Enlightenment Speaker Series 2020

Speaker Bios

Emily W. King, Ph.D., Licensed Psychologist

Dr. King is a Licensed Psychologist and Heath Service Provider specializing in working with children and adolescents with Autism Spectrum Disorders, ADHD, anxiety, and depression in private practice in Raleigh, North Carolina. She provides cognitive-behavioral therapy (CBT) and is well-versed in the [Social Thinking](https://www.socialthinking.com) curriculum developed by Michelle Garcia Winner. Dr. King is also certified  in the DIR/Floortime model through [The Profectum Foundation](https://profectum.org). She is passionate about helping parents connect with their children in order to cultivate loving and supportive interactions that are felt by both parents and child.

Dr. King received a Ph.D. in School Psychology in 2006 from the University of North Carolina at Chapel Hill. Wanting to learn more about providing mental health services in public schools, she completed an APA-accredited pre-doctoral psychology internship at Cypress-Fairbanks Independent School District in Houston, Texas. After completing her internship, Dr. King remained in Houston to complete a post-doctoral training in Cypress-Fairbanks ISD where she provided evaluation, therapy, and consultation services in elementary, middle, and high schools. During her time in the public schools, Dr. King realized her passion for working with children with complex presentations of social, emotional, and behavioral concerns. As a Raleigh native, Dr. King and her family returned home in 2010 where she worked for a group practice before opening her solo practice in 2012.

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Kelly Rushing, Conscious Discipline Certified Instructor

Kelli Rushing has a passion for young children and for the adults that live and work with them. As an early childhood consultant and trainer, she brings information and skills to current and future teachers, early childhood program directors, parents, early interventionists and all who support those who live with and care for young children. Her skill and drive for excellence guide and encourage all her students (children and adults) to reach new and deeper levels of learning and practice.

Kelli has over 40 years of experience in early childhood including teaching children of all abilities, ages 0-13 years in public schools and special education settings, providing early intervention services to children ages 0-5 in their homes and child care programs and teaching college students, teachers, early childhood administrators and parents of young children. Kelli became a Conscious Discipline Certified Instructor in 2014.

Kelli has a Bachelor’s Degree of Science in Education from Texas A&M University and Masters of Education Degree in Special Education from the University of Nebraska, Lincoln. She lives in North Carolina with her husband of 45 years and is the mother of three adult children and grandmother to four girls.

Ashley Cooper, Conscious Discipline Certified Instructor

For more than 12 years Ashley Cooper has dedicated herself to working with young children, not only in the classroom setting but also as part of an elementary school administrative team and as the mother of two young girls.  Ashley is a Conscious Discipline Certified Instructor and she established Connected At Last, LLC in 2015 as a way to help educators, parents and caregivers transform their relationships with children using Conscious Discipline®.  Ashley does this through professional development opportunities, classroom coaching, parent workshops and individual family coaching sessions.

After graduating from the University of North Carolina at Wilmington magna cum lade in 2005 with a degree in Elementary Education, Ashley enthusiastically settled into her role as a kindergarten teacher at Underwood Gifted and Talented Magnet Elementary School in Raleigh, N.C.  Passionate about watching her students learn and grow and being committed to helping young children and their parents feel supported and understood, Ashley adopted Conscious Discipline® into her classroom in 2008 and experienced first-hand the rewards presented by this evidence-based method of teaching.  Not only has she been able to develop strong lasting relationships with students and families but Ashley has helped hundreds of children develop their social-emotional skills and build a solid foundation for their future life experiences.

In 2011, Ashley was named a semi-finalist for the Wake County Teacher of the Year recognition, an honor that she attributes in large part to her belief in Conscious Discipline®.  After spending seven years in the kindergarten classroom, Ashley transitioned to her current role of Instructional Resource Teacher and Magnet Coordinator at Underwood Elementary.  This role allows her the opportunity to support and assist teachers as they implement Conscious Discipline® in their own classrooms, assist with school-wide implementation and help all members of the school community deepen their understanding of Conscious Discipline®.

Beyond the classroom, Ashley is the proud mother of two young girls and she uses the Conscious Discipline® method in her own home.  Through the eyes of a parent she has been able to see and experience the positive, enriching and lasting effects Conscious

Rachel Frasier, Conscious Discipline Certified Instructor

With two decades of teaching experience, Rachel Frasier whole-heartedly integrates the powers and skills of Conscious Discipline into all aspects of her life. She has the unique perspective of serving as an elementary school dance specialist, allowing her to build relationships with all the students and families in her school. Rachel is a NC Teaching Fellow and graduate of Meredith College, where she earned a BA in Dance and her K-12 Dance Education Certification.

Rachel’s teaching experience spans two decades working as a Dance Specialist, Library/Media Specialist, and Academic Intervention Teacher. She was introduced to Conscious Discipline in 2010. As a dance specialist, Rachel was at first resistant, wondering how she could possibly “make Conscious Discipline fit” into her already cramped 40-minute class periods. Initially, she half-heartedly implemented structures without fully understanding the powers and skills. As a result, it just wasn’t working.

Rachel’s outlook changed when she attended an off-campus retreat with Kim Hughes. She understood the need for the powers and skills of Conscious Discipline in her life, and she began fully embracing the concepts and implementing them in her classroom. Over the years, Rachel went from half-heartedly attending monthly Conscious Discipline meetings to enthusiastically helping plan and lead them. She co-chairs the Conscious Discipline Action Team (CDAT) and designs and leads quarterly School Family Assemblies.

Now, Rachel sees the power of being a specialist. Working with every student in the School Family, potentially for all six years, is a huge opportunity. Instead of being competitive or judgmental like many dance rooms, Rachel’s classroom is a safe place for dancers to take risks, embrace mistakes, and collaborate with others. She enjoys seeing students who wouldn’t otherwise be interested in dance repeatedly sign up for her class because they love being part of the Dance Family.

On a personal level, Rachel experienced the true power of Conscious Discipline when her husband was diagnosed with and eventually succumbed to cancer. Students wished her well, coached her through the five steps of self-regulation when she struggled with big emotions, and initiated I Love You Rituals to meet Rachel’s need for connection.

Seeing the empathy and compassion of her young students has made Rachel even more passionate about spreading Conscious Discipline to other teachers, students, and schools. Training participants say that Rachel’s exuberance is contagious, and they appreciate her modeling, hands-on practice opportunities, and practical advice.