

Restorative Correction™

Overview of Correction Policy

_____ School District is committed to supporting students in meeting behavioral expectations and administering discipline in accordance with the Washington State Office of Superintendent of Public Instruction.

_____ School District has chosen to utilize the Restorative Correction™ model. Restorative Correction™ is a Discipline Policy that provides educators with tools & techniques to sustainably correct unhealthy behavior. Restorative Correction™ policy framework is based in Restorative Justice® and the principles are based in Love & Logic® (www.loveandlogic.com).

Overview:

UNDERSTANDING DISRUPTIVE BEHAVIOR -

The primary desire of all people is to feel a sense of belonging and significance. If a student thinks they don't belong or aren't important, they usually try something to get a sense of belonging and appreciation. The things they do when they feel unwanted and unimportant are mistaken or misguided ways to find belonging and importance. The student's mistaken ways/goals are based on hidden beliefs. We are much more effective in correcting behavior when we deal with the belief behind the behavior.

Misguided Attention - This is the "class clown" or a student trying to get attention, usually in silly or odd ways.

The "*coded message*" behind the student's behavior is: "Notice me. Involve me." As such, we give lots of spontaneous acknowledgement & appreciation throughout the day.

Misguided Power - This is what you would call the "defiant student." Uncooperative or inappropriately authoritative.

The "*coded message*" behind the student's behavior is: "Let me help. Give me choices." So we appoint this student helping responsibilities and providing choice when redirecting.

Assumed Inadequacy - This is the kiddo who is giving up or criticizing themselves.

The "*coded message*" behind the student's behavior is: "Don't give up on me. Show me a small step." So we refrain from over-helping the student by breaking down the task into small steps, showing them how to do it, and encouraging any position attempt.

Revenge - This is the kiddo who is intentionally trying to harm another student.

The “coded message” behind the student’s behavior is “I’m hurting. Validate my feelings.” This student is lashing out because they feel that they don’t belong. We #1 keeping calm when intervening/approaching. First acknowledge the student’s hurt feelings and allow them to tell their story while avoiding feeling hurt/anger ourselves & avoiding punishment. We build trust by using reflective listening. We share our feelings. Guide them to amends with the other student. Show that we care; action>talking. We encourage strengths. Put kids in the same boat and have a class meeting if it feels appropriate.

Example of Corrective Classroom Intervention Strategy:

1. Request eye contact: “Alex, look at me.” Give them a few seconds to comply.
2. While maintaining eye contact, provide them with a choice if they are being uncooperative (misguided power) or acknowledge the attention they are trying to get (misguided attention) then provide a clear request.
3. If they provide push-back (e.g. “talking back”), give no acknowledgement of the push-back verbally or physically (i.e. body-language. E.g. crossing arms, squinting eyes, sighing, etc.); instead maintain eye contact while allowing them 15 seconds to comply. If they do not comply with the request after 15 seconds, they are provided with a corresponding consequence - like a referee; no emotions or judgement attached, simply providing a quick reason for the consequence but not a lecture. Ex. “Alex, you broke rule number 1 and were talking while the teacher was talking, that’s a warning.” Then walking away to avoid power struggle/argument. [Ideally consequences will be posted along side classroom rules. See appendix A for examples]