

High Scope Infant-Toddler Curriculum	Conscious Discipline Building Resilient Classrooms				
B. Social and Emotional Development					
	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
<u>Key Developmental Indicator</u> 4. Distinguishing self and others: Children distinguish themselves from others <u>COR Advantage 1.5 Item</u> FF. Knowledge of self and others	Chapter 4 p 84-119	Power of Perception No one can make you angry without your permission. Skill of Composure Being the person you want others to become.	Composure gives you access to the higher centers of your brain Composure Summary p 116 Teaching Moments p 117 Implementation Checklist p 119	• <i>Managing Emotional Mayhem</i> p 93 • Brain Smart Start p 106-110 • Safekeeper Ritual p 111-112 • Safe Place p 113-114 • Friends and Family Board p 115 • Greeting/Goodbye Rituals p 108	• Oops! p 88 • I’m safe. Keep breathing. I can handle this. p 92 • You’re safe. Breathe with me. • S.T.A.R. – Smile, Take a breath and Relax! p 101 • Noticing: Your arm is going like this (demonstrate). p 103 • Drain p 105 • Balloon p 105 • Pretzel p 106
	Chapter 8 p 218-251	Power of Acceptance This moment is as it is Skill of Empathy Teaching children to manage their emotions	Empathy integrates the brain for personal responsibility and self-control Summary p 249 Teaching Moments p 250 Implementation Checklist p 251	• I Choose Self Control Board p 223 • <i>Managing Emotional Mayhem</i> p 223 • Feeling Buddies® p 223 • D.N.A. p 236 • Rage Book p 246 • We Care Center p 247	• D = Your face is going like this (demonstrate). N = You seem ____. • A = You wanted ____ or you were hoping ____.
	Chapter 9 p 252-285	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 p 284 Teaching Moments p 285 Implementation Checklist p 285	• Reframe p 273 • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p.280 • Wishing Well p 281 • School Family Assemblies p 282	• You wanted ____ (or you were hoping). You may not ____. • When you want ____, say or do ____. • Say it now for practice. p.275 • <u>A</u>cknowledge the intent • <u>C</u>larify what skills to use • <u>T</u>ake time to practice p. 277

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	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Key Developmental Indicators 5. Attachment: Children form an attachment to a primary caregiver 6. Relationships with adults: Children build relationships with other adults 7. Relationships with peers: Children build relationships with peers COR Advantage 1.5 Items E. Building relationships with adults F. Building relationships with other children G. Community	Chapter 6 p 166-193	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 p 191 Teaching Moments p 192 Implementation Checklist p 193	• Wishing Well p 162 • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formula p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180, 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190	• Noticing: You did it! Good for you! p 176 • Noticing: You ____ so _____. That was helpful. p 176-178
	Chapter 7 p 194-217	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 p 215 Teaching Moments p 216 Implementation Checklist p 217	• Choices p 201-211 • <i>Shubert</i> Books p 210 • <i>Sophie</i> Books p 210 • Baby Doll Circle Time™ p 211 • Visual Rules p 212	• You have a choice! You may ____ or _____. Which is better for you? p 204
	Chapter 9 p 252-285	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 p 284 Teaching Moments p 285 Implementation Checklist p 285	• Reframe p. 273 • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p 280 • Wishing Well p 281 • School Family Assemblies p 282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p.275 • <u>A</u>cknowledge the intent <u>C</u>larify what skills to use <u>T</u>ake time to practice p 277

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	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Key Developmental Indicator 8. Emotions: Children express emotions COR Advantage 1.5 Items D. Emotions	Chapter 4 p 84-119	Power of Perception No one can make you angry without your permission Skill of Composure Being the person you want others to become	Composure gives you access to the higher centers of your brain Composure Summary p 116 Teaching Moments p 117 Implementation Checklist p 119	• <i>Managing Emotional Mayhem</i> p 93 • Brain Smart Start pp. 106-110 • Safekeeper Ritual pp. 111-112 • Safe Place pp. 113-114 • Friends and Family Board p 115 • Greeting/Goodbye Rituals p 108	• Oops! p 88 • I'm safe. Keep breathing. I can handle this. p 92 • You're safe. Breathe with me. • S.T.A.R. – Smile, Take a breath and Relax! p 101 • Noticing: Your arm is going like this (demonstrate). p 103 • Drain p 105 • Balloon p 105 • Pretzel p 106
	Chapter 6 p 166-193	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 p 191 Teaching Moments p 192 Implementation Checklist p 193	• Wishing Well p 162 • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formula p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180 & 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190	• Noticing: You did it! Good for you! p 176 • Noticing: You ____ so _____. That was helpful. p 176-178
	Chapter 8 p 218-251	Power of Acceptance This moment is as it is Skill of Empathy Teaching children to manage their emotions	Empathy integrates the brain for personal responsibility and self-control Summary p 249 Teaching Moments p 250 Implementation Checklist p 251	• I Choose Self Control Board p 223 • <i>Managing Emotional Mayhem</i> p 223 • Feeling Buddies p 223 • D.N.A. p 236 • Rage Book p 246 • We Care Center p 247	• D = Your face is going like this (demonstrate). N = You seem ____. A = You wanted ____ or you were hoping _____. p 228
	Chapter 9 p 252-285	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 p 284 Teaching Moments p 285 Implementation Checklist p 285	• Reframe p 273 • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p 280 • Wishing Well p 281 • School Family Assemblies p 282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p 275 • <u>A</u>cknowledge the intent <u>C</u>larify what skills to use <u>T</u>ake time to practice p 277

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	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Key Developmental Indicator 9. Empathy: Children show empathy toward the feelings and needs of others COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community	Chapter 6 p 166-193	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 p 191 Teaching Moments p 192 Implementation Checklist p 193	• Wishing Well p 162 • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formula p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180, 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190	• Noticing: You did it! Good for you! p 176 • Noticing: You ____ so _____. That was helpful. p 176-178
	Chapter 8 p 218-251	Power of Acceptance This moment is as it is Skill of Empathy Teaching children to manage their emotions	Empathy integrates the brain for personal responsibility and self-control Summary p 249 Teaching Moments p 250 Implementation Checklist p 251	• I Choose Self Control Board p 223 • <i>Managing Emotional Mayhem</i> p 223 • Feeling Buddies p 223 • D.N.A. p 236 • Rage Book p 246 • We Care Center p 247	• D = Your face is going like this (demonstrate). N = You seem _____. A = You wanted ____ or you were hoping _____. p 228
	Chapter 9 p 252-285	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 p 284 Teaching Moments p 285 Implementation Checklist p 285	• Reframe p 273 • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p 280 • Wishing Well p 281 • School Family Assemblies p 282	• You wanted ____ (or you were hoping). You may not _____. When you want ____, say or do _____. Say it now for practice. p 275 • Acknowledge the intent Clarify what skills to use Take time to practice p 277

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	Chapter	Power/Skill	Brain Smart®	School Family™	Key Phrases
Key Developmental Indicator 10. Playing with others: Children play with others COR Advantage 1.5 Items F. Building relationships with other children G. Community	Chapter 4 p 84-119	Power of Perception No one can make you angry without your permission. Skill of Composure Being the person you want others to become.	Composure gives you access to the higher centers of your brain Composure Summary p 116 Teaching Moments p 117 Implementation Checklist p 119	• <i>Managing Emotional Mayhem</i> p 93 • Brain Smart Start pp 106-110 • Safekeeper Ritual pp 111 112 • Safe Place pp 113-114 • Friends and Family Board p 115 • Greeting/Goodbye Rituals p 108	• Oops! p 88 • I'm safe. Keep breathing. I can handle this. p 92 • You're safe. Breathe with me. • S.T.A.R. – Smile, Take a breath and Relax! p 101 • Noticing: Your arm is going like this (demonstrate). p 103 • Drain p 105 • Balloon p 105 • Pretzel p 106
	Chapter 5 p 120-159	Skill of Assertiveness Saying “no” and being heard: Setting limits respectfully Power of Attention What you focus on, you get more of	Attention directs neuroplasticity and all learning Summary p 157 Teaching Moments p 158 Implementation Checklist p 159	• Pivot p 123 • Noticing p 127-129 • Passive Voice p 130-131 • Aggressive Voice p 132-133 • Assertive Voice p 133-135 • Tell and Show p 138 • Assertive Commands p 139 • Redirection p 141 • I Messages p 142 • Tattling p 148 • Visual Routines p 152 • Class-made Books p 154 • Daily Schedules p 155 • Conflict Resolution Time Machine p 156 • After Conflict Reconnecting Ritual p 29, 156, 319	• Name, Verb, Paint for assertive commands p 136-138 • Did you like it? p 148 • I'm going to _____. p 148
	Chapter 8 p 218-251	Power of Acceptance This moment is as it is Skill of Empathy Teaching children to manage their emotions	Empathy integrates the brain for personal responsibility and self-control Summary p 249 Teaching Moments p 250 Implementation Checklist p 251	• I Choose Self Control Board p 223 • <i>Managing Emotional Mayhem</i> p 223 • Feeling Buddies p 223 • D.N.A. p 236 • Rage Book p 246 • We Care Center p 247	• D = Your face is going like this (demonstrate). N = You seem _____. A = You wanted ____ or you were hoping _____. p 228

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	Chapter 9 p 252-285	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 p 284 Teaching Moments p 285 Implementation Checklist p 285	• Reframe p 273 • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p 280 • Wishing Well p 281 • School Family Assemblies p 282	• You wanted ____ (or you were hoping). You may not ____. - When you want ____, say or do ____. - Say it now for practice. p 275 • Acknowledge the intent - Clarify what skills to use - Take time to practice p 277
Key Developmental Indicator 11. Group participation: Children participate in group routines COR Advantage 1.5 Items F. Building relationships with other children G. Community K. Personal Care and Healthy Behavior	Chapter 5 p 120-159	Skill of Assertiveness Saying “no” and being heard: Setting limits respectfully Power of Attention What you focus on, you get more of	Attention directs neuroplasticity and all learning Summary p 157 Teaching Moments p 158 Implementation Checklist p 159	• Pivot p 123 • Noticing p 127-129 • Passive Voice p 130-131 • Aggressive Voice p 132-133 • Assertive Voice p 133-135 • Tell and Show p 138 • Assertive Commands p 139 • Redirection p 141 • I Messages p 142 • Tattling p 148 • Visual Routines p 152 • Class-made Books p 154 • Daily Schedules p 155 • Conflict Resolution Time Machine p 156 • After Conflict Reconnecting Ritual p 29, 156, 319	• Name, Verb, Paint for assertive commands p 136-138 • Did you like it? p 148 • I’m going to ____.
	Chapter 6 p 166-193	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 p 191 Teaching Moments p 192 Implementation Checklist p 193	• Wishing Well p 162 • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formula p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180, 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190	• Noticing: You did it! Good for you! p 176 • Noticing: You ____ so ____. - That was helpful. p 176-178