



**Social Emotional (SE) Pyramid/Conscious Discipline (CD)
Observation & Planning Tool for Preschool Classroom/FCCH Setting: Level 2**

Agency/Site/Classroom/FCCH: _____ Date: _____

Educator: _____ Observer: _____

Expectation	Strategies	Observation Notes	Plan & Timeline
<p>Specific Greeting for Each Child Daily. (Classroom management techniques to build relationships and put child in 'ready to learn' state.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a Greeting Tool to let children choose how they'd like to be greeted (and/or say good-bye to their family) based on menu of choices on large plastic plate, card stock or easel. (Le. fist pump, high five, hug, hand shake, head nod/bow). A child could be the designated 'Greeter' as their Job. <input type="checkbox"/> Educator explicitly teaches children the steps AND expectations of transitions. Individualization Technique: Specific "I Love You Rituals" Transition plates with activities to do during clean up time for disruptive child. 		
<p>Use Visuals to Support Communication (CSEFEL Solution Cards, Photo Communication cards)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Children know what to do when they enter the classroom/FCCH and during scheduled transitions. <input type="checkbox"/> Educator structures activities so that there is a clear beginning, middle, AND end using visual supports. <input type="checkbox"/> Create a "Solution kit" using CSEFEL solution cards, and other CSEFEL tools i.e. Tucker Turtle, Safety Friends, individualized scripted story etc. <input type="checkbox"/> Use photos of objects, actions, routines to support children with communication as necklace/cards on rings/ individual schedule. 		
<p>Safe Keeper Practice in Daily Routines (Safety strategy to help child understand the function of expectations/agreements/rules are to keep us safe.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Decorate a treasure container (i.e. box, can). Have pictures of children laminated on card stock to place in Safe keeper treasure container. Safe keeper could be child job. State safety chant as child places self in Safe keeper container: Educator: "My job is to keep you safe. "Child: "My job is to help keep it safe." <input type="checkbox"/> Educator joins in children's play to expand their interactions and ideas with other children as well as modeling appropriate interactions. <input type="checkbox"/> Children are reminded of posted behavior expectations or rules throughout the day. <input type="checkbox"/> Educator comments on appropriate child behaviors, linking the behavior to the posted classroom rules or expectations. <input type="checkbox"/> Almost all interactions between adults are related to children or classroom activities. Individualization technique: Become child's first friend (playful moments where teacher plays w/child to help child make and keep friends). Once calm, (playing safely overall), invite 1-3 more children to join play to model and coach child how to play with other children. 		

Wishing Well Absent Children	<input type="checkbox"/> When there is a child absent they can wish child well. Educator or child who is Safe keeper will place (picture of child) in heart box/can, "We wish name well". (Wish well box is small box/can decorated with hearts).		
Job Board with Jobs for Every Child	<input type="checkbox"/> Post job board to give each child opportunity to be "helper" in the classroom community. <input type="checkbox"/> Children actively take a roll in caring for the environment by participating in meaningful roles. (I.e. Wiping tables with soap and water solution, setting table, helping to preparing snack.) <input type="checkbox"/> Educators encourage children to be active members of the school family and teach children the skills rather than doing all the leaning and setting up themselves throughout the day.		
A "Safe Place" is Designated in the Room	<input type="checkbox"/> "Safe Place" where only one child can go to be alone with calming choices {breathing choices, Books, C.D.'s "I Love You Rituals", Fidgets (safety) toys, feelings icons, etc.) is encouraged an essential part of the environment. <input type="checkbox"/> "Safe Place" has been introduced, children encouraged to use safe place any time they want alone time, not just during behavior challenges. <input type="checkbox"/> "Safe Place" is used as a way to self soothe. Feelings are discussed and identified. <input type="checkbox"/> Educator has extended comfortable AND positive conversations with child when they are dealing with emotions.		
Deep Breathing Breaks Throughout the Day	<input type="checkbox"/> Add breathing breaks to specific times of day (i.e. before meals, before clean up, group times) and spontaneously as necessary. <input type="checkbox"/> Choose CD Deep Breath Technique: i.e. S.T.A.R., Balloon, Faucet, Pretzel. S.T.A.R.: Smile (or Stop) Take a deep breath And Relax		
Acts of Kindness	<input type="checkbox"/> Place cut out hearts on tree posted in room or 3D foam hearts or other symbol used to highlight observed or received acts of kindness weekly. Count and recall verbally throughout week acts of kindness. <input type="checkbox"/> Adults give positive feedback to each other about something that is going well with a child, in the classroom or each other. <input type="checkbox"/> Adults give positive feedback to each other about something that is going well with a child, in the classroom or each other throughout the day. <input type="checkbox"/> Post photos or create photo books of helpful acts to provide as visual tools regarding expectations; what it means to be safe, kind and helpful.		