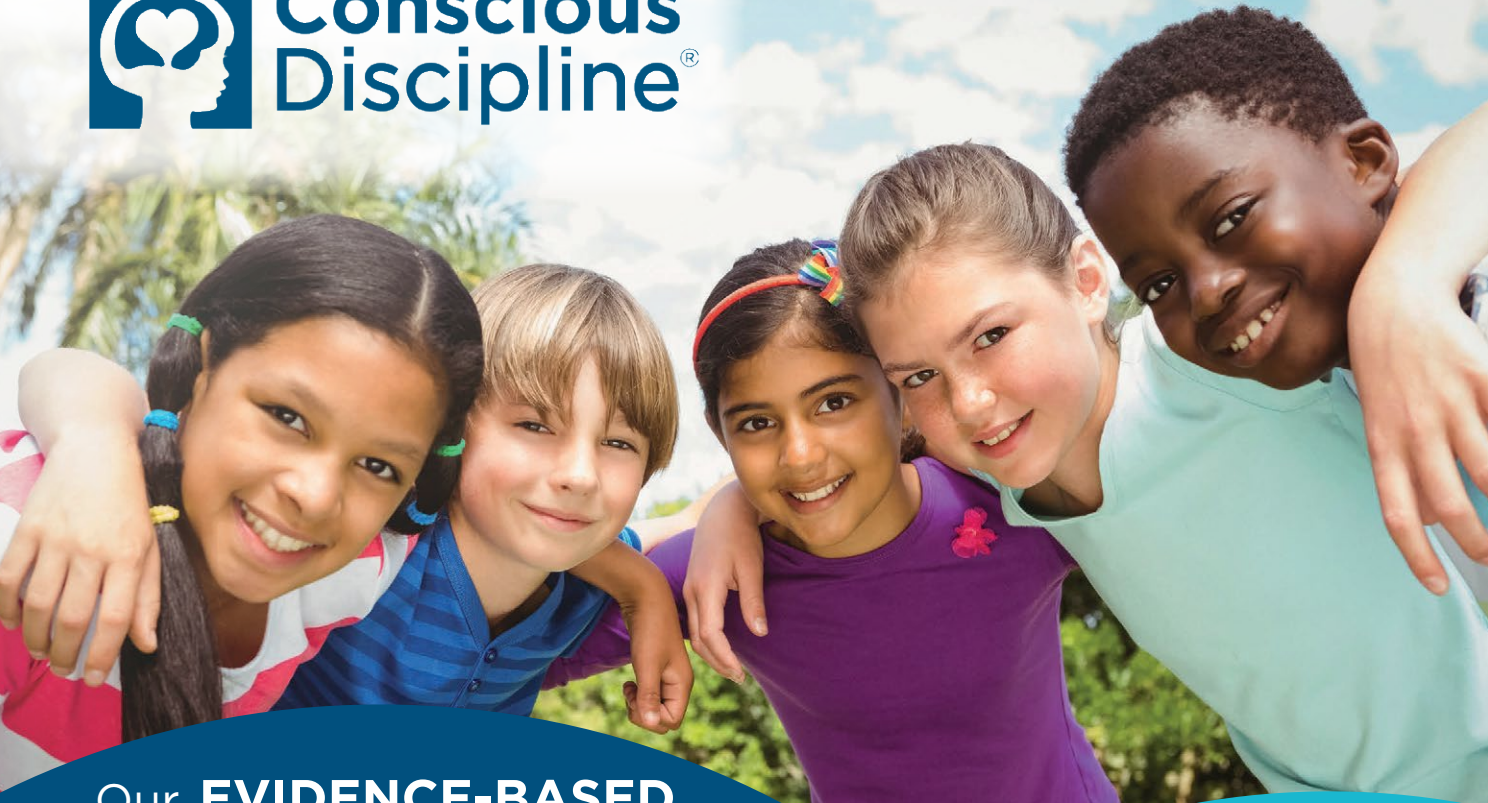




Conscious Discipline[®]



Our **EVIDENCE-BASED ADULT-FIRST** approach improves every facet of **TEACHING & LEARNING**

Conscious Discipline is an adult-first, brain-based practice that comprehensively transforms schools through self-regulation, school culture and wellness.

Educators have trusted Conscious Discipline with their professional development for more than 25 years.

Our clients report that implementation yields:

45% fewer discipline referrals



20-50% increase in academic achievement



100% increase in staff collegiality and positive school climate



30% increase in healthy social and emotional skillsets for both staff and students



Begin your transformational journey.

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Why social-emotional learning is foundational to learning—and the key to a healthy school culture

Q&A with **Jill Moll**, Director of Development, Conscious Discipline

How has our understanding of social-emotional learning in schools evolved over time?

In the past, most approaches to SEL focused on behavior modification, or essentially getting kids to behave in school, through fear-based systems of rewards and punishments. It was about controlling emotions and behavior, and getting obedience. It was usually considered completely separate from academics.

But today, we have a much greater understanding of how students' emotional state is foundational to learning, and how we should focus on giving them the tools to manage and regulate their emotions. It's about taking a more holistic approach to the overall wellbeing of students.

What does an "adult-first mindset" approach look like, and why is it important?

Teachers and other adults model behaviors and emotions to their students. If a teacher or principal uses fear or threats of punishment, angrily barking at students about their behavior, they are demonstrating emotional dysregulation. This is exactly what they are telling students not to do. Students pick up on that because they learn by watching and through experience.

That's why Conscious Discipline uses an adult-first approach when working with schools and districts. It starts with teaching teachers evidence-based, trauma responsive self-regulation practices, so they can then teach and model them to students. We show teachers how to

coach themselves and to recognize and regulate their own emotions, and we focus on building a community of teachers who support each other in this approach. The whole culture of a school changes as a result.

How did the pandemic illuminate where changes to traditional behavioral interventions for students are needed?

Human connection is a need that's as important as food, water, and shelter. The pandemic took healthy connection away for many of us and our students, in addition to the many other hardships it inflicted. That had a huge impact on development and mental health. The pandemic also took away many choices and a sense of autonomy. Without an environment of choices, decisions, and free will, kids don't learn impulse control.

What we continue to see post-pandemic is the impact of that isolation—a lack of impulse control, a loss of attention span, and a loss of social skills.

One of the ways students develop those skills is through play, but opportunities for play are too often being sacrificed as we increase our focus on academics and "making up" for learning loss. But an increased focus on learning will not be successful until we increase the focus on social skill and self-regulatory skill development.

This shift in focus starts with administrators. It is essential to understand that students' emotional state is foundational to their ability to learn, and that they will increase their gains in all areas when we



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take a more scientific approach to discipline and behavior. School leaders set the tone for teachers, who in turn, set the tone for students.

What are some ways to communicate to teachers and parents the importance of prioritizing SEL, how the field has changed, and the reasons behind this approach?

We understand much more about these issues today than in the past, when most parents and teachers attended school. Sometimes there can be a misconception that this is a "soft" approach to discipline because of the lack of fear-based tactics and traditional reward and punishment. But the reality is that this is a scientifically backed approach built on information we simply did not possess back then. And the improved outcomes in schools implementing high-quality approaches like Conscious Discipline show it to be much more effective. The impact extends well beyond improving academic achievement; these are skills that help kids succeed in life. That should interest any engaged teacher or parent.

