



Discipline is not disappearing.

It is becoming more intelligent.

Old discipline followed the plan. Modern discipline knows when the plan must change.

Purpose. This worksheet helps you protect the commitment while adjusting the method. It is designed for moments when circumstances, information, resources, responsibilities, or risks have changed.

Name

Date started

Focus area or project

Planned review date

Four rules for using this worksheet

1. Do not confuse the original method with the actual mission.
2. Do not call avoidance an adjustment just because the work became uncomfortable.
3. Do not call rigidity discipline when new evidence shows the plan is no longer effective.
4. Make changes deliberately, document the reason, and set a review point.

How to use it. Complete Parts 1-7 for a full planning process. Use the one-page Adaptive Discipline Reset on Page 10 when you need a faster version. A facilitator guide and processing questions appear at the end.

Important: Changing a plan is not automatically weakness, and staying with a plan is not automatically strength. The useful question is whether your behavior remains aligned, responsible, evidence-informed, and effective.



Part 1 - Define the Real Commitment

01

Separate the mission from the method

A method is one route. A commitment is the result, value, responsibility, or standard the route was meant to serve.

What is the real commitment I am trying to honor?

Why does this commitment matter to me or to other people?

What observable evidence would show that the commitment was honored?

Which parts are genuinely non-negotiable?

Core value or ethical standard

Safety or legal responsibility

Essential outcome or deliverable

Relationship or communication responsibility

Quality standard

Deadline with real consequences

Other non-negotiable element

Precision check: If the original plan disappeared today, what would still need to be protected? Your answer is usually closer to the real commitment.



Part 2 - Read the Conditions Clearly

02

Identify what has actually changed

Adaptive discipline begins with accurate observation. Record facts before interpreting what the facts mean.
What was the original plan?

What did that plan assume about time, resources, people, energy, or risk?

What facts, conditions, or constraints are different now?

I can control

I can influence

I must account for

What evidence or feedback supports my assessment?

What am I still assuming or what information is missing?



Part 3 - Rigidity, Avoidance, or Adaptation?

03

Test the reason for changing - or refusing to change

Check every statement that is honestly true. Mixed motives are common; the goal is not perfect certainty but clearer judgment.

Possible avoidance signals

- I mainly want relief from discomfort.
- I have not tried a reasonable next step.
- I am changing the goal to protect my ego.
- I am reacting to one difficult moment.
- I am avoiding feedback or accountability.

Possible adaptation signals

- New evidence changes what is feasible.
- The current method creates unnecessary risk.
- The same effort now produces less value.
- A better route protects the core standard.
- I can explain the change without excuses.

If discomfort were removed, would I still believe the plan should change? Why?

What could rigidly following the original plan cost?

What could changing the plan cost?

What would a fair, honest accountability partner say about this decision?

My current judgment

Continue the plan

Adjust the method

Pause for information

End this approach and re-plan



Part 4 - Protect the Standard, Change the Method

04

Sort what stays from what can move

Use this page to prevent two common errors: abandoning the standard when only the method failed, or protecting a familiar method after it stopped serving the standard.

Commitment area	What must stay	What can change
Values / ethics		
Outcome		
Quality		
Deadline / pace		
People / roles		
Routine / sequence		

Write one boundary statement: "I am willing to change ____, but I will not compromise ____."

Key distinction: Flexible methods are not weak standards. The strongest form of discipline is often the ability to preserve the standard without becoming attached to one route.



Part 5 - Compare the Available Paths

05

Score options before committing

Rate each path from 1 (very weak) to 5 (very strong). This is a thinking aid, not a mathematical verdict. Explain any score that changes your decision.

Decision criterion	Plan A	Plan B
Alignment with core values		
Likelihood of desired outcome		
Feasibility with current resources		
Risk and safety		
Effect on other people		
Sustainability over time		
Ability to review and correct		

Plan A: continue or minimally adjust

Plan B: revised approach

Which path will I choose, and what evidence supports that choice?

What risk will I monitor after making this decision?



Part 6 - Build the Revised Plan

06

Turn the decision into observable behavior

A disciplined adjustment must become a clear sequence, not a vague intention.

KEEP doing

STOP doing

START doing

Revised action sequence

1

2

3

4

Implementation intentions

Complete the statements with specific triggers and responses. Avoid words such as "try," "sometime," or "do better."

If the original obstacle appears again, then I will...

If I notice myself becoming rigid, then I will...

If I notice myself avoiding discomfort, then I will...

Start date

First review date

Accountability or support person

Who needs to know about the change?



Part 7 - Create an Execution Rhythm

07

Define the minimum, the stretch, and the review point

Consistency becomes easier when the smallest acceptable action is clear and progress is reviewed before frustration becomes abandonment.
Daily minimum: the smallest action that keeps alignment **Weekly stretch: what good progress looks like**

How I will measure progress

Signal that another adjustment is needed

Seven-day alignment tracker

Day	Action completed	Aligned? 0-5	What I learned
1			
2			
3			
4			
5			
6			
7			

After seven days, what pattern do I notice?



Part 8 - Review Without Self-Deception

08

Evaluate the adjustment and decide what comes next

A review is not a verdict on your character. It is structured feedback about the relationship between your plan, your behavior, and the conditions.
What progress occurred because of the revised plan?

What evidence shows that the plan is working - or not working?

Where did I stay aligned, even when the method changed?

Where did I become rigid, impulsive, inconsistent, or avoidant?

Next decision

Continue the revised plan

Strengthen accountability

Make a smaller adjustment

Return to the original method

Pause and collect more information

End the goal or transfer responsibility

My return plan: If I miss, drift, or react, the next useful action will be...

Do not restart from shame. A lapse is information. Identify what interrupted the plan, correct what is correctable, and return through the smallest useful action. Discipline is strengthened by the quality of the return, not by pretending setbacks never happen.



One-Page Adaptive Discipline Reset

Use this page when the plan no longer fits the conditions. The goal is to make one deliberate adjustment without abandoning the real commitment.

1. What am I actually committed to?

2. What has changed?

3. What standard must stay?

4. What method can change?

5. Is this adjustment based on evidence or mainly on discomfort?

6. What is the next useful action?

7. When will I review whether the adjustment worked?

COMMITMENT STATEMENT

I am changing the method from _____ to _____
so I can remain aligned with _____.

**G**

Purpose and appropriate use

This guide supports structured reflection in coaching, consultation, psychoeducation, case management, supervision, leadership development, peer support, and non-crisis behavioral health settings.

Primary purpose. Help a participant distinguish adaptive adjustment from impulsive avoidance or unproductive rigidity, then translate that distinction into a specific and reviewable plan.

Suggested 30-45 minute structure

5 min	Orient	Define adaptive discipline and identify the focus situation.
8 min	Clarify	Separate the real commitment from the original method.
8 min	Assess	Identify changed conditions and test rigidity versus avoidance.
10 min	Plan	Protect non-negotiables and create the revised action sequence.
5 min	Commit	Choose a minimum action, review date, and accountability step.

Q

Suggested processing questions

- 1 What are you protecting: the outcome, the standard, your identity, or the familiar routine?
- 2 What new evidence would justify changing your mind again?
- 3 What part of the plan feels difficult because it is demanding, and what part is genuinely ineffective?
- 4 How would you explain the adjustment to someone affected by your decision?
- 5 What is the smallest behavior that would demonstrate continued discipline this week?
- 6 What would responsible persistence look like? What would responsible adaptation look like?
- 7 What support, skill, information, or boundary is missing?
- 8 How will you know whether the revised plan is working?

Facilitator caution. Do not use the worksheet to pressure someone to remain in unsafe, abusive, exploitative, or medically risky conditions. Do not treat a participant's score as a diagnosis. When safety, legal, clinical, workplace, or medical issues exceed your role, refer to an appropriately qualified professional.



N

Concepts supporting the worksheet

The worksheet draws from established psychological ideas without claiming to be a clinical instrument or validated diagnostic measure.

Self-regulation

Monitoring behavior against a chosen standard and adjusting action when feedback shows a gap.

Psychological flexibility

Remaining aware of present conditions while choosing behavior that serves important values and responsibilities.

Implementation intentions

Linking a specific cue to a specific response through an "if-then" plan.

Goal adjustment

Revising methods, pace, or even goals when conditions make the original approach unworkable, harmful, or no longer meaningful.

Feedback loops

Using observable results to continue, correct, or replace a course of action.

R

Selected foundational references

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- Gollwitzer, P. M. (1999). Implementation intentions: Strong effects of simple plans. *American Psychologist*, 54(7), 493-503.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change* (2nd ed.). Guilford Press.
- Wrosch, C., Scheier, M. F., Carver, C. S., & Schulz, R. (2003). The importance of goal disengagement in adaptive self-regulation. *Personality and Social Psychology Bulletin*, 29(12), 1494-1508.

EDUCATIONAL DISCLAIMER

This resource provides general educational and reflective material. It is not psychotherapy, diagnosis, medical advice, legal advice, crisis support, or a substitute for individualized services from a qualified professional. Completing the worksheet does not establish a clinical, coaching, consulting, or supervisory relationship. If a situation involves immediate danger, abuse, severe impairment, or a mental health crisis, contact local emergency or crisis services and seek appropriate professional support.

Additional notes