

GUIDE TO REROUTING THE PIPELINE

VERBAL DISRESPECT

Student is defiant and uses inappropriate language when verbally redirected.

ADULT RESPONSES TO AVOID

- Communication that we are personally offended
- Emotional replies that focus on re-asserting adult authority over the student
- Responses that conflate the student's disrespectful behavior with their personal identity and character traits Ex) "You're disrespectful" or "That's another example of you making a bad choice."
- Referral for disciplinary action by another adult

RECOMMENDED ADULT RESPONSES

- Nonverbal communication that we won't let anything the student says in anger, cause us to be emotionally reactive toward them Ex) mindful breathing to model self-awareness and non-judgment
- Offering even-tempered and predictable expressions of patience and respect Ex) using empathic listening and offering choice—"You're telling me that was really upsetting." You can use X or Y as an in-class break to help yourself cool down.
- Making a mental note about the situation that was so triggering for the student and committing to invest in relationship-building Ex) using topics of interest, humor, affection with the student at times when they are more emotionally regulated.
- Taking actions that demonstrate sensitivity to and plans for addressing those issues in the future Ex) adjusting seating arrangements to prevent conflict with same peer in the future; pre-setting students about expectations for discussion around emotionally provocative topic; planning 1:1 conference time to collaboratively problem-solve with the student and demonstrate that we may have somehow been part of the problem in the situation and hope we can be part of the solution through our respect for and interest in the student's point of view.

TRUANCY

Student is frequently absent from or tardy to his first-period class and is failing.

ADULT RESPONSES TO AVOID

- Verbal and nonverbal communication (privately or publicly) of our judgement that the student's tardiness represents a character flaw
- Actions that demonstrate zero tolerance or bring undue attention to a student's falling short of our expectations Ex) when we refuse to admit a late student into class
- Giving up on action planning to support the student Ex) failing to offer opportunities to make up missed work

RECOMMENDED ADULT RESPONSES

- Verbal and/or nonverbal communication (privately and/or publicly) of our belief that we all do well when we can, and that there are lots of reasons people might have a problem with lateness
- Actions that demonstrate a restorative "doing with" approach that involves limit-setting and discipline.

Insistence on check-ins or conferences with the student to collaboratively problem-solve and focus on why their attendance matters paired with high encouragement and nurture

Ex) consistent expressions of empathy for the student and faith that together we can work toward personal growth with both attendance and academic improvements

- Committing to ongoing work on the home-school partnership and school-wide efforts at reducing barriers to school attendance and achievement, with recognition that these problems often represent manifestations of social injustice and everyday hassles that SCSD students and families have disproportionately been faced with navigating over multiple generations.

Source: Adapted from Teaching Tolerance, Code of Conduct, A Guide to Responsive Discipline
www.tolerance.org