

Skills for Creating a School Family™

Skill	1: Absent Little or no implementation	2: Minimal Partial development or implementation	3: Good General development and mostly functional implementation	4: Excellent Fully functional development and implementation
Composure Pre-Test: _____ Post-Test: _____	There is no attempt by the adult to actively calm him or herself when triggered, nor is there any attempt to help the child calm down. Upset children are ignored, punished, or told to calm down or stop the upset behavior.	The adult attempts to look calm even though it is energetically obvious that she is upset. The adult takes shallow breaths, distracts children from their upset, attempts to calm them down or attempts to hush them up. Children practice being a S.T.A.R. during calm times, but the transfer to upset times is not made.	The adult occasionally takes time to calm him or herself by using belly breathing and being a S.T.A.R. As the adult calms down, he or she helps the child calm down. The adult teaches and practices the four composure skills of S.T.A.R., Draining, Ballooning and Pretzel with the children.	The adult regularly leads the children in active calming during the Brain Smart Start of the day, throughout the day during transition times and during other stressful times. A S.T.A.R. person is one of the classroom jobs. When upset, the adult models active calming, and is able to download a calm state into the child if necessary. When children become upset, the adult facilitates managing the emotion by saying, "You're safe. Breathe with me. You can handle this." The whole class understands it is everyone's job to help when others feel upset by being a S.T.A.R. for them.
Encouragement Pre-Test: _____ Post-Test: _____	Children are not encouraged to be all they can be. The adult focus is on what children are doing that is incorrect or wrong. The goal is correcting wrong actions.	The adult's encouragement is overshadowed by a goal of compliance based on judgment of the event or situation. Catching them "being good" is the goal. You will hear phrases such as, "Thank you," "Good job," and "I like the way _____ is ready."	The adult is beginning to replace judgmental praise with noticing. He is replacing, "Good job," with, "You did it," followed by a description of the child's efforts or accomplishments. The adult is more present, mindful and conscious of the child's efforts and achievements.	The adult encourages children by noticing and describing instead of judging. The intent behind the encouragement is to help children become conscious of their efforts and actions, not compliance. "Good job" becomes "Good for you." Throughout the day, the adult uses phrases like, "You did it, you _____." "Way to go," and, "You _____ so _____. That was helpful." Children start modeling the language and are encouraging of each other.
Teaching Assertiveness to Children Pre-Test: _____ Post-Test: _____	The adult does not teach children to be assertive. He punishes aggressive acts and removes aggressors from the situation or classroom, while largely ignoring victims. Alternately, the adult may speak to aggressors about their wrong and hurtful behavior and ask them to apologize. The adult may soothe or cuddle victims.	The adult is beginning to go to the victim first in hurtful situations. The adult may say to the victim, "Use your words," "Talk to the aggressor," or, "How did that make you feel?" Aggressors are condemned for hurtful behavior and receive some sort of consequence (removal, apology, loss of privilege).	Adults most often go to the victim first and ask, "Did you like it?" She then instructs the child to say some version of, "I don't like it," or, "Stop." The aggressor is sometimes lectured about being hurtful or asked to apologize. The adult sometimes uses the phrase, "You wanted _____." You may not _____, _____ hurts. Say or do _____.	The adult goes to the victim first and notices, "Your hand is going like this," or asks, "Did you like it?" The adult coaches the victim to say, "I don't like it when you _____. Please _____. The adult is adept at helping children learn an assertive tone and tell others how they want to be treated. The adult then approaches aggressors with the phrase, "You wanted _____," and teaches them how to assertively communicate ("May I have a turn") instead of aggressively act out to get what they want. Children are beginning to use this language regularly.



<p>Adults Assertiveness</p> <p>Pre-Test: _____</p> <p>Post-Test: _____</p>	<p>The adult speaks mostly from a passive voice or an aggressive voice, or flip-flops between the two. The passive voice implies asking for permission or agreement from the children, such as, "Hand in your homework, okay?" An aggressive voice implies, "Do this or else."</p>	<p>The adult becomes conscious at times of speaking passively and aggressively, and is attempting to be more assertive. However, he struggles with assertiveness, feeling the assertive voice may appear too rude or too soft.</p>	<p>The adult understands the assertive voice is the voice of knowing, and is working on giving clear assertive commands to children. The adult catches himself speaking passively or aggressively and makes the change as needed.</p>	<p>The adult is comfortable with his assertive voice and is heard throughout the day providing the structure children need to be successful. Phrases such as, "I'm going to _____," and assertive, descriptive instructions like, "Walk with your hands at your sides just like this," are common.</p>
<p>Choices</p> <p>Pre-Test: _____</p> <p>Post-Test: _____</p>	<p>Choices for children are not really part of the classroom. The adult is in charge and children are to obey.</p>	<p>The adult is beginning to give children two choices. Most often, the choices are presented as one positive choice and one negative choice. The intent behind the choice is compliance and manipulating the child to choose the "right" choice.</p>	<p>The adult is beginning to offer two positive choices to children. Occasionally during the day, you hear the language, "You may _____ or _____. What is best for you?" It is still difficult for the adult to think of the two positive choices because they still tend to focus on the behavior they don't want instead of the behavior they would like to see. They may also give choices to children who are in a survival state, creating additional power struggles.</p>	<p>The adult utilizes the skill of choices based on an assessment of the state of the child. He understands that two choices are an appropriate tool when a child is demonstrating an emotional state. When a child is in a more organized executive state, the teacher might ask, "What are your choices?" The teacher understands not to offer choices to children in a survival state. Thinking of two positive choices becomes habit, the adult posts picture rules around the classroom, and focuses on the behaviors he wants to see from children.</p>
<p>Empathy</p> <p>Pre-Test: _____</p> <p>Post-Test: _____</p>	<p>The adult dismisses or ignores children's emotional states, focusing only on behavioral changes. The goal is to stop the upset and/or make it go away.</p>	<p>The adult uses phrases such as, "You seem angry," as tools to stop upset and/or make it go away. The intent behind empathy appears to be "happy up" children, not helping them manage their emotions in order to solve their problems.</p>	<p>The adult begins to differentiate between when children are asking for understanding or information. Phrases such as, "Your arms are going like this," "You seem _____," and, "You wanted _____," are beginning to be heard.</p>	<p>The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve. Adults are able to reflect back what they see when a child is in a survival state ("Your face is going like this;"), reflect back what they sense the child is feeling when a child is in an emotional state ("You seem sad"), and reflect back the child's desires when he is focused on what he doesn't want ("You wanted _____," or, "You were hoping _____").</p>

