

| CSEFEL Inventory of Practices                                                    | Conscious Discipline                                                                                                                                                                                         | Conscious Discipline Skill Description                                                                                                                                                                                                                             |
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| 1. Develops meaningful relationships with children and families                  | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                  | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                  | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                  | Chapter 9: "Positive Intent," pp. 255-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                                  | Chapter 8: "Empathy," pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
| 2. Examines personal, family, and cultural views of child's challenging behavior | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                  | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                  | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |

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| 3. Examines own attitudes toward challenging behavior | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                       | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
| 4. Designs the physical environments                  | N/A                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                |
| 5. Develops schedules and routines                    | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                       | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                       | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                       | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 6. Ensure smooth transitions                          | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |

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| 7. Designs activities to promote engagement | Chapter 4: “Composure,” pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                             | Chapter 10: “Consequences,” pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 8. Giving Directions                        | Chapter 4: “Composure,” pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart Start                                                                       | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                             | Chapter 5: “Assertiveness,” pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                             | Chapter 6: “Encouragement,” pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                             | Chapter 7: “Choices,” pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |

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| 9. Establishes and enforces clear rules, limits, and consequences for behavior | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                                                | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                                | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 10. Engages in ongoing monitoring and positive attention                       | Chapter 9: "Positive Intent," pp. 255-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |

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| 11. Uses positive feedback and encouragement             | Chapter 6: “Encouragement,” pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                          | Chapter 9: “Positive Intent,” pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
| 12. Interacts with children to develop their self-esteem | Chapter 9: “Positive Intent,” pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                          | Chapter 8: “Empathy,” pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
|                                                          | Chapter 10: “Consequences,” pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 13. Shows sensitivity to individual children’s needs     | Chapter 6: “Encouragement,” pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                          | Chapter 7: “Choices,” pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |

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| 14. Encourage autonomy                                                             | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                    | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                    | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                                                    | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 15. Capitalizes on the presence of typically developing peers                      | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
| 16. Utilizes effective environmental arrangements to encourage social interactions | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                    | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |

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| 17. Uses prompting and reinforcement of interactions effectively    | Chapter 6: "Encouragement," pp.162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual  | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
| 18. Provides instruction to aid in the development of social skills | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                     | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                     | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                     | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                                     | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                     | Chapter 8: "Empathy," pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
|                                                                     | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |

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| 19. Promotes identification and labeling of emotions in self and others            | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                    | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                                    | Chapter 8: "Empathy," pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
|                                                                                    | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |
| 20. Explores the nature of feelings and the appropriate ways they can be expressed | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                    | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                    | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |

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| 21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                   |
|                                                                                                                            | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
| 22. Creates a planned approach for problem solving processes within the classroom                                          | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                   |
|                                                                                                                            | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                                                            | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                                                            | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                                                                                            | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                                                                            | Chapter 8: "Empathy," pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
|                                                                                                                            | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |

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| 23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom | Chapter 4: "Composure," pp. 86-119<br>a. Safe Place<br>b. Circle Time/Morning Meetings<br>k. Safekeeper Ritual<br>l. Brain Smart® Start                                                                      | Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.                  |
|                                                                                                                                 | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                                                                 | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                                                                 | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
|                                                                                                                                 | Chapter 9: "Positive Intent," pp. 254-285<br>h. Celebration Center<br>r. Cheer Card Rituals                                                                                                                  | Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.                                                                                                                       |
|                                                                                                                                 | Chapter 8: "Empathy," pp. 218-251<br>i. We Care Center<br>s. Absent Child & Welcome Back Rituals                                                                                                             | Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.                                                             |
|                                                                                                                                 | Chapter 10: "Consequences," pp. 286-322<br>j. Class Meetings/Circle Time<br>t. Connecting Rituals & Group Commitments                                                                                        | Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.                                                                                                                           |

| CSEFEL Inventory of Practices                                                                                                                                                                                                                                                                                                                                     | Conscious Discipline                                                                                                                                                                                         | Conscious Discipline Skill Description                                                                                                                                                                                                                             |
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| 24. Teams with family to develop support plans <ul style="list-style-type: none"> <li>• Invites family to participate in behavior support process from the beginning</li> <li>• Accommodates family schedule</li> <li>• Encourages family to assist in the development of plan</li> <li>• Ensures that the plan addresses family and child care issues</li> </ul> | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
| 25. Teams use functional assessment <ul style="list-style-type: none"> <li>• Conducts observations</li> <li>• Completes interviews</li> <li>• Develops hypothesis</li> </ul>                                                                                                                                                                                      | N/A                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                |
| 26. Develops and implements behavior support plan <ul style="list-style-type: none"> <li>• Includes replacement skills</li> <li>• Includes prevention strategies</li> <li>• Includes new responses</li> </ul>                                                                                                                                                     | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectively by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                   | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |
| 27. Teaches replacement skills <ul style="list-style-type: none"> <li>• Replacement skills are taught throughout the day</li> <li>• Replacement skills are taught when challenging behavior is not occurring</li> <li>• Consistently provides positive reinforcement for appropriate behavior</li> </ul>                                                          | Chapter 6: "Encouragement," pp. 162-193<br>c. Meaningful Jobs<br>d. Friends and Family<br>e. Ways to Be Helpful<br>m. Appreciation Ritual<br>n. New Student & Greeting/Goodbye Rituals<br>o. Kindness Ritual | Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning. |
|                                                                                                                                                                                                                                                                                                                                                                   | Chapter 5: "Assertiveness," pp. 120-159<br>f. Time Machine/Instant Reply<br>p. S.T.A.R. & Wish Well Rituals                                                                                                  | Setting limits respectively by focusing on the behavior you want; teaching others how to treat you.                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                   | Chapter 7: "Choices," pp. 194-217<br>g. Picture Rule Cards<br>q. Daily Routine                                                                                                                               | Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.                                                                                                                           |

| CSEFEL Inventory of Practices                                                                                                                                                                                                                                                                                              | Conscious Discipline                    | Conscious Discipline Skill Description |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| 28. Monitors progress <ul style="list-style-type: none"> <li>• Measures and monitors changes in challenging behavior</li> <li>• Measures and monitors acquisition of replacement skills</li> <li>• Team meets periodically to review child progress, plan implementation, and to develop new support strategies</li> </ul> | Conscious Discipline Action Team (CDAT) | N/A                                    |