

Conscious Discipline Letter from Dr. Becky Bailey

Dear Family,

Your child will soon be joining a new family- their School Family. School Family is a term I use to describe the classroom environment in my program Conscious Discipline. The school family does not and cannot replace the home family, but it can, in partnership with you, help create the best possible learning environment for your child.

Each child enters school with three important questions:

***Am I safe? *Am I loved? *What can I learn?**

Conscious Discipline, a comprehensive classroom management and social emotional program, creates learning environments where children know, “Yes, I am safe,” and “Yes, I am loved.” From this foundation of safety and caring, children will begin learning how to solve conflicts, manage their emotions and take responsibility for their actions.

Imagine your child instead of throwing a fit because the world did not go his or her way, taking a deep breath and saying, “I can handle this.” Imagine your child, when pushed by others being able to say, “I don’t like it when you push me, please walk around,” instead of pushing back. These life skills are the focus of Conscious Discipline where conflict becomes an opportunity to teach social and emotional skills instead of a power struggle that ends in punishment.

Each morning, your child will transform from being a son or daughter to being a student or classmate. The adults in the school will transition to being teachers and administrators. You will transition from being a parent to a worker or homemaker. These transitions are big shifts for everyone. To help with this transition, your child will start the day with Conscious Discipline strategies that support kindness, helpfulness, calmness, self-regulation, problem-solving and social-emotional learning.

The teachers will support the children through the following four activities to help prepare them for optimal learning.

- **Uniting** activities are designed for everyone to do together to help develop a sense of belonging and community. At ECDC these occur during large group and small group activities.
- **Disengaging stress** activities teach children how to calm themselves when they are upset including using calming strategies.

- **Connecting** activities provide opportunities for children to interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation.
- **Commitments**, to keep ourselves and our classrooms and school kind, helpful, safe and to take responsibility for our actions.

Don’t be surprised when, in the coming weeks, you hear your child say, “Be a S.T.A.R.” if you are upset. S.T.A.R. means **S**mile, **T**ake a deep breath, **A**nd **R**elax. You may also find your child wishing people well when they are sick or going through tough times. S.T.A.R. and wishing well are foundational components for the kindness, helpfulness, and ability to manage upsets that are the heart of Conscious Discipline.

I encourage you, as a parent, to learn more about Conscious Discipline. In our most stressed moments, we often find ourselves looking for helpful strategies for our children, our families and ourselves. Conscious Discipline is a beneficial approach that is helpful to teachers, parents and children. I hope you have the opportunity to explore Conscious Discipline further, and I am both excited and honored to welcome you as part of our School Family.

From my heart to your heart, I wish you well,

Becky Bailey, Ph.D. & ECDC teachers/program staff

Resources:

<https://consciousdiscipline.com/about/parents/>

Book: *“Easy to Love, Difficult to Discipline: 7 Basic Skills to Turn Conflict into to Cooperation”* by Becky Bailey, Ph.D.