

HEAD START PERFORMANCE STANDARDS	ECEAP PERFORMANCE STANDARD	Washington Administrative Code (WAC)
<a href="#">1302.17</a> , <a href="#">1302.46</a> , <a href="#">1302.50</a>	<a href="#">IC-9-13</a> , <a href="#">FEP-1</a> , <a href="#">10</a>	<a href="#">0330</a> , <a href="#">0331</a> , <a href="#">0335</a> , <a href="#">0340</a> , <a href="#">0490</a>

## 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 is 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:

<b>BRAIN STATE MODEL</b>	<b>SEVEN POWERS FOR CONSCIOUS ADULTS</b>	<b>CREATING THE FAMILY</b>	<b>SEVEN SKILLS OF DISCIPLINE</b>
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
- 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, increases 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 clear, simple 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

## Positive Guidance through Conscious Discipline 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, use sarcasm, 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 expectations for children and families 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 for classrooms and home visits
- Safe and punctual arrival and pick up in classrooms
- Classroom/Socialization and playground expectations
- 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 and families 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
<b>Greetings and Goodbye</b>	<ul style="list-style-type: none"> <li>Must occur daily at drop off and pick up with each child and family</li> </ul>	<ul style="list-style-type: none"> <li>Must occur daily at drop off and pick up with each child and family</li> </ul>	<ul style="list-style-type: none"> <li>Occurs at the beginning and end of each visit based on age of children</li> </ul>
<b>I Love You Rituals</b>	<ul style="list-style-type: none"> <li>Must occur during diapering/toileting with children</li> <li>Must occur every day</li> <li>Can be taught in large or small groups or done individually</li> </ul>	<ul style="list-style-type: none"> <li>Must occur every day</li> <li>Can be taught in large or small groups or done individually</li> </ul>	<ul style="list-style-type: none"> <li>Support families to develop their own rituals</li> </ul>
<b>Safe Place</b>	<ul style="list-style-type: none"> <li>Each classroom must provide a quiet place (<i>established with children</i>) and tools (<i>feelings buddies etc.</i>) for children to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>Each classroom must provide a quiet place (<i>established with children</i>) and tools (<i>feelings buddies etc.</i>) for children to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>Supporting families in knowledge around self-regulations, tools to support social emotional regulation</li> </ul>
<b>Job Board</b> <b>Jobs in Home</b>	<ul style="list-style-type: none"> <li>Provide children the opportunity to be significant contributors to school family</li> <li>Must occur daily and be inclusive and ensure all children have the opportunity to participate on a regular basis</li> <li>Posted at children's eye level and age appropriate</li> <li>Will be developed, posted and utilized within the first 30 days of class starting or a new program year</li> </ul>	<ul style="list-style-type: none"> <li>Provide children the opportunity to be significant contributors to school family</li> <li>Must occur daily and be inclusive and ensure all children have the opportunity to participate on a regular basis</li> <li>Posted at children's eye level and age appropriate</li> <li>Will be developed, posted and utilized within the first 30 days of class starting or a new program year</li> </ul>	<ul style="list-style-type: none"> <li>Support families to develop age appropriate daily activities that support children to be significant contributors to family</li> <li>Staff can support families in creating an individualized job board</li> </ul>
<b>Friends and Family Board</b> <b>Family Pictures</b>	<ul style="list-style-type: none"> <li>Display pictures of the school family and the extended family is a visual reminder of interconnection</li> <li>Pictures of all currently enrolled children and their families are represented on the classroom walls</li> <li>Will be posted within the first 30 days of class starting or a new program year</li> </ul>	<ul style="list-style-type: none"> <li>Display pictures of the school family and the extended family is a visual reminder of interconnection</li> <li>Pictures of all currently enrolled children and their families are represented on the classroom walls</li> <li>Will be posted within the first 30 days of class starting or a new program year</li> </ul>	<ul style="list-style-type: none"> <li>Staff will take and print pictures for families to have in their home</li> <li>Will be provided to families within the first 90 days of the first home visit</li> </ul>
<b>Brain Smart Start</b>	<ul style="list-style-type: none"> <li>De-stress, unite, connection, commitment</li> </ul>	<ul style="list-style-type: none"> <li>De-stress, unite, connection, commitment</li> </ul>	<ul style="list-style-type: none"> <li>De-stress, unite, connection, commitment</li> </ul>

## Positive Guidance through Conscious Discipline Procedure

	<ul style="list-style-type: none"> <li>Each staff person practices breathing exercises during class when children are present</li> <li>Opportunities will be provided throughout the day with children and will be individualized for age</li> <li>Will be included on the daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>Integrating the emotional brain and the executive brain</li> <li>Must occur at the morning circle</li> <li>This could be different every day</li> <li>Will be included on the daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>Staff start each visit with an age-appropriate song/breathing exercise that the parent, child and staff can participate</li> <li>Staff will utilize their baby to model practices</li> </ul>
<p><b>Center Based Lesson Plans</b></p> <p><b>Home Visiting plans</b></p>	<p>Staff will read a Sophie book weekly and document it on the lesson plan. Lesson plans must include one Conscious Discipline lesson and song per week and be in sequence until all units are complete. They must be:</p> <ul style="list-style-type: none"> <li>Completed in sequence according to the Baby Doll Circle Time Curriculum</li> <li>Documented on the “Weekly Planning Form” by unit and lesson number (<i>list from Baby Doll Circle Time Curriculum</i>)</li> <li>Completed in whole or small group to learn, practice, and reinforce skills</li> <li>Strategies are used daily</li> </ul>	<p>Starts the first day of class Lesson plans must include one Conscious Discipline lesson and song per week and be in sequence until all units are complete (minimum). They must be:</p> <ul style="list-style-type: none"> <li>Completed in sequence according to the Baby Doll Circle Time (<i>September through December</i>) and Feelings Buddies Self-Regulation Curriculum (<i>January through June</i>)</li> <li>Documented on the “Weekly Planning Form” by unit and lesson number (<i>list from Baby Doll Circle Time and Feelings Buddies teaching guide</i>)</li> <li>Completed in whole or small group to learn, practice, and reinforce skills</li> <li>Strategies are used daily</li> </ul>	<p>Embedded in weekly home visits scheduled throughout the year. Utilize Parent Education Curriculum Home Visit Section page 87-119 Staff will support the parent/child relationship by utilizing home environment, noticing and establishing routines.</p> <p>Session 1</p> <ul style="list-style-type: none"> <li>Topic-Composure</li> <li>Occurs September through November</li> </ul> <p>Session 2</p> <ul style="list-style-type: none"> <li>Topic-Encouragement</li> <li>Occurs December through February</li> </ul> <p>Session 3</p> <ul style="list-style-type: none"> <li>Topic-Positive Intent</li> <li>Occurs March through May</li> </ul> <p>Session 4</p> <ul style="list-style-type: none"> <li>Topic-Empathy</li> <li>Occurs June through August</li> </ul>

## Parent Education Curriculum

Early Learning will implement Conscious Discipline Parent Education Curriculum throughout the program in a variety of ways. Our objective is to strengthen the social emotional capacity of all families and build positive, safe trusting relationships.

Open House	Parent Nights	Home Visit	Mini Session
<ul style="list-style-type: none"> <li>EHS/HS/ECEAP Center Based Experience</li> <li>60 minutes</li> <li>See Open House Procedure for details</li> </ul>	<ul style="list-style-type: none"> <li>Program Wide Opportunity for Family Engagement</li> <li>60 minutes</li> <li>7 Family Nights aligned to the 7 skills.</li> <li>Make and Take Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Home Based sessions embedded within scheduled HV throughout the year. They will occur quarterly, see CD Implementation Practices</li> </ul>	<ul style="list-style-type: none"> <li>Socialization and Family Gatherings</li> <li>12 mini sessions embedded into scheduled events</li> <li>Make and Take Opportunities</li> <li>15–20-minute sessions</li> </ul>

## Mini Session Annual Calendar

Mini sessions are intended to enhance family implementation of CD and support new solutions to parenting challenges. In addition, they help to build the families support network and sense of community. There are 12 mini sessions available to access at any time.

Center Based Programs	Home Based Programs-Socializations
<ul style="list-style-type: none"> <li>Minimum of 6 throughout the year</li> <li>Starting no later than October</li> <li>First session must be <i>Scaffold Success with Visual Schedules</i></li> <li>After the first 1 session, each site can determine what additional 5 session topics support the individual needs of the child, family and site needs</li> <li>Options for delivery: Family Gathering, family social, additional gatherings</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 7 throughout the year</li> <li>Starting no later than October</li> <li>First session must be <i>Scaffold Success with Visual Schedules</i></li> <li>After the first 1 session it can determine what additional 6 session topics support the individual needs of the child, family and site needs</li> <li>Must be included on the agenda</li> </ul>

Mini Session	Topic Description
Scaffold Success with Visual Routines	How visual routines can support success at home
Build Your Own I Love You Ritual	Encouraging adults to connect authentically with their children
Strengthen Attachment with Baby Doll Family Time	Increasing one-on-one connects between adult and child
Encourage Children Effectively with Noticing	Focusing attention from what we don't want to what we do want
Plan Your Safe Place Self-Regulation Center	Learning how to create a safe place at home
Coach the Safe Place in Times of Calm and Upset	Learning how to use the safe place at home especially with children that have a difficult time calming
With Well to Help Ourselves and Others	Learning and creating wish well rituals at home
Help Kids Contribute with "Ways To Be Helpful"	Helping children learn how to be contributors at home
Decrease Power Struggles with Assertiveness Training	Increase adult consciousness about their tone when communicating with children

## Positive Guidance through Conscious Discipline Procedure

Celebrate with Togetherness Instead of Stickers and Stuff	Encourage adults to use intrinsic motivation instead of external rewards
Help Children Handle Big Emotions Through Empathy	Adults will learn how to use empathy to support children managing their emotions
Resolve Conflict with Problem Solving Language	Teach adults the language of conflict resolution so they can model for their children

### Alignments and Crosswalks

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

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