



Understanding Conscious Discipline®

Kim Hughes, M.Ed. & SLA, Conscious Discipline Master Instructor, kim@GetMeCC.com

Let's Get It Started with a Brain Smart® Start (pp. 106-110), agenda, commitments and more
(Fun Fact: Did you know that 90% of a child's brain is developed by 5 years of age)

The CD Brain Smart Start contains the following elements:

An Activity to

- UNITE
- DISENGAGE the STRESS RESPONSE
- CONNECT
- COMMIT

What Conscious Discipline® Is All About (pp. 8-29)?

Conscious Discipline® is a trauma-informed, brain-based self-regulation program combining discipline, social-emotional learning and school climate into one integrated process.

Leads to **permanent** behavior change in children & ADULTS.

Conscious Discipline.com 800.842.2846

Power-Skill-Structure		
POWERS	SKILLS	CLASS STRUCTURES
Perception	Composure	Safekeeper, Safe Place™
Attention	Assertiveness	Time Machine
Unity	Encouragement	Jobs, Friends / Family
Free Will	Choices	Visual Rules & Routines
Acceptance	Empathy	We Care and Rituals
Love	Positive Intent	Celebrations
Intention	Consequences	Class Meetings
Regulate You	Regulate Child	Practice Skills

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- Has two puzzle pieces:
 - Shifting your Mindset about conflict; learning about and internalizing the Powers and Skills of CD so you can see behavior as communication
 - Creating a school climate, the CD School Family™, that empowers everyone to succeed
- CD consists of Brain Smart® strategies for responding rather than reacting to life events. Through responding, conflict moments are transformed into cooperative learning opportunities.
- CD is transformative, brain based, & practical.



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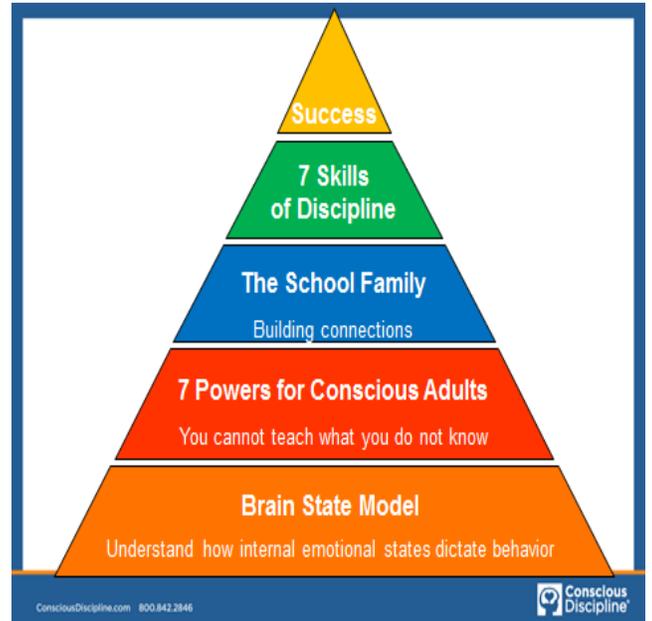
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- Learn more at www.consciousdiscipline.com.

The Components of Conscious Discipline (pp. 16 – 17)

Conscious Discipline® encompasses these four components, which are specifically and practically designed for success.

- Brain State Model**
 Helps adults understand how internal emotional states dictate behavior.
- 7 Powers for Conscious Adults**
 You cannot teach what you do not know; Empowers adults to see discipline encounters as an opportunity to teach new skills.
- The School Family™**
 Builds connections and creates a positive school climate by eliminating reward and punishment in favor of the safety, connection, and problem solving of a School Family.
- 7 Skills of Discipline**
 Provides adults with the seven skills needed to effectively transform any problem into a life lesson.



REFLECTION: Create an elevator speech that defines Conscious Discipline® (CD). Share your speech with a partner.

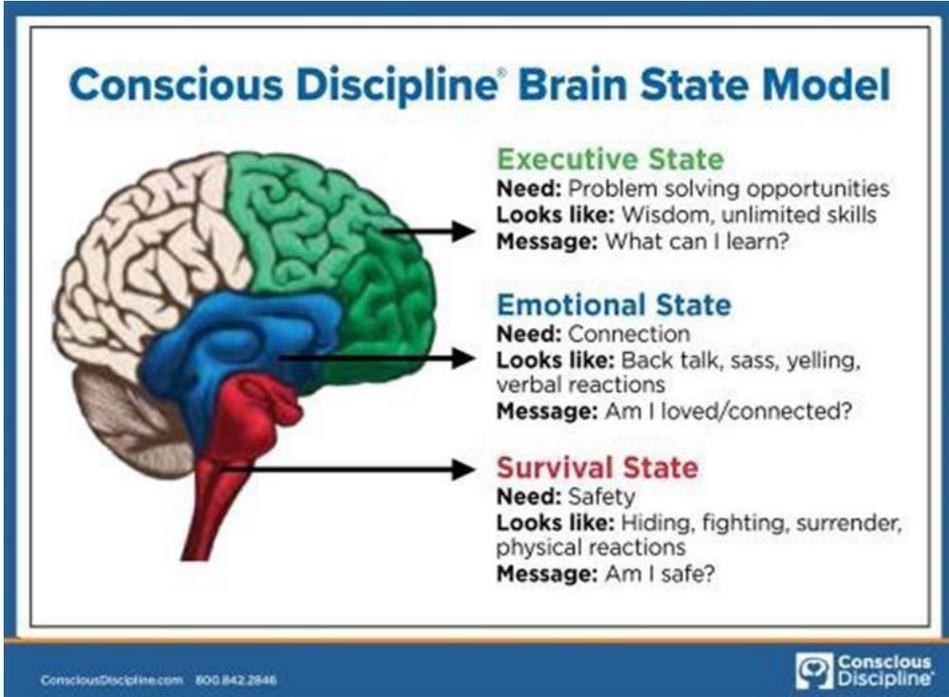
Traditional Discipline	Conscious Discipline
External model Stimulus - response	Internal model Stimulus – PAUSE – Response
You can make others change	Changing ourselves creates change in others through dynamic interactions
Rules govern behavior; rewards and punishment are the foundation for changing behavior	Relationships govern behavior; Connection is the foundation for change and encourages willingness
Avoid conflict; it is disruptive	Conflict is a reflection of missing social or emotional skills and creates opportunity to teach life skills

WHAT DID YOU LEARN? Name the differences between Traditional Discipline and CD via an interactive exchange with other participants. When the music stops you will find a partner and share one key difference. Music will cue when to stop and go. Continue playing until Kim tells you to stop.



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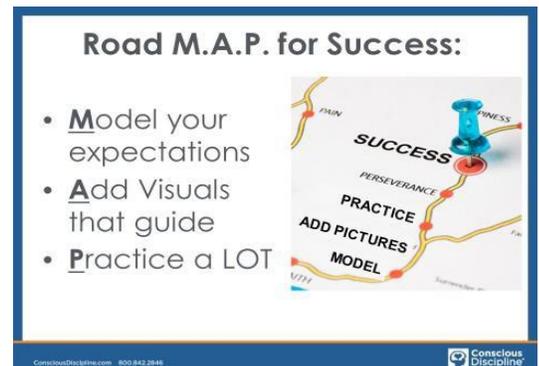
The CD Brain State Model

(pp. 34 – 59) helps us recognize that internal states regulate external states. The brain always works as an integrated system of subsystems. The artificial distinctions in the CD Brain Model are only used to **demonstrate the relationship between brain function and behavior.**

Discipline is a dance (p.13), much like a country two-step with both **relationship building (slow-slow)** and the **strategies to use in the moment to resolve conflicts** in such a way that they preserve instead of damage the relationship (**quick-quick**). Help for challenging children starts in the slow-slow part of discipline. **Discipline without willingness is a constant power struggle.**

Notes for CD's Four Brain Smart® principles:

1. The brain is pattern seeking and survival oriented.



2. The best exercise for the brain is exercise.

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- Standing up provides 11-27% more blood to the brain.
- Exercise does more than build muscles and help prevent heart disease; it repairs cognitive disorders like ADHD and enhances higher thinking skills.
- Children with the fittest bodies also have the fittest brains and best test scores.
- 30-minutes of aerobic exercise has the same effect as taking Prozac for the relief of depression.



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- 3. Connections on the outside build connections on the inside.
- 4. The brain only functions optimally when a person feels safe.

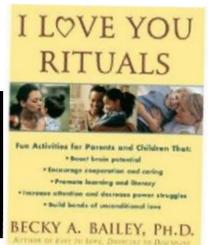
The Four Essential Components of Quality Connections



TURN & TALK: Describe the components of the CD Brain State Model as well as CD's 4 Brain Smart® Principles with your CD Table Family via a "turn and talk" time.

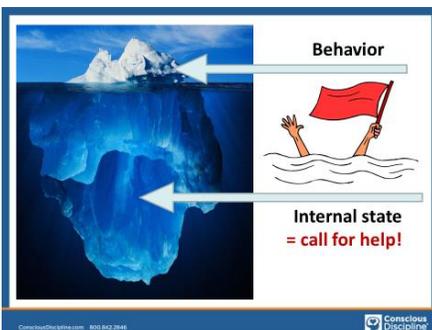
Kids FEEL CONNECTED when we build AUTHENTIC relationships

- ♥ The motivation to behave comes in the form of a QUALITY relationship. Children must be seen differently to behave differently.
- ♥ Consider using "connection rituals" to build a compassion classroom culture



A Wonderful Woman
 A wonderful woman lived in a shoe, she had so many children she knew exactly what to do. She held them; she rocked them; she tucked them in bed. "I love you, I love you is what she said".

Conscious Discipline allows us to see the world from other's perspectives (pp. 86-88). **Our perception dictates our behavior.** In other words the way I THINK dictates how I FEEL which dictates how I ACT.



Conscious Discipline gives us the tools so we reframe situations to see behavior as both communication and as a "cry for help." **Positive Intent** (pp. 252 – 285) encourages us to look for the best in people and situations and focuses on viewing oppositional behavior or conflict as opportunities for teaching moments.