



Conscious Discipline® Aligned with High Scope® Infant-Toddler Curriculum

High Scope® Infant-Toddler Curriculum	Conscious Discipline® Curriculum	Power/Skill	Key/Theme
<p>Key Developmental Indicator S. Empathy: Children show empathy toward the feelings and needs of others</p> <p>COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community</p>	<p>Chapter 6 p 166-193</p> <p>Power of Unity Building the School Family</p> <p>Skill of Encouragement We are all in this together</p> <p>Encouragement, connection and belonging primes the brain for willingness, engagement and academic success</p> <p>Encouragement Summary p 191 Teaching Moments p 192 Implementation Checklist p 193</p>	<p>Chapter 8 p 218-251</p> <p>Power of Acceptance This moment is as it is</p> <p>Skill of Empathy Teaching children to manage their emotions</p> <p>Empathy integrates the brain for personal responsibility and self-control Summary p 249 Teaching Moments p 250 Implementation Checklist p 251</p>	<ul style="list-style-type: none"> Noticing you did it! Good for you! p 176 Noticing You _____ That was helpful, p 176-178 <ul style="list-style-type: none"> Wishing Well p 162 We Are All in This Together p 164 Connecting Rituals p 184-185 Noticing Formula p 179 Brain Breaks p 186 Ways to Be Helpful Board/Book p 180, 186 Kindness Tree p 187 Kindness Recorder p 187 Job Board p 188-190 Friends and Family Board p 190 <ul style="list-style-type: none"> I Choose Self Control Board p 223 Managing Emotional Maelstrom p 223 Feeling Buddies p 223 DNA, p 236 Rage Book p 246 We Care Center p 247 <ul style="list-style-type: none"> Reframes p 275 Teach Skills p 274 A. C. T. p 277 Celebration Center p 280 Wishing Well p 281 School Family Assemblies p 282
<p>Chapter 9 p 252-265</p> <p>Power of Love See the best in others</p> <p>Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children</p> <p>Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p 284 Teaching Moments p 285 Implementation Checklist p 285</p>	<p>Chapter 9 p 252-265</p> <p>Power of Love See the best in others</p> <p>Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children</p> <p>Optimism produces oxytocin, increasing trust, safety and moral behavior Summary p 284 Teaching Moments p 285 Implementation Checklist p 285</p>	<ul style="list-style-type: none"> You wanted _____ (or you were hoping), you may not _____ When you want _____ say or do _____ Say it now for practice, p 275 Acknowledge the intent. Clearly what skills to use. Take time to practice p 277 <ul style="list-style-type: none"> D = Your face is going like this (demonstrate). N = You seem _____ A = You wanted _____ or you were hoping _____ p 225 	



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High Scope Infant-Toddler Curriculum		Conscious Discipline® Building Resilient Classrooms	
Chapter	Skills	Skills	Skills
Chapter 9 p 252-285	<p>Power of Love See the best in others</p> <p>Skill of Positive Infant Creating teaching moments with oppositional, shut down and aggressive children</p>	<p>Optimism produces oxytocin, increasing trust, safety and moral behavior. Summary p 284</p> <p>Teaching Moments p 285</p> <p>Implementation Checklist p 285</p>	<p>Reframe p 273</p> <ul style="list-style-type: none"> • Teach Skills p 274 • A. C. T. p 277 • Celebration Center p 280 • Wishing Well p 281 • School Family Assemblies p 282
Chapter 5 p 120-159	<p>Key Developmental Indicator: 11. Group participations Children participate in group routines</p> <p>COR Advantage 15 Items F. Building relationships with other children G. Community K. Personal Care and Healthy Behavior</p>	<p>Attention directs neuroplasticity and all learning. Summary p 157</p> <p>Teaching Moments p 158</p> <p>Implementation Checklist p 159</p>	<ul style="list-style-type: none"> • Name, Verb, Point for assertive commands p 156-158 • Did you like it? p 148 • I'm going to ___ p 148
Chapter 6 p 166-193	<p>Power of Unity Building the School Family</p> <p>Skill of Encouragement We are all in this together</p>	<p>Encouragement, connection and belonging primes the brain for willingness, engagement and academic success</p> <p>Encouragement Summary p 191</p> <p>Teaching Moments p 192</p> <p>Implementation Checklist p 193</p>	<ul style="list-style-type: none"> • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formulas p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180, 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190



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High Scope Infant-Toddler Curriculum	Conscious Discipline Builds Brilliant Classrooms	Skills	Activities	Notes
<p>Key Developmental Indicators</p> <p>5. Attachment: Children form an attachment to a primary caregiver</p> <p>6. Relationships with adults: Children build relationships with other adults</p> <p>7. Relationships with peers: Children build relationships with peers</p> <p>COR Advantages: 1.5 Items</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p>	<p>Power of Unity Building the School Family- We are all in this together</p> <p>Skill of Encouragement We are all in this together</p>	<p>Encouragement, connection and belonging primes the brain for willingness, engagement and academic success</p> <p>Encouragement Summary p 191</p> <p>Teaching Moments p 192</p> <p>Implementation Checklist p 193</p>	<p>• Wishing Well p 162</p> <p>• We Are All in This Together p 164</p> <p>• Connecting Rituals p 184-185</p> <p>• Noticing Formula p 175</p> <p>• Brain Breaks p 186</p> <p>• Ways to Be Helpful Board/Book p 180, 186</p> <p>• Kindness Tree p 187</p> <p>• Kindness Recorder p 187</p> <p>• Job Board p 188-190</p> <p>• Friends and Family Board p 190</p>	<p>• Noticing: You did it Good for you! p 176</p> <p>• Noticing: You...so... That was helpful. p 176-178</p>
<p>Chapter 6 p 166-195</p>	<p>Power of Free Will The only person you can make change is yourself</p> <p>Skill of Choices Building self-esteem and willpower</p>	<p>Choices motivated from within, lacking coercion, improve goal achievement and self-regulation</p> <p>Summary p 215</p> <p>Teaching Moments p 216</p> <p>Implementation Checklist p 217</p>	<p>• Choices p 201-211</p> <p>• Shubert Books p 210</p> <p>• Sophie Books p 210</p> <p>• Baby Doll Circle Time™ p 211</p> <p>• Visual Rules p 212</p>	<p>• You have a choice! You may or... Which is better for you? p 204</p>
<p>Chapter 7 p 194-217</p>	<p>Power of Love See the best in others</p> <p>Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children</p>	<p>Optimism produces oxytocin, increasing trust, safety and moral behavior</p> <p>Summary p 284</p> <p>Teaching Moments p 285</p> <p>Implementation Checklist p 285</p>	<p>• Reframe p 273</p> <p>• Teach Skills p 274</p> <p>• A. C. T. p 277</p> <p>• Celebration Center p 280</p> <p>• Wishing Well p 281</p> <p>• School Family Assemblies p 282</p>	<p>• You wanted... (or you were hoping). You may not... When you want... say or do... Say it now for practice. p.275</p> <p>• Acknowledge the Intent Clarify what skills to use</p> <p>• Take time to practice p 277</p>
<p>Chapter 8 p 252-265</p>				



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Key Development Indicator & Sense of Competence: Children feel they are competent.	Chapter 5 p 120-159	Power/Skill Skill of Assertiveness Saying "no" and being heard: Setting limits respectfully Power of Attention What you focus on, you get more of	Brain Smart Attention directs neuroplasticity and all learning Summary p 157 Teaching Moments p 158 Implementation Checklist p 159	School/Family	Key Phrases
COE Advantages: LE Items F. Building relationships with other children H. Conflict resolution	Chapter 5 p 156-193	Power of Unity Building the School Family Skill of Encouragement We are all in this together	Encouragement, connection and belonging primes the brain for willingness, engagement and academic success Encouragement Summary p 191 Teaching Moments p 192 Implementation Checklist p 193	• Pivot p 123 • Noticing p 127-129 • Passive Voice p 130-131 • Aggressive Voice p 132-133 • Tell and Show p 135 • Assertive Commands p 139 • Redirection p 141 • I Messages p 142 • Tattling p 148 • Visual Routines p 152 • Class-made Books p 154 • Daily Schedules p 155 • Conflict Resolution Time Machine p 156 • After Conflict: Reconnecting Ritual p 29, 156, 319	• Naming, Verb, Paint for assertive commands p 136-138 • Did you like it? p 148 • I'm going to... p 148
				• Wishing Well p 152 • We Are All in This Together p 164 • Connecting Rituals p 184-185 • Noticing Formula p 179 • Brain Breaks p 186 • Ways to Be Helpful Board/Book p 180, 186 • Kindness Tree p 187 • Kindness Recorder p 187 • Job Board p 188-190 • Friends and Family Board p 190	• Noticing: You did it! Good for you! p 176 • Noticing: You... so... That was helpful. p 176-178



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Chapter	Power/Skill	Brain Smart	School/Family	Key Phrases
Chapter 6 p 166-185	<p>Power of Unity Building the School/Family Skill of Encouragement We are all in this together</p>	<p>Encouragement, connection and belonging primes the brain for willingness, engagement and academic success</p> <p>Encouragement Summary p 191</p> <p>Teaching Moments p 192</p> <p>Implementation Checklist p 193</p>	<p>Wishing Well p 162</p> <p>We Are All In This Together p 164</p> <p>Connecting Rituals p 184-185</p> <p>Noticing Formula p 179</p> <p>Brain Breaks p 186</p> <p>Ways to Be Helpful Board/Book p 180, 186</p> <p>Kindness Tree p 187</p> <p>Kindness Recorder p 187</p> <p>Job Board p 188-190</p> <p>Friends and Family Board p 190</p>	<p>Noticing: You did it! Good for you! p 176</p> <p>Noticing: You _____ so That was helpful, p 176-178</p>
Chapter 8 p 218-251	<p>Power of Acceptance This moment is as it is</p> <p>Skill of Empathy teaching children to manage their emotions</p>	<p>Empathy integrates the brain for personal responsibility and self-control</p> <p>Summary p 249</p> <p>Teaching Moments p 250</p> <p>Implementation Checklist p 251</p>	<p>Choose Self Control Board p 223</p> <p>Managing Emotional Mayhem p 223</p> <p>Feeling Buddies p 223</p> <p>D.N.A. p 236</p> <p>Rage Book p 246</p> <p>We Care Center p 247</p>	<p>D = Your face is going like this (demonstrate).</p> <p>N = You seem _____</p> <p>A = You wanted _____ or you were hoping _____ p 228</p>
Chapter 9 p 252-285	<p>Power of Love See the best in others</p> <p>Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children</p>	<p>Optimism produces oxytocin, increasing trust, safety and moral behavior</p> <p>Summary p 284</p> <p>Teaching Moments p 285</p> <p>Implementation Checklist p 285</p>	<p>Reframe p 273</p> <p>Teach Skills p 274</p> <p>A. C. T. p 277</p> <p>Celebration Center p 280</p> <p>Wishing Well p 281</p> <p>School Family Assemblies p 282</p>	<p>You wanted _____ (or you were hoping). You may not _____ when you want _____ say _____ or do _____. Say it now for practice p.275</p> <p>Acknowledge the intent</p> <p>Clarify what skills to use</p> <p>Take time to practice p. 277</p>

Chapter	Power/Skill	Brain-Smart	School Family	Key Phrases
Chapter 6 p 166-193	<p>Power of Unity Building the School Family We are all in this together</p> <p>Skill of Encouragement We are all in this together</p>	<p>Encouragement connection and belonging primes the brain for willingness, engagement and academic success</p> <p>Encouragement Summary p 191</p> <p>Teaching Moments p 192</p> <p>Implementation Checklist p 193</p>	<ul style="list-style-type: none"> Wishing Well p 162 We Are All in This Together p 164 Connecting Rituals p 184-186 Brain Breaks p 186 Ways to Be Helpful Board/Book p 180, 186 Kindness Tree p 187 Kindness Recorder p 187 Job Board p 188-190 Friends and Family Board p 190 	<ul style="list-style-type: none"> Noticing: You did it! Good for you! p 176 Noticing: You _____ so _____ That was helpful. p 176-178
Chapter 7 p 194-217	<p>Power of Free Will The only person you can make change is yourself</p> <p>Skill of Choices Building self-esteem and willpower</p>	<p>Choices motivated from within, lacking coercion, improve goal achievement and self-regulation</p> <p>Summary p 215</p> <p>Teaching Moments p 216</p> <p>Implementation Checklist p 217</p>	<ul style="list-style-type: none"> Choices p 201-211 Stuberz Books p 210 Sophia Books p 210 Baby Doll Circle Time™ p 211 Visual Rules p 212 	<ul style="list-style-type: none"> You have a choice! You may _____ or _____ Which is better for you? p 204
Chapter 9 p 252-285	<p>Power of Love See the best in others</p> <p>Skill of Positive Intent Creating teaching moments with oppositional, shut down and aggressive children.</p>	<p>Optimism produces oxytocin, increasing trust, safety and moral behavior</p> <p>Summary p 284</p> <p>Teaching Moments p 285</p> <p>Implementation Checklist p 285</p>	<ul style="list-style-type: none"> Refrains p 273 Teach Skills p 274 A. C. T. p 277 Celebration Center p 280 Wishing Well p 281 School Family Assemblies p 282 	<ul style="list-style-type: none"> You wanted _____ (or you were hoping). You may not _____ when you want _____ say or do _____ Say it now for practice. p.275 Acknowledge the intent Clarify what skills to use Take time to practice p. 277



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Chapter	Power/Skill	Brain Smart	School Family	Key Phrases
<p>Chapter 3 p 60-63</p> <p>Key Developmental Indicator 14. Moral Development: Children develop an internal sense of right and wrong.</p> <p>COR Advantage 1.5 Item FF. Knowledge of self and others</p>	<p>School Family Model Creating Compassionate School Circles</p>	<p>1. Optimizes brain development p 64-65 2. Embeds resilience into the school culture p 66-67 3. Helps heal the cycle leading from loss to violence p 67-68 4. Fosters conflict resolution skills p 68-70 5. Promotes the effectiveness of consequences p 70 6. Models and teaches our highest values p 70-71 7. Models shared power and democracy p 72-73 8. Reignites the inherent joy of teaching and learning p 73-74</p>	<p>• Managing Emotional • Mayhem p 93 • Brain Smart Start pp. 106-110 • Safekeeper Ritual pp. 111-112 • Safe Place pp. 113-114 • Friends and Family Board p 115 • Greeting/Goodbye Rituals p 108</p>	<p>• Oops! p 88 • I'm safe, Keep breathing, I can handle this, p 92 • You're safe, Breathe with me • S.T.A.R. - Smile, Take a breath and Relax! p 101 • Noticing: Your arm is going like this (demonstrate), p 103 • Drain p 105 • Balloon p 105 • Pretzel p 106</p>
<p>Chapter 4 p 84-119</p> <p>Key Developmental Indicator 15. Conflict resolution: Children resolve social conflicts.</p> <p>COR Advantage 1.5 Items D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p>	<p>Power of Perception No one can make you angry without your permission.</p> <p>Skill of Composure Being the person you want others to become.</p>	<p>Composure gives you access to the higher centers of your brain Composure Summary p 116 Teaching Moments p 117 Implementation Checklist p 119</p>	<p>Pivot p 123 Noticing p 127-129 Passive Voice p 130-131 Assertive Voice p 132-133 Assertive Voice p 133-135 Tell and Show p 138 Assertive Commands p 139 Redirection p 141 I Messages p 142 Tattling p 146 Visual Routines p 152 Class-made Books p 154 Daily Schedules p 155 Conflict Resolution Time Machine p 156 After Conflict Reconnecting Ritual p 29, 156, 319</p>	<p>• Name, Verb, Point for assertive commands p 136-138 • Did you like it? p 148 • I'm going to _____ p 148</p>
<p>Chapter 5 p 120-169</p>	<p>Skill of Assertiveness Saying "no" and being heard; Setting limits respectfully</p> <p>Power of Attention What you focus on, you get more of</p>	<p>Attention directs neuroplasticity and all learning Summary p 157 Teaching Moments p 158 Implementation Checklist p 159</p>	<p>• Pivot p 123 • Noticing p 127-129 • Passive Voice p 130-131 • Assertive Voice p 132-133 • Assertive Voice p 133-135 • Tell and Show p 138 • Redirection p 141 • I Messages p 142 • Tattling p 146 • Visual Routines p 152 • Class-made Books p 154 • Daily Schedules p 155 • Conflict Resolution Time Machine p 156 • After Conflict Reconnecting Ritual p 29, 156, 319</p>	