

Coachee Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Needs Assessment: Teaching Practices Engaging Interactions and Environments and Individualized Teaching and Learning**

**Instructions:** These are effective practices for supporting children’s learning. Read each statement and use the 1-5 scales to show how often you are using each practice now, and how often you would like to use it. The Conscious Discipline Building Resilient Classrooms book supports each practice that are listed in the last column.

Teaching Practices	I am doing this now...		I want to do this...		Conscious Discipline Building Resilient Classrooms						
	Not at all	All the time	Not at all	All the time							
<b>Noticing</b>											
1. I use statements to engage prosocial and cooperative behaviors with children and adults.	1	2	3	4	5	1	2	3	4	5	Intentional noticing Pages 118, 128, 165, 176-179
2. I practice noticing not judging which allows children to focus on the goal.	1	2	3	4	5	1	2	3	4	5	What you focus on you get more of Pages 112, 128-129, 166-171
3. I understand misbehavior is a sign to communicate a need.	1	2	3	4	5	1	2	3	4	5	Positive Intent Pages 260-279
<b>Assertiveness</b>											
1. I practice victim first and teach a helpful way to communicate.	1	2	3	4	5	1	2	3	4	5	I-Messages Pages 142-149
2. I focus on what I want children to do, rather than what I don’t want.	1	2	3	4	5	1	2	3	4	5	Pivoting Pages 123-124
3. I focus on using an assertive voice.	1	2	3	4	5	1	2	3	4	5	No Doubt Voice Pages 130-135
<b>Composure</b>											
1. I identify my triggers and change trigger thoughts to calming thoughts.	1	2	3	4	5	1	2	3	4	5	Trigger Thoughts Pages 89-96
2. I offer children choices, promoting responsibility for their choices.	1	2	3	4	5	1	2	3	4	5	“I can” attitude Pages 203-215

3. I practice breathing techniques to reduce and manage stress in myself and teach children and parents how to use these techniques.	1 2 3 4 5	1 2 3 4 5	Breathing Techniques Pages 105-106
<b>Routines</b>			
1. I use a daily schedule and visual routines to create a felt sense of safety in the classroom or on the home visit.	1 2 3 4 5	1 2 3 4 5	MAP: Model, Add, Practice Pages 75, 106-114, 152-158, 251, 322
2. I use a daily schedule and follow rituals to create a felt sense of safety in the classroom or on the home visit.	1 2 3 4 5	1 2 3 4 5	Rituals Pages 76-80, 184-186
3. I have a daily schedule and follow structures to create a felt sense of safety in the classroom or on the home visit.	1 2 3 4 5	1 2 3 4 5	Conscious Discipline Structures Pages 80-82, 187-190
<b>The Safe Place</b>			
1. I practice active calming and understand my role as a safe keeper in the classroom or on home visits. (STAR, Affirm, and Wish You Well)	1 2 3 4 5	1 2 3 4 5	Active Calming for Adults Pages 43-45, 101-104
2. I practice Describe, Name, and Acknowledge techniques.	1 2 3 4 5	1 2 3 4 5	DNA Pages 236-249
3. I create, with the child/children, a “Safe Place” structure for children to self-regulate within my classroom or at their home.	1 2 3 4 5	1 2 3 4 5	Keeping You Safe Pages 117-119, 315

**Notes:** \_\_\_\_\_

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