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Abstract title:	<b>Using Restorative Practices to Foster Strong Supportive Relationships with Neuro-Diverse Students</b>
	<p>No matter what level we teach, where we teach or what we teach we are going to encounter students in our classes that present with different learning and relational challenges. Some of them may have Anxiety Disorders, ASD, ADD, ODD, Dyslexia or difficulty regulating their emotions. All of them will pose unique challenges for us as educators as they are unique in themselves. How best to go about meeting the relational and learning needs of these students in your class is the focus of our abstract.</p> <p>We are going to present some strategies using the Restorative Practice framework that will help in building a strong relationship with these students and tools for repairing those relationships when it goes wrong. Some Restorative Practices tools e.g. Circles and Whakawhanaungatanga activities seem problematic when faced with students with language complexities, difficulting relating to others or anxiety triggered by speaking, but there are ways to help these students fully engage in what is one of the best and most impacting activities for developing all of those skills.</p> <p>When things go wrong, students who struggle with relationships, social complexities, language and with anxiety need the tools that Restorative Practices can give them to help them to navigate conflict in safe, structured and supported means.</p> <p>We believe the front half of the curriculum, and the Key Competencies (Relating to Others, Managing Self, Participating and Contributing) support this being a key part of students learning needs, and therefore part of our teaching programmes in schools.</p>