

## A LETTER TO PARENTS

Dear Parents,

There is one task parents and teachers share regarding children's education. We are both in the position of helping children to grow up and become productive citizens. Because it is often difficult for a group of adults to be consistent in accomplishing this task the Discipline With Purpose program was developed .

DWP is a developmental approach to teaching children the self-discipline skills they will need for a lifetime. Practicing these skills requires students to control impulsive behavior and think before they act. There are fifteen skills and some element of each skill is taught each year your child remains in school.

Teachers and students know whenever seriously DANGEROUS, DISRUPTIVE OR DISRESPECTFUL behavior occurs, immediate disciplinary action is warranted. Usually student's behaviors are not of a serious nature but reflect poor choices or lack of self-discipline.

When children misbehavior adults correct them by asking them to demonstrate four of the fifteen skills.

These skills are often referred to as the four skills of discipline and include: **LISTENING** and **FOLLOWING INSTRUCTIONS**. Adults talk with students to help them **UNDERSTAND THE RULES AND THE REASONS FOR THE RULES**. Finally, the correction will include discussing with children ways to **RESOLVE** the **PROBLEM**.

When practicing this final skill students will be asked to take an adult imposed consequence or, if able, to suggest a self-imposed consequence. Students are taught how to make recompense for inappropriate actions or poor choices.

As students learn about each of the fifteen skills they are challenged to select a portion of the skill that seems most difficult to them. They set a goal and design ways to keep track of their actions. In this way teachers help students move from the need for discipline to self-discipline by internalizing a skill and making it habitual.

We hope you will want to learn more about this program.

### DISCIPLINE WITH PURPOSE 15 SELF-DISCIPLINE SKILLS

1. Listening
2. Following Instructions
3. Asking Questions Appropriately
4. Sharing: Time, Space, People, Things
5. Exhibiting Social Skills
6. Cooperating
7. Understanding Rules and the Reasons for Rules
8. Independently Accomplishing Tasks
9. Exhibiting Leadership
10. Communicating Effectively
11. Organizing: Time, Space, People, Things
12. Resolving Problems
13. Initiating Solutions
14. Distinguishing Facts From Feelings.
15. Sacrificing/ Serving Others.

*Discipline With Purpose, Inc.*  
[www.selfdisciplinedwp.com](http://www.selfdisciplinedwp.com)

**DISCIPLINE WITH PURPOSE ©  
SELF-DISCIPLINE SKILLS**



**BASIC SKILLS**

**1. LISTENING**

*I listen when I:*

1. Stop what I am doing or saying.
2. Clear away all distractions.
3. Look at or toward the person speaking.
4. Am able to tell the person what I heard.
5. Ask questions about what was not understood.
6. Do the task the speaker has requested.

**2. FOLLOWING INSTRUCTIONS**

*I follow instructions when I:*

1. Practice good listening skills.
2. Ask myself if I know **WHAT** I am to do?
3. Ask questions if I am unclear.
4. Make a plan **HOW** I will do the task.
5. Know how much **TIME** I have to finish the task.
6. Evaluate the task and how I followed instructions at the end of the work time.

**3. ASKING QUESTIONS**

*Good questions are questions that:*

1. Have not been asked before.
2. Haven't already been answered.
3. Will make the speaker feel comfortable and not ill at ease.
4. Help people think.
5. Keep the conversation on the topic.
6. Are not statements in disguise.

**4. SHARING**

*There are four things I can learn to share:*

1. **TIME** - I will wait my turn.
  - I will begin tasks at once.
  - I will limit my conversations during group discussion time so others can talk too.

2. **SPACE** - I will keep the common areas neat and clean; i.e., hallways, lunchrooms, etc..

3. **PEOPLE** - I will share the teacher, my friends and loved ones with others.

4. **THINGS** - I will share limited resources and return things in good condition or better than I found them.
  - I will mark items that are not yet ready to be shared.

**5. EXHIBITING SOCIAL SKILLS**

*I can learn to:*

1. Use table manners.
2. Say, "Please", "Thank you", "Excuse Me".
3. Dress appropriately.
4. Attend to personal hygiene.
5. Give and receive compliments.
6. Use greeting and leaving skills.
7. Help visitors/newcomers feel comfortable.

*When I am able to use criteria for determining effective social skills I can use these questions to help me learn how to act.*

**1. CUSTOM: THE PAST**

Ask: Is there a custom or tradition that others have done before?  
Can I honor that custom?  
Should I change or modify the custom?

**2. COURTESY: THE PRESENT**

Ask: If I were in this situation, what would I like someone to do for me?

**3. COMMON SENSE: THE FUTURE**

Ask: What would happen if no one ever did this action?

Ask: What would happen if everyone did this action?

*More information about these skills can be found in the Tips Everyone Can Use to Teach the Skills on pages 1-20*

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SELF-DISCIPLINE SKILLS**



**CONSTRUCTIVE SKILLS**

**6. COOPERATING WITH OTHERS**

*To cooperate is to work and act with others for the good of everyone. In a school setting, one way to show cooperation is to follow the school norms, and be willing to take the consequences if the norms are not followed. When I cooperate, I will:*

1. Recognize there is a job to be done.
2. Be able to tell the goal.
3. Brainstorm ideas to reach the goal.
4. Agree on a strategy and assign tasks.
5. Complete my share of the task on time.
6. Talk about how the group accomplished the task.
7. Make recommendations on the strategies that helped or hindered cooperation.

**7. UNDERSTANDING THE REASONS FOR RULES**

*I show others I can do this skill when I:*

1. Know the rules and can recite them to others.
2. Ask someone when I don't understand the rule or the reason for the rule.
3. Choose to follow the rule because I understand the reason even if I don't feel like doing it.
4. Follow the rules because I know the reasons, and teach them to younger persons or others who do not know the rules.
5. Use the right way to suggest changes if I don't like a rule or think it is unfair.

**8. ACCOMPLISHING A TASK**

*Younger children can practice this skill by following the system others put into place. As an older student I demonstrate this skill when I begin to figure out how to do something on my own. I can:*

1. Brainstorm at least three different ways to accomplish the same task.
2. Select the way that will help me accomplish my goal with the best quality and in the given time.
3. Set a realistic time limit.
4. Follow my plan to get the entire job done or just a portion of it.
5. Continue to work on my plan if I don't finish the job.
6. Evaluate the results.

**9. EXHIBITING LEADERSHIP**

*I am a leader when I:*

1. See the needs of others and consider them important.
2. Stand on the side of truth, even if I stand alone.
3. Act on behalf of another, even if I am inconvenienced.

**10. COMMUNICATING**

*I communicate when I:*

1. Recognize and use proper verbal and non-verbal expressions.
2. Use good listening skills.
3. Respect different points of view.
4. Avoid sarcasm, put-downs and gossip.
5. Ask others questions that begin with "w" or "h" to discover what is important to them.
6. End on a positive note.
7. Thank others for communicating.



*More information about these skills can be found in the Tips Everyone Can Use to Teach the Skills on pages 21-42.*



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SELF-DISCIPLINE SKILLS



GENERATIVE SKILLS

**11. ORGANIZING**

*There are four things I can learn to organize:*

- 1. TIME** - Be aware of time schedules and value them.  
Plan ahead and follow through.  
Evaluate the success of time management.
- 2. SPACE** - Keep the environment orderly.
- 3. PEOPLE** - Learn parliamentary procedure and other ways to conduct orderly meetings and gatherings.
- 4. THINGS** - Recognize opportunities to simplify and order material things.

**12. RESOLVING PROBLEMS**

*When I resolve problems I:*

1. Recognize when a problem exists and attempt to identify the cause.
2. Explore all the facts.
3. Brainstorm possible ways to solve the conflict, and use "what if" thinking to explore the consequences.
4. Discard unrealistic solutions, or any solution that will cause a problem for someone else.
5. Choose a solution, follow through, and evaluate the results.

**13. INITIATING SOLUTIONS**

*When I take the first step to resolve a problem, these guidelines are helpful:*

1. Always go to the source of the problem.
2. Talk it through with a neutral person if I need to.
3. Make an appointment when I need to speak to an adult or peer.
4. Put what I want to say in writing to help me be clear.
5. Am clear about the results I am hoping for.

*Remember: I cannot fix a problem by making a problem for anyone else.*

**14. DISTINGUISHING FACT FROM FEELING**

*When I distinguish fact from feeling I:*

1. Admit to myself how I feel; name my feelings.
2. Don't blame myself for feeling that way. Feelings are neither good nor bad.
3. Report my feelings to the person best able to help me with the situation.
4. Start my sentences with, "I feel \_\_\_\_\_ when you \_\_\_\_\_, because \_\_\_\_\_".
5. Put the conversation on hold until I have sorted facts from feelings.

**15. SERVING OTHERS/SACRIFICING**

*A sacrifice is an act of giving something up in order to gain something equally as good or better. I sacrifice when I:*

1. Realize that two or more valuable things cannot be held at the same time. (Things can be time, space, actions, etc.)
2. Compare the things according to the needs of others or what is best for most people.
3. Decide which to keep and which to let go of.
4. Focus on the satisfaction of the choice for the greater good or for the benefit of someone other than myself.

*More information about these skills can be found in the Tips Everyone Can Use to Teach the Skills on pages 43-66.*

