



**ConsciousDiscipline®**

# **Pay It Forward Transformational Process**

“Discipline isn’t something you do to children,  
it’s something you develop within them.” - Dr. Becky Bailey

**ConsciousDiscipline.com**

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# What is Conscious Discipline®?

Conscious Discipline is guidance for the whole organization including teachers, leaders, children and families. It is about wise, adaptive decision-making, not compliance.

Adaptive decision-making is central to our lives. The prefrontal lobes of the cortex of the brain are particularly important in such decision-making. Adaptive decision-making demands children feel safe enough and connected enough to access the higher centers of their brains to determine the wisest action in each situation. Each person must, to paraphrase an old country western song, “Know when to hold ‘em, know when to fold ‘em and know when to walk away.” This is a complex process. It involves recognizing and interpreting a situation, assessing and valuing events and behaviors in terms of what is personally relevant, accessing a repertoire of skills and responses, and making a continuous series of small and large decisions with both short term and long term consequences. Conscious Discipline teaches everyone how to respond wisely to life events rather than react unconsciously from a set of pre-programmed skills that may or may not be effective or wise.

*Conscious Discipline teaches everyone how to respond wisely to life events rather than react unconsciously from a set of pre-programmed skills that may or may not be effective or wise.*

Typically we focus our discipline on:

- Compliance training through public humiliation. (Turning a card from yellow to red.)
- Gain/loss of affection through “please me” discipline. (I like the way Robert is sitting.)
- External manipulation through tangible rewards and punishments. (Those meeting our expectations get something desirable like stickers, points or parties. Those who fail receive something undesirable like time out, detention or clean up duty.)

When we do this, we sacrifice:

- Self-regulation for obedience
- Wise decision-making for approval-seeking
- Goal setting and achievement for apathy, rebellion or a “win at all cost” mentality

*If we proceed with our existing approach, we sacrifice the well-being of all children. Transformational change is imperative.*



# Conscious Discipline

## Transformational Change for the 21st Century

There are three types of organizational change:

1. **Traditional Change:** We do the same thing we've done before, but do it better, faster and cheaper.
2. **Transitional Change:** We make small changes in specific behaviors. Instead of doing the "Old A," we do the "New B."
3. **Transformational Change:** We create a new mindset. Transformational change is not just a new way to do business; it is a new way of thinking. It is the process of creating something that has never existed before and could not be predicted from the past. Transformational change is what happens when we see the world through a new lens of knowledge and then create an infrastructure we never before envisioned.

### **Conscious Discipline is about transformational change. It asks adults to:**

- See misbehavior as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption to learning
- See children as capable of self-regulation instead of needing to be controlled
- See connection as the most powerful motivating force for achievement
- Understand that the only person we can truly make change is ourselves
- Understand that interdependence is the basis for problem-solving
- Understand that internal state dictates external behavior
- Understand that what you focus on, you get more of

### **We need transformational change because:**

- Nationwide, there is a profound sense of a lack of safety
- Many schools are struggling with conventional achievement measures
- The traditional view of social and academic learning as a mechanistic, linear, step-by-step process is inaccurate, yet is the basis of most curriculum decisions
- The concept of "the whole learner" is no longer in dispute; school is about academics combined with the way children interact with their world and what happens as a result

*Schools are dynamic, nonlinear, interconnected systems. Until we make this view as the basis for all decisions, our success is limited and failure for many is guaranteed.*



# Conscious Discipline

Pay It Forward Transformational Process

## Year One

### STEP 1

Two-day Conscious Discipline school-wide workshop  
There is a better way!

### STEP 2

School-wide intentional commitment

### STEP 3

Administrative roll-out of Conscious Discipline to all staff

### STEP 4

Identify Your CDAT  
(Conscious Discipline Action Team)

### STEP 7

Model and share success  
"Tag! You're it!" teacher-to-teacher coaching

### STEP 6

Develop external & internal continuous improvement plans

### STEP 5

*Conscious Discipline: Building Resilient Classrooms* book study, rubric, reflections



# Overview of “Add On” Year 1: Administration Modeling with Staff

Year one is an “add on” year when the administration leads the way by making small but significant changes. Continue using your current discipline approach, but add on the new skills, routines, rituals and structures that speak to you. Pushing to eliminate long held beliefs can lead to frustration and failure. Adding to what’s already in place provides a natural comparison of approaches that will lead to long held beliefs changing and eventually falling away. Start your journey by bringing a Loving Guidance Associate to your school for a two-day workshop. This will inspire, educate and motivate your faculty and staff.

During this year, the focus is on implementing Conscious Discipline with the adults on campus. Once the adults have experienced the power of Conscious Discipline, they are likely take this experience back to the classroom. For example, the administration would create a Friends and Family Board for the staff lounge and be the first to share their family and friends. The administrative team may also start a Kindness Tree in a hallway and invite faculty to notice kindnesses throughout the school using the Conscious Discipline language. Teachers may then choose to put Kindness Trees in their classrooms, but they are not required to participate or implement them.

During year one, the Conscious Discipline Action Team (CDAT) emerges as an essential force in your implementation journey. The CDAT is comprised of staff members who have willingly grasped and begun implementing the concepts of Conscious Discipline. They assist the administration in modeling the skills and structures, and guide others in implementing them in the classroom. The administration and CDAT also lead a yearlong book study of *Conscious Discipline: Building Resilient Classrooms* together (see Step 4).

## Step 1: School-wide Workshop

Bring a two-day workshop to your site.

## Step 2: School-wide Commitment

Make an intentional commitment to Conscious Discipline. This is not forced onto staff; each individual makes the personal decision to commit to the school’s transformational journey.

Transformation requires school leaders and the organization to make an unwavering commitment to the change process. This requires a deep, thoughtful commitment. The transformation is both personal and professional in nature. Fears will abound. The most common challenges are fear of the unknown, fear of making a mistake, fear of not understanding the program and fear of



not knowing how to implement it with fidelity. When an organization decides to change, many teachers think it implies they have done something wrong. This misperception, unless addressed carefully, creates an undercurrent of resistance and criticism.

Ask yourself as an organization: Do we intend to take on this transformational shift in how we do business? Is there an unwavering commitment from the leadership? Is there a core group of teachers who are willing to lead and make an unwavering commitment to the change?

If the answer is, “Yes,” contact Conscious Discipline to create a transformational plan that will work for your organization. If the answer is, “We’re not sure,” you may wish to speak with our Professional Development Group to address your concerns or receive additional training until you feel able to commit.

All transformational plans are based on the outline you are reading and personalized to address your particular needs. Once you make a commitment, Conscious Discipline will work with you to find the right match with one or more Conscious Discipline Loving Guidance Associates who will lead your organization through its unique transformation.

### Step 3: Administration Roll-out of Teachers & Staff

The intentional mindset change becomes the administration’s focus this year. The administration builds awareness by implementing the structures of Conscious Discipline with staff (i.e., Friends and Family Board, Brain Smart Start for every meeting, etc.) and practicing the skills. External consultant support is essential to ensure the administration’s proficiency, to coach the CDAT (see step 4) and to lead the staff in their Conscious Discipline journey. Past schools’ implementation shows trainings that span the course of the year are most successful. Your lead Conscious Discipline Loving Guidance Associate (LGA) will conduct these trainings, plus three hours of online coaching with school leadership to answer questions, problem solve challenges and address concerns.

### Step 4: CDAT Identification

The administration identifies those individuals who have grasped Conscious Discipline and are enthusiastic about implementing change in their classrooms. These individuals become the school’s CDAT. You will see a few transformational leaders naturally emerging. Generally speaking, you will hear and see the following:

**“WOW this is fantastic! This is just what we need!”** Approximately 33% of the group will be immediately inspired and willing to work passionately on the changes needed to create a Conscious Discipline school. You will see instant changes in their behavior, evidence of implementation in their classrooms and changes in the behavior of the children in their care. They will require additional external training from Conscious Discipline. Identify from within this group those willing to be on the CDAT.



**“It makes sense. I will do what is asked.”** Approximately 33% of the group will go along, making minimal surface changes to pacify the school administration. Classroom structures may appear, but are not utilized faithfully or as intended. They study the mindset changes, but do not currently have the ability to manage the ambiguity naturally present in the change process. The group will be somewhat tentative and will be taught mostly by your internal CDAT.

**“This is just the next ‘new’ thing. My classroom works. I have no need or desire to change.”**

Approximately 33% of the group will actively resist change and oppose the shift. This group, unless managed carefully, may sabotage the implementation process. Your LGA will help the leadership through this process.

These three categories are fluid and will shift as the transformational process continues. Those who were immediately resistant may become tentative over time. Those who initially appeared tentative may end up as transformative leaders. The categories are guidelines designed to help identify and provide differentiated support, not labels meant to judge.

The goal is for the CDAT to begin mentoring teachers in skill development and implementation. Teaching others also strengthens your CDAT’s skills. Suggested CDAT activities include:

- Leading the book study
- Sharing success stories at faculty meetings
- Creating school-wide supports for growth such as School Family Assemblies and school-wide Brain Smart Starts via closed-circuit television
- Creating buddy classrooms for mentoring
- Creating a video library of the best Conscious Discipline practices to be shared
- Helping teachers brainstorm interventions for challenging children
- Create model classrooms

## Step 5: Book Study & Reflection

The administration and their CDAT lead the way for continuously deepening of knowledge and reflection in Conscious Discipline. This includes a book study of *Conscious Discipline: Building Resilient Classrooms* with the CDAT, using the online Conscious Discipline rubrics for self-reflection and encouraging use of Shubert’s Classroom on the Conscious Discipline website.



## Step 6: Continuous Improvement Plan

Develop external and internal continuous improvement plans:

### External:

- Bring in Conscious Discipline trainers and coaches to provide “booster shots” that increase understanding and heighten enthusiasm as needed
- Send CDAT to the Conscious Discipline Summer Institute (CD1) in Orlando, FL
- Support staff with the products needed for implementation

### Internal:

- Use the 3-2-1 Reflection Sheet for your book study, CDAT meetings and grade level meetings
- Use the Book Study Portal to facilitate understanding: [ConsciousDiscipline.com/bookstudy](http://ConsciousDiscipline.com/bookstudy)

## Step 7: Share Success

Use the “Tag! You’re it!” coaching model from Conscious Discipline for teacher-to-teacher modeling of Conscious Discipline skills and structures. Model and share successes.





# Conscious Discipline

## Pay It Forward Transformational Process

### Year Two

#### STEP 1

**Two-day Conscious Discipline school-wide workshop**  
There is a better way!

#### STEP 2

**Recommit to Conscious Discipline**

#### STEP 3

**Teachers & staff roll-out Conscious Discipline to all children, Conscious Discipline classroom coaches are needed this year**

#### STEP 4

**CDAT leads *Creating the School Family* book study, identify Conscious Discipline ambassadors**

#### STEP 7

**Teach each other**  
Pay it forward and inspire others

#### STEP 6

**External & internal continuous improvement plans**

#### STEP 5

**Reflect on progress & process**  
Use online rubrics for support



# Overview of “Let Go” Year 2: Teachers Modeling to Students in the Classroom

The administration continues with steps from Year 1. Forward momentum increases dramatically as teachers implement the skills, powers and structures in their classrooms. The entire school spends the year building its Conscious Discipline skill set so it can let go of ineffective practices by year’s end.

## Step 1: School-wide Workshop

Bring a two-day workshop to your site. Purchase materials that will be helpful in your journey with Conscious Discipline.

## Step 2: Recommit

Intentionally recommit to Conscious Discipline. This is not forced onto staff; each individual makes the personal decision to recommit to the school’s transformational journey. Enlist volunteers to serve as Conscious Discipline buddies to partner with new personnel.

## Step 3: Teachers & Staff Roll-out to Children

Committed teachers roll out the skills and structures of Conscious Discipline to all children. These teachers plan their classrooms with and receive guidance from the Conscious Discipline classroom coaches.

## Step 5: Book Study & Reflection

CDAT leads a book study of *Creating the School Family: Bully-proofing Classrooms through Emotional Intelligence* with staff.

Identify Conscious Discipline Student Ambassadors: Student Ambassadors are children who have been in a classroom implementing Conscious Discipline. They have the basic understanding of the skills and powers. These students will be given helpful jobs for displaying Conscious Discipline concepts. Examples: Greet students as they arrive to school, give tours of the school and help in the office.

## Step 5: Reflect on Progress & Process

Reflect on progress and process. Use online rubrics for reflection and support.



## Step 6: Continuous Improvement Plan

Develop external and internal continuous improvement plans:

### External:

- Send your best teachers to the Conscious Discipline Summer Institute (CD1), ideally one teacher per grade level
- Utilize LGAs and coaches to provide “booster shots” that deepen understanding and heighten enthusiasm

### Internal:

- Develop model grade level classrooms
- Video excellent teachers to help train new staff
- Develop Conscious Discipline Student Ambassadors

## Step 7: Teach Each Other

**Pay it forward!:** Share success with others. Sharing strengthens your understanding, encourages you to continue evolving, provides additional stimulation for your School Family and encourages others to begin their own cycle of transformational change. You can share in many ways:

- Plan time for teachers to observe in model classrooms and time to plan implementation
- CDAT increases in size ensuring there is one teacher per grade level to coach others in their grade
- Add Conscious Discipline components to a weekly newsletter that goes home to families and community
- CDAT takes a more active role in assisting coworkers with behavioral interventions
- CDAT photographer (member who is not assigned a classroom e.g. clerk) films/photographs a teacher highlighting a specific skill, structure, routine or ritual to share during staff meetings and book study
- Conscious Discipline Student Ambassadors increase in size and duties to include:
  - Become greeters in car arrival and dismissal areas
  - Welcome and teach new students basic routines, structures and rituals
  - Facilitate a center to teach a specific skill, routine, structure or ritual at a family event (e.g. Time Machine, Shubert Book Series, Safe Place)



# Conscious Discipline

## Pay It Forward Transformational Process

### Year Three

#### STEP 1

Two-day Conscious Discipline school-wide workshop  
There is a better way!

#### STEP 2

Recommit to Conscious Discipline

#### STEP 3

Unify school, home and community through Conscious Discipline family nights, Classroom coaching for continuous improvement is still needed

#### STEP 4

CDAT leads *Managing Emotional Mayhem* book study, ambassadors expand & grow

#### STEP 5

Reflect on progress & process  
Use online rubrics for support

#### STEP 6

External & internal continuous improvement plans

#### STEP 7

Teach each other  
Pay it forward and inspire others



# Overview of “Integrate” Year 3: School Community Fully Engaged with Conscious Discipline

Year 3 is the year of home and community change, and the integration of Conscious Discipline with the school curriculum. (Example: Students write a how-to for utilization of the Safe Place in Language Arts.) Family nights begin incorporating Conscious Discipline with the help of the CDAT and Student Ambassadors.

## Step 1: School-wide Workshop

Bring a two-day workshop to your site. Purchase materials that will be helpful in your journey with Conscious Discipline.

## Step 2: Recommit

Intentionally recommit to Conscious Discipline. Each individual makes the personal decision to recommit to the school’s transformational journey. Enlist volunteers to serve as Conscious Discipline buddies to partner with new personnel.

## Step 3: Unify School, Home & Community

- Build stronger Conscious Discipline connections between school, home and community by implementing Conscious Discipline in parent nights, home-classroom contact and community outreach.
- Plan classroom coaching to continue improving model classrooms.

## Step 5: Book Study & Reflection

- CDAT leads a *Managing Emotional Mayhem* book study with staff.
- Conscious Discipline Student Ambassadors expand and grow.

## Step 5: Reflect on Progress & Process

Reflect on progress and process. Use online rubrics for reflection and support.



## Step 6: Continuous Improvement Plan

Develop external and internal continuous improvement plans:

### External:

- Send additional enthusiastic teachers to the Conscious Discipline Summer Institute (CD1) in Orlando, FL
- Send one or more Summer Institute (CD1) attendees from previous years to the Conscious Discipline Advanced Institute (CD2) in Oviedo, FL
- Provide booster shots with Conscious Discipline trainers and coaches on-site

### Internal:

- Create books about your School Family for substitute teachers
- Continue to build model classrooms
- Coach each other with “Tag! You’re it!”

## Step 7: Teach Each Other

**Pay it forward!** Share success with others. Sharing strengthens your understanding, encourages you to continue evolving, provides additional stimulation for your School Family, and encourages others to begin their own cycle of transformational change. You can share in many ways:

- Write articles for local newspapers, magazines and educational journals sharing your personal and professional transformations.
- Invite school board members, and principals and teachers from other schools to visit your school. Have children teach them about the School Family and how they resolve conflicts.
- Present at local, state and national organizations.
- Create a short video or documentary of your success stories.
- Contact Conscious Discipline about hosting a S.T.A.R. Conference at your school so educators from across the country can hear and see what you have accomplished.
- Become a Conscious Discipline Certified Instructor of a model school.
- Start your parent education program integrating Conscious Discipline into parent nights, PTA, newsletters and school programs.



*Are you ready to transform your school and yourself?*



**Contact us at 800.842.2846**

