

RESTORATIVE APPROACH TO CLASSROOM MANAGEMENT

PIP PROJECT BY: VICTORIA BERGEN SPRING 2021

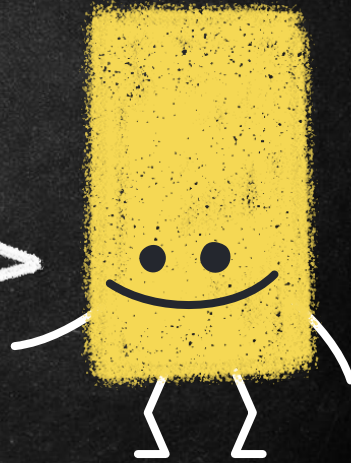


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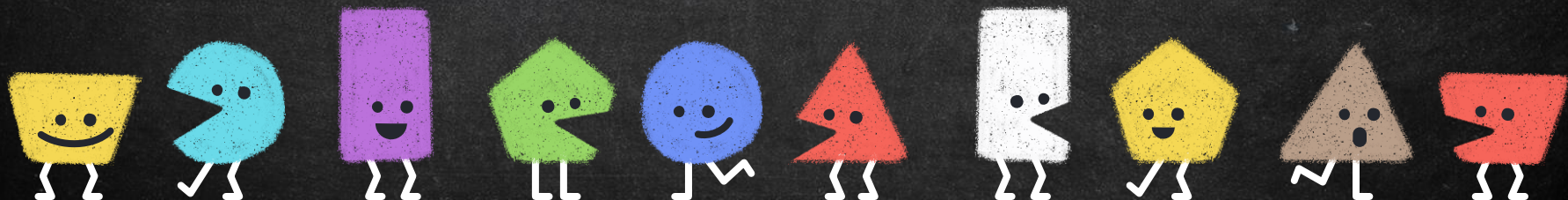
Background & Process

Behaviour Understandings

Prevention

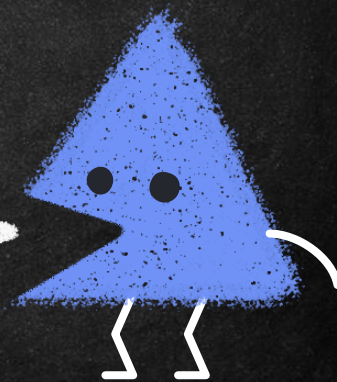
Consequences

Help




MY PIP PROCESS

- Concerns in my classroom: amount of disruptive behaviour during learning times and how to support numerous students with individual special needs
- Inquiry Question: How can a school community effectively prevent and respond to disruptive behaviour in a positive, corrective manner?



BEHAVIOUR

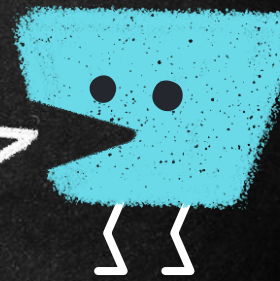


-Behaviour is learned and therefore can be unlearned

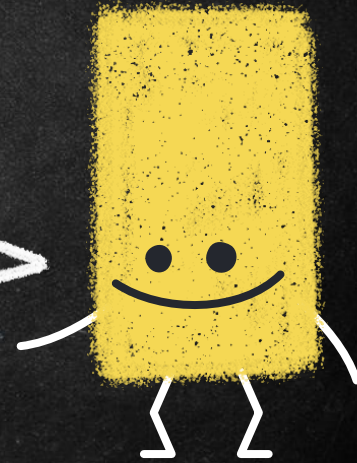
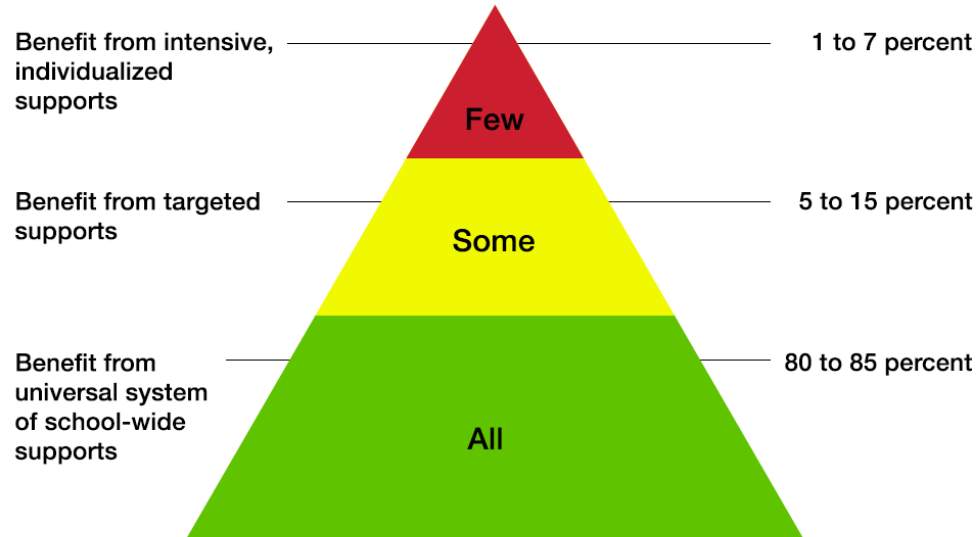
-Developing a relationship with students is critical to influence positive behaviours

-Behaviour serves a need, purpose or function. The first step of intervention is to identify that need, purpose or function.

-Each student might require an individualized approach depending on the purpose or function of the student's behaviour

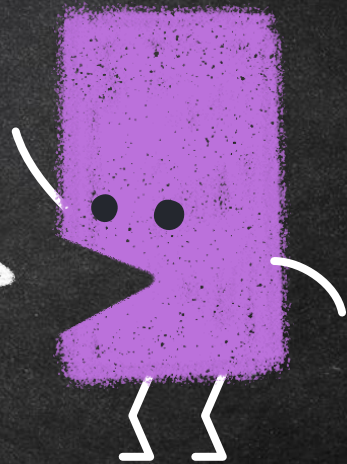


A TYPICAL CLASSROOM MIGHT FOLLOW THIS MODEL



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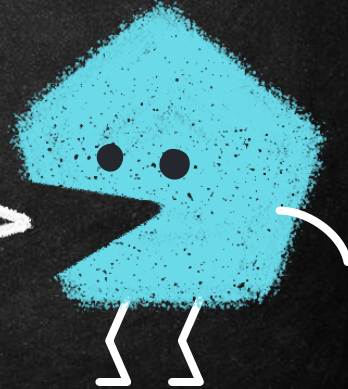
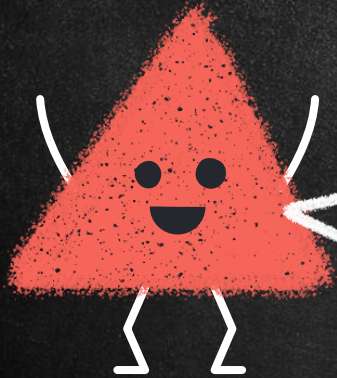
*The best discipline plans
strive to limit the need for
punishment and negative
consequences by having a
preventative emphasis.*



1.

PREVENTION

Great prevention strategies will limit the
need for consequences



PREVENTION RESEARCH

- Mindfulness: Give them a space to think about their actions.
- Expectations: They won't be successful unless they know what success is.
- Praise: Let students know you notice when they're doing right.







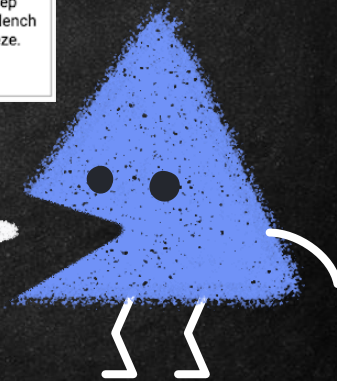
PREVENTION IN KINDERGARTEN

→ Set the expectation by teaching about zones of regulation

→ Set sound expectations

→ Be aware of students existing needs and accommodate accordingly

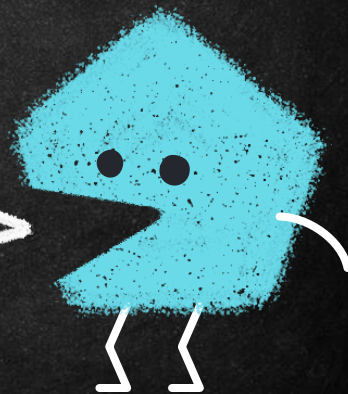
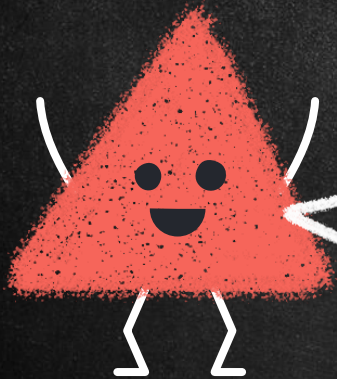
			
<p>Blue Zone</p> <p>Coping strategies: Go outside for fresh air, exercise, listen to music, drink water, back rubs.</p>	<p>Green Zone</p> <p>Coping strategies: Continue to explore additional activities, and tools your child enjoys.</p>	<p>Yellow Zones</p> <p>Coping strategies: Explore sensory tools such as, fidgets, rice, bean, or water bins, ride bike or scooter.</p>	<p>Red Zone</p> <p>Coping strategies: Count to 10, deep belly breaths, clench fists and squeeze.</p>



2.

CONSEQUENCES

"It is far more valuable to spend time examining choice and consequences than to emphasise rules" Harry Wong



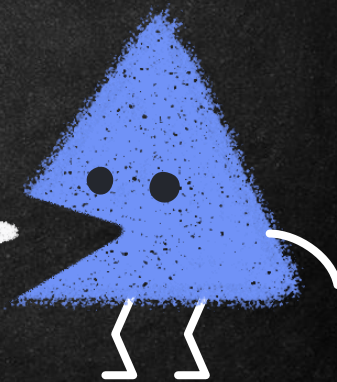
CONSEQUENCES RESEARCH

- Gradient: start with the least invasive strategy and move to increasingly more invasive.
- Logical consequences: Related, reasonable, and respectful. What would happen to an adult if they did something similar?
- Responsibility: Following an inappropriate event lead students in a dialogue about their choices. Ask them what they think the problem is, come to a conclusion and ask them if they understand.



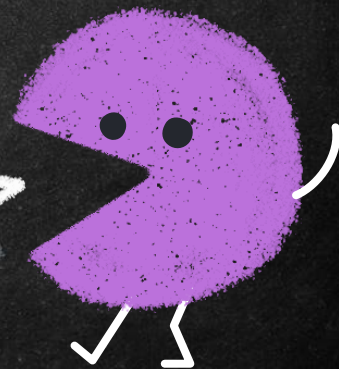
CONSEQUENCES IN KINDERGARTEN

- Give them time to cool down before talking about the inappropriate behaviour
- They clean up the messes they made
- Give them a safe space to satisfy their desire. Ex)
If they often engage in unsafe rough and tumble play together, provide a safe space for these desires to be met



ALTERNATIVES TO DETENTION

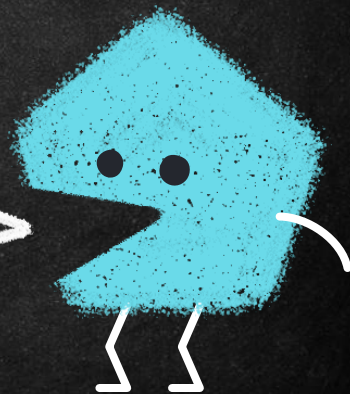
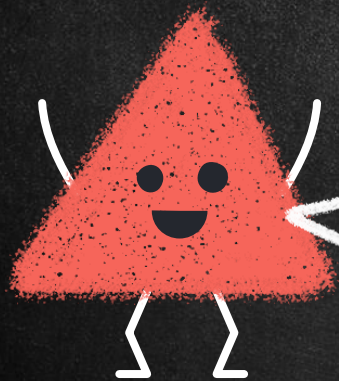
- Chess for Life (Dr. Lance Grigg)
- Basketball practice
- Yoga or stillness exercises
- Write a reflection about their difficulties and plan moving forward



3.

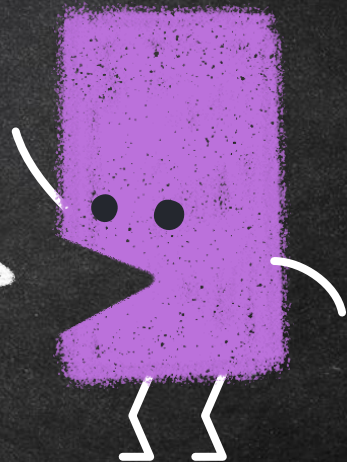
HELP!

You're not alone!



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*A teacher's job is to
identify and document
behaviours, there are
supports around them to
help find solutions to
these issues*



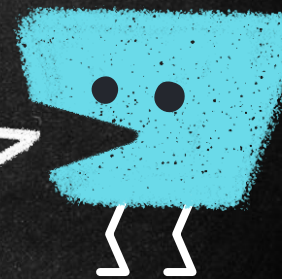
WHERE TO FIND IDEAS

People

- Behaviour specialist/ support teams
- Occupational Therapist
- Psychologists

Resources

- BOATS pdf
- Supporting Positive Behaviour in Alberta Schools: A Classroom Approach pdf



CONCLUSION

- Great preventative strategies will minimize the need for consequences
- Help students recognize their responsibility through reflection on choice and consequence
- There will always be issues. Students and teachers are human and that's a beautiful thing



SPECIAL THANK YOU

- Thank you to Wayne Tate, Dr. Lance Grigg, and Dr. Noella Piquette for the support and direction in researching for this project.
- Thank you to LSC, the most welcoming school to spend my PSIII at. What an amazing opportunity to work alongside such a God-fearing hardworking, staff.
- A very special thank you to Tannis Straughn, the most loving Kindergarten teacher I know. Thank you for sharing your classroom, students, and wisdom with me. You're inspire me!

