

Conscious Discipline Teacher Competencies

Teacher/s _____ Date _____

As a guide for your Conscious Discipline journey, the following checklist is provided for support.

SKILL #1: COMPOSURE

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers practice the Power of Perception. No one can make me angry without my permission.				
2	Teachers are aware of his/her own trigger thoughts.				
3	Teachers replace trigger thoughts with, "I'm safe, I can handle this, breathe."				
4	Teachers help out-of-control children by saying, "You're safe, you can handle this."				
5	Teachers sing or creates, with the class, a school family song or chant.				
6	Teachers label the classroom the "School Family" and use the family as a teaching metaphor or to build sense of belonging.				
7	Daily planning reflect beginning the day the "Brain Smart way" and include activities to: A. Unite B. Disengage Stress C. Connect D. Commit				
8	Teacher owns his/her own upset by using the phrase "I'm going to" rather than "don't make me."				
9	Teachers include and teaches "stress reduction" skills with labeling brain states (green, blue, red) to individuals and groups.				

Additional support can be found from Lesa Rice at Lrice@nmcaa.net

SKILL #1: COMPOSURE

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
10	Teachers design some class ritual to symbolically represent the class goal of safety.				
11	Teachers use fidgeting and spacey-ness as an opportunity to disengage stress or offer child organized movement activities.				
12	Visuals displaying stress management techniques are posted in the classroom.				
13	Teachers model “stress reduction” skills when angry, frustrated...				
14	Teachers practice “stress reduction” skills with children.				
15	The Safe Place is an inviting and attractive learning center in the classroom.				
16	Teachers verbalize job descriptions: “My job is to keep you safe. Your job is to help keep it that way.”				
17	Teachers have predictable routines. The routines are visually displayed and actively taught.				
18	Routines are used for such times as: arrival, transitions, eating, group times, and dismissal.				

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SKILL #2: ENCOURAGEMENT

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	“Friends and Family” board or book has pictures of all children and adults with their families, pets, etc.				
2	Teachers develop “connectedness activities” linking similarities between children/adults.				
3	Teachers incorporate rituals throughout the daily routine. (Greeting, Wish Well, etc)				
4	Job board contains “meaningful jobs” for all children.				
5	Teachers verbally notice helpful, safe, and thoughtful acts, by using Key Phrase.				
6	Teachers encourage children making “poor choices” by asking, “What can you do to be helpful?”				
7	Teachers incorporate I Love You Rituals into classroom activities.				
8	Teachers use specific praise following a command such as “you did it! You ____, so _____. That was helpful.”				
9	Teachers create “ways to be helpful board and or book” and refer to it periodically as needed.				
10	Teachers encourage children with words such as, “you did it!” instead of “thank you” or “good job”				

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SKILL #3: ASSERTIVENESS

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers verbalizes and internalize the belief (What you focus on you get more of).				
2	Teachers address the victim first when conflict occurs.				
3	Teachers address the victim by saying "Something happened?" or "Did you like it?"				
4	Teachers "pivots" when angry, upset, etc. re-gains composure then focus on what you want.				
5	Teachers match words with his/her facial expressions and body language.				
6	Teachers give children "usable information." "Go tell ___ I don't like it when ___".				
7	Teachers identify Tattling Type 1: Intrusion: "Did you like it? Go tell ___."				
8	Teachers identify Tattling Type 2: Safety: "I will take care of ___, so the classroom is safe."				
9	Teachers identify Tattling Type 3: Revenge: "Are you telling me to be helpful or hurtful? You can ___ or ___ to be helpful."				
10	Teachers incorporate a Time Machine / Conflict Resolution Mat to teach children what to do next time.				

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SKILL #4: CHOICES

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers verbalize, “the only person I can make change is myself.”				
2	Teachers statements include the words “I will ___ / I am going to _____.”				
3	Teachers “reclaim his/her power” by asking, “How do I help the child be more likely to choose to ___.”				
4	Teachers give children two positive choices. “You may _____ or _____ what do you choose?”				
5	Teachers use “parroting technique” when children are having a hard time making a choice.				
6	Teachers understand that if he/she give a child the choice of A or B and the child says C that is ok if it’s a safe reasonable choice.				
7	Teachers use the QTIP method (Quit Taking It Personally) to refrain from power struggles.				
8	Classroom rules/ limits are in picture form and posted in obvious places for children to observe along with copies to take home for families to review.				
9	Teachers understand that, in general, anxious children need assertive commands while powerless children respond better to choices.				

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SKILL #5: POSITIVE INTENT

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers are willing to perceive “helpful behaviors” as Extending Love and “hurtful behaviors as Calling for Love/Help.				
2	Teachers use “Positive Intent” when children show resistive behaviors. “You wanted ____.”				
3	Teachers use Key Phrase to refrain from labeling core of child good/bad while building skills for next time.				
4	Teachers reframe children’s negative comments into positive intent messages. “He’s being mean” is re-framed into “You want him to be more cooperative.”				
5	Teachers set up celebration center to celebrate all kinds of diverse accomplishments.				
6	Teachers wish people well, especially those that “push their buttons” or do not act as they thing they should.				
7	Teachers attribute positive intent to bullies.				
8	Teachers understand that by offering compassion to others they let go of their own desire for revenge.				
9	Teachers use the skill of noticing to enter a hurtful situation when you did not se the event. “You’re holding your arm like this.”				

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SKILL #6: EMPATHY

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers, when upset, take a deep breath (STAR) and say to themselves, "The moment is as it is then relax and solve the problem."				
2	Teachers change "shoulds" to "coulds." Instead of "where should you be?", the teacher uses choices. "You may sit and wait for a turn on the bikes or go play in the sand. Which is your choice?"				
3	Teachers model "true" empathy. Teachers listen to children's thoughts and feelings without needing to change them.				
4	Teachers listen to children. This is done through reflection. "Let me see if I understand you correctly." then repeat back to the child the gist of their message.				
5	Teachers validate children. After listening to a child's story (perception of an event), respond by saying, "I understand what you are saying, you might be feeling _____."				
6	Teachers view situations from the child's perspective as well as their own. "You wanted _____ and I wanted _____."				
7	When children are upset, teachers offer Empathy or Positive Intent first.				

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SKILL #6 EMPATHY

	Competency	Begin-ning	Progress-ing	Refining	Strengths/Suggestion/Needs:
8	When a child is stressed “Survival State” (Brain stem) teachers use the skill of noticing, “Your hands went like this.”				
9	When the child is in his/her “Emotional State” (Limbic system), teachers reflect back the feelings, “You seem angry.”				
10	When the child is in his/her “Intergrated State” (Frontal Lobe) teachers reflect back the content, “You wanted to have a turn”, to set up problem solving.				
12	Teachers understand that anger is a secondary emotion resulting from resisting what is and uses the 2-step process to help children. Step 1: You seem angry, frustrated, etc.. Step 2: Something scary, sad etc, must have happened				
13	Teachers use the Shubert’s Helpful Day book to help children understand the use of a We Care Bag.				
14	Children draw items that they would like in a We Care Bag that might help them.				

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SKILL #7: CONSEQUENCES

	Competency	Begin- ning	Progress- ing	Refining	Strengths/Suggestion/Needs:
1	Teachers verbalizes, "Mistakes are opportunities to learn," and begins to forgive him/herself for past perceived errors.				
2	Teachers identify his/her intent to "punish" as making children feel guilty, wrong or bad about themselves or their behavior.				
3	Teachers identify his/her intent to "save" as saving children from intense feelings of discomfort created by their own choices.				
4	Teachers identify his/her intent to teach when children make "hurtful" choices				
5	Teachers help children learn from the natural consequences of their choices by using the GAMES approach: G=Give guidance & possible outcomes, A= Allow consequences, M= model self-control, E= offer Empathy, S=new Strategies				
6	Teachers offer Empathy to children who make choices with disappointing consequences. "It must be disappointing for you." "you can handle this."				