

Safety. Connection. Problem-Solving.



ConsciousDiscipline®

School-wide Implementation Guide

Administrators Pre-K – 5th Grade

This Guide is just the beginning of your Conscious Discipline journey!
Call 407-366-0233 or visit ConsciousDiscipline.com to learn more.

Essential Beginnings

1. Start your personal “Be a S.T.A.R.” program, then start with faculty, staff and students

- Find your internal Safe Place™, then create one for your classroom, school, home or office.
- Take back your power. Shift from “make me, please me” language to “I’m going to ____.” Once you empower yourself, you will then be able to empower your children.
- Consciously be aware of your buttons. Say to yourself, “I’m safe. I can handle this. Keep breathing.” Once you are conscious of your buttons, help children be conscious of theirs.
- Structure: Safe Place

2. Start your personal Wish Well program

- Create a Wish Well ritual in your classroom, school or home.
- Let go of judging yourself and others and begin wishing others well. Then teach this to children.
- “Kareem is having a hard time sounding out his words. Let’s wish him well.”
- Structure: Wish Well Board

3. Start the day the Brain Smart® way

- Teach some activities to unite.
- Teach some activities to connect.
- Teach some activities to disengage the stress response (S.T.A.R., Drain, Pretzel, Balloon).
- Teach commitments. Start with class agreements and move to individual.

4. Create a “Safety” job description

- My job is to keep you safe. Your job is to help keep the school safe.
- Create a Safekeeper ritual.
- Walk in the classroom so everyone is safe.
- Line up and check to make sure you have enough room and everyone is safe.
- Are you being safe? What could you do now that would be helpful?

5. Create a School Family™

- Name your School Family.
- Create a School Family song, motto, mission statement and/or flag.

6. See misbehavior as a call for help

- The moment is as it is.
- The only person you can make change is yourself.
- Attribute positive intent.

7. Assertively tell children what to do

- What you focus on you get more of.
- Pivot if frustrated.
- Give two positive choices or assertive commands.

Personal Plan

- What three things generated a personal “Aha” for you?

1. _____

2. _____

3. _____

- How will you expand on this personal interest to begin your implementation process?

- What two rituals seemed the most meaningful for you?

1. _____

2. _____

- What activities/songs/ games did you find really helpful?

1. _____

2. _____

- Did you enjoy the Brain Smart Start routine? _____ Why? _____

- Did the Safekeeper ritual provide you focus? _____ How? _____

- Did your daily commitments offer you success and focus? _____ How? _____

- Did you enjoy your job? Did you benefit from the jobs of others? _____

How does this apply in a School Family? _____

- What inner speech are you willing to change?

☐ I'm safe. Keep breathing. I can handle this.

☐ You can do it. You can do this!

☐ What are my two choices? Think of two choices and just get started.

☐ Are these thoughts helpful or hurtful?

☐ I feel angry, sad or disappointed. Breathe. I can handle this.

☐ I wish you well.

☐ What am I willing to do differently?

Brain Smart® Start

- How will you start your faculty meeting with a Brain Smart Start?

- How will you start the entire school year off with a Brain Smart Start?

- How will you unite your faculty?

Mission Statement: _____

Safekeeper Ritual: _____

- How will you help your faculty disengage stress?

- How will you have your staff and faculty constantly commit?

- How could you start School Family assemblies using the Brain Smart Start as a model?

Uniting Song: _____

Disengage Stress Throughout: _____

Connection Song: _____

Conscious Discipline Lesson: _____

Birthday Celebrations: _____

New Student Celebrations: _____

Celebrations from Students: _____

Commitment at the End: _____





Routines: What Visuals are Needed?

Explore the following procedures and discuss how you could add Conscious Discipline elements to each.

Before School

Where do children gather? Is it a huge herd of children? What brain state are children in as they walk to the classroom? What routines and rituals will you add?

Lunch Room

Are the lunchroom assistants educated about Conscious Discipline? What skills are used to transition students? What skills are used to compose students? Are your routines clearly taught and visually represented?

Playground

Are the playground assistants educated about Conscious Discipline? What brain state are the children in when they stop playing and get in line? What skills are used to transition children back into a learning mode? Are your routines clearly taught and visually represented?

Bathroom

What visual routines are posted in the bathroom to communicate the expected behavior? What do students do while waiting for their turn to go into the bathroom?

Dismissal

Where are children as they wait for their bus/car ride? How are children put on buses? What is the last thing that is said to a child before leaving? What routines and rituals will you add?



Connection

Rituals to Create for Staff

Build a plan for the year. Include when you will create and implement each ritual.

Ritual	Supplies Needed	Month to Implement
Beginning of Work		
Safekeeper		
Holiday		
New Staff		
End of Year		
Retiring Teacher		
Wish Well		
Celebrations		



Problem-Solving

Skills

Skills and Language to Remember	Visual Reminders to Display	Month to Implement
Composure: • Be a S.T.A.R. Program • Active calming • Downloading • Language of safety • “Breathe with me, you can handle this.”		
Assertiveness: • “Did you like it?” • Telling others what <i>to do</i>. (Instead of “Don’t ____.”)		
Encouragement: • Wish Well program • “Good for you. You did it! You ____.” (Instead of good job.) • “You ____ so _____. That was helpful.” (Instead of “Thank you” or “I like the way ____.”)		
Choices: • “You may ____ or _____. Which do you choose/Which one works best for you?”		
Empathy: • “Your face went like this.” • “You seem ____.” • “It’s hard when ____ happens.”		
Positive Intent: • “You wanted ____.” • “You were hoping ____.” (Instead of why, what, who?)		
Consequences: • “If you choose to _____ then _____.” (Logical consequences) • Problem-solving • School Family staff meetings		

Structures

Structure	Supplies Necessary	Location of Structure	Month to Implement
Safe Place Create at least one Safe Place in a common area (teachers' lounge) and another in your office.			
Safekeeper			
Jobs Teams of 3-4 per job. Jobs include dish washer, Kindness Recorder, event planner, S.T.A.R. helper, etc.			
Friends and Family Board			
Ways to Be Helpful			
Conflict Resolution Time Machine			
Community News			
School Family Assemblies			
Celebration Center			
We Care Center			
Rage Program			
Wish Well			

Building Level Checklist

- ☐ All staff members (certified and non-certified) have a basic understanding of the Conscious Discipline Brain State Model.
- ☐ Administrator has an eight-month plan to introduce the seven powers during faculty/staff meetings by doing a five-minute teaching piece about each power.
 - September: Perception
 - November: Attention
 - February: Acceptance
 - April: Intention
 - October: Unity
 - January: Free Will
 - March: Love
 - May: Reflection
- ☐ The Administrator has identified a structure and ritual that will be introduced by a team or a staff member at each faculty meeting and has obtained willingness from those involved.
 - September: _____ Name: _____
 - November: _____ Name: _____
 - February: _____ Name: _____
 - April: _____ Name: _____
 - October: _____ Name: _____
 - January: _____ Name: _____
 - March: _____ Name: _____
 - May: _____ Name: _____
- ☐ The Administrator has adopted the Conscious Discipline Behavioral Contract Teacher Worksheet to use with repeat discipline problems.
- ☐ The Administrator has equipped the office with a Safe Place and the tools necessary to calm an upset child.
- ☐ The Counselor has implemented the structures and rituals in the staff break room as they are being introduced at the monthly staff meeting.
- ☐ The Administrative Team has educated the staff about the School Family Assembly.
- ☐ The staff is willing and interested in implementing the School Family Assembly.
- ☐ Grade level teams are asked to discuss and reflect about the monthly power and structure during the planning time (collaborative teaming) each week.
- ☐ The Administrator is communicating with the parents through a monthly newsletter, educating the parents about the power and structure that is being implemented in their child's classroom.

The remainder of this document shows the best practices for the first year of implementing Conscious Discipline as reported by a school with a proven and lasting record of success with Conscious Discipline. It provides a helpful blueprint for you to shape your school's unique journey with Conscious Discipline.

Where do I Begin:

A Sample First Year for Administrators

In the first year, you will continue to use the discipline approach you currently have in place, but add on the new skills, routines, rituals and structures that speak to you. During this year, the administration and a Conscious Discipline Action Team (CDAT) will lead the school in implementing Conscious Discipline with the adults on campus by focusing on teaching the desired skills and routines, and creating the desired structures for the adults. Once the adults have experienced the power of Conscious Discipline, they will take this experience to the classroom. Remember, Conscious Discipline is a journey that begins with you.

Three key steps for change:

1. Keep it simple and focused
2. Support professional development
3. Focus on results

Before School Starts

- **Hire a Conscious Discipline Master Instructor** for a two-day overview of Conscious Discipline for your school. Email our Professional Development Team (professionaldevelopment@consciousdiscipline.com) to discuss the perfect instructor for your school or agency's needs.
- **Create a school-wide commitment** to listen with an open mind. It can be as simple as "I am willing to listen and participate in the workshop with an open mind."
- **At staff meetings**, begin by having your administrative team greet each person upon arrival. Start the meeting with a Brain Smart Start involving an activity to unite (use music and movement), an activity to connect (greet your neighbor), an activity to disengage the stress response (S.T.A.R.) and an activity to commit (place a commitment by the sign-in sheet). Wish well staff members not attending the meeting. Use brain breaks throughout. Run the staff meeting modeling how you would like to see your teachers run their classrooms. Include team-building activities in all meetings like the games played at the Conscious Discipline Institute (ball toss, AH, SO, KAH, I have never ____, car and driver, trust jump rope, etc.) to build cohesiveness and help members become aware of Conscious Discipline and the shifts it requires.
 - The first staff meeting starts with creating agreements. Everyone who is willing signs the agreements. Agreements are promises we make to one another; commitments are promises we make to ourselves.

- **Form your CDAT** from willing staff members who are passionate about Conscious Discipline and will catch on quickly. This team will be instrumental in implementing the school-wide structures. It is helpful for them to experience the Conscious Discipline Institute before implementation. When forming your CDAT, remember Conscious Discipline is about willingness, not compliance or obligation.
 - Suggested team members:
 - Principal
 - Assistant Principal or other Administrator
 - Social worker, behavior interventionist or other person who handles discipline
 - Ideally, one teacher per grade level (The minimum would be two teachers, one from an upper grade and one from a lower grade)
 - Photographer to take photos for examples and structures (Usually a teaching assistant or clerk)
 - One office person
- **Display quotes** throughout the building and include them on the staff website and/or in daily emails as helpful reminders. The *365 Days of Conscious Discipline (Perpetual Flip Calendar)* is a great resource for this enriching task.

First Week of School

- **Create a morning arrival job chart** that includes everyone who is not in a classroom at the time. Create a poster, pocket chart or other way to visually display each person's job.
- **The arrival team will greet students** as they come into the building. There may be a large number of students arriving at once; try to offer a quick but authentic greeting to as many as possible. Use eye contact, touch and loving words to convey the idea "We're glad you're here!" A cheerful, "There you are, Noah!" "Good morning, Kaylie." "Look at you! You brought your smile today," and high fives are all helpful greetings.
- **Begin sending out a weekly newsletter** that lets the staff know what's happening during the week and integrates Conscious Discipline. The weekly newsletter goes to the whole staff from the administrator. Creating a template makes it easy to change up the information each week, and utilizing your CDAT will make it easier to fill the Conscious Discipline component in your template. The newsletter might include the following:
 - School information/messaging
 - Weekly events



Arrival Chart

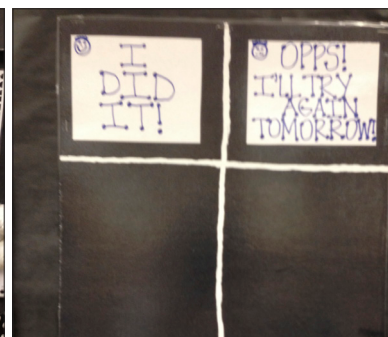
- Conscious Discipline quote
 - Conscious Discipline Focus (details structures, skills and powers)
 - Conscious Discipline commitment (derived from the focus)
 - Wish well section
 - Celebration section
 - Book study section (includes reading assignments and jobs)
- **Begin rolling out the school-wide structures**, beginning with structures used by staff members. The CDAT will lead the school in creating and modeling the structures for adults (example: a We Care Center in the Teachers' Lounge) so the adults in the school can experience the structure for themselves. The CDAT will then support willing teachers in beginning to implement these structures in their classrooms. The "Conscious Discipline Focus" section of your weekly newsletter will include detailed information about each structure and its purpose. Below is an example showing the way one school rolled out new skills and structures each month.

August/September

- **Agreements and Commitments**
 - Create school-wide agreements and ask all staff members to sign them. Display the agreements in a place where everyone can see them.
 - Create a daily or weekly school-wide commitment that can be shared during morning announcements. Display this commitment in the sign-in area and somewhere visible to students. A commitment can be as simple as, "I commit to S.T.A.R. when things don't go my way today."
 - Teachers create the class agreements and commitments in their classroom.



Agreements



Classroom Commitments

- **Friends and Family Board**

- Create a Friends and Family Board in the Teachers' Lounge. Have staff bring in pictures to place on the board.
- Encourage teachers to create Friends and Family Boards in their classrooms.



Friends and Family Board

- **Greetings**

- Your arrival team has been greeting students since the first day of school. Now it is time to go into more detail with greetings. Include pictures and examples of fun new greetings in the weekly newsletter.
- Video a teacher greeting her students and include the video in email/web-based newsletters.



Greetings & Greeting Icons

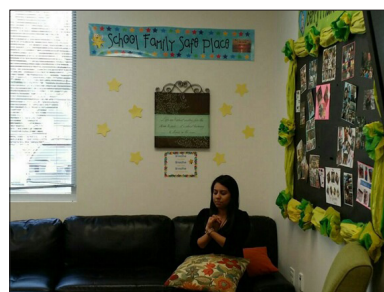
October

- **Safe Place**

- Display pictures of adults and students breathing, and the breathing icons throughout the school.
- Create a staff Safe Place in the Teachers' Lounge.
- Create a Safe Place in your office.
- Walk your building with your CDAT to determine where you can add Safe Places throughout the building.



Breathing Bulletin Board



Staff Safe Place

- The CDAT models how to use the Safe Place with students during the day as the opportunity occurs.
- Composure is a topic you will refer back to many times throughout the year. Get quotes and information from Chapter 4 in *Conscious Discipline: Building Resilient Classrooms*.

November

• Brain Smart Start

- Create a Brain Smart Start for the school.
Start simple:
 - Activity to Unite – School Chant
 - Activity to Disengage Stress – Have a student model a breathing technique
 - Activity to Connect – Turn to the person on each side and say, “Good morning” or play a good morning song
 - Activity to Commit – Chant the weekly commitment.
- Review pages 106 - 110 in *Conscious Discipline: Building Resilient Classrooms* to get quotes and information for the newsletter.



Hallway Safe Place

December

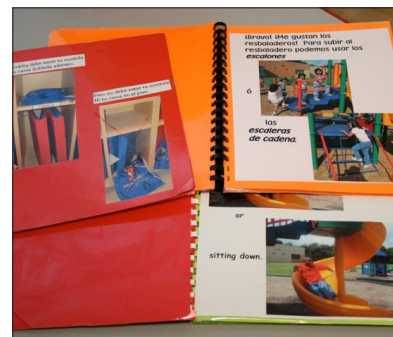
• Assertiveness Through Visuals

- Assertive communication requires us to state our expectations clearly. Visually depicting our expectations makes them crystal clear to staff and students alike.
- The CDAT photographer will take photos showing students and staff conducting common routines and fulfilling common school expectations. Post the pictures in the locations they are upheld. For example: Post photos of students walking in an orderly manner in the halls if this is your expectation for hallway behavior. Post photos of teachers sorting their garbage and recyclables in the Copy Room if this is the behavior you want to see. In the restroom, post photos showing every step of your bathroom routine. Post cafeteria and playground expectations in those areas. The more expectations and routines you post visually, the more likely students are to behave accordingly.



Visual Expectations

- *Shubert's Picture Rule Cards* provide a way to post common rules visually. Alternately, the CDAT can take photos and create customized picture rule cards using the “two positive choices, one no choice” format used in the Shubert cards.
- Create simple routine books using pictures with little wording. Examples include recess books, cafeteria procedure books, daily classroom routine books, etc.
- Review the Assertiveness chapter and pages 212 – 217 in *Conscious Discipline: Building Resilient Classrooms* to get quotes and information for the newsletter.



Routine Books

January

• School Family Jobs

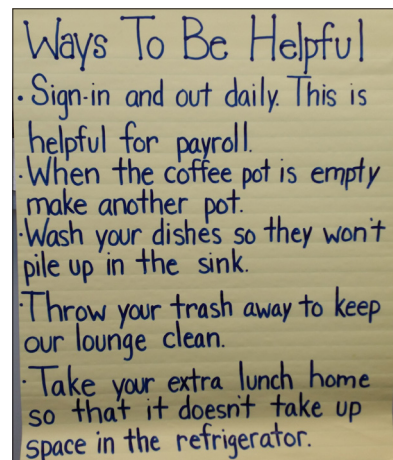
- Photograph existing school duties and place them on a chart or poster.
- School-wide jobs will include a variety of school duties, plus jobs that support Conscious Discipline. Common jobs include Coffee Maker, Inspirational Message Writer, Wish Well Board Keeper, Friends and Family Board Keeper, Kindness Recorder, Photographer, Team Leader, Committee Chair, S.T.A.R. Reminder, Encourager, etc.



Job Chart

• Ways to Be Helpful Board

- Brainstorm ways staff members can be helpful. Use this information to create a Ways to Be Helpful Board to display in the Teachers' Lounge or by teacher mailboxes. Leave papers for others to add their ideas. Create more than one board, if possible. Examples:
 - When you sign-in and sign-out daily it is easier to do payroll. That is helpful.
 - When the coffee pot is empty, you can rinse the pot and turn the coffee maker off or make more coffee. That is helpful.
 - When you wash your dishes it keeps our lounge clean. That is helpful.
- The CDAT photographer takes photos of staff members doing helpful things and places them on a bulletin board in a central location. Examples:
 - A staff member talking to an upset student and offering a tissue.
 - A staff member walking a student down the hall.
 - A staff member picking up trash from the floor.



Ways to be Helpful Board

February

- **Kindness Tree**

- Create a Kindness Tree for adults in the staff lounge or by the mailboxes. At staff meetings, pass out hearts. The exit ticket for the staff meeting is to write an act of kindness on the heart and post it on the tree.
- Create a school-wide Kindness Tree in a central location.
 - Assign a color heart, leaf, etc., to each grade level.
 - Have teachers and students write acts of kindness on the hearts, leaves, etc.
 - Send the kindnesses to the school-wide Kindness Recorder to display on the Kindness Tree. (This is a campus job.)



Staff and School-wide Kindness Trees

March

- **Wish Well Center**

- Create a Wish Well Board where teachers' pictures or name cards can be placed on the Wish Well Board daily.
 - Provide blank cards so staff members may add others (friends, family members, etc.) to the board.
 - Add a basket with a variety of cards, pens, stickers, etc. where staff members can write a note to a person on the wish well board.
 - As the principal, write a short note to people who are out sick.



Wish Well Boards

April

- **Celebration Center**
 - Create a Celebration Board in the Teachers' Lounge to celebrate their first year journey of Conscious Discipline.
 - Have each person choose one structure they implemented and then describe how they think it went and what they will do to improve on it next year.
 - Have the CDAT photographer photograph structures throughout the building and post these on the Celebration Board.



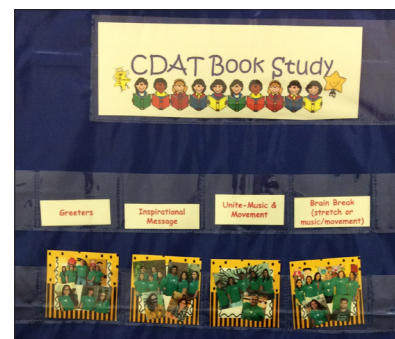
Celebration Board

May

- **School Family Assemblies**
 - Model your assemblies after the Brain Smart Start. Your CDAT will help plan and design them. Your assembly might follow this format:
 - Entrance Song
 - Activity to Unite: Welcome and uniting song
 - Activity to Disengage Stress: These follow high-energy activities
 - Activities to Connect:
 - Welcome new students and faculty
 - Birthdays
 - Celebrations
 - Mini Conscious Discipline lesson from the principal
 - Activity to Commit
 - Ending Song and Exit

Book Study

- **Hold your first book study around the third or fourth week of school.** Create a place in the newsletter to feature reading assignments and jobs. Commit to reading one chapter a month.
- **Use the books in this order:**
 - Year 1: *Conscious Discipline: Building Resilient Classrooms*
 - Year 2: *Creating the School Family: Bully-Proofing Classrooms Through Emotional Intelligence*
 - Year 3: *Managing Emotional Mayhem: The Five Steps for Self-Regulation*



Book Study Job Chart

- **Enlist your CDAT to:**
 - Create the Book Study Job Chart. The CDAT will conduct the first book study, modeling each job role.
 - Create a book study newsletter for each month.
 - Divide participants into groups based on grade level or other grouping. Assign a different section to each group, and assign a CDAT member (or two) to assist each group. Each group will start the book study off with a Brain Smart Start they've used with their students or seen in a staff meeting. They will then share examples from their classrooms, demonstrating how they've taught the featured skill, structure, routine or ritual to their students.
 - Everyone is required to read the entire chapter. Each person is only responsible for sharing the part assigned to them.
 - All participants will complete a 3-2-1 Reflection Sheet at the completion of each chapter (see page 27).
- **Reflection:** Meet with the CDAT around January to identify School Family members who are "getting it." Choose some of these members to send to the Conscious Discipline Institute. These teachers will create your model classrooms next year and serve as internal coaches to teach others.
- **Resistance:** There may be resistance to the change required by implementing Conscious Discipline. Continue modeling and rolling out the school-wide structures for the adults. Create opportunities for everyone to participate in implementing structures school-wide (jobs during the book study, kindnesses, etc.). The second year have them commit to implementing three structures in their classroom. Use your CDAT to assist them. When conflict arises in their classrooms, model the Conscious Discipline strategies. Hold them accountable to their commitments and your school agreements.

Your first year is an add-on year that focuses on staff awareness and school-wide implementation. Focus on implementing Conscious Discipline in areas everyone has access to (halls, cafeteria, etc.) and in staff areas (Teachers' Lounge, front office, etc.). The intention for year one is a mindset change for all staff members. In year one, many teachers will begin using Conscious Discipline in their classrooms as they see it modeled and feel its impact among staff.

Year two focuses on bringing implementation to the classrooms. The intentional goal is a skill set change for teachers. It is a letting go year. As teachers become more skillful with the Seven Powers and Seven Skills of Conscious Discipline, old practices (moving clips, rewards for good behavior) naturally fade away. The 8-month plan provided can be helpful during this year to support teachers and the book study. Teachers who began implementing during year one will help teachers who begin to implement in Year 2.

Year three focuses on integration. You will be integrating Conscious Discipline with academics and standards, as well as with families through parent nights. Model classrooms will act as training rooms for new teachers and for those who are slower on the implementation journey.

Three Phase Training Commitment

The following is a training checklist based on the best practices in the Pay It Forward Transformational Process. This represents the minimum training required; our Conscious Discipline Master and Certified Instructors can provide a myriad of additional supports from on-site events to conference calls to assist you in your Conscious Discipline journey.

The Pay It Forward Transformational Process is essential for successful implementation. It provides a specific, detailed and proven plan for implementing Conscious Discipline.
Download it from the Free Resources section of our website.

Phase One Training Commitment

Off-Site Training:

- ☐ Send at least one administrator and your most enthusiastic teachers to the Conscious Discipline Institute. Ideally, you would send one teacher per grade level. At minimum you would send one teacher from the upper grades and one from lower grades. These teachers will create model classrooms in your school and become the core of your Conscious Discipline Action Team (CDAT).
- ☐ Immerse the CDAT and as many teachers as possible in a working Conscious Discipline school by sending them to a Conscious Discipline S.T.A.R. Conference (when available).

On-Site Training:

- ☐ Engage a Master Instructor in a school-wide two-day (or longer) workshop at your school.
- ☐ Schedule additional school-wide workshops with your Master instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to help establish model classrooms in your school.

Internal Training:

Your Master Instructor will provide guidance to you and your CDAT who will then lead the rest of the school in learning opportunities such as the following:

- ☐ Leading a book study of the *Conscious Discipline* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Creating a learning library of videos showing effective practices.
- ☐ Starting a parent education program or other community outreach.

Off-Site Training:

Phase Two Training Commitment

- ☐ Send additional enthusiastic teachers from all grade levels to the Conscious Discipline Institute.
- ☐ Immerse as many teachers as possible in a working Conscious Discipline school by sending them to a Conscious Discipline S.T.A.R. Conference (when available).

On-Site Training:

- ☐ Engage a Master Instructor in a school-wide two-day (or longer) workshop at your school.
- ☐ Schedule additional school-wide workshops with your Master Instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to provide one-on-one assistance.

Internal Training:

Your Master Instructor will provide guidance to you and your growing CDAT who will then lead the rest of the school in learning opportunities such as the following:

- ☐ Leading a book study of the *Creating the School Family* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Using the online rubrics to self-check and reflect.
- ☐ Starting a Student Ambassador program.
- ☐ Facilitating additional family and community learning opportunities.

Phase Three Training Commitment

Off-Site Training:

- ☐ Send additional enthusiastic teachers from all grade levels to the Conscious Discipline Institute.
- ☐ Immerse as many teachers as possible in a working Conscious Discipline school by sending them to a Conscious Discipline S.T.A.R. Conference (when available).

On-Site Training:

- ☐ Engage a Master Instructor in a school-wide two-day (or longer) workshop at your school.
- ☐ Schedule additional school-wide workshops with your Master Instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to provide one-on-one assistance.

Internal Training:

Your Master Instructor will provide guidance to you and your growing CDAT who will then lead the rest of the school in learning opportunities such as the following:

- ☐ Leading a book study of the *Managing Emotional Mayhem* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Using the online rubrics to self-check and reflect.
- ☐ Growing your Student Ambassador program.
- ☐ Facilitating additional family and community learning opportunities.

Book Study Agenda

Conscious Discipline: Building Resilient Classrooms

Date: _____

- **Activity to Connect:** Greeters will stand by the door and greet everyone as they come into the room
- **Activity to Unite:** Responsible for the music and movement activity
- **Disengage Stress:** Responsible for leading the group in breathing
- **Inspirational Message:** Responsible for sharing a quote
- **Brain Breaks:** Responsible for monitoring the group and implementing Brain Breaks when needed

Chapter 1: Introduction

Read the entire chapter and be prepared to share your assigned reading.
Star - Assignment on Web Portal

Group	Assignment	Notes
CDAT	An Introduction to Conscious Discipline, pgs. 8-13	
PreKindergarten	The Transformation Power of Conscious Discipline, star 1, pg. 9. Preview videos and select one to share.	
Kindergarten	Prescriptive and Universal Programs for Implementing Social-Emotional Learning, star 2, pg. 13	
First Grade	Teaching What We Value, pgs. 14-17	
CDAT	Research on the Effectiveness of Conscious Discipline, star 3, pgs. 18-19. Make the most of this book.	
Second & Third Grade	Section 1: Safety Through Composure and Assertiveness Section 2: Connection Through Encouragement, Choices and Empathy, pgs. 20-22	
Fourth Grade	Section 3: Problem-Solving with Positive Intent and Consequences, pgs. 22-24	
Fifth Grade	Star 4: Pay it Forward – Transformational Change 1-2-3, Let's Do It! Pgs. 25-27	