

## Teaching Repairs

### Materials needed:

- *Flipchart paper and markers*
- Post-it notes
- Joshua vignette

### Directions:

In your small group, read the Joshua vignette. Based on what is provided as his “presenting situation” and “trauma history” create a classroom scenario that can be perceived as misbehavior (disrupting class, talking back, refusal to work, etc.). Write the “offending behavior” at the top of your flipchart paper with a marker, and provide the group with access to post-it notes. Each individual in your group will then brainstorm restorative practices to address the behavior, using the guidelines below. Be prepared to share your process and flipchart with the larger group. What you are modeling is a process that can be done in the classroom by the teacher and the students collectively to address group and/or individual behavior. Be mindful that the suggested practices/solutions do not single-out or shame the student, but rather addresses the behavior.

### Guidelines:

- Does your practice allow for a “connection” to be made, or does it single out the student?
- Does your solution meet the need to maintain safety (emotional, relational, physical) and calmness?
- Does your solution allow for “time-in” or does it enforce “time-out”?
- Does your practice offer choices whenever reasonable and available?
- Does your practice incorporate a balance of kindness and firmness?
- Are you focused on solutions as opposed to consequences?

**\*\*\* Remember to take care of yourself. Vicarious trauma is real. \*\*\***

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Adapted from ARC (Attachment, Self-Regulation, and Competency)  
Trauma Center at Justice Resource Institute