

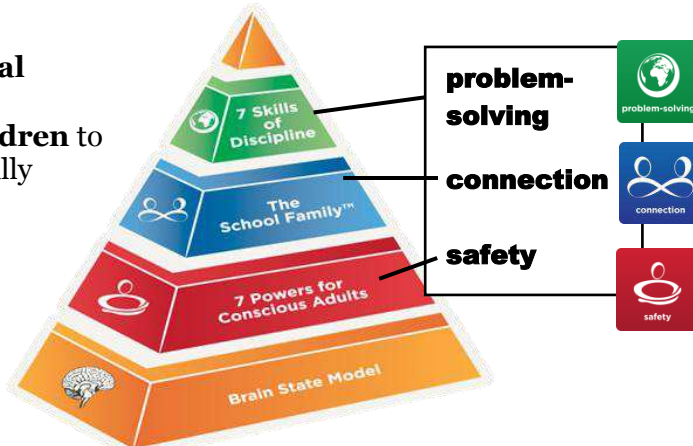
An Introduction to Conscious Discipline® Presented by Kim Hughes,
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Overview of Conscious Discipline

- Is a **comprehensive social and emotional system to support healthy home life**
- **Empowers both parents and their children** to learn about themselves and grow personally
- Is **relationship-based**

It is not ...

- **Punishment/reward-based**
- **Power/fear-based**
- **Praise-focused**
- **About fixing “bad” kids**



Conscious Discipline is a framework to help us in our struggles with our children; it is not a prescription but it is a process of learning life skills to help us in all our relationships.

Traditional Discipline

- You can “make” someone change.
- Rules govern behaviors
- Avoid Conflict with bribes, threats and manipulation (Control)

Conscious Discipline

- The only person you can make change is yourself
- Relationships govern behavior and create the willingness to change
- Conflict is an opportunity to teach and connect (Connection)

A **Brain Smart Start** involves an activity to

- **UNITE**
- Disengage **STRESS**
- **CONNECT**
- **COMMIT**

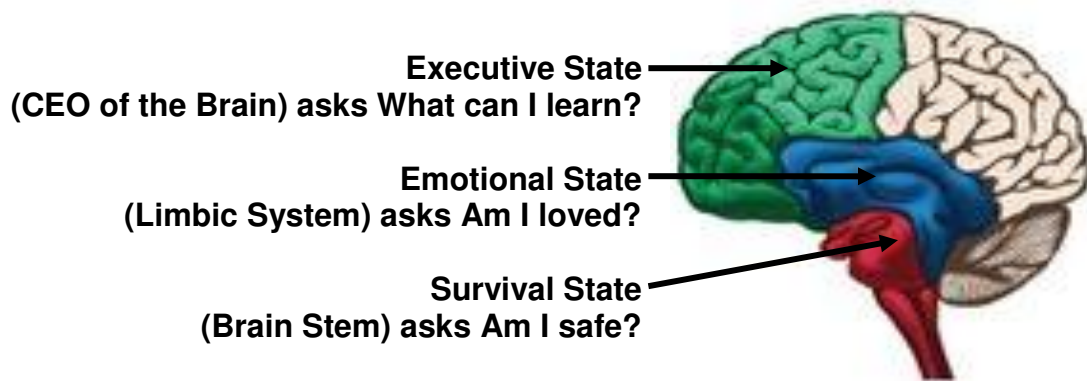
**Peter, Peter, Pumpkin Eater
Had a friend He loved to greet
Treated her with kind respect
And in the morning hugged her neck.**

What might a Brain Smart Start look like in YOUR setting ??

“If the frontal lobes are not nurtured and developed..., then we as a society can expect to pay dearly in terms of more crime, broken homes, drug use, and violence.” -- Restak, 1994

Four Brain Smart Principles:

1. The brain is pattern seeking.
2. The best exercise for the brain is exercise.
3. The brain functions optimally when it is safe
4. Connections on the outside, build connections on the inside.



Draw a car...

The Conscious Discipline® Brain State Model

Survival State ...

- You will see **Fight—Flight—Fool**
- Focus for the Adult: **Calm child by helping her breathe**
- **Notice actions: Your arm is moving like this. Your leg is moving like this...**

Emotional State ...

- You will see and hear **yelling — name calling — crying — pouting — whining.**
- Focus for the Adult: **Reflect child’s feelings and offer choices.**
- **Say “You seem _____.”,**

Executive State ...

- You will see **connected, engaged, making choices, solving problems.**
- Focus for the Adult: **Help child select replacement behaviors and develop new strategies**
- **Say, “You were hoping _____.”**

How do we teach ACTIVE CALMING: Note to self: BREATHE!!!!!!

- Remember a feeling dictates behavior and OUR behavior dictates THEIR behavior.



Inner Turmoil = Hurtfulness
Inner Peace = Helpfulness



- Conscious Discipline lets us first focus on changing feelings (or emotional state), not changing the behavior.
- The Impact of Mirror Neurons
- Discipline yourself first and your children second
- Hit “pause” when needed, breathe and then hit “play”
- Take Steps Before you REACT
 - Take a deep breathe to stay in your frontal lobe.
 - Think something positive about your child.
 - Reframe your strategy from “How can I make him stop _____?” to “What can I do to help him choose to _____?”
- Teaching kids how to breathe ... really BREATHE ... Teaching Anger Management Strategies



“I am safe. Keep breathing. I can handle this ...”

- Teach breathing based on the developmental age ... developmentally youngest kids need chest to chest & “sshhhh”; next developmental levels need novelty; older developmental need visuals