

THE WHITE HOUSE

May 19, 1999

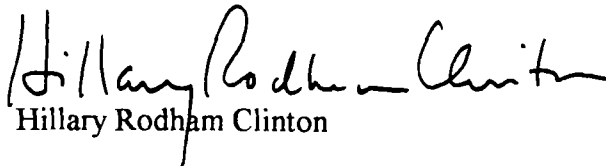
E. Perry Good
International Association
For Applied Control Theory
P. O. Box 3021
Chapel Hill, North Carolina 27515

Dear Ms. Good:

Thank you for your letter and materials which were given to me through the kindness of Kaki Hockersmith. I appreciate hearing from you and have forwarded a copy of your letter and information to appropriate staff for consideration.

With appreciation and best wishes, I am

Sincerely yours,


Hillary Rodham Clinton

✓cc: Neera Tanden
Senior Policy Advisor
Domestic Policy Council

Perry Good

P.O. Box 3021
Chapel Hill, NC 27515
(919) 942-8491 • EPGood@aol.com

April 22, 1999

Ms. Kaki Hockersmith
The White House

Dear Kaki:

Thanks so much for agreeing to let me send these materials to you to show to Mrs. Clinton. In light of the tragedy we were watching on TV when we met, I think perhaps the Clintons might be interested in the idea of helping to strengthen students and build community through the process of a new approach to discipline called *Restitution*. *Restitution* is becoming more and more known to educators around the county. The book which is enclosed was published by my company, New View Publications in 1992.

Diane Gossen, the author of *Restitution* and I spent twenty five years working with Dr. William Glasser the well known psychiatrist who authored *Reality Therapy*, *Schools Without Failure* and *The Quality School*. We were both Senior Faculty Members of his organization when we left to start the International Association for Applied Control Theory. My book, *In Pursuit of Happiness* is the "easy" book on the subject of internal motivation. We contend that one of the biggest problems in our schools is that most schools operate based on external control (stimulus-response psychology). Teachers try to control students and then students act out - sometimes violently - to let us know that they can't be controlled. We teach educators the principles of internal motivation and strategies to help students learn to control themselves from the inside. Our organization does teacher training throughout the country and as you can see from the articles and books, we have statistics to prove that discipline improves dramatically when they are implemented.

I appreciate the opportunity to send these books and obviously if there is any interest in these ideas, I would love to discuss them with Mrs. Clinton or one of her assistants.

My best,



Perry Good



317 Columbus Drive Marshalltown, IA 50158 (515) 754-1000 (FAX) 754-1003

Marshalltown Community School District

February 10, 1999

E. Perry Good
International Association
For Applied Control Theory
1022 Damascus Ch. Road
Chapel Hill, NC 27516

Dear Perry,

I am looking forward to our continued work in May and for the extended workshops with our staff in early August.

I would like to share my perceptions of the impact our work with Control Theory has had and continues to have on our district. First of all, the emphasis on developing internal control systems in children and youth continues to assist our efforts in developing responsible citizens. The personal empowerment issue that teaches children that they are in control of the behavioral choices they make is simplistic in concept but complex in application. However, it is where our efforts should correctly be placed.

Secondly, the schools that have developed the social contracts with students and parents continue to grow in the applications of Control Theory concepts. How we choose to make sure that schools and classrooms work continually to help students be pro-active in meeting their internal needs for belonging, competence, freedom, and fun without interfering with the rights of others is a key belief. Asking "what do we believe in our classroom about how we treat others," helps students focus on the belief rather than the one specific behavioral error and thus is transferable to other situations. It is so difficult to concentrate on the long-term results of our teaching rather than the quick fix for an individual problem, but I think it is paying off in our schools.

The complementary program at Woodbury in aggression replacement helps us build alternative behaviors with students, but again, they understand they are making the choices which affect their lives.

Changing from the old concepts of stimulus response has been difficult, but has significantly changed our schools. Thank you for your help in our journey to help students develop caring and responsible attitudes as they move through our school and into their lives as responsible citizens.

Sincerely,

Joan Redalen
Director of Instruction
Marshalltown Community Schools

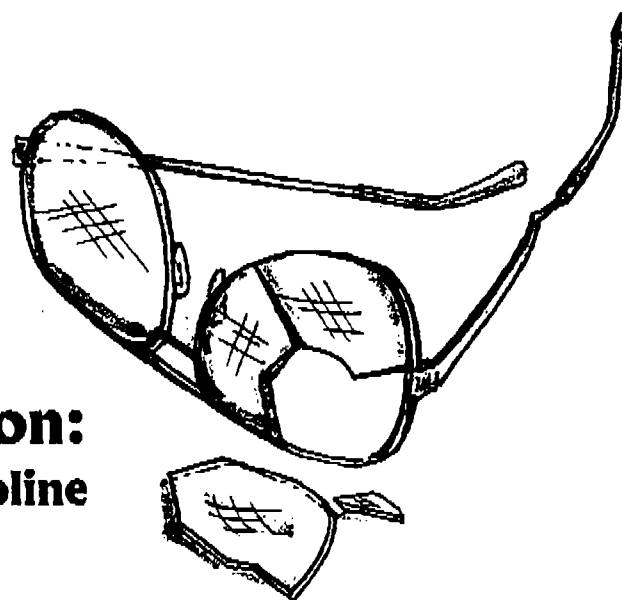
Stephen H. Williams
Superintendent

Richard L. Doyle
Associate Superintendent

Joan M. Redalen
Director of Instruction

Larry R. Pfantz
Director of Finance

Gene M. Oxley
Director of
Special Services



Restitution: Restructuring School Discipline

by Diane Gossen

Teaching students to "fix" their mistakes and learn from them seems to have more lasting effects on behavior than punishments, according to Ms. Gossen.

Diane Gossen is an educational consultant, author, trainer, and speaker on topics relating to classroom management and restitution, a self-discipline model for students.

A fourteen-year-old boy in Minneapolis is shot by another teen who says, "I'm racist." Halfway across the continent a fourteen-year-old girl in Victoria, British Columbia, is beaten and drowned by some schoolmates. Everywhere incidents of bullying seem to be on the rise. It has been a bad week for violence and I am discouraged. I have just received a request to contribute to the Summer 1998 issue of *educational HORIZONS*, "Bringing Order Out of Chaos: Discipline as Punishment or Teaching?" I'm sitting in the office of Sheridan Hills Primary School in Minneapolis. It overlooks a peace garden built by the students to commemorate the violent death of a nine-year-old schoolmate at the hands of his sister's vengeful boyfriend.

I think about what we know. Alfie Kohn's *Punished by Rewards* has been out since 1993.¹ Teachers now have the research to show them that neither consequences nor rewards are working to build a sense of community among students. Pat Wolfe, Eric Jensen, Robert Sylwester, and many others are seeking to interpret a host of research on the brain confirms that when we frighten, shame, or chastise children their brains downshift and they can't make moral sense of their actions. Says Eric Jensen in *Brain-Based Learning*,

Learners who feel threatened by adults are least likely to change behavior because the part of their brain deals with "perceptual mapping" and complex behavior change is unable to be engaged. Learners who are constantly threatened, disciplined and bribed with rewards may be unable to work for delayed gratification. The part of their brain they need to use, the frontal lobes, are less likely to be engaged under a system where others have control.²

I ask myself, "What's holding teachers and parents back from shifting to a brain-based discipline?" This is what I hear.

1. We aren't sure that children are capable of helping each other without being told to do so.
2. It's hard to give up rewards once one has started using them to gain compliance.
3. Children tend to say what we want to hear when we dialogue with

them about beliefs.

1. The process takes time and teachers are worried about taking class time when there is a push in many parts of the country to focus on grade scores.

5. Teachers feel responsible for children's learning and behavior.

What Is Restitution Restructuring?

The definition of restitution restructuring is "to create conditions for the person to fix their mistake and to return to the group strengthened." Restitution restructuring is a process of consensus that celebrates diversity and views conflict as positive. We teach youth to be their own counselors. I believe it is futile to try to make changes in classroom management practices without working with staff to help them shift their paradigms. To do this we need to explore the differences between external and internal motivation. I find that I need to teach these ideas first at the personal level. Don't we all have a few difficult people in our lives? I then invite teachers to apply their insights to the classroom. The Five Positions of Control is a simple vehicle to use to have teachers self-evaluate.³

Punisher—Position 1

This person punishes and may use anger, criticism, humiliation, or corporal punishment. The old-time, severe school teacher who said, "Do it or else!" is an example of this approach. People use punishment such as anger, criticism, threats, or sarcasm. When we use these approaches we are often yelling or pointing. However, punishment can also be done softly if the threat is significant. A comment such as "I guess I'll have to keep the whole class in" is punitive depending on the intent.



The Case of the Broken Glasses

Two boys come to the office after recess with a bent pair of glasses, the lenses missing. They are upset and still arguing about who did what. When the principal picks up the glasses and asks, "Tell me about the broken glasses," they both start talking at once. The second-grader tells me how the third-grader had hit him in the head, knocking off his glasses and breaking them. The third-grader complains about being teased because his team had lost in football. He wants the principal to talk to the three other kids who stepped on the glasses and broke them. He insists, "I didn't break his glasses. I just pushed him."

The principal reminds the boys, "At our school it's okay to make a mistake. I'm not so interested in who did what to whom, but I am interested in what you want to do about these broken glasses." She puts the glasses between the boys and tells them to figure this out while she continues her work.

She quickly moves to the other side of the office, turns her back to the boys and purposely starts making some phone calls to break the silence and give them some privacy. After a couple of minutes of silence she hears them arguing about who did what. That ends with another period of silence. Then she hears one of them say, "What do you think we should do about the glasses?" As he picks up the glasses the second boy moves closer and they both start bending the frames back in place. Dr. Anderson doesn't hear the entire conversation, but as they talk their tone of voice becomes more calm and then excited.

By the time they come to the principal with a plan they are friendly to each other and enthusiastic about fixing the problem. They say, "We have a plan. We are both involved, so we're both responsible for finding the glasses." The principal plays the devil's advocate. She says to the boy with the broken glasses, "Why would you pay for half the repair costs when he hit you in the head and broke your glasses?" He jumps to his friend's defense and tells her how he had repeatedly teased the boy who hit him about losing the football game, even after he knew the boy was getting angry and had asked him to stop teasing several times.

Then the principal turns to the other boy and says, "I thought you wanted me to talk to the other three boys who stepped on the glasses and broke them; it wasn't you, was it? It was their fault. They should pay for the glasses." The boy assures her that the glasses had fallen on the ground because he had pushed the boy. The three boys who stepped on the glasses had not even known what they had done because it had happened when the bell rang to end recess and all 60 students were rushing inside.

At this point the principal smiles to herself, thinking about how things have shifted. Now they are accepting responsibility and honestly talking about their part of the problem. The other shift is in how they feel about each other. This is demonstrated by the other part of their plan: to go outside and try to find the lenses. As soon as they get outside they get down on their hands and knees. After crawling around for a few minutes they find one unbroken lens. The principal is so encouraged she joins the search, but after ten minutes they still haven't found the other lens. The principal is more discouraged than the boys. They are still hopeful that their whole class might find the other missing lens at their next recess. Sure enough—the two boys come to the office at the end of the day to show her the second, unbroken lens.

At dismissal the principal asks the boys, "What are you going to tell your parents?" She smiles as she asks, "Are you going to say, 'It wasn't my fault. I shouldn't have to pay?'" They assure her they would explain their part of the problem, and how they solved the problem. The next day, the father of the boy with the broken glasses calls to thank the principal. He is impressed by the enthusiasm of the boys to solve this problem. He is surprised and pleased to tell me that the optician had reassembled the glasses at no cost.

This story is an example of what happens when restitution restructuring self-discipline is taught to students.

1. The boys were able to work quite independently to find a solution.
2. The relationship between the boys was strengthened.
3. Each learned a better way to manage their future behavior.
4. The class participated in the solution.
5. The parents validated the school expectation of moving toward self-discipline and healing.

I was reminded of a quote by Allie Kohn that said, "I can't imagine a situation in which we would remove the chance for students to learn how to make good choices any more than I can imagine a situation where we would remove the chance for them to learn how to read!"

1. Allie Kohn, *Beyond Discipline* (Alexandria, Va.: ASCD, 1996), 141.

Punishment is an attempt to put people in an inferior position. The legacy of this position is rebellion. The people punished will not overtly confront the punisher, who usually has the power, but will do something covert like putting graffiti on the wall, making a joke at that person's expense, or hurting a weaker person. If they are not afraid, they will openly rebel, as do people with behavior disorders and we have repeat offenders. Youths say "I don't care" about their work or about us; they take us out of their world so we can't hurt them.

Guiltmaker—Position 2

This position uses silence, withdrawals of approval, guilt-inducing remarks, or moralizing to punish. The guiltmaker asks, "Why didn't you do what you should have done?" Guiltmakers play upon youths' values to put them in a position where they feel unworthy. They use words such as "I'm very disappointed in you" and may refer to the parents, asking "What would your mother think if she knew this?" Because the guiltmakers don't yell, youths perceive that they themselves are bad. The legacy of this position is poor self-esteem: youths hide or deny their mistakes so they don't feel guilty. They may even lie to themselves. They say "I'm sorry" many different ways. If we force youths to comply with an apology we weaken their initiative.

When I am in schools I do not find that teachers want to punish or make kids feel guilty because they know they themselves will feel bad when they do. They then move from negative forms of control to the positive form of control—the persuading buddy.

Buddy—Position 3

This person uses friendship and humor to influence youth. Although this approach doesn't harm the re-

cipient, it can lead to dependency as the recipient complies to please the adult. It is also very hard for the recipient to build a strong internal locus of control and sense of responsibility. There can also be resentment toward the "buddy" who has to discipline. The student says, "I thought you were my friend!" This position is not bad, but it has limits in terms of helping youths to independence. The buddy says, "Do it for me!" and attempts to make excuses for the child. The legacy of this position is weakness.

Monitor—Position 4

This person uses stimulus-response discipline to mete out consequences, positive and negative. The legacy of the monitor position is conformity. Students in a monitoring environment ask, "What happens to me if I do this? What do I get if I do this?" These students behave to avoid discomfort or gain reward. If the supervisor is consistent the recipient learns to conform. However, this approach will become boring. After a while the recipient will learn ways of getting around the system or decide to be unresponsive to the rewards or consequences. An example of this system is the assertive-discipline approach. The monitor says, "You have earned ten check marks," or "You have lost fifteen minutes of free time."

If you are finding in your school that you have more repeat offenders or that your list of rules is getting longer, it is a signal to you that the monitoring position is no longer working. Students may be "nickel and diming" you by creatively finding loopholes to your rules. This means it is time to move to belief-centered self-discipline from rule-centered extrinsic discipline.

Manager—Position 5

Restitution's goal is teaching youth self-discipline rather than con-

trolling them through consequences and rewards. The way this is done is to talk with youths about the kind of people they want to be and then to together create a social contract through genuine dialogue. When talking to youths it is important that we adults carefully modulate our voices. If we are harsh or guilt-inducing in our questions, youths will an-

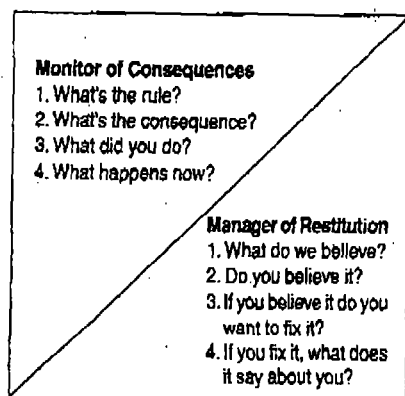
*Punishment is
an attempt to
put people in an
inferior position.
The legacy of
this position
is rebellion.*

swer us out of fear. If we persuade them to our beliefs they will conform to please us. In each of these cases they are behaving at the emotional level. We need them to be thinking to be able to tap the human values deep within themselves and to reflect on them in order to have personal ownership. For example, one of the best questions a person can ask is "Would you like it if someone treated you that way?" This is the Golden Rule. However, if this is

asked in an accusatory or guilt-inducing way the youths will be feeling bad and not thinking about the question. They may answer out of fear or to please us or to tell us what we want to hear. They will be focused on us rather than on the kind of person they want to be.

Rather than removing youths from the group, managers help them return to the group. The youths become stronger. Every time they fix a problem and tie it to the people they want to be, there is less chance of reoffending. They have not just conformed to show us the behavior we want to see; they are becoming more of the people they want to be. The questions of the manager are "What do we believe? Do you believe it? If you believe it do you want to fix it? If you fix it, what does it say about you?"

You may be saying to yourself reading this, "But what if the students don't believe what we believe?" It is clear then that our agenda is to help them move forward using their family values to develop group beliefs by which we can operate. Have heart: the universal beliefs are very similar. Even the gangs we have worked with have similar beliefs, but they apply them only to their group. We want to en-



gage the students in being part of the whole group. We want to take extensive time to dialogue with students

to help them develop a social contract of beliefs together with us.⁴ Then when youths think about their beliefs they will want to make a restitution to those they have harmed. They want to do it first for themselves and second for others.

Restitution requires self-evaluating at the highest level of perception: "Is my behavior helping me be the kind of person I want to be?" Personal pictures accessed are at the level of "Who will I be?" The answer is not "a person who survives" or "a person who does things for others." They are behaving not to avoid pain or gain a social or tangible reward. When schools make up classroom agreements they try to have students build pictures of who they would be with each other if they were being strong, responsible, happy, safe, unique individuals who also cared about others. It is very important that any discussion of beliefs start with what youths have been taught at home. All families have beliefs that are modeled by the parents. Even families that have a lot of problems wish to be caring, sharing, safe, and responsible to each other.

It is easier to develop social contracts if people have learned about their basic needs. It also is an advantage if they have been introduced to the internal-motivation ideas that you can't control another person, that people have their own unique pictures of how they want things to be, and that we can perceive the same event in different ways. Examples are:

- At Sheridan Hills we respect ourselves, each other, and our environment. Together we are the best we can be.
- West Middle School is a family. Together we achieve through mutual respect and dignity.
- At Richfield High School we

respect one another and we all have a responsibility to make this an educational environment.

When we move to the manager, incidents of discipline get lower each year. One such school is Grady Brown Elementary School in North Carolina. Grady Brown was profiled in the North Carolina Education and Law Project's *The Good North Carolina School*, a study that selected eleven schools from the state.⁵ Grady Brown gives us the following statistics for the first four years of implementing restitution restructuring.

Discipline incidents per day referred to front office.

- 12-15/day in 1990-91
- 5-7/day in 1991-92
- 2-4/day in 1992-93
- 1-2/day in 1993-94

An Illinois middle school has also used restitution restructuring for four years. Rockford is the second-largest city and school district in Illinois, located ninety miles northwest of Chicago.

The discipline and achievement data at West Middle School after four years of a pilot project indicate a systems change. Dr. Grumley collected and compared the disciplinary data from the second semester of 1994-95 with the first semester of 1995-96. There was a decrease in the total number of disciplinary referrals of 2,454, or a 40 percent reduction from 4,146 the previous semester in overall number of referrals after restitution was implemented. Significant reduction in classroom disruptions (62 percent) and an improvement in school and class attendance (more than 90 percent) were noted the second year. Additionally, the academic-achievement data collected showed that the typical downward trend from previous year's data among seventh graders did not con-

tinue after a year of utilizing restitution. Students whose teachers (Group 1) practice the preventive approach of Restitution as part of their classroom philosophy and

management achieved an overall 20 percent increase in GPA over students (Group 2) not using restitution approach.

At the beginning of the 1996 school year a new discipline code was instituted based upon the court order for desegregating the Rockford public schools (District #205). Incidents of discipline continue to decrease. For example, class-disturbance referrals

dropped from 1,068 in 1994-95 to 386 in 1995-96, 177 in 1996-97, and 60 in 1997-98. Fighting incidents also decreased from 167 in 1994-95 to 112 in 1995-96, 129 in 1996-97, and 99 in 1997-98. Teachers' surveys indicate they are spending less time on discipline issues and more time on learning.

Moving to restitution restructuring is a three- to five-year process.⁶ Evergreen School District in Washington surveyed its teachers in the fifth year of school change. Below is a summary of the findings.

Moving to Restitution

1. **Teach children that all humans are internally motivated by basic needs.** Deci and Ryan call these needs autonomy, competence, and relatedness.⁷ Dr. William Glasser calls them Freedom, Power, Belonging, Fun, and Survival.⁸ Larry Bentro calls them belonging, mastery, independence, and generosity.⁹ We teach children that even behaviors we don't like in ourselves are meeting a need, but they are also hurt-

ing someone else's need.

2. **Create a social contract among adults and children** in the school based on family beliefs such as respect, safety, and learning is fun. Use class meetings.¹⁰

3. **Firm up clear bottom lines** with the support of the parents. These are usually no violence, no drugs, no harassment, and no dangerous defiance.

4. **Together create job descriptions** for learners and teachers so everyone agrees on the task. My Job Is ... My Job Is Not and Your Job Is ... Your Job Is Not.¹¹

5. **Teach children the Five Positions of Control**—the punisher, the guiltmaker, the buddy, the monitor, and the manager and ask them how they want to be treated. Ask, "Do you want a teacher-controlled class or a student-controlled class?"

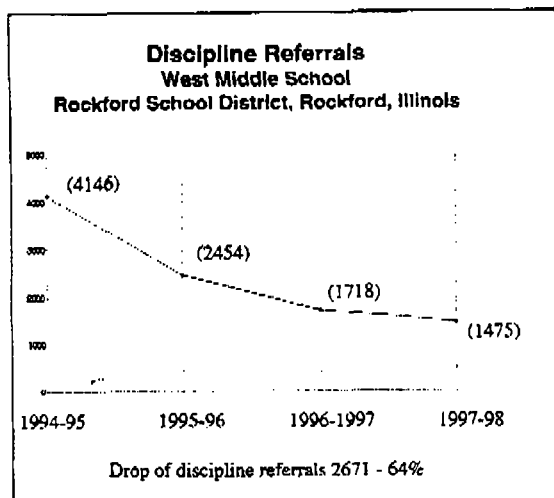
6. **Teach how to create restitutions** that are need satisfying for both parties, restitutions that repair and strengthen relationships, without creating discomfort.

7. **Demonstrate self-evaluation and self-restitution.** Practice saying, "It's okay to make a mistake" or "My part of the problem is ..." and find solutions.

8. **The parents are our partners.** Involve them when their children do restitutions. Have parent training sessions.

What Makes Restitution Different?

Restitution focuses on fixing problems, on the solution. We stabilize the student's identity using statements such as "We don't want to blame" or "I'm not so interested in what went wrong as in how we can make it right." Sally Peterjohn, a middle-school teacher in Eden Prairie, Minnesota, says she gives the students her "Big Five." Holding up her hand she counts off her finger, saying, "I'm not interested in



blame, shame, fault, apologies, or excuses, only in fixing."

Students are taught to view their negative feelings as signals that tell them which need is not being met. They have their feelings, they ex-

Implementation by Teachers after Training in Restitution Restructuring

I use the concepts in my classroom.

Occasionally	177 (25%)
Weekly	103 (14%)
Daily	419 (60%)
Total	699 out of 788
Do not use	48 (0.06%)

My staff has spent time discussing and implementing the district expectations (beliefs):

2 hours - 369	8 hours - 194
12 hours - 115	

press their feelings, but they don't dwell on them. As soon as a child has articulated a feeling, the teacher helps identify whether this feeling signals a need for belonging (relatedness), power (competence), freedom (autonomy), fun, or safety. Children know their restitution plans must include provisions for them to meet their needs.

Most teachers want children to discover on their own through self-evaluation that their behavior is not acceptable. They want to hear, "No . . . playing soccer instead of doing homework is not working," Kohn says,

When a student has done something cruel our first priority is to help her understand that what she did was wrong and why it is wrong so it won't happen again."¹²

Restitution says something more. Restitution looks for the answers "no" and "yes" to the question "Is it working?" It says, "Help the students also understand why what they did was 'right,' not necessarily

good for them or others, but need-fulfilling at the moment." We say, "You didn't miss doing your homework for no reason. What was more important?" This is what sets off restitution from other discipline programs. Without this understanding it is almost guaranteed that the plan for restitution will be one where the students control themselves rather than meet their needs in ways that don't hurt others. The goal of Restitution is to strengthen and restore children to the group. Rather than singling them out as bad examples, there is an attempt to help them save face. In Ken Seaford Junior High School in Winnipeg, Canada, two students accompany each expelled student back to the classroom. They are reminded that they are part of us and that we want them to be with us. The front-end load of the social contract in the classroom lays the groundwork.

1. Restitution restructuring emphasizes the solution.
2. Students are taught to view their feelings as signals about their needs.
3. Restitution restructuring looks for the answers "no" and "yes" to the self-evaluation question "Is it working?"
4. Restitution restructuring seeks to strengthen and restore the child to the group.

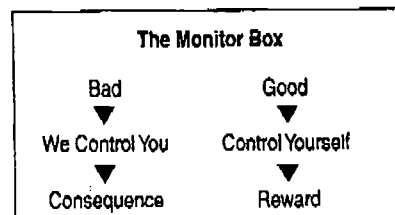
Thinking Out of the Box

It has been common practice for adults to label a child's behavior as bad and to threaten to apply a consequence if the behavior is repeated. We have said, "If you don't control yourself, we'll control you and we'll do it by giving you a consequence such as loss of a privilege or loss of recess." The subtle message is "We'll disrupt one of your needs if we don't get what we want."

Positive reinforcement specifies what good behavior we want to see and offers the children rewards if

they control themselves. The subtle message here is "Don't meet your need, meet our need."

Kohn refers to these practices as the stick and the carrot. He calls these practices "punishment lite."¹³ Below is the consequence-reward box we have operated within. It is familiar to all of us.



The Larger Playing Field

Restitution is played in a much larger playing field. Instead of talking about bad or good, we move the discussion into worse and better. Instead of saying, "You should have done better in the past"—which is not under the youth's control—we ask the youth, "Could you have done worse?"

We use "Could you have done worse?" as a springboard for youths to shift from feeling like failures to seeing themselves as avoiding worse options. Sometimes when we ask this, students answer, "Yes—not come to school." The energy released from this awareness serves two purposes. The brain does not downshift in fear or anger. The energy released can be used to create an authentic solution that takes into consideration the needs of both parties. This is called collapsing conflict. If you don't believe it try it for yourself with a student or family member.

Practice Getting To Yes

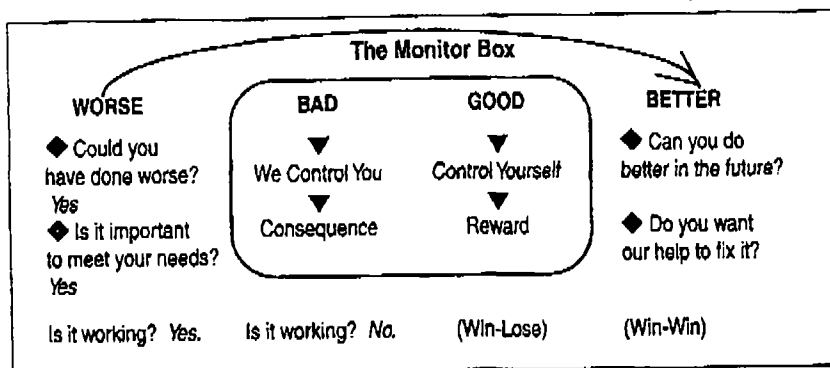
When we ask, "Could you have done worse?" we are looking for one of two answers, both beginning with "yes" instead of "no."¹⁴ One is "Yes, not meet my needs" or "Yes, meet my needs in a way that hurt others more." Often children, taken aback by the question, answer, "No, I

couldn't have done worse." They are hard on themselves and lack insight into their own motivation. To help them understand, an adult can exaggerate the behavior to be more aggressive. For example, "You just argued. Could you have also pushed?" The child may be suspicious of our motivation, but will usually cautiously say, "Yes, but I didn't." Then we can validate this saying, "Give yourself credit then that you didn't do the worst possible thing. Do you agree?" Their agreement is the springboard for change. We then can move to "Can you do better? Do you want our help?"

Below is an example of using restitution with students. Some middle-year students were fooling around with marbles, throwing them in the empty gym. One throw ended up hitting the glass backboard behind the basketball hoop. It cracked. This was an \$800 mistake. The boys were very frightened, but they reported their mistake to the noon-hour supervisor. Let us contrast two different approaches to this situation.

Who Is Doing What

The schools that are using restitution restructuring are telling us how this can be done. In the greater Minneapolis area 118 schools have sent staff for two-day training sessions. Of these, 112, or 95 percent, have sent staff for the next session. I have worked in the past two years in seventy cities in the United States and Canada, some places several times. Restitution restructuring has also been taught in Australia, Japan,



"All behavior is purposeful."

Italy, Croatia, Indonesia, Norway, and Ireland.

District initiatives have been pursued in Evergreen School District, Vancouver, Washington; Juab School District, Utah; Quesnel School District, British Columbia; South Shore School District, Montreal; all-French schools from the Department of Education in New Brunswick; Jefferson-Lewis BOCES in Watertown, New York; Wake County School District in North Carolina; Valley City School District in North Dakota; Marshalltown School District in Iowa; CESA #12 in Ashland, Wisconsin; and Roseville School District 623 in Minnesota.

This fall a joint venture of Restorative Justice and Restitution Restructuring will be piloted in the South St. Paul School District. The book, *Restitution: Restructuring School Discipline*, has been translated into French, Croatian, and Slovenian. Restitution I, II, and III training sessions are offered in Minneapolis four times a year. [E]

1. Alfie Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* (Boston: Houghton Mifflin, 1993).
2. Eric Jensen, *Brain-Based Learning* (City: Brain Store Inc., 1995), 255.
3. Diane Gossen, *Restitution: Restructuring School Discipline* (Chapel Hill, N.C.: New View Publications, 1992), 1.
4. Judy Anderson, Ph.D., *The Social Contract*. (Saskatoon, Saskatchewan: Chelsom Consultants Limited, 1996).
5. North Carolina Education and Law Project, *The Good North Carolina School*, 1997.
6. Diane Gossen and Judy Anderson, *Creating the Conditions: Leadership for Quality Schools* (Chapel Hill, N.C.: New View Publications, 1996), xiv.
7. Deci and R.M. Ryan, *Intrinsic Motivation and Self-determination in Human Behavior* (New York: Plenum).
8. William Glasser, M.D., *Control Theory* (New York: HarperCollins, 1984).
9. Larry Bentro, *Reclaiming Youth* (Bloomington, Ind.: National Educational Service, 1990).
10. Diane Gossen, *Class Meetings* (Saskatoon, Saskatchewan: Chelsom Consultants Limited, Revised Edition, 1988).
11. Gossen, *Restitution*.
12. Alfie Kohn, *Beyond Discipline* (Alexandria, Va.: Association for Supervision and Curriculum Development, 1996), 127.
13. *Ibid.*, 37.
14. Diane Gossen, *Could You Have Done Worse?* (Saskatoon, Saskatchewan: Chelsom Consultants Limited, 1996).

It's Okay to Make Mistakes

*Learning to Repair Them
Is the Important Thing*

.....

Learning Magazine
May/June, 1997

Reprinted by permission from the May/June 1997 issue of
Learning Magazine™, Copyright The Education Center, Inc.

By Diane Chelsom Gossen

In talking with and working alongside teachers, what I hear time and time again is "If the children would only behave, I could help them learn." Teachers say they need techniques that will curtail disruptions. Many admit that discipline is the most challenging part of their jobs. What makes it such a burden?

Asking for Trouble

In our culture, we've tended to view discipline as something one does to control another. With this philosophy, it's no wonder that discipline is referred to as a burden.

The ways we've disciplined students fall into five categories, based on the style and degree of control. You may realize that you've fit into different categories at different times in your career. I certainly have found this to be true of myself!

Punisher. This person uses anger, criticism, humiliation, or corporal punishment. The punisher says,

- "Do it this way or else."
- "You never get it right."
- "You're always the last one to finish."

Guilter. The person in this position uses silence, makes remarks that instill guilt, or moralizes. The guilter says,

- "Why didn't you do what you should have done?"
- "I'm disappointed in you."
- "How many times have I told you?"

Buddy. This person uses friendship and humor to influence another person. The buddy says,

- "Do it for me!"
- "Remember what I did for you?"
- "I'll let you off the hook this time because it wasn't your fault."

Monitor. This person uses stimulus-response discipline by

administering rewards and consequences. The monitor says,

- "You have earned (or lost) ten minutes of free time."
- "Do you want a sticker today?"
- "If you do that, you'll have to pay the consequences."

Manager. This person *works* with the student to figure out how to repair the mistake. The manager says,

- "How are you going to make things right?"
- "What's your plan to solve the problem?"
- "What kind of person do you want to be?"

The first four positions are ones where the teacher does something *to* the student and is taking the responsibility for the student's behavior. The last position, the manager, is one where the teacher is doing something *with* the student—letting the student take responsibility for his or her own behavior. And as managers, we help students examine their actions and make internal evaluations of what they can do to repair their mistakes. This is restitution.

How Do You *DO* Restitution?

Restitution focuses on solving problems and strengthening the person, which leads to self-discipline. With this in

mind, take a look at the chart below. It lists common classroom problems and some typical ways of dealing with them. Notice how the role of the teacher as punisher and a monitor is to do something to the child, whereas the role of the teacher as a manager of restitution has caused the child to solve the problem on his or her own.

Getting Started

You can see from these situations that restitution is self-discipline, *not* punishment. Restitution allows offenders to heal themselves by becoming who they want to be and to gain self-esteem through righting wrongs. How do you start using restitution? First, ask yourself if you believe the following about your students:

- They make mistakes. Mistakes are normal; to err is the human condition.
- They know when they have done wrong. Even a toddler understands when he or she has broken something or hurt someone.
- They put up walls and use a lot of energy rationalizing past wrongs to preserve their self-esteem when under attack. Guilt and criticism contribute to their defensive behavior.
- They can learn a better way if we can keep them on the side of success. If we can view them as capable,

responsible, and willing to change even in the face of their mistakes, they have incentive to move forward.

- They are strengthened by the opportunity to make restitution. Because everyone makes mistakes, an important life skill is learning to repair them.
- They won't lie or hide their actions if they believe they are capable of making restitution and will be given an opportunity to do so.

If you believe these things, you can begin using restitution immediately.

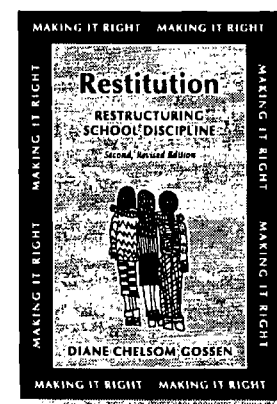
The Time Is Now

Old habits will be hard to break, but restitution is an idea whose time has come. If we continuously focus on strengthening rather than on fault, we will become proactive rather than reactive. Now is a good time to be less concerned with student's wrongdoings and more concerned with searching together for a way to make wrongs right.



Diane Chelsom Gossen has taught elementary and high school, and she continues to train others around the world about her approach to discipline.

Learning Magazine



Editor's  Choice

Student	Punisher	Monitor	Manager
Calls someone a name	Humiliates the student in front of the class	Writes the child's name on the board or takes away a privilege	Helps student decide to tell the other person something nice
Writes on the wall	Slaps the student's hand	Has the child write 100 sentences	Helps student decide to clean the wall during recess
Steals something	Yells and humiliates the student in front of peers	Assigns detention	Helps student decide to return stolen object and ask to make amends
Hits someone in line	Sends the student to the principal for punishment	Gives the child time out or sends him or her to the end of the line	Works with student to make a plan to do better

It's Not Your Job

*You Don't Have to
Control Your Students*

.....

In Fact, You Can't!

Learning Magazine
November/December, 1996

Reprinted by permission from the November/December 1996 issue of
Learning Magazine™, Copyright The Education Center, Inc.

By Perry Good

Teachers are leaving the profession in droves. And many of those who tough it out are doing just that—surviving, not thriving. Just compare teachers and students as they leave school at the end of the day. It's often the teachers who are walking zombies; the kids are in great shape. What's going on here?

A Hard Day's Afternoon

Many teachers work hard at controlling their students. They shout, they bribe, they wheedle. When students rebel, these teachers work even harder to control them—and get even more rebellion. No wonder they're exhausted at the end of the day, not to mention frustrated.

But all this work would be unnecessary if the students took control—self-control, that is. As a teacher, you're responsible to students, parents, and colleagues for maintaining a safe and orderly learning environment. However, there's nothing in your contract that says you can't delegate some of the work to your students by teaching them to control themselves.

It's Their Prerogative

The best way to start is by teaching your students that they are in control of what they do. Here's a two-step approach based on the idea of internal motivation:

1. Teach students about negative signals. Before they learn self-control, kids must first understand why people act the way they do. Explain that we all carry pictures in our heads of the way we want the world to look. Negative signals—the bad feelings we get in stressful situations—are our bodies' way of telling us that what's

happening doesn't match our pictures. We can't stop signals or make them go away; they're a part of being human.

Use yourself as an example. Recall a time when you had a picture of how you wanted things to be and that picture didn't match what happened. Describe how the signal felt to you: a knot in your stomach when you saw a situation in the lunchroom getting out of control, perhaps, or a burning sensation of embarrassment when you got tongue-tied during a presentation. As students see that you recognize your signals and think through them before you act, they'll realize that they can do the same. Stress to students that since signals take time to figure out, it's important to stop and think before acting in uncomfortable situations.

2. Teach students that they have choices. The second part of self-control is choosing effective ways to act on our signals. As adults, most of us go through this process naturally. When we get signals, we've learned to look for the actions which will meet our needs most effectively.

Most students, though, are still learning the most effective ways to act on their signals. You can help by suggesting that when they face problems, they ask themselves three questions:

- What do I want? (What is my picture?)
- What am I doing to get what I want?
- Is my behavior getting me what I want?

If not, encourage them to explore other options. You can work with students to brainstorm for more effective ways of getting what they want. Help them evaluate each option by walking them through the consequences. This sounds time consuming, and that's only because it is. But investing the time early on increases your students' self-

control and frees you from trying to control them.

So What's Left?

Not to fret—there's work for you, too. Your main responsibility is to create a classroom environment in which students can meet their basic human

“ It won't surprise you to find that there's no magic bullet, no single change that will create a positive climate in your classroom. There couldn't be—every classroom is different. ”

needs of fun, freedom, belonging, and power.

Here's the rationale: If you put students in a classroom where they aren't having any fun, where they don't have any choices about how to do things, where they feel nobody cares for them, and where they feel they're not making a difference in the world, they'll eventually get fed up and either act out or withdraw. And no wonder—their basic needs aren't being met. If students have to function in a classroom where they can't meet their needs appropriately, they'll find inappropriate ways to meet them.

It won't surprise you to find that there's no magic bullet, no single change that will create a positive climate in your classroom. There couldn't be—every classroom is different. But as you go from day to day and make your own choices, questioning yourself about

your students' four basic needs can guide you: Will this increase my students' feeling of freedom? Of power? Of belonging? Will it be fun?

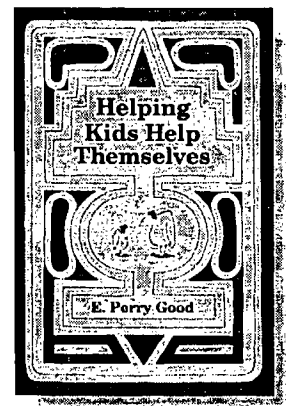
Goodbye, Headaches

The one thing to remember is that you can't control your students. You can try, but the whole collection of available methods is mainly ineffective, time consuming, and frustrating—both for you and your students. If you keep in mind that your students motivate themselves and that they can learn to control themselves, you will rediscover that teaching can be empowering, liberating, rewarding, and even fun. Hey, you have those four basic needs, too. And who knows? Once your students start doing their share of the work, maybe you, too, will come out at the end of the day whooping and yelling. It could happen.



Perry Good is a counselor, theorist, and instructor. She has served as a senior faculty member of the William Glasser Institute and has conducted over 2,000 workshops in the United States and abroad.

Learning Magazine



Editor's  Choice