

Conscious Discipline Implementation Monthly Training Plan Focusing on the Powers and Skills

As you look at the table below you will find that the seven powers and skills are broken down by brain states. Each month the group will focus a Power and Skill to go deeper with our understanding and practice.

- The Red indicates the Survival State. The skills needed to create a safe environment are noted first. Below this row are more details about the monthly power and skill and resources to dive deeper.
- The Blue indicates the Emotional State. The skills needed to create a connection are noted first. Below this row are more details about the monthly power and skill and resources to dive deeper.
- The Green indicated the Executive State. The skills needed to create an environment that promotes problem solving are noted first. Below this row are more details about the monthly power and skill and resources to dive deeper.

Survival State

Survival State Skills-Tools to Create Safety (NARCS):

Noticing: Verbally describing a child's nonverbal actions without judgment. It helps achieve the eye contact necessary to foster connection. The shift from judgment to noticing is essential. With judgment, no one is safe.

Assertiveness: Assertiveness uses the voice of no doubt to communicate clearly and focus vigilantly on the behaviors we desire. Focusing on what we want generates encouragement and safety. Focusing on what we don't want generates discouragement and fear.

Routines in Pictures: Predictability promotes a sense of safety while inconsistency yields uncertainty. Clearly showing expected behaviors in pictures removes ambiguity, bias and uncertainty in the classroom.

Composure: Composure, the ability to self-regulate, is essential for safety. Without composure, no one feels safe.

Safekeeper and Safe Place: Adopt the new job description, "My job is to keep it safe and you job is to help keep it safe," and establish a daily Safe Keeper ritual. Create, teach and model use of the Safe Place Self-Regulation Center as a center point in your classroom.

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
SEP Ch. 2	REVIEW THE THREE BRAIN STATES					Pg. 53- Activity to see misbehavior differently Pg 57: Activity to assess the child's internal state *Pg 59- Sorting Activity Book Portal Videos: A Grandmother's Success Story (3:29) & How to represent the Brain Play "Conscious Discipline Jeopardy" to review Brain States and The School Family: https://jeopardylabs.com/play/conscious-discipline-chapters-1-3

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
OCT <i>Ch. 4</i>	Survival State Trigger-Threat Skills: Fight, flight, Surrender Developmental Question: Am I Safe?	Perception No one can make you anger without your permission	Composure Being the person you want others to become	Friends and Family Boards, Safe Place, Brain SmartStart, Safekeeper Ritual, Greeting/Goodbye Rituals	S.T.A.R. Smile, <u>T</u> ake a breath, <u>A</u> nd <u>R</u> elax! I'm Safe. Keep breathing. I can handle this. Your arm is going like this (demonstrate).	Model the Brain Smart Start: Unite, Disengage Stress, Connect, Commit Pg. 110: Activity to Discover How You Start the Day Book Portal Videos: I Can Calm Book-Teach Composure and Increase Literacy! & Safekeeper- Teacher Explains and Demonstrates Safekeeper Promise
NOV <i>Ch. 5</i>		Attention What you focus on, you get more of	Assertiveness Saying "No" and being heard: Setting limits respectfully	Visual Routines, Classmade Books, Time Machine, After Conflict Reconnecting Ritual	I'm going to ____. Did you like it? Name, Verb, Paint for assertive commands	Pg. 122: Activity to Find Where You Focus Attention Pg. 129: Activity to Notice Instead of Judge (sample answers on book portal) Pg. 137: Activity to Name, Verb, Paint Book Portal Videos: Children Using Their Assertive Voices

Emotional State

Emotional State Skills-Tools to Create Connection (REJECT):

Rituals: Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion.

Encouragement: Encouragement is accepting children for who they are. It's based on noticing and connecting, and teaches what classroom values like "helpful" look like, sound like and feel like.

Jobs: Bring of service to others activates the higher centers of the brain. With a job for every student, each child contributes daily to the success of the classroom.

Empathy: Empathy teaches emotional regulation and integrates the brain so children can take personal responsibility for their actions.

Choices: Internally motivated choices foster cooperation, enhance decision-making and help children focus their attention.

The School Family: Calling your class a School Family and using a healthy family model as the blueprint for its organization meets all children's connection needs.

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
DEC Ch. 6	Emotional State Trigger-The World is not Going my way. Skills-From my CD (ie: blame) Developmental question: Am I Loved?	Unity We are all in this together	Encouragement Building school Family	Connecting Rituals, Ways to be helpful board/book, Job Board	You did it! Good for you! You __so__. That was helpful	Pg. 178- Activity to Encourage Kindness, Helpfulness, and Compliance Through Noticing (Sample answers on Book Portal) Pg. 181- Activity to Encourage Children's Strengths Through Noticing (Sample answers on Book Portal) Book Portal Videos: I Love You Rituals (4:14); Rubin's Story: Classroom Jobs (:52); Teachers Encouraging Students; Kindness Tree; and How to Use Jobs
JAN Ch. 7		Free Will The only person you can make change is yourself	Choices Building self-esteem and willpower	Visual Rules, Behavior chart	You have a choice! You may __ or__. Which is better for you?	Pg. 206- Activity to Create Two Positive Choices (sample answers and videos on Book Portal) Pg. 204- Review Two Positive Choices *Scenarios for Giving Two Positive Choices Book Portal Videos: Power of Free Will (25:17, can be shortened) and Brain Breaks

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
FEB Ch. 8		Acceptance This moment is as it is	Empathy Teaching the children to manage their emotions	We Care Center	D.N.A. D = Your face is going like this (demonstrate). N = You seem __. A = You wanted __ or you were hoping__.	Video: Empathy (5:02): https://consciousdiscipline.com/videos/developing-empathy/ Pg. 239- Activity to practice Elevator Empathy (sample answers on Book Portal) Book Portal Videos: Managing Emotional Mayhem: Becky Bailey Explains How to Go Conscious Not Crazy with Your Kids (10:15)

Executive State

Executive State Skills-Tools for Problem-Solving (SPACE):

Solutions: Problem-solving is impossible without a vigilant focus on solutions instead of blame.

Positive Intent: We must see children differently especially our most challenging children, before they act differently. Offering positive intent to children fosters integration, and the willingness to reflect on and change behavior.

Academic Integration: As we embrace the School Family concepts and skills, integration between classroom management, discipline, social-emotional learning and the academic curriculum becomes seamless.

Consequences: Effective consequences teach children to examine their behavior, reflect on its impact and make changes until reaching their goals. Ineffective consequences are applied again and again without behavioral changes.

Executive Skills: Adults must lend their executive skills to scaffold children's development. Once we see misbehavior as a call for help, we can bring the integrative process of coaching children for academic and social-emotional success.

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
MAR Ch. 9	Executive State Relaxed Alertness Skills- Problem Solving, Set and Achieve Goals, Getting along well with others	Love See the best in others	Positive intent Creating teaching moments with oppositional, shut down and aggressive children	Celebration Center, School Family Assemblies, Wishing Well	ACT: <u>A=Acknowledge:</u> You wanted__ (or you were hoping__). <u>C=Clarify:</u> You may not___. When you want__, say or do___. <u>T=Take Time to Practice:</u> Say it now for practice.	Video: "Power of Love" https://www.youtube.com/watch?v=Bjl6dSrliW0 <u>Book Portal:</u> Pg. 273 Activity to Practice Positive Intent for Hurtful Actions Pg. 276 Activity to Practice Positive Intent for Hurtful Actions *A.C.T. Scenarios (small group activity)

Focus Month	Brain State	Power	Skill	School Family Structures	Key Phrases	Book Activities and Resources & Online Book Portal
APR <i>Ch. 10</i>		Intention Mistakes are the opportunity to learn	Consequences Helping children learn from their mistakes	Time Machine, Class Meetings, Class Meeting Rituals	<p>Did you like it? Are you telling me to be helpful or hurtful?</p> <p>You have a choice, you can choose to ___ and ___ or you can choose to ___ and ___.</p> <p>Tell me what will happen if you ___ again.</p> <p>I can see by your actions you are choosing to ___.</p>	<p>Video: Using Logical Consequences: https://www.youtube.com/watch?v=KukOfLvgCk8&feature=youtu.be</p> <p>Book Portal: Pg. 273 Activity to Move From Negative to Positive Intent</p>
MAY <i>All Chapters</i>	CELEBRATIONS REVIEW POWERS & SKILLS					<p>Share personal celebrations</p> <p>Play "Conscious Discipline Jeopardy" to review Powers, Skills, Classroom Structures & Brain States: https://jeopardylabs.com/play/conscious-discipline-11</p> <p>*Pre and Post Training Survey- distribute, collect, and submit</p>

***Attached activities & survey**

***Pg. 59 Sorting Activity:** Make enough copies of both pages for small groups. Have the groups place the descriptions (already cut) in the correct boxes.

***Scenarios for Giving Two Positive Choices:** This is a small group activity. Make enough copies for each group. Cut the scenarios into strips and place them in a bag. The group members will take turns drawing one scenario strip from the bag. He/she will read it and then give two positive choices.

***A.C.T. Scenarios:** Make enough copies of both pages for small groups. Have the groups take turns reading and role-playing using the A.C.T. strategy.

***Pre and Post Training Survey**