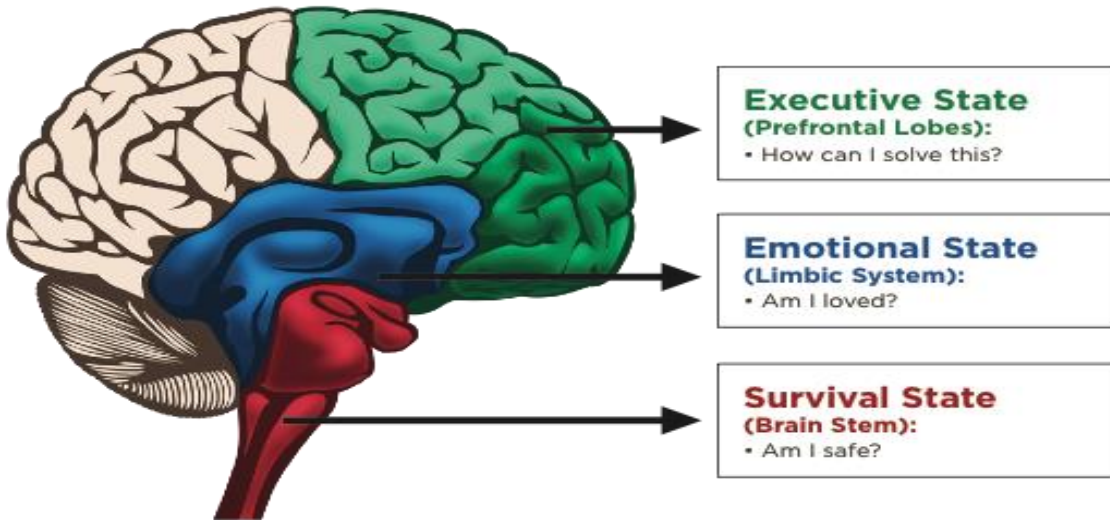


Using Self-Regulation Skills When Helping Children Who Have Experienced Challenging Circumstances

- Understanding the Conscious Discipline Brain State Model

"If the frontal lobes are not nurtured and developed, then we as a society can expect to pay dearly in terms of more crime, broken homes, drug use and violence."

-- Restak, 1994



Self-Regulation

- Predicts children's academic success and life happiness
- Allows delay of gratification
- Empowers to set goals and achieve them despite obstacles
- Creates and sustains healthy relationships
- Develops empathy and problem solving peacefully
- Holds true to life values



© 2010 Loving Guidance, Inc. | www.ConsciousDiscipline.com | 800-842-2846

Self-regulation provides
a shift from demanding compliance to
teaching missing skills

“I want it, I take it. If I don’t get it, I scream, bite, grab or hit.”

to:

“I want it. I ask for a turn. If I don’t get it, I manage the disappointment. I’m then able to wait for a turn, or find something else.” (problem solve)



Behavior



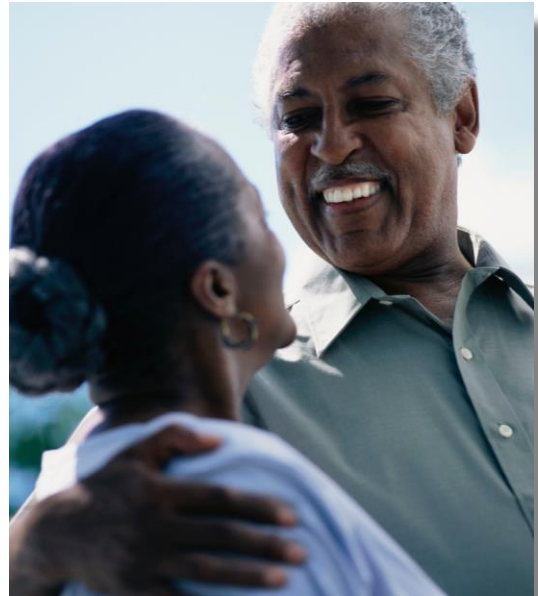
Self-regulation:
Manage inner states
enough, in order to
learn new skills

Self-Regulation requires
JOY JUICE with people



Oxytocin + Dopamine +
Endorphins

Connection Creates JOY JUICE
Eye contact, Touch, Presence,
Playful Situation



Children who Have Experienced Difficult Life Circumstances Need to Experience Success In the Context of a Relationship (Dopamine)

Noticing

- You did it! You put the block in the basket!
- You carried the sand toys to the playground! Way to go!
- You put the baby doll on the floor and covered her with the blanket!
- You said good bye to our classroom visitor, that was caring!

My state ALWAYS dictates your state

