**2013 Cadre Summer Retreat Self-Discipline & Student Relations Resources**

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| **Retreat Topic:** | Student-Student Relationships |
| **Intervention Name:** | **Restorative Practices and Restorative Practices within PBS** |
| **Author(s):** | Various researchers have studied these practices and their use within PBS, including Douglas, Sprague, and Eber; a leading professional organization is the International Institute for Restorative Practices |
| **Brief overview:** | Restorative Practices were the focus of a recent series of DE-DOE professional development training. These slides outline what these practices look like and how they can complement, if not reinforce, the PBS framework in Delaware schools. Bottom line: these practices should not compete with DE-PBS programming in a school – they should be intergrated within existing a schools’ PBS framework. |
| **Recommendations for implementation:** | Currently, schools and/or districts should contact John Sadowski (john.sadowski@doe.k12.de.us) for more information about the professional development training that was offered. The facilitators for the summer 2013 DE DOE training are currently implementing Restorative Practices in DE alternative schools so you may want to contact them for more information |
| **Online resources are available:** | Google “Restorative Practices and PBS” |

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| **Retreat Topic:** | Developing Self-Discipline |
| **Intervention Name:** | **Effective Ways to Acknowledge and Praise Students** |
| **Author(s):** | George Bear |
| **Brief overview:** | This handout offers key strategies for use when acknowledging students for positive behavior. To support use of these strategies, examples and non-example are provided.  |
| **Recommendations for implementation:** | Sharing is recommended! This document can be shared and discussed with educators to support the strategic use of praise and rewards to enhance the effectiveness of the interaction between staff and students.  |
| **Resources available:** | Notes are taken from *School Discipline and Self-Discipline* by George Bear. To learn more, please refer to Chapter 7 of the book. |

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| **Retreat Topic:** | Developing Self-Discipline & Student-Relations |
| **Intervention Name:** | **Good Behavior Game (GBG)** |
| **Author(s):** | The Good Behavior Game was invented by a 4th grade teacher, Muriel Saunders, from Baldwin, KS in 1967, and the first publication of impact on student behavior appeared in 1969 by researchers Harriet Barrish, Muriel Saunders and Montrose Wolf from the University of Kansas. According to several studies, the use of this intervention led to reductions in student’s off-task, aggressive, and antisocial behaviors (Dolan et al., 1993; Lannie & McCurdy, 2007). |
| **Brief overview:** | The GBG is a classroom behavioral intervention that rewards students who demonstrate appropriate on-task behaviors. The game uses an interdependent group contingency technique in which a group of students earns points based on the group’s performance as a whole. These points are recorded on the board and can later be exchanged for privileges or rewards. Although teams will often compete with one another, all teams can earn the total number of predetermined points for following the expectations. The particular rules and number of points to be earned can vary depending on teacher preference and the behaviors he or she wants to target.  |
| **Recommendations for implementation:** | GBG is recommended for use by teachers when behavior problems are the classroom level are disrupting the learning process, and/or when students are lacking in self-discipline. 8 steps for implementing the Good Behavior Game are posted on the Delaware PBS Website (See below).  |
| **Online resources are available:** | <http://www.delawarepbs.org/pbs/forms-and-tools/tier-3-intensive-tools/> (Under Additional Tools: Good Behavior Game)<http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>  |

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| **Retreat Topic:** | Support Student-Student Relations |
| **Intervention Name:** | **Morning Meetings**  |
| **Author(s):** | Responsive Classroom |
| **Brief overview:** | Morning Meeting is a strategy that merges social, emotional and academic learning. Educators can support classroom community building with Morning Meetings where students gather and work through four components. 1. Greeting - each child is greeted face to face with a smile.
2. Sharing – students learn how to give a short new message, ask for details, and practice active listening.
3. Group Activity – fun active group activity (can support an academic subject).
4. Morning Message – news and announcements from the teacher to the students
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| **Recommendations for implementation:** | Teachers can implement to support a positive classroom climate through activities that support student belonging and connection to one another. MM can be used to allocate time and attention to setting expectations for the day while supporting student relationships.  |
| **Online resources are available:** | <http://www.responsiveclassroom.org/category/category/morning-meeting> <https://www.responsiveclassroom.org/sites/default/files/mm_overview.pdf><http://www.squidoo.com/responsiveclassroom>  |