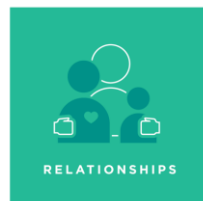


HOPE and Conscious Discipline

The Four Building Blocks of HOPE

The HOPE (Healthy Outcomes from Positive Experiences) Framework focuses on promoting equitable access to key types of Positive Childhood Experiences (PCEs) that research has shown to protect adult health and wellbeing and build resilience even in the face of trauma and adversity. These PCEs can largely be grouped into what we call the Four Building Blocks of HOPE. Our goal is to support any organization working with children- from educators to healthcare providers, child welfare workers to coaches- in ensuring all children have culturally relevant and meaningful access to the Building Blocks.

Relationships with other children and with other adults through interpersonal activities.



Safe, equitable, stable environments for living, playing, learning at home and in school.

Social and civic engagement to develop a sense of belonging and connectedness.



Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

Conscious Discipline

Conscious Discipline is an evidence-based model for those working in the K-12 space. The curriculum focuses on providing adults the support and resources they need to self-regulate allowing them to respond instead of react to conflict between and with children thus creating safer schools, homes, and communities. Conscious Discipline is based on four key components: The Conscious Discipline Brain State Model, Seven Powers for Conscious Adults, Creating the School Family, and Seven Skills of Discipline.

HOPE and Conscious Discipline

Unsurprisingly, there is tremendous overlap between the values and guiding principles behind Conscious Discipline and the HOPE Framework. The HOPE framework is a strengths-based way of working to promote access to PCEs for all children. Conscious Discipline so clearly aligns with HOPE. The below language was taken from open access resources on the [Conscious Discipline website](#). We have color-coded the text to highlight the Four Building Blocks (**Relationships**, **Environment**, **Engagement**, **Emotional Growth**).

“Conscious Discipline uses the **School Family** as the foundation for its motivation system. Conscious Discipline **builds intrinsic motivation** into the class climate by meeting every child’s need for **security**, **belonging** and **contribution**. Teachers systematically create a **family climate** through **routines**, **rituals**, **safety** and **classroom centers that support social-emotional learning and add meaning to academic content**.

Conscious Discipline is successful with difficult children because it actively **teaches adults how to establish a healthy relationship with relationship resistant children**. Once connection is made, the biochemistry of the child and the neurological functioning of the **child’s brain can become more aligned to support self-regulation**. **Once self-regulation is established, the child is free to use developmental energy for academic and social success.**”

Incorporating HOPE into Conscious Discipline Sites

Since HOPE is a flexible framework and not a manualized program, it can be easily incorporated into the work you are already doing with Conscious Discipline. The idea in implementing HOPE is that we increase awareness of the power of positive experiences, celebrate them when we see them pop up, consider our policies and practices to ensure they do not inadvertently block access to these experiences, and think creatively about how to help children access more PCEs. Some basic tips for incorporating HOPE into a Conscious Discipline classroom include:

- Have posters up of the Four Building Blocks in the classroom. Have “Moments of HOPE” in your class where you share with youth the fact that we know the Building Blocks help children and youth grow into healthy adults, even when other things in their lives may feel heavy.
- Celebrate those Building Blocks as they come up in class. If you’re reading a book about a family celebrating a holiday, talk about the Relationships that

you see. If you're reviewing a lesson about being safe in the community, you can highlight how that creates safe Environments to live and play. If a student makes a card for a classmate who is home sick, you can highlight the sense of belonging and Engagement they are helping that child feel.

- As you talk about the School Family, point to the Relationships Building Block. As you talk about self-regulation, point to the Emotional Growth Building Block.
- Offer an art activity where students can “fill their buckets.” Have paper cutouts of buckets labeled with each of the Four Building Blocks. Have students glue four buckets onto paper, and then write or draw photos of things that fill each of the buckets. Hang the art around the room as examples of all of the beautiful and diverse ways classmates are building resilience and promoting well-being. *To note, this activity can also give you a sense of the children who may benefit from some additional support in accessing PCEs.*

Next Steps

The HOPE National Resource Center team would love to support Conscious Discipline sites in implementing HOPE. Reach out to us for more information at hope@tuftsmedicalcenter.org. You can also find more information about the framework on our website <https://positiveexperience.org>.