

Water (The Death of the Nine)

Water of Grace come drown my broken soul,
Bury me in mercy and birth me whole Again,
and wholly yours. I'm not too young,
And still I'm not too old--my song's unsung,
Still incomplete, but beautiful and true.
The melody's the love I've found in you.

Water of Hope come cleanse away my fear,
Remind me that in all my pain you're here To clear
away the doubt that fogs my mind
And restore me to the life that you designed.
For you knew pain, anticipating ours,
And you knew fear, and desperate lonely hours.


Water of Life flow freely from your throne
And wash me clean and claim me as your own.

REDEMPTIVE DISCIPLINE

Moving Beyond Punishment to Potential

Fathoms

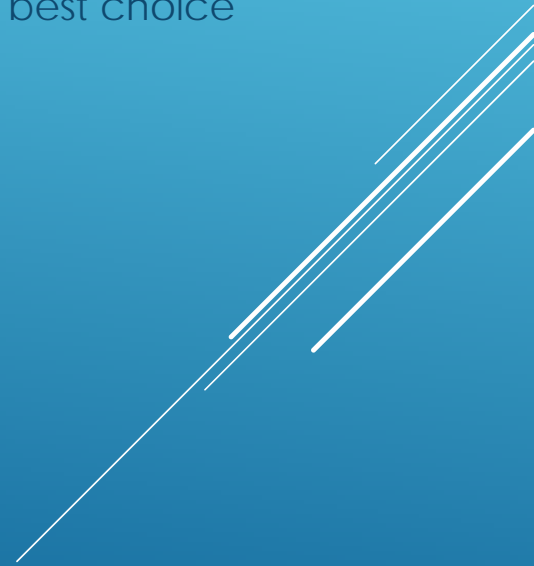
This vastness overwhelms me as I sail
From here to You. Clouds are not companions,
And waves provide no comfort when I fail.
There is this mocking water bird that runs
Just out of reach, suggesting there is land
Just out of sight, as You seemed pleased to be.
They say You spoke, or maybe moved Your hand,
And life appeared--but not that I can see.
Across this flat and featureless seascape
No life appears or speaks up from below.
Sometimes I fear there will be no escape
Into Faith from the emptiness I know.
Whatever meaning may below me be,
I sail here, on the surface of the sea.

The image features a solid blue background. On the right side, there are several white, parallel diagonal lines that appear to be part of a larger graphic element or design, extending from the top right towards the bottom right.



WILLIAM GLASSER

"Good or bad, everything we do is our best choice at that moment."



- ▶ Think of a time when you were completely misunderstood by someone, especially an authority figure, and experienced some type of negative interaction as a result. What feelings did you experience?

CONNECTING WITH THE CONCEPT

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

- ▶ Now, think of time when you behaved inappropriately (child or adult) and were punished or suffered consequences for it OR think of a time when you disciplined a student for misbehavior. Looking back, would you say the consequences were effective? Why? Why not? What did you use as a measure of effectiveness?

TIGHTENING THE FOCUS

- ▶ What is the true purpose of discipline in the school or home?
- ▶ How can we best accomplish that goal?

ESSENTIAL QUESTION




- ▶ Every behavior is a choice, based on our belief as to what is in our best interests
- ▶ We cannot control anyone's behavior except our own (that is, we cannot make anyone behave a certain way)
- ▶ All behavior is made up of four components:
 - ▶ Acting
 - ▶ Thinking
 - ▶ Feeling
 - ▶ Physiology
- ▶ Of these four, we can only directly control the first two. The others are indirectly impacted by the first two.

WILLIAM GLASSER'S CHOICE THEORY

A Fly Inspiration

A desperate fly buzzing at my window
Saw a world outside where he could not go.
He was not restrained for lack of trying,
Though he could not see what was denying
Him his chosen path. He seemed to forget
What he had learned each time; his mind was set
So blindly on his goal he tried again
And again, as if will alone could win
A battle that he could not understand.
I thought if I could catch him in my hand
I'd intervene and set him free outside.
I made a vow that I would not decide
To settle for what others say is true,
But learn by trying what I cannot do.



- ▶ Not every bad behavior is motivated by bad intent
- ▶ Not every bad behavior requires disciplinary action
- ▶ The goal of discipline should not be primarily the assertion of authority or personally motivated
- ▶ The goal of discipline is to help the individual make more positive and acceptable behavioral choices *through whatever means are effective*

IMPLICATIONS FOR THE CLASSROOM

- ▶ Discipline must be personalized, which requires deeper understanding of student
- ▶ Partnerships with parents are essential
- ▶ When possible, discipline can wait for child to be ready to participate (let anger dissipate)
- ▶ Keep the goal of discipline in mind—redemptive and constructive

RECOMMENDATIONS

- ▶ Student involved in casual drug use off campus
- ▶ Student refuses to give cell phone to teacher when asked, becomes very angry and antagonistic and comes to office still very heated
- ▶ Student continues to create disruption after being corrected multiple times, then speaks disrespectfully to the teacher
- ▶ Student engages in mutual antagonistic name-calling and threatening behavior with another student over a boy
- ▶ Student engages in cutting and other self-harming activities
- ▶ Student brings drugs on-campus and distributes to another student

PRACTICE SCENARIOS

▶ Back Home:


- ▶ Review your classroom/school discipline policies
- ▶ Identify those designed to assert authority or power vs. those designed to promote a change of heart/behavior
- ▶ Establish with colleagues those behaviors that cannot be worked with and the reasons for that determination
- ▶ Reexamine your own or your school's commitment to relationship building (relationships are required to mentor change)

EXTEND THE CONCEPT

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a dark blue background.

The Healer

I've brought this bird to you I found today,
Trusting that your heart will find a way
To restore him (Or her--how do you know?)
Into the path of life a bird should go.
A sigh. "But I'm no expert," you protest.
I don't argue; your heart will do the rest
Of the convincing--do my work for me,
You would say. It's what you were called to be,
A holder of broken birds, small, afraid,
Cowering in the cradle your love made
Of your two hands. No expert? Yes, I know.
But love ventures where expertise can't go.
This bird was not the first life that I brought
To you to save, no matter what you thought.



- ▶ www.wglasser.com
- ▶ www.choicetheory.com
- ▶ Soul Shapers: A Better Plan for Parents and Educators, by Jim Roy,
<http://www.amazon.com/Soul-Shapers-Better-Parents-Educators/dp/0828018316>

RESOURCES