The Impact Conscious Discipline Curriculum and Restorative Practice Strategies has on the
Social Emotional Learning of Elementary School Students

by
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Abstract

The purpose of this study was to examine the impact Conscious Discipline Curriculum and restorative practice strategies had on the Social Emotional Learning of elementary school students. Data was collected through the elementary schools Student Office Referral Form. Office referrals were collected before the implementation of the Conscious Discipline Curriculum and restorative practice strategies and again after the curriculum and strategies were implemented. The data was then compared to determine the impact of Conscious Discipline and restorative practice strategies had on students Social-Emotional Learning skills. The implementation of both practices increased students’ Social-Emotional Learning based on the decrease in student incident reports and student suspensions from the pre-treatment year to the post-treatment year.
CHAPTER I
INTRODUCTION
Overview

Negative behaviors have been a growing problem within elementary schools for many years. Elementary schools face a variety of issues with negative student behaviors such as inappropriate language, continuous disruption, elopement, noncompliance, pushing, punching, shoving, theft, destroying property, assault, sexual harassment, possession or use of weapons, abusive language, vandalism, bullying, repeated verbal threats, and physical threats. Students need to be educated in social-emotional learning in order to be successful, feel safe, and participate productively in a school’s community. Without consistent strategies and a consistent school-wide social-emotional curriculum in place, it can be challenging to address students’ behavioral needs. In the past, many school systems have mainly relied on teachers to develop expected classroom behaviors, create incentives for their classrooms, and to set routines and expectations. Often, this sole reliance on teachers led to inconsistent classrooms, and this inconsistency does not support a positive school climate. Restorative practices are strategies that align with a positive school climate and support social-emotional-learning. Restorative Practices are a proactive approach to whole-school climate improvement based on communication and responsibility. It is an approach being developed and refined as an alternative to exclusionary and punitive "zero-tolerance" policies mandated in many schools today (Mirsky, 2011).

Negative student behaviors often result in office referrals. When a student receives an office referral, the student will meet with the administrative staff, and in some cases a phone call
home is made or a conference with the parents is requested. Depending on the nature of the referral, the student can end up with a consequence of in-school suspension, out of school suspension, or expulsion. Many schools that lack a specific school-wide curriculum or incentive program to address positive student behavior have experienced an increase in student office referrals.

Conscious Discipline is a new curriculum within Baltimore County Public Schools. As an elementary school special educator, I am challenged with negative student behaviors daily. When working with my elementary school’s climate action team, I learned that my school had a significant increase in student office referrals. As a team we wanted to implement school-wide practices to ensure positive student behavior. According to Caldarella, Page, and Gunter (2012), recently there has been an increased interest in social-emotional learning and its relationship to improved student behavior, academic outcomes, and emotional health, particularly during the early childhood years.

**Statement of Problem**

The problem is that elementary school students are obtaining an increased number of office referrals due to negative behaviors. It is believed that the implementation of conscious discipline practices and restorative practices within elementary schools will improve student behaviors and ultimately decrease the number of office referrals students receive. Therefore, the purpose of this study is to investigate the impact Conscious Discipline and restorative practice strategies has on student discipline as measured by office referrals.
Hypothesis

Ho: The implementation of Conscious Discipline and restorative practices will have no effect on student behaviors in elementary schools as measured by student office referrals.

Ha: The implementation of Conscious Discipline and restorative practices will have an effect on student behaviors in elementary schools as measured by student office referrals.

Operational Definitions

The independent variable is the implementation of the Conscious Discipline curriculum and restorative practices. Conscious Discipline is operationally defined as a brain-based approach for creating a positive school environment that begins with teaching students about the brain/body connection (BCPS 2019). The dependent variable in this study is the number of office referrals (see Appendix) collected. This is operationally defined as the Elementary School referral form. The dependent variable will be measured by counting the number of office referrals collected each year and disaggregating the referrals by gender, race, and grade level.
Chapter II

A REVIEW OF THE LITERATURE

Statement of the Problem

The problem is that an increasing amount of elementary school students are obtaining office referrals due to negative behaviors. Improving the implementation of conscious discipline and restorative practices within elementary schools will improve student behaviors and ultimately decrease the number of office referrals students receive.

Overview

This literature review seeks to explore the effect conscious discipline practices and restorative practices have on elementary school students. Section one provides an overview on defining the different conscious discipline strategies and restorative practices that are being implemented within elementary schools. This section contains information relating to why these practices should be used within elementary schools in order to improve school wide behavior. Section two provides an overview of the implementation process and the barriers teachers and administrators face when implementing conscious discipline programs. Information related to the key players and data collection related to the curriculum are also presented in section two. Section three focuses on the improvement of conscious discipline strategies and professional development opportunities provided to help improve the curriculum.

The Importance of Conscious Discipline and Restorative Practices

Conscious discipline is a classroom management curriculum being implemented within many present-day school systems. Conscious discipline is designed to support teachers and students with social emotional learning to enhance problem solving strategies within the
classroom. A comprehensive classroom management program and self-described “philosophy” for teaching social-emotional skills, Conscious Discipline, has been used in many preschool classrooms across the nation. According to Loving Guidance Inc. (2019), Conscious Discipline is a research-based comprehensive self-regulation program that combines social and emotional learning with discipline and guidance. Built on a foundation of current brain research, the School Family™ a CD program which is constructed from safety, connection and problem-solving. Restorative practices focus on building a healthy school environment by creating positive relationships between students, which in turn enhances communication skills when a conflict may occur. According to Mindful School (2010), restorative justice originates from an indigenous paradigm – it is community based, relational, and inclusive. The process creates equity by giving everyone a space to talk and be heard and by addressing the root cause of harm. Restorative justice models provide schools with the opportunity to improve school culture by addressing the disciplinary standards and creating a forum for peaceful resolution of conflict and misbehavior (Pavelka, 2013).

Conscious Discipline practices and restorative practices should be used in elementary school systems in order to improve school wide behavior. According to (Hoffman et al., 2009) teachers who practice Conscious Discipline create a positive school climate called the “School Family” and learn specific ways to transform conflict into opportunities that teach social-emotional life skills. The “School Family” becomes the internal motivation system where students feel cared for in safe environment of unconditional acceptance and where they experience the pleasure of helping others. Students who feel welcomed and safe within a school community, in turn feel, better about their learning environments. According to High (2017), restorative circle initiatives are a simple and effective means of transforming school
communities by acknowledging, after promoting and honoring the dignity of students. When students feel accepted and included within a community they will excel academically. According to Macready (2009) the importance of dialogue, and social collaboration will be evident in school-based restorative practices.

**Challenges Associated with Conscious Discipline and Restorative Practices**

Present day school systems face many challenges when implementing a new program. Teachers face many problems when switching from a reward program to a restorative practice program. During this process the environment of the school’s community will experience a change. According to Caldarella, Page, and Gunter (2012), curricula has changed significantly and, behavior management approaches generally have a discrepancy between a curriculum that urges problem solving and critical thinking and a management system that requires compliance and narrow obedience. When implementing a new program, it is important to have staff buy in from all aspects of a school’s community. According to Caldarella, et al. (2012), the first step of Conscious Discipline is training teachers in the "seven basic powers for self-control" (perception, unity, attention, free will, love, acceptance, and intention) as well as the "seven basic skills for discipline" (composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences). These powers and skills are designed to help individuals become more conscious of their inner state, manage their emotions in a healthy and appropriate way, and learn to be proactive instead of reactive during difficult situations. According to Thomas (2011), teachers often used suggestions from Conscious Discipline, including huddling and speaking with the children, calming them in a quiet corner, asking them if they had used their words rather than their fists, and helping them to process conflict with their peers (e.g., “Did you know you are hurting my friend when you hit him?”). These classrooms featured posters and pictures directly
related to Conscious Discipline, and related written questions dotted the classroom landscape (e.g., “Did you remember to use your words?”).

Generally speaking, the key players involved within the implementation of a new curriculum such as Conscious Discipline are the administrators, classroom teachers, resource staff, support staff, special area teachers, and office personnel. According to Ingraham et. al. (2016) through a focus on developing positive relationships and school climate, within and across diverse groups of stakeholders, school psychologists can affect systems of support for the school and community. According to Thomas (2011), the teaching team speaks enthusiastically about the potential changes that Conscious Discipline might make in the program and the classroom; however, they are hesitant about its limits and have already seen issues in its implementation.

Current data collected based on Conscious Discipline practices and restorative practices show that there was a positive change in schools’ climate and culture. The data proves that the restorative practices implemented within each classroom were benefiting the students in many ways. According to Loving Guidance Inc. (2019), with the implementation of Conscious Discipline, 75% of the students moved from an “atypical” to a “normal” range based on the pre-and post-assessment, achieving significant improvement in the following areas: hyperactivity, aggressiveness and impulsivity. According to Loving Guidance Inc. (2019) a quasi-experimental study was conducted in 2013 to assess the effectiveness of Conscious Discipline. Scores from 12 scales were used to compare Conscious Discipline with non-Conscious Discipline classrooms drawn from 66 teachers, 1386 students, and 868 parents at 24 sites in three states over an 8-month period. Overall, compared to non-Conscious Discipline classrooms, the Conscious Discipline classrooms significantly improved the quality of student-teacher interactions,
improved the social and emotional behavior of students, improved the social and emotional behavior of teachers, improved classroom and school climate, and increased student academic readiness.

Improving Conscious Discipline and Restorative Practices

Present day school systems are implementing conscious discipline curriculum and strategies within their school buildings. There are many ways these strategies can be improved upon and made more consistent. School systems and the participants involved within the implementation of the curriculum must become familiar with the program. According to Thomas (2011), data related to Conscious Discipline were collected from the Conscious Discipline website and training materials, as well as from interviews with the teaching staff and the program’s child development services manager.

One professional development opportunity included interns’ working on restorative practice techniques with one another throughout an entire semester before implementing the program with their students. This provided the interns with an opportunity to get to know the curriculum in a setting where they could adjust as needed. Silverman and Mee (2018) believe the best way to teach interns how to effectively implement and lead a community circle practice in the middle school classroom is by first engaging them in that practice with their own peers. We wanted to use community circles with our interns for two purposes—first, to allow time for them to express feelings about both their successes and struggles in the field, helping them realize that this profession often results in emotional highs and lows. Second, so they could experience community circles as a means for using them in their future classrooms. This provides opportunities for teachers themselves to buy into a curriculum before implementing it with students.
Summary

The importance of Conscious Discipline and restorative practices are associated with many challenges and improvements. Elementary schools have implemented Conscious Discipline practices and restorative practices into their current curriculums in order to improve school wide behavior. Research has shown that by implementing these practices, schools have seen an impact on positive student behaviors.
Chapter III

METHODS

The purpose of this research study was to determine whether or not the implementation of Conscious Discipline Curriculum and restorative practice strategies had an impact on the Social-Emotional Learning of elementary aged students as measured by discipline referrals also known as student office referrals (see Appendix).

Design

This study followed the causal-comparative design also known as ex post facto. This design seeks to find the relationship between the independent and dependent variables from pre-existing data. The independent variable within this design was the implementation of the Conscious Discipline curriculum and restorative practice strategies. The dependent variable within this design was the office referrals collected. The office referral data was collected within the 2017-2018 school year and within the 2018-2019 school year. The data from both school years was compared to one another in order to determine the extent to which there was a significant change in the referral rate. The data were compared based on different demographics such as gender and grade level. The data was analyzed using descriptive statistics; the number of office referrals (see Appendix) were broken down by grade level, gender, and major and minor events.

Participants

This research study was conducted in a Baltimore County Elementary School with students from kindergarten through fifth grade. The elementary school typically consists of approximately 724 students. The school’s racial composition typically consists of about 16.4%
African American students, 19.4% Asian students, 0.69% American Indian students, 41.8% White students, 15.1% Hispanic students, and 6.5% Multi-Race students. The elementary school also consisted of 204 students receiving Free and Reduced Meals, 70 students receiving Special Education services, and 104 English Language Learners. During the 2017-2018 school year the total student enrollment was 750. This consisted of 370 girls and 380 boys. During the 2018-2019 school year the total student enrollment was 747. This consisted of 366 girls and 381 boys.

**Instrument**

There was one instrument used within this study, the student office referral form (see Appendix). The elementary school created the referral form to use within all grade levels k-5. Teachers completed the student office referral form (see Appendix) based on observable behaviors such as inappropriate language, continuous disruption, elopement, noncompliance, pushing, punching, shoving, theft, destroying property, assault, sexual harassment, possession or use of weapons, abusive language, vandalism, bullying, repeated verbal threats, and physical threats. These data were used to determine the primary motivation for the student’s misbehavior including gaining attention, gaining control, gaining an object/activity, avoiding attention, avoiding work, avoiding an activity, avoiding an individual, attempting to communicate needs, or sensory stimulation. Teachers were to document the student’s name, the student’s grade level, the time of the incident, the location of the incident, the subject the incident took place, the type of activity the student was engaging in (independent activity, group activity, transition time, other), and check off observable behaviors, as well as the primary motivation for the misbehavior.
Procedure

For this study, student office referral data was collected during the 2017-2018 school year, before the implementation of Conscious Discipline and restorative practice strategies. Student Office referral data was also collected for the 2018-2019 school year, which was the first full year teachers implemented Conscious Discipline and restorative practice strategies.

The Conscious Discipline Curriculum aligns with restorative practices and the virtues language. It is a curriculum that practices self-regulation, social emotional learning, aligned with discipline and guidance. The implementation of the Conscious Discipline Curriculum consisted of teachers implementing different executive skills such as thinking and learning and emotional regulation into daily classroom routines. Thinking and learning skills consisted of planning, organization, time management, working memory, and self-monitoring. Emotional regulation skills consisted of impulse control, regulating emotions, flexibility, task initiation, and persistence. After the curriculum was implemented, student office referral data was collected from the first, second, and third marking periods.

The implementation of restorative practice strategies consisted of each classroom teacher from kindergarten through fifth grade implementing the zones of regulation, students’ access to “The Zone”, a safe space area, Plan B, daily class meetings, implementation of the virtue’s language, and student participation within the mentor program. After the implementation of restorative practice strategies, student office referral data was collected from the first, second, and third marking period.
Teachers used the same office referral form (see appendix) and procedures within both school years. Data from both school years were then compared to determine if there was a change in referral rates after the implementation of Conscious Discipline and restorative practice strategies.
Chapter IV
RESULTS

The purpose of this study was to determine the impact the implementation of the Conscious Discipline Curriculum and the implementation of restorative practice strategies had on students' social-emotional learning within kindergarten through fifth grade. Office referral data was collected and compared within the 2017-2018 school year (pre-conscious discipline and restorative practice strategies) and the 2018-2019 school year (post-conscious discipline and restorative practice strategies). Data relative to the students’ social-emotional learning growth based on office referrals is displayed in the figures below. The data represent and compare referral rates prior to and following the implementation of Conscious Discipline and restorative practice strategies.

Findings

As shown in Figure 1, during the 2017-2018 school year there were a total of 750 students, 330 office referrals, and 44 suspensions. The total suspension rate for this school year was 3.07%. During the 2018-2019 school year there were a total of 747 students, 228 office referrals, and 11 suspensions. The total suspension rate for this school year was 1.20%. The number of office referrals decreased by 102 from the pre-treatment year to the post treatment year. The number of suspensions decreased by 33; with the total suspension rate decreasing by 1.87% from the pre-treatment year to the post-treatment year. Within the pre-treatment year the total student count for suspensions were 28. Within the post-treatment year, the total student count for suspensions were 9. This number decreased by 19.
As shown in Figure 2, the total number of incidents were reported in blue by grade level for the 2017-2018 school year and in orange for the 2018-2019 school year. When comparing grade 5, total incidents declined by 22 after the implementation of Conscious Discipline and restorative practices. When comparing grade 4, total incidents declined by 27 after the implementation of Conscious Discipline and restorative practices. When comparing grade 3, total incidents declined by 18 after the implementation of Conscious Discipline and restorative practices. When comparing grade 2, total incidents declined by 14 after the implementation of Conscious Discipline and restorative practices. When comparing grade 1, total incidents declined by 11 after the implementation of Conscious Discipline and restorative practices. When comparing Kindergarten, total incidents declined by 10 after the implementation of Conscious Discipline and restorative practices.
As shown in Figure 3, the total number of suspensions were reported in blue by grade level for the 2017-2018 school year and in orange for the 2018-2019 school year. When comparing grade 5, total suspensions declined by 11 after the implementation of Conscious Discipline and restorative practices. When comparing grade 4, total suspensions declined by 11 after the implementation of Conscious Discipline and restorative practices. When comparing grade 3, total suspensions declined by 2 after the implementation of Conscious Discipline and restorative practices. When comparing grade 2, total suspensions declined by 7 after the implementation of Conscious Discipline and restorative practices. When comparing grade 1, total suspensions declined by 1 after the implementation of Conscious Discipline and restorative practices. There were no Kindergarten suspensions to report from the 2017-2018 school year and from the 2018-
2019 school year.

**Figure 3**

**Total Suspensions during Comparative Years**

The dependent variable, Office Referral Form did not change within the pre and post treatment. The 2017-2018 school year was the pre-treatment year. Teachers used the Office Referral Form to report negative student behaviors. Within the 2018-2019 school year the independent variables were implemented; this was the post-treatment. The Conscious Discipline Curriculum and restorative practice strategies were having a positive impact on student behaviors. There was a decrease in negative student behaviors; better Social Emotional Learning would cause better student behaviors. The findings and results from this study will be interpreted and their implications will be discussed in chapter 5.
CHAPTER V

DISCUSSION

This study examined the influence Conscious Discipline Curriculum and the implementation of restorative practices had on elementary school students’ Social-Emotional Learning. Results of the design as reported in Chapter 4 indicated areas in which the null hypothesis was rejected. As seen in Figure 1, the data reported did not support the null hypothesis. The implementation of Conscious Discipline and restorative practice strategies increased students’ Social-Emotional learning based on the decrease in student office referrals from pre-treatment year to post-treatment year. As seen in Figure 2 and Figure 3, the data reported did not support the null hypothesis. The implementation of Conscious Discipline and restorative practice strategies increased students’ Social-Emotional Learning based on the decrease in student incident reports and student suspensions from the pre-treatment year to the post-treatment year. These decreases were seen within each grade level, K-5.

Implications of the Results

The results imply that the implementation of Conscious Discipline Curriculum and the implementation of restorative practice strategies may have had a positive impact on elementary school students’ Social-Emotional Learning. Elementary school teachers within grades K-5 did not apply any treatment within the 2017-2018 school year, teachers documented negative observable behaviors using the student office referral form. Treatment was then applied within grades K-5 within the 2018-2019 school year, teachers documented negative observable behaviors with the same student office referral form.

During the post-treatment year, teachers applied the Conscious Discipline Curriculum which consisted of teachers implementing different executive skills such as thinking and learning
and emotional regulation into daily classroom routines. Thinking and learning skills consisted of planning, organization, time management, working memory, and self-monitoring. Emotional regulation skills consisted of impulse control, regulating emotions, flexibility, task initiation, and persistence. Additionally, teachers applied restorative practice strategies within their classrooms. This consisted of implementing the zones of regulation, students’ access to “The Zone”, a safe space area, Plan B, daily class meetings, implementation of the virtue’s language, and students’ participation within the mentor program.

These data imply that when both treatments were applied students Social-Emotional Learning increased and the number of student office referrals decreased. However, the data does not prove that one treatment was more successful than the other. The data also does not prove what would happen if just one treatment was applied. More research should be conducted to see if one practice had a greater impact than the other.

However, because this study proved there was a decrease in student office referrals based on the implementation of both Conscious Discipline Curriculum and restorative practice strategies, it would be beneficial for other elementary schools to implement both of these Social-Emotional learning practices. It would also be beneficial to provide teachers with professional development opportunities geared toward each grade level. Implementing this same study over several years to check for consistency over time should also be considered.

**Theoretical Consequences**

Multiple components are involved in order to ensure students have Social-Emotional Learning skills in order to be successful within elementary school. Students should be provided a combination of a Social-Emotional Learning curriculum such as Conscious Discipline paired...
with restorative practice strategies. If this balanced approach to Social-Emotional Learning is provided to children throughout their elementary school career, they will have the skill set they need to better cope with negative behaviors.

This study supports the research discussed in Chapter 2, Conscious Discipline and restorative practice strategies play an important role within the development of Social-Emotional Learning with elementary school students. According to Caldarella, et al. (2012) The first step of Conscious Discipline is training teachers in the "seven basic powers for self-control" (perception, unity, attention, free will, love, acceptance, and intention) as well as the "seven basic skills for discipline" (composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences). These powers and skills are designed to help individuals become more conscious of their inner state, manage their emotions in a healthy and appropriate way, and learn to be proactive-instead of reactive-during difficult situations. When spending the time teaching these strategies to students it benefits the learning environment in a positive way.

**Threats to Validity**

Possible threats to validity exist within this study. Threats to internal validity include the quality of Social-Emotional instruction and the length of instructional time. The instruction was not observed or measured by the researcher. This instruction was implemented by all classroom teachers within grades K-5. This instruction also varied based on students’ ages and individual need. The participating teachers were instructed to implement the Conscious Discipline Curriculum appropriate to their grade level paired with restorative practice strategies. Teachers’ measurement of students Social-Emotional Learning was based on the documentation of student office referrals. Results may vary based on each teacher’s observable student behaviors.
Teachers individual definitions of what negative behaviors are may cause differences in how the office referral form (see Appendix) was used.

Threats to external validity include the population of students who participated within this study. The researcher compared two different school years: pre- and post-treatment. The total population of students varied from each year as well as the number of students within each grade level. Students also participated in a different learning environment within the post-treatment year; different classroom teachers, different grade levels, and different students within their class. While the students demonstrated a decrease in student office referrals, results may be different if the same environment was compared.

**Connections to Previous Studies/Existing Literature**

This study focused on the impact Conscious Discipline Curriculum and restorative practice strategies had on the Social-Emotional Learning of elementary school students in order to decrease negative behaviors seen within school. This study examined the effect no curriculum or implementation of restorative practice strategies had on elementary school students. When the Conscious Discipline Curriculum was added and paired with restorative practice strategies, student office referrals decreased.

Previous studies have shown that with the implementation of Social-Emotional Learning strategies teachers will see improvements with student behaviors. According to Caldarella, et al. (2012), the implementation of SEL programs has resulted in significant improvements in school environments, student learning, and academic performance, as well as reductions in negative behaviors. Students who have strong Social-Emotional learning skills spend more time focusing on schoolwork, building relationships with other students, as well as their teachers. Caldarella, et al. (2012) also stated that positive relationships within the school family become the fundamental
motivation for students to choose appropriate classroom behaviors. When students are choosing appropriate classroom behaviors, they are applying Social-Emotional learning skills. These skills will ultimately limit the amount of office referrals collected within the schoolhouse.

Implications for Future Research

Future research should continue to investigate the impact that Conscious Discipline Curriculum and the impact restorative practice strategies have on Social-Emotional Learning, especially in elementary school classrooms. Based on this study, the implementations of the Conscious Discipline Curriculum paired with restorative practice strategies improved students Social-Emotional Learning skills within elementary school classrooms.

Future studies should look at other Social-Emotional Learning curriculums and compare their impact on elementary school students with the Conscious Discipline Curriculum. Researchers should also study which restorative practice strategies were more successful with elementary school students. Different studies may also show a more efficient data collection tool when documenting negative observable behaviors. Additionally, researchers may want to study the length of time explicit instruction is delivered within the classroom to address Social-Emotional Learning.

Conclusions/Summary

This study focused on the impact Conscious Discipline Curriculum and restorative practice strategies had on the Social-Emotional Learning of elementary school students. Each grade level from grades K-5 decreased in the number of office referrals, incidents, and suspensions from the pre to post-treatment year. Based on the literature review and study findings, Conscious Discipline strategies and restorative practice strategies play an important role in the development of elementary school students Social-Emotional Learning. This study
stressed the importance of Social-Emotional Learning when looking to decrease negative observable behaviors within the classroom.
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needs of young adolescents. *Education Sciences, 8.* Retrieved from
Appendix

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<th>Name of Student:</th>
<th>Location:</th>
</tr>
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<tbody>
<tr>
<td>Grade: FK K 1 2 3 4 5</td>
<td>Classroom</td>
</tr>
<tr>
<td>Date:</td>
<td>Bus Lane</td>
</tr>
<tr>
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</tr>
<tr>
<td>Homeroom Teacher:</td>
<td>Bathroom</td>
</tr>
<tr>
<td>Time of Incident:</td>
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<tr>
<td>Type of Activity:</td>
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</tr>
<tr>
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<td>Library</td>
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<tr>
<td></td>
<td>Art Room</td>
</tr>
<tr>
<td></td>
<td>Music Room</td>
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<tr>
<td></td>
<td>Other:</td>
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</tr>
<tr>
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**OBSERVABLE BEHAVIOR(S):**

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<td>Elopement</td>
<td>Possession/use of weapon/look-alike</td>
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<td>Abusive Language to adult</td>
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<td>Bullying/Repeated verbal threats</td>
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<td>Physical Threats</td>
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<td>Other:</td>
<td>Avoid activity/ask:</td>
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**ADMINISTRATIVE ACTIONS:**

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<tr>
<td>Conference with parents requested</td>
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<tr>
<td>Time in Office</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**Primary Motivation:**

- Gain attention
- Gain control
- Gain object/activity
- Avoid attention
- Avoid Work

- Avoid activity/ask:
- Avoid individual
- Attempt to communicate needs
- Sensory stimulation
- Other:

**Objectively, describe what occurred with ONLY the name at the top of the form:**

<table>
<thead>
<tr>
<th>Others involved in incident:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer</td>
<td>Staff</td>
</tr>
<tr>
<td>Teacher</td>
<td>Unknown</td>
</tr>
<tr>
<td>Substitute Teacher</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Was this a physical altercation?**

- Yes
- No

If yes, the child was sent to the nurse at _________ am pm.

**Teacher Response:**