



**ConsciousDiscipline®**

**Conscious Discipline®  
3rd-5th Grade Implementation Plan**

**ConsciousDiscipline.com**

© 2011 Loving Guidance, Inc. All rights reserved. 1.800.842.2846

# Conscious Discipline Implementation Plan

## Personal Plan

- What three things generated a personal AHA for you this week?

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 during the week?

1. \_\_\_\_\_

2. \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

- Did you enjoy the Brain Smart Start routine? \_\_\_\_\_

- Did the Safekeeper ritual provide you focus? \_\_\_\_\_

- Did your daily commitments offer you success and focus? \_\_\_\_\_

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

- 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.
- “Careem is having a hard time sounding out his words. Let’s wish him well.”
- Structure: Wish well tray, box

### 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, cross crawl).
- 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 it 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™.
- School Family™ song, motto, mission statement, 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.







# Routines: What Visuals are Needed?

Explore the following aspects of your daily life and discuss how you could add Conscious Discipline elements to each.

## Arrival to School

- What state of the brain do the children enter into the classroom each morning? Do you find yourself saying, where should you be? Where do we put our ....?

\_\_\_\_\_

- 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 below box with the steps.

--	--	--	--	--

- When will you create the schedule?\_\_\_\_\_ Who will take the pictures?\_\_\_\_\_

## Transition Routine

- How do you line the children up to leave the room? Do you find yourself saying, “Hands to yourself” multiple times?

\_\_\_\_\_

- What Conscious Discipline steps are you willing to take to create a picture schedule of your transition?
- How many steps are necessary?\_\_\_\_\_ Fill in the below box with the steps.

--	--	--	--	--

- When will you create the schedule?\_\_\_\_\_ Who will take the pictures?\_\_\_\_\_



## Bathroom Routine

- What is posted in the bathroom to communicate the expected behavior in the bathroom? What do students do while waiting for their turn to go into the bathroom?
- 

- What Conscious Discipline steps are you willing to take to create a picture schedule of your bathroom routine?

- How many steps are necessary? \_\_\_\_\_ Fill in the below box with the steps.

--	--	--	--	--

- When will you create the schedule? \_\_\_\_\_ Who will take the pictures? \_\_\_\_\_

## Dismissal Routine

- How do you maintain a healthy brain state as you prepare children to leave?
- What Conscious Discipline steps are you willing to take to create a picture schedule of your dismissal routine?

- How many steps are necessary? \_\_\_\_\_ Fill in the below box with the steps.

--	--	--	--	--

- When will you create the schedule? \_\_\_\_\_ Who will take the pictures? \_\_\_\_\_

## Homework / Turning in Papers Routine

- What Conscious Discipline steps are you willing to take to create a picture schedule of your homework / turning in papers routine?



- How many steps are necessary? \_\_\_\_\_ Fill in the below box with the steps.

--	--	--	--	--

- When will you create the schedule? \_\_\_\_\_ Who will take the pictures? \_\_\_\_\_

# Brain Smart Start

- How will you unite your class?

Mission Statement: \_\_\_\_\_

Safekeeper Ritual: \_\_\_\_\_

School Family Name: \_\_\_\_\_

- How will you help your class disengage stress?

Beginning of the Day: \_\_\_\_\_

Before Each Transition: \_\_\_\_\_

When the Noise Level Increases: \_\_\_\_\_

After Recess: \_\_\_\_\_

- How will you connect your class?

Each Morning: \_\_\_\_\_

Before a Teaching Moment: \_\_\_\_\_

With a Difficult Student: \_\_\_\_\_

At the End of Each Day: \_\_\_\_\_



- How will you have your class commit?

Individually: \_\_\_\_\_

As a Class: \_\_\_\_\_

Predetermined Group: \_\_\_\_\_

---



---



## Rituals to Create

Build a plan for the year. Include when you will create and implement each.

Ritual	Supplies Needed	Month to Implement
Greeting Ritual		
Absent Child		
Wish Well		
Welcome Back		
New or Moving Child		
Testing		
End of the Year		
Goodbye Ritual		



# Connection Rituals and Brain Break

1. What songs that ask children to connect (eye contact, touch, presence in playful situation) will you use?

---



---

2. What I Love You Rituals will you use?

---



---

3. What Brain Breaks will you use? How will you use them?

---



---

## Integrate into Curriculum

Subject	Structure	Reinforce Academic Skill	Month to Implement
<b>Math</b>	Kindness Recorder	Ex: Predict number of acts of kindness (class, school, lunchroom)	
<b>Literature / Written Language</b>	Jobs	Ex: Write job descriptions for each job and create book	
<b>Social Studies</b>	Time Machine	Conflict Resolution	
<b>Science</b>	Positive Intent Plant (precious, ugly)	Measurement, Record Keeping	





**Problem-Solving**

# Skills

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



# Structures

Structure	Supplies Necessary	Month to Implement
<b>Friends and Family</b>		
<b>Ways to be Helpful Board</b>		
<b>Safe Place</b>		
<b>Time Machine</b>		
<b>We Care Center</b>		

**How will you teach your students about the Conscious Discipline Brain State Model?**



# Three Year Plan

## Year One: Adding

Year One is an “add on” year. Add on to what you are currently doing slowly. Do not attempt to change everything. Here is a reasonable list of what you could add on:

### Routines

- Brain Smart® Start
- Daily Schedule in Pictures
- Picture Rule Cards
- One Routine Book

### Structures

- Safe Place
- Job Board
- Ways to be Helpful

### Rituals

- Safekeeper
- Wish Well
- Greeting
- Absent Child

### Languages

- Assertiveness: “I’m going to \_\_\_\_.” “Did you like it?”

### Noticing

- “You did it! You \_\_\_\_ so \_\_\_\_\_. That was helpful.”
- Two positive choices.

## Year Two: Letting Go

During Year One, you might have noticed that some of your old practices simply died a natural death. During Year Two, you will now start thinking about what you consciously want to let go of. Do you need both a Safe Place and a time out? Do you need a School Family™ and a reward box? Here is a reasonable list of what you could implement in Year Two:

### Routines

- More Routine Books (Make these more visual, more systematically taught, more controlled by the children.)



## Structures

- Time Machine
- We Care Center
- Celebration Center

## Rituals

- New Child
- Leaving Child
- Testing

## Language

- Positive Intent: "You wanted \_\_\_\_\_."
- Empathy: "You seem \_\_\_\_\_."
- Class Meetings: "I noticed \_\_\_\_\_."

## Literacy

- Suggested beginnings for class-made books:

- Friends and Family Book
- What Bugs Me Book
- How I Turn Bug Crazy Mad Into Caterpillar  
Calm Book
- Ways To Be Helpful Book
- S.T.A.R. Book  
*I'm going to Smile*  
*I'm going to Take a deep breath*  
*And I'm going to hold it*  
*I'm going to breathe out slowly*  
*And Relax*
- Safe Place Book  
*What choices you have in the Safe Place.*

- Daily Schedule Book
- Picture Rules Book
- What I Learned This Year Book
- Job Descriptions Book
- Routine Books  
*Entering the room, naptime, lunch, etc.*
- I Use My BIG Voice Book  
*I use my Big voice when \_\_\_\_\_*  
*And I say \_\_\_\_\_*
- Our School Family™ Treasures Book  
*\_\_\_\_\_ is a treasure.*  
*We will keep him/her safe.*

## Year Three: Integration

During Year Three, you will be more comfortable with shared control and personal empowerment. This is a year to focus on integrating Conscious Discipline into your entire curriculum. Weave it in with literacy, science, math, etc. It can become a living way of life, adding meaning to academics. You will be more comfortable with the structures and the rituals, so focus more on problem-solving.

