



“Feeling” Your Feelings: How to get unstuck with Conscious Discipline®

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Let’s Enjoy a Brain Smart® Start: “Get Ready” by Jack Hartmann / It Starts in the Heart, BBQ Breathing; Connect with Amanda Gorman’s INSPIRATION; and make Session Commitment as well as engage in our Pre-Assessment Poll.

Setting the Stage for our Work:

- Watch and **FEEL** the difference: CHAOS vs. Calm (HeartMath.org)
- Reflect as you watch on jot down below HOW YOU FEEL during both videos.

How I Feel after Watching the First Video	How I Feel after Watching the Second Video

➤ Use the CHATBOX to compare and contrast these feelings – The difference for me was ...

Let’s Get It Started: CD Overview

Conscious Discipline is a **trauma-informed**, comprehensive self-regulation **practice** that combines the **social-emotional learning** of students, **emotional intelligence** of adults and discipline. Conscious Discipline has been specifically designed to make **changes in the lives of adults first**. The adults, in turn, change the lives of children.

safety connection problem-solving

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Did you know that CD is practice that is built on teachable moments?

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Understanding our Own Emotional Mayhem

- Conscious Discipline is an Adult First Model: As we move forward be willing to consider HOW to embed CD’s key messages into your professional and personal lives.
- Commit to Safety First: **My job to keep you safe; your job is to help keep it safe.**
- Understand that the adult’s internal state regulates the child(ren)’s internal state; “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

- My internal state regulates THEIR internal state; regulate self so you can download calm.
- We create a COERCIVE TRAP where we discipline from a stressed state thus modeling the behavior(s) you want to eliminate and/or reinforcing the behavior(s) you want to change.
- Self-regulation is THE missing link for success; It is the capacity to put a moment between a feeling and an action to take time to think, plan and come up with an appropriate response to the current challenge.

Impulse – PAUSE – Action



- “The way adults treat each other is even more powerful for a child’s development of self-regulation than the way the adult treats the child.” (Szalavitz & Perry, 2010)

➤ **Self-Regulation is the process of guiding yourself from the lower centers of your brain to the higher center of your brain so that you may teach.**

➤ Discipline is the process of guiding children from the lower centers of their brains to the higher centers of their brains so that they can learn.

Know Your Personal Triggers

- Be a STAR: Upload Calm to Download Calm. Accessing our Executive State through "Active Calming." (CD: BRC, pp. 86 – 119) as both adults and students learn HOW to “be a S.T.A.R.”
- “When we are not conscious of our actions, we can become reactive rather than proactive ... The stimulus equals an automatic reaction. Putting the PAUSE between the stimulus and the response is at the core of Conscious Discipline®” (Bailey, 2014)



- Allowing ourselves to **FEEL** the **FEELING** when **TRIGGERED**; Understand the difference between the emotion of the story and the **FEELING** the story evokes.
- **Activity to Understand and Reflect** using your bag of easter grass and egg.
- Helping Families Build a Bridge between Home and School

Caring for Your SELF

- Understand Compassion Fatigue.

Compassion fatigue has similar symptoms to **burnout**. **Compassion fatigue** is a preoccupation with absorbing trauma and emotional stresses of others, and this creates a secondary traumatic stress in the helper. ... **Burnout** is about being 'worn out' and can affect any profession.

Physical	Emotional	Work Related
- Headaches	- Mood swings	- Frequent use of sick days
- Digestive problems: diarrhea, constipation, upset stomach	- Excessive use of substances: nicotine, alcohol, illicit drugs	- Avoidance or dread of working with certain people
- Muscle tension	- Depression, anxiety	- Reduced ability to feel empathy
- Sleep disturbances	- Irritability	- Lack of joyfulness
- Fatigue	- Oversensitivity	
- Cardiac symptoms: chest pain/pressure, palpitations, tachycardia	- Memory issues, poor concentration, focus and judgment	
	- Anger and resentment	

Characteristics of **Secure/Resolved** Adult Attachment

- Provide sensitive, attuned care for children
- Provide consistency and structure in family life
- Models and rewards prosocial behaviors for children
- Sets limits on inappropriate behaviors, explains why behaviors are inappropriate
- If they have experienced trauma, they acknowledge the trauma and its meanings and effects
- Shows evidence of long-term, trusting, confident relationships with others
- Children's safety, well-being, and recovery comes first
- They know it's not all about themselves but it is about their children
- Children seek them out for general interactions and comfort
- Children may not tell securely attached parents about the abuse

School of Social Work
Leadership for a just and caring society

Center for Advanced Studies
in Child Welfare

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT
UNIVERSITY OF MINNESOTA

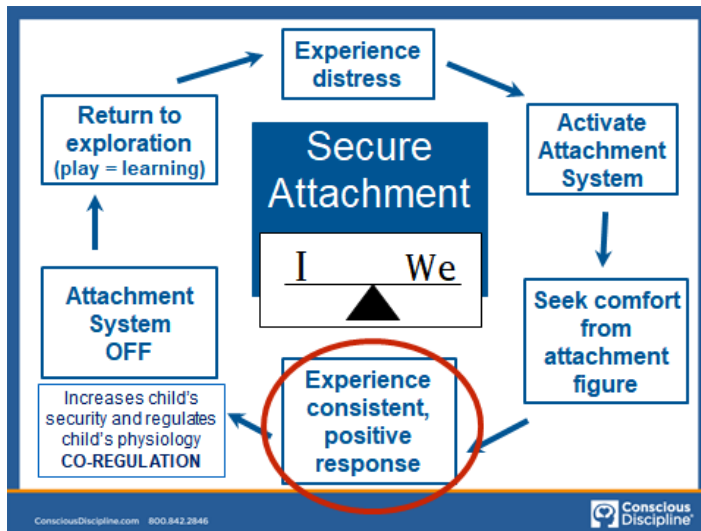
Self-Care Tips: Circle / highlight the “best fits”

- Minimize trauma input outside of work (TV, news, etc.).
- Enjoy meditation, mindfulness, exercise, or yoga.
- Find time for yourself every day.
- **Check-in with your emotions.** Sit quietly and just name without judgment what you're feeling.
- Delegate tasks at work and at home. Try not to take your work home with you (literally and figuratively).
- Have a transition from work to home (changing clothes, short walk).
- **Take another route to work.** Mixing up your routine in small ways creates new neural pathways in the brain to keep it healthy.
- Declutter and redecorate your workspace.
- **Unplug for an hour.** Switch everything to airplane mode and free yourself from the constant *bings* of social media and email.

- Join a supervision/peer support group.
- **Be selfish.** Do one thing today just because it makes you happy.
- Attend workshops / professional trainings.
- **Ask for help**—big or small but reach out.
- **Scratch off a lurker on your to-do list** -- something that's been there for ages and you'll never do.
- **Start a compliments file.** Document the great things people say about you to read later.
- Reflect on three good things that happen every day
- Cut yourself a break
- Say **no** to strenuous demands more, and **yes** to more self-care.

➤ **BREAKOUT ROOM:** Reflect on what you are **feeling**?

Let's Talk Attachment



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

Personal / Shared Power: Demonstrate responsibility

- Secure Attachment

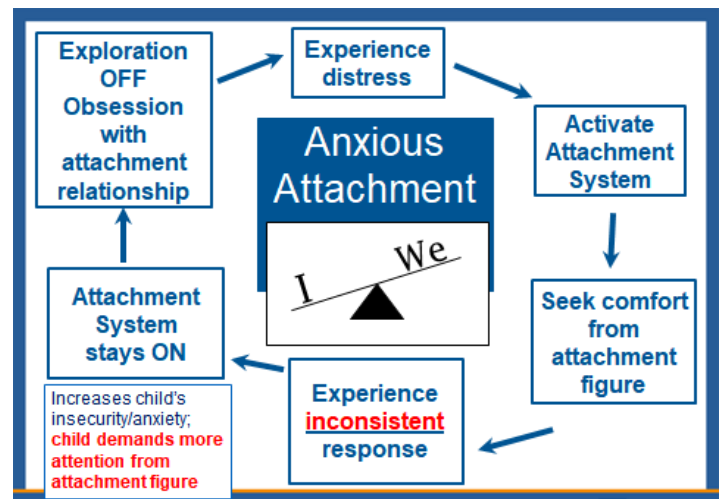
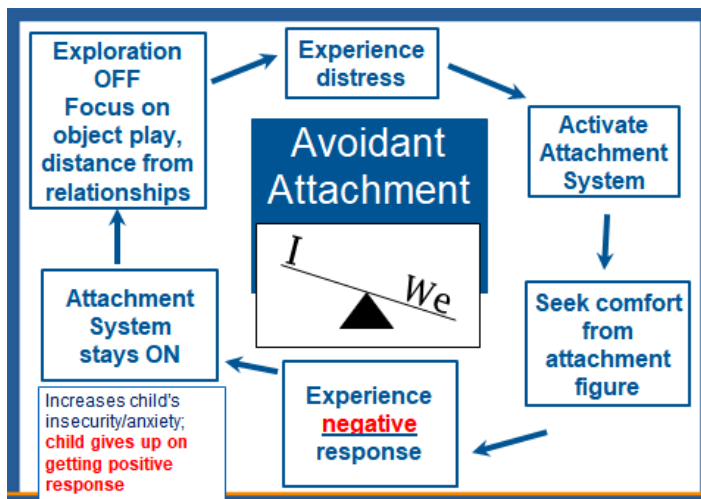
Power Over: Controlling others

- Avoidant Attachment

Power Under: Pleasing others

- Anxious Attachment

The healthiest attachment system is a **SECURE ATTACHMENT SYSTEM**.

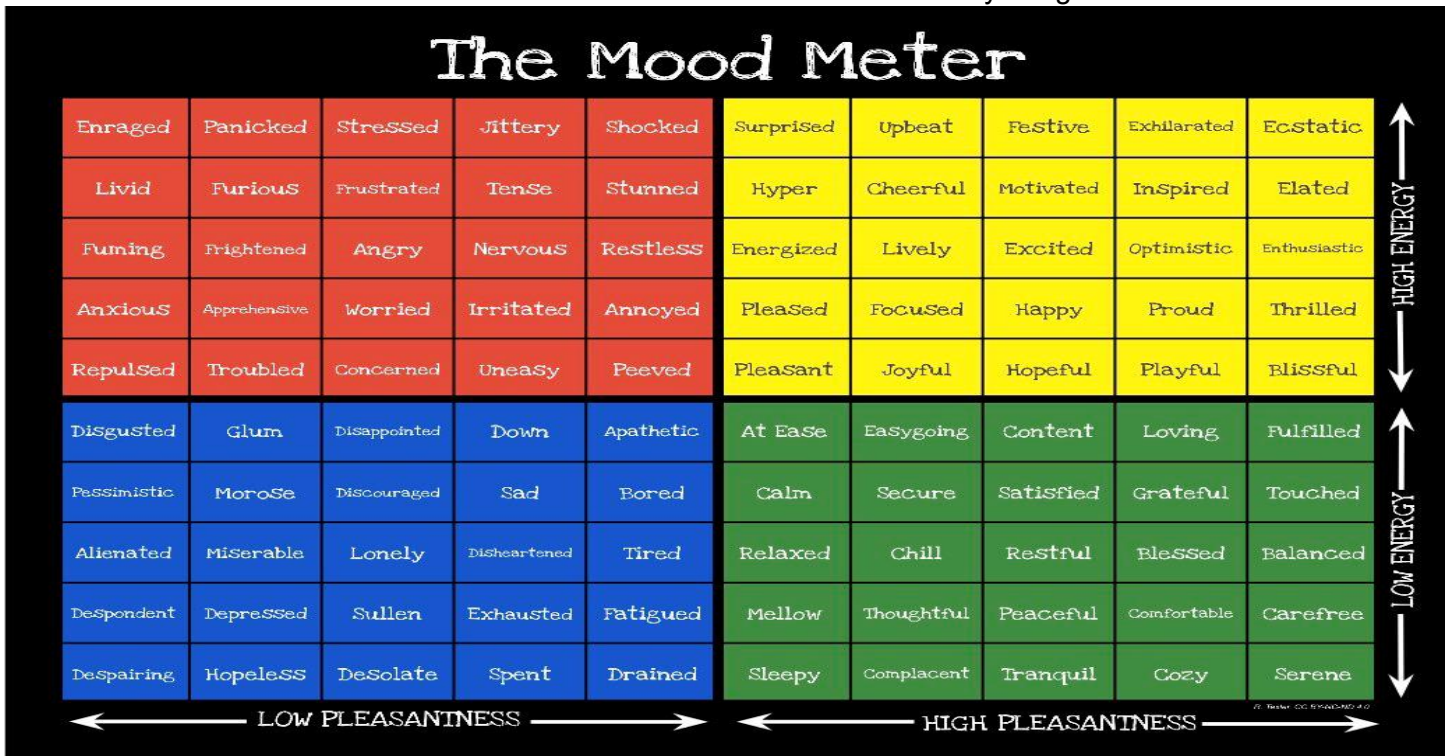


When the parent is both the source of fear and the protective attachment figure, the child may develop disorganized attachment. Disorganized attachment reflects a history of abuse, neglect, or severe loss. Seek out professional mental health services for help.

Exploring Marc Brackett's work (Permission to Feel, 2019) via Yale's Center for Emotional Intelligence

- How are you feeling right now?? Do you have high energy or low energy?? Are you feeling negative or positive?
- Think about a word or set of words that describes HOW you are feeling right now? Write your response below.

➤ Look at the MOOD METER found below and find the best words for you right now...



➤ **Chatbox Discussion:** What are the benefits of “naming your feeling”?

“Feelings aren’t impediments but provide important information that can change of our lives for the better – when we give ourselves permission to feel them.” (Brackett, 2019)



Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Time to REFLECT: Create a PLAN for Self-Care – Creating our own personal Safe Place®

I am going to ...

When?

How often?

PERMISSION TO FEEL

Between stimulus and response there is space. In that space is our power to choose our response. In our response lies our growth and our freedom.
 - Viktor Frankl

This quote reminds me to never stop striving to be my best self, especially when I'm "activated" or feeling anxious or lethargic. My best self goals for this week are:

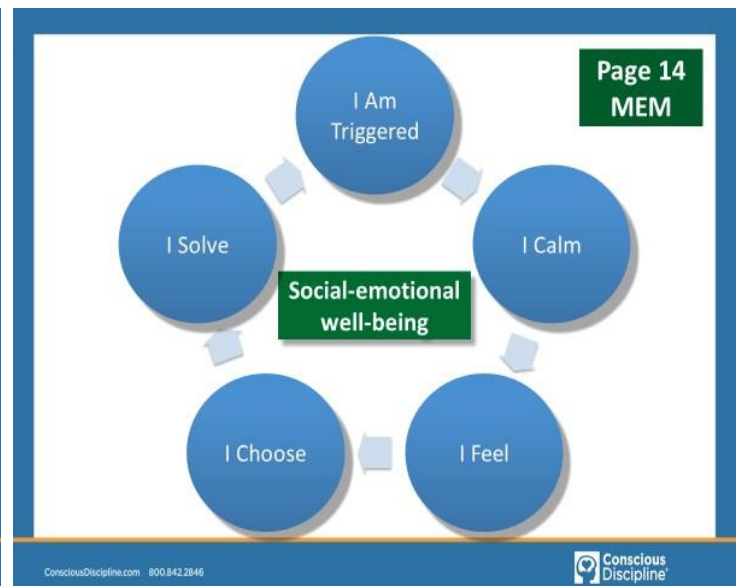
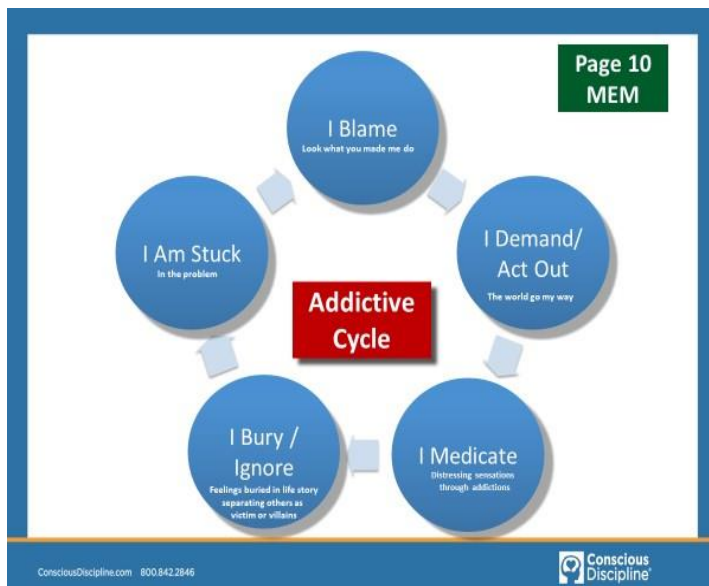
1. To be kinder to my family at home
2. To monitor my self-talk
3. To exercise more

What are your best self goals this week?

Marc Brackett

Understand & Internalize CD's 5 Steps for Self-Regulation

- Self-Regulation leads to developing AWARENESS, so we COACH rather than
 - Ignore
 - Punish
 - Dismiss
 - Save
- Deepening our understanding of emotions and feelings so we can manage our emotional mayhem.
 - Addiction cycle activates when we believe we “CANNOT handle it”



- Recognizing triggers and increasing awareness activates the Social-Emotional Well-Being cycle
- What's on YOUR CD-ROM / Internal Hard Drive?
 - Let's explore via Lori Gottlieb's video: Changing your Story can Change your Life – What made sense to you? **REFLECT below:**

➤ **BREAKOUT ROOMS** (Our goal is to increase your awareness since “we are not always the best narrator of our own story”; re-write your story and create a new message)

- Teaching adults and children to accept their emotions and feelings as an extension of self creates an opportunity to claim that feeling so we can name and tame it and move forward in healthy ways so we can CHOOSE to reframe the trigger and SOLVE the problem.

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

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Key Message: CD believes that it is important to teach preschool children as many variances of their emotions and feelings as possible so they can see how to OWN their UPSET and help others manage theirs.


The Three (3) Ways to Teach / Coach Self-Regulation to Children via the Lens of Conscious Discipline®

1. Coach Kids via Daily Teachable Moments



• Embed Self-Regulation Games into your Day:

- ✓ March to the steady beat of a drum, play Slow and Fast (walk to the beat either fast or slow).
- ✓ Grant opportunities to pour and measure with activities such as pouring juice at snack time to the middle of the cup; science experiments that find kids measuring and pouring; and/or adding water tubs & sand tables.
- ✓ Activate Belly Breathing and practice active calming techniques such as 
- ✓ Enjoy “tense and relax games” and songs such as *Move and Freeze* (Brain Boogie Boosters), *The Freeze* (Steve and Greg) and *Bye, Bye, Crankies* as well as *Walk and Stop* (I Love You Rituals CD vol.1).
- ✓ Read books that focus on Self-Regulation, Emotions and Feelings.
- ✓ Read books like *Pete the Cat* by Eric Litwin so kids can observe self-regulation in action. One idea is to have kids dance during the repeated refrain (i.e. “*I love my white shoes*” 6x) and listen during other parts of the story.
- ✓ Enjoy science experiments and discuss how chemical reactions are must like feelings that bubble over. A kid favorite is to combine baking soda and vinegar and talk about how that reaction is like strong feeling. Repeat experiment but add cotton balls to decrease the intensity of the reaction and compare to calming strategies taught in the classroom.
- ✓ For more FUN activities and ideas that help kids develop self-regulation, email Kim at Kim.Hughes@ConsciousDiscipline.com.

- Use CD’s DNA to increase adults’ empathy and help kids recognize their feelings.
- Teach children to accept feelings as an extension of self – We ALL **must CLAIM** a feeling so we can **NAME** that feeling which lead to the ability to **TAME** that feeling.
- Use games and activities to increase awareness.




Describe Your eyes are going like this...
your mouth is going like this...
your hands are going like this...

  → With eye contact, download calm by breathing

Name You seem _____

Acknowledge You wanted _____
You were hoping _____

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2. Coach Kids in the Safe Place®

Composure Structure

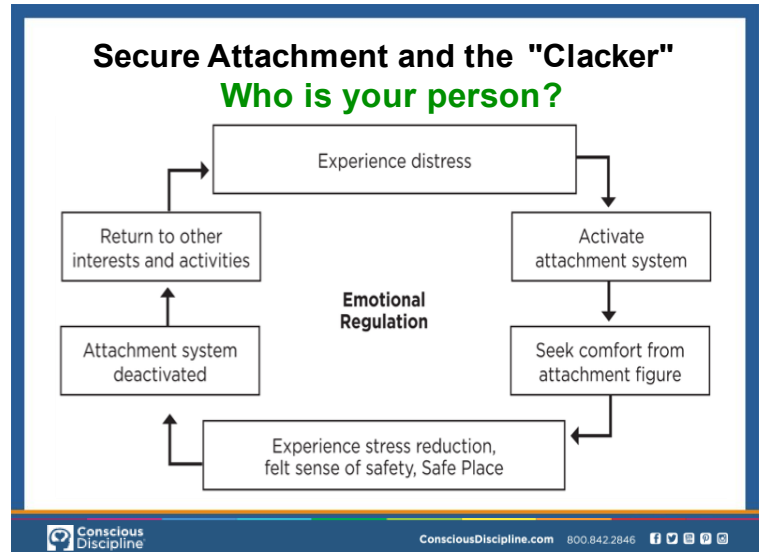
SAFE PLACE DEVELOPMENT

- **Chest**
 - ★ Attachment
 - ★ Adult Regulates
- **Lap**
 - ★ Refueling
 - ★ Adult co-regulates
- **Bean Bag (Safe Place™)**
 - ★ Self-regulation
 - ★ Adult teaches self-regulation
- **Internal**



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A Successful INDEPENDENT Trip to the Safe Place® Requires...

1. We have a person.
2. We have conscious awareness of what we are feeling.
3. We know how to belly breathe.



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Ultimate Goal of the Safe Place®

- ★ The goal of the Safe Place and our response to upset is to change the child's inner speech.
- ★ Our upset outer language becomes the child's upset inner language.
- ★ Inner speech regulates (or not) us for the rest of our lives.

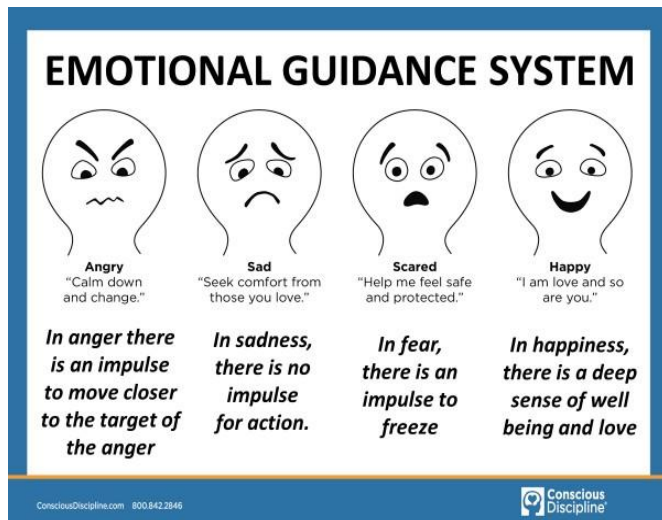
Must transform our Inner Speech

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3. Coach Kids by Using the Feeling Buddies Curriculum:

- Teach Core Four Feeling Buddies FIRST so kids understand their feelings and offer empathy to others
- Recognize the varied Feeling Buddy nuisances as well as their "whisper messages."
- Move YOUR language from "How did that MAKE you feel?" to "How do you feel about that?"
- **Teach Children to Accept Feelings as an Extension of Self – We ALL must CLAIM a feeling so we can NAME that feeling which lead to the ability to TAME that feeling.**
- How can we use the Feeling Buddies at both School and Home?



Bringing It All Together: Reflecting on our Day / Completing Post-Assessment Questions / Poll

After this session I will...

IRC Community Resources for Family and Children's Mental Health

2-1-1 Helpline - Call 2-1-1

A helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Available 24/7.

Tykes & Teens – 772-778-1323

Services for families and children ages infants through adolescents.

Healthy Start of Indian River County– 772-563-9118

Support for moms, families and children's first years.

Mental Health Association IRC - 772 569-9788

Services for children, adults, and families as well as psychiatric evaluations and medication management services to adults.

McCabe Connections Center - 772-217-3663

Supports the needs of adults and youths experiencing difficulties gaining access to mental health and substance abuse services.

Legacy Behavioral Health Center – 1-888-975-3422

Services for infants to adults, and families.

SequelCare – 772-472-9841

Mental health services for children and adults.

Treasure Coast Community Health – 772-257-8824

Medical, dental and behavioral health services.