

HEAD START PERFORMANCE STANDARDS	ECEAP PERFORMANCE STANDARD	Washington Administrative Code (WAC)
1302.17 , 1302.46 , 1302.50	IC-9-13 , FEP-1 , 10	0330 , 0331 , 0335 , 0340 , 0490

PURPOSE

Conscious Discipline empowers us to be conscious of brain-body states in children and ourselves. It then provides us with the practical skills we need to manage our thoughts, feelings and actions. When adults self-regulate, we are then able to teach children to do the same. All children’s behavior has meaning and each behavior influenced by their individual development, environment, and the adults who care for them.

Conscious Discipline practices promote high quality early childhood education by creating opportunities to develop social-emotional learning. It is based on the following key components:

BRAIN STATE MODEL	SEVEN POWERS FOR CONSCIOUS ADULTS	CREATING THE FAMILY	SEVEN SKILLS OF DISCIPLINE
Understanding how internal emotional states dictate our behavior	Shift perception to see discipline encounters as opportunities to teach new skills	Building connections by creating a culture of compassion	Problem solving with social-emotional learning

Conscious Discipline is about **transformational change**. It asks adults to:

- See connection as the most powerful motivating force for achievement
- See children as capable of self-regulation instead of needing to be controlled
- See misbehavior as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption to learning
- See children as capable of self-regulation instead of needing to be controlled
- Understand that the only person we can truly make change is ourselves
- Understand that interdependence is the basis for problem-solving
- Understand that internal state dictates external behavior
- Understand that what you focus on, you get more of

PROCEDURE

Conscious Discipline is our program’s positive behavior guidance for how we support children and families and how we interact with children. Children learn, practice and apply skills for self-regulation and social-emotional competence. Conscious Discipline supports improving parent knowledge and skills, increase their ability to manage their own emotions and respond to their children’s behavior and emotions.

Positive Guidance Approach

All staff will use a positive guidance approach. This approach models the following behaviors:

- Building and maintaining **positive relationships** with children
- **Adapting** the environment, routine and activities to the individualized needs of the children
- Establishing and continuously reviewing **consistent, reasonable** and **predictable** expectations
- **Involving children** in defining simple, clear rules for the classroom and outside play area
- **Engaging in, observing, and supervising** children’s activities
- Establishing and posting a **predictable classroom schedule** that includes pictures that children can review

Conscious Discipline Policy and Procedure

- Using **effective transition methods** such as reminding children with environmental and verbal cues what will happen next and managing the appropriate length of transitions
- **Modeling** and **teaching social skills**, such as turn-taking, cooperation, waiting, treating others respectfully and conflict resolution
- **Modeling** and **teaching emotional skills**, such as identifying, recognizing and expressing feelings
- Giving directions and instructions and **offering replacement behaviors** that tell children what they can do.
- **Anticipating problems** and working as a team to develop plans to avoid them
- Remember: behavior that you focus on, you get more of
- Guiding a child to walk to a safe location by temporarily touching or holding
- Providing brief physical guidance, instructional prompting, physical support and comfort

Unacceptable Practices

Staff and volunteers **will not**:

- Use any form of corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child
- Compare children to one another, yell, shout, name call, shame, make derogatory remarks about a child or the child's family, or use language that threatens, humiliates or frightens a child
- Discuss concerns about a child in front of other children or adults that are not in that child's family.
- Use any closed or locked time-out room, children must never be left alone or unattended.
- Use or withhold outdoor time, food or liquids as punishment or reward
- Consistently use the words "Don't," "Stop, and/or "No" to direct children's behavior
- Use any physical restraint method that is injurious to a child
- Hold, grab or move a child in an aggressive manner to cause them to comply, including pulling a child's arm to get them to stand or forcing a child to hold an adult's hand
- Use full body holds, put legs over a child or force a child to stay on an adult's lap
- Use restraint as a method of punishment, discipline or to manage behavior
- Send children home from class because of behavior
- Expel children or suspend **for any reason**

Family Engagement

Staff must communicate with families about the expectations for their children while in the Early Learning setting and explain how the staff plans to support these expectations.

Communication with families about expectations must include the following topics:

- Consistent attendance
- Safe and punctual arrival and pick up
- Classroom and playground rules
- Developmentally appropriate expectations of social behaviors.

Physical Safety

Staff are expected to use positive guidance techniques to support limits and maintain safety.

- Use Active Supervision methods such as counting and zoning
- Recognize and respect each child's energy level, learning style, temperament, developmental ability and capacity
- Redirect children to appropriate activities that match the child's needs and preferences
- Assist children to solve interpersonal difficulties through peaceful negotiation

Conscious Discipline Implementation Practices

	Early Head Start Center Based	Preschool Center Based	Home Visiting
Greetings and Goodbye I Love You Rituals	<ul style="list-style-type: none"> Must occur daily at drop off and pick up with each child and family Must be the same every day Teams can decide what this ritual is 	<ul style="list-style-type: none"> Must occur daily at drop off and pick up with each child and family They must be the same every day Teams can decide what this ritual is 	<ul style="list-style-type: none"> Occurs at the beginning and end of each visit based on age of children Support families to develop their own rituals
Safe Place	<ul style="list-style-type: none"> Each classroom must provide a quiet place (<i>established with children</i>) and tools (<i>feelings buddies etc.</i>) for children to self-regulate 	<ul style="list-style-type: none"> Each classroom must provide a quiet place (<i>established with children</i>) and tools (<i>feelings buddies etc.</i>) for children to self-regulate 	<ul style="list-style-type: none"> Supporting families in knowledge around self-regulations, tools to support social emotional regulation
Job Board Jobs in Home	<ul style="list-style-type: none"> Provide children the opportunity to be significant contributors to school family Must occur daily and be inclusive and ensure all children have the opportunity to participate on a regular basis 	<ul style="list-style-type: none"> Provide children the opportunity to be significant contributors to school family Must occur daily and be inclusive and ensure all children have the opportunity to participate on a regular basis 	<ul style="list-style-type: none"> Support families to develop age appropriate daily activities that support children be significant contributors to family
Friends and Family Board Family Pictures	<ul style="list-style-type: none"> Display pictures of the school family and the extended family is a visual reminder of interconnection Pictures of all currently enrolled children and their families are represented on the classroom walls 	<ul style="list-style-type: none"> Display pictures of the school family and the extended family is a visual reminder of interconnection Pictures of all currently enrolled children and their families are represented on the classroom walls 	<ul style="list-style-type: none"> Staff will take and print pictures for families to have in their home
Brain Smart Start	<ul style="list-style-type: none"> De-stress, unite, connection, commitment Each staff person practices breathing exercises during class when children are present Opportunities will be provided throughout the day with children and will be individualized for age 	<ul style="list-style-type: none"> De-stress, unite, connection, commitment Integrating the emotional brain and the executive brain Must occur at the morning circle This could be different every day 	<ul style="list-style-type: none"> De-stress, unite, connection, commitment Staff start each visit with an age appropriate song/breathing exercise that the parent, child and staff can participate in

Alignments and Crosswalks

Conscious Discipline meets the required learning objectives and requirements. The alignments are listed below:

- [CSEFEL](#)
- [CLASS](#)
- [Creative Curriculum](#)
- [Head Start ELOF](#)
- [Parent, Family and Community Engagements](#)