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

APBS 2020

State Personnel Development Grant
(Grant No. H323AO50005)

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
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**

- **Tier 1:** Effective Workforce
- **Tier 2:** Nurturing and Responsive Relationships
- **Tier 3:** Targeted Social Emotional Supports
- **Tier 4:** Intensive Intervention
**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**

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

Traditional Discipline

- **Focus**: Student’s problem behavior
- **Goal**: Stop undesirable behavior
- **Method**: Primarily uses punishment *(reactive)*

PBIS & Conscious Discipline

- **Focus**: Systems perspective to address identified needs
- **Goal**: Social/behavioral success *(replacement skills)*
- **Method**: Alters environments, utilizes teaching and instruction, and employs reinforcement procedures. *(proactive)*

Discipline is not something you do to children. It is something you develop within them. – Dr. Becky Bailey
Mindset Shift

**Stressful Way to Perceive Behavior**

- Good – Deserving – Should feel good – Innocent/Victim/Good Guy
- Bad – Undeserving – Should feel bad – Guilty/Bully/Bad Guy

**Healthy Way to Perceive Behavior**

- Safe – Happy/Calm – Helpful (Connected) – Solutions (Regulated)
- Unsafe – Scared/Angry/Sad – Hurtful (Disconnected) – Blame/Attack (Unregulated)

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
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

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
Strategies

Breathing Techniques

Pinwheel & Thermometer

Smell the ______ & blow the ______

https://challengingbehavior.cbc.usf.edu/docs/Relaxation-Thermometer.pdf

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
**Tucker Turtle Technique**

Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Nichole Lentini, Jennifer Y. Green, and Mary Louise Hemmeter

[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**

Problem Solving Steps

[https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf)
References

https://www.pbis.org/
https://challengingbehavior.cbcs.usf.edu/
https://consciousdiscipline.com/

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