





# It's Not One or the Other – Aligning Conscious Discipline to PBIS

APBS 2020



**REACH MS**

**State Personnel Development Grant  
(Grant No. H323AO50005)**

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## REACH MS

### Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)
- Awarded to the Mississippi Department of Education in 2005, refunded in 2010 and 2016.
- Operated by the University of Southern Mississippi's Department of Curriculum, Instruction and Special Education.
- Two areas of focus:
  - Universal Design for Learning (UDL)**
    - K-3 Classrooms – NEW!
  - Positive Behavior Interventions and Supports (PBIS)**
    - Tier I, II, & III in K12 Schools
    - Student-specific for students with significant cognitive disabilities (SCD) – NEW!
    - Early Childhood Settings – NEW!
    - Facility-wide in
      - Juvenile Detention Centers
      - Therapeutic Group Homes

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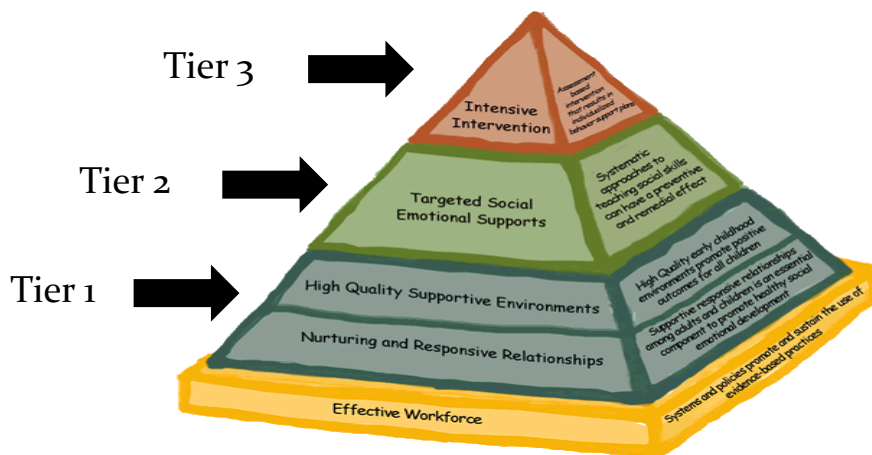
## REACH MS GOALS (2016-2021)

**Goal 1:** Increase the academic performance in English/Language Arts of Pre-K – 3 students with disabilities through implementation of Universal Design for Learning.

**Goal 2:** Support development and expansion of positive learning environments in Mississippi through effective implementation of Positive Behavioral Interventions and Supports within a MTSS Framework.

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## Pyramid Model



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## Pyramid Model

**Tier 1**

- Building relationships
- Large group
- Small group
- Learning centers
- Transitions
- Outside play
- Giving directions
- Rules and expectations
- Feedback

**Tier 2**

- Friendship skills
- Emotions
- Anger
- Problem-Solving
- Interventions for specific students

**Tier 3**

- Conducting the FBA
- Developing the BIP
- Interventions for specific students

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## Conscious Discipline

CONSCIOUS SKILL <small>(emerges from powers)</small>	LIFE / COMMUNICATION SKILLS	VALUE
<b>Composure</b>	Anger management, delay of gratification	Integrity
<b>Encouragement</b>	Pro-social skills: kindness, caring, helpfulness	Interdependence, optimism, gratitude
<b>Assertiveness</b>	Bully Prevention, healthy boundaries	Respect for self and others
<b>Choices</b>	Impulse control, goal achievement	Persistence
<b>Empathy</b>	Emotional regulation, perspective-taking	Honoring diversity, honesty
<b>Positive Intent</b>	Cooperation, problem-solving	Compassion, generosity
<b>Consequences</b>	Learning from your mistakes	Responsibility

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**CSEFEL Inventory of Practices Aligned with Conscious Discipline®**

*Table A*

CSEFEL Inventory of Practices	Conscious Discipline®	Conscious Discipline® Skill Description
1. Develops meaningful relationships with children and families	Chapter 1: "Composure," pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 2: "Encouragement," pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a school family, are the motivation and cradle of all learning.
2. Examines personal, family, and cultural	Chapter 3: "Assertiveness," pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectively by focusing on the behavior you want; teaching others how to treat you.
	Chapter 5: "Positive Intent," pp. 157-186 h. Celebration Center r. Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
	Chapter 6: "Empathy," pp. 187-222 i. We Care Center s. Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
	Chapter 1: "Composure," pp. 23-54 a. Safe Place	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers

[https://consciousdiscipline.s3.amazonaws.com/Free-Resources/Alignments/FREE\\_Alignment\\_CSEFEL-Inventory-of-Practices-Aligned-with-Conscious-Discipline.pdf](https://consciousdiscipline.s3.amazonaws.com/Free-Resources/Alignments/FREE_Alignment_CSEFEL-Inventory-of-Practices-Aligned-with-Conscious-Discipline.pdf)

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## Mindset Shift

<p style="text-align: center;"><u><b>Traditional Discipline</b></u></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Student's problem behavior</li> <li>• <b>Goal:</b> Stop undesirable behavior</li> <li>• <b>Method:</b> Primarily uses punishment (<b>reactive</b>)</li> </ul>	<p style="text-align: center;"><u><b>PBIS &amp; Conscious Discipline</b></u></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Systems perspective to address identified needs</li> <li>• <b>Goal:</b> Social/behavioral success (<b>replacement skills</b>)</li> <li>• <b>Method:</b> Alters environments, utilizes teaching and instruction, and employs reinforcement procedures. (<b>proactive</b>)</li> </ul>
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Discipline is not something you do to children. It is something you **develop within them.** – Dr. Becky Bailey

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## Mindset Shift

<u>Stressful Way to Perceive Behavior</u>	<u>Healthy Way to Perceive Behavior</u>
<p><b>Good – Deserving – Should feel good – Innocent/Victim/Good Guy</b></p> <p><b>Bad – Undeserving – Should feel bad – Guilty/Bully/Bad Guy</b></p>	<p><b>Safe – Happy/Calm – Helpful (Connected) – Solutions (Regulated)</b></p> <p><b>Unsafe – Scared/Angry/Sad – Hurtful (Disconnected) – Blame/Attack (Unregulated)</b></p>

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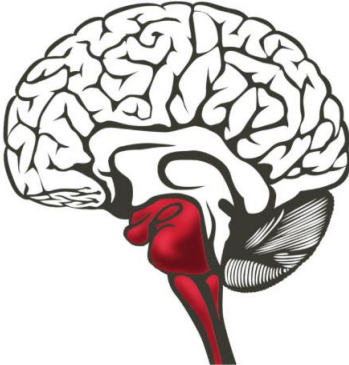
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## Survival State

- Trigger - Threat
- What we want to know
  - Am I safe?
- What we do
  - Fight
  - Flight
  - Surrender
- Behaviors
  - Hit, kick, push, bite
  - Run away, hide
  - Give up, give in, withdraw, shut down

What we need...

To Feel Safe



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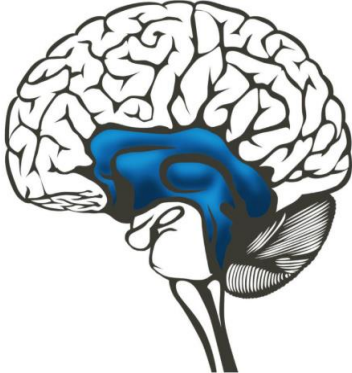
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## Emotional State

- Trigger - Not going my way
- What we want to know....
  - Am I loved?
- What we do....
  - Blame & Guilt
  - Verbal/social aggression
- Behaviors
  - Name calling, backtalk/attitude
  - No, I hate you, I don't like you
  - Always, never

What we need...

Connection



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## Executive State

- Trigger
  - Disagree
- What we want to know
  - What can I learn?
- What we can now do
  - Learn
  - Solve problems
- Behaviors
  - Willingness
  - Look for solutions

What we need...

Knowledge

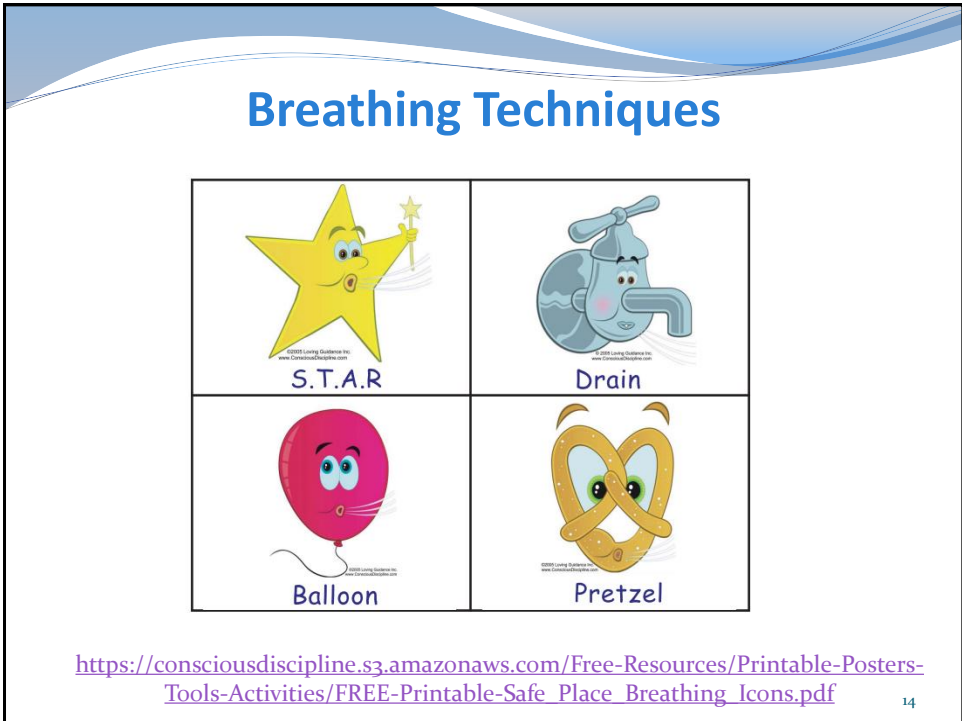


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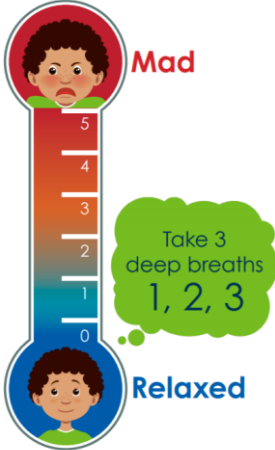
## Pinwheel & Thermometer



Smell the \_\_\_\_\_ & blow the \_\_\_\_\_

### Relaxation Thermometer



Take 3 deep breaths  
1, 2, 3

<https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf>

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## Calm Down Area

### Set-Up

- Post visuals on wall that provide choices/directions on ways to self-regulate.
- Use a corner of the room, under a table, in a big box, bin on a specific shelf.

### Items to Include

- Stress balls
- Play dough
- Stuffed Animal
- Paper/crayons
- Social Emotional Books
- Pin wheel
- Weighted items
- Brush

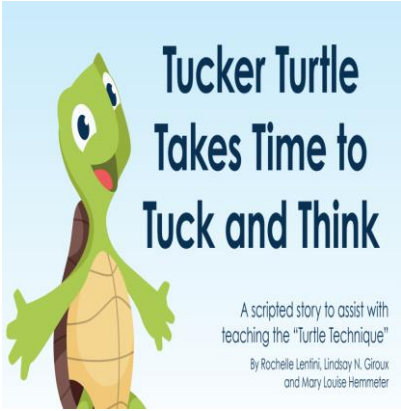



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## Tucker Turtle Technique




**Tucker Turtle  
Takes Time to  
Tuck and Think**

A scripted story to assist with  
teaching the "Turtle Technique"  
By Rochelle Lentini, Lindsay N. Giroux  
and Mary Louise Hemmeler


**NCPMI The Turtle Technique**




**Step 1.** Recognize your feelings.




**Step 2.** Stop your body.



**Step 3.** Tuck inside your shell and take three deep breaths.



**Step 4.** Come out when you are calm and think of a solution.




[https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf)


[https://challengingbehavior.cbcs.usf.edu/docs/TurtleTechnique\\_steps.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TurtleTechnique_steps.pdf)

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## Reflection







**Step 1.** What is my problem?



**Step 2.** Think, think, think of some solutions.



**Step 3.** What would happen if...?  
Would it be jokes? Would it be fast?  
How would everyone feel?



**Step 4.** Give it a try!

[https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving\\_Story.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf)

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## References

Bailey, R.A. (2014). *Conscious discipline: Building resilient classrooms*. Loving Guidance.

<https://www.pbis.org/>

<https://challengingbehavior.cbcs.usf.edu/>

<https://consciousdiscipline.com/>

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