



Conscious Discipline for Parents: Helping Children Handle Big Feelings

Presented by Vicky Hepler, Conscious Discipline Master Instructor

Disengage Stress Through Breathing



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Commitment: Because a felt sense of safety begins with me, I am going to regulate myself first, so I can help others in moments of upset.

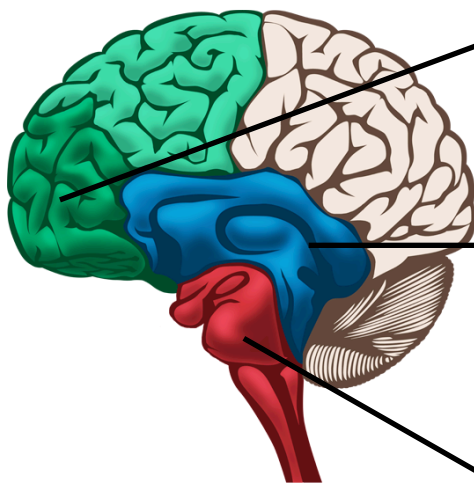
We all get upset. Your goal is regain self-control once you have become upset, before you deal with your children. You must discipline yourself first and your children second.

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State Unconsciously Dictates Behavior

- Shift from controlling others to learning how to control ourselves and connect with others.
- Conscious Discipline teaches and adults and children how to self-regulate.



Integrated, Executive State (Pre-frontal lobe):
CEO of the brain
Create options
Goal Achievement
Choice
Solution-Seeing

*You wanted _____.
You were hoping _____.*

What can I learn?
Skills:
Problem Solving
Decision Making

Emotional State (Limbic System):
Seek Pleasure
Avoid Pain
Memory
Attention
Motivation

*You seem _____?
Your body is telling me you might be feeling _____?*

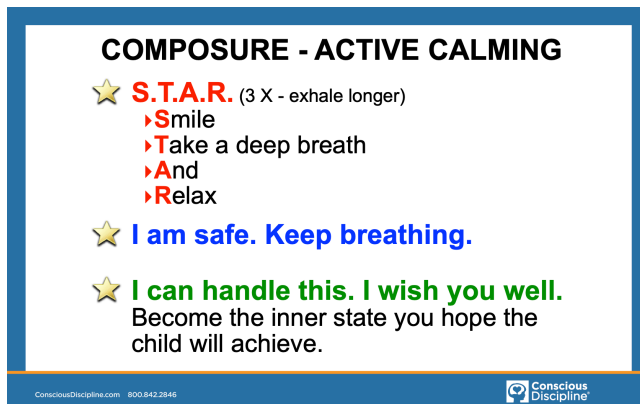
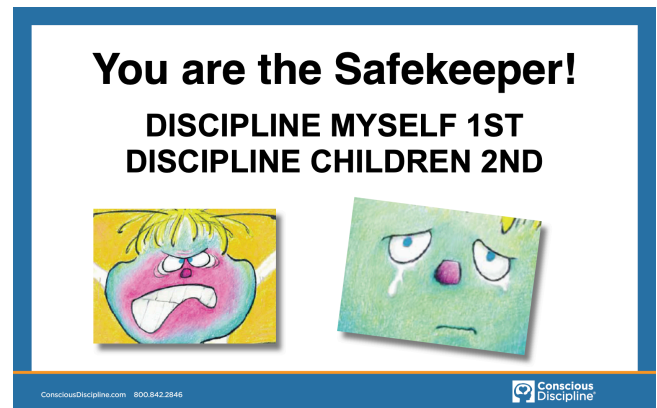
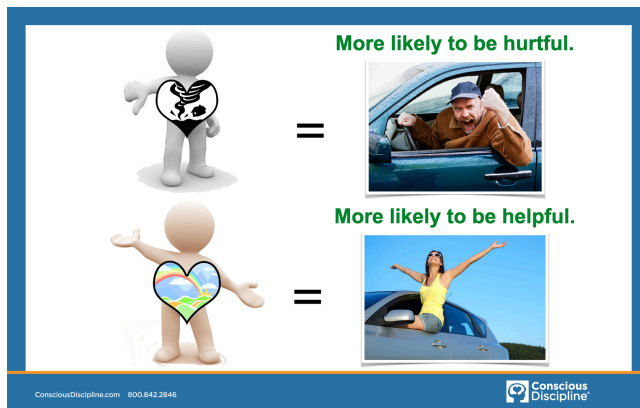
Am I Loved?
Skills: our CD rom
(verbal name calling, social exclusion, social aggression, blame, guilt, attention seeking, clingy and emotionally needy.

Survival State (Brain Stem)
Defend/Attack
Arousal

*Your arm is going like this...
Breathe with me.
You can handle this.*

Am I safe?
Skills: fight, flight, freeze or surrender

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Discussion Points: Brain State Model, Adult State Matters, Adult Composure

1. What stood out to you about the Brain State Model?
2. What has helped you regulate yourself in moments of upset? What is challenging about calming yourself first?
3. Have you had moments when you were a thermostat? Have you had moments you were a thermometer? What do you think made the difference?

Conscious Empathy

Based on Love. Involves listening while hold an image of the “upset person” as capable and competent to handle the emotions and the situation.

- Increases security (Reduces the fear of loss)
- Goes from worthy to worthy (To give love you must feel lovable)
- Acknowledge free will (people choose their thoughts, feelings and actions)
- Holds an image of “good enough”
- Relies on faith that all is well instead of worry

Conscious Discipline: Building Resilient Classrooms page 235

IMMATURE EMPATHY

1. Sharing similar experiences from your own life

- Triggers a story
- Removes person from their

experience

2. Gushing with empathy

- Caught their feelings
- We think it shows caring

3. Giving “fix-it” advice-unsolicited

- Solving problems without feeling
- Trying to “happy-up” others

4. Offering humor to lighten the situation

- Offers distraction instead of emotional

engagement

- Defense against connection

5. Reassuring

- Tells the person to not feel the way they do - “everything will be fine”

Discussion Points: Immature Empathy

1. Look over the immature empathy styles. Discuss the empathy styles you sometimes use.
2. Which one or two do you tend to use most frequently?
3. Has anyone ever offered you one these styles in a moment of upset? How was this for you?
4. How will awareness of empathy styles effect how you offer to empathy to others?

Traditional Discipline Models Explicitly or Implicitly Teach children one of the following:

1. They are responsible for the feelings of others.
2. They are told what they should be feeling.
3. Feelings are dangerous; they can and will hurt you.



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Conscious Discipline has two cornerstone beliefs that provide the basis for the 5-steps:

1. What you offer to others, you strengthen within yourself.
2. Whoever you believe to be in charge of your feelings, you have placed in charge of you.

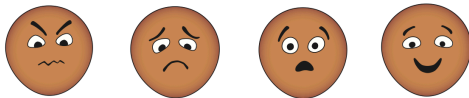


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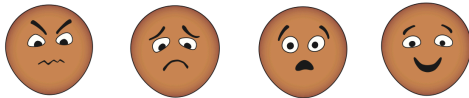
Discussion Points:

1. Take a moment to look over each table and reflect on your upbringing style, your style with yourself, your style with your children? What do you notice?
2. How will this information guide you as you coach others in moments of upset?



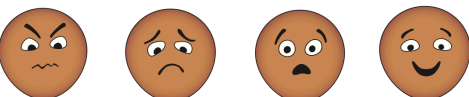
| Style of upbringing | Angry | Sad | Scared | Happy |
|---------------------|-------|-----|--------|-------|
| Ignoring | | | | |
| Dismissing | | | | |
| Punishing | | | | |
| Fixing/Saving | | | | |
| Coaching | | | | |

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| Style with self | Angry | Sad | Scared | Happy |
|-----------------|-------|-----|--------|-------|
| Ignoring | | | | |
| Dismissing | | | | |
| Punishing | | | | |
| Fixing/Saving | | | | |
| Coaching | | | | |

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| Style with children | Angry | Sad | Scared | Happy |
|---------------------|-------|-----|--------|-------|
| Ignoring | | | | |
| Dismissing | | | | |
| Punishing | | | | |
| Fixing/Saving | | | | |
| Coaching | | | | |

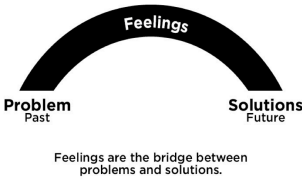
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The Five Steps to Self-Regulation


Allow our emotions to perform their **integrative** duties and become the bridge between problems and solutions.



Feelings are the bridge between problems and solutions.

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The Self-Regulation Success Cycle



Integrative process that comes about by allowing our unconscious emotions to become conscious feelings.

Handout page 2

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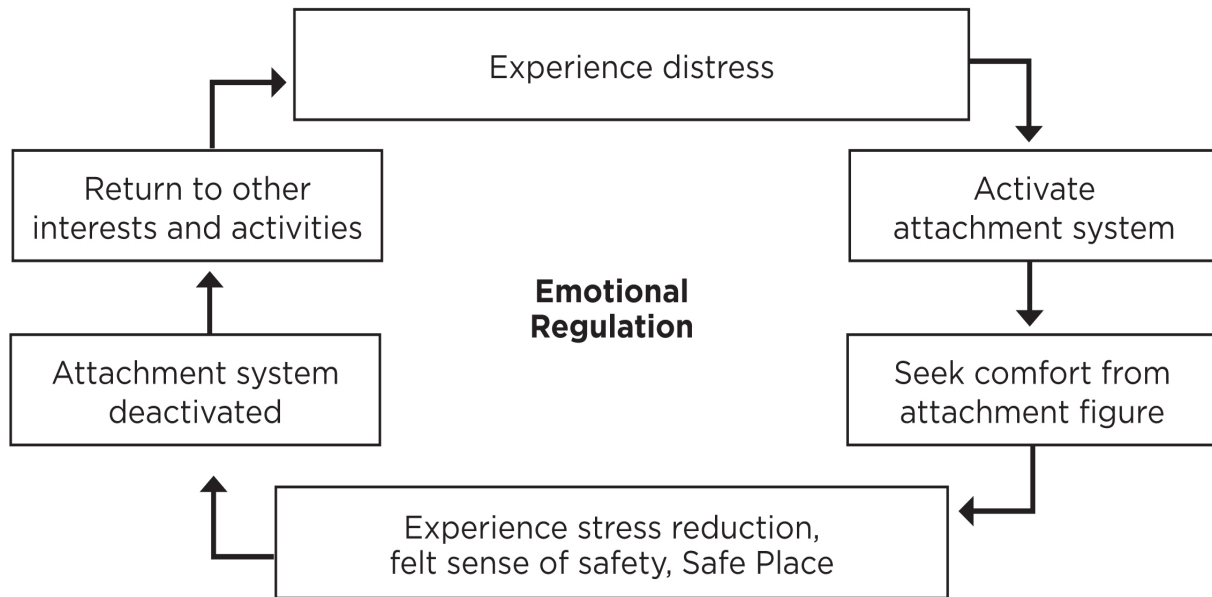
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Attachment System



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Attachment is the blueprint for all relationships and how we manage stress for the rest of our lives.



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ATTUNED ADULT RESPONSES

1. Are needed for a child's self-regulatory system to mature.
2. Helps the child create a momentary pause between the impulse and the action.
3. Over time, the child learns his feelings are manageable and tolerable.



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Being **ATTUNED** is the ability to consciously focus on the **internal state** of another.



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Key Phrases for Attunement

You wanted....

You were hoping...



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The TIME it takes...

Active Calming

You seem _____.

You wanted _____.
You were hoping _____.
When you want say/do thing _____.

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FOUR DISCIPLINE SKILLS

- ♥ **Become** - Active calming first.
- ♥ **See** - A survival state responds to NOTICING.
- ♥ **Feel** - An emotional state responds to EMPATHY.
- ♥ **Hear** - An integrated executive state is able to PROBLEM SOLVE.

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S.T.A.R – regulate your state

- D**escribe "Your ___ is going like this."
- N**ame **PAUSE:** With eye contact download "You seem ___."
- A**cknowledge "You wanted ___."
"You were hoping ___."

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- 1 **Am** → Emotions come into the body first. Teach children to recognize when they are triggered. Adult support: "Your ___ is going like this."
- 2 **Calm** → When you feel a big feeling, the first thing you do is take three big belly breaths. Support children by breathing and downloading calm.
- 3 **Feel** → Guide children to choose a buddy or name their feeling. Adult support: "You seem ___"
- 4 **Choose** → Adult guides child to choose what would help flip the feeling from upset to calm.
- 5 **Solve** → Adult helps teach the missing skill, child returns to routine/play or the child is able to manage the feeling.

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See Behavior Differently

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Reflection Activity

1. What is your biggest Ah-ha from this session?
2. What had an impact on you personally?
3. What changes are you likely to make after hearing this information?

