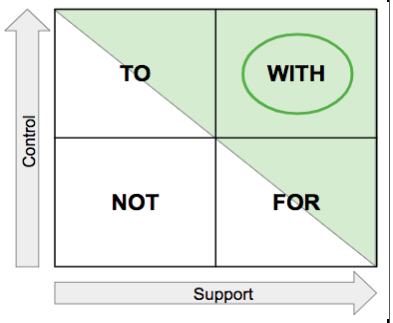
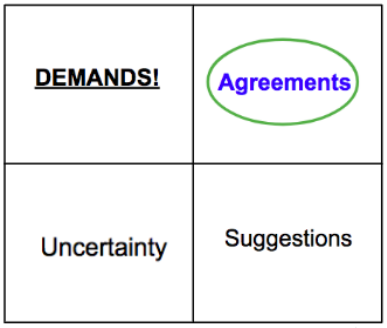
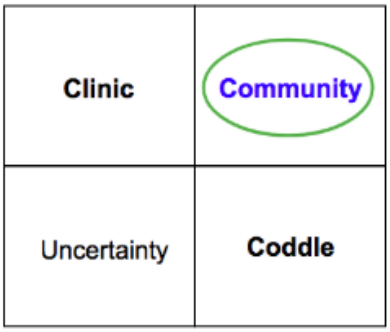
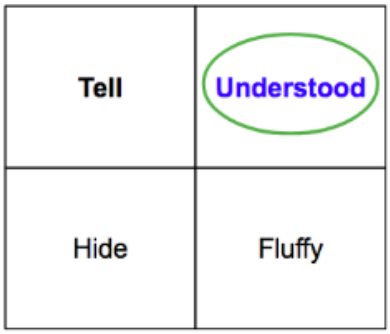
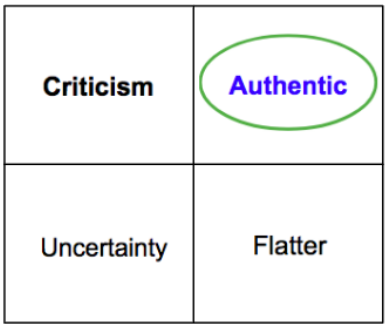
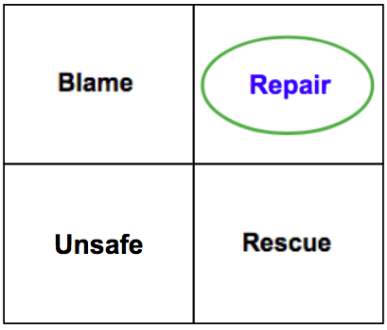
What are effective practices?	Why these are *Restorative* Practices?	Social Discipline Window
Understanding our relationships through the continuums of both control and support help create the Social Discipline Window. Our interactions include varying degrees of control and support and the panes of the window help explain how these interactions may be experienced.	When one operates out of the ***TO*** box one may lack a sense of nurturing and it may feel "top down." Operating out of the ***FOR*** *box* may feel very nurturing but may also lack clear boundaries and limits. If one is operating out of the ***NOT*** box it may be experienced as lacking all of these qualities. In an ideal experience a person is operating out of the ***WITH*** box. This includes a balance of love, high expectations, structure and discipline.	
1. Expectations and Procedures 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	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 **agreements** with everyone. This builds a community around values and norms rather than **uncertainty**, mere **suggestions** on how we relate to each other, and top down **demands**.	
2. Active Supervision Scan: Emotional and physical safety Move: All areas with intention Interact: Connect, encourage, reinforce, and pre- correct	Provides a sense of **belonging** for everyone with physical and emotional safety. Interactions develop and strengthen relationships rather than feeling **alone,** inhibiting independence like a hovering **helicopter**, or forced compliance like a **guard.**	

3. Physical Arrangement Traffic patterns are clearly defined Furniture arrangement accommodates all needs and are arranged for maximum visibility and access Materials are clearly labeled, easily accessible, and organized for ease of use	Provides access for everyone to interact in the **community**. Encourages collaboration with others within a welcoming and safe space rather than, creating **uncertainty**, a sense of **coddling** that inhibits interactions with multiple perspectives, and a **clinic** overly focused on processes**.**	
4. Engagement and Opportunities to Respond Increase opportunities for individual and group responses Opportunities to respond include verbal, written, and action	All voices are equally important. Intentional use of strategies that allow for all voices to be **understood** rather than encouraging ideas to be **hidden,** doing **fluffy** activities that fill space instead of create meaningful connections, or establish a dominant voice that **tells** but does not listen.	
5. Encouraging Expected Behavior Behavior specific praise statements aligned with community expectations Group and individual routines that encourage agreed upon behaviors 4:1 praise to correction ratio	Focuses on **authentic** 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 **uncertainty** of unclear boundaries, short lived connections through **flattery,** or harming trust due to harsh **criticism**.	
6. Responding to Problem Behavior Continuum of responses includes: re-teaching of skills, providing choice, redirection, and conferencing Feedback is specific and positively stated and connects to community expectations	Acknowledges the need to put **repairing** harm done to relationships and people over the need to assign blame or give out punishment, rather than unclear boundaries leading to feeling **unsafe, rescue** without ownership, or assign **blame** without repair.