



Conscious Discipline®

**School District of Osceola
County Assessment of Conscious
Discipline Impacts on Protective
Factors and School Readiness**

Results from the 2007 SAMHSA SAfe Schools/Healthy Students grant

Changes in Protective Factors

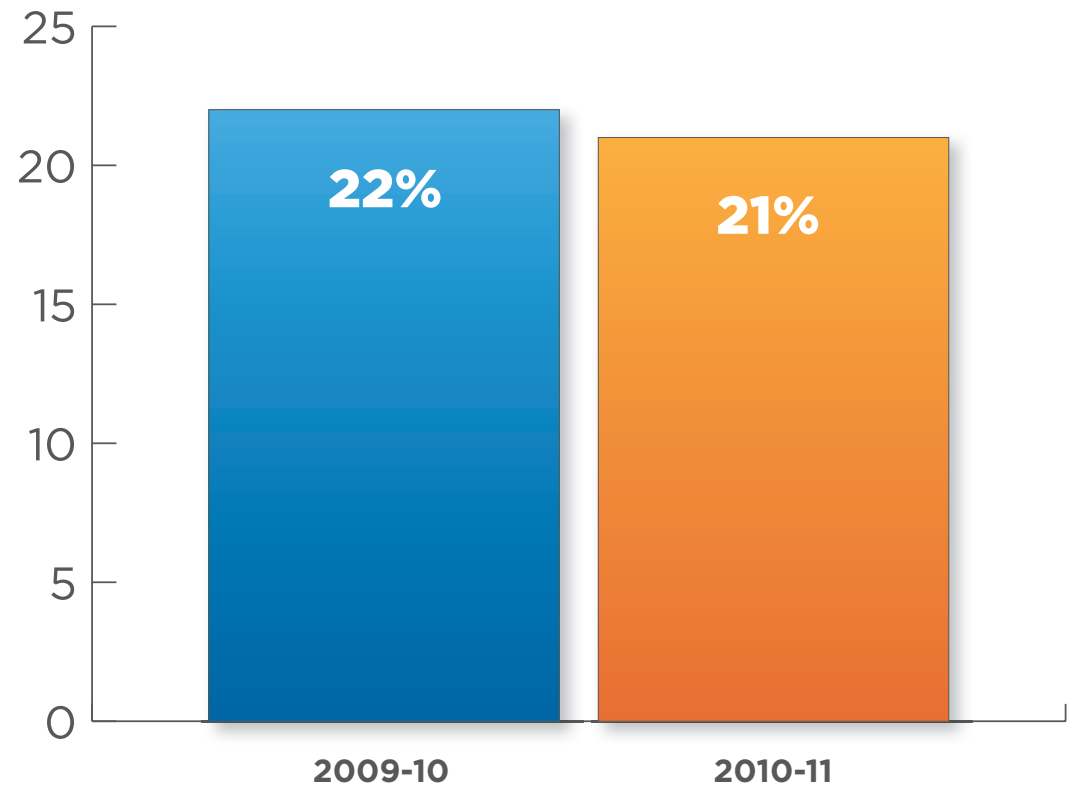
(Self Control, Initiative, Attachment/
Relationships, & Overall Resiliency)



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

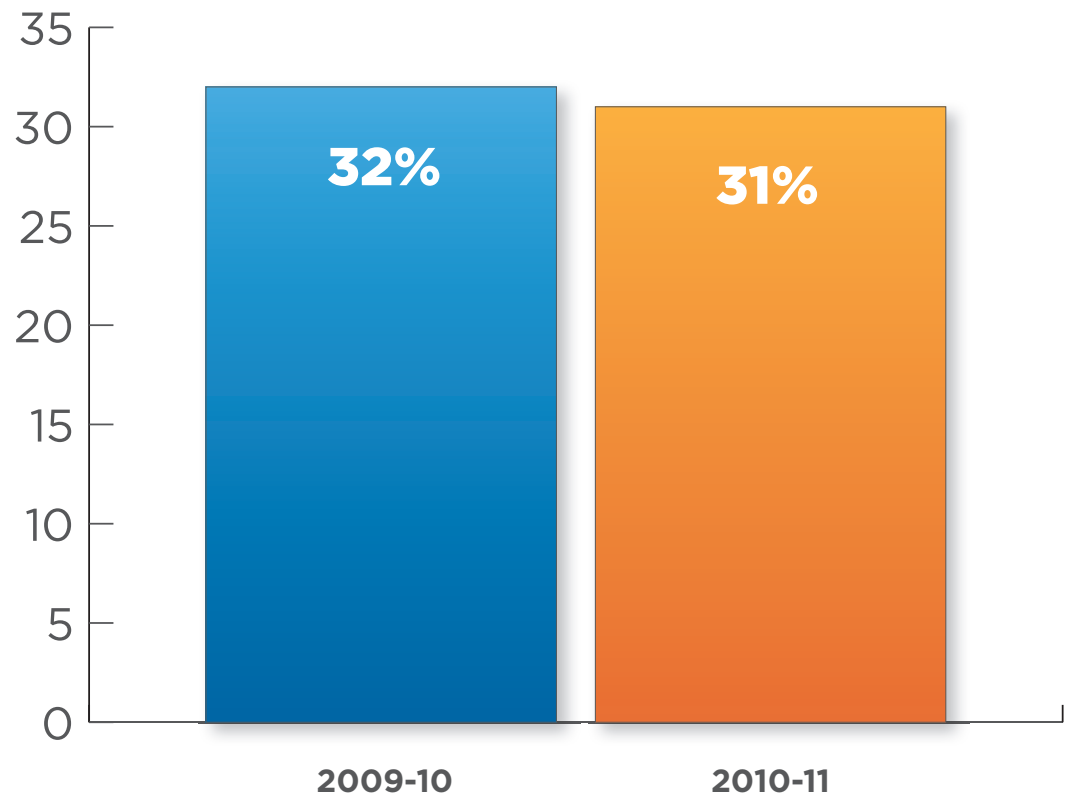
Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



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.



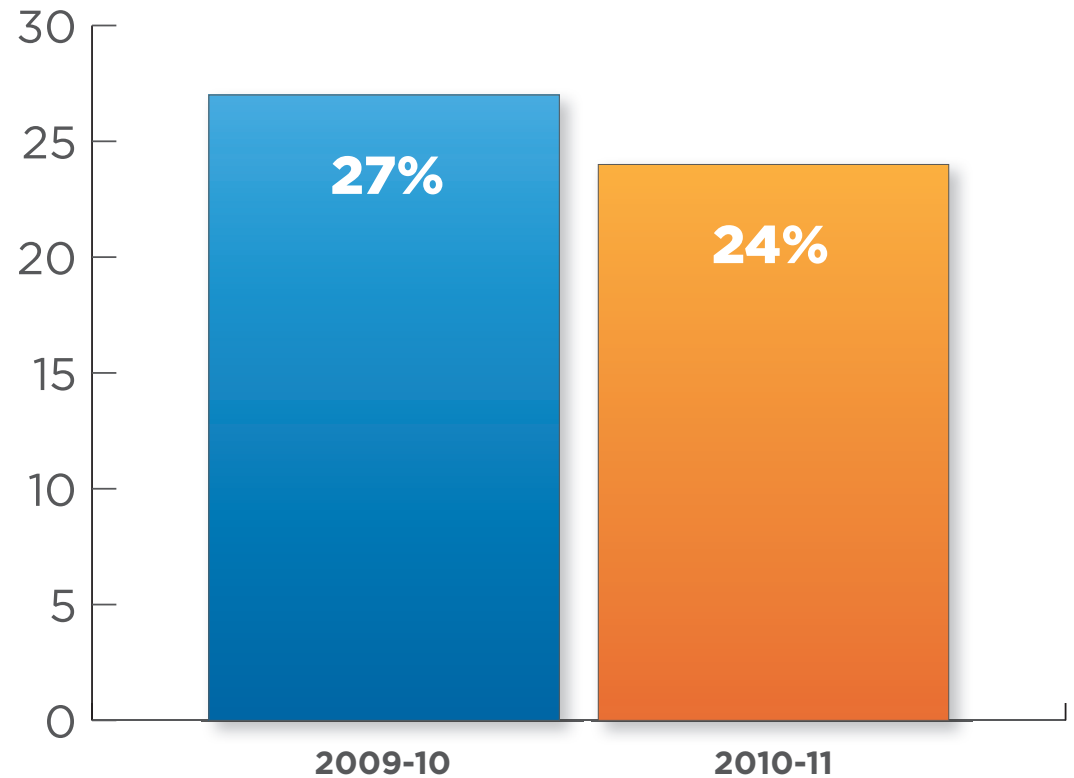
Source: Osceola County Schools' Safe Schools/Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



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.



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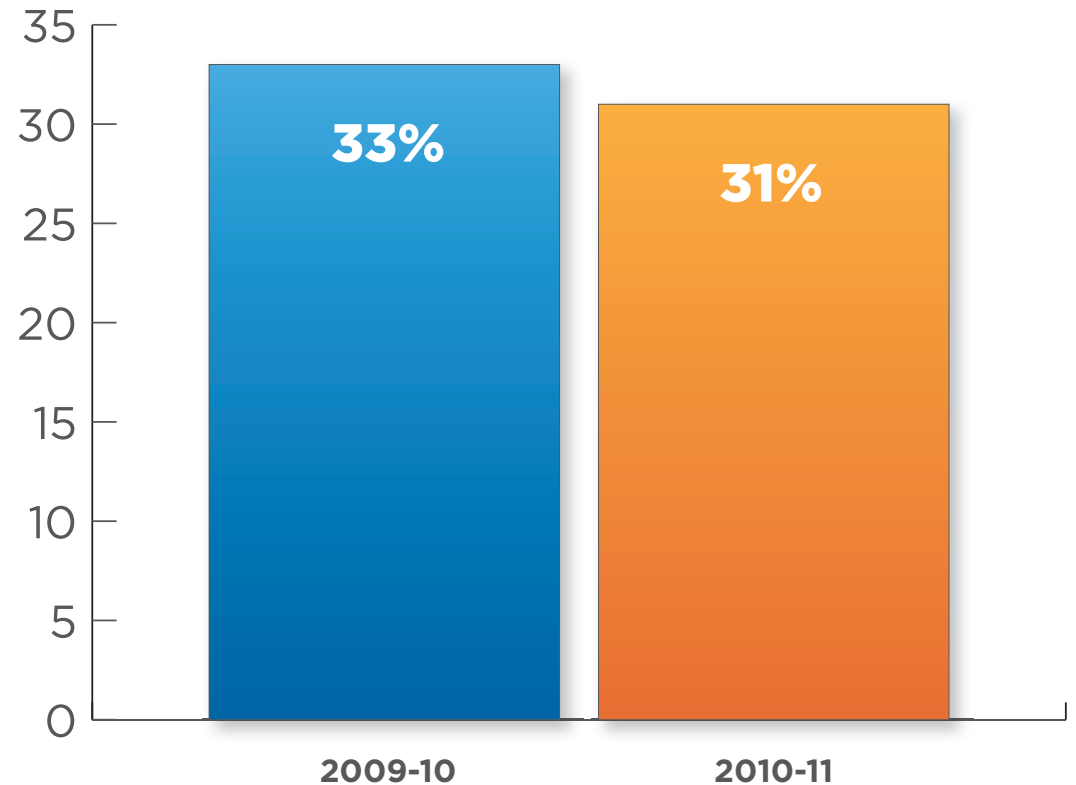
Source: Osceola County Schools' Safe Schools / Healthy Student Grant; Assessment tool: DECA-P2; Devereux Early Childhood Assessment for Preschoolers, 22 Pre-K sites.



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.



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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.



Changes in School Readiness



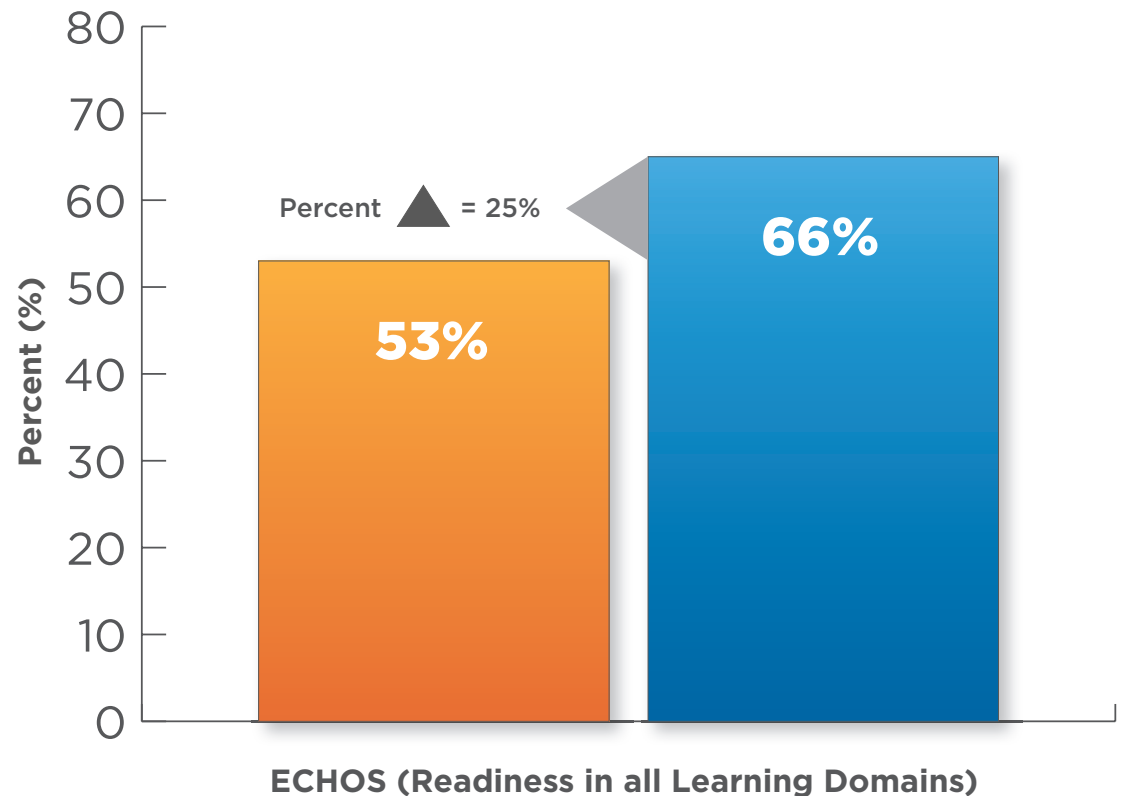
Percentage of Kindergarten Students Demonstrating School Readiness

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.



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

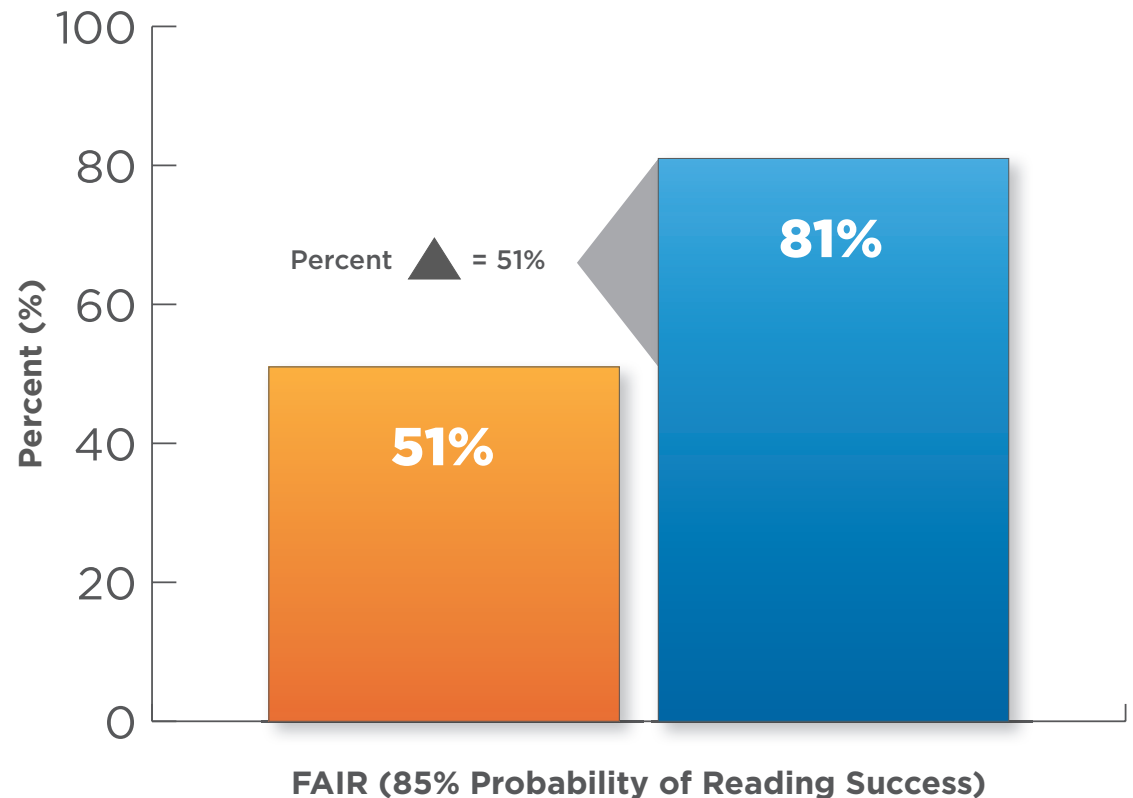
Instrument:

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.



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

