

5. Conscious Discipline, the Brain and the Stories

Anita Craighead

Conscious Discipline and
Curriculum Coaching Specialist

Preschool Promise

Unite

Until you change your
thinking, you will always
recycle your experiences.


www.idlehearts.com

Disengage Stress



Connect



COMMITMENT

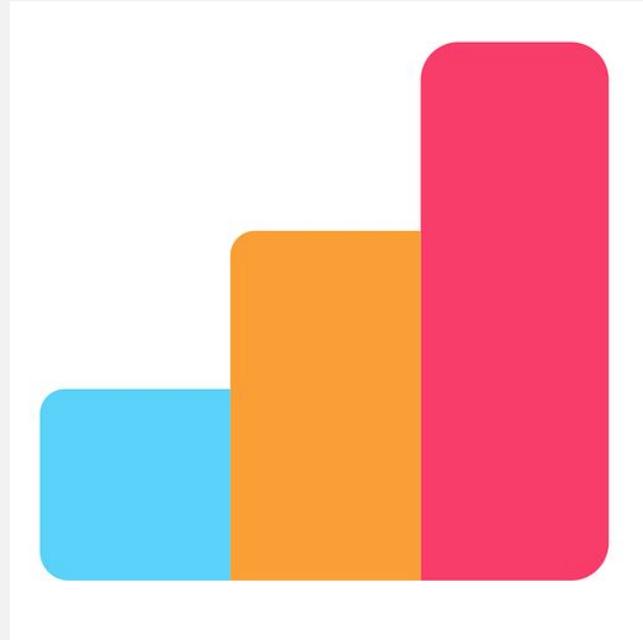
I am willing to take a least one thing I have learned/heard today and put it into practice.

Conscious Discipline Poll

1 - I know very little.

2 - I know some.

3 - I know a lot.

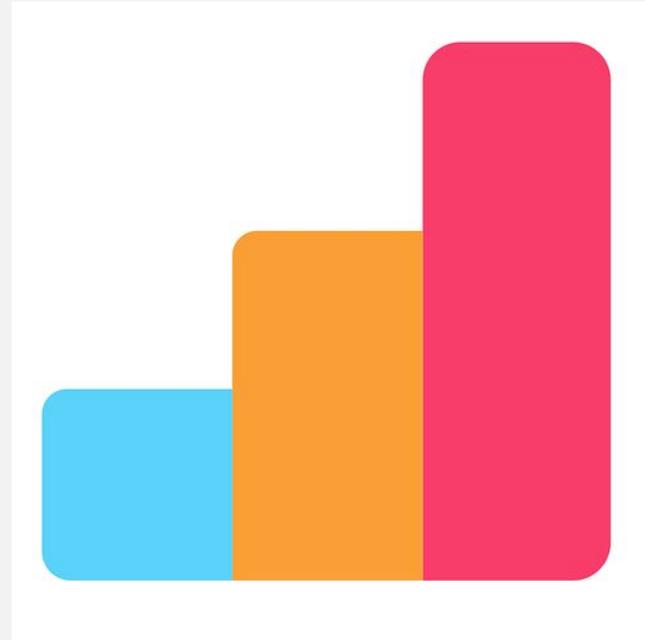


Bruce Perry/NME Poll

1 - I know very little.

2 - I know some.

3 - I know a lot.



Goals

- Understand how the brain affects our ability to learn
- Consider skills, strategies and structures that can help children regulate, relate and reason

Agenda

1. Brain Smart Start
2. How does the brain impact learning?
3. How can I use Conscious Discipline and Bruce Perry's work to support children?
4. Wrap-up



Conscious Discipline is an ADULT-FIRST, transformational, trauma-responsive approach to self-regulation that integrates social and emotional learning, equitable school culture, theory and application, research, and brain-based discipline practices.

CD Brain Model



Executive State

Trigger: Curiosity

Skills: Internal brilliance

Behaviors: Willingness, reflection, empathy, problem-solving, managing emotions, setting goals

Question: What can I learn?

Need: Problem solving in social settings

Emotional State

Trigger: World is not going my way

Skills: CD-ROM

Behaviors: Yelling, blaming, shaming, name calling, verbal attack, excluding, attention seeking, relationship resistance

Question: Am I Loved?

Need: Connection

Survival State

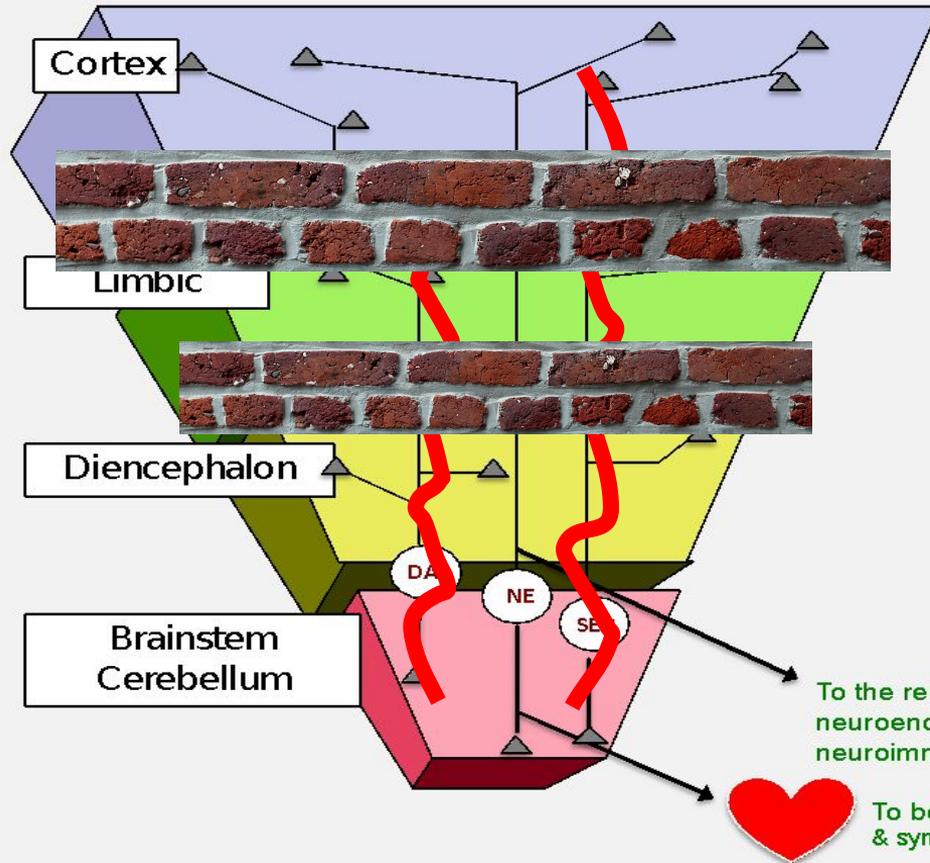
Trigger: Perceived threat

Skills: Attack, defend, surrender

Behaviors: Physical aggression, withdrawing, running away, hiding, shutting down

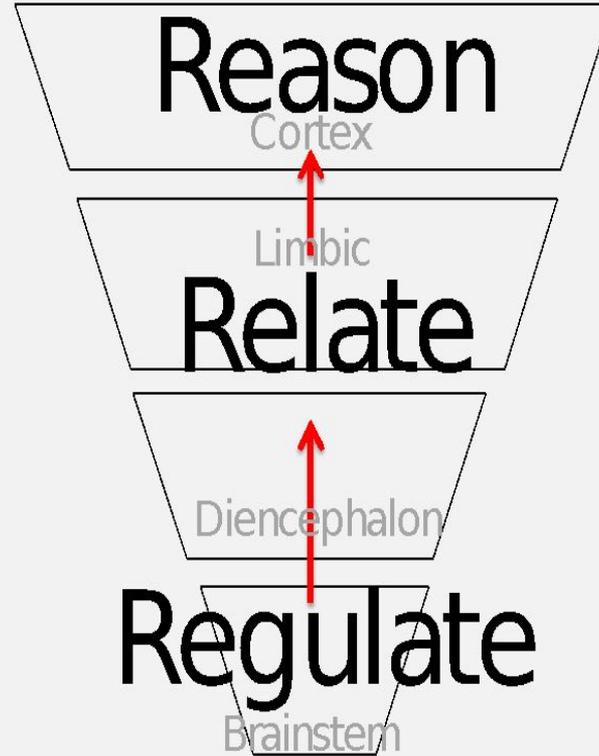
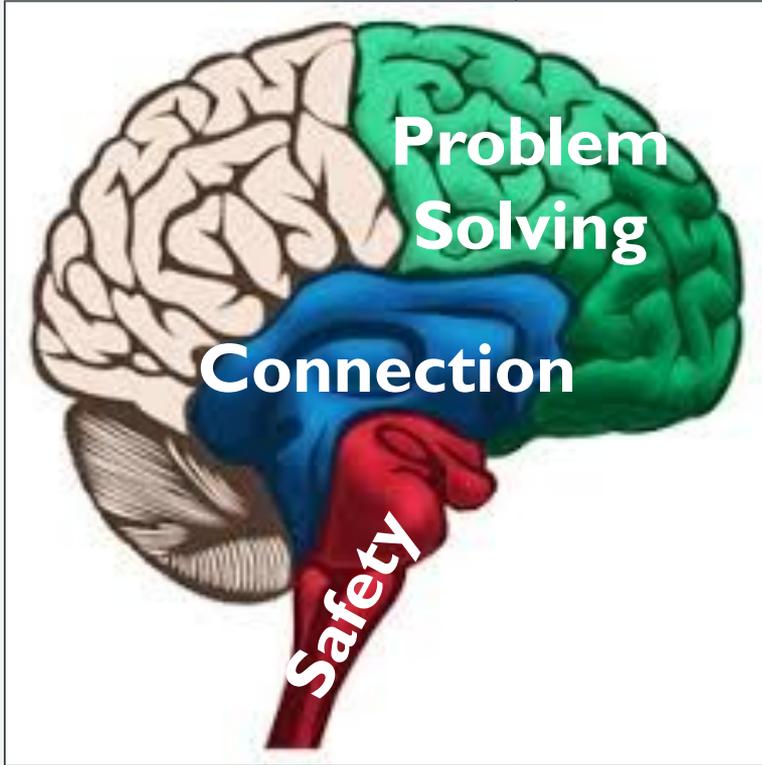
Question: Am I Safe?

Need: Safety



- Abstract thought
- Concrete Thought
- Affiliation/reward
- "Attachment"
- Sexual Behavior
- Emotional Reactivity
- Motor Regulation
- "Arousal"
- Appetite/Satiety
- Sleep
- Blood Pressure
- Heart Rate
- Temperature

Sequence of Engagement



*We have changed our
fundamental question from
"What's wrong with you?" to
"What happened to you?"*

- Joe Foderaro

Bloom, S. L. (1994). The Sanctuary Model: Developing Generic Inpatient Programs for the Treatment of Psychological Trauma. Handbook of Post-Traumatic Therapy, A Practical Guide to Intervention, Treatment, and Research. M. B. Williams and J. F. Sommer, Greenwood Publishing: 474-491

CD - Safety

Adult Skills

- **COMPOSURE**
- Noticing (Brain States)
- Safe Language
- Assertiveness

Classroom Structures

- Brain Smart Start
- **BREATHING**
- Routines
- Visuals
- Friends & Family Board
- Safekeeper Ritual
- Safe Place

NME - Regulate

- **HEART RATE**
- Steady Beats
 - Metronome
 - Music
 - Drumming
 - Rocking
- Movement
- Brain Breaks
- Predictable Patterns
- Reduced Sensory Input
- Consistency
- Specific to Child

Composure

You are triggered:

1. Breathe
2. Internal speech: I am safe, keep breathing, I can handle this.



CD - Connection

Adult Skills

- Encouragement
- **EMPATHY**
- Attunement
- Choices

Classroom Structures

- Brain Smart Start
- **RITUALS**
- School Family
- Ways to be Helpful
- Jobs
- Visual Rules
- We Care Center

NME - Relate

- Common Interests
- **ATTUNED ADULT**
- Building Healthy Relationships (with Dosing and Spacing)
- Positive Physical Contact (with Dosing and Spacing)
- Specific to Child

Story Hand Ritual



CD - Problem Solving

Adult Skills

- Positive Intent
- **CONSEQUENCES**
- Executive Skills

Classroom Structures

- Brain Smart Start
- Class Meetings
- **TIME MACHINE**
- Celebrations
- Social Play
- Wishing Well

NME - Reason

- Challenges (with Dosing and Spacing)
- Controlled Novelty
- Curiosity, Exploration, Discovery
- **REFLECTION**
- Specific to child



Conflict Resolution Time Machine™

Pre-K Students

Neurosequential Model

- Bdperry.com
- YouTube > The Child Trauma Academy Channel

Conscious Discipline

- Consciousdiscipline.com
- YouTube > Conscious Discipline Channel
- Podcast > Real Talk for Real Teachers

anita.craighead@preschoolpromise.org

More
Information





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