

“A Pledge to Myself”

Today I pledge to be the best possible me, no matter how good I am, I know I can be better.

Today I plan to build on the work of yesterday which will lead me into the rewards of tomorrow.

Today I plan to feed my mind knowledge, body strength, and spirit faith.

Today I plan to reach for new goals, new challenges, and new horizons.

Today I plan to listen to the beat of my drummer who leads me onward in search of my dreams.

Today I pledge to believe in me!

From Building to Experiencing

Kaiser Residency Program

Presenter

Alana J. Shackelford; Ed.D

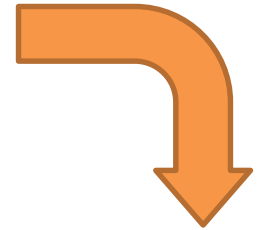
Execution: The Right People in the Right Place



District/Central Office



Principals



Students



Teachers

Key Principles of Trauma Informed Care Practices

1. Safety
2. Trust & transparency
3. Student-centered
4. Empowerment model
5. Allows for “voice and choice”
6. Peer support and self-help resources
7. Strength based approach
8. Communicates meaning & purpose
9. Recognizes cultural, historical, and gender issues
10. Embraces change

Core Beliefs

1. The true self in everyone is good, wise and powerful.
2. The world is profoundly interconnected.
3. All human beings have a deep desire to be in a good relationship.
4. All humans have gifts and everyone is needed for what they bring.
5. Everything we need to make positive change is already here.
6. Human beings are holistic.
7. We need practices to build habits of living from the core self.

Building Classrooms as Communities of Care:

Principle 1

We are community members responsible for each other.

- Classroom Practices:
 - “Seeing the Individuals” and “Seeing the Group”
 - Daily Check in/Social Emotional Learning Chart
 - Group Agreements and Values
 - Defined expectations – posted, taught Be Safe, Be Respectful, Be Responsible
 - Positive Reinforcement System

Building Classrooms as Communities of Care:

Principle 2

When harmony in the classroom shifts, actions to take to get back on track.

- Classroom Practices:
 - Reminder of Agreements/Values
 - Do over
 - Time in
 - Alternatives
 - SEAD – “Stop Everything And Dialogue”
 - Restorative/Hallway Conversations

Building Classrooms as Communities of Care:

Principle 3

**We've tried the practices for Principles 1 and 2
and there is still a greater need to be
addressed.**

- **Classroom Practices:**
 - Time Out
 - Return to class – Welcoming Back
 - Check Back (with student) Follow up

Final Thought

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

– R. Buckminster Fuller

Punishment vs. Restorative Justice

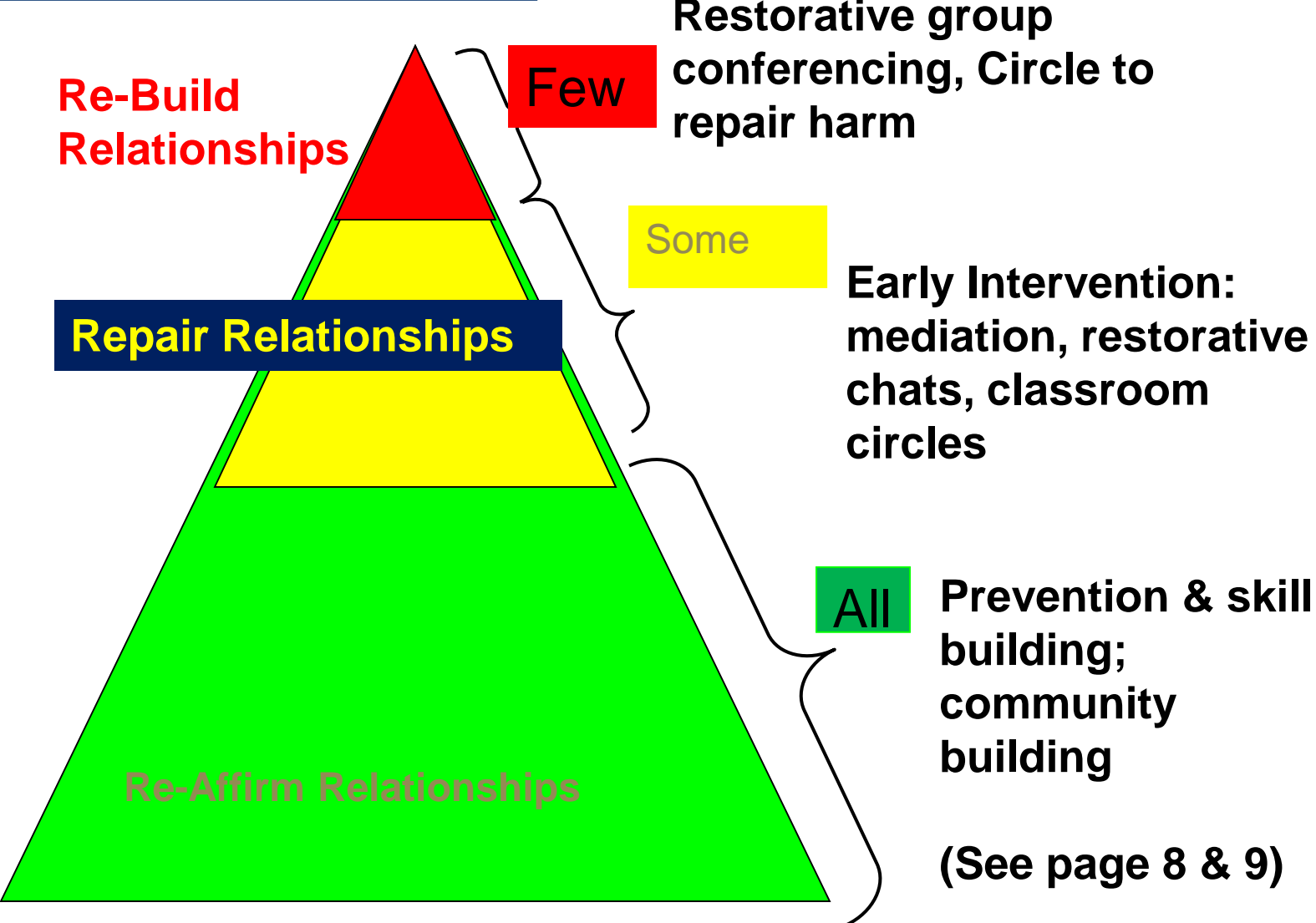
The Role of Punishment

- *Getting what one “deserves”*
 1. What rule was broken?
 2. Who did it?
 3. What do they deserve?
- These questions tend to leave those who were harmed out of the process, focusing instead on the punishment of those who offended.

The Role of Restorative Justice

- *Focused on needs and collaborative/cooperative problem solving*
 1. Who has been hurt?
 2. What are their needs?
 3. Whose obligations are they?
 4. What are the causes?
 5. Who has a “stake” in this?
 6. What is the appropriate process to involve stakeholders in an effort to put things right?

Whole school Approach
(Brenda Morrison 2005)



Little Book of Restorative Discipline

Restorative Justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.

Lorraine Stutzman Amstutz and Judy H. Mullet, 2005
The Little Book of Restorative Discipline (p15)

Pgs. 5-7

A whole school approach includes:

- Reaffirming relationships through developing social and emotional skills. (Tier 1)
- Repairing relationships through facilitated and supported dialogue. (Tier 2)
- Rebuilding relationships through intensive facilitated dialogue that includes a broad social network. (Tier 3)

Mn. Dept of Ed

A Restorative Classroom – Belinda Hopkins

1. Re-affirms, Repairs and Rebuilds Relationships
2. Language used maintains connection, respect and mutual understanding
3. When disconnection occurs, reconnection is vital at the earliest possible opportunity
4. Uses peer social interaction rather than try to control peer social interaction

From 'The Restorative Classroom' by Belinda Hopkins, 2013

Building Communities of Care

- **Principle 1:** We are community members responsible for each other.
- **Principle 2:** When harmony in the classroom shifts, actions to take to get back on track.
- **Principle 3:** We've tried the practices for Principles 1 and 2 and there is still a greater need to be addressed.