

Safety. Connection. Problem-Solving.



ConsciousDiscipline®

Personal Implementation Guide

Infant/Toddler Teachers

This Guide is just the beginning of your Conscious Discipline journey!
Call 800-842-2846 or visit [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to learn more.

Personal Plan: Begin with what was most meaningful to you

- What three things generated a personal “Aha” for you?

1. _____

2. _____

3. _____

- How will you expand on this personal interest to begin your implementation process?

- What two rituals seemed the most meaningful for you?

1. _____

2. _____

- What activities/songs/games did you find really helpful?

1. _____

2. _____

- Did you enjoy the Brain Smart® Start routine? _____ Why? _____

- Did the Safekeeper ritual provide you focus? _____ How? _____

- Did your daily commitments offer you success and focus? _____ How? _____

- Did you enjoy your job? Did you benefit from the jobs of others? _____

How does this apply in a School Family™? _____

- What inner speech are you willing to change?

☐ I'm safe. Keep breathing. I can handle this.

☐ You can do it. You can do this!

☐ What are my two choices? Think of two choices and just get started.

☐ Are these thoughts helpful or hurtful?

☐ I feel angry, sad or disappointed. Breathe. I can handle this.

☐ I wish you well.

☐ What am I willing to do differently?



Essential Beginnings

1. Start your personal “Be a S.T.A.R.” program, then share with others (children or coworkers, etc.)

- Find your personal internal Safe Place, then create one for your classroom, school, home or office.
- Take back your power. Shift from “make me, please me” language to “I’m going to ____.” Once you empower yourself, you will then be able to empower your children.
- Consciously be aware of your buttons. Say to yourself, “I’m safe. I can handle this. Keep breathing.” Once you are conscious of your buttons, help children be conscious of theirs.
- Structure: Safe Place

2. Start your personal Wish Well Program

- Create a Wish Well ritual in your classroom, school or home.
- Let go of judging yourself and others and begin wishing others well. Then teach this to children.
- “Kareem is having a hard time sounding out his words. Let’s wish him well.”
- Structure: Wish Well board

3. Start the day the Brain Smart way

- Teach some activities to unite.
- Teach some activities to connect.
- Teach some activities to disengage the stress response (S.T.A.R., Drain, Pretzel, Balloon).
- Teach commitments. Start with class agreements and move to individual.

4. Create a “safety” job description

- My job is to keep you safe. Your job is to help keep the classroom safe.
- Create a Safekeeper ritual.
- Walk in the classroom so everyone is safe.
- Line up and check to make sure you have enough room and everyone is safe.
- Are you being safe? What could you do now that would be helpful?

5. Create a School Family

- Name your School Family.
- Create a School Family song, motto, mission statement and/or flag.

6. See misbehavior as a call for help

- The moment is as it is.
- The only person you can make change is yourself.
- Attribute positive intent.

7. Assertively tell children what to do

- What you focus on you get more of.
- Pivot if frustrated.
- Give two positive choices or assertive commands.





Routines: What Visuals are Needed?

Explore the following aspects of your daily life and discuss how you could add Conscious Discipline elements to each. In infant/toddler classrooms, the picture routines serve as important reminders for adults. Consistent routines from adults create safe, predictable classrooms for young children.

Arrival to School

- Where do you experience chaos? Think in terms of parents, children and staff. Visuals help parents and students feel safe in knowing what to do.
- What state of the brain do the children and parents enter the classroom in each morning? Do you find yourself saying, “Where should you be? Where do we put our?” Do you refer often to the visual routine and schedule?

- How do you want children to arrive? What Conscious Discipline steps are you willing to take to create a picture schedule of your arrival? _____
- How many steps are necessary? _____ Fill in the boxes below.

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- When will you create the schedule? _____ Who will take the pictures? _____
- How will you teach it to the children and parents?



Transition Routine

- How do you help children move from one place/activity to another? How do you “tell and show” them what to do? _____
- What Conscious Discipline steps are you willing to take to create a picture routine of your transition? _____
- How many steps are necessary? _____ Fill in the boxes below.

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- What will the routine look like? _____
- When will you create the routine? _____ Who will take the pictures? _____
- How and where will the children see the pictures? _____

Diapering / Bathroom Routine

- What is posted in the bathroom to communicate the expected diapering/bathroom routine? _____
- What do the children do while waiting for their turn or waiting for help? _____
- How will you help them be engaged while waiting? _____
- What Conscious Discipline steps are you willing to take to create a picture routine? _____
- How many steps are necessary? _____ Fill in the boxes below.

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- When will you create the routine? _____ Who will take the pictures? _____
- Make sure you include an I Love You Ritual choice on the diapering table. How will you do this? _____



Dismissal Routine

- How do you maintain a healthy brain state as you prepare children to leave? Especially the children who stay to the very end. How will you help them?
- What Conscious Discipline steps are you willing to take to create a picture routine of your dismissal routine?

- How many steps are necessary?_____ Fill in the boxes below.

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- When will you create the schedule?_____ Who will take the pictures?_____
- How will you teach the routine to children and parents?

List Routines you need in your Job, Classroom, School or Agency. Then make a plan using the templates above.

Routine	Materials Needed	Who	When
1.			
2.			
3.			
4.			
5.			



Brain Smart Start

- How will you unite yourself, class, parents and staff?

Mission statement or motto or song: _____

Safekeeper ritual: _____

School Family name: _____

- How will you help yourself, class, parents and staff disengage stress?

Beginning of the day: _____ Beginning of Meetings: _____

Before each transition: _____ Online throughout agency: _____

When the noise level increases: _____

After centers and recess: _____

- How will you connect with staff, children and parents?

Each morning: _____

Before a teaching moment: _____

With a difficult child: _____

At the end of each day: _____

Throughout the day: _____

What *I Love You Rituals* will you use immediately? _____

What *I Love You Rituals* will you add later? _____



Jobs for Toddlers

List of Jobs

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

- How will you set up your jobs with two and three-year-olds?

- How will you teach the jobs?

- How will you display the jobs?

- How will you change/rotate the jobs?



Infant/Toddler Rituals: Providing Connection for Children and Families



With infants, you create connections and build your School Family by implementing rituals with the family and staff. With toddlers, you create connections by implementing the rituals with the children themselves. Below are sample greeting, goodbye and absent child rituals to get you started in creating a culture of caring.

Ritual	Infant	Toddler
Greeting	Select a location where you will stand every morning to greet the parent/child. Greet them both nonverbally and verbally: Nonverbally by using eye contact and touch and verbally by saying, "Hello _____(parent name)! Oh, you brought your precious _____ (child name) and _____ (child name) brought his/her _____ (ears, eyes, mouth, etc.)." This balances novelty and structure.	Use a greeting apron with two choices. Child selects the way she'd like to be greeted. If parents drop off their children, select one parent per week to teach an I Love You Ritual during the greeting time.
Goodbye Ritual	Tell the parent a specific positive thing the child did during the day ("Karen reached up and grasped my finger today." "Dennis smiled when I sang to him today.") As you're handing the child to the parent, say, "Here's my kiss goodbye. Mom, where will your kiss be for hello?"	Use a goodbye apron with two choices. Child selects way he'd like to say goodbye. Sing your goodbye song. Focus on eye contact, touch and playfulness.
Absent Child Ritual	Create a "We Missed You" card for the family. The message to send: "We noticed your precious one was gone, we missed him and we're glad he's back."	"You've been gone and you've been missed, where would you like your welcome back kiss?"



Rituals: Creating Connections

Rituals		Infant	Toddler	Staff
	Greeting / Goodbye			
	Safekeeper			
	Wish Well			
	School Family™ Song / Chant			
	Connecting Rituals • I Love You Rituals • Reading buddies • Songs • Team building • Wish well • Return to school			
	Life Changes • Birthday • Lost tooth • New baby in the family			
	New / Moving Child, Family, Staff Member			
	End of Year			
	Testing Rituals			
	Diaper / Toileting			



I Love You Rituals

Ritual	Month to Implement	Places of Implementation	Classmade Book for parents to conduct with children
Wonderful Woman			
Peter, Peter			
Georgie Porgie			
Twinkle Twinkle			

- How will you coordinate Baby Doll Circle Time with one-on-one I Love You Rituals for each and every child?

Classmade Books: After looking at books throughout the week, which classmade books do you see as essential for you the first year? (Pick three)



Baby Doll Circle Time

- How will you begin Baby Doll Circle Time?

- When will you do it?

- How will you assign and coordinate Baby Doll Circle Time with one on one activities for children?

- How will you track this in order to ensure all children create a healthy bond?

- Baby Doll Circle Time isn't about dolls or teaching; it is about attuned interaction. How will you ensure your focus remains on attunement?





Skills

Problem-Solving

Skills	Supplies Necessary/ Staff Signals	Month to Implement
Safekeeper: Notice instead of judge.		
Composure: Be a S.T.A.R. program • Active calming • Downloading		
Encouragement: Wish Well program • Absent child • Upsetting events • Difficult child • Tantrums		
Encouragement: “Good for you. You did it. You ____.” (Instead of “good job.”)		
Encouragement: “You ____ so _____. That was helpful.” (Instead of “thank you” or “I like the way ____.”)		
Choices: “You have a choice. You may ____ or _____. What is your choice?” (Two positive choices.)		
Assertiveness: “Did you like it?” (Natural consequences)		
Positive Intent: “You wanted _____. You were hoping _____.” (Instead of why, what, who?)		
Empathy: “Your face went like this. You seem ____.”		
Consequences: “If you _____, then _____.” (Logical consequences.)		
Consequences: Problem-solving, staff meetings		

