

**Course Number: EDUC 915-N –
Classroom Discipline That Restores: Strategies to Create
Respect, Cooperation, and Responsibility**

Independent Study Course Syllabus

Units: 3

Grade Level: K – 14 educators,
administrators, lead teachers, district
leaders

Instructors:

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Course Description

This course is designed for teachers and administrators of all grade levels, and provides basic conflict management and mediation instruction, skill development, strategies, and practice based on the process of peace-making and restorative justice based discipline in the classroom.

Discipline That Restores: Strategies To Create Respect, Cooperation, and Responsibility in the Classroom, by Ron and Roxanne Claassen, is the collaboration of pioneers in the fields of conflict resolution, (peer) mediation, restorative justice and restorative discipline. Discipline That Restores (DTR) articulates a reproducible step-by-step process to increase cooperation and mutual respect. It uniquely blends theory, strategies, and best practices of conflict resolution education, peacemaking, and restorative justice in the classroom and in schools. Understanding the core issues of facilitating student cooperation is presented in a clear and concise manner to support the positive behavior of all students. It is especially effective with those students who are most resistant to authority by involving them in processes that empower them to be responsible and accountable. DTR transforms discipline into learning experiences that decrease stress, improve effectiveness, and build relationships.

Required texts and course materials included in this course*:

- *Discipline That Restores: Strategies To Create Respect, Cooperation, and Responsibility in the Classroom* by Ron and Roxanne Claassen
- *Making Things Right* – 32 Activities Teach Conflict Resolution and Mediation Skills
- **4 Options for Handling Conflict / Peacemaking Process** cards – pack of 12
- **4 Options for Handling Conflict poster** for the classroom
- **Peacemaking Process poster** for the classroom
- **DTR Flowchart poster** for the classroom

* Course materials are provided by FPU and will be sent to the student within 10 business days after registration.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete the course. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Standards Supported in This Course**NBPTS – National Board for Professional Standards – 5 Core Propositions**

- <http://www.nbpts.org/five-core-propositions> - National Teaching Standards, Five Core Propositions
 - Proposition 1:** Teachers are committed to students and their learning.
 - Proposition 2:** Teachers know the subjects they teach and how to teach those subjects to students.
 - Proposition 3:** Teachers are responsible for managing and monitoring student learning.
 - Proposition 4:** Teachers think systematically about their practice and learn from experience.
 - Proposition 5:** Teachers are members of learning communities.

The CEP's *Character Education Quality Standards* (11 Principles of Effective Character Education) - <http://www.character.org/more-resources/11-principles/>

1. Character education promotes core ethical values as the basis of good character.
2. "Character" must be comprehensively defined to include thinking, feeling and behavior.
3. Effective character education requires an intentional, proactive and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
7. Character education should strive to develop students' intrinsic motivation.
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Character education requires moral leadership from both staff and students.
10. The school must recruit parents and community members as full partners in the character-building effort.
11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this course Student will be able to:	Standards Addressed *	CE program SLOs
1. Develop and implement a working understanding of conflict and restorative justice and their implications for use in the educational environment through Discipline That Restores...in the Classroom.	NBPTS – 1-4 CEP – 1-11	1-6
2. Compare other approaches in which restorative justice is used in conflict resolution vs. traditional, punitive discipline.	NBPTS – 1-4 CEP – 1-11	1-6
3. Examine, analyze, and demonstrate the peacemaking process and steps for conflict resolution and the problem-solving process using the DTR flowchart and the Four Options model.	NBPTS – 1-4 CEP – 1-11	1-6
4. Demonstrate ability to utilize the tools and communication skills implicit in the process of conflict resolution, including active listening and the use of ‘I’ messages.	NBPTS – 1-4 CEP – 1-11	1-6
5. Develop and refine one's own stance as a practitioner in the use of mediation through practice, reflection and articulation (both oral & written), and working collaboratively with colleagues.	NBPTS – 1-4 CEP – 1-11	1-6
6. Explain and teach DTR skills to students in the classroom as well as other teachers, staff, and other school community stakeholders	NBPTS – 1-4 CEP – 1-11	1-6
7. Create a plan for implementing DTR in the classroom, school site, and district level.	NBPTS – 1-4 CEP – 1-11	1-6

Topics, Assignments and Activities

Module outline

Module	Assignments and Activities
Welcome module <ul style="list-style-type: none"> • Course welcome and information • Orientation and Technology Information • Introduction by course developer and authors Ron and Roxanne Claassen 	<ul style="list-style-type: none"> • Class Introductions Initial Forum discussion and reply – Personal Introduction – 10 pts
Module 1 Introduction to Discipline that	<ul style="list-style-type: none"> • 1.1 - Restorative Justice-10 pts

Restores (DTR)	<ul style="list-style-type: none"> • 1.2 (Forum): Principles/Practices-10 pts • Optional Video Resource - Conflict Style #1
Module 2 DTR Chpt 1: Preparation	<ul style="list-style-type: none"> • 2.1- Preparing for Success-10 pts • 2.2 -Conscious Classroom -10 pts • Optional Resource -Conflict Mgt Style #2 -
Module 3 DTR Chpt 2: Conflicts in the Classroom	<ul style="list-style-type: none"> • 3.1 - How Do I Respond to Conflict?-10 pts • 3.2 - Student/Teacher Conflict quiz -10 pts • Optional Resource Video - Conflict Style #3 -
Module 4 DTR Chpt 3: Usual Constructive Reminders	<ul style="list-style-type: none"> • 4.1 - Relating Practices to Research -10 pts • 4.2 - (Forum) Constructive Reminders-15 pts • Optional Activity - Conflict Style #4 -
Module 5 DTR Chpt 4: Respect Agreements	<ul style="list-style-type: none"> • 5.1- Fostering Critical Thinking -10 pts • 5.2- Respect Agreement Lesson Plan -10 pts • 5.3- (Forum): Respect Agreement -15 pts • Optional Activity - Conflict Style #5
Module 6 DTR Chpt. 5: Active Listening and/or I-Messages	<ul style="list-style-type: none"> • 6.1- (Forum) Social Emotional Learn -10 pts • 6.2- (Forum): Active Listening- 10 pts • 6.3- (Forum):' I ' Messages -15 pts
Module 7 DTR Chpt. 6: Four Options Model	<ul style="list-style-type: none"> • 7.1- Four Options Model -10 pts • 7.2- Four Options Practice -10 pts
Module 8 DTR Chpt 7: Student/Teacher Meetings	<ul style="list-style-type: none"> • 8.1- Peacemaking Model Components -10 pts • 8.2- Student-Teacher Mtg Role-Play- 20 pts • 8.3- (Forum): Class Meetings-15 pts
Module 9 DTR Chpt 8: Follow-Up Meetings	<ul style="list-style-type: none"> • 9.1- (Forum): Follow-Up Meeting-15 pts
Module 10 DTR Chpt 9: Thinkery	<ul style="list-style-type: none"> • 10.1- Applying the Thinkery -10 pts • 10.2- (Forum): Peace Center -10 pts
Module 11 DTR Chpt 10: Family Conference	<ul style="list-style-type: none"> • 11.1- Purpose of Family Conference -10 pts • 11.2- Family Conferencing - Role Play-20 pts
Module 12 DTR Chpt 11: School Authority Structure	<ul style="list-style-type: none"> • 12.1- Restorative Justice, DTR, SAS -10 pts • 12.2- SAS Policies and Processes -10 pts
Module 13 DTR Chpt 12: Obstacles and Opportunities	<ul style="list-style-type: none"> • 13.1- DTR Opportunities -10 pts • 13.2- A DTR Plan for Implementation- 50 pts
Module 14 Wrap up and Evaluation	
Module 15 What's Next – Additional DTR training information and other courses for implementation of DTR	
Total points	390

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Moodle Site Login and passwords – (or other online course access information)

Students will need to have access to the internet to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university, using the email address you submitted at the time of registration. The instructor will then contact you with login instructions within one week of registration.

Moodle Profile:

Update your Moodle profile and post a picture of yourself to help other students identify you.

Email Blocking –

NOTE: Please make sure you are able to receive emails sent by your instructor and the university, as well as other students in the course (if you choose to allow this). Students who use their district's email address for communication may find blocking of outside emails. If you are not receiving email notifications also check your junk mail regarding possible course communication.

Getting Help for Moodle:

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu. Continuing Education students enrolled in this course will need to identify the correct department when asked by the helpdesk staff. The server used for courses at the Center for Professional Development is separate from that of the rest of the university.

Recommended Browsers for Moodle:

- **Mozilla Firefox** – Free download is available at <http://www.mozilla.org/en-US/firefox/new/> - make sure you specify Mac OS or Windows platform.

- **Google Chrome** - <https://www.google.com/intl/en/chrome/browser/> (check for Mac OS or Windows).

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Grading Policies and Rubrics for Assignments

- Students must earn a minimum of 80% to receive credit
- A – 90-100% (635-571 points), B= 80-89% (570-508 points), below 80% (508) will not receive credit.
- Grading policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements

- **Exceeds Standard:** Writing is clear, succinct, and reflects graduate level expectations.
- **Meets Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Below Standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Writing Guidelines**
 - **Written work and submitted papers** need to follow APA guidelines (<https://owl.english.purdue.edu/owl/section/2/10/>) for style and formatting. MS Word processed, 1” margins, double spaced, size 12 font in Times New Roman. Headers need to contain the course number, assignment name, student name, and date.

Instructor/Student Contact:

Students may contact the instructor at the contact information provided in the syllabus, or online through Moodle. Instructors using Moodle are able to communicate through feedback and grading on assignments that are submitted through Moodle. Please allow instructors 48 hours to respond to your questions. “Just Asked Questions” is a feature on the front page of the course on

Moodle – feel free to post your questions there – someone may have already asked the question and received an answer.

Required Texts

Claassen, Ron & Roxanne (2008). **Discipline that restores: Strategies to create respect, cooperation, and responsibility in the classroom.** South Carolina: BookSurge Publishing.

Required Video Vignettes

Reimer, Dalton. Genesis Options for Working with Conflict: Videos from FPU Center for Peacemaking &

Conflict Studies, a series of five:

1. Cain and Abel and the Option of Murder
2. Abraham and the Option of Separation
3. Jacob and Esau and the Option of Conciliation
4. Joseph and his Brothers and the Option of Reconciliation
5. Family, Neighbor and Enemy: Stages of Moral Development

Websites

Center for Peacemaking & Conflict Studies at Fresno Pacific University: <http://peace.fresno.edu/http://disciplinethatrestores.org/>

Tammy Lenski's Quotation Collection: <http://lenski.com/conflict-resolution-quotations/>

Recommended Resource Texts

Arum, R., & Ford, K. (2012). **How other countries do discipline.** Educational Leadership, 70(2), 56-60.

Battistich, V. (2003). **Effects of a school-based program to enhance prosocial development on children's peer relations and social adjustment.** Journal of Research in Character Education, 1(1), 1-17.

Blair, R. (September, 2008). **Waging Peace.** Educational Leadership. ASCD, Alexandria, VA: Volume 66:1, p. 2-37.

Blood, P and Thorsborne, M. (2005) **The challenge of culture change: embedding restorative practices in schools.** Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment".

Chmelynski, C. (2005) **Schools find 'Restorative Justice' more effective than expulsion,**

- School Board News, National School Boards Association (May 2005).
- Chmelynski, C. (2005). **Restorative justice for discipline with respect**. Education Digest, 71(1), 17-20.
- Claassen, Ron & Roxanne. (1996) **Making things right, 32 activities teach conflict resolution & mediation skills**. Fresno, CA: Center for Peacemaking and Conflict Studies.
- Costello, B., Wachtel, J. & Wachtel, T. (2010). **The restorative circles in schools: building community and enhancing learning**. Bethlehem, Pa: International Institute for Restorative Practices. Ch 1-3.
- Drewery, W. (2004). **Conferencing in schools: punishment, restorative justice, and the productive importance of the process of conversation**. Journal Of Community & Applied Social Psychology, 14(5), 332-344.
- Hart, S. (2008). **The no-fault classroom: tools to resolve conflict & foster relationship intelligence**. Encinitas, CA: PuddleDancer Press.
- Hopkins, B. (2004). **Just schools: a whole school approach to restorative justice**. London: J. Kingsley Publishers. (also an e-book available through Hiebert Library)
- Kreidler, W. (1984). **Creative conflict resolution : more than 200 activities for keeping peace in the classroom**. Glenview, Ill: Scott, Foresman.
- Lipchitz, L. (2003). **Restorative Justice in School Settings**. Iowa Peace Institute.
- Mayer, M., Cornell, D. (2010) **New perspectives on school safety and violence prevention**. Educational researchers, 39 (1) p. 5-6
- McMorris, B., Eggert, R., Beckman, K., Gutierrez, S., Gonzalez- Gaona, V., Abel, S., Friedman, M. Lenertz, J., Schwanke, C., Young-Burns, J. (2011). **Applying restorative justice practices to Minneapolis Public Schools students recommended for possible expulsion: A pilot program evaluation of the family and youth restorative conference program**. University of Minnesota Healthy Youth Development Prevention Research Center (CDC: U48 DP001939).
- Meyer, L. & Evans, I. (2012). **The school leader's guide to restorative school discipline**. Thousand Oaks, Calif: Corwin.
- Meyer, L. & Evans, I. (2012). **The teacher's guide to restorative classroom discipline**. Thousand Oaks, Calif: Corwin.
- Mirsky, L. (2011). **Building safer, saner schools**. Educational Leadership (69)1 p. 45-49
- Morrison, B., Blood, P., & Thorsborne, M. (2005). **Practicing restorative justice in school communities: The challenge of culture change**. Public Organization Review, 5(4), 335-357.
- Osher, D., Bear, G., Sprague, J. and Doyle, W. (2010). **How can we improve school discipline?** Educational Researcher, 39(1) 48-58
- Riestenberg, N. (2003). **Aides, administrators and all the teachers you can get: A restorative training guide for schools**. Victim Offender Mediation Association Newsletter, 13, 7.

- Shah, N. (2012). '**Restorative Practices' Offer Alternatives to Suspension**. Education Week, 32(8), 1-15.
- Sharkey, J. D., & Fenning, P. A. (2012). **Rationale for Designing School Contexts in Support of Proactive Discipline**. Journal Of School Violence, 11(2), 95-104.
- Skiba, R., & Peterson, R. (2003). **Teaching the social curriculum: School discipline as instruction**. Preventing School Failure, 47(2), 66-73.
- Skiba, R.J., Peterson, R.L., & Williams, T. (1997). **Office referrals and suspension: Disciplinary intervention in middle schools**. Education and Treatment of Children, 20(3), 295-315.
- Smith, J. (2011). **Bucking a punitive trend, San Francisco lets students own up to misdeeds instead of getting kicked out of school**. SF Public Press as retrieved May 24, 2012 <http://sfpublicpress.org/news/2011-12/bucking-a-punitive-trend-san-francisco-lets-students-own-up-to-misdeeds-instead-of-gett>
- Stinchcomb, J., Bazemore, G., & Riestenberg, N. (January 01, 2006). **Beyond Zero Tolerance**. Youth Violence and Juvenile Justice, 4, 2, 123-147.
- Sumner, M., Silverman, C., Frampton, M.L. (2010). **School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland**. Report by University of California, Berkeley, School of Law Thelton Henderson Center for Social Justice
- Suvall, C. (2009). **Restorative justice in schools: Learning from jena high school**. Harvard Civil Rights-Civil Liberties Law Review, 44(2), 547-569.
- Trumbull, E. & Rothstein-Fisch, C. (September 2008). **Cultures in Harmony**. Educational Leadership. ASCD, Alexandria, VA: Volume 66:1, p. 63-66.
- Varnham, S. (2005). **Seeing things differently: restorative justice and school discipline**. Education & The Law, 17(3), 87-104.
- Zaslaw, J. (2009). **A restorative approach to resolving conflict**. Principal (November/December Issue, p.48- 49).
- Zehr, Howard (1990). Ch. 10 in *Changing Lenses*. Scottsdale, PA: Herald Press.

Continuing Education Program Student Learning Outcomes:

<i>CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</i>
<i>CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</i>
<i>CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</i>
<i>CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</i>
<i>CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</i>
<i>CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</i>