STATE DICTATES PERCEPTION

Perception dictates intent/action

Call for Help

Upsetting

Threatening

A balanced brain begins with safety

Children come to school asking three questions:
• Am I Safe?
• Am I Loved?
• What Can I Learn

We must discipline ourselves first, children second
Caring: Start your Wish Well program

The wish well ritual creates a coherent classroom. It involves creating a calm, loving internal state and then “sending” that feeling to others. Create a Wish Well tray and wish an absent child (and others) well by putting them in the School Family™ heart.

Sing, “We wish you well. We wish you well. All through the day today, we wish you well.”

When a child returns, ask, “You’ve been gone and you’ve been missed, where would you like your welcome back kiss?”

- Wish Well Board: Post wish well board where children can stick up wish well notes
- Wish well Leader: create a job for a child to lead wishing well
- Wish well Circle: Take time in the morning to share

Create a We Care Center

The We Care Center provides children with a symbolic way of expressing empathy for others. The symbolic form will vary depending on the age and literacy of the children.

- Read Shubert’s Helpful Day, and then have the children help create a We Care Bag. Teach them how to use it and assign a person to have the weekly job of “We Care Helper.”

Encouragement Skills

1. Noticing is the Key
   - Cooperation=Noticing
   - Competition=Judging
2. Effective Praise
   - You did it! Instead of Good Job
3. Noticing Helpful acts
   - You ___ so ___. That was helpful.
Contribution: Meaningful Jobs for All

Difficult situations tempt us to exclude and remove others. Meaningful jobs for all build connection & provide opportunities for every child to contribute. What you offer to others you strengthen in yourself! All jobs help children strengthen their skills. Below are some specific jobs that help challenging children develop their inner resources.

If a child...
Feels excluded: New child buddy
Is messy: Cubby checker
Is ill a great deal: Wish well person
Is distractible: Attention helper
Is passive: Line helper
Acts bossy: We care person
Acts impulsively: S.T.A.R.

Connection: The Key to Cooperation

Rituals create connection and connection is the key to creating the willingness to cooperate and solve problems. Every disconnected student provides the opportunity for many teaching moment for connection. The key is to see and seize these opportunities.

What rituals are you currently implementing?

1. Greeting
2. Absent Child/Wish Well
3. Testing
4. Celebrating
5. Connecting
6. Life Change
7. Kindness Recording
8. New or leaving student
School Family™ Structures: Put a check mark in the box in front of the structures you are already implementing and an X in the ones you will implement when you get back to work.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends &amp; Family Board</td>
<td>Create a board or book that contains pictures of students’ family and school staff</td>
</tr>
<tr>
<td>Wish Well Board</td>
<td>Wish well when a child is absent, worried about someone or something, having an upset moment, struggling with a skill or task, etc</td>
</tr>
<tr>
<td>We Care Center</td>
<td>Read Shubert’s Helpful Day. Brainstorm what to put in your “We Care” bag.</td>
</tr>
<tr>
<td>Kindness Tree</td>
<td>Helps shift our focus from what is wrong to what is right. In doing so, we shift our brain from the right hemisphere(pessimist) to left (optimist)</td>
</tr>
<tr>
<td>Celebration Station</td>
<td>Start with a focus on one child and then pull back to focus on everyone. Constantly send the message, “We are all in this together.”</td>
</tr>
</tbody>
</table>

Visit Shubert’s Interactive Classroom at www.consciousdiscipline.com/shuberts_classroom.asp