



“Clap Once If You Can Hear Me”:

*Setting Expectations and Creating
Boundaries*

May 2, 2019



Welcome & Housekeeping

- Restrooms
- Wi-fi:



CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018–2019 School Year

ingenuity



DEPARTMENT of **ARTS** EDUCATION



Upcoming Events

Stages of Creativity: Child Development and the Arts

May 7, 2019 | 4:30PM - 7:30PM

Spring Mega-Summit

May 15, 2019 | 4:30PM - 7:30PM

Who's In The Room?: Understanding the Community, School and Students

May 22, 2019 | 4:30PM - 7:30PM



Reginald Harris, MSW, LISW, CTP

Founder and Principal, InContext Advising, LLC

reginald@incontxtadvising.com

512.517.6381



Session Objectives

1. **Understand** how setting expectations and creating boundaries are key components in creating a healthy classroom.
2. **Learn** new strategies to begin implementing restorative practices in the classroom through real-life situations.
3. **Engage** in activities to create new strategies for trauma-informed teaching practices.



Session Objectives

- Discuss and establish why setting expectations are important.
- Establish how to create community.
- Discuss and explore boundary setting.
- Logistical consequences and restorative justice.



Clap Once If You Can Hear Me

My Goals:

- Create a supportive and engaging environment
- Facilitate new insights and thoughts about teaching practices
- Provide concrete tools educators can use in the classroom
- Have fun

My Expectations:

- Honest and critical engagement
- Thoughtfulness
- Courage in inquiry
- Mindfulness of space
- Respect for diverse thought – adhering to the rules of true, kind, and necessary
- Intellectual investment in the process



Clap Once If You Can Hear Me

Your Goals:

Your Expectations:



- **Why do we have conflict?**
- **How do we deal with conflict?**





Student-Led

Defining behavior, Parameters, Consequences,

Guidelines...

Consequences...



Creating Community

- ❑ **DEFINE** respect (your student have different definitions and understanding of respect. Define respect in the larger context as well as in the context of the subject you are teaching).
- ❑ **ESTABLISH** buy-in.
 - Incentivizing ownership of subject content
- ❑ **DISTINGUISH** the difference between respecting and liking.



Defining Boundaries

- ❑ Why are boundaries important?
- ❑ Creating a social emotional roadmap for the classroom (discussing and unpacking feelings around frustration, challenges, and embarrassment).
- ❑ Moving from “what you can’t do” to “what you can do.”



Consequences and Discipline

Logical Consequences:

Consequences that are proportional to the infraction and promote learning and understanding of behavior



Restorative Practices

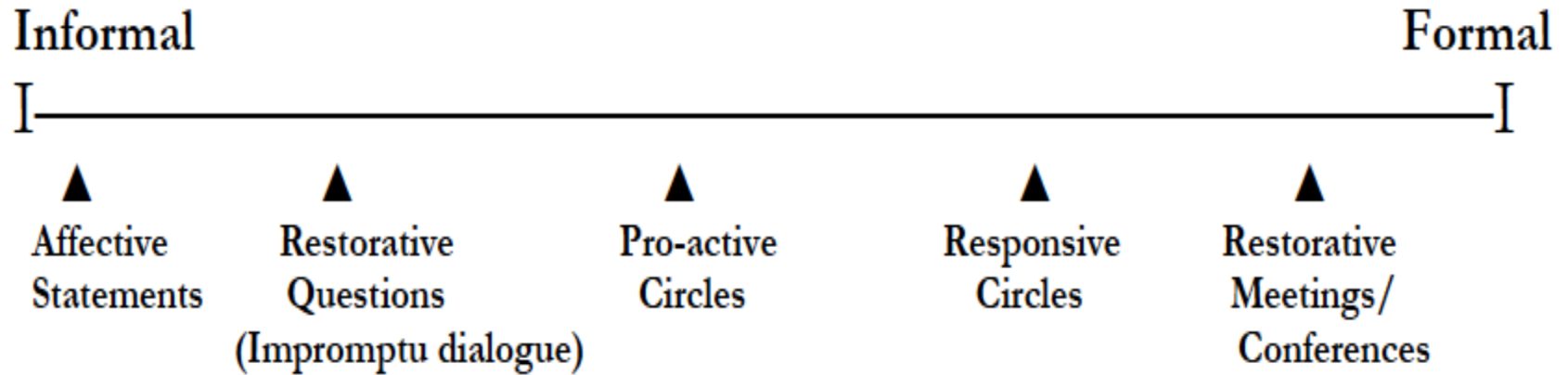
“What’s fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There’s a shift to: there was harm caused, or there’s disagreement or dispute, there’s conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It’s a different orientation. It is a shift.”

Cheryl Graves- Community Justice for Youth Institute



Restorative Practices

*The core of restorative practices is building and restoring
RELATIONSHIPS*



San Francisco Unified School District Restorative Practices Whole-school Implementation Guide



Restorative Practices

***Restorative Practices evolve
out of this work.***



Let's Discuss

What are some barriers to implementation?



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Rose | Thorn | Water

The logo consists of two overlapping circles, one light green and one light blue, with a small orange star above the top circle.

Housekeeping

- Recycle Name Badges
- Please Clear Trash



Evaluation

Please complete a paper evaluation.



Thank You!

Reginald Harris, MSW, LISW, CTP

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