



DWP – DISCIPLINE WITH PURPOSE

**A Developmental Approach to
Teaching Self-discipline**

WHAT IS SELF-DISCIPLINE?

- Self-discipline is a person's ability to wait.
- While you wait you think and process and decide how to act.
- Waiting is the master skill that helps people delay impulsive behavior.
- Skills are observable – other people can tell if a person is self-disciplined or not.



DISCIPLINE VS. SELF-DISCIPLINE

- Common characteristics, yet very different.
- Attitude and intention will make the difference in whether children view adults as disciplinarians or teachers of self-discipline.



DISCIPLINE IS:

- Rules or regulations established by authorities to help bring order.
- Extrinsic motivation: what others do to me.
- Needed when others cannot act appropriately.
- Needed almost exclusively until a child is developmentally five.
- Consequences or disciplinary actions may be the same for all.



SELF-DISCIPLINE IS:

- The ability to “wait”, to think, restrain impulsivity, delay an immediate gratification of need.
- Intrinsic motivation: what I do for myself.
- Skills that can be learned to help people grow up.
- Skills are internalized when a child is developmentally five.
- Consequences can change depending upon:
 - Circumstances
 - Motives
 - Intentions



CHARACTERISTICS OF BOTH

- Designed to teach acceptable social standards.
- Builds character and personality traits.
- Can help form conscience.
- Sets emotional limits to help people feel secure.
- Can build self-esteem.



REASONS FOR USING DWP

- Teachers, students and parents have a common understanding of the difference between discipline and self-discipline.
- Students learn about the 15 skill framework and begin to practice and use the skills on their own at earlier ages.
- Large groups of students can come to order quickly and maintain 'focused learning' during assemblies and in classes.
- Parents notice the skills are practiced at home.
- More staff unity and cohesiveness. More consistency in staff understanding of discipline and the teaching of self-discipline.



FIFTEEN SELF-DISCIPLINE SKILLS

- Fifteen natural opportunities for people to practice 'waiting' are present in daily life.
- These opportunities are so natural that often they are missed or taken for granted.



FIFTEEN DISCIPLINE WITH PURPOSE SKILLS

1. Listening
2. Following Instructions
3. Asking Questions
4. Sharing: Time, Space, People, Things
5. Exhibiting Social Skills
6. Cooperating
7. Understanding the Reasons for Rules
8. Figuring Out on Your Own How to Accomplish a Task
9. Exhibiting Leadership
10. Communicating Effectively
11. Organizing: Time, Space, People, Things
12. Resolving Problems
13. Initiating Solutions
14. Distinguishing Fact From Feeling
15. Sacrificing or Serving Others



SKILL GROUPINGS

- Three categories
- Children of all ages can be taught something about all fifteen skills, there are certain ages when the skills will be difficult for children to demonstrate on their own without an external cue or coaching from an adult.



BASIC SKILLS

- Necessary for interacting with others.
- Difficult for children in kindergarten through the end of third grade to master without help.
 - **Listening**
 - **Following Instructions**
 - **Asking Questions**
 - **Sharing**
 - **Social Skills**



CONSTRUCTIVE SKILLS

- Children in grades four through seven are developmentally ready to learn these five skills.
- Learn the important lesson of how to live in a democratic environment.
 - **Cooperation**
 - **Reasons For Rules**
 - **Completing A Task**
 - **Leadership**
 - **Communication**



GENERATIVE SKILLS

- Five additional skills are learned from grades eight through high school.
- Require a more comprehensive world view.
 - **Organization**
 - **Resolving Problems**
 - **Initiating Solutions**
 - **Fact vs. Feeling**
 - **Service To Others**



SKILL VOCABULARY

- When proper skill language is used it helps to curb inappropriate actions in a neutral way and prevents situations from escalating.
- Using skill vocabulary also reinforces the skills that have been taught.
- Select one to three phrases you like and use it on a regular basis.



HOW TO LISTEN:

1. **STOP** what you doing or saying.
2. **CLEAR AWAY** distractions.
3. **LOOK AT OR TOWARD** the person speaking.
4. **TELL** the person what you heard them say.
5. **ASK QUESTIONS** about what you heard.
6. **DO THE TASK** you hear a person ask you to do.



GET READY TO FOLLOW INSTRUCTIONS:

1. Do you know **WHAT** to do?
2. Do you know **HOW** to do it?
-My first three action steps will be..
3. Estimate how much you can **DO** in the time given. Set a personal goal.



ASKING QUESTIONS:

- Adopt the policy, **THREE BEFORE ME**
 - After all questions have been addressed and independent work has begun, encourage students to answer their own questions by asking:
 - Themselves
 - Their study partner
 - A student helper
- I asked for a questions, and you made a statement. Please ask a questions?
- I'd like for you to listen for ____ minutes and then you can ask every questions.
- Is that something you can answer for yourself?



SHARING:

- Please get into your personal space
- This is your time. This is my time.
- Monitor your voice in the space we share.
- Please use inside/outside voices
- There is one teacher and twenty students.
What are some ways you can share the teacher?



EXHIBITING SOCIAL SKILLS:

- Using your social skills is one way to make other feel good.
- What if everyone decided to do this action?/What if no one ever did this action?
- What would you like someone to do for you in this situation?
- People are laughing now, but nothing is funny. Will you please make your response again.



COOPERATING:

- When we cooperate, everyone must do their part to accomplish a task.
- Remember you are working as a team. Teammates help one another.
- Can someone else help you?
- Can you help someone else?
- Let's brainstorm ideas.
- How can I help you get started?



UNDERSTANDING RULES AND THE REASONS FOR RULES:

- What is the rule?
- Why do we have the rule?
- What will this rule look/sound like and not look/sound like?
- Skills are not rules. When rules are not followed there is always a consequence. When a skill is missing, you get another chance to practice the skill.



FIGURING OUT HOW TO ACCOMPLISH A TASK:

- This is all I can tell you. Now you must decide for yourself. Be creative!
- There are many optional ways to do things. Who can describe one way?
- Is this your best work? What grade would you give yourself?
- I have a challenge for you.
- Have you considered this as an option?



EXHIBITING LEADERSHIP:

- A leader is someone willing to stand on the side of truth even if they stand alone.
- Is this a good time for you to practice being a good leader?
- What would a leader look like and/or sound like in this situation?
- A leader notices when someone is in need and makes a decision to offer to help.
- How could we have shown leadership as a class?



COMMUNICATING EFFECTIVELY:

- I don't believe you have established the tone of voice you want to use during our discussion. Please try that again.
- Are you giving a helpful or hurtful message?
- Your idea is good; your choice of words is offensive.
- Please use the criteria for a good conversations.
- Tell me a better word (a less offensive, less harsh, etc.) to use.
- What have you learned that you didn't know before we had this talk?



ORGANIZING:

- Set your goals from the amount of time you have.
- Who can describe a system to use to get organized?
- Will it be organized sequentially or randomly?
- Do you have a routine?
- Can you make a desk map showing how everything fits in your desk?
- What procedures can we use?



RESOLVING PROBLEMS:

- Do you know how other children who have had this problem have fixed it?
- Do you want me to tell you how others with this problem have fixed it?
- If trying doesn't work, what will you be willing to do then?
- I understand what you are saying, and I think we can work it out.
- How does that information relate to our current problem?
- We can either talk about this issue now or after school. Which do you prefer?



INITIATING SOLUTIONS:

- Is this a good time for you to talk to me about this issue?
- Let's explore the alternatives.
- Put yourself in the other person's place.
- Can we live with the things we cannot change?
- Can you help me so I can understand your reasons?
- Is there a solution we haven't thought about yet?
- Should we ask other people for additional input?
- How can we resolve this so we both come out winners?



DISTINGUISHING FACTS FROM FEELINGS:

- What are your strongest feelings right now?
- Can you name what you are feeling?
- What are the facts?
- When you _____ I feel _____ because _____.
- Is there a neutral person you can talk to about this issue?
- I'm having trouble separating fact from feeling right now. I need more time to think about this. I'll get back to you later.
- I can tell you feel strongly about this issue.



SERVING

OTHERS/SACRIFICING:

- What are you willing to give up?
- What will you gain?
- What valuable items are in competition here?
- That action was 'super fair' or 'a random act of kindness'.
- I need a volunteer.
- This isn't a matter of fairness. I'm asking you to think about the needs of others now.



THREE SCHOOL RULES:

1. Respect God, Yourself, Others, and Things
2. Contribute to the Learning Environment
3. Follow School and Classroom Procedures



REMEMBER:

- Skills are not rules. When rules are not followed there is always a consequence. When a skill is missing, you get another chance to practice the skill.



STOP, THINK, PLAN

- STP Card
- This card is used when a student has been given a verbal reminder and is not able to get him/herself under control.
- Card is placed on a student's desk as a signal that he/she should sit down and think about his/her actions.
- STP cards are given to allow the student to have the opportunity to redirect and correct his/her behavior.



CARD

- If the student's disruption occurs a second time, he/she is given a card.
- Teacher description of incident is documented and student identifies which school rule was broken and what DWP skills could have been used.
- *Student receives a card because he/she did not follow a school rule, not because a skill was not used.*
- Card is to be returned to school with parent signature the following school day.



DANGER, DISRESPECT, DISRUPTION:

- 3 D's
- If a student is involved with danger, disrespect or disruption, immediate disciplinary action is taken.
- Student will be sent to office and fill out office referral/notice form with the principal.



DWP RECAP:

- Developmental approach to teaching self-discipline.
- School wide discipline plan.
- Self-discipline is the ability to wait and delay impulsivity. While waiting, we think about how we act.
- Skills highlight three levels of growth that build on each other: Basic, Constructive, Generative
- Skills are not the same as rules. You can't break a skill.
- Self-discipline skills are learned just like any other skill – through practice! 😊



QUESTIONS?

