







Conscious Awareness Learning Model
Based on Conscious Discipline®

Session 4: The School Family & the Power of Attention and Skill of Assertiveness

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 pre-survey
- Get Ready!



Agenda

- 9:00am-11:30am
 - Arrival song: "Greetings"
 - Quick Review of previous sessions
 - The Power of Attention & Skill of Assertiveness
 - Make-N-Take Project: Conflict Resolution Time Machine
- 11:30am-12:00pm
 - Post-survey & evaluations
 - Lunch & discussion
 - Goodbye song: "I Wish You Well"

"Greetings"

[Refrain] There is something fun we can do when we meet. Some are silly, some are proper ways to greet.

Stand up tall, find a friend, and stick out your right hand. Firmly shake and look them in the eye...

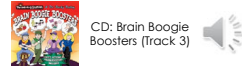
[Chorus] Turn your head from side to side, Give a silly, almost proper sideways, Hi! Good morning! Buenos Dias! What's up? It's a great day! I'm thankful to be with you. Good morning! Buenos Dias! What's up? I'm happy to (feel this way). **3x**

[Repeat Refrain] Close your hand with your knuckles facing at a friend. Now you both tap knuckles as you smile...

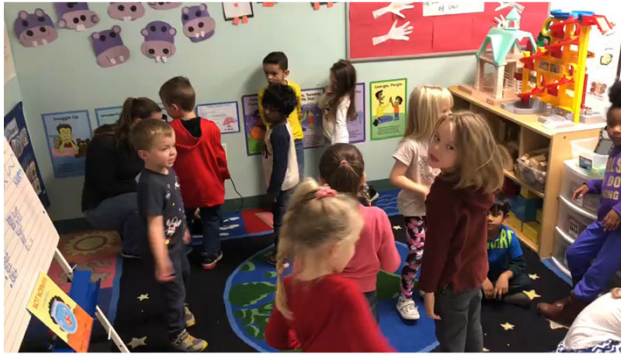
[Repeat Chorus]

[Repeat Refrain] Right hand, to a friend's right hand, then lock your thumbs. Flutter up and do the butterfly...

[Repeat Chorus]



Morning Greeting



Conscious Discipline® – Quick Review

- An emotional intelligence program based on brain research
- Gives teachers and adults the skills to help children become successful in school and in life
- Three core components of Conscious Discipline® are:



Three Brain States

• Survival State

- Fight, Flight or Freeze (non-verbal)
- **Am I safe?**

• Emotional State

- The world is not going my way
- **Am I loved?**

• Executive State

- Optimal State of Learning, goal achievement and problem solving skills (relaxed alertness)
- **What can I Learn?**



Brain State Model Goals

- Remain in the **executive state** ourselves
 - Change our internal state from **upset** to **calm**
 - **"I am safe", keep breathing, "I can handle this"**



Stop/Smile
Take a deep breath
And
Relax

- Identify which internal state the child is in
- Assist the child in achieving an **executive state** for optimal learning
- Address the behavior by teaching a new skill

Brain Smart Principles Review

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

Building the Foundation – The “Why”



Setting Up Our Classrooms For Optimal Learning

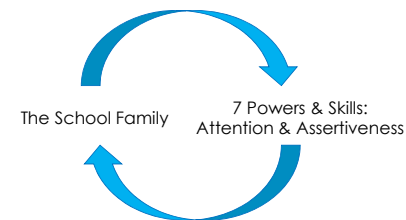
Three types of classrooms:

- **Boot Camp** – drill sergeant that expects total obedience
- **Factory** – moves along as long as there's no real issue (good or bad)
- **Community** – everyone works together and classroom is self-regulated, results in children being more advanced in social moral development

**In DeVries and Zan's book on Moral Development*

The School Family

- The School Family has a **reciprocal** relationship with the seven **powers** and **skills** of Conscious Discipline®



Creating The School Family

Routines

Teach expected behaviors



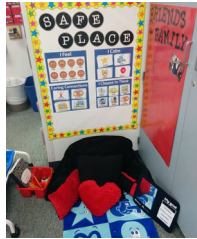
Rituals

Build connections



Structures

Meet needs of **all** children



Brain Smart Start

- UNITE – Greeting Song
- DISENGAGE STRESS – Breathe ★
- CONNECT – I Love You Ritual ♥
- COMMITMENT – To help keep it safe



Activities to Unite



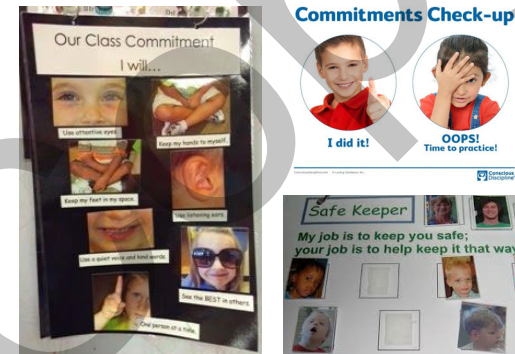
Activities to Disengage Stress



Activities to Connect



Activities to Commit



Group Reflection Activity

Homework reflection from last session ([Composure](#)):

- Know your **TRIGGERS**
- Practice Uploading **CALM**
- Download **CALM** to children
- Practice being the **change** you want to see...

Safe Place



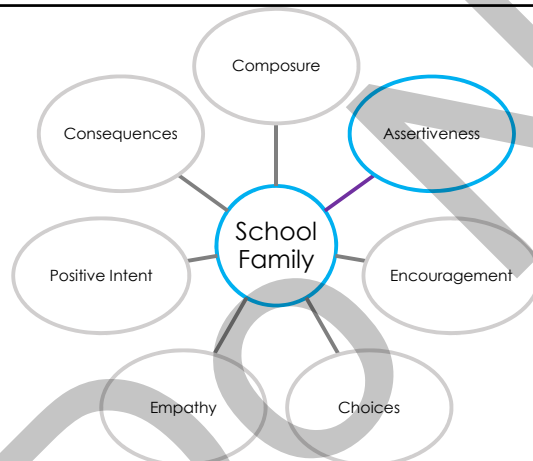
5 Steps to Self-Regulation (teacher assists through process)

- Step 1: **I Am Upset:** signal for child to go to safe place
- Step 2: **I Calm:** child chooses 1 of 4 breathing strategies*
- Step 3: **I Feel:** child identifies feeling from poster
- Step 4: **I Choose:** child chooses books, lotion, dolls, drawing
- Step 5: **I Solve:** child and teacher work towards a solution

*Adult first uploads/downloads calm to child

7 Powers & Skills of Conscious Discipline®

Power	Skill	Strategy
Perception	Composure	Safe Place
Attention	Assertiveness	Time Machine
Unity	Encouragement	
Free Will	Choices	
Love	Positive Intent	
Acceptance	Empathy	
Intention	Consequences	



How do **you** define assertiveness?



Assertiveness

- **Confident** in behavior or style
- Behaving **confidently** and able to say in a **direct** way what you want or believe
- Being assertive means being able to stand up for your own or other people's rights in a **calm** and **positive way**, without being either **aggressive**, or **passively accepting** (wrong)
- **Clearly** and **respectfully** communicating one's wants, needs, positions, and boundaries to others

Skill of Assertiveness

Saying "no" and being heard: Setting limits respectfully



The Power of Attention: "What you focus on, you get more of."

Focusing on what we want, rather than on what we don't want, is key for lifelong happiness because it wires our brain for success.

Power of Attention

- If our attention is focused on the **problem**, it is not open to a **solution**
- Think about what you want children to do...
"I want them to stop hitting."

SHIFT and say, "I want children to learn how to verbally communicate in socially acceptable ways when frustrated."



Table Activity

Where do you focus your attention?

On **what you want?** (**positive outcome**)

On **what you don't want?** (**negative outcome**)

Scene 1: "Michelle, why did you hit Jake? Would you like someone to hit you? Hitting hurts. Go turn your card to red. Then come back and be nice."

Scene 2: "Mark, what is our rule about fighting? You march right down to the director's office. You know the rules."

Scene 3: "Cameron, you wanted a marker. You didn't know the words to use to get it. You may not grab. When you want a marker say, 'May I borrow your marker please?' Try and say that now."

Table Activity (cont'd.)

Scene 4: Think about the last discipline encounter you had with a child. Bring up a specific scene with dialogue. Write the dialogue in your journal.

Where was **your** overall focus?

positive or negative

helpful or hurtful

Attention and Neuroplasticity

- **Negative Focus** creates negative pathways which leads to becoming more **reactive** and **hurtful**
- **Positive Focus** creates positive pathways – having faith all is well and **actively calming strengthens** these pathways to **become more helpful, peaceful, loving and healthy**



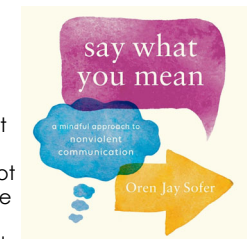
Which one will you feed?



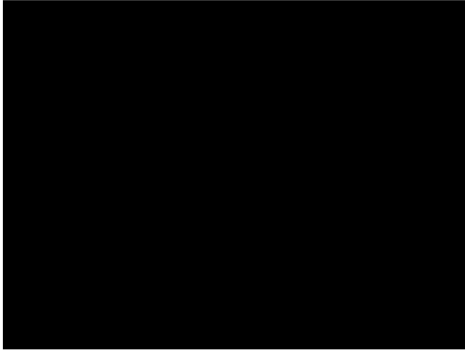
Mindful Speech

- what we say matters
- the ability to listen to others

“Aware of the suffering caused by unmindful speech and the inability to listen to others, I am committed to cultivating loving speech and deep listening in order to bring joy and happiness to others and relieve others of suffering. Knowing that words can create happiness or suffering, I am determined to learn to speak truthfully, with words that inspire self-confidence, joy, and hope. I will not spread news that I do not know to be certain and will not criticize or condemn things of which I am not sure. I will refrain from uttering words that can cause division or discord, or words that can cause the family or the community to break. I am determined to make all efforts to reconcile and resolve all conflicts, however small.”



What you say matters!



Mindful or Mindless?

Ask ourselves: are we being mindful or mindless?



Mindfulness is being aware of what's happening in the present moment in a balanced and nonreactive, **CALM** way.

Reflection on Presence

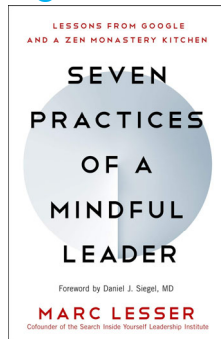
- What helps you stay **connected** to presence (*breathing, time with a friend, etc.*)?
- What **disconnects** you from presence (*stress, feeling tired, etc.*)?
- Take some time to think about these, making a list for each



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



#4 Connect To Your Pain

Why do I feel this way?

- Facing, feeling, and connecting with discomfort vs. numbing
- Increases understanding
- Helps maintain perspective

RAIN

- Recognize
- Allow
- Investigate
- Nurture

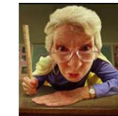


**From Tara Brach's book on Radical Compassion (2019)*

Understanding the 3 Voices

Aggressive (verbal or non-verbal) – Survival State

- "LINE UP NOW!" [OR ELSE]



Passive – Emotional State

- "Line up okay...?"

Assertive – Executive State

- "Line up at the door with your hands at your sides, like this."
(demonstrate)

Assertive Communication

Calm and Firm



Facial expression
Body Language
Tone

Understanding the 3 Voices

Aggressive tone:

Intent: avoid conflict through dominating
Voice tone: "OR ELSE!"
Power: taken from others
Information: unusable, attacking

Passive tone:

Intent: please others
Voice tone: Asks for permission, "Okay?"
Power: given away
Information: unusable, confusing

Assertive tone:

Intent: paints a picture of what we want to do
Voice tone: Clear, calm, firm, "Do it like this."
Power: within
Information: usable, what to do

Assertiveness

- Pivoting – "About Face!"
 - Shift our focus from what we **don't** want the child to do to what we **do** want the child to do
 1. Calm down by taking a few deep breaths (S.T.A.R)
 2. Consciously re-focus to what positive action you do want



Common Pivoting Opportunities

Triggered/Habitual Response	Assertive Statement
Grab my hand NOW!	Hold my hand so I can help you walk across the street safely.
You know better than that.	Say, "Excuse me," when you bump into others.
Stop. It's not nice to hit others.	When you want to get her attention, tap her on the shoulder gently like this (demonstrate) and say her name.



Group Commitment

When I am upset, I will take a deep breath and switch my focus from what I **don't** want, to what I **do** want children to do. I will tell children (**demonstrate**) what I want them to do and why. My "why" will be related to **safety**.



Channel the Power of Attention to Focus on What You Value

- If you **value hurtful behavior**, the rule is "**aggressor first**"
- If you **value helpfulness**, the rule is "**victim first**"



Helpful vs Hurtful

Victim gets pushed when in line

Victim First

1. **Calm yourself** first – then ask, "Did you like it?"
If **weak response**, help child use an **assertive** tone.
If **too aggressive**, take some **deep, calming breaths** together; "Match your voice to mine."
2. **Teach** the victim a helpful way to communicate.
"I don't like it when you push me. Stop it. Tell me the line is moving by saying, "Look! The line is moving forward without us."
3. **Encourage** the aggressor to complete the action or use a new skill.
Willingness comes from **connection** and a sense of belonging. Children who feel **connected** are more likely to **cooperate**.

"Name, Verb, Paint" Assertive Commands

1. **Name**: Make eye contact, state the child's name
2. **Verb**: Verbalize what you see (begin sentence with verb)
- Example; "**remove** all papers..."
3. **Paint**: Use gestures and visual cues to paint a picture of what you want child to do



Assertive Commands

The more senses you can incorporate, the more effective your assertive commands will be. Examples of commands to go with each sense:

- **Visual**: Utilize eye contact and gestures
- **Auditory**: State the child's name and your expectations
- **Kinesthetic**: Move into proximity with the child
- **Tactile**: Touch the child, offering gentle guidance
- **Energetic**: With a loving, positive intent for clarity and success

Assertive Directions



Assertive Commands to Groups

1. Get the group's attention with a **signal** (be consistent)
 - Blink lights, ring bell, song or chant, then lead S.T.A.R.
2. **Notice** the children who stop – “You stopped, looked and are ready to listen.”
3. **Verbally** tell the children **what you want** them to do



CD® Transition Songs

Transition to Large Group

- “Watch Me Listen” and “Skip Count” on Brain Boogie Boosters CD



Redirection

- Shift child's attention to a behavior/action that is safe or preferable
 - Face-to-face interaction vs. yelling across the room
 - Joint attention
 - Clarification of boundaries
 - Assistance in connecting with new object
- Redirection scaffolds pre-frontal lobe development



Using I-Messages

When we believe children have infringed upon us.

1. Composure

2. I-Message: sets a limit and teaches a new skill

- Style 1: "I don't like it when you _____."
- Follow with assertive command and relate it to safety
- Style 2: "When you _____, I feel _____ because _____."
- Follow with an assertive command

Aggressive Behavior peaks in Early Childhood

- "According to maternal reports, 80 percent of 17-month-olds have already engaged in some form of aggression toward other children."

The general progression is from **Physical** to **Verbal** to **Social**

- "Generally speaking, boys are more **physically aggressive** and girls are more **socially aggressive**, with both being equally **verbally aggressive**."

(Tremblay, Hartup, & Archer, 2005)

"Are children safe in preschool?"



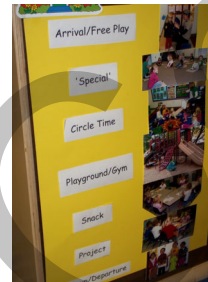
Assertiveness Tools for the School Family

- Create **safety** through **predictability** and **consistency**
- **Visual Routines:** schedule, handwashing, lining up, arrival, Individual (books), etc.
- **M.A.P. method:**
 - Model your procedure and expectations
 - Add visuals
 - Practice, practice, practice

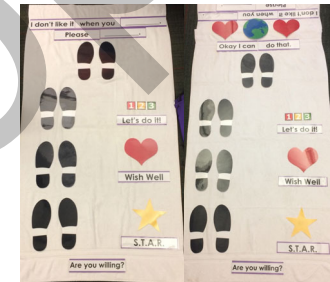


Strategies & Structures

Daily (visual) Schedules



Time Machine



Time Machine

When a hurtful interaction occurs between two children

1. "Are you willing to go back in time to solve the problem?"
2. Be a **S.T.A.R.** (entire class)
3. **Wish** each other **well** (individuals and class)
4. "1, 2, 3, let's do it!" (clap afterwards)
5. **Coach** children to use **helpful words**. Victim: "I don't like it when you **push me**, next time please say, "**Move please.**" Other child's response is "**Ok, I can do that.**"
6. Ask children to show **forgiveness** and **acceptance** by sharing a gesture, i.e., shaking hands, high five, hugging, etc.

Make a Shift – Become Powerful

Power of Perception – "No one can make you angry without your permission."

Skill of Composure – self-regulation

Responsive vs. **Reactive**



Breathe in: "What I focus on." **Exhale:** "I get more of." (3x)

Power of Attention – focus on what you want to see

Skill of Assertiveness – setting limits respectfully

Focus on your True Colors

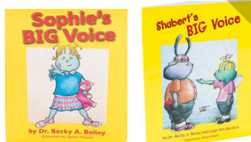


Assertiveness Summary

Assertiveness	Attention directs neuroplasticity and all learning
Power	Attention: What you focus on, you get more of
The School Family	<ul style="list-style-type: none"> • M.A.P. Visual Routines • Visual Daily Schedule • Time Machine • Routine Books • Social Stories
Strategies	<ul style="list-style-type: none"> • Paint for assertive commands, "I'm going to," • Tell and Show, "I don't like it," • Redirection

Literature

- Sophie's/Shubert's Big Voice ([Conscious Discipline®](#))



- *Fuzzy Bear Goes to School* by Krisztina Nagy ([routine](#))
- *No No Yes Yes* by Leslie Patricelli ([helpful](#) vs. [hurtful](#))
- *Quiet Loud* by Leslie Patricelli ([quiet and noisy areas](#))
- *The Hello Goodbye Window* by Norton Juster ([arrival/drop-off](#))

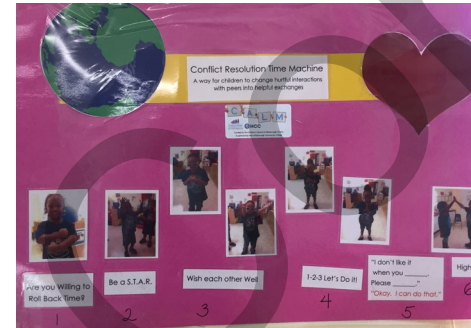
Family Connection

- Send home a note about the importance of the classroom [routines](#) and [schedule](#) to help children feel safe and connected and know what to expect next. Predictability creates [CALM](#).
- Also, explain the purpose of the [Time Machine](#) and how we use it to [solve problems](#).

The School Family Power of Assertiveness Checklist

- **Name, Verb, Paint:** paint a picture of the behaviors you want when giving assertive commands
- **Tell and Show (defiance):** "I'm going to show you what to do, how to get started, what is expected, etc."
- **I-Message (disrespect):** *Calm yourself first, "I don't like it when you..." then end with what you want child to do; teach this assertive phrasing to children*
- **Redirect:** face to face vs. from across the room
- **M.A.P:** school-wide and classroom routines; post throughout the school/center
- **Post Daily Schedule:** make it interactive
- **Create Routine Books and Social Stories (class-made):** put in class library and allow children to check them out and take them home
- **Create Individual Routine Books:** for children who have difficulty seeing the patterns of the school day

Make-n-Take: Time Machine



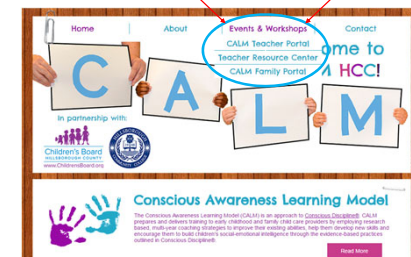
- Create a visual, step-by-step Time Machine for your classroom.
 - Flip book
 - Poster
- Use pictures of the kids in your classroom.
- Make sure it's easily accessible.

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: **March 7th**
CBHC LOCATION
- Website
 - Teacher Portal
www.calmhcc.org
 - Resource Center
Password: CalmHCC



"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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