

# PARENT EDUCATION NIGHT



## INQUISITIVE MINDS

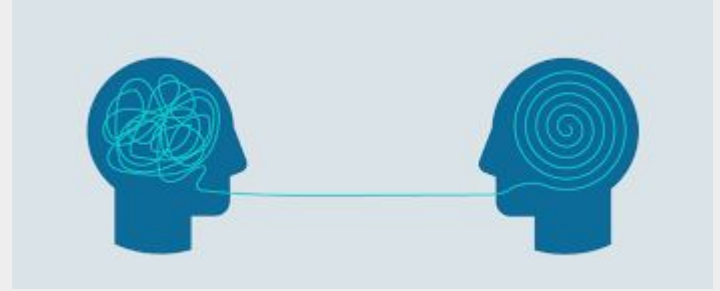
Natural learning. Education for life.

**LAST TIME...**



# Power of Perception

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

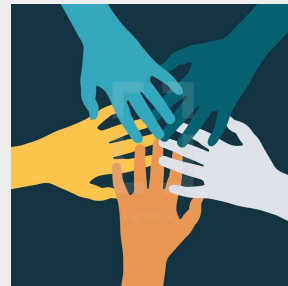


Goal: To teach adults and children to take responsibility for our own upset.

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

# 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

# Power of Love

Big Idea: Choose to see the best  
in others

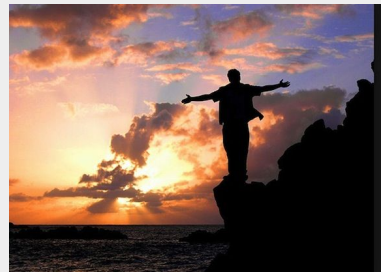


Goal: Seeing the best in others  
keeps us in the higher centers  
of the brain so we can  
consciously respond rather  
than unconsciously react to  
life's events

Skill: Positive Intent

# Power of Acceptance

Big Idea: The moment is as it is



Goal: To learn and respond to what life offers instead of trying to make the world go our way

Skill: Empathy



# MINDFUL BREATHING



STOP-BREATHE  
& THINK

# Power of Intention

Big Idea: Mistakes are  
opportunities to learn



Goal: To teach and/or learn a  
new skill

Skill: Consequences







## Perfection...

We try to achieve perfection so we never experience the pain of making mistakes and the internal punishment and criticism we give ourselves.

*If I disappoint others, I predict they will \_\_\_\_\_. If they \_\_\_\_\_, then I will be \_\_\_\_\_.*



## Blame...

We blame others for “causing” us to make mistakes.

*If I accept responsibility for what I did, I predict*

*\_\_\_\_\_ will happen to me. And if \_\_\_\_\_*

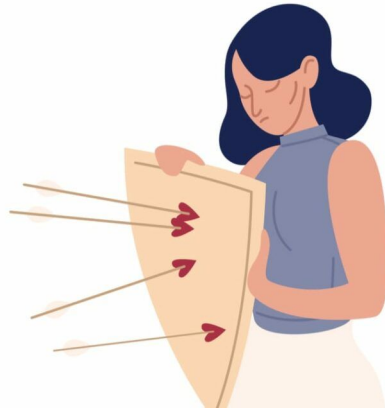
*happens, then I will be \_\_\_\_\_.*



## Apathy...

We slip into a numb “I don’t care” mindset to avoid the pain of repeated mistake making.

*If I allow myself to feel, I will \_\_\_\_\_. And if this happens, I will \_\_\_\_\_.*



## **Rationalization...**

We try to convince ourselves or others that what we did was acceptable in this situation. The mistake was not really a mistake; I was just trying to be “helpful”.

*I did \_\_\_\_\_ because I was \_\_\_\_\_. I can't  
believe others don't understand that.*



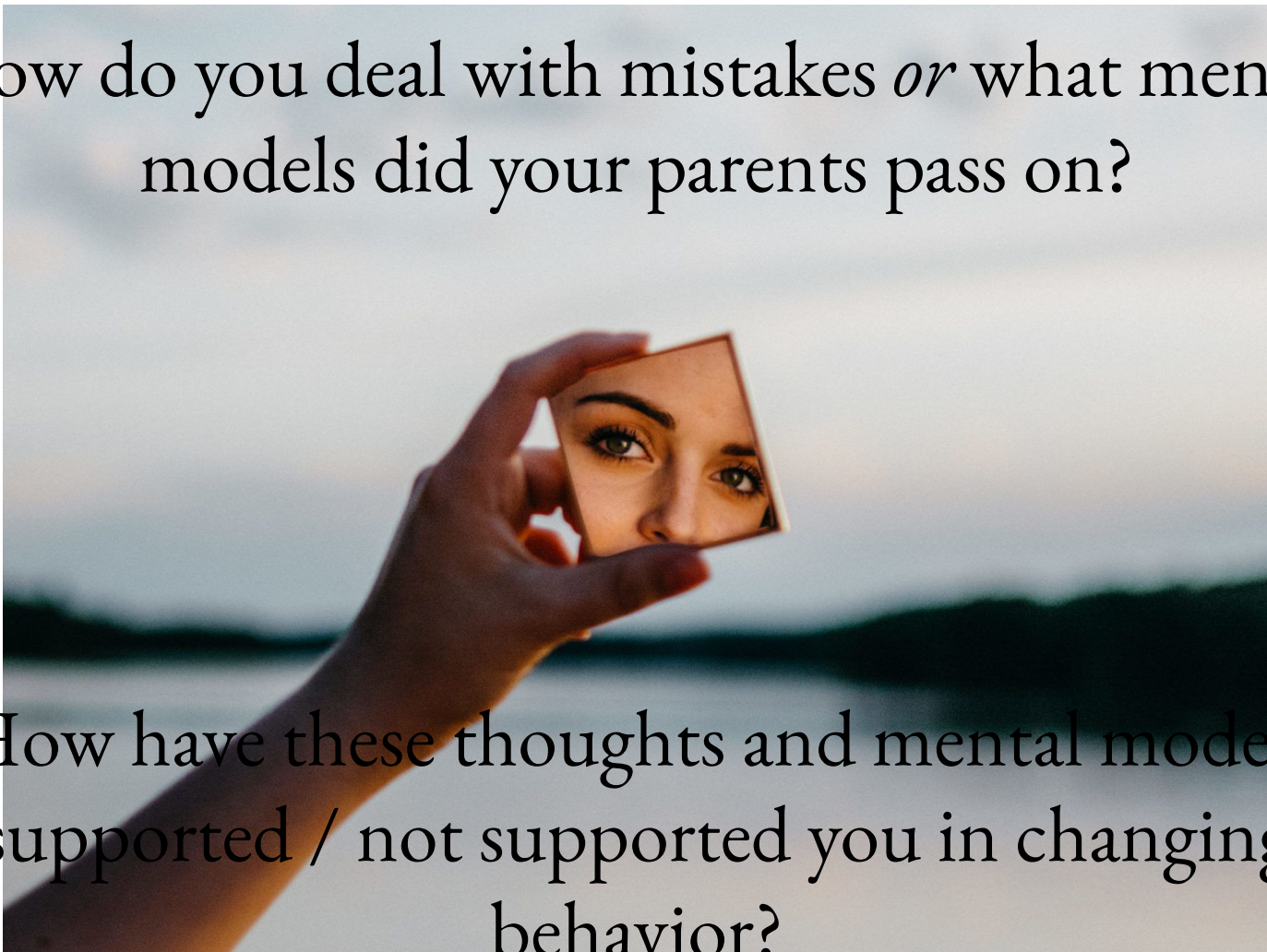


What we guard  
against from the  
outside, we trap  
inside of us.

In the process of avoiding  
consequences, we miss out on the  
opportunity to learn from our  
mistakes. We end up stuck in the same  
lifelong patterns, repeating the same  
mistakes over and over again, then  
passing them down to the next  
generation.

How do you deal with mistakes *or* what mental models did your parents pass on?

How have these thoughts and mental models supported / not supported you in changing behavior?



## Punishments:

## Consequences:

Make children suffer for having a problem.

Teach children how to solve problems.

Cause children to fear making mistakes.

Show children that mistakes are opportunities to learn.

Rely on judgment.

Rely on reflection and personal responsibility.

Provide extrinsic motivation to please others and avoid physical/emotional pain.

Provide intrinsic motivation to use or learn new skills.

Focus on what *not* to do.

Focus on what to do instead.

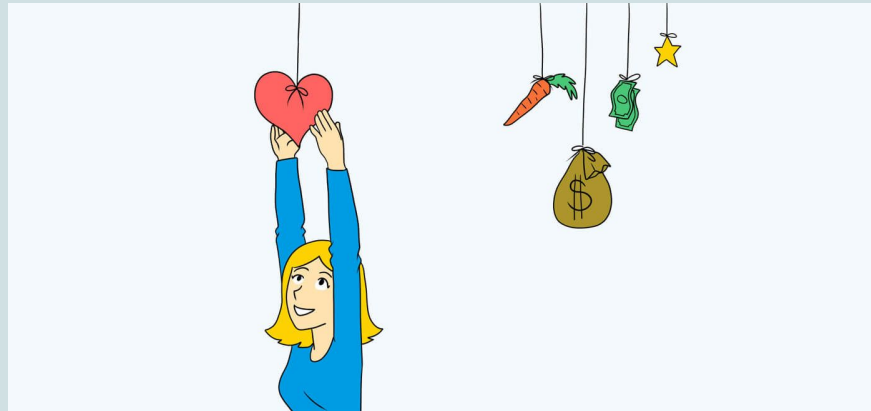


**Conscious Discipline®**

# Ingredients for Effective Consequences

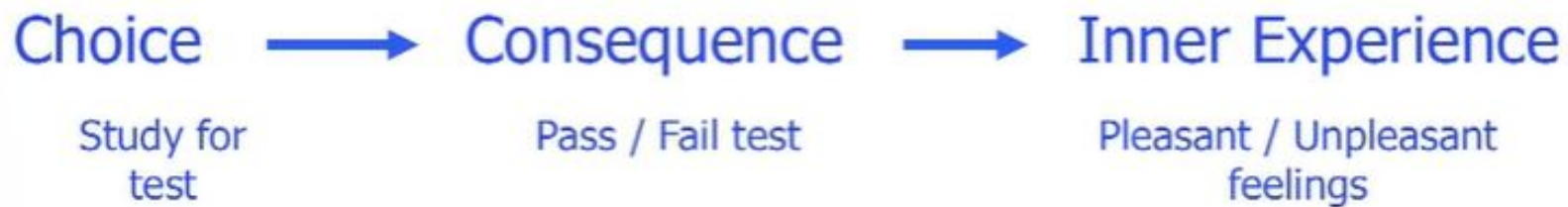
The power of consequences does not lie in the outcome. The true power of consequences comes from how we feel about the outcome.

For instance, earning an “F” on a report card is not the true consequence. The way we feel about earning the “F” is the real consequence and the real motivator.



## For consequences to be effective, children (and adults) must:

- **Be connected.** Caring willingness and cooperation come from positive relationships with others. Disconnected children don't care, making any punishment or consequence ineffective.
- **Learn to stop and reflect on their choices and outcomes.** Adults and children must be in their executive state in order to reflect, and they must have the ability to reflect without judging themselves.
- **Be able to take personal responsibility for the consequences of their actions.** Children must understand that they alone are responsible for their feelings and behaviors. Otherwise they will deflect blame and refuse to change or grow.
- **Possess the necessary skill.** For someone to change their behavior, they must have a new skill to replace it. We can punish a child for throwing tantrums over and over, but it won't make a real difference until the child learns to regulate big emotions.







Power of Love  
Power of Intention

Power of Unity  
Power of Free Will  
Power of Acceptance

Power of Perception  
Power of Attention





## *Types of Intention*

What is my intention when approaching this child...  
what is my intention with this consequence?



**Intent to Punish**  
Punishments and  
Rewards rely on  
Judgement

*Consequences rely on  
Reflection*



**Intent to Save**  
“Rescuing” children  
from feelings

*Consequences rely on  
responsibility*



## **Intent to Teach**

Relies on your  
willingness to help  
children understand  
their impact

*Consequences rely on  
guidance*

**Starts Early**



**Lasts a Lifetime**







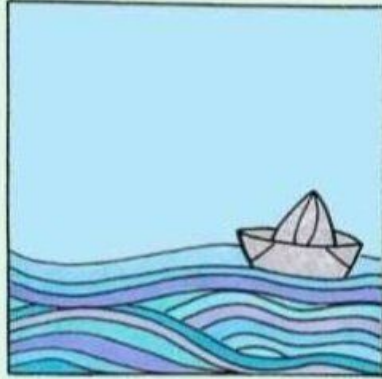


Questions or comments  
on Intention or any of the  
Conscious Discipline  
powers?

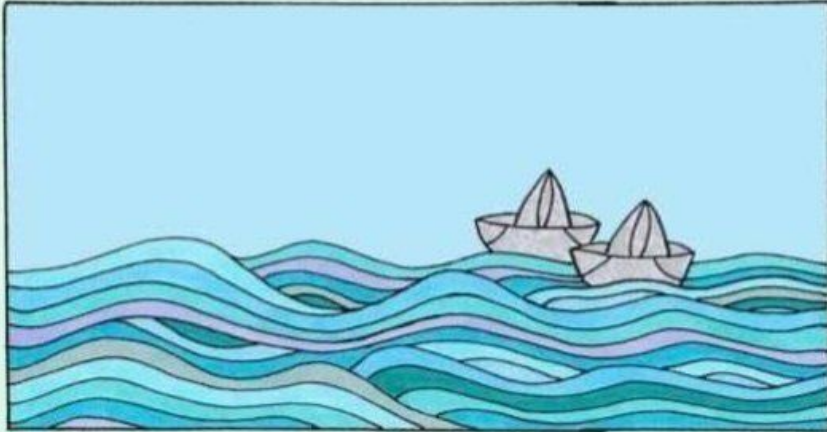
WHEN THEIR STORM



MEETS OUR CALM



CO - REGULATION OCCURS



@kwiens62

# Co-regulation







## The Vagus Nerve

Jessica Maguire

16 videos 2,154 views Last updated on May 5, 2022



Play all



Shuffle

Learn all about how your vagus nerve and how to improve its function. Learn why trauma and chronic stress can affect it.

11



### Seven Days of Play - Video one

Jessica Maguire • 1.2K views • 1 year ago

12



### How social engagement systems are formed.

Jessica Maguire • 61 views • 1 year ago

13



### The Vagal Brake - for Seven days of Play

Jessica Maguire • 554 views • 1 year ago

14



### Working With Panic - The Vagus Nerve Summit

Jessica Maguire • 131 views • 1 year ago

15



### Circle Breathing - The Vagus Nerve Summit

Jessica Maguire • 125 views • 1 year ago

16



### Crocodile Breathing - The Vagus Nerve Summit

Jessica Maguire • 106 views • 1 year ago

# Baby Doll Circle Time™

Strengthening attachment, attunement and social play



by Dr. Becky Bailey with Elizabeth Montero-Cefalo



## 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

## Five Steps to Baby Doll Circle Time™

- 1 Transition to Getting Your Baby
- 2 Beginning Awareness
- 3 Connection
- 4 Cuddling and Soothing
- 5 Ending and Transition to Next



ConsciousDiscipline.com



© Loving Guidance, Inc.

## *Ways to Use Baby Doll Circle at Home*

1- Use **your baby** as the baby doll as you conduct the circle time activities one-on-one. This can begin around one year old.





## *Ways to Use Baby Doll Circle at Home*

2- Conduct Baby Doll Circle Time  
**as a family** using adults, children,  
and dolls in different combinations.  
(Big brother plays with the baby doll,  
you play with the baby, etc.).



Conscious Discipline®

## *Ways to Use Baby Doll Circle at Home*

3- **Use a doll** as you conduct Baby Doll Circle Time. For example, both you and your child have a doll to hold and connect with.



## *When to do Baby Doll Circle Time?*

Baby Doll Circle Time is helpful to add in during **difficult transitions** like before meals, as part of a bedtime routine, or on the way to school. It can also be exceptionally helpful during the pregnancy and birth of **a new sibling**.



Questions...?  
Thank you for coming!

