



Conscious Awareness Learning Model
Based on Conscious Discipline®

Session 1: Conscious Discipline® Basics and the Brain Model

Funded by:  In partnership with:    

Arrival Routine (8:30am – 9:00am)

- Greetings! ☺
- Register/Sign-in
- Have blue folder & journal out on the table
- Put on name sticker
- Complete and turn in the pre-survey
- Get Ready!




**Education is the most powerful
weapon which you can use to
change the world.**

Nelson Mandela

"Get Ready"

Chorus:
Good morning, Good morning
Let's get ready the brain smart way
Good morning, Good morning
Get ready to start the day
Get your hands ready – shake, shake
Get your arms ready – stretch, stretch
Get your brain ready – cross, cross
Get your focus ready (breathe)

Repeat Chorus
Get your hands ready – shake, shake
Get your arms ready – stretch, stretch
Get your brain ready – cross, cross
Get your focus ready (breathe)

Repeat Chorus
Connect with a friend – shake, shake
Connect with a friend – clap, clap
Connect with a friend – hip, hip
Connect with a friend – hug, hug, hug
Good morning, Good morning
Get ready to start the day (x2)




CD: It Starts in the Heart (Track 2)

Music & Movement

- Start every day with music and movement to put everyone in an **optimal state of learning**

Check Energy and Focus Score (journal)

ENERGY

1



10



FOCUS

1



10



What is CALM?

- CALM is funded by the Children's Board of Hillsborough County.
- CALM is a family/team of early childhood providers working together to build strong socio-emotional learners.
- Series of sessions to help Early Childhood providers and families
 - Change the traditional classroom management system from **control** to **connection**.
 - Empower the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
 - Children who are self-disciplined are ready to learn.

We are here as a family to **encourage** and **support** each other.

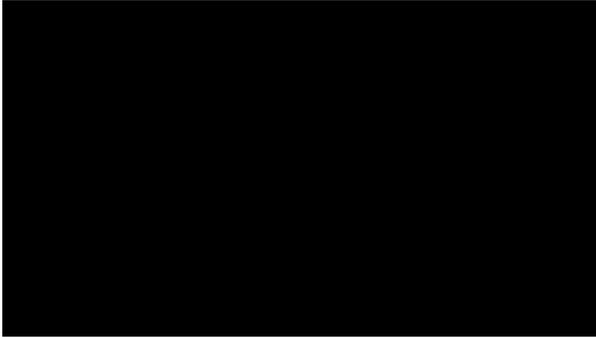
The CALM family is in this together to make each other, our children, and our community stronger.



CALM Family Group Commitment



Remembering Mr. Rogers



Four Essential Components of Conscious Discipline®

1. Conscious Discipline® Brain State Model
2. Seven Powers for Conscious Adults
3. Creating the School Family
4. Seven Skills of Discipline



Brain Smart Principles

- Understanding these principles helps us to better understand behaviors



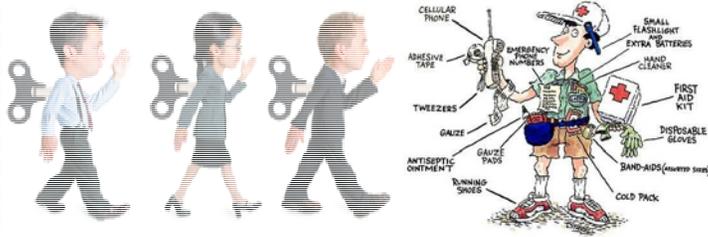
Brain Smart Principle #1

- The **best exercise** for the brain is **exercise**



Brain Smart Principle #2

- The brain is **pattern seeking** and **survival oriented**



Brain Smart Principle #3

- Connections on the **outside** with other people build **neural connections** on the **inside**



Brain Smart Principle #4

- The **brain functions optimally** when the child feels **safe**



Brain Smart Principles Review

- The **best exercise** for the brain is exercise
- The brain is **pattern seeking** and **survival oriented**
- Connections on the **outside** with other people build **neural connections** on the **inside**
- The **brain functions optimally** when the child feels **safe**

Brain Model

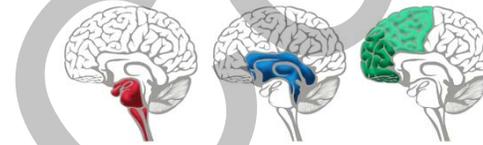
The Relationship Between Behavior and Brain Function

- 3 Brain States:
 - Brain Stem - **Survival State** – Physical Fight or Flight(withdrawal)
 - Limbic System - **Emotional State** - Name Calling, Tattling, etc.
 - Frontal Lobe - **Executive State** (CEO) - Problem Solving



What brain state are you in?

- Brain Stem- **Survival State**: Am I Safe?
- Limbic System- **Emotional State**: Am I Loved?
- Frontal Lobe- **Problem Solving**: What Can I Learn?



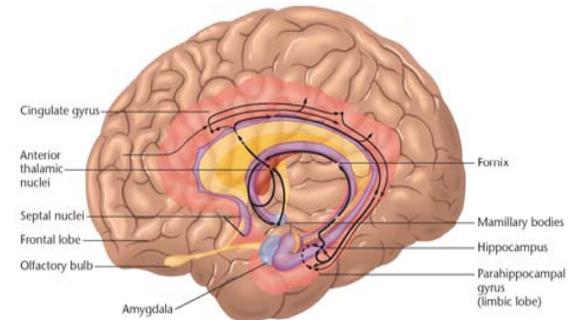
Remember:
We cannot ask
children to do
what we cannot
do ourselves.

Active Calming

When we get stressed active calming is our journey from our **Survival State** to our **Frontal Lobe**, so we can **RESPOND** instead of **REACT**



Limbic System



Stress and Health

- **Stress** is the nonspecific response of the body to any demand made upon it.
 - Failing grades
 - Scary movie
- Even positive events in your life such as:
 - Graduation
 - New job
- **Stress** activates the Autonomic Nervous System rapidly
- **Stress** activates the Hypothalamus-Pituitary-Adrenal (HPA)
- Both systems have major effect on health and well-being.

Effects of Stress

- Continued, long term **anxiety**, **anger** or **stress** is harmful.
 - A body focused on the cycle of **increased cortisol** ("**stress hormone**") & increased metabolism, is not producing new proteins for the immune system and related systems:
 - Cardiovascular
 - Gastro-intestinal
 - Brain- memory, fear, anxiety

ACES & Trauma

- 60% of adults report **A**dverse **C**hildhood **E**xperiences (ACES) or **trauma**:
 - Unstable home life
 - Verbal, physical, sexual abuse
 - Incarceration
 - Mental illness
 - Substance abuse
 - Divorce

Gerwin, 2013

Stress and Trauma

Stress and **trauma** cross all ethnic and economic lines with grave effects on health, learning, social-emotional development and brain development.



Learning to Manage Stress is Essential

- Physical Activity
- Meditation
- Breathing Exercises
- Connection

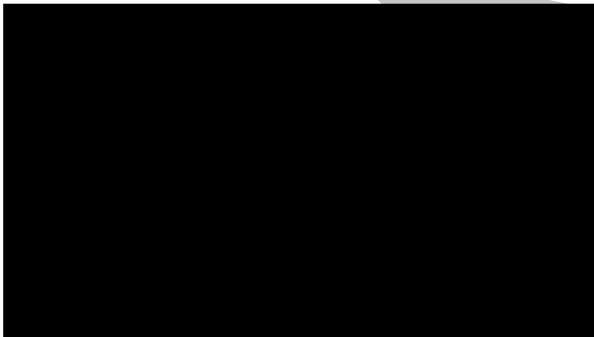


Good News!



Caregivers can ease the **negative affects** of **stress** on children through providing a culture of **inclusion**, **healing** and **connection** that builds **resiliency**.

Mindfulness Dr. Dan Siegel



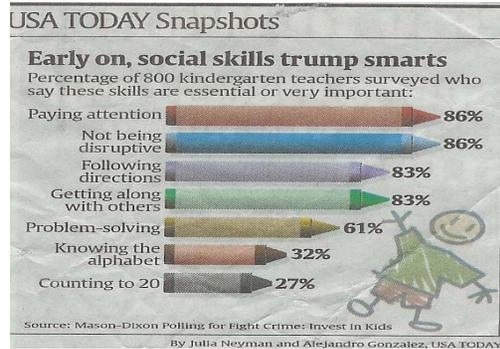
School Readiness Skills

A recent study found that kindergartners' social-emotional skills were highly predictive of their academic, economic and social outcomes into adulthood.



<https://www.usnews.com/opinion/knowledge-bank/articles/2017-07-27/pre-k-and-kindergarten-research-ignores-students-social-emotional-skills>

School Readiness Skills



Self-Regulation

- "...the brain systems that enable infants to manage their arousal and calm down take a longer time to mature."
 - The **adult plays a major role** in helping an infant regulate himself
- The part of the brain that controls self-regulation is not fully developed until adulthood
- Major factors considered for school readiness for 5 year olds is the child's ability to **self-regulate—calm** himself down, focus attention, use words rather than hit another child

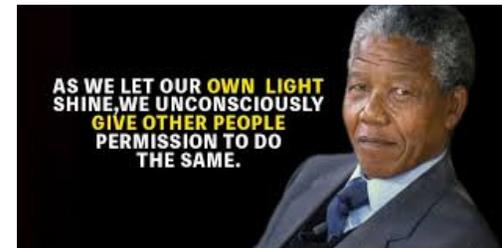
Ross A. Thompson, Janet E. Thompson, and Julia Luckenbill. The Developing Brain and Its Importance to Relationships, Temperament, and Self-regulation. *A Guide to Social-Emotional Growth and Socialization*, 2011.

Traditional Discipline vs. Conscious Discipline®

| External Model: Stimulus → Response | Internal Model: Stimulus → Pause → Response |
|---|---|
| It is possible to control others through environmental manipulations . | Controlling and changing ourselves is possible and has a profound impact on others . |
| Rules govern behavior: Rewards and consequences are the foundations for changing behavior. | Connectedness governs behavior: Relationships are the foundation for change and govern willingness. |
| Avoid conflict : it is a disruption to the learning process . | Conflict is a reflection of missing social or emotional skills and creates opportunity to teach life skills . |

How do we start?

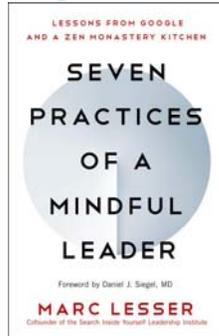
Making the mind shift as teachers and leaders.



Seven Practices of a Mindful Leader

Investigate-Connect-Integrate

1. Love the work
- inspire, aspire, conspire
2. Do the work
- opportunity to learn and grow
3. Don't be an expert
- I am curious and want to learn
4. Connect to your pain
- why do I feel this way?
5. Connect to the pain of others
- positive intent
6. Depend on others
- coach, empower, listen, notice
7. Keep making it simpler
- don't be busy; be focused, engaged, and spacious



#1 Love the Work

Love is the quality of attention we pay to things.

- J.D. McClathy

The "Calling"

- Represents a profound shift of attention
- A shift in one's way of being in the world
- A transformation in the way you see your role, your purpose, your situation

#1 Love the Work

INSPIRE What do you Love?

ASPIRE What are your Ultimate Goals?

CONSPIRE To Support each other in our goals- to become more ourselves and to help heal one another

Partner Activity

"Mindful Listening"

Important skill in **cultivating healthy communication**

Listening with your full attention, while the other person speaks, without questions or interrupting.

Taking turns in answering two questions:

1. What brings you here today?
2. What really brings you here today?

Group Discussion

How we discipline our children becomes how they discipline themselves for the rest of their lives.

Adults can understand that all children are unique and interact with their environment in different ways. This is true for all humans (adult & children).



Sometimes it's hard to be human...



Temperament

- The key to understanding behavior
 - Understanding temperamental traits or behaviors is critical in providing responsive care and developing a close, caring relationship



Definition of Temperament

"Early-appearing patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another."

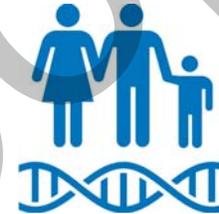
Rothbart & Derryberry, *Zero to Three Journal*, March 2004



Genetic Influences

"Genetic influences typically account for between 20% and 35% of individual variations in temperament."

Goldsmith, Buss & Lemery, 1997.



What influences individual differences in temperament?

- Genes
- Brain Processes
- Family Environment
- Nutrition
- Culture
- Medical Conditions
- Toxic Substances



Theodore Wachs, Temperament and Development: The Role of Context in a Biologically Based System, *Zero to Three Journal*, March 2004.

Nature vs. Nurture

- Environments can influence a child's genetic traits
- The intensity of the environment can either reduce or increase genetically-based risks
- The child's [experiences play a significant role in shaping temperament-based behaviors](#)

Theodore Wachs, Temperament and Development: The Role of Context in a Biologically Based System, *Zero to Three Journal*, March 2004.

Children Development Core Story - Brain Architecture



Impact of Environment & Nutrition

- Children living in more **chaotic** homes (noisy, crowded, with a lack of routines) are more likely to be easily **irritated** and have more intense **negative moods**



- Researchers have linked **iron deficiency anemia** to **negative emotions** in infants and young children
 - Iron carries oxygen to the brain; if a child is anemic they will feel tired, sleep more and be fussier

Theodore Wachs, Temperament and Development: The Role of Context in a Biologically Based System, *Zero to Three Journal*, March 2004.

"Fairness to infants is not treating each child the same. Understanding temperaments is the key to all relationships."

- J. Ronald Lally, Ed.D.



What else do we know about the relationship between the brain & behavior?

Rewards and punishments do not help develop the higher centers of the child's brain.

- Short-term
- Increase the negativity of the school culture

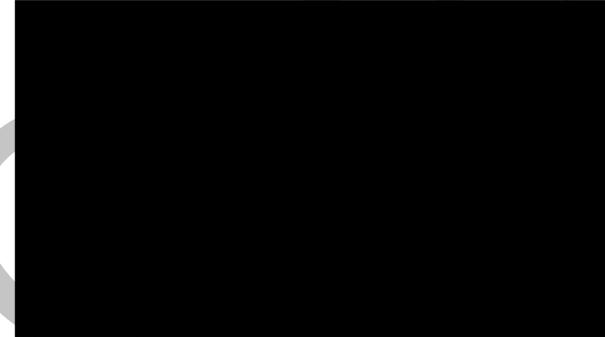


Enhancing Child's Executive Skills Development

- Through connection (responsiveness and attunement)
 - Eye Contact
 - Touch
 - Presence
 - Playfulness



We Are Family



We are truly a CALM family that:

- is all in this together
- is open to the journey
- is connected
- is committed to work the plan
- have repaired or are willing to repair any damaged relationships in seeking to heal rather than hurt

Going Global



Greeting Apron

"Good Morning! How would you like to be greeted today?"



Connection Ritual - to achieve eye contact, touch, and presence in a playful situation



Make-N-Take: Greeting Aprons



1. Cut out any 4 of the greetings templates
2. Affix the rough side of 4 Velcro dots to the front of your apron
3. Affix the soft side of 4 Velcro dots to the back of your greeting cut-outs
4. Attach the 4 greetings to your apron



End of Session – Instructions

1. CALM staff will pass out **red** End of Session folders
2. STAR Table Helper will pass out paperwork: **Post Survey, Evaluation and CEU forms*** (*when applicable)
3. Complete the paperwork individually
4. When paperwork is complete take it to the CALM staff by the doors
5. CALM staff will give out lunch tickets in exchange for completed paperwork
6. Enjoy your lunch (1 box) – sandwich **or** salad with chips and water

End of Session Info

- Post- Assessment, CEUs & Evaluations
- Register for the next workshop: **November 2nd**
CBHC LOCATION
- Website
 - Teacher Portal
www.calmhcc.org
 - Resource Center
Password: [CalmHCC](http://www.calmhcc.org)



"I Wish You Well"

Activity – Chorus

My heart to your heart. I wish you well.
My elbow to your elbow. I wish you well.
My back to your back. I wish you well.
My eyes to your eyes. I wish you well.

How can we help everyone we know
How can we help each other grow
Sometimes it's hard to know what to do
Wishing them well connects me and you
Wishing them well connects me and you

Activity – Chorus

How can we help everyone we know
How can we help each other grow
Sometimes it's hard to know what to do
Wishing them well connects me and you
Wishing them well connects me and you

You make a difference
Let's move and wish your neighbor well
My knee to your knee. I wish you well
My shoulder to your shoulder. I wish you well
My hip to your hip. I wish you well
My hand to your hand. I wish you well
I wish you well. I wish you well.



CD: It Starts in the Heart (Track 5)

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Do Not