



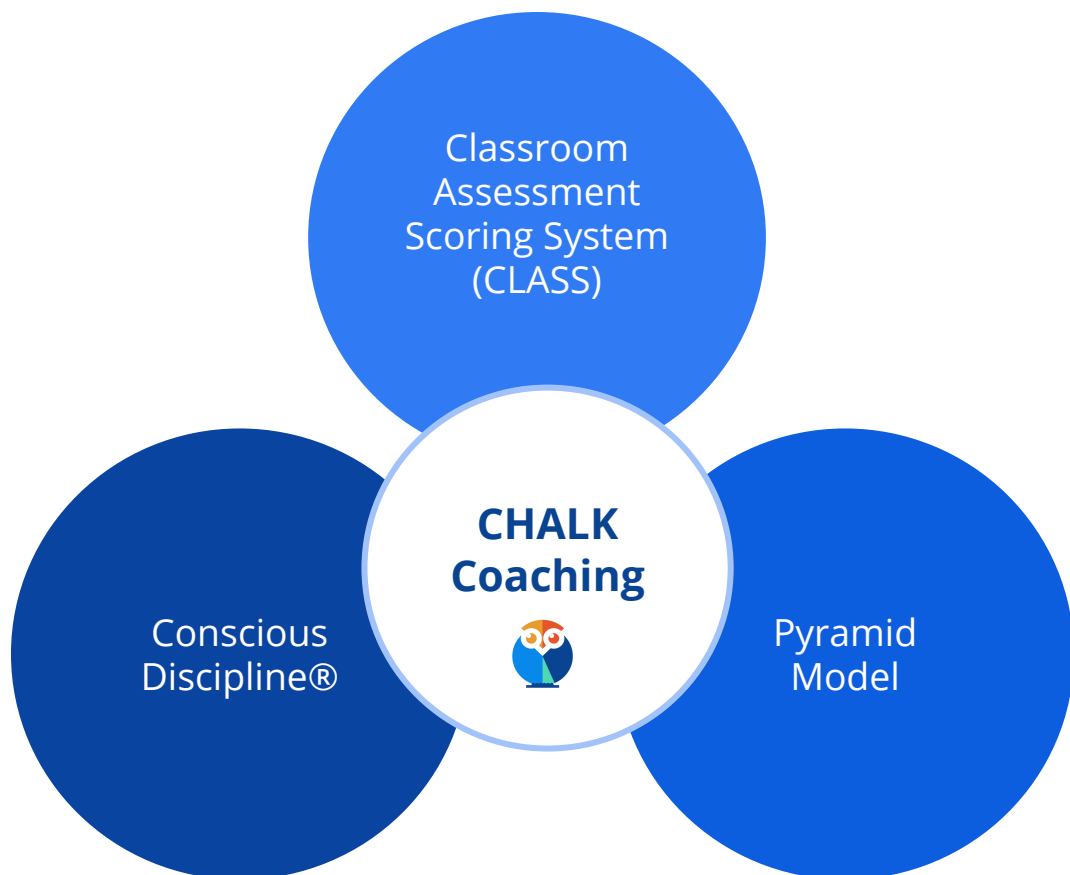
## CHALK Coaching and Common Early Childhood Programs

The research-based practices in CHALK Coaching align with key practices featured in three widely-used early childhood programs: the Classroom Assessment Scoring System (CLASS), *Conscious Discipline*®, and the *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children*.

The following pages include:

**Practical examples** of how a teacher and coach might use CHALK to support implementation of strategies from each program.

**Summary tables** highlighting the connection between CHALK practices and the components of each program.



**CLASS:** <https://education.virginia.edu/classroom-assessment-scoring-system>

**Conscious Discipline:** [consciousdiscipline.com](https://consciousdiscipline.com)

**Pyramid Model:** [pyramidmodel.org](https://pyramidmodel.org)



## CHALK and *Conscious Discipline*®

### **Practical Example**

In this example, the teacher and coach use CHALK to set goals that align with key *Conscious Discipline*® practices: **Transition Rituals** and the **Encouragement Skill**.

The teacher's preschool program recently adopted *Conscious Discipline*® to support classroom management skills and children's social-emotional learning. Program leadership are encouraging coaches and teachers to start with the Power of Attention/Skill of Assertiveness, which includes transitions rituals, as they begin to implement *Conscious Discipline*®. Once teachers demonstrate progress with transitions, they will be encouraged to shift their focus to the Encouragement Skill.

Using the CHALK Transition Time and Classroom Climate observation and action-planning tools, the teacher and coach focus on key practices that are present in both CHALK and *Conscious Discipline*®, such as using visuals during transitions, modeling routines for children, and drawing attention to appropriate behavior with positive, descriptive praise. As the teacher works toward achieving CHALK goals, they are simultaneously implementing several *Conscious Discipline*® practices.

CONSCIOUS DISCIPLINE®	CHALK
<b>Transition Rituals</b> Teachers <b>reduce the length of time</b> that children spend in transitions and incorporate <b>learning activities</b> when possible. They <b>review behavior expectations and transition cues</b> with children to ensure success.	<b>Transition Time</b> Teachers limit the number of transitions that occur, <b>reduce the length of time</b> that children spend in transitions, and increase time spent in <b>learning activities</b> . They <b>review behavior expectations and transition cues</b> with children.  <b>Example CHALK goal:</b> Reduce time children spend in transition to 10% of the total observation.
<b>Encouragement Skill</b> Teachers notice children's strengths and use <b>positive descriptive language</b> to draw children's attention to their peers' strengths. Teachers <b>avoid using general praise</b> .	<b>Classroom Climate</b> Teachers increase <b>positive descriptive language</b> to approve of children's behavior and <b>avoid using general praise</b> . Teachers do less redirecting and disapproving of children's behavior.  <b>Example CHALK goal:</b> Increase specific approvals to 75% of total responses to children's behavior.



## Crosswalk for CHALK and Conscious Discipline®

Conscious Discipline Structures	CHALK Practices									
	Transition Time					Classroom Climate				
	Before Transition: Make a Plan	Review Expectations and Cues	Incorporate Learning Activities	Support Individual Students	After Transition: Debrief	Specific Approval	Non-specific Approval	Redirection	Positive Tone	
Power of Attention/Skill of Assertiveness										
Visual Routines	✓	✓	✓	✓				✓		✓
Visual Rules		✓	✓	✓						✓
Visual Daily Schedule		✓	✓	✓						✓
Individual Daily Schedule		✓	✓	✓						✓
Transition Rituals	✓	✓	✓	✓	✓					✓
Social Stories		✓	✓	✓						✓
Voice/Assertive Commands		✓	✓	✓		✓		✓		✓
Time Machine		✓	✓	✓				✓		✓
Power of Unity/Skill of Encouragement										
Encouragement		✓		✓	✓	✓	✓	✓		✓
Ways to be Helpful				✓				✓		
Kindness Tree				✓	✓	✓				
Power of Free Will/Skill of Choices										
2 Positive Choices		✓	✓	✓				✓		✓
Picture Rule Cards		✓	✓	✓				✓		✓



## Crosswalk for CHALK and Conscious Discipline ®

Conscious Discipline Structures	CHALK Practices									
	Transition Time					Classroom Climate				
	Before Transition: Make a Plan	Review Expectations and Cues	Incorporate Learning Activities	Support Individual Students	After Transition: Debrief	Specific Approval	Non-specific Approval	Redirection	Positive Tone	
Power of Love/Skill of Positive Intent										
Celebrations			✓	✓	✓	✓	✓		✓	
Power of Perception/Skill of Composure										
Safekeeper Ritual		✓	✓	✓		✓		✓	✓	
Breathing	✓		✓	✓	✓			✓	✓	
Active Calming	✓		✓	✓	✓			✓	✓	
Noticing			✓	✓					✓	
Power of Intention/Skill of Consequence										
Classroom Meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Positive Intent			✓	✓		✓	✓	✓	✓	
Consequences	✓	✓	✓	✓	✓			✓	✓	
Power of Acceptance/Skill of Empathy										
We Care Center		✓	✓	✓				✓	✓	