Improve School Culture

Retain Great Educators

Reduce Challenging Behaviors

Touch hearts. Inspire minds.
Embrace possibilities.

Achieving Conflict Resolution and Whole School Wellness

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Conscious Discipline®

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Let’s Unite and Connect!

Say One

Say Two

Say Three

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Clap and Say One

Say Two

Say Three

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Clap and Say One

Slap Knees and Say Two

Say Three

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Clap and Say One

Slap Knees and Say Two

High Ten and Say Three

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Three Things To Remember

1. Shift the Lens: Conflict isn't the Enemy—It's the Invitation
2. Regulate Before You Educate
3. Turn Conflict into Connection

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Conscious Discipline

Practicing a new **mindset** and **skill set**

So, we can feel **safe** enough

To allow ourselves to be **connected** enough

In order, to use **conflict** as a **teaching tool**

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Conscious Discipline®

About Conscious Discipline

Conscious Discipline is

- **A mindset shift!** New insights and information encourage adults to reflect and begin thinking differently about behavior and discipline.
- **Transformational change!** Conscious Discipline focuses on transformational change, not just short-term solutions or a shift from one model to another.
- **Resilience in action!** Conscious Discipline is a trauma responsive, brain-based approach to self-regulation, discipline, social skills, and school culture into one integrated process.

is not

- A series of lesson plans/curricula
- A rewards/punishment based system
- Always an easy adjustment for adults

What We Do

Conscious Discipline®

THOUGHT LEADERSHIP + CONTENT

- Content, thought leadership, books
- *Real Talk for Real Teachers* podcasts
- Articles
- Keynotes

Training

- Multi-day onsite training
- Private Academies
- Facilitated online courses
- Virtual training
- Onsite and virtual coaching for teachers and administrators

District-Level Plans

- Quality, multi-year professional development
- Implementation tools
- Extensive discovery process
- Specializing in sustainability and continuous improvement

IMPLEMENTATION TOOLS

- Conscious Discipline® Core
- The Safe Place™
- Creating the School Family™
- Feeling Buddies®
- Shubert & Sophie™
- I Love You Rituals™
- Baby Doll Circle Time™

eLEARNING

- Free printables
- Alignments & rubrics
- Shubert's school & home
- Songs & chants
- Extension activities
- Games

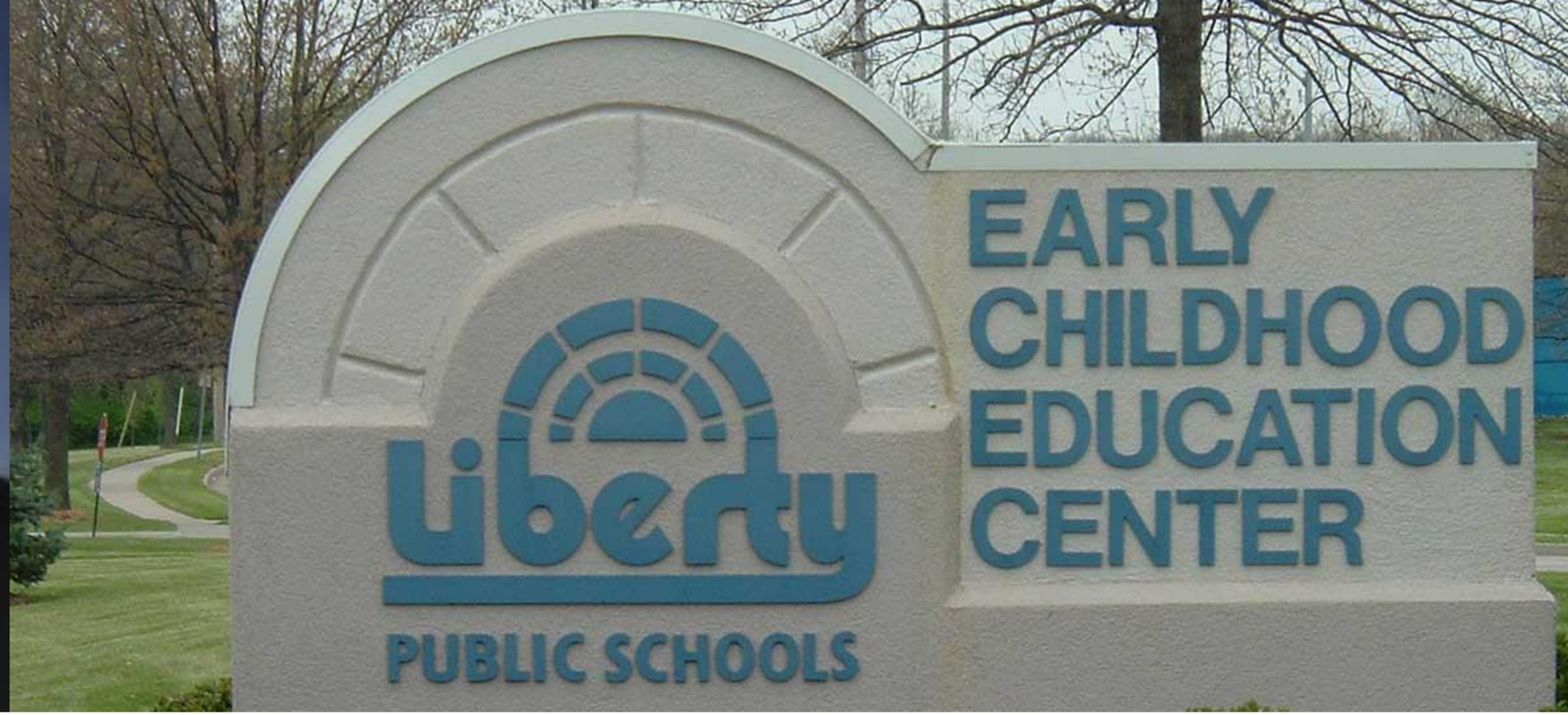
NATIONWIDE EVENTS

- Conscious Discipline Institutes
- Advanced Institute
- 2-day workshops
- Elevate Conscious Discipline national conference

Key Outcomes

Conscious Discipline®

- Decreased Discipline Referrals
- Improved School Culture
- Increased Academic Achievement
- Healthier Social Skill Sets
- Increased collegiality and job satisfaction (teacher, administration and staff)



Dr. Jeremy Tucker, Superintendent

2015

- Early Childhood Center (1 site)

2017

- ECC, 2 Title Schools, Alt School (4 sites)

2018

- ECC, 5 Elem Schools, Alt School (7 sites)
- 15 attended CD1
- 2019-2023 hosted 2 Academy's and hosted a CD1 on site

2019

- ECC, 7 Elementary Schools (8 sites)

2023

- 7 of 11 Elementary Schools had either principal or asst principal or both change. During this transition Liberty became stronger in CD.

2020-2025

- ECC, 11 Elementary Schools (12 sites)
- District Leadership beginning CD Leadership cohort

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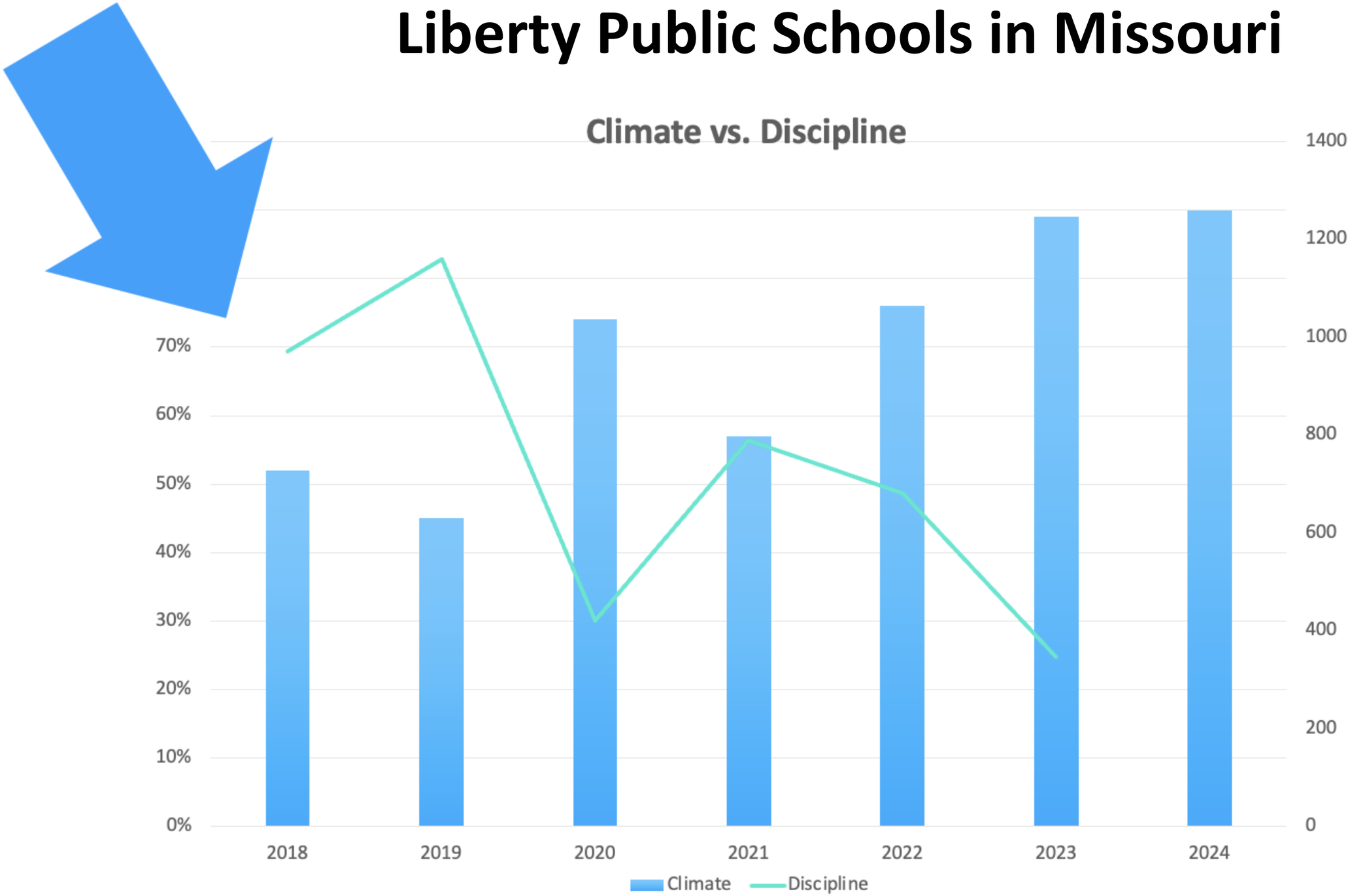
Liberty Public Schools in Missouri



Ridgeview Elem

- K-5, 19 sections
- 375 Students
- Title School
- 2 District Program
- Autism/Gifted

Ridgeview Elem

- From 1100 Discipline office referrals to a bit over 300 in 4 yrs
- From 45% Adult Climate and Culture to 89% in 5 yrs in Panorama Survey

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RIDGEVIEW TODAY

44%
GROWTH IN SCHOOL CLIMATE SINCE IMPLEMENTATION

2
NUMBER OF TEACHERS WHO LEFT BECAUSE OF PHILOSOPHY

100%
OF STAFF RESPONDED FAVORABLY TO A POSITVE SCHOOL CLIMATE

91%
OF STUDENTS FEEL LIKE SOMEONE HAS CARED ABOUT THEIR FEELINGS IN THE LAST 30 DAYS.

Dr. Tyler Shannon, Principal
Heather Buckman, Asst. Principal
May 2025

3 of the 7 Admin changes were replaced with teachers from Ridgeview as Asst. Principals

The 2 teachers who left stayed in the district and went to another elementary school that is now implementing CD. They are a strong part of the new implementations.

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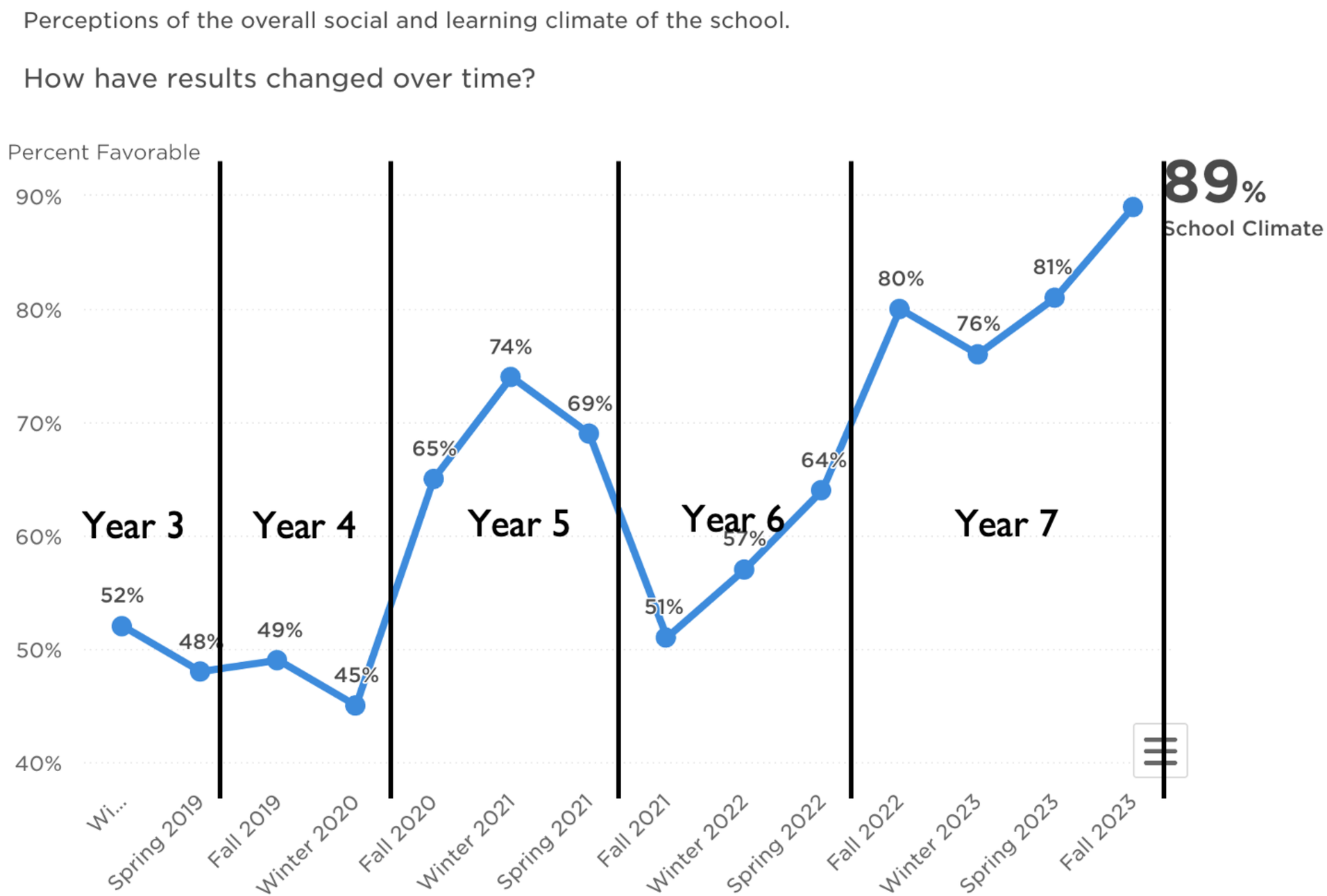
"The success of our Conscious Discipline implementation has been in regards to the fidelity of our training without mandate, pressure or shame. Our philosophy has remained consistent and steady as an admin team and has created a culture of how we do things. It's important that administrators see this as the work to do alongside teachers to help build a sense of safety with our staff, so then it trickles into our classrooms with teachers and students."

Heather Buckman, Asst. Principal



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TOP 5 WORK

CARE ROOM	COUNSELOR	ALL53/TITLE SUPPORT	CLASS/SCHOOL JOB
Proactive Visits? Time of Day?	1:1 time? Missing skills?	Do we have academic concerns?	Do they contribute? Do they feel valued?

RESILIENCY	STUDENT PHOTO	PEER MENTOR/BUDDY
support with self-regulation skills?		positive buddy to build connection /belonging?

TRIAGE	CSF Referral	SOCIAL WORK	PARENT PARTNERSHIP
safekeeper/time to triage/reset/review?	Could family/student benefit from services?	basic needs/supports?	what does our communication look like? frequency? content? positive?

MOST IMPACTFUL MISSING SKILLS/SUCCESS STATEMENT

Requires a shift to see kids behavior as a call for help

To see kids differently, our adults have to be regulated

Dysregulated adults can not problem dysregulated kids

TOP 5 PROTOCOL	
2 minutes	1. Check Panorama to identify Student's reality in four area: academics, attendance, behavior, SEL
2 minutes	2. Teacher briefs team with most significant/impactful missing skills
5 minutes	3. Team answers Top 5 Domains
8 minutes	4. Team brainstorms solutions/interventions to try
3 minutes	5. Team commits to action items/adds interventions to our next list

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Nathanial's Journey

My Five Steps
I Am
SAFE PLACE
I Calm
I Feel
I Choose
I Solve
Feeling Buddies
Happy
Sad
Scared
Calm
STAAR

Conscious Discipline

Discipline is not something we do to children - - It is something we develop within them.

- Becky Bailey

Harsh Culture

Structured Nurturing Culture

	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

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EMOTIONAL STATE	ADULT Parent Says……..	CHILD Student Says……..
Name-calling	What is the matter with you? (i.e. You stupid child.)	You stupid idiot.
Blaming	Now look what you made me do…. Are you happy now?	He made me do it.
Denial	I'm NOT angry. Now get out of my sight.	I didn't do it.
Inflicting guilt	Can't you help? Don't you see my hands are full?	Dad would let me go.
Manipulating relationships	You're just doing this to hurt me. I like the way Matt is sitting. Do you want me to leave the house without you?	I hate you. You can't come to my birthday party. We don't like her, do we?
Making everything about you	I can't teach if you are going to continue to act like that.	You don't care about me. You're just picking on me.
Lecturing / tirades	I've told you over and over again. Bring in your homework! Do you want to fail?	This isn't fair; everyone else gets to go. You don't listen to me.
Generalizing human nature	You children are all being disrespectful.	All girls are idiots.

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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.

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Our Ultimate Goal

Disciplined enough to set and achieve goals

Conscious Enough to know you are off track

Connected enough to be willing to change

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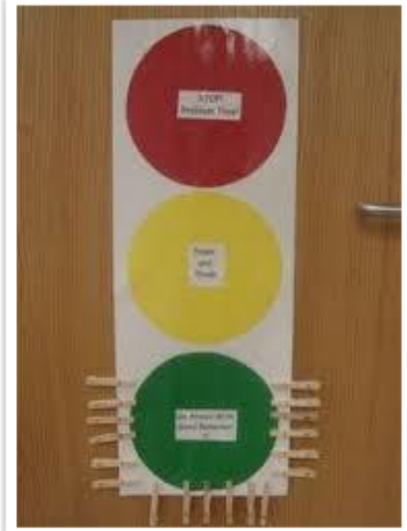
SHIFT

Traditional Discipline = Punishment/reward (External controls)



Conscious Discipline = Teaching missing social/emotional or executive skills (Internal controls)

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Adult First

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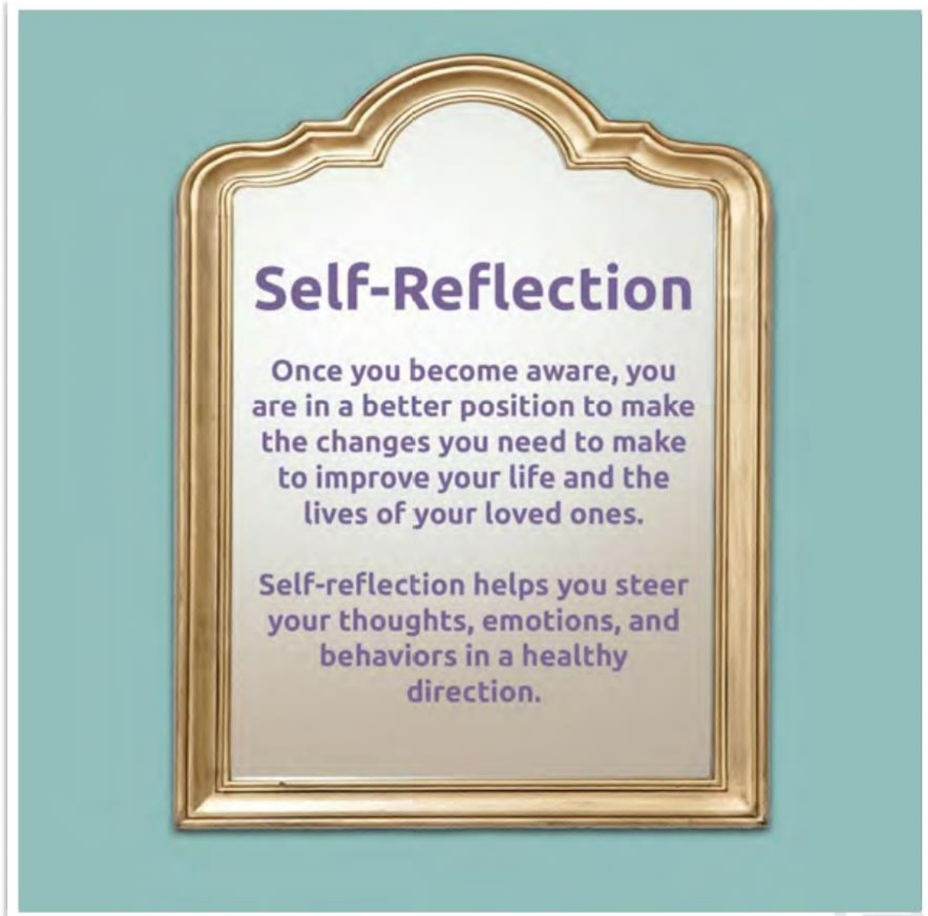
ADULT FIRST MODEL

The **Conscious Discipline** approach is an "Adult-First" model, infused with opportunities for self-reflection. Often, adults recognize and confront their deeply-held beliefs and biases. This, coupled with practice to see student behaviors with positive intent and to identify the underlying messages being communicated, reduces the tendency to react using punitive or exclusionary discipline, particularly where biases might have otherwise influenced decisions.



Contrast of the Power	EM*Powered*
What do you find yourself doing most often with a staff/student or yourself?	**How does the power next to it apply to you and that staff/student?**
Blame Give power away, attack self or others	**Perception** No one can make you angry without your permission
Disengaged Focus on what is lacking in yourself or others	**Attention** Setting limits internally, externally and focusing on what you want
Division Divide yourself- compare yourself to others	**Unity** Accepting the whole you, we are all in this together
Controlling shoulds, force and manipulation	**Free Will** Letting go of shoulds, the only person you can make change is you
Resistance Constantly judging myself or others, resisting what is	**Acceptance** Being present, the moment is as it is
Attack/Indifference Critical of self or others, Hate of self or others	**Love** Seeing the best in yourself and others, compassion
Unconscious Hard time oopsing, make people feel a certain way	**Intention** Mistakes are opportunities to learn, conscious awareness

Conscious Skill (emerges from the power)	Life/Communication Skills	Value
Find your power and the skill to strengthen	**Practice this skill each day multiple times with your staff/student and yourself**	**Grow this value**
Perception/**Composure**	Anger management, Delay of Gratification	Integrity
Attention/**Assertiveness**	Bully Prevention, Healthy Boundaries	Respect for self and others
Unity/**Encouragement**	Pro-social skills, Kindness, Caring Helpfulness	Interdependence, Optimism, Gratitude
Free Will/**Choice**	Impulse Control, Goal Achievement	Persistence
Acceptance/**Empathy**	Emotional Regulation, Perspective-Taking	Honoring diversity, Honesty
Love/**Positive Intent**	Cooperation, Problem Solving	Compassion, Generosity
Intention/**Consequences**	Learning from your Mistakes	Responsibility

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Conscious Discipline Theory of Change

Conscious Discipline®

SCHOOL ADOPTS CONSCIOUS DISCIPLINE

Conscious Discipline Training + Coaching
Brain-based Model / 7 Skills and Powers
General Curriculum, Feeling Buddies, Baby Doll Circle Time, Parenting Curriculum

Willingness to Change

Self-Reflection

Administrators	Teachers + Staff	Parents
•Mindset Shift •Self-Regulation	•Resilience Under Stress •Healthy Relationships	•Social-Emotional Skills •Shared Attitudes, Beliefs & Powers

School & Classroom Climate | **Home Climate**

Safe Learning Environment / Connection & Healthy Relationships / Problem-Solving to Promote Positive Behaviors

Program Level Outcomes
- •Reduce Staff Absenteeism
- •Increased Teacher Retention
- •Reduced Behavioral Referrals / Expulsions
- •Improved School Climate Ratings

Child Outcomes
- •Self-Regulation
- •Social-Emotional Expression
- •Resilience Under Stress
- •Positive Social Interaction
- •Problem-Solving Executive Functions
- •Increased Attendance & Academic Outcomes

Conscious Discipline Logic Model

Conscious Discipline®

INPUTS

ADULTS
Willingness to change perception of misbehavior or conflict

- School Administration
- Teachers / Staff
- Interventionists
- Parents

SCHOOL
Shared Leadership and Agency

CONSCIOUS DISCIPLINE IMPLEMENTATION
- General Curriculum
- Parenting Curriculum

ACTIVITIES

SCHOOL ADMIN / TEACHERS / INTERVENTIONISTS
- Conscious Discipline Workshops / Webinars
- Conscious Discipline Training / Institutes
- Book Study and e-Course
- Development of 3-year Implementation Plan
- External Implementation Supports
  - Statement of Commitment
  - Coaching
  - Monitoring
  - Fidelity Checks
  - Ongoing Professional Development
  - Toolkits (e.g., Feeling Buddies)
- Internal Implementation Supports
  - Conscious Discipline Action Team (CDAT; 4-5 school / program members)

FAMILIES / HOME
- Parent Education Training and Coaching
- School Open House
- Parent Nights (7 sessions)
- Home Visits (ongoing)
- Mini Sessions (12 sessions)

OUTPUTS

SCHOOL ADMIN / TEACHERS / INTERVENTIONISTS
Implementation Fidelity
- Self-Reflection
  - Feedback Forms
  - Are You Ready? Tool
- Individual commitment to practicing foundational skills
  - Feedback Forms
- Use of 7 Skills and Powers in Classroom and School
  - Administrator Self-Evaluation
  - Teacher Progress Rubric
- Rituals, Routines & Structures
  - Administrator Self-Evaluation

FAMILIES / HOME
Implementation Fidelity
- Self-Reflection
  - Feedback Forms
  - Are You Ready? Tool
- Commitment to practicing foundational skills
  - Feedback Forms
- Use of 7 Skills and Powers at Home
- Rituals, Routines & Structures
  - Parent Implementation Guides

OUTCOMES

ADULTS (e.g. School Staff & Families)
- Mindset Shift
- Improved Self-Regulation
- Improved Social-Emotional Skills
- Healthy Relationships, Connections
- Increased Job Satisfaction

CHILDREN
- Improved Self-Regulation
- Improved Social-Emotional Skills
- Positive Social Interactions
- Improved Problem-Solving, Conflict Resolution, Executive Function
- Decreased challenging behaviors

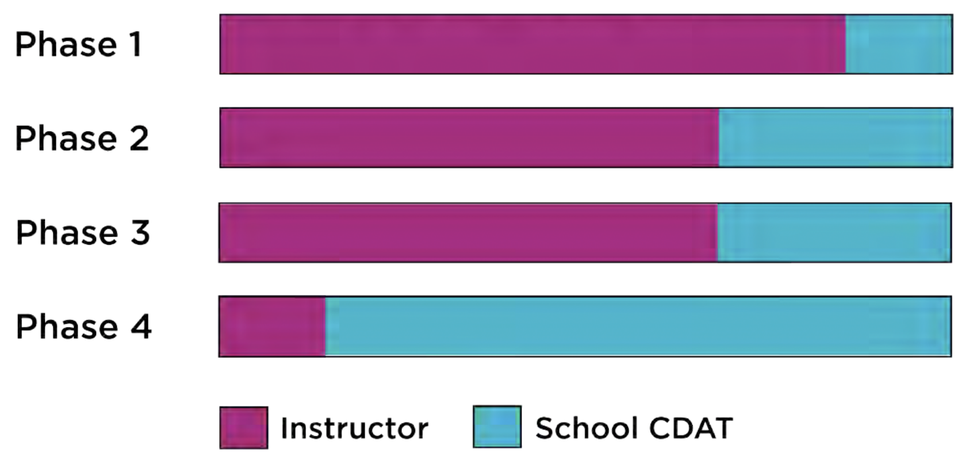
SCHOOL / CLASSROOM (School Family)
- Improved School Climate, Safe Environment
- Healthy Relationships
- Increased Academic Outcomes
- Reduced Absenteeism
- Improved Teacher Retention
- Reduced Behavioral Referrals / Expulsions
- Shared Attitudes, Beliefs & Powers

District Plans

Conscious Discipline's plans focus on long-term achievement, sustainability and fidelity. Over the course of our plans, the responsibility for training shifts from our Instructors to school staff, ensuring a self-sustaining model for long-term growth.

Sustainability

Training Shifts from External Instructor to Internal School CDAT Over Time

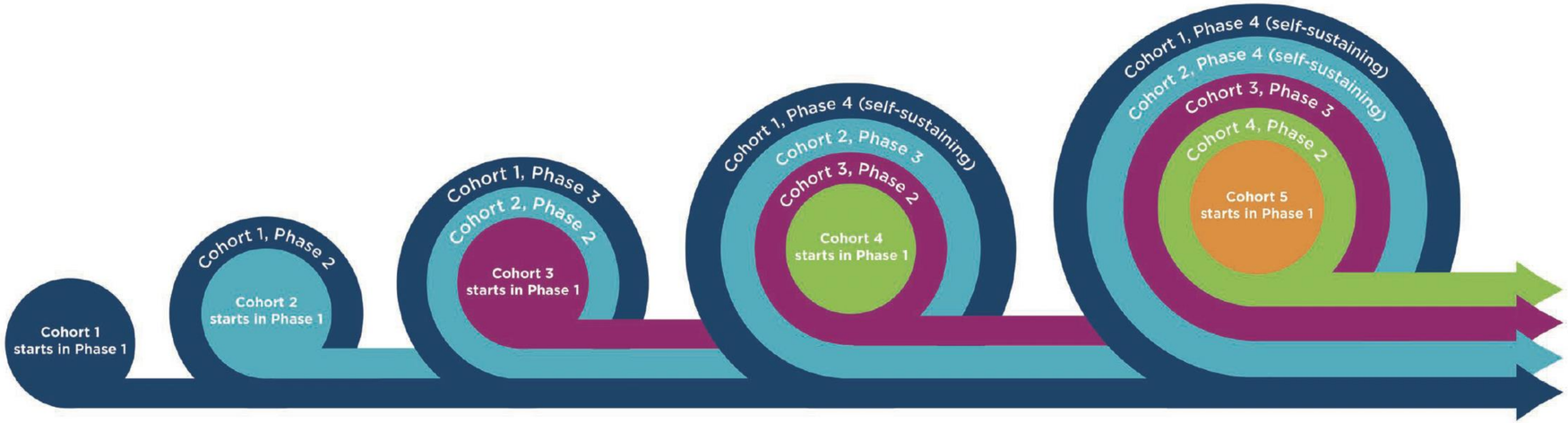


District Plans

Conscious Discipline's plans encourage districts to start a new cohort of schools each year so more experienced cohorts can help shape the growth of newer ones, ultimately unifying the entire district in fidelity.

District-Wide Growth Over Time

Increase Results & Reach as More Schools Enter the Cycle of Continuous Improvement



Adult-First Wellness & Implementation

Objective

Facilitate a mindset shift in the way adults think, add new skills and structures to current practices, and help create a safe environment for students to learn

Services

Expose the entire school to CD with a focus on safety for staff and students. Create a CDAT and provide them with in-depth training to begin building the internal expertise necessary to lead their school to fidelity. Tiered training and support for the Admin Staff

Outcomes

Teachers create optimal learning environments with a focus on safety, achieved through self-regulation and changing their perception of conflict. Students focus on learning routines and composure. Metrics are established to measure program impact.

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Implementation with Students

Objective

Extend the school family from adult shared spaces into individual classrooms and introduce Conscious Discipline to families.

Services

Intensive training and coaching for CDAT, Admin and Staff to strengthen school family, assess progress, handle resistance, and model Conscious Discipline. Continue training with teachers. Expand training to school support staff and families.

Outcomes

Teachers let go of ineffective practices as they experience success with Conscious Discipline. The focus moves through safety and into establishing a connected School Family culture. Reductions in discipline referrals, increased instructional time and improved school climate begi to become apparent.

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Transformation and Expansion

Objective

Extend the the practice of CD across the campus and integrate it into the academic curricula. Strengthen internal support systems and policies to ensure long term sustainability.

Services

Deepen training for all stakeholders, including all support staff and parents. Embed CD in every school practice and systems, including the playground to after school activities to academic curricula. Celebrate areas of success and seek opportunities for improvement

Outcomes

Downward trend in behavior reports continues. Decreased staff absenteeism,increased teacher retention and academic outcomes emerge. Students and staff are more adept with social skills, emotional expression and self-regulation and exhibit resilience under stress.

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Longterm Sustainability

Objective

Implementation responsibilities shift to CDAT, with Conscious Discipline Certified Instructors serving as secondary support instead of primary source.

Services

CDAT led coaching, mentoring and training maintain program fidelity and support continuous improvement through reflection, empathy and deepening practices for staff. CDAT led parent nights and school family assemblies. Conscious Discipline Instructors support and consult as needed.

Outcomes

Increased teacher satisfaction, student attendance and academic outcomes become evident in addition to existing gains. Stronger home/school connection. Self-sustaining infrastructure ensures long term success.

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