

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

Experience

The Four E's

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





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View examples of students applying self-responsible behaviors

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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).



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The Four E's

Steps for Allowing Students to Evaluate their Self-Responsible

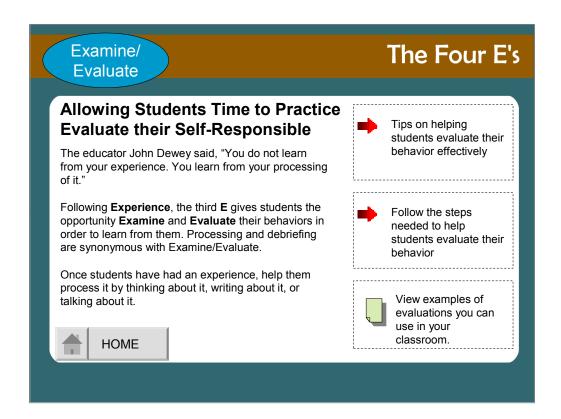
Anything that happens in a classroom has the potential to turn out in a positive way. There can be a fight on the playground, a bomb scare, or a test failed by 75 percent of your students — all have the potential to be positive if they are processed or Evaluated and Examined. Such incidents can have 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.





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Read more about the step "Evaluate/ Examine"



View examples of evaluations you can use in your classroom: http://bb.plsweb.com/STAR_sakai/resources/m7resources/m7topicdkeyexamineeva luateexamples.pdf

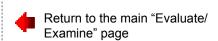


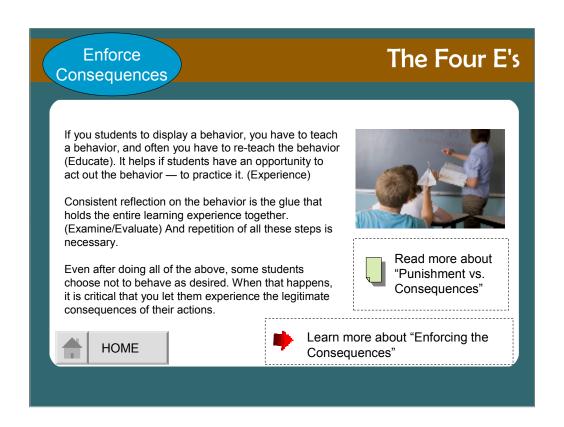
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Steps for Allowing Students to Evaluate their Self-Responsibility

- 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).







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."

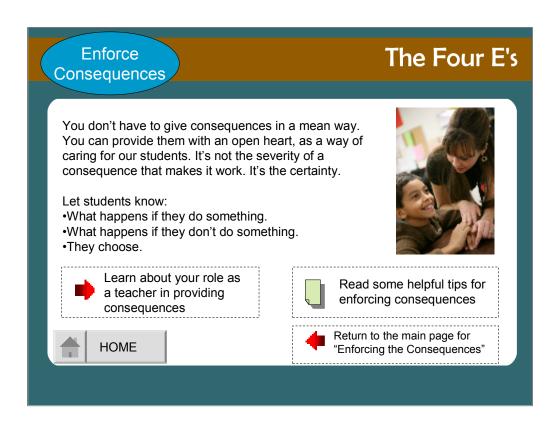
Punishment

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.



Tips for Enforcing Consequences are available here:

Enforce Consequences

The Four E's

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?"



