

Gotcha!

Belly Breathing





Transformational

***“Discipline is not something we do to children,
It is something we develop within them.”***

—Dr. Becky Bailey

Current Model of Changing Behavior

Rewards & Punishments



Being Good



Being Bad

Based on Judgements of
Observer & Exclusion

Goal is to Externally
Control the Behavior of
Others

Works in Opposition
to Optimal Brain
Development

STATE DICTATES BEHAVIOR





=

More likely to be hurtful.



=

More likely to be helpful.



**...with the goal of
stopping it!**



**Behaviors cannot be stopped
without damaging the brain we are trying to teach.
Behaviors must be transformed.**

STOP pushing. Pushing hurts.

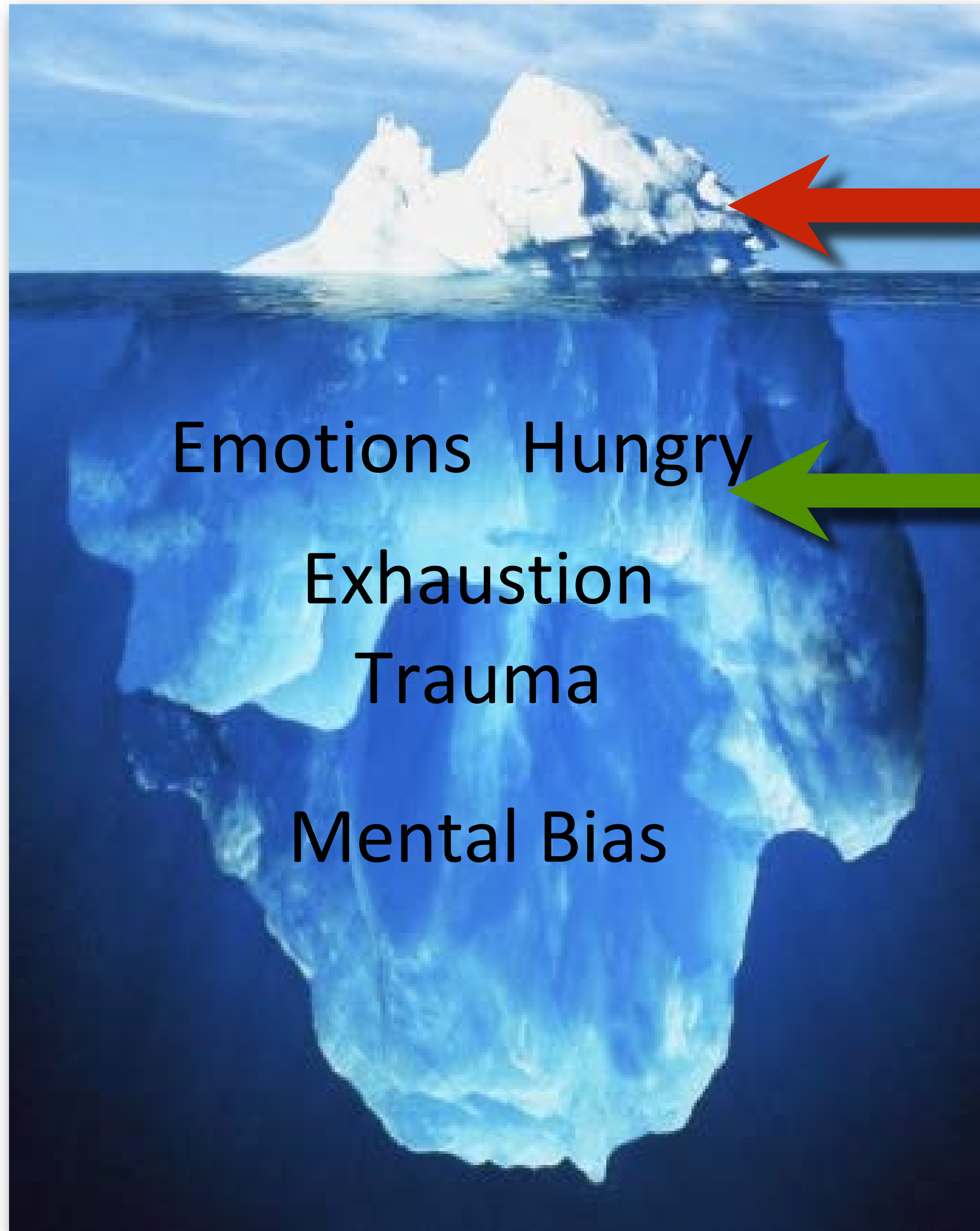


VS.



You wanted her to move. Say, "Move please."





Behavior

Adult / Symptom Relief

Self-Regulation

Manage inner states (emotions) in order to access the higher centers of the brain while learning new skills and a better way to meet our own needs and wants.

Inner Emotional State



~~Behaviors~~



STOP Behaviors

OTHERS/SITUATIONS MAKE US HAPPY'



Make vs. Trigger

**You need to be different, so that I can stay calm.
This needs to be different, so that I can stay calm.**



Contributing our emotional states to causes we cannot control nor ever change leaves us:

1. Feeling “not good enough”
2. Extreme need to control, fight & perpetuate or ending conflict
3. Thinking and behaving in unloving and unloveable ways

Inhibits learning, growth & change

WE'RE WORKING SO HARD BECAUSE WE'RE TRYING TO DO IT BACKWARDS.

Change the state
first.

Change the behavior
second.



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



**Old: How can I coerce/manipulate you?
New: How can I help you be successful?**



**Old: What you don't want.
New: What you do want.**



ONE ESSENTIAL SKILL

Self-regulation
Scientific term
for resilience

Self-Regulation

Self-Regulation is the ability to notice, and regulate our **thoughts, feelings and actions** in service of a goal to create benefits rather than harm for yourself and others.





Self-regulation is the skill
that allows us to put a

PAUSE

between the impulse and the action.



Self-regulation provides a shift from:

“I want it, I take it. If I don’t get it, I scream,
call names, grab or hit.”

to:

“I want it. **I ask for a turn.** If I don’t get it, I
manage the disappointment. I’m then able to
wait for a turn, or find something else to do.”
(problem solve)

Social Emotional Learning

We All Have SEL Skills

Primary Socialization
Family



Secondary Socialization
School



Modeling

Learn How to **Express** our Emotions



Direct Instruction

Taught **WHAT** is Socially Acceptable



Responding

Learn How to **Regulate** our Emotions/Behavior



MRI Socialization Process

Modeling - Teaches **HOW TO** display/express our emotions

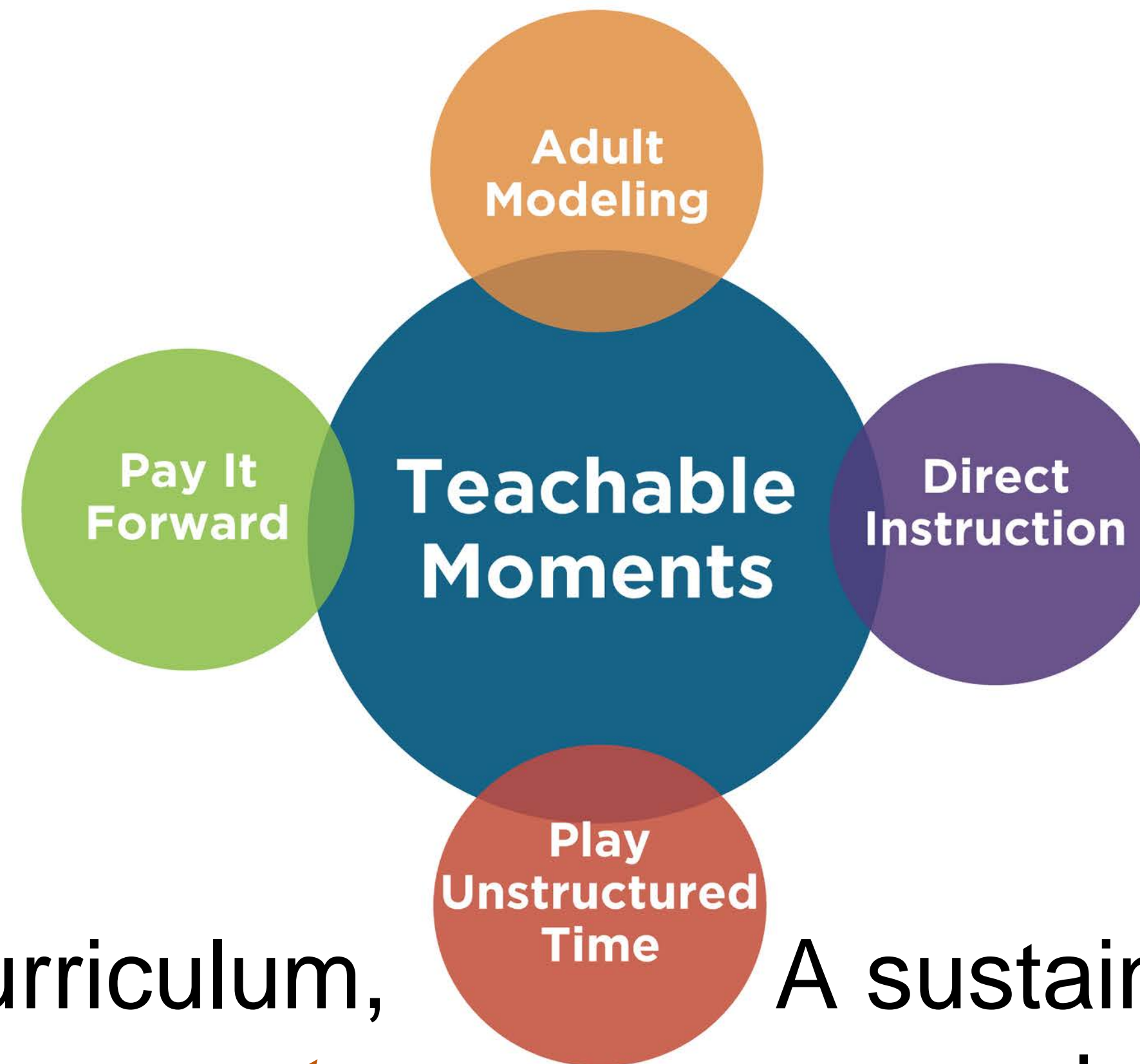
Responding - Teaches how to **REGULATE** emotions

Instruction - Teaches **WHAT** is culturally/socially acceptable



Adult First Model

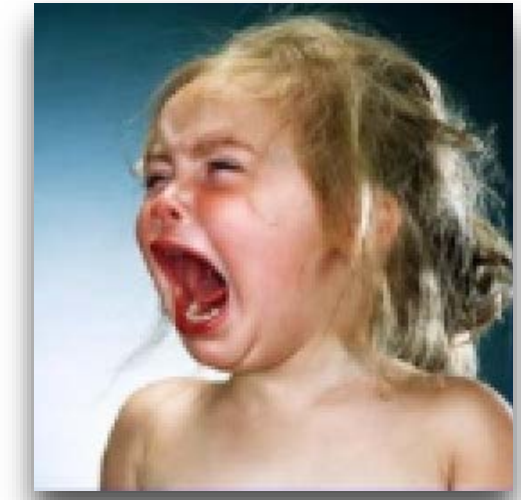
Conscious Discipline® Curriculum



Adults, not a curriculum,
are the *change agent*.

A sustainable investment in
human capital

When Relationships Are Safe



**Sympathetic
Activation**



↑
A
R
O
U
S
A
L
↓



↑
Optimal Arousal Zone
Window of Tolerance
we can tolerate our emotions
we can think and feel
↓



**Parasympathetic
Activation**



Ogden and Minton, 2000; Fisher, 2009

When Relationships Are Frightening

**Sympathetic
Activation**



*On guard,
“jacked up,”
impulsive, quick
to fight or flee*



↑
A
R
O
U
S
A
L
↓



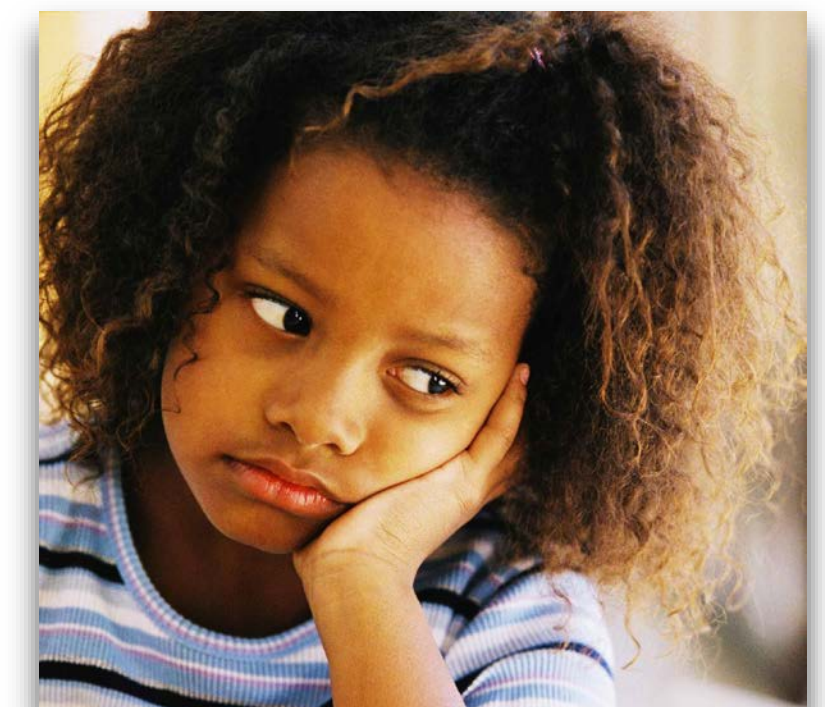
Window of Tolerance



**Parasympathetic
Activation**



*Checked out, numb,
disconnected,
“don’t care,” going
through the motions*

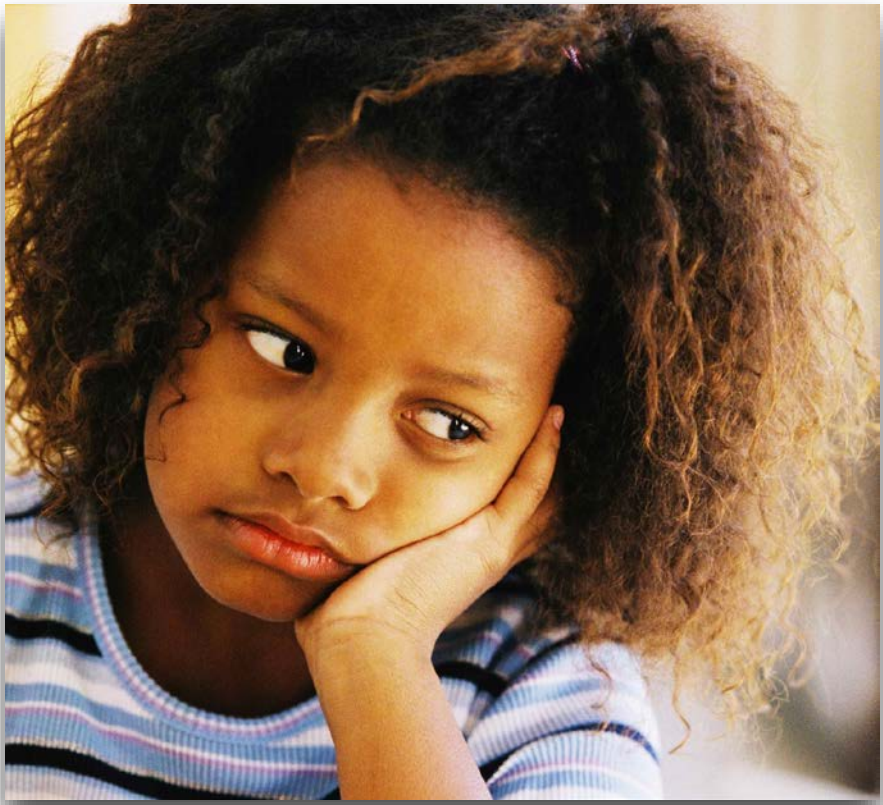


Ogden and Minton, 2000; Fisher, 2009

The Goal of Conscious Discipline®



↑
Window of Tolerance
↓



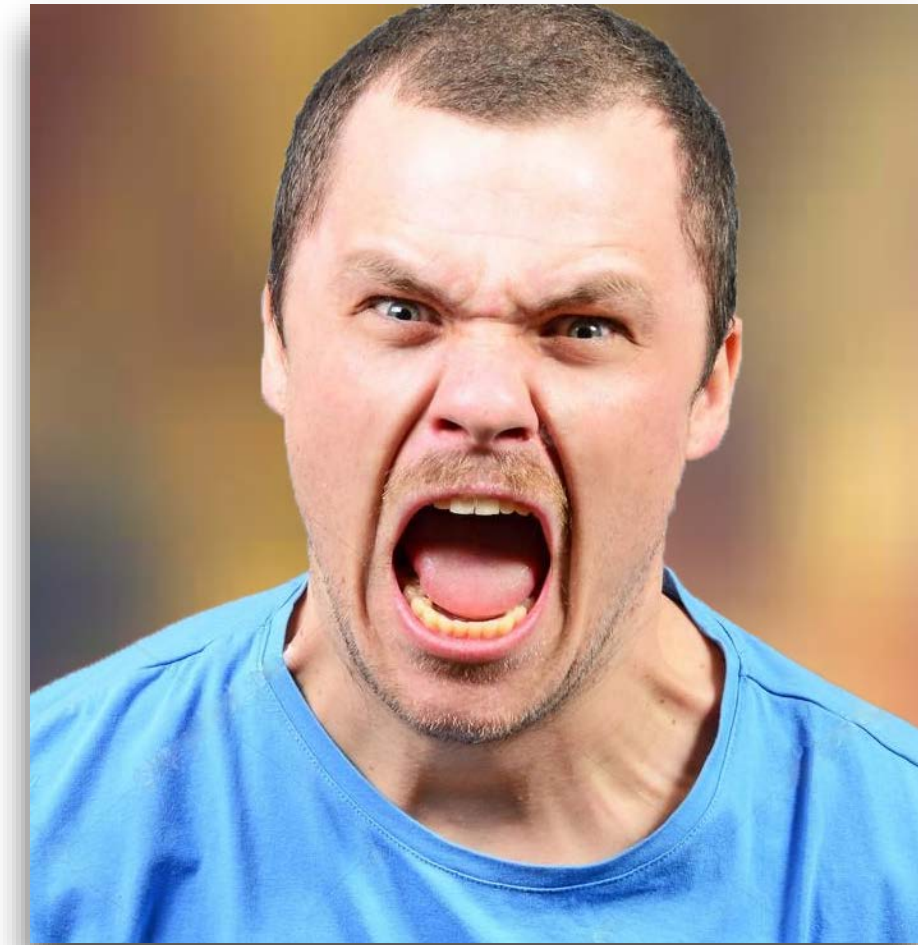
The Goal of Conscious Discipline®



Window of Tolerance



The Goal of Conscious Discipline®



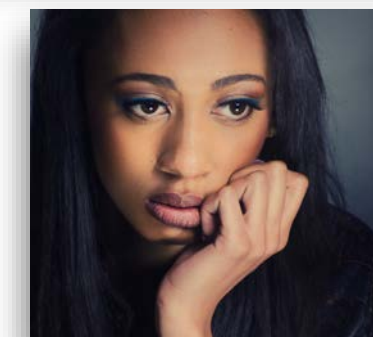
↑
Window of Tolerance
↓



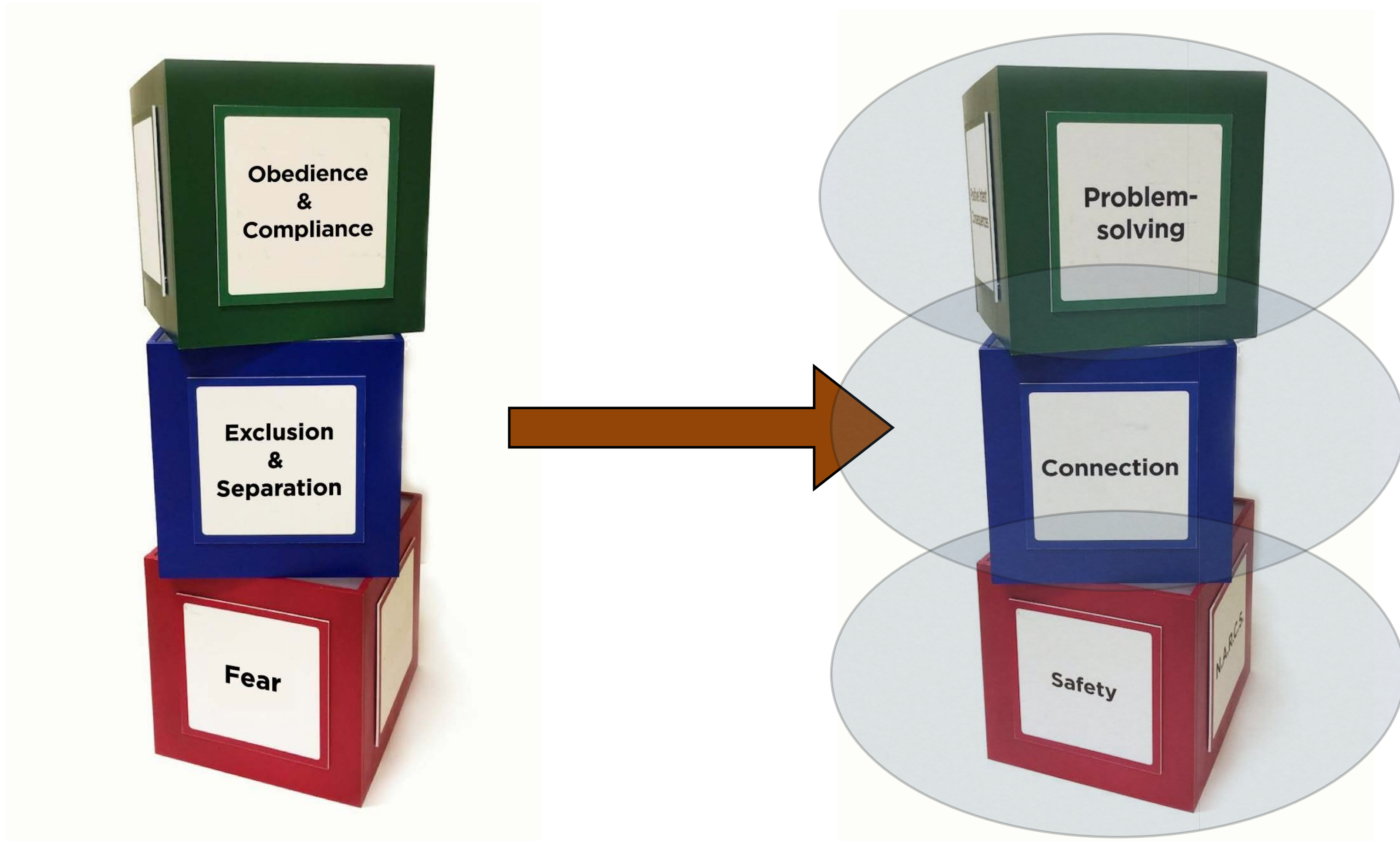
The Goal of Conscious Discipline®



Window of Tolerance



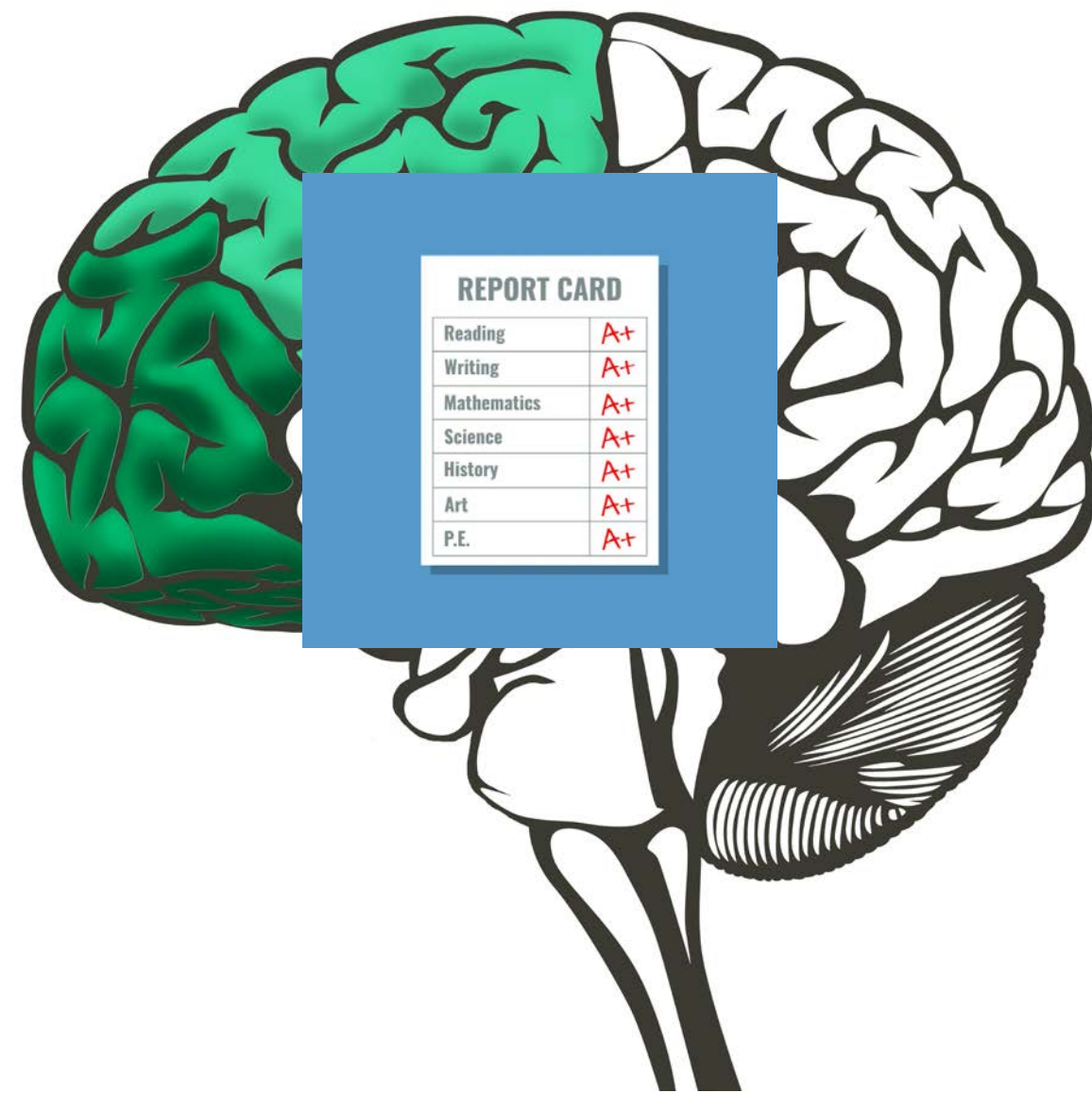
Brain-Based Discipline Practices



Calm & Alert

Executive State

What Can I Learn?



Us and Them
Reactive

Emotional State

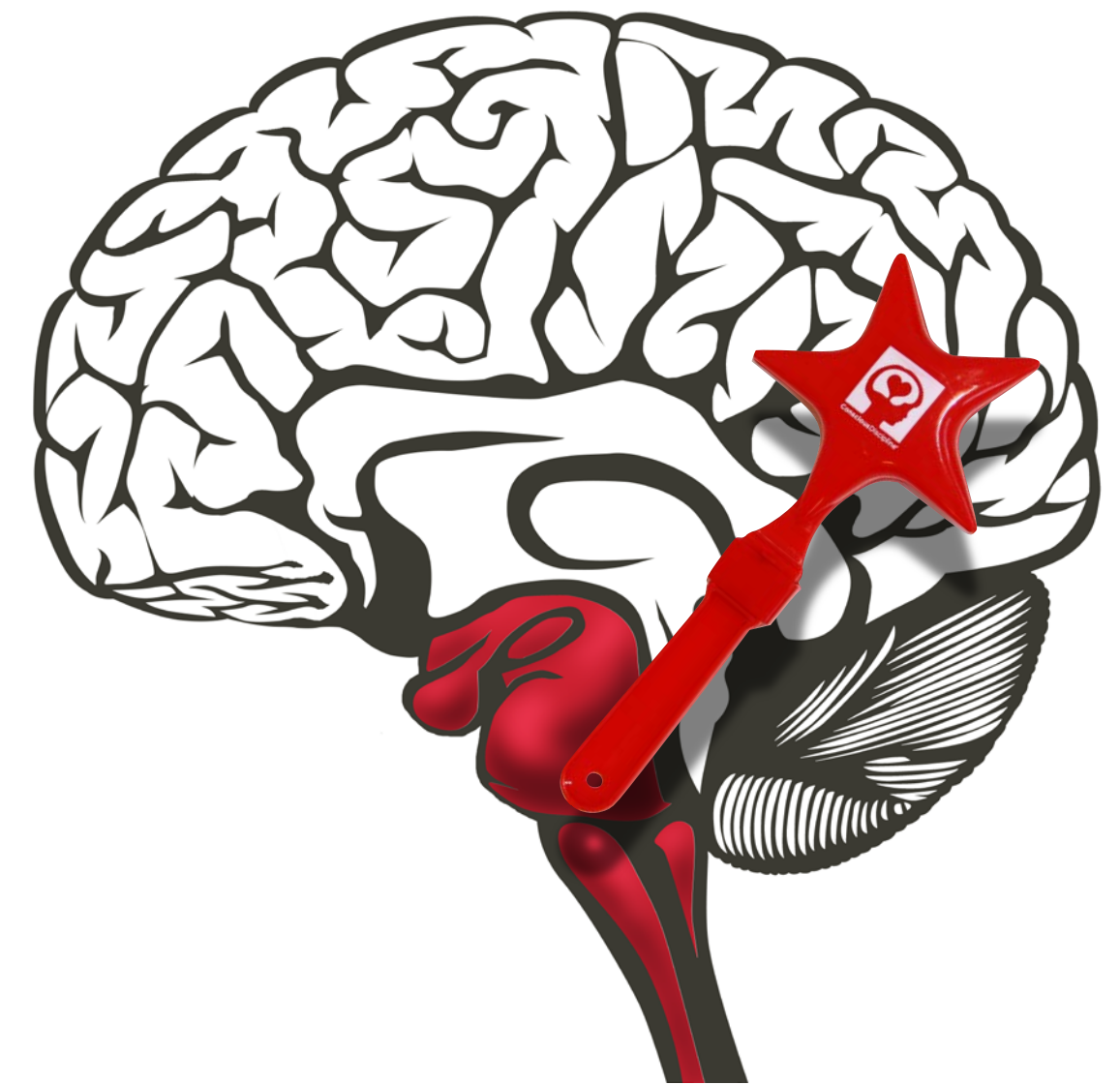
Am I Loved? Do I Belong?



Resistant

Survival State

Am I Safe?



Regulates Behavior

Regulates Emotions

Regulates Arousal

Equitable School Culture



Factory Model of Education

Exclusive at the Foundation

Family Model of Education



Inclusive at the Foundation

The Power Skill Structures Upgrade



The most important relationship you will ever have is the relationship you have with yourself!

Research: SAMHSA's NREPP

In 2015, Conscious Discipline was recognized by the Substance Abuse Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), which promotes the adoption of scientifically established behavioral health interventions. Results showed:



- Significant improvement in social and emotional skills for both teachers and children exposed to Conscious Discipline.
- School readiness (language, literacy and mathematics) were significantly higher at post-test for children taught by Conscious Discipline trained teachers.
- Sites with schoolwide implementation of Conscious Discipline show significantly higher organizational and relational support than do sites operating 'as usual.'

Success Stories



Langley Elementary

- 16% increase in student satisfaction in year 1
- 45% decrease in suspensions among students with special education services
- 40% decrease in suspensions in general student population
- 110% enrollment



Pasadena School District

Keller Middle School within Pasadena ISD saw these shifts between 2012 and 2013:

- Office referrals dropped by 48%
- Guidance Center referrals down by 45%
- ISC down by 31%
- Suspensions down by 58%



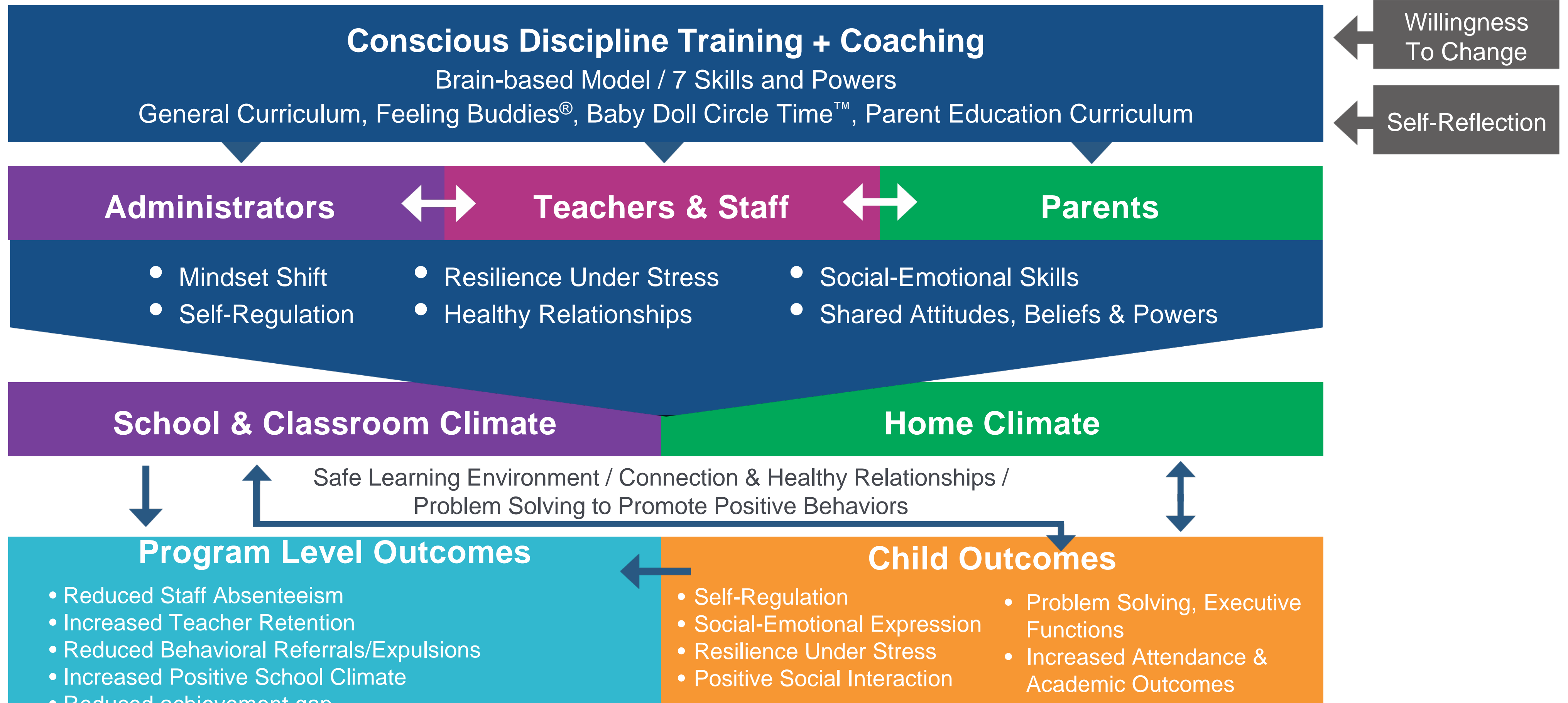
State of Alabama

Using Devereaux DECA-P Assessment to compare a Conscious Discipline (CD) vs. a control group (Tiers 1, 2 and 3 in the e-Deca system)

	CD	No CD
Total Protective Factors Initiative	-13%	-4%
Self-Regulation	-8%	-1.3%
Attachment	-9%	-7%

Conscious Discipline Theory of Change

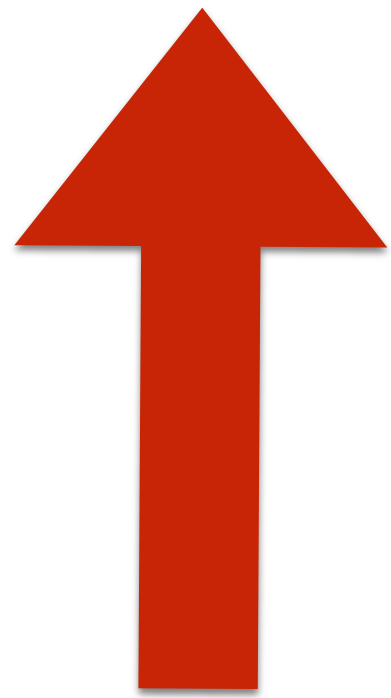
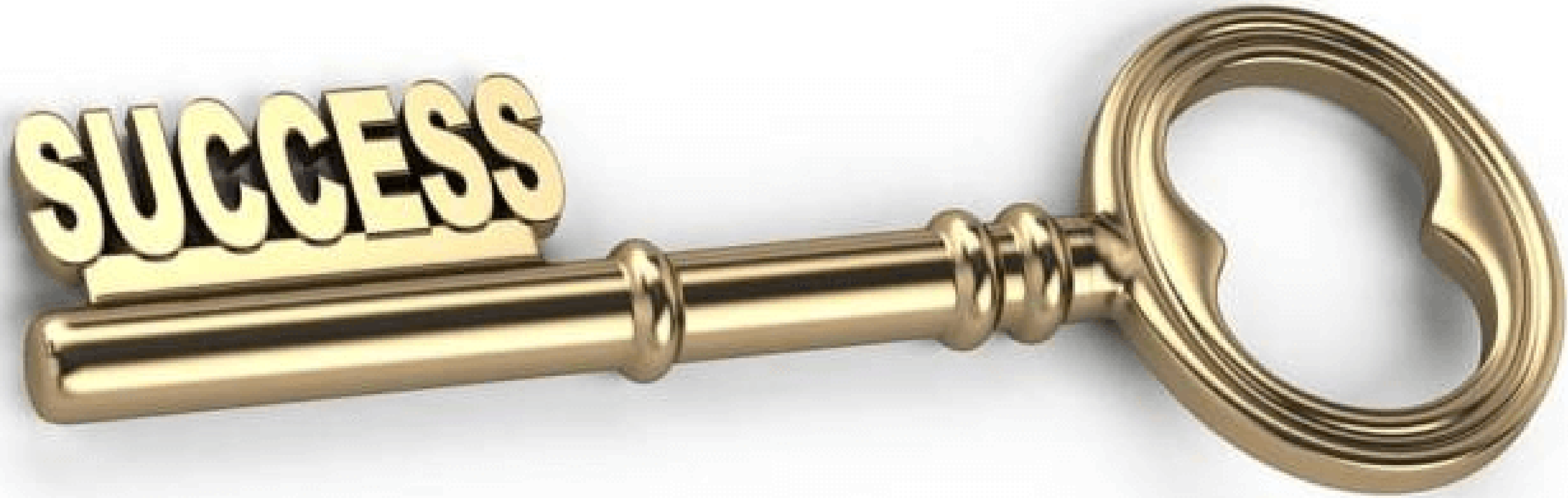
School Adopt Conscious Discipline



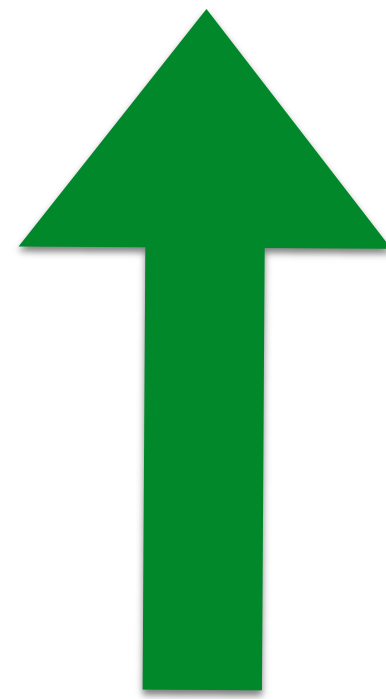
ALL BEHAVIOR IS A FORM OF COMMUNICATION



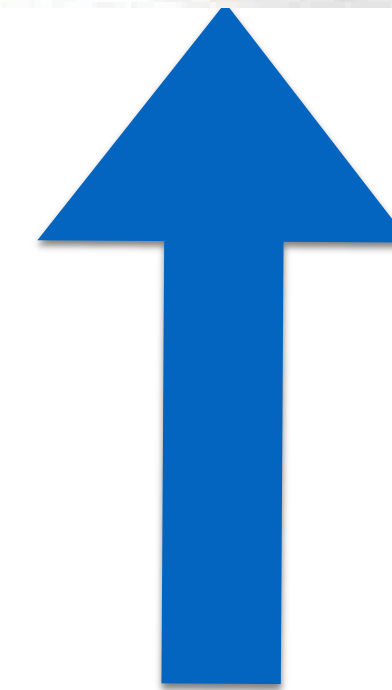
QTIP



**Disciplined enough
to set and achieve
goals**



**Conscious enough
to know you
are off track**



**Connected enough
to be willing
to change**

What is Conscious Discipline?

Conscious Discipline is an adult-first transformational, trauma-informed, comprehensive approach to

Transformational

Self-Regulation

Adult First

Comprehensive

Practice

- Social-Emotional and
- Equitable School Culture
- Research and Brain-Based Practices