

Kagan, Kyle, Scott Win-Win Discipline Presentation

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Objectives:

*Each student will choose and explain which woman they would be in the story with 100% accuracy.

*Each student will demonstrate how to implement a Win-Win Discipline strategy by acting out a situation with 100% accuracy.

Name _____

Kagan, Kyle, and Scott's Principal Teachings

- ❖ *Discipline is not something you do to students.*
- ❖ *Any disruptive behavior that interrupts the learning process can become an important learning opportunity.*
- ❖ *The teacher should validate the student's position as being natural and understandable. There is no attempt to change the position. However, the disruptive behavior is not acceptable. Teachers help students see how to meet their needs through behavior that is acceptable.*
- ❖ *Collaborative solutions made by teacher and students are especially valuable.*
- ❖ *The ultimate goals of Win-Win discipline are for students to become able to manage themselves, meet their needs through responsible, and develop life skills that serve them well in the future.*
- ❖ *Teachers must recognize the importance of parent and community alliances and creating school wide programs for dealing with disruptive behavior.*
- ❖ *Disruptive students occupy one or more of the seven student positions.*

Philosophy of the Win-Win Discipline

Parable:

Two women are standing on a bank of a swift river. In the strong current, flailing about, desperately struggling to stay afloat, a man is carried downstream toward them. The women both jump in, pulling the man to safety. While the brave rescuers are tending the victim, a second man, also desperate and screaming for help, is carried by the current toward them. Again the women jump into the river to the rescue. As they are pulling out the second victim they spot a third man flailing about as he is carried downstream toward them. One woman quickly jumps into save the latest victim. As she does, she turns to see the other woman resolutely walking upstream. "Why aren't you helping?" she cries. "I am," states the other. "I am going to see who is pushing them in!" (Kagan 2001).

Five P's

- 1. Pillars (philosophy)- teacher teams up with the disruptive student to help them learn more responsible ways to behave.
 - a. Same side- teacher, students, and parents work together on the same side rather than against each other.*
 - b. Collaboration- teacher and student co-create immediate and long-term solutions to the behavior problems.*
 - c. Learned responsibility- teacher help students learn how to make responsible choices and how to behave.**
- 2. Procedures (ounces of prevention)- teachers establishes routines and procedures that are used on a regular basis, which prevent discipline problems.*
- 3. Positions (place students are)- accepts students' positions, but does not accept disruptive behavior.*
- 4. Process (strategies for the moment of disruption and follow-ups)- respond by using the four step process:
 - a. Identify the behavior (ABCD)*
 - b. Identify the position*
 - c. Respond in the moment of disruption with a carefully selected win-win structure to match the behavior and the position.**

- d. Structure a Win-Win follow-up to insure the three pillars are in place.
5. Programs (pounds of prevention)- these are programs in the school that help promote character and proper ways of behavior.

Preventing Disruptive Behavior

A way to prevent disruptive behavior is to use the Big Three. The Big Three are:

1. Curriculum- needs to be engaging and interesting.
2. Instruction- need to vary instruction to meet students' needs.
3. Management- need to have specific prevention strategies in place.

ABCDs of Disruptive Behavior

1. Aggression- taking hostile actions towards others. May occur physically, verbally, or passively.
2. Rule breaking- may happen for a variety of reasons. List three attempting to avoid failure, wanting to control, and full of energy.
3. Confrontation- power struggles among students or between students.
Examples: arguing, and complaining.
4. Disengagement- not paying attention. Passive disengagement: not listening, working off task, and not finishing work. Active disengagement: put-downs and excessive requests for help.

Student Positions & Long Term Needs and Goals

Student Positions

- *Attention seeking
- *Avoiding failure and embarrassment
- *Angry
- *Control-seeking
- *Energetic
- *Bored
- *Uninformed

Long Term Needs and Goals

- *Student needs self justification
- *Needs self-confidence
- *Needs self-control
- *Needs self-determination
- *Needs self-direction
- *Needs to have self-motivation
- *Needs to self-inform

Rules in Win-Win Discipline

- *Ready Rule: Come to class ready to learn.*
- *Respect Rule: Respect the rights and property of others.*
- *Request Rule: Ask for help when needed.*
- *Offer Rule: Offer help to others.*
- *Responsibility Rule: Strive to act responsibly at all times.*

Applying Consequences: Suggestions

- *Warning given to the student. If more is needed, then...*
- *Reflection Time for the student to think about the disruptive behavior and its improvement. If more is needed, then...*
- *Personal Improvement Plan is formulated by the disruptive student to develop responsible ways of meeting needs. If more is needed, then...*
- *Phone call to parent or guardian. If more is needed, then...*
- *Principal's Office visit.*

Life Skills

“One of the major goals of Win-Win Discipline is the progressive development of what Kagan, Kyle, and Scott call “life skills” that people live life more successfully” (193).

Examples:

- *Self Control*
- *Anger Management*
- *Good Judgement*
- *Impulse Control*
- *Perseverance*
- *Empathy*

Problem #1

A student puts down another student. The recipient of the put-down, having been publicly belittled, has the impulse to retaliate to give back a put-down or even initiate a fight.

Problem #2

A student is finding an assignment difficult. She is tempted to avoid a sense of failure by saying to herself and others, “This assignment is stupid.”

Problem #3

A student is placed on a team with another student he does not like. He is tempted to call out, “Yuck! Look who we are stuck with!”