Who is this webinar for?

- PSCs
- School Counseling Directors
- All Levels
- Looks different at different sites
About the Presenter

• Professional School Counselor, FGSD
  – Title I Elementary, high ELL population
• PhD Candidate in Counseling at OSU
• Education Chair of OSCA
• Trained in Tribes Learning Communities
• Dissertation Topic

Goals of the Session

Participants will be able to:

• Describe the basic principals and underlying research that supports the use of class meetings and how it relates to current trends in education.
• Recognize their unique role as both facilitator and staff-consultant for class meetings.
• Analyze the components of class meetings and how they support student outcomes.
• Create a rationale for utilizing effective class meetings within their building/district.
The Class Meeting

- Circles that allow for planning, decision making, checking in, problem solving and raising awareness (Developmental Studies Center, 1996)
- Breaks down hierarchy of teacher/adult and student
- Social or academic focus
- Allows for embedded SEL
- Low/no cost

Understanding Class Meetings

- Class Meetings and Pedagogy
- Best Practices
- Conclusions of the Research
Class Meetings and Pedagogy

• Positive Discipline "class meetings"
  – Discuss classroom issues/problems at a designated time in a class circle
  – Uses routine, agendas, and appreciations
  – Encourages perspective taking
• Responsive Classroom "morning meetings"
  – Daily meetings with a daily routine
  – Greeting, Sharing, Activity and Announcements
• Glasser Quality School "circle-ups"
  – Choice theory – behavior is chosen
  – Meetings serve to fulfill belonging

Class Meetings and Pedagogy

• Judicious Discipline "democratic class meetings"
  – Class meetings are the forum to assure the “constitutional rights” of class members
  – Kinder-12th grade
• Restorative Justice "restorative circles"
  – Proactive and responsive circles
  – May or may not include the whole class
  – Focus on repairing harm
  – Also referred to as “peace-making circles”
Class Meetings and Pedagogy

• Tribes “community circles”
  – Built into daily or weekly routine
  – Can have academic or social-emotional focus
  – Standards are mutual respect, attentive listening, no put-downs and the rights to pass

• Circle-time
  – To build self-esteem and pro-social behavior
  – Goal is to hear children’s voices. May be open forum
  – Term often used in pre-k and primary classes

Class Meetings and Pedagogy

• Open meetings
  – Open-ended meetings
  – Problem-solving meetings
  – Education-diagnostic meetings (based on curricular content)

• Another searchable term: community meetings
Literature on Best Practice

- Not much on outcome research
- Best practices based theoretical investigation by:
  - Dewey – Organic Connections
  - Bowlby and Ainsworth – Attachment theory
  - Glasser – Choice theory
- Most literature is based on practice, case study
- Common practice:
  - Arrange students in a circle
  - Adult helps facilitate process but releases power – move to student led meetings (according to some research)
  - Ground rules (different depending on the model)
  - Record keeping: agenda &/or minutes
  - Find time for appreciations
  - Use the circle to solve conflict or class issues

Conclusions of the Research

- With increased exposure to community circle students:
  - Increase in attentive listening to each other (Gray & Drewery, 2011)
    - Increase dialogue that is on-topic
    - Interrupt each other less
  - Improved inclusion based on a sociogram (Grant & Davis, 2012)
  - Reduction in fights and angry outbursts (Landau & Guthercoal, 2000)
  - Improved student behavior that transcends to other locations (Grant & Davis, 2012)
  - Improved perspective taking
  - Leading meetings is a challenging role for teachers (Lundeberg, 1997)
Class Meetings and The School Counselor Role

Fits the ASCA National Model
Preventative or responsive
Direct or indirect service
SEL: self-awareness, self-management, social awareness, relationship skills, & responsible decision making (Collaborative for Academic, Social, & Emotional Learning, 2012)
Therapeutic Group
The PSC’s Role in Class Meeting

- Facilitator for responsive meetings
- Consultant for preventative or responsive meetings
- Expert in SEL
- Expert in therapeutic groups

Real-Life Examples

- Whole-school training based on PSC advocacy
- Responsive meeting for bullying issue
- Responsive meeting for issue of racism
- Responsive meeting for teacher-issue
- Consultation for meeting in literacy
Applicable Skills for Class Meetings

Skills Necessary for Class Meeting

Based off of theories of group leadership (Kline, 2003)

• Awareness of group levels:
  – Individual, interpersonal, and group-as-a-system levels
• Basic Leadership Skills: Basic Facilitation Sequence
• Basic Membership Skills: Sending and Receiving Messages
Basic Facilitation Sequence

Used to connect students to each other

- **Elicit**: draw out emotional experience
- **Clarify**: statement or question to make clear the meaning
- **Connect**: statement or question to enable student-to-student interaction
- Then connect with **group-as-a-whole** to engage all students

Basic Membership Skills

Taught and practiced during Class Meetings. Become norms.

- **Sending Messages** = The I-Message (Johnson & Johnson, 2009)
  - “I feel...when you...”
  - Communicate necessary info
  - Own emotion
  - Congruence
- **Receiving Messages** = Paraphrasing without judgment (Johnson & Johnson, 2009)
  - Restating while withholding judgment
Teaching the I-Message: Problem Snow Ball (Tribes)

- Write an interpersonal problem you have had with someone in one to two sentences
- Crumple
- Rewrite
- Share out
Class Meetings and Your Site

- What is currently happening at your site?
- Teachers comfortable with facilitator role?
- Training?
- Admin support? (Need time to do it)
  - Rationale
    - Culturally responsive
    - Builds community
    - Reduces conflict
    - Allows more time for academics
    - Ownership of issues remains with the class
    - Fits comprehensive models of school counseling

Breaking down the Barriers

Initial summaries from my research:
- Teachers often FEEL the pressure for time – even if it doesn’t exist
- Teachers need an advocate
- Teachers need a model
- Explanation of the “grey”, “unknown”, and flexibility within the facilitator role
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More ideas:
Visit my Pinterest Page
https://www.pinterest.com/marinda36/class-meetings/