



## **Conscious Discipline Aligned with The Head Start Child Outcomes Framework**

*Domain: Social and Emotional Development*

# Conscious Discipline® Aligned with The Head Start Child Outcomes Framework

## Domain: Social and Emotional Development

Domain Element: Social Relationships		
<ul style="list-style-type: none"> <li>Communicates with familiar adults and accepts or requests guidance.</li> </ul>	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> <li>c. Meaningful Jobs</li> <li>d. Friends and Family</li> <li>e. Ways to Be Helpful</li> <li>m. Appreciation Ritual</li> <li>n. New Student &amp; Greeting/Goodbye Rituals</li> <li>o. Kindness Ritual</li> </ul> <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <ul style="list-style-type: none"> <li>f. Time Machine/Instant Reply</li> <li>p. S.T.A.R. &amp; Wish Well Rituals</li> </ul> <p>Chapter 4: “Choices,” pp. 131-156</p> <ul style="list-style-type: none"> <li>g. Picture Rule Cards</li> <li>q. Daily Routine</li> </ul>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p>
<ul style="list-style-type: none"> <li>Cooperates with others.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <ul style="list-style-type: none"> <li>a. Safe Place</li> <li>b. Circle Time/Morning Meetings</li> <li>k. Safe Keeper Ritual</li> <li>l. Brain Smart® Start</li> </ul> <p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> <li>c. Meaningful Jobs</li> <li>d. Friends and Family</li> <li>e. Ways to Be Helpful</li> <li>m. Appreciation Ritual</li> <li>n. New Student &amp; Greeting/Goodbye Rituals</li> <li>o. Kindness Ritual</li> </ul>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p>

	<p>Chapter 3: "Assertiveness," pp. 89-130          f. Time Machine/Instant Reply          p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: "Choices," pp. 131-156          g. Picture Rule Cards          q. Daily Routine</p> <p>Chapter 5: "Positive Intent," pp. 157-186          h. Celebration Center          r. Cheer Card Rituals</p>	<p>Setting limits respectively by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p>
<ul style="list-style-type: none"> <li>Develops friendships with peers.</li> </ul>	<p>Chapter 2: "Encouragement," pp. 55-87          c. Meaningful Jobs          d. Friends and Family          e. Ways to Be Helpful          m. Appreciation Ritual          n. New Student &amp; Greeting/Goodbye Rituals          o. Kindness Ritual</p> <p>Chapter 5: "Positive Intent," pp. 157-186          h. Celebration Center          r. Cheer Card Rituals</p> <p>Chapter 6: "Empathy," pp. 187-222          i. We Care Center          s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: "Consequences," pp. 223-251          j. Class Meetings/Circle Time          t. Connecting Rituals &amp; Group Commitments</p>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<ul style="list-style-type: none"> <li>Establishes secure relationships with adults.</li> </ul>	<p>Chapter 1: "Composure," pp. 23-54          a. Safe Place          b. Circle Time/Morning Meetings</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your</p>

	<p>k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: “Choices,” pp. 131-156 g. Picture Rule Cards q. Daily Routine</p> <p>Chapter 5: “Positive Intent,” pp. 157-186 h. Celebration Center r. Cheer Card Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals &amp; Group Commitments</p>	<p>brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<ul style="list-style-type: none"> <li>• Uses socially appropriate behavior with peers and adults, such as helping,</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your</p>

<p>sharing, and taking turns.</p>	<p>k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p>	<p>brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
<ul style="list-style-type: none"> <li>Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>	<p>Chapter 1: “Composure, “ pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the</p>

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<ul style="list-style-type: none"> <li>Recognizes and labels others' emotions.</li> </ul>	<p>Chapter 1: "Composure," pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 5: "Positive Intent," pp. 157-186 h. Celebration Center r. Cheer Card Rituals</p> <p>Chapter 6: "Empathy," pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
<ul style="list-style-type: none"> <li>Expresses empathy and</li> </ul>	<p>Chapter 1: "Composure," pp. 23-54</p>	<p>Being the person you want others to become.</p>

<p>sympathy to peers.</p>	<p>a. Safe Place  b. Circle Time/Morning Meetings  k. Safe Keeper Ritual  l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87  c. Meaningful Jobs  d. Friends and Family  e. Ways to Be Helpful  m. Appreciation Ritual  n. New Student &amp; Greeting/Goodbye Rituals  o. Kindness Ritual</p> <p>Chapter 5: “Positive Intent,” pp. 157-186  h. Celebration Center  r. Cheer Card Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222  i. We Care Center  s. Absent Child &amp; Welcome Back Rituals</p>	<p>Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
<ul style="list-style-type: none"> <li>Recognizes how actions affect others and accepts consequences of one’s actions.</li> </ul>	<p>Chapter 2: “Encouragement,” pp. 55-87  c. Meaningful Jobs  d. Friends and Family  e. Ways to Be Helpful  m. Appreciation Ritual  n. New Student &amp; Greeting/Goodbye Rituals  o. Kindness Ritual</p> <p>Chapter 6: “Empathy,” pp. 187-222  i. We Care Center  s. Absent Child &amp; Welcome Back Rituals</p>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>

	<p>Chapter 7: “Consequences,” pp. 223-251</p> <p>j. Class Meetings/Circle Time</p> <p>t. Connecting Rituals &amp; Group Commitments</p>	<p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<b>Domain Element: Self-Concept &amp; Self-Efficacy</b>		
<ul style="list-style-type: none"> <li>Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>b. Circle Time/Morning Meetings</p> <p>k. Safe Keeper Ritual</p> <p>l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <p>f. Time Machine/Instant Reply</p> <p>p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: “Choices,” pp. 131-156</p> <p>g. Picture Rule Cards</p> <p>q. Daily Routine</p> <p>Chapter 6: “Empathy,” pp. 187-222</p> <p>i. We Care Center</p> <p>s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251</p> <p>j. Class Meetings/Circle Time</p> <p>t. Connecting Rituals &amp; Group Commitments</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<ul style="list-style-type: none"> <li>Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>b. Circle Time/Morning Meetings</p> <p>k. Safe Keeper Ritual</p> <p>l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the</p>



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<ul style="list-style-type: none"> <li>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</li> </ul>	<p>Chapter 2: "Encouragement," pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 5: "Positive Intent," pp. 157-186 h. Celebration Center r. Cheer Card Rituals</p>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p>
<ul style="list-style-type: none"> <li>Demonstrates age-appropriate independence in decision making regarding activities and materials</li> </ul>	<p>Chapter 3: "Assertiveness," pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: "Choices," pp. 131-156 g. Picture Rule Cards q. Daily Routine</p> <p>Chapter 7: "Consequences," pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals &amp; Group Commitments</p>	<p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<b>Domain Element: Self-Regulation</b>		
<ul style="list-style-type: none"> <li>Recognizes and labels emotions.</li> </ul>	<p>Chapter 1: "Composure," pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p>

	<p>Chapter 6: “Empathy,” pp. 187-222</p> <p>i. We Care Center</p> <p>s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251</p> <p>j. Class Meetings/Circle Time</p> <p>t. Connecting Rituals &amp; Group Commitments</p>	<p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<ul style="list-style-type: none"> <li>Handles impulses and behavior with minimal direction from adults.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>b. Circle Time/Morning Meetings</p> <p>k. Safe Keeper Ritual</p> <p>l. Brain Smart® Start</p> <p>Chapter 4: “Choices,” pp. 131-156</p> <p>g. Picture Rule Cards</p> <p>q. Daily Routine</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p>
<ul style="list-style-type: none"> <li>Follows simple rules, routines, and directions.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>b. Circle Time/Morning Meetings</p> <p>k. Safe Keeper Ritual</p> <p>l. Brain Smart® Start</p> <p>Chapter 4: “Choices,” pp. 131-156</p> <p>g. Picture Rule Cards</p> <p>q. Daily Routine</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p>
<ul style="list-style-type: none"> <li>Shifts attention between tasks and moves through transitions with minimal direction from adults.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>b. Circle Time/Morning Meetings</p> <p>k. Safe Keeper Ritual</p> <p>l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87</p> <p>c. Meaningful Jobs</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values</p>

	<p>d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 4: “Choices,” pp. 131-156 g. Picture Rule Cards q. Daily Routine</p>	<p>interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized</p>
<b>Domain Element: Emotional &amp; Behavioral Health</b>		
<ul style="list-style-type: none"> <li>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals &amp; Group Commitments</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<ul style="list-style-type: none"> <li>Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> </ul>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p>

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<ul style="list-style-type: none"> <li>• Adapts to new environments with appropriate emotions and behaviors.</li> </ul>	<p>Chapter 1: “Composure, “ pp. 23-54</p> <ul style="list-style-type: none"> <li>a. Safe Place</li> <li>b. Circle Time/Morning Meetings</li> <li>k. Safe Keeper Ritual</li> <li>l. Brain Smart® Start</li> </ul> <p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> <li>c. Meaningful Jobs</li> <li>d. Friends and Family</li> <li>e. Ways to Be Helpful</li> <li>m. Appreciation Ritual</li> <li>n. New Student &amp; Greeting/Goodbye Rituals</li> <li>o. Kindness Ritual</li> </ul> <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <ul style="list-style-type: none"> <li>f. Time Machine/Instant Reply</li> <li>p. S.T.A.R. &amp; Wish Well Rituals</li> </ul> <p>Chapter 4: “Choices,” pp. 131-156</p> <ul style="list-style-type: none"> <li>g. Picture Rule Cards</li> <li>q. Daily Routine</li> </ul> <p>Chapter 5: “Positive Intent,” pp. 157-186</p> <ul style="list-style-type: none"> <li>h. Celebration Center</li> <li>r. Cheer Card Rituals</li> </ul> <p>Chapter 6: “Empathy,” pp. 187-222</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children accept and process their feelings</p>

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