



Conscious Discipline®

Elevate 2023 Session Guide



Session A: Thursday, October 12 from 5:00 - 6:30 PM	Presenter	Audience
Using Visuals to Support Infants and Toddlers	Angela Fraley	Infant/Toddler
Building a School Family in PreK	Tabbi Price	PreK
Using a M.A.P. and Visuals for Safety and Success in PreK	Hillary Spratlin	PreK
Building a School Family in Elementary	Jennie Gries	Elementary, Administration
Creating Buy-In with Older Kids and their Teachers	Becky Junge	Elementary, Middle
Creating a School Family Culture with K-8 Staff	Amy Niemeier	Administration
Creating a School Family Culture with Early Childhood Staff	Beth Schendel	Early Childhood, Administration
Creating a School Family and the Use of Conscious Discipline in After-School Programs	Tym Smith	Early Childhood, Specialty: After School
Re-imagining ISS with a C.A.R.E. Room: Supporting Self-Regulation through Conscious Discipline and the Arts	Rob Leytham	Elementary
Conscious Discipline for Every Learner: Teaching Young Children with Special Needs	Lynn Young	Early Childhood, Neurodiversity, Specialty: Special Needs

Session B: Friday, October 13 from 10:30 AM - noon	Presenter	Audience
Problem-Solving: Teaching Toddlers Social Skills	Angela Fraley	Infant/Toddler
Finding Positive Intent for Behaviors that Activate Fear and Anxiety for Adults	Lynn Young & Tabbi Price	All Audiences
Creating a Safe Place: Teaching Self-Regulation and the Feeling Buddies in PreK	Hillary Spratlin	PreK
“We Are All In This Together”: Supporting Executive Function Skills	Jennie Gries	Elementary
Creating a Safe Place for Self-Regulation with Elementary Students	Becky Junge	Elementary
Starting from the Bottom: A Title I School’s Journey with Conscious Discipline Implementation	Erica Reynolds & Vernisha Howard	Elementary, Middle
Transformational Change Framework: Implementation Strategies for Success	Diane Phelan	Administration
Coaching and the Brain: Building Self-Reflective Educators	Kim Jackson	Administration, Specialty: Coaching
Are Your Leadership Skills Helpful or Hurtful: Seeking Positive Intent In Your Staff	Yvonne Watkins	Early Childhood, PreK, Infant/Toddler, Administration
Connect with Students Who Are Relationship Resistant by Shifting Your Mindset	Brooke Haberle & Cheryl Cotter	Elementary, Middle, Neurodiversity

Session C: Friday, October 13 from 1:30 - 3:00 PM	Presenter	Audience
Baby Doll Circle Time: Attune & Play	Becky Hobbs	Infant/Toddler, PreK, Early Childhood
The Head Start Backpack Project	Amy Brackenhoff	Early Childhood, Specialty: Parent Education
Conscious Environments	Heather Celio	Infant/Toddler, PreK, Neurodiversity, Specialty: After School, Specialty: Special Education
Using a M.A.P. and Visuals for Safety and Success in Elementary	Rachel Frasier	Elementary
Instructional Rounds: Empowering Teachers to Spread the Fire Faster	Katie Ahearn	Elementary
Creating a Conscious Discipline Action Team (CDAT) that Drives Implementation	Amy Niemeier	Administration
Conscious Discipline in Middle Schools	Tracy Skripka	Middle
Coaching Bootcamp: Strengthen your Conscious Discipline Skills to Support Staff	Jenny Spencer	Administration, Specialty: Coaching
Supporting Children's Potty Learning	Joan Morgenstern	Infant/Toddler, Specialty: Parents
Conscious Discipline for Every Learner: Teaching Older Children with Neurodiversity	Brooke Haberle & Cheryl Cotter	Elementary, Middle, Neurodiversity, All Interested

Session D: Saturday, October 14 from 10:00 - 11:30 AM	Presenter	Audience
Connect Your Way Through the Day with I Love You Rituals	Becky Hobbs	Infant/Toddler, PreK, Early Childhood
Brain Smart Starts: Focusing the Brain for Learning	Amy Brackenhoff	Early Childhood, PreK
Conflict Resolution: Use Your Big Voice in PreK	Heather Celio	PreK
Conflict Resolution: Your Big Voice and Tattling as a Teaching Tool in Elementary	Rachel Frasier	Elementary
Self-Care the Conscious Discipline Way	Katie Ahearn	All Audiences
Integrating Conscious Discipline with RTI/MTSS	Amy Niemeier	Administration, Elementary, All Interested
Social Emotional Lessons Using Conscious Discipline Skills	Tracy Skripka	Elementary, Middle
Reducing Staff Turnover with Conscious Discipline	Tym Smith	Early Childhood, Administration
Cultural Responsiveness and Conscious Discipline: The Dynamic Duo	Dr. Valerie Parker	All Audiences
But I Never Liked Group Projects! Supporting Adult Assertiveness and Solving Conflict with Staff	Beth Schendel	Administration



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Elevate 2023 Session Descriptions



<p>Social-Emotional Lessons Using Conscious Discipline Skills: Discover how to incorporate Conscious Discipline into your social-emotional lessons in ways that are both easy and practical. This session utilizes a Texas school's real-world challenges and successes as a starting point to walk you through teaching the Seven Skills of Discipline to students. Explore the difference Conscious Discipline makes in the lives of students and staff, and learn how to design meaningful lessons for your own classroom or school.</p>	<p>Tracy Skripka</p>	<p>Elementary Middle</p>
<p>Supporting Children's Potty Learning: Discover a developmentally appropriate, Conscious Discipline-compatible approach to toileting. This session will offer a step-by-step progression in which children learn to listen to their bodies, adults learn to attune with the child's temperament and needs, and the process itself strengthens relationships, trust and confidence. Lose the stickers and cajoling and gain an approach that empowers children during one of their earliest experiences in responsible for their bodies.</p>	<p>Joan Morgenstern</p>	<p>Infant/Toddler Specialty: Parents</p>
<p>Starting from the Bottom: A Title I School's Journey with Conscious Discipline Implementation: Explore the truth along the road to implementation, the challenges of sustainability and fidelity, and way it all came together for one Title 1 school. Participants will learn through an authentic lens and witness the positive impacts of creating a school environment that's emotionally safe, positively impacts school culture and unity, and promotes student achievement, wellbeing, and success. Participants will be inspired with ideas for implementation and the courage to begin or further implementation within their school.</p>	<p>Erica Reynolds and Vernisha Howard</p>	<p>Elementary Middle</p>
<p>Reimagining ISS with a C.A.R.E. Room: Supporting Self-Regulation through Conscious Discipline and the Arts. Uncover the healing power of a <u>C</u>alming <u>A</u>nd <u>R</u>ecovery <u>E</u>nvironment (C.A.R.E.) when implemented with a focus on the Arts. This session focuses on development of self-regulation within the C.A.R.E room setting using hands-on, rhythmic games to establish mindfulness practices and active calming strategies. Three distinct segments teach you how a C.A.R.E Room is run, how the brain positively responds to rhythm and art in a way that encourages self-regulation, and how to add rhythmic games to your curriculum as Brain Smart Starts and Brain Breaks in various educational settings. It all starts with the Arts, in the C.A.R.E. room!</p>	<p>Rob Leytham</p>	<p>Elementary</p>

<p>“We Are All In This Together”: Supporting Executive Function Skills: Establish an understanding of Executive Skills and why they are critical for students’ social, emotional and academic success. Then learn how to provide scaffolding and support for these essential skills. Discover how to create safety and connection among students who are struggling with academic or behavioral issues, and encourage collaborative problem-solving to increase success. From attention and time management, to impulse control and emotional regulation, this session provides you with the tools necessary to meet students exactly where they are and empower them to initiate, prioritize and achieve their goals with your help. We are all in this together!</p>	<p>Jennie Gries</p>	<p>Elementary</p>
<p>Cultural Responsiveness and Conscious Discipline: The Dynamic Duo: Culturally responsive education utilizes students’ customs, experiences and perspectives to improve classroom instruction. Learn to incorporate students’ cultures into your Conscious Discipline practice to build authentic relationships and engage students in meaningful ways.</p>	<p>Dr. Valerie Parker</p>	<p>All Audiences</p>
<p>Creating Buy-In with Older Kids and Their Teachers: Conscious Discipline’s powers and practices are not only beneficial for younger children. This session will be broken into segments to address strategies for School Family implementation in the Upper Elementary classrooms and how School Family structures can be integrated into academic learning. You will be invited to join an active discussion on how teaching and implementing structures actually saves time and will be provided with examples of teaching the School Family structures (Safe Keeper, Time Machine, Safe Place, Wish Well, and more) through the use of picture books and literature integration.</p>	<p>Becky Junge</p>	<p>Elementary Middle</p>
<p>Conscious Environments: Successful classrooms are designed to provide a rich sensory diet and practical strategies that support a variety of developmental needs that set children (and staff) up for success. This session will help you develop a deeper understanding of why it is essential to create a classroom environment that supports Conscious Discipline and how to apply Conscious Discipline’s structures and implementation tools for optimal success. Explore examples of customized spaces to add to the classroom, the value of those spaces, the necessary materials to support them and how they provide the framework for your Conscious Discipline practice.</p>	<p>Heather Celio</p>	<p>Infant/Toddler PreK Neurodiversity Specialty: After School Specialty: Special Education</p>
<p>Brain Smart Starts: Focusing the Brain for Learning: Our world sometimes seems designed to keep us scattered, stressed and unfocused. Learn how to unite, calm, focus and engage in ways that transform your classroom into a space for optimal brain development! In this session, you will explore the hows and whys of utilizing a Brain Smart Start as an effective way for adults and students to self-regulate. Return to your classroom with a clear understanding and ample resources to implement this change.</p>	<p>Amy Brackenhoff</p>	<p>Early Childhood PreK</p>
<p>Creating a School Family and the Use of Conscious Discipline in After-School Programs: Children who attend after-school programs often walk into these programs with a small window of tolerance after pushing through the stress of daily school life. Transform your program into a place for children to relax, feel safe and connect with peers. In this session, we will discuss techniques for creating a School Family in your after-school program, structures appropriate for the setting and stress-free ways these children can be of service to each other.</p>	<p>Tym Smith</p>	<p>Early Childhood Elementary Specialty: After-School</p>

<p>Are Your Leadership Skills Helpful or Hurtful: Seeking Positive Intent in Your Staff: Everybody must deal with stress in the workplace, some days more than others! Negativity can manifest when we choose to judge instead of notice and self-regulate. When we consciously choose to do it differently, we can create a more positive, uplifting work environment. Learn how to shift your leadership style by using the skills of Conscious Discipline—especially Positive Intent—and lead your school to new heights!</p>	<p>Yvonne Watkins</p>	<p>Early Childhood PreK Infant/Toddler Administration</p>
<p>Integrating Conscious Discipline with RTI/MTSS: Conscious Discipline is a natural fit for tiered approaches like RTI and MTSS. Conscious Discipline is typically seen as a Tier 1 approach to address the needs of all children. In this session, an experienced school administrator will share practical ideas and procedures for using Conscious Discipline to support Tier 2 and 3 children who struggle with success. Learn how administrators, teachers and support staff can use intensive and individualized practice of the powers, skills and structures of Conscious Discipline to ensure student achievement.</p>	<p>Amy Niemeier</p>	<p>Administration Elementary Middle</p>
<p>Connect Your Way Throughout the Day with I Love You Rituals: Classroom rituals cultivate connection, compassion, impulse control, willingness and wellness. Discover how to embed rituals into your daily routine to help adults practice the Power of Unity and the Skill of Encouragement, and enable children to practice vital social skills like appropriate touch, limit-setting and cooperation while developing brain-building connections with others. Participants will leave this session with a plan for introducing and weaving rituals throughout the daily routine.</p>	<p>Becky Hobbs</p>	<p>Infant/Toddler PreK Early Childhood</p>
<p>Building a School Family in PreK: School climate impacts all achievement! Create a compassionate School Family to ensure the optimal development of all its members. The School Family represents a fundamental shift in education and classroom management from “other”-control to intrinsic motivation. It systematically builds a positive school climate, increases teaching time, fosters academic success, eliminates bullying and decreases behavioral issues. In this session, you’ll learn how to create a School Family through routines, rituals and structures, and step into a world where intrinsic motivation, helpfulness, connection and success thrive!</p>	<p>Tabbi Price</p>	<p>PreK</p>
<p>The Head Start Backpack Project: Are you hoping the parents in your program will implement Conscious Discipline strategies at home? If the answer is “yes” this session is for you! We invest in teaching Conscious Discipline to our students at school; let’s also invest in teaching our parents this valuable information. This session will look at a lending library program that gives parents hands-on time with their children while focusing on the powers and skills of Conscious Discipline. Explore resources and practices that create connections for families with their children and with our classrooms.</p>	<p>Amy Brackenhoff</p>	<p>Early Childhood Specialty: Parent Education</p>
<p>Conflict Resolution: Use Your Big Voice in PreK: Conflicts, disobedience, crossed boundaries and disrespect happen in every classroom. Creating a School Family allows small interpersonal conflicts to occur so we can see and scaffold the development of missing social and emotional skills like assertiveness. Participants will leave this session with a plan for introducing and teaching children to use their assertive Big Voice and how to practice problem-solving with natural do-overs and the Time Machine.</p>	<p>Heather Celio</p>	<p>PreK</p>

<p>Creating a School Family Culture with Early Childhood Staff: Implementation is most successful when the administration leads the way by modeling the powers and skills, making small but significant changes and focusing on implementation with the adults first. Discover how to create fertile soil so Conscious Discipline can bloom! Once adults experience the power of Conscious Discipline, they are more willing to implement it in the classroom. Participants will leave this session with an understanding of the Conscious Discipline Action Team (CDAT), a year-long professional development outline, and ideas and strategies for building a School Family culture with staff.</p>	<p>Beth Schendel</p>	<p>Early Childhood Administration</p>
<p>Creating a School Family Culture with K-8 Staff: School climate impacts all achievement! Create a compassionate School Family to ensure the optimal development of all its members. The School Family represents a fundamental shift in education and classroom management from “other”-control to intrinsic motivation. It systematically builds a positive school climate, increases teaching time, fosters academic success, eliminates bullying and decreases behavioral issues. In this session, you’ll learn how to create a School Family through routines, rituals and structures, and step into a world where intrinsic motivation, helpfulness, connection and success thrive!</p>	<p>Amy Niemeier</p>	<p>Administration</p>
<p>Using Visuals to Support Infants and Toddlers: Children’s brains use images to govern behavior. Providing visuals that communicate our expectations increases the likelihood of success. Knowing what to do, when to do it and how to do it is essential for building a School Family. Discover how creating visuals helps adults practice the Power of Attention and the Skill of Assertiveness to create a sense of safety through predictability and consistency for the children in their care. Participants will learn how to implement a Brain Smart Start, and leave with a plan to create practical visuals that support children’s and parents’ success.</p>	<p>Angela Fraley</p>	<p>Infant/Toddler</p>
<p>Reducing Staff Turnover with Conscious Discipline: Turnover and retention continue to be a struggle in education. Studies show that 17% of employees quit after the first month, yet consistency in the classroom is critical to student success! Explore how to create onboarding plans that reduce turnover by supporting skills that help teachers remain composed and see conflict as an opportunity to teach from day one at the school so they will possess the grit, determination and skillsets needed when the world is not going their way. This session will also discuss ongoing strategies teachers can use to avoid burnout and increase retention using the Seven Skills of Conscious Adults.</p>	<p>Tym Smith</p>	<p>Early Childhood Elementary Administration</p>
<p>Connect with Students Who Are Relationship-Resistant by Shifting Your Mindset: Adult mindset has profound impact on student behavior. Cultivate healthier learning environments for all students—especially those who are reluctant to engage—when you shift your mindset to be connection-oriented. Participants will decode this shift by reflecting on and addressing potential negative perceptions and biases; experiencing practical and effective connection activities; gaining a better understanding of how the brain responds; focusing on secure attachment; discovering how to create a felt sense of safety; and learning how to cultivate authentic connections between students.</p>	<p>Brooke Haberle and Cheryl Cotter</p>	<p>Elementary Middle Neurodiversity</p>

<p>But I Never Liked Group Projects! Supporting Adult Assertiveness and Solving Conflict with Staff: Resolving social conflict isn't just a skill for students to learn; adults are still strengthening their skillsets, too! Adults tattle, experience power imbalances and miscommunicate. As we shift to a more conscious way of navigating conflict, it is essential that leaders offer compassionate support and skills scaffolding, especially with upset staff. Adults who experience healthy assertiveness are more likely to operate from an Executive State and show up ready to meet the many demands of our profession. Acquire practices, strategies and prompts to help you lead with the Skill of Assertiveness and the Power of Attention every day!</p>	<p>Beth Schendel</p>	<p>Administration</p>
<p>Building a School Family in Elementary: School climate impacts all achievement! Create a compassionate School Family to ensure the optimal development of all its members. The School Family represents a fundamental shift in education and classroom management from "other"-control to intrinsic motivation. It systematically builds a positive school climate, increases teaching time, fosters academic success, eliminates bullying and decreases behavioral issues. In this session, you'll learn how to create a School Family through routines, rituals and structures, and step into a world where intrinsic motivation, helpfulness, connection and success thrive!</p>	<p>Jennie Gries</p>	<p>Elementary Administration</p>
<p>Conflict Resolution: Your Big Voice and Tattling as a Teaching Tool in Elementary: Conflicts, disobedience, crossed boundaries and disrespect happen in every classroom. Teaching children to use their Big Voice via the Time Machine and seeing tattling as a teaching tool helps children change hurtful interactions into helpful exchanges, and empowers both teachers and students to practice the Skill of Assertiveness. When we see tattling in a new light, we can teach students critically important advocacy skills! Participants will leave this session with a plan for teaching an assertive Big Voice, practicing the Time Machine and empowering students.</p>	<p>Rachel Frasier</p>	<p>Elementary</p>
<p>Transformational Change Framework: Implementation Strategies for Success: Take a step-by-step journey through the strategies needed to bring schools, districts or programs to fidelity with Conscious Discipline. Enjoy a fun session full of ideas for creating a School Family with staff, building your Conscious Discipline Action Team (CDAT) and establishing a professional development calendar based on the needs of your program. Participants will leave with a professional development plan, strategies to evaluate your journey, clear next steps and rich connections with other participants. If you are filled with ideas and need a concrete plan to make them happen, this is your session!</p>	<p>Diane Phelan</p>	<p>Administration</p>
<p>Problem Solving: Teaching Toddlers Social Skills: Healthy attachment is essential for healthy development. For infants, our main discipline focus is building a secure attachment through attuned interactions using the D.N.A. process (Describe, Name, Acknowledge). Older infants and toddlers are impulsive, which often creates conflict as they begin to learn about boundaries and cause/effect. Teaching social skills and setting limits works better when we A.C.T.: Acknowledge the child's deepest desire and intent, Calm by breathing to slow down and Target two positive choices. Participants will leave this session with a deeper understanding of how to foster secure attachment with D.N.A. and A.C.T.</p>	<p>Angela Fraley</p>	<p>Infant/Toddler</p>

<p>Creating a Safe Place: Teaching Self-Regulation and the Feeling Buddies in PreK: Research shows self-regulation is the prerequisite skill needed to create safe, effective learning environments. The Safe Place is a learning center where children can go to change their inner state from upset to calm. Adults practice the Power of Perception and the Skill of Composure as they coach children in the Safe Place. Participants will leave this session with a basic design for a Safe Place and strategies for coaching children through the Five Steps of Self-Regulation, including use of the Feeling Buddies.</p>	<p>Hillary Spratlin</p>	<p>PreK</p>
<p>Conscious Discipline for Every Learner: Teaching Older Children with Neurodiversity: Conscious Discipline is helpful for all children and is essential to the success of those who are coping with developmental delays, autism spectrum disorder (ASD) and other challenges. Conscious Discipline creates a safe, connected environment in which children can successfully internalize new skills. Discover practical, effective adaptations for practicing Conscious Discipline in a classroom setting with children with special needs, and create an environment in which students and teachers alike will thrive.</p>	<p>Brooke Haberle and Cheryl Cotter</p>	<p>Elementary Middle Neurodiversity</p>
<p>Self-Care the Conscious Discipline Way: Our society is somewhat preoccupied with an indulgent self-care culture that keeps us in the lower centers of our brains. Go deeper with your self-care in this session that centers on a reflective journal with prompts and structures that support teachers in healthy, constructive self-care. The journal and session discussion will promote a healthy internal voice based on noticing and shifting thoughts, and implementing authentic structures that support thought transformation. Feel the difference a self-care practice that starts from the inside out can make!</p>	<p>Katie Ahearn</p>	<p>All Audiences</p>
<p>Instructional Rounds: Empowering Teachers to Spread the Fire Faster: Discover how to utilize instructional rounds to help teachers learn from each other and grow in community together. This fresh approach to instructional rounds solves the challenge of administrators and coaches who are spread thin in their coaching efforts. It also empowers teachers to support each other in meaningful ways, and creates an authentic celebration, connection and noticing ritual.</p>	<p>Katie Ahearn</p>	<p>Elementary</p>
<p>Finding Positive Intent for Behaviors that Activate Fear and Anxiety in Adults: Children often choose to take risks that, as adults, we consider unsafe— like jumping off playground equipment, climbing a wall or general roughhousing. We are the Safekeepers for the children in our care, yet sometimes our own fear and anxiety keeps children from meeting their developmental need for healthy limit-testing and risk-taking. Explore how to activate your positive intent with reflective questions and real-life ideas that allow kids to take risks in ways that meet their developmental needs while allowing you to continue to keep them safe.</p>	<p>Lynn Young and Tabbi Price</p>	<p>All Audiences</p>
<p>Using a M.A.P. and Visuals for Safety and Success in PreK: Children’s brains use images to govern behavior. Providing visuals that communicate our expectations increases the likelihood of success. Knowing what to do, when to do it and how to do it is essential for building a School Family. Discover how creating visuals helps adults practice the Power of Attention and the Skill of Assertiveness to create a sense of safety through predictability and consistency for the children in their care. Participants will also learn how to M.A.P.: Model, Add visuals and Practice routines and behavior expectations, and apply this process to teaching the Brain Smart Start routine that’s designed to maintain optimal learning states during transitions.</p>	<p>Hillary Spratlin</p>	<p>PreK Early Childhood</p>

<p>Using a M.A.P. and Visuals for Safety and Success in Elementary: Children’s brains use images to govern behavior. Providing visuals that communicate our expectations increases the likelihood of success. Knowing what to do, when to do it and how to do it is essential for building a School Family. Discover how creating visuals helps adults practice the Power of Attention and the Skill of Assertiveness to create a sense of safety through predictability and consistency for the children in their care. Participants will also learn how to M.A.P.: Model, Add visuals and Practice routines and behavior expectations, and apply this process to teaching the Brain Smart Start routine that’s designed to maintain optimal learning states during transitions.</p>	<p>Rachel Frasier</p>	<p>Elementary</p>
<p>Conscious Discipline in Middle Schools: Secondary schools practicing Conscious Discipline provide students with the opportunity to learn self-regulation and other social, emotional and executive skills that empower them to succeed. Adolescence is a critical time in brain development, the upper grades are often high-pressure, anxiety-inducing environments, and although many believe secondary students should already “know better,” this is often far from the truth. Students require supportive, safe and connected environments where they can acquire the needed skillsets and learn to manage feelings. Discover how to implement the skills, powers and structures of Conscious Discipline to create a safe, connected community of learners in secondary school.</p>	<p>Tracy Skripka</p>	<p>Middle</p>
<p>Coaching Bootcamp: Strengthen Your Conscious Discipline Skills to Support Staff: Just as you go to the gym to build muscle and nurture your physical health, going to this session will help you build strength and nurture your staff as a coach or leader. We are going to pump some IRON with hands on activities offering practical application strategies that will help you integrate the Seven Skills in the social emotional health of yourself and your School Family.</p>	<p>Jenny Spencer</p>	<p>Administration, Specialty: Coaching</p>
<p>Creating a Safe Place for Self-Regulation with Elementary Students: Research shows self-regulation is the prerequisite skill needed to create safe, effective learning environments. The Safe Place is a learning center where children can go to change their inner state from upset to calm. Adults practice the Power of Perception and the Skill of Composure as they coach children in the Safe Place. Participants will leave this session with a basic design for a Safe Place and strategies for coaching children through the Five Steps of Self-Regulation.</p>	<p>Becky Junge</p>	<p>Elementary</p>
<p>Creating a Conscious Discipline Action Team (CDAT) that Drives Implementation: The goal of the CDAT is to create a core team of people who are willing to continue learning about Conscious Discipline and lead implementation in the school/center. The CDAT shares their own challenges, successes and experiences, offers ample encouragement, and supports staff in implementing Conscious Discipline to fidelity. Learn how to nurture and empower a CDAT that can drive successful and sustainable implementation within your school/ program.</p>	<p>Amy Niemeier</p>	<p>Administration</p>
<p>Baby Doll Circle Time: Attune and Play: It can be hard to find the one-on-one time necessary to create meaningful relationships in a group care setting, yet research shows optimal child development is dependent on healthy relationships with adults. Explore how implementing the Baby Doll Circle Time Curriculum can improve relationships between adults and children, reduce the stress of out-of-home care, wire the brain for optimal development, and help children develop healthy blueprints for self-regulation, relationships and sense of self. Boost your job satisfaction and ensure children thrive by learning how to implement this stress-reducing and giggle-inducing program!</p>	<p>Becky Hobbs</p>	<p>Infant/Toddler PreK Early Childhood</p>

<p>Conscious Discipline for Every Learner: Teaching Young Children with Special Needs: Conscious Discipline is helpful for all children and is essential to the success of those who are coping with developmental delays, autism spectrum disorder (ASD) and other challenges. Conscious Discipline creates a safe, connected environment in which children can successfully internalize new skills. Discover practical, effective adaptations for practicing Conscious Discipline in a classroom setting with young children with special needs and create an environment in which students and teachers alike will thrive.</p>	<p>Lynn Young</p>	<p>Early Childhood Neurodiversity Specialty: Special Needs</p>
<p>Coaching and the Brain: Building Self-Reflective Educators: Some teachers are resistant to coaching for fear of being evaluated, while others become dependent on the coach's expertise rather than developing their own reflective practice. Learn how to grow yourself as a reflective coach while helping teachers grow into more reflective practitioners. Refine your reflective questioning skills to help teachers formulate their own goals and commitments toward successful growth and explore a continuum of coaching that corresponds with the Conscious Discipline Brain State Model.</p>	<p>Kim Jackson</p>	<p>Administration Specialty: Coaching</p>