

Restorative Behavioral Management



Jan Elementary 2020
4TCHRS x TCHRS
Mini-Conference

In the Specials Area Classroom

<http://bit.ly/RestoreBehavior2019>

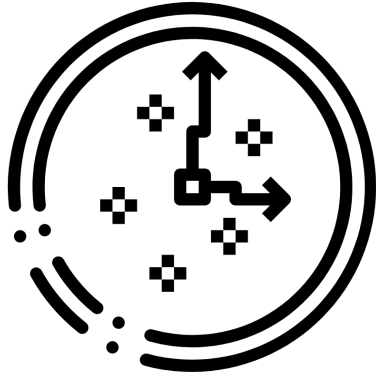
What is.....

Restorative Behavioral
Management??

Restorative Behavioral Management is therapy based and empathy focused dialogue that repairs the damage between teachers & students. When students, teachers and the learning community members meet to decide how to do that, the results can be transformational. It emphasizes accountability & making amends.

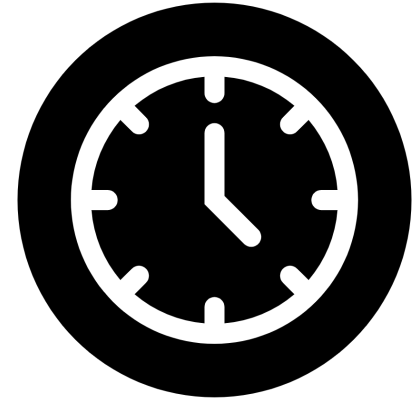
Behavioral management
Expend emotional
labor from educators

RBM invests emotional
labor for long term
success



On Average, a grade level teacher will work with a student for 175 days over the course of 1 year.

On average a Specials teacher will work with a student for 245 days over the course of 6-7 years.



Sense of Familiarity & Distance

What is your immediate reaction to these photos?



What about these?



What do you notice?



Sometimes, we expect children to have more control over their emotions than is actually possible.

Puberty

When 5th graders “go dumb”

“In recent years, a small but growing number of human behavioral and neuroimaging studies, including in populations with endocrine disruptions, have provided tentative evidence that pubertal hormones might influence the structure and function of the developing human brain.”

Adolescents and androgens, receptors and rewards.
Sato SM, Schulz KM, Sisk CL, Wood RI
Horm Behav. 2008 May; 53(5):647-58.

Changes in Hormone levels

People will have different levels of testosterone within this healthy range.

Infants and children

Age	Male (in ng/dl)	Female (in ng/dl)
0 to 5 months	75-400	20-80
6 months to 9 years	Less than 7-20	Less than 7-20
10 to 11 years	Less than 7-130	Less than 7-44

Adolescents

Age	Male (in ng/dl)	Female (in ng/dl)
12 to 13 years	Less than 7-800	Less than 7-75
14 years	Less than 7-1,200	Less than 7-75
15 to 16 years	100-1,200	Less than 7-75

Adults

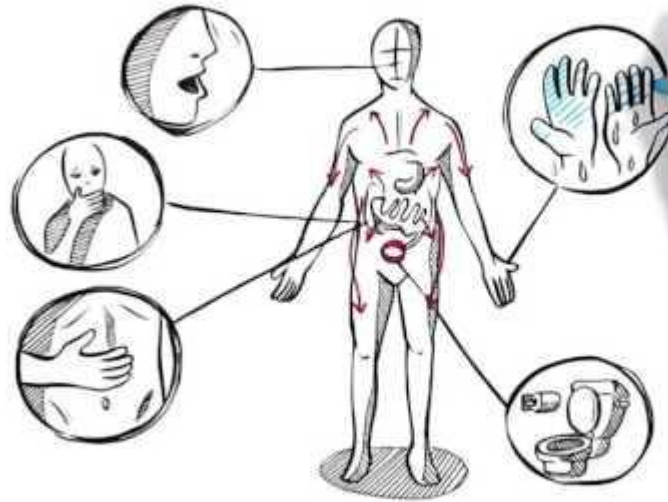
Age	Male (in ng/dl)	Female (in ng/dl)
17 to 18 years	300-1,200	20-75
19 years and older	240-950	8-60

Nanograms Per Decilitre (ng/dL) Some medical tests report results in **nanograms (ng)** per decilitre (**dL**). A nanogram is one-billionth of a gram. ... A decilitre measures fluid volume that is 1/10 of a litre.

Hacking the Brain

**Deescalating Powerful Emotions and
turning off Fight, Flight, & Freeze**

Fight, Flight & Freeze



Is it Disrespect or Survival Instinct?

Many of the behaviors we identify with disrespectful and negative behavior are physiological and psychological markers for children retreating into their natural survival instincts. In most cases, this is a mixture of learned behaviors, childhood trauma, and genetic predispositions to fight, flight or freeze.

Something to consider

We often mistake students responding with the survival method of freezing as compliance.

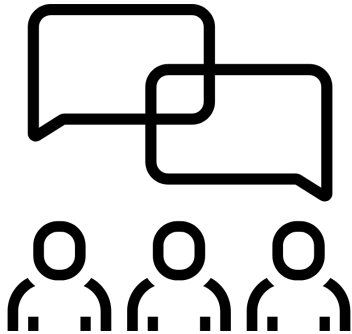
Personal Reflection

Are my behavioral management choices helping my students develop **healthy self regulation** or **negative coping mechanisms**?

Are my behavioral management choices providing me with **short term solutions** or **long term stability**?

Restorative Behavioral Management is teacher modeled

Behavioral Strategy used by the teacher to explain and model emotions and needs without making the student the focal point



Requirements from the teacher

- Remain Calm
- Submissive & Relaxed Body Posture
- Physical distance from the student
- Non-Aggressive Teacher Centered Verbal Communication



I feel/because statements...

I feel...(State the specific emotion)

Identify the root cause

State what you need

Check for understanding

Ask for assistance

I feel frustrated--

--when I'm giving directions and people are talking over me. --

--I need to make sure that everyone in class understands the instructions for the following activity--

--Can you please describe to me why I'm feeling frustrated?--

--Will you commit to helping me make sure everyone understands the instructions?--

The Behavior
must be
measurable

Measurable Behaviors

Immeasurable

- Lying

Measurable

- Not stating facts
- Gives misleading information

Immeasurable

- Honesty

Measurable

- Stating correct information

Immeasurable

- Patience

Measurable

- Waiting for their turn

Immeasurable

- Impatient

Measurable

- Not taking turns

Immeasurable

- Unsafe

Measurable

- Not following directions
- Touching others without consent

Immeasurable

- Rude

Measurable

- Interrupting someone speaking

Student Focused Approach

I need you to stop talking, its disrespectful.

You need to keep your hands to yourself.

Why are you acting like this?

You need to stop./Stop what you are doing.

What on earth were you thinking?

Behavior Focused Approach

I feel disrespected when I'm interrupted.

I feel anxious when students are touching other without permission

I feel confused by this <behavior>, is something wrong?

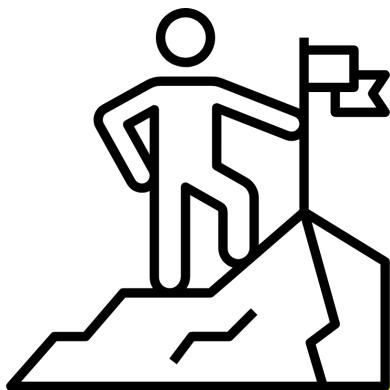
I need this <behavior> to stop.

I'm confused, and I need help understanding why this happened.

Separating the student from the behavior unites the teacher and the student.

Printable Handout

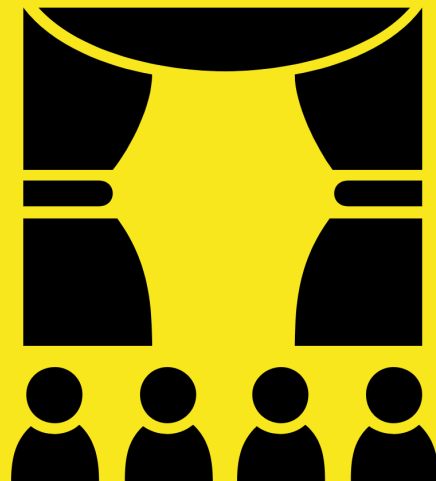
Rehabilitating Relationships



Before you begin

This exercise is for "processing" past fights, regrettable incidents or past emotional injuries.

It needs to be a conversation - as if you were both sitting in the balcony of a theater looking down on the stage where the action had occurred. This requires calm and some emotional distance from the incident.



The Four Horsemen of Disrupting Positive Communication

And their Antidotes

Criticism

Use a Gentle Start Up

Defensiveness

Take Responsibility

Contempt

Describe your own Feelings

Stonewalling

Do Physiological Self Soothing

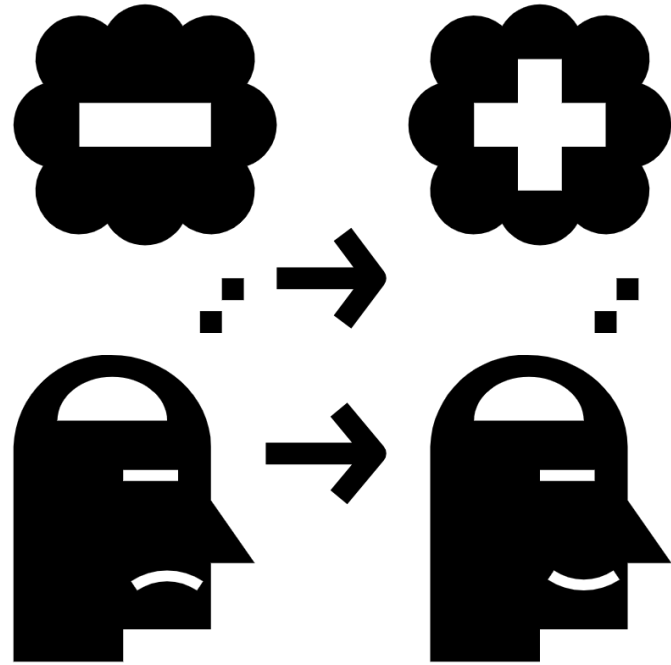
The Five Steps

1. Feelings: invite your student share how they felt but not say why you felt that way. Avoid commenting on your student's feelings
2. Realities:
 - a. Describe your "reality."
 - b. Take turns.
 - c. Summarize and validate at least a part of your student's reality.
3. Triggers: invite your student to share what experiences or memories they've had that might have escalated the inter-action, and the stories of why these are triggers for each of you.
4. Responsibility: Acknowledge your own role in contributing to the fight or regrettable incident and provide an opportunity for your student to acknowledge their contribution.
5. Constructive Plans: What is one thing you can do differently to avoid an incident like this from happening again? Ask your student what they can do differently?

Redirection Techniques

Excuse Me.....

Saying this gently and firmly can let your student know that they have crossed the line in a neutral and non-confrontational way.



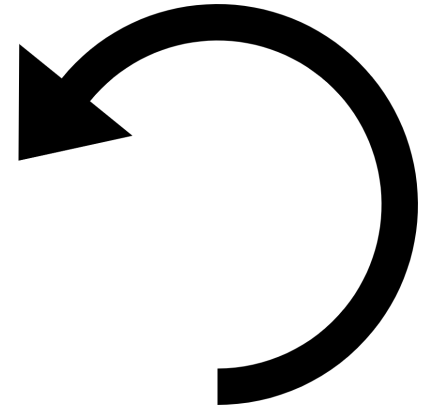
You sound Upset and Angry.....

Responding to a child's back talk with empathy is probably the most effective tactic you can use. It is called a countermove, you don't respond with anger to anger. Kids feel less threatened and it is a great way to diffuse potential power struggles.



Let's Try Again...

This is another simple and gentle way to let your student know that they are behaving badly, but that you have faith in them that they can behave better and be more respectful. Using the word, “Let’s” is modeling respect. It shows them that you are on the same team. The underlying message is, “we can work through this and stay calm together...”



Wrong Answer...

This is a more neutral response, that I generally use when I ask my students to help out and they tell me “no”. This is best to use when you and your students are just slightly annoyed and not completely and totally frustrated with each other.



Take a deep exaggerated yoga Breath

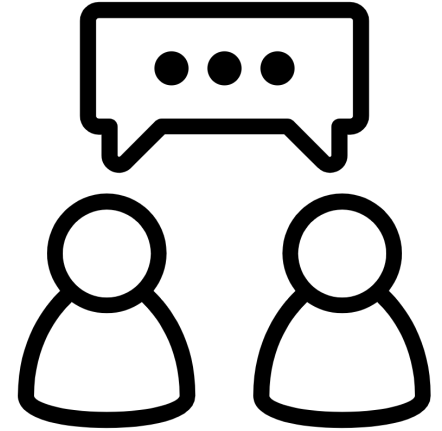
Taking a deep breath physiologically helps you calm down. It gives you a minute to take stock of the situation and hopefully realize that you don't need to respond in anger.

Because I do this so often, it is a sign for my students that I am upset and a hint that they should start toeing the line. Sometimes I don't even need to say anything else.



Can you say that Respectfully?.....

This can only be said when you are calm. It is a gentle way to let your student know that they are being fresh. The underlying message is one of faith, “I know you can improve your behavior and be respectful...”



I think we all need a break now.....

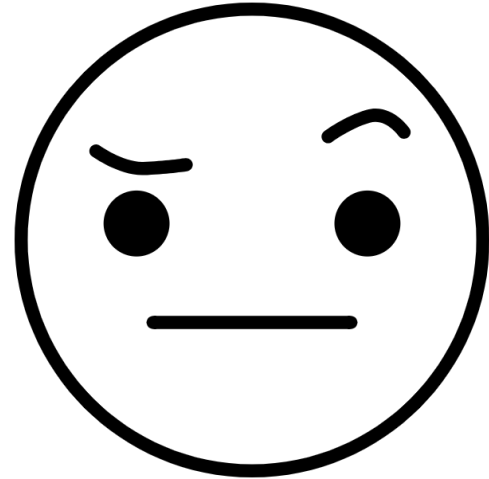
When both you and your student are in the “red zone”, mad and totally overwhelmed, this is probably your best response

Warning: Sometimes students are so wired or frustrated that they might need your physical presence, they need a way to vent and they might have a hard time separating from you. If that’s the case, you can say, “We are both pretty angry right now, let’s find a place where we can sit together and just calm down!”



Raising your eyebrow...

This is the quietest way to still the storm of back talk. This is best used when you and your student are just mildly annoyed with each other.



Printable Handout

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BVES
