

P₂R₂

Positive, Proactive, Responsive & Restorative Practices

What is P₂R₂?

In general, P₂R₂ is a way to frame your interactions with your students in and out of the classroom, create a culture and climate that fosters and builds relationships with students, and creates opportunities for students to learn from mistakes while still remaining part of the school community. Our goal is to transform students' lives and P₂R₂ is an important component of helping students create positive experiences and change less effective behaviors.

- The first component of this framework is "Positive", which relates to building relationships and rapport with students in a constructive manner. Christel House as an organization is particularly invested in our students, and cares about a "holistic" approach to education, which requires strong bonds between students and teachers. This trust and familiarity is supported by healthy and happy student-teacher interactions, and also includes how the classroom community works with, speaks with, and acts towards one another. These interactions should be regular and inclusive, creating a sense of comfort within the classroom environment. Positivity can therefore be defined as a mindset that informs teachers' interactions with students, and something that should be the foundation on which teachers establish norms, procedures, and expectations in their classroom.
- The second component of the P₂R₂ framework is "Proactive". Proactivity refers to the way in which a teacher initiates practices that pre-empt possible behavioral issues through the use of consistent procedures, the reinforcement of established norms, the teaching of positive behaviors and character education, and a general understanding of specific students and student populations. Knowledge in such areas will serve to influence the way in which a teacher is able to create circumstances that mitigate behavioral problems before they arise, as well as devise unique and specialized strategies for working with students to learn and improve behavior.
- The third component is "Responsive", and relates to the manner in which the teacher and school develop large scale mechanisms to address student behavior, identify students "at risk" for behavioral challenges, and address the needs of students with consistent behavioral problems. At the classroom level, teachers utilize their student-knowledge to create preventive whole class practices and structures and respond at an individual or small group level with particular interventions designed with student needs in mind. This component is aligned with the Response to Intervention model, and supported through regular meetings with support and administrative staff.
- The fourth component is "Restorative", and is the final step in the P₂R₂ framework. Restoration occurs after a student misbehavior has a deleterious effect on the learning environment and classroom community. Restoration, like positivity, is a mindset that should inform our interactions with students when such situations occur. Guilt, shame, and purely punitive punishment are not the means by which CHA educators attempt to instill alternative behaviors in students. Allowing students an opportunity to engage in reflection and attempt to restore damages that they have contributed towards instills a sense of ownership over misbehaviors while simultaneously reinforcing character growth and development.

What is P₂R₂ not?

- It is not permissive and letting kids get away with things
- It is not a teacher-only responsibility; it's a team-effort
- It is not a one-size-fits-all for every classroom; it will look different in each classroom based on teacher personality, classroom culture, student interactions, etc.
- It is not a quick fix; it will take weeks and months to continue building
- It is not punishment; consequences for breaking norms are also not prescriptive.

How does our belief in and use of P₂R₂ benefit students?

Our mission is to transform the lives of students. Being positive, proactive, responsive and restorative allows us to engage with our students as individuals and meet their transformative needs. It allows us to treat deeper issues causing negative behaviors in ways that are meaningful and effective for the student, rather than punishing his/her symptoms in a prescriptive manor according to a discipline handbook. Furthermore, teaching students to regulate their own behaviors and make restitution when they make mistakes also contributes to their own and the community's growth, development, and transformation.

How do we embed Positive, Proactive, Responsive, and Restorative practices into our work for our students?

Classroom Experiences & Practices:

- Morning Meeting
- Behavior Charts
- Service Learning Experiences
- Home visits
- Advisory Framework (Secondary)
 - Team-building activities
 - Soft Skill Reinforcement
 - Relationship Building
 - Academic Progress Monitoring
 - Behavioral Accountability
- VOMPs/Think it Throughs
- Student Led Community Meeting
- Procedure Folders

VOMP – Model of Conflict Resolution

<u>V</u> ent (Express)	Carve out the time to vent — don't be rushed. Ask permission to vent first, rather than simply dumping a load on the other. Venting includes <u>L</u> istening and checking the other for impact - (V-L-O-M-P)
<u>O</u> wning	Here's my contribution to the mess...
<u>M</u> occasins	This is what I think/feel it's like to be in your shoes.
<u>P</u> lan	What's the plan going forward; how do we do different or not repeat

note: the V-O-M part is fluid, and may cycle multiple times until Planning comes naturally.

School / Annual Experiences & Practices:

- Student of the Month
- PBIS celebrations / MS Store
- VIP lunch tables (Golden Spoon and Golden Eagle awards)
- Leadership Captains / Prefects
- "4 before the door" (greeted by four adults positively before getting to their classroom)
- Core Values
- CHOW
- Reading Champions

Resources

[P2R2 document](#)

[Learning Environment Rubric](#)

[Responsive Classrooms](#)

[WOOP Goal Setting from Character Lab](#)

Books:

Farber, K. (2011). *Change the world with service learning. How to organize, lead, and assess service-learning projects.* R & L Education.

Cousins, E., Mednick A. Ed. (1999). *Service at the heart of learning.* Randall/Hart Publishing.

Costello, B., Wachtel, J. & Wachtel, T. (2009) *The restorative practices handbook.*

Area for Dreamers... How can we take this to the next level?

Providing a monthly focus group of going through the P2R2 document.

Some questions to consider:

- How can we include older students in the support of younger students' behavior especially when it comes to restorative practices?
- How can we integrate this into related arts more?
- How can we create more consistency across all grade levels?