

# Implementing Conscious Discipline

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Dr. Heather Finn

Concepts adapted from the Conscious Discipline program with permission.  
1-800-842-2846. [www.consciousdiscipline.com](http://www.consciousdiscipline.com)

# The introduction..

An administrator's challenge

Personal Statement from my dissertation

One Kindergarten teacher's story from the first attempt

☺ Mr. Brad Green



## My research came from a need.

3 schools were visited in the United States to interview educators in the last two weeks of school 2015. The five themes that surfaced will follow.

### Data of Title I Schools Visited

#### *School A*

78% poverty	7:40-2:20	320 kids
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#### *School B*

92% poverty	7:50-3:05	532 kids
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#### *School C*

70% poverty	7:40-2:50	584 kids
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#### Green Valley Elementary (my school)

85% poverty	7:50-2:25	300 kids
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# Findings..

1. A leadership team existed & *modeled in each school with fidelity*. This happened first.

School A, School B, and School C could list the members of their CDAT (Conscious Discipline Action Team). The team was the force moving it forward collectively. Structures were in place for adults in the introduced with educators in a meaningful, respectful way, not condescending! No one was asked to “drop” what they had been doing for years (including behavior charts) to jump on this bandwagon. Volunteers were gathered to form the team. All were welcome as they asked to join. These were fluid teams. The initial focus was one person from each grade level.

2. There were established routines and celebrations embedded in each school. These celebrations grew to include components of CD.

Celebrations started looking a little different but built off of whatever was already in place. Adding little CD components made it less daunting. Celebrating “good” became celebrating “helpfulness”, and wishing well students who moved and welcoming new students were easy additions.



### 3. Challenges were identified and addressed along the way through training and honest conversation.

In these schools feedback was encouraged, questioning was acceptable, and admitting struggles was common.

Some of the most common challenges I heard included: new staff/staff changes and training to fit the new & old, building relationships and understanding of CD with new students throughout the school year, some staff unwilling to change their mindset and sabotaging others, letting go of behavior charts for communication purposes.

Training the aides and support staff was a huge component of success in School A. They were seen as the strong leaders in this due to their flexibility in the classrooms. Setting up new teacher conversations/training and volunteer CD mentors is important as well.



# Support Staff training

Our monthly trainings this year for support staff began with this video:

[https://www.youtube.com/watch?v=xs7OWBj\\_GiE](https://www.youtube.com/watch?v=xs7OWBj_GiE)

Followed by discussion of *which parent did you have? Which adult are you? (ignore/punish/dismiss/save/coach)*

I ask how they can be the trusted leaders in this process and what they need for me to ask/tell teachers for comfort in doing this? I ended with a short Ted Talk video on the brain research by Dr. Becky Bailey:

<https://www.youtube.com/watch?v=cjVIV7G8x3s>

# Bus driver training

We discuss the big idea of Conscious Discipline over breakfast and then show the short video about how to “make” a bully:

<https://www.youtube.com/watch?v=tzftHNh7xP8>

We invite their ideas on how to keep our kids safe on the bus. We make sure that we are in agreement of the importance of the bus driver and the bus ride to and from school.

Every morning, one of our leadership team members immediately enter a bus at arrival time and greet the children. We dismiss each seat personally. Students are greeted by at least 3 people on their way in to the school. We radio any great concerns and try to be proactive. This video below is a great reason why:

<https://www.facebook.com/steve.forsythe.35/videos/1139747856103902/>



## 4. Personal life impact stories were a natural part of the implementation.

Most of the participants in my research shared stories of a change in viewpoint of trivial situations in their own lives due to increased awareness.

“ I see the driver as rushing to his sick family member in the hospital now”, “I Conscious Discipline my family now”, “I can wish well someone I do not agree with”, but also “training might be meaningless for an unwilling participant”.

Some buildings had much more training than others and the level of buy in did not seem impacted by the opportunity for training as much as the willingness to learn. This is an honest conversation to have.

## 5. Each school had clear strategies for future progression.

What was next was clear and decided upon by the CD team in each school. Goals and training were decided upon by an invested team. Administration spoke of staff changes and role assignments that were necessary in each building to move forward and the loss of staff members.

School A required a different number of commitments with each growing year and had a form to choose the commitments. School B had many concepts modeled at the Administration level and a transfer form included in the end of year packet for teachers if they wanted “out” due to lack of commitment.

School C had shelves full of materials ready for teachers upon request.



# Green Valley Elementary



# Green Valley Elementary





## Dr. Bailey visits

Fall 2016 we had a special visitor come see how hard we are working to better the lives of our students through compassion, kindness, and self-regulation skills.

# Survey Results 2017

I surveyed my current school to see how to best encourage the implementation of Conscious Discipline in your schools from the experiences in our school. I asked the following questions and received the feedback with regards to implementation advice.

*1. What is/are the first structure(s) you would recommend to implement in Conscious Discipline?*

Morning greeting at the door (21)

morning class meeting (19)

breathing techniques (19)

visual routines/procedures (15)

brain smart start (14)

classroom jobs (13)

# Survey Results 2017

*2. What structures are you not sure of or less interested in implementing in your classroom?*

Out of 23 responses the following were listed consistently:

Celebration station (10)

Time Machine (9)

Safe keeper box (7)

We Care Center (4)

## Survey Results 2017

### *3. What has contributed most to your understanding of CD?*

Comments included:

PD/training in our building, mentor teachers, evaluating myself, understanding the reasons for behaviors, trial and error, learning from colleagues, watching successes happen in children when they don't fear being "in trouble", talking with other teachers, implementing slowly (no pressure), observing others, collaboration.



## Survey Results 2017

### 4. *What advice would you give another school to implement CD?*

It is not a “fix”, be patient.

It is very helpful for school and life.

Don't try to implement everything at once.

Focus on building relationships first.

Have consistent scheduled meetings/trainings.

It is all about building connections.

You must believe in it.

It can be very beneficial.

Implement gradually.

The work is inside of YOU!

Forgive yourself when you mess up. Focus on small pieces.

In an issue, focus on the victim first. Build problem solving skills in the moment.

CD truly helps children connect with their feelings and peer's feelings.

It is a mind changing process, always focus on positive intent.

There will be ups and downs, believe in the outcome.

Work with all staff- teachers/support/front office, etc. Be clear on expectations.

Be honest, discuss your fears.

How you speak is more important.

Change your view and miraculously the environment in your classroom begins to change.

# Implementation tips

You must have leadership support and participation with integrity. If you do not, work on that first. Without leadership in this model, it falls apart. With mocking leadership it falls apart faster.

Use the positive intent language and structures in your building with adults in a meaningful way first. The Wee Care Center filled with meaningful things that teachers might need around the school will be noticed, A Friends and Family board in the staff lounge or work room builds connections as would a fun game like “Guess Who”. Renaming the “committees” as “School family jobs” was a simple change that mattered in our school.

It is also important to start looking everyone in the eye and greeting them kindly each day and addressing conflict or negativity assertively before moving forward with Conscious Discipline. These are valuable things to try to build connections BEFORE introducing anything new or asking for teachers to take on new responsibilities.

Start slowly with staff expectations, expect push back, and acknowledge that change is hard.

Introduce to the staff by showing the brain background information first. Most educators can relate to the Science about young children's development.

Comprehending the states of upset is a solid area to focus on for a basic understanding. This leads to deep breathing techniques to help students calm, and to focusing on students as people asking for help in their upset.

Build a CDAT (Conscious Discipline Action Team) of those who are interested in learning more and grow it naturally.

## Structures to start the day can start the way..

Have the leader or leadership team start modeling greeting every student at the door/hallway each day. After starting the routine, there should be posted options for kids to see. Encourage teachers to watch the modeling and try it Year 1.

Find someone interested and ask the teacher to implement the Class Family Meeting- a 5-7 minute daily routine to connect & clarify the day. Keep it very simple Year 1. Invite teachers to go observe and possibly implement this.

Find a teacher willing to try Classroom Jobs for each student and share their experience. Encourage others to try this to build connections to the school and classroom.

Need any further info/support?

Heather D. Finn  
Green Valley Elementary School  
New Albany, IN  
[heatherdfinn@gmail.com](mailto:heatherdfinn@gmail.com)

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# Summer Institute

SESSION B: June 25 - July 1



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**Columbia, MO**

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Karen Hickman

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Presented by:  
Elizabeth Montero-Cefalo

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- Help children regulate their emotions, utilizing research-based, practical application
- Experience an immersive environment designed to help you learn how to respond effectively to any discipline situation



Led by:

**Dr. Becky A. Bailey**

Author, Educator and Founder  
of Conscious Discipline

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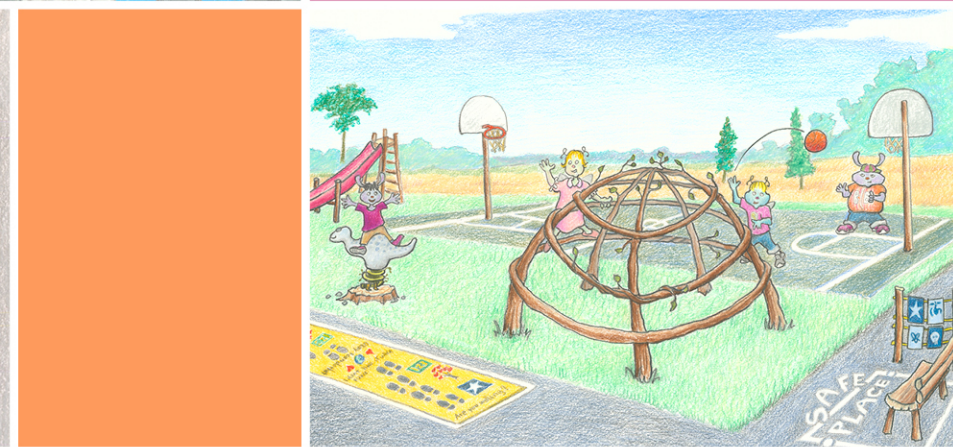
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# Shubert's School

Visit Bug Valley School, where both Shubert and Sophie learn and play every day. Here you will find 13 interactive areas designed to help you implement Conscious Discipline® school-wide.



This extensive collection of photos, videos, how-to instructions, common core alignments and more will guide and inspire you on your Conscious Discipline journey. All of these resources are yours for free; no sign-up required!



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