

Restitution

“You don’t learn from the experience. You learn from processing the experience.”

John Dewey

When a student continues to choose aggressive behavior he/she chooses a trip to the **Responsibility Room**.

This is NOT a detention or a punishment.

A trip to the Responsibility room provides an opportunity for students to reflect on an experience and learn and grow from it.

It is a place where the student evaluates his or her choices, creates a plan for what to choose to do differently next time, and begins the process of reconnecting with the teacher and peers.

The goal is to teach.

Students need to:

1. Have an experience.
2. Reflect on it by:
 - a. Thinking about it.
 - b. Writing about it.
 - c. Talking about it.

The process of restitution is called **DEBRIEFING**.

Debriefing

Debriefing helps the student see if desired outcomes occurred.

Debriefing does not make the student wrong for her choices.

Debriefing sees mistakes as opportunities to learn.

Debriefing focuses on growth.

Debriefing lets the student draw the conclusion.

Debriefing points the student toward the solution.

Debriefing help students stay conscious of choices and the effects that choices are creating.

Debriefing asks students to think.

Why Debrief?

1. To make behaviors conscious.
2. Look at how I behave.
3. Look at how we behave
4. Develop an internal standard.
5. Learn to think critically.
6. Make plans for improvement.
7. Celebrate our successes.
8. Integrate the behaviors into their life.
9. Help them understand how they feel about it.

Ways to Debrief

Forced Choice

A. Mark your level of **anger** in your group today.

I was very **angry**.

I was somewhat **angry**.

I was not **angry**.

B. With **aggression**, our class is:

getting better

staying the same

getting worse

Write a one paragraph explanation of your answers.



Create a Responsible Success Plan

You have been asked to write a success plan today. These tips will help you write a responsible plan that will help you get back on track.

A responsible plan . . .

1. States what you **will do** rather than what you **will NOT do**. For example:

"I will control my language."
IS a good plan.

"I will not use bad language in class."
IS NOT a good plan.
2. Shows that you recognize that **you** chose to act in a way that interfered with education and learning at _____. No one caused your disruptive behavior. You control yourself, and therefore, only you can correct your behavior.

RESPONSIBILITY SUCCESS PLAN

Name: _____ Date: _____

Program: _____ AM PM School: _____

1. What will you do?

- I will

- I will

- I will

- I will

- I will

2. When will you begin?

3. What are your goals for the future?

4. How will the plan help you meet your future goals?

SUCCESS PLAN EVALUATION

Date: _____

Please evaluate your actions that you included in your success plan (I will.....)

On a scale of 1 to 6, how did I do on **MY PLAN** today?

FOLLOWED PLAN 6 : 5 : 4 : 3 : 2 : 1 **DID NOT FOLLOW PLAN**

SEE CASE MANAGER	DATE	STUDENT RATING/INITIALS	TEACHER RATING/INITIALS	COMMENTS
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
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<input type="checkbox"/>				
<input type="checkbox"/>				

Signatures: _____

Student _____	Date _____
Instructor _____	Date _____
Case Manager _____	Date _____

Responsibility Plan

Behavior I chose:

The outcome of my choice:

For me:

For the classroom:

What I learned:

What I will do differently from now on:

How I will make amends:

How I will know if my plan is working:

Signatures:

Student

Date

Parent

Date

Teacher

Date

CHOICE REFLECTION & EVALUATION

Name: _____ **Date:** _____

Program: _____ **AM PM** **School:** _____

1. What behavior did you choose that resulted in a referral to the Responsibility Room today?

2. Did you break any rules? Yes: _____ No: _____

3. Which rule did you break?

4. What would your teacher say you were doing?

5. Based on the choice you made, what are the consequences of what you did?

For You:

For the Teacher:

For the Class:

6. What do you want from this class?

7. Is this behavior getting you what you want? Yes: _____ No: _____

8. What better choices could you have made?

9. What will you choose to do differently in the future in order to get what you want?

10. Who can help you?

11. In what ways can they help you?

RESPONSIBILITY FORM

Student's Name: _____ Date: _____

Teacher's Name: _____

Teacher report of the incident:

What was my responsibility for the above incident?

State your plan to make amends or to fix the problem:

(Use back page if necessary)

Administrator's Signature (Signed after plan is completed)

Date: _____ Parent call completed on: _____

QUESTIONING PROCESS

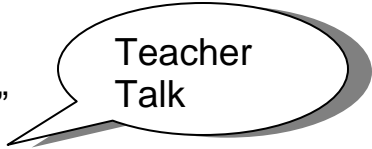
What do you want?

What are you doing?

Is it helping?

What else can you do?

Sounds of Debriefing



Teacher
Talk

1. "What's one thing you could improve on next time?"
2. "What are some things you learned because of this?"
3. "In terms of _____, would you say you are getting better, staying the same, or getting worse? How come?"
4. What is something you wish you had done differently? Why?"
5. "What is something you like about what you did? Explain."
6. "How would you finish this sentence? Next time I think I should _____."
7. "What does this remind you of?"
8. "What ideas do you have to improve this?"
9. "What choices did you make and what was the result?"
10. "How did your choices work for you?"
11. "How would you sum up what you learned from this in one sentence?"
12. "Would you like to hear some other alternatives?"
13. "What do you think would have happened if _____."
14. "What's your next best step?"
15. "Were you satisfied with your efforts to make amends? Explain."
16. "How successful were you at implementing your plan?"
17. "How did it go? Say some more."
18. "What did you see happen as a result of implementing your plan?"
19. "What is your conclusion of the whole situation? Explain."

20. "How have you helped yourself with this plan? What did you gain or lose?"

“You Just Got a Detention.”

By Thomas Haller and Chick Moorman

"That's a seventh hour for you, Mr. Jamison."

"You just earned a detention slip."

"It's in-school suspension for you."

Take a close look at the language above. What do you notice about how we choose to describe the places where students are sent for breaking rules or demonstrating inappropriate behavior? We often describe these places using "detention," "suspension," or similar terms. These words and the Teacher Talk above suggest withholding, custody, retention, temporary removal, or a withdrawal of privileges. They have a decidedly punishment-oriented flavor to them.

Our choice of words is important. What we call these programs affects how we see them. Or perhaps how we see them affects what we call them. Either way, how we describe them is critical to our mindset as we design and structure what occurs there.

For instance, imagine that we called the area where students are sent following inappropriate behavior, "The Responsibility Room"? Would it alter how we see that place as well as its function? Would it change what we choose to do with the students who demonstrate behaviors that land them there? We think it would.

In a Responsibility Room, students would come to learn lessons in responsibility. This is not unlike a student's going to the music room to learn music or to the science room to learn science. The name helps define its function. It helps us create the mindset we bring to the designing of what goes on there.

In a Responsibility Room, students would be expected to create a Responsibility Action Plan. That plan would include articulating the choices the student made that got her there in the first place. It would require a stating of the problem and a solution the student is willing to put into effect. Approval by both the student and the teacher would be necessary.

In the Responsibility Action Plan, the student would identify and name the specific behavior that was inappropriate and set a goal for herself to alter it. She would articulate what she will do next time in place of the inappropriate behavior. This piece of the plan would be a stating of what she will do rather than articulating behaviors she will not do. The goal would include specific behavioral indicators so everyone involved could tell whether the goal was being attained. Those indicators would be comprised of what the behavior "looks like" and "sounds like." Each one of those lists would contain several examples.

Students developing a Responsibility Plan in the Responsibility Room would list the steps they plan to implement to achieve their goal. They would put in writing how they will know when they are making progress on the goal.

Student, teacher, and parents would be required to sign the Responsibility Plan.

Imagine a phone call to a parent in your school sounding like this:

"Hello. Mrs. Radison? This is Miss Wilson at the middle school. Richie chose some behaviors this morning that resulted in a Responsibility Room assignment from Mr. Tanner. That means he has a responsibility issue to work on for the rest of the day. He's working on ways to speak more respectfully to other students. He may be bringing a plan home for you to sign tonight. He's right here and he's going to tell you all about it. Here's Richie."

If the student follows through on the plan, he is affirmed and celebrated for his growth in responsibility. If the plan does not work for the student, or if the student does not work the plan, he is assigned another Responsibility Room experience so he can redo the plan.

By changing the name of in-school suspension (ISS) to Responsibility Room (RR), we change how we perceive it. When our perceptions change, so do our behaviors. Let's end detention and suspension rooms. Let's help students take a big step toward responsibility by taking the first step ourselves. It's time to create the Responsibility Room.

Thomas Haller and Chick Moorman are available to meet with your Discipline Committee or staff to examine this issue in more depth. A consultation day with one of them could be the jumpstart your discipline program needs to put the emphasis on responsibility and help your students take increasing amounts of control over their school lives.