



Conscious Discipline is a trauma-informed, brain-based self-regulation program combining discipline, social-emotional learning and school climate into one integrated process.

Administrator's Self-Evaluation Guide

FOR CONSCIOUS DISCIPLINE IMPLEMENTATION

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ConsciousDiscipline.com



Understanding the Administrators Self-Evaluation Tool

The Conscious Discipline® Administrator's Self-Evaluation is a document designed to help you assess your mindset shifts as well as your understanding and application of Conscious Discipline in your leadership role. Research indicates that better fidelity during implementation results in better outcomes. This self-evaluation is your step-by-step guide to fidelity.

Conscious Discipline is about transformational change that involves a new way of thinking and seeing the world. It offers whole-school solutions for social-emotional learning, discipline and self-regulation. The administrator's knowledge and practice of Conscious Discipline, as well as their support of their staff's implementation, are vital factors in achieving fidelity. For this reason, transformational leaders are asked to focus on the following in regard to both the children and the adults in their world:

- Seeing misbehavior as a call for help instead of disrespect
- Seeing conflict as an opportunity to learn rather than a disruption
- Seeing children and adults as capable of self-regulation instead of needing to be controlled
- Seeing connection as the most powerful motivating force for growth
- Understanding that the only person we can truly make change is ourselves
- Understanding that interdependence is the basis for problem-solving
- Understanding that internal state dictates external behavior
- Understanding that what you focus on, you get more of

The Conscious Discipline Administrator's Self-Evaluation guides you to focus on your personal mindset growth rather than the need to "make" others change or comply. The goal of your implementation is to make the necessary personal changes for optimal self-regulation so you can lead by example; then notice the impact of this growth on your relationships with your students and staff. You must internalize the powers and skills of Conscious Discipline so the words become yours, particularly with staff and older children who may find prescriptive language condescending. Focusing your intention on safety, connection and problem solving will lead you to create a healthy School Family™ culture for staff and students alike. Therefore, this Self-Evaluation will focus on three facets:

- Your personal transformation, including your understanding of the Seven Powers for Conscious Adults
- Your application of the mindset shifts and their impact on your relationships with staff, students and families
- Your application of the Seven Basic Skills to help guide children in self-regulating, and to support and encourage your staff in their Conscious Discipline transformational journey

Administrator's Self-Evaluation Guide to Conscious Discipline Implementation

Check one statement per row.

	Step 1	Step 2	Step 3
Personal Transformation	☐ I have not personally attended/participated in any Conscious Discipline trainings or may have visited trainings for a brief time.	☐ I have attended/participated in onsite Conscious Discipline trainings and left occasionally for brief periods of time for previously scheduled meetings.	☐ I have attended/participated in onsite Conscious Discipline trainings and stayed for the entirety, having rescheduled all other meetings.
	☐ I was not aware a Conscious Discipline Institute (CDI) was offered.	☐ I have made plans and completed the registration to attend a Conscious Discipline Institute (CDI).	☐ I have attended a Conscious Discipline Institute (CDI), staying for the entirety.
	☐ There is no CDAT (Conscious Discipline Action Team) at the school/site.	☐ There is an established CDAT at the school/site however, they meet only as needed throughout the year rather than consistently.	☐ There is a CDAT that is comprised of a variety of staff and grade levels, they meet consistently to help create intervention plans for individual students, help to create and run the school-wide structures, and help to inspire the entire staff to implement Conscious Discipline.
	☐ I expect staff to use the language of safety, but do not use it personally. If I use the language of safety, my intention is to change the behavior of others and not necessarily to actively calm myself.	☐ Adds a few language of safety phrases to interactions, but holds on to many phrases from the past that instill fear in staff, children and families. Who's to blame for that? What should you be doing? What were you thinking? Look at how you made ____ feel.	☐ I use language of safety consistently in interactions with staff, children and families. I say phrases like, "You're safe. Breathe with me. You can handle this" internally for the purpose of active calming and with others to guide them to upshift to higher centers of the brain.
	☐ I believe discipline requires rules, rewards, punishment and compliance to a higher power figure.	☐ I believe discipline requires motivation through rewards, class parties, incentives and prizes.	☐ I believe discipline requires self-regulation and an internal motivation system.
	☐ I am unaware of the critical voice in my head and am therefore critical of others.	☐ I am aware of the critical voice in my head, but I am still judgmental of others at times.	☐ I am aware of the critical voice in my head, and I allow myself and others to make mistakes without judgment.

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Perception: No one can make me angry without my permission Skill of Composure: Being the person you want others to become	☐ I believe others/events make me angry, sad or happy. This is demonstrated in my "make me" language. I am likely to give away my power and blame others. "This staff is driving me crazy." "You made her sad."	☐ I believe I am in charge of my own inner states however, my behavior and language does not yet convey my new belief. I am aware of becoming triggered, but occasionally use "make me" language unconsciously.	☐ I believe I am ultimately in charge of my own inner states. I am aware of my triggers and work to manage them before I interact with others. I own my upset and maintain self-control as I model what I want others to do.
	☐ I attempt to self-regulate; however, energetically I remain upset.	☐ I occasionally calm myself by using belly breathing and being a S.T.A.R.	☐ I consistently participate in active calming, especially during stressful events.
	☐ With children, I resort to distraction and punishment instead of teaching and guiding them through the Five Steps of Self-Regulation.	☐ With children, I am beginning to facilitate the self-regulation process by helping them breathe and recognize feelings; however, I have not yet begun to teach them to truly manage their emotions.	☐ I use language such as "breathe with me, you can handle this" as inner guidance for myself and externally with children to help them access composure. I guide children through all five steps of self-regulation.
	☐ With staff, I lose my composure once I become triggered. I resort to threats and fear-based tactics to manipulate change in others.	☐ With staff, I generally remain calm, but still revert to judgment and blame at times. I may project my upset rather than remaining neutral. I may also perceive difficult situations to be about me and my needs.	☐ With staff, I am able to access composure after a cycle of active calming and manage my emotions despite triggers. I model composure and a felt sense of safety in an authentic way.
☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ Safe Place ☐ Friends and Family Board ☐ Brain Smart Start ☐ Safekeeper Ritual ☐ Greetings/Goodbye Rituals	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ Safe Place ☐ Friends and Family Board ☐ Brain Smart Start ☐ Safekeeper Ritual ☐ Greetings/Goodbye Rituals	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ Safe Place ☐ Friends and Family Board ☐ Brain Smart Start ☐ Safekeeper Ritual ☐ Greetings/Goodbye Rituals	

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Attention: What you focus on you get more of Skill of Assertiveness: Setting limits respectfully	☐ I tend to focus on negative and problematic behaviors. I put more attention on the problem than possible solutions.	☐ I tend to focus on the positive or acceptable behaviors; however, I vacillate between noticing “what is” and judging something to be good or bad.	☐ I focus on noticing staff and the children with the goal of keeping it safe and being present in the moment. I place my attention on the behaviors and actions I would like to see more of, including helpfulness, compassion and solutions.
	☐ I often speak in a passive voice or an aggressive voice, or I flip-flop between the two. The passive voice implies asking for permission or agreement from others. The aggressive voice implies, “Do this or else!”	☐ I use an assertive voice at times, but also revert back to either a passive or aggressive voice to “make” others change. I catch myself speaking either passively or aggressively, and quickly make the changes needed for my intent and language to be assertive.	☐ I consistently use an assertive voice to provide safety and structure for both staff and students. I commonly use phrases like “I’m going to_____,” and descriptive instructions of what to do throughout the day.
	☐ With children, I often use fear-based, aggressive language including, “Don’t make me call your parents” or passive language such as, “Where should you be?”	☐ With children, I’m feeling more comfortable with the language of assertiveness, but I sometimes resort to passive-aggressive language or experience a sense of guilt after having used assertive language.	☐ With children, I focus on the actions and behaviors I want from children, and I feel very comfortable using the language of assertiveness to set limits.
	☐ With staff, I either set few limits or too many controlled limits. I focus on seeking approval and being friends with staff, or I focus on being an authoritarian figure that mandates and controls everything.	☐ With staff, I am more likely to use assertive language during interactions. I am able to catch myself when I’ve used passive or aggressive language.	☐ With staff, I pay close attention to my own inner states, what behaviors I want to see, and my tone, body language and words to ensure all are aligned to communicate healthy boundaries.
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ Visual Routines ☐ Visual Daily Schedule ☐ Time Machine ☐ Transition Rituals	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures for children and staff: ☐ Visual Routines ☐ Visual Daily Schedule ☐ Time Machine ☐ Transition Rituals	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures for children and staff: ☐ Visual Routines ☐ Visual Daily Schedule ☐ Time Machine ☐ Transition Rituals

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Unity: We are all in this together	☐ I believe I am a separate entity and that my decisions are my own. I believe it is not my responsibility to connect staff as they are grown ups. There are cliques and an “us and them” mentality at the school.	☐ I believe we are all individuals and separate, and that our choices, thoughts and actions only impact a small group of people we come into contact with on a regular basis. I mentally divide the staff into “really good teachers” and “teachers who need work.”	☐ I believe we are all connected, and it is our job to be as kind and helpful as possible because we impact others in unseen, interconnected ways. I see each staff member as a valuable contributor to the School Family™. I take the time to help everyone feel safe and connected. I see misbehavior as a call for help. I inspire others to be of service.
	☐ I place my focus on correcting the behavior of others in a quick and efficient manner. Encouragement is overshadowed by the goal of compliance based on my assessment and judgment of the situation.	☐ I often replace judgmental praise with noticing language. I am becoming more present, mindful and conscious of the efforts and achievements of others.	☐ I understand that encouragement is about noticing, connecting and accepting others. I encourage others by noticing and describing rather than judging.
	☐ With children, I use language like “good job,” “That was a great jump” or “You are so good at math” to judge children’s performance. I focus on compliance using rewards and punishment.	☐ With children, I use language such as “I like the way you...” and “that was nice” to motivate children to do well. I still use some systematic rewards including tokens, prizes or class parties as attempts to motivate children.	☐ With children, I often say, “You did it! You_____so_____. That was helpful.” I consistently use phrases like this to encourage children in a way that creates a sense of community and interconnectedness.
	☐ With staff, I tend to offer praise without specific mention of the accomplishment. These phrases may come across as disingenuous or fake.	☐ With staff, I generally focus on the helpful behaviors I see. At times, I revert to judgment phrases such as, “Good job” and “What a pretty dress.”	☐ With staff, I offer authentic validation and let them know exactly how they were helpful to others. For example, “Your positive attitude helps us all feel hopeful, even in difficult times.”
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ I Love You Rituals ☐ Ways to be Helpful ☐ Meaningful Jobs	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ I Love You Rituals ☐ Ways to be Helpful ☐ Meaningful Jobs	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ I Love You Rituals ☐ Ways to be Helpful ☐ Meaningful Jobs

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Free Will: The only person you can make change is yourself	☐ I believe it is possible to make others change through rewards, manipulation, coercion or force. I believe others can make me behave a certain way or choose to do things. I think or say things like, "He made me late this morning" or "She makes me angry."	☐ I believe each person is in charge of his or her own decisions, and I accept that some choices are more difficult than others. However, my language sometimes shows I'm not fully committed to this belief. I still say things like, "I have to go to the store later," "How can I make the staff get along better?" and "I need to take care of this before I leave."	☐ I understand that power comes from choice, not force. I believe I cannot make others change, nor can others make me change. I sense when I have given away my power and quickly modify my language and behavior so I can model, encourage and inspire change in others.
	☐ I offer false choices, using one positive and one negative, with the intent of manipulating others to choose the "right" choice. I believe I am in charge and others should comply.	☐ I am beginning to offer two positive choices to others; however, I sometimes struggle to come up with appropriate choices because I tend to focus on the behavior I don't want instead of the behavior I would like to see.	☐ I consistently offer two choices as an appropriate tool when others might be experiencing an emotional state. I base the choices on the behaviors I would like to see from others and am grounded in the intent of helping them become successful.
	☐ My common phrases with children include: "Don't make me have to ____." "Look how you made her feel." "I have to ____" "You need to ____"	☐ With children, I often catch myself thinking, "How can I make the child ____?" or "How can I get the child to ____?" and convert these thoughts to, "How can I help the child successfully ____?"	☐ With children, I offer two choices when appropriate. I incorporate the language in a natural and genuine way, but the basic language conveys: "You may ____ or ____." What is your choice?"
	☐ I rarely ask staff for input and typically mandate future plans with minimal collaboration.	☐ With the staff, I sometimes focus on what I don't want as opposed to the behavior I do want. The intent behind offering choices is still, at times, rooted in compliance and manipulation.	☐ The staff plays a vital role in the decision-making at the school. I value a "shared power" approach, comprised of collaboration and respect for the opinions of the staff as a whole.
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ Picture Rule Cards	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ Picture Rule Cards	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ Picture Rule Cards

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Acceptance: This moment is as it is Skill of Empathy: Being sensitive to the emotions of others	☐ I resist or deny the moment in an attempt to distract myself from challenging situations and difficult feelings. My inner speech often includes: “I shouldn’t feel that way.” “They shouldn’t feel that way.” “I shouldn’t act that way.” “They shouldn’t act that way.”	☐ I tend to accept what the moment brings, but struggle with judging the situation, judging others involved, and judging my own thoughts and feelings as they arise.	☐ I accept what the moment brings and am actively conscious of noticing my own thoughts, feelings and behaviors without needing to change, fix or happy myself up.
	☐ I offer little regard to internal states, focusing only on behavioral changes with a goal of stopping the upset and moving on quickly.	☐ I offer some empathy with the goal of moving others from upset to calm, but I still have a surface-level understanding of how to manage the actual emotion. I’m beginning to differentiate between when others are asking for understanding or information.	☐ I understand and offer empathy to help others reach a higher brain state to better manage their own emotions. I reflect back what I see (“Your face is going like this.”), what others might be feeling (“You seem sad”), and what the intended desire was (“You wanted____”).
	☐ With children, I commonly use language like, “Calm down” and “You’re okay” in an attempt to make the upset go away quickly.	☐ With children, I’m beginning to use language including: “Your face is going like this____.” “You seem____.” “You wanted____.” I don’t always use this language consistently or at the appropriate times.	☐ I offer empathy to upset children using the D.N.A. process: “Your eyes are going like this.” Pause, download calm. “You seem sad/angry/scared. You wanted____.” (Or “You were hoping____.”)
	☐ I ignore or dismiss the staff’s thoughts and feelings in a “suck it up” fashion, with the goal of stopping the upset and/or making it go away. I don’t validate feelings. I say things like, “Why are you feeling that way?” and “At least____.”	☐ I appear to offer empathy with upset staff by using some of the language of empathy; however, I struggle when my staff needs help managing stronger emotions. Sometimes my intent is still “to happy them up” and quickly move the staff member through the emotions and into problem solving.	☐ I am present and mindful when staff comes to me in an emotional state when dealing with a personal or professional challenge. I listen without needing to judge or gossip about the staff member.
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structure for children or staff: ☐ We Care Center	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ We Care Center	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ We Care Center

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Love: See the best in others Skill of Positive Intent: Creating teaching moments even in times of conflict	☐ I harbor negative thoughts towards others, judge others' intentions by creating a story or built up assumptions, and treat others as if I fully understand their motivation.	☐ I understand that we all make mistakes and see certain behaviors as a call for help. I believe my respect has to be earned and sometimes send the message "When you do what I want, you earn my approval/love."	☐ I understand that conflict or disobedience is a call for help that often indicates the individual is missing a skill or lacking connection. I understand that my compassion will be a key factor in helping to coach and guide others through successful self-regulation.
	☐ I typically attribute negative intent to the behaviors and actions of others and myself. I assume that most misbehavior is due to disrespect or a personal flaw.	☐ I'm beginning to attribute positive intent to the behaviors and actions of others. I understand that this does not let them off the hook, but encourages a willingness to change.	☐ I am able to see the best in others even during the most challenging of situations. I see the value in positive intent in setting the stage for future success.
	☐ With children, I will commonly use language like, "He keeps others from learning," and "She disrupts this class every day."	☐ With children, I'm beginning to offer positive intent by using the phrase, "You wanted____," but I generally use it as a strategy and it doesn't always come across in an authentic way.	☐ With children, I naturally reframe negative intent to positive and believe it to be true. I teach new skills using language like, "You wanted. When you want _____, say _____."
	☐ With the staff, I tend to attribute negative intent to the behavior. I believe adults should know better and they do not deserve positive intent for that reason.	☐ I am aware that I "make up" others' intent. I typically make it up as positive intent; however, I sometimes revert to judgment and negative intent.	☐ I tend to attribute positive motives to others' behaviors. My behavior and language is non-judgmental and understanding. I am authentic in this process.
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ Celebration Center ☐ Wish Well Board ☐ Absent child/staff	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ Celebration Center ☐ Wish Well Board ☐ Absent child/staff	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ Celebration Center ☐ Wish Well Board ☐ Absent child/staff

Powers, Skills and School-wide Structures

Check one statement per row.

Power and Skill	Step 1	Step 2	Step 3
Power of Intention: Mistakes are opportunities to learn	☐ I believe it is important to make others feel bad or guilty in order for them to change their behavior. I believe punishment for negative actions is necessary so the person in the wrong understands how it feels to be hurt.	☐ I tend to shelter myself and others from uncomfortable feelings like anger, frustration and sadness. I sometimes gossip and/or blame. If I own up to these behaviors when confronted, I revert to "it was not my intention" as a deflection strategy.	☐ I believe change can only happen when we have the opportunity to reflect on our actions and behavior. I often check in with myself to notice if my intent matches the impact of my actions on others.
	☐ I use and value rewards and punishments as a way to control and modify behavior. A school-wide rewards and punishment system is in place.	☐ I use some natural consequences; however, I often fail to offer empathy to others in the process. I expect children to use the phrase "I'm sorry" to establish closure.	☐ I offer empathy when natural consequences occur. I provide realistic and logical consequences to encourage others to learn from their mistakes.
Skill of Consequences Helping others learn from their mistakes	☐ With children, I use phrases like, "It's not nice to tattletale" or "Don't come to me unless someone is bleeding or hurt" to handle tattling. I tell children to "use your words," which may leave them powerless and not knowing what words to use to solve the problem.	☐ With children, I am beginning to use language including: "Did you like it?" (intrusion) "Are you telling me this to be helpful or hurtful?" (revenge) "I will take care of it; it's my job to keep the classroom safe." (safety) I am not yet consistent and comfortable with these phrases.	☐ I easily differentiate between intrusion, revenge and safety tattling with children, and respond accordingly. Once I determine whether a situation is best served by natural, logical or problem-solving consequences, I always follow them with the Skill of Empathy.
	☐ When staff issues arise, I often ignore them, attempt to make them go away or to devalue them.	☐ I sometimes discuss issues with individuals, grade level or the entire staff when they occur but am not consistent in this practice.	☐ I encourage staff to bring issues to be discussed and resolved during individual, grade-level and faculty meetings.
	☐ No structures are expected to be in place for either the staff or the students. The school does not have the following School Family™ Structures for children or staff: ☐ Class/staff meeting	☐ The expectation is to put up the structures but no training or ongoing assessment is provided. The school has some of the following School Family™ Structures: ☐ Class/staff meeting	☐ The structures are in place and the staff has been fully trained in why and how to implement them. The school has all of the following School Family™ Structures: ☐ Class/staff meeting

Powers, Skills and School-wide Structures

Check one statement per row.

	Step 1	Step 2	Step 3
Implementation	☐ There is someone on the campus in charge of the implementation.	☐ There is a plan and team, and they are responsible to introduce the information and application of the Powers, Skills and Structures to the staff.	☐ I have developed a plan and personally train with the staff. I host quarterly administrative meetings to adjust implementation based on the assessments.
	☐ There is no yearly focus after year one.	☐ After the first year of implementation, there is an intentional focus, but there is little follow-up or checking in throughout the year.	☐ There is a yearly focus and quarterly meetings in place to self-assess progress. We make adjustments to the plan as needed throughout the year.
	☐ There is no ongoing staff development with a trainer. There is no book study currently being conducted.	☐ There is a staff-led book study on their own time.	☐ There are staff-led trainings and networking with other Conscious Discipline schools. A Conscious Discipline Certified Instructor provides ongoing training and support. There is time built into the professional development schedule to teach the students and staff.
TOTALS	Step 1: _____	Step 2: _____	Step 3: _____

My Next Steps

I am willing to take the next steps in the following skills:

Skill: _____	Next Steps: _____	Date: ____/____/____
Skill: _____	Next Steps: _____	Date: ____/____/____
Skill: _____	Next Steps: _____	Date: ____/____/____
Skill: _____	Next Steps: _____	Date: ____/____/____
Skill: _____	Next Steps: _____	Date: ____/____/____