

How Pivoting from Punishment to Consequences Cultivates an Inclusive School Family

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SUMMARY

In this episode of "Real Talk for Real Teachers," hosts Latoria Marcellus and Amy Speidel discuss the principles of conscious discipline, emphasizing the importance of adult modeling in teaching children self-regulation and social-emotional skills. They introduce guest Kristen Chesterman, who shares insights on improving teacher responses to challenging behaviors in the classroom.

- *Conscious discipline is a trauma-responsive approach focused on adult self-regulation before addressing children's behavior.*
- *Children learn by observing adults, making it crucial for educators to model appropriate responses and interactions.*
- *The concept of "consequences" in conscious discipline differs from traditional punishment; it focuses on teaching skills rather than instilling shame.*
- *The hosts encourage curiosity and reflection on behavioral responses rather than immediate judgment or punishment.*
- *Kristen Chesterman discusses strategies for educators to achieve better outcomes in managing difficult behaviors.*
- *The conversation highlights the importance of creating an environment where mistakes are acknowledged and used as learning opportunities.*
- *Emphasizing understanding over shame can lead to more productive classroom dynamics and student engagement.*

foreign welcome to real talk for real teachers by conscious discipline I'm Latoria Marcellus I am a mom and I am an educator who practices conscious discipline and I'm Amy Speidel and I've been a CD instructor for over 20 years and I gotta say I've been saying 20 years for probably the last 10 years so and together Amy and I are here to

discuss the trends and the events in education and how conscious discipline impacts really every aspect of what it is that we do for those of you who are new to conscious discipline conscious discipline is an adult first transformational trauma-responsive approach to self-regulation it integrates social and emotional learning theory and application research and brain-based discipline practices that was a lot yeah exactly that is such a mouthful and when

we really think about what that boils down to in terms of what we are attempting to do in this world when we bring conscious discipline to families to our own lives to schools is that realization that children follow our lead and when we talk about adult First Transformation it is we're already teaching them what to do in different situations we're just not crazy about how it's showing up so just to think

about you know the the way we speak to each other and all of those kinds of things that's really what we're looking for is how do we become that model for them because this is a time when we know children are forming their own meaning around who they are in the world and how they're going to just interact with with others in their community and we're giving them we're really giving them the Playbook so beefing up our playbook for perhaps a

more healthy game and you know what gets really tricky about the Playbook is that when you start using conscious discipline there's like no chapter on the table of contents that talks about punishment and when I am out that's usually one of the first things that they ask me about it's one of those okay so we're the consequences and I'm like so it depends on what you mean you know um is it a punishment that we're really

looking for or is it actual consequences where we're trying to teach some new skills and Latoria I think it is so interesting because I get that same kind of comment and I'm sure many of us do and when they say but there are no consequences we know they mean punishment because there's a whole chapter in the book called consequence so that is actually there that is such a challenge though isn't it that mindset away from but where it we're not even

saying where the punishments or where the consequences we're saying when do we get to see them feel bad about what they did because it is that moment of uh shame of shame on you that we have all most of us at least have grown up with so some indication that we should feel bad for what we did that we should be ashamed of what we did and today is going to be really exciting because our guest is going to shine a light on how

we can exactly take this type of work and we can look at it in a different way in a school context Kristen Chesterman is an educator in Indiana she's working as a Behavior Support coach for a large educational Corporation and she'll talk to us about the approach she's designed to help teachers have better outcomes for themselves and for students when responding to this difficult Behavior you know what Kristen is going to talk about is what does that lead to does it

lead to a more productive response to behavior or does it lead to just wanting to cover up who you are so that people I got it right so I'm just gonna hide who I am and that's where you know I I think everybody's got you know at least a little bag of uh of masks that they wear and for some a much bigger suitcase because we we want kids to be seen we want them to know that we see the

mistakes we see our own mistakes and how is it that we're gonna walk through that and learn to do it differently instead of being ashamed for having made them and that's what I think this whole uh you know take a hold of it people our big thing for this one is open up to curiosity around why did I have a little knee jerk around that but

you didn't tell me how they took responsibility or you didn't tell me just open up a little

bit to that Curiosity of can I hear what was accomplished differently from what used to be accomplished because if we can do that then we don't have to disrupt their well-being in order for them to learn to take a better tool welcome Kristen hello thank you