2-Step Discipline

1. **Relationship**: Create an internal and external environment that supports willingness, growth and learning.

2. **Strategies**: Learn and use the skills needed in the present moment to consciously respond instead of react to what is currently happening.

**State Dictates Behavior**

Focus on changing states first, behavior second. We tend to do the following: focus on the child’s behavior with the goal of stopping it.

What if we did the following instead: focused on our state, and then the child’s state, with goal of attunement in order to connect and redirect.

**Attunement**

Attunement is being present with another person. It is non-judgmental focusing on the inner world of another person (child) to such a degree that each of you feel “felt” by the other. From that unified state, each person feels vibrant, alive, understood and at peace.
Responding Effectively to Loss

To respond effectively to loss, you need three tools: Attunement, a Wish Well program and a We Care center

Attunement
Presence is the key.

Then use empathy: “Your body is going like this.” “Your face is telling me___. “You seem_____. Something happened?” “You wanted_____. “You were hoping_____.“

Tell and retell the story from the child’s perspective. Use feeling words.

In Shubert’s New Friend, Mrs. Bookbinder demonstrates through attunement how to teach perspective-taking and empathy to others.
Start your Wish Well program
Create a Wish Well tray and wish absent children (and others) well by putting them in the School Family™ heart. Sing, “We wish you well. We wish you well. All through the day today, we wish you well.” When a child returns, ask, “You’ve been gone and you’ve been missed, where would you like your welcome back kiss?”

-Wish Well Board: Post wish well board where children can stick up wish well notes
-Wish well Leader: create a job for a child to lead wishing well
-Wish well Circle: Take time in the morning to share

Create a We Care center
Read Shubert’s Helpful Day, and then have the children help create a We Care Bag. Teach them how to use it and assign a person to have the weekly job of “We Care Helper.”

Responding Effectively to Anger

1. Teach anger management skills everyday at circle. Teach active calming (S.T.A.R., drain, pretzel, balloon). The antidote to anger is to calm down.
2. Upload calm within yourself. Be a S.T.A.R.!
3. Notice child to obtain eye contact. “Your face is going like this!”
4. Download calm into the child. Wish Well!
5. Attune with their inner state before the anger escalates.
6. “You wanted the ______. When you want _____, say _______”
7. Attune with empathy as the anger escalates to teach them (and others) to recognize their own inner states. “Your arms are going like this. Your fists are going like this. Your face is going like this. Your body is telling me you feel angry. Breathe with me. You can handle this.”
8. Create a Safe Place, your upset management center. Design it with choices to help children regain and/or maintain their composure.
9. Create state-changing rituals like cranky cream. “Bye bye crankies, bye bye crankies, bye, bye crankies, It’s time for you to go”
5 Steps to Self-Regulation

Step 1: I Am

Child is triggered into a state of upset. Emotions biologically overtake us and we become them. “I am angry.”

Step 2: I Calm

Children need assistance in turning off the stress response in their body and calming down their physiology. Begin to move from “I am angry” to “I feel angry.”

Step 3: I Feel

Children need assistance in naming and naming the feelings that have overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.

Step 4: I Choose

Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities/work.

Step 5: I Solve

Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.

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How to Use the Safe Place
5 Steps of Self Regulation

Step 1: I AM _____.
Go to the Safe Place.

Step 2: I CALM. PAUSE. Three deep breaths.

Step 3: I FEEL
- Hold me and say: “Hello Angry”
- Welcome me and say: “Welcome Angry”
- See me and say: “Your face is going like this”
- Call me by my name and say: “You seem sad”
- Help me calm down by saying: “Breathe with me. You are safe.”
- Encourage me by saying: “You are safe. You can handle this.”

Step 4: I CHOOSE
- Further calm
- Change the state
- Learn from the original trigger

Step 5: I SOLVE
- Teach Skills
- Design Plan
Responding Effectively to Rage

The antidote to rage is to bleed off the excess adrenalin, and then go to the Safe Place to recover.

1. Do all the above steps for responding to loss and responding to anger
2. Restrain the child if necessary for safety reasons. Upload clam state and then download this state into the child.
3. Create a step-by-step way for the children to walk, run or exercise off the adrenalin. Teach the procedure and practice it when the child is calm. Create a composure pass.
4. Conduct one-on-one I Love You Rituals to balance the over-active stress system in the child’s body. These rituals consist of eye contact, touch and presence, in a playful situation.
5. Carefully structure low intensity rough-n-tumble play.

Words to Use

Child: “She hit me!” Adult: “Did you like it?”
Child: “NO!” Adult: “Tell her I don’t like it when you _______. Please_________________”

Child: “She hit me first!” Adult: “Did you like it?”
Child: “NO!” Adult: “Well, I can see the problem. Neither one of you know how to handle this. No wonder you are feeling so mad. Tell her I don’t like it when you _______. Please______.”

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<th>Developmental Levels</th>
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| See his face         | His face is saying “Stop, No, I don’t like it” | Touch me like this. See his face. He ________.
| Did you like it?     | Say, “I don’t like it”                         | She wants you to ________.
| Did you like it?     | Say, “I don’t like it when you push me.”       | She wants you to say, “Scoot over.” Say it now.
| Did you like it?     | Tell ____, “I don’t like it when you ____.”    | What do you want her to do next time to get ____. Tell her next time, please ______.”
| Is that alright with you? | If you ____ then you could say____. |