

# **“But before you do that...”**

**Building a Learning Community That Fosters Success for Learners**  
*Session 4: Supporting Self-Regulation*

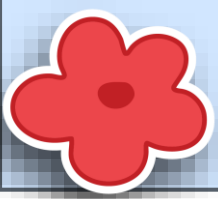
**Date: May 28, 2025**

**Time 3:30-4:30**

**Presenters:**

Jacquie Anderson

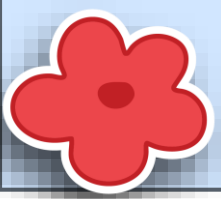




## Why this series?

1. We know that **strong Tier 1 instruction** is essential for literacy success for our learners.
2. We know that our classrooms have **high levels of diversity and complexity**.
3. We want to include a **variety of instructional contexts and routines** to meet the variety of needs in our classroom.
4. We want **students to be engaged** and able to function responsibly and independently in a variety of learning contexts.





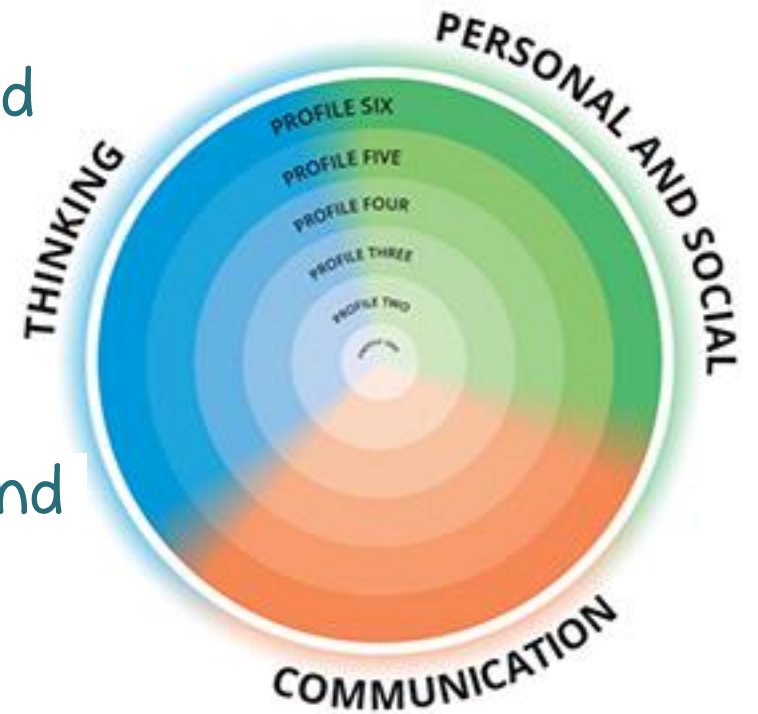
# RC Core Belief

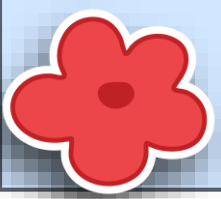
In order to be successful in and out of school, students need to learn a set of **social and emotional competencies**—

cooperation, assertiveness, responsibility, empathy, and self-control

and a set of **academic competencies**—

academic mindset, perseverance, learning strategies, and academic behaviors.





# Foundation premise



Every child has the  
need for

*Belonging*  
**SIGNIFICANCE**  
*& FUN*

Breakout rooms: 5 minutes

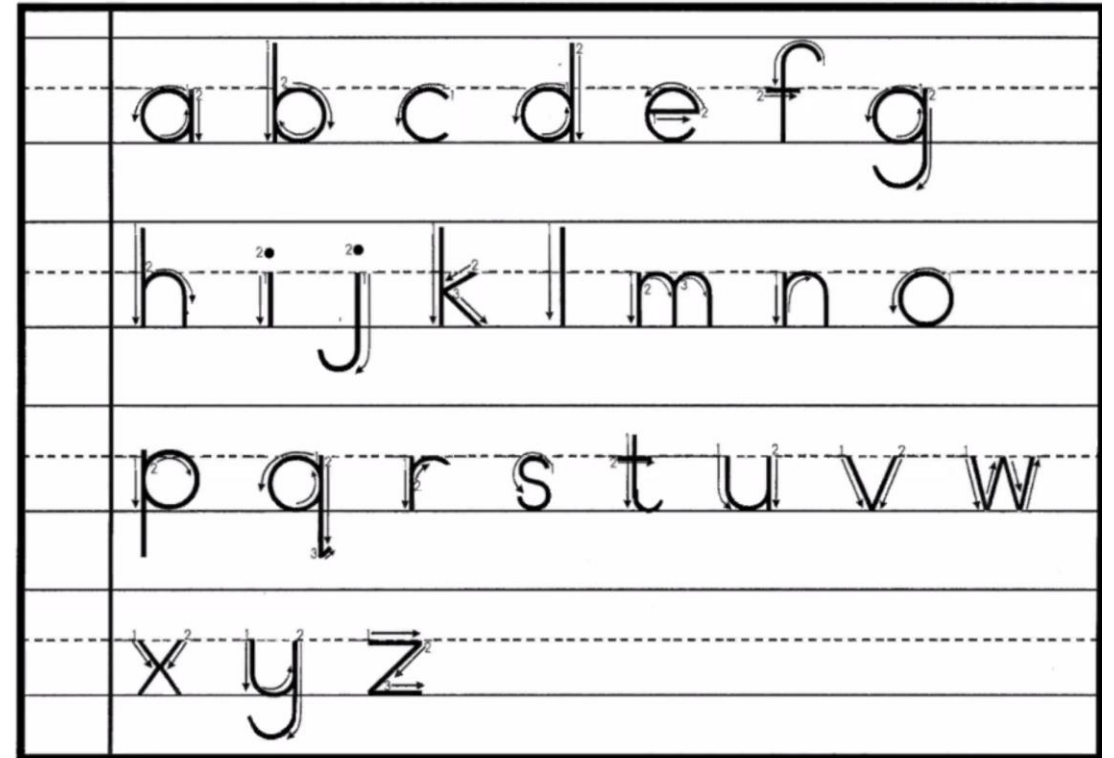
Greet each other: introduce yourselves and your grade level or role.

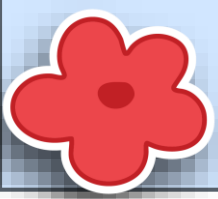
Share: what was a really engaging unit of study or content you explored with your students this year?



## Alphabet aerobics!

- **Tall letters:** stand up straight, arms up
- **Line letters:** squat and hands on hips
- **Tail letters:** bend over, hang hands toward the floor





# Today's learning objectives

Hello friends,

I hope you are finding RC practices making a difference in your classrooms. Today we dive into discipline. What does it mean? How does it support self-regulation?

Jacquie



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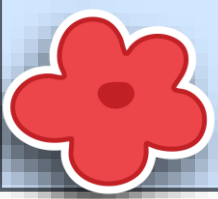


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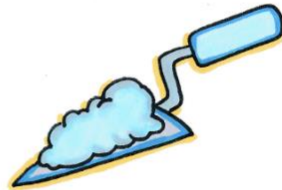
# The Eight Magic Keys-POPFASD

DEB EVENSON AND JAN LUTKE'S

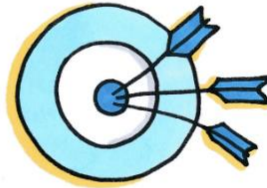
## EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

@Kwiens62



**CONCRETE**  
TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE



**CONSISTENCY**  
PARENTS & EDUCATORS USE  
THE SAME WORDS & STRATEGIES



**REPETITION**  
RE-TEACH MANY TIMES TO RETAIN  
IN LONG-TERM MEMORY



**ROUTINE**  
HELP REDUCE ANXIETY



**Keep It Short & Sweet**

**SIMPLICITY**



**SPECIFIC**  
SAY EXACTLY WHAT YOU MEAN  
GIVE STEP BY STEP DIRECTIONS



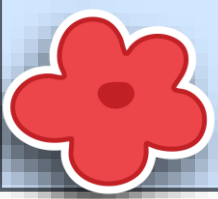
**STRUCTURE**  
THE GLUE THAT MAKES THE WORLD  
MAKE SENSE... THEIR FOUNDATION



**SUPERVISION**  
SCAFFOLD INDEPENDENCE

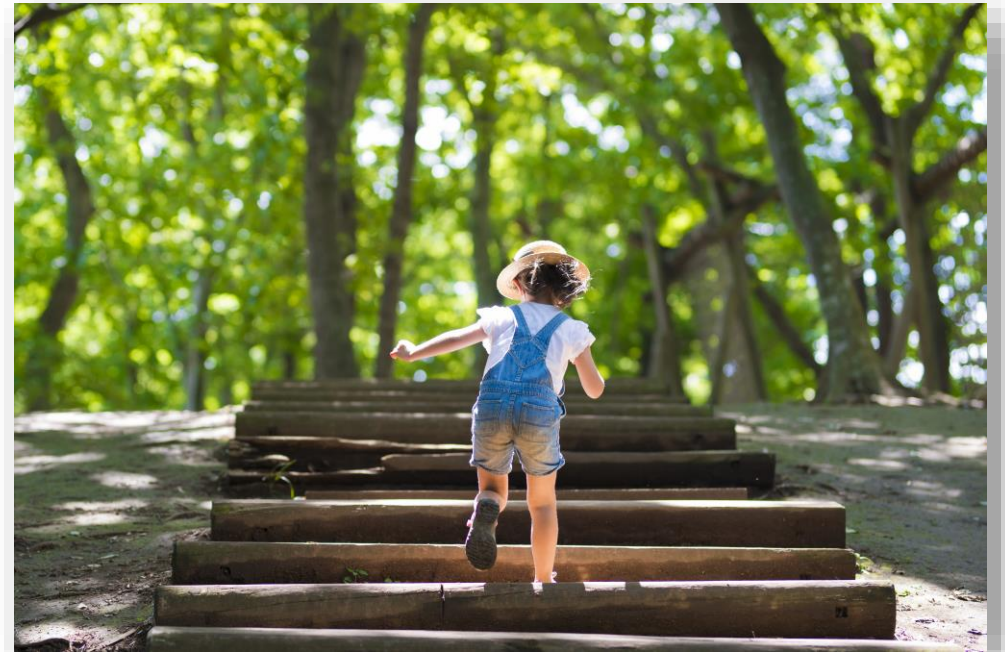
Kristin Wiens 2017

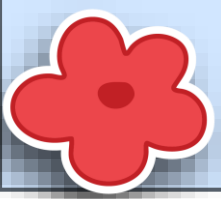




# Responsive Classroom Practices

- Morning meeting
- Interactive modeling
- Guided discovery
- Teacher language
- Engaging Academics & Interactive learning structures
- Positive Discipline





# Positive Discipline

Activity: Four Corners

*Which of these phrases intrigues you?*

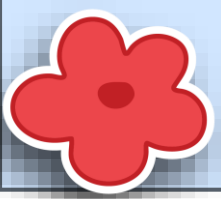
- ✓ Discipline can be taught
- ✓ Discipline leads to learning
- ✓ Punishment is different than discipline
- ✓ Teacher empathy sets the tone for discipline

In your breakout room: which one intrigues you?

Why do you think it is important?

What might it look like in the classroom?

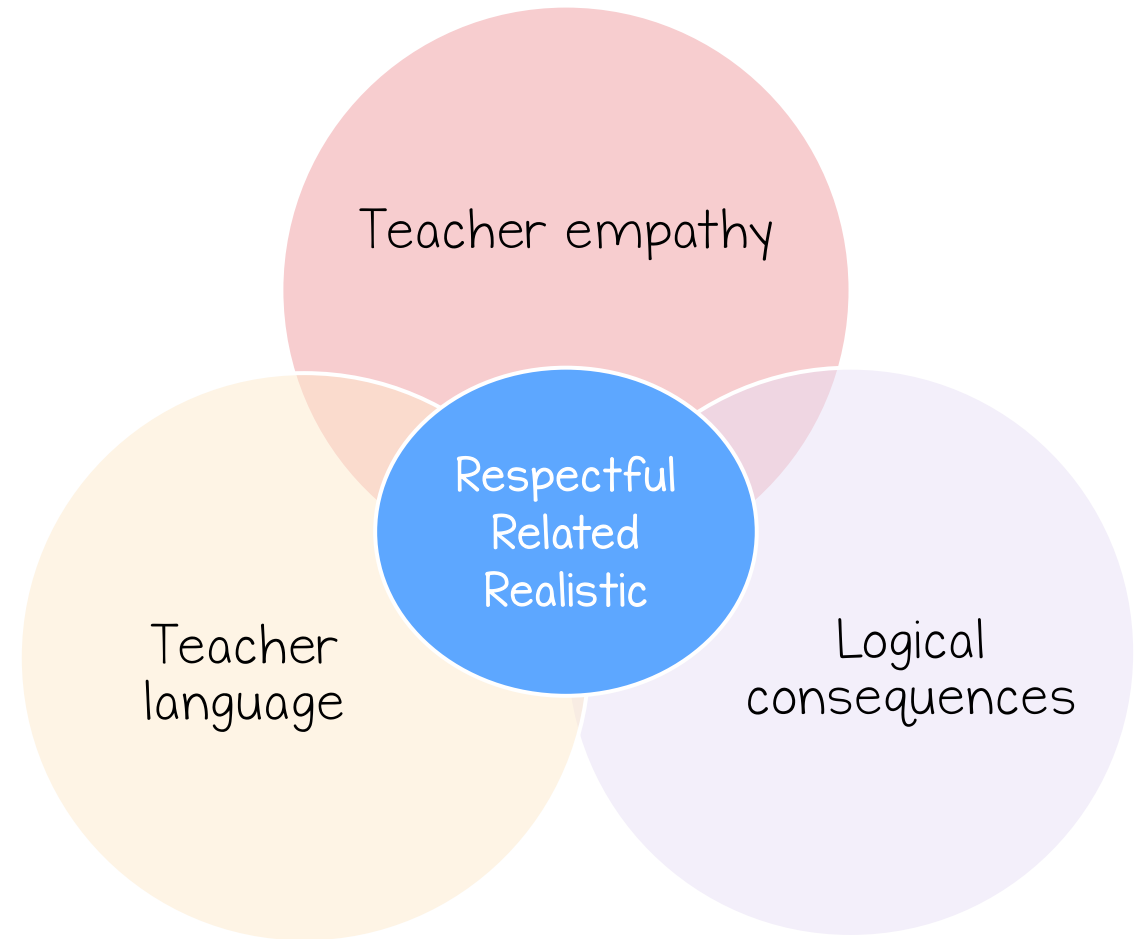


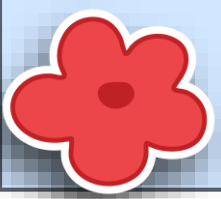


# Positive Discipline

## Goals of responding to misbehaviour

- To stop the rule-breaking behaviour
- To maintain a safe and orderly classroom
- To help students develop internal control of their behaviour
- To preserve the dignity of the child and the group

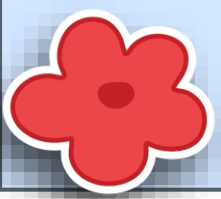




# Positive Discipline

## Responding to Behaviour

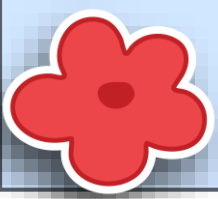




# Positive Discipline

What are some ways you help students handle big emotions?





# Positive Discipline

## Teacher Language:

*Envisioning, reinforcing, reminding, and...*

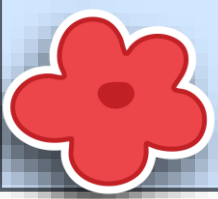
### Teacher empathy:

- ✓ Through metaphors (picture books)
- ✓ Identify feelings.

### Redirecting Language:

- ✓ Direct and specific
- ✓ Names the desired behaviour
- ✓ Is brief!
- ✓ Sets firm limits (actions for words if necessary)
- ✓ Makes a statement instead of asking a question.





# Positive Discipline

## The Three Rs of Logical Consequences

### Respectful

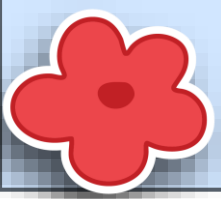
Words are focused on the behaviour not the character of the child

### Related

Consequence “makes sense”; it is connected to the action and seeks to repair damage

### Realistic

Needs to be actionable; and proportionate follow through and consistency matters.



# Positive Discipline

Logical Consequences:  
*Respectful, related, realistic*

## 1. Break it, fix it

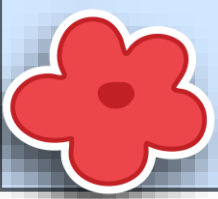
- Use when it's a case of carelessness, mistake or impulsivity
- Not a lot of discussion

## 2. Loss of Privilege

- Attached to responsibility
- A learning opportunity

## 3. Positive Time Out

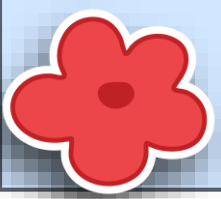
- Normalize the action
- “take a break”
- Practice self-control
- Explicitly teach a **consistent** time out procedure.



# Positive Discipline

But, “Before you do that...!”  
what needs to be in place for these  
responsive strategies to be successful? How  
can you get there?



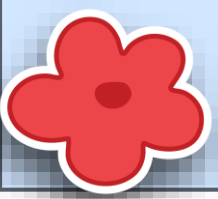


# Thinking Back, Looking Ahead

*Which of these do you feel holds the most value for you in your work in classrooms? 'where do you want to start?'*

- Morning meeting
- Interactive modeling
- Guided discovery
- Teacher language
- Engaging Academics &  
Interactive learning structures
- Positive Discipline





## Online resources

- [Responsive Classroom](#)
- [Energizers](#)
- [Responsive Classroom Approach](#)
- [Eight Magic Keys](#)
- [RC Logical Consequences](#)

## Videos

- [Redirecting Language](#)
- [Time Out–Interactive Modeling](#)

## Books

- [The Power of Our Words–Paula Denton](#)

## Articles:

[Time Out: Early, Often and For Everyone](#)

[Five Discipline Practices that Preserve Dignity](#)

[Discipline Strategies for the End of the Year](#)

[Time Out and Teaching Self–Regulation](#)





## Provincial Outreach Program for the Early Years



**Thank you from the POPEY team!**



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