

WIN-WIN DISCIPLINE

WEEK OF: *September 14 - 18*

RULES	CONSEQUENCES	REWARDS
1. Be respectful of everyone 2. Be responsible 3. Be kind, positive, and helpful 4. Be prepared for class 5. Listen carefully	1. miss all/part of break/recess 2. miss all of break/recess 3. parent call/conference 4. parent call/conference 5. office referral	-personal notes home -praise -special privileges -computer game time -anything positive!

STUDENTS	M	T	W	TH	F	+++ COMMENTS ---
Johnny Brown	✓					<i>-Talking to Billy - 1,5</i>
Olivia Grant				✓		<i>-called a student "stupid" - 1, 3</i>
Anna Smith			✓			<i>-passing notes during class - 1</i>
Sylar Vaughn					+	<i>+shared snack with Michael</i>
Everett Williams	✓	✓		+		<i>-disrespectful to me; arguing with James 1, 3 +apologized to Meg for knocking book off desk</i>

In order for any classroom management method to work, **YOU MUST BE CONSISTENT AND INFORCE ALL RULES AT ALL TIMES.**

Explanation of the Win-Win Discipline Method:

The beauty of Win-Win Discipline method is its teaching of long term appropriate behavior. It is a WEEKLY behavior plan, not DAILY. Because of this, it may be best to not use this method with students below third grade. It has been very effective with upper elementary and middle school students.

- What you see above is a sample of the front side of each record/log sheet. Print off one sheet for each week of the school year. Place all sheets in a **BLACK 3-ring binder** referred to as "The Black Book." Each week remove the completed sheet from the top and place it in the back of the notebook making it the last sheet. This way you keep all documentation from each week of school in one notebook.
- Spend time at the beginning of the year explaining rules, consequences, and rewards.
- When student breaks a rule, give him/her one non-verbal or verbal warning.
Examples: 1) walking over to a student's desk and removing whatever the distraction may be from desk, or asking student to put object away, 2) kneeling beside student desk and asking him/her to please not talk when you are talking and letting them know this is the warning.

- If the same inappropriate behavior occurs again, or another inappropriate behavior, a check is then placed beside the student's name in the Black Book. A comment can be jotted down to remind you of the reason for the check. More comments can be written on the back each sheet, if needed.
- It isn't necessary to call attention to the check being given. Establishing eye contact with the student, opening the BLACK BOOK, and putting a check can all be done as you continue teaching. The student is well aware of what just happened.
- Below is the back of each log sheet. It may appear that it takes a while, but you will be amazed how quick it is to jot down comments. **THIS IS VALUABLE INFORMATION DURING PARENT CONFERENCES.** It is worth your time and effort to keep documentation.

BEHAVIOR DOCUMENTATION

Date	Student	Documentation
9-14	Johnny	Talking to Billy; asked him privately to not talk and distract other students; Billy asked him to leave him alone. He continued later and was lost when it was time to begin independent work. <i>* missed 5 minutes of recess</i>
9-14	Everett	Returned test to him. He yelled out in class, "You didn't tell us to do that and you marked mine wrong!" <i>* missed ten minutes of recess</i>
9-15	Everett	Began an argument with James over the location of Australia on a map. I asked them both to stop and Everett refused to obey. <i>* missed all of recess</i> <i>* called and left msg. with Mrs. Williams</i>
9-16	Anna	Passing note to Ethan; I collected a note she sent yesterday to Ethan. I gave her a verbal warning then.
9-17	Olivia	Called Sydney "stupid." Received no verbal warning <i>* spent all of recess writing an apology letter to Sydney.</i>
9-17	Everett	Caught him being good! <i>* put special post-it message on his desk</i>
9-18	Sylar	Shared snack with Michael without anyone asking. She saw that he didn't have a snack, poured some of her chips on a napkin, and put them on his desk. <i>* sent note home to parents</i>

What do parents think about this method?

- They love it! They like the fact that the teacher communicates with them not once, but twice, before an office visit.
- Parents also feel like the teacher is really working hard with their child and not just sending him/her out of the room.
- Working together to accomplish appropriate classroom behavior strengthens the teacher/parent relationship.

Tips when speaking to guardians/parents:

- Always share something positive.
- Be very professional in your behavior and words when speaking to parents.
- Show support of student.
- Communicate to parent(s)/guardian(s) that you are willing to work with them to help the child – team approach.
- Remember – *You can catch more flies with honey than with vinegar.*