

Problem Solving at School

Clarendon Elementary School



Guiding Principle: Restorative Practices

“A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that may have been damaged.”

Conflict and Logical Consequences

Whenever a student encounters a problem with a peer or staff person at school, we try to start with giving them time to fill out a Think Sheet. Think Sheets guide students through the problem-solving process, while asking them to think about:

- What Happened
- Individual's Feelings
- Others' Feelings
- Logical Consequences

Logical consequences help kids look more closely at their behaviors, and consider the results of their choices. The intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive environment. Through this, we also hope that they are able to repair any harm done to the community.

San Francisco Unified School District

Restorative Questions

When responding to conflict, a restorative approach consists in asking the following key questions:

1. What happened, and what were you thinking at the time of the incident?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things as right as possible?

For additional information on Restorative Practices, contact the SFUSD Restorative Practices Team at (415) 241-3050.

Clarendon Think Sheet

Name: _____ Room: _____ Date: _____

I am feeling: (circle your answer)

Happy Sad Frustrated Sorry Embarrassed Sick

Which school agreement did you not follow: (circle your answer)

BE SAFE BE RESPECTFUL BE RESPONSIBLE BE KIND

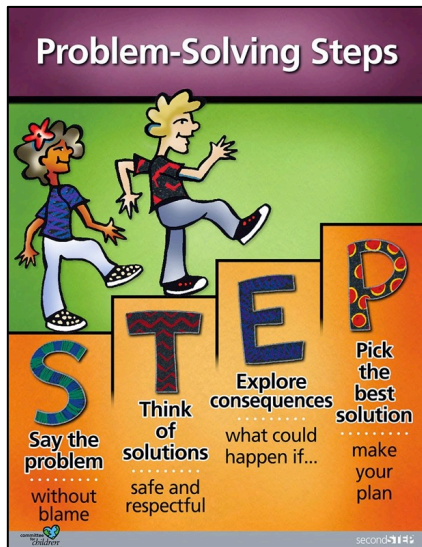
What happened? Describe the situation. How did you respond?

How do you think the other person felt when this happened? Why?

How would you feel if you were that person? Why?

What should you do next time? What can you do to make the other person feel better?

Student's Signature _____
Teacher/Staff Signature _____
Parent/Guardian Signature _____

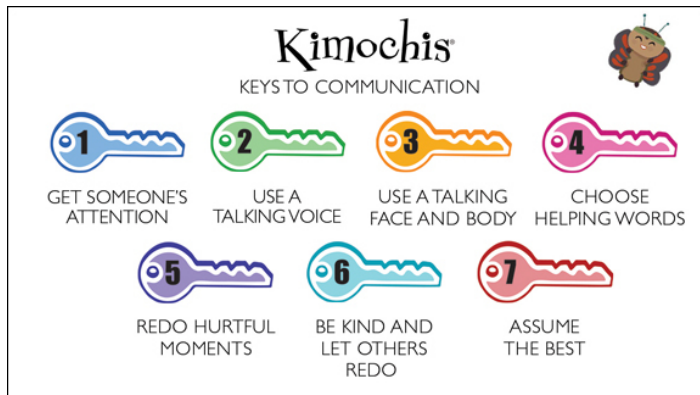
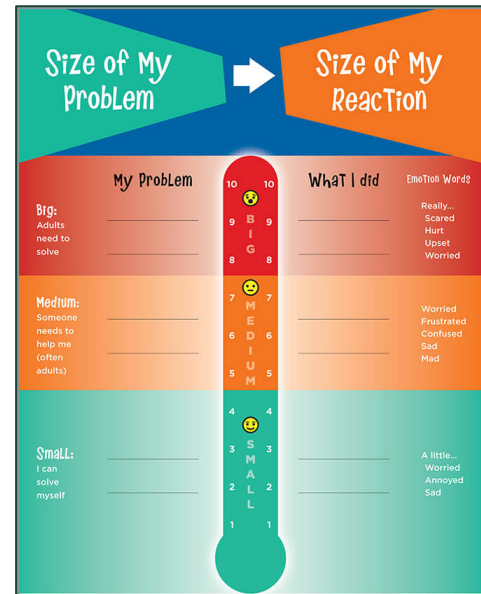


Problem Solving Steps

In Second Step, students learn the “Problem Solving Steps.” These steps are consistent throughout the other forms of problem solving. At the root: state the problem WITHOUT blame, and pick a solution that will help all parties involved. Students learned about these steps in the Problem-Solving Theme movie, that was shown community-wide at lunch.

How Big is the Problem?

A resource from Social Thinking. This is a great way to help students scale problems and the accompanying reactions that are appropriate. This is a good thing to do with students when they are in a calm place.



Kimochis

In Kimochis, there are 7 Keys to Communication. All of the Keys are important in problem solving, but in particular: 5) Redo Hurtful Moments 6) Be Kind and Let Others Redo 7) Assume the Best. These Keys were mentioned in the Theme video as well.

Peace Path

Peace Paths are painted on all of the yards. When Junior Coach students (and adults) are helping kids solve problems, they try to follow this question sequence, starting with “What Happened?” By asking students to use I-Messages, they can practice stating the problem without blame (as in the Problem-Solving Steps).

