

Conscious Discipline® and CLASS® Emotional Support “Crosswalk”

“The Powers of Conscious Discipline® support the Classroom Assessment Scoring System (CLASS®) focus on interactions between teachers and children and what teachers do with the materials in the classroom.”

CLASS® Emotional Support	X = Conscious Discipline® Matching with CLASS® Emotional Support						
	Conscious Discipline® “7 Powers” and Self-Regulation Skills						
	Perception <i>Composure</i>	Attention <i>Assertiveness</i>	Unity <i>Encouragement</i>	Free Will <i>Choices</i>	Acceptance <i>Empathy</i>	Love <i>Positive Intent</i>	Intention <i>Consequences</i>
Positive Climate							
• Relationships	X		X		X	X	
• Positive Affect	X		X			X	
• Positive Communication	X		X			X	
• Respect	X	X	X			X	
	Perception <i>Composure</i>	Attention <i>Assertiveness</i>	Unity <i>Encouragement</i>	Free Will <i>Choices</i>	Acceptance <i>Empathy</i>	Love <i>Positive Intent</i>	Intention <i>Consequences</i>
Teacher Sensitivity							
• Awareness							X
• Responsiveness	X		X	X	X	X	
• Address Problems		X	X		X	X	
• Student Comfort	X				X	X	
	Perception <i>Composure</i>	Attention <i>Assertiveness</i>	Unity <i>Encouragement</i>	Free Will <i>Choices</i>	Acceptance <i>Empathy</i>	Love <i>Positive Intent</i>	Intention <i>Consequences</i>
Regard for Student Perspectives							
• Flexibility and Student Focus	X	X					X
• Support for Autonomy & Leadership	X	X	X	X			X
• Student Expression	X		X			X	X
• Restriction of Movement				X			

Assembled by: Angela Vierkant, Parent Aware Quality Coach & CLASS® Coach – Families First of Minnesota

- Concepts adapted from Conscious Discipline® by Dr. Becky Bailey. www.ConsciousDiscipline.com 800-842-2846
- Bailey, Rebecca Anne. *Conscious Discipline® Building Resilient Classrooms*. Loving Guidance, 2015.
- “Crosswalk for Conscious Discipline® and CLASSroom Assessment Scoring System (CLASS®).” *Conscious Discipline®*, Loving Guidance, LLC, 28 Apr. 2020, consciousdiscipline.com/resources/head-start-teaching-practices-and-CLASSroom-assessment-scoring-system-CLASS/.
- “Positive Climate, Teacher Sensitivity, Regard for Student Perspectives.” *Dimensions Guide: Pre-k, CLASS®, by Robert C. Pianta*, Teachstone Training, 2014, pp. 4–11.

Conscious Discipline® (CD) 7 Powers

- **Power of Perception** – “No one can make you angry without your permission.”
 - **Self-Regulation Skill: Composure**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 4 (Pg. 86)
 - **CD Activities:** Friends and Family Board, Safekeeper Ritual, Brain Smart Start, Safe Place, Greeting Rituals, Goodbye Rituals
- **Power of Attention** – “Whatever you focus on you get more of.”
 - **Self-Regulation Skill: Assertiveness**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 5 (Pg. 120)
 - **CD Activities:** Visual Routines, Daily Schedules, CLASS® Made Books
- **Power of Unity** – “We are all in this together.”
 - **Self-Regulation Skill: Encouragement**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 6 (Pg. 162)
 - **CD Activities:** Connecting Rituals, Ways to be helpful, Kindness Tree, Classroom Jobs
- **Power of Free Will** – “I am in charge of me and I’m the only person who can make myself change. “
 - **Self-Regulation Skill: Choices**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 7 (Pg. 194)
 - **CD Activities:** Visual Rules, Two Positive Choices
- **Power of Acceptance** – “The moment is as it is.”
 - **Self-Regulation Skill: Empathy**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 8 (Pg. 218)
 - **CD Activities:** We Care Center, Sophie and Shubert Books, Book: Helping My Feelings Buddies
- **Power of Love** – “I am willing to see the best in others.”
 - **Self-Regulation Skill: Positive Intent**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 9 (Pg. 254)
 - **CD Activities:** Celebration Center, Wishing Well, School Family Assemblies
- **Power of Intention** – “Mistakes are opportunities to learn.”
 - **Self-Regulation Skill: Consequences**
 - **Conscious Discipline® Building Resilient Classrooms:** Chapter 10 (Pg. 286)
 - **CD Activities:** CLASS® Meetings, Time Machine

CLASS® Emotional Support

- **Dimension: Positive Climate** – “warmth and connections shared by teachers and children.”
 - **Indicators: Relationships, Positive Affect, Positive Communication, Respect**
 - **Pre-K CLASS® Dimensions Guide** – Pages 4 and 5
- **Dimension: Teacher Sensitivity** – “describes how teachers consistently, quickly and effectively respond to individual children’s need.”
 - **Indicators: Awareness, Responsiveness, Addresses Problems, Student Comfort**
 - **Pre-K CLASS® Dimensions Guide** – Pages 8 and 9
- **Dimension: Regard for Student Perspective** – “intentionally and consistently placing an emphasis on children’s interests, motivations and points of view.”
 - **Indicators: Flexibility & Student Focus, Support for Autonomy & Leadership, Student Expression, Restriction of Movement**
 - **Pre-K CLASS® Dimensions Guide** – Pages 10 and 11

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