Embracing Conscious Discipline: How Parents and Teachers can Help the Social Emotional Development of Young Children Impacted by Exposure to Lead

Presented by:
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Introductions: What piece of the Puzzle do You bring to the Table?

Please stand if you are:

- The parent or caregiver of a young child
- A Teacher
- Someone in the Healthcare Field
- A member of the Lead Safe Cleveland Coalition
- An Elected Official
- A Landlord
- A Member of an Environmental Organization
- An Advocate for Lead Safety
The piece of the Puzzle that I bring to the table today is that of an Early Childhood Consultant and Trainer for the Positive Education Program.

- Thru funding from United Way I am serving 3-5 year old PreK students in both the Cleveland Metropolitan School District and the Euclid School District.
- My focus is to assist the Classroom Teaching teams with those students who are exhibiting delays in their social-emotional development.
- Many of these students show a lack of self-regulation skills and do not respond to typical interventions used for behavior management.
- A high number present as inattentive, hyperactive and impulsive.
- A large percentage of these students have a documented history of high lead levels.
What is “Social-Emotional Development”? 

• Social and emotional development is a child’s ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults.

• In order for children to develop the basic skills they need such as cooperation, following directions, demonstrating self-control and paying attention, they must have social-emotional skills.
High Blood Lead Levels Effects on Children

This can cause:
1. Lower IQ
2. Decreased ability to pay attention at home, school and in the community
3. Underperformance at school
4. Behavioral issues across all settings

(Refer to Handout: “Blood Lead Levels in Children” CDC)
A PreK child with exposure to elevated lead levels can often demonstrate one or more of the characteristics listed below:

**INATTENTION**  
**HYPERACTIVITY**  
**IMPULSIVITY**
Symptoms of inattention in children:

- Has trouble staying focused; is easily distracted or gets bored with a task before it’s completed
- Appears not to listen when spoken to
- Has difficulty remembering things and following instructions; doesn’t pay attention to details or makes careless mistakes
- Has trouble staying organized, planning ahead, and finishing projects
- Frequently loses or misplaces toys, or other items
**Symptoms of hyperactivity in children:**

- Constantly fidgets and squirms
- Has difficulty sitting still, playing quietly, or relaxing
- Moves around constantly, often runs or climbs inappropriately
- Talks excessively
- May have a quick temper or “short fuse”
Symptoms of impulsivity in children:

• Acts without thinking
• Guesses, rather than taking time to solve a problem or blurts out answers in class without waiting to be called on or hear the whole question
• Intrudes on other people’s conversations.
• Often interrupts others; says the wrong thing at the wrong time
• Inability to keep powerful emotions in check, resulting in angry outbursts or temper tantrums
So what is a good resource for Parents or Teachers to use that will help a child to grow in the area of Social-Emotional Development?
Explore the use of Conscious Discipline

What is Conscious Discipline?

1. A social-emotional intelligence system for home and classroom management developed by Dr. Becky Bailey.
2. A system that empowers the parent/teacher and the children to embrace self-regulation.
3. Based on current brain research, child development and developmentally appropriate practice.
4. Utilizes challenging behavior as a “teachable moment”.

(Refer to Conscious Discipline Overview Handout)
Conscious Discipline is based on Brain Research which demonstrates that when any of us feel safe and loved, we can learn from our experiences.
Four Brain Smart Principles

In other words, our brain:

1. Is Pattern seeking
2. Is Survival Oriented
3. Seeks connections – Connections on the outside build connections on the inside.
4. Functions optimally when we feel safe.
How many of us grew up with this model?

Fear-based discipline

- Fear of punishment
- Fear of failure
- Fear of the loss of love
- Fear of abandonment

Fear triggers fight or flight response. We end up modeling the exact behavior we’re trying to eliminate.
Comparison of Beliefs in leading a classroom

**Traditional**
- Compliance & Rules
- Rules govern behavior
- Conflict disrupts learning
- Control others

**Conscious Discipline**
- Relationship based community
- Connectedness governs behavior
- Conflict is an opportunity to teach
- Control ourselves
Research shows us that traditional Models are not effective in addressing the Social Emotional Needs of Young Children struggling to feel safe and connected.
Conscious Discipline always begins with the adult making changes within themselves first.

Seven Powers for Conscious Adults

1. Power of Perception
2. Power of Unity
3. Power of Acceptance
4. Power of Free Will
5. Power of Attention
6. Power of Love
7. Power of Intention

(Refer to Handout: “7 Powers for Conscious Adults” by Dr. Becky Bailey)
I would encourage you to sign up on the Conscious Discipline Website: https://consciousdiscipline.com
There you can find the following free resources:

• Book Portal and Articles
• Shubert’s School
• Shubert’s Home
• Free Webinars
• Podcasts
• Video Gallery
• Discipline Tips
Welcome to Shubert’s Home

- Shubert’s Home in Bug Valley offers practical, room-by-room examples of Conscious Discipline implementation in the home. Explore the Living Room, Kitchen, Bedrooms and more to discover tips, tools, tricks and videos designed to help parents and families bring the principles and practices of Conscious Discipline to life.

- Click through the 12 areas of Shubert’s Home to find valuable resources that will help you build a foundation of safety, connection and problem-solving in your family’s home. (Example on Handout from Conscious Discipline website)
Welcome to Shubert’s School

• Shubert’s School in Bug Valley offers practical examples of Conscious Discipline implementation, room-by-room in a school environment.

• As you move through the Entrance, Hallways, Classrooms, Cafeteria and more, you’ll discover tips, tools, videos and more that model how educators, administrators and helpers can put the principles and practices into action and bring safety, connection and problem solving to life.

• Click through the twelve unique areas of Shubert’s School and uncover a wealth of resources to help you on your journey! (Example on Handout from Conscious Discipline website)
In Closing, here is a handy Resources for Helping Your Child

• If you suspect there’s lead in your home

• If your child had lead poisoning

• If there is a lead hazard in your home

• If your child has tested high and is struggling with learning or behavioral issues.

Refer to the Handout: “Resources for Helping Your Child” by Lead Paint Detectives.com
References


Helpful Resources

• Conscious Discipline Website: https://consciousdiscipline.com

• Ohio Department of Health – Sources of Lead Exposure

• National Center for Environmental Health
Resources (continued)

- National Resource Center on ADHD
- Emergency and Environmental Health Services
- Center for Early Childhood Mental Health Consultation
- ADHD: The Basics. National Institute of Mental Health
- Centers for Disease Control and Prevention
- PBIS: Positive Behavioral Interventions and Supports
- Ohio Mental Health and Addiction Services
- “Resources for Helping Your Child” by Lead Paint Detectives.com
- PEP Early Childhood Plus Services
Thank you for your kind attention!

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Additional PEP Services you might find helpful are included on the last page of your handouts.