

# Administrator's Self-Evaluation Guide to Conscious Discipline Implementation





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Check one statement per row

	Step 1	Step 2	Step 3
<b>Personal</b>	<ul style="list-style-type: none"> <li>▪ Has not personally attended/participated in any Conscious Discipline trainings; may visit for a brief time to make an appearance.</li> <li>.....</li> <li>▪ Was not aware a Conscious Discipline Institute (CDI) was offered.</li> <li>.....</li> <li>▪ Expects staff to use the language of safety, but does not use it personally.</li> <li>.....</li> <li>▪ Discipline requires rules, rewards, punishment and compliance of a higher power figure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has attended/participated in on-site Conscious Discipline trainings; leaving only occasionally for brief periods of time for previously scheduled meetings that were not rescheduled.</li> <li>.....</li> <li>▪ Has made plans and has completed the registration to attend Conscious Discipline Institute (CDI).</li> <li>.....</li> <li>▪ Adds a few language of safety phrases to interactions, but holds on to many phrases from the past that instill fear in staff, children and families.               <ul style="list-style-type: none"> <li>• What should you be doing?</li> <li>• What were you thinking?</li> <li>• Look at how you made ____ feel.</li> </ul> </li> <li>.....</li> <li>▪ Discipline requires motivation through rewards, class parties, incentives and prizes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has attended/participated in on-site Conscious Discipline trainings; staying for the entirety; having rescheduled other meetings.</li> <li>.....</li> <li>▪ Has attended/participated in Conscious Discipline Institute (CDI), staying for the entirety.</li> <li>.....</li> <li>▪ Uses language of safety consistently in interactions with staff, children and families:               <ul style="list-style-type: none"> <li>• You're safe. Breathe with me. You can handle this.</li> </ul> </li> <li>.....</li> <li>▪ Discipline requires self-regulation and an internal motivation system.</li> </ul>

## Skills and School-wide Structures:

	Step 1	Step 2	Step 3
<p><b>Composure</b></p> <p>Being the person you want others to become</p>	<ul style="list-style-type: none"> <li>▪ Administrator attempts to calm themselves however, energetically they remain upset. They resort to distracting children instead of teaching and guiding them through the five steps of self-regulation.</li> <li>.....</li> <li>▪ There is no Safe Place in the Administrator’s office.</li> <li>.....</li> <li>▪ No school-wide Brain Smart Start is currently being conducted.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrator occasionally calms him/herself by using belly breathing and being a S.T.A.R. Additionally, the adult has begun to facilitate the Self-regulation process by helping children breathe and recognize feelings however, they have not begun to manage the emotions.</li> <li>.....</li> <li>▪ A Safe Place is in the Administrator’s office however, it is not utilized for staff or children.</li> <li>.....</li> <li>▪ Administrator has begun to incorporate some elements of the Brain Smart Start during the morning announcements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrator consistently participates in active calming especially during stressful events. They use language such as “Breathe with me. You can handle this” as an inner language as well as a reminder to others at appropriate times.</li> <li>.....</li> <li>▪ A Safe Place is clearly visible in the administrator’s office and children and staff are encouraged to use it when needed. The adult is willing to guide children through the full five steps of self-regulation and to remind staff of that process as well.</li> <li>.....</li> <li>▪ Administrator leads the school in a school-wide Brain Smart Start or requires that teachers incorporate it into their daily routine.</li> </ul>
<p><b>Assertiveness</b></p> <p>Setting limits respectfully</p>	<ul style="list-style-type: none"> <li>▪ Administrator speaks in a passive voice or an aggressive voice or flipflops between the two.</li> <li>.....</li> <li>▪ Language such as “You need to _____” or “I need you to _____” is used to achieve compliance from others.</li> <li>.....</li> <li>▪ No Time Machine/instant replay is used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Administrator uses an assertive voice at times but reverts back to either a passive or aggressive voice to make others change.</li> <li>.....</li> <li>▪ Language such as “Let me _____” , “You never”, or “You always” are used.</li> <li>.....</li> <li>▪ The Time Machine or instant replay is used on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Administrator uses an assertive voice consistently.</li> <li>.....</li> <li>▪ Language such as “I’m going to _____”, “Walk with your hands by your side like this” are commonly used.</li> <li>.....</li> <li>▪ The administrator guides willing students and staff through the problem solving process using the Time Machine.</li> </ul>

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<p><b>Encouragement</b></p> <p>Building the School Family™</p>	<ul style="list-style-type: none"> <li>▪ Administrator is focused on compliance using rewards and punishment.</li> <li>.....</li> <li>▪ Language such as “good job” is used often to motivate children.</li> <li>.....</li> <li>▪ No school-wide jobs are present. These would be jobs that are in addition to the adult’s school position.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A system is in place to motivate children through rewards including tokens, prizes or class parties.</li> <li>.....</li> <li>▪ Language such as “I like the way you” and “that was nice” are used to motivate children to do well.</li> <li>.....</li> <li>▪ Some adults have jobs in addition to their regular tasks but not all staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An internal motivation system exists in the form of a School Family in which connections are built to ensure optimal brain development.</li> <li>.....</li> <li>▪ Language such as “You did it. You_____so_____. That was helpful” are consistently used to create a sense of community and interconnectedness.</li> <li>.....</li> <li>▪ All staff members have school-wide jobs in addition to their regular tasks. There is a clearly displayed “Staff job board” in the office or lounge area.</li> </ul>
<p><b>Choices</b></p> <p>Building self-esteem and will power</p>	<ul style="list-style-type: none"> <li>▪ Administrator offers children false choices including one positive and one negative with the intent of manipulating children to choose the “right” choice.</li> <li>.....</li> <li>▪ Administrator demands and mandates that things get done by the staff and offers no choices.</li> <li>.....</li> <li>▪ No Picture Rule Cards are present at the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The administrator begins to offer two positive choices to children however, struggles at times to come up with appropriate ones.</li> <li>.....</li> <li>▪ With the staff, they still focus on what they don’t want as opposed to the behavior that they do want from the staff.</li> <li>.....</li> <li>▪ Some Picture Rule Cards or pictures are placed around the school to let children know what the expected behavior is in that location.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The administrator offers two choices, when appropriate to staff or children with the intent of helping others become successful.</li> <li>.....</li> <li>▪ The adult focuses on the behavior that he/she does want from the staff and children and uses language such as “You may _____ or _____. What is your choice?”.</li> <li>.....</li> <li>▪ Picture Rule Cards/posters are placed around the school to help empower children while setting reasonable limits.</li> </ul>

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<p><b>Empathy</b></p> <p>Being sensitive to the emotions of others</p>	<ul style="list-style-type: none"> <li>▪ The administrator offers little regard to emotional state while focusing only on behavioral changes with a goal of stopping the upset and getting back to class/work.</li> <li>.....</li> <li>▪ Language such as “calm down” and “you’re okay” are used often.</li> <li>.....</li> <li>▪ No We Care Center is available to the staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ The administrator offers some empathy with the goal of moving the child from upset to happy with little understanding of how to manage the actual emotion.</li> <li>.....</li> <li>▪ Language such as “you seem upset” is beginning to be used but not consistent.</li> <li>.....</li> <li>▪ A We Care Center is provided for the staff; however, it is not always used or encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The administrator understands and uses true empathy with the intent to help staff and children regulate their emotions.</li> <li>.....</li> <li>▪ Language such as “You seem sad/angry/scared” are consistently used. Followed by “You wanted,” or “You were hoping.”</li> <li>.....</li> <li>▪ A We Care Center is used and maintained in order to help staff and children manage their upset.</li> </ul>
<p><b>Positive Intent</b></p> <p>Seeing the best in others</p>	<ul style="list-style-type: none"> <li>▪ Administrator is not always aware of their intent behind their actions.</li> <li>.....</li> <li>▪ Language such as, “What were you thinking” are used often to seek and maintain a power-over system.</li> <li>.....</li> <li>▪ No Celebration Center is displayed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrator begins to attribute positive intent with the children however not consistently with the staff.</li> <li>.....</li> <li>▪ Language such as “What is our rule about hitting?” or “Why did you do that?”</li> <li>.....</li> <li>▪ A Celebration Center is displayed but not maintained and updated often.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrator is able to see the best in children and staff, even during the most challenging of situations.</li> <li>.....</li> <li>▪ The adult uses language such as “You wanted” and “When you want _____, say _____” in order to teach a new skill.</li> <li>.....</li> <li>▪ A staff Celebration Center is displayed in the office or lounge area to showcase news including birthdays, new babies/grandbabies and other announcements.</li> </ul>

	Step 1	Step 2	Step 3
<b>Consequences</b>  Helping others learn from their mistakes	<ul style="list-style-type: none"> <li>▪ Rewards and punishments are used to control children and modify their behavior.</li> <li>.....</li> <li>▪ Language such as “When you do _____, you will get _____.”</li> <li>.....</li> <li>▪ Discussing staff issues at faculty meetings (when appropriate) are not done.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some natural consequences occur; however, adult does not offer empathy to others at this time.</li> <li>.....</li> <li>▪ Language such as, “Did you like it” and “You wanted” are used with children but new skills are not taught in that moment.</li> <li>.....</li> <li>▪ Discussing issues with individuals, grade level or the entire staff occur at times but not consistently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Administrator offers empathy when natural consequences occur and provides realistic and logical consequences to encourage staff and children to learn from their mistakes.</li> <li>.....</li> <li>▪ Language such as “If you choose to _____, then you will _____” are clear and used when appropriate.</li> <li>.....</li> <li>▪ Staff is encouraged to bring issues to be discussed and resolved during individual, grade-level or faculty meetings.</li> </ul>
<b>TOTALS</b>	<b>Step 1:</b> _____	<b>Step 2:</b> _____	<b>Step 3:</b> _____

## My Next Steps

I am willing to take the next steps in the following skills:

Skill: \_\_\_\_\_ Next Steps: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Skill: \_\_\_\_\_ Next Steps: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Skill: \_\_\_\_\_ Next Steps: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Skill: \_\_\_\_\_ Next Steps: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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Skill: \_\_\_\_\_ Next Steps: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_