

**Conscious Discipline® Aligned with the Creative Curriculum Developmental Assessment**

<b><i>Creative Curriculum</i> Developmental Continuum Objectives</b>	<b>Conscious Discipline®</b>	<b>Conscious Discipline® Skill Description</b>
<b>SOCIAL/EMOTIONAL DEVELOPMENT: <i>Sense of Self</i></b>		
1. Shows ability to adjust to new situations	Chapter 1: “Composure, “ pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start	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.
2. Demonstrates appropriate trust in adults	Chapter 1: “Composure, “ pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start  Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	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.  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.
3. Recognizes own feelings and manages them appropriately	Chapter 1: “Composure, “ pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start  Chapter 6: “Empathy,” pp. 187-222	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.

	<ul style="list-style-type: none"> <li>i. We Care Center</li> <li>s. Absent Child &amp; Welcome Back Rituals</li> </ul>	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.
4. Stands up for rights	<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>	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.

<b>SOCIAL /EMOTIONAL DEVELOPMENT: <i>Responsibility for Self and Others</i></b>		
5. Demonstrates self-direction and independence	<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 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>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>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p>
6. Takes responsibility for own well-being	<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>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>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>
<p>7. Respects and cares for classroom environment and materials</p>	<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>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>

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<p>8. Follows classroom routines</p>	<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>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>

	Chapter 4: "Choices," pp. 131-156 g. Picture Rule Cards q. Daily Routine	Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.
9. Follows classroom rules	Chapter 1: "Composure," pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start  Chapter 4: "Choices," pp. 131-156 g. Picture Rule Cards q. Daily Routine  Chapter 7: "Consequences," pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	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.  Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.  Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.

<b>SOCIAL /EMOTIONAL DEVELOPMENT: <i>Prosocial Behavior</i></b>		
10. Plays well with other children	Chapter 1: "Composure," pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start  Chapter 2: "Encouragement," pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual  Chapter 5: "Positive Intent," pp. 157-186	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.  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.  Seeing the best in others while improving self-image and

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<p>11. Recognizes the feelings of others and responds appropriately</p>	<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 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>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</p>

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<p>12. Shares and respects the rights of others</p>	<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 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>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</p>

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<p>13. Uses thinking skills to resolve conflicts</p>	<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 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>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</p>

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