Conscious **A**wareness **L**earning **M**odel

Based on Conscious Discipline®

Session 1: Conscious Discipline® Basics and the Brain Model

Funded by: Children's Board Hillsborough County www.ChildrensBoard.org

In partnership with: ELM Early Literacy Matters; HCC; Early Education System Q

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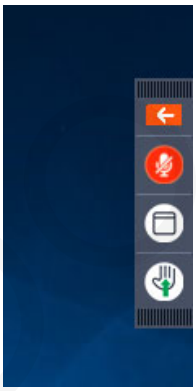

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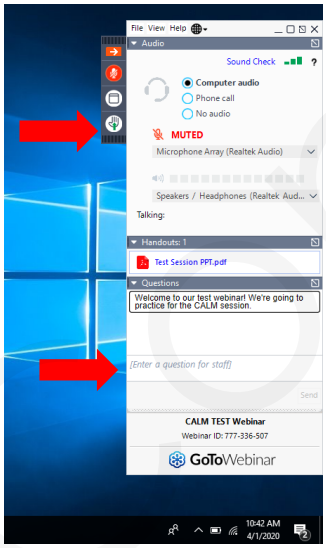

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- You will find the copy of the session PowerPoint available for you to download under the "Handouts" menu (in English and Spanish)
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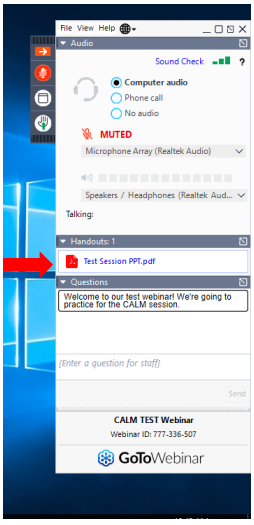

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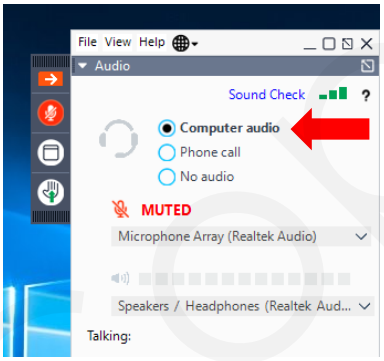

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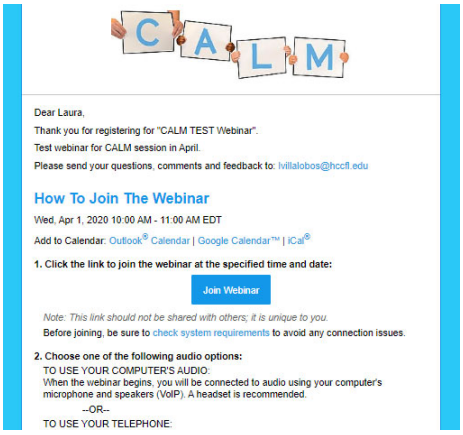

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Arrival Routine

- Greetings! ☺
- Complete pre-survey (**link closes at 9:30am**)
  - If not, complete it here https://www.surveymonkey.com/r/QFXGB8C
- Get ready!

What is CALM?

The Conscious Awareness Learning Model (CALM) provides universal training to early education providers and families in social-emotional learning using the Conscious Discipline® approach. The program builds on this foundation integrating positive psychology and mindfulness.

- A holistic approach to support Early Childhood providers, children and families
  - Professional development
  - Coaching
  - Family supports
  - Community connection

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CALM

- CALM is funded by the Children's Board of Hillsborough County.
- CALM is a family/team of early childhood providers working together to build strong emotionally intelligent learners.
- Series of sessions to help Early Childhood providers and families
  - Change the traditional classroom management system from control to connection.
  - Empower the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
  - Children who are self-disciplined are ready to learn.

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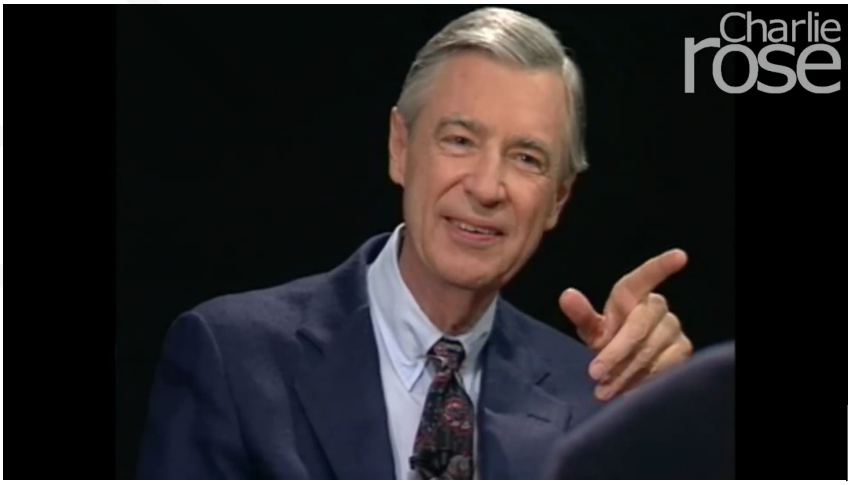
Remembering Mr. Rogers



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Stress & the Brain

Stress and Trauma

Stress and trauma cross all ethnic and economic lines with grave effects on health, learning, social-emotional development and brain development.

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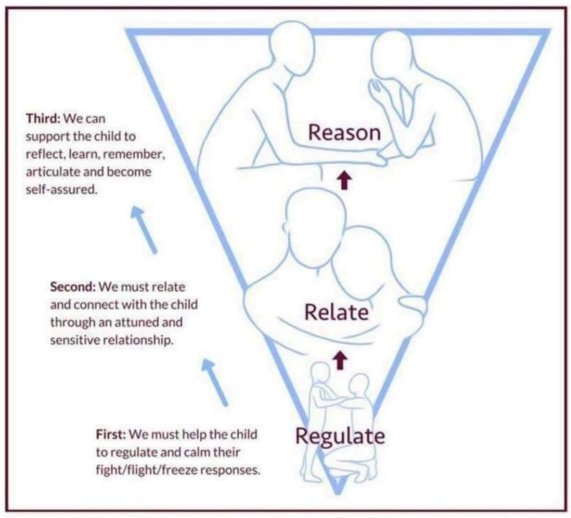
Effects of Stress

- Continued, long term anxiety, anger or stress is harmful.
  - A body focused on the cycle of increased cortisol & increased metabolism, is not producing new proteins for the immune system and other systems.
- High cortisol levels damage hippocampus
  - Learning and memory suffer as a result

How can we come back from stress?

3 R's

- Reason
- Reconnect (relate)
- Regulate



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Meet Stress with…

- Understanding
- Patience
- Tenderness

Mourning Process

Allows the heart, mind and body to heal.
So you can accept what is.

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POST-TRAUMATIC ***GROWTH***

Experiencing trauma can also lead to an increase in:

- Sense of closeness with others
- Compassion for others
- Seeing new opportunities
- Desire to make life changes
- Feelings of self-reliance
- Radical acceptance
- Sense of personal strength
- Appreciation for the value of life

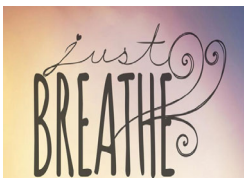
Learning to Manage Stress is Essential

Physical Activity

Meditation

Breathing Exercises

Connection



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Venture Out – PLAY

Good News!

Caregivers can ease the negative effects of stress on children through providing a culture of inclusion, healing and connection that builds resiliency.

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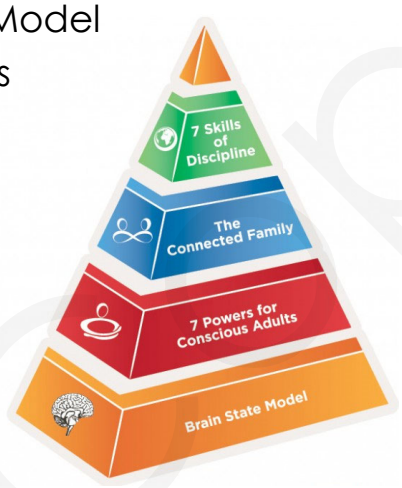
Four Essential Components of Conscious Discipline®

1. Conscious Discipline® Brain State Model
2. Seven Powers for Conscious Adults
3. Creating the School Family
4. Seven Skills of Discipline



Brain Smart Principles

Understanding these principles helps us to better understand behaviors.

Both our own and the behaviors of others and the children we teach.

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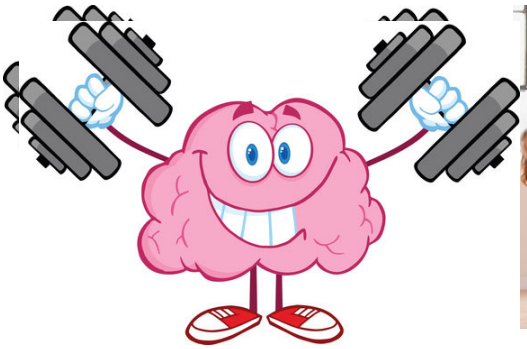
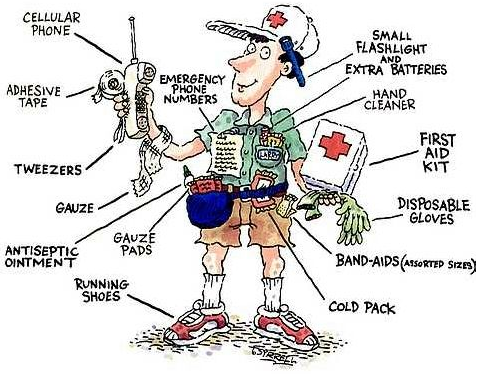
Brain Smart Principle #1

- The best exercise for the brain is exercise



Brain Smart Principle #2

- The brain is pattern seeking and survival oriented



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Brain Smart Principle #3

- Connections on the outside with other people build neural connections on the inside

Brain Smart Principle #4

- The brain functions optimally when the child feels safe

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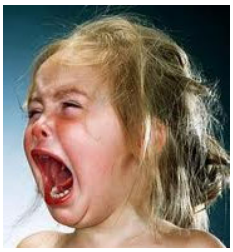
Brain Smart Principles Review

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

Brain Model

The Relationship Between Behavior and Brain Function

- 3 Brain States:
  - Brain Stem - **Survival State** – Physical Fight or Flight(withdrawal)
  - Limbic System - **Emotional State** – Yelling, Name Calling, Tattling, etc.
  - Frontal Lobe - **Executive State** (CEO) - Problem Solving



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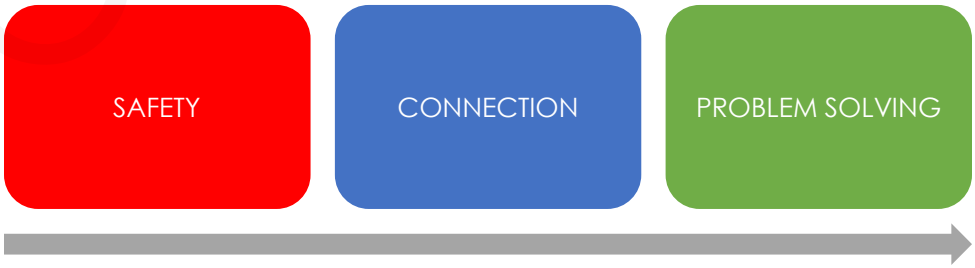
What brain state are you in?

- Brain Stem- Survival State: Am I Safe?
- Limbic System- Emotional State: Am I Loved?
- Frontal Lobe- Problem Solving: What Can I Learn?

Remember:
We cannot ask children to do what we cannot do ourselves.

Active Calming

When we get stressed active calming is our journey from our Survival State to our Frontal Lobe, so we can RESPOND instead of REACT



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Limbic System

Mindfulness Dr. Dan Siegel

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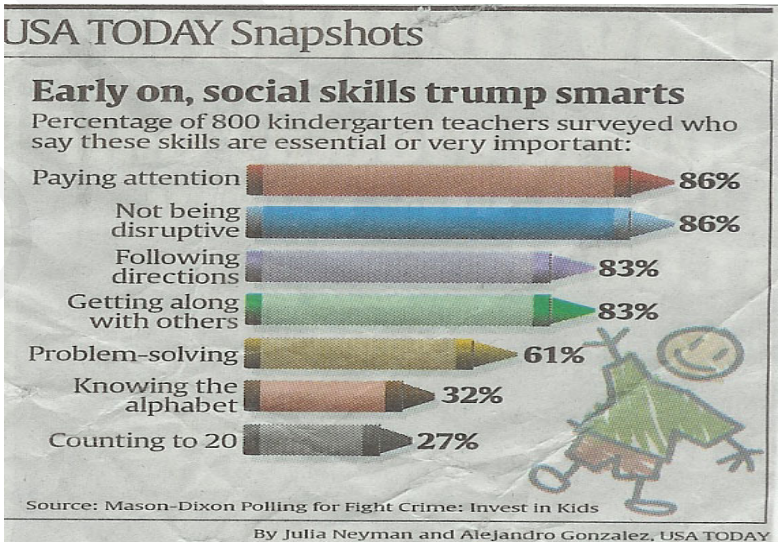
School Readiness Skills

A recent study found that kindergartners' social-emotional skills were highly predictive of their academic, economic and social outcomes into adulthood.

https://www.usnews.com/opinion/knowledge-bank/articles/2017-07-27/pre-k-and-kindergarten-research-ignores-students-social-emotional-skills

School Readiness Skills



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Self-Regulation

- "…the brain systems that enable infants to manage their arousal and calm down take a longer time to mature."
  - The adult plays a major role in helping an infant regulate himself
- The part of the brain that controls self-regulation is not fully developed until adulthood
- Major factors considered for school readiness for 5 year olds is the child's ability to self-regulate—calm himself down, focus attention, use words rather than hit another child

Ross A. Thompson, Janet E. Thompson, and Julia Luckenbill, The Developing Brain and Its Importance to Relationships, Temperament, and Self-regulation, *A Guide to Social-Emotional Growth and Socialization*, 2011.

What is Self-Regulation?

- Controlling one's behavior, emotions, and thoughts in the pursuit of long-term goals
- Emotional self-regulation refers to the ability to manage disruptive emotions and impulses
- To think before acting

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Traditional Discipline vs. Conscious Discipline®

External Model: Stimulus → Response	Internal Model: Stimulus → Pause → Response
It is possible to **control** others **through environmental manipulations.**	**Controlling** and **changing ourselves** is possible and has a **profound impact on others.**
Rules govern behavior: **Rewards** and **consequences** are the foundations for changing behavior.	**Connectedness** governs behavior: **Relationships** are the foundation for change and govern willingness.
Avoid **conflict**; it **is a disruption** to the **learning process**.	**Conflict** is a reflection of missing social or emotional skills and **creates opportunity to teach life skills.**

How do we start?

Making the mind shift as teachers and leaders.

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How we discipline our children becomes how they discipline themselves for the rest of their lives.

We must understand that all children are unique and interact with their environment in different ways.

This is true for all humans (adult & children).

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Sometimes it's hard to be human…

Temperament

- The key to understanding behavior
  - Understanding temperamental traits or behaviors is critical in providing responsive care and developing a close, caring relationship

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What influences individual differences in temperament?

- Genes
- Brain Processes
- Family Environment
- Nutrition
- Culture
- Medical Conditions
- Toxic Substances

Theodore Wachs, Temperament and Development: The Role of Context in a Biologically Based System, *Zero to Three Journal*, March 2004.

Nature vs. Nurture

What affects temperament-based behaviors the most?

- Environments can influence a child's genetic traits
- The intensity of the environment can either reduce or increase genetically-based risks
- The child's experiences play a significant role in shaping temperament-based behaviors

Theodore Wachs, Temperament and Development: The Role of Context in a Biologically Based System, *Zero to Three Journal*, March 2004.

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Children Development Core Story - Brain Architecture

Impact of Environment & Nutrition

Children living in more chaotic homes (noisy, crowded, with a lack of routines) are more likely to be easily irritated and have more intense negative moods.

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"Fairness to infants is not treating each child the same. Understanding temperaments is the key to all relationships."

- J. Ronald Lally, Ed.D.

What else do we know about the relationship between the brain & behavior?

Rewards and punishments do not help develop the higher centers of the child's brain.

- Short-term
- Increase the negativity of the school culture

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Enhancing Child's Executive Skills Development

Through connection (responsiveness and attunement)

- Eye Contact
- Touch
- Presence
- Playfulness

We are truly a CALM family that:

- is all in this together
- is open to the journey
- is connected
- is committed to work the CALM Compassionate plan

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Compassionate Communication

Empathic Listening

- Listening to truly hear what the other has to say
- Offering encouragement
- Validating

Compassionate Communication

Human Needs

1. Subsistence, sustenance
2. Safety & protection
3. Love & affection
4. Understanding, empathy
5. Participation, contribution
6. Leisure, rest
7. Creativity
8. Identity, belonging
9. Freedom, autonomy

-Manford Max-Neef

1. Safety, security
2. Connection
3. Satisfaction, meaning

-Rick Hanson

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Gardeners and Lids

An encouraging leader
is like a gardener
who can envision a flower
in every seed

A discouraging leader
is like a lid
contributing to an
environment of mistrust

Cover Me in Sunshine

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Bouncing Back and Seeing Balance

- Be aware of the set backs
- Set a realistic plan
- Take it one day, one moment at a time

Find Your Inner Optimist

Especially when things are feeling a bit tough, it can help to set some goals. Making goals achievable and ensuring that you have a few short term as well as longer term, more ambitious goals helps us feel we're making progress. It doesn't matter if your goal for the day is something really small, the important thing is to give yourself the opportunity to feel like you've achieved something and to celebrate that!

This month's calendar is full of ideas to help you think about how you can put this into practice.

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Connection Rituals

"Good Morning! How would you like to be greeted today?"

Connection Ritual - to achieve eye contact, touch, and presence in a playful situation

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CALM Coaching

CALM Coaching

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CALM Coaching

CALM Connection

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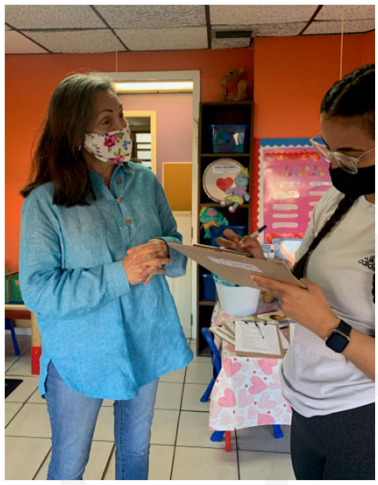
CALM Connection



CALM Connection

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CALM Connection

CALM Connection

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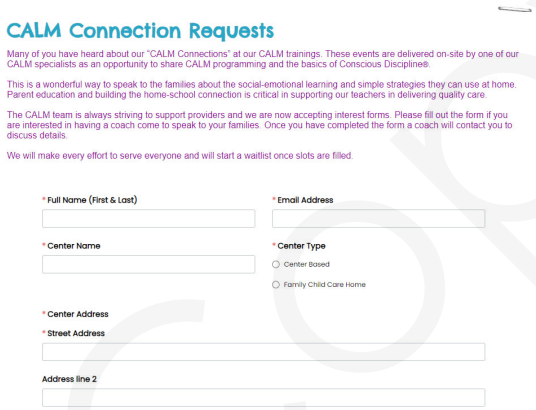
CALM Connection Requests

Fill out the form online if you are interested in having a coach come to speak to your families. Once you have completed the form a coach will contact you to discuss details.



CALM Connection Requests

Many of you have heard about our "CALM Connections" at our CALM trainings. These events are delivered on-site by one of our CALM specialists as an opportunity to share CALM programming and the basics of Conscious Discipline®.

This is a wonderful way to speak to the families about the social-emotional learning and simple strategies they can use at home. Parent education and building the home-school connection is critical in supporting our teachers in delivering quality care.

The CALM team is always striving to support providers and we are now accepting interest forms. Please fill out the form if you are interested in having a coach come to speak to your families. Once you have completed the form a coach will contact you to discuss details.

We will make every effort to serve everyone and will start a waitlist once slots are filled.

* Full Name (First & Last)
* Email Address
* Center Name
* Center Type
Center Based
Family Child Care Home
* Center Address
* Street Address
Address line 2

https://www.calmhcc.org/calm-connection-requests

CALM Site Supports FY2023

- Must have a minimum of 8 regular cycle trainings since October 1, 2021
- Request forms can be submitted while working to complete 8 trainings
- Request form can **soon** be found on our website, www.calmhcc.org
- The request form must be completed in its entirety; please do not leave any areas blank
- Submit your completed request form via email to bstechly@hccfl.edu or jcole31@hccfl.edu
- Contact Brittany Stechly or Jourdain Cole with any questions

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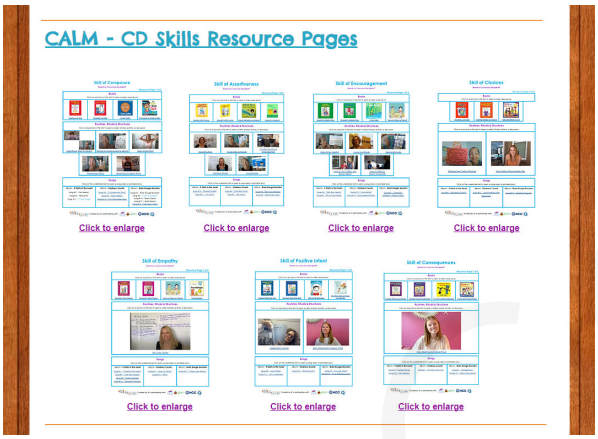
Conscious Discipline® Skills Resource Pages



www.calmhcc.org or https://www.calmhcc.org/websites-other-resources

QEES Resources

- QEES Learning Line
- CALM Learning Line Resources
- ELM Learning Line Resources
- YouTube Channel

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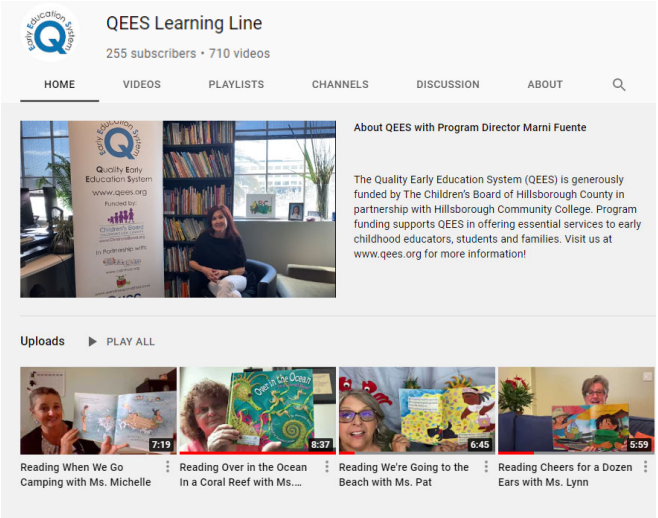
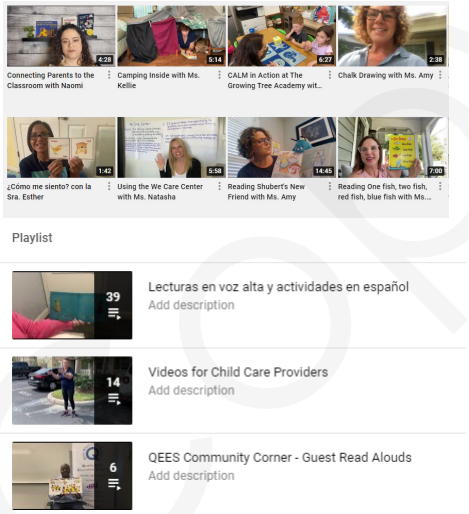
YouTube Channel





Prizes

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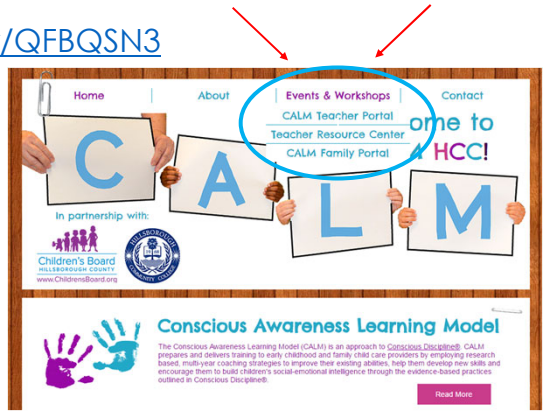
End of Session – Instructions

1. Complete the session evaluation that will pop up after the webinar
   - A follow up email will also contain the link to the evaluation and post-assessment
2. Check for a follow up email from **Laura** regarding the post-Assessment **in 1 hour**
3. After submitting the post-assessment on Survey Monkey, you will receive an email with your session certificate
   - Certificates can take up to a week to be sent out

End of Session Info

- Post-Assessment & Evaluation
  https://www.surveymonkey.com/r/QFBQSN3
- Register for other workshops:
  - ELM October 6th & 13th
  - QEES Business Management October 15th
  - ELM October 18th
  - CALM November 5th
- Website
  - Register
    www.calmhcc.org/register
  - Teacher Portal
    www.calmhcc.org/calm-teacher-portal
  - Resource Center Password: CalmHCC



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