

2018 DWP WORKSHOPS AND IN-SERVICE OPPORTUNITIES

- 1) May 30, 2018 - Sullivan, MO
- 2) June 12, 2018 – Blue Island, IL
- 3) July 26-27, 2018 – Avondale, AZ
- 4) Aug. 1, 2018 – Phoenix, AZ
- 5) Aug. 3, 2018 – Omaha, NE
- 6) Aug. 10 + Aug. 14, 2018 – Omaha, NE
- 7) Aug. 22, 2018 – Manitowac, WI
- 8) Aug. 23, 2018 – Uxbridge, MA



To register or obtain information about these sessions call 502-785-4485

MAKE AN ACTION PLAN FOR TEACHING THE FIFTEEN SELF-DISCIPLINE SKILLS.

On the pages that follow you will find a grid that has been completed showing one teacher's plan for implementing Discipline With Purpose.

A) *The Tips Everyone Can Use to Teach the Skills* was used as a resource to complete the grid.

B) During the summer months review the information contained in the Tips booklet. Look at the grids to determine if the information there is helpful or if you would want to substitute items.

C) Design your plan for covering each of the fifteen skills during the next school year.

D) Set reasonable goals and check them off as they are completed. Learn the facts about each skill, plan to model the skill, pre-teach students how to practice the skill, infuse the skills into your existing curriculum.

E) If you have a grade level partner, work together.



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SKILL	FACT	PRETEACH	MODEL	INFUSE
Listening	Listening is the only skill that has 6 steps for students to remember.	The listening cue of raising a hand and stop talking when the teacher raises their hand.	Compliment students by citing the specific step in the skill of listening the students demonstrated.	Teach a DWP song about listening. (See DWP Tips booklet pp. 3-4.
Following Instructions	People need to know WHAT to do, HOW to do it and HOW MUCH TIME they have to finish an instruction.	Establish, with student help, a list of acceptable activities when work is finished before the designated time has lapsed.	Give no more than three verbal instructions at a time.	Ask individuals to practice the skill by following 3,4,5,6 verbal instructions given by the teacher.
Asking Questions	People ask questions when they are curious about something, need something clarified, or need help. Effective questions are not statements in disguise, they don't embarrass others, and help others think about a subject.	Teach students the criteria for effective questions. Redirect all questions that do not fit the criteria.	Avoid asking questions that can be answered with one word or "yes" or "No".	Give question cards with words that start questions to groups of students and challenge them to generate questions beginning with the word they were given.
Sharing: Time, Space, People, Things	Besides sharing time, space, people and things, older students share responsibilities, their thoughts and opinions.	Ask students to work on an assignment for one minute. Discuss what was accomplished in a limited about of time.	Keep your desk, room and faculty room orderly.	Use sharing lesson plans and the activity on page 16 in DWP Tips booklet which distinguishes between random and orderly space.
Exhibiting Social Skills	Social skills are the rules society puts in place to help people get along with one another.	Explain your expectations regarding the way to address one another, acceptable dress code, lunch room etiquette, greeting and leaving skills.	Use "Please" and "Thank you" when interacting with others.	Develop a role play of giving and receiving compliments that demonstrates appropriate and inappropriate social skills.

	FACT	PRETEACH	MODEL	INFUSE
COOPERATING	This skill means a task cannot be completed unless everyone does their part.	You can ask for help if you need it and can offer to help if you notice someone else needs it.	Students will see me working together with other teachers.	I will teach students to brainstorm and use a cooperative learning group at least once a week.
UNDERSTANDING THE REASONS FOR RULES	People who need to enforce the rules should make the rules. Children can contribute ideas for procedures of how rules will be followed.	The three all school rules: Respect yourself others and things, Contribute to the learning environment, Follow school and classroom procedures.	I will defend teachers when they uphold the rules and students think it is unfair.	Assign for homework the task of teaching parents about the classroom rules and procedures.
ACCOMPLISHING A TASK INDEPENDENTLY	People need to ask themselves: a) What is my plan? b) Can I do the entire job or just a portion? c) Can I do this job as well as or better than someone else?	How to develop a rubric for assigned projects.	I will ask students: "Is this your best work? What grade would you give your work? Why?"	I will use a quote a month: <i>"A goal without a plan is just a wish."</i>
EXHIBITING LEADERSHIP	A leader sees the needs of others, is inconvenienced for the sake of others and stands on the side of truth even if they stand alone.	The difference between an icon, celebrity, idol and teacher.	Serve as a mentor to a student who is having difficulty in school.	Students will create a booklet informing new students about the school, its traditions, culture, etc..
COMMUNICATING EFFECTIVELY	To communicate effectively: a) Use focused listening, b) Respect the other's point of view, c) Give more than one word responses.	I will teach the 7 ingredients of a good conversation.	I will avoid sarcasm, put-downs and negative comments.	I will assign students the task of conducting a meeting at school or at home and submitting the minutes of the meeting.
				<i>Discipline With Purpose - 2018</i>

	FACT	PRE-TEACH	MODEL	INFUSE
Organizing Time, Space, People, Things	When people practice organizing they set realistic goals for the amount of time available.	Classroom routines, how to organize lockers, binders, etc.	Develop well organized lesson plans that have a beginning, middle and end.	Once every 3 weeks teach a DWP lesson plan that highlights the skill of Organization.
Resolving Problems of Mutual Concern	When resolving problems WAIT until you can understand the problem from more than one point of view.	Your classroom discipline plan that will be used to resolve problems.	Provide appointment cards that students can complete when they want to discuss and issue with you.	Invite students to make a list of 10 self-imposed consequences that would be appropriate for classroom misbehavior.
Taking the Initiative to Resolve Problems	Teach students to go to the source of the problem, talk to a neutral person, put what they want to say in writing.	How to negotiate by learning how to make written contracts.	Always take the initiative when students engage in behaviors that are Dangerous, Disrespectful, or Disruptive.	In times of conflict ask: "How can we resolve this so we both can come out winners?"
Distinguishing Facts from Feelings	Feelings are neither good nor bad. Combining the facts and feelings can help make a balanced decision.	Typical classroom situations when students often over-react and need to be given alternative ways of responding.	Avoid losing emotional control. Walk away from a situation or table it until you are able to neutralize your emotions.	Teach the formula: 'When you ____(describe what you see or hear) I feel ____ because ____ (give a reason).
Making Sacrifices/ Being of Service to Others	A sacrifice is an act of giving something up in order to gain something equally as good or better.	Situations in which 2 valuable things came in competition and the person had to choose one and let go of the other.	Volunteer to help with school activities.	For homework assign students the task of finding 2 websites that describe work being done to help others.

