

Conscious Discipline Observation Rubric

Center & Classroom: _____

Date: _____

Teacher(s): _____

Coach(es): _____

Purpose of Observation:

Area of Focus (circle all that apply):

Classroom Environment

Safe Place

Rituals

Skills and Language

Emerging

Refining

Mastering

<i>Classroom Environment</i>	<input type="checkbox"/> The Safe Place is a labeled designated space in a quiet area in the classroom and free of distractions. The space is not a shared space with other areas, is visually inviting, and has adequate materials available.	<input type="checkbox"/> Teachers provide a portable safe place to take on the playground with a designated location, blanket, calming tools, and breathing techniques.	<input type="checkbox"/> The classroom has an Active Calming Center set up and available as a precursor to the Safe Place, as a brain break, transition activity, or calming strategy. The Active Calming Center includes the nine physical and mental tasks.
	<input type="checkbox"/> The Friends and Family Board is posted at the children's eye level including at least one photo for every child and/or family.	<input type="checkbox"/> The Friends & Family Board includes teachers and school personnel (School Family.) A Friends and Family Book is available in the Safe Place that includes a variety of friends and family photos for each child. The Friends and Family Book is portable so children can access it and move it around the classroom as needed.	<input type="checkbox"/> Friends and family photos are included in multiple ways that enhance the School Family (i.e., in the block area there is a photo of a family member that works in construction, in the house area, there is a photo book of families eating at the dinner table as well as classroom meal time photos.)
	<input type="checkbox"/> The Classroom Family Agreements are posted at children's eye level and includes a visual of each rule. The Classroom Family Agreements should include three to four positive expectations.	<input type="checkbox"/> In addition to the Classroom Family Agreements, the classroom has visual rule cards used as expectations to govern behavior. The teachers use these throughout the day to help with new or unfamiliar events such as emergency drills, to help with transitions, or used as a tool to promote safety and set positive behavioral expectations.	<input type="checkbox"/> The Classroom Family Agreements and visual rule cards are posted on the playground for playground safety and to provide visual behavioral expectations. The Classroom Family Agreements are modified if needed based on child and/or classroom needs.
	<input type="checkbox"/> Classroom Job Chart is posted at the children's eye level with a visual description of the job. All jobs are appropriate for the children in the classroom and include modifications to meet their developmental needs. Each classroom has a safe keeper and breathing helper as part of their school family jobs.	<input type="checkbox"/> Each child chooses a classroom job on a regular schedule (i.e., switching jobs every Monday) and the job chart is labeled with words and a visual that describes the job. The classroom jobs include a safe Keeper, breathing helper, greeting helper, and wish well helper.	<input type="checkbox"/> The teachers provide leadership opportunities with classroom jobs such as a child teaching another child a job, having children share a job with alternating roles, and the children can make suggestions about creating new classroom jobs in the classroom.
	<input type="checkbox"/> Visual Daily Routine is posted at children's eye level. The visual daily routine is used as a tool to help children transition from one part of the daily routine to another. Modifications are made for children with special needs (object schedule, simplified visual routine if standard is overwhelming, etc.)	<input type="checkbox"/> There are visual routines to help children complete tasks within the daily routine (handwashing visual routine, art easel routine, sensory table routine, etc.)	<input type="checkbox"/> Visual routines are individualized for children to ease challenging moments or provide a sense of safety. I.e., individual drop off and pick up routine on a ring or flip book, work time routine for a child that struggles with clean up (first, then, next) in a portable folder, or a playground routine in a photo album.
	<input type="checkbox"/> Wish Well Board is placed at children's eye level that includes a photo or letter link for every child and teacher in the classroom. The Wish Well Board & Song is used at a consistent time each day and the group wishes absent children well.	<input type="checkbox"/> The Wish Well Board & Song is done daily as a classroom ritual and for situations when someone from the School Family needs to be wished well (death of a grandparent, not feeling well, child injured, etc.) It is used when needed throughout the day.	<input type="checkbox"/> The classroom has a Wish Well station set up where the children can make a friend a card, write a note, or draw a picture for their friend they wished well (can be a basket with the wish well heart and materials they can take to writing area or table.)
	<input type="checkbox"/> I Love You Rituals posted around the room (in Safe Place, around changing table, etc.) The I Love You Rituals are also available on rings and in soft books in the Safe Place.	<input type="checkbox"/> I Love You Rituals are planned into the weekly lesson plans when introducing new rituals and used with greetings, goodbyes, and with transitions upon returning to the classroom. Teachers use the I Love You Ritual CD as a tool.	<input type="checkbox"/> Teachers share I Love You Rituals with parents (drop off, pick up, and in creative ways to share the experience with the child.) Teachers can include photos of families doing I Love You Rituals into the classroom environment.

Comments: _____

	Emerging	Refining	Mastering
<i>Safe Place</i>	<input type="checkbox"/> The Safe Place includes soft and comfortable materials: rug, chair, bean bag, pillows, stuffed animals, etc.	<input type="checkbox"/> There are additional removeable items in case more than one child needs the Safe Place at the same time. The child could take a bean bag or rug and find somewhere else in the classroom away from others while the Safe Place is being used.	<input type="checkbox"/> Each classroom has a portable safe place (basket) they carry with them outside on the playground and a designated space that includes a blanket, the 4 breathing icons, traveling calming tools, etc. The children have to be introduced and taught where and how to use the outdoor Safe Place upon implementing.
	<input type="checkbox"/> "How to Use the Safe Place" social story is available in the safe place and has been used as a tool to teach the children with visuals when you can go to the Safe Place, how to do all four breathing techniques, and how to use the Safe Place. The Safe Place also includes children's books about emotions and feelings.	<input type="checkbox"/> Teachers use Shubert is a S.T.A.R. (HS) and Sophie is a S.T.A.R. (EHS) book as a tool to help children become familiar with the breathing techniques and practice them during calm periods throughout the day.	<input type="checkbox"/> Child-made and class-made books are available to children such as <i>When I feel Bug Crazy</i> class made book, <i>Putting Myself Back Together</i> class made book, or social stories the children make on their own that can be used as a tool to help them calm.
	<input type="checkbox"/> The 4 Breathing Icons are posted as well as a Caring Connections Poster with I Love You Rituals to choose. I am Calm 5 Steps Poster is posted and used as a tool to support children through self-regulation and active calming.	<input type="checkbox"/> Feelings Buddies (or a variation such as emotion puppets or feelings dolls) are available, I am Calm 5 Steps Poster is posted with feelings chart and emotions as a way for teachers to help children identify emotions.	<input type="checkbox"/> Safe Place includes I Choose Self Control Board (HS only) and Brain Smart Choice Cube with choices for calming.
	<input type="checkbox"/> Friends and Family Photo Book is available that links the home family and school family.	<input type="checkbox"/> The Friends and Family photo book has a variety of photos for each child that includes family members, the teacher and child, places that make them feel safe at home, photos of pets, and a picture of their favorite comfort item.	<input type="checkbox"/> The families can write something about what their family enjoys doing together to include with their photos such as what is important to their family, what they like to do together, a recent family vacation, and any family changes like a new baby coming that will help the teacher with conversation if a child is shy or to use to help them feel better if they miss their family.
	<input type="checkbox"/> Tools are available for emotional self-regulation and calming. Every tool that has been added to the safe place has been taught how to use. At a minimum, there are props to practice deep inhales and exhales. Teachers go with children to the Safe Place and help to co-regulate children and guide them through their experience in the Safe Place.	<input type="checkbox"/> The teacher goes with child and helps to co-regulate children at their level in the Safe Place. The Safe Place includes sensory integration (scratch and sniff stickers, hug dolls, sensory bottles, tornado tube, kaleidoscope, headphones and sound machine with nature sounds and classical music, weighted beanbags, and lap table for writing).	<input type="checkbox"/> The classroom has a We Care Center set up that has additional tools that a child can take to another child when they appear to be sad, angry, mad, or frustrated. When children begin recognizing those emotions, the teacher can assist them in choosing a tool that would help a friend.

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<i>Rituals</i>	<input type="checkbox"/> Greeting & Goodbye Rituals: Teacher does a morning greeting in the same location each morning with visual board, apron, sign, etc. Teacher uses morning greeting ritual to make a real connection with eye contact, touch, and presence in a playful situation.	<input type="checkbox"/> Teacher uses greeting time as an opportunity to assess a child's inner state (survival, emotional, or executive) and upshift if needed. The greeting choices can change and are adapted to meet the needs of the children in the classroom. As greeting helpers, children are an active part in the greeting process with the teacher.	<input type="checkbox"/> The teacher implements a goodbye ritual to send each child off with a goodbye that sends the message "You are valued. I'm glad you were here today." When appropriate the children can assist the teacher with the greeting/goodbye rituals to enhance the school family.
	<input type="checkbox"/> Brain Smart Start: includes activity to unite, connect, disengage stress, and commit. Teacher uses Brain Smart Start at Greeting Time or Group Time and as a classroom reset if needed.	<input type="checkbox"/> Teacher uses one of the following throughout the day from the Conscious Discipline CDs. "Get Ready," "Welcome," from <i>It Starts in the Heart</i> , "It's Brain Smart Time," from <i>Kindness Counts</i> and "Greetings" from <i>Brain Boogie Boosters</i> . Each classroom has their own School Family Chant or song that they sing each day.	Teachers incorporate the children's ideas when choosing to do the Brain Smart Start: have them come up with a classroom chant together, choose the I Love You Ritual, help decide which commitments they are going to pick from for the day. Teachers find creative ways to check in on classroom commitments each day.
	<input type="checkbox"/> Safe Keeper Ritual: is done daily. During the ritual, the teacher verbally states "it's my job as the safe keeper to keep you safe. It's your job to help keep it safe." The teacher uses the Classroom Family Agreements to remind the children how we keep it safe during that time.	<input type="checkbox"/> Teachers use a safe keeper box as a way for children to make a daily commitment to stay safe. The children choose how they are going to do that during their Brain Smart Start. The classroom has a safe keeper book with visual expectations during different parts of the daily routine to promote safety.	<input type="checkbox"/> The classroom safe Keeper job has visual safety reminders that they can use to help remind one another to be safe (on a ring, flip book, etc.) and the teacher models this throughout the day.
	<input type="checkbox"/> Brain Breaks & Active Calming: Opportunities are used throughout the day as short mental breaks to help children remain calm, focused, and engaged. Teachers have Brain Breaks available to use when they need to do a classroom reset.	<input type="checkbox"/> Teachers recognize patterns during parts of the daily routine and implement Brain Breaks to avoid needing to use it as a classroom reset. The teachers plan Brain Breaks throughout the day that children can depend on as short mental breaks.	<input type="checkbox"/> An Active Calming Center/Basket is available to help guide children through physical and mental tasks to help them calm and be cooperative. The Active Calming Steps are taught during a calm state. Once taught, The Active Calming Center is used as a precursor to the Safe Place.
	<input type="checkbox"/> Baby Doll Circle Time (EHS): Have a basket of baby dolls and baby doll items (blankets, diapers, baby wipes, band aids, and additional baby items) prepared and set aside. Baby Doll Circle time is done at least 3x per week and includes opportunities to cuddle and soothe the babies (self-regulation).	<input type="checkbox"/> Baby Doll Circle Time (EHS): is done daily and includes both components, individual and group Baby Doll Circle Time. Teachers sing and play the same songs and interactive social games that you sing with the child during diaper changing. The goal of BDCT is connection and relationships.	<input type="checkbox"/> Baby Doll Circle Time (EHS): Teachers are in tune with children and adapt activities to suit the children based on their needs and enjoyment. I.e., if you have a child that recently started covering his face with a blanket and squealing when the teacher removes the blanket, the teacher would include more Peek-a-boo games into Baby Doll Circle Time with the group.
	<input type="checkbox"/> Wish Well Board Song & Ritual: is done daily as a large group with the song and the Wish Well Board. At a minimum, the children who are missing are wished well.	<input type="checkbox"/> In addition to the children absent, the Wish Well Song is done when someone from the School Family needs to be wished well (death of a grandparent, not feeling well, child injured, etc.)	<input type="checkbox"/> The teachers help children create a card, note, thoughtful message for absent children or friends needing to be Wished Well.
	<input type="checkbox"/> I Love You Rituals: are done at Greeting and Goodbye, in a group setting, individually, and upon returning to the classroom from a transition.	<input type="checkbox"/> I Love You Rituals are planned intentionally to help a child develop a skill. I.e., the attachment-based ritual is used for a child that has a hard time with separation anxiety.	<input type="checkbox"/> Teachers assist children in doing I Love You Rituals with one another as they are interacting with one another.

Comments: _____

Skills

Observed Skills & Activities

Physical Structures

<p><i>Teacher Interactions: Skills and Language</i></p>	<p><input type="checkbox"/> Composure: Teacher models S.T.A.R. (Smile, Take a deep breath, and Relax) in any situation to remain composed or regain composure. Teacher is willing to see things differently and refute or change their trigger thoughts. Teacher says to self, “I am safe. I am calm. I can handle this,” during upset times. Teacher teaches and practices breathing techniques throughout the day. Teacher uses language of safety with children- “Breathe with me. You can handle this.” Teacher is attuned to children’s increased and decreased behaviors and uses that as an indicator to S.T.A.R. together. Teacher teaches children how to communicate frustrations appropriately and celebrates the child’s successes and choices.</p>	<p><i>The teacher implements stress-reducing activities, breathing techniques, and activities to model and teach the skill of composure</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ABC Stretching <input type="checkbox"/> S.T.A.R Breathing <input type="checkbox"/> Drain Breathing <input type="checkbox"/> Balloon Breathing <input type="checkbox"/> Pretzel Breathing <input type="checkbox"/> Brain Smart Start <input type="checkbox"/> Brain Breaks <input type="checkbox"/> Taking a Trip Story <input type="checkbox"/> Poems for Peace of Mind <input type="checkbox"/> Human Protractor <input type="checkbox"/> Belly Breathing <input type="checkbox"/> Inhale, exhale chant <input type="checkbox"/> Read <i>Shubert is a S.T.A.R.</i> <p>Other:</p> <hr/> <hr/> <hr/>	<p><i>The teacher uses physical structures in the classroom that support the skill of composure</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Safe Place <input type="checkbox"/> Greeting Time <input type="checkbox"/> Transitions <input type="checkbox"/> Brain Smart Start <p>Other:</p> <hr/> <hr/> <hr/>
	<p><input type="checkbox"/> Encouragement: Teachers recognize that encouragement primes the brain for willingness, engagement, and success. Teachers focus on encouraging themselves by recognizing their contributions to the classroom and school family, accepting praise that people offer, suspend judgements about self and others, view mistakes as an opportunity to learn, and attribute positive intent to themselves and children. Teachers use the school climate to build a sense of unity and belonging. Teachers create a caring culture with rituals and connection. Teachers verbally notice children’s strengths, uses noticing statements and encouragement as a way of celebrating children’s strengths, assets, and contributions to the school family.</p>	<p><i>The teacher uses language and teachable moments that foster a sense of belonging and to model and teach the skill of encouragement</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use noticing statements privately and publicly to celebrate children’s choices, strengths, and contributions to others. Instead of saying, “good job!” teachers use, “Good for You! You did it! You cleaned up your work!” or instead of “I like the way you ____.” Teachers say “You ____ so _____. That was helpful.” <input type="checkbox"/> Empower children by teaching them to use assertive communication- “tell Sam it hurts when you push me, please don’t push me.” <input type="checkbox"/> Elicit assistance from children to solve problems- “what could we do to help him”? <input type="checkbox"/> Suspend judgements about others by describing what they did instead of what you think they were trying to do. <input type="checkbox"/> Read “Shubert’s Helpful Day” <p>Other:</p> <hr/> <hr/> <hr/>	<p><i>The teacher uses physical structures in the classroom that support the skill of encouragement</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual Daily Routine Posted and Used <input type="checkbox"/> Friends and Family Board <input type="checkbox"/> Meaningful Classroom Jobs with Job Board <input type="checkbox"/> Ways to Be Helpful Board/Book <input type="checkbox"/> Greeting Board with Greeting Ritual <input type="checkbox"/> Wish Well Board with Wish Well Ritual <input type="checkbox"/> Caring Connections Poster/Book <input type="checkbox"/> School Family Song <input type="checkbox"/> Visual Rule Cards <input type="checkbox"/> We Care Center <input type="checkbox"/> Celebration Center <p>Other:</p> <hr/> <hr/> <hr/>

<input type="checkbox"/> Positive Intent: Teacher commits to seeing the best in others. Optimism increases trust, safety, and moral behavior. When presented with an issue or a problem, teacher first tries to gain the child’s perspective and will respond to a child’s behavior after carefully considering the child’s motivation as either extending love or calling for love (help). Teacher reframes a child’s poor choice with positive intent and use it as a teachable moment. Teacher models respect and loving kindness by attributing positive motives to another’s behavior.	<p><i>The teacher uses language and teachable moments to model and teach the skill of positive Intent</i></p> <input type="checkbox"/> Responding with assumed positive intent-teacher uses “you wanted ____.” You were hoping ____” statements instead of why, what, or who questions. Teacher describes the child’s nonverbal actions when we don’t know what the child wants by saying “your body is telling me you might feel ____” and by mirroring the child’s actions.	<p><i>The teacher uses physical structures in the classroom that support the skill of positive intent</i></p> <input type="checkbox"/> Celebration Center <input type="checkbox"/> Group Time <input type="checkbox"/> Kindness Tree
<input type="checkbox"/> Assertiveness: Teacher sets limits respectfully and chooses to have the mindset that “what you focus on, you get more of” to create an opportunity for self-change. They are conscious of their inner and outer speech and use strategies like pivoting to regain self-control. Teacher practices breathing deeply and reminds themselves “what I focus on, I get more of. When I am upset, I always focus on what I don’t want” to help reverse the negative programming and reframe thinking. Teacher uses self-awareness to make assertive commands, instead of aggressive or passive commands, to communicate with the children both individually and to the group about expectations. Teacher uses tattling as a teaching tool and helps children build confidence in assertively dealing with intrusion from other children.	<p><i>The teacher uses language and teachable moments to model and teach the skill of assertiveness</i></p> <input type="checkbox"/> Teacher uses assertiveness to provides children with clear expectations such as “put your feet on the floor so you are safe.” “did you like it when ____? You didn’t like that so say ____.”	<p><i>The teacher uses physical structures in the classroom that support the skill of assertiveness</i></p> <input type="checkbox"/> Safe Place <input type="checkbox"/> During conflict <input type="checkbox"/> During large or small group story times
	Other: <hr/> <hr/> <hr/>	Other: <hr/> <hr/> <hr/>
	Other: <hr/> <hr/> <hr/>	Other: <hr/> <hr/> <hr/>

<input type="checkbox"/> Empathy: Teacher focuses on seeing each moment as it is. They teach children to identify, accept, and process their feelings, and to see the world from others' perspectives. Teacher is practicing the skill of empathy by understanding and joining with others, but not taking on the pain of others as their own. Teacher uses empathetic responses to the children's emotions to help them feel validated and to gain insight into the child's thoughts and actions.	<p><i>The teacher uses language and teachable moments to model and teach the skill of empathy</i></p> <input type="checkbox"/> Teacher mirrors what child looks like and gives words to their body language and actions. The teacher says, "your face went like this. You seem _____. It's hard when _____ happens." <input type="checkbox"/> Teacher notices, describes, and reflects during fits and fussing with children. When a child is upset, reflect back what you see, what you hear, and what you feel. "That frown is telling me you may feel angry. Something must have happened." Teacher offers Safe Place and breathing techniques to help the child calm down. <input type="checkbox"/> Read "Sophie Wants a Turn" <p>Other:</p> <hr/> <hr/> <hr/>	<p><i>The teacher uses physical structures in the classroom that support the skill of empathy</i></p> <input type="checkbox"/> Wish Well Board/Ritual <input type="checkbox"/> Absent Children Ritual <input type="checkbox"/> We Care Center <p>Other:</p> <hr/> <hr/> <hr/>
<input type="checkbox"/> Choices: Teacher practices the power of free will by understanding that the only person you can make change is yourself. Teacher often asks themselves, "how do I help the child be more likely to choose _____ rather than "how can I get the child to _____." Teachers have structures in place to help children build self-esteem and willpower. Teachers plan opportunities throughout the day to offer the children choices and the skill is practiced and offered in a calm state. Teacher is careful not to enter a power struggle with the child by reminding themselves they cannot make or force someone else to do something but instead help the child gain control by making a positive choice on their own.	<p><i>The teacher uses language and teachable moments to model and teach the skill of choice</i></p> <input type="checkbox"/> Teacher uses picture rule cards with two helpful choices to redirect behavior when they make a hurtful choice. The rule cards offer two visual positive choices for the child to choose. <input type="checkbox"/> Teacher builds opportunities throughout the day to offer children choices and to empower children while setting appropriate limits such as "it's time to go outside, would you like to hop down the hall like a bunny, or stomp like an elephant"? <input type="checkbox"/> Teacher verbally points out all of the many choices children are making throughout the day such as "I see you chose to draw today" or "Sam, you chose to stack the blocks on top of each other." <input type="checkbox"/> Teacher uses the parroting technique to calmly repeat the choices they offer. <input type="checkbox"/> Read "Shubert's Choice" <p>Other:</p> <hr/> <hr/> <hr/>	<p><i>The teacher uses physical structures in the classroom that support the skill of choice</i></p> <input type="checkbox"/> Picture rule cards <input type="checkbox"/> During Conflict <input type="checkbox"/> Daily Routine/ Transitions <p>Other:</p> <hr/> <hr/> <hr/>

Comments: _____
