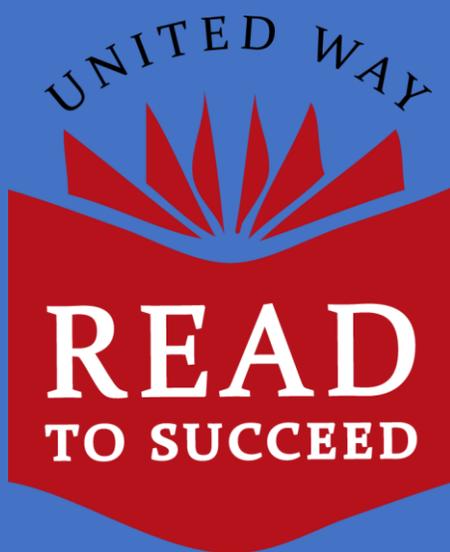


SUPPORTING THE SCHOOL FAMILY



A Read to Succeed Workshop
UNITED WAY OF GREATER NASHVILLE



References:

All information from: Bailey, B.A. (2015). *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance INC. Oviedo, FL.
<https://consciousdiscipline.com/>

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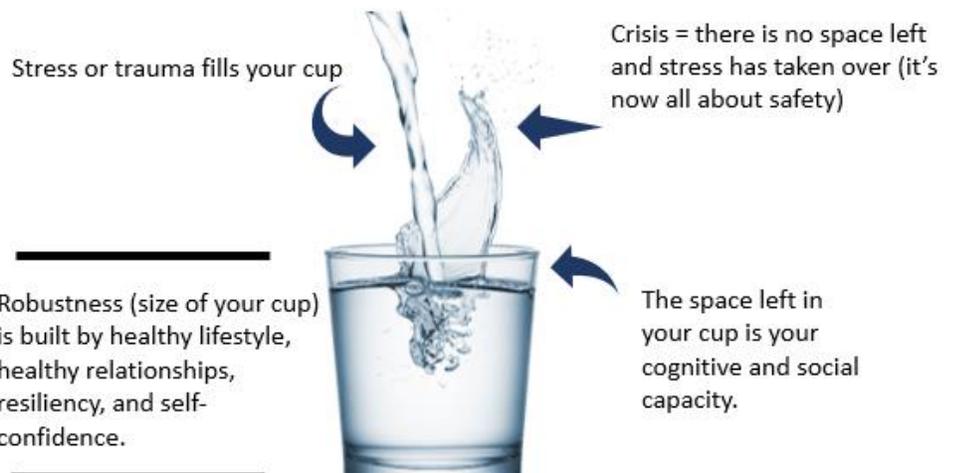


“It is within our ability to see “misbehavior” as an opportunity to teach, and to create a safe environment for learning (for children and adults).

An “Air Traffic Control System” in the Brain

- Executive functioning is a group of skills that help us to focus on multiple streams of information at the same time, set goals and make plans, make decisions in light of available information, revise plans and resist hasty actions.
- Executive Function skills must be explicitly taught.
- Although there are sensitive periods of development, executive functioning can be built along any point in the lifespan.

Robustness = the capacity to hold the energy needed to live the life the individual desires to live.



Window of Tolerance = where there's still room in the cup.

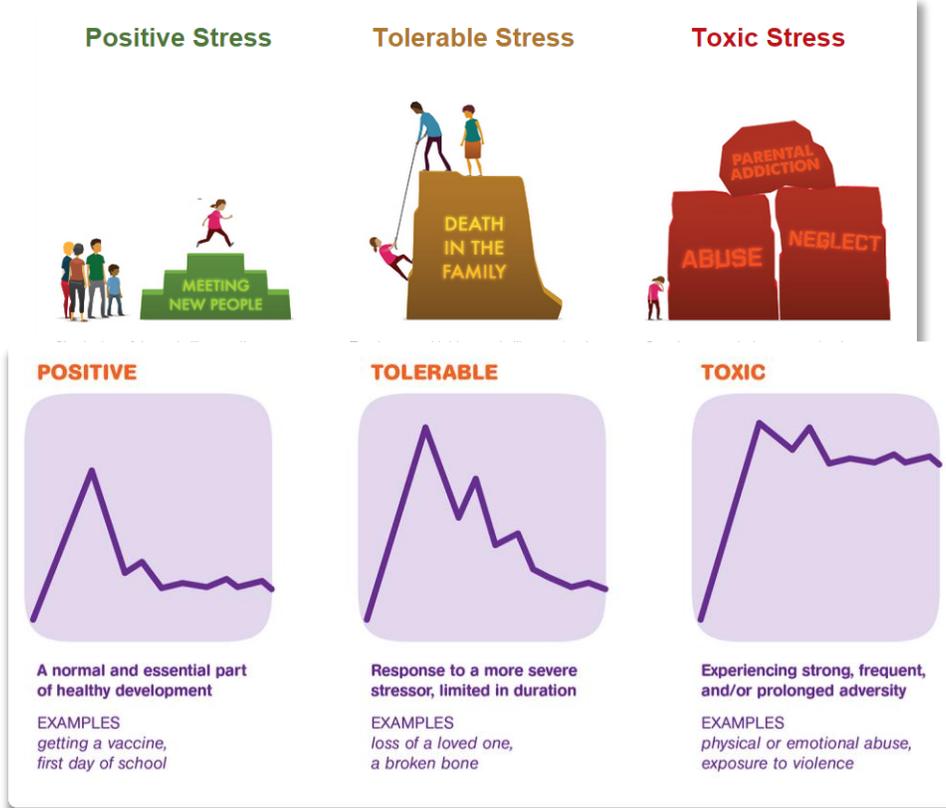
Within our window of tolerance, we are:

- **Flexible**
- **Adaptive**
- **Coherent**
- **Energized**
- **Stable**

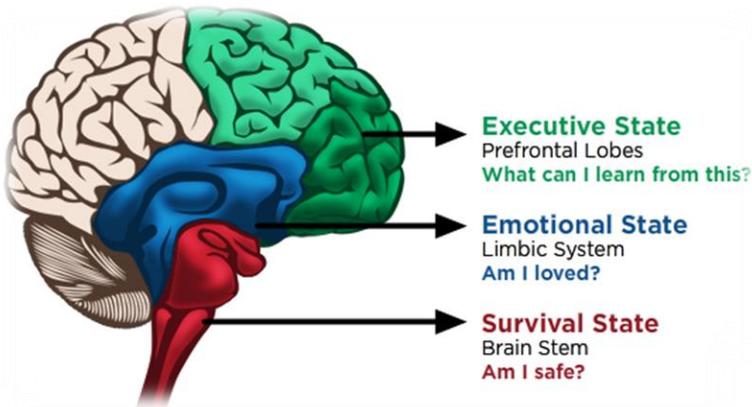


Outside our window of tolerance, our behavior shifts to keep us safe:

- **Hyperarousal** (flight or fight)
- **Hypoarousal** (freeze)

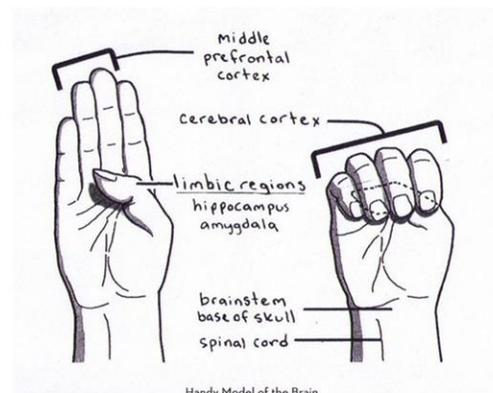


The Conscious Discipline Brain State Model



When we are stressed, we all regress.

Hand Model of the Brain
(Dr Daniel Siegel)



Shifting the Conversation from:
What is wrong with you?
To
What has happened to you?

Rarely is a choice made about which state to be in. The nervous system automatically determines which response seems most adaptive for the situation based upon many factors, including current circumstances, memory of past experiences, and innate temperament.”
– Drs. Dan Siegel and Tina Payne Bryson – The Yes Brain



WHEN WE ARE STRESSED, WE ALL REGRESS.

*Shift the conversation from
“What is wrong with you?”
to
“What happened to you?”*

Preventing and mitigating behaviors requires children feel safe, connected, and to be taught missing skills and how to manage emotions. This is also true for adults.

Rituals provide predictability and enable connection.

The human brain seeks out, and learns best through, patterns.

- Having something happen the same way over and over again helps us feel safe
 - “You said this would happen and it did. I can trust you.”
- When something happens over and over again, we get the chance to become aware of its importance for ourselves and internalize the learning/connection.

The Greeting Ritual

Promotes connection with every child, family, and staff member at your school.

Select a location where you (or a member of your team) will stand every morning to greet families and staff.

Use your body language to show your intentionality in keeping everyone safe.

Choose what you will say to the families and staff.

- For families with infants and toddlers – “Good morning, (adult name)! I see you brought your precious (child’s name) with you and (child’s name) brought his/her (elbows, toes, etc.)”
- For families of older children – “Good morning, (adult and child name)! I’m so glad you are here today. How would you like to be greeted (offer a choice with a visual helper).”
- For staff – “Good morning, (adult name)! I’m so glad you are here today.
 - “How would you like to be greeted?”
 - Special question or comment directed at that person.

The Safekeeper Ritual

In order for children, families, and staff to start their day off well, they need to feel safe.

The Safekeeper Ritual can look different for different environments.

Embed the language of the ritual into your Greeting Ritual – “My job is to keep it safe today, I ask that you help keep it safe.”

A bulletin board that says, “I commit to keeping it safe.”

A Safekeeper Box

- Each staff member has a popsicle stick with their name on it, or other personalized item, that they place in the box daily as a commitment to be a Safekeeper.
- Families can a box in a main part of the center, or use one in their child’s classroom.

The Wish Well Ritual

Wishing well offers children a way to support each other and calm themselves, laying the foundation for empathy.

When a child is absent, moving to another school, is late, or needs support for other reasons, place the child's picture or name in the heart of your Wish Well board.

Wish the child well by:

- Singing "I Wish You Well" (It Starts in the Heart CD)
- Wishing Well
 - Putting your hands over your heart
 - Take a deep breath in
 - Pause and picture the person in your mind
 - Breathe out while opening your arms and sending your loving thoughts to that person

Creating a Wish Well Ritual Plan

1. What materials will I use? (e.g. Pizza pan, sticky notes, etc.)
2. How will you teach (class, school, staff, agency, families) to breathe and wish well all people in distress before attempting to solve a problem?
3. When will you wish well as a group?
4. What will you provide extra for those (children, staff, families, etc.) experiencing a great deal of loss?
5. How will you share this information with families?
6. How will I study the skills and powers that support the use of the Wish Well Ritual?