



NEW TEACHER SUMMER ACADEMY INTRODUCTION TO RESTORATIVE PRACTICES

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Overview

Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

2012 Defining Restorative (Ted Wachtel, IIRP President and Founder)

- The IIRP distinguishes between the terms *restorative practices* and *restorative justice*.
- Restorative Justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs.
- The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

Social Capital

Social capital is defined as the connections among individuals, and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible.

2012 Defining Restorative (Ted Wachtel, IIRP President and Founder)

Where social capital (a network of relationships) is already well established, it is easier to respond effectively to wrongdoing and restore social order, as well as to create a healthy and positive organizational environment.

2012 Defining Restorative (Ted Wachtel, IIRP President and Founder)

The Use of Restorative Practices Helps To:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationships
- Repair harm

Aim of Restorative Practices in School Communities

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Restorative Practices in Schools

Restorative Practices provides teachers with the tools to improve classroom management, school discipline, and school climate through restorative interventions. Teachers utilize restorative techniques when responding to problem behavior which simultaneously hold young people accountable and improve relationships among students, faculty, administrators, and parents.

Effective Restorative Interventions

- Restorative Circles
- Restorative One-on-Ones
- Small Impromptu Groups
- Family Group Conferences
- Proactive Class Meetings
- Journaling
- Peer Mediation
- Logical Consequences
- Meetings with Counselors
- Provide Mentors
- Thinking/Reflection Chair
- Buddy Teachers

The goals of Restorative Practices that respond to wrongdoing include:

- Trying to foster understanding of the impact of the behavior
- Seeking to repair the harm that was done to people and relationships
- Attending to the needs of victims and others in the school
- Avoiding imposing on students intentional pain, embarrassment, and discomfort
- Actively involving others as much as possible

Fundamental Hypothesis

Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

Social Discipline Window

2012 Defining Restorative (Ted Wachtel, IIRP President and Founder)

Restorative Practices Continuum

2012 Defining Restorative (Ted Wachtel, IIRP President and Founder)

Nine Affects

- Six Negative affects include anger-rage, fear-terror, distress-anguish, disgust, dissmell, & shame-humiliation.
- Surprise-startle is the neutral affect.
- The two positive affects are interest-excitement and enjoyment-joy

Compass of Shame

Withdrawal

- Isolating Oneself
- Running and hiding

Attack Self

- Self Put down
- Masochism

Compass of Shame

Attack Others

- Turning the tables
- Blaming the victim
- Lashing out verbally or physically

Avoidance

- Denial
- Abusing drugs and alcohol
- Distraction through thrill-seeking

Respond to others experiencing shame by:

- Listening to what they have to say
- Acknowledging their feelings
- Encouraging them to talk about their experience

Individuals are at their best when they:

- Maximize positive affect
- Minimize negative affect
- Freely express emotion
- Do as much of the above three as possible

Fair Process

- **Engagement** – involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation** – explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation Clarity** – making sure that everyone clearly understands a decision and what is expected of them in the future

Effective questions to respond to challenging behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative questions to help those harmed by others' actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

GROUP MODEL

- Establish relationships (opening, favorite movie, music, etc.).
- Define the problem.
- Reflect on what people thought (feeling) at the time of the problem.
- Propose possible solutions (what people want to see happen in the future).
- Summarize key points made in the circle

Discipline Philosophy

- As student morale and self-worth increase, discipline problems will begin to decrease.
- Inappropriate discipline methods can result in alienation, negative self-esteem, and negative attitudes.
- Students are growing in terms of understanding themselves and others.

Selected references

North Carolina Middle School Association

National Middle School Association

Essential Concepts of Discipline

- Interpersonal Climate – Good relationships with adults.
- Worth and Dignity Assured – Embarrassment and humiliation are not acceptable (avoid lectures or scolding).
- Democracy – Involve students actively in the process.
- Forgiveness Must Always be Available – Allow students to turn a verbal apology into an apology of actions.

Restorative Practices

Confrontation

- It is ok to confront negative behavior in a group (keeps people safe).
- “We don’t do that here.”
- “I need for you to clean that up.”
- “That is not ok.”
- “Take care of that before we continue.”
- “Because you are not showing a willingness to work through this problem, we must end the circle.”
- “You need to turn the apology of words into an apology of actions.”

Essential Concepts of Discipline

- Separate the Deed from the Doer – Assure the student that he or she is worth your efforts and time.
- Foster Awareness – Show or demonstrate to a student how others are affected by his or her actions.
- Accept Ambiguity – Allow people many different perceptions regarding a situation (fault may be unclear), focus on what students, teachers, and administrators want to see happen in the future.

Selected references

North Carolina Middle School Association

National Middle School Association

International Institute for Restorative Practices

Restorative Circles

Silence

- As you direct the group, allow for silence (people are feeling, this is good).

Fouls

- Name calling, put downs, threats, excuses, sneering, not taking responsibility, no get backs.

Confidentiality

- Remind people that what is said in the circle, stays in the circle.

Restorative Language/Support

Helpful Restorative Statements

- “You’re worth it.” (doing hard work to improve yourself)
- “I can and want to help you.”
- “I need for you to be respectful.”
- “I want to value your word.”
- Use statements that encourage peer support.

“WHY?”

- Loaded question, focus on the future.
- Many people have different perspectives regarding a situation.

Communication Tips

- Show you are paying attention (good eye contact, ask for clarification, nod your head).
- Do not use words like “always and never”.
- Be brief.
- Allow for compromise (this teaches negotiation skills).
- It is ok to not know everything.