

Frequently Asked Questions About Supporting Data-Informed Conscious Discipline Implementation

There are two main purposes of collecting data: 1) monitoring implementation and 2) conducting research.

1. **Implementation data** can guide coaching, continuous improvement, and program decision making.
2. **Data to support research** are collected systematically to draw conclusions that are applicable to other settings.

This handout is designed primarily to answer questions for those supporting implementation.



What do we mean by fidelity of implementation?

The quality of implementation may vary greatly depending on the level of training, coaching, and personal commitment/willingness to embrace Conscious Discipline (CD) principles and practices (i.e., the seven powers and skills, and associated classroom structures). CD anticipates that teachers, parents, and children will not experience all of CD's benefits if it is implemented poorly or partially. For example, teachers who create a safe place and display the Feeling Buddies – but who do not consistently, actively model and teach safety, connection, and problem solving – are unlikely to see meaningful changes in their students' behavior. Fidelity of implementation refers to the extent to which the model is fully, accurately used.



Why is monitoring implementation important?

In order to see meaningful change in classroom and program climate, and in child and adult behavior and social-emotional skills, adults implementing CD (e.g., staff and families) need training, time for practice, and opportunities for reflection to develop their CD mindset and competencies. Monitoring and supporting implementation helps you clearly see changes in skills or behavior over time. It also helps to identify areas where implementers may need additional supports.



How can I assess implementation?

Information to support implementation can include administrative data such as coaching notes and dosage information (e.g., how many hours trainees spend with trainers and coaches), formal observations, and/or surveys. Anecdotal impressions may also be useful but are not a systematic way to assess implementation. See the chart below with additional information on available tools.



What tools can I use to support implementation? How do I use them?

Trainers and CD Action Teams (CDATs) are encouraged to use these tools in any combination of ways that meet your individual needs. Below we describe common uses to help you get started.

Tool	Suggested Use
Administrative data on training or coaching exposure and intensity (number of hours; types of events)	This information may help you understand why there is variability in implementation. More “dosage” (i.e., more hours of training and coaching) might relate to greater mindset shifts and embodiment of the 7 skills and powers.

Tool	Suggested Use
<p>CD “Are you ready?” assessment</p>	<p>This tool is used to assess pre-implementation mindset and is intended to help you choose who will receive training and coaching supports. Typically, adults reporting higher scores on the mindset assessment are more “ready” to embrace CD core principles and change their ways of interacting with children or managing their home and school routines.</p> <p>Typically, those most ready report “Often”, “Almost always”, or “Always” on at least 75-80% of the questions.</p>
<p>CD Mindset Pre- and Post-Training Assessments</p> <ul style="list-style-type: none"> • Pre-Training Assessment • Post-Training Assessment 	<p>These assessments help you understand both short- and long-term impacts of CD training and implementation. They may be used before and after a CD1 event, at the beginning and end of a parenting class series, or with school staff each fall and spring of the school year. The information tells you where trainees stand in terms of agreement with CD’s core principles. ¹</p>
<p>Rubric Progress Assessment</p>	<p>This tool is specifically designed to assess implementation fidelity in classrooms with teachers using CD. The tool clearly outlines the different CD powers, skills, and structures that need to be implemented by those “doing CD.” In order to be considered a “high fidelity” implementer, scores should be in the 3-4 range on average. ²</p> <p>The rubric may be used as both a self-reflection tool by the teacher, or as an observation tool completed by an outside observer. Observers can be other program personnel or a CD consultant/coach.</p> <p>It is recommended that the Rubric Progress Assessment be completed at several time points during the school year, followed by a debriefing/ goal-setting session between staff and the observer.</p>
<p>Principal-Administrator Rubric</p>	<p>This implementation self-evaluation guide is completed by program leadership to assess their individual progress toward embodying CD’s 7 skills and powers. The results of this assessment may be a reflection of the program’s success at accomplishing school-wide change. ³</p> <p>CD consultants should encourage program leadership to complete this in the fall and spring each year and review their results annually with their CDAT or other colleagues, or a CD point person.</p>

Other implementation supports can be found here after signing up for a free membership:
<https://consciousdiscipline.com/free-resources/>.



Should I share the data I collect with CD?

It depends. CD and their research partners, Child Trends, are very interested in this information BUT please check with the people you are working with to see if you have permission to share the information. **Please also be sure that no personal information that would violate the privacy of trainees is shared.** Remove all names from any information that is shared, using identification numbers instead (teacher #1, #2, etc.). Or simply discuss the combined results (e.g., “On average, mindset scores increased by at least 1 point for 60% of participants in XYZ training on <date>.”).

¹ To understand mindset data, each of the response options would be assigned a numeric value (Not at all like me = 0; A little like me = 1; Somewhat like me = 2; A lot like me = 3; Completely like me = 4). Add up all the responses, divide by the number of questions answered (don’t forget to discount any skipped questions!), and determine the average score for each person. Compare the pre- and post- averages for each person to see if their mindset score is any higher after the training or period of implementation.

² To score the classroom rubric, add up the numeric values and divide by the number of items answered (don’t forget to discount any skipped items!), and determine the average score for the person/classroom that was observed.

³ To score the principal rubric, count and record (on the last page) the total number of checkmarks in each of the three columns. Those with higher scores in column 3 are demonstrating greater mastery of CD core principles.