

Appendix C: MOVING UP THE PATHWAY USING HIGHER LEVELS OF PERCEPTION (LOPs)

What it looks like at each level if that is the LOP that dominates our R's and X's

Level	Individual	Class	School
<p style="text-align: center;">Sensory What are my signals?</p> <p style="text-align: center;">Category How would I label this?</p> <p style="text-align: center;">Sequence What steps am I taking?</p>	<p>Adult Action: Adults in the school use mostly personal challenges and threats to get students to behave and perform. Adults use their reward and coercive power as external motivators, in an effort to control behavior and incentivize performance.</p> <p>Student Experience: I need to survive in an unpredictable climate. I therefore play mental games to cope and put up walls to protect myself.</p>	<p>Adult Action: Maximal use of controlling strategies such as negative recognitions, shaming, sarcasm, and personal praise and rewards for good behavior and good grades.</p> <p>Student Experience: As a class, we tend to do what it takes to get what we need. How we act usually depends on the situation and how we feel. Some students tend to benefit from this context much more than others.</p>	<p>Adult Action: Maximal use of student to student comparison – good students get praise, bad students get detention. Typically, specific-situational interactions with students usually taking the form of pointing out what students should be doing.</p> <p>Student Experience: Most student take on an attitude of survival of the fittest. Some students take on the role of predator and others victim. Each student does his/her best to get their need for love and belonging met while being on guard for the various external threats that exist.</p>
<p style="text-align: center;">Program What am I doing?</p>	<p>Adult Action: Adults make the rules and explain to the students the consequences to not following them. Adults explain the incentives for good behavior and performance.</p> <p>Student Experience: I tend to know what the rules are and what others expect me to do. I act in a manner that is responsive to how the rules affect me - I consciously or unconsciously follow the rules that benefit me and ignore those that do not serve me.</p>	<p>Adult Action: Rules are posted and may be accompanied by a colored card chart or names on the board behavioral system. Grade systems are uniformly applied. Students are encouraged to follow the rules and meet grading standards.</p> <p>Student Experience: We feel somewhat more secure with the presence of rules and programs. But at times they can appear to be just abstract policies that do not have much meaning. We tend to interpret the rules by how they are applied by each teacher and situation.</p>	<p>Adult Action: Grades, public recognition and avoidance of consequences are used to motivate students. Many teachers spend a lot of energy keeping rules in place. Others tend not to enforce rules as they are seen as either not meaningful or too much trouble to them personally.</p> <p>Student Experience: Those that tend to follow rules and defer to authority do. Those that don't follow rules less reliably, with most students responding to rules and school policies as they serve their interests and to the extent there are meaningful consequences that they care about.</p>
<p style="text-align: center;">Principle Who do I want to be?</p>	<p>Adult Action: Adults provide both clarity of expectations, as well as the value of those expectations. Interactions are non-personal and are intended to assist students in becoming reflective of their own motives and goals and the consequences of those motives and goals. Consistency and maximum use of</p>	<p>Adult Action: Adults assist students in the process of developing a social contract that is owned by the collective and evolves with the needs of the collective. Teachers simply facilitate the contract and refrain from personalizing behavior or performance. Learning targets that are clear and standing</p>	<p>Adult Action: Adults in the building rely on the knowledge that students understand what is expected. Students who violate the contract lose opportunities immediately. But special emphasis is placed on the relationship between freedom and responsibility – students are encouraged to be responsible and given increasing amounts of</p>

	<p>positive recognitions encourages the sense of trust. Rubrics and clear specific criteria are used to help students see the path to success.</p> <p>Student Experience: I understand why we have various rules and expectations in place. I see the value to them both in terms of how I will benefit and how the collective becomes more functional. I see how I can get my needs met and I recognize that I have a voice in how things run.</p>	<p>still are created so that all students can reach them. Cooperation is encouraged and student to student comparisons are discouraged.</p> <p>Student Experience: We recognize a clear set of expectations that exist in the class. We appreciate how the level of clarity helps us trust each other increasingly over time, and as a result, we feel progressively more at ease and focused on our work. We trust that if the rules and expectations are not serving the collective they are reevaluated and changed if necessary.</p>	<p>freedom when they are. Adults project trust and look for opportunities to positively recognize students.</p> <p>Student Experience: Students tend to make a lot of assumptions about how things will go in the school. They trust that the adults are clear and on the same page, and that other students have internalized values, rules and expectations. Students appreciate the value of the clarity and as a result find little reason to create chaos as it is not in their self-interest. Students increasing self-monitor and self-correct one another to maintain the congruent climate.</p>
<p>System Concept What do I believe?</p>	<p>Adult Action: Adults provide ever increasing amounts of student self-responsibility, voice and choice. Students are asked to reflect on the quality of the processes that they use to function and seek ways to make them more satisfying, and productive. There is an ethic of growth and improvement encouraged.</p> <p>Student Experience: I take ownership of my learning as a result of being trusted, guided and empowered by the system. I trust that my goals are aligned with the goals of the adults and other students. I am becoming who I want to be, and I appreciate that the system encourages me to reach my potential. I am asked to reflect on my progress and my behavior, and as a result, I make thoughtful decisions as to what is best for me and others.</p>	<p>Adult Action: Special attention is placed on activities that promote the collective bonds and mutual interdependence of the members of the group. Teachers take on the role of a role of a 1-Style facilitator. Students take on all roles within the class that are within their capability, including peer tutoring and peer mediation.</p> <p>Student Experience: We feel bonded as a collective. It feels good to be part of something functional and supportive. We are growing into a community that thinks about the common good as a primary value. We help one another stay focused on what is going to make us better. Chaos, anarchy and self-destructive behavior are of increasingly less interest to us as we experience the benefits of achievement, empowerment and communal bonds.</p>	<p>Adult Action: Adults work together to create a series of reliable principles and practices that are intended to promote more psychology of success in each student and within the collective as a whole. Adults ask themselves the question “will this action promote more POS or more POF?” to guide their choices. Adults model self-discipline and pride in the members of the school community and the institution as a whole.</p> <p>Student Experience: We feel a sense of school pride and genuine care for one another. We trust and value the adults in the school as they treat us with respect and encourage us to become self-directed learners. We feel a sense of voice – the power in the school comes from the students. We proudly speak about the “way things are” and “way that students act” at the school. We have taken on the language of the adults which is defined by a psychology of success (i.e., internal LOC, belonging, and growth orientation).</p>