

Creating Safe Brain Smart Classrooms



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Learners will be able to:

- Describe what is needed for transformational change.
- Identify the triggers, behaviors and needs of each state in the Conscious Discipline brain state model.
- Describe how the adult powers of perception and attention impact behavior.
- Practice the adult skills of composure and assertiveness by identifying triggers, practicing active calming and distinguishing between passive, aggressive and assertive communication.
- Identify the School Family structures and rituals that help create an environment for success by laying a foundation of safety and connection to help meet the social and emotional needs of all children.
- Identify the components of the Brain Smart® Start and explain how they relate to optimal learning.

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.

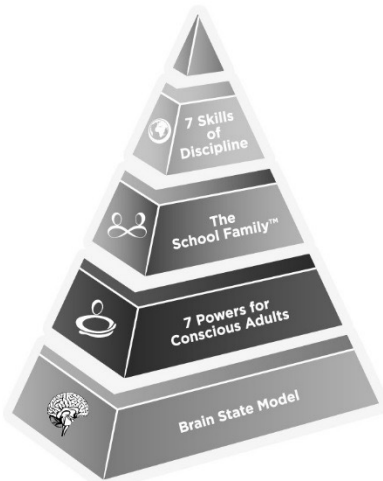
Seven Powers for Conscious Adults

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
Perception: No one can make me angry without my permission	Composure	Brain Smart Start, Friends and Family Board, Safekeeper Ritual, greetings and Safe Place Center
Attention: What you focus on you get more of.	Assertiveness	Visual Routines, Visual Daily Schedule, Time Machine, Transition Rituals



Becoming Brain Smart

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

COMMITMENT: Day 1

I am willing to begin taking back my power by practicing S.T.A.R. breathing and recognizing that no one can make me angry without my permission.

Signature:

Individual Commitment

Today I am going to:

Signature:

COMMITMENT: Day 2

I am willing to become aware of when I give my power away. Breathe, pivot and focus on what I want more of.

Signature:

Individual Commitment

Today I am going to:

Signature:

MAKING THE SHIFT

From Trying to Control to Connecting

Shifting from relying on **Fear-Based** Discipline to **Love-Based** Discipline

It can be hard to sustain our positive energy because most of us were raised with a discipline system that relied on fear.

Fear of punishment

Fear of the loss of love

Fear of failure

Fear of abandonment

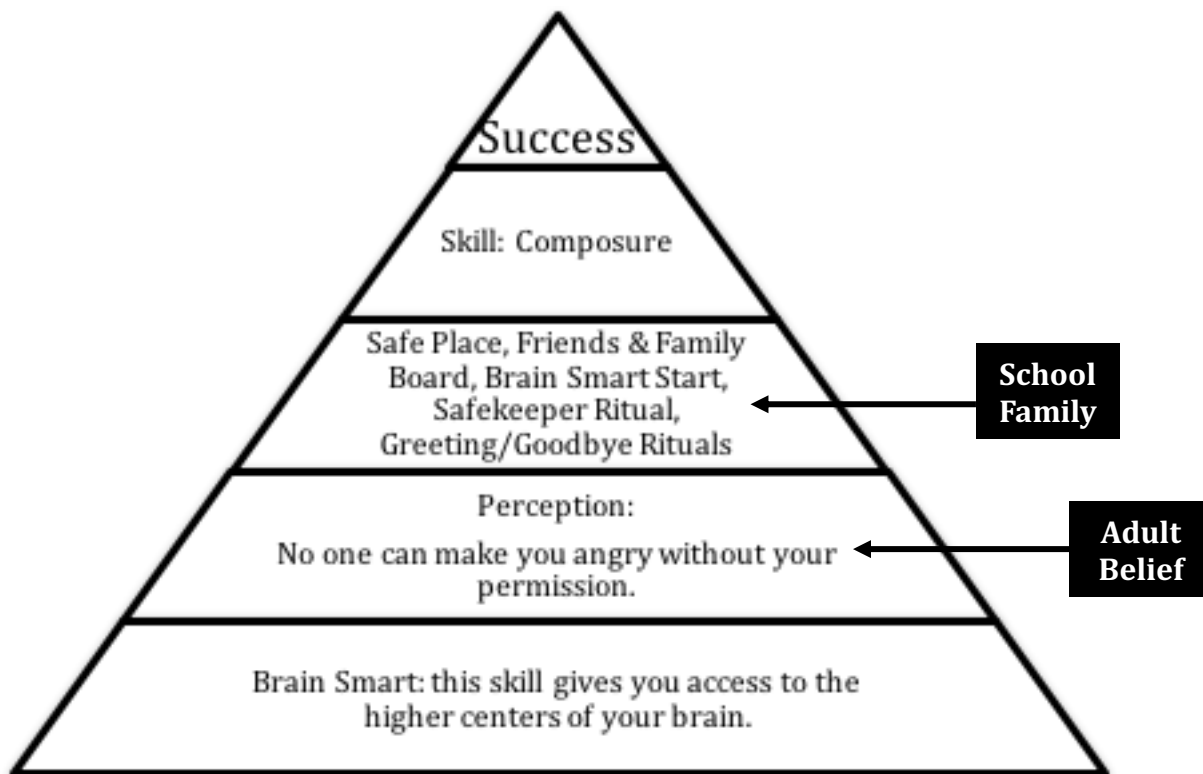
Side effects of relying on fear:

1. Focuses you on what you didn't do (not "enoughness")
2. Stresses your body (releases adrenaline & cortisol)

What is your definition of DISCIPLINE?



Discipline is not something we DO TO children it is something we develop within--Discipline is an INSIDE job!



We teach values through human interactions we see, not lecture

Traditional Discipline Beliefs:

- It is possible to make others change if you have the right reward or punishment
- Rules govern behavior
- Conflict is a disruption and should be avoided.

Conscious Discipline® Beliefs:

- The only person I can make change is myself. Controlling myself is possible and has a profound impact.
- Connection governs behavior.
- Conflict offers an opportunity to teach and practice new skills.

Think about it...

(Write a scenario that challenges you)



Conscious Discipline® Core Methodology

Regulate Adult

Power	Skill	Structure
Perception		Brain Smart Start, Friends and Family Board, Safe Place, Greetings, Safekeeper Ritual
Attention		Visual Routines, Time Machine, Class-Made Books, after conflict reconnecting rituals
Unity		Connecting Rituals, Ways to be helpful board/book, jobs
Free Will	Regulate Child	Visual Rules
Acceptance		We Care Center
Love		Celebration Center, School Family Assembly, Wishing Well
Intention		Time Machines, Class Meeting

Practice Skills

The Structures Become the Culture of Your Classroom

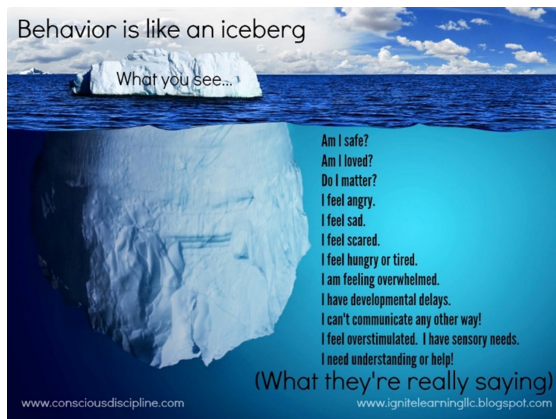
Power of Perception—State Unconsciously Dictates Behavior

Behavior

Adult/symptom relief

Self-Regulation

Manage inner states enough to learn new skills-specifically access and develop empathy

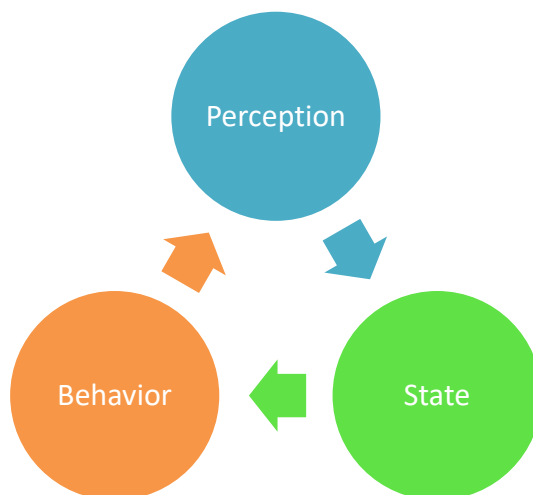
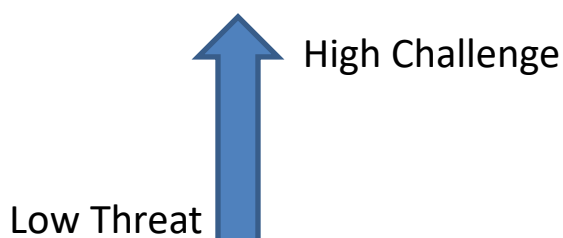


State First---Behavior Second

What is the optimal state for learning?

♥ Relaxed Alertness

- ♥ Open heart & Mind
- ♥ Competent
- ♥ Confident
- ♥ Resilient
- ♥ On purpose



Brain Smart© Principles: Building Codes for Success!

- The brain is pattern-seeking
- The best exercise for the brain is exercise
- Connections on the outside build connections on the inside
- The brain functions optimally when we feel safe



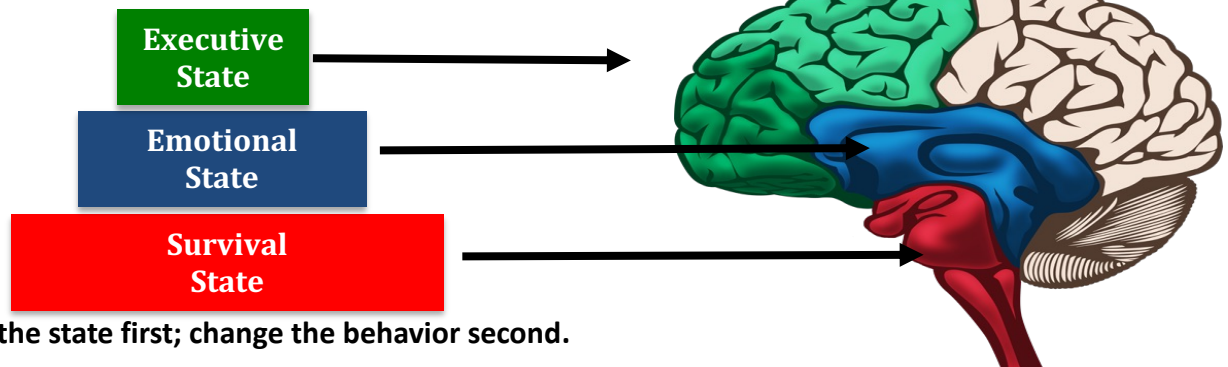
Power of Perception—No one can make me angry without my permission

- ♥ We must become aware of our perceptions and viewpoints and then we can choose to change them or keep them
- ♥ Sometimes we just need more information
- ♥ You don't get a choice of how you perceive something unless you are conscious of how you perceive it
- ♥ If we are unaware, then we are operating on autopilot

"How I perceive something dictates my inner state and therefore dictates my behavior."

Seeing the Call for Help

STATE UNCONSCIOUSLY DICTATES BEHAVIOR



	Survival State	Emotional State	Executive State
Trigger			
Behaviors/ Characteristics			
Accessible Skills			
Need			

Think about it...

What state is the child in when your scenario happens and how do you know?

What state are you in when that scenario happens and how do you know?



Conscious Discipline® Brain State Model

Survival State (SEE)

- Trigger: Threat
- Kick, hit, push, bite,
- hide, withdraw, shut down
- Give up, give in, comply, run away
- “Am I Safe?”
- Developmental Need: Safety

TOOLS NEEDED (NARCS)

- **N**oticing
- **A**dult **A**ssertiveness
- **R**hythm & **R**outines in pictures
- **C**omposure
- **S**afety



Characteristics:

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

Conscious Discipline is a Mindset *SHIFT*

Initial Mindset Shifts are required:

- See misbehavior as a call for help instead of disrespect.
- Shift from trying to change others to changing ourselves.
- Shift from trying to control others to connecting with others.

New Job Description

Teacher's Job: To keep the classroom safe.

Children's Job: To help keep the classroom safe.

A Safekeeper Must:

- Be a S.T.A.R. instead of losing it.
- Become aware of trigger thoughts and events.
- Wish children well and notice instead of judge.
- Use the language of safety instead of the language of fear.
- See conflict as an opportunity to teach.

“My job is to keep you safe, your job is to help keep it safe”

In order to do our job we must shift from punishing to teaching children



Conscious Discipline® Brain State Model

Emotional State (HEAR)

- Trigger: World not going my way
- CD-ROM
- Always/Never
- No, I hate you
- Back talk/attitude
- Blame/Attack
- “Am I loved?”
- Developmental Need: Connection



TOOLS NEEDED (REJECT)

- **Rituals**
- **Encouragement**
- **Jobs**
- **Empathy**
- **Choices**
- **The School Family**

Characteristics:

- Body relaxes.
- Eye contact and touch are helpful.
- Seeking connection, understanding and power.
- Open to touch, empathy and choices.

Notes:

[illegible]

Conscious Discipline® Brain State Model

Executive State

- Integrated Brain State
- CEO/Boss of brain
- Relaxed Alert: Helpful, empathy, wisdom and learning, creativity.
- Executive Skills
- “What can I learn from this?”
- Developmental Need: Problem-Solving in Social Settings



TOOLS NEEDED (SPACE)

- **S**olutions
- **P**ositive Intent
- **A**cademic Integration
- **C**onsequences
- **E**xecutive Skills

Characteristics

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

Executive State Skills: A TOP WIFE Makes Good Tea

Attention: Ability to sustain attention in spite of distractibility, boredom or fatigue

Time Management: Capacity to estimate how much time one has, how to allocate it and how to stay within time limits/deadlines. A sense that time is important.

Organization: Ability to create and maintain systems to keep track of information or materials

Prioritization: Ability to see what is most important and make a plan to accomplish it

Working Memory: Ability to hold information in memory while performing complex tasks and draw on past learning or experiences to apply to a situation at hand or project into the future

Impulse Control: Capacity to think before acting, allowing you to evaluate a situation and how your behavior might impact it

Flexibility: Ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions

Empathy: ability to manage emotions in order to achieve goals, complete tasks, direct behavior and see from another's point of view

Metacognition: Ability to step back and take a bird's eye view of yourself in a situation, to observe yourself (reflect and witness), self-monitor and self-regulate

Goal Achievement: Capacity to have a goal and follow through to completion

Task Initiation: Ability to begin projects in an efficient and timely fashion



Conscious Discipline is about Transformational Change

To Transform a Culture You Must:

- Recognition that there is a need for change
- A plan for change and help from other experts in the field
- Investment of time, finances, energy, and resources.
- Leaders who are willing to model the desired behavior and make a commitment to personal change.
- Connection and self-control rather than force, realizing that everyone will go at their own pace and be more willing for change if they feel connected
- New tools, you have to retool yourself in order to create transformational change.

Conscious Discipline Asks Adults to:

- See misbehavior as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption in learning
- See others as capable of self-regulation instead of needing to be controlled
- Understand that the only person we can truly make change is ourselves
- Understand that interdependence is the basis for problem-solving
- Understand that internal state dictates external behavior
- Understand that what you focus on, you get more of

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

Our perception of events generates our emotions, not the events themselves.

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.



Active Calming: Pressing the PAUSE button

Active Calming (Take care of yourself first)

- ♥ When we get triggered, Active Calming is our journey from the *Lower Centers* to the *Prefrontal Lobes* so we can **respond** rather than **react** to life events

Step 1: Be a STAR (*Upload* so you can use mirror neurons to help you *download*)

- ★ This is not natural
- ★ Adding a Pause Button

Step 2: Overlay CD-ROM

- ★ Can't be erased, just let it play
- ★ Overwrite it: "I'm safe, keep breathing, I can handle this"

Step 3: Bring Safety and Well Wishes to Child (*download*)

- ★ "You're safe, keep breathing, you can handle this"

Activity: Know Your Triggers

- ♥ Pre-programmed DNA + Healthy and Unhealthy experiences = Triggers written from our childhood
- ♥ Who or what is pushing your buttons?

Arguing
Whining
Talking Back
Interrupting
Showing Anger
Tattling
Sulking
Aggression

Blaming
Pouting
Not Listening
Lying
Silliness
Disrespect
Laziness
Other: _____

No one can make you angry without your permission.

"I am safe. I am calm. I can help this child with his/her problem."

Now that I am CALM I Can NOTICE the Child and Be Helpful!

Noticing in the **Survival State** is describing what they *look like*:

- Noticing **describes** what you see or feel without the need to judge
- Noticing is **present** in the moment
- Presence brings a sense of **joy, safety, and passion**
- Helps people become **aware** of themselves
- Noticing encourages eye contact and builds connection

"Your eyes are like this. Your mouth is like this. Your hand went like this."

- As soon as they look **BREATHE**



Noticing to Download Calm: The Mirror Neuron System

Noticing in the **Survival State**:

- Emotions are contagious
- Mirror Neurons help our motor networks practice what we've seen
- When we notice, we turn on the Prefrontal Lobes and access our brilliance
- We help all children, including the most challenging, regain composure by utilizing deep belly breathing, wishing well, and the mirror neuron system
- Noticing is a specific type of describing that invites connection through consciousness and eye contact
- Once eye contact is achieved you can download calm
- Requires us to see without judgement

How to use Noticing:

Describe and demonstrate what the child is doing

"Your face is going like this (demonstrate)"

"Your arms are going like this (demonstrate)."

*This demonstration creates a natural urge for the child to look

1. Upload calm into your body.
2. Mirror and notice child.
3. When they look STAR
4. Offer the child choices or provide specific instructions

Noticing gently encourages eye contact without demanding compliance by saying "look at me," which could be perceived as a threat

If the child resists eye contact, take another deep breath and join with him in an attuned way. Continue describing and demonstrating until he looks.

"Look at that! You've got the little truck and your going like this (demonstrate)"

"And your finger just went like this boop (demonstrate)"

Noticing Formula

"Your _____ is going like this (demonstrate)."

Common mistakes when downloading:

- ⊘ We forget to upload before we download. We unconsciously begin to guard against misbehavior before it occurs. We must enter the moment calm, assured and open to help them be successful
- ⊘ We forget to physically demonstrate or mirror what the child is doing.
- ⊘ We say, "your hands covered your face." We give too much information.
- ⊘ We forget to take that deep, slow breath the instant the child makes eye contact
- ⊘ We unconsciously download with the intent of making the child engage or comply instead of the intent of being helpful.



Creating a Safe Place

There is a developmental sequence:

1. Caregiver's Chest
2. Lap or close to caregiver
3. Safe Place Structure/Space in the room
4. Inner peace

Think about a “safe place” for you and illustrate or write about it here:

Children must learn to use the Safe Place:

- Teach the rules and procedures just like any other place in the classroom
 - When do you go
 - What do you do when you get there
 - How long can you stay
 - Who can help me
- **Children can't use the Safe Place effectively unless they have a Safe Adult**
- Build Strong Connections
- Make Class books about Safe Place
- What are their triggers? How can they recognize their triggers?



Steps to Using the Safe Place

1. I AM: Recognize when triggered and go to the Safe Place
2. I CALM: Choose a Calming Strategy from Provided Visuals (STAR, Balloon, Drain, Pretzle)
3. I FEEL: Identify the feeling. Help the buddy calm: “your face is like this, you’re safe, breathe with me.”
4. I CHOOSE: Choose something that helps get to higher state (ILUR, journal, puzzle, talking, music, book, fidget, walk, jump, breathe)
5. I SOLVE: Qtip, OOPS, Time Machine, Environmental Changes, Perception, Manage Emotion

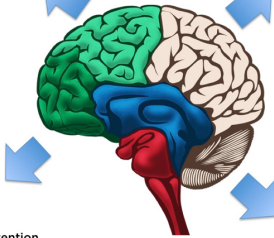


Unite
 Increase energy
 Decrease energy
 Get on same page

Disengage Stress
 Calm down classroom
 Organized quiet
 Shift gears/transitions

Connect
 Increase attention
 Increase motivation
 Impulse control
 Organized energy

Commit
 Activate Frontal Lobes
 Focus attention
 Increase success



ConsciousDiscipline.com 800.842.2846

Conscious Discipline

How do you currently start your day?

Brain Smart Start©

Physiologically & Neurologically helps us change states!

Brain Smart Start © Symbolic Values

- ♥ Activity to Unite _____ →

♥ Builds affiliation and safety (endorphins)
- ♥ Activity to Disengage Stress _____ →

♥ Prepares the brain for cortical learning
- ♥ Activity to Connect _____ →

♥ Helps to maintain focused attention & motivation to learn
- ♥ Activity to Commit _____ →

♥ Produces serotonin; teaches responsibility
- ♥ We value our humanity

♥ We value safety

♥ We value each other

♥ We value and respect difference

Activities to Unite: Builds Affiliation and Safety

Brain Smart Principle #1: The best exercise for the brain is exercise.

<ol style="list-style-type: none"> School or Class Song Pledge of Allegiance Class chant or cheer "School Family" song Mission Statement Convocations 	<p>School Family Chant</p> <p>Hands up high, Hands down low. We are a School Family Wherever we go!</p>
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Activities to Disengage Stress: Prepares brain for Cortical Learning

Brain Smart Principle #2: The brain functions optimally when a person feels safe

<ol style="list-style-type: none"> Belly Breathing Yoga/Stretching Organized Movement & High Energy Songs Calming Cream Fidget/Sensory Tools Frequent Breaks/ "First-Then" Visual Routines and Rules Ear Rubs 	<p>Bye-Bye Crankies <i>(For Use With Calming Cream)</i></p> <p>Bye-Bye Crankies! Bye-Bye Crankies! Bye-Bye Crankies! It's time for you to go!</p>
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Pretzeling

I can be a pretzel, arms and legs out.
Cross them over and watch me pout.
When I feel real angry, a pretzel I'll be.
Squeeze together...one...two...three!

- Give children lots of opportunities to practice (print these icons for free on the website)
- In through the nose, out through the mouth
- Breathe 3X with deep belly breathing to shut off stress response...smiling gives you a head start!
- Use novel tools such as harmonica, windmill, smell the flower, blow out candle

Start your "Be a STAR Program"

Identify healthy strategies for disengaging your stress response:

Activities to Connect: Helps to maintain focused attention and motivation to learn

Brain Smart Principle #3: Human connections build neural connections

Connection = Impulse Control, Attention, Cooperation

- The motivation to behave comes from being in relationship, therefore behavior is relationship specific
- The **relationship between parents** is more important to the child than that parent's relationship with the child
- Connection literally wires the brain for **impulse control** and **willingness**

Essential Ingredients for Making Connections

- ♥ Eye Contact
- ♥ Gentle, appropriate touch
- ♥ Being present in the moment
- ♥ Playful interaction

Humpty Dumpty



The most disruptive children are the most disconnected children!

1. I Love You Rituals
2. Greeting Ritual
3. Absent Child Ritual
4. Build a Handshake
5. Friends and Family Board
6. Kindness Tree
7. Songs that include all ingredients
8. Bring Child's Photo to Case Conference

Sample Greetings

- Pinky Hug
- Cow
- Snake
- Skunk
- Butterfly
- Fist bump
- Hammer

The Goal of Rituals is to Create a Caring Culture



Classroom Rituals: Use the space below to take notes and plan for how you will implement these rituals.

Absent Child Ritual	Wishing Well Ritual <i>We wish you well, We wish you well, All through the day today, We wish you well!</i>	Welcome Back Ritual <i>You've been gone and You've been missed. Where would you like your Welcome back kiss?</i>
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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 ♥ Making the SHIFT from Control to Connection

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



Activity to Commit: Produces serotonin and teaches responsibility

Brain Smart Principle #4: The brain is pattern-seeking and survival oriented

Conscious Discipline® is about making commitments

- ♥ Conscious Discipline® is about helping children be successful
- ♥ Making commitments increases the likelihood of a person being successful
- ♥ Making and keeping commitments raises serotonin in the brain

Pre-determined
Group/Teacher
agreements

Choice from
predetermined list

Group Intrinsic:
Group authored
commitments

Intrinsic: Self-
authored, follow-up,
how did it feel?

Possible Group Commitments:

- Listening Ears
- Kind Words
- Walking Feet
- Helping Hands

**Add
Visuals**

- What will it look, sound, and feel like?

Notes:

Brain Smart Start Implementation:

What Ideas Will You Plan to Use in Your Classroom?

Brain Smart Start Elements Reflection:

Activities to Unite: _____

Activities to Destress: _____

Activities to Connect: _____

Activities to Commit: _____



Compassion

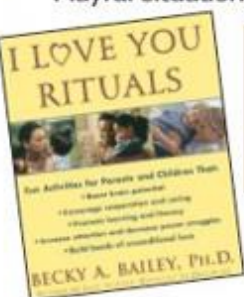
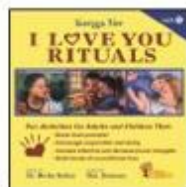
Compassion is the keen awareness of the interdependence of all things. It is the ultimate and most meaningful embodiment of emotional maturity. It is empathy in action. Acts of compassion yield 100% more DHEA (anti-aging hormone) and 23% less cortisol (stress hormone). The School Family™ creates a compassionate environment that promotes optimal brain development.

Connection = Cooperation

The motivation to behave comes from being in a relationship. Connection literally wires your brain for impulse control and willingness.

Connection

- Eye contact
- Touch
- Presence
- Playful situation



*Georgie Porgie pudding and pie
Gave his friend a big high five
With his friends he loved to play
A gift of a smile he gave each day*

*Margie Pargie, pudding and pie
Gave her friend a big high five
With her friends she loved to play
A gift of a handshake she gave each day*



*Peter, Peter pumpkin eater
Had a friend and loved to greet her/him
Treated her/him kind and with respect
And in the morning, hugged her/his neck*

*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.*



Structure First: The Backbone for Successful Transitions and Engagement

Executive Skills Develop Through Problem Solving in Social Settings

Attention: Ability to sustain attention in spite of distractibility, boredom or fatigue

Time Management: Capacity to estimate how much time one has, how to allocate it and how to stay within time limits/deadlines. A sense that time is important.

Organization: Ability to create and maintain systems to keep track of information or materials

Prioritization: Ability to see what is most important and make a plan to accomplish it

Working Memory: Ability to hold information in memory while performing complex tasks and draw on past learning or experiences to apply to a situation at hand or project into the future

Impulse Control: Capacity to think before acting, allowing you to evaluate a situation and how your behavior might impact it

Flexibility: Ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions

Empathy: ability to manage emotions in order to achieve goals, complete tasks, direct behavior and see from another's point of view

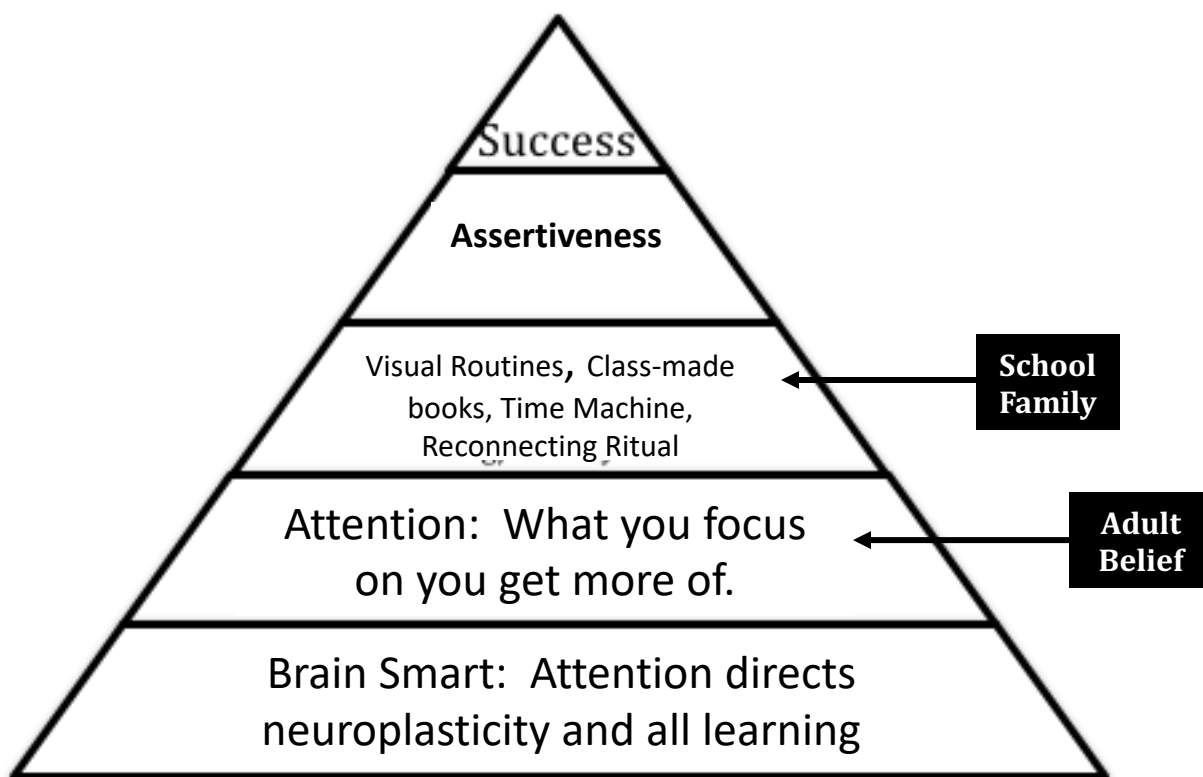
Metacognition: Ability to step back and take a bird's eye view of yourself in a situation, to observe yourself (reflect and witness), self-monitor and self-regulate

Goal Achievement: Capacity to have a goal and follow through to completion

Task Initiation: Ability to begin projects in an efficient and timely fashion



Discipline is not something we DO TO children it is something we develop within--Discipline is an INSIDE job!



POWER OF ATTENTION: What you focus on your get more of

Assertiveness

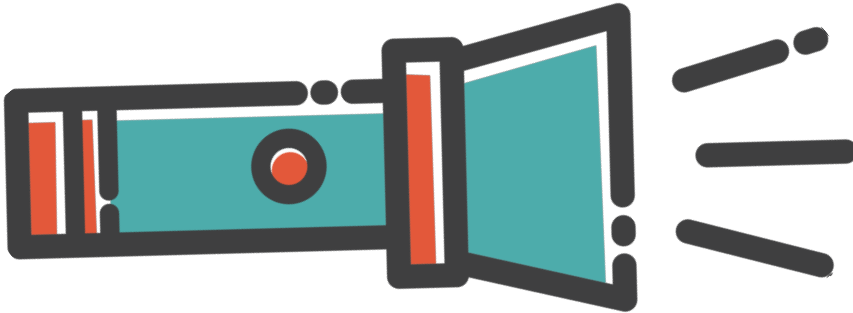
Assertively setting boundaries is a critical life skill
We focus on what we value.
What gets YOUR attention?



Attention----Assertiveness----Time Machine, Visual Routines, Visual Schedule



Think about your last upset. Describe it in the space below and write what your focus was on the lines below.



Setting Limits Without Guilt

Children need to experience firm consistent limits

When you set limits, you help them develop the skill of Assertiveness within themselves

Without limits, we unconsciously train our children to be **victims** or **bullies**—**pull them into the fold of School Family**

When you set limits with children, you also help them learn to set limits with others

School Family is an essential part of your success

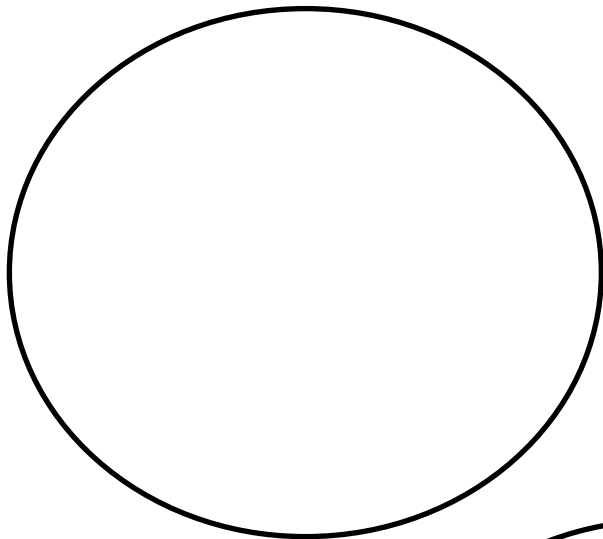
The Skill of ASSERTIVENESS: Clear Communication

Assertiveness is the medium through which we can teach children the value of respect.

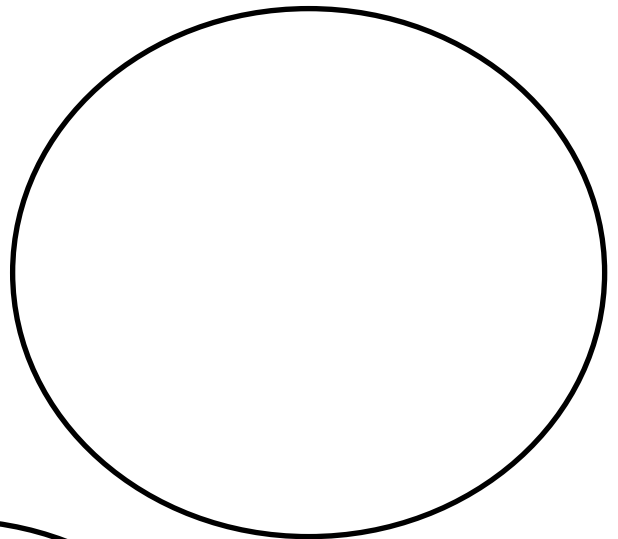
- ♥ Goal: That speaking is more powerful than hitting or kicking.
- ♥ Focus on the behavior that you want to see happen.
- ♥ When you are angry, you are always focused on what you don't want.
- ♥ When you are focused on what you don't want, you end up teaching the very behaviors you are trying to eliminate



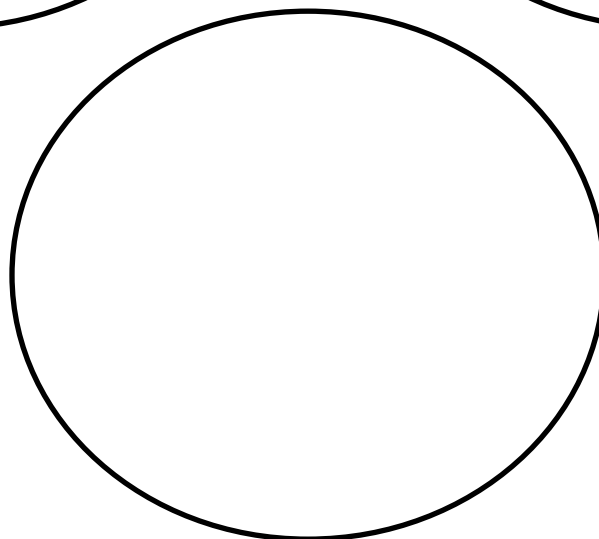
	Assertive	Passive	Aggressive
Intent:	Clarity	Avoids conflict through pleasing	Avoids conflict through dominating
Tone:	Just do it.	Asking permission?	Or else!!!
Power:	Within	Given away	Taken from others
Feelings:	Owned with direct expression	Projected with indirect expression	Projected with indirect expression
Information:	Usable, what to do	Non-usable, confusing	Non-usable, attacking
Belief:	I am enough	I am not worthy	You are not worthy



Home



Work



Myself



Teacher Assertiveness

When you communicate Assertively:

- Your communication is clear.
- You give useable information.
- You focus on what you want to happen.
- You match your non-verbal to your verbal. It uses a “just do it” tone.
- You show respect and enforce rules.

Pivoting:

Essential Question: “Do I want more of this in my life?”

- ♥ It starts with **COMPOSURE**
 - ♥ To focus on what you want you have to be a calm model of self-control.
 - ♥ Steps to Active Calming include 1) STAR. 2) Affirm. 3) Solve.
- ♥ To do this we use the skill of **PIVOTING**
 - ♥ I “catch myself” and refocus on what I WANT
 - ♥ First step is becoming conscious of the fact that you are upset
 - ♥ Once you calm down you are able to do an about face and try again
 - ♥ **NAME—VERB—PAINT** “Jonathan, walk to the rug and sit on your spot.”

Assertiveness Skills Needed for Working With Children

Young children turn fearful situations into a game

Assertiveness helps us keep fear out of conflicts with kids.

♥ Assertive Commands

1. Walk over to the child
2. State child’s name
3. Wait for eye contact
4. Touch the child
5. Draw a picture with words as you give
6. Give the command with gestures
7. Loving “no doubt” energy
8. Encourage: “That’s it! You...”

Use All of Your Senses

Kinesthetic: walk over to the child

Touch: Put your hand on their arm, shoulder, hand, or back

Auditory: Say their name and paint a picture with words

Visual: Use hand gestures

Energetically: I have a loving positive goal knowing she can do it **without a doubt**

Application Time!

Without using the following words, write an assertive command:

I need you to please quit I want you to stop don’t please let’s

Write an assertive command (Anna, pick up the crayons and put them in the basket like this.)

NAME

VERB

PAINT A PICTURE WITH YOUR WORDS



Internal Speech

Children up to age 6 have no internal speech

They think in pictures

They simply don't understand conjugated verbs such as "don't".

Adults use internal speech all the time

Children need pictures to help them govern their behavior.

To Help Children Learn To Use Their Power of Attention We:

Make "pictures" of what we want them **TO DO**

- ★ These pictures can be verbal or nonverbal

The pictures, or images, we create for children:

- ★ Are used to govern their behavior

- ★ Teach them how to treat others

- ★ Show them how to assertively move through life in problem solving mode instead of blame

You can use your own body, photos, or words to illustrate what you want

Teaching Routines

Routines/Procedures

Goal: Order and predictability

- ♥ This is the process you expect them to go through to help everyone move safely through the day

- ♥ Routines are the antidote to chaos

- ♥ Teaching routines is like teaching long division. If a child doesn't get it we simply teach him in a different way.

- ♥ There are several Strategies we can use including, but not limited to:

- ♥ Visual Schedules

- ♥ Video Modeling

- ♥ Layered Grouping

- ♥ Chaining

- ♥ Social Narratives

- ♥ **MAP it out**

- ♥ **M = Model, music and movement**

- ♥ **A = Add visuals**

- ♥ **P = Practice daily**

- ♥ **Get students involved in their creation**



M.A.P. Routines: School-Wide 1st; Classroom 2nd

Model - Add visuals - Practice

Teach expected behaviors. A picture is worth a thousand words. They last much longer than the words we say. Visuals represent your assertive commands in pictures and help children be more successful.

Adult Assertiveness: M.A.P. Routines (Model, Add visuals, Practice)

Visual routines are the backbone of the School Family™.

- ♥ Goal: Predictability (Predictability and consistency establish safety)
- ♥ The brain is a pattern-seeking device
- ♥ Clear patterns create an enriching environment for the brain

Activity: Routine Books

1. What time of day do you find most chaotic? _____
2. Write a routine book for that time.

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SOCIAL STORIES

NOTES:

TRANSITION RITUALS

NOTES:

USING CONFLICT TO TEACH

INTRUSION	How to respond when others infringe on your boundaries	I feel powerless	Did you like it?
TATTLING	Helpfulness, Forgiveness, Compassion	Revenge-I am angry and don't know how to express it	Are you telling me to be helpful or hurtful
SAFETY	Trust in authority	Distrust in authority	I will take care of it



Notice Instead of Judge

NOTICING (Survival State):

"Your _____ is like this."

"Your hands are clenched tight like this. Your face is red, and your forehead is wrinkled like this."

EMPATHY (Emotional State)

"You seem _____. Something must have happened."

"So you are saying that _____."

"It is frustrating when someone is playing with the toy you want."

PROBLEM SOLVING (Integrated State):

"You wanted _____."

"You were hoping _____."

"You may _____ or _____."

"What could you do that would be helpful?"

"Would you like some ideas that other children have used?"

"If you choose to _____, then you will _____."

Noticing helps us guide children and adults from lower brain states to an optimal state.

Implementation Planning

Use the space below to reflect on what you have learned today and plan how you might use one or two concepts in your position:

Some things to consider:

- What is one visual or strategy that you could tweak or add to help the scenario you shared?
- How could you add Brain Smart interactions throughout your day?
- What will you do to begin noticing your triggers and managing your own upset?
- What visuals do you need to put in place to help you focus on what you want?
- How will you increase noticing in your classroom?

