Great Expectations Discipline Plan Strategies

Goal: To change behavior through learning to make better choices.

Great Expectations believes discipline:

- **Is the teaching one receives to prevent wrongdoing, not the penalty one receives following acts of misbehavior. The educator's desire is to assist learners in making positive choices.**

- **Should be an integral part of developing and maintaining the learning environment.**

- **Includes learners experiencing the natural consequences for their behavior and even assisting in devising logical consequences.**

- **Should be facilitated by educators who ask questions that lead learners to accept responsibility for their choices and help them determine steps to change behavior. (Choice C.R.O.S.S.ROADS Process - five step decision-making process which addresses conflict resolution, problem-solving and goal setting for behavior choices)**

- **Should be approached in a positive, neutral manner, not affixing blame or shame, but demonstrating trust in the learner's ability to identify the mistake or miscommunication and to correct it.**

Discipline Changes Behavior	*Punishment* A reaction to lack of discipline that rarely prevents future misbehavior
Word: discipline	**Word: punishment**
dis·ci·pline | \ ˈdi-sə-plən	pun·ish·ment | \ ˈpə-nish-mənt
Definition: training that corrects, molds, or perfects the mental faculties or moral character	**Definition:** a) suffering, pain, or loss that serves as retribution
Part/s of speech: noun	b) a penalty inflicted on an offender through judicial procedure
Etymology: Middle English, from Anglo-French & Latin; Anglo-French, from Latin Disciplina teaching, learning, from *discipulus* pupil	**Part/s of speech:** noun
First Known Use: 13th Century	**Etymology:** 15th century

CONSEQUENCES

GREAT EXPECTATIONS learning environments have clear expectations and procedures that promote effort and success. Consequences are logical and guided by the learner's choices.

Natural Consequences - Outcomes that happen as a result of choice

Example: Not turning in homework results in a failing grade

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Logical Consequences - Occur as a response by the educator and the learner that is logically connected to the action. They should be respectful, relevant, realistic and arrived at through:

- Adherence to governing policies

- Participation by those involved

- Allowing students to participate in arriving at consequences:

School Dialogue Scripts using the C.R.O.S.S.ROADS process - two   scripts of actual situations that model the verbal use of the five steps. Once learned the process is most often a simple quick conversation as shown in the examples. The students know they are going to work through the situation and come up with the solutions.

- Examples of Logical Consequences - article giving examples of the 3 types of logical consequences

- The Three 'R's of Logical Consequences - 3 characteristics of logical consequences - Respectful, Relevant, Realistic with Examples

ELEMENTS FOR REVIEW:	
🚫 Avoid or Replace:	Positive Alternatives:
Predetermined punishments for misdeeds or wrong decisions	To offer **choice** and participation in determining the consequences and/or amends. i.e. Using the **C.R.O.S.S.ROADS Decision-making Process**.
Assertive Discipline chart on the wall that lists the degrees of punishment to be received by those who choose to misbehave.	Post: • **Eight Expectations** for Living • **Life Principles** • Class **Creed** • Quotes: **Creating Positive Dialogue by Redirecting with Quotes**
Public record keeping of mistakes or misbehavior (Names on the board)	Celebrate and affirm **desired behavior**. **Individual Goal Setting** and Self-Assessment
Public displays of humiliation	Address privately in a positive manner leading the learner to participate in resolving the situation. i.e. Using the **C.R.O.S.S. ROADS ™ Decision-making Process**. **School Dialogue Scripts using the C.R.O.S.S.ROADS process**
Sarcasm in words or tone of voice	Use **'I' statements** and a respectful **"Tone of Voice"**

GREAT EXPECTATIONS DISCIPLINE FOCUS STRATEGIES

- **SEVEN KEYS to DISCIPLINE** - seven aspects of educator-learner interaction including climate, trust, strategies, expectations, procedures, consequences, and dialogue (includes multiple links to related resources)

- **Individual Self-assessment** for implementation of Practice 12: "Learners assume responsibility for their own behavior. Their choices determine consequences."

- **C.R.O.S.S.ROADS Choice Directory** - Teaching choice through the five step C.R.O.S.S.ROADS process

- **PREVENTIVE DISCIPLINE** - Multiple strategies for use in preventing disciplinary issues.

Establish Standards Using:

- **Eight Expectations** - Resources for all Expectations including lessons, literature, music, videos, etc.

- **Eight Expectations Digital Download Resources** - includes expanded resources at all grade levels

- **Life Principles** - menu on right for all life principles and expanded resources for specific ones.

- **Life Principles Digital Download Resources** - includes quote posters, lesson plan

- **Practice 13** and **Creed**

- **Procedures** - full resources including examples, checklists, how-to's, quotes, etc

Provide Opportunities For Leadership

- **Leadership opportunities** - List of options for leadership to engage all learners within the school environment

Use PREVENTIVE DISCIPLINE Through Teaching Choice and Goal Setting

Teach Making Wise Choices and Goal Setting using the:

- **Processes presented in the C.R.O.S.S.ROADS Choice Directory** - The five step **C.R.O.S.S.ROADS process** addresses discipline through:

  - **Teaching all learners how to make wise choices**

  - **Addressing behavior through acceptance of individual responsibility.**

  - **Participating in personal evaluation of choice options and logical consequences.**

  - **Having individuals create a plan for carrying out personal choices.**

  - **Modeling the process consistently in class and personal situations.**

- **Lesson Plan for Introducing Choice and Goal Setting** -- 2 lesson plans with extensive resources for introducing choice and goal setting at all grade levels for use with discipline through setting behavior/academic goals. Includes specific examples for the educational setting with literature lessons, worksheets, 6 Power points, and other materials.

- **Step by Step Goal Setting Forms** - Includes forms for selecting a goal, forming a plan to achieve it, and evaluating and tracking progress.

EXAMPLES OF GENERAL DECISION-MAKING

- **[C.R.O.S.S.ROADS General Decision-making Elementary Example 1](#) - Uses making a choice about whether to take a ball to school**
- **[C.R.O.S.S.ROADS General Decision-making Example 2](#) - Uses making a choice about whether to participate in cross country as a means of getting in shape for track.**

EXAMPLES OF PROBLEM-SOLVING AND GOAL SETTING

- **[Classroom management Problem-solving Example](#) for Individual student who is solving the problem of lining up quietly and following hallway procedure [*self-discipline chant](#)**

- **[Class Example of Classroom Management Problem-solving using Goal Setting](#) - The whole class is involved in solving the problem of lining up quietly and following hallway procedures. One class who used this process came up with saying a chant, creed, etc. together as they lined up. The critical component is the class was involved in making the choice and the plan.**

- **[Class Example 2](#): The goal is to be in seats when the class signal sounds.**

- **[C.R.O.S.S.ROADS Problem-solving Example 1](#) - This example is about a student who does not understand the math homework and disrupts class.**

- **[C.R.O.S.S.ROADS Problem-solving Example 2](#) - This example is about a student who is not turning in their homework**

- **[C.R.O.S.S.ROADS Problem-solving Example 3](#) - This example shows a student who is regularly late to school because of staying up late gaming and late to class because of stopping to visit with friends.**

EXAMPLES OF CONFLICT RESOLUTION:

- **School Dialogue Scripts using the C.R.O.S.S.ROADS process** - two scripts of actual situations that model the verbal use of the five steps. Once learned the process is most often a simple quick conversation as shown in the examples. The students know they are going to work through the situation and come up with the solutions. They also know they will have to reference an Expectation, Life Principle, creed, or quote as part of the resolution process.

- **C.R.O.S.S.ROADS Conflict Resolution Example with Simplified Worksheet** - This example is an actual CROSSROADS worksheet filled out with no assistance by a sixth grade student who was being sent to the office regularly for disrupting the math class. The student was given the sheet and asked to fill it out while waiting to visit with the principal. A critical result of the student/teacher conference was the personal dialogue that began while going over the worksheet together.

EXAMPLES OF TEACHER GOAL SETTING:

- **Practice 12 Teacher Goal Setting Examples:**

  The Educator's Goal is:

  "My goal is to use the C.R.O.S.S. ROADS ™ Choice Process as the foundation of my class discipline with the class and school creed, Eight Expectations for Living, and Life Principles as the standard of behavior."

  - **Goal Setting Practice 12 Example Simplified CR Worksheet**
  - **Goal Setting Practice 12 Example Expanded CR Worksheet**
  - **Goal Setting Practice 12 Example Planning Sheet**
  - **Goal Setting Practice 12 Example Progress Analysis**

- **Complete set of Goal Setting Process Explanation, Forms and Examples for all grade levels** - includes educator and learner goal examples for the implementation of Practice 12 at all grade levels.

 ** EACH OF THE 17 PRACTICES HAVE AN EXAMPLE OF TEACHER GOAL SETTING FOR THAT SPECIFIC PRACTICE.
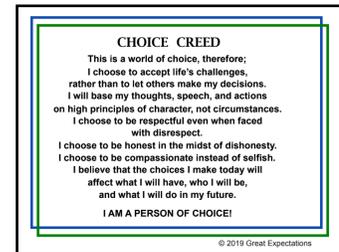
Resource Strategies:

- **Task Cards:**
  - **Discipline task cards Set 1** - Includes:
    - Preventive Discipline Acronym - created by Dr. Kent Lashley to remember ideas on preventive discipline.

    - C.R.O.S.S.ROADS Decision-making Explanation
    - C.R.O.S.S.ROADS Process
    - Choice Creed
  - **Discipline task cards Set 2** - Includes:
    - Teacher Creed
    - Choice Rap
    - Eight Expectations
    - Five Finger C.R.O.S.S.ROADS Choice Poem

CHOICE CREED
This is a world of choice, therefore;
I choose to accept life's challenges,
rather than to let others make my decisions.
I will base my thoughts, speech, and actions
on high principles of character, not circumstances.
I choose to be respectful even when faced
with disrespect.
I choose to be honest in the midst of dishonesty.
I choose to be compassionate instead of selfish.
I believe that the choices I make today will
affect what I will have, who I will be,
and what I will do in my future.
I AM A PERSON OF CHOICE!

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- **Additional Strategies:**

  - **Self-discipline lesson** - a cooperative strategy exploring the life principle of self-discipline

  - **Respect** - Multiple strategies for creating a positive classroom environment

  - **Practice Six** - The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow. Multiple strategy resources for implementing this practice.

  - **Creating Positive Dialogue by Redirecting with Quotes** - Strategies for the use of Quotes including a variety of practical examples and printable posters.

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

  - **Character Resources** - Tips for creating positive dialogue, quotes, poetry, and Literature

  - **Tips for Motivation and Encouragement** - Multiple online resources

Additional Strategies cont. -

- R – Realize Strengths and Potential Lesson Materials include activities, literature, videos, quotes, vocabulary, and music. Click on the appropriate level.

  - **R – Introductory Activity Pre K-2**
  - **R – Introductory Activity 3rd -5th**
  - **R – Introductory Activity 6th -12t**h

- E – Encourage Effort Lessons - Lesson Materials include activities, literature, videos, quotes, vocabulary, and music. Click on the appropriate level.

  - **Elementary**
  - **Middle School**
  - **High School**

Resource Articles:

- **Classroom Management: Punishment versus Discipline**

- **To engage students, give them meaningful choices in the classroom ...** - Phi Delta Kappan article

- **Trauma Informed Instruction Tips** - Essential Trauma-Informed Teaching Strategies for Managing Stress in the Classroom
  "Additionally, offering a student some choices throughout the day gives them a sense of dominion, developing a mending sense of self-control over their environment."

- **Great Expectations Practice Nine** - The 'Why? And 'How?'

- **8 Ways to Boost Student Engagement by Giving Students Choices** - Article giving ideas for offering choice in the educational environment

- **Teaching Students to Become the Leaders of Tomorrow** - Article outlining strategies for teaching students leadership skills