CONSCIOUS LEADERSHIP: THE POWER OF UNITY

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UNITED WAY OF GREATER NASHVILLE

References:

- Bailey, B.A. (2015). Conscious Discipline: Building Resilient Classrooms. Loving Guidance INC. Oviedo, FL. https://consciousdiscipline.com/
- Building Strong Brains TN https://www.tn.gov/dcs/program-areas/child-health/aces.html
- "SCARF: A brain-based model for collaborating with and influencing others" by David Rock.
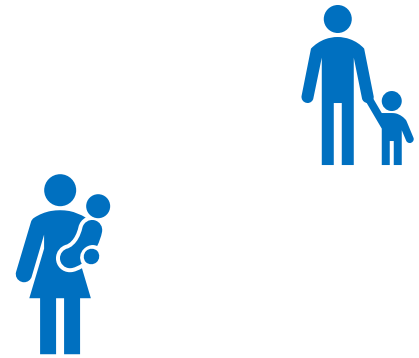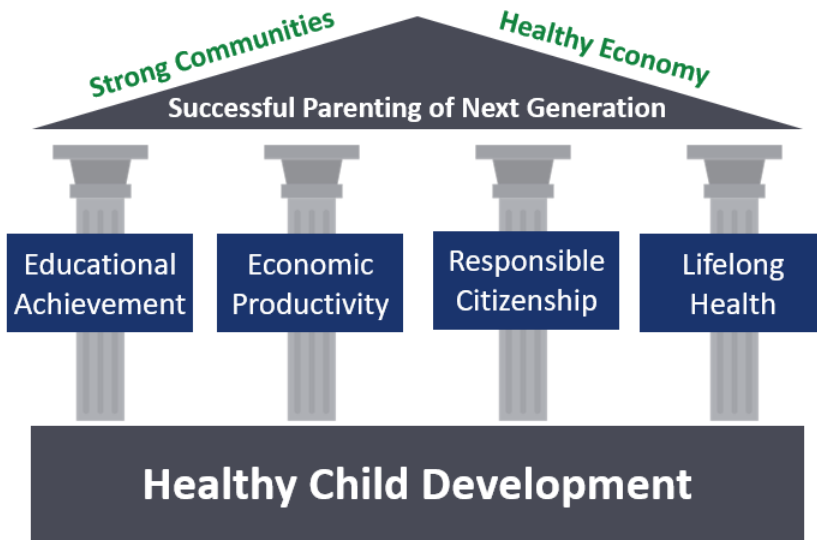
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Resources:

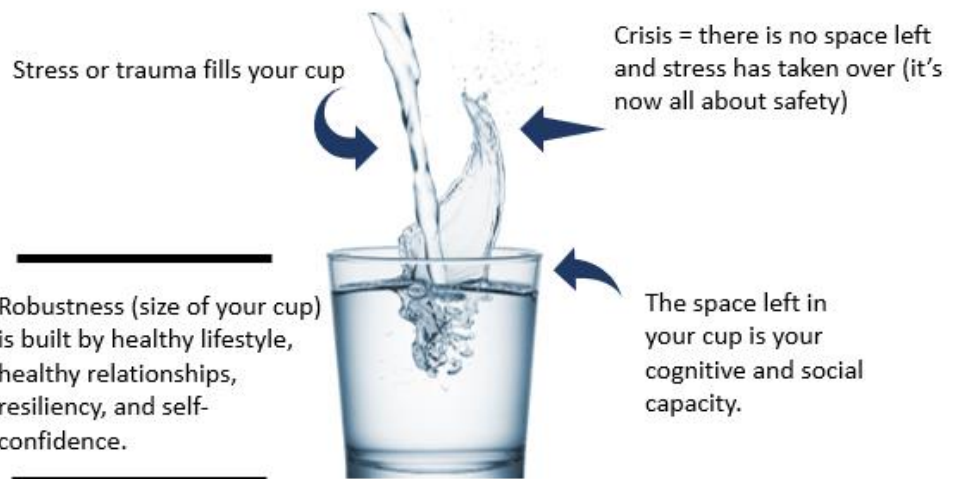Check out these resources to dig deeper:

- Podcast – "The Most Challenging People at Work and the Opportunity They Offer You" - https://consciousdiscipline.com/e-learning/podcasts/podcast-episode010/
- Article – "Conflict Management: Seeing Conflict as an Opportunity to Teach and Learn" - https://consciousdiscipline.com/conflict-an-opportunity-to-teach-and-learn/
- Video – "The Language of Unity" - https://consciousdiscipline.com/videos/the-language-of-unity/

- ➢ Find and register for the Read to Succeed Free Early Childhood Webinar Series at https://www.eventbrite.com/o/united-way-of-greater-nashville-30218001622

- ➢ Find RTS Webinar recordings at https://www.unitedwaygreaternashville.org/rts-training/

Strong Communities   **Healthy Economy**

Successful Parenting of Next Generation

| Educational Achievement | Economic Productivity | Responsible Citizenship | Lifelong Health |

Healthy Child Development

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

Stress or trauma fills your cup

Crisis = there is no space left and stress has taken over (it's now all about safety)

Robustness (size of your cup) is built by healthy lifestyle, healthy relationships, resiliency, and self-confidence.

The space left in your cup is your cognitive and social capacity.

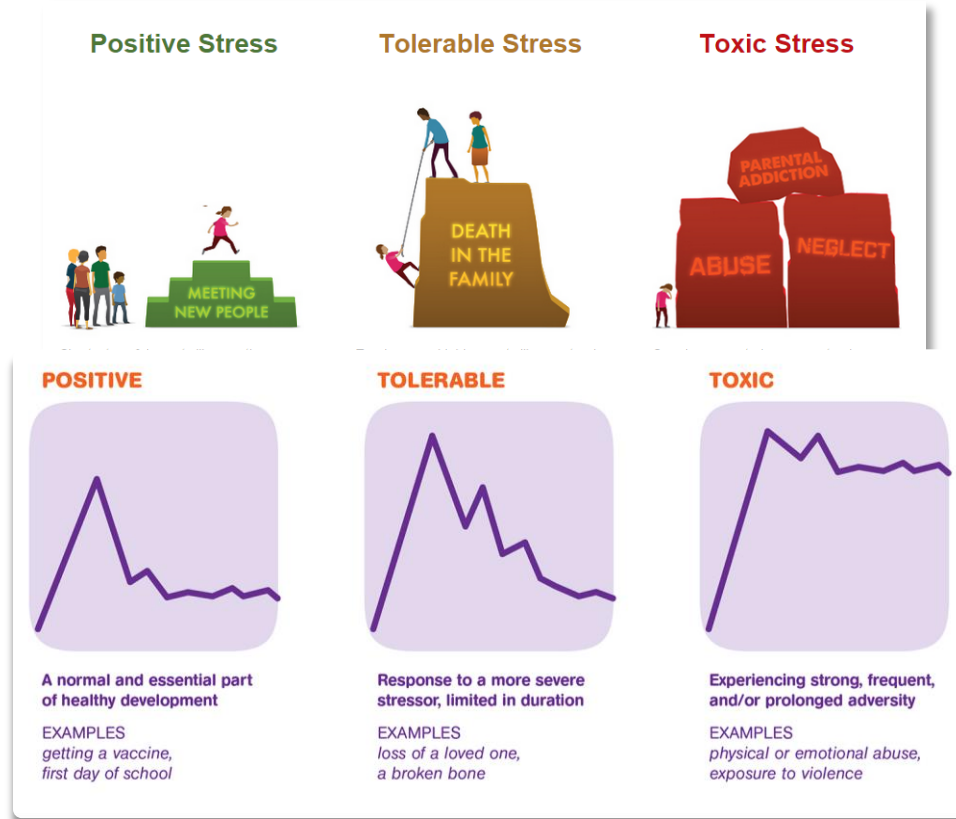**Window of Tolerance** = where there's still room in the cup.

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)

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.

BLUEPRINT for EARLY CHILDHOOD SUCCESS

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Positive Stress	Tolerable Stress	Toxic Stress
MEETING NEW PEOPLE	DEATH IN THE FAMILY	PARENTAL ADDICTION / ABUSE / NEGLECT

POSITIVE

A normal and essential part of healthy development

EXAMPLES
getting a vaccine,
first day of school

TOLERABLE

Response to a more severe stressor, limited in duration

EXAMPLES
loss of a loved one,
a broken bone

TOXIC

Experiencing strong, frequent, and/or prolonged adversity

EXAMPLES
physical or emotional abuse,
exposure to violence

BUILDING STRONG BRAINS
TENNESSEE

The Conscious Discipline Brain State Model

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?
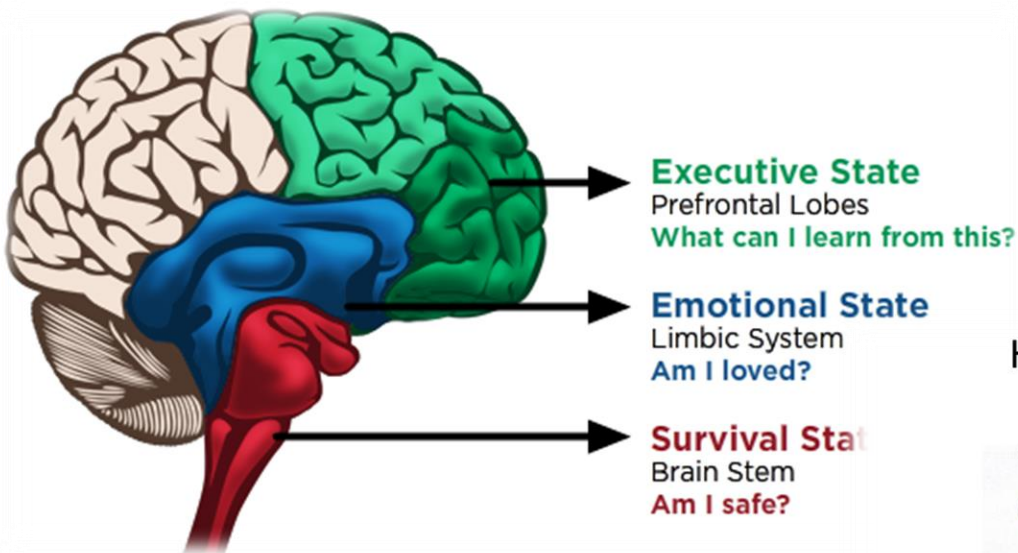
Hand Model of the Brain
(Dr Daniel Siegel)

middle prefrontal cortex
cerebral cortex
limbic regions
hippocampus
amygdala
brainstem
base of skull
spinal cord

Handy Model of the Brain

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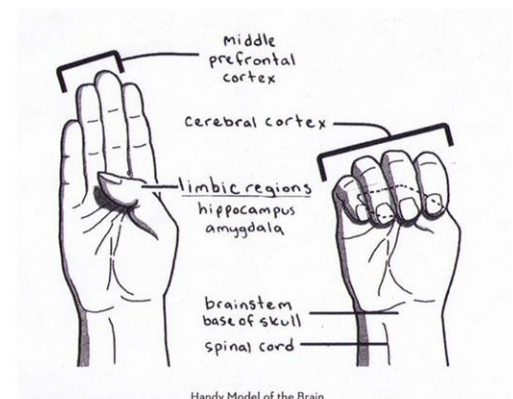
Rarely is a choice made about which state to be in. The nervous system automatically determines which response seems most adaptive for the situation based upon many factors, including current circumstances, memory of past experiences, and innate temperament." – Drs. Dan Siegel and Tina Payne Bryson –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

WHEN WE ARE STRESSED, WE ALL REGRESS.

Shift the conversation from
"What is wrong with you?"
to
"What happened to you?

How do you know when you are stressed? What are your cues? (physical, behavioral, etc.)

_____

_____

What strategies do you use when you are stressed? _____

_____

How do you know when your team is stressed? What are your cues? (physical, behavioral, etc.) _____

_____

What strategies do you use? _____

_____

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Conscious Discipline

Created by Dr. Becky Bailey, an internationally renowned expert in child developmental psychology, Conscious Discipline® is built on the premise of developing discipline *within* children rather than applying discipline *to* them.

Conscious Discipline applies equally to families, educators, and caregivers of all types. It can be pictured as a pyramid with four stages:
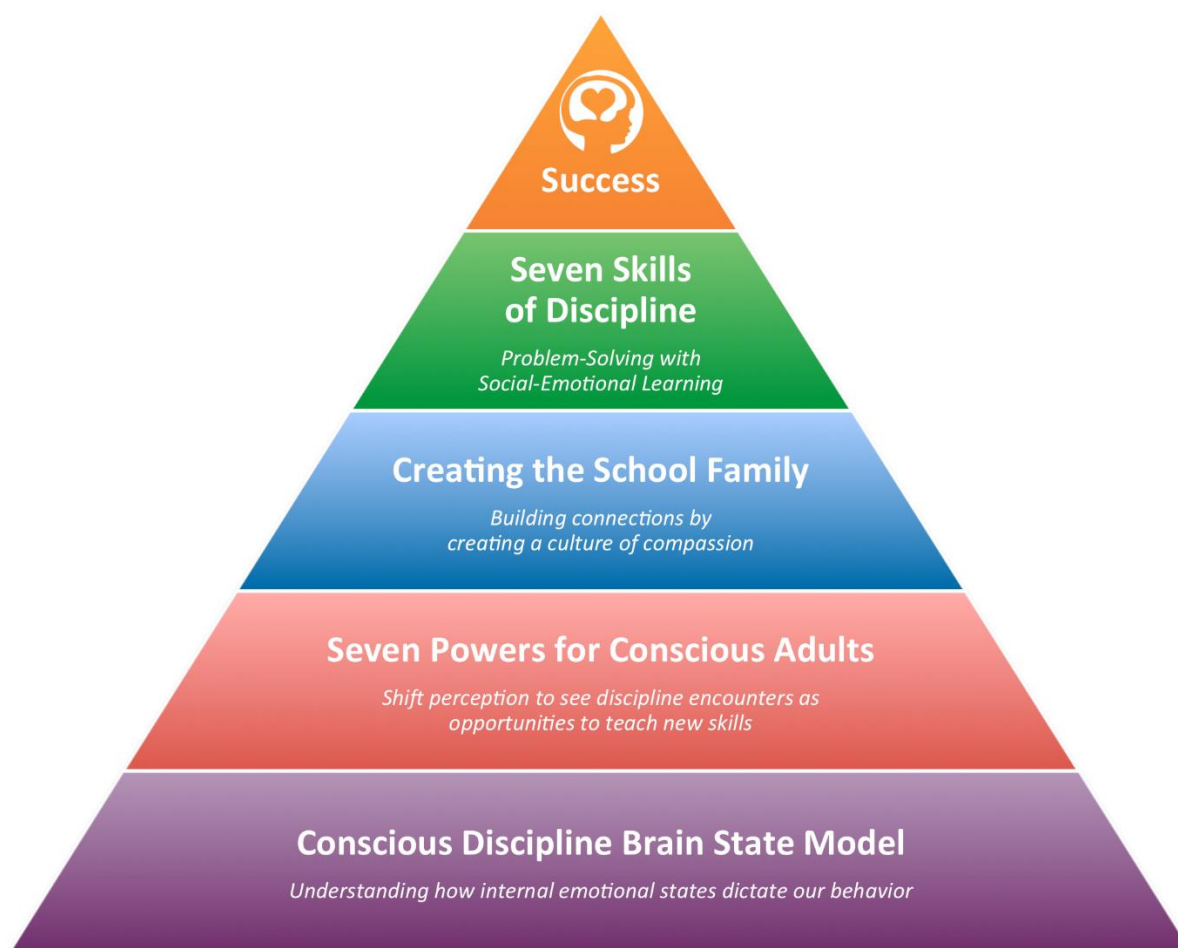
Behavior management systems that merely manipulate the surface behavior of children will never build deep values and internal controls – Dr. Larry Brendtro

It is within our ability to see "misbehavior" as an opportunity to teach, and to create a safe environment for children to learn. – Dr. Becky Bailey

The Power of Unity

What do you believe?

1. We are separate individuals, bumping against each other occasionally but otherwise rarely connected.

2. We are connected individuals, influencing and depending on each other in subtle but powerful ways.

The Power of Unity states, "We are all in this together"

Research shows us:

• The essential impulse of all life is to connect.
• Deep connection, rather than competition, is essential for survival.
• Humans have an innate preference for cooperation and democracy.
• The more connected we feel to others, the better we feel about ourselves and the healthier we are.
   • *One of the best predictors of health is the number of groups you belong to and the number of strong relationships that you have.*
   • *Our brain processes social threats and pain in much the same way that it processes physical threats and pain.*

Unfortunately, the society we live in often supports the concepts of "Separateness" over the concepts of "Unity"

Separate (American Culture)	Unity
Focus on getting • What do I get if I… • How do I get you to… • The Best get stuff, the rest get nothing	Focus on Giving • How can I give my… • Because when I give I gain • How can I be of service
Give Away = Lose • Scarcity Mentality	Give Away = Gain • Abundance Mentality
Individual Success is the highest value • Winning at all cost	Individual who contributes to welfare of all • Win-win solutions
Classrooms/schools based on competition • Rewards and punishments • Haves and have-nots	Classrooms/schools based on cooperation, compassion • We can add healthy competition on to this

It shouldn't be a surprise then to see schools reflect this same culture as well, among the children and adults.

– There is lip service to unity ("Of course we're all in this together/for the children") but in practice it is separate.

The Concept of Unity requires a fundamental shift in intention
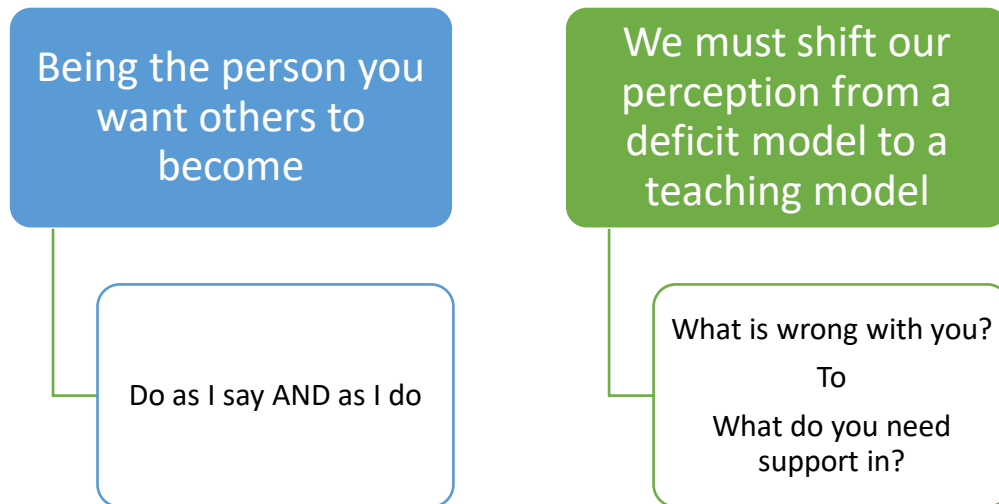
How do I make this person behave? ➡ How do I help this person be successful?

How do the concepts of Unity and Separateness show up in your work/life?

_____

_____

Are you willing to make the shift to Unity?

_____

_____

The Skill of Composure

Being the person you want others to become

Do as I say AND as I do

We must shift our perception from a deficit model to a teaching model

What is wrong with you?
To
What do you need support in?

"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

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What are some strategies you use to actively calm and maintain your composure?

_____

_____

The things that "Push Our Buttons"

All of us have "Hot Buttons" or triggers – things that bother us and cause upset

Types of behavior, situations, tones of voice, specific words

These buttons were installed in us by the adults in our lives when we were children

These are often based on the buttons that were installed in them by the adults in their lives, etc.

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How we respond is our choice

When we get upset, it's important to realize that it's not the other person's actions that are causing our upset, but our pre-programming that they triggered.

We can choose how we want to respond when we are triggered

Emotions only last 7 seconds

Quit Taking It Personally (QTIP)

Prepare yourself by learning your own triggers and upset tendencies

Practice active calming to regain composure

Remind yourself that the other person's actions or emotions are about them, not about you.

This will allow you to switch from blaming to problem solving.

How can you use the concept of "No one can make you angry without your permissions" and/or QTIP in your work/life?

_____

_____

Modeling Unity

The Language of Fear

- Intent to punish
- Focusing on:
  - *What we are doing wrong*
  - *What will go wrong*
  - *How we could have prevented all this*
- Can be in any tone or volume of voice

The Language of Safety

- Intent to help the person be successful
- Focus on being helpful and safe
- The shift happens internally first
- What you offer in others you strengthen in yourself
  - *Deficits in others = deficits in you*
  - *Strengths in others = strengths in you*

Unity requires us to focus on solutions rather than blame

What is one way you can shift to using the Language of Safety in your work/life?

_____

_____

Leadership is based on inspiration, not domination;

on cooperation, not intimidation.

– William Arthur Wood

David Rock's SCARF Model of Relationships

Remember, the brain sees social threats much the same as physical threats

The SCARF Model

(David Rock, scarf360.com)

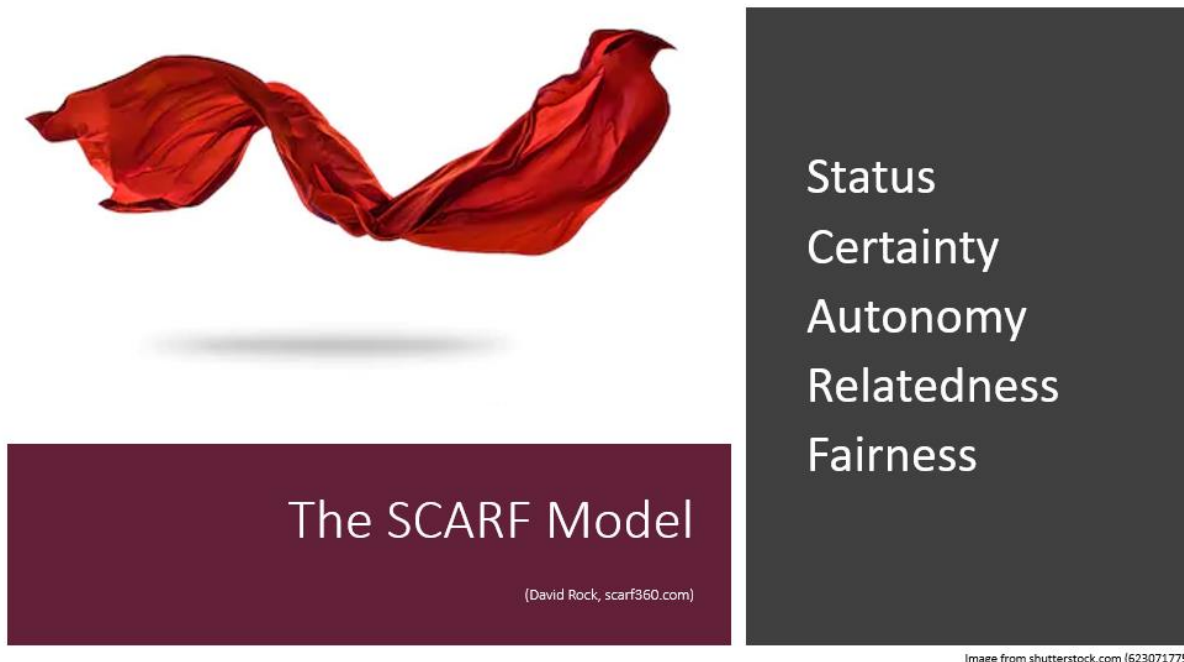Status
Certainty
Autonomy
Relatedness
Fairness

Image from shutterstock.com (623071775)

- – Status is about relative importance to others.

- – Certainty concerns being able to predict the future.

- – Autonomy provides a sense of control over events.

- – Relatedness is a sense of safety with others - of friend rather than foe.

- – Fairness is a perception of fair exchanges between people.

- These five domains activate either the 'primary reward' or 'primary threat' circuitry (and associated networks) of the brain. For example, a perceived threat to one's status activates similar brain networks to a threat to one's life. In the same way, a perceived increase in fairness activates the same reward circuitry as receiving a monetary reward.
- The model enables people to more easily remember, recognize, and potentially modify the core social domains that drive human behavior.

Supporting Your Staff Through Unity (and SCARF)

Ask yourself **and** staff these questions:	When is a good time to connect?	When am I at my best to provide support?
		When are you able to receive my support?
	What is the best way to connect?	How can you best receive my support?
		How can I best show you that I am here for you?
	What supports are needed?	What needs can I help you meet today?

How do you see the components of SCARF show up in your work/life?

_____

_____

An invitation to support unity through leadership

– During difficult situations, actively calm and ask yourself:

Do I want to be helpful or hurtful?

Do I want to help this person to be successful, or do I just want them to listen to me?

These aren't the same thing

Am I being encouraging or judgmental?

"I see the person" vs. "I see how I want things done."

Am I blaming and focusing on the problem or am I focusing on solutions?

I WISH YOU WELL