Everybody's a Winner with the Win-Win Discipline Model

In Kyle, Kagan and Scott's Win-Win Discipline Model everyone truly is a winner. All students, teachers, parents and school wide community are winners if the model is used correctly and in cooperation of a few social strategies as well.

The Win-Win Discipline model has many different ideas and parts that are involved within the model. The focus of the model is to have the teachers and students work together and share responsibility for responsible behaviors in the classroom, to help students toward self-management and responsibility. This model gives ways that teachers can handle behavioral problems at the moment of disruption, follow-up and long term instruction. The model suggests that irresponsible behaviors can be placed with useful alternatives and that discipline is a shared responsibility. Another aspect of the model is that responsible behavior is linked to curriculum, instruction and management and that every discipline problem that arises in the classroom can be used as an opportunity to teach students how to make better choices and behave more responsibly.

The Win-Win discipline model describes the four types of disruptive behavior present in classrooms and gives them the acronym ABCD. A stands for Aggression, B- Breaking Rules, C- Confrontation and D- Disengagement. There is another acronym used in the Win-Win discipline model AAA-BCDE, these describe the student's positions or where the student is coming from to act upon one of the four types of disruptive behavior. The acronym AAA-BCDE stands for A- being Angry, A- seeking Attention, A- attempting to Avoid failure, B- Bored, C- seeking Control, D- Don't know, and E- Energetic.
Other ideas of the Win-Win discipline model are that teachers and students are on the same side in helping students learn to control their behavior through responsible choices, and they help students to find non-disruptive ways to meet the students' needs according to the students position at the time of disruption.

The Win-Win discipline model introduces the Three Pillars - Same Side, Shared Responsibility and Learned Responsibility. Same side refers to the student and the teacher both being on the same side to reach a common solution to the problem. Shared Responsibility is when both the teacher and the student take responsibility for the disruptive behavior, and Learned Responsibility is when the student learns how to work through their disruptive behavior and take responsibility for their actions and how to make the right choices.

The model suggests that individual disruptive behavior may lead or be connected to whole class patterns and stresses that teachers watch for this so they can possibly prevent it from happening or getting out of hand. The model also calls for parent and community involvement with the model as well as setting up school wide programs for solving disruptive behavior problems.

In the Win-Win discipline model consequences are not only known ahead of time for good and bad behavior, but involve student input and are instructional. Therefore the consequences are logical ones meaning that they are reasonable, related and respectful to and for the students.

The Win-Win discipline model is a Five Phase process. The five phases are Phase 1- teacher must first identify the disruptive behavior (ABCD), Phase 2- the teacher must identify the students position (AAA-BCDE), Phase 3- the teacher must respond at the moment of disruption and satisfy the non-disruptive needs for the students position, Phase 4- initiate follow up
plan, and Phase 5— the teacher and student work together to seek a long term solution to find a non-disruptive behavior to meet the student's needs.

The four discipline structures involved in the Win-Win discipline model are Spot the Signs, Language of Choice, Table the Matter, and Conferences. In the first structure, Spot the Signs, the teacher offers support, explores the students reactions to the consequences involved with the disruptive behavior that was produced, the student and teacher generate alternatives to the consequences, practice the alternatives and plan a follow up solution. The second structure, Language of Choice involves the teacher to state the responsible behavior that the student should be displaying, state the consequence of not choosing to follow the responsible behavior, indicate that the student must choose to either follow the responsible behavior or face the consequence, encourage the student to do the right thing and to conduct a follow up conference with the student to discuss their choices. In the third structure, Table the Matter, the teacher needs to acknowledge the students feelings of why they are being disruptive, allow the student to know that it is inappropriate timing to discuss the problem, suggest a better time to discuss the problem and to meet with the student at the time set up. The last structure is Conferences. Conferencing involves the teacher to express that they care about the student and want them to make responsible choices, describe the student's disruptive behavior, explore where the student is coming from, generate solutions to solving the problem and agree on a solution and plan to meet again to see if the solution is working for the student.

For teachers who want to use the Win-Win discipline model in their classroom it is ideally introduced the first day of school, but can be introduced at any time during the school year. Teachers must make sure to practice and spend time and give attention to using the model for a few weeks
so that the students are aware of what it involves. Teachers should let their
students know that the classroom will be built around the Three Pillars—same
side, shared responsibility and learned responsibility. Students should know
that their opinions, cooperation and involvement is valued and important to
make the model work in the classroom. One way to involve the students in
helping to set up the Win-Win model in the classroom, as suggested in the
model is to have them create what they think a Win-Win classroom would be and
what a Win-Lose classroom would be. After teachers have set up this model in
the classroom it is always very important to have the students practice it so
that they know what is expected of them and what the consequences will be if
they choose not to behave responsibly.

The Win-Win discipline model is a cognitive model because it uses
students disruptive behaviors to formulate responsible and non-disruptive
behaviors. The model also allows students to make the choice of choosing
responsible or irresponsible behavior. It is also cognitive because the
students know ahead of time what the consequences will be, but they can still
choose to be disruptive. The model allows children to think and reason about
their behavior and how to change it. The model calls for encouragement and
positive feedback from the teacher and provides logical consequences for the
students.

The motivation used in the Win-Win discipline model is intrinsic. The
students feel needed and important. They are not given special rewards or
prizes when they show a good responsible behavior. They also are not punished
when they display disruptive behavior. The students needs are met through
learning responsibility and using problem solving strategies. The children
act responsibly because they feel it is the right thing to do not because they
are going to be rewarded with materialistic things.
The Win-Win discipline model would be an effective way to teach the social curriculum because it teaches children to take responsibility for their own actions, face the consequences if they choose not to be responsible in their behavior and because it allows the student to take an active role in the discipline process. It would also be an effective way to teach the social curriculum because it encourages the involvement of everyone, teachers, students, parents and the school community. This helps teach children that it takes more than just one person to make something work.

In regard to the advocacy of migrant children the Win-Win discipline model teaches the social curriculum by allowing all children to participate in the process, getting every student to be involved in the set up of the model in the classroom, teaching them responsibility and respect. Since migrant students are not in a classroom/school for a long period of time it is sometimes hard for them to feel that they fit in and are part of the classroom community, this model allows all students to take part in the learning and discipline process. What they will learn through using the Win-Win approach to discipline they can take with them when they enter new schools and they will not be left out of the loop because they will have had instruction on how to be an involved, cooperating and participating member of the classroom community. The migrant students will also learn how to make better choices in their behavior and quite possibly not overlooked by other teachers because they will not just be the students who are there for a couple months and undisciplined, because they will have a model to follow and want to feel like they matter. It also allows all children, not just migrant children to learn ways to solve their problems through social strategies.

The social strategies that are used with this discipline model are communication, conflict resolution, and class meetings. The model
incorporates all of these into its main ideas and focus of the discipline model. Communication is a part of the discipline model through the teacher and student discussing feelings, consequences, right choices, having follow up meetings and conferences to see whether the solutions that were agreed upon are working and being met. Conflict resolution is a part of this model because the student and the teacher work together to come up with a solution reasonable, related and respected to the students needs to use responsible behavior to replace the disruptive behavior. It also helps the children learn from their mistakes and to use them as an opportunity to learn how to make the right, responsible choices. The model incorporates class meetings by the first step of involving the students to help in creating the consequences of the model. I feel that I would adapt the model even more though to create more room for class meetings, rather than one on one conferencing with individual students. Instead of having conferences and follow up meetings with the individual student I would use class meetings to decide alternatives to the consequences and how to solve the problem as a class rather than just the teacher and single student trying to come up with a solution on their own.

I would also adapt the Win-Win discipline model to incorporate cooperative learning into the classroom. Having the students work in cooperative groups would further instill the ideas of the model, and make the stronger. It would also allow the children to practice the model more often as well. I would adapt the model by having the children work in cooperative groups to help other students solve their problems and come up with solutions to make better choices and behave responsibly.

The Win-Win discipline model sounds very encouraging and positive for students. It can definitely be used in a classroom to promote the social curriculum and teaching students respect and responsibility, not only for
themselves, but others as well. It may not work as well if it is used purely on its own, but incorporated and used simultaneously with other models it would work very effectively in any classroom.
References

Charles, C.M. (2002). *Building Classroom Discipline* (7th ed.).