



**ConsciousDiscipline®**

## **Conscious Discipline® Infants/Toddlers Implementation Plan**

These guides are just the beginning of your journey with Conscious Discipline. For more in-depth training and support call 800.842.2846 or learn more at [ConsciousDiscipline.com](http://ConsciousDiscipline.com).

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# Conscious Discipline Implementation Plan

## Personal Plan: Begin with what was most meaningful to you

- 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.
- “Kareem 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.
- Create a 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.







Safety

# 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

- Where do you experience chaos? Think in terms of parents, children and staff.
- 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.

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

## Transition Routine

- How do you help children move from one place/activity to another?
- 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.

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



## Diapering / Bathroom Routine

- What is posted in the bathroom to communicate the expected diapering/bathroom routine?
- What do the children do while waiting for their turn or waiting for help?
- How will you help them be engaged while waiting?
- 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.

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- When will you create the schedule?\_\_\_\_\_ Who will take the pictures?\_\_\_\_\_
- Make sure you include an I Love You Ritual choice. How will you do this?

## Dismissal Routine

- How do you maintain a healthy brain state as you prepare children to leave? Especially the children who stay to the very end. How will you help them?
- 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.

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- When will you create the schedule?\_\_\_\_\_ Who will take the pictures?\_\_\_\_\_
- How will the parents learn about this information?



# Brain Smart Start

- How will you unite yourself, class, parents and staff?

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

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

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

- How will you help yourself, class, parents and staff disengage stress?

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

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

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

After Centers and Recess: \_\_\_\_\_

- How will you connect with staff, children and parents?

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

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

With a Difficult Child: \_\_\_\_\_

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

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# Jobs

## List of Jobs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

- How will you setup your jobs with two and three-year-olds?

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- How will you teach the jobs?

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- How will you display the jobs?

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- How will you change/rotate the jobs?

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# Rituals to Create

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

Ritual	Supplies Needed	Month to Implement
Safekeeper Ritual		
Greeting for Parents / Staff / Children		
Absent Child, Staff, Parent		
Wish Well Family and Child		
Welcome Back		
New / Moving Child		
Diapering / Bathroom		
End of the Year / Room Change		
Goodbye Ritual		



# I Love You Rituals

Ritual	Month to Implement	CAF to Implement	Places of Implementation	Classmade Book for 2-3 year olds for parents
Wonderful Woman				
Peter, Peter				
Georgie Porgie				
Twinkle Twinkle				

- How will you coordinate Baby Doll Circle Time with one on one I Love You Rituals for each and every child?

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**Classmade Books:** After looking at books throughout the week, which classmade books do you see as essential for you the first year? (Pick three)



# Baby Doll Circle Time

- How will you begin Baby Doll Circle Time?

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- When will you do it?

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- How will you assign and coordinate Baby Doll Circle Time with one on one activities for children?

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- How will you track this in order to ensure all children create a healthy bond?

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**Problem-Solving**

# Skills

Skills	Supplies Necessary / Staff Signals	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 • Tantrums		
<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>Choices:</b> “You have a choice. You may ____ or ____. What is your choice?”		
<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, staff meetings		

