

Conscious Discipline® Introduction

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The Components of Conscious Discipline

Conscious Discipline encompasses these four components, which are specifically and practically designed for success.

Seven Skills of Discipline

Provides adults with the seven discipline skills needed to effectively transform any problem into a life lesson.

The School Family™

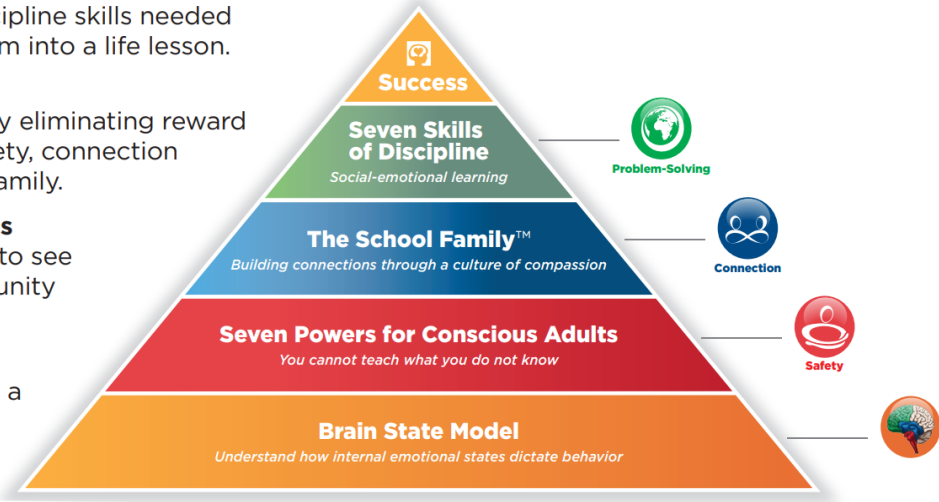
Creates a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem-solving of a School Family.

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



Traditional Discipline	Conscious Discipline
External model <i>Stimulus - response</i>	Internal model <i>Stimulus - PAUSE - Response</i>
You can make others change.	Changing ourselves creates change in others through dynamic interactions.
Rules govern behavior; rewards and punishment are the foundation for changing behavior.	Relationships govern behavior; connection is the foundation for change and encourages willingness.
Avoid conflict; it is disruptive.	Conflict is a reflection of missing social or emotional skills and creates opportunity to teach life skills.

Powers	Skills	Structures and Rituals
Perception	Composure	Brain Smart Start, Safe Place, Safekeeper
Attention	Assertiveness	Visual Routines, Class-Made Books
Unity	Encouragement	Connecting Rituals, Kindness Tree, Jobs
Free Will	Choices	Visual Rules
Acceptance	Empathy	We Care Center
Love	Positive Intent	Wish Well, Celebration, School Family Assemblies
Intention	Consequences	Class Meetings, Time Machine
<i>Regulates You</i>	<i>Regulates Child</i>	<i>Practice Skills</i>

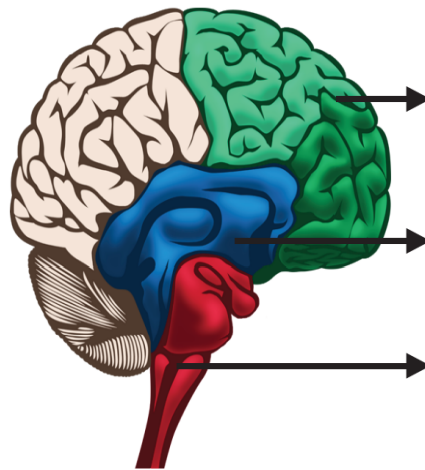
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Understanding the Conscious Discipline Brain State Model: The CD Brain State Model helps us recognize that internal states regulate external states. The brain always works as an integrated system of subsystems. The artificial distinctions in the CD Brain State Model are only used to demonstrate the relationship between brain function and behavior.

Conscious Discipline Brain State Model



Executive State

Developmental Need:

Problem-solving opportunities

Looks like: Wisdom, unlimited skills

Message: What can I learn?

Emotional State

Developmental Need: Connection

Looks like: Back talk, sass, yelling, verbal reactions

Message: Am I loved/connected?

Survival State

Developmental Need: Safety

Looks like: Hiding, fighting, surrender, physical reactions

Message: Am I safe?

School Family™: Moving from a Factory to a Family Model for Education

Factory Goal = Standardized widgets with ones of less quality removed.

Family Goal = Optimal development of every member.

What's Unique About Conscious Discipline:

- Family Model of education.
- Slow-Slow (builds connections) and Quick-Quick (strategies to manage all conflict/problems).
- Shift from relying on Fear to relying on Love.
- Adult first, children second.
- The creation and installation of the PAUSE (self-regulation).
- Combines school climate, discipline and self-regulation into a seamless whole.
- Transformational and based in Neuroscience.
- Systemic changes throughout the school.
- It is not an add-on program. The curriculum comes from your daily activities and using them as teachable moments.

