

Discipline through Same-Side Win-Win Strategies

Authoritative Input

■ Spencer Kagan, Patricia Kyle, and Sally Scott / Win-Win Discipline

The primary goal of Win-Win Discipline is to help students develop long-term, self-managed responsibility. This is accomplished by taking student needs strongly into account, recognizing that disruptive behavior is merely students' ineffective attempts to meet certain unfulfilled needs. Responsible behavior grows when teacher and student work together to cocreate effective discipline solutions, which include tactics for the moment of disruption, for follow-up, and for long-term results. Through this approach, students gradually develop self-management, responsibility, and other autonomous life skills.

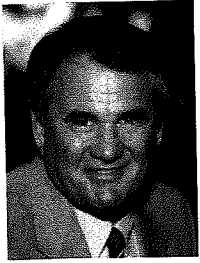
CHAPTER
PREVIEW

Fundamental Hypothesis of Win-Win Discipline

Quality classroom discipline, where students manage themselves responsibly, is best achieved when teacher and students work together cooperatively from the same side to find a common ground in dealing with behavior problems that occur in the classroom.

Win-Win Discipline

Win-Win Discipline enables students and teachers to work together closely to find acceptable solutions to behavior problems. In the process, concerns of everyone involved are addressed and resolved satisfactorily. Everyone benefits or "wins"; hence, the label *Win-Win Discipline*.



About Spencer Kagan, Patricia Kyle, and Sally Scott

Spencer Kagan, a clinical psychologist, educational consultant, and former professor of psychology, now specializes in researching and developing discipline strategies and life skills training. His company, Kagan Publishing and Professional Development, produces a number of products and programs, many of which have to do with Win-Win Discipline. Information on Kagan and his company can be obtained from the website www.KaganOnline.com.

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The Goal of Win-Win Discipline

Win-Win Discipline considers disruptive behavior to be a starting point for helping students become more responsible and self-directing. To make the process effective, Kagan, Kyle, and Scott advise teachers to provide a positive learning environment, interesting curriculum, and engaging instruction. Further, they are asked to create a "we" approach in which students and teacher work together on the same side and toward the same end. Discipline tactics that are harmonious with students' needs and states of mind are organized and employed.

Over time, the win-win process empowers students to make behavior choices that serve them beneficially and that are compatible with the interests of the class. At the same time, students develop certain life skills that serve them advantageously throughout their lives. Disruptive students are not viewed as "bad kids," but rather as individuals who are attempting, albeit ineffectively, to meet their personal needs. Thus, to say that a student is misbehaving is simply to say that the student is making poor choices in meeting his or her needs. Kagan, Kyle, and Scott present a parable that conveys the basic philosophy of Win-Win Discipline:

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

this second victim, they spot a third man flailing about as he is carried downstream toward them. One woman quickly jumps in to 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, p. 50)

The parable suggests that teachers have a fundamental decision to make when dealing with discipline problems. They can either wait and try to deal with each discipline problem as it erupts, or they can be proactive, see the places from which discipline problems arise, and do something about conditions at that point. With the first choice, they are doomed to treat an unending stream of symptoms. With the second choice, they cure the cause of the problem by teaching students how to behave responsibly rather than disruptively.

The Premises of Win-Win Discipline

Kagan, Kyle, and Scott set forth the premises of Win-Win Discipline as follows (2004, p. 2.3):

- The ultimate goal of discipline is not to end disruptions, but to teach autonomous responsibility.
- Almost all disruptions can be categorized into four types, ABCD (aggression, breaking rules, confrontations, and disengagement).
- Disruptions almost always spring from one of seven student positions, which can be thought of as currently existing motives, emotions, or states of mind. Those positions are attention-seeking, avoiding failure, being angry, control seeking, being energetic, being bored, and being uninformed.
- Positions are neither right nor wrong, but simply a fact of the universal human condition.
- Teachers should never accept disruptive behaviors, but we always accept and validate student positions.
- In attempts to meet the needs associated with given positions, students sometimes engage in disruptive behaviors.
- If teachers respond proactively to the four behaviors and seven positions, they can prevent most of the disruptive behavior that would otherwise occur.

Key Elements in Win-Win Discipline

The following are the major elements in Win-Win Discipline. As you read further, you will learn more about these elements and see how they interact.

- *Three Pillars of Win-Win Discipline.* **Three Pillars** form the strength of Win-Win Discipline. They are (1) *same side*, meaning students, teachers, and parents are all working together on the same side to enhance the school experience for everyone; (2) *collaborative solutions*, meaning students and teachers collaborate when identifying problems and proposing solutions; and (3) *learned responsibility*, which results from continually emphasizing self-management and autonomous proactive life skills.

■ *Preventive measures.* Win-Win Discipline gives detailed attention to what teachers can do, in advance, to keep class disruptions to a minimum. Preventive measures reduce disruptive behavior, making it easier for students to meet their needs in the classroom.

■ *ABCD disruptions.* There are four categories of disruptive behavior that teachers must deal with. The **ABCD of disruptive behavior** include aggression, breaking rules, confrontations, and disengagement.

■ *Student positions.* **Student positions** are composites of attitudes, perceptions, and emotions that exist in individual students at any given time. We can think of them as states of mind that may lead to different kinds of disruptive behavior. They can change from moment to moment. As noted previously, the seven student positions are: attention-seeking, avoiding failure, being angry, being control seeking, being energetic, being bored, and being uninformed. When a student disrupts the class, he or she is said to be "coming from" one or more of the positions. When students misbehave, the teacher uses clues and certain indicators to identify the position the student is coming from. How the teacher intervenes in disruptive behavior is determined, in part, by the position the student is in at the time.

■ *Class rules.* Win-Win Discipline requires the use of **class rules**, but does not view them as teacher imposed. Rather, class rules are agreements worked out cooperatively by teacher and students. Kagan, Kyle, and Scott say to keep rules simple, limit them to a maximum of five, and write them on a poster for display in the room. They say further that all students must understand the rules clearly, which means they should be carefully taught by the teacher and then practiced until they seem natural. Kagan, Kyle, and Scott add that some teachers prefer to use only one rule, such as: "In our class we agree to foster our own learning, help others learn, and allow the teacher to teach." The class posts the agreements in the room for easy reference. Some classes call the agreements "The Way We Want Our Class to Be." Because students formulate and choose responsible alternatives, they do not feel the rules are imposed on them, hence, they are less likely to oppose them. Although rules (or agreements) naturally vary from class to class, here are some typical examples:

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.

■ *Moment-of-disruption structures.* These structures specify strategies that teachers apply at the moment students misbehave. Win-Win Discipline provides approximately twenty such structures. Examples are Picture It Right (If we were at our very best right now, how would we look?), Make a Better Choice (I want you to think of a better choice to make right now), and To You . . . To Me (To you, this lesson may be boring; to me, it is important because . . .). You will see later that particular sets of strategies are designed for each of the seven positions. It is important, therefore, that teachers be able to identify the student position before applying a corrective tactic.

■ *Follow-up structures.* Students normally require time and repeated experiences to develop responsibility. Follow-ups are designed to help in this process. Four types of follow-ups are available for use when it is clear that the student needs further assistance: (1) establishing new preventive procedures or re-establishing existing preventive measures; (2) establishing moment-of-disruption procedures for the next disruption; (3) implementing a follow-up structure, such as a same-side chat or exploring responsible thinking; and (4) offering training in a life skill such as self-control or personal relations.

■ *Life skills.* Life skills, such as anger management and self-motivation, are extremely important, not only in the classroom but in all aspects of life. They are given much attention in Win-Win Discipline. They are often called into play after preventive and moment-of-disruption structures are in place and functioning properly.

How Win-Win Discipline Works

The following is a brief overview of how Win-Win Discipline works. Before class begins, do all you can to eliminate conditions that might lead to misbehavior. Cooperatively with your class decide how class members are to conduct themselves. When misbehavior occurs (it will usually be aggression, breaking rules, confrontation, or disengagement), identify which of the seven student positions (attention-seeking, avoiding failure, being angry, control seeking, being energetic, being bored, or being uninformed) the student seems to be coming from. Then, in a cooperative manner, identify and apply an appropriate structure that will help the student behave more responsibly, now and in the future.

Before the Class Begins

Preventing Disruptive Behavior

Most classroom misbehavior can be prevented if the teacher makes certain provisions in advance. Kagan, Kyle, and Scott emphasize preventive measures built into

- An interesting and challenging *curriculum*
- *Cooperative activities* that allow students to work together meaningfully
- An *interesting, stimulating teacher* who adapts the curriculum to student interests and needs

Learn How to Identify Student Positions

As you have seen, Kagan, Kyle, and Scott list seven student positions that often lead to disruptive behavior. The positions are considered to be *normal and acceptable*. When students become disruptive, you need to be able immediately to correctly identify and then acknowledge or otherwise validate the student's position. For example, if it is evident a student is bored, you might say, "I can tell you are bored. We all get that way at times, when we are not

interested in a topic." You should then be prepared to apply a moment-of-disruption structure to help the student. You will learn more about such structures presently.

Anticipate Types of Disruptive Behavior

The seven student positions can easily foster four types of disruptive behavior—aggression, breaking rules, confrontation, and disengagement. Please note that while student positions are considered acceptable, these disruptive behaviors are considered *unacceptable*. However, you must realize that unacceptable behavior represents students' attempts to meet personal needs—attempts that are ineffective. Win-Win Discipline corrects this situation by helping students make better decisions that lead to acceptable behavior.

Commit to Always Applying the Three Pillars of Win-Win Discipline

When misbehavior occurs in the class, seize the moment as an opportunity for teaching your students how to make better behavior choices. The tactics for doing so are embedded in the Three Pillars of Win-Win Discipline: (1) a same-side approach by teacher, students, and parents working together toward building responsible behavior; (2) collaboration by teacher and students in co-creating immediate and long-term discipline solutions; and (3) helping students make responsible choices rather than creating disruptions in the classroom.

Each of these three pillars employs certain **discipline structures** for teachers to use when students make poor behavior choices. The structures are designed for use at three different points: the moment of disruption, for follow-up, and for working toward long-term solutions.

During Instruction and Other Class Interactions

Assume that during a cooperative work group situation, Samuel, a new boy in class, disrupts the class by standing up and calling over to Duwahn in another group. This violates one of the class rules that teacher and students have formulated jointly. Samuel may or may not know that this behavior is inappropriate. What does the teacher, Mr. Alistair, do? Kagan, Kyle, and Scott suggest the following:

1. Quickly look beyond the misbehavior to identify the *position* Samuel is coming from. Let's suppose Samuel's position is identified as "being uninformed."
2. Apply a *moment-of-disruption structure* suited to Samuel's position. Mr. Alistair says, "Samuel, because you are a new member of our class, you may have forgotten our rule against calling out in class. Can we take just a moment to review it so you will know next time?"
3. It is not likely that more need be said, but if necessary Mr. Alistair can use a *follow-up structure* to help Samuel learn to make better behavior decisions. He decides to use a same-side chat with Samuel to help the boy understand why there is a rule against calling out. In the chat, Mr. Alistair will help Samuel identify an alternative behavior that would be acceptable.

More on Types of Disruptive Behavior—ABCD

We have seen that Kagan, Kyle, and Scott see disruptive student behavior occurring in four types—aggression, breaking rules, confrontation, or disengagement. We have noted that the type of behavior suggests the type of intervention the teacher should use.

Aggression

Taking hostile actions toward others is called **aggression**. It may occur physically, verbally, or passively. Physical aggression includes hitting, kicking, biting, pinching, pulling, and slapping. Verbal aggression includes verbal put-downs, swearing, ridiculing, and name-calling. Passive aggression involves stubbornly refusing to comply with reasonable requests.

Breaking rules

Students may break class rules for a variety of reasons, as when they are angry, bored, full of energy, desirous of attention, attempting to avoid failure, wanting to control, not understanding what is expected, or not having the ability to follow the rule. Common examples of rule-breaking behavior include talking without permission, making weird noises, chewing gum, passing notes, being out of seat, and not turning in work.

Confrontations

Confrontations are power struggles among students or between students and teacher to get one's way or strongly argue one's point. Examples of confrontational behavior include refusing to comply, complaining, arguing, and giving myriad reasons why things are no good or should be done differently. When students don't get their way, they often pout or make disparaging remarks about the task or teacher.

Disengagement

Students may disengage from lessons for a variety of reasons. They may have something more interesting on their minds, feel incapable of performing the task, or find the task too difficult or boring. Passive disengagement includes not listening, working off task, not finishing work, acting helpless, or saying "I can't." Active disengagement includes put-downs, excessive requests for help, and comments such as "I've got better things to do" or "It would be better if"

More on Student Positions and Associated Misbehavior

We have seen that a position is a state of mind and body that disposes the student to act in certain ways. When students seek to meet the needs inherent in a given position, they sometimes disrupt the class. Teacher and students can work together to understand the positions, identify the needs associated with them, and devise ways for students to meet those needs in a nondisruptive manner.

The art of using Win-Win Discipline is to identify the position from which misbehavior emanates. You then communicate *acceptance* of the student position while *refusing to accept* the disruptive behavior it engenders. As explained earlier, student positions are not to be considered negative; they simply reflect students' needs or condition at the time they act out. Disruptive behavior springs from unmet needs inherent in student positions. Effective teachers try to gain the student's perspective in order to understand and deal with what is prompting students' behavior, and they remember that every disruption is an opportunity for helping students learn to behave more responsibly.

Intervention Strategies for Types of Disruption

Kagan, Kyle, and Scott present numerous tactics for dealing with disruptive behavior that is associated with the various student positions. Here is a sample of what they suggest:

For Attention-Seeking

Most individuals want to know others care about them, and when they feel they are not being cared about, they often seek attention. Students wanting attention may interrupt, show off, annoy others, work slower than others, ask for extra help, or simply goof off. Instead of the positive results the student is hoping for, attention seeking further annoys and disrupts. Teachers usually react to it by nagging or scolding, which causes students to stop the behavior temporarily but not for long.

Dealing with Disruptions That Come from Attention-Seeking. Positive interventions teachers can use at the *moment of disruption* for attention seeking include physical proximity, hand signals, I-messages, personal attention, appreciation, and affirmation. If attention seeking is chronic, teachers can ask students to identify positive ways of getting attention. They can *follow up*, if necessary, by meeting with students and discussing with them their need for attention and how it might be obtained in a positive manner. Suggested strategies for *long-term solutions* include focusing on the interests of the student and building self-concept and self-validation skills.

For Avoiding Failure

We all have been in situations where we rationalize our inadequacies in order to avoid pain or embarrassment. No one likes to fail or appear inept. The student who says, "I don't care about the stupid math quiz, so I won't study for it," knows that it is more painful to fail in front of others than not to try at all and, therefore, will rationalize the failure as lack of caring.

Dealing with Disruptions That Come from Avoiding Failure. Win-win teachers help students find ways to work and perform without feeling bad if they aren't first or best. For the moment of disruption, teachers can encourage students to try, assign partners or helpers, or reorganize and present the information in smaller instructional pieces. *For follow-up and long-term strategies*, ask students how responsible people might deal with fear of failure. As necessary, include peer support, showing how mistakes can lead to excellent

learning, and Team Pair Solo, a structure in which students practice first as a team and then in pairs before doing activities alone.

For Being Angry

Everyone experiences displeasure and at times expresses it angrily. Anger is a natural reaction to many situations that involve fear, frustration, humiliation, loss, and pain. Angry students may go to the extreme because they are unable to express themselves in acceptable ways.

Dealing with Disruptions That Come from Being Angry. Teachers don't like to deal with angry students. When doing so, they may experience feelings of hurt or indignation. Their immediate reaction often is to isolate the student or retaliate. However, these reactions do nothing to help students better manage their anger. Win-Win Discipline provides several structures to help teachers handle angry disruptions, including asking students to identify responsible ways of handling anger, providing cool down and think time, and tabling the matter. *Long-term interventions* include conflict resolution conferences, class meetings, and practice in skills of self-control.

For Control Seeking

We all want to feel in charge of ourselves and be able to make our own choices, but doing so has negative as well as positive ramifications. On the negative side, control-seeking students may engage in power struggles with the teacher and, when challenged, argue or justify their actions. Teachers usually do not respond well to such behavior. Their reaction is to fight back to keep students from taking the upper hand.

Dealing with Disruptions That Come from Control Seeking. For the *moment of disruption*, Kagan, Kyle, and Scott suggest that teachers acknowledge the student's power, use Language of Choice (a structure where teacher provides students with choice, "You may either . . . or . . ."), or provide options for how and when work is to be done. For *follow-up* they may need to schedule a later conference or class meeting to discuss the situation, solicit student input concerning what causes students to struggle against the teacher, and consider how the struggle can be avoided. *Long-term strategies* include involving students in the decision-making process and working with them to establish class agreements concerning challenging the teacher.

For Overly Energetic Students

At times students have so much energy they simply cannot sit still or concentrate. A few students remain in this condition a good deal of the time, moving and talking incessantly.

Dealing with Disruptions That Come from Being Energetic. If energetic behavior becomes troublesome, teachers can, at the *moment of disruption*, provide breaks into the lessons, provide time for progressive relaxation, remove distracting elements and objects, and channel energy productively. *Follow-up strategies* include teaching a variety of calming strategies and providing activities for students to work off energy in a positive manner. *Long-term solutions* include managing energy levels during instruction and connecting students' interests to the instruction.

For Bored Students

Students who act bored show they are not enjoying and do not want to participate in the curriculum, instruction, or activities at a given time. Boredom is communicated through body language, lack of participation, and being off task.

Dealing with Disruptions That Come from Being Bored. To help bored students at the *moment of disruption*, teachers can restructure the learning task, involve students more actively, and infuse timely energizers. As *follow-up*, they may talk privately with the students and assign them helping roles such as gatekeeper, recorder, or coach. For *long-term solutions*, teachers can provide a rich, relevant, and developmentally appropriate curriculum that involves students actively in the learning process and emphasizes cooperative learning and attention to multiple intelligences.

For Uninformed Students

Sometimes students respond or react disruptively because they simply don't know what to do or how to behave responsibly. Disruptions stemming from being uninformed are not motivated by strong emotions, but by lack of information, skill, or appropriate habit. Although these disruptions are not emotional or volatile, they are frustrating to teachers.

Dealing with Disruptions That Come from Being Uninformed. To determine whether students know what is expected, at the *moment of disruption* the teacher should gently ask students if they know what they are supposed to do. If they don't, you can reteach them at the time. If they only need support, let them work with a buddy. *Follow-up strategies* include more careful attention to giving directions, modeling, and practicing the responsible behavior. *Long-term solutions* include encouragement and focusing on the student's strengths.

More on Responding in the Moment of Disruption

Once the win-win philosophy of same-side collaboration has been internalized, students who disrupt usually need only a reminder to get back on track. This can be done by referring to the chart on which rules are posted and asking, "Are we living up to the way we want our class to be?" If more is required, the teacher might use a structure such as Picture It Right, which asks students to picture how they would like the class to be and verbalize what they need to do to make it that way. Win-Win Discipline provides a number of such structures for use at the moment of disruption. The purpose of these activities is not to obtain conformity to rules, but rather to help everyone internalize a process of seeking out mutually satisfying solutions that take needs into account. In summary, the teacher should, at the moment of disruption:

- End the disruption quickly and refocus all students back to the lesson.
- If necessary, acknowledge the student position.
- If necessary, communicate that the disruptive behavior is unacceptable.
- If necessary, work with the student to find solutions that are mutually satisfactory.

Occasionally for persistently disruptive behavior, teachers may have to use more prescriptive structures, including applying consequences such as apology, restitution, or loss of activity. These consequences are then built into the offending student's **personal improvement plan**. The suggested sequence for applying consequences is as follows:

1. *Warning*. A warning is given to the student. If more is needed, then . . .
2. *Reflection time*. The student is given time to think about the disruptive behavior and its improvement. If more is needed, then . . .
3. *Personal improvement plan*. The disruptive student formulates a personal improvement plan to develop responsible ways of meeting needs. If more is needed, then . . .
4. *Phone call to parent or guardian*. If more is needed, then . . .
5. *Principal's office visit*.

More on Follow-Ups and Long-Term Goals

Kagan, Kyle, and Scott (2004) suggest the following long-term goals in association with the various student positions:

Student Position	Long-Term Needs and Goals
Attention-seeking	Student needs self-validation
Avoiding failure, embarrassment	Student needs self-confidence
Being angry	Student needs self-control
Control seeking	Student needs self-determination
Being energetic	Student needs self-direction
Being bored	Student needs to self-motivate
Being uninformed	Student needs to self-inform

Win-Win Discipline offers a progression of follow-up structures to help students reach these long-term goals. Here are some of those structures, progressing from less directive to more directive.

Same-Side Chat

Through discussion, teacher and students get to know each other better and come to see themselves as working on the same side toward better conditions for all.

Responsible Thinking

Activities are used to direct students to reflect on three considerations: (1) their needs and others' needs, (2) how they treat others, and (3) how they conduct themselves. As a responsible thinking activity for following up disruptive behavior, students can be asked to consider three questions:

1. What if everyone acted that way? (How would our class be if everyone acted that way?)
2. How would I like to be treated? (Did I treat others the way I would like to be treated?)
3. What would be a win-win solution? (What would meet everyone's needs?)

Reestablish Expectations

Discuss and if necessary reteach expectations concerning rules, procedures, and routines. This strengthens knowledge, understanding, acceptance, application, and adherence to expectations.

Identify Replacement Behavior

Teachers guide students to generate, accept, and practice responsible behavior that they can use in place of disruptive behavior.

Establish Contracts

Contracts are written agreements in which teacher and individual students clarify and formalize agreements they have reached. Contracts sometimes increase the likelihood that the student will remember, identify with, and honor the agreement.

Establish Consequences

Consequences are reserved as a last resort and are used only when all other follow-up efforts have failed. Consequences are conditions that teacher and students have agreed to invoke when students misbehave. Consequences should be aligned with the Three Pillars of Win-Win Discipline: They begin with same-side orientation; they are established through teacher-student collaboration; and they are instructive, aimed at helping students learn to conduct themselves with greater personal responsibility. Consequences may call for responsible thinking, apology, or restitution. When the behavior disrupts or harms others and responsible thinking is not enough, students may need to *apologize* to those they have offended. Genuine apologies have three parts: (1) a statement of regret or remorse, (2) a statement of appropriate future behavior, and (3) the request for acceptance of the apology. Students may also need to make *restitution*, which means taking care of physical or emotional damage that was done. This is a tangible way of taking responsibility and dealing with the consequences of inappropriate choices, and it has the potential to "heal the violator," as well.

Promoting Life Skills

A major goal of Win-Win Discipline is the progressive development of what Kagan, Kyle, and Scott call "life skills" that help people live more successfully. Examples of life skills are self-control, anger management, good judgment, impulse control, perseverance, and empathy. Teachers are urged to work on these skills through the curriculum as well as when responding to students at the moment of disruption, following-up, and seeking long-term solutions. Kagan, Kyle, and Scott say that by fostering these life skills, teachers can avoid ineffective approaches that end a disruption but leave students just as likely to disrupt again in the future. Here are some illustrations:

- 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. If the offended student has acquired the life skills of self-control, anger management, and/or good judgment, he or she can move away from a potential discipline situation.

- 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." To the extent the student has acquired self-motivation, pride in her work, and perseverance, a discipline problem is averted.
- 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!" To the extent the student has acquired relationship skills, cooperativeness, empathy, and kindness, a discipline problem is averted.

Parent and Community Alliances and Schoolwide Programs

Partnerships and alliances that include teachers, parents, and community assist greatly in helping students learn to make responsible behavior choices. Parents appreciate and support teachers who handle disruptive behavior in a positive manner and guide their child toward responsible behavior. Parents' input, support, follow-through, and backup strengthen the likelihood of responsible student behavior. Ongoing teacher-parent communication is essential in this regard. The degree of cooperation depends largely on how teachers reach out to parents. Rather than give up when parents are reluctant to work with them, teachers should continue to invite them to be actively involved in the process.

Win-Win Discipline provides many helpful suggestions for teacher-parent communication and interaction. Contact with parents should be made during the first week of school. Letters sent home, class newsletters, class websites, and emails are efficient ways to connect with parents. Phone calls are effective, although they take considerable time. Parent nights and open houses offer person-to-person communication opportunities. Conferences can be used to show parents they are valued as allies and may at times encourage parents to serve as mentors and tutors. Schoolwide programs, such as assemblies and incentive programs, encourage whole school involvement. The broader community can become involved through field trips, guest speakers, apprenticeships, and adopting and working with day care and senior centers.

Initiating Kagan, Kyle, and Scott's Win-Win Discipline

Ideally, implementation of Win-Win Discipline in the classroom should begin before the first day of school, with the teacher making advance preparation of procedures, routines, and curriculum materials associated with each of the seven positions. However, if that is not possible, Win-Win Discipline can be put in place at any time. The concept and procedures must be taught, but they are learned quickly. Once learned, maintenance of the program is relatively easy. In keeping with Kagan, Kyle, and Scott's suggestions, here is how you can introduce Win-Win Discipline to your students.

Begin by setting the tone for a win-win climate in your classroom. Let the students know that the class will be built on the Three Pillars of Win-Win Discipline—same side, collaborative solutions, and learned responsibility. You might say something like this:

This is our class, and with all of us working together we will create a place where each person feels comfortable and all of us can enjoy the process of learning. As your teacher, I have a responsibility to create an environment where this can happen, but I need your help to make it work. Each of you must know that you are an important member of this class, with important responsibilities, and that you can help make the class a pleasant place to be. One of your main responsibilities is to help us create a positive learning atmosphere where everybody's needs are met. To accomplish this, we all must work together. I suggest that we begin by creating an agreement about how we will treat each other in this class.

Kagan, Kyle, and Scott suggest creating class agreements as follows: Begin by constructing a chart with the headings "Disruptive Behavior" and "Responsible Behavior," and subheadings under each of "Say" and "Do." Tell the students: "Let's name some of the disruptive things people say and do when they want attention." Record their responses. Then ask the class to name some of the responsible things people say and do for attention. Again, record their responses. Continue this process for each of the seven positions.

When you have reasonable lists, ask students, "How do you feel about these lists? Would you be willing to adopt the responsible behaviors as our class agreement? Can we agree to avoid the disruptive behaviors?" It is essential that students believe their opinions and cooperation are valued. Tell them, "You and I need to be on the same side and work together to create a classroom we all enjoy where everyone can learn. You will always be included in the decision-making process. You will be able to have your say. We will learn and practice skills that are important for being citizens in a democratic society. Choosing responsible behavior will be one of the most important things we will learn."

During the first weeks, use activities that strengthen the concept of the Three Pillars. This reassures students that discipline will not be done to them but will happen *with* them. In collaboration with the class, you might decide on preferred classroom procedures, discuss discipline structures and their purposes, develop follow-ups and logical consequences, and solicit student input on some curriculum decisions. You can do all this in a series of class meetings. You also can show students how you will help them turn disruptive behavior into good learning situations. That is where reflection, follow-up, and long-term structures come into play. Remember that during the first weeks you will need to begin establishing alliances with parents.

Summary Review of Kagan, Kyle, and Scott's Advice

Many ideas are suggested in Win-Win Discipline. The following summary is provided to help you tie them together.

Discipline is not something you do to students. It is something you help students acquire. Any disruptive behavior that interrupts the learning process can become an important learning opportunity. The aim of discipline is to help students learn to meet their needs in a nondisruptive, responsible manner.

When developing an approach to discipline, use the Three Pillars of Win-Win Discipline: same-side, collaborative solutions, and learned responsibility. Teacher and student must be on the same side, working toward the same goal. They share responsibility for creating discipline solutions that help students conduct themselves more responsibly now and in the future.

Win-Win Discipline identifies four types of disruptive behavior: aggression, breaking rules, confrontation, and disengagement (the ABCD's of disruptive behavior). Those behaviors spring from one or more of the seven student positions: attention-seeking, avoiding failure, being angry, control seeking, being energetic, being bored, and being uninformed. The teacher should validate the student's position as being natural and understandable. However, the disruptive behavior is not accepted. By identifying the student position that leads to the disruptive behavior, teachers are better able to select appropriate discipline responses.

Teachers help students see how to meet their needs through behavior that is acceptable. This is accomplished by maintaining students' dignity while encouraging students to identify behavior that would be acceptable under the circumstances. Teachers openly express genuine caring for students, validate student positions, and provide support in establishing responsible alternatives to disruptive behavior. Students who participate in the learning process and help create their own discipline solutions become more likely to make responsible choices in the future.

The ultimate goals of Win-Win Discipline are for students to become able to manage themselves, meet their needs through responsible choices, and develop life skills that serve them well in the future. Win-Win Discipline is not just a strategy for ending disruptions, but also one that teaches autonomous responsibility and other skills that transfer to life situations. Potential discipline problems are less likely to occur when students experience engaging curriculum and instruction.

Teachers are advised to seek parent and community alliances and create schoolwide programs for dealing with disruptive behavior. When parents, teacher, and students collaborate in creating solutions—when they all see themselves as being on the same side—students become more likely to make responsible choices.

KEY TERMS AND CONCEPTS EMPHASIZED IN THIS CHAPTER

Three Pillars	class rules	confrontations
ABCD of disruptive behavior	discipline structures	personal improvement plan
student positions	aggression	

SELECTED SEVEN—SUMMARY SUGGESTIONS FROM KAGAN, KYLE, AND SCOTT

1. Base your discipline program on the Three Pillars of Win-Win Discipline: same-side, collaborative solutions, and learned responsibility.
2. Do what you can to prevent the occurrence of misbehavior. Students seldom misbehave if needs associated with their positions are met. Therefore, the best way to prevent misbehavior is by structuring the class to meet the needs associated with the seven positions.
3. Involve students in making decisions about class matters including behavior and discipline. Strive to establish win-win solutions to problems so that everyone benefits.
4. Remember that disruptions offer prime conditions for students to learn responsible behavior and a number of other valuable life skills.
5. When a student disrupts, respond according to the type of disruption, the position from which it springs, and the history of disruptive behavior of the student.
6. Do your best to involve parents in your efforts to help students conduct themselves more responsibly.
7. Always maintain focus on the ultimate goal of Win-Win Discipline, which is for students to become able to manage themselves effectively.