



# Conscious Discipline

April 9, 2022

Explore how to implement Conscious Discipline practices in your classroom. Reflect on where you are in your Conscious Discipline journey.



Funding provided by Indian River County Children's Services Advisory Committee and PNC.





## About

### **Kim Jackson, Master Instructor**

Kim Jackson is a master teacher who is dedicated to providing the very best learning experiences possible for each child in her care. She graduated from Winthrop University with a bachelor's degree in Early Childhood Education. She has been teaching and coaching in the public schools of North and South Carolina for over 23 years and is a national trainer and keynote speaker.

Kim Jackson's teaching practices are true to the mission of Conscious Discipline as she inspires teachers and parents alike to think about brain development and guides young children towards independent self-regulation as a foundation for future success in life. Her 21 years in the classroom were recognized as the best representation of how to implement Conscious Discipline with a broad scope of children of cultural, linguistic, and ability diversity.

Kim has been part of the North Carolina Preschool Demonstration Program demonstrating "best practices" in action for local, state and national observers, offering coaching and support to teachers in modifying their own teaching practices. Kim works closely with universities and early childhood agencies to support their teacher education programs. She has also provided teacher training on the local, state, national, and international level.

As a trainer, Kim draws both beginning and experienced teachers in with candor, clarity, humor and humility. Warm stories of her personal experiences, classroom experiences, and her teaching partners and their authentic learning journeys weave wonderful examples of how to welcome, embed and embrace Conscious Discipline.



[ConsciousDiscipline.com](http://ConsciousDiscipline.com)



# Setting the Stage for Lifelong Self-Regulation

Presentation by:  
**Kim Jackson**  
 Conscious Discipline Master Instructor

**Empathy is the highest cognitive skill possible. Empathy is not a luxury skill. It is essential for our survival.**

Self-Regulation = Safe keeper Requirements

- Respond instead of react
- Realize we are all in this together (not us and them)
- Wish Well instead of judge
- Focus your attention on what you want and hold it there
- Accept the moment as it is (externally & internally)
- Choose thoughts that are helpful instead of hurtful
- Connect instead of control
- Reflect and be conscious of your intention

## Power-Skill-Structures

Powers	Skills	Structures
Perception	Composure	Brain Smart Start, Safe Place
Attention	Assertiveness	Visual Routines, Class-Made Books
Unity	Encouragement	Jobs, Connecting Rituals, Kindness Tree
Free Will	Choices	Visual Rules, Behavior Chart
Acceptance	Empathy	We Care Center
Love	Positive Intent	Wish Well, Celebration, School Family Assemblies
Intention	Consequences	Class Meetings, Time Machine

### Power of Acceptance

Acceptance is the ability to allow people, circumstances, situations, emotions, and thoughts to be as they are. It is a conscious choice to not fight the experiences of your life.

### Belief

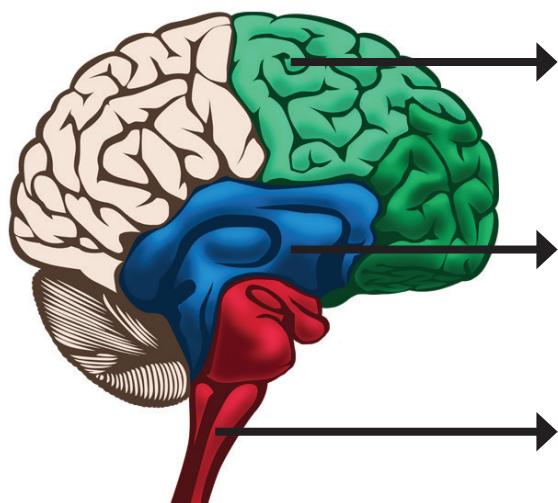
When the outside world is not going my way, the answer is to change those circumstances through force and effort.

This shouldn't be.

Acceptance is the most economical use of energy. Fighting against the entire universe takes an enormous amount of psychological resources.



## How We Are Wired – A Look at the Brain States



### Executive State

“Teach me”  
Adult – *I can choose.*  
**S.P.A.C.E.**

### Emotional State

“Love me”  
Adult – *You should feel bad.*  
**R.E.J.E.C.T.**

### Survival State

“Keep me safe”  
Adult – *You need to PAY!*  
**N.A.R.C.S.**

“Breathe with me.  
You can handle this.”

“You wanted \_\_\_\_.”(or)  
“You were hoping \_\_\_\_.”

“You seem (state feeling).”

### BREATHE

(download your calm)

“Your face is going like  
this...” (mirror child’s body)

## Safety and Composure Strategies



Be a S.T.A.R.

**S**mile,  
**T**ake a deep breath  
**A**nd  
**R**elax!

**Smile** – Turns off the alarm so all areas of the brain remain accessible. Just push the corners of the mouth up; that’s all it takes.

**Take a deep breath** – Brings fresh oxygen into the body. Oxygen is brain food.

**And**

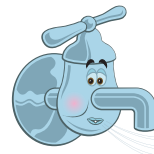
**Relax** – By relaxing your muscles, you’re able to further turn off the fight, flight or surrender response. It helps to keep the executive state functioning so you can problem solve.



S.T.A.R.



Balloon



Drain



Pretzel





# Empathy: The Highest Cognitive Skill Possible and the One Everyone Needs to Survive

## Resistance and Opposition

Acceptance – It is what it is.

Acceptance is NOT passivity or resignation.  
It allows you to expand your energy in other ways.  
All upset is created by resisting what is!

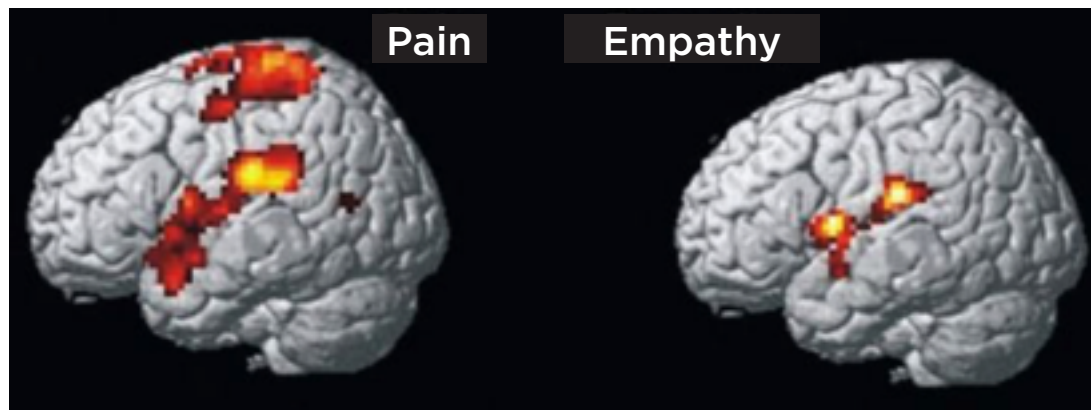
## Three Types of Empathy:

**Emotional Empathy:** I feel your pain.

**Cognitive Empathy:** I can see your perspective.

**Compassion Empathy:** I can help alleviate distress and be of service.

## I Feel Your Pain – It's more than words.



### Mirror Neurons

When you're sad, I'm sad...  
When you hurt, I hurt...  
So... STOP IT!

## Perspective Taking/Noticing

See her/his face. Her/his face/body is saying \_\_\_\_\_.

We are genetically wired to be compassionate.

## We Care Center

Center that promotes the practice of seeing the emotions of others, resonating with the emotions of others and expressing empathy through compassion.

From school to home.

Wish Well and We Care Center complement each other.



# Empathy: The Highest Cognitive Skill Possible and the One Everyone Needs to Survive

## Empathy:

- Perceive the emotions of others - "I see you."
- Resonate with them emotionally - "I feel you."
- Cognitively take the perspective of others - "I understand you."
- Distinguish between our emotions and others - "That makes sense."

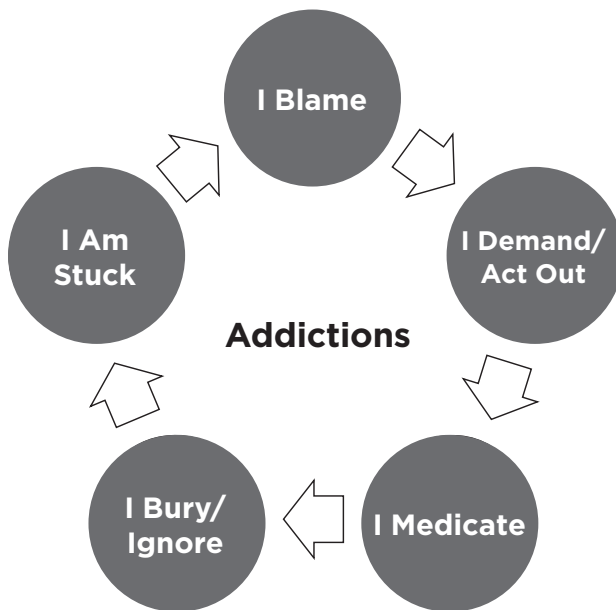
## 40% Reduction in Empathy

1. Reduction in unstructured free time for children (1981 - 2003, 35%).  
Kindergarten today - 30 minutes less
2. Screen time
3. Self-Esteem Movement: "How great you are!"
4. Economic inequity beginning Reagan years. De-regulation and reducing taxes on the rich - greater gap between "us and them."

## Five-Step Process

Unconsciously Reacting → Consciously Responding  
Essential Foundation for Emotional Wellbeing and Resilience

### The Cycle of Self-Sabotage



Healthy Relationships require we own our own upset. Look what you made me do!

### The Cycle of Self-Regulation



Resilience = *Unconscious to Conscious Team of Two*



# Empathy: The Highest Cognitive Skill Possible and the One Everyone Needs to Survive

## I Am Triggered

Brain's biological imperative is to survive.

We are automatically programmed to react to any cue indicating the possibility of danger.

I am in DANGER NOW!

## I Calm

Breathe + Notice Non-Verbal Cues

We take 17,000 breaths per day. How many are you conscious of?

Breathing pauses us and slows down our inner rhythm.

**Allows space and time for emotional regulation.**

## I Feel

Negative Emotions

Positive Emotions

Good vs. Bad Emotions

I feel bad = I am bad

As children, we can't distinguish our feelings from our "self."

If feelings aren't acceptable in certain situations, then neither am I.

While parents mean well and hate to see their children hurt, parents often deny their children's feelings. "Don't feel bad - you're okay."

Our response to our children's distress is the buffering agent like a probiotic for wellbeing and resilience.

## How many bits of information does the brain process?

400 billion bits of information per second

We are conscious of 50 bits per second

## The body gets your attention through emotions

### 10 Things that happen when you hide your true feelings:

1. You disappear from the ones you love.
2. You forget to take care of yourself.
3. You tell everyone you are "fine."
4. You start to develop anxiety.
5. You stay busy.
6. You have a constant need for control.
7. You seek out bad relationships.
8. Everything becomes a joke to you.
9. You create a false sense of positivity.
10. You present a tough exterior.

**Acceptance** - puts you in contact with your feelings. It allows you to feel feelings without being overwhelmed by them.





# Empathy: The Highest Cognitive Skill Possible and the One Everyone Needs to Survive

## It takes 2!

Higher Self Modulating Lower Self

I feel my anger vs. I am angry

I am thinking my thoughts about my mistakes made vs. I am stupid

I am choosing my actions vs. I have to, should, must

Without self-regulation we act out our distress instead of manage it.

I feel my sadness.

## I Am Angry (1)

I have abandoned myself.

“You seem angry. You wanted \_\_\_\_\_.”

## D.N.A. Process = Describe, Name, Acknowledge



**A** “You wanted \_\_\_\_\_.” or  
“You were hoping \_\_\_\_\_.”

**N** “You seem \_\_\_\_\_?”  
(Something Happened?)

Pause  Breathe  Download Calm

**D** “Your body is going like this.” (demonstrate)  
“Your face is going like this.” (demonstrate)

### D.N.A. Process keeps both child and adult present (conscious)

**D = D**escribing- Keeps the adult present

- Helps child become aware of body and facial expressions
- Body and facial awareness are critical components of empathy
- Facial and vocal signals serve to nonverbally communicate our inner states to others
- Encourages eye contact for downloading

### D.N.A. allows us to name our feelings

**N = N**aming- gives those nonverbal expressions and sensations a name; always an educated guess.

“You seem \_\_\_\_\_.” OR “You sound \_\_\_\_\_.”

“Your body is telling me you might be feeling \_\_\_\_\_.”

### Divides into Two

D.N.A. Integrates the Brain for Problem-Solving

**A = A**cknowledge- Provides conscious awareness of our true goals and aspirations, setting up problem solving or an action plan.

“You wanted \_\_\_\_\_.” OR “You were hoping \_\_\_\_\_.”



# Empathy: The Highest Cognitive Skill Possible and the One Everyone Needs to Survive

**Whoever you believe to be in charge of your feelings has the power and the responsibility.**

**He/she is told “It’s time to clean up.”**

“Your face is like this.”

“You seem frustrated.”

“You wanted to keep playing.”

“You may \_\_\_\_\_ or \_\_\_\_\_. What do you choose?”



**Waiting in line for a long time:**

Child begins to wiggle and kick pole.

Adult: “Your feet are going like this. Your face is going like this. Your body is telling me it is hard to wait.”

Child says, “I hate you!”

Adult: “You seem frustrated.”

Child starts fidgeting with the rope between the poles.

Adult: “Your arms are going like this. Your body is telling me you need help in thinking of something fun and safe to do.”

**Homework left at home:**

Student says, “Come on, give me a break. I did the work. I can bring it in tomorrow. This is stupid.”

Teacher: “You seem frustrated and rightly so. It is hard to complete an assignment and then forget to bring it in.”

Student says, “One time would not kill you.”

Teacher: “You were hoping I would change the rules about turning in work. You have time to bring your grade up. You can handle this.”

Student says/does \_\_\_\_\_.

Children come to us upset with a story of what happened based on their ability to perceive events without the filter of a prefrontal lobe.

“Nobody likes me. I don’t have any friends and you don’t care.”

“I had it first. He is being a jerk and a liar. You ALWAYS believe him!”

“The teacher hates me. I asked for help over and over. She ignored me and called me stupid!”

Giving information, lecturing or reasoning with the right brain yields:

- Emotional State ALWAYS wants understanding – not information.
- Rupture in the relationship and a disconnect in the brain which impacts all learning.

# Five Steps to Self-Regulation

Step 1:

**I Am**

Child is triggered into a state of upset. Emotions biochemically overtake us and we become them. "I am angry."



Step 2:

**I Calm**

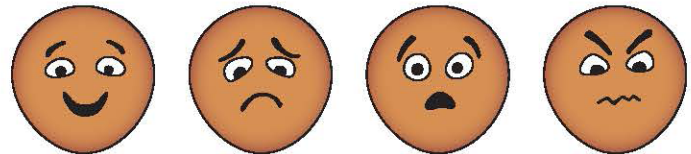
Children need assistance in turning off the stress response in their body and calming down their physiology. Begin to move from "I am angry" to "I feel angry."



Step 3:

**I Feel**

Children need assistance in naming and taming the feelings that has overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.



Step 4:

**I Choose**

Children need assistance in choosing strategies that will help them move from the lower centers of their brains to the higher centers of their brains in order to get back to classroom activities/work.



Step 5:

**I Solve**

Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.





# Step 1: **I** Am

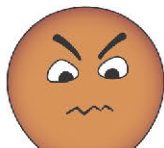
## I Am Angry vs. I Feel Angry

- When an event triggers us, we experience a flood of physiological changes.
- We become the emotion, feeling completely out-of-control and powerless against it.
- We interpret life in a way that supports our perception and ignores all other information.
- We evaluate what is happening in a way that justifies and maintains our emotional state.

Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions in order to achieve a goal.

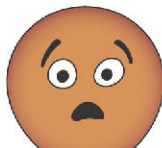
## Messages of Feelings

“Calm down and change.”



Angry

“Help me feel safe and protected.”



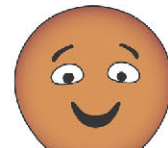
Scared

“Seek comfort from those you love.”

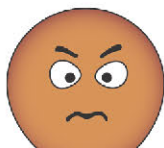


Sad

“I am love and so are you.”



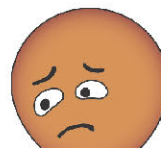
Happy



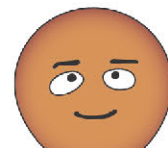
Frustrated



Anxious



Disappointed



Calm

Without the ability to self-regulate, our emotions become out of control, our thoughts become unyielding and our behaviors sabotage life goals as we become hurtful to others and ourselves.

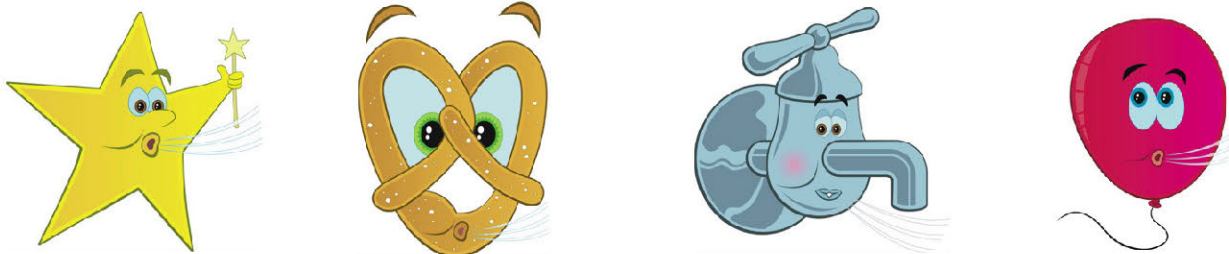
Unconscious	Conscious
<b>I Blame:</b> “Look what you made me do.”	<b>I Am Triggered:</b> I am angry.
<b>I Demand/Act Out:</b> I demand the world go my way. Name calling, etc.	<b>I Calm:</b> Breathing and noticing nonverbal cues.
<b>I Medicate:</b> I medicate the distressing sensations through addiction, comfort food, etc.	<b>I Feel:</b> Identify and name the feeling, shifting from “I am angry” to “I feel angry.”
<b>I Bury:</b> I bury my feelings in a life story or life script, painting myself or others as villains and victims, and separating from others.	<b>I Choose:</b> I relax, change my state and reframe the problem. I can see the situation differently by using positive intent.
<b>I Am Stuck:</b> I am stuck in the problem, story or life script.	<b>I Solve:</b> Win-win solutions are abundant.



# Step 2: I Calm

Children need assistance in turning off the stress response in their bodies and calming down their physiology. I Calm interventions include the following:

1. The I Calm: *Safe Place Mat*
2. Four visual icons for S.T.A.R., Drain, Balloon and Pretzel (download from [ConsciousDiscipline.com](http://ConsciousDiscipline.com))
3. Incorporating the following activities during other times in the day:

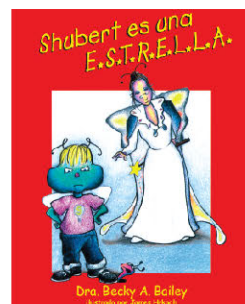
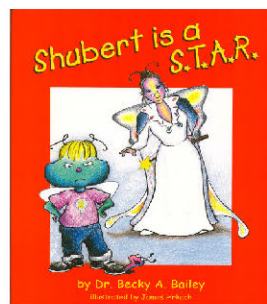


- Stress reducers during the Brain Smart Start
- Reading *Shubert is a S.T.A.R.* many times, sending it home for parents, keeping it in the Safe Place
- Singing “The S.T.A.R. Song” on *It Starts in the Heart* by Jack Hartman and Dr. Becky Bailey and “Calm Your Brain” on the *Brain Boogie Boosters* CD by The Learning Station and Dr. Becky Bailey
- Writing a class-made book of when and how to do the four stress reducers
- “Choose to be a S.T.A.R.,” “I Am Calm” and “I Have a Choice” from *Listen to Your Feelings* music CD

4. *Safe Place Poster Set*
5. *I Can Calm Book*

### Check yourself:

- Have I visually posted the icons in the Safe Place?
- Have I read and placed *Shubert is a S.T.A.R.* in the Safe Place?



### Adult: Active Calming

1. S.T.A.R. (**S**mile/**S**top, **T**ake a deep breath, **A**nd **R**elax)
2. I'm Safe. Keep Breathing. I can handle this.
3. Wish Well.



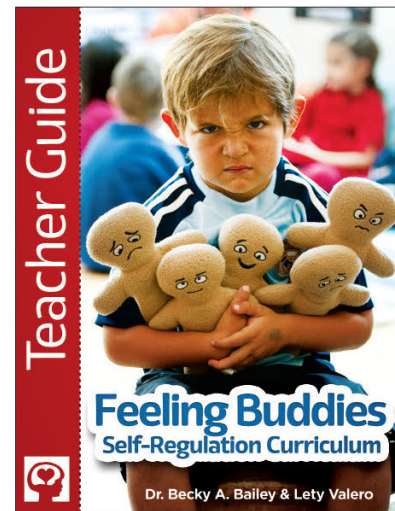
## Step 3: I Feel

The children will need assistance in naming and taming the feeling that has overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it. I Feel interventions include the following:

1. *Feeling Buddies Self-Regulation Toolkit*
2. Mood Cube
3. Feeling chart (download from [ConsciousDiscipline.com](http://ConsciousDiscipline.com))
4. A safe mirror
5. *Safe Place Poster Set*
6. *Helping My Buddy Book*

### Check yourself and make a plan:

- Have I provided visual facial images of different feelings?
- Have I provided a safe mirror for the children?
- D.N.A. applied to upset children.



## Step 4: I Choose

The children will need assistance in choosing strategies that will help them move from the lower centers of their brains to the higher centers of their brains in order to get back to classroom activities and work. I Choose interventions include the following:

1. *I Choose Self-Control Board*
2. Choices displayed through visuals
3. What would help me feel better in my body (download from [ConsciousDiscipline.com](http://ConsciousDiscipline.com))



I Choose requires materials to conduct calming activities. These materials would be contained in the *Safe Place Case*. The *Safe Place Case* is a container that holds a pencil and paper, a squeeze ball, and other items that help children self-calm. All children are different and your *Safe Place Case* will reflect this. Some children will need very individualized choices, and may require their own *Safe Place Case*.

Adult: I choose a different perception

- I choose to see all behavior as a communication, as a call for help.
- I choose to see behavior as safe and unsafe.
- I choose to attribute positive intent.
- I choose to reframe the new perception into what I want.

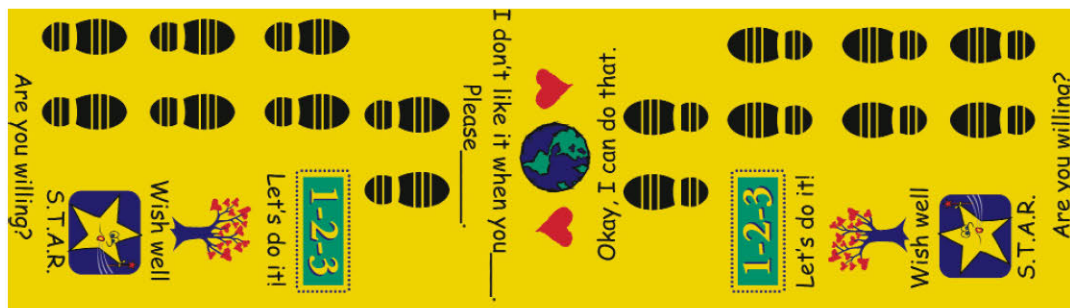




# Step 5: Solve

This is the final step in the process. Something triggered the child into a state of upset before s/he entered the Safe Place. Whatever happened needs some type of solution.

- If a child was upset about cleaning up, then it would be time to return and clean up the mess.
- If a child was missing his family, then the solution might be drawing a picture for his family, looking at the Friends and Family Board, or making a card.
- If the child was frustrated with a math problem, a mentor might be needed when he or she returns to the project.
- If the child had a conflict with a friend, use the *Conflict Resolution Time Machine*.



## Four Solutions:

- Child needs more information, understanding, encouragement and practice with procedures.
  - Visual Routines
- Child needs more information, understanding, encouragement and practice with conflict resolution
  - Time Machine
- Child needs compassion.
- Child needs more information, understanding, encouragement and practice asking for help.
  - “You wanted \_\_\_\_\_. When you want \_\_\_\_\_, raise your hand and ask for help. Just like this.”



Name: \_\_\_\_\_

# What Bugs Me?

It bugs me when...

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But I can choose to calm down by...

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# Planning Sheet 1 of 2

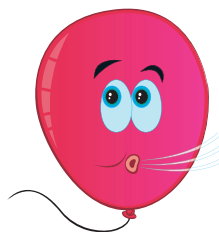
## Brain Smart Start

UNITE	DE-STRESS	CONNECT	COMMIT

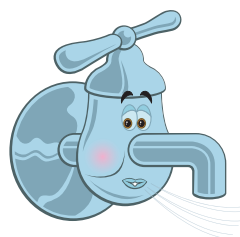
## Teach Breathing Techniques



**S.T.A.R.**



**Balloon**

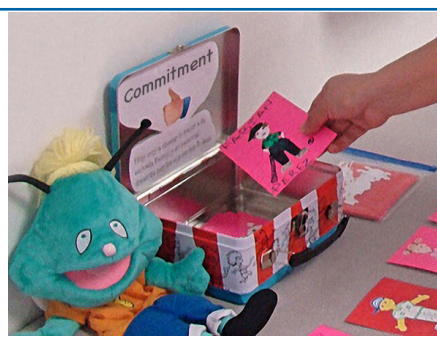


**Drain**



**Pretzel**

## Safekeeper



## M.A.P. it for \_\_\_\_\_

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# Planning Sheet 2 of 2

## Friends and Family Board

## We Care

## Greetings and Goodbyes



## Wish Well

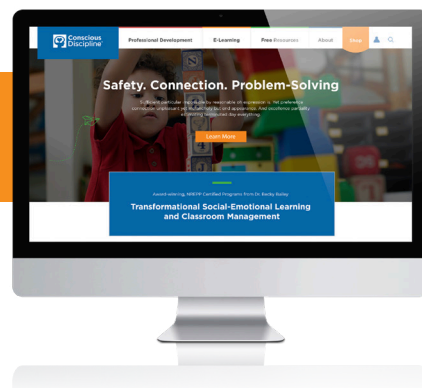
## Welcome Back

## Kindness Tree

Stay Connected.



[ConsciousDiscipline.com](http://ConsciousDiscipline.com)



## Language Shifts

	SHIFT FROM	SHIFT TO
<b>ENCOURAGE</b> (Encouragement)	<p>Thank you, Erica.</p> <p>Good job.</p> <p>I like the way you came down the slide!</p>	<p>Erica, you matched the toys with the label so others will be able to find the right one. That was helpful!</p> <p>You did it! You finished all your work. Good for you!</p> <p>You did it! You came down the slide feet first so you would be safe!</p>
<b>INFORM</b> (Assertiveness)	<p>Please line up</p> <p>I need you to put that away.</p> <p>I want you to sit still, O.K.?</p>	<p>It's time to line up. Push in your chair and walk to the door.</p> <p>Put these back in the container, just like this, so you'll know where to find them tomorrow</p> <p>Sit like this (model sitting, plus finger to lips) so you'll be able to see and hear.</p>
<b>EMPATHIZE</b> (Empathy)	<p>I know you're frustrated, but...</p> <p>He didn't mean it. You're fine.</p> <p>O.K. have another turn, just hurry up!</p>	<p>You seem frustrated. You wanted that to go differently. That is frustrating. Breathe. You still have some choices...</p> <p>Did you like it? Let him know. Say, "I don't like it when you push me. Please walk around me."</p> <p>You seem disappointed. You wanted another turn. Tomorrow will be another opportunity! For now, you can line up at the gate or walk over with me. What works for you?</p>
<b>TEACH</b> (Positive Intent)	<p>What did I tell you? Stop pushing him.</p> <p>Don't grab!</p>	<p>You wanted to get his attention. You may not push. Pushing is hurtful. Tap him on the shoulder like this. Try it.</p> <p>You wanted a turn so you grabbed it. You may not grab. When you want a turn say, "May I have a turn when you're done?" Try that.</p>





# Upcoming Conscious Discipline Training

JUNE  
**19-25**  
2022

**\$1,500**

Registration Types

 **INDIVIDUAL** →

 **TEAM** →

## Conscious Discipline Institute Melbourne, FL

Join Conscious Discipline Master Instructors Elizabeth Montero-Cefalo and Kim Hughes at the Conscious Discipline Institute in Melbourne, FL June 19-25!

The Melbourne Institute offers the same life-changing experience attendees of the original Orlando Institute have enjoyed for 20+ years. Discover the proven power of the Conscious Discipline Institutes as Master Instructors Elizabeth Montero-Cefalo and Kim Hughes lead you deeper into content, facilitate essential connections, and utilize direct video of Dr. Becky Bailey teaching key concepts throughout the event.

This 7-day professional development opportunity isn't your average workshop; it's an interactive experience that breathes life into the concepts and principles of Conscious Discipline with real examples, real practice and real connections. Discover the tools you need to break down barriers and experience lasting change through the transformative power of Conscious Discipline.

**\$1,500**



**Location:** Melbourne, FL

**Facilitators:** Elizabeth Montero-Cefalo // Kim Hughes



**ConsciousDiscipline.com**



# Coaching for Early Educators

## Collaborate with an experienced educator:

- **Build** on your strengths as a teacher or director
- **Work** towards your classroom or school goals
- **Strengthen** relationships with staff and parents
- **Implement** ideas from professional development workshops

Contact a coach  
to get started!

[ChildcareResourcesIR.org/coach](http://ChildcareResourcesIR.org/coach)



772-567-3202 ext. 115



**Paulette Maggiacomo** is an educator with 29 years of experience. In addition to a Bachelor's degree in Elementary Education and a Master's degree in Reading Education, she holds an Early Learning Coaching Certification through the University of Florida Lastinger Center. Paulette is also a 'Smart Horizons Institute Observer' for teachers who need their FCCPC certification, and holds a Pre-K CLASS® Observer Certification.



**Susan Roberts** is an educator with 29 years of experience in Indian River County. She holds an Early Learning Coaching Certification through the University of Florida Lastinger Center in addition to both a Bachelor's and Master's in Early Childhood Education as well as a Specialist degree in Educational Leadership. Susan also holds a Pre-K CLASS® Observer Certification.



# it's time to create something new.



Through **CREATE**, *Childcare Resources Education, Advancement, and Training for Early Educators*, you can achieve your educational goals, advance your career, and implement your new skills in the classroom.

Our guided pathway model helps keep you on track:

- Supportive cohort with other local educators
- One-on-one support with registration and financial aid
- In-person training sessions
- Early learning resource library
- Technical assistance and coaching

Whether you're new to teaching or have years of experience, take the next step in your career with a credential or degree from an accredited college or university:

- Florida Child Care Professional Credential
- Director's Credential
- A.S. in Early Childhood Education
- B.S. in Early Childhood Education
- M. Ed. in Curriculum and Instruction, *Early Childhood Education Leadership*

CREATE can also help you navigate the **T.E.A.C.H.** (*Teacher Education and Compensation Helps*) program, which can help pay for your credential or degree, reducing or eliminating your cost. T.E.A.C.H. can also partner with your employer to ensure you have paid time to study and complete coursework.



For more information, visit [ChildcareResourcesIR.org/create](http://ChildcareResourcesIR.org/create) or call 772-567-3202 ext. 114.



# IS THE COST OF CHILDCARE TAKING A TOLL ON YOUR BUDGET?

Childcare Resources is a nonprofit organization offering childcare tuition assistance to qualifying families in Indian River County. To qualify for the program, parents/guardians must:

- work full-time, attend school full-time, or a combination of work and school equaling full-time (at least 30 hours per week)\*
- live in Indian River County
- meet the income eligibility requirements\*\* below

NUMBER IN HOUSEHOLD	HOUSEHOLD INCOME
2	\$27,465 – \$38,451
3	\$34,545 – \$48,363
4	\$41,625 – \$58,275
5	\$48,705 – \$61,187
6	\$55,785 – \$78,099

\*Registered students must provide proof of enrollment  
 \*\*Income verification may be waived for full-time students

For more information, please call 772-567-3202 or visit [ChildcareResourcesIR.org](http://ChildcareResourcesIR.org).



## HIGH-QUALITY EARLY EDUCATION

Education-based classrooms for students 6 weeks through 5 years

All program sites are accredited by the National Association for the Education of Young Children (NAEYC)

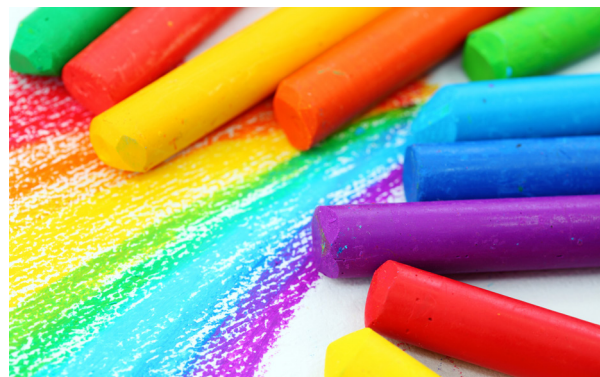


## FAMILY WELLNESS RESOURCES

All students are assessed twice each year

Physical, occupational, and speech therapies are available at all sites

On-site wellness nurse



## FAMILY SUPPORT

Parent education meetings on early childhood education and development

Clothing closet for growing children

Funding Provided By  
 Indian River County  
 Children's Services  
 Advisory Committee





*Childcare*  
RESOURCES

Childcare Resources Mission:

To elevate and promote the highest quality early childhood development and education in Indian River County, focusing on economically challenged children and families.