

Bill Boylan

Social and Emotional
Development in the middle
school years.



Tapping Primary School: Vision

Developing positive interpersonal skills, self-control, self motivation and reflective thinking amongst the students by raising empathy levels, increasing understanding of themselves, providing opportunities to enact virtuous behaviour and tolerance towards others.

They are aware of the impact their decisions have on their environment, themselves and others and they actively work towards positive change in their behaviour.

- **Clientele**
- 70% from Great Britain. Working class
- No family support mechanisms
- 30% fly in fly out
- Important to have systems in place to deal with these pressures and to ensure the mental health and well being of all students staff and parents



Cooperative Games



← Islands
Pegasaurus
↓



Why Games?

The program allows kids to demonstrate rather than just talk about the virtues.

Game Outcomes

- To develop pro-social behaviour.
- Create a shared body of experience that is used to build relationships.
- Highlight the benefits of managing emotions and working together.
- Develop optimism and the ability to bounce back.
- Encourage self motivation and the ability capacity to persevere.
- Initiate a process of self awareness and discovery in children.
- Create a positive tone and school culture.
- Have fun!

Manners

- Every teacher will focus on the acknowledgment and reinforcement of good manners in our community.
- We believe manners are the lubricating oil of a community.
- Manners are simple things like saying “Please”, “Thank You”, knowing a person’s name and asking them how they are.
- Manners create the tone and culture of a school

Reflective Language

- “Right thing or wrong thing to do”
- “Strong moment or weak moment”
- “Feelings or thinking in charge”
- “Am I trying to hurt you or help you”
- “Are you running away from the problem or dealing with it”
- “Being your own boss or asking me to be the boss”

Reflection, Repair and Restitution Process

(Full 3 Rs Process)

Making things better, paying back and moving on.

The Repair and Restitution Process at Tapping is based on humanising the process. Developing an understanding and awareness of others, accepting responsibility, earning back respect and trust, saying sorry and reinforcing the fact that the perpetrator belongs to a community that is committed to helping them become a valuable member of society.

- The intent of this process is to raise empathy, build self-awareness, encourage self-respect and maintain mutual respect.
- The student can then reconnect with the community.
- It's holistic because the process involves all stakeholders (active involvement).
- The process is done *with* the student and not *to* the student.

(As the process developed, incidences besides bullying have also been included such as disrespectful behaviour and poor language)

Empathy

- If we accept that empathy is the ability to see things from another's point-of-view and the ability to identify with the plight or state of another, then we can accept that an empathetic person has little likelihood of being a bully.

Devon Year 2

“I don't want stickers. I told my Mum feeling good is my prize.”



Colton Year 5

“ I do not need to go back to getting rewards for my work. It would seem like cheating.



Are You Ready?

1. Students set a personal goal for the day.
2. Discuss goal with the class
Student: *“I’m ready to(states goal)”*.
3. Students know that when they enter the classroom there is an expectation that they are Ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goals.
5. The class respond if the student is working to achieve the goal.

WHAT PROBLEMS DOES THE GPS ADDRESS?

Problems of behaviour and/or conduct that students have failed to resolve after trying first to deal with it themselves,

Secondly after asking for the help of others in the peer group and thirdly,

any other party higher in the problem solving hierarchy (ie: Peer mediators, school counsellors)



WHAT ARE THE BENEFITS?

- Builds an authentic student voice.
- The conflicts and difficulties that too often distract children from their learning can be addressed and resolved.
- Is a way to reinforce the teacher's role of mentor and guide.
- Prepares students to be active participants in families and communities.
- Prepares students for a democratic society in which every citizen has a say.
- It helps those students who need behaviour support and assistance.
- Encourages an understanding of the rights and responsibilities of being a member of a community.



GROUP PROBLEM SOLVING

1. **Code switching**
2. **Question**
(Active minds-general question- think/pair/share-optional)
3. **Issue**
(Reinforce hurt/help message)
4. **Individual response/s.**
(Weak or strong decisions)
5. **Student feedback**
(Talk directly to student/group-feelings focus)
6. **Response from student**
"Thank you for helping me". (If student focused)
7. **Strategies**
Think/pair share, class strategies, individual strategies documented.
8. **What makes student a valuable member of the class?**
(If student focused)
9. **Virtue focus.**
What virtue needs to be worked on (think/pair/share)
10. **Validation**
11. **Question**
(Knowing me knowing you-personal question)
12. **END**

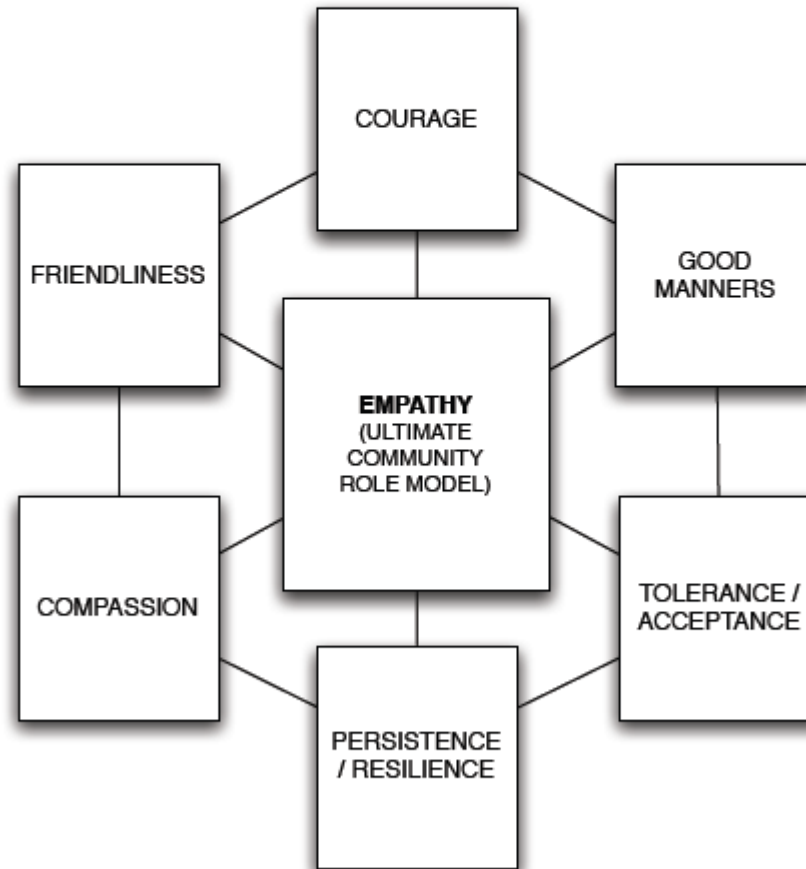
Ultimate Community Role Model (UCRM)

- The aim of the program is to get students to demonstrate and practise VALUES until they become a *deeply ingrained habit of action* or a VIRTUE.
- It helps students develop a greater awareness of themselves; the virtues they are strong in and others they need to work on.

- It puts a label on “WHY”.
 “Why do I do well academically?”
 (persistence)
 “How can I do better?” (courage)

| Junior | Upper |
|--|---|
| Courage Friendliness Good Manners | Courage Friendliness Good Manners Persistence/Resilience Compassion Tolerance. |

**THE 6 KEY VIRTUES OF THE
COMMUNITY ROLE MODELS WHO KEEP
OUR SCHOOL SAFE AND STRONG**



Parent Workshop

