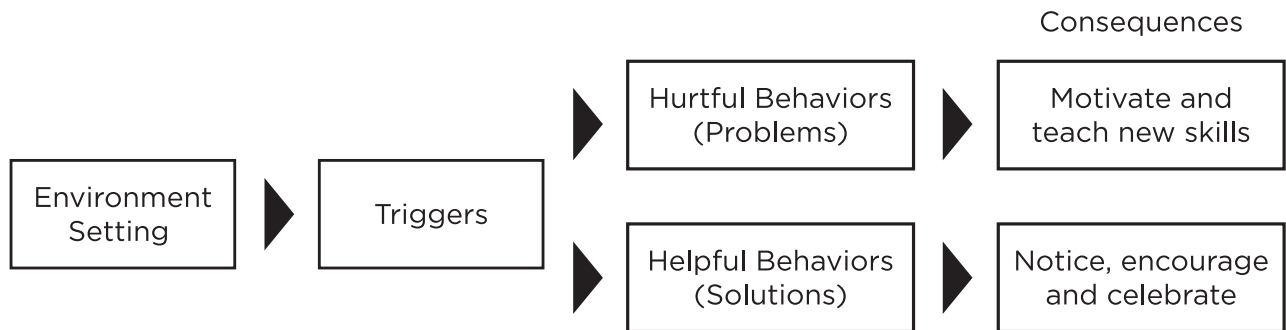


Conscious Discipline Behavior Plan

Student Name: _____ Teacher Name: _____ Date: _____

Four Main Goals:

1. To help defiant, resistant children become intrinsically willing to learn new skills by establishing healthy relationships with responsive adult(s).
2. To teach willing children new helpful social emotional life skills in order to get their needs met and achieve their goals.
3. To help children become consciously aware of hurtful behaviors and show them they have no value.
4. To help children become consciously aware of helpful behaviors and show them they have great value.



Comprehensive Implementation Plan

Environmental Strategies	Self-regulation Strategies	Teaching Strategies	Notice & Celebration Strategies
1.			
2.			
3.			

Who: _____

When: _____

Overall Developmental Question Being Asked?

- Am I safe?
 Am I loved?
 What can I learn?



Strategies for Increasing Sense of Safety

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Noticing <input type="checkbox"/> Adult assertiveness <input type="checkbox"/> Routines in pictures <input type="checkbox"/> Composure (adult and child) <input type="checkbox"/> Safekeeper, Safe Place | <ul style="list-style-type: none"> <input type="checkbox"/> In classroom <input type="checkbox"/> In small group <input type="checkbox"/> One-on-one |
|---|---|

Strategies for Increasing Sense of Connection/Belonging

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Rituals for connections <input type="checkbox"/> Encouragement <input type="checkbox"/> Jobs to be of service <input type="checkbox"/> Empathy (D.N.A. process) <input type="checkbox"/> Choices <input type="checkbox"/> The School Family culture | <ul style="list-style-type: none"> <input type="checkbox"/> In classroom <input type="checkbox"/> In small group <input type="checkbox"/> One-on-one |
|---|---|

Critical Executive Skills Missing or Emerging

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Attention <input type="checkbox"/> Time management <input type="checkbox"/> Organization <input type="checkbox"/> Prioritization <input type="checkbox"/> Working memory <input type="checkbox"/> Impulse control | <ul style="list-style-type: none"> <input type="checkbox"/> Flexibility <input type="checkbox"/> Empathy <input type="checkbox"/> Metacognition <input type="checkbox"/> Goal achievement <input type="checkbox"/> Task initiation <input type="checkbox"/> Emotional control |
|---|---|

Strategies to Teach New Skills or Scaffold Executive Skills (circle one(s) to implement)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> <i>Class meetings</i> <i>Role-play practice</i> <i>Visual routines</i> <i>Visual prompts</i> <i>Visual social stories</i> <i>Stress reductions strategies</i> <i>Time Machine practice</i> | <ul style="list-style-type: none"> <i>Feeling Buddies</i> <i>Baby Doll Circle Time</i> <i>Social skills coaching</i> <i>Jobs to be of service</i> <i>Rage visual book</i> <i>Direct instruction</i> <i>Increased play</i> | <ul style="list-style-type: none"> <i>Attention signals</i> <i>Music / movement</i> <i>Sensory diet</i> <i>Rituals to connect</i> <i>Literature</i> <i>Safe Place</i> <i>Self-regulation skills</i> |
|--|--|--|

Who will teach the new skill(s)?	When will the skill(s) be taught?	DATA - How will progress be tracked?

