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Introduction to the Guide

This guide for teachers is one of three guides comprising a comprehensive approach to restorative discipline for elementary, middle, and high schools. The guide is:

- *Evidence-based*—drawing on the latest research in education and psychology on effective strategies for educative discipline in classrooms.
- *Inclusive*—classroom strategies that accommodate different behavior support needs to ensure emotionally safe and secure learning environments that do not exclude children and youth.
- *Restorative*—incorporating approaches that focus on making things right, not on retribution for things that have gone wrong.
- *Practical*—based on the kinds of resources and personnel generally available to teachers, disciplinary frameworks and intervention approaches that are do-able in typical elementary, middle, and high school classrooms.
- *Contextual*—socially valid principles and practices that fit comfortably in regular classrooms and that reflect community values about how children and youth should be treated.
- *Culturally responsive*—educationally meaningful guidelines for culturally responsive policy and practice in linguistically and culturally diverse communities.
- *User-friendly*—presented in a succinct format respectful of the multiple responsibilities, busy schedules, and existing capabilities of teachers with theoretical constructs, references, and intervention descriptions directly relevant to the teacher’s role in restorative schools and classrooms.

Learning Outcomes

This guide includes the information needed to ensure learning outcomes for teachers leading to:

1. *Restorative Discipline Classroom Community*—ensuring that the underlying values and driving strengths of your classroom are positive relationships, where each member of that classroom community feels a sense of belonging, is valued, and accepts responsibility for the well-being of others.
2. *Culturally Responsive Behavior Expectations for the Classroom*—under the supervision of the classroom teacher, applies to children and adults in the classroom, in common areas of the school, and during transitions.
3. *Effective Four-Component Behavioral Interventions*—based on current research relevant to schools, understanding a framework for interventions to address challenging behavior in students in a positive way.
4. *Support Teams and Networks*—backed by appropriate referrals to other child and youth services such as mental health and social welfare services, collaborating with all team members, including family members and specialist behavioral consultants working together to support students.
5. *Schoolwide Restorative Discipline*—alignment with school policy and practices, including Office Discipline Referrals, responding to incidents or threats, restorative conferencing, in-school suspension, and school safety crisis intervention.
6. *Ongoing Professional Development for Sustainability*—self-assessment of the skills and understandings needed to promote restorative discipline, culturally responsive practices, social-emotional support, and high expectations for learning and behavior.

2

Behavior Expectations for Schools and Classrooms

This chapter addresses one of the first tasks confronting the teacher: specifying and communicating behavior expectations for your classroom as part of the school community. Nearly every school has a set of rules or guidelines that encompass expectations for students, but some guidelines are more meaningful and interpretable than others. You can test how well the current rules and guidelines at your school are working by answering the following question: *Can the students in the grade levels that I teach state the “rules” for how to behave in the hallway, restroom, etc.?*

Before young people can be expected to show good behavior in the classroom and throughout the school, they need to have a clear understanding of what is expected of them at particular ages. In today’s schools, these behavior expectations, or “rules,” need to be stated clearly for all school settings including classrooms, halls or walkways, stairs, restrooms, cafeterias, assemblies, libraries, gym/intramural sports facilities, school buses, and any outdoor areas surrounding the school. A school and classrooms with transparent rules that are well understood by all students will have fewer difficulties with “bullying” than one where the principal and school personnel do not assume agency or perhaps even deny all responsibility for what happens in that environment.

Later in the guide, we present a framework for translating “behavior expectations for the school community” into observable behaviors, restorative practices when things have gone wrong, and consequences that are

enforced at school whenever students do not meet behavior expectations. In this chapter, however, it is important to emphasize that *unless you can translate a “behavior expectation” into observable behaviors, they will have little meaning for students and are open to abuse by everyone—including you as the teacher.* Sometimes the rule simply needs to be stated in more behavioral (observable) terms, and sometimes what is required is to break down a word like “appropriate” or “properly” into examples at different ages so that students and adults are clear about what is meant by the rule.

WHAT ARE SCHOOLWIDE BEHAVIOR EXPECTATIONS?

Table 1 presents the behavior expectations at Jarrett Middle School in Hawai’i that were developed through extensive consultation across the school. Before specifying the school’s behavioral expectations, Jarrett staff agreed to feature three broad “expectations”—caring, responsible, and always learning. In the table, the behaviors to meet each of these expectations are described for different school environments. Does the table include enough information for children—or even for you as a teacher—to know what is acceptable and what is not? Clarity and consistency are important, particularly as you will be developing with your students a parallel set of expectations for your classrooms. Whatever “rules” you establish within your classroom must be aligned with the rules agreed on across the school as a whole.

Look, for example, at some of the behaviors expected in different areas of the school. The table indicates that in the restroom children demonstrate *caring* by respecting the privacy of others, using toilet and urinals properly, and waiting for one’s turn. To demonstrate *responsible*, they are to keep restrooms clean, conserve supplies, and use the restroom for its intended use. Finally, for *always learning*, they should practice good hygiene, wash hands, and throw rubbish in trash cans. How would a seventh grader interpret “keep restrooms clean”? Certain expectations within each box could be elsewhere in the matrix—perhaps “throw rubbish in trash cans” under *always learning* would fit better in the category *responsible* and may even be an example of “keep restrooms clean.”

General expectations such as “keeping [a place] clean” require clarification: we don’t expect students to actually clean the restroom, but we do expect them to clean up after themselves and not leave a mess for the next person. While this may appear to be commonsense, it is appropriate in some cultures to squat on the toilet seat, which leaves footprints and a dirty toilet seat for the next person who may be more likely to sit on the seat. Who communicates with children about these expectations, and how does

Table 1 Behavior Expectations at Jarrett Middle School

	All Settings	Stairwell/ Walkways	Restrooms	Cafeteria	Assembly	Library	Intramural/ Gym
CARING	<ul style="list-style-type: none"> • Be on time and on task. • Respect the rights and opinions of others. • Work cooperatively. • Use a quiet voice. • Be courteous and patient. • Report any unsafe conditions or students. 	<ul style="list-style-type: none"> • Respect school property. • Be polite and considerate of others. 	<ul style="list-style-type: none"> • Respect privacy of others. • Use toilet and urinals properly. • Wait your turn. 	<ul style="list-style-type: none"> • Be courteous and patient. • Speak quietly. • Keep your place in line. 	<ul style="list-style-type: none"> • Applaud and cheer appropriately. • Be courteous and patient. • Wait in line to be helped. 	<ul style="list-style-type: none"> • Use a quiet voice. • Be respectful and patient. • Wait in line to be helped. 	<ul style="list-style-type: none"> • Applaud/cheer appropriately. • Be courteous and patient.
RESPONSIBLE	<ul style="list-style-type: none"> • Bring required supplies. • Complete assignments on time. • Be prepared for class. • Follow classroom rules. • Make good choices. • Take care of outstanding obligations. 	<ul style="list-style-type: none"> • Practice safe behavior. (Walk.) • Avoid loitering in stairwell. • Remain on ground floor during noninstructional times. • Keep school environment clean. 	<ul style="list-style-type: none"> • Keep restrooms clean. • Conserve supplies. • Use restroom for its intended use. 	<ul style="list-style-type: none"> • Walk at all times. • Use your own picture ID. • Keep area clean. • Empty trays and milk properly. 	<ul style="list-style-type: none"> • Pay attention to speaker/performer. • Enter/leave in an orderly manner. • Sit in assigned seat. • Keep area clean. 	<ul style="list-style-type: none"> • Return books on time. • Follow library rules and procedures. • Know your AR reading level and user number. • Take care of library materials. 	<ul style="list-style-type: none"> • Follow gym rules. • Enter/leave in an orderly manner. • Take care of equipment. • Attend scheduled games.
ALWAYS	<ul style="list-style-type: none"> • Practice appropriate behavior. • Keep on task. • Participate in classroom activities. • Follow directions and all safety rules. 	<ul style="list-style-type: none"> • Practice appropriate behavior. • Use appropriate language. 	<ul style="list-style-type: none"> • Practice good hygiene. • Wash hands. • Throw rubbish in trash cans. 	<ul style="list-style-type: none"> • Practice proper table manners. 	<ul style="list-style-type: none"> • Practice active listening and proper social etiquette. 	<ul style="list-style-type: none"> • Ask for assistance. • Learn to use available/new resources. 	<ul style="list-style-type: none"> • Participate in activity. • Follow instructions and all safety rules.