

## Seven Keys to GREAT EXPECTATIONS Discipline

Elements	Current Challenges	Transformation Suggestions
<b>Climate</b>	<ul style="list-style-type: none"> <li>● Negative stress impedes learning, memory, retrieval of information.</li> <li>● Mistakes have negative connotations.</li> <li>● Support is missing.</li> <li>● Roles and goals are undefined.</li> </ul>	<ul style="list-style-type: none"> <li>● Eliminate threat (real or perceived).</li> <li>● Treat <u>mistakes</u> as opportunities.</li> <li>● Develop support groups.</li> <li>● Define role of learners.</li> <li>● Collaborate on <u>goals</u>. (Example)</li> </ul>
<b>Trust</b>	<ul style="list-style-type: none"> <li>● Interpersonal skills are weak.</li> <li>● Model is ineffective.</li> <li>● Behaviors reflect unmet needs.</li> <li>● Educator is inconsistent.</li> <li>● Learners have weak integrity.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Build relationships**</u>.</li> <li>● Be a <u>model for learners</u>.</li> <li>● Identify needs and meet them.</li> <li>● Build <u>trust*</u> through consistency.</li> <li>● Call for learners' integrity.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Learners lack goals, support, choice and feedback.</li> <li>● Poor learning states are common.</li> <li>● Learners have undeveloped strengths, stifled curiosity, and stagnate creativity.</li> <li>● Learners lack interest.</li> <li>● Learners lack competency.</li> </ul>	<ul style="list-style-type: none"> <li>● Use <u>Choice Goal Setting</u> to develop goals that motivate and inspire the learners.</li> <li>● Adjust <u>learning states</u>. Use <u>feedback</u> and support.</li> <li>● Tap into <u>learners' strengths</u>, interests, and talents.</li> <li>● Capitalize on the use of technology.</li> <li>● Offer <u>choice</u>. (<u>see dialogue examples on conflict resolution</u>)</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>● Educators don't provide clear expectations.</li> <li>● Learners use negative self-talk.</li> <li>● Learners give inconsistent effort.</li> </ul>	<ul style="list-style-type: none"> <li>● Use the <u>Eight Expectations for Living</u>.</li> <li>● Use a <u>creed</u> or <u>quotes</u> to define <u>desired behavior</u> and challenge learners.</li> <li>● Stipulate expectations; <u>affirm efforts</u>.</li> <li>● Promote learners' <u>leadership</u></li> </ul>

<b>Procedures</b>	<ul style="list-style-type: none"> <li>● Learners fail to behave properly because of weak guidelines.</li> <li>● Procedures are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>● Establish <b>procedures</b> and expectations.</li> <li>● Practices procedures repeatedly.</li> <li>● Make procedures uniform and apply consistently.</li> </ul>
<b>Consequences</b>	<ul style="list-style-type: none"> <li>● Educators use consequences not related to learners conduct.</li> <li>● Educators display charts or lists of learners' poor behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach cause and effect.</li> <li>● Educators work with learners to develop <b>logical consequences</b> for both positive and negative behaviors.</li> <li>● Allow learners to focus on solutions.</li> <li>● Disregard past failures.</li> </ul>
<b>Dialogue</b>	<ul style="list-style-type: none"> <li>● Learners use negative self-talk.</li> <li>● Educators demean learners with scolding or threatening comments.</li> <li>● Learners need help in attaining moral and ethical development and judgmental maturity.</li> </ul>	<ul style="list-style-type: none"> <li>● Use creeds and <b>quotes</b>.</li> <li>● Disregard past failures.</li> <li>● Preserve learners' dignity.</li> <li>● Be supportive; speak with sincerity.</li> <li>● Speak so that learners perceive themselves as significant and valuable.</li> </ul>

\* Suggest putting one of the trust characteristics in the **Ways to Build Trust Mind Map** and brainstorm what it would look like, sound like, and feel like.

\*\* Resources for Elementary, Middle School, and High School

**Building a Culture of Respect, Trust, and Success** - research and supporting strategies