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An Analysis of the impact of a Social Emotional Learning Program on Transient Students' Competencies and Perceptions of School Climate

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Dedication

To my wife, Ana' Matherne Nanney, and my children, Knox and Jude. When I set out to achieve this goal, it was always for me; to prove what I could accomplish on my own. But along the way, it morphed into not just for me, but to demonstrate to you what you are capable of in your own life. As the goal is achieved and I look back at all that was done, all that was sacrificed, I realize quite quickly, that none of it was possible without you. For me, without you, no achievement is enough, but with you no achievement is necessary. Thank you for being you, for being there for me. I will love you eternally.

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Table of Contents

List of Figures

List of Tables

List of Nomenclature and Abbreviations

ANOVA: Analysis of Variance

CASEL: Collaborative for Academic, Social, and Emotional Learning

DSCS-S: Delaware School Climate Survey – Student Version

DSECS-S-R: Delaware School Competency Survey – Student Version – Revised

ELL: English Language Learners

ESSA: Every Student Succeeds Act of 2015

HP/HM: High Poverty/High Minority Students

LEA: Local Educational Authority

LSMHP: Louisiana State Mental Health Program

MANOVA: Multivariate Analysis of Variance

NCSSLE: National Center for Safe and Supportive Learning Environments

NRCIM: National Research Council and Institute of Medicine

SEL: Social and Emotional Learning Programs

USGAO: United States Governmental Office of Accountability

CD School: The implementing school of Conscious Discipline

Non-CD School: The comparison school

Abstract

With the passing of the *Every Student Succeeds Act* (2016), schools are now expected to assess more than just the academic achievement of their student body. While states can choose how they meet this expectation, many choose to focus on school climate. This change is important because, while crime in schools has gone down, feelings of being unsafe or bullied have gone up. To support schools in both assessing and improving their student's perception of safety, schools have the opportunity to use social and emotional learning to improve measures of school climate, which provides indicators of student perceptions of the school setting. This research assessed one of those programs, Conscious Discipline, with a focus on transient students, a group of students significantly impacted by feelings of isolation, bullying, and victimization. With the use of the Delaware School Climate Survey student perceptions of school climate were assessed and through multiple ANOVAs it was revealed that a school using one specific SEL program, Conscious Discipline, did not improve their students' perceptions of school climate as compared to a peer school, though it did support transient students in feeling more in line with their peers. Implications of this work include a focus on principal's hiring methods of teachers and their perceptions of the use of a specific SEL within their classrooms. Additionally, future research should focus on integrating teacher and student perceptions of school climate when analyzing Conscious Discipline.

Keywords: School Climate, School Safety, Social and Emotional Learning, Delaware School Climate Survey, Conscious Discipline, and Social and Emotional Learning Competencies

Chapter 1: Introduction

In terms of reported crimes, safety in American public schools has been consistently improving over the last 20 years (Federal Commission on School Safety, 2018; McFarland et al, 2018). While this is good, crime is not the only issue of safety facing public school students; bullying and social violence (e. g. witnessing bullying, exclusion, negative peer pressure) are also serious threats to students' perceptions of school safety and to their mental health (Cook et al 2010; Louisiana School Mental Health Support Program [LSMHSP], 2018; Thapa et al, 2013). While not specific to school safety, Congress passed the *Every Student Succeeds Act* (ESSA, 2016), which required states and consequently schools to place an added emphasis on a number of factors that influence student achievement. These factors are, but not limited to, attendance, discipline records, types of discipline imposed, school climate, and pertinent to this research, school safety.

School climate is defined as the cumulative perception of the school environment from all stakeholders, parents, teachers, and students (Bear et al, 2019; Bear, Yang, et al, 2017; Cohen et al, 2009; Mitchell et al, 2010). It is important to recognize school climate's role in improving student outcomes because it is now the preferred way of measuring schools and their influence on supporting student achievement (ESSA, 2016). Additionally, as the state that this study was conducted in has chosen to place an emphasis on school climate and safety, then school climate and safety will also have a focus within this study.

ESSA (2016) is one of the government's attempts at intervention, through the suggestion of monitoring school climate, and joins other legal initiatives (*Individuals with Disabilities Act*, 2004; LSMHP, 2018) and researchers (Cohen et al, 2009; Cook et al, 2010; Darling-Hammond et al, 2016; Gase et al, 2017) in trying to both understand and improve upon the educational

problems facing students today as laid out by *The Condition of Education 2018* (McFarland et al, 2018). These problems include, but aren't limited to feelings of isolation, language barriers, and a chronic lack of achievement (McFarland et al, 2018).

It is important to focus on the problem of isolation because as McFarland et al (2018) articulated, students that are disconnected from school, for any reason, face a future with a dearth of potential job prospects and economic viability. Understanding the connection students feel with their school, through their perceptions of the school, is a core measure of school climate (Appleton et al, 2008; Boucher, 2011; Hopson et al, 2014; Lawson & Lawson, 2013; Wang & Eccles, 2013).

Not only is it important to understand perceptions of school climate, but also to know what aspects of schooling can influence or change students' perceptions. These changes in perception can be brought on in a number of ways: changing the structure used for discipline (Boucher, 2011), providing resources to increase student engagement in school (Appleton et al, 2008; Lawson & Lawson, 2013), and improving the schools' approaches to discipline (Sprick, 2012). Cumulatively, what can be seen is that, despite the approach, improving school climate is a valid way to improve student outcomes, and schools have a variety of ways to orchestrate those improvements. More specific to this research is the idea that improving the relationship between teachers and students can also influence those students positively (Fan et al 2011; Fiel et al, 2013; Fisher et al, 2016; Hoffman et al, 2009; O'Conner et al, 2017a; 2017b; Sprick, 2012; Yang et al, 2018) and support the improvement of school climate.

One way to both understand and assess the effects of these different research approaches on schools is through assessing students' perceptions of safety by using school climate measures; these measures can include surveys, interviews, and observations (Thapa et al, 2013). Regardless

of the type of information collected through the various measures, all have the goal of illustrating how students perceive their immediate environment (National Center on Safe Supportive Learning Environment [NCSSLE], 2019c; Thapa et al, 2013). What these measures reveal is that not only do relationships influence students' perception of school climate, but so do self-awareness, social awareness, self-management, and responsible decision making (Abry et al 2016; Bear et al, 2011; Bear et al, 2019; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012). Cumulatively these aspects are known as the core components of Social and Emotional Learning (SEL), and CASEL (2012) advocates that these are the skills kids need to be successful in navigating the 21st century.

There are several ways SEL can be taught in schools, but the most prominent is through various specific programs. Different programs have a different focus (Jones et al, 2017), but each aims to help students attain specific skills and make more responsible decisions for the benefit of themselves and others (CASEL, 2012**).** Through this process of individual improvement, a reciprocal relationship is formed, where the individual interacts with their environment and is individually developed, social interactions improve, the school's overall climate improves, and the individual is further developed (Jones et al, 2017). This development could happen in a few ways - through skills advancement (e.g. conflict resolution, meditation, or curriculum-based instruction), relationship building, or some combination of the two (Jones et al, 2017).

Significantly, the reciprocal relationship can be directly tied to Bronfenbrenner's (1979) Bioecological Theory which articulates that individual development happens when a person interacts with the symbols, objects and people in the different environments in which the students reside (Bronfenbrenner, 1994; Bronfenbrenner & Morris, 1998; 2006). This reciprocity,

the idea that the person is affected by the environment as much as the environment is affected by the person is the core of Bioecological Theory (Bronfenbrenner, 1979; 1994; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 1998; 2006). To connect this to school climate and SEL, there are indicators that student growth within the context of SEL is positively correlated to improvements in the school climate (Bear et al, 2011; Cantor et al, 2018; Garner et al, 2014; Osher et al, 2018), and improving the school climate is positively correlated to increases in student achievement (Griffith, 2000; Felner et al, 2001; Osher et al, 2016). The person grows with and because of the group and the group grows with and because of the person.

The SEL program that is the focus of this study is Conscious Discipline, and it has been used to supports schools in addressing students' perceptions of school climate and safety (Bailey, 2001; 2014, 2015; Bailey et al, 2011). This program was chosen as a focus for its convenience: a school local to the researcher is using it and has been for nearly a decade, and importance within the district of study. Conscious Discipline is a core program mandated for Pre-K students within the district and a sponsored program for use within all schools that select it as their approach to supporting school climate. This comes at a great resource cost, in time, money, and materials. Understanding the influence of that cost is important to the district supporting this research and to other districts interested in implementing Conscious Discipline.

Conscious Discipline's approach to classroom management and addressing classroom/school safety is to create a school family by focusing on integrating students into a cohesive unit (Bailey, 2015). In this program, students are integrated and built into a school family through specific rituals. These rituals include Wish you Well, which is a process for sending good thoughts to students who may be absent, assigning classroom jobs, including a class greeter, who greets the class every morning, and/or a new child ambassador, which is

responsible for welcoming new students and providing a liaison of sorts to help make new student transitions easier. In promoting these rituals and others there is evidence of a positive influence on students' sense of belonging, and by implementing this approach school-wide it meets the suggested method to improve the influence of SEL implementation (Felner et al, 2001; Jones & Bouffard, 2012).Simply stated all students can benefit from a positive school climate that is the result of the school-wide approach to SEL implementation. However, there is a group of students that are in particular need of new approaches to support their integration, relationships, and academic achievements (Burkam et al, 2009; Center for Disease Control and Prevention, 2009; de la Torre, & Gwynne, 2009; Engec, 2006; Fiel et al, 2013; Grigg, 2012; Hanushek et al, 2004; Mordachay, 2018; Rumberger, 2003; Welsh, 2018). These students are known as *transient students*, and they are defined as students who change schools for any reason other than promotional, (passing a lower grade level and moving to the next grade level at the start of the school year; Burkam et al, 2009; Grigg, 2012; Rumberger, 2015; Welsh, 2017). It is important to note that this population only continues to grow (Rumberger 2015; Welsh, 2017), and schools that have a large transient population need to begin to find means and methods of addressing these students in ways that support not only them, but their consistently enrolled peers as well. The United States Governmental Accountability Office ([USGAO], 2010) defines a large transient student population as one that has more 10% of students transfer in/out by the end of the year.

Problem Statement

Due to the reciprocal nature of school climate and individual development discussed previously, schools have an imperative to integrate transient students quickly, as the larger the population of transient student increases, the effect is a lowering of the overall perception of the

school climate (Rumberger, 2003). Contributing to this effect, in their meta-analysis, Mehana and Reynolds (2004) found that transient students lag three-to-four months behind their more consistently enrolled peers in both reading and math. In addition to this, other factors that either contribute or are related to transience are socioeconomic status, grade level (lower grades suffered more), and the number of times students changed schools (Mehana & Reynolds, 2004). These statistics demonstrate a need for schools to meet the needs of these students and help integrate them into their new schools. While Conscious Discipline does place a limited emphasis on supporting and promoting transient students' experiences, the overall implementation of Conscious Discipline could be positively impacting those students because of the emphasis on all students feeling valued and supported (Bailey, 2014**).** Yet currently, there is a gap in the research on the relationship between SEL programs in general, and Conscious Discipline specifically, on transient students, which is partly addressed by this research

In addition to this gap, there is an added emphasis on a need for this research because supporting transient students in their new schools is especially important in high-poverty/high-minority (HP/HM) schools where encountering transient students is much more common (Rumberger, 2003; Welsh, 2017), and students attending those schools tend to achieve at rates significantly below their more affluent and white peers (Owens, 2018). Owens (2018) found that in districts that are predominantly white and are in the top quartile of income, students score roughly 12 points higher on achievement test in math and roughly 10 points higher in reading. HP/HM schools can be defined as any school with a student enrollment of at least 75% receiving free or reduced lunch and 75% being non-white population (National Center for Educational Statistics [NCES], 2007).

In the most recent governmental report that accounted for student mobility, around 65% of public school students changed schools at least two times between kindergarten and eighth grade (USGAO, 2010), and HP/HM schools are most likely to serve higher numbers of transient students (Welsh, 2017) and HP/HM transient students suffer the most severe effects of that experience (Hanushek et al, 2004). Contributing to this effect is several factors with the most prominent being the increased likelihood of poorer and minority families relocating for any number of reasons (Grigg, 2012; Mordechay, 2018; Welsh 2017).

Statement of Purpose

Recognizing that the concentration of transient and low-income students of color in individual schools presents a potential cavalcade of negative consequences, this research was designed to understand how school-wide implementation of Conscious Discipline impacts the perceptions of school climate among transient students in a HP/HM school. In order to address this purpose, the research was conducted on an elementary school in a large school district within the state of Louisiana that has had Conscious Discipline as the focus of the school more than 5 years.

Students within the study school and a matched comparison school were surveyed using the Delaware School Climate Survey (DSCS, Bear et al, 2019). This survey has been used extensively for a few years within the state of Delaware and beyond as well (Bear et al, 2019; Yang et al, 2013). The survey provided several insights into the students' perceptions; everything from how they see their relationships with their peers and teachers, to school safety, to specifics on their perceptions of their abilities with the various SEL competencies mentioned previously. While this information was collected cross-sectionally, these data points provided an opportunity

for study through both an Analysis of Variance (ANOVA) and a Multivariate Analysis of Variance (MANOVA).

Through these tests, a picture was built that determined how students perceive whole-school Conscious Discipline usage had on this school for all students, generally, and more specifically, on transient students. To help interpret the results of these analyses, Bioecological Theory was used as the theoretical framework and the concept of the reciprocal relationship was the lens for that interpretation. Ultimately through this research, schools and districts have more quantitative data to reference when making resource allocation decisions on the influence of Conscious Discipline, in particular, and SEL in general.

Research Question

Recognizing that Conscious Discipline, as an SEL program, can play a role in the development of students' achievement, it was the purpose of this study to understand what influence, if any, Conscious Discipline has on transient student experiences in terms of improving student perceptions of school climate and school safety. It was with that goal in mind that the research question was designed:

What influence does whole-school implementation of Conscious Discipline have on transient students' perceptions of school climate in comparison to like peers at a non-CD school?

Three hypotheses guided this study:

H1: Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school.

H1a: Transient Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than transient students at a non-CD peer school.

H2: Students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than students at a non-CD peer school.

H2a: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than transient students at a non-CD peer school.

H3: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school safety, teacher/student relationships, and student/student relationships than transient students at a non-CD peer school.

Delimitations

It is important to state that this research was conducted with the support and direction of the Local Educational Authority (LEA) responsible for the supervision and management of the research sites. Therefore, specific choices have been made both to support the research and to respect the wishes of the LEA's directions. For example, students were surveyed after their state mandated testing in order to not take any time away from their test preparation. Additionally, a survey was chosen as the collection method to reduce intrusion upon the daily activities of the school as much as possible. Finally, research was conducted cross-sectionally both for convenience and to capture all students' perceptions regardless of start date. Finally, choices had to be made as to both the school being researched and its peer school. The research school was chosen due to both its location in relation to the researcher, and more importantly its status as

whole-school implementer of Conscious Discipline. The peer school was chosen by selecting a near-by school that most closely matched the demographical data of the CD School.

Key Concepts Defined

Student Mobility and Transient Students

Student mobility is generally defined as the process or experience of changing schools while transient students are the students that actually undertake the move (Rumberger et al, 1999; Rumberger 2003; USGAO, 2010). Student mobility can be further subdivided into what types of moves were made between schools, and generally be termed structural, a change from one school to another due to successfully completing the highest grade while at the previous school, or non-structural, which includes students changing schools due to moving, discipline issues, or seeking more positive educational opportunities elsewhere and can happen either before the school year or during the school year (Hanushek et al, 2004; Welsh, 2017). Lastly, of importance to note, is that the USGAO (2010) designates any school with more than 10% of students leaving before the end of the year as a school with a high student mobility rate.

Social Emotional Learning (SEL)

While it is hard to narrow down and explicitly define SEL (Durlak et al, 2011; Humphrey et al, 2011), CASEL (2003, 2005) attempts to define it as both a process and a framework that students can use and schools can teach, which provides a broad range of approaches to instill the skills necessary to navigate successfully in life. Jones and Kahn (2017), go a step further than just a process and a framework, and explicitly articulate three key domains of SEL; (1) improvement to student cognitive skills and executive functioning that provides self-control over the direction of one's learning; (2) improvement in the competence of the individual to cope with a wide variety of emotions and promotes both empathy and understanding of others emotions;

and (3) skills to navigate difficult and foreign social interactions such that the individual is able to both avoid and reduce conflict and develop a cooperatively appropriate approach to problem solving.

Academic Achievement

Defined as the outcome of schooling that seeks to understand and evaluate the quality of a student's work and can include grades, GPA, or measures specific to success within academic coursework (York et al, 2015).

High-Poverty/High-Minority Schools

High-poverty/high-minority schools can be defined as any school with a student enrollment of at least 75% receiving free or reduced lunch and 75% being non-white population (NCES, 2007).

English Language Learners (ELLs)

The definition of ELLs is up for debate and varies from state to state and across governmental agencies. However, in an attempt to standardize this definition, the United States Department of Education (USDOE, 2016), recommends Linquanti and Cook's (2013) approach that ELLs be categorized as any student whose language barriers makes it difficult to participate in classrooms, achieve on state tests, or participate fully in their community. Most specifically for this research, the idea that ELLs cannot fully participate in class or their community was considered because the core of the research was in understanding the school community's influence on the individual.

Chapter 2: Literature Review

Socrates is often credited with first popularizing the idea that for individuals to reach the heights of their own virtue and therefore true happiness, they must work on improving their entire person - mentally and emotionally (Batista, 2015). Not only did Socrates believe that, he also believed that it is a responsibility of the community to support the individual in this endeavor (Batista, 2015). Bronfenbrenner's (1979) Bioecological Theory articulates that people have a wide variety of places to find their sense of community and for students, one of the primary places would be through their school and with their teachers.

Building off Bronfenbrenner and Socrates, it is clear to see that the idea that educators have a responsibility to ensure the holistic growth of students has not changed in the millennia since Socrates' time. One need only to reference the most current comprehensive educational guidelines published in just the past few years for this to be confirmed (*ESSA*, 2016). *ESSA* (2016), for the first time in our cumulative educational history, articulated that schools are not to be assessed on the academic growth of their students alone, but should also be consistently assessed on their ability to provide a safe and welcoming environment for all students (Darling-Hammond et al, 2016; Herman et al, 2017).

Literature Review

With the idea that school safety and school climate are important features of current efforts to improve schools, it is imperative to understand how schools go about emphasizing these key components. One of the ways schools have decided to do this is through improving SEL skills. These skills support students in tackling the challenges of the 21st century that requires students to be more than just academically prepared (CASEL, 2012). With that understanding of SEL in general, a more pointed discussion can be had of a specific SEL

program, Conscious Discipline, which places an emphasis on creating that safe and welcoming environment that schools are measured upon.

School Safety, Climate, and Transient Students

This welcoming and safe environment is a place to start, but it is important to note that while the benefits of improving the welcoming nature and safety of the school is imperative for all students, a more specific subsection of students need these as well as additional supports. The focus of this research was on transient students because they are a particularly under researched and are an overpopulated demographic of American schools (Rumberger, 2015). It is with this unique interaction between safety, climate, and transient students that this review begins.

School safety

Kenneth Trump (2009) found that over the first ten years post the Columbine High School shooting, massive shifts occurred in how we protected our schools and the students within them from the dangers of both the outside world and the students inside the school. Upon reflection at the ten-year anniversary of the shooting, Trump (2009) listed a number of changes that had occurred in our nation's schools to help keep our students safer. These changes include, but are not limited to safety programs, uniformed officers on campus, improved emergency preparedness plans, surveillance cameras, and visitor management systems. Despite these improvements there are still gaps in procedures and facilities, and acts of extreme violence still affect our nation's schools. In the years since that ten-year report, there have been more violent acts that have occurred in our nation's schools, and when these acts occur, they are front page news and can control the news cycles for weeks and sometimes months (Dahmen, 2018).

Over the same time period that has seen such a significant increase in the number of mass shootings (Federal Commission on School Safety, 2018) there has also been a serious reduction in the number of other violent crimes that occur in our schools (Federal Commission on School Safety, 2018; McFarland et al, 2018). McFarland and colleagues (2018) in their comprehensive report on education in America articulate that by 2016 the overall number of violent crimes had been reduced nearly in half since 2000 and that over that same time frame, total victimization was reduced by nearly two-thirds. They attribute this reduction to many of the same safety measures as mentioned by Trump (2018).

What is interesting is that despite these concrete numbers demonstrating a reduction in overall crime in schools, that reduction has not been as well perceived by our students, parents, teachers, and other community members (Mitchell et al, 2016). One reason for the difference between perception of school safety and reality of a reduction in school violence is that there are a number of definitions for what constitutes school safety (May, 2018; NCSSLE, 2019b). Since school safety is mandated focus of all public schools, the definition that matters most is how the United States Department of Education defines school safety; "schools and school-related activities where students are safe from violence, bullying, harassment, and substance use" (NCCSLE, 2019b, para, 1).

What this definition reveals is that school safety is much more than just crime that occurs in school, school safety is a culmination of the actions and perceptions of all members of the community that are within the school and can include those out of the school (Federal Commission on School Safety, 2018). In recognition of this more encompassing definition, Congress passed *ESSA* (2016) which focused states' efforts to improve schools that persistently demonstrate poor academic performance and described specific steps states and schools should

take to support creating a safer school environment. This is because there is a recognition that safety not only supports students in their academic achievement (Fisher et al, 2017), but also helps them to develop into more well-rounded and secure individuals (May, 2018).

To improve perceptions of school safety, specific practices need to be implemented that address students' perceptions, and one only has to look at the influence of school fire safety measures for an outline on how substantive changes in practices can influence and/or eliminate threats to perceptions of school safety (Marcella, 2019). When specific safety features (i.e. fire doors) and more importantly, safety measures (i.e. monthly fire drills), became standard across the country, death and injury due to fires in school were almost eliminated completely (Marcella, 2019). Therefore, to understand the success or struggles a school is having in improving school safety, schools should evaluate how the students perceive the safety of their school; which can be done in conjunction with multiple other factors that can all be considered under a school climate assessment (*ESSA*, 2016; Federal Commission on School Safety, 2018; Thapa et al, 2013). However, to assess school climate there must first be an understanding of how school climate is defined.

School climate

Supporting the idea of using school climate to assess student perceptions of safety is the idea that school climate is the "shared beliefs, values, and attitudes that shape interactions between the students, teachers and administrators" (Mitchell et al, 2010, p. 272). Another definition is Cohen et al's (2009) which pushes past school climate just being a representation of shared beliefs, values and attitudes and adds the idea that school climate "includes the norms, values, and expectations that support people feeling socially, emotionally, and physically safe" (pp. 180-181). What these two definitions tell us is that school climate is a cumulative outcome

of all stakeholders and what they believe about their schools and themselves, and these beliefs effect how safe students feel in their schools. What is also revealed by this definition is that because each stakeholder contributes to the perception of school safety then there is an importance in developing relationships amongst all stakeholders so that all feel welcomed, included and safe in the school environment (Williams et al, 2018).

The idea that school climate can support growth and security in more than just physical safety is not new; almost twenty years ago Griffith (2000) described and more recently Thapa et al (2013) elaborated a list of benefits to improving school climate that includes more than just safety. This new list, which highlights academic achievement, a boost to the relationships between students and staff, students and students, and students and the community, and an improvement to the connectedness students feel to their school, demonstrates how supportive a positive school climate can be for students, teachers and other stakeholders.

Cohen et al's (2009) definition and Thapa et al's (2013) and Griffith's (2000) benefits match almost exactly the aims of the NCSSLE (2019a), an organization formed through a governmentally funded – university led collaboration, whose goal is to improve school environments such that students are supported in a more holistic manner than just achievement. However, just knowing that there is a more encompassing support for school safety and that support has a multitude of factors is not enough. There must be actions, or steps taken to improve both. To identify the appropriate steps and seek guidance on those steps, schools must have an honest assessment of where they are currently succeeding and where they need improvement (Griffith, 2000). One of the primary data sources schools can use to assess their current school climate is through the various school climate tools that exist that include surveys, observations, and interviews with stakeholders (Thapa et al, 2013). Through these data sources schools can

look to repeat the success of the campaign against school fire's influence through their efforts to address school climate: identify the problem, create and measure solutions, standardized those solutions, and ideally eliminate the problem.

Conducting an evaluation is the first step in identifying the problem and schools can know where they currently are in their support of all students through school climate measures, then specifically aligned steps can be taken to support the transition of the school's stakeholders to a more positive perception of the school's climate. Improving this perception is important because it has a significant influence on the success of the school (*ESSA*, 2016; Koth et al, 2008; Mitchell et al, 2010; Yang et al, 2013) and the general welfare of students (Felner et al, 2001; Gase et al, 2018; Thapa et al, 2013).

Connecting Thapa et al's (2013) defined benefits of a positive school climate to transient students demonstrates the influence school climate can have on their outcomes. At the core of these benefits is the idea that improving relationships between transient students and their peers would support those students' transitions (Fiel et al, 2013). However, this doesn't diminish Thapa et al's (2013) other three benefits of supporting transient students. Increasing a student's connectedness will also help the transition for new students as they are less likely to feel isolated or alone than when integrating in to a less welcoming environment (South et al, 2007), but this does not negate the influence of increasing safety (Ramsey et al, 2016; Rumberger, 2015) and the capacity for teaching and learning can have for new students as well (Kerbow, 1996; Rumberger, 2003; 2015). If the teaching and learning is strong within the school then transient students are much more likely to jump in and see their own growth and feel a success at their new school (Rumberger, 2003; 2015).

In order to improve the school climate, schools have a larger responsibility to more holistically support students in their future achievements that is beyond the academic achievement generally ascribed to schools. This is in direct support of the government's approach with the formalization of school climate as a measurable outcome that directly correlates to school successes (Darling-Hammond et al, 2016; *ESSA*, 2016). The focus must then shift to the programs and mechanisms available to support the improvement of school climate. While other frameworks and or concepts are available (e.g. Response to Intervention, Multi-Tiered Systems of Support, and Positive Behavior Intervention and Support), may even be mandated, and have shown an increase in student outcomes (Boucher, 2011; Bradshaw et al, 2009; *Individuals with Disabilities Act*, 2004; Mitchell & Bradshaw, 2013; Positive Behavior Intervention and Supports Technical Assistance Center, 2018) the focus of this research was on SEL programs and their influence on school climate.

Transient students

According to the most recent USGAO (2010) report about student mobility, 65% of students change schools at least two times and around 13% of students change schools four or more times between Kindergarten and 8th grade. Unfortunately, even though some states have begun to use student mobility data within their teacher quality assessment procedures (Reform Support Network, 2012) outside of two states (Colorado and Rhode Island), there are no processes or requirements to collect and publish student mobility data (Rumberger, 2015). This lack of mandated tracking makes it difficult to know and understand the trends in student mobility, develop plans to address these students' unique needs, and track the success of those plans over time (Rumberger, 2015).

Additionally, it is minorities and low socio-economic students that most commonly experience the process and effects of student mobility (Burkam et al, 2009; Fiel et al, 2013; Kerbow, 1996; Mordachay, 2018; Rumberger, 2003; 2015; South et al, 2007; USGAO, 2010; Welsh, 2017). In Burkam et al' (2009) research, they found that while 77.1% of kindergarten students stayed at the same school after kindergarten, 5.2% changed schools for structural reasons (their school didn't offer a first grade), but 17.7% of students changed schools for family reasons. Between 1st and 3rd grade those numbers only grow; 24.4% of all students change schools because of family reasons while only 3.1% change for structural reasons and 72.5% stay at the same school. The primary family reason lies in the fact that more mobile students tend to come from families that do not own their own home and are forced to rent or go from place to place to secure living arrangements (Burkam, et al, 2009; Rumberger, 2015; USGAO, 2010; Voight et al, 2012; Welsh, 2017). However, what is important to remember throughout the discussion on transient students, is that schools are limited in their influenceand sway over transient students. As difficult as the transition may be to go from one school to another, it cannot be discounted that when that transition is tied to a move in housing, students, regardless of how welcomed and included they may feel at school still, must be recognized as undergoing a transition outside of school as well (Voight et al, 2012). This means that school initiatives supporting students through their transition to a new school may not be enough to entirely alleviate the displacement students may feel.

When considering student mobility, most research considers what happens to students that move for reasons other than promotional, which could include expulsions, seeking new opportunities at charter schools or other selective admission schools (Grigg, 2012; Rumberger, 2015; Welsh, 2017). Regardless of the reason for moving, students are impacted negatively by

these moves in several ways that include, but not limited to; struggling to integrate into a new place with new norms and expectations (Rumberger, 2015), struggling with developing and maintaining relationships (Dupere et al, 2014; Hanushek et al, 2004), and reduced educational outcomes (de la Torre & Gwynne, 2009; National Research Council and Institute of Medicine [NRCIM], 2010; Rumberger, 2015; USGAO, 2010, Welsh, 2017). Even when that transience is a result of promotion or seeking more positive opportunities, the initial transition can have negative effects on the student that moved (Mehana & Reynolds, 2004).

With so much of the influence of students transitioning between schools being negative, there is an imperative for schools to reduce or lessen that influence and recognize it effects all students not just the transitioning ones (NRCIM, 2010; Rumbeger, 2015; USGAO, 2010; Welsh, 2017). The ways schools can do this is through supporting students to stop them from transferring schools (Fiel et al 2013; Welsh, 2017), or supporting them once they have transferred by integrating them into their new school (Rumberger, 2015). Suggestions for stopping students from having to transition schools include reducing the amount of suspensions, expulsions, or other removal discipline policies and to loosen the requirements of students to change schools when they move, due to the district residency regulations (NRCIM, 2010; Rumberger, 2003; 2015). Reducing the issues surrounding discipline would support efforts in improving school safety and climate which will be discussed in subsequent sections, and since schools do not have the ability to control district polices on attendance zones other school based approaches to supporting transitioning students must be considered.

Rumberger et al (1999) and Rumberger (2015) make a number of suggestions to support students once they have transitioned schools; schools can support transferring students by helping them build and develop relationships with other students at their new school, improving

teaching practices as one of the primary supports for mobile students, which is echoed by Popp et al (2011), improving the feelings of connectedness transient students have to their school, and finally increasing students' perception of safety when they are at school. Each of these ideas will be developed further through the subsequent sections and continued reference will be made to how each suggestion can support transient students in obtaining more positive outcomes.

Social and Emotional Learning

Supporting students in adjusting and becoming comfortable with a school climate is an imperative in order to meet the standard set by *ESSA* (2016). One approach schools have taken is to work to improve students' abilities to integrate and cooperate with other students, and this is regardless of their experiences or background (CASEL, 2012). However, to understand this approach a full comprehension of the components, the influence, and the criticisms of SEL need to be reached. This section will seek to address each of these pieces.

Core components of Social Emotional Learning

SEL can support students holistically through three specific mechanisms; (1) improvement to student cognitive skills; (2) improvement in the competence of the individual to understand a variety of emotions; and (3) develop skills to navigate difficult and foreign social interactions (Jones & Kahn, 2017). Each of these domains of SEL can be analyzed to understand the potential benefits of improving SEL in schools. In the subsequent subsections, each of these domains will be given a brief explanation and discussion related to the benefits of improving that particular aspect of students' transition into a new school.

Cognitive Improvements. Multiple researches have described that while cognitive improvement is a consistent claim of SEL programs (Jones et al, 2017), it is generally an

ancillary result of the research and rarely the focus (Durlak et al, 2011; Payton et al, 2008; Schonfeld et al, 2015). In a meta-analysis of decades' worth of SEL research, Durlak et al (2011) found that only around 16% of the research has cognitive improvements as measured through academic achievement as a focus, but within those 16% there has been a positive correlation between student achievement and the implementation of SEL within the school. Additionally, recognizing that SELs are implemented in diverse schools and with diverse population, SEL implementation and academic achievement correlated positively even when stratifying students according to the demographical data (race, sex, and socio-economic status) (Durlak, et al, 2011; Payton et al, 2008).

Additionally, if distal outcomes are considered (e.g. graduation), more research can offer supportive results (Taylor et al, 2017) of the influence SEL has on student academic achievement. Cumulatively what this research demonstrates is that while there is a consistency to the results of SEL being positively correlated with academic achievement further development of this connection is needed. While this gap is not the focus of this research, identifying that a program has been implemented and maintain the elements needed to improve students' SEL competencies, the groundwork has been laid for more achievement focused research.

Social and Emotional Competency and Skills Improvement. Whereas academic achievement is an area with limited focus for SEL researchers, social and emotional competency and skills improvement, are much more frequently investigated outcomes and has a broader base of research on which to draw (Durlak et al, 2011; Jones & Doolittle, 2017). However, this does not mean they are easily distinguishable; Jones and Kahn (2017) describe them as too complexly tied together to separate in any meaningful way. As such, this section will cover some key components to both skills and competencies. Additionally, these categories are aligned to the

CASEL (2012), which is a university led, governmentally supported organization whose focus is on the improvement of research, practice, and policy in regard to SEL (CASEL, 2019).

Of importance to note, is that while CASEL (2012) defines five competency skills, the tool used within this research only focus on four: Responsible Decision Making, Self-Management, Relationship Skills, and Social Awareness (Bear, Yang, et al, 2017). This reduction is because the fifth component, self-awareness, is difficult to differentiate from self-management when students were surveyed and therefore not included in the research tool. As such, it will also not be included in this review to not add confusion to this topic.

Responsible Decision Making and Self-Management. Responsible decision making can be defined as students' abilities to make decisions using an ethical approach with an emphasis on safety and one that is considerate of both the individual's well-being and the well-being of others (CASEL, 2012). This decision making is supported by self-management or the ability to regulate emotions and thoughts in various situations and provides opportunities for individuals to manage stress and work towards self-set goals through responsible decision making (Bear, Yang et al, 2017; CASEL, 2012).

Relationship Skills and Social Awareness. As for relationship skills, an appropriate conceptual understanding is to see these skills as establishing and maintaining relationships, strong communication skills, resisting inappropriate pressures, negotiating conflict successfully, and eliciting help from various sources (CASEL, 2012). Again, this is supported through efforts on improving the self, more specifically on improving social-awareness, which can be viewed in terms of empathy for those around the individual and an ability to understand norms and behaviors of various subsystems such as schools or any gathering or grouping that might have their own idiosyncrasies (CASEL, 2012). Each of these components have clear relations to the

suggestions Rumberger et al (1999) and Rumberger (2015) spell out in supporting transient students.

The Influence of SEL on Students. One of the ways SELs can support transient student experiences is by supporting their academic achievement (Grigg, 2012; Mehana & Reynolds, 2004; Rumberger, 2015).While limited, SEL research has begun to dive in and tie student achievement explicitly to the results of SEL implementation (Akey, 2006; Donovan et al, 2016; Durlak et al, 2011; Rimm-Kaufman et al, 2007; Schonfeld et al, 2015). Additionally, there is the idea that incorporating SEL and other practices that support student perceptions of safety will also improve student achievement, when the primary need of safety is met (Cook et al, 2015; Gase et al, 2018; Osher et al, 2010; Whitcomb et al, 2016). Furthermore, responsible decision making and self-awareness would also support student safety and achievement under the idea that students would be better prepared to set and achieve goals, while reflecting and analyzing motivations to direct their efforts towards the goals set in an environment that is supportive and protective of students' efforts to improve (CASEL, 2012).

While limited in results when it comes to academic achievement, more holistic development is much a more varied and covered topic (Domitrovich et al, 2017; Durlak et al, 2011; Dusenbury et al, 2015; Jones & Kahn, 2017; Mahoney et al, 2018). Through extensive reviews of both the literature and research, it is revealed that increasing students' social and emotional competency through these four specific areas promotes students that are more adeptly prepared for the challenges of the 21st century than what academic curriculums are capable of on their own. As such, researchers now have a set of outcomes that can be analyzed, compared, and regressed to determine the specific actions of the various programs that attempt to address these identified outcomes. Essentially, research has consistently found that focusing on competency

can be used to understand the effects of SEL interventions (Bear et al 2015; CASEL, 2012; Jones et al, 2017; Mariani et al, 2015). Additionally, when those components are developed and implemented through a school-wide approach, they are more magnified than if they are only implemented in individual classrooms (Cook et al, 2010; Fonagy et al, 2009; Mitchell et al, 2010).

The cumulative summary of the research discussed previously is that while SEL can have a significant influence on students' competency and skills, and this influence promotes a more positive school climate and reduces overall concerns or issues with school safety, there is still significant work to be done that is particular to the needs of transient students. This is especially true because 65% of students have been transient at least two times before 8th grade (USGAO, 2010). Transient students also tend to be from HP/HM backgrounds (Burkam et al, 2009; Fiel et al, 2013; Kerbow, 1996; Rumberger, 2003; South et al, 2007; Welsh, 2017), and one of the most significant reasons for their mobility is due to financial hardship at home requiring persistent movement to meet the most basic need of shelter (Burkam et al, 2009; Hanushek et al, 2004; Mordechay, 2018; Welsh, 2017).

While who transient students are and the reasons for their mobility are fairly well understood, the focus of this research is the outcomes of those moves, and what schools can do through SEL that will make those transitions as easy as possible to endure, because as others' research has demonstrated every time a student changes schools they are put three or four months behind their peers who have not transferred (Mehana & Reynolds, 2004). More recently, Grigg (2012) demonstrated that, regardless of the reasons for moving schools, students scored 6% worse on academic achievement assessments after having transitioned.

Compounding these effects, elementary age students feel the negative outcomes of student mobility more significantly than any other age groups (Grigg, 2012; Mehana & Reynolds, 2004; Welsh, 2017). Due to these cumulative factors, elementary age students living and attending schools in HP/HM areas, face significant challenges, such as integrating into a new place (Rumberger, 2015), developing relationships (Hanushek et al, 2004; Welsh, 2017), and reduced academic achievement (de la Torre & Gwynne, 2009; Grigg, 2012; Welsh, 2017). This research sought to address some of these concerns.

While each of these are significant experiences for transient students, it is the hypothesis of this research that through specific SEL practices, schools can understand the influence of SEL programs to increase transient student competencies, positively influence student experiences, and support their integration into the new school, making student mobility less of a negative for all students and more specifically, less of a negative for HP/HM elementary schools. Understanding this influence is needed in order to begin to broaden the understanding of these students' challenges and successes when it comes to SEL implementation (O'Conner et al, 2017a). This understanding is imperative if schools are to make choices as to the SEL program that works best for their diverse student bodies (Garner et al, 2014). However, to appreciate those benefits, a conceptualization of the typical outcomes for transient students must be reached; lack of relationships, missing school connectedness, and decreased academic outcome (Rumberger, 2003; 2015; Rumberger et al, 1999; South et al, 2007). Once these outcomes are recognized as effecting transient students, schools may begin a discussion of how SEL can support transient students in overcoming these potential negative outcomes.

As CASEL (2012) defined previously, there are specific skills or attitudes schools can teach to support students to support integration and relationship building; supporting school

connectedness would be one way to improve this area. Both Welsh (2017) and Grigg (2012) in their reviews of literature describe that integration is a particularly onerous task for transient students. Generally speaking, schools make a great effort to integrate students together cohesively at the beginning of the year, yet shift away from this focus as curriculum becomes the more pressing concern as the year goes on, and students that transfer into a new school after this initial integration miss out on this key component for student connectedness (Grigg, 2012). Strong SEL programs would require schools to continue stressing the influence of integrating students year-round (Durlak et al, 2011; Jones et al, 2017), and thereby supporting new students regardless of when they start at the school. Another way to support this school connectedness is through relationship building.

Relationship skills can be defined as students' abilities to create and maintain friendships, negotiate conflict, and improve communication skills (CASEL, 2012). Unequivocally, this is the one area that demands the most focus when considering the needs of transient students (Griffith, 2000; Grigg, 2012; Rumberger, 2003; 2015; Rumberger et al, 1999; Welsh, 2017). When transient students begin at a new school, often they are faced with the challenge of feeling isolated and alone, and while integration to the norms of the school helps (Grigg, 2012; Hanushek et al, 2004); a more lasting and important influence is the building of relationships between the student and their peers, the student and their teachers, and increasing the student's overall connectedness to the school through significantly positive relationships (D' Apolito, 2016; Donovan et al, 2016; Rumberger, 2015; Welsh, 2017; Yang et al, 2018). However, it must be stated that having a relationship is not enough to support students; it is having impactful, powerful, and mutual relationships that see the largest improvement in student outcomes (Li &

Julian, 2012) and do so through a reciprocal positively focused process (Bronfenbrenner, 1979; 1994; Bronfenbrenner & Ceci; 1994).

Criticism of Social and Emotional Learning. Unfortunately, despite the list of positives that have been demonstrated through the previously discussed research, there are some concerns and criticism of SEL that must also be considered. These concerns are varied, but still must be addressed and includes concerns over accuracy of implementation (Durlak et al, 2011; Jones et al, 2017), some debate over methods of ascertaining those positives (Wigelsworth et al, 2010), and the marginalization of diverse groups to the promotion of dominant cultural norms (Hoffman, 2009; Stearns, 2017). The most common advice to address the first two criticisms, implementation and assessment, is continued development of new research tools and methods to build the body of knowledge such that the criticism can be overcome (Durlak et al, 2011; Humphrey et al, 2011; Jones et al, 2017; Wigelsworth, et al, 2010). This research sought to address these criticisms directly through the use of a state approved assessment tool (LSMHP, 2018) to evaluate the success of improving students' SEL competency through the use of an SEL.

However, the third criticism is much more concerning and impactful on this research. The idea that SEL is a way for the dominant culture to instill its norms and values on minority sub-cultures (Hoffman, 2009; Stearns, 2017) must absolutely be addressed and considered when conducting research, in HP/HM schools with a particularly more significant at-risk population of transient students. Fortunately, there are ways to do this and meet the recommendations of those that have criticized these aspects of SEL.

One of the most significant suggestions for overcoming the criticism both Hoffman (2009) and Stearns (2017) put forth, is a whole school approach that places emphasis on the

students' cultural development and is not merely a behavior management tool to externally control those students' behavior for compliance to the dominant norms (Cook et al, 2010; Fonagy et al, 2009; Mitchell et al, 2010). With the emphasis on increasing students' competency in social awareness, constructive SEL programs should consider the most prominent culture the student interacts with on a daily basis, not necessarily the dominant culture imposed upon the student (Jones et al, 2017; Niehaus & Adelson, 2014; Rutledge et al, 2015). Additionally, supporting this concept, is the idea that the method chosen to understand the influence of SEL within a specific setting should be sensitive to various cultures' influence on school climate (Bear, Yang, et al, 2017; Humphrey et al, 2011).

There is also the suggestion that if there is an emphasis placed on developing students' individually within the SEL and not just on a blanket implementation plan for all students, then the students individual cultural identity would be respected and even highlighted as it contributes to their development of the prosocial behavior within their cultural identity (Bear, Slaughter, et al, 2017; Fisher et al, 2016; Osher et al, 2016).

Conscious Discipline

Recognizing both the role of SEL and cultural identity, Conscious Discipline, was created with the idea of teachers providing and supporting a school family through relationship building that is welcoming and safe for all students (Bailey, 2001; 2014; 2015; Bailey et al, 2011). It is Bailey's (2001) belief that strengthening teachers' classroom management helps them develop a more positive relationship with their students. This idea of relationship building and its importance on the development of students is further developed in Bailey et al's (2011) book *Creating the School Family: Bully Proofing Classrooms Through Emotional Intelligence.* Bailey et al. (2011) state quite succinctly "There is no separate cognitive me, social me or physical me.

There is just me in relationship with you, and all the rest emerges from that simple truth" (p. 15). Researchers have supported Bailey's belief that community building improves teacher perceptions of school climate (Caldarella et al, 2014; Hoffman et al, 2005) and that teacher-student relationships can improve student outcomes (D'Apolito, 2016; Donovan et al, 2016; Durlak et al, 2011; Hoffman et al, 2005; 2009; Schonfeld et al, 2015; Sorrell, 2013). However, student perceptions of school climate and safety are completely missing from the research on Conscious Discipline and is a gap attempted to fill through this study.

It is through this relationship building that Conscious Discipline attempts to improve the social and emotional competencies of the students. Subsequent subsections will dive into each of these and their relations to Conscious Discipline. However, first it is important to understand the ingredients that make Conscious Discipline coalesce into one specific approach to improving school climate.

Before beginning an explanation of Conscious Discipline, it is important to note that this review is not a review of the scientific soundness of each component; meaning that external research will not be used to verify Conscious Discipline as scientifically sound. Conscious Discipline was taken at face value as it is already used in the school that was used for research; as such, what follows is Bailey's (2001; 2015) and Bailey et al's (2011) interpretation of various research findings, into one cohesive program.

Core components of Conscious Discipline.

Conscious Discipline has four broad aims at improving student outcomes and they are articulated through the various writings of Bailey (2001; 2014; 2015) and Bailey et al (2011). These core components are the Conscious Discipline Brain State Model, Seven Powers of

Conscious Adults, Creating the School Family, and Seven Skills of Discipline. What follows below is an accounting of the components of Conscious Discipline to support both the comprehending of what makes Conscious Discipline a unique approach to teaching SEL competencies and how transient students could benefit from this approach.

Finally, it is important to note that in agreement with the suggestion of both CASEL (2012) and Durlak et al (2011), Conscious Discipline attempts to use each of these components both in an explicitly taught manner and by embedding the practice and discussion of these components within the various situations that may arise in a typical school day, meaning not restricted to a classroom or other specified location (Bailey, 2001; 2015; Bailey et al, 2011). It is the integration and embeddedness that make Conscious Discipline a whole school approach to improving students' SEL competencies and supportive of the research question's focus on whole school as the microsystem under consideration.

Conscious Discipline Brain State Model. The Brain State Model is the foundational underpinning of Conscious Discipline (Bailey, 2015). In this model there is an understanding of the human brain, broken up into three separate but dependent parts, and each part will be reviewed based upon how it is presented by Bailey (2015) in her attempt to express how she conceptualizes the development of the person. The lowest part; our "survival state" as labeled in Conscious Discipline is the area of our brain focused on survival; it is activated in moments of threat or danger and is the place where people are reduced to simple reactions to the environment and have little control over their behavior or expressions.

The middle part, our "emotional state", is controlled by our limbic system and controls our perceptions of the world. With the vast and overwhelming amount of sensory input from the world, the mind must find ways to sort and record what happens around the person in order to

make as efficient of a decision as possible. In moments of stress or fear, this system tags those emotions and primes us to feel that way again when other similar situations arise in order to hasten the process of decision making. Through this hastening, the person is limited in their ability to learn; they are simply processing the world and responding to it.

The final brain state is the "executive state". In this state, individuals are capable and ready to process new information and develop their own responses to that information. It is a state of alertness without fear, and people in this brain state are fully capable of engaging with world around them and mapping that world on to their already existing schema to push their thinking and abilities into new or emerging areas within the brain. This is the state where students learn.

Seven Powers for Conscious Adults. Building off the foundation established with the brain states, the Seven Powers for Conscious Adults, seeks to change the teacher first, before addressing the students' needs or understanding (Bailey, 2001; 2015). According to Bailey (2015) the seven skills can only be actualized within a strong school family. The Seven Powers for Conscious Adults: perception, unity, attention, free will, love, acceptance, and intention are used to increase self-control and through modeling and explicit teaching, are designed to support students in understanding and developing their own self-control. These seven powers are used in conjunction with the seven skills of discipline to both model and develop skills necessary to appropriately integrate into the world and support the development of a student into a person capable and competent of navigating a 21st century. However, they are only able to be actualized within a safe and supportive environment such as a school family (Bailey, 2001; 2015; Bailey et al, 2011).

Creating the School Family. Within this component of Conscious Discipline, Bailey et al (2011) articulate that developing learning communities where students and teachers feel a part of a healthy family, is not only supportive, but more importantly allows for each member to express their own power over their lives. This power comes from the ability of each member to feel connected and strengthened as a valued member of the school family. It allows them to communicate their desires and wishes and to know that through that communication others will be receptive and supportive of them. Cumulatively this provides for the family to work together not only to solve the problems facing them as a unit, but also individually.

The emphasis of this component is on building and sustaining relationships that are positive and supportive for students, which can provide the framework necessary for students to grow and learn (Li & Julian, 2012). Included in the framework of positive relationships for Conscious Discipline is a series of symbols, rituals, and approaches designed with relationships in mind. While there are numerous symbols, rituals, and approaches, a few could have a significant influence on transient students' experiences and are explicitly recounted here in a subsequent section.

Seven Skills of Discipline. The Seven Skills of Discipline, Bailey (2001; 2015) and Bailey et al (2011) articulate are directly tied to the seven powers of adults. Through those powers, adults can model the skills necessary to navigate the world and support the development of a student into a person capable and competent in the soft skills necessary to be successful. It is through these skills that teachers seek to institute practices and approaches that support students in developing, practicing, and understanding the skills necessary to be competent adults. The seven skills are composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences (Bailey, 2001).

Conscious Discipline's Relationship with SEL Competencies

Through these seven skills, it is the intention of Conscious Discipline to develop students that are competent individuals fully capable of expressing their emotional competency as they interact with the world around them. Additionally, it is through the seven powers, brain state model, and the school family that other aspects of SEL are also included and interrelated. School family is another aspect related to the teaching of the competencies as articulated in Conscious Discipline (Bailey et al, 2015), and this approach to direct instruction through a safe and supportive environment is supported by CASEL (2012) and has been rigorously tested by Bear et al (2019). It is with this idea in mind that Bailey (2014; 2015) and Bailey et al (2011) build their belief that it is only through the structures provided by a school family that students can both be exposed to SEL competencies in action and be guided to internalizing those competencies through the guidance of caring and supportive caretakers. This belief is further supported by other researchers as well (Cantor et al, 2018; Jones & Bouffard, 2012; Osher et al, 2018).

In addition to the competency of students being supported, their ability to build and sustain relationships are championed through these components as articulated in Conscious Discipline. Improving student relationships with their teachers as early as kindergarten can influence the students' achievement as late as 8th grade (Hamre & Pianta, 2001). Therefore through the foundational aspect of building positive relationships, students receive the most support in acquiring the SEL competencies necessary to fully develop into emotionally intelligent students (Bailey 2001; 2015; Bailey et al, 2015) and consequently develop into emotionally intelligent adults as well (Fiel et al, 2013; Fisher et al, 2016; Gase et al, 2017).

Additionally, these components of Conscious Discipline can help overcome a negative view of school climate, which research has articulated self-perpetuates through all members of a

school community (Wang et al, 2017). Therefore, it is imperative for adults within schools to use these components to overcome this negative bias and shift to a more positive bias in how they perceive and communicate those perceptions about the school. If done well, this will translate into more positive perceptions of the school environment for students.

Finally, it is through choices and the consequences that stem from those choices that students can begin to develop and strengthen their ability to be responsible decision makers (Bear, Slaughter, et al, 2017). Cumulatively these skills provide a direct correlation to the expectations of emotionally competent individuals as described by CASEL (2012).

Conscious Disciplines Potential Influence on Transient Students.

When a transient student walks into a school managed by Conscious Discipline trained adults, there should be an immediate sense of welcoming and recognition of the student as an individual out of place seeking to be integrated into their new surroundings (Bailey, 2015). As a benefit of this approach, if an SEL is practiced school wide, then transient students will be supported regardless of the classroom or teacher they are assigned to attend (Cook et al, 2010; Sugai, & Horner, 2006). It is then hypothesized that a transient student should more readily have a positive perception of the school climate of a Conscious Discipline school than if they were to attend a school not familiar with this approach.

Conscious Discipline expressly states various responsibilities, roles, jobs, procedures, and routines that should be used to develop students into emotionally intelligent individuals that could greatly influence transient students. For one, through a school family, providing opportunities for new students to be themselves would go a long way into building the type of impactful relationships advocated by Li & Julian (2012). Another barrier that must be overcome

is a lack of knowledge and comprehension of the new school's norms and expectations (Mehana & Reynolds, 2004; Rumberger, 2003; 2015). In establishing these norms and procedures, teaching them, and providing visuals that reinforce them, a Conscious Discipline school can be uniquely prepared to receive a transient student and quickly and purposefully integrate them into the school.

One structure of Conscious Discipline that must be explicitly described is the "new child buddy" (Bailey, 2001, pg. 70). This structure is designed to provide an ambassador for new students and meets all of the suggestions for integration as specified by Rumberger (2015), Grigg (2012), and Welsh (2017). As the only structure directly related to transient students it will help overcome Dupere et al's (2014) findings that when transient students transfer into a strongly established social order, they are more likely to feel isolated. Structuring the school in such a way that every new student is assigned a person to help integrate them into the community, would go a long way in supporting transient students (Dupere et al, 2014). This would help students feel that their new school wants them there and not that they are a hindrance to already established peer groups or cliques, which is a common experience of transient students (Rumberger, 2015; Welsh, 2017). In conclusion, Conscious Discipline is a SEL program with key components and mechanisms that are both aligned to CASEL (2012), and while not always explicit, those structures could be used to address the various issues facing transient students. Unfortunately, these supports have not been studied through the lens of transient students and have tended to be small in scope and scale.

Current Research on Conscious Discipline.

Research on Conscious Discipline is limited and mostly conducted through unpublished action research that does show positive outcomes within schools (Loving Guidance, Inc., 2018).

There are a few studies that have articulated the effects of implementation of Conscious Discipline on various aspects of schools and have been published either in peer-reviewed articles or as students thesis or dissertations (Caldarella et al, 2012; Chavez, 2014; D'Apolito, 2016; Donovan et al, 2016; Hoffman et al, 2005; Sorrell, 2013).

Two main themes arise from these peer-reviewed articles: teacher perceptions of school climate are improved when Conscious Discipline is implemented (Caldarella et al, 2012; Donovan et al, 2016; Hoffman et al, 2005; 2009) and teacher perceptions of students SEL competencies are also improved (Caldarella et al, 2012; Donovan et al, 2009). However, there are also qualifiers that must be addressed when considering the influence of these research articles. First, the majority of them are conducted at a small scale, mostly in single classrooms, and the others that are large scale were implemented in conjunction with other reform efforts, so the quantifiable effects of Conscious Discipline are not easily distinguished. Additionally, one of the research articles that discusses the improvement of student SEL competencies, also articulates that teacher's recognized that more support was necessary for students to fully internalize the conceptualization of those competencies as intended through Conscious Discipline (Caldarella et al, 2012).

In addition to the peer reviewed articles listed above, there are a few student theses and dissertations that also sought to understand the influence of Conscious Discipline, but unfortunately those too were on extremely small scales (as few as 8 students in one) and are more from the perspective of teachers than they are from the students (D'Apolito, 2016; Chavez, 2014; Sorrell, 2013). However, their results are promising, and in general, they support the findings of their peer-reviewed contemporaries. Teacher perceptions of school climate and student behavior are improved with the implementation of Conscious Discipline and the more

effort and fidelity used in the implementation of Conscious Discipline the more discernable the results of the research (D'Apolito, 2016; Chavez, 2014; Sorrell, 2013).

Finally, while there is other research, even some quasi-experimental research (Rain, 2014), they were either bought and paid for by Loving Guidance, Inc., the company established by Bailey to run and manage all Conscious Discipline related functions, or limited action research that is unpublished and only accessed through Loving Guidance, Inc (2018). So while these results are used by Loving Guidance, Inc. (2019) to demonstrate the positive aspects of Conscious Discipline, caution must be considered prudent when recognizing that they could not be read as first-hand accounts and are specifically chosen to put Conscious Discipline in the most positive light.

Ultimately, this study looked to address many of the issues that these previous research attempts do not; mainly, what are the students' perceptions of the influence of Conscious Discipline and what influence does Conscious Discipline have on an entire school's climate and not specific classrooms. Additionally, this study sought to address the premise of understanding how Conscious Discipline can support transient students in assimilating into a new school as quickly as possible. In order to help conceptualize how this research plans to address these broad research goals a strong theoretical framework is needed. The next section articulates this framework and discusses how it will be used to address the previously stated research questions.

Theoretical Framework

Bronfenbrenner and Morris (1998, 2006) articulate that human development is the result of a person's interaction with the people, objects, and symbols in his or her environment over time, and that the influence of that interaction is determined by both the characteristics of the person, and the characteristics of the environment. To understand these related traits there are

four key components to keep in mind: Process, Person, Context, and Time (Bronfenbrenner & Morris, 2006). However, these components have not always been the central focus of Bioecological Theory.

In its earliest iterations, Bioecological Theory worked to explain that human development started with the Person, or the individual under consideration, and that person's interaction with various levels of the environment; the immediacy with family or at school (called the microsystem), through the interaction of various microsystems (called mesosystem), through systems one step removed from the developing person's microsystem (e.g. parent's work place, called exosystem), to the overall culture of the society in which the individual lives (called macrosystem) and all play a role in the person's development (Bronfenbrenner, 1979). The earliest version of Bioecological Theory, however, lacked a focus on the individual characteristics of the person under study and the influence time had on the process. Missing these was something that Bronfenbrenner (1994) and Bronfenbrenner & Ceci (1994), would later comment on and regret and seek to address. More recently, these levels of environment, while still playing a part, have been replaced by the Process-Person-Context-Time model to explain human development over time (Bronfenbrenner & Morris, 1998, 2006).

It is important to understand these development levels because as Tudge et al (2009) state, specifying which iteration Bioecological Theory is being applied is imperative for readers of the research to both understand the research being conducted and replicate that research. With that criticism in mind, defining the components of Bronfenbrenner's mature (i.e. most current) Bioecological Theory, which is the version under consideration here, was the focus of this study.

Bioecological Theory as Applied Within this Research

Understanding the Process, Person, Context and Time components is imperative to understanding the implications of Bioecological Theory. Defining these components makes more sense as they are applied to this research, instead of first discussing them generally and then more accurately in their application. In this way each component can be more clearly articulated and its role within the research more accurately understood. Communicating the variation of Bioecological Theory in use and its influence on this research has an additional benefit in addressing Tudge et al's (2009) criticism concerning the reproducibility of results.

Person

In this study, the Person is defined as transient students with the focus on their perceptions of their currently enrolled school. Transient students were chosen due to their unique experiences and needs when transferring into a new school. Rumberger (2003, 2015) has stated explicitly that getting transient students integrated into their new school as quickly as possible is imperative to having them overcome the challenges of transferring and this study looked to articulate how quickly Conscious Discipline can contribute to that integration.

Time

Tudge et al (2009) in their review of various research models using Bioecological Theory found that while the "Time" component is best considered within the model when done so longitudinally, it is not a violation of the construct of Bioecological Theory to not explicitly include it within the study. It is enough to state that Time is not a strongly considered aspect of the study and is one of the limitations (Tudge et al, 2009).

Context

Bronfenbrenner and Morris (2006) define context as the various levels both immediately and distantly external environments that could influence the student on a consistent basis. These systems were introduced earlier, but more accurately defined here and these systems are: microsystem (the classroom), mesosystem (a group of classrooms, the school), exosystem (system external to the student but that changes within can be felt within the students more immediate system, e.g. parent's workplace), and macrosystem (society's overall culture). In recognizing Bear et al's (2011) suggestion that students are nested within a classroom, which is nested within a school, consideration should be given to the influence of various components of school climate at that individual level as well as the school level.

Process

Bronfenbrenner and Morris (2006) define the final component, Process, as clearly defined structures that have symbols and objects for the person to interact with on a repeated basis. Regardless of the SEL program under consideration, all could fit this description because they are each prescribed to teach or instill appropriate behavior through symbols, objects, and/or people (Jones et al, 2017). To help comprehend the influence of the process, specifically the process of Conscious Discipline, one school, using Conscious Discipline school wide will be compared against another school that is only subject to the same Time, Context, and Person components. In this way, more information can be developed such that future decisions regarding the influence of Conscious Discipline can be made through a more informed decision.

Connections Between Research Question and Bioecological Theory

To recognize the influence Bioecological Theory has on understanding the influence of Conscious Discipline, and on transient students' experiences, it is imperative to dive deeper into

the research question and Bioecological theories role in its development. To start, Social and Emotional Competence can be defined as the result of the process of undergoing SEL. This directly references the process portion of Bioecological Theory. Students undergo the process of SEL, and then their acclimation to the SEL's programing can be assessed through Social Emotional Competency, positive correlation with student perceptions of school climate (Bear, Yang et al, 2017), an accurate assessment of the improvement through an implemented SEL curriculum (Domitrovich et al, 2017), and support for developing resilience in students in need of support (e.g. HP/HM students) (Elias & Haynes, 2008). Ultimately through these parallel veins, a broader picture of supporting transient student experiences with Conscious Discipline can be viewed.

Because of the correlation to Bioecological Theory and the other advantages listed, Social and Emotional Competency provides a solid context to assess the influence of Conscious Discipline on not just transient student experiences, but on all students' perceptions of school climate, with the ultimate benefit being an assessment of the influence of the SEL program within the school. Essentially, a higher mean of student competency scores represents a positive outcome of the use of the SEL under investigation, specifically Conscious Discipline.

Fiel et al (2013) and Rumberger (2015) discuss the idea that classrooms are directly impacted by student transience, both the entering and exiting of students over time; this supports Bronfenbrenner and Morris (2006) consideration that the microsystem is the primary system in which the person under consideration interacts and as such carries the most weight. However, this is not the only system. Within the nested nature of Bioecological Theory multiple settings have an impact. At its core, this research is an assessment of the influence of SEL on students

within a classroom setting, yet the results include perceptions of the whole school (mesosystem). How this research will be conducted will be discussed in the next chapter.

Chapter 3: Methods

This study sought to understand how students perceive the school climate in a whole-school Conscious Discipline implemented school through an analysis of both their competencies of key SEL skills and their perceptions of safety, peer relationships, and teacher/student relationships. The goal of this research was to quantify a variety of transient student perceptions and compare those perceptions to the perceptions of transient student peers at non-Conscious Discipline-implementing peer schools. To complete this goal, surveys were administered and analyzed to determine those perceptions. As a description and a defense of this goal and how it was achieved, this chapter starts by discussing the research design, then participant selection, data collection method, description of the data analysis, and finally potential limitations to this work. In this way a clearer picture is presented to articulate the nuts and bolts of this research.

Research Questions Restated

What influence does whole-school use of Conscious Discipline have on transient students' perceptions of school climate in comparison to like peers at a non-CD School?

Three hypotheses guided this study:

H1: Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school.

H1a: Transient Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than transient students at a non-CD peer school.

H2: Students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than students at a non-CD peer school.

H2a: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than transient students at a non-CD peer school.

H3: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school safety, teacher/student relationships, and student/student relationships than transient students at a non-CD peer school.

Research Design

This quantitative study sought to analyze what influence Conscious Discipline had on transient students' SEL competency and on their perceptions of school climate, safety, teacher/student relationships, and peer relationships. This was done with the goal of hoping to reveal if there is a significant influence of Conscious Discipline on transient students and then more discriminately understand what individual components of school climate are impacted by Conscious Discipline. All students in 3rd, 4th, and 5th grades, at both the CD School and at the non-CD comparison school, were surveyed and then differentiated by their length of enrollment in their current school. This survey consisted of two survey scales and the data from those scales is discussed in both the variable and data collection sections of this chapter. A mix of descriptive comparison, analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) was used to examine the influence of whole school Conscious Discipline on transient student skills attainment and perceptions of school climate.

Survey Used – Delaware School Climate Survey

Since this research was seeking to address and understand the influence of a SEL program, Conscious Discipline, on student perceptions of school climate, safety, and relationship

building, and assess the competency of transient students in SEL skills acquisition, a data tool that allows for obtaining all of these outcomes was needed. For this research, the DSCS-S (Bear, Slaughter et al, 2017; Bear et al, 2019) and the DSECS-S-R (Bear et al, 2019) were chosen as measures for transient students' perceptions of school climate, safety, teacher/student relationships, and student/student relationships, and to assess the SEL competency of the transient students, respectfully. The DSCS-S is one component of the Delaware School Climate Survey and its focus is on student perceptions of school climate; and the DSECS-S-R is another component which focuses on students' competency when it comes to the core components of SEL.

The tools listed above were chosen for several reasons and all of them support using the DSCS-S and DSECS-S-R within this research. First, one of the foundational underpinnings of the Delaware School Climate Survey is Bioecological Theory (Bear et al, 2019). Additionally, there is an endorsement from the NCSSLE (2019c), which is a governmental entity responsible for the understanding and improving of school climate. Then, within the factor analysis of the DSCS-S, SEL has its own factor and can be measured and compared across settings both within the school and across schools (Bear et al, 2011). Furthermore, in their most recent draft of assessment options, Louisiana chose DSCS-S as their suggested tool in assessing the influence of SEL programs on students' mental health (LSMHP, 2018). There is also the ease of access; DSCS is a free survey to use and the only stipulation is that appropriate credit is provided (Bear et al, 2019). Finally, the surveys could be brief. In using both scales students only took between 20 – 25 minutes total (Bear et al, 2019). With the tool in place, efforts were made to take a methodological approach to assessing the influence of Conscious Discipline on transient students' perceptions and competencies.

Description of DSCS-S and DSECS-S-R

In addition to the benefits listed above, choosing the DSCS-S and DSECS-S-R had the added benefit of being extensively used as the primary data collection tool within the state of Delaware and is repeatedly undergoing validity and reliability testing each year. Below is a breakdown and a description of those tests with the most current results reported.

DSCS-S

The DSCS-S is a 31-item survey and includes five subscales - teacher-student relationships, student-student relationships, clarity of expectations, fairness of rules, and school safety and bullying. However, due to the level of the language included in the survey, the creators worried about young student comprehension of the concept of bullying and have suggested that those scores should not be considered individually. Scores are reported for this scale; six for each of the subscales and one overall score. Additionally, one item is not scored and is used for validity purposes. In Appendix A, a breakdown of the subscales and items associated with each one is included as well as the item not scored.

Further supporting the use of the DSCS-S is that there have been multiple analyses of the DSCS-S (Bear et al, 2011; Bear, Slaughter, et al, 2017a; Bear et al 2019; NCSSLE, 2019c), and the confirmatory factor analysis repeatedly finds that the DSCS-S is a valid and reliable instrument to use with students of all races, genders, and between 3rd - 12th grade. Even when translated into Chinese it still holds true as a valid and reliable measure (Yang et al, 2013). In their most recent report on the validity and reliability of the DSCS-S, Bear et al (2019) found that a bifactor model indicated a fit of indices that led to the one primary score for school climate with six subscales on the 3-5th grade surveys. The 6-12th grade survey includes bullying which

may be considered too advanced for the 3-5th graders. Fit statistics of this survey demonstrates its validity with diverse groups of students and populations regardless of race, sex, or age (Bear et al, 2019). This is imperative for a SEL survey due to the concerns of a disregard for the experiences of minority students through SEL implementation as suggested by Hoffman (2009) and Stearns (2017).

In addition to the validity of the measure, reliability data is also reported through the Technical Manual (Bear et al, 2019). The DSCS-S overall score has reliability coefficients of at least 0.85 for third, fourth, and fifth graders. Additionally, the reliability coefficients of the three specific variables under consideration here (teacher-student relationships, student-student relationships, and school safety) are also strong (r = from 0.71 to 0.87 for all except third grade "school safety" perceptions). It is important to note here that these three components of the DSCS-S were chosen because they are the ones most closely related to what Conscious Discipline promotes within their program. However, while "school safety" is not as strongly reliable for third grade students (r = 0.67), the authors of the survey make note that reading the survey out loud to the students would alleviate this concern. This directive was included when sharing the survey with participating schools. As for the other components, bullying was left out because of the complicated nature of understanding the term (Bear et al, 2019) and the others were left out because they are not as emphasized within the Conscious Discipline framework.

DSECS-S-R

The DSECS-S-R is a 16-item survey with four subscales (responsible decision making, relationships skills, self-management, and social awareness). However, only one score is reported for this scale. Additionally, there are no validity questions included, but since this scale

will be given at the same time within the same sitting with the DSCS-S that does include the validity question, it would serve that role for both surveys.

While not as extensively researched, the DSECS-S-R has also been shown to be valid and reliable with the same groups of students as the DSCS-S (Bear et al, 2019). The DSECS-S-R underwent much of the same validity and reliability testing as the DSCS-S (Bear et al, 2019) and demonstrated much of the same results. Fit statistics again demonstrated a validity to the tool with diverse groups and the reliability coefficients were again above 0.85 for third, fourth, and fifth graders.

Through the analysis provided by Bear et al (2019) it becomes clear that extensive testing of the validity and reliability of these two data collecting tools has been conducted and demonstrated that they suit the needs of this research. In this way, a valid and reliable tool for measuring school climate and SEL competencies can be used with elementary aged students and provide data that researchers and administrators can use to analyze the impacts of specific programs or attempts to support students. This is true even when it is important to note that this will be the first time these surveys will be administered to any of the students included at both the CD School and non-CD peers' school

Demographic Questions

In addition to the survey questions, other demographic questions were also included. These questions range from general demographic questions (e.g. gender, race) to more specific questions included in the analysis of the data (length of enrollment within the school questions). While the original questions were not included in my analysis, the district implemented those

questions within the survey to gather that data for their purposes. Further discussion of the length of enrollment questions were included in their following variable section.

Defining Independent Variables

Independent Variable 1 – School Enrollment

School Enrollment. Students were differentiated based upon their enrollment in either the CD School or its non-CD peer. These were the only two levels for this variable.

Independent Variable 2 – Transient Student Status

Transient Student Status: Students were differentiated based upon their length of enrollment within the currently attended school. This variable had the potential to be between two and six levels depending upon the number of data points within each level. If only two levels, students will be dived by “start of the year” and “after start of the year”. It is important to note that these levels were self-selected by the student. This does present an issue in the sense that students can both misinterpret the level and could not remember when they have started. However, outside of the district providing identifiable data, it was not possible to obtain student start dates and match them to responses. The more discriminant level was broken up to both closely coincide with the school quarterly calendar and in easily identifiable level for students (i.e. “Before Halloween”). However, due to the small number of participants that could be considered transient only the two most basic categories were included in the actual analysis of the results.

Level 1. Continuous Enrollment - Promoted to current grade from within the school. Student completed the previous year in the same school as they are currently enrolled and completed the current year at the same school.

Level 2. New Year, New Student – Student started the year and are still currently enrolled with no breaks but ended their previous school year at a different school. This level defines students that were enrolled during the norm/expectation setting at the beginning of year, but still had to transition from a different school.

Level 3. Before Halloween – Student transitioned to their new school prior to the Halloween break. This distinction was chosen because of its close association to the end of the 1st quarter on the school calendar and was easier to determine for a 3rd, 4th, or 5th grader.

Level 4. Before Winter Break - Student transitioned to their new school prior to the Winter break. This distinction was chosen because of its close association to the end of the 2nd quarter on the school calendar and was easier to determine for a 3rd, 4th, or 5th grader.

Level 5. Before Mardi Gras - Student transitioned to their new school prior to the Mardi Gras Holiday. This distinction was chosen because of its close association to the end of the 3rd quarter on the school calendar and was easier to determine for a 3rd, 4th, or 5th grader.

Level 6. After Mardi Gras - Student transitioned to their new school after the Mardi Gras Holiday. This distinction was chosen because of its close association to the start of the 4th quarter on the school calendar and was easier to determine for a 3rd, 4th, or 5th grader.

Through the defining of the independent variables in this way, a more focused analysis was conducted in order to determine how perceptions and competences change based upon length of enrollment. However, it is important to state that adjustments may be necessary due to the number of participants under each level of the independent variable.

Table 1
List and description of Independent Variables

Variable Number	Variable Name	Variable Description
IV 1:	School Enrollment	Whole School Conscious Discipline Or Peer School without whole school Conscious Discipline
IV2:	Transient Student Status with 6 Levels (Level could be reduced depending on number of participants within each category	Level 1: Continuous Enrollment - finished previous year and started current year Level 2: New Year Student - Started at beginning of the year, but attended a different school last year Level 3: Before Halloween - student started at their current school before the Halloween break, but after the start of school Level 4: Before Winter Break - student started at their current school before the Winter holiday, but after the Halloween Break Level 5: Before Mardi Gras - Student started at their new school prior to the Mardi Gras break, but after the Winter Break Level 6: After Mardi Gras - student started at the school after the Mardi Gras Break

Defining Dependent Variables

Dependent variable 1 – SEL Competency

SEL Competency – as stated in chapter two, this variable represents students' competency and ability with the core components of SEL: responsible decision making, relationship skills, self-management, and social awareness. This variable is determined by the DSECS-S-R (Bear et al, 2018) and is computed as a single score. It was used in the first analysis of data to compare instruction in SEL competencies between the CD School and non-CD peers.

Dependent variable 2 – School Climate

School Climate – this variable is the total score provided in the DSCS-S (Bear et al, 2019). It was a factor of other components and was used in the second round of analysis to determine the influence of Conscious Discipline on transient students' perceptions of their currently enrolled school. School climate was chosen as the measure due to the significance found between school climate and student feelings of safety and belonging (Center for Disease Control, 2009; Ramsey et al, 2016). Safety and belonging were a focus of this research because transient students' commonly expressed concerns with these two perceptions when they transfer to a new school (Griffith, 2000).

Dependent variable 3 – School Safety

School Safety – a sub-factor of the DSCS-S, along with teacher/student relationships and student/teacher relationships. This sub-factor was used to more distinctly parse out which factors were more significantly impacted by Conscious Discipline.

Table 2
List and description of Dependent Variables

Variable Number	Variable Name	Variable Description	Statistical Analysis to Run
DV I:	SEL Competency	This variable represents students' competency and ability with the core components of SEL; responsible decision making, relationship skills, self-management, and social awareness.	Analysis of Variance (ANOVA); Test 1
DV II:	School Climate	Student perceptions of the school environment, used to assess the influence of Conscious Discipline on student feelings of welcomness and inclusion.	Analysis of Variance (ANOVA; Test 2
DV III:	School Safety	Student perceptions of the school environment that focus on perceptions of safety, a sub-factor of School Climate.	
DV IV:	Teacher/Student Relationships	Student perceptions of the school environment that focus on perceptions of the relationships between teacher and students; a sub-factor of School Climate	Multivariate Analysis of Variance (MANOVA); Test 3
DV V:	Student/Student Relationships	Student perceptions of the school environment that focus on perceptions of the relationships between students and their peers; a sub-factor of School Climate	

Dependent variable 4 – Teacher/Student Relationships

Teacher/Student Relationships - a sub-factor of the DSCS-S, along with school safety and student/teacher relationships. This sub-factor was used to more distinctly parse out which factors were more significantly impacted by Conscious Discipline.

Dependent variable 5 – Student/Student Relationships

Student/Student Relationships - a sub-factor of the DSCS-S, along with teacher/student relationships and school safety. This sub-factor was used to more distinctly parse out which factors were more significantly impacted by Conscious Discipline.

Bioecological Theory and its Influence on Data Collection

In this section an explanation of how Bioecological Theory is applied to the choices in selecting the population, data collection, and data analysis.

Population

As demonstrated through research (Grigg, 2012; Rumberger, 2003; 2005; Welsh, 2017) transient students undergo an arduous process when transferring into a new school that comes with a litany of challenges, and it is imperative for schools to find ways to support those students. This research sought to understand if the application of the rituals, symbols, and objects associated with a specific SEL program supports students in this process. This is directly related to Bioecological Theory's belief that growth in an individual only occurs through a reciprocal process between the student and environment. As such a school that has implemented Conscious Discipline for at least three years and has a high transient population above the 10% as articulated by the USGAO (2010), was chosen as the focus of this study. Three years was chosen

because that is the minimum implementation period found for full capacity, systemic implementation (Osher et al, 2016).

Data Collection

With the passing of *ESSA* (2016) school safety became an outcome to be measured through a variety of ways, with school climate being the most suggested and selected method as the tool to determine schools' achievement in supporting students in a more holistic way than academic test scores can reveal on their own. Through this act, school climate became not just a recommended approach to assess school safety, but also a requirement of schools (LSMHP, 2018; NCSSLE, 2019b). Considering the mandates around school safety and recognizing the role SEL plays in developing a positive school climate, and understanding the importance of Conscious Discipline within the process of development as defined by Bioecological Theory, a school climate survey was selected that will assessed students' SEL competencies as well as their perceptions on safety, relationships, and overall perceptions of school climate.

Data Analysis

Since the tool used in collecting data provided information on a variety of aspects related to school climate, safety, SEL, and Conscious Discipline, sense must be made of how those pieces interact. Assessments needed to be conducted to fully understand Conscious Discipline's role in supporting those other key components of student development. Bioecological Theory provided the framework for the analysis of Conscious Discipline within this study.

First, the SEL competence of students in general at the Conscious Discipline CD School was assessed and compared against a non-CD School to assess the effects of the process of Conscious Discipline. Then, while the data collection tool reported on multiple sub-scales only three, in addition to overall school climate, were the focus of this research. Through the passing

of the *ESSA* (2016) governmental focus is placed on improving safety, one of the sub-scales included in the survey. Additionally, Conscious Discipline places an emphasis on relationships between teachers and students and students and students, therefore these were the other two focus sub scales.

Since Bioecological Theory determines that there is a process for growth that occurs between the person and the people, symbols and objects around them, using statistical methods that seek to understand the role those components play within the interaction of SEL, and more specifically Conscious Discipline, and transient students is imperative to understanding the development of transient students when integrated into this established school wide approach to school climate improvement.

Sites and Participants Selection

For this research, a number of participant decisions needed to be made, from the focus group, to the CD School, and more importantly the non-CD school. Choosing both the focus group and CD School was determined by a lack of previous research on both transient students and Conscious Discipline. However, significantly more work was conducted to determine which school would be the non-CD peer. Below is a discussion of these decisions and their influence on this study.

Transient Students

Existing research suggests that transient students undergo an arduous process when transferring into a new school that comes with a litany of challenges, and it is imperative for schools to find ways to support those students (Grigg, 2012; Rumberger, 2003; 2015; Welsh, 2017). A number of suggestions are made to support these students on both the district and

school levels, which could include, having designated liaisons for the new students, allowing students to stay in their current school despite moving, and/or providing an extensive orientation for every new student (Grigg, 2012; Rumberger, 2003; 2015; USGAO, 2010; Welsh, 2017). This research focused on the school level to determine how a currently employed program was impacting transient students' perceptions.

The Conscious Discipline School (CD School)

One of the suggestions made for supporting transient students is integrating them into a school as quickly as possible in order to help them feel more included (Rumberger, 2015). Conscious Discipline was chosen as the program to analyze due to its emphasis on building a school family (Bailey, 2001; 2014; 2015; Bailey et al, 2011), which dictates that specific rituals, practices, and behaviors be implemented to build interactions and relationships between multiple stakeholders within the classroom and school. Additionally, the school selected had been implementing Conscious Discipline for over five years. Through this length of implementation, the idea that a program needs to be continuously applied for more than a couple of years to be successful can be incorporated (Osher et al, 2016) and provides for a more comprehensive review of the Conscious Discipline program than a newly implementing school may be able to provide. Finally, this school was chosen due to its convenience in location to the research and at the direction of the Local Educational Agency (LEA), defined as the school board operating the school. It is also important to mention that one of the reasons the LEA was supportive of this research is because of a historical struggle with student discipline and external factors at this school. This struggle could influence the results and mean that though the CD School has made great gains it may still be behind its peers.

Implementation of Conscious Discipline at CD School

It was in communicating with the LEA that this school was determined to be a primary candidate for evaluation of Conscious Discipline. The reason the district suggested this school as the one to focus on was its use of Conscious Discipline. CD School had been using Conscious Discipline for seven years and, in fact, the principal has used applicants' prior knowledge of Conscious Discipline techniques as a filter for determining job offerings at the school. Additionally, teachers were sent to a national conference to receive further training and support in Conscious Discipline techniques. This further training was supported through both district and school-based supports, as the school paid for consultants to come and continue training with teachers and students once a month as well were a focus of principal's feedback when visiting classrooms. While this research did not determine the individual level of classroom implementation of Conscious Discipline to insure that "treatment" was consistent across the board at this school, these various practices do demonstrate a high level of commitment from both the district and school-based administration in terms of financial and time resources devoted to the continued training of teachers, a belief in building shared values in staff members of the benefits and purposefulness of Conscious Discipline, and an extended commitment to the program through its length of use at the school. Each of these components are key to whole school improvements as laid out by Felner et al's (2001) work on successful implementation of transformational programs and should help overcome concerns over implementation (Durlak et al, 2011; Jones et al, 2017).

Non-Conscious Discipline School (non-CD School)

As stated previously, significantly more work went into determining which peer school would be used as a comparison peer to the CD School. In an effort to account for the most

possibly confounding variables, a number of decisions were made to obtain the most "like" school to the CD School. Making it difficult to even start, the LEA for the CD School also currently manages 84 other schools. To reduce this number, all schools that did not match the grade-range of the CD School (Kindergarten – 5th grade model) were eliminated. Types of schools eliminated through this process were K-8 schools, magnets, charters, advanced academies, middle schools, high schools, and Montessori schools. This reduced the possible number of schools for comparison to 39.

To further reduce the possible number of peer schools, the remaining schools were stratified and reduced upon 4 distinct variables; high poverty status, high minority status, enrollment, and percentage of students considered English language learners**.** Each of these characteristics will be addressed below and results were pulled from Louisiana Department of Education's (2019) February enrollment statistics, the most up-to-date statistics available for all schools within the state and includes all the schools within the LEA's control.

Characteristics Used to Select Non-CD Peer

High poverty schools. These schools have a greater than 75% rate of students that are defined as receiving free or reduced lunch (NCES, 2007), or, as the Louisiana state educational authority refers to them, as economically disadvantaged (Louisiana Department of Education, 2019). Sorting schools by this metric revealed only 2 of the 39 schools could be eliminated. Further reduction was made by picking only those schools plus or minus 10% of the CD School. This produced a list of 34 schools.

High minority schools. These are schools that have a greater than 75% rate of students that are defined as non-white (NCES, 2007). Sorting schools by this metric revealed that 9

schools could be eliminated. Further reduction was made by picking only those schools plus or minus 10% of the CD School. This produced a list of 21 schools. However, in comparing this list to the high poverty schools list only 18 schools remained on both lists.

Enrollment. All schools were stratified based upon their most recent enrollment figures. Schools whose enrollment was within plus or minus 50 students of the CD School's enrollment were considered. This reduced the total list down to 5 schools. However, none of these schools were on either of the high poverty or high minority lists. As such the inclusion was increased to 100 students plus or minus, and 17 schools now were included. Comparing these against the CD School reduced the list of high poverty/high minority schools from 17 schools to a list of only 7 schools.

Table 3
Summary of Comparison School 1 and Comparison School 2 to Implementation School

School	Enrollment	Minority %	Poverty %	ELL %
School 2	357	86.83	89.08	6.72
CD School	426	77.7	87.09	5.87
School 1	329	84.19	94.22	5.47

English language learners. The final statistic used to determine the school that was used as the comparison, non-CD School was the percentage of students that are English language learners (ELLs). These students experience language as a significant barrier to both their education and their success in the community (Linquanti & Cook, 2013; United States, Department of Education, 2016). Reducing the confounding nature of this variable was imperative due to both the potential for a barrier in relationship building due to language and the

potential for cultural issues associated with school climate (Hoffman, 2009; Stearns, 2017). In an effort to reduce the influence of ELLs on this research, any school with more than 10% of their students requiring ELL services were eliminated. Using this metric, only 11 schools were considered for inclusion and, in comparison to the already reduced list, only two schools remained in this process, School 1 and School 2.

Summary of Results Selection

As can be seen in Table 3, these two schools compared well to the CD School and both could be considered for inclusion as the "control" school. However, three other concepts were used to narrow to the final school. the non-CD School is the closest neighborhood type (suburban) whereas School 2 is a much more rural school, School 1's principal has been at the school for 5 years, and in the opinion of the LEA it is most like the CD School in the use of other procedures. Each of these ideas comes with distinct benefits.

Using the closest neighborhood type school helped to address the influence of outside microsystems influence on student perceptions and competencies, as those microsystems will be most like each other despite the internal microsystem of the school being different. Having a long-standing principal at the non-CD School helped reduce a potential bias of a new principal having to develop their desired climate and culture (Osher et al, 2016). Finally, as this research was being conducted at the direction and support of the LEA, their perspective on the closest match school was vital for the results to be appropriate for the districts uses.

However, it is important to note that a potential limitation is that the non-CD School is roughly only 1 mile away from the CD School. This close of a proximity means that that there is

some cross-pollination of students as those mobile students could potentially be shifting from the non-CD School to the CD School and vice versa.

Other Important Statistics of the Two Schools

With the CD School and the non-CD school being fully selected, it is important to review other common demographic information between to the two schools: specifically, transient rate, discipline rate, and attendance rate. These three characteristics help paint the picture of who the students are and how school handles common problems facing all schools. The school mobility rate is determined by adding the amount of students that have transferred out to the amount of students that have transferred in and dividing that total by the total number of students enrolled, you get a mobility rate of 55.32% for the non-CD School and 40.61% for the CD School. While the percentage has a larger gap, the total number of actual transient students is close to equal, 182 to 173 for the non-CD School and CD School respectively. This means, while the number of transfers is fairly equal, the influence of those transfers can be vastly different.

Additionally, the average daily attendance describes the percentage of students that attend school throughout the entire year. This statistic is determined by adding all the days students missed (excused, unexcused, and partial) and dividing by total number of days all students could be at school (Enrollment * 182) and then subtracting that total from 100. the CD School had an average daily attendance of 91.5%, while the non-CD School had an average daily attendance of 88.4%. This helps demonstrate students are missing schools at a significant rate, but not that dissimilar from each other.

Finally, in terms of discipline, the student discipline rate is one that is determined by adding up all of the students that received an officially recorded referral (entered into a computer

tracking system) and dividing by the total number of students enrolled. the CD School had a discipline rate of 27.88% and the non-CD School had a discipline rate of 24.11%. Again, a roughly close level of discipline between the schools. Through these statistics overall they are both a close approximation of each other and the survey data gained from them could be used to help illuminate the influence of Conscious Discipline when applied whole school at one school and not at the other.

Table 4
Further comparison of the CD School to the non-CD School

School	Enrollment	Transfer In and Out	Mobility Rate	Attendance Rate	Discipline Rate
CD School	426	173	40.61%	91.55%	27.88%
Non-CD School	329	182	55.32%	88.40%	24.11%

Data Collection and Analysis

To assess the perceptions and competencies of transient students, the DSCS-S and the DSECS-S-R were administered to all 3rd, 4th, and 5th grade students at both the CD School and non-CD peer school using Google Forms, which had been used in other research as a valid method for collecting and storing survey data (Rayhan et al, 2013; Segal, et al, 2016). By using Google Forms, the data was stored into a spreadsheet that was then manipulated and uploaded into Statistical Package for Social Sciences for actual analyses.

Additionally, school-based administrators were instructed by both the researcher and the LEA authority on appropriate support and administration of the DSCS-S and the DSECS-S-R. This means that while 4th and 5th graders could take the survey at their own pace, 3rd grade students had the survey read to them, per the originator's instructions (Bear et al, 2019). The appropriate procedures and guides for this administration was pulled directly from the survey's

technical manual (Bear et al, 2019).The questions included in this survey were unedited or changed, but additional demographic questions were added in order to differentiate transient students from their more stable peers (see Appendix C).

In this way, a valid and reliable tool for measuring school climate and SEL competencies was used with elementary aged students, and provided data that researchers and administrators used to analyze the impacts of specific programs or attempts to support students (Rayhan et al, 2013; Segal et al, 2016). By using Google Forms, the data was stored into a spreadsheet that was then manipulated and uploaded into another data management tool. Surveyed students were all 3rd, 4th, and 5th grade students at the participating schools. Passive parent permission was acquired through a form letter sent home as per school district policy.

Chartier et al (2008) defines passive permission as the idea that all students are considered eligible to be surveyed as the district would be using this information to make educational decisions; only those students who parents expressed their disagreement with the survey were excluded. However, as this data is not being collected firsthand by this researcher, schools were responsible for not allowing parentally denied students from completing the survey. The passive permission form (see Appendix D) was sent home twice prior to administering the survey; once two weeks prior, and again in the week prior to the survey being administered.

ANOVA for DSEC-S-R

Once the data was collected the process of analysis began. For this research, the initial means of analysis was through an analysis of variance (ANOVA). According to Field (2014), an ANOVA is the statistical test best suited since there were more than two conditions within the

predictor (independent variable); school enrolled and transient status. Generally speaking, this form of ANOVA is referred to as a two-way ANOVA (Coladarci & Cobb, 2014; Field, 2014).

With this in mind, a Factorial ANOVA was initially conducted to assess the first hypothesis of this research, and its sub-hypothesis, transient students in a Conscious Discipline school were expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school and the adjusted hypothesis that includes transient students. The null hypothesis was that the students at the Conscious Discipline school were less than or equal to their non-CD peers on their competency scores and transient students were less than or equal to their peers. A factorial ANOVA using both school enrolled and length of enrollment as the independent variables and SEL competency, based upon the DSECS-S-R, as the dependent variable, did shed light on whole school Conscious Discipline influence on students' abilities with the SEL skills as designated by CASEL (2012). Through this analysis, interpretations allow for understanding Conscious Discipline influence on the CD School.

ANOVA for DSCS-S

This analysis was a second factorial ANOVA with the same independent variables but using the cumulative score of the DSCS-S as the single dependent variable. Through this analysis, determination was made of Conscious Discipline's influence on student perceptions of the overall school climate. The null hypothesis for this analysis was again that Conscious Discipline students' perspectives are not significantly different to their non-CD peers and transient students' perspectives are not significantly different. If the null is rejected, then the belief would be that transient students attending a school with a whole-school implementation of Conscious Discipline have a significantly more positively perception of school climate.

MANOVA for 3 Subscales

The third hypothesis states that transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school safety, teacher/student relationships, and student/student relationships than transient students at a non-CD peer school. The null of this hypothesis was that transient student perceptions at the CD School are less than or equal to their non-CD peers. With the increase in outcome variables a MANOVA was be appropriate. These sub-elements were selected due to their emphasis within Conscious Discipline. Relationship building, both between teachers and students and students and students, is a key part when considering building a school family (Bailey et al, 2011), and safety is one of the primary goals as stated by Bailey (2002) in her introduction to Conscious Discipline.

Table 5
Correlational Coefficients between Subscale and Total Scale Scores for the Full Sample (DSCS-S)

Sub-Scale	1	2
1. Teacher–Student Relations		
2. Student–Student Relations	0.56	
3. School Safety	0.58	0.64

Note. All correlations are significant at $p < .001$.

MANOVA's are used when there are multiple dependent variables and 2 or more independent variables (Field, 2014). For this analysis the independent variables remain the same from the previous two analysis and the dependent variables are school safety, teacher-student relationships, and student-student relationships. These dependent variables are moderately correlated (Bear et al, 2019, p. 35; see Table 5). It is because of this correlation that a MANOVA can be conducted to determine the influence of Conscious Discipline on transient students' perceptions of these three variables. However due to the violation of the linearity and

multicollinearity expectations of the MANOVA, 3 separate ANOVAs were required to be run instead. Through these three hypotheses and their corresponding analysis, more results are offered for a review of the influence of Conscious Discipline on transient students' perceptions of various measures related to school climate and on the schools' support of students in obtaining the competencies needed to be highly skilled members of the 21st century.

Chapter 4: Results

Three hypotheses drove this research regarding the influence of Conscious Discipline, on transient students and their perceptions of school climate. Overall, two different types of tests were run. Two separate, Two-Way ANOVAs were used to examine the independent variables of the school students were enrolled in and when they began that enrollment and make comparisons to their Social Emotional Competency Scores, and on their perceptions of School Climate. One Two-Way MANOVA was also used to examine those independent variables against School Climate sub-scales Scores. However, this data did not meet some of the underlying assumptions and therefore was removed in favor of three separate Two-Way ANOVAs that analyzed specific sub-sets of School Climate: School Safety, Teacher/Student Relationships, and Student/Student Relationships.

Each of these tests will be introduced through their respective hypothesis related to the research question and a general discussion of the results will be included. However, a more detailed discussion will be included in the subsequent chapter with a discussion of the implication of those results. Though to start, the Research Question will be restated followed by a review of the Descriptive Statistics before beginning the discussing of the Two-Way ANOVA results.

Research Questions Restated

What influencedoes whole-school use of Conscious Discipline have on transient students' perceptions of school climate in comparison to like peers at a non-CD School?

Three hypotheses guided this study:

H1: Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school.

H1a: Transient Students in a Conscious Discipline school are expected to have significant higher Social and Emotional Competency scores than transient students at a non-CD peer school.

H2: Students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than students at a non-CD peer school.

H2a: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than transient students at a non-CD peer school.

H3: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school safety, teacher/student relationships, and student/student relationships than transient students at a non-CD peer school.

Descriptive Statistics

Participants were selected from two schools within the same school district, one that used Conscious Discipline as its primary SEL program and another that had no specific program as its whole school approach to SEL. Table 1 includes the demographic information for all responders to the survey at both the CD School and the non-CD School as well as the total for all responders.

Each school had a majority minority population; the CD-School's minority percentage was 85.21%, while the non-CD Schools was 85.95% (Louisiana Department of Education,

2019). This meets the first primary component required as stated previously for High-Poverty research, as it meets the minimum 75% requirement.

Table 6
Demographic Information of Responders to Survey

	Total	CD School	Non-CD School
Total Students	263	142	121
By Sex:			
Boys	130	74	56
Girls	133	68	65
By Race:			
White or Caucasian	39	22	17
Black or African American	175	88	87
Hispanic/Latino	11	5	6
Asian American	10	9	1
American Indian	15	8	7
Native Hawaiian	3	1	2
Multi-Racial	10	9	1
By Grade:			
3rd	81	45	36
4th	97	52	45
5th	85	45	40
By Attended 1st Day:			
Yes	214	119	95
No	49	23	26

Unfortunately, without having access to primary student data, it is impossible to know if the majority of students were High-Poverty as well. Unfortunately, this data is not accessible in anyway specific to these students. Therefore, other means must be used to access this data. One way is overall school trends released by the state annually that state the CD School was at 87.09% and the non-CD School was at 94.22% enrollment for high poverty students (Louisiana Department of Education, 2019). This would suggest that most of the students surveyed do fall into the High-Poverty category.

Table 7

Descriptive Statistics of Each Two-Way ANOVA Ran

		Total SEL Competency			Total School Climate			Total School Safety		
School		Mean	*SD*	N	Mean	*SD*	N	Mean	*SD*	N
CD School	Yes[a]	47.87	7.76	117	84.77	12.04	119	8.29	2.05	119
	No[b]	46.04	9.18	23	84.48	12.80	23	8.41	0.80	17.
	Total	47.57	8.00	140	84.73	12.12	142	8.30	1.93	136
Non-CD School	Yes[a]	50.60	6.91	93	88.87	11.55	93	9.19	1.58	88
	No[b]	48.62	7.80	26	87.96	10.29	25	8.12	2.63	26
	Total	50.17	7.13	119	88.68	11.26	118	8.95	1.91	114
Total	Yes[a]	49.08	7.50	210	86.57	11.98	212	8.67	1.91	207
	No[b]	47.41	8.48	49	86.29	11.57	48	8.23	2.09	43
	Total	48.76	7.71	259	86.52	11.88	260	8.60	1.95	250

		Total S/S[c] Relationship			Total T/S[d] Relationship		
School		Mean	*SD*	N	Mean	*SD*	N
CD School	Yes[a]	12.14	3.27	119	15.68	3.14	117
	No[b]	11.91	3.95	23	15.64	2.89	22
	Total	12.11	3.38	142	15.68	3.09	139
Non-CD School	Yes[a]	12.19	3.54	95	16.49	2.99	92
	No[b]	11.19	3.37	26	16.92	2.84	25
	Total	11.98	3.51	121	16.58	2.95	117
Total	Yes[a]	12.16	3.38	214	16.04	3.09	209
	No[b]	11.53	3.63	49	16.32	2.91	47
	Total	12.05	3.43	263	16.09	3.06	256

Notes:

[a] category for students that attended the first day of school in August

[b] category for students that began attending the school after the first day

[c] Student/Student Relationship
[d] Teacher/Student Relationship

As suspected in the determination of the comparison school, most demographic data is similar. While the CD School is larger, as it has more students, the differences between those students outside of a few demographics are not that dissimilar. Most notable in terms of differences are the number of boys at the non-CD school as compared to the CD School. the CD School had a total of 18 more boys, but only 3 more girls.

Additionally, the extra students at the CD School resulted in a more diverse student body with eight more Asian American students as well as eight more Multi-racial students. Finally, the most significant difference in terms of the results is that there are more students that identified themselves as starting the year at the CD School as opposed to the non-CD school (119 to 95 respectively). This could affect the perceptions of students at CD school as the greater consistency in sheer numbers could influence the results.

Table 8
Differences between Means of Transient and Non-Transient Respondents at both Schools

Test	Non-CD School	CD School
Total SEL Competency	1.98	1.83
Total School Climate	0.91	0.29
Total School Safety	1.07	-0.12[c]
Total S/S[a] Relationship	1.00	0.23
Total T/S[b] Relationship	-.043[c]	0.04
Average Difference[d]	1.08	.50

Notes:
[a] Student/Student Relationship
[b] Teacher/Student Relationship
[c] A negative number indicates a reverse in scoring where the No students scored higher than Yes students.

[d] for the Avg. negative was used as a positive for a true Avg.

Overall, what can be seen from Table 7 and Table 8 is that, while the non-CD School has students that score higher on all five measures, the spread between the Yes respondents and the No respondents is greater. The opposite is true for CD School, where they score lower but tend to be more consistent in their scores. These results clearly contradict expectations in terms of which school would score better but holds true to the idea that Conscious Discipline may help with consistency. Further analysis through the ANOVAs and MANOVA is warranted to see if these results are significant.

Two-Way ANOVAs

Hypotheses One – SEL Competency Scores

H1

Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school.

H1a

Transient Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than transient students at a non-CD peer school.

Null Hypothesis

Students at the Conscious Discipline school were less than or equal to their non-CD peers on their competency scores and transient students were less than or equal to their peers.

Question for Analysis

What influence did Conscious Discipline have on Social and Emotional Competency Scores for the CD School and on Transient Students specifically?

Hypothesis 1 states that there should be a significant difference in perception of SEL Competency for all students in the CD School as compared to the non-CD School. Hypothesis 1a goes one step further and states that transient students in the CD School should be have a significantly more positive perception of SEL Competency scores than non-CD School.

Initially a two-way Analysis of Variance (ANOVA) was run to examine the effects of transience and Conscious Discipline implementation on student's perceptions of their SEL Competency. Residual analysis was performed to test for the assumptions of the two-way ANOVA. Outliers were assessed by inspection of a boxplot; normality was assessed using Shapiro-Wilk's normality test for each cell of the design and homogeneity of variances was assessed by Levene's test. Two outliers of students that attended the first day of school at the CD School with both being more than one and half box-lengths away from the edge of the boxplot and two other outliers were seen in students that attended the first day of school at the non-CD School. One of these was more than one and half box-lengths away and the other was more than three box-lengths away. Those data points that are more than one and half box-lengths away are outliers that fall outside of the $25^{th} – 75^{th}$ percentile.

Additionally, through a Test of Normality, it was determined that the data was not normally distributed, as assessed by Shapiro-Wilk's test on students who attended the first day at the CD School (p = .028) and for students that attended the first day at the non-CD School (p = .002). Finally, there was homogeneity of variance, as assessed by Levene's test for equality of variances, p = .706.

There was no statistically significant interaction: $F(1,259) = .000$, p = .983, partial η^2 = .000. However, due to the violation of assumptions required to successfully interpret a two-way

ANOVA, and as suggested by Osborne and Overbay (2004) as a way to potentially increase the accuracy of the results, the test was ran again eliminating the four outliers from the data set.

Through the removal of the outliers, the previously violated assumption of outliers was eliminated, as assessed by inspection of a boxplot. Also, the violation for normal distribution was eliminated for students attending day one at the CD School, as assessed by Shapiro-Wilk's test (*p* = .089). However, the violation of assumption of normal distribution was not eliminated for students that attended the non-CD School the first day, as assessed by Shapiro-Wilk's test (*p* = .004). Finally, the removed outliers still resulted in homogeneity of variance, as assessed by Levene's test for equality of variances, *p* = .706.

Table 9
SEL Competency Scores (With Outliers Removed)

Source	Df	*F*	H	*P*
Corrected Model	3	3.334	0.038	0.020
Intercept	1	6372.827	0.962	0.000
School	1	4.803	0.018	0.029
Attended_Day_1	1	2.487	0.010	0.116
School * Attended_Day_1	1	0.004	0.000	0.948
Error	255			
Total	259			
Corrected Total	258			
a. R Squared = .038 (Adjusted R Squared = .026)				

Through this second analysis there was a statistically significant main effect for "School" on "SEL Competency" scores, F(1, 255) = 4.803, *p* = .029, partial η = .018 Mean "SEL Competency" (Table 9) Pairwise comparison showed that the CD School scored a statistically significant main difference of -2.730, 95% CI [-4.811, -650] (Table 10).

This revealed that, while there was a significant difference in SEL Competency scores, it was in the opposite direction of what was expected. This means that the results demonstrate that the CD School students have a lower level of self-reported competency than the non-CD School students. Additionally, while there is a statistically significant difference in SEL Competency scores between schools; there is no statistical significance between when students attend each school on SEL Competency Scores. This indicates that transient students are not impacted differently at the CD School in comparison to the non-CD School.

Table 10
Pairwise Comparison of the CD School to the non-CD School for SEL Competency

Student attended the first day of school	Observed School	Comparison School	Mean Difference	Std. Error	p^b	95% Confidence Interval for Difference[b]	
						L	U
Yes	CD School	Non-CD School	-2.730*	1.056	0.010	-4.811	-0.650

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Bonferroni.
L Lower Bound
U Upper Bound

Through this second analysis there was again no statistically significant interaction between the school attended and if the student started there on the first day for the "SEL Competency" score $F(1,255) = .004$, $p = .948$, partial $\eta^2 = .000$ (Table 9). Therefore, an analysis for students that attended the first day was performed, which indicated no statistically significant effect on mean "SEL Competency" scores, $F(1,255) = 2.487$, $p = .116$, partial $\eta^2 = .000$ (Table 9).

The Null Hypothesis for this test stated that students at the Conscious Discipline school were less than or equal to their non-CD peers on their competency scores and transient students

were less than or equal to their peers. Seeing that this is true, that the CD School had lower SEL Competency Scores and transient students were not statistically different across schools, and even though the school was significant; just in the opposite direction, the Null is accepted.

Hypothesis Two – School Climate Scores

H2

Students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than students at a non-CD peer school.

H2a

Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than transient students at a non-CD peer school.

Null Hypothesis

That CD School students' perspectives are less than or equal to their non-CD peers and transient students' perspectives are less than or equal to their peers.

Question for Analysis

What influence did Conscious Discipline have on perceptions of School Climate for the CD School and on Transient Students specifically at the CD School?

Hypothesis 2 states that there should be a significant difference in perception of School Climate for all students in the CD School as compared to the non-CD School . Hypothesis 2a goes one step further and states that transient students in the CD School should be have a significantly more positive perception of School Climate scores than the non-CD School.

Again, a two-way ANOVA was run to examine the effects of transience and Conscious Discipline implementation on student's perceptions of their School's Climate was conducted. Residual analysis was performed to test for the assumptions of the two-way ANOVA. Outliers were assessed by inspection of a boxplot; normality was assessed using Shapiro-Wilk's normality test for each cell of the design and homogeneity of variances was assessed by Levene's test. Three outliers were revealed through the analysis of the boxplots. Two of the outliers were more than one and half box-lengths away from the boxplot at the non-CD School for students that did attend the first day. A third outlier was found in the boxplot for students that did not attend the non-CD School on day one. This outlier was more than one and half box-lengths away. Data was normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$). Finally, there was homogeneity of variances, as assessed by Levene's test for equality of variances p = .983.

There was no statistically significant interaction between school and when the student attended the school for "School Climate" scores, $F(1, 259) = .234$, $p = .629$, partial $\eta^2 = .001$. However, again following the recommendation of Osborne and Overbay (2004), the outliers were removed.

In these new results, an analysis of the main effect for school was warranted, which indicated there was a statistically significant difference in "School Climate" scores for both the CD School and non-CD School, $F(1,256) = 4.032$, , $p = .046$, partial $\eta^2 = .016$ (Table 11). As it is statistically significant, a pairwise comparison was run. the CD School was associated with a mean "School Climate Score" of -3.790 (95% CI, -7.507 to -.073) points lower than the non-CD school, a statistically significant difference, $p = .046$ (Table 12).

Building upon the results of the first test on SEL Competency Scores, this test followed the same trend. While there is a significant difference between schools in general, it is in the opposite direction of what was expected. The average School Climate score was universally higher at the non-CD School than at CD School but were also more consistent at the CD School. Additionally, the CD School had a difference in Mean of .025, while the non-CD School had a difference in Mean of .911 (Table 13).

Table 11
School Climate Scores (With Outliers Removed)

Source	Df	*F*	H	*P*
Corrected Model	3	2.461	0.028	0.063
Intercept	1	8405.038	0.970	0.000
School	1	4.032	0.016	0.046
Attended_Day_1	1	0.102	0.000	0.750
School * Attended_Day_1	1	0.027	0.000	0.870
Error	256			
Total	260			
Corrected Total	259			
a. R Squared = .028 (Adjusted R Squared = .017)				

And again, there was no statistically significant result for the interaction, $F(1, 256) = .027$, $p = .870$, partial $\eta^2 = .000$ (Table 6). There were no outliers detected and the data was normally distributed, as assessed by Shapiro-Wilk's Test ($p > .05$) and there was still homogeneity of variances, as assessed by Levene's test for equality of variances, $p = .807$ for the adjusted data with outliers removed. Once those outliers were removed, further analyses for the interaction, school, and transient students was available.

Table 12
Pairwise Comparison of the CD School to the non-CD School for School Climate

Observed School	Comparison School	Mean Difference	Std. Error	p^b	95% Confidence Interval for Difference[b]	
					L	U
CD School	Non-CD School	-3.790*	1.887	0.046	-7.507	-0.073

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Bonferroni.
L Lower Bound
U Upper Bound

As for transient students, there was no significant difference between students that started at the beginning of the year and those that did not. The Null Hypothesis for these tests stated that CD school students' perspectives are less than or equal to their non-CD peers and transient students' perspectives are less than or equal to their peers. Though the null is rejected due to a significant difference between schools, overall, the interaction is less than and transient students are not significantly different from their peers at other schools; therefore, CD is not seen as a significant influencer for school climate.

Table 13
School Climate Mean Comparison of the CD School to the non-CD School

School	Students Attended First day	Mean School Climate Score	Student Did Not Attend First day	Mean School Climate Score	Difference Between Means
CD School	Yes	84.773	No	84.748	0.025
Non-CD School	Yes	88.871	No	87.96	0.911

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Bonferroni.

Hypothesis Three – Sub-Components of School Climate

H3

Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of School Safety, Teacher/Student Relationships, and Student/Student Relationships than transient students at a non-CD peer school.

Null Hypothesis

That transient student perceptions at the CD School are less than or equal to their non-CD peers.

Question for Analysis

What influence does Conscious Discipline have on subscales of School Climate, School Safety, Student/Teacher Relationships, and Student/Student relationships Scores for the CD School and on Transient Students specifically at the CD School?

Despite there being no statistically significant difference between when students attended and where they attended on School Climate, examining the third hypothesis could still reveal valuable information as to student perceptions of the previously mentioned sub-elements. Therefore, hypothesis three was still pursued to determine what, if any information could be obtained from this analysis.

Hypotheses 3 states that transient students should have a significantly more positive perception of the three School Climate sub-scales (School Safety, Teacher/Student Relationships, and Student/Student Relationships) at the CD School, than their peers at the non-CD School. This time, a two-way MANOVA was run to examine the effects of the transience and Conscious Discipline implementation on the sub-scales TSR, SSR, and SS.

Table 14
Correlations of Dependent Variables at the CD School for students that did not attend the first day.

Dependent Variable	Correlated to 2nd Dependent Variable	Pearson Correlation	*P*	N
Total Teacher Student Relationship	Total Student Student Relationship	0.164	0.454	23
Total Teacher Student Relationship	Total School Safety	0.229	0.294	23
Total Student Student Relationship	Total School Safety	.595**	0.003	23.000

**. Correlation is significant at the 0.01 level (2-tailed).

a. School Attended = CD School, Student attended the first day of school = No

However, prior to running this analysis, it was revealed that the data violated two assumptions of the MANOVA test: linearity and multicollinearity (Tables 14 and 15). While the MANOVA violated linearity at every level, it only violated multicollinearity for students attending the CD School after the first day and for students attending the non-CD School for the first day. Any correlation under .3 was considered a violation of multicollinearity. In violating those assumptions that decision was made to run each sub-scale separately as their own ANOVAs and to report those results here. For all three ANOVAs, outliers were assessed by inspection of a boxplot, normality was assessed using Shapiro-Wilk's normality test for each cell of the design and homogeneity of variances was assessed by Levene's test.

Table 15
Correlations of Dependent Variables at the non-CD School for students that did attend the first day.

Dependent Variable	Correlated to 2nd Dependent Variable	Pearson Correlation	*P*	N
Total Teacher Student Relationship	Total Student Student Relationship	0.158	0.125	95
Total Teacher Student Relationship	Total School Safety	.594**	0.000	95
Total Student Student Relationship	Total School Safety	.281**	0.006	95

**. Correlation is significant at the 0.01 level (2-tailed).
a. School Attended = CD School, Student attended the first day of school = No

School Safety

A two-way ANOVA was conducted to examine the effects of school and when students attend that school on total student perceptions of School Safety. Residual Analysis was performed to test for the assumptions of the Two-Way ANOVA after the outliers were removed. Residuals were not normally distributed ($p < .05$) and there was not homogeneity of variances ($p < .000$). Violation of these two assumptions must be considered when reviewing the results of the main effects of this two-way ANOVA. Prior to the removal of outliers there was no statistically significant result: $F(1, 259) = .863$, $p = .354$, partial $\eta 2 = .003$ for the interaction (Table 16).

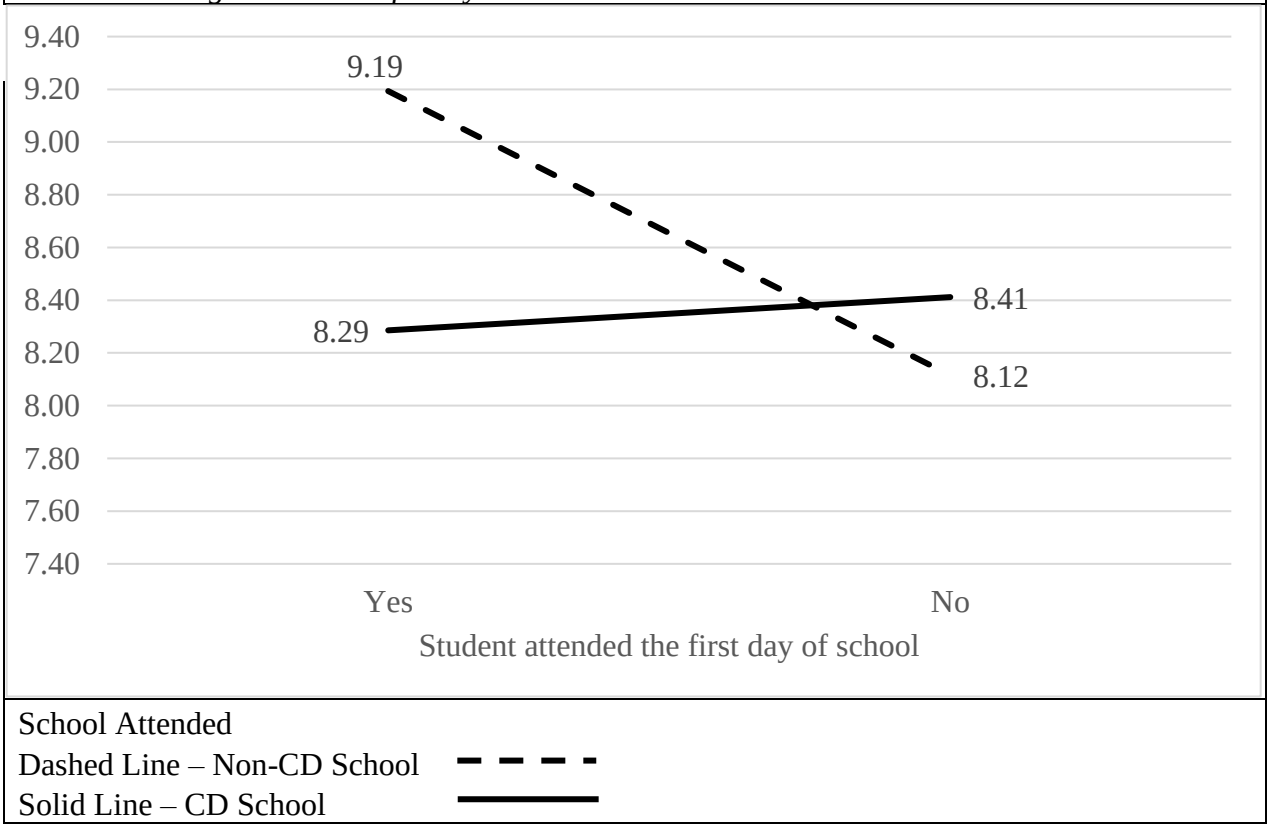
Again, following Osborne and Overbay's (2004) suggestion outliers were removed. In removing these outliers there was a trend of interaction (Figure 1); however, the results were still not significant (Table 11) $F(1,246) = 3.404$, , $p = .066$, partial $\eta^2 = .0146$.

Table 16
Total School Safety Score including Outliers

Source	Df	*F*	H	*P*
Corrected Model	3	1.723	0.020	0.163
Intercept	1	2549.022	0.908	0.000
School	1	0.566	0.002	0.453
Attended_Day_1	1	1.605	0.006	0.206
School * Attended_Day_1	1	0.863	0.003	0.354
Error	259			
Total	263			
Corrected Total	262			

a. R Squared = .052 (Adjusted R Squared = .041)

Figure 1
Estimated Marginal Means of SS by School with Outliers Removed



Additionally, in considering the schools independently there also was no significant interaction between schools, F(1,246) = .877, p = .350, partial η^2 = .004 and none between when students attended, F(1,246) = 2.128, p = .146, partial η^2 = .009. Therefore, no pair wise comparisons were completed. Ultimately, these results determine that Conscious Discipline had no discernable effects on the CD School or on students regardless of when they started at the school meaning School Safety cannot be determined to be influenced by Conscious Discipline.

Table 17
Total School Safety Score with Outliers Removed

Source	Df	*F*	H	*P*
Corrected Model	3	4.529	0.052	0.004
Intercept	1	2716.160	0.917	0.000
School	1	0.877	0.004	0.350
Attended_Day_1	1	2.128	0.009	0.146
School * Attended_Day_1	1	3.404	0.014	0.066
Error	246			
Total	250			
Corrected Total	249			

a. R Squared = .052 (Adjusted R Squared = .041)

Teacher/Student Relationships

A two-way ANOVA was conducted to examine the effects of interactions between school and student transient status' student perceptions of TSR. Residual Analysis was performed to test for the assumptions of the Two-Way ANOVA after the outliers were removed. Residuals were not normally distributed (p < .05) and there was homogeneity of variances (p = .942). Violation of the assumption of normality must be considered when reviewing the results of the main

effects of this two-way ANOVA. Prior to the removal outliers there was no statistically significant results F(1, 259) = .327, p = .568, partial η2 = .001 for the interaction (Table 18).

Table 18
Total Teacher/Student Relation Score including Outliers

Source	Df	*F*	H	*P*
Corrected Model	3	1.093	0.012	0.353
Intercept	1	3325.597	0.928	0.000
School	1	2.868	0.011	0.092
Attended_Day_1	1	0.000	0.000	0.985
School * Attended_Day_1	1	0.327	0.001	0.568
Error	259			
Total	263			
Corrected Total	262			

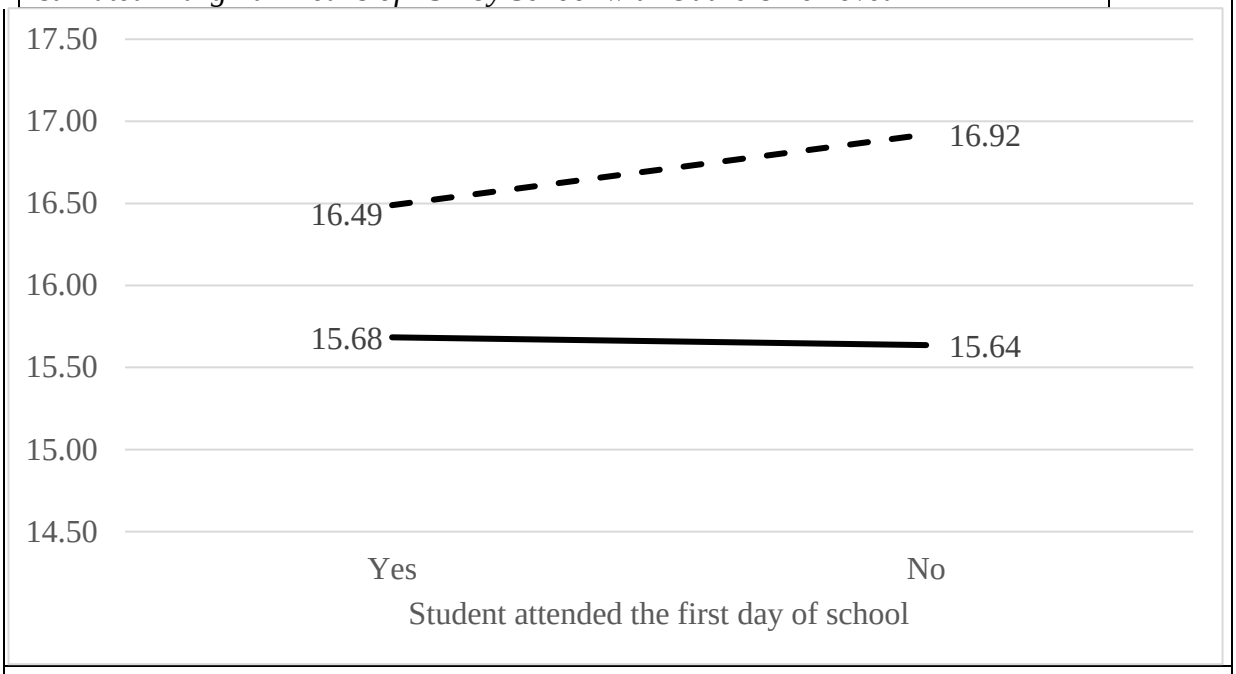
a. R Squared = .012 (Adjusted R Squared = .001)

Again, following Osborne and Overbay's (2004) suggestion outliers were removed. However, there was a significant difference between the two schools, F(1,252) = 4.510, p = .035, partial η^2 = .018.

All pairwise comparisons were run for main effect of school with reported 95% confidence intervals and p-values, Bonferroni-adjusted within each simple main effect. The CD School had a statistically significant lower mean of Teacher/Student Relationship score than non-CD school, -1.045 (95%CI, -2.013 to -.076), p = .035 (Table 20). This result further confirms what the initial examination of means revealed; the non-CD School is perceived to have provided an environment that students feel is more supportive of Teacher/Student Relationship than the CD School students feel about their school, and that perception difference is significant.

Figure 2

Estimated Marginal Means of TSR by School with Outliers Removed



School Attended
Dash Line – non-CD School
Solid Line - CD School

Table 19
Total Teacher/Student Relation Score with Outliers Removed

Source	df	*F*	H	*P*
Corrected Model	3	2.013	0.023	0.113
Intercept	1	4329.941	0.945	0.000
School	1	4.510	0.018	0.035
Attended_Day_1	1	0.152	0.001	0.697
School * Attended_Day_1	1	0.236	0.001	0.627
Error	252			
Total	256			
Corrected Total	255			

a. R Squared = .023 (Adjusted R Squared = .012)

In removing these outliers there was a trend of interaction (Figure 2); however, the results were still not significant for the interaction (Table 19) $F(1,252) = 0.236$, $p = .627$, partial $\eta^2 = .001$. The Null Hypothesis for these tests stated that CD school students' perspectives and transient students' perspectives are less than or equal to their non-CD peers. Though there is a significant difference between schools, overall, the CD school is less than and transient students are not significantly different from their peers at other schools; therefore, CD is not seen as a significant influencer for teacher/student relationships.

Table 20
Pairwise Comparison of the CD School to the non-CD School for TSR With Outliers Removed

Student attended the first day of school	Observed School	Comparison School	Mean Difference	Std. Error	p^b	95% Confidence Interval for Difference[b]	
						L	U
Yes	CD School	Non-CD School	-1.045*	0.492	0.035	-2.013	-0.076

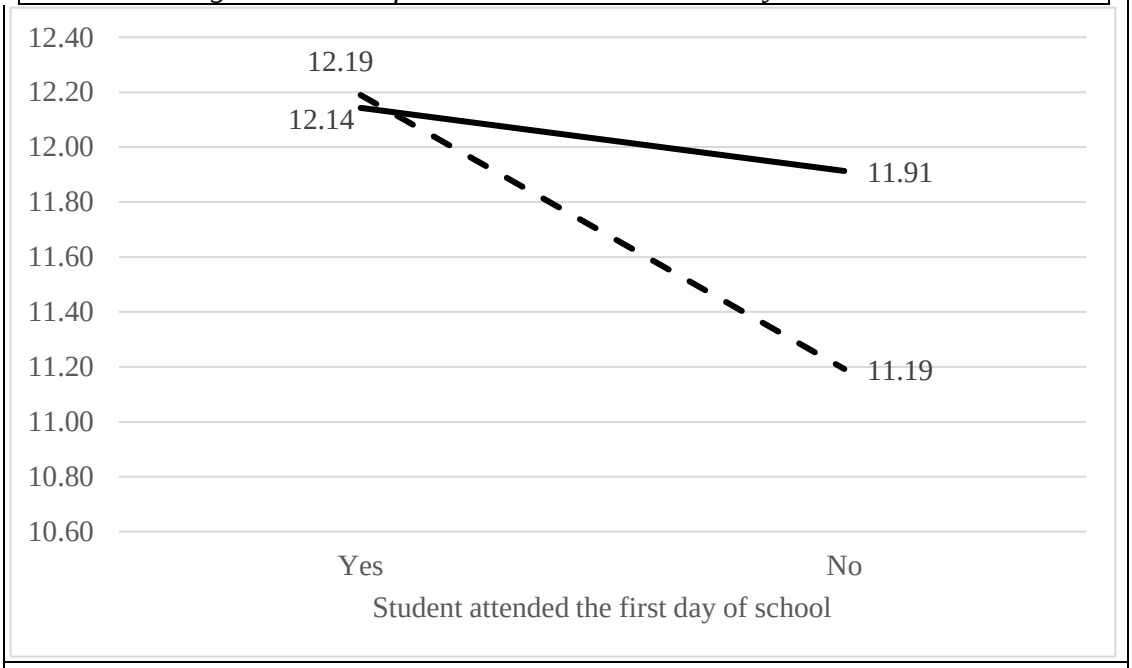
Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Bonferroni.
L Lower Bound
U Upper Bound

Student/Student Relations

A two-way ANOVA was conducted to examine the effects of school and when attended on total student perceptions of SSR. Residual Analysis was performed to test for the assumptions of the Two-Way ANOVA. Residuals were not normally distributed ($p < .05$) and there was homogeneity of variances ($p = .618$). Violation of the assumption of normality must be considered when reviewing the results of the main effects of this two-way ANOVA. As there were no outliers for this category the results below are reported as such.

Figure 3

Estimated Marginal Means of Student/Student Relations by School



School Attended

Dashed Line - Non- CD School

Solid Line - CD School

Continuing the pattern established by School Safety and Teacher/Student Relationship, while there is a trend in interaction (Figure 3) there was no statistically significant interaction between schools, $F(1,259) = .493$, $p = .483$ partial $\eta^2 = .002$ between schools, $F(1,259) = .380$, $p = .538$, partial $\eta^2 = .001$ and none between when students attended, $F(1,259) = 1.260$, $p = .263$, partial $\eta^2 = .005$ (Table 21). Therefore, no pair wise comparisons were completed.

Holding true to the analysis of question 2 and question 1, these results indicate there is some significance differences between schools, and that those differences they tend to be in the opposite direction and not conclusive overall. The null hypothesis for this question stated that transient student perceptions at the CD School are less than or equal to their non-CD peers.

Seeing the results indicate that there is not significant difference between transient students, the null hypothesis is again accepted.

Table 21
Total Student/Student Relation Score

Source	df	*F*	η	*P*
Corrected Model	3	0.631	0.007	0.595
Intercept	1	1883.951	0.879	0.000
School	1	0.380	0.001	0.538
Attended_Day_1	1	1.260	0.005	0.263
School * Attended_Day_1	1	0.493	0.002	0.483
Error	259			
Total	263			
Corrected Total	262			

a. R Squared = .007 (Adjusted R Squared = -.004)

Summary

Overall these results indicate that while whole school implementation of a SEL can provide some stability in terms of perceptions of both School Climate and SEL Competency, it alone is not enough to boost those perceptions to be stronger than peer schools that do not subscribe to one overarching SEL program. The potential reasons for this and the implications as well as what this could mean for teachers, school administrators, and district administrators will be discussed in the subsequent chapter.

Chapter 5: Discussion

This chapter discusses the results of this research into the influence of Conscious Discipline, specifically, and SEL more generally, on transient student experiences in terms of self-reported evaluations of SEL Competencies, School Climate, Safety, Teacher-Student Relationships, and Student-Student relationships. This chapter is structured to go from a general discussion of the findings, to a more specific discussion of the limitations and delimitations of the study, with an overview of the scholarly and general policy implications, finally concluding with suggestions for future research.

Research Question Restated

Using survey results, and the statistical analysis of ANOVA's of those results, this research set out to answer one broad research question with more specific hypothesis illuminating the potential answer to that question:

What influence does whole-school use of Conscious Discipline have on transient students' perceptions of school climate in comparison to like peers at a non-CD School?

Additionally, three hypotheses guided this study:

H1: Students in a Conscious Discipline school are expected to have significantly higher Social and Emotional Competency scores than students at a non-CD peer school.

H1a: Transient Students in a Conscious Discipline school are expected to have significant higher Social and Emotional Competency scores than transient students at a non-CD peer school.

H2: Students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than students at a non-CD peer school.

H2a: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school climate than transient students at a non-CD peer school.

H3: Transient students in a Conscious Discipline school are expected to have significantly higher perceptions of school safety, teacher/student relationships, and student/student relationships than transient students at a non-CD peer school.

Discussion of Results

When reviewing the results of this research, there are a few interesting pieces that emerged, the first being that the CD School, the CD school, scored lower on every measure of the survey results. This would indicate that Conscious Discipline, and more generally the whole school approach to SEL implementation, had a negative effect on the students' perceptions of five recorded output measures. However, a deeper analysis into the results indicates another surprising fact. When looking at the differences between transient students' perceptions and non-transient student's perceptions, the non-CD School, had an expectedly wide spread of perceptions between the non-transient students and transient students, with non-transient students scoring higher by a decent margin on every measure except for Teacher/Student Relationship. Teacher/Student relationship not only had the smallest margin of difference (-.43), it also went in the opposite direction with transient students scoring higher.

This spread was smaller for the CD School students, which could indicate that whole school implementation of an SEL program, could promote the idea that transient students as getting acclimated to their surroundings quicker than non-CD peers. Unfortunately, according to these results, they are still getting more acclimated to a school climate that is not as strong as the non-CD peers. Offering possible explanations of this unexpected result, that the CD School

scored lower but more consistent than non-CD school on all observed results, will be the objective of the next sub-section.

Before proceeding however, it is important to note that the recommended sample size to have a power of 0.80 is 269. This research did not meet that benchmark, as the sample was capped at 263 or lower, depending upon the test used and the outliers removed. Despite that, however, all of ANOVA's ran had samples larger than 245, which does rise higher than the power of 0.75. Thus, the level of samples does not meet suggested threshold of .80 (Field, 2014) and the likelihood of their being a significant difference is more likely due to the increase of a Type II error; that error would still be more in the favor of non-CD School, than the CD School. Since the likelihood is that the non-CD School may have an even greater significant difference, the interpretation of the findings will continue below on the results as seen within this research.

Baily (2015) articulated that the goal of Conscious Discipline is to build a cohesive school family. Combining this idea and CASEL's (2012) belief that students instructed with SEL are better off educationally and emotionally, the main hypothesis of this research was set: a student attending a school with whole school SEL integration have a higher and more consistent response, regardless of enrollment status, as a non-CD peer school student. However, that hypothesis as only partially true. Therefore, some other factors must be considered. Through research and consideration, three main concepts would have most likely impacted the students' perceptions reported previously: percentage of transient students and their potential enrollment date, faculty internalized positivism or pessimism of the influence of Conscious Discipline, and teacher turnover. Each of these potential aspects will be delved in further here.

Transient Students and Length of Enrollment

In the original design of this research effort was made to divide the students by enrollment date into separate groups. However, due to the reduced number of students that indicated their enrollment after the year began (49 students total between both schools), the number of samples in each group would have been reduced and made outliers a more common occurrence (Field, 2012). Regardless of how the transient students were divided, both schools meet the minimum of a high transient student population (more than 10% of student body) as defined by the USGAO (2010). Yet, what is important is that the percentage of students that are transient is higher in the at the non-CD School as compared to the CD School (27.37% to 19.33% respectively).

Though the non-CD School had the greater spread of scores in most cases, it also scored higher than the CD School. These results would both support and run counter to Rumberger's (2003) assertion that the greater the number of transient students within a school population the lower the overall perspective of the school climate those students would have. It runs counter in that the transient students at the non-CD School were rated themselves as higher than their consistently enrolled peers at the CD School. However, it also is supportive because there is clearly a wider spread between transient students and their consistently enrolled peers at the non-CD School. Recognizing this contradictory result, and that Baily (2015) posited that the goal of Conscious Discipline was to build a cohesive unit, it may be fair to articulated that the hypothesis of this research was wrong in suggesting that Conscious Discipline, or SELs in general, support a more positive perspective of school climate than schools without such programs. A more appropriate hypothesis may state that Conscious Discipline and SELs create a more consistent perspective on school climate across transient and their more consistently

enrolled peers. This concept will be further developed in the Future Research section of this chapter.

Faculty

Due to previous research of Conscious Discipline being so teacher focused, this research placed an emphasis on student perspectives. However, teachers do offer a valuable insight into the climate of a school and greatly influence that climate (CASEL, 2012). With that in mind, there could be two explanations for the results that is not directly connected with the transient status of the student or necessarily the use of Conscious Discipline school wide. These two pieces are be faculty perspectives and faculty turnover.

Faculty turnover

As explained in Chapter 3, at the CD School, the administration has made a choice to implement Conscious Discipline and has done so for longer than 5 years. To do this, they made specific hiring decisions when it comes to who would replace exiting teachers, and that those new teachers to campus either would have been previously trained in Conscious Discipline or supported in attending training prior to the start of school. This hiring process could be seen as a strength of the rigor of Conscious Disciplines implementation, especially in light of research that demonstrates the importance of principals making conscientious hiring decisions in regard to the fit of the teacher to the needs of the school (Cranston, 2012a).

Through a meta-analysis, Cranston's (2012a) research on teachers found that supervisors should use employee fit to greatly influence the functioning of their organization. This means that if supervisors/principals want to improve outcomes for their students they need to take care in hiring quality teachers not on in skills but also on personality and outlook, and that these characteristics should match the current/future vision of the school. This is because the influence

of those hires can be felt when it either improves the organization or damages it (Kristoff-Brown et al, 2005). The importance of fit carries even more weight when the principal is hiring new teachers over experienced ones (Cranston, 2012b).

Determining the influence of these hires on the results seen in this research are difficult. As stated previously, the CD School scored lower and at time significantly lower on the measures of this research but did score more consistently. Recognizing that teacher turnover negatively impacts school climate (Guin, 2004) it is reasonable to believe that in hiring new teachers that place an emphasis on Conscious Discipline, but are still new, either to the school or teaching in general, could lead to these results. This would be that new teachers lower the climate, but trained or experienced Conscious Discipline teachers could help close gaps that would have otherwise exist. However, for this to be true, those new teachers would need the perspective that Conscious Discipline is a valued and needed tool within their arsenal.

Additionally, this teacher turnover could lead to an issue where the current crop of teachers demographically does not match the demographics of the students and this mismatch could lead to lower expectations for more HP/HM schools and students of those schools. (Gershenson et al, 2016). This mismatch then leads to the further problem of teacher perceptions and its impact on student perceptions and outcomes through this lowering of expectations.

Teacher perceptions

Emphasizing the reason that teacher turnover and the lack of fit as described by Cranston (2012a; 2012b) and Kristoff-Brown et al (2005) is so impactful is that teacher perspectives could be counter to the foundational believes of the administration. McClaughin (1990) articulated that, in order for school wide change or even efforts school wide to actually result in change, teachers had to internalize the efforts and live them through their daily practice. Most specifically,

McClaughlin (1990) articulated that "Local variability is the rule; uniformity is the exception" (p. 13). Though McClaughlin (1990) is speaking specifically to local variability between schools, it is not foreign to believe that classrooms act as independently as schools and are representative of this rule on a smaller scale (Daly et al, 2009).

To understand this variability within classrooms, it is important to recognize that it is teacher practices and beliefs that provides the variability. It is the teachers' perspectives or internalizations of the whole school change endeavor that drives their practices and beliefs (McLaughlin, 1990). Jimmieson et al (2010) supported the idea that teacher perceptions impacted student perceptions on student survey's on school climate. This change in variability in the classrooms supports Hoffman (2009) and Stearn's (2017) criticism of SELs; that implementing SELs could result in the dominant culture enforcing and implementing their beliefs on a non-dominant culture, in this case the high-poverty/high-minority students enrolled at the CD School. Essentially, this results in the idea that due to teacher turnover and potential variability with teacher perspectives, which can be seen as a spectrum ranging from full adherence to the principals of Conscious Discipline to only the token implementation, a lower school climate could not only be understood but expected.

Policy and Practical Implications

Readers of this research may have different understandings depending up on their position and role within an organization. The policy and practical implications will be discussed through three different lenses: career teachers, school-based administrators, and district administrators.

Career Teachers

CASEL (2012), Bailey (2001; 2014; 2015) and Bailey et al (2011) implores that SEL programs and Conscious Discipline, specifically, be instituted with fidelity. Additionally, recognizing that it is the internalization of the change effort by the classroom teacher that makes it successful (McLaughlin, 1990), front line educators must accept that they are responsible for implementing the program as it is intended in order to see the successes sought by choosing to subscribe to one specific program. It is not enough for career teachers to say that they are practicing Conscious Discipline, they must live it and demonstrate it through-out all of their teacher practices, not just in specific moments in order to see the success other classroom level research on Conscious Discipline has demonstrated (Caldarella et al, 2012; Donovan et al, 2016; Hoffman et al, 2005; 2009).

School-Based Administrators

Not that dissimilar to the implications for career teachers, school-based administrators looking to implement Conscious Discipline must take stock of their current teacher's perspectives and willingness to implement change on this scale. It cannot be a school-based mandate, as the reluctance and frustration with the forcing of the program would only breed contempt and hostility and an inclusive voice of the teachers in selecting the program of change would foster support and self-promulgation of program success (Hargreaves, 2004).

This teacher influence of forced school-based administration decisions does not speak to the financial influence a decision of implementation would cost. Programs of introduction and training for Conscious Discipline starts at $350 per attendee for a two-day training and $1500 per attendee for the full weeklong program (Loving Guidance, Inc, 2020). These prices do not include the expectation of travel and lodging also associated with attending the programs.

Therefore, for the interested administrator, the biggest implication is to be very selective of the teachers you invite to attend and work to provide and guarantee support for the implementation of the program once they return. Failure to do so would result in an increase in expenses with very little return for that investment.

District Administrator

In the same way that implications were shared between the school-based administrator and the career teacher, district administrators will face much the same issues, just on a larger scale. Instead of having to deal with the variability within classroom implementation, the variability would be on a grander scale of school-based implementation (McLaughlin, 1990). Additionally, there is still the cost associated with trainings.

Yet, since paying for travel could make the national trainings more expensive than necessary, districts and schools do have access to hiring a trainer/coach to come to them instead. However, while the expected costs in terms of nation-wide trainings is readily available, costs associated with hiring a coach specifically for one district or school is not listed and not readily accessible. This would imply that those costs are prohibitive. In recognizing this, the expanded resources the CD School has used throughout the years to have 2 coaches come to their school must be exorbitant and were not shared.

For both the school-based and district-based administrator, the greatest implication in terms of the financial support is that funds can and should be made available to those teachers, on individual basis, that are interested in the program and are willing to go through the training, implement the learning, and use reflective practices to monitor, adapt, and maintain the implementation of any SEL, not just Conscious Discipline.

Transient Student

The implications listed above were not specific to transient students, though the research question posited here was specific to those students. The reason for this is the ambiguity of the results and the overall lower school of the Conscious Discipline school. However, the implications for transient students indicated significant positives. Since the CD School had a small spread between the means of the transient student and longer enrolled students, there may be some positives to the implementation of an SEL. As articulated in Chapter 2, Conscious Discipline specifically is designed to build in an inclusivity for all students regardless of their previous experiences. This inclusivity at the very least helped to promote survey response of transient students that was near par to their peers and in terms of school safety – superior to their peers. Teachers, schools, and districts responding to the call of support for transient students, as laid out by Rumberger (2015), should be reflective of these results and begin the process of investigation into which specific pieces or supports providing for a more even playing field when it comes to transient student experiences in light of Conscious Discipline or SEL implementation.

Scholarly Implications and Future Research

The focus on transient students does not end in the practical sense. In reviewing Bronfenbrenner and Morris' (1998) Bioecological theory with the Process-Person-Context-Time variant, transient students play the pivotal role of "Person" and continued deference should be made to their experiences due to the still understudied aspects of those students' experiences (NRCIM, 2010; Rumbeger, 2015; USGAO, 2010; Welsh, 2017). For this research, Context was defined as a whole school approach, but as has been revealed by this research and discussed in other works, whole school implementation efforts face significant challenges that make it

difficult to assess the quality of implementation without other methods of data collection and analysis. In addition to Person and Context, Time is another key feature and as such the most obvious influence would be switching to a longitudinal study and away from the cross-sectional approach. Finally, the last piece of Bioecological Theory that is important to monitor is the Process. In this research the process was defined as Conscious Discipline. This process piece will be discussed later in this chapter.

Person and Context

One goal of this research was to identify if Conscious Discipline would support transient students in acclimating to their new school environment more quickly. These results demonstrate that there is clearly merit to the role of SELs or Conscious Discipline have when it comes to the process of transient students integrating into a school. Considering the factors that influence transient students and recognizing that though the overall perspective is lower than the comparison school, the CD School did meet Rumberger's (2015) goal of supporting transient students in rising to the standard of their more consistently enrolled peers.

The context for this setting was a whole school approach to SEL implementation. The choice of whole school was done with the knowledge of importance the whole school has for students when considering school climate (Mitchell et al, 2010). Due to the influence of the whole school approach, the implication is that while administrators, both school based and district based, must consider the abilities of individual teachers when implementing any program while still reporting on the overall image of the school regardless of the specific teacher.

Future Research – Person and Context

This variability and full image conflict must be considered by future researchers when considering Conscious Discipline's influence on the Person and Context portion of Bioecological

theory. This duality is because the Person, student and teacher, and Context, classroom and whole school, must be expanded when considering SEL implementation. Through this expansion, the perspectives of the teacher and the perspectives of the students can be cross referenced to provide a more balanced and inclusive picture of the school climate.

While previous research on Conscious Discipline has been so teacher specific, this research took a directly oppositional approach to focus on students. In integrating both approaches, this dual lens of review of both classroom level factors, and school level factors can be considered. This belief is considering Mitchell et al's (2010) findings that classroom level perspectives are more represented when teachers are surveyed; however, student results are more representative of school level factor. Future research considering Conscious Discipline through both lenses may also help overcome some of concerns associated with this work in terms of teacher perspectives on forced change within the school.

Time

From the initial conceptualization of this research, Time was always going to be a difficult concept from which to draw long term implication and make wide-spread recommendations regarding the outcomes related to this research. As stated, multiple times, cross-sectional designs with Bioecological Theory as the focus though allowed, are not preferred (Tudge et al, 2009). This research only further confirms that result. The most obvious example is that when considering the transient students within this research, there are no indications or considerations of how long those students had been enrolled. The leveling of results could simply be attributed to the fact that most of the students in the CD School had transferred in earlier in the year than the transient students at the non-CD School. This again undercuts the significance of the results and makes long term recommendations difficult to offer.

Future Research – Time

To counteract this, future research using this lens should be longitudinal and could be conducted in a number of ways. The first most obvious way is to survey all students at the beginning of the year or when they begin at the school and then follow up towards the end of the year. This should be done prior to state testing in order to avoid fatigue and/or restlessness prior to summer holidays. This approach would have a number of benefits that include tracking the growth of a student between two separate points of time, helping to identify trends when students start and end school, and could even help address the limitation of confounding between schools. Giving students the survey at the beginning of the year at one school, then again as they are entering their new school, and a third time as they are leaving for the year would address this limitation. Additionally, using the data retrieved in this method a direct comparison can be made on how the students feel/perceive a school as they start there.

Another possibility of longitudinal approach could be more informative and influential over the specific skills and lessons that are being taught at a school. Much like *ESSA* (2015) requires schools to be held accountable at the end of the year, schools could use mid-year school climate surveys or SEL Competencies surveys to benchmark their progress and provide specific interventions to address potential issues. Though this approach is more practical research than scholarly, there can still be benefits there as well. Scholarly researchers may have the freedom to try different approaches with different cohorts and narrow in on the specific rituals that are supportive of student acquisition of skills and improving school climate. Though more experimental in approach, a review would be done the first half of the year for one cohort using one specific ritual while another cohort uses a separate one. They could then switch at the end of the semester to track the progress of each.

Finally, there is the extended approach that looks at individual student responses over the course of one year and across multiple years. Through this approach of increasing data points, transient students will be tracked across schools and possibly multiple schools while more consistently enrolled peers are able to demonstrate the effects of that consistency. This could potentially add more fuel to the Rumberger's (2003, 2015) pleas for more support and recognition around transient students and their needs.

Process

Using the version of Bioecological Theory under consideration here, Conscious Discipline was the Process aspect. Though as demonstrated previously, without concrete data describing the quality of implementation, it is difficult to draw implications and make recommendations that are specific to Conscious Discipline. There is hope that Conscious Discipline did support transient students in reaching some sense of equality with their peers. The lower scores should still give pause on the value provided by the program. This is also true for the influence of SELs in general. SEL Competency scores were lower in the CD School than in the non-CD School. This indicates that despite its mission, SEL did not support students in obtaining the fundamental skills as specified by both CASEL (2012) and Bear et al (2015). Continued research and refinement of practices must be considered before more conclusive decisions can be made.

Future Research – Process

In recognizing that Conscious Discipline supported students in being integrated into the school approach more quickly, future research can take a more experimental approach and can look to delineate each ritual that was incorporated by Conscious Discipline (e.g. wish you well, class greeter, class ambassador, class jobs), and seek to quantify the influence of those

approaches on student perceptions. One way to consider the Process differently than just across time is the idea of how each ritual could be considered. In Time, they are offered sequentially, however under Process, all rituals may be present, but through additional questions on student surveys a more nuanced view of the rituals may be obtained. This could be a simple as a forced ranking system included with School Climate survey to more complex methods that individualize responses based upon different rituals.

Additionally, this research demonstrates that there can be value to Conscious Discipline's approach, which begets the question of if other SELs could provide the same or greater benefit. Future research should consider the same Person – Context – Time components but adjust the specific Process of SEL to determine if results are similar. A concrete comparison can begin to be drawn between different SEL approaches and their anticipated influence on students in general and transient students in particular.

Other Future Research Opportunities

One final piece for future research is that this research does not offer context or correlation to academic achievement, which is not much different from another research on SEL (Cook et al, 2015; Durlak et al, 2011). Academic achievement, however, could offer insight into the influence of the climate, culture, and the differences between the schools on some standardized assessments. Additionally, it could provide an interesting correlation of the influence of SEL on transient student's academic achievement, especially considering Mehana and Reynolds (2005) work on transient student achievement. This would be especially beneficial if the future research correlated individual student responses to the survey with their individual score results on standardized assessments.

Limitations of this Research

Onet of the limitations of this research is the cross-sectional design. Tudge et al (2009), stated that while cross-sectional is acceptable, using Bioecological theory is best served through a longitudinal study. In this case, the longitudinal study may have established a baseline of both the CD School and the non-CD School that could shed light on the level of growth students at both schools experienced during their time at the school. For example, it is possible that students entering the CD School had a significantly more negative perspective of their SEL Competencies. It could be true that through the implementation of Conscious Discipline, the CD School raised students at a greater rate than the non-CD School did for the same student types. Unfortunately, to understand this would have required an entrance survey prior to this post school year survey. This design did limit both the results of the research and the potential implications.

In the previous limitation an example was provided that described where students were when they entered the school. However, not knowing what skills, perspectives, or competencies students come with when they start at a school is a challenge for all schools, and, as stated previously, all schools are responsible for the ultimate outcome of the student regardless of when they start. One limitation that cannot be attributed to all schools and is much more specific to the set up within this research is the idea that perspectives of the student could be confounded due to proximity of the two schools. This significance is due to the potential confounding nature of students in this research. Because of the close proximity, students may be jumping between the two comparison schools. This would mean that neither cohort would offer a separate perspective, but that each would have lingering effects of the other because of the close proximity of students and the transferring of perspectives between the two (Hulley, Cummings, & Newman, 2013).

Potentially, this would be because students may have been drawing on experiences at both and allowing the contrast and comparison between the two schools to influence how they perceived each school individually. This contrast makes it harder to draw results between the two schools.

An additional impediment to the results of the survey was the time of year. This survey was administered post state testing but prior to the release of school. Student perspectives could have shifted with an eye on the future, instead of the past. The universal longing of summer may have boosted their perspectives of the school year as it was coming to an end, or it may have reduced their perspective as the end brings feelings of frustration and disappointed with the previous year (Iyer & Jetten, 2011).

Working in conjunction with the influence of nostalgia, this was the second school climate survey administered to these students. Porter et al (2003) has previously articulated that this multiple survey fatigue suppresses results and increases the difficulty of drawing solid conclusions. It must also be recognized that there is potential for the fatigue to be exacerbated because it was post state testing. It must be stated, however, that both schools would have been equally impacted as the timing was the same for both. Ultimately, what these limitations demonstrate is that despite efforts initially to account for and counteract potentially confounding variables, they still found a way in and may have made interpreting the results of the research more difficult.

Conclusion

In conclusion, the results of Conscious Disciplines influence on transient students' experiences is inconclusive. In this research, the CD school was significantly below the non-CD peer school in regard to student perspectives on School Climate, School Safety, SEL Competencies, Teacher/Student Relationships, and Student/Student Relationships. If this was the

only consideration of the research, Conscious Discipline would have been a failure, however, it was not the only consideration. With the inclusion of transient students and their perspectives, there is some redemption for Conscious Discipline. The transient students in the CD School did meet the expectation of being more closely aligned to their more consistently enrolled peers.

While this close alignment is a positive, it also begs more questions. These questions include what influence teacher perspectives of school-wide implementation had on the results, how long were the students enrolled prior to taking the survey, and what other factors could have contributed to the reduction in the over-all score for the CD School. Future research would do well to try to answer these questions as well as more specific questions related to Bioecological Theory. Through the manipulation and adjustments of the four components, Process – Person – Time – Context, more information could be revealed that offers continued support for Conscious Discipline and SELs, more generally. Ultimately, the biggest result from this research is that there is still much work to be done on school climate, SELs, transient students, and Conscious Discipline before more definitive answers can be offered on how each interacts and effects the other. Both practical users and scholarly researchers would do well to investigate Process – Person – Time – Context, in consideration of each other and alone and make specific choices that is as responsive to as many elements as possible. Through this process not only would individual educators and researchers grow in their understanding, but our understanding of how best to support students would as well. This should be the goal of all those who have set out to help students reach the height of their true potential and happiness.

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Appendix A

Delaware School Climate Survey – Student

Scales, Subscales, and Items –

2019 Version

*Question numbers aligned with their corresponding subscale.

Subscale	Student Version Items
School Climate Scale	
Teacher-Student Relations	2. Teachers treat students of all races with respect.
	7. Teachers care about their students.
	17. Teachers listen to students when they have problems.
	22. Adults who work here care about the students.
	26. Teachers like their students.
Student-Student Relations	11. Students are friendly with each other.
	16. Students care about each other.
	21. Students respect others who are different.
	29. Students treat each other with respect.
	30. Students get along with each other.
Student Engagement School-wide[2]	1. Most students turn in their homework on time.
	6. Most students try their best.
	23. Most students follow the rules.
	24. Most students like this school.
	28. Most students work hard to get good grades.
	12. Most students feel happy.
Clarity of Expectations	5. Rules are made clear to students.
	10. Students know how they are expected to act.
	15. Students know what the rules are.
	20. It is clear how students are expected to act.
Fairness of Rules	3. The school rules are fair.
	8. The consequences of breaking rules are fair.
	18. The school's Code of Conduct is fair.
	27. Classroom rules are fair.
School Safety	4. Students are safe in the hallways.
	13. Students feel safe.
	19. Students know they are safe in this school.
Bullying School-wide	9. Students threaten and bully others.

	14. Students worry about others bullying them.
	26. Students bully one another.
Items Not Scored	31. I am lying on this survey.

Student SEL Scale (*Revised 2017 version)	
Responsible Decision-making/Responsibility	1. I feel responsible for how I act.
	5. I am good at deciding right from wrong.
	9. I make good decisions.
	13. I think about the consequences of what I do
Understanding how others thing and feel/Social Awareness	2. I think about how others feel.
	6. I care about how others feel.
	10. I respect what others think.
	14. I try to understand how others think and feel.
Self-management of emotions and behavior	3. I can control how I behave.
	7. I think before I act.
	11. I can control my anger.
	15. I can calm myself when upset.
Relationship skills	4. I am good at solving conflicts with others.
	8. I get along well with others.
	12. I am kind to others.
	16. I help others.

Appendix B

General Demographic Questions Included in the DSCS-S

1. School Name: _____

2. Mark which gender you are:

__Boy __Girl

3. Mark your race/ethnicity:

__ American Indian or Alaska Native __Asian American __Black or African American

__ Native Hawaiian or Other Pacific Islander __Hispanic/Latino __Multi-Racial

__White or Caucasian

4. Mark your grade:

__ 3 __ 4 __ 5

Appendix C

Transient Student Demographic Questions

6. This is my ____ year at this school.

__ 1st __2nd __3rd __ more 3rd

7. I started the year at this school (If yes answer question 11; if no answer questions 8-10).

__ Yes __No

8. I started the year attending a different school.

__ Yes __ No

9. I attended ____ schools (including this one) this year.

__ 2 __ 3 __ 4 or more

10. I started at this school _____

__ Before Halloween __ Before Christmas __ Before Easter __ After Easter.

11. I attended this school last year

__ Yes __ No

Appendix D

Passive Permission Form

Dear Parents:

Our school is participating in a research study to understand the impact of social and emotional learning (SEL) programs on student perceptions of school climate and their abilities with specific skills associated with SEL through the PBIS department. The survey will allow schools to measure conditions for learning to improve the schools' environment.

The results will be used to understand, develop, and implement data driven targeted interventions that will:

- Improve academic achievement
- Increase student safety
- Increase graduation rates
- Reduce dropout rates
- Reduce at risk social behaviors
- Provide services to enhance pro-social skills for youth and families

Additionally, it is important to note that the results of this survey will be shared with a local university for further analysis within their educational leadership department. **Also, no personal information will be collected; this research is focusing on schools' behaviors and students' perceptions of those behaviors. Your child will not be identified personally in any way.**

I believe the survey is a worthwhile undertaking that will help create better, more effective prevention and intervention activities to help make our school a safer place for students to learn. I hope you agree to allow your child to participate in this effort. If you agree, you need to do nothing further. However, if for any reason you do not wish for your child to participate, please complete and return the **denial of permission** slip to your school by May 8 and your child will be excused from participation.

Thank you in advance for your support toward creating healthier environments for our youth.

Sincerely,

DENIAL OF PERMISSION SLIP

I do not want my son/daughter to participate in the Survey.

School _____ Date _____

Student's name _____

Parent's signed name _____

APPENDIX E

IRB Approval Letter

University Committee for the Protection of Human Subjects in Research
University of New Orleans

Campus Correspondence

Principal Investigator: Christopher Broadhurst, Ph.D.

Co-Principal Investigator: Kevin Nanney

Date: May 1, 2019

Protocol Title: School Climate and Culture

IRB#: 06Apr19

The IRB has deemed that the research and procedures of the above-named protocol are compliant with the University of New Orleans and federal guidelines and meets the standard for being exempt from further IRB review according to:

CFR 46.104 (d)(2): Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) and the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Researchers maintain the responsibility for ethical research practices in exempt research. Any changes to the procedures or protocols that change the eligibility of the study for exemption must be reviewed and approved by the IRB prior to implementation.

I wish you much success with your research project. If you any questions, please do not hesitate to contact me at 280-7386.

Sincerely,

Ann O'Hanlon, Chair
UNO Committee for the Protection of Human Subjects in Research

Vita

The author was born in New Orleans, Louisiana. He obtained a Bachelor of Science Degree from Louisiana State University in 2009 with a dual concentration in Health and Physical Education and Sport Studies. Additionally, he received a Minor in Psychology. He obtained his Master of Educational Administration from the University of Holy Cross in 2015. He joined the University of New Orleans Ph.D. program in 2016 to obtain his Ph.D. in Educational Administration.