Welcome to Session 2

Becoming Brain Smart®

SESSION OVERVIEW:

- Understand that permanent behavior change requires us to manage our inner states so we can change how we respond to others.
- Explore how to be a co-regulator with children while strengthening our self-regulation skills.
- Identify the skills and behaviors of the Survival State, Emotional State and Executive State.
- Utilize the Conscious Discipline Brain State Model to illustrate how to integrate and wire the brain for optimal development.

ConsciousDiscipline®

If you are in a group setting, choose a partner for Session 2:

_____

Session 2: Pre-Learning Survey

Let's begin with a simple survey to help you measure your perceptual shift as you learn helpful, new information.

1. Your state dictates your behavior.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Discipline problems prevent us from teaching necessary social skills.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Teaching self-regulation is more important than teaching academics, especially in the early years of life.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. Free play has little impact on the development of self-regulation.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Connections with others build neural pathways from the lower centers of the brain to the higher centers of the brain.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Becoming Brain Smart, Part 1

When are you more likely to let the kindness out? _____

Self-Regulation

1. State dictates behavior. We must focus on the _____ first and the _____ second.

2. Self-regulation puts a pause between the _____ and the _____.

Self-regulation is a top predictor of life success — even more important than early academics. What are your thoughts about this? _____

The way parents treat each other is more powerful for a child's development of self-regulation than the way a parent treats the child.

Self-regulation requires us to access our inner speech in order to regulate our emotions. In essence, it takes two: My inner speech must regulate my inner state. Explain how this relates to you and your child, or you and the children in your care.

_____

_____

_____

Adults talk to themselves in their heads. This inner speech governs our behavior. Children develop this ability slowly over time, with inner speech generally maturing around six years old.

3. How do young children self-regulate if they do not have mature inner speech?

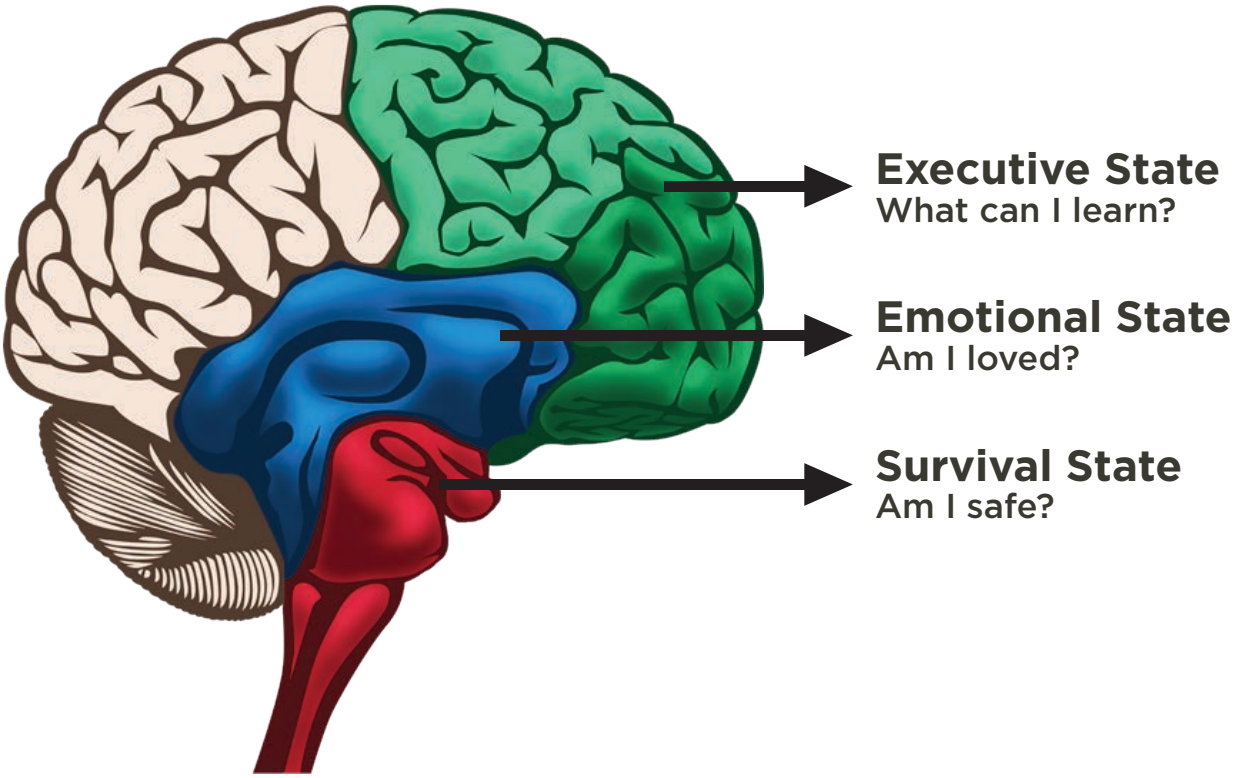
_____

_____

The adult is a co-regulator for children, with the job of guiding them in managing their inner states.

**Before inner speech matures, young children think in picture form.
Posting pictures of our expectations helps children encode information more easily so they are more likely to succeed.**

Conscious Discipline Brain State Model™ Basics



4.

Conscious Discipline Brain State Model Summary		
Brain State	**Skills We Can Access**	**Question**

5. The system responsible for our arousal system is called the _____ and it has two basic subsystems:

- The **parasympathetic system** works like the brake in a car to slow down.
- The **sympathetic system** works like the gas pedal to make the car go.

Ideally, we have a balance of these two systems that is set in utero (before birth). An unbalanced autonomic system is one in which the child is unable to use his or her energy appropriately to manage a situation.

6. The Survival State combined skills acronym is: _____

7. The Emotional State combined skills acronym is: _____

8. The Executive State combined skills acronym is: _____

When you are triggered and move into an Emotional State, what is playing on your CD-Rom?

_____

In order to help children learn to self-regulate, we must get to know the children in our care well enough to see the world from their perspective.

9. Information gets filtered through our _____ State. How does it decide what to do with the information it receives? _____.

Our state dictates our behavior because it dictates how we choose to perceive a situation or event.

10. What do you perceive when you are in a Survival State? _____ Your intent is to _____ the behavior.

11. What do you perceive when you are in an Emotional State ?_____ Your intent is to _____ the behavior.

12. What do you perceive when you are in an Executive State? _____ Your intent is to _____ the child.

Are you willing to spend time becoming conscious of the state you are experiencing and noticing the states of others? If so, write a personal commitment below.

_____

_____

Using Safety, Connection and Problem-Solving to Build Brain Smart Classrooms and Schools

Children come to school asking, "Am I safe?" "Am I loved?" or "What can I learn?" Effective schools (and homes) create cultures that answer the first two questions in the affirmative, and then provide the academic and social-emotional skills necessary for optimal growth. The graphic below summarizes helpful skills Conscious Discipline uses with each brain state.

Survival State: Safety

Combined Tools

N = Noticing

A = Assertiveness (adults)

R = Routines with pictures

C = Composure

S = Safe Place™ and Safekeeper

Characteristics

- No eye contact
- Resistance to questions, touch and understanding
- Tense face/body
- Feels cornered and powerless

Conscious Discipline Skills

- Composure: S.T.A.R., upload; breathe with me, download
- Noticing: Your arm is going like this
- Language of safety: You are safe
- Assertiveness: Voice of no doubt

Emotional State: Connection

Combined Tools

R = Rituals

E = Encouragement

J = Jobs

E = Empathy

C = Choices

T = The School Family™

Characteristics

- Body relaxes
- Eye contact and touch are helpful
- Seeking connection, understanding and/or power

Conscious Discipline Skills

- Encouragement: You can do it
- Choices: You have a choice
- Empathy: You seem _____.

Executive State: Problem-Solving

Combined Tools

S = Solutions (class meetings)

P = Positive Intent

A = Academic Integration

C = Consequences

E = Executive Skills

Characteristics

- Tend to focus on what you don't want first
- Willing and ready to learn a new skill
- Able to reflect and plan
- Sees impact on others

Conscious Discipline Skills

- Positive intent: You wanted _____ or you were hoping _____.
- Natural Consequences: Did you like it?
- Logical Consequences: You have a choice! You can choose to

  __(helpful skill)__ and __(positive consequence)__ or __(hurtful skill)__ and __(negative consequence)__.
- Problem-solving: P.E.A.C.E., class meetings

Becoming Brain Smart, Part 2

The higher centers of the brain love novelty.

The lower centers of the brain love sameness and predictability.

There needs to be a balance of the two.

Give an example of this in your life. _____

_____

In spite of the brain state labels, the brain always works together as an integrated whole.

How can we help move ourselves and the children in our care from the lower centers of the brain to the higher ones when experiencing upset?

_____

_____

In a disconnected state, we cannot override our impulses and we might find ourselves shopping, eating or drinking too much. How has this played out in your life and in the lives of those around you?

_____

_____

_____

_____

13. What is the key to "knowing" how to do better versus actually "doing" better? _____

Left Hemisphere	Right Hemisphere

Countries that support free play have better academic gains than countries that do not support free play.

–Journal of Pediatric Medicine

Play is essential for self-regulation.

The way we react to emotionally-driven children shapes their inner speech for the rest of their lives.

The intent, tone of voice and words we use with children who are experiencing an Emotional State becomes part of an internal CD-Rom that can impact them for the rest of their lives.

The right hemisphere of the brain exhibits complaining and nagging behaviors because we are focused on what we don't want. The left hemisphere of the brain focuses on what we do want.

To integrate the brain, we must flip from focusing on what we **don't want** to focusing on what we **do want** by using positive intent and language like, "You wanted _____."

Let's discuss some common behaviors we tend to think of as discipline problems:

- How much time do you spend helping children who interrupt, say things before thinking and are generally a nuisance?
  - Is this a discipline problem or are they missing the skill of impulse control?
- How much time do you spend helping children follow directions?
  - Is this a discipline problem or are they missing the skill of working memory?
- How much time do you spend managing children's emotions when things don't go their way?
  - Is this a discipline problem or are they missing the skill of emotional control?
- How much time do you spend helping children pay attention, focus on the task at hand or get back on task?
  - Is this a discipline problem or are they missing the skills of attention and impulse control?

In order to teach children a better way, we must Q.T.I.P. when it comes to their skill deficiencies and be willing to see our own missteps as O.O.P.S.

14. **Q.**_____

    T. _____

    I. _____

    P. _____

15. **O.**_____

    O._____

    P. _____

    S. _____

The more we teach children the missing skills, the more successful they will be throughout the day and in life!

16. At what age is the prefrontal lobe fully developed? _____

What we can do:

- Offer children more time for free play.
- Practice the Q.T.I.P. method and **Q**uit **T**aking **I**t **P**ersonally.
- Allow yourself to O.O.P.S. Your O.O.P.S.! are simply **O**ther **O**pportunities to **P**ractice **S**elf-control.

Are you willing to provide more free play, Q.T.I.P. and O.O.P.S.?
If you are in a group-study, take a moment to commit with your Commitment Buddy.
If you are doing a self-study, sign and date the commitment below.

I am going to provide more free play, Q.T.I.P. and O.O.P.S.

SIGN: _____ DATE: _____

3-2-1 Reflections

3 Things you learned… _____

_____

_____

2 Ways you were personally impacted… _____

_____

_____

1 Question you still have… _____

_____

_____

Implementation Plan: Make a Commitment

Think of the most valuable piece of information you heard during this session. What are you willing to begin implementing right away? Take out your **Reminder Mini-Poster for this session** (printed from the e-learning portal) and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

Session 2: Post-Learning Survey

Let's revisit our little survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of the session and reflect on the transformational changes you've already internalized.

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(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect

Extend Your Learning

Brain Breaks

- "Welcome" from *It Starts in the Heart*
- "Watch me Listen" from *Brain Boogie Boosters*
- "Bye Bye Crankies" from *Songs for I Love You Rituals, Vol. 2*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms,* Chapter 2, Brain State Model (pages 30-59)
- *Managing Emotional Mayhem,* Chapter 2, Awareness: Our relationship with our emotions and how it affects the children in our lives (pages 47-66)

Online Resources

Log in to your e-Learning Portal at ConsciousDiscipline.com to access additional resources and video FAQs for Session 2.

- Facebook.com/ConsciousDiscipline
- Pinterest.com/ConsciousDiscipline
- Twitter.com/ConsciousDiscipline or @ConsciousDiscipline
- YouTube.com/user/LovingGuidance

ANSWER KEY: SESSION 2

1. State / behavior
2. Stimulus / response
3. They don't!
4.

Conscious Discipline Brain State Model Summary

Brain state	Skills we can access	Question the state is asking
Executive State	Investigation, wisdom, executive skills	What can I learn from this?
Emotional State	Blame, shame, guilt, verbal attacks, name calling	Am I loved?
Survival State	Attack, defend or surrender	Am I safe?

5. ANS – Autonomic Nervous System
6. N.A.R.C.S.
7. R.E.J.E.C.T.
8. S.P.A.C.E.
9. Emotional
10. Threat / punish
11. Irritation / stop
12. Call for help / help or teach
13. Connection
14. **Q**uit **T**aking **I**t **P**ersonally
15. **O**ther **O**pportunities to **P**ractice **S**elf-control
16. 24 years old