

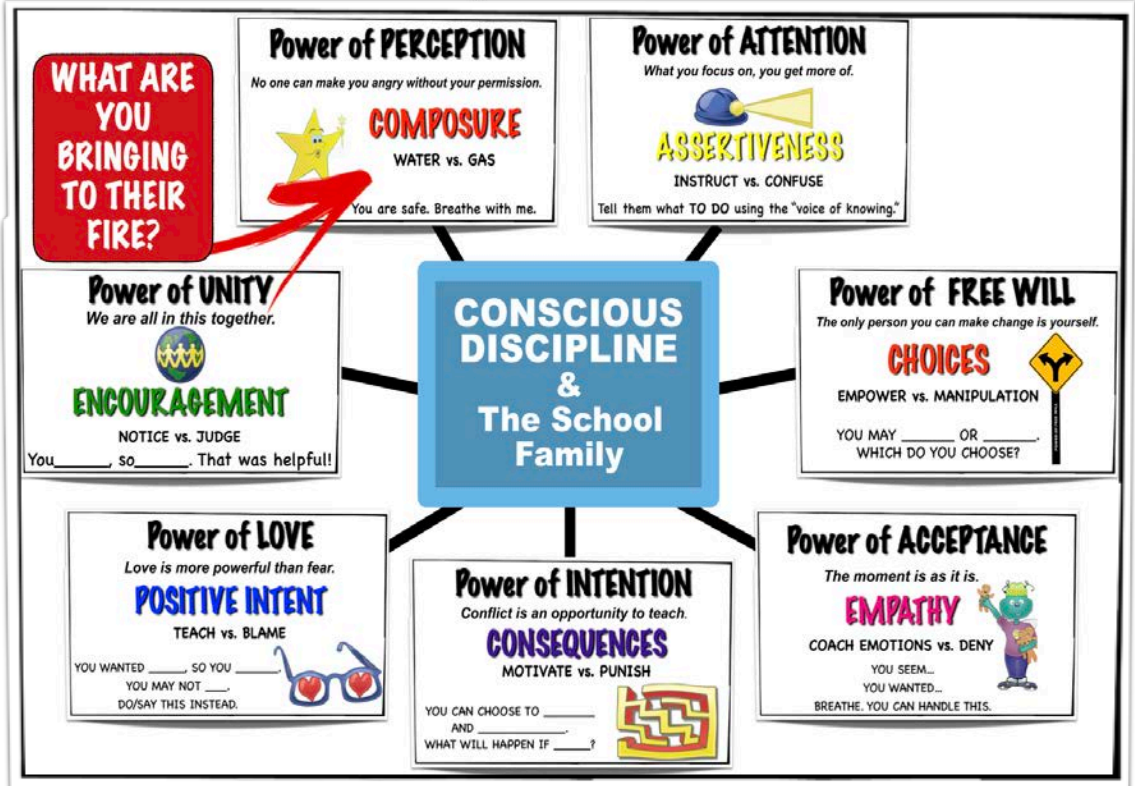


CONSCIOUS DISCIPLINE

PROVIDING SAFETY IN A WORLD OF UNCERTAINTY

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Conscious Discipline Master Instructor

"I am going to..."



Create a
Home Away From Home

MAKE A PLAN & DO IT!

What does problem solving look like?

PROBLEM SOLVING

What does connection look like in your classroom?

CONNECTION

Does your classroom FEEL safe? How do you know?

SAFETY



YOU are a CO-REGULATOR.





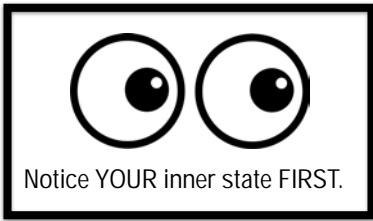
NOTICING & CO-REGULATION

YOU are a portable Safe Place. In your own words, what does that mean?

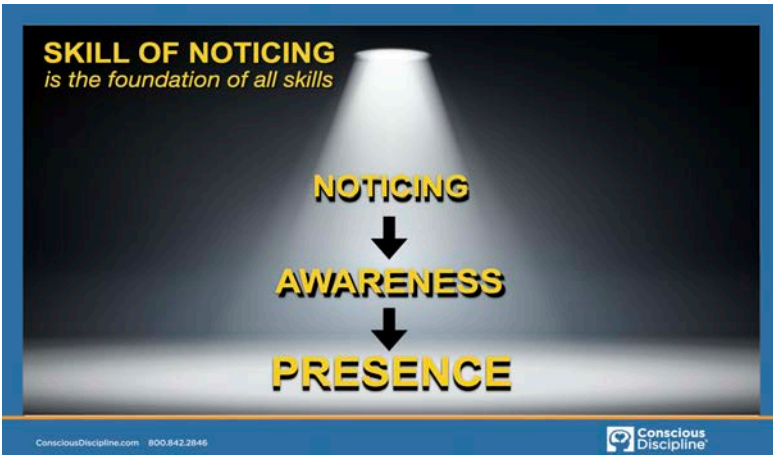
YOU are a CO-REGULATOR.

Co-regulation with young children is not optional. Co-regulation is a prerequisite for self-regulation.

- Our inner state regulates their inner state.
 - NOTICE and be attuned to your own inner state first so you can regulate yourself (UPLOAD CALM) before responding to the child's upset (DOWNLOAD CALM TO THE CHILD).



- NOTICE upset in yourself and others. Upset, including fits & tantrums, is your cue to BREATHE & wish well.
 - Breathe before you speak.
 - Breathe more, speak less in upset moments. "Breathe. This is hard for you. You can handle this."



Be present (your mind is where your body is) so you can provide an attuned response.

How will "being present" be helpful to you in your interactions with young children?

Notes...




The brain functions optimally when we FEEL SAFE.

NOTICE what helps YOU FEEL SAFE.

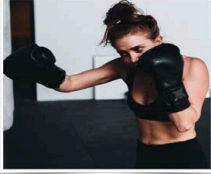
NOTICE what helps each child FEEL SAFE.

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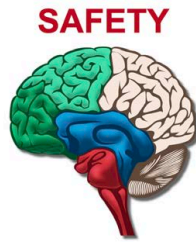


CONSISTENCY & PREDICTABILITY

The brain is pattern-seeking...



and survival oriented.



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P R E D I C T A B I L I T Y
HELPS PROVIDE A FELT SENSE OF SAFETY
Routines and rituals are predictable,
so they help provide SAFETY,
as well as opportunities for CONNECTION.

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Consistency and predictability help provide a felt sense of safety.

How do you feel when the world doesn't go your way; or when life doesn't go as you planned or expected?

- What daily routines or procedures will you use to provide predictability? (ie. drop off/pick up times, mealtime, diaper change, potty training, rest time, free play, cleanup time, etc.) Because children "think in pictures," adding visual routines will help them know what to do and will increase their chances of successfully completing the task. Use your assertive voice (the voice of knowing) to say aloud each of the steps in the routine or procedure. For example, practice saying the following steps aloud in your assertive voice as you point and say each step.
 - Point to each step as you assertively read it aloud. (That is what an assertive voice sounds like.)



Use the space below to plan the visual routines you want to add. As you plan, ask yourself:

- What do I want the child TO DO? Give clear directions in each step.
- How many steps will it take? (2 to 6 steps...no more than 6)
 - As shown below, you can use index cards or small square pieces of paper to sketch out each step as you plan.
- What pictures do I need for each of the steps?

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SCHOOL FAMILY & HELPFULNESS

Visuals foster **connection** by highlighting the unity between home and school, honoring how children are helpful to others, and encouraging helpful choices.

FRIENDS & FAMILY

Build connection between home and school.

How will you display friends and family pictures?
(ie. picture cubes, picture frames, posters, wall displays, books)

In what areas of the classroom will you display the pictures?

How and when will you utilize it in your classroom to foster connection and highlight unity between home and school?



Visuals foster connection and positive interactions.

Visuals help focus on what we want them TO DO, and how it is helpful.

WAYS TO BE HELPFUL

Display images of what helpful looks like.

How will you display the pictures of ways to be helpful?
(ie. posters, wall displays, books, picture frames)

In what areas of the classroom will you display the pictures?

How and when will you utilize it in your classroom to foster connection and honor when children are being helpful to others?



Notes...



BRAIN SMART INTERACTIONS & CONNECTION

Brain Smart® Interactions



♥ **Unite**

Are we on the same page?

Joint Attention

♥ **Commit**

Am I present, preoccupied or dismissing?

Reflect; commit to presence

♥

Disengage Stress

Is child calm or distressed?

Co-Regulation

♥ **Connect**

What is the child's response to connection?

Attunement

Notes...



CONNECT THROUGHOUT THE DAY

- ♥ Connections on the outside (with other people) build neural connections on the inside.
- ♥ Connection wires the brain for impulse control and willingness.
- ♥ Face-to-face connection is key to cooperation.
- ♥ Relationships are the foundation to all learning.
- ♥ All willingness is governed by relationships.
- ♥ Rituals soothe the lower centers of the brain and produce a calming effect.



INGREDIENTS OF CONNECTION

♥ EYE CONTACT

♥ TOUCH

♥ PRESENCE

♥ PLAYFUL

Connection in the midst of COVID...what will it look like in your classroom?