

NAEYC Standard Aligned with Conscious Discipline®

Table A

NAEYC	Conscious Discipline®	Conscious Discipline® Skill Description
1.A.-Building Positive Relationships among Teachers and Families	<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 e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual 	<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>
1.B.-Building Positive Relationships between Teachers and Children	<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 5: “Positive Intent,” pp. 157-186</p> <ul style="list-style-type: none"> h. Celebration Center r. Cheer Card 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>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>
1.C.-Helping Children Make Friends	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful Jobs 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the</p>

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	<p>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>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>1.D.-Creating a Predictable, Consistent, and Harmonious Classroom</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 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 6: “Empathy,” pp. 187-222 i. We Care 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>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>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-</p>

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	<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>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>1.E.-Addressing Challenging Behaviors</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 3: “Assertiveness,” pp. 89-130</p> <p>f. Time Machine/Instant Reply</p> <p>p. S.T.A.R. & 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 5: “Positive Intent,” pp. 157-186</p> <p>h. Celebration Center</p> <p>r. Cheer Card Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222</p> <p>i. We Care Center</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 so as to see the world from others’ perspectives. Empathy wires the brain for self-</p>

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1.F.-Promoting Self-Regulation	<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 3: “Assertiveness,” pp. 89-130</p> <p>f. Time Machine/Instant Reply</p> <p>p. S.T.A.R. & Wish Well Rituals</p> <p>Chapter 5: “Positive Intent,” pp. 157-186</p> <p>h. Celebration Center</p> <p>r. Cheer Card 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>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.B.-Areas of Development: Social-Emotional Development	<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 interdependence. Social successes prime the</p>

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