

AN OVERVIEW

State of the Art



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Intention

The State of the Art is theoretical framework in which the **Caring School Model** has been created. It helps the reader to better understand **why** we are using these particular approaches and how this model as a whole works.

It is useful material for everyone who is interested in understanding the basis of the Caring School Model, curious about other programs and models out there and wishing to find some practical and proven examples.

This document aims to inspire all the readers and in addition gives references for further reading.

Introduction

Over the last three decades, schools and educational authorities around the world have increased awareness of the importance of **social and emotional well-being** for a healthy learning environment. Growing research in the field and direct experience in schools shows that a strong focus on emotional well-being of every individual and the **quality of relationships** within the school community, contributes significantly to the healthy school culture.

Focusing on **working relationally and restoratively** within and outside of classrooms contributes to enhanced academic outcomes, reduced instances of challenging behaviour, reductions in violence, bullying and absences. This approach helps to build connectedness, inclusivity, mutual responsibility and a sense of being a valuable and valued member of the school and wider community - for both the students and staff members (Thorsborne and Blood, 2013).

A big part of this work is to focus on strengthening social and emotional skills.

'Social and emotional learning' (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Research also suggests, that SEL and restorative programs enhance the social and learning environments of a school, when a well designed and planned whole-school approach is applied.

A whole-school approach indicates that all members of the school community commit to the goal and work together. This requires thoughtful collaboration between school and community. School being management, teachers, specialists, school staff and community being students, parents and others connected to school. Important part of this collaboration is improving the quality of communication and activities for engagement throughout the school.

According to R. Dilts' pyramid of levels of change it is important to initiate changes at all levels simultaneously, paying more attention to higher levels.



Many currently available programs in the Estonian and Lithuanian schools are lacking a whole-school approach. For example in 2021-2022, SA Political Research Center Praxis conducted a survey in Estonia "The effectiveness of interventions to prevent and reduce bullying and the experiences of educational institutions in their implementation" (<https://www.praxis.ee/tood/kiusamisvastaste-programmide-uuring/>).

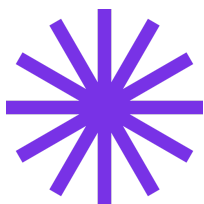
The study shows that:

- Various bullying prevention programs provide school staff with important tools for prevention, but their use is perceived as an additional burden by overworked teachers.
- Prevention activities are not always consistent in schools, because there is no well-thought-out and goal-oriented approach that covers the entire school - so bullying prevention rests on the shoulders of individual school employees.

Most school staff have attitudes that favour successful bullying prevention, although:

- Consistent bullying prevention can be hindered by the overload of school staff and also by the fact that teachers do not believe in their ability to take action against bullying.
- About a third of the respondents in Estonia do not use the methodology of any common prevention program. Even in schools where prevention programs are being used, useful knowledge and preventive activities do not reach all teachers and students.
- In addition, the development of students' social competence is contrasted with subject-related learning in schools - not all teachers consider bullying prevention to be an appropriate subject for lessons.

As the summary of this study states, **it is very important that the whole school has common understandings** of bullying prevention. All educators should have a basic knowledge about the nature of bullying, its prevention, and how to solve cases.



It is a **strategic choice** to start implementing the Caring School Model. Our proposed model embraces the **whole-school approach** and employs it as a key element in introducing restorative approaches in schools. The goal of the Caring School Model is to build practices and structures that contribute to human development, well-nourished relationships and healthy school culture.

Our model is inspired by the **humanistic psychology** (C.Rogers, A.Maslow), which focuses on the belief that human beings are inherently good and each should be treated as a “whole person”. The five principles of humanistic psychology state that:

1. Human beings, as humans, supersede the sum of their parts. They cannot be reduced to components. A person is whole, unique and more than just his behaviour.
2. People are inherently good, it is important to pay attention to positive human potential.
3. Human beings have their existence in a uniquely human context, as well as in a cosmic ecology. An important part of the psyche is spiritual striving.
4. Human beings are aware and are aware of being aware—i.e., they are conscious. Human consciousness always includes an awareness of oneself in the context of other people.
5. Human beings have the ability to make choices and therefore have responsibility. Human beings are intentional and strive for self-actualization to realise their potential. They aim at goals, are aware that they cause future events, and seek meaning, value, and creativity.

As a guiding principle, we refer to the three important **basic attitudes** when creating and maintaining a relationship:

- Genuineness or authenticity
- Selfless love, or an unconditionally positive attitude towards another person
- Empathic understanding

These humanistic principles support the proposed model, which also encompasses the **5 core competencies** for SEL (CASEL, 2022):

- *self-management* - managing own emotions and behaviours to achieve goals
- *self-awareness* - recognising own emotions, values, strengths and challenges
- *social awareness* - having understanding and empathy for others
- *relationship skills* - working together, managing conflict and forming positive relationships
- *responsible decision making* - making good decisions and choices about personal and social behaviour

In summary:

- Caring School Model is a whole school approach and ALL parts of the school work together and are committed to the goal - school management, teachers, specialists and other staff, students, parents and the wider community.
- Attention is paid to building healthy and supportive relationships between ALL parties at all levels and developing people's personal competencies as a prerequisite to creating a healthy and professional school culture where high-level learning and teaching can take place.

- It is a supported process of at least 3 years (creation of the team who carries through the implementation, training, consultation, reflection of the implementation etc).
- It is a collaborative, strategic and consistent process that is directly related to the school's development plan and vision. It is visible in the school's everyday life (starting from how staff meetings are held, how people talk to each other in the classroom and how conflicts are resolved).
- Caring School Model does not focus only on the insides of a classroom, but rather looks at what happens on a daily basis in the school and how students, teachers, parents, management and the wider community experience their lives in and around the establishment. This model also takes into consideration of everybody's well-being and health.

The Caring School Model incorporates several restorative and relational practices including: Restorative practices, Nonviolent Communication, NLP, Art of Hosting, Gordon effective communication, Action and sociometric methods and Group psychological development approaches. These methods weave together systematically to create a comprehensive whole-school restorative approach.

The following pages present the historical background, main principles and applications of each method.

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The Framework

Introduction: the Mindset and Core Practices of Restorative Justice

Restorative justice is a philosophical approach which does not focus on the guilt after committing a crime and causing damage. Instead it focuses on the committed act, placing importance on the victim and the restoration of the damage done to them.

The practices of restorative justice bring together all parties who have a connection to a specific conflict or a situation so that everyone can express their perspective, thoughts, feelings and needs. The aim is to find solutions to deal with the consequences of the act or improve the situation. The focus of restorative justice is voluntary repair of the damage caused by the person responsible and the restoration of a sense of justice in a specific relationship and in the wider community. It is important to note that restoration in the community means also compensating any harm done in the wider community.



PUNITIVE JUSTICE	RESTORATIVE JUSTICE
A MISDEMEANOUR IS A VIOLATION OF LAWS/RULES	MISDEMEANOUR IS HARMING PEOPLE AND RELATIONSHIPS
WHICH LAWS/RULES WERE VIOLATED?	WHAT WAS DONE? WHAT HAPPENED?
WHO IS TO BLAME?	TO WHOM AND WHAT DAMAGE WAS CAUSED?
WHAT PUNISHMENT DO THEY DESERVE?	HOW TO REPAIR THE DAMAGE THAT HAS BEEN DONE?

Restorative Justice (RJ) has very old roots and is applied in many traditional cultures.

The main concepts that are important to keep in mind when it comes to RJ:

- **Damage** - the focus is on the victim and the damage done to them, which must be remedied. Sometimes the damage also extends to the suffering of the perpetrator and the wider community.

- **Taking responsibility** - the emphasis here is on the responsibility of the perpetrator. They are being supported to understand the consequences of their actions for others and they are given the opportunity to make amends, either physically or symbolically.
- **Involvement and participation** - all participants in the conflict are included in the discussion, where everyone can share their perspective, the consequences of the action for themselves and participate in the development of solutions.

The **core practices** implemented in this holistic approach are conflict and damage mediation, effective conversation, restorative conferencing and the healing circle.

The aim of implementing restorative justice practices is:

- restoring relationships that have been damaged due to a conflict
- finding consensual solutions by the parties to the situation
- recalling community values and condemning undesirable behaviour, understanding the impact of the act by the perpetrator
- supporting victims and giving them a voice to express their experience and needs
- encouraging and supporting responsibility
- reducing repeat misconduct or offending
- enhancing community well-being and safety

Restorative law practices are used/can be used in the following areas:

- in the education system (as an alternative to punitive behaviour management)
- in the social field (welfare services, welfare institutions)
- in healthcare (hospitals in their daily work and ensuring patient satisfaction)
- in sports (coaches, support staff in their daily work)
- in criminal proceedings as an alternative or during proceedings in the police (regional police work, interviews and mediation in special treatment of minors and young adults)
- in the prosecutor's office (as an alternative to the procedure or as a parallel service during the procedure, for special treatment of minors)
- in court (during and after the trial), in enforcement proceedings (conflict mediation between the parties)
- on probation (probation officers in their daily work with their clients)
- in prison (reparation of damages during reintegration into society)
- in the wider community (apartment associations, societies, workplaces, parties, families to resolve various conflicts)
- in youth work (youth centres, mobile youth work).

In Estonia, restorative justice practices are currently mainly implemented as one of the ways to end criminal proceedings (referring the case to conciliation proceedings), and restorative law methods are also used by many police officers to resolve interpersonal and community conflicts, as well as a means of influence in the special treatment of minors.



Estonian Social Insurance Office`s victim assistance and prevention services department gathers volunteer mediators to whom the police, school, and local communities can be referred in connection with various cases.

In Lithuania, the knowledge and application of restorative justice practices is, at present, confined to the judicial system. Although some elements of restorative methods (such as mediation) are available in the criminal justice system, they are highly fragmented and there are no provisions that allow restorative practices to be implemented in a comprehensive and complete manner (Michailovich et al., 2014).

Educational Connection

In the school system, a large part of the discipline is built on a strong foundation of punitive law and guilt (Which rule was broken in the classroom, on the playground, in the corridor, etc.? Who is guilty? What punishment do they deserve?). But in the restorative approach, it is more important to focus on:

- the mental or physical harm that has been done
- the liability / meeting
- involvement and participation

If any of these points are missing, a restorative approach may also be missing.

International experience shows that the implementation of restorative practices in the education system is very appropriate and effective, i.e. methods like effective conversation, conflict and loss mediation, restorative consultation, restorative discussion circle, family resolution circle, peer mediation.

Practical Application

Looking at a study "Embedding Restorative Practices in Schools" (Jo Warin and Rebecca Hibbin, 2020) we can say that over time in the most effective institutions Restorative Practices has evolved from an initial cautious intervention to a more expansive approach to organizing school life and valuing the development and psychosocial well-being of students, teachers, and parents in a holistic community.

Applications and results in education:

- *Ormesby School in Middlesborough (5 years of implementation):*
 - Dropout is decreasing
 - School attendance is increasing
 - The number of cases solved with the help of the police is decreasing
 - Exam results are improving
- *16 primary schools in the Barnet area (2008):*
 - Dropout rates fell by 51%, while other schools in the Barnet area saw dropout rates increase by 50%
 - Increased confidence in the school team about bullying and conflict management
 - Increased sense of responsibility for one's own behaviour among young people

- A calmer and safer school environment (88% of respondents said that their school has become a safer environment)
- A more positive school ethos or way of thinking
- *Monmouth Comprehensive School:*
 - The dropout rate is the lowest in the school's history (reduced to a minimum)
 - School staff absenteeism due to stress-related factors dropped significantly
- *Bristol RAIS (4 schools, 2009):*
 - Leadership members in all RAIS schools felt that restorative approaches gave their school better direction, a clearer framework, and momentum for things they were already trying to do anyway
 - The quality of restorative practices was higher in schools that used a whole-school approach, and there was also stronger adherence to the program. These schools also had the strongest influence on the learning climate
 - The implementation of restorative practices requires a significant effort to change the belief of school teams that they do not have enough time to implement the program
 - School staff may resist new practices because they fear it will take away their power and authority
 - Restorative approaches affect the learning climate because:
 - They are perceived as superior to conventional forms of punishment
 - They are perceived as fairer
 - They improve communication and relationships between school team members and students
 - They create a better school atmosphere
 - The emotional literacy of the school team and students improves
 - Positive impact on attendance rate

Source: <https://transformingconflict.org/research-and-evaluation/>

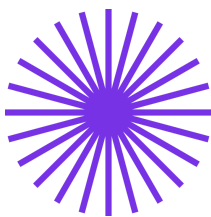
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The Psychological Development of the Group

Social and emotional well-being directly affects a person's ability to learn. In order to develop healthy relationships at school it is important to consciously deal with the creation of all groups that are formed in school (class-based and class-wide study groups, class parents' groups, teachers' work groups, the entire team, etc.)

Historical Background



The approach to psychological development of groups has been studied since 1965. These studies were started by Bruce Tuckman with the communication training groups of economic managers. Later they have been repeated with different target groups such as children and youth camps, school classes, student groups, psychotherapy groups, social work groups, communication training groups, management training groups in the USA, Australia, Europe, Germany, etc.).

Underlying Principle

The psychological development of the group takes place from the creation of the group to cooperation and its termination. In order for successful and responsible learning or other activities to take place in the group, it is necessary to take into account the development of the psychological personal and interpersonal relationship environment. The interpersonal environment can be influenced by management techniques, where certain conditions are ensured and certain communication skills are applied.

Knowing the principles of group development allows the teacher or group leader to refrain from interfering with natural processes, to have the patience to go through unproductive phases and to accelerate the arrival of productive phases. The development of the group takes place through five phases, where the needs of the members and the feelings emerge:

1. **The formation or dependence phase**, where the members are reactive and mostly depend on the teacher/leader, because their need for security is massive and their feelings and thoughts are ambivalent; cooperation is unfruitful;
2. **The conflict phase**, where the members' need is to become proactive and make others and also the teacher/leader depend on them, resistance can be active or passive and unpleasant feelings come to the fore, it is impossible to cooperate;
3. **The phase of adaptation**, i.e. the phase of separation, where one separates from addictions and achieves appropriate proactivity and self-efficacy. This is the first productive phase, where learning takes place, motivation arises and people are focused on the main activities of the group.

4. **The cooperation phase**, where the members' feelings are satisfied and they can primarily satisfy their higher needs (autonomy, competence, self-respect and the need to belong), synergy and true co-creation are created.
5. **The completion phase**, where members can look back on their activities and achievements, create meaning for them and rise to a level of insight, integrate knowledge and collaborative and relational experiences.

Practical Applications

Today, knowledge of the psychological development of groups is actively applied in both business and other fields, many leadership development programs and trainings are based on it. It is considered very important in managing project teams to achieve maximum results. Research has been done and the phases of group development have been linked to the leader's strategies, and the key activities necessary for success have been identified.

Educational Connection

The teacher or leader must be able to create cooperation in subgroups, between subgroups and in the whole group. This is possible by consciously applying different communication skills, resolving and mediating conflicts, dealing with resistance, listening, dealing with emotions and people's needs, having effective conversations, organizing round-robin discussions and making amends. The leader can consciously contribute to the launch of the group and accelerate the emergence of personal relationships between members, work together to awaken the necessary experience and tune in to the main activity, as well as create personal and collaborative goals and visions. The more fully the leader contributes to the creation of the group, the faster the group passes the second unproductive phase and reaches the productive phases.



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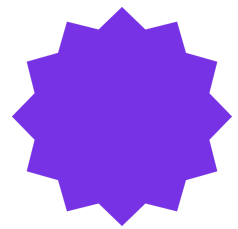
Nonviolent Communication (NVC)

Historical Background

The dialogical process of Nonviolent Communication was developed by US clinical psychologist Marshall Rosenberg in the 1960s and 1970s. Much of NVC's theoretical foundation rests on humanistic concepts, particularly influenced by the work of Carl Rogers, Eric Fromm, as well as the principles and philosophy underlying Mahatma Gandhi's nonviolence movement. The Center for Nonviolent Communication (CNVC), founded by Marshall Rosenberg, continues to offer trainings on Nonviolent Communication and certifies those wishing to teach the process. Today, more than 200 certified trainers and many more non-certified trainers are sharing NVC around the world.

Underlying Principle

Nonviolent Communication (NVC) is a dialogical process of communication with the aim of developing empathic listening and honest expression through the awareness of four key elements: observations, feelings, needs and requests. If focusing on creating empathy in interpersonal conversations, the process supports mutual understanding, respect, compassion and cooperation in finding solutions that meet all parties' fundamental human needs. The goal of the approach is to create harmony in relationships, peacefully resolve conflicts and inspire a natural desire to give from the heart.



NVC is effectively applied in a variety of settings and situations, including:

- intimate relationships
- families
- schools
- organizations and institutions
- therapy and counselling relationships
- diplomatic and business negotiations
- disputes and conflicts of any nature.

Practical Applications in Everyday Life

NVC can be widely applied: some use it as a self-empathy tool to respond with compassion to themselves, others apply the process to deepen and strengthen their personal relationships, while others yet use it to build effective communication and cooperation in schools, workplaces, activist efforts or the political arena.

Educational Connection

Around the world the process of NVC is applied in primary and secondary education, both on a school-wide and smaller, classroom scale.

Existing research on NVC in educational settings supports the effectiveness of the approach, especially in the areas of cultivating empathy, emotional awareness, communication skills, and decreasing conflict (Hooper, 2015).

Marshall Rosenberg's work in bringing NVC to education has stretched across the globe, with schools in Sweden, Denmark, Belgium, Romania, Italy, the USA, to name a few, integrating NVC principles in their organizations on a whole-school level, as well as hundreds of trainers offering NVC-based peer mediation, communication skills trainings and workshops in schools on 4 continents.

Marshall Rosenberg himself, as well as prominent authors in the field - Sura Hart and Victoria Kindle Hudson - offer literature and guidance in applying NVC specifically in the context of children's education.

Some examples, resources and inspiration:

- *Giraffe Juice* - a children's book and audio-book to help learn NVC.
<https://www.giraffejuice.com/>
- *Feelings and needs cards for children* -
<https://thenofaultzone.com/global-network.html>
- *Culture of Peace in School with NVC* - a series of videos documenting the application of NVC in a school in Denmark -
<http://www.teachingfromyourheart.org/2020/10/27/culture-of-peace-in-school-with-nvc-behind-every-action-there-is-a-need/>

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T. Gordon's Efficiency Training

Historical Background



Clinical psychologist T. Gordon is one of the founders of teaching communication and conflict resolution skills to families, teachers, youth, organization leaders and entrepreneurs. The Gordon model is known worldwide.

T.Gordon's model of effective relationships is offered by Gordon Training International through various training programs.

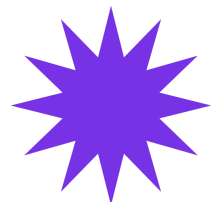
In 1962, the P.E.T. (The Parent Effectiveness Training) program was launched: the first skills-based training program for parents that has been administered to over a million parents in over 50 countries.

In 1965, the T.E.T. (The Teacher Effectiveness Training) program was established. The program was taught to hundreds of thousands of teachers in the United States and in many other countries. In 1957, the L.E.T (The Leader Effectiveness Training) was created.

All programs and their manuals have been continuously improved.

Underlying Principles

The model has been developed largely based on the research results of C. Rogers. Thomas Gordon himself called his model "group-centered leadership" and identified several key concepts around leadership. Gordon highlights that leadership is a set of functions that are the property of the group and should be "distributed" to group members, and group problems require participative group problem-solving. The model also suggests that leaders should set a model of attentiveness to others and create the conditions for group members to feel safe to share feelings and ideas.



The main elements of T. Gordon's model:

- **The Behavior Window**

The concept of attributing the problem according to the acceptance or non-acceptance of the behaviour is related to the selection of appropriate communication skills.

- **Active Listening**

Relies on the mirroring approach from C.Rogers. It is a form of reflective, empathic listening, and research shows that using this skill encourages people to talk openly about their problems.

- **The 12 Roadblocks**

These are certain risky reactions that block a person's desire for communication.

- ***I-messages***

These are open, honest and clear messages that can also be used in confrontational situations to express in a non-accusatory way how the other person's behaviour affects you.

- ***6-Step Problem Solving Model***

It is based on J. Dewey's 6-step creative conflict resolution model and is focused on prioritising needs and a "win-win" way of thinking.

- ***Resolving value conflicts***

Non-pressure techniques for dealing with value conflicts.

In addition, Gordon's T.E.T (Teacher Effectiveness Training) also includes approaches:

- about the development of the teacher's authority
- on the effects of punishment and praise
- about the nature of discipline and its effect on young people and their relationships
- the nature of the conflict (need, value conflict) and its resolution options
- the importance of considering students' needs
- conducting class meetings
- about the effect of changing the use of space and time on the prevention and resolution of conflicts.

Practical Applications

Gordon's model can be widely applied in educational, business and public sector organizations and politics, but especially in everyday life to improve open and empathic communication and the underlying assertive mindset.

Gordon's books and training programs have been successful in 43 countries.

Educational Connection

Gordon's model has been specifically applied to the educational context with the Teacher Effectiveness Training program, designed for teachers, counsellors and school administrators. The program teaches skills for handling classroom conflicts that support, rather than impede, the educational process.

Gordon's approach focuses on the teacher-learner relationship, namely increasing the effectiveness of the teacher in establishing a relationship with the students that is conducive to learning.

Application in Estonian Education



The relationship between a student and a teacher is determined by several circumstances, but the most important of them is a mutually satisfying relationship, the quality of which is the teacher's responsibility and which is primarily based on his or her communicative skills. According to studies conducted in Estonia, this is the most important factor in the development of risky behaviour in young people (Markina & Zarkovski, 2014).

Since the 1990s, to this day, communication skills from T. Gordon's model have been integrated into communication training and communication skills training in Estonia. In 1996, the study, self-management and cooperation skills course for X-grade students "Learning to Create Myself" was developed. The communication skills part is largely based on the Gordon model. Also, trainers who have been trained in Gordon's programs have included communication skills training from Gordon's model in teacher in-service training, from where they have spread to several other areas related to education (such as teacher training programs Noored Kooli, Edumus and elsewhere). Therefore, it can be hoped that parts of the model have already reached the everyday life of the education system, but they need systematic thinking, practice and reflection.

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Currently no literature available.

Neuro-Linguistic Programming Models (NLP)

Historical Background

NLP or Neuro-Linguistic Programming involves psychological skills to understand and influence people without applying pressure. NLP was created in the 1970s by Robert Dilts and John Grinder from the University of San Francisco and it is based on the ideas of humanistic psychology (C.Rogers, A.Maslow) and cognitive psychology (G.Miller, N. Chomsky) - we act in the world using our thought models, or cards.

NLP describes the basic beliefs and various models designed to achieve excellent results in communication, education, therapy, business and includes the results of relevant research.



Underlying Principles

Neuro-linguistic programming relies on 3 simple areas:

1. **Neurological** - all human behaviour results from neurological processes mediated by human senses, thinking, perception, feelings.
2. **Linguistic** - a person uses language to correct his thoughts and behaviour and to communicate with others. Words have enormous power in influencing oneself and others.
3. **Programming** - or the ways a person can use to organize their thoughts, feelings and behaviour to achieve better results.

NLP deals with the structure of a person's subjective experiences: how to organize what can be heard and seen, felt and perceived, and how information from the outside world is edited, created and filtered with the help of the senses. NLP studies how a person uses language to describe the outside world and how they act, unintentionally or intentionally, to get results.

Practical Applications

NLP models are used in counselling, coaching, management, and implementation of changes in various fields. NLP offers a wealth of tools for increasing self-awareness, managing your states, and cultivating flexibility in your behaviour in everyday life.

Also, with the help of NLP methods, one can specify the hierarchy of one's values, notice which limiting or useful beliefs and assumptions we "feed" ourselves and how this affects our behaviour in different roles. With the help of NLP, you can change your perception positions in order to better understand situations, free yourself from unnecessary beliefs and learn to react more flexibly to situations.

Educational Connection

NLP models, basic beliefs and many tools have been integrated into trainings and supervisions in the field of education in countries around the world.



Various techniques of NLP can be applied by educators for understanding and influencing the change of values and beliefs, using language for effective communication, goal-setting, helping students utilise more than one learning style and dealing with challenging behaviour.

Two specific techniques, perceptual positioning (supporting to adopt a different point of view) and presupposition (dealing with unspoken meanings in dialogues), are perceived to be especially valuable in the classroom.

References:

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Bandler, R., Roberti, A., Fitzpatrick, O. (2013). *The Ultimate Introduction to NLP: How to build a successful life*. HarperCollins

Andreas. S., Faulkner, S. (1996). *NLP: The New Technology of Achievement*. William Morrow Paperbacks

In Estonian:

Atkinson, M., Chois, R., T. (2019). *Coaching samm-sammult*.

In Lithuanian:

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Andreas, C., Andreas, S. (2020). *Protas turi širdį. Neurolingvistinis programavimas*.

Action and Sociometric Methods

Historical Background

Functional methods and role-reversal are derived from psychodrama and sociometry, originally developed by Jacob Levy Moreno in the 1940s and have been since then continuously refined. J.L. Moreno defines sociometry as a tool for studying the development and organization of groups and for making visible the internal, hidden structures of groups, and uses both its research and applied sides.

Underlying Principle

The purpose of using active methods is to bring to light the physical, cognitive and emotional movement of the participant, as well as to disclose intra-group relations and connections between people. An active approach is important to engage people holistically, implement experiential learning and initiate changes in people and their relational environments, enrich perspectives and increase collaboration.



Practical Applications

Psychodrama and sociometry help to study and improve human relationships and their well-being in groups, organizations and communities. Different operational methods are used for the benefit of both personal and professional roles, e.g. in psychotherapy, personal development groups, trainings, development activities and supervisions - for considering options, conflict management, strategic planning, team building, etc.

With the rich techniques of sociometry, we can measure and study the often invisible but tangible networks that influence a group very deeply. Sociometry makes them visible, available for growth and change.

Examples of techniques:

- role exchange (the main goal is to increase understanding of the other party)
- various sociometric exercises (active methods for fixing and studying the current state of the group, creating a network of relationships and contacts, and increasing the common part of the group, i.e. options, scales, locograms, maps, poles, subgroups)
- socio-dramatic exercises (the so-called "slipper exchange", i.e. role exchanges with groups of people with different perspectives)

Educational Connections

Learning and teaching take place in groups, and their effectiveness and the well-being of group members are very strongly related to the type of social interactions in the group. The relationships between students, teachers and parents create group dynamics in the classroom and school, which is one of the main environments in a child's life.



The conscious use of operational methods and sociometric exercises accelerate the development of trust and contacts in the group, help to reduce doubts, insecurity, the formation of subgroups and increases cohesion and empathy, i.e. it is largely preventive in nature. With their help, a person, both an adult and a child, finds his place among others, can be seen and heard and notice similarities and differences.

At the same time, these methods can also be used at the stage of intervening in conflicts, to bring out differences of opinion, to look at situations through other people's eyes, etc.

References:

JL Moreno (2018) *Who Shall Survive* . Forgotten Books.

JL Moreno, Jacob Levy (1951). *Sociometry, Experimental Method and the Science of Society: An Approach to a New Political Orientation* . Beacon House.

A. Blatner (2019) *Action Explorations: Using Psychodramatic Methods in Non-Therapeutic Settings*. Parallax Productions.

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Currently no literature available.

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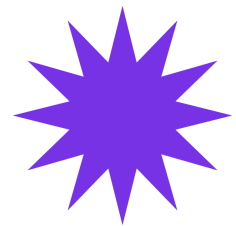
Geisler, F. (2001). *Psichodrama. Ištakos ir galimybės*.

Art of Hosting

Historical Background

Emerging in the late 1990s and early 2000s, Art of Hosting is a participatory leadership and group facilitation methodology that includes tools and principles that help people come together and weave together dialogue, facilitation and the co-creation of innovation to respond to complex social, political, and economic challenges. The Art of Hosting methodology focuses on posing important questions for group consideration, initiating constructive dialogue sessions where new insights and decisions can emerge, and documenting ('harvesting') the results.

The practice framework includes specific theories, metaphors and facilitation methods for group processes, such as Open Space Technology, Circle, World Café, Appreciative Inquiry, Fishbowl, and others, that can be customised depending on the purpose at hand. The overall approach is considered an "art" that allows fruitful and meaningful group processes to unfold through practice and continuous refinement.



Underlying Principle

The Art of Hosting rests on the assumption that people tend to give their energy and resources to those things that matter most to them. Blending various highly effective facilitation methods, the Art of Hosting aids in initiating powerful conversational processes that empower people to take charge of the challenges they are facing and tap into the collective wisdom and resources available in groups of any size.

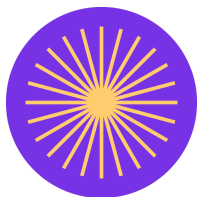
Using the Art of Hosting as a framework and practice for responding to change, opportunities and challenges allows groups and organizations to engage more effectively in decision-making, strengthen cooperation, build capacity and encourage self-organization, moving towards more effective and desirable outcomes.

Practical Applications

There is a growing community of people from many walks of life who are learning, practising and applying the Art of Hosting in their projects and organizations all around the world.

The Art of Hosting is being used at all levels of society locally, nationally and internationally - in families and communities, in business, education, NGOs and the public sector. The methodology is contributing to innovations in the healthcare, education and justice systems, and many other places where skills, capacity building and collaboration are needed to tackle important issues.

Educational Connection



The Art of Hosting is successfully applied as a tool for participatory learning in many classrooms around the world. Teachers use Circle as a way to prepare for the day's lesson, World Café as a tool for sharing existing knowledge and identifying further learning needs, Open Space as a method for inquiring into topics and sharing knowledge together.

The approach encourages students to be active participants in their learning and supports teachers in hosting the learning in an engaging way, rather than being the sole source of content. The Art of Hosting practices enable students to take responsibility, acquire group-work and other skills that will support them in navigating the world of perpetual change and complexity.

References:

- Art of Hosting. (2022). Available at: <https://artofhosting.org/>
- Baldwin, C. (1998). *Calling the Circle. The First and Future Culture.*
- Brown, J., Isaacs, D. (2005). *The World Cafe, Shaping Our Futures Through Conversations That Matter.*
- Cooperrider, D., Whitney, D. (2005). *Appreciative Inquiry.*
- Corrigan, C. (2015). *Hosting and Holding Containers.*
- Wiesel, L. P. (2020). *The Art of Hosting in Education — Shifting Mindsets Using Participatory Learning Methodologies and Practices.*
- Quick, K., Sandfort, J. (2014). *Learning to Facilitate Deliberation: Practicing the Art of Hosting.*
- Woolf, T., Corrigan, C. (2020). *The Art of Hosting and Harvesting : Conversations That Matter.*

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RUUMILOOJAD: kuidas kaasavalt juhtides muutusi luua. (2013). Koostanud: Helina Kärgerberg, H.; Jeedas, P. MTÜ Ruumiloojad: Palupõhja.
<https://kaasamine.ee/wp-content/uploads/2017/01/raamat-ruumi-loojad-140109.pdf>

In Lithuanian:

Currently no literature available.

Other Programs Being Implemented at Schools

Below you will find a list of the many local and international SEL and anti-bullying programs currently available for both primary and secondary education schools in Estonia and Lithuania.

Rather than replace existing programs, the Caring School Model aims to support schools in developing an integrated and tailored approach, which can incorporate the benefits of the programs currently operating successfully in each school and strengthen the overall systemic whole-school restorative approach.

Sel and Anti-bullying Programs in Lithuania

- Initiative Dramblys.lt <https://dramblys.lt/customPages/apie-mus>
- Second Step
<https://www.bepatyciu.lt/mokykloms/patyciu-prevencijos-principai/smurto-prevencijos-programos-vykdomos-lietuvoje/>
- Olweus Bullying Prevention Program
<https://www.bepatyciu.lt/mokykloms/patyciu-prevencijos-principai/smurto-prevencijos-programos-vykdomos-lietuvoje/>
- Zippy's Friends
<https://www.bepatyciu.lt/mokykloms/patyciu-prevencijos-principai/smurto-prevencijos-programos-vykdomos-lietuvoje/>
- Big Brothers Big Sisters (Prevention)
<https://www.bepatyciu.lt/mokykloms/patyciu-prevencijos-principai/smurto-prevencijos-programos-vykdomos-lietuvoje/>
- FRIENDS
<https://www.bepatyciu.lt/mokykloms/patyciu-prevencijos-principai/smurto-prevencijos-programos-vykdomos-lietuvoje/>
- Lions quest <https://lions-quest.lt/lions-quest-lietuva-programos/>

Sel and Anti-bullying Programs in Estonia

In Estonia, there is a coalition "Bullying-Free Education", which includes the following programs:

- Ethics Center of the University of Tartu "A Good School as a Values-Based School", "A Good Kindergarten as a Values-Based Kindergarten"
<https://www.eetika.ee/et/heakool2022>
- NGO Lions „Kasvamisrõõm“ <https://lions.ee/lions-quest-kasvamisroom/>
- NGO Children's Protection Union "Free from bullying!"
<https://www.lastekaitseliit.ee/et/tooted/kiusamisestvabaks/>
- SA Bullying-Free School „KIVA-program“ <https://eesti.kivaprogram.net/>
- Union of Estonian Student Councils „Salliv Kool“ <https://sallivkool.ee/>
- Health Development Institute "VEPA Behavioral Skills Game" <https://www.vepa.ee/>
- NGO Vaikuseminutid „Vaikuseminutid“ <https://vaikuseminutid.ee/>

In addition, there are other programs that deal with the development of social-emotional skills at school and among young people:

- Open Mind Institute's program „Õppides Loon Ennast“ www.ami.ee
- Open Mind Institute's program „Minu Valik“ www.ami.ee
- HARNO „Hooliv Klass“ <https://harno.ee/hooliv-klass>
- SPLO - ability to solve social problems (University of Tartu)
- Our World (Kristiina Treial ja Elina Malleus) <https://www.tlu.ee/hik/MeieMaailm>
- Second Step for kindergartens (stopped since the year 2021)
<https://www.facebook.com/profile.php?id=100054201473653>
- Support student program (NGO NÜ TORE) <https://tore.ee/>
- Program „Breaking Point“ (applied in youth centres)
- and many other locally developed programs, electives or activities (the so-called Meie Meel program in Tartu Hansa School and others)

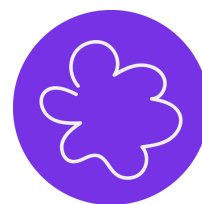
Examples of International Programs Based on Restorative Practices

THE VERSO PROGRAM IN FINLAND AS A WHOLE SCHOOL APPROACH

VERSO offers restorative practices and mediation training for children and professionals who work with children in early childhood education, schools and other educational institutions.

Every conflict is seen as a learning situation. People are seen as experts in their own lives and therefore it is important to focus on empowering them. School mediation is a learning situation where children learn not only to manage conflicts, but also to exercise their right to participate and be heard. The main purpose of mediation is that the parties to the conflict can meet in a safe environment, be heard and be able to influence the process and make decisions. It is also proactive work with young people so that they are active citizens who are aware of their rights.

The Finnish National Basic Curriculum provides strong support for the increasing involvement of students in schools, and also supports giving children opportunities to practice mediation and negotiation skills.



The VERSO program includes:

- PEER MEDIATION IN SCHOOLS - students who have completed the training mediate conflicts between other students
- ADULT-LED MEDIATION IN SCHOOLS - trained school team members mediate conflicts between students or between students and school staff
- DAILY MEDIATION - trained school team members mediate conflicts during daily practice
- LOCAL MENTORING GROUPS - Trained school team members have peer groups to support their activities in their communities
- COOPERATION WITH THE LOCAL VICTIM SUPPORT DEPARTMENT - in more serious cases such as conflicts between parents, school staff and children, the school can turn to the local victim support department

By 2020, over 800 schools have participated in the training: primary, secondary, higher and vocational schools; more than 50,000 school team members have participated in the trainings; more than 1,300 adult mediators have participated in advanced training; more than 10,000 students are active every year; over 10,000 mediation cases per year; over 25,000 students successfully resolve their conflict each year; over 1,600 daycare units have completed training in 2019.

Website: <https://sovittelu.com/vertaissovittelu/in-english/>

TRANSFORMING CONFLICT - RESTORATIVE PRACTICES IN SCHOOL

Since 1994, Transforming Conflict has been one of the UK's leading providers of restorative approach training and consultation to schools, foster homes and other youth settings.

Belinda Hopkins and her team have developed a unique whole-school model, Restorative Approaches, which includes a skills package and a simple framework that can be adapted to different situations and people's needs: communication skills, conflict resolution, mediation, problem solving, restorative consultation, community building and more.

Transforming Conflict offers the following trainings and exercises:

- preparatory modules for managers
- preparatory modules for teachers and other professionals working with children
- 8-day basic training
- training of trainers
- workshops for managers and RP supervisors
- mediator training

The organization has also offered support beyond training to ensure the transfer of learning into practice with ongoing supervision and opportunities to update skills.

Consulting is also offered to help managers implement and maintain systematic ways of doing things and practices that help build, maintain and rebuild relationships.

Website: www.transformingconflict.org

Summary

Grounded in the principles of restorative justice, inspired by humanistic psychology, incorporating social emotional learning competencies and backed by best practice and research findings from around the world, the Caring School Model offers a comprehensive whole-school approach to assist schools in moving holistically towards improved social-emotional wellbeing, meaningful and safe relationships, a healthy learning environment with better outcomes and thus, all-round thriving for the entire school community.