



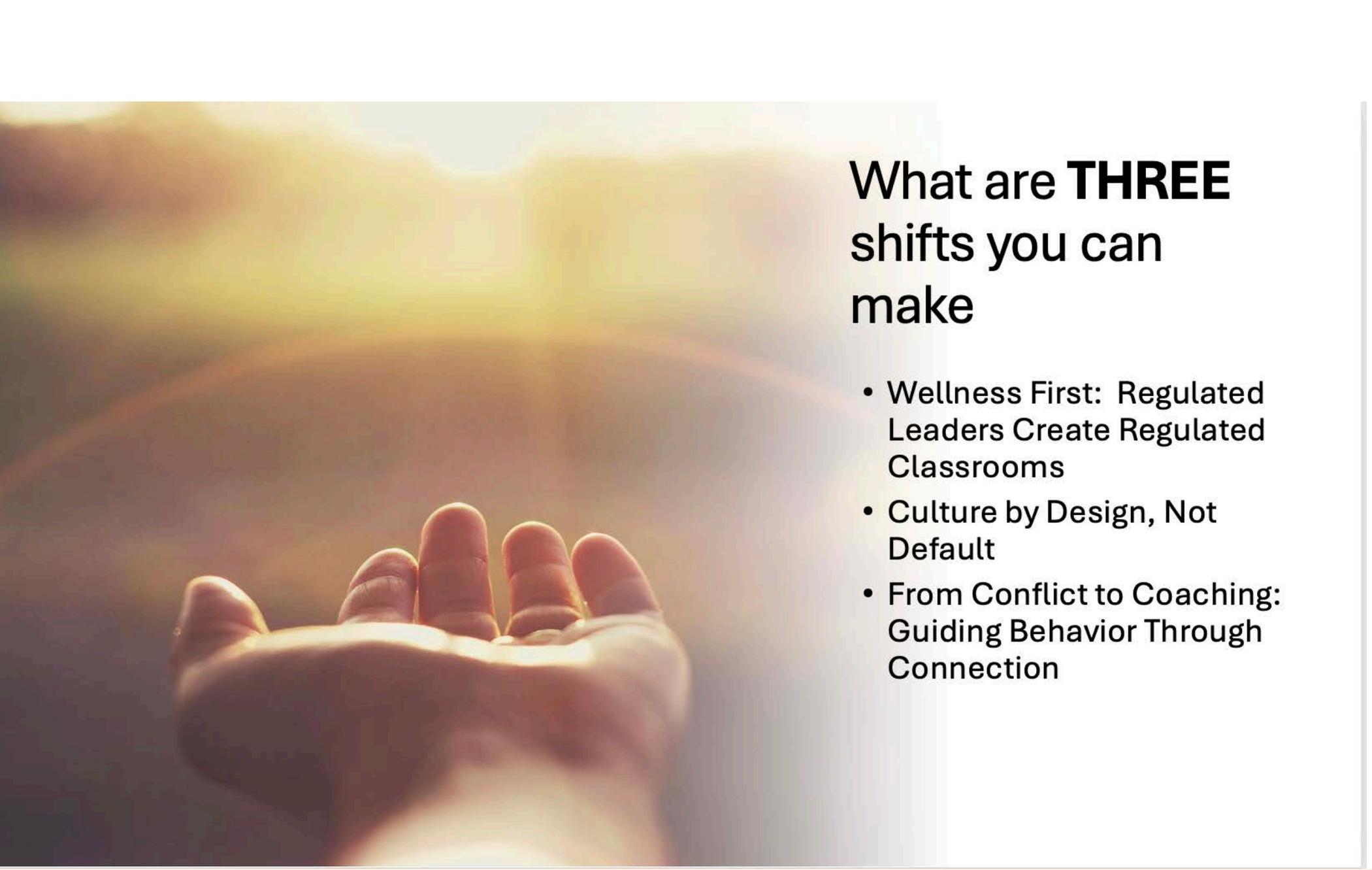
Improve
School
Culture

Retain
Great
Educators

Reduce
Challenging
Behaviors

*Touch hearts. Inspire minds.
Embrace possibilities.*

Presented by: Jill Molli, Chief Growth Officer



What are **THREE** shifts you can make

- Wellness First: Regulated Leaders Create Regulated Classrooms
- Culture by Design, Not Default
- From Conflict to Coaching: Guiding Behavior Through Connection



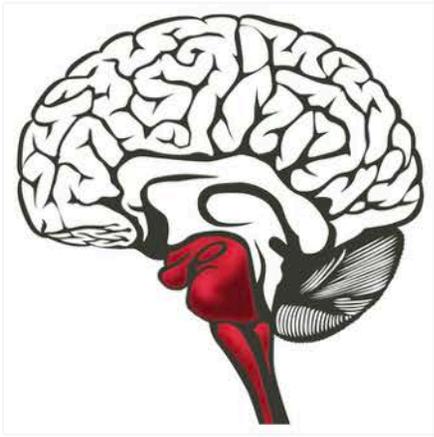
You cannot *require* nor *demand* a mindset change you must inspire the willingness for this change to occur.

Wellness First: Regulated Leaders Create Regulated Classrooms

- Leaders learn how **their own state** sets the tone for staff retention, classroom climate, and children's regulation. They'll walk away understanding practical ways to model self-regulation, embed wellness routines into the day, and create a school culture where adults feel safe, supported, and valued



The Brain State® Model



Survival State

Brain Stem

This brain state represents arousal regulation and asks the question “Am I safe?”



Emotional State

Limbic System

This brain state represents emotional regulation and asks the question “Am I loved?”



Executive State

Prefrontal Lobes

This brain state represents the optimal state of relaxed alertness and asks “What can I learn from this?”

	Survival State	Emotional State	Executive State
Belief	I am under attack I am not safe	I am not loved/ valued/ respected/ appreciated	I am safe enough/ loved enough/ capable enough
Emotions	Anxiety, anger, fear, terror, hopelessness, depression	Sadness, hurt, frustration, irritation, disappointment, guilt, helpless	Calm, peaceful, coherent, grateful, content
Behaviors	Physical aggression, screaming, withdrawal, run	Social aggression, name calling, victim, guilt, manipulation	Goal directed, problem solving, solution oriented
Awareness	Unconscious	Unconscious	Conscious
Free Will	Physical reactive, instinctual , stimulus- reaction	Verbally reactive, preprogrammed cd-rom, stimulus reaction	Conscious choice, stimulus-pause-response
Questions	Am I Safe?	Am I Loved?	What can I learn from this?
Need	Safety	Connection	Problem solving in social setting
Discipline style	Threats, spanking, fear me	Bribes, manipulation, rewards and punishments, guilt, please me	Intrinsic motivation model, cd

Reset Our Attention

Power of Attention: What you focus on, you get more of.

Attention is like both a spotlight and a vacuum cleaner.

1. Spotlight: What you rest your mind's attention on is the primary shaper of your brain.
2. Vacuum Cleaner: What you focus on is sucked into the wiring of your brain.

Rest On Positive

- Kindness of others
- Roof over your head
- Good intentions
- Accomplishments

Yields

- Strength & resilience
- Learned optimism
- Wide focus on creativity & learning
- Positive mood & physical health

Rest On Negative

- Self-criticism
- Worries and regrets
- Old hurts and rejections
- What you don't want

Yields

- Greater reactivity
- Vulnerabilities to anxiety and depression
- Narrow focus on threats and losses
- Inclination to anger, sadness and guilt

EMOTIONAL REGULATION DISTRICTWIDE GRADES 3-5



Benchmarks ⓘ

All schools nationally

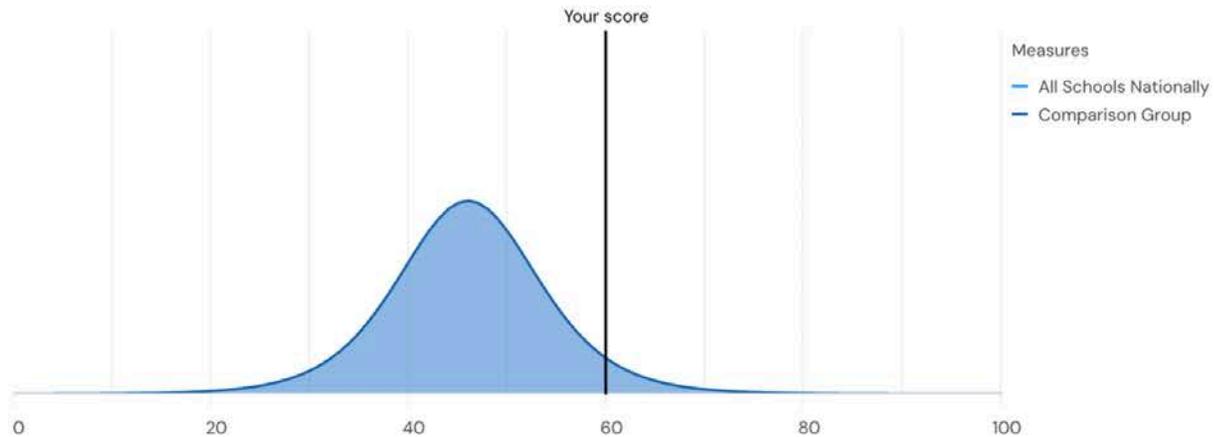
How do your schools compare to other schools in Panorama's national dataset?

90th percentile

Comparison group

How does your schools' score compare to your set comparison group?

90th percentile



Liberty Public Schools
Liberty, MO
12,000 students



EMOTIONAL REGULATION

ONE SCHOOL EXAMPLE GRADES 3-5

Emotion Regulation Change topic within current survey
 Grades 3-5 Emotion Regulation

Topic score

The percentage of respondents who selected a favorable answer choice across the questions in this topic.

63%

144 RESPONSES

Compared to district

How your school's score compares to the district score.

+3 percentage points

COMPARED TO DISTRICT AVERAGE

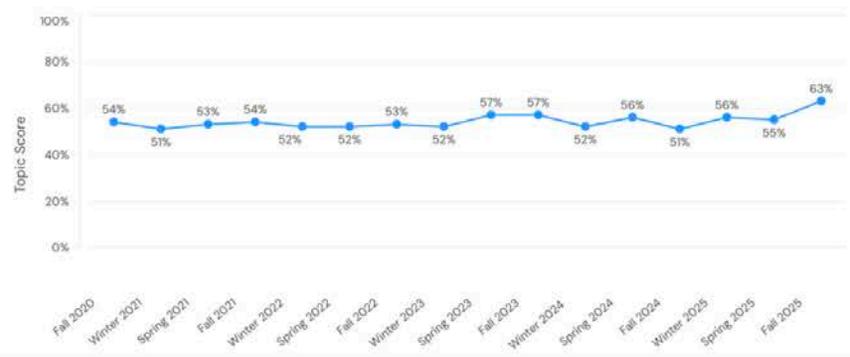
Change over time

How this score has changed since the last time this topic was surveyed.

↑8 percentage points

SINCE PREVIOUS TIME SURVEYED

 **Change over time**

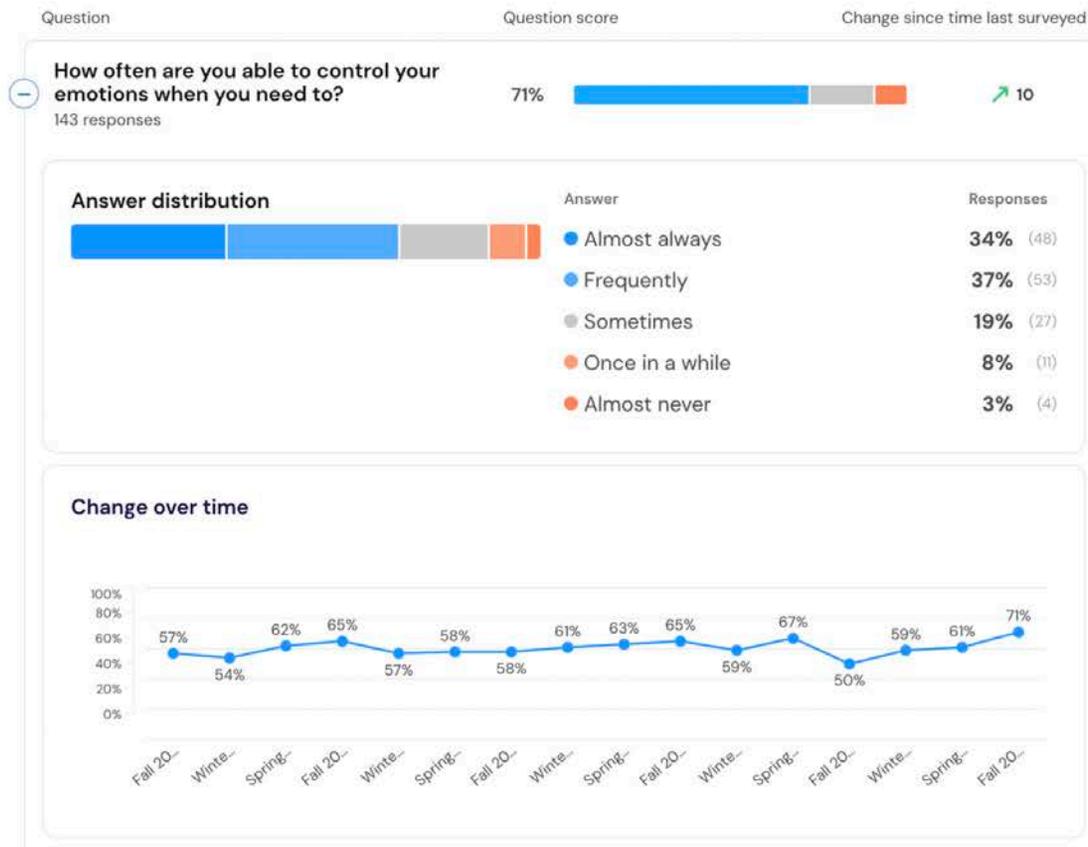


Liberty Public Schools
Liberty, MO
12,000 students



EMOTIONAL REGULATION

ONE QUESTION EXAMPLE GRADES 3-5



Liberty Public Schools
 Liberty, MO
 12,000 students



Culture by Design, Not Default

Participants discover how to intentionally build a connected predictable and relationship-centered culture that protects teachers from burnout. They'll learn how **shared language, rituals, and CD structures** foster belonging, reduce stress, and turn classrooms into communities that teachers WANT to stay in.



Which basic need would be helpful for you to grow?

1. Achievement & Motivation(**Progress**)
2. Relief & Safety from Pain(**Comfort**)
3. Connection & Belonging(**Connection**)
4. Respect, Stability & Well-Being(**Contentment**)

Happiness Chemicals

Dopamine
For Pleasure & Reward



Creativity



Music



Learning

Endorphins
For Pain & Stress



Exercise



Dark Chocolate



Laughing

Oxytocin
For Love



Acts of Kindness



Hugs



Socializing

Serotonin
For Good Mood



Meditate



Clean Diet

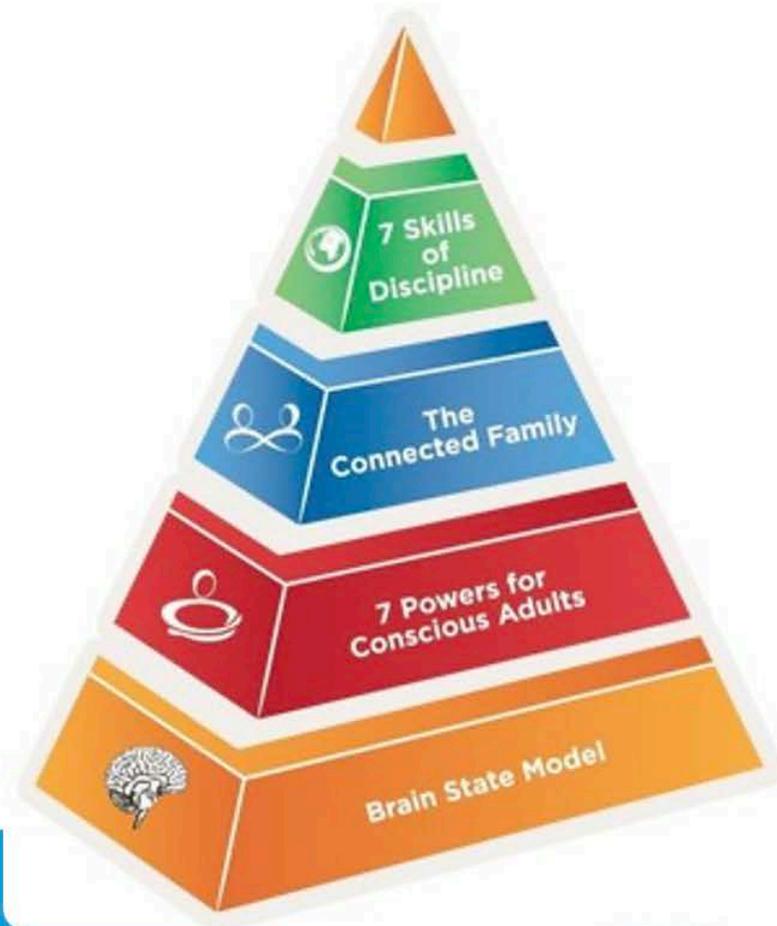


Gratitude

Dr. Michael Murray

Neurochemical	What Decreases or Disrupts	Why it Matters
Dopamine	<ul style="list-style-type: none"> ● Chronic Stress or burnout ● Constant multitasking or overstimulation (social media “dopamine hits”) ● Lack of Sleep ● No sense of progress or accomplishment 	Leads to low motivation, procrastination, and difficulty finding joy in small wins
Endorphins	<ul style="list-style-type: none"> ● Sedentary lifestyle ● Chronic pain or untreated stress ● Isolation (few opportunities for laughter or play) 	Makes it harder to cope with pain or stress; lowers resilience and sense of ease
Oxytocin	<ul style="list-style-type: none"> ● Loneliness or disconnection ● Lack of trust or psychological safety ● Conflict or criticism without repair ● Too little physical affection 	Reduces feelings of belonging and empathy; can increase anxiety and defensiveness
Serotonin	<ul style="list-style-type: none"> ● Poor diet (especially low in protein or sunlight exposure) ● Sleep deprivation ● Chronic stress or negative self-talk ● Lack of routine or gratitude 	Can cause irritability, low mood, and a sense of instability or low self-worth

Not things we “DO” for ourselves, how we are “of service to others”



Conscious Discipline



Brain Smart Start, Jobs –
Increases **Dopamine**



Movement/Play—
Increases **Endorphins**



I Love You Ritual, Absent Child —
Increases **Oxytocin**



Kindness Tree, Wish Well—
Increases **Serotonin**

OHHHHH SHIFT!!!!!!

Language of Fear	Language of Safety
Do this or get written up!	What can I do to help you be successful
Get off your phone, or lose your job!	The times to use your phones are breaks and before and after children. Let me know if there is an emergency.
What is our rule about leaving work early?	Contract hours are from 7:45-3:45

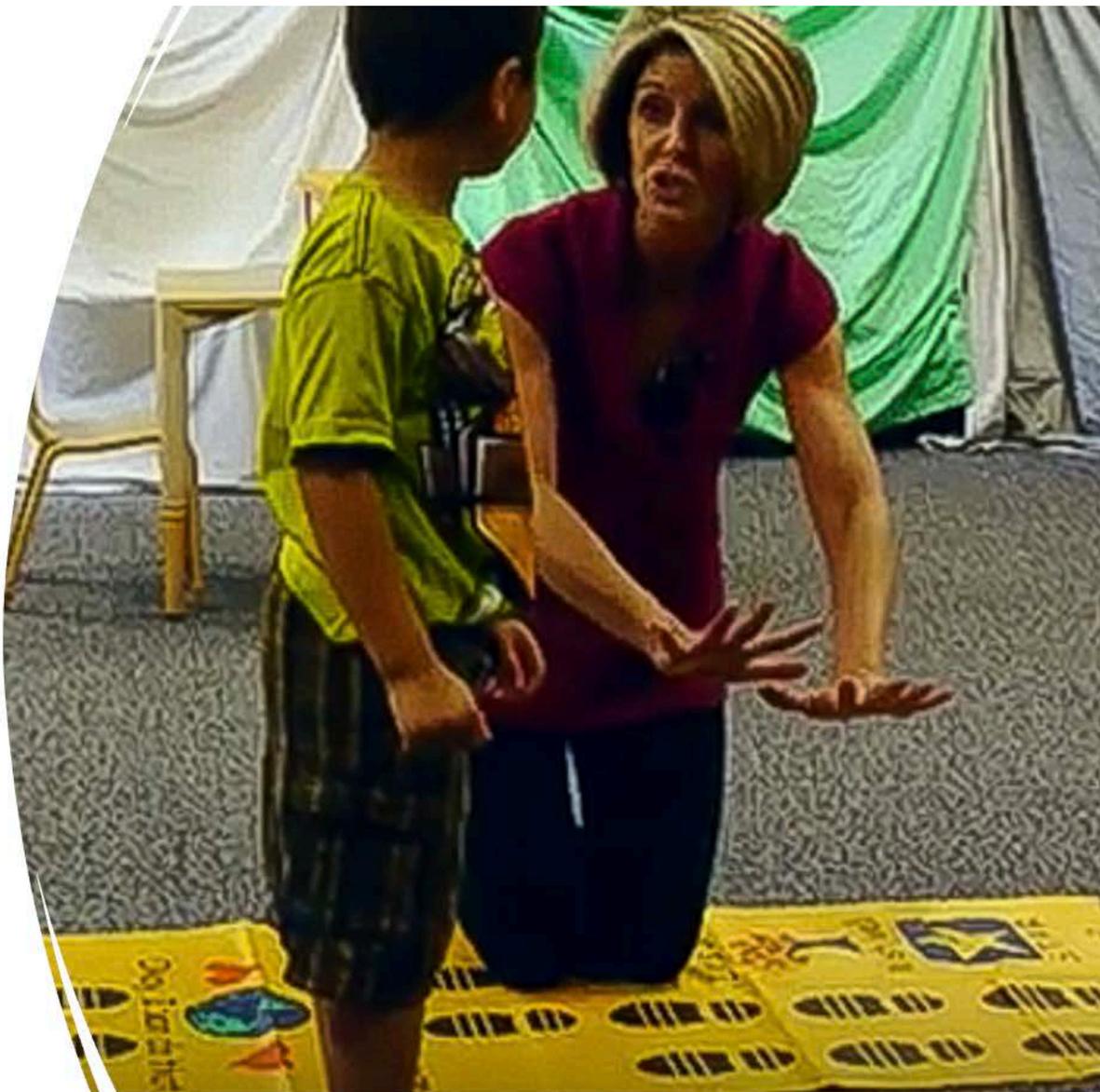
Traditional Teacher

Conscious Discipline Teacher

Common	Conscious
He keeps others from learning.	He needs more individualized work to be successful.
She is disrupting this class.	She needs help to stay on task.
She is just plain lazy.	She needs help to get started.

From Conflict to Coaching: Guiding Behavior Through Connection

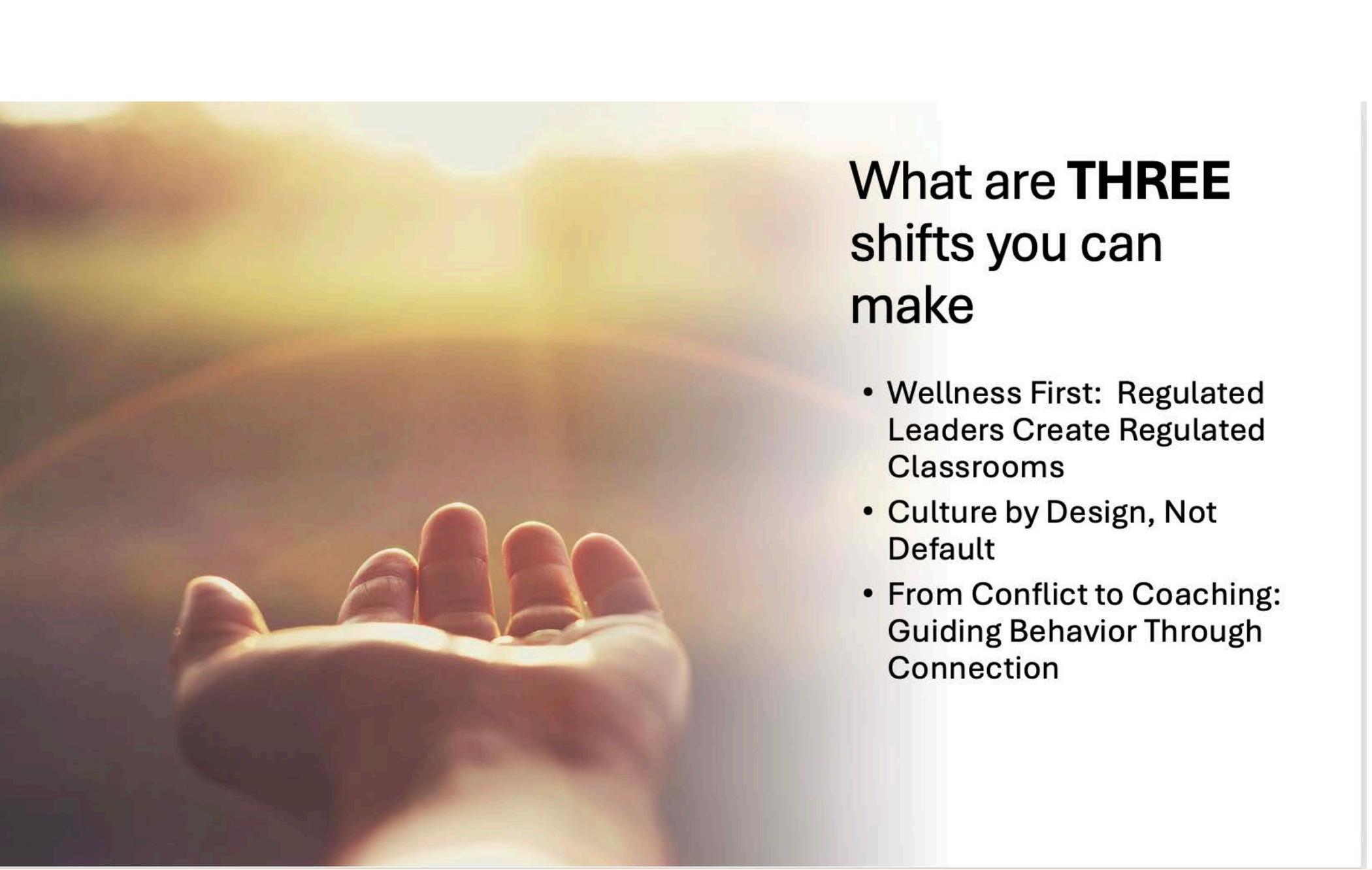
Leaders will shift from punitive responses to a coaching mindset, seeing conflict as a learning opportunity rather than a disruption. They will gain tools to support teachers in responding to children and one another—with skill building strategies that improve confidence, reduce frustration and increase long-term retention



Shifting the Lens: Conflict isn't the Enemy—It's the Invitation

Seeing conflict as an invitation allows us to guide growth instead of simply managing behavior



A hand is held palm up, reaching towards a bright, sunlit sky. The background is a soft, golden glow from the sun, creating a warm and hopeful atmosphere. The hand is in the lower left foreground, with the fingers slightly spread.

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