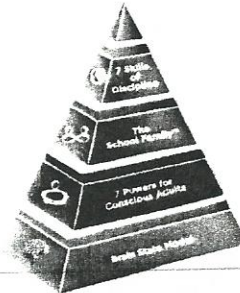


Booth #940

Aggression, Tantrums and Defiance: Significantly Reduce All Three With the Skill of Self-Regulation

Presented by Dr. Becky Bailey and Lety Valero

Conscious Discipline® is an evidence-based, comprehensive self-regulation program that combines classroom management with social emotional learning. Based on current brain research, Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.



"Anger Got Ahold of Me"

The Five Steps to Self-Regulation

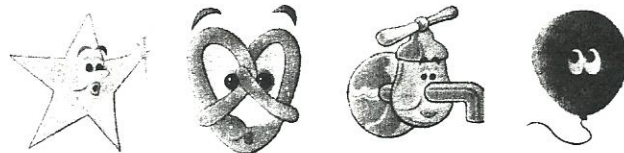
Step 1:
I Am

Child is triggered into a state of upset. Emotions biochemically overtake us and we become them. "I am angry."



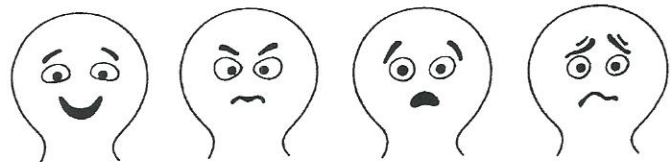
Step 2:
I Calm

Children need assistance in turning off the stress response in their body and calming down their physiology. Begin to move from "I am angry" to "I feel angry."



Step 3:
I Feel

Children need assistance in naming and taming the feelings that have overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.



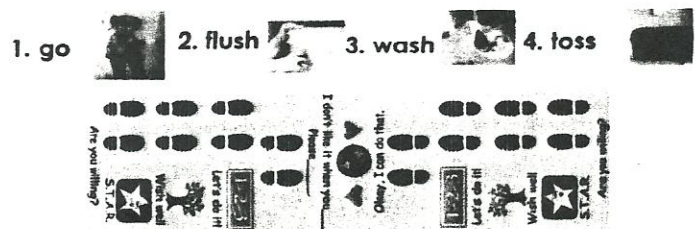
Step 4:
I Choose

Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities/work.

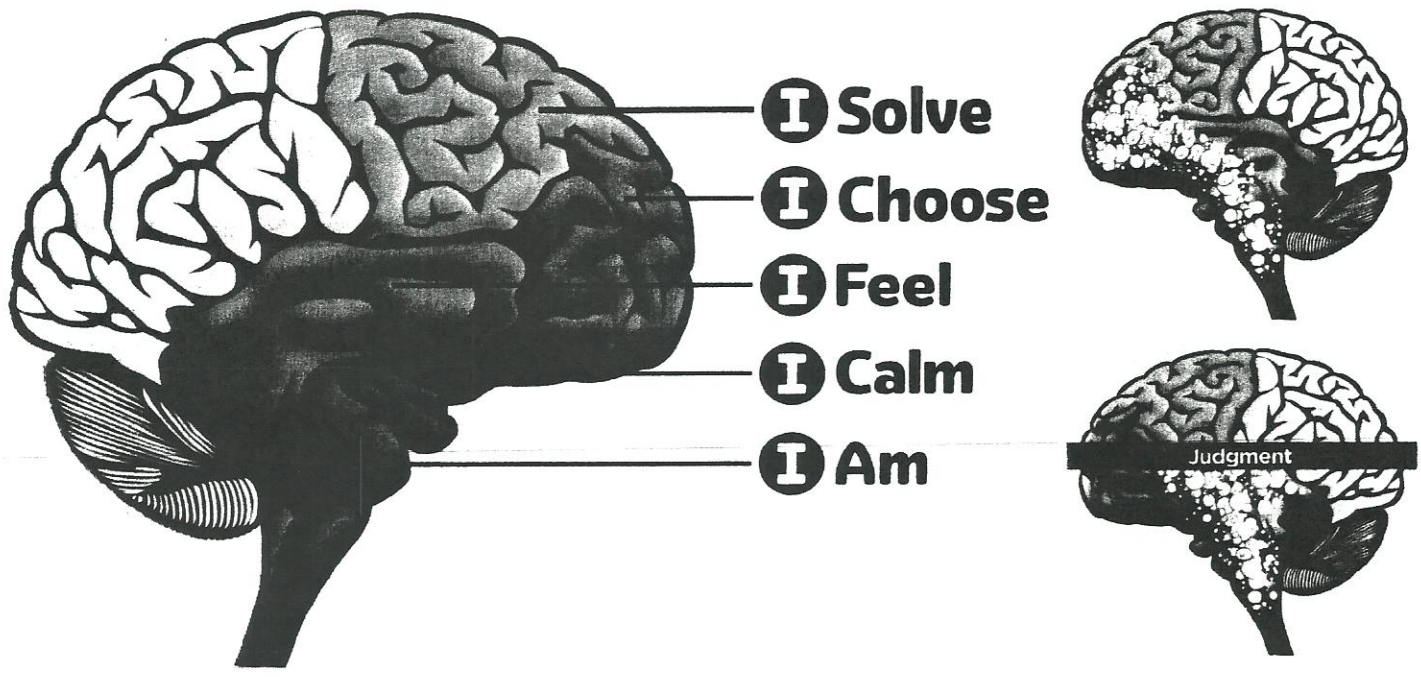


Step 5:
I Solve

Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.



Self-Regulation and the Brain: How It Works



What Gets in Our Way: Unhealthy Styles

Adults' reactions to our upset early in life left us with two self-defeating beliefs:

1. We believe we cannot tolerate the uncomfortable sensations generated by different emotions.
2. We believe that the sensations will not pass and may last forever.

Style of Upbringing	Angry	Sad	Scared	Happy
Ignoring				
Dismissing				
Punishing				
Fixing / Saving				

Primary and Secondary Systems: Finding Our Emotional Guidance System (EGS)

Primary Emotions: Serve a survival function. Angry, sad, scared, happy
 Secondary Emotions: Have no healthy function. They cover up the primary emotions, making it impossible for our primary emotions to send us their messages or organize us for emotional wellbeing.

Messages of Feelings



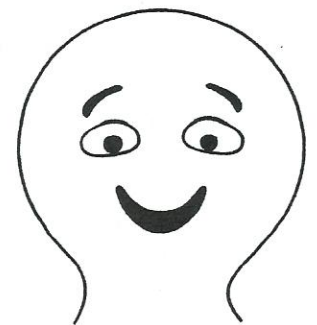
Angry
"Calm down
and change."



Sad
"Seek comfort from
those you love."



Scared
"Help me feel safe
and protected."



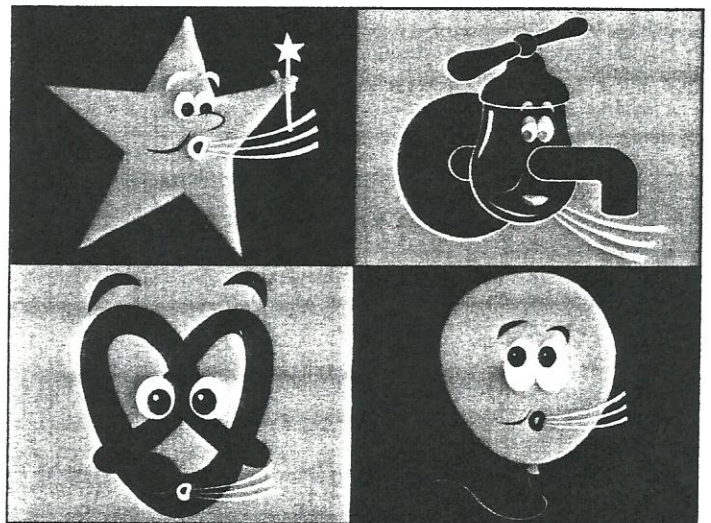
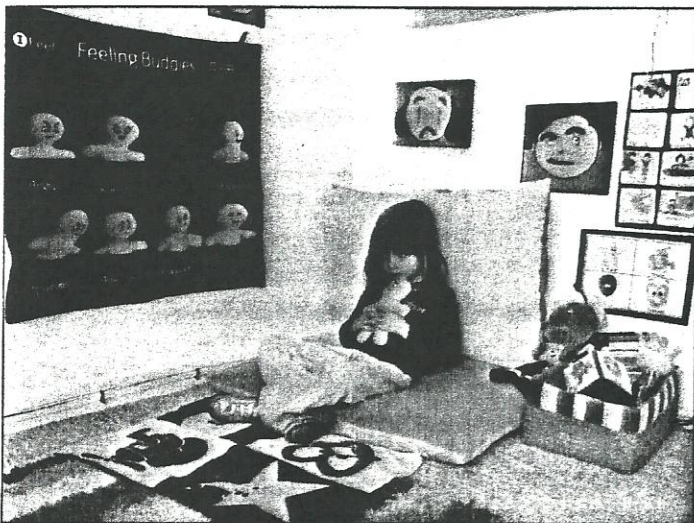
Happy
"I am love and so
are you."

Angry DNA = Offer a new perspective or skill.

Scared DNA = "I will keep you safe. You're safe. I'm here."

Sad DNA = "We will get through this together. You can handle this."

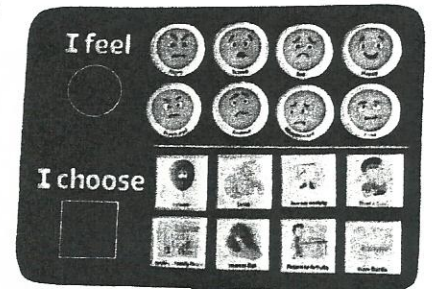
Happy DNA = "All is well. It's a beautiful thing."



The Safe Place

The Safe Place is the self-regulation center where children practice changing their internal state from upset to calm in order to maximize their learning potential. It consists of the following:

- Comfortable physical structure to sit on (beanbag, soft pillows).
- Visual display of calming icons: S.T.A.R., Drain, Pretzel or Balloon. (Download a poster for free at ConsciousDiscipline.com or purchase the I Calm: Safe Place Mat.)
- Feeling Buddies: To identify feelings and practice self-regulation.
- I Choose: Self-Control Board: To support children in regulating and changing their emotions.
- Books that support the active calming process: Class-made books or



I Am Angry -vs- I Feel Angry

- When an event triggers us, we experience a flood of physiological changes.
- We become the emotion, feeling completely out-of-control and powerless against it.
- We interpret life in a way that supports our perception and ignore all other information.
- We evaluate what is happening in a way that justifies and maintains our emotional state.



Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions in order to achieve a goal.

Without the ability to self-regulate, our emotions become out of control, our thoughts become unyielding and our behaviors sabotage life goals as we become hurtful to others and ourselves.

Unconscious	Conscious
I blame Look what you made me do.	I Am Triggered I am angry.
I demand/act out I demand the world go my way. Name calling, etc.	I Calm Breathing and noticing nonverbal cues.
I medicate I medicate the distressing sensations through addiction. Comfort food, etc.	I Feel Identify and name the feeling, shifting from "I am angry" to "I feel angry."
I bury I bury my feelings in a life story or life script, painting myself or others as villain or victim, and separating from others.	I Choose I relax, change my state and reframe the problem. I can see the situation differently by using positive intent.
I am stuck I am stuck in the problem, story or life script.	I Solve Win-win solutions are abundant.

Feelings Are Good Guys, Not Bad Guys

- Feelings are the bridge between problems and solutions. All conflict starts with upset. If you cannot manage the upset, solutions are not possible.



Feelings are the bridge between problems and solutions.

- Feelings integrate the body and readies it for action.
- Feelings provide signals to others - communication system.
- Feelings give us messages so we can return to higher a state of adaptability.

Defenses

(Story to support and maintain secondary feelings)

My partner left me because I was unlovable and worthless

My dad loved my sister more because she obeyed better

I lost the job because the boss treated me unfairly

A story from your life

Secondary Feelings

Feeling shame about feeling fear

Feeling sad about feeling sad

Feeling guilty about feeling angry

Feeling angry about feeling angry

Feeling angry about feeling sad

Feeling anxious about feeling scared

Primary Emotions

Angry

Sad

Scared

Happy

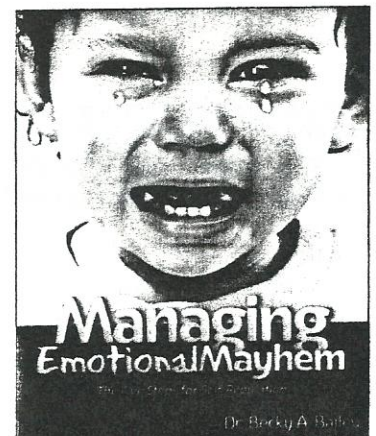
Foundational Experience

Love
Pleasant

Fear
Unpleasant

The DNA Process: Coaching Children

- D** = Describe the face, voice and body signals.
"Your face is going like this." (Demonstrate)
- N** = Name the feeling in a questioning tone.
"You seem/sound angry?"
- A** = Acknowledge the child's positive intent, desire and feeling message.
"You wanted (name desire)" or "You were hoping (name desire)."



commercial children's literature such as the Shubert books.

- Support visuals: Pictures of children demonstrating relaxation techniques, visual representations of the five-step self-regulation process.

Safe Place Teaching Steps:

- **I Am:** Teach children to take themselves to the Safe Place when triggered.
- **I Calm:** Choose one of the four strategies.
- **I Feel:** Name the feeling. "Your eyes are like this. Your mouth is going like this. You seem (name the feeling). Breathe with me. You can handle this."
- **I Choose:** Choose additional strategies to embrace the feeling and return to an optimal brain state.
- **I Solve:** Revisit the trigger that caused the upset and teach additional skills.