



What is our approach for students with specific behavioral needs?

In order to support students with specific behavioral needs, we implement a **Positive Behavior Support Plan**. The purpose of this intervention strategy is to monitor a child's choices throughout the day while simultaneously encouraging *safe, respectful, and responsible* decision-making. Students are selected to receive a **Positive Behavior Support Plan** based on teacher observation and data collection. The following attached documents outline various support strategies implemented by our team in order to reduce the occurrence of problematic behavior through proactive means:

- ▶ *Response to Intervention: Behavioral Supports (Tier 1, 2, 3)*
- ▶ *Behavior Support Plan Overview*
- ▶ *Weekly Behavior Chart*
- ▶ *Behavior Response Strategies, De-Escalation Techniques*
- ▶ *ABC Data Form*
- ▶ *WGM P.E.A.C.E. Goals*
- ▶ *WGM Peace Education and Behavior Rubric Overview*
- ▶ *Time-To-Think Form, Peacemaker's Path, Student Report Form, Bystander Phrases*
- ▶ *At-Home Positive Behavior Chart*
- ▶ *The 4 Building Blocks (nutrition, sleep, nature, screen time)*

We ask parents/guardians of students with specific behavioral needs to review each of these resources and become familiar with our approach to student conduct. If you have any questions, please reach out to Mark (principal) or Charles (dean of students).





BEHAVIOR SUPPORT PLAN OVERVIEW

► Behavior Support Plan

- * The student has three behavior goals:
 - * "I followed all adult directions 1st time given (within one minute)"
 - * "I used kind words/actions (people/materials)"
 - * "I used my time wisely and completed my goals without being off-task"
- * The student's plan is on a single sheet of paper, monitoring Monday-Friday
- * The student's plan travels with him/her to each class/location in a plastic folder
- * The teacher/assistant overseeing the child is responsible for delivering the folder to the next adult
- * Each teacher/assistant that oversees the child is responsible for filling out the behavior plan
- * The child's teacher will take a picture of the behavior plan and email it home every afternoon
- * Teacher/Assistant should monitor/observe the student's choices each hour to determine points
- * Rubric "points" are based on the three goals: 1 = Struggling 2 = Somewhat 3 = Mostly 4 = Definitely
- * Optional: the student may put a dot under the "points" as a self-evaluation for that hour
- * If the child scores at least 8 points from 8:25-11:00, he/she earns a "10-minute Free Choice" at school
- * If the child scores at least 10 points from 11:00-3:00, he/she earns a "10-minute Free Choice" at school
- * Interventions for specific "below the line" behaviors follow the "rounds" listed below
- * Teacher/assistant may record ABCD data in the plastic folder (up to 5 entries per day for 10 days)
- * Unfinished student work is often sent home or completed during the Weekly Wednesday Workshop

► Behavior Rubric Protocol

- * All Level 2 and Level 3 behaviors will be documented using our Behavior Rubric System
- * We follow our rubric steps and protocol for all students at Walden Green to ensure safety and respect
- * All "Student Behavior Reports" will be sent home (or emailed home)
- * All paper copies of "Student Behavior Reports" for the child will be filed at school
- * The child will be notified of any consequences before lunch/recess or at the end of the school day
- * If Level 2 behavior occurs, the student will have two opportunities for a Restorative Circle intervention as an alternative to other consequences
- * If Level 3 behavior occurs, the child's teacher and WG Admin will meet to discuss consequences

► "Active Defiance" Intervention/Protocol:

- * Round 1: Give 2 clear choices or "First/Then" option and start timer (30 seconds up to 5 minutes)
 - * *Round 1 bubble on Behavior Plan is filled in if the student does not comply*
- * Round 2: Give 2 clear choices or "First/Then" option and start timer (30 seconds up to 5 minutes)
 - * *Round 2 bubble is filled in if the student does not comply, parents are notified*
- * Round 3: Give 2 clear choices or "First/Then" option and start timer (30 seconds up to 5 minutes)
 - * *Round 3 bubble is filled in if the student does not comply, child goes home or remains in office*
 - * *Next day: ALR, In-School Suspension, or Suspension*
 - * *Note: Staff may bring all other students to the Great Room if defiance becomes disruptive*

► "Disruption" Intervention/Protocol:

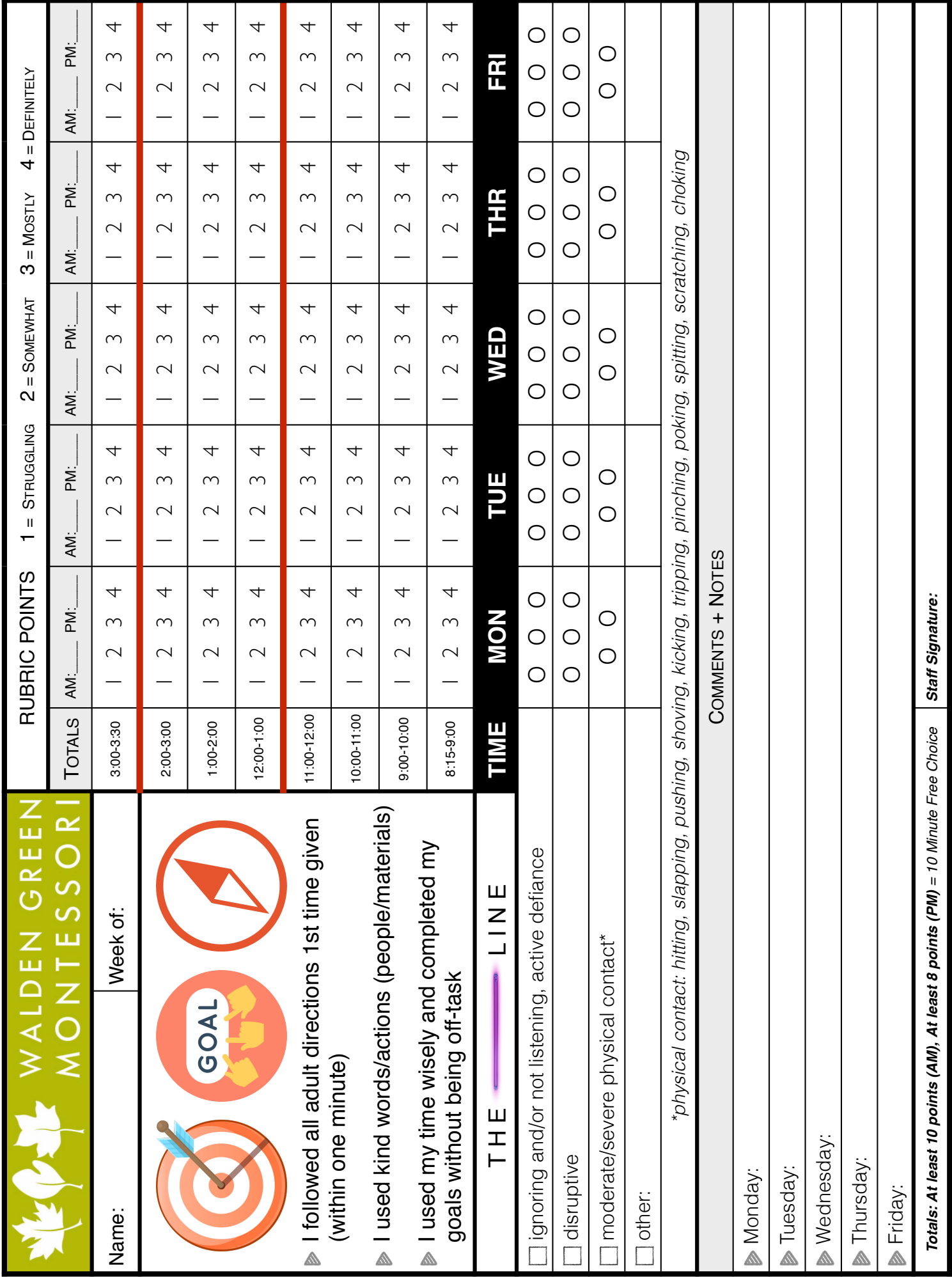
- * Round 1: Redirect, offer sensory option in class
- * Round 2: Redirect, time away in office (up to 30 minutes)
- * Round 3: Redirect, time away in office (up to 60 minutes), ALR if disruption appears intentional

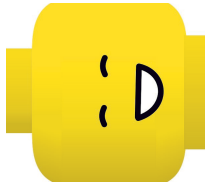
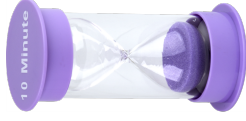
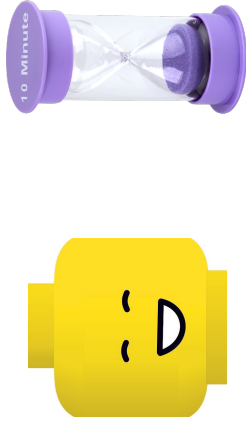
► "Moderate-Severe Physical Contact" Intervention/Protocol:

- * Round 1: Call/update parents, time away in office (1 hour)
- * Round 2: Call/update parents, child goes home or remains in office
 - * *Next day: ALR, In-School Suspension, or Suspension*
 - * *Note: Staff may bring all other students to the Great Room if contact becomes dangerous*

► Time Away (in Modified Workroom with Dean or Interventionist):

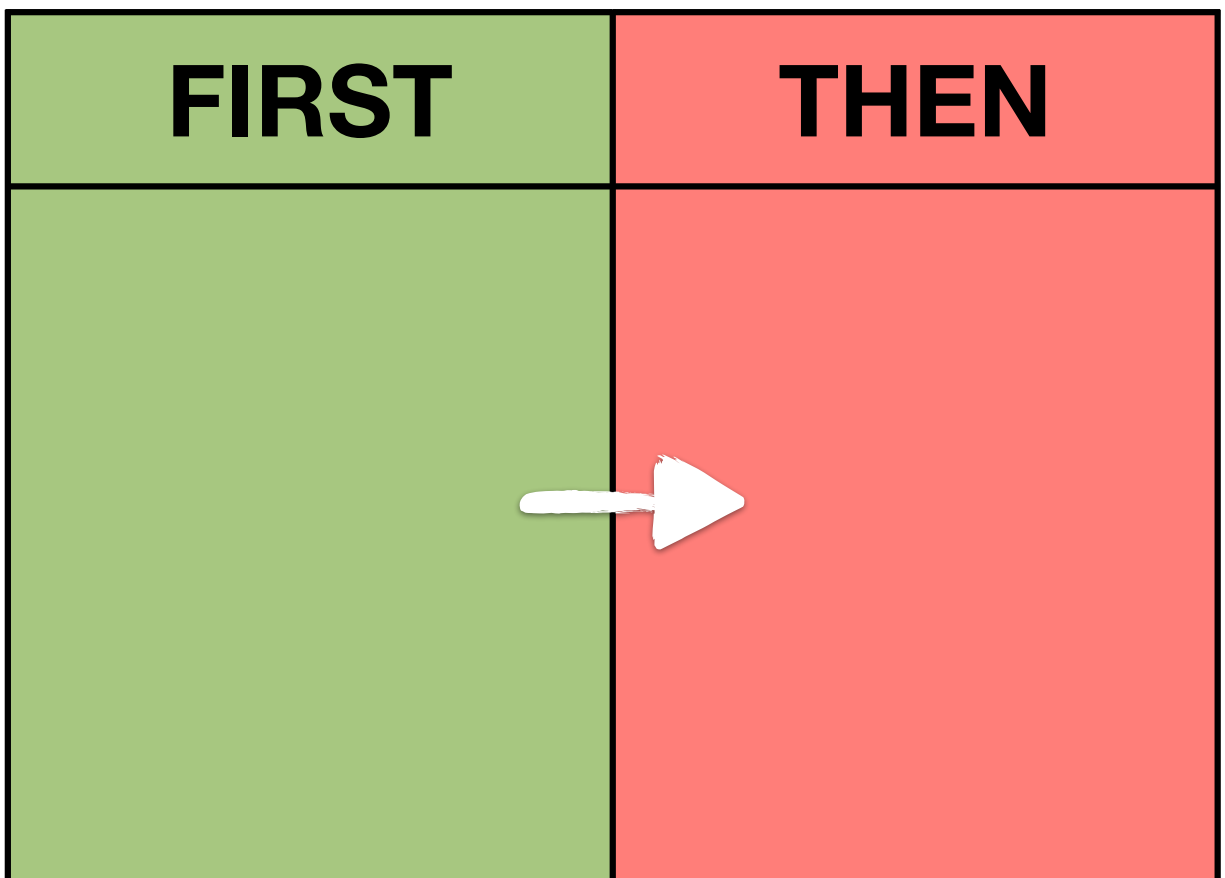
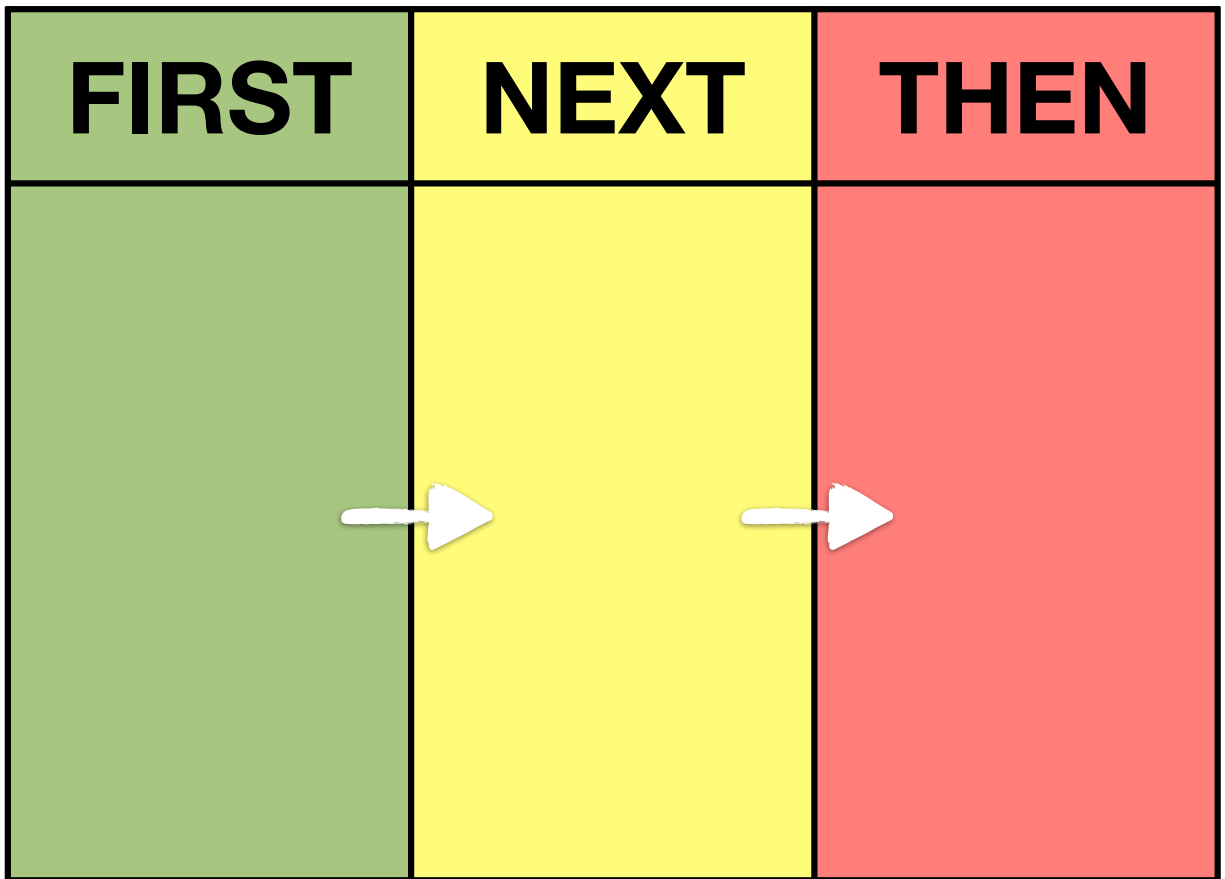
- * The student quietly works on classroom goals
- * The adult will gauge the need for: movement/sensory breaks, SEL, healthy snack, Peace Talks, etc.
- * Movement/Sensory: Bal-A-Vis-X, Yoga, HIIT, Crash Pad, Trampoline, Bike, OT options, Fidget Tools, etc.





FREE CHOICE ACTIVITIES







nonviolent crisis intervention®

TOP 10 DE-ESCALATION TIPS

DE-ESCALATION TIP 1

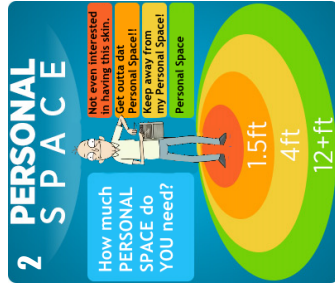


Be empathic and nonjudgmental.



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DE-ESCALATION TIP 2



DE-ESCALATION TIP 3



Use nonthreatening nonverbals.



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DE-ESCALATION TIP 4



Avoid overreacting.



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DE-ESCALATION TIP 5



Focus on feelings.



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DE-ESCALATION TIP 6



Ignore challenging questions.



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DE-ESCALATION TIP 7



Set limits.



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DE-ESCALATION TIP 8



Choose wisely what you insist upon.



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DE-ESCALATION TIP 9



Allow silence for reflection.

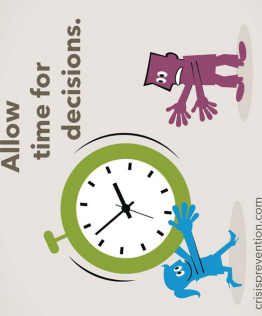


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DE-ESCALATION TIP 10



Allow time for decisions.



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#SettingLimits: Sample Situations

TRY SETTING POSITIVE LIMITS AND YOU'LL SEE THE EFFECTS OF OFFERING CHOICES RATHER THAN ULTIMATUMS.

A PERSON REFUSES TO:	NEGATIVE LIMIT:	POSITIVE LIMIT:
Do classwork.	If you don't finish your work, you won't have any free time.	After your work is done, you'll have five minutes of free time.
Put phone away.	If you don't put your phone away, you'll go to the office.	Would you like to put your phone away or go to the office?
Stop yelling.	If you don't stop yelling, you'll have to leave.	When you stop yelling, we can find a solution to what's bothering you.

More on how to set limits effectively: crisisprevention.com/settinglimits



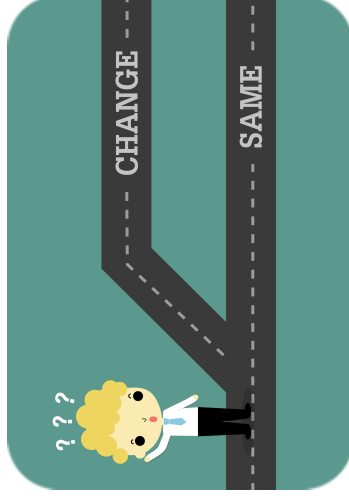
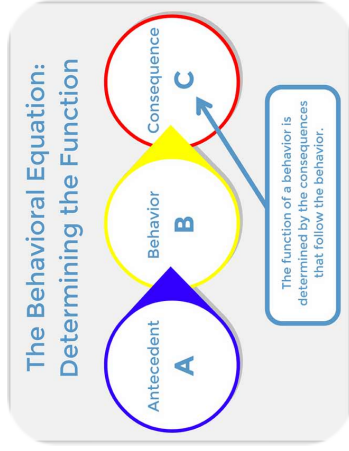
#SettingLimits: 6 Verbal and Nonverbal Tips

TRY THESE TIPS FOR SHOWING AND TELLING SOMEONE THAT YOU'RE HERE TO HELP.

- 1. WATCH YOUR FACIAL EXPRESSIONS AND BODY LANGUAGE.**
Keep your movements calm and neutral.
- 2. BE MINDFUL OF THE TONE, VOLUME, AND CADENCE OF YOUR VOICE.**
HOW you say what you say is as important as WHAT you say.
- 3. SAY WHAT'S ALLOWED WITHOUT TELLING THE PERSON WHAT TO DO.**
"We can talk after this" rather than "you need to be quiet."
- 4. OFFER TWO POSITIVE CHOICES.**
"Which do you want to work on first, math or science?"
- 5. OR, GIVE AND ENCOURAGE ONE POSITIVE CHOICE.**
Do this before introducing any consequences or negative choices.
- 6. BE PREPARED TO REDIRECT THE PERSON BACK TO THE TOPIC AT HAND.**
If they focus on another issue, help them refocus on the desired outcome.

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FUNCTIONAL BEHAVIOR ASSESSMENT DATA

DATE	SETTING		A ANTECEDENT		B BEHAVIOR		C CONSEQUENCE	D DURATION
	<input type="checkbox"/> group lesson <input type="checkbox"/> individual work <input type="checkbox"/> playground <input type="checkbox"/> hallway <input type="checkbox"/> bathroom <input type="checkbox"/> specials <input type="checkbox"/> other:	<input type="checkbox"/> transitioning <input type="checkbox"/> asked to do something <input type="checkbox"/> asked/held not to <input type="checkbox"/> given a verbal reprimand <input type="checkbox"/> not first/winning <input type="checkbox"/> made to wait	<input type="checkbox"/> being ignored <input type="checkbox"/> peer wanted/did something <input type="checkbox"/> break in routine <input type="checkbox"/> initiating peer interaction <input type="checkbox"/> unprovoked <input type="checkbox"/> other:	<input type="checkbox"/> unwanted physical contact <input type="checkbox"/> repeated annoyance/disruption <input type="checkbox"/> ignoring and/or not listening <input type="checkbox"/> rude/insensitive remarks <input type="checkbox"/> elopement/leaving <input type="checkbox"/> moderate physical contact	<input type="checkbox"/> severe physical contact <input type="checkbox"/> misuse of school property <input type="checkbox"/> threatening, intimidation <input type="checkbox"/> dishonesty, distorting the truth <input type="checkbox"/> refusal to request(s) <input type="checkbox"/> other:	<input type="checkbox"/> ignored <input type="checkbox"/> verbal redirection <input type="checkbox"/> sensory/movement break <input type="checkbox"/> stop sign + do-over <input type="checkbox"/> rubric: ALR, TTT, Peace Talk, ISS <input type="checkbox"/> other:	<input type="checkbox"/> < 1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 6-10 minutes <input type="checkbox"/> > 10 minutes <input type="checkbox"/> time of day: _____ <input type="checkbox"/> intensity: low med high	
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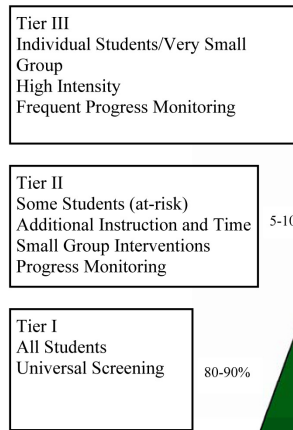


WALDEN GREEN MONTESSORI

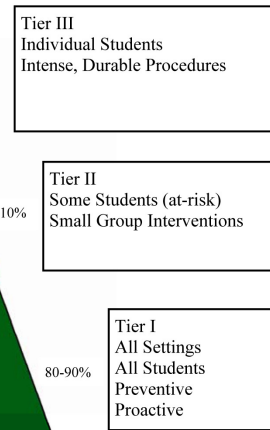


RESPONSE TO INTERVENTION (RTI): BEHAVIORAL SYSTEMS

Academic Systems



Behavioral Systems



TIER I BEHAVIOR SUPPORT (80-90%)

- Peace Education Curriculum
- Behavior Rubric System
- Restorative Justice Practices
- Sensory/Movement Breaks
- Grace and Courtesy Lessons

TIER II BEHAVIOR SUPPORT (5-10%)

- Functional Behavior Assessment
- Positive Behavior Support Plan
- Modified Recess
- Social Worker Consultation
- S.A.N.D. Club

TIER III BEHAVIOR SUPPORT (1-5%)

- IEP Goals/Accommodations
- Functional Behavior Assessment
- Positive Behavior Support Plan
- Modified Recess
- Social Worker Services
- S.A.N.D. Club

TIER II-III NOTES

A “Functional Behavioral Assessment” (FBA) is a process for determining the function of the child’s problem behavior. It involves the collection of ABCD data, observations, and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior.

A “Positive Behavior Support Plan” monitors a child’s choices while simultaneously encouraging *safe, respectful, and responsible* decision-making. Positive choices are reinforced and daily progress is emailed home to parents. This plan is implemented throughout the entire school day and can be extended into the evening, until a child’s bedtime.

“Modified Recess” is for students who require a smaller setting for recess. Using our Behavior Rubric, a child with two or more Level 2-3 infractions during recess will receive a small group intervention to ensure the safety and well-being of all students. The number of Level 2-3 occurrences correlate with the number of weeks a child will participate in a Modified Recess. For example, two occurrences results in 2 weeks of Modified Recess. The duration of a modified recess is equivalent to normal recess.

“S.A.N.D. Club” is our Sensory and Nutritional Development intervention. Children in this program gather daily for research-based sensory/movement breaks and nutrient dense snacks in order to optimize their school day.

P.E.A.C.E. GOALS

AT WALDEN GREEN, WE ARE...

PROBLEM-SOLVERS

EMPATHETIC

ACCOUNTABLE

COOPERATIVE

ENGAGED



P	E	A	C	E
PROBLEM-SOLVER	EMPATHETIC	ACCOUNTABLE	COOPERATIVE	ENGAGED
When challenges come, I can explore different solutions, think flexibly and use creativity to take action.	When conflicts occur, I can seek to listen and understand.	When I make mistakes, I can take responsibility rather than blaming others or making excuses.	When teamwork is needed, I can listen to the group, take turns, contribute, encourage, and follow directions.	When work becomes difficult or less interesting, I can seek ways to remain committed and give my best effort.



BEHAVIOR RESPONSE STRATEGIES (1)

THE RIGHT QUESTIONS TO ASK

1. WHAT IS DRIVING THIS STUDENT'S BEHAVIOR?

- What **else** is **really** going on here?
- What does **this** child **need**?
- How can I **change** my **perspective**? (*seek first to understand, then to be understood*)
- What keeps me **only looking** at the behavior?
- What is this behavior **communicating** right **now**?
- What in the **environment** could be **triggering** this behavior?

2. WHAT CAN I DO AT THIS VERY MOMENT TO IMPROVE MY RELATIONSHIP WITH THIS STUDENT?

- How can I make this relationship **safe** for _____?
- Does _____ need me to **validate** him/her?
- What does _____ **need** from me?
- How can I respond so _____ is **not** threatened?
- How can I physically **position** myself to create a sense of safety for _____?
- Can _____ **respond** to exploratory questions (not solutions I give) that show I am interested?
- How can I convince _____ that I truly want to **understand** his/her struggle?
- How can I be more **authentic** for _____?
- If I **stop** talking and **start** listening, will _____ feel like he/she has a voice?
- How can I **serve** _____?

3. CONSIDER WHETHER A BASIC NEED ISN'T BEING MET:

Many times kids are acting out because of an immediate need. Before you move to intervention with the Behavior Rubric, "**HALT**," and ask yourself whether this child might need something relatively simple and easily provided. People can't learn or focus if they're **Hungry**, **Anxious**, **Lonely**, or **Tired**. When we slow down and look at the bigger picture, we might discover that a student just needs **a snack, a break, or a hug and relational reassurance**.

"H.A.L.T." AND CONSIDER WHETHER A BASIC NEED ISN'T BEING MET:

H ungry	=	snack from home, drink of water, school snack from admin
A nxious	=	1-5 minute sensory break, legs up the wall, yoga, deep breathing
L onely	=	adult ally check-in, lunch date, assign a peer partner/mentor
T ired	=	snack, movement break, 10-15 minute rest

Staff response if another student questions any "special" treatment of others:

"So _____ will have his/her needs met" or "They're getting what they need"



BEHAVIOR RESPONSE STRATEGIES (2)

RESPONDING INSTEAD OF REACTING

TRADITIONAL REACTIONS	THOUGHTFUL RESPONSES
"Go to the principal's office."	"I'm here. You're not in trouble."
"You're a big kid now and you need to learn to deal with it."	"I don't want you alone in this. Let me help you."
"Stop crying."	"It's okay to feel."
"You're so dramatic."	"You need to be heard."
"Stop being so needy."	"What is it you need help with?"
"You need to learn to be responsible."	"Let's chunk this down so it is more manageable."
"I can't help you because I have 30 other children here."	"We'll get through this together. Everyone is important."
"Don't you talk to an adult like that!"	"You're allowed to have a voice. Let's talk together."
"Stop whining."	"I want to understand you better. Use your voice."
"You should never have acted like that."	"Sometimes life just gets to big, doesn't it?"
"Your parents will be contacted. Wait until they find out."	"Let's get everyone involved to support you."
"Act your age."	"This is too big to keep to yourself."
"You're old enough to handle this on your own."	"Let's handle this together."
"Grow up."	"I'm here to support you."
"You need to behave because you're in my classroom."	"I am here to make it safe for you."
"You need to be like _____."	"You have your own talents and strengths."
"Nobody is going to like you if you keep misbehaving."	"I know you want to be well-liked, so let's make that happen."



WALDEN GREEN MONTESSORI

A P E A C E F U L E D U C A T I O N



Dear Parents/Guardians,

As part of an ongoing effort to enhance the peaceful learning environment at our school, we utilize a prevention program to reduce mean and aggressive behavior and bullying. This program includes staff training, student training and parent education based on the work of Dr. Marcia McEvoy - a widely recognized expert in the field of school aggression and bullying prevention. This program trains the staff on policies and procedures for intervening consistently using a shared common language with specific consequences for aggressive behavior. Our program implements a school-wide **behavior rubric system** based on precise conduct standards. Specific consequences have been developed for specific kinds of aggressive behavior. Students in schools with a rubric-based approach know how discipline is handled and are clear on the expectations for behavior in a variety of school settings. The program also focuses on how to model, teach, and reinforce pro-social behaviors. It emphasizes problem solving skills, empathy, accountability, and cooperation with others.

The student components of the program teaches students how to both identify and effectively respond to behavior, and how to get adult help if they're proactive responses are not stopping it. Just as important, students are taught in many strategies and how to be a "good bystander" when they are watching someone getting picked on or socially isolated. Bystander training is critical and changing students' behavior and In shaping positive social norms.

Sometimes when a school implements this kind of program, the response from outside the school is that the school is being "too picky" or that aggressive behavior is "just kids being kids." However, the **research is clear:** *if a school consistently addresses the small stuff, they seldom see behavior escalate into more serious forms of aggression.* Our ultimate goal is to make all students feel safe and help them reach their full potential. We have a broad definition of mean teasing and other hurtful behaviors to be able to "sweat the small stuff." We know that aggressive behavior can come with the guise of "just kidding" or "we were just horsing around" types of behaviors. We also know that the recipients of this type of behavior seldom interpret it in the same benign fashion and are frequently negatively affected by it.

Please **review** and become familiar with the **supplemental resources** included in this document. They will provide additional detail on components of our program.

Thank you for your continued support and partnership from home!



WALDEN GREEN MONTESSORI



OUR BEHAVIOR RUBRIC SYSTEM & THE WHOLE CHILD

Maria Montessori once said, “To let the child do as he likes when he has not yet developed any powers of control is to betray the idea of freedom.” Throughout her life as a pioneer in education, Maria frequently emphasized the need for boundaries amongst the freedoms bestowed upon children. As stated in our School-Family Compact, it is fundamental for the entire Walden Green community to support our Behavior Rubric guidelines (“boundaries”) in order to help develop each child’s sense of responsibility and accountability. All children make mistakes at some point; whether it’s hurtful conduct or disruptive/off-task behavior. But at Walden Green, we view mistakes as golden opportunities to learn. To abandon these learning moments is to abandon the child. A large component of our research-based Behavior Rubric System is to engage children in a reflective process that seeks to identify some of the motivations for their particular actions. Yet our approach to addressing student conduct goes well beyond the Student Behavior Report forms that are sent home. Here is a brief list of school-wide strategies and tools that systematically support the social/emotional growth of our students:

- ▶ *“grace and courtesy” lessons (focused on etiquette and manners)*
- ▶ *community gatherings (most mornings, often student led)*
- ▶ *team building activities and challenges that require cooperation and collaboration*
- ▶ *role play scenarios (focusing on conflict resolution skills)*
- ▶ *peace songs (utilizing music at All School Sing to cultivate compassion and wisdom)*
- ▶ *peer mentoring (across classrooms and grade levels)*
- ▶ *service learning (projects and excursions throughout the local community)*
- ▶ *interdisciplinary units that highlight global justice, fairness and peace*
- ▶ *“bystander” training (equipping students to stand up for others with dignity)*
- ▶ *“confronting friends” training (promoting healthy dialogue between friends)*
- ▶ *“the peacemaker’s path” (visual step by step tool to help peer conflicts)*
- ▶ *“the solution wheel” (8 different choices for students to practice being problem-solvers)*
- ▶ *“time to think” forms (reflective tool for getting at the “heart” of a behavior)*

As you can see, the holistic development of each child is one of our primary goals. Providing a safe and nurturing learning environment is foundational for us to be successful. Therefore, we intervene when any level of misconduct occurs because every child in every class has the right to come to Walden Green without the fear of being disrespected as an individual or disrupted as a learner. We expect all families to support us in this vision. The mutual partnership between home and school is often the catalyst for a child’s success in education. We are here to support your child with our dynamic program and personnel. We deeply appreciate your support and commitment from home.



RESTORATIVE JUSTICE PRACTICES

Restorative Justice (RJ) is a critical component of our Peace Education curriculum. In conjunction with our comprehensive Behavior Rubric System, Restorative Justice is implemented when mean or hurtful behavior has occurred between members of our Walden Green community. Restorative Justice is a systematic approach used to model, teach, and reinforce pro-social behaviors. The goal of this intervention is to nurture problem-solving skills, empathy, accountability, and cooperation with others.

In December 2016, Governor Rick Snyder signed a law that requires Michigan schools to consider using **restorative practices** as an alternative to zero-tolerance policies like suspension or expulsion, which have been shown to have an array of damaging effects on certain student populations. This law supports many of the beliefs and practices that we already have in place at Walden Green to promote a peaceful school. For example, Restorative Justice incorporates a student-led peer mediation group. Each year a small cohort of Capstone (6th-8th year) students are trained in the process of Restorative Justice and then function as mediators in student conflicts or behavior infractions school-wide.

Research shows that peer mediation fosters self-regulation, self-esteem, and self-discipline in youth; and that mediation skills transfer to family and neighborhood conflicts, helping youth to become better problem-solvers and more responsible citizens. These are traits and skills that Walden Green consistently emphasizes in our “whole child” approach and Peace Education curriculum.

The small group of carefully selected Capstone students are trained using a curriculum developed by the Foundation for Tolerance International and funded by the United States Institute of Peace. This curriculum teaches mediators about various types of conflict, active listening, communication skills, emotions, and how to create fair solutions in the mediation process.

The primary focus in Restorative Justice is on healing the victim, not just on the consequences for the offender. This leads to a very different set of responses to student misconduct.

Restorative Justice empowers the victim and can help begin the process of healing. Conversations that include a discussion of natural consequences and amends may serve as a first step along the road to forgiveness. They might also provide a real opportunity for offenders to understand the degree of harm they caused and to develop empathy with their victims. Such empathy is the best hope for preventing the offender from repeating the behavior.

Forgiveness is hard. It is also deeply personal. As much as we value forgiveness, we are careful not to push it on anyone. For that reason, restorative justice practitioners are careful to focus on a process of listening to and empowering victims. They don't expect specific results. Victim healing is the goal of Restorative Justice, and that healing has to happen on a path where the victim is leading. Offenders are different. Offenders offended, and Restorative Justice practitioners always work toward offender accountability, empathy, and reparation.

*“It is easier to build strong children than to repair broken men.”
- Frederick Douglass*





WALDEN GREEN MONTESSORI



Mean/Hurtful Behavior is any mean look, gesture, word, or action that hurts a person's body, feelings, friendships, reputation, or property. Whether it's meant or not, it's not how you see it, but how they feel it!

Mean/Hurtful Behavior is when anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body, feelings, friendships, reputation, or possessions. Injury or discomfort is based on how it is received, regardless of the intent.

EXPECT RESPECT. MAKE POSITIVE CHOICES.

A positive choice NEVER includes mean or hurtful...

- Looks
- Gestures
- Words
- Actions

A positive choice NEVER includes mistreatment towards a person's...

- Body
- Feelings
- Friendships
- Reputation
- Property

WHETHER IT IS MEANT OR NOT, IT IS NOT HOW YOU SEE IT, BUT HOW THEY FEEL IT!
RESPECT AND DIGNITY FOR ALL.

SCHOOL DEFINITION OF BULLYING:

Bullying is mean behavior that is repeated, on purpose, and involves an imbalance of power between the people involved. It is an unhealthy way to get power and control in life. Typically, 2% of a school's population are actual bullies.

WALDEN GREEN MONTESSORI

BEHAVIOR CONSEQUENCE RUBRIC

(GRADES K-8TH)

BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	4TH+ TIME
LEVEL 1 Behavior that disrespects or hurts the feelings of others <ul style="list-style-type: none"> unwanted physical contact, horseplay repeated annoyance/distraction/disruption name calling, teasing, rumors rude/insensitive remarks mean notes, playing a mean trick ignoring, delayed response, not listening eye-rolling, unkind/stubborn gestures taunting, provoking, bragging unnecessary whining/sulking/nagging playing keep away, excluding others 	➔ 15 Sec Intervention ➔ Behavior Report	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Call Home (if needed)
LEVEL 2 Behavior that could injure others or expresses active defiance <ul style="list-style-type: none"> moderate physical contact* throwing objects inappropriate drawings or words yelling, outbursts, screeching, threatening active defiance, talking back dishonesty, distorting the truth cheating, plagiarism carelessness with school property misuse of materials or technology disregarding "friends-only" rule at school 	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Remain in Office ➔ Call Home or Go Home	➔ 15 Sec Intervention ➔ Behavior Report ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Remain in Office ➔ Call Home or Go Home ➔ Possible Suspension
LEVEL 3 Behavior that injures others or involves serious misconduct <ul style="list-style-type: none"> severe physical contact* biting, stabbing with any object retaliation for being reported throwing objects with intent to hurt stealing, destroying property swearing (including nonverbal signals) violent threats, purposeful intimidation indecent exposure possession of weapons, explosives, drugs harassment (racial/ethnic/sexual/religious) 	➔ 15 Sec Intervention ➔ Behavior Report ➔ Principal or Dean Visit ➔ Remain in Office ➔ Call Home or Go Home ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Possible Suspension ➔ Officer Consultation ➔ Possible Expulsion	➔ 15 Sec Intervention ➔ Behavior Report ➔ Principal or Dean Visit ➔ Remain in Office ➔ Call Home or Go Home ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Possible Suspension ➔ Officer Consultation ➔ Possible Expulsion	➔ 15 Sec Intervention ➔ Behavior Report ➔ Principal or Dean Visit ➔ Remain in Office ➔ Call Home or Go Home ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Possible Suspension ➔ Officer Consultation ➔ Possible Expulsion	➔ 15 Sec Intervention ➔ Behavior Report ➔ Principal or Dean Visit ➔ Remain in Office ➔ Call Home or Go Home ➔ Alternate Lunch/Recess ➔ Time-To-Think Form ➔ Peace Talk/Apology ➔ Possible Suspension ➔ Officer Consultation ➔ Possible Expulsion

*physical contact: *hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking*

All forms of misconduct that take place in cyberspace (social media, texts, etc.) apply to this rubric as well

NOTE: Students often call parents if Behavior Report is not returned the next school day

WALDEN GREEN MONTESSORI

STUDENT BEHAVIOR REPORT (SBR)

STUDENT NAME:

DATE:

TIME:

REFERRING ADULT:

GRADE:

TEACHER:

OBSERVER

☐ Witnessed by Staff

☐ Reported by Students

WHERE DID THE BEHAVIOR OCCUR?

☐ Classroom

☐ Hallway

☐ Bathroom

☐ Playground/Recess

☐ Bus/Harbor Transit

☐ Other:

WHAT WAS HAPPENING BEFORE THE BEHAVIOR?

☐ Transitioning

☐ Ending an activity

☐ Participating in a group

☐ Asked to do something

☐ Unknown at this point

☐ Other:

PLEASE CHECK APPROPRIATE BOX AND CIRCLE ALL "BELOW THE LINE" BEHAVIORS

☐ LEVEL 1: BEHAVIOR THAT DISRESPECTS OR HURTS THE FEELINGS OF OTHERS

➤ unwanted physical contact, horseplay, repeated annoyance/distraction/disruption, name calling, teasing, rumors, rude/insensitive remarks, mean notes, playing a mean trick, ignoring, delayed response, not listening, eye-rolling, unkind/stubborn gestures, taunting, provoking, bragging, unnecessary whining/sulking/nagging, playing keep away, excluding others

☐ LEVEL 2: BEHAVIOR THAT COULD INJURE OTHERS OR EXPRESSES ACTIVE DEFIANCE

➤ moderate physical contact (*hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking*), throwing objects, inappropriate drawings or words, yelling, outbursts, screeching, threatening, active defiance, talking back, dishonesty, distorting the truth, cheating, plagiarism, carelessness with school property, misuse of materials or technology, disregarding "friends-only" rule at school

☐ LEVEL 3: BEHAVIOR THAT INJURES OTHERS OR INVOLVES SERIOUS MISCONDUCT

➤ severe physical contact (*hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking*), biting, stabbing with any object, retaliation for being reported, throwing objects with intent to hurt, stealing, destroying property, swearing (including nonverbal signals), violent threats, purposeful intimidation, indecent exposure, possession of weapons/explosives/drugs, harassment (*racial/ethnic/sexual/religious*)

Comments (please be specific)

OCCURRENCE

____ 1st Offense

____ 2nd Offense

____ 3rd Offense

____ 4th Offense

____ () Offense

Consequence(s):

☐ 15 second intervention

☐ time-to-think form

☐ peace talk and/or apology

☐ alternate lunch/recess

☐ time away in office: ____ hour(s)

☐ call home or go home

☐ meeting with parent(s)/guardian(s)

☐ suspension (in-school/out-of-school): ____ day(s)

☐ potential school expulsion and/or police notification



Staff Signature: _____

Principal or Dean Signature: _____

Parent/Guardian Signature(s): _____

PLEASE RETURN TO TEACHER - THANKS!

(Students often call home if SBR is not returned to school)

WALDEN GREEN MONTESSORI		K-8TH RUBRIC ~ OCCURRENCES					TYPICAL CONSEQUENCE PROTOCOL									
LEVEL	BEHAVIOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+
1	unwanted physical contact, horseplay															
	repeated annoyance/distraction/disruption															
	name calling, teasing, rumors															
	rude/insensitive remarks															
	mean notes, playing a mean trick															
	ignoring, delayed response, not listening															
	eye-rolling, unkind/stubborn gestures															
	taunting, provoking, bragging															
	unnecessary whining/sulking/nagging															
	playing keep away, excluding others															
2	moderate physical contact*															
	throwing objects															
	inappropriate drawings or words															
	yelling, outbursts, screeching, threatening															
	active defiance, talking back															
	dishonesty, distorting the truth															
	cheating, plagiarism															
	carelessness with school property															
	misuse of materials or technology															
	disregarding "friends-only" rule at school															
3	severe physical contact*															
	biting, stabbing with any object															
	throwing objects with intent to hurt															
	stealing, destroying property															
	swearing (including nonverbal signals)															
	violent threats, purposeful intimidation															
	retaliation for being reported															
	indecent exposure															
	possession of weapons/explosives/drugs															
	harassment (racial/ethnic/sexual/religious)															

Michigan School Code 1311
 "gross misdemeanor"
 "persistent disobedience"

* physical contact: hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking

Peace Talk	Peace Talk or ALR	Alternate Lunch/Recess	In-School Suspension	Out-of-School Suspension	Expulsion



NICE BEHAVIORS ARE...

KIND LOOKS

- friendly smile
- happy face

KIND GESTURES

- high five
- thumbs up

KIND WORDS

- "hello" & "hi"
- "please" & "thank you"

KIND ACTIONS

- sharing & caring
- helping & serving

THAT ARE GOOD FOR MY...

BODY

- personal safety
- personal health

FEELINGS

- happiness
- joyfulness

FRIENDSHIPS

- making new friends
- keeping friends

PROPERTY

- personal belongings
- school materials



THE LINE

MEAN BEHAVIORS ARE...

MEAN LOOKS

- eye rolling
- glaring or sneering

MEAN GESTURES

- hand signs
- intimidation

MEAN WORDS

- name calling or teasing
- gossiping or threatening

MEAN ACTIONS

- pushing or shoving
- punching or kicking

THAT WILL HURT MY...

BODY

- physical pain
- emotional pain

FEELINGS

- sadness
- loneliness

FRIENDSHIPS

- fewer friends
- losing friends

PROPERTY

- damaged items
- loss of items

ALL feelings are acceptable, but NOT all actions.



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED



SCARED

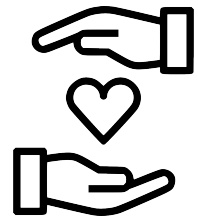


KIND



IS IT SAFE?

IS IT RESPECTFUL?



THE LINE

IS IT DANGEROUS?

IS IT DISRESPECTFUL?





A TIME-TO-THINK



NAME: _____

I WAS FEELING...



BECAUSE...

<i>I wanted to get my own way</i>	<i>I wanted someone to listen to me</i>	<i>I wanted to be left alone</i>	<i>I wanted to impress someone</i>	<i>I was hurt by:</i> _____
<i>I was upset about something else</i>	<i>I wanted others to look at me</i>	<i>I had a bad night/ morning at home</i>	<i>I wanted to be funny (or get a reaction)</i>	<i>Other:</i> _____

(BUT) I CHOSE TO...

<i>not listen</i>	<i>be disruptive</i>	<i>be aggressive</i>	<i>be disrespectful</i>	<i>damage something</i>
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DETAILS:

(AND) I MISTREATED _____'S

				
FEELINGS	BODY	FRIENDSHIP	PROPERTY	TRUST

NEXT TIME I WILL TRY TO...

<i>walk away</i>	<i>ask for help</i>	<i>listen carefully</i>	<i>be respectful</i>	<i>be honest</i>
------------------	---------------------	-------------------------	----------------------	------------------

Other: _____

PRACTICE POSITIVE OPTION(S) WITH ADULT (IF TIME)

OTHER SIDE: APOLOGY OF ACTION (IF TIME/NECESSARY)

Child Signature: _____	Adult Signature: _____	Date: _____
------------------------	------------------------	-------------

"all feelings are acceptable but not all actions"



WALDEN GREEN MONTESSORI + APOLOGY OF ACTION

NAME: _____ DATE: _____



Dear _____,

- ☐ *I am sorry. Please forgive me for...*
- ☐ *My choice was hurtful. I regret...*
- ☐ *Please pardon me. I apologize for...*



This behavior was wrong because it's...

- ☐ *Dangerous*
- ☐ *Disrespectful*
- ☐ *Other:*



My behavior made you feel...



Next time I will try to... _____

Do you accept my apology? (have the other person decide)

- ☐ *Yes*
- ☐ *Not at this point*



Is there anything I can do to help? (have the other person choose)

- ☐ *Offer a sincere apology about what happened*
- ☐ *Make me a picture or write a kind note*
- ☐ *Give a gentle touch such as a hug*
- ☐ *Say 2 nice things to me*
- ☐ *Other:*

SIGNATURES



REFLECT + RESTORE

NAME: _____ DATE: _____



I chose to...

This behavior was...

- ☐ *Dangerous*
- ☐ *Disrespectful*



I was feeling...



MAD



JEALOUS



FRUSTRATED



LEFT OUT



HURT



UNCOMFORTABLE



SILLY



Because...

- ☐ *I wanted to get my own way*
- ☐ *I wanted to be funny (or get a reaction)*
- ☐ *I wanted attention*
- ☐ *I was upset about something:*
- ☐ *Other:*



My behavior made you feel...



SAD



MAD



FRUSTRATED



LEFT OUT



HURT



UNCOMFORTABLE



SCARED



Is there anything I can do to help? (have the other person choose)

- ☐ *Offer a sincere apology about what happened*
- ☐ *Make me a picture or write a kind note*
- ☐ *Give a gentle touch such as a hug*
- ☐ *Say 2 nice things to me*
- ☐ *Other:*








GOING FORWARD, I NEED TO...

NAME: _____

DATE: _____

this is
my story

THE PEACEMAKER'S PATH ↔ THE SOLUTION WHEEL

STEP	MY PERSPECTIVE FIRST: COMPLETE STEPS 1-4 INDIVIDUALLY
	For me the problem is...
	This makes me feel... <i>angry</i> <i>surprised</i> <i>embarrassed</i> <i>scared</i> <i>frustrated</i> <i>hurt</i> <i>confused</i> <i>anxious</i> <i>disappointed</i> <i>aggressive</i>
	I would like you to...
	One solution could be... 1. take turns or share 2. apologize 3. flip a coin 4. bargain or compromise 5. get help from an adult 6. avoid or postpone 7. forget about it 8. rock-paper-scissors
	DISCUSS AND AGREE UPON ONE SOLUTION TO TRY: Student Signatures: _____ Adult Initials: _____



WALDEN GREEN MONTESSORI

STUDENT REPORT FORM (5Ws)

RATTING

Ratting is telling an adult about a problem when you:

- ☐ could solve the problem yourself
- ☐ just want to make yourself look good
- ☐ really just want your own way
- ☐ want to get someone in trouble that you don't like

REPORTING

Reporting is telling an adult when you or someone else is getting hurt. It could be about a person's:

- ☐ body
- ☐ feelings
- ☐ friendships
- ☐ reputation
- ☐ property

YOUR NAME:

DATE:

GRADE:

1) Who was involved?

2) What happened?

3) When did it start? (*How long has it been going on? How often has it occurred?*)

4) Where did it happen?

5) Witnesses? Yes _____ No _____ *If yes, list who saw what happened:*

Who else did you tell about this **problem**? Parent? Friend? Teacher? Assistant?

***Thank you for taking the time to fill out this form. Do NOT tell any other student about this report.
We will contact you as soon as we are able and let you know how we can best help you.***

VERBAL WARNING GIVEN TO _____ DATE: _____ STAFF INITIALS: _____

COMPLETE BACKSIDE IF YOU AND THE OTHER STUDENT(S) NEED THE PEACEMAKER'S PATH & SOLUTION WHEEL



BE A GOOD BYSTANDER

- | | |
|--|---|
| <input type="checkbox"/> <i>Knock it off.</i> | <input type="checkbox"/> <i>That is not cool.</i> |
| <input type="checkbox"/> <i>Cut it out.</i> | <input type="checkbox"/> <i>That's annoying.</i> |
| <input type="checkbox"/> <i>Quit it.</i> | <input type="checkbox"/> <i>Give it up.</i> |
| <input type="checkbox"/> <i>Just stop.</i> | <input type="checkbox"/> <i>Lay off.</i> |
| <input type="checkbox"/> <i>That's mean.</i> | <input type="checkbox"/> <i>What did that do for you?</i> |
| <input type="checkbox"/> <i>That's rude.</i> | <input type="checkbox"/> <i>That's cold.</i> |
| <input type="checkbox"/> <i>Back off.</i> | <input type="checkbox"/> <i>That's harsh.</i> |
| <input type="checkbox"/> <i>Chill out.</i> | <input type="checkbox"/> <i>Enough.</i> |
| <input type="checkbox"/> <i>Relax.</i> | <input type="checkbox"/> <i>That's lame.</i> |
| <input type="checkbox"/> <i>Ease up.</i> | <input type="checkbox"/> <i>Step off.</i> |
| <input type="checkbox"/> <i>That makes you look bad.</i> | <input type="checkbox"/> <i>Calm down.</i> |
| <input type="checkbox"/> <i>Nobody likes that.</i> | <input type="checkbox"/> <i>Chillax.</i> |
| <input type="checkbox"/> <i>That's messed up.</i> | <input type="checkbox"/> <i>That's unnecessary.</i> |
| <input type="checkbox"/> <i>That's just wrong.</i> | <input type="checkbox"/> <i>End it.</i> |
| <input type="checkbox"/> <i>What's up with that?</i> | <input type="checkbox"/> <i>Seriously? Wow.</i> |
| <input type="checkbox"/> <i>That's getting old.</i> | <input type="checkbox"/> <i>That's low.</i> |
| <input type="checkbox"/> <i>That's getting boring.</i> | <input type="checkbox"/> <i>Really?</i> |



WALDEN GREEN
MONTESSORI



EDUCATION FOR THE WHOLE CHILD

Please **EXCLUDE** the following
from **ALL** lunches and snacks:

- ▶ **Highly sugared foods** (*candy, gum, chocolate/granola bars, sugary cereal, fruit snacks, Go-Gurt, cookies, etc.*)
- ▶ **Highly processed foods** (*fast food, snack chips such Doritos/Cheetos, Cheez-Its, Pop Tarts, white bread, etc.*)
- ▶ **Soda of any of kind and sweetened drinks** (*Kool-Aid, Capri Sun, Gatorade, Sunny Delight, chocolate milk, etc.*)
- ▶ **“Juice” that isn’t 100% juice** (*many students drink water*)
- ▶ **Foods with excessive additives and preservatives** (*Lunchables, Twinkies, Kid Cuisine, etc.*)
- ▶ **Food items difficult to open or use**



THE 4 BUILDING BLOCKS

NUTRITION

- eat mostly real food, whole food
- eliminate or minimize added sugar
- eliminate or minimize processed foods
- increase healthy fats (polyunsaturated, monounsaturated)

SLEEP

- Y5/K/1st: 10-13 hours
- 2nd-8th: 9-12 hours
- keep weekends/breaks within an hour of the usual time
- sleep improves attention, behavior, learning, and memory

NATURE

- time in nature is vital to children's health and development
- nature can reduce stress and increase attention spans
- nature promotes creativity and imagination
- nature provides different stimulation and gets kids moving

SCREEN TIME

- no more than 1 hour per day
- remove all devices/technology from bedroom
- all children require ample face-to-face interaction
- designate media-free times, such as dinner or driving



WALDEN GREEN
MONTESSORI
EDUCATION FOR
THE WHOLE CHILD