“Clap Once If You Can Hear Me”: Setting Expectations and Creating Boundaries

May 2, 2019
Welcome & Housekeeping

• Restrooms
• Wi-fi:
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

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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.
## 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
“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
The core of restorative practices is building and restoring RELATIONSHIPS

San Francisco Unified School District Restorative Practices Whole-school Implementation Guide
Restorative Practices evolve out of this work.
Let’s Discuss

What are some barriers to implementation?
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Rose | Thorn | Water
Housekeeping

- Recycle Name Badges
- Please Clear Trash
Please complete a paper evaluation.
Thank You!

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