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ABSTRACT

Noting that much is known about teaching and learning personal and social responsibility but little is incorporated into the K-12 curriculum, this book is intended for parents and educators as a guide to helping children develop personal and social responsibility, especially as it relates to behavior in school. Part 1 of the book consists of five chapters: (1) "Making Responsibility Education a Priority at Home and School"; (2) "Teaching Responsibility"; (3) "Exploring the Meaning of Personal and Social Responsibility"; (4) "Setting Goals for Learning To Be Responsible"; and (5) "Parents and Schools: Co-Partners in Teaching Responsibility." Part 2 consists of one chapter that provides examples of model practices in teaching personal and social responsibility, while the single chapter that makes up part 3 describes 16 exemplary programs, resources, and references for parents, schools and the community. Six appendixes contain a sample teaching unit from the Character Education Institute, a sample responsibility lesson from the Home School Institute, a description of a responsible student from a high school department, a letter from a teacher to parents on course responsibility, a sample parent-student handbook, and a list of responsibility-oriented elementary school behavioral expectations. (MDM)

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Developing Personal and Social Responsibility

A Guide to Community Action

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Donald R. Grossnickle Ronald D. Stephens
National School Safety Center

**DEVELOPING PERSONAL AND
SOCIAL RESPONSIBILITY**

A GUIDE FOR COMMUNITY ACTION

**Donald R. Grossnickle, Ed.D.
Ronald D. Stephens, Ed.D.**

Cover design by Connie Tataris, Student, Addison Trail High School

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As a national clearinghouse, the Center communicates the latest trends and effective programs in school safety to educators, law enforcers, the legal community, government officials, the media and the public.

Center activities include producing print and multimedia informational materials for practitioners; creating public service advertising to promote public awareness; providing technical assistance; developing legal and legislative resources; and presenting training conferences.

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Preface

Safe and effective schools must be supported by responsible students and communities. Parents and adults who work with children want to provide them with every advantage possible to encourage their present and future success. With today's hurried pace and demands upon adults, it is often difficult to take the time to be with children and give them the thoughtful attention they need. Many busy parents and teachers are rethinking the priority they can or should give to consciously help kids grow into responsible adults. It is well worth the struggle it sometimes takes to teach responsibility. Responsibility-oriented children most often grow into happy, well-adjusted, productive members of the community.

Teaching personal and social responsibility to children at home and at school can be a complex task. Much is known about teaching and learning personal and social responsibility, but there seems to be little incorporated in our present K-12 curriculum. Often parents and teachers have conflicting notions of how best to teach responsibility.

Teaching students who will not accept personal responsibility for their own learning progress or apply themselves to assignments is quite a challenge. Teachers also have a difficult time working with students who refuse to demonstrate social responsibility toward others. Such students have not learned to behave in a manner that does not interfere with others' freedom to learn within a supportive environment. Many parents complain openly about children who characteristically avoid their obligations around the house, don't do their assigned homework, refuse to take school seriously, or fail to manage their time productively.

Schools can play an important leadership and coordinating role with students, parents and the community in teaching responsibility skills. When the school staff, parents and community members work as a team to teach such life skills, everybody can benefit!

Adults play a pivotal role in teaching children responsibility through their own actions. Many children, in the course of a day, will test the limits of freedom provided them at home, school and in the classroom. Adults must be prepared to effectively respond and guide them.

At the very heart of solid homes and successful classrooms where students are thriving, one is likely to find clear priority given to transmis-

sion of personal and social responsibility. Many educators are sounding the alarm and asking for the active support of parents and community. Too many students come to school each day with a poorly developed sense of responsibility, which translates into disobedience, disruption, violence, truancy, a lack of sincere effort, early pregnancy, drug abuse and, in general, a lack of appropriate self-control and motivation.

With insights, research-based strategies and helpful resources in hand, teachers, community leaders and parents can work together in designing and implementing plans for the systematic teaching of personal and social responsibility. Parents and school staff members often fall into the trap of avoiding or ignoring appropriate adult roles involved in such teaching. Today, we are challenged with providing clear and consistent guidance to our youth, teaching them to be responsible citizens within a democratic community.

The ideas, suggestions, model curricula and programs set forth in this booklet are designed to serve as framework resources rather than as prescriptive formulas. The success of many programs is often people-driven. What works for one family may not work for another; however, the opportunity to share successful strategies can give insight to all of us as we help shape America's most valuable resource -- our children.

D.R.G.
R.D.S.

Content and organization

This book is organized into three parts. The background information in Part I can be useful for establishing responsibility as a priority at home and school; defining the meaning of personal and social responsibility; setting goals for teaching responsibility skills; and exploring the parent role in teaching responsibility in conjunction with the school. Part II includes 14 “keys for unlocking the door” to responsibility. The keys are research-based ideas, strategies and methods for teaching responsibility at home and school. Part III describes exemplary responsibility programs and resources for parents, schools and the community.

Several key assumptions guide the content of this book:

- Parents and teachers must be clear in their understanding of terms, concepts, roles and expectations concerned with the teaching and learning of responsibility.
- Teachers and school staff can play a leadership role in building a community-wide partnership in promoting attention to the development of personal and social responsibility.
- Responsibility skills can be explicitly, directly and collaboratively taught at home, at school and in the community.

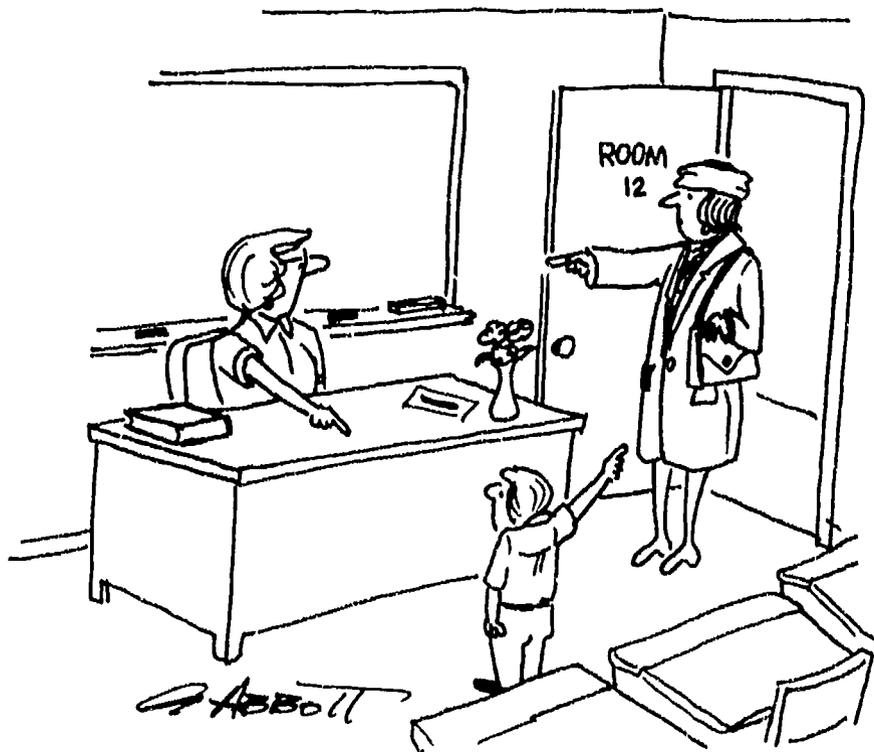
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Part I

Chapter I

Making Responsibility Education A Priority At Home and School

Responsibility can be taught and learned at every age. The child who has the benefit of loving and caring adults who guide, coach and nurture the development of this important trait is indeed fortunate. Being responsible and self-motivated at an early age helps the child to benefit from school and other experiences while growing up.

Today, schools are attempting to successfully respond to increased expectations placed upon them by well-meaning parent groups, commissions and local boards of education.

School personnel are calling for some "good old-fashioned" help from parents and community in creating safe and supportive school environments that bring out the best in each student, both academically and socially. Parents seek guidance and assistance from schools in opening new channels of communication and cooperation, helping them raise their children in environments that promote the development of self-responsibility.

Criticism of our society often leads to reflection by those who care for the future. World-famous parent advisor Dr. Benjamin Spock (Spock 1990) wrote:

America, throughout the 20th century...is ambitious individualism. Sadly, only crises — economic depression, shocking social injustice, war — seem able to draw us out of our self-centeredness into cooperation for the common good. We must find leaders who have vision and courage. But ultimately, the future of the family and of the society is squarely up to us...

It has been said the three most difficult undertakings of life are being a teenager, being the parent of a teenager and trying to teach a teenager. Some parents today are caught up in a frenzy in trying to parent "super kids." Other parents, either by default or neglect, are ignoring or subverting the job of guiding children. A common complaint is that children just can't be "counted on" to do what they are supposed to do and they don't seem to care. Violent and unsafe school environments are an unfortunate consequence of such a lack of personal and social responsibility.

Schools can become increasingly powerful forces in shaping future society and culture. Achieving this goal can be accomplished through cooperative relationships formed between teachers, parents and students. Much more is known about helping children become self-motivated and responsible than is being put into practice. Homes, communities and schools can join forces to put the knowledge to use.

Schools should not be exclusively saddled with the tasks of stemming violence and crime and teaching children responsibility. They may, however, be the best place to support the process and begin providing necessary leadership. Schools can serve the community by offering evening parenting and community enrichment programs.

Because children often spend the majority of their day interacting with school staff, schools should serve as a model setting where each person must exercise personal and social responsibility for their actions. For many children, time spent at school may be the only daily face-to-face interchange they will have with adults. Parents are often occupied with job and career responsibilities that diminish and sometimes even completely prevent personal conversations or relationships with the child.

Children will likely have difficulty developing responsibility without meaningful personal contact with adults who can model accountability, dependability and trust. Parents and teachers can act as co-partners in helping students learn and practice these traits.

When the development of responsibility is neglected in the home environment, problems often spill over into the classroom. When the development of personal and social responsibility is neglected in the classroom, the entire school community, including students and teachers, can suffer.

The immediate and long-term implications of adult neglect, ambivalence or apathy toward children likely will spell "trouble." The consequences can affect children's quality of life, the success of their schooling and their future.

Human nature, all too often, seeks the lowest level of responsibility and seeks the highest expression of freedom and rights. Parents cannot delegate the duty of ensuring the safety and education of their children. Rather, they have the duty to support the individuals to whom they have entrusted their children, whether it be at school, extracurricular activities, a day care center or a workplace.

The process of transmitting personal and social responsibility almost

always involves some hard work and can be difficult and challenging. It also can be very rewarding and satisfying.

Within a family situation, it is common for a father and mother to hold quite different interpretations about the meaning of responsibility. Teachers also hold varied views on what is a "responsible" student. Inconsistent messages often are sent to children about how they should and should not behave in order to fulfill the expectations placed on them by parents and teachers. Frustration can occur when parents, teachers and children do not work together on developing this essential trait.

Significant gains can be achieved by clarifying the expectations and roles of all concerned with teaching, learning and developing responsibility. Many adults were brought up in an autocratic environment where they were told what to do and spent little time exploring why. Consequently, many adults often find themselves without the insights, understanding, skills or techniques with which to nurture independent, intrinsically motivated children.

Children must be given sufficient, age-appropriate opportunities to practice responsibility under watchful and supportive adult guidance. This may include such simple tasks for children as picking up their toys, cleaning their rooms or making their beds. All these acts must be modeled by a parent, teacher or peer. Children can learn to demonstrate a sense of responsibility.

No simple recipes can magically transform every child into a personally responsible citizen. Personal and social responsibility are the kind of human traits that must be nurtured from within the individual. By their very nature, these traits cannot be controlled or demanded by another. Instead, they ideally are developed by "inviting" them forth through relationships and experiences in the socialization process. Concerned adults can promote the learning of responsibility by establishing clear expectations and by rewarding thoughtful behavior.

Chapter 2

Teaching Responsibility

An abundance of "how to" information is available to teachers and parents that promises the "best" approach to produce successful and responsible young adults. Various major movements addressing the topic, often from different viewpoints, include citizenship education, moral education/moral responsibility, character education, pro-social values and law-related education. Before parents and teachers can work together to encourage responsible behavior in children, it may be necessary to review and analyze various approaches and what they offer.

Moral education

According to *Moral Education and Character* (Childers 1989), a 1989 report released by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), "Moral education is concerned with learning about good conduct. It is about the development of character, the stable qualities of a person that are revealed in his or her actions." Writers of the report agreed that certain qualities of character such as honesty, integrity and respect for human dignity are universally accepted and beyond question.

In April 1988, a report from the Association for Supervision and Curriculum Development (ASCD), *Moral Education in the Life of the School* (Association for Supervision and Curriculum 1988), defined moral education as "whatever schools do to influence how students think, feel and act regarding issues of right and wrong." The panel cites research trends that indicate young people today show more self-destructive and other destructive behavior than they have in the past three decades.

The ASCD report claims that Americans are "awash in a sea of pluralism" and wary of even trying to identify common moral values. Some political leaders such as former Secretary of Education William Bennett and New York Governor Mario Cuomo have called for schools to pay more attention to students' moral development. Schools, the report asserts, cannot ignore moral education; it is one of their most important responsibilities. ASCD outlined six characteristics of the morally mature person: 1) respects human dignity; 2) cares about the welfare of others; 3) integrates individual interests and social responsibilities; 4) demonstrates integrity; 5) reflects on moral choices; and 6)

seeks peaceful resolution of conflict. The requisite skills associated with moral living described in the ASCD report include disagreeing respectfully, moral problem solving, choosing wisely, empathy development and saying "no".

Some developmental psychologists subscribe to the notion that moral action is a function of moral judgment and that reasoning or judgment undergoes development. Moral development is not simply a function of straightforward acquisition of the norms of society. Moral development, according to William Nucci (Nucci 1989), emerges out of the child's efforts to resolve or take into account the competing claims or needs of other persons. The emphasis is on reflection, formulating perspectives, conflict resolution and autonomous choice.

Thomas Lickona (Lickona and others 1983) described three basic steps that are involved in the development of moral behavior: situational awareness, moral reasoning and interpersonal problem solving leading to morally responsible behavior. Lickona outlined the following nine major premises that are essential in providing moral education:

- The core of morality is respect for self and others.
- A morality of respect develops slowly and through stages.
- Teach and require mutual respect.
- Set a good example.
- Teach by telling.
- Help students learn to think for themselves.
- Help students take on real responsibilities.
- Balance the need to exercise control and the child's desire to be independent.
- Love children.

Character education

Supported by educator Edward Wynne (Wynne and others 1986), "character education" is a response to perceived disorderly conduct among young Americans that can be associated with a "diffusion of anti-traditional values in education." Wynne has observed many schools and contends that to correct the situation, one does not need to wait for new theories and research on human development, one can simply observe practices of schools where "more wholesome forms of transaction occur."

Walberg and Wynne (Walberg and Wynne 1986) define "character" as engaging in morally relevant conduct or words, or refraining from cer-

tain conduct or words. Character, good or bad, is observable in one's conduct. An important test of morality is how we act out our feelings.

Adding character and citizenship education into school classrooms may be a way of forcing out discipline and safety problems. Privileges and rights cannot flourish in an environment that is void of thoughtfulness, care and respect for the individual. The U.S. Supreme Court supported the nature of character education in its 1986 *Bethel v. Fraser* ruling (478 U.S. 675), stating, "The process of educating our youth for citizenship in public schools is not confined to books, the curriculum or civics classes; schools must teach by example the shared values of a civilized social order."

Russell C. Hill, founder of the Character Education Institute (CEI) (formerly the American Institute for Character Education), developed a list of 15 basic values shared by world cultures. This list includes honesty, truthfulness, justice, tolerance, generosity, kindness, helpfulness, honor, courage, convictions, citizenship, freedom of speech, freedom of choice, the right to be an individual, and the right to equal opportunity and economic security (Gable and Brooks 1983). For 22 years, CEI has developed lessons that uphold these values, teach right and wrong, and prepare students to cope responsibly by identifying problems, exploring alternatives and determining the consequences to themselves and others. The lessons and activities help students from pre-kindergarten through the ninth grade to build self-esteem, say "No!" to drugs, develop critical thinking skills, set goals, respect the rights of others and fulfill their obligations as citizens. Since 1980, the Character Education Curriculum has been used in over 50,000 classrooms. A sample lesson is included in Appendix A.

Values education

Values education is often a controversial issue debated by teachers and parents in the public schools. Whose values should be taught? Should "majority" values be taught over those held by only a few members of the community? Most parents and teachers agree that merely interacting in the school and classroom environment exposes students to many values. Some parents and teachers have a hard time agreeing upon what values should be *explicitly* taught in schools. One answer to this dilemma is "values clarification." Values clarification is said to be a value-neutral process whereby students come to a clearer understanding of the values they hold. The students learn about processes involved in

choosing and acting in a manner that reflects one's personal values.

One school system addressed the issue of teaching values and decided to teach values specifically related to the Constitution and the Bill of Rights. In 1982, the Baltimore County (Maryland) Public Schools began a study of values education and established a task force, which culminated in a community consensus for teaching values. Citing the Constitution and the Bill of Rights as the basis for their program, the task force decided to infuse values into every aspect of the educational process (Baltimore County Public Schools 1984).

Values education in the Baltimore County schools includes "the study and practical application of ethics and conduct codes acceptable to society. It includes the development of skills necessary to determine right from wrong, to understand consequences and to make appropriate choices. It provides an opportunity to examine and revise the underlying principles that govern one's own conduct, choices and attitudes. It recognizes that rarely are there simple answers to complex questions and it respects each individual's right to privacy."

The task force formulated a "common core" of values for a democratic and pluralistic society. They are compassion, courtesy, critical inquiry, due process, equality of opportunity, freedom of thought and action, honesty, human worth and dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for others' rights, responsible citizenship, rule of law, self-respect, tolerance and truth.

The Michigan State Department of Education is exploring another dimension of values education they call "success skills." The curriculum focuses on classroom survival skills, where issues such as listening, following instructions, asking a question, ignoring distractions and deciding on something to do are addressed. Friendship-making skills are another component — how to introduce yourself, begin a conversation, join in, give a compliment and apologize. Emphasis is also placed on alternatives to aggression, responding to teasing, staying out of fights, problem solving and negotiation. Dealing with feelings, including anger, fear, affection and frustration are additional components. Finally, a component on dealing with stress is offered, which includes elements such as making a complaint, dealing with loss, showing sportsmanship, coping with embarrassment, accepting no, saying no, making a decision and being honest. The program is being piloted in 70 different school sites.

Giving children “roots” and “wings”

In a very basic sense, adults aspire to give to children what has been called both “roots” and “wings” as preparation for life. Giving them “roots” includes the development of foundations such as learning basic knowledge, understanding the principles of democracy and government, learning to communicate and to get along with others, coping with stress, learning to select a career, and learning values, morality and self-discipline, to name a few.

“Wings,” or the ability to be free on their own, is developed by teaching children to be self-managing, self-controlling, good decision makers, capable of choosing a healthy lifestyle, problem solvers and architects of their own futures, as well as free to build a new and better world. Children use their “wings” as they live effectively with freedom and with minimal limits placed upon them by others.

Childhood is a time for gaining knowledge, skills and personal insights. It is a time for building attitudes and practicing solid skills. As children mature, they must incrementally reach new levels of competency, including the development of pride and solid responsibility.

Chapter 3

Exploring the Meaning of Personal and Social Responsibility

"In a dream for a new generation...we'd see less materialism and greed, which are the driving forces behind the public scandals. People would be able to take responsibility for their actions, such as accepting blame when they make mistakes. Employees wouldn't steal so much from their employers, students would cheat less. People would have more self-respect and would abuse drugs and alcohol less; people would feel less alienated. There would be less violence and greater participation in our government. People really do want to create a society where they can count on their neighbors to be decent human beings."

—Thomas Lickona, *Psychology Today*

The responsibility education movement is not new in schools. As early as 1976, Illinois State Superintendent of Education Dr. Joseph M. Cronin called for a new and dramatic initiative to emphasize "the fourth 'R' of learning: responsibility." He called for a movement that would "encourage a cooperative effort between educational and social institutions" and "nourish an educational system that will develop and enhance the growth of responsible citizens — people who can deal with reality conflicts and experiences, who can identify/develop alternatives, who can anticipate the consequences of each alternative, and make appropriate and responsible choices."

Slow in coming, attention to this concern now emerges on the heels of the public's renewed interest in the goals and accomplishments of schools. New attention to this problem has grown out of increasing concern for irresponsible behaviors demonstrated by youth at home and at school. Teaching and modeling responsibility are important components in responding to these prevalent behavior problems.

What's the matter with kids today?

Both parents and teachers readily admit that children today are different than children used to be. Even though in general it appears that most children are called upon less to do essential chores around home, business or farm, many frequently can't be counted on to do even the little that is asked of them. Too many students refuse to do their homework

and assignments. Too many won't come to schools on time or behave themselves.

When asked to reflect upon signs of a lack of responsibility in today's youth, teachers and parents at a community meeting in Addison, Illinois, voiced the following frustrations:

- Kids reflect the "me first" self-centeredness of society.
- Kids won't stick with a job, make minimal efforts and maintain low standards.
- Kids are lazy and want you to "do-it-for-me," reasoning that it's easier for me if *you* do it."
- Kids require too much adult supervision and direct overseeing; they have no self-discipline.
- Kids lie, cheat and steal — and think nothing of it.
- Kids get to the bottom line, asking "What's in it for me?"
- Kids just "don't give a darn."
- Family life is nil; parents are too busy to help kids be responsible.
- Kid's aren't held accountable.
- If they decide not to do something, they're stubborn like mules — you can't get through to them.

According to the 1988 American School Boards Association (ASBA) report, *Building Character in the Public Schools*, (American School Boards Association 1988) serious concerns call for the establishment of character and responsibility programs in the schools. The following issues were expressed in the ASBA's report.

Irresponsible sex

The American Medical Association reports that health risks resulting from sexual activity affect more adolescents today than ever before. The impact of AIDS and other sexually transmitted diseases further compounds this problem. Since the 1950s, adolescents have had sexual intercourse at younger ages. The AMA reports that cases of gonorrhea among 15- to 19-year-old females increased almost 400 percent in the last 40 years.

The percentage of white 15- to 19-year-old girls who had had sexual intercourse was 7.5 times greater in 1981 than in 1954, increasing from 1.3 percent to 11 percent. During the same period, there was a 25 percent increase among black 15-year-old girls who had had sexual intercourse, from 16 percent to 20 percent. Of the one million teenage girls

who become pregnant each year, approximately 650,000 of them are unmarried.

Death rates

Over the last few decades, statistics that measure serious problems affecting the nation's youth have shown alarming increases. For example, the life expectancy in the United States has improved over the past 75 years for every age group except the 15- to 19-year-old American, whose death rate is higher today than it was 20 years ago. According to the American Medical Association, suicide and homicide rates have increased dramatically among adolescents over the past 20 years. The suicide rate among 10- to 14-year-olds almost tripled. The rate among 15- to 19-year-olds nearly doubled. Likewise, homicide rates among 10- to 14-year-olds almost doubled, while homicide rates among 15- to 19-year-olds rose by 20 percent.

Crime

Fewer crimes are now committed by young people than several years ago, largely because there are now fewer young people. Nonetheless, youths under 19 still account for nearly half of all arrests for serious crimes. In addition, the crimes being committed are becoming more violent and the age at which youngsters are committing the more serious crimes is becoming younger. Data available from the Office of Juvenile Justice and Delinquency Prevention's Children in Custody (CIC) Census is most revealing. According to the 1987 report, 91,646 juveniles are in public and private facilities, representing a 23 percent increase from the 74,270 juveniles in 1975.

Drug abuse

Another warning sign is the continued use of drugs by young people. Since 1980, nearly two-thirds of high school seniors each year report having used an illicit drug. Data from three National Institute on Drug Abuse surveys, the 1990 National Household Survey, the 1990 National High School Senior Survey and the Drug Abuse Warning Network (DAWN) indicate a continuing decline in the use of many illicit drugs among teenagers from the peak levels attained during the 1970s. Yet serious problems remain. These surveys found that:

- More than 4.5 million (22.7 percent) of the young people ages 12-17 have tried an illicit drug at least some time during their lives; 3.2 mil-

lion (15.9 percent) have used within the past year; and over 1.6 million (8.1 percent) have used within the past month.

- Approximately 2.4 million (23.4 percent) males 12 - 17 years old and 2.1 million (22.0 percent) females in this age group have used an illicit drug at least once during their life.
- Among youth (12 to 17 years old), 15.9 percent used an illicit drug in the past year and 8.1 percent used an illicit drug at least once in the past month. Comparable rates for young adults 18 and 25 years old are 28.7 percent and 14.9 percent, respectively; and for adults 26 years old and older, the rates are 10 percent and 4.6 percent, respectively. The use of alcohol is a particularly critical problem.

Analyzing the complex meaning of the term “responsibility”

It is easier for most adults to point an accusing finger at a given circumstance and judge children to be “irresponsible,” than it is to establish a clear definition for responsible behavior. Broad and ambiguous definitions are formidable hurdles to overcome when setting about to nurture personal and social responsibility in our homes, schools and communities.

Dictionary definitions for “responsibility” offer a variety of meanings and expectations, including:

- answerable or accountable; within one’s power, control, management; liable;
- being the initiator, origin, cause;
- having the capacity for moral decisions, rational thought or actions; competent;
- able to discharge obligations; and
- reliable or dependable; trustworthy; honest; capable.

The diverse meanings of responsibility indicate the difficult challenge children face if they are expected to understand and demonstrate all of these traits. The varied interpretations held by teachers and parents inevitably send unclear messages.

Other definitions by experts exploring the teaching of responsibility may be useful for the purpose of discussion and analysis. Educator Gene Bedley (Bedley 1988) explains that *responsibility* means “personal, individual acceptance of the fact that every human being is accountable for his behavior including thoughts, choices, decisions, speech and actions. Taking responsibility means that we acknowledge

that we cause our own effects.”

H. Stephen Glenn (Glenn 1988), well-known expert on child rearing practices, defines the term responsibility as “the ability to accurately size up a given situation’s limits and consequences, privileges and freedom, analyze cause and effect of various options, and adapt one’s behavior accordingly.”

Relating responsibility to self-esteem, the state of California’s Task Force on Self-Esteem defined responsibility as “appreciating my own worth and importance, and having the character to be accountable for myself and to act responsibly toward others.”

The community of Addison, Illinois, defines the concept of responsibility in the following manner:

Through one’s self esteem, and with respect for the rights and opinions of others, each person evaluates options, chooses his/her behavior and accepts the consequences for his/her decisions and actions.

An informal survey was conducted in the spring of 1990 with the faculty and staff of Addison Trail High School. When asked for the definition of responsibility, participants responded:

- completing tasks to the best of one’s abilities, whether assigned or from one’s initiative;
- taking charge of one’s life; recognizing obligations to self, family, friends, the community, the country and world;
- answering for one’s conduct and obligations in a mature manner;
- doing the things that you are supposed to do in life in a moral way; having integrity;
- being willing to accept the consequences for actions; not blaming others;
- evaluating the impact of one’s actions on others so that one’s behavior does not harm others;
- performing obligations required by law or authority; respecting the rights of others;
- taking it upon one’s self to meet deadlines; coming to class prepared;
- knowing and following rules; knowing right from wrong and choosing to make good decisions based upon values;
- empowered to handle situations appropriately; accepting control and consequences;
- responding to the task assigned; being told only once what to do;
- working hard; cooperating; doing a job completely;

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- making yourself do the things you have to do, when it ought to be done, whether you like it or not;
 - accepting a challenge, carrying through; showing adult judgement;
 - integrating developmental skills with requirements for daily life established by society;
 - being reliable and trustworthy; being accountable for and able to take care of obligations or duties by thinking and acting reasonably;
 - seeing a job or task as your own; taking ownership of a problem or situation; and
 - making commitments and keeping them to one's self and to others.

Addison Trail High School teachers also were asked to list synonyms for the word "responsible." They responded:

answerable	moral	selfless
mature	intrinsic	motivated
trustworthy	independent	appropriate
honest	self-disciplined	accountable
reliable	concerned	decisive
self-controlled	obligated	dependable
duty	caring	conscientious
honorable	cooperative	diligent

Responsibility is a word that frequently creeps into all kinds of conversations: responsible use of the environment; responsible use of drugs and alcohol; responsible behavior toward other citizens in obeying traffic laws; paying one's bills and taxes responsibly, responsible behavior in school, responsible work efforts, responsible attendance, responsible homework, responsible learner, responsible sex, etc.

H. Stephen Glenn (Glenn 1988) stated that it makes practical sense to place our energies and efforts in *habilitating* people, as opposed to *rehabilitating* them after they have broken the law and must pay a consequence for their wrongdoing. The teaching of responsibility is one the most beneficial gifts adults can give to children. Parents must maintain a careful balance, however. Spoiled and irresponsible kids can result from either overindulgence or wanton neglect.

Bruce Baldwin (Baldwin 1988) in "*Beyond Cornucopia Kids: How to Raise Health Achieving Children,*" suggests that "unhealthy parental giving practices teach unhealthy attitudes and encourage irresponsible, dependent, ungrateful, immature kids with atrocious work habits; lazy-

ness; difficult-to-motivate kids, who prefer a good time in favor of most everything.”

Our youth need clear messages about how to act responsibly. They also need ample opportunity to practice and develop these skills.

Adult messages are getting through

A group of high school juniors and seniors in Addison, Illinois, were asked to describe the meaning of the term “responsibility.” Their responses are amazingly similar to those of the adults surveyed. Responsibility, according to the students, means:

- doing what’s expected in making decisions that control one’s life;
- taking care of duties that belong to a person which are important and necessary to do;
- setting goals; getting the job done; acting dependable; trusted;
- being able to hold one’s self accountable for personal actions and actions toward others;
- doing what’s right; respecting others and their feelings;
- obeying rules;
- living by morals and values; showing moderation;
- learning to live responsibly as a habit;
- developing personal leadership; following and setting good examples;
- considering consequences;
- having certain limits set; understanding what is expected of you;
- being the best you can be;
- caring for yourself and others;
- showing respect and maturity;
- being reliable;
- setting priorities and actions to better one’s self; and
- being capable of controlling one’s self.

The following is a list of synonyms for responsibility suggested by these high school seniors and juniors:

independent	trustworthy	caring
integrity	proper	respectful
hard working	thoughtful	realistic
moral	mature	dependable
honest	educated	loyal
leadership	adult	committed
organized	logical	helping

control
limited
punctual
reliable

premeditated
role model
dedicated
valued

consistent
accountable
reasonable
sensible

Responsibility and self-esteem

Nurturing a child's self-esteem appears to be a "common thread" that is valued by nearly everyone who works with developing youth. It is important for children to feel good about themselves in the school setting, home and community. School, societal and family conditions sometimes make it difficult for student self-esteem to prosper.

In 1988, the State of California established a task force organized to study the relationship between self-esteem and responsibility. The task force was challenged with addressing the questions: Does healthy self-esteem increase the possibility of an enriched, more productive life? More responsible living?

The California Self-Esteem Task Force addressed the possibility of integrating two often-conflicting goals: expressing individual needs and rights, and expressing respect and consideration for others. The task force's final report highlighted several important themes:

Avoiding preoccupation with self. The California Task Force definition of self-esteem sought to avoid an emphasis on "false, vain and empty preoccupation with oneself that actually prevents a healthy self-esteem." The emphasis focused instead on "cherishing, treasuring, respecting, and enjoying innate and developed worth. Self-esteem is based upon a healthy self-regard and a realistic grasp of personal strengths and weaknesses."

Developing character. Character is a set of values by which we deal with ourselves and others in a consistently respectful manner. Our actions reveal what is important to us. Honesty, compassion, discipline, industriousness, reverence, perseverance, devotion, forgiveness, kindness, courage, gratitude and grace are among the qualities that character produces.

Being personally accountable Being accountable means accepting responsibility for one's own actions, as well as the consequences of one's behavior. Responsible choice includes the ability to make deliberate decisions while understanding the consequences and the values underlying those choices. An accountable person does not look to others for happiness, nor blame others for sorrows. They learn from their successes and

from their failures. All of these experiences provide an opportunity to learn and grow.

Demonstrating responsibility toward others. According to the California Task Force, the more we appreciate our own worth and importance, the more we are able to recognize the worth and importance of others, respect the uniqueness of others and appreciate the value of differences. To act responsibly is to respect others as we respect ourselves. The primary way in which we show respect to others is to step out of the state of anxious self-concern long enough to give others our attention — to listen, to understand, to care. A true appreciation of others' worth can lead us to treating others with dignity and respect. When we act in this way, Ron Willingham suggests that the "law of psychological reciprocity" goes into action. People tend to treat us with the same kindness and respect reflected in our behavior towards them. Consequently, when an individual behaves in a socially responsible manner, the way others treat them and resultant feeling of self-worth tend to be enhanced.

Chapter 4

Setting Goals for Learning How to Be Responsible

In the haste to promote student academic achievement, there has been, according to some educators, a decreased emphasis on various social skills. Many schools have removed the “other side of the report card” section that formerly evaluated student progress in “non-academic” aspects of school and classroom life.

The following are some traits that used to be routinely stressed in the classroom and were listed on student report cards:

- is courteous;
- works and plays well with others;
- conforms to school regulations;
- respects public and private property;
- comes prepared for work;
- uses careful methods of work;
- completes work on time;
- keeps profitably busy;
- cares for materials and equipment; and
- observes traffic and safety rules.

It is time once again to focus on “other side of the report card” issues. As educators, we tend to receive not only what we expect, but also what we measure. That which is evaluated counts. The absence of this measure sends a message to students that their behaviors are not important.

Demonstrating personally and socially responsible behavior is a “lifestyle.” It is more than just knowledge or mimicking a series of traits and characteristics. Ideally, being a responsible person is an attribute and goal that is continuously developed, nurtured and practiced from early childhood. Practicing responsibility skills at home and school is important to each child’s development.

Responsibility can exist as a temporary “state” when a person chooses to act in one way over another at a particular moment. It can also be a more or less permanent “trait” when a person develops an enduring disposition to be responsible. The state vs. trait concept was developed by Jere Brophy (Brophy 1986), an educational researcher at Michigan State University, in describing a motivational theory.

Ideally, the child learns to monitor their own personal goals for re-

sponsible behavior. The sample self-check and personal code of conduct that follows can be used to monitor one's progress toward becoming a responsible citizen in the community. These traits are derived from a comprehensive review of related literature and represent frequently mentioned, positive responsibility-oriented characteristics.

Response-ABLE
Responsibility Checklist
(Student Self-Check and Personal Code of Conduct)

- ___ 1. I try my best to do what I can for myself.
- ___ 2. I'm self-reliant and don't need coaxing.
- ___ 3. I work well with others and believe in teamwork.
- ___ 4. I use strategies for making choices and decisions or solving problems.
- ___ 5. I set priorities, make goals and manage my time efficiently.
- ___ 6. I make checklists and set rules for myself in completing obligations or assignments.
- ___ 7. I can predict what will happen because of my own behavior.
- ___ 8. I remain with a task until it's done successfully.
- ___ 9. I know my strengths and limitations and try to keep improving on them.
- ___ 10. I strive to use my effort, time and talents to achieve my goals.
- ___ 11. I take charge of building my personal assets and skills.
- ___ 12. I can praise myself, account for my actions and do not blame others.
- ___ 13. I know right from wrong, and show care and concern for myself and others.

For each of the 13 traits in the Responsibility Checklist, adults can also check and assess their child's progress using the following trait descriptions and list of pitfalls to avoid:

Responsibility Traits

1. Children learn to help themselves do things they are capable of doing for themselves. (autonomy)
2. Children learn to take charge of tasks without being dependent on adults for nagging, approval or sanctions. (self-reliance)
3. Children work and play cooperatively with others. They learn to use teamwork. They are friendly. (cooperative)
4. Decisions and problem solving reflects a thoughtful, systematic process. (decisive)
5. Children plan the use of their time by establishing goals and priorities. (purposive)
6. Children see the need to control impulsiveness and monitor their own behavior appropriately. (self-discipline)
7. Children reflect upon the impact of their own behavior appropriately. (respect)
8. Children stay at a task or wait to defer their immediate pleasure. (persistence)

Pitfalls to Avoid

1. Everything is done for the child.
2. Children are ordered and commanded to do everything.
3. Children are allowed to be self-centered. They deny help, and do not cooperate with others.
4. Decisions are avoided. Inconsistent erratic behavior is a pattern.
5. Children complain of boredom and are aimless.
6. Children consistently "test" limits and freedom and deny obligations.
7. Children lack of good judgment regarding to values, beliefs, rules, rights and obligations.
8. Children are self-indulgent; display a "me first" or "have it now" attitude.

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| 9. Children's own self-assessment, affirmation and reinforcement build self-concept, self-worth and self-esteem. (self-esteem) | 9. Children are dependent on others for approval, praise and self-image. They often succumb to peer pressure. |
| 10. Children commit their time, efforts and potentialities to fulfill their perceived needs in pursuing goals. (self-motivation) | 10. The child avoids taking action and often watches others. |
| 11. Children regard experience and use of tools as necessary and important to achieve personal goals. (personal effectiveness) | 11. Children repeat mistakes and show inability to adjust. They are inflexible. |
| 12. Children accept and acknowledge the effects of their behavior. They are accountable and avoid blaming others. (self-control) | 12. Children deny accountability, pass blame, and make excuses. |
| 13. Children develop and exercise behavior and decisions based upon personal values, morals, know "right" from wrong. (personal and social values) | 13. Children cannot follow rules, do not show consideration for others' rights and freedoms. They are not concerned about others. |

A community takes action

Teachers, parents and school leaders in the Addison (Illinois) community engaged in a cooperative team venture to teach children responsibility at home and school. Supported by the State of Illinois Drug-Free Initiative Grant, they developed target goals and positions for each grade, K-12.

Their mission included a policy position that stated: "It is the intention of school leaders that every teacher accept the challenge to be

teachers of responsibility while teaching the written curriculum provided for the grade level or course.”

The following charts reflect age-appropriate curriculum components for teaching personal and social responsibility. Teachers were given the flexibility to incorporate these instructional goals into their curriculum. The Addison District 4 Responsibility curriculum specifically emphasizes a drug prevention perspective. The High School Responsibility Curriculum takes a global approach.

The model K-12 curriculum was developed by the “responsibility task force” whose names appear in the acknowledgments.

**ADDISON DISTRICT #4
CURRICULUM FOR DEVELOPING STUDENT RESPONSIBILITY AND DRUG PREVENTION**

GOAL	KINDERGARTEN	GRADE 1	GRADE 2
#1 Students will develop insights that expand their understanding of self and others.	Objectives: Recognize that each of us is unique and has special traits. Gain an understanding of the ways we are alike and different.	Objectives: Appreciate that each of us is unique and special. Increase our understanding of the ways we are alike and different. Realize that being different is acceptable.	Objectives: Develop an acceptance of self and others. Gain an appreciation for the uniqueness of others. Be able to state personal strengths.
#2 Students will enhance their understanding of how attitudes affect behaviors.	Understand appropriate behaviors in school. Gain an awareness that we have different feelings.	Develop appropriate behaviors in school. Be able to verbalize both positive and negative feelings.	Use appropriate behaviors in school. Learn how positive and negative feelings affect behavior.
#3 Students will improve their decision-making and problem-solving skills.	Realize that our actions have consequences. Recognize that there are appropriate times to say "NO."	Understand that our decisions have consequences. Gain an awareness of potentially dangerous situations when we must say "NO."	Learn to accept the consequences of our actions. Practice decision-making skills when saying "NO" is appropriate.
#4 Students will broaden and enhance their interpersonal and communication skills.	Develop effective listening skills. Learn basic guidelines for discussions. Gain a beginning understanding of effective communication.	Use effective listening skills. Use basic guidelines for discussions. Understand the importance of effective and tactful communication. Begin to learn skills pertaining to cooperation.	Use effective listening skills. Use the various forms of communication. Demonstrate appropriate social skills and manners. Demonstrate an awareness that all persons have needs to belong and be accepted by others.

GOAL	KINDERGARTEN	GRADE 1	GRADE 2
#5	Objectives:	Objectives:	Objectives:
Students will adopt a "NO USE" stance when confronted with the issue of substance abuse.	Identify harmful substances in our environment.	Receive information regarding drug awareness.	Receive information regarding drug awareness.
	Identify persons who should administer medicine.	Learn the rules for safe use of medicines.	Discuss drugs that are not medicine such as caffeine, nicotine and alcohol.

GOAL	GRADE 3	GRADE 4	GRADE 5
#1	Objectives:	Objectives:	Objectives:
Students will develop insights that expand their understanding of self and others.	Gain self awareness in the areas of uniqueness, interests and abilities.	Develop constructive ways of relating to peers and others.	Be aware of their physical, emotional and social changes.
	Understand and accept the uniqueness of others.	Develop awareness of cultural differences.	Recognize responsibility toward their behavior.
	Develop positive attitudes toward family, social groups and community.	Develop awareness of constructive ways to deal with personal strengths and weaknesses.	Understand the relation between self and a positive self-concept.
	Gain awareness of cultural differences.		Develop awareness of cultural differences. Learn acceptance of others and work toward solving conflicts.
#2	Objectives:	Objectives:	Objectives:
Students will enhance their understanding of how attitudes affect behaviors.	Become aware of how feelings can impact behaviors.	Demonstrate knowledge of feelings, beliefs, behaviors and attitudes.	Show respect for the rights of self and others.
	Learn appropriate ways of responding to personal feelings.	Become aware of how one's behavior influences the feelings of others.	Demonstrate self discipline and responsibility for one's own behavior.
	Recognize and respect the rights of self and others.	Assess individual behaviors for success in different situations.	Learn techniques for managing stress.

GOAL	GRADE 3	GRADE 4	GRADE 5
#2 (con't) Students will enhance their understanding of how attitudes affect behaviors.	Objectives: Recognize and accept responsibility to self and others. Become aware that stress can affect our attitudes and behaviors.	Objectives: Recognize how behaviors can be changed. Recognize the causes and effects of stress on our behavior and attitudes.	Objectives: Utilize personal skills, attitudes and competencies for becoming a contributing and responsible citizen.
#3 Students will improve their decision-making and problem-solving skills.	Develop problem-solving skills through group participation. Learn the concept of goal setting. Develop an awareness of the decision-making process.	Recognize the cause and effect relationships in decisions. Practice techniques for decision making and problem solving. Improve information-gathering skills necessary for making decisions.	Understand how decisions affect self and others. Practice techniques for decision making and problem solving. Recognize that decision making is required to meet personal goals. Understand the influence of role models and identify them in their lives.
#4 Students will broaden and enhance their interpersonal and communication skills.	Demonstrate tolerance and flexibility for interpersonal relationships. Learn effective listening skills. Increase understanding of the behaviors which help and hinder the formation of positive relationships. Develop an awareness of the mutual benefits of sharing, cooperation and compromise.	Increase their appreciation for the importance of effective and tactful communication. Understand and practice the basic guidelines for discussions. Develop skills in interpersonal communication needed to complete a group task successfully. Learn to recognize and generate assertive responses to peer pressure.	Become aware of some of the obstacles to effective communication. Demonstrate skill in using various forms of communication. Learn to recognize and generate assertive responses to peer pressure. Learn constructive ways of reacting to the expectation of others.

GOAL	GRADE 3	GRADE 4	GRADE 5
#4 (con't)	Objectives:	Objectives:	Objectives:
Students will broaden and enhance their interpersonal and communication skills.		Demonstrate skills necessary for building friendships.	Learn methods of giving feedback to others.
#5 Students will adopt a "NO USE" stance when confronted with the issue of substance abuse.	Receive information regarding drug awareness. Become aware of the effects of drugs on the body. Give examples of proper use and misuse of selected medicines and drugs.	Recognize the effects of drugs on the body. Receive information regarding drug awareness. Differentiate between medicine and harmful drugs. Understand the importance of saying "NO" to drug offers. Become aware of the risks of drug abuse.	Demonstrate the ability to identify a drug. Demonstrate effective ways to resist pressures of drug offers. Relate the harmful effects that may result from the misuse of drugs. Identify consequences that may result from both using and choosing not to use drugs.

GOAL	GRADE 6	GRADE 7	GRADE 8
#1	Objectives:	Objectives:	Objectives:
Students will develop insights that expand their understanding of self and others.	Identify similarities and differences in others. Recognize physical, emotional and social changes of pre-adolescence. Recognize the benefits of positive relationships with teachers and other adults. Identify positive qualities in peers. Recognize cultural differences in others.	Recognize positive qualities in self and others. Understand physical, emotional and social changes of pre-adolescence. Realize the benefits of positive relationships with others. Recognize cultural differences in others.	Respect the unique qualities in self and others. Accept the physical, emotional and social changes of adolescence. Appreciate the value of positive relationships with others. Appreciate cultural differences in others.

GOAL	GRADE 6	GRADE 7	GRADE 8
#2	Objectives:	Objectives:	Objectives:
Students will enhance their understanding of how attitudes affect behaviors.	<p>Recognize that feelings and attitudes impact one's behaviors.</p> <p>Accept responsibility for one's behavior.</p> <p>Identify appropriate and inappropriate behaviors.</p>	<p>Realize that feelings and attitudes impact one's behavior.</p> <p>Develop strategies to alter inappropriate behavior.</p> <p>Realize that behaviors can be changed.</p>	<p>Accept that feelings and attitudes impact one's behavior.</p> <p>Realize that one's behavior influences the feelings and actions of others.</p>
#3 Students will improve their decision-making and problem-solving skills.	<p>Recognize potential consequences of negative and positive risk-taking behavior.</p> <p>Identify decisions that confront junior high students.</p> <p>Understand that feelings and attitudes affect decision making.</p> <p>Understand strategies that can be used when making difficult choices and resolving problems.</p>	<p>Acknowledge the effect peer groups have on one's ability to make decisions.</p> <p>Identify problems that confront junior high students.</p> <p>Explain the potential consequences associated with risk-taking behavior.</p> <p>Suggest strategies that can be utilized when making difficult choices and resolving problems.</p>	<p>Identify a problem and use specific problem-solving strategies to solve it.</p> <p>Acknowledge the potential consequences associated with risk-taking behaviors.</p> <p>Recognize the difficulty of making appropriate decisions when peer pressures are in conflict with one's value system.</p> <p>Demonstrate an understanding of strategies that can be utilized when making choices under pressure.</p>
#4 Students will broaden and enhance their interpersonal and communication skills.	<p>Identify effective listening skills.</p> <p>Explain why relationships are an important part of being a healthy person.</p>	<p>Understand the value of active listening skills.</p> <p>Develop skill in saying "NO" to various peer pressures (e.g., substance abuse).</p>	<p>Recognize that listening is essential for good two-way communication.</p> <p>Demonstrate effective communication skills as a means of expressing one's opinion.</p>

GOAL	GRADE 6	GRADE 7	GRADE 8
#4 (con't)	Objectives:	Objectives:	Objectives:
Students will broaden and enhance their interpersonal and communication skills.	<p>Understand the need for effective communication skills</p> <p>Demonstrate assertive responses to peer pressure.</p>	<p>Explain why communication is important in building healthy relationships.</p> <p>Expand effective communication skills.</p>	<p>Explain why assertive responses are usually the most effective when protecting one's rights.</p> <p>Explain how a person's ability to communicate affects their relationships with others.</p>
#5 Students will adopt a "NO USE" stance when confronted with the issue of substance abuse.	<p>Identify abused substances and their harmful effects.</p> <p>Identify the different levels of substance abuse.</p> <p>Explain why a "NO USE" stance towards substance abuse is the only appropriate choice.</p> <p>Identify the consequences that result from the use of dangerous substances (e.g., tobacco, alcohol, illegal drugs).</p>	<p>Define abused substances and their harmful effects.</p> <p>Develop skill in saying "NO" to the pressures of using dangerous substances.</p> <p>Understand that substance abuse occurs on a continuum (experimentation, occasional use, regular use, dependency).</p> <p>Realize the immediate and future consequences that result from the use of dangerous substances (e.g., tobacco, alcohol, illegal drugs, including anabolic steroids).</p>	<p>Correlate abused substances with their harmful effects.</p> <p>Develop specific skills for saying "NO" to dangerous substances.</p> <p>Describe the varying degrees of substance abuse from experimentation to dependency.</p> <p>Understand the ultimate risks that result from any use of dangerous substances (e.g., tobacco, alcohol, illegal drugs, including anabolic steroids).</p>

**ADDISON DISTRICT #4
CURRICULUM FOR DEVELOPING STUDENT RESPONSIBILITY AND DRUG PREVENTION**

GOAL	GRADE 9	GOAL	GRADE 9
#1		#2	
Responsibility as a high school student.		Development of self-understanding.	
Understand the rules and need for discipline.	Assume responsibility for one's decisions.	Learn how to deal with peer pressure.	Develop trust and trustworthiness.
Show respect for authority.	Become involved in school activities.	Deal appropriately with emotions.	Learn to be one's personal best.
Understand the school environment.	Learn principles of social courtesy.	Develop habits that promote physical and emotional health.	Identify one's interests, personal preferences and realistic aptitudes.
Demonstrate personal accountability and task completion. (Use assignment notebook).	Understand the importance of good attendance for success in high school.	Increase awareness of gender, identity, stereotypes, and cultural similarities and differences.	Understand physical, emotional and intellectual growth and development.
Develop effective study skills and test-taking abilities.	Develop self-confidence, self-esteem and positive attitudes.	Learn effective problem-solving and coping techniques.	

GOAL	GRADE 10	GOAL	GRADE 10
#1		#2	
Responsibility as a young adult.		Career Exploration.	
Practice courtesy in human relations.	Develop a personal value system.	Develop an understanding of the world of work.	Identify one's aptitudes and abilities.
Take increased responsibility for choices and actions.	Improve personal organizational skills and management.	Become familiar with career resources available at school.	Learn the importance of good attendance in the world of work.
Understand group dynamics and learn to work cooperatively as a group member.	Improve self-confidence, self-esteem and positive attitudes.	Understand the relationship between academic choices and options for the future.	Based upon self-knowledge, identify appropriate future careers.
Respect the rights and property of others and respect for the law.	Improve study skills, test-taking ability and listening skills.	Continue practicing self-evaluation.	
Develop self-discipline.	Balance school with outside commitments.		

GOAL	GRADE 11	GOAL	GRADE 11
#1		#2	
Responsibility as an American citizen.		Focus on post high school plans.	
Develop a sense of personal history and development (History and family dynamics).	Practice making and following through on commitments (school, work and family).	Assume personal responsibility for meeting deadlines and fulfilling requirements.	Update four year academic goal based upon career/college choice.
Practice self-confidence, self-esteem and positive attitudes.	Assume responsibility for one's own decisions and actions.	Review school curriculum and graduation requirements.	Refine interpersonal skills necessary for adult success.
Learn appropriate methods for enacting change (school policies, laws and societal changes).	Begin community involvement.	Continue to stress good attendance practices for success in school and work.	Properly evaluate strengths and weaknesses (in career and college planning).
Develop an understanding of American culture.	Begin to assume serious leadership roles.	Narrow choices of college or work career.	
Practice self-discipline.			

GOAL	GRADE 12		
#1			
Responsibility as a future productive adult.			
Finalize post high school plans.	Assume responsibility for one's own decisions.	Use cooperation and team play skills.	Continue to stress good attendance practices.
Show community pride and involvement.	Assume leadership roles.	Demonstrate personal initiative.	Continue self-evaluation.
Become aware of available community resources.	Demonstrate self-confidence, self-esteem and positive attitudes.	Have a plan for economic responsibility and economic reality.	Exercise rights and responsibilities of American citizenship.
Assume responsibility for individual contribution to the quality of life in the community.	Practice making and following through on commitments (school, work and family).		

A responsibility-oriented lifestyle

Choosing a responsible lifestyle benefits each community member because each person can be counted upon to reflect a quality-of-life perspective, valuing both self-esteem and a concern for others and the community.

Saying “yes” to a responsibility-oriented lifestyle helps an individual say “no” to abusing drugs or alcohol, avoid illicit sex, and say “no” to self-destructive or abusive behaviors towards others.

When members of a family, school, job, organization or community share respect for personal and social responsibility, the quality of life improves and the potential for crime is decreased.

A responsibility-oriented lifestyle is characterized by several key principles:

- A spirit of consideration and treatment of others as one would wish to be treated guides one’s actions.
- A respect for the dignity of self and others prevails as each person discovers and reveals his or her potential.
- A stable and supportive environment is created whereby each person understands his or her own needs, establishes goals and contributes toward continuous improvement and renewal.
- Cooperation and teamwork can harmoniously function along with healthy competition in a democratic society.
- Homes, school, classrooms and other organizations that strive to model a responsibility-oriented lifestyle teach appropriate lessons to youth by example.

FAMILY KEYS TO RESPONSIBILITY

Spend quality time together.

Encourage each other; build up self-esteem.

Demonstrate responsible values.

Support community and school regulations.

Support and give positive praise to each other.

Highlight each other's strengths.

Listen to each other's feelings.

Provide for freedom of choice, decision making and problem solving.

Set high expectations.

Live up to commitments.

Chapter 5

Parents and Schools: Co-partners in Teaching Responsibility

Involving parents in comprehensive school improvement programs significantly and consistently enhances student welfare and achievement, according to a summary of 50 studies on parental involvement published by the National Committee for Citizens in Education (Henderson 1987). The summary indicates that higher grades and test scores, higher long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools are the major effects of parental involvement.

Unfortunately, too few parents are involved with their child's school. A 1988 "parental involvement study" released by the Center for Research of Elementary and Middle Schools (Epstein and McPartland 1988) at Johns Hopkins University found that 70 percent of all parents never went to the school building in any volunteer capacity.

Parents can write the recipe for the success or failure of their children. Disinterested parents tend to raise failing and irresponsible students. Interested parents can help their child succeed. No task is more important than raising a child. No one is in a stronger or more effective position to provide for the success and safety of their children than parents. It is all too easy for parents to drop their children off in kindergarten, pick them up in the 12th grade and then wonder what went wrong in between.

The 1989 Gallup/Phi Delta Kappa poll of teacher opinion (Tlani 1989) found that teachers view parental indifference as the most important problem facing public schools, above that of drug abuse or student misbehavior. Among the complaints the teachers specifically mentioned are "no backing from parents on discipline," and "parents do not help students to understand the importance of preparing for the future."

Indicators of parental indifference include high student absenteeism, truancy, too much television, too little completed homework, tolerance of misbehavior in school, disrespect for teachers, low academic expectations, crime- and violence-ridden schools, illegal drug use and too many students involved in part-time work. Each of these factors, or a combination of them, can be a barrier to student success.

According to Scott Thomson, former executive director of the National Association of Secondary School Principals, too often the evaluations imposed on today's schools ignore the important role other institutions, such as the home, church and community organizations, play in

teaching children and youth. Thomson believes that the "most useful report card on American Education would therefore include all of the conditions affecting learning" (Thomson 1989).

Further evidence in favor of a combined effort for strengthening the teaching of responsibility at both home and school comes from a study on the effects of sex education programs. A study published in the March 1988 *Pediatrics* (Stout and Rivara 1988) reports, "The available evidence indicates that there is little or no effect from school-based sex education on sexual activity, contraception or teen-age pregnancy." The authors of this report, Drs. Stout and Rivara, go on to explain that sex education is likely to succeed *only* when churches, parents and other institutions join in a collaborative effort.

Forging a new bond between teachers and parents

According to parent involvement advocate Dorothy Rich (Rich 1987), "Most teachers have not had the training or experience in working successfully with parents." This point is further amplified by educator Roland Barth (Barth 1979):

One might expect that sharing a daily preoccupation with the same children would form a common bond, bringing principal, teacher and parents together. Unfortunately, this bond seldom develops naturally or spontaneously. We school people need help in finding ways to work cooperatively with parents; and parents badly need assistance in translating their basic caring and actions that will improve the situation for their children, the school and themselves.

For some two decades, the Home School Institute (HSI) has been designing, developing and disseminating activities within a framework for families to work and support the school curriculum. The family-oriented activities help the child feel successful by doing real-life tasks with an adult. For example, activities may include making a wise decision about purchasing clothes or selecting an appropriate television program.

The format of the take-home activities (see Appendix for sample activity sheet) are consistent and require only about 15-30 minutes a week to complete. The activities are organized under these headings: Why do the activity; Materials; How to do it; More ideas; and Helpful hints.

Two-way communication between parents and teachers is important. In an effort to promote increased involvement and communication

among teacher, student and parents, some teachers periodically send home letters. Parents are kept informed about not only what their children are currently studying in class, but specific suggestions are provided describing what they can do to promote student success. (See appendix for sample letter.)

It has been said that, "Parenting can be the loneliest job in the world—the most thankless, and one in which little or no training was provided." Schools can become "brokers" of services in referring and providing helpful assistance for various needs of parents and the local community. James Coleman (Coleman 1985), at the 1985 Ryerson lecture at the University of Chicago, explains:

Traditionally, the school has needed the support and sustenance provided by the family in its task of educating children. Increasingly, the family itself needs support and sustenance from the school — and through the school, from the other families with children in the school — in its task of raising children.

"The problem of two parents working or single-parenting can be more realistically addressed by today's employers," writes G. Kimball in *50-50 Parenting: Sharing Family Rewards and Responsibilities* (Kimball 1988). Employers can provide support to parents in several ways, including:

- parental leave
- flexible working hours
- shared jobs
- part-time options
- child-care assistance
- personal leave to care for family member
- lunchtime seminars on parenting
- a parenting library
- parent effectiveness technique seminars
- ready access to phone for making calls to children during working hours
- activities to introduce children to parents' place of employment
- release time for volunteering and support of the school program.

In addition to the support schools and businesses can lend to parents, federal and local government can offer help and support. Congresswoman Pat Schroeder of Colorado (Schroeder 1989) advocates an in-

creased attentiveness of government to the plight of the family. She believes that the hardest thing for a parent to have to do is to ask for help. Parents, she says, "are supposed to, these days, have everything under control. Families want to be self-sufficient and they want to take good care of their children." Government must understand the economic and social changes confronting the American family, do everything possible to make it easier for parents to ask for help, and release "American know-how" on the child care crisis, according to Schroeder.

Business-school-government partnerships also can enhance the educational process, while providing support and resources to parents. An exemplary program, "Success in School is Homemade," is a statewide parent involvement effort developed by the Missouri Department of Elementary and Secondary Education in cooperation with the Missouri PTA and Southwestern Bell Telephone. Comprehensive kits have been made available to schools, parents and the media attempting to expand parent and family involvement in education.

Promoting personal and social responsibility development

Parents and schools can do a number of things to promote personal and social responsibility in children. The attitudes and actions that parents and teachers model tend to have strong and long-lasting effects on children. The following sections list actions that parents, schools and teachers can take to develop personal and social responsibility in children.

Parents

Build and reinforce self-esteem. The home must be a safe and supportive environment where the child experiences abundant opportunities to undertake challenges and experience failure in the process of exploring personal talents and potentialities. When parents identify or discover talents their children possess and then support them in pursuit of those talents, it builds confidence in children. Success brings recognition, acceptance and the confidence to win new victories.

Teach the child to manage free time and personal finances. The home can be an excellent environment where the child learns to make decisions, make plans, organize time and handle money effectively. Most child rearing experts favor each person in the family community contributing to the family by doing assigned chores and duties. Most child

rearing experts also support the distribution of an allowance toward the exercise of decision making, problem-solving skills and the values of delayed gratification and perseverance.

Support the school staff in reaching mutually accepted goals and encouraging positive behavior. The family can work with the school staff in accepting the roles established through collaborative planning so that a consistent responsibility training agenda is followed both at home and at school. Typical expectations placed upon the home by the school include:

- providing for nutritional and health needs;
- assuring regular punctual attendance of the child;
- developing regular study and reading habits as a daily priority;
- consistent monitoring of the child's use of time, including restricting television viewing;
- maintaining communication with the teacher and school staff; and
- supporting the child's involvement in extracurricular activities, hobbies, sports and organizations.

Schools also expect parents to be responsible for instilling in their children certain qualities, including:

- honesty, integrity;
- accountability or dependability;
- respect for peers and adults;
- obedience to school rules and policies;
- possession of a clear sense of values;
- knowledge of "right from wrong;"
- commitment to do one's best;
- independence;
- self-motivation;
- cooperation, flexibility, the ability to work on a team;
- orientation for the future, having goals and aspirations;
- self-control;
- the ability to solve problems and resolve conflicts; and
- attentiveness, the ability to concentrate.

Delegate responsibility to the child. Adults need to learn to guide and then step aside. Adults must allow the child to fully experience an activity without interference. Children need to see the results of their efforts

and plans. They must see themselves “in charge” and “in control.”

Teach values. The home is the ideal place to discuss and teach personal values. Morals and ethics should also be taught. Specific issues could include sexuality, drugs, peer pressure, love, anger, violence, smoking, racism and prejudice.

Teach goal setting and deferred gratification. Parents can teach children to make investments that pay later. For example, children can practice maintaining a savings account. Most children can find a way to earn and save money toward achieving a long-range goal. Setting aside a portion of time for daily homework and reading is another example of how preparation and study pay off in both learning and obtaining good grades. Children must learn that short-term goals lead to long-term accomplishments. Scouting is an example. A student earns small badges that lead to achieving larger ranks.

Invest time. Above all, spend time with your children at home, in school and within the community. The gift of time lasts forever. When parents spend quality time with their children, it sends a message of self-affirmation, encouragement and importance to the child and reinforces the child's self-worth and confidence. Listen to their thoughts, feelings, dreams and fears.

Schools

Begin a planning and design process for school and community. School personnel can serve as leaders in bringing together parents and the entire community to establish a forum for discussing and planning ideas for a community-wide effort to teach responsibility.

Define adult roles for teaching responsibility. Schools can provide opportunities for adults to discuss and define the roles of educators and parents in teaching responsibility skills. Schools can take the lead in collaborating and systematically establishing a common definition of clear personal and social responsibility expectations.

Establish school wide goals at each grade level. Schools can bring together all those interested in teaching responsibility and formulate an integrated and developmental curriculum that is sequentially organized

to encourage desired student outcomes.

Train the school staff. School administrators can provide assistance to classroom teachers and other members of the school staff in making available sample activities, curricula and programs for the teaching and learning of responsibility.

Implement a responsibility-oriented discipline plan. Discipline policies and procedures that rely on students accepting consequences for all behavior, instead of depending upon adult direction, control, authority and punishment should be implemented. The San Leandro Unified School District has done an excellent job creating a one-page summary of student expectations and consequences. Another example of this was developed by the Arlington Heights, Illinois, District 25 — Dryden Elementary School. (See Appendix for both)

Model the democratic community. In planning classroom activities, conflict resolution and allowance for appropriate student choice should be consistent with democratic principles. These skills must be taught directly and modeled throughout the school and classroom.

Monitor and adjust the "hidden curriculum." The entire school staff should monitor the school climate, observing whether responsibility is or is not being nurtured by the "way things are done," otherwise known as the hidden curriculum. Concerns identified by the staff can be addressed through the development and implementation of schoolwide strategies.

Work as a team with parents and the student. School staff and parents can act as "partners" with students and other members of the community in teaching and reinforcing responsibility skills. Keep parents informed through newsletters and/or class meetings.

Provide parent training and support groups. The school can arrange evening parenting training, access to resources, and invitations to join parent/teacher support groups.

Encourage parents to teach values. While most public schools have difficulty obtaining communitywide agreement on a common set of values

that the local schools should teach, the school staff can communicate to parents their expectations of student behavior/responsibility.

Avoid behaviors that "enable" irresponsible student behavior. The entire school staff can be alert to avoiding ways of dealing with students that encourage dependence instead of building independence, degrade or demean the child's self-esteem, neglect development of decision making and problem solving, and overemphasize competition instead of cooperation.

Communicate often with the community. It is important for all members of the community to be informed about responsibility training efforts. Communication is especially important to drug prevention and intervention organizations; law enforcement and juvenile justice personnel; local business, especially those who employ students for part-time work; parks, recreation, sports groups, scouting organizations and religious organizations.

Teachers

Build and strengthen relationships. Emphasize the importance of interpersonal relationships and treating others in the classroom as each person would like to be treated. Expect courtesy, mutual respect and concern for others.

Nurture self-esteem. Encourage each student with positive and supportive feedback that seeks to help them improve on their own "personal best." Prohibit criticism and negative self-talk.

Establish and enforce reasonable academic and behavioral expectations. Clearly communicate assignments, rules, homework, grading practices and other policies of the classroom. Tasks should be assigned according to student readiness. Firmly, fairly and consistently enforce the expectations and impose agreed-upon consequences.

Promote self-directed learning and teach students to seek help. Seeking appropriate sources of information, researching and solving problems independently are important life-long learning skills that should be practiced by each student. Students must learn "how" and "when" to seek help and support.

Adults can model and identify responsibility skills. Teaching responsibility by personal example is especially valuable and effective. In the day-to-day life of the classroom, the teacher can call attention to a responsibility skill worthy of mention. "Teachable moments" can spontaneously provide a brief opportunity in the context of a subject or lesson to reinforce a responsibility principle or skill.

Teach personal management and goal-setting skills. Most students receive training at home in self-control, personal organization, decision making, problem solving and goal setting. Each of these skills can also be explicitly taught within most any lesson or unit plan.

Allow students to experience "shared responsibility." Students can learn shared responsibility through carefully designed classroom learning experiences emphasizing the process of cooperative learning and teamwork.

Students can be expected to keep a written record of their own grades and assume accountability for promptly turning in missing work following an absence.

Design opportunities for community service to learn social responsibility. By their very nature, many courses can afford students a firsthand opportunity to develop concern for others through volunteer work. For example, psychology students can visit a nursing home to learn more about the process of aging in humans and also demonstrate care and concern. Students aspiring to teach can be classroom assistants in the lower grades.

Teachers can avoid "nagging" students for late work, tardiness, absence and other misbehavior. In preparing students for careers and their future, they must, at the earliest possible age, learn not to depend on adults to "coddle" them through repeated reminders concerning their obligations. The consequences for misbehavior or inaction must be clearly communicated, consistently enforced and fairly applied.

Teach students to fully understand how to accept ownership for their decisions. It is important for students of every age to see the "cause" and "effect" relationship existing between their actions and decisions. They must learn to accept both praise and blame for their conduct and

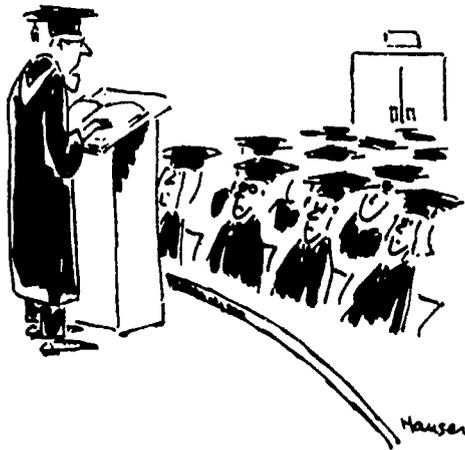
avoid blaming someone else.

Teachers can be partners with parents, staff, students and community. Each teacher and coach can work with parents and others who work with a child in nurturing the development of responsibility. Although the ultimate responsibility for a student's conduct rests with the student, adults play a key role in appropriate guiding and coaching this important trait. The school staff assumes the role of "coach" for every child in developing personal and social responsibility traits.

Teach responsibility skills within a subject or curriculum. There are a number of courses in which the teaching of responsibility-related skills must be directly taught. Some specific examples include the responsible care of one's body, nutrition and mental health; the responsible use of an automobile or vehicle; the responsible care of the environment; the responsible use of money, leisure, talents and property; and responsibility for planning a career, formal education or vocation.

Do not provide situations where irresponsible behavior is invited. Closely monitor testing situations. Do not give students opportunities to cheat. Encourage honesty and confront questionable situations. Let students know that you will not tolerate cheating or letting others cheat. Develop a homework checking routine that discourages cheating.

Develop classroom routines that practice responsibility skills. Students can become involved in making choices, suggesting improvements and help with planning when provided with appropriate opportunities from the teacher. Class meetings and group-process decision making can be practiced in each class.



"I realize that many of you from my class never read the textbook, so I'm taking this opportunity to read it to you."

By permission
Frank Hauser Jr.

PART II

Model Practices in Teaching Personal and Social Responsibility

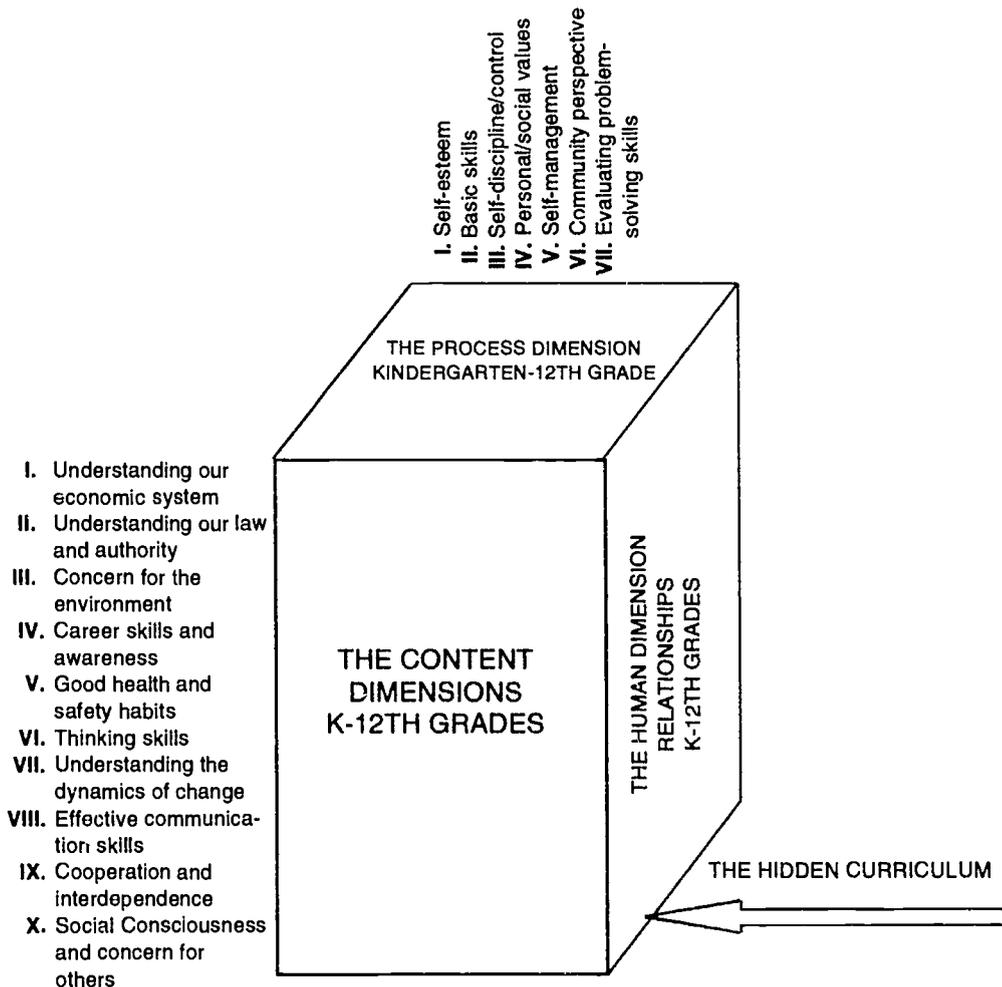
Developing responsibility skills does not happen accidentally or in a vacuum. Knowing and using some of the currently available wisdom and theory can provide those concerned with the teaching and learning of responsibility with some helpful insights. Ultimately, each person can address the question "What is my responsible behavior going to be, and how shall I choose to act? The decision and the consequence are up to me."

Responsibility as both a state and trait can be learned and nurtured through guided practice and supportive feedback. Although there is no single formula for learning how to be "response-able" (responsible), a number of keys to unlock responsibility have been identified through research and practice. Each of these keys include skills and knowledge an individual would use in demonstrating responsibility-oriented lifestyle, including those adults (especially parents, teachers and coaches) can use in guiding and nurturing the development of personal and social responsibility in young people.

- ***Acting responsibly involves learning the proper use of one's rights and responsibilities through a planned curriculum.*** Rights and responsibilities are like sunshine and rain. When in balance, everything prospers. When one exists out of proportion to the other, the effect is destructive. Equally fragile is the relationship between student rights and responsibilities in schools. Individual rights are protected in varying degrees by state and federal constitutions, laws and court decisions. Responsibilities are less clearly defined, but they are as essential to ordered liberty as are student rights. Acting responsibly requires thoughtfulness, care, respect and appreciation for others.

Stanford University professors Shirley Brice Heath and Milbrey Wallin McLaughlin (Heath and McLaughlin 1987) suggest that schools must move away from isolation to an integrated view of children as members of a larger social system. Schools should not resign children to be participants in a program aimed solely at the transmission of skills and knowledge. In other words, the social needs of children become as important as academics. The latter view can be taught in schools

**A MODEL FOR TEACHING PERSONAL AND SOCIAL RESPONSIBILITY:
SCHOOLS, FAMILIES AND COMMUNITIES AS PARTNERS**



*THIS IS AN ADAPTION OF THE ILLINOIS RESPONSIBILITY EDUCATION MODEL (1977)

following a structured curriculum as a guide.

Figure 1 illustrates a schoolwide model that describes various dimensions of responsibility education. The basic model was originally developed by the Illinois State Board of Education and described in a curriculum handbook in 1978. The authors have revised the model by adding several dimensions thought to be missing from the original model.

Along one face of the cube are the "content" dimensions. They include the subject areas, topics and themes that constitute the knowledge and understandings which support one's ability to act responsibly toward oneself and others. The content dimension are typically curriculum priorities emphasized in public and private schools.

A second face of the cube contains "process dimensions" the skills and abilities that are used and developed across all content dimensions in an interdisciplinary manner at various grade levels. The process dimensions frequently are explicitly taught both at home and at school.

The third face of the model represents the human dimensions. Through relationships with others, an individual experiences what is taught and learned. Sometimes called the hidden curriculum, this dimension recognizes that each person encounters many opportunities to observe responsibility being taught through daily living.

Each of the components and dimensions individually and interactively influence the acquisition of what is referred to as a "sense of responsibility," which may translate into a preference toward acting in a responsible manner.

In teaching responsibility, it is worth noting that to become proficient mandates more than just knowing facts. Like mastering the game of baseball, there are many supportive subskills that provide the player with a prerequisite background to play a game.

A coach can guide but ultimately must step aside to allow each player to apply what they know toward the challenging situations they encounter. Adults, in a sense, coach and invite forth the development of knowledge and skills that promote responsible conduct in children. These skills will hopefully transfer and become useful in their adult lives.

Mandating or introducing new curriculum priorities often meets with resistance. Many teachers may believe that what is proposed does not apply to their class for a variety of reasons. Implementing planned change often requires a set of strategies to overcome apparent obstacles.

Several actions can support implementation:

- Communicate the potential benefits of the responsibility curriculum. Let teachers know why it is in their self-interest to support the curriculum.
- Encourage teachers to integrate the objectives into day-to-day lesson plans and class activities.
- Listen to concerns; address criticism, resistance and antagonism.
- Demonstrate strategies to implement the curriculum.
- Support teachers through constructive evaluation and peer support.
- Monitor and adjust adoption efforts and revise the curriculum as necessary.
- Establish a network of enthusiastic responsibility supporters.

• ***Emphasize the priority of accepting responsibility during early adolescence.*** According to a task force appointed by the Carnegie Council on Adolescent Development (Carnegie Council 1989), the complexity surrounding early adolescence renders many young people susceptible to substance abuse, sexually transmitted diseases and teenage pregnancy. The task force suggests that “early adolescence represents for many young people their last chance to choose a path toward productive and fulfilling lives.” Educators can play a significant role in helping young people select a success-oriented path for their lives by providing secure learning environments and numerous opportunities to experience success.

In its report, *Turning Points: Preparing American Youth for the 21st Century*, the task force observed that current curricula and organizations of many junior high/middle schools are inconsistent with the intellectual, emotional and interpersonal needs of most young adolescents. At a time when students need intimacy, more autonomy and greater flexibility, they typically find themselves in situations that do not meet those needs. Among other suggestions, they stressed the importance of teaching young people to think critically, to develop healthy lifestyles, to be active citizens and to learn how to learn. Extra time and effort at the “middle grades” may be especially valuable to developing responsibility traits in children.

• ***Acquiring responsibility requires the development of the ability to assume control of one’s actions.*** Researchers at Michigan State University’s Institute for Research on Teaching (Anderson and Prawat

1987) studied the teaching of responsibility. Their study concludes that teachers must not necessarily give up teaching time to teach students responsibility. Through socialization, students acquire the work and social skills to function in the classroom and later in the workplace. Researchers on the "Socialization Outcomes Project" place emphasis on the relationship of social and academic success — success being grounded in children's personal beliefs about one's ability to control outcomes.

Teachers who are more effective in promoting personal and social responsibility provide students with the informational "tools" that allow them to regulate their own behavior in the classroom. Successful teachers carefully balance teacher control and student autonomy; they help students develop self-control. Successful teachers also focus on structuring information about the environment to make it understandable and predictable and provide opportunities for students to practice self-regulation. Teachers create opportunities for students to monitor themselves during task performance, allowing some choices within limits and not abdicating all monitoring responsibilities to students.

Responsibility-oriented teachers make it clear that they expect students to manage their time effectively, to check their work, to seek help if they do not understand something, and to make decisions about when and how to accomplish their assignments. Students are instructed in strategies for meeting expectations and are provided with a predictable learning environment that enables students to know how to get information or help when they need it.

In developing what they call an emerging theory of student socialization, the researchers point out the need for students to practice acting upon the environment and thus contributing to their awareness of personal control. Before students can develop personal responsibility and acquire appropriate social interaction skills, they must see the classroom environment as rational and believe that they have the necessary knowledge to understand events.

Researcher Jere Brophy (Brophy 1986), an expert on the process of teaching children self-guidance, has contributed valuable information to the field. The process of cognitive mediation or regulation begins with a child's physical responses to the immediate environment, but gradually extends to include social interactions as well. The process of socialization, he says, is extensive in volume and rich in cognitive content. Parents help children develop beliefs, attitudes and expectations about morality, social interaction, politics and related social realities. They

supply their children with norms, concepts, labels, principles, rationales and related cognitive input that provide a basis for understanding cognitive realities. They also provide a context of meaning within which to interpret norms and prescriptions.

Brophy suggests effective socialization includes an adult/child relationship that is "authoritative" rather than "authoritarian" or "laissez-faire." "Authoritative parents" accept their roles as authority figures who are responsible for socializing their children by placing limits and providing freedom. They routinely explain the rationales underlying these demands and help the children appreciate that the demands are appropriate and motivated by a concern for people's rights and best interests.

Brophy suggests the "authoritative" approach is the most likely to give children both the cognitive tools and the emotional freedom to think about and evaluate behavioral norms, to consciously adopt the norms that make sense and use them to guide behavior, and to integrate them into a systematic and internally consistent moral philosophy.

Psychiatrist William Glasser (Glasser 1986) provides further insights for both parents and teachers in responsibility training through a focus on "control." To solve many of the manifestations of responsibility-related problems, Glasser believes adults must offer students an education that they can see will satisfy both their immediate and future needs. Good teachers and parents provide a "future-orientation" while not neglecting basic human needs for present satisfaction. Warmth and caring are just as essential as learning facts. Through discussion, students share their insights, opinions and reflections and satisfy their needs for power as they assume active roles in pursuing their own educations.

Glasser believes that volunteering can have an "intoxicating effect" and even a small amount goes a long way in satisfying the need for power. Schools must also find many ways to give students choices. In so doing, students may not complain so much about the lack of freedom in schools. Glasser's control theory states that the worst behaviors seen in society are chosen by people who have lost control.

• *Personal and social responsibility are intrinsically motivated and therefore may be best encouraged through "invitations" rather than "demands."* "Invitational" approaches to teaching responsibility (Purkey and others 1984) have their origins in self-concept theory. Invitational approaches assume that the ways individuals perceive them-

selves, others and the world are learned, and once learned, serve as a kind of compass for behavior. Four essential elements guide this approach: optimism, intentionality, respect and trust.

Optimism

The invitational approach is built on a optimistic vision of human existence: Individuals are capable of self-direction and should be treated accordingly. Adults continue to invite students to feel capable, valuable and responsible even in the face of unacceptance.

Intentionality

Invitations are purposive and actively intend to offer something beneficial for consideration and acceptance. These invitations are offered by adults. They originate with intentionality.

Respect

The invitational approach advocates a special way of being with people. It recognizes the deep appreciation for the rich complexity and unique value of each person. Respect is conveyed through an attitude of equality and shared power. The invitational approach operates on the premise that each human being is ultimately responsible for oneself. Each person is accountable and pays for his or her decisions, either now or later.

Trust

The invitational approach recognizes and accepts the importance of human interdependence. This interdependence is acknowledged when individuals give a high priority to human welfare; when they view places, policies and programs as capable of contributing to their own well-being and the well-being of others; and when they are committed to trust their feelings to risk openness and involvement.

In exploring how the approach of intentionality can be applied to the teaching of responsibility, four levels of functioning must be examined:

Intentionally disinviting. Interactions demean, dissuade, discourage and defeat individuals, through the use of ridicule, sarcasm and a lack of respect, prejudice and embarrassment.

Unintentionally disinviting. Messages occur when individuals are

made to feel “different” or inferior.

Unintentionally inviting. Individuals are treated with a limited amount of trust, respect and optimism, without a conscious effort or goal to do so.

Intentionally inviting. This approach contributes to an intellectual, psychological and physical environment in which individuals support one another. When summoned cordially, with optimism, intentionality, respect and trust, individuals are likely to demonstrate these behaviors toward others in return.

The typical approach of establishing rules, targeting misbehaviors and exacting penalties does little toward “inviting forth” responsible behavior. The typical patterns of adult/child interaction use a process of external motivation, which detracts from children experiencing a true sense of personal responsibility when someone else is always “in charge.”

- ***Social responsibility is related to the need for belonging.*** According to psychologist Alfred Adler (Adler 1958), humans are, by nature, social beings and possess a basic desire, a need to belong. People must feel that they belong before they can participate with others in a responsible manner. This key suggests a significant implication in developing a culturally sensitive curriculum that accepts students from all backgrounds and races.
- ***Responsibility relates to being able to predict the consequences of one's behavior.*** The use of sanctions or rewards is one of the most essential techniques for improving the behavior of children, insuring cooperation and improving self-discipline (Pepper and Henry 1985). Consequences are the experienced effects of one's behavior. Consequences differ from punishment, which is imposed by adults with no direct relationship to the misbehavior.
- ***Cooperative learning groups and teamwork , which emphasize interdependence, can strengthen the development of personal and social responsibility.*** Cooperative learning is an innovative teaching/learning technique involving small group participation that requires each person to contribute in order for the group to succeed.

Among some of the cooperation/responsibility-oriented skills that can be taught and practiced are:

- taking turns;
- staying with the group;
- sharing materials;
- accepting others;
- encouraging others;
- communicating;
- stating needs;
- seeing the other's perspective; and
- contributing thoughts and opinions.

• ***Teaching responsibility encourages independence.*** Teaching responsibility encourages independence while avoiding behavior that interferes with the development of responsibility. Specific examples of adult behaviors that interfere with a child's development of responsibility include:

- overusing external rewards to prompt acceptable behavior;
- controlling every move a child makes;
- nagging;
- using threats and punishments rather than allowing consequences to become apparent;
- interfering and volunteering to help even when it is not requested;
- neglecting, providing too little structure, not giving attention;
- being inconsistent;
- overemphasizing competition rather than cooperation and interdependence;
- being impatient;
- showing a lack of confidence or trust;
- criticizing; and
- expecting conformity.

• ***Responsibility is best taught through opportunities and experiences related to individual readiness.*** Adults externally regulate the behavior of young children, requiring them to behave in ways that are neither spontaneous or intrinsically motivating. This ideally prepares them for a social setting wherein many demands will be placed upon them that are neither interesting nor fun, which may be disagreeable, painful or intrusive, but nonetheless must be met.

The problem for parents and teachers is regulating a child's behavior with external contingencies in such a way that the regulating will gradually be accepted by the child as his or her own, and the use of controls will not detrimentally impact the development of self-initiated control over his or her behavior. Children should experience an emerging shift away from the need for external regulation toward accepting self-responsibility for their own regulation.

Psychologists call this period of transition "internalization." Deci and Ryan (Deci and Ryan 1985) define internalization as "the process through which an individual acquires an attitude, belief or behavioral regulation and progressively transforms it into a personal value, goal or organization." According to Deci and Ryan, the internalization process emerges in four developmental stages:

Anticipation

In the first stage, which occurs in earliest infancy, the child learns to see the contingent relationship occurring between his behavior and a response from the environment. A lack of regularity, lawfulness and contingency with the environment leads to a developmental lag. A young child may anticipate his mother's angry response as he reaches for a cut glass dish on the end table and choose not to grab at it. With time, the focus of the child is increasingly social. Social factors such as praise, disapproval and esteem from others become increasingly potent influences which promote non-spontaneous behavior.

Introjection

During the introjection stage, a regulation becomes an internalized structure based upon a former external control whereby the child then acts in accord with the now internalized demands. For example, a child is about to throw a ball and begins an inner reflection, "Good boys don't throw balls in the house." Through introjection, the boy has developed an internal version of the anticipated mother's contingent evaluation of his behavior. In other words, the child is beginning to do the monitoring and is administering the sanctions to himself. The choice of one behavior over another is not yet fully internalized, but reflects a focus on what others expect or demand of him. With introjected self-responsibility, a child might take action to clean his room because good children

should have clean rooms.

Identification

The focus of identification stage is on the regulation and its outcome, rather than on the person. One values the outcome, i.e. the clean room, and one feels that it is important to do the behavior that produces the outcome. As the child identifies with the regulation, there is less conflict since he, rather than someone else, is determining his own behavior.

Integration into the self

A boy remembers the messages involved with throwing a ball indoors; he understands the consequences of his actions — keeping things intact; believes that unbroken things are important to him and chooses to refrain. He realizes he could throw the ball and accept the consequences, but instead chooses not to because it is his idea not to, no one else's. He behaves, feels and thinks in a way that is congruent with the social values because he has accepted them as his own.

Several external factors affect the development of internalization of responsibility: competence, conflict, and controlling forces. The child must grow up in an environment that provides nurturing corrective feedback regarding various cultural regulations which exist for the child to learn and understand. Reasoning develops in an environment that matches what the person is able to do and imposes appropriate requirements based upon level of maturity. Support and recognition come from the feedback from social others and communicate information about one's social effectiveness. Excessive negative feedback can inhibit the normal development of a sense of personal responsibility.

The presence of conflict regarding the choice of one behavior over another is necessary for the development of internalization. The decision-making process is based upon the resolving of conflict. The third factor which can affect the development of internalization or responsibility is control. The degree of either too little, or too much external control directly affects the process of exercising internal control. One needs to feel the affirmation of one's self and is allowed to experiment with regulating one's own behavior.

• ***Student participation in community service can strengthen the development of social responsibility.*** An important process involved in the development of social responsibility is sometimes referred to as “enculturation,” the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate effective members of groups and society (Brim 1966). Human behavior is not only a personal matter and a striving toward autonomy. The individual must also learn to develop a social orientation and become a part of a larger unit. As a member of a community, the individual ideally begins to identify with the local symbols and traditions and develops a sense of social responsibility.

Military service was once a common means of encouraging members of the society to sacrifice their own freedom in order to ensure the safety and defense of everyone. Some schools and other institutions, such as hospitals and churches, actively promote the volunteering of one’s time and talents for the “common good” or for the sake of others.

Through these volunteer programs, an individual can begin to fully understand the impact of being a part of a community and thereby acquire a sense of social responsibility, a care and concern for the well-being of others.

• ***Praise and encouragement support responsibility skill development.*** Communicating affirmation to children boosts their self-concept and can help promote confidence. Confidence and self-esteem are important ingredients for a responsible personality. Teachers and parents can monitor their use of praise by using the following list of Dos and Don’ts:

DOs

1. Encourage the child by noticing effort and perseverance. “Good effort on that project, Bill, you’ve been concentrating a long time.”
2. Relate to the child’s “personal best” as a benchmark or standard for measuring progress.

DON’Ts

1. Avoid patronizing or overdoing praise by showering the student with generalities. “You’re such a wonderful speller, Mary.”
2. Avoid imposing your standards or comparing the student to others. “Yesterday you scored 15

“Sue, I noticed you scored 15 more correct answers on your math quiz test yesterday — now that’s progress. How did you do it? Nice going.”

correct. Today, I’ll jump up and down if you get 30 right. Bill may get more right than you, certainly you don’t want to be beat out, right?”

3. Personalize the praise. “Al, your homework is very neat. When you set a goal to work on it three weeks ago and really stuck with it, it shows both of us how organized you are when you’re serious about it.”

3. Avoid loud embarrassing praise. “O.K. everybody look here. Bill thought he was such a dummy in math, but look, this time he really did it. He has such a poor self-image and he’s wrong — he can do it!”

4. Positive corrective feedback with a suggestion that stretches or challenges the student a little bit further is appreciated. “Carol, you’ve been scoring B’s on the last six vocabulary quizzes, which is certainly above average on the grading scale. Can we brainstorm together a strategy to do even better? Yes, how about using the microcomputer drill pack? How can I help? What’s the next step?”

4. Avoid prescriptive controlling mandates. “I’d be so pleased if you would show up before school to do some drills on your vocabulary. You’d get so much better, don’t you agree?”

• ***Use developmental psychology concepts to help set expectations and guide responsibility abilities.*** Psychologist Cynthia Sheehan (Thomas and Grimes 1989) has summarized crucial stages of responsibility and highlighted the abilities on the following page to use as a checklist by adults.

I
Infancy Stage

- Ability to delay gratification
- Ease of adaptability to routine
- Response to stimulation and comfort
- Interest in the environment
- Attachment to caregivers

II
Preschool Stage

- Increasing attention span
- Ability to predict structure
- Development of sense of time
- Awareness of feelings of self
- Awareness of the feelings of others
- Ability to make choices between two alternatives
- Level of impulse control
- Reaction to new or exciting stimuli (Excessive shyness or overactivity)
- Ability to respond to transitions in activity or structure

III
Early School Years

- Social reciprocity: ability to see cause/effect in social situations
- Response to competition
- Self-image regarding academic and social mastery
- Maturing judgement of right and wrong with respect to effects on others

- Intensity of bodily awareness and sex-related exploration

IV
Intermediate School Years

- Ability to predict how one will feel as a consequence of an act
- Beginning of independence from family sphere: testing of limits
- Ability to conceptualize far-reaching moral implications of social acts
- Ability to sustain effort on task over a period of days
- Matured response to competition
- Self-consciousness about physical or social differences from "the norm"

V
Adolescence:

- Exploration of a personal value system, often with rejection of "traditional values"
- Intense peer involvement, replacing the previous primary focus on family
- Increased awareness of long-term life planning;
- Sexual maturation, changing body image
- Increased awareness of role definition with regard to sexuality and relationships

With permission: National Association of School Psychologists.

• ***Responsible students resolve conflict with adults so that no one loses and the problem is solved.*** Using Thomas Gordon's (Gordon 1974) six-step, no-lose, problem-solving technique, teachers and students can establish a democratic environment that avoids the use of power plays and conveys to students that they are capable, trusted and partners in a relationship. A class meeting provides an opportunity for every student to play an active role in making the classroom environment the best it can be through cooperation. Solutions to daily problems are routinely addressed, seeking better ways to meet the needs of the teacher and the students. The six steps are as follows:

- Define the problem or conflict.
- Generate possible solutions.
- Evaluate the solutions.
- Decide which solution is best.
- Decide how to implement the decision.
- Assess how well the solution solved the problem.

• ***Teach a process that emphasizes correcting one's own behavior.***

William Glasser (Glasser 1976) teaches adults to help children face reality and correct unsuccessful behavior with a process called "reality therapy." Adults can help children learn to solve their own problems using the following steps:

- Make friends with the child.
- Ask, "What are you doing now?"
- Ask, "Is it helping?"
- Suggest that the child propose a plan for change.
- Get a commitment and state the consequences for an unfulfilled plan.
- Accept no excuses and do not interfere with the consequences of what happens.
- Never criticize.
- Redevelop a new plan if necessary, but never give up.

By practicing resolving problems using this plan, adults support children, but the plan to improve depends mostly on the children.

The challenge ahead

Researchers have discovered many keys that parents and teachers can use in guiding the development of personal and social responsibility in

our youth. This chapter has reviewed current theory and highlighted some “basic building blocks” to help well-intentioned adults who are committed to facing the myriad situations and problems associated with child rearing.

Teaching responsibility deserves to be among our first priorities at home and school. Educator Horace Mann (Cronin 1957) as early as 1845 placed the importance of teaching responsibility in perspective when he said that “the major purpose of education is to teach self-governance.”

This book was written in the hope that American culture and society can develop increasingly responsible citizens. Schools must become effective in accomplishing their goals of graduating students who are personally and socially responsible, self-directed and life-long learners. Using this resource guide can provide a common lexicon of terms and concepts with which local schools and communities can design and implement responsibility strategies and initiatives.

Part II closes with three resources that may provide ample food for thought:

- Letting Go — a perspective on the adult/child relationship
- Youth Bill of Rights — conventional wisdom about the teaching and learning of responsibility and expressed from the perspective of youth
- Ten Sure-Fire Sugesstions For Improved Parenting

To “Let Go” Takes Love

To “let go” does not mean to stop caring, it means, I can’t do it for someone else.

To “let go” is not to cut myself off, it is the realization I can’t control another.

To “let go” is not to enable, but to allow learning from natural consequences.

To “let go” is to admit powerlessness, which means the outcome is not in my hands.

To “let go” is not to try to change or blame another, it is to make the most of myself.

To “let go” is not to care for, but to care about.

To “let go” is not to fix, but to be supportive.

To “let go” is not to judge, but to allow another to be a human being.

To “let go” is not to be in the middle arranging all the outcomes, but to allow others to affect their own destinies.

To “let go” is not to be protective, it is to permit another to face reality.

To “let go” is not to nag, scold or argue, but instead to search out my own shortcomings and to correct them.

To “let go” is not to adjust everything to my desires, but to take each day as it comes, and cherish myself in it.

To “let go” is not to criticize and regulate anybody, but to try to become what I dream I can be.

To “let go” is not to regret the past, but to grow and to live for the future.

To “let go” is to fear less and to love more.

— Anonymous

Youth Bill of Rights

1. Stand by us, not over us. Give us the feeling that we are not alone in the world, that we can always count on you when we are in trouble.
2. Make us feel that we are loved and wanted. We want to love you, not as a duty, but because you love us.
3. Train us by being affectionately firm. You really will achieve more with us through patient teaching than by punishment or preaching. Say "NO" when you feel you have to, but explain your standards not merely impose them.
4. Bring us up so that we will not always need you. Teach us how to take on responsibility and become independent of YOU.
5. Don't act shocked when we do things we shouldn't. It is going to take us time to learn how to grow into life properly.
6. Try to be as consistent as possible. If you are mixed up about what you want from us, why shouldn't we be mixed up too, in what we give you?
7. Don't try to make us feel inferior. We doubt ourselves enough without you confirming it. Predicting failure for us won't help us to succeed.
8. Say "nice work" when we do something really well. Don't hold back the praise when we deserve it. That's the way to spur us on.
9. Show respect for our wishes, even if you disagree with them. Respect for you will flow naturally from your respect for us.
10. Give direct answers to direct questions. But don't give us more than we ask or can understand. When you don't know, say so, but find someone for us that does know.
11. Show interest in what we are doing. Even though by your standards

our activities may not be interesting or important, don't reduce them in our eyes by your indifference.

12. Treat us as if we are normal, even when our conduct seems peculiar to you. All of God's children have problems. That doesn't mean we are all problem children.
13. Sometimes all of us run into serious emotional difficulties. Should that happen, obtain for us professional counseling. It isn't always easy for boys and girls to understand themselves or know just what they want. That's why there are specialists in personal adjustment and vocational selection.
14. Teach us by example, "What you are speaks louder than your words."
15. Treat each of us as a person in his own right. Children are people, not carbon copies of grown-ups. Treat all children in your care fairly; that is, as of equal value to you. That is how we will learn to respect the rights of others and to treat them fairly.
16. Don't keep us young too long. We want a chance to prove what we can do as soon as we are ready to give proof. Don't hold us back by love which overprotects and paralyzes.
17. We need fun and companionship. Help us share our interests and happy feelings with groups of friends. Give us time to be with them and make them welcome when they come to visit.
18. Make us feel that our home belongs to us. We are at least as important as the furniture. Don't protect "things" at our expense by making us feel like intruding bulls in a china shop.
19. Don't laugh at us when we use the word "love." The need to love and be loved starts early (and never ends). Getting romantic is merely setting to soft music the eternal desire to belong to someone and have someone belong to us.

-
20. Treat us as junior partners in the firm. Democracy starts in the home. If you want us to be worthy successors to you, take us into your confidence, and let us help you in managing our school and our community.
 21. Make yourself an adult fit for a child to live with. Prove to us "it ain't so" that parents are the worst persons in the world to have children, or that teachers are precisely the people least suited to teach. Show that home and school are not simply places where children learn to get along with disagreeable adults.
 22. Prepare us to lead *our* lives *not yours*. Find out what *we* can do, or what *we* want to be before you force us beyond our capacity or make us become what *you* want us to become.
 23. Give us the right to a major voice in our own lives. Decisions that will affect our whole future should be made *with us* not *for us*. We have the right to our kind of future.
 24. Let us make our own mistakes. To make wise decisions takes experience. That means we have to try ourselves out and find out for ourselves. We can only learn from our own actions, not yours.
 25. Permit us the failings of average children, just as we permit you the failings of average parents. Let us both break the rules sometimes. We can grow only at our own rate, which means at easy stages. We want to become the best we can become, but we would not be human if we were perfect.

— The White House Conference
On Children And Youth, 1970

Ten Sure-Fire Suggestions for Improved Parenting

Reverend C. Galea was assigned to the Guelph Correction Centre for summer work. While there he developed excellent rapport with many young lawbreakers.

He asked the boys for clues as to why they had ended up in that institution. He then asked them to draw up a code for parents, focusing in on specific areas where their parents had failed. Here is what emerged:

1. Keep cool. Don't fly off the handle. Keep the lid on when things go wrong. Kids need to see how much better things turn out when people keep their tempers under control.
2. Don't get strung out from too much booze or too many pills. When we see our parents reaching for those crutches, we get the idea that nobody goes out there alone and it's perfectly okay to reach for a bottle or a capsule when things get heavy. Children are great imitators.
3. Bug us a little. Be strict. Show us who's boss. We need to know we've got some strong supports under us. When you cave in, we get scared.
4. Don't blow your class. Stay on that pedestal. Don't try to dress, dance or talk like your kids. You embarrass us and you look ridiculous.
5. Light a candle. Show us the way. Tell us God is not dead, or sleeping or on vacation. We need to believe in something bigger and stronger than ourselves.
6. Scare the hell out of us. If you catch us lying, stealing or being cruel, get tough. Let us know why what we did was wrong. Impress on us the importance of not repeating such behavior.
7. When we need punishment, dish it out, but let us know you still love us, even though we have let you down. It will make us think twice before we make that same move again.

-
8. Call our bluff. Make it clear you mean what you say. Don't compromise. And don't be intimidated by our threats to drop out of school or leave home. Stand up to us and we'll respect you. Kids don't want everything they ask for.
 9. Be honest. Tell us the truth no matter what. And be straight-arrow about everything. We can take it. Lukewarm answers make us uneasy. We can smell uncertainty a mile away.
 10. Praise us when we deserve it. Give us a few compliments once in a while and we will be able to accept criticism a lot easier. The bottom line is that we want you to tell it like it is.

— Ann Landers
Creators Syndicate
by permission

PART III

Exemplary Programs, Resources, References

The most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.

It is the first lesson that ought to be learned; and it is probably the last lesson that man learns thoroughly.

— Anonymous

SELECTED RESOURCES FOR FURTHER PLANNING

Many resources are available that can be used by parents and school personnel as they plan efforts to promote the development of personal and social responsibility. The pages that follow highlight exemplary programs, materials and ideas.

CHILD DEVELOPMENT PROJECT — Eric Schaps, Daniel Solomon, Marilyn Watson, Project Associates. Child Development Project-Studies Center. 130 Ryan Ct., Suite 210, San Ramon, CA 94583.

PROGRAM DESCRIPTION

The Child Development Project (1983) took the position that academic and character education are equally important goals for schools and can be achieved simultaneously. The project was designed to produce long-lasting and significant effects on children's pro-social development. Included in the definition of pro-social development are qualities such as concern for other people, helpfulness, consideration of others, generosity, understanding of others and a concern for balancing of one's own needs and rights with others.

Supported by a long-term grant from the William and Flora Hewlett Foundation, the first step of program development was to explore the

characteristics that were desired in children by adults. Associates surveyed 2300 parents and prioritized responsibility goals according to the results of the survey.

The aim of the project was clarified as to “refine, increase and coordinate five types of activities that are desirable.” These include:

- Cooperative activities
- Helping and sharing activities
- Setting positive examples
- Promoting social understanding
- Positive discipline

The program staff was responsible for developing a network to find a variety of ways to implement the program. Principals arranged for training teachers as “coaches.” Progress reports and evaluation of the program are encouraging. They conclude that project can help attain the dual goals of intellectual training and character development.

THE CHARACTER EDUCATION CURRICULUM — Character Education Institute, Dimension II Building, 8918 Tesoro, Suite 220, San Antonio, Texas 78217, 800/284-0499.

PROGRAM DESCRIPTION

Consisting of classroom instructional materials for prekindergarten through ninth grade, this classroom-tested program develops responsible citizens. Program goals seek to raise students’ self-esteem; prevent substance abuse; promote self-discipline; improve decision-making and problem-solving skills; instill respect for others; and uphold positive attitudes and values.

The program is designed to be taught as a separate subject or in conjunction with social studies, language arts or health. Depending upon the grade level, the lessons can be taught in 15- to 30-minute periods several times a week. Middle school materials consist of over 100 lessons. In-service training for teachers is recommended and available. See sample lesson in Appendix A.

QUEST — SKILLS FOR ADOLESCENCE/SKILLS FOR LIVING, Quest International, 537 Jones Road, Granville, Ohio 43023, 800/446-2700.

PROGRAM DESCRIPTION

Skills for Adolescence is a joint effort of the Lions Clubs International and Quest International and is supported by the American Association of School Administrators, the National PTA and others. This curriculum seeks to help young people develop essential life skills (including decision making, communicating and resisting negative peer pressure) and develop a sense of belonging and a commitment to their families, schools, positive peers and community. There are 103 sequential skill building sessions available for grades 6-8 for a variety of course settings. The sessions are designed to last 45 minutes and are arranged into eight units organized into themes.

Teacher training is available through regional workshops. Communities are encouraged to become involved through the efforts of the local Lion's Club.

NEW PARTNERSHIPS FOR STUDENT ACHIEVEMENT—The Home and School Institute (HSI), 1201 16th Street, NW, Washington, D.C. 20036, 202/466-3633.

PROGRAM DESCRIPTION

The HSI has developed a national program to enhance the role of families in promoting the development of their children's "MegaSkills." MegaSkills is a program developed by Dorothy Rich, President of the HSI, to foster the development of values, behaviors and attitudes which promote student motivation and achievement.

Schools provide parents with "Home Learning Recipes" that parents teach at home. The complete program consists of teacher training, home curriculum and evaluation.

A wide variety of printed materials, audiovisual materials and training opportunities are available for both teachers and parents. See sample lesson in Appendix B.

SYSTEMATIC PERSONAL RESPONSIBILITY - Thomas Jefferson Research Center, 202 South Lake Ave., Suite 240, Pasadena, California 91101, 818/792-8130

PROGRAM DESCRIPTION

This K-12 program is based on written materials teachers can build into their lesson plans. Student goals include accepting the consequences of their actions; using ethical decision-making and problem-solving techniques; accepting basic standards and good citizenship such as integrity, trustworthiness, courage, respect, service to others; accepting attendance, punctuality and reliability as personal responsibilities; setting and achieving realistic goals; using time and stress-management skills; using cooperation and team building; developing self-confidence, self-esteem and positive attitudes; understanding that learning is a joint responsibility of the teacher and student; understanding that success comes from taking initiative and persevering; understanding that young people can participate in society; understanding that the rights of citizenship in a democracy exist because people fulfill their responsibilities as citizens.

A variety of printed and audiovisual materials are available as is consultation services for teachers and parents.

**AFFECTIVE SKILL DEVELOPMENT FOR ADOLESCENTS—
P.O. Box 7001, Lincoln, Nebraska 68506, 402/423-1623.**

PROGRAM DESCRIPTION

The personal and social responsibility curriculum is a highly structured, 92 lesson, real world, life choices-oriented program. There is a correlated parent program to help parents interact with their adolescents in ways that assist young adults in assuming responsibility for themselves.

Parenting program components include:

- Self-esteem: What is it?
- Self-esteem Focus on the positive
- Responsibility: The basis of personal power
- Responsibility: What you can control
- Relating Effectively: Empowering others
- Relating Effectively: Expectations
- Problem Solving/Goal Setting: Anger
- Problem Solving/Goal Setting: Motivation

**PROJECT ORDER, Francis M. Leahy School, 100 Erving Avenue,
Lawrence, Massachusetts 01841, 508/975-5959.**

PROGRAM DESCRIPTION

Organized Recess Discipline for Enrichment in Recreation (ORDER) is a student-operated program designed to foster a positive school climate and increase students' self-esteem. The ORDER system presents a structured framework for developing individual responsibility. Selected students are trained to be playground deputies, conflict mediators and captain. The training focuses on using positive interactions and providing alternatives to disruptive behavior and physical confrontation. With the support of teachers who have yard duty, these students patrol the campus during recess, using positive problem-solving strategies to deal with children who break the rules. Some of the benefits of the ORDER program include:

- Strategies of appropriate behavior are taught by using peers as role models.
- Avenues for achievement and self-esteem are provided outside the classroom.
- Structure and consistency necessary for students to understand and follow school rules are provided.
- School safety is improved while assisting the school staff in supervising recess activity.

For additional information, contact Mary E. Billingsley, 6 Sunset Avenue, Methuen, MA 01844.

**PEER TUTORING, New Braunfels High School, 2551 Loop 337,
New Braunfels, Texas 78130, 512/625-6271.**

PROGRAM DESCRIPTION

Ninth-grade students with poor study habits and organizational skills, low self-esteem, and spotty attendance records receive daily help in the subject of their choice from a senior who has volunteered to tutor. The seniors not only receive elective credit for the course they tutor, but also receive personal satisfaction and recognition through newspaper and yearbook articles and awards assemblies. A member of the high school staff coordinates the program, working with each freshman's core subject teacher to ensure that tutors receive assignments, lesson

plans and notes. Tutors use these materials to help students complete their own notes, study the class lectures and do homework. The purpose is to keep students who are at risk of dropping out of school enrolled and to help them make progress in high school.

FOCUS DISSEMINATION PROJECT, 161 North Concord Exchange, Suite 321, South Saint Paul, Minnesota 55075, 612/451-6840.

PROGRAM DESCRIPTION

The project meets the needs of disaffected youth in grades 9-12. Students who lack motivation, confidence and self-esteem learn responsibility to self, school and society. The teacher and eight to 10 students meet daily for one class period for an extensive group counseling experience called "Family." The program offers students a classroom culture that demonstrates caring principles, improves basic skills, teaches effective human relations and gives each student reasons to be optimistic about the future. A highly structured program, materials are modified to meet student skill levels. A three-year evaluation demonstrated improved attitudes toward school; enhanced self-concept; increased academic achievement; and decreased disciplinary referrals, suspensions and absences.

BOSTON YOUTH PROGRAM, Health Promotion Program for Urban Youth Violence Prevention Project, 1010 Massachusetts Avenue, Second Floor, Boston, Massachusetts 02118, 617/534-5196.

PROGRAM DESCRIPTION

The objective of this program is to encourage students to accept anger as a normal emotion and learn how to creatively control anger to avoid violent behavior. Students are encouraged to play out various anger-producing situations, including peer-related fights, family violence and interpersonal relationships. The situations are discussed and strategies are developed to deal appropriately with feelings of potential violence. Students also learn that if they respond violently to practices they consider to be unfair, they diminish their power to influence change.

MEDIATION ALTERNATIVE PROJECT (MAP), 50 Clinton Street, Hempstead, New York 11550, 516/489-7733.

PROGRAM DESCRIPTION

MAP is a non-profit center for the development of innovative criminal justice and education programs. Its primary goal is to offer conflict resolution to help youth, families, schools and the community-at-large to resolve youth-related disputes. MAP employs professional, impartial mediators to help disputing parties reach a written agreement. MAP also conducts follow-up interviews and meetings. All mediation is voluntary and MAP services are available to Nassau County, New York residents free of charge.

Among the disputes handled by MAP are parent/child conflicts; community/youth problems, such as harassment and vandalism; school-related problems related to fighting between youth; minor criminal acts involving restitution; neighborhood disputes between families; and interracial conflicts.

PROJECT: COFFEE (COOPERATIVE FEDERATION FOR EDUCATIONAL EXPERIENCES), French River Education Center, P.O. Box 476, North Oxford, Massachusetts 01537, 617/987-1626.

PROGRAM DESCRIPTION

Project COFFEE is a regional, instructional, occupational training and counseling program for at-risk youth from 17 school districts. It is a comprehensive dropout prevention and reclamation program for adolescents with histories of academic failure, truancy, poor self-concept, family problems and social misconduct. The program integrates five components: an academic component that provides relevant basic skills instruction based on an individualized educational plan; an occupational component that provides hands-on educational experiences in an adult-like work environment; a counseling component that provides character building, occupational and emotional support utilizing existing state, regional and local service organizations; a pre-employment education component designed to enhance the employability of at-risk students through classroom instruction and student internships; and a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment

and group cooperation.

PROJECT TIPS (TEACHING INDIVIDUALS POSITIVE SOLUTIONS/TEACHING INDIVIDUALS PROTECTIVE STRATEGIES), Jefferson Annex, Fourth Street NW, Charlottesville, VA 22901, 804/293-5179.

PROGRAM DESCRIPTION

This 10-week intervention program is aimed at both the perpetrators and victims of crimes. The goals of TIPS are to promote and maintain positive student attitudes and behaviors, while teaching students to take responsibility for the safety and welfare of themselves and others. The program was initiated by a request from the director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program.

Topics include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime resistance. TIPS can be taught as a mini-course, a supplement to existing courses, and interdisciplinary unit, and as a focus for small-group discussion.

SYSTEM OF CARE PROJECT: HELPING STUDENTS TO SUCCEED, State of Hawaii Department of Education, Central Oahu District, 808/622-1104.

PROGRAM DESCRIPTION

The System of Care Project is an attempt to help at-risk students to succeed in academic and social activities by bringing together the school, the home, the community and child-serving agencies. The underlying principle of the project is that every child has self-worth and an inherent right to a good education. The System of Care project affirms the integrative, corrective and caring responsibility of the family; the importance of positive peer influence and the need to provide guidance for the development of wholesome relationships; and the need for public participation in school programs. Goals of the project include encouraging parents to become actively involved in the education of their children; developing and implementing counseling and support systems relevant to the needs of at-risk students; and establishing networks among child-serving agencies, community organizations and businesses.

HEALTHY KIDS, HEALTHY CALIFORNIA, California State Department of Education.

PROGRAM DESCRIPTION

Healthy Kids, Healthy California is a statewide initiative to help children live healthier and happier lives by assisting schools in perfecting their health education programs. Schoolchildren, through comprehensive school health instruction in partnership with parents, can develop lifestyle habits of good hygiene, self-esteem and personal judgement in preventing smoking, substance abuse and the likelihood of chronic disease.

Healthy Kids, Healthy California aims to help children learn personal responsibility to further their own health and avoid disease. Program objectives include providing technical assistance to teachers, parents and school officials in training teachers and parents to promote their own health and improve childrens' health; suggesting comprehensive and sequential health education curricula; and assisting schools to develop complete health programs that include on-site voluntary medical screening for all students, a professional health coordinator and improved nutrition in school cafeteria and food services.

ETHICAL ISSUES IN DECISION MAKING, Scarsdale Public Schools, 45 Wayside Lane, Scarsdale, NY 10583. 914/723-5500 ext. 144 or 147.

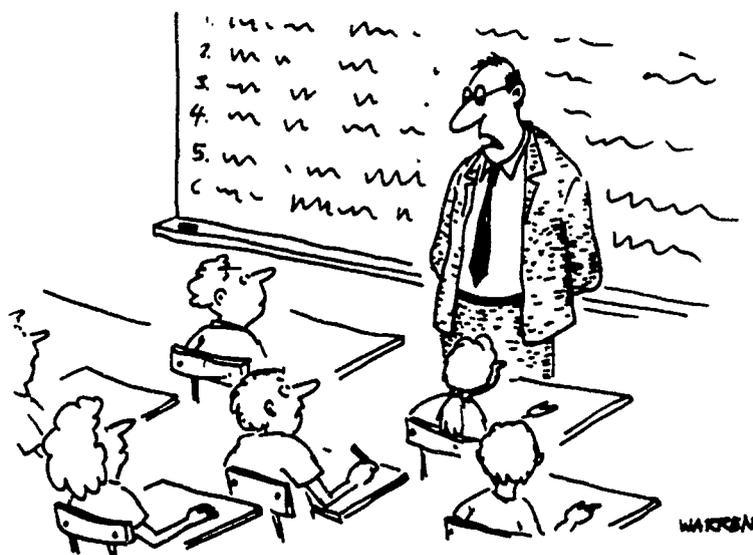
PROGRAM DESCRIPTION

This program has used Kohlberg's theory of cognitive moral development to design a high school ethical issues course and a governance model for schools. Kohlberg's theory identifies six stages of moral development, which are defined and measured by an individual's ability to reason about moral issues in conflict.

Each unit centers on a set of moral issues. Presenting progressively more complex situations, each activity requires class discussion of a moral dilemma involving conflicting rights and duties in a given situation.

Kohlberg's theory is also the basis of the "Just Community" model for alternative schools, which uses a weekly community meeting to promote cognitive moral development. Community and individual issues are discussed, their moral components are explored, rules are voted, and

agreements are made on issues of fairness that affect the whole community. The fairness committee identifies areas and issues within the school where teachers and students can mediate solutions to problems together and teaches skills necessary for that process.



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say."

By permission
James K. Warren

APPENDICES

- A. Character Education Sample Teaching Unit
- B. Home School "Take-Home" Responsibility Activity
- C. High School Departmental Description of A Responsible Student
- D. Teacher/Parent Communication Requesting Cooperation
- E. Responsibility-Oriented Parent/Student Handbook
- F. Elementary School Responsible Behavior Expectations

APPENDIX A

AICE Character Education

**Sample Teaching Unit
From Level F (sixth grade)
Teacher's Guide**

Honesty and Truthfulness

Objective #1

At the conclusion of these lessons, your students should be able to identify alternate solutions and their possible consequences to situations involving honesty.

MATERIALS NEEDED:

Lesson 1:

Teacher's Guide
Chalkboard
1/8 blank sheet of
paper for each pupil

Lesson 2:

Teacher's Guide
Chalkboard

Lesson 3:

Teacher's Guide
Chalkboard

Lesson 1

Step I

Read aloud to the class:

Shirley went to the store for her mother. After she made her purchases, received her change, and started for home, she realized that she had been given one dollar too much. She stopped and recounted her change. Yes, she had been given a dollar more than she should have received.

developed and published by
CHARACTER EDUCATION INSTITUTE
Formerly:
American Institute for Character Education
Dimension II Building
8918 Tesoro Drive, Suite 220
San Antonio, TX 78217

Honesty and Truthfulness

Step II

Ask the class what Shirley should do? If none of the students suggest that she take it home and ask her mother or father what she should do, have the class determine why it should or should not be included as a possible alternative.

Step III

Ask the class to discuss how they would feel about each of the following alternatives:

- A. Returning the dollar to the grocery
- B. Keeping the dollar
- C. Asking mother or father what to do

Step IV

Have the students write on a slip of paper which of the three alternatives listed in the preceding step they would choose. Ask them to turn in their slips of paper *without* writing their names on them. Collect and tally their responses.

Step V

List the tally of the students' responses on the chalkboard.

Step VI

Ask the class if they would change their decision if the store clerk was

- A. someone they didn't know?
- B. someone who had always been nice to you?
- C. someone who was in high school?

Step VII

Encourage students to relate similar incidents that might have happened to them.

Lesson 2

Step I

Read the following story aloud to the class:

FRED and AARON

During the Christmas holidays, Fred asked his friend, Aaron, to spend the night. Aaron was very pleased because he looked up to Fred and wanted to be his friend.

Around midnight, Fred's older brother came in and said, "Hey, you want to have some fun? My friend, Brian, sneaked his mother's car out of the garage and we're going for a ride. You want to come?"

"Sure," replied Fred excitedly. Let's go!" It was after his brother had gone outside to wait that Fred noticed that Aaron had not said anything nor had he made any move to get his jacket. It was then that Fred said, "C'mon. We'll have a lot of fun! Nobody will find out. Mother sleeps like a rock off in the front bedroom. We won't be gone long."

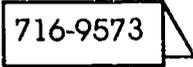
As Fred and Aaron were getting into the car, Aaron could smell the marijuana that Fred's brother was smoking. Brian held out a half-filled bottle of whiskey to Aaron and said, "You wanna drink?"

Honesty and Truthfulness

Step II

Read the following directions aloud to the class:

Take out a sheet of paper. Do NOT write your name on it. Write what you would do if you were in the same situation as Aaron and what you think might be the consequences of your decision. When you have finished, fold your paper from top to bottom so that your writing is on the inside. On the outside of the paper, write a number that only you will recognize. It may be a relative's telephone number or a number that you made up. If you did make it up, be sure to write the number somewhere so that you can find it again when you need it. In this way, you can express yourself freely; I won't be able to associate you with your response, and yet I will learn what you might do and what you think might be the consequences of your decision.



716-9573

Step III

Collect their papers. Count the number of students who would and who would not go with the boys for a ride. Keep these papers for Step IX. An evaluation of this unit might be the comparison between the students' responses at this time and their responses in Step IX.

Step IV

Ask the class:

What can Aaron do in this situation? What are his alternatives?

Remind the class that we are *not* concerned with what Aaron *should* do, only with his alternatives. The class should recognize that Aaron only has two alternatives (which should be written on the chalkboard):

- A. Aaron can go with the boys.
- B. Aaron can refuse to go with the boys.

Step V

Have the class discuss the possible, yet *probable*, consequences if Aaron does *not* go with them. The following consequences should be elicited from the students and listed on the chalkboard with any of the suggested consequences that are relevant:

- A. The boys will think Aaron is "chicken."
- B. The boys will think no less of him.
- C. If Fred goes without him, Aaron may be questioned by Fred's mother if she awakens and discovers that Fred and his brother are gone.
- D. Aaron will be admired for his unwillingness to do anything about which he has doubts.

Step VI

Have this class discuss each of the listed consequences.

Step VII

Have the class discuss the possible, yet *probable*, consequences if Aaron *does* go with the boys on the ride.

Honesty and Truthfulness

The following consequences should be included along with any of the students' suggestions:

- A. The boys enjoy their ride, return home, and no one knows that they have been gone.
- B. The boys might have a car accident or, possibly some other car trouble, which could result in any, or all, of the parents finding out what the boys had done.

Step VIII.

Have the class discuss the following:

1. Should Aaron warn any of the others about the consequences of what they were going to do?
2. Is it possible that there are consequences that none of the boys could anticipate?

Step IX.

Have the class write on a sheet of paper what they would do in Aaron's place and what they feel would be the consequences *in their own lives*. They may, or may not, list the consequences that have been discussed in class. Remind the students that the procedure is the same as in Step II. Fold the papers in half and write the same number on the outside that they used in Step II.

Step X.

Collect their papers. Keep them separate from the papers collected in Step II. Use the same numbers on the outside of their papers to compare the students' choices in Step II and Step IX.

Step XI.

Return the students' papers from both steps by placing them on a worktable so that they may identify their papers by the numbers on the outside.

Step XII.

Discuss the students' choices, the consequences they listed, and how they feel about determining the consequences of their behavior *before* any action is taken.

APPENDIX B

Home School Institute

Responsibility Lesson

TODAY IN THE NEWS

Talking About Current Events

Young people need to realize that what happens anywhere in the world today can affect their own lives.

Why Do It

This activity provides practice in following news events and talking about them. It helps children become aware that half a world away is not so far away, after all.

Materials

Pen or pencil, paper, current newspaper

How To Do It

- Find at least two articles which tell of events in a foreign country. (EXAMPLES: Families in Africa leave homes in search of food. Fish and birds die from oil slick in North Sea. Miners in England go out on strike.)
- Talk about the articles: Could any of these things happen here?
- Look in the paper or think about a situation that affects the area in which you live. (EXAMPLES: Proposed shopping center adds to traffic problems. Neighborhood school to close.)
- Talk about these events. How do you feel and what, if anything, can you do about it?

Another Idea

As a family, pick an important news event to follow for one or two days. Read about it in the paper. Listen to the radio. Watch TV news. Later, discuss it with the rest of the family.

Helpful Hint

Help your youngster write a "Letter to the Editor" about something affecting children in the area. (EXAMPLE: Suggest that bike paths be built near the school.) Explain that this is one way to make you opinions known and to change other people's views.

I'M LATE-WHERE ARE MY THINGS?

Planning Ahead To Be On Time

Why Do It

Children need to learn how to plan for their daily needs. This activity helps children manage so that there is time enough to "do everything."

Materials

Paper, pencil, clock

How To Do It

- Talk about at least two places you and your child must get to on time. (EXAMPLES: school and job.) What do you do to make sure you are on time?
- Together write down your estimate (guess) for how long it takes to do certain tasks. (EXAMPLES: getting ready for school or work in the morning; preparing a meal; getting dressed to go to a party).
- Time at least one of these. Use a watch to time each other.
- Write down the actual time it took next to your estimate. How close did you come to guessing right?

Another Idea

Post a monthly calendar that everyone can see. Each member of the family can use a colored marker to list appointments and social activities.

Helpful Hint

Talk to children about the value and importance of "time."

Think of ideas that spark their imagination. EXAMPLES: What would you do if there was an extra hour in every day? An extra day in a week? What do you think when someone is late for an appointment when you tried hard to be on time?

APPENDIX C

**A High School Department
Describes a Responsible Student**

**Social Science Department
Addison Trail High School
Addison, Illinois**

A High School Department Communicates Responsibility Expectations

1. The responsible social science student is **conscientious** about his/her work. The student is on time to class and has the required books, notebooks, and other necessary materials needed for that day's activities.
2. The responsible social science student is **dependable**. The student has all assignments completed in the proper form to be turned in when due. The responsible student does not wait until the last minute to turn in an assignment.
3. The responsible social science student displays **respect** for his/her teacher, fellow classmates and their views. The student may not agree with everything that is expressed in class but believes in the right of each person to be able to make their opinions known.
4. The responsible social science student is a **good listener**, listening not only with ears, but also with brains. The student will take in and evaluate all ideas, and test them against research and their own belief system.
5. The responsible social science student is **continually aware of current events**, the constantly unfolding drama of news events that is social science in the making. Students need to read and listen to the news of the world as it happens.
6. The responsible social science student is a **cooperative learner** and a **"team player."** Students are not only students, but also teachers as they are placed in cooperative learning situations. The student shares and gathers information not only from the teacher, but from fellow students as well.
7. The responsible social science student is an **active learner**. This student **participates actively in class discussions**, asking questions and sharing opinions.

APPENDIX D

Sample Parent/Teacher Communications

ADDISON TRAIL HIGH SCHOOL

213 NORTH LOMBARD ROAD

ADDISON, ILLINOIS 60101-1999



DONALD J. LAYNE
Principal
JAMES G. MORTIER
Asst. Principal for Operations
DONALD R. GROSSWICKLE
Asst. Principal for Instruction
PHYLLIS M. GEYER
Asst. Principal for Pupil Personnel
DOUGLAS W. DUVAL
Athletic Director
BEVERLY C. PANAGIOTAKOS
Dean of Students

DISTRICT 88

(708) 828-3300

Fax (708) 828-0177

To: Parents of Algebra Students

From: Mr. Virkus

Your son or daughter and I are going to spend the school year learning mathematics, and I thought as parents you would be interested in the ways which you could assist both me and your student.

The course selected indicates that your student may be interested in attending college, junior college, or technical school. Algebra is the foundation of all higher mathematics, therefore, a solid background in Algebra is essential. The first thing that you can do to help is to encourage your student to put forth his best effort. Many students feel that they need only attend class and their work is done. Please emphasize that an honest effort includes regular attendance, attention in class, doing the required assignments, and asking for help when it is needed.

I am aware that the level of this course prevents most parents from working with students on homework or in helping to study for tests. There are, however, things that you can do to help. Required assignments are given daily. You should see your son or daughter doing an assignment every night. Ask to see the assignment and if you are told that it was done at school, ask that it be brought home each night for you to look at. Work should be readable, organized and written in pencil. If a student is unable to do a problem, it is his or her responsibility to find out how to do it. Students can ask questions in class, see me during my conference period, use the resource center, or see me before or after school. I am usually here by 7:15 a.m. and can remain after school any day if I know ahead of time that someone needs help. Remind your student that it is my job to explain things, but that I must be aware of what it is that bothers him before I am able to help him. If I find out that the student does not understand a concept because he does poorly on a test, it is way too late.

Another thing that parents can do to help students is to encourage them to read the book. Few students look at the sample problems in the book or read the explanations. If a student reads the text prior to my lecture and goes over the sample problems after I have taught the lesson, the material usually becomes clear. It is also necessary to remind students that a mathematics book is not easy to read. You can't read math or do homework with loud music playing or in front of the television. Parents can help their students learn more and form good study habits by not permitting these things to take place. Having a son and daughter who are now in college, I know that I am setting you up for some arguments, but twenty five years of teaching every level of high school mathematics has taught me that parents who reinforce good study habits (nag if necessary) have students with good and productive work habits.

I have also given your son or daughter a letter in which I have explained to them my expectations, the requirements of the course, and how I grade. Ask to see what I have written to the students, share this letter, and discuss how you can work together to make this a successful year. I am more than willing to work with your student to ensure that he does as well as he possibly can. Please feel free to call me if you have any questions or problems. I can be reached at 628-3352 and I will return your call as soon as I am available. I enjoy teaching and I love mathematics. I hope in June your son or daughter knows that I love teaching and shares my love for the subject. If that happens, I will be successful and it will mean that your cooperation has helped it to happen.

Sincerely,

William Virkus

APPENDIX E

**Responsibility-Oriented High School
Parent/Student Handbook**

**Glenbard West High School
Glen Elyn, Illinois**

By permission

THIS WE BELIEVE

ABOUT OUR RESPONSIBILITY TO OUR STUDENTS, THEIR PARENTS AND OUR COMMUNITY

We view education as a lifelong process to which many institutions contribute, including the family, the community and its organizations, and society in general. The task given by society to the school is the formal education of its youth.

The fundamental purpose of the Glenbard High Schools is to provide educational experiences that will enable each student to develop talents and capabilities in order to assume a responsible role in a global society. While maintaining high standards for achievement, we emphasize the intellectual, physical, emotional and social development of each student. We recognize the dignity and worth of the individual, and we seek to preserve and enhance within each student a sense of personal responsibility and tolerance for others.

In providing these educational experiences, we acknowledge that the interaction between teacher and student is central. We expect the use of varied teaching methods that will address different learning styles and promote active student learning, gender equity and multicultural fairness. We also recognize that our commitment to education can best be fulfilled if we seek the cooperation and active involvement of parents and others who share responsibility for the welfare and development of the student.

In carrying out our responsibilities, our principal aims shall be:

- To provide a comprehensive classroom program in accordance with student needs and interests, the level of community support, and governmental mandates.
- To instruct all students in a program that includes academic subjects in the humanities, arts, sciences, career and physical education, and to offer extracurricular activities, guidance, counseling and library services.
- To assist students in developing problem-solving attitudes and skills through the process of discovering, organizing and critically evaluating information.
- To provide an environment that stimulates critical, creative and evaluative thinking skills and promotes the desire for acquiring further knowledge.
- To help students understand, adjust to, and effect changes in society and in technology.
- To promote an understanding of the political, social and economic systems of the United States.
- To offer students opportunities through which they may experience rights and responsibilities of our democratic society.
- To inspire respect for the United States of America and for the democratic process, and to demonstrate concern for all people.

THIS WE ASK FROM PARENTS

To translate our philosophy into reality requires cooperation and maximum effort from our students, our parents and our teachers. Parents play an essential role in helping students develop self-discipline and a positive attitude toward learning.

- **We ask parents to realize that we cannot do this important job without their participation.** Their role in schooling may seem less direct but is perhaps more important than ours. When students report to school, they bring their homes and families with them. And family expectations, hopes, problems, fears and challenges greatly influence a student's performance in school. We need each parent's support; we welcome each parent's questions; and we welcome your active interest and your participation!
- **We ask parents to be aware of our expectations for students and our student rules of conduct.** Parents can be informed by attending our Open House sessions and visitation days, by using the **CASTLE KEYS**, by reading all issues of the "Principal's Newsletter," and by contacting us with all questions and concerns. Good communication will enable us to solve our problems — **TOGETHER!**
- **We ask parents to assume responsibility for their student's regular class attendance.** Success in school is directly related to consistent attendance. We follow the school calendar and check with care each student's attendance. No "free cut," no "ditch day," and no "holiday" for athletes or other competitor is built into our calendar. If your student has an unauthorized absence, do not present us with an excuse that will cover it because you may be paving the way for future unauthorized absences. Students who accumulate an excessive number of unexcused absences will be withdrawn from class and earn a failing grade for the course.
- **We ask parents to return telephone calls and respond to behavior reports and "Pep-ups" promptly.** Teachers spend much effort and time preparing these so that you will be well-informed about your student's progress. Through your response, you show your concern about your student's growth and achievement. Teachers need your cooperation in providing your student with the best educational program possible.
- **We ask parents to provide a study area at home where students can study and work each day.** This area should include the space required for writing and for reading, have good lighting, and be relatively free of distractions and interruptions.

THIS WE EXPECT FROM STUDENTS

- **We expect all students to achieve to the best of their ability.** Our school is responsible for providing good teachers and an environment that encourages learning. Students are responsible for reaching out for new ideas and experiences. Learning is enjoyable and rewarding, but it requires a student to work hard. We have high academic standards because our students have both the ability and the desire to learn. For those who plan a college career, a sound high school education is preparation for success in college. For others, high school represents a final opportunity to obtain a well-rounded general education necessary for success in the workplace. We recognize the many degrees and several types of achievement that characterize excellence. And we will not compromise any student's ability by accepting less than one's best efforts.
- **We expect all students to consider their schooling as their first priority.** Many of our students hold jobs that require them to work several hours a week. We generally support this practice unless it causes students to carry a minimum course load or to ignore their school obligations. If students are not available for extra help from teachers, for make-up work or for participation in extracurricular activities, we question the value of their jobs. Our teachers do not recognize a conflict with a job as a valid excuse to defer make-up work or extra help. Now is the time for our students to receive their formal high school education. Short-changing this for a job is neither wise nor acceptable.
- **We expect students to attend every meeting of every class.** There are no "free cuts" or "ditch days." Students are required to attend each class period. It is impossible to benefit from classroom learning experiences without consistent daily attendance. Students who accumulate an excessive number of unexcused absences will be withdrawn from class and receive a failing course grade.
- **We expect students to complete all homework and class assignments.** Students should expect to receive and should complete an average of 30 minutes of daily homework in each class. Work and study completed outside of classtime is necessary to the learning process. Our teachers expect their students to complete all assignments on time.
- **We expect students to know and conform to our school's rules of conduct.** Of great importance is your personal behavior code, your ideals and the respect you show yourself. We hope that you will further develop your values and your ability to make difficult moral and ethical decisions. Developing a sense of responsibility in the classroom and in extracurricular activities is essential. So is something more intangible — the value of your word. Unkept appointments with teachers, broken promises to turn in missing work — all without explanation or apology — mar a student's progress to his/her own measure of excellence and achievement.

APPENDIX F

Responsibility-Oriented
Elementary School Behavioral Expectations

Dryden Elementary School
Arlington Heights, Illinois
School District 25

By permission

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Additional resources available from the National School Safety Center

Publications:

School Safety News Service subscription
Child Safety Curriculum Standards
School Safety Check Book
Set Straight on Bullies
Educated Public Relations: School Safety 101
Gangs in Schools: Breaking Up is Hard To Do
The Need to Know: Juvenile Record Sharing
School Crime & Violence: Victim's Rights
School Discipline Notebook
Right to Safe Schools

NSSC Resource Papers:

"Safe Schools Overview"
"Increasing Student Attendance"
"Drug Traffic & Abuse in Schools"
"School Bullying & Victimization"
"Student Searches & the Law"
"Student & Staff Victimization"
"Alternative Schools for Disruptive Youth"
"Weapons in Schools"
"Role Models, Sports & Youth"
"Corporal Punishment in Schools"
"School Crisis Prevention & Response"

Additional resources available from NSSC

Films/Videotapes:

- “School Crisis: Under Control” (VHS)
- “High Risk Youth/At the Crossroads” (VHS)
- “Set Straight on Bullies” (VHS, 16mm)
- “What’s Wrong With This Picture?” (VHS)

Campaign Posters:

- “Join a team, not a gang!” (Kevin Mitchell)
- “Bullying is uncool!” (William “Fridge” Perry)
- “Facades . . . ” (two poster set)

For more information, current prices and availability, contact:

National School Safety Center
Pepperdine University *24255 Pacific Coast Hwy*
Malibu, California 90263

or

National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
805/373-9977



NATIONAL SCHOOL SAFETY CENTER

A PARTNERSHIP OF PEPPERDINE UNIVERSITY AND THE
UNITED STATES DEPARTMENTS OF JUSTICE AND EDUCATION
