Building a Bridge to Problem-Solving

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OBJECTIVES:

Understand and recognize that emotions are energy in motion and have a job to do

Practice mature empathy with DNA and the Safe Place

Identify essential skills to creating problem solving classrooms.

Learn to reframe intent from negative to positive.

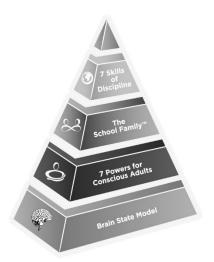
Develop your Executive Skills Lending Library so you can share with children.

Practice integrating the seven skills of Conscious Discipline®

Understand how to teach aggressors and victims to use their Big Voice in an appropriate way Learn how to implement three types of effective consequences

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 Conscious Discipline.com

POWER	SKILL	STRUCTURES & RITUALS
Acceptance: The moment is as it is	Empathy	We care center, feeling buddies
Love: See the best in others.	Positive Intent	Celebration Center, Wishing Well, School Family Assembly
Intention: Mistakes are opportunities to learn.	Consequences	Class Meetings, Conflict Resolution Time Vachine, Relationship Repair Rituals

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COMMITMENT

I am willing to use the Power of Love to see the best in at least two challenging children this year. I understand that by seeing others compassionately, I do not let them off the hook; I simply invite the possibility of self-reflection, solutions and change instead of punishment and blame.

Signature:		
_	 	

Individual Commitment

Today I am going to:

Executive State Skills

Conscious Discipline Beliefs:

- Controlling and changing ourselves is possible and has profound impact on others
- Connectedness governs behavior
- Love/CD (Oxytocin)
- Conflict is an opportunity to teach/learn

Relationship Governs Behavior:

Healthy relationships release oxytocin

- ➤ Calms the amygdala
- ➤ Allows greater access to the Executive State and the Power of Love (as a choice not a feeling)

Unhealthy relationships release cortisol

- ➤ Hypes up the amygdala
- ➤ Causes distrust
- ➤ Creates distorted CD-ROM filters

Amygdala is the Gatekeeper:

- Am I Safe?
 - ➤ I must hurt you first
 - > I must hide so you cant hurt me
- Am I Loved?
 - Getting negative attention is better than none
 - Getting what I want means you love me.
- What Can I learn?



Did you know...

The executive state requires relaxed alertness fostered by positive emotions. It is achieved in climates of high challenge and low stress.

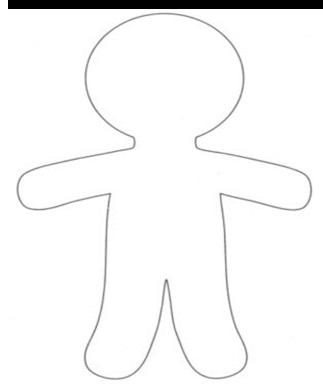
Becoming Brain Smart: Integrating Right/Left Hemispheres

Successful Integration Requires: ***Knowing and DOING requires BRAIN INTEGRATION***

- 1. Model our personal right hemisphere self-regulatory skills for children
- 2. Incorporate more personal storytelling
- 3. Value Play and the Arts
- 4. Practice and Incorporate the Skill of Positive Intent to reach all children, especially the most difficult

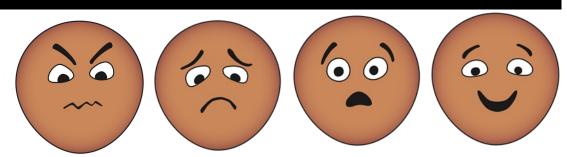
What are some ways you incorporate these strategies into your day?	
, ,	

Noticing is Critical: What sensations indicate you've been triggered?



- 1. Think of a recent experience in which you felt angry.
- 2. Reflect on what physiological changes occurred in your body.
- 3. Mark on the diagram where you felt the physical changes.
- 4. These sensations are a signal that you are becoming angry; only you have the ability to transform your state from upset to calm.
- 5. To transform your state you must become aware of the changes within your body.

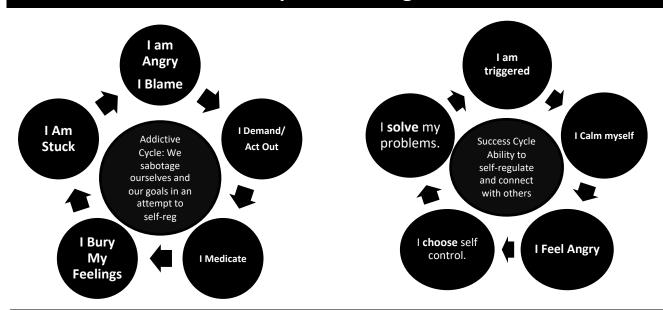
Awareness: We parent and teach from the style that was used for us.



Style of Managing	Angry	Sad	Scared	Нарру
Ignoring				
Dismiss				
Punish				
Save				
Coach				



Five Steps to Self-Regulation



Self-Regulation: The ability to regulate our thoughts, feelings and actions in service of a goal. If we are going to teach children how to self-regulate, we muse first learn how to do it ourselves. We must "walk the talk" by demonstrating self-regulation in our own lives.

Unconscious	Conscious
I Blame: "Look what you made me do."	I Am Triggered: I am angry.
I Demand/Act Out: I demand the world go my way. Name calling, etc.	I Calm: Breathing and noticing nonverbal cues.
I Medicate: I medicate the distressing sensations through addiction, comfort food, etc	I Feel: Identify and name the feeling, shifting from "I am angry" to "I feel angry."
I Bury: I bury my feelings in a life story or life script, painting myself or others as villains and victims, and separating from others	I Choose: I relax, change my state and reframe the problem. I can see the situation differently by using positive intent.
I Am Stuck: I am stuck in the problem, story or life script.	I Solve: Win-win solutions are abundant.



This is the integrative process that comes about by allowing our unconscious emotions to become conscious feelings.

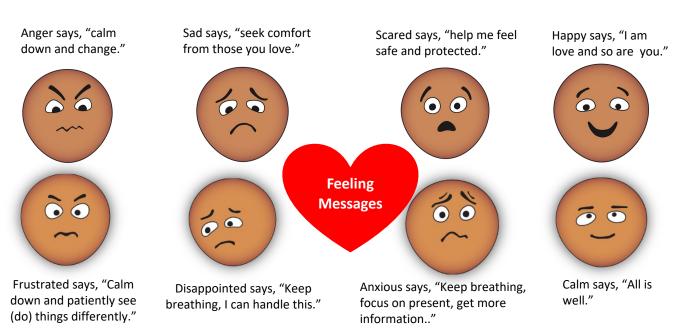
Feelings are Good Guys, Not Bad Guys



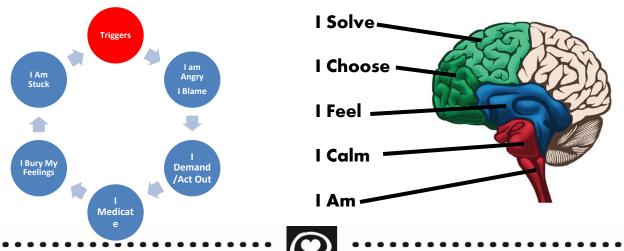
40% of children enter kindergarten missing necessary self-regulation skills



Action



If you can begin to notice these signals before they take over you can help children begin to regulate and continue learning instead of starting the cycle of self-sabotage



Brain Smart Teaching Moments:

Disappointment and Sadness

Verbal Expressions:

- "It's not fair."
- "I wish we could ."
- · "This sucks."
- · "Bummer."
- "I don't care."

Nonverbal Expressions:

- Downcast eyes
- Steamed shrimp posture
- Droopy eyes and face
- Slow movements
- Shuffling feet

Physical Expressions:

- Withdrawing
- Reluctance to engage
- Crying
- Pouting
- Whining
- Complaining

Frustration and Anger

Verbal Expressions:

- "this is stupid."
- "I hate you."
- "I hate ____."
- Cursing
- Name calling
- "You can't make me."
- "You said we could..."

Nonverbal Expressions:

- Furrowing eyebrows
- Tight face
- Folding arms
- Tense muscles
- Clenching fists
- · Reddening face

Physical Expressions:

- · Screaming and shouting
- Throwing items
- Stomping
- Physically attacking (hitting, kicking, biting, etc.)

Anxiety and Fear

Verbal Expressions:

- "Do we have to?"
- Excuses and blame
- "I don't know."
- "I don't want to."
- "I can't"

Nonverbal Expressions:

- Wide eyes
- Shallow breathing
- Darting eyes
- Lack of eye contact

Physical Expressions:

- Fidgeting and hyperactivity
- · Busy hands, sitting on hands
- Nail biting
- Rubbing arms, legs
- · Withdraw and hiding
- Non-conversational language

YOU are a Child's First Safe Place and it Begins with DNA

D = Describe non-verbal cues

"Your eyes are going like this"

"Your mouth is going like

this"

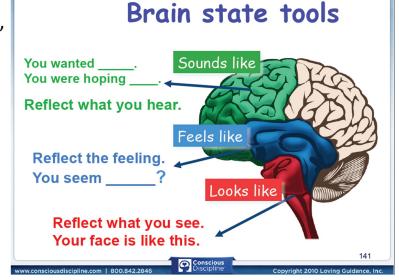
N = Name the feeling

"You seem___?" "You sound ?"

• A = Acknowledge their intent

"You wanted___"
were hoping "

"You





Five Steps







Child is triggered into a state of upset.





Step 2



Children need assistance in turning off the stress response in their body and calming down their physiology.









Step 3

• Feel

Children need assistance in naming and taming the feelings that has overwhelmed them.









Step 4

• Choose

Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers.







Step 5



Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution











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Notes:			



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

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. IAM: Recognize when triggered and go to the Safe Place
- 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





Safe Place:

Space where children are instructed, encouraged and supported in attending to their emotional upsets through self-regulation activities.

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•	When does the teacher teach the concept of Safe Place?
•	Do you open the Safe Place on the first day of school?
•	When do children go?
•	What do they do when they are there?
•	How long do they stay?
•	Who can help?

There are five steps to emotional regulation. These five steps have corresponding activities and interventions that help the children be successful.

Teach children about the I Am Lost state when they first become upset. Teach them to go to the Safe Place to take off their imaginary I Am. (smock0

Check yourself:

- ☐ I have taught when to use the Safe Place
 - Shubert is a S.T.A.R.: Bug crazy mad
 - Missing someone: Sad
 - What bugs me triggers
 - Feeling Buddies Self-Regulation Toolkit
- ☐ I have taught how to calm down in whole group instruction, Brain Smart Start, and in transitions repeatedly.
- ☐ I have taught through songs and teachings moments, how to recognize feeling faces.
- ☐ I have taught children how to remove the *I am upset Smock;* I am angry = I feel angry

Step 1



Am

Teach children about the I Am Lost state when they first become upset. Teach them to go to the Safe Place to take off their imaginary I Am. (smock)

- ☐ I have taught when to use the Safe Place
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- ☐ I have taught children how to remove the *I am upset Smock;* I am angry = I feel angry







Children need assistance in turning off the stress response in their body and calming down their physiology. I Calm interventions include the following:

- 1. The I Calm: Safe Place Mat
- 2. Four visual icons for S.T.A.R., drain, balloon, and pretzel (download these from ConscousDiscipline.com)
- 3. Conducting the following activities during the day:
 - · Stress reducers during the Brain Smart Start
 - Reading Shubert is a S.T.A.R. many times, sending it home for parents, keeping it in the Safe Place
 - Singing "The STAR Song" on It Starts in the Heart by Jack Hartman and R. Becky Bailey and "Calm Your Brain" on the Brain Boogie Boosters CD by the Learning Station and Dr. Bailey
 - Writing and reading class made books about when and how to do the four stress reducers.
- 4. Safe Place Poster Set

Check yourself:

- ☐ Have I visually posted the icons in the Safe Place?
- ☐ Have I read and placed *Shubert is a S.T.A.R.* in the Safe Place?

Step 3



Feel

The children will need assistance in naming and taming the feeling that has overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it. I Feel interventions include the following:

- 1. Feeling Buddies Self-Regulation Toolkit (availiable in our catalog)
- 2. Mood Cube
- 3. Feeling Stick Puppets (make them with Feeling Buddy stickers or printable)
- 4. Feeling Chart (download from Conscious Discipline.com)
- 5. A safe mirror
- 6. Safe Place Poster Set

Check yourself and make a plan:

- ☐ Have I provided visual facial images of different feelings?
- ☐ Have I provided a safe mirror for the children?

Step 4



The children will need assistance in choosing strategies that will help them move from the lower centers of the brain to the higher centers of the brain in order to get back to classroom activities and work. I Choose interventions include the following:

- 1. I Choose Self-Control Board
- 2. Choices displayed through visuals
- 3. What would help me feel better in my body (download from ConsciousDiscipline.com)

I Choose requires materials to conduct calming activities. Some examples include, but are not limited to: lotion, journal, friends and family pictures, music, stuffed animal, squeeze ball, books, sensory tools, and other items that help children self-calm. Keep these materials in the Safe Place Case. The Safe Place Case is a container or basket that holds these items. All children are different



Shubert is c



may require their own Safe Place Case.
Make a Plan:
Step 5 Solve
This is the final step in the process. Something triggered the child into a state of upset before she
entered the Safe Place. Whatever happened needs some type of solution. If a child was upset about cleaning up, then it would be time to clean up the mess after she leaves the Safe Place. If a
child was missing his family, then the solution might be drawing a picture for his family, looking at
the Friends and Family Board or making a card. If the child was frustrated with a math problem, a mentor might be needed when he returns to the project. If the child had a conflict with a friend,
use the Conflict Resolution Time Machine.
Make a plan:
·

And your Safe Place Case will reflect this. Some children will need very individualized choices and

Design your Safe Place

Sketch a layout of your ideal Safe Place within your current classroom. Use the space you have, including the pros and the cons, to create it.



Model Safe Place

Caring Connections Poster:

Provides four options for children who feel upset and want additional connection to help them turn on their thinking brains.

I Calm Poster:

Provides children with visual icons of the four basic calming strategies.

Feeling Buddies and their Pocket Home:

The heart of the program.
Children select the Feeling
Buddy that matches their
emotional state. As they help
their buddy regulate, they learn
how to regulate themselves.

I Choose to Think Poster::

Provides six basic choices to help children turn on their thinking brains after an upsetting event.



My Five Steps Chart:

Provides visuals for teachers and children to conduct the five steps to self-regulation



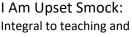




Bean Bag or Soft Cushion:

OFeel Feeling Buddies

Create a comfortable and inviting space for children to relax while implementing the five-step process of self-regulation.



modeling when and why children go to the Safe Place



The Power of Love "See the best in others."

Pulling it ALL Together!

From seeing to responding:

Positive Intent is the second-to-last skill in the book because nearly all the other skills are needed to help us utilize positive intent. Here are the basic skills necessary:

- We must access composure by actively calming ourselves (STAR)
- We must assertively focus on what we want.
- We must empower victims to use their **BIG Voice**
- We must create a compassionate encouraging School Family culture so children are willing to learn a better way
- We must offer **empathy** to upset children to help them access an executive state.

Problem Solving

Connection

Safety

The Skill of Positive Intent:

For Aggression, Withdraw/Lack of Willingness, Bullying

Assigning negative intent to children's behavior does three things:

- It defines the core of the child and his behavior as bad.
- It throws us into the lower centers of the brain where blame and punishment are our only options.
- It defines the child as bad in the eyes of classmates and fellow teachers.

Assigning positive intent to children's behavior also does three things:

- It defines the core of the child as good enough and the child's behavior as needing to change.
- It keeps us in the higher centers of the brain where solutions and change are possible, and we can wisely discern which executive skills the child is missing to begin the teaching process.
- It defines the child as one who makes mistakes and is willing to learn in the eyes of classmates and fellow teachers.

Reframing Our Intent From Negative to Positive

Steps for using Positive Intent:

- Notice if you are upset. Actively calm yourself. (STAR, I'm safe, keep breathing, I can handle this" and wish well.
- Focus on what you want to happen. Shift your attention and your intention will follow.
- Go to the **VICTIM FIRST** or catch it before there is a victim—**YOU MUST BE PRESENT** "Did you like it?"—teach the victim empowering skills (say or do this)
- · Positive Intent with Aggressor
- 1. "You wanted..."
- 2. "So you..."
- 3. Give benefit of the doubt
- 4. Set Limit
- 5. Teach Skill 6. Practice the skill 7. Notice and encourage.

This won't be natural!
We are programmed
to punish—You must
practice with intent



Seven Skills of Conscious Discipline

1.	Composure: Remain and are safe. I am calm. I can handle the	
2.	Assertiveness: Set and I don't like it when you Please	
3.	Encouragement: Create a Family. You did it! You, so that	
4.	Choices: children while You may or Which do y	
5.	Empathy: Help children You seem Something happen	
6.	Positive Intent: Create Children. You wanted You were hoping	
7.		on their choices and change. again, then will happen.
	Five Essential Steps In Creating	g Problem Solving Classrooms
1.	Calm yourself down and guide yours	self to your prefrontal lobe.
	TEN TRIGGERS WITH YOUNG CHILDREN: Aggression toward a classmate Disruption of group activities Destruction of property Silliness Woodiness gnores instructions Won't participate Trouble separating Mouthy, foul language Runs away or stays to fight	Active Calming 1. Notice you've been triggered and be a S.T.A.R. 2. Think calming thoughts: "I'm safe, keep breathing, I can handle this." 3. Access prefrontal lobes and bring well wishes and safety to the child.



The Executive Skills Lending Library

Attention

- 1. Provide supervision: Notice or describe what you see instead of judging. Describing/noticing focuses attention. Judgement is about the worth of the person, moment or situation.
- 2. Use attention signals, songs.
- 3. Show how long it will take and how long is left (visual depiction).
- 4. Make the task interesting and fun.

Time Management

- 1. Predictable daily routine in pictures-Use them as reference for child.
- 2. Talk about how long it takes to do things (2nd grade before they understand time)
- 3. Make picture calendars and schedules like a day timer for children.

Organization

- 1. Adults put system in place involving child as much as possible
- 2. Supervise the children.
- 3. If parents are organizationally challenged, start small and help them with picture books to provide lunch or organize backpacks.

Prioritization

- 1. Create with child help, "Let's make a plan!" Write (photograph) steps.
- 2. Involve child as much as possible, "What do we need to do first?"
- 3. You can ____ when ___ is done.
- 4. Teach planning and prioritization with things they love to do before planning to clean your room.
- 5. Simple one or two step commands. "We will stand up and walk safely to the door. It looks like this." (demonstrate)

Working Memory

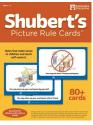
- 1. Make eye contact before giving instructions.
- 2. Keep external distractions to a minimum (turn off music)
- 3. Picture reminders of what to do.
- 4. Have child repeat back what you said, make a chant.
- Rehearse with the child right before the action.

"When we buy the ticket to the zoo, you will 1. ______ 2. ____. Let's practice." "Let's think of some words we could use to encourage our friends. Let's practice them now."

- 6. Come up with fun ways to remember things such as acronyms, songs, images.
- 7. Sing a lot. Call and response prompts: "My job is to keep you ."
- 8. Reminders: "Remember to push in your chairs, so your friends are safe."

Impulse Control/ Emotional Regulation

- 1. Teach routines and have them in pictures.
- 2. What bugs me book (know triggers).
- 3. Teach stress reduction strategies for safe place. Help them be conscious of emotional outcomes (anger=hit) and change them (anger=calm down, ask for what you want).
- 4. Teach script for problem solving (Time Machine).
- 5. Read stories where characters display behaviors you want them to learn (Shubert books).
- 6. Regulate the environment as needed so the child is not over stimulated





Flexibility

- 1. Reduce novelty by introducing one thing at a time.
- 2. Provide advance warning for what's coming up next (pictures if possible).
- 3. Give child script for handling anxiety (I'm safe, keep breathing, I can handle this.)
- 4. Break down task to one step at a time.
- Give choices.
- 6. Create social stories.
- 7. Create a "What to do when your brain gets stuck book?
- 8. Walk them through the anxiety-producing situation—take pictures of steps.

Empathy

- 1. Notice faces of children and speak for them until they learn their own voice. His face is going like this. It is saying, "OUCH, hitting hurts" touch me like this.
- 2. NOTICE, describe and label instead of judge. "Marcus scooted over so Latisha had more space. That was helpful."
- 3. During upset notice body, reflect feelings, and then reflect desires of the child.

Metacognition

- Constantly ask the child how she or he feels about effort, accomplishments, and working with friends, etc. "How does it feel to have worked whole days on your project and now finished it?" "How does it feel to have two D's on your report card? Is that alright with you?"
- 2. Ask them to reflect upon their work or play. "How do you think you did in the play? What was one of your favorite/hardest parts? "Would you do something like this again?" Would you change anything?"
- 3. Have pictures of what clean, finished, etc. looks like
- 4. Teach children questions to ask themselves. "Do I have enough space at circle? Do my friends have enough space?" "What would help me pay attention better?"
- 5. Think out loud: "I'll put the book I am going to read at circle time next to my chair so I am prepared." "I'm going to take a deep breath and calm myself down."

Goal Persistence/Achievement

- 1. Child states what he/she wants to achieve. Make commitments.
- 2. Encourage the child every step of the way at first, then back off.
- 3. "That's it. Look at you. You're doing it. You are ."
- 4. Provide positive feedback in regards to effort, time and progress. "You stuck with your project and you are ½ way through! Days ago you had an idea started. Now you will have finished by tomorrow. Good for you."
- 5. Gradually build up the time needed to reach goals. Start with goals reachable within a few minutes or less than an hour.
- 6. Make a visual chart to show progress.
- 7. Celebrate achievements.

Task Initiation

- 1. Help the child develop his or her options, and then choose one to start with.
- 2. Verbalize the beginning of the project to build awareness. "You chose to _____" "You began with _____." "You listened to the story and now you've chosen to _____."
- 3. Prompt the child if help is needed, "You could begin by _____." or offer choices. "You could begin your homework by starting with math or by starting with reading."
- 4. Follow the child's successful start with encouragement in the form of "You did it," or "Good for you."

1.	My three executive skill strengths:
2.	
3.	



	My three executive skill weaknesses:
1.	
2.	
3.	

2. Help the child calm down and guide them to their prefrontal lobe.

Download Calm

Once you've **uploaded** calm for yourself through the skill of Active Calming, now you can **download** the state you want the child to become. Remember the power of mirror neurons. When two eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection we literally download inner states into one another. The eyes contain nerve projections that lead directly to the key brain structures for empathy and matching emotions.

Let's revisit the Safe Place; how is it going?

Assist, coach and encourage children to go to the Safe Place to learn and practice self-regulation:

- Teach active calming strategies to children
- Download calm
- Notice (changes in child's body, arms, and face)

3. Notice instead of judge.

When a child becomes an emotion, "I Am...", teach these steps for self-regulation:

- I Calm
 - Safe Place Mat
 - > Download icons (Drain, STAR, Pretzel, & Balloon) from website; teach & post in safe place and meeting space
- I Feel
 - Feeling chart; feeling cube; Feeling Buddies
- I choose
 - > Choice boards; books; basket of appropriate choices
- I Solve
 - Return to issue; time machine; work

PROBLEM SOLVING (Executive State): "You wanted" "You were hoping" "You did it! You , so that . That was helpful."	
Once conscious, then consciously help the child shift from what they want to what they do want to begin the problem solving process. In	
final shift the brain becomes an integrated unit with one goal.	
EMPATHY (Emotional State):	
"You seem" "Something must have happened."	
"Your body is telling me you might be feeling?" "It is frustrating when someone is playing with the toy you want."	Reflect what you <i>feel</i> .
Label the emotion. As emotions move up into awareness they can b	e
named and ultimately tamed or managed.	
NOTICING (Survival State):	
"Your is like this."	Poflact what you see

Information or Understanding?

- A preschooler is crying about when it will be her turn to ride the treasured red tricycle on the playground. "When is it my turn?"

 I or U
- 2. A 4-year-old is zipping his coat. He looks at you and calmly states, "I can't get it." I or U
- 3. A child is crying to you that no one wants to be her friend. "No one will play with me at recess."
- 4. A child is cleaning up at clean-up time and barks at you, "My Mom doesn't make me pick up toys!"

Reflect what you see.

"Your face is going like this. Your arms are going like this."

Demonstrate the child's actions to make eye contact and raise awareness

4. Focus yourself and the child on what you want to have happen.

Connection guides Attention in order to focus on what you want, you have to be in your prefrontal lobes and help children get there too. Using Assertiveness helps you focus on what you want and guide children in getting there. Use visuals and Assertive Commands to achieve this goal.

Assertive Commands

- 1. Communication is clear.
- 2. Give useable information.
- 3. Focus on what you want to happen.
- 4. Match your non-verbal to your verbal.
- 5. Use I messages: "I feel when you ."
- 6. Show respect and enforce rules.

Steps to Give Assertive Commands

- 1. Go to the child
- 2. Touch them and wait for eye contact.
- 3. Say their name.
- 4. "Paint a picture of what you want." Using words and gestures.
- 5. Encourage the child by saying, "You did it."

M.A.P. Out Classroom Expectations

Model what you want children to do.

Add pictures of the steps.

Practice the steps in the routine.

5. Celebrate Success:

What you focus on you get more of!

- Notice the choices children make: "You chose to ____. Good for you!"
- "You did it!"
- "You _____, so that ____. That was helpful!"

Practice:

Judging Others' Intentions:

- CDROM creates filters through which we see others.
- Through these filters we are focused on the past rather than the present moment.
- Power of Love helps us to see past these filters and the false messages, come to the present moment, and choose to see the best in others.
- It is only through faith in the goodness of others that we can create the life of kindness we desire.



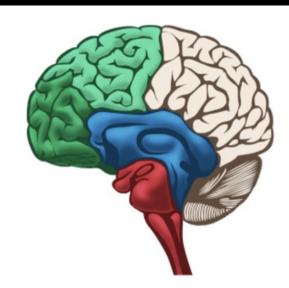
COMMITMENT

Our group commitment is to ask ourselves, "Am I willing?" I'm going to see mistakes as an opportunity to learn. Am I willing?
Signature:
Individual Commitment Today I am going to:

Executive State Skills

Combined Tools for Problem-Solving: SPACE

- **Solutions:** Problem-solving is impossible without a vigilant focus on solutions instead of blame.
- Positive Intent: We must see children differently, especially our most challenging children, before they can act differently. Offering positive intent to children fosters integration, and the willingness to reflect on and change behavior.
- Academic Integration: As we embrace the School Family concepts and skills, integration between classroom management, discipline, socialemotional learning and the academic curriculum becomes seamless.
- Consequences: Effective consequences teach children to examine their behavior reflect on its impact and make changes until reaching their goals. Ineffective consequences are applied again and again without behavioral changes.
- Executive Skills: Adults must lend their executive skills to scaffold children's development. Once we see misbehavior as a call for help, we can begin the integrative process of coaching children for academic and social-emotional success.



Did you know...

The executive state requires relaxed alertness fostered by positive emotions. It is achieved in climates of high challenge and low stress.

Becoming Brain Smart

Executive State

• Conflict is a call for help and a teaching opportunity it must be solved with new skills

Emotional State

• Conflict is irritating and upsetting. It must be **stopped**.

Survival State

• Conflict is threatening and bad. It must be punished.

Power of Intention

Consequences: Helping children learn from their mistakes



"A reward or a punishment is chosen when an adult judges a child's behavior to be good or bad, then delivers something good or bad to express that judgment. When adults rely regularly on rewards and punishments, children come to rely on rewards and punishments; children come to depend on the judgment of others as the basis for their own moral decisions. Reward and punishment create "other control." Children grow up focusing on what others demand and what they demand from others. The focus for change becomes external. The ultimate side effect is the devastating desire for others to change so we can be happy.

Six Principles about Consequences

Myth 1: Consequences are made up by adults and imposed on children.

TRUTH: Consequences happen all the time; we are just not conscious of their impact *Effectiveness 1: The effectiveness of a consequence is determined by our conscious awareness of them and their impact.*

- What our eyes see, our hearts value. The consequence of focusing on helpfulness is more helpfulness
- How many images of helpful actions (what you want children to do) do you have posted?
 In your room
 In the school
 On the playground
- Sending Conscious Discipline home: Shubert's Helpful Day; create a "Ways we help at home" family book
- The Brain is a pharmacy: Every thought has a biochemistry:

Dopamine: Yahoo! Adrenaline: Yikes! Serotonin: Ahhhhh. Cortisol: Uh-Oh!

Common Phrases from Adults		Chemical	Common Phrases from inner speech	Chemical
1.	What did I just tell you? We do not hit in this school!	1	1	1
2.	still on the floor? How long does it take to	2	2	2
3.	clean up? You can swing tomorrow. Get over it!	3	3	3



Myth 2: "Consequence" is just a new name for "punishment".

TRUTH: Consequences and punishments are different.

Effectiveness 2: Our intentions will determine the consequence's effectiveness.

State	What am I communicating?
Brain stem/Survival State	You need to pay/suffer
Limbic/Emotional State	I want you to know and admit guilt.
Pre-frontal Lobes/Executive State	How can I help you understand your impact on yourself and others?

Myth 3: The effectiveness of consequences is determined by the outcome.

TRUTH: The effectiveness of a consequence is determined by how we FEEL about the outcomes.

Effectiveness 3: The effectiveness of a consequence is determined by our feelings about the outcome, not the outcome itself.

Adults tend to act out emotion with judgment and criticism of ourselves and others.

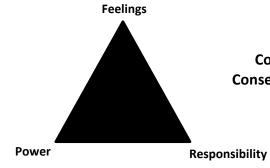
Judgment: Seeing everything in terms of what it means to me, how it affects me. Judgement is our main false guilt-reducing strategy.

Massive guilt=massive judgment of self and/or others.

The key to emotional intelligence is knowing what you are feeling at the time it is happening.

*Self-awareness practice: From judging to feeling

I'm ready to slap someone upside the head...I feel ______
This is the dumbest thing I've ever seen...I feel



Consequences + empathy = responsibility and change Consequences + lecture (punish) = repetition and stagnation

Upset is our opportunity to learn the art of self-awareness.

Myth 4: The severity of the consequence is equal to its effectiveness

TRUTH: Consequences do not teach, they motivate.

Effectiveness 4: The effectiveness of a consequence is determined by how well we proactively teach the social and emotional skills needed and how connected and valued children feel as a member of the School Family.

Intent	Goal
Punish	The goal is to MAKE the children feel guilty, wrong or bad about themselves.
Save	The goal is to save the child from feeling intense discomfort because those feelings are uncomfortable for us
Teach	The goal is to help children reflect and be responsible for their feelings.

Myth 5: The hard part about consequences is coming up with ones that are reasonable, logical and related to the infraction.

TRUTH: The most difficult part of consequences is handling the backlash of children's reactions when we administer the consequence.

Effectiveness 5: The effectiveness of a consequence is determined by how in touch children are with their feelings about what happened. Empathy provides that awareness.

Natural Consequences: Allow the child to experience the outcome of a choice with adult coaching. With natural consequences, our job is to...

- **1. Give information:** Your face is going like this (demonstrate). It's telling me you _____(feeling, desire).
- **2. Teach new skills:** She just bumped into you. Is that okay with you? Did you like it? Tell her ____. (Teach desired language skill: "Please watch where you are going.")
- 3. Redirect: "You wanted _____, do or say _____."

Logical (or imposed) consequences: Set for a child by group consensus or teacher authority. They must be **REASONABLE, RESPECTFUL, RELATED** and teach **RESPONSIBILITY**

With **logical** consequences, our job is to structure using choices, follow through, communicate assertively and offer empathy:

- **1. Choice of skills** (old and new)
- **2. Say,** "If you choose again to _____, then _____(this is what will happen)."
- 3. Relate it to safety.
- **4.** Say, "Tell me what's going to happen if you choose ."
- 5. Listen and clarify as needed.
- 6. Empathy with consequences (if old skill is chosen).

When to use Logical Consequences:

- ✓ You have given Assertive commands telling the child what to do using modeling and pictures to enhance success.
- ✓ You have taught the child how to do...
- ✓ You have given choices in how to be successful
- ✓ You have encouraged the child and celebrated their efforts along the way

"You have a choice. You may choose to keep your hands to yourself and continue playing at the table with your friends, or you may choose to poke your friends and move to another table so everyone is safe." Follow through: "I can see by your actions you have decided to move to this table and play by yourself." Assertive command: "Walk with me over to this table. Bring your materials so you have items to play with. Offer empathy: "Your face/body is going like this___. You seem___. You were hoping/wanting. This is hard. You can handle it! Breathe with me."



If imposed consequences don't work: reconnect, use positive intent and reframe, re-teach the skills, rely more on natural consequence and problem-solve.

Problem Solving

Problem solving is the consequence to use with chronic issues. The PEACE method for problem solving will help you structure class meetings to deal with chronic behaviors.

PEACE involves stating the problem and explaining why it is a problem for this person. They you explore the problem and see if it is a problem for anyone else. Discuss different alternatives for solving the problem. As a group you commit to the solution and how it will be solved. Determine how you will evaluated the effectiveness of the solution and whether or not it is working.

PEACE Problem Solving		
Problem: I've noticed It's a problem for me because		
Explore: Is this a problem for anyone else?		
Alternatives: What can we do differently?		
Commit: As a School Family, we will		
Evaluate: How will we know the problem is solved?		

Consequences Create Problem-Solving Opportunities in the School Family

Structure: Class Meetings

- Structured around Brain Smart Start
- Within the structure of the Brain Smart Start, incorporate the PEACE process for problem-solving

Structure: Conflict Resolution Time Machine

The Time Machine is your natural consequence structure for interpersonal conflicts in your classroom.

- 1. Roll Back Time
- 2. Ask for Willingness
- 3. Be a STAR
- 4. Wish Well
- 5. Focus on the goal
- 6. Coach the children to use helpful words
- 7. Ask the children to show there are no hard feelings by connect somehow.

Ritual: Relationship Repair

- After class meeting where you have undertaken problem-solving or Time Machine
- Ritual will bring it all together and repair possible relationship damage
- End each session with a ritual that represents the following:
 - ✓ We are all in this together
 - ✓ We commit to work the plan
 - ✓ We have repaired or are willing to repair any rupture relationships that occurred during the problem-solving discussion.

