

Universal Instructional Design and Restorative Practices, For Prevention and Support

Best practices for ALL students

Agenda:

- ✦ Restorative Practices
- ✦ What is Universal Instructional Design
- ✦ 3 Tiered Approach and Relevant PDSB and Gov't Docs
- ✦ Curriculum - (tying things together)
- ✦ Behaviour
- ✦ Mental Health
- ✦ Resources

Being Responsive



Building **relationships**
Doing things **with,**
not to students

Restorative Practices:

- Derived from Indigenous/Aboriginal norms
- Medicine Wheel - 4 Quadrants: Physical, Mental, Spiritual, Emotional (wheel only functions when all members are united and working cooperatively)
- Cooperative Behaviour
- The greater good of the tribe / group
- All actions and interactions are connected - holistic
- Developing harmony and respect

Taken from: Stories From the Circle: Leadership Lessons Learned from Aboriginal Leaders

Restorative Mindset

A Restorative Mindset...	A Non-Restorative Mindset...
* Looks at the whole person in the context of the situation	* Looks at negative behaviour as defining the person
* Emphasizes the understanding of resulting harm	* Focuses on blame
* Links deterrents to relationships/personal accountability	* Links deterrents to punishment
* Demonstrates empathy	* Demonstrates a judgmental approach
* Focuses on problem solving for learning	* Focuses on guilt/compliance/punishment for learning
* Focuses the consequences on learning	* Focuses on consequences as punishment
* Repairs harm and builds relationships	* Focuses on removing the problem/exclusion
* Focuses on the violation of relationships and making things right	* Focuses on the violation of rules and requires compliance
* Values that the process takes time	* Expects immediate results
* Practices a collaborative approach	* Practices autocratic decision making

3 Tiered Approach

Intensive Interventions
Unique Solutions for a Few

Targeted Interventions
Necessary for Some

Universal Interventions
Good For All

When designing curriculum, tackling student behaviour, or supporting student social and emotional needs like mental health, it is important to consider a universal design, as its the best preventative and supportive measure to meet the needs of our students.

Related Government Documents:

- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs
- PPM No. 145
- PDSB Policy No. 48



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Restorative Mindset Curriculum

All Kids Want to Learn

Universal Design aims to reduce the barriers:

Curriculum, Behaviour, Mental Health



Restorative Mindset Behaviour

All Kids Want to Learn

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Collaborative Problem Solving (CPS)- Good For All!

Ross Greene's Philosophy

Ross Greene: www.livesinthebalance.org

Ross Greene would have us ask - **What's your explanation for a child's challenging behaviour?**

Our answer to that question influences our approach.

The CPS model looks at dealing with challenging social, emotional and behavioural issues the same way you would a student with any other learning disability.

When a student has a deficit in their ability to read - we teach them the skills

In the same way, when students have a deficit in skills allowing them to cope with social, emotional or behavioural issues - we teach them the skills

Ross Greene: www.livesinthebalance.org

Ross Greene refers to this deficit as lagging skills:

“The CPS model conceptualises that aggressive and challenging behaviour of some young people is characterised by **lagging cognitive skills** in the global domains of **flexibility, frustration, tolerance** and **problem solving**.

The model provides a framework to understand the aggressive outbursts, as stemming from impairments in one of the five non-mutually exclusive pathways:

Executive functioning (including inattention, disorganised thinking and poor handling of transitions);

Language processing (such as expressive or receptive impairments including difficulty in expressing feelings);

Emotional regulation (including irritability, anxiety and distorted self perception);

Cognitive flexibility (such as concrete thinking & insistence on sameness and rigid routines);

Social skills (such as misreading interpersonal nuances and difficulty appreciating the views of others)

Collaborative Problem Solving: Plan B

Ross Greene: www.livesinthebalance.org (2:25min -

Plan B Role Plays

PBIP

Peel Behaviour Intervention Plan



Restorative Mindset

Mental Health

All Kids Want to Learn

Universal Design aims to reduce the barriers:

Curriculum, Behaviour, **Mental Health**

A Closer Look at Mental Health

Resources

- PDSB Special Education - Support for teachers
- PDSB Special Education - Parents/Caregivers
- Lives in the Balance Website: www.livesinthebalance.org
- The Explosive Child - Ross Greene
- Lost at School - Ross Greene
- Solving School Problems: Solution Focused Strategies for Principals, Teachers and Counsellors - Nancy McConkey

Resources

- [Kids Mental Health](#)
- [Ontario Centre for Excellence for Child and Youth Mental Health](#)
- [Government of Ontario: Reports on Mental Health](#)
- [In UR Head: A Resource for Peel Youth and Adult's](#)
- [Peel Children's Centre](#)
- Nexus
- Rapport Youth and Family Services
- [Tangerine](#)
- [Kids Help Phone](#)

Thanks for allowing us to share with you in this 3 part workshop. We hope you find the sessions informative.

www.specedpart3.weebly.com