

Conscious Discipline®

At the Weekday School

Conscious Discipline is an emotional intelligence program. This program allows children to make choices, be assertive, offer encouragement, and experience natural consequences. It teaches children that **their actions and behaviors affect others**.

Conscious Discipline leads teachers, administrators, staff and parents through a process that promotes permanent behavior changes in both adults and children. The paradigm of change is from a traditional compliance model of discipline, relying on lower brain center approaches of threat and force, to a **relationship-based** community model that relies on higher-order thinking skills.

Every classroom management system must have a core motivator. The motivator in Conscious Discipline is the **School Family**. Connection, belonging and contribution within the School Family create cooperation among children. Students are intrinsically motivated to be **helpful, responsible and caring classroom citizens**.

Real-life conflict and challenging situations serve as character education curriculum for the Conscious Discipline classroom. Conflict is viewed as a teaching opportunity and adults are empowered to transform it into a valuable lesson. **Character education is part of everyday life**, not an activity that occurs separately.

Conscious Discipline builds self-esteem by addressing children's universal need to be **generous and contributing** members of the group. Each child holds a job and is responsible for the effective running of the classroom.

Consciousness allows adults to **teach by example**. Example is, by far, the most powerful teaching technique available. Children who observe discrepancies between what is "practiced" and what is "preached" are likely to imitate the behavior they see modeled. You must model calmness, respect, responsibility, etc. if you want children to display calmness, respect, responsibility, etc.

Conscious Discipline operates on a basis of creating **physical and psychological safety for children**. Research shows that the brain functions optimally in a safe, stimulating environment. This principle is at the program's core.



www.consciousdiscipline.com

The Skills in Action/Examples	
Composure	Smile and take a deep breath.
Encouragement	'You did it! You <u>put your shoes on</u> that was <u>HELPFUL!</u> '
Assertiveness	'Did you like that?' 'Say <u>stop</u> , I don't like that.'
Choices	'You may ____ or _____. What is your choice?'
Positive Intent	'You wanted <u>the crayon</u> . You may not <u>scream</u> . When you want <u>the crayon</u> , say <u>may I have the crayon.</u> '
Empathy	'You seem <u>frustrated</u> . It is OK to feel <u>frustrated.</u> '
Consequences	'If you choose to <u>scream</u> , then you will not get the <u>crayon.</u> '

Links to Conscious Discipline youtube videos

Conscious Discipline

https://www.youtube.com/watch?v=8j3gF1dh_t4

Stopping Certain Behaviors

<https://www.youtube.com/watch?v=3GeqwjYEAi0>

Using Logical Consequences

<https://www.youtube.com/watch?v=KukQfLvgCk8&list=PLE0DBE442E3E01146>

Handling Temper Tantrums

<https://www.youtube.com/watch?v=Uwulvk0Hg9U&list=PLE0DBE442E3E01146&index=2>