

Crosswalk:



Conscious
Discipline®



Conscious Discipline and the Devereux Center for Resilient Children are both committed to supporting the healthy social and emotional development of young children. Many child-serving programs using Conscious Discipline are also using the *FLIP IT* strategy, a simple, four-step process to support children's attachments and relationships, initiative and self-regulation. Conscious Discipline offers entire frameworks to support your children's social and emotional health, while *FLIP IT* is a singular, stand alone strategy that often fits nicely into larger frameworks. The *FLIP IT* strategy aligns well with Conscious Discipline, and the information below highlights the commonalities.

Conscious Discipline

- Adult commits to being a Safekeeper through active calming
- All behavior is a form of communication
- D.N.A.: Describe child's behavior, breathe, Name child's feeling, Acknowledge child's inner desire/intent
- A.C.T.: Acknowledge child's inner desire/intent, Calm by breathing, Target two positive choices
- 7 Powers and Skills are mixed and matched to any situation
- Identify child's brain state to determine appropriate response: Survival (lowest), Emotional (middle), Executive (highest)
- Assertive Language – A.C.T.; M.A.P. It; Name, Verb, Paint
- Empathetic responses
- Structures for practicing the 7 Powers and Skills.

What we have in common...

- Relationships-based
- Utilize empathy
- Acknowledge behavior as communication
- Identify and name feelings
- Establish clear expectations of behavior
- Utilize assertive language
- Engage children in problem-solving
- Build confidence
- Provide consistent and predictable approaches
- Build self-regulation
- Transform challenging behaviors
- Promote healthy behaviors and coping skills

FLIP IT!

- Adults commit to the 3 prerequisites of FLIP IT success: (1) strive to build relationships through play, listening, respect and caring; (2) explore empathy for "child-size" problems; (3) reflect on the risk factors – ICK – that contribute to behavior
- Step 1, FEELINGS: Try to help a child identify the feeling at the root of behavior.
- Step 2, LIMITS: State the rule or expectation in a positive and simple way.
- Step 3, INQUIRIES: Ask open-ended questions to help the child think of a solution.
- Step 4, PROMPTS: Offer some creative cues, clues, suggestions or hints for solutions and alternate coping skills.