

What are effective practices?	Why these are <i>Restorative Practices</i> ?	Social Discipline Window
<p>Understanding our relationships through the continuums of both control and support help create the Social Discipline Window. Our interactions include varying degrees of control and support and the panes of the window help explain how these interactions may be experienced.</p>	<p>When one operates out of the <b>TO</b> box one may lack a sense of nurturing and it may feel “top down.” Operating out of the <b>FOR</b> box may feel very nurturing but may also lack clear boundaries and limits. If one is operating out of the <b>NOT</b> box it may be experienced as lacking all of these qualities. In an ideal experience a person is operating out of the <b>WITH</b> box. This includes a balance of love, high expectations, structure and discipline.</p>	
<p><b>1. Expectations and Procedures</b>                      Aligned with community expectations                       Observable, measurable, positively stated, clearly defined, and prominently posted                       A plan and schedule to actively include everyone in the creation and revisiting of expectations and procedures</p>	<p>Everyone has an equal voice in the creation of expectations and procedures. This creates a community that is responsible for each other and the productive processes of collaboration. Expectations and procedures are established as <b>agreements</b> with everyone. This builds a community around values and norms rather than <b>uncertainty</b>, mere <b>suggestions</b> on how we relate to each other, and top down <b>demands</b>.</p>	
<p><b>2. Active Supervision</b>                      Scan: Emotional and physical safety                       Move: All areas with intention                       Interact: Connect, encourage, reinforce, and pre- correct</p>	<p>Provides a sense of <b>belonging</b> for everyone with physical and emotional safety. Interactions develop and strengthen relationships rather than feeling <b>alone</b>, inhibiting independence like a hovering <b>helicopter</b>, or forced compliance like a <b>guard</b>.</p>	

<p><b>3. Physical Arrangement</b> Traffic patterns are clearly defined</p> <p>Furniture arrangement accommodates all needs and are arranged for maximum visibility and access</p> <p>Materials are clearly labeled, easily accessible, and organized for ease of use</p>	<p>Provides access for everyone to interact in the <b>community</b>. Encourages collaboration with others within a welcoming and safe space rather than, creating <b>uncertainty</b>, a sense of <b>coddling</b> that inhibits interactions with multiple perspectives, and a <b>clinic</b> overly focused on processes.</p>	<table border="1"> <tr> <td data-bbox="1024 216 1214 373">Clinic</td> <td data-bbox="1214 216 1396 373">Community</td> </tr> <tr> <td data-bbox="1024 373 1214 531">Uncertainty</td> <td data-bbox="1214 373 1396 531">Coddle</td> </tr> </table>	Clinic	Community	Uncertainty	Coddle
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<p><b>4. Engagement and Opportunities to Respond</b> Increase opportunities for individual and group responses</p> <p>Opportunities to respond include verbal, written, and action</p>	<p>All voices are equally important. Intentional use of strategies that allow for all voices to be <b>understood</b> rather than encouraging ideas to be <b>hidden</b>, doing <b>fluffy</b> activities that fill space instead of create meaningful connections, or establish a dominant voice that <b>tells</b> but does not listen.</p>	<table border="1"> <tr> <td data-bbox="1024 602 1214 760">Tell</td> <td data-bbox="1214 602 1396 760">Understood</td> </tr> <tr> <td data-bbox="1024 760 1214 917">Hide</td> <td data-bbox="1214 760 1396 917">Fluffy</td> </tr> </table>	Tell	Understood	Hide	Fluffy
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<p><b>5. Encouraging Expected Behavior</b> Behavior specific praise statements aligned with community expectations</p> <p>Group and individual routines that encourage agreed upon behaviors</p> <p>4:1 praise to correction ratio</p>	<p>Focuses on <b>authentic</b> strengths and connection. Positive specific feedback builds a sense of belonging and connection. It encourages everyone to do what was agreed upon rather than experiencing the <b>uncertainty</b> of unclear boundaries, short lived connections through <b>flattery</b>, or harming trust due to harsh <b>criticism</b>.</p>	<table border="1"> <tr> <td data-bbox="1024 972 1214 1129">Criticism</td> <td data-bbox="1214 972 1396 1129">Authentic</td> </tr> <tr> <td data-bbox="1024 1129 1214 1287">Uncertainty</td> <td data-bbox="1214 1129 1396 1287">Flatter</td> </tr> </table>	Criticism	Authentic	Uncertainty	Flatter
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<p><b>6. Responding to Problem Behavior</b> Continuum of responses includes: re-teaching of skills, providing choice, redirection, and conferencing</p> <p>Feedback is specific and positively stated and connects to community expectations</p>	<p>Acknowledges the need to put <b>repairing</b> harm done to relationships and people over the need to assign blame or give out punishment, rather than unclear boundaries leading to feeling <b>unsafe</b>, <b>rescue</b> without ownership, or assign <b>blame</b> without repair.</p>	<table border="1"> <tr> <td data-bbox="1024 1369 1214 1526">Blame</td> <td data-bbox="1214 1369 1396 1526">Repair</td> </tr> <tr> <td data-bbox="1024 1526 1214 1684">Unsafe</td> <td data-bbox="1214 1526 1396 1684">Rescue</td> </tr> </table>	Blame	Repair	Unsafe	Rescue
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