



# Skill Rubric Rating Sheet

<b>Skill</b>	<b>1: Absent</b> Little or no implementation	<b>2: Minimal</b> Partial development or implementation	<b>3: Good</b> General development and mostly functional implementation	<b>4: Excellent</b> Fully functional development and implementation
Composure	1	2	3	4
Encouragement	1	2	3	4
Adult Assertiveness	1	2	3	4
Teaching Assertiveness to Children	1	2	3	4
Choices	1	2	3	4
Positive Intent	1	2	3	4
Empathy	1	2	3	4
Consequences	1	2	3	4



# Progress Assessment

Comments:

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## Indicator

### Composure

## Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>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.</p>	<p>The adult attempts to fake calmness even though it is energetically obvious that he or 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.</p>	<p>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.</p>	<p>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.</p>



# Progress Assessment

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## Indicator

### Encouragement

## Performance Levels

**1** Little or no implementation

Children are not encouraged to be successful. The adult focus is on what children are doing that is incorrect or wrong. The goal is correcting wrong actions.

**2** Partial development or implementation

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."

**3** General development and mostly functional implementation

The adult is beginning to replace judgmental praise with noticing. S/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.

**4** Fully functional development and implementation

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.



# Progress Assessment

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## Indicator

### Adult Assertiveness

## Performance Levels

**1** Little or no implementation

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."

**2** Partial development or implementation

The adult becomes conscious at times of speaking passively and aggressively, and is attempting to be more assertive. However, s/he struggles with assertiveness, feeling the assertive voice may appear too rude or too soft.

**3** General development and mostly functional implementation

The adult understands the assertive voice is the voice of knowing, and is working on giving clear assertive commands to children. The adult catches her or himself speaking passively or aggressively and makes the change as needed.

**4** Fully functional development and implementation

The adult is comfortable with his or her 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.



# Progress Assessment

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## Indicator

### Teaching Assertiveness to Children

## Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The adult does not teach children to be assertive. S/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 coddle victims.</p>	<p>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).</p>	<p>Adults most often go to the victim first and ask, "Did you like it?" S/he 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 _____."</p>	<p>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 telling 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 and more independently.</p>



# Progress Assessment

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## Indicator

### Choices

## Performance Levels

**1** Little or no implementation

Choices for children are not really part of the classroom. The adult is in charge and children are to comply.

**2** Partial development or implementation

The adult is beginning to give children two choices. Most often, the choices 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.

**3** General development and mostly functional implementation

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.

**4** Fully functional development and implementation

The adult utilizes the skill of choices based on an assessment of the state of the child. S/he understands that two choices are an appropriate tool when a child is demonstrating an emotional state. When a child is in more of an 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 s/he wants to see from children.



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## Indicator

### Positive Intent

## Performance Levels

**1** Little or no implementation

The adult is completely unaware of the intent behind his or her actions. S/he assumes most misbehavior is due to disrespect, not listening or some other flaw in the child.

**2** Partial development or implementation

The adult understands that s/he is making up the intentions behind the child's behavior. If a child pushes someone, the adult grasps the choice of how to perceive that act. Yet, the adult often falls back on conditioned belief programs, assuming the child's misbehavior is on purpose. The adult tends to ask questions of the aggressive child. "Why did you do that?" "What were you thinking?" "What is our rule about hitting?"

**3** General development and mostly functional implementation

The adult begins attributing positive intent to the child exhibiting aggressive behavior, with an understanding that it does not let the child off the hook. The adult often addresses aggressive behaviors by saying to the child, "You wanted \_\_\_\_\_," instead of asking questions.

**4** Fully functional development and implementation

The adult is able to see the best in the child, even in the worst moments. S/he attributes positive intent to the child's behavior, setting the stage for teaching the child a new skill. If a child is pushing, the adult reframes this action for all parties by saying, "You wanted her to move, but you didn't know the words to use. You may not push. Pushing hurts. When you want her to move say, 'Move please.'" The adult sees misbehavior as a call for help and an indication of a missing social-emotional skill.



# Progress Assessment

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## Indicator

### Empathy

## Performance Levels

**1** Little or no implementation

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.

**2** Partial development or implementation

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 "happying up" children, not helping them manage their emotions in order to solve their problems.

**3** General development and mostly functional implementation

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.

**4** Fully functional development and implementation

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 in an emotional state ("You seem sad"), and reflect back the child's desires when s/he is focused on what s/he doesn't want ("You wanted \_\_\_\_\_," or, "You were hoping \_\_\_\_\_.").





# Progress Assessment

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## Indicator

### Consequences

## Performance Levels

**1** Little or no implementation

Rewards and punishments are used throughout the classroom and given by the adult for situations judged either good or bad.

**2** Partial development or implementation

The adult begins to see that consequences aren't something made up by adults and imposed on children, but that they are always happening around us. S/he understands that every thought, feeling and action produces a consequence, and begins to utilize natural consequences and problem-solving in the classroom. The adult will talk to children who have disputes, instead of just dispensing a reward or punishment.

**3** General development and mostly functional implementation

The adult helps children resolve interpersonal conflicts with natural consequences. The natural consequence of hitting is to learn another socially acceptable skill. You will hear the following frequently in the classroom: "Did you like it" (victim) and "You wanted" (aggressor).

**4** Fully functional development and implementation

The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills. The adult only presents logical consequences to connected children who already know the expected skills. S/he uses problem solving for chronic problems and School Family issues. When a child becomes upset with a consequence, the adult offers empathy while following through with the consequence.