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

Implementation Framework

Discipline is not something we do to children, but something we develop within them.

– Dr. Becky Bailey
Conscious Discipline
Transformational Change for the 21st Century

There are three types of organizational change:

1. **Traditional Change:** We do the same thing we’ve done before, but do it better, faster and cheaper.

2. **Transitional Change:** We make small changes in specific behaviors. Instead of doing the “Old A,” we do the “New B.”

3. **Transformational Change:** We create a new mindset. Transformational change is not just a new way to do business; it is a new way of thinking. It is the process of creating something that has never existed before and could not be predicted from the past. Transformational change is what happens when we see the world through a new lens of knowledge and then create an infrastructure we never before envisioned.

**Conscious Discipline is about transformational change. It asks adults to:**

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

**We need transformational change because:**

- Nationwide, there is a profound sense of a lack of safety
- Many schools are struggling with conventional achievement measures
- The traditional view of social and academic learning as a mechanistic, linear, step-by-step process is inaccurate, yet is the basis of most curriculum decisions
- The concept of “the whole learner” is no longer in dispute; school is about academics combined with the way children interact with their world and what happens as a result

*Schools are dynamic, nonlinear, interconnected systems. Until we make this view as the basis for all decisions, our success is limited and failure for many is guaranteed.*

– Dr. Becky Bailey
Conscious Discipline Implementation Plan

Year One

STEP 1
2-day Conscious Discipline school-wide workshop.
There is a better way!

STEP 2
School-wide intentional commitment.
Lead with vision and use the Mindset Pre-Training Assessment Self-Reflections Training Tool for a baseline.

STEP 3
Administrative roll out of Conscious Discipline to all staff.

STEP 4
Identify your CDAT.
(Conscious Discipline Action Team)

STEP 5
Conscious Discipline: Building Resilient Classrooms book study and e-Course.

STEP 6
Develop continuous improvement plans.
Use rubrics for reflections.
Provide coaching and training for CDAT and administration.

STEP 7
Moving forward.
CDAT and decision-makers attend a Conscious Discipline Summer Institute.
Overview of Year 1: Adding On
Administration Modeling with Staff

Year one is an “add on” year when the administration leads the way by making small but significant changes. Continue using your current discipline approach, but add on the new powers-skills-structures that speak to you. Pushing to eliminate long held beliefs can lead to frustration and failure. Adding to what’s already in place provides a natural comparison of approaches that will lead to long held beliefs changing and eventually falling away. Start your journey by bringing a Conscious Discipline Master Instructor to your school for a two-day workshop. This will inspire, educate and motivate your faculty and staff.

During this year, the focus is on implementing Conscious Discipline with the adults on campus. Once the adults experience the power of Conscious Discipline, they are more likely to take this experience back to the classroom and less likely to resist the transformational process. For example, the administrators would create a Friends and Family Board for the staff lounge and be the first to share their family and friends. The administrative team would also start a Kindness Tree in a hallway and invite faculty to notice kindesses throughout the school using the Conscious Discipline language. Teachers may then choose to put Friends and Family Boards and Kindness Trees in their classrooms, but they are not required to participate or implement them. Whether you begin with the structure or skill is up to you, just remember to introduce the power-skill-structure as a single unit.

During year one, the Conscious Discipline Action Team (CDAT) emerges as an essential force in your implementation journey. The CDAT is comprised of staff members who have willingly grasped and begun implementing the concepts of Conscious Discipline. They assist the administration in modeling each power-skill-structure, and guide others in implementing them in the building or classroom. The administration and CDAT also lead a yearlong book study of Conscious Discipline: Building Resilient Classrooms or e-Course together (see Step 5).

Step 1: School-wide Workshop

The first step is to introduce Conscious Discipline to your organization. It is extremely helpful to expose administrators, decision-makers, teachers and staff to Conscious Discipline together. The best way to do this is to bring a multi-day workshop with one of our highly trained Master Instructors to your site. (Lower cost alternatives are available, however, hosting an onsite event is a proven best practice.) Administer the Mindset Pre-Training Assessment Self-Reflections Training Tool (visit ConsciousDiscipline.com, click Free Resources).
Step 2: School-wide Commitment

Make an intentional commitment to Conscious Discipline. Lead by creating a mission and vision for Conscious Discipline in your school, agency, etc. This is not forced onto staff; each individual makes the personal decision to commit to the school’s transformational journey. Those who have a mindset more in line with the program will be able to change quickly and can help others through the changes. Use the Mindset Pre-Training Assessment Self-Reflections Training Tool to guide your process.

Transformation requires school leaders and the organization to make an unwavering commitment to the change process. This requires a deep, thoughtful commitment. The transformation is both personal and professional in nature. Fears will abound. The most common challenges are fear of the unknown, fear of making a mistake, fear of not understanding the program and fear of not knowing how to implement it with fidelity. When an organization decides to change, many teachers think it implies they have done something wrong. This misperception, unless addressed carefully, creates an undercurrent of resistance and criticism.

Ask yourself as an organization: Do we intend to take on this transformational shift in how we do business? Is there an unwavering commitment from the leadership? Is there a core group of teachers or staff who are willing to make an unwavering commitment to change and lead the way?

If the answer is, “Yes,” contact Conscious Discipline to create a transformational plan that will work for your organization. If the answer is, “We’re not sure,” you may wish to speak with our Professional Development Group to address your concerns or receive additional training until you feel able to commit.

All transformational plans are based on the guidelines you are reading and are personalized to address your particular needs. Once you make a commitment, Conscious Discipline will work with you to find the right match with one or more Conscious Discipline Certified Instructors who will lead your organization through its unique transformation.

Step 3: Administration Rolls Out Conscious Discipline to Teachers and Staff

The intentional mindset change becomes the administration’s focus this year. The administration builds awareness by implementing the powers-skills-structures of Conscious Discipline with staff (i.e., Friends and Family Board, Brain Smart Start for every meeting, etc.) and practicing the skills and powers. External consultant support is essential to ensure the administration’s proficiency, to coach the CDAT (see step 4) and to lead the staff in their Conscious Discipline journey. Past schools’ implementation shows that trainings spanning the course of the year are most successful. Your lead Conscious Discipline Certified Instructor will conduct these trainings, plus three hours of online coaching with school leadership to answer questions, problem-solve challenges and address concerns.
Step 4: CDAT Identification

The administration has rolled out a number of powers-skills-structures and begins to see staff implementing some concepts. They begin to identify teachers who have grasped Conscious Discipline and are enthusiastic about implementing change in their classrooms. These individuals become the school’s CDAT. You will see a few transformational leaders naturally emerging. Generally speaking, you will hear and see the following:

“WOW this is fantastic! This is just what we need!” Approximately 33% of the group may be immediately inspired and willing to work passionately on the changes needed to create a Conscious Discipline school. You will see instant changes in their behavior, evidence of implementation in their classrooms and changes in the behavior of the children in their care. They will require additional external training from Conscious Discipline. Identify those willing to be on the CDAT from within this group.

“It makes sense. I will do what is asked.” Approximately 33% of the group may go along, making minimal surface changes to pacify the school administration. Classroom structures may appear, but are not utilized faithfully or as intended. They study the mindset changes, but do not currently have the ability to manage the ambiguity naturally present in the change process. The group will be somewhat tentative and will be taught mostly by your internal CDAT.

“This is just the next ‘new’ thing. My classroom works. I have no need or desire to change.” Approximately 33% of the group may actively resist change and oppose the shift. This group, unless managed carefully, may sabotage the implementation process. Your Master Instructor will help the leadership in encouraging this group and bringing them into the fold.

These three categories are fluid and will shift as the transformational process continues. Those who were immediately resistant may become tentative over time. Those who initially appeared tentative may end up as transformative leaders. The categories are guidelines designed to help identify and provide differentiated support, not labels meant to judge.

Once identified, the goal is for the CDAT to begin mentoring others in skill development and implementation. Teaching others also strengthens your CDAT’s skills. Suggested CDAT activities include:

- Leading the book study and e-Course
- Sharing success stories at faculty meetings
- Creating school-wide supports for growth
- Creating buddy classrooms for mentoring
- Creating a video library of the best Conscious Discipline practices to be shared
- Helping teachers brainstorm interventions for challenging children
- Create model classrooms
### Step 5: Book Study and e-Course

The administration and their CDAT lead the way for continuously deepening knowledge of and reflection in Conscious Discipline. This includes a book study of *Conscious Discipline: Building Resilient Classrooms* with the CDAT, using the Conscious Discipline e-Course and encouraging use of Shubert’s School on the Conscious Discipline website.

### Step 6: Continuous Improvement Plan

#### External Support Plan

Conscious Discipline provides many external supports for implementation. Concentrate your energy and financial resources on your CDAT and other highly motivated individuals. These enthusiastic participants will, in turn, inspire and mentor the rest of the school. Support your school’s journey by doing as many of the following as possible:

- Engage Conscious Discipline trainers (Master and Certified Instructors) in school-wide workshops to provide knowledge and inspiration to the whole staff.
- Engage Conscious Discipline Coaches to establish model classrooms. Coaches are most effective when used to assist those with the highest level of implementation and enthusiasm, not those who are resistant or struggling.
- Support staff with the products they need for implementation.
- Immerse the CDAT and as many teachers as possible in a Conscious Discipline school by sending them to local and 2-day workshops.

#### Internal Support Plan

The internal support plan asks successful teachers to pay it forward by mentoring others in order to create sustainable change. Your Certified Instructor will provide guidance to the CDAT; the CDAT will then lead the rest of the school. Suggested activities include:

- Use the “T.A.G.! You’re It!” coaching model so your most successful teachers share their skills with others. This model promotes continued success, connection, sustainability and cost-effective implementation. (“T.A.G.! You’re It!” is available through your Certified Instructor)
- Share success stories at faculty meetings.
- Create a learning library of videos of CDAT members showcasing effective Conscious Discipline practices throughout the school.
- Visit ConsciousDiscipline.com/Resources for the Conscious Discipline Rubric Progress Assessments and other helpful tools.
- Use Mindset Post-Training Assessment Self-Reflections Training Tool (visit ConsciousDiscipline.com, click Free Resources)

### Step 7: Moving Forward

Send CDAT and decision-makers to the Conscious Discipline Summer Institute.

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Conscious Discipline Implementation Plan

Year Two

STEP 1
2-day Conscious Discipline school-wide workshop.
Ignite!

STEP 7
Moving Forward and Teaching Each Other
Model classroom teachers attend a Conscious Discipline Summer Institute.
Parent education includes Conscious Discipline. CDAT grows in numbers and strength.

STEP 6
Develop continuous improvement plans.

STEP 5
Reflect on progress and process.
Use online rubrics for support. Make a plan with your Master Instructor.

STEP 4
CDAT leads book study and digital resources. Identify Conscious Discipline Student Ambassadors. Implement School Family Assemblies.

STEP 3
Teachers and staff roll out Conscious Discipline to all students.
Conscious Discipline classroom coaches ensure success.

STEP 2
Recommit to Conscious Discipline.
Inspire with mission and vision.

STEP 1
Conscious Discipline Implementation Plan
Overview of Year 2: Letting Go
Teachers Modeling to Students in the Classroom

The administration continues with steps from Year 1. Forward momentum increases dramatically as teachers now focus on implementing the powers-skills-structures in their classrooms. The movement is from administrators implementing with staff in common spaces, offices and lounges to teachers implementing with students in the classrooms. The entire school spends the year building its Conscious Discipline skill set so it can let go of ineffective practices by year’s end.

Step 1: School-wide Workshop

Bring a two-day workshop to your site and invite others to attend. Purchase materials that will be helpful in your journey with Conscious Discipline. This motivates and inspires new staff members to learn about Conscious Discipline while others gain new insight.

Step 2: Recommit

Inspire your staff by sharing your vision and mission of Conscious Discipline from Year 1. Intentionally recomit to Conscious Discipline. This is not forced onto staff; each individual makes the personal decision to recommit to the school’s transformational journey. Enlist volunteers to serve as Conscious Discipline buddies to partner with new personnel.

Step 3: Teachers and Staff Roll Out Conscious Discipline to Students

Committed teachers roll out the powers-skills-structures of Conscious Discipline to all children. These teachers plan their classrooms with and receive guidance from the Conscious Discipline classroom coaches.
Step 4: Book Study, Ambassadors and School Family Assemblies

The CDAT leads a book study or e-Course sessions, and introduces digital resources to staff.

Identify Conscious Discipline Student Ambassadors. Student Ambassadors are students who have been in a classroom implementing Conscious Discipline. They have the basic understanding of the powers-skills-structures. These students will be given jobs that support Conscious Discipline implementation. Student Ambassadors may assist as greeters during school arrival, give tours of the school, help in the office and assist with school programs.

Modify your old student assembly model to become a School Family Assembly. School Family Assemblies unify, celebrate and educate students and staff. They operate on a modified Brain Smart Start in order to create an optimal integrated brain state. The general process for a School Family Assembly is:

1) Organized activity entrance song
2) Welcome and unity song
3) Celebrate and connect (new arrivals, birthdays, individual celebrations)
4) Mini Conscious Discipline lesson
5) Lesson-related song and an active calming activity
6) Announcements
7) Final unifying activity and dismissal. Assemblies are discussed at length beginning on page 287 in the book, *Creating the School Family* by Dr. Becky Bailey

Step 5: Reflect on Progress and Process

Use online rubrics for reflection and support. Work with your Master Instructor to create a plan to strengthen any weak suits and maximize your progress. Rubrics are located on the website at ConsciousDiscipline.com/Resources.

See Appendix pg.21
Step 6: Continuous Improvement Plan

External Support Plan
- Utilize Conscious Discipline Master Instructors to provide “booster shot” events that deepen understanding and heighten enthusiasm (Example: School Family™, Composure, Noticing, Feeling Buddies®)
- Utilize Conscious Discipline Coaches to develop model classrooms at each grade level

Internal Support Plan
- Film excellent teachers to create a video library to help train new staff
- Develop Conscious Discipline Student Ambassadors
- CDAT expands in numbers, roles and expertise

Step 7: Moving Forward and Teaching Each Other

Send your model classroom teachers and best staff members to the Conscious Discipline Summer Institute in Orlando, FL or a satellite location nationwide. Ideally, one teacher per grade level would attend.

Pay it forward!: Share your success with others. Sharing strengthens your understanding, encourages you to continue evolving, provides additional stimulation for your School Family and encourages others to begin their own cycle of transformational change. You can share in many ways:

- Plan time for teachers to observe in model classrooms and provide time to plan implementation
- CDAT increases in size ensuring there is one teacher per grade level to coach others in their grade
- Add Conscious Discipline components to a weekly newsletter that goes home to families and community
- Begin your parent education program by implementing one form of outreach from the Conscious Discipline Parent Education Curriculum (Open House, Parent Night, Mini-Session, etc.)
- CDAT takes a more active role in assisting coworkers with behavioral interventions
- CDAT photographer (member who is not assigned a classroom e.g. clerk) films/photographs a teacher highlighting a specific skill, structure, routine or ritual to share during staff meetings and book study
- Conscious Discipline Student Ambassadors increase in size and duties to include:
  - Become greeters in car arrival and dismissal areas
  - Welcome and teach new students basic routines, structures and rituals
  - Facilitate a center to teach a specific skill, routine, structure or ritual at a family event (e.g. Time Machine, Shubert Book Series, Safe Place)
Conscious Discipline Implementation Plan

**Year Three**

**STEP 1**
2-day Conscious Discipline school-wide workshop. Inspire!

**STEP 7**
Teach each other, pay it forward and inspire others.
Help local schools; host a Conscious Discipline Summer Institute or a 2-day workshop. Create Conscious Discipline Facilitators.

**STEP 6**
Develop continuous improvement plans.
Use model classrooms as training sites. Incorporate subject-specific training. Integrate Conscious Discipline into curriculum standards with more intention.

**STEP 5**
Reflect on progress and process.
Use online rubrics for support.

**STEP 4**
CDAT leads book study and online resources. Ambassadors expand and grow. School Family™ assemblies expand and grow.

**STEP 3**
Unify school, home and community through Conscious Discipline parent nights. Classroom coaching continues.

**STEP 2**
Recommit to Conscious Discipline. Are you living your vision?
Overview of Year 3: Integration
School Community Fully Engaged with Conscious Discipline

Year 3 is the year of continued home and community change, and the integration of Conscious Discipline with the school curriculum. (Example: Students write a how-to for utilization of the Safe Place in Language Arts.) Parent nights begin incorporating Conscious Discipline with the help of the CDAT and Student Ambassadors.

**Step 1: School-wide Workshop**

Bring a 2-day workshop to your site to continue to ignite and inspire growth toward the school vision. Purchase materials that will be helpful in your journey with Conscious Discipline.

**Step 2: Recomit**

Reflect on your vision and mission – Are you living it? Intentionally recommit to Conscious Discipline. Each individual makes the personal decision to recommit to the school's transformational journey. Enlist volunteers to serve as Conscious Discipline buddies to partner with new personnel.

**Step 3: Unify School, Home and Community**

Build stronger Conscious Discipline connections between school, home and community by implementing the Conscious Discipline Parent Education Curriculum for an open house, parent nights, home-classroom contact and community outreach.

Plan classroom coaching to continue improving model classrooms.

**Step 4: Book Study**

- CDAT leads a book study or e-Course with staff
- Conscious Discipline Student Ambassadors expand and grow
- Students take more ownership and leadership in School Family™ Assemblies

**Step 5: Reflect on Progress and Process**

Reflect on progress and process. Use online rubrics for reflection and support. Collect data to show a decrease in discipline referrals or compare a rise in standardized test scores. Share data with your lead Certified Instructor to be celebrated on the Conscious Discipline website and at Summer Institutes.
Step 6: Continuous Improvement Plan

External Support Plan
- Send additional enthusiastic teachers and staff to the Conscious Discipline Summer Institute in Orlando, FL or a satellite location nationwide
- Send one or more Summer Institute attendee(s) from previous years to the Conscious Discipline Advanced Institute in Oviedo, FL
- Provide “booster shot” events with Conscious Discipline trainers and coaches onsite
- Send CDAT members to be helpers at Summer Institutes

Internal Support Plan
- Integrate Conscious Discipline into your curriculum standards more intentionally
- Administer Content Post-Training Assessment Self-Reflections Training Tool (visit ConsciousDiscipline.com, click Free Resources)
- Create books about your School Family to guide substitute teachers
- Continue to build model classrooms
- Coach each other with “T.A.G.! You’re It!”
- Use model classrooms as training sites for sustainability
- Incorporate specific intentional trainings such as Baby Doll Circle Time or Feeling Buddies

Step 7: Teach Each Other

Work together to determine the ways your school will pay it forward. Helpful ideas include inviting school board members, other schools’ principals and teachers, members of the press, and community leaders to visit your school; creating and sharing a short video to document your successes; and contacting Conscious Discipline about hosting a 2-day workshop at your school. You may also want to host a Summer Institute satellite for your community if your school meets the requirements.

Pay it forward! Share your success with others. Sharing strengthens your understanding, encourages you to continue evolving, provides additional stimulation for your School Family, and encourages others to begin their own cycle of transformational change. You can share in many ways:

- Write articles for local newspapers, magazines and educational journals sharing your personal and professional transformations.
- Invite school board members, principals and teachers from other schools to visit your school. Have children teach them about the School Family and how they resolve conflicts.
- Create a short video or documentary of your success stories.
- Contact Conscious Discipline about hosting a S.T.A.R. Conference, or 2-day workshop at your school so educators from across the country can hear and see what you have accomplished.
- Expand your parent education program by implementing the remaining components of the Parent Education Curriculum, and integrating Conscious Discipline into PTA meetings, newsletters and school events.
- Begin a Conscious Discipline Facilitator program to help create sustainability. These facilitators will train new staff and coach others throughout the building. Conscious Discipline Facilitators are those individuals who have shown the greatest shift in the Content Post-Training Assessment Self-Reflections Training Tool and those who have implemented Conscious Discipline with fidelity in their position at the school.
As your journey with Conscious Discipline continues, you become increasingly self-sufficient, and require less external support and planning.

Beyond Year 3, your CDAT team along and your certified facilitator will lead your school-wide continuous improvement plans. Continue to send new staff members to Conscious Discipline Summer Institutes and workshops.

Transformational change is not linear nor predictable as traditional or transitional change. The strategies needed become evident as the process unfolds. Success of transformational change requires cultural and climate changes within the school, district or agency. This change takes flexibility, commitment and time. The ultimate goal is sustainability. Sustainability requires that each person becomes a credible model of your vision; in turn empowering others who are willing to do the same.
Appendix

All documents are available at ConsciousDiscipline.com/Resources in the Free Resources Administration section.

Mindset Pre-Training Assessment Self-Reflections Training Tool ................................................. 17–18

Mindset Post-Training Assessment Self-Reflections Training Tool ................................................. 19–20

Selected pages from the 2018 Rubric Progress Assessments ......................................................... 21–29

Content Post-Training Assessment Self-Reflections Training Tool .................................................. 30–31
## Mindset Pre-Training Assessment

### Self-Reflections Training Tool

Please rate the following core beliefs as they apply to you.

<table>
<thead>
<tr>
<th>I believe that:</th>
<th>Not at all like me</th>
<th>A little like me</th>
<th>Somewhat like me</th>
<th>A lot like me</th>
<th>Completely like me</th>
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<tbody>
<tr>
<td>1. Conflict is a call for help, not disrespect</td>
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<td>2. Children need to be controlled by some outside threat or consequence</td>
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<td>3. My connection with a child supports positive behavior</td>
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<td>4. How I’m feeling affects how I act</td>
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<td>5. Rules are the key to helping children behave</td>
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<td>6. Children who act out are feeling threatened or unsafe</td>
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<td>7. I will be more successful in my work with children if I am more responsive and less reactive</td>
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<td>8. Supportive discipline is less effective than punishment</td>
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<td>9. When I pay attention to certain behaviors, children are likely to do them more</td>
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<td>10. All behavior is some form of communication</td>
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<td>11. Discipline is a disruption to my day</td>
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<td>12. Feelings are the root of behavior</td>
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<td>13. My mistakes are part of everyday life and learning</td>
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<td>15. I have fun helping children learn social skills and positive behavior</td>
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Appendix

Mindset Pre-Training Assessment
Self-Reflections Training Tool

What inner thoughts do you have sometimes? (Check all that apply)

- Children’s refusal to listen to directions is willful misbehavior.
- When a child hurts another child, they need to be punished.
- Children who have had a few chances to correct their misbehavior should be punished if the problem continues.
- Conflict among children is disruptive and an inconvenience to me.
- Children’s misbehavior is the cause of my upset.
- None of the above

Identify one or two things you would like help with in your day-to-day practice with children:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Thank you for your time completing this reflection tool!
## Mindset Post-Training Assessment

**Self-Reflections Training Tool**

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<td>9. When I pay attention to certain behaviors, children are likely to do them more</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. All behavior is some form of communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Discipline is a disruption to my day</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Feelings are the root of behavior</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. My mistakes are part of everyday life and learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Children’s mistakes are part of everyday life and learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. I have fun helping children learn social skills and positive behavior</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
# Mindset Post-Training Assessment

## Self-Reflections Training Tool

**How true are these inner thoughts for you since completing Conscious Discipline training?**  
(Check all that apply)

<table>
<thead>
<tr>
<th>I believe that:</th>
<th>I believe this the same amount as before</th>
<th>This is much less true</th>
<th>I have totally changed my mind about this</th>
<th>I did not believe this before the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children’s refusal to listen to directions is willful misbehavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. When a child hurts another child, they need to be punished.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Children who have had a few chances to correct their misbehavior should be punished if the problem continues.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Conflict among children is disruptive and an inconvenience to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Children’s misbehavior is the cause of my upset.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**What inner speech are you currently willing to practice and use?**  
(Check all that apply)

- ☐ 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?

**Did you experience success in the Conscious Discipline Skills, Powers or Structures you implemented?**

- ☐ Yes
- ☐ No
Conscious Discipline is a trauma-informed, brain-based self-regulation program combining discipline, social-emotional learning and school climate into one integrated process.

Rubric Progress Assessments
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## Indicator

### Composure

### Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little or no implementation</td>
</tr>
<tr>
<td>2</td>
<td>Partial development or implementation</td>
</tr>
<tr>
<td>3</td>
<td>General development and mostly functional implementation</td>
</tr>
<tr>
<td>4</td>
<td>Fully internalized development and implementation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Performance Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little or no implementation</td>
<td>There is no attempt by the adult to actively calm him or herself when triggered, nor is there any attempt to help the child calm down. Upset children are ignored, punished, or told to calm down or stop the upset behavior.</td>
</tr>
<tr>
<td>2</td>
<td>Partial development or implementation</td>
<td>The adult attempts to fake calmness even though it is energetically obvious that he or she is upset. The adult takes shallow breaths, distracts children from their upset, attempts to calm them down or attempts to hush them up. Children practice being a S.T.A.R. during calm times, but the transfer to upset times is not made.</td>
</tr>
<tr>
<td>3</td>
<td>General development and mostly functional implementation</td>
<td>The adult occasionally takes time to calm him or herself by using belly breathing and being a S.T.A.R. As the adult calms down, he or she helps the child calm down. The adult teaches and practices the four composure skills of S.T.A.R., Draining, Ballooning and Pretzel with the children.</td>
</tr>
<tr>
<td>4</td>
<td>Fully internalized development and implementation</td>
<td>The adult regularly leads the children in active calming during the Brain Smart Start of the day, throughout the day during transition times and during other stressful times. A S.T.A.R. person is one of the classroom jobs. When upset, the adult models active calming, and is able to download a calm state into the child if necessary. When children become upset, the adult facilitates managing the emotion by saying, &quot;You’re safe. Breathe with me. You can handle this.&quot; The whole class understands it is everyone’s job to help when others feel upset by being a S.T.A.R. for them.</td>
</tr>
</tbody>
</table>
### Indicator

**Power of Perception**

How we perceive an event will dictate our composure level.

**Phrase:** No one can MAKE me angry without my permission.

### Performance Levels

<table>
<thead>
<tr>
<th></th>
<th>1 Little or no implementation</th>
<th>2 Partial development or implementation</th>
<th>3 General development and mostly functional implementation</th>
<th>4 Fully internalized development and implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe others/events make me angry, sad, anxious or happy. It is demonstrated in my language. Look what you made me do. Look how you made me feel. Traffic is driving me crazy.</td>
<td>I believe some others/events make me angry, sad, etc. I have a number of exceptions I hold onto. It is demonstrated in my make me language.</td>
<td>I believe I am in charge of my own inner state. No one makes me angry. They trigger me. My language does not express my new beliefs. At times, I still use &quot;make me&quot; language unconsciously.</td>
<td>I believe I am in charge of my own inner state. Other people/events trigger my upset. I am conscious of most of my triggers and work to manage them before they are expressed verbally or hear them after the fact and I’m willing to calm myself.</td>
<td></td>
</tr>
</tbody>
</table>
# Indicator

## Safe Place

The Safe Place is an inviting space where teachers instruct and guide children through the self-regulation process. Children may remove themselves from the group to practice ways to handle emotional upset through active calming in the Safe Place.

## Performance Levels

<table>
<thead>
<tr>
<th>1 Little or no implementation</th>
<th>2 Partial development or implementation</th>
<th>3 General development and mostly functional implementation</th>
<th>4 Fully internalized development and implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no Safe Place in the classroom or it is used for time out.</td>
<td>There is a Safe Place with visual icons of balloon, pretzel, drain and S.T.A.R. that are posted but there is no active teaching of how to do the activities or how they relate to upset.</td>
<td>There is a comfortable Safe Place with visual icons of balloon, pretzel, drain and S.T.A.R. Teachers teach how to do these stress reducing activities and coach their use during upset times. You can hear words such as, “Breathe with me. You can handle this.”</td>
<td>Children go to the Safe Place with teacher assistance or independently. Teachers constantly remind children to use the breathing strategies to calm themselves during times of upset. Adults coach children through the five steps of emotional regulation including I Am, I Calm, I Feel, I Choose and I Solve with the goal of creating a safe learning environment. Children can explain the purpose and use of the Safe Place.</td>
</tr>
</tbody>
</table>
## 1.2 Friends and Family Board

The Friends and Family Board consists of picture boards and books that include photos of everyone in the School Family, including school personnel and the children’s extended family.

### Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little or no implementation. There is no Friends and Family Board.</td>
</tr>
<tr>
<td>2</td>
<td>Partial development or implementation. The Friends and Family Board represents some families and personnel.</td>
</tr>
<tr>
<td>3</td>
<td>General development and mostly functional implementation. Friends and Family Board represents most personnel and families, including the teacher’s. The display is attractive, at children’s eye level and convenient.</td>
</tr>
<tr>
<td>4</td>
<td>Fully internalized development and implementation. Friends and Family Board represents all families and relevant school personnel like special area teachers and principal. The display is attractive, at children’s eye level and convenient. Students can explain its purpose and new pictures are added as new children join the School Family or as families grow and change. Children have a class-made Friends and Family Book for comfort or sharing with others.</td>
</tr>
</tbody>
</table>
### Indicator

**1.3 Brain Smart Start**

The Brain Smart Start is a routine composed of activities to unite, reduce stress, connect and commit. It helps class members shift to an organized internal state, and creates a biochemistry that balances and integrates brain, mind and body.

### Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little or no implementation</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td>General development and mostly functional implementation</td>
</tr>
<tr>
<td>4</td>
<td>Fully internalized development and implementation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no class meeting, morning circle time or Brain Smart Start.</td>
<td>Some days the teacher begins with some elements of a Brain Smart Start. Some of the children are active participants.</td>
<td>The teacher starts each day with most elements of the Brain Smart Start. The teacher can explain the purpose for each of the activities. Most children participate.</td>
<td>The teacher starts each day with a Brain Smart Start including activities to unite, disengage stress, connect and commit. The teacher can explain the purpose for each of the activities. The children are actively engaged and having fun.</td>
</tr>
</tbody>
</table>
### Indicator

**Safekeeper Ritual**

The Safekeeper Ritual is a way to verbally and nonverbally show children that the teacher’s job is to keep the class safe and the children’s job is to help keep it safe.

### Performance Levels

<table>
<thead>
<tr>
<th>No Safekeeper ritual in place. The classroom is not based on safety, but on teacher control.</th>
<th>Visual items indicate a Safekeeper ritual, but the teacher does not use it or the language of safety. Teacher uses phrases like “stop running” or “walking feet.”</th>
<th>The teacher occasionally uses visual representation of a Safekeeper ritual, and is recognized by most students as the person who is responsible for keeping the classroom safe. The language of safety is occasionally used. “Keep your hands by your side so everyone is safe.”</th>
<th>The teacher conducts a Safekeeper ritual daily and is recognized by children as responsible for keeping the classroom safe. Children can state their job as “helping to keep the classroom safe,” and give examples of how to do that. The teacher and children use the language of safety. “Walk in the room so everyone is safe.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Greeting/Goodbye Ritual

Greetings/Goodbyes are used to connect with children and families, to help ease the stress of the transition and to bridge the home and school connection.

<table>
<thead>
<tr>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Little or no implementation</td>
</tr>
<tr>
<td>Children are not individually greeted when they arrive nor are they acknowledged when they leave at the end of the day.</td>
</tr>
<tr>
<td><strong>2</strong> Partial development or implementation</td>
</tr>
<tr>
<td>The greeting/goodbye routine is haphazard and does not include all children. The teacher is not present in the moment with the children but more preoccupied with morning/afternoon procedures.</td>
</tr>
<tr>
<td><strong>3</strong> General development and mostly functional implementation</td>
</tr>
<tr>
<td>The teacher uses props such as a greeting/goodbye apron or tie to connect with each child on a daily basis. The greeting/goodbye is at the child’s eye level and includes eye contact, a smile, novelty and fun.</td>
</tr>
<tr>
<td><strong>4</strong> Fully internalized development and implementation</td>
</tr>
<tr>
<td>The teacher’s eyes light up when the children enter the room and the teacher’s connection is intentional with every child at dismissal. The teacher is present in the moment while individually connecting with every child. The greeting is at eye level and includes eye contact, a smile, novelty and fun within a genuine experience.</td>
</tr>
</tbody>
</table>
## Content Post-Training Assessment

**Self-Reflections Training Tool**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Training:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Trainer:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

**What activities/songs/games did you find really helpful?** (i.e., you plan to incorporate it into your daily activities with children, and/or it provided you with a personal revelation) Select “N/A” (not applicable) for activities that were not part of your training.

<table>
<thead>
<tr>
<th>Conscious Discipline Skills</th>
<th>Very Helpful</th>
<th>Potentially Helpful</th>
<th>Not Helpful</th>
<th>N/A or not learned yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Composure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assertiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Positive Intent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Consequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Brain Smart® Start Routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Safekeeper Ritual</td>
<td></td>
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</tr>
<tr>
<td>10. The Safe Place™</td>
<td></td>
<td></td>
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<tr>
<td>11. Daily Commitments/Job Board (Ways to Be Helpful Board + Meaningful Jobs)</td>
<td></td>
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</tr>
<tr>
<td>12. Wish Well Routine/Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Breathing Strategies (i.e. S.T.A.R., Balloon, Drain, &amp; Pretzel)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Class Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I Love You Rituals™</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Feeling Buddies®</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Greeting/Goodbye Rituals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. School Family™ Songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Friends and Family Board</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>20. Kindness Tree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Time Machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Transition Rituals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Visual Rules and Routines</td>
<td></td>
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<tr>
<td>24. We Care Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Celebration Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Picture Rule Cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Absent Child Ritual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. New Student/Welcome/Moving Rituals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Baby Doll Circle Time™</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Other (please fill in): _</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Content Post-Training Assessment
Self-Reflections Training Tool

What was challenging for you to hear/see/do during the training? And why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify one or two things you are actively working to change in your day-to-day practice with children based on your Conscious Discipline training:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What else would you like to share about your personal journey and experience with learning, practicing, and implementing Conscious Discipline?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for your time completing this reflection tool!