

SIM PROJECT SUMMARY: Conscious Discipline© -- The Autism Project


Project Summary

The Autism Project will implement Conscious Discipline© (CD) within designated classrooms in three schools in Rhode Island: pre-kindergarten through fifth grade classrooms at the following two schools: Austin T. Levy School in Burrillville and the Orlo Avenue Elementary School in East Providence; pre-kindergarten and kindergarten classrooms at the Pleasant View School in Providence.

The Conscious Discipline program is an evidence-based practice conceived as a whole-school collaboration between CD consultants, teachers, parents, and students. The program introduces into classrooms, a comprehensive curriculum integrating emotional intelligence and educational learning in multiple domains: social, emotional, physical, cultural and cognitive.

Project Goals and Objectives

- TAP will increase the capacity of our lead consultants and staff to provide on-going coaching to collaborating schools through on-going professional development and on-site coaching from national CD trainers.
- TAP will introduce CD with its evidence-based strategies into the three schools and support development of programming in selected classrooms.
- TAP will expand the reach of CD to non-SIM funded programs through development of Demonstration Programs, community workshops and Book Studies.
- The Population Health Focus Area to be addressed through the Conscious Discipline Program is the SIM project's 8th area, "Children with Social and Emotional Disturbance".

Vendor Information:	State Contact:	Total Funds Leveraged:	Target Populations:
Joanne Quinn jquinn5@lifespan.org 401-785-2666	James Rajotte, SIM James.Rajotte@health.ri.gov 401-222-5142	SIM: \$344,146.28 RIDOH: \$ RIF: \$	

Major Accomplishments

Impacts on Patient Engagement

- ✓ TAP engaged three Title 1 schools in the implementation of Conscious Discipline over two years. Students scored higher on social emotional assessment with many scoring a significant increase in a pre-school program.
- ✓ Adults and educators in pilot programs report increased confidence in ability to address day to day conflict with students, parents and peers. Educators scored increased knowledge of program structures and intent at the end of the year.
- ✓ Parents report increased empowerment in supporting their children through their upset without an external reward.
- ✓ Young students in the pre-school program are now supporting classmates to regulate their emotions, to feel safe and to return to the group lesson.

Impacts on Population Health

- ✓ RIDOE has adopted Conscious Discipline as the program to be used in all universal pre-school programs. All staff is attending a 3-day training in Rhode Island in August. Twenty-five more early education programs will now begin to implement CD.
- ✓ Educators from Pleasant View presented training to co-workers on CD.
- ✓ Pre-school teacher brought the parent training to parents in East Greenwich. It was advertised through a pediatric office.

Key Metrics and Evaluation Insights

Outcomes Achieved

- ❖ TAP expanded CD capacity of staff to meet the needs of the community through training of TAP staff and partners.
- ❖ 3,400+ adults trained on CD principles (educators, paraprofessionals, itinerant staff, community members and parents)
- ❖ Three demonstration programs developed and expanded in schools in Providence, Burrillville and East Providence.
- ❖ TAP provided 3,446.25 hours of coaching, material development, lessons, and program development.
- ❖ 61 Parents and caregivers trained on core concepts of CD.
- ❖ Year One students scored 7-9% higher on SEL assessment following implementation of CD for one year. ('19 data is forthcoming)

Lessons Learned and Evaluation Insights

- Implementation of CD programming is a 3-year process, requires commitment and effort from staff, and is a steep learning curve.
- The transformation of the students and staff results in significant improvement in resiliency, problem-solving skills, engagement, emotional regulation and academic success.

Impacts:

<input checked="" type="checkbox"/> Patients	<input checked="" type="checkbox"/> Specialists	<input checked="" type="checkbox"/> Hospital & Long-Term Care Staff
<input checked="" type="checkbox"/> PCPs	<input checked="" type="checkbox"/> State Government	<input checked="" type="checkbox"/> Community Based Organizations
<input checked="" type="checkbox"/> Payers	<input checked="" type="checkbox"/> Community Mental Health Center Staff	

Sustainability Efforts

The funding from SIM enabled The Autism Project to educate people across state departments on our ability to find, assess and bring new evidence-based programs to Rhode Island with the goal of improving quality of life for all in our state. Our work reaches well beyond autism and our eclectic approach to supporting individuals with autism or related social emotional challenges can benefit all children. TAP strengthened its ties with the early childhood community and will continue to expand our reach to support early learners and the many professionals and care givers who support them.

TAP recently received funding through two HEZ organizations for CD work in their communities. TAP is working on the following:

- Supporting school systems in their grant applications for additional support for implementation of SIM across the full building (Levy School, Burrville Feinstein Grant)
- Meeting with school administrators to develop contracts for professional development and on-site coaching at new schools across RI.
- CD is now included in all training and consultations to RI public schools by TAP.

Project Website and Informational Handouts

Additional items attached to this report.

www.theautismproject.org

PD and Coaching Menu 2019 Final

Defining CD: *Pay It Forward Transformational Process*

Communications Material and Media Highlights

Turn to Ten, Barbara Morse-Silva segment on Conscious Discipline at Pleasant View Elementary School in Providence

<https://turnto10.com/features/health-landing-page/health-check-kids/health-check-kids-conscious-discipline-program>

Toolkits and Online Training

Attached to this report.

Evaluation Reports and Presentations

Disclaimer

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independent evaluation contractor.

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