



**ConsciousDiscipline®**

# **Response to Intervention**

**ConsciousDiscipline.com**

© 2017 Loving Guidance, Inc. All rights reserved. 800.842.2846

# Conscious Discipline and RTI

Response to Intervention (RTI) was initially created as a means of determining student eligibility for special education and the effectiveness of those interventions. RTI became a perceptual shift for the special education community. Instead of seeing a disability as a one-way street only involving “within child” factors, lack of success became a more two-way street factoring in the interaction between the instructional environment and the children. RTI asks the teacher and school to offer an intervention, monitor its success and then adapt/change as needed until the individual is successful. This is depicted in a three-tier system.

## Universal

Tier 1 includes universal school-wide interventions. The goal of the primary level of RTI is to meet the needs of most of the students by providing high quality core instruction. It is predicted that at least 80% of the students will be successful with Tier 1 interventions.

## Targeted

Tier 2 represents 10-15% of the targeted students who need additional resources to be successful. These students receive the same core instruction but require additional help or interventions to meet academic or behavioral requirements.

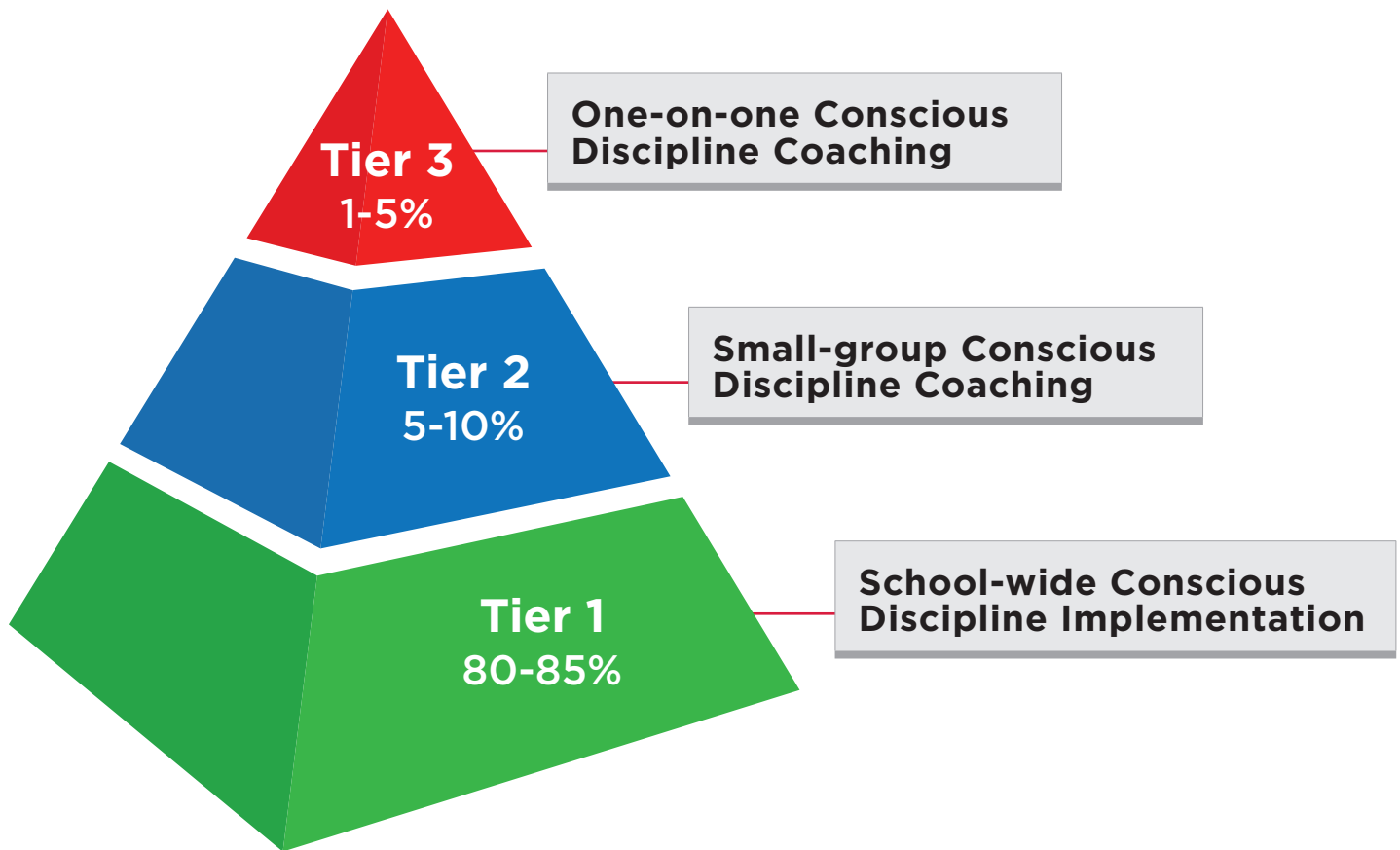
## Intensive

Tier 3 is the smallest group and often requires more intensive intervention to achieve expected outcomes. In regard to behavior these children have serious emotional, behavioral, and social difficulties often disrupting entire schools and draining resources. Estimates suggest that these students constitute about 1-5% of a school population, account for 40-50 percent of behavioral disruptions, and drain 50-60 percent of building and classroom resources (Gresham, 2004).

School-wide implementation of Conscious Discipline is a three year transformative process. RTI is embedded in the Conscious Discipline school improvement plan. To begin your Conscious Discipline journey contact us at [ConsciousDiscipline.com](http://ConsciousDiscipline.com), [Professional.Development@ConsciousDiscipline.com](mailto:Professional.Development@ConsciousDiscipline.com) or call 800.842.2846.

The chart on the following page shows the RTI system.





The above levels are designed to help schools, teacher, families and students reflect upon their actions and be proactive instead of reactive to student challenges. In short it requires teachers and administrators ask, “How can we help this child be successful?” It ask schools to:

1. Be proactive in their approach to screening (seeing which children need additional and/or different assistance to be successful).
2. Monitor progress (noticing teachers’ and childrens’ changes and success rates).
3. Provide interventions that meet the needs of the child (individualizing interventions to help children be successful).

Conscious Discipline was designed on these basic premises. All interactions with children, from relationship building to conflict resolution, are based on this style of reflective monitoring and feedback. In a Conscious Discipline classroom even children are taught to ask themselves, “How can I help my friends be successful with governing their own behavior?”

Applying RTI to social behavior is relatively new in the research literature. To be successful, it will require conscious application instead of automatic duplication of academic trends and interventions.

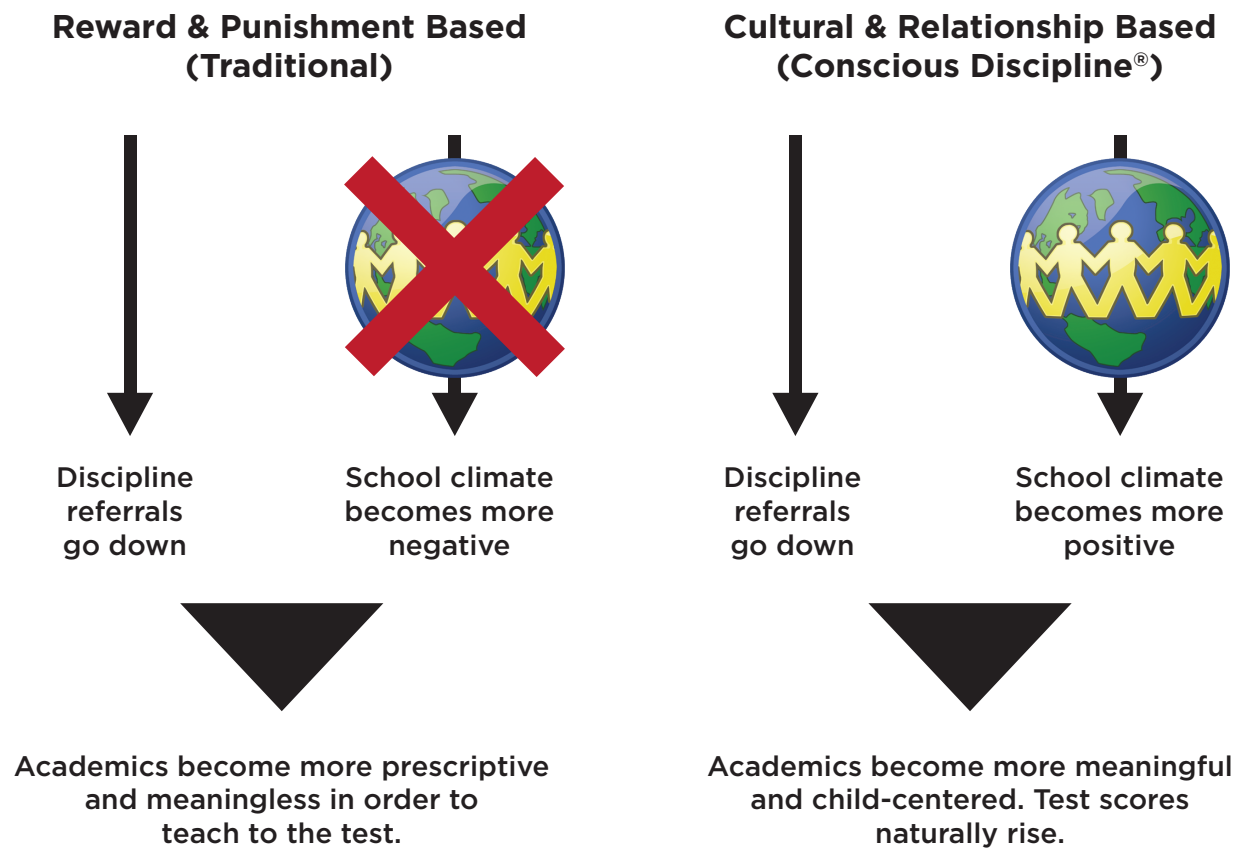


# Conscious Discipline and RTI:

The evidence-based three tiers of school discipline and classroom management

## Tier 1: The School Family

The universal social and emotional foundation for all schools and classrooms is the school climate. The evidence-based “School Family” integral to Conscious Discipline provides compassionate culturally responsive school climates based on safety, connection and problem-solving. Reward and punishment interventions for discipline situations create individualistic competitive school climates that may reduce discipline referrals but increase school negativity. A negative school climate forces more students into Tier 2.



Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).

The School Family is built on routines (school expectations), rituals (school belonging), classroom structures, and seven powers and skills that support self-regulation, social-emotional learning, executive skill function (goal setting and achievement), empathy and problem-solving. The connections created within the School Family foster motivation and willingness, the two essential ingredients for problem-solving. Teachers and administrations learn the seven basic skills and powers (perceptions) needed for optimal classroom management.



# Why Create a School Family?

Caring relationships create an optimal environment for learning, alter our physiological state and prime the brain for plasticity.

## Self-Regulation

- Seven powers
- Safe schools
- Bully-proof culture

## Optimal Brain Development

- Increased neural plasticity
- Increased resiliency for at-risk children
- Increased development of higher centers of the brain
- Increased coherency with heart

## Problem-Solving

- Seven skills
- Use daily conflicts to teach life skills

## Integrate SEL with Academics

- Joy in teaching and learning
- No separate curriculums needed



## School Family

The brain is a social organ

## Shared Power

- Shift from control to connection

## Optimal Learning State of Low Stress / High Challenge

- Increased test scores
- Increased teaching time
- Decreased behavioral problems
- Decreased retentions
- Increased attention spans

## Culture of Compassion & Caring

- Increased effectiveness of consequences
- Increased effectiveness of problem-solving
- Increased willingness to change
- Increased cooperation/helpfulness
- Internal motivation
- Increased impulse control

## Link Home to School

- School Family extension of Home Family
- Children take skills home
- “Family Privilege” replaced if needed
- Experience healthy family model

Positive, face-to-face, enthusiastic connection makes us smarter.



## How powerful is the School Family positive school climate as a Tier 1 universal social-emotional curriculum?

In a 2001-2002 research study, using the Behavioral Assessment System for Children (BASC), teachers in a Florida elementary school (K-6th) identified 12 students as the most difficult and assessed them. With the implementation of Conscious Discipline, 75% of students moved from an “atypical” to a “normal” range based on the pre- and post-assessment, achieving significant improvement in the following areas: hyperactivity, aggressiveness and impulsivity (Hoffman, Hutchinson, Reiss, 2005).

### Tier 1 challenges an administrator faces in regard to social behavior.

1. **A teacher’s perception of a student’s behavior can be problematic.** Teachers often do not take into account their own contributions to student’s behavioral and learning patterns. The problem is often defined only by pinpointing the observable negative behaviors of the students. Conscious Discipline teaches educators how to “see” misbehavior as missing social and emotional skills, and to be conscious of their internal emotional states that skew the process of “seeing.”
2. **A persistent issue with the misuse of measuring instruments and the misinterpretation of results is prevalent.** Often the goal of social interventions is to eradicate a problem such as reduce discipline referrals instead of fostering self-regulation or the development and practice of kindness. Some of our most important values are the most difficult to measure.
3. **Another major challenge is how to help staff learn to shift from reactive punitive procedures to proactive strategies.** Conscious Discipline retools teachers with seven skills and powers. The seven powers allow teachers to maintain their own composure, accessing the executive skills from the higher centers of their brain. The seven skills, when applied as an intervention to a child’s upset or a conflict, strengthen the ability to self-regulate and access the higher centers of the brain.
4. **Creating meaningful learning activities that connect student’s home cultures with the culture within the school.** The School Family is viewed as a metaphor for supporting optimal growth of each member of the school. It means replacing the outdated factory model of education that views students as standardized widgets. The School Family is viewed as an extension of the home family and, as such, partners with it to insure cultural responsiveness.
5. **Student-teacher relationships are at the core of all learning.** Student-teacher rapport, based on caring, respect and integrity, are critical factors in a student’s learning. Disruptive students are disconnected students.



## Tier 2: Targeted Students

**Tier 2 students will be targeted in one or more of the following:**

- **Safety:** Needs additional assistance in learning how to self regulate behavior.
- **Connection:** Needs additional assistance in connecting with peers and teachers.
- **Problem-Solving:** Needs additional assistance with learning one or more executive skills.

**Intervention strategies include but are not limited to the following:**

1. Small groups that provide an opportunity for at-risk students to establish connections with peers with adult supervision and coaching. One example is a social skills breakfast club.
2. Additional visuals of expected behavior in the form of social skill books created at school and read frequently at home and at school.
3. Improved relationships between student-teacher, parent-child and teacher-parent. Create and reinforce an atmosphere of “we” instead of “us and them” through active listening and proactive plans. Establish a home-school plan of how to use positive social reinforcements such as hugs, time to together and encouragement for student success. Do not initiate tangible incentives such as token economies. These rewards will undermine the long-term goal of permanent behavioral change in exchange for short-term reductions.
4. Additional training for teachers on how to establish and maintain relationships with relationship reluctant students.
5. Begin an “I Love You Ritual Program” that consists of a one-on-one relationship between a willing adult and reluctant student to provide playful interactions and interventions.
6. Students at this level will benefit from additional practice in small groups with the *Conflict Resolution Time Machine*, *Safe Place*, *Feeling Buddies Self-Regulation Curriculum*, *I Choose: Self-Control Board*, class-made books showing preferred solutions, *Shubert’s Picture Rule Cards* specifying options for difficult situations, and the *Brain Smart Choice Cubes* for practice with self-regulation and connection.

## Tier 3: Intensive Interventions

These children benefit from one-on-one individualized interventions to meet their needs. The one-on-one relationship with a significant adult is the key to success at this level. Most of these children are relationship resistant and therefore lack any willingness or cooperation.

Intervention strategies require a school team to constantly process the question, “How can we help \_\_\_\_\_ be successful?” See the behavior worksheet on the following page.



# Behavioral Contract Teacher Meeting Worksheet

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Previous Reports: \_\_\_\_\_

Present at Meeting: \_\_\_\_\_

Wanted Behaviors	Unwanted Behaviors
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

### Strategies to teach wanted behaviors:

- Visual reminders
- Practice
- Role-play
- Direct instruction
- Coaching
- Literature
- Positive intent
- Encouragement/noticing
- Song/music/movement
- Helping buddy
- Stress reduction
- Modeling

### Strategies to correct unwanted behaviors:

- Contract
- Consequences
- Class meeting
- Parent contact
- Office referral
- Empowering victims
- Counseling

1. What do you think he/she is trying to obtain? \_\_\_\_\_
2. What do you think he/she is trying to avoid? \_\_\_\_\_
3. What positive need or message is the child trying to communicate in this hurtful way? \_\_\_\_\_  
\_\_\_\_\_
4. Do you believe the child feels safe in the classroom or situation?  Yes  No  
What would increase the child's sense of safety? \_\_\_\_\_  
\_\_\_\_\_
5. Do you believe the child feels connected in the classroom?  Yes  No  
What would increase the child's sense of belonging and connection? \_\_\_\_\_  
\_\_\_\_\_
6. Do you believe the child has the necessary communication and composure skills to access and utilize problem-solving as an interpersonal strategy?  Yes  No  
What skills are missing? How will you teach the child the missing skill? \_\_\_\_\_  
\_\_\_\_\_

## Action Plan

Who	What	When
_____	_____	_____
_____	_____	_____
_____	_____	_____



It is tempting at this level of disruption and challenge to change intervention methodology from a constructivist view point (helping the child develop the internal mental modals and behavioral skills for success) to a behavioral model (using an external, coercive model to achieve compliance).

Children exhibiting serious emotional, behavioral and social difficulties create substantial challenges to schools, teachers, parents and their peers. These challenges often lead to chaotic schools, teacher burn-out and underachieving children. Schools, teachers, families and students struggle to meet these challenges with outdated tools rooted control. Disconnected students are disruptive. There is a more effective way. It requires using a relationship-based discipline and classroom management program like Conscious Discipline.

**Intervention strategies include but are not limited to the following:**

1. One-on-one relationships building activities such as the I Love You Rituals or buddying the older child with a younger child to conduct the I Love You Ritual Program.
2. Utilize mental health, social workers and psychologists in service of the child and family. Refer to special needs programs if available.\*\*
3. Class-made books individualized for the student. Individual picture cards to support behavioral expectations.
4. Ways for the student to be of service to the school, others or his or her community.
5. Noticing and describing the child's body, face and actions, labeling of feelings, and acknowledging or true intent.
6. *I Am: Feeling Smock, I Choose: Self-Control Board*, and intense work with the *Feeling Buddies Self-Regulation Toolkit*.
7. Assessing, teaching or scaffolding missing executive skills.

\*\* The category "socially maladjusted" was excluded from the Emotionally Disturbed criteria. This has created a situation in which children with severe emotional and behavioral challenges are either underserved or nont served at all. The American Psychiatric Association estimates 20% of the school-age population could qualify for a psychiatric diagnosis.

The following executive skill lending library is a list of interventions helpful for all tiers but essential for Tier 2 and 3 children.



# The Executive Skill Lending Library

## Attention

1. Provide supervision: Notice or describe what you see instead of judging. Describing and noticing focuses attention. Judgment is about the worth of the person, moment or situation.
2. Use attention signals, songs.
3. Show how long it will take and how long is left (visual depiction).
4. Make the task interesting and fun.

## Time Management

1. Create a predictable daily routine and show it in pictures. Reference this visual daily routine often.
2. Talk about how long it takes to do things. Children don't truly understand time until second grade.
3. Make picture calendars and schedules for children.

## Organization

1. Adults put a system in place, involving children as much as possible.
2. Supervise and guide the children.
3. If parents are organizationally challenged, help them with picture books to provide lunch or organize backpacks.

## Prioritization

1. Create a "Let's make a plan!" book/chart with the child's help. Write/photograph steps.
2. Involve the child as much as possible. Ask, "What do we need to do first?"
3. "You can \_\_\_\_\_ when \_\_\_\_\_ is done."
4. Teach planning and prioritization with activities they love first. Later, help them plan to clean their room.
5. Give simple one or two-step commands. "We will stand up and walk safely to the door. It looks like this (demonstrate)."

## Working Memory

1. Make eye contact before giving instructions.
2. Keep external distractions to a minimum (turn off music, etc.)
3. Provide picture reminders of what to do.
4. Have the child repeat back what you said. Make a chant.



1. Rehearse with the child right before the action. “When we buy the ticket to the zoo, you will 1 \_\_\_\_\_, 2 \_\_\_\_\_. Let’s practice.” “Let’s think of some words we could use to encourage our friends. Let’s practice them now.”
2. Come up with fun ways to remember things.
3. Sing a lot. Use call and response prompts. “My job is to keep you \_\_\_\_\_.” “Safe!”
4. Offer frequent reminders. “Remember to push in your chairs, so your friends are safe.”

## Impulse Control / Emotional Regulation

1. Teach routines and display them in pictures.
2. Create a “What Bugs Me” book (know triggers).
3. Teach stress reduction strategies for the Safe Place. Help children be conscious of emotional outcomes (anger = hitting) and then help them change them (anger = calm down, ask for what you want).
4. Teach a problem-solving script (Time Machine).
5. Read stories where characters display the behaviors you want children to learn (Shubert books).
6. Regulate the environment as needed so children are not over-stimulated.

## Flexibility

1. Reduce novelty by introducing one thing at a time.
2. Provide advance warning for what’s coming next (use pictures if possible).
3. Give children the script for handling anxiety (I’m safe, keep breathing, I can handle this).
4. Break down tasks one step at a time.
5. Give choices.
6. Create social stories.
7. Create a “What To Do When Your Brain Gets Stuck” book.
8. Walk children through the anxiety-producing situation, taking pictures of the steps and creating a book/chart.

## Empathy

1. Notice the faces of children and speak for them until they learn their own voice. “His face is going like this (demonstrate). It’s saying, ‘Ouch! Hitting hurts! Touch me like this.’”
2. Notice, describe and label instead of judge. “Marcus scooted over so Latisha had more space. That was helpful.”
3. Notice the body, reflect feelings and then reflect desires of the child during upset moments.

## Metacognition

1. Constantly ask how children feel about their efforts, accomplishments, work, friends, etc. “How does it feel to have worked all day on your project and now it’s finished?” “How does it feel to have two Ds on your report card? Is that okay with you?”



2. Ask them to reflect on their work, hobbies, etc. “How do you think you did in the play?” “What was one of your favorite parts?” “Would you do something like this again?” “Would you change anything?”
3. Create pictures of what clean, finished, etc., looks like.
4. Teach children questions to ask themselves. “Do I have enough space at circle?” “Do my friends have enough space?” “What would help me pay attention better?”
5. Think out loud to model for children. “I’ll put the book I am going to read at circle time next to my chair so I am prepared.” “I’m going to take a deep breath to calm myself down.”

## Goal Persistence / Achievement

1. Child states what he/she wants to achieve. Make a commitment.
2. Encourage the child every step of the way at first, then back off.
3. “That’s it. Look at you. You’re doing it. You’re (describe action).”
4. Provide positive feedback in regards to effort, time and progress. “You stuck with your project and you are half way through!” “Days ago, you had an idea started, and now you’ll have it finished by tomorrow. Good for you.”
5. Gradually build up the time needed to reach goals. Start with goals reachable within a few minutes or less than an hour.
6. Make visual charts to show progress.
7. Celebrate achievements.

## Task Initiation

1. Help the child develop his or her options, and then choose one to start with.
2. Verbalize the beginning of the project to build awareness. “You chose to \_\_\_\_\_.” “You began with \_\_\_\_.” “You listened to the story and now you’ve chosen to \_\_\_\_\_.”
3. Prompt the child if help is needed, “You could begin by \_\_\_\_\_,” or offer choices, “You could begin your homework by starting with math or by starting with reading.”
4. Follow the child’s successful start with encouragement in the form of “You did it,” or “Good for you.”

## Developmental Order Skills

- Impulse control (6 - 12 months)
- Working memory (6 - 12 months)
- Emotional control/empathy (6 - 12 months)
- Attention (6 - 12 months)
- Planning/prioritization (6 - 12 months)
- Flexibility (12 - 24 months)
- Task initiation (12 - 24 months)
- Organization (Preschool)
- Time management (Preschool)
- Goal achievement (Elementary +)
- Metacognition (Elementary +)

