Early Childhood Specialized Bootcamp Training

June 17-28, 2019

Developed by the Mississippi Department of Education (MDE) in partnership with North Mississippi Education Consortium (NMEC)

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Kathy Wall
Lydia Boutwell
Marisa Prewitt
Merry Pennell
Oki Ragins
Sharon Errickson
Sandra Watkins
Tammy Wallace
Tonya Pickens
Early Childhood Coaches
Early Childhood Specialized Bootcamp Training Agenda

June 17th – 21st

**Week 1**

**Monday, June 17**

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Moving Forward*

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Abstract to Active*

Dr. Susan Buttross, L.S., M.D.  
The University of Mississippi Medical Center  
*Supporting Early Childhood Development*

**Tuesday, June 18**

Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Who Made You the Teacher?*  
*Turning Lemons into Lemonade*

Pam Myrick-Mottley  
Early Childhood Consultant  
*Trauma Sensitive Classroom*

**Wednesday, June 19**

Pam Myrick-Mottley  
Early Childhood Consultant  
*Using Conscious Discipline to Support a Trauma Sensitive Classroom*

**Thursday, June 20**

Jill Dent  
The Office of Early Childhood  
Mississippi Department of Education  
*Impacting the Traffic Control System of Young Minds*

Joyce Greer and Lydia Boutwell  
The Office of Early Childhood  
Mississippi Department of Education  
*Schedules, Standards, and Planning...Oh My!*
Kelly Carmody and Leigh-Anne Gant
Office of Early Childhood
Mississippi Department of Education

Linking Lesson Plans and Learning Centers

Friday, June 21
Adrienne Mercer       Deeda Paul
Kathy Wall            Marisa Prewitt
Merry Pennell         Oki Ragins
Sharon Errickson      Sandra Watkins
Tammy Wallace         Tonya Pickens

Early Childhood Coaches
Office of Early Childhood
Mississippi Department of Education

Make-n-Take Putting the Pieces Together
Week 2
Monday, June 24
Ginger Koestler
Office of Student Intervention Services
Mississippi Department of Education
*Managing Behaviors in Early Childhood*

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
*Follow Me: Monitoring Development*

Lee Anne Grace Barnes
Tupelo School District
*Utilizing Music to Foster Early Literacy*

Tuesday, June 25
Sandy Elliott and Laurie Weathersby
Office of Student Intervention Services
Mississippi Department of Education
*English Learners and Literacy*

Brittany Herrington
REACH-MS
The University of Southern Mississippi
*Teaching Pyramid Observation Tool (TPOT)*

Jayme Jones
Office of Early Childhood
Mississippi Department of Education
*Let Language do the Talking*

Wednesday, June 26
Amye Hoskins and Monica May
Office of Early Childhood
Mississippi Department of Education
*Stepping into STEM*

Candice Taylor
Office of Early Childhood
Mississippi Department of Education
*Making Adjustments*
Elizabeth Stone and Amye Hoskins  
Office of Early Childhood  
Mississippi Department of Education  
CLASS Overview  
CLASSy Connections

Thursday, June 27  
Limeul Eubanks  
Office of Elementary Education and Reading  
Mississippi Department of Education  
Come Join Me on an Artistic Exploration

Friday, June 38  
Amanda Adams, Angela Towers, and Monica May  
Office of Early Childhood  
Mississippi Department of Education  
Family Engagement and Transition

Melissa Banks  
Office of Student Intervention Services  
Mississippi Department of Education  
#Techforlittles

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
Wrapping Up and Moving On

Final Questions & Answers
### Week 1 Early Childhood Specialized Bootcamp Training 2019 Schedule

(For policy, practices, and checklists will be embedded in discussions throughout presentations.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.17</th>
<th>Tuesday 06.18</th>
<th>Wednesday 06.19</th>
<th>Thursday 06.20</th>
<th>Friday 06.21</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30AM-9:45AM</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>CATHY GRACE Who Made You the Teacher?</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JILL DENT Impacting the Traffic Control System of Young Minds</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>9:45AM-10:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>CATHY GRACE Turning Lemons into Lemonade</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JOYCE GREER AND LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00PM-2:15PM</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY Linking Lesson Plans and Learning Centers</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>2:15PM-2:30PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>DR. SUSAN BUTTROSS Supporting Early Childhood Development</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY Linking Lesson Plans and Learning Centers</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>

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## Week 2 Early Childhood Specialized Bootcamp Training 2019 Schedule

*(Policy, practices, and checklists will be embedded in discussions throughout presentations.)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.24</th>
<th>Tuesday 06.25</th>
<th>Wednesday 06.26</th>
<th>Thursday 06.27</th>
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<tbody>
<tr>
<td><strong>8:30AM-9:45AM</strong></td>
<td>AM LIVE FROM JACKSON, HATTIESBURG, AND PM LIVE FROM BELDEN</td>
<td>LIVE FROM JACKSON, AND PM HATTIESBURG, JACKSON</td>
<td>LIVE FROM JACKSON</td>
<td>LIVE FROM JACKSON</td>
<td>AM LIVE FROM OLIVE BRANCH, JACKSON, AND PM FROM BELDEN</td>
</tr>
<tr>
<td>8:30AM-9:45AM</td>
<td>GINGER KOESTLER Managing Behaviors in Early Childhood</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY English Language Learners and Literacy</td>
<td>AMYE HOSKINS Stepping into STEM</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>AMANDA ADAMS, ANGELA TOWERS, and MONICA MAY Family Engagement</td>
</tr>
<tr>
<td><strong>9:45AM-10:00AM</strong></td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>NICOLE BRICENO Follow Me: Monitoring Development</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY English Language Learners and Literacy</td>
<td>CANDICE TAYLOR Making Adjustments</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MELISSA BANKS #Techforlittles</td>
</tr>
<tr>
<td><strong>11:15AM-11:30AM</strong></td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00PM-2:15PM</td>
<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>BRITTANY HERRINGTON Teaching Pyramid Observation Tool (TPOT)</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASS Overview</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MONNIE VAIL AND GENA PUCKETT Wrapping Up and Moving On</td>
</tr>
<tr>
<td><strong>2:15PM-2:30PM</strong></td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td><strong>2:30PM-3:45PM</strong></td>
<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>JAYME JONES Let Language do the Talking</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASSy Connections</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
</tr>
<tr>
<td><strong>3:45PM-4:30PM</strong></td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>

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How to Introduce your Safe Place ........................................................................................................................................... 158
Let’s do a check-in.
What is your joyfulness level this morning?  1 - 10

JOY
the kind of happiness that doesn't depend on what happens

What is your sense of social connection this morning?  1 - 10
What is your sense of internal control (self-regulation) this morning?  1 - 10

What is your level of active engagement this moment (completely in the moment and enjoying the moment)?  1 - 10
Activity:

Sawubona/Sikhona
“Life Is Better With You” by Michael Franti

Did that help at all? Why?
Our Focus

Identify, explain and explore resilience building classroom strategies to counter the effects of trauma.

- Become familiar with the comprehensive and integrated program of Conscious Discipline.
- Examine specific resiliency building interventions embedded in Conscious Discipline practices.

What can be done at school to help a traumatized child?

- Create a classroom environment that provides children with positive experiences related to safety, connection and problem-solving. Provide a safe place for children to talk about what happens in their lives.
- Teach self-regulation skills (self-calming techniques).
- Teach and maintain consistent daily routines.
- Increase the level of support and encouragement offered to children. Avoid judgement.
- Reframe how you perceive children’s behavior.
- Give children choices when appropriate to help restore some sense of control and order to their lives.
- Be sensitive to events, transitions, cues in the environment that might reactivate traumatic/stressful responses.
- Understand that children may reenact an event in play. Help them work through the memory rather than being frozen in the stressful moment.
- Set clear, firm limits to guide appropriate behavior. Utilize natural and logical—rather than punitive—consequences.
What are some reasons why we might need to rethink discipline?

- The adaptive brain becomes a maladaptive brain. The brain operates in a hypervigilant state.
- These “adaptations” appear as behavior problems in “normal” environments such as school.
- The “feeling” brain and “survival” brain dominate the “thinking” brain.
- Normal developmental processes are interrupted, and students may exhibit internalizing or externalizing behaviors.
Sobering Facts

In 2015, an estimated 683,000 children were victims of child abuse.
- More than ½ (63.8 percent) were between birth and 8 years old.
- More than ¼ (27.7 percent) were younger than 3 years old
- An estimated 18.6 percent were between the ages of 3 and 5
- An estimated 17.5 percent were between the ages of 6 and 8

Almost 80 percent of these early traumas occurred at home and were perpetrated by the children’s own parents.


Exactly What Happens in the Body during a Stress Response Episode
<table>
<thead>
<tr>
<th><strong>Traditional Discipline</strong></th>
<th><strong>Conscious Discipline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is possible to control others through environmental manipulations</td>
<td>Controlling and changing ourselves is possible and has a profound impact on others.</td>
</tr>
<tr>
<td>Rules govern behavior</td>
<td>Connectedness governs behavior.</td>
</tr>
<tr>
<td>Conflict is a disruption to the learning process.</td>
<td>Conflict is an opportunity to teach.</td>
</tr>
</tbody>
</table>

**Conscious Discipline is**
a trauma-informed, brain-based self-regulation program combining discipline, social-emotional learning and school climate into one integrated practice. The program equips adults to become conscious of these skills, powers and behavioral responses in their own lives before they address the social-emotional, behavioral needs of children. Conscious Discipline practices empower adults to spend less time policing behavior and more time teaching healthy life skills.
Conscious Discipline is based upon 4 Essential Components:

1. Brain State Model
2. Seven Powers for Conscious Adults
3. Creating the School Family
4. Seven Skills of Discipline

Conscious Discipline
Brain State Model

This brain model is for demonstration purposes only. It is designed to help us understand the relationship between brain/body states and our behavior so that we may consciously choose to change if we desire to do so.

This brain model is based on the work of Paul MacLean, Bruce Perry, Daniel Siegel, Allan Schore, Elkhorn Goldberg and Joseph LeDoux.
Conscious Discipline
Brain State Model

- **Integrated, Executive State (Prefrontal Lobes):** 
  - CEO of brain
  - Create options
  - Goal achievement
  - Choice

- **Survival State (Brain Stem):** 
  - Defend / Attack
  - Arousal

- **Emotional State (Limbic System):** 
  - Seek pleasure
  - Avoid pain
  - Memory Attention
  - Motivation

Each brain state in the Conscious Discipline Model is defined by...

- Which areas of the brain are predominantly active.
- What kinds of cognitive processing, emotions and behaviors are most likely exhibited.
- How much free will and awareness is available.
- The ultimate need to facilitate optimal development.
Survival state - brain stem

Functions:
- Survival systems
- Modulate states of arousal
- Unconscious
- Born online

Developmental Need:
SAFETY

"Am I safe?"

Emotional state - limbic system

Functions:
Sets emotional tone – flexible or rigid, positive or negative
★ Tags events as internally important
★ Motivation system
★ Attention system
★ Attachment; relationships; territory
★ Stores highly charged emotional memories
★ Controls appetite and sleep cycles
★ Unconscious
★ Comes online with the “No’s”

Developmental Need:
CONNECTION

“Am I loved?”
The Brain Model serves as a tool to assess the child’s state of being, our (adult) state of being, and as a guide to determine our conscious response to the child.
Anatomy of a Discipline Encounter

The “conscious” part of Conscious Discipline consists of seven powers for adults which enable us to self-regulate.

- **Power of Perception**: No one can make you angry without your permission. **Goal**: Take responsibility for your own upset and, in turn, teach children to be responsible for their own behavior.

- **Power of Unity**: We are all in this together. **Goal**: To perceive compassionately and to offer compassion to ourselves and others.

- **Power of Attention**: What we focus on we get more of. When we are upset, we are always focused on what we don’t want. **Goal**: To create images of expected behavior in a child’s brain.
• Seven Powers …

• Power of Free Will: The only person you make change is yourself. **Goal:** Learning to connect and guide rather force and coerce.

• Power of Acceptance: The moment is as it is. **Goal:** To learn to respond to what life offers rather trying to make the world (reality) go away.

• Power of Love: See the best in others. **Goal:** Seeing the best in others keeps us in the higher centers of our brain so we can consciously respond instead of unconsciously reacting to life’s events.

---

**SEVEN SKILLS EMERGE FROM THE SEVEN POWERS OF CONSCIOUS ADULTS AND THEY YIELD CRITICAL CORE VALUES AND LIFE SKILLS.**

<table>
<thead>
<tr>
<th>Conscious Skill (Power)</th>
<th>Life/Communication Skills</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composure (Perception)</td>
<td>Anger management/ gratification delay</td>
<td>Integrity</td>
</tr>
<tr>
<td>Encouragement (Unity)</td>
<td>Prosocial skills (kindness, caring, helpfulness)</td>
<td>Interdependence, optimism, gratitude</td>
</tr>
<tr>
<td>Assertiveness (Attention)</td>
<td>Bully prevention, healthy boundaries</td>
<td>Respect for self and others</td>
</tr>
<tr>
<td>Choices (Free Will)</td>
<td>Impulse control</td>
<td>Persistence</td>
</tr>
<tr>
<td>Empathy (Acceptance)</td>
<td>Emotional regulation and perspective taking</td>
<td>Honoring diversity, honesty</td>
</tr>
<tr>
<td>Positive Intent (Love)</td>
<td>Cooperation, problem-solving</td>
<td>Compassion, generosity</td>
</tr>
<tr>
<td>Consequences (Intention)</td>
<td>Learn from your mistake</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>
“BY IMPLEMENTING THE POWERS AND THE SKILLS TOGETHER, WE LEARN TO STAY IN CONTROL OF OURSELVES AND IN CHARGE OF CHILDREN IN A MANNER THAT MODELS THE SAME SKILLS WE SEEK TO TEACH.”

CONSCIOUS DISCIPLINE
DR. BECKY BAILEY

Conscious Discipline is **Transformational** Change

**Traditional change** asks us to do a skill faster, better and more effectively.

**Transitional change** asks us to stop doing one skill and learn a different skill.

**Transformational change** asks us to change both our mindset and our skillset.
**Stressful way to perceive behavior**

Good
- Deserving
  - Should feel good
    - Innocent/Victim/
      - Good guy

Bad
- Undeserving
  - Should feel bad
    - Guilty/Bully/
      - Bad guy

**HEALTHY way to perceive behavior**

Safe
- Happy/Calm
  - Helpful
    - (Connected)
      - Solutions
        - (Regulated)

Dangerous
- Scared/Angry/Sad
  - Hurtful
    - (Disconnected)
      - Blame/Attack
        - (Unregulated)
Old Thinking: How can I coerce/control/manipulate you?

New Thinking: How can I help you be successful?

My job is to make you behave and your job is to make my job hard!
My job is to keep you safe.  
Your job is to help keep it safe.

The only thing harder than starting something new is changing something old.

Russell Ackoff
WHEN IT COMES TO CHANGING THE WORLD
WE DON’T LACK THE COURAGE, BUT
RATHER WE LACK THE SKILL.

MOST OF OUR PROBLEMS DON’T REQUIRE
SOLUTIONS THAT DEFY THE LAWS OF
NATURE; THEY REQUIRE PEOPLE TO ACT
DIFFERENTLY.

BECOMING CONSCIOUS ALLOWS YOU TO DETERMINE
WHAT IT IS YOU WANT TO CHANGE...WHAT BEHAVIOR
YOU WANT TO CHANGE.

YOU CAN ONLY CHANGE YOURSELF. CHANGING
YOURSELF MUST OCCUR BEFORE YOU TRY TO
INFLUENCE THE BEHAVIOR OF OTHERS!!!
### Each Skill/Power of Conscious Discipline Supports Healthy Brain Development

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composure</strong></td>
<td>Composure allows you to access the higher centers of your brain.</td>
</tr>
<tr>
<td><strong>Attention</strong></td>
<td>Attention directs neuroplasticity and all learning</td>
</tr>
<tr>
<td><strong>Encouragement</strong></td>
<td>Encouragement, connection and belonging primes the brain for willingness, engagement and academic success.</td>
</tr>
<tr>
<td><strong>Choices</strong></td>
<td>Choice motivated from within, absence of coercion improve goal achievement and self-regulation</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Empathy integrates the brain for personal responsibility and self-control</td>
</tr>
<tr>
<td><strong>Positive Intent</strong></td>
<td>“Seeing the best” produces optimism, optimism produces oxytocin which prompts increasing trust, safety and moral behavior</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Approaching mistaken behavior with helpfulness rather than punishment removes threat which can inhibit optimal brain function</td>
</tr>
</tbody>
</table>

### How Conscious Discipline Skills Align with Brain States

**Survival State (Safety)**
- Composure
- Assertiveness

**Emotional State (Connection)**
- Encouragement
- Choices
- Empathy

**Executive State (Problem Solving)**
- Positive Intent
- Consequences
Activity: Team Juggle (Versions 1 and 2)

The School Family component of Conscious Discipline integrates into the classroom elements of “family privilege” (Seita and Brendtro, 2002). It provides children with an introduction and unique opportunity to experience and understand what it means to live in community with other people. A “School Family” classroom climate provides children with appropriate exposure to early principles of citizenship and democratic values.
SAFETY
School Family Structures Utilized to Meet the Self-Regulatory and Social Emotional Needs of All Members of the Classroom

**Composure and Assertiveness**

- Friends and Family Board
- Safe Place
- Brain Smart Start
- Safekeeper Ritual
- Greeting and Goodbye Rituals
- Visual Routines
- Class-made Books
- Time Machine
- After Conflict Reconnecting Ritual

Friends and Family Board:
Safe Place:

Brain Smart Start:
Start each day with…
1. An activity to unite
2. An activity to connect
3. An activity to reduce stress
4. An Activity to commit
Safekeeper Ritual:

Welcome School Family!
My job is to keep you safe!
Your job is to help keep it that way!

Greeting and Goodbye Rituals

See you later alligator.
Give a hug ladybug.
Give a kiss goldfish.
Bye-bye butterfly.
Be sweet parakeet.
See you soon raccoon.
Visual Routines and Class-made Books:

M.A.P. Method
- Model your procedures and expectations for the children
- Add Visuals
- Practice, practice, practice

Chaos is a result of lack of structure, not control!

Time Machine/After Conflict Connecting Ritual:
Composure is self-regulation in action. It is the prerequisite skill adults need before disciplining children.

The most crucial component of a physically and psychologically safe classroom is an adult who controls their own upset!
Identify your Body’s Trigger Sensations
SELF-discipline, SELF-control, SELF-regulation, all require a knowledge and awareness of our own thoughts and feelings!

Self-Control is Mind control.

With self-control we are self-disciplined. Self-discipline allows us to teach composure through example.

Unconscious teachers rely on controlling others and conscious teachers rely on SELF-control.
Composure is the willingness to change your internal state from upset to calm and bring your body along where your mind is.

Composure with children is being the person you want children to become!

**Change Trigger Thoughts to Calming Thoughts**

Upload calm for yourself
1. In a survival state: “Be a S.T.A.R” by taking 3 deep belly breaths.
2. In an emotional state: Use self-calming talk... “I’m safe, keep breathing, I can handle this.

**Downloading Calm to Others**

1. Notice to begin download. Noticing is a type of describing that invites connection and eye contact without demanding “Look at me.” You must have eye contact to download calm.
2. When the child looks at you, take a deep S.T.A.R. breath. More than one may be necessary.
3. Offer the child choices or provide specific instructions.
TEACHERS WHO HAVE MASTERED SELF-CONTROL (COMPOURE) DO THE FOLLOWING:

• Focus on what they want the child to accomplish.
• Celebrate child's successes and choices.
• See situations from child’s perspective as well as their own.
• Creatively teach the child how to communicate wishes and frustrations with words in an acceptable manner.
• Hold the child accountable to these teachings.

Out of control adults focus on what they don’t want and they punish rather than teach.

When you lose control, you lose the ability to discipline yourself or your children.
ASSERTIVENESS is clear vigilant communication that focuses children’s attention on what we want them to do rather than what we don’t want them to do. It is essential for setting effective and respectful limits.

Whatever you “spotlight” (give your attention to), you get more of. Where you focus your attention determines your experience.
Power of Attention

Develop Your Own Assertiveness

- Give children usable information by telling them what to do.
- Notice children’s behaviors.
- Send nonverbal message, “just do it.” Use the voice of No Doubt.
- Be conscious of the intent behind your communication.

Raise your words, not your voice.
It is rain that grows flowers, not thunder.

-Rumi
Connection

Structures for Encouragement, Choices and Empathy

• Connecting Rituals
• Ways to be helpful board or book
• Classroom Jobs Board
• Kindness Tree

• Visual Rules
• Behavior Chart/Commitment Chart

• We Care Center
Connecting Rituals:

Activities & Songs for Rituals

Ingredients for Building Connections

EYE CONTACT
TOUCH
PRESENCE
PLAYFUL SITUATIONS
Activity: Learning, Practicing and Teaching “I Love You” Rituals.

Ways to Be Helpful Board/Book:
Classroom Jobs and Job Board:

Kindness Tree:
Classroom Behavior Chart:

**Visual Rules:**

*You may line up in your own space.*
You may not push and shove when you line up.

We Care Center:
Encouragement is about noticing, connecting and accepting children.

Internally motivated Choices bathe the brain in helpful chemicals that foster optimism, empowerment (I can do...!), cooperation, enhanced decision-making, and focused attention.

Empathy is a conscious, intentional process adults offer to and model for children. It is also a process that integrates the brain and wires it for personal responsibility. The more empathy a child receives, the more whole he/she becomes.

What's the big deal about emotional self-regulation?
Here’s some of what we know…

• If early childhood aged children do not practice self-regulation enough, the related brain areas will not fully develop and the end result may be adults who still act like they are in their “terrible twos” (Boyd, Barnett, Bodrova, Leong, & Gomby, 2005).

• Two decades of research found that self-regulation, not IQ scores or entry-level reading and math skills, is directly related to successful academic performance (Bronson & Merryman, 2009).

• Children lacking emotional self-regulation are at higher risk for disciplinary problems and are less likely to make a successful transition from preschool to kindergarten (Huffman, Mehlinger, & Kerivan, 2001).

• Children who do not learn self-regulation in preschool can turn into bullies with aggressive habits of interaction that are difficult to break in later years (Nagin & Tremblay, 1999; Shonkoff & Phillips 2000).

What we know continued…

• Motivation is directly linked to self-regulation. We are innately and intrinsically motivated to self-regulate. We are wired to be helpful, of service and cooperative. We must learn how to develop this genetic system instead of replace it with external controls (Bailey, 2011)

• Parents who are controlling have children who are angrier and less empathetic (Strayer & Roberts, 2004).

• Controlling parents who suppress or dismiss their children’s feelings have children who grow up with two deficits in emotional development: 1) Poor recognition of emotions in themselves and others. 2) Less empathetic support for their partner especially when that partner is experiencing difficulties (Roth et. Al, 2009)
So what do we do?

We begin by confronting our own self-regulatory and emotional well-being issues!

We must move from traditional forms of discipline toward a “conscious” discipline.

As we act out our emotions on children, we often model the very emotions we find disturbing!
The Unregulated Life
A Cycle of Self-Sabotage

I Blame
Look at what you made me do

I Demand/Act Out
I demand the world go my way

I Medicate
I medicate the distressing sensations through addictions

I Bury
I bury my feelings in a life story/life script, separating from others as either victim or villain

Addictive Cycle
We sabotage ourselves and our own goals in an attempt to self-regulate

I Am Stuck
I am stuck in the problem

I Am Triggered
I am angry

I Feel
Identify and name the feeling shifting from I am angry to I feel angry

I Choose
Reframing the problem with positive intent and connecting with others

I Calm
Breathing and noticing nonverbal cues

I Solve
Win-win solutions are abundant

Success Cycle
Ability to self-regulate and connect with others


Feelings are the bridge between problems and solutions.


Just as physical pain prompts us to pay attention to our bodies and address potential issues, our feelings do the same thing for our mental/emotional well-being.

To avoid catastrophe we must listen to our feelings and their guidance.

Many feelings have common themes and messages.

RESPONSE STYLES TO CHILDREN’S DISPLAYS OF NEGATIVE EMOTION

• Emotional Coaching
  Considers children's expression of emotion as an opportunity to validate their inner world and teach them about emotions, expression and coping. Emotional coaching says, “Emotions have value.”

• Emotion Dismissive
  Views emotions as dangerous, and focuses on avoiding or minimizing them. This approach is a risk factor for poor emotional regulation, behavioral problems and lack of empathy in children.

FOUR EMOTIONALLY UNHEALTHY EMPATHY STYLES USED IN TEACHING AND PARENTING

• Ignoring

• Dismissing:

• Punishing

• Fixing/Saving:

## What is your relationship with your emotions?

<table>
<thead>
<tr>
<th>Style of Upbringing</th>
<th>Angry</th>
<th>Sad</th>
<th>Scared</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring</td>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>


## What is your relationship with your emotions?

<table>
<thead>
<tr>
<th>Style with Adult Self</th>
<th>Angry</th>
<th>Sad</th>
<th>Scared</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring</td>
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</table>

What is your relationship with your emotions?

<table>
<thead>
<tr>
<th>Style with the Children in Your Care</th>
<th>Angry</th>
<th>Sad</th>
<th>Scared</th>
<th>Happy</th>
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Our attitude toward our emotions is crucial…If we see emotions as dangerous or frightening, then we can only manage our emotions (and the emotions of others) by responding with social pressure, punishment, avoidance and/or fear tactics.

If we value emotions as guides, then we create an attuned culture of emotional growth. The key is to embrace our feelings and the wisdom within them!
Feelings, Their Messages and How to Coach Them

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Theme</th>
<th>Message</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anger</strong></td>
<td>Someone or something is getting in the way of what we are intent on doing, achieving or possessing. We tend to blame other situations or people for what we perceive has been done to us or caused us to do.</td>
<td>Calm down and change.</td>
<td><strong>Step 1:</strong> Coach the child to calm by taking a few deep breaths. Be a S.T.A.R (Smile, Take a deep breath, and Relax). <strong>Step 2:</strong> Help the child move from “I am angry” to “I feel angry.” “Your face is going like this (demonstrate). You seem angry.” <strong>Step 3:</strong> Help the child begin the change process. “You wanted the marker. You may not grab. When you want the marker say, “May I have a turn?”</td>
</tr>
<tr>
<td><strong>Frustration</strong></td>
<td>Can generate anger, but different in intensity and source. Usually caused by our perceptions of our own shortcomings. Related to our failure to achieve our own goals.</td>
<td>Calm down and patiently see and do things differently</td>
<td>Coaching pattern for anger and frustration are the same… § Calm down = Be a S.T.A.R § Change = Apply the DNA process</td>
</tr>
</tbody>
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Coaching pattern for anger and frustration are the same…
- Calm down = Be a S.T.A.R
- Change = Apply the DNA process


Feelings, Their Messages and How to Coach Them

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<th>Coaching</th>
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<tbody>
<tr>
<td><strong>Scared</strong></td>
<td>The threat of real or imagined physical or psychological harm.</td>
<td>Help me feel safe and protected</td>
<td><strong>Step 1:</strong> Be a S.T.A.R. <strong>Step 2:</strong> Help move the child from “I am…” to “I feel….” “Your face is going like this (demonstrate). You seem scared. You’re safe. Breathe with me. I will keep you safe. Keep breathing,” (What would help you feel safer?) <strong>Step 3:</strong> Keep your commitment to emotional, physical and spiritual safety. Physically comfort the child. For anxiety, suggest ways to obtain present time information</td>
</tr>
<tr>
<td><strong>Anxious</strong></td>
<td>Is also a warning sign of a potential danger. Scared is a response to a known threat and anxiety is a response to an unknown threat.</td>
<td>Breathe deeply, focus on the present and get more information.</td>
<td>We use slightly different DNA words because “scared” involves more tangible threats and the threats of “anxious” are more vague.</td>
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### Feelings, Their Messages and How to Coach Them

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<th>Coaching</th>
</tr>
</thead>
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<tr>
<td>Sad</td>
<td>The loss of something you value.</td>
<td>Seek comfort from those you love.</td>
<td><strong>Step 1:</strong> “Your eyes are going like this. Your mouth is going like this.”&lt;br&gt;<strong>Step 2:</strong> “You seem sad.”&lt;br&gt;<strong>Step 3:</strong> “I will hold you and be with you. We will get through this together.”</td>
</tr>
<tr>
<td>Disappointed</td>
<td>When our hopes and expectations do not materialize.</td>
<td>Keep breathing, I can handle this.</td>
<td><strong>Step 1:</strong> “Your eyes are going like this. Your mouth is going like this.”&lt;br&gt;<strong>Step 2:</strong> “You seem disappointed.”&lt;br&gt;<strong>Step 3:</strong> “You were hoping you could play with the truck. It is hard to wait until a friend finishes. Breath with me. You can handle this.”</td>
</tr>
<tr>
<td>Happy</td>
<td>A deep sense of wellbeing and of love. More than a pleasurable feeling, a good mood or fleeting emotion, but an optimal state of being.</td>
<td>I am love and so are you.</td>
<td><strong>Step 1:</strong> “Your eyes are going like this. Your mouth is going like this.”&lt;br&gt;<strong>Step 2:</strong> “You seem happy.”&lt;br&gt;<strong>Step 3:</strong> “Notice specifically sources of happiness. Ex. ‘It’s a beautiful day. Wow, just look at all your friends.’”</td>
</tr>
<tr>
<td>Calm</td>
<td>A peaceful, relaxed, yet alert state of being.</td>
<td>All is well.</td>
<td><strong>Step 1:</strong> “Your eyes are going like this. Your mouth is going like this.”&lt;br&gt;<strong>Step 2:</strong> “You seem calm.”&lt;br&gt;<strong>Step 3:</strong> “All is well.”</td>
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INTEGRATING THE FIVE-STEP SELF-REGULATION PROCESS INTO YOUR LIFE


THE FIVE-STEP SELF-REGULATION PROCESS

• Step 1: I am--Becoming aware that something has triggered an emotion.

• Step 2: I calm--Breathing deeply and noticing our emotions.

• Step 3: I feel--Accurately identifying and naming our emotions.

• Step 4: I choose--Befriending the feeling through acceptance.

• Step 5: I solve--Awareness is the key to regulation.

COACHING CHILDREN IN THE FIVE-STEP PROCESS

THE FIVE-STEP SELF-REGULATION PROCESS FOR CHILDREN

• Step 1: I Am—The child’s emotions are triggered.

• Step 2: I Calm—Breathing deeply, notice and describe the child’s nonverbal emotional signals.

• Step 3: I Feel—Name the feeling.

• Step 4: I Choose—Accept and reframe.

• Step 5: I Solve—Solutions! Teach a new skill.

Expression of Mature Empathy Offered Through D.N.A. Process

**D**

**Brain Stem / Survival State**
DESCRIBE: Active Calming, Noticing:
"Your face is going like this."

Wait for eye contact. Download

**N**

**Limbic System / Emotional State**
Name the emotion, Empathy:
"You Seem _________."

**A**

**Prefrontal Lobes / Executive State**
Acknowledge, Problem-Solving
"You wanted ________, You were hoping ________."
How do we move from:

Judgement → Noticing?
Competition → Cooperation?
Specialness → Uniqueness?
Attention → Connection?

Formulas for Noticing

Notice to encourage compliance after an assertive command-- "You did it! You ______ (Describe in detail without judgement). End with an affirming tag. Ex. “You did it! You put on your backpack and stood by the front door. Way to go!”

Notice kind and helpful acts— “You ______ so _______. That was _______.” Ex. Jesse, you noticed that Cate was looking for a red crayon, so you offered to let her use yours. That was helpful.”

Notice for children’s unique strengths-- “You _____ (describe their unique talent.). Would you be willing to____ (share how that talent is beneficial in a wider sense)? Ex. You figured out how to stack the long blocks so they wouldn’t take up too much space. Would you be willing to explain how you did that at circle time?”
Below are common judgements. Transform these into noticing opportunities that scaffold children’s attention.

- Good job on the quiz, Jose!
- Karen, do you know how to ask for a turn?
- Thank you for cleaning up the sink area.
- A common judgement I make:
- What I could say instead:

Concepts adapted from the Conscious Discipline Program ® by Dr. Becky Bailey
1-800-824-2846 www.consciousdiscipline.com

Activity: Noticing Song
Participants will gather in small groups of 6 to 8. Groups will sit in a small circle in chairs or on floor. The group leader will begin singing the song.

Sung to the tune of Frere Jacques (Brother John)

“Hey, Hey __________ (name), Your __________ is like this.“ (demonstrate something about their face, ex. “Your mouth is going like this,” and then imitate.)

“And then you went like this.” (demonstrate).

“And now it’s up to you.”

The person receiving the notice then picks another person and sings the song. The song passes around the circle until everyone has noticed and has been noticed.

How did this experience feel to you?

Offering Children Choices:

Two positive choices helps children upshift from an emotional state to an executive state.

Benefits:
• Directs attention to improve focus
• Calms and empowers after an emotional state episode

**NOT** helpful when children are in a survival state or in an executive state.
Delivering Two Positive Choices

- Think in terms of what you want children to do, the behaviors you want to see and what the goal looks like.
- Think in terms of the problem and what you don’t want.
- Offer true, positive choices by voicing two options that are acceptable to you.
- Offer false, coercive choices by voicing a positive option and a negative option.
- “You have a choice! You can begin working on the next assignment by yourself or you can sit quietly until the bell rings. Which is better for you?”
- “You can sit there and be quiet or you can lose five minutes of free time.”

Encouragement for Children Who Make Poor Choices

- “You almost did it. You were so close. Try again. You just need some practice.”
- “I’m confident you will think of another way to handle this.”
- “You’ll figure out a way to be helpful. I know you. Inside you do not like to be hurtful.”
- “That’s a rough spot you are in, but I know you can work it out. Let me know if I can be helpful.”
- “Oops! We all make mistakes. What could you do now that would be helpful?”
- “You can do it!”
If we want children to take responsibility for their choices and make wise decisions we must minimize the fear of punishment and maximize problem-solving and solutions.

The “Who Is the Boss of You” interaction will help children who tend to blame others for their actions reclaim their power.

**Child statement:** “Lexi made me do it!”
**Adult response:** “So Lexi is the boss of you?”
**Child replies:** “No.”
**Adult response:** “What could you do differently if you were your own boss?”

**Child statement:** “Lexi made me do it.”
**Adult response:** “So Lexi is the boss of you!”
**Child replies:** “Yes!”
**Adult response:** “How sad! That must be hard for you with Lexi bossing you all the time. Would you like some ideas of how you could be the boss of you?”

---

**An emotional state responds to empathy and choices**

Empathy requires us to temporarily give up our own thoughts and feelings in order to more accurately understand the thoughts and feelings of the child.

Choices require we offer two acceptable solutions to the problem, and then allow children to choose what is best for them.
Problem-Solving

Structures for Positive Intent and Consequences

- Celebration Center
- School Family Assemblies
- Wishing Well

- Time Machine
- Class Meetings
- Class Meeting Rituals
School Family Assemblies:
School Wide Gatherings scheduled into the calendar once a month. Families are invited.

Purpose:
1. To contribute to the school culture of safety, connection and problem solving.
2. To foster the school wide implementation of Conscious Discipline.
3. To link the school to homes and the community.

Agenda
Entrance Song
Activity to Unite
Activity to disengage stress
Activities to connect
• Welcome new students/faculty
• Acknowledge birthdays
• Celebrate

Mini Conscious Discipline lesson
Activity to commit

Ending song and exit
Class Meetings:
Class Meetings are your classroom forums for solving problems.

Begin with a Brain Smart Start
• Unite
• Disengage Stress
• Connect
  • Insert the P.E.A.C.E. Process (Handout)
    • State the problem as you see it and its impact on you
    • Encourage the children to own the problem
    • Affirm the problem, restating it in terms of what you want to happen.
    • Collect helpful solutions to solve the problem
    • Evaluate to see if it is working
• Commit

Conflict Resolution Time Machine:
Positive Intent is the act of choosing to see children differently in order for them to behave differently. If we see the worst, we will be delivered “the worst.” Positive intent begins in the heart and opens the mind. It shifts the brain up from lower centers to higher centers so that problem solving can be used to solve conflicts.

The motivation to change comes from owning the Consequences of our actions, reflecting from the higher centers of our brain, and consciously choosing a different action. Becoming internally conscious of consequences is the key to change.

Relationship Repair Rituals:
Relationship repair occurs after a problem-solving event to bring the process to a close and repair any damage that might have occurred to the relationship. These rituals should represent the following:

- We are all in this together
- We commit to work the plan
- We have repaired or are willing to repair any disrupted relationship that occurred during the problem-solving discussion.

The ritual(s) should be simple and should symbolize that the participants are ready to move forward and continue to function as a connected, caring group. These rituals are most meaningful when created by the group or they evolve spontaneously from class events.
The Skill of Positive Intent

Positive intent starts in the heart and can open our minds. It upshifts our focus from the past and frames situations in a way that all parties in a conflict can problem-solve together.

Consciously choose to reframe situations and behavior over and over until the new perspective of Positive Intent becomes your pattern.

• Notice if you are upset. Actively calm yourself.
• Focus on what you want to happen. Shift your attention and your intention will follow. (Whatever you give your attention to, you get more of.)
• Change your beliefs about the other person’s motives from negative to positive.
A.C.T

A. Acknowledge the child's deepest desire and intent.
   “You wanted _________” or “You were hoping _______."

C. Clarify what skills to use.
   “When you want _________ then say (or do) _________.”

T. Take time to practice.
   “Say (or do) it now for practice.”

“The true consequence of an act isn’t the physical result of the action, it is the way we feel about the result. Our feeling about the result motivates us to act. Without access to and ownership of our feelings, we will blame the consequences of our actions on others and external situations. This shifts our motivation from changing ourselves to trying to make others change so we feel safe and loved.”

Becky Bailey
When it comes to consequences...

Intention is everything

The intentions we hold when delivering consequences will influence children to believe that mistakes are opportunities to learn or believe that mistakes reflect innate flaws and personal failures.

Question: Do we want our intention and impact to be helpful or hurtful?
Intention to Punish

Goal is for children to feel bad about themselves and/or feel guilty. The (absurd) idea is if we make them feel bad enough they will behave better. We tell them how they should feel.

The punitive position messages, “Do not feel what you are feeling, feel what I tell you to feel.”

Intention to Save

The goal is to rescue children from strong feelings of discomfort by saving them from the natural consequences of their actions. The intention is to protect children from the distress of their choices (adult too).

The saving intention messages, “Do not feel your feelings. Feelings are bad. You are not capable of handling your feelings.”
Intention to Teach

The goal is to help children reflect on how they feel about the impact of their choices in order that they choose to take responsibility for their actions.

The intention to teach messages, “Feel what you are feeling. Allow your feelings to inform you and guide you to do things differently next time.”

Reward and Punishment Systems

Internal vs External
THREE TYPES OF CONSEQUENCES

• Natural Consequences—Consequences that happen naturally without any adult planning or control.

• Logical Consequences—Used when safety prohibits the experience of natural consequences.

• Problem-Solving—Helpful for chronic problems and whole class problems

Natural Consequences are the Most Powerful Teacher

One of the most powerful ways for motivating behavior change. Not arranged or imposed by adults. They have been almost completely removed from the school environment.

Natural consequences motivate children to want to do things differently.
Logical Consequences—

- Are Respectful
- Are Related
- Are Reasonable
- Are made up by adults or with student help
- Motivate students to use skills they have already acquired
- ONLY work for connected children who know the skills

IMPOSED CONSEQUENCES

Hitting Friends In Block Area

- You have a choice.
- You can choose to build with your friends (positive action you desire).
- And play together for the rest of center time (positive consequences), OR
- You can choose to hit your friends (negative action)
- And play by yourself at the table so that everyone will be safe (negative consequence).
Consequences are like clear light formed by a rainbow. Successful consequences require the presence and combination of all the powers and skills.

Music, Movement and Rhythmic Activities Regulate the Brain

“To change any neural network in the brain, we need to provide patterned repetitive input to reach poorly organized neural networks involved in the stress response. Any neural network that is activated in a repetitive way will change.”

Dr. Bruce Perry
Repetitive, rhythmic activities used for trauma include singing, dancing, drumming, yoga, Tai Chi, Qi Gong, walking, running, swinging, jumping rope, trampoline work…even skateboarding.
Trauma may trigger regressive behavior in children. Regression is a response to the current moment being overwhelming and regression allows the child to return to a time where life was easier and they felt their needs were met. One way to help them move through the regression is to play the “When You Were A Baby” game.

“When you were a baby I would….”
“When you were a baby your (parent) would….”

When regression continues at a later time say, “Oh, you are playing our ‘When You Were A Baby’ game again. We will play it again (when). Right now (do what you have requested in the moment). You can do it!”

Play is essential to the trauma healing process and children who have experienced trauma events WILL re-enact those events in their play. Re-enactment soothes the anxiety from the experience and often children can get stuck in the re-enactment. This is similar to us getting stuck in ruminating thoughts. We want to help them move through the fear to a resolution of the event.
AT LAST…A SUMMARY!!!

Bruce Perry says that trauma healing requires 6 R’s. It must be:
• RELATIONAL (safety, connection and problem-solving)
• RELEVANT (developmentally matched to individual)
• REPETITIVE (patterned)
• REWARDING (pleasurable)
• RHYTHMIC (resonant with neural patterns)
• RESPECTFUL (of the child, family and culture)
Assertiveness
Saying “No” and Being Heard: Setting Limits Respectfully

**Power:** The Power of Attention
What you focus on, you get more of

**Value:** Respect

**Purpose:** Set limits and expectations

**Brain Smart:** Telling children what to do aligns their physiology with their willpower

**Emotional Development:** Healthy boundaries are essential to healthy relationships

**Assertiveness Principles:**
1. What you focus on, you get more of.
2. When you are upset, you are always focused on what you don’t want.
3. Passivity invites aggression, aggression begets aggression and assertiveness dissipates aggression.
4. Children must learn that they teach others how to treat them. They must learn to assertively deal with the intrusive behaviors of others.

Assessment to Become Self-Aware

Read the beliefs listed in columns A and B. Check off each rule that you learned as a child and continue to follow as an adult. The check marks in column A show how often you rely on passive aggressive behavior. The extent to which you identify with the behaviors listed in column B will show your degree of assertiveness.

<table>
<thead>
<tr>
<th>Column A: Passive/aggressive beliefs</th>
<th>Column B: Assertive beliefs</th>
</tr>
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<tbody>
<tr>
<td>You should have an appropriate response for every situation.</td>
<td>You have a right to make mistakes.</td>
</tr>
<tr>
<td>Mistakes are shameful, especially if someone’s feelings are hurt.</td>
<td>Mistakes, not perfection, are a part of being human.</td>
</tr>
<tr>
<td>It is selfish to put your own needs first.</td>
<td>You have a right to put yourself first sometimes. It models responsibility.</td>
</tr>
<tr>
<td>You should not waste others’ time with your problems. They have problems, too. You should be grateful for what you have.</td>
<td>You have a right to ask for help and emotional support. This gives others the opportunity to request help and support.</td>
</tr>
<tr>
<td>When someone is in trouble, you should always help them.</td>
<td>You have a right not to take responsibility for someone else’s problem. They are strong.</td>
</tr>
<tr>
<td>If you cannot convince others that your feelings and opinions are reasonable, then your feelings must be wrong.</td>
<td>You can feel and think the way you want. You can accept your feelings and opinions as legitimate, regardless of other people.</td>
</tr>
<tr>
<td>You should be intuitively sensitive to the needs and wishes of others.</td>
<td>You should not be expected to mind-read or figure out the needs and wishes of others.</td>
</tr>
<tr>
<td>Always try to accommodate others so they will like you.</td>
<td>You have a right to say “No.”</td>
</tr>
<tr>
<td>You should always be logical and consistent.</td>
<td>You have a right to change your mind.</td>
</tr>
<tr>
<td>Knowing you have done something well is its own reward. People do not like showoffs.</td>
<td>You have a right to receive recognition for your work and achievements.</td>
</tr>
<tr>
<td>You should always have a good reason for what you say, feel and do.</td>
<td>You do not have to justify and defend yourself to others.</td>
</tr>
<tr>
<td>If you are criticized, you have been rejected as “not good enough.”</td>
<td>You have a right to hear feedback and filter out that which is of no value to you.</td>
</tr>
</tbody>
</table>


Passivity

The goal of passivity is to please others. A passive person’s speech and actions constantly say, “Approve of me, love me.” A passive teacher manipulates children to behave, and in the process, she gives her power to them. A person’s power is their ability to have an effect in the world. Passive people relinquish this power by leaving decisions to other people. By putting another person in charge, the passive person skirts blame if something goes wrong.

Passive people long to be “perfect” so everyone will like them. They seldom express direct desires for fear that their desires may not be the “right” ones.

If you surrender power to the children you teach, you hope the children will use that power to make the “right” choice (to act nice). If they don’t act “nice,” you are likely to feel frustrated and this frustration begets frustration.

1. A passive person asks the child to accomplish an intermediate, but non-specific task.
   Examples: Asks the child to make an effort. “Try to be nice. Try your best to clean up. Try to clean up all the paint.”

2. A passive person asks the child questions about his or her behavior that don’t give usable information.
   Examples: “Where should you be? Why are you doing that?”

3. A passive person does not follow through on consequences and will adjust events to accommodate the child’s emotions.
   Examples: “The next time you speak to me like that you’re going to time out! I’m warning you, just one more time.”

4. A passive person gives power away to the child, putting the child in charge the adult.
   Examples: “When you are ready, I will begin. Let me finish here and I will help you.”
5. A passive person holds the child responsible for the adult’s anger and out-of-control behavior. Examples: “You are making me send you to time out. Don’t make me have to take that toy away!”

6. A passive person gives children choices when there are none. Examples: “It’s time to clean up, okay? Are you ready for rest time?”

7. A passive person may ignore a situation completely, in hopes that unacceptable behavior will magically disappear.

Passivity gives away power. Once you have put others in charge of you, it is difficult to get your power back.

Aggression

The goal of aggression is to win by overpowering. “Winning” means getting the other person to do what you want. An aggressive teacher often states his wishes with “you-me” statements. Instead of telling children what to do when they are talking out of turn, an aggressive teacher might say, “You always interrupt me.” You-me statements focus on the other person, not the problem. When a teacher makes remarks about children instead of stating his own feelings or thoughts, the teacher is attacking. If a teacher says, “You hurt me,” a child feels attacked. If a teacher says, “I feel hurt,” no attack is implied. Because you-me statements focus on the person and not the problem, the recipient usually feels he must respond defensively. With adults, we call the resulting exchange an argument. With children we call it talking back.

Aggressive people often speak for others and act as mind readers. They will describe the other person’s viewpoint (often wrongly), but seldom express their own.

Aggressive people also use the words “always” and “never” as forms of attack. “You never listen to me. You never clean up your mess.” With such extreme statements, you suggest the child is all good or all bad. By generalizing, you teach children to generalize about themselves and others. The children may grow up thinking and saying things like, “I never do things well. I’m always messy. All blonde girls are dumb.”

1. Aggressive people make “you” statements that focus on other people, not the problem. “You children are so selfish.”
2. Aggressive people often speak for others, often wrongly describing their viewpoints. They seldom express their own thoughts and feelings. “You just think if you keep moving on that cot, you won’t have to go to sleep.”
3. Aggressive people use the words “always” and “never.” “You never listen.”
4. Aggressive people view others as attacking them. “Don’t you back talk me, boy.”
5. Aggressive people use empty punitive threats. “Get back in that chair before I call your mama.”

6. Aggressive people impose consequences that are overly severe. “You are not going to get to paint again for weeks.”

7. Aggressive people physically respond to a child out of anger. Shaking or squeezing the child’s arm, jerking, threatening to hit or actually hitting the child.

Assertiveness

The goal of assertiveness is clear communication. When you communicate assertively, you make straightforward statements about feelings, thoughts and wishes. It is assertive to say, “I want pizza.” It is not assertive to quiz others (“What would you like?”), think for them (“You probably want Chinese food like always.”), or try to control them (Everyone wants pizza. Why not you?”) You cannot be assertive if you often think about what others think of you. Nor can you be assertive if you fret about what someone will do or say in response to what you do or say. You cannot set a limit and take care of another person’s feelings at the same time. To be assertive, you must concentrate on yourself instead of focusing on what someone else might think.

1. **Tell children what to do.** State your wants, needs and expectations clearly and simply. “Give me the scissors. These are too sharp. They could cut you. I will get you a plastic pair.”

2. **Send the nonverbal message “just do it” in the tone of your voice.** Match your verbal and nonverbal communications. If your nonverbal cues are too passive, your child may easily choose not to comply. If your nonverbal cues are too aggressive, your child will resist in self-defense. When your nonverbal and verbal communication match, you let your child know you mean what you say. Before your child decides whether to comply with a command, she will read your facial expression, tone of voice and gestures. You increase the chances she will obey if you appear confident and in control, sound sure of yourself and use gestures to provide information.

3. **Be clear and direct.** Give children choices only when choices really exist. “Are you ready for a story?” implies that your child has the choice of being ready or not. If you say, “It is storytime. Sit quietly and listen,” you leave your child no choice. You have stated plainly what will happen.

4. **Give Children usable information.** Give commands that contain usable, helpful information and avoid asking rhetorical questions. “Sit down and check to see if your friends have enough space,” is assertive. “Who can show how to sit nicely?” is not.
5. **Own and express your feelings directly.** If you say, “I feel angry when you interrupt me,” you are being assertive. “Look what you made me do” and “can’t you be quiet while I am talking” are indirect (passive/aggressive) ways to express anger.

6. **Speak in concrete terms.** Abstractions like good, bad, nice, etc., can be confusing for young children. Teach children what it is to be good and nice specifically without relying on the labels. “Ask your friend if you can play by saying: May I please play,” is assertive. “Be nice to your friends,” is not assertive.

7. **Be conscious of the intent behind the communication.** The intent behind assertive communication is clarity. Clarity will help the child be as successful as possible in your classroom.

Show respect for the children in your classroom and enforce rules without teasing, embarrassing or bullying. Being respectful means focusing on improving behavior rather than on getting children to feel bad about their actions. The intent behind the words is more powerful than the actual choice of wording.

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Conscious Discipline Cheat Sheet

I. Using noticing to provide encouragement to children.
   • Start your sentence with the child’s name or the pronoun “you.”
   • Alternately, start with “You did it!” or “Look at you!”
   • Next describe exactly what you see.
     Say exactly what you see the child doing. Ask yourself, “Can a camera record what I am about to say.”
   • End your description with a tag, a verbal pat on the back.
     Avoid judgmental tags such as “good job.” Instead use tags that describe attributes and tags that describe values.

   **Attribute Tags**
   That took determination.
   That was gutsy.
   You sure are organized.

   **Describing Tags**
   That was helpful.
   That was thoughtful.
   That was kind, caring, loving etc.

   Children need encouragement especially when they have made poor choices.

   **Ex.**
   1. “I have confidence you will figure out another way of handling this.”
   2. “You’ll figure out a way to be helpful. I know you, inside you do not like to be hurtful.
   3. “That’s a rough spot you are in, but I know you can work it out. Let me know if you need help.”

II. Tell children what you want them to do rather than what you don’t want them to do.
   • Rather than, “Stop talking when I’m talking.” Say...“Listen when I’m talking.”
   • Instead of, “Don’t push your friends, that’s not nice.” Say...”Ask your friends to ‘please move.’”
     “If a dead person can do it, you have not stated what to do. If a dead person can do it, you are not giving usable information.”

Giving assertive commands to individuals.
   • Move to the child, get down on eye level and make direct eye contact.
   • State the child’s name.
   • Verbally tell the child what you want him or her to do.
   • Touch the child gently on the arm or place your hand on her back or shoulder (if possible and appropriate).
   • Use visual cues through gesturing to support what you want the child to do.
Assertive commands use all the senses:
1. Kinesthetically, move into proximity with the child
2. Visually, utilize eye contact and gestures
3. Auditorily, state the child’s name and your expectations
4. Tactilely, through touch
5. Energetically, with a loving positive intent for clarity and success

Use a signal or unifying experience to get the group’s attention. Teach an auditory and visual signal.

When the signals fail:
1. Conduct a unifying chant or movement activity.
2. Notice the children who stop.
3. Verbally tell the children what you want them to do.

Teach the class signal. Make sure it has an auditory, visual and kinesthetic (breathing) component. Use specific plans to teach the signal, and teach it for 21 days to form a habit. Frame the experience so that children who hear the signal can help those who missed it to also be successful. Encourage those children who follow the signal by describing what they have accomplished (“You stopped what you were doing, took a deep breath and looked for me.”)

Tell and Show strategies...
If children do not follow your assertive command, they are indicating they need additional support to be successful.

1. Give an assertive command.
2. Say, “There you are.”
3. Say, “I’m going to show you what I want you to do.”

Use “I-messages” to assert yourself with children. I-messages tell children that you believe they have infringed upon you. An I-message describes the behavior that is annoying or disruptive, the feelings the adult is experiencing, and the tangible impact of that behavior on the adult.

- “When you talk when I am talking, I feel frustrated because I can’t remember what I was saying. Sit quietly while I talk.”

Styles of I-Messages:
1. “I don’t like it when you ____________________.” (Describe child’s action.)
2. “I feel _______________ (use a feeling word) when you ____________________ (describe the child’s actions) because ____________________________. (relate to safety).

Use tattling as a teaching tool.
Helping children assertively deal with intrusion:
- Jocelyn says, “Meagan hit me!”
- You say… “Did you like it?”
The child responds with a form of no. Take note of the assertive energy of the “no.” An assertive no reveals a high confidence level, and a passive or aggressive no reveals a low confidence level.

You say...“Go tell Meagan: Stop, I don’t like it when you hit me.”
Teach both the words to use and the voice to use.

For toddlers (2 years), children with language disorders or developmental delays say, “Go tell Meagan: Stop! No!”

- **Level 1:** Stop! No! (Toddlers)
- **Level 2:** I don’t like it! (3 to 4 years)
- **Level 3:** I don’t like it when you hit me. (4 to 6 years)
- **Level 4:** I don’t like it. Get your own pencil. (6 to 9 years)
- **Level 5:** I feel frustrated when you take my pencil. I can’t finish my work.” (9 to 12 years)
- **Level 6:** I feel frustrated when you take my pencil. I can’t finish my work. Get your own pencil. (12 and up)

Passive/Aggressive Tattling: Attemps to get revenge

Often, when a child is unsuccessful in influencing another’s behavior, she attempts to get that child punished in some way.

Passive/Aggressive tattling involves a child telling on others who are breaking a rule.

- **Child:** Stephanie is not cleaning up.
- **Adult:** Are you telling me to be helpful or hurtful?
- **Child:** Hurtful.
- **Adult:** What could you do that would be helpful?
- **Child:** I don’t know.
- **Adult:** You could say, “Stephanie, would you like some help cleaning up?”
- **Child:** Well, she pushed me.
- **Adult:** Did you like it?
- **Child:** No
- **Adult:** She pushed you and you didn’t know what to say to let her know how frustrated you were. So you came to me hoping to get her in trouble. When she pushes you say, “Stop, I don’t like to be pushed. It hurts.” Say that now. I will walk with you while you talk directly to Stephanie.

Tattling out of fear: The Classroom is not safe, do something.

- **Child:** “Mark hit Latisha and she is crying.”
- **Adult:** You were concerned about your friends, I will take care of the situation so that the classroom is safe. Then proceed to the victim first to begin the healing process.
- **Then inquire...**”Something must have happened?” Listen to the child as she explains the situation. Reflect back to the child what you heard for clarity. Once you clearly perceive her side of the story, go to Mark to teach, “Mark, you wanted _______________? You may not hit. Hitting hurts. When you want _______________
and a person says no, come ask me for assistance. What could you do to be helpful to Latisha right now."

III. Use your assertive voice to keep your own power.

Change...Let me finish the story and I will help you.
   To: I will help you when I finish reading the story.
Change...You are ruining the story for everyone.
   To: Sit quietly so everyone can hear the story.
Change...Line up for lunch, okay?
   To: Line up for lunch. Look around and see if anyone needs help.

The “Who is the Boss of You” Skill:

<table>
<thead>
<tr>
<th>Child Statement</th>
<th>Teacher Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Ernie made me do it!”</td>
<td>“So Ernie is the boss of you?”</td>
</tr>
<tr>
<td>“No!”</td>
<td>“What could you do differently if you were the boss of you?”</td>
</tr>
</tbody>
</table>

| 2. “Ernie made me do it!” | “So Ernie is the boss of you?” |
|                          | “How sad! That must be hard for you with Ernie bossing you all the time.” |

IV. The Five Steps of Delivering Positive Choices:

1. Breathe deeply. Think about what you want the child to do. Make a conscious decision.
2. Tell the child in an upbeat tone, “You have a choice!” Your positive attitude will lighten the situation.
3. State the 2 choices you have created to achieve your goal. Say, “You may ________________ or you may ________________.
4. Complete the process by asking, “What is your choice?” If the child hesitates, repeat the options.
5. Notice the child’s choice. Say...”You chose _____________. Look at you! You are ________________.

Example:

Nathan (age 3) is pounding his pizza with his fist during lunchtime. Breathe deeply, think about what you want to happen, and decide what choices you will offer Nathan. “Nathan, you have a choice. You may eat your pizza or you may put your food away. What will you choose? You chose to eat some more. I can see you chewing and swallowing your food.

How to help children who:

1. refuse to make choices.

• Point out to the child the many choices they are always making as they are making them. Make children’s choices conscious by announcing and describing them.
• Offer the child choices that involve closeness to you. “You may hold my left hand as we walk in or my right hand. Which do you pick? You chose my right hand. I like holding hands with you.”

• Think aloud. State your mistakes aloud and forgive yourself. “I will take a deep breath and forgive myself for my mistakes. I owe you an apology. Children, I am sorry for my behavior. Next time I feel upset I am going to breathe deeply and collect some information instead of blaming.

2. resist the structure given (given a choice of A and B, they pick C)

• Use the “Parroting Technique.”

  Teacher: Joseph, it is time to put these toys away. You have a choice. You can begin by picking up the large blocks or the small ones. What is your choice?

  Joseph: “No!” He begins to throw blocks.

  Teacher: Joseph, it is time to clean up. You have a choice. Small blocks or large ones. What is your choice?

  Joseph: “You can’t make me. I hate you!”

  Teacher: “Small blocks or large ones. What is your choice.

If the opposition escalates, disengage the conflict by saying...”You are right, Joseph, I can’t make you clean up. I hope you choose to be a part of this school family.” Turn and walk away.

If the child chooses to cooperate with you, celebrate his choice.

• Learned Opposition:

  Practice all of the techniques of Conscious Discipline. Must maintain self-control. May pose a power struggle even with Conscious Discipline. Avoid the struggle. Without two players a power struggle can’t exist.

  1. Forgive yourself. Recognize and accept feelings. “I feel angry and anxious and that’s ok.” Reframe the experience. Forget about finding a good guy and a villain. Admit that given your states of mind, you did your best and so did the child. Request help. Calmly ask the child to work with you in forging new patterns of behavior.

  2. Engage the child in solving problems.

  3. Help the child feel powerful

  4. Spend time with the child to develop a trusting relationship.

3. change their minds (given a choice of A or B, they pick A, then switch to B, back to A, etc…)

  This may be a passive attempt to control others. These children may have self-esteem issues. Ask questions...is this behavior new? Is it chronic or occasional? If it occurs out of nowhere and is infrequent, the child could be overwhelmed by stress. Stress can cause regressive behavior. When children regress, they need assertive commands rather than choices. Say to these children... “You are having trouble choosing for yourself. I will choose for you.”

4. developmentally do not understand what a choice is.

  1. Point out to children that they are always making choices.

  2. Point out and describe children’s choices.
V. Positive Intent, hurtful actions

Attribute Positive Intent

State the child’s positive motive. “You wanted ________________.”

State the skill the child used to achieve her goal. Make no judgments, simply describe the child’s actions.

Give the benefit of doubt to the child.

State the limit and why it is needed.

Teach the child what you want him to do in the situation. Then ask him to do that action or say those words.

Encourage the child for being willing to try a different approach. Point out how the approach was successful.

Example: One child hits another on the head with a pencil. “You wanted Camron to look at you, so you thumped him on the head with your pencil. You didn’t know the words to use to get his attention. You may not hit Camron with the pencil. It hurts. When you want Camron to look at you, say: Hey Camron look here. Try it now. You did it! Look, Camron is looking right at you!”

When you don’t know what the child wanted, describe the child’s nonverbal actions to build consciousness within the child. Then with an inquiring tone state, “Your body is telling me you might feel __________.” Fill in the blank with the emotion you think is being displayed. When this mirroring is done, children are more likely to begin talking and expressing what happened.

Example:
Child is kicking chairs and stomping his feet.
Intention: You kicked the chairs and stomped your feet like this (imitate the child). Your body is telling me you might feel angry.
Child: “I don’t want to go to circle!”
Teacher: You wanted to let me know you wanted to keep playing, so you kicked the chairs and stomped your feet. You didn’t know what else to do. When you feel angry come to me and say, I feel angry.

VI. Positive Intent/hurtful words

One child says to another, “You’re ugly and you’re not my friend!” Go to the victim first and offer empathy. “Your eyes are going like this, and your mouth is like this. You must feel sad and hurt by what was said.” When the child makes eye contact empower them to speak to their attacker by
telling her the exact words to use. Say…”Tell ________, I don't like it when you call me names. Call me ____________.

Then turn to the attacker and deliver positive intent.  
(Refer to the previous steps.)

VII. Offering Empathy

Empathy is about reflecting back to children what you see, what you feel and what you hear. Respond to the brain state the child is exhibiting. To reflect back what you think a child might be feeling, focus on the body language to discern the emotion. Do not over-emphasize the child’s words. They can be misleading. Listen for the feelings underneath the words.

Reflect rather than question. The purpose of reflection is to increase the child’s self-awareness. The purpose of questioning is to gather information. If you are asking questions, you are not reflecting feelings.

Avoid sounding all-knowing. Your reflections ought to be tentative and correctable. Tentative inquiries are, “You seem angry.” Knowing responses are like, “I know you are angry.”

Examples:

<table>
<thead>
<tr>
<th>Children’s Words</th>
<th>Teacher Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1:</strong> “You’re stupid.”</td>
<td>“You seem frustrated with me.”</td>
</tr>
<tr>
<td><strong>Part 2:</strong> “You’re always picking on me.”</td>
<td>“You seem afraid that I don’t like you.”</td>
</tr>
</tbody>
</table>

| **Part 1:** “I hate you.”                  | “You seem angry with me.”                   |
| **Part 2:** “You are going to fail me”     | “You seem worried that I am more in charge of your grade than you are.” |

| **Part 1:** “You can’t make me.”          | “You seem angry.”                          |
| **Part 2:** “I don’t have to do anything that I don’t want to.” | “It’s scary when things seem out of our control.” |

VIII. Imposed Consequences

Consequences do not teach children how to behave. They motivate children to use skills they already have or motivate them to learn new strategies.

Steps in delivering imposed consequences.
1. Present the child with the choice of skills to use or the rule.
   “You have a choice to hit your friend and get the toy or to ask your friend for the toy by saying: May I have a turn?” or
   “The rule in the classroom is to paint only in the art area.”
2. Present the child with the imposed consequences of choosing the old hurtful skill or breaking the rule.
   “If you choose to hit, you will play in the hula hoop on the floor with the toys I provide you during center time.” Or
   “If the paint is removed from the art area, you will not be allowed to use it for the rest of the day.”

3. State why this consequence is being imposed and relate it to safety (young children) and/or logic (older children).
   “Hitting hurts. It is not safe. My job is to keep the classroom safe. By playing in your own area, you will be safe and so will your friends.” or “The paint can get on the rug and make stains. You may paint only by the sink or over the tile.”

4. Ask the child what she has heard and understood.
   “Do you understand what will happen to you if you hit again? Tell me.” or “Do you understand what I will do if I see the paint on the rug? Tell me.”

5. Listen carefully to the child and clarify any miscommunications.
   “I will play in the hula hoop by myself.” Your clarifying response might be, “For how long?” or “I’ll never get to paint.” Your clarifying response might be, “Will you never be able to paint again or just for the rest of the day?”

6. If the child repeats the behavior, deliver the designated consequence with empathy and choices.
   “How disappointing to lose the opportunity to play with others. You can play in the hoop with this basket of toys or these books. Which will you choose?” or “How disappointing for you, I know how much you like to paint. Feel free to play in other areas.”

IX. Class Meetings

   **Step 1:** “I’ve noticed ______.” State what you have seen occurring in the classroom without bias or judgment. You might say, “I’ve noticed some children are talking while I’m reading a story.”

   **Step 2:** “This is a problem for me because __________. Does it bother anyone else?” This step allows the children the opportunity to own part of the problem. You might say, “This is a problem for me because I can’t hear myself read and I lose my place in the story. Do children talking during story time bother any of you?”

   **Step 3:** “So, a class problem is ______.” Summarize the class problem. “So a class problem we seem to be having is children talking during story time distracting the teacher and other children.”
Step 4: “What could we do to solve the problem?” Generally the children will respond (stop talking). At this point encourage them to focus on what to do. “Stop talking” would turn into “be quiet and start listening.”

Step 5: “What happens if children fail to __________.” This step allows you to create a class consequence. Remind children the consequences must be fair and safe for everyone.

X. Problem Solving:

P.E.A.C.E.

P—discern who owns the Problem
E—offer Empathy to the child who made the “poor” choice.
A—Ask the child to think, “What do you think you are going to do?”
C—offer Choices and suggestions
E—Encourage the child to come up with his own solution.

P—”You seem to be having a problem.” After this, state what you have observed without any judgments. You might continue by saying, “I’ve noticed (describe the actions the child is taking).” “You seem to be having a problem. I’ve noticed you leaving your toys on the floor after you finish playing with them.”

E—Many times when we draw children’s attention to a problem, their first tendency is to blame others. Mistakes threaten us. Empathy calms the brain, removes the threat and allows a person to take responsibility for his or her own behavior.

A—It is important to ask children to solve their own problems. “What do you think you are going to do?” or “I’d like to hear you ideas.” You could also ask, “How could you solve this problem.” Or “What could you do to solve your problem?”

C—Children do not have a repertoire of solutions. Their response to you asking about solutions is frequently, “I don't know.” You can respond, “Are you interested in some ideas?” or “Would you like some ideas other children have tried.” Offer children ideas, starting with some poor choices and moving up to more helpful choices. This is a way to really engage children’s thinking processes. After each question ask, “How do you think that would work?”

E—End the interaction with encouraging the student. You might say, “I know you will come up with a solution for your problem. You can do this. Let me know what you decide and if you need help.”
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 neurodevelopment brain model, so adults and children may learn to self-regulate effectively.

Making the **SHIFT** from Control to Connection through structuring the program for success

**Conscious Discipline Teaches Adults to:**
- Access personal empowerment and model the skill of **Composure** through **Active Calming**
- Build a bridge to even the most difficult child by using the Seven Powers to teach skills.
- Build the School Family as a foundation for problem solving in conflict situations.
- Identify **Brain Smart™ Principles** and use them to help create an optimal learning environment

consciousdiscipline.com 800-842-2846
CREATING THE SCHOOL FAMILY™
The Transforming Power of Conscious Discipline
“Building the House of Learning.”

Characteristics: willing, ready to learn, reflective, plans, sees impact on others, problem solves

S = Stop and Go - build impulse control
P = Positive Intent - teach instead of judge
A = Assertiveness - children learn to use “big voice”
C = Consequences - self correction through reflection
E = Executive Skills - build the tool box

EXECUTIVE STATE - TEACH ME

Characteristics: body relaxes, eye contact and helpful touch, seeks connection, understanding, and empowerment

R = Rituals - sacred spaces for eye contact, touch, presence, playful situation
E = Encouragement - we’re all in this together and the power of “You did it”
J = Jobs - meaningful jobs for everyone, encouraging language, “That was helpful”
E = Empathy - reflect feelings “You seem _____, you wanted _____”
C = Choices - focus on what you want and say, “You have a choice…”
T = The School Family - positive school climate

EMOTIONAL STATE - CONNECT WITH ME

Characteristics: No eye contact, resistance, tense, feels powerless

N = Noticing - “Your arm is going like this” (brings presence)
A = Assertiveness (Adults) - voice of no doubt, sets clear limits
R = Routines with Pictures - show children what TO DO
C = Composure - STAR, upload, breathe with me
S = Safe Place and Safe Keeper - sets the foundation for safety

SURVIVAL STATE - KEEP ME SAFE
Brain Smart® Principles: Building Codes for Success

🌟 ACTIVITY TO UNITE
Body Regulation - manage accelerator/brake
Attuned Communication - how to “dance” with others

🌟 ACTIVITY TO DISENGAGE STRESS
Organized/Balance Nervous System - emotional flexibility
Response Flexibility - pause between impulse and action

🌟 ACTIVITY TO CONNECT
Fear Modulation - unlearning fear fibers to amygdala
Empathy - understand responses of others/compassion

🌟 ACTIVITY TO COMMIT
Morality - acting for the higher social good even when alone

SAFETY is the foundation upon which CONNECTION and SELF-REGULATION build. Everything relies on SAFETY.
SAFETY AND COMPOSURE STRATEGIES

SMILE – Turns off the alarm so that all areas of the brain stay open. Just push the corners of the mouth up. That’s all it takes.

TAKE A DEEP BREATH – Brings fresh oxygen into the body. Oxygen is brain food.

AND

RELAX – By relaxing your muscles, you’re able to further turn off the fight, flight, or surrender response. It helps to keep the executive state open and functioning so that you can problem solve.

Conscious Discipline Provides the Ingredients for the OPTIMAL STATE FOR LEARNING

POWER OF PERCEPTION:
How I perceive a situation dictates my emotional state, which in turn dictates my behavior

MAP IT!
• Model what is expected.
• Add visuals of the steps that children can follow.
• Practice, practice, practice.

ROUTINES provide PREDICTABILITY which supports SAFETY. PICTURE ROUTINES help children organize and cooperate.
MEANINGFUL JOBS AND ENCOURAGING LANGUAGE  
BUILD SELF WORTH

PURPOSE OF WORK
- Significant contributor
- Job description of being helpful
- Teaches responsibility
- Builds self-worth

A JOB FOR EVERY CHILD EVERY DAY

ENCOURAGEMENT - “You did it!” is a strong serotonin hit.

CREATING A SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT - In order to learn new ways to handle frustration, anger, disappointment, etc., there needs to be a foundation of physical and emotional safety on which to build. If safety is threatened, connection is lost.

DESCRIBE, NOT JUDGE - Say what you see “You did it! You put all your things back on the shelf so that we can walk through the room. That was helpful.” When we say good job, it tends to place the emphasis on how the adult feels about it, (you’re pleased with me) rather than describing for the child what you witnessed, which allows them the opportunity to reflect on the accomplishment itself. This builds internal motivation and the desire to build impulse regulation.

TAGS THAT JUDGE – USE SPARINGLY:
- Good for you!
- Good job! (Great, excellent, etc.)
- I’m so proud of you!

TAGS THAT DESCRIBE ATTRIBUTES – USE REGULARLY:
- That took determination.
- That was gutsy.
- You sure are organized.

TAGS THAT DESCRIBE VALUES – USE LAVISHLY:
- That was helpful.
- That was thoughtful.
- That was kind, caring, loving, responsible, wise, etc.

SAVE “THANK YOU’S for gifts and times when favors are done. (Thank you for doing that for me.)

NOTICE THE CHILD’S CONTRIBUTION AS A HELP TO OTHERS. (You moved over so Jason has room. That was helpful.)
**POSITIVE INTENT** - Teach instead of judge.

*SUSPEND JUDGMENT AND WISH WELL* - Attributing positive intent creates teaching moments by transforming resistance into cooperation.

*LOOK PAST THE BEHAVIOR AND SEE WHAT IS NEEDED* - What we think we understand by what we see isn’t always what is really going on. **Behavior is purposeful.** Ask, “Does this child need information, comfort, or time to recover?” That question will help guide adults to a deeper understanding and an ability to help. **Conflict is always an opportunity to teach.**

<table>
<thead>
<tr>
<th>Situation: A child grabs something away from another child.</th>
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<tbody>
<tr>
<td>Adult: <strong>S.T.A.R., wish you and child well.</strong></td>
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<tr>
<td>Intent: You wanted ____________________________ so you _________________.</td>
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<td>You didn’t know what else to do.</td>
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<tr>
<td>Limit: Do not _______________. ____________________________ hurts (- value).</td>
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<tr>
<td>Teach: When you want _____________________________ say (or do)</td>
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<tr>
<td>Practice: Now you try it (child repeats words or actions).</td>
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**ASSERTIVENESS** - State what you DO WANT with respect.

*LET POSITIVE INTENT GUIDE YOUR TONE* - An assertive voice is the VOICE OF KNOWING. It is clear, respectful, and lacks judgment.

“**You never put your coat where it belongs!”** – Aggressive voice  
“**Why are coats always left on the floor?”** – Passive voice  
“**Pick up your coat and put it on the hook.”** – Assertive voice

**BE CLEAR ABOUT WHAT YOU DO WANT** - **Focus on what you want** to have happen. Instead of “don’t”, state what you do want in an assertive voice.

“**Stop pushing**” becomes “**Put your hands down by your sides.**”  
“I need you to (or please)” becomes “**It’s time to…**” or “**It’s important to…**”

<table>
<thead>
<tr>
<th>It’s time to _____________</th>
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<tr>
<td>You may __________ or __________.</td>
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<tr>
<td>What is your choice?</td>
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<td>You chose ______!</td>
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</tbody>
</table>
**Purpose:** The purpose of the celebration center is to celebrate life events, individual achievements and contributions to the School Family™. Celebrations could include such things as losing a tooth, learning to ride a bicycle, welcoming a new sibling into a family, great grandmother’s birthday, learning to read, 100% on a spelling test or helping friends through a difficult time. The Celebration Center is a way for children to honor other children. It is **not** a place where rewards are given for good behavior.

How to set up a Celebration Center: The Celebration Center for young children could consist of a celebration chair and a prop box. Find and old wooden chair and have the children paint and decorate it themselves. Place symbolic representations of what you celebrating inside the prop box. For example, put a tooth necklace in the box to signify the loss of a tooth. When a child loses a tooth. Have him or her sit on the celebration chair, wear the tooth necklace and sing:

“You lost a tooth, you lost a tooth, you’re growing day by day. 
You lost a tooth.
New ones will grow, new ones will grow, you’re growing everyday. 
New ones will grow.”
*(Tune: Farmer in the Dell)*

You might also have a microphone in your prop box. The microphone would be used to celebrate when children use their BIG (assertive) voice in class.

Children in older grades can design their own Celebration Center, what they would like to celebrate and how they would like to celebrate. You may put the Celebration Center on the class computer and have students create and print certificates for each other. Each student can observe another for a week and create a certificate to honor something about their classmate. Then conduct a class ceremony where the students present their awards. You might use the “Let’s Celebrate” song from the CD, *It Starts in the Heart*. You may also choose to sing the following words to the tune of the Mickey Mouse Club theme song:
C-E-L-E-B-R-A-T-E

Celebrate today!
Because you did it!
Because you did it!
You worked real hard and now hooray! You did it!
We do our best the brain smart way,
Today and everyday!
I’m proud of myself,
I’m proud of you too.
Celebrate today!

How to introduce the Celebration Center: Introduce the Celebration Center when the need arises in your classroom. A child’s birthday or a lost tooth might be the event that gets the ball rolling. Use the event as an opportunity to explain that the Celebration Center is a place to celebrate each child’s unique talents, accomplishments and events. The most important thing about the Celebration Center is to use it to notice all of the diverse talents and events in your children’s lives, from making a rap song, to an “A” on a math test, to learning to tie shoes. Each child has a gift for your class. Your job is to find and celebrate it.

Activities:

Create a celebration chair: Find an old wooden chair and have the children decorate it with your assistance. Younger classes may want to use handprints so each child can contribute a piece of him- or herself to the chair. Older classrooms may want to bring in magazine pictures of celebrations to decoupage the chair. The type of decoration can be as original and varied as the class itself. Paint the chair with primer at the beginning of each school year in preparation for your new School Family to personalize this classroom structure.

Celebration Bag: Younger children like to use props during their celebrations. Purchase a bright gift bag and label it “Celebration Bag.” Fill the bag with symbolic objects that represent common things young children might celebrate, such as a tooth toy (representing losing a tooth), a pair of shoelaces (learning to tie your shoes), a baseball cap (winning a T-ball game), a baby rattle (birth of a new sibling), and a pompon, which could celebrate a variety of accomplishments. When celebration time arrives, encourage children to choose a symbolic object from the bag to hold while the class celebrates.

Star of the Week: Star of the Week is an excellent way to help the children get to know one another at the beginning of the year. It helps create connections between you and the children, and among the children as everyone shares their stars. Place each child’s name in a basket labeled “Star of the Week!” Show the children that everyone’s name is in the basket. (Some children may have to be shown more than
once for reassurance.) Explain that everyone will get a turn and that it is hard to wait. Randomly select one star person to celebrate each week. Encourage children to manage their disappointment and truly celebrate the person chosen.

Cut out a large star. The center of the star states, “This is Me,” and has a place for a photo or drawing of the child. Then print one of the following on each of the five points of the star:

- My favorite food
- My favorite place to go
- Myself as a grown-up
- My family
- My favorite thing to do

(These can vary to suit the individual children in your class.) Send the star home over on Friday with instructions to fill in the spaces as a family over the weekend and return it to school on Monday. Build time into your morning circle so the star person can share. (If the star has not returned by Tuesday or the child says no one will help, work on the star together at school.) After sharing, place the stars on a classroom wall or bind them into a class book.

**Celebrating every day:** Utilize “Cheer Leader” as a job in your School Family. The Cheer Leader’s job is to look for reasons to cheer! Create a “Cheer Box” from an empty box of Cheer detergent, a box of Cheerios, or one of your own creation. Fill the box with printed-out cheers (Check Dr. Jean Feldman’s website, [www.drjean.org](http://www.drjean.org) for free ones.) the cheer Leader selects a card from the Cheer Box to use as he shares good news and accomplishments. Few reasons to celebrate everyday include:

- Learning to tie shoes
- Finding something that was lost
- Sharing a child’s celebration
- Scoring a basket of getting a T-ball hit
- Learning to write your name
- Reading a book
- Keeping your commitment
- Walking quietly in the hallway
- Being on time for lunch
- Receiving a class compliment from a lunch monitor or administrator

**Class Books:**

________ Is Important in Our School Family:
This book builds on the Star of the Week. Each child draws a picture of him- or herself with the star of the week. Then they write why the “Star of the Week” is important to the school family. (Take dictation and
rewrite as needed.) Provide examples of what children might say, like, “Steven helped me find my jacket when I lost it,” or “Crystal shared her markers when I needed the green one.” Bind the pages together with a cover that says, “____________ Is Important to Our School Family!” Send the book home on Friday as part of the Star of the Week activity with his or her family. You would do one of these books for each child.

**Classroom Birthday Book:**
Create a page for each month of the year. On the page, add a large die-cut birthday cake and the name of the month. Place students’ photos on the cake that corresponds to their birthday month.
PMM
MSU

Consequences

**Class Meetings**

**Purpose:** To provide a forum and create a climate in which children feel safe enough to celebrate, connect and solve problems.

**How to set up a class meeting area:** Early childhood classrooms are accustomed to having circle time. For these classrooms, Class Meetings will become an integral part of circle time. Older elementary classrooms that do not have circle time will need to create a Class Meeting space. If at all possible, gather in a circle so all can see each other. Young children will need designated boundaries such as carpet squares/ tape/ chairs to help them define and be aware of their personal space.

In the Class Meeting area you will need the following supplies:

- CD player and music/movement CDs
- Supplies for writing down ideas (white board, chart paper, black board, etc.)
- Boundary markers for young children or those who need help to keep their body in their own personal space
- Safe Place pass – small card with the relaxation strategy icons (S.T.A.R., balloon, drain and pretzel) that can be handed off to a child who may feel overwhelmed
- Toy microphone to designate the talker
- Posted agreements

**Class Meeting Agreements:** Brainstorm with children to come up with a list of agreements they will commit to when conducting a Class Meeting (or circle time). The following list is an example:

- The person with the microphone is the only one to speak
- Listen to the person talking and look at the person
- You have the right to pass
- You have the right to go to the Safe Place
- No putdowns
- Focus on what you want to have happen

**How to use Class Meeting Time:** This gathering can be used for many classroom reasons; however, in regard to Conscious Discipline® it is used for the following:

1. Brain Smart® start of the day
2. Creating School Family™ chants, songs, and agreements
3. Introducing and talking about how to use the other Conscious Discipline® areas in the room (the Safe Place, the Time Machine, the Job Board, etc.)
4. Problem solving

Sample problem solving session:
Begin a problem solving session with a consistent signal that includes a unifying song or a unifying act. Some examples are as follows:

**Step 1:** The Problem Solving Song- (Tune: “Have You Ever Seen A Lassie?”)
Time to solve some problems, some problems, some problems
Time to solve some problems, so gather ‘round here.
I’m willing to solve some problems, some problems, some problems
I’m willing to work together and solve them right now.

**Step 2:** Unifying Act-
For younger learners: “Put your thinking cap on” or “Put on your listening ears.” (use accompanying motions)
For older learners: Recite a creed, a pledge, a poem, etc., that the class has adopted to re-commit the class to adhere to class agreements

**Step 3:** When following problems, follow the suggested format:
The person presenting the problem says: “I’ve noticed ____. Then he/she describes what has been witnessed without making judgments. “To describe” means to act like a photographer and talk only about the things that a camera can see. (“I’ve noticed some students are lining up out of turn,” not, “some students are being rude.” A camera cannot record “rude.”)

Speaker: “I’ve noticed __________.” **(P=Problem)**
Teacher: “Has anyone else noticed this?”
Speaker: “This is a problem for me because ______.” **(E=Encourage)**
Teacher: “Is it a problem for anyone else?”
Teacher: Summarize and restate problem with positive intent given to all those involved. “So our School Family™ problem is ______.” **(A=Affirm)**
Teacher: “What can we do?” (Brainstorm possible solutions.) **(C=Collect)**
Teacher: “Let’s practice our solution(s).” (Role-play, write, etc.)
Teacher: “How will we know if this solution is working?” (Set up an evaluation system and procedure.) **(E=Evaluate)**

**Activity**

**Pass a Touch:**
While sitting in your Class Meeting circle, “pass a touch” by touching the person next to you in some way. That person then passes your touch to his neighbor and adds to it. The touch is a cumulative process that continues all the way around the circle. For example, you might pass a high five. The next person passes a high five and adds a
fist bump. The person after that passes a high five, a fist bump and a shoulder pat. In younger classrooms, you can all chant the type of touch together to help build attention and aid in children’s success. In older classrooms, the challenge is to all the way around the circle. In younger classrooms, you create a pattern of a five-touch sequence. The class then chants the sequence as the action is performed.

**The “I Notice” Exercise:**
Young children can have difficulty identifying why certain things are a problem. For example, the problem you are seeking to solve could be, “I noticed we are having trouble getting the room cleaned up in time to go to lunch. Is this a problem for anyone else?” Young children may not make the connection that being late for lunch means they must wait a long time in the lunch line. Before you ask, “Is this a problem for anyone else,” ask, “What do you notice happens when we’re late for lunch?” Write down a few responses and then summarize: “We noticed that when we are late cleaning up before lunch, we have to wait in a long line and hurry to eat before class starts again.”
83% of parents surveyed believe it is important to teach their children to have self-control and self-discipline, yet only 34% believe they have succeeded, according to a survey by Public Opinion in 2002.

Classroom jobs are an important part of any social/emotional program for young children. Aside from teaching the essential skills of self-control and self-discipline, these jobs help a child:

- Feel like an important member of the classroom community
- Develop a sense of responsibility
- Contribute and help others
- Learn important life skills

During a recent conference, a group of early childhood teachers compiled a list of jobs that their children do in their classrooms. Giving jobs sophisticated names, helps add to the importance of the job.

- **Door holder**—holds door open until all the children have left and then closes the door
- **Light bulb**—turns the lights on and off
- **Hygienist**—is in charge of hand washing
- **Librarian**—takes care of the bookshelves
- **Zoo keeper**—feeds the class pets
- **Chief masseuse**—helps rub backs at naptime
- **Transition person**—gives the signal for transition, such as ringing a bell or turning the lights off
- **Audio visual**—turns the CD player on and off
- **Lunch vendor**—helps set out lunch for family style dining
- **Reminder**—reminds others of their job for the day
- **Gardener**—waters the plants
- **Custodian**—sweeps or uses a carpet sweeper during clean-up time
- **Housekeeper**—uses a feather duster to clean shelf tops at clean-up time
- **Toy detective**—puts away little toys that have gathered in the "misc toy basket"
- **Official greeter**—performs the greeting ritual when a visitor enters the room
- **Story reader**—helps turn pages of the Big Book or helps choose a book to be read at large group story time
- **Room inspector**—checks the room after clean-up time to make sure everyone did their jobs
- **Bus boy**—helps clean up after snack or in class meal time
- **Coat zipper**—a job for a child who can zip to help others who cannot
- **Computer technician**—turns the computer on and off; helps children change programs and perform other computer tasks
- **Host/hostess**—sets out sit upons for large group meetings
- **Paramedic**—carries around a small fanny pack filled with bandaids and a pair of plastic gloves to help kids with minor, non bleeding injuries
- **Wish You Well kid(s)**—"Writes" wish you well notes to put in cubbies of absent children

Use these ideas to get you started with a classroom job ritual and routine. Young children appear to do best when jobs are rotated no more than once a week. You might also think about making one or more jobs "buddy jobs" that are done by two children together. Buddy jobs are a nice way to help children develop cooperative play skills.
## Coaching Children in the Five-Step Process

<table>
<thead>
<tr>
<th>Five Steps of Self-Regulation</th>
<th>Coaching Goals</th>
<th>Coaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>I Am state = I am lost</td>
<td>Change the environment.</td>
</tr>
<tr>
<td>I Am</td>
<td>Help children recognize their triggers.</td>
<td>Change your response.</td>
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<tr>
<td></td>
<td>Teach children to go to the Safe Place when triggered.</td>
<td>Teach acceptable ways to get needs met.</td>
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<tr>
<td></td>
<td>Compassion, calming and problem-solving: “You’re safe. Breathe with me.”</td>
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<tr>
<td></td>
<td>Teach children to go to the Safe Place when triggered.</td>
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<tr>
<td><strong>Step 2:</strong></td>
<td>Calming strategies = I am found</td>
<td>S.T.A.R</td>
</tr>
<tr>
<td>I Calm</td>
<td>Active calming: Practice the four core strategies through-out the day.</td>
<td>Drain</td>
</tr>
<tr>
<td></td>
<td>Download calm with eye contact</td>
<td>Balloon</td>
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<tr>
<td></td>
<td>Noticing: Describe and demonstrate emotional facial signals and body language.</td>
<td>Pretzel</td>
</tr>
<tr>
<td></td>
<td>“Your eyebrows are going like this.”</td>
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<tr>
<td><strong>Step 3:</strong></td>
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<tr>
<td><strong>I feel</strong></td>
<td>Address emotional signals and states first, behavior changes second.</td>
<td>“Your face is going like this. You seem angry. You wanted her to move. You didn’t know the words to use. Tell Jill, Move over please.”</td>
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<td></td>
<td>Help children coach their Feeling Buddies.</td>
<td>“Hello Anger, Welcome Anger. Your eyes are going like this. Your mouth is going like this.” (Child models for Feeling Buddy.)</td>
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<tr>
<td></td>
<td>Relate your responses back to the generic theme of the feelings</td>
<td>“You seem angry.” (Child strokes and soothes her Buddy.)</td>
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<td></td>
<td>Anger = You wanted something you didn’t get.</td>
<td>“Breathe with me, Anger.” (Child teaches her buddy how to breathe.)</td>
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<td></td>
<td>Scared = You felt threatened and need safety and protection.</td>
<td>“You can handle this! You are safe.” Child hugs and comforts his Buddy.)</td>
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<td></td>
<td>Sad = You lost something dear to you. We’ll get through it together. It’s hard.</td>
<td>“Breathe with me. (Child breathes with his Buddy on his chest.)</td>
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<tr>
<td></td>
<td>Happy = You want me to be present with you. We can join together and connect.</td>
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<tr>
<td><strong>Step 4:</strong></td>
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<tr>
<td><strong>I Choose</strong></td>
<td>Offer positive intent to aggressive behavior to reframe the situation for all.</td>
<td>Approach aggressor with “You wanted ______” or “You were hoping ______” in order to teach a new skill.</td>
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<td></td>
<td>Create choices for the class and individual children. The choices relate back to your observation.</td>
<td>Stock your safe place with props for different calming choices. Include I Love You Ritual options and cranky cream.</td>
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<td></td>
<td>Create class-made/home-made books to help children see the positive consequences of healthy choices.</td>
<td>Provide visuals of choices that are acceptable.</td>
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<tr>
<td><strong>Step 5:</strong></td>
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<tr>
<td><strong>I Solve</strong></td>
<td>Coach child to discover win-win solutions.</td>
<td>Teach a new skill. Add pictures to help children learn solution steps.</td>
</tr>
<tr>
<td></td>
<td>Structure situations to help child resolve conflicts.</td>
<td>Accept the current feeling state as one that is tolerable and manageable. “You can handle this.”</td>
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<td></td>
<td>Relate solutions back to triggers.</td>
<td>Visually structure the environment for success.</td>
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*Utilize the: I Solve: Conflict Resolution Time Machine.*
Fostering Self-Regulation Skills in all Children, even the Most Defiant and Aggressive
Help children help each other in the classroom

Created by Dr. Becky Bailey
Presented by: Jill Molli, Loving Guidance Associate

Conscious Discipline®
Conscious Discipline is an emotional intelligence program consisting of Brain Smart® strategies for responding rather than reacting to life events. Through responding, conflict moments are transformed into cooperative learning opportunities.

For most of us, upset is scary.
So what causes upset? The world does not go our way. All conflict starts with upset. We spend enormous energy avoiding conflict. To avoid conflict, we must avoid upset.
To avoid upset, we have tried to:
• Happy up the child through permissiveness.
• Bribe the child through rewards.
• Punish the child who displays upset.

Responsibility is the ability to respond to a situation. We have confused responsibility with admitting guilt. Responsibility is not fault-finding but solution-seeking. Responsibility requires access to the higher centers of the brain (prefrontal lobes).

Wiring the brain for personal responsibility
Research overwhelmingly says… Attunement with children (others) creates the most stable, most flexible, most adaptive state possible. It creates the highest neural integration we can measure.
-Daniel Siegel, 2007
State-Changing Skills

1. **Upload and download calm:** S.T.A.R., Smile, Take a deep breath, And Relax.
When two eyes meet, a wireless connection is created between the orbital frontal areas of the pre-frontal 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.

Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves. - Daniel Stern, 2003

2. **Emotions are energy in motion.** They begin unconsciously as vibrations in the body. Notice the body.

   “Your face is going like this. You arms are going like this.”
Demonstrate the child’s actions to make contact and raise awareness.

   “You seem ______.” Label the emotion. As emotions move up into awareness they can be named and ultimately tamed or managed.

   “You wanted or you were hoping __________.” Once conscious, then consciously help the child shift from what they don’t want to what they do want to begin the problem solving process. In this final shift the brain becomes an integrated unit with one goal.

3. **Solve the problem.**

   [Diagram: From Upset to Solutions]

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

   **Safe Place set up:**
   **Space:** A corner or other area in the classroom or home that is away from distractions (or portable Safe Place mat).
   **Visuals:** Label the center and have pictorial reminders of relaxation techniques. (Go to www.Conscious Discipline.com and look under “Resources” to download the breathing icons.)
   **Materials:** Add calming items that are age appropriate and child specific.
   • Tape recorder with recording of...
parent saying “You’re safe. Keep breathing. You can handle this. I love you.”
• Blanket or beach towel
• Wave bottle
• Hard plastic toys
• Squeeze balls
• Stuffed animals
• Note pad and pencil

Routines
M.A.P. - Model it, Add visuals and Practice your routines.
Make books for your classrooms family. Lend your prefrontal lobes.

Suggested I Love You Rituals

Twinkle, Twinkle Little Star
Twinkle, twinkle, little star,
What a wonderful child you are!

Round and Round the Garden
Round and round the garden
Goes the teddy bear.
One step, two step
Tickle under there.

The Story Hand
Tell the child, “It’s story time.” Take his/her hand. Start with the pinky finger, giving it a deep massage and saying, “This little finger went to school today.” Go to the next finger and continue the same process of offering a deep finger massage and telling a story of the child’s day. “This little finger played with her friend, Emily.” Continue with story using highlights from the child’s day for each finger until you get to his thumb. The thumb represents something that might be creating anxiety. For example, “I wonder who will keep me safe when Mom and Dad go to work?” Tuck the thumb into the palm of the child’s hand and cover that concern with the child’s other fingers. Then wrap your hands securely around the child’s. With a firm touch and a reassuring voice say, “Ms. Kelly in the yellow room will keep you safe until your Mom comes back.” Substitute other reassuring words as necessary, depending on the child’s anxieties and situation.
5 Steps to Self-Regulation

Step 1:  
**I Am**  
Child is triggered into a state of upset. Emotions biochemically overtake us and we become them. "I am angry."

Step 2:  
**I Calm**  
Children need assistance in turning off the stress response in their body and calming down their physiology. Begin to move from "I am angry" to "I feel angry."

Step 3:  
**I Feel**  
Children need assistance in naming and naming the feelings that have overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.

Step 4:  
**I Choose**  
Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities/work.

Step 5:  
**I Solve**  
Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.
What Gets in Our Way: Unhealthy Styles

Adults’ reactions to our upset early in life left us with two self-defeating beliefs:
1. We believe we cannot tolerate the uncomfortable sensations generated by different emotions.
2. We believe that the sensations will not pass and may last forever.

<table>
<thead>
<tr>
<th>Style of Upbringing</th>
<th>Sad</th>
<th>Anerv</th>
<th>Scared</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring</td>
<td></td>
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<tr>
<td>Dismissing</td>
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<tr>
<td>Punishing</td>
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<tr>
<td>Fixing/Saving</td>
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</tbody>
</table>

Primary and Secondary Systems: Finding Our Emotional Guidance System

**Primary Emotions:** Serve a survival function, Angry, Sad, Scared, Happy

**Secondary Emotions:** Have no healthy function. They cover up the primary emotions, making it impossible for our primary emotions to send us their messages or organize us for emotional wellbeing.
Step 1: **I AM**

**I AM Angry vs I Feel Angry**

- When an event triggers us, we experience a flood of physiological changes.
- We become the emotion, feeling completely out-of-control and powerless against it.
- We interpret life in a way that supports our perception and ignore all other information.
- We evaluate what is happening in a way that justifies and maintains our emotional state.

Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions in order to achieve a goal.

**Messages of Feelings**

- "I am love and so are you."
- "Seek comfort from those you love."
- "Help me feel safe and protected."
- "Calm down and change."

**Unconscious**

<table>
<thead>
<tr>
<th>I Blame</th>
<th>I Am Triggered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look what you made me do</td>
<td>I am triggered</td>
</tr>
<tr>
<td>I Demand/act out</td>
<td>I Am Triggered</td>
</tr>
<tr>
<td>I demand the world go my way, Name calling, etc</td>
<td>I am angry</td>
</tr>
<tr>
<td>I Medicate</td>
<td>I Calm</td>
</tr>
<tr>
<td>I medicate the distressing sensations through addiction, comfort food, etc</td>
<td>Breathing and noticing nonverbal cues</td>
</tr>
<tr>
<td>I Bury</td>
<td>I Feel</td>
</tr>
<tr>
<td>I bury my feelings in a life story or life script, painting myself or others as villains or victim and separating from others</td>
<td>Identify and name the feeling, shifting from “I am angry” to I feel angry.”</td>
</tr>
<tr>
<td>I Am Stuck</td>
<td>I Choose</td>
</tr>
<tr>
<td>I am stuck in the problem, story or life script</td>
<td>I relax, change my state and reframe the problem. I can see the situation differently by using positive intent.</td>
</tr>
<tr>
<td>I Solve</td>
<td>Win-Win solutions are abundant.</td>
</tr>
</tbody>
</table>

Without the ability to self-regulate, our emotions become out of control, our thoughts become unyielding and our behaviors sabotage life goals as we become hurtful to others and ourselves.
Feelings Are Good Guys, Not Bad Guys

Feelings are the bridge between problems and solutions. All conflict starts with upset. If you cannot manage the upset, solutions are not possible.

- Feelings integrate the body and readies it for action
- Feelings provide signals to others—communication system
- Feelings give us messages so we can return to a higher state of adaptability.

Feelings are the bridge between problems and solutions

Model Safe Place

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

My Five Steps Chart
Provides visuals for teachers and children to conduct the five steps to self-regulation.

Safe Place Case
A container to hold all the items listed on the I Choose to Think poster, plus other items to help children organize and calm.

Brain Smart Choices for Connection and Calming
Provide an additional 20 connecting activities and 16 calming activities for your Safe Place. The Choice Cubes are optional.
Step 2: **CALM**

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 STAR, Drain, Balloon, and Pretzel (download these from [www.consciousdiscipline.com](http://www.consciousdiscipline.com))
3. Including the following activities during other times in the day:
   - Stress reducers during the Brain Smart Start
   - Reading *Shubert is a STAR* many times, sending it home for parents, or keeping it in the Safe Place
   - Singing “The STAR Song” on *It Starts in the Heart* by Jack Hartman and Dr. Becky Bailey and “Calm Your Brain” on the Brain Boogie Boosters CD by The Learning Station and Dr. Becky Bailey
   - Writing a class made book of when and how to do the four stress reducers

Check yourself:

✓ Have I visually posted the icons in the Safe Place?

✓ Have I read and placed *Shubert is a STAR* in the Safe Place?
Step 3: **I 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. I Feel: Feeling Buddies Kit
2. Mood Cube
4. Provide a safe mirror

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: **I Choose**

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

1. I Choose Board
2. Choices displayed through visuals
3. What would help me feel better in my body (download prototype from [www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com))

Several of the choices require materials to be completed. These materials would be contained in the Safe Place Case. The Safe Place Case is a container that holds the pencil, paper, a squeeze ball, and other items that help children self-calm. All children are different and your Safe Place Case will reflect this. Some children will need very individualized choices, and may require their own Safe Place Case.
Step 5: **Solve**

This is the final step in the process, and the children will still need your assistance to be successful. Something triggered them into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.

- If a child was upset about cleaning up, then it would be time to return and clean up the mess when he or 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 or she returns to the project.
- If the child had a conflict with a friend, the Conflict Resolution Time Machine would be used

Notes

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
**Trigger Thoughts...**

Trigger thoughts transform high levels of stress into attacking outbursts. Trigger thoughts distort the situation by making it seem bigger than it is, making children’s behaviors seem deliberate and bad. An essential step in anger management is to learn the trigger thoughts most likely to make you mad. Trigger thoughts can leave you feeling helpless and powerless. When you feel powerless, you are likely to blame someone else. Through blame you try to make others suffer for what they have done to you. This is a form of attack. It does not create security in the classroom. You create danger anytime you try to make someone else feel responsible for your upset. Trigger thoughts prevent you from seeing the underlying causes of behavior. Our trigger thoughts keep us blind to children who may be deeply troubled. Trigger thoughts can be grouped into 3 main categories:

1. **Assumed Intent:** The teacher thinks the child is misbehaving deliberately to upset her, the classroom or another student.
2. **Magnification:** In the teacher’s mind, the situation is much worse than in reality.
3. **Labeling:** The teacher uses negative or derogatory words to describe the child or her behavior.

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**Assessment:** Read the following trigger thoughts. Put a check mark beside the ones that sound familiar to you and may contribute to your anger response. The list is adapted from the research cited previously. If your particular trigger thoughts are not listed, add them at the bottom of the list.

**Assumed intent**

- You are just doing this to annoy me.
- You are deliberately defying me.
- You are trying to drive me crazy.
- You are trying to see how far you can push me today.
- You are not listening to me.
- You are deliberately doing this to get back at me, hurt me, embarrass me, spite me, etc...

**Magnification**

- I can’t stand this one minute longer.
- This behavior is intolerable.
- You have gone too far this time.
- You never listen, pay attention, stay on task, etc...
- How dare you speak to me like that, look at me like that, etc...
- You turn everything into a power struggle, lousy time, nightmare, chaos, etc...
Labeling

- You are getting out of control.
- This is just plain manipulation.
- You're a baby, not a big boy, stubborn, disrespectful, lazy, ungrateful, selfish, etc...
- You don't care about anyone but yourself.
- You are being deliberately mean, cruel, hurtful, a jerk, smartmouth, etc...

Describe, Name, Acknowledge (DNA Process)

When providing emotional coaching for children, the DNA process assists the adult in addressing the emotional state prior to addressing behavior.

**Describe:** “Your arm went backward like this.” Describe and mirror the emotional signals the child’s body and face are providing. “Describing” means verbally capturing the moment without judgment. If a camera could capture an image showing what you’ve said, you are *describing the moment*. If not, you are most likely judging the moment. “Mirroring” is demonstrating the child’s movements and expressions, and will usually bring the child’s gaze to you. When the child looks at you, take a deep calming breath to cut the intensity of the moment.

**Name:** Name the feeling being communicated. “You seem angry.” Name the feeling using your best educated guess.

**Acknowledge:** End the process by acknowledging the child’s positive intent and desire. “You wanted ______” or “You were hoping ______.” Acknowledge the child’s most heartfelt wishes.

Describing and mirroring the child’s face during times of upset requires the adult to attune (be present) with the child. Describing and mirroring accomplishes two things:
1. They help the child become aware of her own face and body signals, as well as the faces and signals of others experiencing the same emotion.
2. They help the adult stay in the present moment, thus accessing the higher centers of the brain. From here, the adult is able to offer guidance from a compassionate heart.

The key to successful coaching is for us to become conscious of the facial and vocal signals children use to communicate their inner states.

Encouragement
Building the School Family

**Power:** Power of Unity
   *We are all in this together*

**Value:** Interdependence (caring, sharing, kindness and helpfulness)

**Purpose:** To Create a sense of belonging for all children

**Brain Development:** Social successes prime the brain for academic achievement

**Emotional Development:** Relationships, embedded in a school family, are the motivation and cradle of all learning.

**Encouragement Principles:**
1. We are all in this together.
2. Contributing to the welfare of others builds self-worth.
3. How you “see” others defines who you are.
4. We are all unique, not special.
5. Some forms of praise can be discouraging. Effective praise relies on describing, not judging.
6. Children need encouragement, especially when they have made “poor” choices.

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Self-Assessment: Do you tend to encourage or discourage yourself?

Remember, how you treat yourself is how you will treat children. The following quiz can help you pinpoint your major tendency:

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

2. Typically, I (a) accept myself as I am or (b) focus on what is Wrong and needs changing (too fat, too thin, too something). ________

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

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

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

6. 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. ________

If you scored high on (a)'s you are probably good at encouraging yourself. If you scored high on (b)'s you may tend to discourage yourself. If you routinely discourage yourself, you will unconsciously discourage your children. Change begins with you, then extends to your children. Today, decide to be kinder and more encouraging toward yourself. To begin the process of change, say the following aloud:

___ I will recognize and honor my own contributions to a better world.
___ I am willing to allow myself to make mistakes and I will forgive myself.
I will encourage myself to be successful.
I will accept praise other people offer me because I know I am a valuable human being.
I will suspend my judgments long enough to allow my love to shine through.

Ways Praise Can Be Discouraging

One way to encourage children is through praise. It seems logical that praising children would foster enhanced self-esteem. However, two decades of research have shown that this is not always true. Research indicates the following kids of praise can inhibit a child’s self-esteem.

- **If you use too much general, all-encompassing praise, you can unduly burden the child.** General praise can make a child feel pressured to live up to unrealistic standards. Perhaps you grew up hearing, “She is so sweet and always helpful.” Hearing this again and again left you with two options. You could try to live up to the perfect image that adults had bestowed upon you or you could “act out,” hoping that your parents would see the real you. Be careful with such comments as, “Shantelli is a wonderful student. She always does what I tell her to do and pays attention.”

- **If you use praise that relies on value judgments too often, you teach children that “good” equals “pleasing others” and “bad” equals “displeasing others.”** Many of us praise children by imparting value judgments such as, “What a great job.” Praise based on judgment has side effects. 1) Children can become judgment junkies. They will ask, “Is this good? Did I do this right?” with anxiety. 2) It trains children to focus on what others think of them as opposed to listening to their own inner wisdom.

- **If you use praise that focuses on how you think or feel about the child’s behavior, you teach your child to seek approval.** If you praise your children to make them behave well, your praise will backfire because it is a form of getting, not giving. You might say things like, “I like the way Jeb is sitting quietly,” or “I like how Tiffany is putting up the toys,” in hopes of future good behavior or influencing others to straighten up. But that tells the child, “I like you when you please me.” She may conclude, “I am worthy when I am pleasing to others and not good enough when others are displeased.”

- **If you praise children only for successful, completed tasks, you teach them that effort does not matter—only accomplishments matter.** Many adults give children commands, only offering praise when those commands are carried out. When the toys are all put away, you may say, “Good Job.” Imagine how
boring a football game would be if the fans sat in silence until their team made a touchdown. Football fans don't act that way—they scream throughout the game to encourage the players. If we treated our children like we treat our favorite athletes, my guess is that we would create a true home-court advantage. Children need to learn that the process counts as much as the product. You must focus on children’s efforts and the small steps they take, not only on the touchdown.

You may know people who desperately seek the approval of others or seem obsessed with winning. Perhaps you have friends who strive to be perfect and deny mistakes they make. Maybe you fear being who you truly are for fear of losing the love of your dearest ones. We can praise differently and produce different long-term outcomes. There are two major ingredients necessary to effectively encourage children. 1) Notice your children instead of being a judge. 2) Link your child’s actions to enjoyment and satisfaction instead of tangible rewards.

### Feelings, Their Messages and How to Coach Them

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Theme</th>
<th>Message</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Someone or something is getting in the way of what we are intent on doing, achieving or possessing. We tend to blame other situations or people for what we perceive has been done to us or caused us to do.</td>
<td>Calm down and change.</td>
<td><strong>Step 1:</strong> Coach the child to calm by taking a few deep breaths. Be a S.T.A.R (Smile, Take a deep breath, and Relax). <strong>Step 2:</strong> Help the child move from “I am angry” to “I feel angry.” “Your face is going like this (demonstrate). You seem angry.” <strong>Step 3:</strong> Help the child begin the change process. “You wanted the marker. You man not grab. When you want the marker say, <em>May I have a turn?</em>”</td>
</tr>
<tr>
<td>Frustration</td>
<td>Can generate anger, but different in intensity and source. Usually caused by our perceptions of our own shortcomings. Related to our failure to achieve our own goals.</td>
<td>Calm down and patiently see and do things differently</td>
<td></td>
</tr>
</tbody>
</table>

Coaching pattern for anger and frustration are the same...
- Calm down = Be a S.T.A.R
- Change = Apply the DNA process
# Feelings, Their Messages and How to Coach Them

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Themes</th>
<th>Messages</th>
<th>Coaching</th>
</tr>
</thead>
</table>
| Scared   | The threat of real or imagined physical or psychological harm. | Help me feel safe and protected | Step 1: Be a S.T.A.R.  
Step 2: Help move the child from “I am...” to “I feel....”  
“Your face is going like this (demonstrate). You seem scared. You’re safe. Breathe with me. I will keep you safe. Keep breathing.” (What would help you feel safer?) |
| Anxious  | Is also a warning sign of a potential danger. Scared is a response to a known threat and anxiety is a response to an unknown threat. | Breathe deeply, focus on the present and get more information. | Step 3: Keep your commitment to emotional, physical and spiritual safety. Physically comfort the child. For anxiety, suggest ways to obtain present time information |

We use slightly different DNA words because “scared” involves more tangible threats and the threats of “anxious” are more vague.
<table>
<thead>
<tr>
<th>Feelings</th>
<th>Themes</th>
<th>Messages</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>The loss of something you value.</td>
<td>Seek comfort from those you love.</td>
<td>Step 1: “Your eyes are going like this. Your mouth is going like this.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step 2: “You seem sad.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step 3: “I will hold you and be with you. We will get through this together.”</td>
</tr>
<tr>
<td>Disappointed</td>
<td>When our hopes and expectations do not materialize.</td>
<td>Keep breathing, I can handle this</td>
<td>Step 1: “Your eyes are going like this. Your mouth is going like this.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step 2: “You seem disappointed.”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Step 3: “You were hoping you could play with the truck. It is hard to wait until a friend finishes. Breath with me. You can handle this.”</td>
</tr>
</tbody>
</table>
### Feelings, Their Messages and How to Coach Them

<table>
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<tr>
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<th>Themes</th>
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<th>Coaching</th>
</tr>
</thead>
</table>
| Happy    | A deep sense of wellbeing and of love. More than a pleasurable feeling, a good mood or fleeting emotion, but an optimal state of being. | I am love and so are you. | Step 1: “Your eyes are going like this. Your mouth is going like this.”  
Step 2: “You seem happy.”  
Step 3: Notice specifically sources of happiness. Ex. “It’s a beautiful day. Wow, just look at all your friends.” |
| Calm     | A peaceful, relaxed, yet alert state of being. | All is well. | Step 1: “Your eyes are going like this. Your mouth is going like this.”  
Step 2: “You seem calm.”  
Step 3: “All is well.” |
How to Use the Safe Place

You can go to the safe place when you are angry, sad, or want to be alone.

Only one person at a time can be in the safe place.

An adult or a friend can suggest you go to the safe place.

The teacher can take you to the safe place.
If you are in the safe place and someone else needs to go there, be willing to solve the problem. You might help a person pull out a pillow to find another safe space.

If you need the safe place and someone else is in it you could:

• Wait until they are out.
• Ask them if you could have a turn.
• Sit at a table near the safe place quietly until the safe place is available.
• Use another strategy such as “BE A STAR” to help yourself.
I agree to use the safe place to help myself be calm.
Our School Family Jobs

The Clip Board Helper ...

The Door Holder holds the door for our school family and then goes to the end of the line.

The (Electrician) Light Helper turns off the lights as we leave the room, and then turns them on again when we return.

The Messenger...

The Table Washer helps clean tables after breakfast and snack.

The Super Duper Helper does anything not covered by other jobs. (This person also does the job of anyone who is absent.)

The Chair Helper ...

The Playground Helper holds the door open for our school family. They also inform friends when there are five more minutes to play.

The Floor/Wall monitor makes sure the floor is clean. You use the dustpan at the end of the day to clean the floor. You also make sure the walls are neat and clean.

The Encourager gives pats on the back and tell others “You Can Do It!”.

The Fixer helps repair broken and torn things.

The Soap Squirter squirts soap into children’s hands as they wash up for lunch and snack.

The Book Monitor makes sure the books are placed carefully on the bookshelf and are turned so the fronts of the book can be seen.

The Sprinkler sprinkles water on the plants and pretend sprinkles the children with good wishes.

The Calendar Helper places the correct date on the calendar each day.

The Safekeeper is/are the adult(s) in the room that keep everyone safe.

The Goodbye Wisher stands by the door and tells everyone goodbye at the end of the day.

The Lunch Helper helps ...
The Caboose walks at the end of the line and helps keep everyone in line.

The Snack Helper...

The Pet Caregiver feeds and helps care for the classroom pet.

The S.T.A.R. Helper helps others smile, take a deep breath and relax when they need help to calm down.

The Clean-up announcer...

The Greeter says hello and welcomes people who come into the classroom.

The Song Selector chooses a song to sing during group time.

The Absent Student Helper looks in the treasure box each day to see who is absent.

The Kindness Recorder counts the number of kind acts done during the day and reports to the class at the end of the day.

The Attention Helper ...

The First Aid Giver helps others who have been hurt.

The Cheerleader...

The Cubby Checker looks around the cubbies to make sure they are neat and clean.
Patience or Understanding?

Nancy Weber-Schwartz

Ryan has just solved the problem of who will play with the kindergarten’s only boy doll by punching 5-year-old Nicky in the stomach.

Does Ryan’s aggressive behavior try your patience? Is patience a desirable attribute for success in teaching young children? Will it help Ryan’s teacher successfully deal with this situation? Just what does it mean to be patient?

Colleagues and the parents of my kindergarten students have often commented on the tremendous amounts of patience required to teach young children. “I’d never have the patience to work with little children.” “Where do you get all that patience?” I found myself feeling increasingly uncomfortable with these compliments because I’ve never considered myself a very patient person.

Gradually, as I heard patience extolled by other teachers and in graduate courses, and saw it on attribute lists in teacher preparation textbooks, I began to question the concept of patience as a virtue. My discomfort with the concept of patience as an attribute of good teaching was explained when I looked up the term in Webster’s Dictionary.

Patient is defined as “bearing pains or trials calmly or without complaint; manifesting forbearance under provocation or strain; steadfast despite opposition, difficulty, or adversity.”

Patience is associated only with unpleasant situations and is not even considered in a pleasant context!

Because I find teaching the young very pleasant, I now believe that patience is an undesirable teacher attribute. Its presence (in large amounts, at least) indicates a teacher who finds teaching unpleasant. I see myself as a successful teacher with very little patience. Visitors in my classroom had mistakenly believed that I exhibited patience with young children, when in reality they were witnessing the behavior that results from understanding.

patient (pə’shant) adj. Capable of bearing affliction with calmness.

The teacher who understands the developmental level of the child does not need to “bear pains calmly.” This teacher will accept behavior as developmentally appropriate and will not see the child as an adversary, because the child will be viewed as innately good, though inexperienced. Teachers who understand young children will see themselves as children’s partners in learning and will not view the child as an adversary. The adult will approach the learning situation and the child as a pleasure rather than a trial. The child’s intuitive reaction to this approach will be positive and will create a positive learning experience.

A teacher’s perceptions determine whether or not a particular circumstance requires patience. In my view, Ryan is not a naughty child, but a child with limited social skills. The aggressive behavior is understandable. To deal effectively with the situation, I must accept the physical aggression as appropriate to Ryan’s level of development and social experience, but work to teach him other socially appropriate and effective behaviors. I might place my arm around both children.
If I rely on patience, there is a danger of it running out. If I rely on understanding, and this understanding is based on sound developmental theory, it will never run out.

while explaining (rather than reprimanding) that people must feel safe in school. "We may not hit people or hurt them. Next time use words to tell Nicky that you feel angry and want the doll back. Then Nicky will know what you want." My perception is not that Ryan is interrupting my teaching, but that he is offering me an opportunity to model problem-solving skills, to create classroom discipline, and to encourage self-discipline. This classroom scuffle offers me an opportunity to act as a learning enabler by helping Ryan and the other children learn how to meet basic safety and esteem needs. I do not want to depend on patience in order to act effectively, because each new circumstance will throw on my reserves. If I rely on patience, there is a danger of it running out, resulting in inappropriate teacher behaviors. If I rely on understanding, and this understanding is based on sound developmental theory, it will never run out.

Teachers who expect the kindergarten child to sit quietly while working, to form letters correctly, or to "keep your hands to yourself" will require patience because of a lack of understanding. Inappropriate demands create tension within teachers, within their young students, and between teacher and child. The teacher may demonstrate patience while calmly but tersely reminding, "Ryan, for the last time, take that pencil out of your mouth." Ryan may feel humiliated for unconsciously performing an act totally appropriate for a teething 5- or 6-year-old. If I understand, I will ignore the behavior or substitute a more suitable chewing material to satisfy the child's need. Nothing in my tone of voice, body language, or overall demeanor will indicate any tension of impatience, because I will not feel it. I understand.

Patience implies disrespect to the child because it is a condescending view that the patient person is somehow superior to the "opposition." It assumes that young children's behaviors provoke, oppose, and strain. This attitude contrasts with the developmental point of view of respect for the child's orderly, predictable development. Patient teachers perceive the aggressive child as the opponent, and are liable to set up an adversarial relationship in which they feel justifiably provoked into action against the child. In these power struggles, the teacher is the winner and the child always loses. The result may be the antithesis of the developmental point of view in the midst of a so-called "developmental" classroom: A child may be controlled instead of guided. She or he may be bullied into conformity rather than encouraged to develop uniqueness within social parameters. This teacher does not understand the child's needs and therefore cannot consider them. Impatience results when teachers are dominated by their own needs and cannot adequately take into account the needs of the child.

Teachers who understand young children know that they are not time-efficient. These teachers take time to trust in the natural growth process, to listen attentively, to respond descriptively and appreciatively. They take time to listen to what children are unable to say, as well as to expand upon what they do say. Such teachers make time to allow children to discover their world and build their reality through interactions with objects and people. When I understand, I accept that each child is worth all the time she or he needs. Because I accept what is, I put my energy into effective teaching, not into struggling against the reality that children are children.

A teacher who understands children's needs encourages growth. When basic physical and security needs are met in an accepting environment, children are able to risk growth and experience success. When love and belonging needs are met, the children are able to de-
velop competence and self-acceptance. The satisfaction of esteem needs precludes acting out to gain the acceptance of peers and attention from the teacher. When I understand these needs, I search for ways to help children meet them. I encourage freedom, sharing, conversation, movement, risk-taking, and spontaneity—the natural characteristics of childhood. Children will struggle to use these capacities regardless of my attitude. They act to satisfy their needs, not the needs or goals of the teacher. Therefore, the teacher who works to satisfy the children's needs will be comfortable and successful in the teaching role. Children will feel comfortable with their natural, necessary activities and will not be subjected to feelings of inferiority imposed by an endlessly patient teacher.

Can a grit-your-teeth-and-bear-it teacher be truly effective?

Teachers rely on patience when their own basic needs are in conflict with the needs of their students. For example, children may need activity to meet basic physiological needs, but this may conflict with the teacher's physiological need (to avoid excessive noise), safety need (for a positive evaluation from an administrator), or esteem need (for peer approval). Meeting the children's needs is more likely to become the teacher's goal when she or he understands the developmental characteristics of early childhood. It is to be hoped that the teacher will not stop looking to the children for the satisfaction of too many of her own needs too much of the time and will concern herself with the attainment of appropriate goals for each of the children. As an understanding professional, her own natural egocentrism will less likely interfere with educating the children, and she will be accepting of their egocentrism, an essential reality of very young children.

It is important for teachers to have mature, healthy personalities because young children are very vulnerable and their development requires focused and sensitive nurturing. Teachers who have gone into early childhood education with their own basic needs unmet, or who feel oppressed and burdened, may inadvertantly draw excessively from the children to meet their own basic needs. This preoccupation with concerns of their own precludes an understanding of children, and therefore makes acting upon this understanding impossible. Healthy teachers will look to their students for the fulfillment of self-actualization needs to enhance their lives above and beyond basics. This ensures an enriching interdependent growth experience for both.

An understanding professional values such attributes as organizational skills, problem-solving abilities, a broad knowledge base, and a thorough understanding of child development, and participates in activities to further these qualities. Graduate courses, membership in professional organizations, and consistent reading of professional journals will increase a teacher's understanding and implementation of current early childhood educational research and theory. Adult expectations will be appropriate to the developmental capabilities of the children and will encourage learning. Teachers will not define their own teaching abilities with unproductive terms like patient, but will articulate their role as professional educators in a legitimate field of study. While the patient teacher is likely to see herself as a martyr, struggling through days of adversity imposed by the children, the professional will celebrate with them the process of growth. Enthusiasm and joy can result as understanding teachers welcome student behaviors that patient teachers find irritating.

As early childhood educators work to validate their role as viable professionals—visible in the eyes of sometimes skeptical communities: administrator, upper-grade teachers, and parents—they must dispel the myth that patience is predominant in their success.

Parents and colleagues marvel at the early childhood teacher's patience and understanding. They misunderstand. Teachers possess patience or understanding. Patience is rarely necessary when one is understanding.

For further reading:

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Ritual Songs

School Family Song

Sing to the tune of “You Are My Sunshine”

You are my family,
My School Family.
I feel happy when you are here.
I hope you know, friends,
How much I love you.
When we’re apart,
I’ll keep you here. (Point to heart.)

Welcome Back Song

Sing to the tune of “Are You Sleeping?”

Welcome _______________!
Welcome _______________!
We missed you!
We missed you!
We’re so glad to see you!
We weren’t the same without you!
Welcome back!
Welcome back!

I See Song

Sing to the tune of “Frère Jacques”

Hello, ________, (Echo)
I see ________, (Echo)
(Continue to notice.)
And now it’s your turn. (Echo)

Welcome Song

Sing to the tune of “Zippity Do-Da”

Zippity do-da, zippity-ay!
_____________ joins our family today!
His/her eyes are looking our way.
Let’s all give him/her a welcome hooray!
Hooray!!!

Hi, Friend Chant

Hi, friend! Hi, friend!
What do you know and what do you say?
Hi, friend! Hi, friend!
Throw your worries away!
Come on and shake my hand.
Let it grip the rest.
It feels so very good,
To get your chin off your chest!
I’m shouting, “Hi, friend!”
Hi, friend!
Time to be together and say, “Hi!”

The Goodbye or Moving Song

Sing to the tune of “Twinkle, Twinkle, Little Star”

Twinkle, twinkle, little star.
You are moving, yes you are.
You’re our friend.
We love you too.
In our hearts we’ll remember you!
Twinkle, twinkle, little star.
What a wonderful friend you are!

Wish Well Song

We wish you well.
We wish you well.
All through the day today,
We wish you well.

Are You Missing?

Sing to the tune of “Are you Sleeping?”

Are you missing, are you missing?
Someone you love, someone you love?
You can use the Safe Place, you can use the Safe Place.
And we’ll be wishing you well.

Additional ritual or School Family songs are located at ConsciousDiscipline.com
Leaving Chant
You’re leaving us and you’ll be missed!
So we’re blowing you a great big kiss!

Family Chant
I reach up, I reach down.
I smile to all my friends around.
I see you, you see me.
Together we make a family!

Welcome Song
*Sing to the tune of “Row, Row, Row Your Boat”*
Welcome to our class.
We’re so glad you’re here.
We’ll be your new friends.
All throughout the year.

Person You Love
We’ll be wishing you well.
In the Safe Place.
In the Safe Place.
You will find, peace of mind,
Hug a bear and breathe,
Just believe.
The person you love,
Is in your heart.

Classroom Rap for P.E.
In this class our work is play.
(Side step left side step right.)
If you have fun you’ve won I say!
(Interlock finger and do the arm wave.)
So jump right in and have a ball.
(Jump and pretend to dribble a ball.)
But sit down quietly when freeze is called.
(Sit on circle with legs crossed.)

Now I’m your teacher.
(Point thumbs to self.)
I may seem tough.
(Hands on hips.)
That’s because I care so much.
(Hands over heart and opening up to all.
From this point to the end it is important to
make eye contact with every student.)
I want you to be the best you can be.
(Point to students and give a thumbs up.)
And make your dreams a reality!
(Do the sign language for dream.)

*Courtesy of Velda McKenzie

Together Again
*Sing to the tune of “Humpty Dumpty”*
My friends and I sat on a wall.
My friends and I had a great fall.
All my teachers and me, and my friends,
Helped put each other together again.

*Courtesy of Belinda Lorch*
Safe Place
Sense of Sight

Visuals for your Safe Place:

❖ Safe Place Icons: S.T.A.R., Drain, Balloon, & Pretzel
❖ Choice Board: Positive strategies that the children can select to help relax
❖ Feelings Cube/Posters: Items that help children become aware of their current emotional state
❖ Safe Place Pass: Make a laminated card with Safe Place icons available during circle or group time to allow child to go to safe place
❖ Composure Lap Pass: Helpful for children experiencing rage
❖ Friends & Family Board or Book: Place for children to display family pictures

Additional helpful visuals:

❖ Huggee Miss You dolls: Children put a family picture on the face dolls
❖ Tornado tube
❖ Motion wand
❖ Aquarium (real or fake)
❖ Kaleidoscope
❖ Wave bottle

Safe Place
Sense of Smell

Smell is directly linked to:
- The limbic system, which governs emotion, behavior and memory storage
- The cortex, where conscious thought occurs
- The nervous system

Research suggests smells:
- Create vital connections that help children obtain optimal learning states
- Can help individuals:
  - Set higher goals
  - Take on greater challenges
  - Get along better with others
  - Enhance mental alertness (peppermint, basil, lemon, cinnamon, rosemary)
  - Calm nerves & relax (lavender, chamomile, rose)

Provide:
- Scratch & sniff stickers
- Aromatherapy scents
- Scented lotions labeled “cranky cream,” “boo boo cream,” & “concentration cream”
Safe Place
Sense of Sound

Music helps children feel better

rô Music should be calming and familiar
rô Major keys instead of minor keys
rô Older children prefer music with strong base
rô Rap helps some children with attention issues
rô Humming stimulates frontal lobes for impulse control

Provide:

rô CD player with headphones
rô Recording of parent in child’s native language. “You’re safe. Keep breathing. You can handle this. I love you.”
rô Nature sounds
rô Stuffed animal with recorded message
Safe Place
Sense of Touch

Some children respond favorably to deep pressure receptors:
- Children who are easily distracted, lacking concentration skills, hyperactive, under stress or with immature sensory processing

These children have different needs (heaviness, tightness, etc.). Provide:
- Pillows of different weights
- Weighted animals
- Blankets for swaddling
- Weighted beanbags
- Weighted lap animals
- Superhero capes
- Plain stuffed animals
- Lap table for writing
- Opportunities to play “I Love You Rituals”
How to introduce the Safe Place:
You must teach the students the purpose of the Safe Place and how to use it, just as
you would teach them about the block area or a science lab. You can do this through
songs, literature, role-play and modeling. Another helpful tool is the Shubert is a
S.T.A.R children’s book. This story introduces the Safe Place and teaches the key
relaxation strategies of ballooning, draining and being a S.T.A.R.

Composure: Safe Place Poster (back side)

Bailey, B. (2011) Creating the school family™. Loving Guidance, Oviedo,
FL.
Composure:
Safe Place

Purpose:
To provide a learning center in the classroom where children can go to change their inner state from upset to peaceful and composed in order to optimize learning.

When might a child use the Safe Place:
- Missing his/her mom/dad/guardian
- Overwhelmed with class events (circle time, math, etc.)
- Frustrated with social conflicts
- Sadness over life events (death, divorce, sick relative or pet)
- Anger over classroom responsibilities and expectations
- Disappointed with outcomes (no permission slip=no field trip)
- Tired from lack of sleep
- Bad day for unexplained reasons (bio-rhythms)
- Just need a moment

How to set up the Safe Place:
Select a location in a cozy corner or quiet place that reduces distractions, but allows the person in the safe place a view of the classroom. When working with older children, have them help select the location and design of the Safe Place. In space is an issue, create a small portable Safe Place. One Physical Education teacher purchased a push light in the shape of a star and used that as a very small and very portable Safe Place.

Select the main structure:
A beanbag chair makes an excellent safe place because it is soft, inviting and almost hugs you when you sit in it. You or the students may choose to decorate a chair, throw down a rug, or put down some soft pillows. A sixth grade classroom used an old recliner chair and put it near the class library, A 2nd grade teacher brought in an antique bathtub with claw feet.

Safe Place Visuals:
You will need to display the strategies and options that are available to the students who choose to utilize the Safe Place. Icons for the following four relaxation strategies are essential for a successful Safe Place. STAR Draining Pretzel Ballooning
Safe Place Case:
In a container located within your main structure, place additional items that might help children return to a pleasant peaceful inner state. This could include but is not limited to the following:

- Tape recorder with soothing music
- Pictures of family members
- Stuffed animals
- Lotion
- Relaxation wave bottles
- Pencil and paper
- Small blanket or beach towel
- Stress balls.

Start the year off with a few items in the Safe Place case and then add items that you think would help the students who frequently use the Safe Place. Involve the students by asking them, "What would help you feel more calm and peace in your body?" Utilize their ideas, especially when they have special needs or sensory integration issues.

Safe Place Agreements:
These agreements are helpful for regulating the Safe Place. Post your classroom's Safe Place agreements for all to see and remember.

Anyone can choose to go to the Safe Place at any time. You can stay as long as you want and return to the planned activities when you are ready.

The adult can suggest that the Safe Place would be beneficial. “James, your face is going like this. (demonstrate) Your arms are tense like this. (demonstrate) Your body is telling me you might be feeling angry. Are you willing to go to the Safe Place and see if something there might help you feel better? I use the Safe Place sometimes and it helps me. You can come back and rejoin the class as soon as you’re ready.”

Friends can suggest you go to the safe place. “Maybe the Safe Place will help you, Daniel. You could look at a picture of your mommy. That helps me feel better.”

One person in the Safe Place at a time. This is a general rule, however, a fifth grade teacher found that allowing a few visitors helps some children calm down. Use your judgment.

If you are in the Safe Place and someone else needs the Safe Place, be willing to solve the problem. Often children have solved this by returning to the class and letting the new person in, by sharing the Safe Place, or by pulling a pillow over to another area to make a temporary Safe Place.
<table>
<thead>
<tr>
<th>S.T.A.R</th>
<th>Drain</th>
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</thead>
<tbody>
<tr>
<td>Balloon</td>
<td>Pretzel</td>
</tr>
</tbody>
</table>
**Drain**

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “ssshhh” sound and release all your muscles, draining out the stress.

**S.T.A.R.**

Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.

**Pretzel**

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.

**Balloon**

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pbpbpbpbpb” sound.
S.T.A.R

©2005 Loving Guidance Inc.
www.ConsciousDiscipline.com
Ballooon
Drain
Drain

Pretzel
SafeKeeper Box and Ritual

Purpose:
The Safekeeper box is a container that holds the individual class members’ commitment to safety and helpfulness. It holds, in symbolic form, that which is precious and sacred to the success of all.

How to set up your Safekeeper ritual:
For young children, the Safekeeper box could be designed to look like a treasure chest. Older children can come up with a container they can relate to. One third-grade classroom decided to use a toy replica of a combination safe. They decided that if the point was to “keep each other safe,” then an actual safe would be the best symbol to use. The container needs to be large enough to hold each student’s representative figure or picture.

Use this ritual to start the day by focusing both you and the children on what is most cherished and most important for a successful day of learning—safety. The ultimate goal is for the teacher and students to consciously place their representative figure into the Safekeeper box while making a commitment to help keep the classroom a safe place to learn. Can be combined with taking attendance. We want to foster conscious commitment.

How to introduce your safekeeper ritual:
At the beginning of the year each student will select the symbolic representation of him or herself to place in the box every day.

Discuss the Safekeeper job description. “My job is to keep it safe. Your job is to help keep it safe.” Talk about what safe looks like, feels like and sounds like.
Begin the ritual with a chant or a song.

Welcome to our School Family.
Guess who I am?
I’m the safekeeper, I am, I am.
My job is to keep you safe.
Your job is to help keep it that way.
Oh __________, oh __________,
We’re going to have a great day.

I’m the Safekeeper, that is me.
My job is safety, you will see.
You have a job that’s important, too.
Be safe with your friends, they’ll be safe with you.

Class-Made Books:

You Are Safe:
Create a class book titled “You Are Safe in Your School Family” that reinforces the message of safety. Take a photograph of each child. Give younger children a sheet of paper to decorate that says, “(Child’s name) is a treasure to our School Family. We will kelp keep him/her safe.”

My Teacher Keeps Me Safe:
Create a book titled “My teacher Is the Safekeeper” where the children have the opportunity to fill in sentence starters like “I want my teacher to keep me safe by _________________. I feel scared at school sometimes when ________________.”

Composure: Safe Place Poster (back side)

Safe Keeper
It's my job to keep you safe
It's your job to help keep it that way

Each child has a popsicle stick to represent him/her
Teacher(Safekeeper) initially assures each child, takes
stick from each child and commits to keep them safe.
As children feel comfortable they put themselves in
the safekeeper box each day as part of the morning
check in routine.

A commitment is a promise that we keep (tap, tap)
A commitment is a promise that we keep (tap, tap)
A commitment is a promise from me to you
A commitment is a promise that we keep (tap, tap)

I'm glad I have a little safe box to put my school friends in.
I put them in and keep them safe
Until our school day ends. (little red box)
Start the Day the Brain Smart Way

Many children come to school stressed. The transition from child to student is a tremendous one. The have had a busy morning. And on many mornings things do not go smoothly. The same is true for teachers. Teachers must transition from being a mother, father, husband or wife, to being a teacher. Some days the transition can be difficult. The following routine to start your day is based on current brain research to turn off the stress response, create a favorable emotional climate and help children focus during the transition from home to school. The components of the routine are as follows:

1. Activity to **unite**.

2. Activity to **disengage** the stress response.

3. Activity to **connect** the children to the teacher and each other.

4. Activity to **commit** oneself to learning.

**Example:**

1. Singing a welcome song like:
   Hello __________, hello __________, hello __________.
   We’re so glad you came to play!

2. Activity involving deep breathing and stretching, like basic yoga moves.

3. Activity such as “Taking Care of Boo Boos”, using lotion.

4. An affirmation such as, “Today I will use my words, ‘Please, Stop.’”
Story Hand

A Story Hand is a gentle hand massage accompanied by a personalized social story that helps a child deal with stress or anxiety. The story you tell will reflect a specific, personalized experience or concern for the child.

This graphic summarizes how to conduct a Story Hand. Slow down, be present, connect and enjoy this profoundly helpful activity with a child who is having a tough time.
Story Hand

To help a child manage stress

Start at the pinky finger. As you massage each finger tell the story of the child’s life. The thumb discloses the stressor and at the same time reassures the child that s/he is safe and capable.

Thumb: Describe the problem area or concern

“This little finger likes to draw ladybugs.”

“This little finger likes to swing.”

“This little finger likes to blow bubbles.”

Hold child firmly by the wrist. On each finger, tell a story about the child’s life.

“This little finger likes to run.”

“But the thumb said, ‘What about me?’ The thumb was worried it might not like joining soccer.” Fold child’s thumb in and wrap fingers around it and say, “The fingers said, ‘You’re safe. You can do it. We know you can do it.’” Give a little squeeze to the hand to cement it in the brain.
The Role of Temperament and Environmental Stressors

Some children are born with challenging temperaments. They are more susceptible to stressors. These children are more challenging for parents and teachers. Each child and teacher create a dance of interactions. This dance to some degree represents the “fit” between the child’s temperament and the teacher’s temperament. Some teachers report they are constantly in power struggles with one child while the other children seem more cooperative. The “goodness of fit” is important for the children and the teacher to feel successful during the year.

Understanding Temperament

Temperament is the built-in wiring each child has at birth. Temperament is not reflected in occasional behavior. It is a pattern that’s consistent over time. A child’s temperament can be thought of as a constellation of nine characteristics. Each child will have each of the nine traits in different proportions. The nine traits are listed below:

- **Activity level**: How much activity or restlessness does the child demonstrate? How much spontaneous movement is shown? A child with this trait at a difficult level would be very active, restless and fidgety. The child would rarely slow down and hates to be confined.
- **Quality of mood**: How would you describe the child’s basic disposition? Positive and happy or negative and fussy? A child with this trait at the difficult level would be cranky or serious. The child would appear to get little pleasure from life.
- **Approach/withdrawal**: How does the child respond to new experiences? Does she approach them with enthusiasm or withdraw in fear? A child with a difficult level in this area would be shy and clingy. The child would stubbornly refuse to go forward into new situations.
- **Rhythmicity**: How regular are the child’s eating, sleeping and bowel habits? A child with this trait at the difficult level would get hungry and tired at unpredictable times, making regular mealtimes and bedtimes and bedtimes a source of conflict.
Adaptability: How does the child adapt to transition and change? A child with this trait at the difficult level would be anxious and resistant to changes in activity, routine, food or clothing. These children are inflexible and very particular.

Sensory threshold: How does the child react to sensory stimuli such as noise, light, smells, tastes, pain, weather, touch, wet diapers? Does she get over stimulated easily? A child with a trait at the difficult level would be easily bothered by the way food smells, the way clothes feel, the brightness of lights or the loudness of noise.

Intensity of reaction: How intense (loud) is the child’s reaction to both positive and negative stimuli? A child with this trait at the difficult level would be loud and forceful with all her emotions.

Distractibility: How distracted is the child, particularly when upset? Can she pay attention? A child with this trait at the difficult level has trouble concentration and paying attention, daydreams instead of listening and tends to forget instructions.

Persistence: How long can the child remain focused on one thing? When happily engaged in an activity, does she stay with it for a long time? When unhappy does she persist stubbornly with attempts to get his or her needs met? A child with this trait at the difficult level would be extremely stubborn, wouldn’t give up, and might persevere with a tantrum for an hour.

Activity to Discern Your Temperament:

The above traits can be easily divided into easy, moderate, and difficult levels. The difficult descriptions have been given. You must estimate from this description what easy and moderate would look like. Rate yourself as easy, moderate, or difficult. Also pick a child who you find challenging and rate them as well. Write E for easy, M for moderate, or D for difficult.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Your Temperament</th>
<th>Child's Temperament</th>
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<tbody>
<tr>
<td>Activity</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Quality of mood</td>
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<td>Persistence</td>
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**Assertiveness**

**Time Machine**

**Purpose:** The purpose of the Time Machine is for students to go back in time to re-do hurtful interactions with others using new helpful language.

**How to set up the Time Machine:** The time machine can be made out of almost anything. You can string lights on the wall, use a carpet square on the floor or use a vinyl floor Time Machine to help students through the necessary steps.

**How to use the Time Machine:** When a hurtful interaction occurs between two students in the classroom, ask the students, “Are you willing to go back in time and do your interaction differently?” If they agree, then go to the Time Machine. Have the rest of the class (who are watching) roll their hands in a motion to simulate the “rolling back” of time. In the Time Machine, have the students take the following steps:

1. **Step 1:** Be a S.T.A.R.
2. **Step 2:** Wish each other well, say in unison, “Let’s do it.”
3. **Step 3:** Use different words coached by the adult and based on the specific situation.
4. **Step 4:** Shake hands or share some other nonverbal signal that the relationship is still whole. This could be a pinky hug, high five or an I Love Your Ritual they have learned in the classroom.

**How to introduce the Time Machine:** The best way to introduce the Time Machine is to present it when it is needed. Set up and label the Time Machine in the classroom. Some children may, “What is this for?” A question like this is an opening to introduce the Time Machine. You may also utilize class hurtfulness such as one student saying, “Shut up idiot!” An outburst like this is an invitation to introduce and use the Time Machine. Don’t forget that one of the best ways to teach is through example. Get into the Time Machine yourself, roll back your own “oops” moments, and do it differently.

**Five Steps to Remember When Children Experience Physical, Verbal or Social Aggression:**
1. Speak to the victim first
2. Describe what you see
3. Ask, “Did you like it?”
4. Provide children with intent, tone and words to use to set a limit on the aggressor’s behavior. “Tell __________, I don’t like it when you ___________. Please __________.”
5. Coach the victim the how to ask for a positive action in the future.
The teacher’s role in the use of the Time Machine is that of a coach. How and what needs to be coached depends on the developmental and chronological age of the children. The following examples will help you know the coaching progression of skills to teach.

**Four-year-olds:** Coach the child who has been intruded upon to say, “I don’t like it when you push me.” Then generate a positive action statement for the child. For example, you might say, “Devon, Mark wants you to walk around him and watch where you are going. Pushing him is hurtful. Are you willing to walk around him?” Then the coach the aggressive child to say, “Okay, I can do that.”

**Five-year-olds:** The same process can be used with five-year-olds, but involve them more in generating what to say. For example, help the child think up what to say by stating, “Please ______________.” Assist the child by saying, “What would you like Devon to do instead of push you?” If the child responds, “Walk around me,” then you would repeat the child’s statement to build awareness: “So, you want him to walk around you instead of pushing.” Then coach him by saying, “Tell him, ‘Please walk around me next time.’”

**When introducing the Time Machine, you want to lead children into the following:**

1. We all make mistakes and say hurtful things to one another. Brainstorm hurtful and helpful ways to speak to one another.

2. When we feel angry and scared, it is hard to think of helpful words. Our helpful words are easier to remember when we are calm and willing to solve our problems. Show children how the Time Machine helps them calm down by breathing and wishing well.

3. Discuss what it looks like and feels like to be willing to discuss a problem. Have a child stand with her arms folded and an angry looking face. Ask the class if they think she is willing or not willing. Then discuss what she could do to become willing. Ask the children to demonstrate nonverbally, “I am willing” and “I am not willing.” Ask if they can feel the difference in the two. What are some words to describe the difference? This discussion should include the following ideas for ways to change from unwilling to willing:

   - Go to the Safe Place and calm down.
   - Take a composure lap and give it some time.
   - Use specific language like, “No, I’m not willing at this time.” (Give children specific language to address this such as, “Okay. When would be a good time?”)
Activity:

Make Your Voice Match Mine:
Many children need extensive practice to find their “big voice.” Explain to the students that they are going to be a tape recorder. As a tape recorder, they are going to repeat back what they hear exactly as they hear it (loud, soft, etc.). Begin with some fun echoes:

**HIPPOPOTAMUS** (deep voice, big gestures)
*Mouse* (squeaky voice)
*T u r t l e* (slow exaggerated voice)
*I’m going to the circus!* (excited voice)

Now progress into assertive, aggressive and passive examples, and identify what kind of voice you are using:

“Can I have my marker back?” (whiny little passive voice)
“Stop!” (assertive voice)
“These are called chairs.” (assertive voice)
“You can use this when I’m done.” (aggressive, screaming voice)
“Stop! I don’t like it when you push me.” (assertive voice)

Helpful or Hurtful Game:
Role-play the following scenes and have the children decide which one is helpful or hurtful.

1. A child is pushed. The child begins to cry and hides under the table.
2. A child is pushed. The child says, “I don’t like it when you push me. Please watch where you are going.”

1. A child hits a friend. The friend hits back.
2. A child hits a friend. The friend says, “I don’t like it when you hit me. Please talk to me.”

1. A child calls a friend a name. The friend tells the teacher.
2. A child calls a friend a name. The child says, “I don’t like it when you call me names. Please use my real name. It is __________.”

That Bugs Me!
Purchase or create some kind of bug hat for children to use during this activity. Explain that sometimes people say, “That really bugs me!” when they feel angry, frustrated or bothered by something. Put on the hat and model by sharing something that really bugs you. Pass the hat around the circle, giving each child the opportunity to share one thing that bugs them. When you begin, some children will have a hard time identifying what bothers them. The more you play, the more conscious of their own feelings they become.
At some point, add a “solution” step to the activity. For example, if someone says, “It really bugs me when you get in front of me in line,” ask students what they think they could do to change that bothersome behavior. Model by saying, “I can take the bug hat off by using my big voice. I can say, ‘I don’t like it when you cut in front of me in line. Please go to the end of the line.’ “
Greetings

The most important point of greetings is that you can make up your own greeting. You can make greetings out of languages, transportation, topics you are studying. How the greeting looks is not as important as having all the elements of a greeting: Safety, Connection, Fun, In the Moment. Choices help the child to stay “In the Moment” always have 3 different choices of greetings (one that is a no-touch greeting). Always have a picture associated with the greeting. You can get a picture from anywhere or draw a stick figure. There are some picture samples on page 3. Here are some examples of greetings:

Hand shape: handshake  
“5” shape: high five  
Smiley face shape: eye contact and a smile  
Heart shape: heart-to-heart hug or make a heart shaped outline around the child’s face. Make eye contact and say, “There you are.”  
Crab shape: Both people hold their arms out towards each other and move fingers like a crab’s pinchers until they touch hands.  
Skunk shape: Tell the child to hold his/her nose. Interlock your pinky finger with the pinky finger of the child and greet the child. Talk in a nasal tone.  
Sailboat shape: Both people hold hands the whole time. Swing your arms over your heads together, then swish your arms to one side while making a blowing sound with your mouths. The motion is like the air filling a sail and blowing it to the side.  
Snake shape: Both people use their hand and arm to make a slithering motion. Now, twist your arms together with the other person’s, and open your hands (which represent snake mouths) and make a hissing sound with your mouth. Your hand hisses at you and the child’s hand hisses at the child. This reduces fear and allows connection.  
Snake Sandwich: Child holds hands together in front of them pointing toward the other person. Other person takes their hands and slides them across the outside of the child’s hands until your hands slide off then you touch finger tips as you make a kissing sound with your mouth.  
Butterfly shape: Interlock thumbs with each other. Stick your fingers straight out, and then “flutter” your fingers in a butterfly motion.  
Fish shape: Hold your hands perpendicular to the floor with your thumb pointing up like a fin. Have the child assume the same position. Have the fish swim (move them around). Then catch the child’s hand in a thumb lock and say “Gotcha!” and “Good Morning!”  
Snowman shape: Start by facing each other. One person moves to touch his/her shoulder to the other person’s shoulder. Then you both start rolling your bodies till they come around to face each other again.
**Sled shape:** Both people face each other. Swing your hands and arms up and down as if you are going over a hill. When your hands come up to the top of the next hill, slap hands together.

**Reindeer shape:** Both people put their hands on top of their heads, pointing fingers out to create “antlers.” Then bend your heads towards each other and lock antlers.

Concepts adapted from the Conscious Discipline® program by Dr. Becky Bailey.

[www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com) 1-800-842-2846
How would you like to be greeted?
Visual Schedule, Routines and Rules

Purpose:
To create a felt sense of safety by providing predictability through visuals. A smoothly running classroom requires a Visual Daily Schedule to show children the progression of your entire day, Visual Routines for smaller patterns like handwashing and transition procedures within the day, and Visual Rules to clearly set expectations.

How to set up a Visual Daily Schedule:
Your Daily Schedule displays the day’s major activity blocks to build predictability and time awareness for your students. This chart will be age-appropriate and occupy a prominent place in the classroom so children and teachers can refer to it frequently. Take photographs, collect clip art or have children make drawings to represent each block of time in your day. In younger classrooms, photographs of the actual area are more helpful than clip art since young children are concrete thinkers; they are better able to match a photo to the actual space than to a representation of similar space.

Signify variance in blocks of time by displaying each portion of the day on a representative size of paper. For example, a full page of construction paper would represent an hour, half of a piece of paper would be 30 minutes, one-sixth of the paper would be 10 minutes. Children may not understand the difference between 60 and 10 minutes, but they can see the difference in the sizes of the paper. Sixty minutes is a bigger paper, and therefore a much longer time.

How to introduce the Visual Daily Schedule:
Introduce the Daily Schedule on the very first day as children gather in the circle. Point to the picture that shows the morning circle. Keep the introduction brief. Refer to the visual schedule during the day so that children understand that it provides information about the day. Refer to where the “clip” is to help children know what activities will occur when.
How to set up Visual Routines:
Each activity within the daily schedule also has a procedure children are expected to follow. Begin by making a list of the routines your class utilizes. Step back and look at the big picture of how your class functions. How do you signal a transition? Which procedures do children ask the most questions about during the day? Often a trouble spot in the day indicates that a clear routine is lacking.

Once you have a list of needed routines, the next step is to illustrate the most common and most troublesome ones. Use photographs or a collection of clip-art images to create a series of step-by-step illustrations. Post the routines where children can refer to them often.

**How to Introduce Visual Routines:**
Introduce the individual routines as the need arises. Refer to the Visual Routines as children need them. Verbally describe what children are doing and refer to the corresponding illustration through each step.

**How to set up Visual Rules Cards:**
Rules are best when you show two acceptable choices and one clearly marked “no” choice. Choices for lining up might include a photo showing children lined up straight with their arms at their sides, a photo showing children lined up casually in their own space and a “no” photo of children pushing in line. Post the Visual Rules in spots where inappropriate behaviors usually occur. Rules can also be bound into books.

How to introduce Visual Rules:
Begin introducing rules on day one or day two. For threes, fours and fives, choose the five expectations most important to you. Mount the 3 rule cards on the same color of construction paper, laminate them and post in appropriate places. Read one or two rules over the course of the week until you have introduced each rule. Also take time to role-play the rules with children.
Class-Made Books:
Individual Routine Books
Create books for individual children who struggle with a particular issue.

Composure: Safe Place Poster (back side)

Encouragement

Ways To Be Helpful Boards and Books

Purpose:
To create images of specific ways to be helpful.

How to set up Ways To Be Helpful Board:
Before school starts, prepare a bulletin board space with the title “Ways To Be Helpful.” The students will generate the actual images for the bulletin board.

How to introduce the Ways To Be Helpful Board:
Read Shubert’s Helpful Day. At the beginning of the year, tell the students your job is to keep the classroom safe and their job is to help keep it that way. For them to do their job of being helpful, They must know what “helpful” looks, sounds, and feels like. The following are suggestions to help your classroom create images of helpfulness.

1.) Lead the class in brainstorming specific images to go with specific situations of how to be helpful.

2.) Make a list of ways to be helpful and have children create a drawing to demonstrate each way. Place the drawings on the bulletin board.

3.) Have children role play ways to be helpful in the following situations:
   a. When a person can’t see during circle time
   b. When a person is upset or angry
   c. When you see trash on the floor, playground, etc.
   d. When a person is sick and does not come to school

4.) After the role plays, have the children draw images of Ways To Be Helpful and put them on the bulletin board.

5.) Take photographs of children being helpful during the first week of school and put the pictures on the bulletin board.

Ways To Be Helpful book:
When you remove the images from the bulletin board, bind them together in a class-made book and put it in your class library. The students may then check the book out and read it to their families at home.

School helpers:
Have children interview the workers at the school, from the cafeteria staff to the assistant principal. Take a picture of each person and create a school helper book. This will help young children learn the difference between friends and strangers in the school.
Who can help?
As the year progresses, create a “Who Can Help” bulletin board or book. Have children advertise their area of expertise (subtraction, tying shoes, skateboarding, spelling, dancing, etc.) for a class book. When someone needs help, this will serve as a class directory of skills.

Activities:

Am I being helpful or hurtful?
Write down some typical ways that children are hurtful to each other. You might write, “A child grabs something from another child.” Act this out with a child at circle time. Ask the children, “Is that helpful or hurtful?” Then have them think of a helpful way to get the object from the other person. They may say, “Ask for a turn.” Write down a list of helpful acts.

Class-Made Books:
Use the list generated when you introduced the Ways To Be Helpful structure to create a “Ways to Be Helpful in Our School Family” class book. Take photographs of the children acting out ways to be helpful and bind them together. Create a series of books: Ways to Be Helpful in the Hallway; Ways to Be Helpful on a Field Trip; Ways to Be Helpful at Lunch; etc.

We Are Helpful:
Have each child illustrate a picture that shows him- or herself doing a helpful act. Have them write, “I help my School Family by ____________.” Take dictation as needed. You can alter this book by taking pictures of each child doing a helpful act, then add text. Ways to be helpful description.

Composure: Safe Place Poster (back side)

Empathy

**We Care Center**

**Purpose:** The We Care Center provides children with a symbolic way of expressing empathy, encouragement and affection for others. The symbolic form will vary from items such as a teddy bear, to written materials such as note cards, to I love You Ritual Songs and other interactions.

**How to set up a We Care Center:** How you decide to design your We Care Center depends on the developmental age of your children. The following ideas are divided for children 2-5 years of age and for older children. Whether you are teaching younger or older children, be sensitive to how they would like to express themselves. Be sure to provide materials to write thoughts and feelings as well as a tape recorder and art supplies to encourage expression.

**Younger children:** Obtain a large gift bag and label the bag “We Care” with a heart. Place the following items in the bag:
- Band-aids
- Blanket
- Stuffed animal
- Stuffed heart
- Heart-shaped or star shaped glasses
- Kleenex
- Construction paper, markers and preprinted note cards

Provide and I Love You Ritual Center consisting of two carpet squares, headphones and CD recorder. During center time, the children may elect to do a pre-learned I Love You Ritual with each other or with you. Children may also choose to record a message or song and present the cassette to a friend who may need encouragement.

**Older children:** Older children can create cards with traditional materials or on the computer. (Many teachers put the We Care Center items in an office organizer. The following are materials to include in We Care Center for older children:

- Paper, pencil, markers to make a card
- Commercial cards with pre-written messages
- Pre-written sentence strips for beginning writers so they can copy the words onto their own cards
- Stickers and stamps
- Thank you notepaper and other stationary
- Tape, glue, scissors, stapler
- Blank cards
**How to use the We Care Center:** Whether the center is set up as an individual center or incorporated into existing centers such as writing, art or listening centers, encourage the children to think about how they can express care for another person as situations arise (a sick child, a birthday, etc).

**How to introduce the We Care Center:** Make a heart with the words “We Care” on the Board or chart paper. Have children brainstorm ways to show each other they care when someone is upset or needs encouragement. The list you generate will help you create your pre-written sentence strips for beginner readers and writhers. Model and create class cards as samples during group writing time. The following are some possible pre-written messages:

- “We miss you!”
- “Thank you for ______.”
- “Get well soon!”
- “I love you!”
- “Happy Birthday!”
- “I’m sorry.”
- “Congratulations!”
- “Way to go!”
- “We will miss you.”
- “Good luck!”

**Other activities:**

As a part of morning circle or meeting, provide time for children to request well wishes. After completing your absent child ritual, ask, “Would anyone like us to send well wishes to someone?” Listen as children share, and then send well wishes or sing the “Wish Well” song from It Starts in the Heart. Taking the time to listen to their concerns first thing in the morning helps students focus better throughout the day. The steps for wishing well are:

1. S.T.A.R.
2. Put your hands on your heart.
3. Close your eyes and picture something precious in your mind.
4. Open your arms and send that precious feeling to those around you.

**The Caring Quilt:**
Read The Kindness Quilt by Nancy Elizabeth Wallace. After reading the book, create a School Family caring quilt. Ask children to report ways they showed care for others. Record this list on chart paper for a week to give each child the opportunity to contribute. Then have the children illustrate and write (or take dictation) about their kind act on an eight-inch square of white construction paper. Mount the squares on 9” x 9” colored paper or wallpaper samples, then assemble them together to look like a quilt.
Class Made Book:
Guess What That Face Is Saying:
This book helps young children decode the world of emotions, a key factor to offering empathy. To prepare to make this book, have the students pair up with a mirror. One child will hold the mirror while the other makes different feeling faces. Then they will switch so each child has a turn. This is difficult for young children so it is helpful to play, “Make your face match mine,” and have the children try to match their faces to yours for different emotions. Happy, sad, excited, scared, frustrated, disappointed and mad are the core emotions to practice.

Next have each child make a feeling face, take several pictures of each child, print them out and attach them to pages that say, “See (child's name)’s face. Her face is saying, ‘I feel (emotion).’ “ You will have duplicate feeling photos, but try to show as many emotions as possible.

Finally, help children identify ways others can show they care by filling in the blanks, “When I feel (emotion). The (item) from the We Care bag (center) lets me know you care.”
WE CARE
What do you need to feel better?

- hug
- tissues
- lotion
- draw
- star breathing
- safe place
- bandaid
- sit with a friend
- squeeze
When I Get Mad
(tune of the Adams Family)

When I get mad (snap, snap)
When I get mad (snap, snap)
These are the things
That I can do
When I get mad (snap, snap)

I practice my deep breathing
I count from one to ten
Take five then talk it over
Until I'm calm again

When I get mad (snap, snap)
When I get mad (snap, snap)
These are the things
That I can do
When I get mad (snap, snap)
Are You a Highly Qualified, Emotionally Intelligent Early Childhood Educator?

Early childhood educators are a diverse group. Some are veterans, some are new to the field. Some entered the field with a lifelong passion to teach young children, and some came via other careers. Regardless of the pathway to teaching in an early childhood classroom, certain dispositions or attitudes set these educators apart from teachers of older children and adults. Successful early childhood educators need patience and the ability to observe children, behavior, environments, colleagues, and families and to use what they discover to create an environment that supports children’s learning. This article addresses teachers who work with children from pre-K through grade 3.

As teacher educators, the two of us have worked for many years with early childhood student teaching candidates, their cooperating teachers, and other teachers, paraprofessionals, and administrators in the urban, suburban, and rural settings in which the students are placed (Kremenitzer & Miller 2003). While supervising and teaching seminars for student teachers, we have gained valuable insight into current practices, ranging from the exemplary to the questionable, and occasionally to the disturbing. We have seen teachers who cross from one end of the spectrum to the other.

The following scenario depicts the optimal teaching environment.

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A warm, caring second grade teacher interacts with individual children, making sure that each one feels valued and respected. Classical music plays in the background as the children quietly complete their early morning work. Meanwhile, the teacher asks who is buying lunch and who has returned a permission slip. Several schoolwide announcements are broadcast on the loudspeaker.

After a period of time passes, the teacher stands along one wall and raises his hand, with all five fingers extended upward. The children in this class glance toward the teacher much like musicians in an orchestra who read their music but always have the conductor in their sight. As he slowly lowers his fingers one at a time, children finish their journal entries, return them to their folders, tidy their desks, push in their chairs, and quietly stand behind them to listen to what will come next.

Emotions are an integral part of a teacher’s job and have an impact on teacher effectiveness, behavior, cognition, and motivation (Sutton & Wheatley 2003) as well as on children’s behavior (Emmer 1994). Teaching requires emotion-related competence, as it is high in emotional labor (Hochschild 1983). The term emotional labor relates to the extent to which a worker must express appropriate emotions to excel in her job. People holding jobs high in emotional labor report high levels of burnout (Bono & Vey 2005), and teachers are among the occupational groups particularly at risk (Jackson, Schwab, & Schuler 1986). Beginning teachers are extremely vulnerable, and many leave the field because they find children’s emotionally charged, problem behaviors difficult to handle (Tye & O’Brien 2002). Because teachers deal with highly emotional situations daily (Maslach & Leiter 1999), having highly developed emotional skills is an absolute necessity.

While strong emotional intelligence is usually taken for granted in someone who chooses to become an early childhood educator, unfortunately this is not always the case. Early childhood teachers need high emotional intelligence to cope with on-the-job stressors and to serve as positive role models for the children in their care.
stressors and to serve as positive role models for the children in their care. Recent brain research points to the role of emotions in all forms of learning and their close relationship to developmentally appropriate practice (Shonkoff & Phillips 2000). In our work, we see a strong correlation also between reflective, emotionally intelligent teachers and good classroom management skills.

**Background on emotional intelligence**

The field of emotional intelligence (EI) is a relatively new and exciting area of study. Peter Salovey and John Mayer coined the term emotional intelligence in 1990, and it has since been popularized by Daniel Goleman (1995). It is part of a contemporary view that looks at intelligence as being made up of many abilities, as opposed to the traditional approach to intelligence that focuses on IQ scores. The Salovey and Mayer model is consistent with both Howard Gardner’s multiple intelligences model (1993), particularly in the domains of intrapersonal and interpersonal skills, and Robert Sternberg’s successful componential theory of intelligence (1996). All three models identify abilities that can be developed through practice, awareness, and training.

**Four abilities related to emotional intelligence**

The Mayer and Salovey (1997) revised model of emotional intelligence highlights four branches or abilities, including the abilities to

1. perceive accurately, appraise, and express emotions (for example, pick up facial expressions such as frowning);
2. access and/or generate feelings when they help you to think better (for example, breathe deeply, count slowly to 10, or walk to another part of the room);
3. understand emotions and emotional knowledge, such as labeling how you feel and using appropriate words to help children label their feelings; and
4. reflect on, manage, and regulate emotions to promote emotional and intellectual growth (that is, think first—be proactive instead of reactive in the heat of the moment).

Improving preservice students’ emotional intelligence by developing these abilities should be an integral component of preservice teacher education programs. In addition, raising or reinforcing teachers’ emotional sensitivity can be addressed in ongoing professional development sessions.

**Learning to be more sensitive**

Looking at each of the four branches individually, teachers can remind themselves about these emotional abilities and work to increase their sensitivity by being conscious of their own and others’ emotions in and outside the classroom. Becoming more sensitive means being hyper-aware of important details, such as changes in a child’s life, like illness, a family crisis, or the death of a pet, as one increases in emotional skills (Kremenitzer 2005).

Because early childhood classrooms have more than one adult working with the children, teaching-team members can support each other in learning to perceive emotions accurately, appraise them, and express them. Teachers can give other classroom team members daily feedback by creating times for conferencing, e-mailing, leaving notes, and developing nonverbal signals. Trust is an important variable when teaching with others in the same classroom. It allows for constructive feedback to better meet the needs of the children in the class.

To increase sensitivity, teachers benefit from creating an EI journal to capture their feelings and experiences (see “Recording Classroom Moments for Later Reference”). Journaling is a very useful tool in learning to help oneself (see Kremenitzer 2005 for a full discussion of the process of journaling).

**Using self-assessment to develop emotional intelligence**

Teachers can engage in the following self-assessment and then share the results with colleagues from other classrooms. This is not a complete training, but rather it is an activity that can help teachers begin to develop the hyper-awareness so important in increasing emotional skills.

**Teaching-team members can support each other in learning to perceive emotions accurately, appraise them, and express them.**
Teacher Self-Assessment: How Emotionally Intelligent Am I?

To use this tool, think about yourself in terms of your work with young children. Consult your emotional intelligence (EI) journal and choose examples from your own classroom experiences to illustrate your thoughts. After completing each section of the self-assessment, review the suggestions for moving forward that immediately follow it and engage in one or more. Do this for all four sections. Share and compare your thoughts with a colleague who has a common interest in self-reflection. To maximize your growth, it’s important to allot time for ongoing reflection and discussion—and for celebrating success.

Branch One: Perception, Appraisal, and Expression of Emotion

As you ask yourself the following questions, choose a letter from a to i (from the scale below) that best characterizes your response. Write the letter in the box next to the question, and write briefly about a classroom moment that supports your response.

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<td>not at all</td>
<td>very little</td>
<td>sometimes</td>
<td>often</td>
<td>all the time</td>
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☐ Am I able to identify how I am feeling?
☐ Am I able to identify how the children are feeling?
☐ Would most people I know consider me to be perceptive about my emotional state and theirs?
☐ Am I able to notice when the children are angry, sad, bored, and so on?

Suggestions for Moving Forward

*How do I begin to increase/enhance my perception of emotions?*

1. The ability to perceive emotions requires careful observation of oneself and others. Be sure to pay attention to tone of voice, facial expression, choice of words, and body language. Consult with your teaching partner and help each other become more perceptive about the nuances in your own behavior and in the behavior of the children in the room. To make this happen, teachers can role-play with each other or discuss photographs or video clips that involve more specific behaviors examples.

2. Establish a time each day to reflect alone and with your teaching partner on things that went well and things that could be improved. For example, maybe it becomes clear upon reflection that a teacher’s inappropriate emotional response to a situation triggered children’s negative reactions. What did you learn from this situation? What can you do the next time such a situation arises? Devise a signal you can share with the other adult(s) in the room to alert them to any inappropriate emotional responses, either adult or child, and to enlist their help in defusing the situation before the negativity escalates and affects the entire class.

3. Visit another classroom to observe how the teachers respond to the children and to each other. Make notes about the positive and negative ways teachers reacted in a few situations. Use them as a reference as you reflect on the activities in your own classroom.
Teacher Self-Assessment: How Emotionally Intelligent Am I? (cont’d)

Branch Two: Emotional Facilitation of Thinking

As you ask yourself the following questions, choose a letter from a to i (from the scale below) that best characterizes your response. Write the letter in the box next to the question, and write briefly about a classroom moment that supports your response.

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- Am I able to identify emotional swings in myself and in others?
- Am I able to delay important decisions if I am in a negative state?
- Am I aware of my emotional state when I try to do creative and interesting projects?
- Am I able to identify optimal times for the children to work on certain projects?

Suggestions for Moving Forward

How can I begin to understand when to intervene and when to go with the flow?

1. Engage in ongoing assessment of classroom activity/energy levels and make appropriate adaptations. As you begin a new day, reflect on the adjustments you made the previous day and continue to implement those changes.

2. When things are going well and everyone is productive, avoid the temptation to add additional activities for the children to accomplish, because they may produce stress and serve as a tipping point. For example, if your primary classroom is a hive of creative and productive activity and you decide to include additional activities, you may find that the children become slow to get their work done and spend more time interacting with their peers in nonproductive ways. Recognize these behaviors as signs that the children have hit their limit and it is time to slow the pace or shift gears to a totally different type of activity, such as something more physical that allows the children to let off steam.

3. Imagine yourself in a challenging situation: you are tired and stressed out, and your supervisor asks for a detailed, written lesson plan for the next few weeks. How do you respond? Knowing your capacity for productivity, do you, for example, produce an inferior plan, ignore the request, tell the supervisor she expects too much, or say you need several days to comply with the request? Identify your trigger points and be realistic about what you can do and do well.

Branch Three: Understanding and Analyzing Emotions

As you ask yourself the following questions, choose a letter from a to i (from the scale below) that best characterizes your response. Write the letter in the box to the left of the question, and write briefly about a classroom moment that supports your response.

- Am I able to find the right word(s) to express my feelings?
- Am I able to help the children use words appropriately to express both positive and negative feelings?
- Am I able to understand what causes children to feel and behave in certain ways?
- Am I able to remind myself about the stages of child development, and that sometimes a child acts in a more “mature” or “immature” manner, and then do I focus on the whole child, not just the child’s behavior during an isolated event?
Suggestions for Moving Forward

*How can I convey my feelings in ways that children will understand?*

1. Spend some time in front of a mirror, practicing facial expressions for each of the six basic human emotions: joy, anger, surprise, sadness, disgust, and fear. If possible, photograph each expression so others can accurately name the emotion depicted. Show the photos to someone with whom you are comfortable sharing, and ask the person to name the emotion in each. In your EI journal, write a few notes about this activity. Paste in your six photos.

2. Observe the facial expressions of strangers. You might do this at the food court at a mall or a busy coffee shop—places where people hold conversations. Write down your thoughts about the facial expressions for each of the people you observe. Note what it is about their facial expressions that lead you to think they might be feeling a particular way. Include other cues, such as body language and tone of voice (if audible).

3. List all the synonyms you can think of for each of the six basic human emotions (joy, anger, surprise, sadness, disgust, fear). Put them in order, from least intense to most intense. Alternatively, think about each of the six basic human emotions and draw a symbol or abstract scribble that indicates the level of intensity you tend to feel when you experience each emotion.

Branch Four: Managing Emotions

As you ask yourself the following questions, choose a letter from *a* to *i* (from the scale below) that best characterizes your response. Write the letter in the box next to the question, and write briefly about a classroom moment that supports your response.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>very little</td>
<td>sometimes</td>
<td>often</td>
<td>all the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Am I able to move out of a negative feelings state?
- Am I able to stop myself from saying things I will regret later on?
- Am I able to stop obsessing about something that happened?

Suggestions for Moving Forward

*How can I reverse a negative behavior pattern and sustain a positive one?*

1. Make notes each time something unexpected happens in your class or outside school that catches you off guard and causes you to experience a negative feeling (annoyance, anger, sadness, disgust) when you were feeling either neutral or positive (content or happy, for example).

2. Make a conscious effort to override negative feelings and go back to at least a neutral state, while processing the negative situation for future reference and possibly future action.

3. Make brief notations in your EI journal about your emotions at times when a classroom incident catches you off guard. Use a five-point “smiley-face chart” (a Likert scale with ☺️) to express your emotional response, with the intensity levels as follows:

- 1 — very angry or sad ☹️
- 2 — angry or annoyed 😞
- 3 — neutral 😊
- 4 — happy or content 😊
- 5 — very happy or ecstatic 😄

[Exercise 3 continued on p. 112]
Teacher Self-Assessment: How Emotionally Intelligent Am I? (cont’d)

At the end of the day, add the details related to each “catching yourself in the moment” event you’ve noted, writing them as journal entries. Describe the unexpected event that moved you toward a negative state. What did you do or think to consciously take charge of your mood so that you did not go to level 1 or 2? If you were not successful in controlling your mood, think about or write about how it felt to be angry or annoyed (level 2) or very angry or sad (level 1).

Now focus on situations in the classroom where you find that you are engaged for periods of time working in the positive states of happy or content (level 4) or very happy or ecstatic (level 5). Reflect on what brought you to this positive emotional state. How long did you sustain this positive state, and what do you attribute this to? Describe what the children in the class were doing that helped contribute to the state.

Conclusion

Children’s experiences during the early childhood years are the foundation for all future learning. Social and emotional skill development has always been a key component of early childhood programs. For well-trained early childhood teachers to have strong skills in scaffolding and nurturing emotional intelligence abilities in young children, it is important that they consider their own emotional intelligence. The activities in this article can help develop emotional intelligence and hopefully provide a common language teachers and children can share.

References


