



**ConsciousDiscipline®**

**Conscious Discipline®  
Administrative / School-Wide  
Implementation Plan**

**ConsciousDiscipline.com**

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# 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 start with faculty, staff and students

- 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 procedures and discuss how you could add Conscious Discipline elements to each.

## Before School

- Where do children gather? Is it a huge herd of children? What state of the brain do children leave that area in before heading to classrooms?

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## Lunch Room

- Are the lunchroom assistants educated about Conscious Discipline? What skills are used to transition students? What skills are used to compose students?

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## Playground

- Are the playground assistants educated about Conscious Discipline? What state are the children in when they stop playing and get in line? What skills are used to transition children back into a learning mode?

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## Bathroom

- 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?

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## Dismissal

- Where are children as they wait for their bus/car ride? How are children put on buses? What is the last thing that is said to a child before leaving?

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# My Plan for My School / Agency

## Before School

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## Lunchroom

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## Playground

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## Bathroom

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## Dismissal

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# Brain Smart Start

- How would/could you start your faculty meeting with the Brain Smart Start?

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- How would/could you start the entire school year off with a Brain Smart Start?

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- How will you unite your faculty?

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

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



- How will you help your faculty disengage stress?

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- How will you have your staff and faculty constantly commit?

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- How could you start School Family assemblies using the Brain Smart Start as a model?

Uniting Song: \_\_\_\_\_

Disengage Stress Throughout: \_\_\_\_\_

Connection Song: \_\_\_\_\_

Conscious Discipline Lesson: \_\_\_\_\_

Birthday Celebrations: \_\_\_\_\_

New Student Celebrations: \_\_\_\_\_

Celebrations from Students: \_\_\_\_\_

Commitment at the End: \_\_\_\_\_



## Rituals to Create

- Beginning of the Year rituals
- Safekeeper ritual
- Holiday rituals
- New Staff rituals
- End of Year rituals
- Retiring Teacher rituals
- Birthday rituals
- Celebrations





**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

## Safe Place

- Donated glider rocker from local furniture store for breakroom.

## We Care

- Donated cards from the Hallmark store in basket in breakroom or by mailboxes.

## Friends and Family Board

- Staff's high school senior picture/ baby picture on bulletin board.

## Jobs

- Clusters of three or four people perform each job:
  - Dish Washer: Washes all left over dishes.
  - Kindness Recorder: During faculty meeting.
  - Waitress: Brings snacks for meetings.
  - Event Planner

## Celebrations

- When a staff member has a graduation, baby or exciting news they would like to share bring out the crazy hat as the signal it is "Celebration Time".

## Wish Well Board

- Have an area where people can post loved ones and friends that would benefit from our wish wells.

## Community News

- Establish a place where you can post bargains, events, etc.



# Building Level Checklist

- Attend Conscious Discipline® Summer Institute (CD1).
- All staff (certified and non-certified) have a basic understanding of the Conscious Discipline Brain State Model.
- Administrator has an eight month plan to introduce the seven powers during faculty/staff meetings by doing a five minute teach piece about each power.  
September: Perception  
November: Attention  
February: Love  
April: Intention  
October: Unity  
January: Free Will  
March: Acceptance  
May: Reflection
- The Administrator has identified a structure and ritual that will be introduced by a team or a staff member at each faculty meeting.  
September: \_\_\_\_\_ Name: \_\_\_\_\_      October: \_\_\_\_\_ Name: \_\_\_\_\_  
November: \_\_\_\_\_ Name: \_\_\_\_\_      January: \_\_\_\_\_ Name: \_\_\_\_\_  
February: \_\_\_\_\_ Name: \_\_\_\_\_      March: \_\_\_\_\_ Name: \_\_\_\_\_  
April: \_\_\_\_\_ Name: \_\_\_\_\_      May: \_\_\_\_\_ Name: \_\_\_\_\_
- The Administrator has notified the team/ind. that will introduce the structure and ritual.
- The Administrator has adopted the new Conscious Discipline Behavioral Contract Teacher Worksheet to use with repeat discipline problems.
- The Administrator has equipped the office with a Safe Place and the tools necessary to calm an upset child.
- The Counselor has implemented the structures and rituals in the staff break room as they are being introduced at the monthly staff meeting.
- The administrative team has educated the staff about the School Family™ Assembly.
- The staff is willing and interested in implementing the School Family™ Assembly.
- Grade level teams are asked to discuss and reflect about the monthly power and structure during the planning time (collaborative teaming) each week.
- The Administrator is communicating with the parents through a monthly newsletter. Educating the parents about the power and structure that is being implemented in their child's classroom.
- An optional book club is offered using the "Creating the School Family" book to the staff once a month.



# 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.

