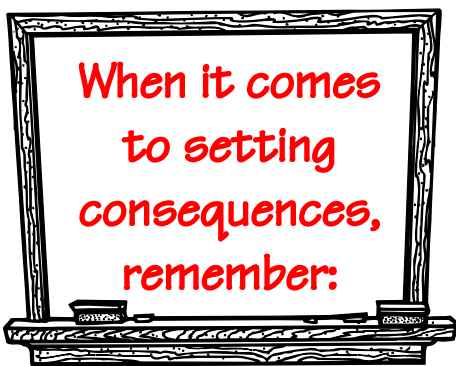


Staff Report



- They should be our last line of defense. (Use the pea shooters before bringing out the cannons.)
- Our goal is internalized responsibility, not compliance.
- They should be instructive and pre-established.
- They should be appropriate and tailored to the disruption.
- Use examples of the types of consequences that would be given. (You can't have specific consequences for every type of disruptive behavior.)
- Make sure they are understandable.
- Students who are angry need time to cool down before consequences are co-created or implemented.
- Students who are control seeking need to have shared responsibility for establishing consequences emphasized, before co-creating or implementing them.

• The Win-Win Word

Consequences – Our Last Line of Defense (Part Two)

Building Win-Win Relationships So Every Student Succeeds

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In the October 15, 2007 *Win-Win Word*, we began our discussion of consequences and how to use them with the framework of Win-Win Discipline (Kagan Publishing, 2004). We discussed the importance of Responsible Thinking for developing learned responsibility and the need for offering an effective apology in cases where another person has been affected.

Restitution

Restitution, the third of the four types of consequences, is a life skill that allows us to feel good about ourselves. If we can make up for something we have done, we have made our best attempt to right a wrong, then we can live with ourselves. If we have broken something, then we fix or replace it. If we have wasted time, then we make up for the time we have wasted. (Be careful with this one, we can't steal from one content area to make up for time lost in another.)

Basically, restitution is the giving back of something of equal value for its loss or damage. Restitution is a very concrete way for seeing and dealing with the consequences of our choices. Please note that once a student makes restitution, or attempts to make restitution, it's important for the "victim" to show gratitude for the student's attempt to make things right. The whole purpose is to maintain relationships so both parties get what they need and thus, everybody wins. Just like all consequences, the consequence of restitution also needs to be taught and modeled.

Loss of Activity

The fourth of our four types of consequences is loss of activity, access or interaction. This type of consequence is also very concrete. If a student has shown disruptive behavior during an activity, then a possible consequence is loss of or a delay in the ability to participate in that activity. If a student has abused resources, then a loss of use of those resources is a logical consequence. If a student has been abusive to others, then a loss of interaction with others is in order. By making a clear connection between the behavior and the lost activity, access to resources, or interaction with others, it will be easier for the student to see that the consequence is a result of their behavior, and thus learn from it. Everybody wins.

Please keep in mind that there may be cases in which a student does not want to participate, so when these consequences are part of your behavior management plan they may disrupt to avoid participation in an activity. These consequences would then not be appropriate for that particular child and there would be a need to determine why the student does not want to participate.

Remember, there are three phases of consequences:

1. Establishing Consequences
2. Consequence Reminder, and
3. Implementing Consequences.

Key information, including steps for teaching consequences, is included in Win-Win Discipline, (Kagan Publishing, 2004) starting on page 14.14.

Examples		
Disruption	Consequence	Lost
Threw bean bags at other students during a bean bag toss game.	The student may not participate in the game.	Activity
Student played games on the computer when he was supposed to be creating a report.	The student would not be allowed to use the computer to do the report.	Access
Student verbally abused another student when working in a group.	The student would be required to complete the work alone.	Participation