

COURSE TITLE: SELF AWARENESS & DISCIPLINE

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

WA CLOCK HRS: 30
OREGON PDUs: 30
PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Koleen McGuire
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COURSE DESCRIPTION:

Today's educators have been trained to teach opposition and defiant students by giving them rewards as they see them finally do the desired behavior. Studies show this is not working in most schools, and behaviors are escalating. The author of Conscious Discipline will give you the knowledge needed to understand why. The answers lie within our brains, which have three different states: The Survival State, Emotional State, and the Executive State. Educators can give students what they need by showing empathy and building a sense of community within the classroom. This course aims to provide educators with the tools they need to bring students closer to their full potential and remove the barriers that many of us face. Through reading several resources online and watching videos by Dr. Becky Bailey, you can implement this new approach into your classroom and enjoy the transformation of your students and self.

This course is appropriate for teachers k-12.

Text: Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management, by Becky Bailey

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Learned how to explain the different parts of the brain and how they work.
2. Gained an understanding of why using current discipline procedures doesn't give you the desired outcome.
3. Discovered the power of positive thinking.
4. Learned why keeping your composure as a teacher is critical.
5. Gained an understanding of how shifting from placing fear in students to love can bring out the desired behavior we all seek from our students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor

numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management, by Becky Bailey
Available on Amazon - used starting at \$7.52 or new for \$45.00

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduce Yourself

Introduce yourself and write about your current position. Include what challenges you're currently facing with your students and what your current discipline strategies are. (1-2 pages)

Assignment #2: Teaching About the Brain

Watch the YouTube video about how to use your hand to teach your students about the brain.

https://www.youtube.com/embed/O81uhCobl_A

Teaching in the classroom can be very stressful when you have a student whose amygdala has been hijacked. Knowing how to calm them down is always trying. If students understand their brains, they could know what is happening to them.

In 400-500 words, describe how you could teach about the brain using your hand. Include how the amygdala can hijack a student's brain, causing disruptive behaviors.

Assignment #3: Creating Connections

Read chapter 2 in Conscious Discipline 7 Powers & Skills.

As we get to know our students and their behaviors, some educators fail to understand what is going on internally with a child. Today's educators need to know what is happening to their students in all aspects of their life to understand their behaviors. If a student is struggling at home or hungry, they will struggle to learn.

In 400-500 words, describe what you can do as an educator to help students whose brains may be in survival or emotional state.

- Why is it so important not to focus on their behavior?
- How can we create connections, so all of our students feel welcome?

Assignment #4: Disciplinary Strategies Vs Conscious actions

Read the articles:

- Why Conscious Discipline Consequences Work and Punishments Don't.
<https://consciousdiscipline.com/why-conscious-discipline-consequences-work/>
- I Love You Rituals:
<https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/i-love-you-rituals/>
- Brain Smart Start:
<https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/brain-smart-start/>

Watch the video:

Creating a School Family Through Connection

<https://www.youtube.com/watch?v=UWWv0azMgMA>

<https://www.youtube.com/embed/UWWv0azMgMA>

In 400-500 words, write about how Disciplinary Strategies involving consequences don't work and why Conscious Discipline does.

From the articles you just read, take into consideration the following:

- The difference between disciplinary strategies versus conscious disciplinary actions.
- The four methods to maintain and gain composure under challenging situations.
- The role empathy plays in students' sense of well-being.
- The (D.N.A.) Describe Body, Notice Feelings, and Acknowledge Intent or Desire. (D.N.A.)

Assignment #5: Pushing Buttons

Keeping your composure in the classroom can be very difficult when you have a disruptive student. As you think about your classroom, do you struggle to remain calm at times?

- Read "The Skill of Composure."
<https://consciousdiscipline.com/a-heart-of-compassion/>
- Read Chapter 4 - Composure. This chapter goes through an activity on removing the buttons children push.

In 400-500 words, describe how you remain calm in your classroom and describe a time when you couldn't keep your composure.

- Would using the skills you read about have been beneficial at that moment?
- Do you currently use any of the composure strategies mentioned in the article?
- Discuss the five steps in delivering the two positive choices method.
- Why is it important to give students choices?

Assignment #6: 3 Different Brain States

As educators, we need our students to set goals and achieve success; however, getting there can be complicated. Today's children have many barriers that stop them from reaching their full potential. Dr. Bailey describes the three different states of the brain.

Watch the video "Wiring the Brain for Success."

<https://www.youtube.com/watch?v=cjVJV7G8x3s>

<https://www.youtube.com/embed/cjVJV7G8x3s>

In 400 - 500 words, describe each state.

- What state are we in when we are upset?
- What state are we in when we are not nurtured?
- ?How do we get to the state we need to be in to learn?

Assignment #7: Logical Consequences

Traditional consequences have been proven not to work, as it creates fear in children. Dr. Bailey teaches what is known as "Logical Consequences."

- Watch Dr. Bailey and dive into what she calls Logical Consequences.
<https://www.youtube.com/embed/KukQfLvgCk8>

In approximately 500 words, write about what Logical Consequences are and why they work. Include how you can implement this

strategy in your classroom.

Chapter 4 discusses how giving children choices when being redirected can help them feel like they're still in control of the situation.

In approximately 300-400 words, describe the five steps in delivering the two positive choice models Dr. Bailey came up with.

Assignment #8: From Fear to Love

Years ago, discipline created fear in children to get them to behave and do their school work. Research shows fear is not the way to get what educators need from their students, as this puts them in a survival state.

- Watch Dr. Bailey's advice on PBS-shifting from Fear to Love.
https://www.youtube.com/embed/k_qb6RvjhSw

In approximately 500 words, explain why her theory of this shift from fear to love creates a classroom where students want to do their work and behave for themselves and the teacher.

Assignment #9: Moments of Opportunity

Dr. Bailey believes if educators could teach her 7 skills of discipline, it would solve everyday behavior issues within the classroom. She also claims we can turn these disciplinary moments into an opportunity to teach.

In 400-500 words, describe two of the 7 skills.

- Describe each skill.
- Do you use this skill currently in your classroom?
- How can you implement these skills into your classroom?

Clock Hours, PDUs, CEUs, and Act 48 participants must complete Section C - The Integration Paper to be awarded hours for this course.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #10: (400 & 500 Level) Lesson Plan

Complete **one (1)** of the following options:

Option A)

- Adapt or create a lesson plan reflecting on what you've learned in this course.
- For guidance, please download [THI's lesson template](#).
- Implement your lessons with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson units to your instructor.
- Share what you've learned with other teachers taking our courses by checking the lesson library box when you submit your lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library](#) box.

OR

Option B)

Use this option if you do not have a classroom available.

- Adapt/create 2-3 lesson units reflecting on what you've learned in this course. (Do not implement it.)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students in the area of conscious discipline.
- Please refer to the [guidelines](#) for our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall, yvonne@hol.edu, THI blog curator.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor.

Assignment #11: Creating a Poster or Bibliography

Complete **one (1)** of the following options:

Option A)

Create a poster displaying the three brain states, The Survival State Emotional State and the Executive State. In a 3-4 page paper, explain how you will implement them in your classroom environment.

OR

Option B)

Create an annotated bibliography of five books or articles related to the subject of Conscious Discipline or any of the topics in the book. The annotation should include a minimum of 2-3 paragraphs with the title, author, publisher (or URL), length of the book or article, the new information you found there, if any, your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in relation to the subject of this course.

Assignment #12: (500 Level ONLY)

In addition to the 400 level) assignments, complete **two (2)** of the following
Choose two of the following assignments and post responses.

Having empathy for others is a huge factor when guiding our students on how to interact with each other. Chapter 6 just how important empathy can be when teaching our students. Pick two of the assignments from below.

Option A)

Children today need to be taught how to interact with each other. In 3-4 pages, write about the 5 principles and the 3 skills of Empathy that Dr. Bailey feels are so important.

OR

Option B)

Create a lesson plan that you can implement in your classroom, which helps students understand the power of empathy.

- For guidance, please download THI's [lesson template](#).
- Implement your lessons with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson units to your instructor.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option C)

Dr. Bailey believes that children develop empathy in different stages of their life. Describe in a 3-4 page paper each of the stages

children go through as they begin to understand how to interact with and care for others.

OR

Option D)

Create another assignment of your own design with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Koleen McGuire graduated with a master's degree from City University in 2009, and for the past 14 years has been working in the Puyallup School District as a school counselor. Five of those years she was the McKinney Vento Liaison for the Puyallup District and is very experienced with students who have experienced poverty, which most of the time can involve trauma as well. Before earning her master's, she worked in the Puyallup district as a paraeducator and is experienced in all areas of serving children. Having raised four boys and working in the district for many years, Koleen feels like it's her mission to create a safe, supportive learning environment for all students.

BIBLIOGRAPHY

SELF AWARENESS & DISCIPLINE

BOOK:

Bailey, Dr. Becky, 2001. Conscious Discipline 7 Basic Skills for Brain Smart Classroom Management. ISBN: 9781889609119. In Conscious Discipline 7 Basic Skills, you will learn a variety of ways to help manage your classroom and remain composed as you do. The book emphasizes the importance of building a family-like community within your classroom, where students feel a part of something. Dr. Bailey will help you raise those test scores and create a safe and happy classroom environment.

VIDEOS:

- Bailey, Dr. Becky. 2020. Dr. Becky Bailey Shows How To Demonstrate The Brain Hand.https://www.youtube.com/watch?v=O81uhCobl_A&feature=youtu.be
- CapRegionBOCES. 2019. Creating a School Family Through Connection <https://www.youtube.com/watch?v=UWWv0azMgMA>
- Bailey, Dr. Becky. 2012. Wiring the Brain for Success. <https://www.youtube.com/watch?v=cjVJV7G8x3s>
- Bailey, Dr. Becky. 2012. Using Logical Consequences- Conscious Discipline Skills. <https://www.youtube.com/watch?v=KukQfLvgCk8>
- Bailey, Dr. Becky. 2023. Shifting from Fear to Love. https://www.youtube.com/watch?v=k_qb6RvjhSw

ARTICLES:

Bailey, Dr. Becky. 2023. Why Conscious Discipline Consequences Work and Punishments Don't. This article will help you explore the reasons why traditional consequences don't work because it created fear in the child. Learn new consequences to

bring you closer to the desired behavior.

<https://consciousdiscipline.com/why-conscious-discipline-consequences-work/>

Bailey, Dr. Becky, 2023. I Love You Rituals. Activities that will help build connections in your classroom, which in turn will build self-esteem.

<https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/i-love-you-rituals/>

Bailey, Dr. Becky. 2023. Brain Smart Start. This article combines activities to demonstrate ways to help your kids connect, destress, and learn to think positively.

<https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/brain-smart-start/>

Bailey, Dr. Becky 2020. The Skill of Composure.

<http://fpwds.com/wp-content/uploads/sites/2/2013/08/g67001t2qe7yq6zy.pdf>