



# Elevate Social Emotional Learning Conference

Start Strong with Conscious Discipline the First Six Weeks

## 2019 Breakout Session Topics and Descriptions

### Infant & Toddler

#### **Using a M.A.P. Leads to Safety: Visuals for the Youngest Learners**

*Presented by: Becky Hobbs, Toddler Teacher & Visuals Coordinator, Ivy Hill Academy, FL*

Track: Infant-Toddler

Children's brains use images to govern behavior. Visuals communicate our expectations to children through images, so they are more likely to be successful. Knowing what to do, when to do it and how to do it is essential in building a School Family. Creating visuals will help the adult practice the Power of Attention and the Skill of Assertiveness to foster safety through predictability and consistency. Participants will leave with a plan to create practical visuals for children and parents as well as how to implement a Brain Smart Start.

#### **Connect Your Way Throughout the Day with I Love You Rituals**

*Presented by: Angela Fraley, Conscious Discipline Master Instructor*

Track: Infant-Toddler

Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Connecting rituals are essential because connection fosters willingness. Embedding rituals throughout the daily routine will help the adult practice the Power of Unity and the Skill of Encouragement as well as provide children practice in the social skills needed for life. Participants will leave this session with plans for introducing and weaving rituals throughout the daily routine.

#### **Problem-Solving: Teaching Toddlers Social Skills**

*Presented by: Angela Fraley, Conscious Discipline Master Instructor*

Track: Infant-Toddler

For infants, our main discipline focus is building a secure attachment through attuned interactions using the D.N.A. process. Older infants and toddlers are impulsive, which often creates conflict as they begin to learn about boundaries and cause-effect. Teaching social skills and setting limits works better when the adult **A**cknowledges the child's deepest desire and intent, **C**alms by breathing to slow down, and **T**argets two positive choices. Participants will leave this session with a deeper understanding of how to foster secure attachments with D.N.A. and how to A.C.T.

#### **Baby Doll Circle Time: Attune & Play**

*Presented by: Mara Spencer, Conscious Discipline Certified Instructor; Executive Director, Ivy Hill Academy, FL*

Track: Infant-Toddler & Pre-K & Special Needs

It can be hard to find the one-on-one time necessary to create meaningful relationships in a group care setting. Yet, research shows optimal child development is dependent on healthy relationships with adults. With Baby Doll Circle Time, your ratio can drop to 1:1 as children relive moments with you while delighting in circle time with their baby dolls. The instructions and activities in the Baby Doll Circle Time Curriculum show you how to improve relationships between adults and children, reduce the stress of out-of-home care, utilize attachment, attunement and social play to wire the brain for optimal development, and help children develop healthy blueprints for self-regulation, relationships and sense of self. Boost your job satisfaction and ensure children thrive by learning how to introduce and implement this stress-reducing and giggle-inducing program!  
PS - It's not only for infants and toddlers!

*Facilitators may change without notice.*



## **2019 Breakout Session Topics and Descriptions** (continued)

### **Pre-K (Ages 3-4)**

#### **Using a M.A.P. Leads to Safety**

*Presented by: Mariah Halling, Head Start Teacher, Prairie Ridge Early Learning School, WI*  
Track: Pre-K (Ages 3-4)

Children's brains use images to govern behavior. Visuals communicate our expectations to children through images, so they are more likely to be successful. Knowing what to do, when to do it and how to do it is essential in building a School Family. Creating visuals will help the adult practice the Power of Attention and the Skill of Assertiveness to foster safety through predictability and consistency. Participants will leave this session understanding how to **M**odel, **A**dd Visuals, and **P**ractice routines and behavior expectations the first six weeks of school. Specifically, participants will M.A.P. out a Brain Smart Start, a routine that is scientifically based and designed to maintain optimal learning states during daily transitions. Intentionally planning Brain Smart routines will help the adult practice the Power of Perception and the Skill of Composure to create safety in the School Family. Participants will leave this session with an outline for a Brain Smart Start including activities and strategies to Unite the group, Disengage Stress, Connect the children to the teacher and each other, and Commit to learning.

#### **Building School Family: Connect Your Way Throughout the Day**

*Presented by: Celeste Finegan, Title Pre-K Teacher, Grace Early Childhood Center, MO*  
Track: Pre-K (Ages 3-4)

Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Connecting rituals are essential because connection fosters willingness. Embedding rituals throughout the daily routine will help the adult practice the Power of Unity and the Skill of Encouragement as well as provide children practice in the social skills needed for life. Participants will leave this session with plans for introducing and weaving rituals throughout the day.

#### **Creating a Safe Place: Teaching Self-Regulation**

*Presented by: Kim Jackson, Conscious Discipline Master Instructor*  
Track: Pre-K (Ages 3-4)

Research proves that self-regulation is the prerequisite skill needed to create safe, effective learning environments. The Safe Place is a learning center where children can go to change their inner state from upset to calm. Adults have the opportunity to practice the Power of Perception and the Skill of Composure as they coach children in the Safe Place. Participants will leave this session with a basic design for a Safe Place and strategies for coaching children through the Five Steps of Self-Regulation: I AM, I CALM, I FEEL, I CHOOSE, and I SOLVE.

#### **Use Your Big Voice: Teaching Social Skills in Preschool**

*Presented by: Marina Santos, First Steps 4K Teacher, SC*  
Track: Pre-K (Ages 3-4)

Conflicts, disobedience and disrespect happen in every classroom. Creating a School Family allows small interpersonal conflicts to occur so we can see and scaffold the development of missing social emotional skills. Participants will leave this session with a plan for introducing and teaching children to use their Big Voice and how to practice with the Time Machine.

#### **Conscious Discipline for Every Learner: Teaching Children with Special Needs**

*Presented by: Cheryl Cotter, M Ed, Director of Programs, The Autism Project*  
Track: Pre-K (Ages 3-4)

Conscious Discipline is helpful for all children and is essential to the success of those who are coping with developmental delays, autism spectrum disorder (ASD) and other challenges. Conscious Discipline creates a safe, connected environment in which children can successfully internalize new skills. Participants will leave this session with effective adaptations for practicing Conscious Discipline with children with special needs in a preschool classroom setting.

*Facilitators may change without notice.*



## **2019 Breakout Session Topics and Descriptions** (continued)

### **Grades K – 2**

#### **Using a M.A.P. Leads to Safety**

*Presented by: Alexis Gruehn, 2nd Grade Teacher, Horizon Elementary School, VA*

Track: Grades K-2

Children's brains use images to govern behavior. Visuals communicate our expectations to children through images, so they are more likely to be successful. Knowing what to do, when to do it and how to do it is essential in building a School Family. Creating visuals will help the adult practice the Power of Attention and the Skill of Assertiveness to foster safety through predictability and consistency. Participants will leave this session understanding how to **M**odel, **A**dd Visuals, and **P**ractise routines and behavior expectations the first six weeks of school. Specifically, participants will M.A.P. out a Brain Smart Start, a routine that is scientifically based and designed to maintain optimal learning states during daily transitions. Intentionally planning Brain Smart routines will help the adult practice the Power of Perception and the Skill of Composure to create safety in the School Family. Participants will leave this session with an outline for a Brain Smart Start including activities and strategies to Unite the group, Disengage Stress, Connect the children to the teacher and each other, and Commit to learning.

#### **Building School Family: Connect Your Way Throughout the Day**

*Presented by: Mara Spencer, Conscious Discipline Certified Instructor & Jennifer Davidson, K-1 Teacher, Ivy Hill Academy, FL*

Track: Grades K-2

Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Connecting rituals are essential because connection fosters willingness. Embedding rituals throughout the daily routine will help the adult practice the Power of Unity and the Skill of Encouragement as well as provide children practice in the social skills needed for life. Participants will leave this session with plans for introducing and weaving rituals throughout the day.

#### **Tattling as a Teaching Tool**

*Presented by: Alexis Gruehn, 2nd Grade Teacher, Horizon Elementary School, VA*

Track: Grades K-2

Conflicts, disobedience and disrespect happen in every classroom. Creating a School Family allows small interpersonal conflicts to occur so we can see and scaffold the development of missing social emotional skills. The Time Machine is a natural consequence structure for interpersonal conflicts in the classroom. It provides a way for children to change hurtful interactions with peers into helpful exchanges. The Time Machine helps both teachers and children practice the Skill of Assertiveness. Participants will leave this session with a plan for introducing and teaching children to use their Big Voice and how to practice with the Time Machine.

#### **Feeling Buddies: Helping Children Name & Tame Their Feelings**

*Presented by: Jennifer Davidson, K-1 Teacher, Ivy Hill Academy, FL*

Track: Grades K-2

The Feeling Buddies Curriculum has been designed to help children identify their feelings with the goal of self-regulation. Learn how to implement this comprehensive tool to empower children with new skills for managing emotions.

*Facilitators may change without notice.*



## **2019 Breakout Session Topics and Descriptions** (continued)

### **Grades 3 - 5**

#### **Using a M.A.P. Leads to Safety**

*Presented by: Bailey Lewin, 3rd Grade Teacher, Chapel Grove Elementary School, NC*

Track: Grades 3-5

Children's brains use images to govern behavior. Visuals communicate our expectations to children through images, so they are more likely to be successful. Knowing what to do, when to do it and how to do it is essential in building a School Family. Creating visuals will help the adult practice the Power of Attention and the Skill of Assertiveness to foster safety through predictability and consistency. Participants will leave this session understanding how to **M**odel, **A**dd Visuals, and **P**ractise routines and behavior expectations the first six weeks of school. Specifically, participants will M.A.P. out a Brain Smart Start, a routine that is scientifically based and designed to maintain optimal learning states during daily transitions. Intentionally planning Brain Smart routines will help the adult practice the Power of Perception and the Skill of Composure to create safety in the School Family. Participants will leave this session with an outline for a Brain Smart Start including activities and strategies to Unite the group, Disengage Stress, Connect the children to the teacher and each other, and Commit to learning.

#### **Building School Family: Connection Doesn't Have to be Cute**

*Presented by: Bailey Lewin, 3rd Grade Teacher, Chapel Grove Elementary School, NC*

Track: Grades 3-5

Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Connecting rituals are essential because connection fosters willingness. Embedding rituals throughout the daily routine will help the adult practice the Power of Unity and the Skill of Encouragement as well as provide children practice in the social skills needed for life. Participants will leave this session with plans for introducing and weaving rituals throughout the day.

#### **Conflict Resolution: Use Your Big Voice**

*Presented by: Rachel Frasier, Conscious Discipline Certified Instructor*

Track: Grades 3-5

Conflicts, disobedience and disrespect take place in every classroom. Creating a School Family allows small interpersonal conflicts to occur so we can see and scaffold the development of missing social emotional skills. Teaching children to use their Big Voice through the use of the Time Machine provide methods to address interpersonal conflicts in the classroom through natural consequences. It supplies ways for children to change hurtful interactions with peers into helpful exchanges, as well as empowering both teachers and children to practice the Skill of Assertiveness. Participants will leave this session with a plan for introducing and teaching children to use their Big Voice and how to practice with the Time Machine.

#### **Creating a Safe Place: Teaching Self-Regulation**

*Presented by: Katie Ahearn, Instructional Coach, Grades 3-5, St. Lucie Elementary, FL*

Track: Grades 3-5

Research proves that self-regulation is the prerequisite skill needed to create safe, effective learning environments. The Safe Place is a learning center where children can go to change their inner state from upset to calm. Adults have the opportunity to practice the Power of Perception and the Skill of Composure as they coach children in the Safe Place. Participants will leave this session with a basic design for a Safe Place, and strategies for coaching children through the Five Steps of Self-Regulation: I AM, I CALM, I FEEL, I CHOOSE, and I SOLVE.

*Facilitators may change without notice.*



## 2019 Breakout Session Topics and Descriptions (continued)

### Specialty

#### **Conscious Discipline on the Spectrum**

*Presented by: Cheryl Cotter, M Ed, Director of Programs, The Autism Project*

Track: Specialty – anyone working with children with autism

Conscious Discipline and the School Family provide the specificity and context kids with ASD need to increase their learning and success: specific language, behavior descriptors, visual supports, routines, rituals and, of course, the teaching of new skills. Best Practices for students with ASD always incorporate a multisensory approach to learning, as does Conscious Discipline. Conscious Discipline encourages teachers to stimulate learning through all modes, including sensory, auditory, visual, tactile and even olfactory systems. Children with ASD in Conscious Discipline classrooms do well because it offers a variety of stimulation so they can always find comfort in one. Conscious Discipline creates a safe, connected environment in which children can successfully internalize new skills.

#### **Creating School Family in Non-Traditional Classroom Settings: PE, Art, Music, etc.**

*Presented by: Rachel Frasier, Conscious Discipline Certified Instructor and Dance Teacher at Underwood Elementary, Raleigh, NC*

Track: Specialty

How do you implement Conscious Discipline when time and space are limited? Conscious Discipline works in the specialist's classroom, too! Participants will leave this session with a plan to start each class with an effective Brain Smart Start, a practice that helps children regain focus after transitioning to your class and remain engaged during your time together. Participants will also gain practical strategies for applying the Powers and Skills while teaching multiple classes throughout the day.

#### **Strengthening Families with the Conscious Discipline Parent Education Curriculum**

*Presented by: Pete Kovats, District Behavior Coach, Litchfield Elementary School District, AZ*

Track: Specialty

Educators and parents share the same goal for the children in their care: to help them be successful both in the moment and in life. The Conscious Discipline Parent Education Curriculum seeks to unite school and home in our common goal. It promotes a perceptual shift that unifies us in seeing misbehavior as a missing skill that must be learned, and equips us with proven strategies to teach children missing social emotional skills. Join this session to learn how the Litchfield Elementary School District has used the Parent Education Curriculum to connect with families and help children thrive both at home and school. Participants will leave this session with an outline of how to engage with parents to foster healthy relationships between home and school.

#### **Coaching: What Happens After the PD?**

*Presented by: Kim Jackson, Conscious Discipline Master Instructor*

Track: Specialty – staff whose job it is to train, coach, and mentor other teachers

Conscious Discipline provides many external supports for implementation and suggests that schools/programs concentrate energy and financial resources on the CDAT and other highly motivated individuals. These enthusiastic participants will, in turn, inspire and mentor the rest of the school. Coaches are most effective when used to assist those with the highest level of implementation and enthusiasm, not those who are resistant or struggling. Successful teachers are asked to pay it forward by mentoring others in order to create sustainable change. Join this session to learn more about coaching and reflective practices for successful implementation.

#### **Conscious Discipline in Middle and High School Classrooms**

*Presented by: Afton Schleiff, Instructional Facilitator, Junior High School (Grades 8/9), Springdale School District, AR*

Track: Specialty

Self-regulation programs like Conscious Discipline are most commonly used in early childhood programs and elementary schools. It makes sense to build vital skills during these foundational years. But what about the children who are never given the opportunity to learn self-regulation and other social and emotional skills? By the time these students reach secondary schools, we assume that they should already “know better.” However, this is often far from the truth. Making matters worse, adolescence is another critical time in brain development, and today's middle and high schools are high-pressure, anxiety-inducing environments. Secondary students who don't know how to channel and regulate emotions often internalize them, ultimately lashing out. Secondary students, too, need supportive, safe, and connected environments where they can freely express their emotions and learn to manage them. If you work with middle or high school students, join this session to learn how to build a safe, connected community of learners.

*Facilitators may change without notice.*



## **2019 Breakout Session Topics and Descriptions** (continued)

### **Implementation/Administration**

#### **Transformational Change Framework: Implementation Strategies for Success**

*Presented by: Heidi White, Principal - Prairie Ridge Early Learning School, WI*

Track: Implementation/Administration

Transformational change requires a new mindset – not just a new way to do business, but a new way of thinking. Join this session to be inspired by the transformational journey of Prairie Ridge Early Learning School. Learn how they infused Conscious Discipline within the PBIS framework and how they restructured Behavior Information Reports to focus on teaching the missing skill(s). Participants will leave this session with an outline for implementation strategies in year 1, year 2, and year 3.

#### **Creating a School Family Culture with Your Staff**

*Presented by: Heidi White, Principal - Prairie Ridge Early Learning School, WI*

Track: Implementation/Administration

Implementation of Conscious Discipline is most successful when the administration leads the way by making small but significant changes that focus on implementing Conscious Discipline with the adults on campus first. Once the adults have experienced the power of Conscious Discipline, they are likely to take this experience back to the classroom. Participants will leave this session with an understanding of the Conscious Discipline Action Team (CDAT), an outline to support professional development throughout the school year, and a Brain Smart Start for a staff meeting.

#### **Transformational Change: A Look at District-Wide Implementation**

*Presented by: Megan Duplain, Director of Student Services, Litchfield Elementary School District, AZ*

Track: Implementation/Administration

The Litchfield Elementary School District consists of 9 K-5th Schools, 4 6th-8th Schools, 2 K-8th Schools and an Alternative School. All 16 schools are implementing Conscious Discipline! Join this session to be inspired by this transformational journey. Participants will leave with practical ideas of how to successfully launch and nurture large implementation initiatives.

#### **District-Wide Transformational Planning**

*Presented by: Megan Duplain, Director of Student Services, Litchfield Elementary School District, AZ*

Track: Implementation

Transformational change requires a new mindset, yet we also know that you can't make people change. How do you honor the flexibility of a transformational process yet provide structure to keep staff accountable to the initiative of change? Join this session to learn from the successes and challenges of the Litchfield Elementary School District as they introduced and implemented Conscious Discipline district-wide. Participants will leave this session with practical strategies for implementation in year 1, year 2, and year 3.

*Facilitators may change without notice.*