

The logo features the text "eECC" in a large, black, serif font. The lowercase "e" is stylized with a light blue vertical bar on its right side and a circular graphic element on its left side, consisting of concentric semi-circles in shades of brown and tan. Below the "ECC" portion of the text, the words "Early Childhood Coalition" are written in a smaller, black, sans-serif font.

eECC  
Early Childhood Coalition

# **Welcome & Introductions**

## **Hybrid Gathering**

Tonight, we welcome both in-person and Zoom participants to our Early Childhood Coalition Community of Practice.

## **Our Purpose**

We're here to learn, reflect, and grow together as professionals, supporting one another as we navigate the challenges and joys of early childhood education.

*Early Childhood Coalition Communities of practice Collaborative:  
Expertise, Compassionate Care, Lasting Impact.*

**The ECC Community of Practice is dedicated to creating safe, caring, and empathetic communities that empower children and families to build strong relationships, fostering a foundation for lifelong learning through collaborative expertise and compassion.**

# Program: Parent Mentorship

Empowering parents of children 0-8 with knowledge, confidence, and community connections.

## Key Goals:

1. **Increase Parent Efficacy:** Improve parents' understanding and application of age-appropriate developmental milestones and positive parenting techniques. (Measured by pre/post surveys).
2. **Improve Resource Navigation:** Increase parent enrollment/utilization of local early childhood services.
3. **Foster Mentor Retention:** Achieve a high engagement rate (75% or higher) among stipend-paid mentors through practical support and the Qooper platform.

**Technology:** Powered by the Qooper Mentorship Platform for 1:1 matching and goal tracking.

**EMPOWERING PARENTS & IGNITING FUTURES**

Rock Island County and the surrounding areas  
Target ages: 0-8 years

**Quad Cities Early Childhood Parent Mentorship Program**

**ECC**  
Early Childhood Coalition

JOIN US! Learn more & Apply

Connect, learn and grow

Navigate Resources

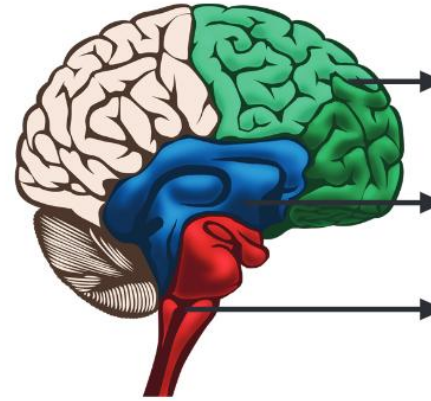
Get support with every step

# COMPOSURE

For a child to achieve an **executive state**, we must first achieve **one ourselves**. A child cannot be in a higher state than the adult.

<https://consciousdiscipline.com/>

## Conscious Discipline® Brain State Model



### Executive State

**Need:** Problem solving opportunities

**Looks like:** Wisdom, unlimited skills

**Message:** What can I learn?

### Emotional State

**Need:** Connection

**Looks like:** Back talk, sass, yelling, verbal reactions

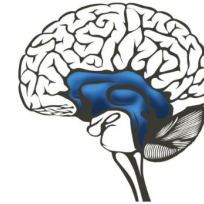
**Message:** Am I loved/connected?

### Survival State

**Need:** Safety

**Looks like:** Hiding, fighting, surrender, physical reactions

**Message:** Am I safe?



Survival State	Emotional State	Executive State
BRAIN STEM	LIMBIC SYSTEM	PREFRONTAL LOBES
The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the <b>creation of Safety</b> .	This Brain State represents <b>mid-level functionality</b> and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through <b>Connection</b> .	The Executive State represents the <b>optimal state</b> for <b>problem-solving</b> and <b>learning</b> . This Brain State asks the question, "What can I learn from this?"



# THE POWER OF PERCEPTION

NO ONE CAN MAKE YOU **ANGRY** WITHOUT YOUR **PERMISSION**

# Reaction

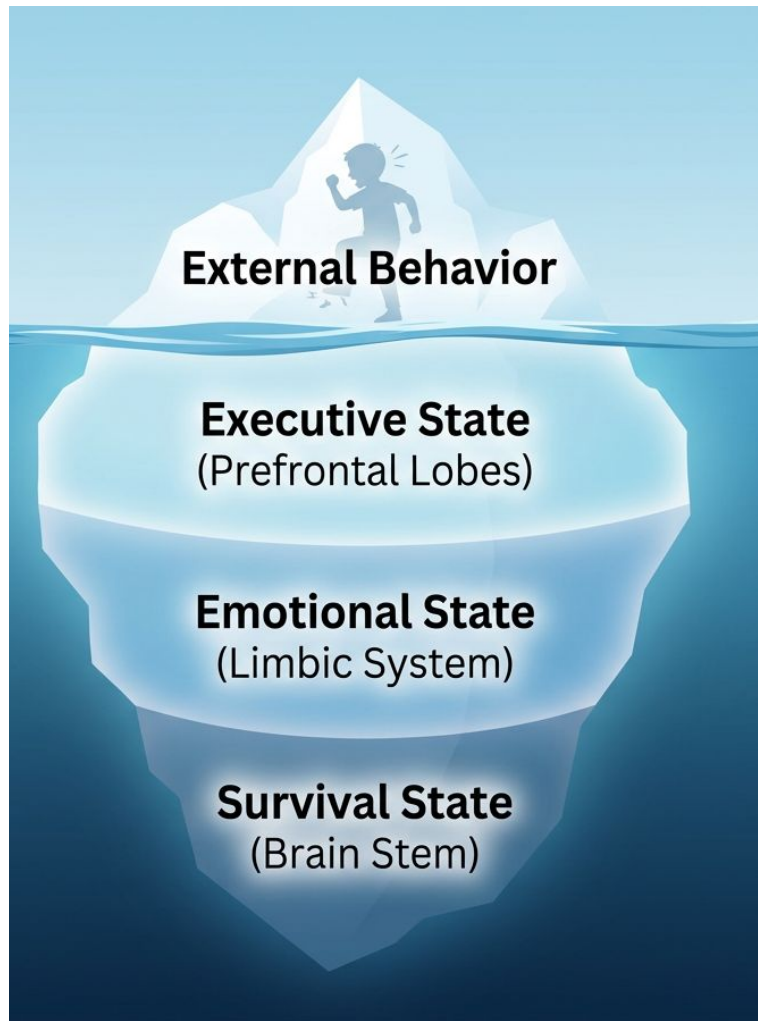
an involuntary, pre-programmed default that occurs in the survival or emotional state



# Response

A Conscious, voluntary choice made from the executive state.





Reframing the child-

Instead of viewing the child through negative labels (naughty, bossy, attention seeking)...

Reframe your view as positives (Capable, persistent, connection seeking).

<b>Reactive Perception</b>	<b>Conscious Perception (Composure)</b>
"They are pushing my buttons."	
"I need to make them stop."	
Focus on the behavior.	
Result: Power struggle.	

<b>Reactive Perception</b>	<b>Conscious Perception (Composure)</b>
"They are pushing my buttons."	"They are having a hard time."
"I need to make them stop."	"I need to help them breathe."
Focus on the behavior.	Focus on the internal state.
Result: Power struggle.	Result: Connection and learning.



# Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “ssshhh” sound and release all your muscles, draining out the stress.



# S.T.A.R.

**S**mile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



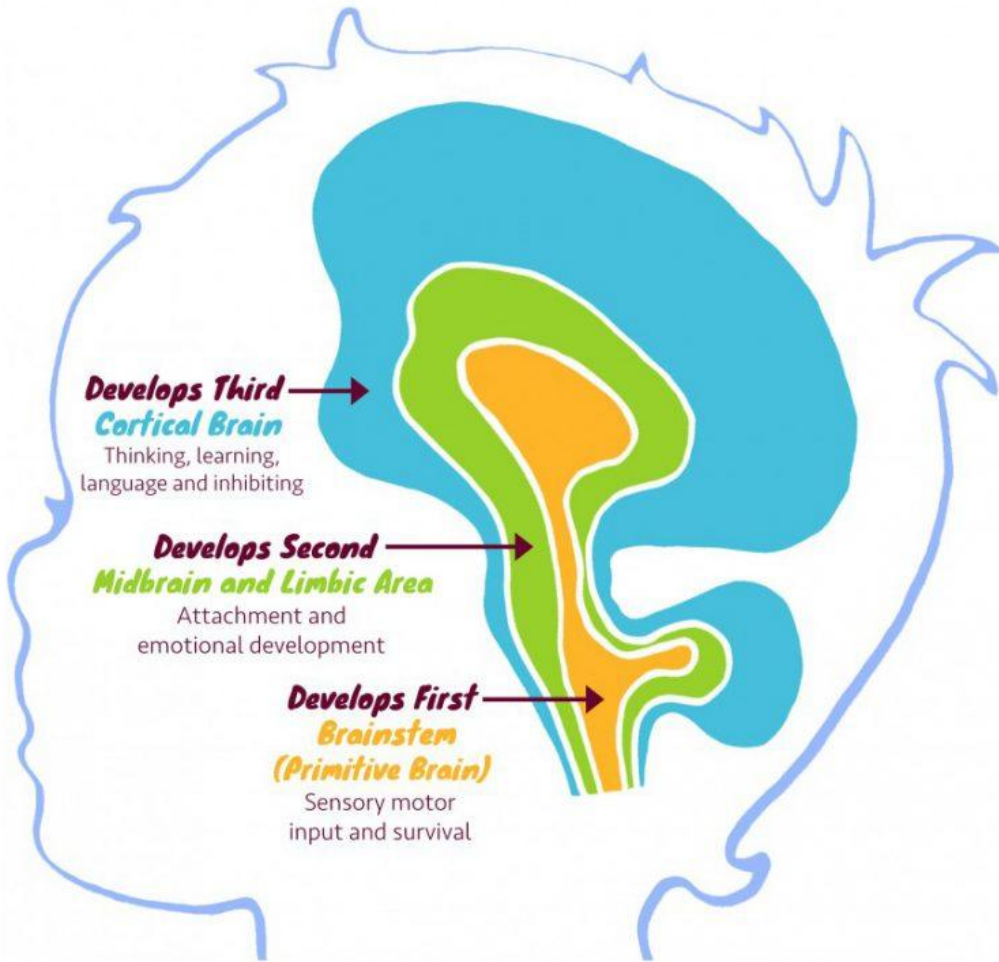
# Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



# Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pbppbpbpb” sound.



**Survival State**  
**(Red):** Seek Safety.  
(Slow speaking/Green/Blue is fast).

**Emotional State**  
**(Blue):** Seek Connection.

**Executive State**  
**(Green):** Seek Learning.

# How do you help children **recognize** when they are being **triggered**?

- What resources do you use in **your** classroom/home?
- What are active calming **strategies** you like to use?
- What **choices** can you give your child to get to the higher state to **problem solve** effectively?

Think of a behavior that 'pushes your buttons.' When that happens, what is the first sentence your brain says to you?



# Attack vs. Ask

**The Reaction:** When a child screams or throws a toy, our natural instinct often interprets this as a personal affront. We think: *"They are being defiant," "They are disrespecting my authority,"* or *"They are trying to ruin this lesson."*

**The Brain Science:** This perception sends a signal to our Amygdala that we are under threat. We immediately drop into our **Survival State**. In this state, we cannot teach; we can only punish, yell, or withdraw.

**The Impact:** As the "Constraint Check" notes, if we are dysregulated, we become a mirror for the child. Our survival state triggers *their* survival state, creating a "Power Struggle Loop."

**The Power of Perception:** When we see a child's behavior as an "attack," we drop into our Survival State. When we see it as a "call for help," we stay in our Executive State.

- *Constraint Check:* "Our behavior in the classroom impacts the behavior of children. If we are dysregulated, they will be too."

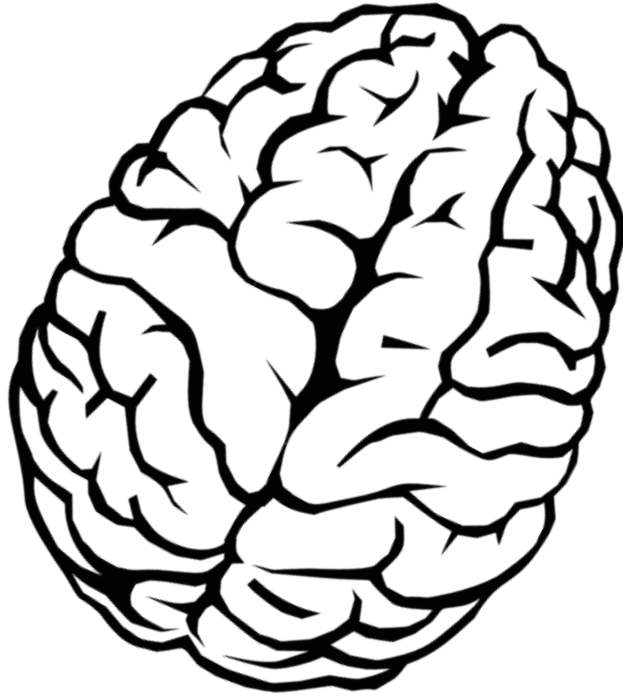


**The Reframe:** Instead of seeing an "attack," we choose to see a "call for help" or a "lack of skills." We think: *"This child is overwhelmed," "They don't have the words to tell me they're frustrated," or "They are asking for a boundary because they feel unsafe."*

**The Brain Science:** This perception allows us to stay in our **Executive State** (the problem-solving part of the brain). It keeps our heart rate steady and our tone calm.

**The "Download" Effect:** Because we remain regulated, the child can "download our calm." We become the "Safe Place" they need to move from their own Survival State back into a state where they can learn.

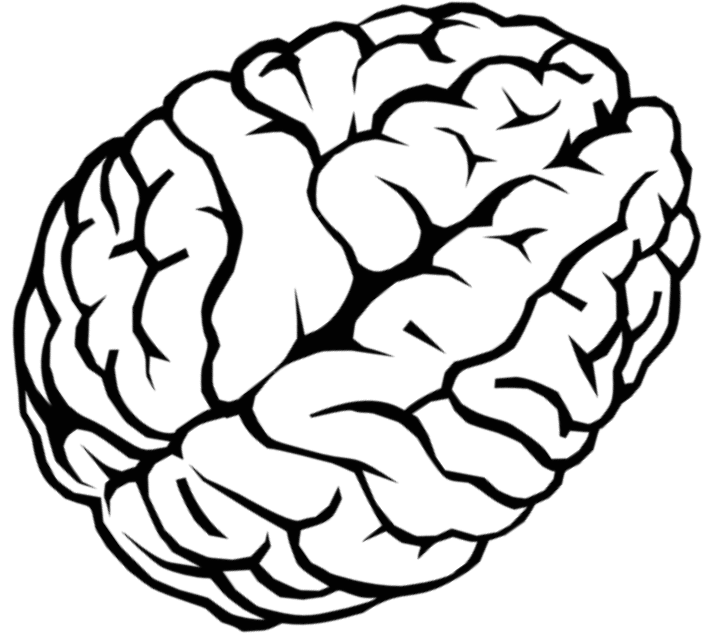
# Mirror Neurons



# Keeping it **Safe** in the Face of Stress, Triggers and Conflicts

Mirror neurons ensure that the **moment** someone **sees** an emotion on your face, they will at once sense that same feeling within themselves.

-Daniel Stern



## Conscious Commitment:

I am willing to practice **composure** when a child (**or myself**) is upset. No one can make me angry without my permission.

**Step 1:** Be a **S.T.A.R.** (**S**mile, **T**ake a Deep Breath, **A**nd **R**elax)

**Step 2:** Affirm, " I am **safe**, keep **breathing**, I can **handle** this."

**Step 3:** Wish Well

# Composure Summary

## Power of perception

No one can make you angry without your permission

## Becoming brain smart

Composure gives you access to higher centers of your brain

## Skill

S.T.A.R.: "I am safe, Keep breathing. I can handle this." Noticing and download: "Your face is going like this (demonstrate)"

## School family

Brain Smart Start Routine, Safekeeper ritual, Safe Place Self-regulation Center, Friends and Family board.

## **Traditional** Discipline

- Don't make me pull this car over.
- See how you made her feel? She is crying. Give her back the toy.
- You're making my life miserable!
- Something I often say

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## **Conscious** Discipline

- I'm going to pull the car over while you fasten your seat belt so everyone will be safe.
- See Sarah's face. It's saying, "I don't like it when you grab my toy. Please give it back."
- I'm feeling very frustrated. I'm going to take a deep breath to calm down and then I will speak with you.
- Ideas for changing

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# WHAT DOES SAFETY LOOK LIKE TO YOU?

**N= Noticing**

**A= Assertiveness  
(adults)**

**R= Routines with pictures**

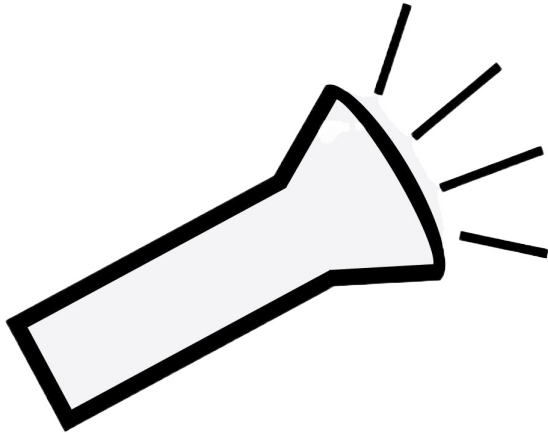
**C= Composure**

**S= Safe Place and  
Safekeeper**



# The Importance of **Conscious** Attention

- If your **attention** is focused on the problem, it is not open to a solution.



- **Noticing** uses verbal language to describe children's nonverbal behavior. This not only increases children's **self-awareness**, it also builds vocabulary and language skills.

**Young children's brains are unable to consistently understand the "not" part of "do not."**

**They often hear statements such as "don't touch, don't hit, don't yell" as "touch, hit, yell," resulting in confusion, frustration and more of these unwanted behaviors.**

ASSERTIVENESS

Neuroplasticity