

## The Four E's

Click on the E to review the description and examples of the step.

Educate

Experience

Examine/Evaluate

Enforce the Consequences

Five Ways to Educate Self-Responsible Behaviors

Direct Teaching

Build a T-Chart

Red Light/Green Light

Curriculum/Stories

Modeling

To view the descriptions and lessons view the links available in the key information.

### Allowing Students Time to Practice the Self-Responsible Behavior

After you **Educate** using Direct Teach, T-Chart, Red Light/Green Light, Curriculum/Stories, or Modeling, it is important for students to have an opportunity to **Experience** the new learning.

This is the practice phase. Just as students learn academic skills such as subtraction by practice solving subtraction problems, so they learn self-responsible behaviors by practicing them as soon as they are taught



HOME



View examples of students applying self-responsible behaviors

**Examples: Allowing Students Time to Practice the Self-Responsible Behavior**

Follow teaching (using a T-Chart) "Respect for the Guest Speaker" (Educate) with a guest speaker (Experience).

Follow Direct Teaching "Clean-Up" (Educate) with a messy activity that produces an opportunity for students to practice cleaning up (Experience).

Follow use of the Red Light/Green Light technique on "Whining" (Educate) with an opportunity for students to express their concerns about an important issue (Experience).

Follow Direct Teaching "Respect for a Microscope" (Educate) with an opportunity to use the microscopes (Experience).

[HOME](#)[Return to the main "Experience" page](#)

## Steps for Allowing Students to Evaluate their Self-Responsible

Anything that happens in a classroom has the potential to turn out in a positive way. There can be a fight on the playground, a bomb scare, or a test failed by 75 percent of your students — all have the potential to be positive if they are processed or Evaluated and Examined. Such incidents can have positive outcomes if you talk about them in a structured manner, put them up for consideration, and then deal with them. Then you and your students can grow from them and move forward. If it's mentionable, it's manageable.



HOME



Read more about the step  
"Evaluate/ Examine"

## Allowing Students Time to Practice Evaluate their Self-Responsible

The educator John Dewey said, "You do not learn from your experience. You learn from your processing of it."

Following **Experience**, the third **E** gives students the opportunity **Examine** and **Evaluate** their behaviors in order to learn from them. Processing and debriefing are synonymous with Examine/Evaluate.

Once students have had an experience, help them process it by thinking about it, writing about it, or talking about it.



HOME



Tips on helping students evaluate their behavior effectively



Follow the steps needed to help students evaluate their behavior



View examples of evaluations you can use in your classroom.

View examples of evaluations you can use in your classroom:

[http://bb.plsweb.com/STAR\\_sakai/resources/m7resources/m7topicdkeyexamineevaluateexamples.pdf](http://bb.plsweb.com/STAR_sakai/resources/m7resources/m7topicdkeyexamineevaluateexamples.pdf)

## Steps for Allowing Students to Evaluate their Self-Responsibility

1. Create two or three statements/questions.
2. Put these statements/questions on display.
3. Have students react to them (with a partner or individually):
  - \* Think about them.
  - \* Write about them.
  - \* Talk about them.
4. Share your feedback.
5. Have students react to your feedback (optional).



HOME



Return to the main "Evaluate/  
Examine" page

## Enforce Consequences

## The Four E's

If you students to display a behavior, you have to teach a behavior, and often you have to re-teach the behavior (Educate). It helps if students have an opportunity to act out the behavior — to practice it. (Experience)

Consistent reflection on the behavior is the glue that holds the entire learning experience together. (Examine/Evaluate) And repetition of all these steps is necessary.

Even after doing all of the above, some students choose not to behave as desired. When that happens, it is critical that you let them experience the legitimate consequences of their actions.



Read more about "Punishment vs. Consequences"



HOME



Learn more about "Enforcing the Consequences"

### Punishment Versus Consequences

Consequences are **not** punishment. A summary of some of the differences between consequences and punishment follows:

#### **Punishment**

Emphasizes power and authority. The teacher is in control and makes all decisions.

#### **Consequences**

Emphasizes cause and effect. Students are in control. They are the cause of what happens to them.

#### **Punishment**

Arbitrary: The student never knows when punishment is coming and rarely relates to it.

#### **Consequences**

Consistent: Consequences always relate to the misbehavior. Severity isn't necessary; certainty delivers the impact.

#### **Punishment**

Implies moral judgment. Sends the message "You are bad" to the student.

#### **Consequences**

Separates the deed from the doer. Imply no element of judgment. Tell the child: "I do not like the behavior, and you are worthwhile."

#### **Punishment**

Emphasizes past behavior: "That's the fifth time," "You will never learn," "Here we go again."

#### **Consequences**

Are concerned with present and future. Concentrate on what the student chooses this time.

#### **Punishment**

Demands compliance — students will go along or else. Punishment is increased until students comply.

#### **Consequences**

Present and permit choices. Teachers are pleased when students make choices that result in consequences, viewing the situation as an opportunity to help students learn about cause and effect.

#### **Punishment**

Voice sounds threatening, disrespectful, and unloving. Punisher gets angry when student doesn't comply.

#### **Consequences**

Voice communicates respect: "I do not like what you are doing, and I still like you."

#### **Punishment**

Blame-oriented: The teacher plays the police and detective roles: "Who did it?" "Who is at fault?"

#### **Consequences**

Solution-oriented. Focus is on problem solving and creation of a plan. All situations can be worked out. Every problem has a solution. Example: "If you break a written plan, you choose time in the planning room."

Don't use a consequence-based discipline approach for your students. Do it for you! It is a less stressful, more pleasant way to handle a discipline issue. You do not have to get angry, upset, or stressed. Just implement the consequences, and do it with love in your heart.



You don't have to give consequences in a mean way. You can provide them with an open heart, as a way of caring for our students. It's not the severity of a consequence that makes it work. It's the certainty.

Let students know:

- What happens if they do something.
- What happens if they don't do something.
- They choose.



Learn about your role as a teacher in providing consequences



Read some helpful tips for enforcing consequences



HOME



Return to the main page for "Enforcing the Consequences"

Tips for Enforcing Consequences are available here:

## The Teacher's Role in Providing Consequences

The purposes of providing consequences are to motivate students to make responsible decisions, to teach students to see themselves as able to make choices, and to empower students to say, "I created this, therefore I can create that."

A teacher's approach to discipline determines whether or not consequences work.

The following must be clear:

- Consequences are not used for control.
- Consequences are not used to get even.
- Consequences are not used for manipulation.

If you have the hidden motives of winning and controlling, your attitude will reveal it. Ask yourself: "Are the consequences I'm proposing intended to control, or are they simply realistic outcomes of certain behaviors?"



HOME



Return to previous slide