

AN INTRODUCTION TO CONSCIOUS DISCIPLINE



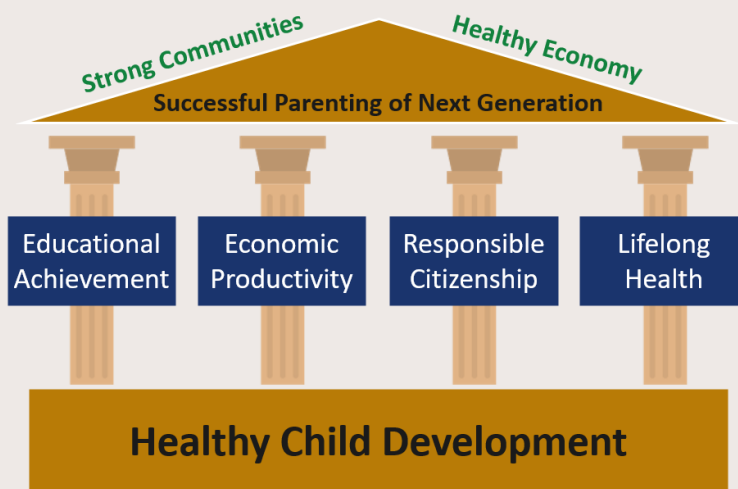
A Read to Succeed Workshop
UNITED WAY OF METROPOLITAN NASHVILLE



All information from: Bailey, B.A. (2015). Conscious Discipline: Building Resilient Classrooms. Loving Guidance INC. Oviedo, FL.

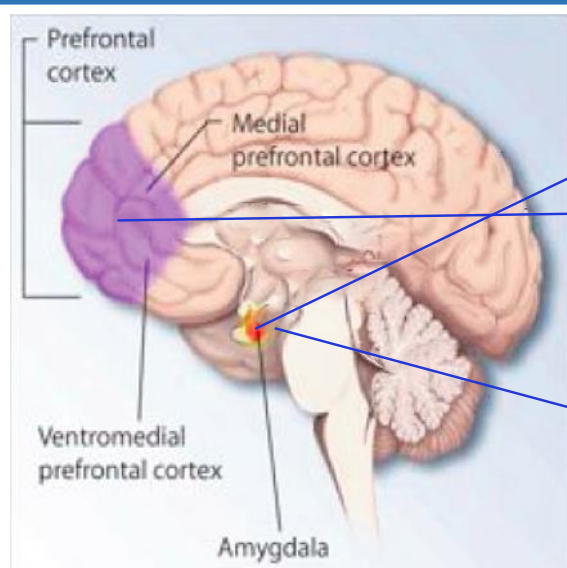


Understanding the brain helps us better understand classroom management



Brain Architecture is the heart of healthy Child Development.

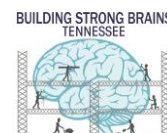
Toxic Stress Alters Brain Development



Amygdala:
Activates the stress response.
Toxic Stress: Enlargement

Prefrontal Cortex:
Usually a check to the amygdala.
Toxic Stress: Loss of neurons, less able to function.

Hippocampus:
Major role in memory and mood.
Toxic Stress: Impairment in understanding and emotion.



Positive Stress



Short, stressful events like meeting new people or starting the first day of school are healthy for brain development. They prepare the brain and body for stressful situations later in life.

Tolerable Stress



Tragic, unavoidable events like a natural disaster or losing a loved one aren't good for us. But if supportive caregivers are around to buffer the stress response, these events won't do lasting damage to the brain and body.

Toxic Stress



Ongoing, repeated exposure to abuse or neglect is bad for brain development. If no supportive adults are present to help buffer the stress response, stress hormones will damage developing structures in the child's brain. The result is an increased vulnerability to lifelong physical and mental health problems, including addiction.

Shifting the Conversation from

What is wrong with you

TO

What has happened to you?

ABUSE



Physical
10.6%



Emotional
28.3%



Sexual
20.7%

NEGLECT



Physical
14.8%



Emotional
9.9%

HOUSEHOLD DYSFUNCTION



Mental Illness
19.4%



Incarcerated Relative
4.7%



Mother treated violently
12.7%



Substance Abuse
26.9%



Divorce
23.3%



Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)

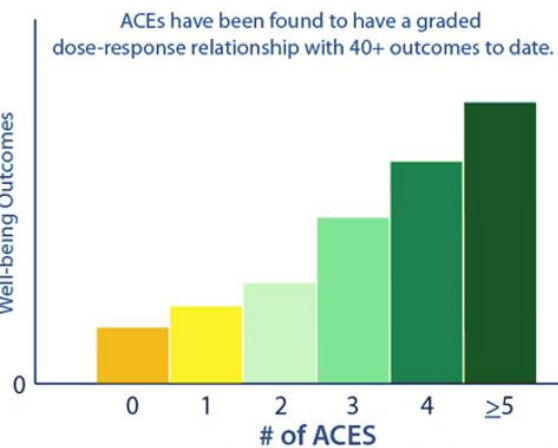


Behaviors (smoking, alcoholism, drug use)



Life Potential (graduation rates, academic achievement, lost time from work)

Risk for Negative Health and Well-being Outcomes

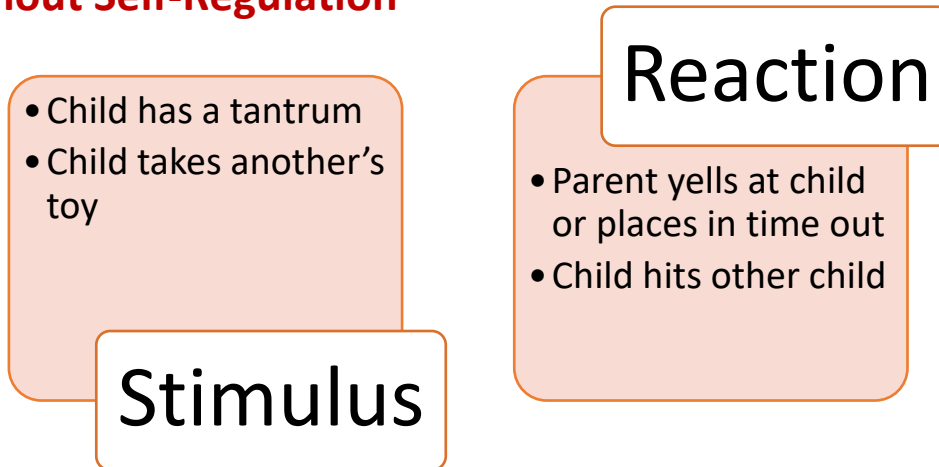


*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

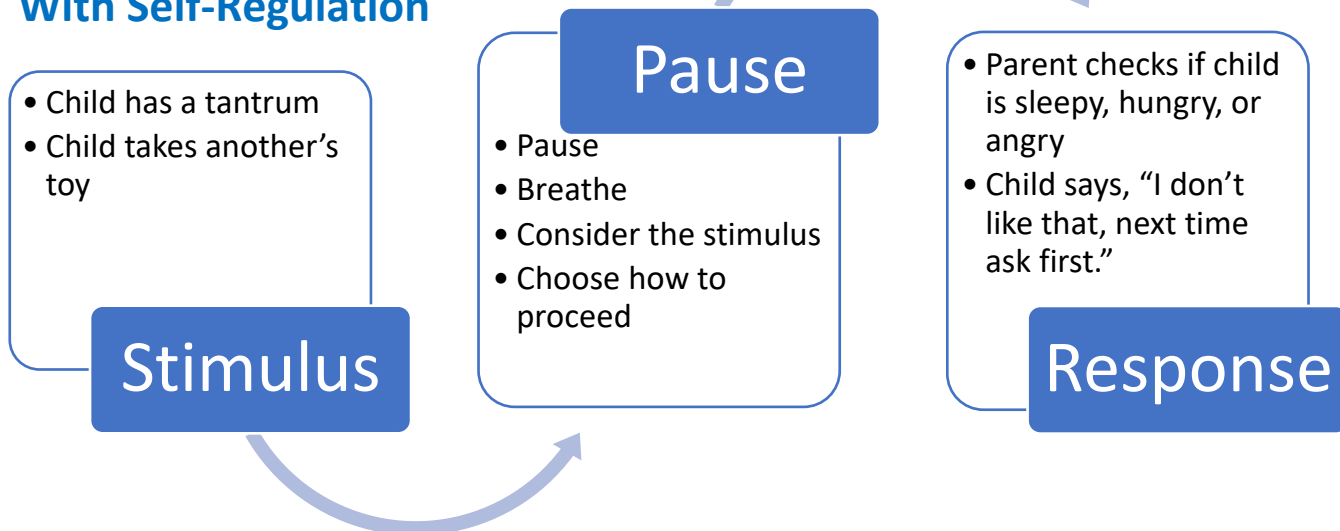
Discipline is something you instill *in* a child,
not something you do *to* them.

This called self-regulation.


Without Self-Regulation



With Self-Regulation



Children who don't *learn* to pause can grow to be adults who don't know *how* to pause.



It is within our ability to see “misbehavior” as an opportunity to teach, and to create a safe environment for children to learn.

Kindergarten teachers want children to have strong social-emotional skills.

- 84% want children to communicate verbally their wants, needs, and thoughts
- 76% want children to be curious and enthusiastic
- 60% want children to follow directions, not be disruptive in class, and be sensitive to other children’s feelings.

In contrast only:

- 21% want children to be able to use a pencil or paintbrush
- 10% want children to know several letters
- 7% want children to be able to count to 20

<https://nces.ed.gov/pubs93/web/93257.asp>

We all get upset. Your goal is to regain self-control once you become upset, before you deal with your children. You must discipline yourself first, and your children second.

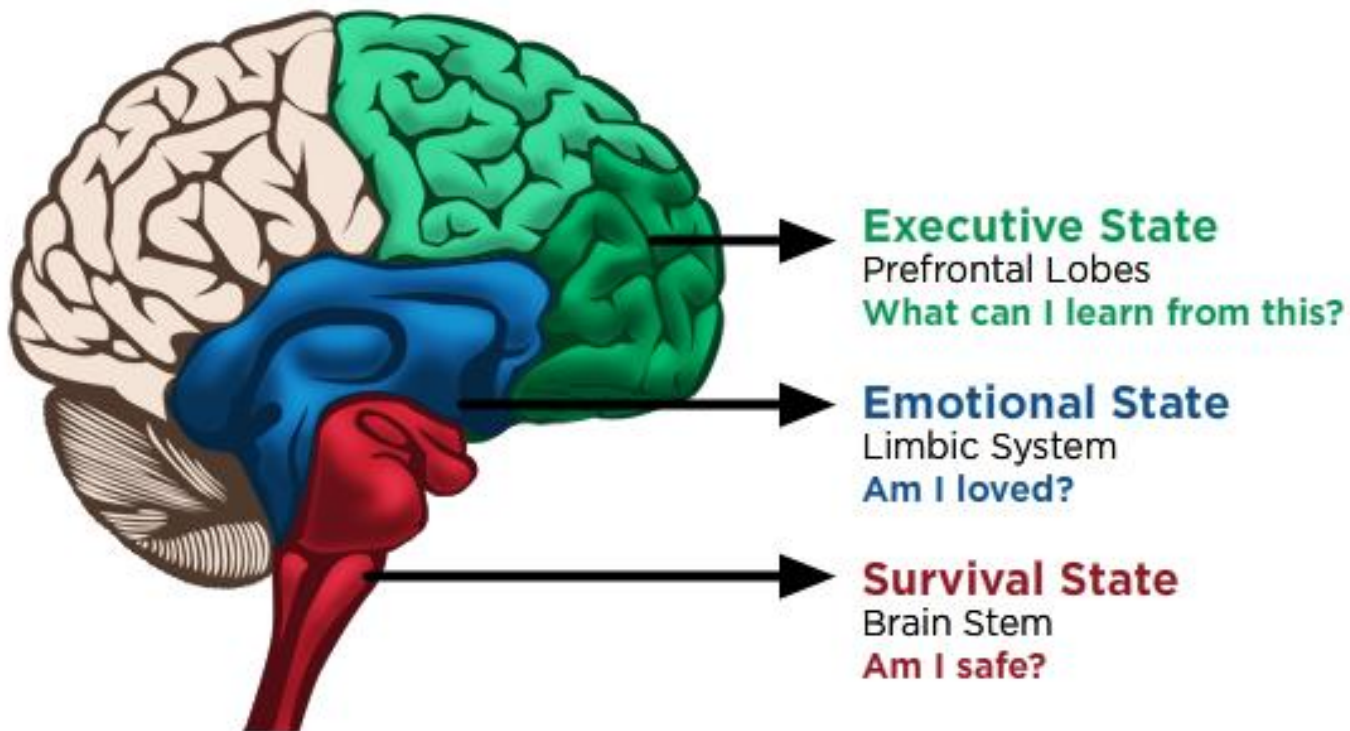
--Dr. Becky Bailey

In order to do this, we must practice self-regulation. Knowing the science behind how the human brain works can help.

OUR INTERNAL BRAIN STATES PRODUCE CERTAIN BEHAVIORS IN CHILDREN AND IN OURSELVES



THE CONSCIOUS DISCIPLINE BRAIN STATE MODEL



***BENEATH EVERY BEHAVIOR THERE IS A FEELING.
AND BENEATH EACH FEELING IS A NEED. AND
WHEN WE MEET THAT NEED RATHER THAN FOCUS
ON THE BEHAVIOR, WE BEING TO DEAL WITH THE
CAUSE NOT THE SYMPTOM. – ASHLEIGH WARNER***

The Survival State



Trigger: **Threats**



Skills: **Fight, Flight, & Freeze**



Developmental question: **AM I SAFE?**

(physically, emotionally, mentally, intellectually, spiritually, and with identity)



Developmental Need: **SAFETY**

What does it look like?

Behaviors

All non-verbal

Crying, punching, pushing, pulling, pulling away, blank stare, incessant daydreaming, eye roll, sighing, tight lips, door slam, cutting and other self-harm, etc



Useful Techniques

Noticing

Assertiveness
(Focus on what you want to happen)

Routines (In pictures if possible)

Composure
(Shift)

Safety

The Emotional State



Trigger: **"The world isn't going MY WAY"**



Skills: **Blaming & Judging**



Developmental question: **AM I LOVED?**

(Do I belong? Do people care about me? Do I serve a purpose?)



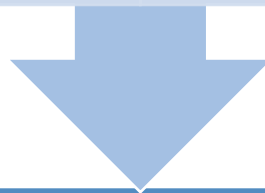
Developmental Need: **CONNECTION**

What does it look like?

Behaviors

All verbal

Name calling, blaming, exclusion, bullying, judging, disrespectful talk, gossiping, etc.



Useful Techniques

Rituals

Encourage

**Meaningful
Jobs**

Empathy

Choices

**Building
the School
Family**

The Executive State



Trigger: **Relaxed Alertness**



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



Developmental question: **What Can I Learn?** (Solution-focus mindset, maintain healthy relationships)



Developmental Need: **PROBLEM-SOLVING**

What does it look like?

Behaviors

All verbal

Solutions-focused, attentive, organized, FACES (flexible, adaptive, coherent, energized, stable), etc.

•But also annoyed, irritated, complaining, etc.



Useful Techniques

Solutions

Positive Intent

Academic Integration

Consequences

Emotional Control



The Brain States don't exist in isolation

Adults move back and forth between states

An invitation to explore the brain states

✚ Take time to look internally,

❖ What do you notice about yourself and how you feel during different situations?

✓ Do you feel safe?

✓ Do you feel connected?

✚ Take the time to look externally

❖ What do you think might be happening in another person's brain during different situations?

✓ Do they feel safe?

✓ Do they feel connected?

Notes: