



ConsciousDiscipline®

**Conscious Discipline®
School-Wide Implementation
Guide for Secondary Teachers**

These guides are just the beginning of your journey with Conscious Discipline. For more in-depth training and support call 800.842.2846 or learn more at ConsciousDiscipline.com.

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Reimagining Middle Grades
SEL School Team Action
School Year 2018-19

School Supportive Environment
Conscious Discipline

SEL TEAM

	NAME	POSITION	ATTENDED RMG INSTITUTE
1	JENNIFER KMIEC	8 TH GRADE AMERICAN HISTORY	YES
2	FIESTA MITCHELL	8 TH GRADE AMERICAN HISTORY	NO
3	JUPETER DESCARGAR	8 TH GRADE AMERICAN HISTORY	NO
4	IVONNE ARTEAGA DE TORRICO	7 TH GRADE CIVICS	YES
5	SANDE HARTMAN	7 TH GRADE CIVICS	NO
6	AUDREY JAGHAI	7 TH GRADE CIVICS	NO
7	RENEE RODNEY	6 TH GRADE WORLD HISTORY	NO
8	JOHN SETTINERI	6 TH GRADE WORLD HISTORY	NO
9	PAMELA JASSEM	6 TH GRADE WORLD HISTORY	NO
10	SUSAN KINCAID	7 TH GRADE/SOCIAL STUDIES AP	YES

PROFESSIONAL DEVELOPMENT

List the professional development activities the SEL Team will engage in during the 2018-19 school year.

Meetings - How will you communicate to share ideas and plan together?

- How often will you meet?
- What will be the goal of your meetings?

We will use a portion of our weekly PLC's to discuss Social Emotional Learning and Project Based Learning. The social studies department will be the first trained and we will share what we do with the school in our monthly faculty meetings.

The goal of our meetings will be to explain what the program is and how to roll out the program for maximum effectiveness. We will also discuss how this program will create more emotionally resilient students and create more on task behavior during our classes. We will share best practices and discuss what we notice using the program.



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Book Study – Conscious Discipline: Building Resilient Classrooms

What will be the focus of your readings and discussions each month?

We will pick a topic with conscious discipline and focus on how to use it properly and what goals we are trying to accomplish and implementing it. Since I am the only one with the book, I will petition to the PTA to purchase the books for our department. We will also be using the Second Step program and going in order since the topics build on each other and addressing a new topic weekly. The first 15 minutes of our class will be dedicated to conscious discipline and Second Step. We will also as a department discuss with our librarian how we will film our Brain Smart Starts for the school to be able to use.

September	October	November	December	January
Conscious Discipline Topic: Introduction to Conscious Discipline pg. 8-29, Conscious Discipline Brain State Model pg. 30-59 Second Step Topic: Mindsets and goals 6 th ~ Welcome!, Starting Middle School, Helping New Students 7 th ~ Welcome!, Starting Middle School, Helping New Students 8 th ~ Welcome!, Helping New Students, Learning Strategies	Conscious Discipline Topic: School Family pg. 60-83 Second Step Topic: Mindsets and goals 6 th ~ Grow Your Brain 1, Grow Your Brain 2, Can Personalities Change? 7 th ~ Making Mistakes, Personalities Change, Setting Goals 8 th ~ Labels, Smart Goals, If Then Plans	Conscious Discipline Topic: Composure pg. 84-119 Second Step Topic: Mindsets and goals/Values and Friendships *Unit 1 Knowledge Assessment 6 th ~ Setting Goals, If Then Plans, Values and Decisions 7 th ~ If Then Plans, Values and Decisions, Online Values 8 th ~ Values and Decisions, Positive Relationships, Relationships Change	Conscious Discipline Topic: Assertiveness pg. 120-159 Second Step Topic: Values and Friendships *Unit 2 Knowledge Assessment 6 th ~ Social Values, What's a Friend, Making Friends 7 th ~ What Kind of Friend Are You? Strengthening Friendships, Challenge: Friendships 8 th ~ Negative Relationships, Challenge Relationships	Conscious Discipline Topic: Encouragement pg. 160-193 Second Step Topic: Thoughts, Emotions, and Decisions 6 th ~ What Are Emotions?, Values and Emotions, Spot the Thought? 7 th ~ The Role of Emotions, Handling Emotions, Unhelpful Thoughts 8 th ~ Emotions and Decisions, Responding to Anger, Handling Rejection

February	March	April	May	
Conscious Discipline Topic: Choices pg. 194-217 Second Step Topic: Thoughts, Emotions, and Decisions *Unit 3 Knowledge Assessment 6 th ~ Calming Down, Slow Breathing 7 th ~ Be Calm, Frustration 8 th ~ Stay Calm, Anxiety	Conscious Discipline Topic: Empathy pg. 218-253 Second Step Topic: Serious Peer Conflicts 6 th ~ Perspectives, Challenge: Perspectives, Recognizing Serious Conflicts 7 th ~ Jumping to Conclusions, Challenge: Conclusions, Avoiding Serious Conflicts 8 th ~ Assumptions, Challenge: Assumptions, Helping Friends and Avoid Conflicts	Conscious Discipline Topic: Positive Intent pg. 252-285 Second Step Topic: Serious Peer Conflicts 6 th ~ Challenge: Recognizing Serious Conflicts, Resolving Serious Conflicts, Challenge: Resolving Conflicts 7 th ~ Challenge: Avoiding Conflicts, Resolving Serious Conflicts, Challenge: Resolving Serious Conflicts 8 th ~ Challenge: Avoiding Conflicts, Helping Friends Resolve Conflicts, Challenge: Resolving Conflicts	Conscious Discipline Topic: Consequences pg. 286-324 Second Step Topic: Serious Peer Conflicts *Unit 4 Knowledge Assessment 6 th ~ Making Amends, Bullying, Gratitude 7 th ~ Taking Responsibility, Gender Harassment, What You Learned 8 th ~ Helping Friends After a Conflict, Sexual Harassment, High School	



Reimagining Middle Grades
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What type of ongoing professional development do you feel would best support your school?

- Peer coaching
- Coaching
- Online training modules
- Partnering with a nearby school
- Professional Learning community
- Intensive week-long training
- School based whole staff training

SHARING WITH SCHOOL COMMUNITY

What ideas and structures from Conscious Discipline would you like to share with your school staff?

<ul style="list-style-type: none"> • This is an adult first program • WEBSITE: www.consciousdiscipline.com • 3 states: Executive, Emotional, and Survival • All behavior is purposeful • Breathing Techniques • Mindfulness • Wish Well • Weekly Commitments • 7 goals of conscious discipline • Difference between conscious discipline and traditional discipline • Offering Praise without judgement • Faculty Bus Trip to Neighborhood welcoming them back 	<ul style="list-style-type: none"> • Enemies and Friends of Learning • Healthy Ways to Perceive Behavior • How you see the child defines the child, yourself, and how others see the child • Brain Smart Start • Safe Place • Using Positive Intentional Language • Shifting from external to internal motivation • Students have a right to "pass" on activities without fear of punishment • Friends and Family Board • I love you rituals 	<ul style="list-style-type: none"> • What best connections look like • Greetings create connectedness • Meaningful classroom jobs • Using visuals • Celebration Assemblies • Building habits into your schedule limits classroom fatigue • Student Operations Manual • Kindness Tree • www.youtube.com/lovingguidance • Shift from factory model of education to family model • www.secondstep.org
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How will you share those ideas and structures with your school staff?

We can share through interest-based PLCs, department meetings, staff meetings, and Canvas

Routines

Mornings

Where do children gather? Is it a huge herd of children? What brain state are children in as they walk to the classroom? What routines and rituals will you add?

- Children gather in the gym and the dinner theatre.
- Most students that enter the school come in at the survival or emotional states. It is our job to get them up to the executive state where optimal learning can occur.
- Routines:
 - Greet the students as they walk in.
 - Make sure they get breakfast.
 - Morning announcements:
 - Manic Monday ~ go noodle video/dance
 - Tranquil Tuesday ~ Mindfulness/breathing activity
 - Wisdom Wednesday ~ Wish Well
 - Thoughtful Thursday ~ Quote of the Day
 - Fun Friday ~ Celebrations and recognize helpful people/ or go noodle/dance

Dinner Theatre

Are the lunchroom assistants educated about Conscious Discipline? What skills are used to transition students? What skills are used to compose students? Are your routines clearly taught and visually represented?

- The lunchroom assistants are not educated on Conscious Discipline yet. The administrators have had some exposure to it.
- Students are brought into the dinner theatre and are divided into two groups, those eating breakfast, and those who have eaten breakfast.
- Students who are eating breakfast are to stay on that side until they finish breakfast and then they join the students who have already eaten breakfast. Students who have already eaten breakfast are asked to remain in their seats until it is time to go.
- When it is time to leave, the administrator dismisses students by section and the teachers on duty escort them out and tell them to have a nice day.

Bathroom

What visual routines are posted in the bathroom to communicate the expected behavior? What do students do while waiting for their turn to go into the bathroom?

- We currently do not have any visual routines posted in the bathroom.
- Students could have a universal signal for asking to use the bathroom.
- We could post pictures demonstrating how to wash their hands.

Dismissal

Where are children as they wait for their bus/car ride? How are children put on buses? What is the last thing that is said to a child before leaving? What routines and rituals will you add?

- When they are released, they go directly to and board their bus.
- When students are released, they are told to have a nice day.
- We could add a thought for the day as they are walking out.

Mornings

Routines:

- Greet the students as they walk in.
- Make sure they get breakfast.
- Morning Announcements

Dinner Theatre

Routines:

- Students are escorted to the dinner theatre and are instructed to sit with their lunch group.
- The students have the same tables they are required to sit at.
- Students wait to be called to line and to be dismissed.

Bathroom

Routines:

- Students must have a pass.
- Students cannot go the first or last 10 minutes.
- Students could have a universal signal for asking to use the bathroom.
- We could post pictures demonstrating how to flush toilets and wash hands.

Dismissal

Routines:

- When they are released, they go directly to and board their bus or car.
- When students are released, they are told to have a nice day.
- We could add a thought for the day as they are walking out.

Brain Smart Start

How will you start your faculty meeting with the Brain Smart Start?

- Unite: Dance to unite
- Disengage Stress: Mindfulness
- Connect: Wish Well
- Commit: Make Goals

How will you start the entire school year off with a Brain Smart Start?

- We will explain the different stages of thought and explain how the goal is to get to the executive state of thinking where learning can occur.

How will you unite your faculty?

- We will have a get together off campus
- We will participate in the Mercedes Benz Corporate Run
- Have school shirt given to all teachers at the start of a year

Mission Statement: Our mission is to provide a challenging curriculum, led by a highly qualified faculty and staff, in a clean and safe environment. We serve ALL students through collaboration with teacher peers, engagement of practitioners, continuous professional development and building school capacity to provide a quality education for ALL students. Upon completing eighth grade, our students will be independent thinkers and responsible citizens with the skills and knowledge to make informed decisions ensuring future success.

Safekeeper Ritual: The principal is the safekeeper of the school and he starts the momentum of our day by greeting students in the morning and joining us on morning duty. He is always highly visible. Then Mr. Osborn gives us a morning greeting and instructs us to turn on our morning announcements.

How will you help your faculty disengage stress?

- Open door policy
- Be personable
- Mindfulness/breathing techniques
- Decorate breakrooms in relaxing ways
- Encourage support and playful activities
- Have more opportunities for connection outside of school

How will you have your staff and faculty constantly commit?

- Personal goal sheets as well as department goal sheets
- Celebrate successes
- Rewarding above and beyond service

School Assemblies

How could you start School Family assemblies using the Brain Smart Start as a model?

- It is important to adopt this as part of our culture so that students are used to it and buy in to the idea. By opening events this way, the routine creates a sense of school unity and adds to the school culture of being positive and upbeat.

Uniting Song: 7 Nation Army (White Stripes) played by our awesome band. 😊

Disengage Stress Throughout: Mindfulness/Breathing

Connection Song: Shark Song/Dance, YMCA, Chicken Dance

Conscious Discipline Lesson:

- Teach mindfulness
- Teach the brain states
- Utilize the second step program

Birthday Celebrations:

- We could order a cake monthly for all the birthdays of that month and put it in a common area on the first of the month for everyone to enjoy should they wish.
- We could wish the staff a happy birthday on the announcements.
- Teachers could have a birthday board in their classrooms to celebrate the monthly birthdays.
- Students could be given a pencil or homework pass on their birthday.

New Student Celebrations:

- We could do a profile of the new student on the morning announcements.
- We could as a class stand and say welcome when a new student walks in.
- Once a month, new students for that month only could have a special lunch or yoga session with the principal to get to know him and he could talk about school culture and learn mindfulness techniques.
- Gift students with some small token with the school logo on it.

Celebrations from Students:

- Have ~~dances~~ for honor roll
- ~~CB Celly Picnic~~

BREAKFAST
GRADE LEVEL FIELD TRIPS

Commitment at the End: Turn to your group and come up with a personal goal and group goal for the month.



Connection

Rituals to Create for Faculty

Build a plan for the year. Include when you will create and implement each ritual.

Ritual	Supplies Needed	Month to Implement
Beginning of the Year	Yoga mats Conscious discipline books File of visuals to be used	August
Safekeeper	Designated room - planning room pillows, blankets, comfy furniture Yoga mats Food 😊 soothing pictures	All
Holiday	Decorations	December
New Staff	Shirts lanyards flash drive w/ info about the school Yoga mats	August
End of Year	poster board Movie that is a compilation of pictures celebrating the best parts of year Food 😊	June
Retiring Teacher	card collect for gift	June
Birthday	Happy Birthday post cards cake in breakroom for all teachers w/ bdays that month	monthly
Celebration	monthly raffle for above & beyond gift card	monthly



Skills

Skills and Language to Remember	Visual Reminders to Display	Month to Implement
<p>Composure:</p> <ul style="list-style-type: none"> • Be a S.T.A.R. Program • Active calming • Downloading • Language of safety • "Breathe with me, you can handle this." 	<p>Star handout</p>	<p>October</p>
<p>Assertiveness:</p> <ul style="list-style-type: none"> • "Did you like it?" • Telling others what <i>to do</i>. (Instead of "Don't _____.") 	<p>Assertiveness handout</p>	<p>November</p>
<p>Encouragement:</p> <ul style="list-style-type: none"> • Wish Well program • "Good for you. You did it! You _____." (Instead of good job.) • "You _____ so _____. That was helpful." (Instead of "Thank you" or "I like the way _____.") 	<p>Wish Well Example</p>	<p>December</p>
<p>Choices:</p> <ul style="list-style-type: none"> • "You may _____ or _____. Which do you choose/Which one works best for you?" 	<p>Choices Example</p>	<p>January</p>
<p>Empathy:</p> <ul style="list-style-type: none"> • "Your face went like this." • "You seem _____." • "It's hard when _____ happens." 	<p>Empathy Model</p>	<p>February</p>
<p>Positive Intent:</p> <ul style="list-style-type: none"> • "You wanted _____." • "You were hoping _____." (Instead of why, what, who?) 	<p>Positive Intent Model</p>	<p>March</p>
<p>Consequences:</p> <ul style="list-style-type: none"> • "If you choose to _____ then _____." (Logical consequences) _____ • School Family staff meetings • Problem-solving 	<p>Consequences prompt</p>	<p>April</p>



Building Level Checklist

All staff members (certified and non-certified) have a basic understanding of the Conscious Discipline Brain State Model. *Not yet - we are in the 1st phase*

Administrator has an eight-month plan to introduce the seven powers during faculty/staff meetings by doing a five-minute teaching piece about each power.

- | | |
|-------------------------|----------------------|
| • September: Perception | • October: Unity |
| • November: Attention | • January: Free Will |
| • February: Acceptance | • March: Love |
| • April: Intention | • May: Reflection |

The Administrator has identified a structure and ritual that will be introduced by a team or a staff member at each faculty meeting, and obtained willingness from those involved.

- | | |
|--|---|
| • September: <i>Brain Smart staff</i> Name: <i>Kmiec</i> | • October: <i>STAR</i> Name: <i>Kmiec</i> |
| • November: <i>Assertiveness</i> Name: _____ | • January: <i>Choices</i> Name: _____ |
| • February: <i>Empathy</i> Name: _____ | • March: <i>Positive Intent</i> Name: _____ |
| • April: <i>Consequences</i> Name: _____ | • May: _____ Name: _____ |

The Administrator has adopted the Conscious Discipline Behavioral Contract Teacher Worksheet to use with repeat discipline problems.

The Administrator has equipped the office with a Safe Place and the tools necessary to calm an upset child.

The Counselor has implemented the structures and rituals in the staff break room as they are being introduced at the monthly staff meeting.

The Administrative Team has educated the staff about the School Family Assembly.

The staff is willing and interested in implementing the School Family Assembly.

Grade level teams are asked to discuss and reflect about the monthly power and structure during the planning time (collaborative teaming) each week.

The Administrator is communicating with the parents through a monthly newsletter. Educating the parents about the power and structure that is being implemented in their child's classroom.



Three Year Implementation Guide

The following provides general checklists for the first three years of implementation. This is a ground-level supplement to the implementation plan provided in the Pay It Forward document. Pay It Forward is essential to any school's implementation. It provides a specific, detailed and proven plan for implementing Conscious Discipline. Download it from our free "Resources" section of our website.

Year One: Adding On

Year One is an "add on" year. Add on to what you are currently doing slowly. Do not attempt to change everything. Here is a reasonable list of what you could expect faculty and staff to add on:

Routines:

- Brain Smart Start
- Expectations in pictures
- Routines in videos

Structures:

- Safe Places throughout the building
- Jobs
- Ways to Be Helpful
- Friends and Family Board

Rituals:

- Safekeeper
- Wish Well
- Greetings
- Absent Child

Language:

- Assertiveness: "I'm going to _____." "Did you like it?"
- Noticing: "You did it! You _____ so _____. That was helpful."
- Two positive choices: "You may _____ or _____. Which is better for you?"



Year Two: Letting Go

During Year One, you might have noticed that some teachers' old practices simply died a natural death. During Year Two, you will start thinking about what you consciously want to let go of. Do you need both a Safe Place and a time out? Do you need a School Family and a reward box?

Here is a reasonable list of what you could expect your faculty to implement in Year Two:

Routines:

- More Routine Videos

(Make these more visual, more systematically taught, more controlled by the students)

Structures:

- Time Machine
- We Care Center
- Celebration Center

Rituals:

- New Child
- Leaving Child
- Testing

Language:

- Positive Intent: "You wanted _____."
- Empathy: "You seem _____."
- Class Meetings: "I noticed _____."



Year Three: Integration

During Year Three, you will be more comfortable with shared control and personal empowerment. This is a year to focus on integrating Conscious Discipline into your entire curriculum. Weave it in with literacy, science, math, etc. It can become a living way of life, adding meaning to academics. You will be more comfortable with the structures and the rituals, so focus more on problem-solving.

Remember, Conscious Discipline is a transformational process that begins within each individual. Allow yourself to Oops! If something isn't working, meet with the CDAT to problem solve the changes needed to foster success.

Conscious Discipline is a journey; enjoy the process!



The remainder of this document shows the best practices for the first year of implementing Conscious Discipline as reported by a school with a proven and lasting record of success with Conscious Discipline. It provides a helpful blueprint for you to shape your school's unique journey with Conscious Discipline.

Where Do I Begin: A Sample First Year for Administrators

In the first year, you will continue to use the discipline approach you currently have in place, but add on the new skills, routines, rituals and structures that speak to you. During this year the administration and a Conscious Discipline Action Team (CDAT) will lead the school in implementing Conscious Discipline with the adults on campus by focusing on teaching the desired skills and routines, and creating the desired structures for the adults. Once the adults have experienced the power of Conscious Discipline, they will take this experience to the classroom. Remember, Conscious Discipline is a journey that begins with you.

Three key steps for change:

1. Keep it simple and focused
2. Support professional development
3. Focus on results



First Week of School

- **Create a morning arrival job chart** that includes everyone who is not in a classroom at the time. Create a poster, pocket chart or other way to visually display each person's job.
- **The arrival team will greet students** as they come into the building. There may be a large number of students arriving at once; try to offer a quick but authentic greeting to as many as possible. Use eye contact, touch and loving words to convey the idea "We're glad you're here!" A cheerful, "There you are, Noah!" "Good morning, Kaylie." "Look at you! You brought your smile today," and high fives are all helpful greetings.
- **Begin sending out a weekly newsletter** that lets the staff know what's happening during the week and integrates Conscious Discipline. (Newsletter A,B,C). The weekly newsletter goes to the whole staff from the administrator. Creating a template makes it easy to change up the information each week, and utilizing your CDAT will make it easier to fill the Conscious Discipline component in your template. The newsletter might include the following:
 - School information/messaging
 - Weekly events
 - Conscious Discipline quote
 - Conscious Discipline Focus (details structures, skills and powers)
 - Conscious Discipline commitment (derived from the focus)
 - Wish well section
 - Celebration section
 - Book study section (includes reading assignments and jobs)
- **Begin rolling out the school-wide structures**, beginning with structures used by staff members. The CDAT will lead the school in creating and modeling the structures for adults (example: a We Care Center in the Teachers' Lounge) so the adults in the school can experience the structure for themselves. The CDAT will then support willing teachers in beginning to implement these structures in their classrooms. The "Conscious Discipline Focus" section of your weekly newsletter will include detailed information about each structure and its purpose. Below is an example showing the way one school rolled out new skills and structures each month.



- **Agreements and Commitments**

- Create school-wide agreements and ask all staff members to sign them. Display the agreements in a place where everyone can see them.
- Create a daily or weekly school-wide commitment that can be shared during morning announcements. Display this commitment in the sign-in area and somewhere visible to students. A commitment can be as simple as, "I commit to S.T.A.R. when things don't go my way today."
- Teachers create the class agreements and commitments in their classroom.

- **Friends and Family Board**

- Create a Friends and Family Board in the Teachers' Lounge. Have staff bring in pictures to place on the board.
- Encourage teachers to create Friends and Family Boards in their classrooms.

- **Greetings**

- Your arrival team has been greeting students since the first day of school. Now it is time to go into more detail with greetings. Include pictures and examples of fun new greetings in the weekly newsletter.
- Video a teacher greeting her students and include the video in email/web-based newsletters.



October

- **Safe Place**

- Display pictures of adults and students breathing, and the breathing icons throughout the school.
- Create a staff Safe Place in the Teachers' Lounge.
- Create a Safe Place in your office.
- Walk your building with your CDAT to determine where you can add Safe Places throughout the building.
- The CDAT models how to use the Safe Place with students during the day as the opportunity occurs.
- Composure is a topic you will refer back to many times throughout the year. Get quotes and information from Chapter 4 in *Conscious Discipline: Building Resilient Classrooms*.

November

- **Brain Smart Start**

- Create a Brain Smart Start for the school. Start simple:
 - Unite – School Chant
 - Activity to Disengage Stress – Have a student model a breathing technique
 - Activity to connect – Turn to the person on each side and say, “Good morning” or play a good morning song
 - Activity to Commit – Chant the weekly commitment.
- Review pages 106 - 110 in *Conscious Discipline: Building Resilient Classrooms* to get quotes and information for the newsletter.



- **Assertiveness through visuals**

- Assertive communication requires us to state our expectations clearly. Visually depicting our expectations makes them crystal clear to staff and students alike.
- The CDAT photographer will take photos showing students and staff conducting common routines and fulfilling common school expectations. Post the pictures in the locations they are upheld. For example: Post photos of students walking in an orderly manner in the halls if this is your expectation for hallway behavior. Post photos of teachers sorting their garbage and recyclables in the Copy Room if this is the behavior you want to see. In the restroom, post photos showing every step of your bathroom routine. Post cafeteria and playground expectations in those areas. The more expectations and routines you post visually, the more likely students are to behave accordingly.
- *Shubert's Picture Rule Cards* provide a way to post common rules visually. Alternately, the CDAT can take photos and create customized picture rule cards using the “two positive choices, one no choice” format used in the Shubert cards.
- Create simple routine books using pictures with little wording. Examples include recess books, cafeteria procedure books, daily classroom routine books, etc.
- Review the Assertiveness chapter and pages 212 – 217 in *Conscious Discipline: Building Resilient Classrooms* to get quotes and information for the newsletter.



- **School Family Jobs**

- Photograph existing school duties and place them on a chart or poster.
- School-wide jobs will include a variety of school duties, plus jobs that support Conscious Discipline. Common jobs include Coffee Maker, Inspirational Message Writer, Wish Well Board Keeper, Friends and Family Board Keeper, Kindness Recorder, Photographer, Team Leader, Committee Chair, S.T.A.R. Reminder, Encourager, etc.

Ways to be Helpful Board

- Brainstorm ways staff members can be helpful. Use this information to create a Ways to be Helpful Board to display in the Teachers' Lounge or by teacher mailboxes. Leave papers for others to add their ideas. Create more than one board, if possible.

Examples:

- When you sign-in and sign-out daily it is easier to do payroll. That is helpful.
- When the coffee pot is empty, you can rinse the pot and turn the coffee maker off or make more coffee. That is helpful.
- When you wash your dishes it keeps our lounge clean. That is helpful.
- The CDAT photographer takes photos of staff members doing helpful things and places them on a bulletin board in a central location.

Examples:

- A staff member talking to an upset student and offering a tissue.
- A staff member walking a student down the hall.
- A staff member picking up trash from the floor.



February

- **Kindness Tree**
 - Create a Kindness Tree for adults in the staff lounge or by the mailboxes. At a staff meetings, pass out hearts. The exit ticket for the staff meeting is to write an act of kindness on the heart and post it on the tree.
 - Create a school-wide Kindness Tree in a central location.
 - Assign a color heart, leaf, etc., to each grade level.
 - Have teachers and students write acts of kindness on the hearts, leaves, etc.
 - Send the kindnesses to the school-wide Kindness Recorder to display on the Kindness Tree. (This is a campus job.)

March

- **Wish Well Center**
 - Create a Wish Well Board where teachers' pictures or name cards can be placed on the Wish Well Board daily.
 - Provide blank cards so staff members may add others (friends, family members, etc.) to the board.
 - Add a basket with a variety of cards, pens, stickers, etc. where staff members can write a note to a person on the wish well board.
 - As the principal, write a short note to people who are out sick.

April

- **Celebration Center**
 - Create a Celebration Board in the Teachers' Lounge to celebrate their first year journey of Conscious Discipline.
 - Have each person choose one structure they implemented and then describe how they think it went and what they will do to improve on it next year.
 - Have the CDAT photographer photograph structures throughout the building and post these on the Celebration Board.



- **School Family Assemblies**

- Model your assemblies after the Brain Smart Start. Your CDAT will help plan and design them.

Your assembly might follow this format:

- Entrance Song
- Activity to Unite: Welcome and uniting song
- Activity to Disengage Stress: These follow high-energy activities
- Activities to Connect:
 - Welcome new students and faculty
 - Birthdays
 - Celebrations
- Mini Conscious Discipline lesson from the principal
- Activity to Commit
- Ending Song and Exit



Book Study

- **Hold your first book study around the third or fourth week of school.**

Create a place in the newsletter to feature reading assignments and jobs. Commit to reading one chapter a month.

- **Use the books in this order:**

- Year 1: *Conscious Discipline: Building Resilient Classrooms*
- Year 2: *Creating the School Family: Bully-Proofing Classrooms Through Emotional Intelligence*
- Year 3: *Managing Emotional Mayhem: The Five Steps for Self-Regulation*

- **Enlist your CDAT to:**

- Create the Book Study Job Chart. The CDAT will conduct the first book study, modeling each job role.
- Create a book study newsletter for each month. (Book Study Newsletter)
- Break participants up into groups based on grade level or other grouping. Assign a different section to each group, and assign a CDAT member (or two) to assist each group. Each group will start the book study off with a Brain Smart Start they've used with their students or seen in a staff meeting. They will then share examples from their classrooms, demonstrating how they've taught the featured skill, structure, routine or ritual to their students.
- Everyone is required to read the entire chapter. Each person is only responsible for sharing the part assigned to them.
- All participants will complete a 3-2-1 Reflection Sheet at the completion of each chapter (see page 22).



- **Reflection:** Meet with the CDAT around January to identify School Family members who are “getting it.” Choose some of these members to send to the Conscious Discipline Summer Institute. These teachers will create your model classrooms next year and serve as internal coaches to teach others.
- **Resistance:** There may be resistance to the change required by implementing Conscious Discipline. Continue modeling and rolling out the school-wide structures for the adults. Create opportunities for everyone to participate in implementing structures school-wide (jobs during the book study, kindnesses, etc.). The second year have them commit to implementing three structures in their classroom. Use your CDAT to assist them. When conflict arises in their classrooms, model the Conscious Discipline strategies. Hold them accountable to their commitments and your school agreements.

Your first year is an add-on year that focuses on staff awareness and school-wide implementation. Focus on implementing Conscious Discipline in areas everyone has access to (halls, cafeteria, etc.) and in staff areas (Teachers’ Lounge, front office, etc.). The intention for year one is a mindset change for all staff members. In year one, many teachers will begin using Conscious Discipline in their classrooms as they see it modeled and feel its impact among staff.

Year two focuses on bringing implementation to the classrooms. The intentional goal is a skill set change for teachers. It is a letting go year. As teachers become more skillful with the Seven Powers and Seven Skills of Conscious Discipline, old practices (moving clips, rewards for good behavior) naturally fade away. The 8-month plan provided can be helpful during this year to support teachers and the book study. Teachers who began implementing during year one will help teachers who begin to implement in Year 2.

Year three focuses on integration. You will be integrating Conscious Discipline with academics and standards, as well as with families through parent nights. Model classrooms will act as training rooms for new teachers and for those who are slower on the implementation journey.



3-2-1 Reflection Sheet

Name: _____ Chapter(s): _____

3 things you **learned** from the readings...

- _____
- _____
- _____

2 ways you can use this information to **guide instruction** in your classroom...

- _____
- _____

1 question you still have...

- _____



Optional Ways to Enhance Conscious Discipline

Other options to enhance your experience as you implement Conscious Discipline:

Coaching

Off-site: Telephone or Skype (up to five people)
Modeling the Skills of Conscious Discipline with teachers and children in the
classroom
On-site:

Professional Development On-Site

Going deeper with Conscious Discipline on-site with your faculty and staff. See the three-year plan or our associates are available for one, two, three or four days of Conscious Discipline training.

Strategic Planning Session(s) with Administration

A Loving Guidance Associate plans a strategy to implement Conscious Discipline at your site. Available on-site, via Skype or Telephone

Parent Night

Involve the parents in your school and community in this unique two-hour experience

For additional information contact us at: 1.800.842.2846
x 204

