

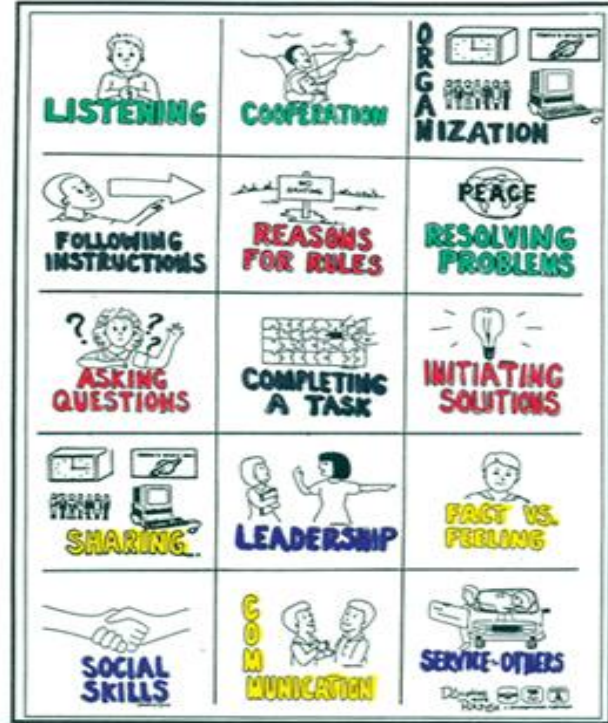
TOPICS FOR DISCUSSION AT THE BEGINNING OF A NEW SCHOOL YEAR

If this is your first year as a Discipline With Purpose school or your 30th year, begin the school year rooting out misconceptions that deviate from the intent and purpose of the program.

It is a misconception to think that only the Basic skills (Column 1) should be taught from Pre-K through 3rd/4th grade. Only the Constructive skills (Column 2) should be taught in grades 4-6 and only the Generative skills (Column 3) should be taught in grades 6-8.

It is best to keep the 15 skill framework intact in all grades. Why?

1. All fifteen skills come into play each day. Posting the list of skills provides teachers with an opportunity to refer to them and at the minimum name them.



2. The color coding shows how the skills are related. The second grader who exhibits social skills can be given opportunities to be a leader and will find this role challenging and rewarding. The seventh grader who is highly unorganized (skill 11) may need practice working independently to complete a task (skill 8) or has not yet mastered the skill of following instructions (skill 2) and will need remedial help.

If your school has featured a skill a month or every three weeks, this year why not highlight the three skills that are related. Doing this provides an opportunity for teachers to zero in on the skills their class needs help with and review the others.

3. Lesson plans featuring all 15 skills are field tested and developmentally appropriate for each grade level. Primary children can learn about skills 6-15 using examples from different animals who exhibit each skill. Older students can be given a lesson plan for skills 1-5 to teach to a group of students.

4. Experience has shown that students in primary grades who know about skills 6-15 begin to practice them on their own without prompts. There is a sense of pride in demonstrating a high level skill in a manner appropriate to their age.

It is a misconception to think giving upper grade students a card with the fifteen skills listed and monitoring times when they fail to practice a skill is recommended by Discipline With Purpose.

Discipline With Purpose never recommends using the skills as a disciplinary tool. If such a card is generated, we recommend that teachers initial a student's card when they observe them performing a skill on their own without prompts. Such a card can be a motivating and self-evaluation tool. When skills are used as an opportunity to catch/consequent students who fail to perform them they become a weapon and fail to have a teaching component.