Conscious Discipline® Beginning Implementation
Nicole Langston, Conscious Discipline® Certified Instructor
Missouri Learning Communities Project

What is Conscious Discipline?
Conscious Discipline is an adult-first, transformational, trauma-responsive approach to self-regulation that integrates:
• Social and Emotional Learning
• Equitable School Culture
• Theory and Application
• Research and Brain-Based Discipline Practices

Provides adults with the 7 discipline skills needed to effectively transform any problem into a life lesson.

Create a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem solving of a School Family.

Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.

Addresses internal state first using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Traditional Discipline
(Us and Them: Factory Model Culture, p14-15)

<table>
<thead>
<tr>
<th></th>
<th>Conscious Discipline (We: Healthy Family Model Culture)</th>
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</thead>
<tbody>
<tr>
<td>It is possible to control other through external manipulations</td>
<td>Controlling and changing ourselves is possible</td>
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<tr>
<td>Rules govern behavior</td>
<td>Connection governs behavior</td>
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<tr>
<td>Conflict is a disruption to the learning process</td>
<td>Conflict is an opportunity to teach</td>
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Initial Mindset Shifts are required:
• Shift from trying to control others to controlling and changing yourself.
• Shift from trying to control others with rules to connecting with others.
• Shift from seeing misbehavior as disrespect to an opportunity to teach.

COMMITMENT:
I am willing to keep an open mind and listen for 1 new thing to try.

__________________________________  ____________________________
Signature                            Date

You are 42 percent more likely to achieve your goals if you write them down. Writing your goals down not only forces you to get clear on what, exactly, it is that you want to accomplish, but doing so plays a part in motivating you to complete the tasks necessary for your success.

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Structure: Safe Place Self-Regulation Learning Center

The Safe Place is equipped with tools for calming and self-regulation and supports the skill of composure by providing the opportunity for children to remove themselves from the group to become calm and maintain control when they are angry, frustrated, sad or scared.

Before placing safe place in your classroom, you must examine some of your core beliefs about children. Read column A and column B and decide which beliefs align best with yours.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>We must teach children how to compose themselves and give them the opportunity to practice.</td>
<td>Children should abide by rules and know how to compose themselves by now.</td>
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<tr>
<td>All children can learn this skill.</td>
<td>Some children are too young, old, lazy or manipulative to learn.</td>
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<tr>
<td>Children can remove themselves as needed and return to class successfully.</td>
<td>Children cannot be trusted to use (rather than abuse) the Safe Place.</td>
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If most of your answers came from column, you are not ready to implement this structure in your classroom.
The willingness of children to go to the Safe Place comes from the creation of a school family.
TEACH THE SKILLS FOR SELF-REGULATION within a framework of SAFETY and CONNECTION

Step 1: Claim it.
Becoming aware of your thoughts and feelings is a major accomplishment. Knowing when to seek out the Safe Place is the first step to self-regulation. “I am triggered. I need help.”

Step 2: Tame it.
Children need assistance in turning off the stress response in their body and calming down their physiology. I Calm interventions include the following:
1. The I Calm Safe Place Mat
2. Four visual icons for STAR, Drain, Balloon, and Pretzel 3. Reading Shubert is a STAR many times, to reinforce what to do when a feeling gets ahold of you.

Step 3: Name it.
The children will need assistance in naming and taming the feeling that has overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it. I Feel interventions include the following:
1. I Feel Feeling Buddies Kit
2. Feeling chart
3. Provide a safe mirror

Step 4: Reframe it.
Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to the rest of the class. I Choose interventions include the following:
1. I Choose Board
2. Choices displayed through visuals
3. What would help me feel better in my body
Several of the choices require materials to be completed. These materials would be contained in the Safe Place Case. The Safe Place Case is a container that holds the pencil, paper, a squeeze ball, and other items that help children self-calm.

Step 5: Aim it.
This is the final step in the process, and children will still need your assistance to be successful. Something triggered them into a state of upset before entering the Safe Place. Whatever happened needs some type of solution. If a child was upset about cleaning up, then it would be time to return and clean up the mess when he or she leaves the Safe Place. If a child was feeling sad that a parent left, then the solution might be drawing a picture for his family, looking at photos, or making a card. If the child was frustrated with seat work, returning to the work with some practice in how to manage the frustration as it comes would be helpful.

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N-Notice
A-Assertive Adults
R-Routines
C-Composure
S-Safety
R-Rituals
E-Encouragement
J-Jobs
E=Empathy
C-Choices
T-The School Family
S-Solutions
P-Positive Intent
A-Academic Integration
C-Consequences
E-Executive Skills