CONSCIOUS DISCIPLINE IMPLEMENTATION: A CASE STUDY ON TEACHER MANAGEMENT OF CHRONIC PROBLEM BEHAVIORS

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ABSTRACT

CONSCIOUS DISCIPLINE IMPLEMENTATION

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Effective classroom management is one of the most important factors that contributes to instructional time and student achievement. Conscious Discipline is an approach to classroom management that emphasizes social-emotional development of adults and the children that they interact with. This study examined the implementation of this approach in nine kindergarten thru third grade classrooms. The teachers participated in the experimental group (n = 8) or the control group (n = 1). The teachers who participated in this study received Conscious Discipline training during the Fall 2011 school semester. The goals of this training were to help teachers enhance social and emotional skills of children, increase academic engagement, and change the teacher's perceptions and responses to behavioral conflict situations in the classroom. Once fully implemented during the Spring 2012 semester teachers experienced a decrease in time spent correcting student misbehavior, an increase in student engagement, and a decrease in student misbehavior. Teacher data was collected through pre and post self-ratings and fidelity of implementation observations. In addition, student data was obtained through structured classroom behavioral observations, and behavioral and emotional ratings of students. Similar data was also collected on a control classroom not participating in the

Conscious Discipline training. Results indicated trends in increased teacher's perceptions of improved classroom management. Teachers reported significantly less time spent managing discipline issues following the implementation of the Conscious Discipline program. Social-emotional ratings significantly decreased for the target students. Behavior ratings indicated increased academic engagement across both target students and their peers. Additionally, teachers reported significantly less disruptive behaviors in their classrooms. Fidelity checks for the Conscious Discipline Skills and Structures were also reported.

CHAPTER 1: INTRODUCTION

Research indicates that classroom management plays a critical role in student learning (Jones & Jones, 2004; Levin & Nolan, 2004; Marzano, 2003). Classroom management is a term that encompasses teacher control over classroom order, discipline, cooperation, and student misbehavior. Brophy (1988) identified classroom management as the ability to obtain student cooperation while minimizing unwanted behaviors, and intervene effectively when misbehaviors do occur. Moreover, effective classroom managers maximize student engagement when they can simultaneously implement engaging instructional methods and control misbehaviors.

When a teacher has poor management skills, both the teacher and the student are subsequently impacted. These teachers frequently spend more time managing problem behaviors taking away time spent teaching and time spent in student learning. Effective classroom management strategies aim to increase time spent teaching, increase time students spend being engaged, and improve academic achievement among students, all while decreasing problem behaviors (Marzano, 2003). Management strategies that are clear and consistent have a significantly positive impact on student behavior. A teacher's management skill set has been identified as the single most important factor that influences student achievement (Wang, Heartel & Walberg, 1997). Teachers who are flexible and are able to utilize varying management strategies across different situations, students, and problems are identified as more effective classroom managers.

Effective management practices allow teachers to plan for, prevent, and address disruptive behaviors, while utilizing organizational and instructional methods to promote

student learning. Research indicates that teachers consistently have higher student engagement and on-task behavior when they understand factors that motivate student behavior, hold class-wide expectations, and use a systematic way to manage misbehavior (Levin & Nolan, 2004). Moreover, it is beneficial to have preplanned intervention strategies to manage problem behaviors. These management strategies increase the likelihood of appropriate student behavior, which will lead to increased time spent teaching and higher academic performance across students. The purpose of this study is to replicate a previous research study on the effectiveness of the classroom management strategy, Conscious Discipline.

Review of the Literature

Classroom management positively impacts student learning and instruction time. When effective management strategies are not implemented, the frequency of misbehavior tends to increase. The following literature review addresses the research link between classroom behavior and learning, classroom management and instruction, current theories in classroom management, components of classroom management, and teacher training. The management approach referred to as Conscious Discipline is then discussed in detail.

Classroom Behavior and Learning

Research has illustrated a positive relationship between classroom behavior and student learning (Jones & Jones, 2004; Weinstein & Mignano, 2007). There are many factors that impact learning and behavior in the classroom. Teachers who understand these factors can more effectively manage behavior and promote learning. It is essential to understand the following factors in order to understand how they impact student

learning: social factors such as acceptability, security, a sense of belonging, and positive relationships; effective instruction and organizational classroom strategies, and students' basic psychological needs.

One significant factor impacting classroom behavior and student learning is that of social acceptability (Levin & Nolan, 2004). Children who feel accepted by their superiors and peers display higher self-confidence, engagement, and motivation to learn. Research on the impact of social factors indicates that primal psychological needs must be met before a child feels safe in an environment. These needs include a sense of security, purpose, and belonging (Sprick, Booher & Garrison, 2009). Once these needs are met in the classroom, a child can feel more comfortable and supported in the given environment. They often engage in less problem behaviors, tend to be more engaged academically, and are more receptive to learning.

Teachers who build healthy and positive relationships with their students can help promote social acceptability. Many of the primary needs required for children to learn can be fulfilled through the student-teacher relationship. By providing a caring and communicative relationship, a child is more apt to engage in on-task behaviors that will promote an environment for learning (Marzano, 2003). Approaches to building positive teacher-student relationships include improving trust in the relationship, communicating expectations, demonstrating care, communicating in a positive manner, showing interest, reframing negative attitudes or behaviors and being an active listener (Greenberg & Speltz, 1988; Scarlett, Ponte & Singh, 2009).

Another factor that impacts the relationship between classroom behavior and student learning is effective instruction and organization (Levin & Nolan, 2004). A

teacher is said to be an effective instructor when lessons are planned in advance, lessons are applicable to the learner, the time it takes to transition from one classroom activity to another is minimized, and off-task behavior or misbehaviors are addressed in a positive and proactive manner (Canter & Canter 1993; Charles, 2005). When teachers can keep lessons relevant and engaging, students' willingness to participate is increased and problem behaviors are minimized.

The problem with student misbehavior is that it not only interferes with that student's learning but it also can hinder the learning environment for other students and produce higher stress for the teacher. The most frequent types of misbehavior that teachers face include inattention, needless talking, undesired movement, annoying others, disruptions, aggression, and defiance (Cangelosi, 2000; Charles, 2005). Competent teachers not only know how to manage misbehavior, but they also understand their student's social and emotional needs, preventing behaviors from manifesting into problem behaviors (Levin & Nolan, 2004). These teachers take into consideration societal changes such as economic changes, family changes, increased diversity in the child's life; student needs such as physical, emotional, safety, or belonging (Maslow, 1968); and developmental changes including social influences, self-esteem, cognitive and moral development. Misbehavior can be distracting to other students and may influence them to also engage in off-task behaviors. Teachers who wait to address problem behaviors until after they occur tend to spend more time handling the problem behavior, which takes away from instruction time (Jones & Jones, 2004). However, teachers who can anticipate or address a problem behavior proactively can stop the misbehavior without distracting away from the lesson. Regardless of the problem behavior, it must be

addressed in a fashion that takes away from as little instruction time and learning as possible.

Overall, classroom behavior and learning are highly related. Other school factors that impact student learning include interest, cooperation, self-management skills, and motivation (Blimes, 2004; Cangelosi, 2000). All of these factors that contribute to learning and can be positively influenced by addressing students' social needs, developmental needs, and using effective instructional methods. The utilization of effective instructional skills can minimize disruptive behavior while simultaneously increasing learning.

Classroom Management and Instruction

Research has shown that effective classroom management strategies increase instruction time (Cangelosi, 2000; Jones & Jones, 2004, Levin & Nolan, 2004). More effective management leads to more time spent on instruction, which leads to higher academic outcomes among students. Two strategies identified as effective in this process includes time spent preparing lessons and decreasing transition time (Marzano, 2003). When a teacher spends quality time preparing in advance activities that meet the developmental needs of children, students tend to be more engaged and willing to learn. Furthermore, a teacher who can transition from one activity to another in a fluid and timely manner decreases the risk of students becoming distracted or using that time to engage in off-task behaviors. Preparing for transitions between tasks is an important factor that teachers must consider when developing their personal classroom management skill set.

Instructional methods are effective when they engage all students and can meet the individual academic needs of each student (Jones & Jones, 2004). These methods identify individual student differences and serve as the basis for instruction. By focusing on individual student differences, student motivation is increased and appropriate behaviors including on-task behavior, independent seatwork, group work, and participation in group discussions is maximized (Weinstein & Mignano, 2007). Student motivation is increased when expectations are increased, when students perceive value to the class, when the teacher provides ample opportunities for the students to excel in class, and when informative feedback and motivational support is provided (Brophy, 1987). Additionally, student motivation also increases when the value of the task is enhanced and the child is provided extrinsic rewards for completing the task such as choosing activities or roles in the classroom (Deci, Koestner & Ryan, 2001).

Weinstein and Magnano (2007) provide an outline on how to manage independent seatwork, group work and class discussions in a way that will reduce problem behaviors. They emphasize that in order to control for misbehavior, instruction must not only be planned in advance, but the work must be meaningful and must vary in degree of difficulty as well as novelty. Discussions must allow students ample opportunities to participate, think, and reflect; immediate feedback must be provided; and interest must be stimulated and maintained by incorporating relevant applications to the lessons.

Managing classroom behavior also includes physically designing the classroom, setting the tone of a safe and caring classroom, establishing norms of behavior early in the school year, consistently following rules throughout the school year, working and communicating proactively with students and making the most of classroom time

(Weinstein & Magnano, 2007). Setting the physical tone of the learning environment can positively impact the behaviors of students. Overall, the frequency of disruptions can be reduced with proper planning and implementing appropriate instructional, organizational and physical environment strategies.

Theories of Classroom Management

One of the complexities related to classroom management is that there are numerous theories regarding student misbehavior, student discipline, and/or classroom management. Levin and Nolan (2004) grouped different classroom management strategies and theoretical perspectives into three categories: student-directed management strategies, teacher-directed management strategies, and collaborative management strategies.

Student Directed Management. Student-directed management theories are based on the idea that the focus of school is to prepare students for lifelong achievement, which requires them to be able to control their behavior, care for others, and make thoughtful decisions. Management theories that adopt the student-directed approach emphasize decision-making and problem-solving skills within the child. These strategies take on a constructivist approach, emphasizing that students learn through experience. Jones and Jones (2004) stated that "if we wish students to be actively involved in constructing their own knowledge, it is likely that we will develop [constructivistic] classroom management methods…that will emphasize the teaching of procedures (as skills) and social skills as well as the use of problem-solving to resolve conflicts" (p. 32). Students must generate their knowledge from the interaction between their experiences and ideas. Some well-known authors of classroom management using the student-

directed approach include Gordon's (1989) *Teacher Effectiveness Training*, Ginott's (1971) *Co-operation through Communication*, and Kohn's (1996) *Beyond Discipline*.

Teacher Directed Management. Teacher-directed strategies support students becoming good decisions makers by internalizing the rules and guidelines for behavior that are given to them by responsible and caring adults (Levin & Nolan, 2004). Management theories that take on this approach identify the importance for the teacher to be able to set effective guidelines that will create a productive learning environment and ensure that students follow the rules and procedures implemented. These strategies tend to take on a behavioristic approach, emphasizing that teachers can change student behavior using behavior modification techniques (Skinner, 1953). Many discipline models take on the teacher-directed approach including Canter and Canter's (1976) popularized *Assertive Discipline* model. This model focuses on maintaining a relaxed and productive classroom environment lead by the teacher. The rationale behind this model includes that trust, respect, and cooperation are earned by both student and teacher. Furthermore, research has indicated that ecological factors can impact learning (Scarlett et al., 2009). It is the teacher's responsibility to provide a positive and structured environment in order to improve student learning. Some well-known authors of classroom management strategies using the teacher-directed approach include Cangelosi's (2000) *classroom management strategies*, and Canter and Canter's (1993) *Assertive Discipline*, in which they gain and maintain student cooperation by meeting the students' needs for learning while assisting the teacher in maintaining control of his or her classroom.

Collaborative Management. Collaborative theories of classroom management are based on the belief that impacting student behavior is a shared responsibility between the teacher and the students. Research has indicated that collegiality such as this, has one of the greatest impacts on student achievement (Barth, 1991). By sharing classroom responsibilities, students and teachers have a greater influence on each other, including improved instruction, which leads to increased student motivation and decreased problem behaviors. These strategies tend to take on a cognitive-behavioral approach, emphasizing that our interactions with others can shape the way students think, feel, and respond to situations. The goal of classroom management using a collaborative approach is to help students become capable of controlling their own behavior by having them internalize the value and importance of following rules (Levin & Nolan, 2004). When students have an understanding and rationale for why rules exist, they are more able to regulate their own behaviors based on compliance to the rules. Some well-known authors of classroom management using the teacher-directed approach include Glasser's (1986) *Noncoercive Discipline* and Dreikurs' discipline through *Democratic Teaching* (Dreikurs & Cassel, 1995).

Classroom Management Components

Research identifies a multitude of components that are imperative for comprehensive classroom management (Jones & Jones, 2004; Marzano, 2003). The key components that appear consistently in the literature include more effectively understanding and responding to student behavior; creating more positive, supportive classroom environments; using differentiated instructional methods; and are better organized. When these elements are prepared and implemented correctly teachers can

have a greater impact on instruction and student achievement, as well as decrease problem behaviors. Each of these factors will be discussed below with information from different researchers provided.

Understanding Student Behavior. According to Jones and Jones (2004) teachers should have a solid understanding of current research and theory in classroom management and on students' personal and psychological needs. Teachers must obtain foundational knowledge of functional behavior, their antecedents and consequences before successfully implementing appropriate strategies. When teachers can successfully identify the function behind student behaviors, they can more effectively address and implement more proactive strategies to replace the misbehavior.

Additionally, Marzano (2003) emphasized the concept of mental set as being important when implementing various classroom methods. Mental set is defined as being intentional and having situational awareness within the classroom. Teachers with strong mental set are able to maintain their awareness of the behaviors, engagement level, and actions of their students. The teacher can then respond to a variety of situations in an effective manner. Mental set can be also thought of as "withitness" (Kounin, 1970). In an early study on classroom management, Kounin (1970) differentiated between effective and ineffective classroom managers. He discovered that effective managers used more preventive measures, constantly monitored students' behavior, communicated well with students, kept lessons moving at a brisk pace, and provided little opportunity to become inattentive and disruptive. He also determined that the flow of activity plays a greater role in classroom order than specific techniques teachers use to handle misbehavior. That is, when instructional time was utilized effectively transition time was minimized, and

time students spent engaged was increased. Kounin's study demonstrated that effective management prevents problem behaviors. Teachers who had the ability to be aware of disruptive or potentially disruptive behavior, and were able to plan for problems were able to manage their classrooms more effectively than were teachers who addressed problems after they arose. Withitness was the primary component that continuously separated effective classroom managers to average ones. The ability to forecast problems and address problems immediately is a powerful skill of teachers who can manage their classrooms.

Responding to Student Behavior. Moreover, teachers who effectively respond to student behavior do so in a supportive manner through both group and individual management methods. Teachers who demonstrate a strong knowledge-base of effective classroom management are able to implement diverse behavior management strategies and problem solving techniques that engage students in examining and monitoring their own behavior. Helping students to evaluate and correct their own unproductive behavior is seen as more proactive way for students to manage future misbehavior (Jones & Jones, 2004).

Marzano (2003) also found that one of the greatest factors that influenced effective classroom management was the use of disciplinary interventions. Disciplinary interventions include both negative consequences for misbehavior and positive consequences for desired behavior. Again, consequences should be established contingent on behavior early in the year. Consequences must remain consistent and objective in order to be effective. Stage and Quiroz (1997) found that a balance of punishment and reinforcement produced the highest rates for decreasing misbehavior,

followed by reinforcement only. This finding suggests that it is imperative that educators both punish the misbehavior and reward desired behaviors in order to extinguish any inappropriate behaviors. Moreover, consistent positive reinforcement such as productive feedback and praise tends to increase desired behaviors than negative feedback does (Jones & Jones, 2004). Finally, effective classroom managers who implement a systematic plan to manage behavior have higher student engagement and on-task behavior (Levin & Nolan, 2004). Marzano (2003) emphasized that responding to student behavior begins with successfully implementing appropriate classroom rules and procedures. This allows students to learn expectations, reducing problem behaviors related to not understanding classroom expectations.

Classroom discipline involves handling student misbehavior and is a major component that falls under effective classroom management, which incorporates relationship building, and lesson planning, in order to promote student learning. Discipline theories are also used to manage classroom behavior (Charles, 2005). While discipline strategies are extensive, most strategies emphasize positive support, noncoercive methods, use of effective communication and instruction, and continued development of the teachers discipline skills while developing a sense of self-direction, purpose and responsibility in the student. Charles (2005) outlines additional contributors to classroom discipline including Redel and Wattenberg's (1951) "Discipline through Influencing Group Behavior", Skinner's (1953) "Discipline through Shaping Desired Behavior through Behavior Modification", Kounin's (1970) "Improving Discipline through Effective Instruction and Lesson Management", Dreikurs and Cassel's (1995) discipline through "Democratic Teaching", and Gordon's (1989) "Discipline through

Self-Control". All of these philosophies promote desired behavior in the classroom while teaching students how to manage themselves in an appropriate manner.

Positive Classroom Environments. Next, teachers must establish a positive teacher-student relationship to create a positive classroom climate supportive for learning (Jones & Jones, 2004). Research further supports these classroom management components. For instance, teachers who build relationships with their students, these individuals tend to feel that they area apart of a more supportive and receptive environment. These students are typically more apt to learn because their basic personal and psychological needs will have been met (Weinstein & Mignano, 2007). Marzano (2003) also suggests that positive teacher-student relationships can promote effect classroom management as well as student engagement. Effective classroom management frequently takes a preventative approach and involves a positive classroom community. By creating a positive classroom climate early, interpersonal relationships increase student motivation, willingness to learn, engagement and can have a positive impact on both student behavior and achievement (Jones & Jones, 2004; Weinstein & Mignano, 2007). Positive relationships often communicate care, support and expectations. In order for students to thrive, they must be placed in an environment that is warm, nurturing and supportive. The more positive the classroom environment, the more likely the student is to engage in appropriate behaviors attributed to learning and behave appropriately.

In addition to discipline approaches, promoting a positive environment is one of the greatest factors that impacts classroom behavior (Duhon-Haynes et al., 1996). That is, a supportive environment impacts psychosocial and academic development, which in turn leads to higher performance outcomes. Improving the school climate by utilizing

effective discipline, positive relationships and proactive management strategies will lead to less problem behaviors. Teachers can then devote more time on instruction and increase student achievement.

Research has also shown that rules and procedures should be clearly communicated and practiced at the beginning of the year and consistently implemented throughout the year (Gathercoal, 2001; Scarlett, Ponte & Singh, 2009). In addition, allowing students to participate in the rule-making process will promote higher success rate that the rules will be followed. Teachers who provide their students with opportunities to practice and give feedback pertaining to rules are more likely to identify adhere to them (Bohn, Roehrig, & Pressley, 2004). This is because students tend to identify as being a member of the classroom community when they are given a voice. This can then lead into the development of positive student-teacher relationships.

Instructional Methods. Effective classroom managers use differentiated instructional methods that promote learning by meeting the individual academic needs of their students (Jones & Jones, 2004; Marzano, 2003). Teachers must understand and be prepared to utilize various instructional methods as needed. Students who don't feel that their academic needs are being met through differentiated instruction frequently experience decreased motivation, adopt negative attitudes towards learning as a result of improper learning within their classrooms (Levin & Nolan, 2004). This tends to be true when the academic material is beyond what the student's academic ability is, leading to a sense of frustration and inability to succeed in the class.

Organization. Finally, teachers must use organizational and group management methods that will influence students to follow behavioral standards that help create safe

and caring communities (Jones & Jones, 2004). Teachers who are better prepared for their lessons promote more time teaching during instructional time. They also spend less time on transitions and spend overall less time locating materials during instructional time. Research has also demonstrated that teacher's organizational and instructional abilities impact student achievement (Cohen, 1981; Marzano & Pickering, 2001). Teachers who can successfully implement various behavioral strategies, academic formats, and master transitioning their students between activities tend to have a better experience at meeting the needs of more of their students, making students able to feel more accomplished and ultimately achieve a higher level of academic performance.

Teacher Training on Classroom Management

Teacher Training Programs. While research has clearly shown that management strategies are important for improved instructional time, time spent learning, and the reduction of misbehavior, it is important to emphasize the amount of time teacher training programs spend on teacher and practicing management strategies. Programs are shifting their attention to management strategies more so now than in the past; however beginning teachers continue to report that they still feel underprepared to handle management issues, especially pertaining to behavioral problems (Emmer & Stough, 2010). Continued beginning-teacher support and professional development of management strategies are crucial in order to reduce teacher burnout.

Fidelity of Effective Classroom Management Implementation. Even for those teachers who have received strong training in classroom management, the execution of appropriate classroom management strategies continues to be challenge for many educators. Teachers who do not engage in practicing various management skills spend

more time correcting problem behaviors, report higher levels of stress, and find it is more difficult to remain objective when dealing with chronic problems or students who continuously engage in disruptive behaviors (Sprick et al., 2009). There is an ongoing need for classroom management support in order to make it more likely that teachers will engage in strong classroom management activities. This would alleviate teacher stress and improve objectivity and perceived preparedness to handle situations. Improving both teacher's management skills and perceived ability to manage problems improves management fidelity. Other fidelity barriers include time, generalizability of strategies in particular settings and the increased rate of social and emotional developmental concerns with today's children. Teachers often have a handle on managing minor or everyday problems. However, problems are becoming more pervasive and higher rates of chronic problem behaviors are infiltrating the classrooms (Blimes, 2004). Teachers feel overwhelmed to master such an array of problems and can subsequently lead to burnout. Management support for teachers is important in order to provide continued skill development and feedback pertaining to more chronic issues.

As described above, research has identified multiple components that factor into effective classroom management. When teachers are well trained and implement these strategies comprehensively, they can expect increased instructional time and student learning, as well as decreased time managing problem behaviors. Recent innovations in classroom management techniques have subsequently been created. One particular method has been developed into a comprehensive behavior management program from over 30 years of research and development known as Conscious Discipline (Bailey, 2011).

Conscious Discipline

Conscious Discipline is an evidence-based comprehensive management program for parents and teachers. In the school setting, Conscious Discipline incorporates a wide variety of different components including changes in school climate, changes in the socio-emotional competency of children and adults, and potential changes in children's misbehavior. The program suggests a shift from external rewards and punishments to problem-solving, increased intrinsic motivation, and academic success (Bailey, 2011). Conscious Discipline integrates emotional intelligence and classroom management across many domains of learning (i.e. social, emotional, physical, cultural, and cognitive). The program is based on current neurological and behavioral research, in addition to child development information with a focus on developmentally appropriate practices. The program aims to educate adults on child behavior and the development of practical skills including self-management, building relationships, and problem solving so they can learn how to positively impact the psychosocial development of the children they interact with. Skills that parents and teachers learn in the program are designed to be easily generalized across settings including home and school environments.

The foundation of Conscious Discipline is a constructivist and relational-cultural perspective with influences from the cognitive and social developmental approaches to learning, attachment theory and neurobiological models on development. It is important to keep in mind that the theoretical basis for Conscious Discipline applies to both adults, such as parents and teachers, as well as students; the program is designed to improve the behavioral and social functioning of all of its participants. Bailey (2011) identified a wide variety of theoretical approaches that influenced the development of Conscious

Discipline. These different theoretical approaches can be grouped using the same organizational structure provided by Levin and Nolan (2004) showing that this classroom management approach is based on a balance of student directed management strategies, teacher directed management strategies, and collaborative management strategies. Appendix A provides three summary tables of these different theoretical approaches based on this organizational structure.

The Conscious Discipline program is designed to educate the teachers first, who, in turn, teach their students the components of the program. The focus is on developing skills including anger management, social development, assertiveness, impulse control, cooperation, and problem solving to the teachers first, who can in turn teach their children through modeling (Lorch, 2009). The program focuses on the concept of a school family. Each member of the "family" such as the student, teacher, or school personnel, learns skills necessary to manage tasks successfully such as learning, forming relationships, communicating effectively, being sensitive to the needs of others, and getting along with others.

According to Lorch (2009), Conscious Discipline is an effective program because using conscious awareness and mindfulness is more valuable than using consequences alone. It also increases achievement because it adds personal meaning to academic tasks. The utilization of a "school family" integrates emotions and cognitive demands in the school environment. This dynamic fosters school success, emotional development, and higher order development in the brain.

The Conscious Discipline classroom management program encompasses four components. The first component is referred to as the *Seven Skills of Discipline*. These

skills are claimed to be utilized by the adults to respond to conflict in ways that helps children decrease resistance and increase cooperation via use of higher level thinking and are geared to reframe adults' perception about conflict, the use of problem solving methods, and empower them to be proactive rather than reactive when resolving problems with children (Lorch, 2009). These skills impact how adults handle conflict and foster skill development in children. This process has been linked to stronger neurological connections in the frontal lobe, as evidenced by improved executive function processes such as self-regulation. The goal of these seven skills is to transform conflict into teachable moments so that adults manage their own emotions and continue to be proactive when dealing with the conflict that occurs with children. Once adults begin to change their own attitudes and behaviors regarding conflict and problem behaviors, they can then more effectively resolve problems with children in the classroom and at home.

The next component of Conscious Discipline focuses on structuring the *School Family*. This component is a philosophy that fosters positive school climate while connecting families and schools, teachers and teachers, teachers and students, and students and students to ensure the optimal development of all. Conscious Discipline identifies three connections essential for academic success: a willingness to learn, impulse control, and attention. The School Family philosophy is the foundation that is laid prior to and during the teaching of each Conscious Discipline skill and strategy.

The third component is referred to as the *Seven Powers of Conscious Adults: The Foundation of Safety*. The "conscious" part of Conscious Discipline is based on consciousness and mindfulness research, and consists of multiple factors. The Seven

Powers for Conscious Adults empower individuals to self-regulate more effectively. The "Powers" include perception, unity, attention, free will, acceptance, love, and attention. These elements are used to override impulsive and reactive tendencies, and allow higher-order thinking, including critical thinking and problem solving.

Finally, Conscious Discipline uses a multidisciplinary approach to address behavior. The *Brain State Model* utilizes neurodevelopment as a frame for understanding internal states that produce behaviors both positive and negative. Conscious Discipline focuses on intervening early and targeting and promoting the executive functioning abilities, emotional states, and automatic reactions of the students and adults. The program also emphasizes the need for effective problem-solving and learning skills, regulating emotions through connecting relationships and environments, as well as fostering a sense of safety for children.

Research on Conscious Discipline

While there is limited research on the effectiveness of Conscious Discipline, initial findings are promising. In a study that examined the management program's impact on ten elementary school students in grades kindergarten thru sixth grade, they demonstrated that the program improved teachers' perceptions of management skills, teachers' response to conflict, and decreased problem behaviors including more chronic problems related to hyperactivity, aggression and conduct problems (Hoffman, Hutchinson & Reiss, 2005).

In another study, Conscious Discipline training was administered in eight one-day workshops over the course of a school year to 117 teachers in four Florida elementary schools (total teachers who completed the entire training). The program demonstrated

improved social relationships in the classroom and mutual support among teachers, improving overall climates both in the classroom and in whole schools (Hoffman, Hutchinson & Reiss, 2009). Moreover, the implementation of Conscious Discipline was shown to help assist staff in modeling school values and transferring problem-solving skills to students in a Native American school community in South Dakota (Jackson, 2004). The program was an effective structure that complemented the school's values and assisted in consistent modeling of these values for teachers, student and school personnel.

Conscious Discipline has also been shown to be an effective approach to generalizing conflict resolution skills across settings in one Arizona school system (Colasanti, 2005). Two preliminary studies were conducted on Conscious Discipline that demonstrated a decrease in aggressive behaviors and significant reduction in misbehaviors including hitting, pushing, grabbing, kicking and throwing (Martin, n.d.; Zastrow, n.d.). Martin (n.d.) implemented one specific Conscious Discipline structure, "The Safe Place" with her two half-day kindergarten classrooms (n=28) in a rural Alaska school system and noted a decrease in physical and verbal aggression over a 20-day implementation. Zastrow (n.d.) reviewed the effects of Conscious Discipline in a Midwest pre-k child care center with one teacher and five support staff members. One evening training was provided and a follow-up training was provided after four months of implementation. Decreasing problem behaviors helped increase the sense of security among other students in the classroom and increased classroom morale. Moreover, the participants were able to allow more time on instruction rather than discipline. Zastrow and Simonis (2005) also found that the use of Conscious Discipline in two Head Start

elementary school classrooms and three child care setting classrooms allowed preschoolers to function better when the environment was supportive and safe, subsequently leading to higher achievement. The implementation of the program's cognitive and emotional skills also supported higher problem solving skill acquisition, and reduced physically aggressive behaviors including kicking, hitting, pushing, grabbing, and throwing.

Additionally, one study used Conscious Discipline as a professional development across 489 teachers in 17 suburban elementary schools (Crocker, 2008). It demonstrated that the success of Conscious Discipline was highly related to the teacher's beliefs about their classroom climates, their perceptions about their management abilities, and teacher buy-in to the program. Conscious Discipline has demonstrated social validity among 17 childhood educators (seven teachers and 10 paraeducators) in one preschool setting who completed using a 12-item likert scale survey (Calderella, Page & Gunter, 2012). However, three teachers in one Head Start program appeared to face more challenges with the 10-week implementation including generalizing the components of the program to all students and settings and risked communication and interactions between administrators, teachers, and parents (Thomas & Ostrosky, 2011).

Conscious Discipline integrates a multitude of behavior-based, neurological-based, and classroom-management based models. It is designed to be a comprehensive management program that is taught in a step-by-step process designed to break down each component in more basic modules. The research behind the generalizability of this program is limited, and needs to be expanded.

Statement of the Problem

Classrooms today are more challenging than ever before. Children come from a wide range of linguistic and cultural backgrounds, with varying academic, social and emotional competencies (Blimes, 2004; Weinstein & Mignano, 2007). It is crucial for teachers to learn effective management strategies in order to address the growing individualized need of every child. To capitalize on influencing child behavior, teachers must strengthen their personal relationships with their students, learn and implement new behavioral management techniques, and prepare in advance to help all of their children develop the skills they need to manage their own behavior.

A variety of different classroom management theories and strategies have been developed and researched. These can be grouped based on whether they are more student directed, teacher directed, or collaborative (Levin & Nolan, 2004). In addition, research has shown that key components of any classroom management approach include

1. Instructional methods that are preplanned and organized (Jones & Jones, 2004; Levin & Nolan, 2004), engaging for students (Brophy, 1988; Blimes, 2004), and meet developmental levels of each child (Cangelosi, 2000)
2. Positive classroom climate that involve positive student-teacher relationships (Duhon-Haynes et al., 1996; Scarlett et al., 2009);
3. A well-organized physical classroom environment (Levin & Nolan, 2004; Weinstein & Magnano, 2007);
4. Explicit and consistent classroom rules and procedures (Marzano, 2003); and

5. Effective response to misbehavior with disciplinary interventions (Levin & Nolan, 2004; Charles, 2005).

The ultimate goal of classroom management is to increase teacher's confidence in perceived management abilities, increase instruction time and academic performance while decreasing and addressing misbehaviors.

Conscious Discipline is a relatively new approach to classroom management that incorporates student directed theories, teacher directed theories, and collaborative theories and includes research based components including improving school climate, improving the student-teacher relationship, addressing misbehavior more effectively, and promoting socio-emotional development and academic success. This comprehensive classroom management program and social-emotional curriculum promotes teacher education in order to more effectively impact student behavior in the classroom. The research conducted on Conscious Discipline has been limited, although the initial research has indicated some favorable support. The purpose of this study is to provide case study data on the implementation of a Conscious Discipline approach to classroom management.

This study is an attempt to replicate the research from a previous study (Hoffman et al., 2005) and to determine its generalizability for one particular school district. The goals of this case study were to show that teachers who implement Conscious Discipline as a classroom management approach would demonstrate:

1. Increased perceptions as effective classroom managers.
2. Improved instructional environment.
3. Decreased time spent on student misbehavior.

4. Decreased frequency of student misbehavior.
5. Improved emotional functioning of students.
6. Increased student engagement.

CHAPTER 2: METHOD

Participants

Nine teachers from three schools in the Asheville City School system, a Southern urban school district, were recruited to participate in the Conscious Discipline classroom management training that took place during the Fall 2011 school semester. Teachers participated on a volunteer basis for this study and completed the Teacher Consent Form (Appendix B). These teachers began full implementation of this approach classroom-wide during the Spring 2012 school semester. Each of the classroom teachers selected one to two students in their classrooms to target Conscious Discipline strategies. Participating teachers and their target students are described in Table 1. All of these teachers selected students who exhibited significant behavioral problems and limited classroom engagement making their classroom management difficult. Teachers obtained parent permission to collect data on these students as this new classroom management approach was implemented (Appendix C). These behaviors were considered manageable within the General Education setting and none of the students selected were receiving Special Education services at the time of the Conscious Discipline implementation.

Table 1

Participants by Grade Level

Grade Level by Teacher	Intervention Group	Gender of Target Student	Race of Target Student
Kindergarten 1	Conscious Discipline	Male	Caucasian
Kindergarten 2	Conscious Discipline	Male	African American
Kindergarten 3	Conscious Discipline	Male	African American
Kindergarten 4	Conscious Discipline	Male	Caucasian
Kindergarten 5*	Conscious Discipline	Male	African American
Kindergarten 5	Conscious Discipline	Female	African American
First	Conscious Discipline	Male	Caucasian
Second 1	Conscious Discipline	Male	African American
Second 2*	Control	Female	African American
Second 2	Control	Female	Caucasian
Third	Conscious Discipline	Female	Hispanic

Note. *Classrooms had two target students

Teacher Trainer

During the 2010-2011 school year, a kindergarten teacher in the Asheville City School system received official training in the Conscious Discipline approach. Following her training, she applied for and received a grant through the Asheville City Schools Foundation to offer this training to other teachers in the system.

Materials

Conscious Discipline Training Materials. The Conscious Discipline training was developed by Loving Guidance, Inc. (Bailey, 2011). Sessions were presented in a group setting and included a DVD training and book readings provided by Loving

Guidance, Inc. and provided an overview and application of the different skills and structures.

Teacher Perception Survey of Classroom Management Skills. The teacher trainer leading this study created a survey that assessed teacher attitudes prior to and following the Conscious Discipline implementation. The survey assessed teacher attitudes and feelings about the value of teachers, the supportiveness of staff and administration, time spent on discipline, and feelings about the number of children in their classes. This self-rating inventory also asked teachers to indicate their perceived classroom management skills and efficacy (refer to Appendix D). The scale consists of 7 items and uses a 5-point Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). The teacher in the control classroom also completed this rating prior to full implementation of the Conscious Discipline approach by the trained teachers. Post-ratings were collected at the end of implementation in April for the eight teachers participating in the Conscious Discipline implementation.

Progress Assessment. Loving Guidance Inc. (2011) included in the Conscious Discipline materials a classroom observation rubric that was developed to measure fidelity of implementation for teachers who have been trained in the approach. This rubric guides the observer in identifying the teacher's successful implementation of all components of the Conscious Discipline approach and includes two Progress Assessment rubrics, one to monitors implementation of Skills and one for the Structures. All ratings are completed on a scale of 1 (*inadequate*), 2 (*minimal*), 3 (*good*), or 4 (*excellent*). The Progress Assessment instrument evaluates the teacher's ability to implement the

Conscious Discipline skills and classroom structures. The official rubric is available online (http://www.consciousdiscipline.com).

Behavioral Assessment System for Children-2: Behavioral and Emotional Screening System (BASC-2 BESS). The BASC-2 BESS is designed to identify behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school (Kamphaus & Reynolds, 2007). It consists of brief screening measures that can be completed by teachers, parents, and students. Forms consist of 25-30 items, depending on the form, and can be completed within five minutes by teachers. The BASC-2 BESS is designed to quickly evaluate children of interest, provide an early identification system in order to catch potential problem behaviors as early as possible, and is a standardized way of identifying students who have a high likelihood of experiencing school-related problems due to behavioral or emotional concerns. The Teacher Rating Form was used for this study.

Behavioral Observation of Students in Schools (BOSS). The BOSS is a direct systematic observational tool used to assess student engaged behavior (Shapiro, 2011). The BOSS includes two categories of engagement: Active Engaged Time (AET) and Passive Engaged Time (PET), which are identified using momentary time samples. AET refers to students who are actively attending to assigned work. Examples of AET include reading aloud, writing, talking to a teacher or peer about the assigned material or raising his or her hand. PET refers to times when a student is passively attending to assigned work. Examples of PET include listening to a lecture, reading silently, or looking at lecture material.

The BOSS also measures three categories of nonengagement: Off-Task Motor (OFT-M), Off-Task Verbal (OFT-V), and Off-Task Passive (OFT-P), which are identified using interval ratings. OFT-M refers to any instance of motor activity that is not directly associated with an assigned academic task. Examples include engaging in out-of-seat behavior, aimlessly flipping through papers or books, physically touching other students or fidgeting. OFT-V describes any audible verbalizations that are not permitted and/or are not related to an assigned academic task. Examples of OFT-V include talking to another student about unrelated issues, making unauthorized comments or remarks, or calling out answers to problems when the teacher has not permitted such behavior. OFT-P refers to a student who is passively not attending to assigned academic activities for a period of at least three consecutive seconds. Examples of OFT-P include sitting quietly in an unassigned activity, staring out the window, attending to non-related conversations or activities with other students.

The BOSS also codes Teacher-Directed Instruction (TDI) in order to provide a sampling of time in which the teacher is actively engaged in direct instruction of the classroom. TDI is when the teacher is directly instructing the class or individuals within the class. Examples include instructing the whole class or group, demonstrating academic material at the board, and individually assisting a student with an assigned task.

Raters using the BOSS examine each of the behaviors in 15-second intervals for 15 minutes. The BOSS analyzes the levels of academic engagement and nonengagement for the targeted student by combining the percentages of AET and PET in comparison to the three OFT categories. This data provides objective information about the extent to which the target student is effectively engaged in the learning. Volpe, DiPerna, Hintze,

and Shapiro (2005) established interrater reliability for the BOSS (Kappas = .93 - .98). Although no convergent validity has been published, there are some data supporting the ability of the BOSS to discriminate between children with ADHD and typically developing children during math and reading instruction; effect sizes ranged between -.53 and 1.25 (DePaul et al., 2004). Ota and DuPaul (2002) have also established treatment sensitivity for the BOSS. In a multiple-baseline design across three students, the following effective sizes were established for the BOSS categories: AET (ES = -2.91 - 13.01) and Composite Off-Task scores (ES = 1.8 - 3.06) and were found to be sensitive to manipulation of instructional modality. The BOSS is supported as an effective method for monitoring change in classroom behavior in response to intervention (Volpe et al., 2005).

Direct Behavior Rating (DBR). The *Direct Behavior Rating Form* (DBR) – *Fill in Form* (Chafouleas, Riley-Tillman & Christ, 2009) is a simple three question rating scale in which the teacher assesses the percentage of time a student displays three behaviors during a specific period of observation. The behaviors that the teacher report on are the student's academic engaged time, respectful behaviors and disruptive behaviors. This information can be collected on a regular basis over a period of time, graphed as a single-case design, and in this way used to measure behavioral progress. For this study, the Direct Behavioral Rating (DBR) was developed as an on-line survey that was sent out on a biweekly basis for ten weeks during the spring semester. These online ratings took no more than 2 minutes to complete and submit. For a complete copy of the online DBR survey refer to Appendix G.

Procedure

This research project began in December 2011 as the training in the Conscious Discipline classroom management approach concluded and the eight teachers who received the training began full implementation of this approach. The training had one primary instructing teacher who had been trained the prior year and facilitated the training sessions. Readings and media materials were provided for the participants through Loving Guidance, Inc. (2011). The training sessions began in August 2011 and continued through December of the same semester. There were seven sessions during which participants met face-to-face for training. During the sessions, the seven conscious skills were addressed. These skills included:

1. Composure (i.e., anger management and gratification delay),
2. Encouragement (i.e., pro-social skills, caring, and helpfulness),
3. Assertiveness (i.e., bully prevention and healthy boundaries),
4. Choices (i.e., impulse control and goal achievement),
5. Empathy (i.e., emotional regulation and perspective taking),
6. Positive Intent (i.e., cooperation and problem solving), and
7. Consequences (i.e., learning from your mistakes).

In August 2011, teacher consent was obtained for participation in this project. The teachers in both the experimental and control group were fully informed as to what was required as part of their participation. Teacher participation was completely voluntary. The teacher trainer directly asked four teachers to participate in the training to also participate in some data collection including having each of them complete the Teacher Self-Rating. Five other teachers came forward to volunteer to participate once

they found out about the study. Once consent for teacher participation was obtained, each teacher was responsible for getting parent consent for the data collection for one to two students in each of their classes. Then the teachers identified one student in each of their classrooms based on the behavioral difficulties experienced by that child and obtained parent permission to collect some data on these children. Two teachers, one kindergarten and the control teacher each had two target students in their classrooms. Only after teacher and student consent was obtained did the data collection begin. Student assent was not obtained because the researcher and teacher trainer did not feel it was necessary, because no direct interactions were going to be made with the students at any time during the study.

Next, all of the teachers involved in the project completed the Teacher Survey Form. In October, the teacher trainer contacted the program director of the School Psychology program at Western Carolina University to assist in the data collection for the research project. The director contacted a graduate student in the program, who was assigned as the researcher and assisted in data collection for the study. No data was shared with the researcher until full consent was obtained from all teacher participants and parents of the target students. Next, the teachers were then asked to complete the BASC-2: BESS rating scale on each of these children prior to implementation.

In January 2012, baseline data was collected prior to full implementation of the classroom management approach. This initial data included two 15-minute BOSS observations conducted on separate days and one Direct Behavioral Rating on each student. In addition, the data already collected by the school system were provided to the researcher including the Teacher Surveys administered in August by the teacher trainer,

as well as the teacher ratings on the BASC-2 BESS completed on each target student in October.

Before completing the baseline BOSS ratings, a school psychologist from the Asheville City Schools was trained by the graduate student researcher in the completion of the BOSS and following this training assisted in completing these ratings. To improve reliability between raters, both observers trained in the BOSS conducted joint observations on two different students who had been given permission to be involved in this study. Following the observations, the raters debriefed and compared observation data. The raters determined that their data was similar enough to conduct independent ratings for the remainder of the data collection; however, interrater reliability was not determined. For the baseline data, each observer completed one observation on each of the students participating in this study providing one baseline data point for each student.

Following the collection of baseline data, intervention data was collected based on the following timeline: student observations using the BOSS were completed once in January, February and March. Each trained observer completed 15-minute observations on each student participating in the project providing a total of one baseline observation and two data points for each student. The students participating in the project were randomly assigned to each observer.

The baseline data on the Direct Behavioral Rating (DRB) scale was collected in January, at the beginning of full implementation of the Conscious Discipline classroom management approach. Each teacher that participated in the study was sent via email the online link for completion of the DRB once every other week, for a total of 9 times

between January and April. The teachers completed the rating based on the student's behavior during the school day that the rating was sent.

In addition to student data being collected, the two progress assessments- structures and skills- were completed in March 2012. The progress assessments were used to determine how teachers perceived their ability to implement the various structures skills of the Conscious Discipline program. The first assessment was completed as an observation by the graduate researcher on each teacher participating in the study. This observation was an effort to provide data regarding the extent to which these teachers were implementing the Conscious Discipline program as trained. The researcher's assessment ratings were then compared to the teacher-rated self-assessment. The ratings did not fit into the study's objectives, however, the results from the ratings can be found in two figures located in Appendix E.

For the skills progress assessment, descriptive statistics were used to examine the teacher participants' self-scores compared to the examiner's observed score. Pearson Correlation coefficients were calculated to examine whether both raters corresponded in score validity. There were strong positive correlations between raters for the skills Composure ($r = .95$, $n = 6$, $p < .01$), Child Assertiveness ($r = .94$, $n = 6$, $p < .01$), Choices ($r = .80$, $n = 6$, $p = 1.00$), and Positive Intent ($r = .59$, $n = 6$, $p < .05$). There was a strong negative correlation between raters for the skill of Consequences ($r = .59$, $n = 6$, $p < .05$). Additionally there was medium positive correlations for the skills Encouragement ($r = .39$, $n = 6$, $p = .20$) and Empathy ($r = .48$, $n = 6$, $p = .10$).

Again, descriptive statistics were used to examine participants' self-scores compared to the examiner's observed score for the structures progress assessments.

Pearson Correlation coefficients were calculated to examine whether both raters corresponded in score validity. There were strong positive correlations between raters for the structures including Safe Keeper (r = .55, n = 6, p = .02), Brain Smart Start (r = -.72, n = 6, p = .21), Meaningful Jobs (r = .63, n = 6, p = .19), Safe Place (r = .91, n = 6, p < .05), Time Machine (r = -.60, n = 6, p = .08), and Ways to be Helpful (r = -.71, n = 6, p = 1.00). Additionally, there were medium positive correlation between raters for the structures of Visual Daily Schedule (r = -.45, n = 6, p = .06), Greetings (r = .41, n = 6, p = .20), Wish Well Board (r = .31, n = 6, p = .24), I Love You Ritual (r = .35, n = 6, p < .05), We Care Center (r = -.32, n = 6, p = .11), and Picture Rule Cards (r = -.35, n = 6, p = .19).

At the beginning of April, each teacher completed the BASC-2 BESS rating on each of the students participating in the study as well as the Teacher Self-Rating form again as a post test for comparison to their initial ratings that were completed prior to the training. A summary of the data collected is provided in Table 2. Each value in the table represents the number of times that the data was collected during the designated time frames.

Table 2

Summary of Data Collection

	Fall 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012	Total
Teacher Perception Survey	1				1	2
BESS	1				1	2
BOSS		1	1	1		3
DBR		2	2	2		6
Progress Assessment				1	1	2
Follow-up Interviews				1		1

CHAPTER 3: RESULTS

Single-Case Research Design

A quantitative and single-case analysis approach was used to assess the data collected for this study. The data collected through teacher ratings of student behavior and classroom observations was analyzed using a single-case research design. Riley-Tillman and Burns (2009) identify this as an appropriate method when assessing for differences among small groups. Single-case designs are used to document any observable changes among dependent variables; to identify potential relationships between the dependent and independent variables when analyzing outcome data; and to determine if the change is generalizable across settings. In educational settings, single-case designs are useful to determine effectiveness of interventions after implementation and determine if the findings can be generalized to other educational problems or settings (Riley-Tillman & Burns, 2009). Intervention data from the DBR ratings , teacher ratings, and BOSS data were analyzed as group means to determine differences between baseline and intervention and their effect sizes. Comparisons were made between and within the Conscious Discipline classrooms and the control classroom to identify any potential differences. The results from this study will be presented by research objective

Objective 1: Increased Teacher Perceptions

The purpose of this objective was to demonstrate an improvement in teacher perceived abilities as effective classroom managers. The data analyzed to determine improved perceptions included items from the Teacher Perception Survey, and informal follow-up interviews with teachers.

Teacher Perception Survey. The Pre and Post-ratings for all seven items from the Teacher Perception Survey are illustrated in Figure 1. The last three items most directly relate to teacher perceptions as effective classroom managers. These items include, "I do not have enough time to teach", "I spend too much time dealing with discipline", and "There are too many children in my class". The most significant change in ratings was for the item "I spend too much time dealing with discipline", from the Pre-Score (M = 4.14, SD = 0.69) to the Post-score (M = 2.86, SD = 0.90). Based on perceptions after completing the Conscious Discipline implementation, teachers felt that they spent overall less time having to manage discipline issues within their classrooms. Teachers indicated a lower rating on the item pertaining to having enough time to teach from the Pre-Score (M = 3.50, SD = 0.93) to the Post-score (M = 3.14, SD = 0.90). Teachers indicated that when they are able to implement effective and pro-active management strategies, they felt that they were able to spend more time teaching. Lastly, teachers also indicated a lower rating on the item pertaining to having too many children in their class from the Pre-Score (M = 3.25, SD = 0.89) to the Post-score (M = 2.71, SD = 0.95). Teachers reported that they felt that the implementation of the Conscious Discipline strategies made them feel less overwhelmed by their class sizes and that the frequency of undesired behaviors had noticeably decreased.

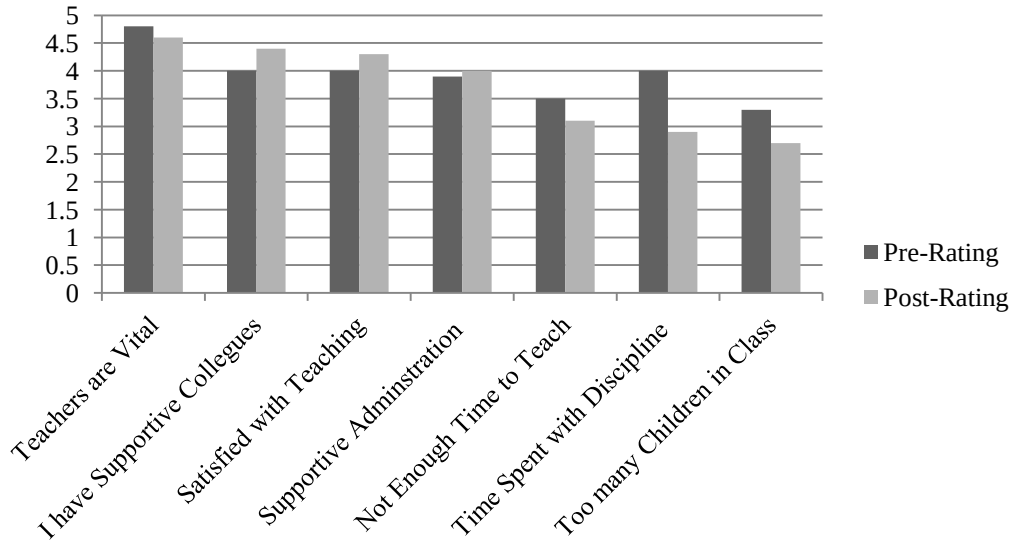

Figure 1. Teacher Perception Survey: Pre and Post Ratings.

Objective 2: Improved Instructional Time

The purpose of this objective was to demonstrate an improvement in instructional environments. The data analyzed to determine this objective included the BOSS: Teacher Directed Instruction (Table 3) ratings and the DBR: Respectful Behavior Ratings.

Table 3

Summary of Ranges, Means, and Standard Deviations for BOSS: Teacher Directed Instruction Ratings

	BOSS 1				BOSS 2				BOSS 3			
	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD
CD	60	100	71.81	11.41	25	92	57.42	27.26	17	75	44.50	22.13
Control	67	67	67.00	0.00	42	92	67.10	35.35	50	58	54.00	5.66

Note. CD = Conscious Discipline; SD = Standard Deviation

BOSS: Teacher Directed Instruction (TDI). Improved instructional time would be assumed to be positively correlated with the TDI ratings. Teacher directed instruction was visually analyzed using observation means of the Conscious Discipline classrooms compared to the Control classroom (Figure 2). In the Conscious Discipline classrooms, TDI appeared to decrease with each observation. In the control classroom, instruction remained consistent for the first two observations and decreased during the third observation.

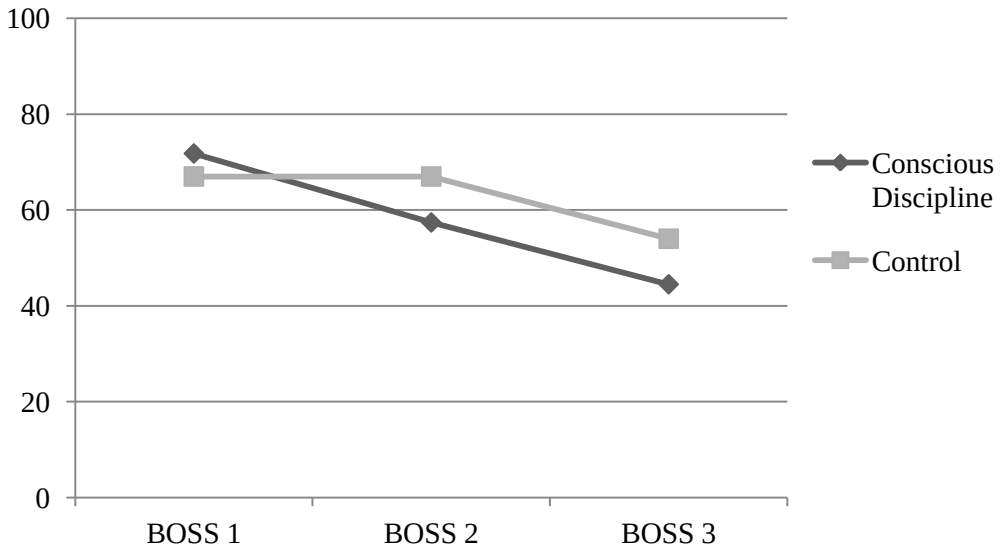

Figure 2. BOSS: Teacher Directed Instruction Classroom Comparisons.

DBR: Respectful Behavior Ratings. Improved instructional environments could expect to see an improvement in classroom behaviors. A visual analysis of trends was conducted across the six DBR ratings (Figure 3). It was determined that the target student was consistently rated higher than the class average on exhibiting respectful behaviors. The data appears to show that over time, the target students and the classes

appeared to be more similar in ratings. Overall, Respectful ratings improved for both target students and their classrooms; however, the classrooms show a slightly greater improvement in ratings over time.

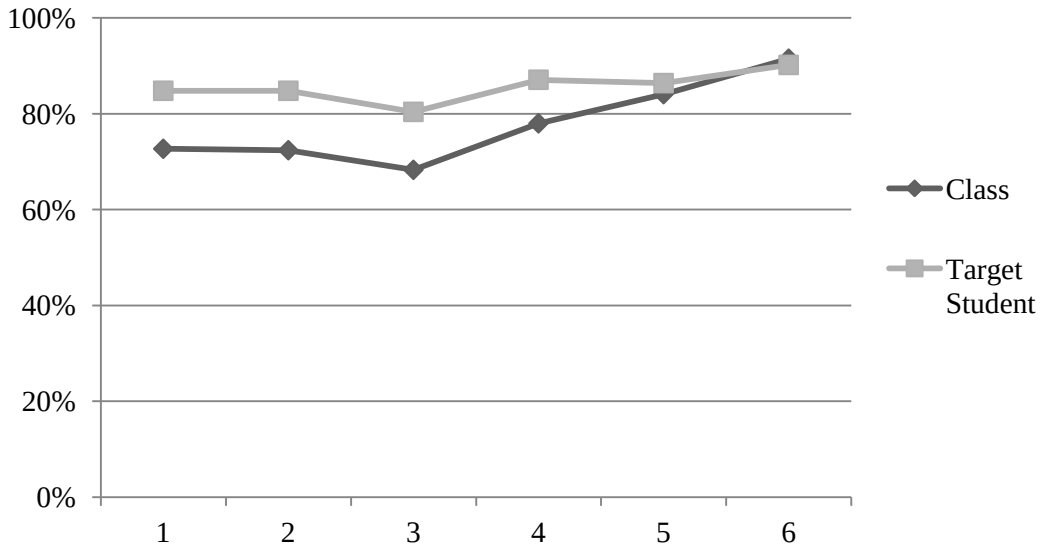

Figure 3. DBR: Respectful Behavior Ratings.

Objective 3: Decreased Time Spent on Student Misbehavior

The purpose of this objective was to demonstrate a decline in time that teachers spent on managing undesired student behavior. The data analyzed to determine decreased time included the DBR: Disruptive Behavior Ratings and select items from the Teacher Perception Survey.

DBR: Disruptive Behavior Rating. A decreased time spend on behavior could correlate with a decrease in disruptive behaviors. A visual analysis of trends was conducted across the six DBR ratings (Figure 4). The ratings indicate a decrease in disruptive behaviors over time for both the target students and their classrooms, with target students exhibiting a greater decrease of disruptive behaviors.

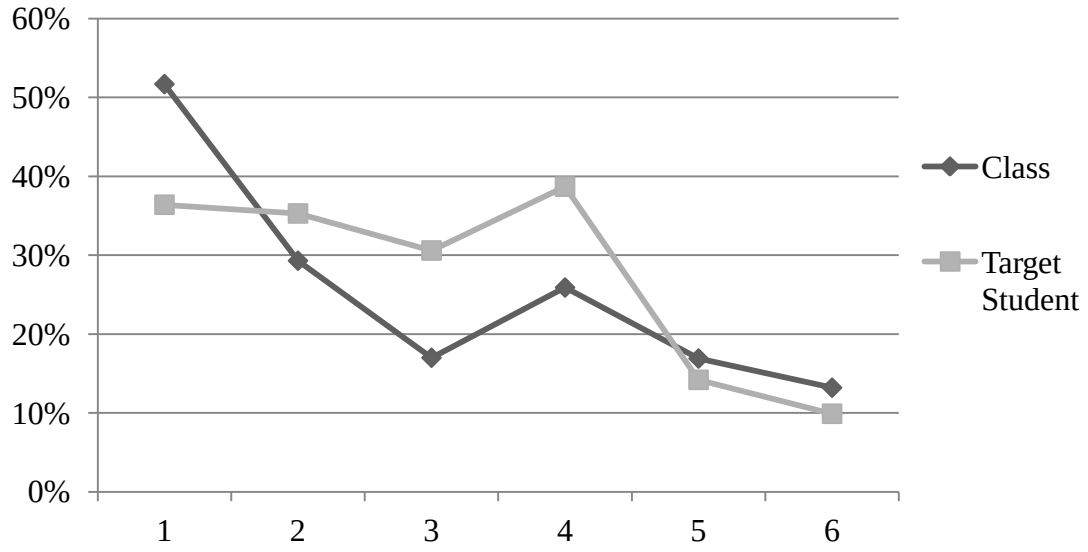

Figure 4. DBR: Disruptive Behavior Ratings.

Teacher Perception Survey. The survey was utilized to demonstrate decreased time spent on managing unwanted classroom behaviors. Again, the item, "I spend too much time dealing with discipline", exhibited the greatest improvement (Figure 1). Teachers indicated less time spend on misbehavior concluding the Conscious Discipline implementation.

Objective 4: Decreased Frequency of Student Misbehavior

The purpose of this objective was to demonstrate a decline in frequency that teachers spent on managing undesired student behavior. The data analyzed to determine decreased frequency included the BOSS: Off-Task Motor, Off-Task Verbal, and Off-Task Passive ratings (Table 4).

Table 4

Summary of Ranges, Means, and Standard Deviations for BOSS: Off-Task Behaviors

	BOSS 1				BOSS 2				BOSS 3			
	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD
OFT-Motor												
C.D. Class	0	42	12.5	13.55	0	25	9.8	9.85	0	17	7.1	5.38
C.D. Student	0	64	22.3	18.73	2	42	15.8	11.33	2	24	13.1	8.04
Control Class	42	33	37.5	6.36	0	8	4.0	5.66	8	8	8.0	0.00
Control Student	50	52	51.0	1.41	50	60	55.0	7.01	4	8	6.0	2.83
OFT-Verbal												
C.D. Class	0	75	19.3	23.68	0	42	17.7	12.88	0	33	7.3	13.59
C.D. Student	0	68	21.9	22.26	0	23	12.7	8.06	0	31	13.5	11.99
Control Class	8	17	12.5	6.36	0	8	4.0	5.66	0	8	4.0	5.66
Control Student	4	8	6.0	2.83	0	15	7.5	10.61	0	4	2.0	2.83
OFT-Passive												
C.D. Class	0	64	31.7	23.53	0	33	20.2	13.81	0	58	24.0	20.04
C.D. Student	5	48	26.0	14.29	0	31	17.9	9.87	0	40	18.3	17.89
Control Class	8	25	16.5	12.02	25	33	29.0	5.66	25	75	50.0	5.36
Control Student	6	13	9.5	4.95	31	65	48.0	24.04	27	63	45.0	25.46

BOSS: Off-Task Motor. A visual analysis of class-wide trends was conducted across the three BOSS observations (Figure 5). The ratings indicate that both the Conscious Discipline classrooms and the control classroom demonstrated decreased off-task motor ratings. While the control classroom exhibited more off-task motor behaviors during the first observation, both groups exhibited the same amount of off-task motor behaviors during the final observation.

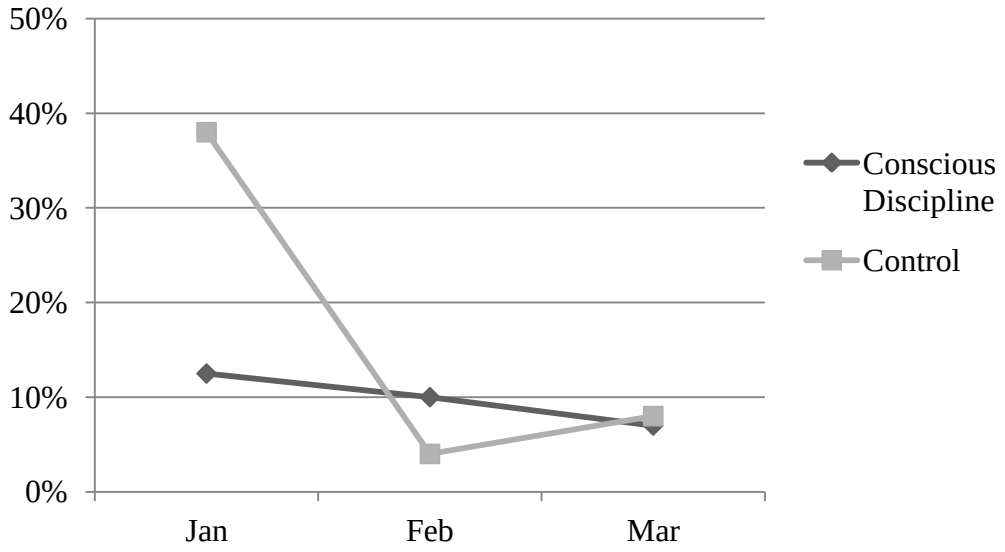

Figure 5. BOSS: Off-Task Motor Classroom Comparisons.

BOSS: Off-Task Verbal. A visual analysis of class-wide trends was conducted across the three BOSS observations (Figure 6). The ratings indicate that both the Conscious Discipline classrooms and the control classroom demonstrated decreased off-task verbal ratings. While there is the greatest difference between the group ratings during the second observation, both groups demonstrated a similar rate of off-task verbal behaviors by the final observation.

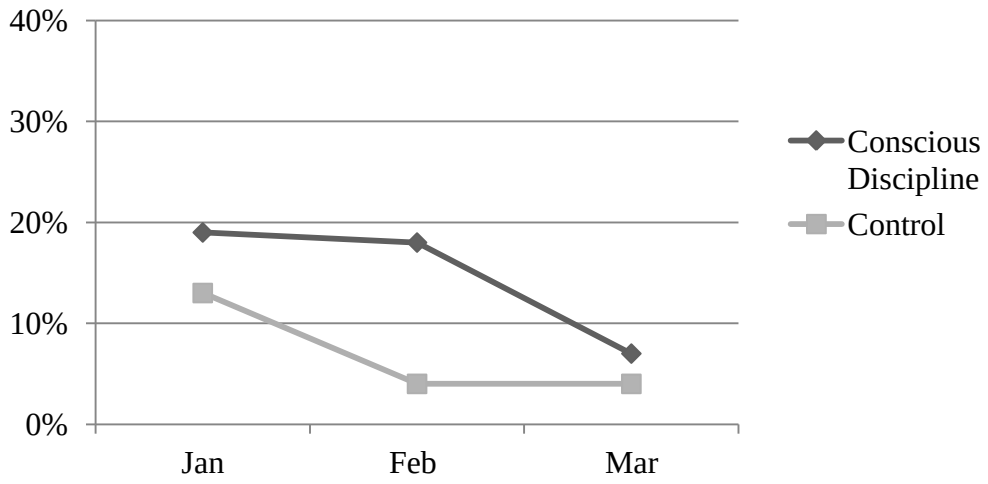

Figure 6. BOSS: Off-Task Verbal Classroom Comparisons.

BOSS: Off-Task Passive. A visual analysis of class-wide trends was conducted across the three BOSS observations (Figure 7). The ratings indicate that the Conscious Discipline classrooms exhibited a decrease in off-task passive ratings, while the Control classroom exhibited an increase in ratings.

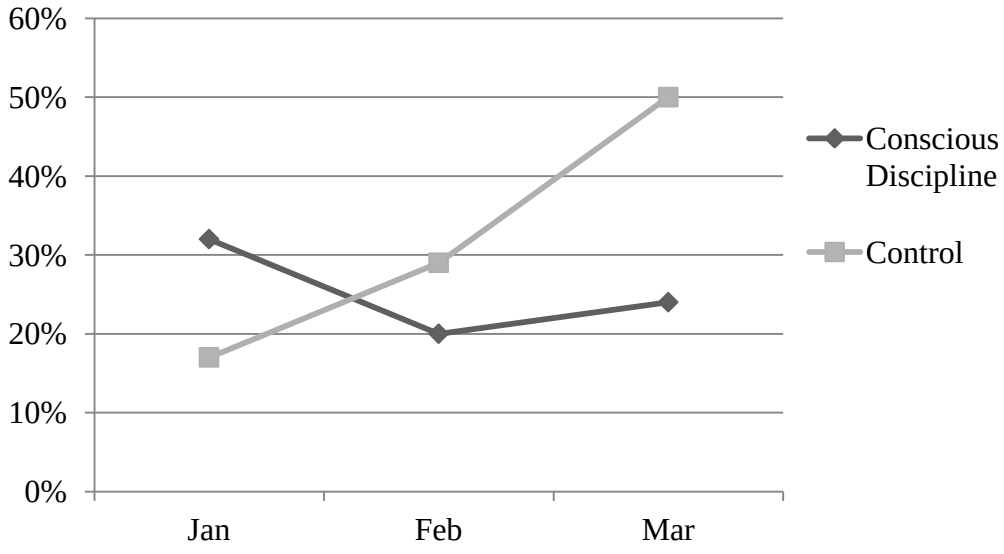

Figure 7. BOSS: Off-Task Passive Classroom Comparisons.

Objective 5: Improved Emotional Functioning

The purpose of this objective was to demonstrate an improvement in social-emotional functioning of students. The data analyzed to determine the improvement included the BESS ratings (Figure 8). For the students participating in the Conscious Discipline program, there was a significant decrease in the BESS scores from the pre-score (M = 74.13, SD = 6.22) to the post score (M = 60.75, SD = 9.32). This finding indicates that target students in the Conscious Discipline classrooms did see a decrease in at-risk behavioral and emotional symptoms. For the target students in the control classroom, no difference was identified in the BESS scores from the pre-score (M =60.50, SD = 3.53) to the post score (M = 59.50, SD = 7.78).

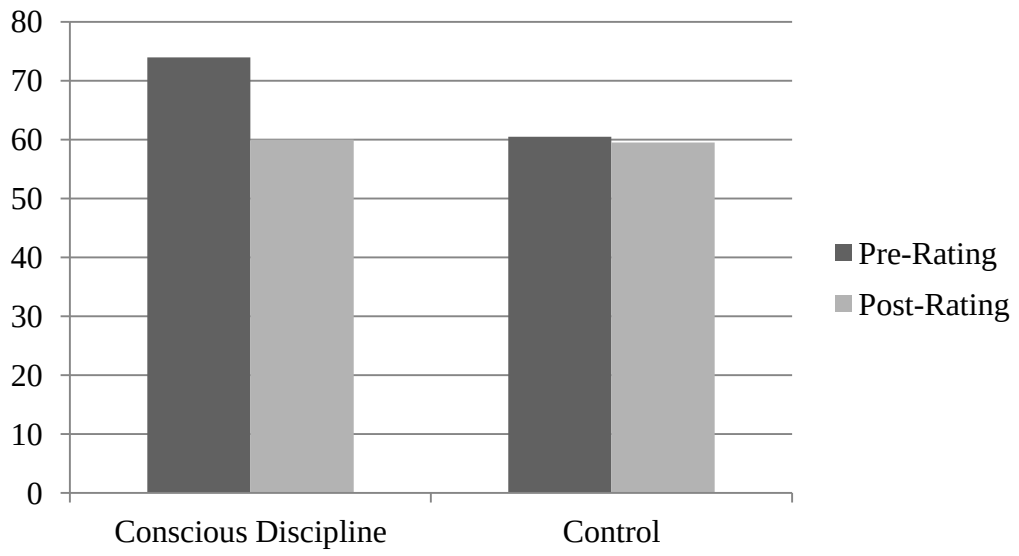

Figure 8. BESS: Pre and Post Target Student Comparisons.

Objective 6: Increased Student Engagement.

The purpose of this objective was to demonstrate a decline in time that teachers spent on managing undesired student behavior. The data analyzed to determine decreased time included the BOSS: Academically Engaged Time (Table 5) and the DBR: Academically Engaged ratings.

Table 5

Summary of Ranges, Means, and Standard Deviations for BOSS: Academically Engaged Time Ratings

	BOSS 1				BOSS 2				BOSS 3			
	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD
C.D. Class	34	100	76.9	14.58	58	100	79.5	14.60	67	100	85.4	12.32
C.D. Student	54	91	90.4	17.45	57	85	79.4	5.01	58	90	71.9	11.49
Control Class	37	42	39.5	3.53	38	46	42.0	5.66	46	75	60.5	20.51
Control	50	58	54.0	5.66	75	75	75.0	0.00	42	75	58.5	23.33

BOSS: Academically Engaged Time. A visual analysis of class-wide trends was conducted across the three BOSS observations (Figure 9). The ratings indicate that while ratings were most similar during the second observation, the Conscious Discipline classrooms consistently had higher Academically Engaged Time ratings compared to the Control classroom.

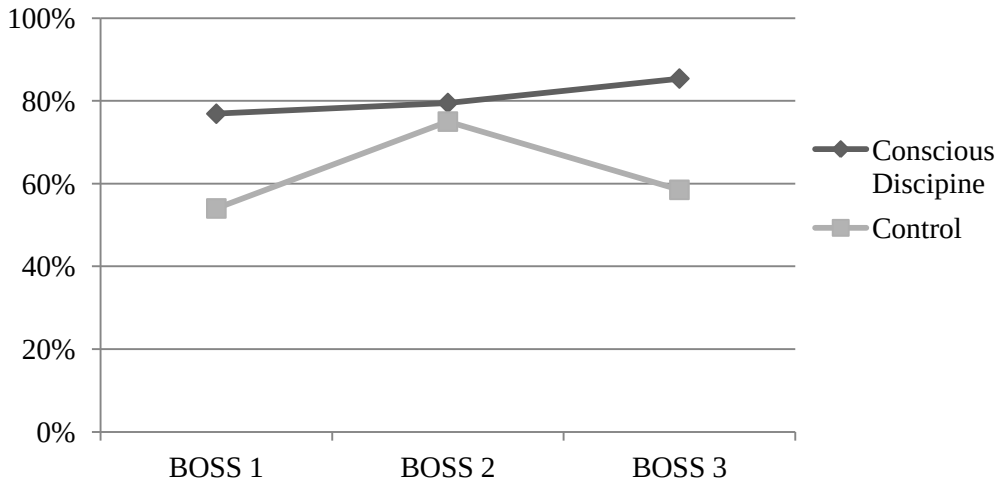

Figure 9. BOSS: Academically Engaged Time Classroom Comparisons.

DBR: Academically Engaged Ratings. A visual analysis of trends was conducted across the six DBR ratings (Figure 10). The ratings indicate some improvement in ratings over time, particularly with the target students. The gap between the two groups appears to close with each rating. By the final rating, the target students mirrored their classroom peers in academic engagement.

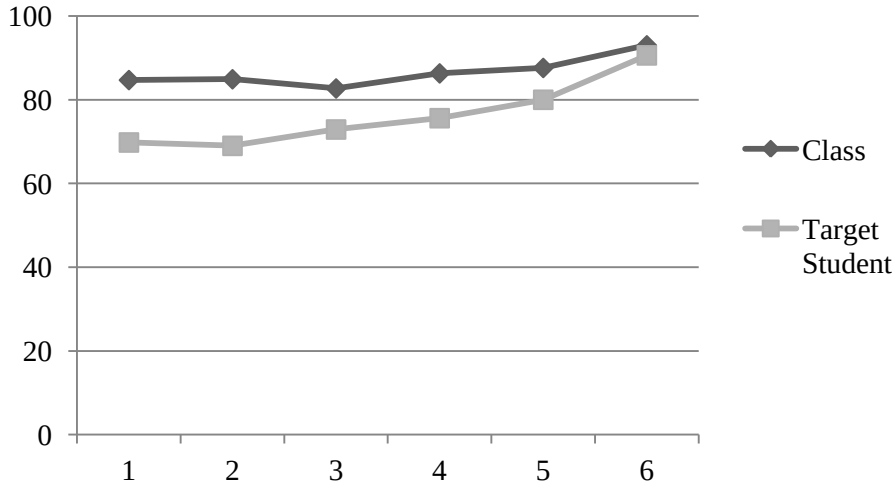

Figure 10. DBR: Academically Engaged Ratings.

CHAPTER 4: DISCUSSION

This study was an attempt to replicate the research from a previous study (Hoffman et al., 2005) indicating positive behavioral impacts from the implementation of Conscious Discipline. The data collected and analyzed for this case study indicated mixed results from the implementation of the classroom management program. Informal interviews were conducted with some of the participating teachers to gain insight on their impressions following the conclusion of the study.

Interpretations by Objective

There were six objectives for this case study including improved teacher perception of classroom management skills, improved instructional environment, decreased time spent on student misbehavior, decreased frequency of student misbehavior, increased emotional functioning of students, and increased student academic engagement.

Improved Teacher Perceptions

Improved teacher perceptions as effective classroom managers were measured using the Teacher Survey. After training in and implementation of Conscious Discipline during one school year, teachers reported that they were more satisfied with teaching, felt less overwhelmed by the number of students in their class, had more time to teach, and felt more support was provided by their colleagues. It is important to note that these findings indicated only trends in the data because no statistically significant differences could be obtained in the analysis. Teachers, however, reported to the researcher that these findings had more practical significance to their daily teaching practices. They

perceived that the program had a positive impact on student engagement, disruptive behavior, and positive emotional functioning.

These findings indicate a perceived improvement in classroom management abilities across the teachers in the Conscious Discipline program. Hoffman et al. (2005) also demonstrated that the behavior management program improved teacher perception of management skills. Additionally Conscious Discipline was highly related to the teacher's beliefs about their classroom climates and improved their perceptions about their management abilities (Crocker, 2008). Improving teacher perceptions is important because it contributes to overall teacher effectiveness and strengthens confidence in their instructional skills, management skills, organizational skills, teacher-student relationships, and student success (Jones & Jones, 2004)

Improved Instructional Environment

The second goal was to demonstrate improved instructional environment. Zastrow (n.d.) found that the Conscious Discipline program allowed teachers more time for instruction and spent less time on issues related to discipline. However, this study was not able to determine similar findings. On the DBR rating, the class-wide trends on "Respectful" behavior ratings did show some improvements between the pre and post ratings however statistical significance could not be determined. Teacher ratings on class-wide "Respectful" behavior went from 72% in January to 91% in April. Similarly, the target students improved in respectful behaviors, although not as dramatic as the class-wide rating. The target students began at a rating of 84% and increased to 90%. This finding indicates that teachers did notice an improvement in the time the students spent engaging in respectful behaviors towards their classroom peers and adults,

contributing to a more positive climate and improved instructional environment. On the BOSS data, the Conscious Discipline classrooms indicated decreased time spent directly instructing their students. It would be assumed that if students are more engaged, the teacher would have more time for direct instruction, not less. While there were some changes in teacher and student behavior, it did not result in a classroom environment where more direct instruction was provided following implementation.

Decreased Time Spent on Student Misbehavior

The third goal was to demonstrate decreased time spent on problem behaviors. According to the Teacher Perception Survey, teachers indicated a decrease in time spent managing discipline and problem behaviors. Teachers reported that they had a better understanding of classroom management tactics upon completion of the Conscious Discipline program. They felt more prepared to manage the day-to-day problem behaviors after being introduced to the Conscious Discipline Skills. Future studies may want to compare differences between the previous management training experience of teachers, Conscious Discipline, and other classroom management programs to determine how effective Conscious Discipline is at reducing time spent on unwanted classroom behaviors. Additionally, teachers also felt that their approach to classroom management was more comprehensive and fluid than their previous behavior management methods. Teachers felt that the skills and structures implemented through the use of the Conscious Discipline program helped alleviate many behavioral concerns and provided consistency among managing similar behaviors across students. Hoffman et al. (2005) also demonstrated a reduction in time spent on behavior problems using Conscious Discipline.

Decreased Frequency of Student Misbehavior

The next goal was to demonstrate decreased frequency of problem behaviors. The BOSS post scores indicated a decrease in off-task motor behaviors in the classrooms where Conscious Discipline was being implemented. Students appeared to be engaged less in motor activity that was not directly associated with the assigned academic task. For example, they appeared to fidget less with items at their desks and get up out of their seats less frequently by the last observation in March as compared to the first observation in January.

Another finding observed was that the Control classroom engaged in significantly less off-task verbal behaviors compared to the Conscious Discipline group at the end of implementation. It is important to note that while the Control classroom was one second grade room, the Conscious Discipline rooms ranged from Kindergarten to third grade. Because there were younger students in the Conscious Discipline classrooms, these students may engage in more general verbal behaviors compared to students in second grade. There was, however, an overall declining trend in off-task verbal behaviors for the Conscious Discipline rooms. By the final observation, students appeared to engage in fewer verbalizations that were not directly to the academic assignment. When they were talking in class, they appeared to be more engaged in conversations related to the class discussion. Lastly no significant changes were identified for pre or post off-task passive behaviors in the Conscious Discipline classrooms, however these behaviors appeared to increase in the control classroom.

On the DBR ratings, both the target student ratings and the class-wide ratings showed a decrease in disruptive behavior. In January, teachers were reporting class-wide

disruptive behavior occurring 52% of the time, which decreased to 13% by April. The teachers reported their target students as initially being disruptive 36% of the time and this decreased to 10% of the time. Teachers reported that as they felt more comfortable implementing various Conscious Discipline Skills and Structures, they noticed an overall improvement in student behavior. For example, teachers felt that they successfully implementing the skills of offering Choices and utilizing Natural Consequences allowed for more proactive management of misbehavior. Decreased frequency and intensity of misbehavior was also noted in previous studies on Conscious Discipline (Hoffman et al., 2005; Martin, n.d.)

Improved Emotional Functioning

The fifth objective was to demonstrate improved emotional functioning of students. According to the BESS, the target students in the Conscious Discipline classrooms were rated as having less behavioral and emotional symptoms by the end of the implementation. The BESS T-Scores for the target students in the Conscious Discipline classrooms dropped from their original October ratings in the "extremely elevated range" (T-score < 70) to the "normal range" (T-score < 60) by the post-test in April. No change was identified for the control group between the pre and post-ratings. Implementation of Conscious Discipline skills such as Composure, Encouragement, Empathy, and Positive Intent may have improved the functioning of these students by allowing the student to feel respected by the teacher and allow the child to express their feelings or concerns in a more accepting environment. Lorch (2009) demonstrated that Conscious Discipline improved conflict resolution skills in adults and was transferable to children's emotional development. Additionally, Hoffman et al. (2005) also

demonstrated that Conscious Discipline decreased hyperactivity, aggression, and conduct problems in children.

Increased Student Engagement

The final objective was to demonstrate increased student engagement. The BOSS data demonstrated some slight improved academic engaged time. For example, the class-wide engaged time went from having a mean rating of 76.3% and improved to a rating of 85.4%. The DBR ratings also exhibited increased engaged time as rated by teacher perceptions. The DBR ratings for both the target students and the whole class showed improvement in academically engaged behavior from the pre-rating in January to the post-rating in April. The teacher-rated engagement for the target student went from 69% to 91%. Similarly, the whole class engagement went from 84% to 93%. The ratings showed a noticeable gap between the class-wide data and target students in January, which closed by the final rating. That is, engagement among the target students looked more similar to that of the class as a whole by the end of the implementation. Based on these findings, we may conclude that teachers felt that their students were more engaged in classroom activities following the implementation. Teachers in the study attributed this improvement to their personal ability to manage problems more efficiently, allowing them to spend more time on the course material. Zastrow and Simonis (2005) also found that the use of Conscious Discipline allowed children to function better socially and emotionally when the environment was supportive, and safe, subsequently leading to higher achievement.

Conclusion

In conclusion, participating teachers reported that they were satisfied with the Conscious Discipline program as well as the effectiveness of the program to their students. They reported that both students and teachers experienced success by learning or refreshing their knowledge base of various management skills and strategies while promoting emotional development. The use of the Progress Assessments indicated that there was evidence of strong implementation across many of the program's skills and structures. Teachers perceived that the program had a positive impact on student engagement, disruptive behavior, and positive emotional functioning. Teacher buy-in to the program was also identified in previous studies (Calderella, Page & Gunter, 2012; Crocker, 2008). Upon conclusion of the study, teachers felt overall more satisfied in their classroom management abilities and more supported by their colleagues. Conscious Discipline appeared to aid in improved teacher perceptions of management skills, decreased time and frequency of student misbehavior, increased the emotional functioning of students, as well as increased student academic engagement.

Limitations

Due to the small sample size of this study, findings of this study may not generalize as well to other classrooms or educational settings. Similarly, Thomas and Ostrosky (2011) also faced challenges with implementing the components of Conscious Discipline to all settings and students in one Head Start setting. Future studies should attempt to target various samples of students, settings, and educators to get better idea of its effectiveness across different populations. Additionally, there may also be potential bias due to self-selection in participating in the study. Findings that were exhibited in this case study may only generalize to teachers who express similar interests in the

Conscious Discipline program or have an expressed interest or motivation to try a new management strategy. However, teacher buy-in to the Conscious Discipline program has been correlated with improved management skills and improved instructional environments (Crocker, 2008).

One particularly challenging limitation to conducting research in schools is that in education settings, the factors that need to be taken into consideration are almost innumerable and controlling for all of these factors is virtually impossible. One way this study attempted to control for and reduce some of that variability was by using a group of teachers who manage students similar in age, socio-economic background, and problem behaviors. Using teachers who volunteered to participate and utilizing regular collaboration meetings to teach skills and structures by a trained instructor with previous experience may have also lead to more authentic findings.

Additionally, this study poses limitations regarding the control classroom. The study, similar to previous ones, used one classroom and two target students to compare against the Conscious Discipline group (Hoffman et al., 2005). However, because a majority of the implementing classrooms were Kindergarten (e.g., five of the eight), some issues arose from comparing behavior to the control room, which was a second grade classroom. For instance, behaviors and expectations differ drastically between these grade levels. While younger children are allowed to engage in more motor activity and social discussion, students by second grade have higher expectations to remain seated and listen more directly to instruction. Comparisons of behavior using the BOSS ratings was difficult because the younger children have had less time to learn the expectations of school compared to students in second and third grade. In the future, this limitation

should be addressed by using multiple control classrooms of various grade levels, or by using a control room that is more representative of the targeted sample.

There were also difficulties using the BOSS as the observation data. While structured observations were necessary to obtain quantitative information regarding particular information, the BOSS also had limitations. For example, the 15-minute observations were merely a snapshot of behavior. Only three observations were conducted, limiting the quality of behavior data collected. Originally, the study attempted to collect six data points, two separate observations for each student at all three data points, but the time and resources were limited. Upon conducting the analysis of the BOSS ratings, ratings also appeared somewhat inconclusive. No significant differences were identified in Academic Engagement between the Conscious Discipline and the control classrooms or their target students in either pre or post rating. Previous studies were able to identify increased academic engagement; however the BOSS ratings did not correspond with that finding.

Additionally, teacher data was analyzed using group means rather than assessing teachers individually or by grade level. Future studies should attempt to tease out the effectiveness on the program based on teacher and classroom variables such as class sizes, level of teaching experience, and grade level.

Finally, the time of full Conscious Discipline implementation was limited to ten weeks. While initial findings were promising, the intervention phase was relatively brief. Teachers spend a full semester training on the 8 skills and data was collected for the semester following. A full semester or full school year would have been a better sample of the effectiveness of the management program.

Significance of Findings

These findings suggest that teachers looking to improve their classroom management skills may find success with the use of the Conscious Discipline approach. While only some of the data collected indicated significant changes related to this classroom management approach and despite the limitations of this case study, there is some support indicated for continued implementation of this approach with ongoing research. Schools and their administrators should conduct a cost-benefit analysis to determine if Conscious Discipline's time and resources spent on training, materials, and implementation would be an appropriate investment. With longer term implementation and further research it may be possible to identify factors that contribute to the success of this approach. For example, the teachers in this study felt that having a group to collaborate with was crucial when they were having difficulties implementing specific skills or structures. Additional approaches to providing this support could be explored. Furthermore, the dual focus on the development of emotional intelligence in students and management skills in teachers is a unique component of this classroom management approach and should be continued to be explored. Specifically, there needs to be more information as to how teacher perceptions and behaviors are changed in relation to the training and implementation of this approach and how those changes are related to changes in student emotional and behavioral control.

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APPENDIX A: ADAPTED TABLES OF THE THEORETICAL APPROACHES TO CONSCIOUS DISCILPINE

Table 6

Theoretical Approaches to Conscious Discipline: Teacher-Directed Approaches

Theorist/Approach	Main Tenet, Idea, Goal	How it applies to Conscious Discipline
Jean Piaget/ Cognitive Development	Essential for learning	Adults take the role for a guide and set the stage for learning
Arnold Gesell/ Maturationist	Adults guide and support children through developmental cycles	Gives adults under-standing of child development and the maturation process
Allan Schore, Bruce Perry et al./ Neurological Research	Threat and stress nega-tively impacts higher order thinking skills	Emphasizes safety and stress reduction in the classroom

Note. From "The Theoretical and Scientific Basis of Conscious Discipline" by B. A. Bailey, 2011 retrieved from http://consciousdiscipline.com/about/research_papers.asp. Table adapted with permission.

Table 7

Theoretical Approaches to Conscious Discipline: Student-Directed Approaches

Theorist/Approach	Main Tenet, Idea, Goal	How it applies to Conscious Discipline
Erickson, Rogers, Maslow/Emotional and Personality Development	The adult is an emotional supportive entity who assist in children in social problem solving	Integrates emotional and cognitive domains to help children understand feelings, motives, and actions
Skinner & Bandura/ Behavioral & Social Cognitive Theories	Emphasize the importance of the environment and social modeling in relation to learning	Teaches adults how to structure environments instead of attempting to control children
Adler & Glasser/ Child Psychotherapy	Promotes an understanding of effective listening and communication skills	Uses daily conflicts to teach life skills
HeartMath Institute, Pribram & Lacey/ Neurocardiology	Integration of cognitive and emotional systems in the brain	Seeks to stimulate this pathway by teaching self-management skills
Stella Chess/ Temperament	Innate personality characteristics including assertiveness skills integrity, introversion and extroversion	Teaches anger management and
Alfie Kohn/ Motivation	General desire or willing-ness to do something	Empowerment
Gardner, and Gilligan/Intelligence	The ability to solve problems, or create valuable products	Learning
Institute of HeartMath/ Developing Consciousness	Process of perceiving or knowing things to a high degree of certainty	Problem-Solving
Kohlberg & Gilligan/ Moral Development	The development of morals and values occurs in stages	Pro-social skills

Note. From "The Theoretical and Scientific Basis of Conscious Discipline" by B. A. Bailey, 2011 retrieved from http://consciousdiscipline.com/about/research_papers.asp. Table adapted with permission.

Table 8

Theoretical Approaches to Conscious Discipline: Collaborative Approaches

Theorist/Approach	Main Tenet, Idea, Goal	How it applies to Conscious Discipline
Einstein, Bohm, Faraday,/ Physics, Relativity, Intricate Order, Field Theory	Individuals are energetically connected	Operates on the principles that individuals must work together
Katz, Chard & Kagan/ Cooperative Learning	A teaching strategy that combines individuals of varying levels of ability	Skills taught resulting in value of working with others
Carol Brunson Phillips, Ruby Payne/ Cultural Diversity	Respecting and understand-ing varying aspects of human societies	Helpfulness and Interdependence
Dewy, Hendrick, & Greenberg/Teaching for Democracy	Give students a sense of community and ability to make connections	Connectedness and Assertiveness

Note. From "The Theoretical and Scientific Basis of Conscious Discipline" by B. A. Bailey, 2011 retrieved from http://consciousdiscipline.com/about/research_papers.asp. Copyright [2011] by Loving Guidance, Inc. Table adapted with permission.

APPENDIX B: TEACHER CONSENT FORM

Asheville City Schools
Western Carolina University

Informed Consent

Dear Classroom Teacher:

Several teachers in Asheville City Schools are participating in the training and implementation of a new classroom management technique called Conscious Discipline (www.conciouSD = iscipline.com). Funding for this project was provided to two Asheville City School teachers (Gaelyn Evangreene and Jennie Robinette) by the ACS Foundation. In addition, Dr. Lori Unruh, from Western Carolina University will assist these teachers in measuring the effectiveness of this project.

It is anticipated that this new approach to classroom management will help these teachers increase teaching time, decrease time spent on student misbehavior, and increase student academic performance. In order to measure success in meeting these goals, data will be collected in each classroom for teachers who are participating in this training as well as additional classrooms for teachers who have chosen not to participate in this training. The data collected will include various teacher and student variables. The teacher variables to be collected will include:

1. Pre and Post teacher self-ratings of classroom management skills and effectiveness. This will be collected for both teachers participating in the training and those who are not.
2. Teacher Fidelity of Implementation Observations. This will occur one time for teachers participating in the training and will consist of a classroom observation measuring the extent to which the skills and strategies taught during the training are being implemented.

In addition, all teachers will be asked to select one child in their classroom and, if given permission by the parent, provide the following data on this child:

1. Behavioral ratings completed at the beginning of the full implementation of this classroom management approach and again at the end of the school year using the BASC 2 BESS (Behavioral Emotional Screening System).
2. Classroom Behavior Progress Monitoring using Direct Behavior Ratings (DRB) which is a simple 3 item rating that will be completed every other week on the child.
3. Academic Performance Progress Monitoring using Running Records and/or Aims Web as already required within each classroom.
4. Structured classroom observations measuring the engaged time for the students selected for participation in this study. These observations will be completed by trained observers one time per month until the end of the school year.

It is anticipated that the amount of time required by the teachers participating in this study will be minimal with no more than 15 minutes per week most weeks.

By signing below you agree to participate in all aspects of this study as indicated above. The information obtained on your classroom will be shared with you by the researchers. In addition, the information obtained will be compiled with other data obtained in other classrooms and presented in a final report with no identifying teacher or student information included. All information obtained will be kept confidential. This consent form will be the only document used in this study with your name on it.

If you have any questions or concerns about the study, feel free to ask questions. You may contact, Lori Unruh, at lunruh@email.wcu.edu or by phone at (828-227-2738). You may also contact Gaelyn Evangreene at gaelyn.evangreene@asheville.k12.nc.us or Jennie Robinette at jennie.robinette@asheville.k12.nc.us . If you would like the results of this study or a copy of the report, please include your email address. Your willingness to have data collected on your child is much appreciated.

Additionally, if you have any concerns about how you were treated during this project, you may contact the office of the Institutional Review Board (IRB) at Western Carolina University, a committee that oversees the ethical dimensions of the research process. The IRB office can be contacted at 828-227-3177. This research project has been approved by the IRB.

I agree to participate in this study. I (_____am _____am not) participating in the Conscious Discipline classroom management training and implementation process.
Date: _____
Teacher's Name (please print) _____
Teacher's Signature: _____

APPENDIX C: PARENT CONSENT FORM

Asheville City Schools
Western Carolina University

Informed Consent

Dear Parent/Guardian:

Several teachers in Asheville City Schools are participating in the training and implementation of a new classroom management technique called Conscious Discipline (www.consciouSD = iscipline.com). Funding for this project was provided to two Asheville City School teachers (Gaelyn Evangreene and Jennie Robinette) by the ACS Foundation. In addition, Dr. Lori Unruh, from Western Carolina University will assist these teachers in measuring the effectiveness of this project.

It is anticipated that this new approach to classroom management will help these teachers increase teaching time, decrease time spent on student misbehavior, and increase student academic performance. In order to measure success in meeting these goals, data will be collected in each classroom for teachers who are participating in this training as well as additional classrooms for teachers who have chosen not to participate in this training. The data collected will include various teacher and student variables. The student variables will include:

3. Pre and Post teacher ratings of behavior on the BASC-2 BESS (Behavioral and Emotional Screening System)
4. Academic Progress Monitoring collected on all children in your child's classroom
5. Behavioral Progress Monitoring Observations using a structured observation system.

The children participating in this data collection will lose no academic instructional time. In addition, you will be provided with the behavioral and academic information obtained on your child, which should provide you with important and unique information regarding progress being made by your child.

Your child has been selected by his/her teacher for participation in this data collection process. This teacher (_____is _____is not) participating in the Conscious Discipline classroom management training and implementation process. By signing below you agree to allow the data described above to be collected on your child. The information obtained will be shared with you by your child's classroom teacher. In addition, the information obtained will be compiled with other student data obtained in other classrooms and presented in a final report with no identifying student information included. All information collected will be kept confidential. This consent form will be the only document with your child's name.

If you have any questions or concerns about the study, feel free to ask questions. You may contact, Lori Unruh, at lunruh@email.wcu.edu or by phone at (828-227-2738). You may also contact Gaelyn Evangreene at gaelyn.evangreene@asheville.k12.nc.us or Jennie Robinette at jennie.robinette@asheville.k12.nc.us . If you would like the results of this study or a copy of the report, please include your email address. Your willingness to have data collected on your child is much appreciated.

Additionally, if you have any concerns about how you were treated during this project, you may contact the office of the Institutional Review Board (IRB) at Western Carolina University, a committee that oversees the ethical dimensions of the research process. The IRB office can be contacted at 828-227-3177. This research project has been approved by the IRB.

Child's Name: _____Date: _____
Parent/Guardian's Name (please print) _____
Parent/Guardian Signature: _____

APPENDIX D: TEACHER PERCEPTION SURVEY

Conscious Discipline Teacher Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. I am satisfied with teaching.						
2. I perform a vital function in society.						
3. I have too many children in my class.						
4. I do not have enough time to teach what I need to teach.						
5. I spend too much time dealing discipline.						
6. My colleagues are supportive and helpful.						
7. My school's administration is supportive and helpful.						

APPENDIX E: CONSCIOUS DISCIPLINE PROGRESS ASSESSMENT OUTCOMES

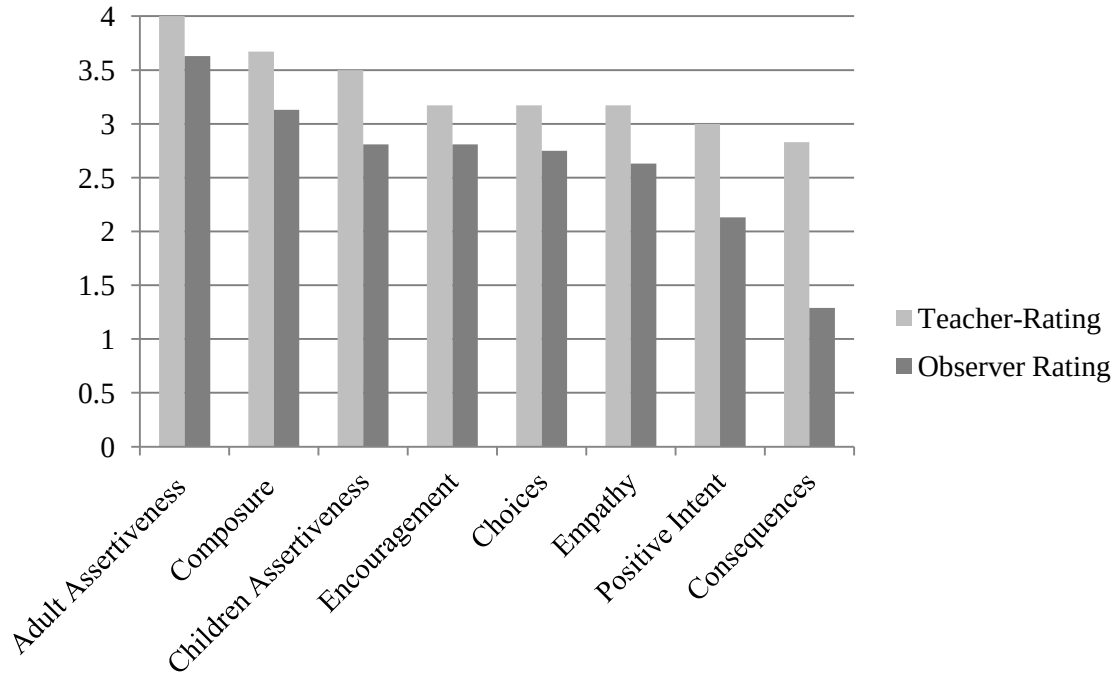

Figure 11. Conscious Discipline Progress Assessment: Skills Ratings

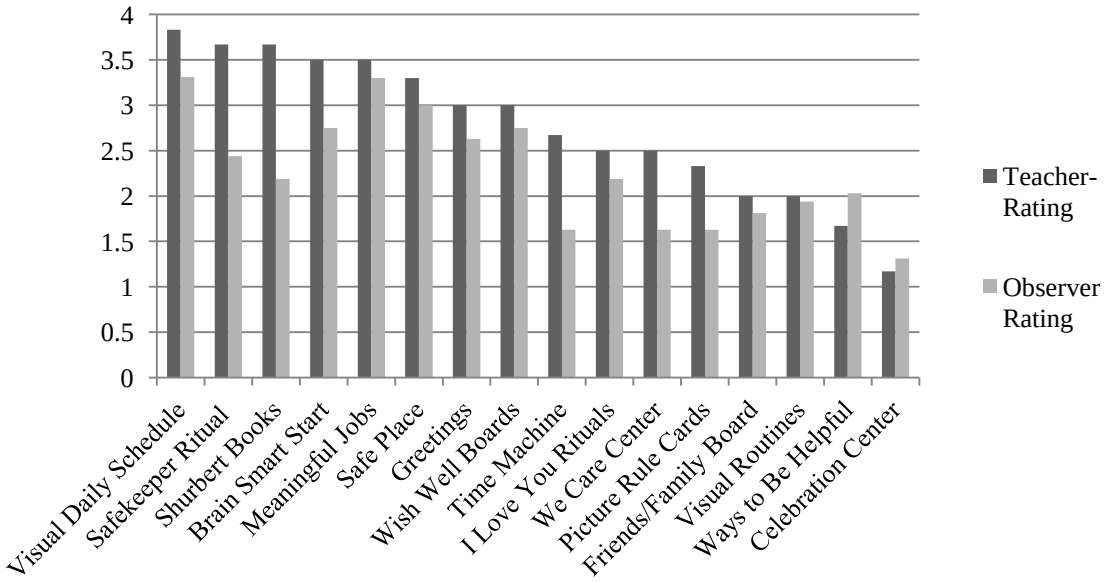

Figure 12. Conscious Discipline Progress Assessment: Structures Ratings

APPENDIX F: ONLINE DBR SURVEY

PLEASE PROVIDE YOUR NAME:

Consider your student and his/her behavior during the school day for which you are providing this rating. For each of the three behaviors described below, provide the rating that best reflects the ***percentage of total time*** the student exhibited each target behavior. This can be done by moving the slider to the rating that you wish. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged: The percentage of time that the student actively or passively participated in classroom activities. For example: writing, raising hand, answering question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

0 10 20 30 40 50 60 70 80 90 100

Academically Engaged:

Respectful: The percentage of time that the student was compliant and polite in response to adult direction and/or interactions with peers and adults. For example: following teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

0 10 20 30 40 50 60 70 80 90 100

Respectful:

Disruptive: The percentage of time that the student's actions interrupted regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

0 10 20 30 40 50 60 70 80 90 100

Disruptive:

>>

Now, consider your class as a whole and the behavior of all of the students in your class during the school day for which you are providing this rating. For each of the three behaviors described below, provide the rating that best reflects the ***percentage of students*** who exhibited each target behavior as an average in all activities for that day. This can be done by moving the slider to the rating that you wish. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged: The percentage of students who actively or passively participated in classroom activities. For example: writing, raising hand, answering question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

0 10 20 30 40 50 60 70 80 90 100

Academically Engaged:

Respectful: The percentage of students who were compliant and polite in response to adult direction and/or interactions with peers and adults. For example: following teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

0 10 20 30 40 50 60 70 80 90 100

Respectful:

Disruptive: The percentage of students whose actions interrupted regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

0 10 20 30 40 50 60 70 80 90 100

Disruptive:

Comments: