

| <b>Traditional Techniques</b>                      | <b>Outcomes</b>  | <b>TWAF Strategies</b>  | <b>Outcomes</b>   |
|--|--|---|---|
| Hands Up   | Only students with hands up are acknowledged.                  | <ul style="list-style-type: none"> <li>• Ripple Effect</li> <li>• Ball Toss</li> <li>• It Could Be You</li> </ul> | Every student can provide opinions and answers.<br>Keeps students attentive, listening and participating. |
| Table Seating-<br>Tables grouped in middle of room | Seating selected by teacher or random selection by students.   | <ul style="list-style-type: none"> <li>• Optimal Work Environments (O.W.E)</li> </ul>                             | Students select seating based on Learning Likes and Preference's.   |
| Verbal instructions to pack up                     | Raised voice by teacher, random packing up by students.        | <ul style="list-style-type: none"> <li>• Pack Up Sign</li> </ul>  | Calm, immediate action.   |
| 'Stop doing that' – student misbehavior            | Teacher deals with the problem and consequence.                | <ul style="list-style-type: none"> <li>• Kind Necessary Helpful</li> </ul>  | Student has to acknowledge and solve problem.   |
| Telling students what to do.                       | Teacher is doing the thinking.                                 | <ul style="list-style-type: none"> <li>• Asking - What do you think?</li> </ul>                                   | Student thinks and decides.   |
| Students asking permission - Can I?                | Student must seek permission<br>Students ask, teacher answers. | <ul style="list-style-type: none"> <li>• I am ...</li> <li>• Questions for Questions</li> </ul>                   | Students make decisions.  |

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| Random or teacher chosen seating on the floor area. | Students select seating spots at random.<br>Teacher might tell students where to sit for discipline reasons. | <ul style="list-style-type: none"> <li>• Optimal Learning Spots</li> </ul>   | Students make decision based on Learning Likes and Preferences and Learning and Like Tips – ‘Be good to yourself.’ |
| Class Rules   | Traditional and direct<br>Not always used.   | <ul style="list-style-type: none"> <li>• Learning and Life Tips</li> </ul>   | Open and effective for every classroom event, activity and experience.   |
| Playground problems                                 | Teachers sorts and solves.   | <ul style="list-style-type: none"> <li>• Walk and Talk</li> </ul>  | Students make plan of action.  |
| There’s too much talking.                           | Talking resumes again.   | <ul style="list-style-type: none"> <li>• O.W.E</li> <li>• Power of the Note</li> </ul>   | Students work quietly.<br>Work output increased.   |
| Not everyone is working.                            | Teacher becomes anxious.<br>Students may be worried, anxious or annoyed.                                     | <ul style="list-style-type: none"> <li>• What’s Stopping You from Working?</li> <li>• Five Minute Break</li> <li>• OWE</li> <li>• Tips and Feedback</li> </ul> | Students make a plan and return to work.<br>Students are refreshed.<br>Students appreciate the break.              |
| Sharing Time  | Selected students only<br><br>Teacher directed questioning   | <ul style="list-style-type: none"> <li>• I Would Like you To Notice</li> <li>• Out the Door Assessment</li> <li>• Jump Up and Tell Us</li> </ul>               | All students provide feedback, opinions or answers.<br>Teacher receives feedback from all for assessment purposes. |

