

PARENT EDUCATION NIGHT



INQUISITIVE MINDS

Natural learning. Education for life.

LAST TIME...

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.



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



← "Flipped Your Lid"

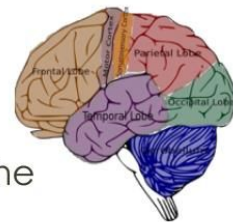
← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

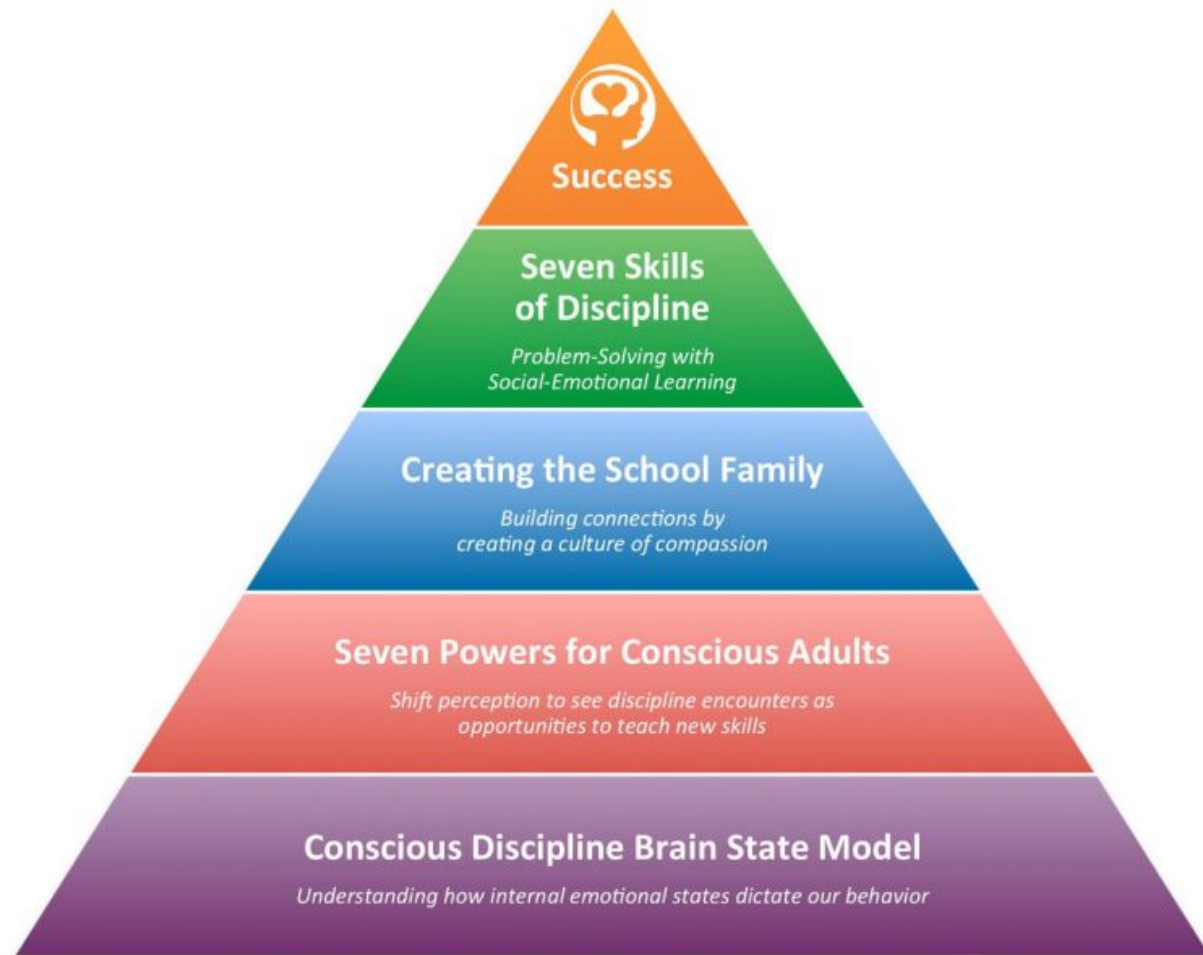


Becoming Brain Smart

Three Brain States

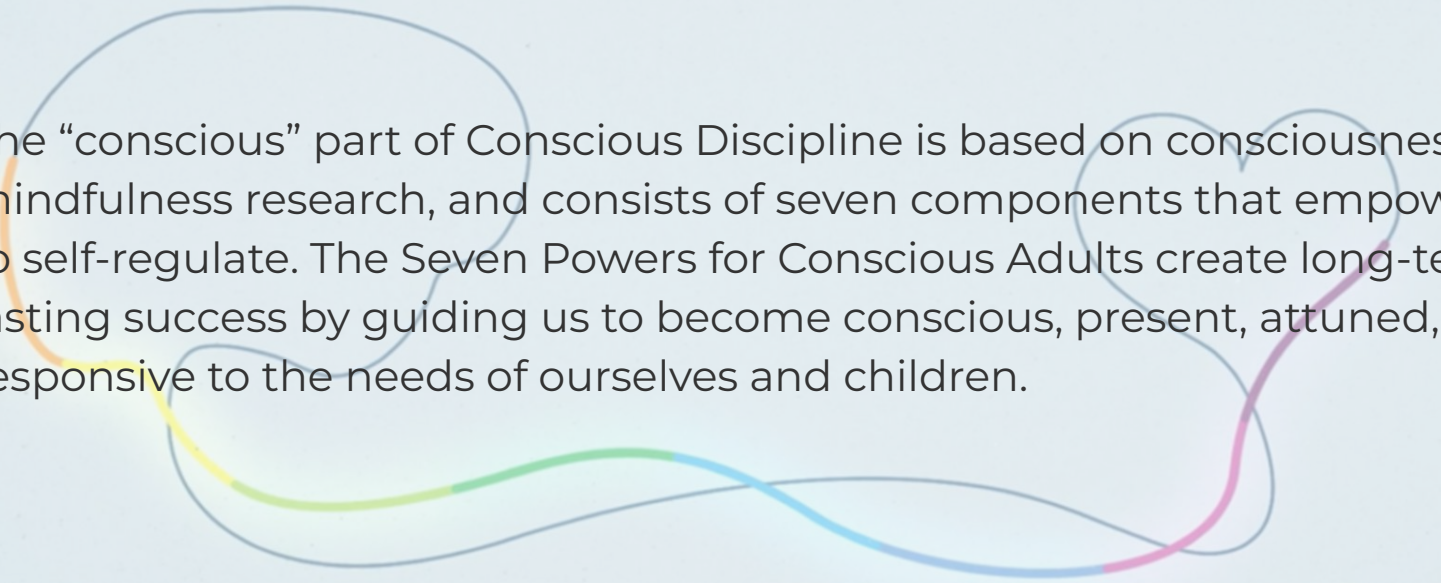
1. Survival State- takes place in the brainstem
2. Emotional State- takes place in the limbic system
3. Executive State- takes place in the prefrontal lobes *This is where we want our students to be!*





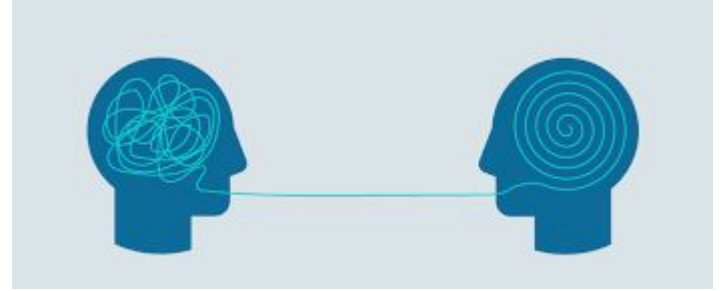
What are the Powers of Conscious Discipline?

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 circles in light blue, orange, and pink, with a wavy line in green and blue passing through them, located behind the text.

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

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



Power of Attention

Big Idea: Whatever we focus on, we get more of.



Goal: To create images of expected behavior in a child's brain.

Skill: Assertiveness

Your attention creates your reality...

Practice noticing the chatter in your mind and asking yourself: Where is my attention? Is it focused on what i do want or what I do not want? Am I focused on what I want to achieve and where I want to go, or am I focused on where myself and others fall short?



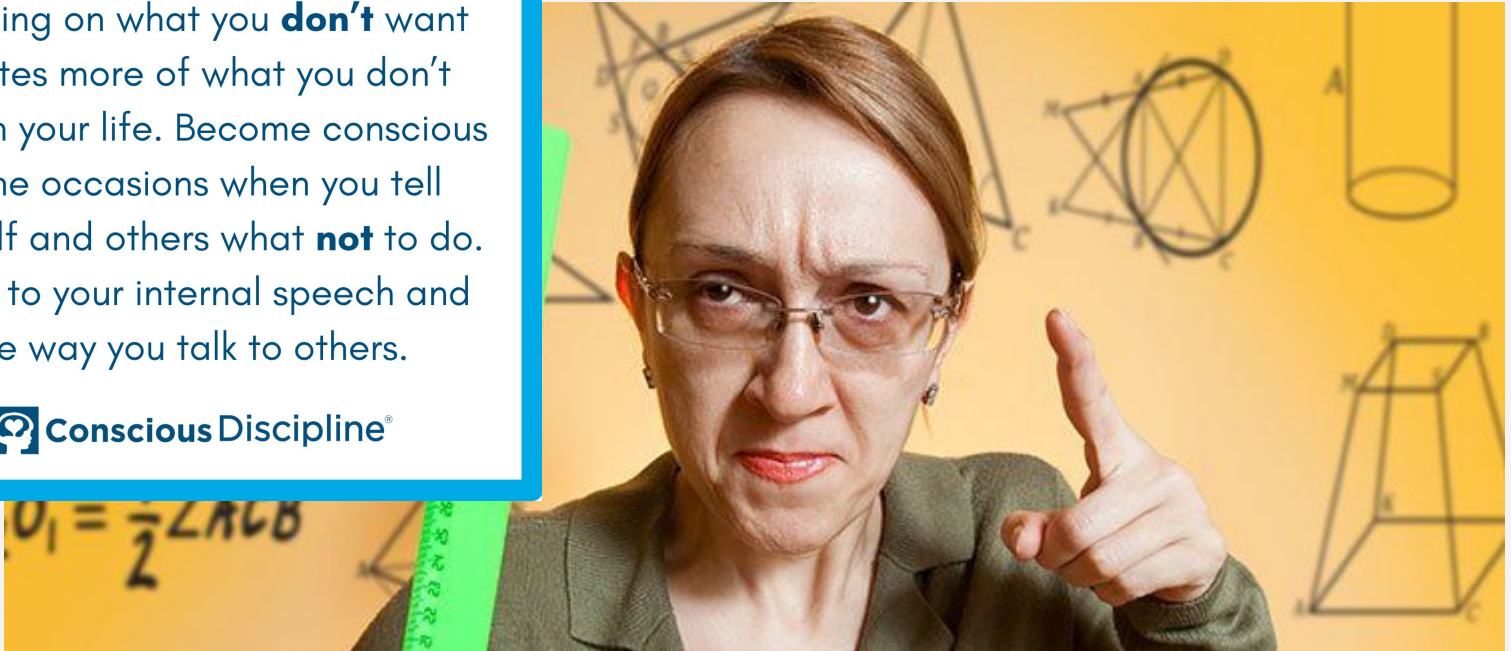
Power of Attention

FOCUS

Focusing on what you **don't** want creates more of what you don't want in your life. Become conscious of the occasions when you tell yourself and others what **not** to do. Listen to your internal speech and the way you talk to others.



Conscious Discipline®





Power of Attention

REDIRECT

Then, redirect your attention by focusing on what **to do** and what you **do want**. If you're upset, this will require you to gain your composure before you can access your executive state and direct your Power of Attention.



Power of Attention

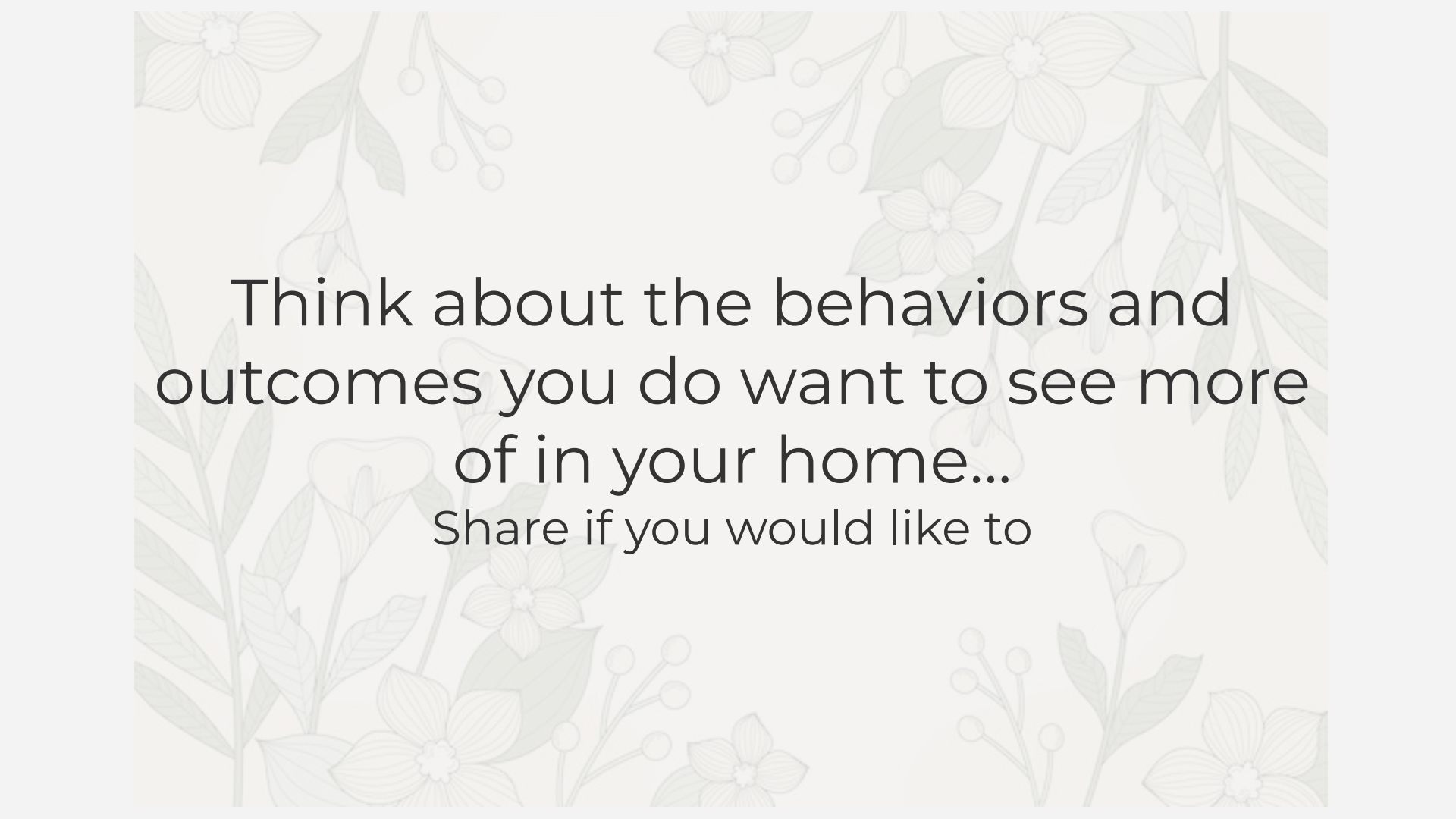
CHANGE

As you learn to focus on what you want, you'll see more of what you want in your life. You'll have the power to view yourself and the world around you more **positively**, create more happiness and success, and inspire lasting **change** in your behavior and the behavior of children.



Conscious Discipline®



The background of the slide features a repeating pattern of stylized, light green floral and leaf motifs on a pale cream-colored background. The motifs include five-petaled flowers, elongated leaves, and clusters of small, round berries or buds on thin stems.

Think about the behaviors and
outcomes you do want to see more
of in your home...
Share if you would like to



Conscious Attention...

Unconscious Attention...



A person wearing a dark jacket and a light-colored beanie stands on a snow-covered bank, shining a powerful flashlight beam across a dark, snowy landscape at night. The beam illuminates a path through the snow and highlights distant lights. Bare tree branches frame the scene on the right and top. The text "Chosen Attention..." is overlaid in the center.

Chosen Attention...



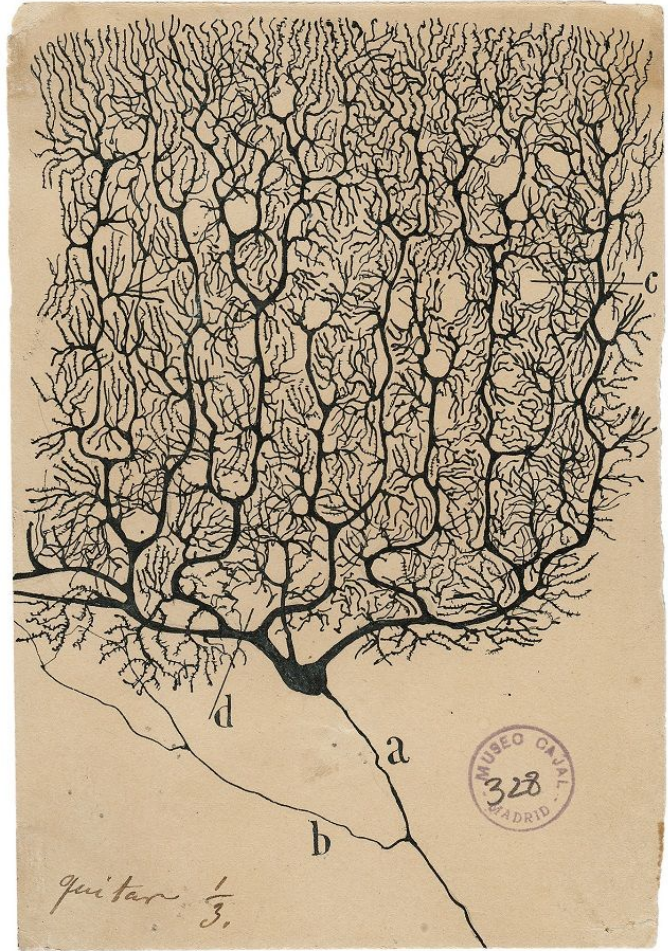
Inner Attention Pulled by a Trigger	Inner Attention Consciously Chosen
Why am I so clumsy?	I'm going to focus on what I'm doing so that I can be more careful.
I'm always forgetting things.	I'm going to write that down so I'll remember.



The Power of Attention and the Brain

To fully understand and utilize the Power of Attention, we should know two things about the brain:

1. The brain has a negativity bias
2. The brain changes based on our experiences (neuroplasticity)





The negativity bias

We have the tendency to give more weight in our minds to things that go wrong than to things that go right—so much so that just one negative event can hijack our minds in ways that can be detrimental to our work, relationships, health, and happiness.

Neuroplasticity

Neuroplasticity is the brain's ability to change itself, including forming new neural connections, in response to conditions and experiences.



Ways to Promote Neuroplasticity

- Learn a new language
- Expand your vocabulary
- Use your non-dominant hand
- Create artwork
- Read
- Learn new skills
- Do puzzles
- Mindfulness meditation



Using the Skill of Assertiveness to Teach Others

Instead of *passive* voice

“Could you please be nice?”

Or *aggressively* yelling

“I told you to be nice!”

We can *assertively* say

“When you want a toy, say ‘May I have a turn?’ and hold out your hand like this.”

**At its core,
assertiveness is
about the courage
to express
difference.**

- JULIE DE AZEVEDO HANKS



HOW TO TEACH ASSERTIVENESS TO CHILDREN



Being passive



Being assertive



Being aggressive



Passive

- ✦ You hide
- ✦ You feel you have no control.
- ✦ You're not expressing your needs.
- ✦ You avoid problems.
- ✦ A lack of eye contact

Assertive

- ✦ You inform
- ✦ You're in control of yourself.
- ✦ You respect your and others' needs.
- ✦ You are calm but firm.
- ✦ A steady eye contact

Aggressive

- ✦ You attack
- ✦ You want to control others.
- ✦ You focus on your own needs only.
- ✦ You're rude or bossy.
- ✦ Eye rolling

ACKNOWLEDGE WHEN YOUR CHILD USES ASSERTIVE "OWL" COMMUNICATION.

"I SAW HOW YOU SPOKE UP FOR YOURSELF!"

5 Key Steps For Raising ASSERTIVE KIDS

1 TALK ABOUT IT



Tell kids there are 3 basic styles of communication. Each time we speak or interact with other people, we choose one of these methods: **passive**, **aggressive**, or **assertive**.

For young kids, try using animals to represent each style. Let them brainstorm different creatures associated with the 3 types:



PASSIVE

a turtle in his shell or a mouse that runs and hides



AGGRESSIVE

a tiger who attacks or bear that roars



ASSERTIVE

a wise owl or calm family dog who barks at danger

2 DEFINE BOUNDARIES

Discuss how there are boundaries in the world, or **lines that should not be crossed**.



One way to respect these boundaries is by discussing the **power of "no."** Whether it's an unwanted hug from grandma or a bossy friend on the playground, kids need to hear that assertively saying "no" is not only acceptable--it's their right.



3 TEACH "I" MESSAGES



Here's a simple formula:

"I feel (insert feeling) when you (insert behavior). I would like you to (insert request)."

"I feel angry when you tell me I can't play. I would like you to let me join in."



Know that "I" messages work **because they are non-judgmental**. They neither blame nor criticize, and keep the listener from feeling attacked or defensive.

4 BUILD FRIENDSHIP SKILLS



Assertiveness skills are not just necessary for dealing with the playground bully. It's often our **closest friendships** that require making our needs and feelings known.

Start by talking with your child about the **qualities she wants in a friend**. What kinds of things make a good friend? How do friends act?

5 MODEL CONFIDENCE

If we hope to **raise confident kids**, it's crucial to communicate assertively in our own lives. You might start by:

- **Speaking up** when you need to, and letting your child see you say (and stick to) "no"
- Discussing the times assertiveness is difficult for you, and **how you overcome it** by practicing
- Using a **calm, confident voice** when stating your views
- **Praise (and even reward) yourself** when you do well





POWER OF ATTENTION REVIEW

*What I focus on,
I get more of.*

SKILL: Paint for Assertive
Commands, “I’m going to,”
Tell and Show, “I don’t like
it,” redirection

STRUCTURES: M.A.P. Visual
Routines, Visual Daily
Schedule, Time Machine,
Routine Books

Power of Free Will

Big Idea: The only person you can change is you.



Goal: Learning to connect and guide instead of force and coerce.

Skill: Choices



Controlling and changing ourselves is possible and has a profound impact on others

Traditional Model: It is possible to make others change. Failure to make others change equals failure. **Might makes right.**

Conscious Discipline Model: Changing myself is possible. As an adult it is my choice to decide whether or not to change. **I can become the person I want to be.**

Traditional Model: When I succeed in making others behave, I demonstrate power and authority. **Power comes from overruling people.**

Conscious Discipline Model: By choosing to control myself instead of others, I feel empowered. **Power comes from within.**

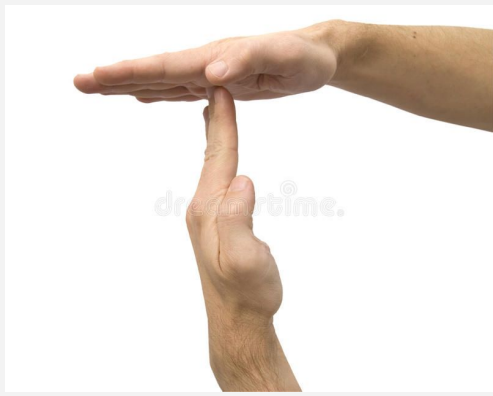
Traditional Model: When I fail to make someone else obey, it is their fault. **I am entitled to blame them and others.**

Conscious Discipline Model: When things don't go my way I will seek solutions. **I am responsible for my own feelings and actions.**

Conflict is an opportunity to TEACH

Traditional Model: Conflict is bad disruptive and must be eliminated. **If you are good enough conflict will never trouble you.**

Conscious Discipline Model: Conflict is an essential part of life. It presents me with an opportunity to learn a missing skill or let go of a limiting belief. **Conflict is a part of life. Mistakes offer opportunities to learn.**



In a traditional model rules and consequences govern behaviors.



Conscious Discipline believes that connectedness governs behavior



Traditional model: Children must FEEL BAD in order to learn how to behave better in the future. Revenge is the answer to life's upsets.

Conscious Discipline Model: In order for children to learn how to behave, they must be taught. We teach others how to treat us. They cannot magically “know”.

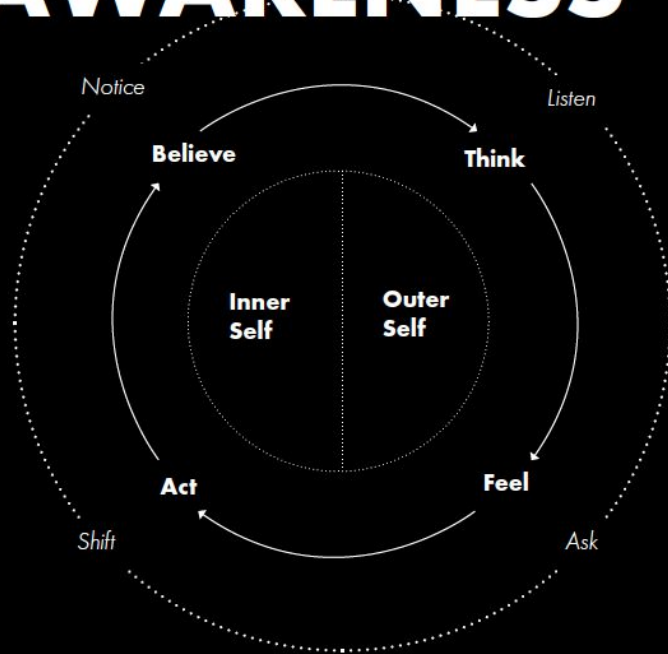
Traditional Model: FEAR is the best motivator for learning. FEAR is more powerful than love.

Conscious Discipline Model: LOVE is the best motivator for learning and growth. LOVE is more powerful than fear. Cooperation is more effective than coercion.

How do I **get** the child to be successful?

How do I **help** the child to be successful?

AWARENESS



Intention setting is really a state of heightened awareness. It provides the opportunity to explicitly make conscious aims that are consistent with what gives you meaning, and to notice and shift beliefs, thoughts, feelings, and actions that are inconsistent with these aims.



GoodiesMedia.com

Strategies for implementing Free Will into your daily life NOW...

- Change “I should” to “I could”
- Give children two positive choices instead of one positive and one negative
EXAMPLE: “you can eat your peas or carrots first, which do you want?”
“you can eat what I made or you can starve.”
- Start giving to others what you think you are lacking – **giving** strengthens, **getting** reduces your self control skills
 - Change your job description with children
EXAMPLE: “My job is to control the classroom” “My job is to keep you safe”

Safety Requires...

- ★ We own our own upset
- ★ We focus on giving instead of getting
- ★ We accept the moment as it is
- ★ We give ourselves permission to ask questions and seek help
 - ★ We allow ourselves to be assertive
 - ★ We focus on what we want instead of don't want
 - ★ We allow OOPS to ourselves and others

Power of Free Will Commitment

"I understand that when I choose to believe others are making me behave certain ways, I **give my power away**, stress my body, and set myself up to blame and punish others for my actions. I am willing to **take responsibility** for my choices instead."



**SHIFT
YOUR
RESPONSE**

Safety is a huge task and requires a Conscious Adult



Questions...?
Thank you for coming!

