

## ***Discipline Ladder-***

### ***Foundational***

#### ***A. Educator Nervous System/ Adult Perception of Discipline***

#### ***B. Tier One/ Built into our Procedures, Routines and Rituals***

#### ***C. Adults Current Ideas About Discipline***

#### ***D. A Review and Reflection of Current Policies***

**A. Educator Nervous System/ Brain and Body State/ Adult Perception of Discipline** - In this beginning groundwork, we are called to check in with our nervous systems. When we are sensing safety, connection, and a compassionate presence (personally and professionally) we teach and lead well!

*Does the school/ district have a collective perception of discipline?*

1. Do I have three regulatory practices for in the moment triggers and push buttons?
2. Am I sensing how experiences, settings, specific individuals, and anything from my internal or external environment affects how I feel in my body and mind?
3. Do I have a way or plan to release those?

- **Guiding Questions**

- Do certain students trigger me more than others?
- Are my responses to each student's behavior the same?
- Which students do I redirect most often?
- What behaviors do they show?
- What behaviors do I expect to see?
- What emotion do I feel when certain students do not follow my directions?
- Which behaviors push my buttons most?
- What time in the day do I feel the most calm and happy with my students? (silence, chatter, students listening to me speak, students speaking to each other)
  
- Which students do I feel the closest to in my class?
- Why do I feel connected to them?
- Which students are my "favorites?" Why?
- Do I understand the cultural identity of my students? If not, what can I do to learn more?
- Do I attempt to make connections to my students' culture and backgrounds in an authentic way?
- Do my students feel safe to be their authentic selves?

- Am I creating a community of inclusion and equitable access? (everyone gets what they need, not the same thing for everyone)
- Do we have to make people feel bad to change their behavior?

**B. Teach Procedures and Create Guidelines and Structures That Reflect the Needs of the Class Throughout the Changing Weeks, Months and Semesters**

- What do the first 10 to 20 minutes look and feel like in this classroom and in this building?
- Is there a coherent rhythm to the collective student body and staff or is there collective dysregulation?
- How can I begin to create routines that meet students where they are in their nervous system?
- Do students have a voice, choices, and autonomy as we set the temperature for the day or class period during these brain aligned morning, transitioning and afternoon gatherings?
- How do my guidelines meet students where they are and hold expectations for well-being?
- Are we checking in with the language of the nervous system, (brain and body states) providing the science of our sensations, emotions and thought processes we generate, practice, and reflect to others?
- Are students given opportunities and experiences to reflect?
- FoAP are a procedure we implement all day and every day.

**C. Adults Current Ideas About Discipline (Reflection of our own belief systems, perceptions, and patterned reactions and behaviors.)**

Parker Palmer- “We teach who we are.”

Applied Educational Neuroscience addresses a new lens for "discipline" through educator brain and body state, co-regulation, touch points, and teaching our staff and students about their neuroanatomy. Educator brain and body state is critical as discipline is founded upon adult self-exploration of perceptions, strings of thoughts, and belief systems from embodied experiences. It requires courage and transparency to look within.

Why? Because to sit beside a child in distress requires me in all moments to know myself through the history of past experiences. Our experiences become perceptions, beliefs, and practiced thoughts that are held in our brains and bodies. These practiced thoughts are encoded with emotion and become hard wired habits of thought that are challenging to change. When we are unaware of how our past experiences seep into the present moment, we often do not question or wonder if there could be a different way? How we view discipline is personal and often is intimately connected to our values that have formed from the practiced thoughts we have activated repeatedly!

The questions to the right help us to explore how our beliefs, values, and perceptions of discipline have formed as we discipline our own children and students. It is an initial step in understanding where we feel obstacles and challenges and why we do.



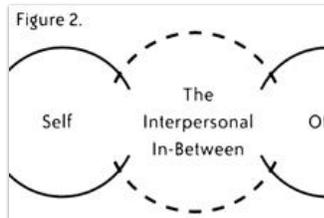
#### **D. A Review and Reflection of Current Policies and Practices Related to School Discipline in Current District Code of Conduct.**

1. How many of these practices are reactive?
2. How many of these practices require student obedience?
3. When looking at your consequences, create a list of current practices and consequences.
4. Is there a current assessment or mechanism that shows these current practices are working?
5. What current strategies or practices does your district use to reward or incentivize student behaviors?
6. How many of your current practices and strategies are preventative? In other words, are there any current discipline practices you would define as Tier One practices?
7. What are your current school rules and classroom rules?
8. In reviewing student discipline handbooks and discipline codes, what are two or three sentences that would describe your current discipline protocols?

#### **E. A Review of Current Discipline Data at the school and district level, which may include:**

- Classroom kick outs
- Office referrals (parental contacts)
- Detentions
- Suspensions (in school and out of school)
- Other punitive practices or strategies

**First Box Bottom Left- Touch Points**-Moments, minutes and periods of time building relationships with students and colleagues. It is in this safe, emotionally available space, we can tap into a student's culture, environments, experiences, passions, interests, and strengths.



**Gatherings such as Morning Meetings, Brain Aligned Bell Work, transitions and End of the Day or Class Period with Guided Questions-**

- What did you learn about yourself this past year? Today? This Week?
- What people or experiences did you miss the most when we were isolated?
- What people or experiences impacted your day today? This Week?
- What were the best parts of learning from home this past year?
- What were the hardest experiences?
- Who did you trust this year? What has felt safe to you?
- What has felt unsafe?
- What has been painful?
- What has made you happy?
- What do you hope for this summer?
- If you could choose a book, movie or song that most resembles your life right now, what would that be?

**Validation**

**Intentional Connections**

2 by 10/ 1by30/ 30 seconds for the semester

**Noticing**

**Greeting**

**Checking in with Nonverbal Communication** – What is my facial expression, posture, gestures, clothing, (consistency in these touch points) Repetition of experience always serves as right hemisphere to right hemisphere communication. ( Left Eye to Left Eye)

**Take Your Order**

**Questions for Connection and Regulation**

**What do you need?**

**How can I help?**

**What can we do to make this better?**

**Questions for De-escalation**

- Is there anything you need right now that would ease you mind and your feelings?

- Is there another way you would like to talk about this other than words?
- Do you want to draw how your body feels and looks?
- I have some paper, pens, crayons, some clay or you could paint a picture?
- If you could list three or four people you need right now who would they be?
- What character, book or movie best describes you right now? Would you like to write about this or create an image?

**First Box Bottom Right- Set the Temperature and Build the Nest** – When a bird constructs a nest, it builds a structure or place for laying eggs and sheltering its young. When we prepare a nest for our students, we are planning, constructing and cultivating an environment that meets the bio-social and emotional needs of our students! Nests are created by many materials that hold it together for strength and endurance. How can we prepare a nest for our students?

1. Flexible and developmental rules/ guidelines that change throughout the year based on the students' needs.
2. Student's self-reflections and self-assessments (Brain and Body/ Nervous System Check-Ins)
3. Emphasis on nervous system states and not behavior
4. Frequent student feedback
- 5.(Non-Public Discipline) -Discipline with our Nonverbal/ Body- not words in front of other students (signals, post-its, messages, affirmations)
6. Be the thermostat and not the thermometer.

**Second Box Bottom Left- Co-Regulation** - Co-regulation is sitting beside one another as we help to digest, integrate, calm and experience the accumulating events that feel overwhelming. Each moment with a child or youth is a therapeutic moment as we deepen our connection and presence with another. Human beings need each other to repair the ruptures of the neural pathways that can lead to integration and organization of lower and midbrain pathways, so we can reach the cortex and activate the ventral vagal/ parasympathetic nervous system pathway.

**Co-regulation is about the setting in our schools. Where is the co-regulation and with whom" Does this setting feel safe and have the students had input about the adults they trust and feel safe with?**

These questions are powerful for all students as we begin to the process of co-regulation.

What do you need me to understand?

What am I not hearing or understanding?

How can I help you to feel safer?

What feels unfair or unjust about this situation?

- Co-regulation is a practice that is taught ahead of a crisis. It is a part of the procedures and routines we teach every day!

- Co-regulation is necessary in strengthening connections with students.
- Co-regulation is a touch point.
- Co-regulation occurs when there has been a rupture in the classroom, with another, or within any experience that a student has shifted into survival brain and body state. In this fight/ flight/ collapsed state, we are not able to process redirection, words, or consequences.
- Co-regulation addresses the brain and body state so that the students can access the cortex to process, redo, and repair!
- Co-regulation is followed up by repair of a relationship, experience or setting, the LEARNING MISSED, and opportunities to begin again!

### **Second Box Bottom Right-**

#### **Co-regulation is not:**

- Rewarding negative behavior but creates a nervous system state in both adult and student that can process what went awry and possible solutions.
- Leaving the room, eating cookies, and returning without consequences or experiences that support a shift and an understanding in behaviors.
- Enabling negative behavior but to create connections and buy time so the nervous system can find some balance and stability.
- Returning to the classroom or school without accommodations, joint planning and modifications.
- Co-regulation requires that the students and the adults repair together following eruption and disruption while another adult takes over the classroom!

### **Third Box Bottom Left- Simple Incentive Systems-**

- How do I structure the first hour or morning?
- What is our class challenge?
- Journaling and Service to one another
- Incentivizing is not rewarding as we are cultivating “time” to prime the brain and body for emotional, social and cognitive well-being.
- Are we incorporating breath and movement to regulate at the beginning of the day or class period?

### **Third Box Bottom Right - Tier two and Tier Three for Students Who Need Additional Connection and Regulation**

1. Individualized – What accommodations can we create for this student?

2. Chunking assignments, time on task, and nervous system regulation (Building in an individualized student plan around specific repetitive behavioral challenges).
3. Frequent touch points/ check-ins



#### 4. Love Language of Student -

#### **Fourth Box Bottom Left- Omission Process for Individual**

1. What is one behavioral challenge we want to see less of?
2. Students track and record their behaviors with our feedback.

#### **Guiding Questions-**

What did you feel and sense in your body? (hot, see red, numb, fuzzy, etc.)

What was one thought you had before the experience and afterwards?

Is there a person, setting, sound, sight, or something you felt that triggered you?

What could we do the next time?

#### **Fourth Box Right- Small Back Up Systems-**

1. Routines and sanctions that are taught, modeled, and practiced ahead of time. (modeling- <https://www.loom.com/share/205755ed22c945828426ec928b245669>)
2. Establish three regulatory practices that can occur in the moment. (Secondary)
3. Individual Amygdala Reset Bags. (Elementary)
4. Educator joins student with Amygdala Bag/ Regulatory Practices and models this throughout the day when there is felt tension and distress.

5. Areas are neutral; do not equate to “time out” areas.
6. Use amygdala area to model when you are feeling anxious/overwhelmed. “What do you need when you return to work?”
7. Work missed is made up when there is regulation, and this is discussed ahead of time.

### **Fifth Box Left- Omission Practices for the Group**

1. A focus on target challenges that are troublesome for the group.
2. We are cultivating a sensory rhythmic coherence for the class so there is safety and, emotional availability to share, explore and express what our needs are.
3. Noticing what is going well.
4. Together, we select the challenges we will practice and work through and eliminate through a gradual process.
5. Reduce the number of time behavior occurs.
6. Preparation focused on process. Begin with an attainable benchmark and number.

### **Guiding Questions**

1. How long does it take for us to return to work mode?
2. How did we support each other?
3. What were our obstacles?
4. How can we mitigate those obstacles?
5. What could each person be assigned in this collective effort?
6. What does leadership look like in this class?

**Fifth Box Right- Medium Back Up System (What experiences does this student need to be successful?) When we replace the word consequence with experience, we are working toward growth! This is a different space and the schools need to set this space and system ahead of time. The following are questions to explore before we implement the medium back-up system.**

- Where is the space?
- What adults are available in this space?
- The goal of the medium back up system is to regulate in this space.

- When the student and adult are regulated, we then create a plan for re-entry into the classroom.
- Significant Gap in this area
- Fundamental to discipline shift.
- Leadership/relationships required.
- Who can build relationships with our most emotionally dysregulated nervous systems?
- Coregulation is critical.
- What area is available for co-regulation?
- What adults are regulated and ready to share their calm?
- Adult Nervous System Regulation is critical! (See below)

### ***Brain and Body Dual Repair and Restoration***

1. *What was our challenge?*
2. *During this challenge, what were you feeling in your body? ( hot, sweaty, headache, seeing red, hearing black-out, tight chest or muscle tension, rapid heart rate)*
3. *Do you recall any thoughts you were thinking?*
4. *What do we think or feel led up to our challenge?*
5. *How did we handle it? Can we think of one strength we implemented or wish we would have implemented?*
6. *If we both get a do-over, how could we handle this more peacefully?*
7. *What are two adjustments in our nervous systems, thoughts, and actions we will try the next time?*
8. *How? Let's create map of our plan!*

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**Top Box-- Large Back -Up Systems-** Our students who are repeat offenders are often if not always living in toxic levels of stress and we cannot always know what that is but we are learning that these students need touch points and check-ins daily! They need to be seen at the beginning of the day for a quick check in, during transitions and before they leave for the day.

L Administration and office is involved with collaboration.

2. Before re-integration, hold restorative brain aligned gathering and pre-op this repetitive challenge.
3. Accommodations Through an Adversity Lens
4. Teams implement “A Secret” with staff, parents, and students.
5. Brain-aligned re-integration plan with strengths, challenges, triggers, and alternative changes for re-entry that are collaborative/acceptable for all.

### **Guiding Questions-**

1. What are the conditions (setting, days, times of day, triggers, people,) that permeate this suspension, kick-out or referral?
2. What are the patterned behaviors?
3. What have we in the school created in the past to interrupt these behaviors?
4. Have we ever tried to replace the behavior that is not acceptable with other options?
5. What has worked well with this student?
6. What have we learned from this string of discipline referrals?
7. What is occurring or how is the student experiencing the school environment when these referrals occur?
  
8. What is our plan?
9. Who is checking in with these students?
10. Who is reminding the students about our plans for the day?