

## Spencer Kagan, Patricia Kyle, & Sally Scott Win-Win Discipline

### I. Principle Ideas

- a. Discipline is not something you do to students. It is something you help students acquire.
- b. Any disruptive behavior can be a learning opportunity. The aim of discipline is to help students learn to meet their needs in a non-disruptive manner.
- c. **Three Pillars\*** of *Win-Win Discipline* Teacher and students work on the same side to achieve a goal. They share responsibility for creating the solution.
  - i. Same side approach - Parents, students, and teachers working toward responsible behavior.
  - ii. Collaborative solutions – Student/teacher co-creation of discipline solutions.
  - iii. Shared responsibility – Help students to make responsible choices rather than create disruptions.
- d. Four types of disruptive behavior\* (the **ABCDs of disruptive behavior**). Identification will enable teachers to make better discipline decisions.
  - i. **Aggression**
  - ii. **Rule breaking**
  - iii. **Confrontation**
  - iv. **Disengagement**
- e. **Student Positions\*** are seeking attention, avoiding failure, being angry, seeking control, being energetic, bored, or uninformed.

<u>Student positions</u>	<u>Long-term needs and goals</u>
<b>Attention seeking</b>	Student needs self validation
<b>Avoiding failure, embarrassment</b>	Needs self-confidence
<b>Angry</b>	Needs self-control
<b>Control-seeking</b>	Needs self-determination
<b>Energetic</b>	Needs self-direction
<b>Bored</b>	Needs to self-motivation
<b>Uninformed</b>	Needs to self-inform
- f. Teacher should validate the student’s position as being natural and understandable. Don’t attempt to change their position rather show them that disruptive behavior is inappropriate. Students need to meet their needs through appropriate actions. This helps to maintain students dignity and helps students to identify acceptable behavior.
- g. Teachers should work with students to show that they are on their side. Teachers should show genuine caring, validate student positions, and provide support in establishing responsible alternatives to disruptive behavior.
- h. Collaborative solutions made by the teacher and students are especially valuable. Students who actively participate in creating solutions tend to have more success when carrying out behavior.
- i. The ultimate goal for Win-Win Discipline are for students to be able to manage their own behavior responsibly.
- j. Responsible behavior is strongly affected by curriculum, instruction, and

classroom management. Discipline problems are less likely to occur when students are occupied by engaging curriculum, instruction, effective procedures, and management techniques.

## II. Four Stages of Discipline

1. Identify the behavior
2. Identify the position
3. Validation of position and implementation of non-disruptive means of students needs.
4. Teacher and student come to a long term solution for behavior which is only necessary in severe cases.

## III. Rules In *Win-Win Discipline*

1. **Ready rule:** Come to class ready to learn.
2. **Respect rule:** Respect rights and property of others.
3. **Request rule:** Ask for help when needed.
4. **Offer rule:** Offer to help others.
5. **Responsibility rule:** Strive to act responsibly at all times.

## IV. Big Three In Preventing Disruptive Behavior

1. **Curriculum:** Needs to be attention grabbing
2. **Instruction:** Clear and well understood by class
3. **Management:** Firm but yet still allow students their positions

## V. Applying consequences (A personal improvement plan is the best way to apply consequences)

1. **Warning**
2. **Reflection time:** Think of ways to improve behavior
3. **Personal improvement plan:** Formulated by the student to identify and fulfill their needs.
4. **Principle's office visit**
5. **Phone call to parent or guardian**

## VI. Strengths

1. **Removes adversarial relationship between teachers and students**
2. **Places student, parents, and teachers on the same side**
3. **Provide extensive structure for implementation**

## VII. Weaknesses

1. **Draws attention to students misbehaviors**
2. **Can give students too much power in class**
3. **Students can be meeting their needs and not be able to learn to the best of their ability**

## **Properties of Two and Three-Dimensional Solids**

Using the toothpicks and chick peas provided in each Ziploc bag, use the following directions to create a 3-dimensional geometric solid and answer various questions about its properties. You are to assume that 1 toothpick is the same as 1cm. **Show the solving step.**  
**Watch your units!!!**

1. Without the use of any corners, use the toothpicks to create 6 squares.
2. Are these figures 2 or 3 dimensional objects?
3. What geometric solid do these 6 squares create when “added” together?
4. Create this solid using the chick peas as the corners of the solid.
5. Determine the perimeter of a single face of the solid.
6. Choose another face on the solid.  
Compute the surface area of this face.  
Use the area of one face to find the surface area of the entire solid.
7. Compute the total volume of the 3-dimensional object created by the toothpicks and chick peas.

## **Kagan, Scott, and Kyle Lesson Plan**

**Lesson:** Creating 2-Dimensional and 3-Dimensional Geometric Shapes (**Mathematical**)

**Length:** 40 Minutes

**Age or Grade Intended:** 7th Grade

### **Academic Standards:**

7.4.4- Construct two-dimensional patterns (nets) for three-dimensional objects, such as right prisms, pyramids, cylinders, and cones.

7.5.6- Use objects and geometry modeling tools to compute the surface area of the faces and the volume of a three-dimensional object built from rectangular solids.

### **Performance Objectives:**

Given a set of toothpicks and chick peas, each group students will constructs various (2-dimensional) nets for a 3-dimensional object 100 percent of the time.

Given the 2-dimensional nets, students will be able to recognize the 3-dimensional object formed 85 percent of the time.

Given their constructed 3-dimensional object, students will be able to calculate the surface area and volume of each object 95 percent of the time without the use of a calculator.

### **Advanced Preparation by the Teacher:**

In order to prepare for this lesson, we will need to purchase toothpicks and chick peas. We will need to create an example to be shown in class for student observation. A worksheet that tells the students exactly how to perform the lesson. This worksheet will also ask the student to perform a variety of computations such as the application of the area formula, the surface area formula, and the volume of a 3-dimensional object. This worksheet will need to be created prior to teaching the lesson. (The worksheet will utilize the following levels of Bloom's Taxonomy: **Knowledge** (#5, 6, 7); **Comprehension** (#2); **Application** (#6); and **Synthesis** (#3).)

### **Procedure:**

**Introduction/Motivation:** As students enter the room, they will be placed into the groups they will be working in for the entire lesson (**Interpersonal**). When students enter the classroom, a variety of review questions will be posted on the board. These questions will review identifying various kinds of geometric shapes. These questions will be reviewed and then students will be asked to identify the various types of nets displayed in the example 3-dimensional object.

**Step-by-Step Plan:** Each group of two will be given a Zip-lock bag with toothpicks and chick peas. Students will be given a worksheet that describes their instructions for the lesson. Students will be asked to create 6 squares using their toothpicks; they will not put the chick-peas into the corners until they have their nets checked by the teacher (**Bodily/Kinesthetic**). The students will then be asked to identify which 3-dimensional object these six nets compose. Then students will create the 3-dimensional object they are asked about (**Visual/Spatial**). Once everyone completes the cube, they will be asked about

its geometric properties. Students will be asked to find the perimeter of one of the faces. After computing the area of a single face, students will be asked to find the surface area and volume of the entire solid. Students will be expected to show the solving step they used to find each computation.

**Closure:** To end this lesson, we will ask one student to show his or her final 3-dimensional shape. He or she will describe how he created the solid. Another student will be called on to show his or her calculations of the perimeter and surface area of the 3-dimensional object. Another student will be asked to compute the volume of the solid using the given information (**Linguistic**). Students will not have homework, but will be asked to keep this worksheet in the “notes” section of their binders for a quick review before the next lesson (**Intrapersonal**).

**Adaptations/Enrichment:**

Students will be placed in pairs in order to help each other with their questions and concerns with the lesson. Students who need it will be able to use a calculator. Computations should be easy enough for those students who do not need adaptations of any kinds. Students needing different adaptations will be able to use their notes to find formulas for finding the area, surface area, and volume of a geometric solid.

Students who have already mastered this subject will be able to find the nets used to create a variety of other geometric solids such as a square pyramid, a rectangular prism, or a triangular prism. They will be asked to create these objects and find the perimeter, surface area of each geometric face, and volume of the solid.

### Works Cited

Bluestein, J. (1999). Creating a 21<sup>st</sup> Century Discipline: Implications for Administrators. In *21<sup>st</sup> Century Discipline*. Retrieved from: [http://www.janebluestein.com/articles/21cd\\_adms.html](http://www.janebluestein.com/articles/21cd_adms.html).

The author, after many years of educational knowledge as well as practical knowledge, uses her knowledge as a school administrator to help school districts set forth practical means of implementing the win-win discipline within an entire school corporation. Teachers open to the win-win discipline are more positive and clearly establish their boundaries within their classroom. Teachers do not see administrators as a “way out” in classroom management. They are, instead, a resource used to aid in management. The author also states that relationship building is essential to the win-win discipline. Teachers who work better together are more apt to work together to solve behavioral problems for individual students.

Charles, C.M. (2005). *Building Classroom Management* (8<sup>th</sup> Edition). Boston; Pearson Education, Inc.

This book gives an in-depth look into the various components of the Win-Win discipline. Written by another well-known theorist, the seven pages of Chapter 11 allow the reader to get a better understanding for each individual component of the Win-Win discipline. The case studies in the summary section of the chapter will be used in our lesson to help paint a better picture of Kagan, Scott, and Kyle’s philosophy of teaching. This will be effective in showing how to implement the philosophy into the classroom on a practical level.

Kagan, S. (December 2002). *What Is Win-Win Discipline?* Retrieved October 30, 2005 from <http://www.kaganonline.com/KaganClub/FreeArticles/ASK15.html>.

Written by Dr. Kagan, himself, this article gives a brief overview of his win-win discipline. “The win-win discipline is designed to handle discipline problems at the moment of disruption with powerful and proven discipline strategies; but more importantly, it targets the root of discipline problems—students’ unfulfilled needs.” There are seven positions that students can take which cause management problems, attention-seeking, avoiding embarrassment, anger venting, control-seeking, energetic, bored, uniformed. Each of these needs can play out in a variety of ways in the classroom, student’s needs are met and there is no problem, student’s needs are not met but the student is handling his needs in a responsible manner, or student’s needs are not being met and he acts out and become a management problem. The five P’s of the win-win discipline are pillars (philosophy), procedures (ounces of prevention), positions (place the students are), processes (strategies for the moment of prevention and follow-up), and programs (pounds of prevention). Each of these five P’s are the building blocks of Kagan, Scott, and Kyle’s win-win discipline.

Kagan S. (2005). *Look What’s Inside*. Retrieved October 30, 2005 from <http://www.kaganonline.com/Catalog/LookWhatsInside/BKWWinside.html>.

This website offers a sample-page from the catalog of resources for sale from Kagan Publishing and Professional Development. Through the sample pages given on the website, information is offered on what the win-win discipline actually looks like in the classroom. "Every moment is a teachable moment in discipline and responsible behavior." The discipline is known as a "win-win discipline" because the student learns how to deal with unmet needs in a responsible manner (the student wins) this creates a productive learning environment without disruptions (both the student and the teacher win). The website also offers a matrix of the Learning Responsibility Process. This matrix provides teachers with the behaviors they need to exhibit in order to help students stuck in one of the disciplinary positions learn how to handle themselves according to the responsibility associated with each position. Lastly, Kagan Publishing also offers a step-by-step diagram that helps teachers deal with student disruptions in their classrooms. Each individual position needs to be dealt with in a variety of ways.

Prince, C. (n.d.). *Kagan, Scott, & Kyle's Win-Win Discipline (chap. 11)*. Retrieved October 28, 2005, from the Southeastern Oklahoma State Education Department Faculty webpage: <http://www.sosu.edu/faculty/cprice/library1/4443/Chapter%2011.ppt>

This power point, written by a professor of secondary education at Southeastern Oklahoma State, offers a useful breakdown of the different pillars of Kagan, Scott, and Kyle's Win-Win Discipline. The central focus of the win-win discipline maintains that teachers and students are on the same page, looking for ways to meet students' needs. The power point gives a summary of the principal teachings of the Win-Win Discipline, including the 4 different kinds of behavior (A-aggression, B-breaking rules, C-confrontation, or D-disengagement), the ultimate goal (for students to manage themselves and meet their needs through responsible behavior), and that teachers actively work with students to show that they are working on the same side, for example. Also, the four stages of this discipline, 1) identifying the behavior, 2) identifying the position the student stands in, 3) validation of position and implementation of non-disruptive means of meeting student's needs, 4) initiation of follow-up, and \*5) teacher and student comes to a long-term solution to the disruption. Stage 5 is only required in severe, often occurring, forms of misbehavior. A matrix for discipline structures is also included. This matrix describes how to handle procedures in the moment of the disruption, during the follow-up of the disruption, and the long-term solution of the problem.

Tonnessen D. (February 2000). Win-Win Discipline. In *Parent's Magazine* (Volume 3, Issue 2). Retrieved from: [http://www.presidioinc.com/newsletter/2000news/2000febmar\\_discipline.htm](http://www.presidioinc.com/newsletter/2000news/2000febmar_discipline.htm).

Even though this article comes from a parenting magazine, it utilizes many of the key concepts used in classroom management taught by Kagan, Scott, and Kyle. Engaging in power struggles with students forces the student to retreat, rebel, or get revenge against the teacher. Avoiding power-struggles creates a less-hostile environment in the classroom, creating a more stimulating environment in which to learn. There are many ways in which encountering a “win-lose” situation can become a “win-win” situation. Giving students a choice and a “way out” allows them to realize that they are responsible for their own actions, and that these actions have various consequences. As with all forms of discipline, make sure the consequences of the disruption fit the behavior. “Calling out” a student in the middle of class will humiliate the student and lead him to resent the teacher for this action. Instead, disciplining in quiet, or when a teachable moment arises, is the best alternative to such forms of humiliation. Most importantly, showing that the teacher cares about the student’s well-being is much more effective than yelling, screaming, or a hostile attitude towards the student.