

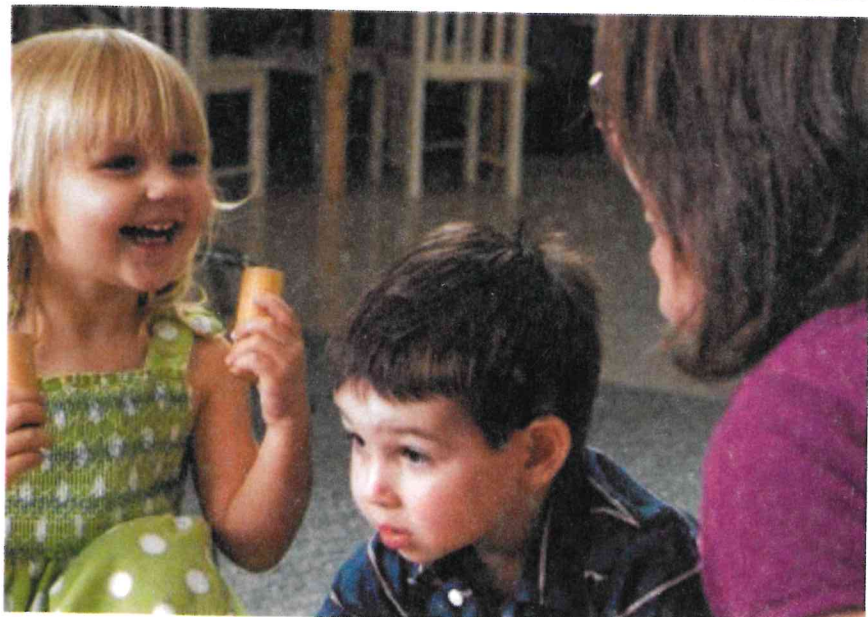
Conscious Discipline

with Loving Guidance Associates



Amy
Zolessi

& Polly
Beebe



Funding Provided By

Indian River County
Children's Services
Advisory Committee



FEBRUARY 3 2018

Preschoolers to Presidents

Use today's behavior problems to build the problem solvers of tomorrow

Incorporate brain based strategies to teach missing executive function skills

Connect Your Way to Cooperation

Create a connected school family through play rituals and intentional interactions

Make your classroom a place where all children feel emotionally and physically safe

Transform your students from willful to willing

Chidcare
RESOURCES

ChildcareResourcesIR.org

772-561-3207

2300 Fifth Avenue, Suite 149

Vero Beach, FL 32960



Amy Zolessi

Amy Zolessi is a National Certified Conscious Discipline Instructor and has a Bachelor's of Arts Degree in Elementary Education and Spanish. She also holds a Master's Degree in Teaching English to Speakers of Other Languages. As a parent of three young boys and

an early childhood educator for 10 years, Amy Zolessi knows children. She understands the challenges of parenting and teaching first hand and how Conscious Discipline can help parents and educators deal with those challenges. As a teacher, she inspired her staff and implemented Conscious Discipline school-wide at her former school.



Polly Beebe


Polly Beebe has over 32 years of experience in the field of Early Childhood Education. Her roles have included Pre-K Teacher, Kindergarten Teacher and Early Childhood Resource Teacher. Polly has seen firsthand how Conscious Discipline makes a positive impact in the lives of teachers, students and families.

She has had the opportunity to learn new skills and strategies as a classroom teacher and coach, which she enjoys sharing with educators, parents, and caregivers through mentoring, workshops and presentations.

**PRESCHOOLERS TO PRESIDENTS: USING TODAY'S
BEHAVIOR CHALLENGES TO CREATE PROBLEM
SOLVERS OF TOMORROW**

A Conscious Discipline® Presentation


Presented by:
Polly Beebe and Amy Zolessi
National Certified Conscious Discipline
Instructors




ConsciousDiscipline.com 800.842.2846

WHAT ARE WE DOING TODAY?

- See all Misbehaviors as a Missing Skill and a "Call for Help"
- What is Conscious Discipline?
- Behavior Interventions



ConsciousDiscipline.com 800.842.2846 

WHAT IS YOUR COMMITMENT FOR TODAY?

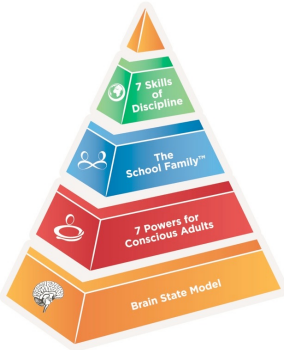
ConsciousDiscipline.com 800.842.2846 


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 neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.



ConsciousDiscipline.com 800.842.2846 

“Discipline is not something you do to children; it is something you develop within them.”

- Becky Bailey, Ph.D.



ConsciousDiscipline.com 800.842.2846 Living Guidance Inc.

What Behavior Do You Wish You Could Stop?



ConsciousDiscipline.com 800.842.2846



I wish they came with directions.

ConsciousDiscipline.com 800.842.2846



Through my behavior, I will tell you exactly what I need

ConsciousDiscipline.com 800.842.2846



ALL BEHAVIORS ARE A COMMUNICATION

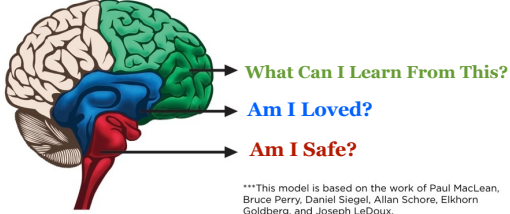


ConsciousDiscipline.com 800.842.2846



Conscious Discipline® Brain Model

The brain always works as an integrated system of subsystems. The artificial distinctions in the Conscious Discipline Brain Model are only used to demonstrate the relationship between brain function and behavior.



***This model is based on the work of Paul MacLean, Bruce Perry, Daniel Siegel, Allan Schore, Elkhorn Goldberg, and Joseph LeDoux.

Conscious Discipline Conscious Discipline.com 1.800.842.2846 Learning Guidance Inc.

WE HAVE TO CHANGE OUR PERSPECTIVE

A Child's Behavior is an Iceberg


What you see:



- Feeling loved?
- Feeling satisfied?
- Feeling confused?
- Feeling detached?
- Feeling secure?
- Feeling sad?
- Feeling connected?
- Feeling angry?
- Feeling joyful?
- Am I safe? Am I loved?
- Can I do things for myself?
- Am I capable? Am I respected?
- Do I belong? Am I respected? Do I have power? Am I secure? Am I included?
- Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

ConsciousDiscipline.com 800.842.2846



Shift Your Thoughts!




All Children are calling for HELP or LOVE?

Skills or Connections?


ConsciousDiscipline.com 800.842.2846




WHAT CAN I LEARN?




Yes



Optimal Learning State




No



Inhibits new learning

1.800.842.2846 ConsciousDiscipline.com

Historically, it was believed that effective discipline required children be thrown into their brain stems until they surrendered.



1.800.842.2846 ConsciousDiscipline.com

Power Over/Under Building Blocks

Compliance and Control

Judgement Separation

Fear

The Journey →

Shared Power Building Blocks

Problem Solving


Connection

Safety

1.800.842.2846 ConsciousDiscipline.com

Executive State


Represented by the Prefrontal Lobes



Functions:

- Impulse control/self-control
- Empathy
- Working memory
- Sustained attention
- Planning, prioritization, initiation
- Organization, time management
- Goal persistence
- Online with, "why?"

Developmental need:
Problem-solving in social settings


 Conscious Discipline
 ConsciousDiscipline.com 1.800.842.2846 © Learning Guidance Inc.

Executive skills governed by the prefrontal lobes

Functions:

- ★ Attention
- ★ Time management
- ★ Organization
- ★ Prioritization
- ★ Working memory
- ★ Impulse control
- ★ Flexibility
- ★ Empathy, emotional control
- ★ Metacognition
- ★ Goal achievement
- ★ Task initiation



“What can I learn from this?”


83

www.consciousdiscipline.com | 800.842.2846 Conscious Discipline Copyright 2010 Loving Guidance, Inc. Conscious Discipline

Prefrontal Lobe Problems

Attention system


- Short attention span
- Distractibility
- Lack of perseverance (no follow through)
- Procrastination
- Hyperactivity
- Poor time management; disorganization
- Repeats the same mistakes over and over
- Social and test anxiety
- Misperceptions; poor judgment
- Short-term memory problems
- Unavailability of emotions
- Conflict seeking (Do not be their Ritalin)



800-842-2846 © 2010, Loving Guidance, Inc. www.ConsciousDiscipline.com Loving Guidance

Executive State

Represented by the Prefrontal Lobes



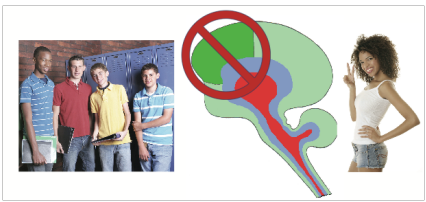
Functions:

- Impulse control/self-control
- Empathy
- Working memory
- Sustained attention
- Planning, prioritization, initiation
- Organization, time management
- Goal persistence
- Online with, “why?”

Developmental need:
Problem-solving in social settings

Conscious Discipline ConsciousDiscipline.com 1.800.842.2846 Loving Guidance, Inc.


The executive skills housed in the prefrontal lobes take 24 years to mature




1.800.842.2846 ConsciousDiscipline.com

Teaching


❖ Requires us to lend our prefrontal lobes to our children



SEE MISBEHAVIOR AS A MISSING EXECUTIVE FUNCTION SKILL.....



ConsciousDiscipline.com 800.842.2846



Misbehavior or Skill Deficit?

TARDY SLIP

Date _____ Time _____

Student _____


Reason _____

PLEASE ADMIT STUDENT TO CLASS

Excused Unexcused

Form 100 - www.consciousdiscipline.com - (800) 842-2846

Ministrant's Signature







ConsciousDiscipline.com 800.842.2846



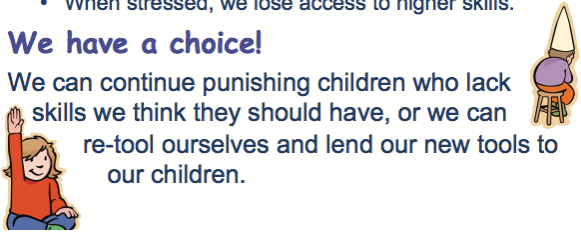
The parenting/teaching dilemma

Most of us were punished for not having mature executive skills when young.

- We can't lend what we don't have.
- When stressed, we lose access to higher skills.

We have a choice!

We can continue punishing children who lack skills we think they should have, or we can re-tool ourselves and lend our new tools to our children.




ConsciousDiscipline.com

1.800.842.2846

“If you look at what predicts how well children do later in school, more and more evidence is showing that executive functions-working memory and inhibition-actually predict success better than IQ tests.”


-Adele Diamond, University of British Columbia

ConsciousDiscipline.com 800.842.2846 

Attention	Strong Set
Time Management	
Organization	
Prioritization	
Working Memory	
Impulse Control	Weak Set
Flexibility	
Empathy	
Metacognition	
Goal Achievement	
Task Initiation	
Emotional Regulation	


1.
2.
3.

1.
2.
3.

ConsciousDiscipline.com 800.842.2846 


Developmental Order of Skills

◆ Impulse control	6-12 months
◆ Working memory	
◆ Emotional control/empathy	
◆ Attention	
◆ Planning/Prioritization	
◆ Flexibility	12-24 months
◆ Task Initiation	
◆ Organization	
◆ Time Management	Preschool
◆ Goal Achievement	
◆ Metacognition	
	Elementary +

1.800.842.2846 

The Executive Skills Lending Library

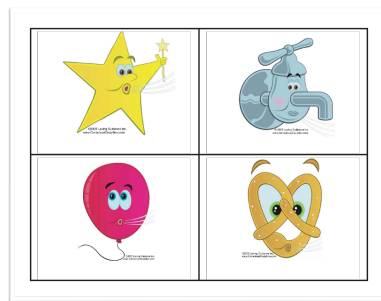
Attention <ul style="list-style-type: none"> Notice not judge Attention signals Use music movement and rhythm Make tasks fun and interesting Fidget toys 	Organization <ul style="list-style-type: none"> Matching games Visual Reminders Picture books Checklist 	Impulse Control <ul style="list-style-type: none"> Teach routines Teach stress reduction techniques Teach script for problem solving Download calm often Start and stop games Face to face games
Time Management <ul style="list-style-type: none"> Predictable routines Discuss how long it takes to do things Picture calendars and schedules Picture routine books Agenda 	Empathy <ul style="list-style-type: none"> Notice, describe and label DNA Games to identify facial expressions and feelings Help Feeling Buddies Discuss feelings of characters in literature 	Metacognition <ul style="list-style-type: none"> Ask child how he/she feels about his own accomplishments and efforts Ask children to reflect on their work/play Have pictures of how clean, organized etc. look like Guide them through asking themselves questions: Do I have enough space?
Flexibility <ul style="list-style-type: none"> Visual cues before transitions Give script for handling anxiety Break down tasks Choices Create social stories Role-Play anxiety situations Reduce novelty 	Working Memory <ul style="list-style-type: none"> Eye contact before instructions Memory games Minimize distractions Visual reminders of what to do Have children repeat back instructions 	Goal Achievement <ul style="list-style-type: none"> Class commitments Encourage steps toward a goal Provide positive feedback Start with small goals, then move to bigger ones Visual chart to show progress Celebrate goals
Prioritization <ul style="list-style-type: none"> Give directions in steps Visuals and steps involved First/then books 1-2 steps commands Role-play and add contrast 	Task Initiation <ul style="list-style-type: none"> Build awareness by verbalizing beginning of a project Offer choices Offer encouragement after successful start 	

ConsciousDiscipline.com 800.842.2846 

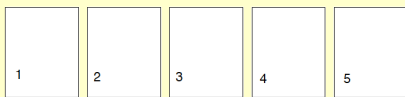
What is the Executive Function skill deficit?



HOW CAN I HELP?



I will take 5 deep breaths




What is the Executive Function skill deficit?



HOW CAN I HELP?

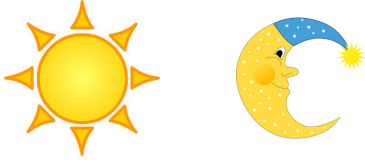
Face to Face Interactions:



Snuggle up Wonderful woman Twinkle twinkle

Conscious Discipline 800.842.2846

Say the Opposite:



Conscious Discipline 800.842.2846

Stop and Go Games



Conscious Discipline 800.842.2846



one Math Tubes Brain Break
1

2 blocks Brain Break
2

3 Table Toys Brain Break
3

stand up line up

LENDING THROUGH ADAPTIVE SEATING



ConsciousDiscipline.com 800.842.2846



What is the Executive Function skill deficit?



ConsciousDiscipline.com 800.842.2846



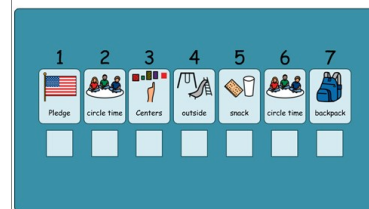
How Can I Help?



ConsciousDiscipline.com 800.842.2846




Our Class schedule



ConsciousDiscipline.com 800.842.2846




What is the Executive Function skill deficit?



WHAT NOW?

Conscious Discipline 800.842.2846


How Can I Help?




Conscious Discipline 800.842.2846

WORKING MEMORY:


Go to all 3 centers



Do the a center activity.



Wait for the timer



Conscious Discipline 800.842.2846

Arrival

- 1 put backpack on floor
- 2 take out folder
- 3 put on shelf
- 4 hang up backpack
- 5 take off coat
- 6 hang up coat
- 7 all done
- 8 play at table


Conscious Discipline 800.842.2846

**What executive skill
is it reinforcing?**

ConsciousDiscipline.com 800.842.2846



I can ask Miss Mariana for help to complete my work, or I can complete it by myself, but I may not leave it incomplete.



**What executive skill
is it reinforcing?**

ConsciousDiscipline.com 800.842.2846



I can sit in the circle and listen to Miss Mariana, or I can sit on a chair and listen to Miss Mariana, but I may not play in the circle.



Problem Resolution

Charlie usually plays alone. He wants everybody to do what he says and when this doesn't happen he isolates himself. When it comes to working his work is usually incomplete.

1. What executive skills seem to be missing for this child?
2. What are some helpful strategies that may potentially help this child in the classroom?

ConsciousDiscipline.com 800.842.2846

Child's Name: _____ Teacher _____

Behavior: _____

Safety: YES NO

Connection: YES NO

Expected Behavior: _____

Missing Executive Skill/s: _____

Strategies: _____

ConsciousDiscipline.com 800.842.2846

Child's Name: Amy Teacher Lety Valero

Behavior: Talks back to teacher and gets irritated easily by friends

Safety: YES NO

Connection: YES NO


Expected Behavior: Express frustration appropriately

Missing Executive Skill/s: Impulse Control, Emotional Regulation

Strategies: Use safe place box, breathing, download calm, script for problem solving

ConsciousDiscipline.com 800.842.2846

Missing or emerging executive skills are the root of what we call "discipline problems." Historically, children have been punished for not having these skills at certain ages. We can choose to see a misbehaving child or a child who needs help to learn new skills.




Creating the School Family p. 328

ConsciousDiscipline.com 800.842.2846

CONNECT YOUR WAY TO COOPERATION

A Conscious Discipline® Presentation

Presented by:
 Polly Beebe and Amy Zolessi
 Conscious Discipline State Certified Instructors




ConsciousDiscipline.com 800.842.2846

WHAT ARE WE GOING TO DO TODAY?


- What is Conscious Discipline?
- What is the brain saying through our student's behaviors?
- How can connection help our hard to handle kids?
- How can I use this in my class?

ConsciousDiscipline.com 800.842.2846




“Discipline is not something you do to children; it is something you develop within them.”

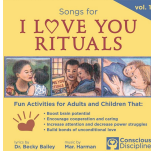
- Becky Bailey, Ph.D.



ConsciousDiscipline.com 1.800.842.2846 © Loving Guidance, Inc.




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.
 And tucked them in bed.
 “I love you, I love you,”
 Is what she said.

ConsciousDiscipline.com 800.842.2846

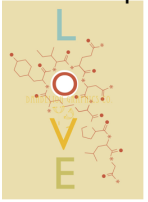


Discipline

Fear Based vs. **Relationship Based**




Fear Based



Relationship Based


**Cortisol vs. Oxytocin
(Fear vs. Love)**

ConsciousDiscipline.com 800.842.2846 




Discipline is Relationship Based

ConsciousDiscipline.com 800.842.2846 




We tend to focus on behavior



www.ConsciousDiscipline.com 800-842-2846

11

ConsciousDiscipline.com 800.842.2846 


ALL BEHAVIOR IS A COMMUNICATION

ConsciousDiscipline.com 800.842.2846 

Conscious Discipline

We're working so hard because we're trying to do it backwards.

Change the state first.
Change the behavior second.

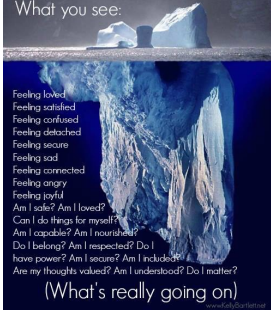


www.ConsciousDiscipline.com 800-842-2846 12

ConsciousDiscipline.com 800-842-2846 **Conscious Discipline**

A Child's Behavior is an Iceberg

What you see:



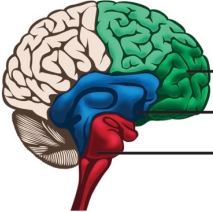
Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I have power? Am I secure? Am I understood?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

ConsciousDiscipline.com 800-842-2846 **Conscious Discipline**

Conscious Discipline® Brain Model

The brain always works as an integrated system of subsystems. The artificial distinctions in the Conscious Discipline Brain Model are only used to demonstrate the relationship between brain function and behavior.



What Can I Learn From This?

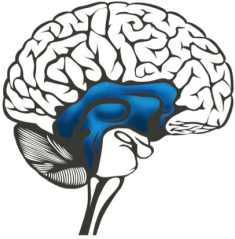
Am I Loved?

Am I Safe?

***This model is based on the work of Paul MacLean, Bruce Perry, Daniel Siegel, Allan Schore, Elkhorn Goldberg, and Joseph LeDoux.

Conscious Discipline ConsciousDiscipline.com 1-800-842-2846 Living Guidance Inc.

Emotional State
Represented by the Limbic System



Functions:

- Emotional tone, flexible or rigid, positive or negative
- Tags events as internally important
- Motivation system
- Attention system
- Attachment, relationships, territory
- Stores highly charged emotional memories
- Controls appetite and sleep cycles
- Unconscious
- Comes online with, "No!"

Developmental need:
Connection


Conscious Discipline ConsciousDiscipline.com 1-800-842-2846 Living Guidance Inc.

Conscious Discipline® Three Brain Smart® Principles

Problem-Solving:
Consciousness frees us to respond instead of react to life events. It introduces "choice" so we can intentionally create new options for ourselves & others. The freedom of choice is an evolutionary change in perspective from feeling victimized to feeling empowered.

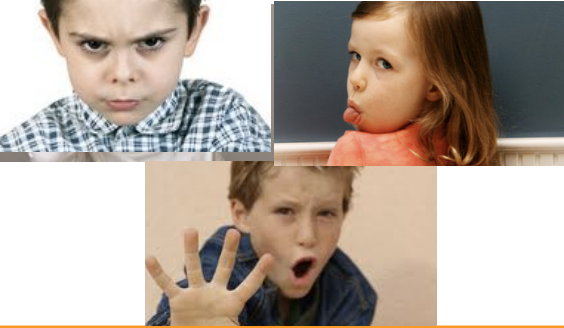
Connection:
Relationships directly shape the structure & function of the brain. Human connections create neural connections in the brain.

Safety:
The brain functions optimally when it feels safe.



Conscious Discipline
ConsciousDiscipline.com 800.842.2846 Living Guidance Inc.

Am I Loved?



Conscious Discipline
ConsciousDiscipline.com 800.842.2846




Attunement

Conscious Discipline
ConsciousDiscipline.com 800.842.2846

WHAT DOES THE EMOTIONAL STATE NEED ?

→ Connection



Conscious Discipline
ConsciousDiscipline.com 800.842.2846

Eye Contact Touch

Presence Playful Situation

Conscious Discipline® 800.842.2846

THE IMPORTANCE OF PLAY

→ 5 minutes of play= 20 min. in Executive State (cooperation)

Conscious Discipline® 800.842.2846

“Emotions, not cognitive stimulation, serve as the mind’s primary architect for constructing the highest capacities: intelligence, morality, and sense of self.”

- Greenspan, 1997

Conscious Discipline® 1.800.842.2846

Rituals create trust. Trust is essential for healing the hurting children who have yet to learn the world is a safe place and adults can be trusted to guide them.

Without trust, children will not relax their defenses enough to be guided. Without guidance there is no discipline.

-Becky Bailey

Conscious Discipline® 800.842.2846

What is the Key to Cooperation?



Play and Connect with your child before any difficult transition!

WHAT IS A RITUAL?

Goal: Connection

Produces a calming effect by soothing the lower centers of the brain.

- Specific Thing
- Specific Time
- Specific Place
- Specific Way



CONNECTIONS THROUGHOUT THE DAY

- Greetings
- Circle Time
- Nap time
- Hard to handle children



INFANTS

- You're safe!
- Keep breathing! **OR**
- You can handle this!
- ▶ Look what mommy brought to school.
- ▶ She brought her nose.
- ▶ Did Jack bring his nose?
- ▶ Yes you did!!



SKILLS & CONCEPTS	AUGUST / SEPTEMBER	PE
LANGUAGE ARTS	<ul style="list-style-type: none"> Copying words Start with weekly dictation of letter sounds and short words: the, can, six, top, ten, big, best, hat, hot, mad, man, I, can. Assign students to journal entries as a group activity. Reading: recite (place students in reading groups) 	
A. READING & WRITING READINESS	<ul style="list-style-type: none"> MCP PHONICS Getting acquainted with the vocabulary for unit 1 and beginning sounds of all the alphabet picture. Word Wall: the, my, I, me, look, at, like, see, when, use, please. 	
B. LANG. PATTERNS	<ul style="list-style-type: none"> The use of I can and I can't. Can you...? No, I can't. I can't...? Comparatives: big, bigger, biggest small, smaller, smallest What did you bring? I brought (instead of 'me no') Using: not me, I can't, I didn't (instead of 'me no') May I go? May I have it? 	
MATHEMATICS	<ul style="list-style-type: none"> Numbers to 10 Harcourt Math (U): Addition Concepts Harcourt Math (U): Using Addition Harcourt Math (U): Subtraction Concepts Counting money: 1, 5 Identifying tens to 50 Writing and drawing numbers in sequence 1-20 Introduce concept of less than, greater than, equal to Start with weekly dictation of numbers Reading the clock on the hour 	
RITUALS	<ul style="list-style-type: none"> Twinkle, Twinkle Family chant 	

Rituals included as a part of our monthly programs

HOW CAN WE INCREASE CONNECTION WITH JUST THE TWO OF US?

Georgie Porgie

Georgie Porgie Pudding and Pie
Gave his friend a big high five.
With his friend he loved to play.
A gift of a smile he gave each day.

Margie Pargie Pudding and Pie
Gave her friend a big high five.
With her friend she loved to play
A gift of a handshake she gave each day.



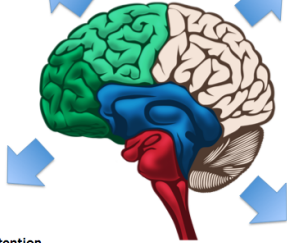
Center Time

ConsciousDiscipline.com 800.842.2846



Humpty Dumpty

ConsciousDiscipline.com 800.842.2846




Unite
Increase energy
Decrease energy
Get on same page

Disengage Stress
Calm down classroom
Organized quiet
Shift gears/transitions

Connect
Increase attention
Increase motivation
Impulse control
Organized energy

Commit
Activate Frontal Lobes
Focus attention
Increase success

ConsciousDiscipline.com 1.800.842.2846 © 2012 Learning Guidance Inc.



Transition Times


ConsciousDiscipline.com 800.842.2846





Nap time

ConsciousDiscipline.com 800.842.2846

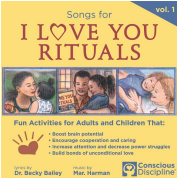



Changing a Diaper

ConsciousDiscipline.com 800.842.2846




TWINKLE, TWINKLE



Twinkle, twinkle, little star.
 What a wonderful child you are!
 With bright eyes and nice round cheeks,
 Talented person from head to feet.
 Twinkle, twinkle, little star,
 What a wonderful child you are!

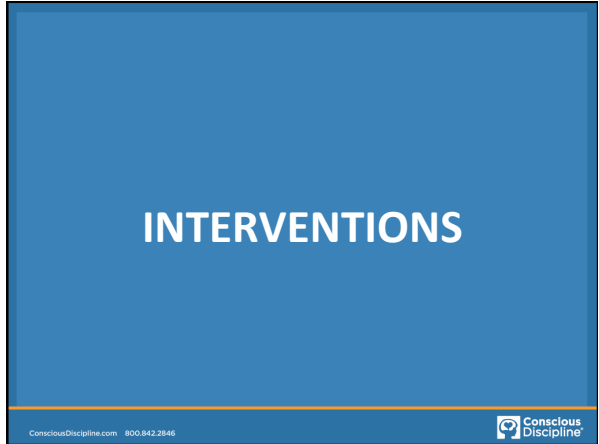
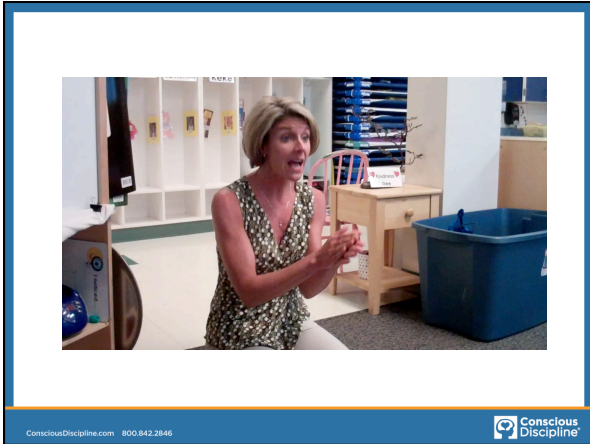
ConsciousDiscipline.com 800.842.2846




Good Bye Ritual

ConsciousDiscipline.com 800.842.2846

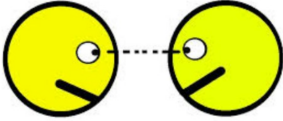




JOINT ATTENTION

- Noticing
- Proximity
- Eye Contact
- There you are...
- Give Direction

Eye-Contact



ConsciousDiscipline.com 800.842.2846

Conscious Discipline

HOW TO HANDLE THE HARD TO HANDLE CHILD?

ConsciousDiscipline.com 800.842.2846

Conscious Discipline

Rituals create trust. Trust is essential for healing the hurting children who have yet to learn the world is a safe place and adults can be trusted to guide them.



Build the Connection!
Connected Children = Cooperative Children

ConsciousDiscipline.com 800.842.2846

Conscious Discipline

Interventions

Giving Directions

Do I have their attention?

- Noticing
- Proximity
- Eye Contact
- Give child direction

The Hard to Handle Child

1. Create one on one time.
2. Specific time and place everyday

“Joint attention is the process of sharing another person’s experience of observing an object. It is the precursor to getting your child’s attention in a peaceful manner. “

What is your game plan?

