

The Impact of Conscious Discipline Training on Adult Perception, Knowledge and Skills

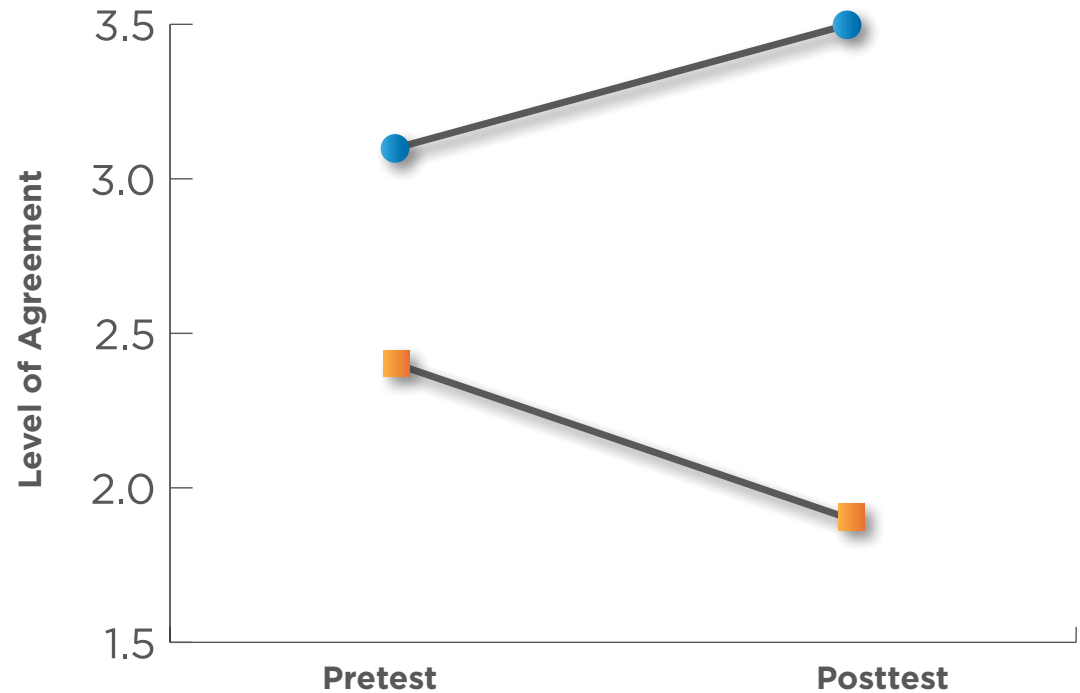
Arkansas State University Pilot Study 2014



Changes in Adult Dispositions

Pretest and Posttest Survey changes in teacher beliefs of student behaviors through Conscious Discipline training. N = 359

* Those that began with a positive disposition continued to increase their positive agreement perspective as their knowledge of Conscious Discipline increased. Those that began with a negative non-Conscious Discipline disposition decreased in their negative disposition (belief) of student behavior.



- Positive Conscious Discipline Concept
- Negative Conscious Discipline Concept

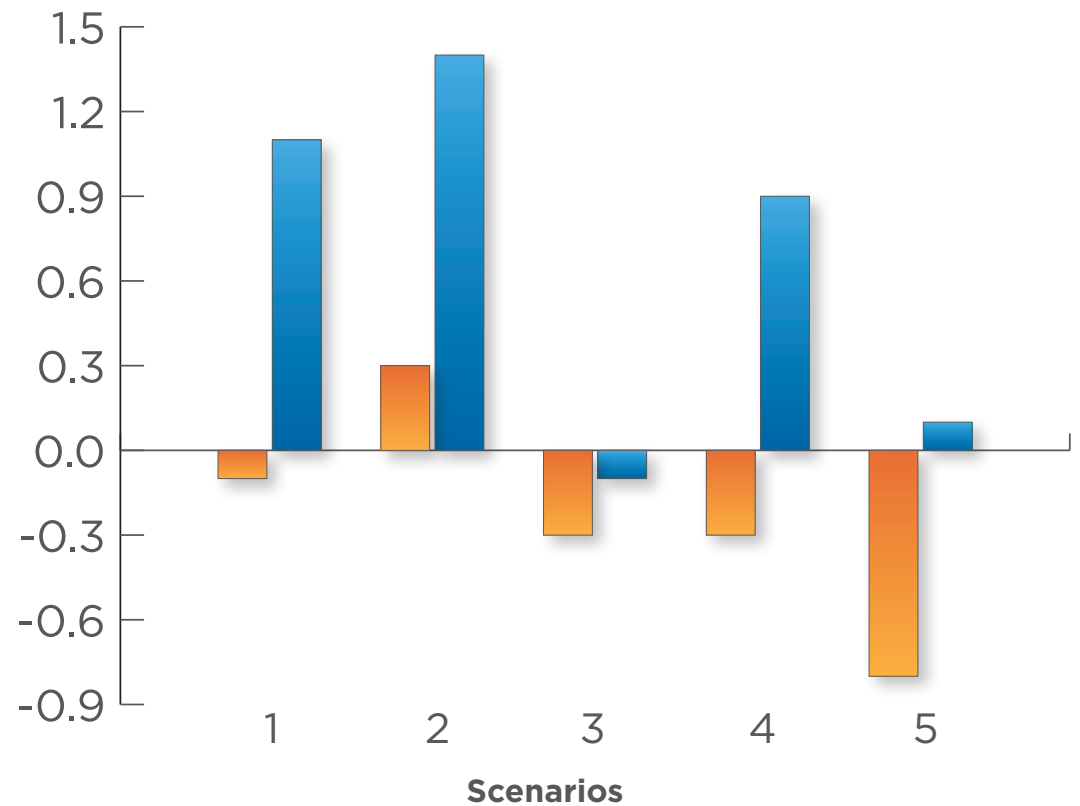
Source: Arkansas State University: Pilot Study 2014
Teachers Disposition (Attitudes) Pre/Post Conscious
Discipline Training.



Changes in Adult Perception and Response to Conflict

Pretest and posttest changes in adult perception and response to conflict presented in classroom scenarios.

* All responses to the scenarios shifted **significantly** in a positive direction for Conscious Discipline intervention post training.



Source: Arkansas State University: Pilot Study 2014 Teachers Disposition (Attitudes) Pre/Post Conscious Discipline Training.

Pre Negative Intervention
Post Positive Intervention



Assessment of the Protective Factors of Initiative, Self-Regulation and Attachment / Relationships

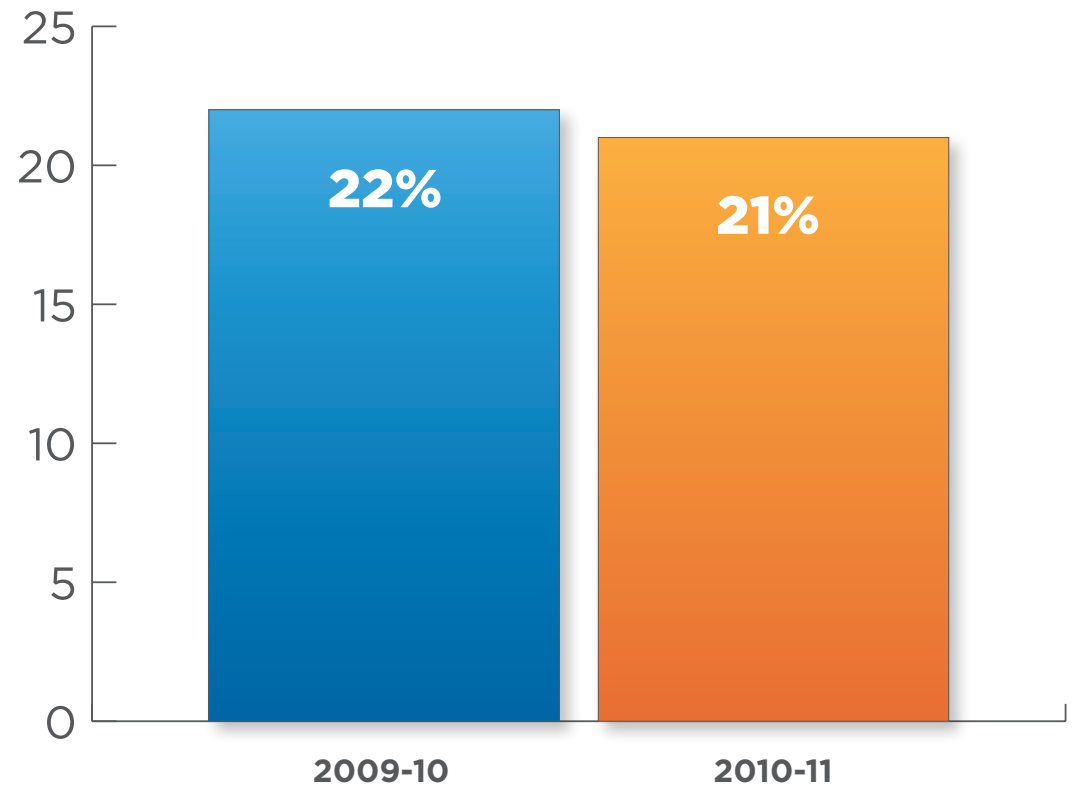
DECA-P2 Osceola County Schools 2009-2011 Safe Schools / Healthy Grant



Significant Changes in Self-Control

Self-control: Ability to express emotions and manage behaviors in healthy ways. (Handling anger, frustration, sharing and cooperating with others, and listening/showing respect.)

* Significantly parallel change increase of self-regulation factor for students receiving Conscious Discipline skills in 22 Pre-K sites in two separate groups.



■ Cohort A (2009-2010) N = 228
■ Cohort B (2010-2011) N = 258

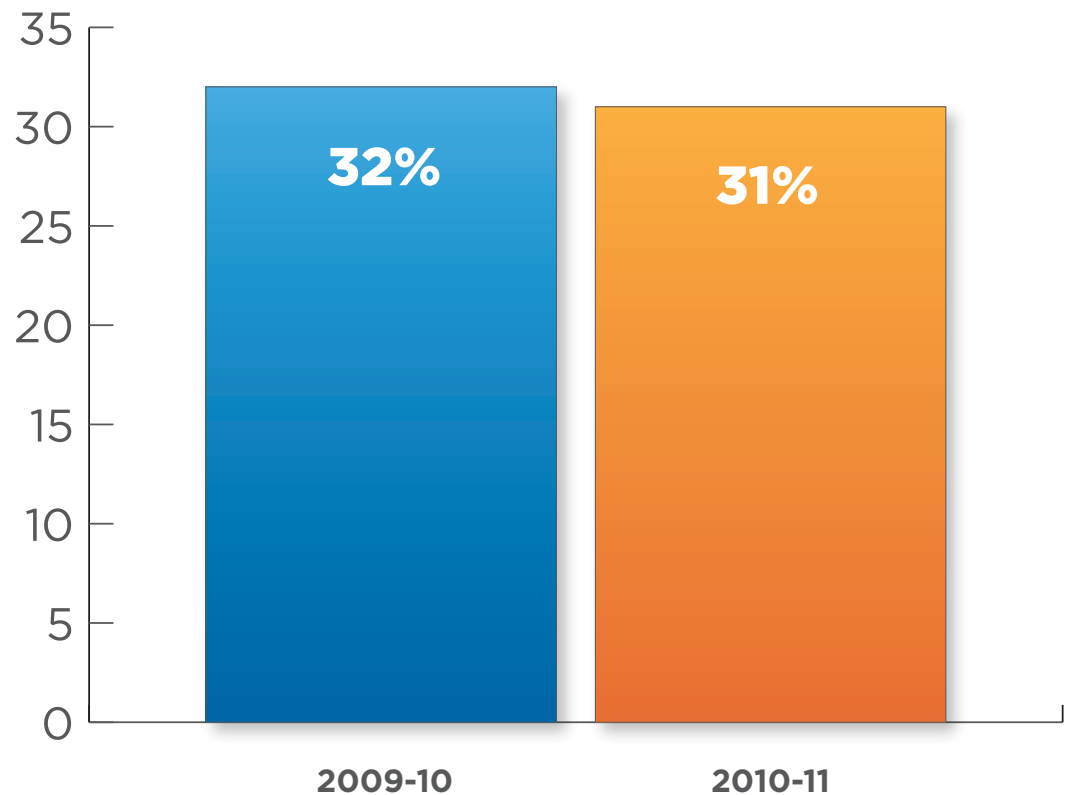
Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



Significant Changes in Initiative

Initiative: Ability to use independent thoughts and actions to meet his or her own needs. (Making and carry out plans, interest in learning, problem-solving, persistence, confidence and remembering important information.)

* Significantly parallel change increase of Initiative factor for students receiving Conscious Discipline skills in 22 Pre-K sites in two separate groups.



■ Cohort A (2009-2010) N = 228
■ Cohort B (2010-2011) N = 258

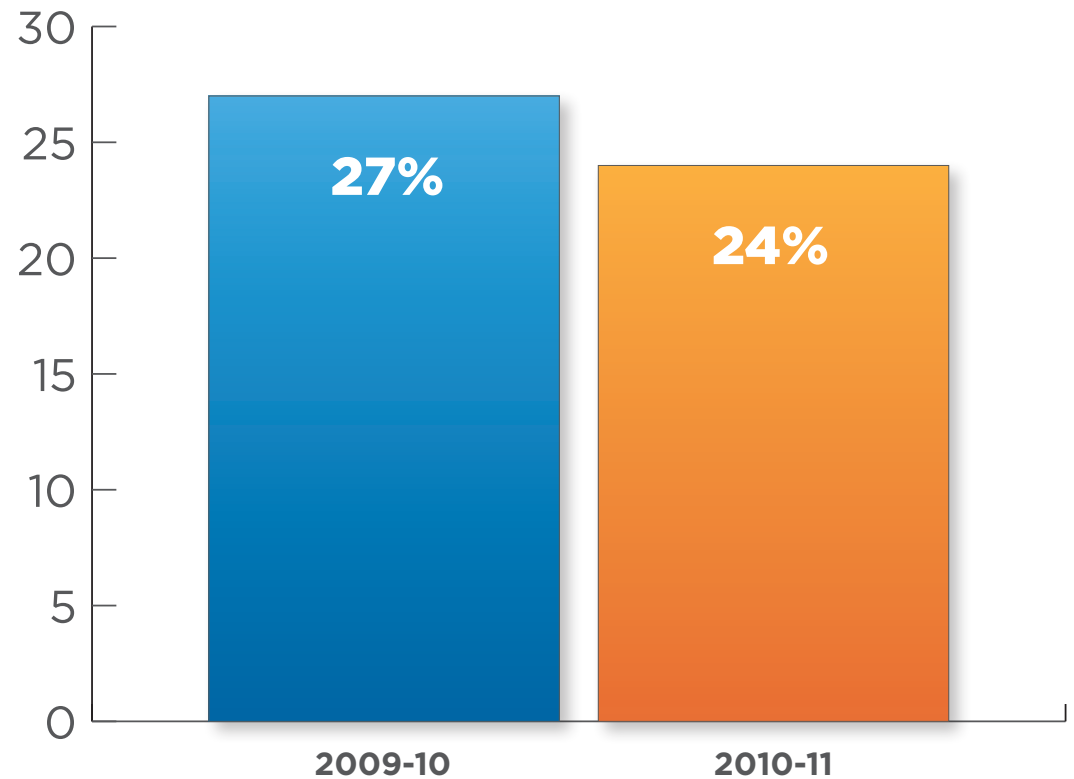
Source: Osceola County Schools' Safe Schools/Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



Significant Changes in Attachment / Relationships

Attachment / Relationships: Ability to promote and maintain mutual positive connections with other children and significant adults. (Trust, seeks help, ability to gain and maintain healthy relationships.)

* Significantly parallel change increase of attachment/relationships for students receiving Conscious Discipline skills in 22 Pre-K sites in two separate groups.



■ Cohort A (2009-2010) N = 228
■ Cohort B (2010-2011) N = 258

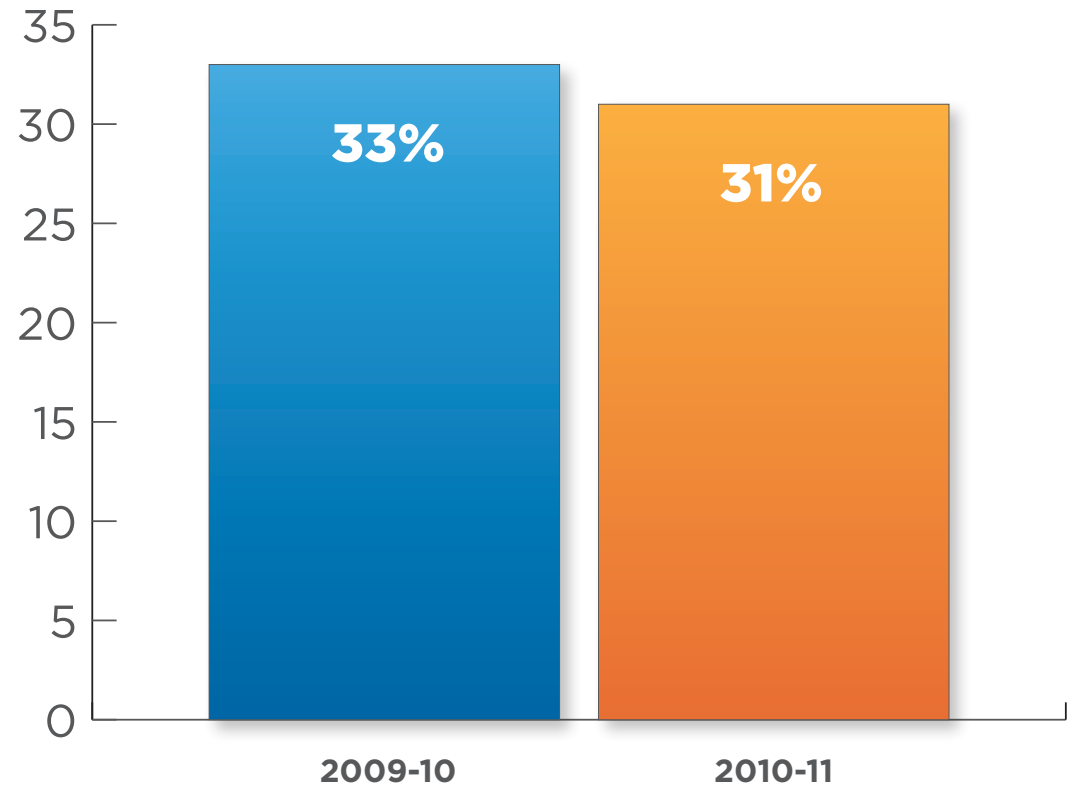
Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



Overall Increase in Resiliency Factors

* Consistent parallel change increase in protective factors for resiliency across two separate groups. This includes a 3-11% decrease in behavioral concerns.

Children's resiliency factors increased by 1/3 percent by receiving Conscious Discipline.



Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



Florida Assessment for School Readiness

Osceola County Schools 2009-2011 Safe Schools / Healthy Grant



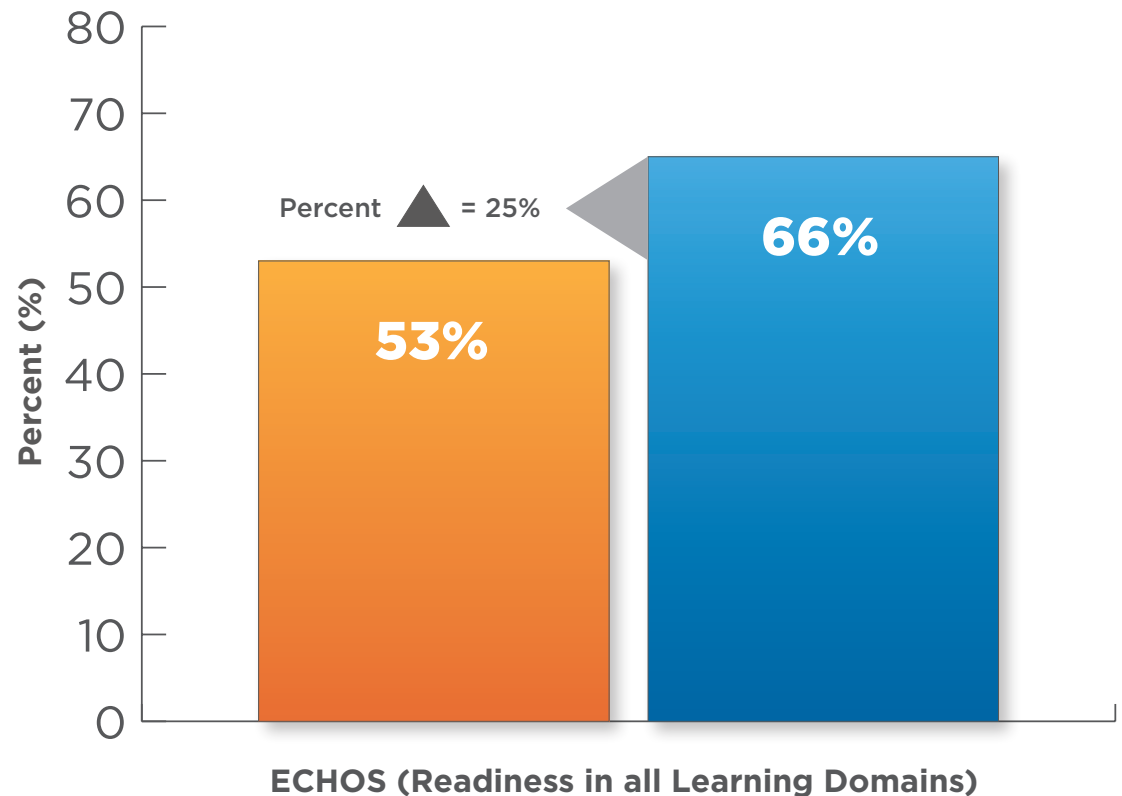
Percentage of Kindergarten Students Demonstrating School Readiness

Instrument:

FLKRS: Florida Assessment for Readiness Success for VPK - Norm Referenced

- **ECHOS:** Early Childhood Observation System for Social-Emotional Development

The school readiness measured areas of physical health, approaches to learning, social and emotional development, language and communication, emergent literacy, mathematical and scientific thinking, social students and the arts, and motor development.



Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.

- Without Conscious Discipline, N=6133 (ave)
- With Conscious Discipline, N=949



Percentage of Kindergarten Students Rated as Having at Least an 85% Probability of Reading Success

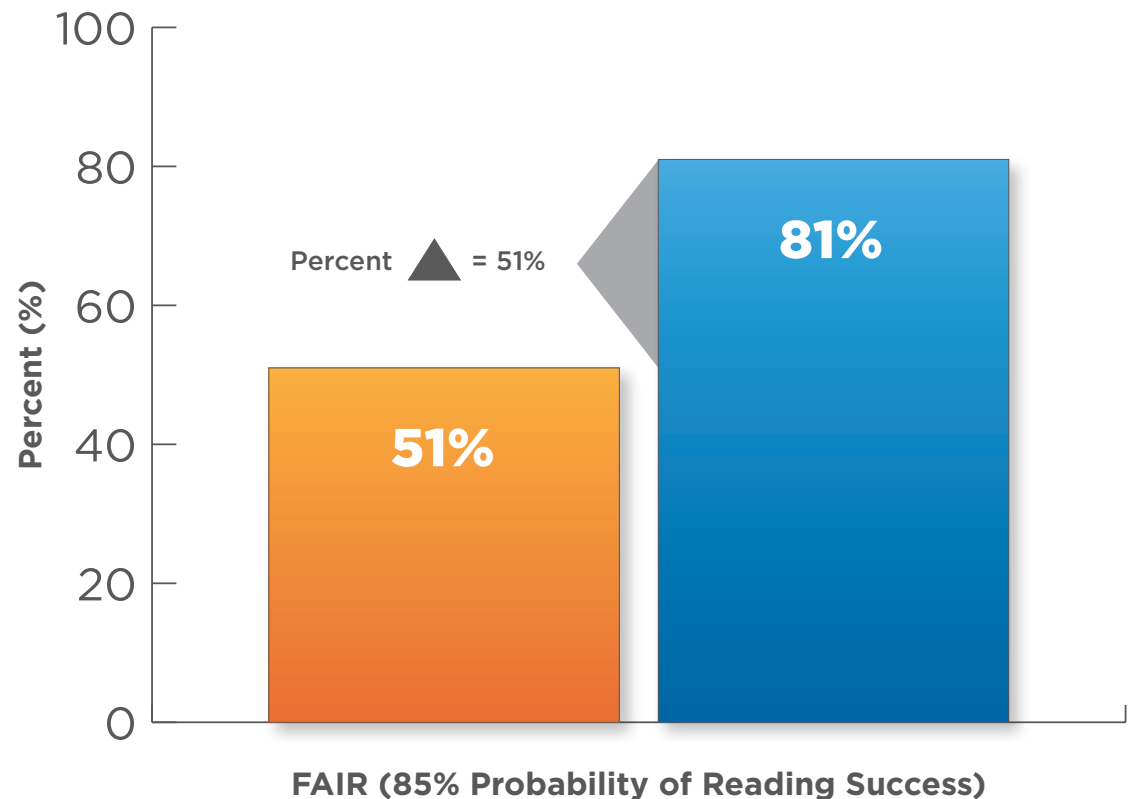
Instrument:

FLKRS: Florida Assessment for Readiness Success for VPK - Norm Referenced

- **FAIR:** Florida Assessments for Instruction in Reading

Broad screening tasks to identify reading success by measuring letter names, sounds, phonemic awareness, word reading, letter linking and word building. Includes measurement predictors of student abilities in the areas of listening, reading, comprehension and vocabulary.

* FAIR scores represent percent rated having at least an 85% probability of reading success.



- Without Conscious Discipline, N=6133 (ave)
- With Conscious Discipline, N=949

