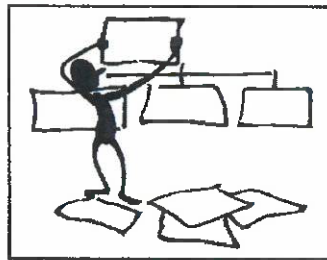


Organization and Study Skills

Prioritizing



Sequencing



Pre-Planning



Organization and Study Skills

The **Shelton System for Organization and Study Skills** is designed specifically for students who struggle with organization of their belongings and their time.

Students who have difficulty with organization will need close monitoring. Notebooks, assignment sheets, lockers, backpacks, homework, projects, *everything* must be closely monitored. For some students, these things will need to be checked daily by teachers and parents.

Only after the student has internalized the system and can implement independently can the monitoring decrease. Spot checks will probably always be needed.

Strategies presented will help students to...

- Organize at school
- Organize at home
- Organize their time

KEYS to Success:

1. There is a place for everything.
2. Keep everything in its place.
3. Start early.

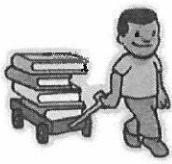
LEARNING STYLES CHART

Adapted from Colin Rose (1987). Accelerated Learning

This chart helps you determine your learning style. Read the word in the left column and then circle the questions in the next three columns that best describe you. Your answers may fall into all three columns, but one column will likely contain the most circles. The dominant column indicates your preferred learning style.

When you...	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to see if it feels right?
Talk	Do you listen sparingly but dislike listening too long? Do you favor words such as <i>picture</i> and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds and noises?	Do you become distracted by activity around you?
Meet Someone Again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people about business	Do you prefer direct, face-to-face personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions	Do you enjoy dialog and conversation or to hear the characters talk?	Do you prefer action stories or are you not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try?
Put something together	Do you look at the directions and the pictures?		Do you ignore the directions' and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

Analysis of Home Space



Living Room

- II chairs appropriate for child's size
- II book holder with children's books



Family Room

- II comfortable furniture appropriate to family sizes
- II games in cabinet
- II toys in cabinet
- II books in basket



Kitchen

- II cabinet for child's toys
- II table & chairs - child size
- II glasses, dishes appropriate for size and age of child



Bedroom

- II low rack for hanging child size hangers
- II holder for shoes
- II limited number of toys on shelves
- II book shelf
- II music



Garage

- II area for child's equipment labeled with name
- II hooks, holders to organize equipment

Schedules

Serve Us



Morning	
	Rise & Shine



8:35 a.m.	School Bell Rings
-----------	-------------------

Afternoon

LS 3:10/
UE 3:35 p.m.

School Dismissal



Activities	

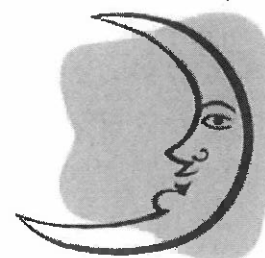


Homework	

Evening &
Bedtime

8:00 p.m.

Sweet Dreams



Shelton Study Skills Curriculum

Parent Information Packet

Foundations of the Shelton Organization System

- Go Folder (through 5th grade)
- Binder (1st - 12th grades)
- Nine Weeks folder (at the end of the grading period, 5th- 8th grades)
- Tub file (6th – 12th grades)
- Laptop computers (6th – 12th grades)

Goals of the Go Folder

- ✓ Provide the student with a place for papers they take home
- ✓ Provide communication between the school and the parent
- ✓ Provide an organizational system for the student

Goals of the Binder System

- ✓ Provide the student with a place for every paper
- ✓ Provide communication between the school and the parent
- ✓ Expand and reinforce an organizational system for the student

Goals of the Tub File

- ✓ Clean out the nine-weeks folder
- ✓ Continue to expand and reinforce an organizational system for the student
- ✓ Prepare the student for exams

Goals of the Tub File

- ✓ Clean out the nine weeks folder
- ✓ Continue to expand and reinforce an organizational system for the student
- ✓ Prepare the student for exams

Goals of the Laptop Computer

- ✓ Provide further communication between students and teachers
- ✓ Access resources on the internet
- ✓ Enhance the learning environment
- ✓ Provide assistive technology
- ✓ Provide organizational tools
- ✓ Provide alternative ways to create, complete, and turn in assignments

Locker Management Goal

- ✓ Provide the student with a system for book storage and retrieval

Method

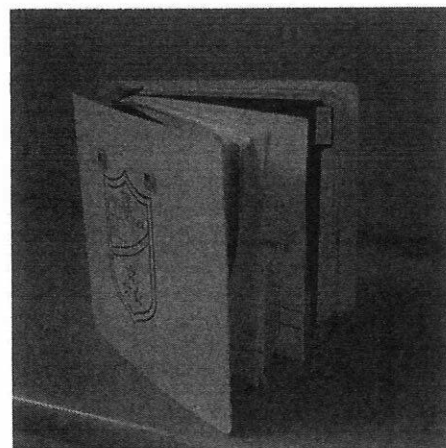
- ✓ Inserted shelves for additional surface space
- ✓ Lid organizer to hold books upright
- ✓ Magnets to hold notes

Binder System Set Up

1. When students arrive for the first day, have their binders with their names on the front. This establishes seating for advisory.
2. Keep the supplies at the teacher desk and **allow the students to assemble their own notebooks.** This creates a sense of ownership.
3. Move slowly so that all students are successful. Do not move on until **all** students have completed **each** step.
4. As students insert each piece, explain the function.

Build from the back.

1. **Extra paper**, if paper is stored in the back, it will stay fresher. After the paper given to the students is used, they will need to replace with paper from home. It is advisable to keep extra paper in their lockers.
2. **Dividers and Sub-dividers**: Each colored plastic divider will have three sub-dividers behind it. The first three will be inserted before the main heavy plastic divider (since you are building from the back).



Building from the BACK, put dividers in this order:

- 3 white dividers
- **Dark Blue divider (History)**
- 3 white dividers
- **Green divider (Science) (Sci/Research for 6th)**
- 3 white dividers
- **Red divider (Math)**
- 3 white dividers
- **Orange divider (Orange)**
- 3 white dividers
- **Light Blue divider (Reading)**

4. **Other materials:** (Remember that you are building from the back.)

1. Division Student Handbook (if applicable)

2. Student's schedule in sheet protector

3. Homework To Do/Homework Completed Folder

4. **Assignment book:** Pause here and show the students the various parts of the assignment book.

- Discuss a strategy for quickly finding the weekly page.
 - Suggestions: document flags, paper clip, turning down the corner of pages after they are used, or using the "Today" bookmark

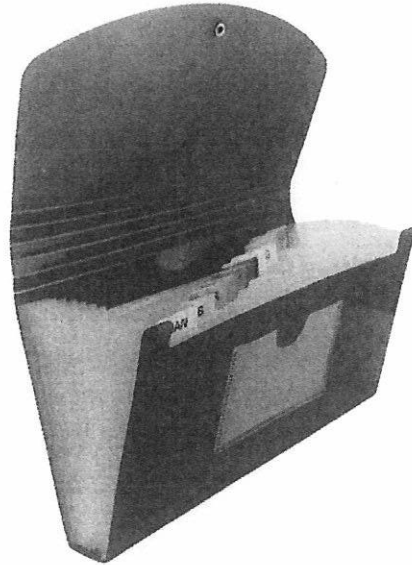
5. **Pencil bag (6th grade only)** Pencils, pens, highlighters, hole reinforcements

Once the binder is well organized, the foundation of the system is established.

The Essentials File (formerly called the Tub File)

Organizing materials needed for semester exams is made easier by organizing a file.

- Each student is to have an Essentials File that is kept at school in the locker.
- Shelton provides file for every 6th grader, 9th grader, and new student at the beginning of the year.
- The file should be passed on to the new advisor the next year and taken home at the end of 8th grade/12th grade.
- Help students find a place for the file in their locker..
- Assist students in labeling their file and setting up five hanging folders: Reading, English, Math, Science, History
- After parents have signed take home folders (MS), set aside time to help students empty the folder into the tub file.
- Assist any student with folder difficulties.
- Give students copies of any pertinent papers they are missing.
- At the end of the semester, subject teachers will help students decide what to pull from the file to use as they prepare for exams.
- After semester exams, any papers not needed should be recycled.
- Organization of documents and folders must be directly taught, just like filing papers in the binder.
- It is imperative that enough time is given for students to be successful.
- Consistency across all classes and all divisions is key.



Laptop Computers

Use of the computer is essential in today's classroom. Shelton students begin carrying a laptop in fifth grade.

- Organization of papers and folders on the laptop must be directly taught just like filing papers in the binder.
- At the beginning of each year (first 2-3 days), students will set up their electronic files in Google Drive.
- The files in Google Drive should mirror the Shelton binder dividers.
- Assignments must be saved with appropriate titles as determined by the subject area department or the division.
- All teachers must conduct regular checks to see that students are filing electronic documents in the correct folders.

Daily Schedule

Monday / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
Tuesday / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
Wednesday / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
Thursday / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
Friday / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM

Space at home

- √ Appropriate noise level
- √ Appropriate lighting
- √ Writing surface
- √ Limited distractions
- √ Supplies available
- √ Set up a consistent routine after school for homework

An efficient desk

- √ Materials are organized and readily available.
- √ Desktop is cleaned off so work can be done.

Desk supplies

- √ Dictionary
- √ Thesaurus
- √ Clock
- √ Calendar
- √ Paper
 - √ notebook
 - √ graph paper
 - √ printer

Study Skills Tool Box Contents

- | | |
|--------------------------------------|---|
| ○ Pencils (colored and #2) | ○ Staple remover |
| ○ Pens (blue, black, red, and green) | ○ Scissors |
| ○ Colored markers | ○ Three hole punch |
| ○ Sharpie | ○ Small pencil sharpener (with reservoir) |
| ○ Highlighters (multiple colors) | ○ Reinforcement labels |
| ○ Large eraser | ○ Rubber bands |
| ○ Post-it pads (large and small) | ○ Ruler |
| ○ Page flags | |
| ○ Paper clips | |
| ○ Book Mark | |
| ○ Index cards (two colors of 3 X 5) | |
| ○ Glue stick | |
| ○ Tape | |
| ○ Stapler & staples | |

Coordination of Study Skills

At School	At Home
Listening Direct for details Indirect for overview	Homework Up-date calendar File all papers Do in class order
Class participation Appropriate interaction Follow procedures	Reading textbooks Flags SQ5R
Notetaking Cornell Method	Studying for tests Start early Set a schedule Stick to the schedule Use mnemonics
Taking tests Use a strategy Read all directions Check your work	
Writing papers / Doing projects Start early Set a schedule Stick to the schedule Neatness counts!	

SQ5R

Survey	Make sure you can identify the topic. Look at the pictures, maps, or graphs. Read the captions. Read any insets. Get the overview.
Question	What do I want to know? What does the book want me to know? What does my teacher want me to know?
Read	Small portions.
Recite	Paraphrase.
Respond	To the questions they create or are given at the start of the section/chapter.
Review	Make sure you can paraphrase the main idea of the section in your own words. Take notes. Highlight. Mark answers.
Reflect	Tie it to previously learned material.

Cornell Note Taking Guide

Title: *(name of topic for the day)*
 Date: *Day of week, month and date,*
 E.g.: *Thursday, 10/26/05*

Key <i>(for abbreviations)</i>

This column is for Key words and phrases	Key words and phrases can be written in as notes are taken, or they may be filled in later the same day.
Acts as a great study tool; this column can be turned into questions	This column can be turned into answers.
Question words should be in this column: WHO? WHAT? WHEN? WHERE? WHY? HOW?	Answers go in this column.
Handwriting	Must be able to read in three weeks.
Abbreviations	Should be encouraged, and a key should be set up in advance.
Code notes.	Students should number, star, and highlight notes as a teacher reviews the material at a later date.
Use lots of paper!	Skip lines and only write on one side of the paper, this allows for the addition of extra information at a later date.

DYSLEXIA

- Books on audio – any novel, textbook – Shelton librarians can help
- Continue reading to them to speed up the process and the child getting the information
- Worry about child getting the information. If child is reading to you, helpful suggestions would be to pat out the syllables, use word families, sound out word. If context is too difficult, read the information to them.
- Let them dictate to you, depending on age or severity – be the scribe for them
- Don't feel guilty about being the scribe
- Memory board for memorization, spelling

ADHD

- Develop systems and structure
- Place for backpack
- Place for lunch
- Place for anything
- Uniforms out at night
- Shoes at the right place
- Backpack ready to go – NO loose papers
- Breakfast already planned
- Lunch already planned – packed the night before even better
- Consistent medicine – establish routine and time for taking
 - Don't play around with the dosages without doctor's direction
 - Inform teachers of medication changes
 - As child gets older – may need medicine to do homework – address issue with doctor
- Establish a place to do homework and provide supplies needed
- Calendar at home – tests, their appointments, sports – review each week to plan their time
- Student notebooks – know about notes to parents section; your job to find papers requiring your signature/assist your child with this. Use Google Calendar and Google Classroom.

DYSCALCULIA

- Have graph paper at home on which to work problems
- Be a scribe – write problem for them – goal of Shelton is for them to eventually write out the problem for themselves if at all possible
- Memory board – some sort of tactile board – to use when they get stuck with facts

RECEPTIVE AND EXPRESSIVE LANGUAGE DISORDER

- Talk slowly
- Not too much verbiage
- 1 or 2 directions at one time
- Have the child repeat directions to you to check for understanding
- Give the child time to get his thoughts expressed
- Don't talk for the child nor let siblings take over for the child
- Have a globe or map where they may have a visual for where they are going or have been (time and space)
- Board games – language development
- Simple crossword puzzles
- Always connect language with meaning -- in the grocery store, billboards, TV advertising
- Explain jokes and riddles
- Have them sequence events – explain events of a movie etc,

WRITTEN LANGUAGE DISORDER

- Depends on age and severity
 - Student can dictate to the parent (scribe)
 - Technology – the key – typing skills, grammar check; spell check
 - As a parent, don't change everything they have written; teacher needs to see rough drafts
 - Editing at home – don't overwhelm – one goal at a time

ALL LEARNING DIFFERENCES

- Always inform people about your child's LD – coaches, Sunday School, etc. – so they are aware and don't ask your child to read or write in front of others
- No power struggles
- Let the child call the teacher and figure it out
- Provide structure and consistency at home – let them know your expectations
- Continue finding strengths of the child, not academic – find something
- If something is overwhelming the child, let advisor know -- child doesn't have to know you contacted advisor.
- Most students at Shelton are a combination of more than one learning difference.

Executive Functioning

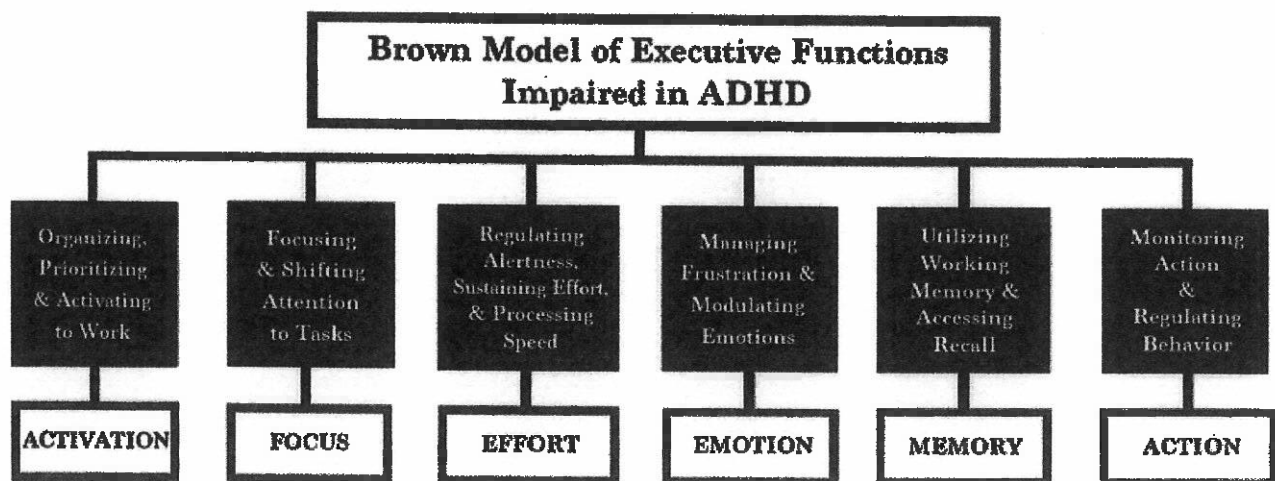
Over the past twenty years research has examined the prefrontal cortex of the brain and its regulation of mental functions related to self-control and goal directed action. These functions are categorized and referred to in medical texts as Executive Functions (EF).

Executive Functions include:

- Goal-directed actions
 - Inhibition and resistance to distraction
 - Problem solving and strategy development
 - Shifting of actions when necessary to complete tasks
 - Persistence toward attaining a goal
 - Self-awareness over time
-

Executive Functioning and its Relatedness to Organizational Skills

Most children, adolescents and adults with ADHD report these six clusters of impairments as chronic, to a degree markedly greater than persons without ADHD. Impairments of these executive functions can be assessed with The Brown Attention Deficit Disorder Scales, normed rating scales for children, adolescents and adults.

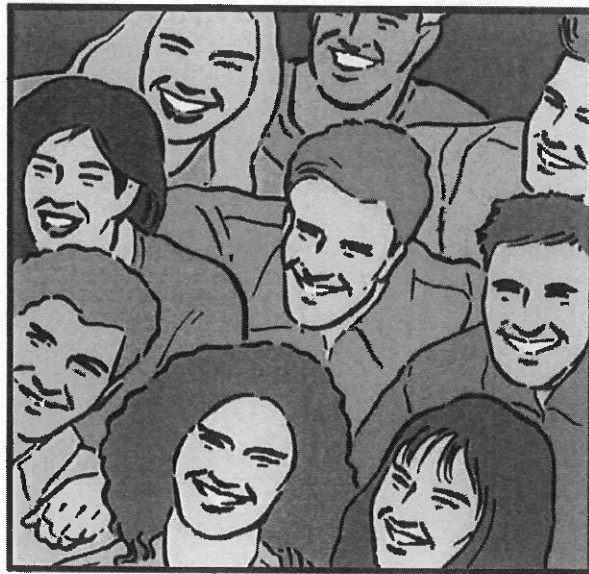


Social Values

- **Social Skills/Choices**



- **Ethics**



A NEGATIVE CYCLE OF SOCIAL INCOMPETENCE



Developmental Dysfunctions and Their Potential Impacts on Social Ability

<u>Area of Dysfunction</u>	<u>Possible Effects</u>
Attention and inattention	Impulsive, poorly planned (or unplanned) social acts Insensitivity to feedback cues Egocentricity, trouble sharing Lack of attention to social detail Aggression (in some cases) Spatial and temporal-sequential: problems reading nonverbal feedback functions (i.e. facial expressions) Sequential: difficulty with social prediction (sequential flow in social contexts)
Memory	Problems with social learning from experience Discrete impediments (e.g., recall of names, faces, appointments)
Language	Poor use of verbal methods of "titrating" relationships Deficient verbal pragmatic strategies
Higher-order cognition	Inadequate social cognition Problems assessing attributions or engaging in moral reasoning
Production capacities	Difficulties with body image Peer ridicule of clumsiness or awkwardness

Adapted from Table 8-2, p. 281 of Developmental Variation and Learning Disorders (1999) by Melvin Levine, M.D.

What Is *Choices*?

- Teaching designed to improve social interactions can improve the social development of LD children.
-
- Because LD children don't absorb this knowledge intuitively, social behaviors must be learned through direct teaching.
- An intervention program, *Choices: A Comprehensive Character Education Curriculum*, has been developed by Laure Ames and Joyce Pickering for use by The Shelton School.
- "Choices" is based on the *Social Values* program developed by Charles Shedd in 1971. Dr. Shedd studied 240 cultural value systems and identified a basic set of values that are similar across cultures.
- Dr. Shedd stressed the "universality of moral codes and... their necessity" and believed a child is an "infinitely malleable tabula rasa who depends on experience and social learning for solving human tasks. These tasks must be solved within a framework of values so that personal and social integrity can be maintained."
- "Choices" is a structured, multisensory program taught daily for 30 minutes to grades 1 through 8 over the academic year.
- "Choices" incorporates the salient features of social skills training, problem-solving techniques, affective regulation, cognitive restructuring, and behavior modification intervention models into a Structured Learning Model for teaching.
- "Schools must unabashedly teach students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly held values" - *Breaking Ranks: Changing an American Institution*, National Association of Secondary School Principals
- "We learn that we may know how to act" - *The Talmud*

Choices: A Comprehensive Social Values Curriculum

- I. Skills for Success
 - A. Communication Skill
 - B. Decision Making Skill (Stop-Think-Choose)
 - C. Problem Solving Skill (PACT)
- II. Responsibility
 - A. At School
 - 1. Why We Go To School
 - 2. School Behaviors
 - a. Behaviors for Success (Appropriate)
 - b. Daydreaming (Inappropriate)
 - c. Bullying (Inappropriate)
 - d. Showing Off (Inappropriate)
 - e. Dishonesty (Inappropriate)
 - B. At Home
 - 1. Taking Care of Yourself
 - 2. Taking Care of People and Possessions
 - 3. Habits
- III. Self-Discipline
 - A. Courage
 - B. Respect
 - C. Integrity
 - D. Perseverance
 - E. Truth
 - F. Attitude
- IV. Self-Control
 - A. Prudence
 - B. Communicating Feelings
 - C. Assertiveness, Not Aggressiveness
 - D. Handling Stress
- V. Consideration for Others
 - A. Compassion
 - B. Tolerance
 - C. Cooperation
 - D. Manners
- VI. Social Competence
 - A. Review Communication, Decision Making, Problem Solving
 - B. Making Friends
 - C. Keeping Friends
 - D. You and Others
- VII. Destiny
 - A. Concept of Destiny
 - B. Defining Your Direction

Emotional Intelligence

Shelton School from Early Childhood through Middle School uses Marc Brackett's Emotional Intelligence program which implements the Mood Meter and the Class Charter.

Mood Meter instruction empowers students with a vocabulary of feeling and emotion words. Through self identifying and naming their various levels of pleasantness and energy they are able to be more aware and take control of their feelings and actions.

As a class, the students then decide which feelings are most important to them, and together with their teacher they create the standards for the classroom known as the Class Charter. This charter is signed by the students and teacher and posted in the classroom.

The Mood Meter is a large poster that has a prominent place in each classroom. The students are able to communicate their moods by identifying where they are on the Mood Meter. They are also able to identify changes in their mood throughout each day.

Many of our families use the Mood Meter in their homes. Families can also use the charter model to establish a Family Charter, guided by the parents, but created by the whole family. For more information, visit Marc Brackett's web site

<https://www.marcbrackett.com/>

Win at Social

The Social Institute (TSI) provides a gamified, online learning platform, Win at Social (WAS), that empowers students to navigate their social world, social media and technology, **to fuel their health, happiness, and future success.**

Students are spending an average **8.3 hours each day on their screens**, according to Common Sense Media, and social media and technology have become some of the greatest influences on students' health, happiness, and future success whether or not they own a device.

Rather than focussing on the negative effects of technology, Win at Social founder, Laura Tierny, found ways to use technology to create positive change in the world, and more. The Social Institute is a gamified, best-in-class social-emotional curriculum that uses a positive, proactive approach that students embrace and adults respect.

Rather than

focusing on the negatives

scaring and restricting

harping on what not to do

adults designing kid-ish lessons

Win at Social

elevates the positives.

empowers and equips.

coaches students on what to do and how

students snicker-test everything created

By reinforcing character strengths like empathy, integrity, and teamwork and by showcasing their role models (from student leaders to U.S. Olympians), WAS uses a relevant, positive approach to inspire students to make positive, high-character choices.

Shelton Students in grades three through 12 are benefitting from the Win At Social Platform. [Win At Social website](#)

CharacterStrong

This is the first year for Shelton to implement CharacterStrong/Purposeful People which is a PreK-12th grade digital program designed to build social and emotional competence, develop character, and cultivate strong educator-student relationships.

The Elementary Toolkit (PurposeFull People) focuses on 10 traits.

Courage	Kindness	Cooperation
Respect	Perseverance	Creativity
Responsibility	Empathy	Honesty
Gratitude		

The program provides over 90 tools, lessons, and/ or resources for each trait to support the classroom, staff, families, and the playground. Built with a mutually adaptive approach, the Toolkit provides flexibility through 3 implementation plans (flexible, daily, or weekly) for each level Pre-K through 12th grade.

The classroom portion is sorted into 5 categories to easily integrate the content in various ways (starters, mini activities, mindfulness practices, activity-based learning, and closers).

All of CharacterStrong's curriculum is grounded in scientific research starting with a research-backed logic model that translates evidence into core content and instructional components that lead to specific outcome

SOME SOCIAL THINKING VOCABULARY

BY MICHELLE GARCIA WINNER

SOCIAL THINKING- The idea that we are social thinkers everyday whether it is at home or in the classroom. We should be aware that people around us have thoughts and feelings. It includes sharing a space with others effectively and understanding the perspective and intentions of others. Although it is abstract, the vocabulary and lessons are concrete and talk about how the social world works.

WHOLE BODY LISTENING-Idea that the whole body (eyes, ears, mouth, hands, feet, bottom, and brain) needs to be focused on the group in order to listen and show you are listening.

EXPECTED BEHAVIORS -Understanding that a range of hidden rules exist in every situation and people are responsible for figuring out what those rules are and then following them. By doing so, we keep other people thinking good thoughts about us. Doing what is expected is different based on where we are and who we are with.

UNEXPECTED BEHAVIORS-Failing to follow the set of rules, hidden or stated, in the environment. People who don't follow the rules are doing what is 'unexpected' and people may have "uncomfortable" or 'weird' thoughts about them.

THINKING WITH YOUR EYES - Your eyes are 'tools' that help you figure out your environment and what other people might be thinking about. It puts the emphasis on the students becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. They are encouraged to use this information to adapt their thinking, words, and behavior. Also, if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.

YOUR BODY IS IN THE GROUP/YOUR BODY IS OUT OF THE GROUP-

When someones body is turned into the group and they look like they are working as part of the group. We notice when somebody's body is not part of the group.

YOUR BRAIN IS IN THE GROUP/YOUR BRAIN IS OUT OF THE GROUP- We notice when somebody's is in the group and their brain is paying attention. We think that person is doing a really good job participating in the group. We also notice when somebody's body is in the group, but it does not appear like their brain is part. It does not appear that their brain is thinking about the same thing as the group. We say "your brain is not a part of the group".

BEING A "THINKING OF YOU " KID VERSUS A "JUST ME' KID-

These terms are used to define the difference between cooperating in a group versus just focusing on one's own needs.

THE THREE PARTS OF PLAY- Play involves 3 steps: set up, play, and clean up. Many students take way too long to set up because they insist that things be a certain way. We want them to learn that it takes away from play time which is what they really want. Also, helps with cooperation.

SOCIAL DETECTIVE - Everyone is a social detective. We are good social detectives when we use our eyes, ears, and brains to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say. We use our eyes, ears, brains to figure out people and places.

SMART GUESSES- This is when we use all of our tools to figure things out and then make guesses based on what we know about the world.

WACKY GUESSES- If we forget and don't think about what we know and see, then we just make a random guess without having any information. As we learn in school, our teachers do not expect us to make wacky guesses.

BIG PROBLEM / LITTLE PROBLEM- Not all problems should get the same emotional reaction. Students use a rating scale (1-5) to help understand the range of their behavior. Big problems call for stronger emotions and help. Little problems are called 'glitches' and can be worked out if you stay flexible.

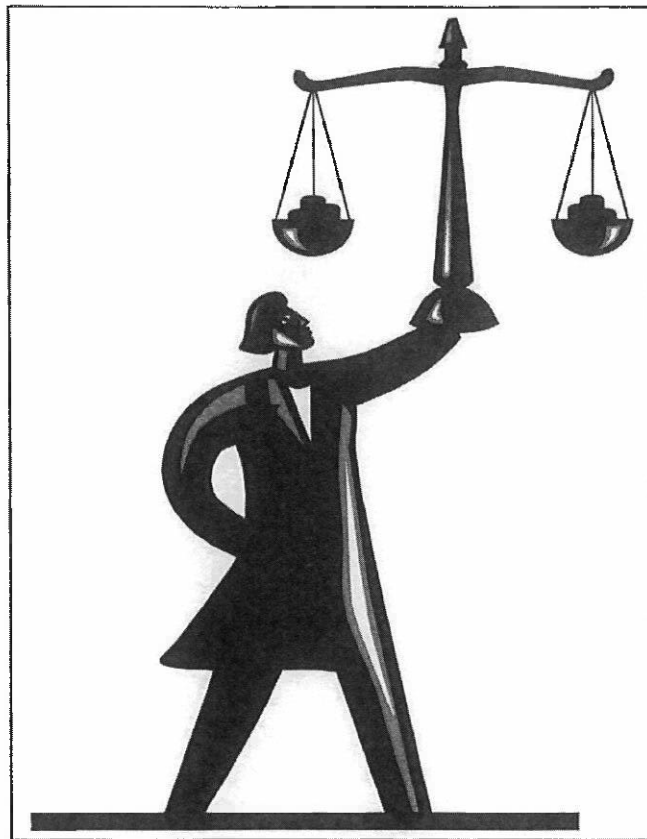
SUPERFLEX- A comic superhero who helps kids overcome the challenges in different social situations that arrive across the school and home day.

FLEXIBLE THINKING - Needed to interpret verbal and nonverbal information based on different points of view or different contexts. This is the opposite of having a rigid brain, where one follows a rule all the time or cannot interpret subtle different meanings in language or expression.

The Shelton Ethics Curriculum

For

Grades Nine through Twelve



Shelton School & Evaluation Center
17301 Preston Road
Dallas, TX 75252
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The following concepts and terms are taken from the book, How Good People Make Tough Choices by Rushworth Kidder, Simon and Schuster, 1995

Moral Temptation: a choice between right and wrong

- Front Page Test
- Legal Test
- Mom/Mentor test
- Stench Test

Ethical Dilemma: a choice between two rights

Four Paradigms of Ethical Dilemmas:

- Truth versus Loyalty
- Individual versus Community
- Short-Term versus Long- Term
- Justice versus Mercy

Trilemma: "...a third way forward, a middle ground between two seemingly implacable alternatives." (p. 167)

Resolution Theories

Ends Based Thinking:

- *focuses on consequences
- *the greater good for the greater number

Rules Based Thinking:

- *focuses on universal guidelines/rules
- *does not look at consequences

Care Based Thinking:

- *principle of reversibility
- *concept found in every major world religion

Kidder's Nine Checkpoints for Ethical Decision Making

1. Recognize that there is a moral issue. (awareness)
2. Determine the actor. (Who has the responsibility to act vs. myob)
3. Gather the relevant facts. (We need good information to make good decisions)
4. Test for right versus wrong issues.
5. Test for right versus right paradigms.
6. Apply the resolution principles
7. Investigate the "trilemma" options.
8. Make the decision. (moral courage)
9. Revisit and reflect on the decision. (learning from our experiences)

Autobiography in Five Short Chapters

By Portia Nelson

I.

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost forever...I am helpless.
It isn't my fault.
It takes forever to find a way out.

II.

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But it isn't my fault.
It still takes a long time to get out.

III.

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
My eyes are open.
I know where I am.
It is my fault.
I get out immediately.

IV.

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V.

I walk down another street.

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