



# Growing Engaged Learners in the School Garden

*Building a classroom community and engaging  
students in the garden*

When Things Get off Track

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# Group Agreements

- Be present, engaged, curious, and reflective.
- Share openly and listen to understand.
- Step up or step back to ensure equity of voice.
- Be patient while everyone is learning
- Get to know each other



*Reminder:* The meeting and chat (including direct messages) are being recorded to be shared only with the members of this meeting

# Goals and Agenda

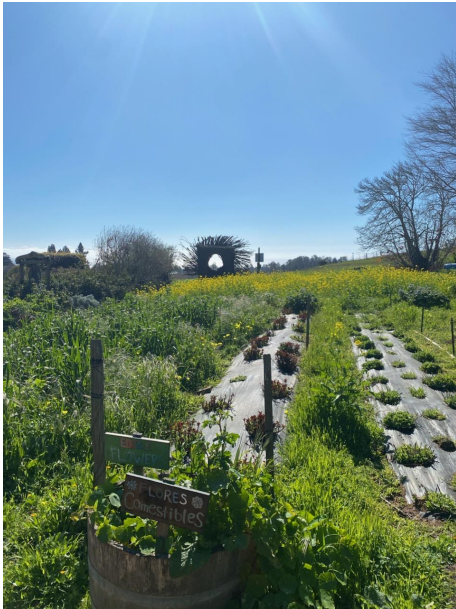
*Learn and practice practical strategies to feel confident and inspired to build a classroom community with students in an outdoor setting.*

- Ice-Breaker
- Our Role as a Teacher
- Responding to Student Needs



# Six Word Poem

Six word poem about who you are as a teacher



# Our Role as a Teacher

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# Perceptions: What is a Garden Classroom?



# Building Parameters



## Appendix G: Personal Matrix (Behavior Dictionary)

A personal matrix (or behavior dictionary) is a tool classroom teachers can use to draw on student prior knowledge regarding behavior expectations (Validate and Affirm) and identify where connections need to be bridged and built. School personnel articulate expectations in the school setting, and students are asked to reflect on expectations in other settings in their lives. This dictionary can be used to help reteach and to help students learn to code-switch while allowing teachers to learn how the expectations may have been taught to fluency previously.

In the example below, the school wide expectations are identified and are operationalized in the “at school” column for students. Students are then asked to complete the At Home and In my Neighborhood columns individually.

This activity allows school personnel to check for prior knowledge and understand where there may be cultural gaps between home and school, and where additional instruction may be necessary.

*From PBIS Responsiveness Field Guide: Resources for Trainers and Coaches*



School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Protect your friends and family</li> <li>• Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>• Stick up for your friends</li> <li>• Don't back down</li> <li>• Look the other way</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated</li> <li>• Include others</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Do exactly what adults tell you to do</li> <li>• Don't stand out</li> <li>• Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>• Text back within 30 seconds</li> <li>• Be nice to friends' parents</li> <li>• Share food</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Do my own work</li> <li>• Personal best</li> <li>• Follow directions</li> <li>• Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>• Help your family out first</li> <li>• Own your mistakes</li> <li>• Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>• Have each other's backs</li> <li>• Own your mistakes</li> <li>• Check in about what to do</li> </ul>

From *PBIS Responsiveness Field Guide: Resources for Trainers and Coaches*

# Building Personal Relationships

Learning Names

Gifts Without Strings

Ice-breakers



# Rituals and Routines

## Rituals

- special greeting
- celebrating student successes
- inside jokes
- class song or chant

## Routines

- entering the garden
- attention-getting signal
- transitioning to different areas
- getting supplies
- bathroom, water requests
- exiting the garden



# Know how to participate

## Participation Structures

- Think-pair-share
- Shoulder Partners
- Circle Share

## Inefficiency by design

- Everyone has a job



# Responding to Student Needs

- Individual
  - Between 2 students
  - The Whole Class
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# Enduring Understandings about Behavior

When unproductive behaviors arise, we need to remember:

Behaviors communicate needs.

Our response to these behaviors should always maintain the respect and integrity of the relationship and should always be for:

- Collaboration, NOT compliance
- Development, NOT punishment
- Purpose, NOT power



# Inappropriate or Unacceptable?

## Inappropriate

- Disregard
- Disruption

## Unacceptable

- Disrespect
- Unsafe Behavior



# Disregard or Disruption?

## Disregard

- not engaged
- ignoring instructions
- fidgeting
- daydreaming
- doodling

## Disruption

- calling out
- making noises
- talking to neighbor





# Reflect: Inappropriate or Unacceptable?

## Disrespect

- Yelling at the educator
- Using Profanity
- Using Slurs

## Unsafe behavior

- Hitting another student
- Destroying items or property.



# Individual

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# Reflect: Disregard or Disruption?

## Disregard

- not engaged
- ignoring instructions
- fidgeting
- daydreaming
- doodling

## Disruption

- calling out
- making noises
- talking to neighbor

# Reflect: Parameters

Did you say, model, and post the parameters?



# Reflect: Procedures for Participation (Activities)

Did you say, model, and post simple instructions?

Did you give many ways for every student to participate?



# Strategy: Meet Needs (Disregard)

## A Need for Escape

- Provide a safe and appropriate way to take a break
- Provide free explore time



## A Sensory Need

- Change modality
  - From listening to sharing
  - From writing to drawing
  - From listening to moving
- Move from sitting to standing
- Move locations

**Between two-four  
students**

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# Reflect: Disregard or Disruption?

## Disregard

- not engaged
- ignoring instructions
- fidgeting
- daydreaming
- doodling

## Disruption

- calling out
- making noises
- talking to neighbor
- Yelling across the room



# Strategy: Communicate Parameters

1. Privately name the behavior that doesn't match the parameters
2. Share "the why" behind the specific parameter



# Reflect: Procedures for Participation (Voice)

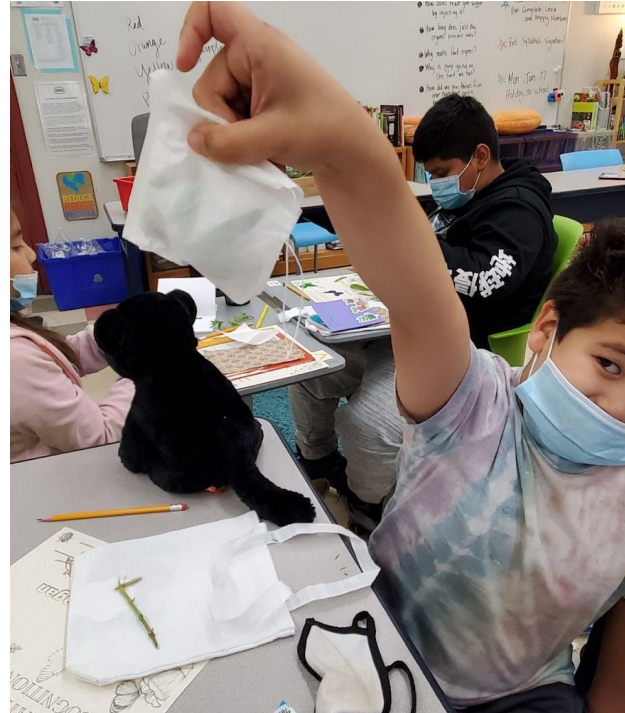
Did you say and model the specific way that students should share?



# Strategy: Meet Needs (Disruption)

## A Need for Attention

- From teacher
  - Eye contact, proximity
  - Hand signal, validation
- A need for space
  - Creating space between the students



# Strategy: Make a Change

## 1. Name the behavior

“K, and J you are continuing to run into students when we go into the garden.”

## 2. Explain the change

“You will need to walk next to me.”

## 3. Give a “bounce back”

“You can try again on your way back to the classroom. Let’s keep going.”



# Strategy: Restorative Inquiry

1. Be curious. Ask questions. Listen to understand.
  - a. Tell me what's been happening. what has not been working for you?
  - b. What are you thinking / feeling about this situation?
  - c. How is this getting in the way of your learning and the person you want to be?
2. Provide support.
  - a. What do you need to learn / to do to make things better? Reset?
  - b. What can we do to support you?
3. Make a plan.
  - a. What might you do differently the next time you find yourself in this situation?



# Reflect: Inappropriate or Unacceptable?

## Inappropriate

- Disregard
- Disruption

## Unacceptable

- Disrespect
- Unsafe Behavior

# Unacceptable

## Disrespect

- Yelling at the educator
- Using Profanity
- Using Slurs

## Unsafe Behavior

- Hitting another student
- Destroying items or property.



# Strategy: Facilitate Conflict Resolution

1. Notice the conflict without judgement.
2. Guide students to use “I statements” to express how they feel and explain what they need.

“I feel (feeling) when you (specific behavior).  
I wish you would (request).”





# Whole Class Reset

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# Reflect: Inappropriate or Unacceptable?

## Inappropriate

- Disregard
- Disruption

## Unacceptable

- Disrespect
- Unsafe Behavior



# Strategy: Interrupt

- Instant response
- No anger, just a calm, straightforward stop

What might this sound like for you?



# Reflect: What's Next?

Does the class need...

## **Communication?**

*something about the parameters isn't being understood*

## **Change?**

*something about the situation isn't supporting them in meeting parameters*

**Or do you need more information?**



# Reflect: How would you respond matters

<b>Step 1:</b>	<p><b>Explain the attributions that you have about the student.</b></p> <ol style="list-style-type: none"> <li>Describe what you and the student said and did.</li> <li>How did the student react to your actions or comments?</li> <li>Collect notes on multiple days and at different times of the day.</li> </ol>
<b>Step 2:</b>	<p><b>Write out or reflect on your feelings and thoughts when working with the student. Take into account the potential for misinterpretations resulting from deficit thinking, prejudice, and overgeneralizations.</b></p> <ol style="list-style-type: none"> <li>How does this student make you feel? What are your worries or fears?</li> <li>What are your assumptions? Why do you find the student problematic?</li> <li>Have you evaluated, interpreted, or described the behavior?</li> <li>Try to rewrite the examples in descriptive terms.</li> </ol>
<b>Step 3:</b>	<p><b>Consider alternative explanations by reviewing your documentation and reflections.</b></p> <ol style="list-style-type: none"> <li>Review the explanations and reflect on why the student may be doing what he or she does. Look for patterns in your behavior and the student's behavior.</li> <li>What are your expectations for the situation? How is the student not meeting your expectations? In what way is the behavior interfering with learning?</li> <li>List alternative explanations or interpretations of the student's behavior.</li> <li>What external factors and/or personal factors could be influencing the student's behavior? What recent changes have occurred in the student's life, disability, acculturation, and so forth?</li> </ol>
<b>Step 4:</b>	<p><b>Check your assumptions. Share your reflections with a colleague, parents, and/or community members. Meet with parents to learn more about expected and observed behaviors in the home.</b></p>

- Share your list of alternative explanations or interpretations of the student's behavior with a colleague, parents, and/or community members.
- Meet with the family to learn more about their perspective in understanding the behavior. Do they notice the same behavior at home? Do they find it problematic? How do they interact with the student at home? Have there been any major changes or upsets in the home?
- Be open and responsive to the family's ideas and perspectives. Seek to understand rather than to judge.

<b>Step 5:</b>	<p><b>Make a plan.</b></p> <ol style="list-style-type: none"> <li>How will you change or respond differently?</li> <li>Brainstorm ideas on how to change the environment, your actions, and/or expectations for this student.</li> <li>Experiment with responding differently. Note what happens. Reflect on your feelings as well as the student's response.</li> <li>Frequently communicate with the family. Ask whether family members have noticed a difference. What have they been trying that works?</li> <li>Consult with colleagues, parents, and/or community members while you experiment to check your assumptions and interpretations.</li> </ol>
<b>Step 6:</b>	<p><b>Continuously revisit this process to reassess your attributions and your progress with the student.</b></p> <ol style="list-style-type: none"> <li>Notice when you are overgeneralizing, attributing behavior within a deficit perspective, or behaving in prejudiced ways toward certain students.</li> <li>Remember that this process is a continuous one, so revisit the steps periodically to continue your growth and understanding of students.</li> </ol>

From: Zaretta Hammond *Culturally Responsive teaching and the Brain.*

# Closing