

National Health Education Standard	Conscious Discipline Skills and Structures to be Implemented with Adults and Children in the Classroom and School Environments	Description
Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Conscious Discipline Brain State Model Feeling Buddies Self-Regulation Curriculum Conscious Discipline School Family Model	The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states. These states are the Survival State, Emotional State and Executive State. The purpose of learning about these states is to help identify the internal state a child is most likely experiencing, and then assist him/her in achieving an optimal state for learning before attempting to address his/her behavior. The Feeling Buddies are a comprehensive and innovative tool for teaching self-regulation. The Toolkit is based on a unique strategy in which the adult teaches the child to self-regulate and the child teaches the Buddy to self-regulate, both learning the five-step process together. The Curriculum, Safe Place and daily classroom life work cooperatively to maximize learning and give the new skill set permanence. Conscious Discipline uses a healthy family as the template for creating an optimal school culture that answers the questions "Am I safe?" and "Am I loved?" in the affirmative. The School Family does not replace a child's home family, but uses a healthy family model to create optimal learning environments that support the continued development of all children and all adults involved.
Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Positive Intent • Celebration Center • School Family Assemblies Consequences • Class meetings • Relationship repair rituals • Executive Skills Lending Library Encouragement • Ways to be Helpful Books • Friends and Family Book/Board • Noticing instead of judging, "You did it!" "You _____ so _____. That was helpful."	Positive Intent up-shifts the brain from the lower centers to the higher centers and frames situations in a way that all parties in a conflict can problem-solve together. It allows us to access our brilliance and produce win-win results. The Celebration Center is a way for children to honor each other, their achievements and their commitments. The School Family Assembly has three goals: 1. To contribute to the School Family culture of safety, connection and problem solving, 2. To foster the school-wide implementation of Conscious Discipline, 3. To link the school to homes and communities. Becoming conscious of consequences is the key to change. This consciousness comes from understanding how we feel about the outcome of our choices and their impact. Class meetings are the core forum for problem-solving. Relationship repair rituals repair any ruptured relationships that occur during problem-solving. The executive skills lending library encourages adults to scaffold children's missing and/or weak skill sets in order to promote optimal development. Encouragement is about noticing, connecting and accepting children for who they are. The Friends and Family Board or Book is a structure that displays photos of family, loved ones and staff members who are committed to keeping children safe at school. It symbolizes the Power of Unity, the fundamental principle that we are all in this together.
Standard 3 Students will demonstrate the ability to access valid information, products and services to enhance health.	Conscious Discipline Brain State Model Online Resources • Shubert's Classroom • Conscious Discipline e-learning course youtube.com/lovingguidance Encouragement • Ways to be Helpful Books	The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states. These states are the Survival State, Emotional State and Executive State. The purpose of learning about these states is to help identify the internal state a child is most likely experiencing, and then assist him/her in achieving an optimal state for learning before attempting to address his/her behavior. Conscious Discipline has many free and fee-based online resources. Shubert's classroom offers how-to's, photos and videos about how to implement the Conscious Discipline Skills and Structures. The e-learning course offers 10 sessions of relevant coursework and immediately-applicable strategies from Dr. Becky Bailey. The Conscious Discipline/Loving Guidance YouTube channel offers videos from people around the world who have implemented Conscious Discipline in their classrooms and homes. The Ways to be Helpful Board or Book accomplishes two core goals: 1. It provides visual images that concretely illustrate expected behaviors in order to scaffold children's attention and encourage helpfulness. 2. It honors the way children are helpful to each other.

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Standard 3 (cont.) Students will demonstrate the ability to access valid information, products and services to enhance health.	Assertiveness - Visual Routines - Visual Daily Schedule Composure - The Safe Place Self-Regulation Center	Assertiveness is the skill that teaches others how to treat us. It empowers us to set boundaries about the behaviors we consider appropriate, safe and permissible. Visual routines and schedules communicate our expectations through images. They are the ultimate form of assertive communication for children. They illuminate the behaviors we expect, help them focus on the given task, and scaffold their emerging executive skills of attention and time management. They also foster a felt sense of safety. The Safe Place Self-Regulation Center is a physical location in the classroom that serves as a self-regulation learning center. It is equipped with tools for calming and self-regulation, and supports the Skill of Composure by providing the opportunity for children to remove themselves from the group in order to regulate their emotional states when they are angry, frustrated, sad or scared.
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Composure - Safekeeper Job and Ritual - Noticing - Brain Smart Start - Safe Place Self-Regulation Center Assertiveness - Conflict Resolution Time Machine - Using your "Big Voice" - Making daily commitments Encouragement - Noticing instead of judging, "You did it!" "You _____ so _____. That was helpful." - Connection Rituals - Kindness Tree or Recorder Empathy - We Care Center - D.N.A. Process for Self-Regulation Positive Intent - School Family Assemblies - Celebration Center - Wishing well Consequences - Class Meetings - Conflict Resolution Time Machine - Relationship repair rituals - Executive Skills Lending Library	The Safekeeper Job and Ritual helps us change the job description of educators from one of power-over ("making children behave") to one of self-regulation. The new job description is: My job is to keep the classroom safe so children can learn. The children's job is to help keep the classroom safe. Each day, the child makes a commitment to help keep the classroom a safe place to learn. The purpose of the Time Machine is to turn hurtful interactions with peers into helpful ones. Assertive language and use of the child's "BIG Voice" is essential to the success of the Time Machine. Assertiveness training through the use of a Big Voice and Time Machine allow small interpersonal conflicts to occur so we can scaffold children's development of missing social-emotional skills. Encouragement is about noticing, connecting and accepting children for who they are. Noticing is a specific skill that comes from the adult's Executive State and stimulates the Executive State of children. Judging comes from our Emotional State and stimulates the Emotional State of children. Noticing tends to connect us with others while judgment disconnects us. Noticing compliance and helpfulness focuses on the behavior we want to see and brings children's awareness to all they have accomplished. Empathy links discipline correction with connection by addressing children's upset states first and behavioral changes second. The D.N.A. process is essential to empathy: Describe what we see, Name the feeling the child is communicating, and Acknowledge the child's desire with Positive Intent. This process allows the child to feel seen, safe, and soothed. Positive Intent up-shifts the brain from the lower centers to the higher centers and frames situations in a way that all parties in a conflict can problem-solve together. It allows us to access our brilliance and produce win-win results. The Celebration Center is a way for children to honor each other, their achievements and their commitments. The School Family Assembly has three goals: 1. To contribute to the School Family culture of safety, connection and problem solving, 2. To foster the school-wide implementation of Conscious Discipline, 3. To link the school to homes and communities. The act of wishing another person well allows children and adults to see the best in others, shift our perception from one of conflict to one of problem-solving, assume Positive Intent for each other, and calm our own systems in the face of others' distress. Becoming conscious of consequences is the key to change. This consciousness comes from understanding how we feel about the outcome of our choices and their impact. Class meetings are the core forum for problem-solving. Relationship repair rituals repair any ruptured relationships that occur during problem-solving. The Executive Skills lending library encourages adults to scaffold children's missing and/or weak skill sets in order to promote optimal development.

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Standard 4 (cont.) Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Choices • Two positive choices • Reframing blame	By offering two positive choices, we help children to focus their attention on the tasks we deem important, comply with our wishes, learn decision making skills, feel empowered (thereby reducing power struggles), redirect their behavior, learn impulse control, and establish and maintain self-control.
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.	Conscious Discipline Brain Smart Model Composure • Conscious Discipline Brain Smart Start • Safe Place Self-Regulation Center Assertiveness • Daily commitments • Conflict Resolution Time Machine Consequences • Natural vs. Logical Consequences • Executive Skills Lending Library Choices • Visual rules with two positive choices Empathy • D.N.A. Process for Self-Regulation • Rage Book and Rage Program	The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states. These states are the Survival State, Emotional State and Executive State. The purpose of learning about these states is to help identify the internal state a child is most likely experiencing, and then assist him/her in achieving an optimal state for learning before attempting to address his/her behavior. Composure creates safety in the School Family. The Brain Smart Start is a routine that is scientifically-based and designed to maintain optimal learning states. It consists of four activities: 1. Activity to Unite, 2. Activity to Disengaged Stress, 3. Activity to Connect, and 4. Activity to Commit. As part of the Brain Smart Start, making a commitment primes the brain for success and actively engages the prefrontal lobes. A commitment that is spoken aloud does many things, both psychologically and neurologically, to increase the likelihood of following through and achieving a goal. Becoming conscious of consequences is the key to change. Consciousness comes from understanding how we feel about the outcome of our choices and their impact. Natural consequences are the most powerful means for promoting future behavior change. Logical consequences are useful to motivate connected children to use skills they already possess. Visual rules with two positive choices are displayed in both written and visual format, showing two choices of how to be helpful and one visual of a hurtful behavior. The visual rules are posted throughout the classroom where the rule is needed. The consequence of the first offense of hurtful behavior is to choose again and be helpful. Empathy links discipline correction with connection by addressing children's upset states first and behavioral changes second. The D.N.A. process is essential to empathy: Describe what we see, Name the feeling the child is communicating, and Acknowledge the child's desire with Positive Intent. This process allows the child to feel seen, safe, and soothed. To help children manage rage, we must teach them to consciously recognize it during the initial onset. We must actively help children recognize the warning signs for rage and have a plan to help them cope.
Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.	Conscious Discipline Brain Smart Start • Daily commitments Assertiveness • Routine books Choices • Two positive choices	As part of the Brain Smart Start, making a commitment primes the brain for success and actively engages the prefrontal lobes. A commitment that is spoken out loud does many things, both psychologically and neurologically, to increase the likelihood of following through and achieving a goal. Assertiveness is the skill that teaches others how to treat us. It empowers us to set boundaries on the behaviors we consider appropriate, safe and permissible. Visual routines and schedules communicate our expectations through images. They are the ultimate form of assertive communication for children. They illuminate the behaviors we expect of children, helped them focus on the given task, and scaffold their emerging Executive Skills of attention and time management. By offering two positive choices, we help children to focus their attention on the tasks we deem important, comply with our wishes, learn decision making skills, feel empowered (thereby reducing power struggles), redirect their behavior, learn impulse control, and establish and maintain self-control.

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Standard 6 (cont.) Students will demonstrate the ability to use goal-setting skills to enhance health.	Encouragement • Ways to be Helpful Board/Book • School Family Jobs • Noticing: "You did it!" "You _____ so _____. That was helpful." Composure • Safekeeper Job and Ritual	Encouragement is about noticing, connecting and accepting children for who they are. The Ways to be Helpful Board or Book accomplishes two core goals: 1. It provides visual images that concretely illustrate expected behaviors in order to scaffold children's attention and encourage helpfulness. Being of service via a School Family Job for each student activates the optimal learning state of relaxed alertness, which leads to greater academic gains. Noticing is a specific skill that comes from the adult's Executive State and stimulates the Executive State of children. Judging comes from our Emotional State and stimulates the Emotional State of children. Noticing tends to connect us with others while judgment disconnects us. Noticing compliance and helpfulness focuses on the behavior we want to see and brings children's awareness to all they have accomplished. The Safekeeper Job and Ritual helps us change the job description of educators from one of power-over ("making children behave") to one of self-regulation. The new job description is: My job is to keep the classroom safe so children can learn. The children's job is to help keep the classroom safe. Each day, the child makes a commitment to help keep the classroom a safe place to learn.
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Composure • Noticing • Safe Place Self-Regulation Center • Brain Smart Start • Safekeeper Job and Ritual • Wish well Choices • Two Positive Choices Encouragement • Jobs • Connection Rituals • Ways to be Helpful • Kindness Tree or Recorder Empathy • D.N.A. Process for Self-Regulation • We Care Center Consequences • Class Meetings • Conflict Resolution Time Machine • Relationship Repair Rituals • Executive Skills Lending Library	The Safe Place Self-Regulation Center is a physical location in the classroom that serves as a self-regulation learning center. It is equipped with tools for calming and self-regulation, and supports the Skill of Composure by providing the opportunity for children to remove themselves from the group in order to regulate their emotional states when they are angry, frustrated, sad or scared. The act of wishing another person well allows children and adults to see the best in others, shift our perception from one of conflict to one of problem-solving, assume Positive Intent for each other, and calm our own systems in the face of others' distress. By offering two positive choices, we help children to focus their attention on the tasks we deem important, comply with our wishes, learn decision making skills, feel empowered (thereby reducing power struggles), redirect their behavior, learn impulse control, and establish and maintain self-control. The Kindness Tree and Kindness Recorder are commonly used kindness rituals. They honor kind and helpful acts, help adults and children shift from focusing on what is wrong to what is going well, and help highlight the many ways we are of service to each other. The We Care Center provides children with a symbolic way of expressing empathy. It allows children to utilize empathy as a way of classroom life so they learn to read and understand nonverbal signs of distress in themselves and others, and then respond in helpful ways. Becoming conscious of consequences is the key to change. Consciousness comes from understanding how we feel about the outcome of our choices and their impact. The natural consequence of a hurtful encounter in a School Family is to redo the interaction in a helpful way using the Conflict Resolution Time Machine.
Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.	Conscious Discipline School Family Model Conscious Discipline Parent Education Curriculum	Conscious Discipline uses the healthy family as the template for creating an optimal school culture that answers the questions "Am I safe?" and "Am I loved?" in the affirmative. The School Family does not replace a child's home family, but uses a healthy family model to create optimal learning environments that support the continued development of all children and all adults involved. This resource empowers you to help parents and caregivers experience the power of authentic connection while learning the transformational skills of Conscious Discipline through home visits, parent nights and targeted mini-sessions.

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Standard 8 (cont.) Students will demonstrate the ability to advocate for personal, family, and community health.	Assertiveness • Using your “Big Voice” • Conflict Resolution Time Machine Composure • Safekeeper Job and Ritual • Friends and Family Book/Board Empathy • We Care Center Positive Intent • Wishing well Encouragement • Jobs • Friends and Family Board/Book • Ways to be Helpful • Connection Rituals Positive Intent • School Family Assemblies • Celebration Center Consequences • Class Meetings	The natural consequence of a hurtful encounter in a School Family is to redo the interaction in a helpful way using the Conflict Resolution Time Machine. The Time Machine helps both teachers and children accomplish this “redo” by using an assertive BIG Voice. The Friends and Family Board or Book is a structure that displays photos of family, loved ones and staff members who are committed to keeping children safe at school. It symbolizes the Power of Unity, the fundamental principle that we are all in this together. The We Care Center provides children with a symbolic way of expressing empathy. It allows children to utilize empathy as a way of classroom life so they learn to read and understand nonverbal signs of distress in themselves and others, and then respond in helpful ways. The act of wishing another person well allows children and adults to see the best in others, shift our perception from one of conflict to one of problem-solving, assume Positive Intent for each other, and calm our own systems in the face of others’ distress. Connecting rituals are an expression of unity that hold the School Family together. These rituals are sacred spaces designated for togetherness and connection. Connection fosters willingness. The rituals require eye contact, touch, presence and a playful situation. Positive Intent up-shifts the brain from the lower centers to the higher centers and frames situations in a way that all parties in a conflict can problem-solve together. It allows us to access our brilliance and produce win-win results. The Celebration Center is a way for children to honor each other, their achievements and their commitments. The School Family Assembly has three goals: 1. To contribute to the School Family culture of safety, connection and problem solving, 2. To foster the school-wide implementation of Conscious Discipline, 3. To link the school to homes and communities. Becoming conscious of consequences is the key to change. Consciousness comes from understanding how we feel about the outcome of our choices and their impact. Class Meetings become the core forum for problem solving.