

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Emotional and Behavioral Self-Regulation					
IT-ATL 1: Child manages feelings and emotions with support of familiar adults.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	- Wishing Well p162 - We Are All in This Together p164 - Connecting Rituals p184-185 - Noticing Formula p179 - Brain Breaks p186 - Ways to Be Helpful Board/Book p180, 186 - Kindness Tree p187 - Kindness Recorder p187 - Job Board p188-190 - Friends and Family Board p190	- Noticing: You did it! Good for you! p176 - Noticing: You ____ so ____. - That was helpful. p176-178
IT-ATL 2: Child manages actions and behaviors with support of familiar adults.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	- Pivot p123 - Noticing p127-129 - Passive Voice p130-131 - Aggressive Voice p132-133 - Assertive Voice p133-135 - Tell and Show p138 - Assertive Commands p139 - Redirection p141 - I Messages p142 - Tattling p148 - Visual Routines p152 - Class-made Books p154 - Daily Schedules p155 - After Conflict Reconnecting Ritual p29, 156, 319	- Name, Verb, Paint for assertive commands p136-138 - Did you like it? p148 - I'm going to ____ p148

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Domain: Approaches to Learning					
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	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
P-ATL 1: Child manages emotions with increasing independence.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not ____. • When you want ____, say or do ____. • Say it now for practice. p275 • Acknowledge the intent • Clarify what skills to use • Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Emotional and Behavioral Self-Regulation					
P-ATL 2: Child follows classroom rules and routines with increasing independence.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
P-ATL 3: Child appropriately handles and takes care of classroom materials.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____. • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____.

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Domain: Approaches to Learning					
Sub-Domain: Emotional and Behavioral Self-Regulation					
P-ATL 4: Child manages actions, words, and behavior with increasing independence.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	- Wishing Well p162 - We Are All in This Together p164 - Connecting Rituals p184-185 - Noticing Formula p179 - Brain Breaks p186 - Ways to Be Helpful Board/Book p180, 186 - Kindness Tree p187 - Kindness Recorder p187 - Job Board p188-190 - Friends and Family Board p190	- Noticing: You did it! Good for you! p176 - Noticing: You ____ so ____. - That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	- Reframe p273 - Teach Skills p274 - A.C.T. p277 - Celebration Center p280 - Wishing Well p281 - School Family Assemblies p282	- You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 Acknowledge the intent Clarify what skills to use Take time to practice p277
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)					
IT-ATL 3: Child maintains focus and sustains attention with support.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	- Wishing Well p162 - We Are All in This Together p164 - Connecting Rituals p184-185 - Noticing Formula p179 - Brain Breaks p186 - Ways to Be Helpful Board/Book p180, 186 - Kindness Tree p187 - Kindness Recorder p187 - Job Board p188-190 - Friends and Family Board p190	- Noticing: You did it! Good for you! p176 - Noticing: You ____ so ____. - That was helpful. p176-178

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Domain: Approaches to Learning					
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)					
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____ p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____ p311
IT-ATL 4: Child develops the ability to show persistence in actions and behavior.	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or ____ Which is better for you? p204
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____ p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____ p311
IT-ATL 5: Child demonstrates the ability to be flexible in actions and behavior.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148

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Sub-Domain: Cognitive Self-Regulation (Executive Functioning)					
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
P-ATL 5: Child demonstrates an increasing ability to control impulses.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
P-ATL 6: Child maintains focus and sustains attention with minimal adult support.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. - That was helpful. p176-178

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Domain: Approaches to Learning					
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)					
P-ATL 7: Child persists in tasks.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
P-ATL 8: Child holds information in mind and manipulates it to perform tasks.	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)					
P-ATL 9: Child demonstrates flexibility in thinking and behavior.	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311
Sub-Domain: Initiative and Curiosity					
IT-ATL 6: Child demonstrates emerging initiative in interactions, experiences and explorations.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Initiative and Curiosity					
IT-ATL 7: Child shows interest in and curiosity about objects, materials, or events.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
P-ATL 10: Child demonstrates initiative and independence.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Initiative and Curiosity					
P-ATL 11: Child shows interest in and curiosity about the world around them.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
Sub-Domain: Creativity					
IT-ATL 8: Child uses creativity to increase understanding and learning.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Approaches to Learning					
Sub-Domain: Creativity					
IT-ATL 9: Child shows imagination in play and interactions with others.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Connecting Rituals p184-185 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
P-ATL 12: Child expresses creativity in thinking and communication.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311
P-ATL 13: Child uses imagination in play and interactions with others.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Connecting Rituals p184-185 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Adults					
IT-SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-SE 3: Child learns to use adults as a resource to meet needs.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Adults					
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem ____. A = You wanted ____ or you were hoping _____. p228
P-SE 1: Child engages in and maintains positive relationships and interactions with adults.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Adults					
P-SE 2: Child engages in prosocial and cooperative behavior with adults.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem ____. - A = You wanted ____ or you were hoping _____. p228
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
Sub-Domain: Relationships with Other Children					
IT-SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem ____. - A = You wanted ____ or you were hoping _____. p228
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Other Children					
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311
IT-SE 5: Child imitates and engages in play with other children.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Other Children					
P-SE 3: Child engages in and maintains positive relationships and interactions with other children.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	- Pivot p123 - Noticing p127-129 - Passive Voice p130-131 - Aggressive Voice p132-133 - Assertive Voice p133-135 - Tell and Show p138 - Assertive Commands p139 - Redirection p141 - I Messages p142 - Tattling p148 - Visual Routines p152 - Class-made Books p154 - Daily Schedules p155 - Time Machine p156 - After Conflict Reconnecting Ritual p29, 156, 319	- Name, Verb, Paint for assertive commands p136-138 - Did you like it? p148 - I'm going to ____ p148
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	- Reframe p273 - Teach Skills p274 - A.C.T. p277 - Celebration Center p280 - Wishing Well p281 - School Family Assemblies p282	- You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 Acknowledge the intent Clarify what skills to use Take time to practice p277
P-SE 4: Child engages in cooperative play with other children.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Other Children					
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I’m safe. Keep breathing. I can handle this. p92 • You’re safe. Breathe with me. • S.T.A.R. – Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Relationships with Other Children					
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____. - p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____. - p311
Sub-Domain: Emotional Functioning					
IT-SE 6: Child learns to express a range of emotions.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Emotional Functioning					
IT-SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem _____. A = You wanted _____ or you were hoping _____. p228
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want _____, say or do _____. Say it now for practice. p275 • A cknowledge the intent C larify what skills to use T ake time to practice p277
IT-SE 8: Child expresses care and concern toward others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - S mile, T ake a breath A nd R elax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem _____. A = You wanted _____ or you were hoping _____. p228
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want _____, say or do _____. Say it now for practice. p275 • A cknowledge the intent C larify what skills to use T ake time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Emotional Functioning					
IT-SE 9: Child manages emotions with the support of familiar adults.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	- Reframe p273 - Teach Skills p274 - A.C.T. p277 - Celebration Center p280 - Wishing Well p281 - School Family Assemblies p282	- You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Emotional Functioning					
P-SE 7: Child expresses care and concern toward others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	- Reframe p273 - Teach Skills p274 - A.C.T. p277 - Celebration Center p280 - Wishing Well p281 - School Family Assemblies p282	- You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 Acknowledge the intent Clarify what skills to use Take time to practice p277
P-SE 8: Child manages emotions with increasing independence.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
IT-SE 10: Child shows awareness about self and how to connect with others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	- Reframe p273 - Teach Skills p274 - A.C.T. p277 - Celebration Center p280 - Wishing Well p281 - School Family Assemblies p282	- You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-SE 11: Child understands some characteristics of self and others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	- I Choose Self Control Board p223 - Managing Emotional Mayhem p223 - Feeling Buddies p223 - D.N.A. p236 - Rage Book p246 - We Care Center p247	- D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-SE 12: Child shows confidence in own abilities through relationships with others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
IT-SE 13: Child develops a sense of belonging through relationships with others.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	- Pivot p123 - Noticing p127-129 - Passive Voice p130-131 - Aggressive Voice p132-133 - Assertive Voice p133-135 - Tell and Show p138 - Assertive Commands p139 - Redirection p141 - I Messages p142 - Tattling p148 - Visual Routines p152 - Class-made Books p154 - Daily Schedules p155 - Time Machine p156 - After Conflict Reconnecting Ritual p29, 156, 320	- Name, Verb, Paint for assertive commands p136-138 - Did you like it? p148 - I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	- Wishing Well p162 - We Are All in This Together p164 - Connecting Rituals p184-185 - Noticing Formula p179 - Brain Breaks p186 - Ways to Be Helpful Board/Book p180, 186 - Kindness Tree p187 - Kindness Recorder p187 - Job Board p188-190 - Friends and Family Board p190	- Noticing: You did it! Good for you! p176 - Noticing: You ____ so _____. That was helpful. p176-178
P-SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions and interests.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. - Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem ____. • A = You wanted ____ or you were hoping _____. p228
P-SE 10: Child expresses confidence in own skills and positive feelings about self.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. – Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem ____. • A = You wanted ____ or you were hoping _____. p228

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
P-SE 11: Child has sense of belonging to family, community, and other groups.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I'm safe. Keep breathing. I can handle this. p92 • You're safe. Breathe with me. • S.T.A.R. - Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). N = You seem _____. A = You wanted ____ or you were hoping _____. p228
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Social and Emotional Development					
Sub-Domain: Sense of Identity and Belonging					
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____ p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____ p311
Domain: Language and Communication					
Sub-Domain: Attention and Understanding					
IT-LC 1: Child attends to, understands, and responds to communication and language from others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____ That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Attention and Understanding					
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-LC2: Child learns from communication and language experiences with others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 319	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Attention and Understanding					
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____ p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to ____ p311
P-LC 1: Child attends to communication and language from others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____ That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not ____ When you want ____, say or do ____ Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Attention and Understanding					
P-LC2: Child understands and responds to increasingly complex communication and language from others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Communicating and Speaking					
IT-LC 3: Child communicates needs and wants non-verbally and by using language.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
IT-LC 4: Child uses non-verbal communication and language to engage others in interaction.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Communicating and Speaking					
IT-LC 5: Child uses increasingly complex language in conversation with others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-LC 6: Child initiates non-verbal communication and language to learn and gain information.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Communicating and Speaking					
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
P-LC 3: Child varies the amount of information provided to meet the demands of the situation.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I'm going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Communicating and Speaking					
P-LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
Sub-Domain: Vocabulary					
IT-LC7: Child understands an increasing number of words used in communication with others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Vocabulary					
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
IT-LC 8: Child uses an increasing number of words in communication and conversation with others.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178
Sub-Domain: Emergent Literacy					
IT-LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so _____. That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Language and Communication					
Sub-Domain: Emergent Literacy					
IT-LC 10: Child handles books and relates them to their stories or information.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
IT-LC 11: Child recognizes pictures and some symbols, signs or words.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	• Managing Emotional Mayhem p93 • Brain Smart Start p106-110 • Safekeeper Ritual p111-112 • Safe Place p113-114 • Friends and Family Board p115 • Greeting/Goodbye Rituals p108	• Oops! p88 • I’m safe. Keep breathing. I can handle this. p92 • You’re safe. Breathe with me. • S.T.A.R. – Smile, Take a breath And Relax! p101 • Noticing: Your arm is going like this (demonstrate). p103 • Drain p105 • Balloon p105 • Pretzel p106
IT-LC 12: Child comprehends meaning from pictures and stories.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Literacy					
Sub-Domain: Comprehension and Text Structure					
P-LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204
P-LIT 5: Child asks and answers questions about a book that was read aloud.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or _____. Which is better for you? p204

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Cognition					
Sub-Domain: Exploration and Discovery					
IT-C 2: Child uses understanding of causal relationships to act on social and physical environments.	Chapter 4 p84-119	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 p116 Teaching Moments p117 Implementation Checklist p119	- Managing Emotional Mayhem p93 - Brain Smart Start p106-110 - Safekeeper Ritual p111-112 - Safe Place p113-114 - Friends and Family Board p115 - Greeting/Goodbye Rituals p108	- Oops! p88 - I'm safe. Keep breathing. I can handle this. p92 - You're safe. Breathe with me. - S.T.A.R. – Smile, Take a breath And Relax! p101 - Noticing: Your arm is going like this (demonstrate). p103 - Drain p105 - Balloon p105 - Pretzel p106
	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	- Pivot p123 - Noticing p127-129 - Passive Voice p130-131 - Aggressive Voice p132-133 - Assertive Voice p133-135 - Tell and Show p138 - Assertive Commands p139 - Redirection p141 - I Messages p142 - Tattling p148 - Visual Routines p152 - Class-made Books p154 - Daily Schedules p155 - Time Machine p156 - After Conflict Reconnecting Ritual p29, 156, 320	- Name, Verb, Paint for assertive commands p136-138 - Did you like it? p148 - I'm going to ____ p148
Sub-Domain: Memory					
IT-C 3: Child recognizes differences between familiar and unfamiliar people, objects, actions or events.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	- Wishing Well p162 - We Are All in This Together p164 - Connecting Rituals p184-185 - Noticing Formula p179 - Brain Breaks p186 - Ways to Be Helpful Board/Book p180, 186 - Kindness Tree p187 - Kindness Recorder p187 - Job Board p188-190 - Friends and Family Board p190	- Noticing: You did it! Good for you! p176 - Noticing: You ____ so _____. That was helpful. p176-178
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	- Choices p201-211 - Shubert Books p210 - Sophie Books p210 - Baby Doll Circle Time p211 - Visual Rules p212	You have a choice! You may ____ or _____. Which is better for you? p204

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Cognition					
Sub-Domain: Memory					
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). - N = You seem ____. - A = You wanted ____ or you were hoping ____.
IT-C 4: Child recognizes the stability of people and objects in the environment.	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p73 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
IT-C 5: Child uses memories as a foundation for more complex actions and thoughts.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. - That was helpful. p176-178
	Chapter 7 p194-217	Power of Free Will The only person you can make change is yourself Skill of Choices Building self-esteem and willpower	Choices motivated from within, lacking coercion, improve goal achievement and self-regulation Summary p215 Teaching Moments p216 Implementation Checklist p217	• Choices p201-211 • Shubert Books p210 • Sophie Books p210 • Baby Doll Circle Time p211 • Visual Rules p212	• You have a choice! You may ____ or ____. - Which is better for you? p204

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Cognition					
Sub-Domain: Reasoning and Problem-Solving					
IT-C 6: Child learns to use a variety of strategies in solving problems.	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311
IT-C 7: Child uses reasoning and planning to solve problems.	Chapter 9 p252-285	Power of Love See the best in others Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children	Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p284 Teaching Moments p285 Implementation Checklist p285	• Reframe p273 • Teach Skills p274 • A.C.T. p277 • Celebration Center p280 • Wishing Well p281 • School Family Assemblies p282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p275 • Acknowledge the intent Clarify what skills to use Take time to practice p277
	Chapter 10 p286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p321 Teaching Moments p322 Implementation Checklist p323	• Tattling p304 • Consequences p310 • Classroom Behavioral Chart p314 • Class Meetings p316 • Time Machine p318 • Relationship Repair Ritual p320	• Did you like it? p304 • Are you telling me to be helpful or hurtful? p304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and _____. p310 • Tell me what will happen if you ____ again. p311 • I can see by your actions you are choosing to _____. p311

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Cognition					
Sub-Domain: Imitation and Symbolic Representation and Play					
IT-C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
IT-C 13: Child uses pretend play to increase understanding of culture, environment, and experiences.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
IT-PM P9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Perceptual, Motor, and Physical Development					
Sub-Domain: Health, Safety, and Nutrition					
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
IT-PM P10: Child uses safe behaviors with support from adults.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180 1,86 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178

HSELOF Goal	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Domain: Perceptual, Motor, and Physical Development					
Sub-Domain: Health, Safety, and Nutrition					
P-PM P4: Child demonstrates personal hygiene and self-care skills.	Chapter 5 p120-159	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 p157 Teaching Moments p158 Implementation Checklist p159	• Pivot p123 • Noticing p127-129 • Passive Voice p130-131 • Aggressive Voice p132-133 • Assertive Voice p133-135 • Tell and Show p138 • Assertive Commands p139 • Redirection p141 • I Messages p142 • Tattling p148 • Visual Routines p152 • Class-made Books p154 • Daily Schedules p155 • Time Machine p156 • After Conflict Reconnecting Ritual p29, 156, 320	• Name, Verb, Paint for assertive commands p136-138 • Did you like it? p148 • I’m going to ____ p148
	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
P-PM P6: Child demonstrates knowledge of personal safety practices and routines.	Chapter 6 p166-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p191 Teaching Moments p192 Implementation Checklist p193	• Wishing Well p162 • We Are All in This Together p164 • Connecting Rituals p184-185 • Noticing Formula p179 • Brain Breaks p186 • Ways to Be Helpful Board/Book p180, 186 • Kindness Tree p187 • Kindness Recorder p187 • Job Board p188-190 • Friends and Family Board p190	• Noticing: You did it! Good for you! p176 • Noticing: You ____ so ____. • That was helpful. p176-178
	Chapter 8 p218-251	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 p249 Teaching Moments p250 Implementation Checklist p251	• I Choose Self Control Board p223 • Managing Emotional Mayhem p223 • Feeling Buddies p223 • D.N.A. p236 • Rage Book p246 • We Care Center p247	• D = Your face is going like this (demonstrate). • N = You seem ____. • A = You wanted ____ or you were hoping ____. • p228