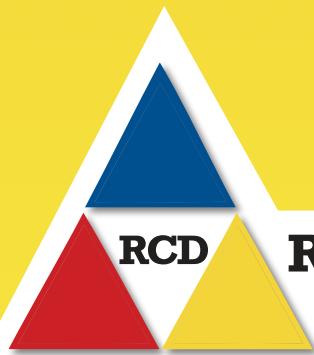


GRADES K-12

Responsibility-Centered **Discipline**



RCD

Responsibility-Centered Discipline™

Becoming a Master of Challenging Moments

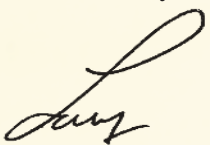
Helping Educators Create a
Culture of Responsibility that
Contributes to Academic Success

Dear Educator,

The Responsibility-Centered Discipline™ (RCD™) program has produced remarkable results as it has been implemented across North America. To be certain, RCD schools have seen significant decreases in office referrals, detentions and suspensions. But RCD schools have also moved away from an obedience-based model to a model that is centered on students taking responsibility for their own behavior as well as their own academic success.

As schools drive toward improving academic results, educators have become far more purposeful in enhancing curriculum, refining assessment and enriching instruction. But without improving classroom management, all of these other efforts will ultimately fall short of expectations.

Educators understand that behavior and effort are often impacted by the relationships they have built with students. When emotions escalate, those relationships are tested – and often damaged. Responsibility-Centered Discipline helps educators to be prepared when situations come to a boil. By empowering educators to become masters of challenging moments, RCD schools typically see a significant improvement not only in behavior management, but also in school climate, student and teacher satisfaction – and ultimately academic success.



Larry Thompson

“Implementing these principles has changed our school culture. Our office referrals are down by 50 percent and I am having the best conversations about discipline with students and parents since I became a principal.”

Keith Hall, Principal
Stockton High School



What is Responsibility-Centered Discipline?

Most schools fail to get lasting change in student behavior because students seldom feel responsibility for their actions and find ways to project their behaviors onto others. Responsibility-Centered Discipline was created by Larry Thompson to help educators learn the necessary skills and develop a plan to systematically create a culture of student self-responsibility within their schools.

In an RCD school, educators collaborate to identify foundational values – like respect, honesty, effort and academic competencies – that they want students to take with them. Once these values and skills are identified, they are used to establish a common language to address challenging discipline moments with students.

RCD identifies three Compliance Levels that will help educators determine an appropriate response when working with students:

Level One:

The student quickly recognizes that he or she has made a mistake, takes responsibility for the problem and works well with the teacher to resolve the issue.

Level Two:

The student begins to display signs of unwillingness to accept responsibility – including arguing, denying, tattling, ignoring the teacher, or interrupting the teacher.

Level Three:

The student refuses to accept responsibility and is unable or unwilling to work through the process with the teacher.

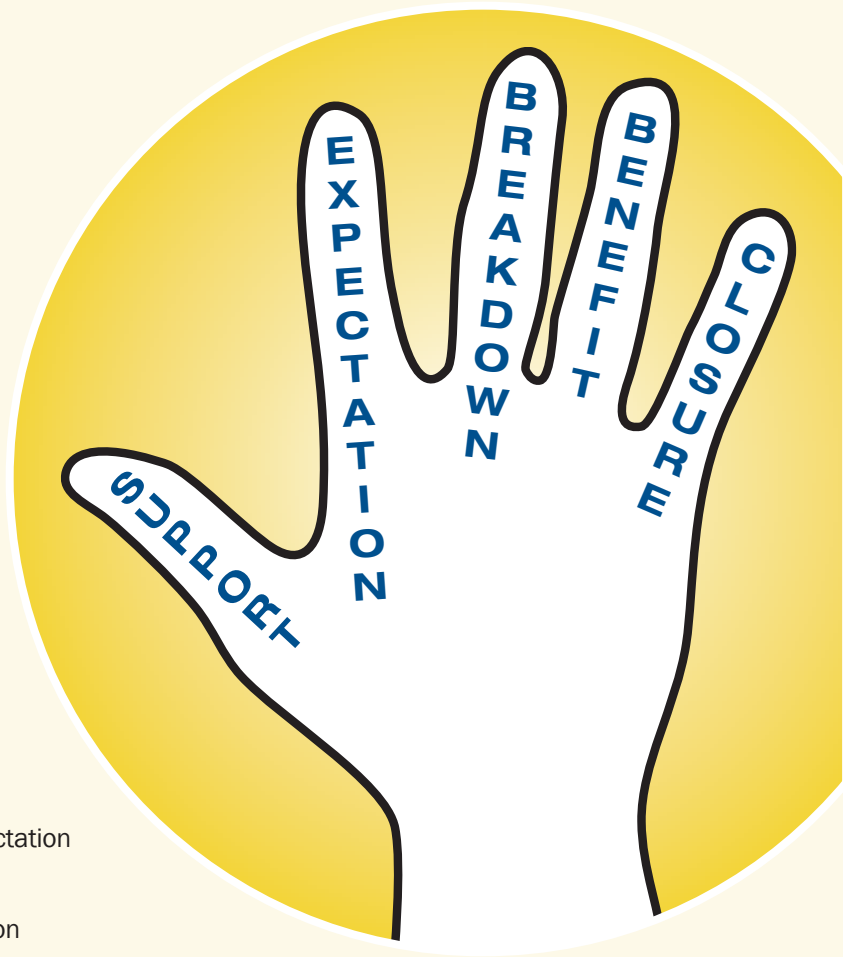
When the level of intensity escalates, a teacher can often lose control of the situation, and it becomes easy for the student to escape responsibility and to transfer their problem to the teacher. When teachers become masters of these challenging moments, ownership is shifted back to the student and the school can move to a culture of responsibility.

“Give ‘em Five™”

Responsibility-Centered Discipline uses a “Give ‘em Five” guided conversation to train educators to incorporate five themes into their corrective conversations.

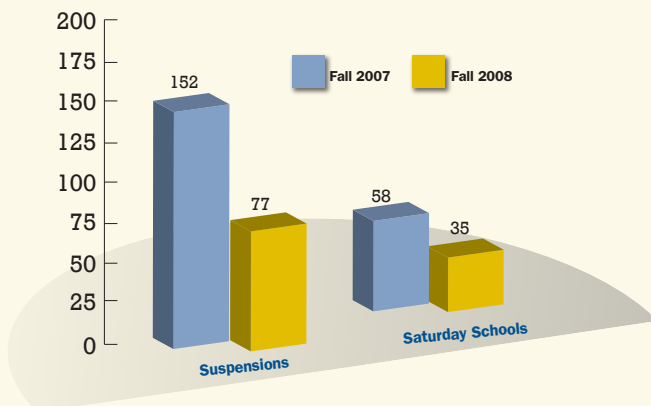
These conversations are highly personalized, because educators decide what words they will use — and the themes do not need to be addressed in any particular order. The goal of “Give ‘em Five” is to help educators feel comfortable and natural while delivering a message of responsibility. The five themes are:

- **Support** – Use supportive statements that connect to your relationship with the student or identify a strength that she possesses.
- **Expectation** – Let the student know the expectation you have for him in the class.
- **Breakdown** – Communicate where you see the expectation breaking down or failing to be met.
- **Benefit** – Tell the student how meeting the expectation benefits her.
- **Closure** – Determine whether the situation has been resolved or whether the conversation is at a place where you can feel comfortable moving on.

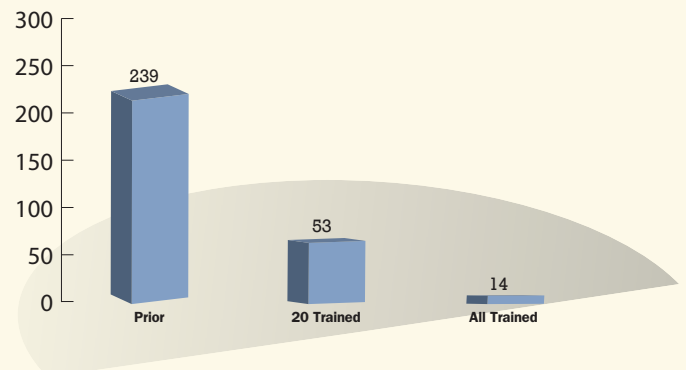


The Link Between Responsibility-Based Behavior and Student Discipline

Iola High School Discipline Report



Jayhawk Elementary Detention Tickets Issued



The Response-Ability Process

Often an educator will attempt to speak to a student regarding behavior when the student is not yet ready to receive the information. Responsibility-Centered Discipline trains educators to recognize when students are unready to discuss an issue, and to offer those students time to cool off and prepare to move forward.

The Response-Ability Process is sometimes confused with traditional “timeout” processes (including detention and in-school suspension), but the two processes are actually quite different. The Response-Ability Process is not a “consequence” or “punishment.” The objective is to teach students to recognize when they are too emotionally charged to make the best decisions and to get them to a point where they can handle situations in a positive manner.

In high school, a teacher may offer a student time to get focused; students are also trained to ask teachers for a moment to themselves. If a student abuses the privilege, the teacher simply reminds her of the expectation. However most students will see this as an opportunity to keep the problem from escalating and to avoid the potential consequences.

In middle school, the teacher may use a desk, bean bag or cubicle as an area where students can get focused. Once the student is ready to engage in a dialogue, he or she signals with a flag, a magnet or some other indicator.

The younger the child, the more concrete the concept needs to be. Response-Ability Mats can be a useful tool for Pre-K through Grade 2. The child uses the first mat to regain composure, then moves to the second mat when he or she is ready to begin processing what happened and what he or she could have done differently. The child moves to the third mat when he or she is ready to work with the teacher.

Time-based consequences can eliminate the opportunity for the student to address their problems. The Response-Ability Process enables students to take responsibility for their actions and to create solutions.

“The steps in this process can be taught to anyone with any skill level. It can be put into practice immediately, and my teachers and staff began using it the very next day.”

Jenifer Anderson, Curriculum Director
Larned School District





Implementing RCD Successfully

A successful RCD implementation requires a commitment from administrators, teachers and all others who work with students.

Training is conducted by Certified RCD Trainers and consists of two full days of instruction. The training is usually done on-site at a school or district, but open-enrollment sessions are conducted during the summer. Each participant receives a workbook which is designed to enhance the training and to increase the participant's retention of the material.

“Our school is a different place. When my superintendent came in the building he noticed how different the school culture appeared.”

Stacey Ricker, Principal
Harry Street Elementary School

Staff members will explore their personal beliefs about discipline and look for solutions to improve their current use of discipline techniques. They will also dialogue with fellow participants, as they prepare to implement a consistent plan for their entire school.

The training is dynamic and participants will be actively engaged in discussing and exploring strategies as they are presented. After the groundwork is put into place, participants will begin using the skills they have learned. This hands-on learning is done in a fun and supportive manner, and is essential to preparing participants to go back to their classrooms ready for the challenges they will face.

Participants will also begin to build their own Individualized Implementation Plan to help them formulate how they will process tough situations with students. An emphasis is placed upon helping participants put the “Give ‘em Five” themes into their own words so they feel comfortable with the process.

The goal of the implementation process is not simply to impart knowledge but to help your staff to become masters of challenging moments with students.

It is a foundational tenet of Responsibility-Centered Discipline that in order for academic interventions to succeed, a system must be implemented to monitor and respond to student discipline issues and behaviors.

Academic programs like RTI (Response to Intervention) and MTSS (Multi-Tiered System of Support) have been implemented in schools across North America in order to increase student achievement. Not only do student discipline issues disrupt the learning environment, but time-based consequences have the unfortunate side effect of removing students who may need the most help from the classroom.

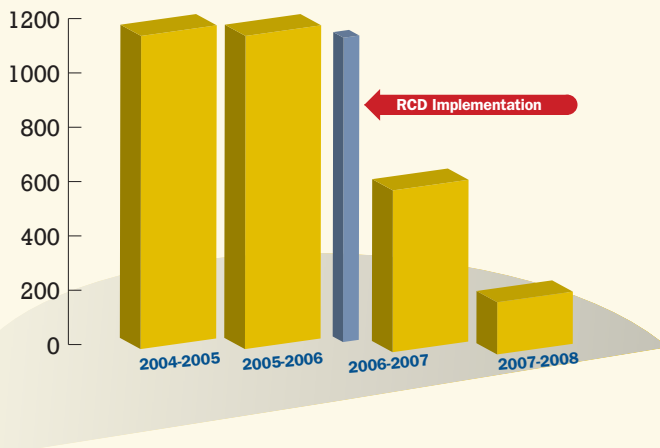
A key to success for both RTI and MTSS is involving all students in the first level of intervention – and RCD is designed to provide consistent and effective disciplinary support at that level. RCD will also support the process as these programs move into more advanced tiers.

“These strategies place the student at the heart of every presentation. Those in attendance walk away with practical applications to use immediately in their classrooms.”

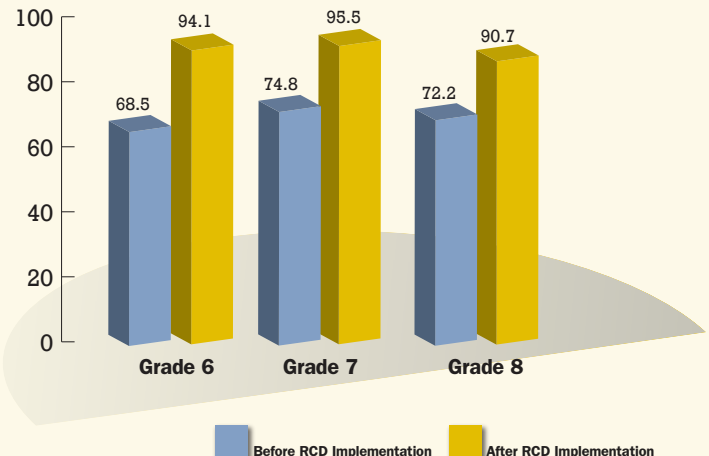
Amy Wagoner, Principal
Holy Cross School

The Link Between Responsibility-Based Behavior and Student Achievement

Santa Fe Middle School Office Referrals



Santa Fe Middle School Reading Assessment Scores



About Larry Thompson



Larry Thompson is an author and widely recognized speaker, as well as a recent finalist for National Principal of the Year.

Often called upon to deliver keynote presentations for state and national conferences, educators immediately connect with Larry’s knowledge, humor and passion for assisting today’s students. He has helped hundreds of educators and schools throughout North America break away from their traditional discipline models to a model that creates a responsible climate and responsible students.

Larry has served in a wide variety of roles in education – from special education teacher to alternative and traditional high school principal. Recognizing the need for school discipline reform, Larry understands that systems must be created that can be realistically implemented and sustained.



Bring Responsibility-Centered Discipline to Your School!

Responsibility-Centered Discipline™
Becoming a Master of Challenging Moments

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