Conscious Discipline Progress Assessment Rubric

Three and Four-Year-Old Classrooms

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# Introduction

This Conscious Discipline Rubric for 3 and 4-year-old classrooms details the 7 Powers and associated skills and structures that are essential for social-emotional regulation. It is essential that adults work to learn the 7 Powers and Skills so that they can then model and teach these skills to their children.

This rubric is designed to show areas of growth that can happen over time when a skill is intentionally focused on and practiced. It is recommended that the rubric section that is being focused on is completed before implementation and then periodically after to show growth.

Rubric Rating

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| --- | --- | --- |
| **Skill or Component** | **Score/Date**: | **Score/Date:** |
| 1. **Composure** |  |  |
| a) Safe Place |  |  |
| b) Friends and Family Board |  |  |
| c) Brain Smart Start |  |  |
| d) Safekeeper Ritual |  |  |
| e) Language of Safety |  |  |
| f) Greeting Ritual |  |  |
| g) Goodbye Ritual |  |  |
| 1. **Adult Assertiveness** |  |  |
| a) Teaching Assertiveness to Children |  |  |
| b) Visual Routines |  |  |
| c) Visual Daily Schedule |  |  |
| d) Transition Rituals |  |  |
| e) Social Stories |  |  |
| 1. **Encouragement** |  |  |
| a) Ways to Be Helpful |  |  |
| b) I Love You Rituals |  |  |
| c) Meaningful Jobs |  |  |
| 1. **Choices** |  |  |
| a) Picture Rule Cards |  |  |
| 1. **Empathy** |  |  |
| a) We Care Center |  |  |
| 1. **Positive Intent** |  |  |
| a) Celebration Center |  |  |
| b) Wish Well Ritual |  |  |
| c) Absent Child |  |  |
| 1. **Consequences** |  |  |
| a) Class Meeting |  |  |

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| **1. Composure** | Based on the Power of Perception, how we perceive an event dictates our composure. “No one can make me angry without my permission.” This skill is about the adult’s ability to maintain their composure as well as how they teach this skill to their children. | | | |
| **1 Little or No implementation**  There is no attempt by the adult to actively calm him or herself when triggered, nor is there any attempt to help the child calm down. Upset children are ignored, punished, or told to calm down or stop the upset behavior. | **2 Partial Implementation**  The adult attempts to fake calmness, even though it’s obvious he/she is upset. The adult works to distract children or hush them up to calm them down. Breathing activities are practiced during calm times, but not transferred to upset times. | **3 Mostly Functional Implementation**  The adult sometimes works to calm themselves, then the child. The adult teaches breathing activities during calm times and sometimes transfers those to upset times. The adult is beginning to understand that their state dictates the child’s state. | **4 Full implementation**  The adult regularly works to calm themselves, then the child by modeling active calming and saying, “Your safe, breathe with me, you can handle this.” The adult fully understands that their state dictates the child’s state. They regularly practice breathing activities during stressful times (beginning of day, transitions). There is a S.T.A.R. person for a class job, and the class understands it’s everyone’s job to help when other’s feel upset by being a S.T.A.R. |
| Score: | Comments: | | |
| a) Safe Place | 1 There is no Safe Place, or it is used for Time Out | 2 There is a Safe Place with items to help children regulate, but children aren’t taught how to use it. | 3 There is a Safe Place with items to help children regulate. Adults teach how to use the Safe Place and sometimes coach children in its use during difficult times. You can hear words such as, “Breathe with me. You can handle this.” | 4 Children can explain how to use the Safe Place and use it with teacher assistance or independently. Adults coach children through the 5 steps of self-regulation. The goal is a safe learning environment. Teachers demonstrate that they are also a Safe Place for their children. |
| Score: | Comments: | | |
| b) Friends and Family Board | 1 There is no Friends and Family Board | 2 There is a board that represents some of the families and staff. | 3 There is a board that represents most of the families and staff. The display is attractive and accessible to children. | 4 There is a board that represents all families and staff accessible to children and is kept up as the class grows and changes. Children can explain its purpose. Children have access to a Friends and Family Book for comfort and sharing with others. |
| Score: | Comments: | | |
| c) Brain Smart Start | 1 Brain Smart Starts are not used | 2 Some days some components of the BSS are used. Some children participate. | 3 The adult starts each day with most elements of the BSS and can explain each element. Most children participate. The teacher sometimes uses components throughout the day. | 4 The adult starts each day with the BSS, can explain the components purpose. The children are actively engaged and having fun. Components of the BSS are often used throughout the day. |
| Score: | Comments: | | |
| d) Safekeeper Ritual | 1 There is not Safekeeper Ritual. The classroom is based on control, not safety | 2 There are Safekeeper visual items but no ritual. | 3 The adult occasionally uses the Safekeeper Ritual. | 4 The adult consistently uses the Safekeeper Ritual and is recognized by children as the one keeping the classroom safe. Children can state that their job is to “help keep the classroom safe” |
| Score: | Comments: | | |
| e) Language of Safety | 1 The Language of Safety is not used. The classroom is based on control, not safety. You hear “Stop running” or “walking feet” | 2 The adult sometimes addresses safety by saying things such as, “Stop running, that’s not safe” | 3 The adult occasionally uses the language of safety. You hear, “Walk in the room so everyone is safe.” But also controlling statements. | 4 The adult and students consistently use the language of safety. |
| Score: | Comments: | | |
| f) Greeting Ritual | 1 Children and families are not individually greeted when they arrive. | 2 Children and families are occasionally greeted and/or the teacher is not present during the greeting. (i.e. a quick “Good morning!” shouted across the room). | 3 The adult greets each child and family with a greeting prop (apron, etc.) at the level of the person being greeted. | 4 The adult intentionally greets each child and family at their level with a prop and uses the 4 components of connection. |
| Score: | Comments: | | |
| g) Goodbye Ritual | 1 Children and families are not individually acknowledged when they leave each day. | 2 Children and families are occasionally acknowledged when they leave and/or the adult is not present during the goodbye. (i.e. a quick “See you tomorrow!” shouted across the room). | 3 The adult says goodbye each child and family with a goodbye prop (apron, etc. – can be the greeting prop) at the level of the person being said goodbye to. The adult may use this time to focus on positives of the day or to dwell on negatives. | 4 The adult intentionally says goodbye to each child and family at their level with a prop and uses the 4 components of connection. The teacher focuses on the positives of the day and how tomorrow will be even better. |
| Score: | Comments: | | |

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| **2. Adult Assertiveness** | | Based on the Power of Attention, what adults focus on tells children what is important. “What you focus on you get more of.” | | | | | | |
| **1 Little or No implementation**  The adult speaks from a passive or aggressive voice. Passive = asking for permission. Aggressive = do this or else. | | **2 Partial Implementation**  The adult is sometimes conscious of speaking in an active or passive voice and makes the attempt to be assertive. However, they may struggle with assertiveness feeling it is too rude or too soft. | | **3 Mostly Functional Implementation**  The adult understands that assertiveness is the voice of knowing and is working on giving clear, assertive commands to children. The adult will shift from passive or aggressive to assertive. | | **4 Full implementation**  The adult is comfortable with their assertive voice and uses it throughout the day. Phrases such as, “I’m going to…” or “Walk with your hands at your side like this” are common. |
| Score: | | Comments: | | | | |
| a) Teaching Assertiveness to Children | | 1 The adult doesn’t teach children to be assertive. Aggression is punished or lectured about their actions and asked them to apologize. Victims are largely ignored or told “You’re ok,” or soothed and coddled. | | 2 The adult sometimes goes to the victim first. They may say, “Use your words” or “Talk to the aggressor” or “How did that make you feel?” Aggression is always condemned and punished. | | 3 The adult often goes to the victim first and asks, “Did you like it?” then tells the child to say “I don’t like it” or “Stop.” The aggressor is sometimes lectured about being hurtful and asked to apologize. | | 4 The adult goes to the victim first and uses noticing or asks, “Did you like it?” then coaches the victim to say, “I don’t like it when you \_\_\_. Please\_\_\_” in an assertive tone. They tell the aggressor, “You wanted\_\_\_, You may not \_\_\_, \_\_\_ hurts. Say or do \_\_\_.” The adult teaches all children how to communicate assertively (“May I have a turn”) rather than acting out. Children are starting to use this language. |
| Score: | | Comments: | | | | |
| b) Visual Routines | | 1 No visual routines are displayed. The adult does not actively teach children how to meet expectations, they just expect children to know things or pick them up over time. | | 2 Some visual routines are displayed. The adult does not actively teach children how to meet expectations, they just expect children to know things or pick them up over time. | | 3 Visual routines are clear and accessible to children near the location for the routine. The adult Models, Add Pictures, and Practices (MAPs) all routines with children regularly. | | 4 Level 3, plus the adult adds new visual routines as needed and has created visual routine books to read to children and for children to use on their own. |
| Score: | | Comments: | | | | |
| c) Visual Daily Schedule | | 1 There is no visual daily schedule or it’s not useful for children. | | 2 There is a visual daily schedule useful for children, but the adult almost never refers to it. | | 3 There is a visual daily schedule useful for children used often by the adult to help children tell time. | | 4 Level 3, plus the children use the schedule themselves or when the adult prompts them, and the adult has created individualized schedules for children in need of extra support. |
| Score: | | Comments: | | | | |
| d) Transition Rituals | | 1 There are no transition rituals to help children handle the stress of change. | | 2 Some transition rituals are used, but these focus on the activity rather than connections with the children. | | 3 Several transition rituals are in place throughout the day and most children can anticipate when they are to begin. | | 4 The adult uses rituals during potentially stressful situations during the school day and beyond (new/moving children, end of year). The adult can explain why they use rituals with their children. |
| Score: | | Comments: | | | | |
| e) Social Stories | | 1 Social Stories are not used. Adults verbally remind children only of what not to do or of what to do in negative ways, no praise or encouragement is offered. | | 2 Social Stories are not used. Adults use verbal reminders to tell children what to do and what not to do. Occasional praise of encouragement offered. | | 3 Social Stories exist for difficult situations but are used only occasionally. | | 4 Social Stories exist for difficult situations and are used often and proactively. They are accessible to children and also sent home. |
| Score: | | Comments: | | | | |
| **3. Encouragement** | | Based on the Power of Unity – “We are all in this together” | | | | | | | |
| **1 Little or No implementation**  The adult only focuses on what is going wrong, not on how children can be successful. There is no encouragement or praise. | | **2 Partial Implementation**  The adult uses praise to get compliance and is often based on competition. They “catch them being good” and say, “Thank you,” “Good job,” and “I like the way that \_\_\_\_ is ready.” | | **3 Mostly Functional Implementation**  The adult is beginning to replace judgement with noticing and praise with encouragement. “Good job” becomes “You did it” or “Good for you” followed by a description of the child’s efforts. The adult strives to be intentional. | | **4 Full implementation**  The adult regularly uses noticing to encourage with the intent of helping children become conscious of their actions, not compliance. The adult uses level 3 phrases and “You did it, you \_\_\_. Way to go,” and “You \_\_\_ so \_\_\_. That was helpful.” Children begin to model the language with each other. | |
| Score: | | Comments: | | | | | |
| a) Ways to be Helpful | | 1 No visual images remind children how to be helpful. | | 2 The adult posts visual images on how to be helpful but rarely uses them or ties them to praise instead of encouragement. | | 3 The adult posts visual images accessible to children and refers to them often. Children are encouraged instead of praised. | | 4 Level 3 and Ways to Be Helpful Books are throughout the classroom and both board and books change throughout the year. | |
| Score: | | Comments: | | | | | |
| b) I Love You Rituals | | 1. The adult does not use I Love You Rituals and doesn’t seem to value connection with the children. | | 2. The adult sometimes uses I Love You Rituals as an activity without emphasis on connection. | | 3 The adult uses I Love You Rituals or other rituals with the group with the intent to connect and using the 4 components of connection. | | 4 Level 3 and the adult schedules one-on-one rituals with children who need more opportunities to connect (especially the “difficult children”). | |
| Score: | | Comments: | | | | | |
| c) Meaningful Jobs | | 1 No job board or job board is not used. | | 2 There is a job board, but only some children have jobs or there is a class helper of the day. | | 3 The job board is accessible to children and all children have jobs that they do every day. | | 4 Level 3 and the jobs are valuable to the children and community and children can explain this. Jobs rotate in a predictable order and encouragement is used. | |
| Score: | | Comments: | | | | | |

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| **4. Choices** | Based on the Power of Free Will, we are responsible for our own decisions, thoughts, and behaviors, and so is everyone else. “The only person you can make change is yourself.” | | | |
| **1 Little or No implementation**  Choices for children aren’t a part of the classroom. The adult is in charge and children comply. | **2 Partial Implementation**  The adult sometimes gives children 2 choices, usually one positive and one negative. The intent is compliance and making the “right” choices. | **3 Mostly Functional Implementation**  The adult sometimes offers 2 positive choices. Occasionally you hear, “You may \_\_\_ or \_\_\_. What is best for you?” The adult may still struggle with coming up with 2 positive choices as they tend to focus on unwanted behavior rather than on what they want to see. They may also give choices to children in the Survival State rather than helping them actively calm. | **4 Full implementation**  The adult regularly gives 2 positive choices to children in their emotional state. Older children in their executive state are asked to say their choices. The teacher helps children in the survival state actively calm. The adult focuses on what they want to see more of, and there are pictures and social stories to support this. |
| Score: | Comments: | | |
| a) Picture Rule Cards | 1 No picture rule cards exist | 2 Picture Rule Cards exist but aren’t referred to. | 3 Picture rule cards are accessible to children and reviewed often. The adult often uses them to provide 2 positive choices. | 4 Picture rule cares are accessible to children where they are needed. The rules are reviewed and used often to help children make positive choices. The adult individualizes picture rule cards for children needing more assistance. Children can explain their choices. |
| Score: | Comments: | | |

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| **5. Empathy** | Based on the Power of Acceptance, allowing things to be as they are and not struggling with reality. “The moment is as it is.” | | | |
| 1 Little or No implementation  The adult dismisses or ignores children’s emotional state, focusing only on behavioral change and making the upset go away. | 2 Partial Implementation  The adult sometimes notices the child’s emotional state out loud, “You seem angry” but the intent is on making the upset go away. | 3 Mostly Functional Implementation  The adult begins to understand when children are asking for understanding or information. You begin to hear noticing phrases and “You seem \_\_\_” and “You wanted \_\_\_.” | 4 Full implementation  The adult understands empathy helps children reach higher brain states and solve their own problems. Adults use noticing for children in the survival state, “You seem \_\_\_” and/or “You wanted/You were hoping \_\_\_” for children in the emotional state |
| Score: | Comments: | | |
| a) We Care Center | 1 There is no We Care Center, the focus is on compliance. | 2 There is a We Care Center, but it is not used by children. | 3 There is a We Care Center and many children use it to express their appreciation, care, and concern for others with adult help. There is a “We Care Person” as a job. | 4 Level 3 and children are actively encouraged to express their feelings to each other and they can explain the use of the center when asked. |
| Score: | Comments: | | |

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| **6. Positive Intent** | Based on the Power of Love, seeing the person not the behavior. “Seeing the best in others.” | | | |
| **1 Little or No implementation**  The adult assumes most misbehavior is due to disrespect or “bad” children. | **2 Partial Implementation**  The adult begins to understand that they are making up intentions behind children’s behavior. The adult often understands they have a choice in how to perceive behavior but falls back on assuming the behavior was on purpose. The adult usually questions aggressive children, “Why did you do that?” “What were you thinking?” “What is our rule about \_\_\_?” | **3 Mostly Functional Implementation**  The adult begins to attribute positive intent (missing skills, trying their best) to children’s behavior and knows that doesn’t mean they are letting them get away with anything. The adult may say “You wanted \_\_\_.” | **4 Full implementation**  They see misbehavior as a call for help due to a missing skill. They say things such as, “You wanted her to move but you didn’t know the words to use. You may not push, pushing hurts. When you want her to move say ‘Move please.” |
| Score: | Comments: | | |
| a) Celebration Center | 1 There is no Celebration Center. External rewards are used to make children behave. | 2 There is a Celebration Center, but it isn’t regularly used or acts only as a birthday board, etc. | 3 There is a Celebration Center and most children use the materials to post celebrations with adult help. | 4 There is a Celebration Center that is used by all children regularly with adult help. |
| Score: | Comments: | | |
| b) Wish Well Ritual | 1 There is no Wish Well Ritual and absent or upset children aren’t acknowledged. | 2 The adult uses a Wish Well Board but only for attendance. | 3 The adult uses the Wish Well Board to wish absent children well each day. | 4 Level 3 and children add their own picture each day to the Wish Well Board when they arrive. They also use the board to express concern for others. Children can explain the Board and Ritual. Everyone is encouraged to wish others well when there is conflict. |
| Score: | Comments: | | |
| c) Absent Child | 1 Children are not welcomed back after absences. | 2 Children are inconsistently welcomed back verbally. | 3 The Welcome Back Ritual is incorporated into the morning meeting for all children, regardless of reason for absence. | 4 Level 3, and all students participate in welcoming children back through chant or song. Absent children look forward to returning to school. |
| Score: | Comments: | | |

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| **7. Consequences** | Based on the Power of Intention and helping children learn from their mistakes. | | | |
| **1 Little or No implementation**  Rewards and punishments are used based on good/bad or right/wrong. | **2 Partial Implementation**  The adult begins to see that consequences aren’t given to children but are happening all the time. The adult will talk to children rather than dispensing rewards or punishments. | **3 Mostly Functional Implementation**  The adult helps children resolve conflicts with natural consequences. The consequence of unsafe behavior is to learn another safe/socially acceptable skill. You will hear, “Did you like it?” and “You wanted \_\_\_.” | **4 Full implementation**  The adult uses natural consequences to teach children new social skills and logical consequences to motivate children to use the skills (only to connected children who already know the skill). When a child becomes upset with a consequence, the adult offers empathy and follows through with the consequence. |
| Score: | Comments: | | |
| a) Class Meeting | 1 There is no time given for class meetings or discussions. The adult decides rules and consequences and children comply. | 2 Some time is given to focus on class issues, but the main focus is on compliance and consequences. | 3 Some time is given for a class meeting where the adult coaches children through the problem-solving process. You hear, “What can we do next time?” | 4 There is a regularly scheduled class meeting for dedicated to problem solving. You hear, “I’ve noticed,” “This is a problem for me because \_\_\_. Does it bother anyone else?” “So a class/family problem is \_\_\_,” “What could we do to solve the problem?” “What happens if someone fails to \_\_\_?” from the adult. |
| Score: | Comments: | | |