

Merrimack College

## Merrimack ScholarWorks

---

Community Engagement Student Work

Education Student Work

---

Spring 2021

### Teach Peacefully: Fostering a Positive and Engaging Classroom Environment

Kate E. Orbon

Follow this and additional works at: [https://scholarworks.merrimack.edu/soe\\_student\\_ce](https://scholarworks.merrimack.edu/soe_student_ce)



Part of the Curriculum and Instruction Commons, and the Educational Methods Commons

---

TEACH PEACEFULLY

**Teach Peacefully: Fostering a Positive and Engaging Classroom Environment**

Kate E. Orbon

Merrimack College

2020-2021

MERRIMACK COLLEGE

CAPSTONE PAPER SIGNATURE PAGE

CAPSTONE SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF EDUCATION

IN

COMMUNITY ENGAGEMENT

CAPSTONE TITLE: Practicing Peace: Fostering a Positive and Engaging Classroom Environment

AUTHOR: Kate E. Orbon

THE CAPSTONE PAPER HAS BEEN ACCEPTED BY THE COMMUNITY ENGAGEMENT PROGRAM IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN COMMUNITY ENGAGEMENT.

Audrey Falk, Ed.D.  
DIRECTOR, COMMUNITY  
ENGAGEMENT

*Audrey Falk*  
SIGNATURE

May 8, 2021  
DATE

Melissa Nemon, Ph.D.  
INSTRUCTOR, CAPSTONE  
COURSE

*Melissa Nemon*  
SIGNATURE

May 8, 2021  
DATE

### **Acknowledgements**

I would like to thank all those in my community who have supported me through this year of intensive study. To my supervisor and friend, Meredith Fitzsimmons, you have been my guiding light at Merrimack College and in the Merrimack Early College Program. To Russ Olwell, Isabelle Cherney, and Stacey Ciprich, you have created a wonderful model for the Early College Program from which others can learn to make positive change.

To my professors, my classmates, and my cohort, you have enhanced my experiences in this fellowship program in a multitude of ways. To Dr. Falk, I am especially thankful for the opportunity to work with you on our chapter. Your guidance and encouragement gave me the courage to let my voice be heard by a greater audience. To Dr. Nemon, your laugh, your wisdom, and your honesty are pillars of the Community Engagement Program. I cannot begin to list all the knowledge I have gained from your teaching. My heart, mind and soul has forever been altered by all of you.

To my family, this has been a year of great change for us, but through it all we find strength in each other. To my mother, thank you for modeling what it means to be an exceptional teacher. I always say that if I can be half the teacher you have been, then I am succeeding. Lastly, to my husband Chris and my three beautiful, curious, and creative sons, Clint, Fletcher, and Felix, thank you for your flexibility and encouragement this year. Chris, I wouldn't want to adventure through life with anyone else. To Clint, Fletcher, and Felix, thank you for sharing me with the world and for understanding how important learning is to me. For you four, I walk the line.

### **Abstract**

This study explores the impact discipline strategies and classroom management techniques have on both students and teachers. Discipline strategies can positively and negatively affect student engagement, student behaviors, and student self-perception. They can also affect both negatively and positively teacher retention and job satisfaction. Evidence-based practices in peaceful, positive discipline create a learning environment that is engaging, respectful, and collaborative. Discipline strategies that promote connection, collaboration, empowerment, and respect foster the social, emotional, cognitive, and academic wellbeing of students.

*Keywords:* Peaceful discipline, classroom management, evidence-based discipline practices, social emotional learning, SEL, connection, student engagement, teacher retention, authoritative teaching practices

## Table of Contents

<b>Acknowledgements</b> .....	3
<b>Abstract</b> .....	4
<b>Literature Review</b> .....	9
<b>Project Plan</b> .....	24
Situation Statement .....	24
Define Your Goals .....	25
Target Audience and Stakeholders .....	25
Crafting a Clear Message.....	26
Incentives for Engagement .....	26
Identify Outreach Methods .....	26
Responsibilities Chart .....	27
Tools/Measure to Assess Progress.....	27
Implementation Timeline.....	28
Logical Framework.....	29
<b>Methodology</b> .....	31
<b>Results</b> .....	36
<b>Discussion</b> .....	45
Limitations of the Study.....	47
Implications for Future Studies.....	47

TEACH PEACEFULLY	6
<b>References</b> .....	48
<b>Appendix A: Agenda &amp; Overview</b> .....	51
<b>Appendix B: Directions for Breakout Rooms</b> .....	57
<b>Appendix C: Activities</b> .....	59
<b>Appendix D: Pre Workshop Registration</b> .....	61
<b>Appendix E: Post Workshop Evaluation</b> .....	64

### **Practicing Peace: Fostering a Positive and Engaging Classroom Environment**

Writer Alexander Den Heijer once said, “When a flower doesn’t bloom, you fix the environment in which it grows. Not the flower.” Each child enters this world with a unique temperament, set of abilities, and curiosity for life. These qualities can be very easily influenced and changed by the environment that surrounds the child. However, many teachers in the PreK-12 school systems are not trained in evidence-based practices to effectively manage their classrooms and build relationships with their students. Each student joins his/her classroom with a specific attachment style. The parenting style also plays a major role in the way the student perceives himself/herself, his/her surroundings, and the relationships that are formed. The teacher, as well, has a specific attachment style coupled with a parenting/caregiver style that s/he utilizes within the classroom. Through detrimental classroom management and behavioral intervention strategies, such as authoritarian, permissive, or neglectful styles, students’ social-emotional wellbeing can be greatly impacted.

By increasing the number of teachers in the PreK-12 school systems, who are trained in evidence-based practices to effectively manage their classrooms, to collaborate with students and their families, and to build caring and peaceful classroom environments, students’ social, emotional, cognitive, and academic wellbeing can be positively impacted. With increased knowledge of evidence-based practices that foster respect, care, and collaboration, students will be empowered to make decisions based on care and respect. With the addition of resources to train teachers in evidence-based practices and to support the implementation of strategies after training, teachers can collaborate, troubleshoot, brainstorm, and encourage one another to better themselves as practitioners. Students will feel loved and respected, and they will perceive themselves as deserving of love, care, and respect because they receive the message that the care



and support for their social, emotional, cognitive, and academic wellbeing is unconditional (Held, 2012).

These are important foundational pieces to learning. When a child feels safe, cared for, loved, and respected, s/he can focus his/her energy on the processes of learning. Core SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, are also fostered when a child feels secure in his learning environment. Self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. Self-management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. Social awareness is the ability to take the perspective of and empathize with others. Relationship skills illustrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Responsible decision-making is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. Together, these competencies support a child to be successful in both school and in life (Collaborative for Academic, Social, and Emotional Learning, 2020).

If teachers utilize classroom and behavior management strategies that are based on evidence-based practices, the social, emotional, cognitive, and academic wellbeing of students will be positively impacted, as well as the wellbeing of the teacher. If teachers receive the proper training and ongoing support, they can successfully implement these evidence-based discipline practices. By using evidence-based discipline strategies, students' self-perceptions positively change. They view themselves as lovable and capable, and deserving of love, respect, and care. These positive self-perceptions benefit the student socially, emotionally, cognitively, and academically.

The purpose of this project is to provide a workshop for new teachers enrolled in the Merrimack Institute for New Teacher Support (MINTS) program at Merrimack College. The workshop will focus on incorporating evidence-based discipline strategies into their classroom as a tool for behavior management and social emotional learning. Participants will define what peaceful and positive teaching practices are and will identify practices to implement in one's individual classroom. Participants will prioritize the materials and strategies that will be most beneficial to bring back to one's classroom. Participants will identify, practice, and create a plan to implement strategies and techniques that enhance SEL competencies. Participants will have the opportunity to connect with facilitator and other participants after the workshop to receive support during the implementation process.

### **Literature Review**

*You will teach them to fly, but they will not fly your flight.*

*You will teach them to dream, but they will not dream your dream.*

*You will teach them to live, but they will not live your life.*

*Nevertheless, in every flight, in every life, in every dream,*

*The print of the way you taught them will remain.*

*~ Author Unknown*

The Ethics of Care acts as a foundational piece when considering the ethical dimensions of providing care for children in the classroom and when creating authentic, intentional relationships with students and their families. The social and political implications of the ethics of care can radically and profoundly restructure our existing society by centering our attention on care and the enlightenment and enrichment of human life. Virginia Held, an American moral, social/political, and feminist philosopher, has influenced the study of the ethical dimensions of

providing care for others with her work on the Ethics of Care. Held's work guides the way in which educators build trusting, loving relationships within the classroom (Held, 2012).

### **Theoretical Foundations**

Each child enters the classroom with a unique temperament, set of abilities, and curiosity for life. These qualities are very easily influenced and changed by the environment that we provide for the child during his/her development. Urie Bronfenbrenner (1977) defined the ecology of human development in the ecological systems theory. The ecological systems theory explains how different types of environmental systems influence human development and how development occurs within a set of nested levels: microsystem, mesosystem, exosystem, and macrosystem. A microsystem is defined as the complex relationships between the developing person and his/her immediate environments, such as family, friends, and teachers. The mesosystem consists of the relationships between the developing person's immediate environments, for example the relationship between the developing person's parents and teachers. The exosystem describes the institutions that influence and determine the immediate environments of the developing person, such as school committees determining what happens in the classroom. The macrosystem is defined as the overarching institutional systems, specifically ideological, economic, social, educational, legal, and political (Bronfenbrenner, 1977).

An impactful system, the microsystem, consists of parents, caregivers, and teachers. Bretherton (1992) describes how attachment theory helps to define the affects that the microsystem has on a developing individual. This attachment behavioral system guides us in our patterns and habits of forming and maintaining relationships, particularly long-term, intimate relationships (Bretherton, 1992). John Bowlby and Mary Ainsworth both separately and jointly contributed to attachment theory. Bowlby was influenced by ethology, control systems theory,

and psychoanalytic thinking (Bretherton, 1992). Ainsworth was influenced by security theory and infant-mother attachment patterns (Bretherton, 1992). They describe four attachment styles: secure, anxious, avoidant, and anxious/avoidant. Each of these attachment styles are learned in the stages of infancy and toddlerhood, and then reinforced throughout childhood. The styles present with two variables: high/low avoidance and high/low anxiety. A secure attachment style demonstrates comfort in relationships with little worry about rejection. An avoidant attachment style shows discomfort with closeness and values independence. An anxious attachment style craves closeness and intimacy with high levels of insecurity about relationship. An anxious and avoidant attachment style shows discomfort with closeness and feels high levels of insecurity about commitment (Bretherton, 1992). When building relationships in the classroom (teacher-student and student-student), it is important to understand the attachment behavioral system of individuals in the classroom.

The type of parenting style, which a child experiences, also plays a major role in the way the student perceives himself/herself, his/her surroundings, and the relationships that are formed. Diana Blumberg Baumrind, a clinical and developmental psychologist, is best known for her research on parenting styles (Gfroerer, Kern, & Curlette, 2004). Baumrind's parenting styles can also be applied to any caregiver, especially to the role of teacher. The four styles take two variables into account: high/low responsiveness and high/low demandingness. These factors determine the style into which a parent or caregiver falls. An authoritative parenting style is warm, responsive, and supportive with clear rules and high expectations. This style values independence. An authoritarian parenting style is cold and unresponsive with strict rules and high expectations. This style values blind obedience. A permissive parenting style is warm and responsive with few rules or expectations. This style is indulgent and lenient. A neglectful

parenting style is cold and unresponsive with no rules or expectations. This style is uninvolved and indifferent (Gfroerer, Kern, & Curlette, 2004). Baumrind categorizes authoritative as the most effective style of caregiving for supporting the healthy development of the child.

The teacher, as well, has a specific attachment style coupled with a parenting/caregiver style that s/he utilizes within the classroom. These individual styles either enhance or diminish a positive school environment. Darling-Hammond and Cook-Harvey (2018) in the Learning Policy Institute's research brief on *Educating the whole child: Improving school climate to support student success* demonstrate that positive school climate improves academic achievement and boosts student engagement. They identify relational trust between teachers-parents and teachers-students as a key predictor of gains in achievement (Darling-Hammond & Cook-Harvey, 2018).

The Collaborative for Academic, Social, and Emotional Learning (2020) established core SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, which support healthy social emotional development. These competencies foster a child's feelings of security in his/her learning environment (Collaborative for Academic, Social, and Emotional Learning, 2020). Darling-Hammond and Cook-Harvey (2018) identify the establishment of a positive, secure school environment as "the primary pathway to effective learning" (p.1). When a child feels safe, cared for, loved, and respected, s/he can focus his/her energy on the processes of learning.

Bondy and Ross (2008) cite that many teachers in the PreK-12 schools struggle to effectively manage their classrooms and to establish a positive classroom environment leading to a breakdown in relationships between teacher-student, student-student, and school-family. What is missing is not expertise in lesson planning and in creating interesting units of study, but a teacher who can establish and sustain a leadership style that communicates both warmth and a

nonnegotiable demand for student effort and mutual respect. In 1975, Judith Kleinfeld coined the term for this teaching style, *the warm demander*, to describe an instructional style which utilizes active demandingness with a warm communication style (Bondy & Ross, 2008). The warm demander falls under the authoritative caregiver style as defined by Baumrind helping to reinforce securely attached relationships as defined by Bowlby and Ainsworth (Gfroerer, Kern, & Curlette, 2004; Bretherton, 1992).

Bondy and Ross (2008) demonstrate that authoritative teachers foster a positive, secure learning environment through specific actions with students in the classroom. First, they build relationships with students deliberately. They do this by knowing their students, both inside and out (Bondy & Ross, 2008). These teachers can tell you about a particular student's interests, both academic and personal, his/her family situation, his/her social interactions, and his/her learning styles. An authoritative teacher focuses close attention to the ever-changing dynamics in the classroom, in social situations, and within the family (Bondy & Ross, 2008). They incorporate these details into daily interactions to ensure a student's wellbeing. They hold high expectations for their students while providing support systems for academic, cognitive, social, and emotional success (Bondy & Ross, 2008).

Furrer and Skinner (2003) show that this teaching style is central to establishing and sustaining academic engagement and achievement for students, especially those in high-poverty schools. They have identified an important link between achievement and academic engagement. For students in high-poverty schools, the consequences of academic disengagement result in serious achievement gaps and the decreased likelihood of graduating from high school (Furrer & Skinner, 2003). These students often face severely limited opportunities, such as experiencing

higher levels of unemployment, living in poverty, experiencing poor health outcomes, and involvement with the criminal justice system (Bondy & Ross, 2008).

The serious consequences of student disengagement coupled with the “get tough” disciplinary practices of the last three decades greatly limit the success of many students. The philosophy of zero tolerance policies encouraged the high frequency of out of school suspensions and expulsions (Skiba & Losen, 2016). Skiba and Losen (2016) in the article *From Reaction to Prevention: Turning the Page on School Discipline* state that, “since 1973, the number of students suspended from school has at least doubled for every racial and ethnic group... Data reported on disciplinary removals for the 2011–2012 academic year show that black students face the highest risk of out-of-school suspension, followed by Native American and then Latino students” (p.5). Lack of teacher preparation and support in evidence-based authoritative teaching practices leads to an increase in negative student behaviors and a decrease in student engagement, as well as low teacher retention and low job satisfaction (Bondy & Ross, 2008). Alternative strategies utilizing evidence-based authoritative teaching practices help teachers to effectively manage their classrooms, build relationships with their students, and encourage positive social-emotional practices, which creates safe, productive, and positive school climates with fewer suspensions (Skiba & Losen, 2016).

Secure, positive learning environments, both academic and social emotional, encourage democratic education. Democratic education is based on the process of learning through experience (Dewey, 1976). John Dewey (1976), an influential American philosopher, psychologist, and educational reformer during the first half of the 20<sup>th</sup> century, asserted that the habit of thinking and cooperating are central to learning and growing in human experience. The goal of democracy is to create a society of people who are freer and more humane in all that they

contribute, therefore making critical thinking and deliberative decision-making focal points to democratic education (Dewey, 1976). Dewey's ideas about democratic education reflect the collaborative process of learning, critically thinking, and problem solving needed in effective classroom communities.

Gloria Jean Watkins, pen name bell hooks, is an American author, professor, feminist, and social activist, who writes about the idea of democratic education as a means of social activism. hooks emphasizes student empowerment through active learning (hooks, 2003). She describes learning as an experience that enriches life, brings joy, and passes forth knowledge to all (hooks, 2003). Democratic education focuses on empowering ourselves, while finding and claiming our place in the world (Dewey, 1976). To do this one must be fully present as an active learner. Peaceful discipline is the vehicle to help students internalize this educational empowerment and practice mindful, active learning.

The creation of caring, respectful relationships, democratic learning environments, and educational empowerment each positively impact and strengthen the social fabric of the community, as defined by the theory of Sense of Community and Social Capital theory (McMillan & Chavis, 1986). The theory of Sense of Community uses four criteria to measure its impact: membership, influence, shared emotional connection, and integration and fulfillment of needs. The strength of the social fabric of a community correlates to how communities take care of their homes, neighborhoods, and neighbors (McMillan & Chavis, 1986). By fostering a Sense of Community through positive relationships between teachers-students and families-schools, the social fabric of the community strengthens.

Social Capital theory is determined by the features of social organization, such as networks, norms, and social trust (Putnam, 1995). These factors facilitate the coordination and



cooperation of a community, which encourage the mutual benefit of the whole community. Relationships are the foundational pieces of social capital (Putnam, 1995). Peaceful discipline helps to build strong, authentic relationships between teacher-student, student-student, and school-family, positively impacting the community's social capital.

Together, these theories help to ground the concepts that support a student's social, emotional, cognitive, and academic development. When these theories are integrated into the learning environment, students will feel loved and respected, and they will perceive themselves as deserving of love, care, and respect. They receive the message that the care and support for their social, emotional, cognitive, and academic wellbeing is unconditional (Held, 2012). These are important foundational pieces to learning. When a child feels safe, cared for, loved, and respected, s/he can focus her/his energy on the processes of learning.

### **Developing the Whole Student**

Core Social Emotional Learning (SEL) competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, are fostered when a child feels secure in his learning environment. Self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior (CASEL, 2020). Self-management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations (CASEL, 2020). Social awareness is the capacity to take the perspective of and empathize with others (CASEL, 2020). Relationship skills illustrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL, 2020). Responsible decision-making is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and

social norms (CASEL, 2020). Each competency supports a child to be successful both in school and in life.

Another way to frame the healthy social-emotional development of children, adolescents, and young adults is with the 3 C's as defined by Johnson & Johnson (2002): cooperative community; constructive conflict; and civic values. These core concepts foster the coping skills needed to constructively deal with adversity and stress. Three key components must be considered to positively impact the development of the 3 C's: stress, adversity, and coping skills. Stress is a necessary component of life. It is only damaging when the levels are too high or too low (Johnson & Johnson, 2002). Adversity is defined as a misfortune that taxes or exceeds an individual's resources (Johnson & Johnson, 2002). Coping skills are the skills needed to master, tolerate, and/or reduce the stress generated by adversity (Johnson & Johnson, 2002). An individual's ability to cope with stress directly determines how stressful an adverse event is to the individual (Johnson & Johnson, 2002). The individual, imbedded in networks of interdependent relationships, learns how to manage conflicts constructively promoting the values underlying mutual support and assistance (Johnson & Johnson, 2002). When schools promote these interdependent-self approaches to coping, it creates a cooperative community with positive interdependence and individuals working together to achieve mutual goals.

When discussing student achievement, much emphasis is often placed on academic outcomes without consideration for the student's holistic development: social, emotional, cognitive, and academic. By reframing the purpose of school, the focus on high academic achievement can be balanced with the focus on social emotional learning outcomes. Brain research shows that there is a need for a validated school framework for SEL as a primary learning focus (McCombs, 2004). McCombs (2004) identifies research illustrating the following

connections: affect and cognition work synergistically; emotion drives attention, learning, memory, and other mental activities; and the social nature of learning enhances cognition. Learner-Centered Psychological Principles by McCombs (2004) identify factors that support the focus on holistic learning and development: cognitive and metacognitive factors; motivational and affective factors, developmental and social factors, and individual differences factors. With a person-centered model of learning, equal focus is placed on learning content and skills, on the learning process and individual development, and on holistic learning environments (McCombs, 2004). Attention is given to the learner and the factors that contribute to his/her learning needs. This fosters the individual growth of the student, the relationship between the student and teacher, and the relationship between the school and family.

Educators play an important role in a student's holistic well-being. As teachers navigate their way through the often stressful nature of teaching, it is necessary for them to master the skills of developing mindfulness, finding calm, and embracing emotions to model these behaviors and to guide students on their journey of mastery. The brain can get stuck in a negative mindset, which can lead to the person feeling as though s/he is dragging oneself through each day. By shifting one's perspective, an educator can train one's own brain to act as a guide throughout the day. Developing mindfulness cultivates one's mind by focusing on the present moment. Finding calm fosters the ability to embrace all things, to let go of guilt, and to accept imperfections in yourself and others. Embracing emotions allows one to focus on the positive, to feel and let go of the negative, and to accept suffering as a tool for growth (Naphthali, 2003).

Another way for educators to practice mindfulness is to practice simplicity in one's classroom. By focusing on four areas of simplicity, environment, rhythm, scheduling, and unplugging, one can create a pathway to simplify the classroom. The environment consists of

decluttering the physical space to showcase items that are valued, loved, and utilized (Payne, 2009). Rhythm increases predictability by introducing rhythmic moments for connection and calm (Payne, 2009). Soothing busy schedules creates time to connect and to be present.

Unplugging from electronics increases resilience and social emotional intelligence by reducing adult/age inappropriate content in a child's presence and exposure to electronic stimuli in general (Payne, 2009). Payne (2009) asserts that students benefit in a multitude of ways from simplifying the environment, rhythm, scheduling, and screens. They are calmer and happier, do better socially and emotionally, are more focused at school, and comply more easily with expectations. Teachers benefit from this simplicity by having a clearer idea of what their classroom values are, feeling more united as a class, and having dedicated time for connection, relaxation, and fun. These four realms of simplifying can reduce stress on students and teachers by promoting a space for relaxation, creativity, and connection.

### **Connection and Empathy – A Pathway to Peaceful Discipline**

“Nothing is so strong as gentleness. Nothing is so gentle as real strength.”

~ Saint Francis de Sales

Connection is key in caregiving. Understanding how behavior presents in children and how to manage and engage children during their upsets are key components to fostering a positive relationship and supporting a child's social-emotional growth. Drs. Daniel Siegel and Tina Payne Bryson (2012) promote an integrated brain approach to help a child through an upset. Their approach of “connect first, then teach” combined with other integrated brain strategies results in improved decision making, better control of body and emotions, fuller self-understanding, stronger relationships, and success in school. Siegel and Payne Bryson utilize the

science behind integrating the brain to foster positive connections to support the student's social-emotional development (Siegel & Payne Bryson, 2012).

Authors Jennifer Kolari, Dr. Vanessa LaPointe, Dr. Laura Markham, and Patty Wipfler have written extensively on peaceful discipline strategies putting a spotlight on connection and empathy. Kolari (2010) advocates for harnessing the power of empathy to strengthen connections between parents and children. She promotes the utilization of mirroring and the CALM technique to guide a child through an upset. Mirroring is a therapy technique used as a strategic form of caregiver communication (Kolari, 2010). The CALM technique is an acronym: connect, affect, listen, mirror (Kolari, 2010). First, connect through active listening and undivided attention. Next, match the affect of your child. Listen through active listening and paraphrasing your child's words to check understanding. Finally, mirroring results from connecting, matching affect, and actively listening (Kolari, 2010).

Dr. LaPointe (2016) explores the concept of discipline as a way of being that supports connection. Through the science of connection, child development, and age-appropriate expectations she clarifies how mindfulness must be at the center of any discipline approach. Mindful responding means matching your level of response to the level of need of the child (LaPointe, 2016). It prompts the caregiver to connect, to get on the child's level, to be firm with kindness, and to give both yourself and your child grace. Mindful prevention reminds caregivers to create the world the child needs and to nurture connection by filling needs and by being generous with love (LaPointe, 2016). When caregivers are comfortable with the complete range of emotions, both one's own and the child's, it is easier to embrace upsets, to feel the emotion, to label it, and to let it go. Through these strategies, caregivers model the confidence, hope, and kindness that one wishes to see in the child.

Dr. Markham (2012) describes peaceful discipline as caregiving with healthy limits, empathy, and clear communication to foster self-discipline in children. Influenced by Baumrind's parenting styles theory Markham identifies three focal concepts for peaceful discipline: self-regulation of the adult; fostered connection between the adult and the child; and the ability to coach, not control, the child (Markham, 2012). She encourages caregivers to model the behaviors that we want to see in the child, to offer the child tools and strategies to utilize, to sequence events to make life more predictable, to support emotional regulation, and to give gentle reminders and encouragement along the way (Markham, 2012).

Wipfler (2016) focuses on connection and empathy through listening. For the caregiver this means healing old wounds from one's own childhood and shedding old emotional baggage. For the child it means connecting, setting clear limits, listening to help children release fears, and reconnecting with the child after upsets (Wipfler, 2016). She offers five listening strategies to fill both the child's cup and one's own cup with connection: staylistening, playlistening, special time, setting limits, and listening partnerships. Staylistening asks the caregiver to listen all the way through an upset without trying to fix it (Wipfler, 2016). Playlistening allows the caregiver to connect through play while the child leads the play session (Wipfler, 2016). Special time is time set aside for connected child-led play set within a time limit (Wipfler, 2016). Setting limits asks the caregiver to be respectful and kind in one's approach, while allowing the child to feel the entirety of the upset (Wipfler, 2016). A listening partnership is a listening exchange between caregivers during which there is no advice and no judgement (Wipfler, 2016). Listening becomes the universal center for peaceful discipline.

### **The Connection Between Teaching and Peaceful Discipline**

Evidenced-based approaches to teaching and discipline are essential components that support a student's social, emotional, cognitive, and academic development. Responsive Classroom (Charney, 2015) is an evidence-based approach that focuses on engaging academics, positive community, effective management, and developmental awareness. Ruth Sidney Charney (2015), a highly respected educational consultant and author, co-founded the Center for Responsive Schools. She also co-developed the Northeast Foundation for Children after teaching for 35 years in the MA and NY public schools. Responsive Classroom uses the classroom practices of interactive modeling, effective teacher language, logical consequences, and interactive learning structure. These practices promote the social-emotional competencies of cooperation, assertiveness, responsibility, empathy, and self-control and the academic competencies of academic mindset, perseverance, learning strategies, and academically successful behaviors (Charney, 2015).

Dr. Ross Greene (2014) created another example of an evidence-based behavioral management model. Dr. Ross Greene is an American clinical child psychologist and author who holds a PhD in clinical psychology. His psycho-social treatment model, called CPS, Collaborative & Proactive Solutions, shows parents and caregivers how to work through behavioral challenges with children. The CPS model emphasizes two major shifts in how behavior challenges are perceived: to identify the challenging behaviors which makes them more predictable and manageable and to reshape the way parents and children approach basic daily challenges (Greene, 2014). The CPS process encompasses six components: to identify lagging skills and unsolved problems, to reframe problems as challenges for success, to use the empathy step to understand the child's perspective and to define adult concerns, to utilize the invitation

step to collaborate on mutually satisfactory solutions, to proactively and collaboratively solve problems, and to integrate the CPS model within the classroom, the school, and the home (Greene, 2014). By reframing challenging behaviors as unsolved problems, it shifts the focus from behaviors to the problems that are causing the behaviors, the lagging skills. Some examples of common lagging skills are lack of flexibility and adaptability, low frustration tolerance, and inability to solve problems independently (Greene, 2014). These unsolved problems plus lagging skills often push students out of classrooms and schools and put them on a path toward marginalization, disenfranchisement, and alienation (Greene, 2014). By supporting growth in these areas, students can perceive themselves as important, contributing members of their school community.

The CPS model has been shown to be effective in both the home and school settings. Data illustrate that the improvements in challenging behavior correspond closely to the earlier studies by Greene et al. (2004) and Ollendick et al. (2015). CPS has shown to be effective in improving the lagging skills thought to contribute to oppositional behaviors. When the CPS model was implemented in the school setting, there were significant reductions in discipline referrals, detentions, and suspensions. Parents of these students also found improvements in the child's emotional regulation, in oppositional behaviors, and in general challenging behaviors. One finding from the studies connected various factors, such as parenting style, parental attributions, and the child's lagging skills, with the student's response to treatment (Greene, 2018).

### **Teaching New Teachers**

This project will partner with the Merrimack Institute for New Teacher Support (MINTS) program. The MINTS program provides guidance, resources, and developmental opportunities in



a supportive community for both new teachers and for the experienced teachers who support early teachers. Teachers will learn about peaceful and positive teaching strategies and how they can implement these strategies in the classroom. These strategies will help support the development of positive student self-perceptions and academic engagement.

### **Project Plan**

The purpose of this project is to provide a workshop for new teachers enrolled in the Merrimack Institute for New Teacher Support (MINTS) program at Merrimack College. The workshop will focus on incorporating evidence-based, peaceful and positive teaching practices into their classroom as a tool for behavior management and social emotional learning. Participants will define what peaceful, positive teaching practices are and will identify practices to implement in one's individual classroom. Participants will prioritize the materials and strategies that will be most beneficial to bring back to one's classroom. Participants will identify, practice, and create a plan to implement strategies that enhance SEL competencies of their students. Participants will have the opportunity to connect with facilitator and other participants after the workshop to receive support during the implementation process.

### **Situation Statement**

Many teachers in the PreK-12 schools struggle to effectively manage their classrooms. Studies show that evidence-based, authoritative teaching practices help teachers to effectively manage their classrooms, build relationships with their students, and encourage positive social-emotional practices. Lack of teacher preparation and support in evidence-based, authoritative teaching practices lead to low teacher retention, low job satisfaction, an increase in negative student behaviors, and a decrease in student engagement.

### Define Your Goals

Educational	Participants will be able to...
Awareness	Define peaceful, positive discipline.
Knowledge	<p>Compare &amp; contrast peaceful strategies with punitive strategies.</p> <p>Identify evidence-based peaceful discipline strategies and assess how to implement each within your personal classroom.</p> <p>Identify healthy coping techniques to handle adversity within the classroom and assess how to implement each within your personal classroom.</p>
Access to	Participants will...
Resources	<p>Develop evidence-based peaceful discipline strategies materials to bring back to your personal classroom.</p> <p>Prioritize which materials and strategies will work best for your classroom.</p>
New Skills	Participants will...
Social	Implement new evidence-based peaceful discipline strategies and materials.
Networks & Connections	Connect with facilitator and other participants during follow-up discussion groups for support with implementation of strategies and materials.

### Target Audience and Stakeholders

The target audience is the receiver of the workshop's message and materials, which includes teachers, and possibly parents, student teachers, and perspective teachers.

Stakeholders are the individuals and/or groups who are directly impacted by the workshop's message and materials, which include students, teachers, administrators, parents, and the MINTS program.

**Crafting a Clear Message**

Teachers who intentionally and effectively implement peaceful and positive teaching strategies in the classroom and who model and teach mindful awareness and healthy coping techniques help support the development of positive student self-perceptions and academic engagement. Students view themselves as lovable and capable, and deserving of love, respect, and care, which fosters the social, emotional, cognitive, and academic wellbeing of students. Authentic connections are cultivated between teacher-student, student-student, and school-family.

**Incentives for Engagement**

Stakeholder: Teachers and Administrators PreK-12; Incentive: Manage classroom effectively while building strong relationships; build a network of like-minded practitioners; post workshop support for implementing strategies

Stakeholder: Parents; Incentive: Utilize these strategies in the home setting; support healthy development of children

Stakeholder: MINTS Program; Incentive: Supporting the implementation of quality teacher instruction

**Identify Outreach Methods**

Create an infographic to market workshop through MINTS.

**Responsibilities Chart**

<b>Name</b>	<b>Organization/ Affiliation</b>	<b>Responsibilities</b>	<b>Contact Info</b>
Kate Orbon	Merrimack Fellow	Workshop planning, preparation, facilitation, and implementation	orbonk@merrimack.edu 978 886 1417
Amanda Alcox	MINTS (Merrimack Institute for New Teacher Support)	Coordinate time/date/location (virtual)	alcoxa@merrimack.edu 978 837 5494 Austin Hall 229
Sarah Whittier	Merrimack Fellow	Coordinate with Sarah & Amanda for MINTS workshops	whittiers@merrimack.edu
Morgan Prittie	Merrimack Fellow	Coordinate time/date/location (virtual)	prittiem@merrimack.edu

**Tools/Measure to Assess Progress**

Reflection Materials at the end of each activity and at the end of the workshop

Surveys (reflection of workshop)

Feedback from MINTS participants (post-workshop)

**Implementation Timeline**

November 2020	<p>Contact Amanda Alcox to schedule a workshop through MINTS.</p> <p>Coordinate with Sarah Whittier, Morgan Prittie, and Amanda Alcox to schedule workshops.</p>
December 2020	<p>Create Agenda with a plan for activities.</p> <p>Create curriculum, which includes authoritative teaching strategies (social, emotional, cognitive, and academic) and healthy strategies to cope with adversity both within and outside of the classroom.</p> <p>Create materials for authoritative teaching strategies (social, emotional, cognitive, and academic) and healthy strategies to cope with adversity both within and outside of the classroom.</p> <p>Create assessments to collect data on workshop, activities, materials, delivery, and implementation after workshop.</p>
January 2021	<p>Confirm with MINTS.</p> <p>Finalize curriculum and materials.</p> <p>Finalize agenda.</p> <p>Create presentation.</p>
February 2021	<p>Finalize presentation and practice with correct timing.</p> <p>Run workshop in early February.</p> <p>Run weekly follow-up support groups.</p> <p>Collect and analyze data from workshop and support groups.</p>
March 2021	<p>Run weekly follow-up support groups.</p> <p>Collect and analyze data from support groups.</p> <p>Synthesize data and findings.</p>
April 2021	<p>4/6: Full capstone draft due</p> <p>4/30: Submit final capstone paper for publication</p>

**Logical Framework**

<b>Long-term Outcome</b>	Increase the number of teachers who intentionally implement authoritative strategies and who model mindful awareness and teach healthy coping techniques. Increase the number of students who develop positive self-perceptions, regarding themselves as lovable and capable, and deserving of love, respect, and care. Increase the social, emotional, cognitive, and academic wellbeing of students and teachers. Increase the authentic connections between teacher-student, student-student, and school-family, therefore fostering student engagement.		
<b>Intermediate Outcome</b>	Increase the number of teachers in the PreK-12 school systems who are trained in evidence-based practices of authoritative teaching to effectively manage their classrooms, build relationships with their students and families, encourage positive social-emotional practices, and increase student academic engagement.		
<b>Short-term Outcomes</b>	Increase teacher/staff training and support in evidence-based practices.	Increase access to tools and strategies to support struggling students socially, emotionally, cognitively, and academically.	Increase the skill development and practice of healthy coping skills among teachers/staff/students to handle adversity within the classroom.
<b>Outputs</b>	Reflection of workshop data points Follow-up reports on effectiveness of materials Follow-up reports on effectiveness of strategies	Reflection of workshop - Effectiveness of introduction and practice of materials & strategies; # of teachers in attendance; Successful/unsuccessful implementation;	Reflection of workshop - Effectiveness of introduction and practice of materials & strategies; # of teachers in attendance; Successful/unsuccessful implementation;

<b>Activities</b>	Workshop with MINTS, followed by discussion groups to support effective implementation in following weeks	During workshop introduce and practice evidence-based authoritative teaching strategies	During workshop introduce and practice healthy coping techniques to handle adversity within the classroom
<b>Inputs</b>	Agenda Activities MINTS space (in person/virtual) Reflection materials Surveys (reflection of workshop)	Curriculum to organize social, emotional, cognitive, and academic strategies. Create materials for educators to bring back to the classrooms	Curriculum to organize healthy strategies to cope with adversity both within and outside of the classroom. Create materials for educators to bring back to the classrooms

<p><b>I will...</b></p> <p>Increase the number of teachers in the PreK-12 school systems who are trained in evidence-based practices of authoritative, peaceful teaching to effectively manage their classrooms, build relationships with their students and families, encourage positive social-emotional practices, and increase student academic engagement.</p>
<p><b>So that...</b></p> <p>teachers receive the proper training and ongoing support to successfully implement these evidence-based, authoritative, peaceful discipline practices.</p>
<p><b>So that...</b></p> <p>teachers can be intentional with the authoritative, peaceful strategies that they implement to support students' holistic development emotionally, socially, cognitively, and academically.</p>
<p><b>So that...</b></p> <p>teachers can model mindful awareness and teach healthy coping techniques.</p>

<b>So that...</b> students can develop positive self-perceptions regarding themselves as lovable and capable, and deserving of love, respect, and care.
<b>So that...</b> the social, emotional, cognitive, and academic wellbeing of students will be positively impacted, as well as the wellbeing of the teacher.
<b>So that...</b> teachers can build authentic connections between teacher-student, student-student, and school-family.
<b>So that...</b> students and families feel loved, cared for, and respected.
<b>So that...</b> schools can foster student engagement and the home-school connection.

### **Methodology**

This section describes the methodology utilized in this study. The presenter worked with the Merrimack Institute for New Teacher Support (MINTS) program. The virtual workshop via Zoom included materials, such as a pre-evaluation survey, three interactive activities, and a post-evaluation survey. Procedural notes are provided about the various sections of the workshop, including marketing, evaluative surveys, and descriptions of the content and activities.

### **Participants**

This study partnered with the Merrimack Institute for New Teacher Support (MINTS) program. The MINTS program provides guidance, resources, and developmental opportunities in a supportive community for both new teachers and for the experienced teachers who support early teachers. This MINTS workshop virtually presented to 53 future, current, and retired educators who worked with students ranging from PreK-12 and undergraduate. The teachers' ages ranged between 20 and 65 years old with educational experience ranging from 1 to 20+



years. The teachers were employed in public, private, parochial, and alternative institutional settings.

### **Materials**

The presenter utilized the following materials to plan, organize, and run a virtual, interactive workshop on evidence-based, peaceful and positive discipline strategies for educators in Early Elementary, Elementary, Middle School, High School, and College level.

#### ***Zoom***

Zoom is an online, cloud-based, peer-to-peer software platform that provides videotelephony and online chat services for teleconferencing, telecommuting, distance education, and social relations. I utilized the breakout room features, screen sharing, and chat services. During the workshop there were three breakout room session: Icebreaker Activity: Exploring Values and Expectations, Activity A: Connecting to De-Escalate and Reregulate, and Activity B: Using the ALSUP.

#### ***Pre-Evaluation Survey***

Participants completed a pre-evaluation survey when they registered for the workshop. The pre-evaluation survey collected educational demographic information, such as grade-level, school district or organization, and professional degrees/certifications. It also surveyed attitudes towards classroom management and discipline strategies, such as successes and challenges with behavior, the frequency and intensity of challenging behaviors, and the available resources.

#### ***Icebreaker Activity: Exploring Values and Expectations***

During this breakout room session, participants were asked to discuss their classroom values and expectations utilizing the provided Social Emotional Learning (SEL) Core

Competency visuals. Break-out room hosts recorded participants' ideas on a google document prepared for each breakout room.

***Activity A: Connecting to De-escalate and Reregulate***

During this breakout room session participants were asked to discuss and/or role play the connection strategies to de-escalate and reregulate students during an upset. Participants were provided with the connection strategies visuals for the CALM Technique, Mindful Responding, and the CPS Drilling Cheat Sheet.

***Activity B: Using the ALSUP***

During this breakout room session participants were asked to create an unsolved problem statement using the ALSUP Checklist. The ALSUP Checklist and the ALSUP Guide were provided for guidance and reference. Break-out room hosts recorded participants' examples of an unsolved problem statement on a google document prepared for each breakout room.

***Post-Evaluation Survey***

The post-evaluation survey collected educational demographic information, overall rating of the workshop, and overall understanding of the major concepts, such as peaceful discipline, connection strategies, and identifying unsolved problems. It also surveyed the likelihood of applying the new strategies in the classroom, of successfully implementing strategies, and of sharing strategies with colleagues.

***Website with Materials***

My website, [www.teachpeacefully.org](http://www.teachpeacefully.org), is a collection of the workshop materials and resources for easy accessibility.

**Procedure**

This section provides the procedural descriptions of marketing, evaluative surveys, content, and activities for this workshop.

***Marketing***

The workshop was marketed through the mailing list of the MINTS program at Merrimack College. Amanda Alcox, the MINTS Coordinator, created flyers to advertise the event to the MINTS community as well as the greater public on social media outlets.

***Introduction***

The presenter provided a brief introduction about her personal and professional background.

***Icebreaker Activity***

For the Icebreaker Activity, participants were broken up into 4 rooms: Lower Elementary, Upper Elementary, Middle School, & High School/College for a 15-minute session. Breakout Room Hosts were assigned to each room to get the activity started, to answer questions, and to record the group's discussion ideas. Each group discussed three questions: What are the qualities that you want to see in your students? What characteristics create a positive learning environment? When a student is having trouble meeting an expectation, in what ways can you adapt the expectation to support that student? Participants used the SEL Core Competencies visuals for inspiration. Participants debriefed as a group looking at similarities in values and expectations.

***Content A***

The presenter provided an overview of Dr. Ross Greene's Collaborative and Proactive Solutions (CPS) model.

**Core Message: Connecting to Deescalate & Reregulate.** The presenter introduced the following strategies: the CALM Technique, Mindful Responding, and the CPS Drilling Cheat Sheet providing visuals with examples. The presenter then played a 2-minute video of Jennifer Kolari explaining her CALM Technique and the importance of mirroring.

**Activity.** For this activity participants returned to grade level breakout rooms for a 20-minute session. Role play situations were provided for participants to practice the connection strategies to deescalate and reregulate a child's emotional state. Participants used the strategies of mirroring, active listening, and asking clarifying questions.

**Debrief.** Participants as a whole group debriefed about the connection strategies and using Plan C.

### ***Content B***

The presenter provided additional information on proactive problem solving using the CPS model and an overview of the ALSUP, the Assessment of Lagging Skills and Unsolved Problems, which is a discussion guide for supporting the child to meet expectations and do well.

**Core Message: Using the ALSUP.** The presenter emphasized the ideas of viewing behavior as a signal for communication and of identifying lagging skills and unsolved problems to target the appropriate intervention.

**Activity.** For the final activity participants joined their grade level breakout rooms for a 15-minute session. Participants chose a student with an unsolved problem and used the ALSUP Checklist to write an unsolved problem statement for that student. Participants were asked to spend a total of six minutes completing the ALSUP checklist: three minutes to check off lagging skills and three minutes to write an unsolved problem statement. Participants shared their

unsolved problem statements either verbally or in the chat with the small group. Breakout room hosts recorded the unsolved problem statements.

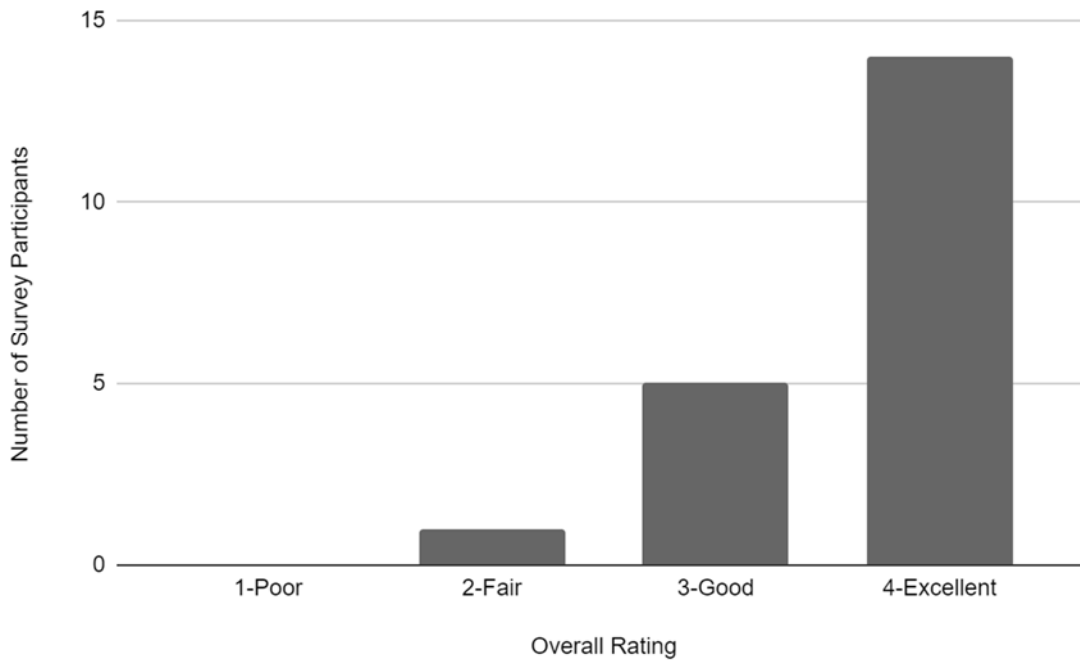
**Debrief.** As a whole group participants shared the unsolved problem statements verbally or in the chat.

### ***Conclusion and Closing***

The presenter introduced participants to Dr. Greene's website with resources such as a Walking Tour for both parents and educators with videos, audio recordings, and articles. Participants watched a video of a teacher doing the CPS model with her whole class under Dr. Greene's guidance to give a visual of the CPS process. The presenter gave a concluding message and thanked the participants, the breakout room hosts, and the MINTS community. Participants completed the post-evaluation survey. The presenter stayed on to field questions and comments about the workshop.

### **Results**

This study collected data utilizing a pre-evaluation survey, observational notes from interactive activities, and a post-evaluation survey. Of the surveyed participants, 70% rated the overall workshop as 4-Excellent, 25% as 3-Good, 5% as 2-Fair, and 0% as 1-Poor. Participants identified the aspects of the workshop that they most enjoyed, such as engaging with other educators in the breakout rooms during discussions and activities, the presentation with new information, solutions, and perspectives, and the video examples of the new strategies.

*Figure 1: Participants' Overall Rating*

### **Survey Participants**

This study presented virtually to 53 MINTS educators ranging from PreK-12 and undergraduates. The educators' ages ranged between 20 and 65 years old with educational experience ranging from 1 to 20+ years. The teachers were employed in PreK-12 and undergraduate public and private institutions. Twenty participants responded to the post-evaluation survey. The following charts illustrate the variability of the survey participants' age, grade level of current students, institutional setting, and level of educational experience.

Figure 2: Age of Participants

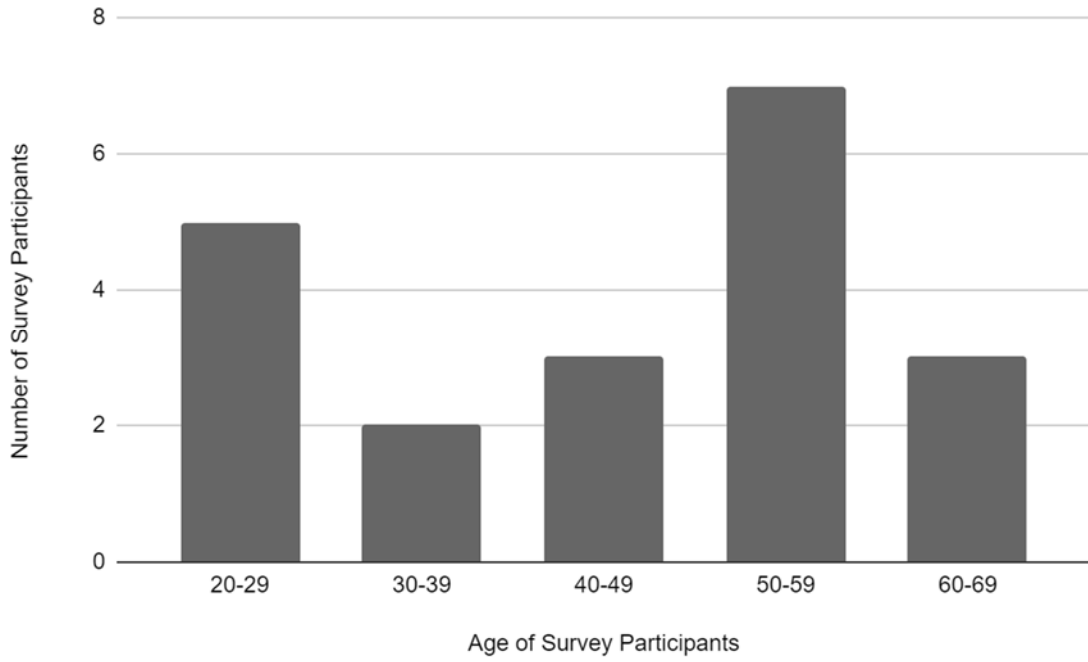


Figure 3: Participants' Grade Level of Current Students

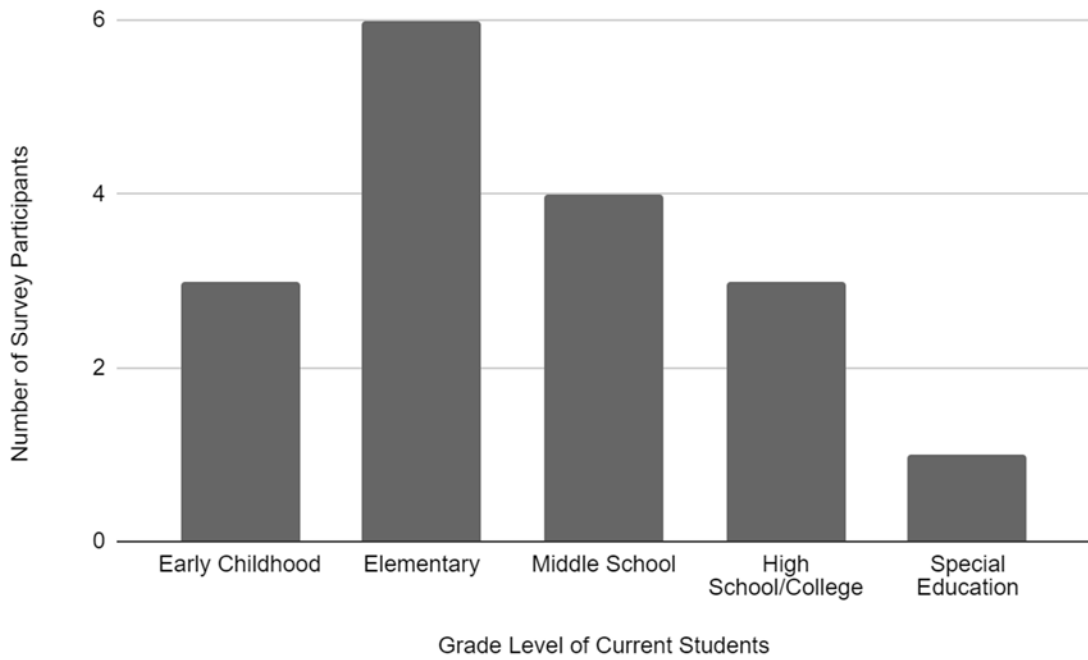


Figure 4: Institutional Setting of Participants

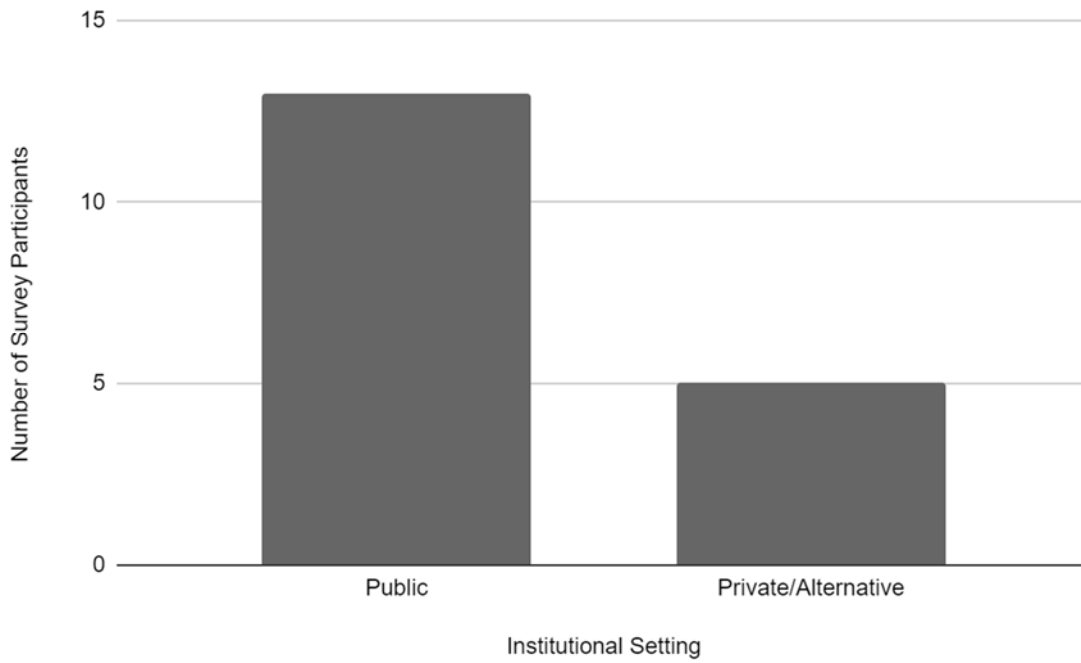
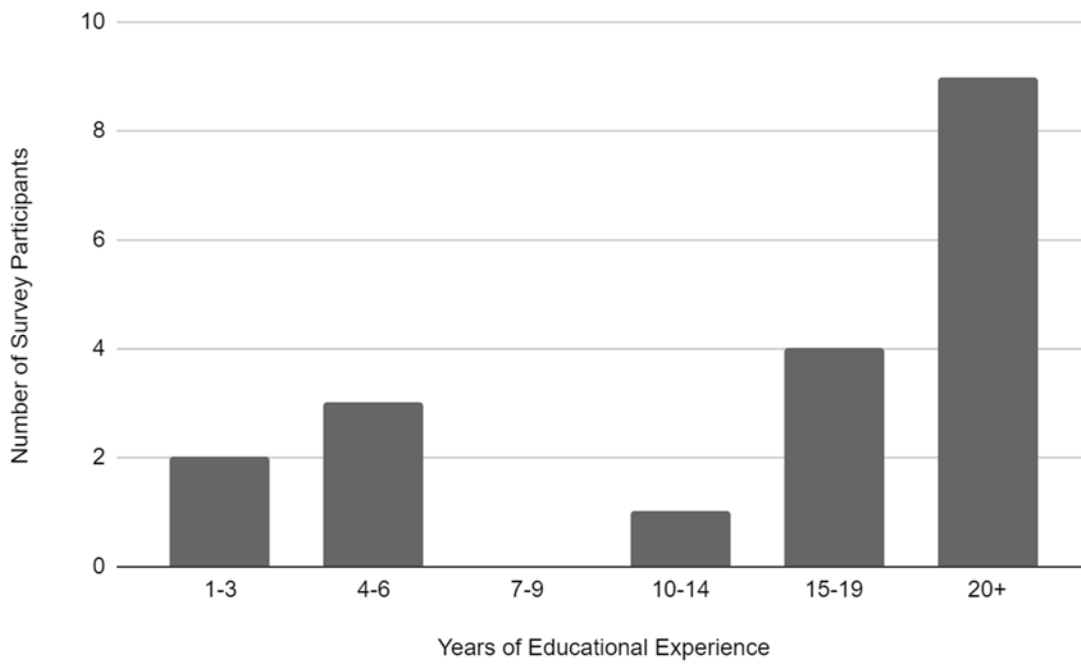


Figure 5: Years of Educational Experience of Participants





### **Pre-Evaluation Survey**

Participants completed a pre-evaluation survey during the registration process for the workshop. They identified their educational and demographic background, and they described their biggest classroom challenges. Some common themes of classroom challenges were engaging students both in person and virtually, effectively using discipline strategies, receiving consistent support from colleagues, administration, and parents, and giving consistent support to students, especially high need students.

*Figure 6: Classroom Challenges*

Consistent Support  
Adapting  
Building Relationships  
Engagement  
Time  
Following Directions  
Home-School Connections  
Effectively Disciplining

### **Icebreaker Activity: Exploring Values and Expectations**

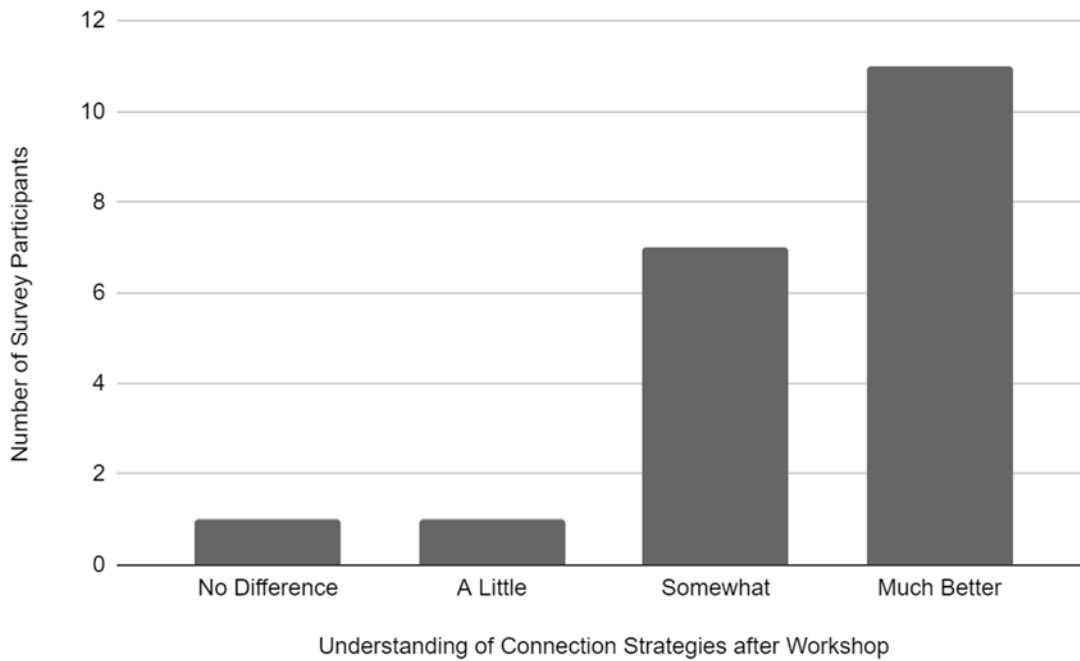
During the Icebreaker Activity: Exploring Values and Expectations, participants identified characteristics that create a positive learning environment. Significant themes emerged across grade levels with the top characteristics being respect, perseverance, growth mindset, kindness, and empathy.

*Figure 7: Classroom Values and Expectations*



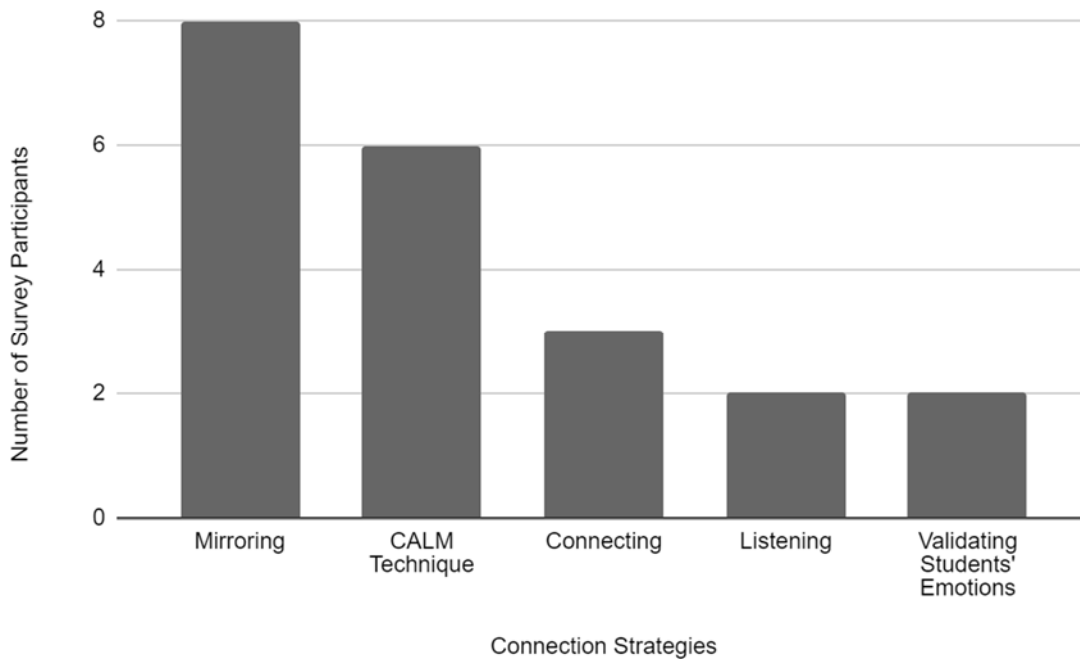
#### **Activity A: Connecting to De-escalate and Reregulate**

When survey participants were asked if they would seek more information on teaching peacefully, connection strategies, and similar behavior supports, 18 responded with yes, 2 responded with maybe, and 0 responded with no. On a scale of 1-4 rating of how likely it would be for survey participants to apply these connection strategies in their classrooms, 70% of participants responded with 4-very likely, 20% of participants with 3-somewhat likely, and 10% of participants with 2-less likely.

*Figure 8: Participants' Understanding of Connection Strategies*

Survey participants identified that they would utilize the following strategies in their classrooms in the future: mirroring, the CALM technique, and connecting with, listening to, and validating students' emotions.

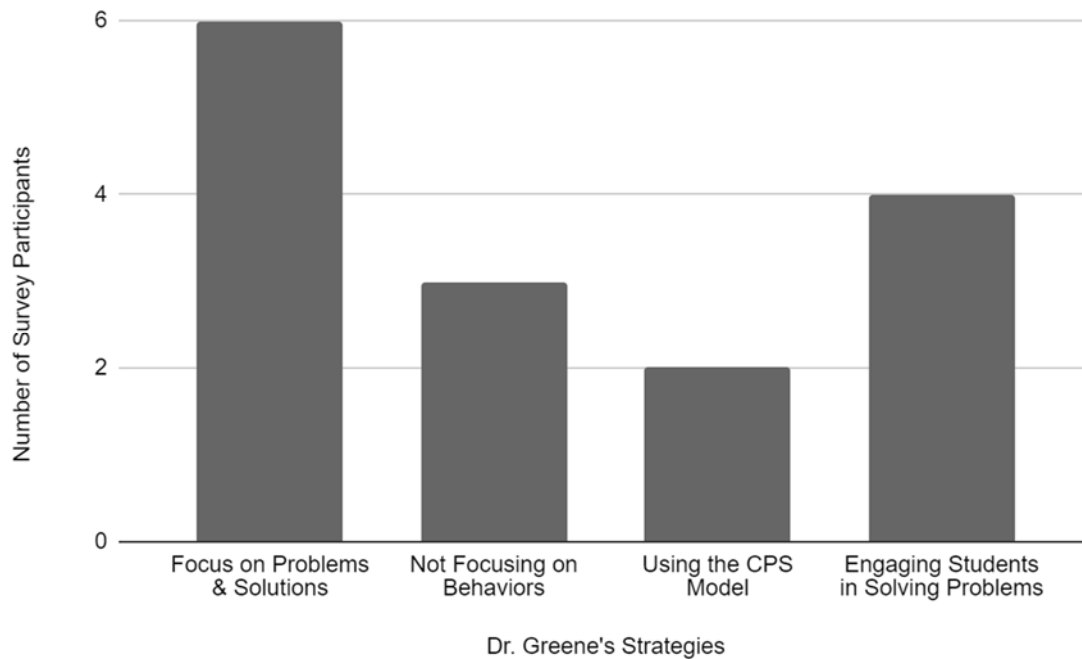
Figure 9: Connection Strategies to Bring Back to the Classroom



### Activity B: Using the ALSUP

Survey participants were asked about their understanding of the ALSUP, the Assessment of Lagging Skills and Unsolved Problems. In rating their understanding, 11 participants responded that they had a much better understanding; 6 participants responded that they had a somewhat better understanding; 2 participants responded that they had a little better understanding; and one responded that there was no difference in his/her understanding. Survey participants were asked about their understanding of how to write an unsolved problem. In rating their understanding, 70% of participants responded that they had a much better understanding; 25% of participants had a somewhat better understanding; and 5% participant had a little better understanding. Survey participants identified the following strategies from Dr. Greene's model as ones that they would take back to their classrooms: the CPS model, focusing on problems as opposed to behaviors, and collaboratively solving problems with students.

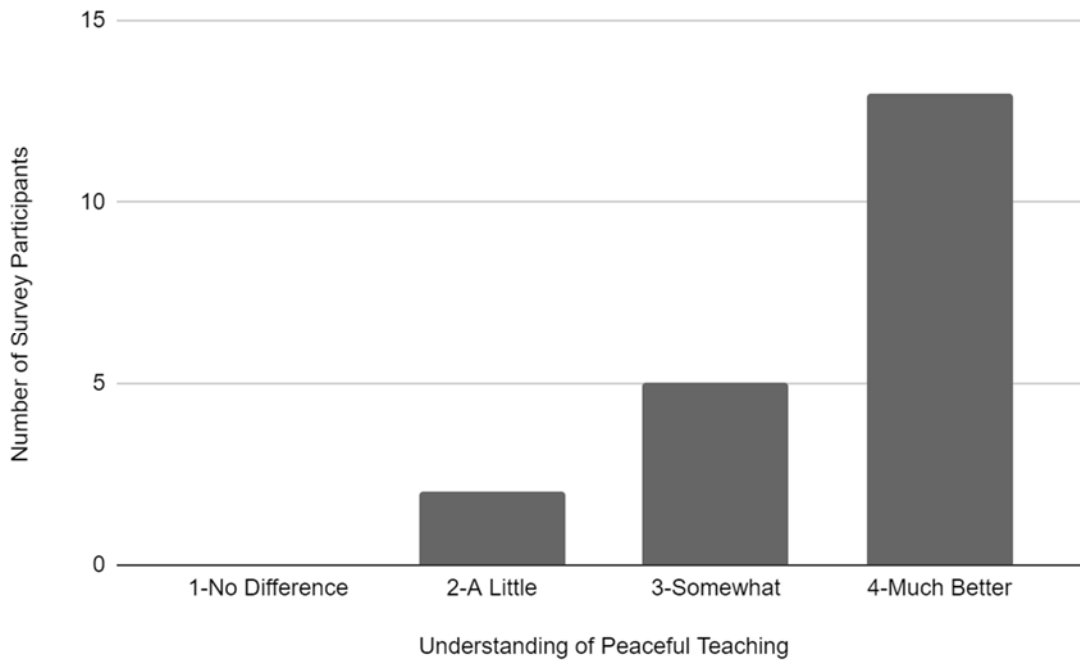
Figure 10: Dr. Greene's Strategies to Bring Back to the Classroom



### Post-Evaluation Survey

Survey participants were asked about their understanding of peaceful teaching and of how to utilize the peaceful teaching strategies in their classrooms. In rating their understanding, 65% had a much better understanding of peaceful teaching and 55% had a much better understanding of how to teach peacefully in their classrooms. Likewise, 25% of participants had a somewhat better understanding and 40% had a somewhat better understanding of how to use peaceful teaching strategies. Only 10% had a little better understanding and 5% had a little better understanding of how to teach peacefully using the strategies introduced.

*Figure 11: Participants' Understanding of Peaceful Teaching*



Participants were asked to identify how many students could be supported with these strategies. In assessing the benefit for students, 75% of participants responded that all/most neurotypical learners would benefit from these strategies; 65% responded that these strategies would benefit all/most neurodiverse learners; and 85% of participants agreed that these strategies could help with both the frequency and intensity of challenging behaviors. Participants identified time and inexperience as the biggest challenges to using these strategies in their classrooms. In evaluating the workshop's resources, 95% of participants agreed that this workshop provided them with resources that they did not already have; and 85% of participants responded that they would share these resources with their colleagues.

### **Discussion**

This section discusses the conclusions from this study on evidence-based, peaceful, and positive discipline strategies, focusing on the major themes of exploring values and expectations

and of utilizing connection strategies and the CPS model in the classroom. Limitations of this study as well as implications for future studies are also discussed.

Before attending the workshop, participants were concerned about the challenging aspects of discipline and classroom management. Teachers identified their concerns about engaging students both in person and virtually, effectively using discipline strategies, receiving consistent support from colleagues, administration, and parents, and giving consistent support to students, especially high need students. Both experienced and inexperienced teachers voiced similar challenges.

Participants from all grade levels compiled a list of similar values that they believed helped to create a positive learning environment. These characteristics included respect, perseverance, growth mindset, kindness, and empathy. The teachers agreed upon what classroom values are essential, but there was uncertainty with consistent and effective discipline strategies that imparted these values. Participants were interested in learning more about the CPS model and connection strategies, such as mirroring, the CALM technique, active listening, and validating students' emotions.

When looking at the overall rating of the workshop in terms of age range, teachers between the ages of 40-69 years gave the workshop an average rating of 3.9 out of 4, and teachers between the ages of 20-39 years gave it an average rating of 2.9 out of 4. This could mean that the teachers who were older and likely more experienced could understand the idea of peaceful teaching and could imagine how to implement these new strategies more effectively in their classroom.

Bondy and Ross (2008) identified that a lack of teacher preparation and support in evidence-based, effective discipline strategies can lead to an increase in negative student

behaviors and a decrease in student engagement, as well as low teacher retention and low job satisfaction. Participants identified that challenging behaviors and disengagement are two compelling and significant concerns that they have about their students. With an overall workshop rating of 3.65 out of 4, these discipline strategies could be a good solution for many of these teachers.

### **Limitations of the Study**

The limitations of this study mainly include the duration of the workshop. The 2-hour duration was the right amount of time for the length of the initial workshop. However, with a topic as complex as effective discipline and classroom management strategies, teachers need time to check in during the implementation process. It takes time to change habits and behaviors. While the teacher is attempting to understand the new model or strategies, implement the change in his/her classroom, and adapt, it is imperative that s/he get the support needed to make the change to more effective discipline.

### **Implications for Future Studies**

One implication for future studies should include added support for teachers during the implementation process. This support should consist of follow-up discussion groups, video examples of how the strategy works, and activities to practice the various strategies. When asked how to improve the workshop, participants requested more time for discussions with other educators, for activities to practice new strategies, for more videos to exemplify how to implement the strategies, and for more detailed information about the topic. This can only happen if the workshop is extended into a seminar course.



### References

- Bondy, E. & Ross, D. D. (2008). The teacher as warm demander. *ASCD Educational Leadership*, 66(1), 54-58. <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/The-Teacher-as-Warm-Demander.aspx>
- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759–775. <https://doi.org/10.1037/0012-1649.28.5.759>
- Bronfenbrenner, U. (1977). Toward an experimental ecological framework. *American Psychologist*, 32(7), 513-531.
- Charney, R. S. (2015). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*. Center for Responsive Schools Inc. <https://www.responsiveclassroom.org/sites/default/files/8908fm.pdf>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *Core SEL competencies*. CASEL: Educating Hearts, Inspiring Minds. <https://casel.org/core-competencies/>
- Darling-Hammond, L. & Cook-Harvey, C. M. (2018, Sept). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute, Research Brief. <https://learningpolicyinstitute.org/product/educating-whole-child-report>
- Dewey, J. (1976). Creative democracy: The task before us. In J. Boydston (Ed.), *John Dewey: The Later Works, 1925-1953, Volume 14* (pp. 224-230). Southern Illinois University Press.
- Furrer, C. & Skinner, E. (2003). Sense of relatedness as a factor in children’s academic engagement and performance. *Journal of Educational Psychology*, 95(1), 148-162. DOI: 10.1037/0022-0663.95.1.148

- Gfroerer, K. P., Kern, R. M., & Curlette, W. L. (2004). Research support for individual psychology's parenting model. *Journal of Individual Psychology, 60*(4), 379-388.
- Greene, R. W. (2014). *The explosive child*. Harper Paperbacks.
- Greene, R.W. (2018). Transforming school discipline: Shifting the power and control to collaboration and problem solving. *Childhood Education, 94*(4), 22-27.  
[doi.org/10.1080/00094056.2018.1494430](https://doi.org/10.1080/00094056.2018.1494430)
- Greene, R. W. (2020). *About the CPS model*. Lives in the Balance: Fostering Collaboration, Transforming Lives, Inspiring Change. <http://www.livesinthebalance.org/about-cps>
- Greene, R.W., & Winkler, J. (2019). Collaborative & proactive solutions: A review of research findings in families, schools, and treatment facilities. *Clinical Child and Family Psychology Review, 22*(4), 549-561. <http://doi.org/10.1007/s10567-019-00295-2>
- Held, V. (2012). The ethics of care: Virginia Held. In M. O. Hallman (Ed.), *Traversing Philosophical Boundaries* (pp. 422-431). Wadsworth, Cengage Learning.
- hooks, bell. (2003). Democratic education. In *Teaching Community: A Pedagogy of Hope*. Routledge.
- Johnson, D. W. & Johnson, R. T. (2002). Teaching students how to cope with adversity: The three c's. In E. Frydenberg (Ed.), *Beyond Coping: Meeting Goals, Visions, and Challenges*. (pp.195-218). Oxford University Press.
- Kolari, J. (2010). *Connected Parenting*. Penguin Group.
- LaPointe, V. (2016). *Discipline Without Damage*. LifeTree Media LTD.
- Markham, L. (2012). *Peaceful Parent, Happy Kids*. Penguin Group.
- McCombs, B. L. (2004). The learner-centered psychological principles: A framework for balancing academic achievement and social emotional learning outcomes. In J. E. Zins,

- R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building Academic Success on Social and Emotional Learning: What Does the Research Say* (pp. 23-39). Teachers College Press.
- McMillan, D. W. & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.
- Napthali, S. (2003). *Buddhism for Mothers*. Inspired Living.
- Payne, K. J., (2009). *Simplicity Parenting*. Ballantine Books.
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy* 6(1), 65-78.
- Responsive Classroom (2020). *Principles and Practices*. Responsive Classroom.  
<https://www.responsiveclassroom.org/about/principles-practices/>
- Siegel, D. J. & Payne Bryson, T. (2012). *The Whole-Brained Child*. Bantam Books.
- Skiba, R. J. & Losen, D. J. (2016). From reaction to prevention: Turning the page on school discipline. *American Educator*, 39(4), 4-11. <https://eric.ed.gov/?id=EJ1086522>
- Wachtel, T. (2016, November). *Defining Restorative*. International Institute of Restorative Practices (IIRP). [http://www.iirp.edu/images/pdf/Defining-Restorative Nov-2016.pdf](http://www.iirp.edu/images/pdf/Defining-Restorative%20Nov-2016.pdf)
- Wipfler, P. & Schore, T. (2016). *Listen*. Hand in Hand Parenting.
- Wipfler, P. (2006). *Listening to Children: Booklet Series*. Hand in Hand Parenting.

## **Appendix A: Agenda & Overview**

### **Overview of Workshop Procedures**

Workshop title: Practicing Peace: Fostering a Positive & Engaging Classroom Environment

Workshop date and time: Tuesday, February 9, 2021, 4pm-6pm

A message from Kate Orbon: "Behavior is an essential form of communication. Connection is the best first response."

Workshop Description: "This workshop will explore evidence-base, non-punitive discipline practices as a tool for behavior support and social emotional learning. In the workshop, we will identify respectful discipline strategies to implement in one's individual classroom. We will focus on both teacher and student wellbeing by identifying healthy coping techniques to handle adversity within the classroom. I will hold a weekly (voluntary) discussion group for 6 weeks following the workshop to give you the opportunity to connect with me and other participants to receive support during the implementation process of these practices."

Presenter Biography: Kate Orbon received her BA from the University of New Hampshire in 2002, and she has since taught at the preschool, elementary and middle school level. Kate received her MEd in Special Education: Mild/Moderate Disabilities from Lesley University in 2007 with a specialty in reading instruction. Before joining the Merrimack community this year, Kate had been staying home to care for her 3 sons, who are now 6 years, 8 years, and 10 years old. She is now pursuing her second MEd in Community Engagement with a focus on K-12 Education at Merrimack College. Kate is passionate about respectful discipline strategies that foster the development of the whole child and about supporting student engagement through connection and empathy.

### AGENDA

<p>Introduction</p> <p>5 min</p>	<p>Introductory Message</p>
<p>Ice Breaker</p> <p>15 min</p>	<p><b>Exploring Values &amp; Expectations</b></p> <p>Questions to answer:</p> <p>What are the qualities that you want to see in your students?</p> <p>What characteristics create a positive learning environment?</p> <p>When a student is having trouble meeting an expectation, in what ways can you adapt the expectation to support that student?</p> <p>Use the following SEL Core Competencies visuals for inspiration.</p> <p>Record your thoughts in the shared folder <i>Workshop – Practicing Peace</i> in the folder <b>Breakout Room Documents</b></p> <p>Room 1 – Lower Elementary</p> <p>Room 2 – Upper Elementary</p> <p>Room 3 – Middle School</p> <p>Room 4 – High School/College</p>
<p>Content A</p> <p>15 min</p>	<p><b>Debrief Ice Breaker Activity</b></p> <ul style="list-style-type: none"> <li>- Here are some similarities I noticed in Expectation – I noticed...</li> </ul>

	<p><b>Core Message: Connecting to Deescalate &amp; Reregulate</b></p> <ul style="list-style-type: none"> <li>- Children meet our expectations when they can because children want to do well. This brings us to shifting the way we view behavior. Behavior is a form of communication. Children send us signals with their behavior to tell us how they are feeling and perceiving a situation. When children are meeting our expectations, they are calm, respectful, relaxed, easygoing, directed, engaged. When children are having difficulty meeting our expectations, they show more undesirable behaviors: whining, crying, pouting, sulking, withdrawing, hitting, and verbal aggressions. Our goal is to identify these behaviors as a cry for help, and then support the student through the upset. This is Plan C. The ultimate goal is to collaboratively find solutions to support the child when s/he cannot meet a certain expectation. That is Plan B. We will talk about Plan B in the next activity.</li> <li>- Dr. Greene divides his model into 3 plans: A, B, and C. Plan A is an adult led process in which problems are solved unilaterally. Plan B is a collaborative process in which child and adult equally work to solve the problem together. Plan C sets the problem aside for now.</li> <li>- Put Plan A aside. This is how we, the adults, often contribute to the escalation of behaviors. When children begin to send us signals with unwanted behaviors, we are going to use Plan C. What is happening from your perspective? You are acknowledging that the child does not have enough support to meet an expectation. You do not need to understand what the problem is in the moment. You need to help this child feel safe. Your goal is to deescalate and reregulate the child's emotional response. This is not the time to teach or to problem solve. Your method is to connect and listen with empathy using connection strategies.</li> </ul>
<p><i>Video link</i></p>	<p>Jennifer Kolari – Connected Parenting (2 minutes)</p> <p><a href="https://www.youtube.com/watch?v=gAsC43xongc">https://www.youtube.com/watch?v=gAsC43xongc</a></p>
<p>Activity A</p> <p>15 min</p>	<p><b>Core Activity: Connecting to Deescalate &amp; Reregulate</b></p> <p>Use the provided role play situations to practice the different strategies for connecting.</p>

	<p>Room 1 – Lower Elementary</p> <p>Room 2 – Upper Elementary</p> <p>Room 3 - Middle School</p> <p>Room 4 - High School/College</p> <p><i>Strategies</i></p> <p>CALM Technique</p> <p>Mindful Responding</p> <p>CPS Drilling Cheat Sheet</p> <p>You will find the activity and materials in the shared folder <i>Workshop – Practicing Peace</i> in the folder <b>Breakout Room Documents</b></p> <p>Room 1 – Lower Elementary</p> <p>Room 2 – Upper Elementary</p> <p>Room 3 – Middle School</p> <p>Room 4 – High School/College</p>
<p>Debrief A</p> <p>10 min</p>	<p><b>Core Take Away Message</b></p> <p>Connection is the best first response. Practice the various connection strategies to add to your teaching toolbox.</p>
<p>Content B</p> <p>5 min</p>	<p><b>Ancillary Message: Proactive Problem Solving using CPS</b></p> <ul style="list-style-type: none"> <li>- Dr. Greene describes five big shifts that we have to make as adults. The first is to focus on problems and solving them, not behaviors and modifying them. The second is that problem solving is collaborative not unilateral. Third, problem solving</li> </ul>

	<p>must be proactive, not reactive. Fourth, the idea that children do well if/when they can. This is very different from the idea that children do well when they want to. Lastly, children want to do well innately. Doing well is preferable for everyone, especially the child.</p> <ul style="list-style-type: none"> <li>- In Dr. Greene's model unsolved problems are the primary target of intervention in the CPS model. Lagging skills help us shift our lenses to see these behaviors as signals.</li> </ul>
<p>Activity B</p> <p>15 min</p>	<p><b>Ancillary Activity: Using the ALSUP</b></p> <p>Think of a student, child, or person in your life that has some unsolved problems.</p> <p>Use the ALSUP Checklist to guide your reflection.</p> <p>Use the ALSUP Guide for reference.</p> <p>ALSUP Checklist</p> <p>Check off lagging skills.</p> <p>Create an unsolved problem statement.</p> <p>You will find the activity and materials in the shared folder <i>Workshop – Practicing Peace</i> in the folder <b>Breakout Room Documents</b></p> <p>Room 1 – Lower Elementary</p> <p>Room 2 – Upper Elementary</p> <p>Room 3 – Middle School</p> <p>Room 4 – High School/College</p>
<p>Debrief B</p> <p>10 min</p>	<p><b>Ancillary Take Away Message</b></p> <ul style="list-style-type: none"> <li>- Proactively identifying the unsolved problems and lagging skills can help us to be more prepared practitioners and caregivers. Collaboratively finding solutions that are both realistic and mutually agreeable can create long lasting change.</li> </ul>



	Just as we give academic support to children who need it, we can give social-emotional support to those who don't yet have the skills and strategies to manage the unmet expectations.
<p><i>Video</i></p> <p><i>15 min</i></p>	<p>CPS model</p> <p><a href="https://www.livesinthebalance.org/walking-tour-educators">https://www.livesinthebalance.org/walking-tour-educators</a></p> <p><a href="https://www.livesinthebalance.org/walking-tour-parents">https://www.livesinthebalance.org/walking-tour-parents</a></p> <p>Whole Class (12 min)</p> <p><a href="https://vimeo.com/338514777/e6cda88d0e">https://vimeo.com/338514777/e6cda88d0e</a> (minutes 0-8; 25-28; 35-38)</p> <ul style="list-style-type: none"> <li>- I wanted to show you Dr. Greene's website Lives in the Balance, which has many wonderful resources. It has a Walking Tour for both parents and educators with videos, audio recordings, and articles. Before we conclude this workshop I wanted show clips of a teacher doing the CPS model with her whole class under Dr. Greene's guidance to give a visual of the CPS process.</li> </ul>
<p>Conclusion</p> <p>5 min</p>	<p>Concluding Message:</p> <ul style="list-style-type: none"> <li>- Behavior is the signal of the unsolved problem. The focus should shift to identifying the unsolved problem or lagging skills. When we shift our focus, we can proactively and collaboratively find solutions. If we find ourselves in the heat of the moment, we can give ourselves and our children grace and care by choosing Plan C and implementing our strategies to build connection.</li> </ul>
<p>Closing</p> <p>10 min</p>	<p>Questions, Follow-up Topics, &amp; Post-evaluation Survey</p>

## Appendix B: Directions for Breakout Rooms

### ACTIVITY DIRECTIONS FOR BREAKOUT ROOM HOSTS

#### Icebreaker Activity - Exploring Values & Expectations (15 minutes)

During this activity participants will be broken up into 4 rooms:

Lower Elementary - Amanda

Upper Elementary - Grace

Middle School - Morgan

High School/College - Angelique

#### Breakout Room Host

- Introduce yourself briefly.
- Ask if anyone is in the wrong room. Text me the name and correct room, and I can switch the participant. My cell is 978 886 1417
- Use the following SEL Core Competencies visuals for inspiration. Put the following links in the chat
  - [http://www.teachpeacefully.org/images/rc\\_competencies.pdf](http://www.teachpeacefully.org/images/rc_competencies.pdf)
  - <http://www.teachpeacefully.org/images/SELcompetencies.pdf>
- Use the 3 questions to discuss:
  - What are the qualities that you want to see in your students?
  - What characteristics create a positive learning environment?
  - When a student is having trouble meeting an expectation, in what ways can you adapt the expectation to support that student?
- Record responses in the shared folder *Workshop – Practicing Peace* in the folder **Breakout Room Documents**
  - Amanda - Room 1 – Lower Elementary
  - Grace - Room 2 – Upper Elementary
  - Morgan - Room 3 – Middle School
  - Angelique - Room 4 – High School/College

#### Activity A - Connecting to De-escalate & Reregulate (15 minutes)

During this activity participants will be in grade level breakout rooms

#### Breakout Room Host

- Share screen to show role play scenarios.
- Post these links in the chat.
  - CALM Technique <http://www.teachpeacefully.org/images/CALMtechnique.pdf>
  - Mindful Responding  
[http://www.teachpeacefully.org/images/mindful\\_responding.pdf](http://www.teachpeacefully.org/images/mindful_responding.pdf)
  - CPS Drilling Cheat Sheet  
<http://www.teachpeacefully.org/images/DrillingCheat2020.pdf>

- Adapting the activity as a group
  - Do these scenarios feel relevant? Change the scenarios to make it more relevant for you/your group.
  - Would you rather role play or discuss? The group can decide to discuss how to respond or role play the situations.
- You will find role play scenarios in the shared folder *Workshop – Practicing Peace* in the folder **Breakout Room Documents**
  - Amanda - Room 1 – Lower Elementary
  - Grace - Room 2 – Upper Elementary
  - Morgan - Room 3 – Middle School
  - Angelique - Room 4 – High School/College

### Activity B - Using the ALSUP (15 minutes)

During this activity participants will be in grade level breakout rooms

#### Breakout Room Host

- Post these links in the chat.
  - ALSUP Checklist <http://www.teachpeacefully.org/images/ALSUP2020.pdf>
  - ALSUP Guide <http://www.teachpeacefully.org/images/ALSUPGuide2020.pdf>
  - Plan B Cheat Sheet <http://www.teachpeacefully.org/images/PlanBCheat2020.pdf>
  - Plan B Builds Skills  
[http://www.teachpeacefully.org/images/PlanB\\_Builds\\_Skills.pdf](http://www.teachpeacefully.org/images/PlanB_Builds_Skills.pdf)
  -
- ALSUP Checklist timing
  - Check off lagging skills (This should take 2-3 minutes)
  - Create an unsolved problem statement (This should take 2-3 minutes)
  - Share unsolved problem statement (10 minutes)
- Share your unsolved problem statement
- Record unsolved problem statements in the shared folder *Workshop – Practicing Peace* in the folder **Breakout Room Documents**
  - Amanda - Room 1 – Lower Elementary
  - Grace - Room 2 – Upper Elementary
  - Morgan - Room 3 – Middle School
  - Angelique - Room 4 – High School/College

**Appendix C: Activities**

**ICE BREAKER**

Use these links for inspiration -

**Responsive Classroom Competencies**

- Social-Emotional* - cooperation; assertiveness; responsibility; empathy; self-control
- Academic* - academic mindset; perseverance; learning strategies; academic behaviors
- Engaging academics* - learner centered lessons
- Positive community* - safe, predictable, joyful, and inclusive environment
- Effective management* - calm and orderly learning environment that promotes autonomy, responsibility and engagement
- Developmental awareness - research and knowledge based decisions about teaching and discipline

Adapted from [Responsive Classroom](#)

**Core SEL Competencies**

- Self-Awareness**  
identifying emotions; accurate self-perception; recognizing strengths; self-confidence; self-efficacy
- Self-Management**  
impulse control; stress management; self-discipline; self-motivation; goal setting; organizational skills
- Social Awareness**  
perspective-taking; empathy; appreciating diversity; respect for others
- Relationship Skills**  
communication; social engagement; relationship building; teamwork
- Responsible Decision Making**  
identifying problems; analyzing situations; solving problems; evaluating; reflecting; ethical responsibility

Adapted from [CASEL: Collaborative for Academic, Social, & Emotional Learning](#)

**ANSWER THESE QUESTIONS TO REFLECT ON YOUR CLASSROOM VALUES & EXPECTATIONS.**

<p><b>What are the qualities that you want to see in your students?</b></p>	<p><b>What characteristics create a positive learning environment?</b></p>	<p><b>When a student is having trouble meeting an expectation, in what ways can you adapt the expectation to support that student?</b></p>

**ACTIVITY A**

**PLAN C - USING CONNECTION STRATEGIES TO DE-ESCALATE & REREGULATE**

Uses these links to remind yourself about each strategy.

<p><b>CALM Technique -</b> Connect, Affect, Listen, Mirror</p> <p>Mirroring is a therapy technique used as a strategic form of communication that helps a child to emotionally organize oneself</p> <table border="1"> <tr> <td data-bbox="203 441 373 598"> <p><b>Connect</b></p> <p>Through active listening and undivided attention.</p> </td> <td data-bbox="381 441 552 598"> <p><b>Affect</b></p> <p>Match the Affect of the child.</p> </td> </tr> <tr> <td data-bbox="203 619 373 777"> <p><b>Listen</b></p> <p>Listen through active listening and paraphrasing the child's words to check understanding.</p> </td> <td data-bbox="381 619 552 777"> <p><b>Mirror</b></p> <p>Mirror results from connecting, matching affect, and actively listening.</p> </td> </tr> </table> <p><small>Adapted from Jennifer Kolari's Connected Parenting</small></p>	<p><b>Connect</b></p> <p>Through active listening and undivided attention.</p>	<p><b>Affect</b></p> <p>Match the Affect of the child.</p>	<p><b>Listen</b></p> <p>Listen through active listening and paraphrasing the child's words to check understanding.</p>	<p><b>Mirror</b></p> <p>Mirror results from connecting, matching affect, and actively listening.</p>	<p><b>Mindful Responding</b></p> <p>Discipline is a way of being that supports connection</p> <p>Match your level of response to the level of need.</p> <ul style="list-style-type: none"> <li>Connect.</li> <li>Stay low - Meet the child where s/he is.</li> <li>Drop a flag - "I can't let you..."</li> <li>Firmness with kindness.</li> <li>Give yourself &amp; your child grace.</li> <li>Debrief when calm - Connect, then teach.</li> <li>Remember to nurture your own needs.</li> </ul> <p><small>Adapted from Vanessa LaPointe's Discipline without Damage</small></p>
<p><b>Connect</b></p> <p>Through active listening and undivided attention.</p>	<p><b>Affect</b></p> <p>Match the Affect of the child.</p>				
<p><b>Listen</b></p> <p>Listen through active listening and paraphrasing the child's words to check understanding.</p>	<p><b>Mirror</b></p> <p>Mirror results from connecting, matching affect, and actively listening.</p>				

**ROLE PLAY SCENARIOS**

1. It's time to start your bedtime routine. You ask your child to brush his teeth and he starts to cry. What do you do next?
2. You tell your child that it's time to go home after playing with her friend. She begins to protest, and says that she doesn't want to leave. What do you do next?
3. Your children are playing together in the playroom. You hear, "No, that's mine!" and then crying. What do you do next?
4. You are supporting your child during remote learning days. Your child says, "I'm not going to my class meeting. I don't want to." What do you do next?

**ACTIVITY B:**

USING THE ALSUP

<p><b>WRITING UNSOLVED PROBLEMS</b></p> <p><i>Difficulty + good verb + doing what, when, where, with whom</i></p> <p>Ex: Difficulty reading grade level materials in Social Studies in the afternoon</p>
<p>Now you try...</p>

## Appendix D: Pre Workshop Registration

2/10/2021

Pre-Evaluation

### Pre-Evaluation

Please take a moment to fill out these questions for the Workshop - Practicing Peace:  
Fostering a Positive & Engaging Classroom Environment.

\* Required

1. Email address \*

---

2. What are some ways you feel successful in the classroom regarding classroom management and discipline strategies? \* 1 point

---

---

---

---

---

3. On a scale of 1-5 how successful do you feel in the classroom regarding classroom management and discipline strategies? \* 1 point

Check all that apply.

	Not at all	Slightly	Moderate	Very	Completely	N/A
Successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2/10/2021

Pre-Evaluation

4. What are some challenges you face in the classroom regarding classroom management and successful discipline techniques? \*

---



---



---



---

5. On a scale of 1-5 how would you rate the number of high need students with challenges in the classroom? \*

Check all that apply.

	None	Few(About 25%)	Half(About 50%)	Most(About 75%)	All	N/A
High need students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. On a scale of 1-5 how would you rate the frequency of challenges you face in the classroom? \*

Check all that apply.

	Never	Rarely(25% of time)	Sometimes(50% of time)	Often(75% of time)	Always	N/A
Frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. On a scale of 1-5 how would you rate the intensity of challenges you face in the classroom? \*

Check all that apply.

	None	Very mild	Mild	Moderate	Severe	N/A
Intensity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2/10/2021

Pre-Evaluation

8. What are some topics you would like to explore or questions you have regarding classroom management and discipline strategies? \*

---

---

---

---

---

9. On a scale of 1-4 do you feel you have adequate resources to manage challenges in your classroom? \*

*Check all that apply.*

	None	A few	Some	A lot	N/A
Adequate Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This content is neither created nor endorsed by Google.





## Appendix E: Post Workshop Evaluation

2/10/2021

Post-Evaluation

### Post-Evaluation

Thank you so much for attending my Workshop - Practicing Peace: Fostering a Positive & Engaging Classroom Environment. As a graduate fellow at Merrimack College, I am conducting this workshop for my Capstone Project. Please take a moment to fill out these questions to help me in the research portion of my project. All answers will be confidential and will only be used for data collection purposes. I appreciate you taking the time to support my learning by helping me to gain insights on my workshop.

\* Required

1. On a scale of 1-4, overall how would you rate this workshop? \*

Mark only one oval.

	1	2	3	4	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2/10/2021

Post-Evaluation

2. Now that you have participated in this workshop, do you have a better understanding of the following? \*

Mark only one oval per row.

	No real difference in understanding	A little better understanding	Somewhat better understanding	Much better understanding
What peaceful teaching is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to teach peacefully in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use the ALSUP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write an unsolved problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use the connection strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Would you seek more information on teaching peacefully, connection strategies, and similar behavior supports? \*

Mark only one oval.

- Yes
- No
- Maybe

2/10/2021

Post-Evaluation

4. Will you share the information you learned with your colleagues? \*

Mark only one oval.

- Yes
- No
- Maybe
- N/A

5. How likely are you to apply these strategies in your classroom? \*

Mark only one oval.

	1	2	3	4	
Not at all likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

6. What are some strategies you will take back to your classroom from the workshop? \* 1 point

---

---

---

---

---

7. What are some challenges you see when using this in your classroom? \*

---

---

---

---

---

2/10/2021

Post-Evaluation

8. On a scale of 1-5 how much did this workshop provide you with resources you did not already have? \* 1 point

Check all that apply.

	Not at all	Slightly	Moderate	Very	Completely	N/A
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. On a scale of 1-5 prior to this workshop how confident did you feel supporting behavior struggles in the classroom? \* 1 point

Check all that apply.

	Not at all	Slightly	Moderate	Very	Completely	N/A
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What was your favorite part of the workshop? \*

---



---



---



---



---

11. On a scale of 1-5 how many students do you think you can support with the materials and resources from this workshop? \*

Check all that apply.

	None	Few	Half	Most	All	N/A
Neuro-typical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuro-divergent (high needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2/10/2021

Post-Evaluation

12. On a scale of 1-5 do you think that the materials and resources from this workshop can help you to reduce the following characteristics of classroom challenges? \*

*Check all that apply.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
Frequency of challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensity of challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How could this workshop be improved? \*

---

---

---

---

---

14. How would you describe yourself? \*

*Mark only one oval.*

- Current Educator
- Future Educator
- Retired Educator
- Administrator
- School Staff
- Parent, Grandparent, Guardian, Primary Caregiver
- Other: \_\_\_\_\_

2/10/2021

Post-Evaluation

15. How old are you? \*

---

16. In what type of environment do you work with children? \*

*Mark only one oval.*

- Public School
- Charter School
- Private School
- At Home
- Alternative Setting
- N/A
- Other: \_\_\_\_\_

17. At what grade level are the children with which you work? \*

*Mark only one oval.*

- Early Childhood
- Elementary
- Middle
- High School
- College
- N/A
- Other: \_\_\_\_\_

2/10/2021

Post-Evaluation

18. How many years have you working with/caring for children? \*

Mark only one oval.

- 1-3 years
- 4-6 years
- 7-9 years
- 10-14 years
- 15-19 years
- 20+ years
- N/A
- Other: \_\_\_\_\_

19. Do you have any specific topics you would like to cover in more detail during the Follow-up Weekly Discussion Group? \*

---

---

---

---

---

20. Thank you so much for attending the workshop and filling out this survey! I look forward to seeing you at the Follow-Up Discussion group on Tuesday evenings from 6:30-7:30pm on Zoom (2/16, 2/23, 3/2, 3/9, 3/16, & 3/23). Zoom Link: <https://merrimack.zoom.us/j/97547819349?pwd=dDZybU5acTZ2UWx3U2M3cXkrODRZUT09>

---

---

This content is neither created nor endorsed by Google.