

# Conscious Discipline

August 27, 2022

## Starting Strong: Creating A School Family

*From Safety to Connection to Problem Solving,  
review the states of the brain to ensure success in your classroom.*



**The first six weeks of school is a time to build your School Family with:**

- Brain Smart Start Routine
- Safekeeper Ritual
- Visual Routines
- Connecting Rituals
- Friends and Family Board



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



## About

### Mandy Lloyd, Certified Instructor



Mandy was first introduced to Conscious Discipline® in August of 2003, when she was the Lead Teacher of a 4-year-old inclusive classroom at a small NAEYC-accredited private child care center. She soon discovered that Conscious Discipline® is a program that works! She was promoted to Assistant Director, a position she held for four years, until she was promoted to Director. As the Assistant Director and then as Director, Mandy helped to implement the Conscious Discipline® program in

all of the classrooms with children ages three months to five years and created a positive school climate where collaboration and problem-solving were valued among the staff and families.

In July 2013, Mandy resigned from her full-time job in order to provide a better work-life balance for her family, which includes her husband and two children. She enjoys staying connected in the field of early childhood education by volunteering at her children's elementary school, at church, and with Head Start classrooms as well as providing training to teachers and parents throughout the Northern Virginia area, the state of Virginia, and nationally. She is also a substitute teacher for Fairfax County Public Schools. Mandy has a passion to share the Conscious Discipline® program with teachers and parents so that they, too, can experience more loving, connected interactions with the children in their lives and know the peace that comes from self-control.

Mandy Lloyd has a Bachelor of Science degree in Human Development from Virginia Tech. She has been a Conscious Discipline Certified Instructor since 2007, and was invited by Dr. Becky Bailey to be a National trainer in 2012.

## Start Strong: Creating a School Family Agenda

9:00	Welcome & Brain Smart Start
9:15	Conscious Discipline Brain State Model (Survival, Emotional, Executive states)
9:45	WHY School Family?
10:00	Shared Power Model: the relationship between Power – Control – Responsibility
10:15	Start with Safety: Skill of Composure
10:30	Brain Break
10:45	Safety: Safe-Keeper Ritual
11:00	Safety: Language of Assertiveness & Visual Routines
12:00	Lunch & Learn: visual routines
12:30	Brain Smart Start
12:35	Connection: optimal face-to-face interactions
12:45	Connection: Rituals – Greetings, Wish Well, I Love You Rituals,
1:15	Connection: trouble-shoot when connection is challenging: I Love You Rituals plan
1:30	Brain Break
1:45	Connection: Friends & Family Board and parent engagement
2:00	Problem-Solving: Skill of Positive Intent "You wanted..."
2:30	Reflection and Evaluation
2:45	Post-Test and Closing Ritual



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# Start Strong: Creating a School Family™

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

### Seven Skills of Discipline

Provides adults with the seven discipline skills needed to effectively transform any problem into a life lesson.

### The School Family™

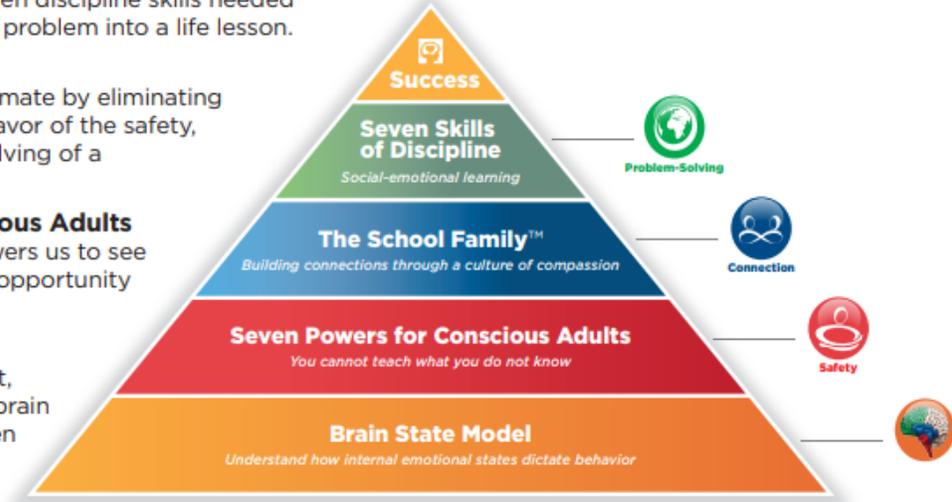
Creates a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem-solving of a School Family.

### Seven Powers for Conscious Adults

Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.

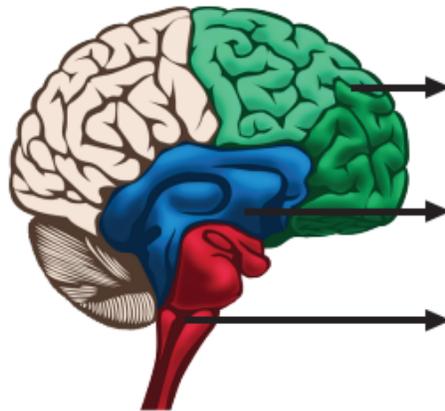
### Brain State Model

Addresses internal state first, using a neurodevelopment brain model, so adults and children may learn to self-regulate effectively.



## Conscious Discipline Brain State Model

The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset adult is always a threat to children's sense of safety. We must actively calm ourselves if we are to help children calm themselves. Taking three deep breaths helps us calm down by shutting off the stress response in the body.



### Executive State

**Developmental Need:** Problem-solving opportunities  
**Looks like:** Wisdom, unlimited skills  
**Message:** What can I learn?



### Emotional State

**Developmental Need:** Connection  
**Looks like:** Back talk, sass, yelling, verbal reactions  
**Message:** Am I loved/connected?



### Survival State

**Developmental Need:** Safety  
**Looks like:** Hiding, fighting, surrender, physical reactions  
**Message:** Am I safe?



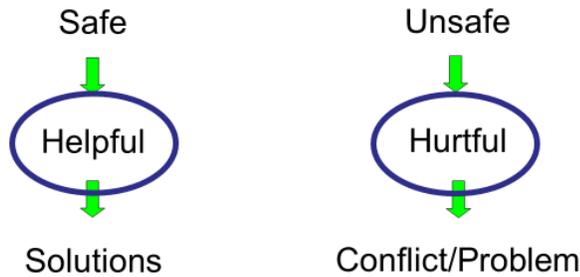
**State dictates behavior.**



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## School Family™ = Community

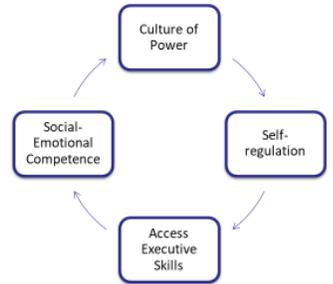


**Healthy way to perceive behavior**

## Shifting School Culture:

Why traditional models are a disadvantage to our children.

*When we are willing to consciously shift our relationship with power to a **shared-power culture of learning**, we change the cycle.*



## ATTACHMENT

The **quality** of the comfort provided during distress dictates **attachment style**.

**Personal Power:** Demonstrate responsibility

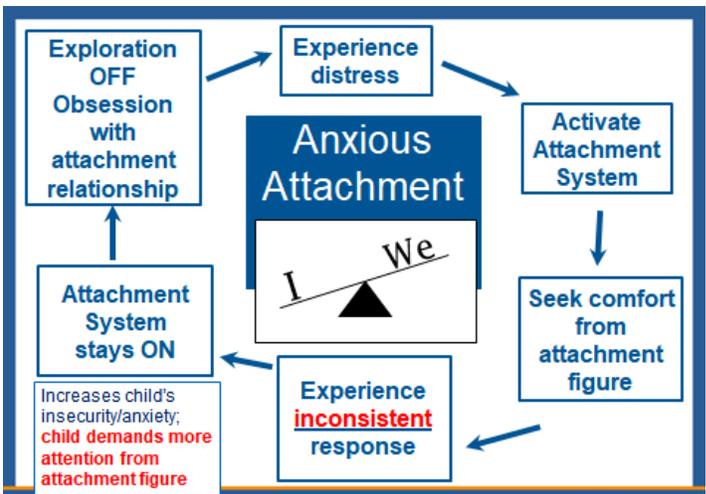
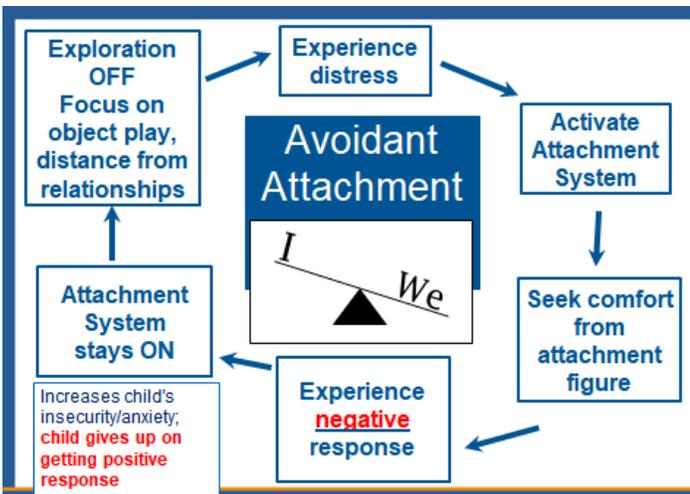
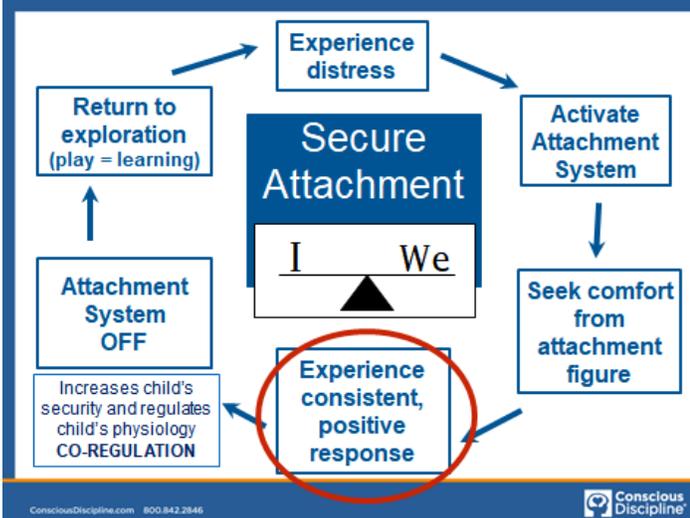
- Secure Attachment

**Power Over:** Controlling others

- Avoidant Attachment

**Power Under:** Pleasing others

- Anxious Attachment



*\*When the parent is both the source of fear and the protective attachment figure, the child may develop disorganized attachment. Disorganized attachment reflects a history of abuse, neglect, or severe loss. Seek out professional mental health services for help.*



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### From each state you will see conflict differently

<b>EXECUTIVE STATE</b> Call for Help	Conflict is a teaching opportunity. Can be SOLVED.
<b>EMOTIONAL STATE</b> Upsetting	Conflict is irritating. Must be STOPPED
<b>SURVIVAL STATE</b> Threatening	Conflict is bad. Must be PUNISHED.

**It is imperative for teachers to notice if their response to a child's upset is helpful or hurtful.**

### Emotional states are contagious.



*Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves.*

- Daniel Stern, neuroscientist



**COERCIVE TRAP:** Often find ourselves here when we discipline from a stressed state

*Modeling* the behavior(s) you want to eliminate and/or

*Reinforcing* the behavior(s) you want to change.

## Skill of Composure



### RESPOND instead of react

- Breathe deeply
  - ☆ Smile,
  - ☆ Take a deep breath,
  - ☆ And,
  - ☆ Relax.
- Think calming thoughts

### Power of Perception

- ☆ "I'm safe."
- ☆ "Keep breathing."
- ☆ "I can handle this."

**Q.T.I.P.**

**How you  
discipline  
yourself is how  
you will  
discipline  
children.**



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### The Safe-keeper

**Start by focusing yourself and the children on safety and helpfulness.**

Brainstorm with children what safety would look like, sound like, and feel like.

**DO NOT  
THIS THAT**

**Brain learns through contrast:**  
demonstrate and reflect together –  
is this safe/helpful?

### Class Agreements: How will you help keep it safe?



Listening ears



Quiet voices and kind words



Safe hands and gentle touches



Helping hands

### Implementation Plan: Safe-Keeper Ritual

**GOAL:** For children to consciously place their figures in the Safe-Keeper container while making a commitment to help keep the classroom a safe place to learn (play).

**What materials will I use?** (e.g. box, basket, popsicle sticks, rocks, children's pictures, names, etc.)

**How will we say the words: "My job is to keep you safe. Your job is to help keep it safe."**  
(e.g. call/response, children say individually, group chant, combination, etc.)

**What time of day will we share the ritual?**

**How will I introduce the Safe-Keeper ritual?**

**How will I share this information with families?**



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## Power of Attention: *What you focus on, you get more of*

**Neuroplasticity:** VIDEO by Phil Parker: <https://www.youtube.com/watch?v=tJ93qXXYRpU>

- The ability of the brain to change and adapt as a result of experiences.
- Allows us to wire and rewire our brains over and over again.
- Can be helpful or hurtful.



**When you are upset, you are always focused on what you don't want.**



### PIVOT

- ★ Become conscious you are upset.
- ★ Active calming (S.T.A.R.)
- ★ Consciously refocus your mind to what positive action you want.

## USE THE LANGUAGE OF SAFETY

**Brainstorm with your team** what safety looks like, sounds like, and feels like.

### Examples:

- ✓ When one teacher is reading a story to the whole group of children, what is the other teacher doing? What would be helpful?
- ✓ When one teacher is changing a diaper and another child is crying for her, how could the other teacher be helpful?
- ✓ Outside on the playground
- ✓ Transitioning in the hallway
- ✓ In the break room
- ✓ Meal and snack times

### Assertive Language = Safety



## EXPERIENCE THE DIFFERENCE

Language of Fear	Language of Safety
<i>You are driving me crazy. I've had it with you. Keep crying and you will go to the office.</i>	<i>I am going to take a few deep breaths and calm myself down. Then I will help you.</i>
<i>Why aren't you in the line? Do you want to be left behind? Are you trying to get me fired?!</i>	<i>Stand behind Jacob with your hands by your side. Now I know you are safe and ready to go.</i>
<i>J.J. is just mean. He bullies everyone in this class. I have tried everything and nothing works!</i>	<i>J.J. doesn't know the words to use when he feels frustrated or angry.</i>
<i>Walking feet, walking feet, walking feet! What did I just tell you?!</i>	<i>Walk inside just like this [model] so everyone is safe.</i>

## Skill of Assertiveness

**NAME**; make eye contact



**VERB**; start with an action word



**PAINT**; create an image using gestures and visual cues

*What to Do*

## Give an Assertive Command

**I need you to...**

**It's time to...**

**I want you to...**

**VERB (action word)**



# Structure first; Discipline second.

Routines provide STRUCTURE due to predictability and a sense of safety. VISUAL ROUTINES help children organize themselves and cooperate.

### Daily Schedule:

- show the progression of the entire day
- indicate where you are in the day
- vary size of pictures to signify different lengths of time
- discuss changes

### Visual Routines: smaller patterns within the Daily Schedule

- simple and clear
- no more than 6 steps
- what does it look like? sound like?
- SOCIAL SKILLS in pictures too!
- Routine books – review on Mondays and after extended breaks

Visuals become a tool for the children to use independently.



Visuals never get tired of telling children what to do.

## Routines with Pictures

Model.  
Add Visuals.  
Practice.

**Routines must be TAUGHT**



## Routines must be TAUGHT

**\*As many times as it takes.\* (400+)**

If a child refuses to follow the taught routines, assume that additional information or a different instructional style is needed.

- more modeling
- more concrete, specific visuals
- more practice





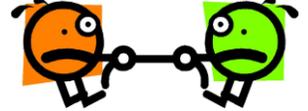
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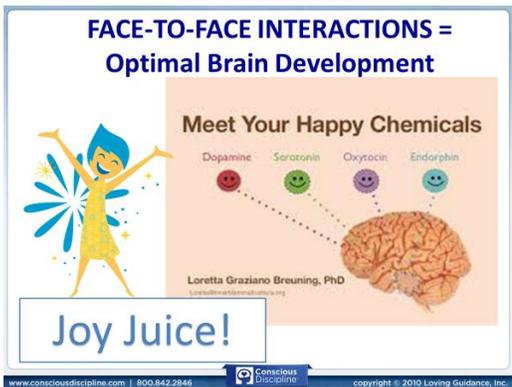
## The motivation to behave comes from the QUALITY of the relationship

Connection wires the brain for impulse control and willingness.  
Attempting to discipline without willingness is a chronic power struggle.



### INGREDIENTS FOR CONNECTION: eye contact ♥ touch ♥ presence ♥ playfulness

The kids who need the most love will ask for it in the most unloving of ways.  
– Russell A. Barkley, Ph.D.



**FACE-TO-FACE INTERACTIONS** produce “JOY JUICE”, a neurological “cocktail” that includes dopamine, serotonin, oxytocin, and endorphins.

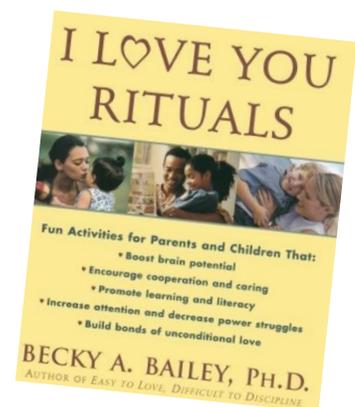
- ♥ Effective as a mild dose of methylphenidate (Ritalin)
- ♥ Enhances the emotion-regulating function of prefrontal lobe
- ♥ Lowers stress chemicals allowing children to handle stress more gracefully

### I Love You Ritual Program

- ♥ Goal = increase face-to-face connection
- ♥ Name = “Our Time Together”
- ♥ Intro = “This is our game for today.”
- ♥ Time = 2x daily (1-3 minutes per session)
- ♥ Visual Schedule of “Our Time” in context of the day
- ♥ **Same adult** each time.
- ♥ Progress = 4 – 6 weeks

Use child’s resistance as part of the game if needed.

- ♥ *Your hand went like this.* [mirror]
- ♥ *Let’s see what happens with the other hand.*
- ♥ *Oh I see the game!*  
Take the lead back in giving instructions





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### GREETINGS OR GOOD-BYES

*Essential ingredients for connection: eye contact, touch, presence, and playfulness*

- Wear a Greeting Apron or necklace or post choices by the door or on a clipboard, etc.
- Offer 2 – 4 choices, with one non-touching option.
- Begin by saying, “Good morning! How would you like to be greeted?”  
Choice stimulates the Executive State of the brain.  
Notice non-verbal communication in response to your question.
- Share the greeting chosen by the child.  
If child refuses a greeting, download calm and Wish Well. Behavior is communication.
- End with your Conscious Discipline commitment,  
“My job is to keep you safe. Your job is to help keep it safe.”



Smile



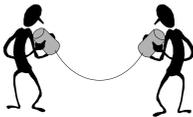
High five



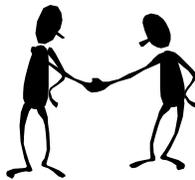
Hug



Cowboy Handshake:  
Say “Howdy partner!  
Put ‘er there!” and share a  
handshake



Telephone



Handshake



High five

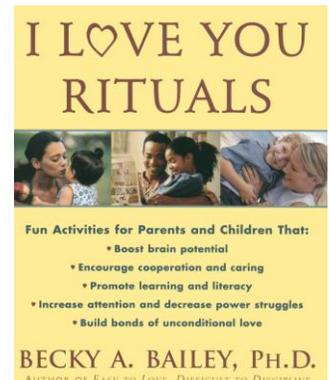


Ballerina twirl:  
Hold your hand out and say,  
“May I have this dance?” Take  
the child’s hand and gently  
twirl them around.

\*Telephone (no touch): hold your hand up to your ear and pretend to talk to the child through the phone saying, “Good morning! Glad you are here!”

### Teaching I Love You Rituals

1. Give each child a prop or two and sing/recite the words.
2. Play the ritual one-on-one with the child; may include props at first, but transition to face-to-face without props.
3. Practice the ritual as a group without props (include 4 ingredients).
4. Pair children to play the ritual together.
5. Send home words and visuals of the ritual so parent and child can play together.





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### Implementation Plan: WISH WELL RITUAL

**Goal:** To generate coherent heart energy by focusing on love and gratitude.  
What you offer to others, you strengthen in yourself.

**What materials do I need to create my Wish Well Ritual?**

*(Remember to include a picture of each child and teacher in the classroom.)*

**Where and how will I display the Wish Well Board?**

**How could I connect the Wish Well Ritual with other rituals?**

*(i.e. Safe-Keeper, Welcome Back, etc?)*

**How will I introduce the Wish Well Ritual?**

**How will I share this information with families?**





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### Implementation Plan: FRIENDS & FAMILY BOARD

#### GOAL: **Supports safety AND connection!**

- ❖ This structure represents one of our highest goals as educators, which is to *support and strengthen children and families*.
- ❖ Includes photos of all the people who love, support and will be keeping students safe.
- ❖ Seeing familiar faces contributes to a child's felt sense of safety.
- ❖ Your board will grow with you and your students throughout the year.
- ❖ For more information: page 115 – Conscious Discipline: Building Resilient Classrooms

**Where and how will I display the pictures?** (e.g. bulletin board, shelves, book, etc.)

**How will I ensure a picture of each child's family is on the board, including my family?**

(e.g. take pics at Back-to-School Night, drop-off or pick-up)

**Who else in our school or program goes on our Board?** (e.g. Principal, Assistant Principals, janitors, specialists, part-time teachers, etc.)

**How will I introduce the Friends & Family Board?**

**How will I share this information with families?**



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**A**cknowledge intent.  
 “You wanted \_\_\_.” OR  
 “You were hoping \_\_\_.”

**C**larify what skill.  
 “When you want \_\_\_ then say  
 (or do) \_\_\_.”

**T**ake time to practice.  
 “Say (or do) it now for practice.”





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## Power of Love

See the best (positive)  
 → peaceful feelings  
 → *respond to the behavior*

See the worst (negative)  
 → upset/angry feelings  
 → *react to the behavior*





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**Acknowledge** the child’s feelings, wants and wishes to convey acceptance of the child’s motivation. By understanding, we are saying that their inner-self and emotions are okay.

### Children must be seen differently to behave differently.

Is the behavior helpful (extending love) or hurtful (calling for love)?

**Skill of Positive Intent:** *Our willingness to look beyond the negative behavior... empowers us to see the child’s true need... and to teach a new skill rather than seek to punish.*

Children will oppose you.

- Negative intent always encourages children to be more oppositional.
- Offering Positive Intent inspires children to cooperate so we can teach them how to behave within acceptable limits.

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

**When you want \_\_\_, then say (or do) \_\_\_.**

Don’t know what they want?

- More time
- More space
- More materials
- More connection



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- Open your camera and hover over the QR code.
- Click the link that appears on your screen to open the “Rate Your Instructor” form.
- Click the green “Submit” button.



**You did it! That was helpful.**



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# EARN WHILE YOU LEARN!

Childcare Resources now provides **INCENTIVE\$** to those who are enrolled in the CREATE Program and are actively seeking advancement in Early Childhood Education in the 2022 Spring and Summer semesters.

## INCENTIVE\$ Scale

Education and/or Credentials in Early Childhood Education	Incentive
<b>Course Completion</b>	
GED	\$150.00
DCF (Part I & II) courses and 5 clock hours in Early Literacy	\$250.00
FCCPC courses	\$225.00
Director's Credential course	\$225.00
PERT test (Reading, Writing, Math)	\$250.00
Associates of Science courses	\$225.00
Bachelors of Science courses	\$250.00
Master's Degree courses	\$300.00
<b>Degree/Credential Graduation</b>	
FCCPC	\$450.00
Director's Credential	\$250.00
Associates of Science Degree in Early Childhood Education	\$500.00
Bachelors of Science Degree in Early Childhood Education	\$750.00
Master's Degree in Early Childhood Education	\$1000.00

**For more information email: [incentives@ChildcareResourcesIR.org](mailto:incentives@ChildcareResourcesIR.org)**

Funding provided by  
Early Learning Coalition of Indian River, Martin, and Okeechobee





# 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.



# 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).

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



## 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



# Childcare

R E S O U R C E S

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.