Restitution

Create conditions for the person to
Fix their mistake and
Return to the group
Strengthened

- Restitution is not a payback; it is a pay forward.
- Restitution restores relationships.
- Restitution is an invitation not coercion.
- Restitution teaches the person to look inside.
- Restitution is looking for the basic need behind the problem.
- Self restitution is the most powerful tool.
- Restitution is about “being” not “doing”.
- Restitution strengthens.
- Restitution focuses on solutions.
- Restitution restores one to the group.
Why People Behave

1. TO AVOID PAIN.
   What will happen if I don’t do it?

2. FOR RESPECT OR REWARD FROM OTHERS.
   What do I get if I do it?

3. FOR RESPECT OF SELF.
   Who will I be if I do it?

FOUR PRINCIPLES OF ABORIGINAL JUSTICE

Family Group Conference, New Zealand

- Reach consensus involving the whole community.
- Reconciliation and restitution rather than punishment.
- Focus is not blame but the wider reasons (needs).
- Restore harmony through learning and healing.

ACADEMIC ACHIEVEMENT TRACED

6% To teaching techniques and lesson presentations

16% To factors over which the school has no control

78% To the quality of human interaction in the school

Teacher’s Handbook, Discipline With Love and Logic, Cline/Fay Institute
Five Reasons To Not Use Rewards

Alfie Kohn

- Impedes performance (students look externally)
- Hidden punitive side
- Negatively effects relationships (perceive others as obstacles)
- Failure to uncover the source of the problem (the need)
- Long term erosion of intrinsic motivation

FORTUNE 500 LIST

<table>
<thead>
<tr>
<th></th>
<th>NOW</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Listening</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Personal/Career Development</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Leadership</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Goal/Setting/Motivations</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Organizational Effectiveness</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Computation</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

Numbers 10, 12, and 13 used to be numbers 1, 2, and 3

Precursors To Violence

By: James Gilligan

1. Does not feel part of the group.
2. Does not have behaviors to deal with frustration.
3. Shame of being ashamed.
BRAIN-BASED RESEARCH TELLS US:

(From Brain-Based Learning, by Eric Jensen)

Threatening learners may foster more of the same behavior that we are trying to avoid. Threats, even if occurring indirectly through rewards, may hinder our ability to tolerate ambiguity and to delay gratification. Learner dependence on social conformity and reliance on extrinsic rewards actually increase with threat.

What This Means To You:

Use strategies other than bribes and threats to get learners to do what we want. Any system of learning which uses heavy authority, position, threats, rules, punishment and rewards will, over the long run, perpetuate the very behaviors it is trying to eliminate. The techniques may work initially, but soon the learner behaviors will become rote, minimized, and stereotyped.
There are three main parts to the brain to consider when dealing with behavior. The brain stem or reptilian brain deals with survival. It controls all the involuntary functions. The midbrain is the limbic system where feelings register. The amygdala are seated here. The purpose of this organ is to divert bio-chemical energy to the brain stem when fear (flight) or anger (fight) are registered. The frontal lobes are where we process our higher functions. Here we can understand cause and effect, see patterns and think in moral terms.

<table>
<thead>
<tr>
<th>Punisher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult</strong> Does</td>
</tr>
<tr>
<td>Adult Says</td>
</tr>
<tr>
<td>Legacy</td>
</tr>
<tr>
<td>Youth Says</td>
</tr>
<tr>
<td>Youth Outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guilter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult</strong> Does</td>
</tr>
<tr>
<td>Adult Says</td>
</tr>
<tr>
<td>Legacy</td>
</tr>
<tr>
<td>Youth Says</td>
</tr>
<tr>
<td>Youth Outcome</td>
</tr>
</tbody>
</table>
**Buddy**

<table>
<thead>
<tr>
<th>Adult Does</th>
<th>Youth Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes excuses for them</td>
<td>Weakness</td>
</tr>
<tr>
<td>Do it for me</td>
<td></td>
</tr>
<tr>
<td>Dependency</td>
<td></td>
</tr>
<tr>
<td>I thought you were my friend</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monitor**

<table>
<thead>
<tr>
<th>Adult Does</th>
<th>Youth Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts and Measures</td>
<td></td>
</tr>
<tr>
<td>What's the rule?</td>
<td></td>
</tr>
<tr>
<td>Conformity</td>
<td></td>
</tr>
<tr>
<td>How high, How far?</td>
<td></td>
</tr>
<tr>
<td>Consequence oriented</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Manager**

<table>
<thead>
<tr>
<th>Adult Does</th>
<th>Youth Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks Questions</td>
<td></td>
</tr>
<tr>
<td>What do you believe?</td>
<td></td>
</tr>
<tr>
<td>Strengthen</td>
<td></td>
</tr>
<tr>
<td>What can I do to fix it?</td>
<td></td>
</tr>
<tr>
<td>Self restitution</td>
<td></td>
</tr>
</tbody>
</table>
**Message Research**

10% Words

35% Tone

55% Non-Verbal

How you say it is more important than what you say.

**DIFFERENCES BETWEEN PUNISHMENT AND DISCIPLINE**

<table>
<thead>
<tr>
<th>PUNISHMENT</th>
<th>DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Consequences</td>
</tr>
<tr>
<td>Reinforces a failure identity; only works in the short term</td>
<td>-</td>
</tr>
<tr>
<td>Unpredictable (punisher may be inconsistent)</td>
<td>-</td>
</tr>
<tr>
<td>The youth is subjected to anger, guilt, humiliation, or isolation</td>
<td>-</td>
</tr>
<tr>
<td><em>Violates the relationship in the long run</em> - youth feels helpless or acts out</td>
<td>-</td>
</tr>
<tr>
<td>Treatment - Effective</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONITOR OF CONSEQUENCES</th>
<th>MANAGER OF RESTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the penalty (we tend to reach the maximum penalty quickly)</td>
<td>Manage the restitution (less, more)</td>
</tr>
<tr>
<td>Increase the supervision (will do)</td>
<td>Educate (see number of acts)</td>
</tr>
</tbody>
</table>

© Diane Gossen
DIFFERENCES BETWEEN CONSEQUENCES AND RESTITUTION

<table>
<thead>
<tr>
<th>Monitor of Consequences</th>
<th>Manager of Restitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>External evaluation</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Rule (What’s the rule?)</td>
<td>Belief (What’s the belief?)</td>
</tr>
<tr>
<td>Discomforts the person</td>
<td>Strengthens the person</td>
</tr>
<tr>
<td>Imposed by authority</td>
<td>Invited and chosen by the subject</td>
</tr>
<tr>
<td>Expedient – takes less than 2 minutes</td>
<td>Time-consuming—needs time for incubation and reflection</td>
</tr>
<tr>
<td>Discussed and decided in advance</td>
<td>Created by or with the subject (and sometimes with the victim)</td>
</tr>
<tr>
<td>Reactive - Focus on the problem</td>
<td>Proactive - Focus on the solution</td>
</tr>
</tbody>
</table>

BASIC NEEDS

- Belonging
  - Want to be liked
  - Very sociable with parents
  - Work for the teacher
  - Peers are important
  - Enjoy cooperative learning

- Power
  - Want to be in control
  - Observe before trying new things
  - Distressed by mistakes
  - Very organized, systematic
  - Like to be the best

- Freedom
  - Want choices
  - Need to move around
  - Love to experiment
  - Not so influenced by others
  - Try anything new and engaging

- Fun
  - Want to enjoy work
  - Enormous concentration
  - Collectors; love games
  - Jokesters, clowns
  - Amusing even when misbehaving

How Do They Learn?

- Belonging
  - Want to be liked
  - Very sociable with parents
  - Work for the teacher
  - Peers are important
  - Enjoy cooperative learning

- Power
  - Want to be in control
  - Observe before trying new things
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  - Enormous concentration
  - Collectors; love games
  - Jokesters, clowns
  - Amusing even when misbehaving

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First Question????
What need is not being met and how can we meet that need?

Rather than……
How can I make this kid do what I want?

What’s It Getting You?
The Needs Behind Misbehavior
By Bruce Innes, based on the work of Diane Gossen

1. “What were you trying to get by (name the behavior)? Alternative: “What were you avoiding by _____?”
2. Find the need. Listen for statements for the need. If you get an, “I don’t know,” pass the Needs Tray.
3. If you hear a need, ask: “Should I tell you not to meet your need for …? Child answers: “NO!”
4. STATE: “I agree with you.”
5. Ask: “Is there a way you can (….meet your need for …) without disrupting others’ needs, so you can have (belonging, fun, freedom, or success)?

Restitution Re-Thinking Plan
1. What was your mistake?
2. How did your mistake help you meet your needs?
   (Love, Power, Fun, Freedom, Survival)
3. How did you hurt ______’s needs?
4. What plan will help you without hurting someone else?
DOES IT REALLY MATTER?

There are certain areas where we do decide it is important to limit a youth. Mark each of the following yes or no.

DOES IT REALLY MATTER?

- Yes [ ] No [ ] If he sits with his feet on the floor?
- Yes [ ] No [ ] If she chews gum or not?
- Yes [ ] No [ ] If they are silent while working?
- Yes [ ] No [ ] If he does his homework?
- Yes [ ] No [ ] If he joins an extracurricular activity?
- Yes [ ] No [ ] If he understands the lesson?
- Yes [ ] No [ ] If she participates in a class discussion?

These examples are dependent on circumstances and age. There may be a wide diversity in the answers adults give. Usually there is a qualifying condition necessary. If you have answered "Yes" to any of the above, can you give the youth a reason why you are requiring compliance?

YES IF

1. Say yes as often as you can.
2. If you can't say "Yes" say "Yes if..." (change from "No, because..." and add the condition necessary to be able to yes to the person.)
3. When you say no, don't change your mind.

---

**MY JOB  YOUR JOB**

**Teacher & Student**

**Teacher - My Job Is...**
1. Teach
2. Answer questions
3. Give information
4. Demonstrate/give tasks
5. Respect
6. Evaluation
7. Set up standards with input from students
8. Develop beliefs with students
9. Make roll
10. Written documentation
11. Handle discipline
12. Be punctual/available
13. Be current, continue learning
14. Show interest/concern

My Job Is Not...
1. To think for you
2. To make you do
3. To lend money, be taxi
4. To take or give abuse
5. Make you succeed

**Student  - Your Job Is...**
1. Learn
2. Work with each other
3. Think for yourself
4. Make decisions
5. Come to school prepared to work
6. Ask when you don’t understand
7. Give me something to evaluate
8. Self evaluate your work
9. Follow the rules
10. Make plans/Do the work
11. Share our beliefs
12. Be prepared (homework, supplies)
13. Treat others with respect
14. Use restitution

Your Job Is Not...
1. To do my job
2. To decide for another person
3. To take abuse
4. Discipline others
BELIEFS AND RULES

- Do your best.
- Respect others.
- Keep your hands to yourself.
- We make mistakes every day; it’s how we learn.
- Our class is a friendly place.
- Hand in your work on time.
- Put your equipment in the rack.
- Raise your hand to speak in the class.
- Honor another’s point of view.
- Honesty is the best policy.
- One person talks at a time.

RICHFIELD HIGH SCHOOL
BELIEFS

1. We respect one another.

2. We all have a responsibility to make this an educational environment.

RESPECT

LOOKS/SOUNDS LIKE:
- Raising hand to speak
- Sharing
- Letting others play
- Laughing - smiling
- People having fun
- Stopping when someone says stop
- Playing together
- “Want to play”
- “Please”
- “Thank you”
- Playing games
- Reading together
- “Would you like to be my friend?”

DOESN’T LOOK/ SOUND LIKE:
- Kicking
- Bad words
- Hitting
- Calling names
- Biting
- “I don’t want to be your friend”
- Ripping books
- Running
**IDEAL CLASSROOM**

**LOOKS LIKE**
- Friendly
- Neat
- Smiles
- Clean
- Sharing
- Helping
- Diverse
- Accepting
- Healthy

**SOUNDS LIKE**
- Laughter
- Discussion
- Pleasant
- Polite
- Positive
- Accepting
- Vigorous Dialogue

**FEELS LIKE**
- Comfortable
- Positive
- Warm
- Supportive
- Strong
- Non-controlling
- Challenging
- Sense of Direction
- Risk-taking

---

**Restitution Thinking**

1. What do we believe in this class?
2. Is what you are doing helping or hurting the class?
3. What would a great class look like?
4. What could you be doing to help?
5. What’s your plan to make this work for you?

---

**BOTTOM LINES**

<table>
<thead>
<tr>
<th>(Totally Unacceptable)</th>
<th>BELIEFS (Protected by bottom lines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Violence</td>
<td>Safety</td>
</tr>
<tr>
<td>No Drugs</td>
<td>A Healthy Lifestyle</td>
</tr>
<tr>
<td>No Harassment</td>
<td>Respect for Individual Differences</td>
</tr>
<tr>
<td>No Direct Defiance</td>
<td>Learning</td>
</tr>
</tbody>
</table>
# Defiance

<table>
<thead>
<tr>
<th>Looks Like/ Sounds Like</th>
<th>Does Not Look Like/ Sound Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Profanity directed at an adult</td>
<td>• Rolling eyes</td>
</tr>
<tr>
<td>• Destructive behavior</td>
<td>• Body language (talk)</td>
</tr>
<tr>
<td>• Posing a danger to self or others</td>
<td>• Signs and mumbles</td>
</tr>
<tr>
<td>• Making a personal threat (psychological, verbal, physical)</td>
<td>• Sarcasm</td>
</tr>
<tr>
<td>• Refusal to follow direct safety instruction</td>
<td>• Swearing (in general, not directed)</td>
</tr>
<tr>
<td></td>
<td>• Stalling or procrastinating</td>
</tr>
</tbody>
</table>

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# Violence

| • Crowd gathered | • Laughing |
| • Stealing | • Running |
| • Tripping | • Stop when asked to |
| • Crying | • Wrestling (1-on-1) |
| • Bruises | • Giggling |
| • Blood | • Teasing (friendly) |
| • Broken nose | • Smiling |
| • Two on one (or more) | • Cheering |
| • Kicking down | • Tag/games |
| • Person doesn’t stop | • Shoving/pushing |
| • Don’t stop when asked | • Throwing stones |
| • Swearing | • Screaming/yelling |

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# Fooling Around

| • Funny | • People are having fun (joker and others) |
| • People stay at the end of the joke | • Something you could tell someone else |
| • Not offensive | • Not offensive |
| • Done once | • Done once |
| • Public | • Public |
| • Pleasant, positive tone of voice, upbeat | • Pleasant, positive tone of voice, upbeat |
| • Both people laugh | • Both people laugh |
| • Should not hurt | • Should not hurt |
| • Belonging not power | • Belonging not power |
| • People want to leave, or offend back | • People stay at the end of the joke |
| • Power | • Goal is to make someone laugh and feel good |

© Diane Gossen

# Harassment

<table>
<thead>
<tr>
<th>Down &amp; Dirty</th>
<th>Up &amp; Clean Joking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dangerous</td>
<td>• Funny</td>
</tr>
<tr>
<td>• Scary, uncomfortable, uneasy</td>
<td>• People are having fun (joker and others)</td>
</tr>
<tr>
<td>• Not everyone is having fun</td>
<td>• Something you could tell someone else</td>
</tr>
<tr>
<td>• Afraid to tell, shouldn’t tell</td>
<td>• Not offensive</td>
</tr>
<tr>
<td>• Offensive</td>
<td>• Done once</td>
</tr>
<tr>
<td>• Talking about private body parts, religion, race, gender, sexuality</td>
<td>• Public</td>
</tr>
<tr>
<td>• Done over and over</td>
<td>• Pleasant, positive tone of voice, upbeat</td>
</tr>
<tr>
<td>• Private</td>
<td>• Both people laugh</td>
</tr>
<tr>
<td>• Demeaning tone</td>
<td>• Should not hurt</td>
</tr>
<tr>
<td>• Someone is laughing</td>
<td>• Belonging not power</td>
</tr>
<tr>
<td>• Hurts people</td>
<td>• People stay at the end of the joke</td>
</tr>
<tr>
<td>• People want to leave, or offend back</td>
<td>• Goal is to make someone laugh and feel good</td>
</tr>
<tr>
<td>• Power</td>
<td>• Power</td>
</tr>
<tr>
<td>• Looks like you are a target</td>
<td>• Looks like you are a target</td>
</tr>
<tr>
<td>• Goal is to injure, hurt</td>
<td>• Goal is to injure, hurt</td>
</tr>
</tbody>
</table>

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CHARACTERISTICS OF RESTITUTION

1. Strengthens the person who has offended.
2. Satisfactory amends to the victim. (Not dependent on acceptance by victim.)
3. Effort required from offender.
4. Little incentive for repetition of the offense.
5. Relevant to the ‘offense’ where possible.
6. Tied to a higher value, mission statement.
7. No resentment by the planner/helper.
8. Restraint of criticism, guilt, or anger.

THE HEALING CYCLE

WHO  *Person I Want To Be
WHY  *Universal Beliefs
     *Social Contract
     *Constitution
WHAT  *Rules and Roles
      *Expectations
HOW  *T-charts and Plan

COULD YOU HAVE DONE WORSE?

Select a behavior or mistake.
1. Ask: Could you have done worse? (exaggerate - eg. If aggressing, could you have been more aggressive or withdrawn?)
2. Ask: What was the value you were protecting by the behavior you didn’t like in yourself? (Value = Need)
3. Ask: Would it be better to not hold the value - to not be the person you want to be? (No?)
4. Give yourself credit, though it didn’t work out the way you wanted it to, it was better than something else you might have done and now you can figure out a better way.
SELF RESTITUTION
1. I don’t like how I am talking to you.
2. My part of the problem is…
   …I had information you do not have.
   …I was tired and trying to go too fast.
   …I was not clear on what I wanted.
   …I was scared.
   …my expectation was different from yours.
3. Next time I will…

FAB FIVE
I’m not interested in…
I’m only interested in fixing.

NBA
A quick acronym for Restitution questions is NBA

<table>
<thead>
<tr>
<th>N</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about what you need.</td>
</tr>
<tr>
<td></td>
<td>What need of other person was hurt?</td>
</tr>
<tr>
<td></td>
<td>Can you both get what you need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are your family beliefs about this?</td>
</tr>
<tr>
<td></td>
<td>What do we believe in our class?</td>
</tr>
<tr>
<td></td>
<td>Do you believe it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>A Human Being</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about the kind of person you want to be in this situation.</td>
</tr>
<tr>
<td></td>
<td>Are you a person who wants to fix things?</td>
</tr>
<tr>
<td></td>
<td>Do you want to keep going when the going gets rough?</td>
</tr>
</tbody>
</table>
Restitution I Tools

- Does it Really Matter
- Yes, if…
- My Job/Your Job
- 30 second interventions
- Fab Five
- Weaving
- Self Restitution
- NBA
- Needs
- Beliefs/Classroom Agreements
- Bottom Lines Protect Beliefs
- Restitution Triangle

Interested in Learning More?

- Text references:
  By Diane Gossen
  - 1) Restitution: Restructuring School Discipline
  - 2) It's All About We, Rethinking Discipline Using Restitution

By Diane Gossen & Judy Anderson
  - 3) Creating the Conditions, Leadership for Quality Schools

By Alfie Kohn
  - 4) Punished by Rewards
  - 5) Beyond Discipline: From Compliance to Community

By Steven Covey
  - 6) The Quality School
  - 7) The 7 Habits of Highly Effective People
  - 8) Principle-Centered Leadership

By Eric Jensen
  - 9) Brain-Based Learning
  - 10) Teaching With the Brain In Mind

Contact Diane Gossen
  - Website: www.realrestitution.com
  - 1-800-450-4352

Grady Brown Elementary School
Hillsborough, NC

Discipline incidents per day referred to front office.
- 12-15 per day in 1990-91
- 5-7 per day in 1991-92
- 2-4 per day in 1992-93
- 0-2 per day in 1993-94
FAILURE IDENTITY
Feel Not OK

ACT OUT (Fight)
- Tantrums
- Fighting
- Swearing
- Complaining
- Destroying
- Stealing
- Sexual promiscuity
- Reckless driving

WITHDRAWAL (Flight)
- Not paying attention
- Threatening suicide
- Skipping school
- Being depressed
- Daydreaming
- Getting sick
- Abusing drugs/alcohol
- Oversleeping

SUCCESS IDENTITY
Feel OK

LOVE AND BELONGING
- ♥

POWER
- ★

FREEDOM
- ■

FUN
- ●

SURVIVAL
- ○

CONSTITUTION
- Destitution
- Prostitution
- Institution
- Execution

Restitution
- Self-Restitution
- Healing Place
- Self-Evaluation

MANAGER

RULE CENTERED

BELIEF CENTERED

Staff Learn:
- Staff take RT/CT so that they understand needs and the behavior car and the Reality Therapy questions.
- Staff does their personal beliefs; then their beliefs as a staff. They do T-charts in one or two beliefs to take them from an abstract to an operative level.
- Beliefs are done with youth. T-charts are done.
- Staff establishes bottom lines together and discuss the role of the administrator.
- Staff do my job/your job (It is also suggested it be done with assistants, bus drivers, etc…)
- A letter goes to parents explaining moving from consequences only to helping students repair their mistakes.
- Administrator models:
  - Does it really matter?
  - Okay to make a mistake
  - Could you have done worse?
  - Self-evaluating and self-restitution
- The process of shifting from external to internal will be facilitated by a book study of Beyond Discipline by Alfie Kohn.
Students Learn:

- They have 5 needs.
- They have good and bad behaviors to meet their needs. All behavior is purposeful.
- They have 4 parts to their behavior.
- They think about what they believe.
- They do an activity around the “Person I Want To Be”.
- They do class rules.
- They learn the 5 positions of control or the 3 reasons people behave.
- They learn the difference between a consequence and a restitution.
- They learn it’s OK to make a mistake. We can fix it.
- They learn to talk about their behavior rather than other peoples.