



POSSIBLE ROOTS OF CLASSROOM AND SCHOOL BEHAVIOR ISSUES

Behavior is a form of communication!

When we embrace the opportunity to respond restoratively and humanely to our youth who act out, we may then provide effective remedies and resources that get to the core of the issue while reducing the chances that these behaviors will repeat.

We can become detectives and calmly ask questions that help our students to use their words to identify the underlying causes of disruptive or damaging behaviors.

What an amazing way to teach our students the social skills they will need to be successful in life by emulating them ourselves.

What do you know about EACH of your students? Have you developed a healthy, nurturing relationship with each one? Do they trust you? Do they know you have their best interests and well-being at heart? Do they want to make you proud of them?

The issues listed below can become a barrier to learning and make the job of a teacher so much more difficult and frustrating which can lead to burnout. They can also lead to targeting marginalized sub-groups (i.e., SPED, minorities, GLBTQ) for an overuse of suspension and expulsion. Or we can choose to treat each child as a unique, precious individual and bring a **restorative practices mindset** to promote social-emotional learning, and trauma-informed care/healing-centered engagement to build their (and our) resilience against adversity.

Family Issues: poverty; homelessness; alcohol/substance abuse; incarceration of family member; mental, physical, emotional, or sexual abuse; lack of parenting skills; mental health issues; single parenting/grandparenting; foster care or displacement; lack of value for education; weapons at home accessible to children; family dysfunction; abandonment; latchkey/unsupervised children; co-dependency; high ACEs "Adverse Childhood Experiences" scores; lack of transportation; gang involvement; divorce or separation; military deployment

Students' Personal Challenges:

- Medical: illness/disease; injury; hearing or sight impaired
- Emotional/Mental: depression; 504 (diagnosed, undiagnosed, mis-diagnosed: ADHD, ADD, Autism Spectrum, SPED, affective needs, panic attacks, etc.); fear for safety; anger issues; insecurities about physical image or social status; oppositional defiance behaviors; PTSD induced from trauma or high ACE's score
- Social: lack of social skills; lack of motivation; no vision for the future; gang involvement; no hope; lack of responsible role models; English as a second language
- Cognitive: inability to focus; learning disabilities; biological or brain injuries; lack of subject understanding
- Physical: hungry; birth defects
- Cultural: refugee/migrant status from civil war in home country

School Staff/Faculty Issues: teachers' lack of classroom management skills; poor relationship building and social skills; lack of a successful model to compare and emulate; lack of school or district leadership supports; reverts to yelling, public shaming or office referrals; fear of children; personal or professional stressors; anxiety; singular focus on delivering curriculum content for academics and test taking without building relationships; lack of awareness or expertise in affective needs diagnoses; unaware of or untrained in alternatives to punitive responses; lack of teaching experience; enabling; harsh or punitive disciplinarian preferences; lack of patience and understanding; teacher is tired or hungry or is dealing with personal illness or injury and lack of self-care