



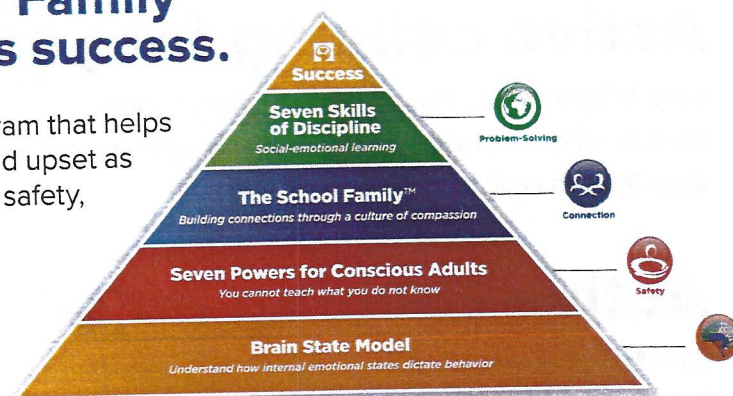
Our school uses Conscious Discipline to create a compassionate School Family that ensures every child's success.

Conscious Discipline is a research-based program that helps adults stay calm enough to see misbehavior and upset as a signal to teach instead of punish. It is built on safety, connection and problem solving.



Smile
Take a deep breath
And
Relax

Our primary job as adults is to remain calm or regain our sense of calm. A child cannot calm down in the face of an adult who is yelling or otherwise distressed. Taking three deep belly breaths is essential to calming our selves and our children.



Connection increases cooperation and is essential for healthy relationships. More connection means fewer power struggles and upsets! Connect with children using activities that have eye contact, touch, playfulness and presence. The "Twinkle, Twinkle" I Love You Ritual is a great place to start!



Twinkle
Twinkle

♪ Twinkle, twinkle little star,
Touch child's fingers, wiggling them.
♪ What a wonderful child you are.
Bring arms down to gently rest on child's shoulders.
♪ With bright eyes and nice round cheeks,
Touch child's eyebrows and cheeks.
♪ A talented person from head to feet.
Touch child's head and feet.
♪ Twinkle, twinkle little star,
Touch fingers, wiggling them.
♪ What a wonderful child you are. Hug.
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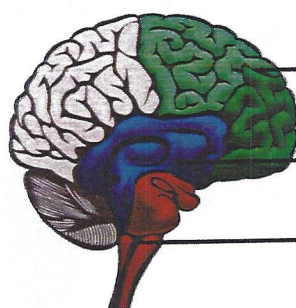
Conscious Discipline uses a simple brain model to help us understand children's behavior in order to apply effective solutions.

Our first goal is to remain calm enough to see the need behind the child's behavior. Our next goal is to help children (and ourselves) progress from a lower brain state to a calm, integrated Executive State.

For example:

- A child throwing a tantrum is experiencing a Survival State and needs safety. Deep breathing and our calm reassurance will help him feel safe.
- A child who is sassily blaming others is experiencing an Emotional State and asking, "Am I loved." Building a sense of connection will help him feel loved and valued.
- A child who is calm, alert and composed is experiencing an Executive State. He is ready to problem solve and learn new skills.

Conscious Discipline® Brain State Model



Executive State

Need: Problem solving opportunities
Looks like: Wisdom, unlimited skills
Message: What can I learn?

Emotional State

Need: Connection
Looks like: Back talk, sass, yelling, verbal reactions
Message: Am I loved/connected?

Survival State

Need: Safety
Looks like: Hiding, fighting, surrender, physical reactions
Message: Am I safe?

Our school will be hosting a variety of fun, relaxed parent education events that teach helpful strategies from Conscious Discipline. Please join us for our next event:

Event:

Date:

Time:

Place:

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Visit sanangeloecc.org for helpful videos

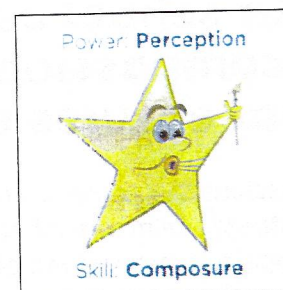


Active calming for yourself

Step 1: Take three deep breaths to calm yourself.

Step 2: Affirm, "I'm safe. Keep breathing. I can handle this."

Step 3: Wish well.



Active calming for an upset child

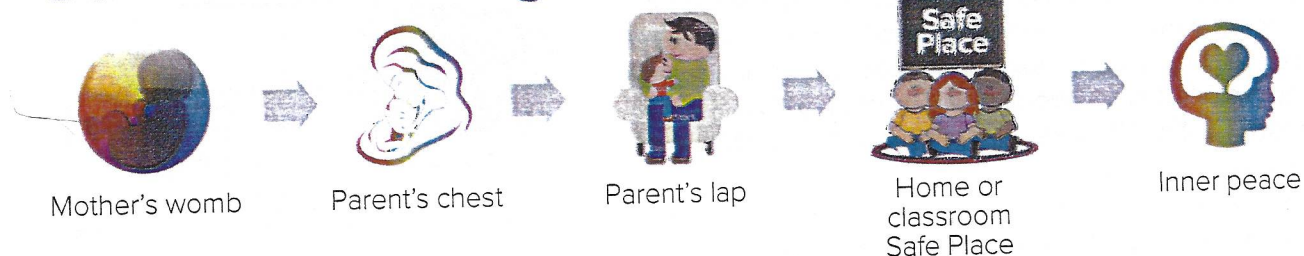
Step 1: Do the active calming process for yourself.

Step 2: Hold, rub, rock or sit beside the child, depending on what the child finds most soothing.

Step 3: Continue breathing deeply.

Step 4: Say, "You're safe. Breathe with me," and continue breathing until calm.

Safe Place Progression

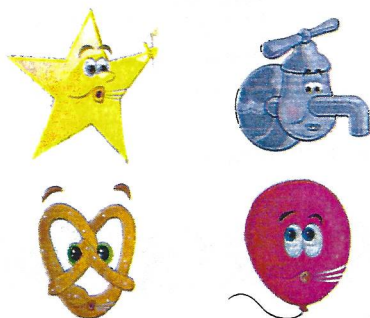


Safe Place Tools by Age

Infant: The adult is the Safe Place. Breathe deeply, hold the child to your chest and focus on calming yourself.

Toddler: Breathe to calm yourself and hold the child while you continue breathing deeply. Say, "You're safe. Breathe with me." Teach the child to smell the flower, blow out the candle, and to S.T.A.R.
Smile, Take a deep breath And Relax.

Two years and older: Begin teaching the four active calming techniques, S.T.A.R., Balloon, Drain and Pretzel. Set up a Safe Place in your home, and continue to use yourself as a Safe Place whenever needed.

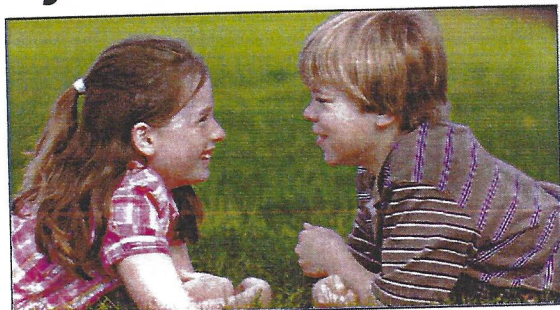


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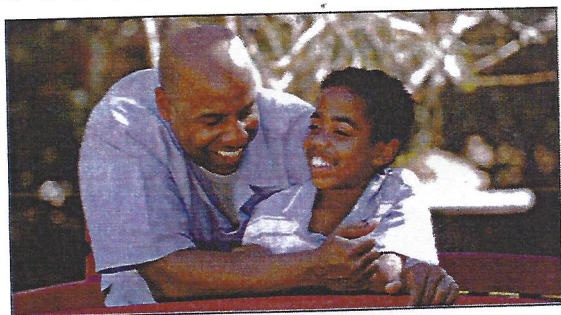
Four Critical Elements of Connection:

Eye Contact



Get down on the child's level to achieve **eye contact** for a brief moment. When eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection, we download inner states into one another. The eyes contain nerve projections that lead directly to key brain structures for empathy and matching emotions. "Mirror neurons ensure the moment someone sees an emotion on your face, they will at once sense the same feeling within themselves."
— Daniel Stern

Presence



Being present in the moment means your mind and body are in the same place. Your mind is free from chatter. You are still enough to see the beauty in the child. Presence is about acceptance as we join together to share the same moment. The present moment is where joy lies. Relax into it.

Touch



Touch is the only sense we cannot live without. The skin and brain are made up of the same embryonic tissue. The skin is the outside layer of the brain. Touch creates a hormone that is essential to neural functioning and learning. If we want smart, happy kids, then we need to provide more appropriate, caring touch.

Playfulness



Playfulness helps build bonds and creates abiochemistry in the brain for dopamine. Dopamine says, "Pay attention, stay focused." Playful situations strengthen the dopamine system, increase attention spans and boost social development.



Developmental Levels of Empathy

0-12 months:

Infants feel the emotional states of others and sometimes think others' distress is their own. When one infant starts crying, they all start crying!

1-6 years:

Young children begin to separate others' upset from their own. They show concern, but often use unhelpful ways of comforting others. A 4-year-old might recognize her little brother's upset and try to stick a cracker in the crying baby's mouth even though it's clearly upsetting him even more.

6-9 years:

Children become better at knowing if their efforts at offering empathy are helpful. A 6-year-old might offer a cracker to a crying baby, but would switch to a pat on the head when the baby rejects the cracker.

9-11 years:

Children begin to show concern for the distress of categories of people. These children are eager to support causes that affect groups of people like victims of natural disasters, homelessness and equality issues.

11 years and older:

Empathy is based on love and the ability to see from another person's point of view. Mature empathy involves seeing the upset person as capable of handling the situation and the emotions involved. Those with mature empathy listen and provide support without attempting to fix the issue or join in the upset.

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Age-Appropriate Jobs

Below is a list of possible age-appropriate jobs children could do to contribute to the wellbeing of the family at home. Have parents fill in the “jobs” section of the make-n-take with the jobs they are going to encourage children to help with at home.

Ages 2-3

At this age, children are naturally inclined to help. Our guidance assures their safety and helpfulness. Toddler jobs require significant encouragement and teaching from us. Keep tasks short, simple and conducted throughout the day rather than attempting long stretches of chores all at once. These are among the tasks children can help with:

- Putting away toys
- Unloading silverware and plastic cups from the dishwasher
- Helping set table (plastic cups, silverware, napkins)
- Dusting
- Holding the dustpan while an adult sweeps
- Drawing thank you pictures
- Putting clothes in the dirty clothes hamper
- Helping put clothes away
- Helping make bed
- Filling pet water and food bowls (with supervision)
- Helping clean up spills

Ages 4-5

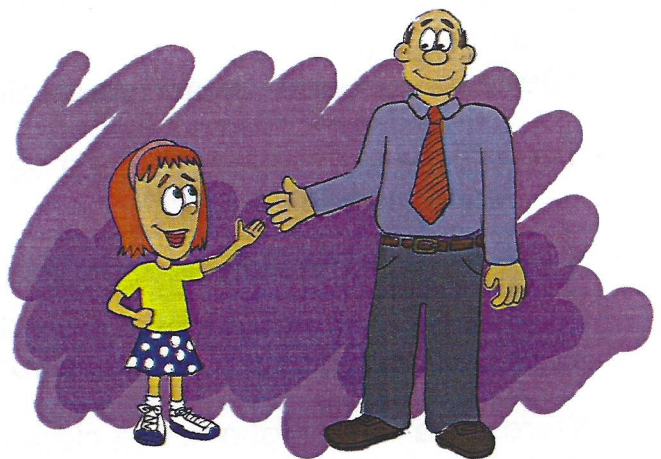
Our continuing guidance is essential as tasks become more complex. Children's independence is increasing, but they require ample encouragement, modeling and assistance staying on task. Break big jobs into smaller parts, and be patient in teaching and re-teaching how to do things. Make certain children have visuals to assist them in organizing and remembering their chores. These are among the tasks children can help with:

- All chores listed earlier
- Cleaning their room (broken down into smaller tasks like “put your books on the shelf”)
- Loading the dishwasher
- Vacuuming
- Helping prepare food (washing produce, measuring ingredients, stirring)
- Setting table
- Clearing table
- Wiping out bathroom sinks and counters
- Matching socks
- Folding kitchen towels
- Putting a new bag in the trash bin
- Weeding
- Drawing thank you cards and signing name
- Helping make beds
- Helping carry groceries
- Sorting laundry by color

Ages 6-8

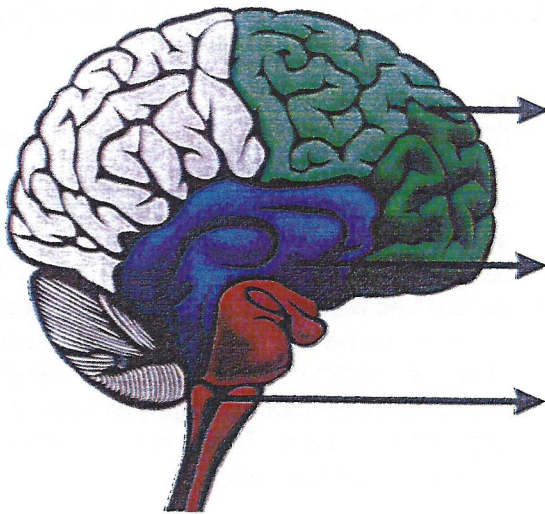
Children are capable of doing many tasks on their own, but are still developing executive skills like time management, organization and attention. Our encouragement, modeling and assistance staying on task remain key to their success as we scaffold their skill development. We must be patient as we teach and re-teach how to do tasks if the quality or form starts to slip. Children can manage their own job organization charts. These are among the tasks they can help with:

- All chores listed earlier
- Helping prepare food (washing, measuring, stirring, collecting ingredients, soft cutting)
- Dry mopping and sweeping
- Wet mopping with a 1-piece system (not mop and bucket)
- Raking
- Taking out garbage
- Folding laundry
- Wiping down kitchen counters
- Wiping down microwave
- Filling and emptying dishwasher
- Writing simple thank you notes
- Folding laundry
- Putting laundry away independently





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The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset adult is always a threat to children's sense of safety. We must actively calm ourselves if we are to help children calm themselves. Taking three deep breaths helps us calm down by shutting off the stress response in the body.

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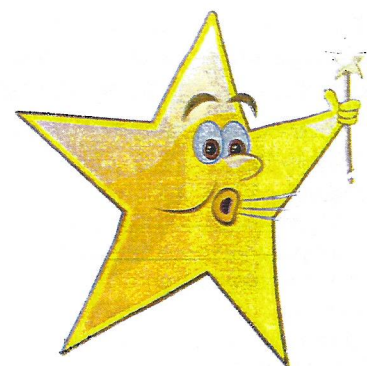
Mini-Poster: Assertiveness

Parent Education Curriculum



Assertiveness Requires:

- Focusing on the behavior we want to see:
~~"Stop running."~~ "Walk."
~~"Don't be so loud."~~ "Match your voice to mine."
- The intention of helping children be successful:
 Teach instead of punish.
- A tone of voice that has no doubt in it:
 Speak in the same matter-of-fact voice you would use to say, "The sky is above me."
- Words and hand motions that clearly tell what to do with Name, Verb, Paint:
 Name: "Caitlin,"
 Verb: "Put..."
 Paint: "...the block in the box," while pointing first to the block and then to the box.



Remember to S.T.A.R.: **S**mile,
Take a deep breath **A**nd **R**elax!
 Three deep belly breaths calm
 your brain and body.

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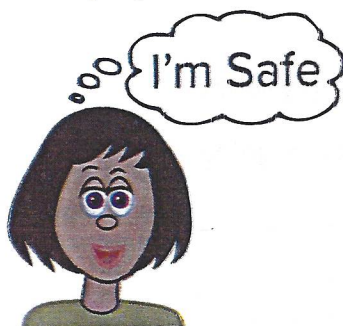
Active Calming

We achieve composure through active calming when we're upset. Active calming has three basic steps:

1. Take three S.T.A.R. or other deep belly breaths.
2. Reassure yourself, "I am safe, keep breathing, I can handle this."
3. Wish Well. Wishing well is seeing the preciousness of the other person. It is opening your heart and letting love flow to the other individual. This changes the way you view the interaction and helps you see from their perspective.



Breathe



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Mini-Poster: How Do You Feel

Parent Education Curriculum





D.N.A. = Describe, Name, Acknowledge

D.N.A. helps us teach instead of punish, and increases children's willingness to learn and use new skills.

D: Describe and demonstrate what the child is doing: "Your face is going like this (demonstrate)." As soon the child makes eye contact, take a deep breath.

N: Name the child's emotion using this phrase: "You seem _____ (sad, angry, disappointed, frustrated, etc.) _____."

A: Acknowledge the child's desire: "You wanted _____." Or "You were hoping _____." If you aren't sure what the child wants, take your best guess. The child will clarify.

After D.N.A., you would teach a new skill or come up with a solution together.

Fill in the blanks for a common behavior in your house:

D: Describe and demonstrate. "Your face is going like this."

N: Name the feeling: "You seem _____"

A: Acknowledge the desire: "You wanted _____"



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Mini-Poster: Teach a New Skill

Parent Education Curriculum

Teaching a New Skill:

You wanted _____ (describe what the child wanted) so you _____ (describe the behavior) _____.

You may not _____ (behavior) _____, _____ (behavior) _____ hurts.

When you want _____ (describe what the child wanted) _____, say (or do) _____ (teach the skill) _____.

You wanted the toy so you grabbed it.

You may not grab, grabbing hurts.

When you want the toy, tap him on the shoulder, wait for him to look and ask, "Turn please?"

You wanted to do it yourself so you pushed me away.

You may not push, pushing hurts.

(Younger) When you want to do it yourself, say, "I do it."

(Older) When you want to do it yourself, say,

"I'm going to do it."



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