

Conscious Discipline® SEL Alignment Subject Key: Classroom Structures, Rituals, & Routines

Subject Key

Classroom Structures	Description
a. Safe Place	An inviting space is created which provides children the opportunity to remove themselves from the group to become calm, regain composure and maintain control when upset, angry or frustrated.
b. Circle Time/Morning Meetings	The goal is to unite as one group, connect with each other through various greeting activities, disengage the stress response as children and teachers transition from home to school and commit to a wonderful day of learning and caring for each other.
c. Meaningful Jobs	All children have a meaningful job each day that provides them with opportunities to be significant contributors to others.
d. Friends & Family	Picture boards and books are created which include photos of everyone in the School Family™ and extended family to visually show the interconnection.
e. Ways to be Helpful	Concrete illustrations are provided to children to show the expected behaviors in the School Family™ through the use of discussions, role plays, picture boards and books.
f. Time Machine/Instant Replay	A designated space is provided to help children learn how to assertively handle name calling, teasing, pushing, distraction, and interpersonal conflicts by going back in time to change hurtful interactions into helpful exchanges.
g. Picture Rule Cards	Visual images are provided to children of helpful choices they can make when they find themselves involved in hurtful actions.
h. Celebration Center	Opportunities are provided for children and adults to honor one another by celebrating effort and achievements publicly.
i. We Care Center	Time and materials are provided to children so they may express their appreciation, concern and caring for one another.
j. Class Meetings/Circle Time	A time and space are provided to children and adults to celebrate, connect and solve problems.
Rituals & Routines	Description
k. Safe Keeper Ritual	A concrete way, both verbally and nonverbally, of representing to students that the teacher's job is to keep them safe and that their job is to help keep everyone safe.
l. Brain Smart® Start	A routine that consists of four components to begin the school day, which help students develop a sense of affiliation and safety through activities to unite, their stress response is disengaged so their

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	brains are prepared for cortical learning, they connect with others verbally and nonverbally to help them maintain focused attention and have a motivation to learn, and through activities to commit their brains produce serotonin and they develop a sense of responsibility.
m. Appreciation Ritual	Verbal and written expressions of caring and helpfulness.
n. New Student & Greeting/Goodbye Rituals	Children are welcomed, greeted and helped to transition both nonverbally and verbally. Nonverbally, through eye contact or a touch, and having the adult present; verbally in ways such as, "I'm glad you are here today." Ceremonies are often created by the students in a classroom to welcome new students to their School Family™.
o. Kindness Ritual	Kind acts are recorded and noticed by the children and adults in the classroom, and then celebrated.
p. S.T.A.R. & Wish Well Rituals	Smile, Take a breath, And, Relax helps to move us from the lower centers of our brains to the higher centers of our brains where we have self control. Wishing Well is a way of focusing our intentions that turns possibilities into realities.
q. Daily Routine	A consistent and predictable visual routine to the daily schedule, which helps provide a safe environment.
r. Cheer Card Rituals	Verbal and nonverbal means of celebrating children's success with tasks, commitments, helpfulness, problem solving, effort, and purpose within a School Family™.
s. Absent Child & Welcome Back Rituals	The School Family™ brainstorms ideas for things they can do for a child who is absent. Ideas often include cards, letters, songs, and poems.
t. Connecting Rituals & Group Commitments	Connecting rituals are those activities that ask children to consciously touch one another and/or make eye contact. Group commitments are agreements that focus on how to treat one another within the School Family™ (i.e.: gently touches, helping hands, etc.).