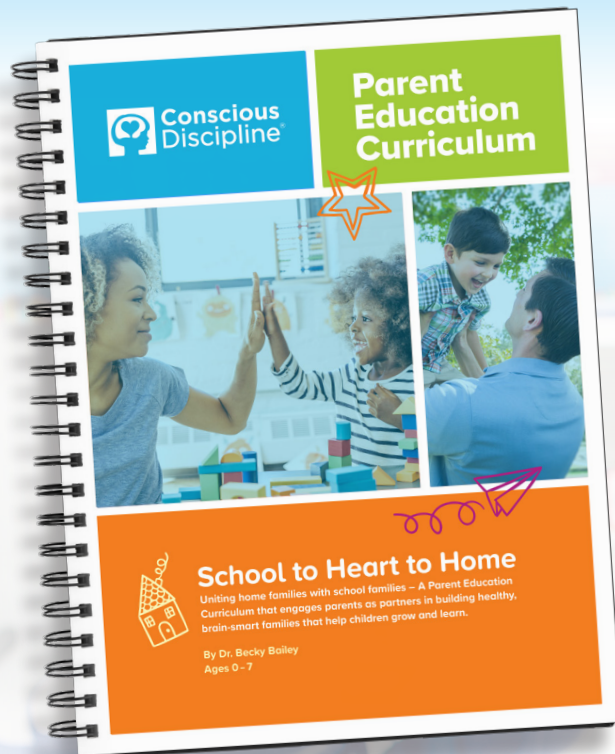




Conscious Discipline is a trauma-informed, brain-based self-regulation program combining discipline, social-emotional learning and school climate into one integrated process.



# Parent Education Curriculum Assessment

800.842.2846

**ConsciousDiscipline.com**

|                                               |              |
|-----------------------------------------------|--------------|
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# Parent Education Curriculum Assessment

## How to Use the Assessment

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](https://www.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)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Reminder slip<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent sign-in sheet<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Safekeeper Box and figures<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Night Visual Routine (Pg. 163)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• “Twinkle, Twinkle” I Love You Ritual<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• “Connecting and I Love You Rituals – Conscious Discipline Skills” video with Dr. Becky Bailey <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 7:59)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Markers and one piece of poster board per family<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Make-n-take: Learning Expectations poster<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Handout (Pg. 194)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Brain State® Model mini-poster (Pg. 171)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Twinkle, Twinkle mini-poster (Pg. 174) (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Content:

- |                                                                                                                                                                                                  |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Prior to the open house, parents received a brief mention of Conscious Discipline upon registration or acceptance into your program. (Pg. 1)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>• Families are notified ahead of time if this will be an adult-only event or if children are encouraged to attend.</li> </ul>                             | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>• Families received ample notice and a reminder notice about the event one week in advance of the open house.</li> </ul>                                  | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>• The date, time and length of the event is one that works best for the majority of the families.</li> </ul>                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>• The open house event is organized and families are directed on where to go.</li> </ul>                                                                  | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## PART 1: Open House (continued)

Please rate the following and add your comments for each.

|                                                                                                                                                                                         |                                        |                                      |                                        |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------|----------------------------------------|--------------------------------------------|
| • Faculty greets the parents using a greeting apron or sign with three or four choices.                                                                                                 | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • Teachers greet the parents when they arrive to their classrooms.                                                                                                                      | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • A Safekeeper Box with enough figures for every parent is set up at the sign-in table.                                                                                                 | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The Safekeeper Box and the commitment process is explained.                                                                                                                           | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The Open House Parent Night Visual Routine is used to model structure and referred to throughout the session. (Pg. 163)                                                               | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The Open House Handout is printed and given to the parents prior to the start of the session.                                                                                         | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • 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) | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • Families are given a brief introduction to the Conscious Discipline structures that are implemented in the classroom. (Pg. 10-11)                                                     | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The Conscious Discipline Brain State Model is briefly introduced. (Pg. 12-13)                                                                                                         | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The Brain State Model Mini-Poster is referenced and the families have received a copy. (Pg. 171)                                                                                      | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The importance of connection is highlighted, including the four essential components: eye contact, touch, presence and a playful setting. (Pg. 13)                                    | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |

## 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.                                                                | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The “business” portion of the open house is brief and to the point.                                                              | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • Families complete the Learning Expectations Poster make-n-take. (Pg. 14)                                                         | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • A closing ritual that gives parents an opportunity to review the commitment they made during the Brain Smart Start is conducted. | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • Similar to how the staff greeted the families at the arrival, they say goodbye and thank you as they leave the building.         | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |

### Comments:

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## 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)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Reminder slip<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Safekeeper Box and figures<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Night Visual Routine (Pg. 164)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• “Twinkle, Twinkle” I Love You Ritual<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Wish Well Ritual and props<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• “Button Pushing – Conscious Discipline Skills” video with Dr. Becky Bailey <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 5:22)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Shubert is a S.T.A.R.</i> book<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Sophie is a S.T.A.R.</i> book (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Structure: Safe Place<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Make-n-Take: Breathing S.T.A.R.: two manila file folders per family, staplers, scissors, markers (Pg. 179-181)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Make-n-Take: Safe Place Calming Book: scissors, glue, constructions paper and staplers (Pg. 182-183)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Handout (Pg. 195)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Student videos to support teaching the Safe Place and deep breathing (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• “I Love You Rituals – Your Guide For Meaningful Connections” video <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> |
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### Content:

- |                                                                                                                                                                                             |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| • The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 164)                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • 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) | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • The Conscious Discipline Power and message are introduced and discussed:<br><b>Power of Perception:</b> No one can make you angry without your permission (Pg. 24-27)                     | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## PART 2: Parent Nights



### 1: Composure (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 Composure:** Being the person you want others to become (Pg. 27-28)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 
- The Conscious Discipline Structure is introduced: The Safe Place. (Pg. 28-30)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 
- 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)

☐ 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



## 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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed, rather than rigid to the schedule.                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## 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)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Reminder slip<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Safekeeper Box and figures<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Visual Routine (Pg. 165)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Brain Boogie Boosters</i> music CD (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>"Humpty Dumpty" I Love You Ritual<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>"DJ Batiste: Former Gang Leader Teaches 'Words have Power'" video <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 5:06)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Shubert's BIG Voice</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Sophie's BIG Voice</i> book (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Structure: Visual Routines<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Make-n-Take: Visual Routines: handout, one piece of cardstock per family<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Poster board and marker<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Handout (Pg. 196)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Assertiveness mini-poster (Pg. 171)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
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### Content:

- |                                                                                                                                                                                                                                             |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 165)</li> </ul>                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.</li> </ul>                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Power and message are introduced and discussed:<br/><b>Power of Attention:</b> What you focus on, you get more of. (Pg. 34-36)</li> </ul>                                   | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Skill and message are introduced and discussed:<br/><b>Skill of Assertiveness:</b> Saying "no" and being heard; setting limits respectfully. (Pg. 36-39)</li> </ul>         | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |



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

- ☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

[illegible]

## 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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## PART 2: Parent Nights



## 3: Encouragement

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. 42)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Reminder slip<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Safekeeper Box and figures<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Night Visual Routine (Pg. 166)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Night Chant poster from the last parent night<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• “Georgie Porgie” I Love You Ritual<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• “The Language of Unity – Conscious Discipline Skills” video with Dr. Becky Bailey <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 4:43)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Shubert’s Helpful Day</i> book<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• <i>Sophie’s Helpful Day</i> book (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Structures: School Family Jobs, Ways to be Helpful Board or Books and Kindness Tree<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Parent Night Job List (Pg. 202)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Flower vase and flowers (artificial or real)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Age-appropriate Jobs (Pg. 203)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Make-n-Take: Encouraging Notes (Pg. 184)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Make-n-Take: Encouragement at home (Pg. 185)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• White board or chart paper and markers<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> <li>• Noticing mini-poster (Pg. 172)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> |
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### Content:

- |                                                                                                                                                                                             |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| • The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 166)                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • 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) | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| • The Conscious Discipline Power and message are introduced and discussed:<br><b>Power of Unity:</b> We are all in this together (Pg. 44)                                                   | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## 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)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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)

☐ 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



## 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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## PART 2: Parent Nights



## 4: Choices

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. 50)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Reminder slip<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Safekeeper Box and figures<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Visual Routine (Pg. 166)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Chant poster<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Job List and props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li><i>Brain Boogie Boosters</i> music CD (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>“Georgie Porgie” and “Peter, Peter” I Love You Rituals<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>“Choices and Noticing with Toddlers” video <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 1:18)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Shubert's Choice</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li><i>Sophie Makes a Choice</i> book (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Structure: Picture Rule Cards<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Two Positive Choices scenario strips (Pg. 204)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Make-n-Take: Picture Rule Cards (Pg. 186)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Make-n-Take: I Love You Ritual Chooser: Chooser board and cards (Pg. 190-191), pens, markers/crayons, scissors, velcro dots<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Content:

- |                                                                                                                                                                                                                                             |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 167)</li> </ul>                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.</li> </ul>                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Power and message are introduced and discussed:<br/><b>Power of Free Will:</b> The only person you can make change is yourself. (Pg. 53-54)</li> </ul>                      | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Skill and message are introduced and discussed:<br/><b>Skill of Choices:</b> Building self-esteem and willpower. (Pg. 54-57)</li> </ul>                                     | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## 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)

☐ Completely   
 ☐ Somewhat   
 ☐ Not At All   
 ☐ Not Applicable

- 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).

☐ 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



## 4: Choices /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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## 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)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Reminder slip<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Safekeeper Box and figures<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Visual Routine (Pg. 168)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Chant poster<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Night Job List and props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Brain Boogie Boosters</i> music CD (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>"On Your Face" I Love You Rituals<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>New Student Ritual (welcome books, cards, etc.)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>"Developing Empathy - Conscious Discipline Skills" video <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 5:03)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Shubert's New Friend</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li><i>Sophie's New Sibling</i> book (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Structures: We Care Center, Friends and Family Board or Book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Five copies of the Developmental Levels of Empathy (Pg. 205)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>How Do You Feel mini-poster (Pg. 172)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Parent Handout (Pg. 197)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Content:

- |                                                                                                                                                                                                                                             |                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 168)</li> </ul>                                                                           | <input type="checkbox"/><br>Completely <input type="checkbox"/><br>Somewhat <input type="checkbox"/><br>Not At All <input type="checkbox"/><br>Not Applicable |
| <ul style="list-style-type: none"> <li>Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.</li> </ul>                                                              | <input type="checkbox"/><br>Completely <input type="checkbox"/><br>Somewhat <input type="checkbox"/><br>Not At All <input type="checkbox"/><br>Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul> | <input type="checkbox"/><br>Completely <input type="checkbox"/><br>Somewhat <input type="checkbox"/><br>Not At All <input type="checkbox"/><br>Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Power and message are introduced and discussed:<br/><b>Power of Acceptance:</b> This moment is as it is. (Pg. 62-63)</li> </ul>                                             | <input type="checkbox"/><br>Completely <input type="checkbox"/><br>Somewhat <input type="checkbox"/><br>Not At All <input type="checkbox"/><br>Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Skill and message are introduced and discussed:<br/><b>Skill of Empathy:</b> Teaching children to manage their emotions. (Pg. 63-65)</li> </ul>                             | <input type="checkbox"/><br>Completely <input type="checkbox"/><br>Somewhat <input type="checkbox"/><br>Not At All <input type="checkbox"/><br>Not Applicable |



## 5: Empathy (continued)

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

☐ Completely    ☐ Somewhat    ☐ Not At All    ☐ Not Applicable

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

[illegible]

## 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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## PART 2: Parent Nights



## 6: 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 at the session. (Pg. 68)

- |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Reminder slip<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>                          | <ul style="list-style-type: none"> <li>“Dancing Hands” I Love You Ritual<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>Shubert Sees the Best book<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>          |
| <ul style="list-style-type: none"> <li>Safekeeper Box and figures<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>             | <ul style="list-style-type: none"> <li><i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Sophie Wants a Turn book (optional)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> |
| <ul style="list-style-type: none"> <li>Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Structure: Celebration Center<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>       |
| <ul style="list-style-type: none"> <li>Parent Night Visual Routine (Pg. 169)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>  | <ul style="list-style-type: none"> <li>“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)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>A.C.T. mini-poster (Pg. 173)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>        |
| <ul style="list-style-type: none"> <li>Parent Night Chant poster<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>              |                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Parent Handout (Pg. 198)<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>            |
| <ul style="list-style-type: none"> <li>Parent Night Job List and props<br/><input type="checkbox"/> Yes    <input type="checkbox"/> Partially    <input type="checkbox"/> No</li> </ul>        |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                             |

### Content:

- |                                                                                                                                                                                                                                                             |                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 169)</li> </ul>                                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.</li> </ul>                                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul>                 | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Power and message are introduced and discussed:<br/><b>Power of Love:</b> See the best in others. (Pg. 70-71)</li> </ul>                                                                    | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Skill and message are introduced and discussed:<br/><b>Skill of Positive Intent:</b> Creating teaching moments with oppositional, shut down and aggressive children. (Pg. 72-73)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## 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.                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | 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.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | 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.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | 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)                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                         | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## PART 2: Parent Nights



## 7: Consequences

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. 76)

- |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Reminder slip<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                          | <ul style="list-style-type: none"> <li><i>Brain Boogie Boosters</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li><i>Shubert Rants and Raves</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>           |
| <ul style="list-style-type: none"> <li>Safekeeper Box and figures<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>             | <ul style="list-style-type: none"> <li><i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li><i>Sophie Rants and Raves</i> book (optional)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
| <ul style="list-style-type: none"> <li>Greeting visuals (apron, poster, etc.)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>“Twinkle, Twinkle” I Love You Ritual<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>Structure: Conflict Resolution Time Machine<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>   |
| <ul style="list-style-type: none"> <li>Parent Night Visual Routine (Pg. 170)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>  | <ul style="list-style-type: none"> <li>Wish Well Ritual and Welcome Back Ritual props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Time Machine mini-poster (Pg. 173)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>            |
| <ul style="list-style-type: none"> <li>Parent Night Chant poster<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>              | <ul style="list-style-type: none"> <li>“Using Logical Consequences – Conscious Discipline Skills” video with Dr. Becky Bailey <a href="http://www.CDperks.com/parents">www.CDperks.com/parents</a> (length 7:43)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Parent Handout (Pg. 199)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Parent Night Job List and props<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>        |                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Most Valuable Memory mini-poster (Pg. 174)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>    |

### Content:

- |                                                                                                                                                                                                                                             |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The Parent Night Visual Routine is used to model structure and is referred to throughout the session. (Pg. 170)</li> </ul>                                                                           | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>Families are greeted as they enter the building or meeting space using a greeting apron or sign with at least three choices.</li> </ul>                                                              | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Power and message are introduced and discussed:<br/><b>Power of Intention:</b> Mistakes are opportunities to learn. (Pg. 78-79)</li> </ul>                                  | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The Conscious Discipline Skill and message are introduced and discussed:<br/><b>Skill of Consequences:</b> Helping children learn from their mistakes. (Pg. 79-83)</li> </ul>                        | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## PART 2: Parent Nights



## 7: Consequences (continued)

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:

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## 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.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Puts the needs of the family before the curriculum.                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Willingly shares their oops and personal stories as they relate to the topic being discussed.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Is willing to be flexible when needed rather than rigid to the schedule.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Encourages the parents to participate in the activities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Applies the Q.T.I.P. ( <b>Q</b> uit <b>T</b> aking <b>I</b> t <b>P</b> ersonally!) method when challenging moments arise during the session. (Pg.21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Provides quick brain breaks in the moment when participants become restless, sleepy or distracted.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • Refers parents to the ConsciousDiscipline.com website.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                        | 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.

- |                                                                                                                                                                                                            |                                                                                                                                                                                                        |                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Greeting apron or sign<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                                   | <ul style="list-style-type: none"> <li><i>Kindness Counts</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                      | <ul style="list-style-type: none"> <li>Active Calming mini-poster (Pg. 175)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Home Visit Routine Book: Our Time Together (Pg. 209-212)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Two set of Breathing Strategies (Pg. 182-183)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>        | <ul style="list-style-type: none"> <li>Sophie doll, Shubert puppet or other goodbye tool<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>            |
| <ul style="list-style-type: none"> <li><i>Sophie is a S.T.A.R.</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul>                         | <ul style="list-style-type: none"> <li>“Twinkle, Twinkle Little Star” mini-poster (Pg. 174)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Breathing tool, pinwheel, feather or small bottle of bubbles<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |

### Content:

- |                                                                                                                                                                                                                                                                    |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.</li> </ul>                                                                                                    | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The <i>Our Time Together</i> routine book is read to provide predictability.</li> </ul>                                                                                                                                     | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>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)</li> </ul> | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The home visitor reads <i>Sophie is a S.T.A.R.</i> and actively involves the child and parent in the activities and discussions.</li> </ul>                                                                                 | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Twinkle, Twinkle Little Star”.</li> </ul>                                                                         | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The home visitor presents the parent skill of Composure in a safe, connected and effective manner.</li> </ul>                                                                                                               | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |
| <ul style="list-style-type: none"> <li>The home visitor conducts a goodbye ritual at the time of departure.</li> </ul>                                                                                                                                             | <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At All <input type="checkbox"/> Not Applicable |

## 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.

☐ 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 to 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's Helpful Day: Encouragement

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<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No                                             | • Breathing ring<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No                             | • Index cards and markers<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No                              |
| • Home Visit Routine Book:<br><i>Our Time Together</i> (Pg. 209-212)<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No | • “Little Miss Muffet” mini-poster (Pg. 175)<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No | • Phone or camera to take photos<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No                       |
| • <i>Sophie's Helpful Day</i> book<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No                                   | • Noticing mini-poster (Pg. 172)<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No             | • Sophie doll, Shubert puppet or other<br>goodbye tool<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No |
|                                                                                                                                                                     | • <i>Kindness Counts</i> music CD<br><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No            |                                                                                                                                                       |

### Content:

- |                                                                                                                                                                                                                 |                                        |                                      |                                        |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------|----------------------------------------|--------------------------------------------|
| • Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.                                                                                                 | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The <i>Our Time Together</i> routine book is read to provide predictability.                                                                                                                                  | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • 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) | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The home visitor reads Sophie's Helpful Day and actively involves the child and parent in the activities and discussions.                                                                                     | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Little Miss Muffet”.                                                                                | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The home visitor presents the parent skill of “noticing” in a safe, connected and effective manner.                                                                                                           | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The home visitor coaches the parent through the process of making a routine book using the index cards.                                                                                                       | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |
| • The home visitor conducts a goodbye ritual at the time of departure.                                                                                                                                          | <input type="checkbox"/><br>Completely | <input type="checkbox"/><br>Somewhat | <input type="checkbox"/><br>Not At All | <input type="checkbox"/><br>Not Applicable |

## PART 3: Home Visits



### Sophie's Helpful Day: Encouragement / 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.

☐ 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.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Greeting apron or sign<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• Home Visit Routine Book: <i>Our Time Together</i> (Pg. 209-212)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• <i>Sophie Wants a Turn</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Breathing ring<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• <i>Brain Boogie Boosters</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• Personalized routine book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• “Three Nice Mice” mini-poster (Pg. 176)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>• Tap, Wait, Ask visual routine (Pg. 208)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• Teach a New Skill mini-poster (Pg. 176)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• 5 x 8 index cards or Fill-in-the-Routine book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>• Sophie doll, Shubert puppet or other goodbye tool<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Content:

- |                                                                                                                                                                                                                 |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The <i>Our Time Together</i> routine book is read to provide predictability.                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor reads <i>Sophie Wants a Turn</i> and actively involves the child and parent in the activities and discussions.                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Three Nice Mice”.                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor presents the parent skill of “Teaching Missing Skills” in a safe, connected and effective manner.                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor conducts a goodbye ritual at the time of departure.                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## 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.

☐ 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 non-verbal 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 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.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Greeting apron or sign<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Home Visit Routine Book:<br/><i>Our Time Together</i> (Pg. 209-212)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Sophie Rants and Raves</i> book<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>Breathing ring<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li><i>Brain Boogie Boosters</i> music CD<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Hand mirror<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>“Humpty Dumpty” mini-poster (Pg. 177)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> | <ul style="list-style-type: none"> <li>D.N.A. mini-poster (Pg. 177)<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>Sophie doll, Shubert puppet or other goodbye tool<br/><input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Content:

- |                                                                                                                                                                                                                 |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Upon arrival, the home visitor greets all adults and children who are present using a greeting apron or sign.                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The <i>Our Time Together</i> routine book is read to provide predictability.                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor reads <i>Sophie Rants and Raves</i> and actively involves the child and parent in the activities and discussions.                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor teaches the parent and then the child the designated I Love You Ritual for the session: “Humpty Dumpty”.                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor presents the parent skill of D.N.A. in a safe, connected and effective manner.                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |
| • The home visitor conducts a goodbye ritual at the time of departure.                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                 | Completely               | Somewhat                 | Not At All               | Not Applicable           |

## 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.

☐ 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 4: Mini-Sessions



## Rate Your Facilitator

Please rate the following and add your comments for each.

### 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

- Models M.A.P. Your Visual Routine.

☐ 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

- Equips 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

Please rate the following and add your comments for each.

#### 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

#### 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

#### 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

## PART 4: Mini-Sessions



## Rate Your Facilitator

Please rate the following and add your comments for each.

### 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

### 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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)

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

### 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.”

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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).

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

## PART 4: Mini-Sessions



### 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:

- The trainer believes no one can make you angry without your permission and models being the person he or she want others to become.
- The trainer regularly leads the parents in active calming during parent nights or home visits, especially during stressful times.
- 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.

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

Give specific examples of the above:



### Power of Attention: Skill of Assertiveness:

- 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.
- 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.
- 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.

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

Give specific examples of the above:

## 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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”.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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.

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

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.

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

☐ Completely ☐ Somewhat ☐ Not At All ☐ Not Applicable

Give specific examples of the above:

## Efficacy Scale (continued)

Please rate the following and add your comments for each.



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

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

Give specific examples of the above:

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### Power of Intention: Skill of Consequences:

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

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

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

- 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.

☐ Completely
 ☐ Somewhat
 ☐ Not At All
 ☐ Not Applicable

Give specific examples of the above:

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