



**Conscious
Discipline®**

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








Rubric Progress Assessments



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The Conscious Discipline® Rubric is a document designed to help you assess your mindset shifts as well as your understanding and application of Conscious Discipline in your classroom. Research indicates the more the program is implemented to fidelity, the greater the outcomes. These rubrics are your step-by-step guide to fidelity.

Conscious Discipline consists of Seven Basic Skills based on brain research to maximize cooperation and learning. These are the only skills needed to achieve social emotional competence, goal achievement and self-regulation. The seven skills are used by adults to help children learn how to regulate themselves in order to learn socially acceptable ways to communicate their needs, solve conflicts, create healthy relationships and set and achieve goals.

To use these skills effectively two things are required:

- 1. Adult mindset shift (Power).** Without changing our perception we will react instead of respond to misbehavior therefore modeling the exact skill we are trying to eliminate.
- 2. Practice in everyday life situations (School Family™ Structures).** Without constant practice and living of our highest values our brain will be hijacked into blame and judgment separating our culture into an US and THEM instead of a WE.

Each skill in Conscious Discipline has a power to facilitate the adult mindset shift and School Family structures to provide the opportunity to practice and live our highest values in context. When the skills are implemented to fidelity you create a compassionate School Family climate and culture based on safety, connection and problem solving. You also create a culture where all conflicts and upset can be used as teaching moments for new social emotional skills. The School Family structures provide concrete ways to practice the values (kindness, respect, etc.) being modeled and taught by the skill.

The goal is to implement one skill, one power with concurrent structures simultaneously. Each skill, power, and structures are one unit to be learned, contemplated and implemented as a unit.

Skill + Power + Structures = 1 Unit

The estimated time for implementation is approximately one school year with one power, one skill, and concurrent structures monthly. However your school will determine the most effective time frame needs. Remember Conscious Discipline is a process, a journey, of self-regulation and it is not about perfection. We all will become upset, lose our control, react instead of respond and become hurtful instead of helpful. The goal of Conscious Discipline is to become conscious when we are reacting and quickly regulate enough to respond wisely. This allows us to repair ruptured relationships and achieve our goals.



There are two ways to use these Rubrics:

1. Self-Assessment: This rubric can be used to assess your progress as you implement Conscious Discipline. Begin by assessing yourself on one Conscious Discipline Power, Skill and one School Family Component. Add concurrent structures involving that power and skill as you get ready to practice that value. Only assess the aspects that you are currently willing to implement in your classroom, home and life. Use your results as a tool for growth: If you score a 2, look to the next level to determine what elements you will practice and then focus on achieving that next level of fidelity. Complete this rubric before you begin the implementation process and then revisit it again possibly twice a year or whenever you feel you have experienced a shift in understanding or implementation. Once you have achieved a 3 or a 4 on a particular power and skill component, choose a new one to work on next. Because this is a personal journey, your rubric items will be based on the aspects of Conscious Discipline that you are willing to apply at this time.

2. Formal Assessment: A formal assessment allows teachers, coaches and administrators to measure fidelity of Conscious Discipline in each classroom. **This method of assessment is necessary if you intend to conduct any sort of research including Conscious Discipline.**

A formal assessment can be accomplished in three steps:

1. The administrator asks for willingness from the teachers involved with the research/study
2. The same person will conduct the rubric assessment to insure continuity in scoring
3. Every classroom involved in the research/study is assessed using the complete Rubric

Generally, when combined with academic, discipline and social-emotional data gathered separately, the results from a formal assessment will show a correlation between program fidelity and program effectiveness.



Skills and School Family Components	1: Absent Little or no implementation	2: Minimal Partial development or implementation	3: Good General development and mostly functional implementation	4: Excellent Fully internalized development and implementation
★ Composure	1	2	3	4
★ Power of Perception	1	2	3	4
Safe Place	1	2	3	4
Friends and Family Board	1	2	3	4
Brain Smart Start	1	2	3	4
Safekeeper Ritual	1	2	3	4
Greeting/Goodbye Ritual	1	2	3	4
Feeling Buddies	1	2	3	4
★ Adult Assertiveness	1	2	3	4
★ Teaching Assertiveness to Children	1	2	3	4
★ Power of Attention	1	2	3	4
Visual Routines	1	2	3	4
Visual Daily Schedule	1	2	3	4
Time Machine	1	2	3	4
Transition Rituals	1	2	3	4
Social Stories	1	2	3	4
★ Encouragement	1	2	3	4
★ Power of Unity	1	2	3	4
I Love You Rituals	1	2	3	4
Ways to be Helpful	1	2	3	4
Meaningful Jobs	1	2	3	4
★ Choices	1	2	3	4
★ Power of Free Will	1	2	3	4
Picture Rule Cards	1	2	3	4
★ Empathy	1	2	3	4
★ Power of Acceptance	1	2	3	4
We Care Center	1	2	3	4
★ Positive Intent	1	2	3	4
★ Power of Love	1	2	3	4
Celebration Center	1	2	3	4
Wish Well Board	1	2	3	4
Absent Child	1	2	3	4
★ Consequences	1	2	3	4
★ Power of Intention	1	2	3	4
Class Meeting	1	2	3	4

Indicator



1.0 Composure

Performance Levels

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

Indicator



Power of Perception

How we perceive an event will dictate our composure level.

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

Performance Levels

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

Indicator



Safe Place

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

Performance Levels

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

Indicator



Friends and Family Board

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

Performance Levels

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



Indicator



Brain Smart Start

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

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
There is no class meeting, morning circle time or Brain Smart Start.	Some days the teacher begins with some elements of a Brain Smart Start. Some of the children are active participants.	The teacher starts each day with most elements of the Brain Smart Start. The teacher can explain the purpose for each of the activities. Most children participate.	The teacher starts each day with a Brain Smart Start including activities to unite, disengage stress, connect and commit. The teacher can explain the purpose for each of the activities. The children are actively engaged and having fun.



Indicator



Safekeeper Ritual

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

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>No Safekeeper ritual in place. The classroom is not based on safety, but on teacher control.</p>	<p>Visual items indicate a Safekeeper ritual, but the teacher does not use it or the language of safety. Teacher uses phrases like "stop running" or "walking feet."</p>	<p>The teacher occasionally uses visual representation of a Safekeeper ritual, and is recognized by most students as the person who is responsible for keeping the classroom safe. The language of safety is occasionally used. "Keep your hands by your side so everyone is safe."</p>	<p>The teacher conducts a Safekeeper ritual daily and is recognized by children as responsible for keeping the classroom safe. Children can state their job as "helping to keep the classroom safe," and give examples of how to do that. The teacher and children use the language of safety. "Walk in the room so everyone is safe."</p>



Indicator



Greeting/Goodbye Ritual

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

Performance Levels

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

Indicator



Feeling Buddies

The *Feeling Buddies Self-Regulation Toolkit* is an essential piece in teaching children the 5-step self-regulation process that helps them recognize their triggers, label their feelings, accept and manage their emotions in helpful, healthy ways.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The <i>Feeling Buddies Self-Regulation Toolkit</i> may exist in the classroom, but the materials are not displayed and no instruction is provided by the teacher.</p>	<p>The <i>Feeling Buddies Self-Regulation Toolkit</i> and the <i>My Five Steps Pocket Chart</i> are displayed in the Safe Place™. The <i>Feeling Buddies Curriculum</i> is available, but not used by the teacher. Calming strategies are taught by the teacher and children occasionally choose them independently and may even choose a Feeling Buddy. Most children are left to use the Feeling Buddies with no teacher coaching.</p>	<p>Some lessons from the <i>Feeling Buddies Curriculum</i> are taught. Feeling Buddies and the <i>My Five Steps Pocket Chart</i> are displayed in the Safe Place. Children follow some (not all) of the 5 steps independently and/or receive occasional teacher coaching. Children use the Feeling Buddies to identify how they feel however they don't regulate the Feeling Buddy as part of the process.</p>	<p>Many lessons from the <i>Feeling Buddies Curriculum</i> are taught. Feeling Buddies and the <i>My Five Steps Pocket Chart</i> are displayed in the Safe Place. Children follow all of the 5 steps independently and/or receive teacher coaching. Children use words to regulate their Feeling Buddies and healthy self-regulation language is heard in the classroom.</p>

Indicator



2.0 Adult Assertiveness

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The adult speaks mostly from a passive voice or an aggressive voice, or flip-flops between the two. The passive voice implies asking for permission or agreement from the children, such as, “Hand in your homework, okay?” An aggressive voice implies, “Do this or else.”</p>	<p>The adult becomes conscious at times of speaking passively and aggressively, and is attempting to be more assertive. However, she or he struggles with assertiveness, feeling the assertive voice may appear too rude or too soft.</p>	<p>The adult understands the assertive voice is the voice of knowing, and is working on giving clear assertive commands to children. The adult catches her or himself speaking passively or aggressively and makes the change as needed.</p>	<p>The adult is comfortable with his or her assertive voice and is heard throughout the day providing the structure children need to be successful. Phrases such as, “I’m going to __,” and assertive, descriptive instructions like, “Walk with your hands at your sides just like this,” are common.</p>

Indicator



2.0 Teaching Assertiveness To Children

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The adult does not teach children to be assertive. He or she punishes aggressive acts and removes aggressors from the situation or classroom, while largely ignoring victims. Alternately, the adult may speak to aggressors about their wrong and hurtful behavior and ask them to apologize. The adult may soothe or coddle victims.</p>	<p>The adult is beginning to go to the victim first in hurtful situations. The adult may say to the victim, "Use your words," "Talk to the aggressor," or, "How did that make you feel?" Aggressors are condemned for hurtful behavior and receive some sort of consequence (removal, apology, loss of privilege).</p>	<p>Adults most often go to the victim first and ask, "Did you like it?" She or he then instructs the child to say some version of, "I don't like it," or, "Stop." The aggressor is sometimes lectured about being hurtful or asked to apologize. The adult sometimes uses the phrase, "You wanted _____. You may not _____, _____ hurts. Say or do _____."</p>	<p>The adult goes to the victim first and notices, "Your hand is going like this," or asks, "Did you like it?" The adult coaches the victim to say, "I don't like it when you _____. Please _____." The adult is adept at helping children learn an assertive tone and telling others how they want to be treated. The adult then approaches aggressors with the phrase, "You wanted _____," and teaches them how to assertively communicate ("May I have a turn") instead of aggressively act out to get what they want. Children are beginning to use this language regularly and more independently.</p>



Indicator



Power of Attention

What, we as adults, focus on the most indicates to children what is to be valued and cherished.

Phrase: What you focus on, you get more of.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
I focus on the negative and bad behaviors in my classroom. This is demonstrated by language Stop that, Don't, No, What did I tell you.	I focus mostly on negative/bad behaviors and sometimes see positive/good behavior and this is demonstrated in my language. Good Job, good boy or stop it, don't.	I notice sometimes the behaviors I want without resorting to judgement. I vacillate between noticing what I want and judging something to be bad or good.	For the most part I am noticing the children and focusing on what I want them to do with the goal of keeping it safe and being present in the moment. Very little judgement is left in my language.



Indicator



Visual Routines

Visual routines are the foundation for creating a safe, organized classrooms. Teachers M.A.P. expectations for daily routines like going to the bathroom, coming to circle and turning in homework. M= Model A= Add visuals P= Practice

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>No visual routines are displayed. The teacher does not actively teach children how to meet expectations; they are expected to pick it up over time.</p>	<p>Some visual routines are displayed, but chaotic times still exist and expectations are not being M.A.P.ed.</p>	<p>Visual routines are clearly posted for children at eye level near the place the routine occurs (line-up routine near the door). The teacher M.A.P.s, reviews and teaches regularly.</p>	<p>Visual routines are clearly posted for children at eye level near the place the routine occurs. The teacher M.A.P.s, reviews and teaches regularly. She or he adds new visual routines as needed for the class, individuals or families, and has created visual routine books.</p>

Indicator



Visual Daily Schedule

A consistent visual daily schedule helps build predictability and safety into the children's day.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The teacher does not provide a schedule or it lacks visuals that make sense to the children.</p>	<p>The teacher displays a visual schedule but does not refer to or use it with children as a way of telling time (what comes next).</p>	<p>The teacher displays a visual schedule at children's eye level, in a convenient location, reviews it often and uses it to help children tell time.</p>	<p>The teacher displays a visual schedule at children's eye level in a prominent location and reviews it often. Teachers refer children to the schedule so they can find the answers to their own questions. Teachers create individual schedule books or charts for children who require additional security/assistance.</p>

Indicator



Time Machine

The Time Machine helps children learn to assertively handle verbal aggression (name-calling, teasing) and physical aggression (pushing, grabbing) through role-play that changes hurtful interactions into helpful behaviors.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The teacher does not teach children to handle verbal or physical aggressive acts. The teacher ignores, punishes or removes involved children.</p>	<p>The teacher manages conflict but tends to go to the aggressor first with goal of stopping behavior. Comments like “look how you made her feel” are common.</p>	<p>The teacher coaches children to use the Time Machine to smile, take a deep breath, wish well, regain composure and assertively address the issue. The children are learning to say phrases like, “I don’t like it when you _____. Please _____.”</p>	<p>The teacher coaches children to use the Time Machine to smile, take a breath, wish well, regain composure and assertively address the issue. Children willingly use the Time Machine with assistance or independently, and can explain the basic processes and language.</p>



Indicator



Transition Rituals

Transition rituals include new/moving child, testing, end of the year and goodbye rituals. These rituals create unity and convey the message that we are all interconnected.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>During times of transitions, no rituals are in place to help children handle the stress that comes with change.</p>	<p>The teacher includes some transition rituals but seems to be more focused on the routine of the activity than on the connections with the children in the class.</p>	<p>Several transition rituals are in place throughout the day and most of the children anticipate when they are to begin.</p>	<p>The teacher incorporates rituals during potentially stressful transitions including but not limited to new/moving child, testing, end of the year and goodbye rituals. The teachers understand that rituals soothe the lower centers of the brain and are an essential part of creating the School Family.</p>

Indicator



Social Stories

Visually represented stories in picture book format that describe challenging social situations or classroom procedures and appropriate responses or behaviors needed to be successful.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>No social stories used. Verbal reminders of what not to do used frequently and with negative intent. No encouragement offered.</p>	<p>No social stories used. Verbal reminders of what to do as well as what not to do used frequently throughout the day. Occasionally encouragement or praise offered but minimal.</p>	<p>Social stories are written in book form for difficult situations or children. The books are read only occasionally and not used as a proactive tool in the classroom.</p>	<p>Social stories used for difficult situations or children. They are read frequently and used proactively. They are displayed in the class library and copies are made for parents and sent home. Other copies are made and distributed to others that may be involved.</p>



Indicator



Encouragement

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>Children are not encouraged to be successful. The adult focus is on what children are doing that is incorrect or wrong. The goal is correcting wrong actions.</p>	<p>The adult's encouragement is overshadowed by a goal of compliance based on judgment of the event or situation. Catching them "being good" is the goal. You will hear phrases such as, "Thank you," "Good job," and "I like the way _____ is ready."</p>	<p>The adult is beginning to replace judgmental praise with noticing. She or he is replacing, "good job," with, "You did it," followed by a description of the child's efforts or accomplishments. The adult is more present, mindful and conscious of the child's efforts and achievements.</p>	<p>The adult encourages children by noticing and describing instead of judging. The intent behind the encouragement is to help children become conscious of their efforts and actions, not compliance. "Good job" becomes "Good for you." Throughout the day, the adult uses phrases like, "You did it, you _____. Way to go," and, "You _____ so _____. That was helpful." Children start modeling the language and are encouraging of each other.</p>



Indicator



Power of Unity

It is easier to see our diversity, but the unity of life can be a little harder to wrap our minds around until we look at the interdependence of nature itself.

Phrase: We are all in this together.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
I believe I am a separate distinct person from others, nature and the earth. My decisions are mine alone and do not impact others to a large degree.	I believe we are all individuals and separate. My choices, thoughts, and actions only influence a small group of people that I come in contact with on a regular basis.	I believe we are separate from others but it is our job to be as kind and helpful as possible because we do impact others and we need to work together as best as possible.	I believe we are literally connected in some unexplained way to all living things.

Indicator



I Love You Rituals

I Love You Rituals are activities that promote connection through eye contact, touch, presence and playfulness. They help children increase attention span, reduce hyperactivity, build self-esteem and develop language skills.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The teacher does not use I Love You Rituals and seems unaware of the importance of connection.</p>	<p>The teacher sometimes uses I Love You Rituals as an activity or song without emphasis on authentic connection.</p>	<p>The teacher often uses I Love You Rituals with the group. Every ritual incorporates eye contact, touch, presence and playfulness.</p>	<p>The teacher uses I Love You Rituals with the group every day, and schedules daily one-on-one Rituals with children who require additional opportunities to connect. Every ritual incorporates eye contact, touch, presence and playfulness. The teacher can explain the purpose of the Rituals.</p>



Indicator



Ways To Be Helpful

The Ways to be Helpful Board or Book displays illustrations of expected behaviors. It is supported by helpful language.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>No visual images are present to remind children of ways to be helpful. Teacher does not encourage children to be helpful.</p>	<p>The teacher posts visual images of ways to be helpful, but children are rarely encouraged to be helpful. Phrases like “good job” and “thank you” are often used for helpfulness.</p>	<p>The teacher posts visual images of ways to be helpful at children’s eye level and refers to them often. Children are encouraged to be helpful with phrases like “you did it” and “that was helpful.”</p>	<p>The teacher posts visual images at children’s eye level, refers to them often and acknowledges acts in ways that show how they contribute to others. The phrase “You _____ so _____, that was helpful” is commonplace. Ways to be Helpful class-made books change and grow throughout the year.</p>



Indicator



Meaningful Jobs

All children have a meaningful job each day that provides them with opportunities to be significant contributors to the School Family.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
No job board is displayed, or job board is displayed but not used.	Teacher displays a job board and some children have jobs or there is a child designated to be the class helper for the day.	Teacher displays a job board at children's eye level in a convenient location. Every child has a job every day.	Teacher displays a job board at children's eye level in a convenient location. The jobs are authentic responsibilities, contribute to the classroom community and rotate in a predictable order. Adults highlight the helpful nature of the job and children can explain the jobs and their significance.



Indicator



Choices

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>Choices for children are not really part of the classroom. The adult is in charge and children are to comply.</p>	<p>The adult is beginning to give children two choices. Most often, the choices presented as one positive choice and one negative choice. The intent behind the choice is compliance and manipulating the child to choose the “right” choice.</p>	<p>The adult is beginning to offer two positive choices to children. Occasionally during the day, you hear the language, “You may ____ or _____. What is best for you?” It is still difficult for the adult to think of the two positive choices because they still tend to focus on the behavior they don’t want instead of the behavior they would like to see. They may also give choices to children who are in a survival state, creating additional power struggles.</p>	<p>The adult utilizes the skill of choices based on an assessment of the state of the child. She or he understands that two choices are an appropriate tool when a child is demonstrating an emotional state. When a child is in more of an organized executive state, the teacher might ask, “What are your choices?” The teacher understands not to offer choices to children in a survival state. Thinking of two positive choices becomes habit, the adult posts picture rules around the classroom, and focuses on the behaviors she or he wants to see from children.</p>

Indicator



Power of Free Will

We are responsible for our own decisions, thoughts and behaviors and others are responsible for theirs. I cannot save you from yourself nor can you save me from myself.

Phrase: The only person you can make change is yourself.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>I believe others can make me change through rewards, manipulation, coercion or force and make me do things I don't want to do. And I also believe I can make others change. This is demonstrated by my language such as, "Don't make me have to ____."</p>	<p>I believe sometimes in some exceptions, people are making me behave or choose to do things. This shows up in my language. He made me buy him a car or I made him do laundry.</p>	<p>I believe I am in charge of my own decisions. I choose to do things and some of my choices are hard to swallow. However, my language at times shows I'm not fully committed to this belief. Such language as "I have to go to the store today" or "Don't make me have to send you out of this room."</p>	<p>I believe power comes from choice, not force. I can't make others change and they can't make me. I realize I'm choosing to comply or surrender. I'm conscious of when I give my power away. I can only model, encourage and inspire change in others. This is demonstrated by my behavior and language.</p>

Indicator



Picture Rule Cards

Picture rule cards display your class rules in pictures showing two positive choices of acceptable behavior and one negative choice of unacceptable behavior.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>No Picture Rule Cards exist. Rules may be listed in writing, not as a useful tool but as a requirement of the district, school or agency.</p>	<p>The teacher displays picture rules, but doesn't use or refer to them as a tool for managing behavior.</p>	<p>The teacher displays picture rules throughout the classroom, posted at eye level, reviewed often and used when needed. The teacher consciously uses them to provide children with two positive choices.</p>	<p>The picture rules are attractively displayed and posted at eye level where needed in the classroom (line up rule card posted near the door). The rules are reviewed when needed and used to help children make appropriate choices. The teacher creates individual rule cards for children needing more assistance. The teacher uses role-play and games to support the rules cards, and children can explain their choices if asked.</p>



Indicator



Empathy

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The adult dismisses or ignores children’s emotional states, focusing only on behavioral changes. The goal is to stop the upset and/or make it go away.</p>	<p>The adult uses phrases such as, “You seem angry,” as tools to stop upset and/or make it go away. The intent behind empathy appears to be “happying up” children, not helping them manage their emotions in order to solve their problems.</p>	<p>The adult begins to differentiate between when children are asking for understanding or information. Phrases such as, “Your arms are going like this,” “You seem _____,” and, “You wanted _____,” are beginning to be heard.</p>	<p>The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve. Adults are able to reflect back what they see when a child is in a survival state (“Your face is going like this.”), reflect back what they sense the child is feeling when in an emotional state (“You seem sad”), and reflect back the child’s desires when she or he is focused on what she or he doesn’t want (“You wanted _____,” or, “You were hoping _____.”).</p>

Indicator



Power of Acceptance

Acceptance is not resignation, failure or agreement. It is simply allowing things to be as they are. Arguing with reality creates struggle not change.

Phrase: The moment is as it is.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>I resist or deny what is in hopes it will change or leave my mind. Through resisting and denial I can distract myself from what bothers me. My language demonstrates this with such phrases as, "Where should you be. We don't do that in this room."</p>	<p>I often deny and resist what is because I don't like the way things are going. I struggle against reality. This is demonstrated by my language, my behavior, and my fighting to accept my own thoughts, feelings, and behaviors of others (I/they shouldn't think like that) feelings (I/they shouldn't feel like that) and behavior (I/they shouldn't act like that).</p>	<p>I accept what is but I am judgmental of what is. I judge things to be good or bad. This shows in my language as I talk. "OMG that's bad" or "That really is good, congratulations!"</p>	<p>I accept what is and actively become conscious to nonjudgmental just notice my thoughts, feelings and behaviors. This allows others and myself to reflect and change as they are guided or encouraged.</p>

Indicator



We Care Center

The We Care Center allocates time and materials for children to express their appreciation, concern and caring for others.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The teacher does not provide a We Care Center. Children are not encouraged to care for each other. The focus is on keeping your hands and feet to yourself.</p>	<p>The teacher provides a We Care Center, but does not give children time or encouragement to express their concern or caring for each other.</p>	<p>The teacher provides a We Care Center. Most children use the materials to express their appreciation, care and concern for others. The “We Care Person” is a classroom job.</p>	<p>The teacher provides a We Care Center and encourages children to express their feelings to others. All children have the opportunity to use the We Care Center and it is assigned as a classroom job. Children can explain the purpose and use of the We Care Center when asked.</p>

Indicator



6.0 Positive Intent

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The adult is completely unaware of the intent behind his or her actions. She or he assumes most misbehavior is due to disrespect, not listening or some other flaw in the child.</p>	<p>The adult understands that she or he is making up the intentions behind the child's behavior. If a child pushes someone, the adult grasps the choice of how to perceive that act. Yet, the adult often falls back on conditioned belief programs, assuming the child's misbehavior is on purpose. The adult tends to ask questions of the aggressive child. "Why did you do that?" "What were you thinking?" "What is our rule about hitting?"</p>	<p>The adult begins attributing positive intent to the child exhibiting aggressive behavior, with an understanding that it does not let the child off the hook. The adult often addresses aggressive behaviors by saying to the child, "You wanted _____," instead of asking questions.</p>	<p>The adult is able to see the best in the child, even in the worst moments. She or he attributes positive intent to the child's behavior, setting the stage for teaching the child a new skill. If a child is pushing, the adult reframes this action for all parties by saying, "You wanted her to move, but you didn't know the words to use. You may not push. Pushing hurts. When you want her to move say, 'Move please.'" The adult sees misbehavior as a call for help and an indication of a missing social-emotional skill.</p>



Indicator



Power of Love

Love is compassion and forgiveness in action. It sees from a higher perspective past behaviors to the essence of each person. It asks us to respond to non-love with love.

Phrase: See the best in others.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>Conflict or any form of disobedience is threatening to the class and learning. It must be punished immediately before things get worse. Without punishment no justice is done. You must set an example for others in treating wrong/disobedient behavior.</p>	<p>Conflict or disobedience is irritating and upsetting to others. It must be stopped. It can be stopped through warnings or threats and followed up by rewards or punishments. It is a disruption to the learning of others and stopping the disobedience is essential for all to learn and be treated equally.</p>	<p>Conflict, depending on the severity and situation, is an opportunity to teach a new skill or a call for help. Intentional disobedience and intentional misbehavior need to be treated differently with punishments to get the best results.</p>	<p>Conflict or disobedience is a call for help and indicates a skill or many skills are missing. The adult must help the child self-regulate in order to teach the new skills the child needs for success.</p>



Indicator



Celebration Center

The Celebration Center provides children and adults a way to honor each other's efforts and achievements.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>There is no Celebration Center in the classroom. External rewards are given to children in attempts to make them behave.</p>	<p>The teacher creates a Celebration Center, but doesn't use it regularly (for example, only milestones like birthdays are celebrated).</p>	<p>The teacher creates a Celebration Center, and provides children with materials and time to post their celebrations. Most children participate.</p>	<p>The teacher creates a Celebration Center, and provides children with materials and time to post their celebrations. All children participate, and are excited to share their successes and the successes of others.</p>



Indicator



Wish Well Board

A Wish Well Board and Ritual helps children express caring for those who are absent or feel upset, and situations that seem out of their control.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>The class does not use a Wish Well Board, and does not acknowledge absent or upset children.</p>	<p>The teacher has a Wish Well Board and uses it for attendance purposes.</p>	<p>The teacher uses a Wish Well Board to help the class wish absent children well every day.</p>	<p>The teacher uses a Wish Well Board and Ritual every day. Children are responsible for adding their picture to the board when they enter the classroom. They use the board to help wish well for those they feel concern about and absent children. Children can explain the function of the Wish Well Board and are encouraged to wish well throughout the day.</p>

Indicator



Absent Child

The absent child ritual sends the message to the child that we noticed you were gone, we missed you while you were away and we are glad you are back.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>Children are not welcomed back after absences.</p>	<p>Some children are verbally welcomed back, but the ritual is inconsistent. For example, children who are absent due to illness are welcomed back verbally, while children who were absent due to vacation or discipline issues are not.</p>	<p>The teacher incorporates a welcome back ritual into the morning meeting or the child is presented a note when he or she returns from an absence.</p>	<p>A delightful classroom ritual welcomes children back and reassures them they are important members of the School Family. The entire School Family has a chant or a song they sing to the absent child. There is a School Family Job that provides an opportunity for students to participate in the ritual by writing notes or completing acts of kindness to welcome their friends. Absent children anticipate returning to school because they know they will receive an enthusiastic welcome.</p>

Indicator



7.0 Consequences

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>Rewards and punishments are used throughout the classroom and given by the adult for situations judged either good or bad.</p>	<p>The adult begins to see that consequences aren't something made up by adults and imposed on children, but that they are always happening around us. She or he understands that every thought, feeling and action produces a consequence, and begins to utilize natural consequences and problem-solving in the classroom. The adult will talk to children who have disputes, instead of just dispensing a reward or punishment.</p>	<p>The adult helps children resolve interpersonal conflicts with natural consequences. The natural consequence of hitting is to learn another socially acceptable skill. You will hear the following frequently in the classroom: "Did you like it" (victim) and "You wanted" (aggressor).</p>	<p>The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills. The adult only presents logical consequences to connected children who already know the expected skills. She or he uses problem solving for chronic problems and School Family issues. When a child becomes upset with a consequence, the adult offers empathy while following through with the consequence.</p>

Indicator



Power of Intention

Intention is the starting point of every dream. Everything that happens in the world starts with intention.

Phrase: Helping children learn from their mistakes.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>It is important to make children feel bad to behave better. This helps them understand what it feels like to be hurt or dishonest etc. This is demonstrated by language such as, "You should be ashamed of yourself", and by utilizing punishing behaviors.</p>	<p>It is important for children to do the time to pay for the crime. They need to pay in some way for what they have done, then say "I'm sorry" to show their remorse.</p>	<p>It is important to keep children from upset as much as possible. Feelings of anger, frustration and especially rage are hurtful and uncomfortable for all. They must be saved and sheltered from these intense feelings. This is demonstrated in passive language and passive behavior and second chances.</p>	<p>Children, with help, can reflect upon their behavior and make different choices. How we see children and address their misbehavior teaches them how to see themselves and treat others. Children must be seen differently to behave differently.</p>

Indicator



Class Meeting

The class meeting is a structured time to guide children through problem solving while allowing open discussions about consequences. When following the sequence of a class meeting, adults and children together come up with an imposed consequence that is fair, safe and related to the problem.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully internalized development and implementation
<p>There is no time allowed for class meetings or discussions. The adult in the class decides what the rules of the class will be and determines the consequences that will follow if the children do not abide by the expectations.</p>	<p>Some time is allowed to focus on class issues but the main focus is on the consequence that will occur.</p>	<p>Some time is allotted for a class meeting in which the adult focuses on coaching children through the problem-solving process. Language such as “what could we do differently next time” is typically used.</p>	<p>There is a designated time set aside to have an intentional class meeting to address a class problem using the following language:</p> <ol style="list-style-type: none"> 1. “I’ve noticed ____.” 2. “This is a problem for me because _____. Does it bother anyone else?” 3. “So, a class/family problem is ____.” 4. “What could we do to solve the problem?” 5. “What happens if someone fails to ____?”