

Action Research

Focus Question: What effect will *Conscious Discipline* behavioral teaching strategies have on reducing the incidence of the aggressive acts of young children in child care settings?

Line of Inquiry and Rationale: The demonstration of aggressive behaviors among young children in child care settings is an almost universal problem. Children choose aggressive behaviors in response to conflict because they frequently do not have any effective skills that they can apply to deal with the conflict. Throughout my teaching career and particularly during the past several years, I have been searching for interventions that successfully support positive interpersonal relations among children. Additionally, I seek to reduce aggressive acts in young children and incorporate highly effective replacement behaviors that help children grow and learn.

While my Professional Development Certificate (PDC) actions support my growth and the growth of young children in several areas, there are two LX's that were designed to delve into behavior management programs: *Play Nicely, 1,2,3 Magic* (LX 3.1), and *Second Step* (LX 3.3). As I wrote my Pre-ILP, I felt confident that one of these programs would address the concerns that I had regarding the aggressive behaviors that I have seen young children demonstrate.

In April 2003, I was exposed to information that would change my teaching practice forever. As I walked away from the Midwest Association for the Education of Young Children Conference in Peoria, IL, I recall talking with my Community Options teaching partner, Peggy Simonis, about the session on *Conscious Discipline* that we had just heard. The work of Dr. Becky Bailey had been brought to our attention over a year prior to this conference. At that time an educator from Arizona shared her thoughts on Dr. Bailey's work and told us that we were wrong in all that we believed about behavior management and would need to undergo an extensive transformation. We resisted the change in February 2002, however, I wrote in my journal the entry below on April 11, 2003.

"I can't look the other way regarding the Conscious Discipline Program. I now know that the principles of the program align with my values and belief system. Today Dr. Bailey talked about the need that children have to feel safe and about building a positive school climate. This research-based program has been proven to decrease problem behavior and increase academic performance."

When I returned home I began to read books about *Conscious Discipline* and explored the website. (www.consciousdiscipline.com)

I would learn over the course of the next year to embrace, rather than fear conflict among children as a powerful learning opportunity. The *Conscious Discipline* program about

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which I was learning was at conflict with the practices of behavior management with which I was familiar, and yet it felt so right. *Conscious Discipline* is a management system and emotional intelligence program that is designed to empower educators and parents with the skills to respond rather than react to life events. It is based on current brain research and child development information. The program uses daily conflicts to teach social skills, conflict resolution, self-control and character development. It requires us first to make changes ourselves. It is from these changes that the lives of students can then be transformed. The *Conscious Discipline* program includes the following seven basic skills of discipline: composure (being the person you want children to become) encouragement (building the school family), assertiveness (setting limits respectfully), choices (building self esteem and willpower), positive intent (creating teaching moments), empathy (handling fussing and fits) and consequences (helping children learn from their mistakes).

In August 2003, Peggy and I attended a two day summer workshop in Indianapolis, IN with Dr. Bailey. During this workshop we met people from across the nation who had come together as we had to learn more about the components of *Conscious Discipline*. We learned about the classroom structures that support the skills of *Conscious Discipline*, valuable brain smart tips, key phrases that address each skill and how these skills lead to emotional development. Prior to traveling to Indiana, Peggy and I contacted Dr. Bailey at her office in Florida to request a meeting with her regarding our action research. She agreed to have lunch with us. After we explained our teaching situations and the focus of our research, Dr. Bailey shared valuable insights about implementing the *Conscious Discipline* program in child care centers. With the new knowledge that we had acquired and the advice of Dr. Bailey, Peggy and I collaborated to systematically select the concepts and strategies that we would teach to providers and children in each of our targeted centers.

As an Early Childhood Special Education teacher in the Community Options Program, I provide services to a caseload of approximately 15 three to five year olds with a variety of disabilities in child care centers, preschools and homes. The key advantage of my provision of services to children in these natural environments is each child's opportunity to learn with typically developing peers. I would need to choose a center for implementation of my action research versus a home. My criteria for selecting a center for implementation would be based on the following: a center where aggressive behaviors were visible, a center with a provider who was interested in replacing these aggressive behaviors with appropriate actions, a center where my targeted student's direct IEP service minutes were significant enough to support my presence in the center two times per week, and a group of students who were fairly stable in terms of consistent attendance. I selected the Just For Kids Preschool/Child Care Program for 4 and 5 year old children. I invited the center director and preschool teacher to have lunch with me to explain the *Conscious Discipline* program and determine whether or not they would like

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to participate in the implementation of the program and my action research. They agreed to participate and the preschool teacher thought that the information might be helpful.

In addition to addressing my focus question at the completion of my action research it was my goal to have the following questions answered.

1. Can itinerant instruction provide enough consistency to change behavioral philosophies in child care settings?
2. Do child care providers continue the use of strategies taught when the itinerant teacher is not present?
3. Do children carry new behavioral strategies into their home settings?
4. Why are there different levels of tolerance toward aggression in child care settings?
5. What are the best ways to train staff on strategies to manage aggressive behavior effectively?
6. How important is administrative “buy in” to the success of a management system designed to reduce aggressive physical acts in childcare settings?

I was ready to explore what needed to happen for my targeted children and adults to experience change and growth. The activities would include:

1. Sharing brain research with an emphasis on moving from the *fight, flight and fright* responses of the brain stem to the action-oriented functioning of the frontal lobe of the brain.
2. Teaching the seven skills of *Conscious Discipline*:
 - a. Composure
 - b. Encouragement
 - c. Assertiveness
 - d. Choices
 - e. Positive Intent
 - f. Empathy
 - g. Consequences
3. Teaching the use of the greeting apron to connect daily with each child using a touch and eye contact.
4. Teaching the use of “I Love You “ Rituals. These are short songs, poems and finger plays that help to foster connections between child care providers and children.

5. Teaching the establishment of a “*Safe Place*” where children can go to remove themselves from the group in order to become calm and make choices that are helpful and not hurtful to themselves and others.
6. Teaching the vocabulary of *Conscious Discipline* which is a shift from external rewards such as stickers to relationships including caring, friendship and kindness toward others.
7. Using songs to teach the principles of *Conscious Discipline*.
8. Teaching a series of circle time activities designed to support the school family concepts including: Unity, Connection, Stress Reduction, and Commitment (including brain based, “*I am going to*” statements and job charts)

These concepts will be presented in large group trainings and reinforced through the modeling of circle time activities, the provision of *Conscious Discipline* related materials, the implementation of calming interventions and techniques and the utilization of “*in the moment*” conflict as teaching situations.

Review of Pertinent Literature and Published Research: Controlling and positively changing our actions is possible and has a profound impact on others. Believing that we must first change ourselves fosters an environment that values love as the best motivator for learning and growth. Additionally it values conflict as an essential part of life. Conflict presents us with the opportunity to learn a missing skill or let go of a limiting belief. In order for children to learn to behave properly, they must be taught. (Bailey, 2000) “Early childhood aggression is a strong predictor of violence later in life. No person deserves to lead a violent life because his/her caregiver did not have the skills to respond appropriately to aggressive behavior in that persons’ early years. All parents and other caregivers should know how to appropriately respond to aggression in young children.” (Scholer 2000). It is impossible to attain true academic and personal success without addressing social and emotional skills. Social and emotional skills are essential for the successful development of thinking and learning activities that are traditionally considered cognitive. (Perry, 1996).

Research conducted regarding the effects of *Conscious Discipline* reports that the program significantly reduces aggressive acts, thus creating safe classrooms. *Conscious Discipline* improves interpersonal relationships between teacher and students and between student and student in order to create a more positive school climate where helpfulness outweighs external rewards as a student motivator. *Conscious Discipline* further significantly increases teaching time and reduces discipline problems. The connection between the implementation of *Conscious Discipline* strategies and improved student learning is well documented. Children who feel safe, connected and supported perform better academically. For example, *Conscious Discipline* classrooms scored significantly higher in statewide reading comprehension, writing and math tests (Loving Guidance, 2003).

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Procedure: A survey was completed by the preschool teacher at my targeted center prior to the implementation of the *Conscious Discipline Strategies*. Within the same preprogram implementation time frame, acts of physical aggression to include: A) Hitting, B) Pushing, C) Grabbing, D) Kicking, and E) Throwing were observed and documented. An evening training session for five key staff from the center was planned and presented prior to the *Conscious Discipline* Program implementation. A second training session was held four months later to review the use and effectiveness of the strategies that had been previously presented and to introduce new concepts. Materials were demonstrated with bags of items provided to each participant for use in their classrooms. Following both training sessions, an evaluation form was completed by each participant. Over a period of seven months, I implemented *Conscious Discipline* strategies into the circle routine at this targeted center for one hour per week two times each week and as part of “in the moment” responses to situations of peer conflict. I shared printed material with the key child care provider and held monthly reflective luncheon discussions with her. I made plans to log adult and student responses to instructional strategies and to make journal entries of the observations shared by the teacher as well as the reflections of the students. At the close of the implementation period the same survey was completed by the preschool teacher. Acts of physical aggression were again observed and documented for the same time periods and classroom segments as had been utilized in the pre-implementation phase. Post-implementation interviews were conducted with all child care providers at the targeted center that had been trained in the principles of *Conscious Discipline*.

Collection and Triangulation of Qualitative and Quantitative Data: Data collection for this action research includes the following:

- ❑ **Observation of Specific Behaviors During Select Time Segments:** During the month of September 2003, I collected data on the frequency of select acts of physical aggression (hitting, pushing, grabbing, kicking and throwing) observed during three different 30 minute time periods of the scheduled day. These 30-minute time periods included circle time, indoor center time and outdoor playtime and were divided into five-minute segments for the purpose of tallying. Seven months later the same procedure was used to collect data in order to evaluate the effectiveness of the implementation of the *Conscious Discipline* program.
- ❑ **Provider Survey:** A pre and post-implementation survey was completed by the preschool teacher/child care provider to determine her attitudes and perspectives about social/emotional behaviors.
- ❑ **Log of Instructional Strategies:** Teacher observations and student reflections about the effectiveness of *Conscious Discipline* class activities were recorded on a regular basis in my log.

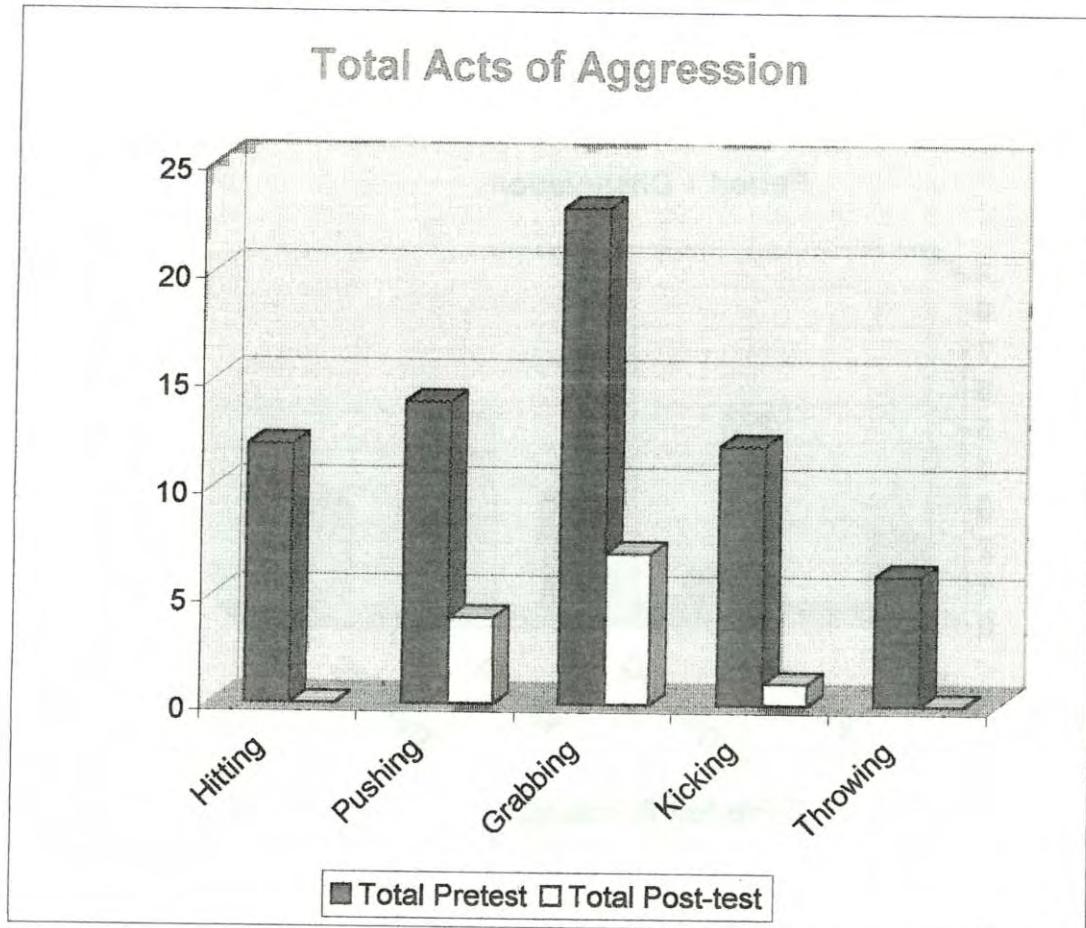
- ❑ **Discussions/Interactions:** I met on a monthly basis with the preschool/child care provider for reflection on the state of “*in the moment*” adult to child and child to child interactions. Printed resources were provided to reinforce concepts that require additional understanding and implementation.
- ❑ **Closing Interviews Regarding The Utilization and Effects Of Program Strategies:** Closing interviews were conducted with the preschool/child care provider, director and assistant director.

My triangulation of data is comprised of data collection from a variety of sources and perspectives. While quantitative data collection regarding the incidence of specific acts of physical aggression provides important information about growth, qualitative data, including provider surveys, observations, discussion, interview, journal and log entries, provides important information for my action research.

My hypothesis, given this collection of data is that *Conscious Discipline* will have a positive effect on reducing the incidents of acts of physical aggression among preschoolers in my targeted child care center.

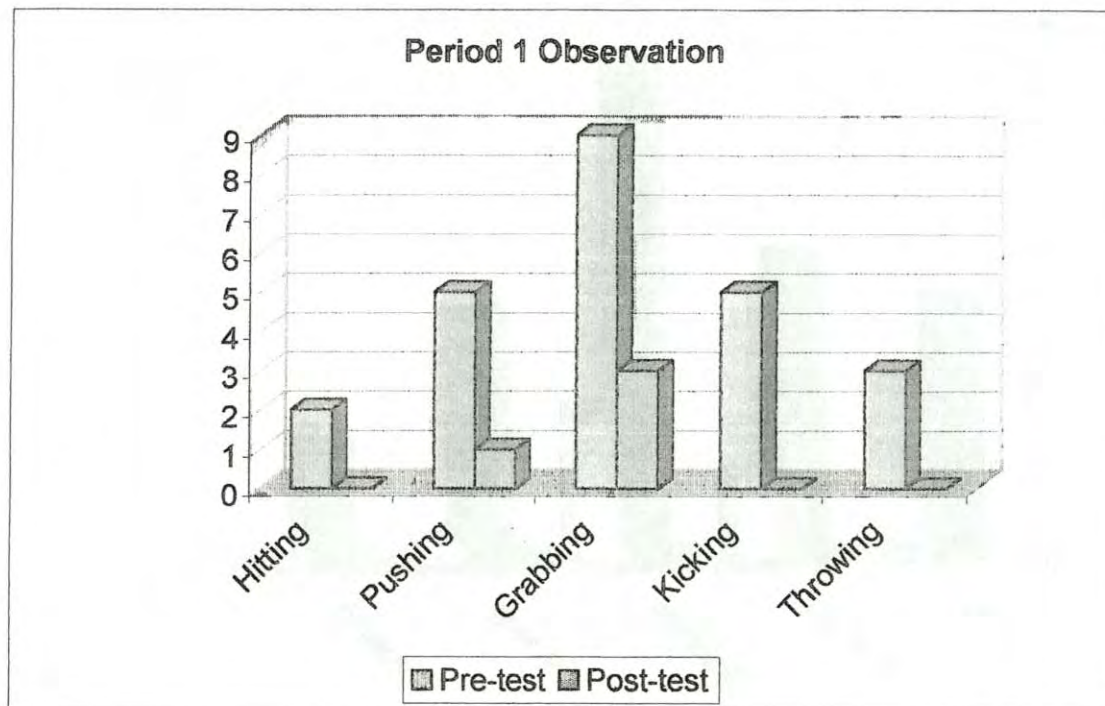
Presentation of Data Collected

Observation of Specific Time Segments



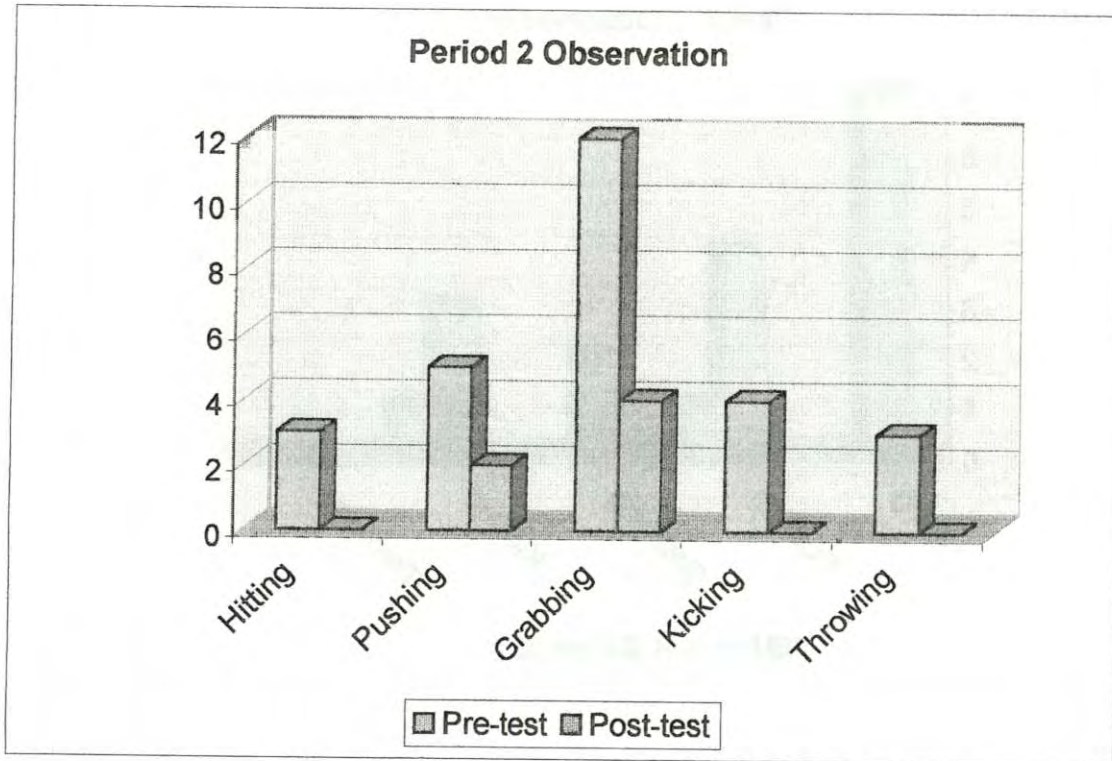
The pre-testing indicates high levels of total acts of physical aggression from the three observations periods. Post testing reveals that the implementation of the *Conscious Discipline* program decreased acts of physical aggression observed during the matching three post implementation observation periods. Incidence of hitting and throwing were eliminated. Incidence of pushing, grabbing and kicking were significantly reduced during the observation periods.

Thirty Minute Observation of Outside Playtime



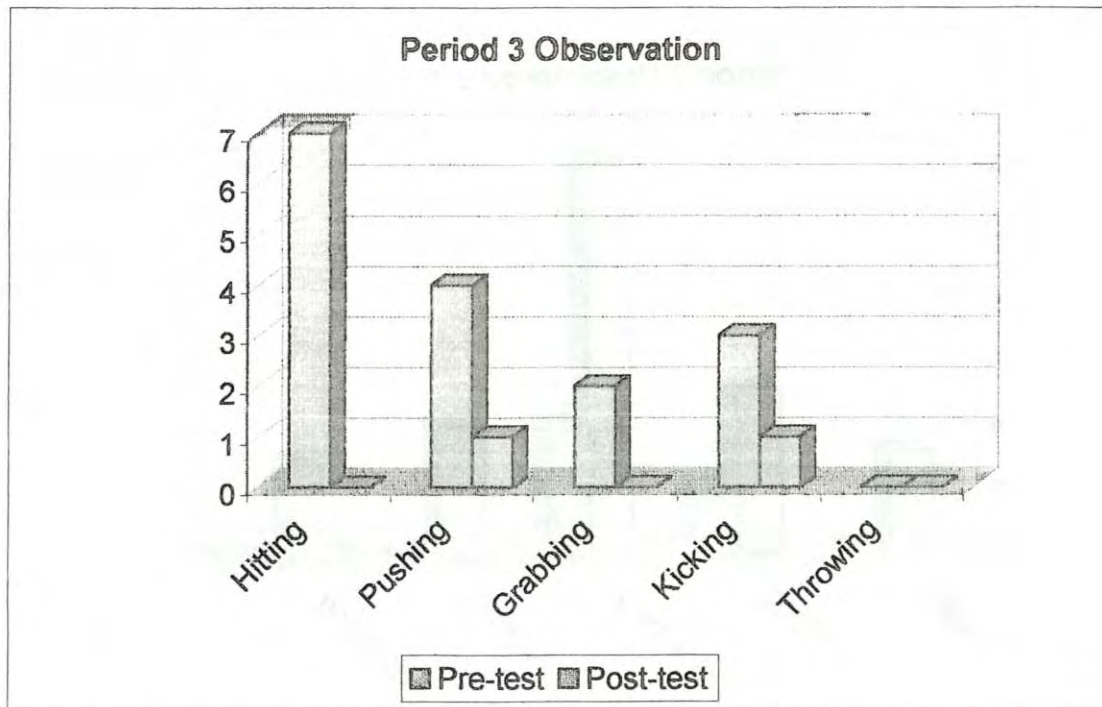
Period 1 reflects data that was collected at five-minute intervals for 10:53 a.m. to 11:23 a.m. During this time of the day children are outside utilizing the swings, slide, climber, playhouse and bikes. The number of incidences of pushing and grabbing were reduced at the point of post data collection. The incidences of hitting, kicking and throwing were eliminated for that observed time period. The remaining acts of physical aggression at the time of post data collection, the pushing and grabbing, occurred surrounding the use of the four bikes that were available on that day. However, the children were observed to consistently verbalize their wants regarding the use of the other equipment.

Thirty Minute Observation of Classroom Center Time



Period 2 reflects data that was collected at five-minute intervals for 10:05 a.m. to 10:35 a.m. During this time of the day children are inside utilizing the various areas and materials of the classroom such as the house area, construction area, small manipulatives etc. At the point of post data collection seven months later, the number of incidences of grabbing were reduced considerably. The incidences of pushing were also reduced by more than half. The incidences of hitting, kicking and throwing were eliminated for that observed time period.

Thirty Minute Observation of Circle/Story Time



Period 3 reflects data that was collected at five-minute intervals from 9:20 a.m. to 9:50 a.m. During this time of the day children are at circle seated on the floor for stories, songs and finger plays. The number of incidences of pushing and kicking were reduced to one each at the point of post data collection. The incidences of hitting, grabbing and throwing were eliminated for that observed time period.

Childcare Provider Surveys

The survey was completed by the preschool teacher/childcare provider both prior to and following the seven-month implementation of the *Conscious Discipline* Program. On most questions there is no change in the responses of the provider. For example **Question 12 indicates: Please describe the frequency of the following acts: Hitting, Pushing, Grabbing, Kicking and Throwing.** A scale of never, infrequently, sometimes, often and always is provided for the responses. This provider responded "sometimes" in all of the areas on both the pre and post surveys. This provider indicated a change in attitude for **Question 7: Children who misbehave should be punished.** A scale of 1) Strongly agree, 2) Agree, 3) Neutral, 4) Disagree and 5) Strongly Disagree is provided for the response. On the pre-survey this provider responded "neutral" and for the post-survey her response was "strongly disagree". She further indicated a move from "agree" to "strongly agree" in response to **Question 19: When our children misbehave, I feel confident in knowing what to do.**

Observation of Ongoing Behaviors

Within the pages of my journal I have noted on several occasions that the students "really enjoyed" the activities of *Conscious Discipline*. However, in order for the program activities to be effective they must go beyond pure student enjoyment. An entry in my journal in early November describes greater depth of concept application. "The children have really taken to the concept of 'Being A Star' (Stop, Take a Deep Breathe, And Relax). They are anxious to wear the star cape and use the star wand to invite their friends to practice the skill of *Being A Star*. I see them using this breathing technique upon the suggestion of their teacher at other times as well" The use of a job chart which fosters a sense of contribution and responsibility for each child has been an important tool especially for Anthony and Brandon. These boys often notice the misbehaviors of their classmates. I would hypothesize that having a task that allows them to make a contribution to their school family, has elevated their self-concepts. This sense that they are helpful, kind individuals has been manifested in other acts of kindness toward Rachel, a cognitively challenged classmate. They are eager to help Rachel both on request and spontaneously. I note in my journal, "Anthony has been very willing to help meet Rachel's needs as she moves about the classroom. Today he got her chair for her and provided her with her chewie. Upon completion of these tasks he offered these words of self-reflection, "I'm a helpful person." It was wonderful to hear him describe his own behavior using the language of *Conscious Discipline*."

Discussions/Interactions

On a monthly basis I would meet for lunch with the preschool/child care provider of my targeted site. We would discuss the concepts that had been introduced and I would answer any questions about the printed material that may have been shared or a principle that may have been modeled. Other informal discussions would occur during my visits as well. I would maintain notations in my student log about materials that I would need to bring to reinforce a concept. These discussions revealed three concepts that were challenging for the provider to assimilate: A) The use of the 'safe place' as a place to apply calming strategies rather than a place for time out, B) The shift from external rewards such as stickers, to caring and doing things out of a sense of connection and belonging. C) Using the words "Did you like it?" rather than "How did that make you feel?" to help children better respond to the hurtful actions of their peers.

Closing Interviews

Within the framework of post-implementation interviews with the child care providers that had been trained in the strategies of *Conscious Discipline*, the following questions were asked of the three staff members. (Only three staff remained employed at this child care site of the five individuals who participated in the trainings of October 2003 and February 2004). Do you feel that the *Conscious Discipline* training and implementation has been beneficial to the students in your classroom? Patti, the preschool teacher/provider indicated growth in the following concepts:

- **Composure:** She spoke of the children using breathing techniques and voiced her support for the impact of calming techniques within her own life. She said, "Taking a deep breath and accepting conflict as a way to teach has made a huge difference in my stress level. If I had not chosen to be calmer over the past several months, I probably would not still be in child care." Patti went on later to describe the self-control that many children are demonstrating when they are frustrated or angry. She spoke of Anthony and described his ability to, "Control a desire to hit someone when he is particularly upset about not getting his own way. He will draw his hand and arm back as if he is going to strike and then suspend this behavior in favor of using words to express his thoughts."
- **Encouragement:** She finds herself saying the words, "You did it" rather than "good job". She further noted that students will often say "I did it" to describe their own accomplishments.
- **Assertiveness:** She indicated that she will hear the students tell each other, "Stop, I don't like it in response to an act of physical aggression" She felt as if she had modeled this exchange effectively.

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- **Choices and Consequences:** During the course of our interview I reminded her how she had effectively combined these two strategies as she helped Nathan make a choice that worked for him two months prior. Nathan voluntarily left the lunch table after he threw his spoon out of frustration when he did not get the chair that he wanted. Through a careful line of questioning on her part coupled with appropriate composure and encouragement he was able to make a choice that worked for him and return to the table in time to eat his lunch.
- **Empathy:** She reported that she will use the words, "I know this is hard for you", as she helps students carry out unwanted tasks. She spoke again of Anthony, who tries so hard to demonstrate self-control and how much work it is for him to overcome his impulsive behaviors.

The other two people who were interviewed said that they used the ideas. Further questioning revealed minimal application of the *Conscious Discipline* skills within themselves or with students. One provider indicated that she used these strategies before she had the trainings and they were not really new to her. The other provided indicated that she used the songs with the children.

Analysis, Interpretation and Conclusions: The findings of this study support my original hypothesis regarding physical acts of aggressive behavior in young children. The quantitative data that is reflected within the pre and post observations of acts of physical aggression supports the decrease of this type of aggression based on the implementation of the *Conscious Discipline* Program. The survey used with the provider, pre and post-implementation indicated no change in the frequency of acts of physical aggression. My observations of the student-to-student classroom interactions, the discussions/interviews with the child care provider, the journal entries and the logs support the original line of inquiry. Specifically the children were able to implement many of the social/emotional skills of the *Conscious Discipline*. I believe that the questions in the childcare provider survey would have yielded more useful data if they were worded in a different way. Questions that would have helped the provider reflect more on the changes noted in her teaching practice and behaviors of specific students rather than simply her beliefs would have given more useful information. I have learned from my data collection and analysis that although there may be significant change in terms of the reduction of aggressive acts within a classroom, a provider may continue to view childhood aggression as problematic. From my discussions with the child care providers at my targeted site I am under the impression that they have grown weary of teaching conflict resolution strategies and view any level of aggression at all, even if it is much less severe, as frustrating. In my future implementations of the *Conscious Discipline* Program, I will emphasize that **change takes time** and conflicts between children will continue to occur. I will also help providers to see that daily conflicts give continued opportunities to strengthen the conflict resolution and social skills of their students.

I further hypothesize that the students within the targeted environment were able to acquire more pre-academic knowledge as their brains functioned more often in their frontal lobes as opposed to an *on guard* brain stem state. I would frequently note this with Brandon, a four year old boy in child care, who appeared to have significant articulation challenges that were as yet undiagnosed. He was often on alert, seeking to reveal the weaknesses of his classmates' interactions (children playing in a way that he perceived to be incorrect). When Brandon appeared to feel safe, connected and valued, his self-esteem improved. He demonstrated a greater interest in the pre-academics of the classroom and focused less on defending himself.

Sub Question Discussion:

Can itinerant instruction provide enough consistency to change behavioral philosophies in childcare settings? Yes, I believe that itinerant instruction can provide enough consistency to change behavioral philosophies if strategies are continually modeled for the provider and there is ongoing instruction, discussions, encouragement and support for her efforts.

Do child care providers continue the use of strategies when the itinerant teachers are not present? Yes, I saw significant evidence of this in my targeted classroom site and in other centers where I implemented and modeled the strategies of *Conscious Discipline*. The use of the strategies appeared to rely somewhat on the connections that I had made with a provider and her confidence and comfort level in terms of trying something new. The greeting apron, job chart and commitment chart, were used by staff. Children sang the songs of *Conscious Discipline* from memory and participated in the "I Love You Rituals" of the program. Posters were displayed in the classroom and the principles of *Conscious Discipline* were shared with staff and parents.

Do children carry new behavior strategies into their home settings? Several parents have indicated that their children utilize the STAR technique at home to Stop, Take a deep breath And Relax. Parents will see their children utilize breathing at times of frustration. Claudia's mother asked me to teach her **Good Night Beautiful Child**, a bedtime ritual that Claudia wanted her mom to do. She found it to be very calming and nurturing for Claudia.

Why are there different levels of tolerance toward aggression in child care settings? I believe that the different level of tolerance stems from the perception that a provider maintains. If a provider believes that it is her job to make a child behave, there is usually less tolerance for conflict and the ongoing need for children to learn the skills required to deal with daily conflicts. Providers as well as parents appear to want

environments that are safe and peaceful, but do not always have the skills or stamina to foster a cooperative environment.

What are the best ways to train staff on strategies to manage aggressive behavior effectively? Based on the staff surveys, training outside of the workday, informal discussions and articles in newsletters would be the preferred way for providers to learn effective strategies designed to manage aggressive behaviors. From my experiences within this action research project, I would view onsite "*in the moment*" teaching and modeling as one of the best ways for staff to learn to respond to student aggression.

How important is administrative "buy in" to the success of a management system designed to reduce aggressive physical acts in child care settings? I believe that a social/emotional management program can be effectively implemented without administrative support, however, it is likely that the skills will develop more slowly. The encouragement and support that the provider requires will have to come from the itinerant teacher during her/his visits, monthly interactions and phone conversations and from the social/emotional growth that she sees her students demonstrate.

Reflective Commentary: For the past year I have been utilizing the strategies of *Conscious Discipline* to varying degrees. As I noted the effectiveness of these strategies with respect to student interactions, I found myself using them more frequently within the other nine sites where I provide services to my students with disabilities. My teaching practice and indeed my personal life have been dramatically altered for the better due to the attitudes, skills and strategies that I have acquired through the *Conscious Discipline* Program. I know that I am constantly trying to draw all of my learning together, to *practice what I preach* and to reach out to others in empathy, acceptance and celebration so that we might all view ourselves as contributing members of a community. In a journal entry on May 5, 2004 I wrote, "Today as I continue my journey of reflection and change I am reminded again of how the message and principles of *Conscious Discipline* cannot be separated from the connections and belonging that comes from being part of a church family. Today we did the *wave* during the sermon. The *wave* is used to demonstrate unity at an event. When everyone is responsible for their part of the *wave* it works and continues its cycle. Our responsibility in the church is to demonstrate a *wave* of unity where we embrace the task of loving one another. In the classroom, as in the Christian Church we need to find a way to connect with one another, accept, celebrate and love one another."

The most profound evidence of the effectiveness of *Conscious Discipline* that I feel compelled to add to this paper occurred on May 27, 2004 during preschool graduation at my targeted child care site. The children were seated in chairs lined up across the room including my student with a disability. They had just finished proudly singing the *S.T.A.R. Song*, a selection from the *Conscious Discipline* Program, for a room full of

smiling parents and grandparents. (I was not involved in the planning of this program and thrilled to see this selection included as one of the favorite songs of the children.) All children were approaching the teacher to receive their diplomas. It was time for Rachel, our student with a disability to receive her diploma. The teacher commented, "We do not all play and learn in the same way. Rachel has taught us many important lessons this year including patience and gentleness. We have learned to be a school family where we are kind and helpful to one another. Thank you Rachel for teaching us important skills that will remain with us throughout our lives." The children beamed and there were few dry eyes among the families in attendance.

Dissemination of Results: I plan to meet with stakeholders to discuss results with them and enlist their help with future implementations of the *Conscious Discipline* Program. I plan to offer more of the *Conscious Discipline* philosophy and strategies to adults within newsletters and presentations on the local, state and national levels. Recently my Community Options teaching partner and I were awarded a UWGB Partnership Grant. We will be participating in a week-long training institute this June with Dr. Bailey. During this institute we will learn new strategies and refine our skills with plans to return to our community to provide training to child care providers and public school staff. As this school year comes to a close I have completed a cycle of action research. I look forward next year to a new line of inquiry that will feature new sub questions. Following the training this summer I anticipate experiencing greater comfort with existing strategies, as well as the acquisition of new strategies to implement with adults and with students. My ultimate thought for future dissemination of what I have learned within this PDC framework is to design a new teaching position for myself within the public school system. I would like to work in schools somewhat as an *artist in residence* to meet the needs of teachers and students by encouraging the creation of school families that foster higher academic achievement and enhanced social/emotional development. This PDC opportunity and my introduction to the *Conscious Discipline* Program, both came along at the same time. The PDC experience offered me a systematic structure by which I could explore and assimilate life-changing learning. I am truly blessed. As young Brian LaViolette wrote in his journal, "The journey is the reward".

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