



Student Support in the School Community

Social Inclusion & Restorative Discipline®

There is no such thing as an antisocial or disobedient child...
only a disoriented one

Among the challenges that face us today, isolation and disorientation are experiences that stand out in terms of the emotional distress and damage inflicted in childhood that can color the rest of our lives.

When a child is excluded from his/her class community or feels disoriented and behaves badly, the reflection both the class and the children hold of each other, and the relationship with the teacher can be strongly affected. Exclusion and behavioral problems carry the possibility for distress and the feeling of being stigmatized, but if resolved in an insightful and warm way it brings the opportunity to experience dynamic human encounters through which the essential individuality of the child grows.

At the core of this approach is the belief that...

There is no such thing as an antisocial or disobedient child, only a disoriented one.

What this means in practice is that when a social or behavioral problem comes up teachers and parents are given support to find the tools they need to help orient the child. This is much more than just a kind way of talking about difficult issues; it can be a paradigm shift.

What Makes the Social Inclusion & Restorative Discipline Process Different?

- Unlike standard mediation and counseling practices, this approach, developed and refined over 25 years, is specifically designed to address social and behavioral issues in the context of the each individual school communities biography and current needs.
- Keeping the child in the center, it creates teamwork between parents and teachers rather than allowing strain in adult relationships to simmer, build and distract.
- This process sees conflict and challenging behavior as being a part of social and emotional learning that all children experience at times.
- Without blaming and shaming the children who are disoriented, it helps them see the implications of their actions and be involved in planning how to put things right.
- It is a whole community approach spearheaded by a small group of trained faculty and parents who form a Student Support Group. The parents on the Group focus on parent education.
- It creates a transparent process and communication. This means that parents, teachers and the student know where they stand and what strategies are being used to help improve the situation.
- Student 'citizenship' is fostered by establishing a Student Social Action Committee made up of older students who help with social issues in the younger grades.
- Children see that this approach is a fair and effective way to work through social and discipline issues, that helps rather than punishes them.
- It forms a "three legged stool" of support for a child. So often discipline, learning and social issues tend to come together and become confused. This process establishes and ensures the smooth running of these three streams within the school.
- It makes life easier for the administration and teachers and helps keep their focus on the children and the curriculum.
- It is sensitive to the personnel limits of the school and does not overburden the teachers with unreasonable extra committee work.

An Overview...

The Social Inclusion and Restorative Discipline Process For Your School Community

The process has three phases that are usually spread over three years.

Phase One:

Social Inclusion and Restorative Discipline Process. This usually involves...

- i. Two days faculty professional development.
- ii. Two days with the three streams of the Student Support Group. This group is made up of Social Inclusion (SI-CG) and Discipline and Guidance (DG-CG) Coordinating Groups. If the school has or wants to form a Care/Education Support Coordinating Group (CES) this group is also invited to attend.
- iii. One day with the Student Social Action Committee (SSAC).
- iv. An evening presentation to the school and wider community.

Phase Two:

This usually involves...

- i. One day of faculty professional development.
- ii. Two days with the Student Support Group (SI-CG, DG-CG, CES)
- iii. One a day with the SSAC
- iv. An evening presentation to the school and wider community.

Phase Three:

Social Sustainability Overview. This usually involves...

- i. One day Faculty development.
- ii. Two days with the Student Support Group (SI-CG, DG-CG, CES)
- iii. An evening presentation to the school and wider community.

** Throughout the process the Student Support Group hold a monthly meeting with Kim via video or phone conferencing. This helps the process keep moving and gives regular support in between visits.

ABOUT THE TRAINER...

Kim John Payne, M.ED. is an Australian who has worked for 29 years as a teacher, counselor, adult educator, researcher and consultant. Out of his research, Kim has implemented a Social



Kim John Payne

Inclusion and Restorative Discipline process in many private, charter and public school communities that helps overcome antisocial behavior, bullying, and teasing in school and at home and behavioral issues in the classroom. He was the Co-Director of the a Waldorf school based research

project, sponsored by the Fetzer Foundation, exploring and developing a drug free approach to attention-related disorders. He was the founding director of *The Challenge of Adolescence*, a training course for therapists, teachers, and parents. Kim Payne is the Director of the Center for Social Sustainability. He is also the Director of the Antioch University Collaborative Counseling Program and Adjunct Faculty with the Clay Street Project at Proctor & Gamble Inc. He was a faculty member at Emerson College (UK), Lesley Universities Peaceable

Schools Program, the founding co-director of the Eastern European Institute of Bothmer Movement/Spatial Dynamics (Hungary), and co director of the Bothmer Movement/Spatial Dynamics (England).

He has appeared on frequently on television including ABC, NBC, CBS, Fox; on radio with the BBC, Sirius/XM, CBC & NPR and in print including being featured in Time Magazine, Chicago Tribune, Parenting, Mothering, Times Union and the LA Times and New York Times. He writes for the Huffington Post.

Kim is presently based in Northampton, MA. USA. He is the author of *Games Children Play* (Hawthorn Press, 1996) and *Simplicity Parenting* (Ballantine Books/Random House, 2009), *Beyond Winning* (Globe Press, 2013) and the soon to be released *Soul of Discipline* (Random House/Penguin) *The Compassionate Response* (Shambhala Press 2015). He strives to deepen understanding and give practical tools for life that arise out of the burning social issues of our time.

WHAT PARENTS, TEACHERS & CHILDREN SAY...

"Introducing the Restorative Discipline process in our school has not just been like fresh air, it actually 'is' the air. I feel like I can breathe now. I feel like there is a clear way that we can work out the behavior problems that inevitably arise. My confidence in the school and trusting relationships with the teachers has really improved." Jessica Lopez. Parent of three children.

"Being bullied is absolutely the worst thing that can possibly happen at school, really the worst. A lot of us knew it wasn't right but since Social Inclusion has come to our school we know that we can speak up without feeling that we will get picked on. I guess it's because no one gets blamed but everyone has to try and work it out. It's really better now, much better." Stephanie 9th Grade Student.

"Initially I thought this process was going to mean a lot of extra work for me. The way it has turned out is that I can keep the class moving along because I am supported to work with the individual children who need extra help. It has made things more manageable." Edwin Gonzales 6th Grade Teacher

"I am so relieved that there is a clear process to improve communication with the parents when a child's behavior becomes disruptive." Robin Younger 2nd Grade and Art and Craft Teacher.

"It used to be sort of hard to know when joking around became teasing. I think that's where a lot of trouble started. Now that the teachers and older kids are helping us more, it doesn't get out of control." Jake 5th Grade Student

"I've been so impressed at how willingly the children take on the Social Inclusion work. I'm the kind of teacher that stays pretty close to the kids but I was very surprised how much subtle teasing I missed. We still have problems that come up but now the children have the confidence to tell me about it. I used to have a lot of pretty complex teasing situations to deal with, now we can all work through it in a much more practical way. It takes a lot less time and has seemed to build a healthier social life in the class." Jean McCann, 5th Grade Teacher

Also offered...

Social Sustainability in the Adult Community and the Common Concern Process.

Many school communities feel that it is essential to follow up the Social Inclusion and Restorative Discipline work with the children by focusing on social health within the adult community.

An essential part of a healthy school community is addresses when faculty, staff, parents and board work together in a way that has at its root socially inspired consciousness and care for each other. In order to be authentic in expecting our children to treat each other respectfully we must be striving for the same goal. Even though this truth is clear how do we work together when in modern times all we have in common is that we have nothing in common. Creating conscious community is an ongoing piece of work.

What Makes the Common Concern Process (CCP) Different?

- The CCP recognizes that working with social difficulties is an essential part of how a community is defined and will grow.
- It works out of the fundamentals that underpin a school community so the people involved feel they are being held in a caring and familiar way.
- It values and strengthens more implicit, subtle and artistic ways to work with social difficulty.
- It facilitates the development of a “Living Community Principles” approach that is used to guide adult interaction.
- It offers carefully “calibrated” forms within which parents and teachers can work through social tension.
- It trains a core holding team who ensure careful preparation and follow up to any meetings.
- Each meeting in the process is based on the specific principles on which a school community is based...

This process usually involves...

- i. Two days of faculty professional development.
- ii. One and a half days with the schools leadership team.
- iii. One half day split between the Parent Organization and the Board.

About the Workshop Leader...

Lesley Diaz was trained in Australia as an Organizational Psychologist in the 1980's and worked for over a decade in Australian industries where she developed a particular interest in humanizing the process of organizational change. In 2000, she started her own consulting practice (Human Viewpoint) working with companies large and small on three continents (Australia, the UK and the USA). She is currently a Board member at the Aurora Waldorf School in West Falls, New York and Chair of the Governance Committee. Lesley graduated from the Collaborative Counseling program in August 2007 and is now a Program Director with The Center for Social Sustainability and consultant faculty with the Antioch University New England. She is the Director of Human Viewpoint, a consulting company. Lesley coordinates the Common Concern Process.



Lesley Diaz

For more information about our work please contact us at...

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