
Introduction to the Guide

This guide for teachers is one of three guides comprising a comprehensive approach to restorative discipline for elementary, middle, and high schools. The guide is:

- *Evidence-based*—drawing on the latest research in education and psychology on effective strategies for educative discipline in classrooms.
- *Inclusive*—classroom strategies that accommodate different behavior support needs to ensure emotionally safe and secure learning environments that do not exclude children and youth.
- *Restorative*—incorporating approaches that focus on making things right, not on retribution for things that have gone wrong.
- *Practical*—based on the kinds of resources and personnel generally available to teachers, disciplinary frameworks and intervention approaches that are do-able in typical elementary, middle, and high school classrooms.
- *Contextual*—socially valid principles and practices that fit comfortably in regular classrooms and that reflect community values about how children and youth should be treated.
- *Culturally responsive*—educationally meaningful guidelines for culturally responsive policy and practice in linguistically and culturally diverse communities.
- *User-friendly*—presented in a succinct format respectful of the multiple responsibilities, busy schedules, and existing capabilities of teachers with theoretical constructs, references, and intervention descriptions directly relevant to the teacher’s role in restorative schools and classrooms.

Learning Outcomes

This guide includes the information needed to ensure learning outcomes for teachers leading to:

1. *Restorative Discipline Classroom Community*—ensuring that the underlying values and driving strengths of your classroom are positive relationships, where each member of that classroom community feels a sense of belonging, is valued, and accepts responsibility for the well-being of others.
2. *Culturally Responsive Behavior Expectations for the Classroom*— under the supervision of the classroom teacher, applies to children and adults in the classroom, in common areas of the school, and during transitions.
3. *Effective Four-Component Behavioral Interventions*—based on current research relevant to schools, understanding a framework for interventions to address challenging behavior in students in a positive way.
4. *Support Teams and Networks*—backed by appropriate referrals to other child and youth services such as mental health and social welfare services, collaborating with all team members, including family members and specialist behavioral consultants working together to support students.
5. *Schoolwide Restorative Discipline*—alignment with school policy and practices, including Office Discipline Referrals, responding to incidents or threats, restorative conferencing, in-school suspension, and school safety crisis intervention.
6. *Ongoing Professional Development for Sustainability*—self-assessment of the skills and understandings needed to promote restorative discipline, culturally responsive practices, social-emotional support, and high expectations for learning and behavior.