From Redirection to Restoration

November 7,2025

Facilitator: Tanzania Brown

Objectives

By theendofthissession,tutors will:

- **Reflectonbehaviorchallengesand responses**
- **Understand restorative vs. punitive redirection**
- **Practice compassionate management techniques**
- **Commit to one actionable step**

Opening Poll & Discussion
What's one off-topic behavior that challenges you most?

Reflection Activity

What does a perfectly managed session or classroom look like?

***Share 2–3 examples emphasizing trust and consistency.**

Restorative vs. Punitive Approaches

Video:Retributive toRestorative Practices: Analternativeapproachtojustice

Discussion:What stoodout?How couldthis lookintutoring?

"Restorative practices require instead that students focus on the harm their misbehavior caused others, and what they can do to repair that harm and restore and strengthen relationships that may have been affected in the process."

Mark Katz in Education Week Teacher

The 'No Nonsense Nurturer'

Clear Directions → PositiveNarration → Accountability → Strong Positive Relationships

Positive Talk Practice

How would you reframethisreactive phrasingtobecomemorepositive? Come off mute or send yourresponseinthe chat.

Reactive phrasing	
“Don’t talk over me.”	
“No phones.”	
“Stop interrupting.”	
“Quit being off-task.”	
“Don’t be late.”	
“Stop arguing.”	
“Don’t shout.”	
“No food in here.”	
“Don’t roll your eyes.”	
“Don’t complain.”	

Positive Talk Practice

How would you reframethisreactive phrasingtobecomemorepositive? Come off mute or send yourresponseinthe chat.

Reactive phrasing	Proactive phrasing
“Don’t talk over me.”	“I need everyone’s attention so we can all learn together.”
“No phones.”	“Let’s put our phones away and focus so we can finish on time.”
“Stop interrupting.”	“Let’s make sure everyone has a chance to share their ideas.”
“Quit being off-task.”	“Let’s focus on this activity so we can finish successfully.”
“Don’t be late.”	“Please be ready to start so we have plenty of time to learn.”
“Stop arguing.”	“Let’s work together to solve this problem.”
“Don’t shout.”	“Use your inside voice so everyone can hear and concentrate.”
“No food in here.”	“Let’s keep our classroom clean and ready for learning.”
“Don’t roll your eyes.”	“Let’s use respectful body language when others are speaking.”
“Don’t complain.”	“Let’s think about ways to make this work for everyone.”

Proactive Ways of Accountability Jigsaw Activity

Directions: In Breakout rooms, take 10 minutes to discuss your groups assigned strategy:

Group Strategies:

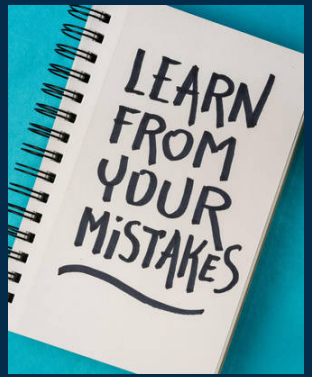
1. Points/Incentives
2. Goal Setting
3. Five-Minute Talk Time
4. Rubric & Reflection Time
5. Your Own Strategy

Discussthesequestionswith your team:

1. Does your site already have a system in place for this proactive strategy?
2. What are the advantages and disadvantages of this strategy?
3. If you had to implement this strategy starting on Monday, what would you consider or do first?
4. How could this strategy be most useful at your site as a proactive way to prevent negative behaviors?

Tutor Mindset Reminders

1. Behavior isn’t personal—it communicates needs
2. Adolescents test boundaries
3. Progress is not linear



Exit Ticket

SDs:
The responses will be shared with all of us to prepare for Part 2!

Natural Consequences

Behavior	Restorative/Teachable Response	Goal / Focus
Off-task	Redirect student to redo or complete work	Teach responsibility and focus
Disrespect (to teacher or peers)	Have a private apology conversation or reflection talk	Repair relationships and build empathy
Repeated issues	Restorative chat with student to reflect on choices and set goals	Address patterns, promote self-awareness, and prevent escalation
Conflict between peers	Facilitate a restorative dialogue or mediation	Encourage understanding, accountability, and problem-solving
Missing work	One-on-one check-in and guided completion plan	Reinforce ownership of learning
Disruption in class	Calm redirection + brief reflection	Maintain a safe, focused learning environment
Rule-breaking	Private restorative conversation focused on why rules matter	Build understanding rather than just punishment

Consequence Hierarchy

LOGICAL CONSEQUENCES

ABUSE IT , LOSE IT	Temporary loss of privileges, equipment, items and/or activities.
INCOMPLETE WORK	Finish at recess or for homework.
DISRESPECTFUL BEHAVIOR	Separation from group – Time Out within the classroom and write an apology letter.
TALKING DURING INSTRUCTION	Separation from group. At first, timeout within the classroom. If continues send to another room for time out.
WASTING INSTRUCTIONAL TIME	Make time up at recess. Set the timer each time to show how much time was wasted and needs to be made up.
MESSING AROUND IN THE LINE	Send to the back of the line and tries again.
POOR MANNERS	Copy and write out a list of proper manners they should exhibit.
GENERAL – Warning, Time Out within Classroom, Timeout in another Classroom	

Scenarios

Directions:In Breakoutrooms, take 15 minutes to read the scenarios, discuss how you wouldapproachthesituation using positive narration, proactive ways of accountability and natural/logical consequences

1. A student is playing Tik Tok on their phone during ALEKS time. You've told him to put it away, but they say they can do both at the same time.

2. A student keeps interrupting your tutorial to talk to their friend, you have moved the student, but they are now getting up to talk to the student in your tutorial

3. A student is using chatgpt to get answers for their tutorial and application problems
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4. A student every day asks to use the bathroom and spends at least 15 minutes out of the classroom.

Closing Quote

“Students don’t care how much you know until they know how much you care.” – Theodore Roosevelt

Thank You

Thank youforyourcommitmenttorestorative,connected learning.

Thank you.