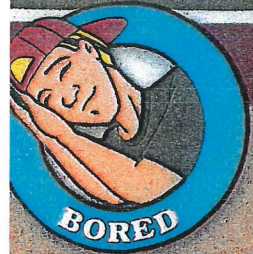


Win-Win Discipline

Preventative Procedures for the 7 Positions



6. Bored

Students need to be motivated and interested in learning.

- **Alternative Sources of Information.** Encourage additional sources of information other than textbooks, including interviews, Internet research, media sources, or experiments.
- **Projects.** Have students create and present projects. Students are rarely bored with creating and preparing to present.
- **Provocative Topics and Debates.** Have students discuss or debate topics on which they may have an emotional commitment (e.g., uniforms).
- **Learning Styles and Multiple Intelligences.** The same content is more engaging when appealing to different learning styles and intelligences.
- **Engage Emotion.** Learning that engages emotion eliminates boredom and is far better remembered.
- **Teams and Interaction.** Students enjoy working with others as they learn. Brain research indicates students' brains are more active during interaction than in solo tasks.
- **Tell Stories.** Stories are intrinsically interesting. Use storytelling to teach an important lesson or concept.
- **Topic Selection.** Allow students to choose and investigate areas that intrigue and excite them.
- **Use Humor.** Humor enlivens any lesson.
- **Appropriate Level of Difficulty.** Motivation peaks when there is a match between student ability and task difficulty. When the task is too easy, boredom results; when the task is too hard, students feel anxiety or give up.
- **Costumes.** Wear or have students wear costumes related to the class content.

7. Uninformed

Students need to know how to act and interact responsibly.

- **Buddy.** Assign students a buddy—someone who knows and can explain the class norms and procedures.
- **Requesting Help.** Work with students so they know how to request help when lost. "Can you please explain how...?"
- **Adult Mentor.** Use parents and other adults in the community to mentor students. Students who disrupt often have a strong need for a positive connection with an adult. Knowing that someone cares can make a big difference. The mentor also serves as a positive role model.
- **Offering Help.** Teach students how to offer assistance verbally ("Can I help you with that?"). Model asking for and offering help.
- **Schedule on Board.** Writing the daily schedule on the board, including what the students are working on, helps all students stay informed.
- **Question Commander Role.** Assign a Question Commander. His/her job is to check if anyone on the team has questions or needs help.
- **Multiple Intelligences.** Teach rules and norms in many ways to cement understanding: Have students write about rules, create a poster on rules, act out rules, teach rules to a partner, or write a song or rap.
- **Conference.** Meet privately to coach students having trouble remembering rules and procedures.
- **Verbal and Non-verbal Cues.** Develop and use verbal ("Team voices, please.") and nonverbal cues (Quiet Signal) as rule and procedure reminders.

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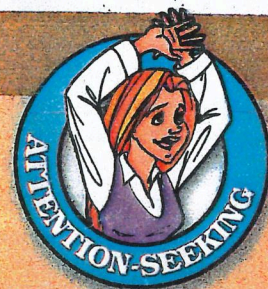
Win-Win Discipline

Preventative Procedures for the 7 Positions



Implement these Win-Win Preventative Procedures to significantly reduce or eliminate discipline problems in your classroom. This SmartCard outlines over 100 ideas to meet students' needs for each of the 7 Student Positions. You'll find easy-to-use teaching practices and procedures to create a productive, smooth-running classroom.

The 7 Student Positions...

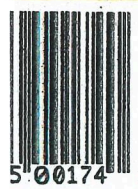


1. Attention Seeking

Students need to feel cared about by others.

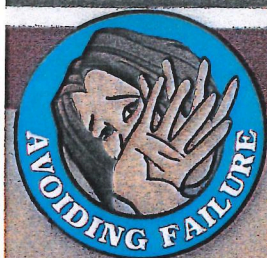
- **Student's Name in an Example.** Use student's name in instructional examples.
- **Rotate Roles.** Rotate roles so students take turns performing special duties such as being the line leader.
- **Greet 'Em.** Greet students at the door and in the halls by name.
- **Positive Calls Home.** Call parents when students behave responsibly.
- **Smile.** Give students individual attention with a special smile.
- **Letter Home to Students.** Mail or e-mail a complimentary letter to students and/or parents.
- **Express Appreciation.** Recognize responsible behaviors. "Thank you Ethan for getting started right away."
- **Chat Time.** Chat with students on a personal level, scheduled or informal.
- **Affirmations.** Point out when students are helpful, honest, hard-working, friendly, compassionate, or empathetic. Deliver your affirmations with a word, a smile, and/or a note.
- **Hang Time with Teacher.** Interact one-on-one with students in a free-choice activity.
- **Acknowledge Student Feelings.** Empathize with students' emotional states. "I understand how you must feel."
- **Special Meals.** Eat lunch with different small groups of students on a designated day of the week.
- **Morning Announcements.** Recognize different students each morning during announcements.
- **Recognition Ceremonies.** Establish birthday and/or special recognition ceremonies for accomplishments or celebrate a Student of the Week, Month.
- **Bulletin Boards.** Display student work on a "We're Proud" bulletin board. Make sure everyone's work gets celebrated at some time.
- **Praising Roles and Gambits.** Assign a rotating role of Praiser. Have students practice praising gambits to use with each other. "That's a terrific idea!"
- **Buddies.** Promote interpersonal connections with buddies within and outside the classroom.
- **Kagan Structures.** Use structures, such as Timed Pair Share, to give students undivided peer attention.

"The more proactive we are in implementing Preventative Procedures, the less reactive we have to be to discipline problems."



Win-Win Discipline™

Preventative Procedures for the 7 Positions



2. Avoiding Failure

Students need to feel successful.

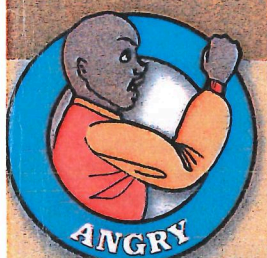
- **Class and Team Discussions.** Have students reflect on and interact over the power of perseverance.
- **Focus on Students' Strengths.** Highlight students' strengths far more often than pointing out their shortcomings.
- **Gambits.** Students learn and practice how to ask for help or clarification, to check if others understand.
- **Signals.** Create and use signals to check for understanding. Allow students to signal when they are confused; have students signal the teacher when to slow down.
- **Celebrate Accomplishments.** Celebrate students' accomplishments; allow them to celebrate their own efforts.
- **Positive Expectations.** Express high expectations for all students.
- **Use Bite-Sized Instruction.** Organize tasks into bite-sized minitasks so all students can succeed with each minitask. Success begets success.
- **Ease Into It.** Start with easier problems or tasks so students can start strong before meeting challenges. If students meet resistance immediately, they may be more prone to giving up.
- **Self Talk.** Encourage students to use positive self talk. Before a task: "I can do it." After the task: "I did really well on that!"
- **Posters.** Post quotes on persistence or have students create posters, illustrating the power of persistence. "Never give up!"
- **Encourager Role.** Assign the role of Encourager to encourage participation by all teammates.



4. Control Seeking

Students need to feel able to influence people and events.

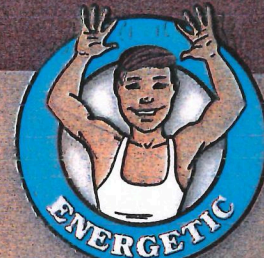
- **Give Students Choices.** Allow students to make choices: where to sit, how to decorate, choice of music, choice of centers, who to pair up with, or how to present their project.
- **Responsibilities.** Encourage students to take more responsibility for the classroom and their own learning such as managing their own time, running audio-visual equipment, monitoring their voice level, and cleaning up.
- **Committees.** Empower student committees to make decisions, plan events, and run focus groups.
- **Class Roles.** Use specific roles to put students in charge of classroom functions: reading announcements, messenger, taking role, distributing materials, and light monitor.
- **Student Jobs.** Give students jobs to do, and control over how they do them.
- **Free Time.** Allow students some free time to pursue their own interests. During free time, students are in control of their own destinies.
- **Ask for Input.** Ask students on a regular basis for their input. "What did you think about the assembly? How could the lesson be improved?"
- **Suggestion Box.** Allow students to submit their ideas for consideration.
- **Team Roles.** Give each student on the team a specific role relating to the task. Roles include Quiet Captain, Cheerleader, Materials Monitor, and Gatekeeper.
- **Class Rules.** Avoid imposing rules. Allow students to partake in the rule-making process.
- **Class Meetings.** Hold regular class meetings so students can vocalize their opinions on issues and assume some responsibility for classroom procedures and events.
- **Leadership Status.** Give students important leadership status in a number of ways: Team Captain, Turn Captain, Line Leader, Taskmaster, Decision-Maker, and Teacher's Helper.
- **Voting.** Allow students to vote among acceptable alternatives by a show of hands or by standing up. If an alternative is unacceptable, discard it before, not after, students vote for it.
- **Decision-Making Structures.** Use alternatives to voting such as Consensus Seeking, Dot-the-Wall, Fist to Five, Placemat Consensus, Proactive Prioritizing, Rotation Rank, Spend-A-Buck, and Sum-the-Ranks.



3. Angry

Students need to express displeasure.

- **Avoid Escalation.** If students are angry, have them count to 10 before responding. If they are really angry, count to 100.
- **Cool Down Area.** Have a place where students can go if they feel they are getting angry.
- **Discuss Anger.** Verbalizing what anger is, what causes it, and how to deal with it responsibly and irresponsibly prepares students to deal more effectively with angry emotions.
- **Journal Reflections.** Use journaling to have the class reflect on what makes them angry, how to avoid getting angry, and how to respond when they feel angry.
- **Expressing Anger.** Teach students verbal phrases they can use to express anger appropriately: "I get angry when you..."
- **Role-Play Alternatives.** Have students practice an anger-invoking situation and how to deal with the emotion.
- **Class Climate.** Create a fun and friendly class environment in which anger toward fellow students and/or toward the teacher is much less likely to occur.
- **Anger Control Techniques.** Teach students anger-control techniques. Post them for reference. Students can refer to the techniques when they feel themselves getting angry. Techniques include:
 - Deep breathing,
 - Muscle tensing and relaxing
 - Taking a walk
 - Talking with a friend
 - Talking with the teacher
 - Journaling
 - Playing a game
 - Meditating or visualizing
 - Listening to relaxing music



5. Energetic

Students need to move, touch, and be expressive.

- **Jobs and Roles.** Assign jobs that require physical activity, including Chalkboard Cleaner, Eraser Cleaner, Fish Tank Cleaner, Materials Monitor, Office Messenger, and Gopher.
- **Calming Music.** Play background music with 60 or fewer beats per minute to calm students.
- **Reduce Stimulation.** Calm and focus students with an activity that reduces stimulation such as guided imagery or visualization with eyes closed, journaling, or drawing.
- **Hands-on Activities.** Use hands-on manipulatives to make learning active and more meaningful. Students are more engaged as they interact with the subject matter, rather than passively receiving information.
- **Energizers and Brain Breaks.** Let students burn off excess energy and refocus with a quick, nonacademic classroom energizer or game.
- **Stretch or Exercise Break.** If the class is getting restless, take a three-minute stretch break and allow the most energetic student to lead it.
- **Sports and Games.** Physically demanding sports, such as soccer and basketball, burn extra energy. Mentally challenging activities (golf, chess) can help focus a busy mind.
- **Extracurricular Clubs.** Clubs that involve a lot of activity (drama, dance, singing, hiking) help students release excess energy.
- **Classbuilding and Teambuilding.** Classbuilding and Teambuilding structures promote interaction and release energy. Classbuilding activities often include movement, too.
- **Integrate Movement.** Allow students to get out of their seats and move around the classroom in the process of learning. Some structures that integrate movement include Stroll-Pair-Share, Roam-the-Room, Roving Reporter, One Stray, and Quiz-Quiz-Trade.
- **Promote Punctuated Processing.** Students often get antsy if they sit and listen for extended periods. Break up lectures with a quick Timed Pair Share or RoundRobin so students have a chance to process the input.