

Guided Choices

Guided choices are implemented only if the student continues to misbehave after he/she has acknowledged that he/she is operating at an unacceptable level on the "Hierarchy of Social Development." If this is the case, it is assumed that the behavior choices of the student are intentional.

The staff member and the student discuss the inappropriate behavior and develop a procedure for changing it in the future. In order for this step to be successful, it is critical that the student acknowledges and understands that his/her behavior is not meeting the school and/or classroom standards. If consequences are necessary, the staff member elicits them from the student rather than simply imposing them. The student and staff member(s) involved in the situation must be in agreement on the consequences. Other staff members who may be involved in the situation include the principal, the assistant principal, and/or the counselor.

Consequences for Severe Misbehavior

Occasionally, situations occur that require immediate intervention, and the use of "guided choices" would be inappropriate. Any behavior that impacts the safety or well being of our students falls into this category and will be handled by the administration. School administrators will follow both district policy and state law. Parents will be informed of any consequences in this category.

Discipline Framework for Little Cedars Elementary School Parents

"The real power, the real influence of teachers, is not what students do when the teacher is with them; it's what students do when the teacher is not."



Photo by Harlan H. Chinn, NAC

Little Cedars Elementary School

Where relationships are at the heart and core of everything we do.

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Little Cedars Elementary School Purpose Statement

**Our fundamental purpose
is to create a
student-centered learning community
that welcomes everyone
as we educate students
to live in a democracy.**

Building Relationships

We believe that staff members who take the time to build positive relationships with ALL their students will have the most dramatic impact on teaching student self-management skills and on raising responsibility levels in ALL students at Little Cedars Elementary. Sending a student to the office before taking the time to work through an issue with him/her minimizes the power and impact of the teaching/learning opportunity between the student and the staff member. As a result, the opportunity for this teachable moment between the staff member and the student is lost forever; and the positive relationship they were building takes a step backward.

Teaching

The "Hierarchy of Social Development" is an effective tool for guiding students toward managing their own behaviors. The staff members must TEACH the students the different levels of the hierarchy and the behaviors at each level in order for the students to LEARN to manage their own behaviors. When classroom teachers use the "Code of Cooperation" and the "Hierarchy of Social Development" together, they become proactive rather than reactive. When other staff members use the "Hierarchy of Social Development" in their areas of the school, they also become proactive rather than reactive. We believe that there is no reason for staff members to wait until a student misbehaves and just react when they can teach the expectations and be proactive.

Checking for Understanding

In this phase of the discipline system, the staff member asks the student who is misbehaving to use a Student Reflection Form to identify the level of his/her behavior on the "Hierarchy of Social Development." It is the staff member's responsibility to guide the student through the reflective process with questions that prompt him/her to think carefully about what he/she was doing and to assure that the student's assessment of the situation is accurate and complete. Typically, this is where most students realize that they are not fulfilling their commitments. When appropriate, we will ask parents to review the Reflection Form with their child so that they are aware of their child's behavior and what he/she is working to improve.

Where We Started

Each class developed a "Purpose Statement" in which they decided together their purpose for coming to school each day. They began this process by answering the question, "Why are we here?"

Next, the students in each class created a "Code of Cooperation" in which they outlined the behaviors that need to take place in their classroom to fulfill their "Purpose Statement." Rather than a teacher-directed set of classroom rules, the students created the operational norms that they would follow in their classroom every day.

The Hierarchy of Social Development

Level D: Democracy (Motivation is internal)

- Shows self-discipline
- Shows kindness to others
- Develops self-reliance
- Does good because it is the right thing to do.

Level C: Cooperation (Motivation is external)

- Listens
- Cooperates
- Does what is expected

Level B: Bossing

- Breaks the Code of Cooperation
- Bothers others
- Bosses others by violating others rights

Level A: Anarchy

- Noisy
- Out of Control
- Unsafe

What is DISCIPLINE?

Our philosophy is shaped and guided by the principles examined in Marvin Marshall's book, Discipline without Stress Punishment or Rewards.

- Discipline means both to **TEACH** and to **LEARN**.
- It is used as a tool to teach responsibility, which ultimately will lead to student self-management.
- A good discipline system requires the maintenance of order, the promotion of social behaviors, and the development of an internal locus of control (the students understand that they are in control of their own behaviors, actions, and choices).

How Do We Define Our Discipline Framework at Little Cedars?

The Discipline Framework at Little Cedars Elementary School is based on raising responsibility in ALL our students. It is based on INTENTIONALLY TEACHING what we expect to see in our students... it is NOT based on punishment or punitive measures. We are proactive in our approach rather than waiting for students to misbehave and then having to react and possibly punish them. We have high expectations for our students, and we believe in their ability to make the right choices.

Principles of Discipline Practice at Little Cedars Elementary School

THREE PRINCIPLES WE PRACTICE AT LCE

POSITIVITY	CHOICE	REFLECTION
All staff members practice the principle of changing negatives into positives. This allows our students to maintain their dignity while learning new and appropriate behaviors.	All staff members teach choice-response thinking and impulse control. Then our students will learn how to make appropriate choices and not become victims of their own impulses.	Since a person can only control another person temporarily and since no one can actually change another person, all staff members ask reflective questions when our students choose inappropriate behaviors. We believe this is the most effective approach to actuate change in our students.



Creating Responsible Citizens at Little Cedars Elementary School

RAISING STUDENT RESPONSIBILITY AT LCE

Teaching the Hierarchy (Teaching)	Checking for Understanding (Asking)	Guided Choices (Eliciting)
The hierarchy brings about a desire to behave responsibly and a desire to put forth effort to learn. Students differentiate between internal and external motivation and learn to rise above peer influence.	Students reflect on the level of chosen behavior. This approach separates the person from the behavior, thereby negating the usual tendency to defend one's actions. In turn, there will be fewer confrontations between staff members and students.	If disruptions continue, a consequence or procedure is ELICITED from the student to redirect the inappropriate behavior. This approach is in contrast to the usual coercive approach of having a consequence IMPOSED by the staff member.

"Discipline has to do with behavior and is the student's responsibility."