**Commitment:** I acknowledge that when I feel upset, it is because the world is not going my way, or I feel threatened. I am willing to spend some time working on owning my upset. No one can make me feel a certain way. I no longer want to give my power away to others and then blame them for taking it. I want more control in my life.

Signed: _______________________________ Date: ________
Skill of Composure:
Being the person, you want others to become

Goal:
To teach adults and children responsibility for their own upset.

Life/Communication Skills:
Anger management and delay of gratification

Value:
Integrity

Structures:
Friends and Family Board, Safe Place, Brain Start Smart, Safe Keeper Ritual, Greeting Rituals, Goodbye Rituals

Healthy and secure relationships require us to control our upset and take back our power.

Happiness is a choice not a fact.

When we place someone or something in charge of our emotions, we put that person in charge of us.

If we believe long lines make us crazy than we have given our power away to the line
BRAIN STATE MODEL

The Brain State Model consists of three general brain states: **survival**, **emotional** and **executive**. Each state shifts your perception, and each state has a trigger, a question we must answer to move to a higher state, and a skill set that we can access.

<table>
<thead>
<tr>
<th></th>
<th>Triggered by</th>
<th>Asks</th>
<th>Skills</th>
<th>Perceptual Lens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survival State</strong></td>
<td>Threat</td>
<td>Am I safe?</td>
<td>Fight, flight or freeze</td>
<td>Genetic preprogramming.</td>
</tr>
<tr>
<td><strong>Emotional State</strong></td>
<td>The world not going our way</td>
<td>Am I loved? Do I belong?</td>
<td>Blame, guilt, name calling, and us vs. them mentality</td>
<td>Preprogrammed insecurities.</td>
</tr>
<tr>
<td><strong>Executive State</strong></td>
<td>The brain is integrated and organized, and we have a sense of choice.</td>
<td>What can I learn from this?</td>
<td>Problem-solving, reflection and other executive skills</td>
<td>Gives us the ability to control our impulses and choose our perception.</td>
</tr>
</tbody>
</table>

Main Components to Achieve Power of Perception Skill of Composure

- **Brain Start Smart**
  - Gives you access to the higher centers of your brain

- **School Family**
  - Friends and Family Board, Safe Place, Safe Keeper Ritual, Greeting/Goodbye Ritual

- **Key Phrases**
  - Start. Keep Breathing. I can handle this.

**S.T.A.R.**

- Smile. Take a deep breath. And Breathe. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.
How to use Brain Start Smarts

Consists of 4 activities:

1. An activity to unite,
2. An activity to connect,
3. An activity to disengage stress and
4. An activity to commit.

Each of these activities is based on scientific research about optimal brain function and mind-body states. Together, these activities prime the brain for a day of optimal learning (Done at beginning of the day and during transitions).

Safe Keeper Ritual

Changes our intent from one of force to one of helping children be successful

A safekeeper chooses to:
- Be a S.T.A.R. instead of losing it
- Become aware of trigger thoughts and events.
- Wish children well and notice instead of judge
- Use the language of safety instead of the language of fear
- See conflict as an opportunity to teach.
Friends and Family Board

Healthy family connections bind us together and help us feel we’re a part of something greater than ourselves.

The Friends and Family Board is a visual representation of our human connections. It includes important family members and friends with the focus on FACES, not activities.

FOCAL POINT=FACES

NOTES:
Composure Summary

<table>
<thead>
<tr>
<th>Power:</th>
<th>Perception: No one can make you angry without your permission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming Brain Smart:</td>
<td>Composure gives you access to the higher centers of your brain.</td>
</tr>
<tr>
<td>Skill:</td>
<td>S.T.A.R.: “I’m Safe. Keep Breathing. I can handle this.” Noticing and download: “Your face is going like this (demonstrate).”</td>
</tr>
<tr>
<td>School Family:</td>
<td>Brain Smart Start Routine, Safekeeper, Safe Place Self-Regulation Center, Friends and Family Board</td>
</tr>
</tbody>
</table>

Power of Perception Reflection

- Notice what false messages are on your CD-Rom when you feel triggered.
- Listen to how often you blame others.
- Affirm to yourself, “When I put another persona in charge of my feelings, I put them in charge of me.”
- Watch the Power of Perception video on the portal to deepen your reflection.

School Family Implementation Checklist

- Start your Be a S.T.A.R. Program
- Practice active calming (S.T.A.R., I’m safe. Keep Breathing. I can handle this.” Wishing well) Teach every child how and when to S.T.A.R., Drain, Balloon, Pretzel and Wish Well. When a child becomes upset, ask the entire class to help by being a S.T.A.R. and wishing well! Practice noticing in order to actively download calm into children.
- Use Oops and Q.T.I.P. with yourself, colleagues and children.
- Star each day with a Bran Start Smart and utilize Brain Start Smart activities throughout the day, especially during transition times.
- Discuss with children what safety looks like, sounds like and feels like.
- Teach children about the classroom job descriptions, “My job is to keep the classroom safe. Your job is to help keep it safe.” And create daily Safekeeper ritual.
- Create a Friends and Family Board/Book.
- Create a safe Place in your classroom and teach children how to successfully use it. Visit Shubert’s School and the book study portal online.
- Seek help from the Conscious Discipline Community by asking questions and sharing concerns on the CD Facebook page and seeing images of success on Pinterest.
- Assess your implementation by using the rubrics on the portal.
- Review the implementation guide