

PARENT EDUCATION NIGHT



INQUISITIVE MINDS

Natural learning. Education for life.

Goals for Parent Education

- To connect with the parents of our students and provide wraparound care for these awesome kids!
- To give you a better understanding of the way our teachers are trained to care for, interact with, and provide behavior management for your children.
- To provide you with an overview of the Conscious Discipline method, and discuss how this method can benefit your child's emotional intelligence and wellbeing.
- To answer questions you might have.

Social Emotional Learning (SEL) In Educational Institutions



Self Regulation

Self regulation is the ability to manage your emotions using calming techniques and tools in order to deal with distressing internal or external stressors.

Why is it important?

- Helps us to stay calm when we feel upset
- Let's us pause before we act
- Helps us stay focused on our goals
- Allows us to adapt quickly to changes
- Helps us cooperate with others
- Can help build skills to deal with stressors we may find in the future
- Can help build healthy family relationships

When it is challenged:

- Challenges with making friends, sharing, and playing together
- Difficulty with getting ready for bed, or disrupted sleep patterns
- Trouble concentrating in a noisy classroom or with uncomfortable textures or smells
- Difficulty waiting/being patient
- Getting upset and taking a long time/needing a lot of help to calm down
- Transitioning between tasks and trying new things can feel difficult

The Conscious Discipline Method

Our first goal as educators practicing conscious discipline is to influence the child through developing our own self-regulatory skills and practicing self-discipline which will create a positive model for the child.

Secondly, we aim to lend the child our own executive skills as caregivers. This essentially means that we relinquish our desire to punish and instead choose to see discipline issues as the child calling for help, and an opportunity to teach the child self-regulatory skills we possess.

In Conscious Discipline,
we use an
**"adult-first,
child second"**
model. This means
you can't teach a child
a skill **you** don't
possess.



ConsciousDiscipline®





Success

**Seven Skills
of Discipline**

*Problem-Solving with
Social-Emotional Learning*

Creating the School Family

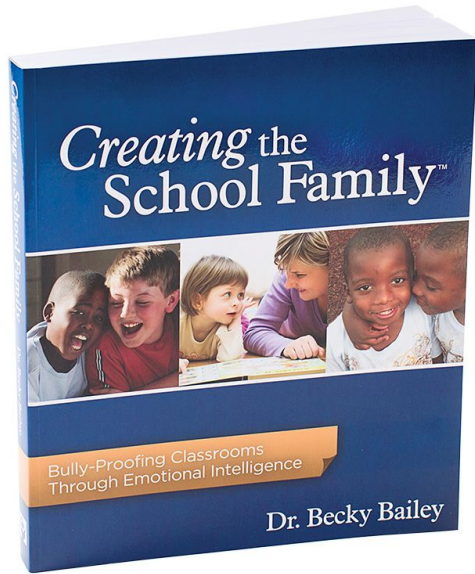
*Building connections by
creating a culture of compassion*

Seven Powers for Conscious Adults

*Shift perception to see discipline encounters as
opportunities to teach new skills*

Conscious Discipline Brain State Model

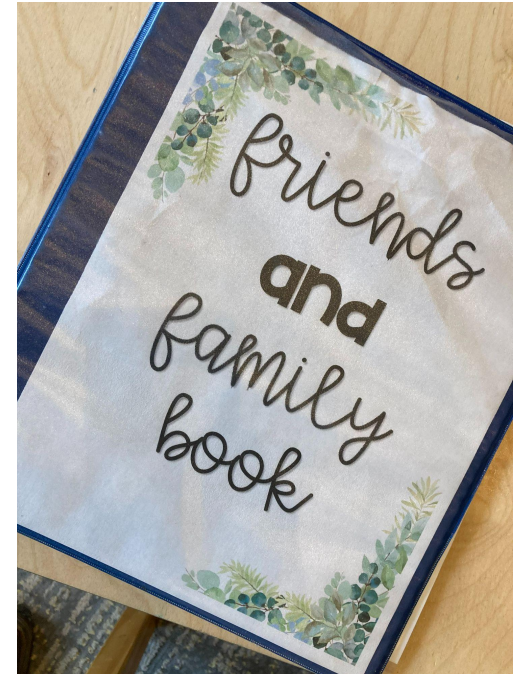
Understanding how internal emotional states dictate our behavior



Techniques We Use
to Practice *Conscious*
Discipline . . .

Friends and Family Book

In Conscious Discipline, the power of unity is demonstrated and experienced daily through the entity called the School Family. We want our students to feel that their school family and home family are working together and that their circle of support grows at school.



Our School Commitments

We seek to consistently focus (or refocus) ourselves and our students on *safety and helpfulness* instead of *power and control*.

My job is to keep you safe... Your job is to keep it safe.

How do we do this...

1. **I respect myself**
2. **I respect others**
3. **I respect my environment**



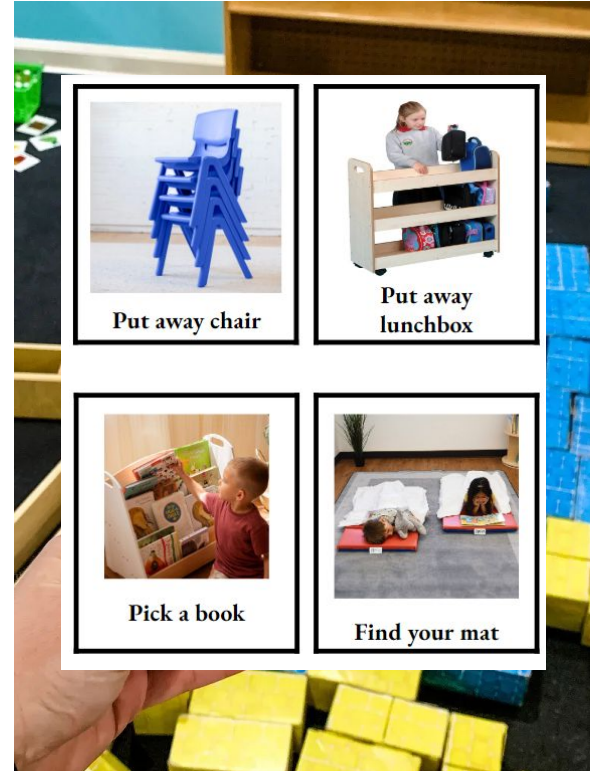
Rules Vs Routines

We try to focus more on routines than rules at IQM. Rules seek to regulate behavior, and are enforced. If rules are broken there are consequences. A routine is the way you expect something to be done. It is a tradition that, when followed, brings order and consistency to the classroom. Routines are taught instead of enforced, and create a sense of free will and responsibility.

M = *Model your procedures and expectations*

A = *Add visuals*

P = *Practice, practice, practice*



School Family Rituals

The purpose of routine is predictability. The purpose of ritual is connection.

We aim to create authentic rituals that are flexible, jointly created by teacher and students, and reflect what is needed in the classroom. These rituals could exist between individuals or the entire classroom, and are centered around connection and understanding. Examples of these rituals could be songs, signals, and chants.



Greetings

High Five



Heart



Salute



Hug



Wave



Fist Bump



*My job is to
keep you safe.
Your job is to help
keep it safe.*

Our Classroom Commitments:

We respect ourselves!

We respect others!

*We respect our
environment!*



Greetings, Safekeeper, Commitments

I LOVE YOU RITUALS



Fun Activities for Parents and Children That:

- Boost brain potential
- Encourage cooperation and caring
- Promote learning and literacy
- Increase attention and decrease power struggles
- Build bonds of unconditional love

BECKY A. BAILEY, PH.D.

AUTHOR OF EASY TO LOVE, DIFFICULT TO DISCIPLINE

Humpty Dumpty

Twinkle, Twinkle, Little Star

Little Miss Muffet



Little Miss Muffet sat on a tuffet
Eating her oatmeal
Along came a spider and sat down beside her
And said, "Have a good day!"

Wonderful Woman

Peter, Peter, Pumpkin Eater

Snuggle Up

George, Porgie



George, Porgie, pudding and pie,
Gave his friend a big high five!
With his friend he loved to play,
A gift of a smile he gave each day.

Children, in your Safe Place.
Please, to have your own space.
I understand you are scared and want to feel loved,
I will be there for you and self and the bear with a hug.



Twinkle Twinkle

"Twinkle Twinkle Little Star,

(Hold child's hands above their head. Wiggle your fingers together.)

What a wonderful child you are!

(Bring your arms down and rest them on each other's shoulders.)

With bright eyes and nice round cheeks,

(Touch next to each other's eyes then cheeks.)

talented person from head to feet.

(Take your child's hands and swing them up high then down low).

Twinkle Twinkle Little Star,

(Hold child's hands above their head. Wiggle your fingers together.)

what a wonderful child you are."

(End the song with a hug.)

2/5



Conscious Discipline®





The Conscious Discipline Brain Smart Start consists of **four activities**:

1. An activity to **unite** *ex: moving, chanting, singing in unison*
2. An activity to disengage **stress** *ex: stretching, breathing*
3. An activity to **connect** *ex: focus on eye contact, presence, and playfulness*
4. An activity to **commit** *ex: stating individual or group goals or commitments*

Benefits of a Brain Smart Start

- A **connection** with others and the feeling that "I am part of something bigger than myself."
- An **activated prefrontal lobe**, bringing impulse control, empathy, problem-solving and all higher thinking skills.
- A personal commitment to be **the best "you" possible.**

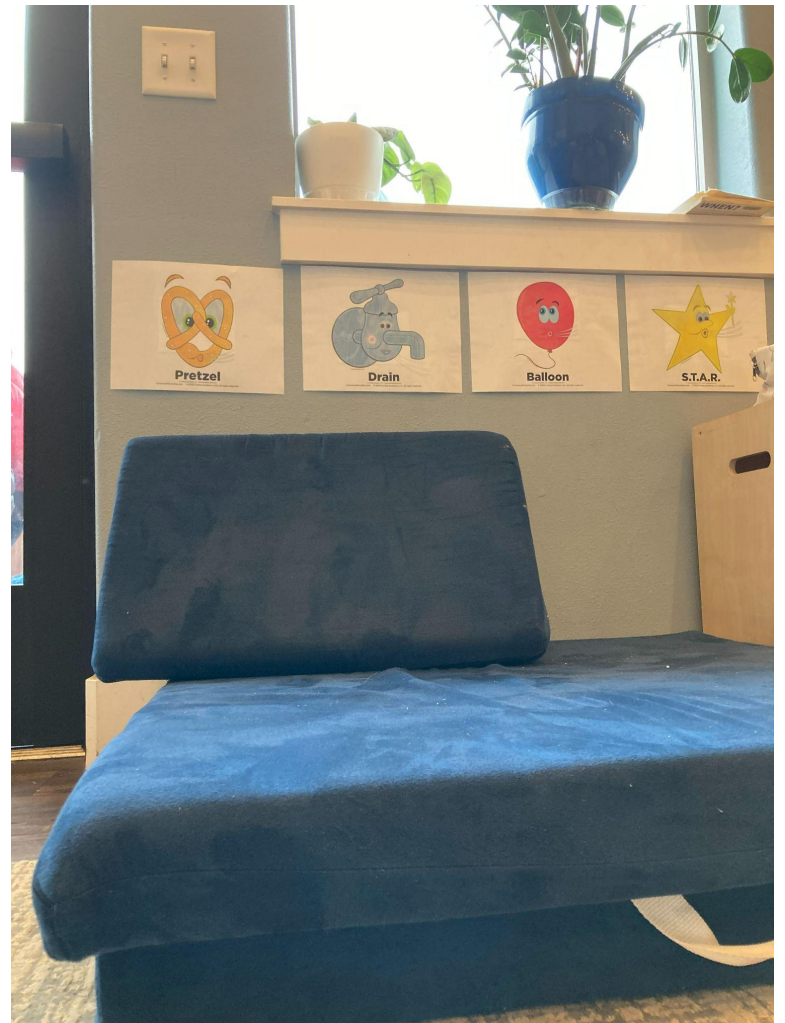


Emotional Space

We have implemented a physical structure in each classroom which acts as an emotional space that students can use as they need. The emotional space was designed to be helpful and regulating for students instead of a more traditional time out space which is punitive in nature.

The emotional space was created to help students feel safe in the classroom, and allow them to realize that they have the power to regulate themselves. This space teaches students instead of punishing them.







Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. 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.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbppbpbpb" sound.

Job Board

Each student is given a job which empowers them to co-create their classrooms with the teacher. This creates an environment of shared power and responsibility.

Students also learn what it means to have a “job”, and how each person contributes to make the classroom successful. This differs from the “Ways to be Helpful” board as their jobs are expectations for keeping the classroom clean and running smoothly.



Visual Schedules

Classrooms display a visual schedule of the day so that students can place where they are in the day by looking at the pictures. This helps to alleviate anxiety for students who are worried about what is coming next.



Time Machine

The time machine is a conflict resolution technique which allows for students to calm down and regulate and revisit a hurtful interaction at a later time to make amends.

This technique allows us to teach students helpful conflict resolution skills after the student has calmed down from any emotional headspace they might have been in during the conflict. Building these conflict resolution skills early allows students to build an understanding of how to be assertive and establish boundaries in future situations to prevent conflict from occurring.



Time Machine

We use the Time Machine to “go back in time” to redo hurtful actions in a helpful way. The basic Time Machine steps are:

Step 1: Be a S.T.A.R. Everyone **S**miles, **T**akes a deep breath **A**nd **R**elaxes three times to calm both body and mind. Then wish well.

Step 2: “I don’t like it when you _____.” Coach the victim to speak first, saying, “I don’t like it when you _____.” (“I don’t like it when you push me.”)

Step 3: “Next time _____.” Then help the victim teach the other child how he wants to be treated. Most children will say, “Stop it.” Reframe to what the child wants. (“Next time, say, ‘Move please.’”)

Step 4: Check for understanding and willingness. Ask the other child, “Are you willing to do that? Let’s practice now.”

Step 5: Connect. Ask the children to show there are no hard feelings by doing a simple connection like a handshake, hug or high-five.



Time Machine - Power of Attention

The Power of Attention states that **what we focus on, we get more of.**

Essentially, focusing on a negative behavior you do not want to continue (i.e. hitting), will result in more of that behavior. Telling students not to scream will result in more screaming.

Instead we will focus the attention on behaviors we want to cultivate in the classroom. For example we would place a focus on listening to others and taking turns speaking. This helps students focus on the positive skills we want to teach them instead of attempting to get attention through the negative behaviors we focus on.



Celebrations

We are shifting from rewards to celebrations. In practicing Conscious Discipline we as caregivers are letting go of giving rewards for good behavior.

While rewards typically work for children in the short term- they do not prepare children for natural consequences in life and teach students to expect rewards in exchange for good behavior.

Rewards also do not require us to change internally as their caregivers and master our own skills in self-regulation.

The intent behind rewards is to motivate children to repeat desired behaviors in exchange for something they desire. The intent behind celebrations is to see the best in everyone and look for each person's strengths. Celebrations are classwide and teach students to value each other's contributions to the class, instead of motivating individual student to manage behavior.

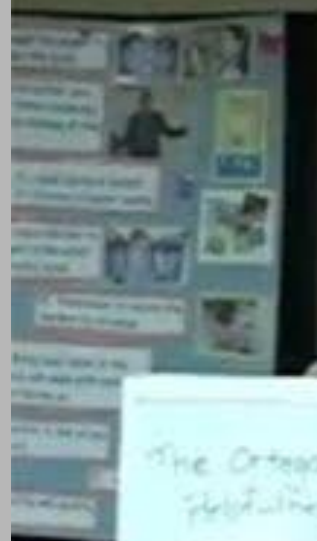
What the Celebration Center is Not...

Be careful you stay true to the purpose of celebrations. They are **not** a way to reinforce behaviors you would like to see again ("I like how Marley listened the first time when it was time to line up"). Instead, they are a way to authentically **see the best** in children and **celebrate** their diverse talents.



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The Ortega Family
Gratefulness Board

When you spend time with
the people in the world
be happy and be helpful!

Love, we are doing so much better
get about the job people!

Happy you, grateful for the experience
to the best would be the best of the
we need that all around!

Love, you found on the 12 and it is
the best of the best of the best!



CD Player

Family Board



To discipline and to teach are the same act.

Traditional Discipline and Conscious Discipline

Traditional Discipline	Conscious Discipline
It's possible to make others change if you have the right reward or punishment.	Controlling yourself is possible and can profoundly impact others.
Rules govern behavior.	Connection governs behavior.
Conflict is a disruption and should be avoided.	All behaviors, including conflict and misbehavior, are a form of communication.

CONSCIOUS DISCIPLINE

***“TO
SUCCESSFULLY
TEACH A LIFE
SKILL, WE MUST
MODEL AND
DEMONSTRATE IT
IN DAILY LIFE.”***

- DR. BECKY BAILEY



What questions do you have?

