



Putting the Peace(s) Together with PIP

MEPI Webinar April 24, 2021

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**Prevention Strategies to
Create a Peaceable
Classroom and Minimize
Behavioral Issues**

Session One



Topics and Concepts for Today to

- › PIP
- › Community
- › Basic Needs
- › Affirmation
- › Gatherings
- › Routines and Structures
- › Language of Encouragement
- › Communication Skills



MARIA MONTESSORI

On *Peace*, the Child and
The Study of *Peace*



“Only a sane, spiritual rebuilding of the human race can bring about peace. To set about this task, we must go back to the child.”

“Establishing a lasting peace is the work of education; all politics can do is keep us out of war.”

“The prospect of true peace makes us turn our thoughts to the triumph of justice and love among men, to the building of a better world where harmony reigns”.

“Upon peace the very life of the world depends, perhaps even the progress or decay of our entire civilization...” It is urgently necessary for all men to participate and to remedy a defect that endangers the very existence of civilization” (Montessori, 1932, p. xii).



The PIP Approach provides a way to create a Peaceable Classroom and School.

- ✧ **P**revent the occurrence of troubling behaviors, build a peaceable culture and teach peacemaking skills.
- ✧ **I**nterventions to respond to instances of rule noncompliance and disruptive behavior in a consistent, respectful and restorative way.
- ✧ **P**artnerships to help resolve the issues underlying or causing the troubling behavior.

Creating the Context

- › How do we create the **Context** for Peace to be developed, realized, nurtured and maintained?
- › First By building **REAL COMMUNITY**



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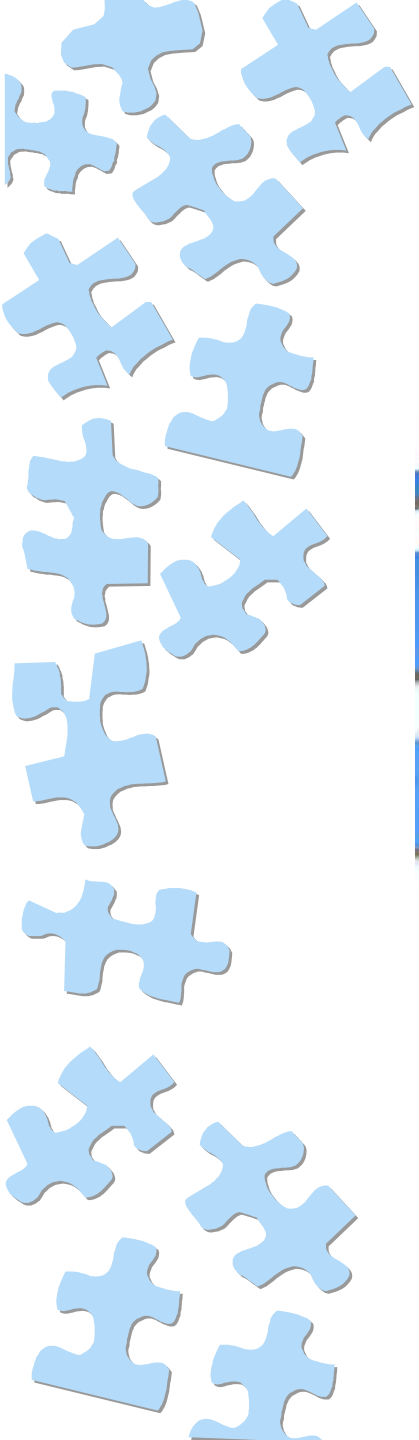


Creating the Community

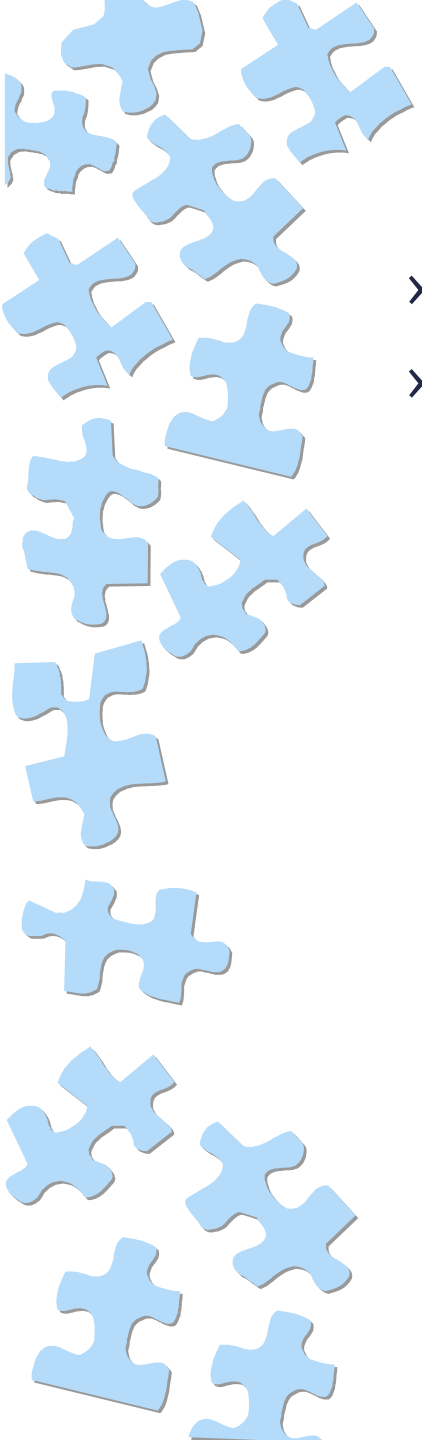
- A supportive **nurturing climate** must exist.
- **Atmosphere** of belonging, genuine caring, and personal validation reduces fear, hurt and defensiveness.
- **Emotional tone** is one of unconditional positive regard built on **trust**, respect, and support
- **Relationships** assist and challenge one another to grow and become confident and competent.
- Everyone is responsible and everyone is a **leader**.
- **Expectation** of attitudes, values and behaviors form the core of the school's culture.

HOW TO BUILD COMMUNITY





- In the trusting and safe space of community where our most **basic needs are met** we become open and can process information and solve problems. We must be willing to change and adjust based on giving and receiving feedback.
- In this atmosphere the self is allowed to complete its own development and mature into a confident , competent healthy individual who can evolve into a healthy relationship with others. "I" moves to "we."



Our Basic Needs

- › We behave in order to meet our needs.
- › Basic Needs (adapted from William Glaser's Choice theory)

Belonging:

Love and Acceptance

Safety:

Security and Stability

Power :

Accomplishment and Impact

Freedom:

Choice and Self Determination

Fun:

Enjoyment and Pleasure

Meaning:

Purpose and Value



SO What IS REAL COMMUNITY?

M. Scott Peck defines True Community it as:

“A group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than the mask of their composure, and who have developed some significant commitment to rejoice together, to mourn together, and to delight in each other, and make other's conditions their own.”



Dick Westly says that ...

“Community is much more than a social reality, something humans can achieve by their will and their efforts. It is rather, one of the most profound and important of the spiritual realities. As something ‘of the spirit’ it is also something of a mystery, **more easily experienced than talked about.”**



BREAK OUT GROUP

Directions:

- › In your group of three have each person share their own experience of real community as the others listen.
- › Allow each person 2 minutes to tell their story. After each speaker finishes the two listeners each offer one observation.
- › You will then return to the whole group and we will discuss common patterns.





True Community

Is a rare state of being. Becomes a spiritual experience.

A phenomena that defies definitive explanation.

More than the sum of its parts.

Mysterious, miraculous, even mystical.

It seems unreal or unattainable.

It is like a rare gem.

Community as Safe Space

- › trusting and safe space
- › basic needs are met
- › Become open and can process information and solve problems.
- › Must be willing to change and adjust based on feedback.
- › Confident, competent healthy individuals evolve into healthy relationships with others.
- › “I” moves to “we.”





Facets of Community

SAFETY

RESPECT

INTEGRITY

INCLUSIVE

DIVERSITY

Shared
LEADERSHIP

CONSENSUS

RESOLUTION
of conflict

REALISM

REFLECTIVE

COMMITMENT

SPIRIT



Creating a Classroom Culture of Peace within the Context of Community

- › Nurturing and Affirming each person
- › Building Positive Relationships with Encouraging and Effective Language Skills
- › Classroom Gatherings/Circles
- › Creating the Classroom Structure
- › Establishing Reasonable Limits and Expectations

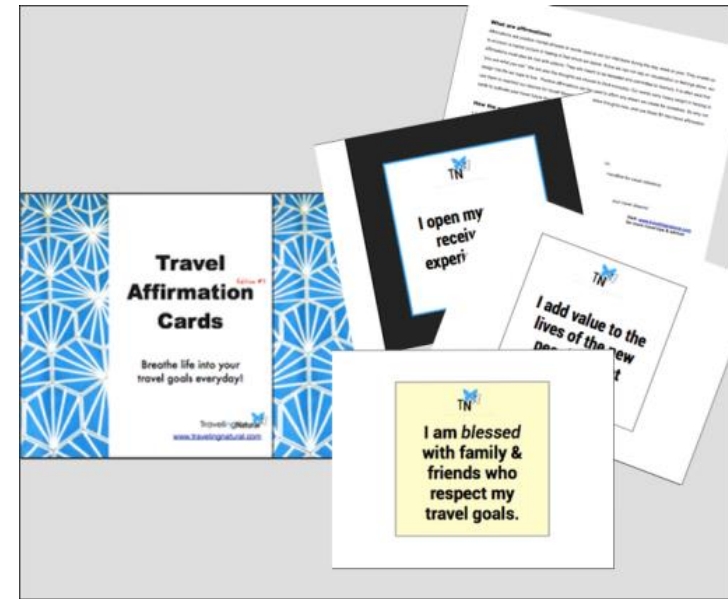
Ways to Create a Classroom Culture of Peace

- › Daily class gatherings for reflections
- › Develop Mission Statement and Operating Principles
- › Class Meetings to plan and decide
- › Affirmation Jar and Exercises
- › Peace Corner/Table
- › Level Lunch program
- › Birthday/Special Acknowledgements
- › Teacher Use of Encouraging Language
- › Teacher as Mediator and Model
- › Cooperative Games



The Art of Affirmation

We Nurture Self-Esteem by Affirming Students on a consistent basis, teaching them to affirm themselves and encouraging them to affirm others.





AFFIRMATION

Affirming somebody is acknowledging and appreciating good and admirable qualities and abilities in him or her. It is possible to find such qualities in every human being. Therefore, every person can be **affirmed**.

Affirmation Process

- › Affirm each person verbally and nonverbally.
- › In gatherings or at transitions a sequence may be; first by the teacher, then by themselves, and finally for each other.
- › Begin with factual or physical then move to qualities, characteristics and abilities.





Types and Process of Affirmation

- › Nonverbal -Smile, pat on back, hug,etc
- › Verbal-“ I like/admire/appreciate
- › Written- Secret Pals

- › Begins by being modeled by the adult
- › Children should affirm themselves
- › Children can affirm each other.

Ways to Affirm

- › Name Games and Affirmation Exercises
- › Celebrations (Birthdays, Holidays, etc)
- › Books and Stories (Warm Fuzzy Tale)
- › Highlight the Individual
- › Affirmation Jar
- › Affirmation Activities (IALAC exercise)
- › Structured Written Affirmations
- › Creating spaces to be heard and understood (Class Gatherings)





The Importance of Gathering: Classroom Meetings and Circles



Classroom Gatherings

- › Create a sense of community and unity.
- › Helps build real relationships.
- › Creates a sense of stability and continuity. They can count on it and each other.
- › Gives ownership of the class to students and holds them accountable for their own behavior and the class climate they create.
- › Are proactive, give students a voice and empowers them to create their own solutions.



Skills Acquired: Social and Emotional Competencies

- › Identify and label emotions in self and others
- › Express and manage emotions appropriately.
- › Develops empathy and perspective taking skills
- › Develops critical thinking and decision making skills.
- › Builds positive relationships with others.



Importance of Social-Emotional Learning Skills

Studies show improvement in:

- › Interpersonal skills
- › Quality of peer relationships
- › Academic achievement

Decreases in:

- Misbehavior
- › Truancy
- › Violence and aggression



Builds Additional Skills and Abilities in:

- › Communication and verbal skills
- › Self-Concept and self-awareness
- › Self-Discipline and responsibility to self and others
- › Problem Solving and taking initiative
- › Resolving conflicts peacefully
- › Creates a safe space where everyone can talk about issues of importance to them and everyone can be heard respectfully



Teachers who use class meetings/gatherings report:

- › Better peer relationships develop
- › More positive classroom climate with fewer arguments and more positive overall school culture.
- › Better student and teacher relationships
- › Difficult students begin to comply more easily resulting in fewer behavioral problems.

<https://www.bingsearch?q=class+meetings+preschoolers+ufube&&view=detail&mid=E43F8CFB86D6CE884F62E43F8CFB86D6CE884F62&&FORM=VDRVRV.com/videos/>



Morning Meeting

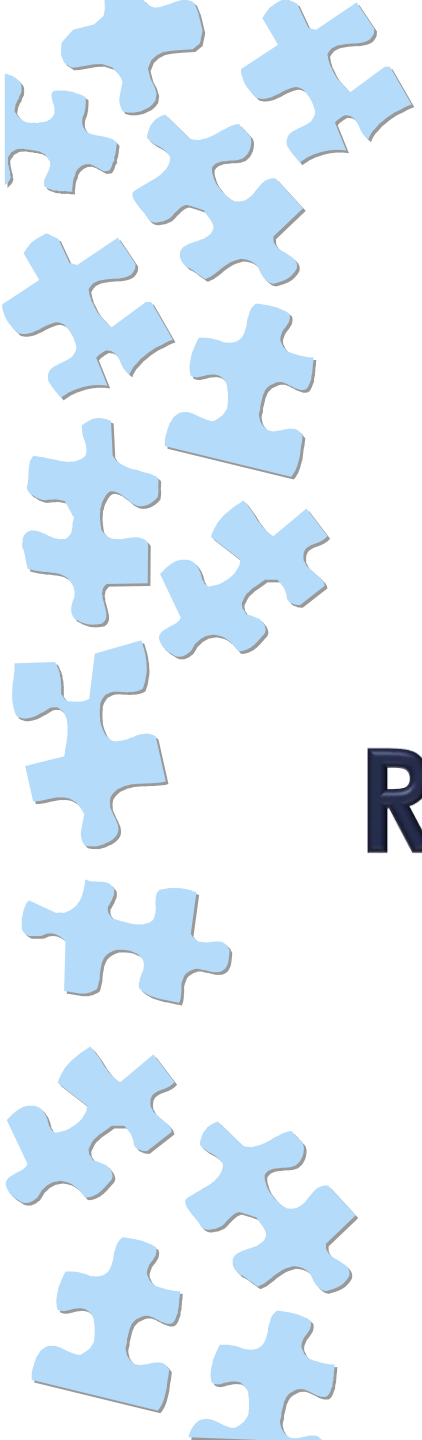
Morning Meeting is a 20-30 minute daily routine used to begin the school day in early childhood, elementary and middle school classrooms

- Greeting
- Sharing
- Group Activity
- News and Announcements



Classroom Meeting Sequence

- › **OPENING** (Affirmation Exercise i.e. I like, admire or appreciate..."
- › **SHARE AGENDA** and Purpose of the Meeting
(Getting Acquainted, Planning, Goal Setting, Problem Solving, Assessing//Reflecting)
- › **DISCUSSION**
- › **SUMMARIZE DECISIONS AND RECORD**
- › **CLOSING** (Cooperative Game or Affirmation)



Routines and Structures



Structure: Provides order and understanding of boundaries and limits

CLASSROOM DESIGN AND MATERIALS

Meticulously And Beautifully Designed With Apparatus Complete and Accurately Arranged

ROUTINES and STRUCTURES

Processes And Procedures For All Aspects Of Classroom Life That Everyone Understands And Follows With Consistency

REASONABLE LIMITS and POSITIVE EXPECTATIONS

Creating The Boundaries For Acceptable Behavior. Respecting, Affirming and Expecting The Best of Each Person Within the Community With An Understanding Of Roles And Individual Development

PERSONAL AND COLLECTIVE ACCOUNTABILITY

Holding Each Person, Both Children and Adults, Responsible For Their Own Behavior And Assessing Continual Progress Within The Support Of The Community



Consider Routines and Develop Consistent Processes for....

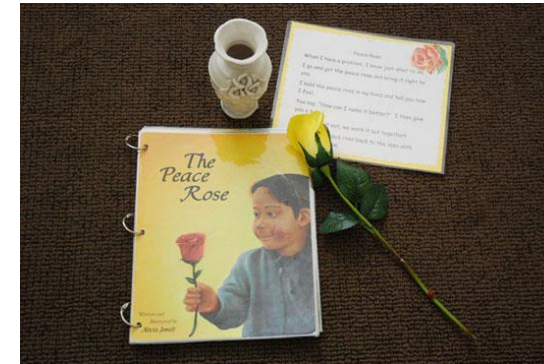
- › Entering the classroom
- › Moving in the classroom
- › Getting and Using Work Mats (Rug Rolling)
- › Organizing Work on a table
- › Storing personal belongings
- › Organizing and storing paperwork
- › Using the bathroom
- › Getting and Eating Snack/Lunch
- › Coming to Circle
- › Lining up to leave the classroom
- › Process for getting the teacher's attention and help.
- › Process for Participating in Circle
- › Process for walking in the halls
- › Playground Procedures
- › Dismissal Procedures
- › School Arrival
- › Others?

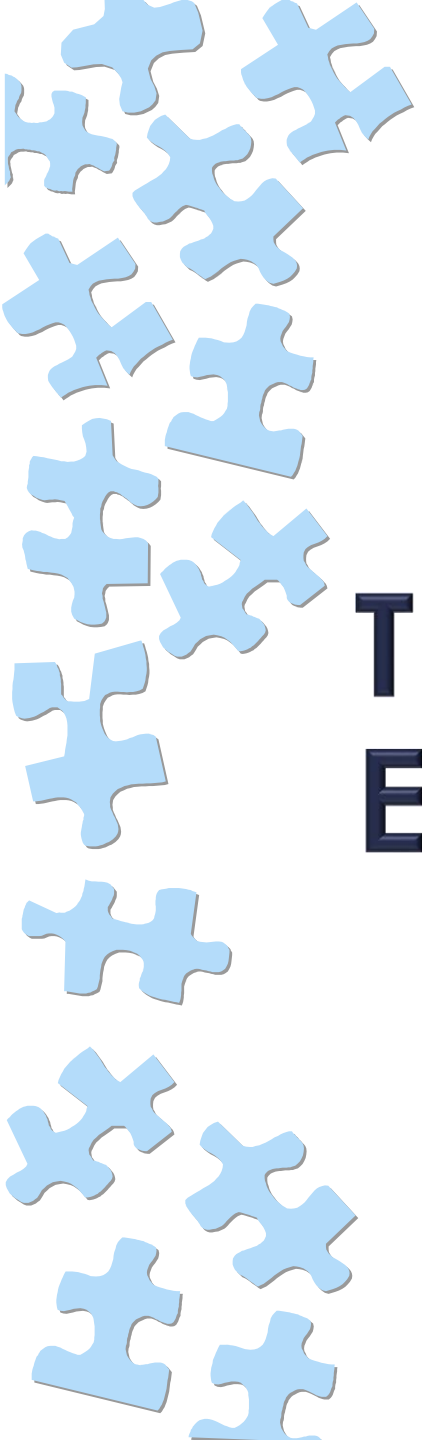


Peace Corner

- › It is important to create a space in the room where children can go to regain their calm, distract themselves, or “take a break” to let go of negative feelings.
- › It should be comfortable and filled with items that will help and inspire children to be at peace such as :
 - Rain stick
 - Worry beads or soothing stones
 - Meditation bowl or chimes
 - Affirmation or Angel cards, books, quotes notes to write
 - Music for relaxation
 - Directions for a “Distraction Dance”
 - Command cards for distraction or doing positive acts for self or others

A Peace Corner...





The Art of Encouragement

Using Encouragement vs Praise and Punishment

- › Builds RELATIONSHIPS and promotes positive SELF-ESTEEM.
- › Is based on COOPERATION rather than competition.
- › Recognizes EFFORT
- › Is NONJUDGEMENTAL.
- › Focuses on capacity for CONTRIBUTION
- › Develops the ability for SELF-EVALUATION.



Using Encouraging Language

TO ACKNOWLEDGE THE POSITIVE AND RAISE SELF-ESTEEM

- › Notice and **DESCRIBE** the good things you see them do or say.
- › **INFORM** them about the positive feelings you have about them and their behavior.
- › Sum up the positive behavior in a **WORD**

TO ACKNOWLEDGE THE PROBLEM AND GAIN COOPERATION IN SOLVING IT

- › **DESCRIBE** the problem instead of blaming or accusing.
- › Give **INFORMATION** instead of making a demand.
- › Say it in a **WORD** or write a **NOTE**





Encourage Cooperation through Talk

ALTERNATIVES TO PUNISHMENT:

- › **POINT OUT A WAY TO BE HELPFUL**
- › **EXPRESS STRONG DISAPPROVAL** (WITHOUT ATTACKING CHARACTER)
- › **STATE YOUR EXPECTATIONS**
- › **SHOW THE CHILD HOW TO MAKE AMENDS**
- › **GIVE A CHOICE**
- › **TAKE ACTION**
- › **PROBLEM-SOLVE**



Activity Scenario

Talking So Kids will Listen

Scenario : Natalia is always getting up in the middle of class and disrupting other students' work time. She wanders over to other kids' work and interrupts them instead of quietly doing her own work.

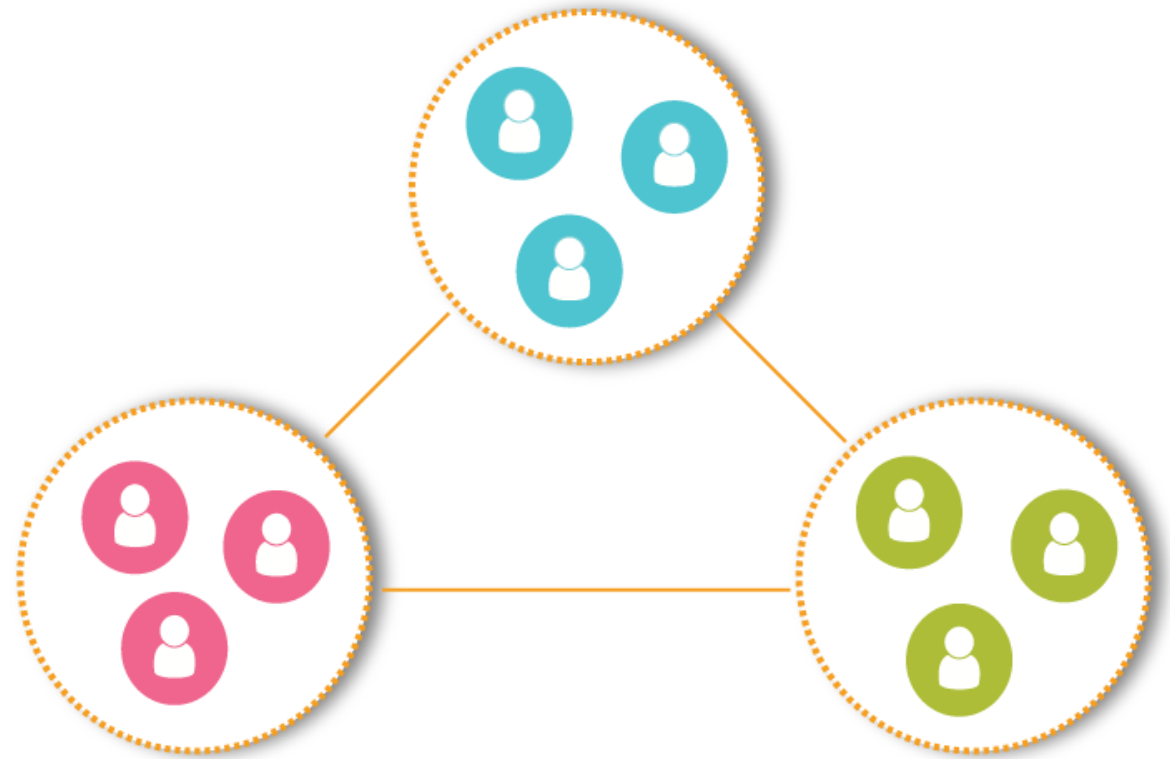
› ***To engage cooperation from Natalie write what you would say or do for each of the following:***

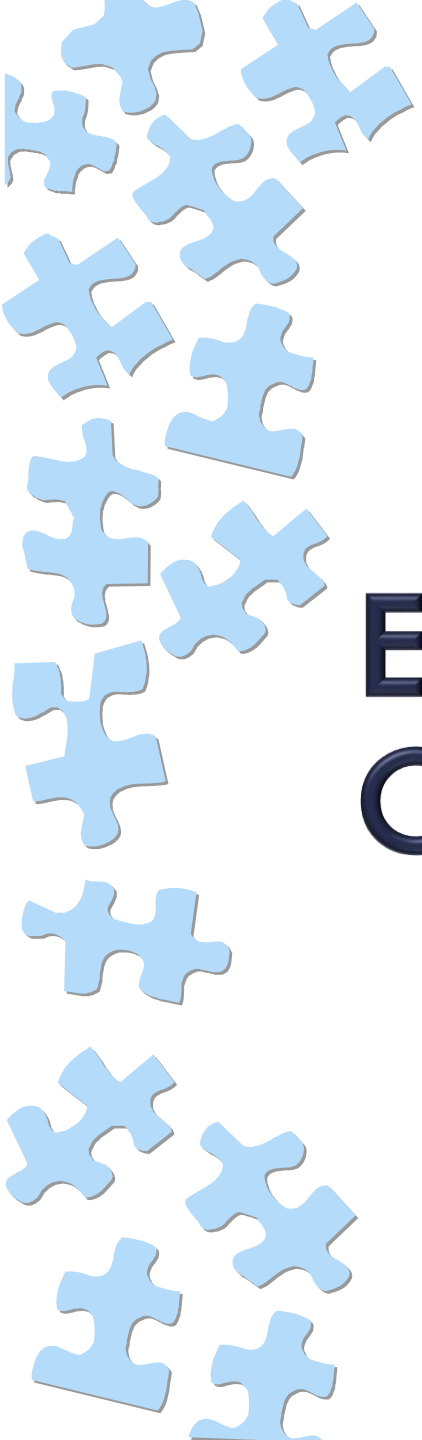
- ✓ Describe what you see:
- ✓ Give information:
- ✓ Say it with a word:
- ✓ Point out a way to be helpful:
- ✓ Express strong disapproval
- ✓ without attacking character:
- ✓ State your expectations:
- ✓ Show how to make amends:
- ✓ Give a choice:
- ✓ Take action:
- ✓ Problem solve:

BREAK OUT GROUP

Directions:

- › In your group of three allow each person to practice the listed ways of engaging Natalia's cooperation
- › You will then return to the whole group and we will discuss the experience.





Essential Communication Skills



Essential Communication Skills needed

REFLECTIVE/ACTIVE LISTENING

- › Listen for Feelings, Issues, Values, Need
- › “ Sounds like you’re _____ because _____ ”

I-STATEMENTS

- › Using “I” rather than “you” is talking so others will listen.
- › “ I feel _____ when you _____ because _____
And I ‘d like you to _____.”



Practicing “I” Statements

1. A child in your room has been behaving very unkindly to other students by calling them names and it is affecting the tone in the classroom and hurting others’ feelings which is upsetting to you.
2. A student in your room keeps disrupting your circle activity by talking to the child next to him. You feel this is disrespectful behavior.
3. A parent repeatedly brings her child to school late. The child is very upset about it as well because he is getting behind in his work. You feel it is unfair to you , the class and the child.

BREAK OUT GROUP

Directions:

- › In your group of three allow each person to practice making an “I-statement” to address one of the scenarios using the formula presented.
- › You will then return to the whole group and we will discuss the experience.





Drop a Pebble...

“Drop a pebble in the water: just a splash, and its gone;
But there's half a hundred ripples circling on and on and on,
Spreading, spreading from the center, flowing on out to the sea.
And there's no way of telling where the end is going to be.
And those little waves a-flowing to a great big wave have grown;
You've disturbed a mighty river just by dropping in a stone.

Drop an unkind word, or careless: in a minute it is gone;
But there's half a hundred ripples circling on and on and on.
They keep spreading, spreading from the center as they go,
And there is no way to stop them, once you've started them to flow

Drop an unkind word, or careless: in a minute you forget;
But there's little waves a-flowing, and there's ripples circling yet,

And perhaps in some sad heart a mighty wave of tears you've stirred,
And disturbed a life was happy ere you dropped that unkind word.

Drop a word of cheer and kindness: just a flash and it is gone;
But there's half a hundred ripples circling on and on and on,
Bearing hope and joy and comfort on each splashing, dashing wave
Till you wouldn't believe the volume of the one kind word you gave.

Drop a word of cheer and kindness: in a minute you forget;
But there's gladness still a-swelling, and there's joy a-circling yet,
And you've rolled a wave of comfort whose sweet music can be heard
Over miles and miles of water just by dropping one kind word.



Closing: Peace Is the World Smiling

- › Peace is the World Smiling
- › Peace is a Gentle Breeze
- › Peace is sharing
- › Peace is caring
- › Peace is filling the world with love.