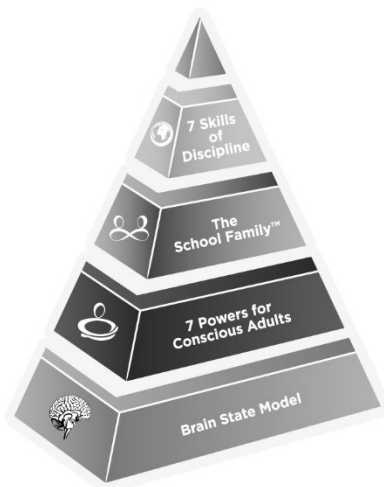
Seven Powers for Conscious Adults

Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.

Brain State Model

Addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Learn more at ConsciousDiscipline.com



POWER	SKILL	STRUCTURES & RITUALS
Unity: We're all in this together!	Encouragement	Noticing, Brain Smart Start, Rituals, Ways to be Helpful, Jobs, Kindness Tree



Experiencing the Brain Smart® Start

CHECKING IN: (Energy) 1 2 3 4 5 6 7 8 9 10
(Focus) 1 2 3 4 5 6 7 8 9 10
(State) 1 2 3 4 5 6 7 8 9 10

UNITE: The best exercise for the brain is exercise.

DISENGAGE STRESS: The brain functions optimally when we feel safe.

CONNECT: Connections on the outside build connections on the inside.

COMMIT: The brain is pattern-seeking and survival oriented...what you focus on you get more of.

COMMITMENT

I am willing to acknowledge that on some level we are all interconnected.
This oneness cannot be seen but is sensed and felt on a deeper level.

Signature: _____

Today I am going to: _____

Signature: _____

MAKING THE SHIFT From “Factory” to “Family”

Shifting from relying on **Control-Based** Discipline to **Connection-Based** Discipline
through structuring the classroom for success

Combined Tools for Creating Connection:

- **Rituals:** Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Compassion motivates altruistic behavior.
- **Encouragement:** Encouragement is accepting children for who they are. It’s based on noticing and connecting, and teaches what classroom values like “helpful” look like, sound like, and feel like.
- **Jobs:** Being of service to others activates the higher centers of the brain. With a job for every student, each child contributes daily to the success of the classroom.
- **Empathy:** Empathy teaches emotional regulation and integrates the brain so children can take personal responsibility for their actions.
- **Choices:** Internally motivated choices foster cooperation, enhance decision-making and help children focus their attention.
- **The School Family:** Calling your class a “School Family” and using a healthy family model as the blueprint for its organization meets all children’s connection needs.



Why Create a School Family?

Caring relationships create an optimal environment for learning, alter our physiological state and prime the brain for plasticity.

Optimal Brain Development

- Increased neural plasticity
- Increased resiliency for at-risk children
- Increased development of higher centers of the brain
- Increased coherency with heart

Self-Regulation

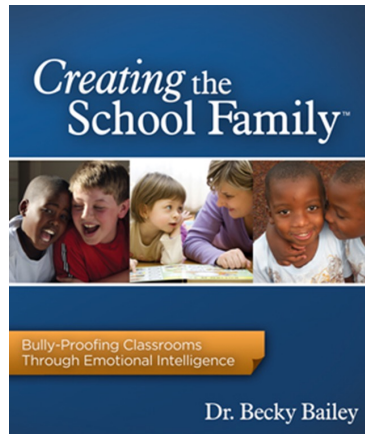
- Seven powers
- Safe schools
- Bully-proof culture

Integrate SEL with Academics

- Joy in teaching and learning
- No separate curriculums needed

Optimal Learning State of Low Stress/High Challenge

- Increased test scores
- Increased teaching time
- Decreased behavioral problems
- Decreased retentions
- Increased attention spans



Problem-Solving

- Seven skills
- Use daily conflicts to teach life skills

Shared Power

- Shift from control to connection

Link Home to School

- School Family extension of Home Family
- Children take skills home
- “Family Privilege” replaced if needed
- Experienced healthy family model

Culture of Compassion & Caring

- Increased effectiveness of consequences
- Increased effectiveness of problem-solving
- Increased willingness to change
- Increased cooperation/helpfulness
- Internal motivation
- Increased impulse control

Positive, face-to-face, enthusiastic connection makes us smarter.



Shifting from Control and Competition to CONNECTION

1. From separateness to UNITY

- From factory model to healthy family model
- Executive Skills develop in the context of relationship
- The Friends and Family Board represents one of our highest goals as educators, which is to *support and strengthen children and families.*

2. From external control to internal SELF control

- Pressing PAUSE so we can respond rather than react
- Steps for Adult Active Calming:
 1. Calm _____
 2. Affirm “_____.”
 3. Respond with _____.

Let's Practice: “A behavior that is irritating to me is _____.”

3. From controlling others to CONNECTING

➤ What's the difference between attention and connection?

❖ Attention is a call for help

- Draw attention to a missing skill, thing, or quality
- “Something within me is missing” and often that something is connection

❖ Connection is a form of responsive attunement

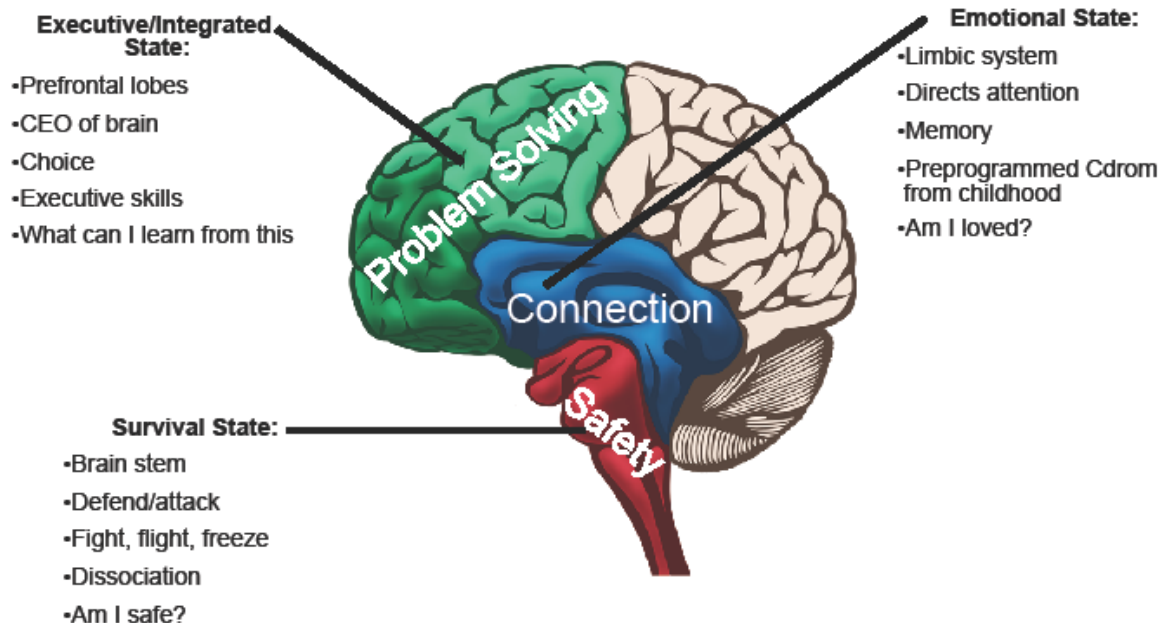
- When we connect we let go of our judgment about how others should be
- Release our biases of how things should go and stop listening to false messages
- Connection brings a deep sense that all is well

Control-Based Discipline	Connection-Based Discipline
<ul style="list-style-type: none">• Manipulation and Fear• Focus on unwanted behavior• Controlled by others <p>Beliefs:</p> <ul style="list-style-type: none">➤ Children must feel bad in order to learn how to behave➤ We can make others change	<ul style="list-style-type: none">• Connection and respect• Love• Focus on desired behaviors• Self control <p>Beliefs:</p> <ul style="list-style-type: none">➤ Mistakes are opportunities to learn.➤ I change myself first and model my expectation for others.



Relationships are the gatekeeper of all learning.

Conscious Discipline® Brain State Model



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Executive Skills: Attention, Time Management, Organization, Prioritization, Working Memory, Impulse Control, Flexibility, Empathy, Metacognition, Goal Achievement, Task Initiation, Emotional Control

Brain State Developmental Questions

Survival State	Emotional State	Am I LOVED?=YES!
Am I SAFE?=NO	Am I LOVED?=NO	↓
1. I must hurt others before they hurt me 2. I must withdraw from life and become invisible. If they don't see me, they can't hurt me.	1. Negative attention is better than no attention 2. Getting my way=Love	1. Use our energy for processing information in the higher centers of the brain 2. Or use our energy for self-protection in the lower centers of the brain.



Becoming Brain Smart

Wiring the Brain Top-Down for Impulse Control and Willingness

- ♥ Relationships are the cradle of all learning
- ♥ The brain is a social organ that is wired to connect, attune with, resonate with and learn from each other.
- ♥ Biology creates an innate need for connection to ensure the baby survives.
- ♥ Neural pathways in the brain aren't fully developed until age 24
 - ♥ Our attachment with our babies and our connection with our students integrates the brain
 - ♥ Each brain state communicates neurologically creating pathways in the brain.
 - ♥ These pathways must work in an integrated fashion for optimal success, with higher systems regulating the lower systems.

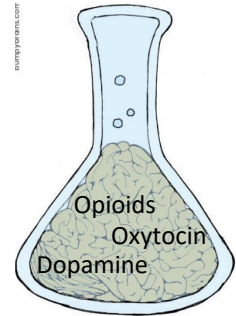
Creating Neural Connections Through Relationship

Four essential ingredients:

- ✓ Face-to-face interactions that involve eye contact
- ✓ Touch
- ✓ Presence
- ✓ A playful situation

“JOY JUICE”

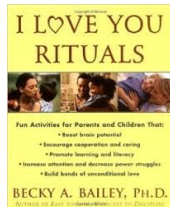
Positive Brain Chemicals



I Love You Rituals: Loving Moments of Connection

Top Ten Suggested Rituals

1. Greeting/Goodbye Ritual
2. Safekeeper Ritual
3. School Family Agreement
4. Connecting Rituals
5. Kindness Rituals
6. Absent Child Ritual
7. Welcoming/Leaving Rituals
8. Wishing Well Ritual
9. Testing Rituals
10. End of Year Rituals



Sample Greetings

- Pinky Hug
- Cow
- Snake
- Skunk
- Butterfly
- Fist bump
- Hammer
- Allow students to build a handshake and get involved in the creation of new greetings! Whatever interests them!



I Love You Rituals:

1. Optimize a child's brain for success at school and life.
2. Increase a child's learning potential and effectiveness through touch.
3. Create loving rituals that hold families together even through the roughest times.
4. Strengthen your classroom and lay the foundation for each child's emotional well-being.



Classroom Rituals: Use the space below to describe ways you could add the elements of connection more intentionally in your classroom:

Wishing Well

Wishing Well Ritual

*We wish you well,
We wish you well,
All through the day today,
We wish you well!*

Welcome Back Ritual

*You've been gone and
You've been missed.
Where would you like your
Welcome back kiss?*

Side Effects of Wishing Well:

- Boost immune system
 - Lower stress hormones
 - Increases levels of IgA (fights flu & colds)
- Wishers High
 - Releases endorphins
 - Increase sense of optimism
- Frustration relief
 - Shift from fight or flight to higher centers of the brain
 - Allows us to feel connected instead of in opposition



I Love You Rituals=Caring Connections



To be successful, your School Family rituals must be authentic expressions of togetherness and joy!

Twinkle, Twinkle

Twinkle, twinkle little star,
What a wonderful child you are!
With bright eyes,
And nice round cheeks.
A talented person
From head to feet.
Twinkle, twinkle little star,
What a wonderful child you are!



Wonderful Woman

A wonderful woman lived in a shoe.
She had so many children,
She knew exactly what to do.
She held them,
She rocked them,
And tucked them into bed.
"I love you, I love you!"
Is what she said!

Wonderful Woman



Peter, Peter



Wonderful Woman



Ten Little Candles



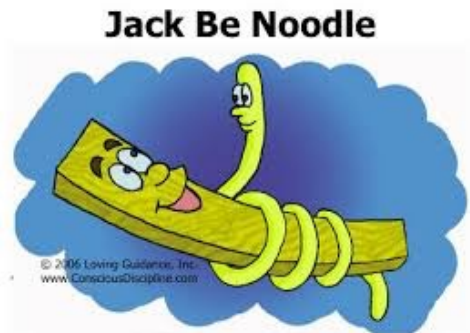
Round the Garden



Five Little Babies



Miss Muffett



Jack Be Noodle



**Peter, Peter Pumpkin Eater
Had a friend he loved to greet.
Treated them with kind respect.
And in the morning,
Hugged their neck!**

**Twinkle, twinkle little star
What a wonderful child you are.
With bright eyes
And nice round cheeks
A wonderful person
From your head to your feet
Twinkle, twinkle little star
What a wonderful person you are!**

**A wonderful woman lived in a shoe.
She had so many children she knew
exactly what to do.
She held them and rocked them.
And tucked them in bed.
“I love you, I love you”
Is what she said.**

**Ten little candles on a chocolate cake.
Whew, whew now there are only 8.
8 little candles, on the candle sticks
Whew, whew now there are only 6.
6 little candles and not one more.
Whew, whew now there are only 4.
4 little candles red, white, and blue.
Whew, whew there are only 2.
2 little candles standing in the sun.
Whew, whew now there are none.
The chocolate cake is in my sight. I think I'll take
a little bite.**

**Round and round the garden
goes the teddy bear.
One step!
Two step!
Tickle under there!**

**One little baby swinging in a tree.
Two little babies looking at me.
Three little babies crawl across the floor
Four little babies knocking on the door.
Five little babies playing hide and seek.
Don't look, don't look...
Till I say...PEEK!**

**Little Miss Muffet
Sat on a tuffet
Eating her oatmeal one day
Along came a spider
Who sat down beside her
And said, “Have a nice day!”**

**Jack be noodle
Jack be stiff
Jack come over
And hug me QUICK!**



The Power of Unity: We're all in this together

STIMULUS RESPONSE

Any system that relies on controlling others through punishment and reward removes that social problem solving that is crucial for prefrontal lobe development.

- Good Behavior = Reward
- Bad Behavior = Punishment

Result: Life decisions based on approval of others

STIMULUS- **PAUSE**- RESPONSE

Based on Conscious Awareness

- **Notice internal state of self**
- Self-Regulate until optimal
- Choose wisest action
- **Notice internal state of child**
- Help regulate until optimal
- Help choose wisest action

Result: Life decisions based on demands of the situation

Shifting from "Us/Them" to "We"

Stressful Way to Perceive Behavior		Healthy Way to Perceive Behavior	
Good	Bad	Safe	Unsafe
Deserving	Undeserving	Calm	Distressed
Should feel good	Should feel bad	Helpful	Hurtful
Innocent	Guilty	Solutions	Calling for Help

Brain State Determines the Filter Through Which We See the World

Survival State	Emotional State	Executive State
Conflict is threatening and bad	Conflict is irritating and upsetting	Conflict is a call for help or a teaching opportunity
Conflict should be punished	Conflict should be stopped	Conflict is a teaching opportunity

Developing a new perceptual filter requires relationship

- Change requires the willingness to make mistakes
- The willingness to make mistakes comes from a commitment to safety and trust
- Trust is built through relationship

The Power of OOPS! helps us to make mistakes and see the beauty in the fact that through mistakes we grow.



The Skill of Encouragement

Goal: noticing, connecting, and accepting children

- **Encouragement:**
 - Is about accepting children for who they are
 - Demonstrates **unconditional** love—love that makes no demands
 - About the child
 - Comes from our executive state and stimulates the executive state of children
 - Through noticing connects us with others
- **Judgement:**
 - Tells children who we think they *should* be by putting a label on them and their behavior
 - Demonstrates **conditional** love—love that makes demands
 - Makes it about me
 - Comes from our emotional state and stimulates the emotional state in children
 - Disconnects us from others

What you focus on, you get more of

Are you an Encourager or Discourager?

Circle the one that applies to you:

During the course of the day, I tend to focus more on **(a)** my assets and strengths or **(b)** my liabilities and weaknesses.

Typically, I **(a)** accept myself as I am or **(b)** focus on what is wrong and needs changing (too fat, too thin, too something)

I generally talk to myself in a way that **(a)** builds self-confidence or **(b)** makes me feel confused or inadequate

During the day, I tend to think about **(a)** what am I currently doing or **(b)** what should I be doing.

I notice **(a)** my efforts and improvements or **(b)** that I am not where I think I should be.

As life unfolds I tend to **(a)** notice the turn of events without the need to judge or **(b)** judge events as good or bad.

Noticing for Encouragement

Three Types of Noticing:

1. Noticing to encourage _____ after an assertive command.
2. Noticing to encourage _____.
3. Noticing to encourage _____ strengths.



Noticing to Encourage Compliance After an Assertive Command

Noticing with Assertive Commands:

- A request is optional and can be appropriately acknowledged with “thanks”.
- “Thank you” with an assertive command, sends the message that compliance is about our approval instead of their accomplishment. The same is true with “good job”.
- Good job is about our evaluation of the child’s initiative.
- “You did it” or “Good for you” is about the child’s autonomy

The formula for noticing compliance with an assertive command:

You did it!

You ____ (describe in detail without judgement) ____.

“You did it! You put on your backpack and stood by the door.”

Optional ending: Tag with “Good for you!” “Way to go!”

***This focus’ us on the behavior we want to see and brings children’s awareness to all they have accomplished!**

Noticing to Encourage Kindness and Helpfulness

“My job is to keep the classroom safe. Your job is to help keep it safe, “ is the Safekeeper’s mantra.

- Children’s main job in the classroom is to be helpful
- We must teach them to be helpful and notice their helpful acts in order for them to be successful at this job.
 - Notice privately to each child and publicly to the class
 - During the first six weeks of school, notice at least 10 kind and helpful acts per day

The formula for noticing helpful and kind acts:

You _____ so _____. That was _____.

“Jon, you saw that Kathy needed some crayons so you offered her some of yours. That was helpful.”

1. Start the sentence with the child’s name or the pronoun “you.”

- This is an important step in helping you break the judgment habit.

2. Describe what the child did in detail.

- Pretend that you are a sports announcer with a bird’s eye view of what’s happening. Your audience will feel like they are present with you because of the visual description you give in detail.

3. Relate the child’s behavior to how it helped someone else or the entire class.

- Stating the impact that the behavior has helps relate that we’re all in this together.
- Teaches the value of connection and helpfulness

4. End the description with a tag. “You did it!”

- This will further wean you from saying “good job” or “thank you”
- Eventually, drop the tags entirely and just notice.



Structure: Ways to be Helpful Board or Book

Goals:

- Provides visual images that concretely illustrate expected behaviors in order to scaffold children's attention and encourage helpfulness.
- It honors the ways children are helpful to each other.

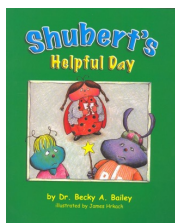
Start with Safekeeper Agreement:

- Lead discussions about what it looks like, feels like, and sounds like to be helpful.
- Have children draw and/or write about it
- Be specific

Read Shubert's Helpful Day

Or Sophie's Helpful Day

- Role play ways to be helpful
- Make Class books



Structure: Kindness Tree and Kindness Recorder



Goal: Honor Kind and Helpful Acts

- Help in the perceptual shift from focusing on what is wrong to what is going well
- Highlights ways to serve others
- Be conscious of your intention—it's not about catching children being good

The Kindness Tree

- It doesn't have to be a tree
- These are as unique as each teacher and child in the classroom and a reflection of that personality/developmental need
- Kindness Tree and Recorder can be combined

- Examples of Kindness Trees include:
 - A felt tree with Velcro heart-shaped leaves encourages children to place a leaf on the tree to honor each kind, caring or helpful act they experience in the classroom. At the end of each day the teacher leads students in counting the number of kind acts, sharing several and celebrating the group's helpfulness.
 - A designated space for written notes encourages students to write out acts of kindness and place them in the space for all to see.
 - Sticky notes, pens and centrally located bulletin board encourage faculty and staff to notice the kindness of coworkers.
- Kindness Recorder is appropriate for older classrooms and is a wonderful literacy building tool.



Structure: Job Board



Goals:

- Activates optimal learning state of relaxed alertness
- Help children understand that their job is meaningful to the functioning of the classroom.

Every child has a job every week, but the teacher's job is always the same—Safekeeper!

<p>Sketch a design of your job board:</p>	<p>How will you introduce the jobs to the children?</p>
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Meaningful Jobs: Of the following list check the ones that would work in your environment

Morning Message Writer	Table Cleaner	Paint Brush Washer
Morning Greeter	Light Person/Electrician	Sprinkler
Kindness Recorder	Mailbox Person	Cheerleader
Encourager	Rest Mat Helper	Song Selector
STAR Person	Flag Holder	Bell Ringer
Visitor Greeter	Doctor/First Aid Giver	Line Leader
Wish Well Leader	Magic Broom	Playground Helper
Absent Child Helper	Tape Player	Backpack Checker
New Child Buddy	Sign Person	Quiet Area Monitor
Friends & Family Board Care	Chair Stacker	Reminder Person
Attendance Person	Remote Person	Snack Person
Lunch Counter	Librarian	Art Area Monitor
Reporter	Quality Inspector for Centers	Door Holder
Water Counter/Soap Squirter	Puzzle Piece Helper	Board Cleaner
Photographer	Pet Cargiver	Errand Runner



Structure: Friends and Family Board

Goals:

- Supports composure and encouragement
- Visual reminder of the people who love, support and will be keeping students safe
- Links home and school

****HINT**** Get photos of students and their family during registration, case conferences, open house, or home visits so you make sure you have at least one photo for every child.



Display space for this yearlong project:

- Student eye level on a bulletin board, door, or wall space
- Bookshelf with picture frames
- Photo books for each individual child kept in a basket in the Safe Place
- Class books in which each child has one page to display pictures

Notes:

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