

PARENT EDUCATION NIGHT



INQUISITIVE MINDS

Natural learning. Education for life.

LAST TIME...

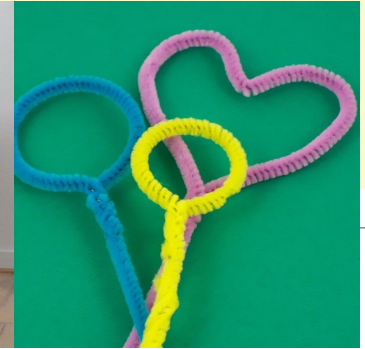


→ Prefrontal cortex
P.F.C.
"THE WISE LEADER"



← "Flipped Your Lid"

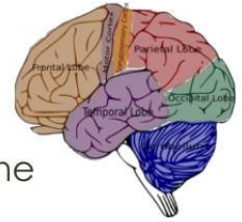
← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

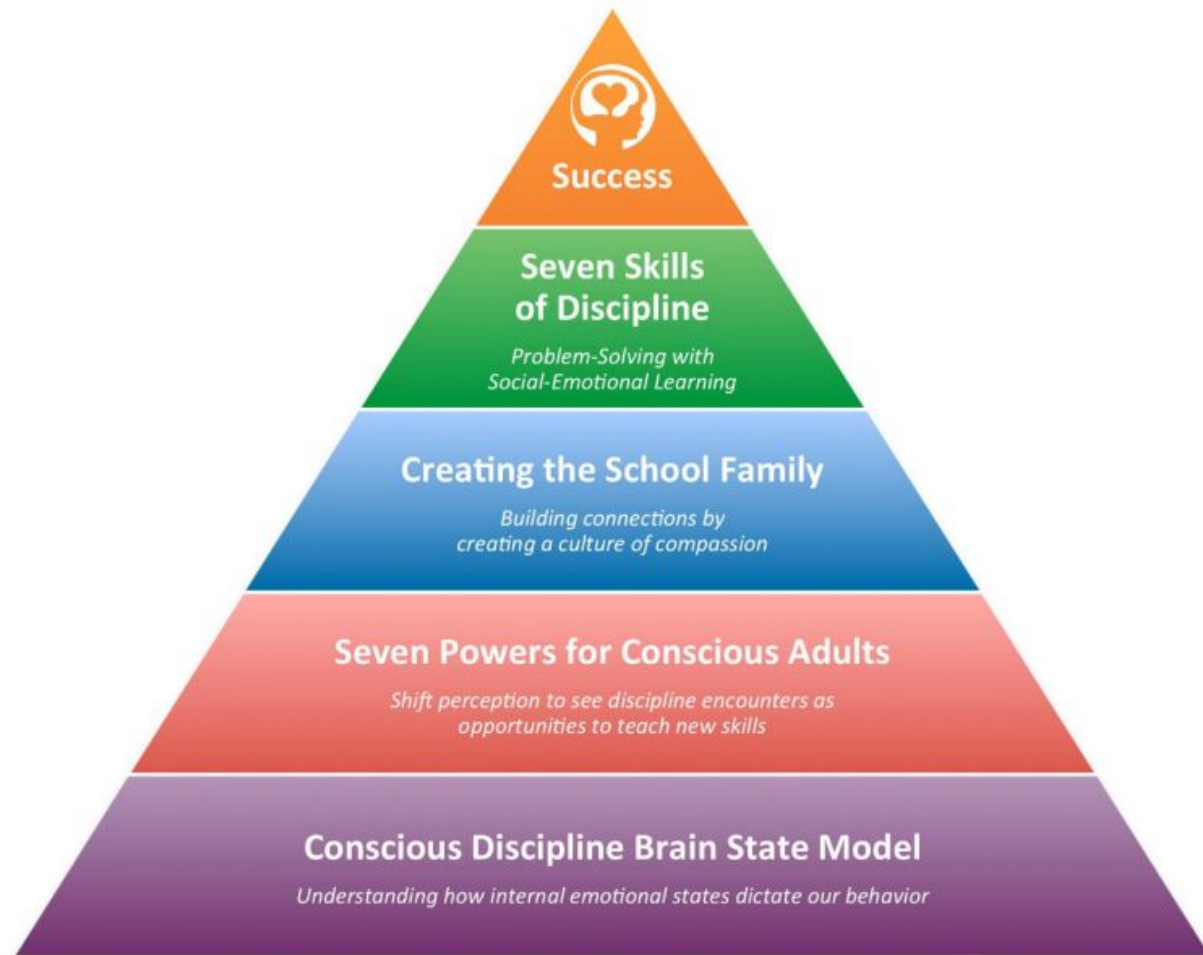


Becoming Brain Smart

Three Brain States

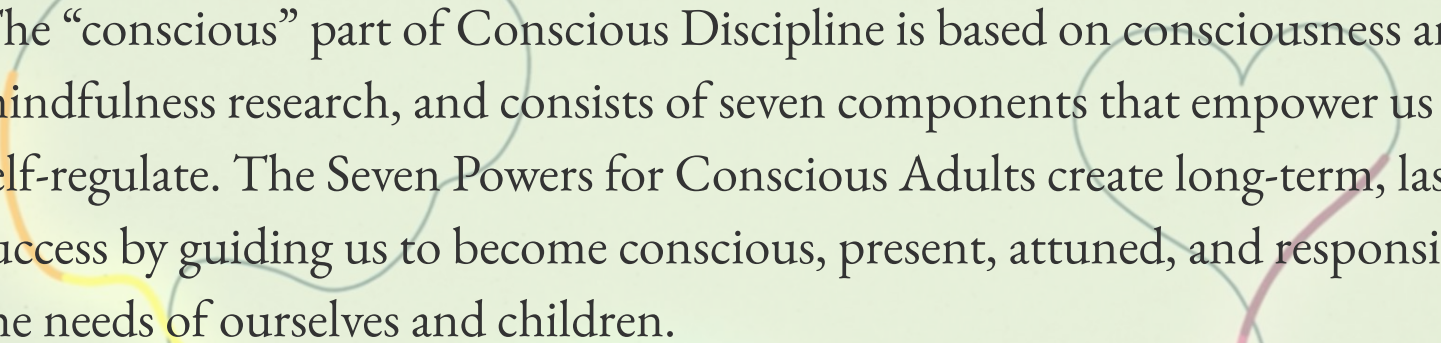
1. Survival State- takes place in the brainstem
2. Emotional State- takes place in the limbic system
3. Executive State- takes place in the prefrontal lobes *This is where we want our students to be!*

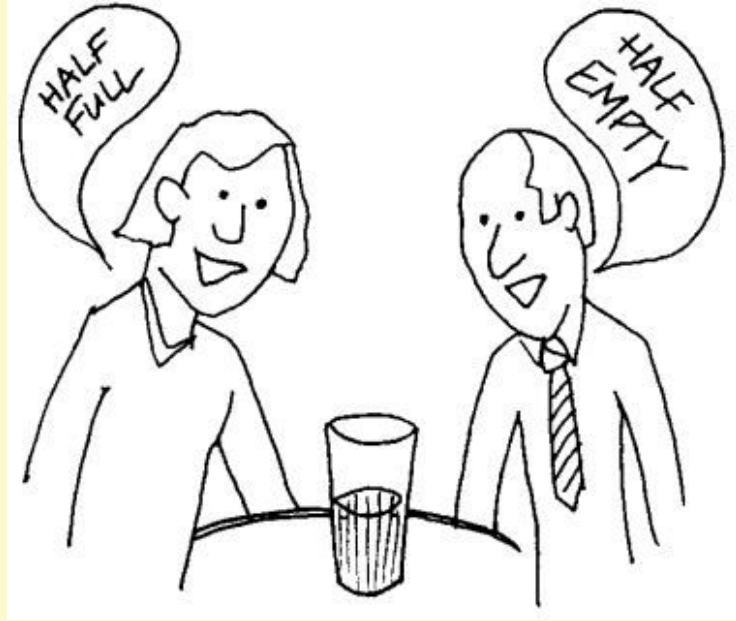




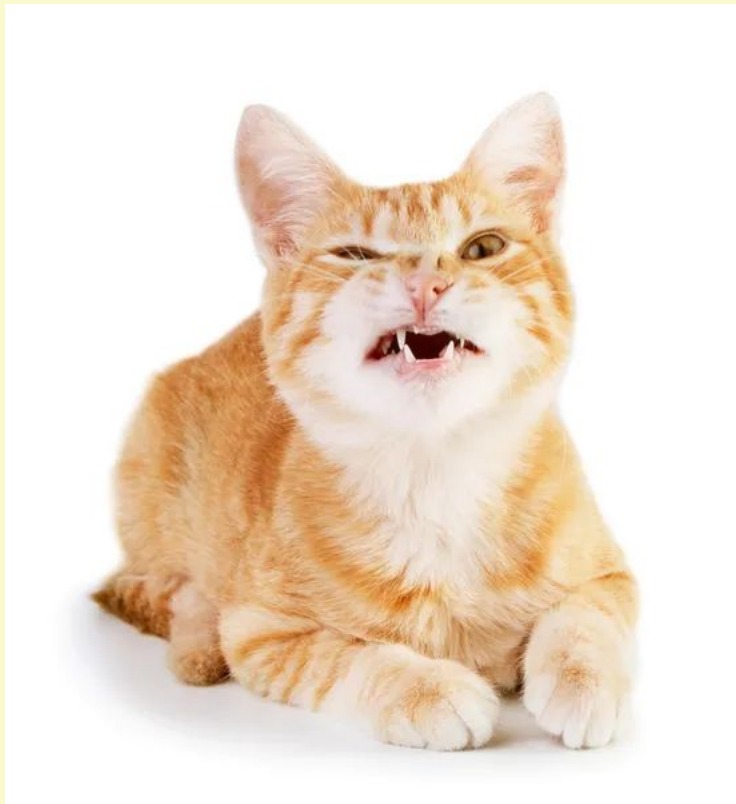
What are the Powers of Conscious Discipline?

The “conscious” part of Conscious Discipline is based on consciousness and mindfulness research, and consists of seven components that empower us to self-regulate. The Seven Powers for Conscious Adults create long-term, lasting success by guiding us to become conscious, present, attuned, and responsive to the needs of ourselves and children.

A decorative graphic consisting of several overlapping, hand-drawn style loops in light blue, yellow, green, and pink, framing the text.



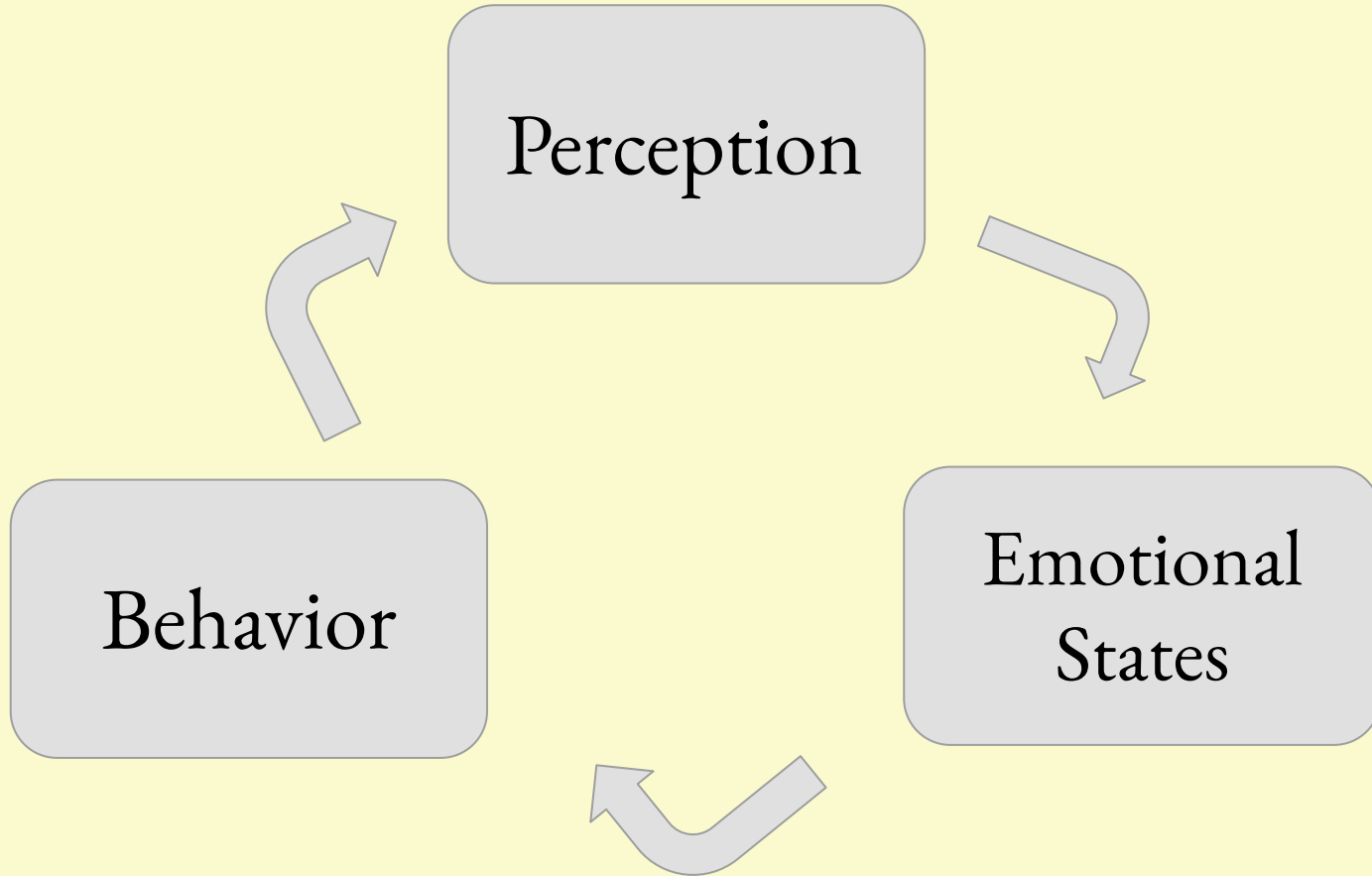
Perception...



Who we believe we are



**What we believe the world
to be**



HELP!



It's just a spider...

My boss figured out I wasn't
really sick when I called
out...



She seems off
today, I hope she
didn't catch the
bug going around...

I keep telling Miss Jane to put the lid on his cup! Great, now I get to clean this up again



Good thing we've got lots of paper towels. Maybe we can turn this into a learning opportunity!

This behavior is unacceptable, these kids should be punished or expelled!



First, I need to comfort this child and then brainstorm how we can work to create a more positive culture at this school for all children

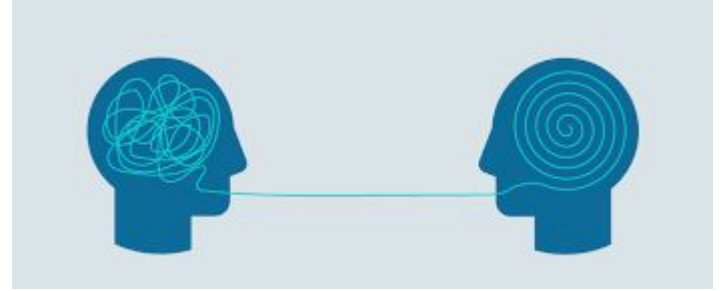
Here we go again, another incident report for this student- parents are going to be thrilled...



Looks like he is getting excited, I should step in quick and redirect!

Power of Perception

Big Idea: No one can make you angry
without your permission.



Goal: To teach adults and children to take
responsibility for our own upset.

Skill: Composure

Think of a time you perceived your child's actions as defiance, disrespect, or sheer meanness... How did you respond or react?

Can you choose to see this situation differently? If all behavior is communication, what was this child's behavior communicating?

How would you respond from this perspective?





Sean Tiffie: Mind the Gap

Perception and Mental Models...

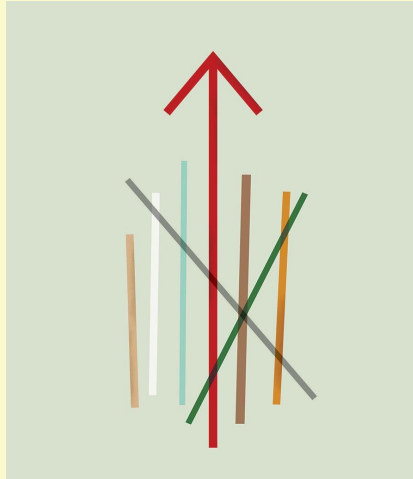
The mental models we each develop early in life create our perceptual lens. Mental models are deeply ingrained beliefs that influence how we perceive ourselves, the world, and our interactions with others.



Examples of mental models:

- Asking for help is a sign of weakness.
- Conflict is bad and should be avoided at all costs.
- It's safer to hurt others before they can hurt me.

In your head list two mental models you hold...
Share if you would like





We each have a different set of mental models based on culture, environment, and the quality of early interactions and resources we grew up with. Our caregivers also hand down their own mental models, both consciously and unconsciously. Although we develop our mental models to keep us safe as children, we often hold on to them even when they no longer serve us. The older we get, the less helpful the mental models of early childhood become in serving their purpose. Often they sabotage the goals we so desperately want to achieve. **When the world does not align with our mental models, we become triggered (threatened in some way).**



Noticing you are triggered could mean getting in touch with your fight or flight response system.



How do you know when you are stressed? What are your cues? (physical, behavioral, etc.)

What strategies do you use when you are stressed? _____

Quit Taking It Personally (QTIP)



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.

TYPES OF STRESS:



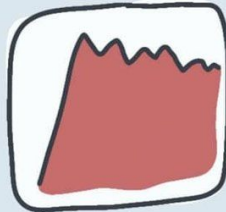
NORMAL STRESS
& ANXIETY
MAY BE INTENSE
BUT RESOLVES
QUICKLY.

POSITIVE



LONGER LASTING
STRESS (GRIEF,
JOB LOSS, ETC) CAN
BE MITIGATED
THROUGH HEALTHY
RELATIONSHIPS.

TOLERABLE



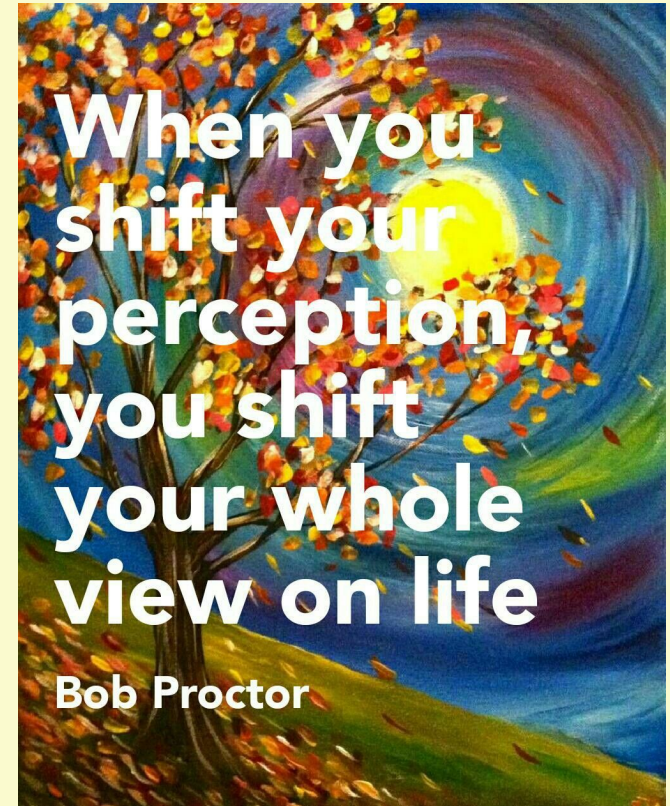
INTENSE
PROLONGED
ADVERSITY WITHOUT
SUPPORT.

TOXIC

@LINDSAYBRAMAN

Four Steps to Shift Your Perception in the Moment

1. Notice that you are triggered
2. Change your state from upset to calm
3. Shift your perception from negative to positive
4. Respond



Activity to Practice Shifting Your Perception

Read the perceptions and see if you can find an alternative way of viewing the same situation.

Perception : My student is deliberately refusing to do their work just to get under my skin and upset me.

Alternative: _____



Activity to Practice Shifting Your Perception

Perception: This child is always talking out of turn; he/she is such an attention seeker.

Alternative: _____



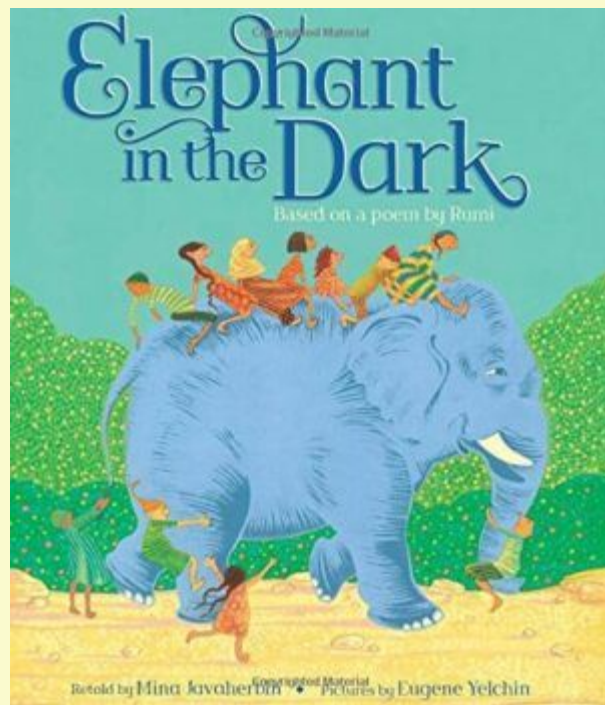
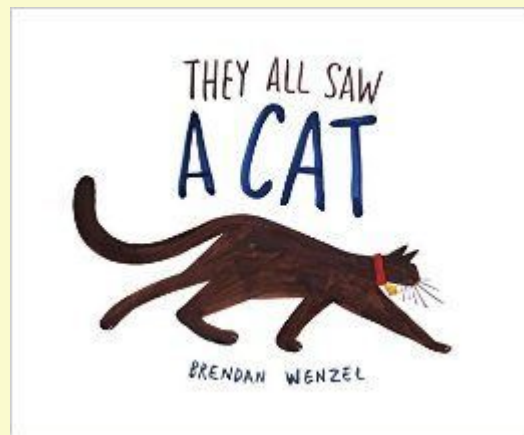
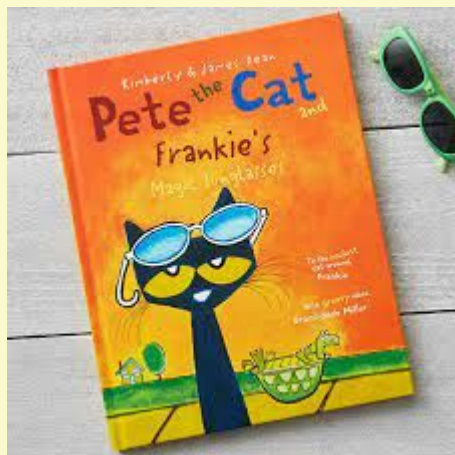
Activity to Practice Shifting Your Perception

Perception : This student is always teasing the others; he/she is cruel.

Alternative: _____



Children's social stories that teach perspective...





The Skill of Composure

Being the person you
want others to
become

Do as I say AND as I do

We must shift our
perception from a
deficit model to a
teaching model

What is wrong with you?
To
What do you need
support in?

Skill of Composure

ACTIVE CALMING

We cannot begin to solve the problem if we are unable to manage upset. Active calming allows us to begin to put a **pause** between the stimulus and our response.





Power of Perception 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."



Conscious Discipline®

- How we see a child, situation, or family defines the family, the child, and us

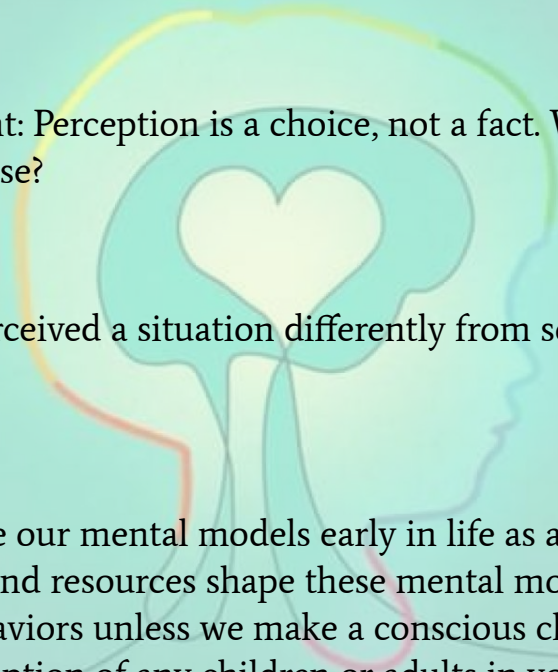
Whether worthy or not

- How we see a child dictates whether we want to be hurtful or helpful to them and ourselves

Whether deserving of love or not

Reflect and Discuss

1. Reflect on the following statement: Perception is a choice, not a fact. When does this statement seem true to you, and when does it seem false?
2. Think about a time when you perceived a situation differently from someone else. What factors might have caused these differences?
3. Consider the following: We create our mental models early in life as a way to survive in our environment. The quality of our relationships and resources shape these mental models, which continue to influence our perception, feelings, and behaviors unless we make a conscious choice to change. How does this understanding change your perception of any children or adults in your life you may find challenging or difficult?





Unity...

Activity to Unite...



Power of Unity

Big Idea: We are all in this together.



Goal: To perceive compassionately, and offer compassion to others and to ourselves.

Skill: Encouragement



Interconnection...

The idea of interconnectedness is not just some mystical notion – it's science. Humans emit electromagnetic waves that can be measured with devices like the electrocardiogram (EKG). The electromagnetic energy emitted by our brains can power a 10-watt light bulb.

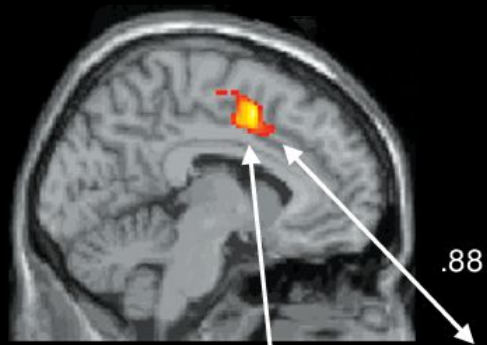
We are all affected by the thoughts and feelings of those around us. Connection is an essential energetic frequency required for survival.

“Everything and everyone are interconnected, independent, and interrelated”.

Reflect on the statement above. What life experiences have you had that support the belief that we are all interconnected, interdependent, and interrelated.



Social pain



.88

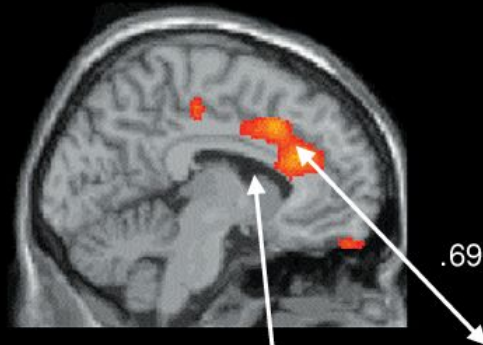
-.81

Social
distress

-.68



Physical pain

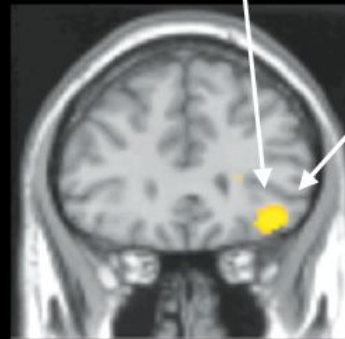


.69

-.58

Pain
symptoms

-.71





The School Family Model

The School Family believes in the optimal development of each person.

This centers around the job description:

“My job is to keep you safe, your job is to keep it safe”.



We like to focus on how each child brings their own unique gifts and talents to offer to the school family unit.

This model of education leads children directly to a compassionate world view.



Perception of Behavior in the School Family

Instead of judging or ostracizing children, we teach them the skills they need to make *safer, wiser* choices.

<i>Stressful Way to Perceive Behavior</i>		<i>Healthy Way to Perceive Behavior</i>	
<i>Good</i>	<i>Bad</i>	<i>Safe</i>	<i>Unsafe</i>
<i>Deserving</i>	<i>Undeserving</i>	<i>Calm</i>	<i>Distressed</i>
<i>Should feel good</i>	<i>Should feel bad</i>	<i>Helpful</i>	<i>Hurtful</i>
<i>Innocent</i>	<i>Guilty</i>	<i>Solutions</i>	<i>Calling for help</i>

The School Family Culture does the following:

1. Creates a culture based on safety, connection, and problem solving
2. Becomes the foundation of equity for all
3. Embeds trauma sensitivities and skills into daily school life
4. Works with neuroscience and the social brain for self-regulation and academic achievement for all





Individual Vs Collectivist Cultures



Traits of Individualistic Cultures



Traits of Collectivistic Culture



Social rules focus on promoting selflessness



Working as a group



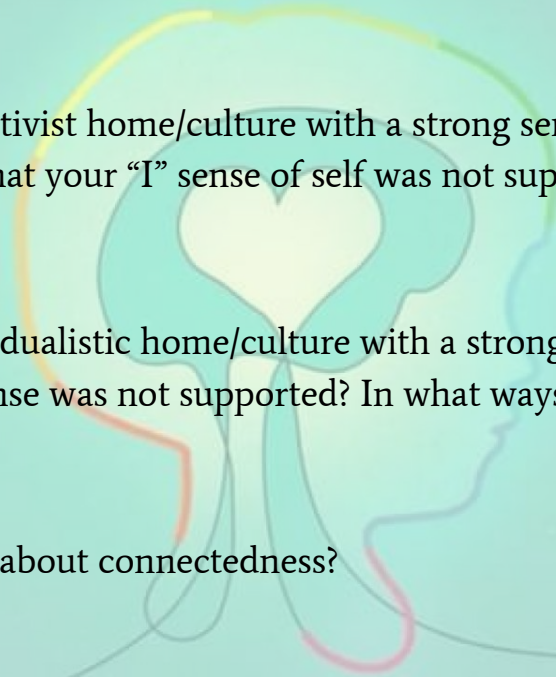
Doing what's best for society



Families and communities have a central role

Reflect and Discuss

1. If you were raised in a very collectivist home/culture with a strong sense of “we” presence and value system, did you sometimes feel that your “I” sense of self was not supported?
2. If you were raised in a very individualistic home/culture with a strong sense of focus on your “I,” did you sometimes feel that your “we” sense was not supported? In what ways?
3. What mental model do you hold about connectedness?



Questions...?
Thank you for coming!

