

Win-Win Discipline

Strategies for All Discipline Problems



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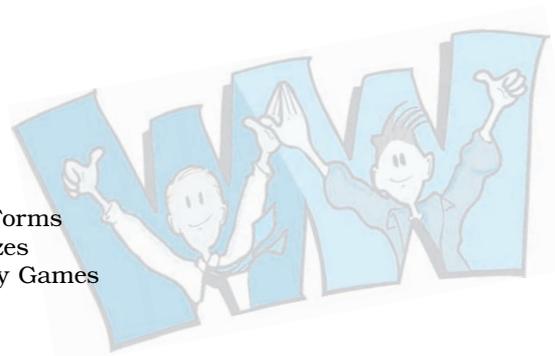
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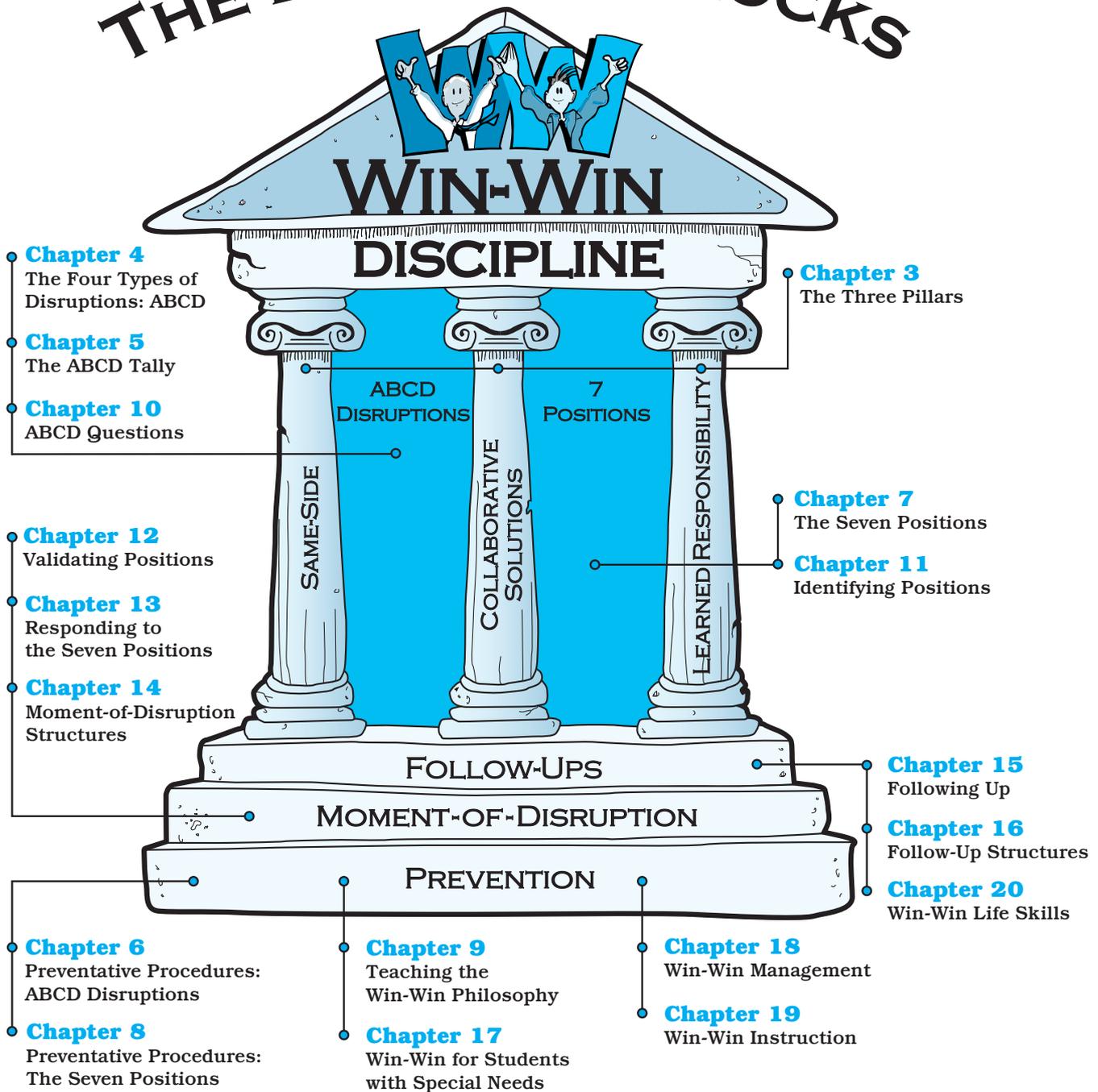
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THE BUILDING BLOCKS





Preface: History and Appreciations

History. Over five years ago I began work on *Win-Win Discipline*. The concept sprang from my experience with cooperative learning. We had discovered that when teachers or schools implemented cooperative learning, the incidence of discipline problems decreased. “What is your new discipline program?” the vice principal would ask. “We have not instituted a new discipline program,” I would respond. “Oh yes, the vice principal would insist, you must have, the number of referrals has decreased dramatically.”

As I analysed this, I realized cooperative learning was preventing disruptive classroom behaviours by going “with” rather than “against” students. In the traditional classroom teachers work hard to keep students from moving, seeking attention and talking. Students who pursue those needs by getting out of their seats, calling out an answer, or whispering or passing notes, are seen as discipline problems. Teachers using our cooperative learning structures include plenty of movement, peer attention and social interaction as part of every lesson. So the needs of students are met on a regular basis; they do not have to become disruptive to meet their needs. It is a win-win: Students get their needs met, are more engaged, and learn more; teachers win too, they are free to teach with fewer disruptions.

As my thinking about this progressed, the need for a comprehensive Win-Win Discipline program crystallised. I realised that if we systematically analysed the needs of students and the types of disruptions they engaged in, we could systematically create and implement preventative procedures and strategies for the moment-of-disruption that meet students’ needs or, better yet, teach students to meet their own needs responsibly.

It was at that point that I invited Patti Kyle and Sally Scott to collaborate with me on a book, *Win-Win Discipline*. Patti and Sally both had spent a good part of their professional careers specialising in creating and implementing discipline solutions. When we first met, I had us brainstorm all the types of disruptive classroom behaviours. Little coloured Post-its® covered the table. Then we categorised the behaviours. The ABCD category system eventually emerged. Next, we turned to brainstorming all the reasons students might engage in those disruptive behaviours. The positions, named and renamed, defined and redefined, finally took their final form. (For some time we worked with six

positions; it was Sally who kept asking, “What about the kid who simply acts in school the way he acts at home, not knowing the rules of the game at school are different?” — The uninformed position emerged, to complete the set of seven.)

Next, we turned to solutions. As a former clinical psychologist, I was very comfortable leading our discussions about the need to look beyond behaviour to the places from which behaviour springs, and the nature of positions. When we turned to classroom discipline solutions, however, I felt inadequate. I kept asking Patti and Sally, “What would you do with the kid who...?” They gave me their responses. Some were well-established discipline procedures; others were creative inventions — honed through years of experience.

Eventually the basic framework was created and we began training teachers in Win-Win Discipline. Sally was the lead trainer and trainer of trainers. It was the night before her first one-week Win-Win Institute at our annual Summer Academy that one of the biggest breakthroughs occurred. Sally approached me in near panic! Having been for years a cooperative learning trainer, she knew the power of Kagan Structures. They were step-by-step sequences that made training and implementation easy. Sally said, “We can’t train discipline the way others train it; we need Win-Win Discipline Structures!” It was at that moment, frantically, that we began a process that took years to perfect: Developing what the teacher does and says at each step of implementing each discipline structure. We were doing for discipline what we had done for cooperative learning — giving teachers concrete, repeatable, step-by-step sequences tailored to produce specific types of learning. The Win-Win Structures proved to be easy to learn, easy to implement, and tremendously powerful.

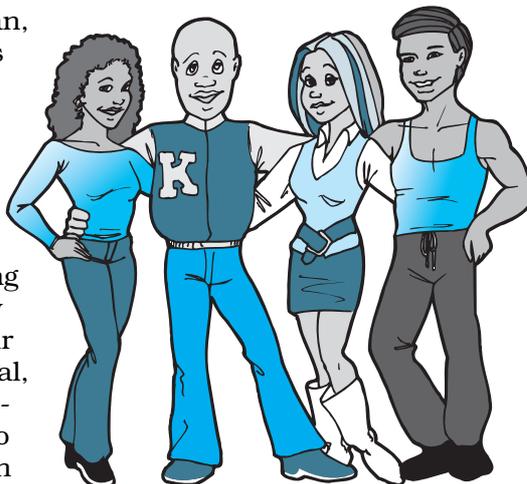
Over the years additional structures were designed. The first structures were traditional discipline approaches like **Acknowledge Student Power, I Messages, and To You... To Me.** As the program progressed traditional structures were tweaked to better align with the Win-Win philosophy (**I Messages**, for example, became **I Messages Plus**) and many novel structures were invented to implement Win-Win. Rather than imposing discipline solutions on students, we had students **Make a Better Choice** or **Picture It Right. Same-Side Chat** emerged as the most powerful of all discipline structures.



In the process of seeking Win-Win solutions, we were redefining discipline. Discipline was no longer something a teacher did to a student; it was something a student acquired. Never satisfied with ending disruptions, we aimed at teaching students autonomous responsibility. Ending a disruption helped for a moment; teaching students to meet their own needs responsibly was a skill for a lifetime, ending future disruptions.

Consistently successful Win-Win solutions can be created only if we respond to the unique needs of each student. Any one-size-fits-all discipline program is hit-and-miss because students are in different positions and a strategy that works well with one fails miserably with another. *Win-Win Discipline* does for discipline what differentiated instruction does for instruction — it shows us how to tailor our responses to the position of the student. In the process, the role of the teacher is transformed: The teacher is not a disciplinarian, but rather a facilitator. The teacher helps the student acquire skills for a lifetime.

Appreciations. Many people have contributed to *Win-Win Discipline*. I want to express my appreciation to Sally Scott who has taken the lead in translating the philosophy and strategies into exciting workshops; Patti Kyle who brought many traditional approaches to discipline to our initial discussions and who wrote a partial, very rough draft of a number of the chapters; Liz Warner who worked with Sally to write the first draft of the gambits to each step of each structure; Gail Senter who helped us refine our early concepts and who lived through and supported many earlier versions of Win-Win without ever losing faith in the final product; Nancy Murray at whose urging I launched the effort to create a Win-Win Discipline program and graduate course; and the many Kagan trainers who provided ideas, forms, and the guts to try out, train and tweak the philosophy and methods of Win-Win Discipline. The list is long, including Bob Schmitt, Dixie Bradshaw, Jody Wood, Kathy Kennedy, Melanie Hamblin, Rob Jutras and Rose Sevenser.



Miguel Kagan made substantive suggestions on many chapters and contributed text to the Special Needs chapter. Miguel also designed the layout for the book and guided its progress from manuscript to finished product. JoAnne Putnam, one of the nation's leading experts on inclusion, made many formative comments on my first draft of the Special Needs chapter. Thomas Lickona, one of the nation's leading experts on character education, made many formative comments on my first draft of the character education section of the Life Skills chapter.

Dave Sanders, my faithful assistant, took many burdens off my back. Dave in his magical way located obscure references and resources; created tables, forms and the index; deciphered my handwritten corrections and inserts; checked and re-checked tables, put the footnotes into style, and acted as liaison with teachers, trainers, Patti Kyle, and the publications department at Kagan. Dave, thank you for allowing me to focus on what I do best.

Miles Richey did the page layout for the book and surprised and delighted me with his creative input. Tony Swagler made the pages come along with his talented illustrations; Tony tells the Win-Win story through his artistic intelligence. Celso Rodriguez designed the Win-Win logo that adorns the cover and the ABCD icons that give voice to letters. Jackie Jacobs read the entire manuscript and made innumerable editing and wording suggestions on the first draft. Kim Fields provided final editing, polishing this final draft.

I have left until next to last expressing my appreciation to the person who has most supported me as I struggled for years to create this book — my wife. Laurie Kagan put up with my moods — my highs, my lows, and my occasional tantrums when I realised there were years of work in front of me. She carved out space for me to work on the seemingly never-ending project, running interference when other things threatened to distract. Laurie, like always, put her needs aside, focusing on the goal of improving life for students and teachers. Laurie made many substantive contributions as well. Not only did she invent and co-invent with me and Sally Win-Win Structures (**Restart, Picture It Right, Make A Better Choice**), she was the one who sent me back to my computer time and again to come back with a better draft as she and Sally struggled to create user-friendly Win-Win training materials. Without Laurie, *Win-Win Discipline* would have remained mere ruminations.

Finally, I would like to express my appreciation to the hundreds of teachers who have now gone through our Win-Win workshops and institutes. First, thank you for your patience as you waited for this long-promised book. Second, thank you for your support. So many of you have told me how the Win-Win Discipline training has given you a new set of lenses and that now you see your students and others in a whole new light. When you tell me that Win-Win has changed you as a teacher and as a person, I am rewarded beyond words.

Spencer Kagan
 Reno, Nevada
 March 1, 2004

