

THE DISCIPLINE ADVANTAGE

DETENTION LEARNING PACKET SYSTEM

Version 2

Junior High and Middle School

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TABLE OF CONTENTS

DETENTION LEARNING SYSTEM: *INSTRUCTIONS AND SUGGESTIONS*

SPECIFIC LEARNING PACKETS

Detention Learning Packet #1: *BEING LATE TO SCHOOL*

Student Response Packet # 1.1
Student Response Packet # 1.2

Detention Learning Packet #2: *BEING LATE TO CLASS*

Student Response Packet # 2.1
Student Response Packet # 2.2

Detention Learning Packet #3: *CUTTING CLASS*

Student Response Packet # 3.1
Student Response Packet # 3.2

Detention Learning Packet #4: *BEING UNPREPARED FOR CLASS*

Student Response Packet # 4.1
Student Response Packet # 4.2

Detention Learning Packet #5:

DISTURBING CLASS

Student Response Packet # 5.1

Student Response Packet # 5.2

Detention Learning Packet #6:
BEING AWAY FROM YOUR ASSIGNED AREA

Student Response Packet # 6.1

Student Response Packet # 6.2

Detention Learning Packet #7:
CAFETERIA MISBEHAVIOR

Student Response Packet # 7.1

Student Response Packet # 7.2

Detention Learning Packet #8:
CUTTING DETENTION

Student Response Packet # 8.1

Student Response Packet # 8.2

Detention Learning Packet #9:
CHEWING GUM/EATING CANDY

Student Response Packet # 9.1

Student Response Packet # 9.2

GENERAL LEARNING PACKETS

Detention Learning Packet #10:
DISRESPECT FOR AUTHORITY

Student Response Packet # 10.1

Student Response Packet # 10.2

Detention Learning Packet #11:
PROBLEMS WITH RELATIONSHIPS

Student Response Packet # 11.1
Student Response Packet # 11.2

Detention Learning Packet #12:
INAPPROPRIATE RESPONSES

Student Response Packet # 12.1
Student Response Packet # 12.2

Detention Learning Packet #13:
LACK OF SELF-DISCIPLINE

Student Response Packet # 13.1
Student Response Packet # 13.2

Detention Learning Packet #14:
LACK OF RESPECT FOR OTHERS

Student Response Packet # 14.1
Student Response Packet # 14.2

Detention Learning Packet #15:
GOOD AND BAD HABITS

Student Response Packet # 15.1
Student Response Packet # 15.2

DETENTION LEARNING PACKET SYSTEM JUNIOR HIGH AND MIDDLE SCHOOL

Version "B"

For the Low Level Reader

INSTRUCTIONS AND SUGGESTIONS

These Detention Learning Packets are designed to provide constructive, positive learning experiences for students who have violated a school standard for behavior, and are serving a detention as punishment. The Learning Packets are divided into nine Specific packets and six General packets.

The Specific packets are directed towards particular forms of inappropriate behavior, such as being late to school, late to class, chewing gum in class, etc. The General packets are designed for general behavioral problems, such as not being able to get along with others, being disrespectful of authority, lack of self-discipline, etc.

These Learning Packets can serve three purposes:

- They can prompt students to set goals that help them improve their behavior.
- They can be used to give misbehaving students a better understanding of why they misbehave.
- They can be used as the penalty for students with repeated misbehavior.

Each Learning Packet consists of the following:

- Text, which identifies the type of misbehavior, tells why such actions are wrong, outlines the causes and implications of such behavior, and makes suggestions for improvement.
- Three illustrative stories in which misbehavior is described.

- Two Response Forms (one for the first offense and one for the second), which require students to answer questions relevant to the Packet text and to their particular behavioral problems. These forms are filled out by the students.

In each instance, the objective of the packet is to make a difference in how the student behaves in the future. We have stressed the themes of respecting the rights and feelings of others, discovering the causes of misbehavior, and developing goals to improve behavior.

Central to any student's growth is the understanding that he or she is part of a learning community that includes the other students, teachers, the principal, and school staff and administration. Respecting the rights and property of those other persons is key to living harmoniously in that community.

While the ostensible purpose of these lessons is to serve as a consequence or punishment for the student, we have de-emphasized the punitive aspect of the packets and lessons. Instead, we have stressed the positive learning experience that can come from understanding and reflecting on one's behavior.

By emphasizing the feelings and rights of others, we try to lead students to a more empathetic and social understanding of the effects of their behavior and the fact that this behavior impacts on the whole school community. By emphasizing the discovery of the causes of behavioral problem we try to lead students to better understand their own motivations.

Finally, we stress setting individual goals for improvement. All of the materials in these Packets are developed with the following step-by-step agenda for improvement in mind:

1. Identifying inappropriate or destructive behavior
2. Identifying ethical issues
3. Identifying underlying causes of such behavior
4. Setting goals

INSTRUCTIONS FOR USING THE PACKETS

1. Remember to make extra copies of your Detention Learning Packets. Do not allow students to write on the master copies. Save them for making additional copies.
2. Each time a student is sent to detention for disciplinary reasons, select one of the packets for him or her to read. Also give him/her one of the corresponding response forms.
3. Note that the Detention Learning Packets have two response forms to handle "repeat offenders." These students will have to re-read the improvement packet text materials, but will receive a different response form the second time.
4. Because the completed response packets may provide insight into how students see themselves, the response sheets might be made available to teachers, counselors, and others who work with the student. Before this is done, we suggest that you let the student know that you may be sharing this material with others.
5. A copy of the response form might also be given to the student's referring teacher the next day. Student responses could also prove helpful for the school's Pupil Personnel Team in its work with particular students. The student's parents can also be asked to read the completed response form.
6. Keep a folder for each student who is sent to detention and file all completed response forms.
7. We suggest that an administrator, counselor, teacher or detention room supervisor review with the student his or her answers to the questions. This should be done as soon as possible after the student hands in his or her completed response form. This will help to reinforce an understanding of what needs to be done so the problematic behavior does not occur again.