

Conscious Leadership: The Power of Unity

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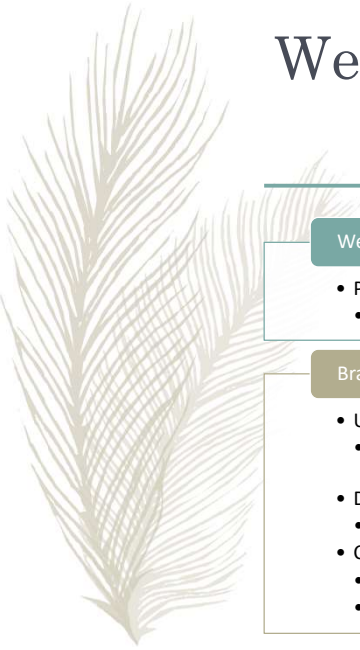
A United Way of Greater Nashville
Read to Succeed Professional Development







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Welcome and Brain Smart Start

Welcome to RTS Webinar Wednesdays!

- Presenter – Elandriel Lewis
- Manager of Early Learning and Training, United Way of Greater Nashville


Brain Smart Start

- Unite and Connect
 - Please use the chat box to share your name, where you work, and a highlight from this past week.
- Disengage the Stress
 - S.T.A.R.
- Commit
 - What do you give yourself permission to do during today's webinar?
 - Share in the chat box if you are willing

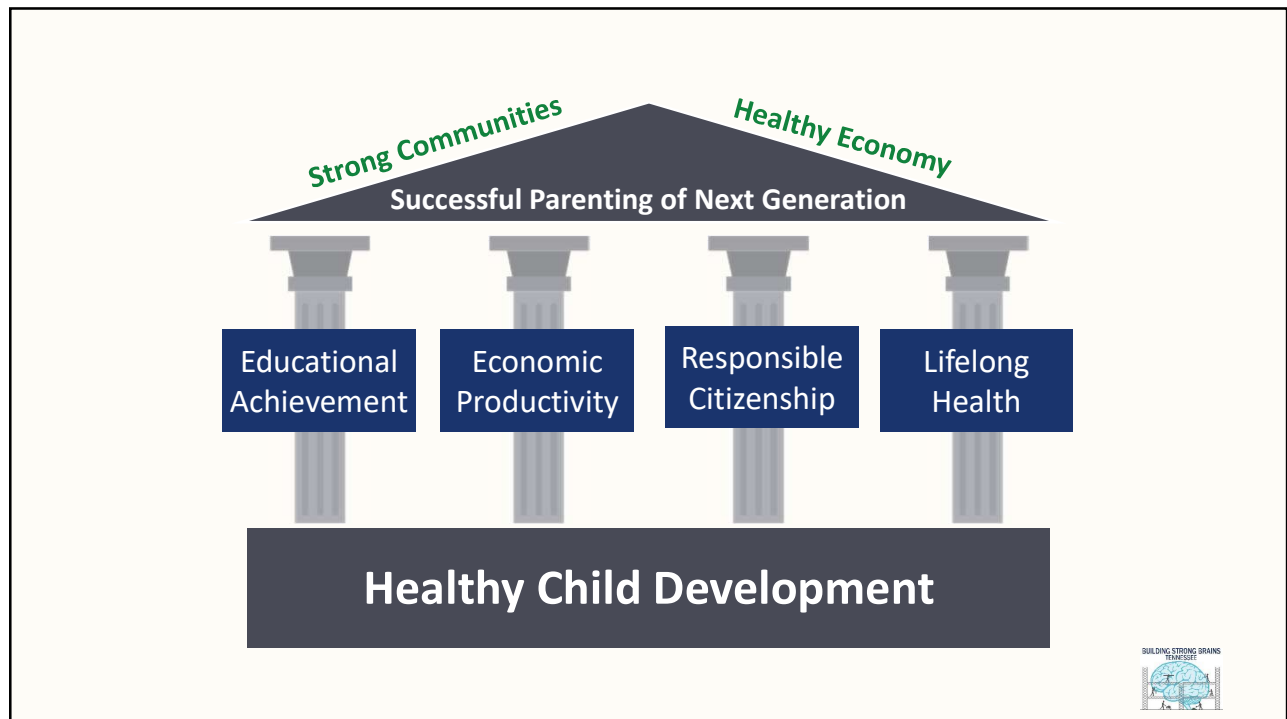
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Today's objectives

- Participants will develop an introductory understanding of:
 - *The effects that stress has on the brain.*
 - *The Conscious Discipline Brain State Model and the Power of Unity.*
 - *David Rock's SCARF Model of Relationships.*
- Participants will have the opportunity to consider how these show up in themselves and in their leadership.



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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.



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How does stress affect us?

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

- We can think of this as a cup.

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.

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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 behavior shifts to keep us safe:

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

Where within our window of tolerance can we be of most help to others?

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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

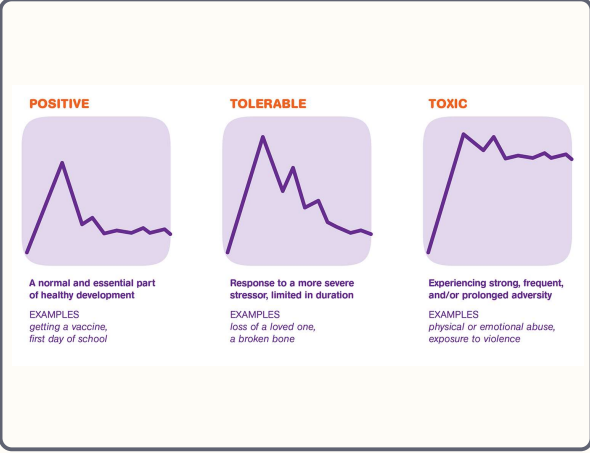


Ongoing, repeated exposure to abuse or neglect is bad for brain development. If no supportive adults are present to help buffer the stress response, stress hormones will damage developing structures in the child's brain. The result is an increased vulnerability to lifelong physical and mental health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



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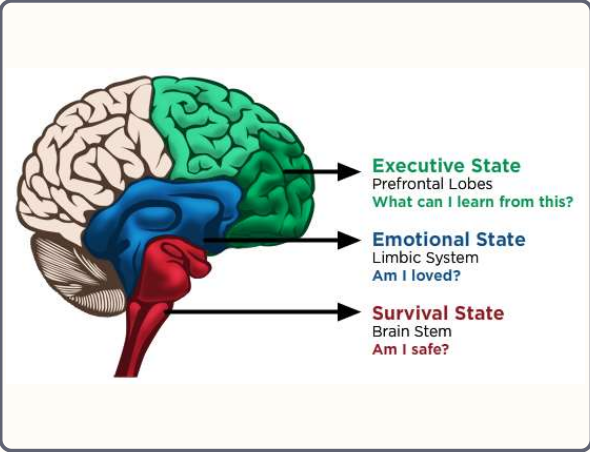
The Body's Response to Different Types of Stress



POSITIVE	TOLERABLE	TOXIC
A normal and essential part of healthy development	Response to a more severe stressor, limited in duration	Experiencing strong, frequent, and/or prolonged adversity
<small>EXAMPLES</small> getting a vaccine, first day of school	<small>EXAMPLES</small> loss of a loved one, a broken bone	<small>EXAMPLES</small> physical or emotional abuse, exposure to violence

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The Conscious Discipline Brain State Model



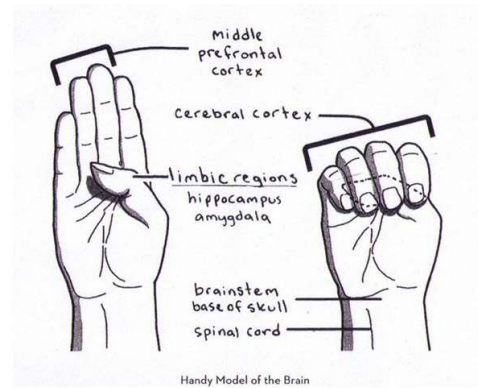
Executive State Prefrontal Lobes What can I learn from this?
Emotional State Limbic System Am I loved?
Survival State Brain Stem Am I safe?

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The Hand Model of the Brain

Hand Model of the Brain

(Dr Daniel Siegel)



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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

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When we are stressed, we all regress.

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The New Norm: Shifting the Conversation...

What is wrong with you?

TO

What has happened to you?



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Chat Box Exercise 1

- How do you know when you are stressed? What are your cues? (physical, behavioral, etc.)
- What strategies do you use when you are stressed?
- Answer in your journal and/or the chat box


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Chat Box Exercise 2

- How do you know when your team is? What are your cues? (physical, behavioral, etc.)
- What strategies do you use in these situations?
- Answer in your journal and/or the chat box

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Conscious Discipline®

Safety
Connection
Problem-Solving

What is Conscious Discipline?

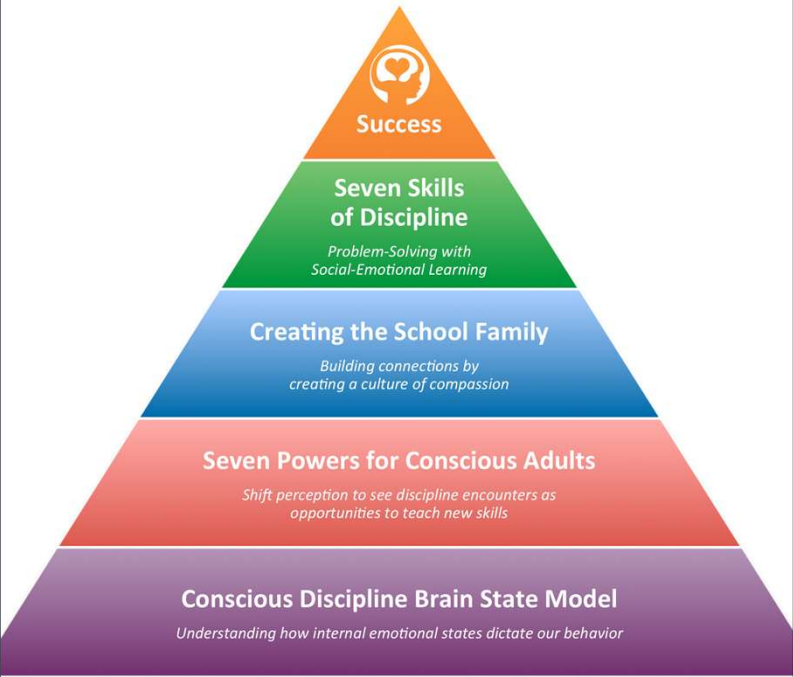
- Created by Dr. Becky Bailey, an internationally renowned expert in child developmental psychology, Conscious Discipline® is built on the premise of developing discipline *within* children rather than applying discipline *to* them.

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The Conscious Discipline process applies equally to:

- Families
- Educators
- Caregivers (of all types)

It can be pictured as a pyramid with four stages:



Success


Seven Skills of Discipline
Problem-Solving with Social-Emotional Learning

Creating the School Family
Building connections by creating a culture of compassion

Seven Powers for Conscious Adults
Shift perception to see discipline encounters as opportunities to teach new skills

Conscious Discipline Brain State Model
Understanding how internal emotional states dictate our behavior

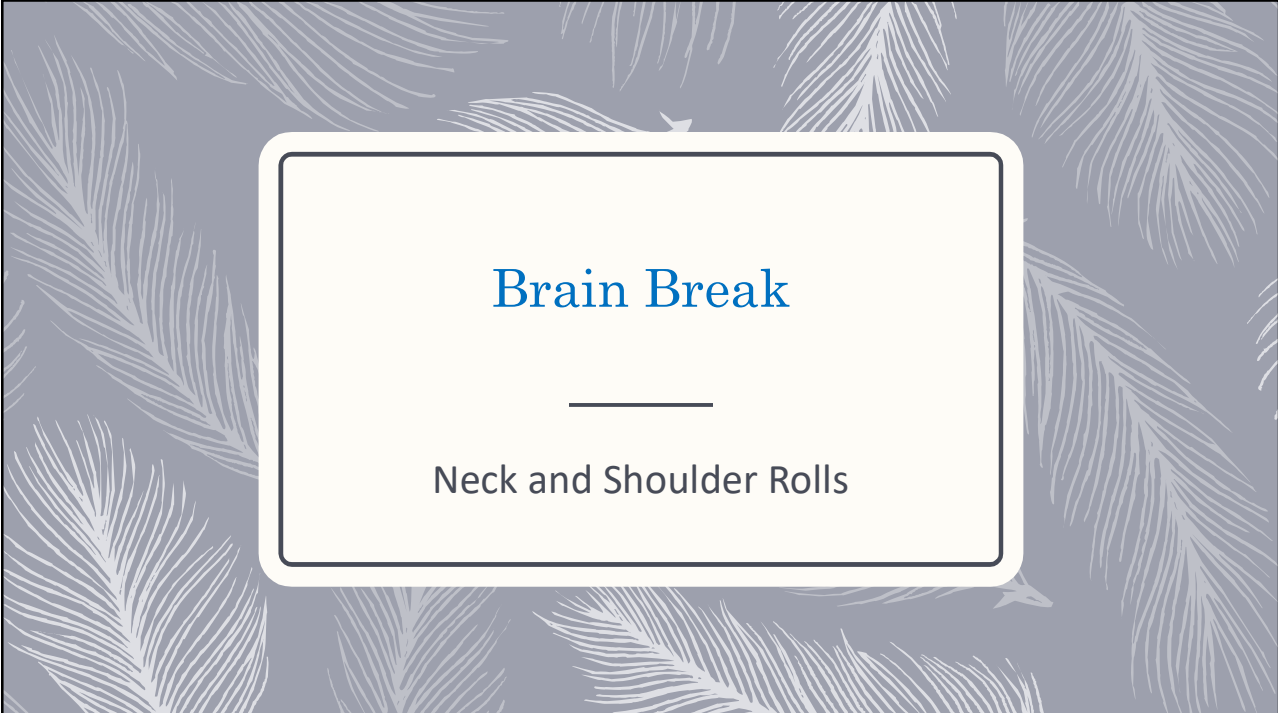
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Behavior management systems that merely manipulate the surface behavior of children will never build deep values and internal controls – Dr. Larry Brendtro

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

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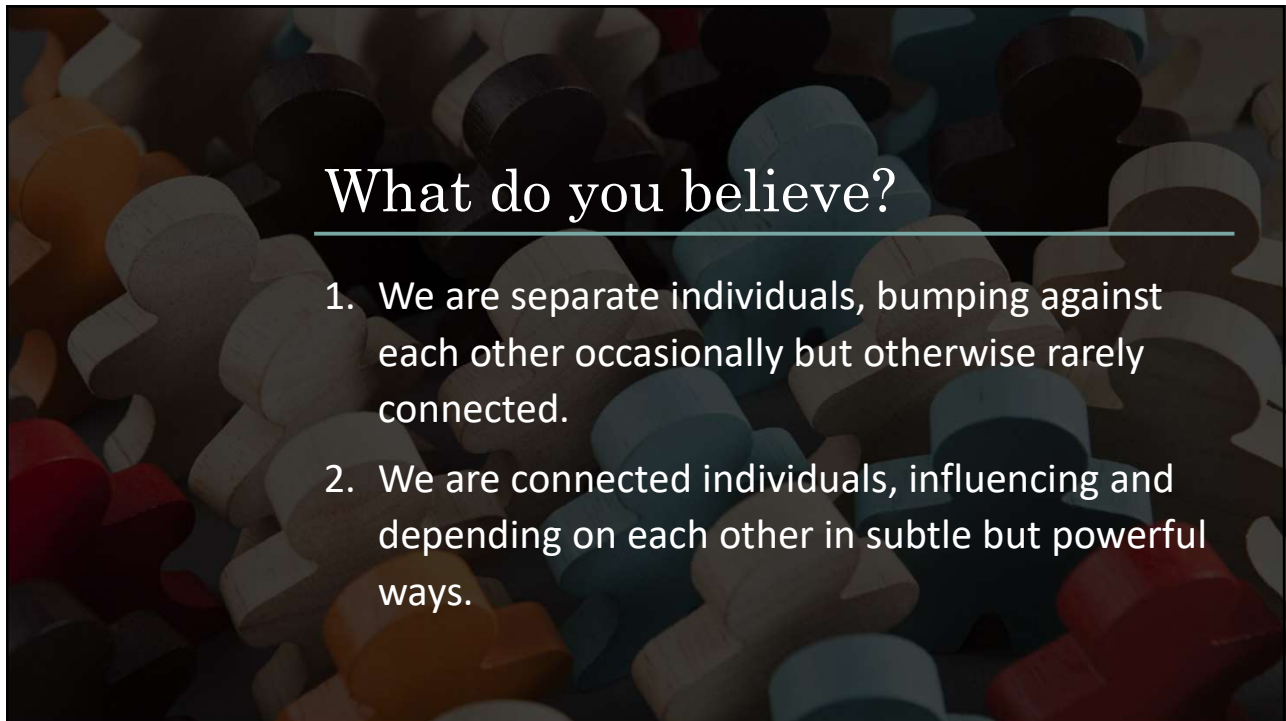
Brain Break

Neck and Shoulder Rolls


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Power of Unity


“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.*

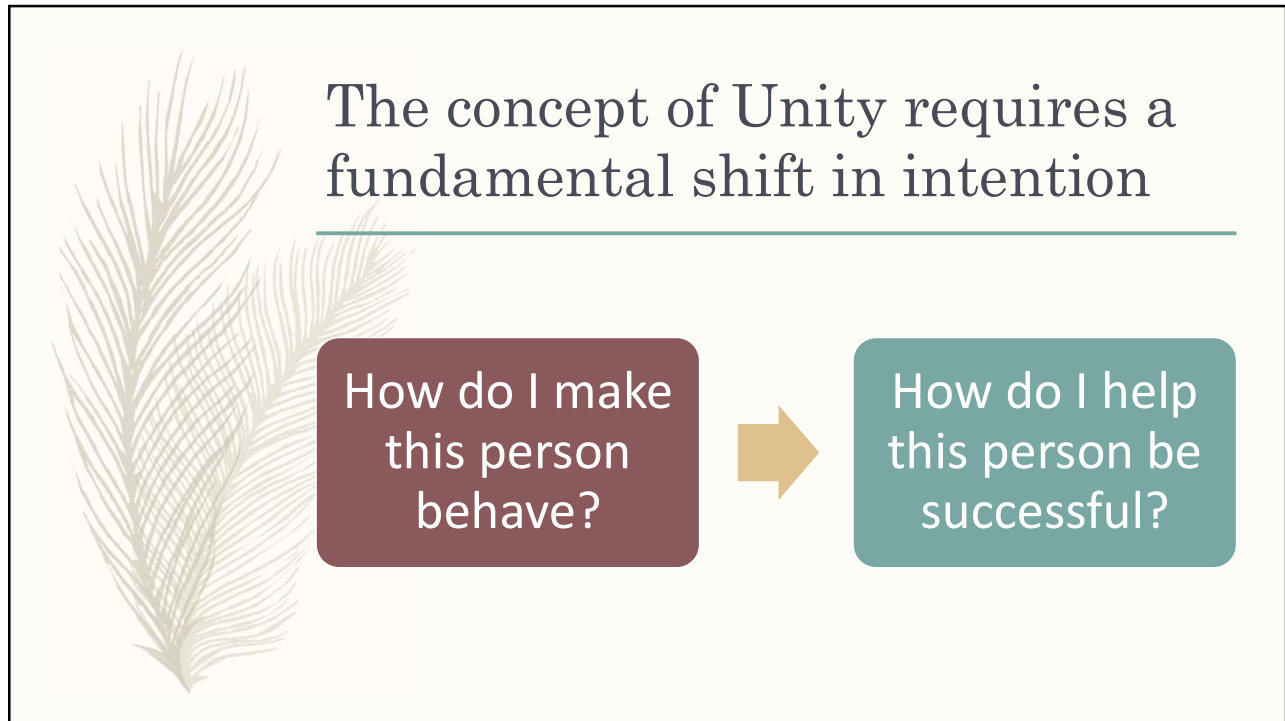
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Separate (American Culture)	Unity
Focus on getting <ul style="list-style-type: none"> • What do I get if I... • How do I get you to... • The Best get stuff, the rest get nothing 	Focus on Giving <ul style="list-style-type: none"> • How can I give my... • Because when I give I gain • How can I be of service
Give Away = Lose <ul style="list-style-type: none"> • Scarcity Mentality 	Give Away = Gain <ul style="list-style-type: none"> • Abundance Mentality
Individual Success is the highest value <ul style="list-style-type: none"> • Winning at all cost 	Individual who contributes to welfare of all <ul style="list-style-type: none"> • Win-win solutions
Classrooms/schools based on competition <ul style="list-style-type: none"> • Rewards and punishments • Haves and have-nots 	Classrooms/schools based on cooperation, compassion <ul style="list-style-type: none"> • 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.

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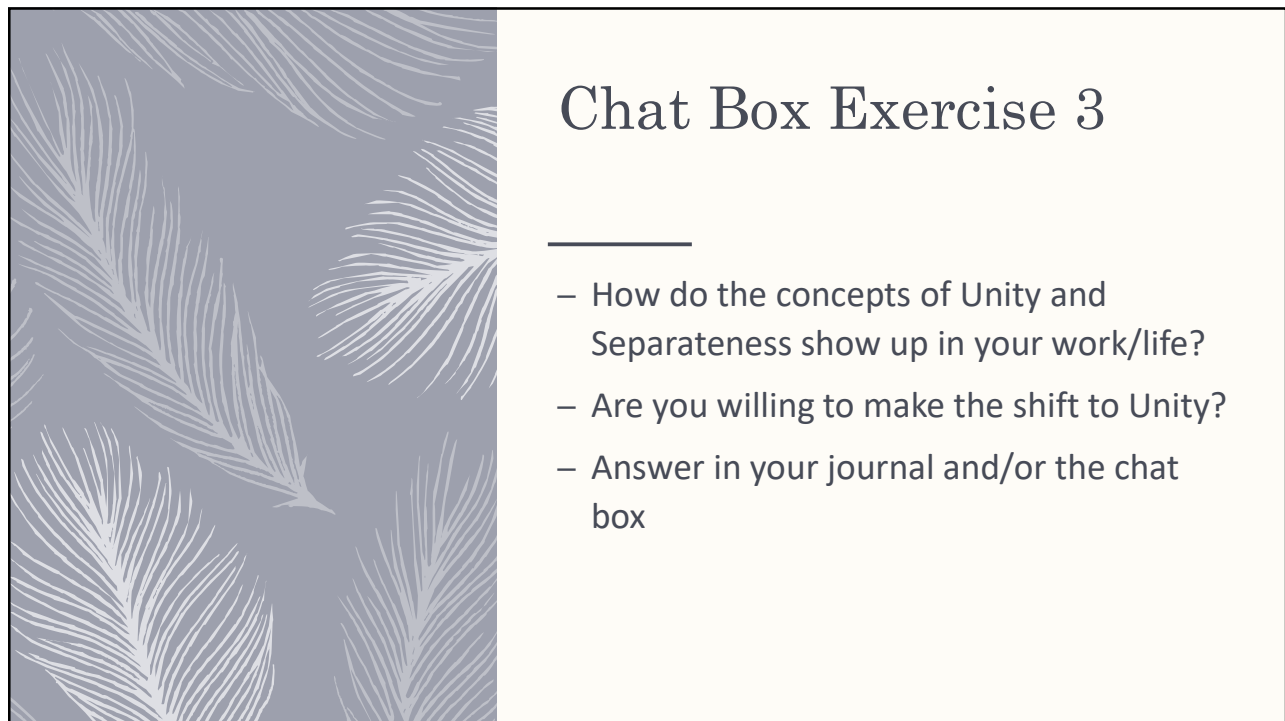


The concept of Unity requires a fundamental shift in intention

How do I make this person behave?

How do I help this person be successful?

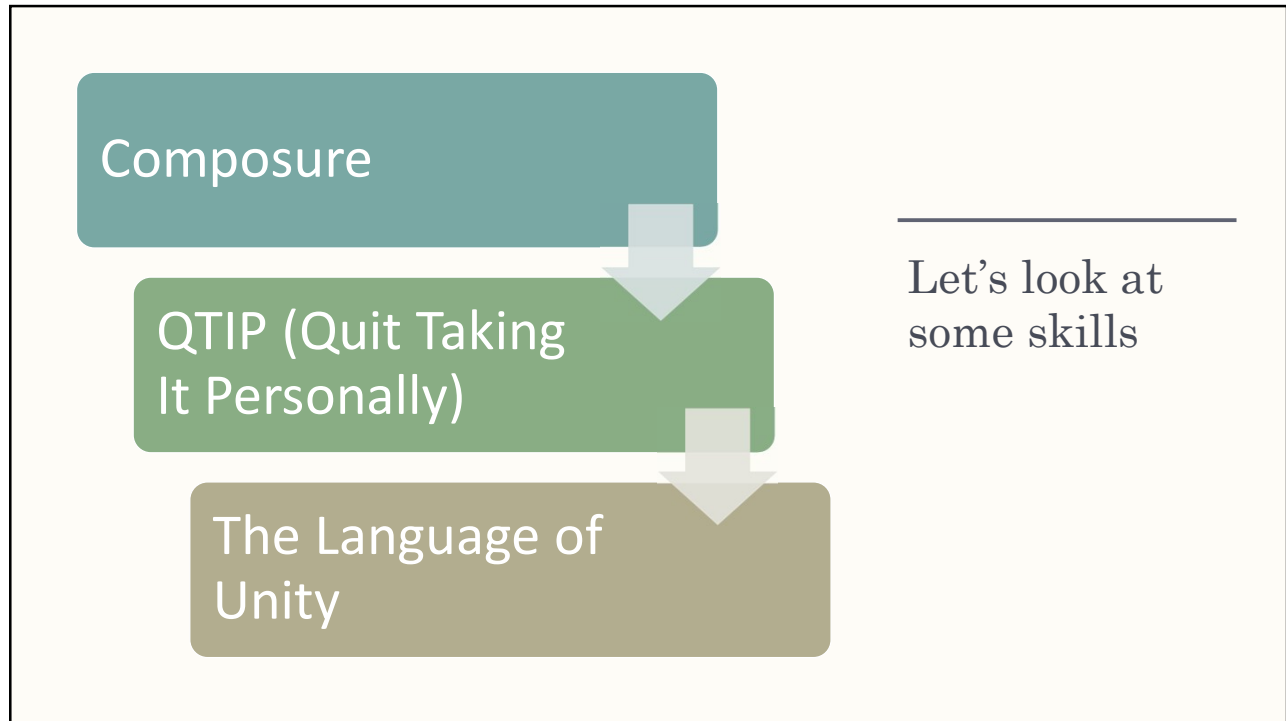
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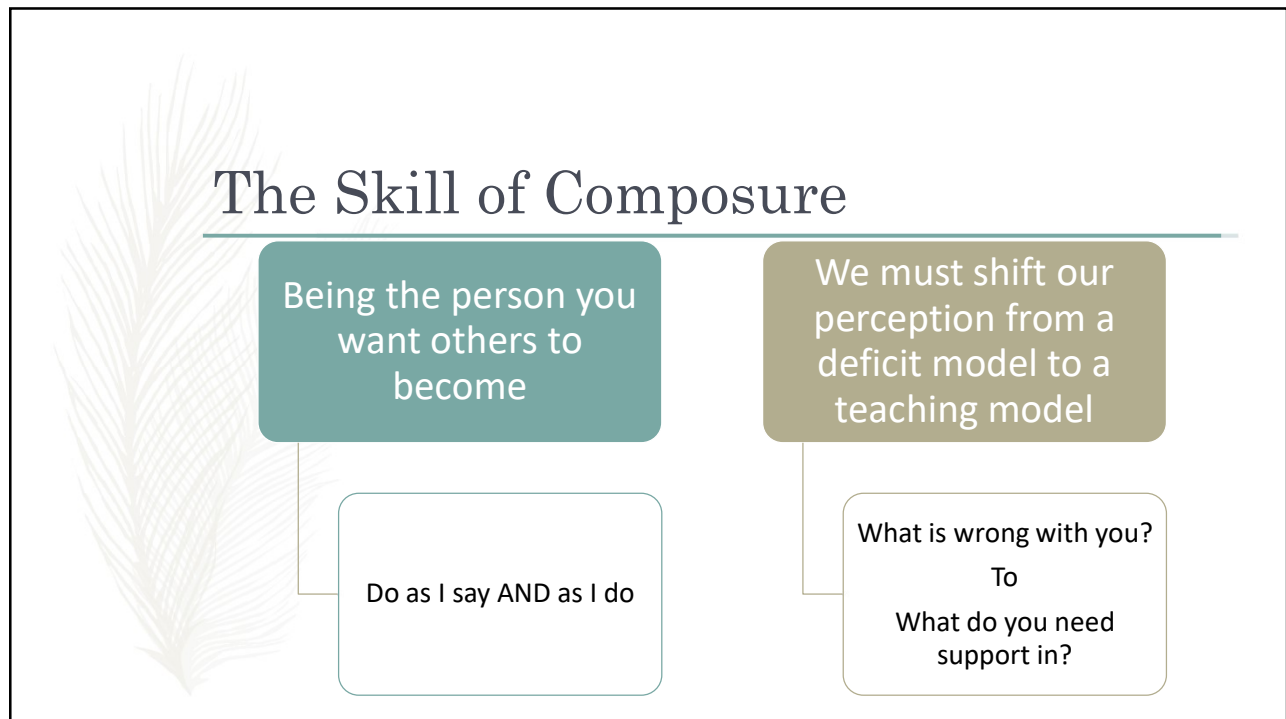
Chat Box Exercise 3

- How do the concepts of Unity and Separateness show up in your work/life?
- Are you willing to make the shift to Unity?
- Answer in your journal and/or the chat box

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“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

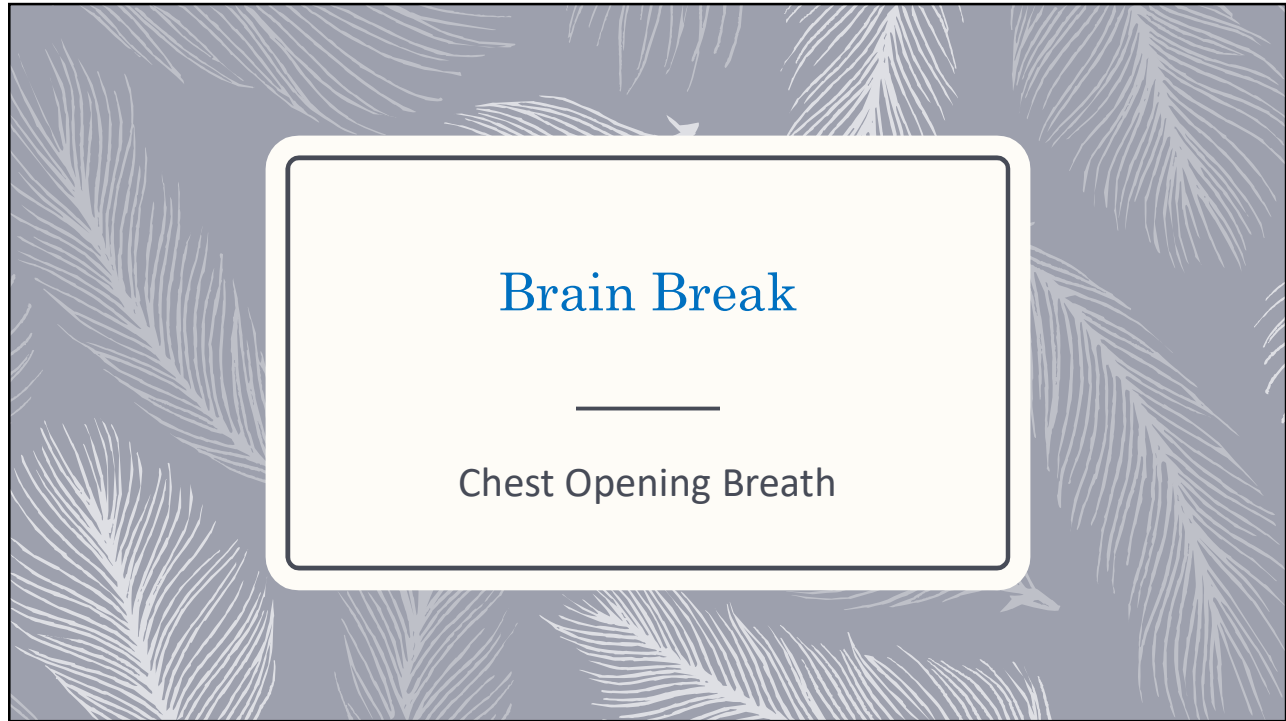
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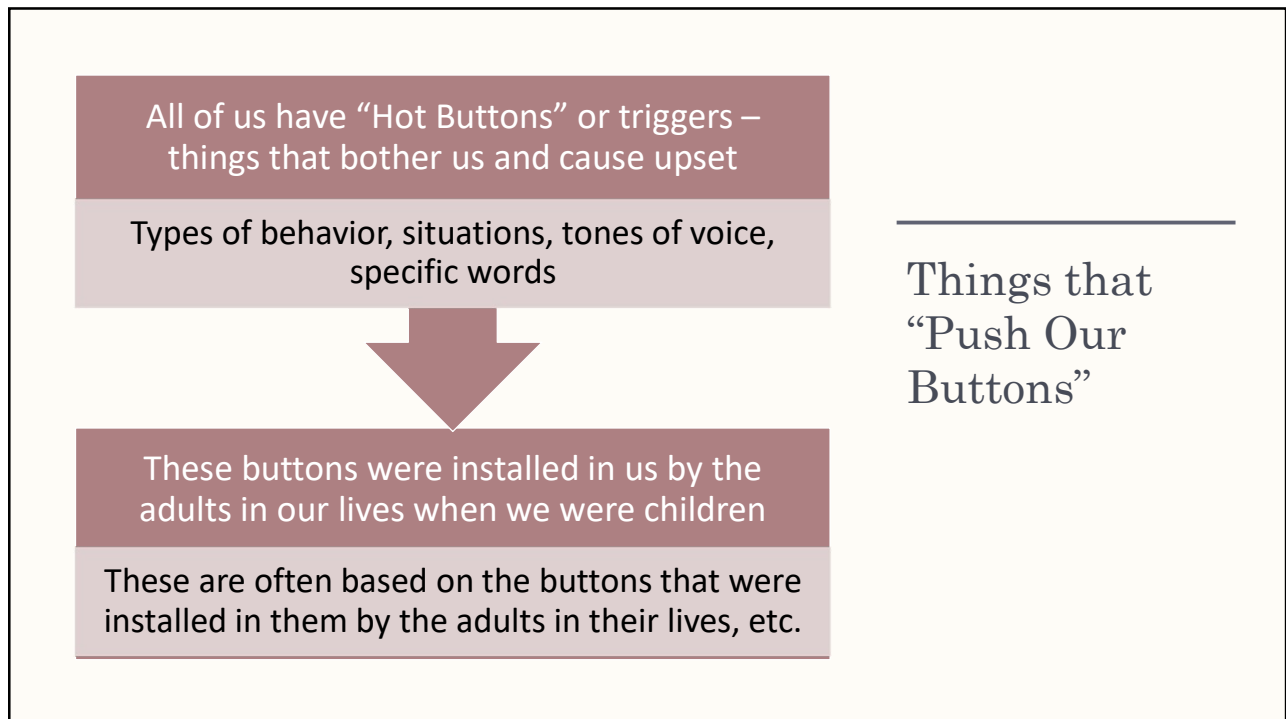
Chat Box Exercise 4

- What are some strategies you use to actively calm and maintain your composure?
- Answer in your journal and/or the chat box

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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

How we
respond is our
choice

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Prepare yourself by learning your own triggers and upset tendencies



Practice active calming to regain composure



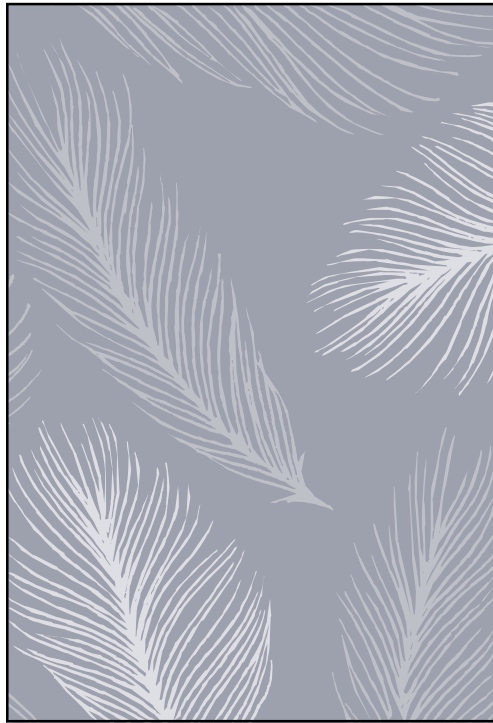
Remind yourself that the other person's actions or emotions are about them, not about you.



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

Quit Taking It
Personally
QTIP

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Chat Box Exercise 5

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- How can you use the concept of “No one can make you angry without your permissions” and/or QTIP in your work/life?
 - Answer in your journal and/or the chat box

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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

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Chat Box Exercise 6

- What is one way you can shift to using the Language of Safety in your work/life?
- Answer in your journal and/or the chat box

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Status
Certainty
Autonomy
Relatedness
Fairness

The SCARF Model

(David Rock, scarf360.com)


Image from shutterstock.com (623071775)

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

- **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.

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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?

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Chat Box Exercise 7

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- How do you see the components of SCARF show up in your work/life?
 - Answer in your journal and/or the chat box

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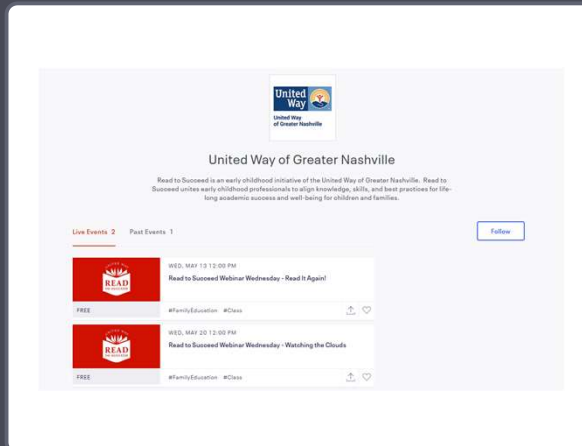
An invitation to support unity through leadership

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- 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?

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Interested in an introduction to Read to Succeed with children and families? Register for the series.



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Here are the links to Read to Succeed webinars for early childhood learning professionals including teachers, instructional coaches and administrators. All webinars are DHS approved. Certificates are provided after viewing the webinar and completing a reflection form via the unique Google Form link for each webinar. Please contact Elandriel Lewis (elandriel.lewis@unitedwaygn.org) with questions.

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