

Illinois Standards Aligned with Conscious Discipline®

Table A

Illinois Standard	Conscious Discipline®	Conscious Discipline® Skill Description
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.		
1-A. Identify and manage one's emotions and behavior.	<p>Chapter 1: "Composure," pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 3: "Assertiveness," pp. 89-130</p> <ul style="list-style-type: none"> f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals <p>Chapter 6: "Empathy," pp. 187-222</p> <ul style="list-style-type: none"> i. We Care Center s. Absent Child & Welcome Back Rituals <p>Chapter 7: "Consequences," pp. 223-251</p> <ul style="list-style-type: none"> j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments 	<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>Helping children accept and process their feelings so they can 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>
1-B. Recognize personal qualities and external supports.	<p>Chapter 1: "Composure," pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 2: "Encouragement," pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful Jobs d. Friends and Family 	<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,</p>

Illinois Standards Aligned with Conscious Discipline®

	<p>e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual</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>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> <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>1-C. Demonstrate skills related to achieving personal and academic goals.</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 & Greeting/Goodbye Rituals o. Kindness Ritual</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 & 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>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>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>

Illinois Standards Aligned with Conscious Discipline®

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.		
2-A. Recognize the feelings and perspectives of others	<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 & Welcome Back Rituals</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 they can see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
2-B. Recognize individual and group similarities and differences.	<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 & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals</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>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</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>
2-C. Use communication and social skills to interact effectively with others.	<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>

Illinois Standards Aligned with Conscious Discipline®

	<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 & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals</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>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</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>2-D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</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 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & 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</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>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a</p>

Illinois Standards Aligned with Conscious Discipline®

	<p>r. Cheer Card Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222</p> <p>i. We Care Center</p> <p>s. Absent Child & Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251</p> <p>j. Class Meetings/Circle Time</p> <p>t. Connecting Rituals & Group Commitments</p>	<p>problem.</p> <p>Helping children accept and process their feelings so they can 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>
--	--	--

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.		
<p>3-A. Consider ethical, safety, and societal factors in making decisions.</p>	<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>d. Friends and Family</p> <p>e. Ways to Be Helpful</p> <p>m. Appreciation Ritual</p> <p>n. New Student & Greeting/Goodbye Rituals</p> <p>o. Kindness Ritual</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>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>Building self-esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p>
<p>3-B. Apply decision-making skills to deal responsibly with daily</p>	<p>Chapter 1: “Composure,” pp. 23-54</p> <p>a. Safe Place</p> <p>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 brain to the higher centers of your brain so that</p>

Illinois Standards Aligned with Conscious Discipline®

<p>academic and social situations.</p>	<p>k. Safe Keeper Ritual l. Brain Smart® Start</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 & Group Commitments</p>	<p>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> <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>3-C. Contribute to the well-being of one’s school and community.</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 & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & 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>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>