

Traditional Classroom vs. Win-Win Classroom

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Industrial Age (Traditional Classroom)

Values, Priorities, and Motivators

- Uniformity, sameness; fitting in (standards)
- Stability, permanence, security (rigid roles)
- Competition
- Motivation: approval-seeking, avoiding punishment, humiliation, rejection, disapproval; oriented to adult and adult's reaction
- Outcome- or product-orientation
- Black-and-white thinking

Skills: Student Behaviors that are Encouraged or Reinforced

- Following orders, obedience, people-pleasing, asking permission, compliance, dependence
- Listening
- Protecting existing power structure
- Not making waves; maintaining status quo
- Following (unquestioning)
- Dependence on leader (credit or blame)

Authority Relationships

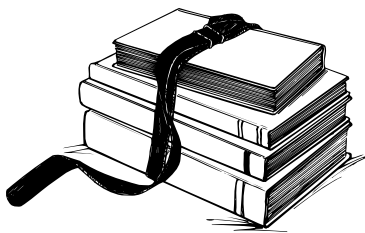
- Reactive
- Win-Lose (powering or permissive)
- Command-oriented; demands; few choices offered
- Student empowerment discouraged; initiative perceived as a threat to adult authority
- Rules and boundaries established to protect teacher power
- Approval of students conditional on students' cooperative, teacher-pleasing behavior
- Arrogance, self-centeredness, self-righteousness; "shoulds;" blame-oriented

Discipline Goal: Controlling Students, Disempowerment

- Students make few decisions, have few opportunities to act independently or self-manage
- Critical; focus on negative behavior and outcomes

Needs of the Economy: What Businesses Want

- Ability to "fit in," follow orders (chain of command), think inside the box, perform as directed; expectation that tasks/assignments would not vary much in one job description



Information Age (Win-Win Classroom)

Values, Priorities and Motivators

- Diversity, personal potential and fulfillment
- Flexibility, choices, personal control
- Cooperation
- Motivation: personal satisfaction; curiosity; positive consequences or outcomes unrelated to adult's reaction; oriented to student
- Process- or person-orientation
- Many options and alternatives

Skills: Student Behaviors that are Encouraged or Reinforced

- Taking initiative, making decisions within limits of rules or boundaries; self-caring choices
- Communicating
- Networking, negotiating
- Taking risks, trying new things; innovating
- Initiative
- Assuming personal responsibility; teamwork

Authority Relationships

- Proactive, preventative
- Win-win (cooperative)
- Agreement- or negotiation-oriented; many choices may be offered
- Student empowerment encouraged within limits that respect everyone's rights
- Rules or boundaries established to protect everyone's rights, consider everyone's needs
- Acceptance of students regardless of their behavior
- No need to make student wrong for teacher to be right; respect for students' needs

Discipline Goal: Student Self-Control

- Students have opportunities to make decisions, act independently or self-manage
- Focus on positive behavior and outcomes

Needs of the Economy: What Businesses Want

- Higher priority on networking, people skills, communication skills, creative thinking ("outside the box") and problem solving, initiative, flexibility, adaptability; ability to multi-task, shift gears, change to shifting demands of the workplace; people with "vision and attitude."

What is school usually like for kids with "vision and attitude" and other skills desired by the 21st-century workplace?

Adapted from The Win-Win Classroom, by Jane Bluestein, Ph.D. (Corwin Press, 2008).

Guidelines for Offering Choices

- Choices build responsibility and commitment, and communicate the teacher's respect for students' needs and preferences.
- Choices, like boundaries, are motivational tools that encourage cooperation through input and empowerment. Offer choices in the absence of desirable student behavior, to encourage the student to perform a particular behavior he is not currently demonstrating.
- Choices can also help prevent disruptive behaviors, however other strategies will be suggested for intervening negative behavior or reinforcing performance, growth and existing positive behavior.
- Present available options in a positive manner. Be careful that the choice doesn't end up spoken as "do it or else."
- Be honest. Make sure that all options you offer are acceptable. Avoid setting the students up to people-please by choosing the right option or reading your mind. Make sure there are no wrong choices: If you don't want the student to choose something, don't make it an option. (For example, if you want them to do the outline first, offer sequence options about the other activities—after the outline is finished.)
- Make sure the choices you offer are clear and specific. Asking a child to *"Select a meaningful learning activity,"* leaves you open for some pretty broad interpretations. Instead, define choices with clearly-stated limits. *"Select one meaningful learning activity from the five on the board"* is much easier for the student to understand—and perform successfully.
- Start simple. If a student is having difficulty making decisions, it may be that there are too many options or that the limits are too broad or unclear.
- If a student is having difficulty with even a simple choice, add another limit if necessary, by asking him to choose within a certain amount of time (after which you get to help him choose). Be patient. Some young students and well-conditioned order-takers need time and practice to develop confidence in their ability to choose.
- Increase options as the students can handle them, either by widening the range of choices you offer or by making the options more complex.
- Depending on your goals, schedule and resources, you might leave room for students to change their minds if they are disappointed with a choice they've made. If time and management require the student to make a choice and stick with it, make that clear when you present the available options. Reassure the students that they can *"try again later (or tomorrow or next week)."*
- As they become more capable, encourage the students to participate in setting up choices (or negotiate an alternative assignment, for example) whenever possible. Clear limits are especially important in such cases; you might also want to suggest that they present their ideas to you for a final OK before they act.
- If students suggest a choice that you think is inappropriate, tell them your concerns and ask if they can come up with another idea. (Stating *s* is a terrific way to get this message across without attacking the student.) Reiterate your criteria if necessary. If something is just plain non-negotiable, say so, but help the student look for acceptable options available within those limits.



Adapted from The Win-Win Classroom: A Fresh and Positive Look at Classroom Management, by Jane Bluestein, Ph.D. (Thousand Oaks, CA: Corwin Press, 2008).

<http://janebluestein.com>

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5 Characteristics of a Good Boundary*

- **Clarity:** Boundaries are clear, specific and clearly communicated. They work best when you have the students' attention, when they understand what you're requesting, when the positive outcome of their cooperation is clear and when specific requirements, conditions or time factors are spelled out. For example, *"I'll read for the last 10 minutes of class as long as you're quiet."* (or, *"... if your desks are cleared."*)
- **Win-win:** Boundaries respect and consider the needs of everyone involved. They attempt to create ways for both you and your students to get what you want. For example, *"You can take another library book home as soon as you return the ones you borrowed last week,"* or *"I want to hear about this problem. I'll be free to give you my full attention as soon as I give the reading group their assignments."*
- **Proactivity:** Boundaries work to prevent problems and are typically expressed before a problem occurs or before it is allowed to continue (or get worse). For example, *"You can use this equipment as soon as you can demonstrate how to use it correctly."* *"Let's stay quiet in the hall so we don't disturb any of the other classes."*
- **Positivity:** The most effective boundaries typically focus on the positive outcomes of cooperation. They are also expressed positively, as promises rather than threats or simply as information (with the implication that the positive outcome is available, for example, until a certain time or under certain conditions). For example, *"If you do your homework 10 days in a row, you can have the 11th day off (or do for extra credit),"* or *"The art center closes at 2:00."*
- **Follow through:** Follow through—allowing a positive consequence to occur only when the child does what you've asked—is what communicates that you mean what you say and you say what you mean. It increases the likelihood that your students will take you seriously when you ask for what you want, and it improves the chances that they will cooperate as well (if it's really the only way they can get what they want).**

*Boundaries are tools for building cooperation in relationships, for letting others know what you want and for letting them know which options are available to them (for getting what they want). Set boundaries when you want behaviors to change and wish to avoid negative, stressful behaviors such as nagging, yelling, threatening or punishing to get what you want. Whether you use boundaries in relationships with children or other adults, the characteristics of boundaries and dynamics of boundary setting are the same.

**Boundaries allow you to follow through without even getting angry! Follow-through works wonders, but it requires patience, faith, consistency and courage!

The Power of Positive Consequences

Sounds like:

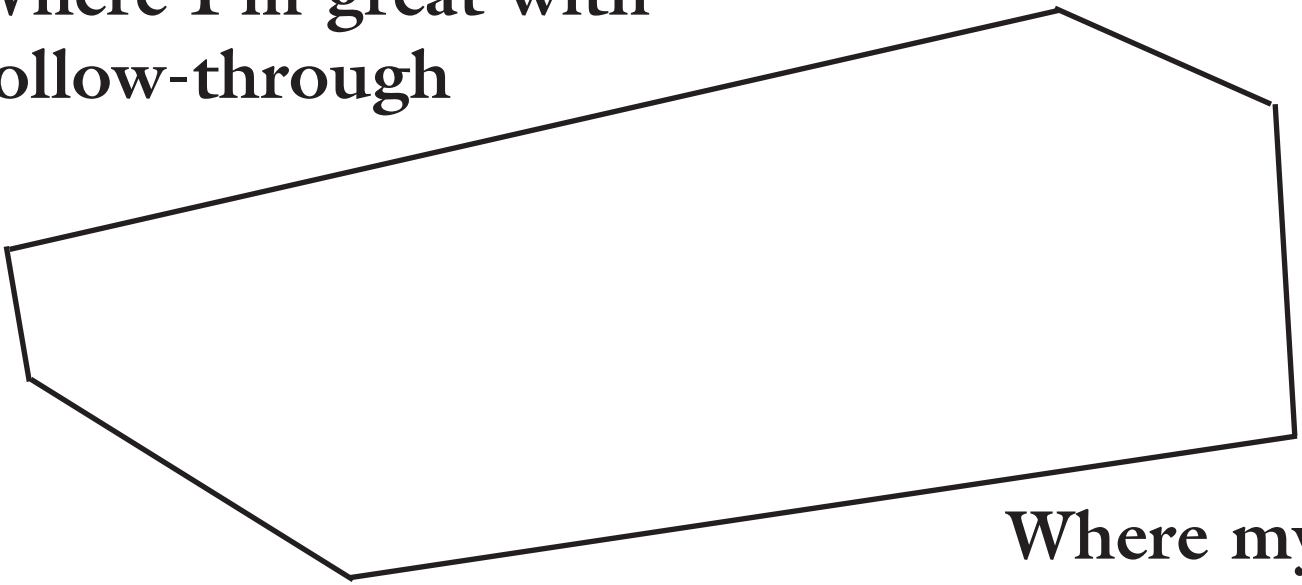
- "If you do this, you can..."
- "When you finish, you can..."
- "As long as you (comply with this condition), you can..."

Benefits of emphasizing positive consequences:

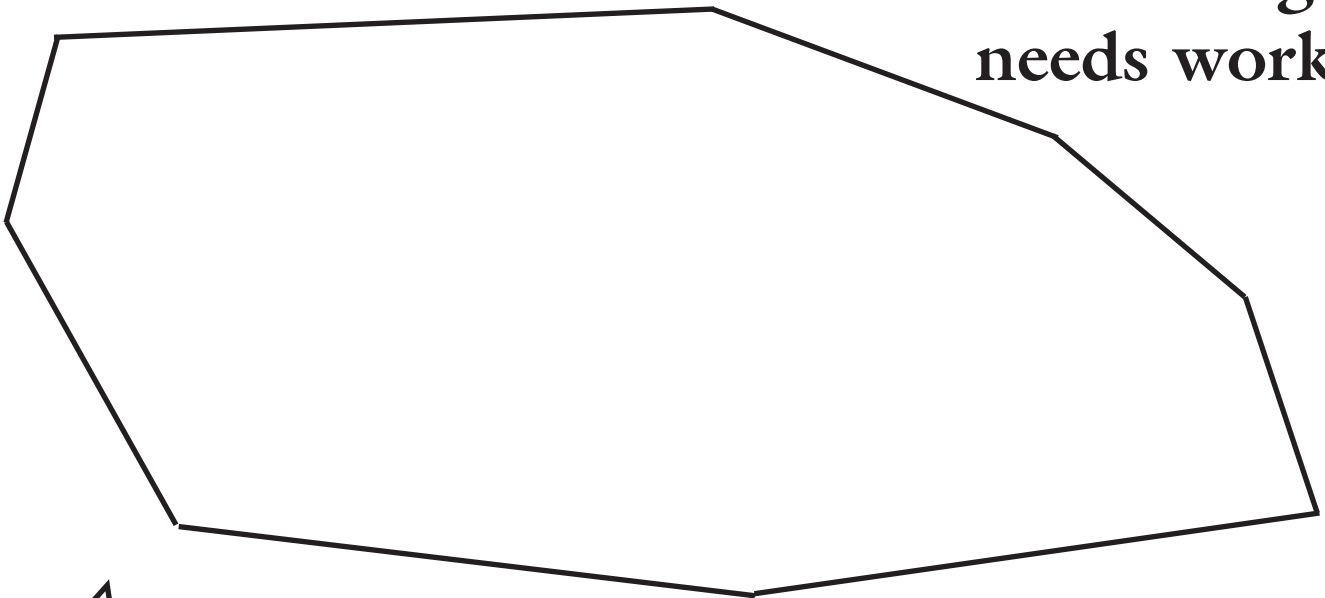
- Less stress in interaction
- Reduces likelihood of opposition or refusal
- Puts responsibility on child

Based on information from The Parent's Little Book of Lists: Do's and Don'ts of Effective Parenting, by Jane Bluestein, Ph.D. (Deerfield Beach, FL: Health Communications, Inc. 1997) and The Win-Win Classroom, also by Jane Bluestein, Ph.D. (Corwin Press, 2008).

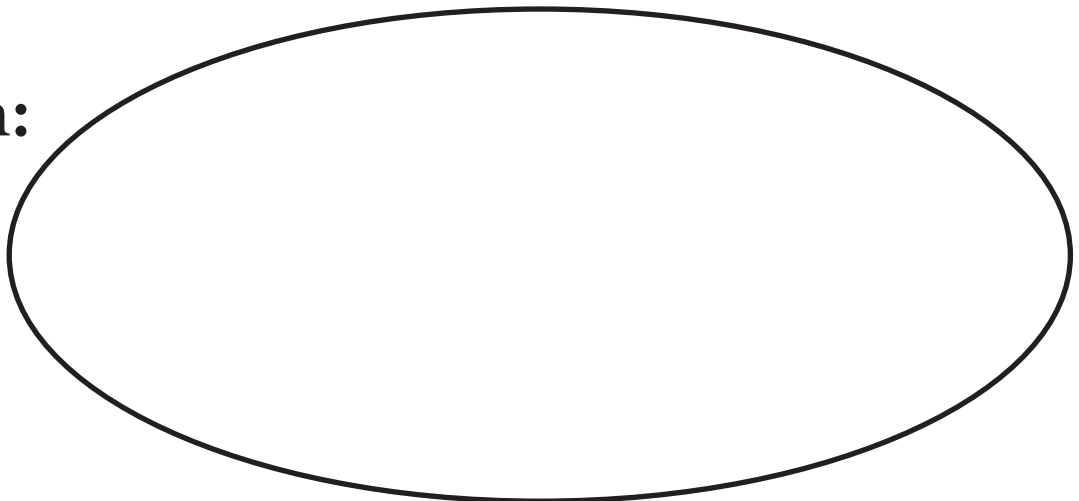
**Where I'm great with
follow-through**



**Where my
follow-through
needs work:**



**My plan:
No
more
excuses!**



Ingredients of Effective Adult-Student Relationships:

Success Orientation

Needs: Success, dignity, purpose, potential, confidence.

The willingness to **accommodate a variety of student strengths** and intelligences, learning styles and modality preferences. The ability to help a student succeed by giving appropriate information and clear directions, setting and communicating boundaries, offering opportunities to choose and negotiate, requesting age-appropriate behaviors and responses and giving opportunities to self-manage (to increase behavioral success).

The willingness to base instructional decision on actual student needs—**starting where the student is** rather than simply “covering content.”

The ability to **teach (or work with kids) in present time** (according to a student’s current needs rather than the anticipated demands of future teachers or grade levels).

The willingness to **differentiate instruction**, adjusting placement, quantity of work required and other curricular expectations to accommodate student readiness, experience and acquisition of prerequisite skills. The willingness to present information more than once, explain something in a variety of ways or offer additional practice when necessary.

The willingness to **encourage progress** and **raise the bar as achievement warrants**. Alternative to unrealistic expectations, misunderstandings, instruction or environments poorly matched to student’s needs, and “set ups” for failure or passivity.

Remember: “Fair” does not mean “same.”

21st Century (Win-Win) Definition:

Fair = Equally Appropriately Challenged



Benefits of making success possible for all students (observed, expected):

Obstacles to making success possible for all students (observed, expected):

Some things I've done to accommodate a variety of learner needs:

One new thing I'm willing to try or do differently:

Actual or possible constraints/obstacles:

Actual or possible sources of support:

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