

WHAT EXPERIENCE HAS TAUGHT US



IS NOT SUCCESSFUL WHEN.....

- DWP is viewed as a discipline program rather than a self-discipline program. Students are corrected every time a skill is missing.
- It is announced to parents and students that the school has adopted a new discipline program. The school already has a discipline program but is enhancing it by teaching self-discipline skills.
- Teachers think they can't focus on the higher level skills until students demonstrate the basic skills of listening and following instructions, etc.. Upper level students respond better to the constructive and generative skill language. They know less about these skills and usually want to know more. They accept the basic skills better if they have to use them or teach them to younger students.
- Administrators and teachers develop a total school discipline plan and classroom management plans but then never follow-through so students believe there is no bottom line. (What would your students view as a bottom line?)
- Teachers over use an 'I Can Make a Plan' sheet or other paperwork as part of their discipline cycle in the classroom. Paperwork becomes a nightmare because students play the system and start over every day. They know when to push the envelope and when to stop just short of a consequence.
- Teacher's attitudes reflect a non-supportive way of thinking:
 - "I discipline without purpose."
 - "I've seen so many programs come and go in my career I'm not changing because what I do works."
 - Some teachers are intimidated by veterans who make negative statements or affirmative pronouncements that indicate they will not be a team player.
 - Teachers spend more time as correction officers than mentors.