

NAEYC Standards Aligned with Conscious Discipline®

NAEYC Standards Aligned with Conscious Discipline® Table A

NAEYC	Conscious Discipline	Conscious Discipline Skill Description
1-A. Building Positive Relationships Among Teachers and Families	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.
1-B. Building Positive Relationships Among Teachers and Children	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 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.

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1-C. Helping Children Make Friends	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.
1-D. Creating a Predictable, Consistent, and Harmonious Classroom	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.

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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 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-E. Addressing Challenging Behaviors	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.

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	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-F. Promoting Self-Regulation	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 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.
2-B. Areas of Development: Social-Emotional Development	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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