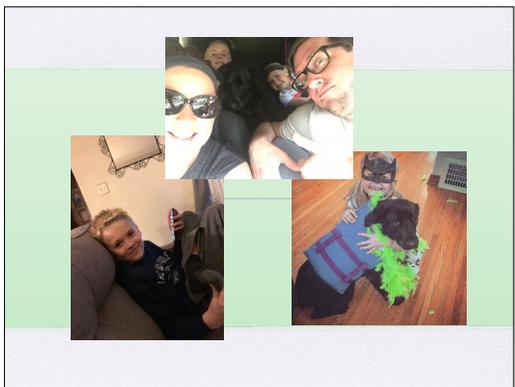
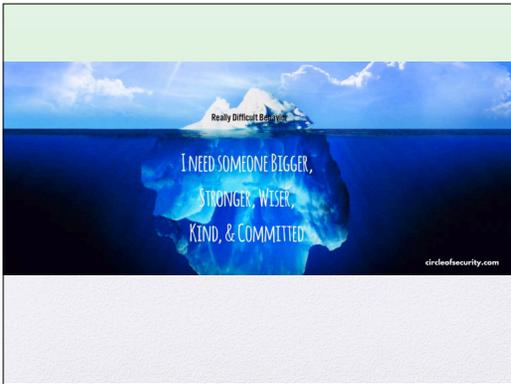


INTRODUCTION TO CONSCIOUS DISCIPLINE: THE BRAIN STATE MODEL

Sara McGee, MA LMFT, IMH-E (III)
Early Childhood Mental Health Specialist



INTRODUCTIONS

- A little about me
- A little about you
 - Name
 - School/age you serve
 - Your exposure to Conscious Discipline

PLAN FOR TODAY

- Shifting from traditional discipline to Conscious Discipline
- Introduction to the Conscious Discipline Brain State Model
- Emotionally plugging into clients and responding with intervention based on the brain state

COMMITMENT

- Check in
 - energy level before: 1 2 3 4 5 6 7 8 9 10
 - energy level after: 1 2 3 4 5 6 7 8 9 10
- Individual: Today I'm going to: _____
- Group: I will S.T.A.R and wish well when the world is not going my way

Conscious Discipline Brain State Model

Becoming aware of your own thoughts and feelings is a major accomplishment.

51

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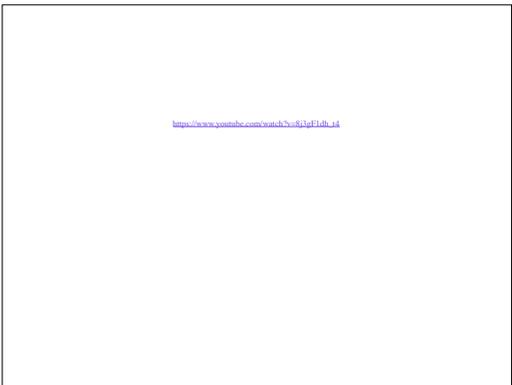
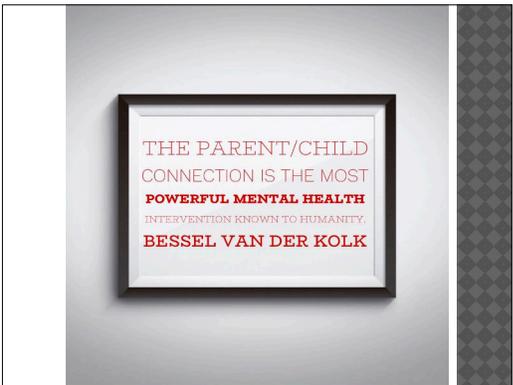
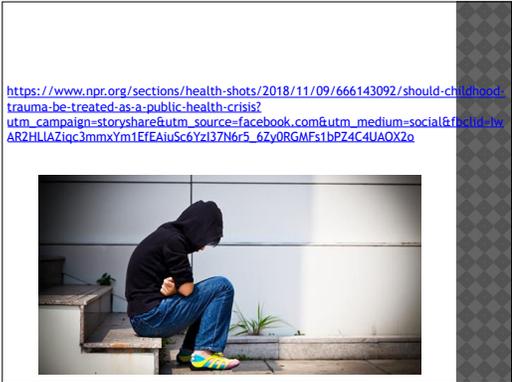
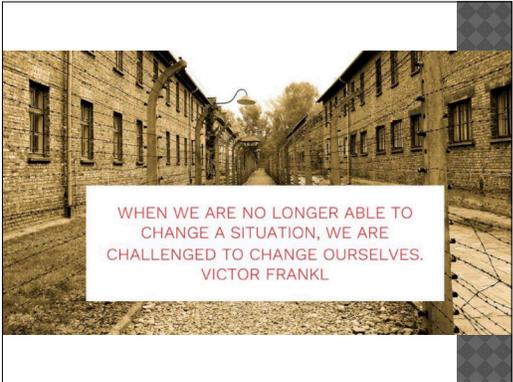
CONSCIOUS DISCIPLINE: PROCESS FOR CHANGE

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



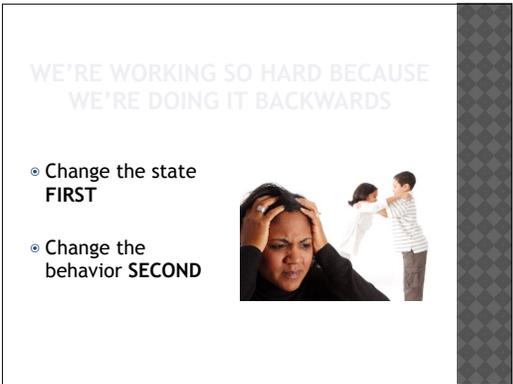
Conscious Discipline®

Traditional Model	Conscious Discipline
You can make others change	Changing ourselves creates change in others through dynamic interactions
Rewards and consequences are the foundation for changing behavior	Relationships are the foundation for change and govern willingness
Avoid conflict, it is disruptive	Conflict is a reflection of missing social or emotional skills and creates opportunity to teach life skills
External model: Stimulus-response paradigm	Internal model: Stimulus-pause-response

Conscious Discipline is based on:

1. Safety through self-regulation.
2. Connection through the School Family.
3. Problem-solving through changing our perception and response to conflict.

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The Conscious Discipline way:
 My job is to keep you safe.
 Your job is to help keep it that way.



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EVERYTHING
 IS A BID FOR CONNECTION

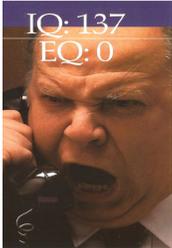
Bad behavior, good behavior.
 Toddler antics, teenage eyerolls.
 Like all of us, our kids just want
 to be seen and heard and loved.



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Make the shift...

- Shift from controlling others to learning how to control ourselves and connect with others.
- Conscious Discipline teaches adults and children how to self-regulate.



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Conscious Discipline Brain State Model



Executive state
 (Prefrontal lobes)

Emotional state
 (Limbic system)

Survival state
 (Brain stem)

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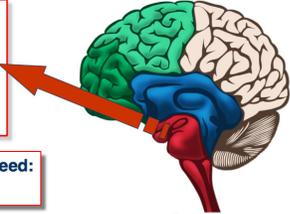
Survival state - brain stem

Functions:

- Survival systems
- Modulate states of arousal
- Unconscious
- Born online

Developmental Need:
SAFETY

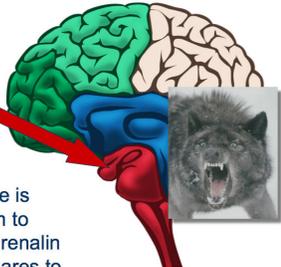
“Am I safe?”



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Survival State

When danger is perceived, a message is sent to the brain stem to react. It sends out adrenalin and cortisol and prepares to fight or flight.



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SURVIVAL STATE SKILLS: REACTION TO STRESS

- Fight**
 - Physical aggression
 - Hit, kick, bite . . .
- Flight**
 - Withdraw, hide, run, scream
- Surrender/Freeze**
 - Cry, whine, comply, give up, given in
- Deceive**
 - Lie, deceive, ha-ha



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Out of balance dopamine problems



- anxiety, detachment
- bullying, violence
- fear, unhealthy perception
- muscular tension, disrupted sleep
- short attention span, ADHD
- risk taking behavior
- drug addiction, gambling
- depression, suicide ideation

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ADULT SURVIVAL LENS

- I will punish you!!!
- You need to pay for what you did!!!
- I quit - I cannot take this anymore!!!



Activity to remove you buttons:

Think of a common upset and fill in the blanks:

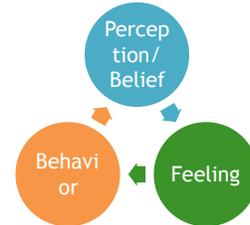
1. I seem to be upset because by trigger _____
2. When I'm triggered I feel _____
3. My triggered thoughts cause me to feel _____
4. While upset, my inclination is to relive my distress by punishing the child by _____ or get the child to feel bad by _____ or to blame for _____
5. I want to feel better. I want relief. I can say to myself, "I'm safe. Keep breathing. I can handle this." I accept and let go of my feelings _____ (#2), thoughts that cause them _____ (#3) and my need to be right and punish by _____ (#4).
6. I want to be responsible, happy and peaceful
7. What I really want to happen is (positive)...
8. I am not really upset at this child or situation, but at my own thinking and myself for not knowing what to do.
9. I take responsibility for my actions
10. I forgive myself and choose to connect with love.



EMOTIONAL STATE

- **Survival state** is hard wired by your genetic past
- **Emotional state** is written by your "personal past"

PERCEPTION CYCLE



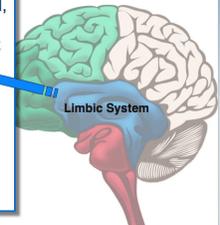
THE WAY IT "SHOULD" BE . . .

- Personal past/CD-Rom
- What unconscious believes might be driving your common phrases?
- Activity- Think about when you were young how your caregiver responded to
 - If you spilled milk?
 - If you were late coming home from a friends?
 - If you did poorly on a test?
 - If you engaged in name calling/yelling?

Emotional state- limbic system

Functions:

- Sets emotional tone – flexible or rigid, positive or negative
- ★Tags events as internally important
 - ★ Motivation system
 - ★ Attention system
- ★Attachment; relationships; territory
- ★Stores highly charged emotional memories
- ★Controls appetite and sleep cycles
- ★Unconscious
- ★Comes online with the "No' s"



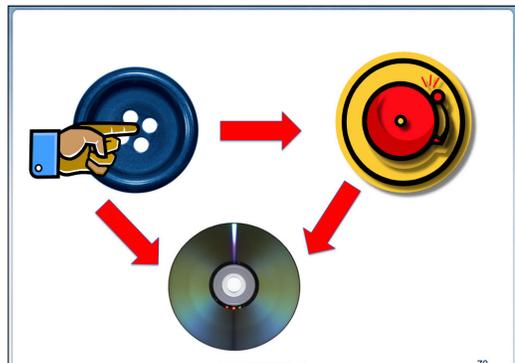
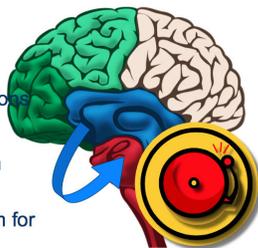
Developmental Need:
CONNECTION

"Am I loved?"

Emotional state

The AMYGDALA is like an alarm bell.

- ★It senses fearful situations
- ★ It sounds the alarm
- ★ It remembers situation and anything like it
- ★ It records it on CD-rom for future reference



Emotional state skills

- ★ Verbal Name Calling
- ★ Social exclusion
You can't play with us, we don't like you, etc.
- ★ Social aggression
Spreading rumors, internet posts, etc.
- ★ Blame
It's your fault I am upset, he made me do it, etc.
- ★ Guilt
- ★ Attention seeking: Connection avoidant
- ★ Clingy and emotionally needy



71

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EMOTIONAL STATE SKILLS: WHAT THIS LOOKS LIKE

- I will blame you
- I will yell at you
- I will guilt you
- I will ignore you
- I will shame you

Executive state - Prefrontal lobes of the cortex

Functions:

- ★ Impulse Control
- ★ Empathy
- ★ Working Memory
- ★ Sustained attention
- ★ Planning, prioritization, initiation
- ★ Organization, time management
- ★ Goal stick-to-itiveness
- ★ Online with "Why" s"



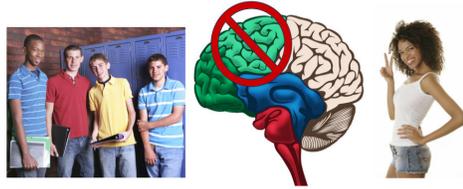
**Developmental Need:
PROBLEM SOLVING
in social situations**

"What can I learn from this?"

82

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The executive skills housed in the prefrontal lobes take 24 years to mature.



86

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Executive skills governed by the prefrontal lobes

Functions:

- ★ Attention
- ★ Time management
- ★ Organization
- ★ Prioritization
- ★ Working memory
- ★ Impulse control
- ★ Flexibility
- ★ Empathy, emotional control
- ★ Metacognition
- ★ Goal achievement
- ★ Task initiation



"What can I learn from this?"

83

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Successful life

Strong executive skills allow us to

- Achieve our goals
- Get along with others
- Problem solve



85

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Integrated State Skills



- Access your own wisdom
- Empathy, see the world from another's point of view, give and receive love
- Manage your impulses, time, priorities and dreams to live the life you truly want

84

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WE KNOW THE BRAIN STATES NOW WHAT?

- Adult first model!
- Basic needs to connect with someone in each state
 - Survival - "You're safe, you can handle this! I will help you!"
 - Emotional - Connection and Validation
 - Executive - Can problem solve
- Tools to support a child in each state

Higher centers = respond

Frontal Lobes

Brilliance

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Lower centers = react

Limbic System

Old CD-ROM

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Conscious Discipline helps you access your brilliance and pass it to your children.

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QUICK QUICK SLOW.....

→ Quick opportunities in the moment to teach skills...

→ Slow Building of relationships

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Teaching and parenting require we "lend" our prefrontal lobes to children.

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The parenting/teaching dilemma

Most of us were punished for not having mature executive skills when young.

- We can't lend what we don't have.
- When stressed, we lose access to higher skills.

We have a choice!

We can continue punishing children who lack skills we think they should have, or we can re-tool ourselves and lend our new tools to our children.

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When stressed, we lose access to our executive skills

Attention – continually read same paragraph
 Time management - usually late
 Organization - can't find anything
 Prioritization - every task is overwhelming
 Working memory – can't find anything
 Impulse control – OOPS
 Flexibility – my way or the highway
 Empathy – everything is about you
 Metacognition- judge and blame
 Goal achievement – none
 Task initiation - procrastination

Prefrontal lobes

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When stressed, our buttons are pushed and the world does not go our way.

We then downshift into the lower centers of our brain.

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Pushing your buttons

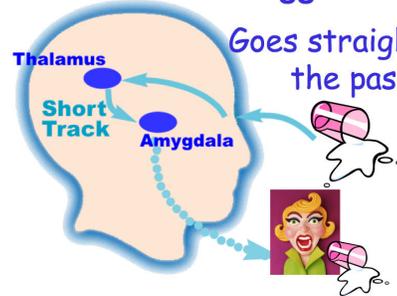


1. Guilt hot spots.
2. Wounds from childhood.
3. Fear that you are not enough or they are not enough.
4. Removes you from the present to an internal battle.

95

Triggered brain

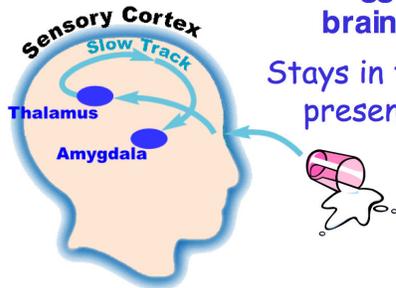
Goes straight to the past



96

Non-triggered brain

Stays in the present



97

Trigger thoughts blind adults to the real problems of children.



98

Our job – Elevator operator

Our job is to assist children in moving from the lower centers of their brains to the higher centers so they can respond instead of react to life events.



With each level, children become more organized and calm.

116



When you feel the anger rise,
PRACTICE THE PAUSE,
EMPATHIZE WITH YOURSELF,
adulthood is tough some days.
NOW EMPATHIZE WITH THE LITTLE HEART IN FRONT OF YOU
Childhood is tough someday. LEXIA SHREFF



The more you practice the pause, the fewer regrets you'll have.

Active calming

1. **Breathe deeply - Upload.**

Smile
Take a breath
And
Relax

2. **Use affirmations.**

"I am safe. Keep breathing. I can handle this."

3. **Wish the child well - Download.**

Become the inner state you want the child to achieve. ("You are safe. Breathe with me.")

118

SURVIVAL STATE NEEDS SAFETY

- Breathe . . .
- “You are safe. You can handle this. I will help you.”
- You cannot problem solve in this state!
 - Unconscious
 - Cannot access executive skills

EMOTIONAL STATE NEEDS CONNECTION

- Offer empathy and validation
- Provide connection
 - Eye contact
 - Touch
 - Playfulness
 - Presence
- Give two positive choices
- You cannot problem solve!
 - Unconscious
 - Cannot access executive skills



EXECUTIVE STATE CAN PROBLEM SOLVE

- Asks: What can I learn from this?
- The voice of wise advocate
 - Set and achieve goals
 - Regulate our emotions and inhibits impulsive behaviors
 - Develop empathy and problem solve

Seven Powers + Seven Discipline Skills = Seven Life Skills

Powers

- Perception
- Unity
- Attention
- Free Will
- Love
- Acceptance
- Intention



The powers are the keys that allow us to operate the car effectively.

Discipline Skills

- Composure
- Encouragement
- Assertiveness
- Choices
- Positive Intent
- Empathy
- Consequences



The skills are adults' vehicle for healthy relationships and consciously disciplining ourselves and others.

Life Skills

- Anger management
- Helpfulness
- Assertiveness
- Impulse control
- Cooperation
- Empathy
- Problem-solving



By combining the powers and skills we foster optimal brain development and teach essential life skills.



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POWERS FOR SURVIVAL STATE

- Power of perception (skill of composure)
 - No one can make you angry without your permission
 - Whomever you have placed in charge of your feelings you have placed in charge of you
 - Shift to owning upset, rather than blaming others
- Power of attention (skill of assertiveness)
 - What you focus on you get more of
 - What we focus on tells children what we value
 - When triggered you always focus on what you don't want. When attention is focused on the problem it is not open to solutions

TOOLS FOR SURVIVAL STATE

NARCS

- N- Noticing
- A- Assertive Voice
- R-Routines (visuals)
- C-Composure
- S-Safety job

Noticing: Helping a child upshift from a survival to an emotional state

- Your _____ (arm, face, finger) is going like this (demonstrate).
- As soon as child looks at you, be a S.T.A.R. and wish well (downloading).
- You might say, “There you are,” or, “You’ re safe. Breathe with me,” if it feels appropriate.

Mirror neurons



Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves.
- Daniel Stern

120

Mirror neurons: We download the state

We activate mirror neurons through eye contact.

Notice how your body Feels by just looking At the image of this emotion.



121

Mirror neurons: We download the state

We activate mirror neurons through eye contact.

Feel this in your body.
Can you tell a difference?



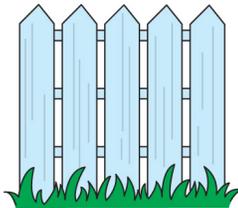
122

ASSERTIVE VOICE

- Voice of no doubt, tell you what TO do
- Steps
 1. Name
 2. Verbalize (what you want to see)
 3. Paint (a picture using gestures and visual cues)

Example: "Carol, walk in the hall just likes this (demonstrate with your body), leaving plenty of space for your neighbor so everyone is safe, including you."

SAFETY IN STRUCTURE: ROUTINE



SAFETY

- Everything can tie back to safety
 - Different than judgment of good vs bad
- "It's my job to keep you safe, it's your job to help keep it that way."

COMPOSURE

- Breathe!
- Be the state you want the child to be
- You cannot offer what you do not have
- Active calming + identifying trigger thoughts and situations = composure

Activity to find Where you focus Attention

- Scene 1: "Michelle, why did you hit Jake? Would you like someone to hit you? Hitting hurts. Go turn your card red. Then come back and be nice."
Teachers focus _____
- Scene 2: Mark, what is our rule about fighting? You march yourself down to the principals office. Fighting is not allowed in this school.
Teachers focus _____
- Scene 3: Cameron you wanted a marker. You didn't have the words to use to get it. You may not grab. When you want a marker say, *may I borrow your marker, please?* Say that now.
Teachers focus _____

POWERS FOR EMOTIONAL STATE

- **Power of unity (skill of encouragement)**
 - Research shows that our heart and brain exchange information that governs how we think, act and feel. These heart and brain exchanges also take place between individuals.
 - We are connected and in this together
- **Power of free will (skill of choices)**
 - The only person you can make change is yourself
 - Shift thinking from “have to,” “should,” and “make me” to “I choose to” and “I’m going to”
- **Power of acceptance (skill of empathy)**
 - The moment is as it is
 - What we resist, persists. Resisting causes upset, which keeps us in the lower centers of our brain.
 - Teaches us to manage emotions

TOOLS FOR EMOTIONAL STATE

REJECT

- R- Rituals
- E-Empathy
- J- jobs (meaningful jobs)
- E-Encouragement
- C-Choices
- T-The school family

RITUALS

- Rituals are an expression of unity
- **Examples**
 - Greeting/goodbye rituals
 - Holiday rituals
 - Birthday rituals
 - Athletic rituals

Am I loved?

Is the child asking for information or understanding? Emotional behavior is always asking for **understanding**.



Offering empathy in an emotional situation teaches children how to regulate themselves and take responsibility for their actions.
It is **not** about trying to **happy-up** children.

128

Emotional state - limbic system: Reflect what you think the child is *feeling*. *You seem... Something happened?*

- Yields awareness of name of emotional state.
- Listen for the feelings underneath the words and label them with your educated guess.
- Common reflections:
 - “You seem angry?”
 - “You sound sad?”
 - “You seem disappointed?”
 - “You sound frustrated? Something happened?”

130

JOBS

- Meaningful jobs that contribute to the well being of the family support connection and belonging

ENCOURAGEMENT

- Noting, rather than judging
 - Accepting child for who they are
- Internal vs external motivation
- “You did it!” “Way to go”
- You did _____ (action child did), so that _____ (how it was helpful to someone else.)
That was _____ (helpful, kind, caring, thoughtful)

CHOICES

- Offer 2 positive choices and let child choose what is best for them
 - Focus on what you want, while supporting their developing sense of autonomy
- **Younger children**
 - “you have a choice! You may _____ or _____, what is your choice?”
- **Older children**
 - “Seems to me you have a couple of options. Feel free to _____ or _____. Which would be better for you?”

CHOICES PRACTICE

- 3 year old Nathan is pounding his fist on his pizza during lunch time.
- 10 year old Cameron is sketching airplanes on his notepad instead of completing math assignment.
- 13 year old Kelsey is talking to peers during group while someone else is sharing.

The key to good listening isn't technique, it's desire. Until we truly want to understand the other person, we'll never listen well.

— Steve Goodier —

POWERS FOR EXECUTIVE STATE

- **Power of love (skill of positive intent)**
 - See the best in others (heart shaped glasses)
 - What we offer to others we strengthen in ourselves (positive and negative)
 - Conflict is a call for help and a teaching opportunity
- **Power of Intention (skill of consequences)**
 - Mistakes are opportunities to learn
 - Our intention energetically enters the room before we do
 - The state you are in will dictate your intention (to help/teach, to blame, or to punish.) Our intentions are hurtful when focused on what we don't want.
 - Often view accident different than intentional (ex: bumping someone); intentional needs a missing skills

TOOLS FOR EXECUTIVE STATE

SPACE

- S- Solutions
- P-Positive Intent
- A-Academic Integration
- C-Consequences
- E-Executive skills

POSITIVE INTENT: YOUNGER CHILDREN

ACT

- **Acknowledge the child's intent**
 - "You wanted ____" or "you were hoping ____"
- **Clarify the skill to use**
 - "When you want ____ the say (or do) ____."
- **Take time to practice**
 - "Say (or do) it now for practice
 - Make sure child practice with assertive voice

POSITIVE INTENT: OLDER CHILDREN

- We can choose the intent we assign
- **Offer positive intent**
 - You wanted ____ (Malik to move)
- **Notice the action without judgment**
 - So you ____ (pushed him)
- **State missing skill**
 - You didn't know what else to do
- **Set limit**
 - You may not ____ (push.) ____ (pushing) hurts
- **Teach new skill**
 - When you want ____ (Malik to move) say (or do) ____ (say move please.) Say it now for practice.
- **Offer encouragement**
 - You did it!

POSITIVE INTENT PRACTICE

- A child pushes another child
 - You wanted ____
- A child ignores your direction to put down their cell phone
 - You wanted ____
- A child says, "move it, stupid"
 - You wanted ____

CONSEQUENCES

- Consequences teach children to examine their behavior, reflect on the impact of their choices and make changes until they reach their highest goal.
- The true consequence of an action isn't the physical result (i.e. being sent out of the classroom/getting grounded) of the action, it is the way we feel about the result.
- Consequences do not teach new skills; they motivate us to repeat or stop using the skills we already possess. **In order for consequences to be effective, it must be applied to a connected child who already possess the desired skill.**

NATURAL CONSEQUENCES

- Happen naturally, without prearranged adult planning or control. (example: child putting hand on hot stove)
- Rather than “If you run around with your laces untied, you will fall and hurt yourself! → “If you leave your shoes untied, you may trip and hurt yourself. My job is to keep you safe. Your job is to help keep it safe. Now tie your shoes so you can run safely.”
- Natural consequences have almost completely removed from school, in favor of logical consequences.

LOGICAL CONSEQUENCES

- Need to answer yes to:
 - Is the child connected?
 - Does the child already possess this skill?
- Logical consequences need to be:
 - **Related** (cause and effect)
 - **Respectful** (assertive voice, intent to teach)
 - **Reasonable** (no empty threat, appropriate duration and severity)
 - **Provide Empathy** (Child may have outburst - need to provide empathy)

LOGICAL CONSEQUENCE STEPS

1. Choice: “You have a choice! You can choose (helpful skill) and (positive consequence) or you can choose to (hurtful skill) and (negative consequence.)
2. Relate: (to safety or rules) “. . . So you are safe and so is everyone else.”
3. Reflect: (check for understanding) “tell me what will happen if you ____ again.”
4. Clarify if necessary

LOGICAL CONSEQUENCE STEPS

5. Apply: “I can see by your actions that you have chosen to _____”
6. Empathy: “You seem _____. You were hoping for/wanting _____. It’s hard. Breathe with me You’re safe. You can handle it.”

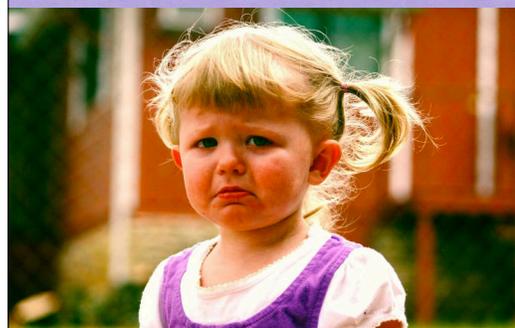
IF YOU REMEMBER NOTHING ELSE . . .

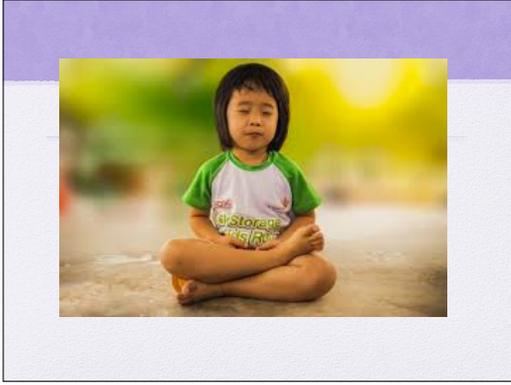
- This is an adult first model
 - You can’t offer what you don’t have
 - Become aware of buttons and self regulate
- **Survival state only has 4 skills (fight, flight, surrender, deceive)**
 - Need: **Safety, breathe**
- **Emotional state only has skills of your CD Rom written by personal past**
 - Need: **Connection, validate**
- **Executive state is where you can access skills you have been taught**
 - Can: **Problem solve**

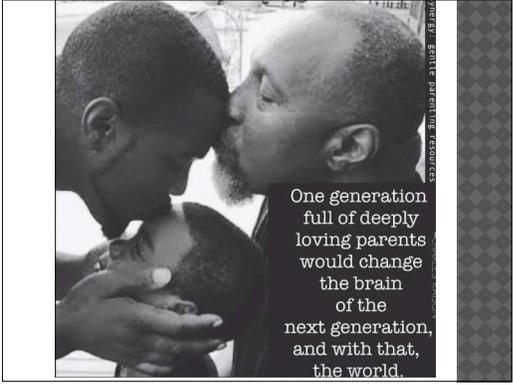
PRACTICE UPSHIFTING (ELEVATOR OPERATOR)

- Child says “Shut up!”
 - State
 - Skill
- Child is hiding face.
 - State
 - Skill
- Child says, “how do I do this math problem?”
 - State
 - Skill
- Child throws backpack
 - State
 - Skill

Practice







One generation
full of deeply
loving parents
would change
the brain
of the
next generation,
and with that,
the world.

