

Conscious Discipline® Aligned with HighScope Preschool Curriculum					
HighScope Preschool Curriculum	Conscious Discipline® Building Resilient Classrooms				
B. Social and Emotional Development					
	Chapter	Power/Skill	Brain Smart	School Family	Key Phrases
Key Developmental Indicator 7. Self-identity: Children have a positive self-identity. COR Advantage 1.5 Item 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 ____. 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

	Chapter	Power/Skill	Brain Smart	School Family	Key Phrases
Key Development Indicator 8. Sense of competence: Children feel they are competent. COR Advantage 1.5 Items D. Emotions F. Building relationships with other children H. Conflict resolution	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 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

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Key Developmental Indicator 9. Emotions: Children recognize, label, and regulate their feelings. COR Advantage 1.5 Item 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 p106
	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 ____.
	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

	Chapter	Power/Skill	Brain Smart	School Family	Key Phrases
Key Developmental Indicator 10. Empathy: Children demonstrate empathy toward others. COR Advantage 1.5 Item D. Emotions E. Building relationships with adults F. Building relationships with other children	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 • Managing Emotional Mayhem p 223 • Feeling Buddies p 223 • D.N.A. p 236 • Rage Book p 246 • We Care Center p 247	• D = Your face is going like this (demonstrate). N = You seem ____. • A = You wanted ____ or you were hoping __. p 228
	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

	Chapter	Power/Skill	Brain Smart	School Family	Key Phrases
Key Developmental Indicator 11. Community: Children participate in the community of the classroom. COR Advantage 1.5 Items D. Emotions F. Building relationships with other children G. Community H. Conflict resolution	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 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	Power/Skill	Brain Smart	School Family	Key Phrases
Key Developmental Indicator 12. Building relationships: Children build relationships with other children and adults. COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution FF. Knowledge of self and others	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 • Acknowledge the intent <u>Clarify</u> what skills to use <u>Take</u> time to practice p. 277

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Key Developmental Indicator 13. Cooperative play: Children engage in cooperative play. COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution	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
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Key Developmental Indicator 14. Moral development: Children develop an internal sense of right and wrong. COR Advantage 1.5 Item FF. Knowledge of self and others	Chapter 3 P 60-83	School Family Model Creating Compassionate School Climates	1. Optimizes brain development p 64-65 2. Embeds resilience into the school culture p 66-67 3. Helps heal the cycle leading from loss to violence p 67-68 4. Fosters conflict resolution skills p 68-70 5. Promotes the effectiveness of consequences p 70 5. Models and teaches our highest values p 70-71 6. Models shared power and democracy p 72-73 7. Reignites the inherent joy of teaching and learning p 73-74		
Key Developmental Indicator 15. Conflict resolution: Children resolve social conflicts. COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution	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

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	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 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
	Chapter 10 p 286-322	Power of Intention Mistakes are opportunities to learn Skill of Consequences Helping children learn from their mistakes	The brain functions differently under threat Summary p 321 Teaching Moments p 322 Implementation Checklist p 323	• Tattling p 304 • Consequences p 310 • Classroom Behavioral Chart p 314 • Class Meetings p 316 • Conflict Resolution Time Machine p.318 • Relationship Repair Ritual p 320	• Did you like it? p 304 • Are you telling me to be helpful or hurtful? p 304 • You have a choice, you can choose to ____ and ____ or you can choose to ____ and ____. • p 310 • Tell me what will happen if you ____ again. p 311 • I can see by your actions you are choosing to ____. • p 311