

The Effects of Social Emotional Learning on Behavioral Disruptions

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Abstract

The purpose of this study was to determine how social emotional learning might affect the number of behavioral disruptions both in and out of the classroom. This study also examined the impact that one social emotional learning program, conscious discipline, has on behavioral disruptions. This was measured by collecting office referral data from two consecutive school years, examining fifth-grade students. It was found that the implementation of conscious discipline did not support a decrease in behavioral disruptions. It was concluded that more research needs to be conducted in the area of conscious discipline and that a multi-year study would provide a more beneficial perspective with clearer results.

CHAPTER I

INTRODUCTION

Behavioral disruptions are being observed in schools more frequently than ever before. Many students today do not have the knowledge or understanding of appropriate coping strategies required to express their feelings. As observed by teachers, students' lack of coping strategies is manifested in negative ways and then expressed by students exhibiting disruptive behaviors within the classroom. Disruptions and antisocial behavior can be represented in many different ways including loud behavior outbursts such as yelling, screaming, throwing materials, throwing furniture, or cursing at the teacher and other students. These disruptions can also involve a student shutting down and isolating him or herself from others, removing him or herself from the room or quietly sitting and refusing to interact with the teacher and students. Disruptive behaviors such as these can be seen in many classrooms across the country. Many students lack the ability to regulate their thoughts and feelings which results in them expressing themselves in ways that impact not only their own educational experience but that experience of their peers as well.

As a result of these behaviors appearing more frequently, Social Emotional Learning Programs (SELs) are appearing in many curriculums across the country. Payton et al. (2000) express that "SEL programs provide systematic classroom instruction that enhances children's capacities to recognize and manage their emotions, appreciate perspectives of others, establish prosocial goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks" (p. 3). Without these skills, students are unable to productively control, manage, or respond to the behavior disruptions occurring in classrooms across the country.

Because disruptive behaviors are exhibiting themselves more frequently, there has been an increase in the impact these behaviors have on instruction and students. In many cases when disruptive behaviors are exhibited in a classroom, depending on the severity or the behavior, instruction typically stops or is at least paused while the teacher needs to respond or determines how to respond to the presented behavior. Unfortunately, while the teacher is responding to the disruptive behaviors, not only is the student exhibiting the behavior missing out on instructional time, but other students in the class are also missing out on instructional time. Depending on the severity of the behavior, the teacher may be waiting for assistance with a child. Possibly, the teacher may be able to deescalate the student and behaviors. Instruction may only be paused for a short period of time or the disruption can last longer, extending the amount of time all students are missing out on instruction. It may seem as though one small disruption to instruction will have a minimal impact on students; however, when behavioral disruptions are occurring daily or sometimes even multiple times a day the loss of instructional time becomes a continuous problem.

Behavioral disruptions not only impact the instruction of the student exhibiting the behavior and others in the classroom, it also impacts the feelings of school safety and comfort levels of students in the classroom. Disruptive behaviors can be as minimal as constant talking, calling out, or roaming around the room; nonetheless, this can be distracting to others. In many cases, other students learn to ignore and or “tune out” these behaviors. However, more severe behaviors such as yelling, throwing things in the classroom, aggression, and elopement can make other students in the classroom question their safety.

Many students come to school with outside trauma and negative experiences and express those feelings in negative ways. In some cases, disruptive behaviors can end up causing a

domino effect. When students see these behaviors frequently, some may begin mimicking the disruptive behaviors. This is seen more frequently when consequences are not given for the disruptive behaviors. Other students then begin to view the behavior as acceptable and tolerated. Given that disruptive behaviors impact all students and teachers in a classroom, SEL programs have begun popping up in elementary, middle, and high schools.

There is a growing number of SEL programs and interventions being implemented in schools throughout the country. Conscious discipline is one of the more common SEL programs being used in schools today. Caldarella et al. (2012) define conscious discipline as “a classroom management program which incorporates social and emotional learning based on research and practices in child development, neuropsychology, and character education” (p. 3). Conscious discipline focuses on seven basic powers of self-control and seven basic-skills for discipline. The seven basic powers of self-control include perception, unity, attention, free will, love, acceptance, and intention. The seven basic skills for discipline include composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences (Caldarella et al., 2012). Throughout the conscious discipline approach is the idea is that one can only control him or herself and how he or she reacts to a situation and that one cannot control others and how they react.

Conscious discipline first focuses on creating a family like environment within the classroom. Teachers are building a classroom community through conscious discipline activities to provide students with a warm, nurturing, and safe environment for students to express themselves in. The basic powers of self-control and basic skills for discipline are directly instructed, and students take part in activities to continuously learn and practice using coping strategies to appropriately express themselves.

This study seeks to link conscious discipline and social emotional learning techniques to a decrease in behavioral disruptions both in and out of the classroom. The use of conscious discipline and SEL programs will be studied to determine whether they are appropriate techniques and coping strategies that can be implemented to enable students to appropriately express themselves and their feelings.

Statement of the Problem

How can social emotional learning reduce the number of behavioral disruptions both in and out of the classroom?

Null Hypothesis

Social emotional learning techniques will have no impact on the number of behavioral disruptions both in and out of the classroom.

Operational Definitions

- *Behavioral disruptions* can be operationally defined as engaging in behaviors violating the code of conduct, such as fighting, aggression, off-task behaviors, and elopement.
- *Conscious discipline* can be operationally defined as a classroom management program and social emotion curriculum which aims to help children express their feelings, regulate emotions, problem-solve through an issue, and create strong connections with others.
- *Office referrals* can be operationally defined as documentation that a teacher fills out and turns into the office with information about the incident and what steps the teacher has taken to correct the problem.

CHAPTER II

REVIEW OF THE LITERATURE

This literature review discusses the impact social emotional learning techniques can have on elementary students. Section one provides an overview of social emotional learning (SEL) and discusses the many benefits found in SEL. Section two discusses multiple SEL instructional strategies. In the final section of this literature review, behavioral disruptions and how they impact students are described.

Social Emotional Learning

As defined by Elias (2004), “SEL is the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspective of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situation constructively” (p. 1). Furthermore, Zins and Elias (2007) indicate that SEL competencies are essential for all students. Students who are lacking social emotional skills often struggle to effectively manage their emotions and communicate without others and have difficulty making decisions. Social emotional skills enable students to make daily life decisions and determine or control how they are going to respond to a given situation. Without these skills, many students struggle to react in appropriate and socially acceptable ways. Durlak et al. (2011) describe competent people as “those who have the abilities to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment” (p. 2).

Social emotional learning (SEL) is key to students’ life both inside of school and outside the school setting (Zins & Elias, 2007). All students and even adults can benefit from SEL instruction and strategies. Zins and Elias (2007) state that “research shows that SEL has positive

effects on academic performance, benefits physical health, improves citizenship, is demanded by employers, is essential for lifelong success, and reduces the risk of maladjustment, failed relationships, interpersonal violence, substance abuse, and unhappiness” (p. 5). Without the appropriate skills to adjust and cope in stressful, overwhelming situations, how can students be expected to not only manage these feelings and behaviors on their own but also be expected to continuously show academic growth and success?

Once students are equipped with the appropriate skills and techniques to help them manage their emotions and behaviors in a positive and socially appropriate way, this skill opens the door for them to become more successful. Zins et al. (2007) share that “because social and emotional factors play such an important role, schools must attend to this aspect of the educational process for the benefit of all students” (p. 1). Without preparing students with these life skills, schools are essentially setting them up for failure. Hoffman (2009) states that “social-emotional and life skills must be taught explicitly at the elementary and secondary levels. Like reading or math, if social-emotional skills are not taught systematically, they will not be internalized” (p. 556). It can no longer be expected that students already have the social and emotional skills necessary for everyday life; these skills need to be explicitly taught in order for students to begin implementing them in their daily lives.

Social Emotional Learning Instruction Strategies

There are a multitude of SEL instructional strategies currently being used across the world. The four that will be focused on through this literature review will be restorative practices, virtues language, conscious discipline, and SEL strategies.

Restorative Practice

Short et al. (2018) define restorative practice as “a behavior management method that aims to help students develop conflict resolution and aggression management skills” (p. 1). One major component of restorative practice is the use of circles and conferences in a group setting. Acosta et al. (2019) go on to explain conferences and circles in depth with the following description, “circles can be initiated by students or staff to establish ground rules (proactive circle) or as a planned way to respond to inappropriate behavior affecting a group of students or an entire class (restorative circle). Conferences can be an immediate response to low-level disagreements or conflicts between two people (impromptu conference) or a planned response to serious or repeated patterns of behavior (restorative conference)” (p. 4). Through the use of restorative practice, students are being taught what is expected of them and how to socially and emotionally work through disagreements or problems as they arise.

Virtues Project

The virtues project is another program that can be implemented within a school setting to assist in building up students’ social and emotional capacities. De Moor (2011) states that “The Virtues Project consists of a list of virtues plus five strategies to restore the practice of virtues in everyday life” (p. 2). Within the five strategies expressed throughout the literature, the life space crisis intervention is used to assist with ideas on how to implement these strategies. The five strategies of the virtues project are speaking the language of the virtues, recognizing teachable moments, setting clear boundaries, honoring the spirit, and offering spiritual companionship.

Speaking the language of the virtues is the foundation of the project. De Moor (2011) stresses that language helps with shaping character and that the type of language we use when communicating with children can either discourage or inspire them. After students and teachers

have begun using virtuous language and identifying virtues, they are continuously using the next step would be to recognize teachable moments. Through this step, de Moor states that “adults strengthen children and youth by defining the virtues displayed and giving opportunities to develop other virtues. Children develop responsibility as their virtues come into balance” (p. 3). The main goal in the next step is setting clear boundaries. When setting clear boundaries, the focus should be on creating a climate of peace and safety. Focusing on creating a climate of peace and safety ensures that these boundaries focus on respect and restorative justice.

In the next step, the main focus is honoring the spirit and by honoring the spirit, reflection, reverence, and beauty come into play. Throughout this stage de Moor (2011) shares, “we can use the virtues to share stories, express what is meaningful in the arts, and celebrate sacred moments and special events” (p. 3) which assist the development of the child. The final stage in the virtues project is to offer spiritual companionship, and this approach is a counseling approach. In this stage, de Moor (2011) expresses that “it supports moral choice, intimacy in relationships, and peaceful conflict resolution, which can be a powerful tool for healing from grief, anger, or trauma” (p. 3). Throughout the virtue project, educators are encouraging students to focus on the virtues and be able to work through situations both socially and emotionally in a more positive light while identifying virtues they are excelling at and virtues they can continue to grow on, all while teaching students the importance of self-reflection.

Conscious Discipline

Conscious discipline is another SEL program used within many school settings. Caldarella et al. (2012) define conscious discipline as “a classroom management program which incorporates social and emotional learning based on research and practices in child development, neuropsychology, and character education” (p. 3). Conscious discipline focuses on seven basic

powers of self-control and seven basic skills for discipline. The seven basic powers of self-control include perception, unity, attention, free will, love, acceptance, and intention. The seven basic skills for discipline include composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences (Caldarella et al., 2012). Caldarella et al. further explain that “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” (p. 4). The conscious discipline approach communicates the idea that one can only control him/herself and how he/she reacts to a situation; a person cannot control others and how they react.

Other SEL Approaches

There is a wide variety of additional SEL strategies that are used in schools around the world. Sigishita and Dresser (2019) express that there are “three types of instructional and disciplinary SEL strategies that are described and operationalized, including those that help teachers advance (a) active student engagement, (b) equitable access to learning, and (c) positive classroom discipline in their daily work” (p. 5). As with to the above mentioned SEL programs, Sigishita and Dresser suggest that

SEL be infused into each component of an instructional lesson, including the content input, procedural strategies, and classroom management. For example, teachers might open the day with a structured “gathering” or morning routine wherein children would be given opportunities to interact with and get to know their peers while also practicing specific SEL-targeted social, communication, and listening skills during the meeting and throughout the school day. (p. 6).

Multiple SEL strategies can be found within one given SEL program, and Greenber et al. (2003) share that there are two strategies that can be found within a program in order to determine its effectiveness: skill building and environmental-organizational change. No matter the strategy or the program, all encompass a focus on social and emotional skill building while incorporating a positive and productive environment.

Behavioral Disruptions

Behavioral disruptions occur both inside and out of the classroom. These behavioral disruptions impact both the students exhibiting these behaviors and their classmates. “The Effects of a Multiyear Universal Social–Emotional Learning Program” (2010), shared that “children who enter school with elevated levels of risky behavior problems and attend poorly resourced schools that serve a high percentage of disadvantaged students are likely to show poorer outcomes than those who attend more well-resourced schools with socioeconomically diverse student populations” (p. 3). Given this information, the literature suggests that risky behavior problems are more prevalent in schools with a higher percentage of disadvantaged students. “The Effects of a Multiyear Universal Social–Emotional Learning Program” also shares that “for many at-risk children, a critical factor in the early development of antisocial behavior is that they attend schools that have a high density of high-risk children like themselves; thus, they present the classroom teacher with substantial educational and social challenges, including managing classroom order” (p. 4).

Disruptions and antisocial behavior can be represented in many different ways including but not limited to, loud behavior outbursts, yelling, screaming, throwing materials, throwing furniture, and/or cursing at the teacher and other students. These disruptions can also include a student shutting down and isolating him/herself from others, removing him/herself from the

room, or quietly sitting and refusing to interact with the teacher and students. Payton et al. (2000) express that “SEL programs provide systematic classroom instruction that enhances children’s capacities to recognize and manage their emotions, appreciate perspectives of others, establish prosocial goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks” (p. 3). Without these skills, students are unable to productively control, manage, or respond to the behavior disruptions occurring in classrooms across the country.

Summary

Interventions such as social emotional learning (SEL) programs can be used to decrease the number of behavioral disruptions while increasing the amount of time students spend in the classroom. Many students come to school with outside trauma and negative experiences and express those feelings in negative ways. Through the use of SEL programs, many students are given the appropriate strategies to help them cope and interact with others in socially appropriate ways. Without these programs, many students struggle to understand ways to manage their emotions and reactions to certain situations. These SEL programs set students up for success and provide them with appropriate strategies necessary to cope with their emotions and social interactions.

CHAPTER III

METHODS

The purpose of this study was to determine how social emotional learning can reduce the number of behavioral disruptions both in and out of the classroom.

Design

A quasi-experimental design was used for this study. The quasi-experimental study samples the entire fifth grade at an elementary school totaling four classes with 28 students in each class. Office referral from the school year prior to implementing conscious discipline will be compared to the present school year.

Subjects

The school the participants attended is a four-star rated school ranking in the 56th percentile for elementary schools. The school currently enrolls 680 students ranging from grades K-5. 16.5% of students enrolled are identified as Students with Disabilities, 42.4% of students qualify for free and reduced meals, and 7.2% of students are identified as English Language Learners (ELLs). Within this school 49.8% of students are identified as white, 16.7% identified as Asian, 16.7% identified as African American, 5.6% identified as Hispanic, and 9.2% identified as being of two or more races. This school also houses a Communication and Learning Support (CLS) Program. This program supports students with IEPs with complex communication, socialization, and learning needs are a result of having been diagnosed with an Autism Spectrum Disorder.

The participants were fifth-grade students during the 2018-2019 and 2019-2020 school years. During the 2018-2019 school year there were 104 fifth-grade students enrolled in the school and used for this study. The 104 students excluded students from the CLS program. Of

the 104 students included in this study during the 2018-2019 school year, nine students had IEPs and were receiving special education services. During the 2019-2020 school year there were 113 fifth-grade students enrolled, excluding students from the CLS program. Of the 113 students included during the 2019-2019 school year, 12 students had IEPs and were receiving special education services.

Instrument

There are two types of referrals, minor referrals and office referrals. For the purpose of this study, office referrals will be collected. When an office referral is written, it will then be turned into administration to keep track of number of office referrals. Figure 1 shows the office referrals used in this study.

Procedures

The purpose of this study was to determine how social emotional learning can reduce the number of behavioral disruptions both in and out of the classroom. During the 2018-2019 school year office referrals given to fifth-grade students was recorded for data collection purposes. During the 2019-2020 school year, each class received instruction using Conscious Discipline (Bailey, 2015). Conscious discipline focuses on seven basic powers of self-control and seven basic skills for discipline. The seven basic powers of self-control include perception, unity, attention, free will, love, acceptance, and intention. The seven basic skills for discipline include composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences. Conscious Discipline is a cultural-relationship model that serves the brain's innately social wiring and utilizes prosocial skills rather than prescribed roles. The power in the classroom is shared in the sense that all parties are responsible for their own behavior. This empowers the teacher as a self-disciplined adult who, in turn, teaches children how to become self-disciplined.

The conscious discipline approach communicates the idea that one can only control him/herself and how he/she reacts to a situation; a person cannot control others and how they react.

Teachers are trained on three areas of focus including safety, connection, and problem solving. Implementation of Conscious Discipline began the first day of school during the 2019-2020 school year. Each lesson and activity found throughout Conscious Discipline builds on the previous lesson. Incorporating Conscious Discipline throughout the school and grade level ensures that all teachers and students are using the same language when working through situations that arise. The conscious discipline approach communicates the idea that one can only control him/herself and how he/she reacts to a situation; a person cannot control others and how they react.

While Conscious Discipline is being implemented, teachers will continue to submit office referrals for behaviors warranting one. These referrals will be collected to keep track of how many referrals fifth graders are receiving, the type of behavior a student is receiving a referral for, and the location the behavior took place within the building. At the end of the third quarter, referrals will be calculated, and Conscious Discipline will continue to be implemented throughout the rest of the school year.

CHAPTER IV

RESULTS

The purpose of this study was to determine how social emotional learning can reduce the number of behavioral disruptions both in and out of the classroom. During the 2018-2019 and 2019-2020 school year office referrals given to fifth-grade students were recorded for data collection purposes. Referrals were collected from four fifth-grade classes during each school year. The 2018-2019 referrals were collected before conscious discipline was implemented. The implementation of conscious discipline began at the beginning of the 2019-2020 school year.

Table 1 below represents the recorded office referrals for both the 2018-2019 and 2019-2020 school year.

Table 1

Office Referrals for Fifth Graders during The 2018-2019 and 2019-2020 School Years

18-19 School Year			19-20 School Year		
Total Referrals	164		Total Referrals	176	
Referrals by Gender			Referrals by Gender		
Males	126	76.8%	Males	90	51.1%
Females	38	23.1%	Females	86	48.9%
Referrals by Race			Referrals by Race		
African American	115	70.1%	African American	160	90.9%
Hispanic	45	27.4%	Hispanic	3	1.7%
Asian	3	1.8%	Asian	0	0%
Caucasian	2	1.2%	Caucasian	0	0%
			2 or more races	13	7.3%
Referrals for students receiving services			Referrals for Students receiving services		
ESOL	23	14%	ESOL	2	1.1%
IEP	38	23.1%	IEP	57	32.3%
504 Plan	1	0.6%	504 Plan	11	6.2%

Based on the referral data collected within the 2018-2019 school year, data was collected on the entire population of fifth-grade students. The total enrollment for this school year was

104 fifth-grade students. The total number of major referrals across the grade level was 164. A deeper look into the subgroups represented reveals gender, race, and students who receive services. Focusing on gender, 76.8% of the total number of referrals were male, and 23.1% of the referrals were female. There were four races represented in the 2018-2019 fifth-grade class, including African American, Asian, Hispanic, and Caucasian. Among the student population, 70.1% of the referrals were African American students, 27.4% were Hispanic, 1.8% were Asian, and 1.2% were Caucasian. The final subgroup represents students who are receiving services and includes students who receive ESOL services and who currently have an IEP and a 504 plan. Of the referrals 14% were students receiving ESOL services, 23.1% of the referrals came from students with IEPs, and 0.6% came from students with 504 plans. Looking at the percentages from the 2018-2019 school year, it is clear that a drastically larger number of referrals were being given to male students, students who identify as African American, and students who have IEPs and who receive special education services.

During the 2019-2020 school year, there were 113 students enrolled in the fifth grade. Among the same three subgroups, a higher number of overall referrals were given, totaling 176. This was after conscious discipline was implemented. The gap of males and females receiving referrals was much closer than the previous year with 51.1% of referrals going to males and 48.9% of referrals going to females. An additional racial group was recording during the 2019-2020 school year. African American students made up a higher percentage of students receiving referrals with 90.9%, 1.7% of referrals were given to Hispanic students, and both the Asian and Caucasian population decreased to receiving 0% of the referrals. The new subgroup of students identifying as two or more races received 7.3% of the referrals. Students receiving special education services with IEPs still earned the highest percentage at 32.3%, students with 504

plans increased to 6.2%, and students receiving ESOL services decreased to 1.1%. It was not possible to analyze using a *t* test because campus was closed.

CHAPTER V

DISCUSSION

The purpose of this study was to determine how social emotional learning can reduce the number of behavioral disruptions both in and out of the classroom. Additionally, the study focused on the implementation of conscious discipline and the impact this program has on behavioral disruptions.

Based on the results of the study, there was an increase in the number of referrals from the 2018-2019 school year to the 2019-2020 school year. A look at the results shows that the number of females receiving referrals increased along with the number of referrals received by African American Students and students receiving services with IEPs and 504 plans. However, there was a larger number of students in the 2019-2020 school year which could play a role in the increased number of referrals. Referrals being given out during the 2019-2020 school year were given alongside the implementation of conscious discipline. It was not possible to analyze the data because it was based on totals and not individual data.

Implications

Due to the result demonstrating an increase in office referrals, the implementation of conscious discipline was not supported. Using conscious discipline equips students with coping strategies to assist in appropriately responding to different situations. If referral data on the same group of students over multiple years had been collected and reported, the results may have been more positive. Analyzing referral data after the completion of the conscious discipline as opposed to alongside it may also have more positive results and may have resulted in a decreased number of referrals.

Threats to Validity

There are several threats to the validity of this study. One major threat to validity is found among the students used for this study. Throughout the study, each year's referral data was collected on students in only the fifth grade. However, in using this method, two different groups of students were analyzed. Using different groups of students each year, despite the fact that they were students of the same age, does not provide an accurate representation of the effectiveness of the conscious discipline program. Another threat to validity was the length of the study. A new program that focuses on behaviors and positively changing behaviors is not an intervention that will demonstrate change immediately. With the implementation of this program, students grew with each step of the program, however, it was not possible to observe how students took the skills presented and taught throughout the program and applied all of those skills the previous year. The final threat to validity is the shifted focus on behaviors. Conscious discipline actively seeks to focus on student behaviors and how students react to different situations; teachers are then focused on the positive but also on the undesirable behaviors. With this shift in focus, the question that comes into focus is this: are all teachers writing referrals for the same behaviors or for behaviors that previously would have been tolerated without a referral?

Connections to Previous Studies

There are many research studies regarding the effectiveness of Social emotional learning Programs (SELs). Payton et al. (2000) express that "SEL programs provide systematic classroom instruction that enhances children's capacities to recognize and manage their emotions, appreciate perspectives of others, establish prosocial goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks" (p. 3). These components of an SEL program are found throughout each section of

conscious discipline. This program has provided educators with the appropriate supports to meet the need of all students not only academically but socially as well.

SELs are programs that are being implemented within classrooms not only to improve disruptive behaviors but also to act as an added component to classroom management.

Caldarella et al. (2012) define conscious discipline as “a classroom management program which incorporates social and emotional learning based on research and practices in child development, neuropsychology, and character education” (p. 3). Conscious discipline focuses on seven basic powers of self-control and seven basic-skills for discipline. The seven basic powers of self-control include perception, unity, attention, free will, love, acceptance, and intention. The seven basic skills for discipline include composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences (Caldarella et al., 2012). Within other studies results vary significantly with the biggest difference being the length of the studies. Conscious discipline and SEL studies that have been conducted using a multi-year approach have had demonstrated greater success and have identified decreases in the number of behavior disruptions. In contrast, studies that are currently still in the implementation stage and/or have been completed over the course of one to two years have not shown significant progress.

Implications for Future Research

Future studies should continue to investigate how social emotional learning can reduce the number of behavioral disruptions both in and out of the classroom. Studies should also focus on examining the effects of conscious discipline over the course of multiple years while also continuing to focus on a specific group of students throughout the entire multi-year study. In addition, future studies need to specifically outline which behaviors are considered disruptive and require a referral and which ones do not. Further research and multiple studies conducted

using conscious discipline in different school settings would assist in understanding the long-term effects of conscious discipline.

Conclusion

The study was an attempt to determine the effectiveness of the use of conscious discipline on behavioral disruptions. The results of the current study do not support a decrease in the number of behavioral disruptions. Based on the results of this study, further research should be conducted using a multi-year approach. Throughout the multi-year approach, the same group of students should be observed to examine whether the continued use of conscious discipline decreases the number of behavioral disruptions.

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Office Referral

Name of Student	Grade: Choose an item.	Date: Click here to enter a date.
Referring Staff:	Time Sent to Office: Click here to enter text.	Time Returned to Class: __ _
Special Education/504/ELL: Choose an item.	Gender: Choose an item.	Choose an item.
Location: Choose an item.	Subject: Choose an item.	Type: Choose an item.

ANTECEDENT	STUDENT'S BEHAVIOR	TEACHER'S INTERVENTIONS PRIOR TO TODAY'S REFERRAL (Check all that apply)
<input type="checkbox"/> Teacher Request <input type="checkbox"/> Academic Demand <input type="checkbox"/> Peer Interaction <input type="checkbox"/> No Attention <input type="checkbox"/> Adult Redirection <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transitional Activity <input type="checkbox"/> Schedule Change <input type="checkbox"/> Noisy Environment <input type="checkbox"/> Unfamiliar Staff/Substitute <input type="checkbox"/> Other: Click here to enter text.	<input type="checkbox"/> Disrespect/Insubordination <input type="checkbox"/> Throwing Objects <input type="checkbox"/> Inappropriate Contact <input type="checkbox"/> Theft <input type="checkbox"/> Repeated Disruption <input type="checkbox"/> Defiance/Non-compliance <input type="checkbox"/> Possession of Illegal Substance/Weapon <input type="checkbox"/> Aggressive Behaviors <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact (Pushing, Kicking, Hitting, etc.) <input type="checkbox"/> Vandalism/Destroying Property <input type="checkbox"/> Teasing/Taunting/Bullying <input type="checkbox"/> Threats <input type="checkbox"/> Violation of the Technology Acceptable Use Policy <input type="checkbox"/> Fighting/Assault <input type="checkbox"/> Other: Click here to enter text.	LEVEL 1: (At least 3 interventions must be utilized) <input type="checkbox"/> Use of Redirection: <input type="checkbox"/> Non-Verbal Cues <input type="checkbox"/> Verbal Cues <input type="checkbox"/> Seating Change <input type="checkbox"/> Chill Zone/Safe Place w/ Breathing/Calming <input type="checkbox"/> Sensory Break (PAWS Room) <input type="checkbox"/> Reminder of Possible Next Steps: <input type="checkbox"/> Working in a Buddy Classroom <input type="checkbox"/> Earning a Preferred Activity/Task LEVEL 2: (Parent contact will be made and at least 1 intervention must be utilized) <input type="checkbox"/> Parent Contact: <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> DOJ Communication <input type="checkbox"/> Class Meeting/Justice Circle <input type="checkbox"/> Instructional Activity Cont'd in Buddy Room Teacher's Name: Click here to enter text. <input type="checkbox"/> Loss of Preferred Activity <input type="checkbox"/> Assigned Seat in Cafeteria <input type="checkbox"/> Other: Click here to enter text.

Description of Events:

Others involved in the incident:

List All Names: Please use a separate piece of paper and attach it to the referral.

*** Information below to be completed by Administration ***

Administration Notes Regarding Investigation:

CONSEQUENCES:

<input type="checkbox"/> Parent/Guardian Contact (phone call/email/letter home)*	<input type="checkbox"/> Loss of Privileges: _____
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Lunch Detention: _____
<input type="checkbox"/> In Class Support	<input type="checkbox"/> After-School Detention: _____
<input type="checkbox"/> Time in Office	<input type="checkbox"/> In-School Suspension: _____
<input type="checkbox"/> Lesson in Alternate Location	<input type="checkbox"/> Short-Term Suspension (1 – 3 Days)
<input type="checkbox"/> Reflection Form Completed w/ Copy Attached	<input type="checkbox"/> Long-Term Suspension (4 – 10 Days)
<input type="checkbox"/> Apology Provided: <input type="checkbox"/> Verbal <input type="checkbox"/> Written	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Time Provided For Administration, Teacher, and Student to Conference: <input type="checkbox"/> In the Office <input type="checkbox"/> In the Hallway Initials: _____	

* Will occur with every office referral

Administration's Signature: _____ **Date:** _____

Parent Signature: _____

Others involved: _____