

Conscious Discipline Aligned with the Creative Curriculum Developmental Assessment

Conscious Discipline® Building Resilient Classrooms			The Creative Curriculum for Preschool GOLD® Objectives for Development & Learning: Birth through Kindergarten																	
Chapter	Power	Skill	Social-Emotional									Language			Cognitive					
			1a	1b	1c	2a	2b	2c	2d	3a	3b	8b	9a	10b	11a	11b	11c	11d	11e	14b
4	Perception	Composure	•	•	•			•	•	•	•			•	•					•
5	Attention	Assertiveness		•	•		•	•	•	•	•	•	•		•	•	•	•		•
6	Unity	Encouragement	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•
7	Free Will	Choices		•	•	•						•			•	•		•	•	
8	Acceptance	Empathy	•	•	•	•	•			•	•				•					
9	Love	Positive Intent	•	•		•	•	•	•	•	•	•	•		•	•		•	•	•
10	Intention	Consequences			•					•	•	•	•	•	•	•	•	•	•	•

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GOLD® Objective	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
1.a. Manages feelings 1.b. Follows limits and expectations 1.c. Takes care of own needs appropriately 2.c. Interacts with peers 2.d. Makes friends 3.a. Balances needs and rights of self and others 3.b. Solves social problems	Chapter 4 pp. 84-119	Power of Perception No one can make you angry without your permission. Skill of Composure Being the person you want others to become.	Composure gives you access to the higher centers of your brain Composure Summary p. 116 Teaching Moments p. 117 Implementation Checklist p. 119	• Managing Emotional Mayhem p. 93 • Brain Smart Start pp. 106-110 • Safekeeper Ritual pp. 111-112 • Safe Place pp. 113-114 • Friends and Family Board p. 115 • Greeting/Goodbye Rituals p. 108	• Oops! p. 88 • I'm safe. Keep breathing. I can handle this. p. 92 • You're safe. Breathe with me. • S.T.A.R. – S mile, T ake a breath and R elax! p. 101 • Noticing: Your arm is going like this (demonstrate). p. 103

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10.b. Uses social rules of language 11.a. Attends and engages 14.b. Engages in sociodramatic play	Chapter 4 pp. 84-119				• Drain p. 105 • Balloon p. 105 • Pretzel p. 106
1.b. Follow limits and expectations 1.c. Takes care of own needs appropriately 2.b. Responds to emotional cues 2.c. Interacts with peers 2.d. Makes friends 3.a. Balances needs and rights of self and others 3.b. Solves social problems 8.b. Follows directions 9.a. Uses an expanding expressive vocabulary 11.a. Attends and engages 11.b. Persists 11c. Solves problems 11.d. Shows curiosity and motivation 14.b. Engages in sociodramatic play	Chapter 5 pp. 120-159	Skill of Assertiveness Saying “no” and being heard: Setting limits respectfully Power of Attention What you focus on, you get more of	Attention directs neuroplasticity and all learning Summary p. 157 Teaching Moments p. 158 Implementation Checklist p. 159	• Pivot p. 123 • Noticing pp. 127-129 • Passive Voice pp. 130-131 • Aggressive Voice pp. 132-133 • Assertive Voice pp. 133-135 • Tell and Show p. 138 • Assertive Commands p. 139 • Redirection p. 141 • I Messages p. 142 • Tattling p. 148 • Visual Routines p. 152 • Class-made Books p. 154 • Daily Schedules p. 155 • Time Machine p. 156 • After Conflict Reconnecting Ritual pp. 29, 156, 319	• Name, Verb, Paint for assertive commands pp. 136-138 • Did you like it? p. 148 • I'm going to _____ p. 148

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1.a. Manages feelings 1.b. Follows limits and expectations 1.c. Takes care of own needs appropriately 2.a. Forms relationships with adults 2.b. Responds to emotional cues 3.a. Balances needs and rights of self and others 3.b. Solves social problems 11.a. Attends and engages	Chapter 8 pp. 218-251	Power of Acceptance This moment is as it is Skill of Empathy Teaching children to manage their emotions	Empathy integrates the brain for personal responsibility and self-control Summary p. 249 Teaching Moments p. 250 Implementation Checklist p. 251	• I Choose Self Control Board p. 223 • Managing Emotional Mayhem p. 223 • Feeling Buddies p. 223 • D.N.A. p. 236 • Rage Book p. 246 • We Care Center p. 247	• D = Your face is going like this (demonstrate). • N = You seem ____. • A = You wanted ____ or you were hoping ____ p. 228

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1.c. Takes care of own needs appropriately 3.a. Balances needs and rights of self and others 3.b. Solves social problems 8.b. Follows directions 9.a. Uses an expanding expressive vocabulary 10.b. Uses social rules of language 11.a. Attends and engages 11.b. Persists 11.c. Solves problems 11.d. Shows curiosity and motivation 11.e. Shows flexibility and inventiveness in thinking 14.b. Engages in sociodramatic play	Chapter 10 pp. 286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p. 321 Teaching Moments p. 322 Implementation Checklist p. 323	• Tattling p. 304 • Consequences p. 310 • Classroom Behavioral Chart p. 314 • Class Meetings p. 316 • Time Machine p. 318 • Relationship Repair Ritual p. 320	• Did you like it? p. 304 • Are you telling me to be helpful or hurtful? p. 304 • You have a choice, you can choose to ___ and ___ or you can choose to ___ and ___. p. 310 • Tell me what will happen if you ___ again. p. 311 • I can see by your actions you are choosing to ___. p. 311