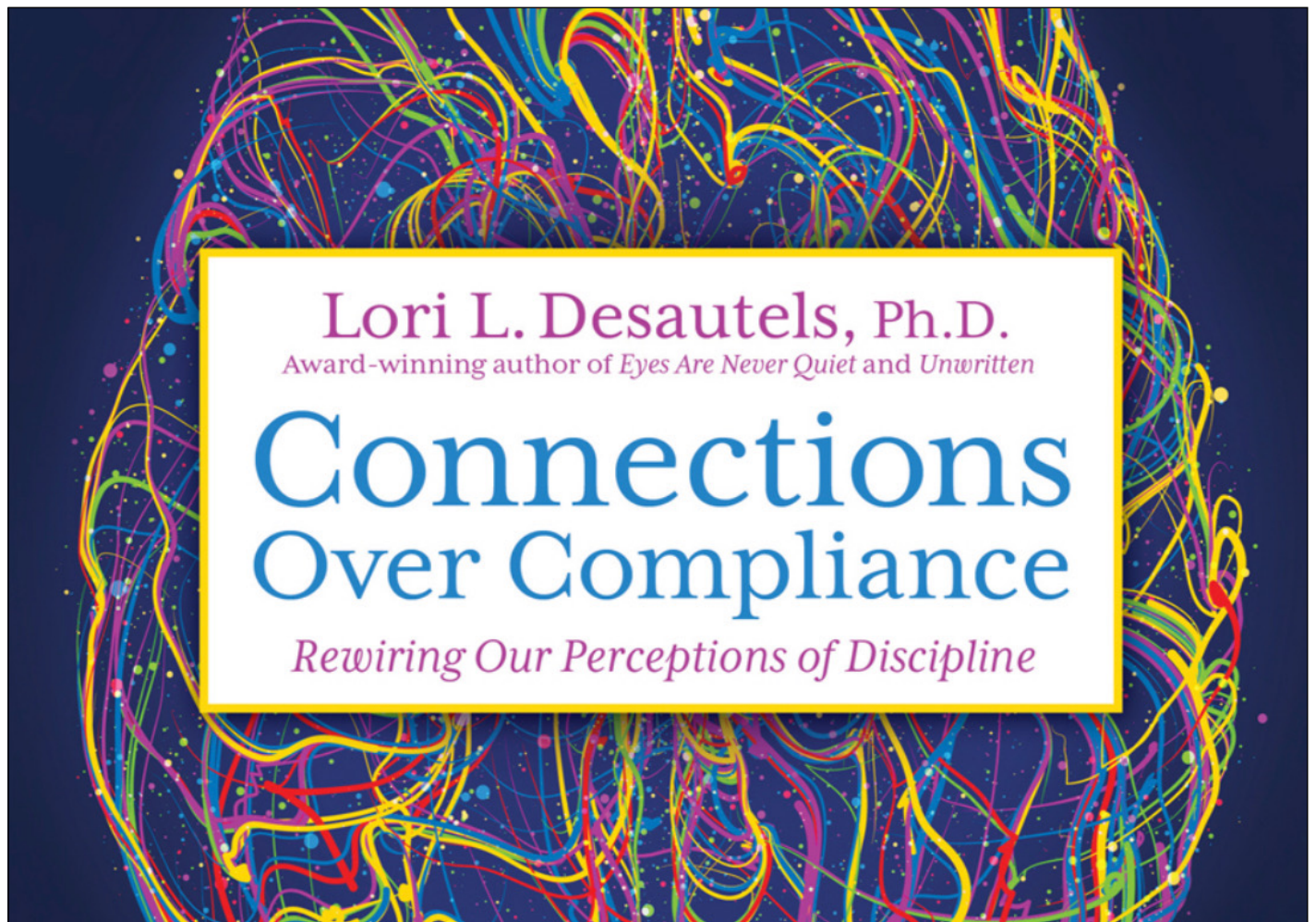

Connections Over Compliance

Book Study

Rewiring our Perceptions of Discipline

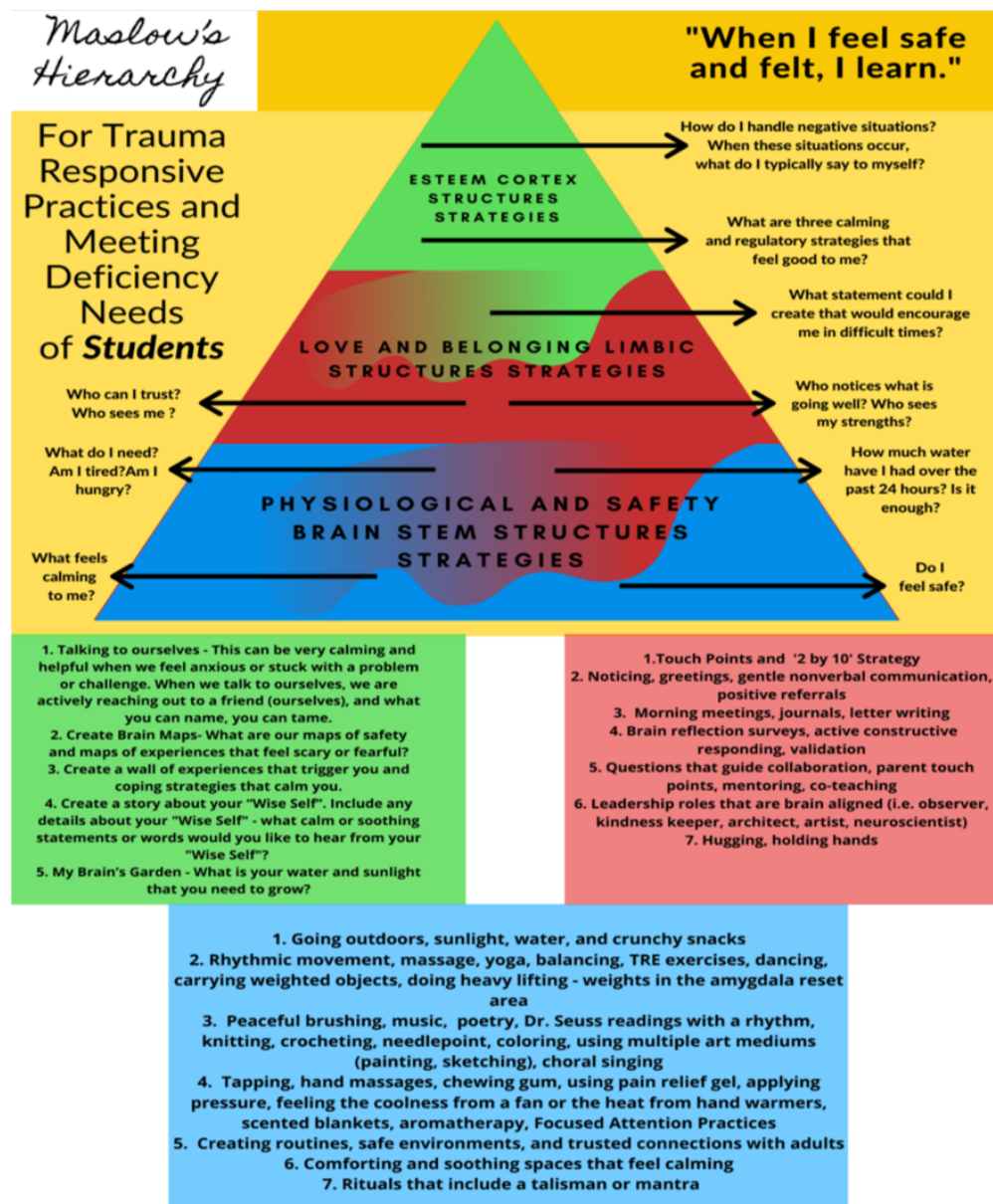
Dr. Lori Desautels 2020



Introduction

The developing brains of our children need to “feel” safe. Children who carry chronic behavioral challenges are often met with reactive and punitive practices that can potentially reactivate the developing stress response systems.

This book deeply addresses the need for co-regulatory and relational touch point practices, shifting student-focused behavior management protocols to adult regulated brain and body states which are brain aligned, preventive, and relational discipline protocols. This new lens for discipline benefits all students by reaching for sustainable behavioral changes through brain state awareness rather than compliance and obedience.



Pacing Guide

Week 1

Pp.i- xviii

1. How has the COVID pandemic and racial disparity affected you and those around you?
2. From the educator self reflection questions: Can I help to reset the desire to learn and hold a calm presence based on the trauma and adversity from the past several months where many of our students lost connection and safety?

Week 2

Ch. 1

Pp. 1-32

1. How can we consider behavior through a regulation lens?
2. Discuss the differences between positive, tolerable and toxic stress? (pages 20-21)

Week 3

Ch.2

Pp. 33-58

1. “Emotions are contagious.” On page 36 Dr. Desautels shares about a teaching moment when she struggled to regulate during a teaching time. Can you think of your hardest day and/or student and reflect to see how your emotions played a part?
2. How do we change our brain state to stay connected to students during behavioral conflicts? (see page 53).

Week 4

Ch.3

Pp. 59-86

1. How do stress/adversity impact the brain and learning? How do we work to mitigate those impacts to help students?
2. Discuss the differences between traditional discipline and preventative brain aligned discipline?

Week 5

Ch. 4

Pp. 87-118

1. On page 89, Dr. Desautels talks about the term “initiative fatigue”. How have you experienced that and how does it differ from what you have learned so far in this book?
2. Which touch point practice and strategy (starting on page 106) can you implement with your students this week?

Week 6

Ch. 5

Pp. 119-154

1. Discuss some differences between co-regulation and coercive regulation?
2. How do we use neuroscience research and brain aligned strategies to help students within a co-regulation model? (Which back up systems do you see that you’d like to implement?)

Week 7

Ch.6

Pp. 155-175

1. What did you learn about brain development and early child childhood preventative discipline that you didn't know before?
2. In the resource section: Which resources seem helpful for your classroom that you can begin to implement right away?

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