



Episode # 195

**Author and Educator Dr. Becky Bailey on Her
Conscious Discipline Methodology**

February 11, 2020

Debbie: Hello Becky, welcome to the podcast.

Dr. Bailey: Well thank you. It's great to be here.

Debbie: I'm excited to have you on the show. I've been really diving into your work. I've been familiar with your work for months and months and months and beyond and I was so excited when you agreed to be on the show and honestly a little overwhelmed because you work in so many different areas and there's so much to share. But today I would love to really introduce my listeners to your Conscious Discipline model and that work that you began, I think you recently, a couple of years ago, had your twenty-year anniversary. Is that correct?

Dr. Bailey: So we're moving on to 25 years. Of course I've been doing it for, gosh, I don't know that I want it, tell everybody that, but probably, you know, I think it's my life's work. So since I was born.

Debbie: Wow. I know that you are an educator and I'm curious if you could share with us what inspired you to create this model? You know, was it something that happened over time as you were a teacher or tell us about that shift in your work?

Dr. Bailey: I think as I looked out into the world, there was a lot of challenging behaviors that children exhibited that they were seen as was either something's wrong with the child or they're being very disrespectful, oppositional. And it was that view that I thought was inhibiting any chance of a mindset growth in that area. And it's also very easy to see that the same kids who seem to be marginalized or get in trouble are the same kids over and over and over and over again. So whatever you're doing isn't working. And as a teacher, I just kept saying, there's got to be a better way. I mean, we're just not approaching this correctly. And then around before moving forward as a teacher, but around the age 17, so I was right out of right in high school my senior year, I had a car wreck and a near death experience actually, but I also had brain damage. So with that brain damage, there were significant workarounds I had to do in my head because the wiring had shifted for me and I was kind of left on my own to figure that out. No one could help me figure out how to achieve my goals with the way I was maneuvering. So put all that together and over time and a lot of studying, a lot of insight and a lot of work with children and a lot of work with parents and that's how I got here. And I do remember a very critical day where I was in a lake

where some children who had Down Syndrome were in the lake and the, it was a group situation and the supervisor or the teacher in that case, wanted them out of the lake and they did everything on earth. I mean, so at the last moment they said, well, you're not getting lunch unless you get out. I mean, they had threatened everything they hadn't done. You know, the whole litany of, let me scream at you, let me condemn you, let me harass you. Let me beg for you, let me try to bribe you. Let me reason with you. They had tried their gamut of skill set and the child was still in the lake having a great time might add. And so at that point, I walked into that lake and I was now only like maybe 21 years old or 20. I was a kid and I said, stop, you can't do this. And I mean, I wasn't even an official teacher. I said, this is just wrong. You can't treat people like this. And I said, I'll go in there.

Dr. Bailey: I walked in as a kid. Well, I couldn't help and, and I made a decision that day. There's a way, there is a way, and I think over the, over the years with working with, you know, I can't even tell you the number of schools and parents and children, you know, so we've reached now I think about 15 million kids. I can't remember the numbers, in 47 countries. So something's working. So I guess that's my story.

Debbie: It's incredible. And I love that story that you shared. I can really picture that. And I think it's so cool when we have those sparks in those moments and not everyone pays attention to them. And I'm so glad that you did. So what you ended up developing and what you say is your life's work is your Conscious Discipline model. Can you explain what that is? Introduce that concept to listeners.

Dr. Bailey: You bet. So first of all, it's based on neuroscience. So as you can recollect from my story, I had a traumatic brain injury, so that threw me into a lot of neuroscience early. So the whole program is based on neuroscience and it's, I'm going to make it simple right now and then I'll come back. The ultimate goal is to facilitate or create optimal environments and respond to children in a way, especially when they're in an upset situation or complex situation. I want to respond in such a way that I promote optimal brain development for one. But second, I want to help a child or an adult or myself, be able to set and achieve a goal despite obstacles, distractions, any kind of other issues. So the discipline part is not like punishment. Discipline is like in the military, disciplined enough to stay on your diet, disciplined enough to achieve whatever goal you're after so you can set and achieve a goal that's the disciplined enough. And conscious enough to know when you're in your week. So if I'm going to lose weight when I ended up eating Dunkin Donuts, I need to be conscious of that moment. This is not going to get me

there. And then willing enough. Willing. And that comes where the connection and the relationships come into. Willing enough to come back to my original track without getting up or exploding. So that's the ballpark of it. But it really is a self re-regulation program and it's a very, very comprehensive one. So that's my starting point. And then we can get a little into the brain if you want after that.

Debbie: Yeah. And it's not, just to be clear, it's not, well this is the side effect is teaching kids or modeling self-regulation for kids. You're talking about the adults in the room self regulating themselves, correct?

Dr. Bailey: Oh my gosh, it's an adult first model. I mean, I think that ultimately, I think my whole life mission is to do away with this one thing—"Do what I say, not what I do." I mean, certainly that doesn't work. It doesn't work culturally. It doesn't work in families. It doesn't work. So that's the ultimate goal of it. We can't teach children what we don't know. So that's where I start with the adult because if you look at self-regulation, how do we do it? First we're modeling it. I mean, obviously we're modeling it, but second, the key is, how we respond to a child's distress is like the antibodies to culture. That's how you create resilience and that ability to, you know, stand up and bounce back. So that's what we're after. That notion of how an adult responds to a child's behavior or challenging upset and seeing past the behavior. Because we tend to look at behavior as good or bad, which is a very unhealthy way to look at it. To me behavior is either safe or not safe. And that way we don't throw kids into the good and bad category labeling each child for each other child and for teachers and for adults. We have some kids that have some challenges that at this point are behaving in an unsafe way, saying, could you help me? Or kids who are behaving in the safe way who are usually using all their skill sets to help others. So that's kind of the bottom line.

Debbie: I love that differentiator. That's a big part of what we talk about in the Tilt Parenting community and on this show is that, and I recently had Dr. Mona Delahooke on the show and we talked about that idea of behavior not being purposeful, that it is really 99% the time a lagging skill. Right? You know, it's bringing that to attention. But I love this safe versus not safe versus good and bad. That is a fantastic reframe.

Dr. Bailey: So as soon as you change it. So I think instead of trying to go whether that was intentional or not, I think we had two intentional states. One, we're offering our love and help to universe or to our society and our family. We're contributors at whatever age you are, I mean, you know, a two year old can only control a little bit, you know what I mean? But whatever age makes a difference. Or we're

calling for help or calling for love. So all behavior in my perception is some form of communication. You know, and we see this and we do so well with babies. You know when they go, "eh eh eh" you know they're communicating non-verbally. You wanted the toy, you wanted some food. They go "eh eh." But then when they get older and I throw the table because of their upset and rage and anger at so many factors, we don't say you wanted some help. You know, what they do is, it's just another way of saying, 'I am completely overwhelmed at this moment. Could anybody see past this behavior? Could you see that overwhelmingness inside me? I mean, you know, I've got, my nervous system is jacked up. You know, all the sensations in my body are off the deep end. Please, hear my call as opposed to judge my being.'

I'd love to reach all parents, but I certainly love to reach all teachers because sometimes some parents are in their own overwhelmed state, given they're doing on a daily basis, depending on the children in their life or the fact that they can't pay the light bill. But a common denominator, and this is why I went for educators first, the common denominator is educators are working with somebody else's kid. So we're not as triggered by some of the stuff they're doing. And hopefully in that day, we know that we hopefully have food on the table for ourselves. I mean, we all go down as educators too, but I think we have a way of being slightly more able to, if educated and if given a skillset, we cannot take the behaviors that are demonstrating in front of us as personally as possibly a parent. And that's my situation. My grandkids, I mean, I can, it's easy with the grandkids, you know, I mean, I look at their behaviors and it's like, you know, but as a parent, you really have that notion of I've got to kill you here now.

Debbie: Yeah, we're so enmeshed and entangled in their experience.

Dr. Bailey: Yes, there's a difference. So sometimes you need, you know, just to step away from the 24 hour and kind of get a new view. And I think that teachers, given the right skillset, can do that and then offer that up to all parents who are ready.

Debbie: Well, I love that so much of your work focuses on teachers and that's something that I'm really working with others in my community to think about. How can we bridge that gap, that communication gap between parents and teachers and support teachers more? I'm just curious to know what your experience has been. I know you've trained teachers all over the world and how responsive are schools and administrators to making this change? Because there's such a focus on classroom management and I mean I know the struggle is real for teachers, so can you tell us a little bit about that?

Dr. Bailey: Yes. You saw me chuckle when you ask the question. 25 years ago, not that many people wanted to hear what I had to say. And slowly over time the children are demanding. We change. And that's what I think this huge differently wired movement is bringing to the world. Not just the individual child contributing to our expansion of our brain and our mindset and our skillset. But this whole notion of, you know, like one in five kids, I mean they're asking us to change. I mean they collectively are bringing us to our knees and I think we needed to go to our knees. We were so in love with punishment and it's so deeply been embedded in our own tissues from what we received from our parents, what they received from their parents, what they re, you know, this goes back generations and generations.

So we needed something huge to get our society to kind of wake up and see things differently. And people generally in my mind change through desire or desperation and desperation usually wins out. I know in my life I'll think, Oh, I need to be doing this. I should exercise. I should rest more. I shouldn't spend, you know, blah, blah, blah. Next thing you know, I'm sick. Well then desperation set in, that slowed me down. So we started off with the schools we worked with that just were desperate. They could not handle the number of kids in their schools who either had trauma or whatever, different wiring systems that they may have, as you call it, differently wired kids were taking schools and teachers actually quite down. And they were trying, their method of remedy to that is let's make, let me control every human that walks into this building and shove knowledge in their face.

I mean, we went back to an old 'tighten up and control them and suspend them and expel them.' And you know, we went backwards as opposed to forward. So those schools with our first one, listen. And so then it found out that it was helpful. The parents loved it, the teachers loved it, it backs up into the home. And so we've moved from there. So we have impacted very desperate, either parents or schools quite nicely. So here's the main point. We don't work with anybody that's not willing. We never had a marketing department, we never had anything. We just answered the phone. And by answering the phone, we've just ended up all around the world. Amazing to me. But people find us because somebody told somebody, somebody told somebody and because it was helpful to them. So I have found schools now the last five years are intensely ready for something new.

The numbers of children have outnumbered what we would call typically those in the bell curve. And so yay for the kids. I think it's phenomenal. I think the

children with autism have brought huge things to our awareness of where we draw a line in connection where we know that every child needs connection, every child, and you have to find how to reach that child. And some of the children, you're going to have to find the key to get through. You have to get through all the sensory stimulation, you have to get it through all this other stuff, but you have got to find a way to make a connection with that child. And once you get that connection, they have to have a felt sense of safety. Once they have those two ingredients, all of us will start to blossom. But sometimes it's hard to get to those two ingredients through a nervous system that's hard to regulate.

Debbie: Yes, absolutely. So what I would love to do is, you touched upon this a little bit, is there are different ways that we can handle conflicts, right? We can handle it from a place of fear or from a place of love. And what I love, you know, and listeners, I have a lot of links on the show notes page for this episode because Dr. Bailey has a ton of great videos on YouTube and there's so many ways to see this model in action. But could you maybe give us an example, whether it's from a parent perspective or a teacher of what it's like to handle a conflict or a tough situation from that place of fear versus from that place of love?

Dr. Bailey: Okay, I'm going to relate it to our brain too. So when we're trying to react from fear or predicting fear, predicting the child won't get in the car, predicting this is going to be a problem predicting as a teacher, Oh my gosh, I got this kid, these predictions. So as we walk into a situation with fear as the core, it downshifts our brain into the lower centers. So you can guarantee that you're walking in somewhat powerless. So you're walking in with only three skills, defend, attack or withdraw or ignore, which is also a, a skill that a lot of people say. Just ignore that. In other words, withdraw from it. So in doing so, when you walk in with just that intention, forget the fact you've opened your mouth yet it radiates out at us. We have an energy field that radiates off our heart. I mean, it goes off everyone and knows as you walk in a room with some problems or someone's distraught in a house and you go, Ooh, you can feel it in your body. Oh, bad time. You know, I'll come back later. I mean, we can feel this. The kids feel it, of course intensely. So when you walk in with that, you're stuck with three skills and none of them are gonna get you anywhere because they're going to, you either go in defending against what might happen, so you're already charged up or you're going in ready to attack when they don't. So if you go in with the presence of love, that means you are walking in the best person, you can walk into that situation. So you've already regulated yourself, you've come up to the higher centers of your brain from that state.

In the higher centers of the brain, you don't see stuff as a threat, like from fear. Everything you look at from the lens of fear, it looks like there's a threat coming. But when you're in the higher centers, your brain, you actually have the opportunity to make up your perception. You have a choice. So in the lower centers you have no choice. We have a brain in the lower centers, very similar to animals. It just works that way. Pull yourself up to the higher centers and then you can access your own inner wisdom. You can access choice. I can actually see that behavior not as good and bad, but I can see it as unsafe and safe. I can see that behavior is, that child is tremendously upset. So I must walk in as the calmest thing. I must show up as Buddha for gosh sake in that moment.

So, and then when I get to that higher center, that center of where I can access a choice of perception, I then have a greater opportunity to deregulate myself to make the behavior that the child is exhibiting, not about me. We'd call it the Q-tip method. Quit Taking It Personally. It's not about me. It's their call for help and how can I be of assistance as opposed to how can I control, manage, or make that child do something. The question in fear is how can I make you blank? The question from love is how can I help you be successful at getting in the car? How can I help you be successful with lights and noise and big sounds, whatever. It seems to be throwing you over the edge or someone saying to you, no,

Debbie: I love it. The QTIP -- quit taking it personal. I mean, I always recommend parents ask themselves, what am I making this mean? Because you know, we do see this behavior through our own lens and I love that. I will, I will hold on to that. The Q-tip. So how do we make that shift so that we can engage from that place of love? How do we stop ourselves? I know you have a strategy for that.

Dr. Bailey: Okay, I'm going to go with the the adult. Okay. I'm talking from the adult because if we learn how to do this, then it's like, Hmm, well I can actually teach my child this. And with children with different wiring, you have to really be creative in your teaching. But let's start with the adult. So in the lower centers, your brain, we have a, I'm just doing a little brain lesson. We have what's the called the autonomic nervous system and that autonomic nervous system has a gas pedal, which means fight or flight and it has a break which says rest or digest. Okay. So we're going to have to balance that. And if you think of it as a car, like a gas and a break, you've got to have both those systems working to drive your car safely through town. So a lot of our children and a lot of our parents don't know how to do this, but differently wired kids have a different break or gas situation. I've had a lot of kids, you know they're driving a Maserati and they only have a gas pedal. They haven't installed their brake yet, so I'm going to use this little clacker that I have.

It's just one of those toys the kids have that you shake and it collects back and forth. I use this for parents. They help, so when our clacker gets, and we can't find our break, we have got to take action first. We have to feel the sensations in our body and be aware of them. Or you can hear it comes down in your voice tone, but as soon as you're aware of them, the first thing you're going to do is you take a deep belly breath, so how do you regulate the gas and the brake in your brain is through deep belly breathing and this means your belly has to move. You go inhale and your belly goes out. Exhale, your belly goes in and I know everybody talks about breathing, but nobody's doing it, exactly. You have to move your diaphragm is the point. The diaphragm has to move and the exhale has to be slightly longer than the inhale. So it's kind of like inhale through your nose. One, two, three, four, exhale, one, two, three, four, five, six.

But my belly is moving. That will start your what's called the parasympathetic. That will start that process or that's the break in you. It'll start it going, okay, you just start that breathing. Then that gives you enough wisdom to hear the stuff you're saying in your head because it's triggered you and no kid made you mad, but it's stepped into an anger you've been carrying for thousands of years. Here you'll hear in your head, you'll start talking to yourself and it won't be a calming thought. So now you've got your system jacked up and now you're adding kindling onto a fire in your head. I don't have to put up with this. You know, I've done this all along. I don't know why my spouse doesn't help sometimes. And you know, I mean, but you're not saying this out loud, but this is cooking inside your head. Okay? So, well you've got to do is you've got to hear that speech and then you've got to override it. So there's no need to go to camp. But counseling and trying to get rid of that speech, you've got it. But what you can do is overlay it. So as you hear that speech, if you say to yourself, I'm safe, keep breathing, I can handle this. And but when you say keep breathing, you've got to breathe again. So I already started breathing. Then I go, I'm safe. Keep breathing. I can handle this. Okay. You have to keep doing that. And then you're moving up to the higher centers of your brain and you're holding on for dear life because as soon as you quit doing any of that, you're sliding down that slide into this isn't worth it or whatever. I try so hard. I can't believe I love everybody so much that I try so hard. Some people go into that voice. Either way, it doesn't help that voice inside your head is your self-regulatory speech and it's not doing its job. It's lying. Yes, it is lying. And we tend to believe those messages too, which is sad. But anyway, you're going to, you have to override that. You have to override it. I'm safe. Keep breathing, I can handle it. And then when you get to the higher centers of the brain, you're going to have to do a, a huge skill which is you have to wish whoever's in front of you well. Which means you've got to get your heart back open. So what helps then is if you, your hand actually just touch your heart kind

of nonchalantly, it helps to bring your attention to your heart. And you're going to imagine, because that's how we move energy. And the heart sends off a ton of energy. The brain sends off enough energy to run a light bulb all day. And the heart is about a hundred times more than that. So you're going to imagine the energy of love and what I do. I'm only gonna give you mine. This is me. I imagined that all the love from I do angels. I mean, but you just make it up. That's how you move energy. So I imagine all this love comes through my back, out my heart to this person in front of me. It keeps my heart open and I can sustain me at the higher centers.

I mean that sounds a lot, lot, but it works and you just have to try it. And then I'm going to be present enough in the higher centers of my brain, my heart opens up, the child feels the intention shift in front of me. And then what comes out of my mouth is the tone changes. My voice, my face softens, my fingers, not wagging at somebody's face, everything soft. And so in that moment that child feels or senses of felt sense of safety, they will already start to calm. And then if they don't have autism but they can make eye contact with you and you just take a breath, just keep breathing. But like this using the mirror neurons in the brain and you will download that child so everybody knows you can catch an emotion. You know, you're fine until someone gets grumpy. Now everybody's grumpy. Well you can get calm too. And kids, especially kids with different wiring, their, their sensory system gets overloaded so quick and their intensity of their emotions is so great. We catch theirs very quickly. We catch it. I mean it's like you know, now we've got California wildfires going everywhere. So we have got to consciously discipline ourselves enough so that they start catching our calm before we even open our mouth.

That's the first step. And then you've got to make sure whatever comes out of your mouth tells the child what you want them to do. Because when, when you're upset, you're always focused on what you don't want. So every time from fear, fear is looking for what they don't want. Higher centers of our brain can see what we do want. Stand up, hold my hand, walk with me, take your hands and go like this. Click. That's the seatbelt. Watch. Take your hands and go like this, click and become a picture of what we want them to do with our body, with our voice, and with the words we use. Pick up all the red toys and put them in your bin in your bedroom to put on the shelf. I'll help you with the blue ones. I'm making this up, you know, as a goal. Does that make sense?

Debbie: Yeah. It's so powerful. I mean it, you know, even just listening to you, I feel so much calmer now, but you know, I feel like this is the area that is challenging for most parents of any type of child, but parents who have, especially intense

children, it is that challenge of catching ourselves before we flip our own lids. You know? And, and it's still something I, I work on and I have lots of opportunity to work on it, but I work on it daily. But I've never heard it explained in such a way that I feel like this is a plan that I couldn't follow. I know exactly what to do. And I imagine that it's a muscle that we built and it will over time become more of our default.

Dr. Bailey: So a couple things to remember. The kids with different wiring are demanding this of us and that's what I call that movement, that movement. They're going to force us to place. We didn't know we needed to grow in. They're going to force us to get skills. We didn't know we need it, but the whole planet needs all these skills and they need it now because if they don't, we're going to kill each other and blow each other up as it were on that route at any given day.

But all of these differently wired kids say, let's all learn. You have to learn to calm down first so you can help me. So they're pushing every adult on this planet to kind of, okay, I can't do it, help me. But I see it as perfect timing. We've got the perfect storm to destroy ourselves and we've got the perfect storm happening to help ourselves. I know I've gone off on a tangent, but I just hope that people can understand so that we can calm down enough in the midst of intense emotional moments. And I know nobody better for emotional outbursts than differently where kids for their intensity. So it takes us, you know, it's like that last seven miles in a marathon, you know, you've got to push hard and you got to tag out. So my, I guess my thing is with parents working with differently wired kids, the hard part of course would be the single parent to me. But you have to have a tag out team like in wrestling. You know, I've done all I can, I could tagging out, I can't handle it anymore. Regardless of how much you work that day, regardless of what your job description is outside the home, you have to tag out and that gives the other one time to kind of recoup and get their head back in the game. Then you tag in again. I mean, it's a tag team.

Debbie: It's so true. It's so true. And I, I couldn't agree with you more in terms of who these kids are and the change that I believe they're bringing into the world. And, and I say this all the time, they do demand more from us, but it is through their demands that we all benefit. We all as parents, as caregivers, as people who, who spend time with these kids, they better us.

Dr. Bailey: And all the teachers, they're changing our education system for the better. Now half of the country, and I would say the half the people I meet are fighting it, trying to go back the old way, you know, and get more punitive and more exclusionary. The other half of the world and we're working with a lot of those

are saying, okay, I give up. Teach me anything. I'll try it. I'm desperate enough. I don't care if you told me to wave newspaper over my head and drink orange juice, I'm going to try it.

Debbie: Yeah. The change is coming. The change is coming. Our kids are, are on the front lines.

Dr. Bailey: Yes. And it's us. So if we can regulate that, we have to get the autonomic nervous system balance we have to get in a car and most of us are pedal to the metal. All of us adults, you know, it's a go, go world. So we're not good at putting our brake on either. So we really don't have a developed brake, so to speak.

Debbie: Yeah, and it wasn't modelled. It wasn't modelled for most of us.

Dr. Bailey: No, we've never seen it. This is brand new. No, it's not like our parents fail because they got it from ...,you know, if you want to back up to whose fault it was and we're going back, you know, thousands of years and thousands of years. And one thing I do want to share though is our upset voice. Remember I talked about the self-regulatory speech and your brain? Our upset voice as adults becomes a child's inner self regulatory voice. So if you'll notice the voice in your head or my head or anybody listening, you'll hear, you know in there is your mother, your father, your grandmother, your aunt, a teacher.

But you're, but the voice in there is when they're upset, you're. You're recording how they handled when the world didn't go their way. And if you'll listen, you'll, you'll hear those. There's a flavor of, that's part of dad that's part of, you know, when the world didn't go their way, because some of them might've done the silent treatment, the world didn't go their way, so they didn't speak to anybody for a day. Others are screamers and yellows, others are blamers, others blame themselves and are victims to the world in general. Those voices, they're in our head. And that's our self-regulatory system. So the ultimate goal of Conscious Discipline is not only to change our and not by just that one skill. We have seven skills and it's a little bit complex. I'm giving you the basics here, but we've got to change our self regulatory system.

So how we respond—I'm going to go back to that and how we respond to a child's distress—not only calms him at the moment, but gives them the tone of voice, the intention, the words that are going to be in their head ultimately for the rest of their lives. Either lighting the fire are calming it down. It's so powerful.

So this is, this is an evolutionary step. I mean, again, we can't go, 'Oh, you know, there's no one to blame.' And it's not like we are to blame. We're just a generation that happened to be here at this time when we could look at a brain without having people dead, and learn a few things that we didn't know. And it's, it's a great time to be alive. So we have this chance and again, we're handing this down to our children and you know, it'll take generation after generation, but we're the start of a huge movement, started with the kids. We're resting on our adult shoulders and you know, I'm not going to live long enough to see it all happen, but it'll happen.

Debbie: It's so inspiring. Thank you so much. This has been so insightful and I, I think it's going to fundamentally change people's thinking who are listening to this episode and, and are just going to be so grateful for these tools. Well listeners I will, as I said, I will have a lot of resources on the show notes so definitely check this out because I'm going to include links to some of the YouTube videos that I think you should absolutely watch because, as you heard from Becky's interview, she has a lot of scripts and just language that I think is super helpful. You know, even that, what you said that we can tell ourselves 'I'm safe, keep breathing, I can handle it.' You know, just those scripts for us to hold on to can be just so helpful when we're in the moment. And just to have those in our heads. So I will include all of those in the show notes. And Becky, I just want to say thank you so much for the work you do in the world and for coming by and sharing some of it with us today.

Dr. Bailey: Oh, you're so welcome. And again, thank you, Debbie. I mean, it's, it takes the whole tribe, so we're all in this together..

RESOURCES MENTIONED:

- Conscious Discipline website
- The Feeling Buddies
- Dr. Bailey's TEDx Talk: Wiring the Brain for Success
- Anger: Coach Kids Through It (video)
- Becoming the Best You Can Be Webinar Series (7 videos)
- Shifting from Fear to Love (video)
- *Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict* by Dr. Becky Bailey
- *Conscious Discipline: Building Resilient Classrooms* by Dr. Becky Bailey
- *Managing Emotional Mayhem: The Five Steps for Self-Regulation* by Dr. Becky Bailey
- Dr. Mona Delahooke on Looking Beyond Challenging Behavior (podcast episode)