Philosophies Guiding Practice

Student Advocates' practice is rooted in evidence-based theoretical frameworks and philosophies.

Philosophy	Explanation
Restorative Practices	Restorative Practices in Schools is philosophically based in fostering relationships, strengthening understanding, repairing harm, and building strong communities. Identifying and addressing the needs and harms that occur when there is conflict in the school community by cultivating empathy and modeling conflict resolution skills serves students and adults alike. Restorative Practices, when practiced with fidelity, create a safe space for connection and dialogue. When facilitated by trained practitioners, Restorative Practices lead to a more equitable and inclusive environment for students, staff, families, and community members.
Trauma-Informed Practices	TICP is a strengths-based framework that is responsive to the impact of trauma, emphasizing physical, psychological, and emotional safety for both service providers and survivors. TIP creates opportunities for survivors to rebuild a sense of control and empowerment.
Positive Youth Development	PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. PYD recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships and furnishing the support needed to build on their leadership strengths.
Strength-Based Perspective	Instead of focusing on students' problems and deficits, the strengths perspective centers on students' abilities, talents, and resources. Advocates concentrate wholly on identifying and eliciting the students' strengths and assets in assisting them with their problems and goals.
Person-In-Environment	Person-In-Environment is a practice-guiding principle that highlights the importance of understanding an individual and individual behavior in light of the environmental contexts in which that person lives and acts.
Maslow's Hierarchy of Needs	Before a student's cognitive needs can be met, they must first fulfill their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential.
Erikson's Stages of Development	People move through stages of development; successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises. Identity vs. role confusion occurs during adolescence, from about 12-18 years. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals.