

Illinois Standards Aligned with Conscious Discipline®

Illinois Standards Aligned with Conscious Discipline® Table A

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Illinois Standard	Conscious Discipline	Conscious Discipline Skill Description
1-A. Identify and manage one's emotions and behavior.	Chapter 4: "Composure", pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.
	Chapter 5: "Assertiveness", pgs. 120-159 • Time Machine/Instant Reply • S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
	Chapter 8: "Empathy", pgs. 218-251 • We Care Center • Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
	Chapter 10: "Consequences", pgs. 286-323 • Class Meetings/Circle Time • Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
1-B. Recognize personal qualities and external supports.	Chapter 4: "Composure", pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.

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Illinois Standard	Conscious Discipline	Conscious Discipline Skill Description
	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 7: “Choices”, pgs. 194-217 • Picture Rule Cards • Daily Routines	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
	Chapter 9: “Positive Intent”, pgs. 254-285 • Celebration Center • Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
1-C. Demonstrate skills related to achieving personal and academic goals.	Chapter 4: “Composure”, pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.
	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.

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	Chapter 7: “Choices”, pgs. 194-217 • Picture Rule Cards • Daily Routines	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
	Chapter 10: “Consequences”, pg. 286-323 • Class Meetings/Circle Time • Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.		
2-A. Recognize the feelings and perspectives of others	Chapter 9: “Positive Intent”, pgs. 254-285 • Celebration Center • Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
	Chapter 8: “Empathy”, pgs. 218-251 • We Care Center • Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
2-B. Recognize individual and group similarities and differences.	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 5: “Assertiveness”, pgs. 120-159 • Time Machine/Instant Reply • S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.

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	Chapter 9: “Positive Intent”, pgs. 254-285 • Celebration Center • Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
2-C. Use communication and social skills to interact effectively with others.	Chapter 4: “Composure”, pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.
	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 5: “Assertiveness”, pgs. 120-159 • Time Machine/Instant Reply • S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
	Chapter 9: “Positive Intent”, pgs. 254-285 • Celebration Center • Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.

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2-D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Chapter 4: “Composure”, pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.
	Chapter 5: “Assertiveness”, pgs. 120-159 • Time Machine/Instant Reply • S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
	Chapter 7: “Choices”, pgs. 194-217 • Picture Rule Cards • Daily Routines	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
	Chapter 9: “Positive Intent”, pgs. 254-285 • Celebration Center • Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
	Chapter 8: “Empathy”, pgs. 218-251 • We Care Center • Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
	Chapter 10: “Consequences”, pgs. 286-323 • Class Meetings/Circle Time • Connecting Rituals & Group • Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.

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Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Illinois Standard	Conscious Discipline	Conscious Discipline Skill Description
3-A. Consider ethical, safety, and societal factors in making decisions.	Chapter 4: “Composure”, pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.
	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 7: “Choices”, pgs. 194-217 • Picture Rule Cards • Daily Routines	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
3-B. Apply decision-making skills to deal responsibly with daily academic and social situations.	Chapter 4: “Composure”, pgs. 86-119 • Safe Place • Circle Time/Morning Meetings • Safe Keeper Ritual • Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so you may choose how to respond to life events.

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	Chapter 7: “Choices”, pgs. 194-217 • Picture Rule Cards • Daily Routines	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
	Chapter 10: “Consequences”, pgs. 286-323 • Class Meetings/Circle Time • Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
3-C. Contribute to the well-being of one’s school and community.	Chapter 6: “Encouragement”, pgs. 162-193 • Meaningful Jobs • Friends and Family • Ways to Be Helpful • Appreciation Ritual • New Student & Greeting/Goodbye Rituals • Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 10: “Consequences”, pgs. 286-323 • Class Meetings/Circle Time • Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.