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

Parent Education Curriculum Assessment
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If you have sought out this Parent Education Curriculum Assessment, you’ve likely utilized your Curriculum to design a personalized parent education program and begun implementing the content with the families in your care. Good for you! You are well on your way to a brighter tomorrow for yourself, your facility and your families!

This Parent Education Curriculum Assessment is designed to help you deepen your skills as a facilitator by measuring the way you are using the Curriculum, your understanding of the material and the new beliefs you have internalized.

You may complete this Assessment as a self-evaluation or as a formal evaluation with an administrator/supervisor. Assessments undertaken with an administrator/supervisor are most beneficial when viewed as a partnership in which both parties complete the forms and meet to discuss responses. Regardless of the way you use this Assessment, it is essential to maintain positive intent throughout the process. The goal is to provide insight, encouragement and skill improvement, not to judge, criticize or find fault.

The Assessment is divided into sections (just like the Curriculum), so you may evaluate only the components you have incorporated into your parent education program. First, conduct a full cycle of your parent education program. Then complete the Assessment(s) for the Curriculum components you used (Open House, Parent Night, Home Visits or Mini-Sessions), plus the Part 5: Efficacy Scale.

After reflecting on your Assessment results, the next step is to create a plan for improvement. Possible components of your plan might be to review the content, form a practice group, seek out a peer mentor, review specific sections of the Conscious Discipline e-Course, look through the videos and podcasts at ConsciousDiscipline.com, or hire a Conscious Discipline Certified Instructor for trainings and/or personal coaching.

Conscious Discipline asks you to continually grow both your personal and professional skillsets. The growth process may be full of surprises, fears, frustrations and triumphs. Continuing on this path requires both courage and determination, so take a moment to celebrate your willingness and your efforts! Your Conscious Discipline Family also celebrates you and wishes you well on your journey.
PART 1: Open House

Please rate the following and add your comments for each.

Materials
Including sign-in sheet, Conscious Discipline structures and products are organized and accessible to the families. (Pg. 7)

- Reminder slip
  □ Yes  □ Partially  □ No
- Parent sign-in sheet
  □ Yes  □ Partially  □ No
- Safekeeper Box and figures
  □ Yes  □ Partially  □ No
- Greeting visuals (apron, poster, etc.)
  □ Yes  □ Partially  □ No
- Parent Night Visual Routine (Pg. 163)
  □ Yes  □ Partially  □ No
- Kindness Counts music CD
  □ Yes  □ Partially  □ No
- “Twinkle, Twinkle” I Love You Ritual
  □ Yes  □ Partially  □ No
- “Connecting and I Love You Rituals - Conscious Discipline Skills” video with Dr. Becky Bailey www.CDperks.com/parents (length 7:59)
  □ Yes  □ Partially  □ No
- Markers and one piece of poster board per family
  □ Yes  □ Partially  □ No
- Make-n-take: Learning Expectations poster
  □ Yes  □ Partially  □ No
- Parent Handout (Pg. 194)
  □ Yes  □ Partially  □ No
- Brain State® Model mini-poster (Pg. 171)
  □ Yes  □ Partially  □ No
- Twinkle, Twinkle mini-poster (Pg. 174) (optional)
  □ Yes  □ Partially  □ No

Content:

- Prior to the open house, parents received a brief mention of Conscious Discipline upon registration or acceptance into your program. (Pg. 1)

- Families are notified ahead of time if this will be an adult-only event or if children are encouraged to attend.

- Families received ample notice and a reminder notice about the event one week in advance of the open house.

- The date, time and length of the event is one that works best for the majority of the families.

- The open house event is organized and families are directed on where to go.
### PART 1: Open House (continued)

**Please rate the following and add your comments for each.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty greets the parents using a greeting apron or sign with three or four choices.</td>
<td>Completely</td>
</tr>
<tr>
<td>Teachers greet the parents when they arrive to their classrooms.</td>
<td>Completely</td>
</tr>
<tr>
<td>A Safekeeper Box with enough figures for every parent is set up at the sign-in table.</td>
<td>Completely</td>
</tr>
<tr>
<td>The Safekeeper Box and the commitment process is explained.</td>
<td>Completely</td>
</tr>
<tr>
<td>The Open House Parent Night Visual Routine is used to model structure and referred to throughout the session. (Pg. 163)</td>
<td>Completely</td>
</tr>
<tr>
<td>The Open House Handout is printed and given to the parents prior to the start of the session.</td>
<td>Completely</td>
</tr>
<tr>
<td>A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 9)</td>
<td>Completely</td>
</tr>
<tr>
<td>Families are given a brief introduction to the Conscious Discipline structures that are implemented in the classroom. (Pg. 10-11)</td>
<td>Completely</td>
</tr>
<tr>
<td>The Conscious Discipline Brain State Model is briefly introduced. (Pg. 12-13)</td>
<td>Completely</td>
</tr>
<tr>
<td>The Brain State Model Mini-Poster is referenced and the families have received a copy. (Pg. 171)</td>
<td>Completely</td>
</tr>
<tr>
<td>The importance of connection is highlighted, including the four essential components: eye contact, touch, presence and a playful setting. (Pg. 13)</td>
<td>Completely</td>
</tr>
</tbody>
</table>
PART 1: Open House (continued)

Please rate the following and add your comments for each.

- The bulk of the time is spent in the classroom with the teachers.

- The “business” portion of the open house is brief and to the point.

- Families complete the Learning Expectations Poster make-n-take. (Pg. 14)

- A closing ritual that gives parents an opportunity to review the commitment they made during the Brain Smart Start is conducted.

- Similar to how the staff greeted the families at the arrival, they say goodbye and thank you as they leave the building.

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PART 2: Parent Nights

1: Composure

Session-specific items, please rate the following and add your comments for each.

Materials

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 22)

- Reminder slip
  - Yes
  - Partially
  - No
- Safekeeper Box and figures
  - Yes
  - Partially
  - No
- Greeting visuals (apron, poster, etc.)
  - Yes
  - Partially
  - No
- Parent Night Visual Routine (Pg. 164)
  - Yes
  - Partially
  - No
- Kindness Counts music CD
  - Yes
  - Partially
  - No
- “Twinkle, Twinkle” I Love You Ritual
  - Yes
  - Partially
  - No
- Wish Well Ritual and props
  - Yes
  - Partially
  - No
- “Button Pushing – Conscious Discipline Skills” video with Dr. Becky Bailey
  - Yes
  - Partially
  - No
- Shubert is a S.T.A.R. book
  - Yes
  - Partially
  - No
- Sophie is a S.T.A.R. book (optional)
  - Yes
  - Partially
  - No
- Structure: Safe Place
  - Yes
  - Partially
  - No
- Make-n-Take: Breathing S.T.A.R.: two manila file folders per family, staplers, scissors, markers (Pg. 179-181)
  - Yes
  - Partially
  - No
- Make-n-Take: Safe Place Calming Book: scissors, glue, constructions paper and staplers (Pg. 182-183)
  - Yes
  - Partially
  - No
- Parent Handout (Pg. 195)
  - Yes
  - Partially
  - No
- Student videos to support teaching the Safe Place and deep breathing (optional)
  - Yes
  - Partially
  - No
- “I Love You Rituals – Your Guide For Meaningful Connections” video
  - Yes
  - Partially
  - No

Content:

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 164)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 23-24)

- The Conscious Discipline Power and message are introduced and discussed:
  
  **Power of Perception:** No one can make you angry without your permission (Pg. 24-27)
## PART 2: Parent Nights
### 1: Composure (continued)

Session-specific items, please rate the following and add your comments for each.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Conscious Discipline Skill and message are introduced and discussed: Skill of Composure: Being the person you want others to become (Pg. 27-28)</td>
<td>□ Completely  □ Somewhat  □ Not At All  □ Not Applicable</td>
</tr>
<tr>
<td>The Conscious Discipline Structure is introduced: The Safe Place. (Pg. 28-30)</td>
<td>□ Completely  □ Somewhat  □ Not At All  □ Not Applicable</td>
</tr>
<tr>
<td>The “why” and “how” to implement the make-n-take item is explained and the families are provided ample time to put it together and practice. Breathing S.T.A.R. (Pg. 30); Safe Place Calming Book. (Pg. 31)</td>
<td>□ Completely  □ Somewhat  □ Not At All  □ Not Applicable</td>
</tr>
<tr>
<td>A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.</td>
<td>□ Completely  □ Somewhat  □ Not At All  □ Not Applicable</td>
</tr>
<tr>
<td>A goodbye ritual is conducted with the families as they leave the building.</td>
<td>□ Completely  □ Somewhat  □ Not At All  □ Not Applicable</td>
</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
## PART 2: Parent Nights 1: Composure / Rate Your Facilitator

Session-specific items, please rate the following and add your comments for each.

**The Facilitator:**

- Is open to answering questions from the participants. | □ | □ | □ | □
- Puts the needs of the family before the curriculum. | □ | □ | □ | □
- Willingly shares their oops and personal stories as they relate to the topic being discussed. | □ | □ | □ | □
- Is willing to be flexible when needed, rather than rigid to the schedule. | □ | □ | □ | □
- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way. | □ | □ | □ | □
- Encourages the parents to participate in the activities. | □ | □ | □ | □
- Asks the parents for willingness to participate in the activities and reminds them of the "right to pass" without judgment. | □ | □ | □ | □
- Attunes with the audience to determine if the material presented needs to be sped up or slowed down. | □ | □ | □ | □
- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21) | □ | □ | □ | □
- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted. | □ | □ | □ | □
- Refers parents to the ConsciousDiscipline.com website. | □ | □ | □ | □
PART 2: Parent Nights

2: Assertiveness

Session-specific items, please rate the following and add your comments for each.

**Materials**

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 32)

- Reminder slip
  - Yes
  - Partially
  - No

- Safekeeper Box and figures
  - Yes
  - Partially
  - No

- Greeting visuals (apron, poster, etc.)
  - Yes
  - Partially
  - No

- Parent Night Visual Routine (Pg. 165)
  - Yes
  - Partially
  - No

- Kindness Counts music CD
  - Yes
  - Partially
  - No

- Brain Boogie Boosters music CD (optional)
  - Yes
  - Partially
  - No

- “Humpty Dumpty” I Love You Ritual
  - Yes
  - Partially
  - No

- Wish Well Ritual and Welcome Back Ritual props
  - Yes
  - Partially
  - No

- “DJ Batiste: Former Gang Leader Teaches ‘Words have Power’” video
  - Yes
  - Partially
  - No

- Shubert’s BIG Voice book
  - Yes
  - Partially
  - No

- Sophie’s BIG Voice book (optional)
  - Yes
  - Partially
  - No

- Structure: Visual Routines
  - Yes
  - Partially
  - No

- Make-n-Take: Visual Routines: handout, one piece of cardstock per family
  - Yes
  - Partially
  - No

- Poster board and marker
  - Yes
  - Partially
  - No

- Parent Handout (Pg. 196)
  - Yes
  - Partially
  - No

- Assertiveness mini-poster (Pg. 171)
  - Yes
  - Partially
  - No

**Content:**

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 165)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 33-34)

- The Conscious Discipline Power and message are introduced and discussed:
  **Power of Attention:** What you focus on, you get more of. (Pg. 34-36)

- The Conscious Discipline Skill and message are introduced and discussed:
  **Skill of Assertiveness:** Saying “no” and being heard; setting limits respectfully. (Pg. 36-39)
PART 2: Parent Nights  2: Assertiveness (continued)

Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Structure is introduced: Visual Routines (Pg. 39-40)

- The “why” and “how” to implement the make-n-take item is explained and families are provided ample time to put it together and practice Visual Routines. (Pg. 40-41)

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.

- A goodbye ritual is conducted with the families as they leave the building.

Comments:
### PART 2: Parent Nights

#### 2: Assertiveness / Rate Your Facilitator

Session-specific items, please rate the following and add your comments for each.

**The Facilitator:**

- Is open to answering questions from the participants.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Puts the needs of the family before the curriculum.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Willingly shares their oops and personal stories as they relate to the topic being discussed.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Is willing to be flexible when needed rather than rigid to the schedule.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Encourages the parents to participate in the activities.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Asks the parents for willingness to participate in the activities and reminds them of the "right to pass" without judgment.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Attunes with the audience to determine if the material presented needs to be sped up or slowed down.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Refers parents to the ConsciousDiscipline.com website.

<table>
<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
### Materials

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 42)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminder slip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safekeeper Box and figures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting visuals (apron, poster, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Night Visual Routine (Pg. 166)</td>
<td></td>
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<tr>
<td>Parent Night Chant poster from the last parent night</td>
<td></td>
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<tr>
<td>Kindness Counts music CD</td>
<td></td>
<td></td>
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<tr>
<td>“Georgie Porgie” I Love You Ritual</td>
<td></td>
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<tr>
<td>Wish Well Ritual and Welcome Back Ritual props</td>
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<tr>
<td>“The Language of Unity – Conscious Discipline Skills” video</td>
<td></td>
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<tr>
<td>Shubert’s Helpful Day book</td>
<td></td>
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<tr>
<td>Sophie’s Helpful Day book (optional)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Structures: School Family Jobs, Ways to be Helpful Board or Books and Kindness Tree</td>
<td></td>
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</tr>
<tr>
<td>Parent Night Job List (Pg. 202)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Flower vase and flowers (artificial or real)</td>
<td></td>
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</tr>
<tr>
<td>Age-appropriate Jobs (Pg. 203)</td>
<td></td>
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<tr>
<td>Make-n-Take: Encouraging Notes (Pg. 184)</td>
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</tr>
<tr>
<td>Make-n-Take: Encouragement at home</td>
<td></td>
<td></td>
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<tr>
<td>White board or chart paper and markers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noticing mini-poster (Pg. 172)</td>
<td></td>
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</tbody>
</table>

### Content:

**PART 2: Parent Nights 3: Encouragement**

Session-specific items, please rate the following and add your comments for each.

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 166)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 43-44)

- The Conscious Discipline Power and message are introduced and discussed:
  
  **Power of Unity:** We are all in this together (Pg. 44)
PART 2: Parent Nights

3: Encouragement (continued)

Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Skill and message are introduced and discussed: 
  **Skill of Encouragement**: Building the School Family (Pg. 45)

- The Conscious Discipline Structures are introduced: Classroom Jobs, Kindness Tree, Ways to be Helpful. (Pg. 45-48)

- The “why” and “how” to implement the make-n-take item is explained and the families are provided ample time to put it together and practice. Encouragement at Home. (Pg. 48-49)

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.

- A goodbye ritual is conducted with the families as they leave the building.

**Comments:**
PART 2: Parent Nights

3: Encouragement / Rate Your Facilitator

Session-specific items, please rate the following and add your comments for each.

The Facilitator:

- Is open to answering questions from the participants.

- Puts the needs of the family before the curriculum.

- Willingly shares their oops and personal stories as they relate to the topic being discussed.

- Is willing to be flexible when needed rather than rigid to the schedule.

- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.

- Encourages the parents to participate in the activities.

- Asks the parents for willingness to participate in the activities and reminds them of the "right to pass" without judgment.

- Attunes with the audience to determine if the material presented needs to be sped up or slowed down.

- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)

- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.

- Refers parents to the ConsciousDiscipline.com website.
### Materials

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 50)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminder slip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safekeeper Box and figures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting visuals (apron, poster, etc.)</td>
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<tr>
<td>Parent Night Visual Routine (Pg. 166)</td>
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<td></td>
</tr>
<tr>
<td>Parent Night Chant poster</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Parent Night Job List and props</td>
<td></td>
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<tr>
<td>Brain Boogie Boosters music CD (optional)</td>
<td></td>
<td></td>
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<tr>
<td>“Georgie Porgie” and “Peter, Peter” I Love You Rituals</td>
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<tr>
<td>Wish Well Ritual and Welcome Back Ritual props</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>“Choices and Noticing with Toddlers” video</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shubert’s Choice book</td>
<td></td>
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<tr>
<td>Sophie Makes a Choice book (optional)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Structure: Picture Rule Cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Positive Choices scenario strips (Pg. 204)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Make-n-Take: Picture Rule Cards (Pg. 186)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Make-n-Take: I Love You Ritual Chooser: Chooser board and cards (Pg. 190-191), pens, markers/crayons, scissors, velcro dots</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Content:

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 167)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 51-53)

- The Conscious Discipline Power and message are introduced and discussed:
  **Power of Free Will:** The only person you can make change is yourself. (Pg. 53-54)

- The Conscious Discipline Skill and message are introduced and discussed:
  **Skill of Choices:** Building self-esteem and willpower. (Pg. 54-57)
PART 2: Parent Nights 4: Choices (continued)

Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Structure is introduced: Picture Rule Cards (Pg. 57)

- The “why” and “how” to implement the make-n-take item is explained and the families are provided ample time to put it together and practice. Picture Rule Cards (Pg. 58) and I Love You Ritual Chooser (Pg. 58-59).

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.

- A goodbye ritual is conducted with the families as they leave the building.

Comments:

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
**PART 2: Parent Nights**  
**4: Choices / Rate Your Facilitator**  

Session-specific items, please rate the following and add your comments for each.

### The Facilitator:

<table>
<thead>
<tr>
<th>Item</th>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is open to answering questions from the participants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts the needs of the family before the curriculum.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Willingly shares their oops and personal stories as they relate to the topic being discussed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is willing to be flexible when needed rather than rigid to the schedule.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages the parents to participate in the activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks the parents for willingness to participate in the activities and reminds them of the &quot;right to pass&quot; without judgment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Attunes with the audience to determine if the material presented needs to be sped up or slowed down.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers parents to the ConsciousDiscipline.com website.</td>
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<td></td>
</tr>
</tbody>
</table>
Parent Education Curriculum Assessment

PART 2: Parent Nights

5: Empathy

Session-specific items, please rate the following and add your comments for each.

Materials

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 60)

- Reminder slip
  - Yes
  - Partially
  - No

- Safekeeper Box and figures
  - Yes
  - Partially
  - No

- Greeting visuals (apron, poster, etc.)
  - Yes
  - Partially
  - No

- Parent Night Visual Routine (Pg. 168)
  - Yes
  - Partially
  - No

- Parent Night Chant poster
  - Yes
  - Partially
  - No

- Parent Night Job List and props
  - Yes
  - Partially
  - No

- Brain Boogie Boosters music CD (optional)
  - Yes
  - Partially
  - No

- “On Your Face” I Love You Rituals
  - Yes
  - Partially
  - No

- Wish Well Ritual and Welcome Back Ritual props
  - Yes
  - Partially
  - No

- New Student Ritual (welcome books, cards, etc.)
  - Yes
  - Partially
  - No

- “Developing Empathy – Conscious Discipline Skills” video www.CDperks.com/parents (length 5:03)
  - Yes
  - Partially
  - No

- Shubert’s New Friend book
  - Yes
  - Partially
  - No

- Sophie’s New Sibling book (optional)
  - Yes
  - Partially
  - No

- Structures: We Care Center, Friends and Family Board or Book
  - Yes
  - Partially
  - No

- Five copies of the Developmental Levels of Empathy (Pg. 205)
  - Yes
  - Partially
  - No

- How Do You Feel mini-poster (Pg. 172)
  - Yes
  - Partially
  - No

- Parent Handout (Pg. 197)
  - Yes
  - Partially
  - No

Content:

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 168)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 61-62)

- The Conscious Discipline Power and message are introduced and discussed:
  - Power of Acceptance: This moment is as it is. (Pg. 62-63)

- The Conscious Discipline Skill and message are introduced and discussed:
  - Skill of Empathy: Teaching children to manage their emotions. (Pg. 63-65)
PART 2: Parent Nights 5: Empathy (continued)

Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Structure is introduced: We Care Center. (Pg. 66-67)

- The “why” and “how” to implement the handout information is explained and the families are provided ample time to review the handout and practice.

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.

- A goodbye ritual is conducted with the families as they leave the building.

Comments:
PART 2: Parent Nights
5: Empathy / Rate Your Facilitator

Session-specific items, please rate the following and add your comments for each.

The Facilitator:

- Is open to answering questions from the participants.

- Puts the needs of the family before the curriculum.

- Willingly shares their oops and personal stories as they relate to the topic being discussed.

- Is willing to be flexible when needed rather than rigid to the schedule.

- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.

- Encourages the parents to participate in the activities.

- Asks the parents for willingness to participate in the activities and reminds them of the “right to pass” without judgment.

- Attunes with the audience to determine if the material presented needs to be sped up or slowed down.

- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)

- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.

- Refers parents to the ConsciousDiscipline.com website.
### PART 2: Parent Nights

**6: Positive Intent**

Session-specific items, please rate the following and add your comments for each.

<table>
<thead>
<tr>
<th>Materials</th>
<th>All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 68)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reminder slip</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>• Safekeeper Box and figures</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>• Greeting visuals (apron, poster, etc.)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>• Parent Night Visual Routine (Pg. 169)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>• Parent Night Chant poster</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>• Parent Night Job List and props</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ “Dancing Hands” I Love You Ritual</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Kindness Counts music CD</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Wish Well Ritual and Welcome Back Ritual props</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ “Teaching Children to Care-Conscious Discipline Skills” video with Dr. Becky Bailey <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 7:04)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Shubert Sees the Best book</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Sophie Wants a Turn book (optional)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Structure: Celebration Center</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ A.C.T. mini-poster (Pg. 173)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
<tr>
<td>▪ Parent Handout (Pg. 198)</td>
<td>□ Yes □ Partially □ No</td>
</tr>
</tbody>
</table>

**Content:**

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 169)

- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.

- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 69-70)

- The Conscious Discipline Power and message are introduced and discussed:
  **Power of Love:** See the best in others. (Pg. 70-71)

- The Conscious Discipline Skill and message are introduced and discussed:
  **Skill of Positive Intent:** Creating teaching moments with oppositional, shut down and aggressive children. (Pg. 72-73)
**PART 2: Parent Nights**

### 6: Positive Intent (continued)

Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Structure is introduced: Celebration Center. (Pg. 75)
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- The “why” and “how” to implement the handout information is explained and the families are provided ample time to review the handout and practice.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- A goodbye ritual is conducted with the families as they leave the building.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

**Comments:**

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## PART 2: Parent Nights

### 6: Positive Intent / Rate Your Facilitator

Session-specific items, please rate the following and add your comments for each.

**The Facilitator:**

- Is open to answering questions from the participants.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Puts the needs of the family before the curriculum.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Willingly shares their oops and personal stories as they relate to the topic being discussed.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Is willing to be flexible when needed rather than rigid to the schedule.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Encourages the parents to participate in the activities.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Asks the parents for willingness to participate in the activities and reminds them of the "right to pass" without judgment.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Attunes with the audience to determine if the material presented needs to be sped up or slowed down.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Refers parents to the ConsciousDiscipline.com website.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable
### Materials

All items on the materials list are prepared ahead of time and are ready and available at the session. (Pg. 76)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Reminder slip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safekeeper Box and figures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting visuals (apron, poster, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Night Visual Routine (Pg. 170)</td>
<td></td>
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<tr>
<td>Parent Night Chant poster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Night Job List and props</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain Boogie Boosters music CD</td>
<td></td>
<td></td>
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<tr>
<td>Kindness Counts music CD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Twinkle, Twinkle” I Love You Ritual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wish Well Ritual and Welcome Back Ritual props</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Using Logical Consequences – Conscious Discipline Skills” video</td>
<td></td>
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</tr>
<tr>
<td>Shubert Rants and Raves book</td>
<td></td>
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</tr>
<tr>
<td>Sophie Rants and Raves book (optional)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Structure: Conflict Resolution Time Machine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Machine mini-poster (Pg. 173)</td>
<td></td>
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<tr>
<td>Parent Handout (Pg. 199)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Most Valuable Memory mini-poster (Pg. 174)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Content:

- The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 170)
- Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.
- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Pg. 77-78)
- The Conscious Discipline Power and message are introduced and discussed:
  - **Power of Intention:** Mistakes are opportunities to learn. (Pg. 78-79)
- The Conscious Discipline Skill and message are introduced and discussed:
  - **Skill of Consequences:** Helping children learn from their mistakes. (Pg. 79-83)

---

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Page 24
### Session-specific items, please rate the following and add your comments for each.

- The Conscious Discipline Structure is introduced: Conflict Resolution Time Machine™. (Pg. 83)
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- The “why” and “how” to implement the handout information is explained and the families are provided ample time to review the handout and practice.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- A closing ritual is conducted, including an opportunity for parents to review the commitment they made during the Brain Smart Start.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- A goodbye ritual is conducted with the families as they leave the building.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

**Comments:**

---

**PART 2: Parent Nights**

7: **Consequences** (continued)
**PART 2: Parent Nights**

**7: Consequences / Rate Your Facilitator**

Session-specific items, please rate the following and add your comments for each.

**The Facilitator:**

- Is open to answering questions from the participants.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Puts the needs of the family before the curriculum.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Willingly shares their oops and personal stories as they relate to the topic being discussed.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Is willing to be flexible when needed rather than rigid to the schedule.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Paraphrases the language provided in the curriculum to make it more natural rather than reading the script directly in a robotic way.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Encourages the parents to participate in the activities.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Asks the parents for willingness to participate in the activities and reminds them of the “right to pass” without judgment.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Attunes with the audience to determine if the material presented needs to be sped up or slowed down.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Applies the Q.T.I.P. (Quit Taking It Personally!) method when challenging moments arise during the session. (Pg.21)
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- Refers parents to the ConsciousDiscipline.com website.
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable
**PART 3: Home Visits**

**Sophie is a S.T.A.R.: Composure**

Session-specific items, please rate the following and add your comments for each.

### Materials

All items on the materials list are prepared ahead of time and are ready and available for the home visit.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting apron or sign</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Home Visit Routine Book: Our Time Together (Pg. 209-212)</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Sophie is a S.T.A.R. book</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Kindness Counts music CD</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Two set of Breathing Strategies (Pg. 182-183)</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>“Twinkle, Twinkle Little Star” mini-poster (Pg. 174)</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Active Calming mini-poster (Pg. 175)</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Sophie doll, Shubert puppet or other goodbye tool</td>
<td>Yes, Partially, No</td>
</tr>
<tr>
<td>Breathing tool, pinwheel, feather or small bottle of bubbles</td>
<td>Yes, Partially, No</td>
</tr>
</tbody>
</table>

### Content:

- Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.
- The *Our Time Together* routine book is read to provide predictability.
- A Brain Smart Start is conducted, including all four components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Suggested activities Pg. 100-101)
- The home visitor reads *Sophie is a S.T.A.R.* and actively involves the child and parent in the activities and discussions.
- The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Twinkle, Twinkle Little Star”.
- The home visitor presents the parent skill of Composure in a safe, connected and effective manner.
- The home visitor conducts a goodbye ritual at the time of departure.
PART 3: Home Visits

Sophie is a S.T.A.R.: Composure / Rate Your Home Visitor

Session-specific items, please rate the following and add your comments for each.

The Home Visitor:

- Is mainly focused on creating safe and connected opportunities that strengthen the parent-child relationship.

- Establishes rapport quickly with the family.

- Is more focused on being present with the family rather than focused on the curriculum and getting through the activities.

- Models the noticing language with the child and encourages the parent to practice.

- Is attuned to the nonverbal cues of the family to determine if a brain break is needed.

- Schedules visits to best fit the needs of the family.

- Refers the parents to the Conscious Discipline website for additional resources.

<table>
<thead>
<tr>
<th>Item</th>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is mainly focused on creating safe and connected opportunities that strengthen the parent-child relationship.</td>
<td></td>
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<tr>
<td>Establishes rapport quickly with the family.</td>
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<tr>
<td>Is more focused on being present with the family rather than focused on the curriculum and getting through the activities.</td>
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</tr>
<tr>
<td>Models the noticing language with the child and encourages the parent to practice.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is attuned to the nonverbal cues of the family to determine if a brain break is needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedules visits to best fit the needs of the family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers the parents to the Conscious Discipline website for additional resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
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Comments:

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© 2018 Loving Guidance, Inc. All rights reserved.
### Materials
All items on the materials list are prepared ahead of time and are ready and available for the home visit.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
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<tbody>
<tr>
<td>Greeting apron or sign</td>
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<tr>
<td>Home Visit Routine Book: <em>Our Time Together</em> (Pg. 209-212)</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
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<tr>
<td>Sophie’s <em>Helpful Day</em> book</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Breathing ring</td>
<td></td>
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<tr>
<td>“Little Miss Muffet” mini-poster (Pg. 175)</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Noticing mini-poster (Pg. 172)</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
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<tr>
<td><em>Kindness Counts</em> music CD</td>
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<tr>
<td>Index cards and markers</td>
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<tr>
<td>Phone or camera to take photos</td>
<td></td>
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<tr>
<td>Sophie doll, Shubert puppet or other goodbye tool</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
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</table>

### Content:
*Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.*

- **The *Our Time Together* routine book is read to provide predictability.**

- **A Brain Smart Start is conducted, including all 4 components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Suggested activities Pg. 105-106)**

- **The home visitor reads Sophie’s *Helpful Day* and actively involves the child and parent in the activities and discussions.**

- **The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Little Miss Muffet”.**

- **The home visitor presents the parent skill of “noticing” in a safe, connected and effective manner.**

- **The home visitor coaches the parent through the process of making a routine book using the index cards.**

- **The home visitor conducts a goodbye ritual at the time of departure.**
### Session-specific items, please rate the following and add your comments for each.

#### The Home Visitor:

- **Is mainly focused on creating safe and connected opportunities that strengthen the parent-child relationship.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Establishes rapport quickly with the family.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Is more focused on being present with the family rather than focused on the curriculum and getting through the activities.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Models the noticing language with the child and encourages the parent practice.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Is attuned to the nonverbal cues of the family to determine if a brain break is needed.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Schedules visits to best fit the needs of the family.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

- **Refers the parents to the Conscious Discipline website for additional resources.**
  - [ ] Completely
  - [ ] Somewhat
  - [ ] Not At All
  - [ ] Not Applicable

#### Comments:

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PART 3: Home Visits

Sophie Wants a Turn: Positive Intent

Session-specific items, please rate the following and add your comments for each.

Materials

All items on the materials list are prepared ahead of time and are ready and available for the home visit.

• Greeting apron or sign
  □ Yes □ Partially □ No

• Home Visit Routine Book: Our Time Together (Pg. 209-212)
  □ Yes □ Partially □ No

• Sophie Wants a Turn book
  □ Yes □ Partially □ No

• Breathing ring
  □ Yes □ Partially □ No

• Brain Boogie Boosters music CD
  □ Yes □ Partially □ No

• Personalized routine book
  □ Yes □ Partially □ No

• “Three Nice Mice” mini-poster (Pg. 176)
  □ Yes □ Partially □ No

• Tap, Wait, Ask visual routine (Pg. 208)
  □ Yes □ Partially □ No

• Teach a New Skill mini-poster (Pg. 176)
  □ Yes □ Partially □ No

• 5 x 8 index cards or Fill-in-the-Routine book
  □ Yes □ Partially □ No

• Sophie doll, Shubert puppet or other goodbye tool
  □ Yes □ Partially □ No

Content:

• Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.

• The Our Time Together routine book is read to provide predictability.

• A Brain Smart Start is conducted, including all 4 components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Suggested activities Pg. 111-112)

• The home visitor reads Sophie Wants a Turn and actively involves the child and parent in the activities and discussions.

• The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Three Nice Mice”.

• The home visitor presents the parent skill of “Teaching Missing Skills” in a safe, connected and effective manner.

• The home visitor conducts a goodbye ritual at the time of departure.
PART 3: Home Visits

Sophie Wants a Turn: Positive Intent / Rate Your Home Visitor

Session-specific items, please rate the following and add your comments for each.

The Home Visitor:

- Is mainly focused on creating safe and connected opportunities that strengthen the parent-child relationship.

- Establishes rapport quickly with the family.

- Is more focused on being present with the family rather than focused on the curriculum and getting through the activities.

- Models the noticing language with the child and encourages the parent practice.

- Is attuned to the non-verbal cues of the family to determine if a brain break is needed.

- Schedules visits to best fit the needs of the family.

- Refers the parents to the Conscious Discipline website for additional resources.

Comments:

______________________________
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800.842.2846
ConsciousDiscipline.com
PART 3: Home Visits

Sophie Rants and Raves: Empathy

Session-specific items, please rate the following and add your comments for each.

**Materials**

All items on the materials list are prepared ahead of time and are ready and available for the home visit.

- Greeting apron or sign
  - Yes □ Partially □ No □
- Home Visit Routine Book: *Our Time Together* (Pg. 209-212)
  - Yes □ Partially □ No □
- *Sophie Rants and Raves* book
  - Yes □ Partially □ No □
- Breathing ring
  - Yes □ Partially □ No □
- *Brain Boogie Boosters* music CD
  - Yes □ Partially □ No □
- Hand mirror
  - Yes □ Partially □ No □
- “Humpty Dumpty” mini-poster (Pg. 177)
  - Yes □ Partially □ No □
- D.N.A. mini-poster (Pg. 177)
  - Yes □ Partially □ No □
- Sophie doll, Shubert puppet or other goodbye tool
  - Yes □ Partially □ No □

**Content:**

- Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.

- The *Our Time Together* routine book is read to provide predictability.

- A Brain Smart Start is conducted, including all 4 components: Activity to Unite, Activity to Disengage the Stress Response, Activity to Connect and an Activity to Commit. (Suggested activities Pg. 117-118)

- The home visitor reads *Sophie Rants and Raves* and actively involves the child and parent in the activities and discussions.

- The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Humpty Dumpty”.

- The home visitor presents the parent skill of D.N.A. in a safe, connected and effective manner.

- The home visitor conducts a goodbye ritual at the time of departure.
PART 3: Home Visits

Sophie Rants and Raves: Empathy / Rate Your Home Visitor

Session-specific items, please rate the following and add your comments for each.

The Home Visitor:

- Is mainly focused on creating safe and connected opportunities that strengthen the parent-child relationship.

- Establishes rapport quickly with the family.

- Is more focused on being present with the family rather than focused on the curriculum and getting through the activities.

- Models the noticing language with the child and encourages the parent practice.

- Is attuned to the nonverbal cues of the family to determine if a brain break is needed.

- Schedules visits to best fit the needs of the family.

- Refers the parents to the Conscious Discipline website for additional resources.

Comments:

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800.842.2846
ConsciousDiscipline.com
### Scaffold Success with Visual Routines (Pg. 122-124): *The Facilitator...*

- Teaches the importance of visual reminders as strategies to help children successfully accomplish tasks and establish routine which creates safety.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Works with the family to create a sample visual routine for the most challenging time of their day.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Allows time to practice the information learned in the mini-session.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

### Build your own I Love You Ritual (Pg. 125-127): *The Facilitator...*

- Explains that the goal of I Love You Rituals is connection, which then promotes optimal brain development, cooperation, willingness, impulse control and resiliency.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Teaches that there are four critical elements of 1. connection, 2. eye contact, 3. touch, 4. presence and playfulness. (Pg. 200)
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Models and allows time for the parents to practice an I Love You Ritual.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Encourages the families to make an I Love You Ritual book using the song, poem, chant or game the family selected.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

### Strengthen Attachment with Baby Doll Family Time: *The Facilitator...*

- Explains that the goal of Baby Doll Circle Time is to create one-to-one connecting moments that are re-lived by the children when they repeat the same activity later with the baby dolls.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Models and facilitates a Baby Doll Circle Time activity incorporating some connecting activities that are familiar to the family. (Pg. 178)
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Encourages the families to play these games after the session.
  - Completely □  Somewhat □  Not At All □  Not Applicable □

- Equip the family with the necessary materials (baby doll, mini-poster) to do these activities at home with their child.
  - Completely □  Somewhat □  Not At All □  Not Applicable □
## PART 4: Mini-Sessions

### Rate Your Facilitator

**Encourage Children Effectively with Noticing:** The Facilitator...

- Teaches that noticing is a skill to help shift our focus from what’s wrong and what we don’t want, to focusing on the positive and what we do want.

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- Models the 3 noticing formulas: 1. basic noticing 2. noticing to encourage compliance 3. noticing to encourage kindness and helpfulness. (Pg. 172)

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- Allows time for the parents to practice noticing using the role-play activity. (Pg. 133-134)

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- Encourages the parents to notice one helpful or kind behavior that their child does later that day.

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### Plan Your Safe Place Self-Regulation Center:** The Facilitator...

- Teaches the Conscious Discipline Brain State Model, including the triggers, skills and function of the Survival, Emotional and Executive States.

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- Conducts the Active Calming activity, including the 3-step process: 1. S.T.A.R. Breathing 2. affirm, “I am safe. Keep breathing. I can handle this.” 3. wish well. (Pg. 136-137)

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- Explains the purpose of the Safe Place and what parents can do to help their child soothe and self-regulate.

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- Instructs parents to write out their “Safe Place Plan” on index cards so that they can be successful when they get home. (Pg. 182-183)

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### Coach the Safe Place in Times of Calm and Upset:** The Facilitator...

- Reviews what was learned in the “Plan Your Safe Place Self-Regulation Center” mini-session.

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- Allows time for the parents to practice the 3-step process of active calming.

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<th>Not Applicable</th>
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- Encourages the parents to use the Safe Place during times in which their child is upset so they have an opportunity to practice active calming during a challenging time.

<table>
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- Instructs parents in making an “I Can Calm” book that is personalized for their child. (Pg. 172, 182-183)

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</table>
**PART 4: Mini-Sessions**

### Rate Your Facilitator

**Wish Well to Help Ourselves and Others:** *The Facilitator...*

- Teaches that wishing well is a healing activity that allows us to open our hearts and to see the preciousness of others.

- Explains the benefits of wishing well, including the ability to access our wisdom and compassion, to be more hopeful and to be able to see things from the perspective of others so we can respond in a more helpful way.

- Provides materials and encourages the families to create their own Family Wish Well Board.

- Demonstrates how to conduct the Wish Well Ritual first and then allows time for the family to practice.

**Help Kids Contribute with “Ways To Be Helpful”: The Facilitator...**

- Explains the importance of children contributing to the family through the use of jobs or chores.

- Brainstorms with the family to create a list of possible jobs or ways in which their child can be helpful around the house. (Pg. 203)

- Reviews and explains the 4 core things to aid in the child’s success of these jobs, including: 1. safe and doable task 2. teaches how to do the task 3. break down into smaller steps 4. being patient.

- Encourages parents to write out eight ways to be helpful to add to their Ways To Be Helpful board.

**Decrease Power Struggles with Assertiveness Training:** *The Facilitator...*

- Teaches and models the three different tones (passive, aggressive and assertive) using a statement such as, “Sit down and look at me.”

- Guides parents in playing the “What’s My Tone?” game. (Pg. 207)

- Encourages and coaches parents as they practice giving an assertive command using a 3-step process (breathe, focus on what you want the child to do and use the Name, Verb, Paint process).

- Reminds parent to reference their mini-poster for assertive commands (Pg. 171) to practice their assertive voice at home.

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### Rate Your Facilitator

Please rate the following and add your comments for each.

#### Celebrate with Togetherness Instead of Stickers and Stuff: The Facilitator...

- Guides a discussion on the benefits of moving away from a reliance on extrinsic manipulation and shifting to intrinsic motivation through family celebrations.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Demonstrates two different responses to a child’s behavior using the activity, “Fear-Based Versus Intrinsic Motivation”. (Pg. 154)
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Explains to parents that a Celebration Center provides an opportunity to celebrate the accomplishments of family members.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Allows time for the families to create and role-play using their cheer boards. (Pg. 192-193)
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

#### Help Children Handle Big Emotions Through Empathy: The Facilitator...

- Teaches that empathy requires us to first accept the upset as it is and then to acknowledge the thoughts and feelings of others without having the need to try and change them.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Explains the D.N.A. process as a way to provide empathy so that children can manage their emotions.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Allows time for parents to assemble and practice using their D.N.A. process visual. (Pg. 178, 187-189)
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Reminds parents that a key skill in assisting children in managing their feelings is that we have the ability to remain in a composed Executive State ourselves.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

#### Resolve Conflict with Problem Solving Language: The Facilitator...

- Highlights the importance of coaching our young learners to set respectful limits and teach others how they want to be treated.
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Guides parents through the “See Her Face” activity (for 0-3 year-olds). (Pg. 206)
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Guides parents through the “Big Voice” activity (for 3-5 year-olds).
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable

- Guides parents through the “Using the Conflict Resolution Time Machine” activity (for older children 5-adult). (Pg. 173)
  - [ ] Completely  [ ] Somewhat  [ ] Not At All  [ ] Not Applicable
### Efficacy Scale

Please rate the following and add your comments for each.

#### Power of Perception: Skill of Composure:

<table>
<thead>
<tr>
<th>Item</th>
<th>Complete</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>The trainer believes no one can make you angry without your permission and models being the person he or she want others to become.</td>
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<td>The trainer regularly leads the parents in active calming during parent nights or home visits, especially during stressful times.</td>
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<tr>
<td>The trainer guides him or herself through active calming, has internalized the language, “I’m safe, keep breathing, I can handle this” and applies it when difficult situations arise.</td>
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Give specific examples of the above:

________________________________________

________________________________________

#### Power of Attention: Skill of Assertiveness:

<table>
<thead>
<tr>
<th>Item</th>
<th>Complete</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainer believes that what you focus on, you get more of in your life and he or she has been able to set limits respectfully both in their personal and professional life.</td>
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<tr>
<td>The trainer models his or her assertive voice during parent nights, home visits, with co-workers and with the children he or she comes into contact with throughout the day.</td>
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<tr>
<td>Phrases such as “I’m going to ____ ” and assertive descriptive instructions such as, “Turn to your parent handout and read the first paragraph” are commonly heard.</td>
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Give specific examples of the above:

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________________________________________
Efficacy Scale (continued)  Please rate the following and add your comments for each.

Power of Unity: Skill of Encouragement:

• The trainer believes that we are each unique, yet intricately connected to one another.

• The trainer works to create a safe and connected environment for the families.

• The trainer encourages the parents through noticing and describing instead of judging their parenting choices.

• The intent behind the encouragement is to help the parents become more conscious of their efforts and actions.

• Encouragement is used to create a sense of community and interconnectedness.

• During parent nights and home visits, the trainer may model the language of encouragement with the children by saying, “You did it, you ______”, or “You______so_______. That was helpful” and with the adults in an appropriate way such as, “Way to go. You gave it a try”.

Give specific examples of the above:

________________________________________________________________________
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Efficacy Scale (continued)

Please rate the following and add your comments for each.

Power of Free Will: Skill of Choices:

• The trainer believes that the only person you can make change is yourself and he or she honors his or her own will and the will of others.

• The trainer communicates that power comes from choice and not from force.

• As a trainer, he or she provides appropriate choices to the parents throughout the parent night as well as during home visits and he or she model offering two positive choices to the children.

• When modeling the language of choices with children, the trainer will use language such as, “You have a choice. You may____or_____. What do you choose?”

• When applying this skill with parents and co-workers, it might sound like, “Would you be willing to_____?” with the intention of helping others become more successful.

Give specific examples of the above:

Power of Acceptance: Skill of Empathy:

• The trainer believes that acceptance is the active, nonjudgmental embracing of the moment as it is so that he or she can begin to address the upset state first before expecting behavioral changes.

• The trainer communicates that true empathy embraces an intent to help others regulate their emotions.

• The trainer is able to reflect back what he or she believes the parent is feeling and then move into reflecting back what the hope or desire was for the parent.

• The trainer is able to approach these moments without judgment or projections from his or her own experiences.

Give specific examples of the above:
Please rate the following and add your comments for each.

### Power of Love: Skill of Positive Intent:

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<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
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- The trainer is able to see the best in others even in the most challenging of situations and is able to attribute positive intent to a behavior, either from the child or a parent.

- During home visits and parent nights, the trainer is able to reframe these actions from negative intent to positive intent so he or she can teach a new skill as needed.

Give specific examples of the above:

### Power of Intention: Skill of Consequences:

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<thead>
<tr>
<th>Completely</th>
<th>Somewhat</th>
<th>Not At All</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- The trainer believes that mistakes are opportunities are opportunities to learn and consequences are designed to motivate us to change our actions, reflect on our choices and to choose a different action the next time.

- The trainer communicates that only connected adults and children who possess the expected skill are able to problem solve in these situations.

- When parents or children experience the consequences of their actions, the trainer offers empathy, rather than guilt or blame to help reinforce a safe, connected and problem solving environment for all.

Give specific examples of the above: