

Empowering Educators to Master Challenging Moments with Give 'em Five™

When educators have the ability to stay calm and confident in any discipline situation, it creates a better work environment for teachers and a better learning environment for students. Give 'em Five is the interpersonal communication framework of Responsibility-Centered Discipline™ (RCD) that provides five guiding themes on which educators can focus during challenging moments with students. It equips teachers and administrators with a consistent process to have supportive conversations that convey to the student, "I am for you. I want you to do well. I want you to succeed in my class, in this school and in life."

2) Expectation – Refer to shared expectations, such as class or core school values.

Example: "I want everyone in our class to get a chance to answer questions, and it is important that we are always treating others kindly and doing our best to be respectful."

1) Support – Focus on the student's strengths.

Example: "[Student name], you are a good student, and I believe you knew the answer to the question I asked. Thanks for raising your hand. I'm so glad you were being a good listener."

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3. Breakdown – Describe how the expectation was not met, and be as specific as possible.

Example: "Laughing at [student name] when he gave the wrong answer could be embarrassing and make him not want to try next time. I know that comment would not help anyone do better in our class."

4) Benefit – State how a different behavior could benefit the student (not the school or educator).

Example: "When you treat others the way you want to be treated, you will make more friends and be seen as a leader in our class. I know how much you like to be the leader when I need help."

5) Closure – Finish with a positive statement so both the student and educator are able to move forward without damaging the relationship.

Example: "When I call on people a little later in the class period, can you do your best to be respectful of everyone, even if someone misses the answer?"

Ask Yourself:

- » Would what I'm about to say be meaningful to me?
- » Would I be okay with someone saying this to a child I care about – my son or daughter, grandson or granddaughter, or niece or nephew?
- » If my boss led the conversation in the same manner, would I want to work hard for him or her – or would I want to give less effort or even turn in my resignation?



Learn How to Create a Responsibility-Centered Culture at Your School

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